



SCHOOLS 2030
GLOBAL FORUM

Global Delegate List



Global Delegate List

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S

[Saba Saeed](#)

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Sam Rametse

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Scott Hamilton

Shaibu Athumani

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Sharifa Majid

Sharon Ng'ayo

Shelina Walli

Sherali Saidoshurov

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[Wachira Nicholas](#)

Z

Zach Brehmer

T

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[Thais Mesquita Favoretto](#)

Tshepo Motsepe

[Thabisile Zuma](#)



Abbie Raikes

Associate Professor

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AREAS OF WORK

Education

Research

Abbie Raikes's career has focused on applying the science of child development and public health to national and global issues facing young children. She has population-based early childhood data experience with application as a United Nations staff member, leading a UNICEF, UNESCO, Brookings Institute and World Bank initiative on child development in low and middle income countries.

Raikes's work focuses on early childhood development and the role of ecological systems in affecting it – including quality of children's learning environments and their exposure to environmental influences on learning and development — primarily in the United States, Africa and Latin America.



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Abdelrahman Nagy

Director of Learning and Strategy

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AREAS OF WORK

Education

Foundation

Abdelrahman Nagy is the Director of Learning and Strategy at Sawiris Foundation for Social Development. As part of his role, he is responsible for supporting the process of setting up the SFSD strategic plan and sectors' strategies. In addition, he manages the learning, evaluations, capacity building, research, policy, and innovation across all SFSD work.

Abdelrahman is an activist for RCTs, evidence-based programs, and effective altruism. He believes in maximizing the development programs' impact by using scientific evidence.

Before joining SFSD, he was the director of the J-PAL initiative for Egypt and the J-PAL MENA associate director for research. He simultaneously managed J-PAL research projects in Egypt.

Prior to J-PAL, Abdelrahman worked for more than a decade in the monitoring and evaluation field with many international organizations and Egyptian donors, such as Save the Children, Aid to Artisans, and US-AID programs. Abdelrahman did several postgraduates' diplomas in Economics, Public policy, and Research methods.

He holds an MA in Quality and Statistical Control from Cairo University and an MA in International and Comparative Education from the American University in Cairo. Currently, he is a Ph.D. candidate in research methods at Cairo university. In addition, Abdelrahman received a Community Leadership fellowship from the State Department to study leadership and translate research into public policies at the University of Illinois at Urbana Champaign (UIUC).



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Adolf Mkenda

Minister of Education, Science and Technology

 Tanzania  No info

AREAS OF WORK

Education

Adolf Faustine Mkenda (born in 1963 Rombo, Kilimanjaro), is a Tanzanian Minister of Education, Science and Technology, having previously served as Minister of Agriculture.[1] An associate professor of Economics at the University of Dar es Salaam and a politician who presently serve as a Chama Cha Mapinduzi's Member of Parliament for Rombo constituency since November 2020

Before becoming a Minister , Adolf Mkenda was an associate professor, a Senior Research Fellow at EfD Tanzania and lecturer of economics at the University of Dar es Salaam.

He holds a PhD from Gothenburg University obtained in 2001, specializing in resource and environmental economics.



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Agatha Kimani

**Foundational literacy & numeracy,
Values and life skills, Trainer of Trainers**

📍 Kenya ✉️ akimani@ziziafrique.org

AREAS OF WORK

Education

Agatha Kimani, a masters holder from University of Nairobi, is the project lead for the Kenya component of the Schools 2030 program. She steers and coordinates all the project activities for efficient and effective implementation. A key role includes establishing and maintaining networks with stakeholders in education for ownership, visibility and sustainability.

Prior to joining Schools 2030, Agatha spear headed the implementation of an integrated project supporting enhancing learning outcomes in Kajiado County, Kenya. While there she developed and managed the implementation of the Presentation, Practice and Production (PPP) instructional model. She is a master of Foundational literacy and numeracy.

She is an established educationist and researcher with a wealth of experience garnered through working with UWEZO- Kenya; Kenya National Examinations Council (KNEC); Centre for British Teachers and Research Triangle Institute International (CFBT/RTI); Women Educational Researchers of Kenya (WERK) and Kenya Institute of Curriculum Development (KICD). For her passion of nurturing values and Life skills among the youth, Agatha is a member of the technical committee supporting the implementation of ALIVE. Agatha has a wealth of experience in steering joint initiatives.



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Ahmad Rashed Hayati

Manager, Evaluation and Learning

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AREAS OF WORK

Education

School Networks

Ahmad Rashed Hayati serves as a National Project Manager, Education (Learning and Evaluation) for the Schools2030 project.

He led overall research activities of the project like data collection, process, and validate data from 34 schools 100 cohorts and provide reports on positive deviance in the cohorts at the end of each academic year. He is also responsible to document the solutions emerging from the Human-Centered Design Thinking workshops, and how the schools are implementing the solutions identified through the workshop. He supports regional field teams with data collection and conducting assessments and develop a local database for data received throughout the program. He serves as knowledge bank for Schools2030 to capture learning throughout the year and prepare case studies accordingly.

Rashed has a MBA's Degree from Kardan University, Afghanistan. Before joining AKF (Afg) Ahmad Rashed worked with several international organizations in the field of M&E and Research over the past ten years and brings a wealth of knowledge about M&E and Research specifically within Education. His recent job was at BBC Media Action where he worked as a Senior Research Specialist and contributed to several nationwide studies and evaluations.

He is proficient in English, Persian and Pashto.





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Ajit Prabhakar

No info

 No info

 No info

AREAS OF WORK

Education

Recruited through the Bihar Public Service Commission in 1994, Mr. Prabhakar started his career as an assistant teacher with Primary School Dariyapur Masaurhi Patna Bihar. The school had a poor reputation with regards to academic performance, co-curricular activities as well as limited infrastructure. Despite clear challenges, he put all his efforts and over a period was able to improve the school's performance, which further lead to the school being promoted to Upper Primary during his tenure. Between 2009 till 2014 he continued to serve in different schools across the district.

Since February 2015, Mr. Prabhakar has been serving as the headmaster to Middle School Nargada Danapur. It has been his priority to focus on the school development process as an opportunity to involve different stakeholders in the process. He continues to believe that students are the pillar of any school and if given the right opportunity they themselves would motivate other factors to positively work for the betterment of the institution. Mr. Prabhakar has constantly motivated students to lead different school-based activities, be it morning assembly, evening assembly, ensuring student's attendance, to creating innovative problem-solving mechanisms to support needs to special children etc.

Under his noble leadership, Nargada school has supported establishment and functioning of a beautiful library accessible to students and attending to their curiosity. The school itself is situated in a peri-urban catchment in Danapur with local markets or popularly 'haat's disturbing the usual school environment, but Mr. Prabhakar or our very own Prabhakar Sir had developed innovative ways to manage those challenges and the school even open up its doors for community to enjoy books in the library.




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Aleesha Taylor

Principal of Herald Advisors

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AREAS OF WORK

Education

Aleesha Taylor, Ed.D. is the Principal of Herald Advisors, a consulting firm she founded in 2016 to support leaders and organizations to thrive in the intersections of philanthropy, education, and international development. Aleesha brings a wealth of experience as a technical leader and strategist.

She is an Independent Senior Adviser of Education.org (formerly Insights for Education). From July 2020 to April 2021, she was Education.org's Interim Chief Technical Officer, playing a key role in building their new and growing program portfolio, overseeing the development of country-level teams and activities, establishing strategic partnerships, and guiding the adaptation of data categorization frameworks and analysis for the education sector. Herald Advisors' clients include Comic Relief (US), UN Girls Education Initiative, Global Partnership for Education, KIND Foundation, Lever for Change (MacArthur Foundation), International Education Funders Group, Africa Grantmakers Affinity Group, Open Society Foundations, Bernard van Leer Foundation, Chemonics and Oxford Policy Management. A native of the Bronx, NY, Aleesha is passionate about advancing equity and justice through the education sector.

Until 2016, she was the Deputy Director of the Open Society Foundations' education program, where she managed a team across five countries to implement a global grant making portfolio that sought to strengthen education systems and civil society.



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Alexandra Marques

**Director of education
at the Aga Khan Foundation Portugal**

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AREAS OF WORK

Education

Early Childhood
Development

Alexandra Marques, kindergarten teacher, with a path that crosses community development, adult education, and teacher training. Has the strong conviction that childhood education is a key factor for the quality of life of individuals and communities, based on spaces for effective participation and citizenship.

From working in rural areas, in the early years of the public pre-school education network, to the challenges of development in the interior of Mozambique and in the reconstruction of Timor-Leste, she sees herself as a restless professional and learner, seeking to deepen his perspective on society/ sustainability from learning processes.

From 2005 to 2009 was Chairman of the Board of APEI - Association of Professionals in Childhood Education, and director of the journals *Cadernos de Educação de Educação de Infância* and *Infância na Europa*.

She served on the Ministry of Education from 1986 until 2013 in many different roles and positions. On her last years has a civil servant had a coordination responsibility on the launch a implementation of the National Reading Plan and held the position of General Director of Innovation and Curriculum Development, Ministry of Education, in the XIII Government (2009-2011).

She is currently director of education at the Aga Khan Foundation Portugal. In that capacity is responsible for the portfolio that includes programmes from pre-natal to adulthood education ensuring good starts in life and a lifelong learning approach based in principles of equity and pluralism.





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Alice Cornish

No info

 No info  No info

AREAS OF WORK

Education

Alice is a Director and Co-Founder of the education consultancy, Better Purpose. She specialises in designing and delivering education initiatives designed to help children access quality education at scale.

Before joining Better Purpose, she was Head of Programmes at the Varkey Foundation, where she oversaw the Foundation's global portfolio of teacher capacity-building programmes, as well as the Global Teacher Prize Ambassador network. She has held consultancy positions within PwC's Education Team and at GEMS Education Solutions and worked as a teacher of English in a London secondary school, through the Teach First programme.

Alice has a global focus, having worked extensively in India, Africa, Latin America, the Middle East, the US and UK. She holds an MA from the University of Edinburgh and a Post-Graduate Certificate in Education from Canterbury Christ Church University.

Alice's work includes education strategy, complex education programme design and leadership, leadership of sector learning events and communities of practice, leading and overseeing dissemination of research, large-scale government reform work, school set-up and management, and donor fund management.



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Amina Abubakar

Director at Aga Khan University

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AREAS OF WORK

Education

Early Childhood
Development

Health
and Nutrition

Research

Prof. Amina is the Director at Aga Khan University - Institute for Human Development & Professor, Medical College, East Africa.

Her research focuses on the development of culturally appropriate strategies for identifying, monitoring and rehabilitating at-risk children. Dr. Abubakar has been instrumental in developing various culturally appropriate measures of child development that have been used in many African countries.

She has extensive work experience in the fields of child and adolescent health research.

Prof Abubakar is keen on capacity building and has supervised Master and PhD students from various African Kenya, Tanzania, South Africa and Zambia among others.



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Amina Mwituu

Regional Early Childhood Development Advisor

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AREAS OF WORK

Education

Early Childhood
Development

Her role is to provide technical leadership and strategic direction to AKF and its partners on ECD in the Kenya, Uganda and Tanzania. Prior to joining AKF, Amina worked with the Madrasa Early Childhood Programme in Kenya, an affiliate of AKF, serving in 4 different positions including her last post as the organisation's Programme Director for 8 years.

Amina holds an MA in Education and International Development from Institute of Education, University of Central London, Bachelor of Arts in Sociology and Islamic Religious studies, Diploma in Early Childhood Development and a Diploma in Project Planning and Management. Amina is passionate about working with communities and partners around Early Childhood Development, Girls Education and Women's Economic Empowerment. She is a role model and mentor to many women, girls, and many people of different walks of life.



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Andrew Cunningham

Global Lead, Education

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AREAS OF WORK

Education

Civil Society

Foundation

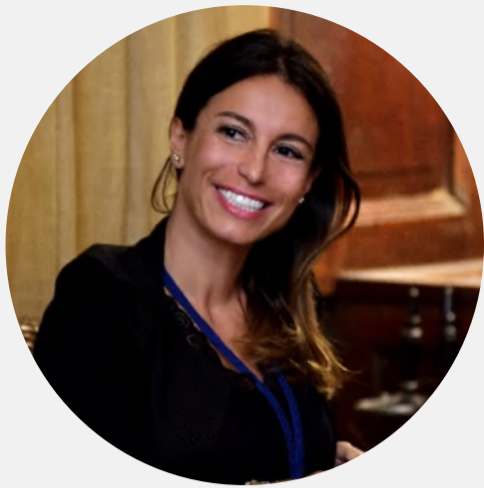
Andy co-leads AKF's global education portfolio, working in partnership with governments, academia, philanthropy, school practitioners, civil society and the private sector to co-develop and scale innovations in education that strengthen the public provision of quality, lifelong learning for all across 16 countries in Africa, Asia and Europe. Before joining AKF, Andy worked for UNICEF, the World Bank, World Learning, and the Education Above All Foundation, amongst others. In 2006, he co-founded the Women's Institute for Secondary Education and Research (www.wisergirls.org) in Muhuru Bay, Kenya as the first girls secondary boarding school in the region offering full-scholarships, living out of a mud-hut as its Executive Director during its first two years. WISER has emerged as one of Kenya's top-performing girls' secondary schools in the country, especially in STEM.

Cunningham graduated summa cum laude from Duke University with a double major in International Comparative Studies and Chinese and received a Masters in Comparative International Education at the University of Oxford with distinction. He earned his Doctorate degree from the University of Oxford in International Education, understanding local Kenyan realities of effective school leadership strategies for school improvement through mobile and cloud-based technologies. He is a published scholar in participatory learning and action research and school improvement. He is also the recipient of the prestigious Marshall, Truman, and Robertson Scholarships; the Goldman Sachs Global Leaders Award, Oxford's Social Impact Award and Duke's Presidential Alumni Award for Leadership.




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Anna Molero

Chief Government Officer at Teach For All

 No info

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AREAS OF WORK

Education

I am the Chief Government Officer at Teach For All. I lead Teach For All's efforts to develop and grow meaningful partnerships with public sector organizations to support the advancement of our vision and the global development agenda as a whole. These include bilateral development agencies, UN Agencies, multilateral development banks, European Union institutions among others.

I have over 18 years' experience in international development, institutional partnerships, economic promotion, entrepreneurship and youth policies. I was the CEO of the economic development agency of Barcelona's municipal government and I founded a boutique-consulting firm that advises intergovernmental bodies on fostering economic growth in European, MENA and LATAC countries.

I am Board Member of different non-for profit organizations such as the Asian based charity The Hub, the international NGO Street Business School, and the Basic Education Coalition.





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Annina Mattsson

Independent Consultant

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AREAS OF WORK

Education

Annina Mattsson is a non-profit executive with sharp analytical and strategy expertise and over 15 years of extensive philanthropic, NGO and consultancy experience in the fields of education, emergencies and protracted crises and conflict prevention and peacebuilding. She is currently an independent consultant after six years as a full-time senior executive at Dubai Cares responsible for leading the strategic direction of the Programs department and the Dubai Cares global grants portfolio, and for the conceptual design and delivery of the RewirEd Summit at Expo 2020 in December 2021. Annina is a Finnish national, based in Dubai with her husband and two children.



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Anziku Debo Phanuel

Educator

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AREAS OF WORK

Education

Schools

I am Anziku Phanuel Debo aged 51 years married to Tiko Juliet Anziku blessed with four children all boys and three dependents. I work in Arua district but the family lives in Arua city.

Professional secondary school science teacher of the subjects Biology and Chemistry now more specialized in biology because I participate in the annual assessment and evaluation of learners in the national examinations in the area of ordinary level practical biology. Besides, I do guidance and counselling of learners in the school and the community I live in. Occasionally, I attend high court sessions sitting with the judges as a high court assessor in Arua High courts of judicature.

Serving classroom teacher as a head of department biological sciences in Modern S.S Ocoko, mainly imparting biological knowledge to youth by teaching. This is a permanent job by government of Uganda and it is a pensionable job. While in school I do reflective practice and action research to improve my performance.

I hold Master of Education in science Education of Aga Khan University (2017), Bachelor of Education (Science) of Makerere University (2002), Diploma in Education of Institute of teacher Education Kyambogo(1995).





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Asyia Kazmi

Global Education Policy Lead

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AREAS OF WORK

Education

Asyia is the Global Education Policy Lead at the Bill & Melinda Gates Foundation, with a focus on effective teaching and learning solutions, edtech in support of these, and education advocacy. She also leads our education program in India program.

Nearly half of Asyia's 25-year career in education was as a mathematics teacher and teacher coach. Before joining the Gates Foundation, Asyia was a management consultant in PwC leading the Girls' Education Challenge, a \$1bn fund set up by the UK to support the education of 1.5 million girls in 17 countries.

Asyia has worked in three UK Government departments: as a senior education adviser in DFID, a project director in the UK's Department for Education, and a senior Her Majesty's Inspector in Ofsted, where she inspected schools, local authorities, initial teacher education and trained inspectors.

Her areas of expertise include teaching, learning and formative assessment; school improvement; and large-scale programme management.

Asyia has a Masters in Applied Mathematics from Imperial College London and more recently a Doctorate in Education on teaching and learning mathematics from Institute of Education, University College London. She also has a PGCE in Leadership development and educational consulting, and a PGCE in mathematics teaching.



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Atiqullah Ludin

Director, Education Programme

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AREAS OF WORK

Education

Atiqullah Ludin (in short Atiq) is the Director, Education Programme at the Aga Khan Foundation, Afghanistan. In his current role at AKF (Afg), Atiqullah Ludin leads the strategic development of the education program in Afghanistan and provides leadership to a diverse education team ensuring quality program development, delivery and accountability. He is specifically responsible for providing leadership and overall management to the education team for the implementation of education programs, and the development of staff capacity; ensuring a high level of government and donor interest and support for Aga Khan Development Network's Education Program, by maintaining a close working relationship with the Ministry of Education, and representing AKF in policy dialogue and educational reforms in a range of educational issues; and promoting AKDN inter-agency collaboration and partnership in and outside of Afghanistan to further strengthen and support access to quality education in Afghanistan.

Before joining Aga Khan Foundation, Afghanistan (AKF (Afg)) in 2003, Atiq was a Teacher at the IRC/Experimental School of the Sciences in Peshawar, Pakistan for four years. At the Aga Khan Foundation, he started his assignment as the Regional Education Programme Officer.

