

Schools2030 Global Forum

Session Learnings and Recommendations: Plenary 7

SESSION TITLE: *The Future of Policy and Practice in Education: How might we transform education systems that advance quality learning for all?*

SPEAKERS: Dr. Andrew Cunningham, Global Lead for Education, AKF; Dr. Daniel Baheta, Chief of Education, UNICEF Tanzania; Simon Sommer, Co-CEO, Jacobs Foundation; Hon. Pamela O'Donnell, High Commissioner, High Commission of Canada, Tanzania; Rajdeep Chowdhury, Senior Communications Specialist, The LEGO Foundation; Hon. Prof. Adolf Mkenda, Minister of Education, Tanzania; Hon. Prof. Joao Costa, Minister of Education, Portugal; Hon. Lela Mohammad Musa, Minister of Education, Zanzibar

FOCUS AREAS: Systems change, collaboration and partnerships, policy

KEY DISCUSSION POINTS:

- Education funding is dominated by the Mastercard Foundation. Private philanthropy plays a small role. Most funding from private foundations goes into higher education, teacher training is not a priority.
- Foundations should act independently. However, any foundation alone is too small to achieve systems change in education. System transformation only happens when sector players work in collaboration.
- The role of development partners in education transformation: It is important to understand that without SDG4, others SDGs cannot be achieved.
- The importance of access to education cannot be more emphasized in the COVID-19 pandemic era. The government of Canada is proud to work with partners, governments to promote education and, through a feminist foreign policy, tackle gender inequality.
- Opportunity to access education should be availed to all.
- Canada is committed to funding Schools2030 to advance classroom-level innovations.
- The role of play to the future of education and learning: Play allows imagination and breeds creativity and development of 21st century skills of critical thinking, problem solving, collaboration, communication, and creativity.
- Re-define quality in education. There is no quality education without inclusive education. An inclusive curriculum on girls, refugees, migrants, indigenous communities is important.

- Transforming education begins with focus on teachers. Enhance teacher skills and competencies, get them enough teaching materials, build their agency, motivation.
- Engage persons who are supposed to be affected by the policies. Is the community for example included in the development of the curriculum?
- Schools are incubators. They are the source. Schools are the community, teachers and students.
- Let the schools be practical. Let schools produce goods and services we consume. Let schools produce students with market relevant skills.
- Schools should take ownership of their innovations after engaging all stakeholders, say, in policy and curriculum development.
- Enhance teacher training.
- The global community should learn from the local community.
- Reform education and structural framework for schools. This may include private-public partnerships, curriculum reforms, and technical support, among others.
- Education financing should be categorised as an investment not an expenditure.

CONCLUSION:

- Transforming education begins with teachers.
- System transformation only happens when sector players work in collaboration.
- There is no quality education without inclusive education. An inclusive curriculum for girls, refugees, migrants, indigenous communities is important.
- Education financing should be categorised and understood as an investment and not as an expenditure.
- Private philanthropy has a role to play but often focuses on higher education and not teacher training.

ACTIONS AND RECOMMENDATIONS:

- Consider community needs in curriculum development
- Enhance teacher skills and competencies. Get them enough teaching materials, build their agency, motivation.
- Consider reforming the structural framework schools operate in. This may include private-public partnerships, curriculum reforms, and technical support, among others.
- The role of teachers in education reform must be emphasised to ensure private philanthropy interest in funding such.