Welcome to the Global Forum!

Day 2:
The Future of Design and Innovation in Education

Wednesday, June 22nd

PORTUGUESE	DARI	KISWAHILI
Olá (hello) **Bem-vindo** (welcome)	سلام (hello) خوش آمدید (welcome)	**Habari** (hello) **Karibu** (welcome)
RUSSIAN	KYRGYZ	TAJIK
Привет (hello) **Добро пожаловать** (welcome)	**Салам** (hello) **Кош келдиңиз** (welcome)	**Салом** (hello) **Хуш омадед** (welcome)
URDU	PASHTO	HINDI
ہیلو (hello) خوش آمدید (welcome)	سلام (hello) ھرہ راغلاست (welcome)	नमस्ते (hello) स्वागत (welcome)

SCHOOLS 2030

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

This morning…

- Early Childhood Development
- Youth & Civil Society
- Schools
- Funders
- Policy-makers

This afternoon...

- Climate Change & Education
- EdTech & Digital Learning
- Out-of-School Learning Experiences
- Early Childhood Education
- Gender Equality

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We know **WHAT** needs to change or improve.

The question is HOW
we make those changes.

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2030

But first...

We know...

K12 education needs to shift to meet the needs of the 21st century.

But how are we supposed to know how to *do* that?

We know...

Schools and school systems are incredibly resistant and resilient to change.

What are [some of] the barriers to innovation in schools?

Path dependence:

"This is how it has always been done."

Our baggage:

"This is how it was for me."

Risk aversion:

"We can't afford to fail."

Lack of resources & trust:

"Teachers don't have what it takes."

Systemic challenges:

"You must comply."

So...

How do we let go of our assumptions, feel comfortable taking risks and get energized to tackle systemic challenges?

First, empower teachers.

Next, inspire and equip them with the tools and mindsets of Human-Centered Design.

Human-Centered Design asks you to consider [or reconsider] how the decisions you make impact the experiences of others.

Human-Centered Design asks you to elevate the lived experiences and expertise of "end beneficiaries" in order to create more equitable, innovative and effective solutions.

In this, case both the teachers & their students.

With these different perspectives, Human-Centered Design can help illuminate new insights and inspire new solutions to seemingly intractable problems.

Through techniques for centering the needs of students, generating out-of-the-box ideas and "making to learn," the Human-Centered Design process encourages teachers to tap into their creative genius and potential to innovate.

Evidence shows that when teachers are empowered to make decisions and create change, student achievement increases.

How have we operationalized
this process?

How have we built teachers' capacity
with Human-Centered Design?

5000+ educators engaged in school-based Human-Centred Design to improve learning.

1000s of learning solutions prototyped and implemented by teachers.

Flexible response funding provided to support school-level solutions.

Optimism, creativity, and joy filling the classrooms - bridging the art of teaching with the science of learning.

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OUR GLOBAL REACH

LAUNCH INTRODUCTION

OVERVIEW OF LAUNCH THE CHALLENGE PHASE

The handouts in the Launch the Challenge phase are designed to help your team align around a particular challenge in terms of learning gaps and outcomes (reference the holistic learning outcomes on the right side of this page). This part of this design process should be conducted with site-based teams. If there are enough participants, educators should be put into teams based on age level of students.

The process in this phase is called scoping a problem. Using the scoping process you prepare for the design work you will conduct during this project by exploring the context of the challenge. This phase of the design process will include: identifying strengths and analyzing the weaknesses of the school in terms of learning outcomes, connecting to quantitative data, framing the challenge, connecting to secondary research and identifying stakeholders.

OBJECTIVES OF LAUNCH THE CHALLENGE PHASE

The goal of this phase is to get your design team aligned around a particular framing of a problem, so that the design work they conduct in the next phases is well-defined and connected to the team and the larger challenges facing your school. The tools will support you to use many different types of resources to help you frame the problem you are working to solve.

