



## **PHASE 2**

Strengthening School-to-Systems Connections  
for Quality Learning and Teaching

# DRIVING SCHOOL-LEVEL INNOVATION FOR SYSTEM-LEVEL CHANGE

## Building from Schools2030's Launch Phase to achieve Phase 2 Goals

Schools2030 is entering a new phase of its programme development. In our launch phase (2020-2023) we focused on co-developing the Schools2030 Three-step Model – Assess, Innovate, Showcase – and the suite of tools, guidance materials and workshop resources that underpin each of these steps. In each programme country and at the global level, we developed costed workplans to align to our three-step model and hired staff and partners to lead these workstreams and deliver the activities and outputs underpinning our Theory of Change.



Teachers in Kenya collaborate to answer design challenges that are relevant to their contexts

### Key achievements of our Launch Phase

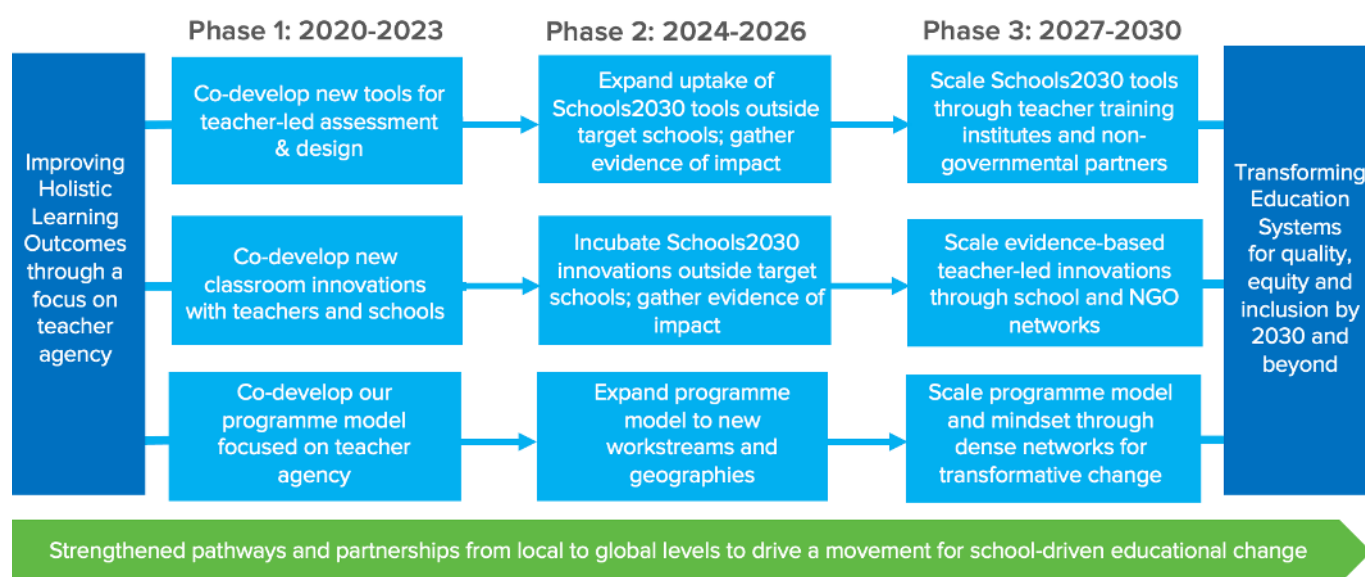
- We co-developed, iterated and solidified the Schools2030 programme model based on learnings from our technical partners and feedback on teacher experiences.
- We created our Theory of Change and our vision with inputs from our colleagues, partners and donor community.
- We co-developed, tested and iterated a range of contextualised tools and resources for teacher-led assessment, design, innovation and showcasing
- We led hundreds of workshops across schools in ten countries to support teachers to gain professional skills in assessment and design and to develop new mindsets as education innovators. This allowed them to develop contextually relevant ideas and innovations for improving teaching learning in their contexts.



- We held showcasing events at district, national and global levels to amplify teacher-led innovation and to share emerging evidence on the effectiveness of our three-step model. These included hosting two Schools2030 Global Forums – in [Tanzania in 2022](#) and [Portugal in 2023](#). Schools2030 was invited to the 2022 UN General Assembly Transforming Education Summit, where our [three-step model was recognised](#) as a replicable solution to address the educational crises of equity, inclusion, quality, and relevance through a focus on holistic learning, teacher and learner agency and human-centred design.

