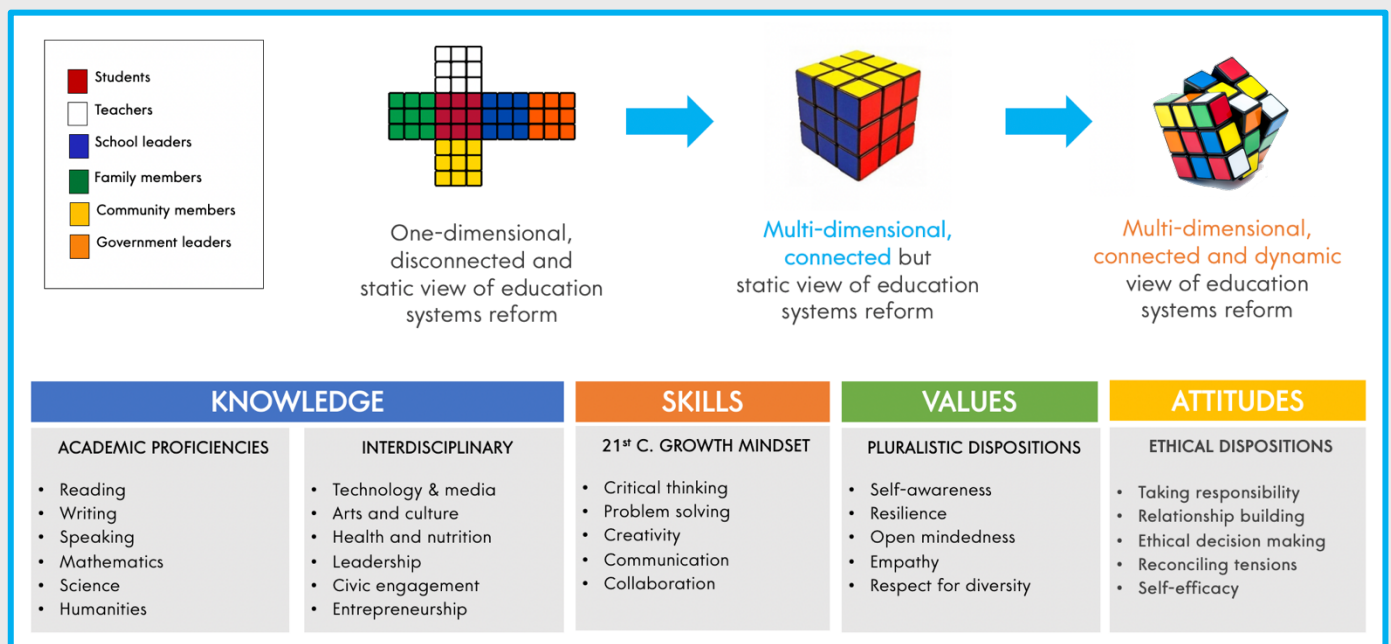# We focus on 27 domains of Holistic Learning Outcomes

Schools2030 has framed its commitment to improving holistic learning outcomes for children through a global framework of "27 Learning Domains" that illustrate an interrelated list of KNOWLEDGE, SKILLS, ATTITUDES, AND VALUES children and young people need in order to interact effectively with the world and become contributing members of society.

Figure 1: Schools2030 Rubik's Model for Systems Reform and Domain Buckets


Legend:
- Students
- Teachers
- School leaders
- Family members
- Community members
- Government leaders

One-dimensional, disconnected and static view of education systems reform

Multi-dimensional, connected but static view of education systems reform

Multi-dimensional, connected and dynamic view of education systems reform

KNOWLEDGE		SKILLS	VALUES	ATTITUDES
ACADEMIC PROFICIENCIES	INTERDISCIPLINARY	21ˢᵗ C. GROWTH MINDSET	PLURALISTIC DISPOSITIONS	ETHICAL DISPOSITIONS
• Reading • Writing • Speaking • Mathematics • Science • Humanities	• Technology & media • Arts and culture • Health and nutrition • Leadership • Civic engagement • Entrepreneurship	• Critical thinking • Problem solving • Creativity • Communication • Collaboration	• Self-awareness • Resilience • Open mindedness • Empathy • Respect for diversity	• Taking responsibility • Relationship building • Ethical decision making • Reconciling tensions • Self-efficacy

From this list of 27, each country team was invited to select up to five focal learning domains for each age cohort in dialogue with National Advisory Committees and key education stakeholders. Schools2030 has developed a Human-Centred Design Toolkit for use during the Learning Domain Selection Workshops. This toolkit supports a participatory process that engages all stakeholders and helps them to identify the learning domains most relevant to their particular contexts and most in need of workable solutions from classroom levels.

