



**Experiencing education
partnerships in Schools2030:**
Exploring local stories, practices and
context for systems-level
improvements

Thursday 15th September 2022

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

Our goal is to equip children and young people with the knowledge, skills, attitudes and values that they need to becoming contributing and thriving members of society.



OUR FOOTPRINT





Using the principles of human-centred design and focusing on the key transition years of ages 5, 10 and 15 years old, Schools2030 supports teachers and students to design and implement education innovations.

Our Three-Step process for supporting school-driven innovations for Holistic Learning



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.

At the country level, Schools2030 works with:

10	NATIONAL GOVERNMENTS
10	NATIONAL ADVISORY COMMITTEES AND IN-COUNTRY PARTNERSHIP TEAMS
1000	SCHOOLS
50,000	TEACHERS
500,000	LEARNERS

At the global level, Schools2030 works with:

6

TECHNICAL PARTNERS

6

RESEARCH PARTNERS

10

DONORS



GLOBAL SHOWCASING EVENTS

The Schools2030 Global Forum aims to bring teachers from across our programme into dialogue with policymakers, CSOs and other global education stakeholders, and gives them the opportunity to showcase their ideas and classroom-based innovations.



TANZANIA
July 2022



UN Transforming
Education Summit
Sept 2022



PORTUGAL
June 2023



Said Baya Kombo

Teacher, Tom Mboya Primary School,
Kenya

Teachers are the key stakeholders in the provision of education. It's vital to keenly listen to their challenges, views, experiences and expectations so as to come up with solutions that they will equally own and feel proud to be a part of.

Schools2030 Global Research Partners

1. Catalysing locally-rooted education solutions to improve holistic learning outcomes in Pakistan and Kenya – *ITA Pakistan and Zizi Afrique*

Saba Saeed, ITA Pakistan

Agatha Kimani, Zizi Afrique

2. Exploring school-based education stakeholders' perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of School 2030 initiative - *Nazarbayev University and OISE-University of Toronto*

Mir Afzal Tajik, Nazarbayev University

3. The effect of common attributes of Design Thinking and Play-based teaching approaches on raising holistic learning outcomes at Primary school level in Tanzania - *University of Dar es Salaam, University of Notre Dame and Right To Play International*

Eric Opoku, Right to Play International

4. Data Must Speak about Positive Deviant Approaches to Learning in Tanzania – *UNICEF Innocenti*

Ana Luiza Minardi, Data Must Speak, UNICEF Innocenti

Experiencing Education Partnership: Co-creation with teachers on what is important to value and measure in Education



Eric Opoku – Right To Play International



RIGHT TO PLAY



UNIVERSITY OF DAR ES SALAAM



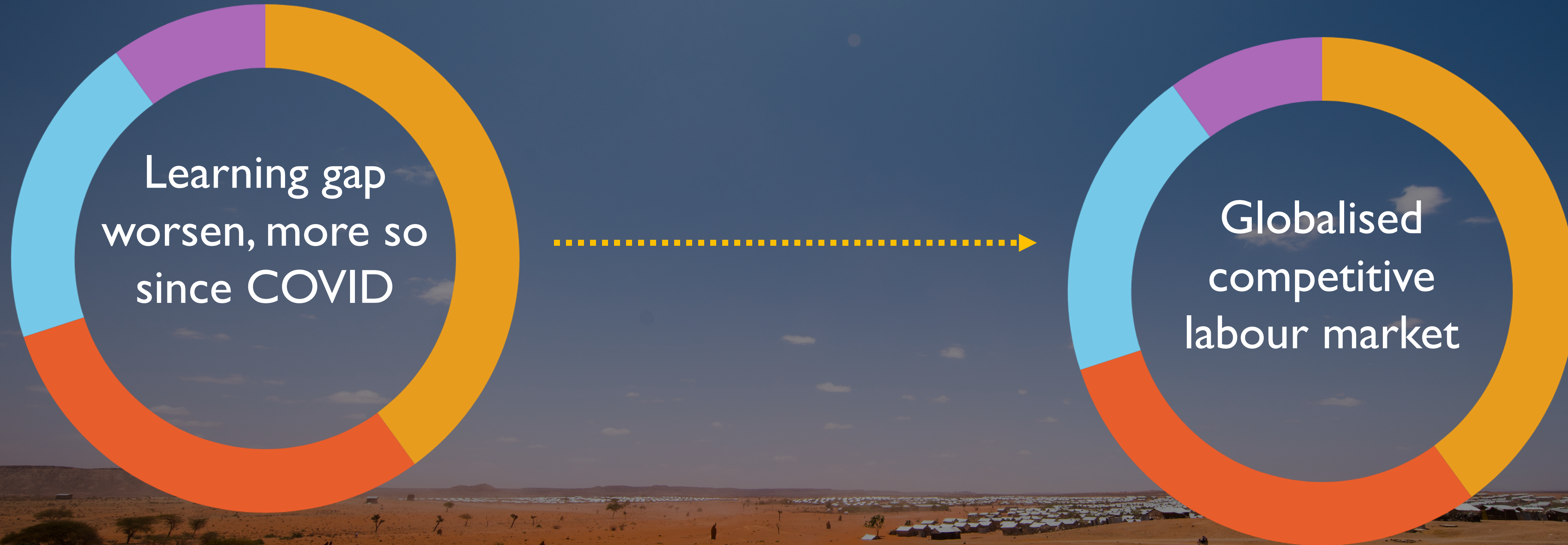
**UNIVERSITY OF
NOTRE DAME**



“The school curriculum must prepare young people for an ever-changing future. To do this, we need young people to develop the key competencies that will enable them to cope with life in the 21st Century.” **Nelson Mandela.**



WHY NOW & HOW DO WE GET THERE



Competency Based Curriculum



Collaborating with key stakeholders within the local education system



Leaner-centered pedagogy

Co-creating with teachers

- ❖ A 24-months research with local stakeholders to reimagine system-level improvements in education
- ❖ Ethnography study through FGD and conversational workshops with teachers, parents and learners across 4 districts in Tanzania
- ❖ Research Philosophy: The teacher as facilitator of learning



A Teacher's Voice

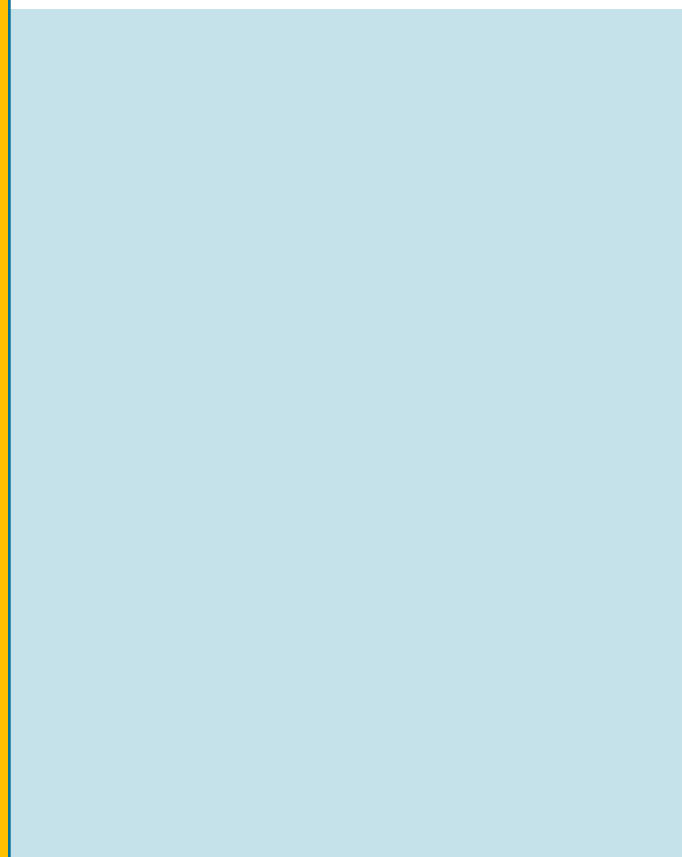
“ In my school, you will see a child who does well in artistic activities and is very good with encouraging and working with others. But this child doesn't always do well in test scores and is thus branded as average or poor student. Is this a fair assessment of the child's abilities?

