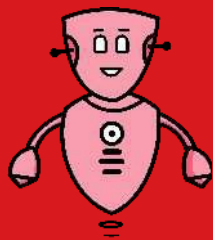




## Design Thinking for Teacher Innovations

Assessing the Process in  
Lamu and Mombasa - 2022



AGAKHAN FOUNDATION

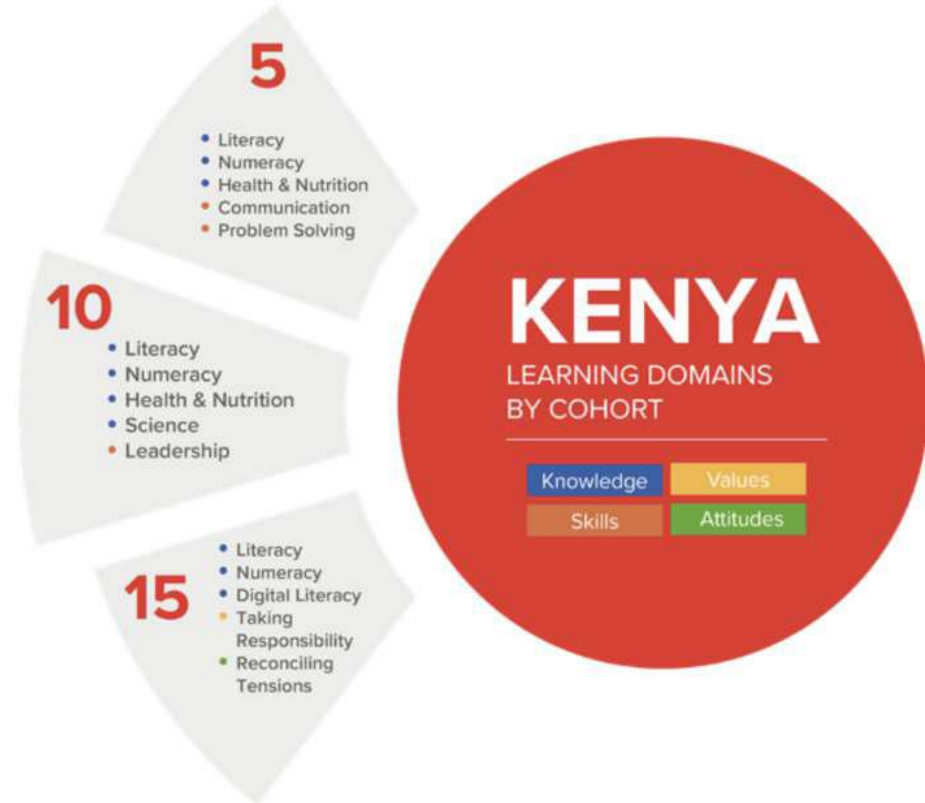


# About Schools2030

Schools2030 is a ten-year participatory learning improvement programme based in 1,000 government schools across ten countries, currently in its third year of implementation (the second for the full roll out of the programme). Schools2030 uses the principles of human-centred design and a three-step model for educational change – Assess, Innovate, Showcase – to support teachers and students to design and implement innovations that meet the learning needs of their classrooms and communities. The programme focuses on the key educational transition years for learners: from preschool to formal schooling (approximately age 5); at the end of the lower primary school cycle (approximately age 10) and the transition from lower secondary school to higher education, skills training and the world of work (approximately age 15+). In Kenya, Schools2030 works with 100 schools and learning sites in the coastal regions of Mombasa and Lamu.

Schools2030 seeks to dramatically change the status quo by equipping frontline teachers, school leaders and the Civil Society Organizations (CSOs) with the knowledge, skills, and platforms to better design, measure and showcase new solutions to achieve Sustainable Development Goals 4 (inclusive and equitable education) and Goal 8 (sustained and inclusive economic growth) by the year 2030.

The diagram on the right presents the selected learning domains to address challenges through the HCD process for each of the cohort age groups in Kenya.



# Project Brief

## LEARNING & REPORTING PARTNER

ThinkPlace Kenya has been engaged as the Learning and Reporting Partner for the second year to evaluate the efficacy of the Schools2030 programme in the delivery of the 2022 Human-Centered Design (HCD) process in Lamu and Mombasa counties.

A number of learnings and recommendations from ThinkPlace's assessment of the 2021 process were integrated into the 2022 process. Using a qualitative approach, the research has interrogated the participants' learning journeys, pain points with the process, and the underlying barriers and enablers to the adoption of HCD. ThinkPlace intentionally sought to understand what was and was not working well with regards to the main changes to this year's process. This assessment was carried out over a 2-week period between June and July 2021 both remotely and physically in Lamu and Mombasa Counties.

The learnings are communicated as lessons, successes and recommendations for the next iteration in the following year of the process.

The recommendations provided are informed by ThinkPlace's expertise and experience with HCD, adult learning principles and behavioural and cognitive models in order to design more effective and contextualised future learning experiences.

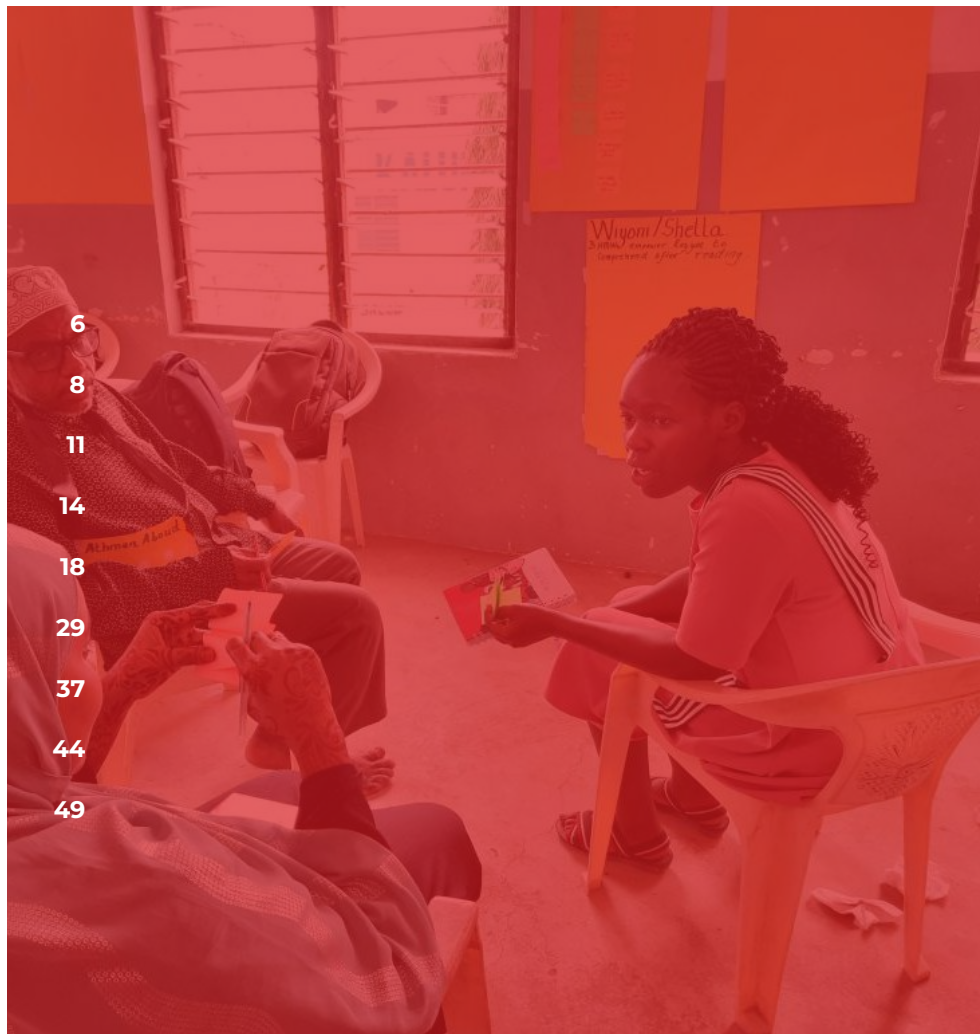
## WHO IS THIS DOCUMENT FOR?

This document is intended for the Aga Khan Foundation, the Schools2030 programme team and the National Advisory Committee. It is also for schools and partners within the wider education ecosystem. This includes Ministry of Education representatives, other teachers, development partners, research partners and private sector partners in the education space.



# Table of Contents

Summary of Learnings .....	6
Project Background .....	8
Overview of Activities .....	11
The HCD Content Journey .....	14
The HCD Emotional Journey .....	18
Thematic Learnings: Mindsets .....	29
Thematic Learnings: Motivation .....	37
Thematic Learnings: Ability .....	44
Recommendations .....	49



# Terms

The following terms are used throughout the document:



**Participant:** This is an umbrella term that refers to all groups enrolled in the HCD process - pre-primary, primary, and secondary teachers, and youth development and NGO partners. Where a finding applies to a specific sub-group, they are identified as so.



**Teacher:** This term refers to all educators that are enrolled in the HCD process. This includes grade-level teachers, subject teachers, and school leaders (who are typically Head of Institutions (HOI), Deputy Headteachers, and Senior Teachers).



**Youth Development Partner:** A Civil Society Organisation (CSO) actively engaged in the HCD process. Similar to secondary schools, they are working to create solutions for the 14-year-old cohort age.



**Facilitator:** Facilitators prepare workshop and project materials, lead workshops, oversee participant learning journeys and provide design critiques.



**HCD Process:** This term is used when referring to all engagements associated with Schools2030's implementation of the HCD process. This includes the activities that participants engage with both in and out of the workshops to carry out the process, as well as the support mechanisms and resources around them.



**Schools2030 Programme:** This refers to the wider Schools2030 programme activities that extend beyond the HCD process. This includes monitoring and evaluation activities and occasions such as the showcase event.



**Cohort Facilitator:** Cohort facilitators are typically youth residing in the implementation areas that provide additional support to participants with the HCD process. They are undergoing the HCD process themselves, assist lead facilitators during the workshops, and conduct site visits to provide participants with additional on-the-ground support.

# Acronyms

**HCD** - Human-Centered Design

**YDP** - Youth Development Partner

**CSO** - Civil Society Organisation

**CBC** - Competency Based Curriculum

**HMW** - How Might We

**POV** - Point of View

**MVP** - Minimum Viable Product

**TPD** - Teacher Professional Development

**MoE** - Ministry of Education



# Summary of Learnings

From the assessment of the Schools2030 HCD Programme in Lamu and Mombasa, the following are the main learnings:



## Mindsets

Teachers are adopting more empathetic and inclusive approaches in their classes

The process contains bottlenecks that constrain the diversity and originality of the MVPs that move forward

Instances of meaningful iteration are few and far between



## Motivation

Most teachers perceive the process as an obligation rather than an opportunity

Teachers resonate with a range of diverse value propositions

Teachers are both excited and apprehensive about the opportunity to work in design teams

Uncertainty on the next steps dampens motivation



## Ability

The sprint approach allows teachers to connect one HCD phase to the next more easily but feels too rushed

Cohort facilitators are playing a greater role yet variations in capability have resulted in inconsistent quality of support

Time remains a significant opportunity cost for the teachers due to competing demands from existing responsibilities

# Summary of Recommendations

From the assessment of the Schools2030 HCD Programme in Lamu and Mombasa, the following are the main recommendations:

- 01** Shift to a demand-driven model with choice and flexibility to allow for ownership over learning
- 02** Set up design teams of committed members
- 03** Build confidence in a safe and controlled environment
- 04** Decentralise expertise through intentional capacity development and support funnels
- 05** Clearly communicate the process goals, value, and evolving expectations to prevent uncertainty and confusion
- 06** Create additional learning materials in diverse formats to address learning gaps and bring a sense of prestige to the process
- 07** Normalise diverse and non-linear design thinking journeys through storytelling and reflection
- 08** Leverage on variable rewards and gamification tools to increase engagement with the process
- 09** Build on the progress and outcomes from previous years to reduce friction
- 10** Generate interest in the broader ecosystem



