



ANNUAL REPORT 2021

Executive Summary





GLOBAL ACTIVITIES

In 2021, we launched our three-step model for educational change across ten countries, supporting educators to **assess** holistic learning outcomes and environments; to **innovate** contextually relevant learning practices using human-centred design (HCD); and to **showcase** these holistic learning innovations at district, national and global levels to inform systems-level decision makers in education.



STEP ONE: ASSESS



Context-Driven Holistic Assessment Tools Piloted Across 1000 Learning Sites.

Schools2030 seeks to improve holistic learning outcomes for the most marginalised children and young people in our key geographies. 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 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.

We believe that children and young people learn best when this learning is meaningful and relevant to them. For this reason, we focus on a different set of holistic learning domains in each of the ten countries where we operate, selected by a diverse group of in-country stakeholders and National Advisory Committee (NAC) members to align with national policy and curricula priorities. For each of our age cohorts (preschool, primary school and secondary school), we have been developing tools to assess both learning outcomes and the quality of the teaching and learning environment, adapted for the context of each of the programme countries.

2021 Activities

- Developing Rapid Assessment and Holistic Learning Assessment Tools that draw on teachers’ own reflections of their students’ learning levels. Through the tools, Schools2030 teams and teachers in each country are gathering evidence on student holistic learning levels and gaps, and will design targeted innovations to address these gaps.

- National Assessment Partners in each country and global technical partners – [Oxford MeasurEd](#), [ECD Measure](#), [Save the Children](#) – supported on the adaptation and development of the context-specific learning assessment tools.
- Oxford MeasurEd’s technical support was provided through three related workstreams: partnership coordination and capacity building; development of [guidance materials on learning assessment](#), and technical support; and the launch of the Assessment and Evaluation Hub. The Hub will serve as a resource repository, document library, collaboration space and a tool to monitor and track progress via the country workplans.
- Save the Children is working with National Assessment Partners and country teams to adapt the International Development and Early Learning Assessment (IDELA) as well as the International Social and Emotional Learning Assessment (ISELA) tools to measure student learning outcomes along the domains selected in each country context.
- Schools2030 distributed over 3000 tablets to schools and educators to support learning and teaching. The tablets were preloaded with educational resources as well as spreadsheets through which teachers can input data on student attendance, progression and learning outcomes.

Shareable Resources

Schools2030 Preschool Outcome Assessment country-adapted tools

[IDELA Administration Guide – Uganda](#), [IDELA Administration Guide – Tanzania](#), [IDELA Administration Guide – Kyrgyzstan](#), and [IDELA Training Materials](#).

Schools2030 Primary and Secondary Learning Environment Assessment Tools

[Kenya BEQI Classroom Observation](#), [Kenya BEQI Self-Assessment Kenya Pilot Report](#), [Tajikistan BEQI Classroom Observation \(Tajik\)](#), [Tajikistan BEQI Classroom Observation \(English\)](#), [Tajikistan BEQI Self-Assessment \(Tajik\)](#), and [Tajikistan BEQI Self-Assessment \(English\)](#).

STEP TWO: INNOVATE



Supporting School-Driven Innovations with the Schools2030 HCD Toolkit

Schools2030 supports educators – teachers, school leaders and youth centre facilitators - to create “micro-innovations” that target the specific learning domains selected by National Advisory Committees and assessed through Schools2030 suite of holistic assessment tools. The innovations are created through HCD, the heart of Schools2030’s participatory approach to educational change.

Throughout 2021, Schools2030 country teams worked closely with our global Schools2030 HCD consultants to prepare for the implementation of HCD workshops with teachers and school leaders. As schools launched their HCD processes, important insights and opportunities emerged for how to operationalise this process and support teachers to create locally relevant innovations for their students. Schools2030 provides schools with Flexible Response Funds of up to \$2000 per school per year to realise and implement their innovations, which are then tracked and evaluated for efficacy.

In each country, a community of practitioners was established where these ideas could be shared and discussed in order to spread learnings across the initiative. For example, members of the team in India shared lessons they learned about prototyping with the teams from East Africa, and the coordinator from Kyrgyzstan shared the workshop model that was working best for her country’s context.

