

FROM SCHOOLS TO SYSTEMS



AGA KHAN FOUNDATION



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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
GPE-KIX	Global Partnership for Education Knowledge and Innovation Exchange
MoE	Ministry of Education
MoES	Ministry of Education and Science
VITAL	Valuing Inclusive Teaching and Learning





About Schools2030

[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.

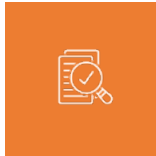
There is a crisis in learning – a crisis of equity, inclusion, quality and relevance. Young people across the world must be supported to develop the knowledge, skills, attitudes and values they need to respond to these crises with creativity, empathy and collaboration. Teachers across the world must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

Our Innovation Process

SUPPORTING TEACHERS TO DESIGN TARGETED, EFFECTIVE TEACHING PRACTICES

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 learn more about Schools2030's approach and the teacher-led innovations and practices that have been 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.



Building the Evidence

THE NEXT STEP IN OUR JOURNEY FROM SCHOOLS TO SYSTEMS

Across Schools2030, teachers, teams, and partners have worked side by side to generate rich, policy- and practice-relevant evidence from our programme schools and core geographies. This evidence has been grounded in classrooms: holistic learning assessments, classroom observation, and the careful evaluation of teacher-led innovations.

Alongside this, in-country Learning Partners, our Global Impact Evaluation Partner, and a network of Global Research Partners have contributed Monitoring, Evaluation and Learning data and participatory academic research from across the programme. This work has given us a deep understanding of learning in practice and a strong evidence base rooted in real classrooms.

As the programme evolves, so too does our focus. While classroom-level evidence remains foundational, Schools2030 is now deliberately shifting its gaze

outward – from generating evidence in schools to understanding how proven models of innovation and assessment can be embedded within education systems.

This means asking new questions of our data: not only what works in classrooms, but how those practices are taken up, sustained, and institutionalised through policy, professional development, assessment frameworks, and system-wide learning cultures.

Taken together, this growing body of evidence is helping us understand how quality, equitable teaching and learning can move from isolated success to lasting system transformation. By focusing on how teacher-led models are embedded without losing their core principles, we can use this information to develop and implement plans to deliver impact at scale.



The Schools2030 team in Portugal, alongside former Minister of Education João Costa and representatives from the Santander Foundation at the National Showcase event in Lisbon: Teachers who Transform.



Our Worldwide Teams

Schools2030 operates through a wide-ranging coalition spanning multiple geographies and engaging education stakeholders at school, national, and global levels. By working across these interconnected layers, we aim to create a multiplier effect — enabling locally driven action in schools to inform and shape change at system level.

Our work is further strengthened by a coordinated group of donors who align their support to ensure Schools2030 has the financial backing, cross-sector expertise, and collective influence needed to extend our reach and deepen our impact. The Aga Khan Foundation (AKF) serves as the lead implementing partner, stewarding the programme and convening partnerships across school, national, and global contexts.

Schools2030 is implemented through country offices in Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania, and Uganda, where the programme is led by colleagues who live in — and are deeply connected to — the communities they support.

The progress Schools2030 is making, from classrooms through to education systems, reflects the commitment, care, and persistence of this global network of partners and practitioners. This Annual Report captures only a fraction of the extraordinary work undertaken last year — much of it in complex and challenging environments. We invite you to explore these stories of learning and achievement, and we extend our sincere thanks for your continued support and engagement in the Schools2030 movement.

Letter from Our Programme Manager

Dear Friends of Schools2030,

As I reflect on 2025, I am struck that the change we are working towards in global education is not only possible – it is already happening. We are seeing it in classrooms around the world, driven by educators who are engaging deeply in a human-centred design journey; who are becoming action researchers and innovators; and who are standing up to tell their stories as education leaders and champions. This Schools2030 Annual Report is, at its heart, their story.

Five years into Schools2030, we find ourselves at an important “midpoint” juncture. Phase 2 is drawing to a close and the foundations we have built – tools, evidence, partnerships – are now mature enough to support the next leap: from school-level innovation to system-level change. 2025 was the year we began that transition, and what follows is an account of what we achieved together and where we are heading in the years to come.

A Global Movement Coming of Age

In June 2025, more than 250 education stakeholders from around the world gathered in Nairobi for our [fourth Global Forum](#), co-hosted with Kenya’s Ministry of Education. The Forum marked five years of Schools2030 and asked a defining question: *how might teachers and schools be the partners of choice in solving complex learning and education challenges?* The answer was already visible in the room – in the Walimu Soko, where educators from across our programme countries presented classroom-tested innovations to policymakers and researchers; in panel discussions where teachers from Bihar, Mombasa, and Dar es Salaam sat alongside government officials and international experts; and in immersive workshops where Human-Centred Design (HCD) was not just discussed but actively practised.

The significance of hosting the Forum in Kenya was also felt at the highest levels of national leadership. President Ruto, speaking at a ceremony marking a new agreement between the Government of Kenya and the Ismaili Imamat, made explicit reference to Schools2030, noting its role in reaffirming a shared commitment to innovation and excellence in education. Kenya’s Director General for Basic Education captured the spirit of the moment: the ambition is for Schools2030 to become not merely a programme, but a mindset that empowers the education sector to embrace teacher-led innovation. That ambition now feels within reach.





Assessment: Measuring What Matters

Holistic learning can only be improved if it is first understood. In 2025, our global assessment workstream made significant strides in ensuring that teachers, schools and systems have the tools they need to measure not just academic attainment, but the full range of competencies that matter for children's futures.

We launched the [Schools2030 Item Bank](#) – an open-access global resource of assessment items developed across programme countries, enabling educators, researchers and policymakers worldwide to adapt and use them. We updated, finalised and expanded our classroom environment assessment tools (BEQI and VITAL) to better support teachers to understand and improve their teaching practices through strengths-based guidance.

The impact of this assessment infrastructure is visible across our countries. In Pakistan, students in Gilgit-Baltistan and Chitral more than doubled their proficiency in reading comprehension and word problems in a single academic year. In Afghanistan, Grade 4 literacy scores rose from 22% to 70% and numeracy from 27% to 81%. In Kyrgyzstan, over 5,400 students demonstrated gains exceeding 20% in early numeracy, literacy and social-emotional skills. In Tanzania, pre-primary literacy proficiency has grown from 28% to 85% over three years. These are not isolated data points – they represent a consistent pattern of improvement driven by teachers who are now fluent in using evidence to design better classroom practice.

Alongside these quantitative gains, a quieter transformation is also underway. In Pakistan, teachers who once viewed assessment as an administrative burden now describe it as a tool for understanding learners. One head teacher reflected: "Earlier, I was judging students rather than supporting them. Now assessment guides learning, which is what it should do." This shift in mindset – repeated across Uganda, India, Portugal and beyond – may be our most durable achievement.

Design and Innovation: Teachers as Authors of Change

HCD remains the engine of Schools2030. Through structured cycles of problem identification, prototyping and testing, teachers across our ten countries have designed, implemented and refined hundreds of contextually grounded classroom innovations – addressing everything from foundational literacy and numeracy to climate education, inclusive pedagogy and social-emotional learning. 2025 also saw the launch of our partnership with Sightsavers as our global Learning Differences Partner. In Uganda and India, Sightsavers began working with Schools2030 teams to adapt our [HCD Toolkit](#) and assessment tools to better serve learners

with learning differences and disabilities. This partnership is not a supplement to our core work – it is central to our credibility as a programme committed to equity and inclusion for every child.

We also marked a landmark moment with the launch of the [Schools2030 Innovations Gallery](#) – a curated, publicly accessible platform showcasing teacher-led innovations from across the programme’s five-year history. The diversity of innovation is striking. Tanzania’s 90 “green teachers” are integrating climate action across every subject from Kiswahili to biology, with 13,604 students now directly engaged in climate-linked learning. Brazil’s Schools2030 network is generating antiracist education indicators rooted in action-research from schools spanning urban, rural, Indigenous and Quilombola contexts. In Kenya, a school profiling exercise across 182 schools in Lamu and Mombasa found that 76% of teachers who had completed HCD cycles were still actively implementing their innovations – and of those, 75% had gone on to support other teachers to try them too. These numbers speak not just to impact, but to ownership. Each of these findings reflects a shared truth: given the right conditions, teachers will design solutions that no external programme could have anticipated. As one Kyrgyz teacher put it: innovation does not require significant financial investment – it requires motivated teachers, collaborative peers, and the right tools.

Evidence and Learning: Building the Knowledge Base

Our network of [research partnerships](#) – six of which are currently active – are generating evidence on teacher agency and the effectiveness of teacher professional development models. Early findings consistently reinforce a central Schools2030 hypothesis: when teachers are supported to identify challenges, design solutions, and test innovations, they become key contributors to improved learning outcomes.

Through funding from GPE-KIX, we are also leading a project, [Delivering Equitable, Responsive and Empowering Initial Teacher Education through Design Thinking](#), in partnership with Aga Khan University’s Institute for Education Development (AKU-IED) and the University of Cambridge’s REAL Centre. Working with teacher training colleges in Kenya Tanzania and Pakistan, this project is testing whether – and how – the Schools2030 model of HCD can be adapted and integrated into Initial Teacher Education to support more agentic, responsive and inclusive teacher professional development. The project is a direct expression of our conviction that lasting system change must begin with the very first moment of a teacher’s professional journey.

Equally important is our work to connect evidence to policy. In Kenya, research findings were shared with the Mombasa County government to inform early childhood education policy, and Kenya’s State Department for Basic Education convened 33 partners – including government, civil society and academia – for the first greening of basic education partners’ workshop, with Schools2030 sharing its climate-related learning and innovations. In India, a roundtable on teacher agency convened policymakers, academics and civil society in Bihar. In Brazil, a Technical Cooperation Agreement with the Ministry of Education was signed in December 2025, opening the door to national-scale influence on assessment in holistic and transformative education. These are the connections that will ultimately determine whether school-level change translates into system-level transformation.

Communications and Engagement: Amplifying Teacher Voices

In 2025, Schools2030 sharpened its focus on making teacher voices visible to the audiences that matter most: policymakers, funders, education system leaders, and other teachers. The Global Forum’s Walimu Soko brought classroom-tested solutions directly to an international audience. Showcasing Events were held across all programme countries, providing platforms where teachers presented evidence of their innovations to district officials, ministries and university researchers.

Teachers who have presented their work at these events consistently describe a transformation in their own professional identity. “I have moved from seeing problems as impossible to believing ‘I can fix this’” shared a teacher from Chitral. A teacher from Uganda reflected: “telling the world what you developed made me love the project.” This is what genuine teacher agency looks like – not compliance with a training programme, but ownership of professional knowledge and a growing sense of power to change things.

Looking Ahead

As we move into the final stages of Phase 2 and begin planning Phase 3, our direction is clear. We must accelerate the transition from innovation development to system-level adoption. This means embedding HCD and holistic assessment into pre-service and in-service teacher training, securing formal partnerships with ministries and national teacher education institutions, and ensuring that the evidence and tools we have generated are recognised and used as genuine public goods. The Innovations Gallery, the Item Bank, the HCD Toolkit, and our assessment resources are all steps in this direction – freely available, contextualised, and designed to travel.



We must also deepen our commitment to equity. The partnership with Sightsavers on learning differences, Brazil's antiracist education action-research, Portugal's work on linguistic diversity and multilingual learners, and Tanzania's climate education for marginalised communities all remind us that holistic education is only truly holistic when it reaches every child, particularly those whom systems most often leave behind.

None of this would be possible without the extraordinary network of colleagues, partners, researchers, governments, funders and civil society organisations who make up the Schools2030 movement. And it would be nothing at all without the teachers – in Bamyan and Bihar, in Lindi and Luwero, in Bishkek and Brep – who have chosen, year after year, to see the challenges in their classrooms not as fixed problems but as opportunities for innovation.

The pages that follow are a record of what they – and we – have built together in 2025. I hope you find in them the same source of energy and conviction that I do.

With warm gratitude,

Dr Bronwen Magrath

Schools2030 Global Programme Manager, Aga Khan Foundation

Assessment

HIGHLIGHTS FROM 2025



Assessment in 2025: Advancing Holistic Learning Through Better Measurement

In 2025, Schools2030 continued to strengthen its global approach to learning assessment –ensuring that teachers, schools, and systems have the tools and data they need to support holistic student development. Working with our Global Assessment Partners – Oxford MeasurEd, ECD Measure and Dr Sughra Choudhry-Khan – the programme advanced innovative tools, strengthened teacher assessment literacy, and expanded access to global assessment resources. Across early childhood, primary, and secondary education, our work focused on improving how learning environments and outcomes are measured – and how that evidence is used to improve teaching and learning.

Measuring Empathy
UGANDA, 10+

SCENARIO: ELY'S BREAK
Read the scenario below and then answer the questions

It is break time. Everyone is ready to go and eat their break snack. Ely quickly rushes to his school bag. "Oh no! I forgot my snack at home!", he screams. Tom looks at him and says, "too bad, my snack is too little".



1. How do you think Ely is feeling?
2. What situation is Ely facing?
3. What does Ely expect from Tom?
4. What would you do if you were Tom?
5. Do you think that Tom did the right thing? Tick your choice: Yes / No.
Give a reason for your choice.
6. Describe Tom's behaviour.

Innovating to Improve the Quality and Usability of Assessment Tools

Schools2030 continued to innovate in response to two common challenges in learning outcome assessment systems: test familiarity and test length. To address test familiarity and strengthen classroom assessment practices, two new teacher guides are being developed, one focused on academic outcomes and the other on social and emotional learning. These practical resources support teachers to design meaningful assessments, interpret results, and reduce coaching or rehearsal effects that can undermine data quality.

In parallel, the programme explored ways to reduce testing time while maintaining reliable results. Initial analysis of item-level datasets highlighted challenges with developing shorter versions of existing tools, prompting exploration of alternative approaches, including adaptive testing models made possible through digital data collection platforms. These innovations aim to make assessments more efficient and classroom-friendly while maintaining technical rigour.

To support improved early childhood education and development, Schools2030 continued to expand and strengthen the [Brief Early Childhood Quality Inventory \(BEQI\)](#) observation tool. New psychometric analysis drawing on more than 800 classroom observations confirmed that the tool reliably measures key dimensions of classroom quality and provides meaningful insights for improvement. You can read more about the analysis [here](#), which was used to update and refine the BEQI tool and guidance.

In 2025, Schools2030 also updated and finalised the **Valuing Inclusive Teaching and Learning (VITAL) Classroom Observation and Teacher Reflection Toolkit**, designed to improve the quality of teaching and learning environments in primary and secondary classrooms. VITAL helps teachers reflect on classroom practice and strengthen inclusive, engaging learning environments that support holistic student outcomes. The VITAL Toolkit includes peer observer and self-assessment tools as well as guidance on classroom

You can explore the suite of Schools2030's Learning Environment Tools – including the BEQI and VITAL Toolkits – on the [Schools2030 Assessment Webpage](#).



Strengthening Teachers' Capacity on Assessment to Improve Classroom Practices

A major focus in 2025 was building teachers' capacity to understand and use assessment more effectively. Through collaboration with Oxford MeasurEd and National Assessment Partners, Schools2030 began developing a new set of formative assessment support modules designed for teacher professional development. These modules combine synchronous and asynchronous learning to support teachers in designing assessments, interpreting results, and using data to inform classroom practice. These modules will be tested and refined through 2026, in partnership with teachers, schools and Teacher Professional Development institutions.