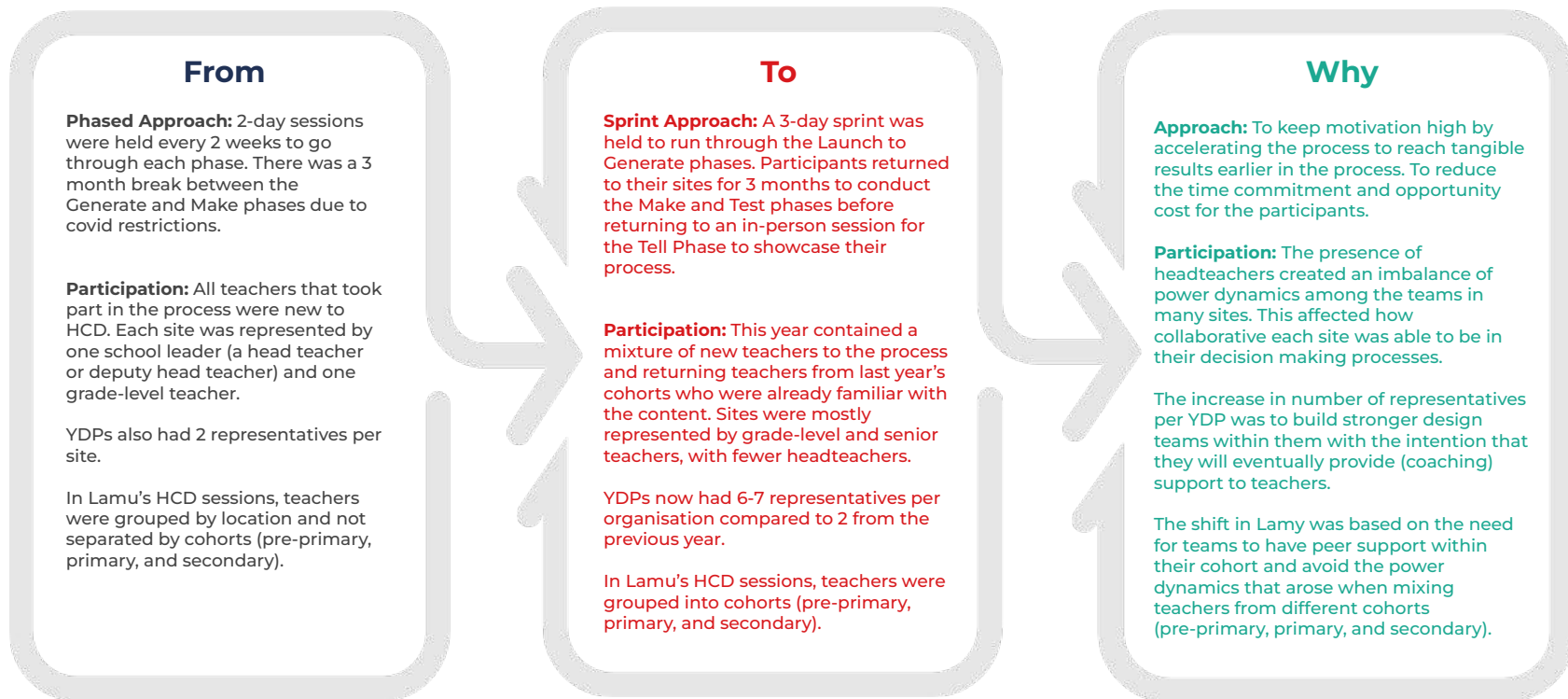
# Project Context

This section describes the main changes that were made from last year's process and the reasons behind them.



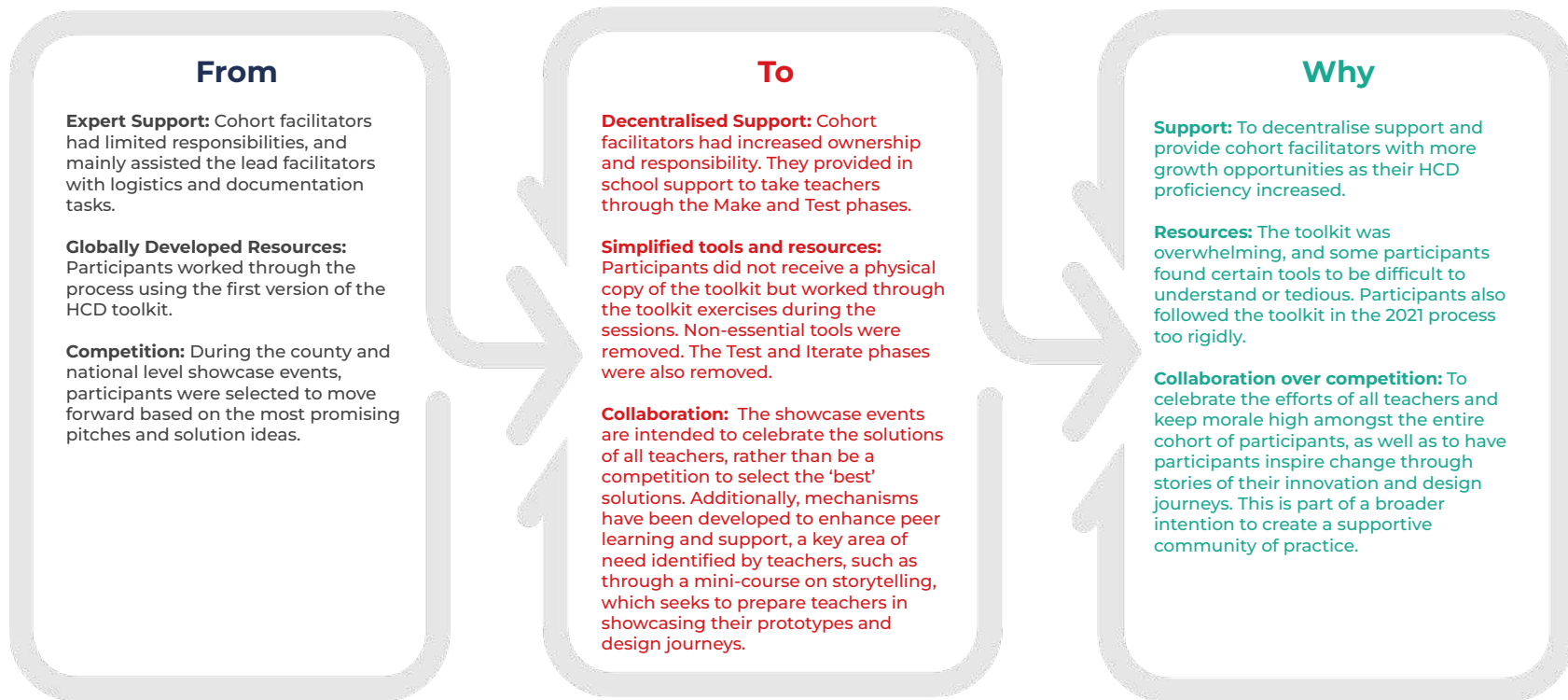
# An Evolving Process

The main changes between the 2021 and 2022 process are summarised below:



# An Evolving Process

The main changes between the 2021 and 2022 process are summarised below:



# Overview of Activities

## Key Characteristics of the field activities

ThinkPlace spent one week conducting remote interviews with teachers, youth development partners, and cohort facilitators to retrospectively assess their experience during the initial 3-day sprint.

ThinkPlace then spent a total of 4 days observing the Tell sessions in both Lamu and Mombasa. This consisted of teachers working through the storytelling mini-course as they prepared to deliver the presentations of their solutions and their HCD journey to their peers and Curriculum Support Officers (CSOs).



# Our Approach - Data Collection Tools

ThinkPlace qualitatively assessed the efficacy of the HCD process through the following methods:

## FOCUS GROUP DISCUSSIONS



**Focus group discussions** were conducted with teachers and cohort facilitators during the HCD sessions.

## INDIVIDUAL INTERVIEWS (PHYSICAL & REMOTE)



**Individual interviews** were conducted with all target groups during the HCD sessions (both schools and youth development partner organisations). Interviewers used a predetermined set of interview questions as a discussion guide.

## OBSERVATION



**Direct observation** was carried out during the Tell sessions in both Lamu and Mombasa. ThinkPlace observed the engagement of the teachers with the session and their presentations in order to understand what was working well and identify areas of improvement.

## RESEARCH TOOLS



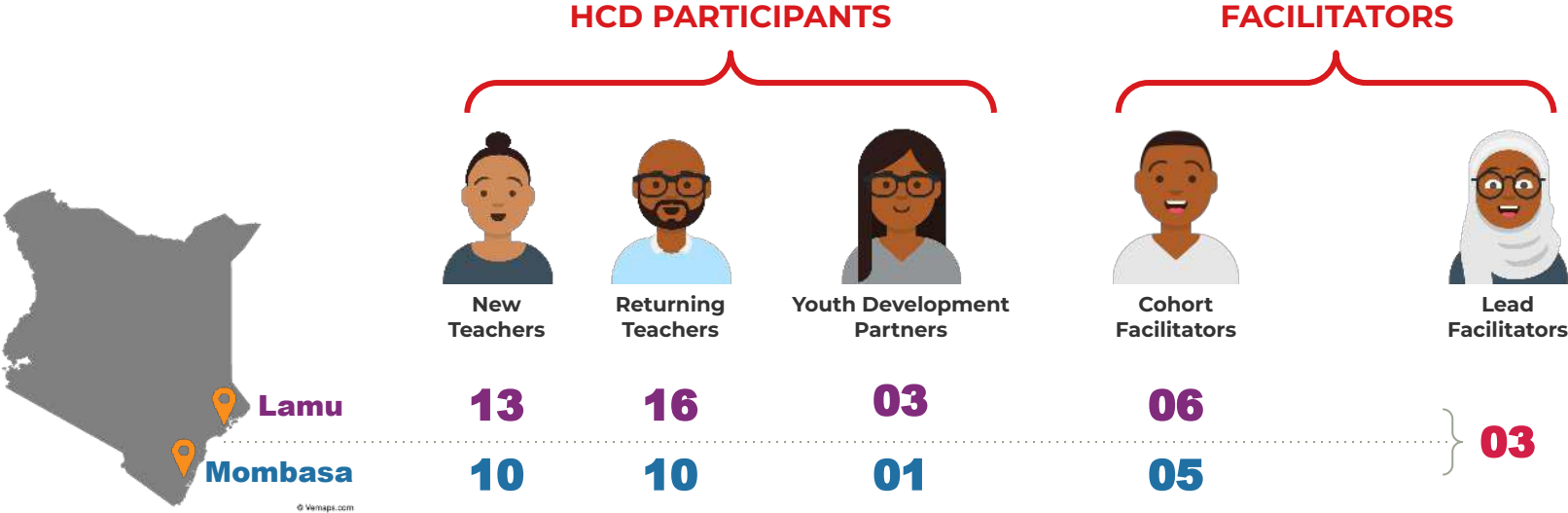
### HCD Journey Mapping

Participants drew a line to signify their emotional state through each stage of the HCD process (x-axis) on a positive to negative scale (y-axis).

**Gallery Walk** ThinkPlace pasted the titles of each phase of the HCD process on large sheets of paper across the walls during the HCD sessions. Teachers were instructed to add what they found that was either easy or difficult with each phase and why using post-it notes.

# Our Approach - Sampling and Sites

Where and with whom the HCD Assessment was conducted.



# The HCD Emotional Journey

An emotional journey map is a visualisation to show how a person feels as they go through different stages of a particular process. The journey maps in this section are illustrative of the most common experiences felt by new and returning teachers, and are not intended to be exhaustive representations of all experiences.