To support the innovation process, Schools2030 created a set of **free, open-source HCD resources**, which were adapted and translated across all ten programme countries. The resources guide educators through the HCD process. In early 2021, we finalised the latest iteration of the **Schools2030 HCD Toolkit**. The toolkit, now been translated into over ten languages, was in 2021 **honoured with two awards** from the international design and innovation community. With ongoing peer-to-peer learning and mentorship from Schools2030 national teams, we are building a cadre of design-thinking educators who can drive locally relevant education innovations from where it matters most – the classroom.

STEP THREE: SHOWCASE



Amplifying the Voices of Teachers on the Global Education Stage

Every year, we host events at district, national and global levels to provide a forum where teachers can showcase the holistic learning innovations they have created through the HCD process and engage directly with education policy-makers to encourage replication and scale of these innovations. To prepare teachers for these events, we have developed a suite of blended learning tools – the Inspiring Change through Our Stories mini-course – that will help teachers improve their communication and presentation skills so they can effectively convey their classroom innovations at the policy-making table. This is part of our commitment to build the capacity of the teacher workforce across our countries to become “policy entrepreneurs” and to strengthen the voice of the teaching profession in education sector planning processes.

Throughout 2021, teachers in the Schools2030 programme designed targeted education innovations to address the holistic learning needs of their classrooms. Our partner, **HundrED**, developed the Faved Platform to showcase 1000 Solutions for Quality Learning. The platform captures, categorises and codifies these innovations so that they can be shared with teaching communities across the world. In December 2021, the Faved Platform was soft-launched at the **RewirEd Summit** in Dubai.

The biggest external events of 2021 where Schools2030 showcased its work to crucial global audiences included the following:

1

Global Partnership for Education (GPE) Financing Summit

In July, Schools2030 used the platform of the **GPE** Financing Summit to position itself as a global leader in education innovation. A short documentary film was created to screen at the virtual summit. The film introduces global audiences to the transformative world of Schools2030 through the lens of our HCD Toolkit. Featuring voices from across the programme, the film deep-dives into the methodology at the heart of our innovation process and why we believe HCD can transform our collective approach to education. [Watch the film.](#)

2

UKFIET Symposium

At the 16th annual **United Kingdom Forum for International Education and Training (UKFIET)** symposium, Schools2030 showcased its context-driven and holistic approach to assessment in a panel session co-hosted by Oxford MeasurEd, titled: Rebalancing power dynamics and reconceptualising ‘rigour’ in measuring learning. The session featured Dr Caine Rolleston, Professor of International Education at the Institute of Education at University College London as discussant, alongside Brenda Naggayi, a teacher from a Schools2030 ECD centre in Uganda, and others. A podcast was later developed to capture the rich discussion for wider audiences. [Listen to the podcast.](#)

3

LEGO Idea Conference (LIC)

Schools2030’s country teams joined the exciting **LIC** where a five-minute film was screened that highlighted the partnership between AKF and the LEGO Foundation, and how both are working in East Africa to expand uptake and support for play-based teaching and learning. Each team presented innovations from their HCD workshops with teachers, which demonstrated how their ideas universally feature a playful or interactive element, even at secondary level, offering students joyful and meaningful ways to engage with their learning and refine soft skills like creativity, collaboration and leadership. [Watch the film.](#)

4

RewirEd

Schools2030 donor, **Dubai Cares**, hosted the largest in-person education summit of the year, with an array of high-level attendees from across the international development community. At the summit, AKF hosted a high-level plenary event that brought teachers from the global south into conversation with leaders of some of the biggest NGOs in the space. Schools2030 also hosted its own panel discussion about our three-step model, demonstrating how the pattern of Assess, Innovate and Showcase can bring about global educational change. The summit provided opportunities for Schools2030 to network with key actors in the sector, and these conversations look to spark some exciting new partnerships in 2022 that can increase our influence and expand uptake of our methodology. [Watch the Plenary Panel.](#)

COUNTRY UPDATES

Three Steps, Ten Countries, a Thousand Schools

AFGHANISTAN

In 2021, Afghanistan faced a significant humanitarian crisis with critical social support systems on the verge of collapse. Despite significant progress made in the education sector over the last 20 years, more than 4.2 million school-age children were still out of school (50% girls) in 2018, many of them in hard-to-reach areas. While the Taliban reopened primary schools for boys and girls, and secondary schools for boys, access to secondary school for girls continues to remain constrained. Access to learning was further inhibited by the closure of most of the community-based education classes and government schools that were supported and funded by development partners due to the freeze of international aid.

