



# Catalysing Teacher-Driven Holistic Learning Innovations To Achieve SDG4 by 2030

ANNUAL REPORT 2023



AGA KHAN FOUNDATION



## Contents

3	FOREWARD
4	ABOUT SCHOOLS2030
7	THREE STEPS UPDATES
8	ASSESS
13	INNOVATE
18	SHOWCASE
26	RESEARCH, EVALUATION, LEARNING
31	COUNTRY UPDATES
31	AFGHANISTAN
35	BRAZIL
40	INDIA
45	KENYA
50	KYRGYZSTAN
55	PAKISTAN
59	PORTUGAL
64	TAJIKISTAN
69	TANZANIA
73	UGANDA
78	CONCLUSION
79	GLOSSARY AND ACKNOWLEDGEMENTS







# Connecting School-level Innovation to Systems-level Change

## Foreward from the Schools2030 Global Programme Manager

2023 was a landmark year for [Schools2030](#), the final year of our Phase One programme development. In this Annual Report, we reflect not only on the achievements of the past twelve months, but also on what we have accomplished and what we have learned since our launch in 2020.

Phase One (2020-2023) was a period of co-design and co-development. Schools2030 teams, partners, teachers, school leaders and education authorities 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 and our [Theory of Change](#).

- We co-developed a range of contextualised assessment tools, aligned to national curricular and policy priorities, that allow teachers to measure the skill development of their students in a range of academic and social-emotional learning domains. These tools were piloted and tested with teachers and students across our geographies and psychometrically validated by our Global Assessment Partners. In many programme countries, these tools are breaking new ground as the first ever set of validated, contextual tools to assess social-emotional skills.
- We co-developed new tools and resources for teacher-led design and innovation, tested these with teachers and schools and iterated the tools based on feedback from across all programme countries. This workstream was launched during the height of the COVID-19 pandemic when schools across the world were closed. Schools2030 continued to reach learners and teachers through our deep links with the

communities we serve and through our focus on design thinking in times of uncertainty.

- 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. Through these workshops, teachers designed and tested new innovations and practices to target the specific needs of their students.
- We provided over 3,000,000 USD in flexible response funds across 1000 schools and to 5000 educators to support innovation development, testing and implementation. These funds were used to both procure new teaching and learning materials and to provide demand-driven professional development and pedagogical training. Across our countries, we have seen thousands of new contextually relevant education innovations to improve learning and teaching emerge.
- 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 (HCD).

- Most importantly, we built and strengthened our team in each country and at the global level to deliver all the above. The Schools2030 programme's success is down to its remarkable network of dedicated, creative and compassionate staff and partners who work tirelessly to improve the quality of teaching and learning for young people and educators across their communities and countries.

In [Phase Two, \(2024-2026\)](#) 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.

On behalf of the Schools2030 Global Secretariat, I would like to thank our network of schools, staff, partners, donors, supporters and friends for being part of the Schools2030 movement. We look forward to our continued work together through 2024 and beyond, as we reimagine the future of learning and the achievement of quality, equitable education for all.

Dr. Bronwen Magrath  
Schools2030 Global Programme Manager



## About Schools2030

---

Schools2030 is a global movement for holistic learning and teacher leadership. The movement brings together a diverse coalition which includes educators, school leaders, civil society, researchers, international organisations and government across ten countries and 1,000+ schools.

Our goal is to improve quality teaching and holistic learning, and to foster resilient education systems across the world, including for those living in remote regions and those facing multiple forms of marginalisation and crises.

We do this through a focus on teacher agency – recognising educators as leaders, innovators and active agents in education reform.



# Our Worldwide Teams

Our international team of staff work across thirteen countries, bringing technical expertise, experience and commitment to education and social development.

Schools2030’s [Global Secretariat](#) provides leadership on all aspects of programme design and management, including leading global workstreams on holistic assessment, HCD, research and communications as well as finance and grant management. The Secretariat is based out of the [Aga Khan Foundation](#) (AKF) UK office, but with staff members in the Geneva offices as well.

We are proud to work together as a diverse but cohesive team with a shared passion for transformative educational change.

The majority of the Schools2030 team live and work in our ten programme countries. National Coordinators provide technical leadership and support to a broad network of programme staff, including learning and assessment partners. More detail on these team members and partners can be found in the country pages on our website.

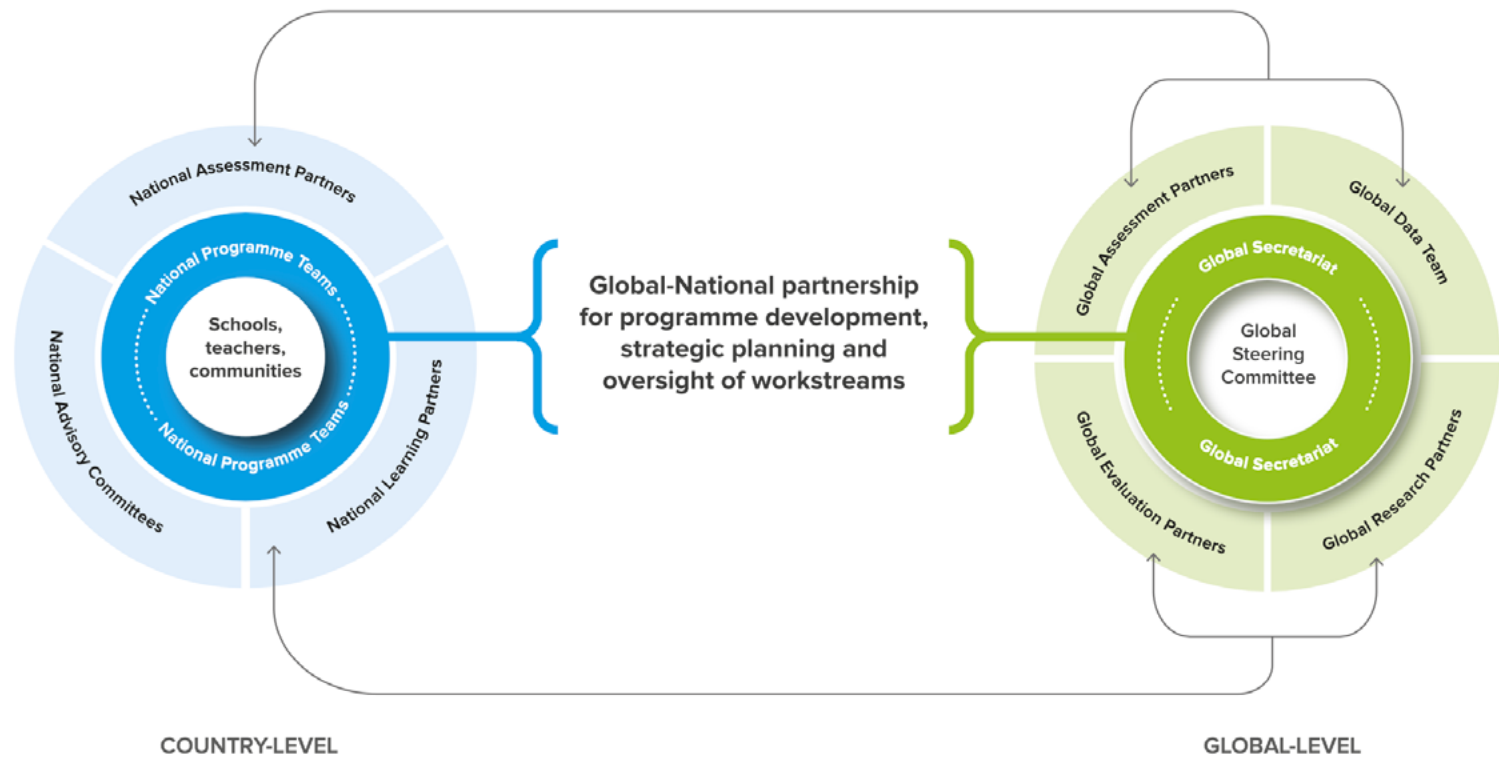


Fig. 1: How we work collaboratively between global and national-level partnerships

## Schools2030 Global Secretariat 2023



**Dr Bronwen Magrath**  
Schools2030 Global Programme Manager



**Sarah James**  
Schools2030 Global Communications and Advocacy Manager



**Homam Kuzlbash**  
Programme Finance Officer



**Ellen Smith**  
Schools2030 Global Research Officer



**Jonatane B-Budiaki**  
Senior Partnerships Manager



**Debashree Roy**  
Partnerships Manager



**Ama Peiris**  
Partnerships Officer



**Nafisa Shekhova**  
Global Lead, Education and ECD



**Dr Andrew Cunningham**  
Global Lead, Education



Schools2030 National Coordinators 2023

Alexandra Marques  
Portugal



Sherali Saidoshurov  
Tajikistan



Nazira Zholdosbekova  
Kyrgyz Republic



Shakoor Muhammad  
Pakistan



Ahmad Zamir Gowara  
Afghanistan



Janat Nomatovu  
Uganda



Thais Mesquita  
Brazil (Ashoka)



Shaibu Athuman  
Tanzania



Halima Shaaban  
Kenya



Trishala Singh  
India





## Our Three-Step Model

Through Schools2030's Three-Step Model for educational change – [Assess](#), [Innovate](#), [Showcase](#) – we have supported 50,000 teachers, school leaders, youth development partners and system leaders across 1000 schools in ten countries to lead school-level design thinking, action research, and evidence generation about what works to improve holistic learning outcomes for all.

The three steps work as an ongoing cycle, continually feeding into one another. Assessments are carried out on a formative basis to test the ongoing efficacy of the innovations; the innovations are constantly iterated and refined based on the assessment data; and the showcasing work is an ongoing process of creating and using compelling communications opportunities, through events and other means, to create dialogue with education system leaders.

*Schools2030 is proof that silos can be broken down.*

**Laura Savage**  
Executive Director, International  
Education Funders' Group



### ASSESS

Schools2030 supports teachers to measure the holistic learning levels of their students, and the quality of their classroom environments, with simple contextualised assessment tools.



### INNOVATE

Schools2030 supports teachers to design, test and implement new pedagogical practices and innovations to improve holistic learning outcomes and quality learning environments.



### SHOWCASE

Schools2030 supports teachers to showcase their best practices and innovations through community, national and global forums and work multi-laterally with key education stakeholders to inspire systems-level educational change.





”

*Collaborative work between Oxford MeasurEd and assessment partners was very helpful. Their experience of working with different countries benefitted us – a combination of ‘field-experience’ and ‘psychometric results’ provided a strong foundation for making revisions in assessment tools.*

Schools2030 Assessment Partner  
feedback, Pakistan

## Assess

Schools2030 is supporting teachers to assess students’ **holistic learning outcomes** and the **quality of the learning environment** in order to drive improved teaching and learning at classroom level.

Schools2030’s approach to assessment is context-driven. We know that for assessment tools and evidence to have traction and relevance, they must be aligned to education policy priorities and to the daily practices of teachers in their classrooms. National Assessment Leads/Partners are in place in each Schools2030 country – in many cases hired as full-time staff within AKF. Over the past three years they have co-developed, tested and finalised a suite of contextually relevant holistic assessment tools and supported teachers to use these tools effective-

ly. In total, Schools2030 teams and partners have developed 82 contextualised learning outcome assessment tools in nine languages, including 43 tools to measure targeted social-emotional learning domains. In addition, Schools2030 has developed, adapted and translated a suite of learning environment assessment tools and teacher self-reflection tools for preschool, primary school and secondary schools in all programme countries.

At the global level, Schools2030 Assessment Partners provide technical support on assessment tool development, validation and data.

Regional Assessment Lead in East Africa, Emily Tusiime, leads a session at the Schools2030 Global Forum in Porto.



## Global Assessment Partners 2023



[Oxford MeasurEd](#) provides overall coordination and capacity development of National Assessment Leads/Partners. Over the past three years, Oxford MeasurEd provided technical oversight on the development of learning outcome assessment tools. Their support has ensured these tools meet global quality standards while also remaining useful and useable for programme teams and teachers. In 2024, Oxford MeasurEd will continue to focus on supporting the effective use of learning outcome assessment tools and evidence at classroom level, including formative assessment. In partnership with National Assessment Leads/Partners, Oxford MeasurEd will support ongoing improvement and analysis of learning outcome tools and develop new guidance and support materials as needed.



[ECD Measure](#) is focused on supporting the measurement of quality of learning environments in pre-primary settings using the [Brief Early Childhood Quality Inventory](#) (BEQI). Over the past three years, ECD Measure has supported Schools2030 country teams to adapt and pilot the BEQI tools and conduct initial assessments of early childhood classroom practices and environment. In 2024, ECD Measure will shift focus to support the scaling up and ongoing use of BEQI, and to offer strategic guidance on how BEQI data can support professional development for teachers and improve quality teaching practices.



Dr Sughra Choudhry-Khan, AKF Pakistan, has led the development of the Schools2030 Learning Environment Assessment Tools for primary and secondary school classrooms. Over 2021 and 2022, Dr Choudhry-Khan worked with colleagues and educators across all programme countries to adapt the [World Bank TEACH tool](#) for use in the Schools2030 programme. This included adding elements of [AKF Inclusive Classroom Guide](#) to ensure our tools support improved learning equity and inclusion. Through 2023 this suite of tools has been used across programme countries to help drive quality improvement through design and innovation. In 2024, Dr Choudhry-Khan will work with National Assessment Leads/Partners to adapt and simplify the Learning Environment Assessment Tools so that they can be used by teachers for continuous assessment and learning and to drive improved quality teaching practices.

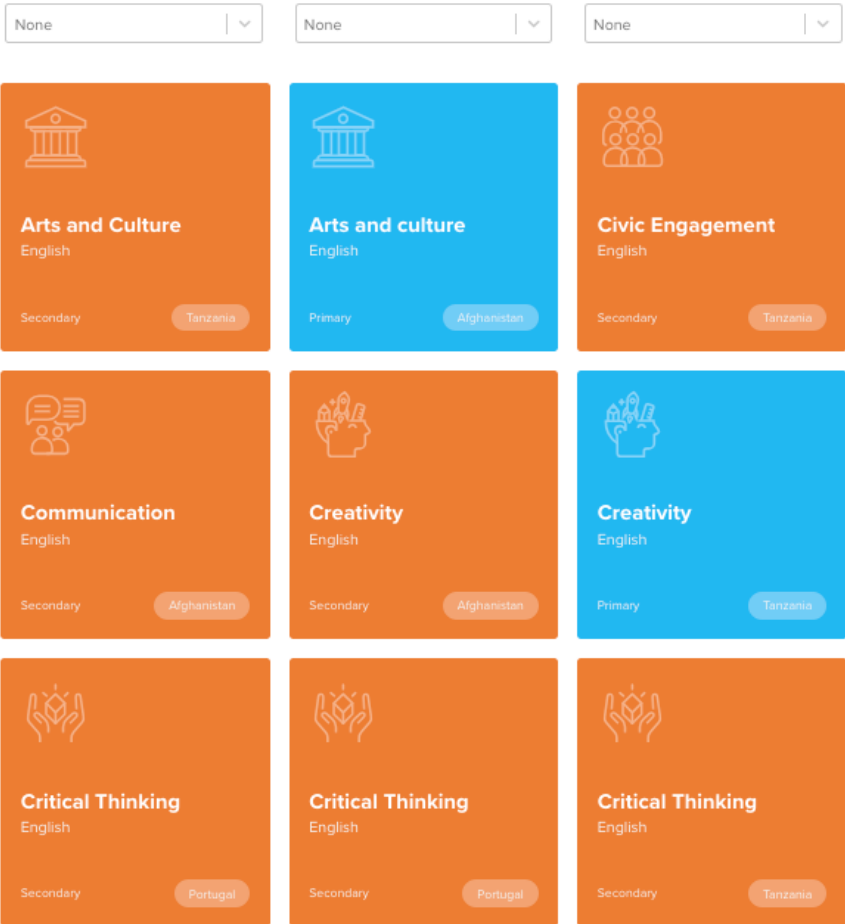


[Ajah](#) supports assessment data management across all programme countries and globally. Over the past year, the team at Ajah have worked with each country and assessment partner to develop standardised approaches and tools for collecting assessment data at classroom level. This has included the development of process maps for data collection, storage and management in each country. Ajah has developed lightweight digital data entry tools (using KoBo and Excel) that align to country-specific assessment tools – to date these have been piloted in Kenya, Uganda, Tanzania, Kyrgyzstan, Tajikistan, Afghanistan and India. In 2024, Ajah will continue to develop and roll-out digital data entry templates, aligned to country specific assessment tools and practices, across all geographies. In addition, Ajah will support capacity development across the Schools2030 global and country teams on data collection analysis and interpretation.

# Assessment Highlights from 2023

## Launch of Schools2030 Assessment Webpage and Tool Repository

After three years of assessment tool development and refinement, we were thrilled to be able to share [Schools2030 Assessment Tools](#) publicly on our new [Assessment webpage](#). Visitors can see and explore example assessment tools for a wide range of holistic skills – from “literacy” to “leadership” to “empathy” and including learning environment tools – and search the tool database by country, language and age group. Those who would like to receive the full assessment tool package, including teacher guides, marking rubrics and psychometric properties, will fill out a simple request form that will allow us to track the uptake of Schools2030 assessment tools. Oxford MeasurEd is working to format all tools for open sourcing on a common template, and new tools are being added regularly as we roll out this crucial global resource, so please check back frequently!



Screenshot from Schools2030 website showing samples of Assessment Tools

## ECD Measure Team visit to Mombasa

In April 2023, the ECD Measure team travelled to Mombasa, Kenya to engage more deeply in the country-level Schools2030 HCD process and better understand the type of support and resources pre-primary teachers need to use BEQI data and tools. ECD Measure gathered feedback from pre-primary teachers, Madrasa Early Childhood Programme (MECP) staff, and the AKF team on new BEQI resources, such as individualised BEQI observation summaries and a new interactive way of doing a BEQI self-assessment to help teachers assess their own teaching practices and reflect on their priorities.

The ECD Measure team also took part in an HCD workshop with Schools2030 pre-primary teachers to better understand how BEQI data can be used to identify challenges and point towards solutions. Overall, this visit to Mombasa gave valuable insights that can be applied in Kenya and other Schools2030 countries to design processes and resources that build teacher capacity for assessing and reflecting on early childhood quality and learning.



