



SCHOOLS 2030

GLOBAL FORUM

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

Dar es Salaam, 21-23 June





SCHOOLS 2030

GLOBAL FORUM

We are delighted to welcome you to the inaugural Schools2030 Global Forum, which brings together a cross-section of educational leaders from global, national, and local educational ecosystems to collectively explore three key topics and accompanying questions over three days:



Day 1:

The Future of Assessment and Evidence in Education:

How might we better measure holistic quality learning outcomes across Schools, Systems and Societies?



Day 2:

The Future of Design and Innovation in Education:

How might we better catalyse inclusive quality learning experiences across Schools, Systems, and Societies?



Day 3:

The Future of Policy and Practice in Education:

How might we better collaborate to advance equitable quality learning journeys across Schools, Systems and Societies?



Beginning with Tanzania, Schools2030 looks forward to creating a new, annual global pulse about how best to link schools, systems and societies for the future of learning in policy, research and practice. To do so, we welcome approximately 200 delegates from more than 25 countries, to engage in critical dialogue with one another – intentionally inviting a range of experts with various expertise and perspectives from key educational constituencies including, but not limited to: Youth, Teachers, School Networks, Government Leaders, Education System Leaders, Funders, Researchers, and Civil Society.

In short, Schools2030's Global Forum seeks to generate new insights, partnerships, and action steps about how best schools, systems and societies can work better together to achieve SDG4 by 2030.

Thank you for joining us for these important discussions.



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Tuesday, 21 June

The Future of Assessment and Evidence in Education:

How might we better measure holistic quality learning outcomes across Schools, Systems and Societies?

9.00 - 10.00

Opening of the Schools2030 Global Forum:

Why do we need to reimagine the role of schools, systems and societies for the future of learning?

10.00 - 11.00

Opening Plenary: The Future of Assessment and Evidence in Education: How do we measure what matters to support meaningful learning and skills for the future?

11.00 - 11.30

Coffee Break

11.45 - 13.00

Concurrent Roundtables:

How might we reimagine the role(s) of schools, systems and societies in measuring quality learning for all?

RT1: Measuring Learning through Play:

How might we assess quality learning in the classroom?

RT2: Measuring Holistic Skill Development:

How might we better support learning through a focus on foundational competencies?

RT3: Measuring Learning in Challenging Contexts:

How might we assess what matters for learners on the move and in conflict and/or crisis?

RT4: Measuring Government Uptake of Evidence:

How might we better ensure the effective utilisation of educational data and research by policy makers?

RT5: Measuring and Capacity Building for

Learning Assessment: How might we build new cadres of assessment experts?



13.00 - 14.15	Lunch
14.30 - 15.45	<p>Concurrent Roundtables: How might we reimagine the role(s) of schools, systems, and societies in measuring quality learning for all?</p> <p>RT6: Measuring Teacher Agency: How might we assess growth mindsets with and for teachers?</p> <p>RT7: Measuring Learning Variability: How might we support teachers to use assessment to understand the diverse learning needs and pathways of their students?</p> <p>RT8: Measuring what Youth need to Succeed: How might we assess the knowledge, skills, attitudes and values young people need?</p> <p>RT9: Measuring Values and Ethics: How might we nurture more pluralistic learning environments?</p> <p>RT10: Measuring Digital Learning Competencies: How might we assess the skills teachers and learners need for EdTech?</p>
16:00 - 16.30	Coffee Break
16.30 - 17.15	<p>Closing Reflections and Keynote: How might holistic learning assessment promote educational equity in measuring quality learning for all?</p>



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● **Wednesday, 22 June**

The Future of Design and Innovation in Education:

How might we better catalyse inclusive quality learning experiences across Schools, Systems, and Societies?

9.00 - 10.30

Opening Plenaries:

The Future of Design and Innovation in Education:
How do we recognise and nurture the 'innovator' in ourselves and in our communities?

10.30 - 11.00

Teachers as Designers for Educational Change:

the Schools2030 HCD Tools and Resources in Action

11.00 - 11.30

Coffee Break

11.45 - 13.00

Concurrent Roundtables:

How might we reimagine the role(s) of schools, systems, and societies in how we design and innovate in education?

RT11: Designing with Government Stakeholders:

How might we work better together?

RT12: Designing with Youth:

How might we increase youth voices to catalyse change in the education ecosystem?

RT13: Designing with Schools and Teachers:

How might we support educators to be leaders of learning?

RT14: Designing with Funders:

How might we understand them better and how might they better understand us?

RT15: Designing Research Partnerships:

How might we co-create evidence with local and global stakeholders?

13.00 - 14.15	Lunch
14.30 - 15.45	<p>Concurrent Roundtables: What are some ‘right now’ solutions that we can design better together to help advance the future of learning across schools, systems and societies?</p> <p>RT16: Designing Innovations in Climate Change and Education: How might we help learners and educators be more climate literate, resilient and compassionate in the next five years?</p> <p>RT17: Designing Innovations through Educational Networks: How might we strengthen our collective impact over the next five years?</p> <p>RT18: Designing Innovations for Out-Of-School Children: How might we enable one million children out of school to access learning over the next five years?</p> <p>RT19: Designing Innovations for Early Childhood Development: How might we build stronger coalitions to improve access to pre-primary education in marginalised communities over the next five years?</p> <p>RT20: Designing Innovations for Gender Equality in and through Education: How might we better support and scale ‘what works’ in advancing gender responsive education in the next five years?</p>
16:00 - 16.30	Coffee Break
16.30 - 17.15	<p>Closing Reflections and Keynote: How might holistic learning assessment promote educational equity in measuring quality learning for all?</p>



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Thursday, 23 June

The Future of Policy and Practice in Education:

How might we better collaborate to advance equitable quality learning journeys?

9.00 - 11.00

Opening Plenaries:

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

11.00 - 11.30

Coffee Break

11.45 - 13.00

Concurrent Discussions:

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

Each of the sessions will include two parts:

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

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

Showcase 1: Encouraging pluralism and pluri-cultural classrooms in Brazil and Portugal

Showcase 2: Supporting literacy through creative writing, communication and self-expression in Pakistan and Uganda

Showcase 3: Holistic, playful approaches to foundational skill development in India and Tanzania

Showcase 4: Improving literacy and parental engagement through storytelling in Kyrgyzstan and Kenya

Showcase 5: Raising science and math outcomes through creativity and collaboration in Tajikistan and Afghanistan

13.00 - 14.15

Lunch

14.30 - 16.00

Closing Reflections and Keynote:

How might genuine dialogue between school and policy leaders catalyse quality learning for all?



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



About Us

Schools2030* is a global education initiative that seeks to dramatically change the status quo by equipping educators and school communities with the knowledge, skills, resources and platforms they need to design, implement and track low-cost, sustainable and scaleable education innovations that can improve the holistic learning outcomes of their students.

With this bottom-up approach, we seek to make a significant contribution to achieving Sustainable Development Goal 4 – ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all – by 2030.

Geographic and Programmatic Focus

We collaborate with 1000 government schools and community learning centres across ten countries: Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania, and Uganda. Our programme operates in some of the most remote and marginalised communities, often characterised by low learning outcomes, low resources and low access to education technologies.

In these areas, we focus on three key transition years for learners:

from preschool to formal schooling (approximately age 5);
at the end of the primary school cycle (approximately age 10)
and the transition from lower secondary school to higher education, skills training and the world of work (approximately age 15).

Working alongside National Advisory Committees (government and other in-country stakeholders), each programme country has identified five learning domains, for three cohorts – preprimary, primary and secondary – which align to national curricular priorities and provide focus for the innovations.

*Hereafter referred to in the first person.

The Three-Step Model for Educational Change

We use a three-step model for educational change – **Assess, Innovate, Showcase** – to support teachers and students to design and implement education innovations that support improved teaching and learning practices in classrooms and communities. The goal is to transform education systems by raising holistic learning outcomes and strengthening the voice of teachers in education sector dialogue.

The inaugural Schools2030 Global Forum has aligned each day of the conference to explore one of these key themes.



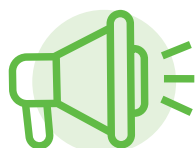
Step One: Assess

We support teachers to determine the holistic learning levels of their students with simple and contextualised assessment tools.



Step Two: Innovate

We support teachers to create 'micro-innovations' through Human-Centred Design (HCD). The cyclical process moves through the stages of design, test, reflect and iterate on an annual basis.



Step Three: Showcase

We support teachers to showcase their innovations each year at national and global forums to inspire systems-level change for improving quality learning at scale.