The domain selection is a significant milestone for Schools2030 as we are able to understand the key holistic learning domains across each age cohort that we will now be tasked to improve through Human-Centred Design education innovations.

Schools2030 is now developing contextualised assessment tools aligned to these country-selected learning domains to help teachers "measure what matters" and guide them in designing responsive education innovations that meet the needs of their learners and communities.

Figure 2: Domain Selections by Country per Age Group
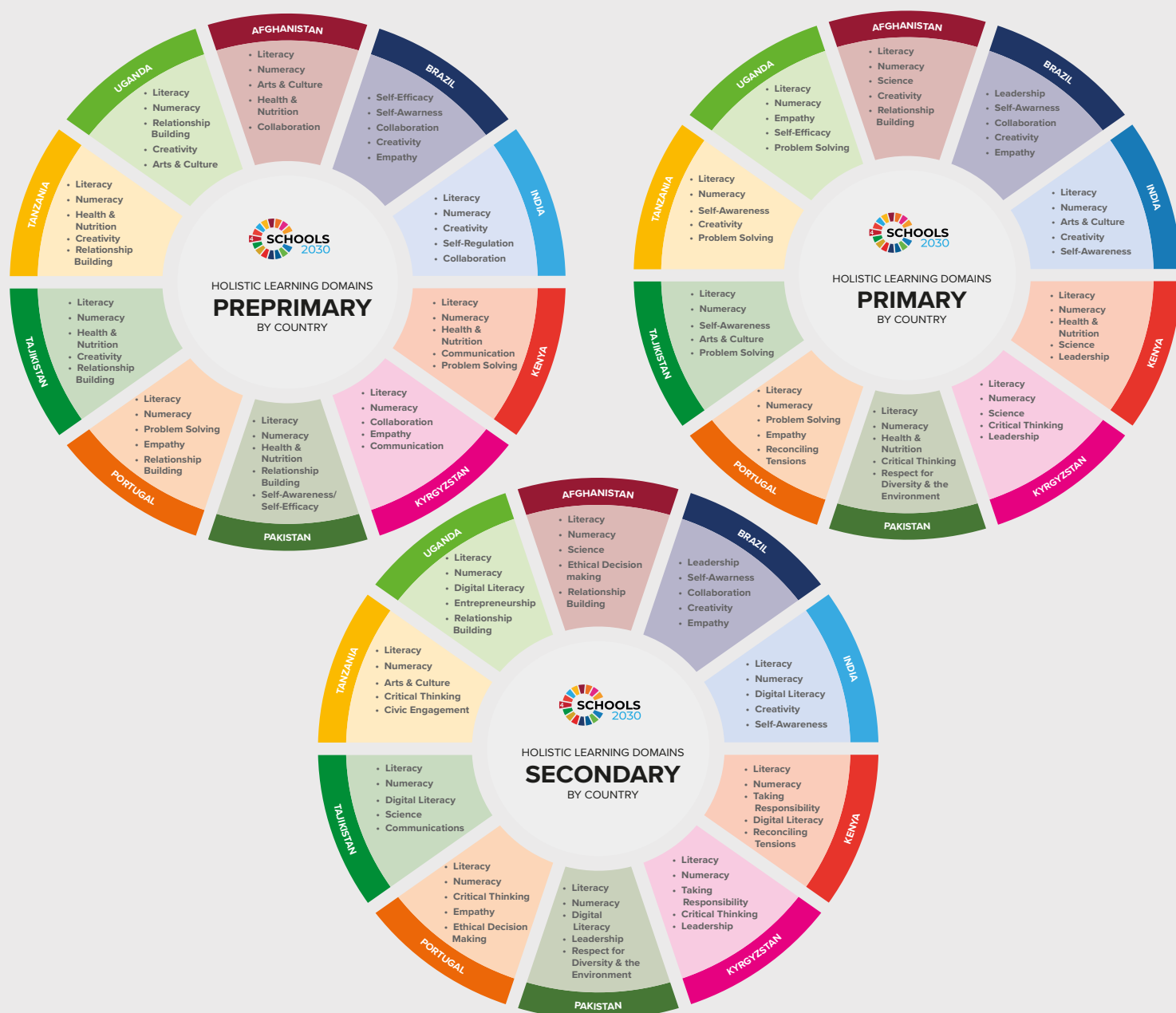
Together, the Schools2030 network of donors, partners, schools and governments across ten countries are leading a movement of classroom-based, teacher-driven innovation in holistic learning that will amplify "what works" from the ground up and catalyse education systems change.