At the end of this phase, all team members should be clear and aligned on a common problem you are working to solve and should have a shared context for the problem.

MINDSETS OF LAUNCH THE CHALLENGE PHASE

- Work together to understand the context
- Look closely to understand potential problems and opportunities
- Stay optimistic that you can solve the problem
- Hold back on solving the problem during this phase

WORKSHOP #1 TOOLS

#1 Smooth Sailing

WHAT   The Smooth Sailing handout helps your team identify your school's strengths and weaknesses.

WHY   When you have completed this tool, your team should be aligned around potential problems and opportunities.

#2 Quantitative Data Analysis

WHAT   The Quantitative Data Analysis handout helps your team use quantitative data to identify problems and the groups most affected by those problems.

WHY   When you have completed this tool, your team should be aligned around potential problems as well as those stakeholders who are most affected by this problem.

#3 Identify a Problem to Explore

WHAT   The Identify a Problem to Explore handout helps your team bring together both their reflections and analysis of data to identify a problem to solve.

WHY   When you have completed this tool, your team should be aligned around potential problems and opportunities to address during your design work.

#4 Secondary Research

WHAT   The Secondary Research handout helps your team review research and examples of solutions that address the problem you are working to solve.

WHY   When you have completed this tool, your team should be inspired by proven examples and solutions that address the problem they have identified.

#5 Community Mapping

WHAT   The Community Mapping handout helps your team identify the different stakeholder groups that relate to the problem as well as whose voices are most underrepresented.

WHY   When you have completed this tool, your team should be aligned around potential stakeholders to engage in the next phase of the process.

HOLISTIC LEARNING OUTCOMES

Knowledge
Academic Proficiencies
- Reading
- Writing
- Numeracy
- Mathematics
- Science
- Humanities

Interdisciplinary Proficiencies
- Technology and media
- Arts and culture
- Health and nutrition
- Leadership
- Civic engagement
- Love and connectivity

Skills
- 21st Century Growth Mindset
- Critical thinking
- Problem solving
- Creativity
- Communication
- Collaboration

Values
- Mindset/Dispositions
- Self-awareness
- Resilience
- Open-mindedness
- Integrity
- Respect for diversity

Attitudes
- Ethical Dispositions
- Taking responsibility
- Relationship building
- Ethical decision making
- Reconciling tensions
- Self-efficacy
- Respect for the Environment

Smooth Sailing

Instructions: Imagine your school is a sailboat. Use this analogy to think of strengths, advantages, challenges and threats specifically related to improving the learning outcomes identified in the School2030 initiative (use the first page of this section for reference).

1 ADVANTAGES
Example: Most students come to school every day.

2 STRENGTHS
Example: Teachers are dedicated.

3 CHALLENGES
Example: Students do not have computers at home.

4 OBVIOUS THREATS
Example: Students don't come to school when the weather is cold.

5 NON OBVIOUS THREATS
Example: Teachers might leave their job at the school.

www.Schools2030.org

Educator Toolkit

The Schools2030 Human-Centered Design Toolkit is designed to support a design-based innovation process for schools participating in the Schools2030 initiative as well as any educator who decides to take on a design challenge. This process can be led by educators and school leaders, empowering them to identify problems and create solutions in response to concerns identified through the data collected with the PROMISE app and through reflection. This process is open-ended and adaptable to the cultural contexts, resource constraints and opportunities of each unique school.

The goal in conducting this design process for your school or classroom is to identify the root causes of the learning gaps for your students in order to design and test solutions that address those root causes and thus increase learning outcomes. We will be referencing the Schools2030 holistic learning outcomes as our guidelines for what learning outcomes to try to improve.

PDF Version   **Resources in PPT (translatable)**

School Leader Guide

The Schools2030 School Leader Guide is designed to support School Leaders in the process of planning and initiating a Human-Centered Design process at their schools. The School Leader Guide includes context for launching a Human-Centered Design process, planning tools and additional resources that give more context for the potential of Human-Centered Design.

