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CATALYSING SCHOOL-DRIVEN HOLISTIC LEARNING INNOVATIONS TO ACHIEVE SDG4 BY 2030

Annual Report 2021

AGA KHAN FOUNDATION

SCHOOLS2030: WHY NOW?

Rarely are school leaders, teachers and students invited to reflect, collaborate and share the wisdom that lies among them about 'what works' to improve quality learning for all. Even rarer are instances where school-level practices and innovation lead to long-term sector dialogue, community action and external investments, guided by evidence that the school collects, processes and uses to achieve holistic learning outcomes for all.

Schools2030 seeks to dramatically change the status quo by equipping educators with the knowledge, skills,resources and platforms they need to better design, measure and showcase new education innovations to achieve SDG4 by 2030.

In partnership with 1000 government schools and community learning centres across ten countries, Schools2030 uses the principles of human-centred design and a three-step model for educational change – Assess, Innovate, Showcase – to support teachers and students to design and implement innovations that meet the learning needs of their classrooms and communities. By working directly with governments and other key education stakeholders, we ensure these low-cost and scalable innovations will inform and transform education systems to improve holistic learning outcomes and strengthen the voice of teachers in education sector dialogue.

We work in some of the most remote and marginalised communities characterised by low learning outcomes, low resources and low access to education technologies. We focus on the key educational transition years for learners: from preschool to formal schooling (approximately age 5); at the end of the primary school cycle (approximately age 10) and the transition from lower secondary school to higher education, skills training and the world of work (approximately age 15+). Research indicates that these transition points are the most crucial in a young person's educational journey; we believe our focus on these age groups and on educationally disadvantaged learners will have profound impact on learning outcomes and teaching practices, providing meaningful models of innovation that can be replicated around the globe.

Only eight years remain until the end of the SDGs in 2030. What we do in education in the remaining years of this decade will define our generational response to the pressing challenges of climate change, inequality, insecurity, and COVID-19. Schools2030 remains one of the few global responses that ensures schools and educators remain at the forefront of providing the world's education sector with new, actionable evidence about how best to achieve quality, equitable education for all.

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FOREWARD

REFLECTIONS ON A YEAR OF SCHOOL-DRIVEN INNOVATION

2021 was a landmark year for the Schools2030 programme. Over the past twelve months we have launched our **three-step model** with teachers, schools and youth partners across ten countries, supporting educators to **assess** holistic learning outcomes and environments; to **innovate** contextually relevant learning practices using human-centred design; and to **showcase** these holistic learning innovations at district, national and global levels to inform systems-level decision makers in education. This was all done amidst unprecedented challenges for our schools and communities, including ongoing waves of COVID-19, lengthy school closures and the humanitarian crisis in Afghanistan. Against all odds, our teams and partners continued to support children and educators in their greatest time of need with flexible, respectful and sustained support.

We have seen first-hand the powerful impact that human-centred design has on teachers and learners as they are given the resources and support they need to measure what matters and to design education innovations that are meaningful and relevant to their schools and communities. Throughout this report, we share details about these school-driven innovations as well as the assessment and design processes that shaped them. The results we are seeing in our schools and communities highlight that **improving education systems must begin at the school level and must engage teachers as agents of positive educational change**.

Schools2030 teams have been working in close partnership with governments in each programme country over the past year. **National Advisory Committees**, made up of ministerial representatives, local and district education authorities, civil society partners and other key stakeholders, have been playing an active role in shaping the Schools2030 programme in each country. For Schools2030, it is crucial that **we are engaging governments right from our launch year to establish a schools-to-systems connection** that will support adoption, adaptation and scale of our three-step model and our context-driven education innovations.

As part of our commitment to strengthening the global education ecosystem, Schools2030 has developed **a new set of global public goods**, all of which are available free and open-access on our website. These include learning assessment tools and guidance materials to support holistic skill development, learning and teaching; a suite of translated and contextualised human-centred design toolkits for teachers, facilitators and school leaders; and the *Faved* platform, a teacher-to-teacher portal that will allow educators to share best practices and effective innovations, nurturing a global community of practice for and by teachers.

At national and global levels, Schools2030 has been engaging new partners and allies and strengthening its external communication to ensure powerful and cohesive messaging. We have been working closely with Schools2030 Research Partners to build and disseminate school-driven evidence on "what works" to support improved teaching and learning. We have participated in a number of high-profile global conferences where **educators have taken centre stage, ensuring that Schools2030 is known as a programme that speaks with schools and teachers, not on their behalf**.

We hope you enjoy reading this annual report and learning more about how Schools2030 is co-leading the charge on school-driven, context-relevant education innovation and amplifying the voices of schools and educators as education changemakers. We would like to offer our sincere thanks to our consortium of donors, partners, staff and schools who are steering this programme from local to global levels. We look forward to many more years working together to achieve measurable impact on quality, equitable education for all.

Dr Bronwen Magrath
Schools2030 Global Programme Manager

GLOBAL SECRETARIAT

Schools2030's greatest asset is its 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.

Learn more about our in country teams in the country updates section beginning on page 28.

Dr Bronwen Magrath
Schools2030 Global
Programme Manager

Bronwen is responsible for the overall strategic direction of Schools2030 and for managing all programmatic aspects, including working with country teams to ensure successful delivery of the programme, directing global workstreams internally and with partner organisations, setting budgets, chairing the donor steering group and programmatic reporting.

Sarah James
Schools2030 Global
Communications Manager

Sarah leads on the development and implementation of the global communications strategy and oversees its alignment across country-level communications. She is also responsible for communication activities at the global level, including social media and website management, event organisation and content creation, as well as supporting the country teams with their communications work.

Ellen Smith
Schools2030 Global
Research Coordinator

Ellen leads the global research and evidence workstream. She coordinates Schools2030 research partners and supports collaboration and cross-fertilisation among these partners and the wider Schools2030 programme.

Scott Hamilton
Programme Finance Officer

Scott manages Schools2030 finances, including supporting on budget setting at national and global levels and leading on financial reporting to donors. He also leads on developing grant agreements with AKF country offices and external partners and the administration of grant income and payments.

Leanne Turner
Partnerships Officer

Leanne leads on the grant management aspects of the Schools2030 programme, including supporting country and global teams with grant proposals and reporting. She also leads on establishing and maintaining effective partnerships with donors and external partners for Schools2030.

Katie Krummeck
Global Innovation and Design Advisor

Katie advises the country teams on the human-centred design process, and ensures its smooth facilitation with schools and teachers. She also is responsible for the co-creation of the HCD Toolkit and additional resources.

Jonatane B-Budiaki
Senior Partnerships Manager

Jonatane led Schools2030 grant management and donor communication through much of 2021, and remains in an advisory role to support Leanne on partnership-related matters.

Lucia Brandulas
Executive Assistant, Education

Lucia supports the global education team with technical assistance and all other administrative matters. She also supports a range of practical matters including event and meeting logistics.

Dr Andrew Cunningham
Global Lead, Education

As Global Co-Lead for Education, Andrew provides technical expertise and global oversight to the Schools2030 programme and ensures its alignment to the broader goals of AKF.

Nafisa Shekhova
Global Lead, Education and ECD

As Global Co-Lead for Education and Lead for ECD, Nafisa provides technical expertise and global oversight to the Schools2030 programme with a particular focus on the early childhood cohort, and ensures its alignment to AKF's broader goals.

# OUR THREE-STEP PROCESS FOR EDUCATIONAL CHANGE

STEP ONE: ASSESS

Schools2030 supports teachers to determine the holistic learning levels of their students with simple and contextualised assessment tools.

STEP TWO: INNOVATE

Schools2030 supports teachers to create 'micro-innovations' through Human-Centred Design. This cyclical process moves through the stages of design, test, reflect and iterate.
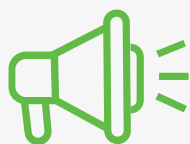
STEP THREE: SHOWCASE

Schools2030 supports teachers to showcase 1000 innovations each year at national and global forums to inspire systems-level change for improving quality learning at scale.

CONTEXT-DRIVEN HOLISTIC ASSESSMENT TOOLS PILOTED ACROSS 1000 SCHOOLS

STEP ONE:
ASSESS

Schools2030 seeks to improve holistic learning outcomes for the most marginalised children and young people in our key geographies. For Schools2030, holistic learning is about recognising the interconnectedness of academic, physical, social and emotional skills. Our approach to holistic learning supports young people to develop the knowledge, skills, attitudes and values they need to interact effectively with the world and become contributing members of society.

We believe that children and young people learn best when this learning is meaningful and relevant to them. For this reason, our programme focuses on a different set of holistic learning domains in each of our countries, selected by a diverse group of in-country stakeholders and National Advisory Committee (NAC) members to align with national policy and curricular priorities.

Figure 1: Country Learning Domains by School Level

Our approach to assessing these holistic skills is similarly country- and context-driven. Our goal is to support educators and schools to "measure what matters" by developing a suite of learning assessment tools that are useful and useable for teachers, aligned to the context of their classrooms, and focused on improving the quality of teaching and learning. For each of our age cohorts (pre-school, primary school and secondary school) we are developing tools to assess both learning outcomes and the quality of the teaching and learning environment, adapted for the context of each of the programme countries.

Schools2030 has National Assessment Partners in place in each country (in some cases as staff members) to lead on the adaptation and development of these context-specific learning assessment tools.

This not only ensures we are developing relevant, aligned resources but also helps Schools2030 build country-level capacity in the growing area of holistic learning assessment.

At the global level we are working with technical partners – Oxford MeasurEd, ECD Measure, Save the Children and Dr Sughra Choudhry-Khan – who provide support and expert oversight on the adaptation and development of Schools2030 Learning Assessment Tools. The following section provides a global overview on the development of assessment tools and the work led by these global technical partners; for details on the country-specific assessment work, please see the individual country pages, beginning on page 28.

Figure 2: Overview of Assessment Tool Use

	Preschool cohort (age 5)	Primary cohort (age 10)	Secondary cohort (age 15+)
Holistic Learning Assessment	Schools2030 Preschool Learning Outcome Assessment Tool Based on adapted International Development and Early Learning Assessment (IDELA) Adaptation led by **National Assessment Partners**; Global technical support and oversight from **Save the Children**	Schools2030 Holistic Learning Assessment Tools – Primary School *Academic*: ACER-developed Primary School Maths and Literacy Assessments; *Non-academic*: Rapid Assessment Tools have been developed across programme countries; robust, validated tools in development Adaptation and development led by **National Assessment Partners**; Global technical support and validation led by **Oxford MeasurEd**	Schools2030 Holistic Learning Assessment Tools – Secondary School *Academic*: ACER-developed Secondary School Maths and Literacy Assessments; *Non-academic*: Rapid Assessment Tools have been developed across programme countries; robust, validated tools in development Adaptation and development led by **National Assessment Partners**; Global technical support and validation led by **Oxford MeasurEd**
Quality Learning and Teaching Environment Assessment	Schools2030 Preschool Learning Environment Assessment Tool Based on adapted Brief Early Quality Inventory (BEQI) Adaptation led by **National Assessment Partners**; Global technical support and oversight from **ECD Measure**	Schools2030 Primary School Learning Environment Assessment Tool Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide Adaptation led by **National Assessment Partners**; Global technical support and oversight from **Dr Sughra Choudhry-Khan**	Schools2030 Secondary School Learning Environment Assessment Tool Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide Adaptation led by **National Assessment Partners**; Global technical support and oversight from **Dr Sughra Choudhry-Khan**

SCHOOLS2030 HOLISTIC OUTCOME ASSESSMENT TOOLS

Part 1: Rapid Assessment Tools

In 2021, Schools2030 teams faced the challenge of generating learning data to inform the first year of the human-centred design (HCD) process in the absence of validated holistic learning assessment tools. It was decided, in consultation with country teams, to create "rapid assessments" that would draw on teachers' own reflections of their students' learning levels. This approach was favoured for several reasons. Firstly, it provides a "soft launch" opportunity for the holistic domains and HCD process, introducing teachers to the kinds of skills and approaches at the heart of Schools2030. Secondly, it acts as a precursor to the work that will be done to strengthen teachers' ability to generate their own assessment tools to complement the validated, reliable tools to be developed for each domain, cohort and country. Thirdly, given the context that many teachers have faced in 2020 of being away from the classroom, and out of meaningful contact with their learners, using a teacher reflection-based approach could facilitate a "re-engagement" of teachers with their students' holistic learning.

Schools2030 Global Assessment Coordinating Partner, Oxford MeasurEd, has supported country teams and assessment partners to develop their approach to rapid assessments through a six-step process outlined in Figure 3.

> **A good learning assessment can help us find great practices within the Schools2030 schools.**
>
> David Yeager
> Developmental Psychologist
> University of Texas at Austin

Through the rapid assessment tools, Schools2030 teams and teachers in each country have gathered evidence on student holistic learning levels. This evidence is the foundation on which HCD is built; drawing on the rapid assessment data, teachers have identified the learning levels and gaps of their students and designed a targeted innovation to address these gaps. Figure 4 overleaf provides a sample Rapid Assessment Card used by a primary school teacher to assess for the domain of "Creativity".

Part 2: Development of robust, validated holistic learning assessment tools

Oxford MeasurEd is working closely with National Assessment Partners to support the development of robust, context-driven holistic assessment tools to measure student learning outcomes for the domains

Figure 3: Rapid Assessment Tool Development Process

Domain	Narrative	Descriptors	Judgement	Example	Ambition
Name of Domain	Why was domain chosen? Who is it important to? What is its broader purpose?	Specific descriptions of knowledge, skills, attitudes and values representing this domain	How are students/classes performing in this domain?	What examples or evidence supports the previous judgement?	What does good look like in this specific class? How would you define success?

Figure 4: Sample Rapid Assessment Card to assess Creativity at Primary Level

		Descriptors						
		Student contextualize one's knowledge of reality	Student develop learning aids and make simple items related to their subjects	Student investigate things that are in the environment and identify various types of things and their use	Student identify artistic works involving the use of hands, mention hands' artistic works, explain things he/she has made	Student mention artistic works which involve the use of the body	Student recite stories based on their environment	Student contribute a new idea in conversation
Classroom Judgement		Mixed Proficiency	Somewhat Proficiency	Mixed Proficiency	Somewhat Proficiency	High Proficiency	Mixed Proficiency	Mixed Proficiency.
SN	Teacher Comment ➜ Student Name⬇							
1	Student 1	sometimes	sometimes	sometimes	often	often	sometimes	never
2	Student 2	sometimes	often	sometimes	often	regularly	sometimes	sometimes
3	Student 3	sometimes	often	sometimes	often	regularly	sometimes	sometimes
4	Student 4	sometimes	often	sometimes	often	regularly	sometimes	sometimes
5	Student 5	sometimes	often	sometimes	often	regularly	sometimes	sometimes
6	Student 6	sometimes	often	sometimes	often	regularly	sometimes	sometimes
7	Student 7	sometimes	often	sometimes	often	regularly	sometimes	sometimes
8	Student 8	sometimes	often	sometimes	often	regularly	sometimes	sometimes
9	Student 9	sometimes	often	sometimes	often	regularly	sometimes	sometimes
10	Student 10	sometimes	often	often	often	regularly	sometimes	sometimes
11	Student 11	sometimes	often	sometimes	often	regularly	sometimes	sometimes
12	Student 12	sometimes	often	sometimes	often	regularly	sometimes	sometimes
13	Student 13	sometimes	often	sometimes	often	regularly	sometimes	sometimes
14	Student 14	sometimes	often	sometimes	often	regularly	sometimes	sometimes

selected in each country. Oxford MeasurEd will provide technical oversight on the tool development to ensure rigour and also conducts psychometric validation of each assessment item. In 2021, Oxford MeasurEd's technical support was provided through three related workstreams:

1. Partnership coordination and capacity development

Oxford MeasurEd has set up recurrent, monthly meetings with National Assessment Partners to support them on the development and fulfilment of country-specific assessment workplans. They are currently undergoing capacity assessments for each National Assessment Partner in order to learn how best to support each partner in delivering on the assessment workstream. These capacity assessments involve Oxford MeasurEd analysing documentary evidence and conducting informal interviews with each National Assessment Partner to gauge their capacity in areas such as the development of assessment tests, familiarity with non-academic assessment strategies, experience in tool piloting and in data management, analysis and reporting. This process is essential in ensuring our assessment partners work effectively and efficiently with each other, and also helps us fulfil our goal to develop local

capacity in the crucial area of holistic learning assessment. Capacity Assessments are completed for assessment partners in East Africa, Portugal, Kyrgyzstan, Tajikistan and Afghanistan.

2. Development of assessment guidance materials

Oxford MeasurEd has produced a set of guidance materials on learning assessment that are shared on the Schools2030 website as global public goods. These materials include four handbooks, covering the topics of tool development, academic learning assessment, non-academic learning assessment, and supporting teachers with assessments. Together, the purpose of the handbooks is to provide a common understanding of the way that learning assessments work and to provide guidance for Schools2030 partners to conduct effective assessments. These reference documents are designed to be used by Schools2030 National Assessment Partners, but we hope they will also be used by a range of stakeholders involved in various stages of the assessment cycle.

Oxford MeasurEd have also hosted podcast episodes with Technical Advisory Group members and other leading experts in learning assessment. To date, podcasts have

covered the following themes: Reliability, validity and fairness; Who uses assessment data and how do we make it useful?; What is non-academic learning and why do we measure it?; and Assessments, context and marginalisation. These podcasts were conceived both as a way to provide accessible technical support and advice for Schools2030 assessment partners, and as a way to increase understanding about assessment for the wider Schools2030 community and global education sector.

3. Measurement technical support and the launch of the Assessment Hub

In Q4 2021, Oxford MeasurEd launched the Schools2030 Assessment and Evaluation Hub. This live platform will serve as a resource repository, document library, collaboration space and a tool to monitor and track progress via the country workplans. The Hub also hosts the Item Bank, where assessment tools and questions developed across our programme countries will be stored and shared, including data on the item reliability and psychometric validity. We believe this will be an incredibly powerful global resource on contextualised holistic assessment and will be a key way our programme contributes to strengthening the global education sector.

As National Assessment Partners adapt and develop learning assessment tools, Oxford MeasurEd will conduct face validity review of instruments, clean and conduct psychometric analysis of pilot data, and provide recommendations on final assessment tools. This process has already begun with the face validity review of the Afghanistan instruments, which was completed in December ahead of the tools being translated. They have also reviewed and provided feedback and technical support on the development of rapid assessment tools, as noted in the previous section.

SCHOOLS2030 PRESCHOOL OUTCOME ASSESSMENT DATA

Save the Children is working with National Assessment Partners and country teams to adapt the International Development and Early Learning Assessment (IDELA) as well as the International Social and Emotional Learning Assessment (ISELA) tools for use in Schools2030 preschools to measure student learning outcomes along the domains selected in each country context.

Over the course of 2021, Save the Children supported Schools2030 country teams in

Figure 5: Development stage, Schools2030 Preschool Learning Outcome Assessment Tool per country

Country	Item Selection	Alignment	Translation	Training	Pilot
First Cohort					
Afghanistan	Complete	Complete	Complete	Not Started	Not Started
Kenya	Complete	In Process	In Process	Not Started	Not Started
Kyrgyztsan	Complete	Complete	In Process	Not Started	Not Started
Tajikistan	Complete	Complete	Complete	Not Started	Not Started
Tanzania	Complete	Complete	Complete	Not Started	Not Started
Uganda	Complete	Complete	Complete	Not Started	Not Started
Second Cohort					
India	Not Started	Not Started	Not Started	Not Started	Not Started
Pakistan	Not Started	Not Started	Not Started	Not Started	Not Started
Portugal	Not Started	Not Started	Not Started	Not Started	Not Started
Brazil	Not Started	Not Started	Not Started	Not Started	Not Started
LEGEND	Complete	In Process	Planned	Not Started	

selecting relevant IDELA and ISELA items aligned both to the Schools2030 country-specific preschool learning domains and existing curricula. Item selection has been completed for the first cohort of Schools2030 countries (six in total) aligned in five and translated in four.