Schools2030 Assessment Tools

We are developing the Schools2030 suite of free and open-source assessment resources to measure both holistic learning levels and the quality of the learning and teaching environment.

The Schools2030 Holistic Learning Outcomes Tools are currently being adapted for new contexts from existing tools, including: Save the Children's International Development and Early Learning Assessment (IDELA) and International Development for Social and Emotional Learning Assessment (ISELA) for preprimary level; ACER-developed maths and literacy tests for primary and secondary level; and a series of new tools that will assess non-academic learning across the two upper cohorts.

The Schools2030 Learning Environment Tools are based on pre-existing tools which include ECD Measure's Brief Early Quality Inventory (BEQI), World Bank's Teach tool and AKF's Inclusive Classroom Guide. Accompanying them is the Schools2030 Classroom Observation and Teacher Reflection Toolkit which will help teachers and head teachers reflect on the classroom environment, in terms of providing a supportive emotional climate and inclusive quality teaching and learning practices that enable every student to learn effectively and with joy.



Schools2030 Innovation Tools

The Schools2030 Human-Centred Design Educators Toolkit was designed for educators to go through it, page by page, to support a thorough understanding of a locally driven design process. The goal is to create human-centred projects and micro-innovations that will improve the holistic learning outcomes of their students. It has been translated into the national languages of all our programme countries. There are also sprint models under development.



Schools2030 Showcase Tools

We aim to provide teachers with multiple opportunities to showcase their innovations, in-country and on a global stage. To support this process, we have developed the mini course: Inspiring Change through Our Stories to help teachers improve their communication and presentation skills so they can effectively translate their classroom innovations to the policy-making table. It is part of our commitment to building the capacity of the teacher workforce across 10 countries to become 'policy entrepreneurs', and to strengthening the voice of the teaching profession in education sector planning processes.

Alongside our partner, HundrED, we have developed the Faved Platform to showcase 1000 innovations for quality learning. The platform captures, categorises and codifies these innovations to share teaching and learning practices across the programme countries and inspire new ideas for teacher-driven educational change.

We also showcase our work on the global stage to inspire new conversations and encourage dialogue between teachers and policymakers.

So far we have been present at the Global Partnership for Education (GPE) Financing Summit, the United Kingdom Forum for International Education and Training (UKFIET) symposium, the Comparative and International Education Society (CIES) conference, the LEGO Idea Conference, and the RewirEd summit.



Our Staff

Our international team of staff work across 13 countries and work at both country and global level. The Global Secretariat provides leadership on all aspects of programme design and management, including leading global workstreams on holistic assessment, HCD, research, communications, finance and grant management. The Secretariat is based out of the AKF UK office, but with staff members in the Geneva and US offices as well.

Our Partners

We have National Assessment Partners and Learning Partners in place in each country to lead on the adaptation and development of our context-specific learning assessment tools and support programme evaluation. At the global level, we work with a range of technical partners who support the delivery of various aspects of the programme. These include Oxford MeasurEd, ECD Measure, Save the Children, HundrED and Dr Sughra Choudhry-Khan.

With support from the Jacob's Foundation, we work with independent research partners to increase understanding of how holistic skills are taught and learned at classroom level; what factors can explain variability in holistic learning outcomes; and how school-driven innovations in holistic learning can lead to wider systems and policy change. The research projects are often based in the target country, and a key factor in the research centres around generating evidence with and for the schools themselves.

Schools2030 Donors

We are proud to be supported by a dynamic consortium of donors who bring both technical expertise and financial resources. These include Dubai Cares, Itaú Social, Porticus, Jacobs Foundation, LEGO Foundation, OAK Foundation, Wellspring Philanthropic Fund, Education Cannot Wait, USAID Local Impact and the Aga Khan Foundation (AKF).

Donors



PORTICUS



The LEGO Foundation





Country profiles



Background and Educational Context

Afghanistan is a land-locked, mountainous country in Central Asia, often referred to as “the crossroads of Asia.” The population is roughly 40 million, with nearly three-quarters of Afghans living in rural areas. A large proportion of its population (46%, or 18 million) are youth under 15 years of age.

Political unrest and upheaval has led to a number of educational challenges for Afghanistan: An estimated 3.7 million children are out of school, 60% of whom are girls. Fewer than 40% of girls were enrolled in secondary schools before the Taliban takeover of governance. Since late 2021, secondary school education for girls has been constrained and many schools, early childhood development services and community-based education centres have been closed due to a freeze in international aid. Teacher training and professional development opportunities for both school and ECD sectors remain limited.

Despite these many challenges, the education system in Afghanistan remains focussed on three key areas: quality and relevance, equitable

access, and efficient and transparent management. Education stakeholders in the country are working to bridge humanitarian and development work in education. The aim is to reach those furthest left behind and enable long-term change while also addressing immediate needs.

Aga Khan Foundation's work in Afghanistan

AKF has operated in Afghanistan since 2003. Initial interventions built upon Aga Khan Development Network (AKDN) activity which started in 1996 to support food aid distribution during the country's civil war. In addition, AKF often plays a convening, partnership development, policy dialogue and resource mobilisation role for AKDN and its agencies in Afghanistan.

Target geographies include Badakhshan, Baghlan, Bamyán, Daikundi, Kunduz, Parwan, Samangan and Takhar. AKF works through consortia to extend its reach to a total of 20 provinces in Afghanistan.

Thematic focal areas for AKF's work in education and ECD in Afghanistan include:

- Supporting model preschools and community-based preschools and libraries
- Conducting parenting education training and organising reading days for parents
- Supporting girls' education, including alternative learning approaches in the community and government schools and supporting adolescent girls to access relevant and quality science education opportunities.

Schools2030 builds from and strengthens AKF's education and ECD work in Afghanistan.

The programme is working in the remote areas of Baghlan, Badakhshan and Bاميان, supporting teachers in schools and community learning centres to develop relevant and targeted “micro-innovations” to improve holistic learning for pre-primary, primary and secondary school students.

- **Schools**

Schools2030 is working in 100 classrooms across 34 schools and community learning centres to reach pre-primary, primary and secondary aged children.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Arts & Culture
- Collaboration

10 - Age group

- Literacy
- Numeracy
- Arts & Culture
- Science & Technology
- Communication

15 - Age group

- Literacy
- Numeracy
- Science & Technology
- Communication
- Creativity

- **Schools2030 National Coordinator Afghanistan**

Weeda Sarabi

- **Schools2030 team**

Atiqullah Ludin, National Director, Education

Rayana Fazli, National Programme Manager, Education

Najibullah Montahez, National Adviser, Education

Janali Entezar, National Manager,

Implementation/ Operation-Education

Ahmad Rashed Hayati, Project Manager, Education

- **National Learning and Assessment Partner(s)**

MAGENTA Consulting



Background and Educational Context

Brazil is a large and incredibly diverse country, equally well-known for its Amazonian rainforest as for its sprawling megacities. With a population over 213 million, Brazil is also diverse in culture and more than 160 languages are spoken by the Indigenous communities in the country. The homeland of Paulo Freire, Brazil has a long history of popular and participatory education methodologies. Today, education in Brazil is highly decentralised with municipalities and states in charge of education policy and curricular priorities. Learning outcomes are highly unequal between wealthier and poorer members of society, reflective of the historically severe social inequality in the country.

Among current priorities, the country needs to offer better work conditions for teachers, as well as initial and continuing training, incorporating practice and moments of reflections throughout the career as this has a direct impact on students' learning. Another challenge is to improve learning conditions: schools must have a minimum physical structure and adequate pedagogical resources in terms of curricula, teaching materials and evaluation systems to ensure that everyone learns.

Proposals must consider a holistic and equitable approach, engaging students in their learning process, considering the high dropout rates, especially in Secondary School.

Also, it is fundamental to guarantee appropriate public investments in education, historically low compared to other countries, and improve management: state and municipal departments have to mobilise their resources, including budgetary and financial resources, in the service of quality education.

Schools2030 in Brazil

In Brazil, Schools2030 is co-led by the civil society organization Ashoka and the Faculty of Education in the University of São Paulo. Ashoka has the role of programmatic coordination and execution, articulating partnerships, and University of São Paulo is responsible for the action research development with the educational organizations.

In 2019 we set up the fundamental bases of the program, with the creation of the Advisory Committee and the selection of the five learning dimensions for the action research in Brazil.