Atiq holds a Bachelor of Education from the Islamic University, and a Master of Business Administration at the University of Liverpool, UK.



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Aziza Bakhtdavlatova

Project Assessment Officer in Education Program School 2030

📍 Afghanistan ✉️ aziza.bakhtdavlatova@akdn.org

AREAS OF WORK

Education

Atiqullah Ludin (in short Atiq) is the Director, Education Programme at the Aga Khan Foundation, Afghanistan. In his current role at AKF (Afg), Atiqullah Ludin leads the strategic development of the education program in Afghanistan and provides leadership to a diverse education team ensuring quality program development, delivery and accountability. He is specifically responsible for providing leadership and overall management to the education team for the implementation of education programs, and the development of staff capacity; ensuring a high level of government and donor interest and support for Aga Khan Development Network's Education Program, by maintaining a close working relationship with the Ministry of Education, and representing AKF in policy dialogue and educational reforms in a range of educational issues; and promoting AKDN inter-agency collaboration and partnership in and outside of Afghanistan to further strengthen and support access to quality education in Afghanistan.

Before joining Aga Khan Foundation, Afghanistan (AKF (Afg)) in 2003, Atiq was a Teacher at the IRC/Experimental School of the Sciences in Peshawar, Pakistan for four years. At the Aga Khan Foundation, he started his assignment as the Regional Education Programme Officer.

Atiq holds a Bachelor of Education from the Islamic University, and a Master of Business Administration at the University of Liverpool, UK.



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Baktygul Shamshidinova

National Assessment Partner – Director, NCAQEIT Quality of Education and Information Technologies of the Ministry of Education and Science of the Kyrgyz Republic.

📍 Kyrgyzstan ✉ bakula68@mail.ru

AREAS OF WORK

Education

Baktygul has been engaged in assessment of students learning achievement for more than twenty years, she participates in international assessment projects, including READ projects, coordinates the preparation and conduct of national assessment studies, supervises project work on PIAAC research. She also has teaching experience at the school level. Within the framework of cooperation and in order to successfully implement “Schools2030” project, the Center carries out joint activities in the field of assessment: development of assessment tools, piloting, analysis of results, conducting workshops on the use of tools, organizing external and internal examinations, participation in events to discuss plans.

Baktygul holds a Master’s degree in Management in Education from Michurinsk State Pedagogical Institute, Russia.

She is professionally proficient in Russian and Kyrgyz.



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Bathylle Missika

Head of the Networks, Partnerships and Gender Division

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AREAS OF WORK

Education

Civil Society

Development Partners

Ms. Bathylle Missika is Head of the Networks, Partnerships and Gender Division at the OECD Development Centre. Ms Missika oversees the Development Centre's strategic engagement with stakeholders ranging from philanthropists to MNEs and development agencies, while working on how gender equality and gender norms can be integrated into the sustainable development agenda. Ms Missika helped create and currently leads the OECD Centre on Philanthropy, which produces data and analysis on philanthropy for development.

Ms. Missika re-joined the OECD in 2012 after working in UNDP's Conflict Bureau, focusing on post-conflict and fragile countries in Africa. Ms. Missika has focused her work on issues of governance, state fragility and basic service delivery, both at the OECD and UNDP. She led the OECD network on Governance, focusing on issues such as anti-corruption, after having held the position of Deputy Coordinator of UNDP's Democratic Governance Trust Fund.

Ms. Missika holds a degree (MA, Public Service) from Sciences Po in Paris, an International Affairs degree from Tufts University and an MA in International Relations and Economics from the Johns Hopkins School of Advanced International Studies (SAIS) in Washington DC. She lectured at the Paris School of International Affairs (PSIA) from 2008-2011. She is the proud mom of two boys and a girl.





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Bethiel Girma Holton

Program Officer

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AREAS OF WORK

Education

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Development

Foundation

Bethiel Girma Holton is a Program Officer for the Learning Differences Program at Oak Foundation. In this role, she manages an international portfolio of grants supporting social emotional learning, youth leadership development, parent engagement and research and innovation with the goal of promoting the academic, social and emotional success of students with learning differences.

Prior to joining Oak, Bethiel was the National Director of Student Engagement at City Year, an US education non-profit that partners with teachers and schools to help prepare students with the skills and mindsets to thrive. In this role she led the design, implementation and evaluation of research-based school culture, social emotional learning and after-school programs in over 250 schools in 26 cities.

Bethiel started her career in direct service; supporting instruction in an elementary school, coordinating a student leadership development program and providing counselling for young adults with substance abuse challenges.

Bethiel has a Master of Social Work from Boston College.




GLOBAL FORUM
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Bronwen Magrath

Global Programme Manager

 No info

 bronwen.magrath@akdn.org

AREAS OF WORK

Education

Bronwen is a Global Programme Manager at Aga Khan Foundation, where she leads the Schools2030 initiative, a participatory learning improvement programme operating in government schools across ten countries.

She previously worked as Director of Programmes at the International Education Funders Group and as a Research Fellow at University of Oxford, and has consulted for a number of international organisations. She completed a PhD in Comparative and International Education at University of Toronto.




GLOBAL FORUM
SCHOOLS 2030



Caroline Arnold

Independent consultant

 No info

 No info

AREAS OF WORK

Education

Early Childhood
Development

Caroline Arnold is an Educationist and Early Childhood specialist with 40 years of experience globally. Now an independent consultant/ adviser she spent over 12 years as the Director of Education at the Aga Khan Foundation, based in Geneva providing leadership for the global education and early childhood portfolio. Prior to this she spent many years living and working in South Asia, East Africa and the Pacific Island Countries. She has been a staff member of UNICEF, International NGOs (including Save the Children and Action Aid) and University of London and the University of the South Pacific as well as starting a school for children with different abilities and a community-based family support service in Kenya.

Passionate about genuinely participatory approaches she is a frequent contributor to multiple policy and action fora and the author of numerous publications (research studies, policy and journal articles, handbooks, manuals) in the area of Early Childhood Development, Transitions, Children's Learning and the Meaning of Learning, Inclusion and Exclusion, Community-based Rehabilitation, and State/ Non-state partnerships.



GLOBAL FORUM
SCHOOLS 2030



Chavi Jain

Deputy Director

📍 India ✉️ chavi.jain@teachingattherightlevel.org

AREAS OF WORK

Education

Civil Society

Chavi Jain is the Deputy Director of Measurement, Learning & Evaluation at Teaching at the Right Level (TaRL) Africa. She leads the design and execution of programmatic measurement, monitoring, and review processes, supporting continuous data-based decision-making during TaRL implementation. She also supports the overall strategy and implementation of TaRL Africa's research and learning initiatives across Africa.

Prior to joining TaRL Africa, Chavi worked with Pratham to support the adaptation, implementation and scaling of TaRL programs in many African, Asian, and Latin American countries in collaboration with governments and non-profit organizations.

Chavi studied Liberal Arts and Materials Science and Engineering. She likes to dance, travel, and solve puzzles.



GLOBAL FORUM
SCHOOLS 2030



Chi-Chi Undie

Senior Associate

📍 Kenya ✉️ cundie@popcouncil.org

AREAS OF WORK

Education

Early Childhood
Development

Civil Society

Chi-Chi Undie is a Senior Associate with the Population Council, where her work focuses on girls' education and sexual and gender-based violence (SGBV).

For almost a decade, in partnership with government and non-governmental bodies, she has designed, implemented, evaluated, and promoted the utilization of effective, 'whole-community' approaches for fostering pregnant and parenting girls' return to school in Kenya and the wider East African region.

For more than a decade, she has directed and provided strategic and technical oversight for the 'Africa Regional SGBV Network' – a multi-country, multi-partner SGBV response, research, and research uptake initiative in the East, Horn, and Great Lakes Region, which involves designing, implementing, and evaluating innovative SGBV response models in low-resource settings (including in schools, health facilities, police stations, and communities). Under her leadership, evidence-based responses to school-related GBV have been developed within this Network, with their utilization fostered locally, nationally, and regionally.

Her research and evidence-based advocacy efforts have led to the passage of regional resolutions and the regional uptake of interventions.

She is the Co-Lead of the Kenya Regional Education Learning Initiative's (RELI's) Equity and Inclusion Thematic Group.



GLOBAL FORUM
SCHOOLS 2030



Christopher Thomas

Director, Partnerships

 United States  chris@yidanprize.org

AREAS OF WORK

Education

Foundation

Christopher Thomas is Director of Partnerships at the Yidan Prize Foundation, Lecturer and Social Entrepreneur in Residence at Stanford University's Graduate School of Education.

Before coming to the Yidan Prize and Stanford, he was the Advisor to the Education Global Practice at the World Bank. He has served in a range of corporate strategy and management roles at the World Bank Group, including Lead Strategy Officer, Advisor to the Managing Director, and Manager of human development programs in Asia and Africa.

Mr. Thomas played a key role in forging the World Bank's contributions to the Sustainable Development Goals, United Nations agreements on Financing for Development, and partnerships with the IMF and multilateral development banks.

Mr. Thomas holds an M.A. in International Affairs from Johns Hopkins University and a Ph.D. in Education from Stanford University.



GLOBAL FORUM
SCHOOLS 2030



Clay Westrope

Senior Advisor

 United States  cwestrope@savechildren.org

AREAS OF WORK

Education

Early Childhood
Development

Research

Measurement

Clay Westrope is a Senior Advisor for Research, Evidence, and Learning in the Department of Education and Child Protection at Save the Children.

In this role, Clay leads the design, analysis, and promotion of high-quality research on measurement and evaluation of education and child development programming in low and middle-income country contexts.

His areas of research focus include early childhood development, oral language development, early grade reading acquisition, home-school connections, and social and emotional learning.

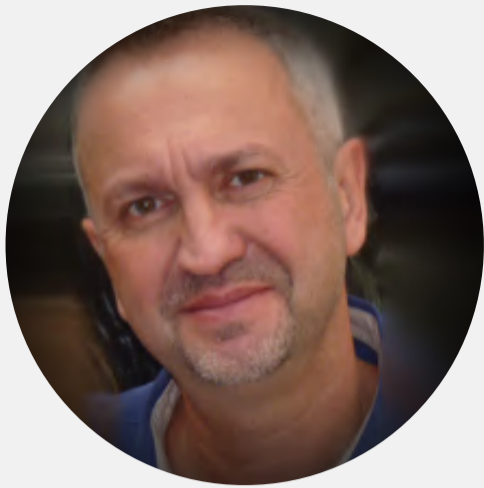
He works with stakeholders across the development and humanitarian spectrum to examine which interventions are most effective for children's learning and development in low-resource settings. Clay also conducts measurement studies to validate new and revised measures of academic and non-academic skills.

Mr. Westrope has worked for a variety of international organizations and has independently consulted for institutions across the development-humanitarian spectrum.

Clay Westrope holds a M.A in sustainable international development from Brandeis University and a B.A. in psychology from Boston College.




GLOBAL FORUM
SCHOOLS 2030



Colin Bangay

**UK Government Foreign Commonwealth
and Development Office Senior Education Adviser**

 United Kingdom

 colin.bangay@fcdo.gov.uk

AREAS OF WORK

Education

Climate Resilience

Colin is the UK Government Foreign Commonwealth and Development Office senior education adviser and accredited climate and environment adviser. He is currently based in Tanzania but has worked throughout Africa and Asia as a teacher, researcher, and adviser working for the private sector, NGO's, multi-national and bilateral organisations.

He spent two years as a lecturer at the World Bank Institute, covering issues of: quality, teacher education, decentralisation and non-state provision. His published work covers a range of topics from non-state education provision to education responses to climate change.



GLOBAL FORUM
SCHOOLS 2030



Craig Ferla

Country Director

 Tanzania  craig.ferla@childrenincrossfire.org

AREAS OF WORK

Education

Early Childhood
Development

Health
and Nutrition

Civil Society

Craig has 20+ years leadership experience in country and regional director roles within CSOs working in international development in Tanzania, Zambia, and the wider region. His programming experience spans various aspects of health and education, and more recently early childhood development.

Since 2016 Craig has been the Country Director with Children in Crossfire Tanzania, an INGO with a programming niche in early childhood education. Children in Crossfire's current programming demonstrates good practice in taking quality improved pre-primary education to scale, as well as championing the brokering of policy processes with the recent launch of Tanzania's first National Multisectoral Early Childhood Development Programme 2021/22 – 2025/26 (NM-ECDP).

Craig is a local policy expert, navigating and driving civil society policy influence with national and local government, most recently having a pivotal role in pre-primary education and wider ECD dialogues including the roadmap process to developing, launching and now catalysing implementation of the NM-ECDP.

Fluent in Swahili, he has extensive personal and professional networks in Tanzania, having been predominantly based there since 1993. Craig has a degree in Geography and Swahili, and MSc in International Development.



GLOBAL FORUM
SCHOOLS 2030



Daniel Baheta

Chair of EdDPG
Chief of Education, UNICEF Tanzania

 Tanzania  dbaheta@unicef.org

AREAS OF WORK

Education

Dr. Daniel Baheta is a Chief of Education at UNICEF Tanzania and the current Chair of EdDPG. He joined UNICEF in February 2011. Before coming to Tanzania, he worked in Kenya in December as chief of Education from December 2013 to August 2019. Dr. Baheta has also worked in UNICEF Sudan as senior Educations Specialist in Khartoum from 2011 to 2013.

Before joining UNICEF, Dr. Baheta has served in the Canadian International Development Agency, as a Senior International Development Officer from February 2006 to January 2011. As Senior International Development Officer in CIDA, Dr. Baheta served in Partnership Branch, The Afghanistan Program and in the Sudan Desk in supporting of good governance, gender, education and capacity building.

Dr. Baheta holds a Ph.D. degree and master's degree from the University of Kyoto Japan in African and Asian Studies and International Development. He has a bachelor's degree in Political Science and Sociology from Carleton University.

He is married and has two daughters and one son. He was born in Ethiopia from Eritrean parents, and is a Canadian citizen.



GLOBAL FORUM
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Devotha Mlay

Managing Director, Girl's Livelihood and Mentorship Initiative (GLAMI)

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AREAS OF WORK

Education

Civil Society

Devotha is the Managing Director of Girls Livelihood and Mentorship Initiative (GLAMI), an NGO in northern Tanzania which mentors girls to stay in school, become leaders and take transformative action for themselves and in their communities. Devotha oversees the strategic direction of the organisation, works to forge partnerships and promote stakeholder engagement across various sectors including at multiple levels of government, and ensures GLAMI's curricula remain up-to-date and evidence-based.

Devotha joined the team at GLAMI (formerly AfricAid Tanzania) in September 2012 and has been instrumental in growing the organisation to its current size and scale. She oversaw GLAMI's two life-skills and leadership programs, Kisa Project and Binti Shupavu for a number of years, and now manages a staff of more than 50 across the Arusha and Kilimanjaro regions.

Devotha's work has given her an in-depth understanding of the challenges that young girls in Tanzania are facing, particularly those barriers which hinder their performance in school, and negatively impact retention rates, as well as transition rates between levels of education. Devotha favours a rights-based approach to mentoring and education, and is passionate about supporting girls with the information, skills and opportunities they need to write their own futures.

Devotha has a Bachelor's degree in Language Studies from the University of Dar es Salaam and is currently undertaking an MBA through ESAMI (East and Southern African Management Institute). She is fluent in English and Kiswahili.





GLOBAL FORUM
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Domitila Jonace

No info

 Tanzania  domiejonace@gmail.com

AREAS OF WORK

Education

My name is Domitila Jonace, a 25yrs old girl, who graduated from Mwalimu Nyerere Memorial Academy Bachelor Degree in management of social development in 2019, living in Dar Es Salaam, Tanzania.

A social worker with over 2 years of successful experience in project planning and management. Recognized consistently for performance excellence and contributions to successfully implementing Election Inclusion Analysis (Ushiriki), Acting mentor in South-North Exchange (DTP) and Kijana Tambua Afya Ya Akili(KITAA) projects at Tanzania Youth Coalition. Strengths in proposal writing, Report writing, organizing events, leadership, and management.



GLOBAL FORUM
SCHOOLS 2030



Donnalee Donaldson

Senior Director of Programs, at Luminos Fund

 Kenya

 No info

AREAS OF WORK

Education

Donnalee Donaldson is a Senior Director of Programs at the Luminos Fund where she helps lead large-scale government advisory projects and oversees the adaptation of various Luminos program elements to serve specific populations. She has expertise in collaborating with governments on the design and implementation of national education reforms, and integrating technology into education. Prior to joining Luminos, Donnalee served as the Rwanda Country Director at Educate! where she co-designed and scaled a national skills-based secondary education reform program. She was also a founding team member at Kepler, where she played a key role in designing blended learning courses for multilingual learners and managed the launch of Rwanda's first university in a refugee camp. She has been recognized as an education sector changemaker by UNESCO, Ashoka, and UNLEASH.

Donnalee is also an attorney and began her career as a litigator for the New York City Law Department. She holds a BA from Seton Hall University, a JD from the Emory University School of Law, and a certificate in Higher Education in Emergencies from the University of Geneva. Donnalee is proudly Jamaican and passionate about contributing to the advancement of the African diaspora.



GLOBAL FORUM

SCHOOLS 2030



Duishonkul Shamatov

Associative Professor

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AREAS OF WORK

Education

Research

Duishon Alievich Shamatov is an Associate Professor in the Graduate School of Education at Nazarbayev University. In the NUGSE, he teaches courses on Educational Leadership and Research Methods.

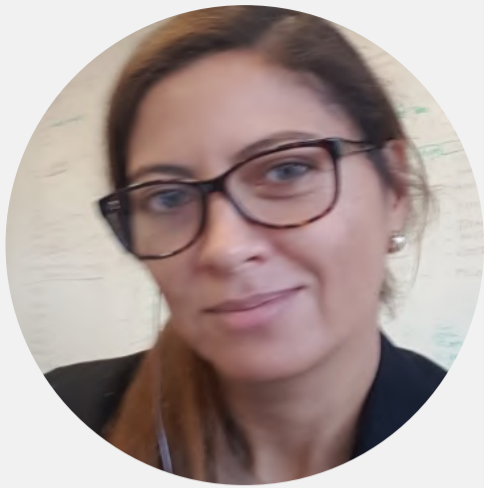
Duishon received his Master of Education degree in Teacher Education from Aga Khan University Institute for Educational Development (AKU-IED). He obtained his PhD in Education from the Ontario Institute for Studies in Education at the University of Toronto in Canada in 2005. His doctoral thesis was titled “The Beginning Teachers’ Professional Socialization in Post- Soviet Kyrgyzstan: Challenges and Coping Strategies”.