### TEN YEARS, THREE PHASES

Achieving SDG4 through School-to-System-level transformation



In Phase 2, (2024-2026) we will build on the strong foundations laid during our launch phase. Our goal over the coming three years is to strengthen the connections between school-driven innovation and system-level change. We will focus on expanding the uptake of Schools2030 tools, resources, models and innovations and on gathering evidence of the impact of these tools, resources, models and innovations - within and beyond our target schools and core geographies. We will continue to focus on building teachers' agency to support holistic learning outcomes and to improve the quality and inclusivity of teaching and learning in our schools and education systems.

Underpinning this expansion and uptake will be our work to strengthen our existing partnerships – and forge new partnerships – with education policymakers and practitioners at local, national and global levels. Through these new and strengthened partnerships and pathways, Schools2030 will continue to [drive a movement for school-driven educational change](#):

- To advocate for the value of [holistic skill development](#) in each Schools2030 country and globally, and to offer useful, usable assessment tools for teachers to measure holistic outcomes and drive improved learning and teaching.
- To advocate for [inclusive, child-centred and playful classrooms](#) in each Schools2030 country and globally, and to offer useful, usable assessment tools for teachers to measure the quality of the learning environment.

- To advocate for the value of **relevant and participatory teaching and learning practices** in each Schools2030 country and globally, and to offer useful, usable design tools for teachers to drive education innovation from the classroom level.
- To advocate for the value of **teacher agency and participation in sector dialogue** in each Schools2030 country and globally, and to offer opportunities for multi-stakeholder dialogue and support for teachers to engage meaningfully in this dialogue.



By 2026, Schools2030 will have built a strong evidence base on holistic, inclusive, child-centred and play-based learning, and will have successfully incubated and expanded the uptake of Schools2030 tools, resources, models and innovations beyond our target schools. Through our incubation, expansion and evidence-building, we will have forged strong global, national and local partnerships and will have emerged as a recognised leader in the movement for teacher-led and school-driven educational change.

This will allow us to enter our Phase 3 (2027-2030), during which Schools2030 tools, resources, models and innovations will be increasingly integrated into local and national education systems in each of our ten programme countries – transforming these education systems for quality, equity and inclusion by 2030 and beyond. As we reach our 2030 target year, Schools2030 will be advocating for post-SDG global education goals that focus the international community on teacher agency and on holistic learning – a recognition that young people need foundational knowledge, skills, attitudes and values to thrive in our uncertain times; and that teachers must be at the centre of a transformative education agenda.