Following item selection and alignment exercises, Save the Children is planning to conduct in January 2022 a four-day IDELA training-of-trainers for the first cohort of country teams that have successfully completed the first stage of adaptation. In 2022, Save the Children will support the remaining Schools2030 country teams to align and adapt their instruments while working with the first cohort on pilot testing and deploying their adapted instruments. Conceptualisation and design work on formative assessments will also commence later in 2022.

Over the next six months, Save the Children will work with Cohort 1 country teams to adapt and finalise tools, train assessment focal points, and pilot test the instruments. In the second half of 2022, Save the Children will work with Cohort 2 country teams on adaptation and alignment while also beginning work on the formative assessment component of the Schools2030 assessment approach.

SCHOOLS2030 PRESCHOOL LEARNING ENVIRONMENT ASSESSMENT TOOL

The Brief Early Childhood Quality Inventor (BEQI) tool was developed by ECD Measure

SHAREABLE RESOURCES

IDELA Administration Guide – Uganda

IDELA Administration Guide – Tanzania

IDELA Administration Guide – Kyrgyzstan

IDELA Training Materials

to provide fast and feasible measurement of early childhood care and education settings. BEQI includes a Classroom Observation tool, completed by a trained observer, and a Self-Assessment, completed by teachers to allow them to reflect on their teaching practices and potential areas for improvement. Building on research on quality in early childhood settings, BEQI addresses the need for simpler ways to gather context-specific evidence on quality in early childhood environments. BEQI is an easy-to-use checklist that captures key components of play-based learning and is based on early childhood research that has shown young children learn better when caregivers/teachers encourage them to engage directly with materials, give children some choice in their activities and use of materials, and involve children in discussions that extend their understanding of the concepts.

For Schools2030, BEQI is used to gather locally relevant and actionable data on preschool quality and integrate regular quality measurement into school practices. Putting BEQI data in the hands of teachers and schools allows them to reflect on quality practices, identify strengths and weaknesses and note areas of needed support or professional development as the Schools2030 solutions evolve. This fits into the Schools2030 HCD process, where teachers can use BEQI to identify their own areas needing improvement and possible solutions for addressing these areas. By using the Self-Assessment regularly, and then checking periodically with the Classroom Observation, teachers and schools within Schools2030 can apply the HCD cycle to identify a problem, identify a solution, try the solution, and evaluate to see if it worked. ECD Measure can work with teams to provide strategic guidance on how to incorporate coaching and professional development into the ongoing use of BEQI data.

Cross-country BEQI "backbone"

In early 2021, ECD Measure worked with the global Schools2030 team to create a set of core BEQI tools to be used specifically in Schools2030 countries. This included the development of the BEQI Self-Assessment

for Schools2030 and the alignment of BEQI to the Aga Khan Foundation (AKF) inclusive classroom indicators. ECD Measure developed an implementation toolkit and virtual training materials to support the capacity-building for country teams, including a 12-hour reliability training. A key aspect of BEQI training is the use of videos to show varying levels and examples of quality in preschool classrooms around the world. ECD Measure worked with country teams to collect videos to create a global video library as part of the BEQI training toolkit.

Country-level Work

In 2021 ECD Measure worked to pilot BEQI in four countries (Kenya, Portugal, Tajikistan, and Uganda). One of the earliest steps in the BEQI process is for teams to adapt the BEQI Classroom Observation and Self-Assessment tools to align with their own quality standards and modify items to adapt to the local context and locally relevant practices as to what preschool quality should look like.

Following the adaptation (and in some cases translation) of the BEQI tools, ECD Measure works with teams to pre-pilot the tools, train teams to reliably use the tools, and pilot and analyse pilot results. Figure 6 shows the BEQI process following six phases.
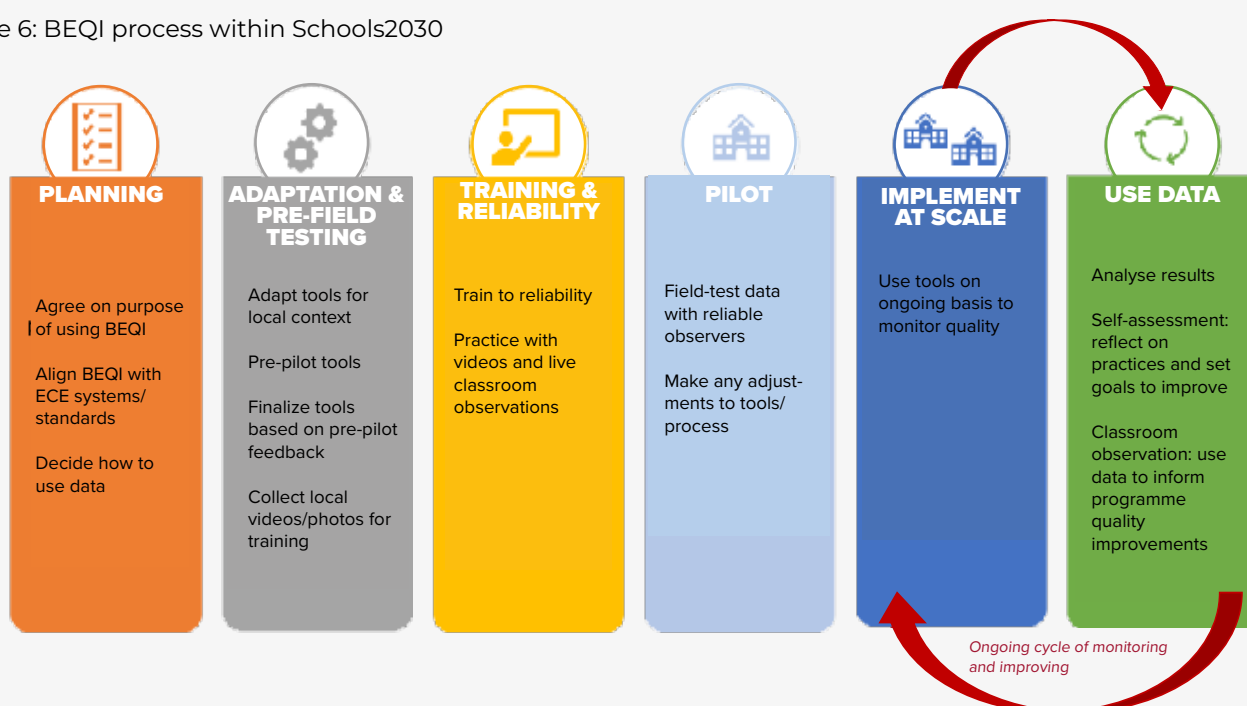
> " *By exploring diverse measurements in non-academic learning, we might ultimately transform assessments in academic learning.*
>
> Vishal Talreja
> Co-founder
> Dream a Dream Foundation

In April 2021, the Kenya country team adapted the BEQI tools to the Kenyan context and to existing Madrasa Early Childhood Programme standards and quality measures. In May, the team pre-piloted the tools in three classrooms to understand how the items worked in Kenyan preschool settings and made additional adjustments to the Kenyan BEQI tools. In September, ECD Measure led a reliability training, and

Figure 6: BEQI process within Schools2030

PLANNING	ADAPTATION & PRE-FIELD TESTING	TRAINING & RELIABILITY	PILOT	IMPLEMENT AT SCALE	USE DATA
Agree on purpose of using BEQI Align BEQI with ECE systems/ standards Decide how to use data	Adapt tools for local context Pre-pilot tools Finalize tools based on pre-pilot feedback Collect local videos/photos for training	Train to reliability Practice with videos and live classroom observations	Field-test data with reliable observers Make any adjust-ments to tools/ process	Use tools on ongoing basis to monitor quality	Analyse results Self-assessment: reflect on practices and set goals to improve Classroom observation: use data to inform programme quality improvements

Ongoing cycle of monitoring and improving

shortly thereafter, Kenya piloted BEQI in nine classrooms in Mombasa.

In May 2021, the AKF Tajikistan team translated the BEQI tools into Tajik and adapted the tools to adjust to local quality standards. In June, the team led a pre-pilot in three schools. Following the pre-pilot, the tools were further revised and then back-translated into English. The tools are now finalised and the reliability training and pilot are scheduled for January-February 2022.

In early 2022, the adapted BEQI will be piloted in Uganda and Portugal. ECD Measure will also begin working with National Assessment Partners and country teams in the remaining six Schools2030 countries (Afghanistan, Brazil, India, Kyrgyzstan, Pakistan, and Tanzania) to begin adaptation and piloting of BEQI in their contexts.

SCHOOLS2030 PRIMARY AND SECONDARY LEARNING ENVIRONMENT ASSESSMENT TOOL

Dr Sughra Choudhry-Khan, formerly Director of Education at AKF Pakistan, was hired to support the development of the Schools2030 Primary/Secondary Classroom Learning Environment and Teacher Reflection Toolkit. Dr. Choudhry-Khan is leading this workstream due to her extensive background in quality learning assessment, and she is working closely with a focal group of National Assessment Partners as well as Schools2030 country and global team members, and with input from Oxford MeasurEd and the LEGO Foundation.

This toolkit is to be used alongside learning outcome assessment tools to enable teachers to identify areas where they can improve what is happening within their classrooms, in terms of providing a supportive emotional climate and inclusive quality teaching and learning practices that enable every student to learn effectively and with joy. Teachers will use the evidence from these assessments in their HCD workshops to design classroom-based innovations to improve students' holistic learning outcomes. In addition, and during the iteration process,

SHAREABLE RESOURCES

Kenya BEQI Classroom Observation

Kenya BEQI Self-Assessment

Kenya Pilot Report

Tajikistan BEQI Classroom Observation (Tajik)

Tajikistan BEQI Classroom Observation (English)

Tajikistan BEQI Self-Assessment (Tajik)

Tajikistan BEQI Self-Assessment (English)

the toolkit will be used to monitor and continually improve the progress and impact of the innovations to improve learning outcomes.

While learning assessments will measure students' holistic learning outcomes, the Schools2030 Classroom Observation and Teacher Reflection Toolkit will assess key elements of the classroom learning environment. It will help teachers and head teachers reflect on and improve what is happening within their classrooms in terms of providing a supportive emotional climate and inclusive quality teaching and learning practices that enable every student to learn effectively and with joy.

The design of the toolkit draws heavily on the World Bank's TEACH tools (2019) and the AKF Classroom Guide to Creating an Inclusive Learning Environment (2019). It adopts, adapts and adds to elements of the TEACH tools and AKF Guide and includes aspects related to student behaviour, pluralism and ethics. It also draws on research on social and emotional learning, growth mindset, acquiring 21st century skills and effective teaching and learning, including playful pedagogies. The toolkit describes and gives examples for 37 behaviours covering eight dimensions: Emotional Climate; High

Figure 7: Extract from the Schools2030 Quality Classroom Learning Environment Observation Rubric

DIMENSION AND BEHAVIOUR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Ineffective No good practice observed	Partly effective Partly/satisfactory practice	Effective Good practice mostly observed	Very effective Consistent very good/ excellent practice
A. SUPPORTIVE LEARNING ENVIRONMENT				
1. EMOTIONAL CLIMATE	*The teacher creates a supportive warm and inclusive learning environment in which all students feel emotionally safe and are encouraged to take learning risks. Moreover, all students feel welcome as the teacher treats all students respectfully regardless of background, attends to their needs and enables them to feel heard, understood and validated. Teacher and student interactions are positive and students demonstrate sensitivity, empathy and respect towards each other.*			
1.1. The teacher treats all students respectfully.	The teacher **does not treat all students respectfully.** *The teacher does not use students' names, exhibits negative verbal and/or physical interactions e.g. uses a negative verbal tone or body language, shouts, scolds, uses sarcastic or dismissive words and cold, humiliating interactions; or uses physical punishment.*	The teacher **treats students respectfully sometimes.** *The teacher uses the names of students, does not shout at or humiliate students. S/he may show annoyance or frustration. S/he sometimes says "please" or "thank you", or uses other culturally relevant signs of respect.*	The teacher **treats most students respectfully.** *The teachers uses students' names, polite language and culturally relevant signs of respect with most students. S/he makes eye contact and may get on the student's level such as sitting on the floor, bending over, kneeling to the same height. She uses an encouraging manner with most students.*	The teacher **treats all students respectfully and clearly values them.** *The teacher uses students names and consistently uses polite language and culturally relevant signs of respect. She listens to and talks with all students in a warm, positive, caring, empathetic and encouraging manner. S/he uses good eye contact and gets on the student's level e.g. sitting on the floor, bending over, kneeling down.*

Expectations; Facilitating Learning; Critical Thinking and Creativity; Social and Collaborative Learning; Learning to Learn; Checks for Understanding; and Feedback.

Figure 7 above provides an extract from the Observation Rubric providing a summary for expectations of a positive emotional climate in the classroom, the general statement for the behaviour of 'the teacher treats all students respectfully' and statements at four levels to cover ineffective, partly effective, effective and very effective practice, with examples.

A final draft of this set of tools is currently receiving feedback from Schools2030 national and global teams and partners. It will be finalised by early February 2022, at which point virtual training will begin with National Assessment Partners and country teams. Piloting is expected to take place across countries in March-May 2022.

LEARNING ASSESSMENT DATA AND PROMISE3

Schools2030 has distributed over 3000 tablets to schools and educators to support learning and teaching. These tablets have been pre-loaded with educational resources, including the PROMISE3 app, through which teachers can input data on student attendance, progression and learning outcomes.

PROMISE3 was developed in close collaboration with teachers across six countries, and the iteration phase of the app involved over 600 hours of teacher interviews. Please read a case study on the PROMISE3 development process by Prof. Pauline Rose [here](). PROMISE3 is now available free on the Google Play Store, and we believe it is an excellent resource for the global education sector, providing educators and education system partners with an opportunity to enable data collection, analysis and secure

storage related to enrolment, attendance, and summary learning data across multiple domains – using both qualitative and quantitative data input options.

As teachers across the Schools2030 programme began human-centred design in Q3 and Q4 2021, we became aware that the summary learning assessment data captured on PROMISE3, which includes a student's overall score in a given subject or domain, had its limitations. Teachers found that summary scores did not give them the evidence they needed to undertake the design-test-reflect-iterate innovation cycle and to design targeted education innovations. Teachers needed more detailed data for each student and for each question in the rapid assessment toolbox: in which questions/topics are students understanding and performing well? Which specific questions are challenging and for which students? Without granular data on these questions, teachers do not have the evidence they need to make informed decisions about classroom practices and innovation design.

To address this problem, Schools2030 teams supported teachers to input learning data in excel, and to develop quick visualisations that could provide the detailed evidence they sought. The images in Figures 10 and 11 show an example of how a simple excel chart was able to provide a quick visualisation of how an individual student did in each question, as well as the average of the whole class for each question.

This experience has taught us a great deal about the data needs of the Schools2030 programme and how we must be ready to iterate our resources and programme in response to the feedback from our principle users – teachers and school communities. Over the coming year, we will be working with our partners, including PROMISE3 developers Vera Solutions, to understand the data models, systems and flows we need to put in place to support teachers to gather and use the evidence they need to improve teaching and learning.
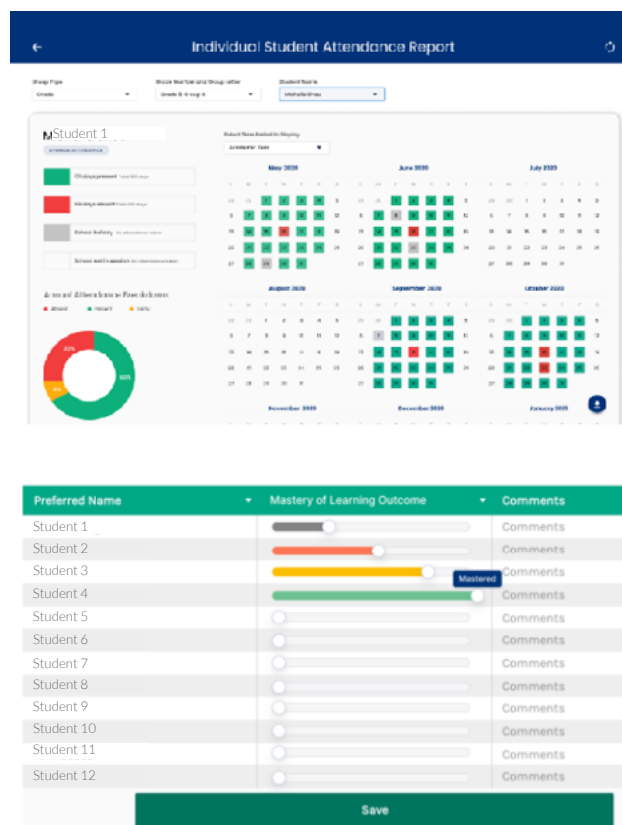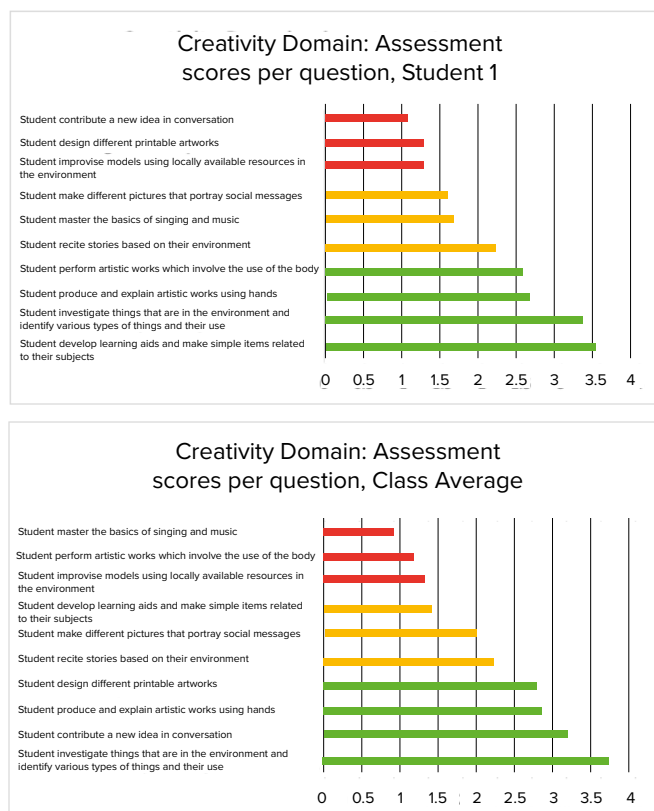
Figures 8-9: PROMISE3 Sample Data Analysis

Figure 10-11: Excel spreadsheets to compare student data in place of PROMISE3

SUPPORTING TEACHER-DRIVEN INNOVATION WITH THE SCHOOLS2030 HCD TOOLKIT

STEP TWO:
INNOVATE

Schools2030 supports educators – teachers, school leaders and youth centre facilitators – to create "micro-innovations" that target specific learning domains as selected by National Advisory Committees and assessed through Schools2030 suite of holistic assessment tools. These innovations are created through human-centred design (HCD), the heart of Schools2030's participatory approach to educational change. We have created a set of free, open-source HCD resources, adapted and translated across all ten programme countries, that guide educators through the HCD process. With ongoing peer-to-peer

The Schools2030 HCD Toolkit supports educators to become designers and improve their classroom enviromnments and practices.

learning and mentorship from Schools2030 national teams, we are building a cadre of design-thinking educators who drive locally relevant education innovations from where it matters most – the classroom.

Each year for ten years, educators work through the HCD process to design education innovations, to test the impact these are having on learning and teaching and to iterate the design as needed. Throughout this process, Schools2030 provides schools with Flexible Response Funds to 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.