Under these myriad pressures, the work of Schools2030 in Afghanistan was extremely challenging. Despite this, incredible progress was made to support and train Afghan educators in both HCD and holistic learning assessment. The Schools2030 team in Afghanistan hired **MAGENTA Consulting** as their Assessment Partner to support the development of holistic learning assessment tools. A two-day workshop to identify the five learning outcomes for three cohorts on which the programme will focus in the coming years, and an HCD refresher training for Aga Khan Foundation staff were held. The team also presented at the 1st Regional KIX EAP Eastern Europe, Caucasus and Central Asia Conference on Education Policy and Innovation.

BRAZIL

In Brazil, **Ashoka** and the **University of São Paulo** co-lead the implementation of Schools2030. Ashoka is responsible for the general and executive coordination of programme while the team in the Faculty of Education in University of São Paulo (FEUSP) is responsible for the action-research activities. **Associação Cidade Escola Aprendiz** handles Schools2030 communications.

Ashoka and the University of São Paulo determined the five domains of Empathy, Leadership, Creativity, Collaboration, and Self-knowledge. In 2021, assessing the focal domains was put on hold since most schools and institutions had no systems in place that could promote or measure these non-academic focal areas. The team focused on determining the 100 institutions that could inform the programme and working with these institutions to understand their structure and environment, as well as promoting the innovation process. 30 organisations were invited to collaborate to create a ‘manifesto’ text with their perspectives about education and the specific topics covered by Schools2030 including evaluation, quality in education and innovation. In June, 260 participants attended a seminar to foster a network supporting the creation and delivery of strategies to inform and transform education policy.

INDIA

Schools remained closed in India for much of 2021 due to the COVID-19 pandemic. However, the Schools2030 team continued HCD training, and in collaboration with their learning partner, **Eklavya**, and a focal group of teachers, they designed at-home learning solutions focused on the learning domains selected for each cohort. These were selected to align to the 2020 India National Education Plan whose mission is to improve foundational literacy and numeracy, as well as a desire to abandon rote-learning in favour of more progressive teaching models. The Learning at Home Kit was distributed to over 1000 children between 6-10 years old to support their academic and non-academic learning during school closures, 84 activity posters were developed and shared over WhatsApp, and 80 Volunteer Learning Activity Centres – COVID-safe classes for students staffed by community volunteers – were set up.

The India Schools2030 team developed the rapid assessment tools and facilitated a two-day workshop for the teachers to support the implementation of the tools and communication assets to ensure the programme is championed by education stakeholders, schools and governments.

A competitive process to recruit a National Assessment Partner in partnership with Oxford MeasurEd, Eklavya and Porticus was also launched. The team also developed a Schools2030 brochure, and three short videos, each highlighting a key innovation designed through Schools2030. The team presented its work on the global stage at the UKFIET Conference on the learning assessment workstream, the **D-Talks** on Schools2030 innovations; and the RewirEd Summit on the Future of Teaching.

KENYA

Education is a key focus for the Kenyan Government, which allocated a significant budget to implement reforms such as the Competency Based Curriculum (CBC) and improve transition rates from primary to secondary school. However, issues such as large class sizes still affect the quality of children’s learning. The pupil-to-teacher ratio remains very high in some areas.