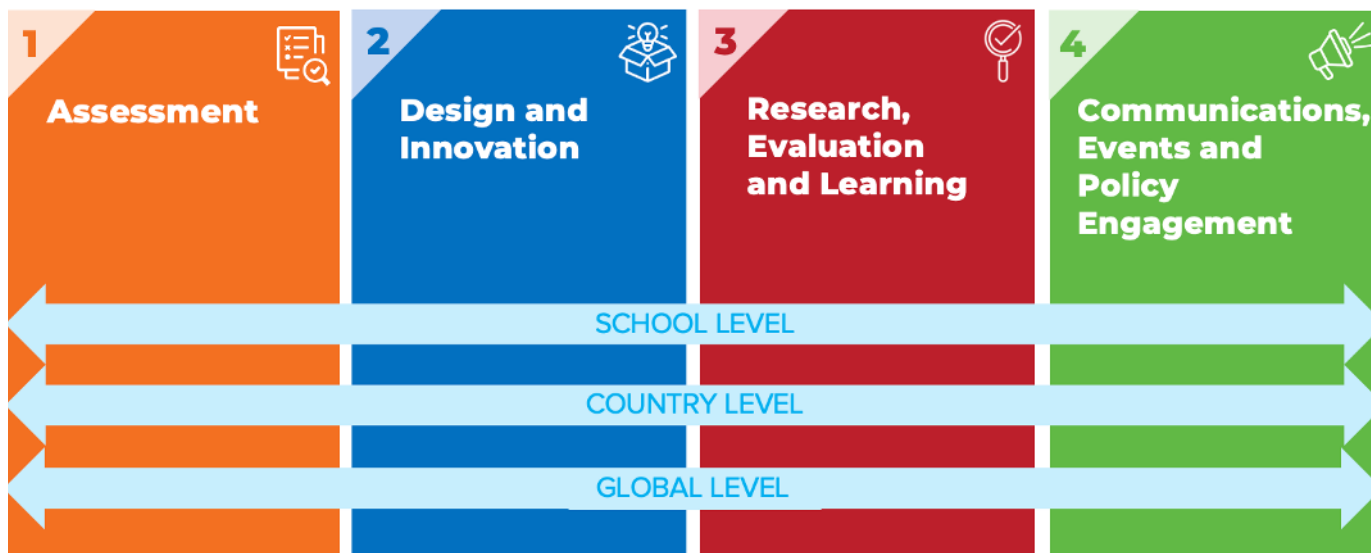
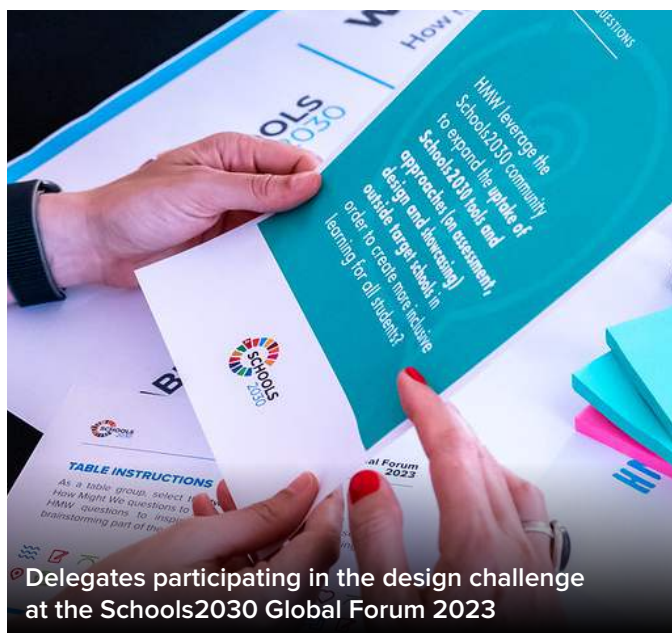
## Developing our Phase 2 Plan from Local to Global levels

The following pages outline the programmatic workplans for Schools2030 Phase 2 that we believe will allow us to reach the goals and vision described above. This plan has developed as a collaborative effort: over the past six months, we have been working with each country team and technical partner – both separately and collectively – to develop strategic and realistic workplans for the coming three years. At the Schools2030 Global Forum in June 2023, we ran a half-day design session with over 200 education practitioners, researchers and systems leaders from across thirty-four countries to help us “crowdsource” ideas to strengthen pathways and partnerships to

achieve Schools2030 system-change goals. Working in groups, Global Forum delegates brainstormed ideas under guiding questions such as “How might we leverage the wider Schools2030 community to expand update of Schools2030 tools, resources and models?”; “How might we expand the programme to new geographies, workstreams and thematic areas?”; and “How might we leverage important moments and milestones in your context in order to expand the impact of Schools2030?”.

The result was over twenty separate ideas about the pathways and partnerships our programme can pursue in the coming three years. These were gathered and analysed by the Schools2030 Global Programme Manager and shared with the wider Schools2030 global and country teams for integration into our workplans.

Detailed workplans for each of the ten programme countries, six global technical partners and global secretariat team are currently being finalised. These workplans are all organised within and across four overarching workstreams:



The following pages contain the summary highlights from these workplans, illustrating the activities and outputs that are planned at school-level, country-level and global-level over the next three years. This document is not exhaustive, but is meant to provide Schools2030 donors with an overview of the planning in order to solicit input and feedback from our donor community.

