TEACHER LED CHANGE

SCHOOLS2030 ANNUAL REPORT 2024

SCHOOLS 2030

AGA KHAN FOUNDATION

schools2030.org

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GLOSSARY OF KEY ABBREVIATIONS

AKF	Aga Khan Foundation
BEQI	Brief Early Quality Inventory
CSO	Civil Society Organisation
ECD	Early Childhood Development
IDELA	International Development Early Learning Assessment
HCD	Human-Centred Design
MoE	Ministry of Education
MoES	Ministry of Education and Science

SCHOOLS2030

Catalysing Teacher-Driven Holistic Learning Innovation to Achieve SDG4 by 2030

OUR MISSION

Schools2030 is a global movement for holistic learning and teacher leadership. Together, we are a diverse coalition which includes educators, school leaders, civil society, researchers, international organisations, donors 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 ETHOS AND OBJECTIVES

There is a crisis in learning – a crisis of equity, inclusion, quality and relevance. Young people across the world must be supported to develop the knowledge, skills, attitudes and values they need to respond to these crises with creativity, empathy and collaboration. Teachers across the world must be supported to respond to the needs of their learners and communities with agility, expertise and leadership.

Schools2030 is answering this need for quality, inclusive and responsive teaching and learning. Across our programme countries and schools, we are championing educational transformation from school to system level across four key areas that we believe, if widely adopted, can address the global learning crisis.

FOUR TENETS
FOR QUALITY EDUCATION

HOLISTIC SKILL DEVELOPMENT

We promote the importance of holistic, whole-child learning and teaching in each Schools2030 country and globally, and offer useful, usable assessment tools for teachers to measure holistic outcomes and drive improvement.

INCLUSIVE, ENGAGING, CHILD-CENTRED CLASSROOMS

We foster inclusive and engaging learning environments in each Schools2030 country and globally, and offer useful, usable assessment tools for teachers to measure the quality of the learning environment.

CONTEXTUALLY RELEVANT AND RESPONSIVE TEACHING PRACTICES AND PEDAGOGY

We endorse the need for teacher agency as a driver of modern, agile and relevant pedagogy in each Schools2030 country and globally, and we offer useful, usable design tools for teachers to drive education innovation from the classroom level.

MULTI-STAKEHOLDER DIALOGUE IN EDUCATION SECTOR PLANNING

We encourage diverse perspectives and convene spaces for cross-sector dialogue that includes teachers as active participants and support them and others to showcase policy-relevant evidence from classroom to global levels.

INNOVATION

THROUGH HUMAN-CENTRED DESIGN

Schools2030's Three-Step Model – Assess, Innovate, Showcase – uses the principles of Human-Centred Design (HCD) to drive school-level innovation towards wider systems-change. Through this cyclical model, teachers are provided with the resources and support to:

- **Assess** the holistic learning levels of their students, and the quality of the classroom environment, with simple contextualised assessment tools.
- **Innovate**, implement and test new or refined pedagogical practices and ideas to improve holistic learning outcomes and quality learning environments.
- **Showcase** their best practices, innovations and evidence through community, national and global forums – including our flagship event, the Schools2030 Global Forum – and work multi-laterally with key education stakeholders to inspire systems-level educational change.

Schools2030's Three-Step Model is an approach for teacher professional development that demonstrates the value of contextual relevance and teacher leadership. By developing and incubating education practices and innovations at classroom level, we believe that those practices will be more relevant, more effective, more inclusive and more sustainable. Throughout the country sections of this Annual Report, you will be able to learn more about Schools2030's HCD approaches and the teacher-led innovations and practices that are being developed across schools and contexts as well as how we are working to align and integrate these approaches into teacher professional development pathways and systems.

SCHOOL-LEVEL EVIDENCE

FOR SYSTEM-LEVEL CHANGE

Schools2030 teachers, teams and partners are working together to gather policy- and practice-relevant evidence from across our programme schools and core geographies. This includes:

- **School-level data** from holistic learning assessments, classroom observations and the evaluation of teacher-led innovations;
- **Monitoring, Evaluation and Learning data** and reporting from in-country Learning Partners and our Global Impact Evaluation Partner;
- **Academic research and evidence** from our network of Global Research Partners, who conduct participatory research projects across Schools2030 schools.

Taken together, this body of evidence is helping us understand "what works" to improve quality, equitable teaching and learning at classroom level and to inform and transform education systems. In this way, we will contribute towards the realisation of UN Sustainable Development Goal 4 – ensuring inclusive and equitable quality education and providing lifelong learning opportunities for all.

This Annual Report will provide you with more details about Schools2030 evidence-building at global and country level, and links to each country's comprehensive Learning Report for 2024 can be found in the relevant country section. All Schools2030 data, evidence, tools and reports are and will continue to be made freely available on our website to support transformative education agendas across the world.

A GLOBAL **COALITION**

SCHOOL

At school-level, we work with over 5,000 teachers and 50,000 students, as well as the wider school community of parents, youth organisations, civil society bodies and local education authorities.

NATIONAL

At national-level, we work in close coordination with Ministries of Education and with in-country technical partners who drive our innovation, research and evidence workstreams.

GLOBAL

At global-level, our technical partners coordinate, synergise and disseminate the innovation, research and evidence from across our ten countries.

Schools2030 works in broad coalition across multiple geographies and with education actors at school, national and global level. Working in this way, we believe we will see a multiplier effect that can catalyse school-level action into system-level change. In the graphic above you can see who we partner with from local to global levels. In addition, we are supported by a consortium of donors who work in coordination to ensure Schools2030 is equipped with financial resources, cross-sector expertise and can leverage the influence and networks of each partner to expand our impact.

The Aga Khan Foundation (AKF) is the lead implementor of the Schools2030 programme and coordinates our partnerships across school, national and global level. We work through offices based in each one of our countries – Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania and Uganda – where the programme is driven by colleagues who live in and are from the communities we serve.

The impact Schools2030 is having – from school to system levels – is testament to the tireless dedication and compassion of our network of colleagues and partners working in communities and schools across ten countries. This Annual Report offers only a snapshot of all the incredible work these teams have led over the past year, often in incredibly challenging contexts. We hope you enjoy reading about these activities and achievements. And as always, we thank you for your continued support for and engagement in the Schools2030 movement.

OUR WORLDWIDE TEAM

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

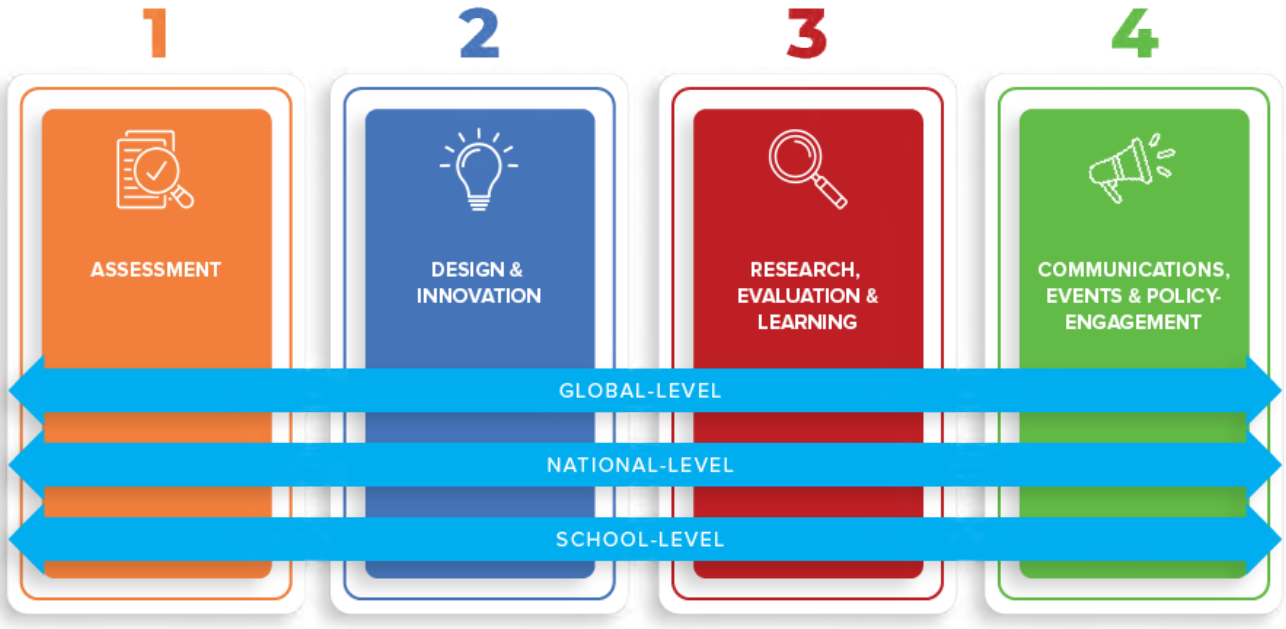
FROM PHASE 1 TO PHASE 2

Global Workstream Updates

During the critical launch phase of Schools2030 (2020–2023) we co-developed and solidified the programming model, along with a coherent Theory of Change. Against the challenging backdrop of COVID-19, our teams co-created, tested and iterated tools and resources for teacher-led assessment, design, innovation and showcasing. We worked directly with teachers and schools in ten countries to contextualise these tools and use them to improve learning and achieve impact. We also began to build an evidence base on holistic learning and teacher leadership, working in partnership with in-country and global evaluation, learning and research partners.

2024 was a landmark year for Schools2030, as we moved from our launch phase into 'Phase 2'. With this shift, our focus has moved from co-design and development to strengthening school-to-system pathways for educational transformation. Across all programme countries and globally, we are working to increase the reach, impact and sustainability of the Schools2030 model, tools, resources, innovations and evidence beyond our focal schools and core geographies. At the global level, the Schools2030 Secretariat and technical partners have been supporting this shift across four interrelated workstreams: Assessment; Design and Innovation; Research, Evaluation and Learning; Communications, Events and Policy Engagement.

Although Phase 2 is in its early stages, this report aims to show how, across these four workstreams, Schools2030 is building on the strong foundations of its launch phase to solidify, consolidate and increase its impact, both directly with participating schools and teachers, and in the wider educational systems in which it operates.



SCHOOLS2030'S PHASE 2 WORKSTREAMS

WORKSTREAM 1

ASSESSMENT

The primary purpose of assessment in Schools2030 is to provide schools and teachers with information on holistic learning outcomes and the quality of learning environments to inform their HCD journeys. Alongside this primary purpose, there is an unmissable opportunity to support a shift in teachers' relationships with holistic learning assessment approaches and to support teachers to understand and use assessment data effectively to drive improved teaching and learning.

Through the Assessment Workstream, Schools2030 teams and partners develop the tools, guidance and approaches to support holistic assessment for learning across our target schools. National Assessment Partners are in place in each programme country to lead this work, and you can read more about the progress they are making in assessment in the relevant country sections of this report.

At the global level, we have a network of Global Assessment Partners who provide technical expertise, support, tools and training and who facilitate learning across the National Assessment Partners and programme teams. Below are some of the highlights from our Global Assessment Workstreams and Partnerships in 2024. You can learn more about our wider assessment work and access sample assessment tools on the Schools2030 Assessment webpage.

LAUNCH OF PHASE 2 ASSESSMENT STRATEGY

In July 2024, we launched Schools2030's Phase 2 Assessment Strategy, which aligns to our wider Phase 2 Programme Strategy and goals. This strategy articulates our activities and approaches related to three central goals:

1. To support the effective use of assessment tools and data by Schools2030 programme teams and teachers;
2. To support and elevate teachers as leaders in assessment;
3. To influence policies, practices and dialogue on holistic learning assessment.

This strategy was authored by Oxford MeasurEd after more than six months of consultation with National and Global Assessment Partners, Schools2030 country teams and the Global Secretariat. It is a great resource for anyone wanting to know more about Schools2030's overall approach and principles on assessment and provides a recap on all we have accomplished on assessment tool development during our launch phase.

CONTINUOUS IMPROVEMENTS TO SCHOOLS2030 ASSESSMENT TOOLS

Schools2030 Global Assessment Partners – Oxford MeasurEd, ECD Measure and Dr Sughra Choudry-Khan – work continuously with country-level teams and partners to ensure assessment tools remain relevant, useful and usable for teachers and to improve the quality of these tools based on data and feedback.

Oxford MeasurEd has been working with National Assessment Partners to develop innovative ways to reduce test familiarity, integrate higher-order thinking skills and support teachers to develop their own formative assessment approaches.

ECD Measure has updated the Brief Early Quality Inventory (BEQI) pre-school classroom observational tool based on feedback from across countries, including the introduction of a dimension on social-emotional climate quality. The team has also finalised the Schools2030 BEQI Toolkit, which provides complementary resources for programme teams and teachers to use BEQI data, including self-assessment resources, BEQI video libraries of best practices, aggregated data presentations and walkthroughs, data entry through the online portal, and individualised BEQI summaries.

Dr Sughra Choudhry Khan has been working with each country team to improve and adapt the Valuing Inclusive Teaching and Learning (VITAL) Toolkit, which assesses classroom quality in primary and secondary schools. With support from our

SCHOOLS2030'S ASSESSMENT WORKSTREAM PRINCIPLES

Sample Reflections from the BEQI Teacher Feedback Form

Data Management Partner Daro (formerly Ajah), the VITAL tool has been digitised for most country contexts to make it easier and more effective for classroom use.

Sample of assessment tools, both learning outcome assessments and learning environment assessments, are shared here on our website. These are continuously updated – so check back often!

SUPPORTING TEACHERS TO UNDERSTAND & USE ASSESSMENT DATA

ECD Measure has piloted an exciting new innovation as part of our efforts to support teachers to better understand and act on assessment data. The BEQI Teacher Feedback Form is a new feature in the BEQI Online Portal to send objective, immediate, and strengths-based feedback directly to educators based on their observation. The feedback is organised into strengths (practices the educators were observed doing) and areas for growth (practices the educators were not observed doing). Feedback is sent to educators either via SMS or WhatsApp and can be sent immediately after BEQI data is uploaded into the online portal. Feedback is sent in the teachers' local language. In 2024, we rolled this feature out in Kyrgyzstan, Kenya, Zanzibar, and prepared for roll out in Uganda, Afghanistan, and Tajikistan.

DEVELOPMENT OF DATA MANAGEMENT SYSTEM

Our Global Data Partner, Daro, has continued to support all Schools2030 teams with digitising the collection of assessment data, standardising reporting templates and ensuring safe and robust management and storage of assessment

Paulina Venezuela, Oxford MeasurEd, leading a session at the Schools2030 Global Forum

data. From October 2024, Daro has begun working with Global Assessment Partners to develop a coherently integrated Data Management System (DMS) for all the key data being collected across Schools2030. Driven by the need for a more joined up approach to how Schools2030 uses data to improve project performance and show its impact, the DMS, still in early development stage, will capture data across four key dimensions of project activity. These are: Assessment and Learning Environment data; Innovation data; Project Implementation data; and Qualitative Stories of Change. The vision reflects our desire to connect school-level, teacher-led evidence to education systems change.

HOLISTIC ASSESSMENT & SYSTEM-LEVEL ENGAGEMENT

In 2024, ECD Measure participated in several events to showcase assessment and BEQI within Schools2030. These included a dedicated session on BEQI and VITAL at the Schools2030 Global Forum, and participation in various global education learning events, such as a Regional West and Central Africa UNICEF webinar, and the FCDO-supported 'Thrive Tanzania' learning events, among others, where the experience and successes of applying BEQI in Schools2030 countries were shared. Schools2030 BEQI work is also regularly featured in ECD Measure's newsletter.

In May 2024, we worked alongside Oxford MeasurEd to dedicate a week to public showcasing – the Schools2030 Assessment Week celebrated the achievements from the first phase of the Schools2030 assessment strategy. During the week-long campaign we drew attention to this important workstream through a series of webinars, infographics, videos and more. Read more details about the week in the Communications, Events and Policy Engagement section of this report.

Across Schools2030 programme countries, our teams and partners have been working to integrate Schools2030 holistic assessment tools and approaches into teacher professional development systems.

In the Kyrgyz Republic, we have been working in partnership with the Ministry of Education to roll out the BEQI Toolkit to ECD centres across the country. This is part of the Ministry of Education's commitment to improve the quality of early childhood education provision and teaching nation-wide, and we are proud to be a key partner in this crucial effort.

In Afghanistan, we are working with the Global Partnership for Education through a System Transformation Grant to operationalise key components of the Afghanistan Education Sector Support Plan, addressing critical gaps in student learning outcomes and teacher professional development. Through this partnership, we can integrate and scale Schools2030 Assessment and Design tools across the country to drive improved holistic learning in some of the most challenging contexts imaginable.

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SCHOOLS2030 HAS GIVEN ME A NEW PERSPECTIVE ON HOW PRE-SCHOOL ASSESSMENT CAN BE CARRIED OUT...I HOPE THAT WE WILL STOP RESISTING CHANGE AND JUST AIM TO PROMOTE LEARNING AND CULTIVATE A SENSE OF WONDER.

Iva Furtado, ECD Teacher,
School Cluster Agualva Mira Sintra, Portugal

WORKSTREAM 2

DESIGN & INNOVATION

Design and Innovation are at the heart of the Schools2030 programme. Through Human Centred Design (HCD), we support teachers to develop their skills in collaborative and empathetic problem solving, working together with colleagues, students and parents to uncover root causes of learning challenges and to design solutions to those challenges.

The Schools2030 HCD Toolkit for Educators provides a comprehensive set of materials to guide teachers through the process of designing, testing, iterating, implementing and showcasing classroom-level innovation. This toolkit has been adapted and translated for use in local languages across all our geographical contexts. The global HCD Toolkit as well as all translated and contextualised versions are freely available on the Schools2030 website and country webpages as a global public good to drive wider educational change in teacher professional development.

Schools2030 has countless stories of teacher-led innovation from across our programme countries – stories that highlight how HCD is supporting teachers to be more responsive to student needs, more inclusive in their classroom practices, and to drive improvements in quality learning and teaching. The country sections of this Annual Report share just some of these stories, with many more shared across Schools2030's website and social media channels.

At the global level, we provide tools, training and technical support to Schools2030 teams in each country to help guide and facilitate the HCD process at school-level. Overleaf are some of the highlights of this workstream in 2024, with a focus on how design and innovation is driving our Phase 2 strategic goals.

SUPPORTING & IDENTIFYING HIGH-QUALITY CLASSROOM INNOVATION

As part of Schools2030 Phase 2, our teams are working to nurture high-quality classroom innovations that can be adapted and integrated into new classroom contexts. But how can we determine what is a 'high-quality' or 'promising' innovation, worthy of further development, testing and scale? During in-person strategy workshops in February 2024, Schools2030 programme leads from across all countries co-developed a set of criteria to define quality innovation:

1. Desirability
2. Innovativeness
3. Inclusivity
4. Sustainability
5. Alignment
6. Evidence of Impact

From these criteria we developed the Schools2030 Innovation Evaluation Tool, which evaluates teacher-led innovation across these six critical areas. This tool has now been integrated across the design process: to provide teachers and teams with clarity on how we define innovation in Schools2030; to provide teachers with targeted feedback during their design journey; to drive improvements in innovation quality; and to identify innovations that are most promising for further development, adaptation and scale.