In 2020 we began working with a focal group of 14 schools drawn from different regions and with different profiles, but all with a familiarity in conducting action research. In 2021 this was increased to 28 educational organisations representing a range of age groups, demographics and school types. In addition to these 28 schools, we have mobilised more than a hundred educational organisations and Secretaries of Education in our training. This has allowed us to build a strong community of innovative schools, civil societal organisations, local education authorities and academic specialists. The continuity of Schools2030 beyond 2022 is not guaranteed in Brazil, but we are mobilising partners in order to continue developing this fundamental programme.

• Focal domains

5 - Age group

- Self Efficacy
- Self Awareness
- Collaboration
- Creativity
- Empathy

10 - Age group

- Leadership
- Collaboration
- Creativity
- Self Awareness
- Empathy

15 - Age group

- Leadership
- Collaboration
- Creativity
- Self Awareness
- Empathy

Our Team

Helena Singer, General coordinator (Ashoka)

Elie Ghanem, Action research coordinator (University of Sao Paulo)

Thaís Mesquita, Executive coordinator (Ashoka) / Schools2030

National Coordinator

Douglas Ladislau, Action research articulator (University of Sao Paulo)

Bruna Danesi, Analyst (Ashoka)

Thais Paiva, Communication (Associação Cidade Escola Aprendiz)

Ashoka - initiatives in Brazil

- **Who We Are**

Ashoka is a global network of social entrepreneurs and changemakers (Ashoka Staff, Ashoka Fellows, Ashoka Young Changemakers, Ashoka Support Network, Partners, Institutional Leaders, CEOs) from across the identity spectrum seeking to co-lead and co-create an Everyone a Changemaker World. Each member of Ashoka's network self-identifies as a changemaker – a person that sees herself as capable of creating large-scale change.

- **Ashoka's History**

Ashoka became known for building the field of Social Entrepreneurship and supporting people who lead change for the good of all. For more than 40 years, we have learned to recognise what makes people care about well-being, freedom, and the rights of others. We have also observed how they pursue system-changing solutions that permanently alter existing patterns of activity.

Today, our mission is to awaken the power of transformation that exists in each person. This is the greatest story of our time, because the magnitude of the challenges that are already there require that everyone creates new possibilities for coexistence. And that everyone starts acting now!



- **What We Do**

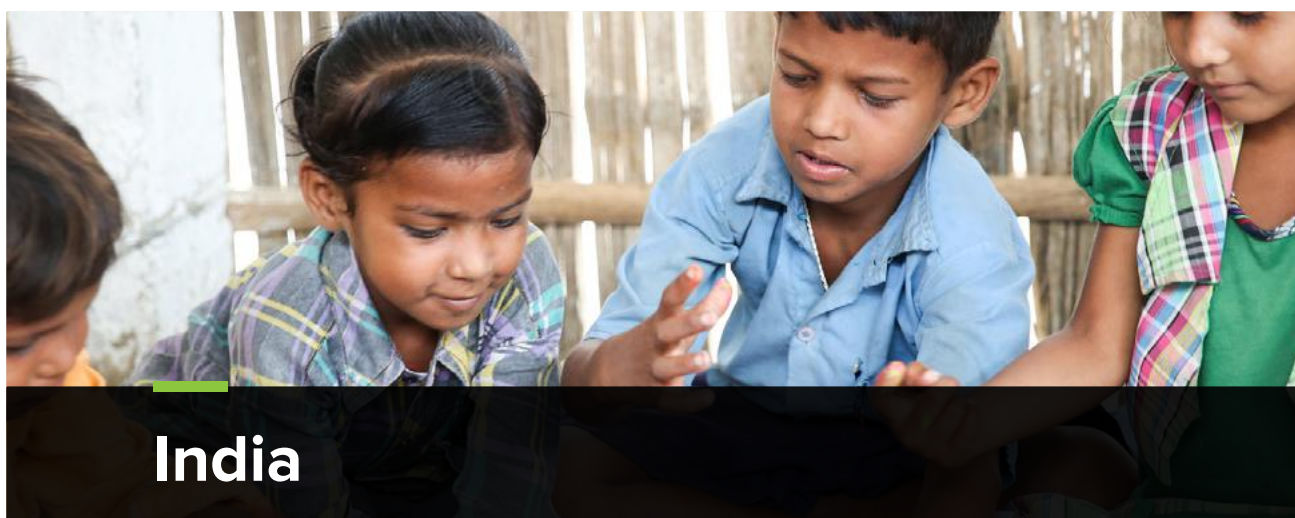
Ashoka currently focuses on three strategic priorities to support a world where everyone can make a change to their society and its culture:

Social entrepreneurship - Social entrepreneurs champion innovative solutions to society's most pressing social, cultural, and environmental challenges. They model changemaking behavior, and catalyse organizations and movements where everyone can be a changemaker. We seek, engage and mobilise social entrepreneurs.

Empathy & Young Changemaking - In order to thrive, young people need to know how to make an impact in today's rapidly evolving world. Gaining the skills for changemaking, including empathy, must become the new norm for growing up.

We seek, recognise and mobilise young changemakers and we work with educators, and public administrators to ensure that changemakers skills are a critical milestone in the growth of every child and young person.

Organising for a Changemaker World - Succeeding in a world where everyone drives change requires a new way of organising: where we break through walls between sectors and within organisations to work together in fluid, open, and communicative teams. We mobilise key institutions that have the power and the responsibility to create the conditions so that all people can develop the potential to live and coexist fully such as secretaries of education, teachers' unions, education schools, among others. Furthermore, we collaborate with content producers, opinion leaders, and educators to amplify this new reality.



Background and Educational Context

India, with a population of over 1.3 billion, over 1.5 million schools, over 8.7 million primary and secondary teachers and more than 260 million enrolments each year, is home to the largest and most complex education system in the world. India a massive country in size, geography and diversity, and is also the world's largest democracy. It is home to internationally renowned universities and scholars, but is also characterised by high rates of poverty and income inequality which means that many students receive poor quality education.

Jointly managed at the national and state levels, many initiatives have been undertaken to improve access to quality schooling – particularly for those who are economically or socially disadvantaged. This federalised structure leads to considerable diversity between and even within state education systems. Access to education has increased substantially, with about 93 percent of rural households having a primary school within a distance of 1km. 26% of India's population is under 15, a figure that has dropped dramatically in recent decades. Girls and children from lower-caste families are more likely to face educational disadvantage and have lower secondary school transition rates than boys and those from upper castes.

In 2009, India passed the Right to Education Act, which provides free and compulsory education to all children between ages 6-14. The Annual Status of Education Report (ASER) in 2018 found that over 97% of students in this age group are enrolled in school. In 2020 the Indian government developed a new National Education Policy, which aims to ensure

equitable access to high quality education for all learners, regardless of social and economic background, The focus of this new policy is to ensure universal access to high-quality ECCE across the country in a phased manner and improve universal foundational literacy and numeracy in primary school by 2025.

Aga Khan Foundation's work in India

AKF has operated in India since 1978 and is active in Bihar, Gujarat, Uttar Pradesh, Madhya Pradesh, Telangana and Delhi. The Aga Khan Foundation's Rural Support Programme was established in 1983 to serve as a catalyst for rural development by supporting resource-poor communities to improve their livelihoods, training other stakeholders and civil society organisations to scale up successful approaches and share field learnings to influence policy.

Thematic focal areas for AKF's work in education and ECD in India include:

- Working with state education departments in Bihar and Uttar Pradesh to strengthen teacher capacity on foundational numeracy and literacy and enhance leadership and governance.
- Supporting girls who have dropped out of school to complete secondary education and skill building to access employment and income earning opportunities.
- ECD workforce development, including strengthening the capacity of frontline health, education and social protection workers for holistic ECD and play-based learning in ECD centres. This includes supporting government at local and national levels for holistic ECD.
- Parent and caregiver support, including training parents and caregivers on responsive caregiving, early learning, and the basics of health, nutrition, water, sanitation and hygiene.