He has experience of conducting research and consultancies in Kyrgyzstan, Kazakhstan, Pakistan, Tajikistan and Yemen. Duishon’s area of interest includes educational reforms, rural education and equity, teacher education, curriculum development, education quality and student assessment.

Duishon is a winner of the NU Inaugural NU Master Teacher Award in 2020, Leadership in Teaching Award in 2019 and Innovative Teacher in 2018. In 2019, Duishon got a medal “Excellence in Education” from the Ministry of Education and Science of Kyrgyz Republic. In 2020, he got a medal “Altynsaryin” from the MOES of Kazakhstan.



GLOBAL FORUM
SCHOOLS 2030



Elizabeth Germana

Global MEL Director for Right to Play

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AREAS OF WORK

Education

Elizabeth has over 20 years' extensive experience in Research, Monitoring, Evaluation and Learning in Asia, Africa, and Latin America, which includes the design, strengthening, and delivery of M&E and research frameworks.

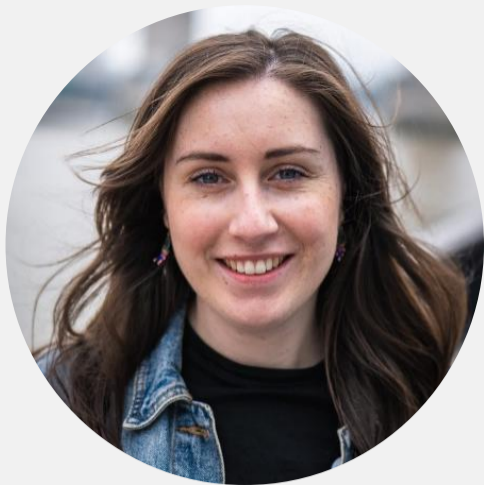
She has worked in different MEL roles at GIZ, the World Bank, the Inter-American Development Bank, CIDA, Department of Foreign Affairs Trade and Development Canada, European Bank for Reconstruction and Development, DFID and FCDO.

Currently, she is the Global MEL Director for Right to Play where she oversees the portfolio of evaluations and research projects in Africa, Asia, and the Middle East. The focus of her role is promoting capacity building and learning as an integral component of monitoring systems and evaluations to enable adaptive programming based on robust evidence.

Elizabeth holds a M.Sc. in Social Research Methods from the London School of Economics and Political Science where she was awarded the Chevening Scholarship. She has Doctoral studies in Policy and Programme Evaluation from the Centre of Longitudinal Studies, Institute of Education, University College London. Elizabeth also has a M.A. in Public Management, from Universität Potsdam, Faculty of Economics and Social Sciences, Germany.



GLOBAL FORUM
SCHOOLS 2030



Ellen Smith

Schools2030 Global Research Coordinator

📍 London ✉️ ellen.smith@akdn.org

AREAS OF WORK

Education

Equity and inclusion

Research

Ellen leads the global research stream of the Schools2030 programme. She coordinates Schools2030 Global Research Partners and supports collaboration among these partners and the wider Schools2030 programme, as well as the uptake and showcasing of their evidence across the programme and at the global level.

Ellen led the Schools2030 Global Call for Research 2022 with a focus on equity, through which Schools2030 will be appointing a new cohort of research partners. She also supports on the evaluation workstream and is currently leading a project in collaboration with Oak Foundation on the state of learning differences across Schools2030 contexts.

Ellen joined the Schools2030 team in Oct 2021, prior to which she held roles in higher education, international development and research.

Ellen holds a Master's in Multilingualism and Education from University of the Basque Country, Spain, and speaks French, Spanish and basic Portuguese.



GLOBAL FORUM
SCHOOLS 2030



Erna Grasz

Co-founded Asante Africa Foundation

 Tanzania  egrasz@asanteafrica.org

AREAS OF WORK

Education

Work Enterprise

Gender Equity

Erna Grasz co-founded Asante Africa Foundation with two visionary African women from Kenya and Tanzania. She refers to herself as a Systems Engineer turned Systems Entrepreneur for Global Impact. Originally trained as an Electrical-System Engineer, she spent her early career at Lawrence Livermore National Laboratory and then in Silicon Valley as a Medical Device Executive. Leaving her 25-year-long corporate career in 2012, Erna began managing Asante Africa full time and is the visionary behind many of the organization's innovative programs and practices.

Asante Africa Foundation, an “on the ground” implementing organization, invests in adolescents and youth (ages 10-24) in extremely rural Kenya, Tanzania and Uganda, empowering them with the skills they need to be successful in school and rise above the challenges they face - 95% come from extreme hardship, and 65% from orphaned or single parent homes. The interconnected educational, life skills and livelihood programs, facilitated within "safe-space" learning clubs, utilize learn-do-teach methodology to keep at-risk adolescent girls on the path to learning, accelerate academic classroom learning and develop future leaders, confident job seekers and innovative entrepreneurs. Behind the impact number are human lives where 93% youth transitioning from primary to secondary school, 77% going to university, 93% in jobs matching their skills and 100% paying it forward locally. Asante Africa's young leaders are pioneering the way forward to create a better future in a post-pandemic era for themselves, Africa and the world.

Erna has a strong belief in local staff, local partnerships and developing local talent for the long term sustainability. Awards won for her work with Asante Africa, include the Jefferson Award for Public Service, a “Distinguished Engineering” Award for Innovation in Developing Countries, the Gratitude Network Fellowship and Award, 2020 Medaling for Reimagining Education in Sub-Sahara Africa, and was a finalist for the Drucker Institute for Education Innovation.



GLOBAL FORUM

SCHOOLS 2030



Eve Hadshar

Co-founded Asante Africa Foundation

 India  eve.hadshar@lego.com

AREAS OF WORK

Education

Early Childhood
Development

Gender Equity

Eve Hadshar works in education and international development and is currently an Evidence Specialist at the LEGO Foundation. She has a background in MEL, teacher education, education systems strengthening and project management, and field experience in Ghana, Tanzania, Madagascar, Mozambique, Kenya, the Philippines, Sri Lanka and India. Eve is currently working on quality learning measurement, as well as social and emotional learning, with a focus on contextualization and system level tool uptake.

She has technical expertise in measurement tool development; holistic skills development; pre-service teacher training; gender and inclusion; quality assurance and large-scale national education reform. Eve has worked as part of a technical assistance unit embedded within government education ministries and has managed evaluations of large-scale education programmes. She also has experience in business development, applied research, bid and report writing, evidence synthesis and communication.

Eve started out as a teacher of English as a second language in several countries, and subsequently an extra-curricular Science Communicator, and has a Masters in Education and International Development with research focused on inclusive education in India.





GLOBAL FORUM
SCHOOLS 2030



Fergal Turner

**Senior Consultant
with Oxford MeasurEd**

 United Kingdom  No info

AREAS OF WORK

Education

Fergal is a senior consultant with Oxford MeasurEd, focused on supporting organisations with generating and effectively using education data. He is particularly interested in looking at the nexus of data, policy, practice, and organisational growth. This includes technical support to the development of learning assessment tools, as well as supporting strategies and systems for effectively using data on learning to strengthen systems and improve pedagogical practices. Fergal is particularly focused on projects which involve facilitating learning and development in partnerships in organisations, including training, supporting the development of strategies for learning and development, and leading on knowledge amplification and dissemination.

This work is built on a varied experience in the education sector. Fergal began with academic qualifications in developmental and education psychology and education policy. Over the last ten years Fergal has worked first as an educator, before moving into the design and management of non-formal education programmes, and for the last five years, in consultancy. This experience has led Fergal towards one central question; how we can create knowledge eco-systems that strengthen systems and improve learning outcomes, while ensuring equitable inclusion, particularly of teachers and marginalised communities in knowledge generation and policy formation?



GLOBAL FORUM
SCHOOLS 2030



Faraja Kotta Nyalandu

CEO at Shule Direct

 Tanzania  faraja@shuledirect.co.tz

AREAS OF WORK

Education

Born and raised in Tanzania, Faraja is a resourceful social entrepreneur passionate about developing cutting edge social and educational programs that empower youth and children. What inspire her most is working collaboratively in social development and educational industry to develop and deliver innovative resources and solutions that prepare children and youth for a sustainable future. With over 15 years experience in engaging young people, she has dedicated her professional career and personal life to empowering them to achieve their full potential. In 2013, she established Shule Direct, a thriving organisation providing comprehensive web and mobile educational platforms offering national curriculum based learning content across multiple subjects to over a million in and out of school youth. The enterprise now hosts Tanzania's first start up incubator for young women entrepreneurs for their personal and professional development and developing a digital platform for young entrepreneurs to learn, network and grow their businesses.

Faraja is an elected Chairperson for the Tanzania Education Network, a national education CSOs network, 2021 – 2023. She is a member of the World Economic Forum's Expert Network after serving on the Global Future Council for Education, Gender and Work. Faraja is a Teaching and Learning Thematic Lead for the Regional Educational Learning Initiative (RELI) where she focuses on teachers' pre and in service professional development. An education enthusiast, she has also served on the Board of Ubongo Learning, READ and a technical adviser for Institutions for Inclusive Development that helps Tanzanian institutions innovate and scale systemic solutions to big development problems. World Economic Forum appointed her as a Young Global Leader Class of 2020, a tenure for 5 years. Prior to that she has been recognized as a Leading Woman in Technology in Africa award for her work with Shule Direct, Tanzania Leadership Awards' Hall of Fame Woman of the Year Award and a System Innovator award by Segal Family Foundation for systemic change in digital learning in Secondary School education in Tanzania. Africa Youth Awards has named Faraja among 100 Most Influential Young Africans. An avid reader who has authored two youth empowerment books written in Kiswahili, Tanzania's national language, to reach underserved young people and catalyze their dreams. Faraja is a qualified Lawyer with an LLB and LLM (Master of Laws) in Human Rights and Migration.




GLOBAL FORUM
SCHOOLS 2030



Francis Jackson Mlay

Youth Leader and Teacher at St. Magreth Girls Secondary School

 Tanzania  francismlay@rocketmail.com

AREAS OF WORK

Education

My name is Francis Jackson Mlay I am a teacher at Mingoyo secondary school teaching Swahili language and civics subject for ten years. I have experience working as a volunteer in different organization this include Students partnership worldwide (SPW) now days they have transformed to RESTLESS ORGANISATION. 2005 at NJOMBE REGION in a program known as KIJANA NI AFYA empowering youth with Entrepreneurship skills and Environmental conservation . Working with TANZANIA YMCA organization as youth leader and a teacher at ST. MAGRETH GIRLS Secondary school 2009 and participate as a volunteer in YOUTH PEACE NETWORK (YPN) IN GREAT VANCOVOUR CANADA 2010 under YMCA, working with youth in camping HOWRD and CAMP ELPHISTONE as group leader. Volunteer for three year 2018 up to 2020 at (VSO) Volunteer over see organitions as a teacher mentor at LINDI REGION.

I have Participated in YOUNG SCIENTIST EXBITION at Dar es salaam TANZANIA for three years 2014 up 2016 as students mentor and 2021 participate in AKGHAN PROJECT IN SCHOOLS 2030 INNOVATION BASING IN EDUCATION with the project named 15 MINUTES OF LEARNING enable teacher and students to integrate through education game in learning process.

I am graduate at University of Dar es salaam Tanzania in Bachelor of Arts with education (political science with Swahili language) 2009.



GLOBAL FORUM
SCHOOLS 2030



Fredrick Mtenzi

No info

 Tanzania  fredrick.mtenzi@aku.edu

AREAS OF WORK

Education

Cyber security

Online digital investigations

Prof. Fredrick Mtenzi, holds a Master of Management Science and a Doctor of Philosophy Degree in Management Information Systems from the University College Dublin – Ireland. Prof. Mtenzi research interests range from security and digital investigations, privacy, algorithm design and technology integration in education. Dr. Mtenzi has significant experience in managing and securing information systems in healthcare and financial institutions, where he has implemented and managed systems. He joined AKU from the Technological University Dublin - Ireland in 2017 and is currently the Head of Research. He has authored and co-authored three books and over 120 scientific publications.

Dr. Mtenzi has organized peer-reviewed international conferences and workshops in Cyber Security, Secure payment schemes, and Education. In the last few years, he has been working in integrating technology in education. Specifically, identifying and customizing Open Source software that can be used in low cost devices with the view of increasing acceptability and utility of technology in teaching, learning and research. He is also working on an Open Source software designed to enable children who are out of the formal education system to learn on their own so that they can join formal education system with their age group.




GLOBAL FORUM
SCHOOLS 2030



Gaudence Kapinga

Country Facilitator RELI

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AREAS OF WORK

Education

Economic
Empowerment

Gaudence coordinates Regional Education Learning Initiative (RELI) in Tanzania and acts as a link between RELI, country host and development partners. He provides guidance and strategic direction to the network and thematic groups to ensure alignment with RELI goal of ensuring all children have access to inclusive quality education in East Africa. Gaudence coordinates technical support to RELI and identify learning opportunities outside the network and engage members effectively.

Gaudence facilitates development of learning plans, monitor implementation of learning activities, synthesize learning in thematic groups. In evidence generation, Gaudence provides technical support in documentation of learning products including position papers, newsletter articles, conference presentations, and good practices for sharing with relevant actors as required towards improving the provision of quality education for all children.

In the areas of advocacy and policy influencing, Gaudence works with the RELI leadership team and the country host to identify policy influencing and engagement opportunities. In strategic engagement and relationship building, Gaudence represents RELI in different platforms like government meetings, funders and other relevant opportunities that align with RELI goal.

Gaudence joined RELI in January 2021 as a first full-time facilitator for the network and he works from the country host (HakiElimu) and prior to facilitating RELI, he worked in projects to support girls access to education and post-secondary youth education and employment opportunities in Tanzania. He holds a Master of Arts degree from Sokoine University of Agriculture and he is proficient in English and Kiswahili.





Gemma Todd

Education Specialist, World Bank

 Tanzania  gtodd@worldbank.org

AREAS OF WORK

Education

Early Childhood
Development

Gender

Gemma Todd has experience in the social sectors having worked in Tanzania's education sector and more broadly in human development. She completed her MSc in Urbanisation and Development at the London School of Economics and Political Science and has a BA in Human Geography at the University of Southampton.

Gemma began her professional career on the ground in Tanzania, working with an International NGO engaging closely with Local Government Authorities, vulnerable households, and children on the streets, to build supportive platforms for children at risk of moving to the streets. Subsequently, she joined Ifakara Health Institute where she worked for three years as a research scientist and principal investigator, specialising in GIS and the social determinants of health and learning in Tanzania's urbanising context, and using the data and evidence for policy making. Gemma joined the World Bank in January 2019 as an Education Specialist, based in Tanzania. Since then, she has been working with the World Bank Tanzania education team to support the achievement of results under projects in the basic education sub-sector (the Education Program for Results (EPforR), Secondary Education Quality Improvement Program (SEQUIP) and Boosting Primary Student Learning Outcomes (BOOST)). She supports analytical work in the portfolio and is leading on gender, safe schools, child protection, and construction aspects. Gemma is passionate about many things in the sector – from ensuring schools are safe, empowering teachers and school leaders, equity in education, the opportunities of ed-tech, and investing early through quality early childhood education, all things that make school an exciting, and safe, place for children to learn and reach their potential.



GLOBAL FORUM

SCHOOLS 2030



Gordana Kelava

**Programme & Communications Officer,
International Education Funders Group (IEFG)**

 Germany  gordana@iefg.org

AREAS OF WORK

Education

Gordana is the longest-serving staff at the International Education Funders Group (IEFG), a network of 100 philanthropic foundations and donor-advised funds working to improve global education.

She has extensive experience working in television and has served as Project Administrator at the University of Oxford's Department of Education.

Gordana has a Master's degree in English and Comparative Literature from the Ludwig Maximilian University of Munich and a Master's degree in Publishing Studies from Oxford Brookes University. In her thesis, she focused on the significance of the cultural banning of books.

Gordana lives with her partner and two children in Heidelberg, Germany.



GLOBAL FORUM
SCHOOLS 2030



Graham Ranger

Academic Director of The Aga Khan Academies

📍 United Kingdom ✉️ graham.ranger@akdn.org

AREAS OF WORK

Education

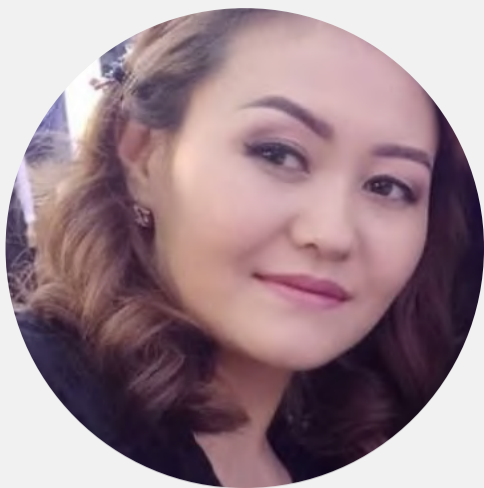
Dr. Graham Ranger joined AKDN in January 2017 as Academic Director of The Aga Khan Academies and was interim Director of the Academies from April 2020 -July 2021, when Aga Khan Schools was created from the coalescence of Aga Khan Education Services and the Academies.

He is an experienced leader of change and development in school systems in the public and private, not-for-profit, sectors. He was Director of School Support & Evaluation at The Council of International Schools (CIS) from 2012-2016, with global responsibility for all aspects of the quality assurance and development of international schools.

Prior to this, Graham was Head (Director) of The British School, New Delhi, and Director of Education for the English Schools Foundation (ESF) in Hong Kong, a group of 20+ high-achieving schools, where he oversaw the introduction of the IB programmes and helped establish two new K-12 international schools. His doctorate, awarded by the University of Durham (England) in 2012, after fieldwork in India, focused on the professional development needs of leaders of international schools.



GLOBAL FORUM
SCHOOLS 2030



Gulburak Akynbek Kyzy

Teacher, “Zhoogazyn-Murdash” Kindergarten

📍 Kyrgyzstan ✉️ gulburakakynbekkyzy@gmail.com

AREAS OF WORK

Education

Gulburak teaches children aged 5–6 in a kindergarten located in mountainous region of Kyrgyzstan. She has been working there for the last 8 years. She teaches children maths, reading and writing and general social studies. Since the kindergarten is a full-time center, she is responsible for creating a comprehensive learning and safe play environment throughout the day. Gulburak strives to give children education, nurturing and care so that they have a bright childhood with vivid memories that would have a positive impact on their future life.