The Schools2030 team in Kenya held a national design workshop for the selection of the five learning domains for each of the age cohorts. The workshop used HCD tools to encourage participatory engagement, and brought together key stakeholders in the Kenyan education ecosystem, including representatives from the Ministry of Education, Kenya Institute of Curriculum Development, the Early Childhood network and Kenya National Examination Council. The Kenyan team, as well as the East Africa Assessment Partner, worked closely with

ECD Measure to adapt the Brief Early Childhood Quality Inventory (BEQI) and developed rapid assessment tools to collect qualitative data on student learning levels for each of the selected learning domains. The East Africa Assessment Partner is currently developing a suite of quantitative and qualitative assessment items that will build on the data and learning from the rapid assessment process.

The Kenya Schools2030 team held ‘Make and Test’ sessions as part of the design phase of the HCD process with over 100 educators from more than 70 schools. The participants developed their prototypes and utilised the toolkit for reference. The prototypes included “Amani (Peace) Clubs”, a sports programme that brings together youth from different villages as a way to reconcile tensions and develop teamwork skills, and “Finding fun in Numbers”, an innovation that seeks to improve numeracy by holding a mathematics hour every week for students to discuss an assigned topic. The Kenya Schools2030 team developed the **Schools2030 East Africa Communication Strategy** and **communication products** which will be ready for dissemination at country level during the next cycle of activities for 2022.

KYRGYZSTAN

The Education Development Strategy of the Kyrgyz Republic for 2021-2040, approved in 2021, sets out a series of goals that align to Schools2030 ambitions, as well as to the Sustainable Development Goals. These include access to high quality education for all and the introduction of an holistic approach aimed at developing the physical, intellectual, cognitive, social, and emotional abilities of every learner. The Schools2030 model is thus highly relevant to education policy priorities in Kyrgyzstan and will provide an important testing ground for teachers to grow their skills in holistic learning assessment and innovation.

Schools2030 Kyrgyzstan held its first National Advisory Meeting in early 2021, bringing together representatives of the Ministry of Education and Science, Kyrgyz Academy of Education, Republican Institute for Advanced Training and Re-Training, district education departments, schools and national education experts. Learning domains were selected for each age cohort through a series of inception workshops. Oxford MeasurEd provided technical support on the development of rapid assessment tools. The Schools2030 Kyrgyzstan team conducted a series of rapid assessment trainings for over 300 teachers in schools across various regions. The evidence drawn from these assessments were used by teachers in the early stages of their HCD design work.

PAKISTAN

Despite rising enrollment levels and a significant increase in spending by its government, Pakistan faces a persistent student learning crisis – as of 2017, it ranked second in the world after Nigeria for largest number of out-of-school children. Pakistan was adversely affected by the COVID-19 pandemic and lockdown. However, following the easing of travel restrictions in the country, the Schools2030 Pakistan team engaged different stakeholders in the process of selecting the five focal learning domains on which the programme will focus.

While government officials focused on literacy and numeracy domains, teachers and school-level officials were generally enthusiastic about the programme’s focus on non-academic as well as academic skills. With support from Oxford MeasurEd, Schools2030 Pakistan developed rapid assessment tools for each of the domains for pre-primary, primary and secondary levels. The country team worked closely with the global team to adapt and

translate the Schools2030 HCD Toolkit for the Pakistani context. The team has also developed the innovative Mother-Teacher Guide for parents and carers as they support their children's learning at home. The Guide, designed to support parents with low literacy levels, was presented to a global audience at the LEGO Idea Conference in October 2021.

PORTUGAL

The Portuguese school system has been increasingly successful at delivering a good standard of education. The OECD noted that since 2008, Portugal has made considerable advances in mathematics, science and literacy. Portugal's policy increasingly promotes a diverse set of skills beyond pure academic learning, as well as the use of non-traditional instruments for student assessments. In recent years, there has been a push to increase the decision-making powers of both schools and municipalities and to improve student agency in school governance. This means that schools and local education authorities have been imbued with greater freedom to experiment and innovate in response to their contextual needs, meaning that Schools2030's locally driven model for educational change is well aligned to the country's priorities.

