



HOLISTIC  
LEARNING  
INNOVATIONS

# LEARNING BY DOING

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Country: Afghanistan

Target Age: 10 Years

Learning Areas: Literacy | Numeracy | Science |

Parental Involvement | Engagement

## CONTEXT

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



Shunbul Girls' High School, Shibar District, Bamyan Province, Afghanistan.



HCD Training at Shunbul Girls' High School

## CHALLENGE

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

## SOLUTION

The solution 'Learning by Doing' was implemented for 24 students from Grade 4, focusing on enhancing teaching methods and providing adequate educational resources. Teachers received training in modern instructional techniques and the use of supplementary materials, while students engaged in interactive learning activities across various subjects. In Literacy/Dari, methods such as storytelling, role-playing, and structured writing exercises were introduced. Mathematics instruction incorporated modelling, group work, and problem-solving activities linked to real-life applications. Science lessons emphasised hands-on learning through outdoor teaching, scientific model building, and plant observation projects. Non-academic subjects included exploring local traditions, historical sites, and artistic expression. Additionally, experienced teachers mentored their peers, and workshops were held to raise parental awareness about the importance of education.



Students' activities in Shunbul Girls' High School



Students' activities in Shunbul Girls' High School

## IMPACT SO FAR

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

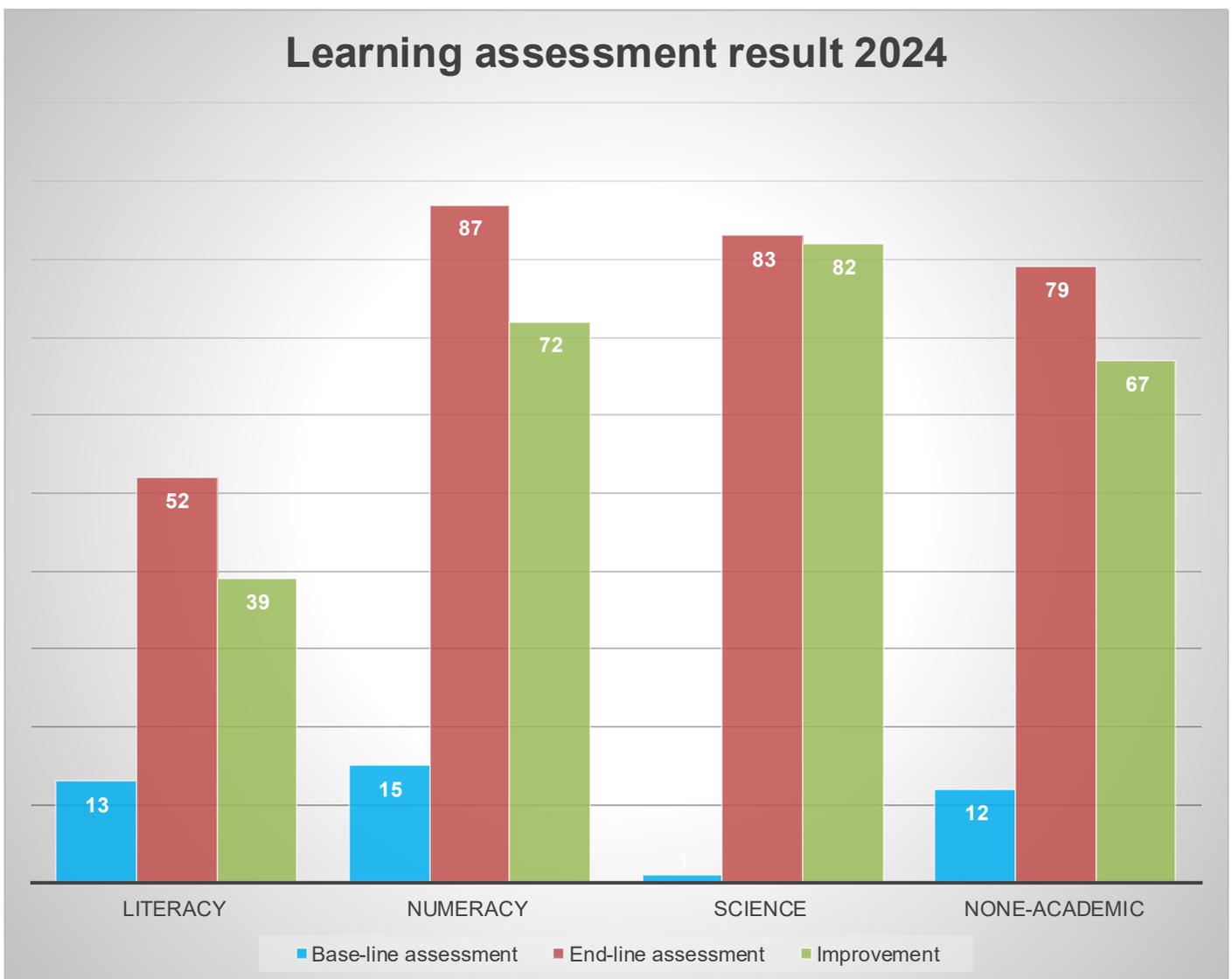


Learning models made from low-cost materials by fourth grade students.

Gholam Abbas, the head Teacher of Shubul Girls' High School, remarks: *"After implementing this solution, we've witnessed remarkable changes in our school. Our teachers now demonstrate professionalism, their teaching methods have evolved completely, and they have become much more creative. The motivation to bring positive changes to the school has increased significantly. Both teachers and students are now creating educational models using affordable or low-cost no-cost materials."*

## IMPACT

The results of the baseline and endline assessment, as well as the students' progress in Dari, Mathematics, Science, and non-academic subjects, are shown in the table below for comparison.



## Meet the Teacher



### **About me**

*Ghulam Abbas Haidari, head teacher of Shunbul Girls High School has worked for 13 years in this position, and he is interested in working with other teachers to increase their capacity in the future. He wants to change and replace the traditional teaching methods with an active teaching and learning approach for all students.*



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