OPERATIONALISING THE HCD PROCESS ACROSS TEN COUNTRIES

Throughout 2021, Schools2030 country teams continued to work closely with our global Schools2030 HCD consultants, Katie Krummeck and Gray Garmon. Katie and Gray have supported our teams through regular group calls as well as one-to-one sessions to help each team prepare for the implementation of HCD workshops with teachers and school leaders. These calls have included ongoing support on understanding the goals of the modes and methods of the HCD process, as well as collaborative discussions on how to further contextualise and deploy the Schools2030 suite of HCD toolkits.

As schools launched their HCD processes with teachers and school leaders, important insights and opportunities emerged for how to operationalise this process and support teachers to create locally relevant solutions for their students. Recurring meetings helped to establish a community of practitioners where these ideas could be shared and discussed in order to spread those learnings across the initiative. During these calls, the national coordinators, and key members of the Schools2030 teams were able to share current highlights of their work, ask questions, brainstorm and problem-solve the challenges they were facing.

For example, members of the team in India were able to share lessons they learned about prototyping with the teams from East Africa, and the coordinator from Kyrgyzstan

was able to share the workshop model that was working best for her country's context.

As a part of these coaching relationships, country teams also have asked for specific support related to their work. Katie and Gray shared resources, links, articles, and case studies. When needed, teams would connect with Katie and Gray for one-on-one Zoom calls to discuss ideas about the toolkit, translation, prototyping activities, and opportunities for implementation. By having many channels of communication, the aim was that the HCD teams would get the information they needed whenever they needed it.

Beyond coaching, Katie and Gray were also able to create adaptive responses to the needs of the teams, including a list of priority HCD tools to help streamline the process and specific workshops to help deepen our team's understanding of specific modes of the process.

In the summer of 2021, we held four topical workshops to support these learning needs. We polled the Schools2030 country coordinators about topics that were most important and pressing for their current HCD work. The most requested topics were: a Re-introduction to HCD (for new team members to the programme); Prototyping in Schools; Defining Good Problems in the HCD process; and Simplifying the HCD process. Each of these workshops were designed to be 90 minutes full of exercises, conversations, and goals to deepen our collective understanding and skills in the HCD process.

Educators in Nairobi familiarise themselves with the HCD process to create micro-innovations for improved teaching and learning.

All workshops were recorded via Zoom and materials shared within the Microsoft Teams HCD channel. HCD is a collaborative process, and throughout 2021, the Schools2030 country teams were able to practice the mindsets of empathy, collaboration, and creativity together by sharing their efforts and the impact they are having on the communities engaging in HCD. This year has continued to demonstrate the strength of this Schools2030 community of practice in human-centred design.

SHARING THE SCHOOLS2030 HCD RESOURCES GLOBALLY

In early 2021, we finalised the latest iteration of the Schools2030 HCD Toolkit. It has now been translated into over ten languages. While these tools are critical to the progress of the schools who are involved in the Schools2030 initiative, we also hope that teachers beyond this formal process will benefit from leveraging the tools to make positive change in their classrooms.

Our hope is that anyone who picks up the Schools2030 HCD Educators' Toolkit can go through it, page by page, to complete a locally driven design process with fidelity. They can use this toolkit to create human-centred projects that will improve the holistic learning outcomes of their students. In order to reach this broader goal and provide a global public good, we launched the Schools2030 HCD resource page on the Schools2030 website this spring.

There teachers and school leaders can find comprehensive school-based design tools, broken down by phase of the design process. Included are the tools to run a design challenge on campus as well as video guidance and the context for the goals of each phase of the design process. Educators can also find resources for helping facilitate their own HCD trainings for their colleagues. We have provided facilitation tools for both in-person workshops as well as virtual workshops.

The Schools2030 leadership also shared their vision for supporting teacher-led design

work at the 2021 Comparative and International Education Society's annual conference in a presentation titled: *Schools2030 and human-centred design.*

We were also thrilled this summer when the Schools2030 HCD Toolkit was honoured with two awards from the international design and innovation community. Our team (Katie Krummeck, Gray Garmon, Munir Ahmad, Andy Cunningham and especially all of the Schools2030 country teams) was delighted to be recognised alongside many amazing organisations like the Stanford d.school, MIT Media Lab, Google, Microsoft, Nike and Samsung.

GOALS FOR THE NEW YEAR

As we look to 2022, we will continue to gather insights into the best practices for building the creative capacity in educators through HCD. One immediate goal for the new year is to create a new Schools2030 HCD Sprint model. This streamlined and simplified approach will help country teams to deploy only the most critical tools in the HCD process, helping beginner educator-

> *The power of the HCD process is that it gives power to the teachers, to the people who are in the field, day in day out.*
>
> Arjun Sanyal
> Senior Programme Officer Education
> Aga Khan Foundation India

HCD TOOLKIT AWARDS

Fast Company Innovation
By Design Awards 2021
Learning Category: Honourable Mention

Core77 Design Awards 2021
Design Education Initiative: Runner Up

designers to practice the most essential HCD skills to advance their ideas. This will also give the country teams a clear foundation upon which to build – when they are customising and contextualising the HCD process for their community, they can add tools from the full process to deepen the educators' sprint work.
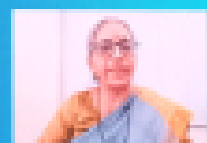
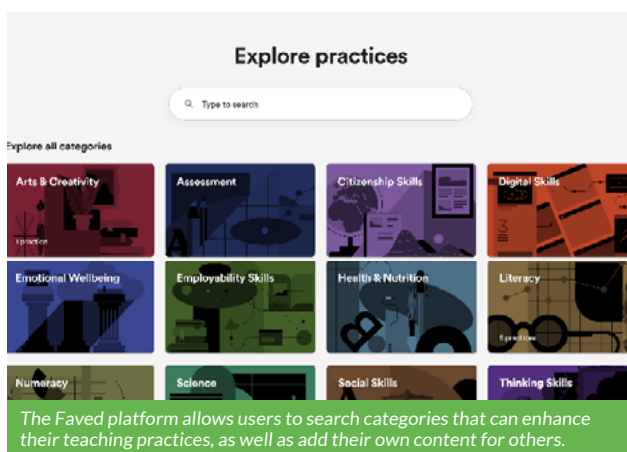# AMPLIFYING THE VOICES OF TEACHERS ON THE GLOBAL EDUCATION STAGE

STEP THREE:
SHOWCASE

Step three of our three-step model connects Schools2030's school-driven innovation to systems-level educational change. Every year, we will host events at district, national and global levels to provide a forum where teachers can showcase the holistic learning innovations they have created through the human-centred design (HCD) process and engage directly with education policy-makers to encourage replication and scale of these innovations.

TEACHERS' SOLUTIONS BOOTCAMP

To prepare teachers for these events we are developing a suite of blended learning tools – the Teachers' Solutions Bootcamp – that will help teachers improve their communication and presentation skills so they can effectively translate their classroom innovations to the policy-making table. This is part of our commitment to build the capacity of the teacher workforce across our countries to become "policy entrepreneurs" and to strengthen the voice of the teaching profession in education sector planning processes. The development of the Teachers Solutions Bootcamp will be a key part of our programme in 2022.

The Faved platform allows users to search categories that can enhance their teaching practices, as well as add their own content for others.

THE FAVED PLATFORM

Throughout 2021, teachers in the Schools2030 programme have been designing targeted education innovations to address the holistic learning needs of their classrooms. As these innovations began to take shape, the Schools2030 team realised that we needed a way to capture, categorise and codify these innovations so that we could share learning and practices across our programme and inspire new ideas for teacher-driven educational change. We looked for pre-existing platforms that would allow teachers to share their innovations and practices, but found that nothing like this has been developed – it was up to Schools2030 to create a teacher-to-teacher network platform.

We took this challenge to our partners at the Jacobs Foundation, who included this as part of their April 2021 Solvathon Conference. *How to Showcase 1000 Solutions for Quality Learning* was one of four challenges at the conference, and attracted pitches by several different design teams. One of these teams was HundrED, who proposed the Faved Teacher-to-Teacher Network Platform and was awarded the Promising Innovation Award from an external jury of global experts. With $50,000 of seed funding, and additional funding from the LEGO Foundation and the Aga Khan Foundation, HundrED began to work with Schools2030 country and global teams to build the Faved platform from May 2021. You can read more about this early inception phase here.

From May to August 2021 key functionalities of the platform were evaluated in workshops with future users, including

Schools2030 teachers and national coordinators, UX experts and researchers. Through this testing phase, HundrED were constantly iterating both the technical aspects and visual identity of the platform in conversation with Schools2030 teams. In September the first visualised click-through demo was ready for the Schools2030 Global Donor Steering Committee. On 30 September Faved.org, with a simple landing page, was opened to the public.

Beginning in October, HundrED began coding of the minimum viable product. The first versions for user journey, categorisation and information architecture were created in sprints that involved all members of the HundrED and Schools2030 teams. Information fields were created that will help identify and codify each innovation (name, description, target group, category information, implementation information and content language). Steps were put in place to validate user-generated content through a two step process: 1) content is validated technically to guarantee that all compulsory information has been added correctly by an actual user (spamming and bot prevention), and 2) qualitatively to check that the content follows platform guidelines. All innovations will be categorised based on Schools2030 learning domains combined with more detailed user-generated tags to provide good searchability. Implementers will be reviewing solutions based on their experience – the aim is to use fourfold table to ask implementers review the impact and easiness of implementation, combined with qualitative commentary fields.

> ## "
> *Teacher-led innovation is an unexplored treasure trove.*
>
> Lasse Leponiemi
> Executive Director
> HundrED

Implementation data will be used to highlight solutions with high impact and implementation ratings.

In December 2021, the Faved Platform was soft launched at the RewirEd Summit in Dubai. The development work stayed on schedule, and the first users added their favourite classroom practices on the platform before the conference. The login feature was added on Faved.org, and the site was opened to a broader public. We will do a full launch of Faved in June 2022 at the Schools2030 Global Forum, with the aim of having 100–200 practices on the platform by this launch. With 100+ practices, we will start understanding how teachers want to use the platform, and we can tweak and create new functionalities accordingly.

GLOBAL SHOWCASING EVENTS

Schools2030 was delighted to be present at some of the major events on the education calendar, as well as hosting our own inaugural research webinar (see page 61 in the research section for more on this event). On the following page, we highlight the four biggest external events of the year where Schools2030 was able to showcase its work to crucial global audiences.

The Schools2030 panel at the RewirEd Summit, where the Faved.org platform was 'soft' launched.

Global Partnership for Education (GPE) Financing Summit: Side Event

In July, Schools2030 used the platform of the GPE Financing Summit to position itself as a global leader in education innovation. A short documentary film was created to screen at the summit (which took place entirely virtually). The film introduces global audiences to the transformative world of Schools2030 through the lens of our HCD Toolkit. Featuring voices from across the programme, the film deep dives into the methodology at the heart of our innovation process and why we believe HCD can transform our collective approach to education.

Watch the film

UKFIET Symposium

At the 16th annual United Kingdom Forum for International Education and Training (UKFIET) symposium, Schools2030 showcased our context-driven and holistic approach to assessment in a panel session co-hosted by Oxford MeasurEd, titled: *Rebalancing power dynamics and reconceptualising 'rigour' in measuring learning*. The session featured Dr Caine Rolleston, Professor of Education and International Education at the Institute of Education at University College London as discussant alongside Brenda Naggayi, a teacher from a Schools2030 ECD centre in Uganda, and others. A podcast was later developed to capture the rich discussion for wider audiences.

Listen to the podcast

LEGO Idea Conference (LIC)

Schools2030's country teams joined the exciting LIC where a five-minute film was screened that highlighted the partnership between the Aga Khan Foundation and the LEGO Foundation, and how both are working in East Africa to expand uptake and support for play-based teaching and learning. The teams each presented innovations from their HCD workshops with teachers, which demonstrated how their ideas universally feature a playful or interactive element, even at secondary level, offering students joyful and meaningful ways to engage with their learning.

Watch the film

RewirEd

Schools2030 donor Dubai Cares hosted the largest in-person education summit of the year, with an array of high-level attendees from across the international development community. Due to the ongoing pandemic, the conference pivoted to a hybrid event, with speakers and viewers attending virtually and watching live streams of the action. Schools2030 hosted a high-level plenary event that brought teachers from four global south countries into conversation with leadership from some of the biggest NGOs in the space. The session was moderated by Dr Andrew Cunningham and featured the Aga Khan Foundation's General Manager, Michael Kocher, in dialogue with Rashmi Prabha, a teacher educator from Bihar where Schools2030 is present.

Schools2030 also hosted its own panel discussion about our three-step model demonstrating how the pattern of Assess, Innovate and Showcase can bring about global educational change. Moderated by Nafisa Shekhova (right), the panel shared insights from Schools2030 staff in Tanzania and India as well as from the LEGO Foundation, the Jacobs Foundation and HundrED.

The summit also provided myriad opportunities for Schools2030 to network with key actors in the sector, and these conversations look to spark some exciting new partnerships in 2022 that can increase our influence and expand uptake of our methodology.

Watch the Plenary Panel

THREE STEPS
TEN COUNTRIES
A THOUSAND SCHOOLS

A LOOK BACK ON THE YEAR
IN EACH COUNTRY

Schools2030 in Afghanistan is based in remote areas in Baghlan, Badkhshan and Bamyan.

> **The Human-Centred Design approach helped to address the shortage of teachers in our school.**
>
> Headteacher, Bamyan

UPDATE

AFGHANISTAN

Afghanistan is currently facing a significant humanitarian crisis with critical social support systems on the verge of collapse. Despite significant progress made in the education sector over the last 20 years, more than 4.2 million school-age children were still out-of-school (50% girls) in 2018, many of them in hard-to-reach areas.

While the Taliban reopened primary schools for boys and girls, and secondary schools for boys, access to secondary school for girls continues to remain constrained. Secondary schools for girls have only recently begun reopening in eight out of the country's thirty-four provinces. Attendance in primary and secondary schools remains low, averaging 50% in most provinces for both boys and girls compared to the pre-COVID-19 rates of 80-90%. It is likely to be even lower for girls, due to a shortage of girls' secondary schools and female teachers. Access to learning has been further inhibited by the closure of most of the community-based education classes and government schools that were supported and funded by development partners due to the freeze of international aid. Compounding this is an economic collapse and conflict that

will undoubtedly further impact enrolment and attendance rates in schools, particularly as many boys and girls must travel long distances to schools and families still carry the burden of paying for school supplies and books, among other hidden costs.

Under these myriad pressures, the work of Schools2030 with communities in Afghanistan has been extremely challenging. Despite this, incredible progress has been made to support and train Afghan educators in both human-centred design (HCD) and holistic learning assessment. Together with our partners, we will continue to support our team, teachers and learners in Afghanistan as they work to improve learning in these most difficult of circumstances.

Aga Khan Foundation staff undertook refresher training on the HCD process during the latter half of the year.

STEP ONE: ASSESS

Early in 2021, the Schools2030 team in Afghanistan hired MAGENTA Consulting as their Assessment Partner to support the development of holistic learning assessment tools. The first task for MAGENTA was to conduct a two-day workshop to identify the five learning outcomes for three cohorts on which the programme will focus in the coming years. The workshop included the participation of ten people from the Ministry of Education, education partners and AKF staff. As a result, learning outcomes were selected, covering knowleldge and skills that are priorities for young people in Afghanistan (see Figure 13).

Based on these selected learning outcomes, MAGENTA began developing tools to assess student learning. Those tools are:

- ECD Cohort: MAGENTA has worked with Schools2030 global partner Save the Children to adapt and contextualise the IDELA suite of tools, including assessment, guide and observation tool. These have now been fully adapted and translated into Dari and Pashto.

- Grades 4 and 7: for these grades, MAGENTA has developed a suite of assessment items that cover all the selected domains, academic and non-academic. In addition, worksheets for students, and scoring sheets for teachers have also been developed and translated.

Figure 12: Afghanistan's Learning Domains

5
- Literacy
- Numeracy
- Health & Nutrition
- Arts & Culture
- Collaboration

10
- Literacy
- Numeracy
- Arts & Culture
- Science & Technology
- Communication

15
- Literacy
- Numeracy
- Science & Technology
- Communication
- Creativity

AFGHANISTAN
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

Oxford MeasurEd has provided psychometric validation of these tools, which are now ready for piloting. MAGENTA also developed a scoring matrix for each cohort and will conduct a training for Master Trainers to orient them on the tools. The Master Trainers will then cascade the training to teachers in the schools to enable teachers to conduct assessments on their own.

After schools re-started in September, the Schools2030 regional teams used rapid assessments, developed with support of Oxford MeasurEd, to support HCD training while the MAGENTA tools were in development.

STEP TWO: INNOVATE

During the last six months of 2021, the Afghanistan team conducted an HCD virtual refresher training for 22 (2 female 20 male) Aga Khan Foundation staff through Microsoft Teams. During the training, the staff were refreshed on the Schools2030 HCD toolkit, so they were able to begin conducting training for teachers. The Schools2030 team also used the HCD Toolkit to design and implement education innovations to support learning during periods of school closure, whether due to COVID-19 or political unrest. After

Digital LED Projectors, pre-loaded with lessons were developed through HCD and used to support learners without access to technology during lockdown.

consultation with community members, teachers and students the team developed holistic learning materials to be shared

Morwared Sherzad
National Coordinator, Afghanistan (Jan-Dec)

AKF's TEAM IN AFGHANISTAN

Morwared Sherzad
Schools2030 National Coordinator

Abul Wakil Fekri
National Advisor, ECD

Najibullah Montahez
National Advisor, Education

Ahmad Rashed Hayati
Evaluation & Learning Manager

Janali Entezar
National Manager, Implementation/Operation

Rahmat Shah Safi
Knowledge Management and Support Coordinator

Din Mohammad Qasimyar
Regional Manager, Education (Badakhshan)

Amir Mohammad Rahimi
Area Officer, Education (Badakhshan)

Azad Bakht
District Teacher Educator, Education (Badakhshan)

Fazluddin Zia Khalid
District Teacher Educator, Education (Badakhshan)

Sayed Mohammad Dawod
Regional Officer, M&E (Badakhshan)

Nazar Khuda Nazari
M&E Assistant, Ishkashem (Badakhshan)

Mohammad Zahir Habibi
M&E Assistant, Shughnan (Badakhshan)

Habibhussain Aqil
Regional Manager, Education (Bamyan)

Alireza Hamraz
Regional Senior Officer, Knowledge Management & Support (Bamyan)

Ali Karimi
Area Senior Officer, Education (Bamyan)

Basma Mohammadi
Area Officer, Education (Bamyan)

Mohammad Sultani
District Teacher Educator, Education (Bamyan)

Mohammad Alim Arman
District Teacher Educator, Education (Bamyan)

Waisuddin Farhangi
Regional Manager, Education (Baghlan)

Hashmatullah Faqiri
Regional Senior Officer KMS, Education (Baghlan)

Sediqa Ahmadi
District Teachers Educator, Education (Baghlan)

Soma Tarin
Area Officer, Education (Bamyan)

Ab. Hafiz Muqnay
Regional Coordinator, Education (Baghlan)

on SD cards along with mini projectors so that small-group learning can continue at community-level in donated spaces. So far a total of 15,689 girls and 1,750 boys were reached by the learning materials on the SD cards and projectors. In addition, 164 community members were trained on using the EdTech equipment and how to facilitate small group lessons

STEP THREE: SHOWCASE

In Afghanistan, the Schools2030 team presented at 1st Regional KIX EAP Eastern Europe, Caucasus and Central Asia Conference on Education Policy and Innovation held online in October 2021. The conference was an opportunity for the team to discuss the Schools2030 three-step model and the role of HCD in improving teaching and learning. The team presented the Schools2030 Afghanistan COVID-19 HCD solution, which delivered digital learning in remote areas during lockdown. The Schools2030 National Coordinator presented on the value of Learning through Play at the LEGO Ideas conference in October 2021.

