



ANNUAL REPORT 2022

EXECUTIVE SUMMARY





A Year of Catalysing School-driven Change

Over the course of 2022, [Schools2030](#) made great strides across each stream of our Three-Step Model – [Assess](#), [Innovate](#) and [Showcase](#). We finalised and rolled out holistic, contextualised assessment tools across our ten programme countries, providing educators in our network of 1000 schools unprecedented levels of access to the learning outcomes of their students across academic and socio-emotional learning domains. We facilitated over 5000 educators to co-develop, through Human-Centred Design (HCD), education innovations targeting contextually relevant national learning domains. Finally, we supported educators to showcase these innovations at local, national and global forums, including at our inaugural [Schools2030 Global Forum](#), which allowed educators to directly connect with policymakers, to share replicable models for classroom-level learning improvement and to inspire new thinking.

This year, Schools2030 also laid a strong foundation for systems-level change through strategic partnerships with Ministries of Education, teacher training institutes and Schools2030 National Advisory Committees. Cutting across all this work, we continue to facilitate independent [research](#) to expand our understanding of holistic education, through participatory research and evidence co-creation.



STEP ONE: ASSESS



Supporting Teachers with Simple and Contextualised Assessment Tools

Schools2030 supports teachers to develop contextualised, holistic assessment tools for a set of learning domains selected by national education stakeholders. Global technical partners [Oxford MeasurEd](#), [Save the Children](#), and [ECD Measure](#) support National Assessment Partners and country teams to develop, adapt and pilot new instruments to measure learning outcomes in academic and non-academic domains. Oxford MeasurEd has developed the Assessment Hub as an online platform for knowledge sharing among the Schools2030 assessment community.

In 2022, country teams and National Assessment Partners adapted and piloted new assessment tools to measure holistic learning outcomes for primary and secondary level students, psychometrically validated by Oxford MeasurEd. In preschools, Save the Children worked with National Assessment Partners and country teams to adapt and pilot the [International Development and Early Learning Assessment](#) (IDELA), and the International Social and Emotional Learning Assessment (ISELA) tools, and train National Assessment Partners on their use.

In addition to measuring student learning outcomes, Schools2030 also supports teachers to assess the quality of their classroom environment using simplified self-assessment and peer observation tools. For preschool teachers, our teams have adapted the [Brief Early Childhood Quality Inventory](#) (BEQI) with technical support from ECD Measure. For primary and secondary schools, we have developed the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit based on the [World Bank's Teach Tool](#) and the [Aga Khan Foundation Inclusive Classroom Guide](#), with technical support from Dr Sughra Choudhry-Khan.

STEP TWO: INNOVATE



Design Thinking to Drive Innovation, Professional Development and Quality Pedagogy

In 2022, Schools2030 supported over 5000 educators – teachers, school leaders and youth development partners across ten countries – to co-develop, through Human-Centred Design (HCD), thousands of new and improved education innovations and teaching practices that target nationally specific learning domains.

Schools2030 country teams, with support from facilitators and “champion teachers”, continued to lead HCD workshops for educators, supporting teachers to create holistic learning innovations, and fund the most promising innovations for implementation, replication and scale. Schools2030 continues to provide free, open-source HCD resources, adapted and translated across all ten programme countries. This year, we also developed “HCD Sprints” – an additional suite of streamlined processes which cater to the diverse levels and needs of project teams and offer a customised process to accommodate the time constraints of schools. Schools2030, in partnership with [HundrED](#), launched [Faved.org](#), an interactive repository of educator-designed holistic learning innovations to allow teachers share and learn with their peers across our ten programme countries.