SHARING TEACHER-LED INNOVATION THROUGH FAVED

Faved is a teacher-to-teacher platform that promotes sharing of innovations and best-practices among teachers participating in Schools2030 – and beyond. Designed by our partners at HundrED, Faved caters to the needs of teachers with limited internet connectivity and is now available in nine different languages, allowing teachers around the world to add, share, "fave" and

download classroom innovations.

Over 2024, the team at HundrED worked closely with Schools2030 country leads to ensure that Faved is driven by the needs of teachers and remains easily accessible platform for teacher-to-teacher sharing. To this end, HundrED hosted a workshop with programme leads during the Schools2030 Global Forum – after which we saw an uptick in users on Faved, which now has

HundrED's workshop at the Schools2030 Global Forum. Schools2030 teams explored how teachers can be better supported to use the Faved platform as both an inspiration for innovation and as a means to share their ideas and best practices with others.

700 active users, with an average of 350 unique visitors per month.

DESIGN & INNOVATION FOR STUDENTS WITH LEARNING DIFFERENCES AND DISABILITIES

A key part of Schools2030 Phase 2 strategy is understanding how the programme model can be adapted and applied to new educational challenges and contexts. Based on findings and recommendations from Schools2030 Learning Differences Report, we have launched a new global workstream on learning differences to adapt Schools2030 programme model for inclusive education. In June 2024, we launched a call for a Schools2030 Global Learning Differences Partner who could lead this workstream. After a highly competitive process, we were delighted to announce Sightsavers as Schools2030 newest partner as of December 2024! Through this three-year partnership, SIghtsavers will support the Schools2030 programme to adapt its model to improve teacher capacities, parental engagement and policy advocacy for inclusive education, starting with pilots in Uganda and India. You can read more about this new partnership and workstream, and how it furthers Schools2030 Phase 2 goals here – and stay tuned for more!

DESIGN, INNOVATION & SYSTEM-LEVEL ENGAGEMENT

Across Schools2030 countries, our teams and partners are working to integrate and scale Schools2030 approaches on design and innovation at system level. Our Phase Two strategy centres on integration into teacher professional development pathways in each county context, and

although we are only one year into this three-year phase, we are already seeing impressive results.

In Portugal, Schools2030's HCD and Assessment tools and training have now been accredited at the national level by the Conselho Científico-Pedagógico para a Formação Contínua, meaning that teachers participating in Schools2030 will have a nationally recognised certification. This has opened the door for the development of a national teacher training programme based on the Schools2030 model delivered through the University of Porto, which aims to reach 1500+ teachers over the next two years.

In the Kyrgyz Republic and Tajikistan, the Schools2030 programme is delivered in partnership with government agencies – the Republic Teacher Training Institutes and National Testing Centres. Through these partnerships, and a recent partnership with the UK's Foreign Commonwealth and Development Office, we are integrating Schools2030 HCD tool and approaches into wider systems of teacher professional development to increase the reach, impact and sustainability of our programme model.

Through funding from the Global Partnership for Education's Knowledge and Innovation Exchange (GPE-KIX), we are piloting a new approach to integrate Schools2030 HCD approaches into initial teacher education in Kenya, Tanzania and Pakistan. You can read more details in the Research, Evaluation and Learning section of this report..

At Schools2030, we believe that if teachers are equipped with the skills to design and implement inclusive, responsive classroom innovations, we can drive educational transformation from school to system level. As we continue our Phase 2 programming, we will seek to strengthen systems of teacher professional development across our contexts through teacher-led design and innovation.

HCD workshops in Kenya (left), Kyrgyzstan (top right) and Portugal (bottom right) took place at various times throughout the year. In each of these countries, the models and approaches are being integrated into government systems through teacher training and government relationships.

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TEACHERS ARE CENTRAL TO OUR MISSION – WE MUST BECOME STRONGER ALLIES WITH TEACHERS AND THEIR STUDENTS IN LEVERAGING EDUCATION TO ADDRESS CHALLENGES.

Edil Baisalov, Deputy Chairman of the Cabinet of Ministers of the Kyrgyz Republic

WORKSTREAM 3

RESEARCH, EVALUATION & LEARNING

Schools2030's Research, Evaluation and Learning workstream brings together the evidence and learning from across all ten programme countries and through partnerships from national to global levels. This includes the work of Schools2030 National Learning Partners, who produce Annual Learning Reports for each country to track programme progress and synthesise programme evidence and learning. These Learning Reports are linked in each country section below.

At the global level, Schools2030 Baseline Evaluation has collected data and evidence against our Theory of Change across all programme contexts. In addition, Schools2030 Global Research Partners drive policy- and practice-relevant research in partnership with Schools2030 teachers, schools and teams.

Throughout 2024, we ensured that the knowledge generated through Schools2030 Research, Evaluation and Learning workstream and partnerships was disseminated and mobilised through events and social media channels – showcasing programme impact and supporting the development of a body of school-level evidence to inform system-level change.

SCHOOLS2030 GLOBAL EVIDENCE SYMPOSIUM

Schools2030 held its first Global Evidence Symposium in the Kyrgyz Republic, following the Schools2030 Global Forum in June 2024. The symposium gathered national programme teams, research and technical partners, teachers, academic guests and Schools2030 partners to reflect on the programme's progress, the evidence generated and potential areas to investigate further in the future.

The event began with a presentation from Schools2030's evaluation partner, Khulisa, on the baseline study to share preliminary results on learner outcomes, teacher experiences, and programme impact across countries. The following sessions focused on two key topics for Schools2030: data feedback loops to improve teacher practice, and equity and inclusion, during which participants heard from an array of Schools2030 research and assessment partners as well as a teacher from Uganda.

The afternoon sessions allowed participants to discuss the relevance of the evidence shared in small groups by considering the importance for policy and practice. This then led into a co-creation session to identify key questions and evidence gaps, with teacher professional development, school leadership, scale and system change emerging as key themes.

SCHOOLS2030 GLOBAL RESEARCH COHORT 2024-2026

Over the course of 2024, the portfolio of Schools2030 research projects grew to incorporate six new projects, bringing the Schoools2030 research footprint to cover eight of the ten geographies. Schools2030's newest cohort of research partners will help us build understanding on how we should consider teacher agency and its relation to education innovation in different contexts, as well as support our learning on how quality learning environments impact students' holistic learning outcomes. After a competitive process following an open call released in September 2023, six research consortia were selected to receive grants of up to $150,000 each to work alongside Schools2030 over the next 18-24 months. We are excited to learn from our new cadre of global research teams, and a summary of each project is overleaf..

Top image: Ellen Smith, Global Research Officer in conversation with teams during the Global Evidence Symposium; Bottom image: Sushant Kamble, from Schools2030 Learning Partner in India, Eklavya Foundation, presenting duiring the symposium.

GLOBAL
RESEARCHERS 2024-2026

UNIVERSITY OF GLASGOW
UNIVERSITY OF DAR ES SALAAM

Teacher agency and innovation in Tanzania: exploring and advancing change

Project Brief

UNIVERSITY OF NOTRE DAME
LUIGI GUISSANI FOUNDATION

How does agency translate into action? Understanding the mechanisms of teacher agency and well-being in Uganda

Project Brief

ECD MEASURE
MADRASA EARLY CHILDHOOD PROGRAMME

Emboldening pre-primary teachers with data to reflect and improve their classroom practices (Kenya)

Project Brief

TIDE FOUNDATION
UNIVERSITY COLLEGE LONDON
IOE – FACULTY OF EDUCATION
AND SOCIETY

Teacher agency and Innovation: mixed methods study on systemic factors driving teacher capability in low-resource contexts (India)

Project Brief

EMPIRICA

Teacher agency as a driving force of education change in Kyrgyzstan

Project Brief

SIGHTSAVERS
KENYA INSTITUTE FOR
SPECIAL EDUCATION

Quality education for all – strengthening tools and practices to support disability-inclusive learning environments in early childhood development and education settings in Kenya

Project Brief

RESEARCH DISSEMINATION & KNOWLEDGE MOBILISATION

In 2024 we also celebrated the closing of previous projects from Cohorts 1 and 2 with a knowledge dissemination webinar in November 2024. This gave an opportunity for research teams at Open Development & Education, University of São Paulo and the University of Texas at Austin to share results from what they had learned about the connection between action research, holistic skills and equity in education, and how we might therefore promote equitable approaches using Schools2030's network. Complementing this, we were also pleased to have colleagues from UNICEF Innocenti share what they had found about positive deviant practices and behaviors in Tanzania and Zanzibar. Access their research outputs on the Schools2030 Research webpage.

INFORMING INITIAL TEACHER EDUCATION POLICY & PRACTICE THROUGH GPE-KIX

One of the key dimensions of the Phase 2 Strategy is the critical priority of scaling the impact of the Schools2030 programme model to drive system-level change. Although Schools2030's focus has been on in-service teachers and continuous professional development, through a new research grant from the GPE-KIX we are investigating the potential impact of the model on Initial Teacher Education. Teacher Education programmes have often been critiqued for being predominantly theoretical and lacking support for teachers to become innovative classroom practitioners. In response, through a consortium between AKF, Aga Khan University Institute for Education Development in East Africa and Pakistan, and the Research for Equitable Access and Learning (REAL) Centre at Cambridge University, we will be conducting an action research project with Initial Teacher Education institutions in Kenya, Tanzania and Pakistan to test and adapt the Schools2030 model. This project, Delivering equitable, responsive and empowering Initial Teacher Education through Design Thinking, was launched in July 2024 and will run until March 2027.

THE SCHOOLS2030 IMPACT EVALUATION & BASELINE

Schools2030's Global Impact Evaluation Partner, Khulisa Management Services, have been partnering with the programme since 2022. After the development of Impact Evaluation Methodologies and data collection plans for each country, Khulisa began collecting baseline data in 2023, concluding this extensive baseline data collection in early 2024 and Khulisa then shifted their focus to data analysis and reporting.

This baseline data included quantitative data and qualitative data collected at different levels, including from learners, from teachers, from school leaders, and from education stakeholders. In total, 8,348 learner assessments across the domains of numeracy, literacy, and one other socio-emotional domains were collected; 1,246 teacher surveys were completed, and 543 school leader surveys were completed. This data has been used to inform ten Country Baseline Reports, now all completed. These demonstrate a deep analysis of the country contexts in which Schools2030 is working, also offering a picture of the educational scenarios existing in project sites in the early stages of the project and from which Schools2030 success can be measured in the future. In early 2025 we will disseminate the findings from our Baseline Evaluation and support dissemination of these findings at country and global levels and at relevant conferences and forums.

Margie Roper, Khulisa Management Services, presents the Schools2030 baseline Evaluation Data at the Schools2030 Global Evidence Symposium

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SCHOOLS2030 CONSIDERS IT CRUCIAL THAT THE EVIDENCE WE GENERATE AND MOBILISE IS DRIVEN FROM AND USEFUL FOR TEACHERS AND SCHOOLS TO ACHIEVE QUALITY EQUITABLE LEARNING FOR ALL

Dr Bronwen Magrath, Schools2030 Global Programme Manager

WORKSTREAM 4

COMMUNICATIONS, EVENTS & POLICY-ENGAGEMENT

The Communications, Events and Policy Engagement workstream constitutes a central node of the programme and the prime vehicle for linking school-based innovation to system-level change. Through telling the stories of our teachers, partners and teams – through digital and print media, showcasing events or other mechanisms for engaging with system actors – we aim to inspire action in others and influence broad adoption of our methodology and tools. At the global level, this includes representatives of the Schools2030 network – including teachers – regularly presenting their work at international sector events and conferences; a steady output of stories from each country to demonstrate qualitative evidence of impact; and maintaining and updating the Schools2030 website as the primary source of information for the programme.

At country level, our focus has largely been on engaging and influencing teacher practices and professional development pathways, including regular dialogue with policymakers in each country. Schools2030 teams, teachers and partners regularly engage in and convene education sector events and dialogue. Annually, we host the Schools2030 Global Forum in a different programme geography each year in collaboration with the Ministry of Education (MoE) in each location, representing an important mechanism for bringing teachers to the table for policy dialogue at the highest level. Each country also develops their own yearly engagement strategy with support from in-country communications staff and the Schools2030 global communications team. You can learn more about the specifics of country-level policy engagement and communication in the relevant country sections.

SCHOOLS2030 COMMUNICATIONS WORKSHOP IN ZANZIBAR

As part of Schools2030's three-day strategy meetings in February, the Schools2030 Global Communications Manager held a one-day workshop for all programme teams centred around strategic communications and planning for the year ahead.

The first half of the workshop involved walking the teams through Schools2030's Phase 2 Global Communications Strategy and supporting teams to adapt this to their contexts. This included a variety of planning exercises including thinking through key objectives, developing indicators for success, and crafting messages for target audiences. The country teams were encouraged to use workplan activities as opportunities for communications and showcasing, thinking through which key audiences might be in attendance (eg policymakers or teachers) and what communications assets might be needed before, or could be acquired during (eg a video of a national showcase event). During the second part of the day, the teams took a deep dive into the world of storytelling through an interactive workshop designed to foster this natural, and powerful, instinct in all of us. Countries worked together to craft their own stories of change, which were later published on Schools2030's website and shared widely. These include stories of teacher leadership and creativity from Portugal, Pakistan, Tanzania and Afghanistan.

Scenes from the Schools2030 Strategy workshops held in Zanzibar in February where the Schools2030 Global Communications Manager led a workshop to strengthen programme communications across each country

"MEASURING WHAT MATTERS": ASSESSMENT WEEK CAMPAIGN

In early May, we took over the digital spaces to bring audiences a week dedicated to Schools2030's assessment work. The

week-long campaign celebrated the achievements of Schools2030's launch phase, during which teachers, partners and teams around the world developed validated, contextualised holistic learning assessment tools to "measure what matters" – in many cases the first such tools ever used in these contexts.

Throughout the week we also offered a "sneak peek" and what lay ahead for Schools2030 Phase 2 Assessment Workstream, ahead of the official launch of our new Assessment Strategy in July. Throughout the week – alongside our Global Assessment Partner, Oxford MeasurEd – we showcased our Phase 2 assessment strategy with daily graphics shared on social media, video interviews with teachers from the programme sharing what assessment means to them and a re-released series of podcasts and handbooks created to support others to use Schools2030's holistic assessment tools. We also hosted two webinars, Looking Back and Looking Forward, which shared insights from assessment partners across our programme countries.

TEACHER LEADERSHIP FOR CLIMATE RESILIENCE: THE THIRD ANNUAL SCHOOLS2030 GLOBAL FORUM

Building on the success of previous events in 2022 and 2023, the third annual Schools2030 Global Forum took place in June 2024 in Bishkek, Kyrgyz Republic, bringing together a diverse group of leaders from global, national, and local education ecosystems. The first day of the three-day event was held at the beautiful Ala Archa State Residence, signifying the close connection between the programme and its government partners.

CELEBRATING, LEARNING, SHOWCASING

THE SCHOOLS2030 GLOBAL FORUM 2024 IN THE KYRGYZ REPUBLIC

A momentous opportunity for international multistakeholder dialogue – a roundtable held at the Presidential State Residence at Ala Archa included teachers, policymakers and education influencers from around the world.

The Schools2030 Global Forum 2024 gathered returning and new delegates, representing a broad spectrum of educational stakeholders, including youth representatives, teachers, school partners, government and education system leaders, funders, researchers, international NGOs, and civil society organisations. Over three days, participants engaged in discussions on key educational themes, with a particular focus on how teachers can support a climate-conscious education agenda.

To foster greater dialogue and collaboration, the Schools2030 Global Forum 2024 included even more interactive elements. The Schools2030 Teacher Showcase Panels featured Q&A sessions to so that attendees and teachers could engage more deeply on the innovations presented, while country-specific networking tables allowed delegates to connect over lunch and engage in discussions with teachers and key education leaders from their respective regions.

The event welcomed high-profile dignitaries from India and Tanzania, alongside representatives from the Ismaili Imamat, including Prince Aly Aga Khan. Dogdurkul Kendirbaeva, the Minister of Education and Science (MoES) of the Kyrgyz Republic, was also in attendance. Additionally, Dr. Salome Maina, Director of Education, Office of the Director General, MoE, Kenya, participated in the event, symbolizing the transition of the Schools2030 Global Forum to Kenya in 2025. A Ministerial Roundtable was held on day one, with representatives from nearly all programme countries present, along with teachers from these countries. Dr Bronwen Magrath, Schools2030's Global Programme Manager, noted in her interview following the forum that the "opportunity for deep engagement between policymakers and practitioners from across the globe was a very moving and powerful testament to the importance of inclusive sector dialogue."

In addition to the discussions, the Schools2030 Kyrgyz team and co-hosts at the MoES ensured that delegates experienced some of the best that Kyrgyz culture could offer, including a spectacular music and dance performance at the National Opera and Ballet theatre, musical performances from Kyrgyz students and musicians from the Aga Khan Music Programme, and a traditional craft market

held in yurts on site at the venue.

Kyrgyz media featured the Schools2030 Global Forum across television and print over 30 times reaching a minimum audience of 22,000. AKF leadership Michael Kocher (General Manager) and Andrew Cunningham (Global Lead, Education) also appeared on KABAR news and on YPTK's breakfast programme respectively.

In the weeks following the event, the Schools2030 team gathered together delegate feedback from the workshops, panels and conversations. This culminated in a release of the Eight Recommendations for Climate Education, which was shared as both a video recap of the event and a separate document to enable stakeholders to share easily outside of those who attended the event itself.

GROWING THE MOVEMENT: SHARING OUR STORIES WITH EXPANDING AUDIENCES

In 2024, a Global Communications Officer was brought on board in May to support telling more stories of success and change from national to global levels, and over the course of year, a further 24 articles and six videos were published on Schools2030's website, which were then shared via our newsletter – Schools2030 Insights – and social media platforms.

Schools2030 Insights has seen remarkable growth in 2024, with subscriber numbers soaring by 84% to reach 912 dedicated readers, plus 2,737 new subscribers on LinkedIn. The newsletter continues to be a vital platform for engaging the Schools2030 community and sharing the impactful work being done in schools around the world.

Our social media presence has also experienced significant expansion, with over 12,000 followers across LinkedIn, Instagram, Facebook and X, with LinkedIn emerging as a particularly strong channel for Schools2030. On this platform, 2024 saw an increase in 2,237 followers on LinkedIn, bringing the total to 6,074. The content on this platform generated an impressive 172,316 impressions. The newly hired Schools2030 Global Communications Officer successfully reintroduced the Schools2030 Instagram account in 2024, leading to a 437% increase in reach and a 110% rise in content interactions, with our follower count growing to 3,100. These figures not only demonstrate the increasing visibility of Schools2030 but also highlight the growing engagement of audiences and interest in the mission and content.

