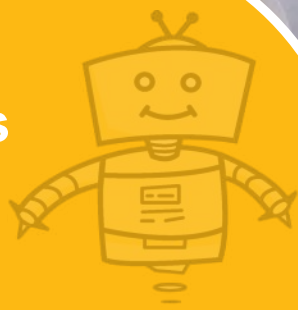




Design Thinking for Teacher Innovations

Project Synopsis - Assessing the
Process in Lindi and Dar es Salaam -
2021



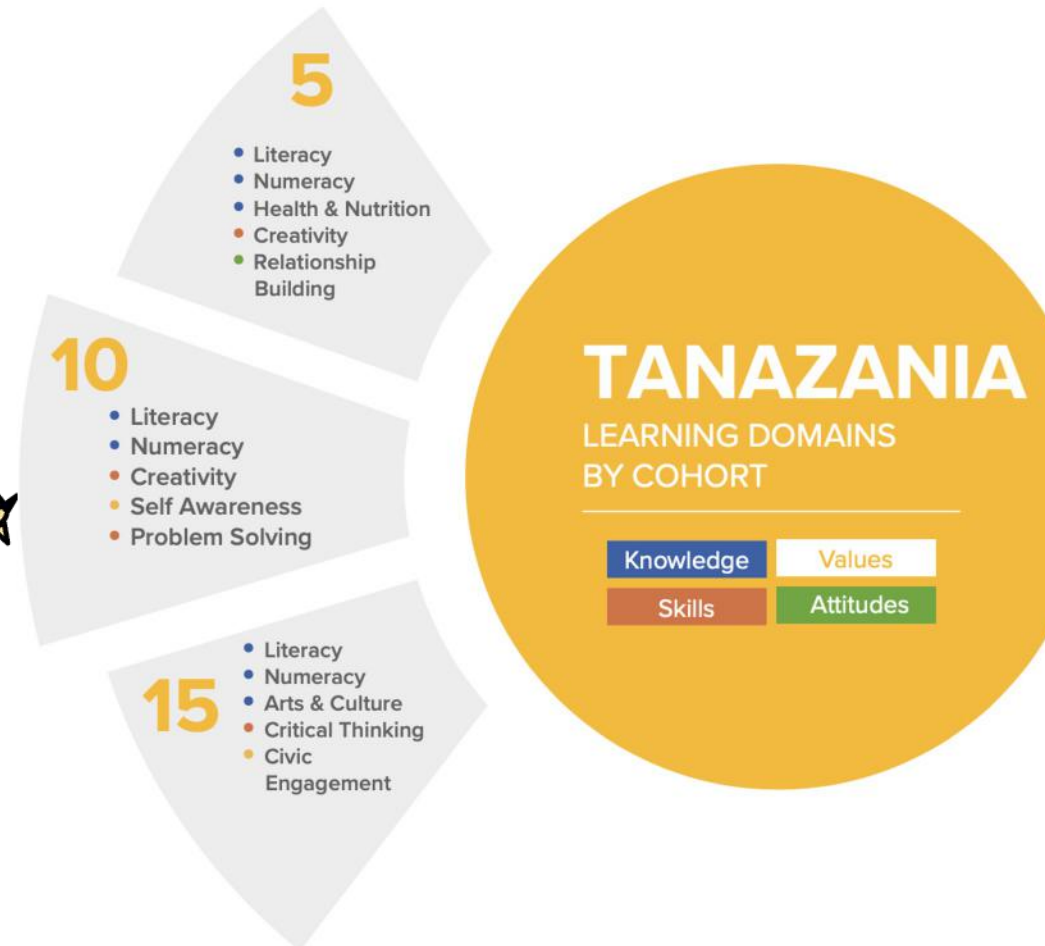
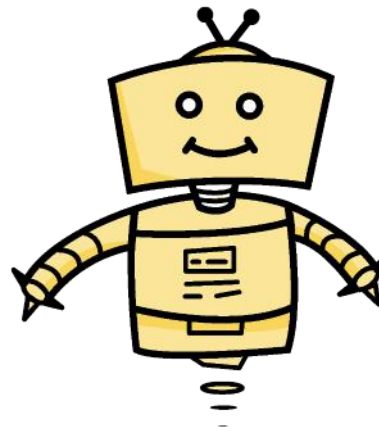
Project Synopsis