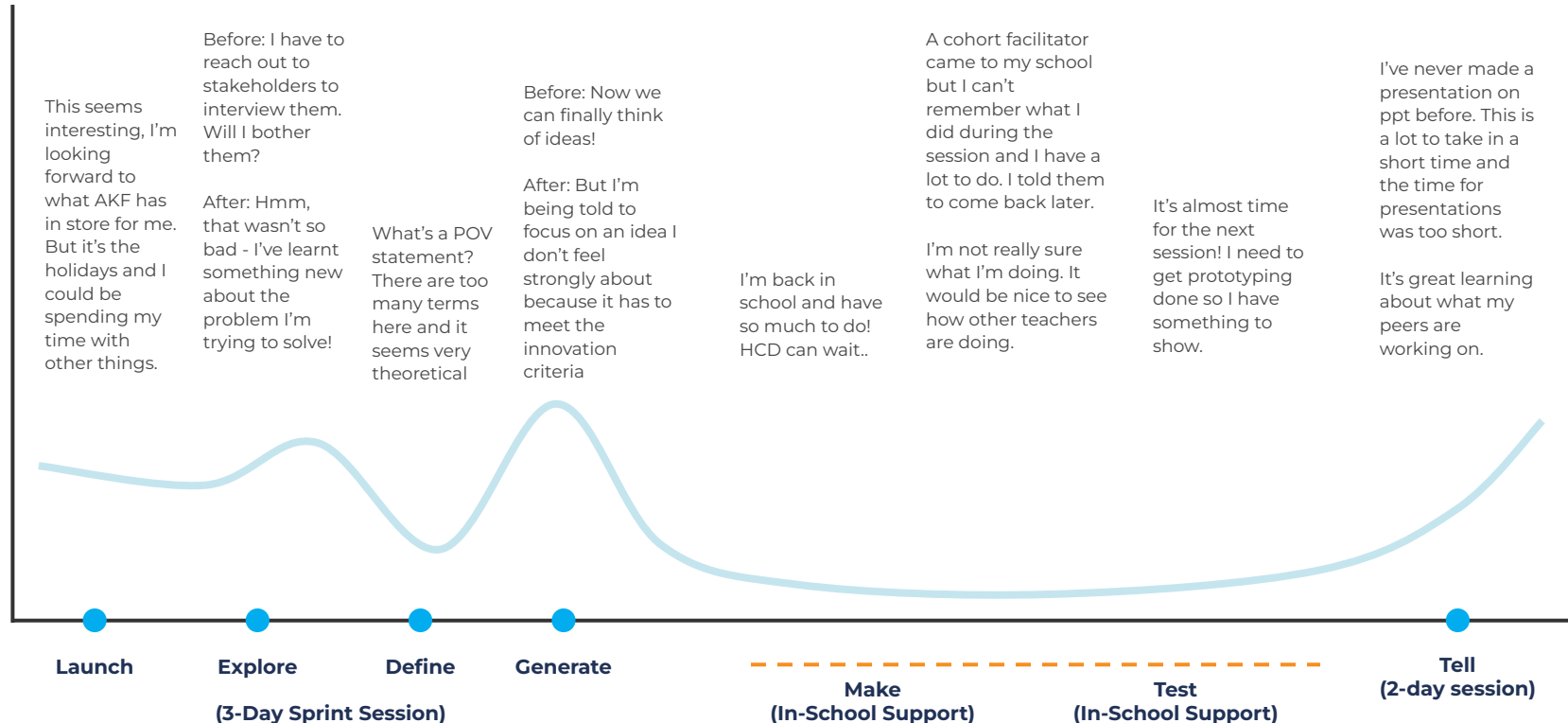


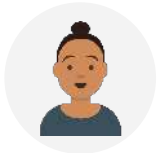




## Emotional Journey The New Teacher

- In-Person Session
- - - In-School Support (through cohort facilitators)

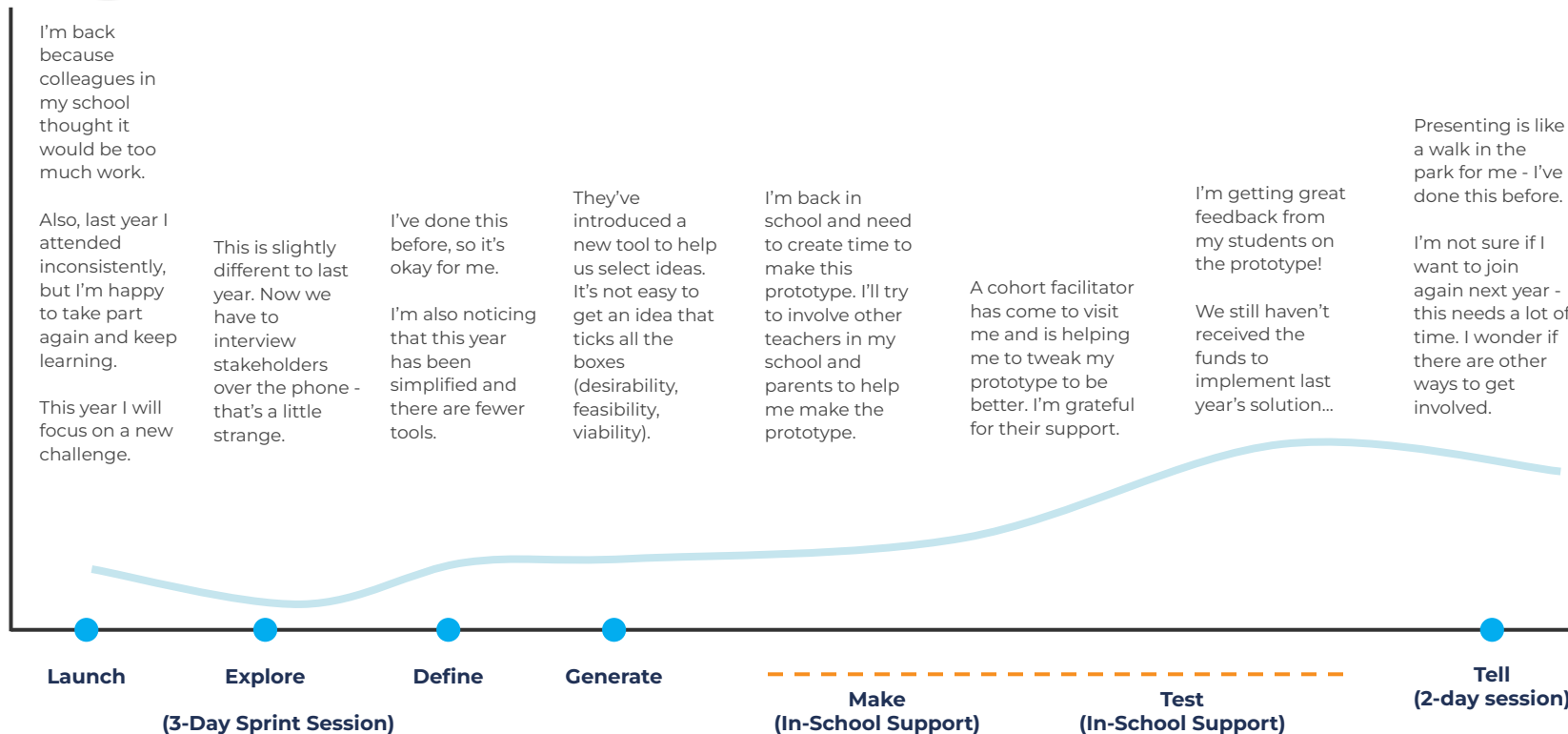




## Emotional Journey

# The Returning Teacher

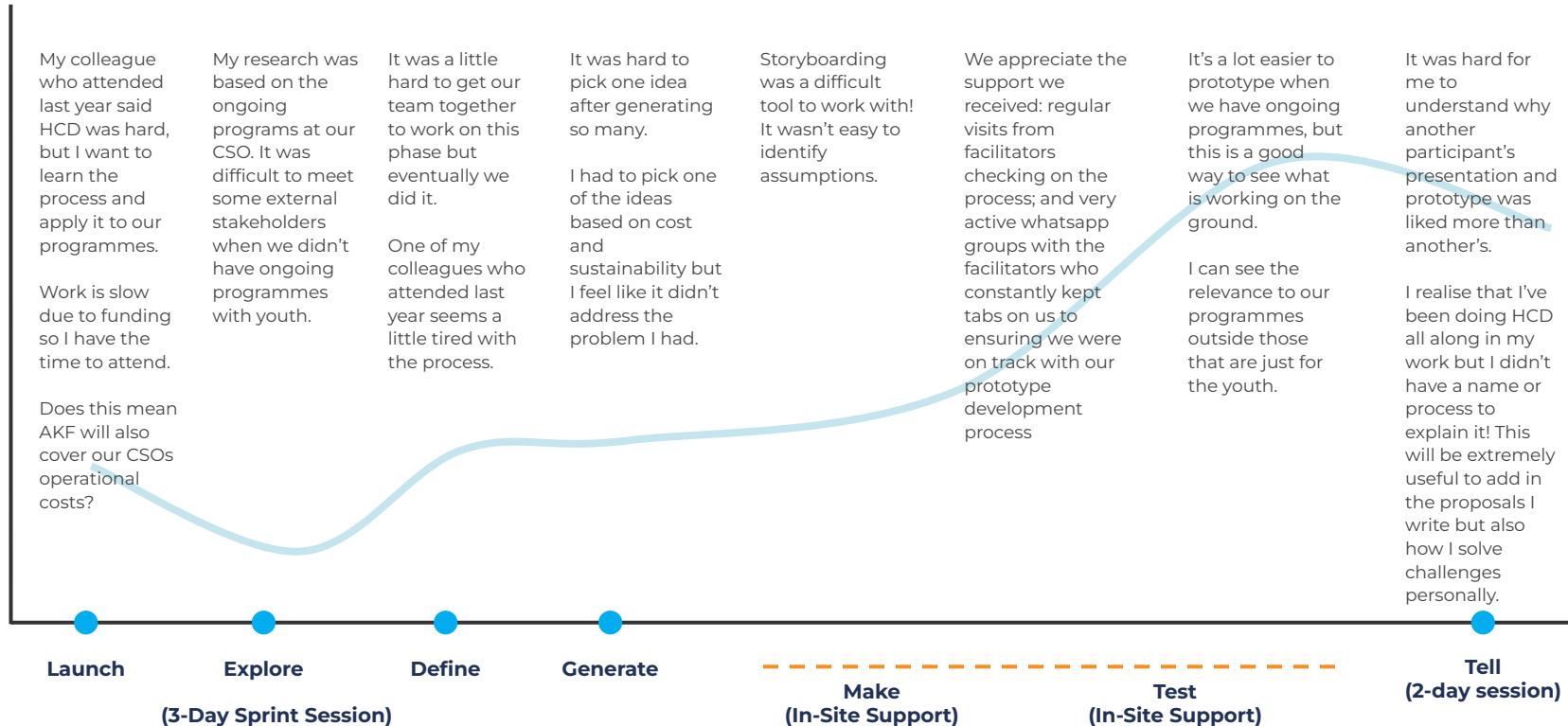
- In-Person Session
- - - In-School Support (through cohort facilitators)





## Emotional Journey The YDP Staff Member

- In-Person Session
- - - On-Site Support (through lead facilitators)



# The HCD Content Journey

This section presents learnings related to how teachers experienced the content and tools phase by phase. The positive and negative experiences presented here are directly from the teachers themselves.



# 1. Launch

## Highlights

Teachers felt empowered by having the ability to choose a challenge to address.

## Challenges

- Some teachers found it difficult and overwhelming to decide on a challenge, due to the large number of possibilities and issues to choose from.
- Some teachers found this phase to be overly theoretical

## Try this:

- Provide a selection of design challenges to choose from. This would allow for many tools to be removed, reducing the friction for the teachers and absorbing the complexity of this stage.



*I liked the whole idea of identifying those I will work with.”*

– Primary School Teacher, Mombasa

# 2. Explore

## Highlights

Interacting with stakeholders and getting a deeper understanding behind the problems of interest was a fulfilling and enlightening experience for many teachers.

## Challenges

- Teachers found it difficult to choose the stakeholders to interview, and some of the stakeholders they contacted were not cooperative.
- Teachers felt that this phase was done in a rush
- Conducting interviews over the phone felt unusual for the returning teachers

## Try this:

- Bring in a group of students and parents to interview in person.



*I loved this stage because I came to interact with the parents/stakeholders, and got their view on their capacity of involvement with their children's academic performance.”*

– Primary School Teacher, Mombasa

## 3. Define

### Highlights

A few teachers, predominantly those who were returning, reported that this phase was easy to complete and well explained by the facilitators.

### Challenges

- Many new teachers found it challenging to both understand and come up with a POV Statement.
- Additionally, this stage was also found to be too theoretical.