# SCHOOLS2030 PHASE 2 PLAN

## Developing and Strengthening Schools2030 Workstreams at School-level, Country-level and Globally



### WORKSTREAM 1: ASSESSMENT

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The Assessment Workstream is where Schools2030 teams and partners develop the tools, guidance and approaches to support holistic assessment for learning across our target schools. During Phase 1, we worked to develop contextualised assessment tools that aligned to nationally-selected learning domains. This work was led by National Assessment partners in each country with support from Global Assessment Partners Oxford MeasurEd, ECD Measure and Save the Children. We have developed, piloted and validated assessment tools in each programme country to measure both holistic learning outcomes and the quality of the learning environment. These tools will be shared as public goods via our website (by October 2023) and via the Schools2030 Item Bank (Q1 2024). Our teams and partners have delivered workshops and support training on assessment to teachers across our programme countries. Oxford MeasurEd has produced a first report analysing pilot data and reflecting on the tool development process, which can be found [here](#) (updated report coming soon).

In Phase 2, our focus will be on supporting teachers to use these assessment tools effectively at classroom level to drive improved learning and teaching. We recognise that assessment for learning (rather than for scoring students) is new in many of our school settings, as is a focus on holistic skill development. Over the coming year, we will be initiating some professional development training for teachers and school leaders on their own holistic skill development, based on a growing recognition among many colleagues and partners that if educators themselves have not developed skills like critical thinking and problem solving, they will not be able to effectively assess and teach these skills to their students. We will also respond to feedback from our schools to better integrate assessment into the daily practice of teachers and to support them to use assessment evidence to inform their teaching. At both country and global levels, we will focus on the wider use and uptake of these tools outside our target schools in order to build a strong evidence base on the applicability and efficacy of these tools.

### Assessment Workstream Phase 2 (2024-2026) School-level, Country-level and Global-level

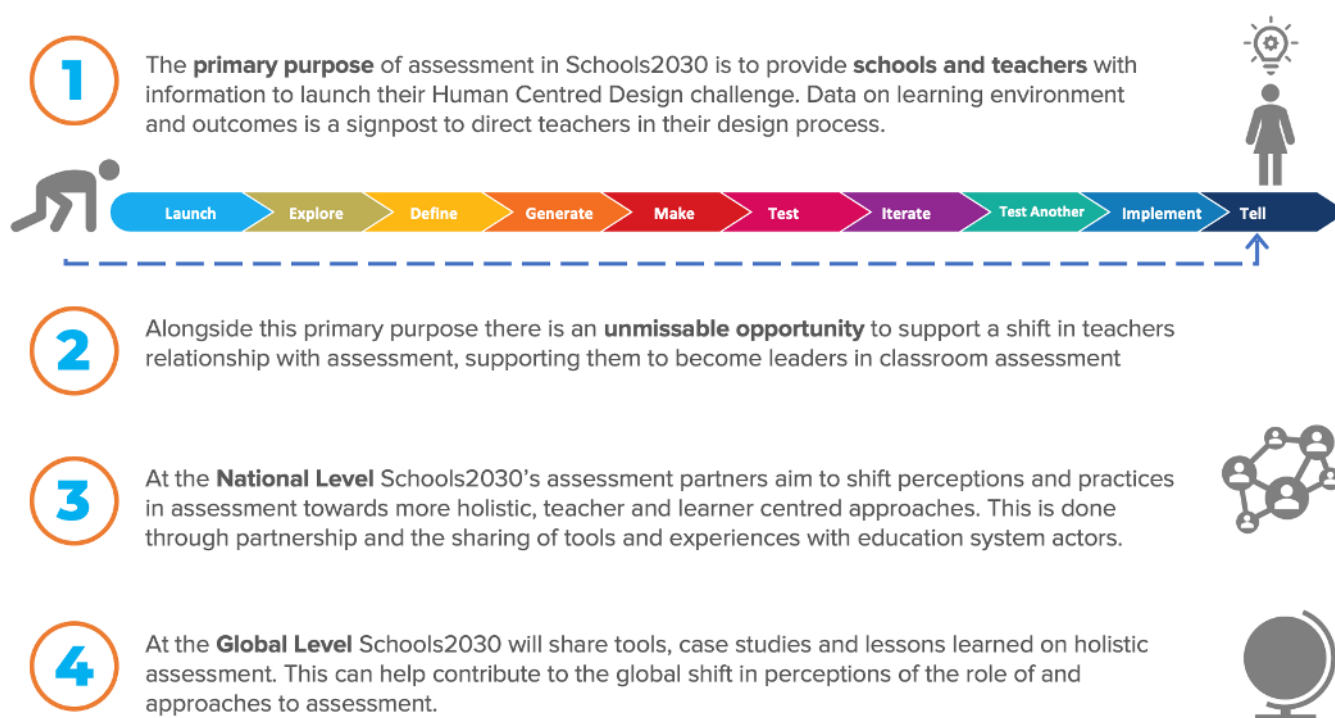
At **school-level**, Schools2030 teams and partners will work with teachers and school leaders to:

