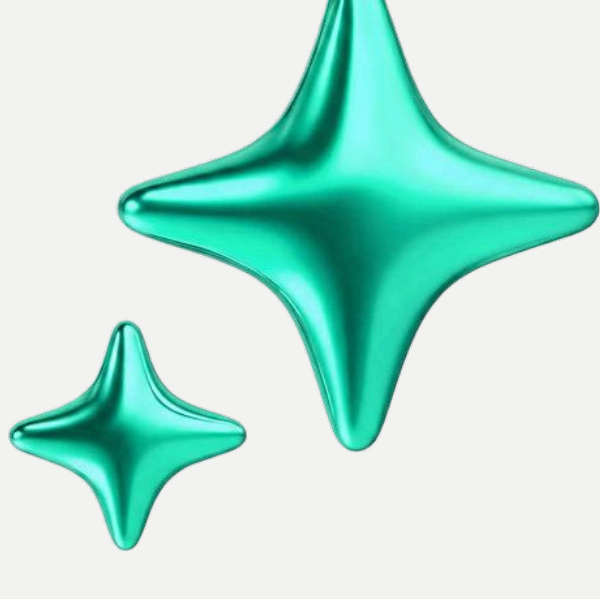




From Challenge to Solution

Co-Creating Educational Solutions



New technologies, new pedagogical models, and rising expectations push educational systems to act quickly and decisively. Yet in complex systems like education, speed and certainty can be misleading.

One of the most dangerous assumptions in educational innovation is the belief that we already know what the right solution looks like.

Design Partnership begins by challenging this assumption. It proposes a different starting point.

Instead of defining the solution upfront, it begins with a real, field-based problem, grounded in research conducted in schools, with teachers, students, and school leaders.

The problem becomes the anchor. The solution is allowed to emerge gradually.

The Courage to Say

“We’re Not Sure”

A central turning point in the Design Partnership approach is the explicit acknowledgment of uncertainty.

Even when an “ideal” system is defined on paper, there is no guarantee it will create real value in practice. Repeating familiar solutions rarely addresses systemic challenges.

Design Partnership treats uncertainty not as a weakness, but as a design condition.

By admitting “we don’t know,” systems open space for learning, iteration, and better decision-making.

This mindset shift is particularly significant in governmental environments, where certainty is often expected and rewarded.



Government as an Enabler of Innovation



Design Partnership reflects a broader transformation in the role of government. Rather than acting solely as a regulator or supervisor, the Ministry of Education takes on the role of an enabler: connecting schools, vendors, pedagogy, and technology, and creating safe and responsible spaces for experimentation.

Regulation remains essential. It protects students, ensures equity, and maintains standards. But smart enablement allows innovation to develop responsibly rather than be blocked by rigid frameworks.

In this model, innovation is not outsourced to the market. It is co-developed with it.

Partnership Built on Vision, Not Specifications

In our process of design partnership, we rejected the idea of a single “correct” solution. Instead, we actively seek multiple perspectives on the same challenge, valuing depth, diversity, and credibility from the field.

This approach changes the relationship with vendors.

Vendors are not merely suppliers responding to tenders; they become partners in discovery, working closely with the system to explore what creates value in real educational contexts.

Aligned incentives play a critical role here.

When vendors are motivated by value creation rather than compliance, and when the system provides regulatory flexibility where appropriate, better solutions emerge for everyone involved.



The Role of a Dedicated Product Team



For Design Partnership to function within a governmental system, a critical organizational decision is required: the establishment of a dedicated product team.

This team leads global and local market research, conducts user-centered research in schools, defines real user needs, and works hands-on with vendors daily. Continuous alignment with pedagogical leadership ensures that development remains grounded in educational purpose, not technical possibility alone.

Without a product team that is deeply connected to the field and driven by value creation, Design Partnership cannot be sustained.

From Experimentation to System-Level Learning

By working through open calls, iterative development, and continuous feedback, the system reduces risk while increasing relevance. Successful ideas are not only tested — they are understood, refined, and prepared for responsible scaling.

This process ensures that innovation does not remain isolated in pilots, but contributes to long-term system capacity.



Designing in a World We Cannot Fully Predict

In fast-changing environments, the most responsible approach is not pretending to have all the answers. It is designing processes that allow answers to emerge.

Design Partnership is product development with the field, not for it.

Through deep collaboration between the Ministry of Education, schools, and vendors, it creates solutions that are precise, practical, and sustainable, and that stand a real chance of being implemented in practice.

In complex systems like education, innovation does not come from knowing more in advance. It comes from learning better together.