### Try this

- Use diverse examples of good quality POV statements from previous cycles of the process that address a range of learning outcomes

“*There were too many terms, which made it boring.*”  
– Primary School Teacher, Lamu

## 4. Generate

### Highlights

Brainstorming was an empowering experience for some, as it gave them a chance to be creative problem-solvers and brought a sense of possibility. This is different to how many of the teachers usually feel as simply executors of a curriculum with limited freedom.

### Challenges

- Thinking of multiple ideas that would also need the needs of diverse students was difficult.
- Teachers became attached to certain ideas. If facilitators encouraged them to focus on other ideas that would better meet the innovation criteria, they would get disappointed.

### Try this

- Provide an 'Ideas Book' to show a range of what is possible to come up with, from a learning product or teaching approach, to a service-oriented solution.

“*Students are diverse and coming up with a common solution was challenging.*”  
– Secondary School Teacher, Mombasa

## 5. Make

### Highlights

Teachers generally enjoyed the process of creating and building their prototypes. For some, involving parents and other teachers in creating their prototypes was an enjoyable experience.

### Challenges

- Some teachers were not aware that they could request materials to produce their prototypes on a needs basis, and either improvised with existing materials, requested materials from parents, or did not continue with this phase as they were waiting to receive more.
- Many teachers reported that this was a very involving stage that requires a lot of time.

### Try this

- Carry out this phase during the sprint session so that teachers are more confident in what they are creating
- Take participants through a gallery walk of prototypes from previous years for inspiration

“*[The Make Phase] had a lot of involvement - more time is needed.*”  
– Secondary School Teacher, Mombasa

## 6. Test

### Highlights

Test was an especially rewarding and validating phase for teachers if their prototypes were received well by their learners.

### Challenges

- Many teachers did not prioritise this phase, citing busy schedules as the main reason. As a result, this phase was not completed.
- Some teachers did not present their prototypes as a test to gather critical feedback, but more so as a game for their learners. As a result, they did not identify ways to iterate their MVPs.

### Try this

- Carry this out during the sprint session
- Work with each of the teams during the sprint session to create a testing plan
- Do some initial testing with a group of learners in the sprint session

“*Test was easy; we get to see and learn and know if our prototypes are good and working.*”  
– Secondary School Teacher, Mombasa



# 7. Tell

## Highlights

Return teachers enjoyed this session as they knew what was expected of them from their previous experience. Teachers appreciated learning about what their peers had worked on during the process and were inspired to apply some of their ideas in their own classrooms. There was also a marked increase in the number of cases of teachers supporting each other to develop their slides. This is likely due to the reframing of the activity away from being a competition.

Curriculum Support Officers also played a crucial role in giving feedback on participants' ideas to ensure an alignment with MoE priorities and curriculum guidelines.

## Challenges

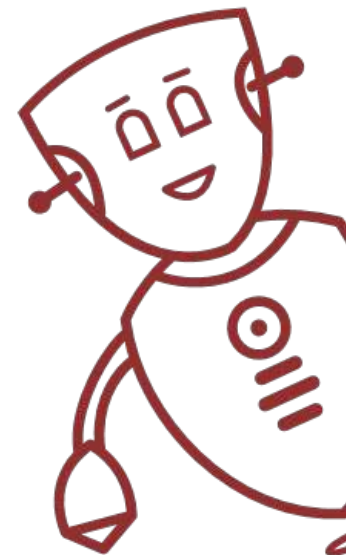
- Most first-time participants felt constrained by the time allocated to them for the presentations.
- Some teachers felt unprepared for the pitch and were unsure of which areas to focus on during their presentations.
- There was a significant challenge in developing the presentations due to a lack basic digital literacy skills

## Try this

- Increase the time allocation for each presentation
- Have the co-facilitators begin preparing the teachers on the pitch requirements in terms of skills and areas to focus on during the school visits

*I liked seeing teachers presenting. I picked so many lessons which were rich in information that I have since gathered and practiced with my students.*

*– Pre-Primary Teacher, Lamu*



# Our Guiding Framework

Building on last year's assessment, ThinkPlace developed the following framework in consultations with AKF to organise the learnings and recommendations around the HCD process.



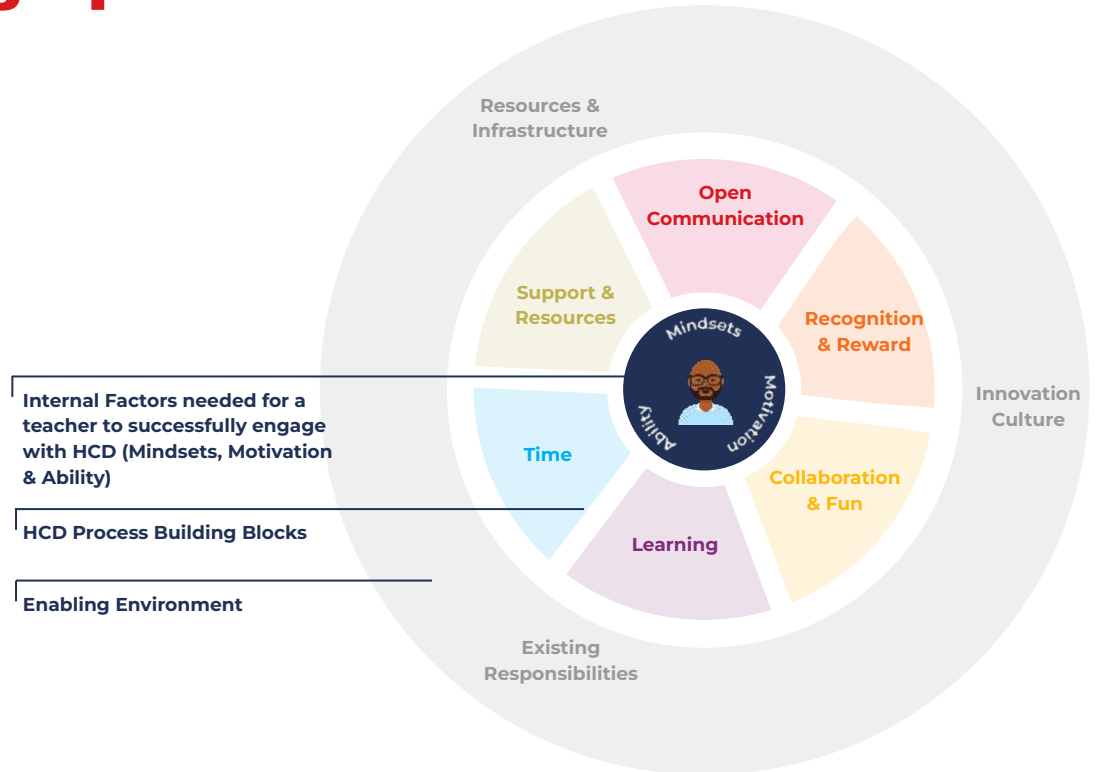
# A framework for creating an effective design process

## Introduction to the Framework

During last year's assessment, ThinkPlace identified five building blocks for delivering an effective HCD process (Time, Recognition & Reward, Open Communication, Support and Resources, and Collaborative and Fun Learning). This year, they were taken a step further to develop a framework that can better assist Schools2030 in assessing barriers to and developing recommendations for an improved process.

In order to do this, teachers and other participants must be placed in the centre. This framework intends to situate the building blocks within the broader ecosystem while demonstrating their intended impact on the participants of the programme.




This framework is composed of three concentric circles with the bulls-eye representing the core value proposition for the teacher. The assumption is that teachers who have the capability to successfully engage with an authentic design process will arrive at innovative and impactful solutions.



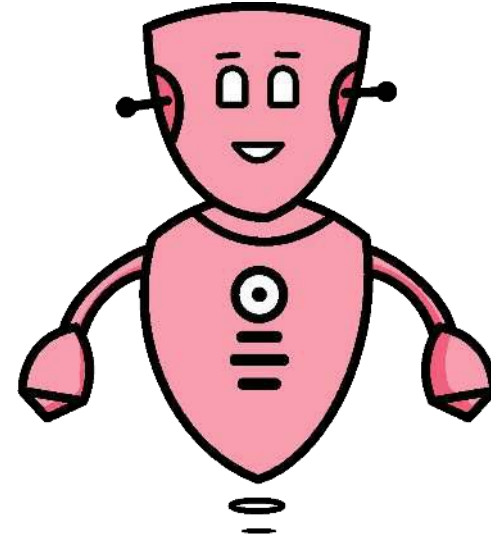
# Framework Components

## Internal Factors

These consist of factors that a teacher/participant needs to be able to successfully engage with and carry out HCD. At the centre of these factors (the bulls-eye), lies the core value proposition of HCD for teachers, which is yet to be co-created together with the teachers:

-  **Mindsets:** These are the HCD mindsets listed in the toolkit that are required to arrive at innovative, impactful solutions. Examples include: Put aside biases and assumptions about what you think the problem is - listen to the stakeholder; Allow yourself to think of wild ideas, and Many cycles of prototyping are necessary to develop an idea; etc.
-  **Ability:** Having the time, knowledge, and skills to be able to go through HCD.
-  **Motivation:** Having the motivation to learn about HCD during the process and practice it at the classroom level.

The selection of these internal factors were influenced by existing behaviour change frameworks, such as the Fogg Behaviour Model, which posits that an individual's behaviors are a function of their motivation, ability (how easy it is to do something) and any prompts that influence their behavior. To adapt this to Schools2030, ThinkPlace added HCD Mindsets to the set of internal factors.






# Framework Components




## Process Building Blocks

From the findings and evidence of the assessment of the 2021 process, ThinkPlace identified essential building blocks critical to increasing the efficacy and impact of HCD processes in Kenya. These have been slightly adjusted this year by breaking up Collaborative & Fun Learning into Collaboration and Fun, and Learning.

The building blocks represent elements of the process that Schools2030 can intentionally design to influence the internal factors of the teacher (mindsets, ability, and motivation). To an extent, these building blocks can also influence the enabling environment, but this change is expected to be much slower and long-term.

The building blocks are as follows:




-  **Time:** Do teachers perceive that the time commitment associated with the process is worth the opportunity cost?
-  **Recognition & Reward:** Are there frequent opportunities for teachers to recognise their own transformations and their work throughout the process?
-  **Open Communication:** Are there transparent lines of communication that clearly outline expectations of the process to reduce uncertainty?

-  **Learning:** Do the expectations related to HCD competency and proficiency match the activities designed for the teachers in a way that is realistic for them to achieve?
-  **Support and Resources:** Is there a dynamic fabric of support provided to address the varying and diverse needs of the teachers?
-  **Collaboration and Fun:** Does the process encourage teachers to learn from and celebrate each others' perspectives by creating a supportive community of practice? Is it enjoyable?

# Framework Components

## Enabling Environment

What are the conditions required for a thriving learning ecosystem that encourages bold ideas, experimentation and learning from failure?

-  **Resources and Infrastructure:** Do participants have the adequate resources and infrastructure in place to be able to readily access learning materials and communication related to the process?
-  **Innovation Culture:** What is the role of both local school leaders and leaders in the larger education system (e.g. Directors of Education) and what support do they need to create a culture of innovation and improvement?
-  **Existing Responsibilities:** What are the existing demands and pressures that teachers and partners have to deal with?

In the thematic learnings and recommendations sections of this report, the relevant elements of this framework will be indicated.

For each learning and recommendation in the sections to follow, the most relevant mindsets, building blocks, and enabling environment factors have been identified.



# Thematic Learnings

The thematic learnings are categorised according to the three internal factors that enable a teacher to successfully engage with HCD (Mindsets, Motivation, and Ability).







Thematic Learnings

# Mindsets

## 1. Mindsets

# Teachers are adopting more empathetic and inclusive approaches in their classrooms

### Related Building Blocks & Enabling Environment



### Teachers are pausing to listen before they punish their students

Teachers highlighted ways in which they are incorporating increasingly empathetic approaches to their practices, attributing this mainly to the research-related activities in the HCD process, especially the Stakeholder Interview. For example, rather than immediately punishing a student who is not concentrating in class, some teachers will take the time to speak to them, and in some cases, their immediate relatives, to understand the deeper reasons behind their behaviour. The stakeholder interview is a powerful activity in the Explore phase with significant potential to develop a teacher's empathy.