- Provide guidance materials, training and mentorship for schools on assessment for learning, including methods for formative assessment and assessing the quality of the classroom environment;



- Provide guidance materials, training and mentorship for schools to better understand assessment evidence to iterate their “Schools2030 innovation” and to adapt their teaching practices more widely;
- Provide guidance materials, training and mentorship for schools to better understand holistic skill development and integrate these approaches across their teaching practice.

## FRAMING ASSESSMENT PURPOSE 2024-2027



At **country-level**, Schools2030 teams will work together and with national partners to:

- Continue iteration of country-specific, contextualised assessment tools, guidance and training materials;
- Work with external partners to introduce Schools2030 assessment tools and resources and support their use in non-Schools2030 settings;
- Work with National Learning Partners to gather evidence on efficacy and impact of these tools in non-Schools2030 settings;
- Work with teacher training institutes to introduce Schools2030 assessment tools and resources and to incorporate these tools into specific modules in pre- and in-service teacher professional development;

**At global-level, Schools2030 Global Secretariat and Global Assessment Partners will work to:**

- Lead ongoing development of global assets and materials on assessment training and capacity development;
- Ensure coordination and knowledge sharing between country teams and assessment leads – including by maintaining internal Assessment Hub;
- Produce reports compiling and analysing assessment data and evidence;
- Ensure Schools2030 assessment tools and resources are publicly available as global goods, including relevant guidance and psychometric properties/analysis;
- Represent Schools2030 at conferences and events to showcase assessment approaches, tools and resources to international education stakeholders;
- Active engagement with other organisations working on holistic and/or teacher-led assessment – ensuring Schools2030 is part of a wider conversation on measuring holistic skills and quality classroom environments.



## **WORKSTREAM 2: DESIGN AND INNOVATION**

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The Design and Innovation workstream is where we support teachers to design, test, implement and iterate contextually relevant innovations to improve the quality of teaching and learning in their classrooms – including through allocation of our Flexible Response Funds at school-level. In Phase 1, our focus was on developing, testing and iterating our suite of Human Centred Design toolkits and working with schools in each programme country to develop an appropriate rhythm for workshops, support visits and peer-to-peer learning. Schools2030 National Coordinators and country teams worked closely with teachers in our target schools to develop their capacities as “design thinkers” and to provide quality oversight on school-level innovations. Our Global Design and Innovation Advisor provided regular and targeted support for all Schools2030 teams to help them develop their design and facilitation skills. Our global partner, HundrED, developed, piloted and tested the [Faved.org](https://faved.org) platform to support teacher-to-teacher sharing of innovations and best practices. As we near the end of Phase 1, we are finalising a new Schools2030 Integrated Toolkit that brings all our resources and tools together (on assessment, design and showcasing/storytelling) into a single cohesive experience for teachers and schools. This final version reflects three years of input, learning and iteration across all teams and partners. It will be finalised for use by late October 2023.

In Phase 2 we will continue to support teachers and school communities to design and test contextually-relevant education innovations and to gather evidence for the impact these innovations are having on learning and teaching. At the same time, as we are building a cadre of designers and innovation across our countries, we will also focus on identifying the most promising school-level



innovations and incubating these in other school sites to validate the evidence for impact. At country and global levels, we will be focused on building and strengthening the pathways and partnerships that will drive uptake of Schools2030 design tools, models and innovations to new settings to build and evidence base on the applicability and efficacy of design thinking approaches and teacher-driven innovation.