58%

FOLLOWERS

Schools2030 followers on LinkedIn Increased by 58% in 2024

172k

IMPRESSIONS

Impressions on Schools2030 LinkedIn reached over 172,000 during 2024

437%

INTERACTIONS

Follower interactions on Schools2030 Instagram by 437% in 2024

”

SHARING MY WORK AT THE REGIONAL SHOWCASE HAS BEEN AN INSPIRING EXPERIENCE. IT'S EMPOWERING TO SEE HOW TEACHERS FROM DIFFERENT REGIONS ARE DRIVING MEANINGFUL CHANGE.

Shah Bano, Teacher, Pakistan

10 COUNTRIES, 1000 SCHOOLS

ENDLESS POSSIBILITIES

SCHOOLS2030 AFGHANISTAN 2024

337

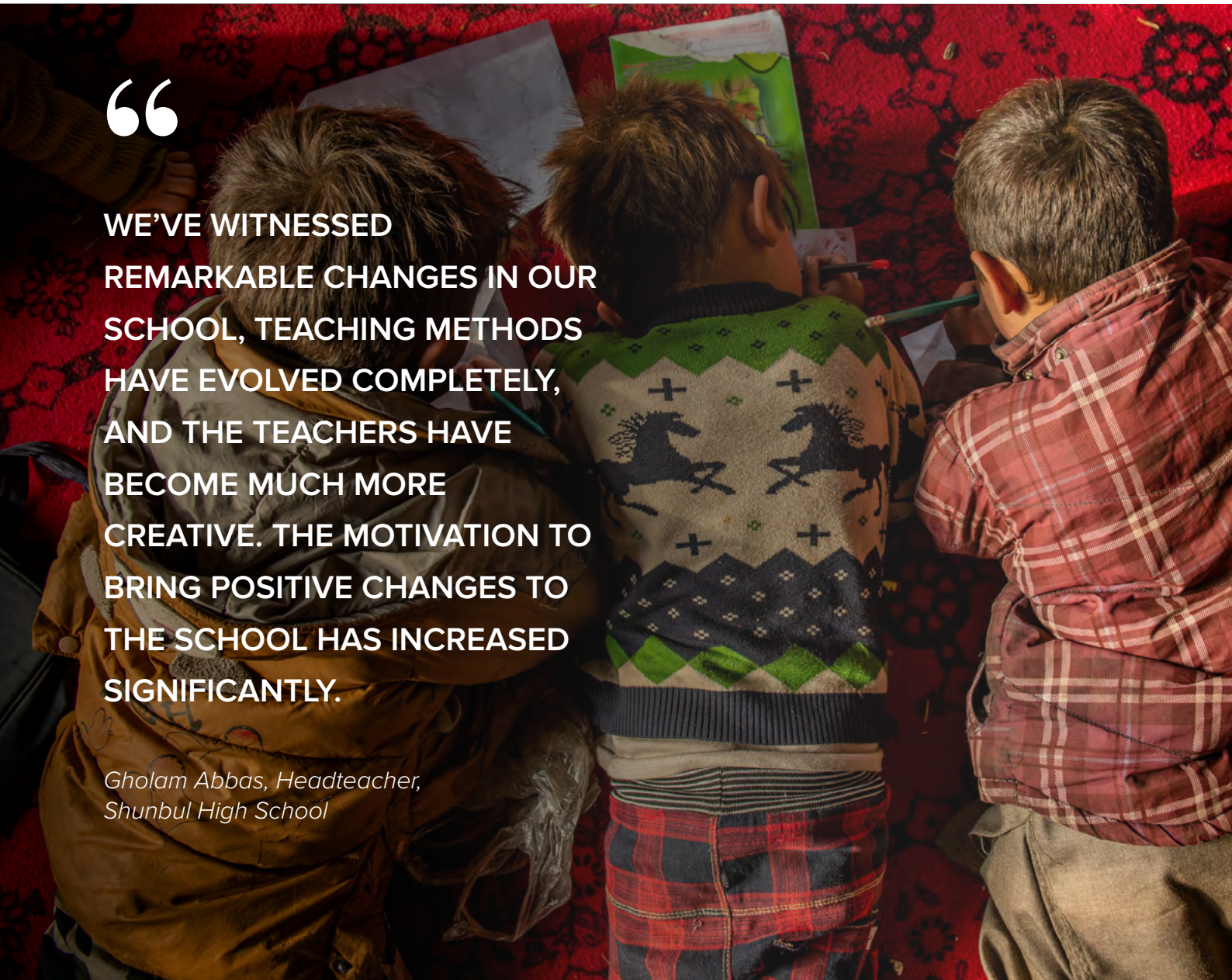
teachers supported to create holistic learning innovations

2424

students benefitting from new, child-centred approaches to teaching

45

events held to showcase teacher-led innovations to stakeholders



“

WE’VE WITNESSED REMARKABLE CHANGES IN OUR SCHOOL, TEACHING METHODS HAVE EVOLVED COMPLETELY, AND THE TEACHERS HAVE BECOME MUCH MORE CREATIVE. THE MOTIVATION TO BRING POSITIVE CHANGES TO THE SCHOOL HAS INCREASED SIGNIFICANTLY.

Gholam Abbas, Headteacher, Shunbul High School

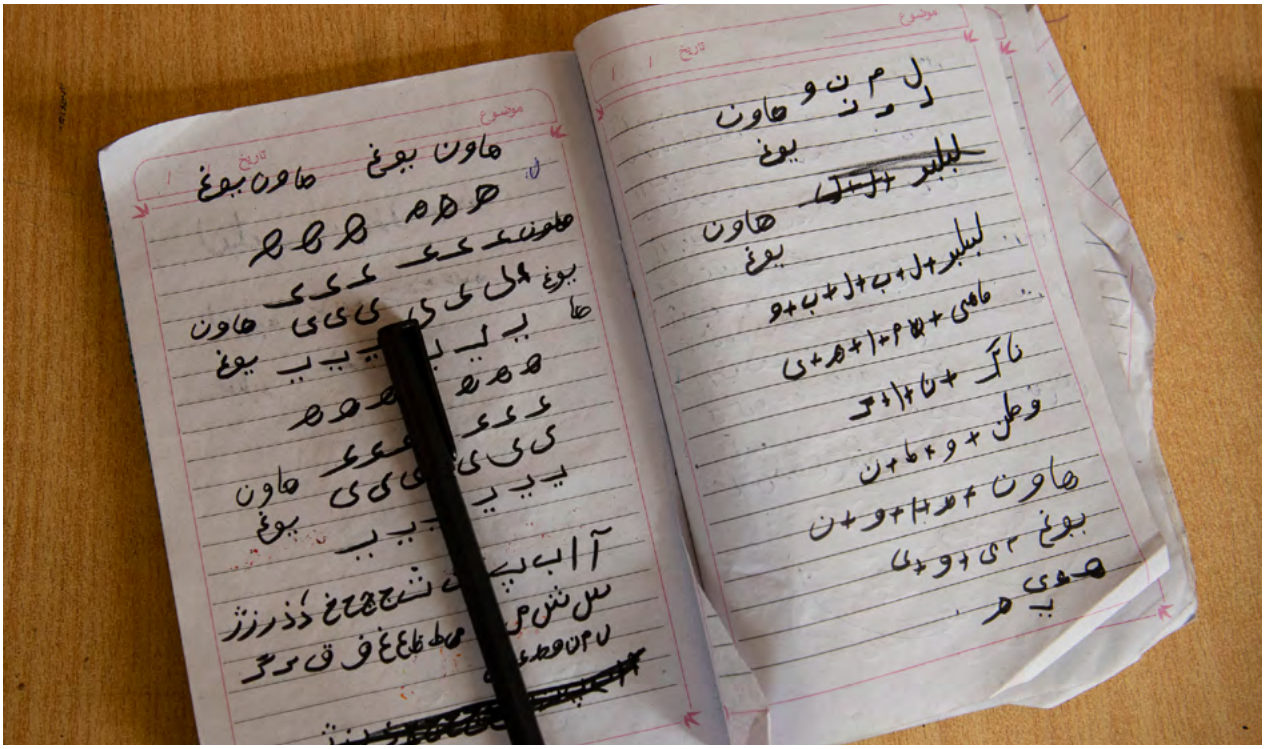
BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN AFGHANISTAN

ASSESSMENT

In 2024, the Schools2030 Afghanistan team strengthened teachers' assessment skills by conducting training to familiarise new teachers with Schools2030 assessment tools and approaches. Teachers effectively used assessment results throughout the HCD process to set goals, identify solutions, and track progress. The results were integrated into various HCD stages, helping educators brainstorm inclusive learning environments, analyse classroom practices, and adopt active teaching methods to improve student outcomes. In the Generate stage, assessment data provided critical insights, such as identifying that 90% of students needed further support in writing simple letters and that Grade 4 girls outperformed boys in literacy.

To ensure high data quality, AKF Afghanistan implemented rigorous validation measures, including cross-checking scoring methods, and monitoring data entry. After quality assurance, the Schools2030 assessment team processed and visualised the data using a simple dashboard translated into Dari for teachers' use. This interactive tool allowed teachers and project teams to analyse student learning outcomes in real-time, applying filters such as geography, schools, and gender. By providing immediate access to assessment results, the dashboard supported timely decision-making and the development of targeted interventions.



DESIGN & INNOVATION

The Sprint version of the HCD toolkit was contextualised and translated in 2023. In early 2024, 425 copies of the newly translated toolkits were printed out and distributed to school design teams and then used during HCD training in May.

Last year, teachers developed 90 innovative solutions. In 2024, 150,000 USD was provided to schools to implement these in classrooms. Baseline and endline assessments were conducted using the Schools2030 assessment tools and this data was used to inform evaluation of the innovations with the Schools2030 Innovation Evaluation Tool. The Schools2030 Afghanistan team translated this tool into Dari and conducted orientation sessions for the wider team so the tool could be effectively used to support quality improvement in teacher-led innovation.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

Evidence from the baseline and endline assessments have shown substantial performance increases at pre-primary level soaring over 50 percentage points. Notable gains were also made across Grades 4 and 7, the details of which can be found in Afghanistan's Learning Report.

Equipped with this data, 66 teachers (35 female), representing school design teams, presented their innovations across 45 events to school shura, parents, community elders, students and teachers and the professional development unit of teachers from District Education Departments (DED). In total, 2,584 participants attended representing an excellent opportunity for teachers in the programme to share their learnings and for multi-stakeholder dialogue.

Najibullah Montahez, National Education Advisor, AKF Afghanistan presented innovations at the Global Forum 2024.

Other opportunities for system engagement included through HCD training and orientations sessions given by the Schools2030 Afghanistan team to academic supervision teams from the DEDs. This really improved their understanding of the methodology and was generally considered an effective strategy to build their support and ownership of the programme. In addition, teachers from 22 non-Schools2030 schools were included in introductory training on assessment tools and HCD, promoting an even wider adoption of the Schools2030 model.

Read Schools2030 Afghanistan's Learning Report for 2024

TEACHER-LED LEARNING INNOVATIONS FROM AFGHANISTAN

LEARNING THROUGH ACTIVTIES
SAR-E-AHANGARAN HIGH SCHOOL

Target age: Secondary level
Directly supports: Literacy, Numeracy, Science
Indirectly supports: Relationship Building, Ethical Decision-Making

CONTEXT

Sar-e-Ahangaran High School is located 25 kilometers east of Bamyan City in Afghanistan, serving a remote population of 1,700 people. The area faces harsh winters and high illiteracy rates, with most residents relying on farming and livestock herding. The school enrolled 235 students in 2024. However, it faces significant challenges such as student absenteeism due to distance and weather, lack of resources, and a shortage of qualified teachers. Traditional teaching methods dominate, with little incorporation of active learning strategies.

CHALLENGE

The school's design team identified several key challenges for students, particularly in Grade 7. These included difficulties in literacy (reading comprehension, expressing ideas, writing, and spelling), mathematics (geometry, measurement, algebra, and data organiSation), and science (physics, biology, and chemistry). Students received minimal academic support at home due to parents' lack of literacy. Teachers relied heavily on traditional, teacher-centred methods, which exacerbated students' difficulties and led to increased absenteeism and disengagement.

HCD workshop of design team in Sari-e-Ahangaran High School, Bamyan Province.

SOLUTION

The school's design team developed a student-centred approach called "Learning Through Activities" for Grade 7 students. This innovative solution transforms lessons into interactive, hands-on learning experiences through various competitive activities such as puzzles and quizzes, storytelling, essay writing, math problem-solving, modeling, and drawing. Teachers act as guides and facilitators, framing topics as competitions and engaging all students in group and individual activities both inside and outside the classroom. This approach promotes the use of diverse educational resources and encourages students to invest more effort, fostering curiosity and deeper learning.

Spelling competition within small groups.

IMPACT SO FAR

After five months of implementation, the "Learning Through Activities" approach showed significant positive outcomes. Teachers adopted new, active teaching methods, while students became more engaged and participative. Parent involvement and trust in the school increased. Student absenteeism decreased, and creativity and innovation among students improved. By the end of the academic year, students progressed to the next grade with higher academic grades. The solution's success is evident in the increased student motivation, reduced daily absenteeism, and enhanced overall learning experience.

Students create educational materials under the guidance of teachers.

TEACHER-LED LEARNING INNOVATIONS FROM AFGHANISTAN

LEARNING BY DOING
SHUNBUL HIGH SCHOOL

Target age: Primary level
Directly supports: Literacy, Numeracy, Science
Indirectly supports: Attendance, Parental Engagement

Shunbul High School, Shibar District, Bamiyan Province, Afghanistan.

CONTEXT

Shunbul High School, located in Shibar District, Bamyan Province, serves 190 students from 13 villages, with most families relying on farming and livestock for their livelihood. A baseline assessment revealed that students have low proficiency in multiple subjects, and teachers struggle with modern instructional methods. Additionally, many parents are illiterate, limiting academic support at home.

CHALLENGE

A baseline assessment revealed significant learning gaps, with low proficiency levels in Literacy/Dari (12.8%), Mathematics (15.2%), Science (0.15%), and Arts and Culture (12%). Interviews with students, teachers, and parents explored some of the potential barriers resulting in such low outcomes. Absenteeism was identified as a key problem as many students do not attend school regularly. Interviews revealed that students are often absent because they felt lessons were overly theoretical and not relevant to them. Many students also noted that a lack of support for homework made it difficult to keep up with lessons.

SOLUTION

The solution 'Learning by Doing' was implemented for 24 students from Grade 4, focusing on enhancing teaching methods and providing adequate educational resources. Teachers received training in modern instructional techniques and the use of supplementary materials, while students engaged in interactive learning activities across various subjects.

In Literacy/Dari, methods such as storytelling, role-playing, and structured writing exercises were introduced. Mathematics instruction incorporated modelling, group work, and problem-solving activities linked to real-life applications. Science lessons emphasised hands-on learning through outdoor teaching, scientific model building, and plant observation projects. Non-academic subjects included exploring local traditions, historical sites, and artistic expression. Additionally, experienced teachers mentored their peers, and workshops were held to raise parental awareness about the importance of education.

Learning models made from low-cost materials by fourth-grade students.

Students taking part in group work activities.

IMPACT SO FAR

The solution was implemented in a single classroom over several months, and according to the endline assessment and observations, there has been a huge improvement in students' overall performance, increased teacher familiarity with modern teaching methods, and a reduction in student absenteeism. Baseline and endline assessments confirmed that student knowledge and understanding had indeed improved across Dari (+39%) Mathematics (+72%) Science (+82%).

SCHOOLS2030 BRAZIL 2024

2680

teachers directly involved in action research projects

49600

students indirectly involved and benefitting from action research projects

115

innovation labs undergoing action research projects

PRACTICAL EXAMPLES – MORE THAN JUST BEAUTIFUL CONCEPTS ABOUT WHAT EDUCATION SHOULD BE – ARE KEY TO SHOW POLICYMAKERS THAT THIS FORM OF EDUCATION IS NOT ONLY POSSIBLE, DESIRABLE, BUT REALLY URGENT.

Thaís Mesquita, National Coordinator of Schools2030 Brazil

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN BRAZIL

ASSESSMENT

In 2024, Schools2030 Brazil, which is implemented by Ashoka in partnership with the University of São Paulo (FEUSP), focused on building teacher capacity in assessment through action research. In this approach, it is the educators themselves who develop the assessment processes and tools for learning outcomes, teaching quality, and the classroom environment, in a continuous and expanding process. The Schools2030 Brazil team assesses learning outcomes by using the assessments and indicators developed within each school and educational institution.

Action research helps characterise and understand the development of learning within each organisation's specific context, which helps them to better understand their practices and their impact on learning trajectories. The programme adopts a continuous cycle of observation, reflection, action, and re-observation. Schools propose actions to improve educational practices and conduct new observations to evaluate the impact of these actions. Educators examine selected practices and design indicators aligned with priority learning domains, collaboratively defined with the research team, considering the local context and the school's innovative educational practices. Educators also conduct systematic observations of educational practices, using record sheets to quantify the occurrence of learning indicators. These observations are made by teachers, managers and, in some cases, by the students themselves. Educators are encouraged to develop and use assessment tools that are suitable for their context, instead of relying exclusively on standardised external assessments.

DESIGN & INNOVATION

In 2024, Schools2030 Brazil intensified its support for teachers as designers and innovators by prioritising their autonomy in creating context-specific educational solutions. The programme strengthened action research through technical support from the FEUSP Research Team, enabling teachers to investigate their innovative practices. A key addition was the role of "mobilising agents" – scholarship-supported professionals who dedicate eight weekly hours to coordinating innovation processes within schools, bridging the gap between the school, research team, and community.

Schools2030 Brazil fostered knowledge-sharing among innovative teachers by creating research networks and experience exchange spaces, promoting public debates, and connecting institutions within the Schools2030 network. Training opportunities expanded through continuing education courses like the Schools2030 – Integral and Changemaker Education course offered by the FESUP.

Such initiatives have fostered greater student agency and engagement, and have led to an increase in cooperative learning and inclusive environments. For example, Leila, a teacher from the Dream School in Bananeiras has pioneered an Equity Committee, after the results of the school's action research project found a need for students to take a more proactive approach to foster empathy and counter bullying. Young leaders take part in weekly meetings and determine activities to nurture respect amongst their peers. Such innovative approaches are having profound impact on the socio-emotional wellbeing of the students, which in turn improves their focus on more traditional academic subjects.

Examples like the Dream School demonstrate the newfound experimental approach teachers have adopted and they are iterating based on results, to refine both teaching and assessment. Additionally, a survey revealed that educators across the schools involved in Schools2030 found the programme beneficial for professional development, internal communication, and expanding practices related to all five learning domains.

Innovating and Evaluating Changemaking Learning transformation website.

EVIDENCE, SHOWCASING & SYSTEM ENGAGEMENT

Schools2030 Brazil actively engaged in showcasing and system-level engagement through strategic events and collaborations. The second Schools2030 Brazil Forum, in partnership with the Municipality of Almirante Tamandaré and Ashoka, convened educational organisations and universities to enhance regional education and launch the Innovation Committee. An online meeting of participating educational organisations gathered 63 educators to exchange experiences, while a Secretariats' meeting facilitated strategy development among educational bodies like the Instituto Anísio Teixeira and municipal departments of education.