Gulburak holds a Master of Education from Osh State University, Kyrgyzstan. She also participated in a number of professional development courses on Early childhood education and development.

She is professionally proficient in Kyrgyz and can communicate in Russian.





Haider Fancy

Policy & Practice Fellow

 United States  haider@iefg.org

AREAS OF WORK

Education

Early Childhood
Development

Foundation

I am an IIEG Policy and Practice Fellow, a Ph.D. candidate at NYU, and an experienced Education Development professional.

My research is on Culture and Resilience in children harmed by large-scale violence in Pakistan. I also work on research on how access to higher education impacts factors like religious tolerance and hope in Pakistan and Kenya.

I have worked on large-scale Education Development projects across Pakistan, Afghanistan, and Tajikistan. During this time, I developed two provincial education policies for Gilgit Baltistan and Balochistan. I also developed behavioral change activities to promote girls' education in regions with historically no female enrollment.

I have also worked in the private sector. First launching what is now a top Pakistani University in partnership with ten international institutions. Then as Chief Strategist for a start-up Social Impact school network that provided low-cost high-quality schools in the slums of Karachi.

I love all aspects of the education sector and absolutely love teaching. Any chance I get, irrespective of full-time work, you'll find me allocating some time every week to teaching students at the university or school level.



GLOBAL FORUM
SCHOOLS 2030



Halima Shaaban

National Coordinator, Schools2030

 Kenya  halima.shaaban@akdn.org

AREAS OF WORK

Education

Community work

Halima oversees the implementation of Schools2030 in Kenya, which entails working with schools, youth development partners and other education actors in ensuring the programme is contextually relevant as it drives change in the education ecosystem in Kenya. She provides technical guidance in the human-centered design thinking process and facilitates the process that teachers and youth development partner go through while designing innovations to address challenges faced in their classrooms and community.

She is passionate about working with and supporting communities to find their potential. She has supported AKF programmes including Ed Tech and digital learning and bringing out our school children back to school programme, both funded by the UNICEF.

Halima enjoys reading fiction novels and watching movies. Her most fulfilling aspect of work is witnessing change in the community as a result of the efforts of the programmes she is supporting.

Halima first joined the AKDN in 2017 when she joined AKF in Mombasa, Kenya, as an intern.

Halima holds an undergraduate bachelor's degree in community development from Egerton University. She is currently pursuing her Master's in Business Administration project management from Kenyatta University, Kenya.

She is professionally proficient in English and Swahili.




GLOBAL FORUM

SCHOOLS 2030



Hassan Agufana Jackson

CEO, Kenya Union of the Blind

 Kenya  ajackson@kub.or.ke

AREAS OF WORK

Education

Civil Society

Hassan Agufana Jackson, is a human rights defender, disability rights advocate and a project specialist based in Nairobi, Kenya. Jackson currently heads the Secretariat of the Kenya Union of the Blind (KUB), a national organization working to promote the social inclusion of persons with visual disabilities in Kenya. Jackson is passionate about empowering, transforming and impacting lives of visually impaired persons, including children through inclusive education, work and livelihoods. Jackson has previously served as the regional programs manager of the African Union of the Blind (AFUB) and a creative Director at the Sarakasi Trust.

KUB is currently piloting digital learning programs in Kenya aimed towards aiding teaching and learning for visually impaired learners and instructors. The programs aims to ameliorate the quality of learning by advocating for the promotion of sound policies and practices on inclusive education.





GLOBAL FORUM
SCHOOLS 2030



Innocent Najjumba Mulindwa

Senior Education Specialist

 Tanzania  imulindwa@worldbank.org

AREAS OF WORK

Education

Innocent Najjumba Mulindwa, is a Senior Education Specialist at the Education Global Practice of the World Bank based in Dar-Es-Salaam, Tanzania. Since joining the World Bank in 2010, Innocent has worked on education operations that span all key education subsectors in the Africa region and provided policy guidance to Governments through dialogue and analytical work.

Prior to joining the World Bank, Innocent worked with UNICEF Uganda as a Senior Education Specialist; and the Institute of Statistics and Applied Economics, Makerere University as Senior Lecturer. Innocent holds a Ph.D in Population and Development of Makerere University, Uganda.



GLOBAL FORUM
SCHOOLS 2030



Inyang Umoren

**Country Manager, Nigeria,
Teaching at the Right Level (TaRL) Africa**

📍 Nigeria ✉️ Inyang.umoren@teachingattherightlevel.org

AREAS OF WORK

Education

Foundational
Skills Development

Teacher Training
& Development

Inyang is the Country Manager for TaRL Africa in Nigeria. Her experience spans across education policy and planning, classroom teaching, management of literacy programmes, assessments, and teacher capacity development programmes. At TaRL Africa, she leads the design and creation of state-level TaRL pilots and scale-up programmes. She provides methodological guidance and support for TaRL programme design drawing on experiences from other countries to craft strong contextualised TaRL models. She also provides technical assistance to partner organisations implementing TaRL in Nigeria.

She holds a Master of Arts Degree in Educational Planning, Economics & International Development from University College London(UCL) Institute of Education and a Master of Science Degree in Financial Management from Middlesex University.



GLOBAL FORUM
SCHOOLS 2030



Jamal Papieva

Regional Programme Coordinator

📍 Kyrgyzstan ✉️ jamal.papieva@akdn.org

AREAS OF WORK

Education

School Networks

At present, Jamal is working as a Regional Programme Coordinator for Schools2030 at AKF, Kyrgyzstan. Her main responsibilities include to coordinate and facilitate the implementation of Schools2030 Programme to ensure the Programme goals are met efficiently by ensuring overall coordination, implementation and monitoring of Programme progress in Bishkek and Chui region; liaise with regional and national stakeholders to ensure their proper input to the delivery of Programme activities; actively contribute to Programme monitoring and evaluation activities and other programme related activities.

Prior to the current position, Jamal worked as a Programme Coordinator of the Education Improvement Programme at the University of Central Asia. It was a teacher education program aimed at developing the competence and professionalism of teachers in accordance with state and international standards. She also worked as a faculty member at Foreign Languages Department of Osh State University and at the Aga Khan University – Institute for Educational Development (AKU-IED), Karachi, Pakistan. She was involved in planning and conducting small scale researches on educational issues and organizing project activities working as a teacher at school and universities. She also worked as a school director at Curiosity School System, Islamabad, Pakistan. Jamal, as one of the founders of the school, conceptualized the broad goals of the school system.

Jamal holds an MEd degree in Teacher Education from the Aga Khan University, Karachi, Pakistan, and BA English language and literature from Osh State University, Osh, the Kyrgyz Republic.

She is professionally proficient in English, Kyrgyz and Russian.



GLOBAL FORUM
SCHOOLS 2030



Janat Namatovu

National Coordinator

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AREAS OF WORK

Education

Early Childhood
Development

Health
and Nutrition

School Networks

Janat is middle aged female Ugandan. She is a graduate in Organization Psychology from Makerere University. She is the National Coordinator Schools2030 - Uganda

She started her career as a youth volunteer for UNICEF under the Girls Education Movement Youth Chapters. As a youth champion, she supported vulnerable youth (Teenage mothers, adolescents affected with/by HIV/AIDS) from hard to reach communities access, stay and complete the school cycle. Her role involved offering peer training to youth in Life skills, Income generating skills, reproductive health, and prevention of HIV/AIDS.

Janat then transitioned to STiR Education. While there, she took on a role as a program lead. She implemented the change maker program where she coached teachers using intrinsic motivation and growth mindset as growth models. She left STiR education in 2020 and joined AKF as National Coordinator Schools2030.

Janat is a member of several National level advocacy platforms in the field of education key among these are, National Menstruation Hygiene management committee, Wash Alliance, Federation for Education NGOs and RELI platform (Life skills cluster)

On a personal level she is a mother of 3, loves poetry and Music enjoys a good laugh and believes in the proverbial saying “Life is a dream, Live the Dream”. She is a go getter, passionate about Girls’ Education and believes that once a girl is given platform and mentored not even the sky is the limit



GLOBAL FORUM
SCHOOLS 2030



Jane Rarieya

Associate Professor & Dean

 Tanzania  jane.rarieya@aku.edu

AREAS OF WORK

Education

Dr Jane Rarieya is an Associate Professor & Dean, Institute for Educational Development, East Africa and Director, Teaching and Learning, Aga Khan University. She is a fellow of the Commonwealth Centre for Education at Cambridge University, UK, a Trustee of Children in Freedom Trust, UK, a member of FAWE Africa and a member of the Fellowship and Accreditation Expert Advisory Group of the Advance HE, UK. Her specialization is in gender and leadership in education as well as faculty development and she has engaged in research projects in these areas.

She sits on several editorial boards and her publication record spans the authoring and co-authoring of several conference presentations, journal articles, book chapters and reports. In addition, she has been a guest editor for journals as well as co-edited books and authored a book on her own.



GLOBAL FORUM
SCHOOLS 2030



Jenipher Mbukwa Ngwira

**Head of Special Needs and Inclusive Education
Department at Catholic University of Malawi**

📍 Malawi

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AREAS OF WORK

Education

Early Childhood
Development

Disability

Jenipher is a Special Needs and Inclusive Education researcher, with vast experience and strong knowledge of early childhood development education and disability in Malawi. She has a university teaching experience of over 15 years, designing and rolling out curricula for pre-service and in-service trainings for teachers of children with disabilities.

Jenipher has worked with various national and international organisations. From 2015 to 2018, Jenipher was a researcher in a project which aimed at improving curriculum and teaching methods for children with disabilities in Malawi. This project was funded by The Economic and Social Research Council and DFID and was led by University of Birmingham, University of Malawi and Sight Savers.

Currently, Jenipher is a lead researcher in a 2019 to 2022 project which aim at exploring the historical and cultural context of early childhood education for children with disabilities in Malawi, implemented by University of Glasgow, Catholic University of Malawi and Birmingham University, with funding from The British Academy.

Jenipher holds a Master Degree in Special Needs Education from Volda University, Norway.



GLOBAL FORUM
SCHOOLS 2030



Joana Cadima

Assistant Professor and Researcher

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AREAS OF WORK

Education

Early Childhood
Development

Research

Joana Cadima is assistant professor at the University of Porto and researcher at the Center of Psychology of the University of Porto. Her research focuses on teacher-child interactions and social relationships as developmental contexts for children, with a particular focus on tackling social and educational inequalities. Her research mainly involves the study of developmental processes through observational methods and the use of advanced statistical analyses, such as multilevel, multigroup and growth modelling.

She has participated in several international research projects on early childhood education (e.g., CARE research project, <http://ecec-care.org>), social inequalities (<http://www.isotis.org>) and in European collaborative and interdisciplinary action-research projects on arts, citizenship, and professional development (e.g., <https://www.articulan.eu>; <https://prowproject.eu>).

She has been also involved in policy-based research projects commissioned by the OECD (TALIS Starting Strong <https://www.oecd.org/fr/publications/providing-quality-early-childhood-education-and-care-301005d1-en.htm>, and Starting Strong VI <https://www.oecd.org/publications/starting-strong-vi-f47a06ae-en.htm>) and by the Portuguese Ministry of Education to monitor the implementation of preschool curriculum guidelines and observed quality.

Within the Schools 2030, her team is responsible for the development of holistic assessment tools and the overall monitoring process, aiming at providing relevant, locally meaningful information while building strong relationships among partners.



GLOBAL FORUM
SCHOOLS 2030



João Costa

Minister of Education
Full Professor of Linguistics, Universidade Nova in Lisbon

📍 Portugal ✉️ jcadima@fpce.up.pt

AREAS OF WORK

Education

João Costa is a Full Professor of Linguistics at the Faculty of Social and Human Sciences at the Universidade Nova in Lisbon.

He graduated in Linguistics from the Faculty of Letters at the University of Lisbon, and completed his PhD in Linguistics at the University of Leiden. During his studies, he was a visiting scholar at MIT.

His area of research is formal linguistics, language acquisition and development and educational linguistics. He is the author of several books and over 100 articles and book chapters.

Until November 2015, he was the Dean of the Faculty of Social Sciences and Humanities, at Universidade Nova and President of the Scientific Council of Social Sciences and Humanities at the Science and Technology Foundation.

He acted as member of the Scientific Council of the National Reading Plan, the National Commission of the International Institute for the Portuguese Language, and the Consulting Council of the Camões Institute. He was also President of the European Association of Linguistic Students (SOLE) and the Portuguese Linguistic Association.

Besides his teaching and research activities at his University, he has been a guest lecturer at several universities in Brazil, Macau, Spain and the Netherlands.

He was Secretary of State of Education of XXI Portuguese Government (2015-2019).



GLOBAL FORUM
SCHOOLS 2030



John Kalage

**Executive Director for HakiElimu,
CSO in Tanzania**

 Tanzania  john.kalage@hakielimu.or.tz

AREAS OF WORK

Education

John is the Executive Director for HakiElimu, a CSO in Tanzania which is the winner of 2019 African CSO Excellence Awards. John has 27 years of professional experience in senior strategic management roles in national and international NGOs having worked in Tanzania, Belgium, South Africa and Zambia.

John has extensive experience in education policy monitoring; strategic management; financial and human resources management. He has proven ability in advocacy as well as ability to build and develop organizational capacity for NGOs/CBO, professional organizations and government agencies and institutions.

He is the Board Chair for Africa Network Campaign on Education for All (ANCEFA); the Eastern and Central Africa Regional Education Learning Initiative (RELI) and was the Board Chair for the Tanzania Education Network (TEN/MET) for six years until 2021. He is a Board member of the Railway Children Africa, Light for the World Belgium (Tanzania) and Partnership for Nutrition in Tanzania (PANITA). He is also a member of St John's University of Tanzania Governing Council and the University of Dar es Salaam Convocation Executive Committee.

John holds B.A. Economics from the University of Dar es salaam, MSc in Education for Sustainability from the London South Bank University and PhD in Business Administration (DBA – Honoris Causa) of the Commonwealth University.



GLOBAL FORUM
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Joyce Andesia

Teacher, Kongowea Primary School

📍 Kenya

✉️ joyceandesia@yahoo.com

AREAS OF WORK

Education

Early Childhood
Development

Joyce is a pre-primary schoolteacher at Kongowea ECD centre in Mombasa and the teacher in charge. She teaches literacy in creative arts and environmental studies. Joyce has been a teacher for 24 years. She is part of a larger group of teachers and youth groups from 100 schools in Mombasa and Lamu regions who are participating in the Schools2030 human-centered design.

Joyce is the secretary of her local church and the vice-chairperson of the music festival planning committee. She is also a choir leader and is the secretary of a savings group back in her village. Joyce has partnered with AKF in previous programmes including participating in a values-based education training that sought to empower teachers to integrate values and ethics in education. She has been trained in advanced courses in Mathematics by the Aga Khan Academy. Joyce is currently participating in the rise and shine program implemented by the Madrasa Early Childhood Program, an affiliate of the Aga Khan Development Network.

Her most fulfilling aspect about teaching is the daily interaction with young learners that keeps her active and young.

Joyce holds a diploma in ECD from Prestige Teachers college.

She is professionally proficient in English and Swahili.



GLOBAL FORUM
SCHOOLS 2030



Kabela Difasi

Educator

📍 Uganda ✉ No email

AREAS OF WORK

Education

Schools

Kabela Difasi is a male Ugandan aged 32 and an experienced educationist based in Uganda. I hold a first class Degree of Bachelor of Education from Makerere University. Am currently a Master of Higher Education student at Makerere University, Kampala.

All my life I have lived and worked in this beautiful country which I passionately love. My passion is in raising Godly children who will serve their God and country with all their heart, mind and mighty. I am a Sunday school facilitator at St. John's Church, Bulanga.

I am married to Namugenyi Sumayiya and the two of us have two sons. I worked as the Headteacher at Arise and Shine Nursery and Primary School, which is one of the projects of AMG International Uganda, a non-governmental organization based in Kampala, from 2008 to 2010.

My area of specialisation is in teaching Integrated science and Mathematics and letting learner acquire the tools for learning that can drive them into long-life learners. Over the years in my career, I have been able to grow from the level of a subject teacher to different leadership positions, including being a District Education Leader under STiR Education, a non-government organisation aiming at having a worldhaving where teachers love teaching and learners love learning.



Difasi loves teaching, carrying out educational research, travel, touring, playing indoor games as part of the common and overriding hobbies.





Kamanda Kamiri

Rwanda Country Director at Educate!

 Rwanda  No info

AREAS OF WORK

Education

Work Enterprise

Kamanda Kamiri is the Rwanda Country Director at Educate!, which prepares youth in Africa with the skills to succeed in today's economy. As Country Director, he leads the organization's government partnership strategy and relationship management and provides financial and operations oversight in Rwanda.

Kamanda is passionate about impacting younger generations through quality education in preparation for future opportunities. As a beneficiary of community support for his education, he feels greatly indebted. He seeks to give back to the community by supporting education systems and reforms for the advancement of youth.

Before joining Educate!, Kamanda was the Deputy Country Director at Gardens for Health International, where he attained deepened experience in HR Management, Operations, and Finance and Government Engagement. He holds a BBA degree in Finance from the School of Finance and Banking, Rwanda, and a master's in Project Management from Mount Kenya University. He is also an alumnus of the Global Health Corps Fellowship and the Acumen Fund Regional Fellowship.




GLOBAL FORUM
SCHOOLS 2030



Kangkana Bordoloi

Program Officer, Aga Khan Foundation India

 India

 No info

AREAS OF WORK

Education

Work Enterprise

Early Childhood
Development

Kangkana is a Programme Officer (Work & Enterprise) with Aga Khan Foundation India and is part of Aga Khan Foundation (I), Bihar unit since 2015. She plays a critical role in Schools2030, as bridge between the district teams and the state. She co-facilitates school-based and youth-based design thinking workshops and engages at state and district level stakeholders for strengthening partnerships and collaborations.

She also provides programmatic oversight towards its adolescent & youth programme, including other significant operations. Her career in social development sector for the last 12 years had been majorly around gender focused programmes, especially with young people, understanding different dynamics of the age range towards empowerment and access.