### Schools2030 Assessment Tools showcased at UKFIET

Schools2030 was well-represented at the 2023 [Education and Development Forum \(UKFIET\)](#) conference at University of Oxford, including by Oxford MeasurEd, who used this opportunity to showcase Schools2030 Assessment work to the 500+ delegates in attendance. As well as hosting an assessment workshop, Oxford MeasurEd set up a table in the foyer where [UKFIET delegates could try out adapted versions of some Schools2030 assessment tools](#). This was a fun way to increase awareness of Schools2030 assessment tools, and to test out who has better social-emotional skills: students partic-

ipating in Schools2030 or UKFIET conference delegates! At the end of the conference, there was a clear winner. As you can see on the chart, students beat UKFIET attendees in four out of six tests: emotional management (from a non-Schools2030 project in Burkina Faso), problem-solving, empathy and relationship building. Adults did get some wins though, performing better in leadership and respect for the environment.



Oxford MeasurEd at UKFIET

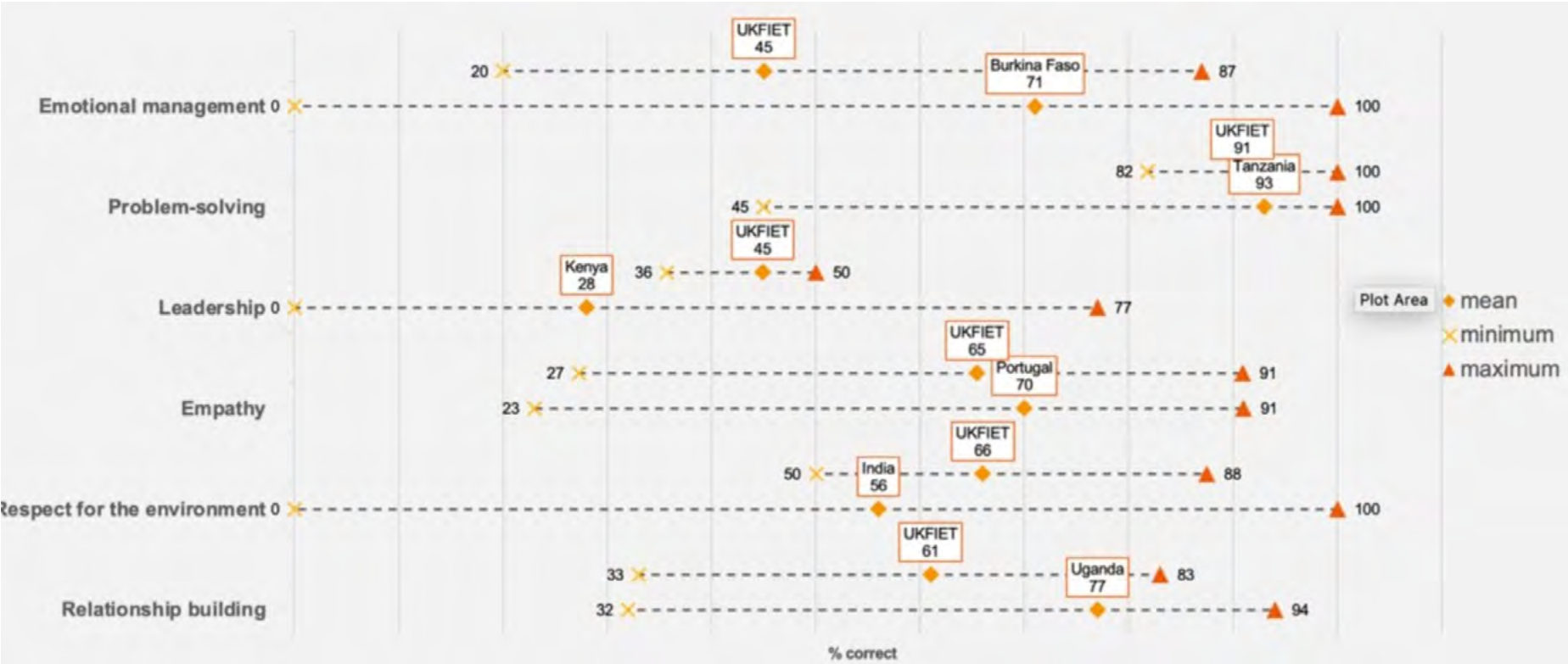


Fig. 2: Assessment scores across a range of skills tested for delegates at UKFIET and students

Development of new BEQI Toolkit

Based on the feedback received from the deep dive with MECP-Kenya, virtual engagements with other Schools2030 teams, and working sessions with assessment partners at the Schools2030 Global Forum in Portugal, ECD Measure designed a [Schools2030 BEQI toolkit](#). The toolkit provides a menu of resources that assessment partners and country teams can choose from as they share data with teachers and encourage teachers to reflect and incorporate information about classroom practices into their HCD processes. In particular, the Schools2030 BEQI Toolkit focuses on giving immediate and strength-based feedback to teachers, helping them to digest the feedback and results, and encouraging them to set goals based on the feedback from the BEQI Classroom Observation. This table summarizes the resources included in the BEQI Toolkit.

Assessment Data Process Mapping

Under the leadership of Ajah, and in partnership with Schools2030 colleagues and partners in each country, we have begun developing Data Process Maps. These country-specific maps provide guidance on how to ensure assessment data is collected and stored securely, and support the effective grading, validation and analysis of assessment data. This is a crucial piece in our annual programme monitoring and learning as it allows Schools2030 teams, teachers and partners to access and analyse clean, secure and valid learning data – a huge step for understanding programme impact and to inform ongoing programme iteration. [An example Data Process Map for Kenya can be found here](#).

BEQI Tool/Resource	Purpose
BEQI Preprimary Classroom Observation Tool	Provide objective snapshot of quality in classrooms
BEQI online portal	System for data entry and management; ability to provide immediate and customised feedback
BEQI Individual observation summaries for teachers	Easy-to-digest summary for teachers showing strengths, areas of improvement, and brief explanation of why practice is important
BEQI program/country-level summary	Aggregated summary of BEQI data in your country
BEQI best practices video tour	Overview of cohort’s strengths and gaps, with examples of why, how (videos) to do quality practices
BEQI teacher self-assessment on teacher perceptions of quality	Shines light on what teachers prioritise for ECD quality
BEQI formative assessment	Helps teachers reflect on their quality and think about how their solutions are related to specific metrics
BEQI TIP (Together In Practice) cards	Light-touch professional development materials related to specific BEQI items to help teachers understand the importance of quality ECD practices

Fig. 3: BEQI Tools



“*Understanding quality means understanding teachers, understanding schools and having that information feed back up to the global level.*”

Abbie Raikes  
Founder, ECD Measure

## Looking Ahead

What's next for Schools2030 Assessment

In 2024, Schools2030's assessment workstream will shift focus from tool development to tool use. Our focus will be on supporting teachers to use assessment tools effectively at classroom level to drive improved learning and teaching. 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. We will be working through our existing partnerships with Ministries of Education, District Education Offices, National Testing Centres and Institutes for Teacher Training to ensure that Schools2030 holistic assessment tools can be effectively integrated into national education systems.







## Innovate

Schools2030 supports teachers to design and implement relevant and targeted education innovations to meet the learning needs of their students and schools. In the first years of our programme, Schools2030 teams co-developed new tools and resources for teacher-led design and innovation, tested these with teachers and schools and iterated the tools based on feedback from across all programme countries. The [Schools2030 HCD for Educators Toolkits and Facilitator Guide](#) are available free and open-source on our website

In 2023, Schools2030 teams facilitated workshops with hundreds of teachers across government schools in ten countries to support educators to gain professional skills HCD and to develop new mindsets as education innovators. Through these workshops, teachers designed and tested new innovations and practices to target the specific needs of their students. Over this past year, we have provided over \$1.3 million in flexible response funds which have gone directly to the

### 2000+

teachers receiving either their first or second round of Human-Centred Design training

### 1000+

new or refined innovative teaching practices

### 500+

Human-Centred Design workshops held

schools and educators participating in Schools2030 to support innovation development, testing and implementation. These funds were used to both procure new teaching and learning materials and to provide demand-driven professional development and pedagogical training. Across our countries, we have seen hundreds of new contextually relevant education innovations to improve learning and teaching emerge.

Schools2030 teams in each country lead our work on school-level design and innovation, working directly with teachers, school leaders, district-level and national education authorities to drive improved teaching and learning quality. Global staff and partners provide tools and guidance to the country teams to support this work.



# Global Innovation Partners 2023



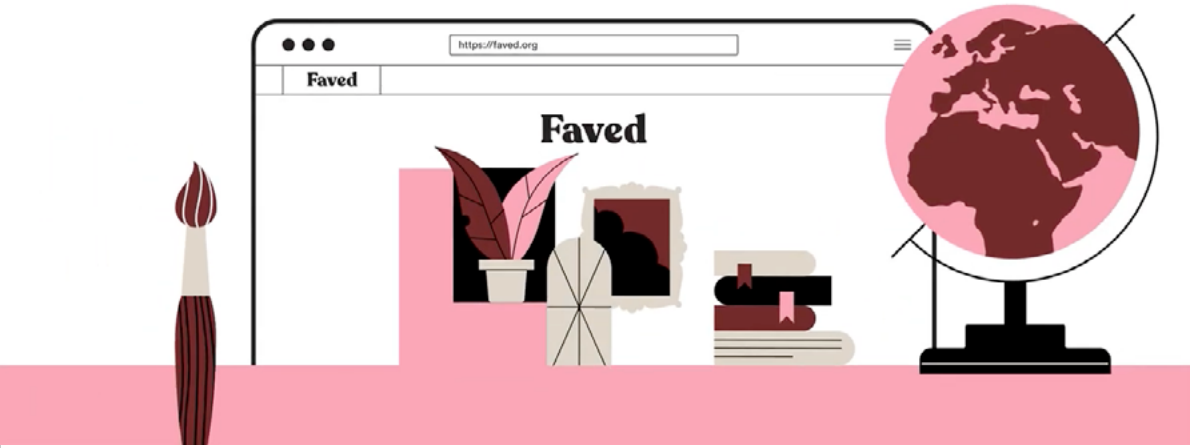
AGA KHAN FOUNDATION

Schools2030 benefits from the experience and expertise of AKF’s Global Programme Team on Design and Innovation, who have supported the development of our HCD tools and provided HCD training for all teams. In 2023, the team focused on updating the Schools2030 HCD Toolkits to better reflect programme growth and to align more clearly to other workstreams on assessment and showcasing. In 2024, they will support the roll-out of this updated toolkit and provide refresher training to Schools2030 teams at country and global levels.

**hundrED**

Schools2030 partners with [HundrED](#) on the development of [Faved.org](#) – a teacher-to-teacher platform that promotes sharing of innovations and best-practices among teachers participating in Schools2030. Designed for low-bandwidth and limited connectivity, Faved is available in nine different languages, and allows teachers to share, “fave” and download teacher-designed practices on a mobile phone or computer. Faved is also available as a paper version for those teachers who have limited access to the internet. Over the past year, HundrED has focused on communication and engagement to improve reach and user experience on Faved.org, which now has just over 200 active users and 500 innovations posted.

## Meet Faved



If your video does not play automatically, follow [this link](#)

## Innovation Highlights from 2023

### Schools2030 teams and partners workshop updated HCD Toolkit

Immediately after the June 2023 Global Forum, Schools2030 teams and partners gathered for a day of workshoping and co-design to update our HCD Toolkit. We all recognised that many parts of the Schools2030 programme have evolved since the toolkit was first developed in 2020, and we wanted to be sure that updates were reflected in our HCD processes and workshops. Crucially, we had received a lot of feedback from teachers and facilitators who asked for better integration between our HCD tools and our assessment and showcasing tools to provide a more seamless user experience. After many rounds of iteration and feedback, the Schools2030 Integrated Toolkit is now complete and with our designers for finalisation. You can see a sneak peak of some of the [new integrated worksheets here](#).

### Teacher-led stories profiled on Faved

Along with the community engagement, user testing and setting the platform up for safe growth in early 2023, the Faved team expanded to produce new teacher-led stories to be published on the Faved platform. These stories spotlight the work of teachers and bring context and insight to their innovations beyond the practices they've created. These stories also serve to celebrate the teachers behind the work, raise their profiles as leaders of learning, and to spotlight some of the most promising innovations on the Faved home page so these can be seen easily by visitors to the platform. The articles are also an opportunity to speak about the innovation work done at country-level, with both global and local level statistics added when available. You can view one of the articles [here](#).



Schools2030 teams workshop the new toolkit in sessions held after the Global Forum in June.



”

*The HCD trainings we have received through Schools2030 have provided me with a different lens through which to identify student challenges and design appropriate solutions – it has centralised their interests and experiences and has made me empathise with them more.*

**Safid Gul**  
Primary School Teacher, Pakistan

### **Schools2030 joins forces with HundrED and Global Schools Forum on innovation scaling**

This past year Schools2030 has been working closely with HundrED and [Global Schools Forum](#) as members of the [Jacobs' Foundation](#) School Action Learning Exchange (SALEX) network. Through the SALEX network, the three organisations received catalytic funding to collaborate on a shared challenge: how can we best support our schools and partners to scale promising education innovations? Together, our organisations are developing a simplified framework to enable practitioners to understand and nav-

igate the various pathways to scaling impactful education solutions within and beyond their context. [You can read more about this project here](#). As a first step, HundrED has authored a [research brief](#) (with contributions from Schools2030 and Global Schools Forum) to help make sense of the complex world of education innovation and scale. Over the coming year we will develop a consolidated framework that draws on best practice across the field and test this with teachers and practitioners.

## ...scaling the enabling conditions that allow teacher-led innovation to flourish

### Looking Ahead

What's next for Schools2030 Innovation

In 2024, we will continue to support teachers and school communities to design and test contextually relevant education innovations but will be adding a new focus on incubation and scale of “most promising” innovations. We will be working across all teams and partnerships to develop clear criteria and evidence for evaluating teacher-led innovations, the impact these have on teaching and learning and their viability and substantiality for scale. We will also develop related frameworks and HCD tools to support the journey from design to incubation to scale.

Schools2030's vision of innovation and scale is not just focused on adaption and adoption of specific in

novations. We also seek to influence the wider education system to be more responsive to and supportive of teacher-led innovation – what we think of as “scaling the enabling conditions that allow teacher-led innovation to flourish.” Over the coming year and throughout our Phase 2 period, Schools2030 will be building and strengthening the pathways, partnerships and evidence that will drive uptake of Schools2030 design tools, models and mindsets at system level – nationally and globally.





”

*Schools2030 really should serve as a role model for the international education architecture: It overcomes false dichotomies, it combines bottom-up and top-down approaches, it give teachers and their needs a distinct voice whilst not ignoring the political necessities and priorities of government at local and national level.*

**Simon Sommer**  
Co-CEO, Jacobs Foundation

## Showcase

Our showcase step allows teachers to take a leading role in system-level change. Schools2030 supports teachers to present their innovations, practices and evidence at local, district, national and global forums. In this way, educators can provide policymakers with replicable models for classroom-level learning improvement and inspire new thinking about the role of teachers as education system leaders. At the global level, Schools2030 has participated in and hosted myriad events that have

showcased our Three-Step Model for catalysing education systems change.

At country-level, showcasing events at local, regional and national level are held throughout the year. You can find more information about these events in the country-specific pages of this report.



## Global Showcasing Highlights from 2023

### Teachers for the Planet showcases Schools2030 Model at COP28

In November of 2023, AKF was delighted to have taken part in the [RewirED Summit](#) in Dubai, which was held as a side event at COP28. The inclusion of the Summit marked an important moment for education to become a part of a global strategy for climate mitigation efforts. AKF announced three new initiatives during COP28, each of which would not have been possible without Schools2030. The [Global Education Solutions Accelerator \(GESA\)](#), the [Teachers for the Planet](#) portal, and the new [CO-CREATE](#) programme in Tanzania each aim to expand a particular avenue of the work being done by Schools2030, using its model, networks and methodology to advance climate solutions being created at school-level and fully integrating these with education systems, so that we can ensure the teachers and students are equipped with the knowledge, skills, attitudes and values needed to tackle the climate emergency.

### Website Growth

[Our website](#) continues to grow and expand with the programme, and still serves as the main hub for all our programmatic updates. This year, we are delighted to have added a page for each of our countries, so that each team has a dedicated place for stakeholders to discover more about how the programme works at country level. Contained within these pages are details of the latest innovations emerging from Schools2030 workshops, and visitors to the pages can download contextualised versions of each toolkit, which includes a full version, a sprint version, a facilitator guide and a school leader guide. We have also added a [reports hub](#), where you can access all of our previous annual reports, as well as our flagship report: [Understanding Learning Differences across Schools2030 Contexts](#). This page will also contain reports from country learning partners and research partners as they become available.



Teachers for the Planet is launched formally at the RewirED Summit  
Photo Credit: RewirED



## Expanding our Digital Reach and Outputs

At global-level, communications from the previous year included the [last Annual Report](#), published in February 2023, which aims to capture all the work from every country and global workstream. This was shared directly with about 500 members of the Schools2030 network as well as on social media, and was also divided into shorter country sections which were then translated and shared with key in-country stakeholders.

Our monthly newsletter continues to enjoy strong engagement and offers a place for our followers to keep abreast of the success stories arising from each country. Additionally, Schools2030 social media has continued to expand its followers, with now over 5,000 across [Twitter/X](#), [Facebook](#) and [LinkedIn](#). During the Global Forum, over 75,000 people were exposed to our messaging on Facebook and LinkedIn alone. The engagement rate (amount of people interacting in some way with the posts) on LinkedIn in that same period was determined to be around 0.083, which far surpasses the average engagement rate on that platform (between 0.02 and 0.0316 according to social media company Hootsuite). We continue to use these platforms often to share our news, videos, updates and other content, and to direct people to our website.



Welcome to our latest newsletter! Across our countries, work continues apace, with some teachers designing new innovations, and others getting ready to test theirs in wider settings. This month, we deep-dive into the ideas presented by teachers from Uganda and the Kyrgyz Republic at our recent Global Forum, and we visit Tajikistan to find out about their first ever national showcasing event!

We hope you enjoy these glimpses of the hard work of our teams and teachers, and please do share widely so we can achieve even greater impact!

### Spotlight On

*Showcasing Schools2030's latest innovations, partnerships, resources and more.*

#### Spotlight on: Schools2030 Classroom-Driven Education Innovations



#### WATCH: Jamila Mayanja and the 'Girls with Tools' initiative

Jamila and her team at Smart Girls' Uganda have developed and refined the 'Girls with Tools' initiative through Human-Centred Design. The initiative supports young women to learn skills in traditionally male-dominated fields.