A key showcasing achievement was the Recommendations on Integral, Changemaking, and Anti-Racist Education Webinar. The launch involved members of the National Advisory Committee, students, and educators. These recommendations, aligned with Ministry priorities, were a joint effort compiling educational practices and reflections from thematic seminars. Additionally, the new website Innovating and Evaluating Changemaking Learning was launched, with participation from the Municipal Department of Education of Almirante Tamandaré, students, and educators. The website acts as a repository for the learnings of all projects across the Schools2030 Brazil schools.

Throughout the year, Schools2030 Brazil maintained ongoing dialogue with the Ministry of Education (MEC) with alignment seen in the Integral Education in Full-Time Schools Programme, which aims to expand school hours and foster innovation. Ashoka community members are leveraging this programme to advance holistic and changemaking education, with Schools2030 contributing learnings from its participatory evaluation. A workshop organised by the Secretariat for the Articulation of Education Systems (SASE) brought together SASE leaders, Ashoka leaders, and educators from the Schools2030 community. The workshop resulted in a chapter on the importance of multi-sector collaboration in education, highlighting the role played by Schools2030, to be featured in MEC's upcoming book.

Elton Luz, Pricipal, Alan Pinho Tabosa School, Brazil, presents his teaching innovation at the Global Forum 2024.

Read Schools2030 Brazil's Learning Report for 2024

TEACHER-LED LEARNING INNOVATIONS FROM BRAZIL

THE COOPERATIVE LEARNING APPROACH
ALAN PINHO TABOSA SCHOOL

Target age: Secondary level
Directly supports: Leadership, Empathy, Collaboration
Indirectly supports: Self Awareness, Creativity

CONTEXT

The State School of Professional Education Alan Pinho Tabosa is a public vocational high school in Pentecoste, Brazil, serving over 500 students. It caters to students from rural communities facing economic instability. The school offers academic and vocational programmes like Agroindustry, Aquaculture, Computer Networks, and Chemistry. Founded in 2011, it aims to transform education for marginalised youth and empower them to address local challenges through cooperative and solidarity-driven learning, equipping students to become local changemakers.

Alan Pinho Tabosa School in Pentecoste, Brazil, 'a gateway to cooperative learning, leadership, and community.' transformation.

CHALLENGE

The region faces socio-economic challenges, including rural, low-income families, unstable jobs, and youth migration to urban centres for work. Assessments revealed that many incoming students have educational gaps and an individualistic mindset, limiting their ability to collaborate and engage with their communities. The school wants to address these issues by empowering students with leadership skills and cooperative values, enabling them to tackle local challenges, envision sustainable futures, and reduce the pressures that drive migration.

Some students of Alan Pinho Tabosa School.

SOLUTION

The Cooperative Learning Approach cultivates empathy, collaboration, and leadership in students aged 15+. At the start of the year, students participate in a leadership course covering empathy, interdependence, conflict resolution, and communication. Throughout the year, students work in three-member learning cells, engaging in activities such as lectures, assignments, goal-setting, and reflective discussions. Teachers act as facilitators, and each class begins with a cooperation contract, outlining roles and responsibilities, and concludes with a group reflection session to reinforce accountability.

IMPACT SO FAR

The Cooperative Learning Approach has shown higher student engagement, improved academic and cooperative performance, and stronger leadership skills. The methodology has now been scaled to over 1,000 teachers in Ceará and serves as a model for teacher and student training.

Principal Elton Luz engaging students in a group reflection session.

COOPERATIVE LEARNING HAS GREATLY CONTRIBUTED TO MY EDUCATION AND PERSONAL GROWTH. TODAY, I FEEL LIKE A MORE EMPATHETIC AND COMPASSIONATE PERSON, WITH AN INCREDIBLE WILLINGNESS TO HELP OTHERS.

Monica Mota, Student,
Alan Pinho Tabosa School, Brazil

TEACHER-LED LEARNING INNOVATIONS FROM BRAZIL

Entrance of the Integrated Center for Youth and Adult Education Campo Limpo - 'We are a bridge and can cross any river.'

Setting up the outdoor community space to be welcoming and interesting.

WELCOMING PRACTICES
CIEJA CAMPO LIMPO TABOSA

Target age: Secondary level
Directly supports: Empathy, Collaboration
Indirectly supports: Self Awareness, Belonging, Social Awareness

CONTEXT

The Campo Limpo Integrated Centre for Youth and Adult Education (CIEJA Campo Limpo) is located in the Capão Redondo neighbourhood of São Paulo, Brazil. Grounded in Paulo Freire's pedagogy, the school values students' experiences, fostering strong community ties. It serves over a thousand young people and adults, aged 15 and above, who have faced educational barriers. Capão Redondo is a culturally rich but economically challenged area, making the school vital in providing access to learning opportunities and nurturing empathy and collaboration through student participation and community engagement.

CHALLENGE

CIEJA Campo Limpo faced significant challenges, including student dropout, disengagement, and the emotional impact of the pandemic. Students felt isolated and anxious upon returning, hindering their learning and participation. The school recognised a critical need to prioritise socio-emotional development and create a strong sense of belonging to re-engage students. Through interviews and assessments, the school sought inclusive, community-driven interventions to strengthen social connections and encourage participation.

SOLUTION

CIEJA Campo Limpo implemented Welcoming Practices rooted in the school's culture and pedagogical approach. These included shared meals, assemblies, and the election of generative themes. Shared meals fostered community building and informal interaction. Assemblies, inspired by social movements, offered a platform for discussing issues and making collective decisions, whilst electing generative themes ensured curriculum relevance through student discussions and school-wide votes. These practices create a supportive environment, promoting leadership, self-awareness, and creativity.

IMPACT SO FAR

The action research at CIEJA Campo Limpo, which began in 2023, emphasises support for students in early literacy stages. Data from surveys, interviews, and conversations indicate improved student engagement, a stronger sense of belonging, and heightened awareness of social issues. The project plays a key role in promoting inclusion and addressing broader societal challenges. Students recognise that their experiences are connected to larger social processes, highlighting the project's impact.

> **WE HAVE GAINED THE AWARENESS THAT THE EXPERIENCES AND CHALLENGES FACED ARE NOT MERELY INDIVIDUAL, BUT OFTEN STEM FROM BROADER SOCIAL PROCESSES IMPACTING A SPECIFIC GROUP OF PEOPLE.**
>
> *Diego Elias, General School Coordinator*

CIEJA Campo Limpo gather for an assembly, fostering dialogue, participation, and community engagement.

SCHOOLS2030 INDIA 2024

181

teachers supported to create holistic learning innovations

9040

students benefitting from new, child-centred approaches to teaching

85

events held to showcase teacher-led innovations to stakeholders

THIS IS THE FIRST TIME I HAVE HAD A PLATFORM TO STAND AND SHARE MY JOURNEY OF INNOVATION AND THE EFFORTS I HAVE BEEN MAKING WITH MY CHILDREN AND THE COMMUNITY.

Basanti Devi, Anganwadi centre, Bheldumra, Ara, Bhojpur

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN INDIA

ASSESSMENT

Throughout 2024, the Schools2030 India team has supported teachers to measure both holistic learning outcomes of students and the quality of their classroom environment using the Schools2030 suite of assessment tools and guidance materials. Teachers collected learning data across the academic year to refine and improve the solutions they implemented and to gather data on the impact these solutions were having on learning and teaching.

A workshop on formative assessment was held in Muzaffarpur district to improve teachers' assessment skills, focusing on the differences between formative and summative assessments. Teachers were trained on aligning assessments with the National Curriculum Framework and providing constructive feedback.

Practical sessions helped them design tools like rubrics and checklists, though many teachers expressed a desire for longer training sessions to deepen their learning.

Moving forward, there is a plan to revise the learning domains for the 10+ and 15+ cohorts based on teacher feedback and stakeholder decisions. Together with teachers, the Schools2030 team will look to make the tools more flexible, especially for primary and secondary classrooms, and include observation checklists to encourage reflection and assessment for learning.

DESIGN & INNOVATION

Schools2030 India has supported teachers in designing and implementing innovations through HCD workshops and capacity-building activities. The workshops, held in three phases, involved 181 teachers from 92

schools across five districts in Bihar. The workshops aimed to help teachers create classroom practices tailored to their students' needs, evaluate innovations, and scale up best practices. Teachers identified classroom challenges like low engagement and limited resources and developed solutions through brainstorming and collaboration. After testing prototypes, teachers shared their findings and pitched solutions to a panel, which selected innovations for incubation. In addition to the HCD workshops, the Schools2030 team offered refresher workshops on topics including numeracy, literacy, formative assessment, and the creation of low-cost teaching materials. These workshops aimed to enhance the pedagogical implementation of innovations, helping teachers improve learning outcomes.

Over the past year, the programme team has intensified its support to teachers, with a focus on creating an enabling environment for innovation implementation, not just material support. This approach included needs-assessments for specific innovations, such as Activity-Based Learning and Growth Labs, to tailor support to school contexts. Teachers and school leaders have expressed that the HCD tools useful and so are working with the team to simplify the language further and make the tools more accessible.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

In 2024, Schools2030 India held numerous showcasing events at the school, district, and national levels to highlight innovative teaching practices. In total there were 79 school showcases that brought together nearly 9000 participants, as well as five district showcases with a total of 375 attendees, and one state-level showcase with 200 participants. Ten teachers presented their classroom innovations at the Bihar State Showcase, sharing practices such as hands-on learning, career guidance, and play-based teaching methods to improve student engagement and learning outcomes.

The events provided opportunities for parents and community members to engage actively with teachers and understand how innovations were improving education. At the school-level showcases, teachers demonstrated real-life learning activities, such as the Book Jhapata Bazaar, which encouraged reading through a fun, interactive book exchange. These events also fostered increased community involvement, with parents expressing support for the changes in their children's education.

In terms of system engagement, the programme has contributed to policy dialogues on strengthening Early Childhood Care and Education and pre-primary education in Bihar, with ongoing discussions about improving early learning and teacher capacity building. In 2025, the programme will expand its engagement with District Institutes of Teacher Education to scale up innovative approaches.

Read Schools2030 India's Learning Report for 2024

CEO for AKF India, Tinni Sawhney at the Schools2030 State Showcase event in Bihar.

GIVING WINGS TO LEARN

UMS SINGHI KALAN

Target age: Primary level
Directly supports: Literacy, Numeracy, Respect for the Environment
Indirectly supports: Student engagement, Confidence, Taking Responsibility

CONTEXT

UMS Singhi Kalan is an elementary school located in an urban area of the Bhojpur district of Bihar. The school has over 138 students who come from diverse socio-cultural and economic backgrounds. The region is frequently affected by extreme weather conditions, such as heat waves and floods, which lead to significant migration. This migration often results in student dropouts and a disconnection from the school.

For the most part, the community places a low priority on education, which results in low parental support for their children's studies. The lack of conducive learning environments at home creates significant obstacles for teachers, who work hard to bridge the gap and support students'learning at school.

CHALLENGE

Teacher Mohammad Kaleem undertook assessment activities to understand the learning levels of his primary-level students in three domains – literacy, numeracy, and respect for the environment. In numeracy, he noticed that whilst students naturally use maths in daily activities, like visiting shops or markets, they struggle to connect these experiences to formal learning. He also uncovered difficulties in areas like measurement, units, addition and subtraction.

The assessment results were corroborated through interviews with parents, children and community members.

UMS Singhi Kalan Elementary School.

SOLUTION

Giving Wings to Learn is an activity-based initiative aimed at making learning practical and engaging by simulating real-life experiences. To connect students' experiences, like buying items from shops, with their lessons, Kaleem designed engaging activities that promote peer learning, encouraging students to work together to solve maths problems in real-life situations and deepen their understanding of concepts like measurement and units. Students also explore science and maths concepts through environmental projects such as growing plants, as well as various written and spoken activities to improve literacy, creativity and collaboration.

Teacher Mohammad Kaleem with his students.

IMPACT SO FAR

This innovation has led to noticeable improvements in several areas. Students have developed stronger writing skills and improved sentence formation. Their understanding of numbers has also grown, particularly through practical activities like buying and selling. Beyond academics, the initiative has encouraged positive behavioural changes—students are more engaged in class, and even shy students are now more comfortable asking questions and expressing their thoughts. These activities have also increased awareness of climate change, encouraging students to take responsibility for their environment.

Students taking part in environmental project growing trees.

LET'S LEARN THROUGH PLAY

AMBEDKAR CHOWK

Target age: Pre-primary level
Target domains: Literacy, Numeracy, Cognitive Development, Motor Skills
Indirectly supports: Parental engagement, Creativity

AAO KHEL KHEL MEIN SEEKHEIN

Let's Learn Through Play

CONTEXT

Anganwadi Centre, Ambedkar Chowk Dighwara, serves the rural community of Dighwara block in Saran district. It addresses the educational and developmental needs of children in a community with diverse castes and backgrounds. Most families rely on agriculture and daily wage labour. Given the demands placed on parents, the centre plays a vital role in providing early childhood education and care to support the community's growth and well-being.

CHALLENGE

Children at the Anganwadi Centre face several challenges affecting their education and development, including irregular attendance, low retention, and a lack of interest in learning. A lack of parental engagement with the centre is an additional issue, with many not recognising the importance of education. The centre identified the absence of structured educational activities and ineffective traditional teaching methods as key concerns.

Sewika Babita Devi carries out the Baseline Assessement.

SOLUTION

The Aao Khel Khel Mein Seekhein (Let's Learn Through Play) innovation focuses on meeting the interests of children by integrating play-based learning. This approach fosters greater interest in education and engages children more meaningfully in their learning because it feels more fun to them. Activities link real-life experiences to learning, covering basics like number recognition, shape and colour identification, as well as language development through visual aids and storytelling. The approach creates a stimulating environment, encourages family-educator interaction, and uses diverse materials, such as storybooks, games, and natural elements to make learning dynamic and contextually relevant.

Use of pictures for learning was tested on 5+ age group for approximately 3 months.

IMPACT SO FAR

This solution was tested with children in the 5+ age group for approximately 3 months. During this period, children developed skills in numbers, basic concepts such as shape recognition, colour identification, object classification, and arranging objects in sequence. Their verbal language skills also improved through the use of pictures. It was noted that creativity also increased, as children were able to create shapes and forms from wavy and zigzag lines.

Hand-made teaching/learning materials used to create a more stimulating and engaging experience for students.

SCHOOLS2030 KENYA 2024

516

teachers supported to create holistic learning innovations

535

students benefitting from assessment through the IDELA tool

4

national external events attended by Schools2030 teams and teachers

“

NOW, I LISTEN TO MY LEARNERS KEENLY, GIVE THEM TIME TO EXPRESS THEMSELVES, AND CONSIDER THEIR BACKGROUNDS. I TRY TO UNDERSTAND THE FACTORS THAT MIGHT HAVE CAUSED CHALLENGES AND WORK TO HELP THEM BECOME BETTER LEARNERS.

Simon Mwalimu, Kiongwe Secondary School, Lamu County, Kenya

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN KENYA

ASSESSMENT

In 2024, the Schools2030 team in Kenya tested the primary and secondary level assessment tools with Tana River County, a non-Schools2030 geography, and received feedback from Quality Assurance and Standards Officers (QASOs) on the importance of dissemination for the assessment findings, as the tools were well received by the teachers and officers alike.

Expanding the reach of the Schools2030 assessment tools, the team developed the Out-of-School Learning Environment Tool and trained 18 representatives from nine youth partners and three technical and vocational training institutions in Mombasa and Lamu Counties. The team developed this learning environment tool to be relevant and aligned to the identified quality markers for youth spaces.

In addition, Schools2030 Kenya piloted assessment tools beyond Lamu and Mombasa, engaging four QASOs from Tana River County to collect data from four primary and four secondary schools. A total of 95 learners participated (26 female, 22 male learners in primary school and 24 female, 23 male in the secondary level), revealing challenges in digital literacy. Teachers welcomed the tools for their interactive approach, which assessed cognitive skills beyond traditional exams. QASOs highlighted the potential for wider implementation and officers and teachers expressed interest in future result-sharing and design activities.

DESIGN & INNOVATION

The 2024 design process began with the recruitment of 20 design coaches (8 male and 12 female) from Mombasa and Lamu Counties in February 2024, followed by a 5-day training workshop to reintroduce HCD principles. The training aimed to enhance coaches' ability to guide teachers, with a strong emphasis on gender inclusion in learning and pedagogy. Prior to the main HCD sprint workshops, trainings were conducted for HCD coaches, covering a rapid design challenge exercise, Explore activities, and a review of the pre-packs – a collection of preparatory resources shared with design teams in advance of their journey with Schools2030.

Applications for the 2024 design cycle were invited to address key challenges in pre-primary, primary and secondary level learners, as well as address out of school youth and climate issues. After a rigorous review process, 20 teams were selected based on their understanding of the challenges, geographic proximity, and team coherence, ensuring diverse gender and regional representation. Each design team was assigned a dedicated coach for in-table support during workshops.

One of the biggest additions to this years' process was the integration of pedagogy planning and reflection. Teachers were required to align their innovations within a newly introduced pedagogy framework, which included three pedagogical dimensions of a quality classroom: learner outcomes/domains; gender-responsive and inclusive classroom practices; and teaching practices/learning environment characteristics. This approach encouraged teams to reflect on their classroom experiences and prioritise the most impactful pedagogical aspects for their learners.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

In 2024, 202 teachers and four National Advisory Committee members participated in national showcasing events. In addition to hosting its own events, this year Schools2030 teams and teachers took part in other showcase events as invited by education partners. These events gave the team an opportunity to share learning beyond the Schools2030 programme and increase the visibility of the programme in the country.

KEPSHA Annual Meeting: At the annual Kenya Primary Schools Heads Association (KEPSHA) meeting, the Schools2030 team showcased teacher innovations to an audience of over 17,000 school heads. This large gathering provided a significant opportunity for advocacy and the promotion of new educational approaches.

KPLAY Symposium: Schools2030 participated in the event hosted by the International Research and Exchange Board, where design coaches and staff showcased teacher-led innovations focused on learning through play. The symposium brought together education stakeholders, including NGOs, government officials, media, and youth organisations.

Blue Economy Innovation and Investment Summit: Halima Shaaban, the Schools2030 National Coordinator for Kenya delivered a keynote on empowering youth for a sustainable blue economy and highlighted how Schools2030 applies HCD to create sustainable solutions. The team also showcased climate-friendly innovations made by teachers using recyclable materials.

Elimu Fanaka Teacher's Convening Conference: Schools2030 joined the conference in Taita Taveta County, organized by the Elimu Fanaka Initiative, a nonprofit supporting rural public primary schools. The event provided a platform for design teams to present classroom innovations developed through the HCD process, fostering cross-learning with other education partners.

Schools2030 Kenya has also been featured in several mainstream media platforms including on Citizen TV, K24, Radio Kaya and TV47.

Read Schools2030 Kenya's Learning Report for 2024

Schools2030 Kenya participated in the Elimu Fanaka Teacher's Convening Conference.

