FINAL GLOBAL BASELINE REPORT

# Schools2030 Global Baseline Study 2023/2024

**Aga Khan Foundation**

June 2025

*Photo credit: AKDN Christopher Wilton-Steer*

## DOCUMENT REFERENCE

Schools2030 Global Baseline Study Final Report

Submitted to Dr Bronwen Magrath.

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# Abbreviations

| Acronym | Definition |
|---|---|
| AKF | Aga Khan Foundation |
| BEQI | Brief Early Childhood Quality Inventory |
| COP | Community of Practice |
| COVID | Coronavirus Disease 2019 |
| HCD | Human-centred design |
| HLA | Holistic learning assessment |
| ICDS | Integrated Child Development Services |
| IDELA | International Development and Early Learning Assessment |
| IRB | Institutional Review Board |
| SDG | Sustainable Development Goal |
| NAC | National Advisory Committee |
| STDV | Standard Deviation |
| TOC | Theory of Change |
| TPD | Teacher Professional Development |
| VITAL | Valuing Inclusive Teaching and Learning |

# Icon Legend

| Icon Used | Meaning / Stakeholder Group |
|---|---|
|  | Pre-primary |
|  | Primary |
|  | Secondary |
|  | Teachers |
|  | School Leaders and/or Head Teachers |
|  | Education Stakeholders |
|  | Main and Interesting Findings Highlights |
|  | Classroom Environment |

# Executive Summary

## Introduction

Schools2030, launched in 2020 and commencing school-level implementation in 2021, is a globally informed, locally rooted 10-year longitudinal action research and learning improvement programme working with up to 1,000 pre-schools, primary schools, secondary schools, and non-formal education learning centres across 10 countries. Schools2030 supports educators in designing, testing, and implementing contextualised education innovations in their classrooms, gathering and amplifying evidence about 'what works' to improve holistic quality learning for all.

The overarching objective of the Schools2030 programme is to support countries in achieving the targets of the Sustainable Development Goal (SDG) 4 – ensuring inclusive and equitable quality education. This is pursued through a bottom-up school improvement model that empowers teachers to assess learners in locally meaningful domains, co-design context-specific innovative solutions to improve learning outcomes, use assessments to refine those solutions and share proven practices for broader adoption and systemic change.

To achieve the scale of impact envisioned by the Schools2030 programme, it is essential that national governments and other actors adopt the approach or key elements of it. Central to this will be the continuous evaluation and iterative refinement of the model over the programme's 10-year lifespan. This process will serve three essential functions:

a. Supporting learning and continuous improvement in programme design, implementation and outcomes

b. Testing the Schools2030 programme's Theory of Change to build a robust evidence base for replication and scale up,

c. Validating results to ensure programmatic accountability.

Schools2030 collaborates closely with local and national governments across its ten implementation countries. This mutually beneficial relationship includes education ministries supporting the implementation of Schools2030 across approximately 100 local schools, while learning from grassroots innovations and experiences of participating teachers. The close and vital relationship with educators and government at local, district and national levels is a defining strength of the Schools2030 approach. Simultaneously, Schools2030 convenes the annual Schools2030 Global Forum, bringing together teachers, youth, international education actors, donors and policymakers. The forum showcases teacher-led innovations from across the network and facilitates meaningful dialogue between teachers, decision-makers and international agencies.

## Purpose of the report

The Baseline Study provides data and evidence of the level or situation in each country before the intervention began. The results presented provide a summary and overview of the situation and results from the baseline assessments conducted in Schools2030 countries in 2023 and 2024. Further details are provided in each country's baseline study report.

This report presents the point-in-time baseline values of key indicators against the five outcomes in the Theory of Change. These findings aim to guide programme implementation at the country and global levels.

## Implementation of Schools2030

The Schools2030 Theory of Change (ToC) posits that by equipping teachers with skills in design thinking, holistic learning assessment, and action research, and by providing funding for school-level solutions, teachers and school communities will have increased agency to improve the quality of lifelong learning for all learners. In addition, by showcasing evidence-based pedagogical innovations at national and global levels, the programme aims to inspire education systems to adopt and scale effective practices that enhance teaching and learning. The ToC has five outcomes:

| # | Outcome | Indicator |
|---|---|---|
| | Enhanced capacity of educators to measure, design and implement innovations. | % of educators demonstrating increased knowledge/skills to measure, design and implement innovative solutions to improve holistic learning outcomes. |
| 2 | Improved student/ learner outcomes | % of children meeting the grade level annually |
| | | % of children who meet age-appropriate developmental standards and /or minimum proficiency levels |
| 3 | Improved quality of teaching and learning environments | % of learning sites meeting minimum quality and secure learning environment standards. |
| 4 | Increased capacity and opportunities for educators to engage in education sector dialogue | Increased participation of teachers in developing/contributing to curriculum development |
| | | % of teachers demonstrating effective communication skills and knowledge to showcase their learning innovations to education stakeholders. |
| | | Change in of education stakeholders' perception of teachers' engagement in education sector dialogue |
| 5 | Generated policy-relevant tools, resources and evidence to improve the quality of education | Schools2030 policy-relevant evidence-based resources produced, cited, adopted and/or adapted by education sector stakeholders |

These outcomes were tracked in the baseline study. Implementation data collected at the country and global levels provide evidence of activities, outputs, and outcomes aligned with the ToC. This monitored data must be collected over the duration of the programme and reported annually to track performance results. This data is critical, as it is required to measure and understand changes and benefits (both positive and negative) over time.

Schools2030 programme activities align with each country's academic calendar and follow an annual cycle. In 2022 and 2023, Schools2030 invested significant time in developing holistic learning assessments and classroom environment tools for each participating country. Each country identified specific domains to focus on for the three schooling transition phases, referred to as age cohorts or school phases: 5+ years (pre-primary), 10+ (primary) and 15+ (secondary) age groups of learners (pupils or students).

The learning assessments cover five learning domains across three grade cohorts: literacy, numeracy, and three socio-emotional domains customised to local contexts. The classroom environment tools include those for pre-primary, primary, and secondary levels. At the beginning of the academic year, teachers in the Schools2030 programme administer these assessments with their students to establish a baseline of students' competencies. In parallel, a supervisor or peer teacher observes and assesses teachers' instructional practice to identify student learning gaps and areas for teacher development. Thereafter, teachers attend a human-centred design (HCD) workshop

facilitated by Schools2030. During the workshop, teachers begin designing innovative responses to address the gaps identified through the assessments. The Schools2030 team helps teachers develop their proposals, provides resources where possible to support the development and piloting of innovations, and assists with tracking the outputs of these innovations. At the end of the academic year, teachers re-administer the same holistic learning assessments (HLA) to measure improvements in student learning outcomes and evaluate the impact of their innovations.

### Study Methodology

The Schools2030 baseline study was designed to collect point-in-time baseline data at the end of the programme's first phase, distinguishing it from the traditional baseline conducted before implementation. Teachers are the primary focus of the Schools2030 intervention; therefore, teachers are the denominator in the sampling approach used in the baseline study. A random sampling approach was used to select schools in the same districts as the programme is being delivered in each country. The following tools were used to gather data.

| Instrument | Purpose | Source | Administered by |
|---|---|---|---|
| Teacher Survey | Gather baseline data on current teaching practices, classroom management, learning outcomes, barriers to quality teaching and professional development. | Khulisa | Khulisa |
| School Leader / Principal Survey | Gather demographic data about the school, school functionality, professional development, and barriers to quality education. | Khulisa | Khulisa |
| Education Stakeholder Interview | Gather insights from diverse stakeholders on current education policy and practice in the country, participation of teachers in policy, and how teaching practice can be improved. | Khulisa | Khulisa |
| Brief Early Childhood Quality Inventory (BEQI) | A quality measurement instrument to support the improvement of the early childhood system at classroom and centre level. | ECD Measure | Country team trained by ECD Measure |
| Valuing Inclusive Teaching and Learning (VITAL) Primary | A classroom quality measurement tool for age 10+ cohort. | AKF | Country team |
| Valuing Inclusive Teaching and Learning (VITAL) Secondary | A classroom quality measurement tool for age 15+ cohort. | AKF | Country team |
| Pre-primary Learner Assessment (IDELA) | Measures children's early learning and development. | Adapted from Save the Children | Country team |
| Academic Domain: Literacy | An age-appropriate formative literacy assessment. | Oxford MeasurEd & country team | Country team |
| Academic Domain: Numeracy | An age-appropriate formative numeracy assessment. | Oxford MeasurEd & country team | Country team |
| Non-Academic Domain | Specific assessment tools were developed to meet the country's domains. | Country based | Country team |
| PLAY Tool | Assess the implementation of Playful Pedagogy in Pre-primary and Primary Classrooms. | LEGO Foundation | Only administered in Uganda |

**The following domains were assessed in each country for each cohort:**

| Country | Pre-Primary: Cohort 5+ | | | Primary: Cohort 10+ | | | Secondary: Cohort 15+ | | |
|---|---|---|---|---|---|---|---|---|---|
| | Literacy | Numeracy | Non-academic | Literacy | Numeracy | Non-academic | Literacy | Numeracy | Non-academic |
| **Afghanistan** | Yes | Yes | Socio-emotional | Yes | Yes Science - Yes | No | Yes | Yes Science - Yes | No |
| **India** | Yes | Yes | Respect for the Environment | Yes | Yes | Communication | Yes | Yes | Communication |
| **Kenya** | Yes | Yes | Problem-Solving | Yes | Yes | Leadership | Yes | Yes | Responsibility |
| **Kyrgyzstan** | Yes | Yes | Socio-emotional | Yes | Yes | Critical Thinking | Yes | Yes | Critical Thinking |
| **Pakistan** | Yes | Yes | Relationship Building | Yes | Yes | Critical Thinking | Yes | Yes | Leadership |
| **Portugal** | Yes | No | Empathy and Problem-Solving | Yes | Yes | Empathy and Reconciling Tensions | Yes | Yes | Ethical Decision Making |
| **Tajikistan** | No | No | No | Yes | Yes | Problem-Solving | No | Yes Science - Yes | Communication |
| **Tanzania** | Yes | Yes | Relationship Building | Yes | Yes | Problem-Solving | Yes | Yes | Critical Thinking |
| **Uganda** | Yes | Yes | Relationship Building | Yes | Yes | Self-Efficacy | Yes | Yes | Entrepreneurship |

Overall, 1,584 teachers, 706 school leaders, and 221 school leaders or Heads of Departments/teachers participated in the surveys. In the pre-primary, 4,035 IDELA learner assessments were conducted, and 521 classrooms were observed. In the primary cohort, 7,397 learners were assessed; in the secondary cohort, 6,633. The VITAL tool was administered in 825 primary and 611 secondary classrooms, and49 Stakeholder interviews were conducted. Overall, 18,065 learners were assessed.

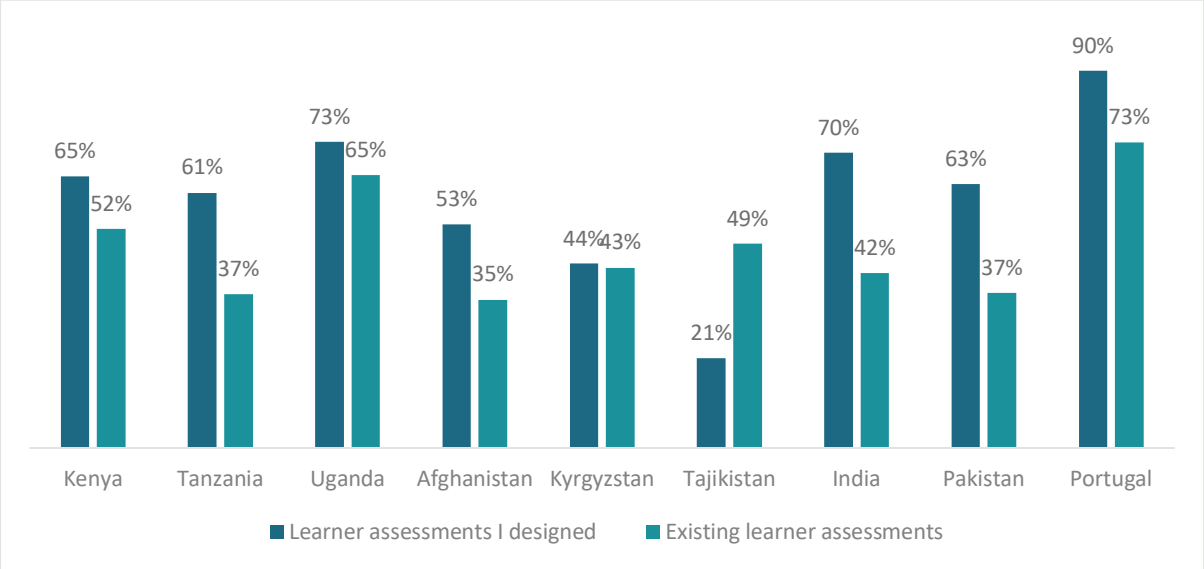
### Limitations

Data collection issues were experienced in several countries: for example, delays in data collection, smaller-than-targeted sample sizes, or inconsistencies in data instruments. Although valid and relevant data were collected, a limitation in the overall analysis is that the data are inconsistent in how they were collated and, in some countries, incomplete. Data collation, cleaning, and coding required a significant investment of time from the evaluation team to provide data that could be analysed using the same analytical framework, to present results for each country, and to ensure consistency in the global report. Overall, the data is considered valid.

### Outcome 1: Enhanced capacity of educators to measure, design and implement innovations in education

The responses from teachers emphasise the need for ongoing ***professional development*** to assess, design and innovate responses to learners' needs. Teachers tend to ***use assessments*** they have designed, except in Tajikistan. Pre-primary teachers tended to use assessments less than their peers in primary and secondary cohorts in India, Tajikistan, Kyrgyzstan, and Afghanistan. However, in Pakistan, Kenya, Tanzania and Uganda, pre-primary teachers used them more frequently than

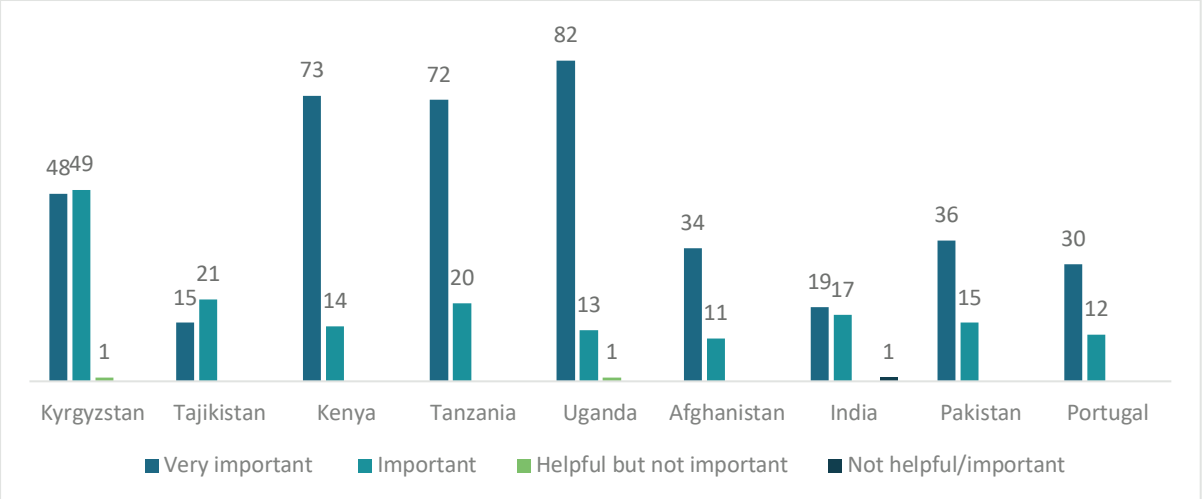
primary and secondary teachers. As a result of using assessments in their classrooms, teachers indicated a range of activities they implemented in response to the results.




Most teachers in Afghanistan, Kyrgyzstan, Tajikistan, and India indicated that they had not used ***innovation*** in developing responses to meet learner needs. However, teachers in Kenya, Pakistan, Tanzania, Uganda, and Portugal reported using innovations.

**Across all countries, insufficient teaching resources and materials, a lack of parental or caregiver support for learners' education, and large class sizes were cited as the most significant obstacles. The culture of innovation is often missing from teacher training and professional development, despite being mentioned in the content. Geographical barriers and inadequate teacher training in some countries compound the barriers.**

Stakeholders overwhelmingly agreed on the importance of continuous capacity building to support teachers' efforts in measuring, designing, and implementing educational innovations. Communities of practice are common among teachers and school leaders, providing structured platforms to enhance the culture and practice of teacher innovation. School leaders tended to recognise the importance of teacher professional development and its positive impact on teaching practice, especially if its focus was pedagogical. School leaders' (n=49) rating of the importance of teacher innovative practice varied across countries:



### Outcome 2: Improved Learning Outcomes

The study provides a base level for academic and non-academic learning domains for learners in each country's three age cohorts. There are differences in the average scores of learners across countries, regions, and districts within countries (see the summary table at the end of the executive summary).

There were no common trends across countries in terms of academic domains by **gender**. Primary and Secondary girls and boys in **India** perform at similar, below-average scores in numeracy and literacy. Similarly, girls and boys have similar below-average scores across the primary and secondary cohorts in **Pakistan**, with significant declines from the average scores in the pre-primary phase. In **Uganda**, girls and boys scored the same at a below-average level in numeracy in the primary phase; however, in the secondary phase, boys scored 4% higher than girls, with girls also scoring below average.