Schools2030 in India

Schools2030 India operates in the northern state of Bihar in the districts of Bhojpur, Muzaffarpur, Patna, Samastipur and Saran. Schools2030 builds from and strengthens AKF's education and ECD work in India by supporting teachers, early-childhood practitioners and youth leaders to improve their pedagogical approaches and to co-design contextually relevant holistic education innovations

- **Schools**

Schools2030 India is working in 100 schools and learning centres across Bihar state. Of these, 30 are early childhood centres, 40 elementary schools, 20 senior secondary schools, and 10 youth spaces.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Collaboration
- Creativity
- Self Regulation

10 - Age group

- Literacy
- Numeracy
- Arts & Culture
- Creativity
- Self Awareness

15 - Age group

- Literacy
- Numeracy
- Digital Literacy
- Creativity
- Self Awareness

- **National Coordinator in India**

Saurabh Rai

- **Schools2030 team**

Kangkana Bordoloi, Programme Officer, AKF

Ashwini Tiwari, Programme Coordinator, Schools2030

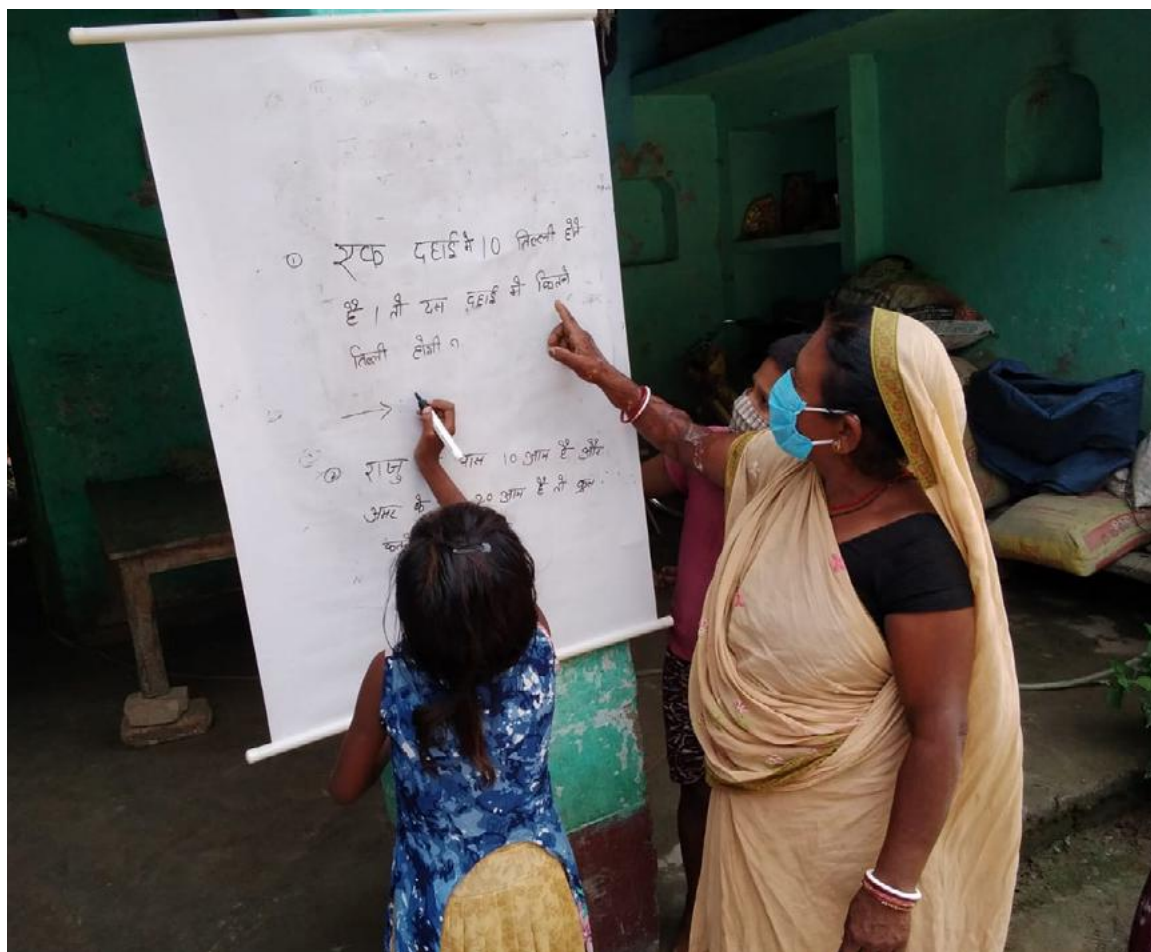
- **Learning and/or Assessment Partner(s)**

Eklavya

Case Study of a Schools2030 Innovation

Learning walls – “Bujho to Jaane”

Learning walls are open spaces in the community, typically the outer wall of any community space or house of a young volunteer. The volunteer hangs a foldable whiteboard every day on the wall the volunteer writes a puzzle or question every day at a specific time. These questions are related to subject areas and the nearby environment. The idea of the learning wall is to enhance skills such as problem solving among the children. Children and young people come to the wall to try to solve the puzzles or questions. Local communities, including village elders, have shown a lot of interest in solving these questions and puzzles. In this way, Learning Walls not only reinforce academic and problem-solving skills, they also act as an inter-generational activity to help families and community members engage with their children’s education.





Kenya

Background and Educational Context

Kenya is rich in both culture and geography, with a plethora of ethnic groups and languages within its borders and terrain that varies from tropical coastlines and rainforests to savannah and mountain ranges. Of a total population of 55 million, 39% of Kenyans (21.5 million) are under 15 years old; 1.13 million of these children are out of school.

Kenya's education system is considered amongst the strongest on the continent, and the Government of Kenya has in recent years allocated significant budget to implement education reforms. These reforms include the introduction of the Competency Based Curriculum (CBC) and measures to improve transition rates from primary to secondary school. Kenya's education system does face some significant challenges, including large class sizes, high drop-out rates in secondary school and low learning outcomes in poorer communities. The Early Childhood Development sector has struggled with insufficient public spending and uneven service delivery.

Aga Khan Foundation's work in Kenya

AKF has operated in Kenya since 1974. In 1989, it established the early foundations of the Madrasa Early Childhood Programme (MECP) in Mombasa to respond to a request from local leaders for assistance in improving the overall level of educational achievement of their children.

In 1997, it launched efforts to address rural poverty in Kaloleni, Kilifi and Kinango, three of Kenya's poorest and most drought-prone districts. Target geographies include the Coast, Nyanza and North-Eastern regions.

Thematic focal areas for AKF's work in education and ECD in Kenya include:

- Delivering professional development courses led by the Madrasa Early Childhood Programme to frontline pre-primary teachers, ECD caregivers and health workers to improve the delivery of holistic ECD and play-based learning in preschools and health centres.
- Providing professional development courses and modules to teachers in order to enable them to develop the knowledge, skills and values needed to deliver inclusive, gender responsive, high-quality, child centred and playful teaching and learning in age-appropriate learning environments.
- Developing long-term, strategic partnerships with relevant government and civil society education partners to improve the institutional and technical capacities needed to lead and support the delivery of inclusive, gender responsive, quality holistic learning for all.

Schools2030 in Kenya

Schools2030 Kenya operates in the coastal region of Mombasa, in Lamu and some on the mainland.

Schools2030 builds from and strengthens AKF's education and ECD work in Kenya by supporting teachers, early-childhood practitioners and youth leaders to improve their pedagogical approaches and to co-design contextually relevant holistic education innovations.

As with all our programmes, we work in close partnership with government to deliver the Schools2030 programme in Kenya

- **Schools**

Schools2030 is working with 100 schools and youth centres across Mombasa and Lamu, including 30 are pre-primary schools, 30 primary schools, 31 secondary schools, and 9 youth development centres.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Communication
- Problem Solving

10 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Science
- Leadership

15 - Age group

- Literacy
- Numeracy
- Digital Literacy
- Taking Responsibility
- Reconciling Tensions

- **Schools2030 National Coordinator Kenya**

Halima Shaaban

- **Schools2030 team**

Atrash Ali, Coast Area Manager

Zenab Said, M&E Coordinator, Education

Silvanos Owuori, Coast Programme Manager

Kevin Oloo, Communications Officer, AKF East Africa

Rupert Corbishley, Regional Education Advisor, AKF East Africa

- **National Learning and Assessment Partner(s)**

ThinkPlace Kenya

Emily Tusiime, Regional Assessment Coordinator, AKF

Case study of a Schools2030 innovation



Grade 3 new words TV and tree words library

This innovation was developed to address literacy because learners lacked self-efficacy and confidence in reading. The new word TV contains words and sentences that are written progressively and a learner can scroll through as they read.

The material is interactive and engaging so as the learner manipulates it, their confidence slowly builds and they are better able to converse with new words. The learner also gets an opportunity to lead his/her peers in the activity and this builds his/her confidence in interacting with other people.





Background and Educational Context

Kyrgyzstan is a mountainous country in Central Asia, famous for its high peaks and steppe grasslands. It has a population of roughly 6.5 million, of which 34.4% are under 15 years of age. Kyrgyzstan benefits from a well-established education system with schools accessible for children even in very remote areas. Schooling is compulsory for nine years (between ages 7-15) and over 99% of 15+ have completed the primary school cycle.