Halima Shaaban, National Coordinator of Schools2030 Kenya gives keynote speech at the Blue Economy Summit.

CROSS-AGE COOPERATION
MAJAONI ECD

Target age: Pre-primary level
Directly supports: Collaboration, Relationship Building
Indirectly supports: Behaviour issues

CONTEXT

Majaoni ECD, located in Kisauni, Mombasa, serves a diverse student population of 92 learners. The area is highly populated with low-income earners and a high level of illiteracy, which affects the timely transition from home to school.

CHALLENGE

The main challenge faced by the school was managing over-aged learners who exhibit behaviours such as bullying, destructiveness, and hyperactivity. These learners often feel disconnected from the learning environment, interrupt lessons, and damage resources. They struggle to follow instructions and are not engaged by the ECD curriculum as it is not targeted at their ages, leading to boredom and frustration.

Observations revealed that older learners tend to dominate during lessons, limiting younger learners' access to teaching and learning resources. Interviews with parents further highlighted contributing factors such as poverty and high levels of illiteracy among parents, which delay timely school enrolment and result in over-aged learners being remaining in preschool. These challenges create a difficult classroom dynamic and hinder effective learning for all students.

Students at the Majaoni ECD participating in an interactive learning activity.

Teacher demontrating the Classroom Management Icons.

SOLUTION

To manage over-aged learners and create a balanced environment, Majaoni ECD implemented a classroom control strategy. Key strategies included using regulation icons to help learners easily understand classroom rules, redirecting misbehaviour instead of punishing, setting age-appropriate rules, using teachable moments for conflict resolution, positive reinforcement through rewards instead of punishments, interactive learning activities, and visual schedules for time management. These measures were designed to reduce disruptions and foster cooperation among learners of different ages.

Visual aids of the Classroom Management Icons.

IMPACT SO FAR

Over 12 weeks of testing the innovation, teachers have seen an increase in learner engagement, fostering stronger relationships among students, and making them feel more comfortable and involved. Additionally, it helped monitor behaviour and track improvements, contributing to a more positive and supportive classroom atmosphere.

Hand-made poster of Classroom Management Strategies.

THE SELF ESTEEM BOOSTER
FRERE TOWN SECONDARY

Target age: Secondary level
Directly supports: Self Esteem, Relationship Building
Indirectly supports: Taking Responsibility, Empathy

CONTEXT

Frere Town Secondary School, a mixed day school located in Frere Town, Mombasa, has a population of 822 learners across 13 streams, with approximately 65 students per classroom. The school serves a vibrant and diverse community with varying beliefs, cultures and values. However, it faces significant educational challenges, including drug abuse among some learners, truancy, low self-esteem, poor attitudes toward education, and inadequate parenting. Infrastructure is also a concern, with insufficient classrooms and a low teacher-to-learner ratio.

CHALLENGE

Low self-esteem among students is a significant challenge that affects their academic performance, social interactions, and overall well-being. Many students struggle with a lack of motivation and confidence, often stemming from limited recognition or support at home or among peers. This can lead to feelings of inadequacy, stigma, and disengagement from learning. Without proper intervention, low self-esteem can hinder students' ability to set goals, take on challenges and reach their full potential, creating a cycle of underachievement and negative self-perception.

Students playing during lunch break at Frere Town Secondary School, Mombasa

SOLUTION

To address low self-esteem among learners aged 13 to 16 years, the teacher conducted assessments using questionnaires, oral observations, and class observations during various activities, focusing on digital literacy and responsibility. Learners with low self-esteem were identified based on their responses and observed behaviours.

Those with high self-esteem underwent training on peer guidance and counselling skills, facilitated by the design team and a counselling expert. These trained peer counsellors then used their knowledge to support their peers, fostering a caring environment. The team also received training on information privacy to ensure confidentiality in their interactions. Weekly follow-up meetings are held to monitor progress and engage learners in activities designed to further boost self-esteem.

Teacher and innovation designer Ray Chitema presents the innovation at the Mombasa District Showcase 2024.

IMPACT SO FAR

The innovation was tested over a three-month period across four classes. The team evaluated assumptions of desirability, feasibility, and viability. The guidance and counselling programme received positive feedback from both students and administration. Out of 40 students who responded to questionnaires, 25 were identified as having low self-esteem. 15 peer counsellors were trained to support the 25 learners with low self-esteem. Assessments will be conductive on a formative basis to understand the impact the peer counsellors are having on a longer-term basis. The team plans to invite other teachers to test the innovation in their classrooms.

SCHOOLS2030 KYRGYZSTAN 2024

5855

teachers supported since the programme inception in 2020

6150

students participated in assessment

3

HCD workshops hosted to train staff & teachers

“

IF WE ONLY PROVIDE KNOWLEDGE THAT THE CLIMATE IS CHANGING, NOTHING WILL CHANGE IN THE LIVES OF THESE CHILDREN. BUT IF WE INSTILL IN THESE CHILDREN QUALITIES THAT WILL HELP THEM BE RESILIENT, THAT WILL HELP THEM COPE WITH CLIMATE CHANGE. THIS IS A VERY COMPLEX PROBLEM, BUT IT CAN BE SOLVED.

Gulmira Artykbaeva, Head of the Center for Innovative Technologies, Kyrgyz Republic

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN KYRGYZSTAN

ASSESSMENT

Schools2030 Kyrgyzstan team supported teachers to conduct holistic learning assessments, using their contextualised suite of tools, at the start of the academic year in September 2023 and at the end of the year in May 2024. The findings allowed the Schools2030 teams to measure progress made in quality teaching and learning, the results of which are shared in Kyrgyzstan Endline Learning Assessment Report (2024). In 2024, teams have focused on building teacher capacity in assessment through several key activities. One major initiative involved the use of the classroom assessment tools developed by Oxford MeasurEd and the National Centre for Assessing the Quality of Education and Information Technologies of Kyrgyz Republic. These tools, tailored for 4th and 9th-grade students, incorporate PISA-style questions, which has been particularly beneficial as Kyrgyzstan prepares for the PISA 2025 assessment. Teachers have expressed increased confidence in using the tools, seeing it as an essential part of improving teaching quality and student learning outcomes.

In preschool settings, the IDELA and BEQI tools have been instrumental in assessing early childhood education. The IDELA tool demonstrated significant improvements in numeracy, literacy, and socio-emotional skills among preschool children. Meanwhile, the BEQI tool focused on classroom environments, highlighting improvements in play-based learning, teacher-student relationships, and classroom safety. Teachers reported enhanced engagement with students through open-ended questions and better support for children's emotional development.

DESIGN & INNOVATION

The design workshops and training sessions provided by Schools2030 have been pivotal in the professional development of teachers in the country, particularly in areas such as soft skills and climate change, which are not commonly addressed in the local education system. Many teachers had little exposure to these subjects before the programme, and the traditional teaching system did not prepare them to teach these topics. As a result, Schools2030 provided targeted training to ensure teachers were well-equipped to teach these subjects confidently.

Throughout 2023-2024 year, three training sessions were conducted for the design team, all of which were positively received. Feedback from participating educational institutions revealed that the training sessions had a significant impact, promoting personal growth and enhancing the pedagogical skills of the educators involved. School administrations noted positive changes in teaching methods, which led to increased student engagement and improved learning outcomes. Ongoing support from Schools2030 is ensuring sustained benefits and continued transformation in teaching practices across schools.

Learning resources handmade by teachers who laid them out for display (left) at the Schools2030 Global Forum in Bishkek

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

The Schools2030 Global Forum 2024, co-hosted with Kyrgyzstan's Ministry of Education and Science, was the standout event of the year, which not only showcased the advantages of increased teacher agency, but also celebrated the country's culture with performances and traditional crafts. The event, held in part at the Ala Archa State Residence, featured a Ministerial Roundtable that facilitated meaningful engagement between policymakers and educators. Over 200 experts attended, focusing on climate education and teacher leadership in building climate resilience. Teachers from across the world presented innovative classroom practices addressing climate change, emphasising the importance of teacher leadership in tackling global challenges. The Schools2030 Global Forum was also an occasion to spotlight partnerships with initiatives like Teachers for the Planet that

support a growing network of climate education innovations.

Beyond this, schools actively shared their innovative practices throughout the year, enhancing local reputations. At district meetings, schools received positive feedback, increasing community involvement and support. Social media helped schools like Osh Kindergarten Seiyl and Ak-Dil Kindergarten engage with parents and the broader community.

Schools such as Chui Chyngyz Aitmatov Lyceum N°1 and Osh School N°2 held open days and workshops, fostering collaboration and knowledge exchange. Tugol uulu Usupbek School invited neighbouring teachers to observe their methods, spreading successful practices and strengthening the regional educational network. Thanks in part to support from school management (with 89% of those surveyed recommending expanding the programme), the proactive sharing of experiences through events and other mechanisms contributed to improved educational outcomes and a culture of innovation and mutual support.

Read Schools2030 Kyrgyz Republic Learning Report for 2024

Dogdurkul Kendirbaeva, Minister of Education and Science, Kyrgyz Republic (above), and Gulzat Isakova, Kerimbai uulu Sarybai Secondary School, Kyrgyz Republic (below) at the Schools2030 Global Forum 2024.

TEACHER-LED LEARNING INNOVATIONS FROM THE KYRGYZ REPUBLIC

NEURO-GYMNASTICS

KINDERGARTEN N°10 “ZHOOGAZYN-MURDASH”

Target age: Pre-primary level
Directly supports: Literacy, Numeracy, Cognitive Development, Motor skills
Indirectly supports: Parental Engagement, Empathy, Socialisation

CONTEXT

Kindergarten N°10 “Zhoogazyn-Murdash” is located in the Murdash village of Alay district in the Osh oblast. Currently, there are 60 children in the kindergarten educated by seven teachers. The kindergarten was established in 2006 through an AKF project and later transferred to state ownership.

CHALLENGE

At the beginning of the school year, the design team initiated the HCD process to identify and address classroom-level educational problems. Their analysis highlighted issues such as underdeveloped speech, lack of attention, low emotional resilience, and difficulties with socialisation among the children. Observations and surveys conducted with parents revealed that these issues were partly due to insufficient attention from parents and relatives, with the design team learning that 70% of the children’s parents in the kindergarten were migrants working abroad.

Teachers using posters and interative games to help develop fine motor skills and overall health.

The design team introduced neuro-gymnastics to improve children’s cognitive abilities, training teachers and grandparents to apply these methods.

SOLUTION

The design team introduced neuro-gymnastics to improve children's cognitive abilities, training teachers and grandparents to apply these methods. Special mats, posters, and interactive games helped develop fine motor skills and overall health. Activities like Grandmother's Tales and Grandfather's Advice engaged grandparents, while online sessions with migrant parents allowed shared learning experiences. These initiatives increased children's enthusiasm for learning, socialisation, and empathy. The kindergarten administration supported teacher participation and parent involvement through masterclasses and cultural activities. The design team is also working on creating an ecological corner, waste sorting bins, and emergency evacuation exits, while sharing their methods in seminars.

IMPACT SO FAR

The design team highlighted the positive impact of the programme's training sessions on their skills and knowledge, particularly in soft skills, environmental protection, and child-teaching techniques. New methods like interactive games and teamwork improved children's participation and creativity. The kindergarten director applied these insights to enhance the institution and promote teacher professional growth. The team also conducted regional training sessions, which received positive feedback. The programme complemented the state education system, particularly in environmental protection. Zhoogazyn-Murdash kindergarten gained recognition for its innovative methods, becoming popular among parents and fostering stronger child-parent bonds.

Mats and other interactive games developed by teachers within the project.

APPLYING KNOWLEDGE TO EVERYDAY LIFE

TUGOL UULU USUPBEK SCHOOL

Target age: Secondary level
Directly supports: Mathematics, Literacy, Science
Indirectly supports: Collaboration, Empathy, Leadership, Responsibility

Students helping to install the school's water irrigation system.

CONTEXT

Tugol uulu Usupbek School is located in Kazan-Kuigan village, Naryn oblast, approximately 30 km from Naryn city. It is a large-sized rural school that accommodates children from two villages, Kazan-Kuigan and Ottuk.

CHALLENGE

At the start of their HCD process, the design team members of Tugol uulu Usupbek School identified priority gaps in teaching and learning. These teachers revealed that their students struggled to apply their knowledge to real-life situations, weakening the effectiveness of students' learning. Design team members came to understand that, in today's rapidly evolving educational landscape, merely memorising definitions and formulas from textbooks is no longer sufficient. Such knowledge is often forgotten over time if not applied meaningfully. True understanding and self-awareness arise when students engage in hands-on investigations and apply their knowledge to real-life situations. Furthermore, digital distractions significantly reduced student engagement in lessons. The teachers also learned that the traditional teaching approach lacked emphasis on developing soft skills.

SOLUTION

To address these challenges, the design team members bridged the gap between theoretical learning and real-world application with activities focusing on mathematics and literacy and enhancing the overall educational experience. The design team integrated practical tasks like waste management and recycling to make learning relevant. A 9th-grade teacher noted the programme's impact on her teaching, focusing on real-life assignments and soft skill development, such as communication and leadership. For example, after teaching numerical concepts, students worked on teamwork tasks, like applying mathematics to waste management.

Students also explored their village's water resources, using interdisciplinary knowledge from mathematics, chemistry, and physics. In another project, students recycled materials to create new furniture and eco-friendly bags, applying numeracy and geometry to real-world problems. The design team also focused on empathy and teamwork, encouraging positive interactions between students. Teachers led by example, offering a more empathetic approach, prioritising student well-being and allowing flexibility with homework.

IMPACT SO FAR

Several positive outcomes have been observed for both students and teachers. For example, students have demonstrated a deeper understanding of academic concepts as well as increased development of soft skills including teamwork, leadership and personal responsibility for addressing local issues. Teachers have reported a transformative impact on their teaching methods, noting that they have adopted more supportive teaching practices which in turn has resulted in increased student motivation, engagement and overall academic performance. These outcomes indicate that the HCD process has been successful in nurturing a holistic and impactful educational experience for the students.

APPLYING KNOWLEDGE TO REAL-LIFE CASES NOT ONLY ENHANCED STUDENTS' UNDERSTANDING OF ACADEMIC CONCEPTS BUT ALSO PROMOTED CREATIVITY, PROBLEM-SOLVING, AND COLLABORATION SKILLS.

SCHOOLS2030 PAKISTAN 2024

204

teachers reached in assessment administration, data collection & analysis

103

teachers trained through HDC workshops

10

showcase events hosted at cluster, regional & national levels

THANK YOU FOR THIS PROGRAMME AND YOUR EFFORTS IN SUPPORTING GOVERNMENT SCHOOLS, ESPECIALLY IN REMOTE AND CHALLENGING AREAS. WE'VE OBSERVED SIGNIFICANT IMPROVEMENTS IN OUR SCHOOLS DUE TO THE SCHOOLS2030 INITIATIVE.

Shahid Hussain, Deputy District Education Officer, Lower Chitral, Pakistan

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN PAKISTAN

ASSESSMENT

Schools2030 Pakistan, together with our Assessment and Learning Partner, the Aga Khan University Institute for Educational Development (AKU-IED), have worked with teachers and students to test and improve our suite of context-driven holistic assessment tools. These tools have now achieved quality benchmarks for validity and rigour and have been aligned with the National Curriculum of Pakistan to ensure relevance and sustainability.

Teachers participated in an intensive, week-long training programme focused on assessment, assessment tools, collecting data, and the analysis of results, where they were given the chance to explore the assessment tools and practically implement them in their classroom setting, as well as to learn how to analyse assessment data to inform classroom practices. Teachers now find the data-driven approach particularly effective, as it shifts decision-making from assumptions to evidence-based practices, helping them address learning challenges more effectively.

Additionally, a two-day orientation workshop was organised for the district-level education leaders from the Government Education Departments of Chitral and Gilgit Baltistan to familiarise these leaders with the Schools2030 assessment tools, and to incorporate their feedback, fostering a sense of ownership and enhancing the tools' acceptability. Their endorsement has ensured the wide adoption of these tools even beyond those directly involved with Schools2030.

At first, many teachers found implementing these practices to be quite challenging due to limited skills, knowledge, resources, and time constraints. However, over time, both teachers and educational leaders have worked to strengthen their own capacity and come to recognise the vital role that systematic, continuous assessment plays in supporting students' holistic learning and development.

Teachers preparing for their HCD workshops.

DESIGN & INNOVATION

The Schools2030 team conducted HCD workshops for teachers, school leaders and district-level education authorities across geographical clusters. During these workshops, the Schools2030 team play the role of facilitators and mentor the Schools2030 teachers to improve their understanding and knowledge related to design thinking.

In this most recent round of HCD workshops, the team drew on the expertise of "HCD champions" – teachers who had joined HCD training in 2022 and 2023 cohorts and who were willing to take on coaching and leadership roles for new teachers. The involvement of these "HCD champion" teachers greatly enhanced the quality of the sessions and the relevance for participating educators. A collaborative approach not only deepened participants' understanding of HCD principles but also fostered a strong culture of peer-to-peer learning, strengthening the community of practice among educators.

Through the HCD sessions, teachers have come to recognise that empathy is essential in fostering a positive and supportive learning environment. By practicing empathy, they gain a deeper understanding of their students' perspectives, emotional needs, and challenges, ultimately strengthening relationships and cultivating a culture of trust and respect. This dynamic exchange has led to innovative problem-solving, greater confidence in tackling educational challenges, and a commitment to designing sustainable, context-specific solutions. Teachers have refined their prototyping and testing skills, embraced constructive feedback, and improved the practicality of their innovations. Many teachers have also implemented their solutions across multiple grades, gathering data from an even wider range of students.

Mirza Hassan, Schools2030 Programme Officer (Gilgit-Baltistan) presents the HCD cycle to workshop participants.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

In total, seven cluster-based, two regionals and one national-level showcasing events were held, during which 104 teachers presented their innovations. Building on the success of cluster-level events, regional events were held in Gilgit-Baltistan and Chitral where the 13 most promising innovations from the cluster showcases were presented. The journey progressed to the national stage with a prestigious event held in Islamabad, giving the opportunity for five teachers from Chitral and five from Gilgit-Baltistan to present their innovative solutions. Faiz Rehman, a teacher from Chitral, Pakistan, achieved first place in the national showcasing event. His play-based approaches to mathematics teaching has garnered widespread recognition.

Amongst the participants at the event were high-ranking policymakers including the Director General of Schools and Provincial Education representatives from Khyber Pakhtunkhwa and Gilgit-Baltistan, who witnessed first-hand the exciting innovations of the HCD champion teachers. In his keynote address, the Director General of Schools emphasised the need for innovation in education and greater collaboration with partners like AKF.

Schools2030 has facilitated substantial system-level engagement by connecting teachers and educational stakeholders with policymakers across local, district, and national levels. Through events like the Educational Stakeholders' Conference at Karakoram International University and sector planning meetings, the Schools2030 team has fostered collaboration and policy dialogue. Teachers and team members engage with high-level officials such as the Provincial Minister of Education and Chief Secretary, sharing data-driven insights and promoting reforms based HCD. These interactions help bridge grassroots innovations with provincial and national education priorities, ensuring that teacher-led solutions influence systemic change. In addition, Schools2030 has supported the induction of Education Fellows in Gilgit-Baltistan, equipping them with innovative tools to drive future educational reforms.