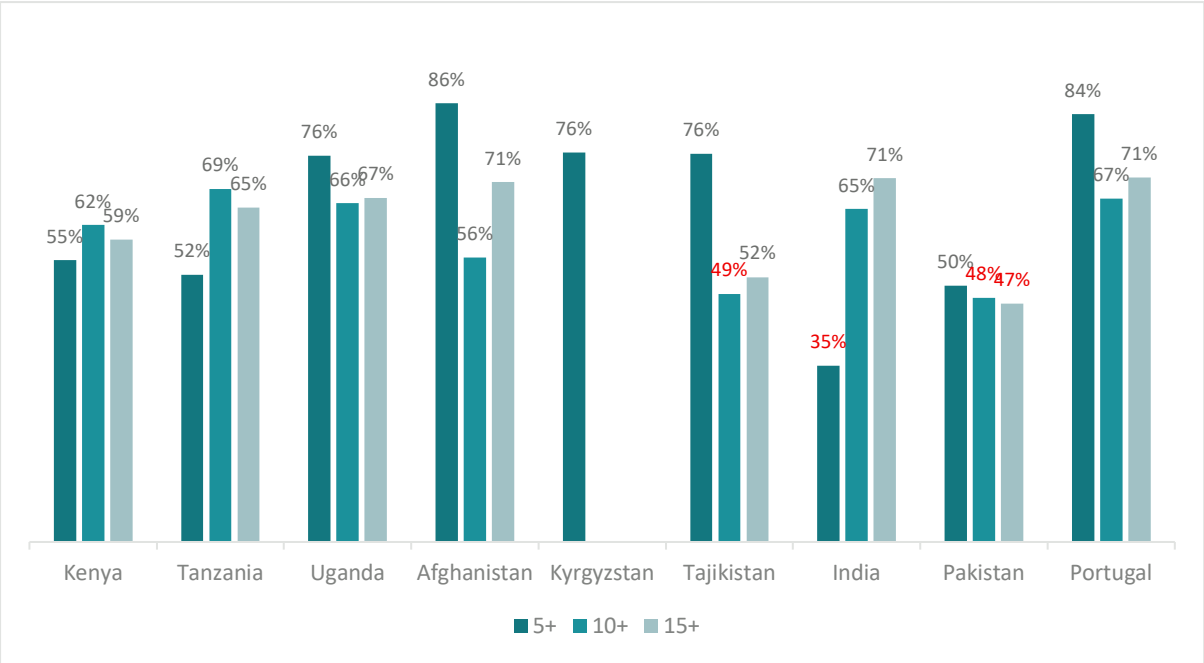
An 11% difference is found between girls and boys in numeracy during the primary phase in **Afghanistan**, where girls scored 57% and boys scored 46%. In **Tanzania**, there is a 10% difference in the same domain and phase; however, boys scored higher at 51%, and girls scored 41%. In literacy, in the primary phase in **Kenya**, girls scored 7% higher than boys, while in the secondary phase in **Tanzania**, boys scored 9% higher than girls at 53%. There were no marked differences in scores between genders in **Portugal** (and all above 50%).

Each country's baseline report provides further disaggregation by district and gender for literacy, numeracy, and socio-emotional domains. Country-specific results reveal distinct strengths and areas for improvement.

At the pre-primary level, learners generally demonstrated good results for numeracy and literacy. However, there is a trend in declining learner results as learners progress from pre-primary to primary and secondary education. Numeracy, in particular, shows higher results in the pre-primary phase but declines as learners progress, highlighting the need to specifically focus on the teaching and learning of numeracy constructs in the secondary phase. There is diversity in the socio-emotional domains selected by the countries and in the constructs assessed. The individual country reports highlight specific areas and constructs for each country to focus on. These findings underscore the importance of context-specific assessment tools and the need for tailored teaching and learning interventions to address identified areas of weakness.

### Outcome 3: Improved Quality of Learning Environments

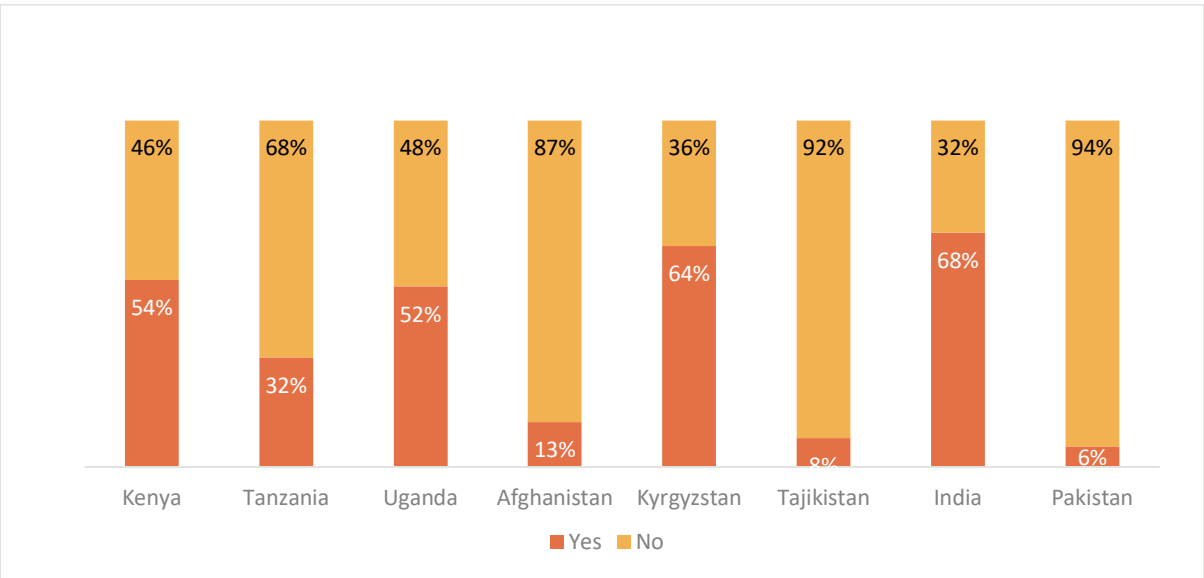
Pre-primary classrooms generally foster strong relationships between teachers and students, with high engagement scores promoting positive interactions and emotional support. Pre-primary teachers could improve their use of play-based learning and learning through conversation. Primary classrooms showed good performance in facilitating learning, setting high expectations, and regularly checking for understanding. Secondary classrooms performed well in facilitating learning, fostering critical thinking, and providing feedback. Support is required for pre-primary teachers in India, as well as primary and secondary teachers in Pakistan and Tajikistan, to meet the minimum standards. However, it is acknowledged that these scores are influenced by the specific lesson being observed at the time of data collection, as some pedagogical approaches may naturally involve less interaction than others. Results vary across countries, and a possible explanation is differences in curricula and pedagogical policies, as well as the lessons observed.



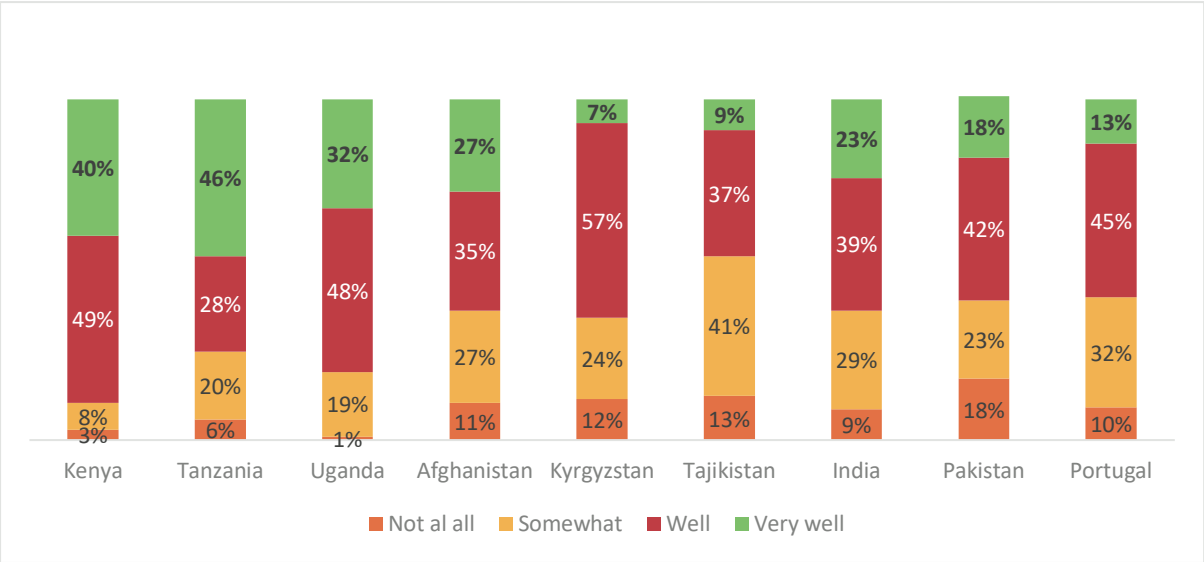

In Kyrgyzstan, classroom observations were conducted only in pre-primary classes due to constraints on collecting primary and secondary data.

### Outcome 4: Increased capacity and opportunity for educators to engage in education sector dialogue

Overall, in half of the countries, teachers have not had an opportunity to contribute to curriculum development or participate in forums to discuss the education system. This is an area for Schools2030 to focus on in Tanzania, Afghanistan, Tajikistan, and Pakistan.




About half to two-thirds of teachers in Kyrgyzstan, India, Kenya and Uganda have had opportunities to engage in educational sector dialogues.




Teachers were overwhelmingly positive and confident, and they want to present their innovations to the Ministry of Education and utilise their expertise to inform educational curricula, policies, and practices. Teachers were most confident in Tanzania (46%) and Kenya (40%), and over half (57%) of teachers in Kyrgyzstan rated themselves as 'well' in confidence. However, some teachers did not feel confident about presenting to the Ministry, with the majority being from Pakistan (18%).

Similar to the teachers' findings, school leaders would like to participate in education sector dialogue, , with the majority in Tanzania (68%), Afghanistan (87%), Tajikistan (92%), and Pakistan (90%), not having had the opportunity to do so. As indicated by the teachers' findings, they have participated more in Kenya (54%), Uganda (52%), Kyrgyzstan (64%), India (68%), and Portugal (52%). In many countries, teacher participation in education-sector dialogues may not be part of the policies.

The interviews with educational stakeholders highlighted the need for the programme to empower teachers to voice and influence the agenda of district and national education stakeholders. At the start of the programme, there is broad stakeholder buy-in at national and global levels for teachers to contribute to improved education quality. One way of achieving this is for Schools2030 to continue facilitating regular showcasing events that bridge teachers, often in rural areas, and their innovations with district and national education officials.

### Outcome 5: Generated policy-relevant tools, resources and evidence to improve education quality

Schools2030 is making significant investments in developing holistic learning and classroom environment tools, as well as conducting contextual research to understand the drivers of teacher innovation in each participating country. By leveraging rigorous research by Research Partners, country-level assessment tool development and impact evaluation, the programme can establish itself as a critical contributor to education sector improvement. This baseline dataset, along with country and global reports, provides a first step for testing assessment tools and establishing an evidence base for future evaluations.

### Conclusion

In conclusion, the Schools2030 baseline study underscores the importance of enhancing professional development for teachers and school leaders to assess (measure), design and implement innovations and deliver teaching and learning in quality learning environments. As the Schools2030 programme progresses, factors such as national education policies and practices, poor physical and

educational resource infrastructure, class sizes, and community engagement will influence the achievement of its outcomes.

By equipping educators with human-centred design training and holistic learning and classroom environment tools, the Schools2030 programme has the potential to empower teachers and school leaders to innovate and address localised educational challenges, thereby strengthening the school's ecosystem in resource-constrained environments and fostering a culture of teacher-led innovation. The baseline findings underscore the importance of a tailored approach to address context-specific barriers while leveraging the programme's strengths.

Schools2030 is providing valuable tools and evidence to inform policy and enhance education practices. A collaborative relationship between Schools2030 and local governments will be pivotal in driving systemic change, and continued investment in teacher capacity building is crucial for scaling the programme and achieving desired outcomes and impact.

### Recommendations

The purpose of the recommendations is to provide insights to support learning and continuous improvement in programme design, implementation, and the achievement of the five outcomes. The individual country baseline reports provide specific recommendations for each country to consider going forward. The recommendations in this Global Baseline Report aim to provide insights to strengthen the global programme.

1. **Outcome 1:** Continue to provide HCD teacher professional development and support the use of assessments to guide the development, implementation and sharing of innovative teaching practices.

2. **Outcome 2:** The country reports identify specific teaching domains and constructs that require focus for teaching innovations. Overall, Schools2030 should enhance teachers' ability to assess, design, and innovate to improve learners' numeracy outcomes.

3. **Outcome 3:** Teacher training and HCD processes should be broadened to include an understanding of quality education, encompassing contextual understandings of teaching and learning, as well as factors that enhance quality teaching and learning, to address the challenges highlighted and build on the strengths identified.

4. **Outcome 4:** To ensure that teachers are perceived as experts in education and actively engaged in education system dialogue, clearer and stronger pathways need to be articulated and put in place to engage Schools2030 teachers and bridge district and national policymakers with educators.

5. **Outcome 5:** This outcome contributes to the scaling of Schools2030 within the ten participating countries and other countries worldwide. This outcome was not included in the study. Evidence of progress in this outcome must be included in the midline study.
6. **Foster Parental and Community Engagement** is a challenge repeatedly highlighted by educators and school leaders in multiple countries, as a lack of engagement and family socioeconomic factors directly impacts learning outcomes. Form partnerships and focus a Global Forum on how Schools2030 and countries can develop strategies to enhance parental support in learners' education and strengthen community involvement in school activities.
7. **Strengthen Partnerships for Scaling B**o enable the alignment of Schools2030 with national

education priorities, thereby enhancing the opportunity for scaling. There needs to be broad buy-in to the programme. Deepen collaboration with local and national governments, education stakeholders, and international partners to demonstrate the alignment of programme goals and contributions to enhance the national education priorities based on the evidence. Use the Brazil case study to consider options for scaling in countries.

8. **Allow sufficient time for the evidence base to develop**. The Schools2030 programme is continuously adapting, which is a strength of its resilience. However, improvements in learner outcomes and the quality of learning environments will be most evident if the assessment tools used to measure these remain consistent or if results are comparable over time and at specific evaluation points. The programme needs to strategicall consider y what needs to be adapted and why, as well as what can remain true to test the programme hypothesis (ToC) and its impact.

### Five Key Takeaway Messages

1. The most frequently identified barrier is a lack of innovative teacher training. The culture of innovation is often lacking in teacher training and professional development.
2. The ongoing HCD professional development training has the potential to enhance and sustain teachers' skills in assessing, designing, and innovating. The focus is not only on learner activities, but also on creating learning environments that foster holistic, high-quality learning for all.
3. HCD must focus on enhancing teachers' capacity to measure, design, test, and implement innovative practices in numeracy and literacy constructs as learner outcomes decline during their transition upwards.
4. Teachers want to participate in enhancing the curricula and engaging in policy dialogue to strengthen the education system. Outline a roadmap for each country that shows how teachers can become trusted experts.
5. Continue to collect annual data to monitor trends and identify critical country construct focus areas. Provide data to measure changes and impact over time.

## Learner Academic Results by Country and Cohort

| Pre-Primary | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| Afghanistan | 246 | 55% | 56% | 0.203 | 50% | 53% | 0.186 |
| India | 236 | 54% | 58% | 0.205 | 59% | 63% | 0.223 |
| Kenya | 316 | 48% | 47% | 0.194 | 72% | 77% | 0.206 |
| Kyrgyzstan | 314 | 69% | 73% | 0.20 | 89% | 93% | 0.13 |
| Pakistan | 293 | 35% | 35% | 0.187 | 73% | 77% | 0.196 |
| Portugal | 219 | 55% | 54% | 0.209 | N/A | N/A | NA |
| Tajikistan | NA | NA | NA | NA | NA | NA | NA |
| Tanzania | 610 | 56% | 58% | 0.194 | 64% | 68% | 0.237 |
| Uganda | 289 | 63% | 67% | 0.198 | 76% | 79% | 0.179 |

| Primary | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| Afghanistan | 635 | 60% | 65% | 0.223 | 57% | 66% | 6.93 |
| India | 763 | 54% | 37% | 0.207 | 59% | 44% | 0.253 |
| Kenya | 619 | 67% | 89% | 0.370 | 73% | 84% | 0.206 |
| Kyrgyzstan | 1362 | 62% | 67% | 0.18 | 65% | 67% | 0.19 |
| Pakistan | 609 | 23% | 22% | 0.145 | 29% | 30% | 0.185 |
| Portugal | 440 | 59% | 58% | 0.211 | 76% | 80% | 0.170 |
| Tajikistan | 1469 | 40% | 39% | 0.228 | 56% | 61% | 0.231 |
| Tanzania | 815 | 94% | 87% | 0.103 | 70% | 74% | 0.225 |
| Uganda | 700 | 57% | 58% | 0.115 | 44% | 51% | 0.322 |

| Science | # of learners | Mean | Median | STDV |
|---|---|---|---|---|
| Afghanistan | 635 | 58% | 65% | 0.278 |

| Secondary | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| Afghanistan | 370 | 54% | 56% | 0.216 | 48% | 53% | 10.24 |
| India | 628 | 41% | 42% | 0.187 | 26% | 27% | 0.195 |
| Kenya | 729 | 69% | 70% | 0.153 | 50% | 51% | 0.118 |
| Kyrgyzstan | 1308 | 59% | 60% | 0.14 | 47% | 47% | 0.22 |
| Pakistan | 667 | 22% | 21% | 0.123 | 20% | 20% | 0.114 |
| Portugal | 275 | 63% | 60% | 0.161 | 61% | 60% | 0.194 |
| Tajikistan | 1449 | NA | NA | NA | 44% | 43% | 0.21 |
| Tanzania | 400 | 57% | 61% | 0.229 | 48% | 44% | 0.225 |
| Uganda | 822 | 59% | 58% | 0.115 | 49% | 48% | 0.161 |

| Science | # of learners | Mean | Median | STDV |
|---|---|---|---|---|
| Tajikistan | 1449 | 37% | 35% | 0.22 |
| Afghanistan | 370 | 60% | 61% | 0.239 |

# 1 Introduction

## 1.1 Understanding Schools2030

Schools2030, launched in 2020 and commencing school-level implementation in 2021, is a globally informed and locally rooted 10-year longitudinal action research and learning improvement programme. The programme works with up to 1,000 pre-schools, primary schools, secondary schools, and non-formal education learning centres across 10 countries. Schools2030 supports educators in designing, testing, and implementing contextualised education innovations in their classrooms, gathering and amplifying evidence about 'what works' to improve holistic quality learning for all.