Prior to this, she has worked with regional based (Northeast India) grant making organization- Foundation for Social Transformation and has worked towards effective implementation of different youth focused programs promoting community philanthropy. She began her career with Sanchar-Arod in 2010. Sanchar is a disability right based organization from West Bengal India where she supported in a project working with grassroots' partner organizations in Assam working extensively on strengthening state education system and facilitate advocacy around Inclusive Education under Right to Education Act 2009.

She has experience of working with a range of donors including Ford Foundation, American Jewish World Services (AJWS), US Consulate, Global Fund for Community Foundations (GFCF), United Nations Populations Fund (UNFPA), Prince's Trust International UK.

Kangkana holds Masters in Sociology along with a Post Graduate Diploma in Child Protection from Tata Institute of Social Sciences (TISS), Mumbai India.



GLOBAL FORUM

SCHOOLS 2030



Katie Krummeck

Global Innovation and Design Advisor

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AREAS OF WORK

Education

Civil Society

Research

Based in the United States, Katie Krummeck is a social impact designer and an international thought leader in leveraging the power of design to drive change in social systems.

Katie began her career in design at the Hasso Plattner Institute for Design at Stanford University (better known as “the d.school”). In addition to working directly with Stanford undergraduate and graduate students through pop-up classes in design and maker education, Katie helped develop the K12 Lab, which trains educators and school leaders in design thinking.

Her work helped create and nurture a national and international movement to integrate design thinking into schools to both drive innovation in schools and to create design-based learning experiences for students. Katie has continued facilitating in the d.school Design for Social Systems programme, which offers intensive week-long design thinking workshops for executives, government representatives and nonprofit professionals from all over the world.

Katie's portfolio of social impact projects spans multiple modes of design work and design education: from creating resources for communities to run Human-Centred Design sprints, to designing and running trainings that build capacity in professionals, to leading teams through intensive design projects.

These design projects are often focused on creating more equitable outcomes for people, including reimagining the discipline process for a large urban school district, designing interventions to create healthy and safe voting opportunities in the U.S. presidential election, addressing racial bias in the licensing process for childcare facilities and supporting women micro-entrepreneurs in rural Tajikistan and Kyrgyzstan.





GLOBAL FORUM
SCHOOLS 2030



Katiiti Gladys

Educator

 Uganda  kajubigladys2@gmail.com

AREAS OF WORK

Education

Schools

I am katiiti Gladys, a muganda by tribe and Ugandan by nationality, aged 45 years. I am a teacher by profession, holding a diploma in education, currently teaching at Wanyange girls secondary school. In addition to teaching, I am the careers mistress. My teaching subjects are Biology and Chemistry. I am married with three children.

I have attended a number of educational workshops including STIR workshops where I have been able to exchange ideas with colleagues from other schools in my country.



GLOBAL FORUM
SCHOOLS 2030



Kavita Rajagopalan

**Programme Director
at the Global Schools Forum (GSF)**

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AREAS OF WORK

Education

Kavita Rajagopalan is Programme Director at the Global Schools Forum (GSF), a collaborative community of non-state organisations working to systemically improve education for underserved children. At GSF, she leads community growth and engagement as well as learning and development for the network of 69 organisations. Her core focus is on identifying key challenges and emerging themes within the network and developing learning experiences that will help these organisations share knowledge and strengthen practice.

Kavita brings over a decade of experience in education in India working with both government and low-cost private schools. Prior to GSF she was with KPMG in India, supporting large-scale education projects at state and national levels. She has experience developing and implementing professional development programmes for school leaders at government and non-state schools through her work as Chief Academic Officer at India School Leadership Institute. Kavita also brings experience incubating and investing in early-state education enterprises working in education and skill development. She has worked closely with a portfolio of education organisations and supported them to develop business, programme and operations strategy.

Kavita has an Ed.M (International Education Policy) from Harvard University's Graduate School of Education and a B.A (Honors) from the University of North Carolina - Chapel Hill.



GLOBAL FORUM
SCHOOLS 2030



Lasse Leponiemi

**Executive Director and Co-Founder
at HundrED.org**

 Finland  lasse.leponiemi@hundred.org

AREAS OF WORK

Education

Lasse is passionate about youth future orientation and he has worked in education and career-planning since 2006. He is the Co-Founder and Executive Director at HundrED - a Finnish not-for-profit organization, which seeks and shares inspiring innovations in education. HundrED selects 100 pedagogically sound education innovations from around the world annually and helps them spread throughout their wide network of educators in 100+ countries. In 2021, he was appointed to the Finnish Flow delegation attending the World Economic Forum in 2022. Lasse is also a co-founder of Mentors of Finland, a non-profit organization that mentors unemployed young people, free-of-charge. The organization helps over 500 young people find work each year.

Lasse is a Co-Founder and Executive Director at HundrED.org, a non-profit reforming education through seeking and sharing K12 education innovations worldwide. Our mission is to break down the education silos that prevent innovations from spreading. Working with founder Saku Tuominen, we have successfully deployed hundred.org, an online platform to support education implementation at scale, across 107 countries world-wide. Additionally I oversee company management, and am responsible for financial performance and UX design. I lead the technical development of our products and I support our pedagogical team leads.

I am one of the founders in the Mentors of Finland, helping over 3000 unemployed young people to find a job, free-of-charge . The organization was selected to the national NGO funding program and has been scaled nationwide in 2016-2018, and the NGO works closely with employers and universities to provide additional support for employment.



GLOBAL FORUM
SCHOOLS 2030



Laura Kikuli

**Project Management Specialist,
at the Office of Education at USAID/Tanzania.**

 Tanzania  No info

AREAS OF WORK

Education

Laura Kikuli is a Project Management Specialist in the Office of Education at USAID/Tanzania. Laura has managed several flagship education projects for USAID/Tanzania, including the current \$38.5 million Jifunze Uelewe/Learn to Understand project. In this role, Laura works closely with Ministries of Education in Tanzania Mainland and Zanzibar, on education policy, quality assurance and monitoring and evaluation. She also works with the President's Office Regional Administration and Local Government (PORALG) on education implementation to oversee the implementation of Jifunze Uelewe in over 3,000 preprimary and primary schools in four regions of Mainland Tanzania (Iringa, Morogoro, Mtwara and Ruvuma) and the two islands of Zanzibar (Unguja and Pemba).



GLOBAL FORUM
SCHOOLS 2030



Laura Savage

Executive Director, International Education Funders Group (IEFG)

📍 Denmark ✉️ laura@iefg.org

AREAS OF WORK

Education

Laura serves as Executive Director of the International Education Funders Group (IEFG), a network of 100 philanthropic actors working to improve global education.

Before joining the IEFG in 2021, she was a Senior Education Adviser at the UK government's Foreign, Commonwealth and Development Office, where she co-led the Education Research Team to generate more rigorous, policy-relevant education research, to influence national education policy and donor country programmes, and to advocate an evidence-based approach to action within a wide network of education thought leaders. Throughout her career, Laura has lived and worked in different contexts and has consulted for a number of international organisations.

Laura is respected within the global education community for her thinking on education systems, foundational learning and the politics of aid. She captured her approach to her work in her PhD (Cambridge University) on the politics of aid and government decision-making in the education sector in Malawi which was nominated for the Cambridge POLIS Prize.

Laura lives in Billund, Denmark with her husband and two children.





GLOBAL FORUM
SCHOOLS 2030



Lawrence Mbwambo

Forest Program Coordinator and Policy Advisor

 Tanzania  Imbwambo@wwftz.org

AREAS OF WORK

Climate Resilience

Civil Society

Lawrence has a Diploma in Leadership Essentials IMD Online Programs. Hold a PhD in Forestry from Sokoine University of Agriculture with focus on impact of decentralised forest management on forest resources and livelihoods in North Eastern and Central Tanzania. Lawrence has a Master's of Science and BSc Honours degree in Nature Conservation from Stellenbosch University, South Africa and BSc Forestry from Sokoine University of Agriculture.

Worked with Tanzania Forest Research Institute as Senior Research Officer for over 20 years and as Acting Director General for over 10 years with vast experience in leading teams. Lawrence is now working with WWF Tanzania Office as Forest Program Coordinator cum Policy Advisor. Currently he is working as WWF Tanzania Interim Conservation Manager. He is a member of WWF International Forest Practice Leadership Team.

Professional focus and expertise is on community based forest management, youth engagement in forest landscape restoration (Foresters for the Future) policy advocacy, landscapes ecology, forest landscape restoration, people-forest interactions, forest utilisation and product development, forestland tenure, policy research and legal frameworks review, agro-forestry systems and technologies, forest livelihoods and social impact assessment. Lawrence has been instrumental in providing leadership and developing the new Water Towers Landscape strategy and developing new projects.

He has vast experience in project development and management and has played great role in developing new projects including GEF7 and other Forest Landscape Restoration Projects with WWF National Offices such as WWF UK, WWF Switzerland, WWF Finland, WWF Germany and WWF Denmark.

Lawrence worked and provided leadership thought on policy advocacy under the ended DCP project. Supported the development of different communication materials published in Kiswahili and English for the SAGCOT future development.





GLOBAL FORUM
SCHOOLS 2030



Leanne Turner

**Partnerships Officer
with Aga Khan Foundation UK**

 United Kingdom  No info

AREAS OF WORK

Education

Leanne is Partnerships Officer with Aga Khan Foundation UK based in London and manages a portfolio of grants in East Africa and Central Asia, including AKF's flagship Schools2030 programme where she liaises with donors, partners, and country teams to ensure efficient programme management. She supports the wider AKF Partnerships team in establishing and maintaining effective partnerships with a variety of donors. She also works with agencies across AKDN to identify and pursue new funding opportunities.

Leanne joined the UK office after working for Oxford Policy Management and Marie Stopes International where she supported the coordination and management of UK-funded multi-country programmes. She has also previously held business development roles, where she developed proposals for institutional donors including FCDO, EC, The World Bank and USAID, as well as a range of foundations including Big Lottery Fund and Bill and Melinda Gates Foundation. Leanne brings experience of managing complex programmes, including reporting, contracting and compliance aspects, as well as resource mobilisation processes for a range of donors. Leanne holds a BA in History of Art and International Politics from the University of Nottingham.





GLOBAL FORUM
SCHOOLS 2030



Lennart Kuntze

Forest Program Coordinator and Policy Advisor

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AREAS OF WORK

Education

Climate Resilience

Civil Society

Lennart Kuntze is the Global Head of Climate Education and Leadership at Teach For All (since early 2022).

He has worked in climate change for over 10 years, including at the International Renewable Energy Agency (IRENA) and UN Environment Programme, where he worked with countries in Sub-Saharan Africa and Latin America on their transition towards a green(er), (more) inclusive economy.

Most recently, Lennart spent 2 ½ years studying and teaching at Harvard University. During this time, he co-instructed a new course on Teaching Climate Change and co-led a community organizing project around climate storytelling & public narrative with several local chapters of the Sunrise Movement (US youth climate movement).

After finishing high school in his home country Germany in 2008, Lennart spent 6 months as assistant teacher for outdoor education in Australia and continued to pursue his passion for teaching and mentoring young people in different capacities throughout the years.

Lennart holds an undergraduate degree from University College Maastricht (Netherlands) and graduate degrees in Public Policy (from United Nations University) and Public Administration (from Harvard Kennedy School).




GLOBAL FORUM
SCHOOLS 2030



Lela Muhamed Mussa

Minister of Education and Vocational Training

 Zanzibar  No info

AREAS OF WORK

Education

Lela Mohammad Musa is the Minister of Education and Vocational Training



GLOBAL FORUM
SCHOOLS 2030



Leonora Dowley

Head of Strategic Partnership

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AREAS OF WORK

Education

Early Childhood
Development

Civil Society

Leonora is a specialist in education and international development, and currently working on an FCDO-funded education system improvement project with the Ministry of Education in Ethiopia, and as Head of Strategic Partnerships for the #LearningPlanet initiative at the Learning Planet Institute in Paris, a global alliance of educational stakeholders working to address the SDGs through education.

She was previously Chief Operating Officer for Aqua Africa, and prior to that Head of Partnerships in the UK and Country Director for the Varkey Foundation in Ghana, where she was responsible for large-scale donor-funded education pilot projects to improve the professional practice of teachers and school leaders, and learning outcomes for over students including displaced children.

A former head of Philosophy and Religion at a London school, Leonora has implemented successful improvement programmes with students and teachers to impact educational outcomes.

She is a trained teacher with a Master's degree in education, specialising in literacy, gender and childhood development, and has published work about student gender, female literacy, and learning engagement.





GLOBAL FORUM
SCHOOLS 2030



Maanda Ngoitiko

Founder and Executive Director

 Tanzania  ngoitikopwc@gmail.com

AREAS OF WORK

Education

Civil Society

Maanda Ngoitiko, the founder and executive director of the Pastoral Women's Council (PWC) in Arusha, Tanzania, is a Maasai woman.

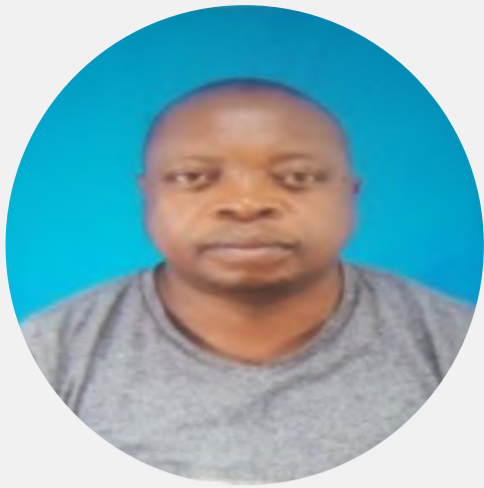
She has invested over twenty years in her community, advocating for equity and the rights of Maasai women and girls.

Maanda studied Environmental Studies and has an advanced diploma in Development Studies and Planning. She sits on various boards of schools and CSOs in her home District.

Maanda is a recipient of the Paul K. Feyerabend Prize - A World of Solidarity is Possible; was nominated for The Guardian International Development Achievement Award; is a fellow of Segal Family Foundation - African Visionary Fellowship; and in 2019 was awarded Grassroots Champion by Segal Family Foundation.




GLOBAL FORUM
SCHOOLS 2030



Mapunda Kawanga

**Product Manager,
at Aga Khan Foundation Tanzania**

 Tanzania  mapunda.kawanga@akdn.org

AREAS OF WORK

Education

Early Childhood
Development

My name is Mapunda Kawanga, I have 20 years of experience working for Education sector in Tanzania. My experience entails classroom teaching, managing school and managing Donor-funded projects

I am currently working for Aga Khan Foundation Tanzania as a Project Manager Implementing primary school project in Lindi, southern Tanzania. The project equips new generation of learners, teachers, families, civil society organizations and Education leaders with knowledge, skills, attitudes, and values needed to promote more gender responsive and pluralist quality education systems for all in Tanzania.

Before joining Aga Khan Foundation, I also worked for some other Donor-funded Education projects and programs including Education Quality Improvement Program-Tanzania (EQUIP-T) by Cambridge Education Tanzania limited as a technical specialist: School Leadership and Management, and Girls transitioning and retention project by Save the Children as Education Officer.

I also worked for Tanzania Government as a School Head and classroom teacher.

I am holding a master's degree in education administration, Planning and policy studies from Open university of Tanzania and Bachelor of Education-Mathematics from Tumaini university Iringa College.

I am expert in Education materials development, helping teachers to learn, School leadership and management, Children empowerment and community mobilization.



GLOBAL FORUM


SCHOOLS 2030



Margaret Wawira

Country Coordinator - Regional Education Learning Initiative Africa (Reli Africa)

 Kenya

 No info

AREAS OF WORK

Education

Civil Society

Margaret Wawira coordinates the Regional Education Learning Initiative (RELI) by facilitating optimal performance, strengthening membership and linking members through their work, supporting thematic groups in learning, and ensuring that RELI performs efficiently to achieve learning for the children furthest left behind.

Margaret has over 8 years' project management experience and proven capacity to conceptualize and manage issue-based alliances, provide strategic direction in campaigns and project leadership, and catalyze action across key institutions, affected and interested communities in education. She holds an M.A in International Relations from the United States International University. Margaret is passionate about Human Rights and creating impactful change for marginalized children to be able to access quality education and an equal opportunity at a better life in future.



GLOBAL FORUM
SCHOOLS 2030



Marit Blaak

**Strategic Education Advisor Research and Learning,
for VVOB Uganda**

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AREAS OF WORK

Education

Early Childhood
Development

Agriculture
and Food Security

Work Enterprise

Marit Blaak (PhD) works as the Strategic Education Advisor Research and Learning for VVOB in Uganda. In this capacity she supports education programmes ranging from early childhood development to agricultural technical and vocational education and training. Her focus, with the Monitoring, Evaluation and Learning unit, is on ensuring all interventions are data driven, vital evidence is generated and presented in an actionable manner to support Government partners in scaling effective solutions.

Previously, Marit has over ten years of work experience in education design and research in Uganda, Kenya, Rwanda and South Sudan – usually at the intersection between NGOs, communities, Governments and Universities. She worked with Educate!, Innovations for Poverty Action and the University of Groningen. She has led design processes of successful interventions such as the Skills for Effective Entrepreneurship Development (SEED), the Educate! Experience 2.0 and the VIP Bootcamp. Her research interests are in organisational learning, lifelong learning and educational exclusion. Her PhD research, concluded in 2021, focused on organisational learning with external actors in education NGOs. Marit is an active member of the UNESCO Chair on Lifelong Learning, Youth and Work network.





GLOBAL FORUM
SCHOOLS 2030



Maryam Jaffar Ismail

Country Lead, Regional Education Learning Initiative

 Tanzania  maryam.ismail@suza.ac.tz

AREAS OF WORK

Education

Early Childhood
Development

Work Enterprise

She is the teacher educator and a senior lecturer at the State University of Zanzibar (SUZA). She has 35+years' experience in teacher education, language education and higher education. She is currently the Country Leader, Regional Education Learning Initiative (RELI) Tanzania working with four thematic clusters: Teacher Development and Support (TDS), Values and Life Skills (VALI), Equity and Inclusive Education (E & IE) and Accountability (AcT). Maryam is a knowledge champion of "Adapting Assessment into Policy and Learning (ADAPT) initiative" dealing with Adolescent 21st Century Skills in Kenya, Uganda, and Tanzania She is part of another RELI initiative "Assessment of Life Skills and Values in East Africa (ALiVE)". She is the Chairperson, Children's Village Zanzibar (SOS) and the Vice-Chairperson, Madrasa Early Childhood Program (MECP-Z). Maryam led several collaborative initiatives: STEM for Success Zanzibar (S4Zs), the network of blended learning in East Africa (PEBL), and the Digital Education in Africa. Current innovative practices involved are Teaching at the Right Level (TARL), Language Supportive Pedagogies (LSP) and Problem-based learning (PBL). Maryam obtained her B. A with Education from the University of Dar es Salaam (UDSM). She holds M Ed. (TEKSOL) and a PhD Teacher Education, both from Monash University, Australia. She served as the Dean of the School of Education (SUZA) in 2014-2020.