As a teacher I think this child is excellent and has essential skills for life, but my performance is judged by the test scores of my students. Really, something about this system must change and I should be enabled with the right capacity to support such a child. ”



Collective Voices of Teachers - Serengeti District

“ Our education system should be structured to empower children of all abilities and create a holistic individual who does not only know academic wisdom but also has cultural values and skills to excel in society.”



WHAT ELSE IS VALUED ASIDE ACADEMIC SKILLS



Hard Working

Not lazy, engages in continuous self study, never gives up even if initially struggles with certain lessons, participate in school activities and classroom discussions without fear

Collaboration

Likes working together with others to complete a task, easily offers support to others, shares with others what s/he has, makes friends easily, has passion for and excels in team environment

Respectful

Listens carefully, follow instructions, demonstrate good manners,, does not associate with bad behaviour, does not fight, asks permission from adults and peers before taking something that is not his/hers, s/he is honest and trustworthy, loved by others.

Responsible

Attends school regularly, does not miss lessons, careful in his/her speech, aware of assigned duties and performs them accordingly and on time, keeps him/herself clean and neat, participates in religious activities, organises his/her time and tasks well, and she excels in exams, and handicrafts as well.

Challenges



The Good News

Gap in measurement/assessment and educators' readiness to teach and foster these holistic skills for the child in resource-constrained settings

How do we reflect the lower-level values and contextual nuances in national level agenda of what is important in education?

Keeping tabs on researcher's own biases and negotiating the thin line between culturally held norms and universally desirable behaviours.

Lengthy and financially expensive process towards co-creation. – **Series of consultative workshops and iterative process**

Critical mass of researchers, policy makers and educators pushing the frontier of education

Existence of organisations such as Right To Play and many others who are **building capacities in learner-centred pedagogies** to deliver competency-based curriculums in resource-constrained settings for holistic learning outcomes

Growing funding space – e.g., Schools2030 programme provides an excellent opportunity for co-creation in the Global South



RIGHT TO PLAY

PROTECT. EDUCATE. EMPOWER.

www.righttoplay.com



Discussion Question

How might we determine what is important to value and measure in education?

- ❖ How have you approached this in your own work?
- ❖ How do we convince MoE's of the importance of balancing teacher assessment of other skills with test results?
- ❖ How do we ensure that local actors in our education system are empowered and the localised pedagogies in our schools support fostering of the skills we value?



Data Must Speak (DMS) Positive Deviance Research:

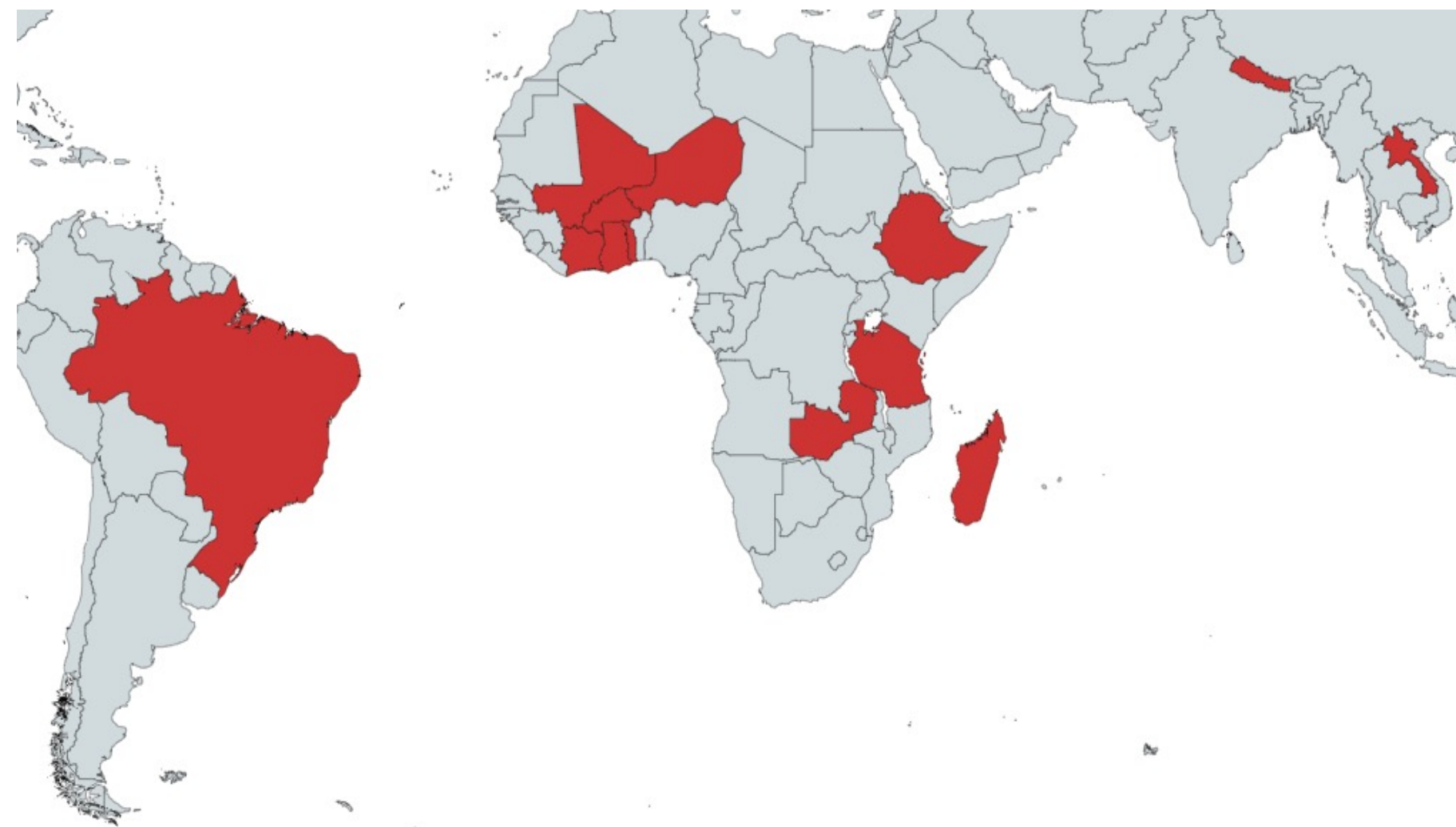
Leveraging National Datasets and Co-Creating Research to Uncover and Scale Local Solutions to Education Challenges

UNICEF Office of Research – Innocenti
BAICE Conference / September 2022

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Data Must Speak (DMS) Positive Deviance Research