The overarching objective of the Schools2030 programme is to support countries in achieving the targets of the Sustainable Development Goal (SDG) 4 – ensuring inclusive and equitable quality education. This is pursued through a bottom-up school improvement model that empowers teachers to assess learners in locally meaningful domains, co-design context-specific innovative solutions to improve learning outcomes, use assessments to refine those solutions and share proven practices for broader adoption and systemic change.

To achieve the scale of impact envisioned by the Schools2030 programme, it is essential that national governments and other actors adopt the approach or key elements of it. Central to this will be the continuous evaluation and iterative refinement of the model over the programme's 10-year lifespan. This process will serve three essential functions:

d. Supporting learning and continuous improvement in programme design, implementation and outcomes.

e. Testing the Schools2030 programme's Theory of Change to build a robust evidence base for replication and scale up.

f. Validating results to ensure programmatic accountability.

Schools2030 collaborates closely with local and national governments across its ten implementation countries. This mutually beneficial relationship sees education ministries supporting the implementation of Schools2030 across approximately 100 local schools, while learning from the grassroots innovations and experiences of participating teachers. The close and vital relationship with educators and government at local, district and national levels is a defining strength of the Schools2030 approach. Simultaneously, Schools2030 convenes the annual Schools2030 Global Forum, bringing together teachers, youth, international education actors, donors and policymakers. The forum showcases teacher-led innovations from across the network and facilitates meaningful dialogue between teachers, decision-makers and international agencies.

### 1.1.1 Schools2030 Theory of Change

The Schools2030 Theory of Change (ToC) posits that equipping teachers with skills in design thinking, holistic learning assessment, and action research, and providing funding for school-level solutions, will provide teachers and school communities with increased agency to improve the quality of lifelong learning for all learners. In addition, by showcasing evidence-based pedagogical innovations at national and global levels, the programme aims to inspire education systems to adopt and scale effective practices that enhance teaching and learning.

**Simplified Theory of Change Graphic**

The following graphic represents the Schools2030 Theory of Change (2022).

**Figure 1: Schools2030 Theory of Change**

**Schools2030 Drivers of Change:**

1. Three-Step Process
2. Domains of change
3. Global Forums
4. Teacher capacity
5. Evidence-based school-led approaches
6. Country teams and stakeholders' engagement, ownership and advocacy
7. Utilisation of evidence and learning


Please refer to the ***Global Evaluation Strategy (November 2022)*** for detailed information on the Theory of Change, assumptions, and drivers.

### 1.1.2 SCHOOLS2030 INTERMEDIATE OUTCOMES INDICATORS

Aligned with the Theory of Change, the following Intermediate Outcome Indicators were tracked in the baseline study.

**Table 1: Schools2030 Intermediate Outcomes**

| # | Intermediate Outcome | Indicator | Description | Disaggregation |
|---|---|---|---|---|
| 1 | Enhanced capacity of educators to measure, design and implement innovations | % of educators demonstrating increased knowledge/skills to measure, design and implement innovative solutions to improve holistic learning outcomes. | Increased engagement in the professional development of educators to measure, design, implement and sustain innovations (teachers use the same innovation in the following year/s) | By country and age cohort<br>Numerator = # of teachers demonstrating<br>Denominator = total # of teachers reached |
| | | | Increased use by educators of assessments to measure, design and implement innovative solutions | |
| | | | Use assessments to identify learner needs = Yes | |
| | | | Developed an innovation in response to learner assessment needs = Yes | |
| 2 | Improved student/ learner outcomes | % of children meeting the grade level annually | Increased number of children passing the grade annually | By country, age cohort and gender |
| | | % of children who meet age-appropriate developmental standards and /or minimum proficiency levels | Developmental standards at pre-school level and/or % of learners that achieve at or above grade level and/or achieve minimum proficiency in reading, mathematics/ numeracy, and an additional competency* | By country, age cohort and gender<br>Grade level in Literacy, Mathematics/Numeracy and a Socio-emotional Domain |

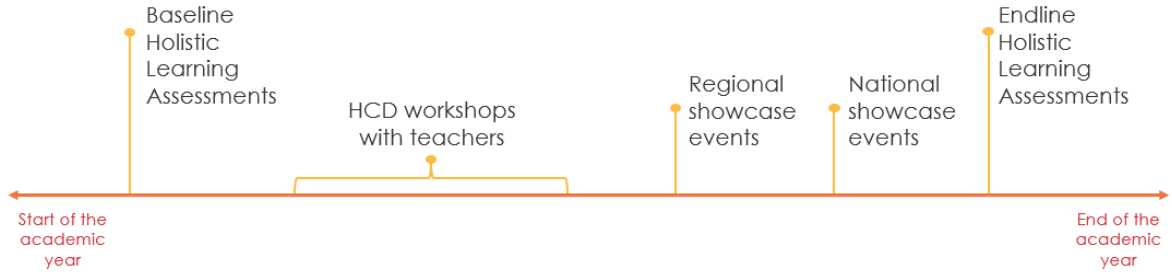
| # | Intermediate Outcome | Indicator | Description | Disaggregation |
|---|---|---|---|---|
| 3 | Improved quality of teaching and learning environments | % of learning sites meeting minimum quality and secure learning environment standards. | CD centres, community spaces, schools, and learning spaces meet SDG4 minimum quality and secure learning environment standards. | By country and age cohort<br>Based on age-appropriate tools (developed or adapted by Schools2030<br>Numerator = # S2030 sites meeting quality and secure learning standards<br>Denominator = # total of all country sites) |
| 4 | Increased capacity and opportunities for educators to engage in education sector dialogue | Increased participation of teachers in developing / contributing to curriculum development | Participation in developing or contributing to curriculum development. | By country<br>Average % of each country's sample. |
| | | | Participation in meetings or forums to discuss the education system. | By country<br>Average % of each country's sample |
| | | % of teachers demonstrating effective communication skills and knowledge to showcase their learning innovations to education stakeholders. | Teachers have the confidence and skills to showcase innovations to education stakeholders. Countries have different processes to build teacher skills to showcase innovations - this indicator assumes teachers are demonstrating skill by the time they showcase. | By country, age cohort and gender |
| | | Change in of education stakeholders' perception of teachers' engagement in education sector dialogue | Education system stakeholders include government officials, donors etc. | By country<br>Baseline: Purposefully sampled Stakeholder and NAC baseline interviews |
| 5 | Generated policy-relevant tools, resources and evidence to improve the quality of education | Schools2030 policy-relevant evidence-based resources produced, cited, adopted and/or adapted by education sector stakeholders | Evidence-based resources targeting local, national and global decision-makers, education sector stakeholders and teachers. | Global and country<br>Type of resource<br>Use / dissemination of the resource<br>Only Schools2030 resources & evidence |

### 1.1.3 SCHOOLS2030 ACTIVITIES

Schools2030 programme activities align with each country's academic calendar and follow an annual cycle. In 2022 and 2023, Schools2030 invested significant time in developing holistic learning assessments and classroom environment tools for each participating country. The learning assessments cover five learning domains across three grade cohorts: literacy, numeracy, and three socio-emotional domains customised to local contexts. The classroom environment tools include those for pre-primary, primary, and secondary levels. At the beginning of the academic year,

teachers in the Schools2030 programme administer these assessments with their students to establish a baseline of students' competencies. In parallel, a supervisor or peer teacher observes and assesses teachenstructional practice to help identify student learning gaps and areas for teacher development. Thereafter, teachers attend a human-centred design (HCD) workshop facilitated by Schools2030. During the workshop, teachers begin designing innovative responses to address the gaps identified through the assessments. The Schools2030 team helps teachers develop their proposals, provides resources where possible to support the development and piloting of innovations, and assists with tracking the outputs of these innovations. At the end of the academic year, teachers re-administer the same holistic learning assessments (HLA) to measure improvements in student learning outcomes and evaluate the impact of their innovations.

**Figure 2: Illustrative Timeline of Schools2030 Activities**




In Model B countries (as outlined in Section 1.1.4 below), the programme activities differ slightly. Instead of starting with classroom-based assessments, the Schools2030 team develops a design challenge based on insights from the previous year's endline learning assessments. Teachers from the region can opt to participate in addressing this challenge by designing an educational innovation. These teachers undergo the HCD training and benefit from ongoing mentorship and support from the Schools2030 team and experienced senior teachers.

During the year, participating teachers present their innovations at a regional showcase attended by local and regional education ministries and stakeholders. These competitive events highlight the most promising solutions, with selected teachers advancing to a national showcase event. From there, one or two teachers are chosen to represent their country and present their innovation at the Schools2030 Global Forum, engaging with international education stakeholders.

### 1.1.4 Modalities of Implementation

The Schools2030 programme is being implemented differently across the 10 participating countries. The three modalities of implementation are:

1. **Model A: Working consistently with the same schools each year, targeting 100 classrooms/year groups at pre-primary, primary and secondary.**

*Countries: Afghanistan, Pakistan, India, Kyrgyzstan, and Tajikistan.*

Model A.1: Afghanistan, Pakistan and India

The academic year for these countries begins in March (Afghanistan) or April (India and Pakistan).

Model A.2: Kyrgyzstan and Tajikistan

The academic year in these countries begins in September and ends in June. Tajikistan works with 200 schools in total following a request from the Ministry of Education and Science.

2. **Model B: Design-driven model open to all schools in target districts/ regions**

*Countries: Portugal, Kenya, Uganda and Tanzania.*

Model B.1: Kenya, Uganda and Tanzania

These three countries adapted their approach based on ongoing learning and feedback. Country teams observed that repeating the same HCD training and innovation cycle each year did not sustain teacher motivation to continue innovating. As a result, the programme changed from the initial design (Model A) to a more design-driven model, whereby teachers from across the target districts are invited to participate in a design (or innovation) challenge. Participating teachers receive funding to pilot and test their innovations and present their findings at a regional showcase.

Model B.2: Portugal

In Portugal, the design-driven model is implemented at school clusters rather than at individual schools, with up to 30 school clusters participating in the programme. As a result, participation is not open to all schools in the region and is limited to selected clusters of teachers rather than individual applicants.

**Model C: Assessing existing innovation levels without training teachers in HCD**

*Countries: Brazil*

In Brazil, the implementation of Schools2030 differs significantly from that in other countries. The team does not conduct HCD training with educators. Instead, it supports ongoing projects by helping educators apply action research to drive innovation in their teaching practices. The findings from this research are primarily used for advocacy purposes. Additionally, Brazil's model focuses on learning sites that include adult education rather than standard school-age cohorts targeted in other Schools2030 countries. Consequently, Brazil was evaluated as a case study, focusing on teacher and school practices to document the model (cluster model and system-influenced ToC pathways). The Case Study is available as a separate document.

### 1.1.5 Country Domains

The table below indicates the country's selection of academic and non-academic domains.

**Table 2: Country Domains by Cohort and Baseline Assessment**

| | Country | Afghanistan | India | Kenya | Kyrgyzstan | Pakistan | Portugal | Tajikistan | Tanzania | Uganda |
|---|---|---|---|---|---|---|---|---|---|---|
| **Cohort 5+ (Pre-Primary)** | Literacy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Numeracy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Arts & Culture | ● | | | | | | | | ● |
| | Collaboration | ● | ● | | | | | | | |
| | Communication | | ● | ● | | | | | | |
| | Creativity | | ● | | | | | ● | ● | ● |
| | Empathy | | ● | | | | ● | | | |
| | Health & Nutrition | ● | | | | ● | | ● | ● | |
| | Problem solving | | | ● | | | ● | | | |
| | Relationship Building | | | | | ● | ● | ● | ● | ● |
| | Respect for the Environment | | ● | | | | | | | |
| | Self-awareness | | ● | | | ● | | ● | | |
| | Socio-emotional (IDELA) | ● | | | | | | | | |
| **Cohort 10+ (Primary)** | Literacy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Numeracy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Arts & Culture | ● | ● | | | | | ● | | |
| | Communication | ● | ● | | | | | | | |
| | Creativity | | ● | | | | | | ● | |

| | Country | Afghanistan | India | Kenya | Kyrgyzstan | Pakistan | Portugal | Tajikistan | Tanzania | Uganda |
|---|---|---|---|---|---|---|---|---|---|---|
| | Critical thinking | | ● | | | ● | | | | |
| | Empathy | | | | | | ● | | | ● |
| | Health & Nutrition | | | | | ● | | | | |
| | Leadership | | ● | ● | | | | | | |
| | Problem solving | | | | | | ● | ● | ● | ● |
| | Reconciling Tensions | | | | | | ● | | | |
| | Respect for Diversity & Environment | | | | | ● | | | | |
| | Science & Technology | ● | ● | ● | | | | | | |
| | Self-awareness | | ● | | | ● | | ● | ● | |
| | Self-esteem/efficacy | | | | | | | | | ● |
| **Cohort 15+ (Secondary)** | Literacy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Numeracy | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | Arts & Culture | | | | | | | | ● | |
| | Civic Engagement | | | | | | | | ● | |
| | Communication | ● | ● | | | | | ● | | |
| | Creativity | ● | ● | | | | | | | |
| | Critical Thinking | | ● | | | | ● | | ● | |
| | Digital Literacy | | ● | ● | | ● | | ● | | ● |
| | Empathy | | | | | | ● | | | |
| | Entrepreneurship | | | | | | | | | ● |
| | Ethical Decision-making | | | | | | ● | | | |
| | Leadership | | ● | | | ● | | | | |
| | Reconciliating Tensions | | | ● | | | | | | |
| | Relationship Building | | | | | | | | | ● |
| | Respect for Diversity & Environment | | | | | ● | | | | |
| | Science & Technology | ● | | | | | | ● | | |
| | Self-awareness | | ● | | | | | | | |
| | Taking Responsibility | | ● | ● | | | | | | |

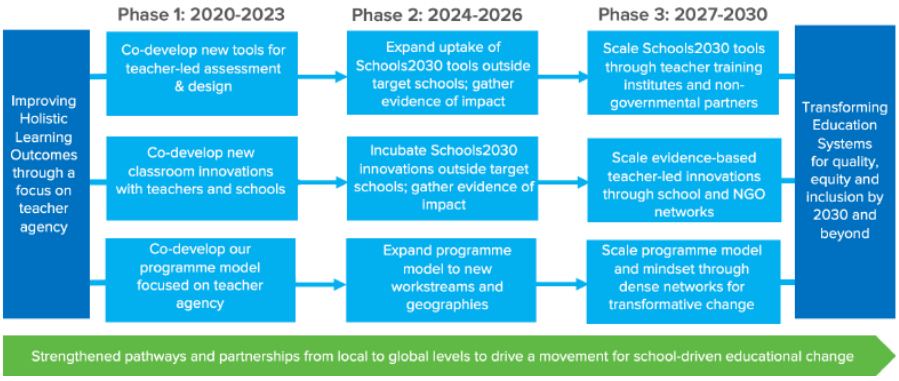
**Data note:**
Dots represent the countries' selected domains.

# 2 Study Design

## 2.1 Baseline Study Design and Methodology

The Schools2030 baseline study was designed to collect point-in-time baseline data at the end of the programme's first phase, distinguishing it from the traditional baseline conducted before implementation.

**Figure 3: Three Phases Of Schools2030 Programme**




This point-in-time baseline aims to assess and monitor the conditions of each participating country at the start of the intervention and synthesise this information into a comprehensive Global Baseline Assessment. Specifically, the study aimed to:

- Establish baseline values for key indicators and outcomes to enable meaningful comparisons with future evaluations.
- Inform and guide programme implementation, identifying challenges and areas requiring adjustments at both the national and global levels.

Data collection was conducted at four levels to establish a comprehensive snapshot of the current context and conditions:

- **Learners** - to document the current level of academic and non-academic competencies, providing a reference point for future assessments of learning progress
- **Teachers** - to capture existing pedagogical practices, teaching approaches and perceived capacity to innovate in the classroom.
- **School principals / Head of Schools** - to understand current leadership practices, attitudes toward teaching and learning, and support for innovation at the school level.
- **Regional and National Education Stakeholders, including education donors**, to explore existing perceptions of the education system and gauge expectations or early perceptions of the programme's relevance and alignment with national priorities.

Implementation data collected at the country and global levels will provide evidence of the inputs, activities, and outputs aligned with the Theory of Change. These must be collected over the duration of the programme and reported annually to indicate performance results. This implementation data is critical, as it is required to measure and understand the programme's changes and benefits (both positive and negative) over time.

## 2.2 Baseline Study Data Summary

The Schools2030 Global Secretariat and Country Teams invested considerable effort in developing contextual tools for each country during Phase 1 of the Schools2030 Study. In some cases, these were still being developed at the time of conducting the Baseline Study. All the learning assessment tools were subsequently psychometrically validated by the Schools2030 global assessment partner, Oxford Measured. The learning assessment tools measure both academic (literacy and numeracy) and non-academic (empathy, leadership, health, and nutrition, amongst others) domains. Teachers use these tools and data from classroom observations to assess learners' needs and design targeted

innovations to enhance learning. Many of these learning assessment tools are publicly available on the Schools2030 website[1] for use by other educators.