**READ: Aikanysh Zotova – transforming education through**



## DOWNLOAD OUR ASSESSMENT TOOLS



We are delighted to release samples of our assessment tools, both for learning outcome across a range of holistic disciplines and tools to measure the quality of the learning environment. These tools are the culmination of three years of work from global, national and school-level coordination and represent a huge step forward for our programme! Alongside the tools are a suite of assessment guidance, explanatory podcasts, and new-look pages explaining the Schools2030 approach to assessment!

Please visit [our website](#) to explore all of our assessment work, download the tools, and share them widely in your networks.

## HIGHLIGHTS THIS MONTH



*Samples of our monthly newsletter. To sign up, please go to our website and click: Get Updates! in the bottom right corner.*



## Updated Communications Strategy

Towards the end of 2023 and into Q1 of 2024, we have produced an up-to-date communications strategy which more accurately reflects how the programme now operates since it has undergone considerable refinement and consolidation since the original strategy was written in 2021. The new strategy contains an updated narrative for the programme that country teams and other Schools2030 champions need to talk effectively about Schools2030 with key stakeholders. The new strategy also defines messaging around four areas for influence that have been identified as part of Schools2030's Phase Two aims for strengthening school-to-systems linkages, namely:

- the value of holistic skill development
- the value of inclusive, engaging, child-centred classrooms
- the value of teacher agency as a driver for contextually relevant and responsive teaching practices and pedagogy
- the value of multistakeholder dialogue in education sector planning

For each of these categories we have identified what Schools2030's approach and activities are, and out

lined a set of messages that can speak to our belief that the value of each of these areas must be understood and as practices they must be adopted more widely in order for us to build truly resilient and quality education systems.

## Policy Engagement

As the programme moves into its second phase, communications has become an increasingly important part of how we are ensuring that this showcasing work has its intended impact – connecting the crucial work and evidence obtained at school-level and ensuring its integration with education systems. The Global Communications Manager continues to provide one-to-one support for each country, ensuring they are replete with the materials they may need to tell our stories of success and change in compelling ways to in-country stakeholders and to engage with policymakers. At a recently held workshop in Zanzibar, the Schools2030 teams were oriented on how to map their key audiences and produce targeted communications both verbal and written, to effectively influence and persuade more people to join our movement.



Kenyan teachers during a showcasing event in Lamu





**5-7  
June  
2023**

# **Global Forum 2023**

**Alfândega do Porto  
Congress Centre  
Porto | Portugal**

**GLOBAL FORUM**  
SCHOOLS 2030

**HOW MIGHT WE FOSTER  
MORE INCLUSIVE SCHOOLS  
AND PLURALISTIC LEARNING  
SOCIETIES FOR ALL BY 2030?**





Following the success of the first Schools2030 Global Forum, held in [Tanzania in June 2022](#), Schools2030 was delighted to bring the [second Global Forum](#) to the beautiful city of Porto in Portugal. In partnership with the Portuguese Ministry of Education, the Municipality of Porto and the [Aga Khan Development Network](#), the event this time focused on the key question: *How might we foster more inclusive schools and more pluralistic learning societies for all by 2030?*

With over 250 delegates hailing from more than 30 countries, the Forum brought together a range of education leaders and key education stakeholders including young people, teachers, school networks, government leaders, donors, researchers, and civil society to dialogue with each other on this pressing topic. We were delighted that Prince Rahim Aga Khan was able to attend the first day – alongside notable other high-level delegates representing government from across our programme countries – indicating the family’s continued commitment to education improvement the world over.

The 2023 Forum’s format, whilst largely the same, contained some key differences in response to feedback received from delegates of the 2022 Forum. This time, a group of young people took part in their own side event, where they were able to workshop with Schools2030 staff to produce some reflections and recommendations on the Youth Manifesto created at the Transforming Education Summit in 2022. The youth workshop was opened with a keynote from H.E. Professor João Costa, Portugal’s Minister for Education, and was a culmination of a series of workshops held with youth from other Schools2030 countries including Brazil, Kenya and the Kyrgyz Republic. Members of the group presented their ideas and thoughts on the third day of the Forum, and took part in some of the other workshops held throughout the three days also.

Another notable difference this time was the teacher showcasing presentations. Last time, teachers presented their innovations in a series of concurrent workshops on the third day, but this time the teach-

ers presented in plenary sessions held each day to ensure their insights could reach an even wider audience both at the Forum itself and via the live-streams of the event (these can be viewed via the [AKF Youtube channel](#)). Also new was the ‘challenge workshops’ which, instead of being curated around topics picked by the Schools2030 team, were selected by delegates, allowing them to work with others to think through challenges faced in their work related to the themes of inclusion, equity and pluralism in education.

The afternoon of Day 2 saw Schools2030 Innovation Leads take on their biggest HCD workshop yet. All 250 delegates gathered in the Archive Hall for a large-scale design challenge. Working in teams, the delegates followed an HCD process to ideate how Schools2030 might strengthen crucial school-to-system pathways as it enters Phase 2. Not only did this serve to familiarise delegates with the innovation process at the heart of Schools2030’s model, it also facilitated Schools2030 to crowd-source key opportunities or ideas from its very invested network of partners as to how it can increase its impact in the coming years.



High Level Global Forum Delegates

Prince Aryn Aga Khan

Nazimudin Mahomed

Diplomatic Representative Delegation of the Ismaili Imam, Portugal

Michael Kocher

General Manager Aga Khan Foundation

Ana Catarina Mendes

Minister in the Cabinet of the Prime Minister and Parliamentary Affairs Government of Portugal

Ana Sofia Antunes

Secretary of State for Inclusion Government of Portugal

Ana Mendes Godinho

Secretary of State Ministry of Labour, Solidarity and Social Security, Portugal

Rui de Carvalho de Araújo Moreira

Mayor of Porto Porto Municipality Portugal

Barkat Fazal

Diplomatic Representative Aga Khan Development Network, Kyrgyz Republic

Carolina Enes

Deputy Porto Municipality, Portugal

Eric Guilyardi

President Office for Climate Education, France

Tariq Al Gurg

Chief Executive Officer & Vice-Chairman Dubai Cares, United Arab Emirates

Ian Macpherson

Senior Education Specialist, Lead - Knowledge and Innovation Exchange Global Partnership for Education

Iliana Albino

Deputy Director Partnerships UNICEF, Generation Unlimited

Laura Savage

Executive Director International Education Funders Group

João Costa

Minister Ministry of Education, Portugal

Kevin Frey

Executive Director UNICEF, Generation Unlimited

Kartikey Dhanji Budhhabhatti

State Project Director Bihar Education Project Council, India

Kanybek Imanaliev

Minister Ministry of Education and Science of the Kyrgyz Republic

Sidsel Marie Kristensen

Chief Executive Officer The LEGO Foundation

Simon Sommer

Co-Chief Executive Officer Jacobs Foundation

Toktobubu Ashymbaeva

Deputy Minister Ministry of Education and Science of the Kyrgyz Republic

Ziyodullo Abdulzoda

Deputy Minister Ministry of Education and Science of Tajikistan

Heather Graham

Director Oak Foundation

Kate Ross

Education Research Team FCDO United Kingdom



Delegate Design Challenge at the Schools2030 Global Forum

Throughout the Global Forum, delegates were treated to opportunities to enjoy and celebrate both the cultural heritage of Portugal, through a Fado musical performance on Day 3, as well as a concert from musicians involved in the [Aga Khan Music Programme](#) on the evening of Day 1. The concert provided a moment to enjoy the rich diversity of musical traditions from across Europe, Central Asia, the Middle East and beyond, but also demonstrating the unique synergy that happens when people from diverse backgrounds work together.

The Forum ended with a shift in focus, with several panels session in plenary exploring climate education. This paved the way for the final handover ceremony at the end of the event, with the Minister from Portugal passing the baton to his counterpart in the Kyrgyz Republic in advance of the [Global Forum in Bishkek in 2024](#), where the theme will centre around teacher leadership and climate education.

More information on the Global Forum, including detailed agendas, photos and a graphic recording of each session, can be found on [our website](#).

Teacher and Youth Delegates

Abhishek Kumar

Educator, Basic School, Bakhari, Muzaffarpur, India

Aikanysh Zotova

Educator, Shivaza General Secondary School, Kyrgyzstan

Ana Margarida Baptista Dias Moreira

Educator, Commercial School of Lisbon, Portugal

Arantza Isabella de Abreu Carrero

Student, School Cluster Dr Francisco Sanches, Portugal

Arlindo Pilar Amaro Areias

Educator, School Cluster Dr Francisco Sanches, Portugal

Babirye Teo

Educator, Mulago School of the Deaf, Uganda

Bakari Liwowa

Educator, Kitomanga Secondary School, Tanzania

Bibi Shazia

Educator, Government Girls Secondary School Murdan, Chitral, Pakistan

Carlos Eduardo Félix Pinheiro

Student, Agrupamento de Escolas do Algueirão, Portugal

Carolina Sofia Salgado Dias

Student, Agrupamento de Escolas Ferreira de Castro, Portugal

Cesário António Gonçalves da Silva

Headteacher, School Cluster Marinha Grande Poente, Portugal

Darius Cernean

Student, Commercial School of Lisbon, Portugal

Esther Munyingi

Teacher (Fellow), Teach for Kenya

Francisco Mesquita Monteiro Palmela

Student, Agrupamento de Escolas do Algueirão, Portugal

Jessica Droguetti

Teacher (Fellow), Teach For Portugal/AE Alcoutim

Joice Mara Pina Santos

Student, Agrupamento de escolas Ferreira de Castro, Portugal

Katusabe Yusuf

Educator, Ociba Primary School Uganda

Lara Fabiana Rodrigues de Matos

Student, School Cluster Dr Francisco Sanches, Portugal

Liliana Manuela Mulengo de Oliveira

Student, School Cluster Dr Francisco Sanches, Portugal

Nazokat Mahmadiyeva

Educator, General Secondary School No. 2, Tajikistan

Maria Baleia

Educator, Escolas Do Algueirão, Portugal

Monika Bieri

Educator, kinan.ch, Switzerland

Mwajuma Mlezi

Educator, Mbande Primary School, Tanzania

Natalia Agudelo

Teacher (Alumni), Teach For All, Spain

Navreen Kaur

Student, School Cluster Dr Francisco Sanches, Portugal

Phiona Barasa

Educator, Shella Primary School, Kenya

Rogério Pereira

Educator, Agrupamento de Escolas do Algueirão, Portugal

Teresa Maria Augusto Buinho

Educator, Agrupamento de Escolas do Algueirão, Portugal



## Looking Ahead

### What's next for Schools2030 Global Showcasing

In 2024, Schools2030 will work to expand its showcasing work through its communications function. As well as hiring communications officers in each country, we are also expanding the global team with a new position of a Global Communications Officer, who can support the important storytelling work across the website, social media and other avenues.

Of course, we will also be holding the next Global Forum in June, which will operate as a moment for the global education community to advance some of the ideas discussed during COP28 and give delegates an insight into how climate education can be advanced and integrated at country-level. We will also be holding a campaign in April to dig into our assessment work stream with a variety of activities, including a webinar.

An overhaul of our website is also in planning, since it has now expanded a great deal since its inception; and so, it will be rationalised and reorganised to ensure a smooth and accessible user experience. We will also continue to be active at global education events throughout the year, and will continue to scout for ad hoc opportunities to further disseminate our messages and encourage uptake of our approach into new avenues.





”

***Schools2030 is an ambitious global programme that really seeks to bring agency of the child and the teacher front and centre within the educational systems from early years to secondary level in diverse pluralistic settings, and I must say, informed by evidence, iteratively, again and again.***

**Baela Jamil**  
Idara-e-Taleem-o-Aagahi  
Pakistan

## Research, Evaluation, Learning

The 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.

In 2023, National Learning Partners continued to document and analyse quantitative and qualitative data on the implementation of the programme at

country level. Nearly all cohort one Global Research Partners completed their projects, with dissemination activities ongoing to share findings with Schools2030 staff, schools and policy makers. The Global Impact Evaluation Partner finalised the baseline methodology and initiated implementation of baseline data collection, which will be completed in 2024.

### Revision

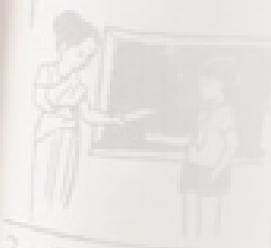
A Put in mine, yours, hers, his, ours, theirs:

- 1 This is my pencil. It is mine
- 2 This is your pencil. It is yours
- 3 These are our rulers. They are ours
- 4 Those are his shoes. They are his
- 5 Those are her shoes. They are hers
- 6 This is our playground. It is ours
- 7 That is the girls' playground. It is theirs
- 8 That is the boys' playground. It is theirs

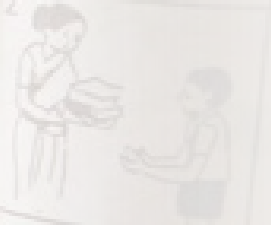
B Put in taller, bigger, more beautiful

- 1 My brother is tall but my sister is taller
- 2 Our classroom is big but the library is bigger
- 3 Her drawing was beautiful but mine was more beautiful
- 4 His marks were good but hers were better
- 5 My writing is bad but his is better

### Chapter 17



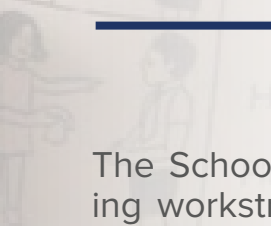
Here is a picture of a classroom.  
Please draw a picture of your classroom.



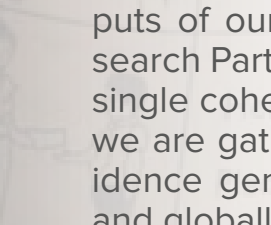
Here are some questions.  
Please put a tick (✓) or a cross (✗) next to the correct answer.



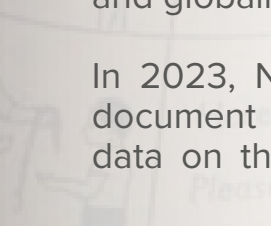
Here is a drawing of a teacher.  
Please draw a picture of your teacher.



Here is a picture of a student.  
Please draw a picture of your student.



Here is a picture of a teacher.  
Please draw a picture of your teacher.



Here is a picture of a student.  
Please draw a picture of your student.



Here is a picture of a teacher.  
Please draw a picture of your teacher.



## Global Research and Evaluation Partners 2023



### Schools2030 Global Research Partners

Schools2030 has worked with nine independent global research consortia since launching our first global open call for research in 2021. Through our [global research partnerships](#), we are working with leading research institutions based in the Schools2030 programme countries. Across our research portfolio, research teams have been supporting Schools2030 to understand how holistic skills are taught and assessed at classroom level; what factors can explain variability in holistic learning outcomes; the nature of the relationship between participatory, holistic education approaches and educational equity; and how school-driven innovations in holistic learning can lead to wider systems and policy change.



In 2022, [Khulisa](#) joined the Schools2030 network as our Impact Evaluation Partner. After updating the Schools2030 Impact Evaluation Strategy in November 2022, work quickly began on developing the baseline study design and methodology, aligned to the different programmatic models and academic calendars in each of the ten programme countries. Through 2023, Khulisa worked closely with country teams and partners to finalise the study methodologies, obtain necessary permissions and begin baseline data collection. The baseline study will be completed and findings presented in mid-2024. After this point, and in preparation for the midline study, Khulisa will be supporting Schools2030 to strengthen its data monitoring system.



Graphics Credit: Right To Play



## Research, Evaluation and Learning Highlights from 2023

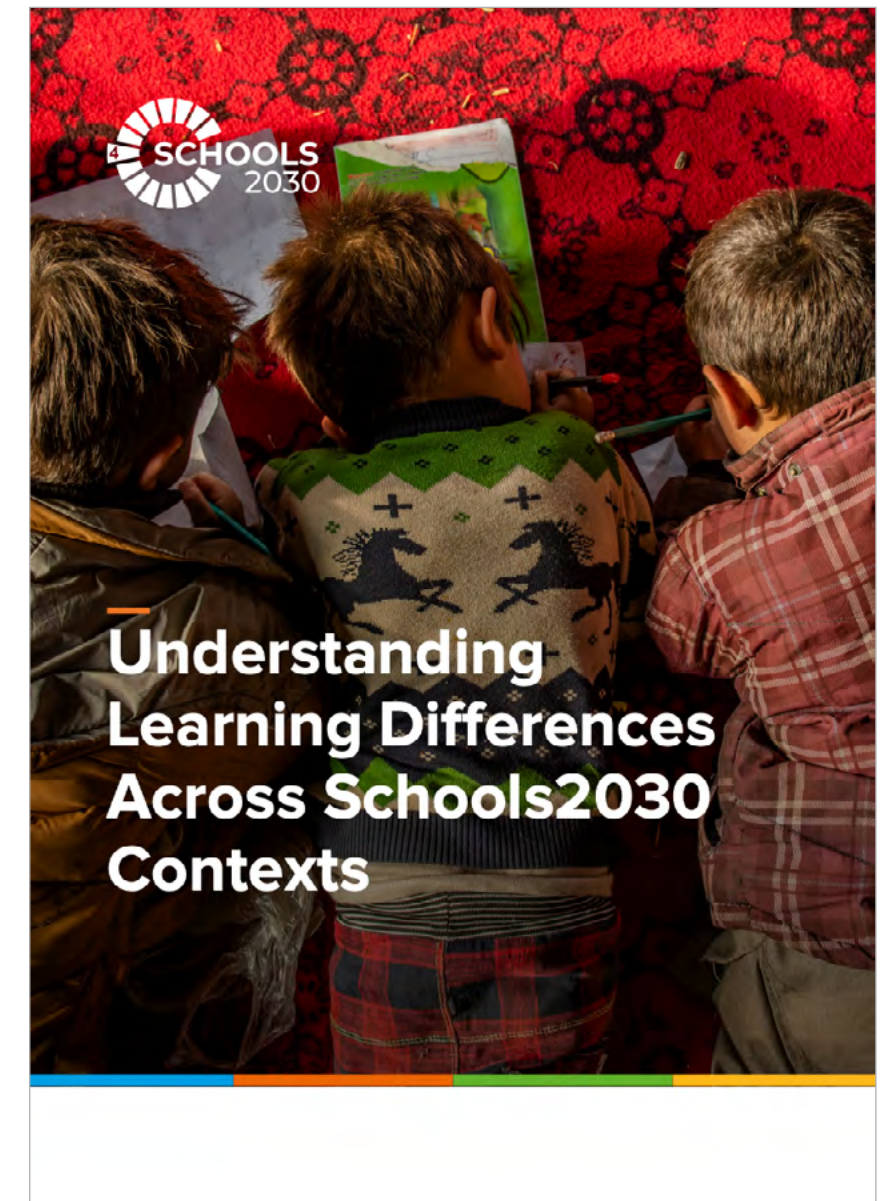
### Launch of Learning Differences report at CIES

In February, Schools2030 teams and partners came together at the [Comparative International Education Society \(CIES\) conference](#) in Washington DC, presenting in four panels and two symposia. The highlight of CIES for the Schools2030 team was the launch of our first research report: [Understanding Learning Differences Across Schools2030 Contexts](#), which was presented on a panel by Global Research Officer Ellen Smith and Bethiel Girma-Holton, Programme Officer at [OAK Foundation](#). Oak Foundation and Schools2030 also hosted an internal meeting with other Learning Differences-focused organisations to discuss findings from the report and areas for further collaboration.