## Design and Innovation Workstream Phase 2 (2024-26) School-level, Country-level and Global-level

At **school-level**, Schools2030 teams and partners will work with teachers and school leaders to:

- Provide and orient teachers on Schools2030 Integrated Toolkit to provide teachers with a cohesive journey across the Schools2030 three step model;
- Continue to provide professional development support for teachers on design thinking through workshops, pedagogical/professional development support and peer-to-peer learning opportunities;
- Continue to provide flexible funding support for teachers through design, iteration and implementation phases. Work to ensure process is efficient and teachers have as much autonomy as possible within each context;
- Develop a cadre of design coaches and mentors from among the ranks of Schools2030 educators to expand impact within schools and reach new teachers;
- Continue to engage school leadership, school management committees and local-district level education authorities in design thinking processes to ensure commitment to programme goals and provide teachers with support.



Teachers in Uganda creating prototypes of their innovations at a Schools2030 workshop

**At [country-level](#), Schools2030 teams will work together and with national partners to:**

- Continue to lead design workshops to support school-driven innovation;
- Identify and incubate promising innovations to support adaptation and scale;
- Develop clear criteria for “most promising” innovations, including on evidence necessary to be selected for incubation and showcasing. Ensure full transparency on this process;
- Work with communication team (global and national-level) to ensure visibility of teachers, schools and innovations selected for incubation and showcasing;
- Work with external partners to introduce Schools2030 design tools and resources and support their use in non-Schools2030 settings;
- Work with National Learning Partners to gather evidence on efficacy and impact of these tools in non-Schools2030 settings;
- Work with teacher training institutes and Higher Education departments to introduce Schools2030 design tools and resources and to incorporate these tools into teacher professional development.

**At [global-level](#), Schools2030 Global Secretariat will work together with Global Technical Partners to:**

- Leverage global partnerships to increase visibility and wider use of design and showcasing tools and approaches outside Schools2030 contexts;
- Represent Schools2030 at global governance forums to increase visibility of Schools2030 model, tools and approaches;
- Develop and pilot of “scale-readiness” framework to support teams to identify and incubate most promising innovations;
- Amplify Schools2030 teacher-designed innovations and best practices that are identified by country -teams as “most promising” through Faved.org and Schools2030 social media;
- Working with AKF Global Practice Manager to develop [AKF Learning Hub](#) course materials on Design Thinking for Schools that can be shared globally.



## WORKSTREAM 3: RESEARCH, EVALUATION & LEARNING

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Schools2030 Research, Evaluation and Learning workstream brings together the work and outputs of our National Learning Partners, Global Research Partners and Impact Evaluation Partner into a single cohesive workstream that will help us ensure we are gathering, analysing and integrating the evidence generated across all programme countries and globally. During Phase 1 of the programme, these were treated as separate workstreams:

- National Learning Partners in each country produced annual process evaluation reports based on qualitative data from teacher interviews and programme observation, as well as quantitative reach data and learning assessment data when/where that became available. These annual reports were shared internally to support national and global programme teams to develop and iterate our programme model during Phase 1.
- We have brought a total of nine Global Research Partners/Consortia on board since 2021 through two separate Calls for Research. Together, these partners are helping to increase our understanding of how holistic skills are taught and learned at classroom level and what factors can explain variability in holistic learning outcomes. All our research teams have strong in-country leadership and many are based in and from the focal countries. All research partners have engaged school-level stakeholders across the research process – from design to dissemination. You can read more about our research workstream [here](#).
- We have increasingly brought Schools2030 Global Research Partners together with other National and Global Technical Partners to co-present at global conferences and to explore opportunities for synergetic work and collaboration. Thematic synergies have emerged particularly around holistic learning assessment, equity and inclusion. You can see learn more about these presentations [here](#).
- In February 2023, Schools2030 published its first internal research report, [Understanding Learning Differences Across Schools2030 Contexts](#), which was authored by Ellen Smith, Schools2030 Global Research Officer. This report analysed policies and practices on learning differences and inclusion across Schools2030 programme countries, and found that although policies on inclusion exist in all countries, these policies do not translate into practice due to a number of systemic and school-level constraints. Learnings from this report will shape our programme's work to improve inclusive classroom practices through Phase 2.
- In July 2022, Schools2030 hired an Impact Evaluation Partner, Khulisa Management Services, to finalise our [Impact Evaluation Strategy](#) and methodology and to conduct the baseline assessment. Schools2030 revised its Theory of Change (pictured overleaf) with support from Khulisa and based on the Schools2030 Evaluation Strategy. After in-depth consultation with all country teams, Khulisa developed three separate Baseline Study Designs (found here: [1](#), [2](#), [3](#)) and Methodologies to reflect the different contexts and academic calendars of our programme countries.