The Schools2030 Portugal team worked closely with ECD Measure and Save the Children on adapting the Brief Early Quality Inventory (BEQI) and International Development and Early Learning Assessment (IDELA) tools and both tools were translated for use in Portuguese preschools. The Schools2030 HCD Toolkit was adapted, translated and re-designed for the Portuguese context. To facilitate the introduction of the HCD methodology, a training course was delivered to 20 teachers and a virtual event was organised in July to showcase the emerging prototypes from the first round of HCD training. The Schools2030 Portugal team was supported by Dr Choudhry-Khan in developing the Schools2030 Quality Learning Environment Assessment Tools to ensure these are well adapted for 10- and 15-year-old cohorts in Portugal and across the other programme countries. In 2022, the National and Global Assessment Partners will work together to develop a set of robust, validated holistic assessment tools and to co-design a Quality Education Observatory with new indicators.

TAJIKISTAN

The education sector in Tajikistan is regulated by the National Development Strategy (NDS) 2016-2030 and the National Strategy for Education Development (NSED) 2021-2030. In this context, Schools2030 has been very welcomed by the local and national authorities in its efforts to improve access to and quality of education, and as a result, the programme is now expanding from its initial base in GBAO across the whole country.

Schools2030 Tajikistan identified five holistic learning domains for each cohort in discussion with education stakeholders and developed rapid assessment tools to align to the selected learning domains for all three cohorts. The team conducted the pre-pilot phase for BEQI tools to assess learning and teaching in ECD centres in the GBAO region, to support teachers with identifying learner gaps through observation techniques and for teachers' own self-assessment. The team implemented the HCD trainings for learning partners and teachers at school level, in 100 learning sites across the country. One education innovation that emerged from initial training with the Schools2030 team was the Digital Learning Platform that provides Tajik-language learning materials online to support student learning both inside and outside the classroom. Schools2030 Tajikistan's first district-level showcasing event was held in GBAO, which gave teachers the opportunity to present local projects which were selected for

implementation and to share the progress and anticipated impact of these innovations. The team's first regional showcase event took place in May 2022.

TANZANIA

Since the advent of the free basic education policy in 2016, enrolment has increased significantly in Tanzania. There are still major challenges to improving outcomes, however, which are reflected by poor pass rates in the national exams, and limited infrastructure to accommodate the increase in enrolment, resulting in a high pupil to teacher ratio. By providing educators with the skills, resources and support to design and implement context-relevant education innovations, Schools2030 is helping to address education challenges in Tanzania where it matters most: at the classroom level.

The Schools2030 team in Tanzania was the first country team to hold a multi-stakeholder workshop to select five focal learning domains per cohort. The Tanzania team also developed the rapid and validated formative assessment tools, with support from Oxford MeasurEd. Save the Children supported Schools2030 Tanzania to successfully adapt the IDELA tool, and the team successfully delivered their HCD workshops reaching over 200 teachers and youth partners from over 100 learning sites, and were the first team to deliver 100 teacher-led Innovations. The team shared learning materials aligned to the local context, for example using Kiswahili language to deliver the HCD sessions. Schools2030 Tanzania showcased its work at national and global settings. The team held several meetings with the National Advisory Committee and other key education stakeholders to ensure that the programme is well-known amongst national policy-makers. Globally, the team was invited to present to Schools2030 donors during two steering committee meetings and also participated in the LEGO Idea Conference and the RewirEd Summit in Dubai.

UGANDA

Uganda, like many sub-Saharan African countries, faces major challenges in providing quality and accessible basic education to children and adolescents. Only one out of every ten children between 3 and 5 years of age is enrolled in pre-primary education. Only 1 in 4 children who starts primary school makes it to secondary school and only 40% of students are literate at the end of primary school. Secondary education is still inaccessible to most adolescents. Early marriage, teenage pregnancy, abuse at schools and school fees keep many teens, especially girls, out of secondary schools.

Schools2030 was officially launched in Uganda in April 2021 at a groundbreaking event. A ground-breaking event that attracted key sector players from Ministry of Education, the National Curriculum Development Center, the Reading Association of Africa, the Regional Educational Learning Initiative (RELI), civil society partners, teachers, and coordinating tutors. The team, with key sector stakeholders selected the learning domains for each age cohort. Oxford MeasurEd, supported the team to develop rapid assessment tools to align to the learning domains. The team is working to develop a set of validated holistic learning assessment tools and adapt the Brief Childhood Quality Inventory (BEQI) tool to suit the Uganda context.