Other highlights of the CIES conference included a symposium with research partners [Zizi Afrique Foundation](#), [ITA Pakistan](#) and [University of Nazarbayev](#) who shared preliminary findings from their research, highlighting how teachers, students and parents understand and value social-emotional learning. Our second symposium brought together Schools2030 assessment and research partners from Tanzania, Pakistan, Portugal and Afghanistan who spoke about the work they are leading to develop holistic assessment tools to help teachers measure what matters for equitable, quality learning. In another session, Global Programme Manager Dr Bronwen Magrath joined a roundtable discussion on the role of school networks in improving educational quality and equity, sharing how Schools2030 is fostering communities of practice and knowledge-sharing among educators and education system leaders through HCD and Faved.

### Global Call for Research 2023

Schools2030 launched its third [Global Call for Research](#) in September 2023 seeking to appoint six new research consortia that could support our programme to understand more about two topics identified by Schools2030 staff and partners as critical avenues of enquiry for Schools2030 moving forward. The questions articulated in the call responded to identified gaps in our understanding of two key areas in our Theory of Change, quality classroom environments and teacher agency, and how these link to improved learning outcomes. As Schools2030 moves into its second phase, these projects will strengthen our evidence base for demonstrating the value of supporting teachers to have agency, and the critical role teachers play in advancing learning outcomes through supportive learning environments and classroom innovation. Our newest cohort of research partners will be announced on our website in Spring 2024.



Schools2030 Commences Baseline Evaluation

In July 2023, Schools2030 began its first round of baseline data collection in Kenya, followed soon after by other programme countries. Data is being collected from 100 schools in each Schools2030 country, half of which are comparison schools not participating in the programme. The baseline study uses a modified difference-in-difference design, in which the difference between the intervention group and the comparison group is measured at three points: baseline (2023), midline (2026) and endline (2029). In order to understand the status quo of the Schools2030 programme at this point in time, data is being collected at four levels:

- From learners to determine the impact of the programme on the achievement of their learning outcomes, both academic and non-academic
- From teachers to determine the impact of the programme on their pedagogy and quality of teaching provided
- From school principals to determine the impact of the programme on the school, and the attitude toward teaching and learning
- From education stakeholders at both regional and national levels, including education donors, to determine the impact of the programme on the education sector, ethos and strategy for investment in the country

Preliminary findings from the baseline study will be presented at the Schools2030 Global Forum in June, with the report finalised in August.

2023 Global Forum Evaluation

Khulisa conducted an outcomes evaluation of the 2023 Global Forum held in Porto, Portugal. In order to evaluate the Forum, Khulisa collected quantitative data through delegate surveys, live polls, registration data and social media data. They also collected qualitative data through interviews and focus group discussions with the Portuguese and Kyrgyz Ministers of Education, Schools2030 donors, policymakers and Schools2030 teachers attending the Forum.

The evaluation found that the Global Forum largely achieved all its outcomes. More than two-thirds of the Forum attendees view teachers as fundamental

leaders in the achievement of SDG4. By the end of the Forum, 89% of attendees felt confident to share their insights and experience with education stakeholders in their country – a 19% improvement from the start of the event. This demonstrates the important function of the Global Forum in facilitating conversation about innovative approaches to inclusive education globally. Khulisa and the Schools2030 secretariat discussed several ways to improve Global Forums going forward and how these crucial events can build on one another to influence education policy in deep, tangible ways.

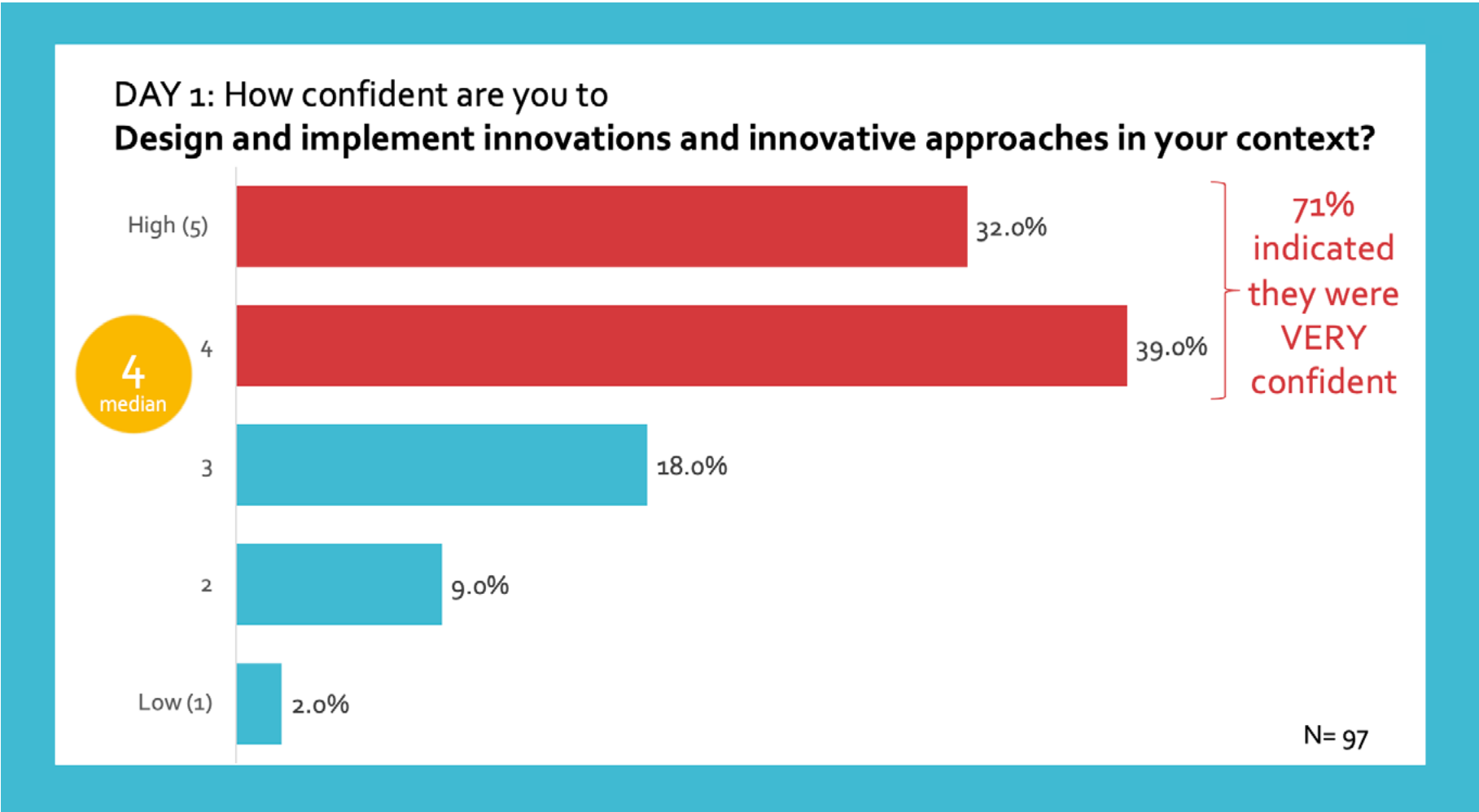


Fig. 4: Results from Global Forum Evaluation Survey



## Looking Ahead

What's next for Schools2030 Research, Evaluation and Learning

Schools2030's evidence, research and learning workstream will grow and strengthen considerably over the coming year. In our launch phase, Schools2030 was focused on the very big task of developing assessment and evaluation tools to align to our programme goals and model in each country. Now, as we move forward with validated measurement tools, our focus will be on building a robust evidence base on the impact we are having on learning and teaching.

Through 2024, we will focus on synthesising and analysing the evidence being generated across programme countries and globally, linking this to the outcomes and goals articulated in our Theory of Change. As we further systematise our mapping of Schools2030 generated evidence, this will inform the development of a Schools2030 Research and Learning Agenda. Our global assessment and evaluation partners – Khulisa, Ajah, Oxford MeasurEd and ECD Measure – will be working together with the Schools2030 Secretariat to develop a strong system for data management, building off the initial work led by Ajah. This work will involve building a cohesive system and dashboards that bring together the annual monitoring data from Learning Partners and Assessment Partners together with the evaluation data, stored and visualised in a way that enables rapid adaptive programme management and evidence-based direction for Schools2030 country teams and the Global Secretariat.







# Afghanistan

In 2023, Afghanistan has seen its education landscape changing constantly, with new regulations around girls’ education restrictions and those of women participating in the workforce, as well as the role of international NGOs in delivering education programmes. Despite the challenges, the team has succeeded in continued implementation of the programme, ensuring the inclusion of girls and female teachers as much as is possible.

## 2023 AT A GLANCE

600

students tested with Schools2030 holistic assessment tools

300

teachers trained in Human-Centred Design methods and holistic learning assessment

83

prototype innovations ready to be implemented and tested

64

teacher showcasing events held

Teachers in schools have benefited from a range of professional development support, including in HCD and digital literacy and students have improved learning outcomes due to enhanced teacher quality, agency and leadership.





## Assess

[Schools2030 Afghanistan](#) has worked with teachers and school leaders to support and conduct learning assessments, assessing both student learning outcomes and the quality of the teaching and learning environment using Schools2030's suite of tools. These assessments were conducted twice in the past year: once at the start of the academic year and again at the end after the teacher-designed innovations were implemented at school level to track changes and impact over the course of the year.

Over 600 students were assessed in each round, two-thirds of whom were girls, to ensure we are focusing particularly on the impact of our programme on gender equity. 76 classrooms and teachers were assessed on the quality of the teaching and learning environment. Crucially, these assessments provided an opportunity for capacity development on learning assessment for teachers and school leaders.

The first round of assessments showed that the majority of students' knowledge in subjects such as literacy, mathematics, and science were below the competencies determined by the Afghanistan Ministry of Education. Students also scored quite low on social-emotional domains of relationship building and creativity. Classroom observation data showed that teachers were in need of additional professional support in active teaching methods, use of teaching aids/materials to enhance learning, and developing and appropriate use of teaching plans. However, these also indicated that teachers, particularly at preschool level, provide students with good opportunities to work collectively to exercise choice in selecting activities. These results helped school design teams to build from teachers' strengths and to identify challenges that affect student learning outcomes and enabled them to produce innovative

## What competencies did Schools2030 Afghanistan prioritise in 2023?

### Age 5+

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

### Age 10+

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

### Age 15+

Literacy, Numeracy, Science & Technology, Communication, Creativity

solutions using HCD processes. As a result, all 2,823 students, 58% of whom are girls, benefited from these solutions and their knowledge and skills increased by an average of 39% across the target learning areas.

In October 2023, the Schools2030 team digitised all assessment tools using Kobo toolbox to make data collection easier and more secure. Schools2030 district-level facilitators were trained on how to use the assessment tools in Kobo, through smartphone or tablets. The training will be cascaded to Schools2030 teachers and school teams in March 2024.



“Since last year when the Schools2030 project was implemented in our school, the quality of our children’s learning significantly changed, and I can say that the quality of our grade 4 students is much better than grade 9 and 10.

Mr Yusufzai\*  
Parent, Afghanistan

## Innovate

Over the past year, the Schools2030 Afghanistan team has conducted a number of training workshops on HCD for both the internal Schools2030 facilitation team and for teachers and school leaders. This began at the start of the year with a four-day workshop for 25 Schools2030 programme staff across district and community levels to review our current suite of tools and to workshop a new simplified “sprint” version of the HCD toolkit based on feedback and iteration from 2022. This was followed by a further round of HCD training for 34 schools and 15 ECD design teams, reaching approximately 300 teachers, 54% of whom were female. The team used Faved to provide examples of inspiring teacher-led innovations, which teachers found very useful in their own design journeys. Through these workshops, the teachers worked in teams to design solutions to

the challenges revealed through the assessment process. Approximately 132,000 USD in flexible response funds have been provided to support the 83 approved innovations in 2023.

The Schools2030 team supported teachers throughout their implementation phase, visiting schools in person when possible. The design teams also connected to Schools2030’s teams via WhatsApp groups which enabled them to raise any question or challenge throughout the HCD steps and receive immediate advice and support.

## From skeptic to believer

Waras community is located in the western part of Bamyan and about 11km far from Bamyan city centre. According to the rural development directorate, 1800 families live in this community, the majority of whom work in agriculture. Abdul Khan\* is one of the teachers in Waras High School. When Schools2030 started, the project staff went to this school and explained about the Schools2030 Three-Step Model and introduced design thinking approaches.

At first, Abdul Khan was skeptical of the programme model and its focus on teacher-led innovation. He felt that finding solutions to education challenges remained the responsibility of the Ministry and of education policymakers, not teachers.

Through the assessment and HCD workshops, Abdul began to change his mind. By assessing the quality of the classroom environment, he could see a number of areas where teachers could improve their practices in order to improve student learning. His design team chose to focus on improving science outcomes while also improving the quality of teaching methods to introduce more student-centred and self-directed lessons. Through the workshops, the teachers in the design team came up with ways to develop low-cost/no-cost materials, which can involve students directly in their learning. Reflecting on his experience with Schools2030, Abdul remarked: “Good and effective teaching does not necessarily depend on a good salary or standard building, but rather it depends on the motivations and perseverance of teachers to have an open mind and be ready for change”.



\*names and locations have been changed to protect the identity of those involved



## Showcase

Despite the incredibly challenging context of education in Afghanistan, the Schools2030 team managed to hold 64 local and district level showcase events in the three targeted provinces (Bamyan, Baghlan, and Badakhshan) and in Kabul. These allowed the teachers and school leaders to share their innovations and the impact they are having on student learning to the wider community, parents, and Provincial and District

Education Department heads. [Schools2030's Storytelling mini-course](#) provided teachers with the professional and skill development support they needed to share their innovations successfully. The team also developed a number of new communication assets in local languages, including Schools2030 project brochures, posters, and notebooks, that were disseminated to stakeholders.



Top: Teachers showcase their innovations at the Schools2030 Afghanistan National Forum; Bottom: Jan Ali Entezar (AKF Afg) speaks on behalf of teachers at the Global Forum





## Brazil

The Schools2030 programme in Brazil is implemented by [Ashoka Brazil](#) in partnership with the [Faculty of Education at the University of São Paulo \(FEUSP\)](#). The programme fosters a collaborative action-research network among 100 ‘innovation labs’- universities, schools and departments of education, supporting teachers as researchers of practices to improve learning and as key agents for transforming educational policies. 27 out of the 100 ‘innovation labs’ are focal organisations that are carrying out an action-research project with the support of researchers from FESUP.

### 2023 AT A GLANCE

# 1827

educators engaged in the Schools2030 programme

# 400+

attendees at two regional forums

# 123

additional action-research projects generated

In 2023, [Schools2030 Brazil](#) also supported their 27 focal organisations, to reflect on and systemise their innovative practices, and disseminate the gathered evidence. This included organising regional forums and participating in local and national events to mobilise the Schools2030 community to disseminate their innovations and influence policy and practice across Brazil in teacher-led education innovation to raise holistic learning outcomes.



## What competencies did Schools2030 Brazil prioritise in 2023?

### Age 5+

Leadership, Collaboration, Creativity,  
Self Awareness, Empathy

### Age 10+

Leadership, Collaboration, Creativity,  
Self Awareness, Empathy

### Age 15+

Leadership, Collaboration, Creativity,  
Self Awareness, Empathy

## Assess

In Brazil, the assessment tools are formulated by educators, with technical support from FEUSP. Some of the Schools2030 Brazil focal organisations are now developing indicators for their holistic assessment tools, which will be an ongoing and growing focus going into 2024.

For Schools2030 Brazil, their process of action research, due to its action-reflection nature, involves stages of educator-led assessment and data analysis. Educators then analyse the selected practices based on the five target learning domains of Schools2030 in Brazil and design indicators aligned with these learning domains.



Early Childhood Education School in Almirante Tamandaré (PR). Photo  
Credit: Schools2030 Brazil



“**When we say that a school is good, it is generally based on rankings and external exams. We need to reverse this logic, so we support educational organisations to research their own practices over 10 years...so that they can say what quality education is.**

**Helena Singer**  
General Coordinator, Ashoka

## Innovate

A landmark feature of the Schools2030 programme in Brazil, is the delivery of an extension course Schools2030 - Holistic and Changemaker Education, launched by the Culture and Extension Commission of FESUP, involving the participation and leadership of the Schools2030 ‘innovation labs’. The course consists of 12 three-hour online meetings and a variety of activities, through which: participants learn from the practices of the focal organisations; experience how to conduct action-research

processes; and use the tools developed by the Schools2030 Brazil team. In 2023, the course had a stunning 1,827 enrolments, which included not only the Schools2030 schools and education institutions, but also several other educational organisations and members of departments of education throughout the country. In 2023, the course resulted in the delivery of 190 reports in which each educational organisation analyses its innovative aspects, and 123 action-research projects.

## Bridging Practice to Policy

In early 2023, Schools2030 Brazil identified a group of students from its focal organisations to initiate conversations about holistic and change-maker education within their schools and to participate in the Schools2030 Global Forum.

This initiative led to an impactful engagement with national policy development. Raquel Franzim, a member of the Ministry of Education on the Schools2030 Brazil NAC, orchestrated a dialogue with students from innovative schools across different regions of Brazil. As the General Coordinator for Holistic Education and Full-Time Education, Franzim invited these students to share insights about their school’s successes and the obstacles, to inform the creation of a new policy on full-time and holistic education.



## Showcase

Over the course of 2023, Schools2030 Brazil organised three focal showcasing events, including two Regional Forums in Paraná and Natal and a seminar entitled, ‘Holistic and Changemaker education is anti-racist’. The Schools2030 Brazil community also participated in and contributed to many other events throughout the year.