ABOUT SCHOOLS2030

Schools2030 is a ten-year participatory action research and learning improvement programme based in 1,000 government schools across ten countries, currently in its second year of implementation (the first for the full roll out of the programme). Using the principles of Human-Centred Design and focusing on the key transition years of ages 5, 10 and 15 years old, Schools2030 supports teachers and Youth Development Partners to design and implement education micro-innovations. These low-cost and scalable innovations will inform and transform education systems to improve holistic learning outcomes for the most marginalised learners worldwide. In Tanzania, the programme is being implemented in 100 schools and youth development partners across Lindi and Dar es Salaam.

Schools2030 seeks to dramatically change the status quo by equipping frontline teachers, school leaders and the Civil Society Organizations (CSOs) with the knowledge, skills, and platforms to better design, measure and showcase new solutions to achieve Sustainable Development Goals 4 (inclusive and equitable education) and Goal 8 (sustained and inclusive economic growth) by the year 2030.

The diagram on the right presents the selected learning domains to address through the HCD process for each of the cohort age groups in Tanzania.



Project Synopsis

PROJECT BRIEF – LEARNING & REPORTING PARTNER

To contribute to the success of Schools2030's objectives through the HCD process, the Learning Partners undertook the following key roles:

- 1 Conduct an assessment of the HCD process** in its delivery and adoption in Lindi and Dar es Salaam.
- 2 Identify promising solutions** as case studies demonstrating potential impact and scale.
- 3 Spotlight one of the nationally selected solutions** and conduct interviews to collect further information for the development of a spotlight report

PROJECT BRIEF – LEARNING & REPORTING PARTNER (CONT'D)

UWEZO Tanzania was engaged as the Learning and Reporting Partner during the first year. Using a mixed-methods approach (qualitative and quantitative methodologies), the research has interrogated the participants' learning journeys, pain points with the process, and the underlying barriers and enablers to the adoption of HCD as an everyday mindset for teachers. This assessment was carried out over a 6-month period between July and December 2021 physically in Lindi and Dar es Salaam regions.

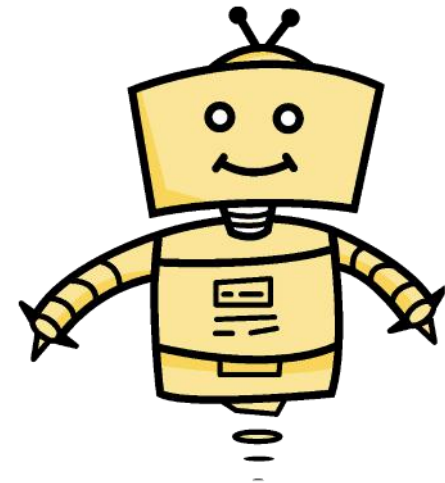
Subsequently, ThinkPlace Kenya was engaged to critically reflect on the findings from Uwezo's research and provide learnings that are communicated as lessons, successes and recommendations for the next iteration of the HCD process. The recommendations are based on ThinkPlace's expertise and experience with HCD, adult learning principles and behavioural and cognitive models in order to design more effective future learning experiences. Additionally, ThinkPlace worked with AKF Tanzania to select 12 case studies of solutions that demonstrate originality and potential for positive impact and scale.



This report highlights the key learnings and recommendations, and case studies to address each of the above goals.

WHO IS THIS DOCUMENT FOR?

This document is intended for the Aga Khan Foundation, the Schools2030 programme team and the National Advisory Committee. It is also for schools and partners within the wider education ecosystem. This includes Ministry of Education representatives, other teachers, development partners and private sector partners in the education space.



Project Synopsis

From the assessment of the Schools2030 HCD Programme in Lindi and Dar es Salaam, the following are the main learnings and recommendations.

THEMATIC LEARNINGS



Simplicity of the process:

The Toolkit is an essential companion for participants to go through the HCD process. However there is a need for further simplification and contextualisation of its content for ease of comprehension.