# SCHOOLS2030 THEORY OF CHANGE



In Phase 2, Schools2030 will focus on synthesizing and analysing the evidence being generated across programme countries and globally, linking this to the outcomes and goal articulated in our Theory of Change (previous page). Over the past year, the Schools2030 Global Research Officer has begun map-ping the evidence emerging from across our workstreams and partners – our Global Impact Evaluation Partner, National Learning Partners, Assessment Partners, Research Partners and National Programme teams – against our Theory of Change activities, outputs and outcomes in order to help us identify gaps in the evidence being generated by the programme. This work fed into the development of our third [Global Call for Research](#), launched in September 2023, which responds to identified gaps in our understanding of two key areas in our Theory of Change – classroom environments and teacher agency – and how these link to improved learning. Over the remainder of 2023, we will further develop our evidence map as a living document and will articulate a Research and Learning Agenda 2024-2026 (Phase 2) – a more deliberate strategy to build a cohesive evidence base that brings together inputs and learning from across our ten countries and four global workstreams.

## **Research, Evaluation and Learning Workstream Phase 2 (2024-2026)** **School-level, Country-level and Global-level**

**At school-level**, Schools2030 teams and partners will work with teachers and school leaders to:

- Collect, analyse and interpret school-level evidence on learning outcomes and quality of the learning environment;
- Ensure teachers, school leaders, students and the wider school community are engaged in shaping and actively contributing to our research and learning agenda, rather than being passive sites of data collection.

**At country-level**, Schools2030 teams will work to:

- Continue to develop digital assessment data entry and management tools, contextualised for each countries assessment domains and tools, to make input and analysis easier from school to national level;
- Continue to support National Learning Partners to gather and analyse evidence and learning data (learning outcome data and classroom quality data) as well as qualitative evidence. Learning Partners will publish Annual Learning Reports in each country to a standard that can be shared globally;
- Work with the Global Impact Evaluation Partner and in-country enumerators to support data collection in Schools2030 schools and comparison schools at baseline (2023-2024) and midline (2026);
- Continue to work with the Global Research Officer and Research Partners/Consortia in-country to ensure research learning and evidence is integrated into wider programme learning and development. As projects from the first cohort of research teams come to a close, this will involve supporting and/or collaborating with Research Partners to disseminate research findings at local and country levels.



The Global Evaluation Partner, Khulisa, orienting teams on the baseline study at a workshop held after the Global Forum in Porto

At **global-level**, Schools2030 Global Secretariat will work with global partners to:

- Continue to support and oversee the Global Impact Evaluation Partner through completion of baseline study; support dissemination of these findings at country and global levels and at relevant conferences and forums;
- Support and oversee the launch of the midline study in 2026;
- Continue to support and oversee the work of Global Research Partners, including coordinating collaboration and synergy between these partners and with technical partners;
- Continue to map Schools2030 evidence from country and global levels and partners, identifying gaps in our data, research and evidence;
- Develop Research and Learning Agenda to address knowledge gaps in Schools2030 programme and global education sector;
- Develop Schools2030 “Evidence hub” to collate data and evidence from across countries, work-streams and partners for external sharing on our website and for wider dissemination among key partners and at key global events.



## **WORKSTREAM 4: COMMUNICATIONS, EVENTS AND POLICY ENGAGEMENT**

Schools2030 Communications workstream has grown considerably over the past three years and now stands as a central node of our programme and the prime vehicle for linking school-based inno



vation to system-level change. Through Phase 1, the Schools2030 Global Communications Manager developed all the assets that allow us to reach internal and external audiences and increase the programme visibility, including our website, social media channels, presentation materials and templates, visual asset bank and monthly newsletter. In 2022 we held our first Schools2030 Global Forum in Tanzania, and our second was held in Portugal in 2023. The Schools2030 Global Forum has become a focal point for the programme and movement, bringing together key stakeholders from across the world and helping us drive towards our key medium-term and long-term outcomes as articulated in the Theory of Change. In addition, Schools2030 has been actively engaged in and presented at major global education conferences, forums and networks, including the Transforming