The updated and finalised VITAL Toolkit supports teachers to connect assessment evidence to improved classroom practices. The toolkit brings together evidence from the science of learning, disability inclusion, and social-emotional development.

Through structured observation and reflection across eight key dimensions – including emotional climate, critical thinking, collaborative learning, and feedback – teachers are supported to develop practices that foster inclusive and effective classrooms. VITAL also forms an important part of Schools2030's Human-Centred Design process, helping teachers use evidence to design and test classroom solutions that improve learning outcomes.

A significant milestone in 2025 was the rollout of automated teacher feedback through the BEQI Online Portal, enabling teachers to receive immediate, strengths-based feedback on classroom practice via SMS or WhatsApp in their local language. This innovation shifts BEQI from a monitoring tool to a powerful mechanism for professional learning, helping teachers and coaches translate observation data into concrete improvements in teaching practice.



Expanding Global Access to Assessment Tools, Resources and Learning

Schools2030 made significant progress in expanding access to its assessment resources in 2025. A major milestone was the global launch of the [Schools2030 Item Bank](#), which provides open access to assessment items developed across programme countries. This live resource enables educators, researchers, and policymakers to explore and adapt items aligned with holistic learning outcomes. Watch our webinar about the Schools2030 Item Bank to learn more.

Alongside the Item Bank, additional Schools2030 assessment tools are being prepared for publication and integration into the [AKF Learning Hub](#). By positioning these tools as global public goods, Schools2030 aims to support broader uptake beyond programme countries and contribute to global learning on holistic education measurement.

In 2025, Schools2030 continued to share insights and influence global discussions on measuring holistic learning. Programme partners presented findings and lessons at international conferences and practitioner networks, including the [UKFIET education conference](#) and global working groups focused on social and emotional learning measurement.

Global partners also contributed to international research and policy conversations on improving the measurement of classroom quality and student outcomes. By sharing lessons from diverse country contexts, Schools2030 is helping shape global thinking on how assessment systems can better support teaching, learning, and student wellbeing.

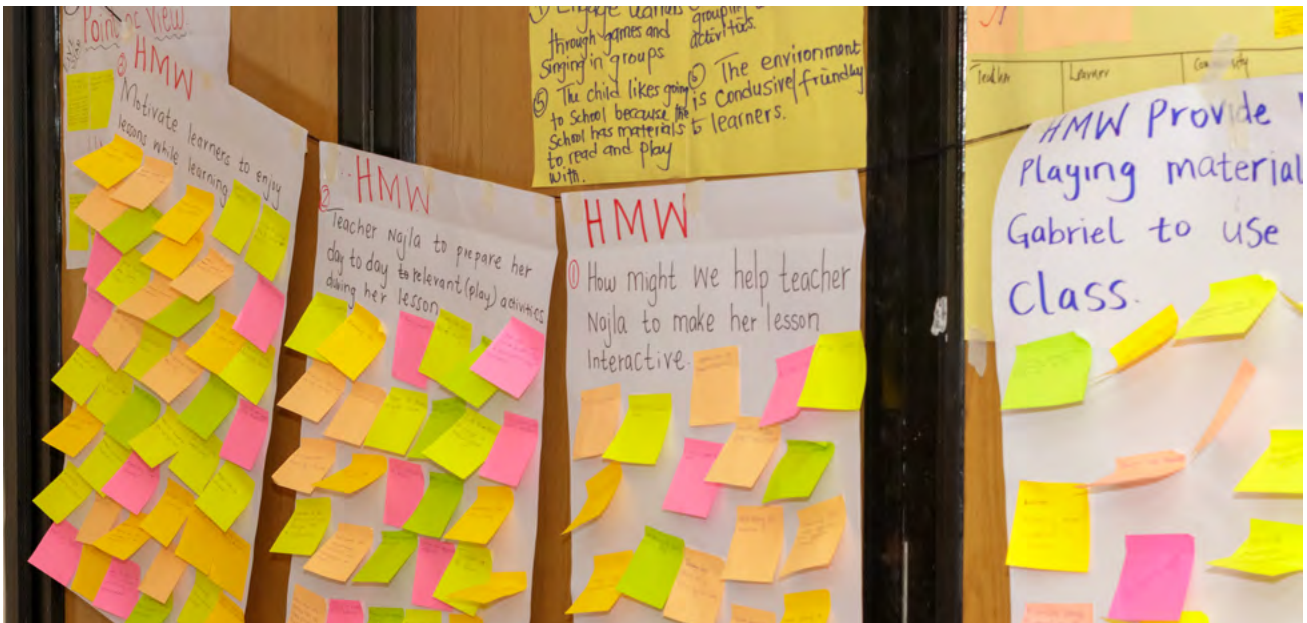
“ When teachers are trusted as professionals, they are more likely to innovate, reflect, and continuously adapt their practice to ensure all students thrive.

Amina Mohammed, Teacher, Ronald Gideon Ngala Comprehensive School, Kenya, speaking at a panel on Teacher Agency at UKFIET



Design and Innovation

HIGHLIGHTS FROM 2025



Design and Innovation remain central to the Schools2030 programme. Through HCD, Schools2030 strengthens the capacity of educators and education professionals to engage in collaborative, empathetic problem-solving. Teachers in-country work alongside colleagues, students and parents to identify the root causes of learning challenges and to design contextually relevant solutions.

In the latter part of Phase 2, we have increasingly focused on positioning the programme for scale and sustainability in Phase 3. While earlier phases prioritised direct engagement with teachers, this period marks a deliberate shift towards embedding HCD within teacher training systems, mentorship structures and training-of-trainers models, laying the foundations for system-level adoption.

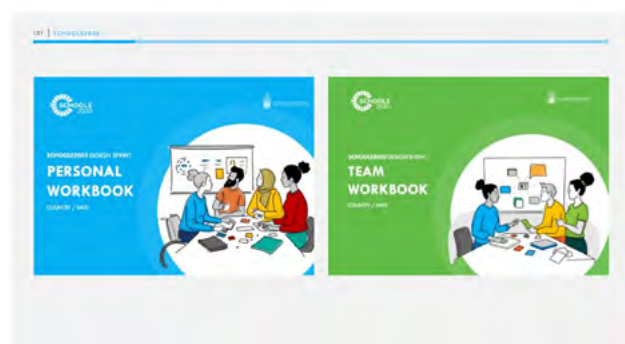


The Schools2030 Human-Centred Design Toolkit for Teachers

The [Schools2030 HCD Toolkit for Educators](#) continues to underpin this work. The toolkit provides a comprehensive set of resources to guide users through the full innovation cycle — from problem identification and solution design to testing, iteration, implementation and reflection. In 2025, an up-to-date version was launched on AKF’s Learning Hub website, reflecting many hours of feedback and iteration from teachers and teams. The new toolkit offers a streamlined and integrated approach, embedding Schools2030’s assessment tools and other approaches more directly within the HCD process.

In preparation for Phase 3, the toolkit is being further adapted for use in teacher training, for example through the KIX Project, and a more “universal” version is being created to enable wide uptake outside of the Schools2030 ecosystem. In support of this, self-directed and blended learning delivery models will be created in 2026.

Translated and contextualised for all Schools2030 geographies, the global toolkit and its localised versions are freely available via the Schools2030 website and on The Learning Hub as a global public good, supporting broader reform in teacher professional development. Subsequent versions will continue to be shared so that this methodology can deliver even greater impact.



The Schools2030 Innovations Gallery

A defining focus of the latter part of Phase 2 has been the systematic compilation, documentation and curation of teacher-led innovations. Across programme countries, Schools2030 is capturing the story of how each innovation has been designed and what problem or problems it seeks, alongside evidence of impact on student learning and engagement. These innovations have been and are being packaged into accessible, adaptable formats enabling them to be shared, replicated and refined beyond their original contexts.

To this end, towards the end of 2025 the [Schools2030 Innovations Gallery](#) was launched on the Schools2030 website as a global platform to showcase teacher-led innovations emerging from the Design and Innovation workstream. The gallery brings together all the classroom-tested practices developed by teachers across Schools2030 countries since the outset of the programme five years ago. Innovations that scored 60 or higher with Schools2030's Innovation Evaluation Tool are included in the gallery, so users really are able to explore only innovations that are truly making a difference in classrooms.

as additional resources in this gallery. This enables teachers in different contexts to adapt and build on proven ideas rather than starting from scratch.

Lastly, the Schools2030 Innovation Gallery truly demonstrates how one design process, given the right tools and conditions, can truly address any problem. It will serve as an invaluable advocacy tool when persuading policymakers and NGOs to adopt similar approaches. It also offers government bodies concrete examples that they can adapt and adopt in other contexts and settings to address challenges like low literacy levels, lack of critical thinking abilities, poor parental engagement and many other issues.

The launch of the Innovations Gallery represents a significant step in strengthening teacher-led innovation within Schools2030. By creating a dedicated space for sharing practice across countries, the programme reinforces a culture of collaboration and continuous improvement. Teachers are positioned not only as users of innovation, but as contributors to a growing global evidence base on what works to improve holistic learning outcomes.



The Innovations Gallery serves multiple purposes. Firstly, it provides visibility and recognition for teachers as innovators, highlighting their role in shaping effective and inclusive learning experiences. Each innovation featured in the gallery has been implemented in at least one classroom and has demonstrated positive outcomes for learners, ensuring that the gallery reflects practice-based evidence rather than theoretical concepts.

Secondly, the gallery functions as a shared learning resource. Innovations are documented in a way that allows other educators, school leaders and practitioners to understand the problem addressed, how the teacher or design team has responded and the impacts documented so far in terms of quantitative and qualitative data where available. During 2026, teams in-country will be working alongside teachers to develop “how-to” guides which will be uploaded

Throughout 2026, the Schools2030 Communications team will work onwards having the innovations available in multiple languages to enable even wider potential for adoption.

Global Research and Learning

HIGHLIGHTS FROM 2025



In 2025, Schools2030 continued to strengthen its Research and Learning agenda by deepening global research partnerships and advancing new work on inclusive education for learners with learning differences and disabilities. Key progress this year includes the launch of a new global research cohort, growing engagement between researchers, educators and policymakers, the establishment of a new strategic partnerships with Sightsavers and with Aga Khan University and the University of Cambridge, through the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX). Together, these partnerships illustrate how Schools2030 is building a connected global evidence ecosystem – linking classroom innovation, rigorous research and policy dialogue.



Expanding the Global Research Partnership Network

A major milestone in 2025 was the continued progress of Schools2030's global research partnership network, including the launch and implementation of Research Cohort 3. This cohort brings together six international research partners who began their studies in 2024 and are generating new evidence on core Schools2030 themes, particularly teacher agency and the effectiveness of teacher professional development models. Research partners span Kenya, Kyrgyzstan, Tanzania, Uganda and India, with studies ranging from randomised controlled trials of low-cost teacher feedback interventions to participatory investigations of how teachers conceptualise and exercise agency within their local education systems.

The research portfolio continues to emphasise mixed-methods approaches, combining quantitative and qualitative data to capture the complex realities of teaching and learning. Emerging findings from both Cohort 2 and Cohort 3 reinforce a central Schools2030 hypothesis: that strengthening teacher agency is a powerful driver of educational improvement. Evidence from programme countries suggests that when teachers are supported to identify challenges, design solutions, and test innovations, they become key contributors to improved learning outcomes and more responsive classroom practices.

In Kenya, for example, ECD Measure's randomised controlled trial with 130 pre-primary teachers in Mombasa found that pairing structured classroom observation feedback with low-cost WhatsApp nudges and peer cluster meetings produced large improvements in evidence-based teaching practices, with teachers adding on average more than one new practice over a twelve-week period.

In Uganda, the University of Notre Dame used participatory Group Model Building workshops with primary school teachers to co-develop a contextualised definition of teacher agency, while in Tanzania the University of Glasgow conducted participatory workshops with teachers and school leaders in Dar es Salaam and Lindi to map the enablers and constraints of teacher agency in Sub-Saharan African contexts. In Kyrgyzstan, Empirica LLC completed large-scale data collection across 30 schools and kindergartens, surveying over 1,000 teachers and school managers alongside in-depth interviews to examine the drivers of teacher agency using a behaviour-centric conceptual framework.

[Explore Schools2030 Research Projects.](#)

Strengthening Research-to-Practice and Research-to-Policy Connections

In 2025, Schools2030 made significant progress in ensuring that research evidence is co-designed, analysed and mobilised in partnership with practitioners and policymakers and contribute to wider education system dialogue. Research partners actively engaged with programme communities and government stakeholders to ensure that emerging insights are grounded in practice and accessible to decision-makers.

For example, research teams collaborated with local education authorities to share findings and facilitate dialogue on improving teaching and learning. One notable example includes a dissemination event with the Mombasa County government in Kenya, where researchers presented emerging findings and discussed their implications for early childhood education policy and practice. Similarly, Sightsavers convened a research Steering Committee in November 2025 that brought together officials from Kenya's Ministry of Education, the Teachers Service Commission, the National Council for Persons with Disabilities, and organisations of persons with disabilities in both Homa Bay and Mombasa counties, creating a structured channel for disability-inclusion research findings to inform county-level education planning. Such engagements ensure that research does not remain purely academic but instead informs concrete improvements in local education systems.

The programme also expanded its presence in global

education forums. At the Schools2030 Global Forum held in Nairobi in June 2025, research partners facilitated workshops with teachers, programme staff and education leaders, helping integrate research insights directly into the Schools2030 community of practice. Empirica facilitated a "Teachers as Innovators" workshop that brought together teachers, programme staff and education stakeholders to explore the concept of teacher agency, while the University of Glasgow co-delivered a dedicated Teacher Agency session drawing on findings from across multiple research partners. The University of Notre Dame contributed to the Forum's opening panel on teacher wellbeing and agency in contexts of crisis and disruption, and Sightsavers facilitated a session on supporting teachers in disability-inclusive teaching approaches.

In addition, Schools2030 research was featured at major international conferences such as UKFIET, where the University of Glasgow presented findings on teacher agency in Tanzania, and at the Comparative and International Education Society (CIES) conference, where Sightsavers shared early findings on disability-inclusive learning environments in Kenyan pre-primary settings. Together, these platforms are helping position Schools2030 as a growing contributor to global discussions on teacher-led change and evidence-informed education reform.

Temirlan Jailobaev, Empirica, leading the Teachers as Innovators session at the Global Forum



Building a Global Community of Practice Around Teacher Agency

A key learning from 2025 has been the value of integrating researchers directly into the broader Schools2030 network of educators and programme teams. Through workshops, forums and ongoing collaboration, research partners are engaging directly with teachers and country teams, strengthening both the relevance and application of research findings. In Uganda, for instance, the University of Notre Dame's Group Model Building workshops brought together eighteen primary school teachers from urban, peri-urban and rural settings in Kampala and Arua to collectively define what teacher agency means in their context and identify the factors that most influence it. In Kyrgyzstan, Empirica is planning to share preliminary findings with teachers and school directors in a participatory validation exercise, ensuring that the researchers' interpretations are enriched by practitioners' perspectives. These approaches reflect a growing commitment across the research partnership to co-production of knowledge rather than extractive research models.