Practical and collaborative Learning:

Participants felt that the HCD process could incorporate more practical activities to enhance understanding of theoretical content

Participants enjoy working together as opposed to working individually in silos



Support and Resources

Resources are not always accessible for participants in the formats that they would prefer

Communication gaps exist between participants and facilitators

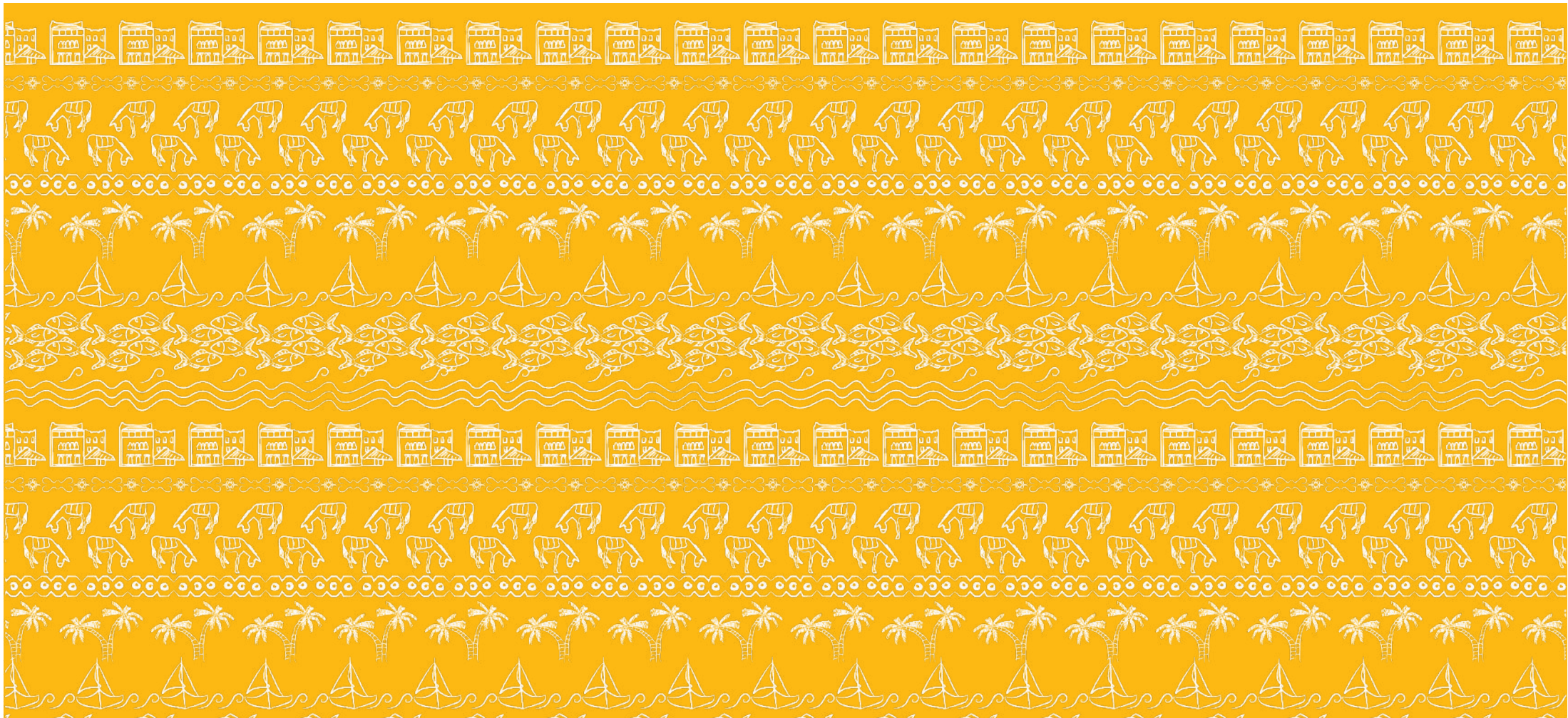


Time: Time commitment remains a barrier for teachers and facilitators

RECOMMENDATIONS

- 1 Contextualization of the toolkit will be key
- 2 Focus should remain on the essential content in the toolkit
- 3 Adopt adult learning techniques in the facilitation process
- 4 Introduce a more team-based approach for continuous capacity building as well as strengthen team confidence and open communication
- 5 Leverage on existing touchpoints to develop a dynamic, flexible and responsive support system
- 6 Have small competitions and rewards throughout the process to create an engaging and interactive environment
- 7 Scaffold the process, but don't close the curtains
- 8 Develop a competency framework





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