GLOBAL FORUM
SCHOOLS 2030



Matthew Reeves

Global Lead, Civil Society

📍 Kenya ✉️ matt.reeves@akdn.org

AREAS OF WORK

Civil Society

Foundation

Matt Reeves leads AKF's Civil Society portfolio. He ensures AKF's strategic direction, purpose and goals for civil society, including in the areas of organisations and systems, governance, enabling environment and community philanthropy, are clearly communicated, understood and consistently implemented across all programmes and geographies. He builds linkages amongst AKDN assets, institutions and programmes, as well as with government and other actors. He provides regular support to field-based teams, leads programme design and supports resource mobilisation. Matt also convenes and supports AKF's global civil society community of practice.

Matt has led the development of AKF's current civil society strategy and introduced new ways to measure AKF's organisational and systems strengthening activities. He has introduced a toolkit of approaches including organisational capacity assessment, organisational performance index, systems mapping and community feedback mechanisms. Before joining AKF Matt was Pact's Global Director, Capacity Development.

Matt holds a BSc in Geography from Bristol University, UK, an MPA from the Monterey Institute of International Studies, USA, and is currently studying for a PhD in Organisational Change at the Hult-Ashridge International Business School, UK.



GLOBAL FORUM
SCHOOLS 2030



Mauro Giacomazzi

Adviser, Institutional Development

 Uganda  g.mauro@lgihe.org

AREAS OF WORK

Education

Civil Society

Mauro Giacomazzi (M.Sc. Economics, Ph.D. in Education) is the Institutional Development Adviser of Luigi Giussani Institute of Higher Education (LGIHE).

An education enthusiast, he has contributed to the growth of various local education institutions in East Africa for the past 15 years.

Mauro has a rich experience in developing professional development programmes for improving teachers' competencies in instructional design for enhancement and assessment of life skills.



GLOBAL FORUM
SCHOOLS 2030



Mays Abou Hegab

**Programs Director
at Sawiris Foundation**

 Egypt

 No info

AREAS OF WORK

Education

Foundation

Mays Abou Hegab holds the position of Programs Director at Sawiris Foundation for Social Development. Ms. Abou Hegab has 16 years of experience working in International and national non-profit organizations in Egypt. Mays has joined the Sawiris Foundation for Social Development (SFSD) in June 2018 in the capacity of Education and Scholarships Sector Director where she oversees a wide portfolio of education and scholarships projects and sets the strategic direction of the sectors' future funding priorities.

Since 2010, she has been focusing on Governance and Social Accountability thematic interventions as an entry to alleviating root causes of poverty. Building internal and external governance capacities of local and national institutions has been her main mission.

Before joining SFSD, Mays was managing the Governance Department at CARE International in Egypt and was also the Acting Director of the Education Program. Mays holds a Master's Degree in Public Administration from the School of Global Affairs and Public Policy at the American University in Cairo and is a Jousef Jameel Fellow. Her thesis was a process analysis focusing on education quality and readability improvement efforts in primary public schools in Egypt. Through her past experience, Mays has gained access and trust in working with decision makers, think tanks, ministries and NGOs at the local, subnational and national levels. Mrs. Abou Hegab is fluent in German and English languages in addition to Arabic as her mother tongue.




GLOBAL FORUM
SCHOOLS 2030



Mohamed Shawky

Program Manager, Education

 Egypt

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AREAS OF WORK

Education

Early Childhood
Development

Foundation

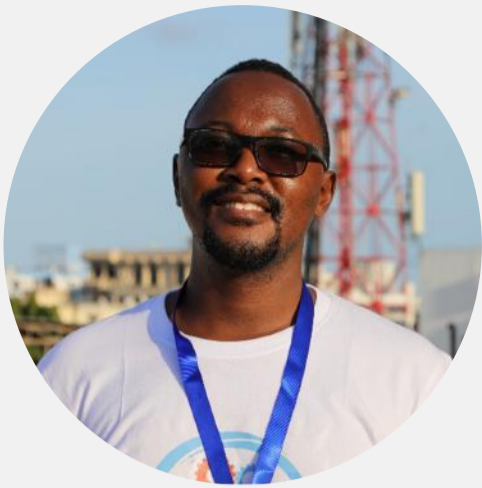
Mohamed Shawky is a humanitarian practitioner in the education field with 10 years of experience in Education reform, early childhood education, TVET, and building capacities.

He has worked with both local and international NGOs and philanthropies.

He has a master's degree in Development studies for the University of Manchester with focus on education.



GLOBAL FORUM
SCHOOLS 2030



Moses Maina Kariuki

**Programme Officer,
Kiunga Youth Bunge Initiative (KYBI)**

📍 Kenya

✉️ mshawky@sawirisfoundation.org

AREAS OF WORK

Education

Moses Maina Kariuki is a program officer at Kiunga Youth Bunge Initiative (KYBI), a community-based organization in Lamu, Kenya where he oversees the implementation of programs. He is part of a larger group of teachers and youth groups from 100 schools in Mombasa and Lamu regions who are participating in the Schools2030 human-centered design.

Moses first joined KYBI in 2016. He oversaw the implementation of the access to justice programme funded by UNDP, the Aga Khan Development Network (AKDN) COVID 19 response programme funded by the European Union, preventing violent extremism programme funded by Global Community Engagement Fund (GCAF)

Moses is passionate about community work; he volunteers to support other organizations in proposal writing and content development.

Moses holds a Bachelor of science in information sciences at Moi University, Kenya and is a trained accountant.

He is professionally proficient in English and Swahili.



GLOBAL FORUM

SCHOOLS 2030



Mwajuma D. Rwebangila

**Executive Director,
Tanzania Early Childhood Development Network**

 Tanzania  mwajumasr@gmail.com

AREAS OF WORK

Education

Early Childhood
Development

Mwajuma Davina Rwebangila (M.A. Development Studies) is an Executive Director for Tanzania Early Childhood Development Network (TECDEN). She provides strategic leadership and technical guidance to Tanzania ECD Network to ensure programs aligns to the network's objectives. Mwajuma has led TECDEN in coordinating ECD non state actors to support the government of Tanzania to develop and launch the National Multisectoral ECD Program (NM-ECDP) in December, 2021.

By mandate provided NM-ECDP, Mwajuma is co-chairing the National ECD coordination meetings including National ECD Advisory Group, ECD Technical Working Group and NM-ECDP Secretariat meetings.

She is currently providing leadership in supporting the TECDEN's Project known as "Mtoto Kwanza" in 10 regions of the Tanzania Mainland funded by Conrad Hilton Foundation through Children in Crossfire.

Mwajuma joined Tanzania ECD Network in January 2021.

Mwajuma has joined the Global Leaders for Young Children Program (2022/2023) Cohort organized by World Forum Foundation.

She is fluently in Swahili and English languages, Tanzanian



GLOBAL FORUM
SCHOOLS 2030



Mukalazi Vincent

**Education leader STIR EDUCATION, Uganda,
And Regional Trainer SESEMAT**

📍 Uganda ✉️ muvi2k@gmail.com

AREAS OF WORK

Education

Mukalazi Vincent is a qualified secondary school science teacher with considerable experience in teaching. He has a passion for helping students love learning new things. He supports teachers to work collaboratively to improve their classroom practices using various teaching strategies such as use of micro innovations, growth mindset, friar model, and gender responsive teaching. He is committed to applying experience as a District education leader for STIR education in classroom settings, network meetings and teacher training workshops.

Biology and Chemistry teacher in various Ugandan secondary schools such as MaryHill High school (2006-2007), M.M. College Wairaka (2007 -2022), and Holy Cross Lake View S.S.S (2010 - 2022)

District Education Leader STIR education (2012 to 2022) who supports teacher in various schools within Jinja district in conducting teacher change maker network meetings and classroom observations. He also conducts Headteacher and Teacher training institutes.

Regional trainer with Secondary Science and Mathematics SESEMAT Programme who trains teachers on content reinforcement for improved Classroom performance.

Coordinates with other teachers in biology and chemistry departments to determine curriculum needs, moderate mock assessments for students.

Uganda national Examination board examiner (2012 to 2022)



GLOBAL FORUM
SCHOOLS 2030



Mwasi Wilmore

CEO of Ubongo International

 Tanzania  mwasi@ubongo.org

AREAS OF WORK

Education

CEO of Ubongo International, Africa's leading kids' edutainment company. Ubongo creates top quality, localised edutainment to help Africa's 500 million kids learn, and leverage their learning to change their lives. Our vision is to equip Africa's next generation with the educational foundation, critical skills and positive mindsets to change their own lives and communities for the better. Over 27 million families in Africa learn with our edu-cartoons and radio programs, and we're rapidly growing across the continent.

As the CEO, Mwasi is leading the strategic growth of Ubongo as a company, its reach and impact. She has local and global experience in strategy, transformation and growth for nonprofits, startups, SME's and fortune 100 companies.

She holds a degree in Finance and Banking from Lincoln University and a Masters in International Management from Kings College London.





GLOBAL FORUM

SCHOOLS 2030



Mweru Mwingi

Faculty and Academic Coordinator CELL - Aga Khan University-Institute for Educational Development, East Africa (AKU-IED,EA)

 Tanzania  mweru.mwingi@aku.edu

AREAS OF WORK

Education

Leadership and
Management

Professional Development
and Training

Mweru is the Academic Coordinator, Centre for Education and Lifelong Learning (CELL) at the Aga Khan University-Institute for Educational Development, East Africa [AKU-IED, EA].

Mweru has experience with donor funded projects in Tanzania, Kenya and Uganda. She provides academic guidance on professional development programmes for teachers, teacher educators, and educational leaders and is the focal person on gender equality and inclusion. Mweru has expertise in curriculum development, training of trainers and the management of professional development programmes. She is currently working on collaborative training with East African institutions that provide leadership and management training for school leaders.

Mweru teaches education leadership and management, gender in education and has supervised numerous masters' degree dissertations. She is an external examiner.

Mweru holds a PhD in educational leadership and management from Rhodes University, South Africa and has published on teacher leadership and gender in education.

She is proficient in Kiswahili, English and Kikuyu.



GLOBAL FORUM
SCHOOLS 2030



Nafisa Shekhova

Global Lead, Education and Early Childhood Development

📍 Geneva

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AREAS OF WORK

Education

Early Childhood Development

Nafisa co-leads AKF's global education portfolio and leads the global ECD portfolio. She provides strategic direction and technical guidance to country units to ensure programme quality and alignment with AKF global strategic framework and provides technical assistance to the field units in programme design, conceptualising innovations and learning and knowledge. Nafisa leads the Foundation's work in ECD, early years education, girls' education, and the promotion of pluralism in and through education. She promotes regional collaborations and links among the country units and provides assistance for the country units to create linkages with other regional and international partners, and other AKDN agencies in education and ECD. Nafisa engages with regional and international fora for strengthening partnerships, mobilising resources, and increasing visibility and contributes to the proposal development and board reporting processes.

Nafisa co-led the development of AKF's Education Improvement global programme framework and led the development of AKF's ECD global programme framework. She also contributed to the design of School2030 initiative and co-led the development of a number of new partnerships in Education and ECD.

Nafisa first joined the AKDN in 2000 when she joined Focus Humanitarian Assistance in Tajikistan.

Nafisa has co-chaired the Global Education Alliance, one of the networks of Global Education and Skills Forum (2017-2018). She is currently the co-chair of the Teacher Professional Development, Building Evidence in Education, a members of the Geneva Global Education in Emergency Hub, and a member of the Educating for Pluralism Innovation Lab at the Global Centre for Pluralism.

Nafisa holds a Master of Education from Melbourne University, Australia.

She is professionally proficient in English, Russian and Tajik.



GLOBAL FORUM
SCHOOLS 2030



Nitika Meena

**Programme Coordinator,
Eklavya Foundation**

 India

 No info

AREAS OF WORK

Education

Nitika is the Programme Coordinator (Teacher's Education, Outreach and Advocacy) in Eklavya Foundation where she has been working since 2017. Eklavya Foundation has been working in the field of education for four decades and has played a significant role in developing curriculum for various states in India. Eklavya is the Assessment Partner for Schools2030, India and Nitika play a major role in this initiative.

She also provides inputs to various other projects in the field of teacher education. She has worked closely with the Tribal Development Department, Government of Maharashtra towards a project in Science Education. She has also been part of various research studies conducted by Eklavya.

Prior to that she was working with Arushi Foundation in Bhopal, Madhya Pradesh where she worked towards forming SHGs and creating biodegradable sanitary napkins in Madhya Pradesh, Rajasthan, and Orissa.

Nitika has an engineering degree and a master's in social work (Community Organisation and Development Practice) from Tata Institute of Social Sciences (TISS), Mumbai India. She is also pursuing her Diploma in Gender Studies.



GLOBAL FORUM

SCHOOLS 2030



Nakyanzi Jalia

Educator

📍 Uganda ✉️ jalianakyanzi@gmail.com

AREAS OF WORK

Education

Schools

Jalia is a Ugandan middle aged mother of four. She is blessed with both a Diploma and a degree in secondary school Education from Kyambogo University-Uganda.

Hailing from a humble background and propelled by the graceful omnipotent hand of the Lord coupled with resilient character, she traversed the different levels of education mostly on scholarships and found herself at Noah's Ark Secondary school where she worked with the Redcross Kampala (Teacher representative).

Government payroll placed Jalia first at Kassanda Secondary school in Mubende where she was lucky to work with the World Vision project-DREAM fulfilling her passion of keeping a vulnerable girl child in school by making a regular follow up .

In 2019, 12 years serving, Jalia was transferred to Mackay Memorial College Nateete. Immediately she was chosen the most innovative teacher in a Computer workshop aimed at integrating ICT in teaching-learning organised by KERIS (Korean school partners). Consequently, humble Jalia won her first trip out of Uganda to Korea for further facilitation. This background possibly explains why Mackay sent her as their ambassador to AKF Schools 2030 workshop in the first place.



GLOBAL FORUM
SCHOOLS 2030



Nambi Oliver Miriam

Educator

📍 Uganda ✉️ olivernambi71@gmail.com

AREAS OF WORK

Education

Schools

Am called Nambi Oliver Miriam, married with two children and aged 50. I hold a bachelor's degree in education with a specialty of teaching English language and literature, and a post graduate degree in human resource management.

Am a professional and practicing teacher, of English and Literature. I was promoted to headship in 2007, and currently head of school (Busoga high school), in Kamuli district. I also belong to the association of secondary school headteachers of Uganda (ASSHU), were am the general secretary of the Busoga region. At national level am also the editor in chief of the ASSHU magazine called The Headteachers Voice, which we publish annually.

I've gained facilitation skills, worked with stir education in promotion of intrinsic motivation, as a district Led, Kamuli district, and as a national trainer with National curriculum development center of Uganda, in the implementation of the competence-based curriculum.





GLOBAL FORUM
SCHOOLS 2030



Nazira Zholdoshbekova

Education Programme Manager, Aga Khan Foundation in the Kyrgyz Republic, National Coordinator of Schools2030 Programme in Kyrgyzstan

 Kyrgyzstan  nazira.zholdoshbekova@akdn.org

AREAS OF WORK

Education

Nazira leads the national education portfolio of the Aga Khan Foundation in the Kyrgyz Republic, including the Schools2030 programme. She provides technical leadership to AKF/MSDSP program staff and implementing partners in delivering the education programmes. Nazira also leads the implementation of Schools2030 programme in the country.

Nazira first joined the AKDN in 2006 when she joined the School of Professional and Continuing Education of the University of Central Asia in Kazakhstan.

Nazira holds a Master of Education from the Institute of Education, University of London, UK.

She is proficient in Kyrgyz, Russian and English.



GLOBAL FORUM
SCHOOLS 2030



Nicole Pflock

Associate Partner

 Germany  nicole.pflock@instiglio.org

AREAS OF WORK

Civil Society

Nicole advises governments, funders, and service providers on the use of outcomes-based funding mechanisms to enhance the effectiveness of programs across various sectors, including education, health, institutional strengthening, and poverty alleviation. For example, she advised the Ministry of Education in Peru in the structuring of a USD 60 million results-based transfer system for local school districts and currently leads the team developing a social impact bond to improve early childhood development outcomes in Namibia. Nicole also has substantial experience in the health sector, working with government and international development organizations such as USAID, Global Fund, the Millennium Challenge Corporation and UBS Optimus Foundation.

Besides advisory work, Nicole leads Instiglio's Nairobi office and business development efforts in anglophone Africa and provides technical guidance to Instiglio's knowledge dissemination. She developed a Practitioner's Guide to Results-based Financing and several trainings to equip partners to design and implement outcomes-based contracts and improve performance management systems.

Prior to joining Instiglio, Nicole worked with Innovations for Poverty Action in Colombia, supporting a randomized control trial to assess the impact of introducing flexible features in microfinance loans. She also worked at PricewaterhouseCoopers and Ernst & Young, where she focused on evaluations of the risk management system and trading processes of financial institutions. She holds a Masters in Development Economics from Tor Vergata University.

She is professionally proficient in German, English and Spanish.



GLOBAL FORUM
SCHOOLS 2030



Nyambura Gathumbi

Regional Advisor

📍 Kenya

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AREAS OF WORK

Education

Gender

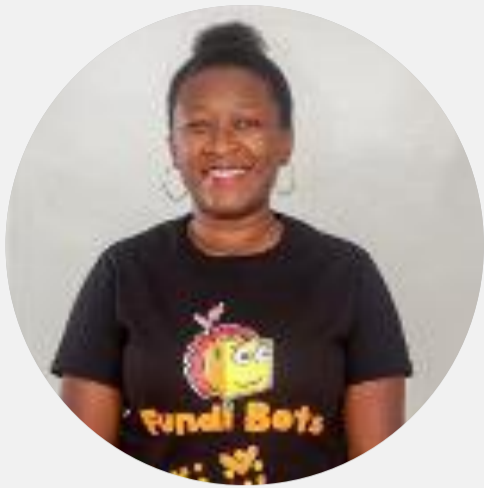
Nyambura Gathumbi is an African feminist, with extensive experience and skill in development programming in areas such as advocacy, gender mainstreaming, women empowerment, human rights, child rights and protection, democracy and good governance and mainstreaming issues of the excluded groups.