In addition to learner assessments, Schools2030 developed learning environment observation tools for its three target age cohorts. The **Brief Early Childhood Quality Inventory (BEQI)**, developed by ECD Measure, was contextualised for use in pre-primary classrooms across Schools2030 countries. For primary and secondary levels, the **Valuing Inclusive Teaching and Learning (VITAL)** tool was developed with the support of a technical consultant. The VITAL tool has been tested in nine Schools2030 countries and is being revised following its pilot phase.

Schools2030 produced a comprehensive Teacher-led Formative Assessment Handbook outlining practical approaches for classroom-based assessment to further support partners and educators in implementing effective assessment practices. Instructional materials by Oxford Measured are available on the Schools2030 website, along with a podcast discussing teachers' current practices in Afghanistan.

The following instruments were used to collect the data:

**Table 3: Baseline Study Instruments**

| Instrument | Source | Administered by |
|---|---|---|
| Teacher Survey | Khulisa | Khulisa |
| School Leader / Principal Survey | Khulisa | Khulisa |
| Education Stakeholder Interview | Khulisa | Khulisa |
| BEQI | ECD Measure | Country team trained by ECD Measure |
| VITAL Primary | AKF | Country team / Assessment partner |
| VITAL Secondary | AKF | Country team / Assessment partner |
| Pre-Primary Learner Assessment (IDELA) | Save the Children | Country team / Assessment partner Adapted in India |
| Academic Domain: Literacy | Oxford MeasurEd & country team | Country team / Assessment partner |
| Academic Domain: Numeracy | Oxford MeasurEd & country team | Country team / Assessment partner |
| Non-Academic Domain | Country based | Country team / Assessment partner |
| PLAY tool | LEGO Foundation | Only administered in Uganda by the Assessment Partner |

Data Note: The International Development and Early Learning Assessment (IDELA) Tool was used in the Schools2030 programme to assess academic and non-academic domains in pre-primary learners.

The following table illustrates the different domains per age cohort assessed in each country:

[1] https://schools2030.org/assessment/assess-tools-2/?_assessment_filter=outcome-tools

**Table 4: Summary of Domains Assessed for Each Country Across Age Cohorts**

| Country | Pre-Primary: Cohort 5+ | | | Primary: Cohort 10+ | | | Secondary: Cohort 15+ | | |
|---|---|---|---|---|---|---|---|---|---|
| | Literacy | Numeracy | Non-academic | Literacy | Numeracy | Non-academic | Literacy | Numeracy | Non-academic |
| **Afghanistan** | Yes | Yes | Socio-emotional | Yes | Yes Science - Yes | No | Yes | Yes Science - Yes | No |
| **India** | Yes | Yes | Respect for the Environment | Yes | Yes | Communication | Yes | Yes | Communication |
| **Kenya** | Yes | Yes | Problem-Solving | Yes | Yes | Leadership | Yes | Yes | Responsibility |
| **Kyrgyzstan** | Yes | Yes | Socio-emotional | Yes | Yes | Critical Thinking | Yes | Yes | Critical Thinking |
| **Pakistan** | Yes | Yes | Relationship Building | Yes | Yes | Critical Thinking | Yes | Yes | Leadership |
| **Portugal** | Yes | No | Empathy and Problem-Solving | Yes | Yes | Empathy and Reconciling Tensions | Yes | Yes | Ethical Decision Making |
| **Tajikistan** | No | No | No | Yes | Yes | Problem-Solving | No | Yes Science - Yes | Communication |
| **Tanzania** | Yes | Yes | Relationship Building | Yes | Yes | Problem-Solving | Yes | Yes | Critical Thinking |
| **Uganda** | Yes | Yes | Relationship Building | Yes | Yes | Self-Efficacy | Yes | Yes | Entrepreneurship |

Data note: Countries were autonomous in selecting the Non-Academic Domains to be assessed for the Baseline Study.

The table below presents an overview of the data collected in each country.

**Table 5: Summary of Baseline Data Collection Sample**

| Country | Teacher | Principal | Combined | Pre-Primary Learner Assessment | BEQI (Classrooms) | Academic Learner Assessment, Primary | Quality l Learning Environments, Primary (VITAL) (Classrooms) | Academic Learner Assessment, Secondary | Quality Learning Environments, Secondary (VITAL) (Classrooms) | Education Stakeholder Interviews |
|---|---|---|---|---|---|---|---|---|---|---|
| **Afghanistan** | 200 | 46 | 6 | 246 | 12 | 635 | 36 | 370 | 28 | 5 |
| **Brazil** | 22 | 20 | NA | NA | NA | NA | NA | 32 | NA | 12 |
| **India** | 175 | 33 | 24 | 236 | 18 | 763 | 34 | 628 | 37 | 4 |
| **Kenya** | 136 | 87 | 10 | 318 | 20 | 589 | 42 | 732 | 67 | 5 |
| **Kyrgyzstan** | 100 | 201 | NA | 314 | 26 | 1360 | NA | 1308 | NA | 5 |
| **Pakistan** | 144 | 51 | 47 | 293 | 50 | 609 | 55 | 667 | 58 | 1 |
| **Portugal** | 109 | 42 | 0 | 221 | 221 | 456 | 28 | 224 | 19 | 2 |
| **Tajikistan** | 402 | 36 | 77 | 1505 | 75 | 1469 | 99 | 1449 | 109 | 5 |
| **Tanzania** | 157 | 92 | 40 | 610 | 80 | 815 | 80 | 400 | 39 | 5 |
| **Uganda** | 138 | 97 | 19 | 290 | 19 | 701 | 39 | 822 | 68 | 5 |
| **TOTAL** | **1584** | **706** | **221** | **4035** | **521** | **7397** | **825** | **6633** | **611** | **49** |

Data notes:

1. The PLAY Tool was implemented in Uganda as an additional tool. This is reported in the Uganda Country Report. This involved data collection in 19 schools (Total of 782 children, 354 girls, 373 boys, 55 unknown).
2. In Tajikistan, the IDELA was not assessed in pre-primary; however, the 1505 learners were present during the BEQI assessments.
3. In Kyrgyzstan, the VITAL Primary and Secondary was not conducted.
4. In Afghanistan, the senior primary/lower secondary grade was assessed and is recorded under the secondary level for consistency across countries.
5. The Brazil sample is included in this table. Learners were not assessed, and interviews with teachers and school leaders are not included in the analysis for this report. Refer to the separate Brazil case study.

The following table shows the gender breakdown of learners involved in the study by country and age cohort.

**Table 6: Gender Breakdown by Country and Age Cohort**

| Cohort: | Pre-Primary | | | Primary | | | Secondary | | | Country Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Gender: | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys | Total | |
| **Afghanistan** | 143 | 103 | **246** | 424 | 211 | **635** | 81 | 289 | **370** | **1251** |
| **India** | 118 | 118 | **236** | 432 | 331 | **763** | 395 | 233 | **628** | **1627** |
| **Kenya** | 151 | 166 | **317** | 335 | 291 | **626** | 401 | 330 | **731** | **1674** |
| **Kyrgyzstan** | 163 | 151 | **314** | NA | NA | **692** | NA | NA | **757** | **1763** |
| **Pakistan** | 151 | 142 | **293** | 340 | 269 | **609** | 355 | 312 | **667** | **1569** |
| **Portugal** | 101 | 118 | **219** | 218 | 222 | **440** | 134 | 141 | **275** | **934** |
| **Tajikistan** | 710 | 795 | **1505** | 814 | 655 | **1469** | 844 | 605 | **1449** | **4423** |
| **Tanzania** | 322 | 288 | **610** | 436 | 379 | **815** | 209 | 191 | **400** | **1825** |
| **Uganda** | 157 | 132 | **289** | 335 | 291 | **626** | 396 | 329 | **725** | **1640** |
| **TOTAL** | **2016** | **2013** | **4029** | **3334** | **2649** | **6675** | **2815** | **2430** | **6002** | **16706** |

Data notes:

1. Gender was not captured in Kyrgyzstan.
2. Although Afghanistan data is provided under the Secondary column, the learners' ages are at the transition between senior primary and lower secondary.
3. Portugal's pre-primary number of learners is 221 (101 = females, 118 = males and 2 = unspecified); 2 unspecified are not included in the table.
4. Portugal's primary number of learners is 456 (218 = females, 222 = males, 6 = unspecified and 10 = did not want to say), 6 unspecified and 10 did not want to say are not included in the table.
5. Portugal's secondary number of learners is 284 (134 = females, 141 = males, unspecified = 2, did not want to say = 4 and other = 3), 2 unspecified, 4 did not want to say, and 3 others are not included in the table.
6. Brazil's learners are excluded from this table, as they were not assessed but participated in focus group discussions.

## 2.3 Study Ethics

Khulisa applied for and received global Institutional Review Board (IRB) approval through Solutions IRB LLC. Each country was responsible for receiving permission or IRB approval to conduct the baseline study.

**Table 7: Country Ethic Approval**

| Country | Ethical requirements | Status |
|---|---|---|
| Afghanistan | The provincial education department approved data collection in counterfactual schools. | Granted September 2023. |
| Brazil | Permission for research granted by the Faculty of Education Ethics Committee of the University of São Paulo. | Granted 2023 |
| India | Ministry of Education granted permission for data collection from counterfactual schools. | Granted November 2023 |
| Kenya | National Commission for Science, Technology and Innovation granted permission for the baseline study implemented by Joel Wandeto in Mombasa and Lamu counties. | Granted 24 July 2023 |
| Kyrgyzstan | Ministry of Education granted permission for data collection from counterfactual schools. | Granted 2024 |
| Pakistan | Ministry of Education granted permission for data collection from counterfactual schools in Gilgit-Baltistan and Chitral. | Granted 2024 |
| Portugal | Ministry of Education granted permission for data collection from counterfactual schools. | Granted 2024 |
| Tajikistan | Ministry of Education provided a list of counterfactual schools for the baseline study and corresponding permission. | Granted October 2023 |
| Tanzania | Lindi and Mtama's regional governments permitted data collection from counterfactual schools. | Granted 26 August 2023 |
| Uganda | Kampala Capital City Authority provided approval for data collection from counterfactual schools. | Granted 21 August 2023 |

## 2.4 Study and Data Limitations

Overall, each country faced contextual issues that either delayed data collection or resulted in a sample size smaller than the targeted size. While the data collected remains valid and relevant, a key limitation of the overall analysis is the inconsistency and, in some countries, incompleteness of the data. Data notes highlighting these limitations are provided in the relevant tables and figures throughout the report to ensure transparency. A summary of the main data limitations for each country is noted in the table below.

**Table 8: Country Data Limitations**

| Country | Limitations |
|---|---|
| **Afghanistan** | • Smaller baseline sample than the minimum target.<br>• Only five pre-primary teachers were present to be surveyed for the age cohort.<br>• Some classroom observation forms were incomplete.<br>• Classroom observations were conducted only in Schools2030 schools, as approval was granted to research only in these schools.<br>• The sample was adjusted for age to account for the education policy that does not permit girls to receive secondary education. |
| **India** | • Data collection was granted only in three districts.<br>• A smaller sample of Integrated Child Development Services (ICDS) centres than originally targeted due to postponements. |
| **Kenya** | • In the HLAs, several teachers did not administer the stop rules correctly, resulting in some learners continuing with the assessment when they should not have and a few learners not continuing the assessment when they should have.<br>• Swahili literacy assessment data were excluded due to scoring errors. |
| **Kyrgyzstan** | • Observations of the learning environment could not be collected in primary and secondary classrooms due to teacher union restrictions.<br>• The students' demographic information excluded their oblast for pre-primary learners, and the demographics for primary and secondary learners did not include their gender information. |
| **Tajikistan** | • The pre-primary IDELA assessment was not completed in pre-primary, and in secondary, the literacy subject was not assessed. |
| **Tanzania** | • The sample size for teachers in the 5-year-old age cohort is smaller than the target because most of the centres visited for data collection only had one teacher for that age group, when the target was two teachers. |
| **Uganda** | • The learner assessments in Uganda took place during the third term, and learners had to be adequately prepared for the exams, potentially contributing to their impressive academic performance.<br>• Some of the schools were high-achieving schools, which are among the country's 10 best schools. Although the study was designed for random sampling, this was not adhered to during the sampling process in Uganda. |

# 3 Findings

This section presents the baseline findings of Schools2030 against the outcomes outlined in the Theory of Change. The primary aim is to provide a structured baseline assessment that can serve as a reference point for future evaluation activities. In addition, the findings are intended to inform and guide the Schools2030 team's programme implementation decisions.

## 3.1 Global Baseline Results

An overall summary of the results for each country against the outcomes is presented on the following pages. More detailed results are discussed under each outcome thereafter.

### Table 9: Summary Table of Baseline Results by Outcome Indicator For Each Country

| # | Intermediate Outcome | Indicator | BASELINE | AFGHANISTAN | INDIA | TAJIKISTAN | KYRGYZSTAN | PAKISTAN |
|---|---|---|---|---|---|---|---|---|
| 1 | Enhanced capacity of educators to measure, design and implement innovations | % of educators demonstrating increased knowledge/skills to measure, design and implement innovative solutions to improve holistic learning outcomes. | Past 12 months of participation in professional development (Once a year) | 11% | 36% | 55% (once every 5 years) | 70% | 31% |
| | | | Teachers' use of assessments in Cohort 5+ | 56% | 5% | 7% | 81% (19% indicated they do not use assessments at all) | 35% |
| | | | Teachers' use of assessments in Cohort 10+ | | 24% | 31% | | 23% |
| | | | Teachers' use of assessments in Cohort 15+ | | 20% | 31% | | 20% |
| | | | Use assessments to identify learner needs = Yes | 56% | 75% | 83% | 99% | 69% |
| | | | Developed an innovation in response to learner assessment needs = Yes | 22% | 14% | 18% | 18% | 51% |
| 2 | Improved student/ learner outcomes | % of children meeting the grade level annually | % of Teachers reporting that learners achieve grade level each year | 55% | 53% | 74% | 85% | 45% |
| | | | Numeracy = Teachers' report of learners' attained grade level | 88% | 54% | 75% | 50% | 45% |
| | | | % of female learners | 73% | 58% | 81% | 36% | 55% |
| | | | Literacy = Teachers' reporting of % of all learners achieving grade level | 89% | 65% | 81% | 87% | 45% |
| | | | % of female learners | 73% | 66% | 83% | 30% | 55% |
| | | % of children who meet age-appropriate developmental standards and /or minimum proficiency levels | Literacy: Cohort 5+ | 55% | 54% | 40% Tajik | 69% | 35% |
| | | | Literacy: Cohort 10+ | 60% | 37% | NA | 62% | 23% |
| | | | Literacy: Cohort 15+ | 54% | 41% | NA | 59% | 22% |
| | | | Numeracy: Cohort 5+ | 50% | 59% | NA | 89% | 73% |

| # | Intermediate Outcome | Indicator | BASELINE | AFGHANISTAN | INDIA | TAJIKISTAN | KYRGYZSTAN | PAKISTAN |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | Cohort 10+ | 57% | 45% | 56% | 65% | 29% |
| | | | Numeracy: Cohort 15+ | 48% | 26% | 44% | 47% | 20% |
| | | | Science:<br>Cohort 10+ =<br>Cohort 15+= | <br>58%<br>60% | NA | <br>Cohort 15+ = 37% | NA | NA |
| | | | Non-academic: Cohort 5+ | Socio-emotional = 85% | Respect for Environment= 63% | NA | Socio-emotional = 74% | Relationship Building = 58% |
| | | | Non-academic: Cohort 10+ | NA | Communication = 56% | Problem Solving = 35% | Critical Thinking = 42% | Critical Thinking = 28% |
| | | | Non-academic: Cohort 15+ | NA | Communication = 38% | Communication = 28% | Critical Thinking = 58% | Leadership = 58% |
| 3 | Improved quality of teaching and learning environments | % of learning sites meeting minimum quality and secure learning environment standards. | Cohort 5+ | 86% | 35% | 80% | 79% | 61% |
| | | | Cohort 10+ | 56% | 65% | 62% | NA | 48% |
| | | | Cohort 15+ | 71% | 71% | 52% | NA | 47% |
| 4 | Increased capacity and opportunities for educators to engage in education sector dialogue | Increased participation of teachers in developing/contributing to curriculum development | Yes | 8% | 41% | 6% | 28% | 8% |
| | | | No | 93% | 59% | 94% | 72% | 92% |
| | | Participation in meetings or forums to discuss the education system. | Yes | 62% | NA | NA | NA | NA |
| | | | No | 38% | NA | NA | NA | NA |
| | | % of teachers demonstrating effective communication skills and knowledge to showcase their learning innovations to education stakeholders. | Yes | 65% | 63% | 26% | 63% | 61% |
| | | | No | 35% | 37% | 74% | 37% | 39% |
| | | Change in perception of education stakeholders of teachers' engagement | Stakeholders: The extent to which teachers participated in measuring, designing and implementing teaching and | 2.4 (somewhat) | 3 (well) | 2.75 (towards well) (n=4) | 2.8 (towards well) | 4 (definite) (n=1) |

| # | Intermediate Outcome | Indicator | BASELINE | AFGHANISTAN | INDIA | TAJIKISTAN | KYRGYZSTAN | PAKISTAN |
|---|---|---|---|---|---|---|---|---|
| | | in education sector dialogue | learning innovations = average rating | | | | | |
| | | | Stakeholders: The extent to which teachers engage in dialogue with education policy and decision-making, average rating = | 3 (well) | 1.75 (not at all to somewhat | 3 (well) (n=4) | 3.6 (towards definite) | 3 (well) |
| | | | Stakeholders: The extent to which teachers are recognised as experts and leaders in education = average rating | 3 (well) | 2.25 (towards well) | 3 (well) | 2.4 (somewhat) | 4 (definite) |
| 5 | Generated policy-relevant tools, resources and evidence to improve the quality of education | Schools2030 policy-relevant evidence-based resources produced, cited, adopted and/or adapted by education sector stakeholders | Global and baseline data before intervention | 0 | 0 | 0 | 0 | 0 |