Education Summit, UNGA, CIES and UKFIET conferences; BE2 and SALEX networks and the UNESCO Greening Education Partnership. Schools2030 also draws on AKF's new status as Grant Agent for the Global Partnership for Education and wider engagement in initiatives like Brookings and Rockefeller Foundation's 17 Rooms through Room 4; Teachers for the Planet; UNICEF Generation Unlimited; and ECW Education in Emergencies. At country level, Schools2030 teams maintain close partnership with local, district and national education authorities and many teams are actively engaged sector planning dialogue – including through leveraging AKF's role as GPE Grant Agent. The Global Communications Manager has begun working with each team to develop communication strategies and advocacy frameworks to map out key opportunities for policy engagement.

In Phase 2, the Communications, Events and Policy Engagement workstream will become even more essential to our programmatic impact as we strengthen our school-to-system connections in each country, strengthen and build new partnerships and pathways for policy influence, and develop a robust evidence-based on the impact of Schools2030 programme model. At the global level, we will revise our Global Communications Strategy, first developed in 2021; at the country-level we will further refine national communications strategies and advocacy frameworks to support engagement, impact and visibility. We will be hiring two new global-level staff members – one Communications Officer to support on digital content, social media and graphic design; and a Global Forum Coordinator to support the successful planning of our annual flagship event. Within each country, teams are hiring communication staff or consultants to lead on the implementation of national communication and engagement strategies.

## Communications, Events and Policy Engagement Workstream Phase 2 School-level, Country-level and Global-level

**At school-level, Schools2030 teams and partners will work with teachers and school leaders to:**

- Hold school and school-district level events throughout the year to engage school management, local and district education authorities and communities to increase programme visibility and status of teachers as innovators;
- Continue to manage teacher WhatsApp/networking groups created for teachers to share knowledge, learning and support informally;
- Conduct interviews and collect content from teachers and other stakeholders to gather success stories that can inspire and engage other teachers and education influencers;
- Continue to support teachers to become effective communicators with Schools2030's mini-course resources.

**At country-level, Schools2030 teams will work to:**

- Continue to engage National Advisory Committees and other key stakeholders to strengthen school-to-system connections, and advocate for importance of holistic skill development, inclusive classroom environment and teacher agency;
- Engage actively in education sector planning meetings and other key policy moments from local to national levels to advocate for importance of holistic skill development, inclusive classroom environment and teacher agency;
- With support from Global Communications Manager, seek out and drive creation of success/impact stories;
- Ensure Schools2030 evidence and impact stories are shared widely on relevant social media channels and events.

**At global-level, Schools2030 Global Secretariat and Global Technical Partners will work to:**

- Renew Schools2030's 2021 Global Communications Strategy, including to update key messaging. Orient national teams on updated plan and global-level messaging to ensure alignment;
- Continue to develop and manage Schools2030 digital and communication assets and channels to share evidence and impact stories of teacher-led innovation and to increase programme visibility;
- Continue to plan and deliver the annual Schools2030 Global Forum to highlight programme impact and strengthen school-to-system connections at global level;

- Actively engage in global education governance forums, conferences and events to advocate for importance of holistic skill development, inclusive classroom environment and teacher agency;
- Continue to provide support on advocacy mapping and development of communication assets in each country;
- Ensure Schools2030 evidence and impact stories are shared globally on relevant social media channels, Faved.org and at events.



## THE ROAD AHEAD

The next three years will be a crucial period for Schools2030 to strengthen the connection between school-level innovation and system-level change. By 2026, when we are ready to embark on our final phase of programming, we will have built a strong base of evidence for both ‘what works’ and “how it works” to improve quality, equitable and inclusive learning for all. We will also have identified the most promising innovations for incubation and further scale in new contexts. Moreover, we will have built and strengthened key partnerships to forge a movement for school-led change.

In 2027 we will enter our third and final programme phase, until 2030. Leveraging the Aga Khan Foundation’s wide networks and deep roots, we will be working in partnership with education systems at local, district, national and global levels. We will focus not just on scaling school-level innovation, but on scaling the enabling conditions that allow innovation to thrive. We will also continue to advocate beyond 2030 for new Global Goals that focus on teacher agency and on holistic, child-centred pedagogical approaches. Thank you for your interest in our work, and we look forward to continuing this exciting journey with your support.





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