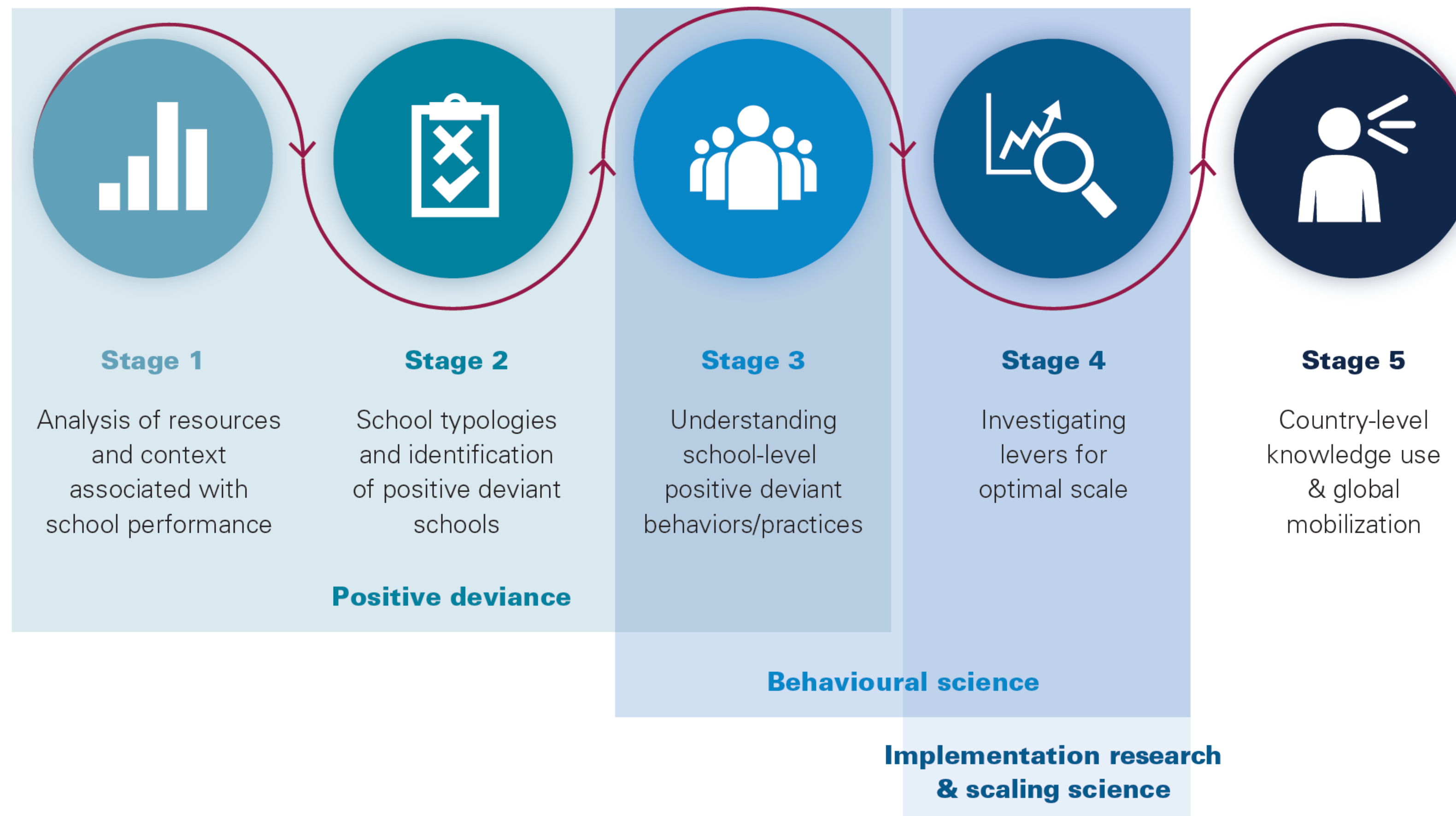


14 participating countries : Brazil, Burkina Faso, Chad, Côte d'Ivoire, Ethiopia, Ghana, Lao PDR, Madagascar, Mali, Nepal, Niger, **Tanzania**, Togo, and Zambia

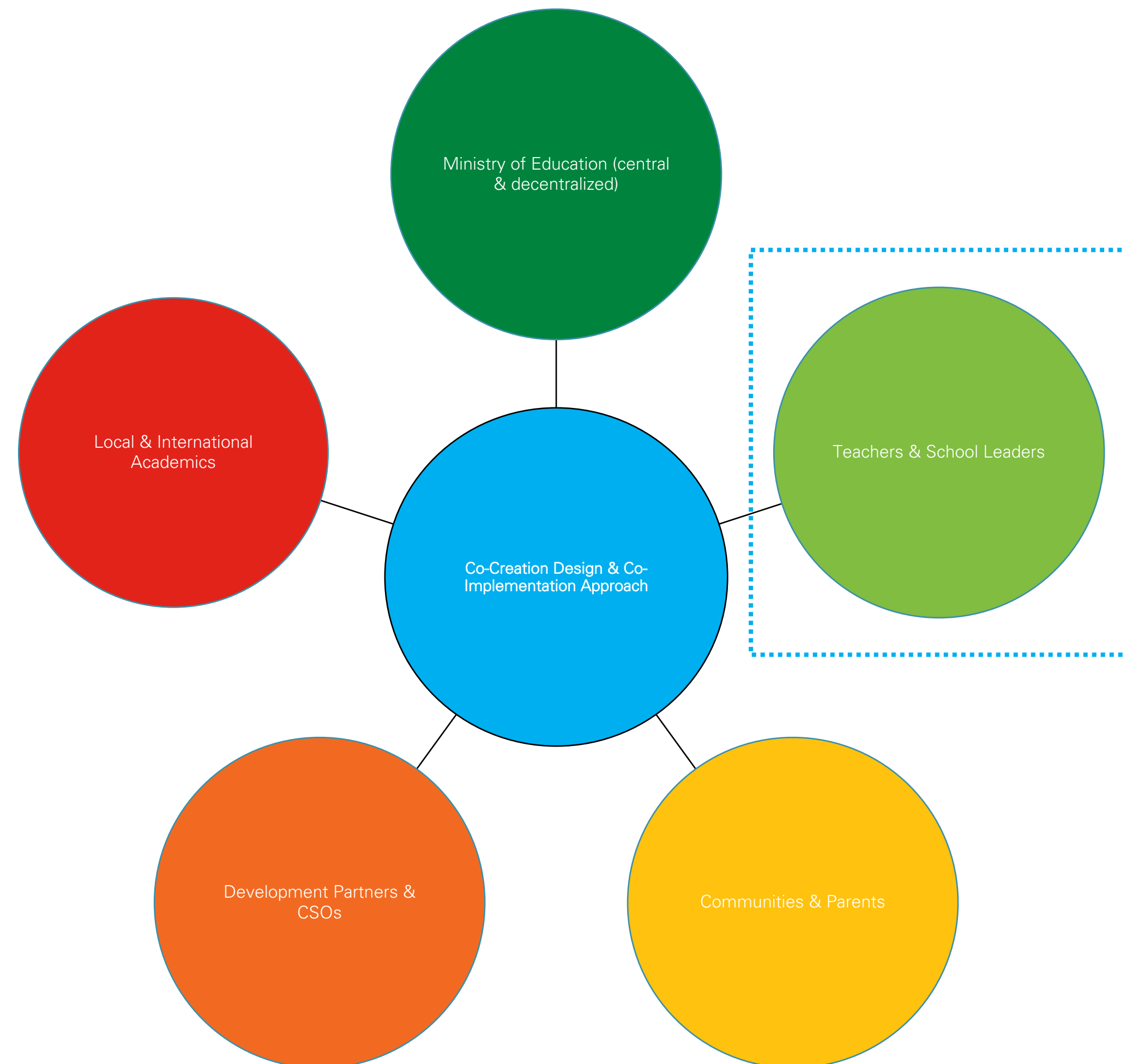
- **Objective:** Find out and understand positive deviant **behaviours/practices** in schools performing better than others in similar contexts and ways to scale them up
- **Approaches & Methodologies:** **Positive deviance***, Behavioural Sciences, Implementation Research, & Scaling Science¹
- Co-funded by Jacobs Foundation, Hewlett Foundation, KIX (IDRC/GPE), NORAD, Schools 2030, and internal UNICEF resources (global and country level)

¹ For more information about how the DMS research is using those various methodologies in the field of Education, you can download the [*DMS Methodological Review: Insights from Positive Deviance, Behavioural Sciences, Implementation Research and Scaling Science*](#).

Country-tailored Research Methodology



Co-creation and Co-implementation from the Outset



A [participatory research](#) project from and for Ministries of Education's officials, school leaders, teachers, communities, and children

Why Co-creation Approach?