| # | Intermediate Outcome | Indicator | BASELINE | KENYA | TANZANIA | UGANDA | PORTUGAL |
|---|---|---|---|---|---|---|---|
| 1 | Enhanced capacity of educators to measure, design and implement innovations | % of educators demonstrating increased knowledge/skills to measure, design and implement innovative solutions to improve holistic learning outcomes. | Past 12 months of participation in professional development | 59% | 38% | 55% | 19% (once a year) |
| | | | Teachers' use of assessments in Cohort 5+ | 39% | 23% | 65% | 54% |
| | | | Teachers' use of assessments in Cohort 10+ | 29% | 29% | 48% | 64% |
| | | | Teachers' use of assessments in Cohort 15+ | 25% | 15% | 42% | 44% |
| | | | Use assessments to identify learner needs = Yes | 92% | 95% | 92% | 58% |
| | | | Developed an innovation in response to learner assessment needs = Yes | 73% | 54% | 51% | 58% |
| 2 | Improved student/ learner outcomes | % of children meeting the grade level annually | Teacher reporting = % of indicated learners achieve grade level each year | 53% | 69% | 72% | 72% |
| | | | Numeracy - Teacher reporting = % of learners attained grade level | 43% | 55% | 66% | 72% |
| | | | % of female learners | 41% | 64% | 69% | 66% |
| | | | Literacy = Teachers reporting = % of learners achieve grade level | 41% | 66% | 69% | 73% |
| | | | % of female learners | 45% | 59% | 70% | 66% |
| | | % of children who meet age-appropriate developmental standards and /or minimum proficiency levels | Literacy: Cohort 5+ | 48% | 56% | 63% | 55% |
| | | | Literacy: Cohort 10+ | 67% English 69% Swahili | 94% (Kiswahili) | 57% | 59% |
| | | | Literacy: Cohort 15+ | 69% | 57% | 59% | 63% |
| | | | Numeracy: Cohort 5+ | 72% | 70% | 76% | NA |
| | | | Numeracy Cohort 10+ | 73% | 64% | 44% | 76% |

| # | Intermediate Outcome | Indicator | BASELINE | KENYA | TANZANIA | UGANDA | PORTUGAL |
|---|---|---|---|---|---|---|---|
| | | | Numeracy: Cohort 15+ | 50% | 48% | 49% | 61% |
| | | | Non-academic: Cohort 5+ | Problem solving = 73% | Relationship Building = 60% | Relationship Building = 73% | 62% |
| | | | Non-academic: Cohort 10+ | Leadership = 55% | Problem Solving = 60% | Self-efficacy = 82% | 72% |
| | | | Non-academic: Cohort 15+ | Responsibility = 73% | Critical Thinking = 50% | Entrepreneurship = 45% | 74% |
| 3 | Improved quality of teaching and learning environments | % of learning sites meeting minimum quality and secure learning environment standards. | Cohort 5+ | 55% | 52% | 77% | 84% |
| | | | Cohort 10+ | 62% | 69% | 65% | 67% |
| | | | Cohort 15+ | 59% | 66% | 69% | 71% |
| 4 | Increased capacity and opportunities for educators to engage in education sector dialogue | Increased participation of teachers in developing/contributing to curriculum development | Yes | 41% | 32% | 52% | 25% |
| | | | No | 59% | 68% | 48% | 75% |
| | | Participation in meetings or forums to discuss the education system. | Yes | 60% | 28% | 59% | N/A |
| | | | No | 40% | 72% | 41% | N/A |
| | | % of teachers demonstrating effective communication skills and knowledge to showcase their learning innovations to education stakeholders. | Yes | 89% | 86% | 36% | 68% |
| | | | No | 11% | 14% | 64% | 32% |
| | | Change in perception of education stakeholders of teachers' engagement in education sector dialogue | Stakeholders: The extent to which teachers participated in measuring, designing and implementing teaching and learning innovations = average rating | 2.6 (somewhat) | 2.25 (somewhat) | 2.6 (somewhat) | 2 (somewhat) (n=2) |
| | | | Stakeholders: The extent to which teachers engage in dialogue with education | 2.4 (somewhat) | 2.25 (somewhat) | 2.6 (somewhat) | 2 (somewhat) (n=2) |

| # | Intermediate Outcome | Indicator | BASELINE | KENYA | TANZANIA | UGANDA | PORTUGAL |
|---|---|---|---|---|---|---|---|
| | | | policy and decision-making = average rating | | | | |
| | | | The extent to which teachers are recognised as experts and leaders in education = average rating | 2.8 (towards definite) | 3.75 (towards definite) | 2.9 (moving towards well) | 2 (somewhat) (n=2) |
| 5 | Generated policy-relevant tools, resources and evidence to improve the quality of education | Schools2030 policy-relevant evidence-based resources produced, cited, adopted and/or adapted by education sector stakeholders | Global and baseline data before intervention | 0 | 0 | 0 | 0 |

## 3.2 Outcome 1: Enhanced capacity of educators to measure, design, and implement innovations in education

The first anticipated outcome of the Schools2030 programme is enhanced educator capacity to measure, design and implement innovations in education. Educators' ability to use assessments effectively is crucial for identifying areas for innovation and tracking impact. Schools2030 supports this process by enabling teacher-led learner assessments and equipping teachers through HCD workshops to design and implement education innovations. Additionally, the context in which educators teach and the barriers they face in providing quality education are presented. This section presents baseline findings on teacher innovation by educators and education stakeholders prior to the implementation of Schools2030.

The gender of the teachers was not collected in Afghanistan, India, Kenya, Tanzania and Uganda. More female teachers participated in the surveys in Kyrgyzstan, Portugal and Tajikistan, while there was an almost equal split in Pakistan.

In Kyrgyzstan, while the number of male teachers is relatively small, all male teachers (100%) participate in communities of practice (COPs), engaging in experience sharing and mutual learning. In comparison, 94% of female teachers are involved in COPs. In Pakistan, 75% (55 out of 73) of male teachers reported that their learners achieved grade-level expectations in the previous academic year, whereas only 67% of female teachers reported the same. However, female teachers in Pakistan have higher participation in COPs than their male counterparts. In Portugal, although there are few male teachers, all are involved in COPs and report full grade-level achievement among their learners. Female teachers in Portugal, however, outperform male teachers in terms of learner outcomes in numeracy (72%) and literacy (74%).

**Table 10: Gender of Teacher Survey Respondents**

| | Female | | Male | | |
|---|---|---|---|---|---|
| **Kyrgyzstan** | 195 | 98% | 5 | 3% | 200 |
| **Pakistan** | 71 | 49% | 73 | 51% | 144 |
| **Portugal** | 102 | 94% | 7 | 6% | 109 |
| **Tajikistan** | 317 | 79% | 84 | 21% | 401 |

The results presented below are not disaggregated by gender.

### TEACHERS PROFESSIONAL DEVELOPMENT

Understanding teachers' prior professional development (TPD) experiences provides insights into the appetite for improvement and innovation within the context. As part of this point-in-time baseline study, teachers were asked about training received outside of the Schools2030 intervention in the past 12 months.

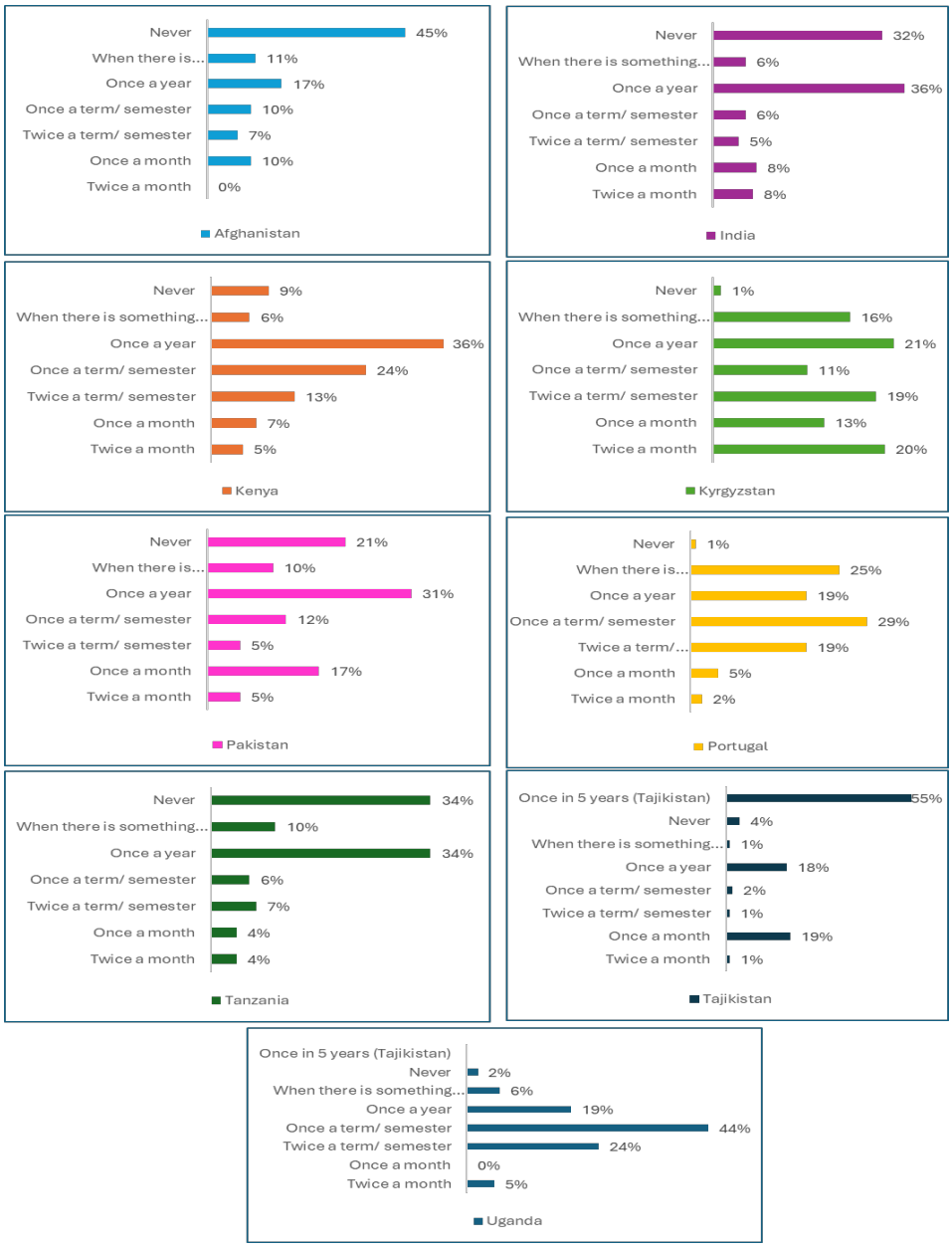
Portugal has the highest percentage of teachers who participated in other training unrelated to Schools2030, with 92%. A slight majority of teachers in Uganda (55%) and Kenya (59%) have participated in training over the past 12 months. In Kyrgyzstan, 68% participated in such training. However, only 11% of teachers in Afghanistan, 23% in Tajikistan, 51% in Pakistan, and 38% in Tanzania and India had participated in training unrelated to Schools2030.

Most teachers across countries report feeling part of a community of practice (COP) of educators, which supports peer learning and collaborative innovation. A high sense of COP membership was reported in Uganda (93%), Portugal and India (94%), Kenya (96%), and Tanzania (85%). In

Kyrgyzstan, 95% of teachers feel they participate in a COP, and 86% in Pakistan; in Tajikistan, 78%. The fewest teachers who feel they participate in a COP are in Afghanistan (69%).

Baseline data also shows substantial variation in the frequency of teachers participating in TPD. Tajikistan has the least frequent professional development, with 55% of teachers reporting attendance at TPD every 5 years, 18% attending once a year, and 19% attending monthly. Following this are Afghanistan, where 45% of the teachers never attend professional development; Tanzania, where 34% never attend, and 34% attend only once a year; and India, where 36% and Pakistan, 31% of teachers attend TPD once a year, and 31% never attend TPD. Kyrgyzstan teachers attend TPD frequently, with 33% attending once or twice a month and another 30% attending once or twice a semester. The most frequent is Uganda. Sixty-eight per cent of teachers in Uganda and 37% in Kenya attend professional development once or twice a term or semester, and 36% of teachers in Kenya attend TPD only once a year. In Portugal, 29% of teachers participate in TPD once per term or semester. Another 25% do so when something of interest is available, while 19% attend either once a year or twice per term.

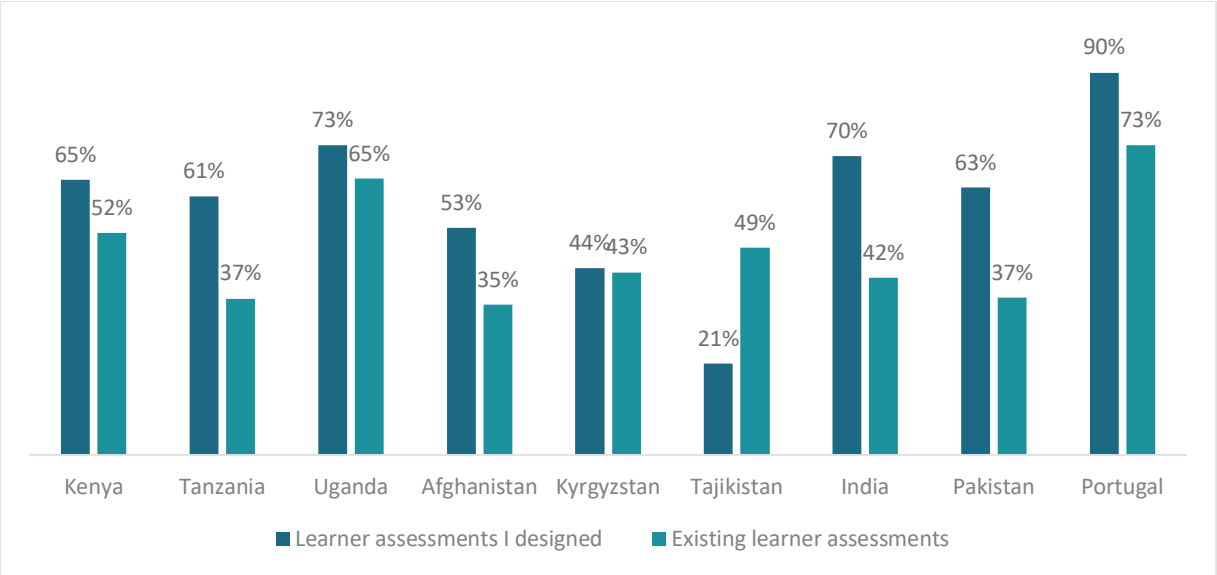
**Figure 4: Teacher Professional Development Participation by Country (%)**



### 3.2.1 TEACHERS' USE OF ASSESSMENT

Teachers' use of assessments varied across the countries. In Kenya, Tanzania, Uganda, Afghanistan, Kyrgyzstan, Pakistan and India, teachers reported more frequent use of self-designed learners' assessments compared to existing local or national learner assessments. Portugal has the highest percentage of teachers who design their own assessments, at 90%. In contrast, in Tajikistan, teachers relied more on existing learner assessments, with 49% of teachers using them more frequently.

**Figure 5: Teacher Self-Reported Use of Classroom-Based Learner Assessments.**




In Afghanistan, just over half (56%) of the teachers reported using assessments to identify learners' needs. In Pakistan, 63% of teachers, and in India, 75% of teachers, indicated they used assessments for this purpose. In contrast, the highest percentages of teachers who use assessments to identify learners' needs were observed in Kyrgyzstan (99%), Tanzania (95%), Uganda and Kenya (92%), Portugal (90%) and Tajikistan (83%).

Despite high self-reported use of assessments, actual use varied across cohorts. Pre-primary teachers used assessments less frequently than their peers in primary and secondary cohorts in India, Tajikistan, Kyrgyzstan, and Afghanistan. However, pre-primary teachers in Pakistan, Kenya, Tanzania, and Uganda used assessments more frequently than secondary teachers (see Table 9).

Teachers were also asked to estimate the percentage of learners who meet the expected grade level for literacy and numeracy (see Table 11). The results varied across countries, with Kenya and Pakistan indicating that most learners do not meet grade-level expectations.

**Table 11: Teacher Estimates of The % Of Learners Meeting the Required Grade Level Each Year**

| Country | Numeracy | Literacy |
|---|---|---|
| **Afghanistan** | 50% | 50% |
| **India** | 54% | 65% |
| **Kenya** | 43% | 41% |
| **Kyrgyzstan** | 55% | 55% |
| **Pakistan** | 45% | 45% |
| **Tajikistan** | 75% | 81% |
| **Tanzania** | 55% | 66% |
| **Uganda** | 66% | 69% |

Data note: Data was not provided for Portugal

### 3.2.2 Innovative Practices

The majority of teachers in Afghanistan (78%), Kyrgyzstan (78%), Tajikistan (82%), and India (86%) indicated *at baseline* that they had not used any innovations in developing responses to meet learner needs. However, Kenya (73%) had a high percentage of teachers who indicated that they had designed innovations in their teaching practice, followed by Pakistan at 65%. In Tanzania, 54%, Uganda and Portugal, 58% of teachers reported using an innovation.

As a result of using assessments in their classrooms, teachers reported implementing a range of activities in response to the results, as illustrated in Figure 7.