STEP THREE: SHOWCASE



Scaling Best Practices for Improved Teaching and Learning around the World

Showcase for Schools2030 involves connecting school-level innovation to system-level change. Schools2030 convenes opportunities for teachers to present their innovations, practices and evidence at local, district, national and global forums, and supports them to prepare for these events through [short-course modules on storytelling](#) and presentation skills. In 2022, Schools2030 convened or participated in education sector showcasing events at local, district and/or national levels across all our programme countries. In addition, Schools2030 presented at all major global education events in 2022, showcasing our Three-Step Model for catalysing education systems change and highlighting school-driven education innovations. The global events included:

- [Schools2030 Global Forum](#): Reimagining the Role(s) of Schools, Systems, and Societies for the Future of Learning. This year, Schools2030 with co-hosts – the [Aga Khan Foundation](#), [UNICEF](#), the [Regional Education and Learning Initiative](#) and the Government of Tanzania; Tanzania, June 2022
- [Transforming Education Summit \(TES\)](#) co-hosted by UN Member states, Tanzania and Portugal, the Aga Khan Foundation and UNICEF; United Nations General Assembly, New York, September 2022
- [2022 United Nations Climate Change Conference \(COP27\)](#); Egypt, November 2022
- The Schools2030 Holistic Learning Assessment: Resources, Tools and Approaches webinar; March 2022
- The [Comparative and International Education Society \(CIES\)](#) Conference 2022, ‘Illuminating the Power of Idea/lism’; Minneapolis, April 2022
- [British Association for International and Comparative Education \(BAICE\)](#) Conference; Edinburgh, September 2022
- [International Social Innovation Research Conference](#), Canada, November 2022

COUNTRY UPDATES



Three Steps, Ten Countries,
a Thousand Schools

AFGHANISTAN

The Schools2030 Afghanistan team, one of the first to develop and finalise a suite of contextualised assessment tools, applied their learning outcome and learning environment data to support ongoing HCD processes. In 2022, over 220 educators developed, tested, and refined holistic learning innovations across Afghanistan's Baghlan, Bamyán and Badakhshan regions. For preschool learners, the Schools2030 Afghanistan team, with support from global technical partners Save the Children and ECD Measure adapted and piloted the IDELA and BEQI. At the Schools2030 Global Forum in Tanzania in June 2022, the Schools2030 Afghanistan team showcased their [Girls in Science](#) programme, which has supported over 1,100 girls to improve science and maths learning outcomes.

BRAZIL

In Brazil, 18 focal schools led action-research projects targeting their selected learning domains and shared their learnings across Schools2030 Brazil's wider network of 75 schools and regional educational organisations. Schools2030 Brazil collaborated with researchers across different regions in Brazil to design a research project on the question of how Brazil's current educational assessment and evaluation data could inform programme development and implementation. In addition to presenting at the Schools2030 Global Forum, the Schools2030 Brazil team organised [Schools2030: Recommendations for Public Policy](#), a webinar to launch reports on educational innovation and public policy recommendations for improving education quality. *Schools2030 - Holistic and Change-maker Education*, an extension course organised at the University of São Paulo saw 300 graduates creating a learning community to share school-driven innovations. The

[Schools2030 National Forum](#) convened 254 educators, students, young changemakers, Secretaries of Education, Brazil education experts, Advisory Committee members, programme researchers, and other stakeholders.

INDIA

In addition to expanding and showcasing successful innovations from previous years, including [Learning-At-Home Kits](#) and [Learning Walls](#), the Schools2030 India team launched a new round of HCD workshops for 171 teachers and school leaders in Anganwari centres (preschools) and elementary and secondary schools across the Bhojpur, Saran and Patna districts. Schools2030 educators in India are working in teams to design and implement new education innovations and approaches that target foundational academic skills as well as socio-emotional learning. The team, with support from global technical partners, developed and piloted contextualised learning outcome assessment tools for the three age cohorts, including adapting IDELA and ISELA for preschool learners. The team held its first showcase event in Patna for educators and local government stakeholders across multiple districts and hosted three district-level events for teachers and stakeholders, co-facilitated by district officials.

KENYA

In 2022, Schools2030 Kenya launched a further round of HCD workshops, supporting 75 new learning innovations, developed and launched learning assessment tools in 61 schools, across Mombasa and Lamu counties, and developed holistic learning assessment tools for the out-of school-cohort. At the pre-primary level, the team, with support from global technical partners adapted and piloted the IDELA in 30 pre-primary schools and is finalising the tool for use across all Schools2030 preschools. The team provides ongoing technical support on the HCD process for education administrators, including Quality Assurance Officers (QASO) and Curriculum Support Officers (CSOs) in Lamu and Mombasa Counties. The Schools2030 Kenya team also facilitated multiple showcase events at county, district, national, and global levels, to support teachers to present evidence of the efficacy of their innovations. These included the Mombasa and Lamu County Education Days, two national innovation forums — [Kenya Innovation Week](#) and the ReimagineED Conference, and the Schools2030 Global Forum in Tanzania.