At the district level, Schools2030 has cultivated strong partnerships with education departments. In Chitral, district education leaders and school officials are deeply engaged in the programme, contributing to the implementation of teacher-led innovations and participating in regular follow-up visits and showcase events. These collaborations help ensure the success and sustainability of educational reforms. In Gilgit-Baltistan, the Schools2030 team works closely with both provincial and district authorities, supporting the adoption of innovations and organising training sessions in remote areas like Hunza and Yasin. These engagements illustrate a cooperative model that empowers education leaders, strengthens teaching practices, and drives improvements in student learning outcomes across the regions.

This year, AKF Pakistan's media and communications office highlighted the Schools2030 successes stories through national media, and the national showcase event was covered on Pakistan Television Network, a news station with international reach.

Read Schools2030 Pakistan's Learning Report for 2024

Top: Iqbal Dad, Government Boys High School Mominabad Ishkoman, presents his ideas for improving climate resilience in his community at the Schools2030 Global Forum 2024. Bottom: Teachers from Gilgit-Balististan present their innovations at the Schools2030 Regional Showcase.

TEACHER-LED LEARNING INNOVATIONS FROM PAKISTAN

CLIMATE CHAMPIONS

GOVERNMENT HIGH SECONDARY SCHOOL BANG

Target age: Secondary level
Directly supports: Respect for Diversity and the Environment
Indirectly supports: Collaboration, Communication, Leadership, Taking Responsibility

CONTEXT

Government High Secondary School Bang is in the valley of Bang in the Yarkhon Cluster, Upper Chitral District and offers education to 400 students. The school has 15 teachers. The Bang valley is heavily affected by climate change, suffering severe weather patterns that disrupt livelihoods and student schooling.

Chitral District, Pakistan.

CHALLENGE

Due to the unstable climate conditions, headteacher Imran Khan, decided to focus his HCD journey on fostering respect for diversity and promoting environmental awareness amongst students. Using the rapid assessment tool co-created by Schools2030 teams and teachers, he concluded that there was a lack of environmental awareness amongst his students. He also collected data on flooding, pollution, and deforestation from the years 2010 to 2024 and analysed it. He concluded that human activities like deforestation in the area, are contributing to climate-related disasters such as mudslides.

'Climate champions' worked to spread the message of the importance of trees.

SOLUTION

To foster more environmental awareness at the school, Imran created the Climate Champions, a 15-member student group made of girls and boys from different years. They received initial training about climate change and how they might raise awareness in their school and community through communications and practical activities.

These activities included a plantation drive to make the environment greener and healthier. The climate champions worked to spread the message of the importance of trees – how they not only provide clean air and shelter to various species and enhance the beauty of the environment, but they also help prevent flooding and landslides. So far, they have planted more than 70 trees.

The students have also addressed the issue of waste and pollution, setting up a public recycling system using waste materials such as bottles and tins to make dustbins, placed in different locations for public use. After conducting a survey, the discovered that over 1kg of plastic bags were used by the community daily, so they created the "Say No to Polythene Bags" campaign, spreading awareness about the negative effects of plastic bags on human health and the environment. As an alternative, the students have created handbags from discarded cloth, which they distribute to the public and encourage people to use.

IMPACT SO FAR

According to the teacher, there has been a noticeable decrease in local pollution, and community members are now more aware of the issue. The use of plastic bags has decreased significantly, and there has been an overall improvement in the beauty of the area. In addition to the primary goals, the students have improved their teamwork, volunteering and leadership skills, and gained confidence. Imran Khan plans to expand the plantation drive, especially in areas vulnerable to flooding and is also working to recruit more champions and improve impact through wider networking.

Children learning the negative effects of plastic on human health and the world.

WORD CLOCK AND PLAY CARD GAME

GOVERNMENT PRIMARY SCHOOL KHOT PAYEEN SCHOOL

Target age: Primary level
Directly supports: Literacy
Indirectly supports: Communication, Creativity, Cognitive development, Student Engagement, Parental Engagement

CONTEXT

Government Primary School Khot Payeen is situated in the remote and mountainous area of Khot, Upper Chitral. The school caters to 136 students, ranging from Nursery to Grade 5. There are a total of five teachers, three regular staff members and two volunteers.

CHALLENGE

Teacher Pinin Jawan used the Schools2030 Rapid Assessment tools across all domains in his school and decided to focus on English instruction after the data revealed significant weaknesses in English text reading amongst students. To further investigate the issue, he conducted interviews with parents, students, and teachers for verification and to understand why this might be the case.

Students preparing their answers for the Play Card Game.

SOLUTION

To address the issue, Pinin Jawan developed two prototypes, the Word Clock and the Play Card Game. Students create the Word Clock using materials such as charts, colours, markers, and other low-cost or no-cost resources. The face of the clock displays categories like nouns, adjectives, and verbs, with a small hole through which different words appear as the clock is rotated. One student rotates the clock, revealing a new word, while another reads the word aloud and identifies its grammatical category. Students also find vocabulary from their textbooks, insert these words into the clock, and practice with great enthusiasm. The Play Card Game consists of 52 cards, each featuring words. The cards are distributed among the students, who take turns picking a card and reading it aloud, helping to improve their reading skills. As students master the words on the existing cards, they select new vocabulary from their textbooks and create additional cards to keep the game interesting and progress their learning.

IMPACT SO FAR

The two games have captured student interest, and they often can be seen playing them during recess and other free time. According to the teacher, these activities have significantly improved students' fluency in reading, expanded their vocabulary, and enhanced their pronunciation. The games have also contributed to other skills including communication, creativity and cognitive development. Pinin Jawan plans to modify the activities to keep the students engaged and has been brainstorming ways to further enhance and refine his innovations to increase their effectiveness. Parents have also appreciated this new approach and are fully supportive, with some reporting that their children are engrossed in the activities at home, eagerly learning new words as a result. When interviewed, the students expressed their enthusiasm for the activities, stating that they enjoy the games introduced by their teacher.

Students are making words and read it loudly by using the word clock.

SCHOOLS2030 PORTUGAL 2024

298

teachers supported to create holistic learning innovations

4544

students benefitting from new, child-centred approaches to teaching

17

number of participating school clusters

> THE SHOWCASE WAS A VERY MEANINGFUL AND POSITIVE DISPLAY OF NEW APPROACHES. AT THE VERY LEAST THERE'S A STRONG WILLINGNESS TO DO THINGS DIFFERENTLY.

Terese Costa, Primary School Teacher, School Cluster Agualva Mira Sintra

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN PORTUGAL

ASSESSMENT

In 2024, Schools2030 Portugal worked alongside teachers to refine their suite of comprehensive assessment tools for literacy, numeracy, and non-academic competencies. The team at the University of Porto Schools2030 Portugal's Assessment Partner, led this effort, conducting three online discussion groups (one for each age group) with Portuguese teachers about socio-emotional, or holistic learning skills. These discussion groups were scheduled to clarify any doubts about the socio-emotional learning tools already developed and understand teachers' opinions about their relevance. The sessions included a greater number of teachers compared to previous years, suggesting that schools are involving more teachers in Schools2030 every year. There were new teachers, but also teachers who had already used the tools and shared their positive experiences.

Recognising a significant gap between the value placed by Portugal's education system on the importance of holistic skills and the available resources for teachers to measure these skills effectively, a key activity in 2024 involved the further refinement of the socio-emotional assessment tools to address this gap. Through group discussions with teachers and students, the University of Porto team identified key principles to guide the development, ensuring relevant, easy-to-use measures aligned with scientific research and official educational documents. The tools include stimulus situations/dilemmas, self-reflection scales, and teacher/self-report scales. The teacher/self-report scales align to the Schools2030's classroom environment tools that help teachers to measure the quality of the learning environment.

Another significant activity was the development of new literacy assessment tools in collaboration with pre-primary and primary school teachers. These tools prioritise oral language, listening comprehension, and phonological awareness and include games with record sheets, materials checklists, book checklists, and self-reflection scales. These tools will be piloted in schools in 2025. Literacy assessment tools for the 15-year-old cohort will also be developed in 2025.

DESIGN & INNOVATION

Schools2030 Portugal made several adjustments to the HCD cycle to optimise both organisation and facilitation of the process and to ensure it was more structed

and aligned to the specific needs of each school.

The team identified the need to reconfigure the HCD cycle's timetable and procedures to align better with the academic calendar. This change was driven by the challenges in implementing the HCD cycle within the existing school schedules and to allow for more flexibility and efficiency in the implementation of the programme. The adjustment will ensure that teacher trainings, assessments and follow-up activities take place in a more coordinated manner. During the revision process, teachers were consulted to better understand the challenges and difficulties they face, emphasising the constant evolution of education demands and the need to adapt the training model to new curricula.

Another key modification of the HCD cycle was the introduction of the School Innovation Dossier, a tool designed to help teachers collect materials, document and reflect on their innovation journey throughout the academic year. This evaluation and documentation model contributes to a more organised and reflective process, providing teachers and facilitators with tools to constantly adjust their practices and achieve better results when implementing pedagogical innovations.

Furthermore, the team incorporated more practical activities into the HCD sessions, enhancing critical thinking and the hands-on learning experience for teachers through case studies, debates and discussions. Group simulations were introduced as a new element, enabling teachers to collaboratively work through potential scenarios and solutions. They also extended the Explore phase of the cycle, allowing educators more time to deeply understand the challenges they were addressing. These activities encourage teachers to question the causes of the problems they identify and to develop creative, grounded solutions to such learning gaps. Combined with the reconfigured timetables and procedures, the changes have created a more robust and contextually relevant HCD cycle for Schools2030 Portugal, resulting in greater engagement and effectiveness in the programme's implementation.

Filipe Martins, Schools2030 National Coordinator Portugal & Munir Ahmad, Innovation and Design Global Lead present at HCD workshop.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

In 2024, Schools2030 Portugal hosted their first national showcase event, held in Lisbon. The event gathered 115 participants, including educators, students, several key figures from the education sector, philanthropic foundations, researchers and academic partners. It marked a key moment for teachers to connect with the wider sector, share their insights and present a variety of innovative approaches currently being implemented across different schools and clusters.

Additionally, three regional showcase events were organised at a transition phase of the HCD cycle, allowing participants to share learnings from the assessment phase and exchange on how they are implementing the cycle in their school.

Schools2030 Portugal also took part in the Schools2030 Global Forum 2024 in the Kyrgyz Republic. This provided an opportunity to present to the (COM)viver em (COM)unidade initiative (see innovations section) to the global education community. To capture and share the impact of these showcases, a video featuring teachers' personal testimonies about their experiences was created and shared on Schools2030 and AKF Portugal's social media channels, allowing a broader audience to engage with the insights and outcomes of the events.

In a major step forward for integrating the Schools2030 model into wider teaching practices in Portugal, the team established a national partnership with Santander Foundation Portugal. This partnership aims not only to strengthen Schools2030 Portugal's research and dissemination capacity but also provisions for the development of an accredited Schools2030 teachers training course, which would see 1500+ teachers trained in HCD methodology.

Another important activity was the development of a national communication strategy supported by an external communications expert. This strategy aims to enhance the programme's national recognition and system-level influence through behaviour-change communications and advocacy, facilitating the sharing of successful practices and inspiring broader educational change. The communication strategy is scheduled to be implemented in the first quarter of 2025.

A key element of this strategy is the creation of the Schools2030 Observatory website. The contents of the site focus on education quality, educational environments and research and learning, underpinned by the Schools2030 programme in Portugal. It aims to improve education by collecting and sharing accurate and trustworthy information about educational challenges and evidence-based solutions to those challenges and facilitate knowledge exchange among relevant stakeholders.

Read Schools2030 Portugal's Learning Report for 2024

Partnership signing with Santander Foundation Portugal and Schools2030.

(COM)VIVER EM (COM)UNIDADE

SANTA BÁRBARA SCHOOL CLUSTER

Target age: Primary level (main) pre-primary & secondary
Directly supports: Literacy, Empathy, Problem Solving
Indirectly supports: Student Engagement, Community Cohesion, Environmental Awareness

CONTEXT

The Santa Bárbara Cluster, located in Gondomar near Porto, comprises seven schools serving around 1019 students. The community faces social and economic challenges, with 58% of students coming from low-income households. Despite these challenges, the school focuses on enhancing student competencies, critical thinking, community engagement, and personal development.

(COM)viver em (COM)unidade outdoor learning space.

CHALLENGE

The schools in the cluster wanted to ensure high levels of success for students in all subject areas. There was also a concern about student retention, and so teachers in the cluster design team decided to respond by co-creating more activity-based lessons that would stimulate student interest and hopefully lead to more engagement and higher attainment.

A student enjoying the outdoor learning space.

SOLUTION

Teachers identified that there were some under-utilised outdoor spaces that could be equipped with materials to facilitate creative and interactive learning. A needs assessment was conducted that identified community and nature-based learning as priorities and so the school built an outdoor lesson space which is now the site for 21 activities and two workshops, as well as games and resources to enhance the experience. (COM)viver em (COM)unidade (which roughly translates to Living with the Community) has become a pedagogical approach that has sparked student interest. Challenges like weather are being addressed through improvements to flooring and the addition of wind and cold protections.

Interactive nature-based learning activites include planting.

IMPACT SO FAR

Since its inception, a significant portion of about 400 students from across the cluster, have been directly involved in the (COM) viver em (COM)unidade innovation. The project has also seen increased parental participation and an improved school climate. 20 new games, four activity guides, and a digital platform have been created. Surveys indicate that a large percentage of teachers use or plan to use the outdoor learning space. The various activities have enhanced student competencies, promoted well-being, strengthened community bonds, and fostered environmental awareness.

Interactive learning activites include sewing instruction.

TARGETED PROFESSIONAL DEVELOPMENT
AGUALVA MIRA SINTRA SCHOOLS CLUSTER

Target age: For teachers
Directly supports: Teacher wellbeing
Indirectly supports: Student wellbeing, Student outcomes

CONTEXT

The Agualva Mira Sintra Schools Cluster (AEAMS) is located in a suburb of Lisbon with a high population density. The community have limited economic resources, low education levels and prevalent poverty. AEAMS covers education from pre-school to secondary levels, comprising eight establishments, plus the Escola Segunda Oportunidade de Sintra, a facility designed to address student dropouts. The cluster has a total of 2,828 students.

Students of Agualva Mira Sintra Schools Cluster.

CHALLENGE

Due to the challenging community conditions, teacher wellbeing is low. Issues the teachers face include student absenteeism, lack of motivation and interest in learning, and student poverty. Teacher's reported feeling overwhelmed, struggling to tailor curricula, and needing more support. A large percentage of students are disadvantaged, and the school faces resource limitations. The cluster aims to address student wellbeing and outcomes by prioritising the wellbeing of teachers, so they can provide more tailored support to each student.

Workshops focused on trauma-informed teaching and strategies for the community.

SOLUTION

The solution focuses on providing targeted professional development, increasing collaboration through team-building exercises, establishing mentorship programmes, improving communication between staff, and supporting them to advocate for increased resources. Key components include teachers mapping school/community resources, workshops focused on 'trauma-informed' teaching, and Tertúlias (informal discussion spaces) which analyse engagement and share solutions.

IMPACT SO FAR

By providing teachers with targeted support and fostering a collaborative environment, the cluster aims to improve both teacher wellbeing and subsequently student outcomes. The initiative so far engages six educators directly who work with an additional 49 colleagues. 676 students are also involved indirectly through consultations. It is expected the initiative will strengthen relationships, improve teaching quality, and build morale, ultimately leading to better educational results, and assessments will be tested formatively to measure success.

Fernando Santos and the team from AEAMS discussing the solution during a panel conversation.

SCHOOLS2030 TAJIKISTAN 2024

5855

teachers supported since the programme inception in 2020

5850

students reached through teachers

5

number of showcasing events hosted

> HAVING THE OPPORTUNITY TO GO THROUGH THE FOUR HCD PHASES, AND WITH THE SUPPORT OF OUR TRAINERS AND PROJECT STAFF, I WAS able TO IDENTIFY MY STUDENTS' LEARNING CHALLENGES AND FIND INNOVATIVE SOLUTIONS TO IMPROVE THEIR LEARNING QUALITY.

Yuldoshev Huseyn, Biology and Chemistry Teacher, School #9, Khatlon

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN TAJIKISTAN

ASSESSMENT

Through 2024, the Schools2030 Tajikistan team focused on refining and finalising a Teacher's Guide to Assessment, translated and adapted for the Tajik context. It provides detailed instructions on administering tests, scoring students, analysing and understanding assessment data. Additionally, the finalised Tajik version of holistic learning outcome tools have been digitised to simplify data collection and analysis for teachers and incorporated into Kobo Toolbox platform.

Schools2030 Tajikistan team continues to implement all activities through government partners, and has formed a strong relationship with the National Testing Centre (NTC), which forms the programme's in-country assessment partner. After significant time spent in 2022 and 2023 co-creating tools with the NTC, in 2024, Schools2030 Tajikistan conducted a two-day capacity-building training, with support from Oxford MeasurEd, that helped NTC staff understand how to use the tools effectively and demonstrate their use to teachers. ECD Measure also conducted a training session for using the BEQI tool in pre-primary classrooms.

Schools2030 Tajikistan conducted multiple assessments in May 2024, including end-of-year learners' assessments for Grades 0, 4, and 9, in collaboration with global partners and the NTC. Teachers' lesson observations were carried out using the BEQI tool and the Valuing Inclusive Teaching and Learning (VITAL) toolkit for primary and secondary levels. Additionally, subject-based assessments in mathematics, literacy (Tajik language), biology, physics, chemistry, and information technology were conducted for Grade 9 students, alongside evaluations of non-academic competencies such as problem-solving, self-awareness, and communication skills. These assessments provided valuable insights into student learning outcomes, teaching practices, and regional disparities.

DESIGN & INNOVATION

Working with government partners, Schools2030 Tajikistan have been conducting a series of initiatives to ensure Schools2030 methodology and tools are more widely integrated into the country's education system. One of these has included regular meetings with In-Service Teacher Training Institute (ITTI) staff to review the HCD toolkit and integrate it into their professional development training programme.

As a result of this ongoing collaboration, ITTI have been developing contextually relevant resources and have incorporated the HCD phases into their primary and secondary programmes. Following the Schools2030 team's instructions, Learning Partners provided coaching and mentoring support to teachers through dedicated WhatsApp groups during the last quarter of the year.

In order to ensure that teacher-led solutions have system-wide impact, the team also worked on reviewing and translating the best innovations from 2023. These are now available in Tajik on the Schools2030 Digital Learning Platform (DLP), and Russian and English ones will be uploaded in the coming months. The Schools2030 continues to update and refine the DLP to provide improve resources and tools for teachers and students across the country. It also contains relevant news from the Schools2030 programme in Tajikistan.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

Schools2030 methodology and tools are being well-integrated into the Tajikistan education system through AKF's close relationship with the Ministry of Education and Science (MoES), and sub-agencies the

Top: Sherali Saidoshurov, Schools2030 Tajikistan National Coorinator conducting Phase I HCD training. Bottom: Teachers progressing through the Schools2030 HCD Toolkit

National Testing Centre and the Republican Teacher Training Institute. For example, the development and use by the National Testing Centre of non-academic learning outcome tools, with support from Schools2030, represents a significant milestone given its previous focus on academic evaluation.