The Education Development Strategy of the Kyrgyz Republic for 2021-2040, approved in 2021, sets out a series of goals including access to high quality education for everyone, regardless of socio-economic status, ethnicity, religion, or gender. The strategy also emphasises the introduction of a holistic approach to learning aimed at developing the physical, intellectual, cognitive, social, and emotional abilities of every learner. One of the greatest challenges facing the education sector in Kyrgyzstan is a shortage of well-trained teachers; this will be all the more pressing as new curricular expectations for holistic learning are rolled out across the country.



Aga Khan Foundation's work in Kyrgyzstan

AKF Kyrgyzstan seeks to improve the quality of life, enhance self-reliance, and promote pluralism in remote, poor and marginalised communities of the Kyrgyz Republic.

Established in 2003, its long-term, community-based approach addresses people's needs, especially those of women and girls.

Its activities enhance agriculture and food security, promote early childhood development and access to quality education, improve health and nutrition, advance economic inclusion, and strengthen civil society. Target geographies include Batken, Osh, Jalal-Chui, Issky-Kul, Jalal-Abad, Naryn, Osh and Talas oblasts.

Thematic focal areas for AKF's work in education and early childhood development in Kyrgyzstan include:

- Strengthening teachers' capacity – enabling teachers to co-develop and test affordable and scalable evidence-based models about how best to create quality learning environments and improve holistic learning outcomes for the most marginalised children.
- Increasing parents' voice and agency: Building the capacity of school boards of trustees, promoting budget transparency and using social accountability tools to allow parents to assess the performance of their schools. This includes developing and implementing solutions with school officials.
- ECD workforce development: Strengthening the capacity of frontline health, education and social protection workers for holistic ECD and play-based learning in ECD centres, in addition to the capacity of government at local and national levels for holistic ECD.

Schools2030 in Kyrgyzstan

Geographic Focus

Schools2030 is present in four provinces in Kyrgyzstan – Chui, Batken, Naryn and Osh – as well as in the capital, Bishkek. The Schools2030 programme furthers AKF's work in education and early childhood development by focusing on supporting teachers and the ECD workforce to improve their pedagogical approaches and to co-design contextually relevant holistic education innovations.

- **Schools**

Schools2030 Kyrgyzstan works in 70 schools (which include both primary and secondary age cohorts) as well as 30 kindergartens

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Collaboration
- Communication
- Empathy

10 - Age group

- Literacy
- Numeracy
- Science & Technology
- Critical Thinking
- Leadership

15 - Age group

- Literacy
- Numeracy
- Taking Responsibility
- Critical Thinking
- Leadership

- **National Coordinator in Kyrgyzstan**

Nazira Zholdosbekova

- **Schools2030 team**

Jypara Tashmamatova, ECD Programme Manager

Farida Torobekova, Regional Education Coordinator
(Osh and Batken oblasts)

Jamal Papieva, Schools2030 Regional Education Coordinator
(Bishkek and Chui oblast)

Nazgul Kurmanbekova, Regional Education Coordinator (Naryn oblast)

- **National Learning and Assessment Partners**

National Center for the Evaluation of the Quality of Education
and Information Technologies, Kyrgyz Republic

Case study of a Schools2030 innovation

‘Cube’ and ‘Young architecture’ Clubs

This innovation by General secondary Tugol uulu Usupbek in Naryn is focused on improving mathematics for 10 and 15-year-old students. The school design team organised two mathematical clubs - “Cube” for 10-year-old students and “Young architecture” for 15-year-old students.

For the club “Cube’ a small greenhouse has been constructed on the school grounds at the school. Students are tasked with planting vegetables like cucumber, tomato, and cabbage, while performing mathematical calculations throughout the growth process. Through this process students will be able to develop a general mathematical understanding of growing plants. Over the summer, the school will tend to the plants, but in the autumn when the students are back in school, they will start operating it again, and calculate how much the vegetables have grown.

As part of the “Young architecture” club, students enrolled in grade 9 will be required to design and later construct furniture for classrooms based on mathematical equations. Students will perform various calculations by using specialist software. The club will also offer lessons in robotics to increase improve mathematics and critical thinking. The club’s activities will also help students gain useful exposure to industries, such as architecture, design and IT.





Pakistan

Background and Educational Context

The vibrant South Asian nation of Pakistan, officially the Islamic Republic of Pakistan, is the world's fifth-most populous country, with a population of almost 227 million. Pakistan is bounded by Iran to the west, Afghanistan to the northwest and north, China to the northeast, and India to the east and southeast. The climate varies from tropical to temperate, and many communities live in remote and hard-to-reach areas, which has a knock-on effect on education accessibility and the country's overall progress.

Across Pakistan over 23 million children are out of school, 53% of whom are girls, and more than 60% of 3-5 year olds do not attend any sort of pre-primary education.

Nearly 10.7 million boys and 8.6 million girls are enrolled at the primary level and this drops to 3.6 million boys and 2.8 million girls at the lower secondary level. There is a need to improve teacher education and pedagogy, as well as nurture inclusive learning environments and focus on holistic student learning.

In the largely decentralised education system, there is a drive both at national and regional level to address these challenges. The Pakistan National Education Policy 2018 provides for free and compulsory education to all children of the age group 5 to 16 years and has four priorities: to decrease out-of-school children and increase school completion;

to ensure uniformity in education standards; to improve the quality of education; and to enhance access to and relevance of skills training.

Aga Khan Foundation's work in Pakistan

AKF has operated in Pakistan since 1969 and leads a range of integrated, innovative and gender sensitive interventions in agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition and work and enterprise in Gilgit-Baltistan and Chitral.

In addition, AKF often plays a convening, partnership development, policy dialogue and resource mobilisation role for the Aga Khan Development Network (AKDN) and its agencies in Pakistan.

Thematic focal areas for AKF's work in education and ECD in Pakistan include:

- Strengthening health, nutrition, safety, security, responsive caregiving, early learning, play and stimulation, working with parents and communities, including fathers and older brothers.
- Building the capacity of ECD workers, teachers, health professionals, community volunteers, government officials and policymakers to lead, manage and deliver effective holistic and inclusive ECD interventions.
- Increasing equity: Girl's education, pluralism and values-based education
- School Improvement, which uses a whole school approach to increase access and retention, particularly among girls, boost student confidence and learning outcomes, and improve teacher professionalism, educational leadership and governance

Schools2030

- **Geographic Focus**

Schools2030 Pakistan operates in the very remote areas of Chitral and Gilgit-Baltistan.

- **Schools2030 Schools**

76 schools have been identified.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Self-Efficacy/Self Awareness
- Relationship Building

10 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Respect for Diversity and the Environment
- Critical Thinking

15 - Age group

- Literacy
- Numeracy
- Digital Literacy
- Leadership
- Respect for Diversity and the Environment

- **Schools2030 National Coordinator in Pakistan**

Shakoor Muhammad

- **Schools2030 team**

Akhtar Iqbal, Chief Executive Officer

Sher Afzal, Schools2030 Programme Officer (Chitral)

Mirza Hassan, Schools2030 Programme Officer (Gilgit-Baltistan)

Erum Adnan, Senior Programme Officer

Khalid Jan, Programme Officer, MERL

- **National Learning and/or Assessment Partner(s)**

The Aga Khan University, Institute for Educational Development AKU-IED)

Case Study of a Schools2030 innovation

The Mother-Teacher Guide

This guide is for parents and carers to support their children's learning at home and has been designed to be accessible to parents with low literacy levels. The guide focuses on learning through play which helps to reinforce the holistic learning approach of Schools2030.





Portugal

Background and Educational Context

Portugal, located in the Iberian Peninsula of Southern Europe, has left a profound cultural, architectural and linguistic influence across the globe, with a legacy of around 250 million Portuguese speakers around the world. It is a developed country with an advanced economy and generally high living standards.

A peaceful and relatively stable nation, it has a high standard of education accessible to most, but urban communities of migrants often suffer from higher drop-out rates and lower outcomes and so there is a need to address education equity in some areas.

Portugal's education policy increasingly promotes a diverse set of skills beyond pure academic learning, as well as the use of more innovative tools for student assessments. The government is also focused on increasing the decision-making powers of both schools and municipalities and to improve student agency in school governance. However, there is at present a limited local evidence base to inform such decision-making processes at school and policy levels.



Aga Khan Foundation's work in Portugal

AKF has operated in Portugal since 1983 with a mandate to improve the quality of life of migrant communities in urban contexts through social and economic support. Fundação Aga Khan was established as a Portuguese foundation in 1996. In 2009 AKF assumed the management of an early childhood development centre called Centre Olivais Sul in Lisbon.