*“Before I discipline a student, I take time to understand them - I research and evaluate through the HCD process to ensure I am fair and just.”*

- Primary School Teacher, Lamu

### There is an increasing recognition of the diverse needs and agency among students

The process has also shifted teachers' perspectives in that they are now more aware of students' diverse and individual needs in their classrooms. Rather than taking a blanket approach to teaching in their lessons, some now are more intentional in supporting and giving extra attention to those struggling to keep up. Additionally, there is an increasing recognition that the learners are not passive consumers of information but active contributors that teachers can learn from and engage with.

*“We are changing the teaching methodologies. We look at learners, not as empty states, but we can learn from them, we learn what the expectations are, we gauge their level”*

- Secondary School Teacher, Mombasa

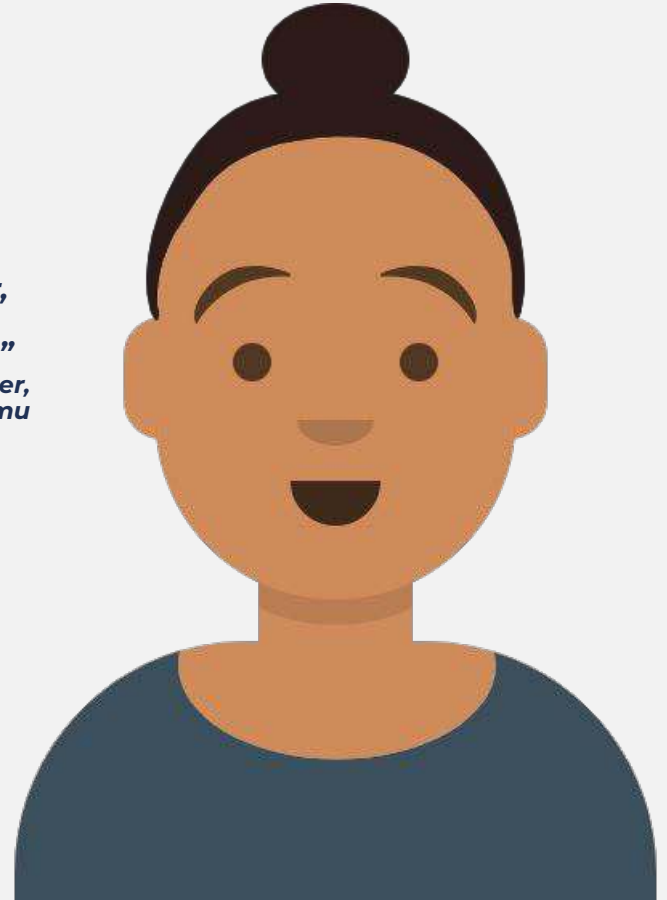
*How Might We see the Explore phase as a powerful experience and develop a meaning-making activity?*



### Related HCD Mindsets

- Work together to understand the context
- Look carefully to understand potential problems and opportunities
- Get inspired by people - active listening is a source of creative inspiration
- Put aside biases and assumptions about what you think the problem is - listen to the stakeholder.

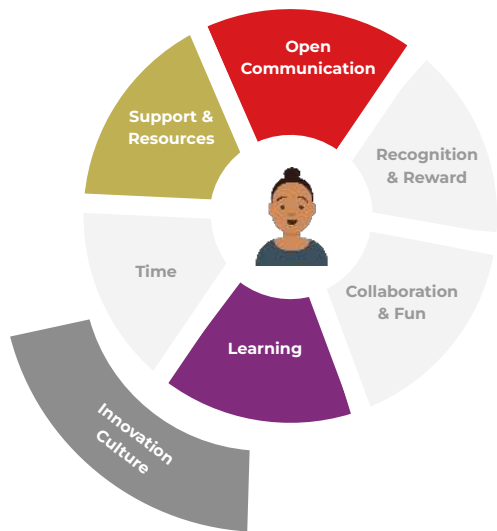
***“It [the process] is very necessary, there is change created in you as a teacher, and as a result, how things are implemented in school.”***  
- Primary School Teacher,  
Lamu



## 2. Mindsets

The process contains bottlenecks that constrain the diversity and originality of the MVPs that move forward

### Related Building Blocks



### Assessment tools exist for academic domains but not non-academic domains

At all levels (pre-primary, primary, and secondary), the majority of teams selected literacy as their learning domain. One possible reason for this is that during the 'Assess' phase, most sites only had their existing assessment tools for academic domains, such as literacy and numeracy, and not non-academic domains such as taking responsibility or reconciling tensions (the non-academic assessment tools are currently under development and will be ready in the coming cycle). As a result, teachers could clearly see measurable challenges in the academic performance of their students and decided to focus on academic over non-academic domains.

It was also observed that teachers themselves have some gaps and challenges when it comes to delivering high quality education, for example, in digital literacy skills or approaches to handling large class sizes. This highlights a need for self-reflection or assessment on the teachers' capability and approaches so that they can better design for themselves.

### Teachers are influenced by their peers in selecting ideas to progress with

MVPs originating from the pre-primary and primary levels were largely similar at their core. For example, there were several ideas around material development to address literacy. They involved an interactive game using improvised materials that required a student to engage with the product, read it aloud in a group setting, and in some cases, have something to take home and practice with their parents, with variations around the types of materials and themes.

These ideas incorporate holistic learning methods through fun and involving activities but represent a small fraction of what is possible. Additionally, these activities and games are ideas that may not require a teacher to go through a full HCD process to arrive at.

A possible explanation for this is that teachers have been influenced by what others are creating rather than trusting their own processes. The teachers may also lack the creative confidence needed to think outside the boundaries of conventional solutions.

### **Teachers are instrumentalising the process to request pre-determined resource needs**

In some cases, teachers may have been steering the process to request materials and resources that they may be lacking in their schools, such as computers or storybooks, even when the design process has not necessarily taken them in that direction. It suggests that teachers already had solutions in mind before beginning the HCD process rather than trusting the process to address emerging needs from the design research through a unique solution.



The awareness of the Flexible Response Funds, as well as associations to AKF as an organization that works on education improvement, may bias the teachers towards coming up with ideas that incorporate resources that they already want and hence could act as a barrier to an authentic HCD process. This brings into question whether the purpose of the FRFs needs to be rethought.

**Biases, interests and varied understandings of Innovation influence the solutions that are praised and selected to move forward by CSOs, which may hinder the production of truly innovative solutions**

Variations in the understanding of ‘innovation’ permeate the programme among different stakeholders. During the tell phase, Curriculum Support Officers (CSOs) were likely to praise solutions that aligned with CBC priorities, such as those that incorporated material development and parental engagement. Yet, with other less conventional solutions that may have received positive feedback from the design facilitators, CSOs were less enthusiastic. On one hand, this has created some confusion about what teachers think they should be creating.

On the other, they may, unintentionally, be steering teachers to create ‘safe’ solutions that remain within the existing boundaries of what the CBC is already trying to achieve.

**Teachers found the innovation criteria to be constraining and difficult to understand**

This year, the innovation criteria around desirability, feasibility and sustainability was introduced to help teachers select ideas to process with. The criteria is a sorting tool for ideas already proposed by the teachers/design teams during brainstorming; it helps them narrow down from the 10 or so ideas they proposed to 1 or 2 that they can move on to prototype. It is not presented in the technical terms but rather as a matrix of the following for each criteria:

- Feasibility: Impact vs Effort
- Desirability: Desirability vs Originality
- Viability: Cost vs Time

Still, many teachers found the terms used in this criteria to be too technical and difficult to understand. Additionally, some teachers were not excited about some of the ideas that satisfied all the requirements of the criteria and would have preferred to progress with those that they felt more attached to.

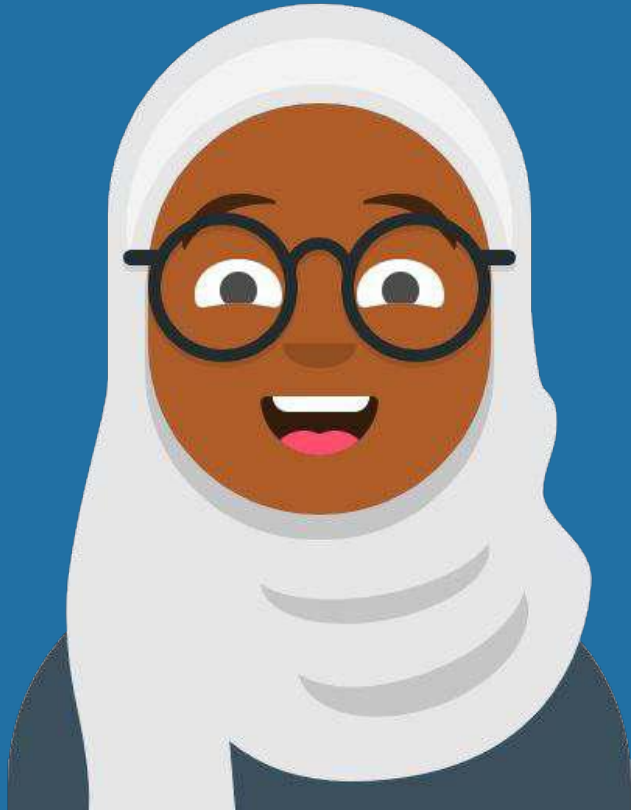
*How might we more strategically invest in teachers to move their ideas to a place of impact?*

*How are we developing the creative confidence of teachers and creating the space for creativity to flourish?*



**Related HCD Mindsets**

- Seek new perspectives on old problems
- See opportunities in constraints
- Get comfortable with navigating contradictory information
- Many ideas lead to good ideas
- Defer judgment and criticism of ideas until the time is right
- Idea generation is not the time for evaluating ideas
- Brainstorming is a collaborative team activity
- Allow yourself to think of wild ideas



“*How can we maintain  
the integrity of the  
process?”*”

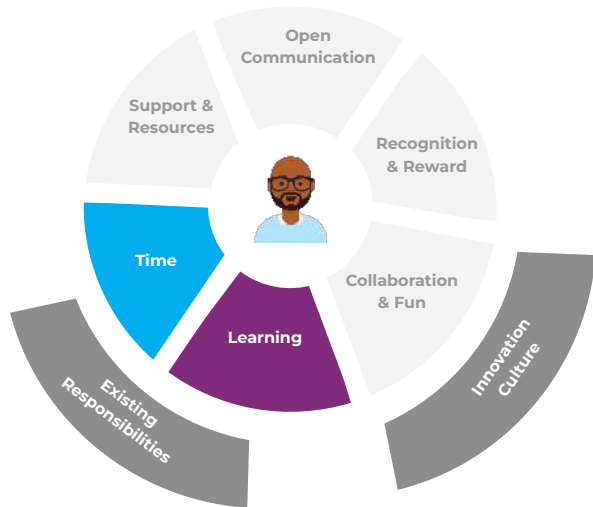
- *Halima Shabaan, Schools2030  
Coordinator, Kenya*



### 3. Mindsets

## Instances of meaningful iteration are few and far between

#### Related Building Blocks



Instances of meaningful iteration were few and far between, suggesting that there is still a long way to go to instill a mindset of embracing failure.

#### Understanding what iteration means

When asked about testing their solutions, the teachers who got around to testing their ideas in their classrooms reported that they were received well and met with enthusiasm. When probed further, it became clear that many of the teachers did not fully understand the concept of 'test' or testing assumptions, as many had presented their prototypes as games to their students, rather than as a way to gather actionable feedback for changes.

When asked whether the teachers made any changes to the prototypes themselves, many of them highlighted minor changes, such as switching to durable materials for physical solutions. For example, in one case, the teachers highlighted that for their library solution, they needed to diversify the materials provided in the library. Very few spoke of making changes to the core ideas themselves.

#### A culture of getting it right from the start pervades the education system and limits experimentation and risk-taking

Teachers are working within a system where experimentation and learning from failure are not encouraged. Rather than having the autonomy and freedom to try new things in their classrooms, many teachers see themselves as recipients of orders that they simply have to execute. Moreover, when teachers walk into their classrooms, they feel pressure to appear as if they have it all figured out in front of their students. Such factors have created significant friction in getting comfortable with failing fast and learning fast.