This collaboration is contributing to a dynamic community of practice in which teachers, researchers and programme staff collectively explore what works in improving holistic learning outcomes. The HCD process is increasingly understood not only as a method for developing innovations but also as a mechanism for strengthening teacher agency—providing educators with the structure, tools and autonomy to experiment with new ideas and adapt their teaching to student needs.

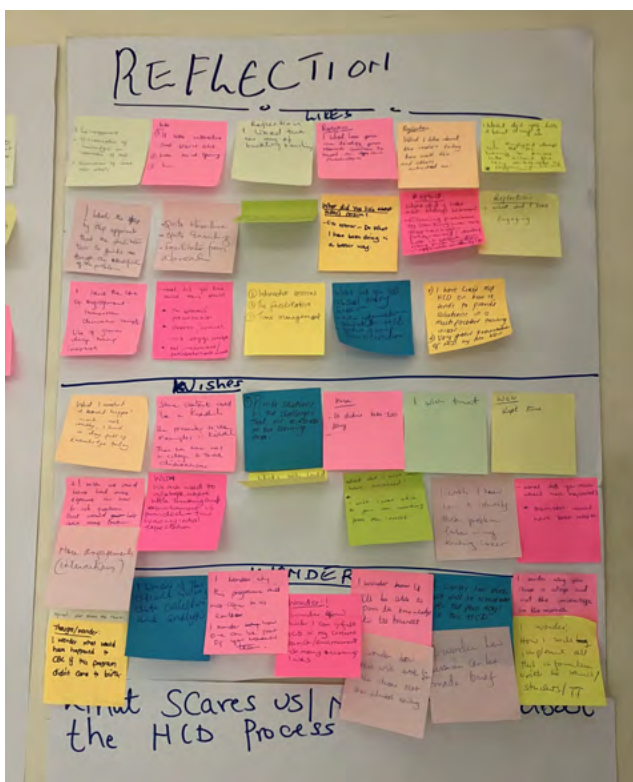
A further contribution to this growing community of practice is a Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX) funded research project undertaken in collaboration with the Aga Khan University Institute for Educational Development and the University of Cambridge's Research for Equitable Access and Learning (REAL) Centre. This multi-country action research initiative explores how Schools2030's HCD model can be adapted for use within Initial Teacher Education systems in Kenya, Tanzania and Pakistan, working with partner institutions including Thogoto Teachers College in Kenya, Marangu Teachers College in Tanzania and AKU-IED in Pakistan.

“By co-developing these approaches rather than adopting external models, teacher-educators are creating methods that directly respond to the demands of the curriculum and to the realities of their own classrooms.”

Dr Bronwen Magrath, Schools2030 Global Programme Manager on the methodology of the GPE-KIX project.

By extending Schools2030's work on teacher-led innovation into the pre-service stage of the professional journey, the project contributes new evidence and practical guidance for strengthening teacher preparation while connecting the programme's learning to a wider global knowledge-sharing platform across GPE partner countries.

[Read more about the GPE-KIX project.](#)



Reflections from teachers at Thogoto college in Kenya as part of the GPE-KIX project



Schools2030 teams and partners meeting in Dar for workshops supporting the GPE-KIX project

Advancing Inclusive Education Through the Learning Differences Partnership

In parallel with the research portfolio, Schools2030 launched an important new partnership with Sightsavers in 2025 to strengthen the programme's work on inclusive education and support students with learning differences and disabilities. Working in partnership with the Kenya Institute of Special Education, the collaboration focuses on strengthening tools and practices to support disability-inclusive learning environments in early childhood development and education settings in Homa Bay and Mombasa counties in Kenya. This represents a significant step forward in ensuring that teacher-led innovation explicitly addresses the needs of diverse learners.

The partnership focuses on four areas: teacher capacity development, community engagement, policy engagement, and monitoring, evaluation and learning. During its first year, the partnership concentrated on relationship building, contextual learning, and co-development of tools and resources to support inclusive teaching practices. A central component of the Sightsavers research has been a technical review of Schools2030's existing learning environment assessment tools – the BEQI and the VITAL framework—from a disability-inclusion perspective. Through interviews, focus group discussions and participatory action workshops with teachers and stakeholders in Homa Bay and Mombasa, the research team identified practical ways to strengthen the disability-responsiveness of these tools. Phase 1 findings highlighted that while children

with various disabilities are attending mainstream public pre-schools, teachers face significant challenges including limited early identification pathways, scarce resources and persistent stigma. At the same time, teachers demonstrated considerable commitment to inclusion, building strong relationships with children with disabilities, adjusting teaching methods and collaborating with parents.

In both Uganda and Bihar, India, the partnership began adapting Schools2030's existing tools – including the HCD Toolkit and teacher professional development resources – to better address the needs of learners with diverse learning profiles. Sightsavers also delivered targeted training to Schools2030 staff, pedagogical coaches and educators to build knowledge and skills in disability-inclusive education. In Kenya, the research team developed and piloted a suite of new disability-focused tools in July 2025, including an Observable Characteristics Tool that helps teachers recognise behaviours suggesting children may be experiencing learning, sensory, physical or social-emotional difficulties without requiring a formal diagnosis. The pilot was conducted across 11 schools in Mombasa and 6 schools in Homa Bay, with BEQI enumerators receiving enhanced training in disability awareness and inclusive observation. Early feedback from teachers confirmed that the tool helped them identify children with less visible difficulties and recognise that individual children may face multiple overlapping challenges.



Supporting Teacher-Led Inclusive Innovation

A core feature of the partnership is supporting teachers to design and adapt education innovations with an explicit focus on inclusion. In Uganda, Schools2030 identified ten promising teacher-led innovations developed between 2023 and 2025. With support from Sightsavers and pedagogical coaches, these innovations are now being refined to better support learners with learning differences and disabilities. In 2026, a network of “champion teachers” will work with additional educators to test and adapt these innovations across schools.

In Bihar, teachers will similarly use adapted HCD tools and new professional development modules to design inclusive classroom solutions. Through iterative testing and feedback from students, school leaders, and communities, these innovations will be refined and evaluated using dedicated monitoring and learning tools. The most promising innovations will be showcased at national education events, helping engage policymakers, parents and communities in advancing inclusive education.



Looking Ahead

The progress achieved in 2025 demonstrates the growing strength of Schools2030’s integrated approach to research, learning and innovation. By combining rigorous research partnerships with practical teacher-led experimentation and a renewed focus on inclusion, the programme is generating valuable insights into how education systems can better support all learners. In 2026, research partners will move into analysis and dissemination phases, with several studies expected to produce final reports and peer-reviewed publications. These efforts will help ensure that the evidence generated through Schools2030 contributes not only to improved classroom practice but also to broader policy dialogue on equitable and inclusive education systems.



GLOBAL FORUM
SCHOOLS 2030

Partnering with Teachers to Drive System-Level Change

NAIROBI 2025



A Strategic Moment for the Schools2030 Programme

In June 2025, Schools2030 convened its [fourth Global Forum in Nairobi, Kenya](#), bringing together more than 250 education stakeholders from 45 countries. Co-hosted by the Aga Khan Foundation and the Government of Kenya's Ministry of Education, the Forum marked a significant milestone for the programme: five years into implementation, and at a critical juncture for global education systems facing intersecting challenges of learning poverty, climate disruption, conflict, displacement, and widening inequality.

Framed around the question, *How might teachers and schools be the partners of choice in solving complex learning and education challenges?*, the Forum served both as a stocktake of progress to date and as a forward-looking platform to align partners around the next phase of system-level impact. It reaffirmed Schools2030's core proposition: that sustainable education reform is most effective when teachers are positioned as co-creators of solutions, supported by evidence, and connected to policy and system reform processes.

Opening contributions from national and global leaders underscored the urgency of this approach. Government representatives highlighted Kenya's ongoing education reforms, including competency-based education and investments in data systems,

while international partners emphasised the demographic pressures and skills gaps facing education systems globally. The Forum design deliberately balanced policy dialogue with practitioner insight, anchoring strategic discussions in classroom realities.



“ We at the Ministry of Education in Kenya want to commit to working hand in hand with our national and global partners to make Schools2030 not just a programme, but a mindset that empowers the education sector to take up innovations that promote inclusivity for transformative education.

Dr. Elyas J. Abdi, OGW, Director General, State Department for Basic Education Kenya, at the Schools2030 Global Forum 2025

Distinctive Features of the 4th Schools2030 Global Forum

The 2025 Forum built on lessons from previous Schools2030 convenings in Tanzania (2022), Portugal (2023), and Kyrgyzstan (2024), while marking a clear evolution in both content and intent.

Elevating teachers as evidence-generators and system actors. The Forum in Nairobi placed even greater emphasis than ever before on teachers not only as innovators, but as contributors to evidence, professional learning, and policy dialogue. Teachers led and co-led sessions across research, innovation, and systems leadership streams, sharing classroom-based data, reflective practice, and scalable models. This reinforced teaching as a high-skill profession and aligned with national priorities around continuous development.

From innovation pilots to system integration. A defining difference in 2025 was the focus on pathways to scale. Rather than centring on isolated innovations, discussions examined how teacher-led

approaches – particularly human-centred design, formative assessment, and inclusive pedagogy – are being integrated into pre-service training, in-service professional development, accreditation, and curriculum reform. Country examples demonstrated tangible progress in embedding Schools2030 tools within formal education structures, strengthening the programme’s contribution to long-term system change.

Teacher-led innovation made visible: the Walimu Soko. The Global Teacher Showcase evolved this year into the Walimu Soko (“Teacher Market”), a participatory exhibition that enabled delegates to engage directly with teacher-designed solutions. Innovations showcased ranged from early childhood and literacy initiatives to low-cost STEM resources and community-based learning models. This format provided delegates with concrete, context-responsive examples of how relatively modest investments can yield effective results.



Behind the scenes – setting up the Walimu Soko

Deepening practice through immersive and experiential learning. A distinctive feature of the 2025 Forum was the deliberate use of immersive experiences to move participants beyond conceptual agreement into shared practice. Across the programme, human-centred design was not only discussed but actively experienced through hands-on workshops, experience rooms, and collaborative problem-solving sessions. These spaces enabled teachers, policymakers, and partners to work side

by side, applying design principles to real classroom and system challenges, reinforcing HCD as a practical methodology for professional development and reform, rather than a theoretical tool.

Values-Based Education (VBE) sessions further deepened this experiential approach, inviting participants to reflect on the role of values, wellbeing, and relationships in shaping inclusive learning environments. Through creative, arts-based facilitation, these sessions highlighted how VBE can strengthen teacher self-awareness, classroom culture, and community trust – particularly in complex or resource-constrained contexts.

The [Jabali and Sauti storytelling experience](#) provided a powerful illustration of how culture and the arts can be integrated into education reform conversations. By placing participants inside a narrative designed to stimulate curiosity, critical thinking, and empathy, the session demonstrated how creative pedagogies can support learners to navigate uncertainty, complementing academic learning with social and emotional development.

Broadening definitions of quality and impact.

Compared to previous years, there was a stronger focus on learner agency, inclusion, and wellbeing as core dimensions of education quality. Contributions from civil society and youth-focused organisations demonstrated how student voice, play-based learning, and values-driven education can be embedded within national systems, complementing academic outcomes and strengthening equity.

Together, these immersive elements differentiated the 2025 Forum from previous years, reinforcing Schools2030’s commitment to holistic learning approaches that connect cognition, emotion, values, and practice.



Consolidating Momentum and Extending Reach

The Forum concluded with a shared set of priorities for the next phase of Schools2030: strengthening teacher leadership pathways, embedding co-design in curriculum and policy processes, scaling inclusive and crisis-responsive practices, and deepening multi-stakeholder partnerships that connect classrooms to national and global systems.

Importantly, the Schools2030 Global Forum for 2025 also marked a shift in how Schools2030 sustains global engagement. Building on lessons from previous years, the programme has recently launched a Virtual Forum series in 2026 to widen access to the conversations. Following the first Virtual Forum in March, this series is enabling broader participation from teachers, policymakers, and partners, facilitating deeper thematic engagement, and supporting continuous learning across regions throughout the year.

Together, the Nairobi Global Forum and the [Virtual Forum series](#) reflect an evolving, evidence-informed movement. Schools2030 is increasingly focused on not only demonstrating that teacher-led innovation works, but on supporting governments, donors, and partners to embed these approaches within systems at scale.

As Schools2030 enters its next phase, the priority is clear: to translate proven practice into policy-aligned, sustainable change. The 2025 Global Forum affirmed that teachers are already delivering solutions to complex education challenges. The task ahead for Schools2030 and its partners is to continue investing in the conditions that allow those solutions to take root, scale, and endure.



SCHOOLS2030

Afghanistan



Strengthening Teacher Agency in a Complex Context

In 2025, [Schools2030 Afghanistan](#) continued to demonstrate that even in fragile and rapidly shifting contexts, teacher-led innovation can meaningfully improve learning outcomes. Implemented across 34 formal schools and 26 early childhood development centres in Bamyan, Baghlan, and Badakhshan provinces, the programme reached 2,680 students and nearly 500 educators through assessment, HCD, and structured showcasing processes.

This year marked both continuity and transition. Following changes to programme delivery arrangements, implementation shifted from direct management by the Aga Khan Foundation to the [Afghanistan Institute for Civil Society](#). The transition ensured continuity of local expertise while maintaining quality assurance through technical guidance and monitoring systems.

Despite operational and contextual constraints, the programme continued to strengthen collaboration across school communities and expand opportunities for teachers to apply evidence-informed approaches to improving teaching and learning.

Data-Informed Assessment Practice

A major milestone in 2025 was the digitisation of all learning outcome and classroom observation tools using KoboToolbox. Assessment instruments were standardised, translated, and aligned across provinces and cohorts, improving consistency and accessibility.

Across early childhood, Grade 4, and Grade 7 cohorts, baseline and endline assessments were conducted for 2,680 students. Classroom observations were also carried out using BEQI in 26 early childhood centres and VITAL in 71 Grade 4 and Grade 7 classrooms.

Teachers received structured feedback reports, and a country-level dashboard was developed to visualise progress across learning domains. These tools strengthened teachers' ability to diagnose learning gaps, adjust instructional strategies, and integrate assessment findings into the innovation cycle.

Learning Outcomes: Significant Gains

Assessment results across all cohorts and provinces showed substantial improvement in both academic and non-academic learning domains.

Grade 7 literacy increased from 30 percent to 79 percent, while Grade 7 numeracy improved from 21 percent to 73 percent. Grade 4 numeracy rose from 27 percent to 81 percent. Among early childhood learners, literacy increased from 41 percent to 90 percent and numeracy from 54 percent to 93 percent.

Non-academic domains – including creativity, communication, collaboration, and health and nutrition – also demonstrated marked improvement.

Learning environment indicators reflected parallel progress. VITAL results showed a 20 percent overall increase across Grades 4 and 7 classrooms, while BEQI observations in early childhood centres improved by 14 percent overall. Together, these results suggest not only academic gains but measurable improvements in classroom climate, instructional practice, and student engagement.