The Schools2030 Uganda team successfully hosted HCD workshops in two phases over 5 days. The first phase comprised the 'launch, explore, define, generate and make' phases.

The second phase was dedicated to prototyping. The Schools2030 Uganda team worked in many non-formal education settings as well as in schools, and showcased incredible examples of how context-driven, learner-centred approaches can impact livelihoods outside the immediate classroom setting. For example, the team is working in Luzira Upper Prison to support inmates to attain the skills they need to develop positive livelihoods after they are released from prison. Schools2030 has also partnered with Somero Uganda – a local CSO supporting vulnerable young women who are engaged in the sex trade and wanting to leave – to co-develop a skills-focused HCD programme that includes a mentorship model that engages former sex workers to support and mentor the young women. Uganda will hold its showcasing events at district and national level in 2022. These events will give teachers an opportunity to share their innovations and learn from each other as well as to engage with national education stakeholders.

GLOBAL RESEARCH UPDATE



Six Action-Research Teams Co-Creating Evidence with and for Schools

With support from the Jacob's Foundation, Schools2030 is 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.

RESEARCH PROJECTS 2021-23

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).
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).
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: Vendelin Simon (University of Dar es Salaam), Nikhit D'Sa (University of Notre Dame), Elizabeth Germana; Andrea Diaz-Varela; Eric Opoku (Right to Play).
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).
5. Data Must Speak about Positive Deviant Approaches to Learning in Tanzania. Research Team: Led by Matt Brossard, Chief Education, Innocenti (UNICEF).
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).

UPDATE ON COMMUNICATIONS



A key focuses of Schools2030's overall communications strategy is to pursue a system-change across nations, amplify the incredible work of field staff and school communities, as well as to remain on the pulse of the global education conversation. The strategy also works to nurture champions of our approach by telling the Schools2030 story, and reflecting the sincerity and passion of its global community. The following major events took place during the period under reporting:



Global Strategy. In June 2021, Sarah James came on board as Schools2030's Global Communications Manager. She was tasked to create a short-term global strategy to unify Schools2030's messaging and ensure optimum visibility for the programme.



Country-Level Communications. With the global strategy disseminated amongst Schools2030 staff and partners, work for each country team to draw from it to create in-country contextually relevant communications action plans started.



Website. With support from our web and design team, [InspirArt](#), [Schools2030.org](#) was expanded and refined. [The News page](#), [Events page](#), and [Innovate page](#) were added. Planned for 2022 is the full launch of the Faved platform and a webpage detailing our current research streams, which will house our published reports and papers. Country pages are under construction that will offer deeper insight into our field work as well as contextualised and translated HCD Tools and other country-specific information.



Social Media. In July, Schools2030 launched its main social media channels ([Twitter](#) and [LinkedIn](#)) to be part of the global education conversation and encourage others to join our school-driven movement. We are pleased to have now more than 1000 engaged followers across the two platforms.

FINANCIALS



Schools2030 benefited from a stable funding base that allowed our programme to fully launch at school level across our countries and in key global programme areas. We are incredibly grateful to all our founding group of donors, Dubai Cares, Itaú Social, Porticus, IKEA Foundation, Jacobs Foundation, LEGO Foundation, OAK Foundation, Wellspring Philanthropic Fund and AKF, for their generous and flexible support in these challenging launch years when we faced unprecedented educational and social challenges.

We are thrilled to have introduced two new donors to our Schools2030 consortium in 2021, Education Cannot Wait and USAID Local Impact. Education Cannot Wait is providing Schools2030 with targeted support on our data management at country and global levels. The USAID Local Impact joint fund with AKF is providing support to the Schools2030 programme in Central Asia. We are also very pleased to have secured three-year funding commitments from Jacobs Foundation and AKF in 2021. These two donors join LEGO Foundation and OAK Foundation in providing the Schools2030 programme with stable three-year funding, allowing us to plan ahead and provide our teams and schools with the security of a longer-term financial commitment. We are also currently exploring possibilities of new partnerships with Atlassian Foundation and Education Above All.



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