In May, Schools2030 Brazil hosted the first Schools2030 Regional Forum - Paraná, in partnership with the Department of Education of Almirante Tamandaré and the Federal University of Paraná. The event brought together 201 people, including teams from five other municipal education departments in the Curitiba metropolitan region. During the days of the Forum, the Schools2030 Brazil Secretariat organised site visits to Schools2030 schools amongst other activities.

In September, [Schools2030 Brazil hosted the Schools2030 Northeast Regional Forum](#), in partnership with the focal organisation Conexão Auto do Boi de Reis, where children and young people took part in workshops that seek to rescue and value the community’s cultural memory. The Felipe Camarão, which took place in the Felipe Camarão neighbourhood of Natal. The event highlighted local cultural traditions, especially the

event brought together over 200 educators, researchers, students and government officials from the states of Rio Grande do Norte, Pernambuco and Paraíba. The forum reflected on how the support of the Schools2030 programme has contributed to the transformation of education in their respective territories.

In October, Schools2030, in partnership with CIEJA Campo Limpo, hosted a seminar titled “Holistic and Changemaker Education is Anti-Racist” to highlight anti-racism education efforts within Brazil’s Schools2030 community. The event featured a panel discussion at CIEJA during the XVIII Ethnic-Racial Seminar and a forum at FESUP. It aimed to showcase how innovative schools integrate ethnic-racial relations into their basic education routines. The seminar’s goal was to advance anti-racist education as a core aspect of holistic and changemaker education, encouraging visibility for such initiatives and sparking discussions to develop recommendations for strengthening anti-racist agendas among governments, universities, and educational organisations.



*Celebrating cultural heritage at the Schools2030 Brazil Northeast Regional Forum*



## Other key events for Schools2030 Brazil

In March, Schools2030 Brazil participated in V CONANE - National Conference on Alternatives for a Different Education, which brought together 640 attendees. Kátia Schweickardt, Secretary for Basic Education of the Ministry of Education, Rosa Margarida, from the Schools2030 Advisory Committee, as well as managers from the programme's partner schools and networks gave speeches at the event. During the event, the Schools2030 Brazil team held a workshop entitled "Schools2030: action research as a strategy for building and systematising another education" with the participation of the focal organisation Escola Municipal Antonio Coelho Ramalho, from Ibiúna (SP), for around 40 people.

In June, Schools2030 hosted a space at the LED Festival Light in Education, organised by Rede Globo, Brazil's largest media and communications conglomerate. Over the two days of the festival, experts, educators, artists and enthusiasts shared knowledge with the public who embrace this movement and promote reflections on the challenges, opportunities and transformations in Brazilian education.

In October Schools2030 presented at SESI Com@Ciência, an event dedicated to promoting science, technology and innovation, which brought together more than 5,000 people.

## Action Research for Cooperative Learning

IFSP São Roque exemplifies a Schools2030 action research-led transformation within Brazil's Federal Institutes, entities known for their role in advancing technical education nationwide and offering superior resources and a more qualified workforce due to attractive salaries and opportunities for research and extension. Despite these advantages, innovative practices, as defined in our programme, are seldom observed in these institutions.

IFSP São Roque, for instance, maintained traditional structures in its environment and schedules until its leadership was inspired by the innovative curriculum and teaching methods of the Alan Pinho Tabosa State School of Professional Education in Pentecoste, CE (a Schools2030 'innovation hub'). This school embraced cooperative learning, a methodology where students work in small groups under teacher guidance to solve problems and achieve goals together, fostering collaboration and diverse leadership roles. Motivated by Alan Pinho Tabosa's success, IFSP São Roque adopted this approach, creating cooperative learning groups within its classrooms. Currently, research is being conducted to evaluate the impact of this pedagogical shift on student learning outcomes.



Scenes at IF São Roque





## 2023 AT A GLANCE

**180**

teachers trained in Human-Centred Design methods and holistic learning assessment

**149**

school sites engaged in testing innovations

**41**

teacher-led design teams

**22**

Human-Centred Design and assessment workshops held

## India

In 2023, [Schools2030 India](#), under the new leadership of National Coordinator Trishala Singh, made significant progress in Bihar across five districts. Having developed and tested its holistic assessment tools across the three age cohorts, Schools2030 India's focus has now shifted towards empowering teachers to harness these tools for deeper insights into their students' learning needs. A survey conducted for 528 students helped generate some of these critical learnings.

The Schools2030 India team also continues to strengthen its HCD workstream, successfully conducting over 22 HCD workshops, directly engaging 180 teachers in designing learner-centred innovations. Finally, a highlight of Schools2030 India's approach is its ongoing deep collaboration with gov-

ernment education officials at both district and local (block) levels, enhancing the programme's impact and reach. In 2023, this has included regular meetings with District Education Officers and Certified Data Protection Officers in Bihar, as well as key figures from the State Council of Educational Research and Training (SCERT) and the Bihar Education Project Council (BEPC), ensuring a robust partnership for systems-level influence and scale.



## What competencies did Schools2030 India prioritise in 2023?

### Age 5+

Literacy, Numeracy, Creativity, Respect for Environment, Health and Nutrition

### Age 10+

Literacy, Numeracy, Communication, Respect for Environment, Health and Nutrition

### Age 15+

Literacy, Numeracy, Communication, Respect for Environment, Health and Nutrition

## Assess

Schools2030 India has now developed and tested all of its assessment tools for all three age groups in partnership with Oxford MeasurEd and its National Assessment Partner, [Eklavya](#) – a non-governmental organisation with a track record in education programming, training and working with teachers.

In 2023, Schools2030 India shifted focus to now administering the tools and supporting teachers to generate evidence on learning challenges in their classrooms prior to the HCD workshops. With this goal in mind, the team administered the tools for 10+ and 15+ cohorts in five of its selected holistic learning domains, as a randomised sample survey of 528 Students (354 15+ students and 174 10+ students) across selected schools in five districts. This survey generated critical insights on patterns of learning among the students, which was collated by the Schools2030 India team and shared with teachers.

The assessment process enabled teachers to recognise the diverse needs of their students by understanding their strengths and weaknesses across the respective holistic learning domains. This approach shifted teachers' perspectives from a broad to a more nuanced and granular understanding of learning challenges. However, the team notes that further efforts will be needed to strengthen the integration of assessment data into the HCD process, ensuring that the insights directly inform the generation of learner-centred innovations.

75 New Community Libraries (Kiosks) were inaugurated and given over to communities in Bhojpur, Muzaffarpur, and Saran districts in January. There are now 126 kiosks spread throughout five districts. A new consignment of books was purchased for all kiosk libraries in June and 47 books were distributed in July. Children of the older age group (15+) emerged as regular visitors to libraries and requested books of their interests in almost 50% of localities. Furthermore, in some areas recent high school or senior secondary school graduates donated their textbooks to the kiosk libraries. We are also seeing the elderly beginning to attend these libraries.





30 Anganwadi Early Literacy and Numeracy Initiatives took their shape and were launched in January 2023. This initiative has been addressing the learning needs of children in the areas of foundational literacy, numeracy, awareness about self and others, health, and environment. A long-term plan to orient Anganwadi workers is being executed to support them in their endeavour to develop a print-rich and intellectually stimulating environment at their centres.



”

***We don't need to tell them what time to come.  
They arrive 10 minutes early and eagerly  
exclaim “Madam, let's go, let's go!”***

**Basanti Devi**  
Anganwadi worker, India

## Innovate

In 2023, Schools2030 India continued its strong design workstream, hosting 22 HCD workshops in all five districts in 2023, to over 180 teachers. Out of the 41 design teams that were formed, all proceeded to the prototype testing stage. In addition to these 180 participants, 11 other government officials actively participated in orientations on HCD.

The India team also continues to strengthen its own capacity around design thinking and facilitation, hosting two workshops in June and December 2023, to strengthen facilitation skills and technical capacity building on HCD, in partnership with government district officials, including the District Coordinator for Early Childhood Development, as well as for members of Eklavya.



## Showcase

Preparations for a national showcase event in September 2024 are underway, aiming to spotlight the innovative solutions developed by Schools2030 India. The Schools2030 Storytelling mini-course will be used to help teachers gain skills in impact storytelling and delivering presentations, which will strengthen their professional development as well as improve the quality of the showcasing event.

Regular engagements with government officials at various levels have been crucial in sharing progress, addressing challenges, and soliciting support, with numerous meetings held throughout the year to discuss the programme's impact and direction. The team engages frequently with Government Officials at the District and block levels including with District Education Officers and Certified Data Protection Officers across the five districts. The team also regularly meets with the Director of SCERT and other relevant Heads of the Departments, with over 50 visits in 2023. The team is also in continuous dialogue with the State Programme Director of Bihar Education Project Council (BEPC), Mr. Kartikey Dhanji, who also visited some of the Schools2030 programme schools in Patna and attended the Schools2030 Global Forum in Portugal.



Teachers from India (left) and Pakistan (right) on stage at the Schools2030 Global Forum

## Integrating books, technology and the community

In January of this year, 15 Smart Classes were established and began operations. Soon after their establishment, our district teams visited these schools and provided on-site support to the teachers by orienting them on the use of electronic devices, building a repertoire of digital content, and demonstrating how to blend ICT and digital content with their teaching in accordance with their class syllabi and the subject they teach there. Teachers have gradually noticed an increasing requirement for better training and contextualised digital content. As a remedy to regular power outages, they were provided with 15 batteries and 15 inverters in all smart classes across five districts.

12 New School Library Corners were established with the goal of encouraging reading culture and improving access and exposure to a diverse range of age-appropriate material. The Schools2030 India team planned and conducted a weekly visit to these areas to assist teachers and students in carving out a volunteer space for libraries in their day-to-day school life. A variety of activities were carried out with kids and instructors to encourage their interest in libraries and literature. 47 additional books were purchased and given in all 27 libraries throughout five districts, as needed. Aside from these, 14 steel almirahs were purchased and distributed in the rest of our libraries to store books safely.

17 Growth Labs have been established in the state of Bihar's five districts, and proper orientation has been provided for learners and educators. A 'Growth Lab' is a location with a range of resource materials for children's ambitions and ideas. It seeks to provide a safe haven for self-directed study and growth in an atmosphere of trust, responsibility, and freedom. Teachers are available to pupils to assist them with their assignments. They also assist in improving students' designs and techniques. The Growth Labs develop crucial personal and social characteristics including self-reliance, creativity, cooperation, critical thinking, problem-solving, observing, and questioning. It also provides several possibilities for students to improve motor skills.



Abhishek Kumar using the Smart TV to teach maths





## Kenya

[Schools2030 Kenya](#), which operates across Mombasa and Lamu, has grown tremendously over the past year, continuing to lead, innovate on and strengthen each of our programme workstreams. In 2023, Schools2030 Kenya, which (along with our other East Africa teams) pioneered the ‘demand-driven’ as well as the ‘sprint’ approach for our HCD process, engaged 123 participants from 77 schools and youth development partners across Mombasa and Lamu in the HCD process.

A growing focus for the Schools2030 Kenya team is now to develop an incubation framework for identifying the most promising school-level innovations and incubating these in

# 123

teachers supported on Human-Centred Design and holistic learning assessment

# 77

new schools involved with Schools2030

# 19

youth participating in the design process

other school sites to validate the evidence for impact and scale. Schools2030 Kenya also continued its showcasing events at county, district, national and global levels to amplify teacher-led innovation and to share emerging evidence on the effectiveness of our Three-Step Model. Further, Schools2030 was represented at two national innovation forums: Kenya Creative Learning Conference and the [Relma-ginED Conference](#).

## 2023 AT A GLANCE





## Assess

Kenya entered 2023 having finalised and piloted the holistic learning assessment tools for all of its nationally prioritised learning domains. In 2023, the team therefore focused on the development and piloting of assessment tools for out-of-school youth, which was finalised in March 2023, in partnership with five youth partners and technical support from the Schools2030 Global Assessment Partner for tool analysis and revisions. This year, Kenya also pre-piloted the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit in seven schools across Mombasa and Lamu counties. This process was carried out in coordination with Curriculum Support Officers, driving government coordination and engagement.

In May 2023, a pilot involving the Kobo Collect tool

was conducted with 7 teachers in Lamu County to streamline the capture and upload of assessment data. While the tool was generally well-received for its user-friendliness and efficiency, challenges related to data correction and internet connectivity were identified, signalling areas for further improvement.

In April, the ECD Measure team visited Mombasa for BEQI data dissemination and reflection sessions, engaging 19 teachers in reflecting on how teachers engage with BEQI assessment data to improve their classroom practice.

The focus in the latter half of the year was the baseline assessment conducted from July to November 2023, in partnership with Khulisa. This comprehensive

## What competencies did Schools2030 Kenya prioritise in 2023?

### Age 5+

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

### Age 10+

Literacy, Numeracy, Health & Nutrition, Science and Technology, Leadership

### Age 15+

Literacy, Numeracy, Digital Literacy, Taking Responsibility, Reconciling Tensions

evaluation across 100 schools collected data through learner assessments, classroom observations, and surveys among teachers and headteachers. The insights that were gathered will play a crucial role in the 'Launch' phase of the design thinking process, supporting teachers in identifying and addressing classroom challenges.

Schools2030 Kenya is also working on the capacity development of teachers on assessment through targeted trainings. The team conducted a survey for teachers and youth partners engaged in the 2023 design cycle to assess their needs, which will guide the customisation of assessment training and capacity building efforts for 2024.



“*It was just an idea half-baked. And then we came here and even were taught how to ideate, how to define, how to actually look, whether your idea is achievable: is it feasible, is it sustainable?*”

Lonah Joy  
Youth Champion, Kenya

## Innovate

The HCD process underwent several changes in 2023, responding to learnings from previous years and to the recommendations of Kenya’s Learning Partner, [ThinkPlace](#) and their [latest report](#). One of the biggest changes was that the programme team adopted a demand-driven approach where teachers and youth partners applied into the design process for selected design challenges, instead of being selected by headteachers. This allowed for deeper commitment and engagement from participants throughout the programme.

In an exciting new development, Schools2030 Kenya held a design challenge framing workshop, the first of its kind for Kenya, which brought together teachers, youth partners, government officers and partners to design the challenges the 2024 teams would tackle. This generated greater ownership and buy-in into the design process as a whole. In 2023, the design sprints in Kenya brought together 123 participants across Mombasa and Lamu.

AKF supported with capacity development for teachers through on-site visits by ten design coaches, with five each in Mombasa and Lamu. These coaches worked with design teams in local spaces

to refine initial assumptions, reaching 63 teachers and youth partners in Lamu and 42 in Mombasa. These capacity development and coaching sessions continued through the design process in May and June 2023 for 49 teachers and five youth partners in Lamu and 27 teachers and ten youth partners in Mombasa. These on-site support sessions provide critical, tailored support teachers and youth partners their prototyping process closer to ‘home’.

23 design teams, including one for ECD supervisors in Lamu, were engaged in a four-day design sprint for 2023. The teachers’ experience with the design sprints and Schools2030 programme, was documented by a videographer and a short video on this can be accessed through [this link](#). All the 23 teams developed prototypes and the 22 teachers and youth partner teams received support in terms of resources and materials to test their innovations. This included a training on Learning through Play for 56 pre-primary schoolteachers and 11 ECD officers (approximately 30,000 USD).

[Watch this video](#) with three teachers talking about their prototypes for increasing parental engagement.



Teachers at HCD workshops in Lamu



## Showcase

One of the highlights for Schools2030 this year, was that Halima Shabaan, Schools2030 National Coordinator for Kenya, was invited to guest lecture for one of the local institutions of higher learning, Kenyatta University, for a unit on a course: *Education policy in developed and developing countries*.

Schools2030 was celebrated as an education intervention outside the mainstream government domain/policies that made up much of the unit/course content. 18 students attended the virtual lecture and the lecturer followed this up with a question on the programme in a quiz to the learners. He reported that of the 62 learners taking the course who sat for the quiz, only one failed!

Leading up to the 2023 Global Forum, Schools2030 Kenya and EIP hosted a summit on the Youth Declaration on transforming education, Kenya Coast Edition, engaging five government representatives and 31 youth from Mombasa, Lamu, Kwale, Kilifi, Taita Taveta and Tana River Counties. The summit culminated with a contextualised declaration with ten demands and five commitments made by the Kenyan Coast Youth to action the broader declaration in the counties.

Kenya was represented at the 2023 Global Forum by Alfred Sigo, a youth partner from Pwani Youth Network, who made a presentation on supportive learning spaces for students in informal settlements. Alfred felt the opportunity was a rich and diverse platform for them to share their intervention with youth, while learning from their counterparts across the globe. The interactions outside the main events also afforded him an opportunity to make connections and partnerships to enhance their work with youth.

A meeting with the NAC was held between 4th and 6th September 2023, with 12 of the 16 members attending. This included representatives from the Ministry of Education, the Teachers' Service Commission, the Kenya National Examination Council, the Kenya Institute of Curriculum Development, the County Government department of education, the National Youth Department, the Schools2030 learning partner, development partners and the private sector. The meeting was held collaboratively with the other AKF programmes in the coast region and presented an opportunity to foster relations between AKF and the different partners in the education ecosystem.

The County government of Mombasa, in partnership with AKF, hosted the County Education Day on 9th August 2023. Schools2030 was represented by youth partners who showcased their innovations on using art for learning, entertaining children with face painting and reading activities.

The County government of Lamu hosted the annual Lamu Cultural Festival between 30th November and 2nd December. Schools2030 was represented by teachers from pre-primary schools who showcased improvised learning materials they had developed during their design sprints to make learning fun. They engaged children who came to the AKF booth in playing the various games developed by the teachers.

County-level showcase events were held between 14th and 19th August in Mombasa and Lamu to enable youth partners and teachers to be heard and celebrated by their peers as they shared their journey to designing innovations to address challenges faced in their classrooms. 30 (2 male and 28 female) teachers and youth partners in Mombasa and 71 (25 male and 46 female) teachers, youth partners and ECD officers in Lamu were engaged.



AKF and MECP-Kenya lead a discussion at the Reimagined Conference



## Teacher creativity in Kenya



### Parents' Journals

Designed by pre-primary teachers, the journal addressed the challenges in parental engagement for pre-primary learners. The journal is developed by the parents with the support of the teacher and includes notes for areas the parent is expected to support their children in (for extended learning at home).



### Maths Models

This was designed by secondary school teachers (in 2021) to address challenges faced by learners in understanding math concepts. The models brought to life abstract concepts and enabled learners to manipulate the 3-D models for better understanding. While this was developed to support Form 1 learners, the teachers noticed a need by the other classes and placed the models outside, so they are accessible to all learners. The Deputy Principal at the school shared his joy in finding pupils at the 'models garden' settling debates on how different shapes look or can be measured.