PDF Version

Resources in PPT (translatable)

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Facilitator Guide

The Schools2030 Facilitator Guide is designed to support those who are tasked with facilitating a Human-Centered Design Challenge with a team or group of teams. The Facilitator Guide includes planning tools, tips for facilitating, criteria for quality design work and additional resources that give more context for the potential of Human-Centered Design.

PDF Version

Resources in PPT (translatable)

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LAUNCH

EXPLORE

DEFINE

GENERATE

MAKE
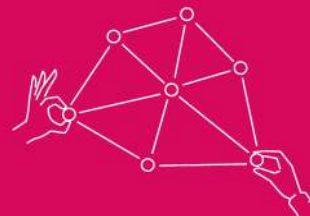
TEST

ITERATE
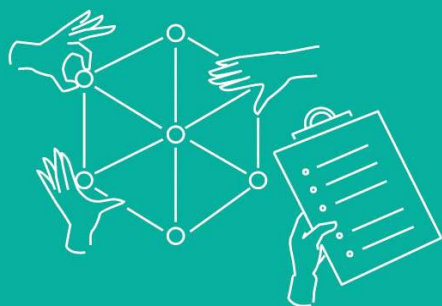
TEST ANOTHER

IMPLEMENT
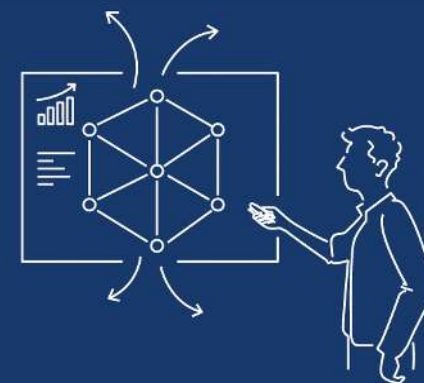
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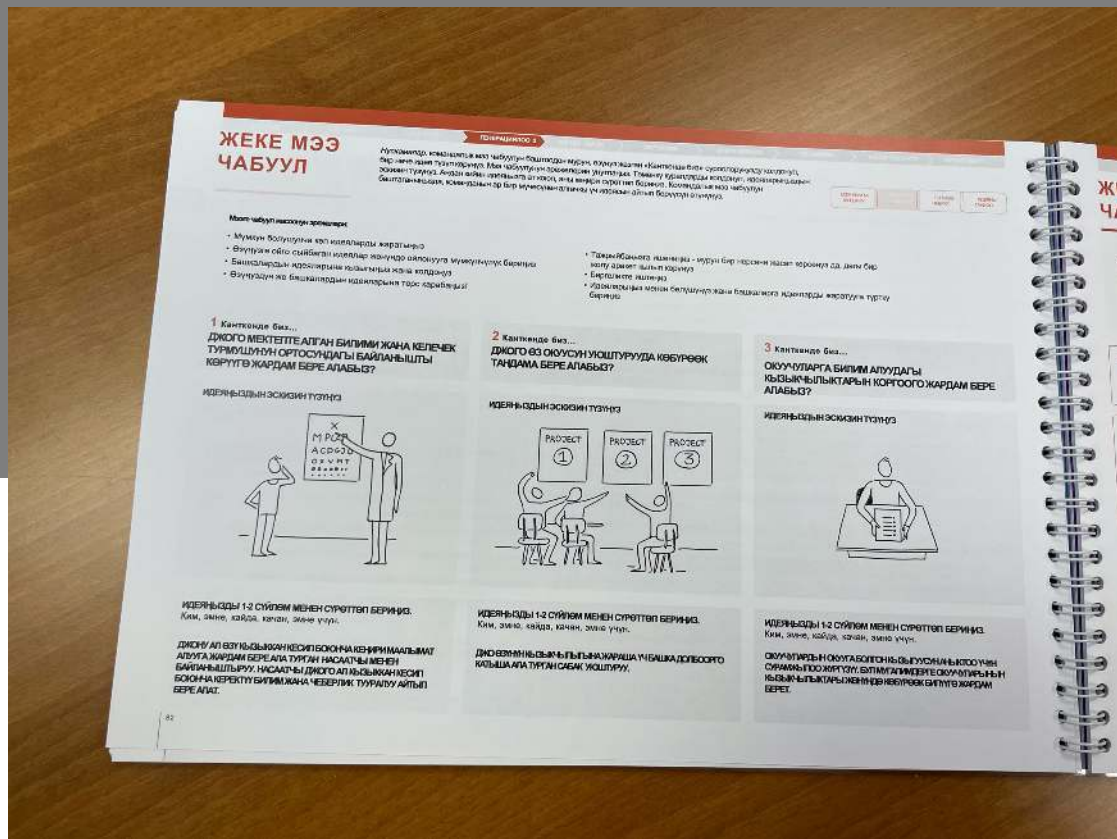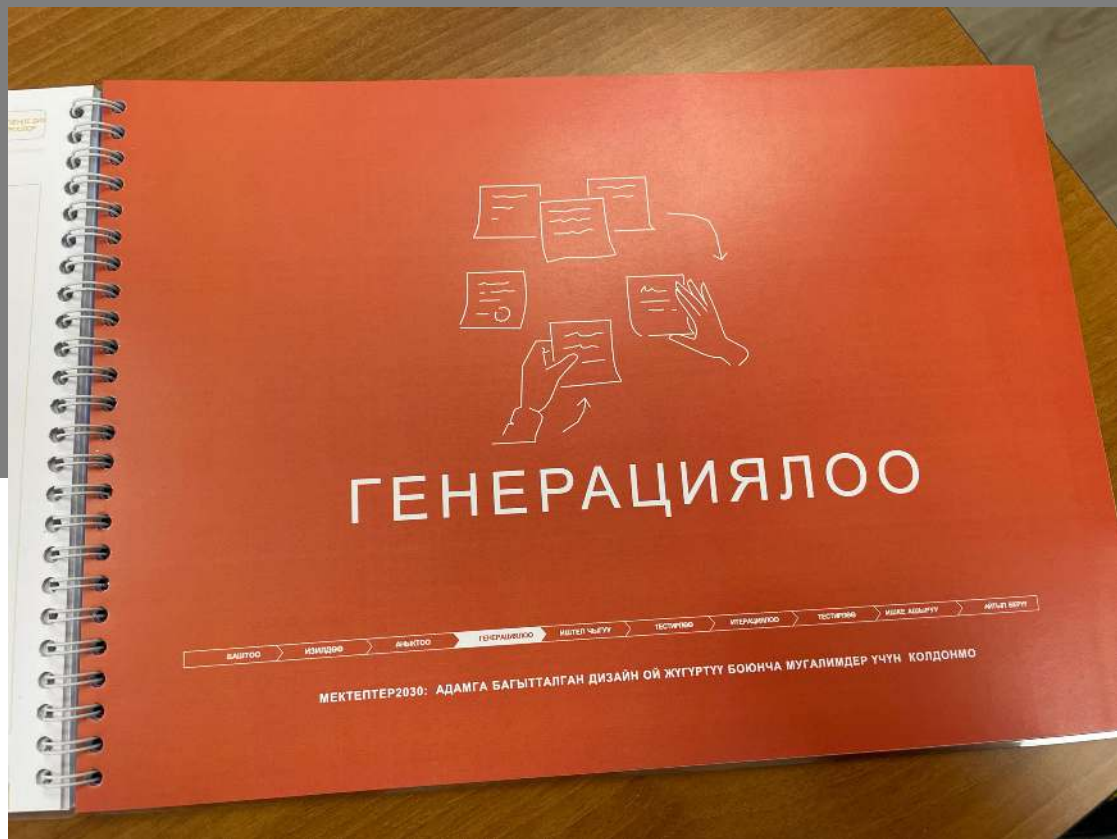
ESCOLAS 2030
HUMAN-CENTERED DESIGN CAIXA DE FERRAMENTAS