- ✓ Ensure **buy-in** from the outset
- ✓ Improve **research uptake** and sustainability
- ✓ Research is **contextualized** and fit-for-purpose
- ✓ Linking **research to policy** – answering national education priorities
- ✓ Valuing **country-level capacities and grassroots solutions**



Teachers at the Center of DMS Research

1. They are one of the most important participants interviewed in the DMS research:

- Knowing why and how they develop their positive deviant practices and behaviours

2. Teachers take part in developing the research by:

- Deciding the initial methodology of the research (stage 1 and stage 2)
- Co-designing the quantitative and qualitative questionnaires which will be applied in sampled schools (stage 3)
- Ensuring that proper cost-effective levers are being identified during implementation research (stage 4)

Photos: Stage 3 Co-creation Session in Zambia

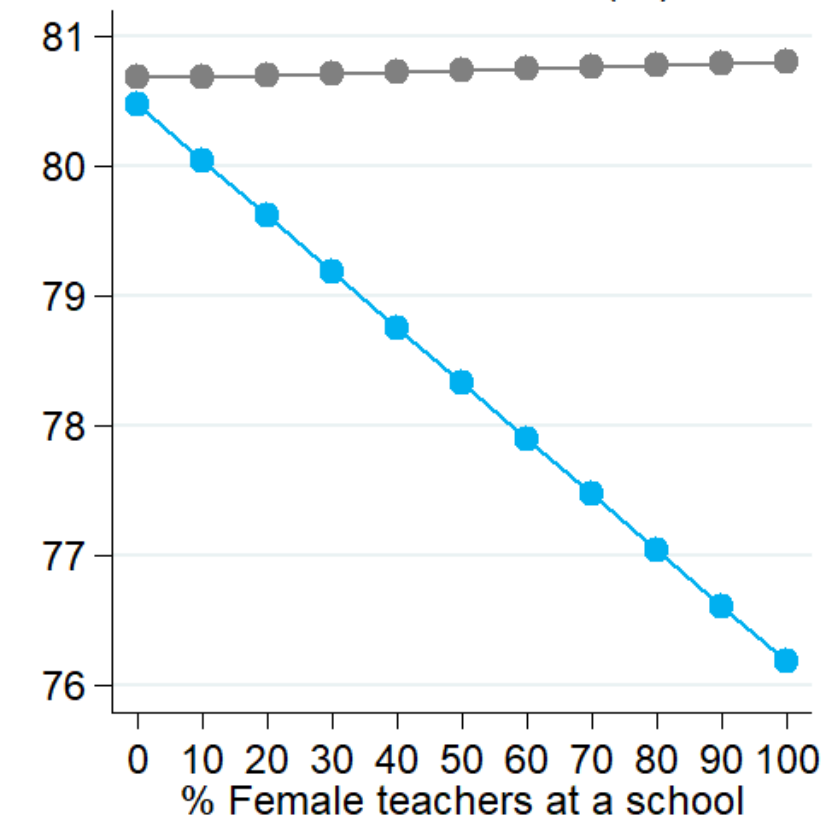


Findings from Stage 1 – Examples

In Côte d'Ivoire, Togo, and Madagascar, we observed same teacher-student gender effects in results from stage 1: girls perform better when taught by female teachers and boys perform better when taught by male teachers.

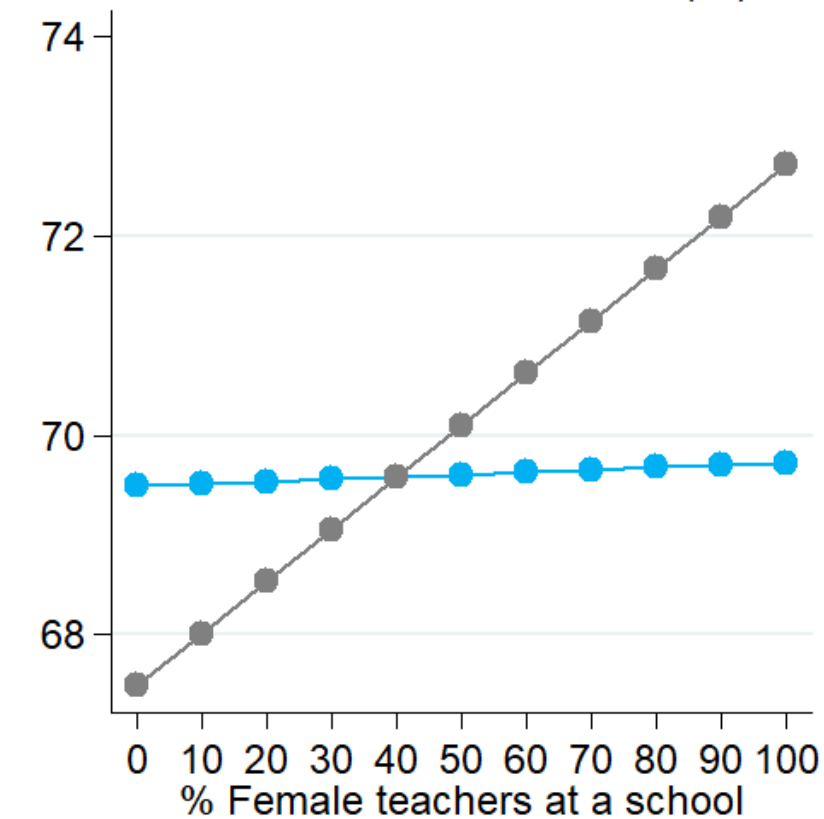
Same teacher-student gender effects in Côte d'Ivoire

Simulation: Promotion rates (%)

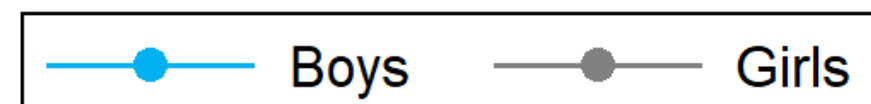


*example of female teacher effects on promotion rates (%)

Simulation: CEPE success rate (%)



*example of female teacher effects on CEPE success rate (%)





Findings from Stage 1 – Examples

What does this mean for local stories? We are setting classroom observations & teacher questionnaire which are going to try to explore if:

?

Girls are less shy with female teachers?

?

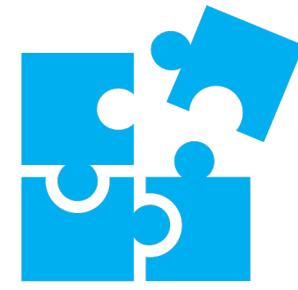
Female teachers promote girls to participate in class more than male teachers?

?

Female teachers are role models for girls and male teachers are role models for boys?

Is this different in positive deviant schools?

DMS research as Part of the Schools2030 Initiative



Connecting with like-minded organizations to improve foundational literacy and numeracy



Sharing best practices and lessons learned with the wider S2030 partners to ensure teachers are at the center of the research



Understanding synergies between our various research and seeing the real impact of our research directly in S2030 schools



Leveraging the created forums and spaces to share and disseminate important findings outside of the S2030 research partners



THANK YOU

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British Association for International and Comparative Education—BAICE—Conference 2022

Exploring school-based education stakeholders' perspectives on quality of education in Kyrgyzstan and Tajikistan in the context of School 2030 initiative



NAZARBAYEV
UNIVERSITY



Mir Afzal Tajik

Associate Professor
Graduate School of Education
Nazarbayev University, Kazakhstan

**September 13—15,
2022**

Three regions:

Chuy

Naryn

Osh

5 schools in
each region



- Education quality has always been a contested concept, with no universally accepted standard definition.
- Education is a complex system embedded in a political, socio-cultural and economic context.
- This two-year research project seeks to understand quality of education from the perspectives of key stakeholders in Kyrgyzstan and Tajikistan.
- This project is funded, managed, & implemented by:
 - * Jacobs Foundation
 - * Aga Khan Foundation
 - * Nazarbayev University in collaboration with researchers from University of Toronto, Canada, and Coventry University, UK.