### The Place Value Kit

This was designed by primary school teachers and addresses challenges learners face in addition sums where the sum of ones leads to tens, answering the question of where the 'extra' number that needs to be carried forward to the next place value goes.





## Kyrgyz Republic

[Schools2030 Kyrgyzstan](#) has been extremely busy in 2023, conducting multiple HCD workshops and going beyond their remit to also include trainings in green education as well as teacher capacity building in understanding concepts of social-emotional skills. Some of the fantastic innovations already reflect the teachers' focus on bringing climate change and 'green' topics to the forefront in their classrooms.

The capacity building of teachers in 'green education' as well as the involvement of the Ministry of Education in the

national showcasing forum on a panel on climate change comes at an opportune moment. Kyrgyzstan is currently gearing up to host the 2024 Global Forum on 'Climate and Education' and stands to benefit hugely from the experiences generated around this topic in 2023.

### 2023 AT A GLANCE

**440**

teachers participating in Human-Centred Design workshops

**140**

young people involved in the HCD process

**40**

HCD workshops across all four regions

**7**

showcasing events held





Teacher Aikanysh Zotova with students testing her [‘Curiosity Minds’ initiative](#)

## What competencies did Schools2030 Kyrgyzstan prioritise in 2023?

### Age 5+

Literacy, Numeracy, Collaboration, Communication, Empathy

### Age 10+

Literacy, Numeracy, Science and Technology, Critical Thinking, Leadership

### Age 15+

Literacy, Numeracy, Taking Responsibility, Critical Thinking, Leadership

## Assess

In the school year 2023-2024, new assessment tools were introduced, developed in collaboration with the National Testing Centre (Ministry of Education) and Oxford MeasurEd. The main goal of the assessment tools for teachers was to identify academic challenges among their students and focus on specific areas revealed through the assessment process. Given that the tools were new, significant emphasis was placed on teacher training sessions, particularly on understanding the assessment administering process, its objectives, and practical aspects. Further individualised online training sessions were conducted to support teachers in their assessment grading and reporting processes. Upon completion of the baseline assessments, teachers were further supported in reflecting on their assessment results, the overall process, and insights into interpreting

and utilising the results for subsequent stages of the HCD process.

Students showed a keen interest in the thought-provoking test questions, expressing a desire for more frequent assessments. Teachers acknowledged this enthusiasm and, in some cases, went beyond the required scope, conducting assessments with other Grade 4 and 9 students not engaged in the Schools2030 activities to assess their abilities as well. The primary goal of these assessments is to assist teachers in making informed decisions within the context of HCD and to evaluate the ultimate effectiveness of their micro-innovations and related activities implemented throughout the academic year.

Another significant learning point is derived from the observation data of the BEQI. In observations of 30 preschools, a need for improved children's engagement with books was identified. Despite the accessibility of books in most classrooms, active engagement of children with books was demonstrated in less than half the preschools. Understanding such local context information is deemed vital for accurately interpreting observation results, considering factors like the age group (4-6 years old), their early-stage alphabet learning and lack of reading abilities.



”

***As part of the Schools2030 programme, our teachers are constantly refining their teaching approaches, to adjust their teaching to students’ needs and abilities, to treat them with care.***

**Nazgul Kalykovn**  
School Director, Kyrgyzstan

## **Innovate**

After the teacher training on assessment, 40 HCD workshops were organised across Naryn, Batken, Osh, and Chui/Bishkek, with active participation from 440 teachers and school leaders. Additionally, 140 students from the secondary cohort also actively engaged in the HCD workshops. After completing these workshops, all 70 schools and 30 preschools collaboratively developed their classroom-level innovations. These innovations were showcased at regional events in Naryn, Osh, and Bishkek in December 2023. As of December, the team is reviewing 100 funding applications, due for procurement in early 2024.

Furthermore, as part of the flexible response fund, the Schools2030 national team together with the Republican Teacher Training Institute, arranged a 72-hour training programme on green education in November 2023. More than 280 teachers from the primary and secondary cohorts of the target 70 schools took part in this training. The focus was on

green skills and how to deal with climate change, making teachers more aware of environmental issues and helping them bring sustainable practices into their teaching. The training helped teams create detailed plans for dealing with climate changes and making sure their ideas were put into action effectively.

Additionally, a comprehensive two-day training was conducted for 280 teachers from the 70 schools in November and December 2023. This training aimed to enhance teachers’ capacity to develop children’s soft skills, such as critical thinking, responsibility, and leadership.





Teachers pose for photographs at the Schools2030 Kyrgyzstan National Forum

## Showcase

In the last year there were a total of seven showcase events – one national and six regional pitching events. In November 2023, the Schools2030 national team provided support to 340 teachers from 100 preschools and schools, helping them in preparation for regional and national showcase events. This support was facilitated through the use of Schools2030 Storytelling mini-course materials.

On 1st December 2023, a [National Forum](#) took place, bringing together representatives from the Ministry of Education and Science of the Kyrgyz Republic, Republican Teacher Training Institute, regional universities, district/city education departments, education experts, and representatives from international development agencies. The Forum included two panel sessions where education experts shared their perspectives on specific topics. The first panel session focused on the question: how can we support teachers in adopting holistic and innovative teaching-learning approaches and enhance their voice and autonomy in schools? The second panel session explored the question: how can we best support teachers in addressing the climate crisis? During the event, 15 outstanding innovations from the 2022-2023 academic year were showcased, with selected teams presenting their solutions. An exhibition featuring prototypes from all participating school and preschool design teams was organised, providing a platform for participants from all three regions and the city of Bishkek to showcase and share their solutions. An article covering the National Forum was featured in the [Kut Bilim republican newspaper](#).

From 8th to 23rd December, six local showcasing events took place in Naryn, Osh, and Bishkek. At these events, school design teams presented their innovations. Representatives from the Ministry of Education, the Republican Teacher Training Institute, city and district education departments, and regional universities attended these events.

In August 2023, the Schools2030 programme actively participated in the annual regional and national level Republican Teachers' Conferences. Throughout these events, key state stakeholders at regional and national levels were introduced to the programme and its accomplishments through presentations showcasing the best school solutions. Furthermore, the Schools2030 national team was invited to join the national working group on 'Education for Sustainable Development' under the Ministry of Education and Science of the Kyrgyz Republic. The team actively participated in two meetings during the reporting period. Additionally, the Schools2030 national team took part in the Republican Conference on 'Integrating the themes of Climate Resilience, Green Economy, and Sustainable Development into the Curriculum' held on 12 October 2023.

## Blending climate awareness and mathematics

### Eco-Firewood

In Osmonov School in the Kara-Kulzha district, a design team co-created a solution called ‘Eco Firewood’ aimed at supporting their students’ growing awareness of environmental issues. They also wanted to address poor results in mathematics and a lack of interest among students in studying maths. Through dialogue with learners, teachers understood that for many students, maths is disconnected from their everyday life and not linked to practical skills. The teachers set up a challenge for students that would integrate both their regard for the environment and their need to develop maths skills. The focus was on addressing the issue of poor air quality during the winter months which arises from burning fuels to heat homes. The students worked together to research different fuel types and to calculate comparative carbon dioxide emissions thereby improving their mathematical skills and their understanding of climate science.

As a result, the students discovered an alternative called “eco-firewood”, made from compressed sawdust, leaves and wastepaper, which burns more cleanly than conventional fuels. The students set up a small manufacturing hub to produce the eco-friendly firewood using locally collected wastepaper and other materials. They engaged in advocacy campaigns and raised awareness to encourage community members to switch to using their eco-friendly alternative. Students participating in the project demonstrated an increased understanding of mathematical and scientific principles as well as a growing sense of agency in combatting climate change through science and community activism.



### Hydroponic Gardening/Eco-Maths

In the Zhakypov School in the Naryn district, a design team has co-created an innovative solution known as the “Hydroponic Gardening Eco-Mathematics Club.” This club introduces mathematical concepts to students in a captivating manner, providing unique opportunities to grasp the intricacies of cultivating greens and vegetable sprouts. Within the Hydroponic Gardening framework, students actively participate in monitoring pH and EC values of nutrient solutions, maintaining regular watering and fertilisation schedules, ensuring optimal light and air conditions, and overseeing humidity and temperature levels in the hydroponic system’s location. Participation in these gardening processes equips students with valuable problem-solving skills, including the ability to measure air temperature, assess air humidity, collect data on vegetable and greenery growth, and apply mathematical concepts such as counting and percentages. Over time, these math-infused gardening activities,

like measuring plot areas and tracking vegetable growth, become integrated into their daily routines, fostering a practical and hands-on approach to learning.

### Magic Train

In the Ak-Dil preschool in the Naryn district, a design team co-created a solution called the “Magic Train” aimed at enhancing the mathematical abilities of 5-6-year-old children while improving memory and communication skills. The preschool teachers forming the design team devised a wall-mounted train model, aptly named the “Magic Train.” This enchanting train comprises colourful wagons, with the flexibility to increase the number of wagons as children progress in learning new mathematical themes. Each wagon is vibrant and features various subjects with different tasks. The wagons are arranged in a chain, and as children acquire new knowledge through interactive sessions with teachers, they approach the wagons, attaching stickers to express their feelings about the subject—indicating what they liked, what was impressive, and more. Every wagon introduces children to interactive techniques and didactic games, incorporating elements such as geometric shapes, labyrinths, tangrams, and puzzles.

Through play, crafting, and engagement with the Magic Train tasks, children develop their mathematical abilities, logical thinking, observation skills, and communication skills. The incorporation of game elements helps children grasp concepts related to weight, volume, time, spatial orientation, geometric shapes, integrity, numbers, and the relationship between wholes and parts.



**2269**

students tested with Schools2030 holistic assessment tools

**177**

teachers trained in Human-Centred Design methods

**94**

teachers trained in holistic learning assessment

## Pakistan

In Pakistan, Schools2030 operates within the Gilgit Baltistan and Chitral provinces, focusing on holistic learning across eight learning domains. Having finalised and piloted almost all its assessment tools entering 2023, the team shifted focus to strengthening teacher capacity in using the holistic assessment tools through targeted training, in partnership with Pakistan's Assessment Partner, the [Aga Khan University Institute of Educational Development \(AKU-IED\)](#). A critical strength of the Schools2030 programme in Pakistan is its strategic partnerships with system leaders, which the team has continued to bolster in 2023, hosting an HCD orientation and training for government officials in Chitral, fostering increased programme support.

The team also hosted five local and one provincial/regional showcasing events in Gilgit, which highlighted the programme's advancements, featuring key education officials like Mr. Faiz Ullah Khan Lone representing the Director General of Schools for the Government of Gilgit Baltistan. This year, [Schools2030 Pakistan](#) has also forged new strategic partnerships with a recently introduced set of district-level representatives, School Leaders (SLs) – new graduates overseeing educational quality. The partnerships with SLs has generated a set of strong advocates for the Schools2030 initiative within Chitral's local government.

# GLOBAL FORUM

Teacher Shazia Bibi from Chitral presents her idea for improving leadership skills in girls at the Global Forum in Porto



## What competencies did Schools2030 Pakistan prioritise in 2023?

### Age 5+

Literacy, Numeracy, Health and Nutrition, Self Awareness/Efficacy, Relationship Building

### Age 10+

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

### Age 15+

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

## Assess

In 2023, Schools2030 Pakistan, in collaboration with their assessment partner, AKU-IED, held assessment training workshops for 94 teachers from the Gilgit Baltistan and Chitral regions. After these trainings, teachers administered assessment tools to 2269 students, providing critical data to improve educational outcomes in the region.

The assessment training for teachers consisted of a three-day orientation on Holistic Learning Outcomes Assessment Tools (HLA), a day of piloting these tools in Schools2030-affiliated schools, and a debriefing session on how to administer the tools effectively. Following the training and pilot phase, teachers applied their new skills in schools, gathering data to address specific educational challenges. Teachers and head teachers report that the data

collected through the HLA tools are being used not only to identify and craft HCD solutions but also to inform decisions on the school academic calendar, daily schedules, teacher time allocation, and the development of targeted school-level policies. For example, after observing the low levels of language skills in both English and Urdu in their students' assessment data, a school in the remote Chapursan Valley of the Gilgit Baltistan region changed their school language policy to use English and Urdu in communication and instruction where feasible.

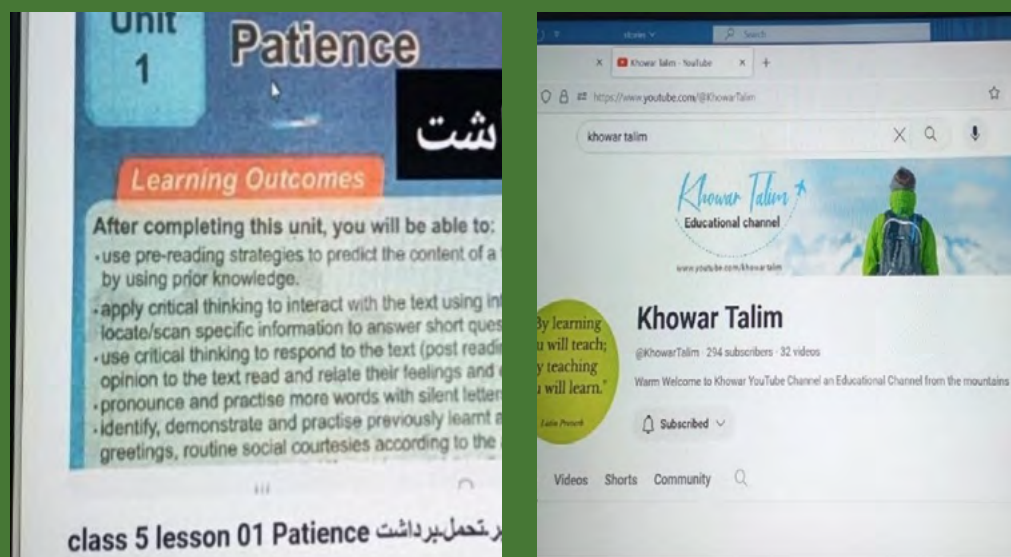
The ECD tools IDELA and BEQI have also now been finalised, in partnership with Oxford MeasurEd. IDELA is ready for piloting, and BEQI will be field-tested in 2024.



## Teacher channels parental support

Mehrab Hussain is a 5th grade teacher in Chitral, supporting English reading skills. He noticed that his students lacked engagement at home, despite receiving daily tasks. After completing his HCD training, he decided to create a WhatsApp group for parents to communicate daily learning updates.

Realising that most parents use WhatsApp, he started recording daily lessons in Khowar (local Chitrali language) and shared them through his channel Howar Talim. (education) He observed a significant improvement in students' reading skills after implementing this approach. He credits the Schools2030 HCD training for allowing him "to think outside the box and innovate on teaching methods".



”

***One takeaway I have from the Schools2030 training is that I have unique solutions. Others cannot always solve what I can. I understand that I am the one who can lead the change.***

**Afzhal Khan**

Headteacher, Government Primary School,  
Gilgit Baltistan, Pakistan

## Innovate

The innovation phase saw the execution of HCD workshops involving 177 teachers, leading to the development and testing of 102 prototypes across pre-primary, primary, and secondary cohorts. The team also has a growing focus on evaluating the solutions for impact and scale through a solutions evaluation toolkit.

In 2023 Schools2030 programme officers in Chitral conducted a 2-day session on HCD and the Schools2030 programme for the officials of the Government Education Departments Lower and Upper districts of Chitral. A total of 33 individuals attended from both the districts Lower and Upper Chitral.



Scenes from the Regional Teacher Showcase in Gilgit Baltistan

## Showcase

Schools2030 Pakistan continued to prepare teachers to showcase their innovations at district, regional, national and global level events through one-on-one mentoring, group coaching, and simulated exercises, drawing on the resources from the Schools2030 Storytelling Course. Schools2030 Pakistan organised several events to showcase the innovative solutions developed by teachers and students. These included cluster-based showcasing events in both Gilgit Baltistan and Chitral, engaging 81 teachers across the clusters of Garam Chasma, Booni, and Brep.

On December 1, 2023, a National Forum took place. The landmark event of 2023 was a provincial/regional level event in May 2023 in Gilgit where the top three innovations from each cluster (a total of 19) were showcased to a broader audience, including

the Director General of Schools, District Education Officials, and representatives from the Aga Khan Rural Support Programme and the Aga Khan Education Service Pakistan. This pioneering event convened various stakeholders from the education sector and government, including Mr Faiz Ullah Khan Lone, who commended the Schools2030 programme for encouraging collaboration between educational stakeholders, and of fostering a culture of continuous improvement in the teaching profession.

The Secretary of Education (Schools) for Gilgit Baltistan also visited the Schools2030 Teacher Training Centre in Tehsil Puniyal and Ishkoman, accompanied by Director of Education for Gilgit Division, Mr. Aqeel Ahmad, and District Education Officer, Mr. Faisal Shakir.

Finally, a critical element of systems-level interaction in 2023 has been with SLs, recently integrated into the Chitral district education system, who oversee education quality across 7-10 schools each within their jurisdiction. Despite many being recent university graduates with limited or no professional experience, they possess strong content knowledge and are highly engaged with Schools2030 Pakistan, actively collaborating with Schools2030 field staff to drive improvements in educational quality.





## 2023 AT A GLANCE

# 782

students tested with Schools2030 holistic assessment tools

# 90

teachers received a second round of Human-Centred Design training and holistic learning assessment

# 3

showcasing events held, two regional and one global

## Portugal

2023 was a landmark year for [Schools2030 Portugal](#), as the hosts of the Global Forum. The Schools2030 programme in Portugal, which works across the regions of Lisbon, Porto, and Sintra also made significant headway across each of its workstreams. Assessment has been a particular strength for

Schools2030 Portugal this year, which has rolled out the use of pioneering social-emotional learning assessments across programme schools, driving teacher-led evidence collection which has been showcased at both the CIES and UKFIET conferences.





**What competencies did Schools2030 Portugal prioritise in 2023?**

**Age 5+**  
Literacy, Numeracy, Problem-Solving, Relationship Building, Empathy

**Age 10+**  
Literacy, Numeracy, Problem-Solving, Reconciling Tensions, Empathy

**Age 15+**  
Literacy, Numeracy, Critical Thinking, Ethical Decision-Making, Empathy

**Assess**

Schools2030 Portugal finalised its holistic assessment tools for all cohorts, in partnership with their assessment partner, the [University of Porto](#). Starting in early 2023, Schools2030 Portugal initiated comprehensive data collection from over 782 students across three age cohorts. Portuguese teachers from nine school clusters conducted a large-scale assessment of social-emotional learning skills using the revised tools (dilemmas, self-report scales, teacher-report scales, and self-reflection scales) with the support of the University of Porto team. A key ingredient for involving teachers in this assessment was flexibility. Specifically, teachers choose which tool or combination of tools they wanted to use, based on their needs and on their students’ characteristics. The latest report provided by the Oxford MeasurEd team revealed the good psychometric qualities of these (tools) dilemmas and scales.