2022 BUDGET BREAKDOWN

Afghanistan	USD
Step 1 - Assess	28,170
Step 2 - Design	50,884
Step 3 - Fund	159,440
Step 4/5 - Track/Iterate	47,904
Step 6 - Showcase	24,570
Other - National Advisory Committee	-
Staffing	232,590
Admin	106,442
TOTAL	650,000

Schools2030 Brazil is present across 14 of Brazil's 26 states. Learn more at: escolas2030.org.br

> ❝ *I have begun to see myself as a researcher...I am already a researcher, as a teacher*
>
> Primary school teacher, Manaus

UPDATE
BRAZIL

Brazil's education system is highly decentralised, and in this context collaboration and consultation are key: the country has several formal spaces for stakeholder engagement and participatory action research, like Schools2030's HCD model, is far more commonplace as a method for educational improvement than many of the other programme countries.

In Brazil, Ashoka and the University of São Paulo co-lead the implementation of Schools2030. Ashoka is responsible for the general and executive coordination (budget, timeline, national and global partnerships) and leads the workfront with secretaries of education. The team in the Faculty of Education in University of São Paulo (FEUSP) is responsible for the action-research activities with education organisations and researchers. Associação Cidade Escola Aprendiz handles Schools2030 communications.

CHOOSING THE FOCAL DOMAINS

In 2019, Brazil's five learning domains were chosen at a workshop which aimed to present Schools2030 to strategic partners and promote discussion about its operation in Brazil. Around 60 individuals attended, representing schools, NGOs, education education authorities, researchers and social entrepreneurs with experience in holistic education in Brazil. Discussions to choose the focal domains were guided by the following questions:

·   Which skills, attitudes, values and knowledge are more relevant to promote in each educational stage?
·   Which skills, attitudes, values and knowledge does the school in question already promote?
·   Which indicators and tools should be used to evaluate the domains?

Based on these discussions, Ashoka and the University of São Paulo eventually determined the five domains that they felt embraced the others, understanding them as umbrella categories:

One of the schools in the state of Ceará that is involved in the Schools2030 programme in Brazil.

- Empathy
- Leadership
- Creativity
- Collaboration
- Self-knowledge

It was critical to the group that the domains were not considered secondary to traditional academic subjects like literacy and numeracy, but as part of an integrated educational approach and understood in the context of citizenship rather than the individual.

2021 HIGHLIGHTS

Assessing the focal domains was put on hold for the bulk of 2021 since most schools and institutions had no systems in place that could promote or measure these non-academic focal areas. Supporting the schools with this is planned for 2022.

In 2021, the team focused on determining the 100 institutions that could inform the programme and working with these institutions to understand their structure and environment, as well as promoting the innovation process.

Throughout the year, the team sought to ensure moments to exchange ideas and learning from concrete action-research experiences, through Ashoka's own digital platform, *Transformar em Rede,* which aims to connect changemakers, exchange knowledge and co-create transformative initatives. Through this, they were able to learn more about how the different partners,

Figure 13: Brazil's Learning Domains

5
- Self Efficacy
- Self Awareness
- Collaboration
- Creativity
- Empathy

10
- Leadership
- Collaboration
- Creativity
- Self Awareness
- Empathy

15
- Leadership
- Collaboration
- Creativity
- Self Awareness
- Empathy

BRAZIL
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

'Radio Vila' – an innovation for preprimary learners which supports them to work creatively and collaboratively.

institutes and schools work.

Two highlights from the year include:

"Marco Zero" baseline document

The organizations received a script that invited them to show, in a free format, their work, specifically considering their structure and environment, as well as work plans to develop their innovations. 30 organizations were able to present their perspectives and a report analysing the data will be shared early this year.

Manifestoes

To foster community building, the organisations were invited to collaborate to create a 'manifesto' text with their perspectives about education and the specific topics covered by Schools2030 including evaluation, quality in education and innovation. This text will be published and used to spark discussion between programme agents. Partners, including secretariats of education and researchers, were involved in a variety of events, sharing experiences and engaging in dialogues aimed at developing inter-institutional projects or partnerships under Schools2030.

These events included:

Seminar: *Holistic Education, Innovation, Research and Teacher Training: Experiences in Progress and Projects to be Built*

In June, 260 participants attended a seminar to foster a network supporting the creation and delivery of strategies to inform and transform education policy. 12 educators, school leaders and researchers had 15 minutes each to present how they promote innovation, followed by an open discussion. Participants came away enthusiastic, with better understanding of the wide availability of knowledge around education innovation, as well as with opportunities to build a movement and change the national conversation about quality in education.

THE TEAM IN BRAZIL

Ashoka
Executive Coordination: Thais Mesquita
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

Holistic and Changemaker Education Week

In August, the Schools2030 team in Brazil held a series workshops, to promote discussion and the exchange of insights. These included four meetings, with partner institutions as well as students and researchers, to inform strategies for promoting innovation, student leadership in the learning process and how to close the gap between academic research and classroom practices, amongst other topics. A public forum brought in representatives

Thais Mesquita
National Coordinator, Brazil

of education organisations, school leaders, university staff and students to discuss best practice and future paths for co-teaching.

LOOKING AHEAD TO 2022

In the coming year, the Brazil team will investigate the programme impact on education communities and networks, understand and produce assessments, and aim to influence public policies. Recommendations will be created with innovative schools, CSOs, secretaries of education and specialists through action research practices and will be widely disseminated.

2022 BUDGET BREAKDOWN

Schools2030 Brazil is funded by Itau Social and implemented by Ashoka; the budget thus falls outside that managed by Aga Khan Foundation and the Schools2030 Secretariat. The below table shows secured funds for 2022, though the the ideal budget in order to reach all schools and districts is USD 420,000. Brazil's team will continue to be supported with fundraising efforts to ensure the programme can continue in 2023.

Brazil	USD
Funds (Schools)	20,958
Action Research Team	47,514
Communications	9,208
Execution / Admin	24,086
Staff - Coordination	56,133
TOTAL	157,898

Schools2030 operates in the northern state of Bihar in the districts of Patna and Samastipur.

> " *Children who could not tell stories now recite them; children who could not recognise alphabets, now recognise them.*
>
> Volunteer, Patna, speaking about the Learning Wall

UPDATE
INDIA

In 2020, India's New Education Policy was released, which sets out the government's ambitions for the future of teaching and learning. Of note was the focus on a nationwide mission to improve foundational literacy and numeracy, as well as a desire to abandon rote learning in favour of more progressive teaching models. Given this context, there is optimism that Schools2030's work will be well received by policy-makers.

Bihar, where Schools2030 operates in the districts of Patna and Samastipur, has some of the lowest indicators in all of India when it comes to literacy rates, dropout rates and amount spent on schooling (for example only 41% of children in Grade 5 are able to read text intended for Grade 2, compared with the average of 50% across other states). Children in Bihar are some of the most marginalised in the country and thus there is an urgent need for innovative solutions designed by teachers and communities.

STEP ONE: ASSESS

In early 2021, Schools2030 India selected and defined the five focal learning domains in collaboration with their learning partner, Eklavya, and a focal group of teachers. These were selected to align to the new National Education Plan 2020 in India.

Rapid assessment tools were developed based on those used by ASER for their annual surveys in India. A two-day of

teachers was facilitated, with the support of AKF's Monitoring and Evaluation team, to support the implementation of the rapid assessment tools. Teachers in 14 selected focal schools across districts in Patna and Samastipur states participated in the assessment workshops. The data helped teachers and the Schools2030 team to gain a better understanding of the magnitude of learning loss due to the ongoing COVID-19 pandemic, and school closures as a result of imposed restrictions.

In Q3 2021, the India team launched a competitive process to recruit a National Assessment Partner and have partnered with Oxford MeasurEd, Eklavya and a representative from Porticus. The three organisations will work alongside the Schools2030 team to continue to develop and refine the assessment tools.
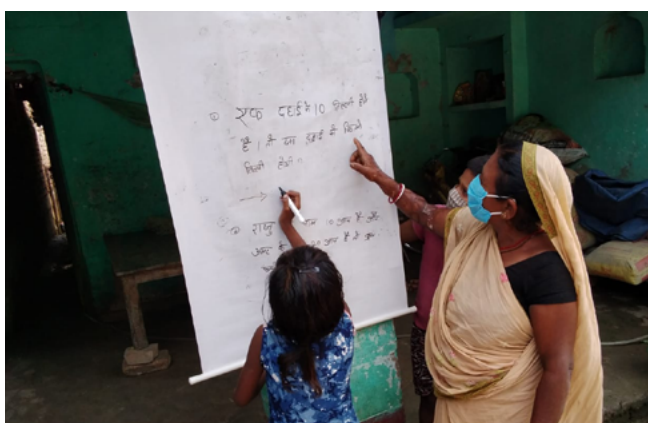

A team of teachers and school principals from across Patna celebrate their achievements at an HCD workshop.
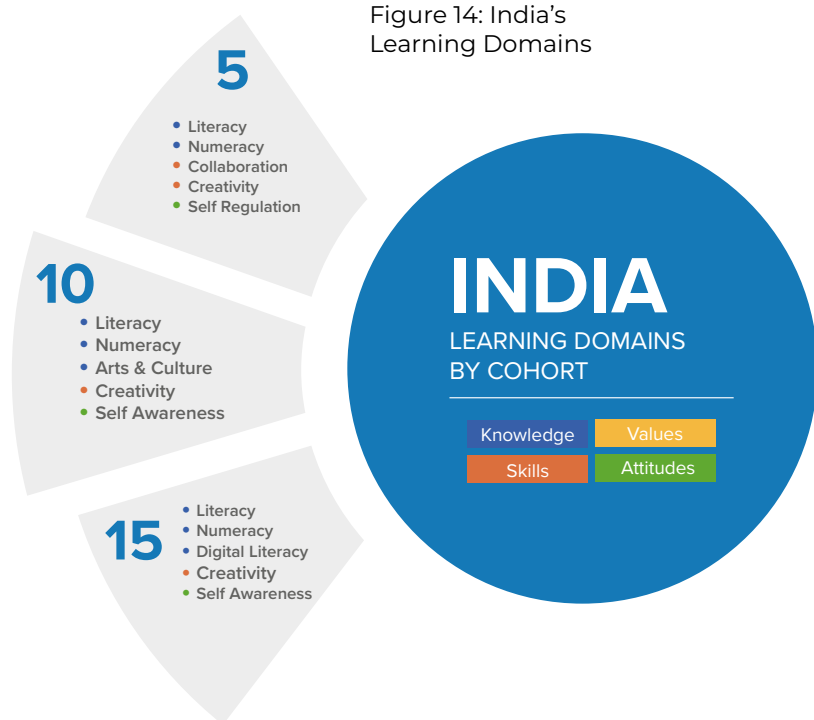
STEP TWO: INNOVATE

Schools remained closed in India for much of 2021 due to the COVID-19 pandemic. However, the Schools2030 team maintained regular communication with teachers, learners and parents through phone calls and text messages to ensure education could continue as much as possible during school closures. The team also continued HCD training, engaging the wider community to design at-home learning solutions focused on the learning domains selected for each cohort. These innovations included:

- The Learning at Home Kit was distributed to over 1000 children between 6-10 years old to support their academic and non-academic learning and encourage parental engagement;

- 84 activity posters were developed and shared over WhatsApp, providing ideas for at-home learning activities for parents with low literacy levels. These reached over 1,600 children and parents.

- 80 Volunteer Learning Activity Centres were set up (50 in Samastipur and 30 in Patna) serving over 1,000 students. These centres were staffed by youth volunteers and provided both a space for children to continue engagement with meaningful and joyful learning experiences, and provided youth volunteers with important employable and "soft" skills as teachers and facilitators.

- 80 Learning Wall '*Bujho to Jaane*' have been set up in remote communities with no access to technology. Learning Walls

Figure 14: India's Learning Domains

5
- Literacy
- Numeracy
- Collaboration
- Creativity
- Self Regulation

10
- Literacy
- Numeracy
- Arts & Culture
- Creativity
- Self Awareness

15
- Literacy
- Numeracy
- Digital Literacy
- Creativity
- Self Awareness

INDIA
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

are whiteboards or chart paper on which a volunteer writes a daily puzzle or question, encourageing children and whole communities to work together to problem-solve

In October 2021, the India Schools2030 team conducted its first school-level HCD workshops over three days and with a group of 16 teachers and principals. Drawing on evidence from the rapid assessments as well as other school-level data, participants worked to explore and identify a "how might we" question about how to improve learning and teaching in their schools. A Headteacher from a middle school in Patna reported that:

"*I appreciate this workshop as it is not common to hear teacher voices and keep that in centre of discussion. This is one of the rare experiences for both of us – my colleague as a teacher and me as a headteacher. The focus on the classroom teaching and learning processes and the teachers themselves is something which has won my heart. I have not experienced such an in-depth engagement to identify the problems we face and such support understanding why an empathetic approach is critical. The workshop has not only helped me to learn about tools like smooth sailing and stakeholder identification but also about listening tp stakeholders with more respect.*"

The Learning Wall – a space for collaborative learning in communities without access to technology.

To support the HCD process at school-level, Schools2030 India has produced 22 videos for a hybrid blended learning model, as well as in-person workshops, to allow teachers to review the HCD steps.

The team organised and facilitated workshops with youth (15 - 25 years) from senior secondary schools and youth spaces, reaching over 1,000 young people through curated sessions on drama and theatre in education, communication skills, managing emotions, demystifying gender, creative writing and fine arts. The team surveyed youth to determine the skills and interest areas to ensure the workshops met their needs and aspirations.

AKF's TEAM IN INDIA

Saurabh Rai
Schools2030 National Coordinator

Arjun Sanyal
Senior Programme Officer, Education

Dr. Ashwini Tiwari
Learning and Development Specialist

Kangkana Bordoloi
Project Manager

Raju Kumar
Monitoring and Evaluation

Sunil Singh
Procurement Officer

Additionally, the team conducted youth skill ecosystem mapping and commissioned a study with Quest Experience Lab to understand young people's perspectives around education, skill development, work, employability, and entrepreneurship. The mapping also helped generate insights around youth employment and self-employment. Key representatives from NGOs, government agencies and the private sector were also interviewed to gather insights on different aspects of the programme.

STEP THREE: SHOWCASE

The Schools2030 team has been developing its communication assets to ensure the programme is championed by education stakeholders, schools and governments. This includes the development of a Schools2030

Saurabh Rai
National Coordinator, India

brochure, which has been widely disseminated, and three short videos, each highlighting a key innovation/initiative designed through Schools2030. These videos are being finalised and will be disseminated in early 2022.

The team has also benefited from several opportunities to present its work on the global stage. In September the team participated in both the UKFIET Conference, presenting on the learning assessment workstream, and at D-Talks, where the National Coordinator presented on how Schools2030 innovations are addressing improved literacy. In October the team presented on how Schools2030 is supporting Learning through Play through its community-centred innovations. Finally, in December, the team participated in two sessions at the RewirEd Summit: in a high-level plenary on the Future of Teaching, Dr. Rashmi Prabha, Head of Department (Science and Mathematics education) from SCERT, Bihar, co-presented with Mr. Michael Kocher, General Manager, Aga Khan Foundation, about how to best support teachers to drive education innovation. The Senior Programme Officer for Education also presented in a breakout session about some of the learning innovations that have emerged from Schools2030 India this past year.

2022 BUDGET BREAKDOWN

India	USD
Step 1 - Assess	69,651
Step 2 - Design	58,421
Step 3 - Fund	1311,579
Step 4/5 - Track/Iterate	19,721
Step 6 - Showcase	40,000
Other - National Advisory Committee	1,316
Staffing	72,027
Admin	18,447
TOTAL	411,162

Schools2030 Kenya works in schools in the coastal region of Mombasa and the island of Lamu.

> **I believe that I am not just a teacher now, but a designer too.**
>
> Primary school teacher, Lamu

UPDATE

KENYA

Education has been a key focus for the Kenyan Government, which has allocated a significant budget to implement reforms such as the Competency Based Curriculum (CBC) and improve transition rates from primary to secondary school. However, issues such as large class sizes still affect the quality of children's learning. The pupil-to-teacher ratio remains very high in some areas.

Before the pandemic, nationwide enrollment in primary education stood at 93%, reflecting the huge gains made in reaching remote areas and disadvantaged communities at preprimary and primary level. However, enrollment at secondary level remained much lower, at only 53%. In some communities, these low retention rates reflect a perceived lack of value of schooling, long distances to schools and high rates of child marriage. In 2020, school closures interrupted learning for over 17 million children, who missed more than six months of formal education. During this time, there was an increased risk of violence, child labour and of deleterious mental well-being.

Against this backdrop of challenges, but alongside a government keen on expanding holistic learning and teaching methods,

Schools2030's school-driven approach provides opportunity for Kenya's education system to innovate.

STEP ONE: ASSESS

In February 2021, the Schools2030 team in Kenya held a national design workshop for selection of the five learning domains for each of the age cohorts. The workshop, which used HCD tools to encourage participatory engagement, brought together key stakeholders in the Kenyan education ecosystem, including representatives from the Ministry of Education, Kenya Institute of Curriculum Development, the Early Childhood network and Kenya National Examination Council. These domains were endorsed by the National Advisory Committee (NAC) in late February.

Kenyan teachers working through the 'Make and Test' phase of Schools2030 HCD Toolkit, developing storyboards for their ideas.

The Kenyan team, as well as the East Africa Assessment Partner, worked closely with ECD Measure to adapt The Brief Early Childhood Quality Inventory (BEQI) tool for use in Schools2030 aged five cohort. After a round of pre-piloting and further refinements, the team successfully piloted the BEQI in five preprimary schools, engaging a team of preprimary school educators as the enumerators in September of 2021.

With the support of Oxford MeasurEd, Schools2030 Kenya and the East Africa Assessment Partner developed rapid assessment tools to collect qualitative data on student learning levels for each of the selected learning domains. Teachers carried out these rapid assessments as part of their initial HCD workshopping. Assessment data was collected and informed the design process through to October 2021.

The East Africa Assessment Partner is currently developing a suite of quantitative and qualitative assessment items that will build on the data and learning from the rapid assessment process. Oxford MeasurEd is providing technical support and will lead on the validation of these tools through 2022.
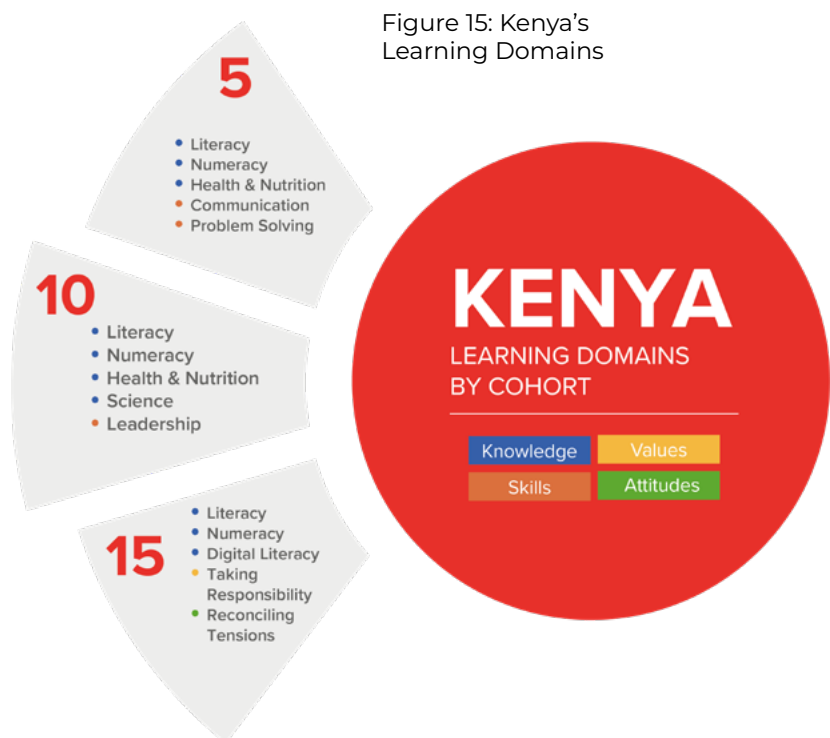

Developing the prototype for 'Peace Clubs' – leisure grounds for youth from different villages in Lamu to reconcile tensions through sport.