KYRGYZSTAN

Over the course of 2022, 440 teachers and school leaders in the Chui, Naryn, Osh and Batken regions and the capital city of Bishkek completed HCD and learning assessment training. The Schools2030 team led a partnership between the National Testing Centre under the Ministry of Education and Science and Oxford MeasurEd to develop, validate and pilot a suite of more robust quantitative and qualitative assessment tools for use in 2023. Design teams participated in nine national, regional, and district level events, generating media coverage and increased support for improving learning outcomes through classroom-led in-

novation within the education sector. These included, among others, a regional event which convened 100 school directors and 15 district education department heads on reflections on the HCD process, and a sub-regional conference which brought together Schools2030 regional coordinators, three teachers from Schools2030 target schools from the Naryn, Osh and Chui regions, Ministry representatives, educators, and international development partners. The team also [presented at the Schools2030 Global Forum](#) in Tanzania.

PAKISTAN

In 2022, Schools2030 Pakistan delivered the programme across the target regions of Gilgit Baltistan and Chitral and supported 172 educators across 65 schools to gain new skills in design thinking and learning assessment. The team has taken a cluster approach to HCD workshops that involves 4-5 schools working together to encourage peer support and shared learning. In partnership with global technical partners, the Schools2030 Pakistan team and Pakistan's National Assessment Partner, the [Aga Khan University Institute for Education Development](#) (AKU IED) developed a suite of contextualised holistic learning assessment and classroom assessment tools and piloted them alongside 74 teachers. At the preschool level, AKU IED is adapting BEQI for rollout in 2023. The Schools2030 Pakistan team supported teachers to showcase their solutions with district, regional, national, and global audiences, [including at the Schools2030 Global Forum](#).

PORTUGAL

In 2022, Schools2030 Portugal made progress on co-developing and finalising a suite of holistic assessment tools for its selected social-emotional learning domains with teachers. Design teams of teachers and school leaders have participated actively in HCD workshops which culminated in a national showcasing event in December 2022. At the pre-primary level, University of Porto (FPCE) has worked closely with preschool teachers on the adaptation of the BEQI Classroom Observation and Preschool Teacher Self-Assessment Tool and the IDELA to assess preschool learning outcomes. Evaluation partners at the University Institute of Lisbon (ISCTE) worked closely with the Schools2030 Portugal team and with the National Assessment Partners to ensure we are gathering and documenting programme learning and impact. In this capacity, ISCTE has developed the Portuguese Schools2030 Quality in Education Observatory, an online platform to collect, analyse and disseminate data and evidence that is generated through Schools2030 assessment and evaluation as well as other research within the programme. Schools2030 Portugal also held its first National Showcasing event, and [presented at the Schools2030 Global Forum](#).

TAJKISTAN

In 2022, Schools2030 Tajikistan launched another round of HCD workshops for 567 teachers, school directors and District Education Department representatives, across 100 schools in all four regions. The team also developed assessment tools to measure both learning

outcomes and the quality of the classroom environment, [signing a Memorandum of Understanding](#) with the National Testing Centre under the President of the Republic of Tajikistan, to ensure our assessment tools align to wider national curricular priorities. At the preschool level, both assessment tools (BEQI and IDELA) were finalised and piloted across pre-primary classrooms. Schools2030 held four regional showcase events in September 2022 in Khatlon, Sughd, DRS and GBAO, where teachers presented over 100 innovations to National Advisory Committees. Additionally, the team held three high-level events on Flexible Response Funding resource distribution with government and the Ministry of Education and Science, and regional and district education department representatives, school directors, and teachers.