To showcase teacher-led innovations and in partnership with the MoES, Schools2030 organised four Innovative Teacher regional forums from April 16–19, 2024, in Dushanbe, Bokhtar, Khujand, and Khorog. The events brought together over 120 teachers (40 from each region) from 100 schools, highlighting the best pedagogical practices and innovative solutions across various themes, including climate resilience. A total of 52 innovative solutions advanced to the Innovative Teacher National Forum, with 11 from DRS/Dushanbe, 18 from Khatlon, 15 from Sughd, and eight from GBAO. Among these, one of the standout innovations was The Windowsill Garden, developed by Anusha Amoni, a chemistry teacher from Sughd, which was recognised and selected for presentation at the Schools2030 Global Forum in Bishkek.

In 2024, the Schools2030 Tajikistan team actively engaged multilateral donors to support the expansion and sustainability of the programme. A key success was the partnership with UNICEF, launching a digitisation project to enhance digital literacy among teachers in 500 schools (including the 200 Schools2030 schools) by equipping them with Schools2030 digital resources. Additionally, in collaboration with FCDO, HCD training was expanded to English teachers in 100 schools, strengthening their capacity for classroom innovation.

Finally, collaboration between Schools2030 and the Additional Education Centre in Sughd has been instrumental in piloting climate-related design innovations and developing a permaculture manual to support climate resilience initiatives in schools.

Read Schools2030 Tajikistan's Learning Report for 2024

Teacher innovation awards ceremony at the Innovative Teacher National Forum.

TEACHER-LED LEARNING INNOVATIONS FROM TAJIKISTAN

THE WINDOWSILL GARDEN
SCHOOL #4

Target age: Primary level
Directly supports: Science, Climate Awareness
Indirectly supports: Literacy, Numeracy, Problem Solving, Student Engagement

CONTEXT

Buston is a city in the Sughd region, located near the regional capital, Khujand. School #4 is one of the largest schools in the area and was established during the Soviet era. Hot weather, strong rainfalls, and dust storms are impacting the local community with increasing frequency.

CHALLENGE

Anusha Amoni, a science teacher at School #4, struggled to improve students' interest in science subjects, particularly in topics like the environment and nature. When learning a new topic, they found it difficult to absorb the content and the only resource used available was a nature textbook. Through assessments, Anusha also discovered that her students struggled with problem solving and thinking beyond textbook knowledge. Classes were predominantly teacher-led, with students participating as passive recipients of knowledge, which led to them being reluctant to learn as lessons were not engaging and they were unable to connect what they were being taught to their everyday lives.

School #4 in Buston city, target schools of Schools2030 Tajikistan.

Students observing the growth process of their plants in their planted garden in the schoolyard.

SOLUTION

To address these issues, Anusha implemented The Windowsill Garden, a project-based approach in her nature class. The idea involved creating a garden on the classroom windowsill, where students could plant various plants and track their growth. Studnets would not only grow plants but also conduct research on each plant and record observations which they would then present to the class. This hands-on, experiential learning process encouraged active student engagement, critical thinking, and teamwork.

Students planted various plants, such as basil, dill, tomatoes, cucumbers, and green peas, on their classroom windowsill.

IMPACT SO FAR

The Windowsill Garden has not only enhanced students' understanding of the subject but has also helped them develop important skills such as problem solving, numeracy, literacy, and collaboration, whilst raising awareness of the climate. The students are more motivated and engage actively in the learning process. Students were able to develop their problem-solving skills, creativity, and interest in experiential learning, while also enhancing their literacy, math, collaboration, and communication skills. The students also appear to be more interested in the idea of research and learning for learning's sake. They have been motivated to plant a small garden in their schoolyard, which they regularly tend and observe plant growth process.

> **THIS DESIGN TRANSFORMED STUDENTS' MINDSETS TOWARDS THE IMPORTANCE OF PROTECTING NATURE AND MAINTAINING A HEALTHY ECO-ENVIRONMENT, AND THEY ARE NOW BETTER ABLE TO RESPOND TO CLIMATE CHANGE-**
>
> *Anusha Amoni, Primary teacher at School #4, Buston City*

TEACHER-LED LEARNING INNOVATIONS FROM TAJIKISTAN

PROJECT-BASED BIOLOGY
SECONDARY PUBLIC SCHOOL #12

Target age: Primary level
Directly supports: Climate Awareness
Indirectly supports: Literacy, Numeracy, Problem Solving, Student Engagement

CONTEXT

The village of Tusyon is located in the Roshtqala district of the GBAO region. Like many other villages in the district, Tusyon provides equal access to secondary education for both boys and girls at Secondary Public School #12, which was built 50 years ago during the Soviet era. The school currently has an enrolment of 331 students and employs a teaching staff of 36.

> **THE HCD APPROACH HAS HELPED ME GENERATE EFFECTIVE TEACHING AND LEARNING IDEAS AND APPLY THEM IN PRACTICE. I NOW CONFIDENTLY USE THIS APPROACH IN OTHER CLASSES, AS IT CONSISTENTLY LEADS TO POSITIVE LEARNING OUTCOMES.**
>
> *Sabzagul Khuromonova, Biology teacher at School #12 Tusyon*

CHALLENGE

Sabzagul Khuromonova, a biology teacher at the school, is deeply committed to her students' success and strives to make her lessons engaging. During the 'Explore' stage of the HCD process, she interviewed students and discovered a lack of motivation and engagement, constituting major barriers to improving student outcomes. A lack of resources contributed to their disinterest, as did a lack of professional development training on modern methodologies, which has impacted her ability to be creative in planning and implementing lessons. As a result, few students had shown interest in biology classes.

Sabzagul Khuromonova, Biology teacher, guides students on how to structure their work.

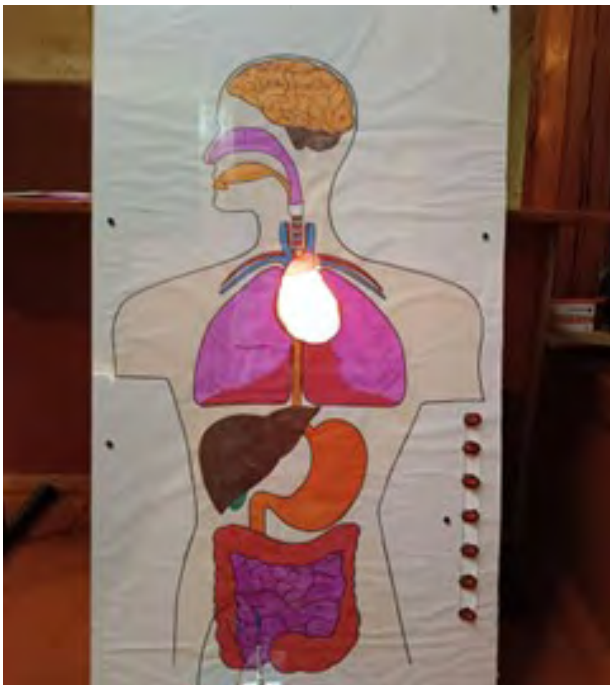
SOLUTION

Through HCD, Sabzagul developed an approach that involved assigning students topics and projects to work on, encouraging active participation and collaboration amongst the students. Students research their topic and present findings their findings through various formats, by creating presentations, posters, or interactive models. One notable example involved students creating a model illustrating human body parts, with electrical inputs to demonstrate the function of organs. Additionally, debate sessions on specific topics were organised, enhancing student comprehension and achieving learning goals.

IMPACT SO FAR

This approach has not only improved students' understanding of biological processes but also fostered critical thinking, problem-solving, and practical application of their knowledge. Through the various activities, students have developed a wide range of skills, including literacy, IT, communication, collaboration, and time management. Their active participation in discussions, presentations, and debates has greatly enhanced their speaking skills and they appear more curious and enthusiastic about researching various topics and sharing their findings with their peers.

This improvement in teaching and learning has also motivated students to participate in district, regional, and national competitions. Notably, during the national science competition, Science is the Source of Wisdom, one of the students was recognised for biology. The teacher proudly stated, "Our school and I are very proud of this achievement, and I strongly believe it is the result of the HCD approach. It has helped me generate effective teaching and learning ideas and apply them in practice. I now confidently use this approach in other classes, as it consistently leads to positive learning outcomes."



A creative project where students constructed a model to explain biological processes, such as the functioning of organs.

A collaborative learning environment where students are engaged in creating a visual presentation.

SCHOOLS2030 TANZANIA & ZANZIBAR 2024

102

teachers supported to create holistic learning innovations

4

training workshops hosted (assessment, HCD and CSO)

4

district and national showcaing events hosted

> SEEING MY GEOGRAPHY LESSONS COME ALIVE THROUGH PRACTICAL ACTIVITIES INTERACTING WITH THE TREE NURSERIES AND VEGETABLE GARDENING HAS BEEN A GAME-CHANGER. I NEVER IMAGINED GEOGRAPHY COULD BE THIS HANDS-ON AND IMPACTFUL.

Stanley Melo, Geography Teacher, Charambe Secondary School, Tanzania

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN TANZANIA

ASSESSMENT

In 2024, Schools2030 Tanzania continued to develop and strengthen contextualised holistic assessment tools and apply them effectively across all cohorts and all domains to evaluate learning outcomes and the quality of the classroom environment.

Through workshops, Schools2030 supported teachers in both assessment of learning outcomes and in improving learning environments, which, in turn, enhanced their ability to design formative assessment tools. Data reflection sessions were also held to support teachers in interpreting assessment data. An eagerness for capacity building, amongst teachers particularly, came from the recognition that assessment was an area in which they need support. The teachers were impressed by the detailed diagnostic analysis allowing them to identify students' achievements but also to take action to address gaps in learning. Teachers also greatly appreciated the opportunity for reflective practice.

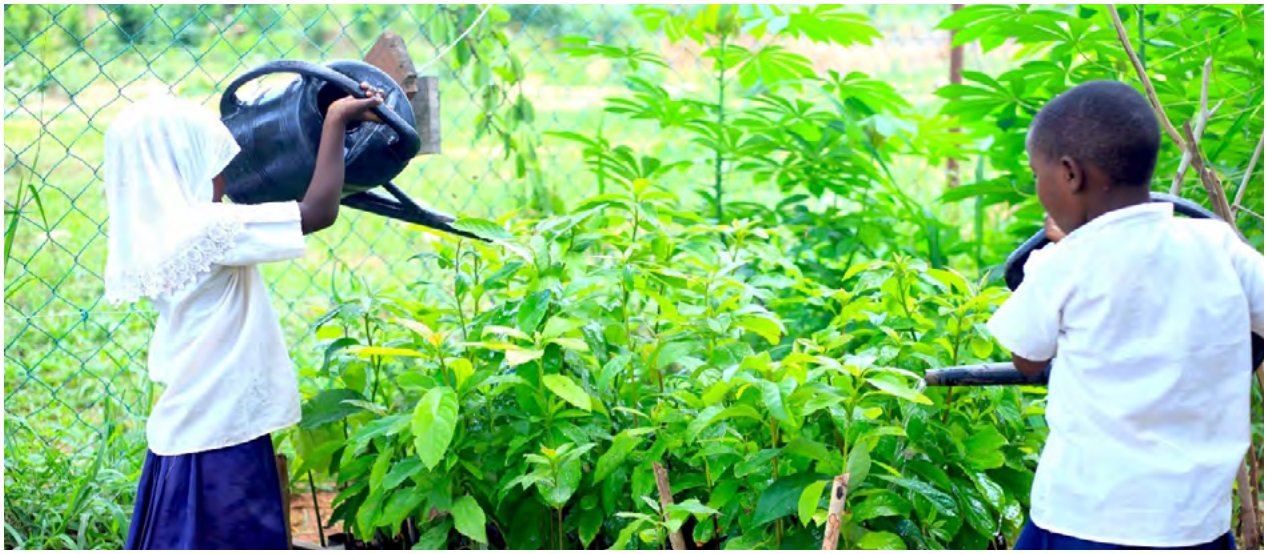
In line with Schools2030's ethos of continually improving its programme and resources, tool validation was conducted to ensure that its holistic learning outcome tools continue to measure with accuracy and to improve validity in both diagnostic and summative assessment processes. Climate change assessment tools for all cohorts were also developed, which will be used from February 2025, to measure students' knowledge, skills and attitudes towards climate change.

DESIGN & INNOVATION

Schools2030 Tanzania's integration of green approaches into HCD workshops has transformed how teachers incorporate climate action into their lessons. This year, teachers were supported to embed environmental and climate-focused practices in education, selecting one action from ten options and developing a Pedagogy Action Research Plan to measure its impact across four dimensions: student learning, teaching practices, gender inclusion, and environmental awareness. Facilitated by AKF, and partners in Tanzania, Creative Action Institute, and Restless Development, the workshops included modules on Climate and Environment Fundamentals, Climate Justice, and Adaptation and Mitigation, and combined this knowledge-building with hands-on strategies for integrating sustainability into teaching.

In parallel, a five-day workshop equipped 60 Civil Society Organisation (CSO) leaders in split between Dar es Salaam and Lindi with the skills to develop their own climate solutions. Unlike teachers, CSO leaders were not given a predefined set of challenges but were supported to identify these based on their mission and community needs, with a focus on climate justice, gender inclusion, and leadership for change. They created Youth Development Action Research Plans to test and refine their approaches over six months, fostering leadership and stronger community connections. This shift was intended to enhance CSO leadership skills and foster a deeper connection to the communities they serve, enabling participants to design climate solutions aligned with both their organisational goals and the needs of their communities.

To support implementation, Schools2030 introduced monthly check-ins, connecting teachers with mentors, design coaches, and Ward Education Officers. The coaching method proved effective, as teachers reported making steady progress in integrating climate actions into their classrooms, with some noting a deeper engagement with students and more creative approaches to climate challenges in the learning environment. Feedback from students suggested that hands-on activities like tree planting and soil erosion lessons made subjects like geography more engaging and memorable. Success was further supported by tools like reflection journals and self-assessment tools that helped track teacher progress and facilitated the sharing of impact stories and challenges encountered, ensuring that the programme continued to evolve and meet the needs of the educators involved.



EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

With a new focus on climate education, the team has built on previous years' data to inform the Green Course workshop, ensuring an evidence-based approach to planning and implementation. Teachers identified low-performing areas, selected climate actions, and developed action research plans for the upcoming year.

Preliminary qualitative findings from the Learning Partner indicate that teachers are motivated by the workshops, as they enhance their skills and feel more confident to incorporate climate action into the classroom. For instance, teachers are integrating climate solutions like vegetation pots into lessons across various subjects, such as using them for counting in nursery school, creating stories in English language classes, and conducting scientific experiments in Biology. Teachers have observed increased student engagement, especially in outdoor activities like caring for gardens.

District showcase events took place in Lindi and Dar es Salaam in October 2024, where educators and CSO leaders shared their experiences of incorporating climate solutions, such as tree nurseries and water recycling, into their teaching and youth development programs. These events engaged over 270 participants, including regional government officials, NGOs, researchers and students, and featured practical demonstrations and panel discussions. Student performances emphasised the positive impact of climate action on learning and sustainability, and the showcases received positive feedback.

The national showcasing was incorporated into the International Quality Education Conference (IQEC) 2024, where Schools2030's work was presented through discussions and panels, further elevating the project's visibility on a national and international scale. The inclusion of Schools2030 in IQEC 2024 provided a valuable opportunity to further align the project with the global discourse on climate resilience and education.

Read Schools2030 Tanzania's Learning Report for 2024

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN ZANZIBAR

In 2023, Schools2030 Tanzania expanded operations and piloted new geographies in Zanzibar, as part of its extended climate and gender focus. In 2024, Schools2030's HCD challenges for teachers in Zanzibar focused on improved holistic learning outcomes, effective teaching practices, gender and inclusion awareness, and climate and environmental consciousness.

ASSESSMENT

Over the past year, Schools2030 in Zanzibar has refined its assessment tools based on field feedback, ensuring they remain relevant and effective. Updates to the IDELA tool have improved its ability to capture learner progress, while a new ECD climate tool was piloted to assesses young learners' understanding and attitudes towards climate change. The BEQI tool was streamlined, removing unnecessary variables. Each tool is piloted with staff and enumerators before implementation to ensure reliability.

By continuously refining assessment approaches and addressing implementation challenges, Schools2030 will ensure that its interventions remain effective, scalable, and impactful for both teachers and learners in Zanzibar.

Schools2030 has significantly supported teachers in developing their skills and capacities in both assessments of learning outcomes and environment, through a combination of resources, targeted training workshops, and ongoing mentorship. In 2024, two major workshops and regular follow-ups provided hands-on support to 30 teachers and headteachers. Facilitated partners, Schools2030 and the Madrasa Early Childhood Programme (AKF's East African ECD and pre-primary development programme), these sessions enabled teachers to understand how the tools can be used to inform the design and innovation process.

DESIGN & INNOVATION

In 2024, Schools2030 in Zanzibar has actively supported the design, testing, and implementation of new climate action solutions tailored to the evolving needs of learners and schools. A significant shift in 2024 was the transition from independent solution creation to a co-creation model. Teachers now select and implement pre-designed solutions that are aligned with their school needs. This approach has fostered stronger engagement and collaboration, resulting in more effective integration of climate action solutions into classroom practices. The incorporation of these climate action solutions into lesson plans has positively impacted both student and teacher engagement, facilitating the alignment of classroom practices with curriculum goals. Feedback from learners has been overwhelmingly positive.

Notable innovations included that of Siratii Nabii Preschool, which sought to improve classroom ventilation, lighting, and temperature control by introducing natural lighting and an eco-cooler. The resultant enriched learning environment was so successful that it was soon adopted by other classrooms. Similarly, Alkarim Preschool's successful use of vegetation pots – a garden made from recycled bottles, buckets and sacks used as an educational tool – inspired a nearby police station to replicate the initiative, demonstrating the broader impact of practical, community-driven solutions. Teachers also successfully implemented a diverse range of climate solutions, including four rainwater harvesting systems, three vertical gardens, and three tree nurseries, and have involved parents and the local community in maintaining the gardens. These efforts align with Zanzibar's broader goals of enhancing education and environmental awareness.

Several factors have contributed to the success of these innovations, including strong school leadership, active community engagement, committed teachers, and access to professional development. The integration of climate education through play- and project-based learning has not only developed a range of skills and environmental awareness in learners but has also drawn interest from students beyond the primary level.

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

Over the past year, Schools2030 in Zanzibar has made significant progress in sector engagement, laying a strong foundation for long-term impact. Key achievements include securing government endorsement, engaging teachers from 29 project schools in climate action initiatives, and expanding rainwater harvesting solutions to two additional schools.