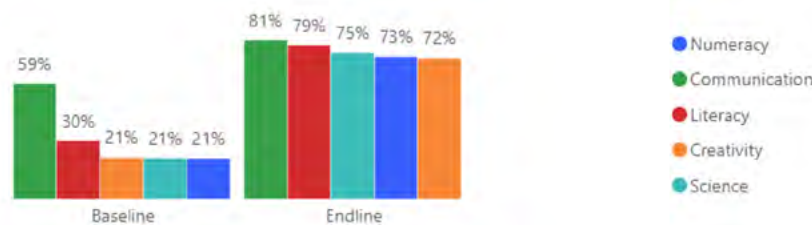


Figure 3: Comparison of Grade 7 learning outcomes from baseline to endline across three provinces, 2025

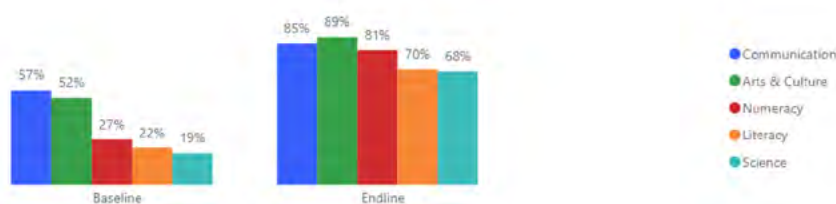


Figure 4: Comparison of Grade 4 learning outcomes from baseline to endline across three provinces, 2025

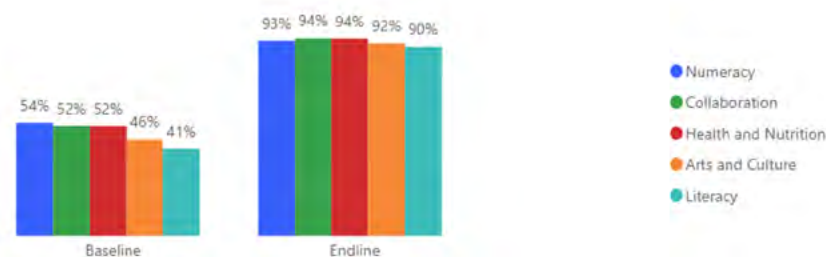


Figure 5: Comparison of ECD learning outcomes from baseline to endline across three provinces, 2025

Embedding Human-Centred Design in Schools

Human-Centred Design remained the core methodology supporting teacher-led problem solving. In 2025, 497 educators (48 percent female) participated in HCD workshops, leading to the development and implementation of 97 teacher-led innovations. Eighty-eight teachers from newly participating schools joined the HCD process for the first time.

“ My journey as a professional teacher truly began when I started attending HCD workshops, which gave me the sense of being a change agent in my school to brainstorm ideas and design solutions for any challenge.

Mangal Reyazat, Teacher at Karte Khurasan High School, Baghlan

The structured three-workshop cycle – Explore, Prototype, and Plan & Storytelling – supported teachers to identify root causes of learning challenges, test low-cost innovations, and refine solutions through iterative reflection.



HCD Workshop, Bamyán

Innovations ranged from play-based early childhood learning strategies to practical science models and literacy tools created using locally available materials. Teachers reported clear shifts in classroom practice, including greater student participation, stronger collaboration among educators, and movement away from lecture-based instruction toward more experiential learning.

Importantly, teachers began re-examining assumptions about low student performance, recognising the central role of instructional design and classroom practice in improving outcomes.

EXPLORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM AFGHANISTAN



The Road of Learning innovation is helping to make learning more meaningful and engaging across a range of subjects in Baghlan, Afghanistan.

Elevating Teacher Leadership through Showcasing

In 2025, Schools2030 organised multi-level showcase events across the programme. Thirty-four school-level showcases were followed by district and provincial gatherings, culminating in a national event in Kabul.



National Showcase, December 2025, Kabul

Across all levels, 1,042 participants engaged in innovation presentations, peer exchange, and professional dialogue. Teachers presented evidence of impact grounded in assessment data, strengthening the credibility and visibility of their work.

Given Afghanistan's restrictive context for women's participation in public forums, careful measures ensured the safe inclusion of female educators, who comprised nearly half of all participants. These approaches helped sustain female teacher leadership within programme activities.

Showcases functioned not only as celebratory events but also as professional learning platforms—strengthening teacher confidence, encouraging peer collaboration, and reinforcing the value of teacher-driven innovation.

Schools2030 Afghanistan also remained connected to the wider global movement through participation in the Global Forum in Nairobi. Programme representatives shared insights from Afghanistan's experience implementing assessment-informed innovation within a complex operating environment, contributing to cross-country learning across the Schools2030 network.



Schools2030 Afghanistan representatives at the Walimu Soko – part of the Schools2030 Global Forum in Nairobi

Extending Teacher-Led Innovation Beyond Programme Schools

In 2025, Schools2030 Afghanistan began to see its core approaches spread beyond participating schools through teacher networks and peer learning. Educators who had engaged in the Assess–Innovate–Showcase cycle increasingly shared assessment tools, HCD processes, and classroom strategies with colleagues in neighbouring schools and informal professional communities.

Programme resources, including holistic assessment tools and classroom observation frameworks, were introduced to wider groups of educators, helping extend practical teaching approaches developed through Schools2030. In a context where formal professional development opportunities remain limited, this peer-to-peer exchange has become an important pathway for sharing evidence-informed practice.

Academic members connected to teacher development programmes also participated in mentoring and exchange activities, creating additional opportunities to share lessons from classroom innovation and assessment practice.

Together, these developments reflect a gradual shift from isolated school-level innovation toward wider professional uptake. By supporting teachers to generate, test, and share evidence from their classrooms, Schools2030 Afghanistan is helping strengthen collaborative learning among educators and extend effective practices beyond the original network of participating schools.

Looking Ahead

Building on the progress achieved in 2025, the programme will focus on consolidating its core systems while gradually extending Schools2030 to additional schools and early childhood centres. Priorities include simplifying assessment dashboards to improve usability for teachers, strengthening mentoring structures that support the application of HCD, and expanding opportunities for educators to share innovations through school and regional showcase platforms.



Communication will also be strengthened through local-language materials and rural teacher networks, helping ensure that practical tools and innovations developed through Schools2030 can be more widely understood and applied.

As Schools2030 Afghanistan moves into its next phase, the emphasis remains on strengthening the foundations already established: using assessment to guide instructional improvement, supporting teachers to design and test locally grounded solutions, and creating platforms where classroom evidence can be shared and refined. In a context marked by uncertainty and constraint, the experience of 2025 demonstrated that when educators are equipped with credible evidence, practical design tools, and opportunities to collaborate, they are able to generate solutions that improve learning outcomes while strengthening the resilience of school communities.

[READ THE FULL REPORT](#)

SCHOOLS2030

Brazil



From School Innovation to System Influence

In 2025, [Schools2030 Brazil](#), part of the global Schools2030 movement, consolidated its second phase with a clear strategic focus: connecting grassroots innovation to national policy transformation. Implemented through a partnership between [Ashoka](#) and the [University of São Paulo School of Education \(FEUSP\)](#), the programme strengthened action-research, advanced anti-racist education, and deepened government engagement to influence holistic education indicators nationwide.

Rather than expanding in scale alone, 2025 marked a qualitative shift. Schools2030 Brazil positioned itself as a bridge between innovative educational organizations and system-level reform – amplifying teacher voices while formalizing partnerships capable of reaching schools at scale.

Advancing Anti-Racist, Holistic Learning Through Action-Research

The core driver of impact in 2025 was action-research conducted in ten hub schools across diverse regions, including urban, rural, Indigenous, Quilombola, and community-based contexts.

Each school investigated and strengthened a core anti-racist practice — from dialogue circles and curriculum review to student committees and artistic-cultural initiatives — developing context-specific indicators aligned with the programme’s five priority learning domains.

Over a structured three-month process, educators generated evidence on what was changing in curriculum representation, school climate, and student agency. The resulting body of anti-racist learning indicators and documented practices provides not only proof of concept, but practical guidance for embedding holistic and transformative education more systematically within Brazilian education networks.

Each school investigated a “central anti-racist practice,” such as dialogue circles, curriculum review, student committees, artistic workshops, and active listening initiatives.

Over a three-month cycle, schools designed and piloted indicators aligned with Brazil’s five priority learning domains: empathy, collaboration, creativity, agency, and self-knowledge.

The results were significant:

- Development of context-sensitive anti-racist learning indicators
- Stronger student capacity to recognize and respond to racism
- Curriculum revisions increasing Black and Indigenous representation
- Creation or reinforcement of student committees and listening structures
- More critical responses to discriminatory language and behavior

Although progress varied across contexts, the initiative demonstrated that structured action-research can generate measurable institutional change—even within limited timeframes and financial constraints.



Students at Quilombola School Lydia Shermann taking part in the Akoma School Bakery, where students learn about different cultures and traditional practices through baking



The Student-led Equity Committee is empowering students to embed anti-racism into the school's culture.

[EXPLORE EXAMPLES OF ACTION-RESEARCH PROJECTS AND TEACHING INNOVATIONS FROM BRAZIL](#)

Building a National Learning Community

Beyond the 10 hub schools, the Schools2030 Collective convened approximately 100 innovative educational organizations in an ongoing learning network

Through webinars, exchanges, and thematic meetings, educators shared practices, reflected on challenges, and strengthened peer collaboration around holistic and anti-racist education.

A major milestone was the Schools2030 Extension Course hosted by FEUSP, which enrolled 1,071 participants from across Brazil.

With an 85% satisfaction rate, the course integrated theory and practice, covering curriculum, school management, assessment, agency, collaboration, and transformative methodologies. Participant feedback emphasized the course's practical relevance and its power to connect lived classroom realities with broader educational innovation

Digital engagement also expanded, with growth in social media reach and active online community participation, strengthening national visibility and collective identity.

“ One striking positive aspect of the Schools2030 extension course is the strong integration between theory and practice, which makes the course more meaningful because it directly connects the content to participants' lived experience, strengthening the development of transformative practices in everyday school life.

Testimonial from course participant

Government Engagement and Policy Alignment

A defining achievement of 2025 was the formalization of a Technical Cooperation Agreement with Brazil's Ministry of Education (MEC).

Through dialogue with the federal Full-Time School Program, Schools2030 Brazil identified a strategic contribution to the “Monitor” pillar—supporting assessment approaches aligned with holistic and transformative education.

Plans include a national seminar on assessment and the production of guidance materials grounded in Schools2030 learnings. In parallel, collaboration with the São Paulo Municipal Department of Education engaged 200 educators in hybrid training focused on integral (holistic) and changemaker education.



Closing meeting of the course Integral Education as the Foundation of Changemaker Education at CEU Tremembé, in São Paulo

This institutional alignment signals recognition of Schools2030's expertise in holistic assessment and teacher agency, opening pathways for broader systemic impact.

Global Visibility and National Advocacy

In 2025, Schools2030 Brazil strengthened its communications strategy as a deliberate lever for scale and influence. Digital engagement grew steadily throughout the year, with increased followers and higher interaction rates across social media platforms, particularly during campaigns linked to the action-research cycle and the Schools2030 Extension Course. Content spotlighting teacher-led anti-racist innovations generated strong engagement, reinforcing educator voice as a central pillar of programme visibility.

A major milestone was the Schools2030 Extension Course hosted by the University of São Paulo's School of Education, which enrolled 1,071 participants nationwide and achieved an 85% satisfaction rate. This significantly expanded the programme's reach beyond hub schools, building a national learning community around holistic and anti-racist education.



Schools2030 Brazil's showcasing space at the Schools2030 Global Forum in Nairobi, featuring general programme information and details about five hub schools and their anti-racist projects

National visibility was further amplified through participation in major education convenings, including the LED Festival and VI CONANE, where findings from the action-research cycle were shared with policymakers, civil society leaders, and education networks. Internationally, five Brazilian innovations were presented at the 4th Global Forum in Nairobi, strengthening Brazil's profile within the wider Schools2030 movement.

Together, these efforts expanded reach, elevated teacher-generated evidence, and positioned Schools2030 Brazil as a credible platform for advancing holistic, equity-driven education reform at both national and global levels.

Looking Ahead: Assessment as a Lever for Transformation

As Schools2030 Brazil enters the final year of this phase, its strategic priorities are clear:

- Deepen development of holistic and anti-racist assessment indicators
- Expand policy dialogue grounded in practitioner-generated evidence
- Strengthen national dissemination of action-research findings
- Consolidate partnerships capable of scaling innovation
- Advance assessment reform within holistic and changemaker education

The 2025 cycle marked an important step in positioning Schools2030 Brazil as both a practitioner network and a systems-facing partner. By grounding anti-racist and holistic education in measurable indicators and documented practice, the programme strengthened its credibility within national reform conversations. Continued alignment with the Ministry of Education, academic institutions, and civil society partners will be essential to sustaining momentum and translating localised innovation into structured, scalable contributions to Brazil's education system.

[READ THE FULL REPORT](#)

SCHOOLS2030

India



From Innovation to Institutionalisation

In 2025, [Schools2030 India](#) deepened its commitment to teacher-led, evidence-based reform across diverse educational contexts. Operating across multiple districts in Bihar the programme continued to strengthen assessment literacy, embed HCD practices, and support educators to generate locally relevant solutions grounded in student needs.

This year marked a shift from experimentation to institutionalisation. What began as pilot innovations increasingly evolved into embedded practices within school routines, supported by structured professional development and strengthened partnerships with state-level stakeholders.

Strengthening Foundational Learning Through Contextualised Assessment

At the classroom level, teachers used Schools2030's contextualised assessment tools to measure student learning across foundational literacy, numeracy, and socio-emotional domains. These tools enabled educators to identify specific learning gaps, track changes over time, and design targeted interventions through Human-Centred Design cycles. In many participating schools, teachers began integrating these assessments into regular classroom routines, moving beyond one-off data collection toward continuous diagnostic use. For example, teachers reported using assessment findings to group students according to learning levels, adapt lesson planning, and introduce differentiated activities aimed at supporting struggling learners while creating more challenging lessons for more advanced students.

At the institutional level, Schools2030 worked with school leaders and education partners to strengthen assessment literacy and embed data use within professional learning structures. Teachers and school leaders participated in workshops focused on interpreting assessment results and linking them to instructional planning, enabling schools to move from simple measurement toward evidence-informed decision-making. In several participating clusters, educators began using Schools2030 assessment findings during regular teacher meetings to review student progress, discuss instructional strategies, and collaboratively refine classroom innovations.



Learning Outcome Assessment in one of the Secondary Schools in Patna



Formative Assessment with Elementary school teachers, DIET Faculty members and Schools2030 India team

The programme also strengthened partnerships with education stakeholders to ensure that Schools2030 assessment tools and insights could contribute to broader system discussions. By aligning holistic learning domains with national priorities around foundational learning and student wellbeing, Schools2030 India demonstrated how formative assessment can complement existing monitoring frameworks. This alignment has supported dialogue with government and institutional partners on how teacher-generated evidence can inform curriculum implementation, professional development design, and district-level improvement strategies.

Taken together, these developments mark an important shift in the role of assessment within the programme. Rather than functioning solely as a measurement exercise, assessment is increasingly serving as a bridge between classroom practice and system learning—enabling educators, school leaders, and institutional partners to identify what works, refine approaches, and strengthen the overall quality of teaching and learning.

Teacher-Led Design as a System Lever

Through structured HCD workshops and iterative design cycles, educators developed and refined classroom innovations responding to locally identified challenges. Innovations focused primarily on strengthening foundational literacy and numeracy, improving student engagement, and fostering inclusive classroom environments.