#	Name	Designation	Affiliation	Role in this Project
1	Duishon Shamatov	Associate Professor	Nazarbayev Un iversity, Kazakhstan	PI
2	Mir Afzal Tajik	Associate Professor	Nazarbayev University, Kazakhstan	Co-PI
3	Sarfarozi Niyozov	Associate Professor	University of Toronto, Canada	Senior Research Consultant
4	Stephen Bahry		University of Toronto, Canada	Research Consultant
5	Mehmet karaku`s	Assistant Professor	Coventry University, UK	Research Consultant
6	Project Manager	1 Part-time project manager based at Nazarbayev University		
7	Research Assistants	1 RA each in Kyrgyzstan and Tajikistan		
	We also			

- The purpose of our study is to identify and generate classroom and school based effective, sustainable, culturally relevant and contextually workable ideas and practices around quality of education, so as to change the paradigms of thinking on how sustainable, workable and replicable solutions can be developed in countries like Kyrgyzstan and Tajikistan.
- The study will help develop evidence-based, actionable, and contextually relevant strategies to improve holistic development of children and young people through genuine commitment and meaningful engagement/partnerships among key stakeholders



What are the stakeholders' conceptions of quality of education?

What teaching and learning strategies are used to achieve the quality of education?

What opportunities, resources, and support are available to these school leaders and teachers to achieve the perceived quality of education in their schools?

What issues and challenges do these school leaders, teachers, and students face in achieving the perceived quality of education in their schools? How do they address these challenges?

How has the Covid-19 pandemic affected the delivery of quality education in schools in Kyrgyzstan and Tajikistan?

What recommendations can be made to enhance education quality in Kyrgyzstan and Tajikistan's schools?

- Human capital, human right and social justice approaches to quality of education as a theoretical lens.
- Mixed-method research design,
 - * semi-structured interviews,
 - * focus-group discussions,
 - * nonparticipant-observations,
 - * survey questionnaires and documents.
- 15 schools (75 Survey participants, 5-6 interviews and FG at each school).
- Interviews with MoES, regional education managers, and AKF education team



Surveys

Participants	Number
Parents	253
Teachers	293
Students	324
Total	870

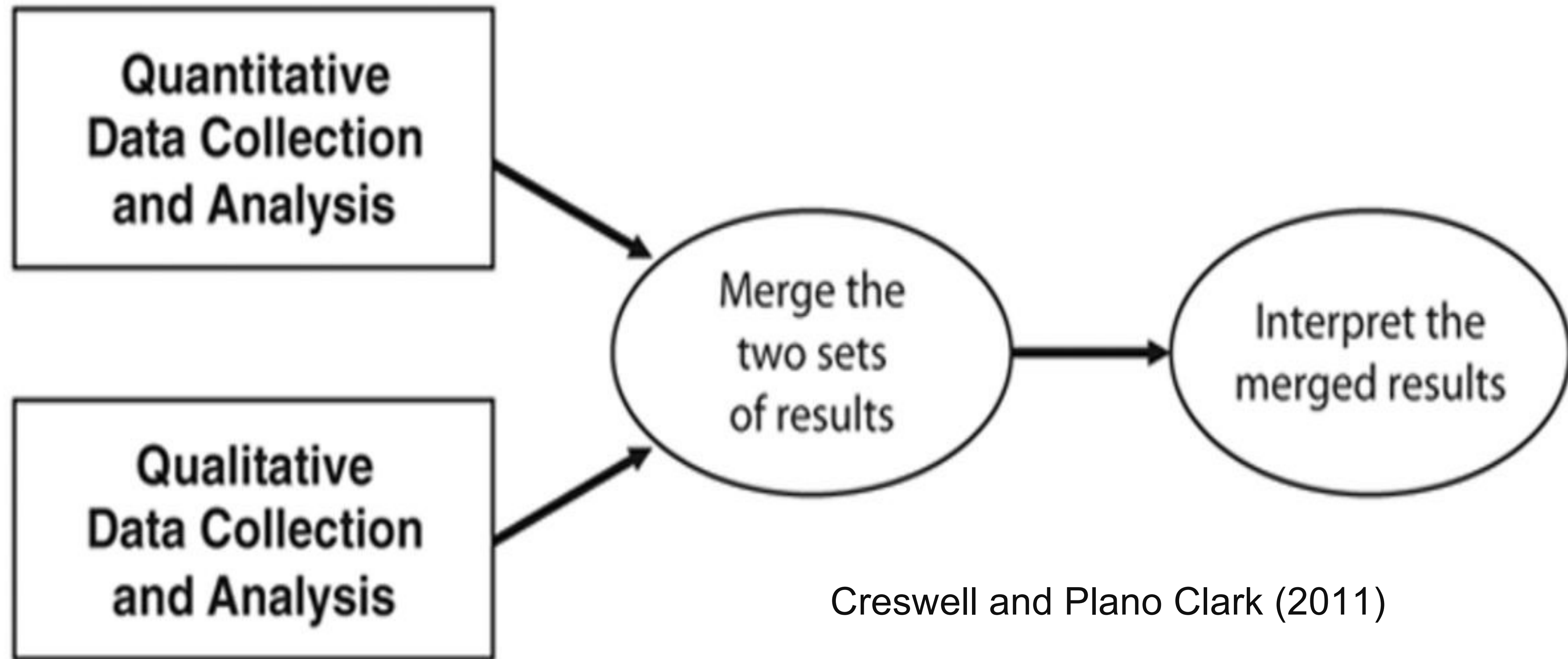
Interviews

	Individual Interviews	FGD	Total
Quantity	22	39	61
Minutes	609	891	1500



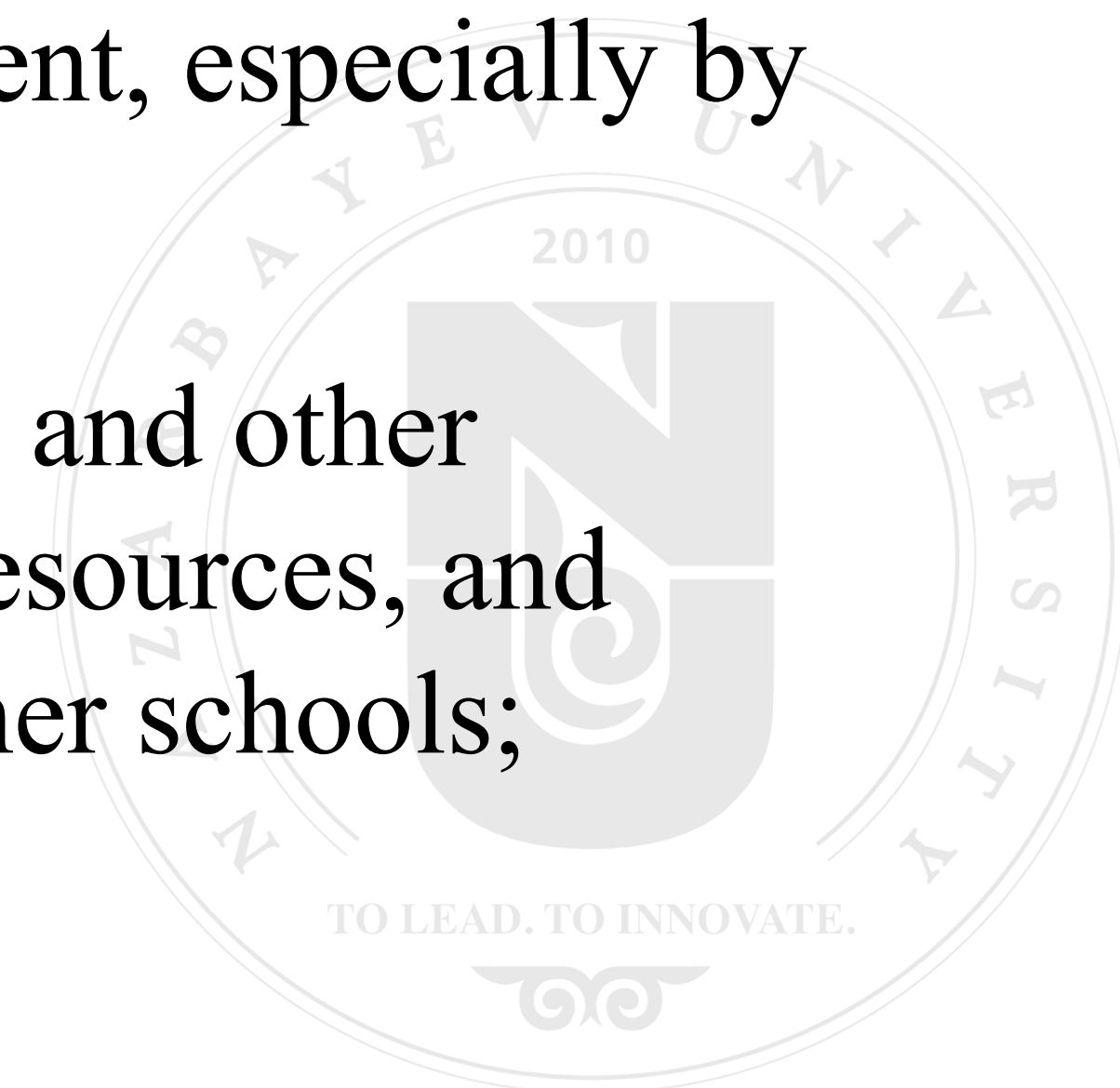
Female Participants	Male Participants
70.7%	29.3%