The team hosted a national showcase event, providing a platform for teachers to present their innovative solutions in education. A total of 28 teachers, including 27 women and one man, demonstrated their creative innovations for climate action in and through education. The event attracted 100 participants, including teachers, headteachers, mentors, and special guests, with media coverage amplifying its reach and public visibility. Beyond formal showcasing events, Schools2030 has leveraged media platforms to share its impact. Teachers' success stories and innovations have been featured in newspapers, television segments, and other communication channels.

While Schools2030 has not introduced new donors or expanded its reach to additional schools this year, there is strong potential for organic scaling through peer-led dissemination. Teachers who have successfully implemented solutions are inspiring others, and many innovations are designed to be cost-effective and adaptable. Encouraging this peer-to-peer learning represents a promising avenue for wider adoption. Strengthening engagement with education stakeholders and funding partners could further expand the programme's reach and contribute to broader system-wide improvements.

Read Schools2030 Zanzibar's Learning Report for 2024

THE VEGETABLE NURSERY
MAHUMBIKA PRIMARY SCHOOL

Target age group: Primary level
Directly supports: Climate Awareness
Indirectly supports: Nutrition, Science, Numeracy

CONTEXT

Mahumbika Primary School is in the Mtama District of Lindi, Tanzania. The school is situated in a close-knit community with a strong commitment to improving the lives of its children. The school has 542 students and only eight teachers. The area faces challenges like food insecurity and has limited access to innovative educational practices.

CHALLENGE

The school struggled to engage students in practical and interactive learning activities. Science, agriculture and environmental education are taught theoretically without real-world applications. The school community also faced significant challenges with lack of sufficient food for children, impacting their concentration and performance, lack of infrastructure for sustainable projects like gardening, and little emphasis on climate action solutions within the curriculum.

Students club members, teachers and parents representatives of Mahumbika primary in the practical learning session on how to make organic manure and organic fertiliser.

SOLUTION

In 2024, Mahumbika Primary School partnered with Schools2030 and teachers underwent HCD training with a focus on integrating climate solutions into the curriculum. This led to the introduction of the Vegetable Nursery – a project aimed at integrating sustainable gardening into the curriculum, addressing both climate challenges and food insecurity.

The initiative was implemented in four steps:

- Teacher Training – teachers develop skills in practical climate action solutions and integrating sustainability into their teaching practices.
- Community Involvement – parents and local agricultural experts contribute knowledge and resources for crop selection, gardening methods, and resource mobilisation.
- Student Engagement – an eco-club enabling students to take greater ownership of the gardening project, actively participating in planting, tending, and harvesting crops, and aligning this with science learning.
- Sustainability Practices – introduction of water-saving irrigation techniques and organic fertilisers to promote environmental stewardship.

IMPACT SO FAR

The gardening initiative has yielded notable results for the school and its community. Science test scores increased by 30% as students learned about botany and the biological and chemical processes through the hands-on experience of growing their own plants. Vegetables like spinach, kale, and tomatoes from the garden are now part of the school feeding program, improving students' overall nutrition, health and focus. Over 200 students have gained valuable agricultural and teamwork skills, and they have even been able to sell surplus produce in the local market, generating income for sustaining the project and funding other initiatives.

Students of Mahumbika Primary in a group picture with the sets of Welded Mesh gifted by Tunandoto

> **OUR STUDENTS ARE NOW MORE ACTIVE AND EXCITED TO LEARN BECAUSE THEY CAN SEE THE RESULTS OF THEIR EFFORTS IN THE GARDEN. THIS PROJECT HAS TRULY TRANSFORMED OUR SCHOOL COMMUNITY.**
>
> *Beno Kiyeyeu, Head Teacher, Mahumbika Primary School, Tanzania*

SOLAR PANEL PROJECT

MINGOYO SECONDARY SCHOOL

Target age group: Secondary level
Directly supports: Science, Numeracy
Indirectly supports: Confidence, Curiosity, Climate Awareness

Teacher and innovation designer, Mr Mshuza and his students using the solar panel tool.

CONTEXT

Mingoyo Secondary School, founded in 2005, serves 792 students with a teaching staff of 27. Mingoyo is a small administrative ward located in the coastal region of Lindi. It is semi-rural and the main economic activities of the community are agriculture and fishing.

CHALLENGE

Teacher Bartholomayo Mshuza observed low engagement and performance in science and math among his class of 52 students (28 girls and 24 boys). Students particularly struggled with physics and mathematics concepts like geometry and electricity, compounded by a lack of understanding of their practical applications. Students were hesitant to ask questions, lacked confidence, and showed limited engagement in science and math topics. Their struggles with abstract concepts in physics (e.g. electricity) and mathematics (e.g. geometry) hindered their academic performance and enthusiasm for these subjects.

SOLUTION

Through the Schools2030 programme Mr. Mshuza adapted a solar panel solution as a hands-on learning tool. He integrated this sustainable energy solution into lessons on physics, mathematics, and environmental studies. The solar panel served as a practical example to teach concepts such as current electricity, energy transformation, sustainable energy sources, and geometry. Students worked collaboratively in groups to explore the functionality of solar panels, fostering active participation, peer collaboration, and confidence.

The solar panel hands-on learning tool.

IMPACT SO FAR

Through the Solar Panel project, students have demonstrated a better understanding of and engagement in physics and mathematics. Additionally, it fostered increased curiosity and confidence, with both boys and girls actively participating in discussions, asking questions, and collaborating during sessions.

The solar panel project not only boosted academic outcomes but also fostered climate awareness among students. Mr. Mshuza recommends similar projects to deepen student understanding and prepare them for a more sustainable future.

Students working collaboratively to explore the functionality of solar panels.

SCHOOLS2030 UGANDA 2024

200

teachers supported to create impactful school-level innovations

10

coaches trained to support wider adoption of HCD methodology

3

district, national or international showcaing events

> NOW WITH THIS STRATEGY I HAVE IN PLACE – ASSESSMENT FOR LEARNING, ASSESSMENT OF LEARNING AND ASSESSMENT AS LEARNING – I'VE REALISED THAT ASSESSMENT HAS TO BE DONE CONTINUOUSLY, IN FACT ON A DAILY BASIS.

Tabua James, Mathematics Teacher, Vurra Senior Secondary School, Uganda

BUILDING TEACHER CAPACITY & ENGAGING SYSTEM ACTORS

HIGHLIGHTS FROM THE THREE-STEP MODEL IN UGANDA

ASSESSMENT

In 2024, Schools2030 in Uganda focused on building teacher capacity in assessment through several key activities. One notable activity was conducting results dissemination, reflection, and interpretation meetings with teachers and school leaders. This enhanced teachers' understanding of assessment data and how to use it to improve teaching practices and learning outcomes. Teachers were also involved in scoring assessment scripts, which exposed them to scoring rubrics and enhanced their ability to design specific rubrics for both formative and summative assessments.

During 2024, three assessment workshops were held across the two districts. These workshops encompassed the training of ECD headteachers on the BEQI tool, as well as the training of primary and secondary head teachers on the classroom learning environment tool. In contrast to the previous year, when holistic learning assessments and classroom observations were carried out by enumerators, this period saw these activities conducted by headteachers at the pre-primary, primary, and secondary levels.

Another key activity involved training headteachers on the application of classroom observation tools, enabling them to conduct classroom observations effectively and provide constructive feedback. This systems-strengthening approach built the capacity of headteachers to assess teaching practices, even in classrooms outside of their own. For example, the headteacher of Makerere University Primary School independently used the classroom learning environment tool to monitor and evaluate the teaching practices of her teachers. Teachers' attitudes have shifted to prioritise supporting learners in improving their learning outcomes. This change resulted from the findings shared during dissemination meetings at the school level, indicating the critical areas often overlooked yet contribute greatly to effective learning, such as critical thinking skills.

DESIGN & INNOVATION

Schools2030 Uganda conducted two regional HCD Sprint trainings for teachers, as well as worked to further build teacher capacity by training ten HCD coaches to support the teacher-led design teams. In January, coaches took part in a two-day refresher course to improve their comprehension of HCD methodology and ensure they were able to offer effective mentorship to the teacher design teams.

Throughout the eight-month design process, the design coaches supported seven teams from 28 schools in Kampala and 12 teams from 23 schools in Arua. They visited schools periodically to provide support, monitor progress, and assist teachers in identifying any resources needed for developing their prototype innovations.

The two trainings for teachers took place in Kampala and Arua districts, where the programme operates. In Kampala, 51 teachers from 28 schools, took part, whilst in Arua, 49 teachers from 23 schools attended. A total of 31 students also attended and underwent assessments to validate the design challenge. They were also asked to try out the various prototypes developed by teachers and give feedback. Prototype testing continued at the school level, resulting in various adaptions to suit the school context and capabilities of teachers at that particular school.

After several weeks of testing, with refinements to prototypes guided by the Schools2030 team and the coaches, the teacher design teams were supported to showcase their work to others at various events.

Teachers and Coaches gather ahead of an HCD workshop

EVIDENCE, SHOWCASING & SYSTEM-ENGAGEMENT

Besides qualitative findings, an assessment exercise was conducted to investigate performance and learning outcomes among learners. The findings have revealed significant improvement among learners who are studying at project schools, compared to the control schools. At primary level, grades went up by an average of 12% across each of the learning domains after teachers had undergone HCD training. This number was 5% for secondary-level learners. This data supports teachers to showcase this work across the various mechanisms provided by the programme, including showcase events, but also including platforms like Faved.

Two district showcases were conducted in July and August, spanning six days, with each day dedicated to a specific educational level. From these events, six promising innovations were selected per district, with two innovations from each educational level –pre-primary, primary, and secondary – selected for presentation at the national showcase event held in August. In total, seven showcases took place in 2024, with 63 out of 68 schools participating, primarily during the district showcases where 59 schools presented their innovations.

Out of 72 innovations developed, 67 were showcased to over 400 people, including students, teachers, headteachers, district and city officials, and representatives from various organisations, including the Ministry of Education and Sports. The showcase events facilitated the sharing of best practices and innovations, highlighting teacher agency and inspiring change at the local and global levels. The National Advisory Committee members were individually engaged in supporting the programme, providing technical expertise to teachers during the prototyping process.

Read Schools2030 Uganda's Learning Report for 2024

Racheal Akol, Ugandan teacher and creator of the Robot Tree innovation speaks in panel session at the Global Forum 2024.

TEACHER-LED LEARNING INNOVATIONS FROM UGANDA

THE SOUND LAB

MAKERERE CHURCH OF UGANDA

Target age group: Pre-primary level
Directly supports: Literacy, Verbal Skills
Indirectly supports: Concentration, Parental Engagement

CONTEXT

Makerere Church of Uganda ECD is located in Makerere Parish in Kampala. The school has 35 learners in the top class and a total of 94 learners overall. Situated in a hilly area surrounded by trees, it is close to a primary school and a church. The school faces several challenges, including limited furniture and low digital literacy among learners and there is a need for more storybooks and resources. Both the school and the community prioritise improving learners' academic performance and ensuring their safety, striving to create a better learning experience for all students.

Pre-primary level students at the Makerere Church of Uganda.

CHALLENGE

The key challenge in this design journey was that learners struggled to sound out letters and read fluently to form words. Observations, assessments, and discussions with students and the community revealed that learners had limited interest in listening and were not grasping concepts quickly. Additionally, the lack of adequate teaching materials prompted the need to design and implement more effective resources tailored to students' needs.

SOLUTION

To help learners sound out letters, segment, and blend words effectively, the team incorporated phonics-based instruction, multi-sensory approaches, and interactive learning experiences. Techniques such as modelling letter sounds, using visual and auditory cues, and breaking words into smaller parts enhanced learners' ability to recognise and blend sounds. Activities like letter-sound matching games, flashcards, singing phonics songs, and hands-on word-building exercises were designed to make lessons more engaging.

Example of the letter-sound matching game.

IMPACT SO FAR

The solution has led to noticeable improvements in learners' concentration and reading skills. Over the past two years, it has been successfully used in two classes and tested in three different schools. Learners can now recognise sounds within words more easily, resulting in improved spelling skills and better classroom engagement. The approach has also enhanced classroom management, as students remain more focused and involved in learning activities. Their attitude towards the learning game is positive, making the process enjoyable and effective.

Additionally, communication between teachers and parents has improved, fostering greater support for learners' progress. Teachers from upper classes have also adopted the ideas and materials, extending the benefits to more students beyond the initial target groups.

Learners sort out picture cards that belong to their family and name them using word cards.

SPINNING POSSIBILITIES
MVARA SECONDARY SCHOOL

Target age group: Secondary level
Directly supports: Numeracy
Indirectly supports: Knowledge Retention, Problem Solving, Creativity

CONTEXT

Mvara Secondary School is located in Arua City, Uganda, with approximately 75 students per class and a total school population of 1400. The surrounding community faces challenges such as low incomes, reduced food availability, and diminishing agricultural productivity. The school itself experiences increased heatwaves and high temperatures, along with a reduced water table from nearby water sources.

CHALLENGE

Learners struggled with vectors and translations in mathematics. They were afraid of getting things wrong and this led to a lack of participation, making understanding difficult. Many students could not explain their understanding of vectors and translations to peers. Some students avoided using graph paper when solving problems, even though it was expected. The core challenge was to demystify these concepts and make them more accessible and engaging.

Cartesian board used for teaching similarities and enlargements in the classroom.

Students designing their own cartesian boards for use during lessons.

SOLUTION

Spinning Possibilities uses a student-designed Cartesian board and spinning wheel to teach mathematics concepts, creating an active learning environment. Students use straws and pins on the board to physically represent vectors and translations. The innovation also allows for students to design their own Cartesian boards. This tactile approach helps interpret the concepts and promotes meaningful interactions during teaching and learning.

IMPACT SO FAR

After 18 months of implementation in six schools and eight classrooms, Spinning Possibilities has had a significant impact. Both regular learners and those with visual impairments enjoy using the solution. It has enhanced collaboration, creativity, and problem-solving skills, while also increasing knowledge retention. Students are more confident, and the classroom environment is more engaging, with students more excited about maths lessons. Assessment evidence shows improved learning outcomes and increased peer-to-peer support.

Pinning of the straws on the cartesian board with marked lines by students.

> **DURING EXAMINATIONS, WE DON'T FORGET VECTORS BECAUSE SOMETHING DONE PRACTICALLY IS REMEMBERED FASTER THAN SOMETHING DONE THEORETICALLY.**
>
> *Aker Atem, S2 Student*

DR BRONWEN MAGRATH

REFLECTIONS ON A YEAR MOVING FROM SCHOOL TO SYSTEMS

As we conclude this Annual Report, we reflect on a year of remarkable progress in advancing Schools2030's mission from school-level innovation to systemic educational transformation. Our work across ten countries has reinforced a fundamental truth: when teachers are recognised as leaders of change, education systems evolve to be more inclusive, more responsive, and more impactful.

Throughout this year, Schools2030 has deepened its engagement with education systems through strategic partnerships. A core focus has been working alongside governments to integrate Schools2030 methodologies into national teacher training systems. In Kyrgyzstan and Tajikistan, our collaboration with National Teacher Training Institutes and Testing Centres is embedding Human-Centred Design (HCD) and holistic assessment approaches into national professional development frameworks. In Portugal, the national accreditation of our tools has enabled the development of a large-scale teacher training programme that will have nation-wide impact.

Our collaboration with Initial Teacher Education institutions is allowing Schools2030 to strengthen the pipeline of future educators equipped with innovative teaching strategies. In Tanzania, Kenya, and Pakistan, our collaboration through the GPE-KIX initiative is informing teacher preparation by embedding Schools2030's methodologies into early-career training. In India, we are working closely with District-level Initial Teacher Education Institutes to ensure that new teachers enter the profession with skills in holistic assessment and HCD, fostering inclusive and responsive learning environments from the outset.

Research partnerships have played a critical role in shaping system-wide change by generating evidence to inform policy and practice. In Brazil, our action research approach in partnership with Ashoka and University of Sao Paulo has empowered educators to lead participatory assessment processes, strengthening holistic learning across

diverse educational settings. In Uganda, our research partnership with Open Development Education has led to the development of guidance for teachers on the inclusion of students with disabilities. This is fostering teacher-driven innovation on inclusion for children with learning differences and disabilities, creating models that can serve as a blueprint for other schools and the wider system.

International donors and global governance institutions have also been key partners in expanding the reach and impact of Schools2030. In Afghanistan, our collaboration with the Global Partnership for Education has enabled the integration of assessment and design tools into national education sector planning, ensuring that quality learning remains a priority even in the most challenging contexts.

Our showcasing events have served as powerful platforms for amplifying teacher-led innovations and influencing education policy from local to global levels. The 2024 Schools2030 Global Forum in Bishkek convened educators, policymakers, and system leaders, fostering critical dialogue on climate-conscious education. Similarly, national showcase events across our programme countries have provided opportunities for teachers to present their innovations, driving greater alignment between classroom practice and policy priorities.

Through events and communication channels, Schools2030 has been actively disseminating and mobilising school-level evidence to inform decision-making at all levels. By leveraging insights from teachers – as well as from research, evaluation, and learning partners who work in partnership with schools across all our programme countries – we are contributing to the global knowledge base on what works to drive education transformation from the classroom level.

WHEN TEACHERS ARE RECOGNISED AS LEADERS OF CHANGE, *EDUCATION SYSTEMS EVOLVE TO BE MORE* INCLUSIVE, *MORE* RESPONSIVE *AND MORE* IMPACTFUL.

Looking ahead, Schools2030 remains dedicated to bridging the gap between school-level innovation and system-wide reform. Our focus on holistic skill development, inclusive pedagogy, and multi-stakeholder dialogue will continue to drive meaningful change. We are immensely grateful to our teachers, teams, partners, and supporters for their unwavering commitment to this journey.

Together, we are not just transforming classrooms—we are shaping the future of education systems worldwide.

With warm gratitude,

Dr Bronwen Magrath
Schools2030 Global Programme Manager

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, Ministries 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 movement.

- Aga Khan Foundation
- Aga Khan University Aga Khan University Institute for Education Development East Africa
- Aga Khan University Institute for Education Development Pakistan
- Apprendiz
- Ashoka
- Atlassian
- Belmont University
- Berkeley University of California
- Cambridge REAL Institute
- Creative Action Institute
- Dubai Cares
- ECD Measure
- Education Cannot Wait
- Eklavya
- Empirica
- Foreign, Commonwealth and Development Office, UK
- Global Centre for the Development of the Whole Child
- Global Partnership for Education
- Global Partnership for Education Knowledge and Innovation Exchange
- HundrED
- International Development Research Centre
- Imaginable Futures
- ITA Pakistan
- ITAU Social
- Jacobs Foundation
- Kenya Institute for Special Education
- Khulisa
- LEGO Foundation
- Luigi Giussani Foundation
- 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
- Open Development & Education
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- Porticus
- Regional Education Learning Initiative
- Restless Development
- Rooftop Productions
- Santander Foundation Portugal
- Sightsavers
- TIDE Foundation
- Social Sciences Research Center from ISCTE, University Institute of Lisbon
- UCL, Institute of Education
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