SCHOOLS 2030
GLOBAL FORUM

Practical Learning Pathways

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SCHOOLS 2030

TEACHER LEADERSHIP FOR CLIMATE RESILIENCE

How to Transform Learning through School and System Pathways for the Future of the Planet

Context Setting

<u>Country context</u>:

- Afghanistan is in midst of a complex and multifaceted crisis affecting its governance, economy, education, and food security
- Climate change has exacerbated all these crises, worsening social, economic and food security and increasing displacement
- Increasing restrictions on women and girls' participation in public spaces (workforce, university, secondary schools)

<u>School context</u>:

- Girls and boys Sar-e-Ahangaran High School, Bamyan center
- Located in valley with limited road access due to regular snowfall and avalanches during winter
- Valley population: 302 families

The Challenge

- <u>Students</u>: Students scored very low on academic skills as well as holistic/21st century skills. Holistic skills such as collaboration, leadership, creativity and problem solving are not part of the education system
- In interviews students expressed lack of connection and support between school lessons and home life
- Students are aware of changing climate and the way this compounds ongoing crises, but do not know how to address this
- <u>Teachers</u>: Expressed a lack of exposure to new pedagogical approaches, but a high interest to build holistic skills in their students

The Solution: Practical Learning Pathways for Learning and Climate

Scaffolding language, science, and math; storytelling; self-expression and 21st-century skills.

Student led initiatives to foster leadership, creativity and to engage in climate awareness:

- **Student- led tree-planting campaigns**, linking to topic of trees in climate resilience.
- **School garden: S**tudents learn how science, sustainable agriculture, and biodiversity link to the real-world.
- **Waste reduction**: Students make low/no-cost teaching and learning materials at home using waste items land introduce recycling, composting, and waste management.

Response from Students

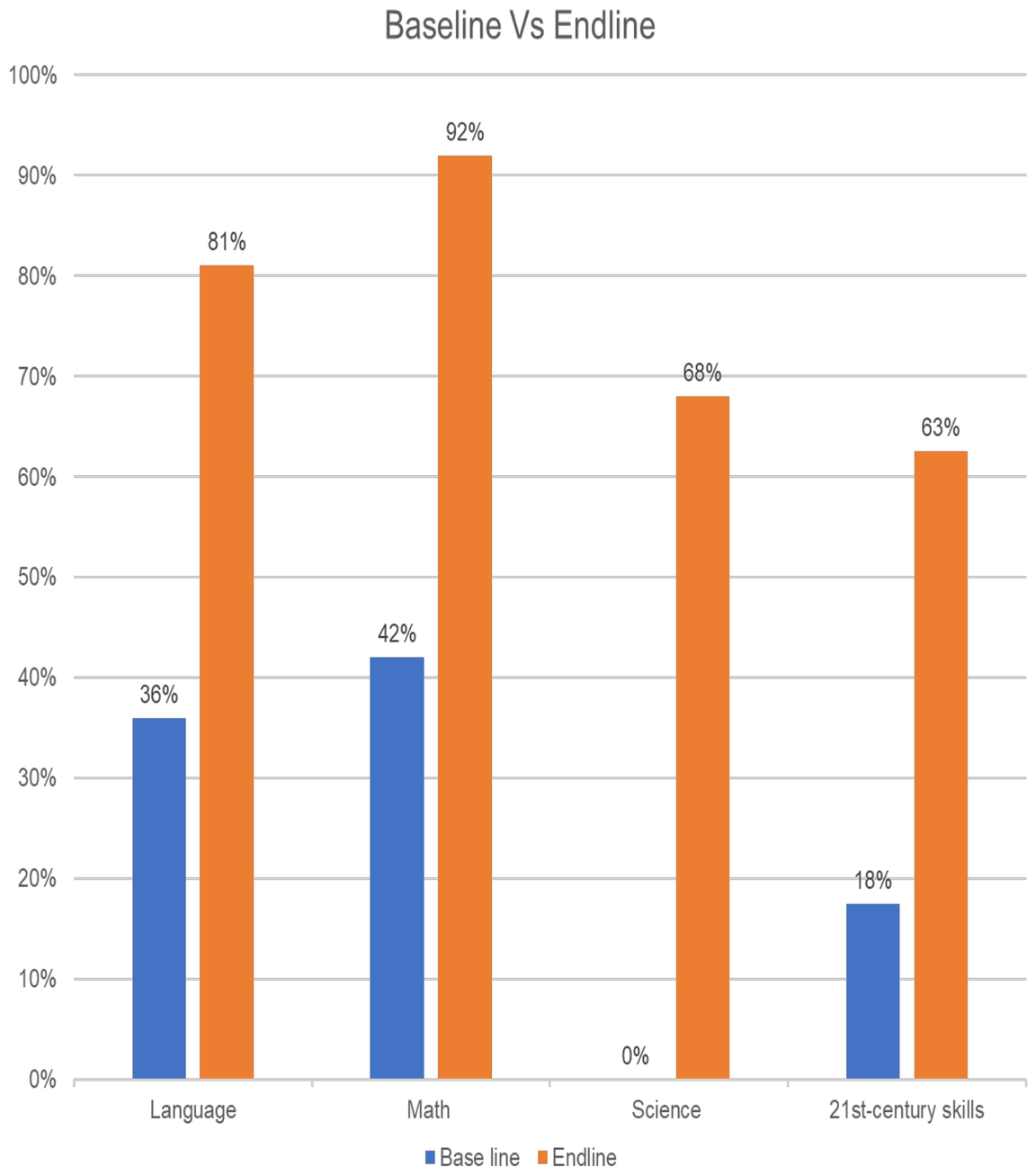
- Students are **learning by doing;** teachers created a conducive and creative learning environment to engage students.
- Teachers are applying **student-centered and practical** pedagogy using the local environment as part of the classroom and learning process.
- Students' mindsets have changed about their ***role*** in protecting the environment and the **importance of biodiversity, sustainable agriculture, recycling, composting, and waste management.**

Sabera grade 4 student explained:

"It is very interesting for me to engage with my teachers and classmates in scaffolding learning, creating our own learning materials, and linking it [the curriculum] to our environment. I learn through many different and new, practical ways like storytelling, academic competition, scaffolding language and science experiments."

Evidence of Impact

- **Progress in learning outcomes:** 45% progress in Language, 50% progress in Math, 68% progress in Science, and 45% progress in 21st-century skills.
- **Conducive learning environment** is fostered by engaging students in creating low/no-cost learning materials, learning corners for students to study “hands on,” and opportunities for students to work together and learn from their peers.
- **Observation:** active student participation increases learning outcomes; and strengthens critical thinking skills by engaging students in problem-solving; learning through nature; and peer work; and learning about biodiversity and climate resilience.



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THANK YOU!

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