*How do we recalibrate the idea that teachers do not need to succeed every time?*



### Teachers did not have a chance to practice iteration in a controlled environment

Participants went through the beginning of the Make phase and then carried out the Make and Test phases within their schools. Cohort facilitators then conducted support visits to guide teachers through the Make and Test phases. While teachers were in their schools, many did not get around to testing their solutions, citing competing school demands and pressures as the main reasons for not doing so. Some teachers felt uneasy with the lack of close contact with both the HCD facilitators and other participants, as they did not know whether they were moving in the right direction and could not sense-check with fellow teachers. While the goal is to eventually practice design thinking in their classrooms, it suggests that teachers need to develop more confidence within a safe environment before applying their learnings to the real world.

*"I'm finding this time round the programme is requiring us to do something outside, while in our work station, so it is hard to carry out those activities back in the station. When we are at school we have lessons to attend, and markings to do, which does not give you time to concentrate on any other school activities so you either stay longer or forfeit activities."*

**- Secondary School Teacher,  
Mombasa**

*"You're leaving us for longer, these things need connection, And when we are in school we are not idle, the TSC needs many things"*

**- Secondary School Teacher,  
Lamu**

#### Related HCD Mindsets

- Prototype early and often in order to learn about your idea Start small to make big change
- Show don't tell
- Many cycles of prototyping are necessary to develop an idea Feedback is a gift to improve your ideas



Thematic Learnings

**Motivation**

## Motivation

**Most teachers perceive the process as an obligation rather than an opportunity**

### Related Building Blocks



### Inconsistent teacher attendance

When asked about their decision to participate in this year's process, most teachers explained that they were either filling in for a teacher who could not make it or requested by their headteacher as they were teaching the required grade-level. There were also a number of returning teachers from last year's cohort, some of whom reported that their colleagues did not want to participate because they imagined that it would be too much work based on what they heard about the 2021 process.

There were many cases where the teacher of a particular school who attended the sprint session did not attend the Tell session, and instead, a new teacher was sent to stand in for them. It was evident that during the handover process, those who had carried out the initial HCD activities did not adequately inform teachers who were filling in for them, leaving them to present their journeys without having a good understanding of what was done. This implies that for a number of schools, it didn't matter to have a consistent teacher but they just needed to send a representative to tick the attendance box.

### Despite receiving an adequate allowance for their travel, teachers felt that this was not enough

Teachers expressed dissatisfaction with the allowance provided to them to attend the HCD sessions. According to them, it was not enough, as many expected to have some money left over - they were giving more to the process than they were getting, and they did not view the sessions as a non-material benefit to their personal and professional lives. The following reasons may be contributing to this feeling: 1) The value proposition to the professional growth is not yet clear, and 2) this was not a demand-driven process where participation came from the teachers' own will.

However, intrinsically motivated teachers thoroughly enjoyed the process of learning and felt that this process contributed to their growth as a teacher and exposed them to new ways of thinking and approaching problems (more in the next learning)..

***“There should be a boost to motivate the teacher, you're leaving while others are at home and nothing coming out of that, you can pay someone to do your work. For us, we count it as a loss.”***

**- Secondary School  
Teacher, Lamu 40**

## Motivation

# Teachers resonate with a range of diverse value propositions

### Related Building Blocks



### HCD-related value propositions

While it still remains unclear what are the strongest value propositions that resonate among teachers, many provided hints as to what they could be. These included: the ability to identify and select the challenge to work on, coming up with ideas, and working with and learning from others. Overall, they point to a feeling of empowerment and involvement in being able to solve the challenges that they face. This was mainly the case for intrinsically motivated teachers. Receiving a certificate and monetary compensation was a value proposition that appealed to the extrinsic motivation of the teachers.

YDPs, on the other hand, can see the direct benefits of HCD much more clearly to their roles - as an approach that articulates and adds clarity to many of the projects they already run, and as a methodology to describe in their proposals for funding.

“**Yes because personally I have been able to learn more about the challenges in schools. I would tell them not to bother so much about the appreciation but to focus on the knowledge, and how it can help in their home and their entire community.**”  
- Secondary School Teacher, Lamu

### Teachers are finding value in secondary aspects of the HCD process

Teachers were finding value in the following aspects of the sessions beyond the core process:

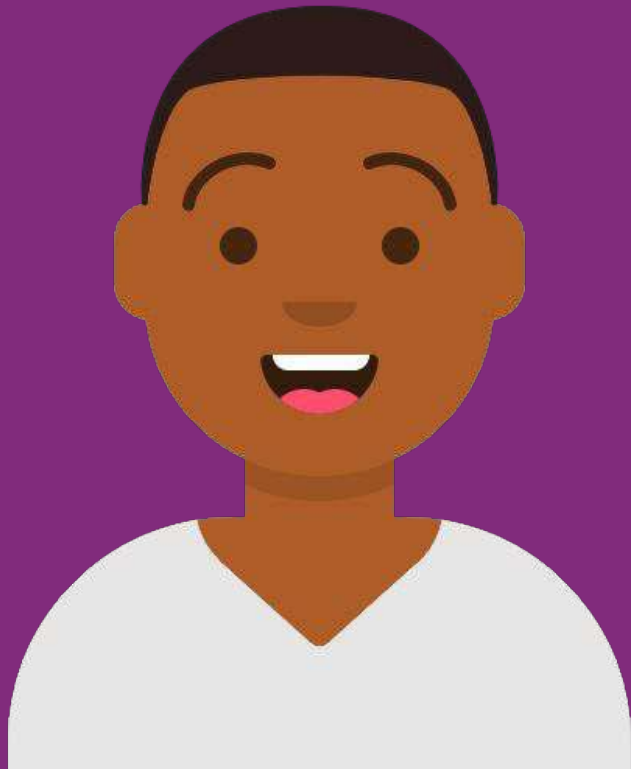
*Not feeling alone in their challenges:* Some teachers felt reassured that others were facing similar challenges.

*Learning facilitation tips and tricks:* Teachers reported that they were borrowing various exercises and facilitation techniques from both the cohort and lead facilitators to engage their students and make their classes more fun.

*Digital skills:* Some teachers were encountering PowerPoint for the first time as they developed their presentations during the Tell session. For some, this was more involving than any previous training that they received on digital skills. Others appreciated that this highlighted to them the need to work on such skills upon returning to their schools in order to keep up with the demands and trends in education.

While these are not primary value propositions for the process, they can be amplified to increase motivation.

“**Since I began attending the facilitation sessions I have gained a tonne of ideas which I have been implementing in the classroom, like the icebreakers and energisers**”  
- Secondary School Teacher, Mombasa



***“We must co-create  
the value proposition  
together with the  
teachers”***

- ***Kennedy Khero, Lead HCD  
Facilitator***

## Motivation

Teachers are both excited and apprehensive about the opportunity to work in design teams

### Related Building Blocks



In HCD it is critical to be able to work together in teams and share ideas and diverse perspectives. Currently, teachers have been (ideally) working together in pairs within their own sites. ThinkPlace investigated how they might feel working in larger teams cutting across schools.

**There are concerns about contextual differences for a common challenge that teachers from different sites choose to work on as part of a team**

This year, teachers were grouped by cohort in Lamu instead of by location. Some teachers were concerned that, even if they were addressing the same challenge as teachers in another school, certain contextual differences mean that a solution that works in one area may not work in theirs. For example, the causes and repercussions of truancy in a school close to the border with Somalia in Lamu East are very different to a school within the same county but further away. Boys here are vulnerable to being recruited into terrorist organisations such as Al Shabaab across the border with the lure of income and a better life while boys on the Island or mainland may miss school because they are engaged in fishing activities.

**Some locations may present logistical challenges in bringing teachers together**

Other concerns were related to the logistical implications of working together with teachers from other schools, especially in Lamu, where schools were very far apart. Teachers were worried that they would not have enough time to schedule meetings with teachers from other schools and that communication in between meetings would be difficult.

**Views around how teachers should be grouped in teams vary**

Cohort facilitators observed that this year, pre-primary teachers in Lamu were much more open and comfortable during the HCD sessions as compared to last year. They did not experience the inferiority and self-consciousness that they did when grouped together with primary and secondary school teachers last year, and this made them more comfortable and open to raise questions.

*“Everything has a positive and negative. I think it’s a good idea, but with the local areas and schools, they all have different challenges. I still feel that if a school can work on its solutions depending on the problem they have.”*

- Secondary School Teacher, Lamu 43

On the other hand, teachers also identified various benefits of being grouped with those from different cohorts. Firstly, pre-primary, primary, and secondary school teachers all have different strengths and abilities that can complement each other. Secondly, problems experienced in secondary school may have been inherited from primary school. If teachers can have that dialogue, they may be able to address and curb problems earlier on before they reach higher levels of education.

*“Since we are teaching different level, the first time when we met all schools it was good because for the ECD and primary we would sit together with those from primary and ECD and we brainstorm together as a team. If you're at secondary level, you can learn something. We can curb behaviours earlier on than when they came here.”*

*- Returning Secondary School Teacher, Lamu*

### **Group dynamics among Youth Development Partners**

Facilitators found that teams of 6 people resulted in poor group dynamics among YDPS, as they observed that only one or two members took the responsibility to continue with the process whilst others disengaged, or there were power imbalances that resulted in resentment among certain members. Based on these observations, they recommended that group sizes be reduced to 3-5 members per team. Exploring additional support for the YDPS (either through Schools2030 or other programmes) to build cohesion, strengthen working relationships and group dynamics within the groups could also prove useful.



## Motivation

# Uncertainty and confusion around the next steps and logistical delays dampens motivation

### Related Building Blocks



### Delays in deploying the flexible response funds have created uncertainty among the teachers

Due to the complexity of the procurement process, there have been significant delays in disbursing the funds for implementation of last year's solutions. Teachers are uncertain about when they will eventually receive the funds to implement their solutions. Some have already gone ahead to work with the materials they have to implement, while others are still waiting, especially those who require more sophisticated materials or technology. Some teachers have transferred to other schools or rotated to other grades, leaving the implementation to be done by the current grade teacher. Such delays and uncertainties compromise the sustained motivation required to implement the solutions.

### Teachers are not aware of the options available to them

Options on how teachers can either progress or drop out during the process are not clearly defined, and hence, not clearly communicated to them.

“  
*I had a feeling that they would incorporate us into the foundation to act as facilitators for this program. We are interested in doing that. I think it's a good opportunity to pass it to others. If we are given a group of teachers, you can deliver 80%.”*

**- Returning Secondary School Teacher, Lamu**



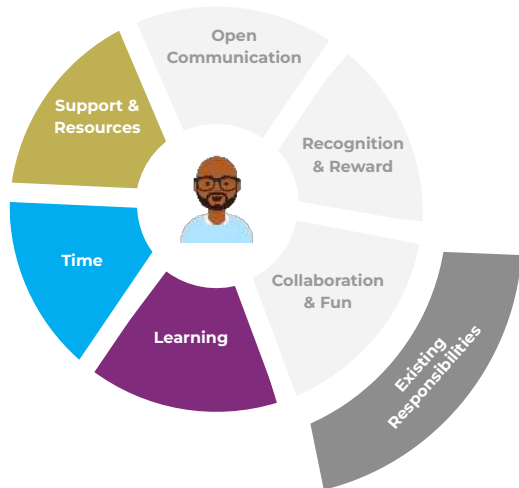
Thematic Learnings

**Ability**

## Ability

**The sprint approach allows teachers to connect one HCD phase to the next more easily but feels too rushed**

### Related Building Blocks



**The Sprint allowed teachers to better connect the phases and included simplified tools/content but was too compressed**

Teachers had varied responses to the sprint approach to design thinking. New teachers experienced cognitive overload as they found the Sprint to be too rushed, reporting that there was too much content to cover in a short amount of time, which made HCD difficult to understand. Returning teachers, however, enjoyed the sprint approach more. This is likely due to the fact that they were already familiar with the content. Overall, most teachers agreed that the sprint felt too compressed and rushed.

Returning teachers who were able to compare this year's process to last year's explained that the sprint approach allowed them to more easily transition from one phase to the next and connect the dots between them. With last year's phased approach, they would forget the content learned in between sessions and would need time to recap content from previous phases before continuing with the new phases.