Convergent parallel design



Creswell and Plano Clark (2011)

- Growing realization among key stakeholders to improve education quality
 - * Schools, communities, and government desire to improve education quality
 - * The Ministry of Education is committed to support change and research
- Quality of education is linked to only cognitive domain measured by students' marks in national level tests and Olympiads
- No importance given to other domains of a child's holistic development, especially by parents (growing competitions among schools...)
- The schools supported by AKF (Schools2030; Reading program etc.) and other organizations seem to have more enabling environment, teamwork, resources, and stronger partnerships with parents & communities as compared to other schools;
- Teaching profession is dominated by young female teachers....

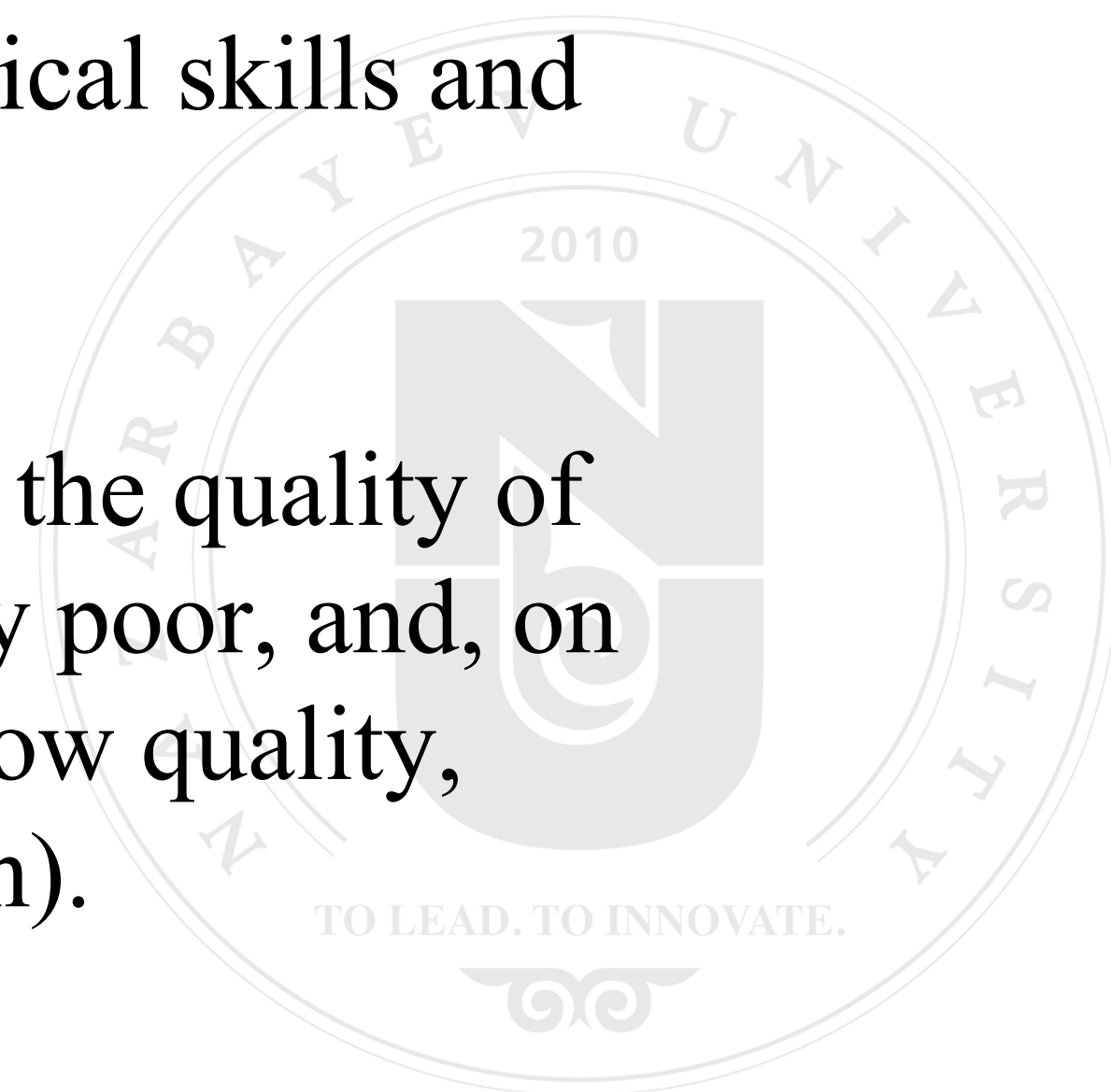


School Leaders' Voices

“Teaching, unfortunately, is not the career of first choice for many teachers. Therefore, bright graduates join other professions and those who could not get any other jobs end up doing teaching. These teachers lack not only subject content knowledge & teaching skills but also motivation” (Principal Alai Region)

“We have both old and young teachers. Old teachers closer to retirement have no desire to change and cooperate and young teachers lack experience, pedagogical skills and leadership skills” (Vice-Principal Naryn Region)