Ongoing online discussions with educators across school clusters allowed opportunities for the Schools2030 team to present education data and reflect on the assessment data together with teachers. There was also an intentional effort, through strong coordination between the AKF team and University of Porto team, to integrate the assessment data with the HCD process, allowing educators to utilise the contextualised data as a starting point for their workshop process. By embedding the presentation of the assessment data into the ‘Explore’ phase of the HCD process, teachers could easily understand how the assessment of social-emotional learning skills they led provided baseline data for designing micro-innovations that can meet students’ needs in social and emotional domains. This phase also

saw the piloting of the Schools2030 Classroom Learning Environment Observation Toolkit, led by the University of Porto, who observed activities in ten classrooms of pilot schools.

In the last quarter, group discussions about social-emotional learning assessment were conducted with 11 out of the 17 school clusters, engaging 29 educators from the 5-year-old cohort, 29 educators from the 10-year-old cohort, and 22 educators from the 15-year-old cohort, totalling 80 educators. These focus group discussions aim to enhance the measures for holistic learning to be implemented in the first quarter of 2024.



Innovate

The innovation phase witnessed the roll-out of another round of HCD workshops, starting with high-energy kick-off sessions in Lisbon and Porto that reached around 90 educators across 21 school clusters. These sessions were pivotal in fostering a collaborative atmosphere among participants and establishing the “design mindsets” on which the programme will build.

These in-person workshops were followed by a series of 23 additional learning sessions, both in person and online, throughout the academic year, to cover the stages of the HCD process and to support innovation and co-design. All HCD sessions benefit from the participation of teachers and school leaders as well as other school professionals, such as social workers and psychologists. Additionally, research partners from the University of Porto and [ISCTE](#), particularly those involved in monitoring, evaluation and assessment, participate directly in many of the HCD workshops and learning sessions.

Throughout these workshops and sessions, the Schools2030 team has supported teachers across schools, clusters and age cohorts to work together on innovation design to foster collaborative mindsets and system-level engagement. For example, at the school Ferreira de Castro, the design teams brought together all age cohorts for an intergenerational learning innovation where 15-year-old students engage with the 5 and 10-year cohorts in playground games to foster increased empathy among them; within the Agualva School Clusters, the design teams have created interactive art groups that engage preschool and primary school students together, with older students recording podcasts showcasing the outcomes of these group activities.

”  
*We move forward together in education if we work together...we need the practice, but we also need the research, the evidence, the student voice, we need everything that is happening in the Schools2030 programme.*

João Costa  
Minister for Education, Portugal

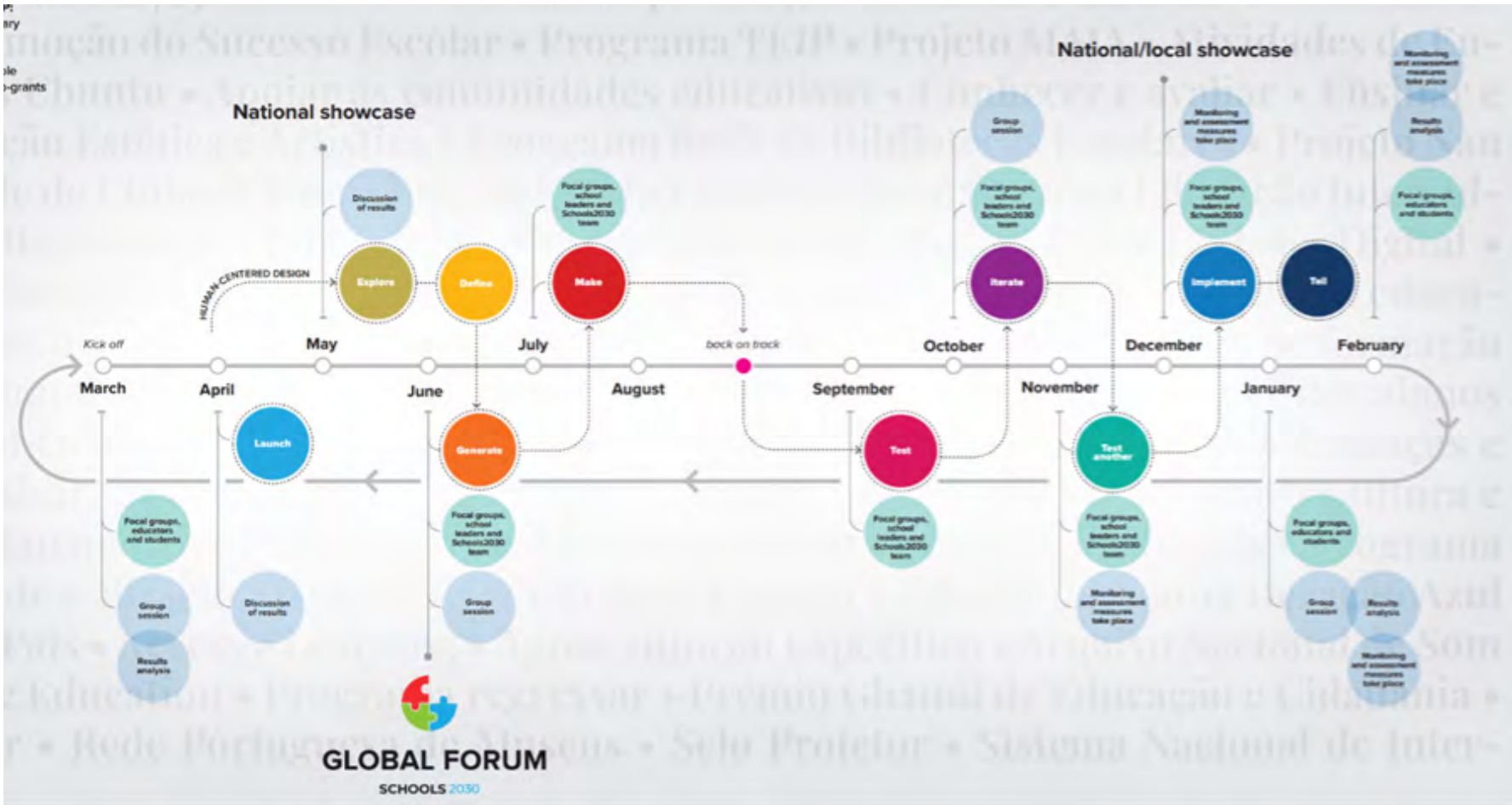


Fig. 5: Portugal’s Innovation Cycle

## Showcase

In December, the showcase events provided a platform for the participating school clusters to present their innovative projects, including the “Geras” initiative and others aimed at enhancing literacy and social-emotional learning. Teachers were supported to participate in this event through the Schools2030 storytelling mini-course.

As part of the showcase, two events were organised to conclude the ‘Tell’ phase of the HCD process. The first event took place on 12th December with the school clusters from Sintra and Lisbon at the Basic School of Serra das Minas (Leal da Câmara School Cluster) with 35 individuals, including system-level stakeholders and educators. The second event was held on 13th December with the school clusters from the Porto area at the secondary school Alexandre Herculano (Alexandre Herculano School Cluster) with 30 individuals, including system-level stakeholders and educators. All other school clusters that are still in the initial phase of the process were also invited to attend these events.

From a research standpoint, the Schools2030 programme has been a subject of discussion in three scientific meetings through presentations included in Fernando Luís Santos’ (Schools2030 Portugal) doctoral research in Sociomuseology. This included a presentation at the Ciência2023, Portuguese Science Summit in Aveiro, attended by the Minister of Higher Education; a meeting of researchers from CeIED (Research Unit of the Universidade Lusófona) and a presentation at the Midterm Conference of the European Sociological Association in Lisbon.

Members of the Schools2030 Portugal team also attended various conferences and seminars. Notably, in October the team participated in a conference on Artificial Intelligence in Education organised by the Ministry of Education, with the presence of the Secretary of State for Education and closing remarks from the Minister of Education, João Costa. In November, the team also participated in the Innovators Forum, organised by Sonae, with the participation of several national and international education experts and members of the Directorate-General for Education, including its Director, Pedro Cunha. The team also attended the Prochild Collaborative Laboratory, featuring the presence of various experts, including Ásmundur Einar Daðason, Iceland’s Minister of Education and Children.

Schools2030 Portugal along with two other teams REEI (Network of Schools for Intercultural Education) and K’Cidade Academy, met with the Deputy Director-General of Education the Directorate-General of Education, to introduce the programme, understand points of alignment and collaboration with the state entities. As a result of this meeting, Schools2030 Portugal was requested to provide an analysis on the Roadmap for the Inclusion of Migrant Students in the Educational Environment, submitted at the end of December. Additionally, in a working meeting on the development of a Strategic Plan for Portuguese Language Learning for migrants held in early January 2024, further discussions and collaboration were initiated.



Rita Alves (AKF Portugal) presenting in Sintra





Top and middle: students learning through the Geras initiative; Bottom: Portuguese teacher, Roger Pereira, presenting about Geras at the Global Forum

## Geras - exploring, discovering, sharing, moving

This past year has seen the expansion of the “Geras” solution by the Algueirão School Cluster. This innovation speaks to Schools2030 Phase Two School-to-System goals in its efforts to scale beyond the original school site. “Geras” is an outdoor learning initiative conceived at one of the schools within the school cluster, EB do Casal da Cavaleira, in 2022-2023 academic year. In its initial phase, it involved collaboration from an educator (from the 5-year-old cohort, one group), three primary school teachers (one group in the 10-year-old cohort), and one secondary school teacher (one group in the 15-year-old cohort). In total, five educators and approximately 80 children co-created outdoor activities, aligning them with the curriculum and requesting input from peers, teachers and families to meet wider social needs. This innovation was showcased at the Schools2030 Global Forum in Porto.

At the start of the new school year in September, the school’s administration embraced the solution as the school cluster’s official initiative. On their own initiative and decision, the two teachers most involved in the solution were allocated dedicated

hours in their schedule for the Schools2030 programme. This was done with the aim of disseminating the approach to other schools within the cluster. As a result, every child in preschool and primary school was provided with allocated time in their weekly schedule for outdoor activities, either in the Geras space or in similar spaces created in their respective schools. Additionally, pilot activities were implemented in 5th and 7th-grade classes, impacting nearly 1000 children, which constitutes almost 50% of the students within the school cluster – so “Geras” goes from a single school’s solution to a concept implemented in all schools in this cluster. This positive development continues as the idea expands and serves as an example for other school clusters with similar ideas, such as the Santa Bárbara School Cluster in the Porto area.

Explore the presentation on ‘Geras’, and other session learnings on our [Global Forum Day 1 webpage](#).





## Tajikistan

2023 was a big year for [Schools2030 Tajikistan](#), which further strengthened its close relationship with the Ministry of Education through work on both the Assessment workstream, which is implemented in partnership with the National Testing Centre, and the Innovation and Design workstream, which

is implemented in partnership with the National Institute for Teacher Training. In May of this year, the team held a National Showcase Event that attracted high-level participation and media coverage.

### 2023 AT A GLANCE

**400**

teachers participating in Human-Centred Design and holistic assessment workshops

**365**

new innovations designed

**28**

learning partner orientation workshops





## Assess

Schools2030 Tajikistan, the National Testing Centre and Schools2030 Assessment Partners, ECD Measure and Oxford MeasurEd, have worked closely together to finalise assessment tools and to develop assessment training for teachers that align to Ministerial approaches and priorities. The National Testing Centre has benefited from capacity development workshops on social-emotional learning assessment led by Oxford MeasurEd, which the team believes will foster greater system-level advancement in social-emotional learning assessment by capacitating Ministerial colleagues and National Teacher Training Institutes.

Additionally, the Schools2030 Tajikistan team worked on reviewing the English version of evaluation baseline tools and translating these into Tajik. In November, the team organised a training for 8 enumerators on the baseline assessment tools and data collection process from school directors and teachers. The trained enumerators collected data from 110 schools (55 target schools and 55 counterfactual schools), 487 teachers from all three age cohorts, and 110 directors.

## What competencies did Schools2030 Tajikistan prioritise in 2023?

### Age 5+

Literacy, Numeracy, Health and Nutrition, Creativity, Relationship Building

### Age 10+

Literacy, Numeracy, Arts and Culture, Problem-Solving, Self Awareness

### Age 15+

Literacy, Numeracy, Science and Technology, Digital Literacy, Communication



## Innovate

In August 2023, Schools2030 Tajikistan held HCD training sessions for 28 learning partners from various In-service Teacher Training Institutes (ITTIs) and the Regional Education Departments of the Khatlon, Sughd, GBAO and DRS regions, including the Heads of the ITTs. The Training of Trainers was aimed at refreshing the knowledge of existing and newly elected learning partners so they could initiate four cycles of HCD trainings at school level with teachers from 100 schools. Working through Ministerial channels also supports wider system-level integration of design thinking for teachers.

Between September and November 2023, 400 teachers from all the regions of Tajikistan participated in HCD workshops conducted in four phases. These teachers were invited from 100 public schools to design solutions based on the challenges identified as inhibiting student learning at pre-school, primary and secondary schools. The HCD workshops commenced with the 'Launch' and 'Explore' phases where teachers were given an opportunity to think

where teachers were given an opportunity to think about the challenges their students might be facing, both through interviewing students and other stakeholders but also by collecting and analysing data with Schools2030's assessment process. In the next two phases – 'Define' and 'Generate' – teachers were able to further examine the challenges they identified, as well as any constraints to their holistic learning outcomes. This paved the way for them to ideate suitable solutions that are low-cost, inclusive, contextually relevant and sustainable.

Overall, 165 innovations designed by the first cohort of schools and more than 200 innovations from second cohort of schools which are still in the finalising process have been implemented in 2023. These innovations pushed the students to become motivated, improve their creativity and critical thinking skills through co-design.



Top and Bottom: students interacting with teacher innovations;  
Middle: teachers during an HCD workshop



“I was thrilled to present my innovation at the Schools2030 Global Forum, which gave me opportunity to share my experience with diverse teachers from all over the globe, as well as to learn from them and implement insightful practices relevant in our context with my colleagues in my school.

**Nazokat Mahmadiева**  
Teacher, School no. 2, Danghara, Tajikistan

## Showcase

Schools2030 Tajikistan organised a [National Showcase event](#) in Bokhtar city in the Khatlon region on 30-31st May in close collaboration with the Ministry of Education and Science. The event aimed to identify the best pedagogical practices at national level and was thus called the ‘Innovative Teacher Awards’. The event served as a platform for 28 teachers from all the 100 programme schools across Tajikistan to present their innovations to more than 700 teachers and educators. The School2030 Storytelling Course, “Inspiring Change through our Stories” was used to help teachers prepare for this event and to provide targeted feedback to their peers.

“One of the significant achievements of the “Schools2030” project in Khatlon region is the successful implementation of the “HCD” method for training partners and teachers of 30 general secondary schools...” – highlighted Sharifi Firuza, Deputy of the Governor of Khatlon region. As a result of this event, the innovation by Nazokat Mahmadiева, a chemistry teacher at school no. 2 in Danghara district was awarded as the best innovative pedagogical practice and was subsequently presented at the Schools2030 Global Forum in Portugal. Nazokat’s participation in the event was publicised in two national newspapers in Tajikistan, in print (right) and [online](#).



Clockwise from top left: the Schools2030 Innovative Teacher Awards; Bottom left: Nazokat in the news



## Innovative teachers bring science to life



### Eco-Classroom

The Eco-classroom aims to give students an inspiring classroom environment that strengthens their theoretical knowledge with real examples from nature. Each corner of the Eco-classroom offers specific functions and assists students to learn biology in a creative, hands on and visually-stimulating environment.

Together with her students, Rahmatova will plant, grow and tend a variety of monocotyledonous and dicotyledonous plants, decorative plants and medical herbs and multiply them. There is also a proposal for an aquarium for fish care and a terrarium for reptile care that will serve as visible examples for students while studying and learning about fish, reptiles, ecosystems and other related topics. The Eco-classroom aims to assist students to comprehend complex and challenging biological topics which they can then connect to their real lives.



### Seeing is better than hearing

Another hands-on approach to science classes, with these lessons students initially read information about organs, and then in groups make them from low-cost materials which helps them to step by step learn about the functions of these organs.

Students will work together to research a variety of topics from books, the internet and magazines and then create a presentation. Appropriate videos connected to the topics of the lesson will be watched and reflected on.

The whole process of watching the videos, doing research on the topic and gathering relevant data as well as depicting it in a picture, model or embroidery aims to bring learning to life. Students will also enjoy the application of technological tools and learn to evaluate and freely express their opinion in their class as well as outside of the class environment.





## 2023 AT A GLANCE

# 220

design teams trained in Human-Centred Design and holistic assessment

# 114

new schools involved with Schools2030

# 13

climate-focused innovations designed by teachers

## Tanzania

In Tanzania, Schools2030 works across Dar es Salaam, Lindi, and the newly included region of Zanzibar, marking a pivotal expansion of the programme. The team made significant strides across each workstream, building on the successful foundation laid in previous years. Entering 2023, Schools2030 Tanzania had already achieved key milestones by developing, testing, and psychometrically validating assessment tools for all eight nationally prioritised learning domains. This year, Schools2030 Tanzania shifted gears to supporting teachers in the application of these tools, facilitating the analysis of collected data through workshops, and learning gaps identified to set the stage for the HCD process.

Additionally, the team successfully piloted the tool for learning environment assessments and developed and trialled new assessment tools for out-of-school cohorts. Schools2030 Tanzania, like our other East African country teams, continues

to manage its HCD workshops through a demand-driven approach, inviting applications from teachers interested in participating to ensure their ongoing interest and engagement.

A major development this year for [Schools2030 Tanzania](#) was the programme's expansion to Zanzibar, where it built on the strong foundation in the mainland, maintaining the same learning domains, tools and HCD design challenges, with appropriate revisions for contextualisation. Another exciting development for Schools2030 Tanzania was a [new partnership with USAID and FCDO under the Climate Action Partnership for Education](#), which will leverage the Schools2030 Three-Step Model to test solutions to promote climate action in schools and communities with local stakeholders.