STEP TWO: INNOVATE

Through Q3 2021, the Kenya Schools2030 team held HCD 'Make and Test' sessions as part of the design phase of the HCD process

Figure 15: Kenya's Learning Domains

with over 100 educators and over 70 schools. The participants developed their prototypes and utilised the toolkit as a reference material, the team found that many instinctively tested and redid their prototypes straight after development.

These prototypes included "Amani (Peace) Clubs", a sports programme that brings together youth from different villages as a way to reconcile tensions and develop teamwork skills. "Finding fun in Numbers" is an innovation that seeks to improve numeracy by holding a mathematics hour every week for students to discuss an assigned topic in a group to present their learnings and upload their presentation (recorded using classroom tablets) to Google Classroom. This not only addresses maths skills but also digital skills, peer-to-peer learning and collaborative problem-solving. The "Interactive Learning Wheel" is an innovation that emerged for primary school and uses a fun play-based group activity to teach core literacy concepts while also encouraging children to work together better. This innovation, like many emerging from Schools2030, highlights the importance of learning through play for children of all ages.

After submitting their prototypes, facilitators conducted in-school visits and provided guidance and recommendations focused around desirability, feasibility and sustainability of the solutions.

To continue to track and iterate their prototypes, the Kenya Schools2030 team engaged the Learning Partner to document the HCD design process and develop reports covering; the efficacy of the HCD process, the potential of solutions and document winning solutions from showcase events. An evaluation tool was developed by the Learning Partner for use by the youth

Halima Shaaban
National Coordinator, Kenya

AKF's TEAM IN KENYA

National
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Schools2030 National Coordinator

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Regional Education Advisor, AKF East Africa

facilitators during in-school visits to support the teachers to review their design process and viability of solutions. This tool enabled the teams to refine the solutions to ensure desirability, feasibility, and viability. The programme team will engage youth facilitators to collect key KPI data in the schools and youth development partners in the first quarter of 2022.

While working under further restrictions and school closures due to COVID-19, the Kenya team launched the teacher to parent digital platform, with training of testers who provided feedback around ease of access and practicality of the platform. The training was aimed at supporting teachers

to create accounts and develop content to upload on the platform. The parents were inducted on creating their profiles and accessing content uploaded by the teachers. The interaction of users with the platform will continued to be monitored during the first few months of 2022.

STEP THREE: SHOWCASE

The Kenya Schools2030 team, alongside the Global Communications Manager, has developed the Schools2030 East Africa Communication Strategy. In addition, the Kenya team have designed customised communication products which will be ready for dissemination at country level during the next cycle of activities for 2022.

The first showcase events will take place in Q1 2022. These will be held at district level and will allow teachers from each Schools2030 school to present their HCD innovations to each other and to NAC members. This will help encourage co-learning among teachers working on similar challenges and innovations. Following the district level events, a select number of teachers/design teams will be invited to present their innovations at the national showcasing event.

2022 BUDGET BREAKDOWN

Kenya	USD
Step 1 - Assess	75,639
Step 2 - Design	80,688
Step 3 - Fund	200,000
Step 4/5 - Track/Iterate	62,461
Step 6 - Showcase	65,809
Other - National Advisory Committee	6,041
Staffing	108,552
Admin	29,727
TOTAL	628,918

Schools2030 is present in four provinces in Kyrgyzstan – Chui, Batken, Naryn and Osh – as well as in the capital, Bishkek.

" We were introduced to so many solutions and we were inspired by the work that teachers do.

Headteacher, Osh

UPDATE
KYRGYZSTAN

The Education Development Strategy of the Kyrgyz Republic for 2021-2040, approved in 2021, sets out a series of goals that align to Schools2030 ambitions, as well as to the Sustainable Development Goals. These include access to high quality education for everyone, regardless of socio-economic status, ethnicity, religion, or gender and the introduction of a holistic approach aimed at developing the physical, intellectual, cognitive, social, and emotional abilities of every learner. The Schools2030 model is thus highly relevant to education policy priorities in Kyrgyzstan and will provide an important testing ground for teachers to grow their skills in holistic learning assessment and innovation.

STEP ONE: ASSESS

Schools2030 Kyrgyzstan held its first National Advisory Meeting in early 2021, bringing together representatives of the Ministry of Education and Science of the Kyrgyz Republic, Kyrgyz Academy of Education, Republican Institute for Advanced Training and Re-Training, district education departments, schools and national education experts. Learning

domains were selected for each age cohort through a series of inception workshops using human centred design tools. These domains align with ministry priorities and encompass the academic and non-academic skills on which the programme will focus.

Schools2030 National Learning Partner and Assessment Partner were brought on board in Q2 2021 and provided support on the development of rapid assessment tools, with technical support also provided by Oxford MeasurEd. These tools are designed to support teachers to qualitatively assess their students on non-academic domains for which there are no pre-existing assessment tools in the country. The team then

Aga Khan Foundation facilitators take teachers through the Schools2030 Human-Centred Design Toolkit.

conducted a series of rapid assessment trainings for over 300 teachers in schools across various regions. The evidence drawn from these assessments have been used by teachers in the early stages of their HCD design work. The Assessment Partner, with support from Oxford MeasurEd, is now developed a suite of more robust, quantitative and qualitative assessment tools that will be validated and piloted in 2022.

STEP TWO: INNOVATE

As part of the design stage of the six-step process, the Kyrgyzstan Schools2030 team conducted an inception workshop on the HCD process and involved the team of facilitators, the National Learning Partner, and the Assessment Partner. Valuable feedback was provided during the workshop and subsequently, revisions and suggestions made were embedded into the following round of HCD workshops. The HCD Toolkit was also translated into Kyrgyz and Russian.

From the beginning of September 2021, the Schools2030 team progressed to launch the HCD workshops at school level across three target regions, with trainings taking place in three rounds. The first of these rounds included 'Launch, Explore, Define and Generate' phase, the second round a 'Make and Test' phase, and the

Figure 16: Kyrgyzstan's Learning Domains

5
- Literacy
- Numeracy
- Collaboration
- Communication
- Empathy

10
- Literacy
- Numeracy
- Science & Technology
- Critical Thinking
- Leadership

15
- Literacy
- Numeracy
- Taking Responsibility
- Critical Thinking
- Leadership

KYRGYZSTAN
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

third a 'Test and Iterate' phase. At the end of the year, the target Schools2030 schools presented their innovations at regional level and provided feedback to one another, with the aim of revising the innovations in January 2022. The innovations presented showed how teachers are combining a focus on academic and non-academic skills to improve student engagement and learning. For example, one secondary school in Osh created a prototype "Maths Laboratory" where stations are set up with different problems to solve, and students build conceptual understanding as they work collaboratively on meaningful and concrete activities. A school in Bishkek chose to focus on increasing girls' leadership skills through organising a mentorship programme that engages families and community members, and boys and well as girls. As one teacher explained: *"We believe that the role of mentors for girls should not be limited to women; men also play a pivotal role in empowering girls as they aspire to reach their plans for future."* We look forward to seeing the final innovations in the coming months of 2022.

The 'modern classroom' – a prototype developed by teachers in Naryn designed to improve the learning environment of students.

To effectively track the HCD process, the team in Kyrgyzstan worked with the Learning Partner to use surveys and focus groups to identify how participants and teachers have journeyed through the process. This qualitative evidence will be examined alongside quantitative data on learning outcomes (through Schools2003 assessment tools) to provide us with a complete picture of the impact and progress of our programme.

STEP THREE: SHOWCASE

During the latter part of 2021, school visits

AKF's TEAM IN KYRGYZSTAN

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Schools2030 National Coordinator

Jypara Tashmamatova
ECD Programme Manager

Farida Torobekova
Regional Education Coordinator (Osh and Batken oblasts)

Jamal Papieva
Schools2030 Regional Education Coordinator (Bishkek and Chui oblast)

Nazgul Kurmanbekova
Regional Education Coordinator (Naryn oblast)

Nazira Zholdoshbekova
National Coordinator, Kyrgyzstan

were organised to help school design teams test their ideas, as well as prepare for regional level showcasing sessions. Early in December, the first showcase was held in Osh, bringing together HCD design teams from over 30 schools to present their holistic learning innovation prototypes to the Schools2030 team and to regional and district level education authorities. This was followed by two more regional showcasing events in Naryn and Bishkek, which brought together design teams from over 60 more schools. These events allowed teachers to learn from each other and offered space for collaboration, as well as supporting further innovation through targeted feedback from the Schools2030 team and education stakeholders. A national level event will be held in Q1 2022, during which a select group of teachers will present their innovations to national government and other education authorities.

2022 BUDGET BREAKDOWN

Kyrgyzstan	USD
Step 1 - Assess	49,914
Step 2 - Design	84,365
Step 3 - Fund	200,000
Step 4/5 - Track/Iterate	30,238
Step 6 - Showcase	87,225
Other - National Advisory Committee	3,182
Staffing	84,203
Admin	28,109
TOTAL	567,236

Teachers in Osh present their prototype innovations at a regional pitch event held in December 2021.

SUPPORTING TEACHERS' PROFESSIONAL DEVELOPMENT AND CREATIVITY

Schools2030 Pakistan operates in the very remote areas of Chitral and Gilgit-Baltistan.

> ❝
> *I am 38 years old and this is the first time I have been invited to learn about how to interact with my young child.*
>
> Father, Chitral, commenting on the Mother-Teacher Guide

UPDATE
PAKISTAN

Despite rising enrollment levels and a significant increase in spending by its government, Pakistan faces a persistent student learning crisis – as of 2017, it ranked second in the world after Nigeria for largest number of out-of-school children.

In Gilgit-Baltistan and Chitral, where Schools2030 is based, communities are further hampered by the hugely inaccessible terrain, making delivery of quality education in the region a particular challenge. In 2020, World Education Services recorded that only 15% of Pakistani Youth between the ages of and 24 have access to the internet – this number drops even lower in very rural areas. Schools2030's context-driven approach will support education innovations that respond to local learning needs in this mountainous region.

STEP ONE: ASSESS

Travel restrictions have eased in Pakistan in recent months, allowing the Schools2030 team to make in-person visits to the two programme regions of Gilgit-Baltistan and Chitral and meet with teachers, school leaders, district government officials and the Director General of Education. The team engaged these different stakeholders in the process of selecting the 5 focal learning domains on which the programme will focus.

The team noted that government officials at the leadership level are very focused on literacy and numeracy domains, and continuous engagement is needed to ensure adequate reflection and discussion on the importance of holistic development for students. However, teachers and school-level officials are generally enthusiastic about the programme focus on non-academic as well as academic skills. To support this, Schools2030 Pakistan has collected and developed key learning materials and resources to support literacy and numeracy as well as social-emotional skills. These have been installed on the tablets which Schools2030 has sent to every teacher and school.

With support from Oxford MeasurEd, Schools2030 Pakistan have developed rapid assessment tools for each of the domains for pre-primary, primary and secondary levels. Teachers will be administering these assessments in Q1 2022 as part of the HCD process; the evidence from these assessments will help teachers decide on the aims and design of their classroom innovation. A more robust suite of tools will be developed through 2022 in partnership with Oxford MeasurEd and the National Learning Partner.

STEP TWO: INNOVATE

Schools2030 Pakistan worked closely with the global team to develop the Schools2030 HCD Toolkit and to adapt and translate this resource for the Pakistani context. This is a unique resource in the country and we believe it will have significant impact on encouraging more participatory pedagogical practices.

The pandemic and ongoing security concerns have disrupted education significantly in Gilgit-Baltistan and Chitral. The Schools2030 Pakistan team has been working to support student learning and through a human-centred design process
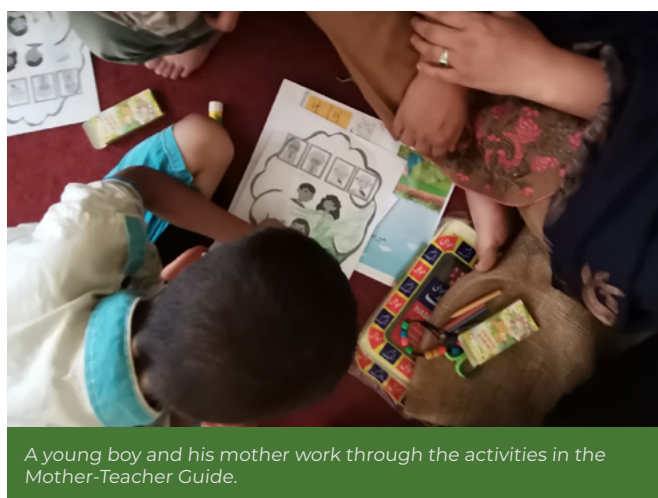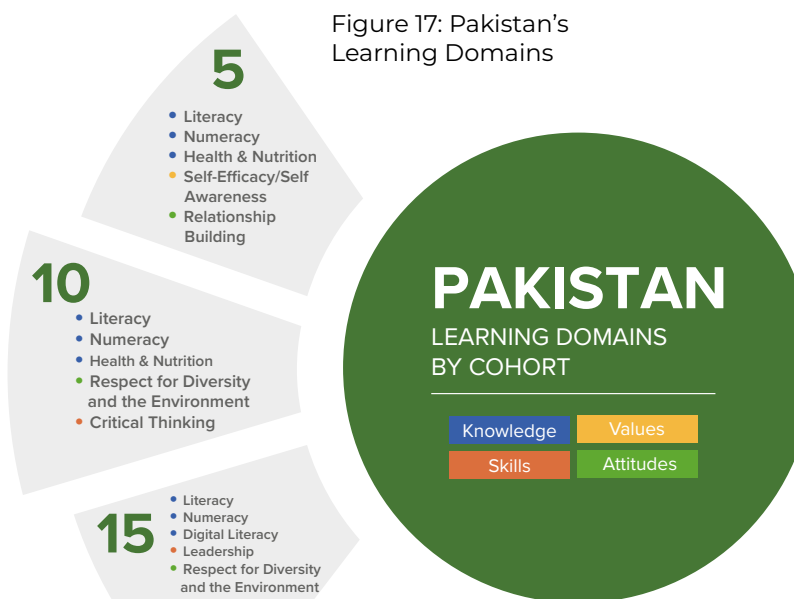
Figure 17: Pakistan's Learning Domains

5
- Literacy
- Numeracy
- Health & Nutrition
- Self-Efficacy/Self Awareness
- Relationship Building

10
- Literacy
- Numeracy
- Health & Nutrition
- Respect for Diversity and the Environment
- Critical Thinking

15
- Literacy
- Numeracy
- Digital Literacy
- Leadership
- Respect for Diversity and the Environment

PAKISTAN
LEARNING DOMAINS BY COHORT

Knowledge   Values
Skills   Attitudes

has developed the innovative Mother-Teacher Guide. This guide is for parents and carers as they support their children's learning at home and has been designed to support parents with low literacy levels. The guide focuses on learning through play and is thus accessible for all families and also helps to reinforce the holistic learning approach of Schools2030.

The development of this guide involved nearly 60 participants across the two regions. It has since been distributed to schools and households in both regions. Feedback from parents (both mothers and fathers) has been overwhelmingly positive, and many have noted it is the first time they have been engaged in their child's education. It continues to be an important resource to reinforce learning at home now that schools have re-opened.

A young boy and his mother work through the activities in the Mother-Teacher Guide.

STEP THREE: SHOWCASE

The Schools2030 Pakistan team had their first opportunity to present to a global audience at the LEGO Idea Conference in October 2021. At this event, the team successfully presented the Mother-Teacher Guide and demonstrated how Learning Through Play has informed the development of this guide and has positively impacted parents and children.

Additionally, as part of the overall strategy for the programme, the team designed, printed and circulated key communications materials for schools and stakeholders.

AKF's TEAM IN PAKISTAN

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Cheif Executive Officer

Aamna Pasha
Schools2030 National Coordinator

Humaira Naseer
Programme Manager, Education

Erum Adnan
Senior Programme Officer

Sher Afzal
Schools2030 Programme Officer (Chitral)

Mirza Hassa
Schools2030 Programme Officer (Gilgit-Baltistan)

Khalid Jan
Programme Officer, MERL

Aamna Pasha
National Coordinator, Pakistan
(Jan-Dec)

2022 BUDGET BREAKDOWN

Pakistan	USD
Step 1 - Assess	26,099
Step 2 - Design	33,559
Step 3 - Fund	137,088
Step 4/5 - Track/Iterate	25,324
Step 6 - Showcase	40,000
Other - National Advisory Committee	13,825
Staffing	92,400
Admin	63,766
TOTAL	432,060

Schools2030 Portugal is present in Porto, Lisbon, Sintra and Oeiras.

"

Even the lows were high, because they enhanced individual, team and organisational growth.

Teacher speaking about the HCD process

UPDATE
PORTUGAL

The Portuguese school system has been increasingly successful at delivering a good standard of education, as the OECD notes that since 2008 it has made considerable advances in mathematics, science and literacy. Additionally, policy increasingly promotes a diverse set of skills beyond pure academic learning, as well as the use of non-traditional instruments for student assessments, although highstakes national examinations continue to create pressure for students, teachers and school leaders.

In recent years, there has been a push to increase the decision-making powers of both schools and municipalities and to improve student agency in school governance. This means that schools and local education authorities have been imbued with greater freedom to experiment and innovate in response to their contextual needs, meaning that Schools2030's locally driven model for change is timely and well aligned to ministry priorities.

STEP ONE: ASSESS

Schools2030 Portugal identified Learning Partners and Assessment Partners in Q2 2021, and together these partners supported

on selecting the holistic domains on which the programme will focus in the coming years. These were selected in consultation with a focal group of parents and teachers as well as the Secretary of State for Education.

The Schools2030 team in Portugal have been working closely with ECD Measure and Save the Children on adapting the Brief Early Quality Inventory (BEQI) and International Development and Early Learning Assessment (IDELA) tools for use in Portuguese preschools. Both tools were translated and finalised in late 2021. The Schools2030 Portugal team has also been supporting Dr Choudhry-Khan in developing the Schools2030 Quality Learning Environment Assessment Tools to

Human-centred design workshops were delivered to teachers supporting their innovation journeys.
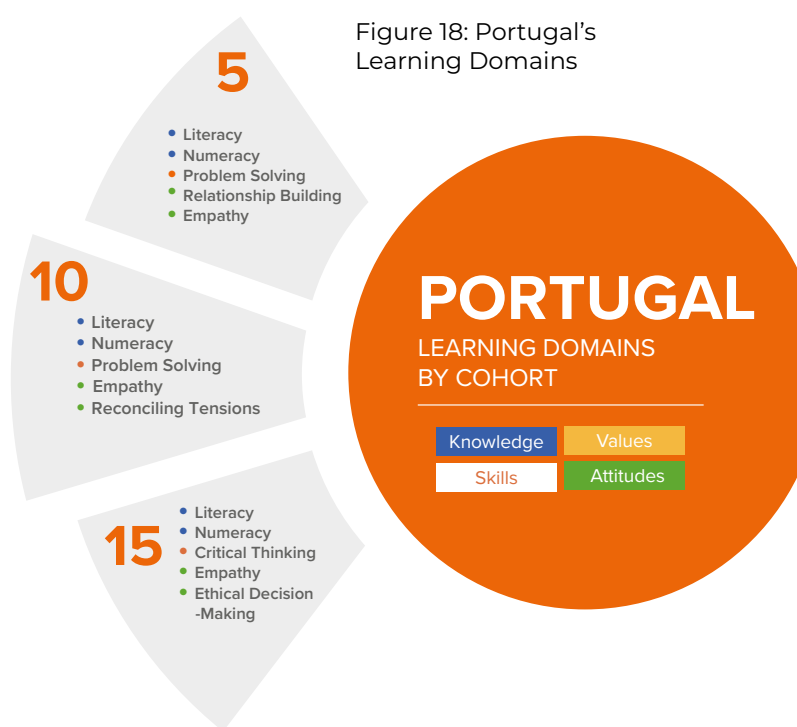
ensure these are well adapted for 10- and 15-year-old cohorts in Portugal and across the ten country programme.