School leaders rated the importance of encouraging teachers to be innovative in their teaching practices (see Figure 6). Overall, school leaders (n = 49, excluding those from Pakistan and Portugal) indicated that innovative teaching practices are 'very important'. However, in Kyrgyzstan and Uganda, one school leader felt that innovation was helpful but not important. In India, one school leader indicated that innovation was neither helpful nor important.

**Figure 6: School Leaders' Rating of the Importance of Teacher Innovative Practice**

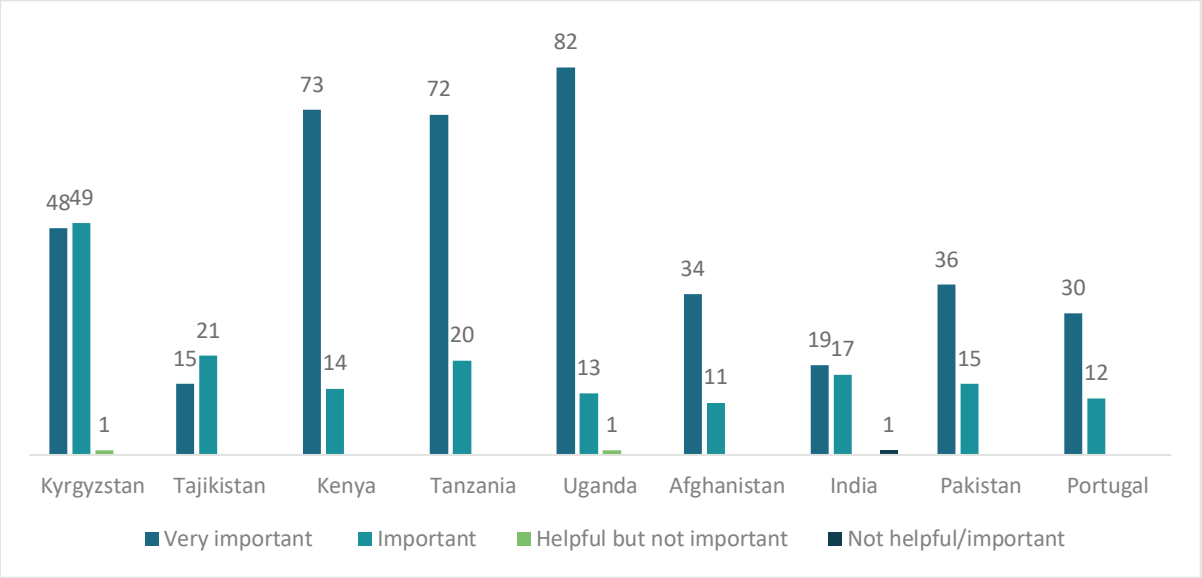
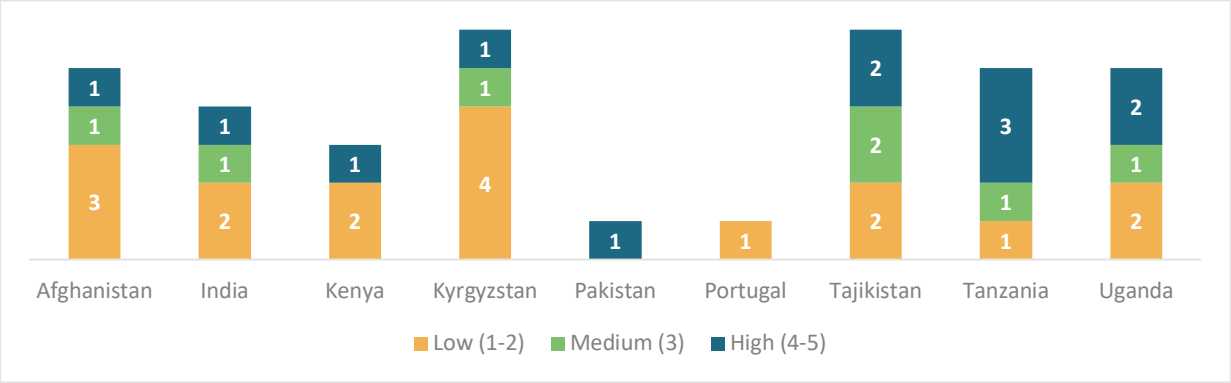


**Figure 7: Teachers' Use of Assessments to Respond to Learners' Needs by Country (Number)**

**Education stakeholders** involved in Schools2030 (such as NAC officials or government representatives) were asked to reflect on the extent to which teachers participated in measuring, designing, and implementing teaching and learning innovations prior to the Schools2030 programme (see Figure 8).

As this was a reflective baseline, stakeholders were asked to indicate the situation before the COVID-19 pandemic, which was used to define the recall timeframe. Stakeholders rated this on a scale from 1 (low) to 5 (high). The ratings were low in Kyrgyzstan, Kenya, Afghanistan, and Portugal, indicating that stakeholders did not perceive teachers as actively participating in the measurement, design, and implementation of teaching innovations prior to March 2020. However, this was rated as medium in Tajikistan, suggesting that some teachers were already innovating before the intervention began. Tanzania and Pakistan received high ratings, indicating a strong culture of teacher innovation in these two countries.

**Figure 8: Education Stakeholders' Rating of the Extent to Which Teachers Participated in Measuring, Designing and Implementing Teaching Innovation Before COVID-19 (N=37)**




### 3.2.3 Barriers to Quality Education

**Teachers** were asked to identify the most significant **barriers** they face when teaching. **Consistently, across all countries, insufficient teaching resources and materials, as well as a lack of parental or caregiver support for learners' education, were mentioned as the most significant obstacles.** This was supported by the perception of the head teachers (principals). Teachers also highlighted large class sizes as a significant challenge to providing quality education. Interestingly, a large percentage of teachers in Tajikistan (30%) and India (14%) reported facing no barriers in their teaching. Head teachers in Kenya, Tanzania, Uganda and Tajikistan emphasised poor school infrastructure as a barrier to effective teaching.

Class sizes in East Africa are particularly large: Tanzania reports an average of 73 learners per class, Kenya has 87, and Uganda has 91. Class sizes are also large in India, averaging 70 learners per class. Afghanistan teachers reported an average of 32 learners per class, while teachers in Kyrgyzstan (28), Tajikistan (23) and Portugal (21) reported smaller class sizes.

Teachers were also asked about the **barriers children face** in accessing quality education (see Figure 9). **Almost all teachers mentioned that a major challenge was a lack of teaching and educational resources to facilitate quality learning.** Teachers in Kenya, Uganda, India and Tanzania mentioned that parents could not afford school fees or materials for their children. Teachers in Afghanistan, India, Tajikistan, and Kyrgyzstan mentioned that the lack of internet and digital resources hampers the quality of education. Additionally, teachers in India, Kenya, Uganda, Afghanistan and Kyrgyzstan highlighted that children's responsibilities at home often prevent them from focusing on their education. In Tanzania and Kenya, teachers reported that insufficient food affects children's ability to concentrate in school. Absenteeism was also noted as a barrier experienced by teachers in Kenya, Uganda, India and Kyrgyzstan.

**Figure 9: Teachers' Perception of the Greatest Barriers Children Face In Accessing Quality Education (Five Highest Shown)**

Education stakeholders were asked to identify the **barriers that inhibit teachers from innovating** in their context (Table 12). **The barrier most frequently identified by education stakeholders is a lack of innovative teacher training. The culture of innovation is often missing from teacher training and professional development, despite being mentioned in the content.**

**Table 12: Education Stakeholders' Responses to Barriers That Inhibit Teachers from Innovating (Multiple Coding Per Response)**

| Qualitative Codes | Afghanistan | India | Kenya | Kyrgyzstan | Pakistan | Portugal | Tajikistan | Tanzania | Uganda | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Teacher training is not innovative | 4 | 2 | | 3 | | | 2 | 1 | | **12** |
| Lack of finances or resources to innovate | 1 | | 2 | | | 1 | | 1 | 2 | **7** |
| Little to no barriers | | | | 3 | | | 4 | | | **7** |
| Time is spent on additional income generation | 4 | | 1 | | | | | 2 | | **7** |
| Cultural barriers to innovating | 1 | 1 | 1 | | | | | | 2 | **5** |
| Digital tools needed | 2 | | 1 | 1 | | | | | | **4** |
| Demotivated teachers (employment conditions) | 1 | | | | | 1 | | 1 | | **3** |
| Large class size | | | 1 | | | 1 | | | 1 | **3** |
| Rigid/busy curriculum | 1 | | 1 | | | | | | 1 | **3** |
| Teachers need passion (e.g. career development) to innovate | | | 2 | | | | | 1 | | **3** |
| Depends entirely on the individual | | 1 | | | | | | | | **1** |
| External demands on teachers | | | | | 1 | | | | | **1** |
| Too little teacher collaboration/COPs | | | | | | 1 | | | | **1** |
| Facilities needed for learners with disabilities | | | | 1 | | | | | | **1** |
| Insufficient assessment tools | | | | | | | 1 | | | **1** |
| Need an audit system for documenting teacher support | | | 1 | | | | | | | **1** |

**Education stakeholders** in each country were asked about **barriers that teachers may face in providing quality education.** Similar to teachers, head teachers and school leaders, education stakeholders **identified insufficient teaching resources and materials as the most significant barrier teachers face,** followed by a lack of parental support in learners' education, **a lack of training and professional development for teachers**, and poor school infrastructure.

Country-specific additional barriers mentioned by education stakeholders include:

- **Geographical Barriers in Afghanistan**: Communities are often located in mountainous areas, making it difficult for education stakeholders to access necessary resources.
- **Teacher Skills and Training in Afghanistan**: A significant proportion of teachers lack adequate knowledge and skills for the subjects they are assigned to teach, indicating a need

for comprehensive capacity-building programmes aligned to the grades and the subjects that teachers are assigned to.

- **Curriculum Challenges in Kenya**: Difficulties in implementing and adapting competency-based curricula persist, as traditional approaches remain prevalent. Teachers' assessment capacities need to be enhanced.
- **Educational Environment in Kenya**: Issues with violence in learning spaces and limited effective involvement of different stakeholders, particularly parental participation.
- **Rigidity in Teaching Approaches in Tanzania**: Challenges in updating teaching methodologies and materials often lead to delays and inefficiencies in educational processes.
- **Teacher Transfers in Uganda**: Challenges related to teacher mobility, including the time it takes to adjust to new environments and a lack of support from school management and parents.
- **Staffing and Infrastructure Issues in Tajikistan**: Poor road conditions and a shortage of teachers lead to increased workloads for the few available teachers, negatively affecting the efficiency of educational delivery.
- **Children disinterested in school in Kyrgyzstan**: Stakeholders reported that many children are distracted by their smartphones and lack interest in school, which often makes teaching difficult.

Additionally, stakeholders noted that teachers lack the financial and other resources to generate innovative ideas for their classrooms. Furthermore, stakeholders indicated that in Afghanistan, Kenya, and Tanzania, teachers spend their time generating additional income, thereby lacking the time and capacity to innovate.

Stakeholders in Kyrgyzstan and Tajikistan stated that teachers face few to no barriers to innovating in their respective contexts.

The top three most frequently mentioned factors to strengthen quality education by education stakeholders across all countries are:

1. **Professional Development and Capacity Building**: Providing continuous, high-quality training and support to teachers is critical. This includes helping educators adopt innovative teaching practices and ensuring they are qualified for their specific subjects or age cohorts.
2. **Funding and Resources**: Adequate and sustained financial support is needed for schools to improve their infrastructure, provide essential teaching and learning resources, and support teachers and students effectively.
3. **Stakeholder Involvement and Support**: Enhancing the active engagement of parents, communities, and governments is crucial, ensuring a conducive learning environment and promoting the effective implementation of educational policies.

**In conclusion, the baseline findings against Outcome 1 of the Schools2030 programme highlight key barriers that educators face in delivering quality education and implementing innovative teaching practices. Common challenges include insufficient teaching resources, large class sizes (particularly in East Africa and India), limited parental involvement, and limited access to digital tools. These issues are compounded by geographical barriers and inadequate teacher training in some regions.**

**There is a strong consensus among stakeholders on the importance of continuous capacity building to support teachers in assessing, designing, and implementing effective educational innovations. Communities of practice are commonly used and serve as valuable platforms to**

**enhance a culture of innovation among educators.**

**Teachers consistently emphasise the need for ongoing professional development to better respond to learners' needs. While teacher-led assessments are generally common, pre-primary teachers in India, Tajikistan, Kyrgyzstan, and Afghanistan used them less frequently than their peers in Pakistan, Kenya, Tanzania and Uganda. Teachers in Afghanistan, Kyrgyzstan, Tajikistan, and India indicated limited use of innovation in responding to learner needs. In contrast, the majority of teachers in Kenya, Pakistan, Tanzania, Uganda, and Portugal indicated more innovative practices. Teachers indicated that they implemented various activities to support student learning, utilising assessments as a tool.**

## 3.3 Outcome 2: Improved student learning outcomes

### 3.3.1 Learning Outcomes

The Schools2030 Impact evaluation, of which this report presents baseline findings, aims to assess improvements in learners' learning outcomes. Baseline performance levels vary across the Schools2030 countries (Figure 21). However, documenting these differences is not to compare countries but **to present a snapshot of the baseline learning outcomes. The purpose is to determine how learners are currently performing at this point in time**.

This baseline serves as a critical reference point. The impact of the Schools2030 programme on learning outcomes will be measured at the end of the programme.

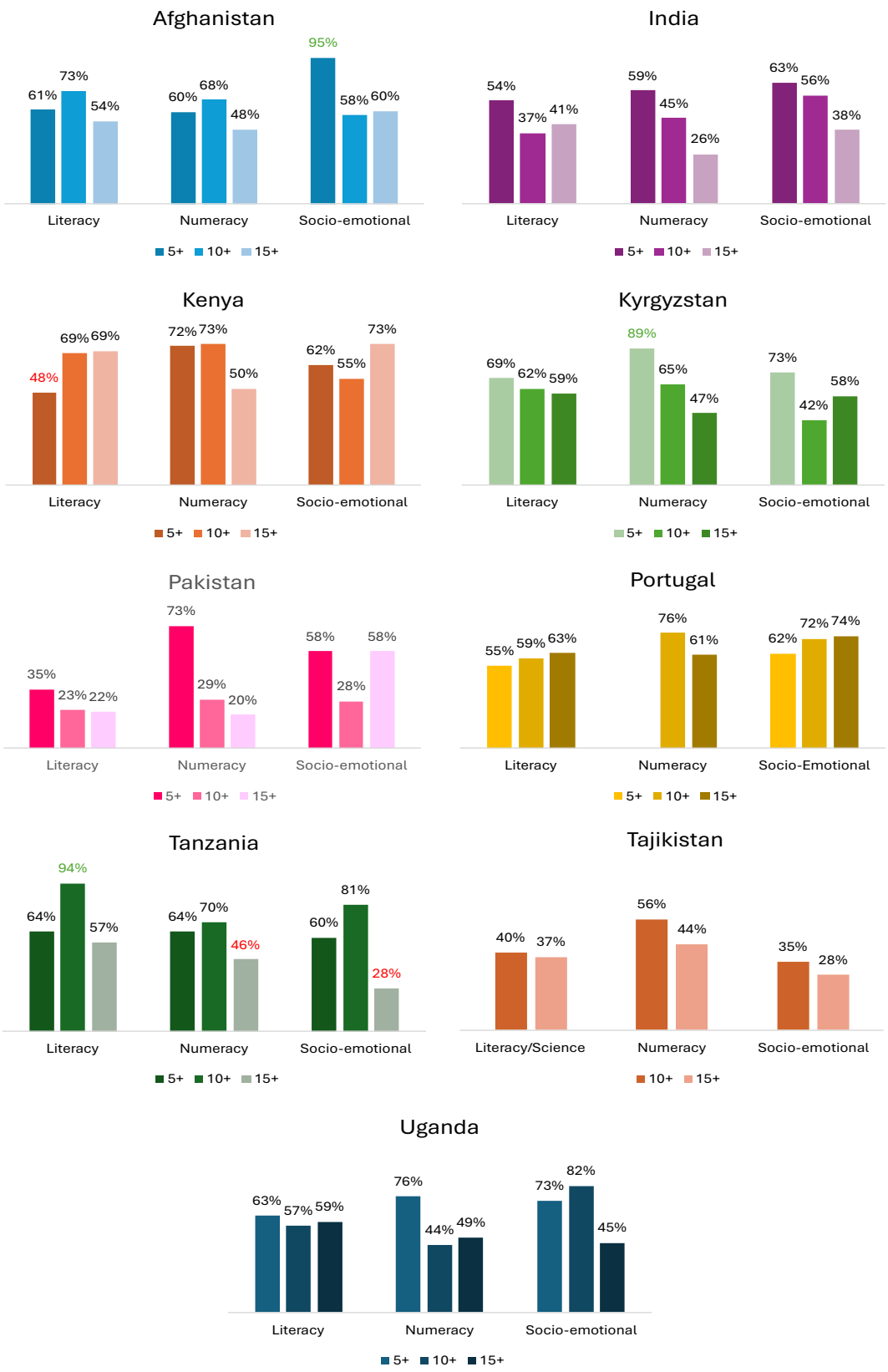
### 3.3.2 Academic Outcomes

#### 3.3.2.1 Pre-primary Cohort (5+)

Pre-primary academic domains (literacy and numeracy) and one non-academic domain (e.g., problem-solving or relationship-building) were assessed using the IDELA Tool, designed by Save the Children. This tool was administered by trained enumerators who engaged each child in a series of tasks. This section reports on the literacy and numeracy part of the IDELA Tool. The literacy assessment component measures emergent literacy, encompassing expressive vocabulary, letter identification, and oral comprehension. The emergent numeracy component assesses number identification, puzzle completion, counting, and basic addition and subtraction.