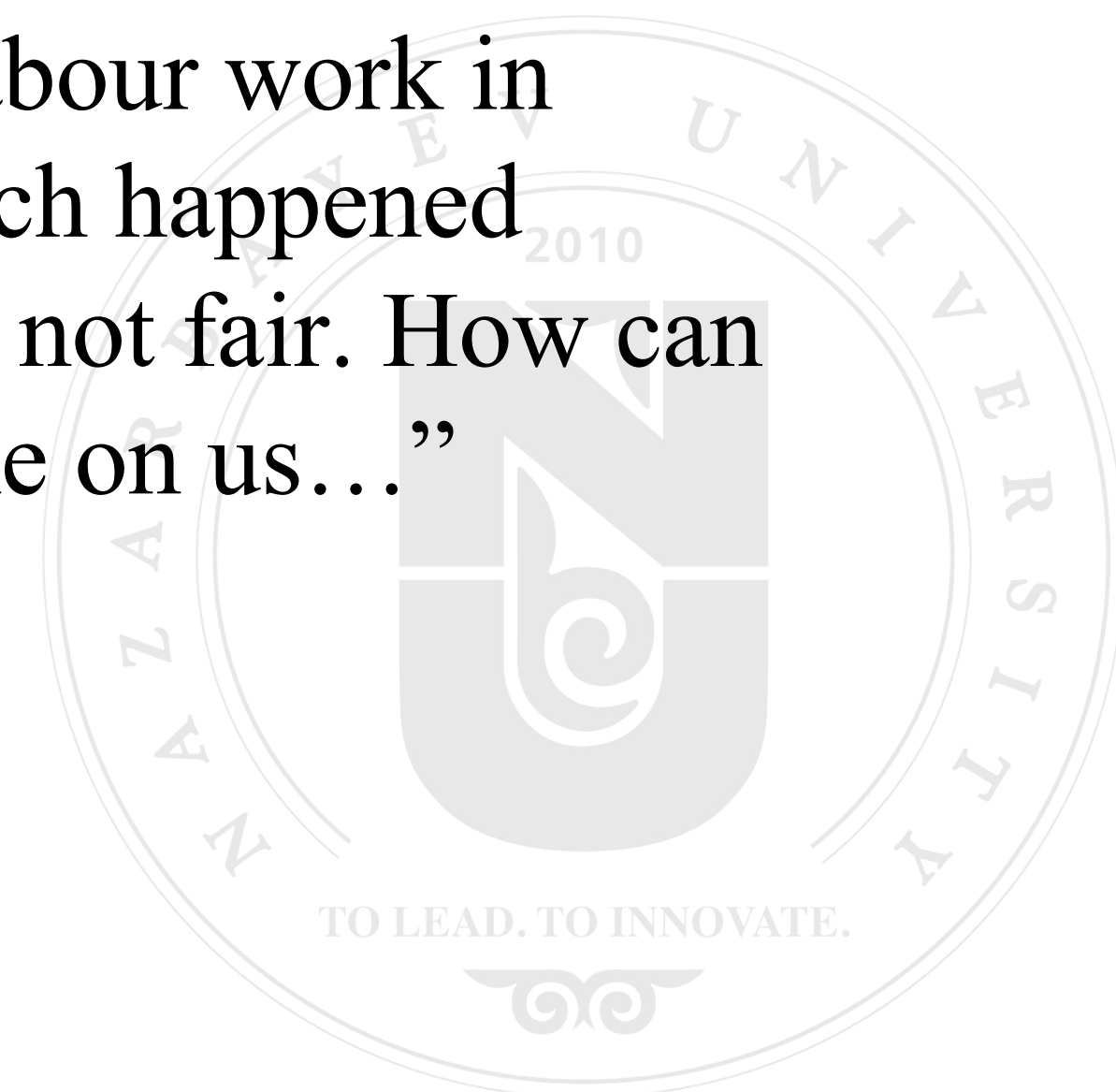
“Teacher quality has declined over the last 10 years. On the one hand, the quality of graduates who get admission to Pedagogical Universities (PUs) is very poor, and, on the other hand, the quality of training provided by the PUs is of very low quality, lacking practical teaching and research skills”. (Principal Chuy Region).



Teachers' Voices

“Majority of our students come from low socio-economic backgrounds. Their parents are usually away to Russia for labour work and there are no adults to take care of these children at home. These students, especially the teenagers, get involved in social issues which badly affect their learning” (Teacher from Alai Region)

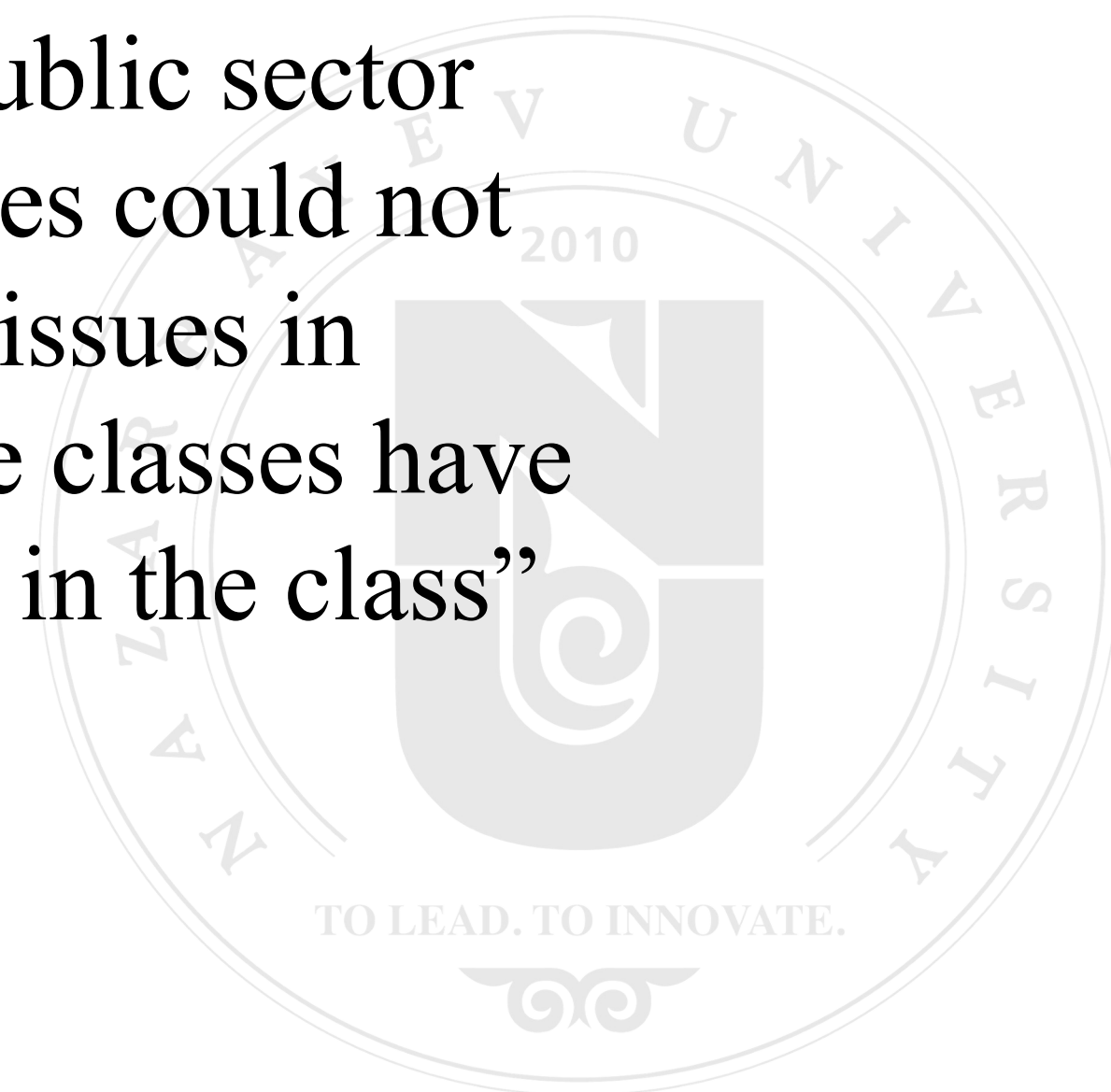
“Once a 9-grader committed suicide and another student got pregnant. Both children had no adult at home to take care of them. Their parents were doing labour work in Russia. The school management was punished for these incidents which happened outside the school hours. Teachers were also blamed for these. This is not fair. How can we control things that happen at home. The authorities put every blame on us...” (FG Teachers in Naryn Region)