With support from Oxford MeasurEd, the Schools2030 Assessment Partner has been developing rapid assessment tools to align to the non-academic domains selected for the 10 and 15 year old cohorts. In late 2021 Schools2030 convened a focus group of teachers and school leaders to map existing assessment tools and data from the Year 1 Rapid Assessment. The Assessment Partner will share ideas generated, as well as the mapped tools and data from the HCD process, in early 2022.

Additionally, discussions were held between AKF and the Learning Partner to assess existing and external data that can be collected and requested from both schools and the Ministry of Education. This allows for a better understanding of which holistic domains and indicator data is collected so we can create assessment tools that are aligned to national policy and address existing gaps. Over the next year, the National and Global Assessment Partners will work together to develop a set of robust, validated holistic assessment tools and to co-design a Quality Education Observatory with new/innovative indicators. The Observatory of Quality in Education will be a platform that will aggregate indicators and/or typologies of data emerging from the Schools2030 program in Portugal, which will allow the analysis and decision-making

Figure 18: Portugal's Learning Domains

5
- Literacy
- Numeracy
- Problem Solving
- Relationship Building
- Empathy

10
- Literacy
- Numeracy
- Problem Solving
- Empathy
- Reconciling Tensions

15
- Literacy
- Numeracy
- Critical Thinking
- Empathy
- Ethical Decision-Making

PORTUGAL
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

A map for an event to test a possible prototype which allows community members to explore their local area.

of educational communities and other local, national and regional decision-makers. It will ensure the support and monitoring of Schools2030 in Portugal, aggregating quantitative and qualitative data, and providing free, universal access to the assessment items and data.

STEP TWO: INNOVATE

The Schools2030 HCD Toolkit was adapted, translated and re-designed for the Portuguese context in Q4 2021. In early 2022, the team in Portugal expect to have all resources accessible on the new AKF Education website, with a dedicated area for human-centred design, as well as featuring on AKF Portugal Moodle platform.

To facilitate the introduction of the methodology for the human-centred design, a training course was delivered to 20 teachers in November 2021. Following the HCD training, sessions are now being implemented in four schools. Monitoring and evaluation data, as well as key updates from the implementations, will be shared in early 2022.

STEP THREE: SHOWCASE

In July 2021, Schools2030 Portugal held a

virtual event to showcase the emerging prototypes from the first round of HCD training with civil society partners. These included the prototype "learn, share, teach", a method to develop improved relationships between teachers, students and parents as well as strengthening community-school links; and "Neighbourhood Ch@nnel", a virtual platform for children to share their interests and talents with peers, for example cooking, games or music performance.

Dulce Martins
National Coordinator, Portugal
(Jan-Nov)

These will serve to strength communities of practice among Schools2030 educators, and will also engage governmental and non-governmental partners to promote the model and impact of school-driven innovation.

AKF's TEAM IN PORTUGAL

Dulce Martins
Schools2030 National Coordinator

Alexandra Marques
Director of Programmes, Education

Mónica Brazinha
ECD and Education Officer

Paulo Vieira
Education Specialist

Zara Merali
Social Work Specialist

Teresa Martins
Social Work Specialist

Marco Martin
Urban Community Support Coordinator

Pedro Pinto
Social Work Specialist

Karina Souza
Project Officer, Education

Sónia Relvas
Social Work Specialist

Rita Alves
Senior Education Officer

2022 BUDGET BREAKDOWN

Portugal	USD
Step 1 - Assess	94,223
Step 2 - Design	38,476
Step 3 - Fund	50,000
Step 4/5 - Track/Iterate	81,455
Step 6 - Showcase	40,000
Other - National Advisory Committee	-
Staffing	103,616
Admin	2,541
TOTAL	410,311

Internationally, AKF Portugal contributed to the LEGO Idea Conference in October 2021 and participated in several other global conferences. The Schools2030 team in Portugal have also focused design efforts to produce new content for the launch of the education website and Moodle platform, which will be made publicly available online in 2022.

Showcasing events will take place at district and national levels in the latter half of 2022.

All four Tajik provinces have a Schools2030 presence after it was requested by the Ministry of Education to expand.

> **" The Digital Learning Platform is one of the most important educational efforts in the region.**
>
> Statement from GBAO's Education Department

UPDATE

TAJIKISTAN

Development of the education sector in Tajikistan is governed and regulated by the National Development Strategy (NDS) 2016-2030 and within that, the National Strategy for Education Development (NSED) 2021-30. The NDS and NSED outline the government's commitment to providing education services to the whole population and set the overall direction and pace of reform in the education sector.

In this context, Schools2030 has been very welcomed by the local and national authorities in its efforts to improve access to and quality of education and as a result, the programme is now expanding from its initial base in GBAO region across the whole country.

STEP ONE: ASSESS

The Tajikistan Schools2030 team benefits from a very close relationship with district and national governments and the programme has received endorsement from the Ministry of Education. The team has identified five holistic learning domains for each cohort in discussion with education stakeholders and these all align with national policy and curricular priorities.

AKF Tajikistan's Education Unit hired a full-time assessment lead in Q3 2021, and this key staff members has worked with the Schools2030 team to develop rapid assessment Tools to align to selected learning domains for all three cohorts. The team progressed rapidly to incorporate the rapid assessment tools to HCD trainings and guided teachers to the challenges they wished to address, as well as seeking solutions and proposing tasks to resolve the identified issues. A suite of robust, validated assessment tools is currently in development, building from the rapid assessment tools and drawing on support from Oxford MeasurEd.

In addition to the development of context driven assessment tools, the Tajikistan

Initial inception meetings for the Schools2030 programme to present the programme to education authorities in early 2021.

Schools2030 team swiftly conducted the pre-pilot phase for BEQI tools to assess learning and teaching in ECD centres in GBAO region, to support teachers with identifying learner gaps through observation techniques and teachers' own self assessment. The Tajikistan Schools2030 team was additionally selected to pilot IDELA tools for assessing learning outcomes in the prechool cohort, and the training for IDELA tools is planned to be conducted in January 2022.
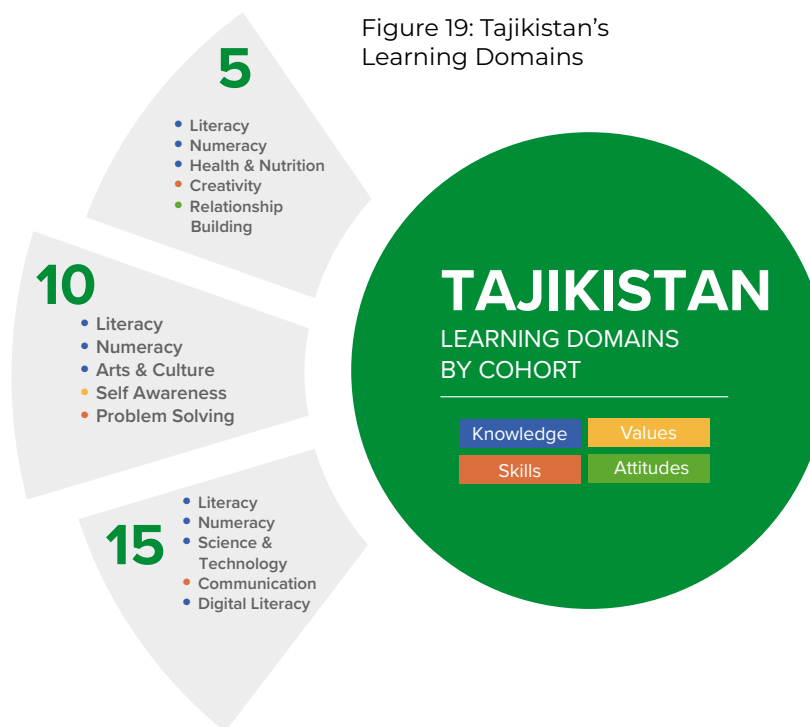
STEP TWO: INNOVATE

One of the biggest accomplishments of Schools2030 initiative in Tajikistan in 2021 was implementation of HCD trainings for learning partners and teachers at school level, in 100 schools across the country, including GBAO, Khatlon, DRS and Sughd regions. HCD workshops were conducted in a cycle of four stages, each of which lasted for two days with time allowed to complete the tasks provided during the HCD trainings. Over 450 participants engaged in the workshops at school level to identify solutions to challenges and teachers were trained on how to conduct rapid assessments based on the shared tools, as well as how to effectively utilise the HCD toolkit.

As HCD training progressed, teachers became more comfortable with the new approaches and new ways of thinking through an HCD lens. The Tajikistan Schools2030 team reported that teachers

Figure 19: Tajikistan's Learning Domains

5
- Literacy
- Numeracy
- Health & Nutrition
- Creativity
- Relationship Building

10
- Literacy
- Numeracy
- Arts & Culture
- Self Awareness
- Problem Solving

15
- Literacy
- Numeracy
- Science & Technology
- Communication
- Digital Literacy

TAJIKISTAN
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

Teachers in GBAO pitched their ideas at a regional event hosted by AKF and with district education officials in attendance.

gathered energy once ideas, activities and prototypes had begun to be generated and catalysed them to take forward this perspective in their teaching in schools. For example, a teacher from a remote school in GBAO region, stated that: "*as teachers, we now know properly what we need in order to improve students learning, and Schools2030 can help us to achieve it.*"

In Tajikistan, partners from the Ministry of Education and Science, along with regional education departments and regional in-service Teacher Training Institutes participated and co-led the HCD process at school level. The Learning Partners, alongside Schools2030 team, provided intensive mentoring support to teachers between the HCD training cycles. This allowed the team to support teachers in an ongoing format to better track and iterate the innovative solutions that were developed to solve identified learning challenges. The track and iterate process continues to be developed through the cycles of implementation.

Sherali Saidoshurov
National Coordinator, Tajikistan

One education innovation that emerged from initial training with the Schools2030 team is the Digital Learning Platform. Through consultation with the Ministry as well as schools and students, it became clear that there was a lack of Tajik-language learning materials available online to support student learning outside the classroom, and in particular a lack of materials to support digital literacy. The Digital Learning Platform addresses this gap; it is a repository for a huge range of resources and learning tools for 6–17-year-olds including 670 video lessons to extend classroom learning with a focus on science and computer skills. Among them, 75 video lessons were developed through Schools2030's human-centred design workshops. Read about the platform here.

In total, the Schools2030 Tajikistan team, along with teachers, devised over 200 solutions proposed for funding. Creative solutions ranged from improving mathematics and literacy skills, to improving communication and developing problem-

laboratory", "Little designers and engineers" were just some of the examples proposed by teachers. Implementation of the solutions are anticipated to start from February 2022.

STEP THREE: SHOWCASE

Schools2030 Tajikistan's first district-level Showcasing event was held in GBAO region in Q4 2021. This gave teachers the opportunity to present the exciting and local projects which have been selected for implementation and share the progress and planned impact of these solutions. These events have also been an important opportunity for teachers to share best practices based around the innovations themselves.

In addition, the team's first regional showcase event will take place in May 2022. Members of the National Advisory Committee, Ministry of Education and Ministry of Science will gather to listen to the ideas presented, with the best solutions selected by NAC members to then be presented at showcasing event in June 2022. This will be an incredible opportunity to gain awareness of the Schools2030 programme at a national level.

AKF's TEAM IN TAJIKISTAN

Sherali Saidoshurov
Schools2030 National Coordinator

Firuza Nazarkhudoeva
Regional Officer

Safo Gulomaseinov
Project Officer

Saodat Sangova
Project Officer

Sangina Khodododova
Assessment Officer

solving in children. Mainly innovations were designed around improving students learning through didactic games, by establishing specific visual aids corners, with integration of different subject learning, establishing extracurricular lessons and developing digital laboratories. "Math shop corner", "Kitchen corner", "Culture around us", "Garden of hope", "My magic workbook", "Vocabulary workbooks", "Mobile Science

2022 BUDGET BREAKDOWN

Tajikistan	USD
Step 1 - Assess	46,400
Step 2 - Design	107,069
Step 3 - Fund	225,000
Step 4/5 - Track/Iterate	96,736
Step 6 - Showcase	40,000
Other - National Advisory Committee	4,470
Staffing	69,034
Admin	49,108
TOTAL	637,817

Schools2030 operates in the province of Lindi and the Tanzania capital, Dar Es Salaam.

" Human-centred design has broadened my knowledge, creativity, and increased my confidence as a headteacher.

Pimary school headteacher,
Dar Es Salaam

UPDATE

TANZANIA

Tanzania's education system has for the last five years been directed by the Education Sector Development Plan (2016/17 – 2020/21).

Since the advent of the free basic education policy in 2016, enrolment has increased significantly. There are still major challenges to improving outcomes, however, which are reflected by poor pass rates in the national exams, poor literacy and numeracy skills and limited infrastructure to accommodate the increase in enrolment, resulting in a high pupil to teacher ratio.

By providing educators with the skills, resources and support to design and implement context-relevant education innovations, Schools2030 is helping to address education challenges in Tanzania where it matters most: at the classroom level. The innovations that are developing will provide replicable models to be used across the country.

STEP ONE: ASSESS

The Schools2030 team in Tanzania held a multi-stakeholder workshop in early 2021 to select five focal learning domains per cohort, the first Schools2030 team to do so. They used the Schools2030 HCD materials developed for the domain selection process and provided important feedback and

lessons-learned for other Schools2030 national teams.

The Tanzania team was also the first to develop rapid assessment tools, with support from Oxford MeasurEd. These tools comprised a set of teacher reflection and observation exercises, through which teachers were guided through a qualitative assessment of student's non-academic proficiencies. The data from these rapid assessments provided very rich source of evidence for teachers to begin designing their HCD innovations.

Through support from Save the Children, Schools2030 Tanzania have been successful in adapting the IDELA tool (you can find the tool here) to be implemented for the 5-year-old cohort domains. The tool is ready for piloting in January 2022. The Schools2030

A facilitator taking the teams through the Ideate phase of the human-centred design process.

East Africa Assessment Lead has been working with regional and global partners develop validated formative assessments and assessment benchmarks for Tanzania. Oxford MeasurEd are supporting the Schoools2030 team in Tanzania to develop these tools.

The Tanzania Schools2030 team has focussed on ways to support teachers to develop assessment tools independently. This has included the development of the Teacher Capacity Development Strategy, which provides a structure and methodology for enhancing teacher assessment capabilities. The team reported that this equipped teachers to become more familiar with the assessment process and what makes useful and quality assessment tools. The team anticipate delivering teacher training from March 2022.

Figure 20: Tanazania's Learning Domains

5
- Literacy
- Numeracy
- Health & Nutrition
- Creativity
- Relationship Building

10
- Literacy
- Numeracy
- Creativity
- Self Awareness
- Problem Solving

15
- Literacy
- Numeracy
- Arts & Culture
- Critical Thinking
- Civic Engagement

TANAZANIA
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

Teachers here present the 'Garden of Words and Numbers' – an innovation for preprimary students to provide tactile and interactive learning.

STEP TWO: INNOVATE

The Tanzania Schools2030 team successfully delivered their HCD workshops reaching over 200 teachers and youth partners from over 100 learning sites. Innovations from all 100 sites can be found here. During the workshops, the team was able to share toolkits and learning materials which aliogned to the local context, for example using Kiswahili language to deliver the HCD sessions. By employing a participatory approach, this ensured that inputs from end-users were captured effectively, but moreover made the facilitation fun and engaging.
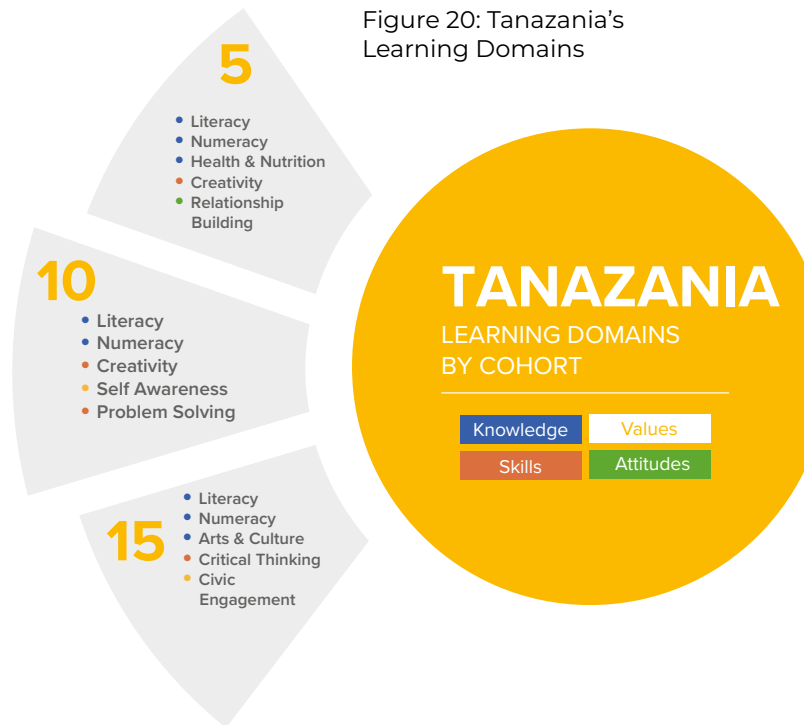
Participants were given ample time to work in groups during the training sessions and practical assignments when they returned to their schools. The HCD workshops included ten phases accomplished in three sprints that covered two days each. The team reported that teachers grasped the knowledge and practical skills in designing the innovations, and teachers designed innovations that reflected classroom challenges as identified in the rapid assessment.

The HCD workshop enabled teachers to develop prototypes and test them, which demonstrated an encouraging amount of progress in such a short time frame. Although the majority of innovations that the teachers designed focused on core academic competencies such as literacy and numeracy, all of them also incorporated social-emotional and 21st century skill development such as critical thinking, civic engagement, communication and problem-solving. All were designed for learner-centredness and had strong components of playful and participatory learning.

For example, Mtanda's solution was to incorporate sports and games in classroom teaching and to learning to increase student interaction and attention. Mnolela primary

school has made significant progress in addressing students' absenteeism and ability to communicate fluently. Students have increased interest in learning; 16 students who could not fluently read as observed in the assessment are now improving and enjoying studying.

At Toangoma and Linoha pre-primary schools, in helping students master literacy by implementing their T-learning model and fruit books and games solutions, students enjoyed learning through naming, labelling, and playing with varieties of cards, fruits, numbers, and shapes. Teachers observed that students' attention, interaction, and confidence seemed to be increasing over only one month.

STEP THREE: SHOWCASE

Schools2030 Tanzania has benefited from many opportunities to showcase its work at national and global settings. In country, the team has held several meetings with the National Advisory Committee and other key education stakeholders to ensure that

Shaibu Mandova Athumani
National Coordinator, Tanzania

the programme is well-known among national policy-makers. Globally, the team has been invited to present to Schools2030 donors during two steering committee meetings and also participated in the LEGO Idea Conference in October 2021. In December 2021, Schools2030 Tanzania National Coordinator was invited to speak at the RewirEd Summit in Dubai, where he presented alongside global donors and partners. This was a powerful moment for the Schools2030 programme and the presentation was warmly-received by all.

In Q1 2022, Schools2030 Tanzania will hold its first district and national-level showcasing events to allow teachers to present on the incredible innovations they have designed and the impact these are having on teaching and learning. Tanzania is also honoured to host the first Schools2030 Global Forum in June 2022.

