



SCHOOLS 2030

GLOBAL FORUM

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

21-23 June, Dar Es Salaam





SCHOOLS2030

GLOBAL FORUM

Tuesday, 21 June

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

9.00–10.00	Opening of the Schools2030 Global Forum: Why do we need to reimagine the role of schools, systems and societies for the future of learning?
10.00–11.00	Opening Plenary: The Future of Assessment and Evidence in Education: How do we measure what matters to support meaningful learning and skills for the future?
11.00–11.30	Coffee Break
11.45–13.00	Concurrent Roundtables: How might we reimagine the role(s) of schools, systems and societies in measuring quality learning for all? RT1: Measuring Learning through Play: How might we assess quality learning in the classroom? RT2: Measuring Holistic Skill Development: How might we better support learning through a focus on foundational competencies? RT3: Measuring Learning in Challenging Contexts: How might we assess what matters for learners on the move and in crisis? RT4: Measuring Government Uptake of Evidence: How might we better ensure the effective utilisation of educational data and research by policy makers? RT5: Measuring and Capacity Building for Learning Assessment: How might we build new cadres of assessment experts?
13.00–14.15	Lunch
14.30–15.45	Concurrent Roundtables: How might we reimagine the role(s) of schools, systems, and societies in measuring quality learning for all? RT6: Measuring Teacher Agency: How might we assess growth mindsets with and for teachers? RT7: Measuring Learning Variability: How might we support teachers to use assessment to understand the diverse learning needs and pathways of their students? RT8: Measuring what Youth need to Succeed: How might we assess the knowledge, skills, attitudes and values young people need? RT9: Measuring Values and Ethics: How might we nurture more pluralistic learning environments? RT10: Measuring Digital Learning Competencies: How might we assess the skills teachers and learners need for EdTech?
16:00–16.30	Coffee Break
16.30–17.15	Closing Reflections and Keynote: How might holistic learning assessment promote educational equity in measuring quality learning for all?

Please join us between 18.00 and 19.30 for a Welcome Reception hosted by the Aga Khan Development Network Resident Representative at the Serena Hotel.



SCHOOLS 2030

GLOBAL FORUM

Wednesday, 22 June

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

9.00–10.30	Opening Plenaries: The Future of Design and Innovation in Education: How do we recognise and nurture the ‘innovator’ in ourselves and in our communities?
10.30–11.00	Teachers as Designers for Educational Change: the Global Launch of Schools2030 HCD Tools and Resources
11.00–11.30	Coffee Break
11.45–13.00	Concurrent Roundtables: How might we reimagine the role(s) of schools, systems, and societies in how we design and innovate in education? RT11: Designing with Government Stakeholders: How might we work better together? RT12: Designing with Youth: How might we prioritise young people’s aspirations? RT13: Designing with Schools and Teachers: How might we support educators to be leaders of learning? RT14: Designing with Funders: How might we build better coalitions? RT15: Designing Research Partnerships: How might we co-create evidence with local and global stakeholders?
13.00–14.15	Lunch
14.30–15.45	Concurrent Roundtables: What are some ‘right now’ solutions that we can design better together to help advance the future of learning across schools, systems and societies? RT16: Designing Innovations in Climate Change and Education: How might we help learners and educators be more climate literate, resilient and compassionate in the next five years? RT17: Designing Innovations through Educational Networks: How might we strengthen our collective impact over the next five years? RT18: Designing Innovations for Out-Of-School Children: How might we enable one million out-of-school children access learning over the next five years? RT19: Designing Innovations for Early Childhood Development: How might we build stronger coalitions to improve access to pre-primary education in marginalised communities over the next five years? RT20: Designing Innovations for Gender Equality in and through Education: How might we better support and scale ‘what works’ in advancing gender responsive education in the next five years?
16:00–16.30	Coffee Break
16.30–17.15	Closing Reflections and Keynote: How might human-centred design in education promote relevant and joyful learning for all?

Please join us between 19.30 and 21.00 for a Delegates Dinner hosted by GenU and UNICEF.



SCHOOLS 2030

GLOBAL FORUM

Thursday, 23 June

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

9.00–11.00

Opening Plenary:
The Future of Policy and Practice in Education: How might we
reimagine the future systems for teaching and learning?

11.00–11.30

Coffee Break

11.45–13.00

Concurrent Discussions:
**Global teacher showcase: sparking a new dialogue on education
innovation and impact**

Each of the sessions will include two parts:

**Part 1: Two teachers showcase their innovation and best practices
in holistic learning (academic and non-academic)**

**Part 2: Stakeholders respond: how might these innovations impact
teaching and learning?**

Showcasing teacher-driven innovation for Critical Thinking
and Problem-Solving

Showcasing teacher-driven innovation for STEM skills

Showcasing teacher-driven innovation for Relationship Building,
Leadership and Collaboration

Showcasing teacher-driven innovation for Entrepreneurship
and 21st Century Skills

Showcasing teacher-driven innovation for Arts, Culture and Creativity

13.00–14.15

Lunch

14.30–16.00

Closing Reflections and Keynote:
**How might genuine dialogue between school and policy leaders
catalyse quality learning for all?**