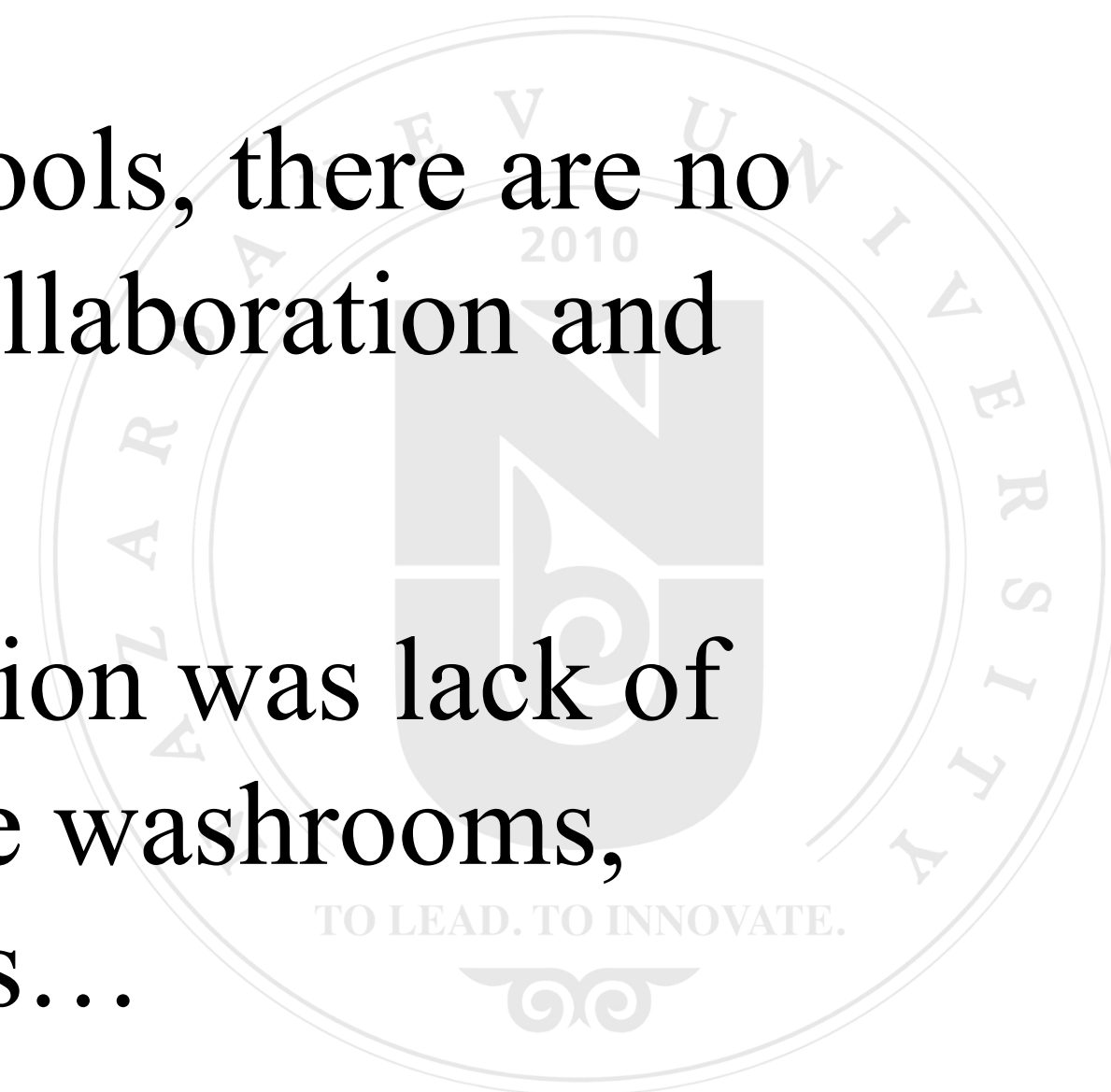
Teachers' Voices

“Mental health issues and suicidal tendencies are common among teenagers from low socio-economic backgrounds in the country. Honestly, we [teachers] are afraid of giving a ‘Fail’ grade to a student who actually fails in the exam. We are concerned about the vulnerable mental state of students in certain age and background” (Teacher from Naryn Region).

“Covid-19 pandemic has further lowered the quality of education in public sector schools. During the pandemic, many students from low-income families could not afford to have laptop or iPad or smartphones and therefore they faced issues in attending online classes. Another problem is that although face-to-face classes have started, students are attached to their mobile phones and get distracted in the class” (Teacher from Chuy Region).



- As the quality of education is measured mainly through students' scores in various tests and Olympiads, which mainly encourage rote-memorization, teachers are compelled to teach to the tests by focusing more on learning of subject matter than on any other domains of holistic development;
- School leadership matters. Principals appointed through political support and nepotism lack both leadership and management skills and thus unable to inspire change in schools;
- While school leaders seem to encourage parents' participation in schools, there are no viable structures, culture, and mechanisms for developing genuine collaboration and partnerships between schools and local communities;
- In all the 15 schools visited, one common challenge to quality education was lack of resources (human, financial and material). Several school do not have washrooms, playgrounds, adequate number of classrooms, library and laboratories...

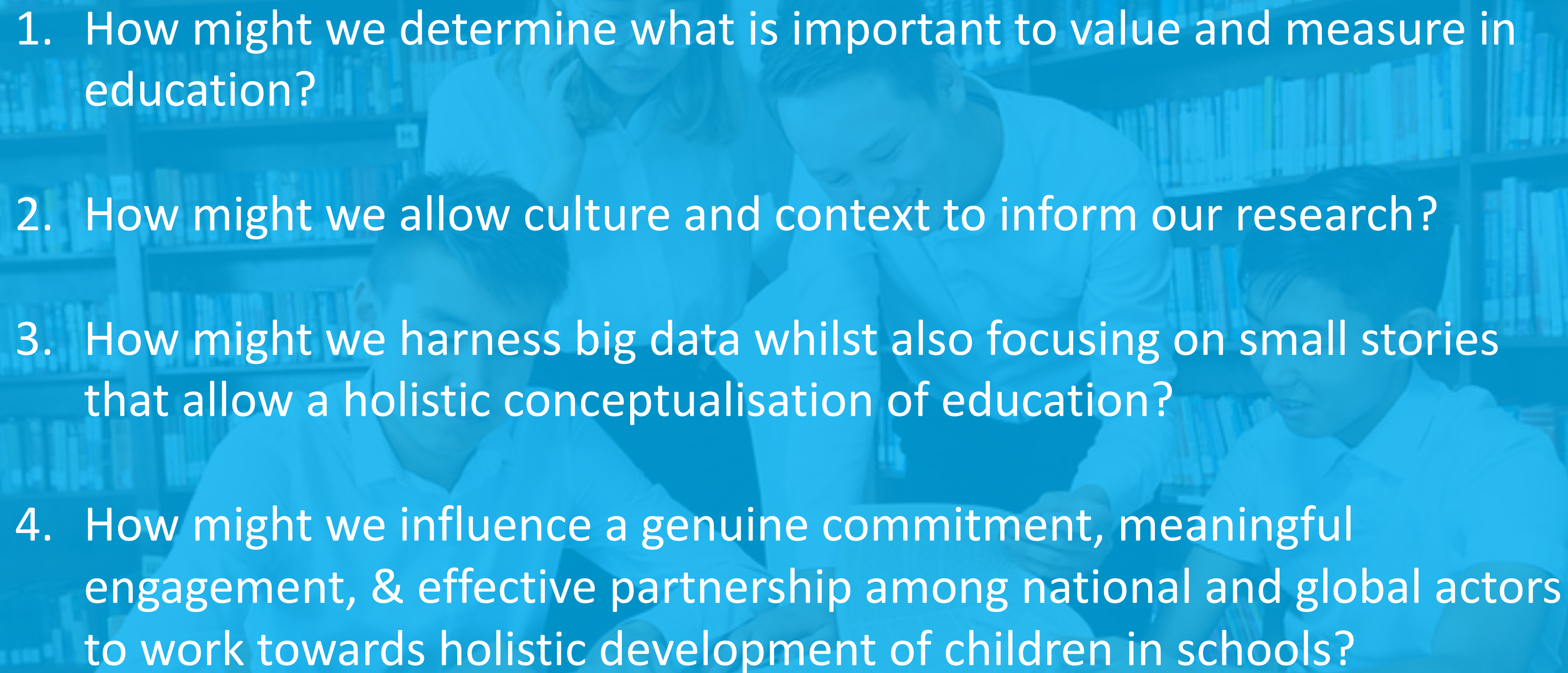


How might we justify the importance of holistic (academic & non-academic) skills to national and global actors to ensure genuine commitment and meaningful engagement/partnerships?



Thank You!



- 
- A blue-tinted photograph of four people (three men and one woman) in a library or study setting. They are gathered around a table, looking at and pointing to documents. Bookshelves filled with books are visible in the background.
1. How might we determine what is important to value and measure in education?
 2. How might we allow culture and context to inform our research?
 3. How might we harness big data whilst also focusing on small stories that allow a holistic conceptualisation of education?
 4. How might we influence a genuine commitment, meaningful engagement, & effective partnership among national and global actors to work towards holistic development of children in schools?



THANK YOU