TANZANIA

Schools2030 Tanzania co-hosted the inaugural Schools2030 Global Forum in partnership with the Government of Tanzania, UNICEF and the Regional Education Learning Initiative. At school-level, the team launched another round of HCD workshops with 107 pre-primary and primary school educators and out-of-school youth development partners. Educators worked in 22 design teams to develop, test and implement holistic learning innovations. Secondary school teachers in Tanzania took part in a pilot of [Play, Pluralism, and the Planet](#), co-developing classroom innovations to address climate resilience and sustainability. In addition to piloting holistic learning assessment tools aligned to target learning domains for primary and secondary school cohorts, Schools2030 Tanzania piloted and rolled out the BEQI and IDELA tools for pre-schools, in partnership with global technical partners. Teachers were also trained on assessment use, including assessment data interpretation. Schools2030 Tanzania facilitated teachers in showcasing their innovations at district, national and global events including a 298-participant district-level event, a 100-delegate national showcase, the Schools2030 Global Form, and a presentation at the International Quality Education Conference organised by the Tanzania Education Network.

UGANDA

In 2022, Schools2030 Uganda supported 179 educators across 100 schools to gain new skills in Human-centred Design and learning assessments, and to test the impact of innovations launched in 2022. After developing the holistic learning assessment tools in partnership with teachers, the tools were piloted in across 57 primary and secondary schools, for over 7,000 learners. At the pre-school level, the IDELA and BEQI tools were adapted and piloted. Having identified [literacy teaching](#) as a critical focus area, teachers strengthened their literacy instruction skills through targeted capacity building. In addition to being actively involved in the Schools2030 Global Forum, Schools2030 Uganda hosted several high-level meetings with the Ministry of Education, Basic Education Department, ECD Department, education commissioners and other key sector stakeholders. Schools2030 Uganda will hold its first National Showcasing event in May 2023.

GLOBAL RESEARCH, EVIDENCE & EVALUATION



Research and Evidence Generated with and for Schools

With the support of the [Jacobs Foundation](#), Schools2030 continues to partner with a set of independent Global Research Partners to expand our understanding of holistic education, through participatory research and evidence co-creation. Our latest [Call for Research](#) focused on generating new evidence about advancing educational equity through the Schools2030 programme. Specifically, the research partners will investigate the nature of the relationship between two key aspects of the Schools2030 programme – 1) HCD/action research approaches, and 2) pedagogical approaches targeting holistic learning outcomes, and education equity. This has brought three new research teams into the growing network of Schools2030 Global Research Partners.

From July of this year, Schools2030 has engaged [Khulisa Management Services](#) as our Global Evaluation Partner to develop our global impact evaluation strategy and conduct a baseline study. In partnership with Khulisa, we refined and expanded our [Theory of Change](#), and developed an evaluation strategy that will guide the measurement of the Schools2030 over the next 8 years. Data collection for the baseline study will commence in 2023.

UPDATE ON COMMUNICATIONS



Schools2030 continues to work to amplify the work of the country teams and school communities, build visibility and contribute to global education conversations.

Inaugural Annual Report

Released early in 2022, [the report](#) was a landmark release documenting the programme's first year.

Website

Our expansion and refinement of the [website](#) included an overhaul of the homepage, an updated [Global Coalition](#) page an active news platform, with over 30 unique articles published over the last year, and a new Showcase section.

Social Media

We have continued to grow our social media following across [Twitter](#) and [LinkedIn](#) (over 3250 followers).

Monthly Newsletter Launch

Launched in [September 2022](#), the newsletter showcases our latest school-driven innovations, provide s links to our new tools, resources or reports and offers insights into our ongoing partnerships

Country Support and Advocacy Work

The Global Communications and Advocacy Manager continues to provide one-to-one support for each country, ensuring they are replete with the materials they may need to more effectively tell their story to in-country stakeholders and beyond.

We are hugely grateful to our network of educators, colleagues, partners, donors and friends for another incredible year of school-driven innovation, and we look forward to another great year of catalysing education system change together.

For the full picture from across all our countries and partnerships, including testimonials, innovation spotlights, sample assessment tools and more, please read our [Annual Report 2022](#).





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