The programme supported peer learning communities, enabling educators to share prototypes, test adaptations, and scale effective practices within clusters and districts. This collaborative model enhanced teacher agency and fostered professional ownership of reform efforts.

Partnerships with local education authorities strengthened alignment with state priorities, helping position teacher-led innovation not as an external initiative but as a complementary mechanism for achieving system goals.



Teachers participating in Group Activity in HCD workshop in Samastipur



[EXPLORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM INDIA](#)

Showcasing Teacher-Led Innovation

In 2024–25, Schools2030 India strengthened platforms for sharing and scaling teacher-led innovation through structured showcasing and peer-learning events at school, cluster, and programme levels. These events enabled educators to present the outcomes of their Human-Centred Design cycles, demonstrating how innovations were grounded in assessment findings and refined through iterative testing. Teachers shared practical solutions developed in response to locally identified learning challenges, including strategies to strengthen foundational literacy and numeracy, improve classroom participation, and support more inclusive learning environments. Presentations typically documented the full innovation journey – from identifying challenges through student learning data, to designing and testing interventions, and reflecting on observed changes in learner engagement and classroom practice. These exchanges created opportunities for teachers to articulate evidence of change, receive peer feedback, and refine their approaches through collaborative professional learning.

Showcasing also extended beyond national activities to global knowledge exchange. India contributed to the Schools2030 Global Forum held in Nairobi in 2025, where programme representatives shared insights



Showcasing of the evidence of the prototype in HCD Phase 3 workshop in Patna, Bihar

from classroom innovations and the programme's experience integrating assessment and design thinking within diverse education contexts. Participation in the Forum enabled cross-country learning with other Schools2030 partners and highlighted how teacher-led approaches developed in Indian classrooms can

Emerging Impact and System Alignment

Evidence from monitoring and evaluation indicates encouraging progress in student engagement, foundational skills development, and teacher confidence in instructional decision-making. Educators reported stronger classroom participation, improved learner motivation, and more structured remediation strategies for students at risk of falling behind.

While impact on long-term academic attainment requires continued tracking, early indicators show positive trajectories in literacy fluency, numeracy confidence, and socio-emotional development—critical foundations for sustained learning.

At system level, Schools2030 India increasingly operates as a platform for professional learning rather than a standalone project. Its tools and approaches are influencing district-level discussions around assessment reform and teacher professional development.

Looking Ahead: Scaling with Integrity

Priorities for the coming year include:

- Deepening alignment between assessment data and instructional design
- Strengthening documentation of innovation impact
- Expanding professional development pathways to reach additional districts
- Consolidating partnerships with state education departments
- Ensuring quality and contextual integrity as the programme scales

The 2024–25 cycle marked an important step in positioning Schools2030 India as both a practitioner-led platform and a systems-facing partner. By strengthening assessment literacy, embedding HCD within professional practice, and aligning innovations with state and district priorities, the programme reinforced its credibility within ongoing education reform efforts. Evidence emerging from classrooms increasingly informs conversations around foundational learning, teacher professional development, and inclusive pedagogy. Continued collaboration with government stakeholders and institutional partners will be critical to sustaining momentum and ensuring that teacher-generated insights are translated into structured, scalable contributions to India's education system.

[READ THE FULL REPORT](#)

SCHOOLS2030

Kenya



Deepening Evidence, Strengthening Institutions

In 2025, Schools2030 Kenya consolidated its role as a platform connecting classroom innovation with national education reform. The year focused on strengthening holistic assessment systems, embedding HCD within school practice, and expanding institutional partnerships – particularly through engagement with teacher training colleges and the Knowledge and Innovation Exchange (KIX) initiative.

Rather than centring on expansion alone, 2025



prioritised quality, coherence, and system integration. The programme increasingly operated at the intersection of classroom practice, professional development, and policy dialogue under Kenya’s Competency Based Curriculum (CBC) framework.

Strengthening Holistic Assessment and Data Use

Assessment remained the foundation of programme delivery in 2025. Teachers implemented contextualised tools measuring literacy, numeracy, and socio-emotional competencies across ECD, primary, and lower secondary cohorts. The BEQI and VITAL Classroom observation and teacher reflection tools were used to assess learning environments, play-based methodologies, and teacher-student interactions.

This year placed particular emphasis on improving reliability, feedback loops, and data interpretation. Teachers were supported to:

- Conduct structured baseline and endline assessments
- Analyse domain-level performance trends
- Identify root causes of learning gaps
- Integrate findings directly into HCD design cycles

Assessment was increasingly viewed not as compliance, but as a diagnostic and instructional tool. Schools reported more deliberate grouping strategies, differentiated instruction, and targeted remediation grounded in evidence.



Students at Hongwe Secondary school during a Math lesson with the Math models

Advancing Design Thinking in Teacher Training

In 2025, Schools2030 Kenya deepened its systems engagement by strengthening its contribution to teacher training and professional development pathways. A key milestone was participation in a Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX) action research project examining how design thinking can be effectively integrated into teacher training models across Kenya, Tanzania, and Pakistan. Through this collaboration, the Kenya programme served as a field-based learning site, generating practical evidence on how HCD methodologies can be embedded within pre-service teacher development structures. The initiative moved beyond classroom-level innovation to examine the enabling conditions, coaching mechanisms, and institutional partnerships required to institutionalise design thinking within formal teacher education systems.

Complementing this work, Schools2030 Kenya strengthened direct engagement with teacher training institutions, including Kwale Teachers Training College and Galana Teachers Training College. Through structured workshops and dialogue sessions, the programme introduced holistic assessment approaches and HCD methodologies to pre-service teachers and teacher educators. This marked an important strategic shift from supporting in-service practitioners alone toward influencing professional preparation at source. Engagement focused on integrating formative assessment principles into teacher preparation, demonstrating practical applications of HCD in classroom design, strengthening alignment with CBC competencies, and promoting reflective, iterative problem-solving within teacher education. By working within training colleges, Schools2030 Kenya began embedding its methodology earlier in the professional pipeline, strengthening long-term sustainability and system coherence.

Embedding Human-Centred Design in Schools

In 2025, educators continued to participate in structured HCD workshop cycles. Teachers analysed assessment data, identified priority challenges, prototyped solutions, tested them in classrooms, and refined interventions iteratively.

Innovations addressed literacy fluency, numeracy confidence, learner participation, gender inclusion, and socio-emotional development. Many were low-cost and built using locally available materials, reinforcing feasibility and scalability.

A notable improvement this year was the tighter integration between assessment and design. Innovation topics increasingly emerged directly from baseline data, strengthening both relevance and measurable impact.

Teachers reported:

- Increased student engagement and confidence
- Stronger collaboration among colleagues
- Improved alignment between lesson objectives and learner needs
- Greater professional agency in addressing classroom challenges



[EXPLORE MORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM KENYA](#)

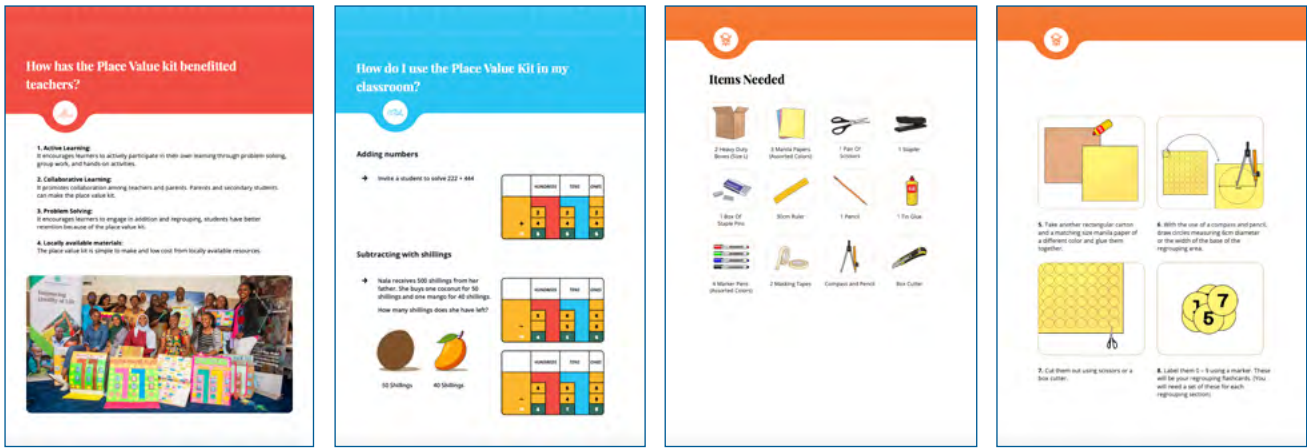
Starter Kits: Enabling Practical Implementation

To support innovation implementation, Schools2030 Kenya introduced and strengthened the use of Starter Kits in 2025. These kits provided teachers with essential materials aligned to literacy, numeracy, and holistic learning domains, enabling them to test and scale classroom innovations more effectively.

Starter Kits functioned as catalytic tools – lowering barriers to experimentation and allowing educators to prototype learning aids, visual materials, and activity-based resources aligned with HCD processes. Schools reported that access to structured materials improved both the speed and quality of implementation, particularly in resource-constrained environments.

Importantly, the kits were not prescriptive packages but flexible resource sets designed to support locally adapted solutions.





Showcasing Practice and System Dialogue

In 2025, Schools2030 Kenya co-hosted the fourth Schools2030 Global Forum in Nairobi in partnership with the Ministry of Education. As co-host, the Kenya programme played a leading role in shaping the agenda and facilitating dialogue on teacher-led, system-level reform. Drawing on its experience integrating holistic assessment and Human-Centred Design within the CBC framework, the Kenya team and many teachers in the network shared practical evidence from classrooms and institutional partnerships. Hosting the Forum positioned Kenya not only as a site of implementation, but as a central contributor to global learning on how teacher agency and structured innovation processes can be embedded within national education systems. Read more about the 2025 Global Forum in the Events and Policy Engagement section of this report.

“ The challenges were universal, but the solutions were deeply contextual.

Halima Shaaban, Schools2030 National Coordinator for Kenya, commenting on the innovations showcased at the Global Forum in Nairobi

In addition, school- and county-level showcase events in 2025 created important platforms for educators to present evidence-informed innovations emerging from their HCD cycles. At the school level, teachers shared the results of classroom experiments with peers, school leaders, and local community members, presenting baseline assessment findings, the design process used to develop their innovations, and the changes observed through endline assessments. These events often included live demonstrations of learning materials, student activities, and teaching strategies developed through the programme, allowing participants to see how relatively simple, locally sourced resources could support improvements in literacy, numeracy, and learner participation.

At the county level, larger showcase gatherings brought together teachers from multiple participating schools alongside county education officials, teacher trainers, and representatives from the Ministry of Education. For example, county-level events in Mombasa and Lamu provided opportunities for educators to present innovations addressing issues such as low numeracy confidence, student engagement in early grades, and strategies for strengthening socio-



Lamu County Governor engaging with the SMART Split board, one of the promising innovations from this year's showcase event

emotional learning in classrooms. Teachers explained how assessment data had helped them identify specific learning challenges, and how iterative design and testing had enabled them to refine practical solutions within their own school contexts. Notable external events where Schools2030 teachers showcased included the Lamu Cultural Festival and the Blue Economy Summit.

These events served not only as opportunities to celebrate teacher creativity, but also as professional learning forums where educators could exchange ideas, receive feedback, and reflect collectively on what was working in their classrooms. Engagement with county education officials and national stakeholders reinforced alignment with CBC reform priorities—particularly around learner-centred pedagogy, formative assessment, and competency development. Through these showcasing platforms and continued dialogue with government actors and institutional partners, Schools2030 Kenya strengthened its positioning as a complementary mechanism supporting national goals around foundational learning, inclusion, and learner agency.

Looking Ahead

Building on 2025 progress, Schools2030 Kenya will prioritise:

- Deepening integration of assessment into teacher preparation pathways
- Expanding engagement with training colleges
- Strengthening research dissemination through KIX networks
- Scaling Starter Kit implementation strategically
- Enhancing documentation of measurable impact

In 2025, Schools2030 Kenya demonstrated that sustained teacher leadership, supported by structured evidence and institutional partnerships, can contribute meaningfully to system-level reform. By connecting classroom innovation with research networks and teacher education institutions, the programme strengthened both immediate impact and long-term sustainability within Kenya’s evolving education landscape.

[READ THE FULL REPORT](#)

SCHOOLS2030

Kyrgyzstan



Building National Ownership of Teacher-Led Innovation

In 2025, [Schools2030 Kyrgyzstan](#) continued to strengthen its role as a national platform for teacher-led innovation, holistic learning assessment, and professional exchange. Working with participating schools and education stakeholders, the programme focused on consolidating the Assess–Innovate–Showcase cycle as a practical framework for improving teaching and learning.

Teachers applied assessment tools to better understand student learning needs, developed classroom innovations using Human-Centred Design (HCD), and shared their experiences through structured showcase events and public engagement activities. Through this cycle, the programme continued to demonstrate how teacher-generated solutions can improve classroom practice while contributing to broader education conversations in Kyrgyzstan.

Advancing Holistic Assessment Capacity

Assessment remained the foundation of programme implementation in 2025. Teachers applied contextualised tools designed to measure both academic learning and broader competencies such as collaboration, communication, and learner agency. These tools helped educators identify specific areas where students required additional support and informed the design of classroom innovations.

Teachers increasingly integrated assessment activities into everyday classroom practice, using results to adapt instruction, monitor student progress, and reflect on the effectiveness of new teaching approaches. In many cases, assessment data helped teachers identify gaps in foundational skills or participation patterns, prompting targeted adjustments in lesson design and classroom activities.

Alongside school-level implementation, the Kyrgyzstan team continued to refine guidance materials to support the wider use of these tools. Practical guidance and documentation were developed to help teachers and school leaders interpret assessment results and apply them within instructional planning. These resources aim to make holistic assessment approaches easier to adopt in additional schools beyond the core programme network, strengthening the programme’s contribution to national discussions around improving learning measurement and classroom practice.

Teacher-Led Innovation Through Human-Centred Design

Human-Centred Design remained a central methodology for supporting teacher-led innovation in 2025. Through structured workshop cycles, educators analysed classroom challenges, developed practical solutions, tested them with students, and refined their approaches through iterative learning. The resulting innovations addressed a wide range of priorities identified through classroom assessment, including improving reading comprehension, strengthening student collaboration, increasing engagement in mathematics and science lessons, and supporting more inclusive and participatory learning environments.

“ Education is not merely about delivering lessons – it is about shaping the future. This sense of responsibility continually pushes me to learn, innovate, and apply new teaching methods in my work.