**The Sprint made the work for the cohort facilitators easier**

Cohort facilitators explained that the sprint allowed them to ensure that all work done during the first 4 phases of HCD was done in the room together with the teachers. This allowed them to document their progress without having to repeatedly follow up with teachers in between sessions (which was the case last year).

***“The way that they have done it this year is better than last year. Before 2-3 weeks before the next phase, you forget what you did. Now you do it within a few days and it's okay to get the flow.”***

**- Returning Teacher, Lamu**

***“For my job, it's [the sprint] easier because we fill the alignment sheet during the session, not like last year when they went and did alignment as homework as many didn't finish.”***

**- Cohort Facilitator, Lamu**

## Ability

**Time remains a significant opportunity cost despite a shortened process**

### Related Building Blocks



### Off-site HCD activities were not prioritised

Similar to what was found during the previous year's process, teachers are strained under a compressed academic calendar. Teachers play multiple roles in school and must cover a lot of ground in a short amount of time. In order to carry out HCD activities, teachers must devote their time to the process after hours or on weekends. As a result, many teachers found it challenging to prioritise off-site HCD activities, and several teachers did not even get to testing their prototypes. Time remains to be a significant opportunity cost for the teachers, despite the commitment requirement being significantly less this year compared to last.

*“You're leaving us for longer, these things need connection, And when we are in school we are not idle, the TSC needs many things.”*

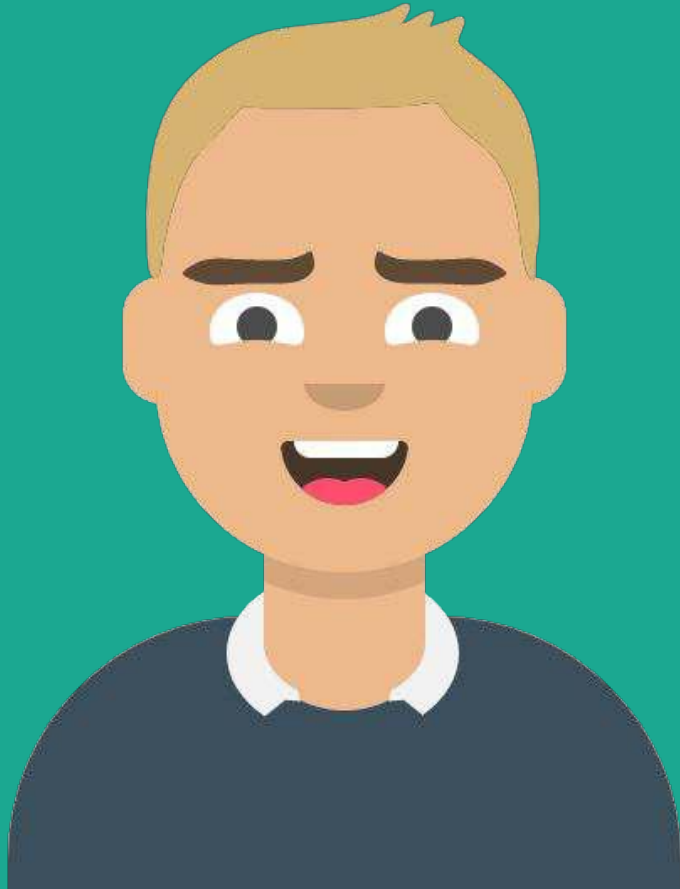
**- Secondary School Teacher, Lamu**

### Teacher rotations within schools, transfers, and existing commitments during holidays result in inconsistent attendance but present an opportunity to generate wider interest in the process

This year's sessions were scheduled during the holidays. A large proportion of teachers in Lamu and Mombasa are not from these counties and move back home to other parts of Kenya for the holidays. This resulted in a number of the originally assigned teachers to this year's process having to find replacements to fill in for them.

Additionally, teachers in pre-primary and primary schools rotate grades from year to year. This means, for example, that the grade 3 teacher this year will likely not be a grade 3 teacher next year, and so another teacher will be implementing the solution created for their learners. Moreover, when teachers transfer to other schools, they take their experiences and knowledge with them, rarely having handed over sufficient information to the teacher taking their place to pick up where they left off.

Such movements among teachers, present an opportunity to generate interest among those who are not directly involved in the process, such as other grade-level teachers and teachers from other schools.



“*How are people within our community amplifying what they learn into the broader ecosystem?”*

- *Rupert Corbishley, Regional Education and ECD Advisor, East Africa*

## Ability

**Cohort facilitators are playing a greater role yet variations in capability have resulted in inconsistent quality of support**

### Related Building Blocks



### Cohort Facilitators appreciated the additional responsibilities and ownership they were given this year

In contrast to last year, cohort facilitators were afforded significantly greater levels of responsibility this year. They led particular exercises in the sessions, provided feedback, guided teachers through the Make and Test phases off-site, and were the first point of contact for any questions that the teachers had. They felt valued and increasingly more confident through these experiences. This is a big step in the decentralisation of support.

### The quality of support provided by the cohort facilitators varied significantly

Lamu cohort facilitators struggled with the content of HCD in contrast to those in Mombasa who had internalised it well, according to the HCD lead facilitators. This affected their abilities to support teachers in their processes. Some teachers in Lamu felt that they were not supported well enough by the cohort facilitators (in the case of Lamu) and that the sessions led by cohort facilitators were not as engaging. There were inconsistencies in the communication that teachers received and the explanations they were given about the phases, especially during the Make and Test phases.

“*At first I found it hard but later it became easier. I liked the facilitator - they were friendly”*

**-Cohort Facilitator, Mombasa**

“*In my view, I am more confident and I feel supported, I feel accepted and valued - we have [lead facilitator] and we are always cool with her - she's always there when we are stuck. From that, I have good support.”*

**- Cohort Facilitator, Lamu**

### Support visits were sometimes met with resistance due to competing responsibilities on the teachers' end

Cohort facilitators also expressed that it was very challenging to get teachers to devote time to the support sessions - teachers were constantly interrupted and would have to leave sessions to deal with classes, supervise tests and exams, or deal with other issues. Support activities were received as if they were interruptions and inconveniences within the teachers' place of work.

# Recommendations



# 1.

## Shift to a demand-driven model with choice and flexibility to allow for ownership over learning

### IMPACTS

Motivation

### BUILDING BLOCKS

Open Communication

### ENABLING ENVIRONMENT

Existing Responsibilities

Choice builds intrinsic motivation by promoting teacher ownership of professional development, enabling teachers to meet their own and their students' needs (Gibbs and others, 2019). Providing choices in "what" teachers can learn and "how" they can learn increases self-efficacy and, in turn, motivation.

#### Have an opt-in process that requires an application

Evidence shows that TPD opportunities in which teachers opt into programs are substantially more effective than those that mandate teachers' participation (Kennedy 2016).

Teachers who choose to opt-in to the process are more likely to be intrinsically motivated individuals who see value in the process that are likely to carve out time to carry out HCD activities despite existing demands. The application process can evaluate the level of interest and commitment that each potential participant is likely to have for the process.

#### Provide options to drop-off, avenues for growth, and alternative ways to engage with the process

Not every teacher will want to be a fully-fledged human-centered designer.

For some, simply going through the initial process and adopting new mindsets might be enough, whereas others may be driven to create transformative evidence-based solutions that are implemented nationally and globally.

Those who want to continue their design journeys can be provided with more options to develop their skills further and take their impact to the next level, either through the prototypes they develop, or by coaching others.

#### Support multiple and differentiated streams of design thinking that are appropriate for each particular challenge

Sometimes, HCD is not always the best approach to solving a particular challenge, especially when there is a fairly high degree of certainty surrounding the challenge in question. Design teams can be supported at the start of their journeys to develop a tailored approach from the design thinking spectrum.

#### Inspiration

The AKF Local Impact Toolkit includes a 'Choose your Design Path' Tool, which allows users to tailor their design journey to the problem they are seeking to solve.



## 2. Set up design teams of committed members

### IMPACTS

Mindsets

Ability

### BUILDING BLOCKS

Collaboration & Fun

### ENABLING ENVIRONMENT

Existing Responsibilities

Resources & Infrastructure

### Design Teams

Design thinking is a collaborative process that greatly benefits from multiple perspectives. Moreover, the challenges facing learners and schools require the expertise and effort of a diverse group.

Having teachers work in groups also mitigates the risk that a process will end if one teacher leaves a particular school, and supporting 20 design teams as compared to 100 sites will be significantly more manageable. Additionally, each individual from a team can test their MVP back in their own site, speeding up the evidence generation process for one idea across multiple settings.

Teachers can work in teams (ideally between 3-5 people) instead of silos within their schools to allow for the cross-pollination of ideas. Each team should have a leader, who can be a teacher with greater familiarity with the process, such as a participant from a previous process.

### Considerations:

#### ***Should teachers apply as a team in an opt-in process?***

Teachers can either apply to next year's process as a team or can be assigned teams once they have been accepted into the process, depending on the challenge that they would like to address.

***Who would the teams be comprised of?*** As seen with the learnings, there can be both pros and cons to having teachers from different cohorts working together. Flexibility can be provided as to the nature of the groups - whether they are inter-school, and inter-cohort. Next year, group dynamics can be assessed to better understand how various arrangements work.

### Inspiration

The first step in the [Co-designing schools toolkit](#) is for educators to 'Build a Community of Committed Teammates'. It contains tools designed to help individuals reflect on their roles within a larger team, assess team dynamics and show appreciation for one another to build stronger connections.

### 3.

## Build confidence in a safe and controlled environment

#### IMPACTS

Mindsets

Ability

#### BUILDING BLOCKS

Support

Learning

#### ENABLING ENVIRONMENT

Existing Responsibilities

Resources & Infrastructure

#### Provide opportunities to practice in a safe and controlled environment to develop self-efficacy

Teachers should be able to practice in a ‘petri-dish’ environment and receive regular feedback to develop the confidence and self-efficacy to carry out design thinking activities in the real-world.

The Make, Test, and Iterate phases should be incorporated into the sprint, as these have been difficult to grasp. A group of students and other stakeholders can be brought in, either as interview participants for the explore phase, or stakeholders to test prototypes with during the Test phase. Even though these stakeholders may not be from the same location as some of the teachers, at this stage, it is more important to build capability through practice than interviewing the appropriate stakeholders.

This allows the participant to get some practice with the material while there is still support to address any friction and misunderstandings. During these exercises, teachers can also start imagining how they will implement the activities in the real-world, picturing possibilities and putting plans in place to deal with anticipated obstacles.

Finally, by practicing in-session, participants will have made an investment. As known with loss aversion, people have a strong reluctance to discard something that they’ve already invested in. They may be more likely to continue activities when they return to their classrooms.

#### Create design spaces outside of the school sites for participants to practice design without interruptions from other responsibilities

Set up a space for teachers outside of their workplace to practise and focus on design without competing responsibilities and likely interruptions that would come up in the school. Design coaches can be provided in these spaces to provide additional attention and support.

The location and nature of these spaces are likely to vary depending on the region and the distance between sites. For example, a central space in Mombasa would be easier to access than Lamu, where the schools are very spaced apart. The space can be designed in a way that encourages creativity, experimentation, and collaboration with materials for prototyping, whiteboards, and post it notes. These spaces can also be the location for design teams to meet in between sessions.

### 3.

## Build confidence in a safe and controlled environment

(Continued)

#### IMPACTS

Mindsets

Ability

#### BUILDING BLOCKS

Support

Learning

#### ENABLING ENVIRONMENT

Existing Responsibilities

Resources & Infrastructure

#### Incorporate training on digital literacy to prepare teachers for the Tell phase

Adding 1-2 days of training on digital literacy prior to the Tell phase will equip teachers with the skills needed to produce better quality presentations. The usefulness of these skills will also extend beyond the process and assist teachers in implementing the CBC curriculum, which requires a certain level of digital literacy to deliver. This will add to the secondary value-propositions for teachers in participating in the process.

The programme teach can actively identify other secondary value propositions for the design teams. They can support these throughout the process if they have the flexibility, otherwise, they can document these for later support.