## What competencies did Schools2030 Tanzania prioritise in 2023?

### Age 5+

Literacy, Numeracy, Health and Nutrition, Creativity, Relationship Building

### Age 10+

Literacy, Numeracy, Creativity, Problem Solving, Self Awareness

### Age 15+

Literacy, Numeracy, Arts and Culture, Critical Thinking, Civic Engagement

## Assess

In Tanzania, the holistic learning assessment tools for primary and secondary cohorts were developed and piloted over the course of 2022, in partnership with Oxford MeasurEd and the Regional Assessment Lead, Emily Tusiime. The BEQI Classroom Observation and Preschool Teacher Self-Assessment Tool as well as the IDELA toolkits are now in use across Schools2030 preschools in Tanzania to drive improvement in learning and teaching. These tools were piloted under the guidance of ECD Measure for BEQI and Save the Children for IDELA.

Having finalised the assessment tools, the focus in 2023 was on administering the assessments and supporting teachers to use the tools for targeted interventions. In February the team administered holistic learning assessments to the primary cohort, spanning six domains, focusing on learners in Standard Four. The results highlighted a particular concern in literacy, where performance was notably poor across several districts, with average outcomes

in literacy trailing significantly behind other domains. A data reflection workshop in April brought together 91 teachers to disseminate data, define them to identify the areas that performed well, outline the learning gaps, and develop the design challenges for forthcoming HCD workshops based on the identified gap.

In Tanzania, new tools were also developed for the out-of-school cohort, focused on mirroring the lived experiences and knowledge of out-of-school children and adolescents. Finally, the team piloted a learning environment assessment in February, using classroom observation and teacher self-reflection tools, for six classrooms comprising 440 students. The observations were revealing – half of the observed teachers struggled to identify and respond empathetically to distressed students or isolated instances of bullying. These learnings were used to inform Tanzania's HCD process.

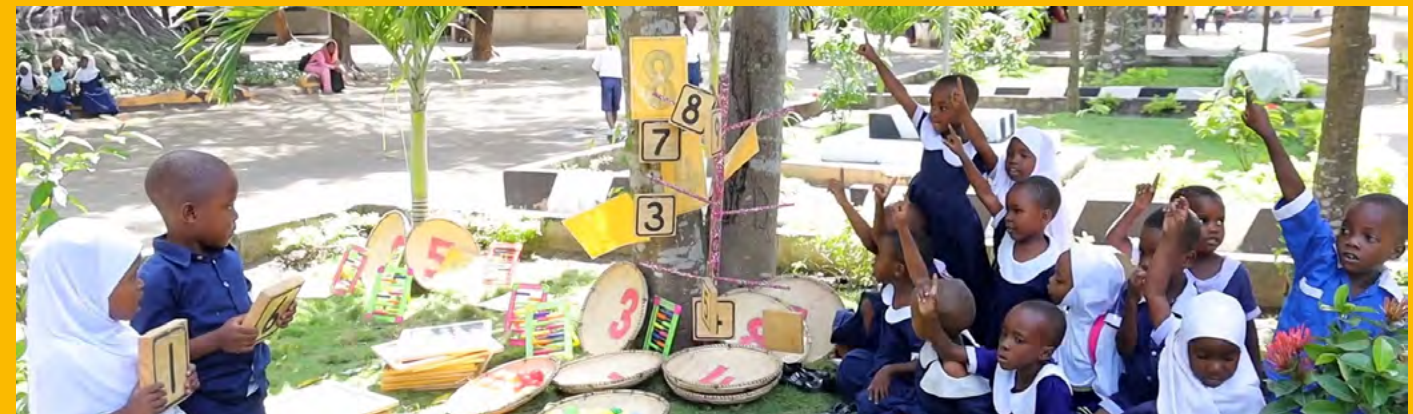


## Innovate

Schools2030 Tanzania, as part of the East Africa team, adopted a ‘demand-driven process’, on the recommendation of their learning partner, ThinkPlace to ensure ongoing teacher commitment and engagement with the HCD process. This involved teachers applying to the HCD workshops. The programme received applications from 228 individuals from 194 schools/sites, from which 220 were selected. This change ensured an increase in the reach of the programme, welcoming 116 new teachers from 114 new learning sites.

In 2023, the team delivered workshops using a contextualised HCD sprint toolkit translated into Kiswahili. The three workshops ran for four consecutive days in each geography (Dar es Salaam, Lindi and Zanzibar), and comprised 220 (98 male and 122 female) teachers/CSOs across 44 design teams. The teams designed 44 innovations addressing three design challenges informed by assessment data; 13 were climate-resilient solutions.

## Promoting respect for nature whilst learning literacy, numeracy and science



### The Garden of Words and Numbers

This garden is made of different materials such as artificial grasses, trees, fruits. The tree branches are pinned with cards of letters, syllables, numbers. Students have the opportunity to visit the garden with teachers and are allowed to pick some fruit, naming and chose any letter card which symbolises the name of that fruit. Students can then identify letters, numbers, syllables and form a word.



### Micro-forest

The microforests are small planted forests (between 100 and 10,000 square metres) that support increased biodiversity, green space and tree density. This helps with carbon capture and prevents environmental degradation.

By planting the trees themselves, the students take ownership of their environment and learn about botany and other scientific principles. There are now more than 30 microforests across Lindi, Dar es Salaam and Zanzibar, with more planting on the way.



## Showcase

The Schools2030 Tanzania team had a busy year with the showcasing workstream, hosting six events: one national level event, 3 local-level events in Dar es Salaam, Lindi and Zanzibar, respectively, and two NAC meetings.

Throughout, teachers were supported with preparation for showcasing events and storytelling through workshops delivering the “Inspiring Change Through Our Stories” mini-course. These workshops supported 220 teachers and CSO staff. The workshops greatly strengthened teachers’ storytelling techniques, building confidence while providing practical, technical skills such as using compelling visuals, data, images and quotations in their stories, and getting feedback and support from colleagues and experts.

Local showcases in Dar es Salaam, Lindi and Zanzibar brought together 372 delegates, teachers, youth partners, local government officials, NAC members, and media. Teachers pitched 44 innovations through presentations and gallery walks, with guests of honour and invited participants visiting teachers’ organised spaces to learn about their innovations. 15 innovations which showed promise in making a learning impact were selected for the national showcase.

In December, the team held a national showcase attended by Dr. Mboni Ruzgea, the Director General of the Tanzania Board of Library Services, representing the Commissioner of Education from the Ministry of Education, Science, and Technology of Tanzania, who expressed her strong support for Schools2030’s focus on teacher recognition, encouraging creativity and ownership. The event drew 100 delegates, including government officials, education officers from various levels, members of the [Regional Education Learning Initiative](#), NGOs, financial and academic institutions, and media representatives.

Schools2030 Tanzania also presented at several external events this year. This included [UTAFITI Elimu](#), an evidence event exploring the education landscape in Tanzania and how research interventions support the education sector. The Schools2030 team, teachers and government officials presented about Schools2030, with a focus on Tanzania’s climate solutions. Another event is the 3rd [International Quality Education Conference](#), organised by the Tanzania Education Network, in which AKF staff and Schools2030 teachers presented on their classroom-based innovations and their impact.



Mwajuma Mlezi, Tanzanian teacher, presenting at the Global Forum





## Uganda

[Schools2030 Uganda](#) significantly expanded its programming across each workstream in 2023. With a full suite of validated assessment tools now in place, Schools2030 Uganda was able to collect valuable data on literacy, numeracy and social-emotional skill development, as well as the quality of the learning and teaching environment, across all schools this year.

In May 2023, the programme delivered the HCD process across 65 sites across Kampala and Arua, to design teams across primary and secondary schools, as well as civil society organizations. This supported a total engagement of 112

### 2023 AT A GLANCE

# 4674

students tested with Schools2030 holistic assessment tools

# 235

teachers trained in Human-Centred Design methods

# 65

Human-Centred Design and holistic assessment workshops held

teachers and 18 CSOs. Schools2030 Uganda also leveraged its strong National Advisory Community and robust country-level networks to hold seven showcasing events- six at the district-level and one at the national level, providing a platform for the presentation of innovations and assessment findings. These events attracted the attention and support of key educational stakeholders, including the Ministry of Education and district education officers.



## Assess

With a full suite of validated assessment tools, Schools2030 Uganda was able to collect valuable data on literacy, numeracy and social-emotional skill development, as well as the quality of the learning and teaching environment, across all schools this year. As in the other Schools2030 East Africa teams, the Uganda team works closely with a group of civil society and youth development partners to reach those youth not in formal school. This year, the teams benefited from assessment tools designed specifically for these youth, which were co-developed with the help of [Luigi Giussani Foundation](#) and administered to 240 youths in five Ugandan CSOs.

A new design challenge was launched in early 2023, inspired by the assessment evidence drawn from across all age cohorts. Teams focused particularly on holistic and whole-child pedagogies to address foundational skills gaps, particularly in literacy and numeracy, but also recognising the importance of

communication and collaboration in student learning. In partnership with Ajah, the team have been trialing out digital assessment data collection using Kobo.

In Uganda, the primary focus for assessment in the latter half of 2023 was the Schools2030 Baseline data collection for the Schools2030 evaluation, in partnership with the Schools2030 Global Evaluation partner, Khulisa. This exercise saw the administration of a suite of assessment tools across 100 schools, including comparison schools, involving students, teachers, and head teachers. This extensive exercise reached 2792 secondary school learners, 1882 primary school learners, with the involvement of 234 teachers and headteachers.

## What competencies did Schools2030 Uganda prioritise in 2023?

### Age 5+

Literacy, Numeracy, Arts and Culture, Creativity, Relationship Building

### Age 10+

Literacy, Numeracy, Problem Solving, Self Efficacy, Empathy

### Age 15+

Literacy, Numeracy, Digital Literacy, Entrepreneurship, Relationship Building





Ugandan teachers in design workshops

## Innovate

In May 2023, the programme delivered HCD workshops across 65 sites in Kampala and Arua, to design teams comprising 9 CSOs, 21 nursery, 22 primary, and 13 secondary schools. This supported a total engagement of 235 teachers, headteachers and CSO staff. Through the support of the HCD coaches, schools developed 52 innovations (20 preschool, 23 primary school and 9 secondary school) while eight innovations were generated from CSOs involved with the programme. A total of 123,000 USD of flexible response funds were distributed to the schools to fund professional development and the teaching and learning resources needed to support the implementation and testing of innovations in schools.

The Schools2030 Uganda team engages a wide variety of education stakeholders, including policymakers and parents, in the design and innovation process. The team found that this not only ensures buy-in for the programme model, but also helps develop system-level capacities and drive wider educational change. To support this process, in 2023, Schools2030 Uganda held workshops and meetings School Boards of Governors, School Management Committees, Parent-Teachers Associations, the Centre Management Committee and the School Proprietors from Arua and Kampala.

Schools2030 also engaged political and technical leaders in assessment and design workshops. The 42 leaders from sub-county, district and city level included members of Teacher Training Institutions and Muni University, who were taken through the Three-Step Model with a focus on sharing the assessment results and two innovations for their support.



“With Schools2030 you follow a particular process and really go out and assess a particular problem...we were very intentional to empathise with young people, to find out how we can help and truly give them sustainable lifestyles.

Jamila Mayanja  
Educator, Uganda



Jamila Mayanja - [click to watch her discuss her Girls with Tools initiative](#)

## Showcase

Schools2030 Uganda held six district-level and one national showcasing events, providing a platform for the presentation of innovations and assessment findings. These events attracted the attention and support of key educational stakeholders, including the Ministry of Education and district education officers. The emphasis on ‘assessment for teaching and learning’ was particularly well-received, highlighting the programme’s role in driving transformative educational outcomes.

Six district-level events in May were presided over by district education officers and evaluated by experts from Teacher Training Institutions, including colleges and universities. These showcases provided a platform for educators to present their innovative approaches to teaching and learning.

The Schools2030 Uganda National Showcase also took place in May. This Forum was adjudicated by

Department, the National Curriculum Development Centre, the Programme for Teaching and Learning Sciences, and an early learning organisation. It was attended by high-profile figures from the Ministry of Education, the Uganda National Examinations Board and various NGOs, emphasising the crucial role of assessment in enhancing learning outcomes. The NAC was instrumental in mobilising its members for the National Showcase, demonstrating their commitment to supporting educational excellence and their belief in the Schools2030 model.

In preparation for each of these showcase events, teachers were guided on how to effectively present their innovations through the Storytelling mini-course, focusing on critical aspects that would be evaluated. Adjudicators provided feedback on each presentation, identifying strengths and suggesting improvements.



## Learning through Play



## The Ring Games



## The Brain Race Game

Justine Nansubuga, a teacher for P.4 and P.5 Literacy/English at Kiswa Primary School in Kampala, addressed a critical challenge of improving reading proficiency skills among her P.4 class learners. She was intrigued by the Schools2030 holistic learning assessment literacy results for P.3 at Kiswa PS in 2022, which revealed that only 52% of learners could read with comprehension, while only 34% could read at a paragraph level. Recognising the diverse levels of reading proficiency in her class, Nansubuga consulted with learners, fellow teachers, and her HCD coaches Brenda and Jalia from Schools2030, to develop an innovation focused on the literacy domain, aiming to cultivate a love for reading.



# Looking Back at 2023, Looking Ahead to 2024

Phase One of Schools2030, which launched in 2020 with a ten-year runway, has been a period of co-design, co-learning, iteration and consolidation. The programme began to take shape under the shadow of COVID-19, when our schools remained closed, our children, colleagues and teachers working in isolation. As schools and systems began to reopen through 2021, the Schools2030 teams had to respond quickly and flexibly to meet the pressing educational needs of our students, teachers, schools and societies.

The overarching lesson of Phase One (2020-2023) was the central importance of contextualisation. We knew we wanted to measure social-emotional and holistic skills, and we looked to global tools and global leadership to provide us with blueprints of how to measure these skills across our contexts. But a globally driven approach did not work: global learning assessments were not aligned to national curricula or priorities and did not speak to the cultural context of the communities we serve. Only when we decentralised our assessment workstream to country level, hired National Assessment Partners and Leads, supported their capacity development through peer learning and global partnership coordination, were we able to develop assessment tools that are useful and usable for teachers and relevant for their students.

This same lesson has been applied across all aspects of our programme and all workstreams. Rather than providing a global model of Human-Centred Design, we have adapted our approaches and timelines to fit the contextual realities in each country and to align with government priorities and calendars. No doubt this has been a challenge for our global programme design and particularly for evaluation! But it is a necessary method to remain relevant and responsive. And speaking of evaluation, here too we have adopted a decentralised approach, with learning partners in each country helping us monitor, evaluate and draw lessons on programme impact and iteration, as well as a Global Evaluation Partner to help us pull it all together and robustly measure Schools2030's impact. Our research workstream, too, speaks to our values of decentralisation and contextualisation: all our research partners and consortia have strong leadership from researchers based in and from the focal countries, bucking the dominant trend of development research driven by western scholars and universities.

Schools2030's context-driven and decentralised model has worked. Throughout this report, you will have read about the impact we have made in catalysing teacher-led innovation and improving quality teaching and learning, even in some of the most remote and challenging communities. Our teams have led hundreds of workshops with educators to support their professional development and to equip them with the skills, competencies and flexible funding to assess, design and showcase contextualised education innovations. The result has been thousands of new teaching practices and pedagogies that are child-centred, holistic and engage not only the learners but the wider ecosystem around the learners, including parents and communities.

As we enter Phase Two (2024-2026), our focus will move from the contextual to the universal, linking school-driven innovation to system-level change. We believe that contextually driven innovation and models are not just relevant at the microlevel but can also speak to wider educational needs at systems-level by providing classroom-tested, evidence-based and cost-effective tools, models, innovations and practices for wider adoption and adaptation. We also believe that the success of our tools, innovations and models will speak to the value of our wider programme approach centred on teacher agency and holistic learning. In this way, we will be seeking not only to scale specific innovations, but to scale the enabling conditions that allow teacher-led holistic learning innovation to thrive.

The demonstrated success of Schools2030 Phase One, and the potential impact of Schools2030 Phase Two, is a result of our dedicated team and our network of partners working from classroom- to global-levels to drive a movement for school-driven educational change. On behalf of the whole Schools2030 team, I would like to extend our deepest gratitude to all of you for being part of the Schools2030 movement to reimagine the future of teaching and learning. We look forward to our continued journey together.





# Acknowledgements

Schools2030 is delighted to work alongside an incredible array of partners at the global, national and local levels, without whom this work would not be possible. This includes, in addition to those listed below, the Ministry of Education and government bodies in each of our programme countries. In the coming years we will continue to expand our partnerships and grow the Schools2030 community and sphere of influence.

[Aga Khan Foundation](#)

[Aga Khan University Institute for Education Development](#)

[Ajah](#)

[Ashoka](#)

[Atlassian](#)

[Broderick Haight Consultants](#)

[Dubai Cares](#)

[ECD Measure](#)

[Education Cannot Wait](#)

[Eklavya](#)

[Global Centre for the Development of the Whole Child](#)

[HundrED](#)

[IKEA Foundation](#)

[InspirArt](#)

[ITA Pakistan](#)

[ITAU Social](#)

[Jacobs Foundation](#)

[Khulisa](#)

[LEGO Foundation](#)

[MAGENTA Consulting](#)

[Nazarbayev University Graduate School of Education](#)

[National Center for Evaluation of the Quality of Education and Information Technologies, Kyrgyz Republic](#)

[National Testing Center under the Office of the President, Republic of Tajikistan](#)

[Oak Foundation](#)

[OISE University of Toronto](#)

[Ona Stories](#)

[Open Development & Education](#)

[Oxford MeasurEd](#)

[Porticus](#)

[PZG](#)

[Regional Education Learning Initiative](#)

[Right to Play International](#)

[Rooftop Productions](#)

[Save the Children](#)

[Social Sciences Research Center from ISCTE, University Institute of Lisbon](#)

[ThinkPlace Kenya](#)

[UNICEF](#)

[University of Amsterdam](#)

[University of California, Berkeley](#)

[University of Dar Es Salaam](#)

[University of Notre Dame](#)

[University of Sao Paulo](#)

[University of Texas at Austin](#)

[USAID](#)

[UWEZO Tanzania](#)

[UWEZO Uganda](#)

[Wellspring Philanthropic Fund](#)

[World Bank](#)

[Zizi Afrique](#)

## Glossary of Key Acronyms

<b>AKF</b>	Aga Khan Foundation
<b>BEQI</b>	Brief Early Quality Inventory
<b>ECD</b>	Early Childhood Development
<b>IDELA</b>	International Development Early Learning Assessment
<b>HCD</b>	Human-Centred Design
<b>NAC</b>	National Advisory Committee (Schools2030)



PORTICUS



The LEGO Foundation