Desenvolvido por *Accelerate*Impact

LANÇAR

LANÇAR EXPLORAR DEFINIR GERAR PRODUZIR TESTAR ITERAR TESTAR IMPLEMENTAR CONTAR

**ESCOLAS 2030** HUMAN-CENTERED DESIGN **CAIXA DE FERRAMENTAS**

How might we better enable teachers to design, prototype, evaluate, and iterate new educational innovations that work in their classroom contexts to inform future policy, research and practice at scale?

And, what can we do as a collective to give teachers what they need to be the drivers of innovation that the world needs?

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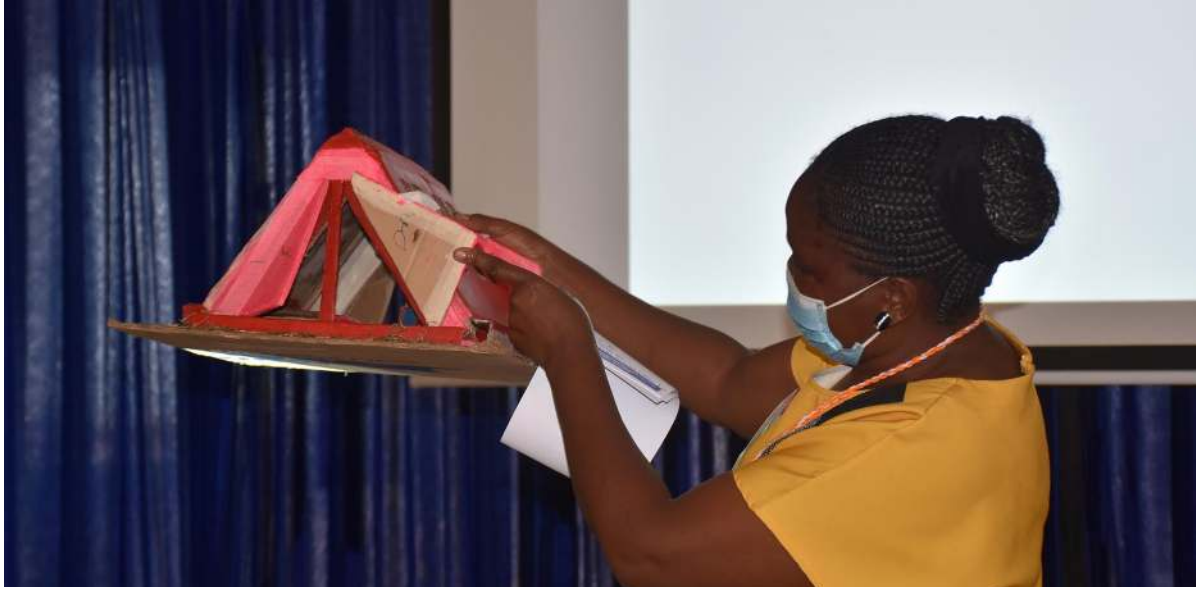
Spotlight on Kenya

Spotlight on Kyrgyzstan

"We cannot solve our problems with the same thinking [or funding requirements or policies or hierarchy] we used when we created them."

———————————

Albert Einstein

The key to achieving SDG4 will be found in the classroom

Schools2030 will reclaim the discourse on 'what works' by generating school-level evidence on how to improve equitable quality learning outcomes through a focus on teacher and learner agency.

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At the heart of the Schools2030 approach is the recognition that schools should be the **centre of social change**, not the **target of change**.

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WITH MANY THANKS TO OUR GLOBAL COALITION OF PARTNERS