Target geographies include Lisbon, Greater Lisbon and Porto. AKF's interventions in Portugal place particular emphasis on supporting seniors and migrant communities, fostering pluralism and inclusion, and addressing climate change.

Thematic focal areas for AKF's work in education and ECD in Portugal include:

- Improving early literacy and family literacy through trainings for librarians and the professional development of pre-primary and primary level teachers.
- Long investment to develop, implement and disseminate quality in early years anchored in participatory pedagogies, namely Pedagogy-in-Participation approach.
- The Network of Schools for Intercultural Education – a network that supports the sharing of intercultural education practices between 47 clusters of schools and promotes respect for differences and positive interactions between students and other members of the educational community, regardless of cultural background.
- Using human-centred design to identify solutions that bring families and service providers together to better manage community learning spaces, according to the needs of children and their families.

Schools2030

- **Geographic Focus**

Schools2030 Portugal is present in Lisbon, Sintra and Oeiras and Porto.

- **Schools2030 Schools**

Schools2030 Portugal is working with 67 schools across the three age cohorts of pre-primary, primary and secondary education in a total of 314 classrooms reaching 7,857 children.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Problem Solving
- Relationship Building
- Empathy

10 - Age group

- Literacy
- Numeracy
- Problem Solving
- Empathy
- Reconciling Tensions

15 - Age group

- Literacy
- Numeracy
- Critical Thinking
- Empathy
- Ethical Decision-Making

- **National Coordinator in Portugal**

Alexandra Marques

- **Schools2030 team**

Rita Alves, Senior Education Officer

Fernando Santos, Senior Education Officer

- **National Learning and Assessment Partner(s)**

Centro de Psicologia da Universidade do Porto, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto.

Joana Cadima PHD (coord.) Social Sciences Research Center from ISCTE, University Institute of Lisbon; Susana Martins PHD (coord.)

Case Study of a Schools2030 innovation

Emotion's laboratory: learn, share, teach

This innovation, created by civil society, AKF education staff and school community members in Vale de Alcântara in Lisbon is described as “not a course, but a journey, which is done together”. These 3 laboratories (Me; Me and the others; Me and the community) use techniques and methodologies for personal development, in a format inspired by the model of communities of practice.

The idea recognises the centrality of emotions, bringing into play the challenges experienced by teachers, through different sessions of discussion and reflection. The aim is to work on the relationship between teachers, students, parents, community and the school and to create individual professional development plans, as well as new community innovation initiatives.



Background and Educational Context

Tajikistan is a mountainous and landlocked country in Central Asia, famous for its snowy peaks, glacial lakes and nature reserves. Previously a member of the Soviet Union, Tajikistan became independent in 1991. Unfortunately a civil war lasting until 1997 has hampered progress in certain areas, compounded by a highly mountainous and often inaccessible topography.

Despite these challenges, Tajikistan has some very positive indicators for education, with the enrolment rate in primary education at 99% for both girls and boys. Transition to secondary school is also a high, at 99%. The pupil-to-teacher ratio in primary education is also a relatively low figure, at 22.3, meaning that on average there is one teacher for every 22.3 primary school students.

Some challenges remain, particularly with regard to ECD, where fewer opportunities for children, parents and caregivers to access services and support remain, especially in remote areas. For some institutions, a lack of a family, or child-centre approach remains an issue.

The National Strategy for Education Development (NSED) 2021-2030 aims to create an educational system of high quality, accessible to all throughout life, and provide the country's economy with competent workers, appropriate infrastructure, based on modern and innovative technologies.

Aga Khan Foundation's work in Tajikistan

AKF has operated in Tajikistan since 1995 (and the Mountain Societies Development Support Programme since 1997), when it led a humanitarian response to acute food shortages in GBAO following the collapse of the Soviet Union and subsequent civil war. Target geographies include Districts of Republican Subordination (Rasht Valley), Gorno-Badakhshan Autonomous Oblast (GBAO), Khatlon and Sughd.

In addition, AKF often plays a convening, partnership development, policy dialogue and resource mobilisation role for the Aga Khan Development Network (AKDN) and its agencies in Tajikistan.

Thematic focal areas for AKF's work in education and ECD in Tajikistan include:

- ECD Workforce development – influencing policy and practice through the Nurturing Care Framework and strengthening the capacity of teachers and health workers on holistic ECD, as well as fostering the role of parents and caregivers in child development.

- STEM and foreign language improvement in secondary schools
-
- Improving the capacities of teachers and supporting teacher training institutes through blended learning courses, ensuring interventions are based on needs, cost-effective and provide wider access to trainings and materials.

Schools2030

- **Geographic Focus**

Nationwide

- **Schools2030 Schools**

100 schools were selected across the country with representation from all age groups.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Creativity
- Relationship Building

10 - Age group

- Literacy
- Numeracy
- Arts & Culture
- Self Awareness
- Problem Solving

15 - Age group

- Literacy
- Numeracy
- Science & Technology
- Communication
- Digital Literacy

- **National Coordinator in Tajikistan**

Sherali Saidoshurov

- **Schools2030 Team**

Firuz Nazarkhudoeva, Regional Officer
Safo Gulomaseinov, Project Officer
Saodat Sangova, Project Officer

- **National Assessment and/or Learning Partner(s)**

Aziza Bakhtdavlatova, Assessment Officer

Case Study of a Schools2030 Innovation

The Digital Learning Platform

Through consultation with the Ministry as well as schools and students, it became clear that there was a lack of Tajik-language learning materials available online to support student learning outside the classroom, and in particular a lack of materials to support digital literacy. The Digital Learning Platform addresses this gap; it is a repository for a huge range of resources and learning tools for 6–17-year-olds including 670 video lessons to extend classroom learning with a focus on science and computer skills. Among them, 75 video lessons were developed through Schools2030's human-centred design workshops.





Background and Educational Context

Tanzania is an East African country famous for its wildlife reserves, tropical coastline and Mount Kilimanjaro. Tanzania is a pluralistic and diverse country, home to over 100 ethnic groups and languages.

Tanzania's education system has for the last five years been directed by the Education Sector Development Plan (ESDP) (2016/17 – 2020/21). The ESDP sets out a series of priorities, in particular, a commitment to providing twelve years of free and compulsory Basic Education and progressive expansion of Technical and Vocational Education and Training to provide Tanzania with an enhanced pool of skilled human resources. The ESDP also focuses on ensuring equitable access to education and training for all, including the most disadvantaged and enhanced effort on improving the quality of education at all levels.

In 2019, Tanzania recorded a total of 11.2 million pupils enrolled in primary and secondary education. Of these pupils, about 9.3 million (83%) were in primary education. Total enrolment in secondary schools was 2.3 million.

Aga Khan Foundation's work in Tanzania

AKF formalised operations in Tanzania in 1991 following the introduction of the Madrasa Early Childhood Programme in Zanzibar in 1990 responding to the request by local leaders for assistance in improving the overall level of education achievement of their children. Target geographies for AKF's broad range of integrated programmes include Lindi, Morogoro, Mtwara, Mwanza, Pemba and Zanzibar.

Thematic focal areas for AKF's work in education and ECD in Tanzania include:

- Promoting a deeper understanding of the importance of ECD amongst parents, caregivers and other community members to create demand for quality ECD services.
- Gender-responsive, inclusive, play-based learning for all
- Improving education policy and practice by developing long-term, strategic partnerships with relevant government and civil society education partners to improve the institutional and technical capacities needed to lead and support the delivery quality holistic learning for all.

Schools2030

• Geographic Focus

Schools2030 operates in the region of Lindi and the commercial capital, Dar Es Salaam.