Urulka Akylbekova, the primary school teacher, Hodjaev school, Batken oblast, Kyrgyzstan

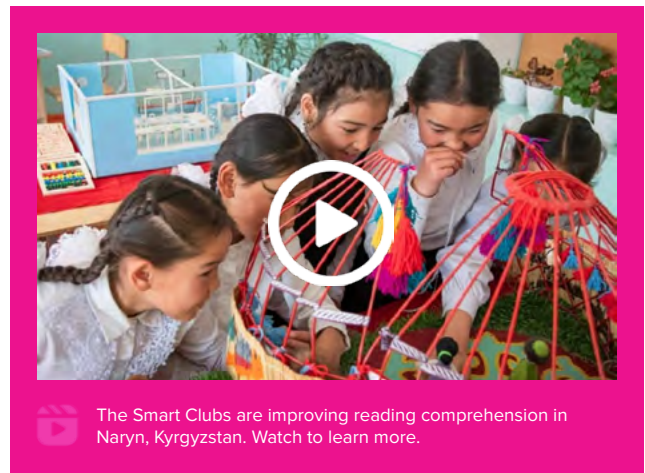
Alongside these broader innovations, a growing number of teachers began aligning their design projects with curricular priorities around STEM and environmental awareness. Teachers experimented with more inquiry-based and hands-on approaches to science and mathematics, introducing practical experiments, locally constructed teaching aids, and problem-solving activities that helped students connect abstract concepts with real-world applications. Some projects incorporated environmental themes such as waste reduction, natural resource use, or local climate challenges, encouraging students to explore sustainability issues through observation, discussion, and small-scale investigations.



STEM learning aids being distributed in schools in Bishkek after teachers identified a gap

Many of these innovations relied on simple, locally available materials, reinforcing the feasibility of adopting similar approaches across schools with limited resources. In addition to improving student engagement and participation, the design process strengthened teacher confidence and professional agency. Educators reported greater collaboration with colleagues, increased willingness to experiment with new teaching strategies, and stronger reflection on how classroom practices influence student learning outcomes. Through these innovation cycles, Schools2030 Kyrgyzstan continued to demonstrate how teacher-led design can generate practical solutions that respond to both local classroom needs and emerging national education priorities.

EXPLORE MORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM KYRGYZSTAN

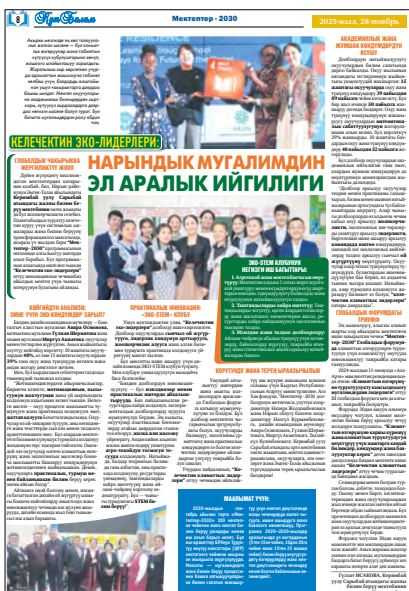


Showcasing Teacher Innovation and Expanding Visibility

In 2025, Schools2030 Kyrgyzstan continued to expand platforms for sharing teacher-led innovation through local and national showcase events. These events enabled educators to present the outcomes of their HCD cycles, demonstrating how assessment findings informed the identification of classroom challenges and how iterative testing shaped the solutions they developed.

Showcase activities brought together teachers, school leaders, and representatives from regional education authorities and teacher training institutions. Educators presented classroom evidence, shared teaching materials developed during their innovation cycles, and engaged in professional dialogue with peers from other schools and regions. These events provided opportunities for educators to observe different approaches, discuss implementation challenges, and consider how promising innovations might be adapted within their own classrooms.

The programme also increased the public visibility of teacher-led innovation through national media engagement. Articles shown below highlighting Schools2030 activities and teacher-designed classroom innovations were published in local newspapers and online media outlets, helping bring broader attention to the work of participating schools and educators. This coverage recognised the creativity and leadership of teachers while contributing to wider public discussion about improving education quality and supporting innovative teaching practices.



Evidence of Change

Monitoring data and external evaluation findings in 2025 indicate positive trends across several key areas of teaching and learning. Teachers reported increased student engagement and participation in classroom activities, alongside improvements in socio-emotional competencies and the quality of relationships within the classroom. These shifts were accompanied by growing teacher confidence and leadership, as educators became more comfortable testing new approaches, analysing learning data, and sharing their experiences with colleagues.

Teachers also reported deeper professional reflection and stronger collaboration within school teams, with many describing the Assess–Innovate–Showcase cycle as a structured way to continuously improve their practice. Students, in turn, demonstrated stronger communication skills and greater willingness to participate actively in learning activities. While broader system transformation remains gradual, these outcomes have helped position Schools2030 Kyrgyzstan as a credible partner supporting practical, evidence-informed improvements aligned with national education priorities.

“ I can confidently say that the Schools2030 programme has enabled our students to fully realise their potential and achieve remarkable victories. Our students demonstrated leadership and initiative by boldly addressing the challenges facing our rural area, working tirelessly, and strengthening their academic skills. The fruit of this hard work is our victory!

Gulzat Isakova, teacher at Kerimbay uulu Sarybay Secondary School where students won a national award for the “Young Eco-Leaders” project



Student participants of the Young Eco-Leader project with teacher and mentor, Gulzat Isakova

The Road Ahead: Sustainable Scale

In the next phase of implementation, Schools2030 Kyrgyzstan will focus on consolidating the use of holistic assessment and teacher-led innovation within participating schools while expanding opportunities for these approaches to inform wider education practice. Priorities include strengthening teachers' capacity to use assessment data in instructional planning, further refining practical guidance for the application of holistic learning tools, and continuing to support platforms where educators can share evidence from their innovation cycles with peers, training institutions, and education authorities. These efforts aim to ensure that insights generated through the programme contribute to ongoing discussions around teaching quality, professional development, and learning improvement within the national education system.

While broader system transformation is inherently gradual, evidence from 2025 indicates that the Schools2030 approach is contributing to measurable improvements in classroom practice and student engagement. By combining structured assessment, teacher-led design processes, and platforms for sharing evidence, the programme has strengthened its position as a credible partner supporting practical, evidence-informed improvement aligned with national education priorities in Kyrgyzstan.

[READ THE FULL REPORT](#)

SCHOOLS2030

Pakistan



Strengthening Teacher Leadership across Northern Pakistan

In 2025, the Schools2030 programme in Pakistan continued to deepen its work on teacher-led innovation and holistic learning across public schools in the remote regions of Chitral and Gilgit-Baltistan, while strengthening engagement with education authorities, teacher training institutions, and universities. Working through ten geographic clusters – five in each region – the programme supported 60 schools, 194 trained teachers, and reached more than 8,000 students.

Throughout the year, Schools2030 reinforced its Assess–Innovate–Showcase model by strengthening teachers’ use of holistic assessment tools, expanding



Students creating words with the Vocabulary Box innovation

Human-Centred Design (HCD) training cycles, and creating platforms where teacher-led innovations could inform dialogue with district officials, higher education institutions, and national education stakeholders. These engagements increasingly positioned the programme not only as a school-level innovation initiative, but as a contributing partner in broader discussions on teacher professional development, assessment reform, and system strengthening in Pakistan.

Embedding Holistic Assessment in Classroom Practice

A central focus in 2025 was strengthening the use of holistic assessment to inform teaching practice. Teachers applied three complementary tools aligned with Pakistan’s National Curriculum: the Holistic Learning Assessment (HLA) to measure student outcomes across literacy, numeracy, and broader competencies; the Brief Early Childhood Quality Inventory (BEQI) to assess the quality of early learning environments; and the Valuing Inclusive Teaching and Learning (VITAL) tool to examine classroom practice and inclusion.

Teachers were supported through a structured capacity-building programme combining training, mentorship, and school-based coaching. During the year, 115 teachers participated in reflective assessment sessions integrated into HCD training cycles, while programme officers conducted 114 school visits across 38 schools to provide real-time coaching during assessment implementation.

“ The tools showed us how to assess critical thinking, collaboration, and communication things we were never assessing before but are essential for real learning.

Sultana Sarwar, Teacher, Government Girls School Gulmit, Gojal

This sustained support contributed to a visible shift in teacher attitudes toward assessment. While teachers initially perceived the tools as an additional burden, many now report using assessment data to identify learning gaps and adjust instruction accordingly. District education officials were also engaged in this process: 133 district officials and head teachers were trained in the VITAL tool, strengthening the potential for broader adoption of formative assessment practices within local education systems.

Teachers as Designers of Learning through HCD

Teacher-led innovation remained a defining feature of programme implementation in 2025. Across the year, 191 teachers participated in structured HCD training cycles across the programme’s ten clusters. These cycles guided teachers through a step-by-step process—from analysing assessment data and identifying root causes of learning challenges to prototyping, testing, and refining classroom solutions.

The training process also fostered a growing community of practice among educators, enabling teachers from different schools to exchange ideas and collaboratively develop solutions to common challenges. Teachers increasingly described a shift in mindset from frustration with systemic constraints toward a stronger sense of professional agency and problem-solving capacity.

The resulting innovations were often simple, low-cost interventions designed for local contexts. Examples included initiatives such as Learning Maths through Games, Let’s Play to Read, and Enjoy Free Period, which introduced interactive learning approaches to strengthen literacy, numeracy, and student engagement. These innovations demonstrated how teacher-designed solutions can address classroom challenges while supporting broader holistic learning outcomes, including collaboration, critical thinking, and communication.

[EXPLORE MORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM PAKISTAN](#)



Making Teacher Innovation Visible

In 2025, the programme expanded opportunities for teachers to present and exchange these innovations through structured showcasing platforms. Three cluster-level showcase events brought together 334 teachers to present classroom innovations and evidence from their HCD cycles. From these events, 25 teachers were selected to present at regional showcases in Chitral and Gilgit-Baltistan, attended by district-level education officials.



Teachers presenting at the Regional Showcase event in Gilgit-Baltistan

The year culminated in a national showcasing event in Islamabad titled Empowering Teachers, Transforming Schools & Shaping the Future, where 12 teachers presented their innovations to policymakers, university representatives, and senior government officials, including leadership from the Gilgit-Baltistan School Education Department. The event created a shared platform for dialogue between schools, government, and higher education institutions on how teacher-led innovation can inform system reform.

Schools2030 Pakistan also engaged with the wider Schools2030 community through participation in the Global Forum held in Nairobi. Teacher Faizur Rehman presented his Mathematics through Play initiative during the Walimu Soko with participants able to try out the huge variety of games and activities he had created to improve math learning in his school in Chitral.

Beyond internal programme events, Schools2030 Pakistan also amplified teacher-led innovation



Faizur Rehman demonstrating his Mathematics through Play innovation at the Global Forum

through participation in external academic and policy forums. In October 2025, teacher champions organised an interactive HCD exhibition stall at the 13th International Conference hosted at the Professional Development Centre in Chitral, demonstrating the Assess–Innovate–Showcase model and presenting teacher-developed classroom solutions. The Schools2030 team also presented research at the Aga Khan University Institute for Educational Development International Conference in Karachi, sharing findings on the use of HCD as a pedagogical innovation in public schools in northern Pakistan.

Strengthening Foundations for System-Level Integration

In 2025, Schools2030 Pakistan strengthened its engagement with higher education institutions and teacher development bodies as part of a broader effort to connect classroom innovation with formal teacher education pathways. These partnerships represent an important step toward institutionalising HCD and holistic assessment approaches within pre-service and in-service teacher development structures.

A key partner in this work is the Aga Khan University Institute for Educational Development (AKU-IED), which serves as the programme’s national learning partner. Through this collaboration, Schools2030 contributed to research examining the role of HCD as a pedagogical innovation in public schools in northern Pakistan. Programme insights were also shared at the AKU-IED International Conference in Karachi, where the team presented research exploring how design-thinking approaches can support more responsive and student-centred classroom practice.



This work is also links to the [Schools2030-GPE-KIX](#) initiative exploring how design thinking can be integrated into teacher training systems across Kenya and Tanzania as well as Pakistan. Through this collaboration, the Pakistan programme has contributed classroom-based evidence and practical lessons from implementation, helping inform emerging models for embedding HCD within teacher education and professional development frameworks.

Alongside these research partnerships, Schools2030 engaged directly with universities and teacher development institutions to explore practical pathways for integration. Discussions with the University of Chitral examined opportunities to introduce HCD approaches within pre-service teacher education and computer science programmes, while collaboration with the Regional Professional Development Centre in Drosh led to plans for targeted capacity-building for teacher educators and the integration of design-thinking approaches within induction and ongoing professional development programmes.

“ HCD has changed my way of thinking. I used to blame students for their shortcomings. Now I try to understand their challenges more deeply, explore the root causes, and engage multiple stakeholders to support the student in overcoming those difficulties.

Ms. Nahida, primary school teacher, Chapursan

Evidence of Learning Progress

Assessment results collected in 2025 provide encouraging evidence of improvements in foundational learning outcomes among participating students. Analysis of baseline and endline data from Grade 5 cohorts showed notable gains in both literacy and numeracy within a relatively short implementation period. For example, the proportion of students able to correctly identify numbers increased from 78% to 97%, while phonological awareness improved from 80% to 94%. Progress was also observed in more complex competencies: students' ability to solve word problems nearly doubled, rising from 30% to 59%, and reading comprehension improved from 35% to 54%. These gains suggest that targeted instructional adjustments informed by classroom assessment and teacher-led innovation can accelerate learning progress even in remote and resource-constrained contexts.

Alongside these improvements in academic outcomes, programme monitoring and external learning partner evaluations point to broader shifts in classroom practice and professional culture. Teachers reported greater confidence in interpreting student assessment data and using it to inform lesson planning and classroom strategies. Observations conducted through classroom practice tools also indicated increased use of interactive teaching approaches, stronger student participation, and more collaborative learning environments. These changes reflect the cumulative impact of the programme's Assess–Innovate–Showcase cycle: assessment data helps identify learning gaps, HCD supports teachers to design contextually relevant solutions, and showcasing platforms enable educators to reflect on and share evidence of change. Together, these processes are contributing to a gradual strengthening of evidence-informed teaching practice across participating schools.

Consolidating Programming and Expanding System Partnerships

Over four years of implementation, Schools2030 has contributed to strengthening teacher capacity, professional agency, and school-level innovation in some of Pakistan's most challenging educational contexts. Teachers increasingly use assessment data to inform instruction and develop locally relevant solutions to learning challenges, while emerging partnerships with government systems and teacher education institutions are opening pathways for broader institutionalisation.

Taken together, the experiences of 2025 demonstrate how sustained investment in teacher agency, evidence-informed practice, and collaborative problem-solving can generate meaningful improvements in both teaching practice and student learning. In remote and resource-constrained contexts such as Chitral and Gilgit-Baltistan, the programme has shown that when teachers are equipped with practical assessment tools, structured design methodologies such as HCD, and platforms to share their work, they are able to identify learning gaps, develop contextually relevant innovations, and contribute to broader conversations on education reform.

While system-level transformation remains a gradual process, the progress observed in 2025 reinforces the value of positioning teachers not only as implementers of policy but as active contributors to evidence, innovation, and professional learning. Strengthening the connections between classroom practice, teacher education institutions, and government systems will remain central to ensuring that these locally generated solutions continue to inform more resilient and responsive education systems in Pakistan.

[**READ THE FULL REPORT**](#)

SCHOOLS2030

Portugal



A Year of Consolidation and Momentum

In 2025, [Schools2030 Portugal](#) strengthened its position as a national reference point for teacher-led, evidence-informed innovation. Working across 15 school clusters and 92 schools in Porto, Santarém, Leiria, and Lisbon, the programme engaged 519 education professionals, including 306 teachers, and directly reached 3,295 students, with an estimated wider influence on 8,625 learners. Beyond the core network, open training and dissemination activities extended the programme's reach, engaging 731 educators across 151 additional school clusters through workshops, seminars, and collaborative learning opportunities.