## 4. Decentralise expertise through intentional capacity development and support funnels

### IMPACTS

Ability

### BUILDING BLOCKS

Support

Learning

### ENABLING ENVIRONMENT

Resources & Infrastructure

#### Take cohort facilitators through a training programme on design thinking facilitation

Taking someone through the HCD process is not enough to prepare them to coach others through the same. Facilitation and coaching requires a specific set of skills. For example, they need to be able to:

- Give clear instructions,
- Have good time management skills
- Keep energy levels high
- Monitor group dynamics
- Be active listeners
- Be guides who ask the right questions

Cohort facilitators should be taken through an assessed facilitation course before being able to coach others on the process. This will ensure that they have achieved a certain level of proficiency to delivery quality support.

#### Consider YDP staff members as candidates to be design coaches

Some Youth Development Partners may have the additional time, interest, and capability to become HCD facilitators. By reconsidering their participation in the process to be different to that of teachers, they could play a crucial role in the decentralisation of expertise.

#### Establish a funnel of support to address different types of inquiries

A support funnel can be an effective way to get ahead of known problems, automatically answer repetitive questions, and quickly resolve complex inquiries. Below is a proposed example of a support funnel:

1. **Proactive Content:** Common questions can be addressed pre-emptively through FAQs that are shared over whatsapp, information sheets, or other channels.
2. **Coaches:** Questions related to the design process and how to perform certain activities can be directed to cohort facilitators.
3. **Experts:** Complex questions related to the design process that may not have clear answers can be escalated to lead facilitators.

This liberates facilitators to focus on the problems that are increasingly complex.

## 5. Clearly communicate the process goals, value, and evolving expectations to prevent uncertainty and confusion

### IMPACTS

Motivation

### BUILDING BLOCKS

Open Communication

### ENABLING ENVIRONMENT

Existing Responsibilities

Resources & Infrastructure

#### Communicate evolving expectations through multiple channels to proactively address confusion and uncertainty

Missing or incomplete information may cause individuals to form mistaken judgments about the process, AKF, and Schools2030. For example, lack of information can lead to mistaken conclusions that dampen motivation. In contrast, clearly communicating and adapting information to target audiences can support deliberative thinking processes, which are based on reasoning and more reflective thinking.

Leverage communication channels such as in-person announcements, SMS, messaging platforms, or printed notes to ensure that participants are on the same page throughout the process.

#### Co-create the value proposition together with participants and incorporate this into further messaging

As of now, it remains unclear what the core or main value propositions of the process for teachers. Further research should be conducted to see which messages 'stick' with which participants.

Such messages can be: learning something new, being seen as an innovator, professional development, solving problems within the school, identifying and understanding challenges, coming up with ideas, working with and learning from others, etc.

This can also be assessed through the application form next year. By asking 'why do you want to take part in this process?', teachers will explain in their own language what they expect the value of the process to be. As teachers continue through the process, feedback sessions and meaning-making activities will also help the team to understand the evolving value propositions as teachers progress through their journeys.

Once there is greater clarity on the value propositions, this should be included in future communication for the next cycle.

Secondary value propositions, such as learning new facilitation techniques in the classroom and developing digital skills (through the development of presentations), should also be amplified through the various communication channels.

## 5.

# Clearly communicate the process goals, value, and evolving expectations to prevent uncertainty and confusion (continued)

### IMPACTS

Motivation

### BUILDING BLOCKS

Open Communication

### ENABLING ENVIRONMENT

Existing Responsibilities

### Inspiration

MIT's [Mastering Design Thinking Course](#) clearly outlines the time commitment required, expectations around the programme experience, and the learning journey, and includes testimonials from alumni..



## 6. Create additional learning materials in diverse formats to address learning gaps and bring a sense of prestige to the process

### IMPACTS

Mindsets

Motivation

Ability

### BUILDING BLOCKS

Support

Learning

### ENABLING ENVIRONMENT

Existing Responsibilities

#### Provide pre-reading materials before participants begin the process

Pre-reading strategies can be useful tools to increase both comprehension and motivation to engage with the subject matter.

#### Develop open-source design thinking learning materials for other to go through a self-driven process whilst creating a sense of pride and prestige for those enrolled

Provide open-source materials and timelines for those who are not officially enrolled in the process to go through it and submit MVPs. This can be a way to gauge how interested the wider education community is in design thinking, but also allow for greater participation.

Creating well-designed and branded learnings materials beyond the toolkit will add to a sense of prestige for those participants who can use them within the context of the process. These can be:

- A set of cards or a mini dictionary with bitesize information on the activities during each phase of the HCD process

- A set of short videos for each step in the process

#### Create an Ideas Book to support teachers through the ideation process

An Ideas book or taxonomy of different types of solutions can expand what teachers think is possible to create, from physical learning materials to teaching approaches, services and systems-level interventions. This taxonomy can be informed by past innovations from Schools2030 as well as other classroom-based solutions from around the world.

#### Create a Book of Failures (Learnings)

A book of failures can showcase success stories that involved learning from failure from previous teacher journeys.

#### Inspiration

[IDEO's Method Cards](#) are a tool for designers to reference various HCD methods. Each card describes one method and includes a brief story about how and when to use it.

# 7.

## Normalise diverse and non-linear design thinking journeys through reflection and storytelling

### IMPACTS

Mindsets

### BUILDING BLOCKS

Learning

Collaboration & Fun

### ENABLING ENVIRONMENT

Innovation Culture

#### **Incorporate meaning-making activities and encourage self reflection to celebrate the transformation of the teachers over the success of their solutions**

The most useful reflection involves the conscious consideration and analysis of beliefs and actions for the purpose of learning. Reflection gives the brain an opportunity to pause amidst the chaos, untangle and sort through observations and experiences, consider multiple possible interpretations, and create meaning. This meaning becomes learning, which can then inform future mindsets and actions.

Metacognitive activities increase agency and ownership of learners. Providing opportunities for teachers to reflect in the context of supportive and solution-focused environments leads them to make strides toward professional goals, builds self-efficacy, establishes long-term growth, and ultimately can result in higher student achievement.

For a teacher to shift toward a new belief, they must interact with the new strategy by fixing her thoughts on its details for an extended amount of time, carefully picking it apart,

questioning its validity, and justifying or criticizing it using formative and summative assessments.

Teachers can be supported to self-reflect on their journeys through a self-reflection journal with prompt questions, or meaning-making and creative feedback collection activities such as those used in VbE.

#### **Use storytelling and case studies from previous cohorts to tackle myths and misconceptions about the process**

Document and share journeys of teachers who did not go through a linear design process but stumbled or had to return to different phases. This can help teachers trust in their own individual process by showing that there is no single way to go through HCD.

#### **Inspiration**

Journey's guide on [how to write a reflective journal](#) includes a number of tips and prompts to guide individuals on self-reflection and self-discovery.

\*The VbE modules enable educators to reflect on their knowledge, skills, attitudes and values so that they can transform their practice to successfully promote pluralistic values and attitudes through education.



## 8. Leverage on variable rewards and gamification tools to increase engagement with the process

### IMPACTS

Motivation

### BUILDING BLOCKS

Recognition & Reward

### ENABLING ENVIRONMENT

Existing Responsibilities

#### Leverage on the peak-end rule to create lasting positive memories and impressions

The peak–end rule is a cognitive bias that impacts how people remember past events. Intense positive or negative moments (the “peaks”) and the final moments of an experience (the “end”) are heavily weighted in our mental calculus. When sessions go beyond the allocated time, teachers are likely to have a negative impression of it as they’re usually exhausted and mentally-drained by the end of the day. Rewards to end on a high-note can include:

- Ending slightly early to give participants some time back, or including games or fun reflective sessions to close for the day.
- Having a round of ‘kudos’ at the end of each day where teachers have the chance to publicly celebrate their peers and facilitators

#### Use leaderboards to enhance a sense of accountability and leverage on social comparison

Leaderboards can be a useful tool in the gamification toolbox to increase engagement with an existing process.

Leaderboards do not need to demonstrate which teams are the ‘best’, but rather can show those teams that are the most engaged with the process. At the beginning of each session, a board can display the list of sites with a progress bar to show how much of the process they have engaged with up until that point.

#### Work with schools to provide additional opportunities for recognition and/or reward when teachers demonstrate successful application of learnings so that they can feel a sense of accomplishment.

Approaches can include providing certification and celebrating achievements, such as through public recognition from the principal and colleagues, changes in work responsibilities, or career advancements. Opportunities to facilitate peer exchange networks or to become formal mentors to other teachers, and teacher professional exchange visits as a form of recognition have increased teacher motivation (Gujardo 2011). Furthermore, merit-based rewards such as credits toward promotion based on improved classroom behavior and student outcomes also can be a promising approach.

Recognition for teachers who took creative risks or had out-of-the-box innovations can be included so that teachers are less incentivised to play it safe.

## 9. Build on the progress and outcomes from previous years to reduce friction

### IMPACTS

Ability

### BUILDING BLOCKS

Support

Learning

### ENABLING ENVIRONMENT

Resources & Infrastructure

#### Craft design challenges based on what has been done before

Design challenges, especially those related to academic domains, can be crafted based on the data generated from previous cycles of the process. This can prevent unnecessary repetition of the initial stages of the HCD process to identify and define the problem, especially for those that are very common across multiple sites, such as literacy.

New design challenges related to non-academic domains can be crowd-sourced or defined through an in-person event that brings together multiple stakeholders in the education system. All design challenges should also be informed by assessment data collected from the contextualized assessment tools developed for all the learning domains.

#### Develop case studies to illustrate do's and don'ts at various stages of the process

Case studies of both successful and non-successful processes should be incorporated as examples into the learning materials. This will also ensure that the learning is contextualised.

#### Enable new entry points into the process to take forward existing products

As more and more prototypes are developed, sites can volunteer or apply to be a 'testing site' to support the incubation stage of MVP to Minimum Awesome Product (MAP), with the responsibility to trial the MVP generated and collect feedback. Having multiple sites test a particular idea will allow for evidence generation on what's working well and what isn't across different contexts, giving an indication of the replicability of the particular idea.

#### Bring teachers from previous cohorts to share their experiences from the process

Teachers who have been through the process in previous years can be a relatable figure to give teachers the confidence that someone who used to be in their position experienced similar challenges and doubts throughout the process.

Short video diaries to capture participants' thoughts and experiences at different phases can be collected throughout the design process and culminate in a design journey 'documentary' at the end of the cycle.

# 10.

## Generate interest in the broader ecosystem

### IMPACTS

Motivation

### BUILDING BLOCKS

Collaboration & Fun

Open Communication

### ENABLING ENVIRONMENT

Innovation Culture

Resources & Infrastructure

#### Organise Solve-a-thons as taster sessions before the full process

Solve-a-thons can be used to crowdsource design challenges as well as rapidly generate ideas in a short amount of time. These solve-a-thons can be used as a taster for teachers before the main process begins, and can be a way to identify motivated teachers who would like to take part in the demand-driven process.

#### Take Curriculum Support Officers and other MoE and County Partners through their own version of the design process

CSOs who have greater exposure to the design process may be more open to unconventional solutions and a greater appreciation of HCD. Those who embrace and see value in the process can act as advocates to the ministry and for the implementations of potentially transformational solutions. By involving them, they will be greater alignment among programme stakeholders on what is considered to be innovative, and they will be less likely to be overly critical when providing feedback on teachers' prototypes during the showcase events.

#### Host cluster-based showcases involving nearby schools that are not taking part in the HCD process

Local showcase events can bring together nearby schools to expose teachers that are not participating in the process to HCD and how teachers are engaging with it to develop classroom-based innovations. This can also be a way to gauge the level of interest from non-participating schools in the process, as well as identify potential 'testing sites' for the MVPs.

#### Showcase impact stories through diverse formats and channels

Impact stories showcasing successful examples, not only of the innovations developed, but of the transformation journey of teachers, can generate interest among education stakeholders in the wider ecosystem on the potential of HCD for impact. These can be communicated through videos, podcasts, and blog posts.



***“When we were starting HCD, we had no idea what it was, but we were told to trust the process until the end, and then I liked it.”***

***- Secondary School Teacher, Lamu***



AGAKHAN FOUNDATION