AKF's TEAM IN TANZANIA

Simon Meigaro
Country MEAL and Education Manager

Shaibu Mandova Athumani
Schools2030 National Coordinator

Mapunda Kawanga
Foundations for Learning Manager

Mussa Kabele
M&E Officer, Education

Gega Bujeje
Project Officer, Education

Helena Fivawo
Project Officer, Education
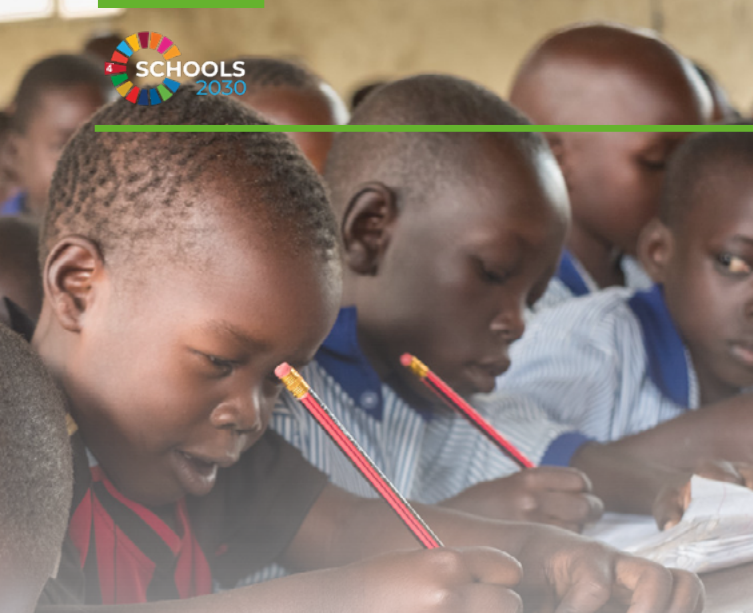
Venance Matei
Project Officer, Education

Agnes Nkuba
Project Officer, Education

Halima Komolanya
Gender Coordninator

2022 BUDGET BREAKDOWN

Tanzania	USD
Step 1 - Assess	77,598
Step 2 - Design	90,500
Step 3 - Fund	200,000
Step 4/5 - Track/Iterate	36,000
Step 6 - Showcase	88,000
Other - National Advisory Committee	13,000
Staffing	144,073
Admin	41,841
TOTAL	691,012

In Uganda, Schools2030 is present in the capital city of Kampala and the northern district of Arua.

> **We should do this as a team to support our teachers with the necessary skills to provide quality education to our learners.**
>
> Director of Basic Education, MoE, Uganda

UPDATE

UGANDA

Uganda, like many sub-Saharan African countries, faces major challenges in providing quality and accessible basic education to children and adolescents. Only one out of every ten children between 3 and 5 years of age is enrolled in preprimary education. Only 1 in 4 children who starts primary school makes it to secondary school and less than half (40%) of students are literate at the end of primary school.

Secondary education is still inaccessible to most adolescents. Less than a quarter (24 per cent) of adolescents are enrolled at this level. Early marriage, teenage pregnancy, abuse at schools and school fees keep many teens, especially girls, out of secondary schools.

Uganda has only just reopened schools after one of the longest closures anywhere in the world due to COVID-19 and with many children facing challenges to their school progression, Schools2030's work to find innovative ways for them to keep studying is as vital now as ever.

STEP ONE: ASSESS

In Q1 2021, the Schools2030 Uganda team held a National Design Workshop with the National Advisory Committee and other key education sector stakeholders. It was through this design workshop that focal

learning domains were selected for each age cohort. These were selected to align with national education priorities and curriculum. After selection of the learning domains, consultation workshops were held to define what outcomes and skills will be measured as part of the Schools2030 programme. Education stakeholders, schoolteachers, representatives from the Ministry of Education in Uganda and CSO's all contributed to defining these.

With support from the Assessment Partner, Oxford Measured, the team developed rapid assessment tools to align to the learning domains as defined by national stakeholders. Schools2030 recruited a Regional Assessment Coordinator in mid-2021, who continues to champion the assessment component of Schools2030 in

A human-centred design workshop in Arua district.

Uganda as well as supporting this workstream in Kenya and Tanzania. Assessment partners are working together to develop a set of validated holistic learning assessment tools that will build off the simpler designs of the rapid assessment tools.

The team have been busy developing a strategy to enhance teacher capacities during the assessment phase. The strategy provides a structure and methodology for enhancing teacher assessment capabilities, defines specific roles and responsibilities of teachers and partners, identifies gaps where expertise is needed, and highlights key activities which enhance teacher capabilities on assessment.

The team in Uganda have also worked to adapt the Brief Childhood Quality Inventory (BEQI) tool to suit the Uganda context. The team were guided through trainings from ECD Measure on how to adapt the process. Productive meetings with the Ministry of Education in Uganda and local teachers equipped the team with feedback on how to revise the BEQI tool. To ensure the tools were contextually relevant and fit for purpose, the team held group reviews and panelling sessions. The tool is currently pre-pilot ready and will be pre-piloted when pre-schools open in Uganda in 2022.
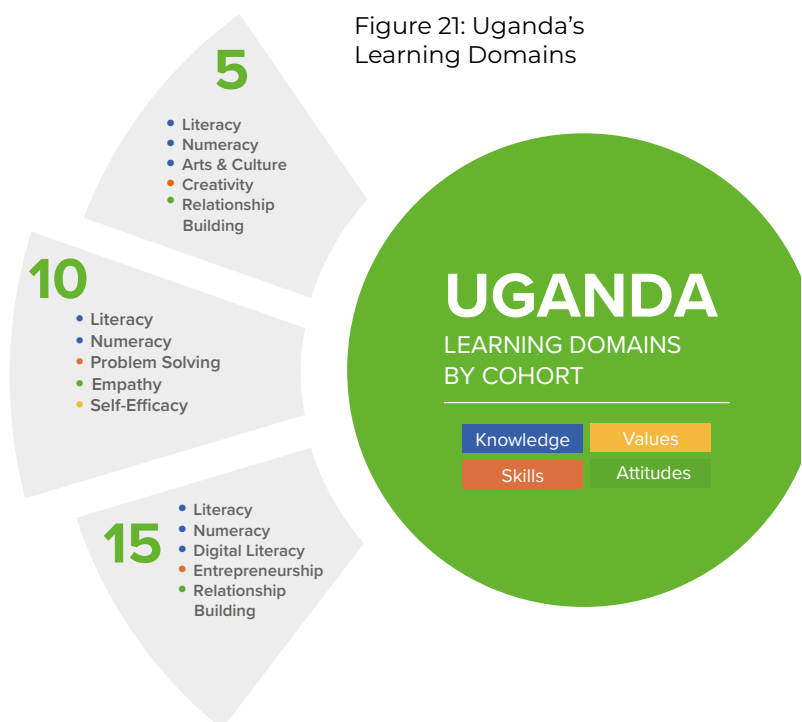
STEP TWO: INNOVATE

The Schools2030 team in Uganda successfully hosted HCD workshops in two phases over 5 days. The first phase

Figure 21: Uganda's Learning Domains

5
- Literacy
- Numeracy
- Arts & Culture
- Creativity
- Relationship Building

10
- Literacy
- Numeracy
- Problem Solving
- Empathy
- Self-Efficacy

15
- Literacy
- Numeracy
- Digital Literacy
- Entrepreneurship
- Relationship Building

UGANDA
LEARNING DOMAINS BY COHORT

Knowledge | Values
Skills | Attitudes

An 'animal number garden' prototype developed by Paul Banda Nursery school.

comprised of 'launch, explore, define, generate and make.' The second phase was dedicated to prototyping. The Schools2030 team led teachers through the launch phase by using a sample of 3-5 learners and asking them to identify key stakeholders and key learning struggles of students in each grade. Progressing on to the explore and define phase, the teachers learned to use the rapid assessment tools as well as interview techniques, to scope any challenges they perceived. For example, teachers devised the below questions to use.

- How might we motivate Raymond to learn numbers?

- How might we encourage Raymond participate actively in number activities?

- How might we support Raymond to recognise numbers?

The Uganda Schools2030 team is working in many non-formal education settings as well as in schools, and have shown some incredible examples of how context-driven, learner-centred approaches can impact livelihoods outside the immediate classroom setting. For example, Schools2030 is working

Janat Namatovu
National Coordinator, Uganda

in Luzira Upper Prison to support inmates to attain the skills they need to develop positive livelihoods after they are released from prison. Together with teachers and inmates, Schools2030 developed "The Fab Four" prototype, which supports collaboration and leadership skills through reading comprehension.

Another Schools2030 partner is Somero Uganda, a local CSO supporting vulnerable young women who are engaged in the sex trade and wanting to leave. In collaboration with these women, Schools2030 and Somero have co-developed a skills-focused HCD programme that includes a mentorship model, engaging former sex workers to support and mentor the young women.

AKF's TEAM IN UGANDA

National
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Monica Tamale
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Charity Mugaya
Accountant

Elly Nayenda
Programme Officer

Benneth Nimusiima
Data Officer

Regional
Rupert Corbishley
Regional Education Advisor, AKF East Africa

Emily Tusiime
Regional Assessment Coordinator, AKF East Africa

Hellen Wangoi
Regional Grants Manager, AKF East Africa

Schools2030 Learning Partner in Uganda, UWEZO Uganda, has been working with the team to develop and implement evaluation tools, including surveys and focus groups, to assess quality and progress of HCD training. The data has been collected and analysed and will help Schools2030 Uganda and

the global team reflect on lessons learned and way to iterate and further develop the programme in 2022.

STEP THREE: SHOWCASE

Schools2030 was officially launched in Uganda in April 2021. A ground-breaking event that attracted key sector players from Ministry of Education, the National Curriculum Development Center, the Reading Association of Africa, the Regional Educational Learning Initiative (RELI), Civil society partners, Teachers, and coordinating tutors. At the event, three panel discussions were held focusing on learning assessment, 21st century skills, and human-centred design. The event attracted media attention and was publicised here, in the the Monitor, a national Ugandan newspaper.

Uganda will hold its first round of showcasing events at district and national level in Q1-Q2 2022. These events will give teachers an opportunity to share their innovations and learn from each other as well as to engage with national education stakeholders.

2022 BUDGET BREAKDOWN

Uganda	USD
Step 1 - Assess	76,170
Step 2 - Design	64,107
Step 3 - Fund	200,000
Step 4/5 - Track/Iterate	22,470
Step 6 - Showcase	51,942
Other - National Advisory Committee	9,495
Staffing	152,673
Admin	25,369
TOTAL	602,227

# SIX ACTION-RESEARCH TEAMS CO-CREATING EVIDENCE WITH AND FOR SCHOOLS

GLOBAL RESEARCH UPDATE

With support from the Jacob's Foundation, Schools2030 is working with independent research partners to increase 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.

Many of these partners are organisations based in the focus countries. Through this model of research partnership, Schools2030 seeks to counteract the trend in global education research that sees focal countries as sites of data extraction, with research outputs flowing largely from and between western institutions. All the partners have articulated plans for stakeholder involvement, as well as how they will share and co-create evidence with schools.

APPOINTMENT OF THE GLOBAL RESEARCH COORDINATOR

Ellen Smith was appointed as the inaugural Schools2030 Global Research Coordinator in October 2021. Ellen previously worked coordinating research projects at the Education Endowment Foundation, the UK Government's designated 'What Works' Centre for Education. She brings experience from education, international development and research and completed a MA in Multilingualism and Education in 2018.
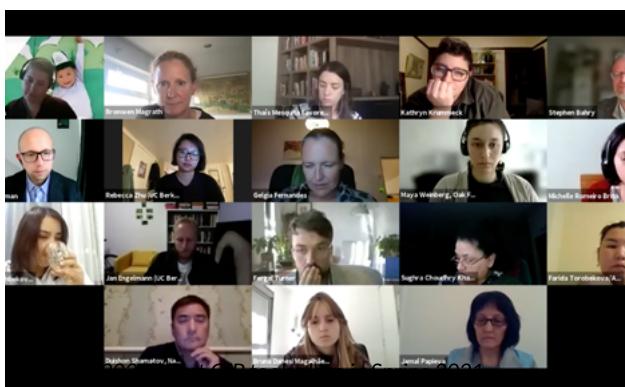
The inaugural research event brought together the whole Schools2030 community.

RESEARCH LAUNCH WEBINAR

In November 2021, the Schools2030 team hosted *Building the Evidence Together – Global Research Launch* online. The event introduced the first cohort of research partners to the wider Schools2030 network and gave an opportunity to learn how

> *Schools2030's research workstream will help make the crucial link between education research and education systems change.*

learn how their research projects will advance understanding of learning and teaching in the Schools2030 programme, as well as how each are working in partnership with schools to build the evidence base of "what works" to improve learning outcomes. This was the first event we have held that brought together stakeholders from each area of the global coalition that makes up Schools2030, and we see that this has laid the foundations for more collaboration and learning between programmatic staff, donors and research teams moving forward.

UPCOMING PANEL PRESENTATION AT THE CIES CONFERENCE

We are pleased to report that Schools2030 research has been accepted for a formal panel presentation at the Comparative International Education Societies (CIES) conference to be held in April in Minneapolis. CIES is the largest academic research conference in the global education field, and this year's conference will focus on the theme "Illuminating the Power of Idealism". Schools2030 submitted a proposal for a panel that will feature four of our global research partners/consortia: ITA Pakistan; the University of Dar es Salaam, Right to Play

International and the University of Notre Dame; and UNICEF. They will discuss how we are how we are working with schools, teachers and communities to co-create evidence on "what works" in education. We are thrilled that our unique model of partnership and grassroots-focused ethos caught the attention of the CIES organising committee.

COMMUNICATIONS ACTIVITIES

Whilst research projects are in their early stages, Schools2030 will continue to share news of their progress on our website. To date we have shared four blogs related to our research workstream, including entries written by University of California, Berkeley and researchers at Nazarbayev University and OISE University of Toronto about their respective projects. A new Schools2030 research-focused webpage will be live on the website from February 2022.

PLANNING THE NEXT CALL FOR PROPOSALS

Planning is underway for the second Schools2030 Global Call for Research Proposals, which will focus on equity and inclusion. We will be seeking research partners who can help us understand how the Schools2030 model of teacher-driven, human-centred design innovation impacts education equity and supports students with learning diversity and learning differences. We are currently finalising this Call for Proposals with

Schools2030's first CFP took place in Spring 2021.

> **By the year 2030, our programme will have built a substantial evidence base on 'what works' to improve teaching and learning.**
>
> Dr Bronwen Magrath
> Schools2030 Global Programme Manager

input from our country teams, partners and wider network and expect the call to go live on our website in February.

UPCOMING EVENTS

We are looking forward to presenting a Formal Panel: *Co-creating evidence from the bottom up: the Schools2030 approach to understanding what works in raising holistic learning outcomes*, at the CIES conference in April – details on the session can be found here.

In June, Schools2030 will host a Global Forum in Tanzania, which will give us the opportunity to feature the work of our research partners, alongside teachers, the Schools2030 teams and the global education community. Stay tuned for further details.

We will also be submitting a proposal for the British Association for International and Comparative Education (BAICE) conference, which will take place in September in Edinburgh.

In addition to these events, we will continue to profile our research workstream through our website, social media pages and as opportunities arise.

RESEARCH PROJECTS 2021-23

1. Catalysing Locally Rooted Education Solutions to Improve Holistic Learning Outcomes in Pakistan and Kenya

Research Team: Baela Jamil and Saba Saeed (ITA Pakistan); John Mugo and Agatha Kimani (Zizi Afrique Kenya)

SUMMARY
The project is investigating the Schools2030 programme in Pakistan and Kenya across 25 schools and two youth centres over 18 months. The research aims to contextualise and examine the relationship between academic learning outcomes, as offered currently in programme schools, and non-academic skills, as well as generate robust evidence on school-led interventions that effectively develop and incorporate non-academic skills into the existing system. The research is also exploring the context-specific factors and mechanisms that may be driving or constraining effective implementation in both countries and what this means in terms of driving systems-wide change.

To date, ITA Pakistan and Zizi Afrique have completed qualitative tool development with quantitative tools currently in development. Field work began in November 2021 with the first round of qualitative data collection in Gilgit, Pakistan.

2. The Development of Picture Comprehension: Improving Learning Materials and Assessment Tools in Global Contexts

Research Team: Jan Engelmann, Rebecca Zhu and Helen Pitchik, University of California, Berkeley

SUMMARY
Teachers and ECD researchers frequently use learning materials and assessment tools involving picture stimuli across different cultures and contexts. However, it is unclear when and how young children begin to understand pictures. While children growing up in high-income contexts are often surrounded by picture-rich stimuli, children growing up in low-income contexts may have less experience with pictures or visual symbols. Basic picture comprehension tasks will be undertaken with children living in Lamu, Kenya, to help determine if children's early experiences with pictures is related to their understanding of pictures. This research will contribute to evidence on the most effective learning materials and valid assessment tools for children from diverse backgrounds.

Presently, the team are fine-tuning the details of the experimental designs, as well as piloting new designs, and have updated their research questions. A new team member has recently joined the partnership from RTI Kenya, and will support data collection and analysis.

3. The Effect of Common Attributes of Design Thinking and Play-Based Teaching Approaches on Raising Holistic Learning Outcomes at Primary School in Tanzania

Research Team: Vendelin Simon (University of Dar es Salaam), Nikhit D'Sa (University of Notre Dame), Elizabeth Germana; Andrea Diaz-Varela; Eric Opoku (Right to Play)

SUMMARY
This unique research-practice partnership will work together with Tanzanian education officials and school communities to understand the effectiveness of key elements of the Design Thinking Approach and play-based learning, using measurement tools developed with children, parents, teachers and school staff in Tanzania. A contextualised SEL tool will be co-created with these various actors, and then used with preprimary and primary students across 4 districts in Tanzania to answer the central research question: "How are holistic learning outcomes impacted by the common attributes of Design Thinking Approach (DTA) and Play-based Learning (PBL) in Tanzania"?

The consortium is working closely with Schools2030 Tanzania and the East Africa Assessment teams to ensure alignment of our workstreams and outputs.

4

Exploring School-Based Education Stakeholders' Perspectives on Quality of Education in Kyrgyzstan and Tajikistan in the Context of Schools2030

Research Team: Duishonkul Shamatov and Mir Afzal Tajik (Nazarbayev University Graduate School of Education) and Sarfaroz Niyozov (OISE University of Toronto)

SUMMARY
This two-year study aims to identify effective, culturally relevant classroom-generated practices and ideas for holistic learning that support efforts to change current thinking on replicating and developing education solutions in countries like Kyrgyzstan and Tajikistan. The central objective is to identify context-relevant definitions of quality education by understanding the perspectives of teachers, students, school leaders, and parents and how ideas of quality are manifesting in the classroom. Findings will be shared with other educators and researchers to inform policy and approaches for improving holistic learning outcomes.

The team is finalising the appointment of two Research Assistants, one each in Kyrgyzstan and Tajikistan, as well as a Project Manager based in Nur-Sultan to support the upcoming field work. A close working relationship has been established with Schools2030 colleagues in both countries to support the launch of qualitative data collection.

Data Must Speak about Positive Deviant Approaches to Learning in Tanzania

Research Team: Led by Matt Brossard, Chief Education, Innocenti, UNICEF

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SUMMARY
This project will expand a multi-country research, known as Data Must Speak (DMS), to Tanzania. It responds to the need to address the global learning crisis in which more than half of children cannot read and understand simple text by age ten, even when attending school. The project will use "positive deviance" methodology to identify local behaviours and practices that make some schools achieve better results than others even though they operate in a similar context with comparable resources. Once identified, the project will investigate actionable system, school and community levers to optimally scale them to less-performing schools, contributing to the broader evidence base on the how to scale up locally rooted solutions and behaviours.

The Ministries of Education in both Zanzibar and mainland Tanzania have communicated an interest in the research and the team are currently awaiting official permissions before kickstarting the in-country research activities.