This year marked a clear shift from piloting toward consolidation. The programme's three-step cycle – Assess, Innovate, Showcase – became more embedded in professional routines. Rather than functioning as isolated projects, teacher innovations were increasingly integrated into classroom practice and school-level planning. The cycle provided educators with a structured approach to identifying learning challenges, designing evidence-informed solutions, and sharing results with peers and system actors. In doing so, Schools2030 Portugal continued to position teachers not only as implementers of reform but as contributors to professional knowledge and system learning.



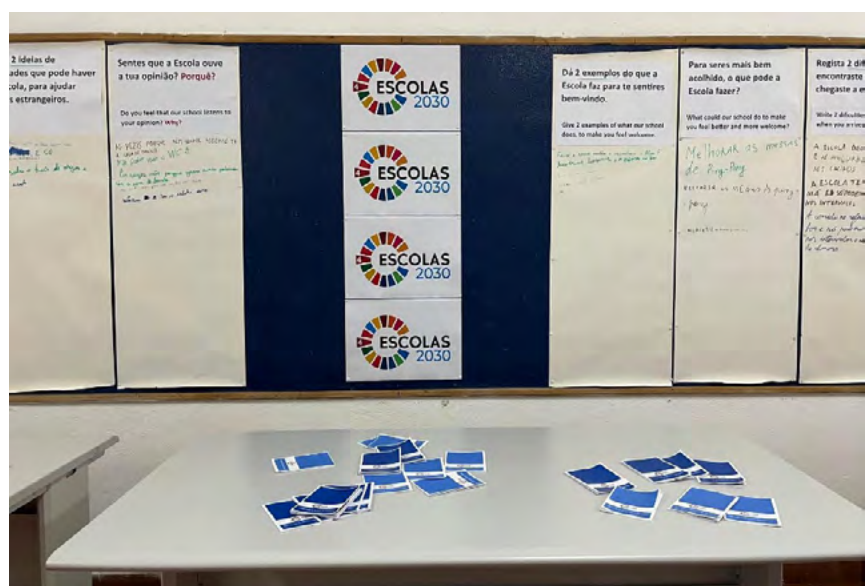
Teachers working in a design team during an HCD workshop

Assessment as a Driver of Improvement

Assessment work matured significantly in 2025. In collaboration with the Faculty of Psychology and Education Sciences at the University of Porto (FPCEUP), and with external evaluation conducted by the University Institute of Lisbon (ISCTE), Schools2030 Portugal expanded and refined tools measuring both literacy and socio-emotional competencies across three age cohorts: 5, 10, and 15 years. These tools aim to capture broader dimensions of learning while remaining practical for classroom use.

Twelve school clusters implemented the holistic learning assessment tools through a certified 50-hour professional development course. Seventy-two participants – 63 teachers and nine technical staff – applied the tools in practice, reaching 585 students through structured assessments. Literacy tools were piloted and refined with direct feedback from teachers and students to ensure feasibility within classroom realities. At the same time, socio-emotional assessment measures continued to consolidate their role in everyday practice, helping teachers better understand student wellbeing, collaboration, and engagement.

Teacher feedback highlighted an important shift: assessment is increasingly viewed not as an endpoint but as the starting point for innovation. Analytical templates and practical supports reduced the technical burden associated with data analysis, enabling teachers to interpret findings more confidently and translate them into instructional decisions. The experience of 2025 reinforced a key lesson – holistic assessment becomes transformative when it is feasible, contextualised, and directly linked to classroom action.



A wall for gathering student feedback on various topics, used as a compliment to assessment investigations by teachers in AE das Laranjeiras cluster

Teacher-Led Design at Scale

Innovation capacity also expanded during the year. Across participating schools, 238 structured sessions were delivered, including 131 Human-Centred Design sessions and 54 sessions focused on assessment practice. Participation extended beyond classroom teachers to include 75 technical staff and 110 parents and caregivers, reflecting the programme's commitment to building a broader learning community around students.

A revised innovation cycle, better aligned with the school calendar, allowed teachers more time to iterate and refine their work. This adjustment enabled innovations to move beyond early prototypes and become embedded within curriculum delivery. Rather than adding extra activities, teachers increasingly integrated their innovations directly into lesson planning and classroom routines.

[EXPLORE MORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM PORTUGAL](#)

Financial support through the Flexible Response Fund helped schools accelerate implementation while maintaining teacher ownership of the process. Eleven school clusters received a combined €29,030.63 to support materials, experimentation, and documentation of their innovations. These investments allowed educators to test ideas in real classroom settings while ensuring that solutions remained grounded in the realities of Portuguese schools.



During the training of trainers, teachers were challenged to reflect on how learning occurs, highlighting the importance of using diverse methodologies that adapt to the needs of their trainees

A major structural development was the creation of a national Trainers' Pool. Fifteen educators completed Level 2 facilitator training, with 13 requesting accreditation. Supported by the strategic partnership with Santander Foundation Portugal, this pathway lays the foundation for responsible scale through accredited Levels 1–3 continuous professional development programmes.

Visibility, Evidence, and Emerging Impact

Public sharing of teacher-led innovation remained central to the programme. The National Showcase held in July brought together more than 133 stakeholders and featured 16 innovations presented by 49 educators. Two additional local showcase events demonstrated growing internal ownership, with teachers presenting their work to peers, school leaders, and regional education stakeholders.

Digital communication activities further expanded national visibility. Schools2030 Portugal generated more than 41,000 social media visualisations during the year, while a redesigned online observatory platform and forthcoming innovation portfolio aim to make teacher-developed knowledge more accessible and transferable.



A teacher marketplace, set up at the National Showcase event

External evaluation conducted by ISCTE indicates consistent patterns of positive change. Teachers report higher levels of student engagement and participation, improvements in socio-emotional development, and warmer, more inclusive classroom climates. Educators also describe greater professional confidence and agency in shaping learning environments. While conclusions regarding academic attainment remain cautious, early evidence suggests positive trajectories in competencies that underpin long-term learning. System-level influence is beginning to emerge, though it remains concentrated within schools directly involved in the programme.

Looking Ahead: From Consolidation to Responsible Scale

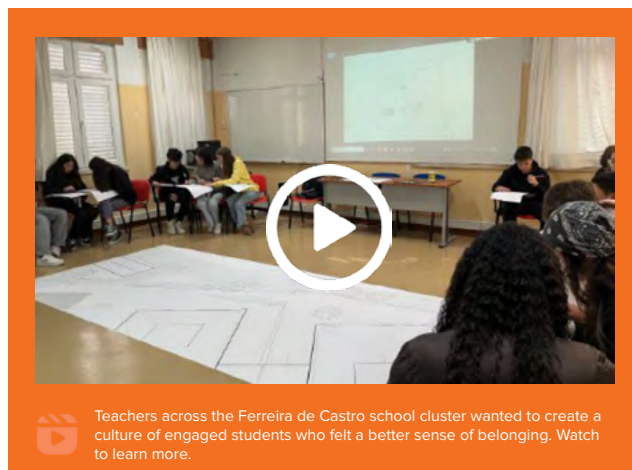
The year 2025 can be understood as a hinge moment for Schools2030 Portugal. The programme has moved beyond experimentation toward a more coherent model of practice. Assessment is increasingly connected to innovation design, facilitation capacity is expanding through the Trainers' Pool, and showcasing activities are evolving into strategic opportunities for professional exchange and policy dialogue.

“ Our two foundations have a common mission – which is to reach 1500 teachers by 2027... We have already started to go outside of this group [of teachers] to communicate the challenges we have been encountering in this movement – as you have seen, I am already saying “us”! ... We are really involved and our role is to amplify and increase ambition so that all Portugal can benefit from this model.

Ines Rocha de Gouveia, President Santander Foundation Portugal

Looking ahead, priorities include strengthening the link between assessment evidence and innovation design, deepening implementation follow-through and documentation, and expanding accredited professional development pathways through the Trainers' Pool. Particular attention will be given to identifying innovations with strong equity and transfer potential, ensuring that teacher-generated knowledge can inform practice beyond the immediate network. Through Level 3 national training programmes, the initiative aims to reach at least 600 additional educators in the coming phase.

The central premise remains unchanged: teachers are not merely implementers of external reform but authors of professional knowledge. In 2025, Schools2030 Portugal demonstrated that when assessment, design, and public sharing operate as a coherent cycle, teacher-led innovation can move from isolated initiative toward sustained and credible system influence.



[READ THE FULL REPORT](#)

SCHOOLS2030

Tajikistan



Strengthening Teacher Agency and National Partnerships

In 2025, [Schools2030 Tajikistan](#) continued to strengthen teacher-led innovation across the country while deepening partnerships with national institutions responsible for assessment, teacher development, and education reform. The programme now operates in 200 public schools across all regions of Tajikistan, including Gorno-Badakhshan Autonomous Oblast, Sughd, Khatlon, the Districts of Republican Subordination, and the capital city, Dushanbe. More than 1,000 teachers and education professionals are engaged in the programme, with approximately 500 teachers participating annually in HCD training.

This expansion reflects a growing national interest in the Schools2030 approach. Following an initial phase working with 100 schools, the programme was extended at the request of the Ministry of Education and Science to reach an additional 100 schools across the country. The programme aligns closely with national priorities outlined in the National Strategy for Education Development, particularly efforts to strengthen effective pedagogy, improve teacher professional development, and enhance national assessment systems.

While administrative challenges temporarily paused some activities during the year due to the renewal of the Aga Khan Foundation's national registration, the programme continued to make progress in strengthening assessment systems, building institutional partnerships, and preparing the next phase of teacher training and innovation.

Advancing Holistic Learning Assessment

A major focus in 2025 was the continued development and institutionalisation of holistic learning assessment in collaboration with the National Testing Centre under the President of Tajikistan. Since 2022, this partnership has supported the design and refinement of assessment tools that capture both academic and non-academic learning outcomes.



Assessment workshop for Learning Partners under the project

With technical guidance from Oxford MeasurEd, specialists worked with the Schools2030 team to expand traditional assessment approaches beyond academic performance to include competencies such as creativity, communication, problem-solving, and student wellbeing. This represented a significant shift for the National Testing Centre, which had previously focused almost exclusively on academic testing. By incorporating broader dimensions of learning, the new tools provide a more comprehensive understanding of student development and help teachers identify areas for targeted classroom innovation.

Across participating schools, holistic assessment tools were designed for three age groups – 5, 10, and 15 years – covering both academic subjects such as mathematics, science, and Tajik language, and non-academic domains including creativity, self-awareness, communication, and relationship-building. These tools now provide a structured evidence base that informs the design of teacher-led innovations.

During 2025, the Schools2030 Tajikistan team also conducted a comprehensive review and adaptation of the assessment training package and supporting resources. Materials including the BEQI platform, the VITAL toolkit, and associated training content were translated and contextualised for Tajik education settings, ensuring they align with national terminology, pedagogical practice, and classroom realities.

Building Teacher Innovation Through Human-Centred Design

Teacher-led innovation remains central to the Schools2030 approach in Tajikistan. In 2025, the national team participated in a three-month global training on the updated HCD Sprint Toolkit, engaging alongside colleagues from across the Schools2030 network. The training deepened national capacity to apply design thinking approaches to classroom challenges while strengthening collaboration between country teams, particularly with Kyrgyzstan.

As part of the training process, the Tajikistan team developed a design innovation addressing a key challenge identified through classroom observations: while many students demonstrate strong motivation to learn, they often struggle to apply knowledge to real-life situations. In response, the team designed a

Teacher's Guide to Problem-Based Learning

The Teacher's Guide to Problem-Based Learning helps teachers bring competency-based learning to life by engaging students in solving real-world, interdisciplinary challenges. It places learners at the centre of the process, strengthening key skills such as critical thinking, collaboration, creativity, communication, research, and self-regulation.

The guide offers a practical framework for designing lessons around authentic problems linked to curriculum goals. Teachers facilitate inquiry and reflection, while students work together to explore challenges, develop solutions, and present their ideas.

Core features include:

- Real-world, open-ended problems connected to curriculum standards
- Collaborative inquiry and research-driven learning
- Peer and self-assessment to refine solutions
- Integration of ICT tools to support investigation and analysis

Activities can be adapted across subjects—including mathematics, science, languages, ICT, and social studies—and range from short inquiry tasks to longer project-based learning experiences.

Teacher's Guide to Problem-Based Learning, which provides practical tools for integrating inquiry-based and competence-focused learning into everyday lessons. The guide includes structured activities, real-life problem scenarios, and strategies for integrating research, ICT, and collaborative learning.

The programme also prioritised the localisation of the updated HCD toolkit. The Schools2030 Tajikistan team undertook a detailed process of translating and adapting the toolkit into local languages while integrating contextual case studies and classroom scenarios from Tajik schools. This localisation ensures that the methodology remains accessible and practical for teachers while maintaining the integrity of the global Schools2030 design process.



The Chemistry and Biology Clubs, created by teacher Nazokat Mahmadiyeva, are bringing science to life in a school with limited resources for practical lessons.

EXPLORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM TAJIKISTAN

Strengthening Teacher Training Institutions

An important development in 2025 was the expansion of partnerships with teacher training institutions, particularly the School of Professional and Continuing Education (SPCE) at the University of Central Asia. In October 2025, the Aga Khan Foundation organised a three-day Training of Trainers workshop in Dushanbe for 12 staff members of the institution, introducing them to the HCD approach and building their capacity to facilitate future teacher training programmes.

Through interactive sessions and group-based design exercises, participants experienced the full HCD process and developed practical solutions addressing classroom challenges. Among the innovations presented during the training were proposals for STEM corners that enable hands-on experimentation, an AI-supported school assistant, and toolkits designed to support student-centred learning. These initiatives demonstrated how design thinking can translate classroom insights into practical improvements to teaching and learning environments.

The partnership represents an important step toward embedding the Schools2030 methodology within Tajikistan's teacher development ecosystem. By integrating HCD approaches into institutional training programmes, the initiative aims to ensure that teacher-led innovation becomes a sustained element of professional learning rather than a stand-alone project.



Discussion process, HCD Training of Trainers for SPCE, UCA staff



Presentation of the "Stem corner" design solution during the ToT on Schools2030 HCD for SPCE, UCA staff

“ Experiencing Human-Centred Design firsthand has transformed our understanding – what was once a concept is now a tool for meaningful change. SPCE now aims to make this approach part of its programs and courses.

Farrukhsho Fraidonov, Director of SPCE in Tajikistan

Showcasing Innovation and Strengthening Global Exchange

Schools2030 Tajikistan also remained actively connected to the wider global programme during 2025. Representatives from the country team participated in the Schools2030 Global Forum held in Nairobi, joining educators, policymakers, and development partners from across the network. The forum provided an opportunity to share insights from Tajikistan's experience adapting the HCD toolkit to local contexts and to exchange lessons on scaling teacher-led innovation in diverse education systems.

Teacher innovations continued to be shared nationally through the Schools2030 innovation gallery and the Digital Learning Platform. Communication efforts included newsletters, videos, and photo documentation of training activities, helping to highlight examples of teacher creativity and classroom transformation. Several innovations were translated and shared in multiple languages to support knowledge exchange across the global Schools2030 community.