• Schools

100 schools and youth spaces were selected. Of these, 30 were pre-primary schools, 30 primary schools, 30 secondary schools, and 10 youth spaces.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Health & Nutrition
- Creativity
- Relationship Building

10 - Age group

- Literacy
- Numeracy
- Creativity
- Self Awareness
- Problem Solving

15 - Age group

- Literacy
- Numeracy
- Arts & Culture
- Critical Thinking
- Civic Engagement

- **National Coordinator in Tanzania**

Shaibu Mandova Athumani

- **Education Improvement Programme Team (including Schools2030)**

Simon Meigaro, Country MEAL and Education Manager

Mapunda Kawanga, Foundations for Learning Manager

Gega Bujeje, Project Officer, Education

Helena Fivawo, Project Officer, Education

Venance Matei, Project Officer, Education

Agnes Nkuba, Project Officer, Education

Halima Komolanya, Gender Coordinator

- **National Learning and/or Assessment Partner(s)**

Emily Tusiime, Regional Assessment Coordinator, AKF East Africa

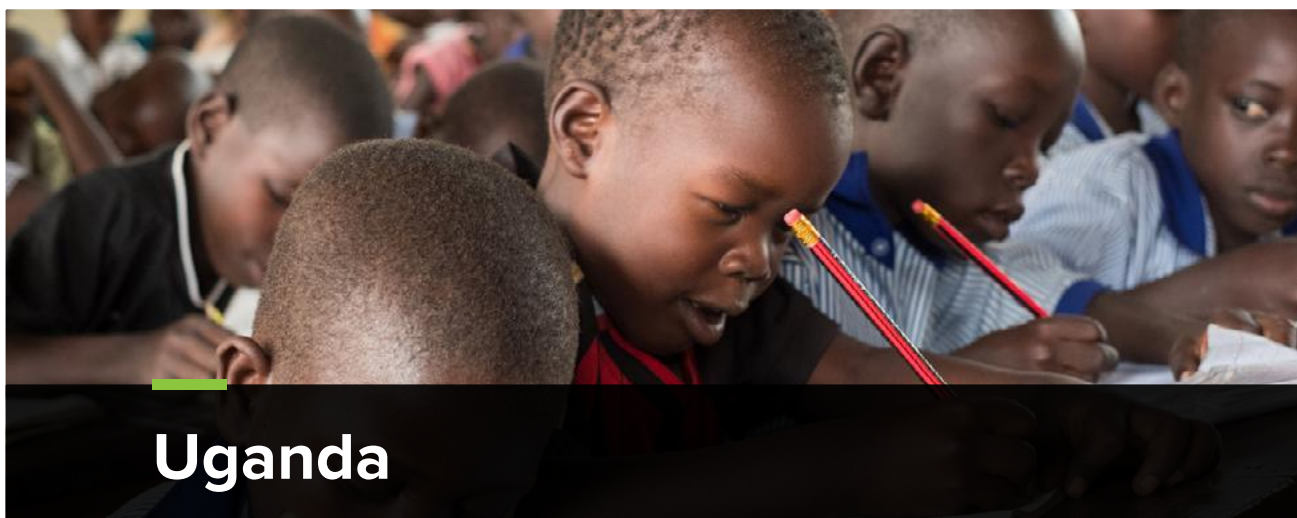
Case study of Schools2030 innovation:

The Swing of Knowledge

This innovative idea was created by teachers at Mbande primary school and offers a huge variety of games and ideas that support a wide range of domains to be improved – creativity, collaboration, literacy, numeracy, health education, self-awareness etc. The innovation uses different swings containing numbers, letters, animal and fruit figures, and other items to allow students to master letters, numbers, colours and answer a variety of questions.

For example, at pre-primary level, a student might pick up a banana from the swing and have to name it as well as provide nutritional information about it. At primary level, the swing has been used in a different way. In one situation, the swing contains a series of cards with a variety of jobs – police, teacher etc – and the students are asked to pick the jobs they would like to do, as well as describe the work and have a wider discussion about the type of person who might do this work. In this way, the students are able to dispel traditional myths that certain jobs are gendered, eg police ‘men’.





Background and Educational Context

Landlocked Uganda, located in the Nile basin region in East Africa, has been an independent nation since 1962. With 10 national parks, 12 wildlife reserves, 5 community wildlife management areas and 13 wildlife sanctuaries, Uganda is teeming with a spectacular array of wildlife. Uganda is home to around 345 species of mammal – including more than half the world’s endangered mountain gorillas – and over 1000 species of birds.

Despite ongoing challenges and conflict, Uganda’s educational system has seen significant change since the late 1990s. The system is set up so that children spend seven years in primary school, six years in secondary school, and three to five years in post-secondary school. In 1997, the government declared that primary school would be free for all children. This amendment has had huge benefits. In 1986, only two million children were attending primary school. By 1999, six million children were attending primary school, and this number has continued to climb. Following significant gains in access to primary education since 1997 when universal primary education (UPE) was introduced, Uganda in 2007 became the first country in sub-Saharan Africa to introduce universal secondary education (USE). This bold step by the Government of Uganda led to an increase in lower secondary enrolment of nearly 25% between 2007 and 2012.

The broad aims of the education system in Uganda are eradication of illiteracy, promotion of scientific, technical, and cultural knowledge; promotion of national unity; and promotion of moral values.

Aga Khan Foundation's work in Uganda since 1992. In 1993, it established the Madrasa Early Childhood Programme in Kampala responding to the request by local leaders for assistance in improving the overall level of education achievement of their children. Target geographies include West Nile and Central regions.

Thematic focal areas for AKF's work in education and ECD in Uganda include:

- Delivering professional development courses led by the Madrasa Early Childhood Programme to frontline pre-primary teachers, ECD caregivers and health workers to improve the delivery of holistic ECD and play-based learning in preschools and health centres.
- Addressing the complex barriers to girls' education and inclusive learning in refugee hosting districts of Uganda through a whole school values-based solution.

Schools2030

- **Geographic Focus**

In Uganda, Schools2030 is present in the capital city of Kampala and the northern district of Arua.

- **Schools2030 Schools**

100 schools and youth spaces were selected. Of these 31 were ECDs, 30 primary schools, 30 secondary schools, and 9 youth spaces.

- **Focal domains**

5 - Age group

- Literacy
- Numeracy
- Arts & Culture
- Creativity
- Relationship Building

10 - Age group

- Literacy
- Numeracy
- Problem Solving
- Empathy
- Self-Efficacy

15 - Age group

- Literacy
- Numeracy
- Digital Literacy
- Entrepreneurship
- Relationship Building



- **National Coordinator in Uganda**

Janat Namatovu

- **Schools2030 team**

Meralyn Mungereza, Country Manager

Monica Tamale, Grants Officer

Charity Mugaya, Accountant

Elly Nayenda, Programme Officer

Benneth Nimusiima, Data Officer

Rupert Corbishley, Regional Education Advisor, AKF East Africa

Hellen Wangoi, Regional Grants Manager, AKF East Africa

- **National Learning and/or Assessment Partner(s)**

UWEZO Uganda

Emily Tusiime, Regional Assessment Coordinator, AKF

Case Study of a Schools2030 innovation

The Writing Treasure Trove

The writing treasure trove is an adventure in the world of descriptive writing.

The innovation aims to improve student ability to give vivid descriptions in their creative writing and speech by taking them on an engaging journey through the writing treasure trove – a special and accessible corner in every classroom. Groups will be encouraged to write under creative pseudonyms to have expressive freedom, and will also be able to storyboard their ideas using cut outs from magazines etc to allow them to visualise their ideas more expressively. The final stage of the adventure is where students “wave the magic wand” and write a descriptive story based on their ideas. There will also be space for feedback from others, as well as other visual ways to think creatively, including a ‘story tree’.



Our Research

Six Research Teams

With support from the Jacob's Foundation, we are working with independent research partners to increase understanding of how holistic skills are taught and learned at classroom level; what factors can explain variability in holistic learning outcomes; and how school-driven innovations in holistic learning can lead to wider systems and policy change. Many of these partners are organisations based in the focus countries. Through this model of research partnership, Schools2030 seeks to counteract the trend in global education research that sees focal countries as sites of data extraction, with research outputs flowing largely from and between western institutions. All the partners have articulated plans for stakeholder involvement, as well as how they will share and co-create evidence with schools.

1. Catalysing Locally Rooted Education Solutions to Improve Holistic Learning Outcomes in Pakistan and Kenya.

Research Team: Baela Jamil and Saba Saeed (ITA Pakistan);
John Mugo and Agatha Kimani (Zizi Afrique Kenya).

The project is investigating the Schools2030 programme in Pakistan and Kenya across 25 schools and two youth centres over 18 months. The research aims to contextualise and examine the relationship between academic learning outcomes, as offered currently in programme schools, and non-academic skills, as well as generate robust evidence on school-led interventions that effectively develop and incorporate non-academic skills into the existing system.

The research is also exploring the context-specific factors and mechanisms that may be driving or constraining effective implementation in both countries and what this means in terms of driving systems-wide change.

2. The Development of Picture Comprehension: Improving Learning Materials and Assessment Tools in Global Contexts.

Research Team: Jan Engelmann, Rebecca Zhu and Helen Pitchik,
(University of California, Berkeley).