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## Helping Teachers Reduce Inequality in Education, University of Amsterdam
Affiliated Schools2003 Research Partner, supported through Jacobs Foundation COVID-19 Education Challenge Project

Research Team: Eddie Brummelman (University of Amsterdam), Hae Yeon Lee (Yale-NUS College), David S. Yeager (The University of Texas at Austin).

SUMMARY
The coronavirus pandemic has exacerbated pre-existing inequalities between students from poor or working-class backgrounds and students from middle-class or affluent backgrounds. Far reaching school closures have impacted billions of learners worldwide and COVID-related disruptions have caused dramatic learning losses, especially among students from disadvantaged backgrounds. Teachers therefore need support now more than even to help reduce inequality in education. The primary interest of this project is in exploring students' beliefs, such as their beliefs about intellectual ability, which influence students' motivation, learning, and achievement in school, so that teachers can target these beliefs to improve students' engagement and ultimately reduce inequality.

Although not funded by Schools2030, we maintain good contact with researchers and facilitate connections to AKF staff in Kyrgyzstan and partners at Nazarbayev University, who are experienced conducting research in the region The team are preparing relevant ethics approvals as well as putting plans in place to recruit local research capacity within Kyrgyzstan. They are also mapping out the research design in more detail, considering exactly what data can be collected and when, and whether there is a possibility of working closely with the learning partner for part of the data collection.
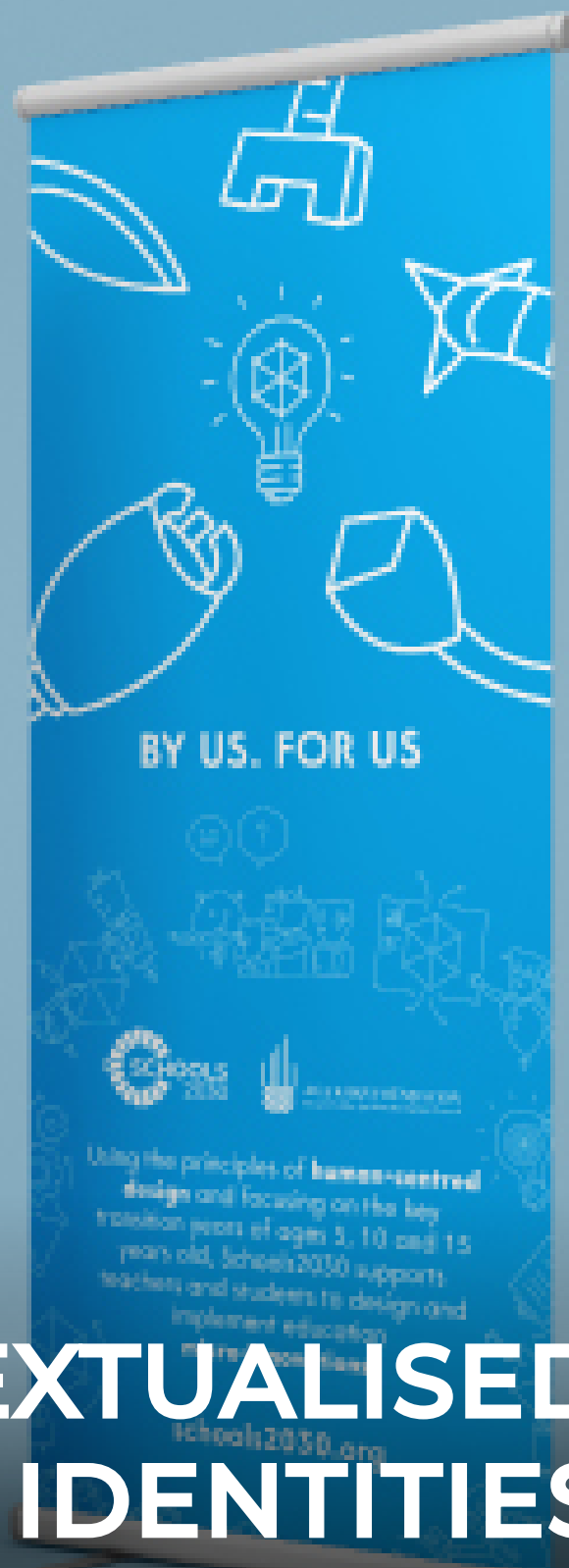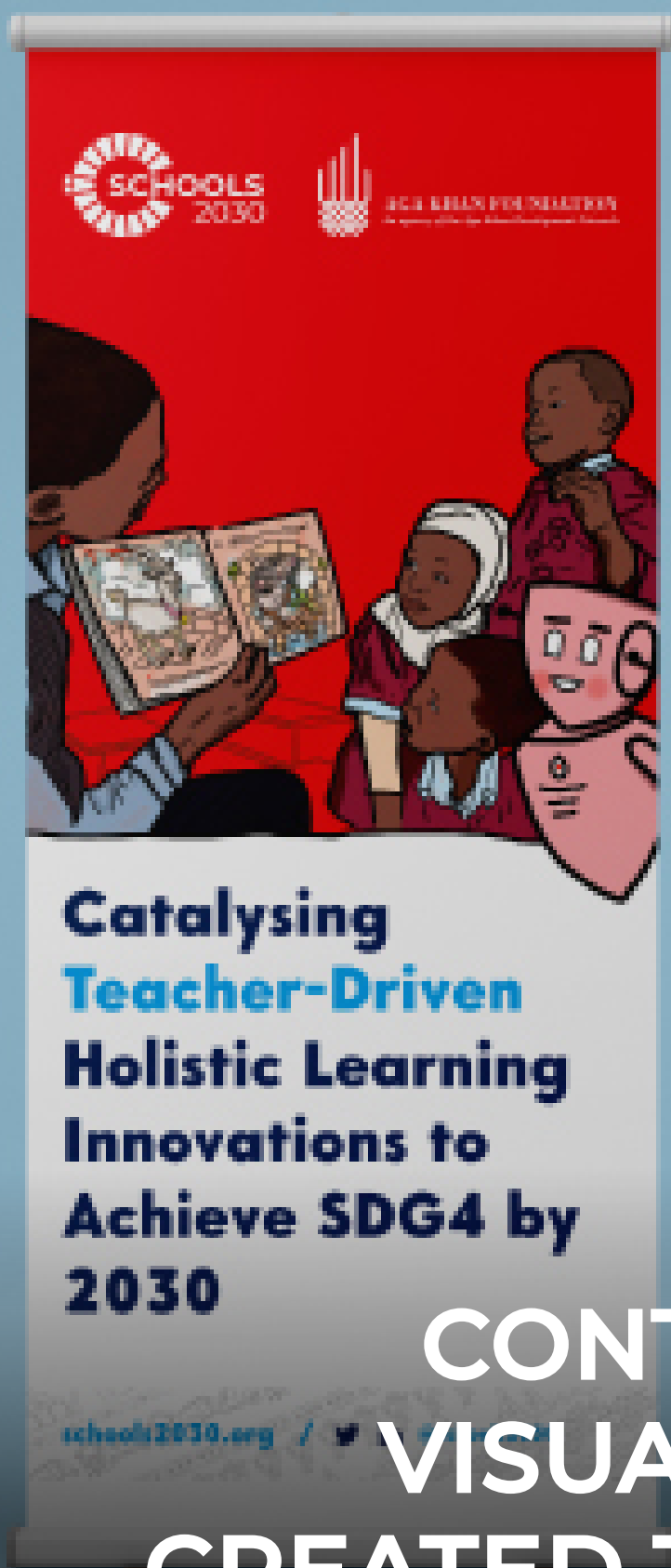
CONTEXTUALISED VISUAL IDENTITIES CREATED TO PROMOTE NATIONAL VISIBILITY

UPDATE ON COMMUNICATIONS

A key part of Schools2030's overall strategy when pursuing system-change across nations, the communications workstream aims to amplify the incredible work of field staff and school communities, as well as remain on the pulse of the global education conversation. It also works to nurture champions of our approach by telling our honest story, and reflecting the sincerity and passion of our global community.

GLOBAL STRATEGY

In June 2021, Sarah James came on board as Schools2030's Global Communications Manager. Her priority was to create a short-term global strategy (covering the initial two years, to be updated and iterated as the programme moves forward) designed to unify Schools2030's messaging and ensure optimum visibility for the programme. The central objective of the strategy is to align Schools2030's communication aims with its programmatic ones – that is to nurture the flipped mindset, 'bottom-up' approach at the heart of Schools2030's methodology from school and community level, all the way up to global and national policy-makers and influencers. Through its communications work, Schools2030 aims to drive that message home – that local expertise is critical to progress, that innovation can be micro-level and still hugely effective, and that we as a global education community need to create more opportunities to bring educators into conversation with global leaders.

Country teams have been supported with translated communications materials, including banners and other artwork.

COUNTRY-LEVEL COMMUNICATIONS

With the global strategy disseminated amongst Schools2030 staff and partners, work has now begun for each country team to draw from it to create in-country communications action plans, that can contextualise and operationalise the objectives of the strategy at country level. Creating the action plans will involve crafting context-specific messaging, determining audiences and creating stakeholder maps, as well as creating an action timeline of key moments in the year when Schools2030 can be 'at the table'. There have been two workshops to initiate this work, with one-on-one meetings planned to advance the action plans.

The teams have also been supported on a more ad hoc basis according to their needs – banners and folders were created for the team in Kyrgyzstan, Pakistan required briefs that summarised the programme operation in the country and other country-specific items have followed, including dedicated feature articles for the website. The teams have also been given access to global resources, for example a slide deck that introduces the programme and a branded master template for bespoke presentations.

In East Africa, country-specific artwork has been created drawing on the cultural identities of the countries, but linking back to Schools2030's global brand. The purpose of this is to create communications materials that can support those key moments on the timeline and drive home Schools2030's messaging with items that resonate with local communities and reflect our mindset of

unifying global and local expertise. Work for the other seven countries on this is planned for 2022.

WEBSITE

With support from our web and design team, InspirArt, Schools2030.org has undergone a good deal of both expansion and refinement over the past six months. In June, the News page was published, collecting together all articles, features and blogs that had been previously written about Schools2030 into a central database, as well as becoming a repository for future work. The page currently contains 27 pieces organised around our various work streams of assessment, innovation, research and evidence, as well as our partnerships. Many spotlight pieces are planned for 2022 for each country, as well as feature blogs from research partners, Schools2030 staff and others. An Events page was also launched, so that audiences could find out where they might join Schools2030 in conversation, as well as act as an archive for appearances at past events, external and otherwise.

Many other changes across the site have been made to reflect Schools2030 fine-tuning its methodology and public messaging. One of the larger of these was the recent addition of pages deep-diving into the first two of our three steps.

Schools2030's website is a key platform for communications.

The recently launched Assess page outlines our context-driven and holistic approach to assessments as well as provides links and guidance for accessing the Teacher Implemented Assessment Tools created

by Oxford MeasurEd. The tools include four handbooks, summary documents and a series of explanatory podcasts, all of which are completely free and open source.

Also available free and open source are the HCD Tools that can be accessed via our Innovate page, which outlines why Schools2030 endorses and uses HCD, as well as provides an overview of how the process works. The tools – handbooks, video guides and presentations both for facilitators and end-users – offer a comprehensive overview of, and detailed guidance for, each phase of the innovation process.

Planned for 2022 is step three – Showcase – which will detail how schools can scale their innovations to become global public goods (ie through the Faved platform and showcasing events). Also under development is a webpage detailing our current research streams, which will eventually house the reports and papers that result from this work. A page for each country is also under construction that will offer deeper insight into our field work as well as provide links to contextualised and translated Assess and HCD Tools, and other country-specific information.

SOCIAL MEDIA

Aligned to our 'soft launch' at the GPE Financing Summit Side Event in July, Schools2030 launched its social media channels to be part of the global education conversation and encourage others to join our school-driven movement. Large and engaged audiences can be seen on Twitter and LinkedIn, and we are pleased to have now amassed almost 1000 followers across platforms. During December, when Schools2030 was at RewirEd, the combined total impressions across Twitter and LinkedIn reach over 20,000, with an engagement rate (interactions versus number of followers) peaking at 12% and averaging around 3.5%. For comparison, a good 'influencer' engagement rate on Twitter is considered to be between 0.02 and 0.09%, demonstrating how highly engaged these audiences are with Schools2030's work.

FINANCIALS

Throughout 2021, Schools2030 has benefited from a stable funding base that has allowed our programme to fully launch at school level across our countries and in key global progamme areas. We are incredibly grateful to all our founding group of donors, Dubai Cares, Itaú Social, Porticus, IKEA Foundation, Jacobs Foundation, LEGO Foundation, OAK Foundation, Wellspring Philanthropic Fund and AKF, for their generous and flexible support in these challenging launch years when we as a global community have faced unprecedented educational and social challenges.

We are thrilled to have introduced two new donors to our Schools2030 consortium in 2021, Education Cannot Wait and USAID-Local Impact. Education Cannot Wait is providing Schools2030 with targeted support on our data management at country and global levels; USAID, through the Local Impact joint fund with AKF, is providing support to the Schools2030 programme in Central Asia.

We are also very pleased to have secured three-year funding commitments from Jacobs Foundation and the AKF in 2021. These two donors join LEGO Foundation and OAK Foundation in providing the Schools2030 programme with stable three-year funding, allowing us to plan ahead and provide our teams and schools with the security of a longer-term financial commitment.

COVID-19 school closures and travel restrictions were imposed across many of our countries at various points in 2021, and most severely in India and Uganda. This has meant that we have some underspent budget in some geographies and some programme areas to carry forward into 2022.

This underspend, combined with new funding we have brought in for 2022, means our programme is fully funded for this year. Overleaf is a snapshot of our 2022 country and global budgets. A breakdown of the country budgets can be found in the

relevant country sections. These are organised along our original six step model which forms the backbone of our country budgets and workplans. Due to Brazil's funding and implementation resting with Itau Social and Ashoka respectively – and not with the Schools2030 Global Secretariat – these figures are not included overleaf. For a look at Brazil's 2022 budget, please see page 34.

THE YEARS AHEAD

Looking ahead to 2023, we have – through our three-year donor commitments from LEGO Foundation, OAK Foundation, Jacobs Foundation and AKF – secured $4,000,000 in programme funding. This leaves a gap of approximately $3,500,000 if we are to maintain our programme at its current levels. Over the coming months, we will be reaching out to our donors to understand what financial commitments each can make to support and further develop the Schools2030 programme in the years ahead. We are also currently exploring possibilities of new partnerships with Atlassian Foundation and Education Above All.

> **My vision in 10 years: we'll have a beautiful education ecosystem, as we will have addressed so many challenges.**
>
> Preprimary teacher, Lamu, Kenya

COUNTRY BUDGET TOTALS 2022

The below table shows the total 2022 programme budget in each Schools2030 country. Details of each country budget can be found in the relevant country section. These budgets are managed at country-level.

COUNTRY	USD
Afghanistan	650,000
India	411,162
Kenya	628,918
Kyrgyzstan	567,236
Pakistan	432,060
Portugal	410,311
Tajikistan	637,817
Tanzania	691,012
Uganda	602,227
TOTAL	5,030,743

GLOBAL BUDGETS 2022

This table shows the Schools2030 budget managed at the global level to support technical partnerships and products that benefit all ten programme countries as well as the development of global public goods.

Globally managed budget for support across all ten countries	USD
Learning Assessment Technical Partners: Oxford Measured, ECD Measure, Save the Children and Dr Sughra Choudhry-Khan (consultant)	508,805
Global Evaluation	200,000
Global Data Management	75,000
Faved Teacher Portal	250,000
Communications Flexi-fund for countries	180,000
Global Schools2030 Events	200,000
Global Research Grants	450,000
TOTAL	1,863,805

Global Secretariat and Admin	USD
Global Staffing and Administrative Support	463,137
Travel for Global Staff and Partners	72,325
TOTAL	535,462

TOTAL BUDGET BREAKDOWN 2022

Country Level Budget	5,030,743
Globally Managed Programme Budget	1,863,805
Global Staff and Admin	463,137
Global Travel	72,325
TOTAL SCHOOLS2030 BUDGET 2022	7,430,010

CONCULSION

LOOKING BACK WITH GRATITUDE, LOOKING AHEAD WITH EXCITEMENT

2021 was truly a remarkable year for the Schools2030 programme, and we would like to offer our sincere thanks to the whole team as well as our donors, partners and allies who have made all of it possible.

As we will all be acutely aware, 2021 was an incredibly challenging year with successive waves of the COVID-19 virus having a brutal effect on our schools, teams and personal lives. All of our team members have been impacted by school closures, restrictions on movement, health and care responsibilities and in some cases personal loss. We have been profoundly moved by the resilience of our teams and schools in this most challenging of years. We would again like to thank everyone for their creativity, perseverance and flexibility. The accomplishments of this past year are a testament to our collective strength.

Schools2030 is now looking ahead to 2022 and we are all excited and inspired by what the next twelve months has in store:

- Above all, we cannot wait to see what new and promising ideas emerge from our schools as teachers and learners continue to design, test and iterate contextually-relevant innovations to improve holistic learning and teaching practices. These innovations will be shared globally on the Faved platform and showcased through events at country and global levels.

- Assessment partners at national and global levels will develop, validate and pilot a suite of robust holistic learning assessments and guidance materials to help teachers "measure what matters" in foundational, social-emotional and 21st century skills. These assessment tools will be translated and contextualised for each of our programme countries and will be shared as public goods via our Assessment Hub – part of Schools2030's commitment to strengthening the global education ecosystem

- Schools2030 will soon be finalising its Global Evaluation Framework, outlining a set of questions and evaluative tools to help us test our Theory of Change and understand the impact of our three-step model and school-driven innovations. Evaluation partners will begin collecting baseline data in June 2022.

- Our second Schools2030 Call for Research Proposals will go live in February 2022. We will invite research proposals that explore the impact of Schools2030's three-step model on equity and inclusion, and particularly on supporting improved teaching and learning strategies for diverse learners and those with learning differences.

- We will host our first Schools2030 Global Forum in Dar es Salaam, Tanzania from 21-23 June. This three-day event will bring together the Schools2030 global network of team-members, teachers, civil society partners and donors along with national and global education policy-makers and stakeholders. Together, we will explore theme "schools to systems, systems to schools" to understand how we can foster education systems change from the classroom-level and how we can strengthen the connective tissue between educators and policy-makers.

Reflecting on the year that was and the year ahead, we offer once again our thanks to everyone for believing in the power of schools and teachers as agents of educational change. We look forward to our continued work together in 2022.

THANK YOU

SCHOOLS 2030

AGA KHAN FOUNDATION   Dubai Cares   USAID FROM THE AMERICAN PEOPLE   Itaú Social   PORTICUS   IKEA Foundation

JACOBS FOUNDATION Our Promise to Youth   The LEGO Foundation   OAK FOUNDATION   Wellspring Philanthropic Fund   EDUCATION CANNOT WAIT

schools2030.org

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

LEGO Foundation

Jacobs Foundation

Dubai Cares

Oak Foundation

IKEA Foundation

Porticus

Wellspring Philanthropic Fund

Education Cannot Wait

USAID

ITAU Social

Oxford MeasurEd

HundrED

Save the Children

ECD Measure

UNICEF

Right to Play International

ITA Pakistan

Zizi Afrique

Global Centre for the Development of the Whole Child

University of Texas at Austin

University of Notre Dame

Nazarbayev University Graduate School of Education

University of Amsterdam

University of Dar Es Salaam

University of California, Berkeley

OISE University of Toronto

Rooftop Productions

InspirArt

University of Sao Paulo

Social Sciences Research Center from ISCTE, University Institute of Lisbon

Ashoka

MAGENTA Consulting

ThinkPlace Kenya

UWEZO Uganda

UWEZO Tanzania

Eklavya

National Center for Evaluation of the Quality of Education and Information Technologies, Kyrgyz Republic

Regional Education Learning Initiative