Evidence of Impact in Classrooms

Evidence collected through monitoring visits and reports from Learning Partners indicates positive changes in teaching practices and student engagement across participating schools. One notable area has been science education. Teacher-led innovations promoting hands-on, inquiry-based science learning have increased student participation in national competitions and encouraged students to design their own science projects.

Teachers who participated in HCD training also reported significant changes in their teaching practice. Lessons increasingly incorporate low-cost or no-cost learning materials, often created collaboratively with students. In many schools, teachers and students have worked together to establish learning resource corners that provide spaces for experimentation, collaborative learning, and student-led exploration.

Digital equipment provided through the programme has also enabled schools to participate more actively in national and international Olympiads, with students achieving notable results. Overall, Schools2030 innovations have contributed to more learner-centred pedagogical practices, stronger student engagement, and more dynamic classroom environments.

Looking Ahead: From Innovation to System Integration

Despite the operational challenges experienced during the year, 2025 laid important foundations for the next phase of Schools2030 in Tajikistan. Key achievements included the localisation of the HCD toolkit, strengthened assessment systems in partnership with the National Testing Centre, expanded collaboration with teacher training institutions, and continued participation in global learning exchanges.

Looking ahead, the programme aims to identify and scale promising pedagogical innovations in areas such as STEM education, climate awareness, early childhood development, and primary education. Efforts will focus on strengthening pathways from school-level experimentation to system-level adoption, including collaboration with pedagogical universities and teacher training colleges.

Taken together, the developments of 2025 reflect a gradual shift from school-level experimentation toward stronger institutional alignment. Partnerships with the National Testing Centre and the University of Central Asia have begun to embed Schools2030 methodologies within national assessment and teacher development structures, while collaboration with the Ministry of Education and Science continues to support strategic alignment with national education priorities. As programme activities resume and expand, the focus will be on strengthening these institutional partnerships, scaling promising innovations in areas such as STEM, climate education, and early childhood learning, and ensuring that teacher-generated evidence and practices contribute more systematically to national education reform processes.

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SCHOOLS2030

Tanzania



Climate Pedagogy as a Driver of Learning and System Innovation

In 2025, [Schools2030 Tanzania](#) continued implementation across three districts – Lindi Municipal and Mtama District in Lindi Region, and Temeke Municipality in Dar es Salaam – reaching 90 government schools, including 30 pre-primary, 30 primary, and 30 secondary institutions. The programme maintained a strong focus on integrating climate education into classroom practice, building on pedagogical solutions developed in 2024. Rather than introducing new innovation cycles, the year emphasised consolidating these approaches and supporting teachers to embed climate action within everyday teaching and learning processes.



A teacher at Mingoyo secondary school delivers a science lesson by integrating climate action through tree seedling activities

This work aligns closely with [Tanzania's Education and Training Policy](#), which recognises climate and environmental awareness as cross-cutting priorities within the education system. Teachers across participating schools integrated climate action into lessons in Kiswahili, English, mathematics, science, geography, and civics, demonstrating how environmental learning can strengthen rather than compete with core curriculum delivery. Activities such as tree nurseries, recycling initiatives, vertical gardens, and renewable energy demonstrations transformed school environments into practical learning spaces where students could engage directly with sustainability concepts.

Strengthening Holistic Learning Assessment

Holistic assessment remained central to the programme's approach. In 2025, teachers administered learning assessments across academic and non-academic domains – including literacy, numeracy, creativity, civic engagement, and climate awareness – using tools validated by the programme's global assessment partner, Oxford MeasurEd. Start-of-year assessment data was collected from 1,575 students across 60 schools, alongside classroom observations of 105 teachers, enabling educators to identify learning gaps and adapt instructional strategies throughout the academic year.

These assessments also generated new insights into students' understanding of climate change. While students demonstrated strong attitudes toward climate action, scoring 43 percent on climate attitudes, knowledge scores remained lower at 24 percent, highlighting the need for continued emphasis on climate literacy within classroom instruction.



Teachers from Lindi and Dar es Salaam participate in a professional development workshop on student assessment, building skills to improve their formative assessment practices

Climate Action in the Classroom

Climate-integrated teaching approaches now directly engage 13,604 students across participating schools. Teachers report that linking environmental action to classroom instruction makes learning more practical and participatory, strengthening students' curiosity, collaboration, and motivation to learn. Climate activities have been successfully integrated across subjects and age groups, particularly within early literacy and numeracy learning.

These approaches have also strengthened students' environmental awareness and community engagement. Many schools now involve learners in tree planting, school gardening, and other sustainability activities that connect classroom learning with local environmental challenges. In this way, climate action has become both a pedagogical strategy and a catalyst for student leadership and community participation.



Teacher Emmanuel Kivatiro, from Mbande Secondary School, demonstrates how to mix soil for a tree nursery during his biology session

Evidence of Learning Gains

Assessment data collected since the programme began demonstrates substantial improvements in learning outcomes. Among pre-primary learners, literacy proficiency increased from 28 percent in 2022 to 85 percent in 2024 – a 57-point gain that reflects major improvements in early learning readiness. At the primary level, literacy performance, particularly in Kiswahili, has continued to improve year-on-year, supported by strengthened teacher assessment practices. Secondary numeracy has also shown significant progress, rising from 17 percent proficiency in 2022 to 62 percent by 2024.

Classroom observation data further indicates improvements in teaching practice. Teachers increasingly demonstrate stronger emotional classroom climates, clearer instructional strategies, and more effective facilitation of collaborative learning and critical thinking. These shifts suggest that teacher-led innovations are contributing to more inclusive, student-centred learning environments across participating schools.



Showcasing Innovation and Strengthening Partnerships

Schools2030 Tanzania continued to share its experiences through national and global platforms. Teachers presented climate pedagogy innovations at the Utafiti Elimu education research event in Zanzibar, highlighting how environmental learning activities can improve both student engagement and environmental awareness. Tanzanian educators also participated in the Schools2030 Global Forum in Nairobi, contributing to discussions on teacher leadership, innovation, and evidence-informed education reform.

“ We had the privilege of participating in the Schools2030 Global Forum in Nairobi. The forum featured rich discussions through plenary and breakout sessions that deepened our understanding and inspired practical ideas for improving education in Tanzania.

Wande Mkonyi, Head Teacher, Toangoma Primary School, Dar es Salaam and Batholomayo Mshuza, Classroom Teacher, Mingoyo Secondary School, Lindi



Tanzanian teachers with the Schools2030 East Africa team at the global Forum in Nairobi

Research partnerships further strengthened the programme’s evidence base. The Teacher Agency and Innovation in Tanzania (TAIT) study – led by the University of Glasgow and the University of Dar es Salaam – continued collecting data from hundreds of teachers to explore how educators understand and exercise professional agency within the education system. The programme also contributed to the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX) initiative exploring how design-thinking approaches can strengthen teacher development.

From Classroom Innovation to System Influence

The experience of 2025 highlights the growing potential of climate pedagogy as both a teaching strategy and a pathway to broader system change. By embedding environmental action within everyday teaching practices, Schools2030 Tanzania has strengthened student engagement, improved foundational learning outcomes, and supported teachers to adopt more interactive, inquiry-based instructional approaches.

[EXPLORE EXAMPLES OF TEACHER-LED INNOVATIONS FROM TANZANIA](#)

As the programme moves into its next phase, the focus will shift toward scaling these climate-integrated pedagogies to new cohorts of teachers and schools. Building on the evidence generated since 2022, Schools2030 Tanzania is increasingly positioned to contribute practical insights to national discussions on education quality, climate education, and resilient learning systems.



T-Learning has transformed classrooms across Tanzania and Kenya with its hands-on approach.

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SCHOOLS2030

Uganda



Advancing Inclusive Education Innovation

In 2025, [Schools2030 Uganda](#) strengthened its work supporting teacher-driven innovation to improve holistic learning outcomes across early childhood, primary, and secondary education. Working across 30 schools in Kampala, Wakiso, Mukono, and Luwero districts, the programme engaged teachers, school leaders, and communities in the Assess–Innovate–Showcase cycle to identify learning challenges, design classroom solutions, and share evidence of impact. Through collaboration with partners including the [Madrasa Early Childhood Programme \(MECP\)](#), [Sightsavers](#), and the [Global Center for the Development of the Whole Child at the University of Notre Dame](#), the programme combined assessment, HCD, and research partnerships to strengthen classroom practice while contributing to broader learning about teacher agency, innovation and inclusive learning.

Strengthening Evidence-Informed Teaching through Assessment

A central pillar of the programme is the use of holistic learning assessment tools that enable teachers to measure both academic and social-emotional competencies. These tools assess domains including literacy, numeracy, creativity, empathy, self-efficacy, and relationship-building across age groups of 5, 10, and 15 years. Since the programme began, more than 700 teachers have received professional development training on how to use these tools to understand student learning, analyse classroom environments, and adapt their teaching practices accordingly.

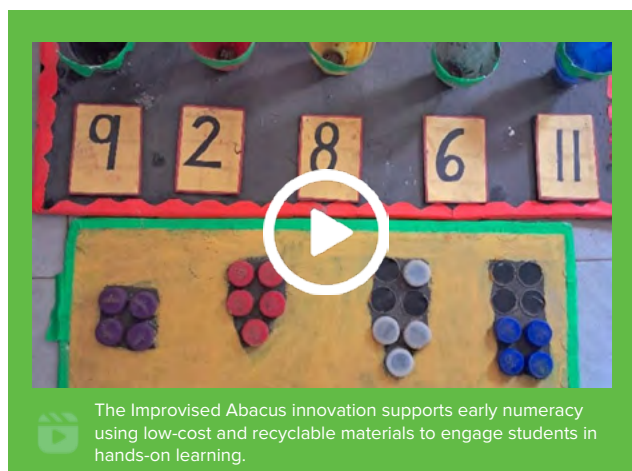
In 2025, this work advanced further with the development of an assessment data dashboard that enables educators and programme teams to visualise learning trends over time. The insights generated through assessment have helped teachers identify specific learning gaps and design targeted responses through the HCD process. Building on teacher feedback, Schools2030 also began co-designing a continuous professional development course focused on formative assessment and the practical use of learning data to inform instruction, with testing and validation planned for 2026.



Incubation Co-Creation Workshop involving Incubate Teachers and Mentors in Kampala

Driving Early Childhood Innovation through Human-Centred Design

HCD remained central to the programme's approach to teacher-led innovation. In 2025, Schools2030 expanded its collaboration with the Madrasa Early Childhood Programme to support pre-primary teachers and school communities to address key challenges in early childhood education. Building on earlier research identifying gaps in parental engagement and playful learning environments, teachers and community members co-designed innovations aimed at transforming early childhood centres into community hubs of play and learning.



The Improved Abacus innovation supports early numeracy using low-cost and recyclable materials to engage students in hands-on learning.

Ten early childhood centres formed design teams including teachers, school leaders, and parents to develop and test locally relevant solutions. Following a district learning expo that brought together educators and stakeholders to review these ideas, the most promising innovations were selected for incubation and implemented across 20 early childhood centres in 2025. These initiatives focused on strengthening parental

participation, expanding opportunities for play-based learning, and using locally available materials to enrich classroom environments.

[Explore examples of teacher-led innovations from Uganda](#)

The incubation process enabled teachers to test, refine, and document their innovations with ongoing mentoring support. As a result, five “solution packs” were developed to capture the design process and provide practical guidance for other teachers seeking to adapt and apply these approaches in their own classrooms.

“ This project has helped me a lot – it has unlocked my potential. I have become a better teacher, I’ve even become very close to the students....To my colleagues, teachers, I want to say – everything we do matters in the life of a child.

Stephen Ariaka, History and Geography teacher, Modern Secondary School Ochoko, Arua

Strengthening Inclusive Education through the Sightsavers Partnership

A major development in 2025 was the launch of a multi-year partnership with Sightsavers to strengthen Schools2030’s work on inclusive education and learning differences. This collaboration focuses on ensuring that teacher-led innovations respond effectively to the needs of learners with disabilities and learning differences, while strengthening teachers’ capacity to design inclusive classroom practices.

Initial work focused on building the knowledge and capacity of programme staff, pedagogy mentors, and design coaches through residential workshops on inclusive education principles and strategies for supporting diverse learners. These sessions equipped mentors and coaches to integrate inclusive practices into the HCD innovation cycle as they support teachers and design teams.

The partnership is also reviewing and strengthening the Schools2030 design thinking toolkit to ensure that inclusion is embedded within the innovation process itself. In 2026, a cohort of more than 30 teachers participating in the innovation incubation process will receive targeted support from Sightsavers and programme mentors to adapt and refine solutions that respond to the needs of learners with disabilities and learning differences.

These inclusive innovations will be evaluated and showcased through national platforms, with the aim of developing scalable approaches that can strengthen inclusive education practices across Ugandan schools.

Elevating Teacher Voice through Showcasing

Showcasing continued to play a central role in amplifying teacher innovation and strengthening professional identity. In 2025, district-level showcase events brought together teachers, school leaders, community members, and education stakeholders to review innovations emerging from the design process.



Incubation teams in Luwero watch teachers from Katikamu Primary school present their innovation

Nine design teams from Mukono, Wakiso, and Luwero districts presented solutions focused on playful learning approaches, parental engagement, and the creative use of low-cost learning materials. Teachers were supported through dedicated pitching workshops designed to strengthen their ability to communicate evidence of impact and present their innovations with confidence.

Uganda also contributed to the global Schools2030 community through participation in the Global Forum in Nairobi. A teacher from Mackay Memorial College presented the innovation “Adios Heat,” a locally developed solution addressing extreme classroom heat through a low-cost fan powered by a simple chemical energy system. The innovation illustrated how teacher-led experimentation can respond to emerging challenges such as climate change while strengthening student engagement and applied learning.



The Uganda team presents the Adios Heat innovation and other learning materials at the Global Forum

Evidence of Progress in Teaching and Learning

Assessment data collected over recent years indicates encouraging improvements across several learning domains. At secondary level, numeracy performance increased from 52 percent in 2022 to 61 percent in 2024, while primary literacy outcomes improved from 55 percent to 65 percent over the same period.

Teachers attribute these gains to deeper insights generated through holistic assessments and the introduction of more interactive, student-centred teaching practices developed through the HCD process. In early childhood settings, assessments also highlighted strong development in social and relational competencies, reflecting the emphasis on collaborative and play-based learning approaches.

Teachers report that participation in Schools2030 has strengthened both their instructional practices and professional confidence. Opportunities to present innovations at showcase events have further reinforced teachers' sense of agency and recognition as contributors to education improvement.

Reflecting on Progress and Looking Ahead

The experience of 2025 demonstrates how structured support for teacher-led innovation can generate practical solutions to classroom challenges while strengthening professional learning systems. By combining holistic assessment, HCD, and structured showcasing platforms, Schools2030 Uganda has enabled teachers to diagnose learning gaps, experiment with new approaches, and generate evidence of impact.

Looking ahead, the programme will focus on refining and scaling the early childhood innovations currently undergoing incubation, strengthening teacher capacity in formative assessment and evidence-informed instruction, and advancing inclusive education approaches developed through the Sightsavers partnership. Together, these efforts aim to ensure that teacher-generated solutions continue to inform improvements in classroom practice while contributing to broader progress toward inclusive and equitable education.

[READ THE FULL REPORT](#)

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
- Oxford MeasurEd
- 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
- UNICEF
- University of Amsterdam
- University of California, Berkeley
- University of Dar Es Salaam
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