Nyambura is seasoned in grant making, programme development, fund raising, , project cycle management and management of donor funded programs. She has good conceptual, research and writing skills, facilitation skills and ability to build and maintain relevant and strategic networks. She is passionate about participatory approaches to development having practiced Participatory Education Theatre (PET) as a tool for development and experiencing the magic in such approaches. She is experienced in creating spaces for learning and knowledge exchange having served as a linking and learning facilitator in the Voice fund. The fund works to promote diversity and inclusion of the furthest left behind communities in ten countries in Africa and Southeast Asia.

Nyambura has been a mentor with Akili Dada, a leadership incubator that invests in the next generation of trans-formative African women leaders. She is an individual member of FEMNET, AWID and Raising voices. She is also an alumnus of Development Alternatives for Women in a new Era (DAWN), Evidence and Lessons from Latin America (ELLA), and the African Women Feminist Leadership Institute by Akina mama wa Afrika. She has a keen interest in supporting and building nascent organizations to achieve social change. Nyambura is an aspiring feminist writer and has written articles touching on gender, women, children's rights advocacy, and many more under her blog: <https://nyamburasite.wordpress.com>.



GLOBAL FORUM
SCHOOLS 2030



Pearl Mugala

School Program Manager, Fundi Bots

📍 Uganda

✉️ pmugala@fundibots.org

AREAS OF WORK

Education

Work Enterprise

Pearl is the Fundi @School Program Manager at Fundi Bots. She manages/ spearheads a team of 66 in four regions across Uganda that is Gulu, Mbarara and Mbale, Kampala. The Fundi @School program pillar is designed to provide science learning resources for improved education within the primary and secondary school environment. This program provides a direct avenue for enhancing classroom content through practical learning tools, providing skills and career development opportunities for students and improving pedagogical and technical skills development for teachers. Pearl's role is to work directly with her team to design learning scenarios and tools for the Enhanced Science Curriculum program, Additionally, she creates curricula and evaluates tools for simulation and implementation in Schools. She works closely with her team to train teachers through Trainer of Trainer's workshops so they can be able to adequately use Fundi Bots tools in the classrooms. Additionally, Pearl is Fundi Bots' Representative in the RELI community, in the Teacher development cluster. RELI network is a member driven initiative working to ensure inclusive learning for all children in East Africa.

Pearl contributed to the development of the Fundi @School concept note as well as well strategic planning for the organisation's 2030 mission to accelerate science learning in Africa. She has also contributed to curricula development to support the implementation of the NCDC Lower Secondary Schools curriculum implementation in schools. Pearl joined Fundi Bots in 2019 as the Senior Associate Curriculum Development Lead and has since scaled the heights to Fundi @School Program Manager, a department that is at the heart of the work Fundi Bots does which is to accelerate science learning in African classrooms and communities.

Pearl is an experienced Program Manager with a demonstrated history of working with Non- profit Organization Management industry. Furthermore, she is skilled in Customer Service, Public Speaking, Microsoft Office, Patient Safety and Research. She's a strong professional with a Master of Education- MED focussed in Education Technology from Kyung Hee University. Pearl is an education specialist with a passion for improving education through the design of tools, environments and programs for learning at school and in the workplace.

She is professionally proficient in English and Korean.



GLOBAL FORUM

SCHOOLS 2030



Rachel Outhred

Director

 United Kingdom  rachel.outhred@oxfordmeasured.co.uk

AREAS OF WORK

Education

Civil Society

Rachel Outhred is the founder of Oxford MeasurEd and a leading voice in measuring learning outcomes, assessing programmatic impact and improving educational effectiveness. She brings twenty years of experience in research in the international development sector.

Rachel has a particular interest in the interface between evidence and decision-making and has led large-scale national and international studies, national government capacity development programmes, international and national household and school-based surveys and impact evaluations. She uses this wealth of experience at the cutting edge of research and assessment practice to ensure that MeasurEd is pioneering in innovative and impactful approaches.

She loves traveling and strong coffee.



GLOBAL FORUM
SCHOOLS 2030



Rajeev Virmani

**Associate Professor of Mathematics Education,
Co-Director of the STEM Teacher Education Pathways
(STEP) Center**

 United States  virmani@sonoma.edu

AREAS OF WORK

Education

Dr. Rajeev Virmani is an Associate Professor of Mathematics Education and the Co-Director of the STEM Teacher Education Pathways (STEP) Center at Sonoma State University located in Northern California. Virmani has focused his teaching and research on providing immersive learning experiences for preservice and inservice teachers to improve their skills and knowledge for teaching mathematics to ultimately support student learning. Virmani conducts research and provides professional development specifically focused on the intersection of mathematics education with power, identity, access, and achievement. Virmani's research informs his teaching, as he studies justice-oriented approaches in teacher education that aim to integrate core teaching practices, content, and disrupt inequities in the classroom while building upon students' cultural, linguistic, and community assets.

His research areas include the preparation and support of mathematics teachers, video-based professional development for teacher leaders, teacher residencies, and the development and facilitation of the Male Educators of Color (MEC). Virmani is committed to furthering equity within classrooms through innovative, collaborative, and meaningful teaching, research, and service.

Virmani holds a BA in Mathematics and Psychology, Mathematics Teaching Credential and a MA in Education from UC Davis. Virmani received his Doctorate in Learning and Instruction from the University of San Francisco.




GLOBAL FORUM
SCHOOLS 2030



Rasmata Barry

Education Sector Team Leader

 Tanzania

 rasmata.barry@international.gc.ca

AREAS OF WORK

Education

Mrs Rasmata Barry is the Education Sector Team Leader at the Canada High Commission in Tanzania.

She has been working for Global Affairs Canada for almost 15 years on international development projects and programs implemented in Africa, Latin America and Asia.

Prior to joining the government of Canada, she worked as a Consultant for UNICEF and FAO in Burkina Faso, coordinated a national research project on microfinance and conducted base-line socio-economic studies for community development activities and project evaluations as a Consultant for various private Consultancy firms.

She is familiar with working with all levels of government, community organizations, UN organizations and civil society stakeholders.



GLOBAL FORUM
SCHOOLS 2030



Rayana Fazli

Program Manager

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AREAS OF WORK

Education

Rayana is the Program and Grants Manager AKF-Afghanistan's Education portfolio. She is from New York and has been working in the field of Education in Afghanistan for 10 years.

As Program Manager, Rayana provides leadership, strategic direction, problem solving, and guidance for two Coordinators (Project Focal Points) for the Schools2030 and the Afghanistan Quality Learning (AQL) projects. She also leads and supports the design of new proposals and project activities that respond to changing local contexts, research findings, and are aligned with AKF / donor / Ministry of Education strategic frameworks.

As Grants Manager, she directly manages all grants under Community-Based Education, Girls' Education, Distance Education, Adolescents Empowerment, and COVID Response programs as Project Focal Point.

Rayana joined AKF in 2014, as Program Coordinator, Education in AKF's Kabul office in Afghanistan.

Rayana received a Masters in Business Administration and Information Technology from SUNY Utica-Rome, New York and graduated summa cum laude from Stony Brook University with a Bachelors in History and Religious Studies.




GLOBAL FORUM
SCHOOLS 2030



Ravi Prakash

**Director of Primary Education,
Government of Bihar**

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AREAS OF WORK

Education

Mr Ravi Prakash Director of Primary education department of education government of Bihar is an Indian administrative 20015 Batch IAS officer. He is an Indian Institute of Technology (IIT), Kanpur graduate and he cleared the IAS exam in third attempt. Prior to this responsibility, he has worked successfully as the District Magistrate of many districts of the state of Bihar.

As a senior officer of the education Department, his priority is to ensure qualitative improvement in the government school system of the state on priority. It is always his endeavour to provide better and effective educational opportunities to the marginal community of children as per their interest and context.

Because of his endless efforts, the schools have increased the enrolment of students in the post COVID scenario and incorporates diversity into their holistic learning opportunities. His firm commitment is to ensure quality intervention and exploration for a common teachers and students.



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Renaud Comba

Research Manager, Data Must Speak

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AREAS OF WORK

Education

Development Partners

Renaud is the DMS Research Manager at the UNICEF Office of Research – Innocenti. In this role, Renaud provides strategic direction and technical oversight over the DMS research in all 14 participating countries.

Prior to joining UNICEF, Renaud worked for more than three years with Innovations for Poverty Action (IPA) based in Accra, Ghana in various research and policy positions. Before leading IPA's West Africa policy portfolio, Renaud managed several longitudinal impact evaluations in the Education sector. He was also the Education sector lead for the IPA Ghana country office. Prior to IPA, Renaud spent several years in Ghana as a research assistant and as an interim headmaster of a private school.

Renaud holds an M.A. in Human Rights and Humanitarian Action from Paris Institute of Political Studies (Sciences-Po), and a B.A. in International Development and Political Science from McGill University.

He is professionally proficient in English and French




GLOBAL FORUM
SCHOOLS 2030



Rita Alves

Primary and Higher Education Teacher

 Portugal

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AREAS OF WORK

Education

I was born in Lisbon, one year after the carnation revolution that took place in Portugal. Time of beginning of freedom and respect for the other. I grew up in the city of Lisbon and Tomar. I grew up as a team, always. The scouts always accompanied me. In 1981 I learned the written code. I'm more of a writer than a reader. My mother, without knowing it, gave me this practice, she asked me to write letters to my family who were in Tomar and, when I got there, I had to read them to my grandparents. I wanted to be a marine biologist, but I ended up in education. And like. The challenge of education came about by chance (or not). I am a primary and higher education teacher. I like to feel myself always growing and taking on new challenges. I believe that the basis of a just and happy society is an equitable and pluralistic education.

My favorite research area is reading and writing literacy, as well as reading and writing learning processes. Also storytelling by book and oral narration.



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Ryan Burgess

Global Programme Lead - Education, Porticus

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AREAS OF WORK

Education

Early Childhood
Development

Ryan Burgess is dedicated to addressing challenges of children and youth facing significant adversities; and contributing to their protection, resilience, learning, and development. He leads strategy and program development and implementation in primary and secondary education and TVET globally at Porticus, a philanthropic organization. Previously, Dr. Burgess worked as an Education Specialist at the Inter-American Development Bank, leading programs in Trinidad and Tobago, Suriname, Panama and Brazil. Initiatives with the Ministries of Education included early childhood care and education, primary and secondary education. He also worked as an education program manager, consultant, and researcher with UNICEF and NGOs in Latin America and the Caribbean, Eastern Europe, Middle East, Africa, and the Caucasus.

Dr. Burgess was invited as speaker, facilitator or presenter internationally by the OECD, US Institute of Peace, Clinton Global Initiative and others, on topics such as psychosocial approaches in education for children affected by violence, strategies for peace education, TVET, education to prevent violent extremism, technology and education, and whole child assessment in education; he has also published on these topics.

He was a Peace Scholar with the US Institute of Peace and has a Doctorate in International Educational Development from Teachers College at Columbia University.




GLOBAL FORUM
SCHOOLS 2030



Romana Kropilova

Program Manager, Jacobs Foundation

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AREAS OF WORK

Education

Romana is a Program Manager at the Jacobs Foundation. She coordinates foundation's work on community building and multi-stakeholder partnerships.

More concretely, Romana manages the engagement with school networks. This work aims to improve evidence generation and uptake as well as collaborative learning across the different organizations. She leads the efforts promoting new ways of collaboration between funders, national and international organizations. She is also responsible for projects contributing to the improvement of the EdTech ecosystem.

She started her journey at the foundation in 2020, just when the new ten year strategy was developed. Romana is driven by the vision to enable learning systems in diverse contexts to provide children and youth with effective knowledge, skills, attitudes, tools, and equitable opportunities to reach their full learning potential and thrive together.

Prior to joining the foundation, Romana worked at Education First and United Nations. Romana has completed the CEMS Master in International Management in 2015 and holds also a Bachelor's Degree in International Development from the University of Vienna.



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Rosemary Oyollo

Grant Manager - Porticus

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AREAS OF WORK

Education

Rosemary leads on developing , providing professional support, and monitoring grant making in the education sector promoting the integration of whole child development in the education system. She provides technical guidance on initiatives like building education back better, ECDE in the urban informal settlements, TVET institutions and engaging with policy makers at national and sub-national levels. She identifies opportunities for innovative regional seeding projects and programmes and clearly articulates the expected outcomes and how they contribute to the social change goal.

Rosemary builds and strengthens partnerships with international organizations ,research networks and local organizations in alignment with project and programme development. She facilitates interregional engagement and collaboration by actively supporting Porticus as a learning organization by sharing knowledge, evidence and lessons from implementation and evaluation. She is a member of a consortium that is focusing on promoting African led education research in the global south.

Rosemary joined Porticus in September 2021. She has previously worked for government, Save the Children, Aga Khan Foundation and Mott MacDonald/Cambridge Education.

Rosemary holds a Master of Arts Degree in Education and International Development from the Institute of Education, University of London and Master of Arts Degree in Social Sector Planning and Management from Makerere University.



GLOBAL FORUM
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Rupert Corbishley

Regional Education and ECD Advisor

📍 Kenya

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AREAS OF WORK

Education

Rupert Corbishley is the Regional Education and ECD Advisor for the Aga Khan Foundation based in Nairobi. Rupert, a teacher by profession, started with AKF in 2012 working in Tanzania and provides technical and strategic leadership and support for the Education Improvement Programme and ECD teams across East Africa. Given the focus of Schools2030 and the broader portfolio, applying Human Centred Design to programme design, learning, and iteration has become central to enable AKF to deliver high impact interventions across the programme portfolio. Committed to collaborating with diverse education professionals, organisations, and interest groups, Rupert has developed a rich tapestry of networks of people and organisations across the region and globally to foster a process of collective action for change.

Rupert has a Master of Science from the School of Oriental and African Studies, London.

Outside the office, Rupert enjoys playing sports of all kinds, riding his bike through muddy tracks, enjoying the great outdoors, and cooking for the family.



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Saba Saeed

Senior Programme Manager

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AREAS OF WORK

Education

Ms. Saba Saeed possesses ten years of experience in education delivery, policy and management in the Global South. She is a researcher and practitioner focusing on education, women empowerment and human rights in Pakistan. At Idara-e-Taleem-o-Aagahi (ITA), where she is presently working as a Senior Programme Manager, she has designed, led and managed an array of national and multi-country programmes, innovations and evaluations on various education policy issues ranging from early childhood to equity and quality in schools. Her areas of interest and expertise span across national education policy, girls' education, early childhood development, and innovations in education data collection and use.

She has also been a part of been a part of Global Education Monitoring (GEM) Report Fellowship Programme (2021-2022) where her research focused on analyzing the effects of COVID-19 and technology on early childhood education students and educators in Ethiopia and Pakistan.




GLOBAL FORUM
SCHOOLS 2030



Said Baya

Senior teacher, Tom Mboya Boys' primary school

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AREAS OF WORK

Education

Early Childhood
Development

Said is a senior teacher at Tom Mboya Boys' primary school. He teaches Social Studies and Mathematics to grade eight students. He has been a teacher for 17 years.

Said is the chairman of the Kenya National Union of Teachers in Mombasa. He is a master facilitator in remote learning methodologies nationally and on transformational leadership. Said utilizes his free time to coach a football comprising young boys from his neighborhood and to teach computer studies in a youth Community-based organization. He has participated in rehabilitation of street children and sensitization on parental involvement in education.

Said has been a trainer of trainers on ICT integration in education and education community of practice. He underwent trainings in values-based education and partnered with AKF to co-develop playful learning materials that supported families to ensure continuity of learning when schools were closed in Kenya due to COVID-19 pandemic.

His most fulfilling aspect about teaching is to be able to transform the lives of learners to achieve excellence.

Said holds a diploma in ECD from Buxton ECDE Teachers' Training College in Mombasa, Kenya.

He is professionally proficient in English and Swahili.





Sajida Baig

**Head Mistress – Educator,
Schools2030: Karimabad Hunza Boys High School**

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AREAS OF WORK

Education

Women's Rights

Miss Sajida Baig is from Hunza, Gilgit Baltistan Pakistan. As a teacher, she began her career in 2000 and has remained active in the field of education for 22 years. Her work has focused on promoting quality education and female education in different school systems. Her working area is rural context. She is also interested in conducting research and taking micro-level initiatives to bring social change to her community. She currently works as a head mistress in a public school. She is working in collaboration with AKF, British Council and AKESP.

Her role includes curriculum development, curriculum enrichment, project implementation to improve quality education in her area. Teaching is her passion in life, and she hopes to see strong women equipped with appropriate skills in her society. In order to accomplish this goal, she engages female members to do social work, English language development, and small scale cottage industries such as embroidery and handicrafts.

Sajida holds a Master of Education from Australian Catholic University, Master in International Relations from University of Karachi, Pakistan and, Master in Education from Notre Dame Institute of Education Karachi.

She is professionally proficient in Urdu, English and Burushaski. Her hobby is reading and gardening.



GLOBAL FORUM
SCHOOLS 2030



Samson Sitta

**Project Coordinator, ALiVE
Milele Zanzibar Foundation**

 Zanzibar  No info

AREAS OF WORK

Education

Samson Sitta, is a passionate believer in innovative approaches to effective learning.

As a project management specialist, researcher, evaluator, design thinker and learning facilitator; he has over 7 years experience working for both government and NGO sector in Tanzania mainland and Zanzibar. He has managed several transformative education programs for local NGOs such as CBEI – Community Based Education Intervention in Dar es Salaam. He has also been part of the leadership in the Regional Education Learning Initiative (RELI) in East Africa. In 2018 he led a study on covid 19 impact on learners during school closures in Ngorongoro and Longido districts, Arusha which led into design of a Rapid Learning Approach (RLA), an innovative approach to assist the left behind learners. RLA is currently being tested in Ngorongoro district – Arusha. He is a national advisory committee member for Schools2030 Project in Tanzania and a trainer on Human Centered Design in Tanzania mainland and Zanzibar.

Sitta is part of the team that is pioneering contextualized assessment of life skills and values in East Africa under the novel ALiVE Project. He currently works with Milele Zanzibar Foundation (MZF) based in Zanzibar as the Coordinator for ALiVE Project.