Instead of using the IDELA tool in India, the assessment partner developed a contextualised assessment tool tailored for the 5+ age cohort. This adapted tool measures shape identification, counting, basic addition and subtraction, familiarity with written text, emergent reading, and oral comprehension. In Portugal, letter and letter sound recognition tests were used for emergent literacy, and numeracy was not assessed.

**Figure 10: Global Dashboard of Learners' Assessment Outcomes**



The overall average (mean), median and standard deviation for emergent literacy and numeracy outcomes among pre-primary learners are presented below by country.

**Table 13: Pre-Primary Learner Outcomes in Literacy and Numeracy**

| Country | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| **Afghanistan** | 246 | 55% | 56% | 0.203 | 50% | 53% | 0.186 |
| **India** | 236 | 54% | 58% | 0.205 | 59% | 63% | 0.223 |
| **Kenya** | 316 | 48% | 47% | 0.194 | 72% | 77% | 0.206 |
| **Kyrgyzstan** | 314 | 69% | 73% | 0.20 | 89% | 93% | 0.13 |
| **Pakistan** | 293 | 35% | 35% | 0.187 | 73% | 77% | 0.196 |
| **Portugal** | 219 | 55% | 54% | 0.209 | N/A | N/A | NA |
| **Tanzania** | 610 | 56% | 58% | 0.194 | 64% | 68% | 0.237 |
| **Uganda** | 289 | 63% | 67% | 0.198 | 76% | 79% | 0.179 |

Data note:

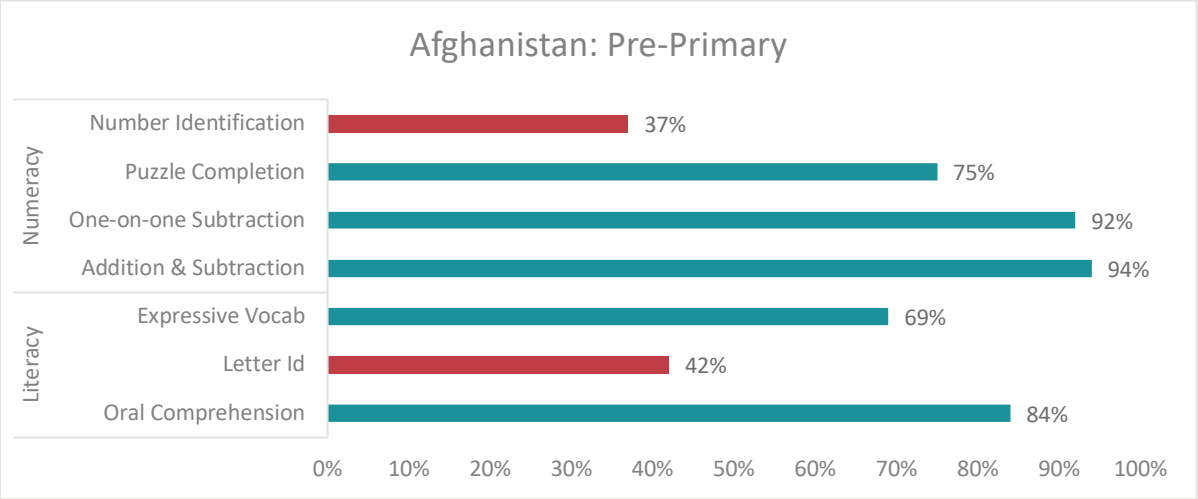
- The Mean is the average
- The Median is the middle rating or number in the range of the responses received
- The Standard Deviation indicates how far the responses are spread from the mean (average). A high standard deviation (usually above 1) indicates that the values are spread out over a wider range.
- Data at the pre-primary level was not collected in Tajikistan.

The findings demonstrate that learners in **Kenya and Pakistan** have the greatest need for improvement in literacy, despite relatively high levels of numeracy. Overall, pre-primary learners across countries achieve a score of 50% or higher in numeracy.

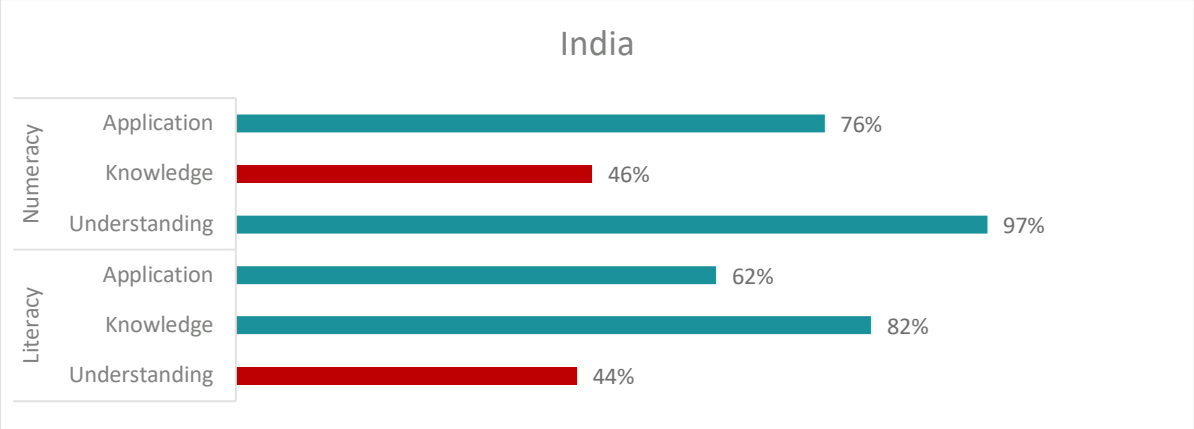
**Constructs**

The figure below presents the percentage scores of pre-primary learners for each country across literacy and numeracy constructs. It is important to note that the specific constructs assessed vary across countries. Constructs marked with red lines indicate areas where learners demonstrate lower performance and need targeted improvement.

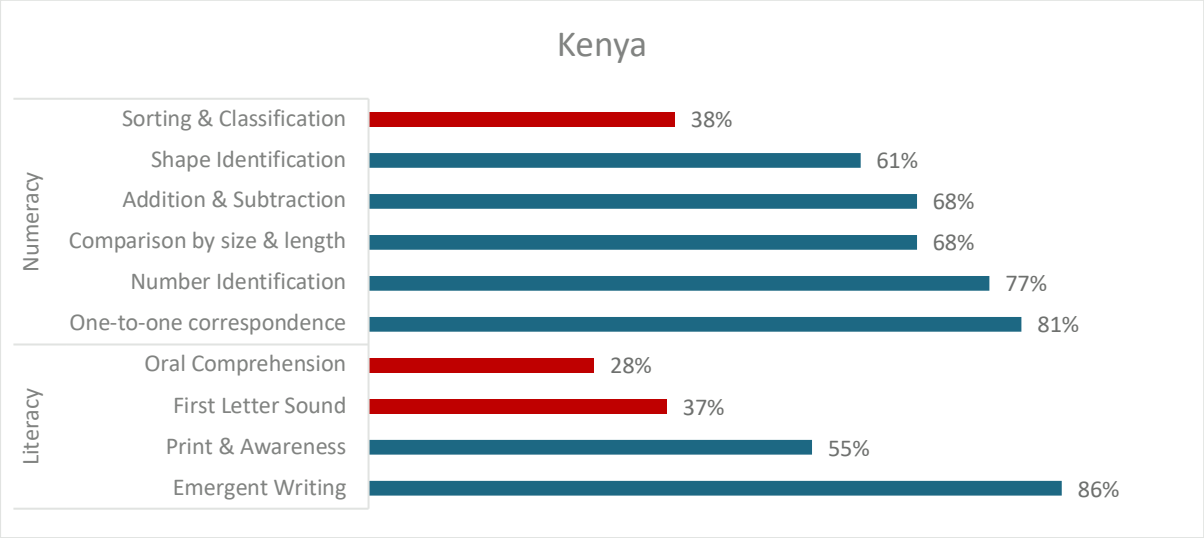
**Figure 11: Scores Achieved Across Literacy and Numeracy Constructs for Pre-Primary Learners in Each Country**




Learners in Afghanistan require support in identifying numbers and letters.

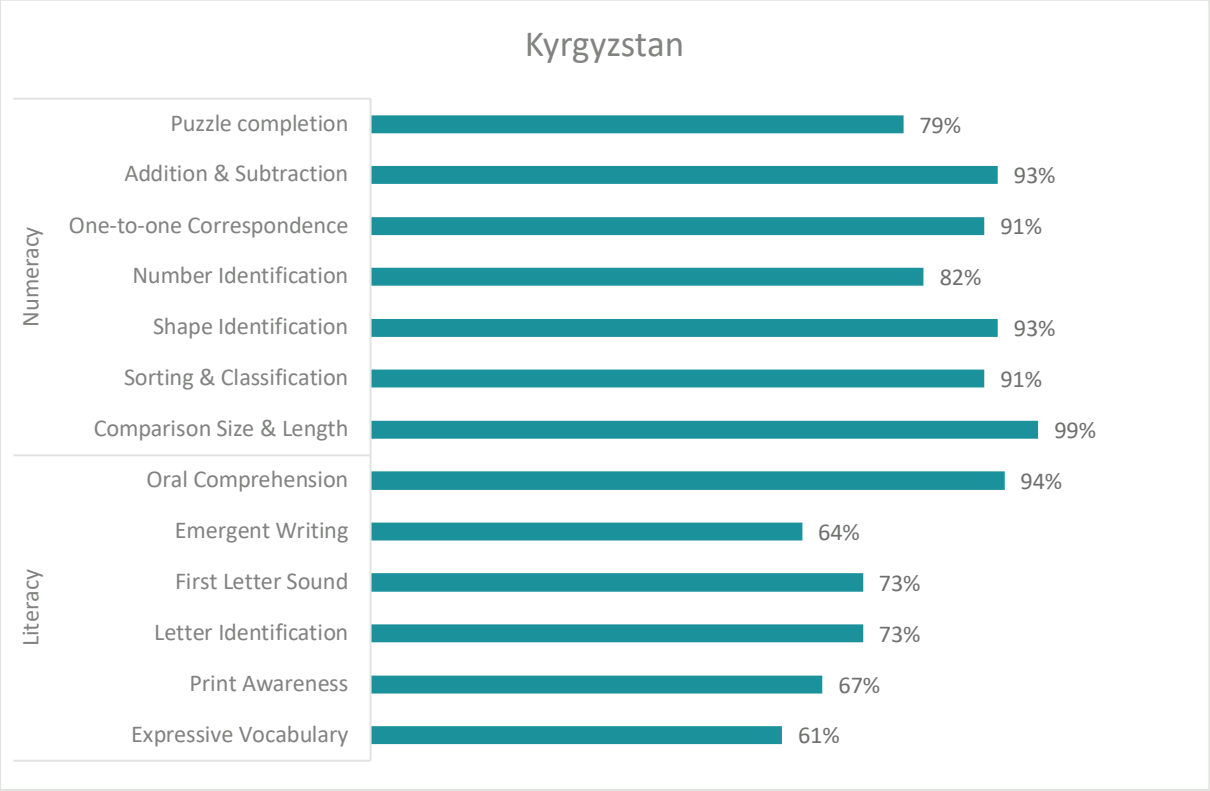



Pre-primary learners in India require support in developing their numeracy knowledge and literacy.

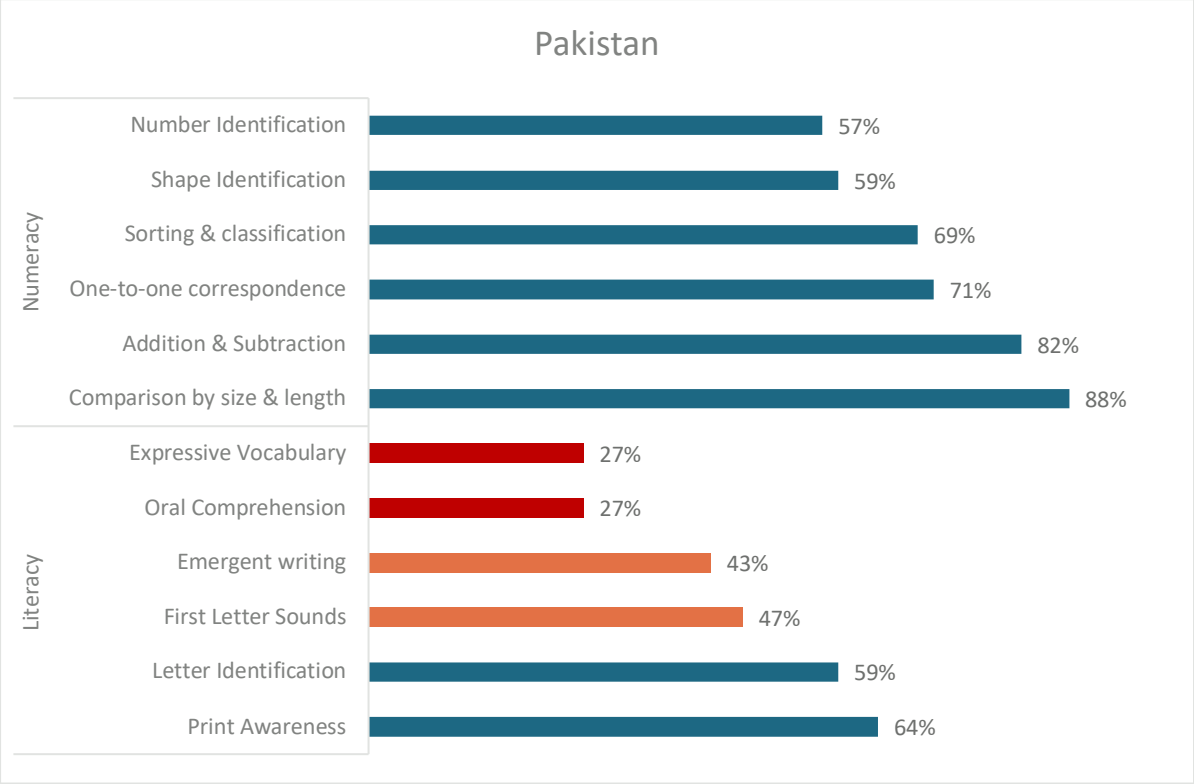



Learners in Kenya require support in sorting and classifying numeracy, oral comprehension, and first-

letter sounds.

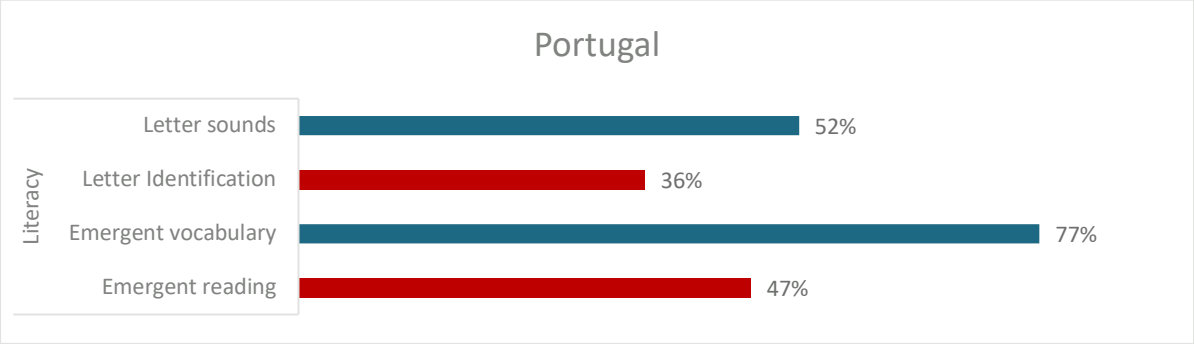



Learners in Kyrgyzstan are achieving well above the 50% mark for all constructs in pre-primary literacy and numeracy.