Teachers and ECD researchers frequently use learning materials and assessment tools involving picture stimuli across different cultures and contexts. However, it is unclear when and how young children begin to understand pictures. While children growing up in high-income contexts are often surrounded by picture-rich stimuli, children growing up in low-income contexts may have less experience with pictures or visual symbols. Basic picture comprehension tasks will be undertaken with children living in Lamu, Kenya, to help determine if children's early experiences with pictures is related to their understanding of pictures. This research will contribute to evidence on the most effective learning materials and valid assessment tools for children from diverse backgrounds.

3. The Effect of Common Attributes of Design Thinking and Play-Based Teaching Approaches on Raising Holistic Learning Outcomes at Primary School in Tanzania.

Research Team: Simon Vendelin (University of Dar es Salaam),
Nikhil D'Sa (University of Notre Dame), Elizabeth Germana;
Andrea Diaz-Varela; Eric Opoku (Right to Play).

This research-practice partnership will work together with Tanzanian education officials and school communities to understand the effectiveness of key elements of the Design Thinking Approach and play-based learning, using measurement tools developed with children, parents, teachers and school staff in Tanzania.

A contextualised SEL tool will be co-created with these various actors, and then used with pre-primary and primary students across four districts in Tanzania to answer the central research question: “How are holistic learning outcomes impacted by the common attributes of Design Thinking Approach (DTA) and Play-based Learning (PBL) in Tanzania”? The consortium is working closely with Schools2030 Tanzania and the East Africa Assessment teams to ensure alignment of our workstreams and outputs.

4. Exploring School-Based Education Stakeholders’ Perspectives on Quality of Education in Kyrgyzstan and Tajikistan in the Context of Schools2030.

Research Team: Duishonkul Shamatov and Mir Afzal Tajik (Nazarbayev University Graduate School of Education) and Sarfarozi Niyozov (OISE University of Toronto).

The two-year study aims to identify effective, culturally relevant classroom-generated practices and ideas for holistic learning that support efforts to change current thinking on replicating and developing education solutions in Kyrgyzstan and Tajikistan. The central objective is to identify context-relevant definitions of quality education by understanding the perspectives of teachers, students, school leaders, and parents and how ideas of quality are manifesting in the classroom. Findings will be shared with other educators and researchers to inform policy and approaches for improving holistic learning outcomes.

5. Data Must Speak about Positive Deviant Approaches to Learning in Tanzania.

Research led by Renaud Comba, Research Manager (UNICEF Innocenti).

This project will expand a multi-country research, known as Data Must Speak (DMS), to Tanzania. It responds to the need to address the global learning crisis in which more than half of children cannot read and understand simple text by age ten, even when attending school.

The project will use “positive deviance” methodology to identify local behaviours and practices that make some schools achieve better results than others even though they operate in a similar context with comparable resources. Once identified, the project will investigate actionable system, school and community levers to optimally scale them to less-performing schools, contributing to the broader evidence base on the how to scale up locally rooted solutions and behaviours.

6. Helping Teachers Reduce Inequality in Education (University of Amsterdam Affiliated Schools2003 Research Partner, supported through Jacobs Foundation COVID-19 Education Challenge Project).

Research Team: Eddie Brummelman (University of Amsterdam), Hae Yeon Lee (Yale-NUS College), David S. Yeager (The University of Texas at Austin).

The coronavirus pandemic exacerbated pre-existing inequalities between students from poor or working-class backgrounds and students from middle-class or affluent backgrounds. Far reaching school closures impacted billions of learners worldwide and COVID-related disruptions caused dramatic learning losses, especially among students from disadvantaged backgrounds. Teachers therefore need support now more than ever to help reduce inequality in education. The primary interest of this project is in exploring students’ beliefs, such as their beliefs about intellectual ability, which influence students’ motivation, learning, and achievement in school, so that teachers can target these beliefs to improve students’ engagement and ultimately reduce inequality.

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Although not funded by Schools2030, we maintain good contact with the researchers and facilitate connections to AKF staff in Kyrgyzstan and partners at Nazarbayev University, who are conducting the research in the region.





SCHOOLS2030 FAQS

Who implements the Schools2030 Programme?

The Aga Khan Foundation implements the Schools2030 programme across 9 of the 10 countries, working in close collaboration with school leaders, teachers, government, teacher training institutes and project partners. Schools2030 Brazil is implemented by Ashoka in partnership with University of Sao Paulo.

What has been the Schools2030 success story since its launch?

We launched our three-step model for educational change with teachers, schools and youth partners across ten countries. We have supported educators to assess holistic learning outcomes and environments, to innovate contextually relevant learning practices using HCD; and to showcase these holistic learning innovations at district, national and global levels to inform systems-level decision makers in education.

We have seen first-hand the powerful impact that HCD has on teachers and learners as they are given the resources and the support they need to measure what matters and to design education innovations that are meaningful and relevant to their schools and communities.

We have seen hundreds of examples of relevant, targeted and scalable innovations emerge from schools across all our programme countries during our launch year. In the coming year we will work with our teams and partners to evaluate the impact of these innovations and to support further showcasing, replication, scale.

As part of our commitment to strengthening the global education ecosystem, Schools2030 has developed a new set of global public goods, all of which are available free and open-access on our website.

These include learning assessment tools and guidance materials to support holistic skill development, learning and teaching; a suite of translated and contextualised HCD toolkits for teachers, facilitators and school leaders. We also created the Faved platform, a teacher-to-teacher portal that will allow educators to share best practices and effective innovations, nurturing a global community of practice for and by teachers.

At national and global levels, Schools2030 has engaged partners and allies and strengthened its external communication to ensure powerful and cohesive messaging. We have worked closely with Schools2030 Research Partners to build and disseminate school-driven evidence on “what works” to support improved teaching and learning.

What stages of learning do you focus on and why?

Schools2030 focuses on the key educational transition years for learners: from preschool to formal schooling (approximately age 5); at the end of the primary school cycle (approximately age 10) and the transition from lower secondary school to higher education, skills training and the world of work (approximately age 15). This is because research indicates that these transition points are the most crucial in a young person’s educational journey. We believe our focus on these age groups and on educationally disadvantaged learners will have profound impact on learning outcomes and teaching practices, providing meaningful models of innovation that can be replicated around the globe.

How does Schools2030 define holistic learning?

For Schools2030, holistic learning is about recognising the interconnectedness of academic, physical, social and emotional skills. Our approach to holistic learning supports young people to develop the knowledge, skills, attitudes and values they need to interact effectively with the world and become contributing members of society.

We believe that children and young people learn best when this learning is meaningful and relevant to them. For this reason, our programme focuses on a different set of holistic learning domains in each of our countries, selected by a diverse group of in-country stakeholders and National Advisory Committee members to align with national policy and curricular priorities. Our goal is to support educators and schools to “measure what matters” by developing a suite of learning assessment tools that are useful and useable for teachers, aligned to the context of their classrooms, and focused on improving the quality of teaching and learning.

How does Schools2030 support improved teaching and learning?

We have created a set of free, open-source resources, adapted and translated across all programme countries, that guide educators through the HCD process. With ongoing peer-to-peer learning and mentorship from Schools2030 national teams, we are building a cadre of design-thinking educators who drive locally relevant education innovations from where it matters most – the classroom.

We ensure that educators work through the HCD process to design education innovations, to test the impact these are having on learning and teaching and to iterate the design as needed. Throughout this process, Schools2030 provides schools with Flexible Response Funds to support the innovation process. This targeted and responsive funding model ensures that the most promising innovations have the resources needed to be fully implemented and ready for wider replication and scale.

How does Schools2030 conduct research in education and why do you consider it transformative?

Schools2030 works with independent research partners to increase understanding of how holistic skills are taught and learned at classroom level; what factors can explain variability in holistic learning outcomes; and how school-driven innovations in holistic learning can lead to wider systems and policy change. Many of these partners are organisations based in the focus countries.

Through this model of research partnership, Schools2030 seeks to counteract the trend in global education research that sees focal countries as sites of data extraction, with research outputs flowing largely from and between western institutions. All the partners have articulated plans for stakeholder involvement, as well as how they will share and co-create evidence with schools.

What challenges has Schools2030 faced?

Over the course of 2021, we have had big milestones amidst unprecedented challenges for our schools and communities, including the ongoing waves of COVID-19, lengthy school closures and the humanitarian crisis in Afghanistan. Against all odds, our teams and partners continued to support children and educators in their greatest time of need with flexible, respectful and sustained support.

What has Schools2030 learned since the launch year?

The results we are beginning to see in our schools and communities underscore that improving education systems must begin at the school level and must engage teachers as agents of positive educational change.



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