GLOBAL FORUM
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Samson Wambuzi

**Co-founder and Chief
Innovation Officer**

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AREAS OF WORK

Education

Civil Society

Samson Wambuzi started his career as a physics teacher. From his own childhood experiences, he was already committed to working towards what would become Yiya's vision for education: A world where access to education is truly equitable for all African youth.

As a teacher and later part of the design team at Educate! Samson discovered a talent for educational design. That talent, coupled with a deep passion to leverage the power of experiential learning to end cycles of poverty for youth in Uganda, led him to co-found Yiya in 2016. In 2020, in the height of the COVID pandemic, Samson and his co-founder were selected as MIT Solvers for Yiya AirScience, an offline remote learning model that increases access to education by removing the physical and financial barriers faced by African children in last mile populations. Yiya AirScience was also selected by the African Union as one of the top 3 Innovations in Education in Africa.

Samson has individually been recognized as a 2019 Obama Africa Leader and 2021 Collaborative Learning Initiative Fellow with the Issroff Family Foundation, and has been interviewed by CNN International for an upcoming Inside Africa episode on edtech. Samson is a graduate of Makerere University.





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Samuel Otieno

**Project Lead – GESCI ADAPT Project/
RELI Kenya Country Co-Lead**

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AREAS OF WORK

Education

Learning Assessments

Mr. Samuel Otieno, is currently leading the implementation of Adapting assessment into policy and learning (ADAPT): Adolescent 21st Century skills in Kenya, Uganda, and Tanzania project - A two-year initiative seeking to promote the acquisition of 21st Century skills through by supporting utilization of learning assessments in the education plans, curriculum frameworks and teacher development.

He is also the Head of MERL, at the Global e-Schools and Communities Initiative (GESCI) an international non-profit founded in 2003 by recommendations of the UN-ICT Taskforce. The organization provides demand-driven assistance to developing countries seeking to harness the potential of Information and Communication Technologies to improve their education systems. Samuel also Co-Leads the Regional Education and Learning Initiative (RELI) in Kenya.

An expert in evaluating social change programmes, his technical expertise and experience includes designing and implementing M&E frameworks and plans, research and evaluation, and social behavior changes communications (SBCC). Prior to GESCI, he coordinated Learning Monitoring and Evaluation at Twaweza East Africa, where he was part of the team that worked on the Uwezo Citizen-led learning assessment among other education and governance projects. Earlier, he worked with BBC Media Action (BBC's charity) in the Research and Learning Group, a global team of specially trained development research experts working across various thematic areas.

Holds a Master of Arts Degree in Monitoring and Evaluation and a Bachelor of Mass Communications. A regular commentator on education matters, his current research interests include evidence uptake in education, youth development and ICT integration in education.



GLOBAL FORUM
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Saurabh Rai

Schools 2030 National Coordinator

 India  No email

AREAS OF WORK

Education

School Networks

Saurabh leads AKF's Schools2030 programme in India as National Coordinator – Schools2030. He is a dynamic result-oriented professional who provides strategic direction and technical guidance to country team by co-developing national implementation plan and contribute significantly to development of inclusive and innovate project plan. He provides technical assistance to various stakeholders at national and state levels and supports development of technical partnership and collaboration for schools2030 in the country and champions the process of partnership with Government agency and capacity building of various stakeholders on Human Centre Design approaches.. He mentors to facilitate school-based and youth-based design thinking workshops and engages at national, state and district level fora for strengthening partnerships and collaborations.

Saurabh has over 18 years of experience, mostly around elementary education. He worked widely in the areas of early literacy, curriculum development, large scale assessments, teacher education and performance management of cross-cultural teams. He has managed some key large-scale programs in India, like the Aspirational District Transformation Program in partnership with a key government planning agency and think-tank - the Niti Aayog, aimed at improving learning outcomes in districts with the lowest development indicators. He developed strategies and enabled states to revamp their education governance systems.

Before joining AKF in August 2020, Saurabh was with the Piramal Foundation as Senior Program Manager managing Rajasthan, Gujarat and Maharashtra state portfolio. Prior to Piramal Foundation, he was with the Azim Premji Foundation for 11 years, where he served as the Coordinator (Team Lead) - Academic and Pedagogy Team in Uttarakhand.

He holds Post Graduate Diploma in Management – Rural Management (PGDM – RM) from Institute of Rural Management, Jaipur, India

He is professionally proficient in English and Hindi.



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Shakoor Muhammad

**Schools2030 National Coordinator,
AKF Pakistan**

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AREAS OF WORK

Education

Early Childhood
Development

Shakoor Muhammad has joined AKF Pakistan as Director Education in January 2022. Mr. Shakoor has a Master's in Teacher Education from the Aga Khan University, Institute for Educational Development (AKU-IED) Karachi, Pakistan. He holds a second Master's in Arts – Political Science; University and the University of Karachi, respectively. Started career as teacher in private, semi government and government education system and moved as principal, teacher educator and Program Manager.

Shakoor Muhammad is not new to AKDN. He has worked as a volunteer and community representative with Aga Khan Rural Support Program (AKRSP). He has diverse experience in education program designing and management in Pakistan outside Pakistan, creating gender-responsive programming concerning Early Childhood Education, Girls Education, and Women's Empowerment, partnerships with governments, UN agencies, NGOs, CBOs, donors, and community members, providing technical support, school improvement, teacher development, construction, rehabilitation, and training to drive capacity development and maximize long-term impact, increase access to quality education for girls and boys.

Before joining AKF (Pak), Shakoor has worked in various capacities such, Education Technical Manager, Education Specialist, Child Protection Coordinator with Save the Children, VSO, UNICEF, IRC, NRC, CARE International, AKF in Afghanistan, Turkey, Yemen, Nigeria and Islamabad.



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Shikha Goyal

Venture partner, Imaginable Futures

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AREAS OF WORK

Education

Early Childhood
Development

Shikha is a venture partner at Imaginable Futures. She leads the firm's strategy and investments across Africa.

Over the last 18 years, Shikha has worked across the development and private sectors. Prior to joining Imaginable Futures and Omidyar Network, she worked at the Children's Investment Fund Foundation (CIFF), where she led investment and management of programs to improve basic literacy and numeracy for children in India and Sub-Saharan Africa. She was responsible for a portfolio of over \$60 million, including CIFF's investment in Early Learning Partnership, a multi-donor trust fund with the World Bank, Educate Girls India, the world's first education development impact bond as well as Tayari, a low-cost, early childhood education model across 1,500 schools in Kenya.

Before CIFF, Shikha was at Accenture advising European utilities on strategic due-diligence, operational improvement and regulatory strategy. She started her career as an R&D engineer in an energy meter manufacturing start-up in India.

Shikha is a board member for Innovation Edge and SPARK Schools and a board observer for SmartStart in South Africa.



GLOBAL FORUM
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Stephen Opuni

Country Director

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AREAS OF WORK

Education

Foundation

Stephen Caleb Opuni is the Country Director for the IDP Foundation in Ghana, where he leads a team focusing on influence strategy and effective partnerships for the non-state education sector at a national and global level.

An economist by training, Stephen has over 10 years' experience in the development sector across education, gender equality, health, and economic rights. Prior to joining the IDP Foundation, he was acting Head of Programs and Policy for ActionAid Ghana. He is well-versed in the complexities of education provision across the state and non-state sectors and has a dedication to developing strategies and alliances that focus on sustainable solutions beyond aid.

Stephen holds a BSc in Natural Resource Management from Kwame Nkrumah University of Science and Technology, an MSc in Food Security and Natural Resource Management from the University of Hohenheim, and an MSc in Forest Sciences and Business from the University of Helsinki. He is based in Accra, Ghana.



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Sughra Choudhry Khan

Senior Education Expert

 Pakistan  No email

AREAS OF WORK

Education

Civil Society

Dr. Sughra Choudhry Khan advises on Education and ECD programming for AKF (Pakistan) and contributes to global initiatives such as pluralism, inclusive education and Schools2030.

Before working in Pakistan, she was Co-ordinator, Access to Primary Teaching for Asian and Black People at Edge Hill University UK. Sughra served as the first female CEO of the Aga Khan Education Service, Pakistan, steering 2200 employees and 185 schools through a time of critical change. Her work in AKF led to the first National Curriculum, ECE; an innovative multi-agency ECD programme and the Gilgit-Baltistan Education Strategy. She pioneered the development of education improvement programmes to improve learning, especially girls' learning, in over 700 schools. She is currently developing AKRSP's Strategic Framework in Education & ECD. Sughra is a member of the government's National Task Force on Education, the National Curriculum Council and ECD National Technical Working Group.

Sughra has been instrumental in the development of global initiatives such as the Inclusive Learning Environment Guide, Schools2030 and Teacher Transformation for Pluralism/Values-based Education. Sughra authored the Schools2030 Classroom Environment Observation and Teacher Reflection Toolkit currently being piloted.

Sughra has a M.A. Languages and Literature in Education from the Institute of Education (UCL). She read for her Ed. D in Learning, Leadership and Policy at the University of Bristol, UK, investigating primary school teachers' perceptions of 'feeling valued' in the remote mountains of northern Pakistan. Her exploration of 'insider – outsider' perspectives is published in Revisiting Insider-Outsider Research in Comparative and International Education (2016). She has a knowledge of English, Urdu, Panjabi, Arabic, Korean, Cantonese Chinese, German and Spanish.



GLOBAL FORUM

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Swaleh Abubakar Ahmed

Teacher, Tononoka Secondary School

📍 Kenya

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AREAS OF WORK

Education

Information Communication
Technology

Swaleh teaches computer and religious studies and has been a teacher for 15 years. He is the acting deputy principal, patron of the Muslim Students Association and the patron of technology club in his school. Swaleh is an Advisory Board member at Coastech Empowerment Community and a co-founder of Crablinks Interactive Limited, a startup tech company. He is part of a larger group of teachers and youth groups from 100 schools in Mombasa and Lamu regions who are participating in the Schools2030 human-centered design. Swaleh has previously partnered with AKF to implement guidance and counselling support programmes.

His most fulfilling aspect about being a teacher is empowering learners. He strives to ensure that his students transition into higher education institutions.

Swaleh holds a Bachelor's degree in computer science with Education and master's in computer science from Kampala International University, Uganda. He is currently pursuing PhD in information technology at Jomo Kenyatta University of Agriculture and Technology, Kenya.

He is professionally proficient in English and Swahili.



GLOBAL FORUM

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Tabitha Kilonzo

Research Officer

📍 Kenya ✉️ tnduku@rti.org

AREAS OF WORK

Education

Early Childhood
Development

Civil Society

Tabitha provides technical support to projects in low and middle-income countries focusing on numeracy, literacy, learning through play and Social Emotional learning. Her research interests focus on these areas also including Executive function, picture comprehension and teacher professional development.

Tabitha supports the team in developing and piloting tools, leading trainings and data collection while engaging with teams in more than 10 countries in Africa, Middle East, South America and Asia.

Previously, Tabitha led in the development of Literacy materials used by over 4,200 ECD teachers and 126,000 ECD learners in four Counties in Kenya while implementing the Tayari ECD pilot project (2016-2019).

Tabitha holds a Master's in Philosophy (Critical Approaches to Children Literature) from the University of Cambridge, UK.

In her free time, Tabitha enjoys writing children stories and taking long walks.

She is proficient in English, Swahili and Kikamba.





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Thaís Mesquita Favoretto

**National Coordinator
for Schools2030 Brazil**

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AREAS OF WORK

Education

Research

Thaís coleads the strategy of partners search and engagement at Ashoka Brazil aiming to build an Everyone a Changemaker World. She develops and builds connections with and among secretaries of education, Education Schools, innovative educational organizations and members of Ashoka community to develop collaborative actions that enable conditions to awaken the power of transformation that exists in each person.

In 2019 Thaís joined Ashoka to work as the Schools2030 National Coordinator for Brazil in partnership with the Faculty of Education in the University of São Paulo, under the general coordination of Helena Singer, leader of Youth Strategy in Ashoka Latin America and Professor Elie Ghanem, that leads the programme action-research. In Schools2030, besides the executive coordination, she is also responsible for articulating secretaries of education to ensure that the knowledge built in schools can influence educational public policies.

Before Ashoka and Schools2030, Thaís worked in civil society organizations with children's rights protection and teacher's training in Human Rights, aiming to prevent contemporary slave labor, and she started her carrer as teacher in a secondary public school.

Thaís holds a Master Degree in Sociology from the University of Campinas, Brazil.

She is professionally fluent in English, Spanish and Portuguese.



GLOBAL FORUM
SCHOOLS 2030



Urmila Sarkar

**Global Head of Programmes,
at UNICEF, Generation Unlimited**

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AREAS OF WORK

Education

Work Enterprise

Civil Society

In July 2019, Urmila Sarkar joined the Generation Unlimited as their Global Head of Programmes. She has 23 years of experience in the international development, education and employment sectors. From 2014 - 2019, Urmila was the Regional Chief of Education for UNICEF South Asia with oversight over an approximately US\$ 100 million portfolio annually and technical support to 130 professional staff. From 2009 - 2014, she was the Education Chief for UNICEF India where she led and mobilized resources for one of the organization's largest field operations in the sector.

Before joining UNICEF, Urmila began her UN career with the ILO at its headquarters in 2000 and managed their global child labour and education programme from Geneva. She then transferred to ILO Regional Office for Asia and the Pacific in Bangkok in 2004 to lead their portfolio on youth skills and employment. She has authored several publications and tools in the field.

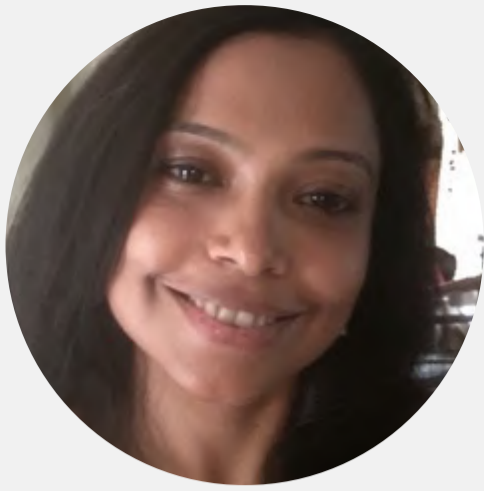
Urmila's passion to promote greater civic engagement began in her home country, Canada, where she founded "Youth Week", a national and then international programme to celebrate and promote youth volunteerism in social and environmental issues. She also played a key role in organizing the Global March Against Child Labour, led by Nobel Laureate Kailash Satyarthi, which mobilized millions until its culmination at the ILO Geneva where the Convention on the Worst Forms of Child Labour was drafted in June 1998.

Urmila received her Master of Arts in Law and Diplomacy from The Fletcher School at Tufts University where she designed and taught one of the first university-level courses offered in the US on child labour and education. She graduated from the University of Toronto with a Bachelor of Arts (High Distinction) and was elected for two terms as the Arts and Science Students' Union President.



GLOBAL FORUM


SCHOOLS 2030



Viji Iyer

Head of M&E, at STiR Education

 India

 No info

AREAS OF WORK

Education

Viji heads STiR's global monitoring and evaluation function. She leads on understanding and improving the impact of STiR Education's approach in collaboration with their various country-based design and implementation teams.

In this role, she engages a wide range of internal and external stakeholders in the learning, particularly around intrinsic motivation and on ways to action them. In line with STiR's focus on programme sustainability, she and her team focus efforts to improve and embed sustainable data processes in the education systems across all their geographies by understanding how to leverage the use of technology (like WhatsApp Bot chatbots and some low-tech options) for data collection, analysis, reporting and actioning.

She has previously set up and worked as part of M&E teams in NGOs working in India's public education, employability, and teacher education.



GLOBAL FORUM

SCHOOLS 2030



Thabisile Zuma

**Knowledge Manager,
at Zenex Foundation**

📍 South Africa ✉ No info

AREAS OF WORK

Education

Ms Thabisile Zuma is a Knowledge Manager at Zenex Foundation. Her role includes enabling and supporting knowledge creation within the Foundation and disseminating this work among educational stakeholders and partners. Thabisile has over ten years of professional experience in various roles in government and the private sector, mainly generating research evidence to drive policy advocacy.

Thabisile holds a Master of Public and Development Management (MPDM), a Bachelor's degree in Political Science, an Honours degree in Politics, and a Post-Graduate Diploma in Management, majoring in Monitoring and Evaluation.

She is passionate about making knowledge accessible and contributing to an improvement in the education system and ultimately the lives of children of the world.



GLOBAL FORUM
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Vishal Talreja

Co-Founder

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AREAS OF WORK

Education

Early Childhood
Development

Civil Society

Vishal co-founded Dream a Dream (www.dreamadream.org) along with 11 others. Dream a Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

Currently, works with 10,000 young people a year through two innovation labs – After School Life Skills Programme and Career Connect Programme; has trained over 35,000 teachers/educators impacting over 875,000 children and young people and impact over 3+ Million children through various state government partnerships in Delhi, Jharkhand, Uttarakhand, Telangana and Karnataka.

Vishal has co-authored 4-papers with Dr. David Pearson and Dr. Fiona Kennedy related to Life Skills in the Indian context. Vishal is an Ashoka Fellow (www.ashoka.org), an Eisenhower Fellow (<https://www.efworld.org/>) and a Salzburg Global Fellow (<https://www.salzburgglobal.org/>). He is a Board Member at PYE Global (www.pyeglobal.org) and Goonj (<https://goonj.org/>). Previously been the Founder Director of Unltd India and Board Member of India Cares Foundation. He is the Cofounder of Karanga – The Global Alliance on Life Skills and SEL (<https://karanga.org/>) and Cofounder of The Weaving Lab (<https://weavinglab.org/>). Vishal has been recognized as an “Architect of the Future” by the Waldzell Institut in Austria and as ‘Innovator of the Year’ in 2019 by HundrED.





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AREAS OF WORK

Education

Leadership and
Management

Wachira is the Associate Dean & Head of Programmes at the Aga Khan University-Institute for Educational Development, East Africa [AKU-IED,EA].

Wachira is an experienced higher education manager who has specific interest in creating opportunities for educationists to be innovative about their pedagogy, leadership and resource management. He is particularly curious about the transfer of skills from training scenario to workplaces.

Wachira also teaches post graduate courses in education leadership and management at AKU-IED,EA. He has supervised over 20 masters dissertations, 3 Phds and has served in a number of higher education committees and taskforces.



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