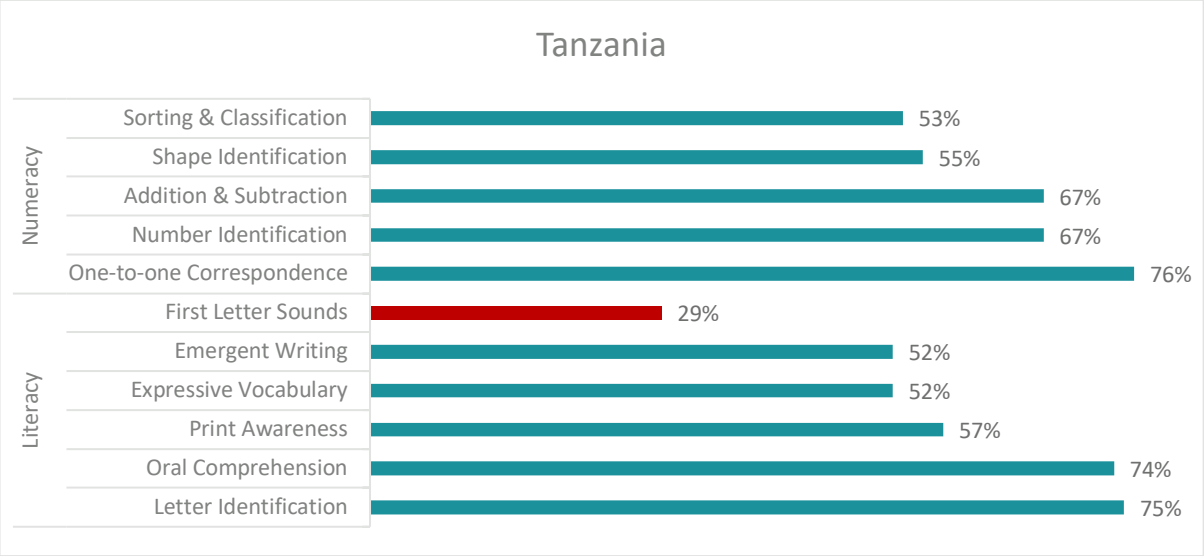



In Pakistan, learners require support in the literacy constructs of expressive vocabulary and oral

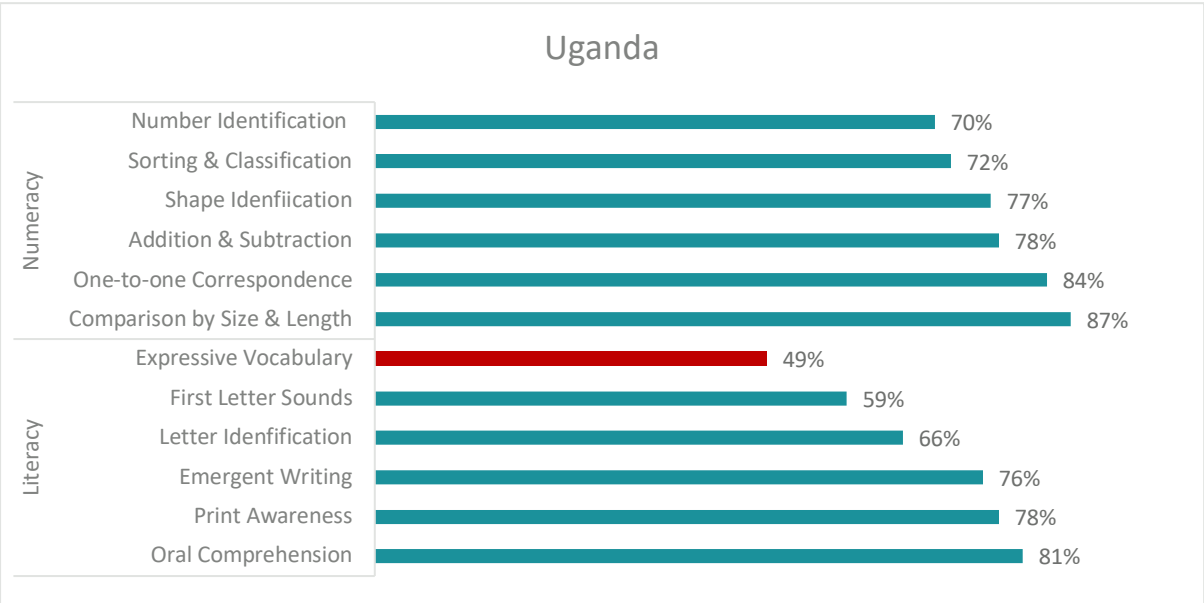
comprehension, followed by emergent writing and the recognition of first letter sounds.




In Portugal, the literacy domains of letter identification and emergent reading require further intervention.




Apart from First Letter Sounds, pre-primary learners in Tanzania are achieving above 50% on all constructs. In Uganda, the area for further pre-primary learner development is expressive vocabulary.



#### 3.3.2.2 Primary Cohort (10+)

Primary learners were assessed using tailored, context-specific academic assessments developed by the National Assessment Partners and Schools2030 Country Teams in partnership with Oxford MeasurEd. The assessments are aligned with national and international literacy and numeracy benchmarks to provide insights into how learners in the 10+ age cohort are progressing in literacy and numeracy skills. It is important to note that the specific constructs (such as geometry or writing) assessed differ significantly across the countries and are therefore not directly comparable. However, the findings provide a valuable snapshot of primary learners' performance in key academic areas. Literacy assessments were conducted in the home language (Kiswahili, Tajik, Hindi, Persian, Kyrgyz or Russian) in all countries except Uganda, where literacy was assessed in English. In Kenya, in addition to Kiswahili, English was also evaluated. In Portugal, literacy was assessed through the learner's ability to read words, while numeracy data were taken from learners' academic records for the previous school term, as no dedicated Schools2030 numeracy assessment was administered. Schools2030 Portugal placed greater emphasis on developing socio-emotional learning domains.

A comparative overview of the assessment structures used across countries is presented below.

**Table 14: Composition of the Primary Academic Learner Assessment Tools Used in the Schools2030 Baseline Study**

| Kenya | | Tanzania | Uganda |
|---|---|---|---|
| **English Literacy** | | **Literacy (Kiswahili)** | **English Literacy** |
| Letter sound identification | | Word 1 level | Letter sound identification |
| Word identification 1 | | Word 2 level | Word identification 1 |
| Word identification 2 | | Paragraph | Word identification 2 |
| Paragraph Reading | | Story level | Reading |
| Comprehension | | Comprehension | Comprehension |
| **Swahili Literacy** | | **Numeracy** | **Numeracy** |
| Word identification 1 | | Number identification | Number recognition |
| Word identification 2 | | Place value | Number identification |
| Paragraph Reading | | Addition | Understanding Place Values |
| Comprehension | | Subtraction | Addition |
| **Numeracy** | | Multiplication | Subtraction |
| Number identification | Word Problems | Division | Multiplication |
| Understanding Place Values | Division | Word problems | Division |
| Addition | Multiplication | | Word Problems |
| Subtraction | | | |

| Afghanistan | Kyrgyzstan | Tajikistan | |
|---|---|---|---|
| **Literacy** | **Literacy** | **Literacy (Tajik)** | |
| Oral Comprehension | Comprehension: Identifying information | Comprehension | |
| Reading competency and letter identification | Interpreting information | Critical thinking | |
| Writing competency | Critical analysis | Grammar & writing | |
| **Numeracy** | **Numeracy** | Letter sounds | Vocabulary |
| Number use and measurement | Mathematical operations and problems | **Numeracy** | |
| Addition & Subtraction | Interpreting charts | Algebra | |

| | | |
|---|---|---|
| Multiplication & Division | Numbers and sequencing | Division/ Fraction |
| Geometry | Geometry | Geometry |
| Basic algebra | | Measurements |
| Data handling and statistics | | Numbers |
| | | Word problems |
| **India** | | **Portugal** |
| **Literacy** | **Communication** | **Literacy** |
| Knowledge: Listing, rephrasing, patterns. | Knowledge: Emotional Recognition | Comprehension: Complete 36 sentences by choosing the correct word |
| Application: Deduction, critical thinking. | Application: Identify types of communication, analysis of situations | **Numeracy** |
| Understanding: interpret visual images in written form, inference. | Understanding: Express emotions in written or oral form, interpreting instructions | Grade achieved in the last academic period of the same school year. |
| **Numeracy** | Application: numbers in daily activities, word problems | |
| Knowledge: Mathematical operations, geometry | Understanding: Sequences, ratios | |
| **Pakistan** | | |
| **Literacy** | **Numeracy** | |
| Vocabulary | Algebra | |
| Reading Comprehension | Units Measurement | |
| Grammar | Numbers | |
| Writing & Spelling | | |

Overall, the findings indicate varying levels of academic achievement across countries (Table 15). Teachers of primary learners in Pakistan require support to improve literacy and numeracy outcomes, and teachers in Uganda need support in numeracy.

**Table 15: Primary Learners' Outcomes in Literacy and Numeracy**

| Country | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| **Afghanistan** | 635 | 60% | 65% | 0.223 | 57% | 66% | 6.93 |
| **India** | 763 | 54% | 37% | 0.207 | 59% | 44% | 0.253 |
| **Kenya** | 619 | 67% | 89% | 0.370 | 73% | 84% | 0.206 |
| **Kyrgyzstan** | 1362 | 62% | 67% | 0.18 | 65% | 67% | 0.19 |
| **Pakistan** | 609 | 23% | 22% | 0.145 | 29% | 30% | 0.185 |
| **Portugal** | 440 | 59% | 58% | 0.211 | 76% | 80% | 0.170 |
| **Tajikistan** | 1469 | 40% | 39% | 0.228 | 56% | 61% | 0.231 |
| **Tanzania** | 815 | 94% | 87% | 0.103 | 70% | 74% | 0.225 |
| **Uganda** | 700 | 57% | 58% | 0.115 | 44% | 51% | 0.322 |

In addition, science was assessed in Afghanistan:

| Science | N Learners | Mean | Median | STDV |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **Afghanistan** | 635 | 58% | 65% | 0.278 |

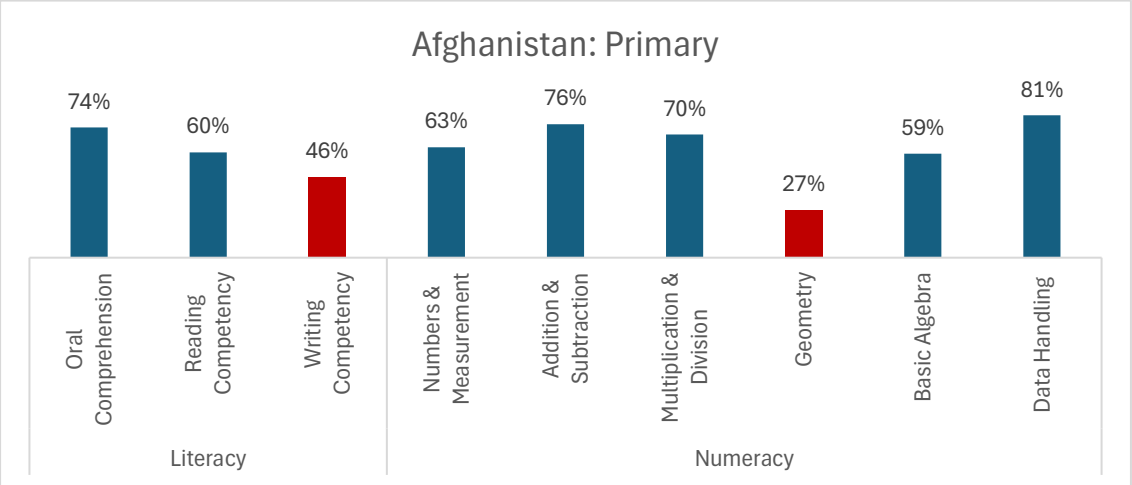
**Constructs**

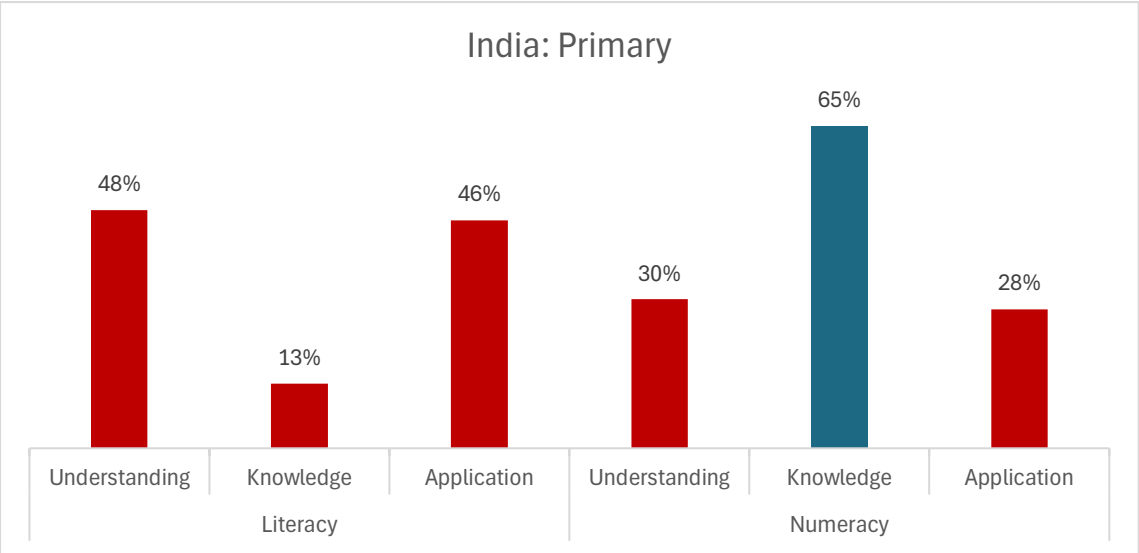
Figure 12 below presents the specific constructs assessed within the literacy and numeracy domains assessed for primary learners in each country.

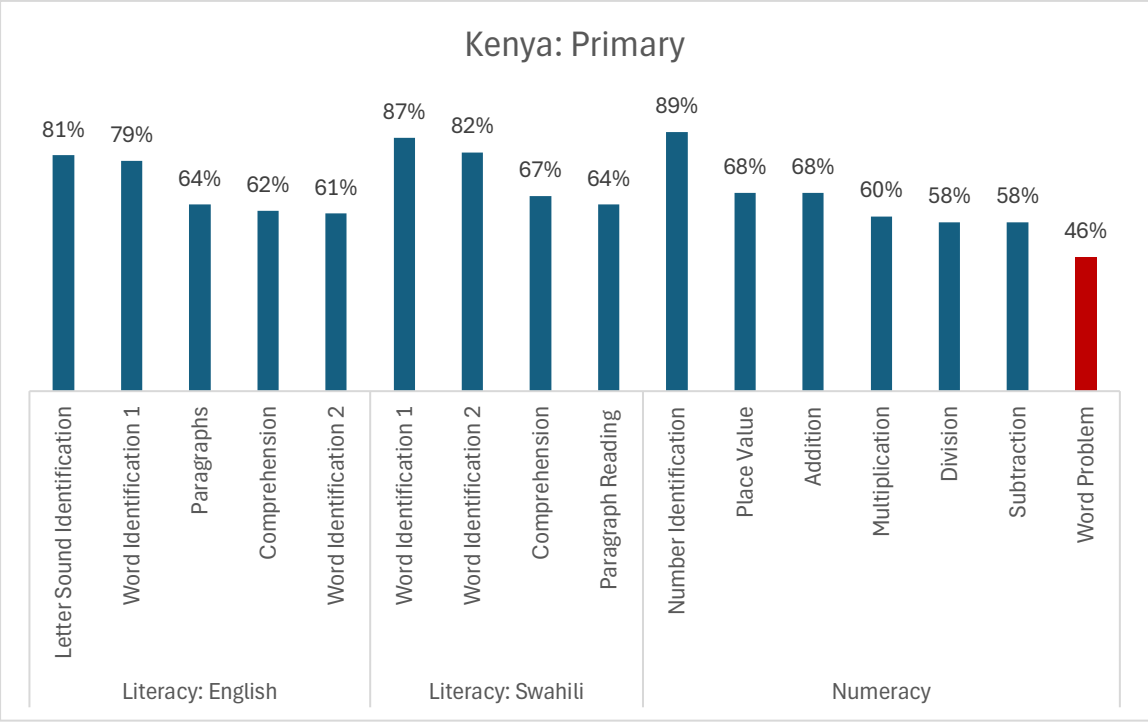
In **Afghanistan**, the areas that require the most improvement are number sequences and measurement, as well as geometry and writing. In Afghanistan, learners performed above average in science, which was assessed alongside numeracy and literacy. In **India**, literacy outcomes show the greatest need for improvement, closely followed by **Tajikistan**, which also has the largest sample size. In addition, in **India**, learners struggle with understanding geometry and mathematical operations, as well as applying critical thinking in literacy, and interpreting and inferring from written texts.

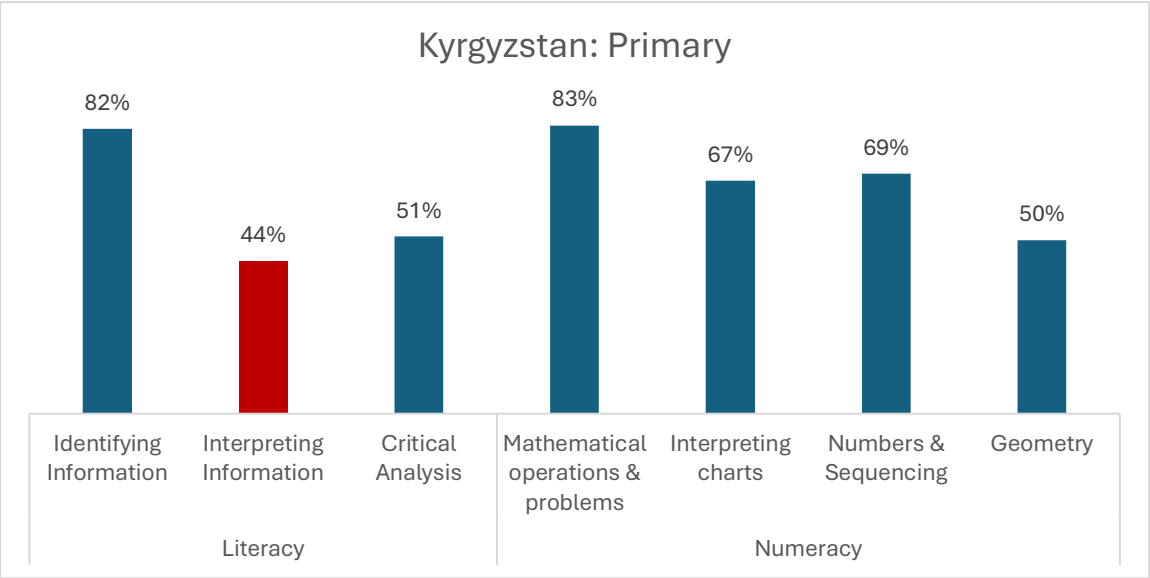
In **Kenya**, learners require the most support in solving word problems and performing subtraction in the numeracy domains. In **Tanzania**, the areas requiring the most improvement are multiplication and division. In Uganda, learners struggle most with multiplication and division, word problems, subtraction and reading comprehension. In **Kyrgyzstan**, the most significant challenges are geometry and interpreting information in a passage, with comprehension and critical thinking identified as priority areas in literacy. In **Pakistan**, all domains require improvement. In **Portugal**, no defined constructs for literacy and numeracy scores are available, as the assessment focused on general academic records and did not include structured domain-based evaluations.

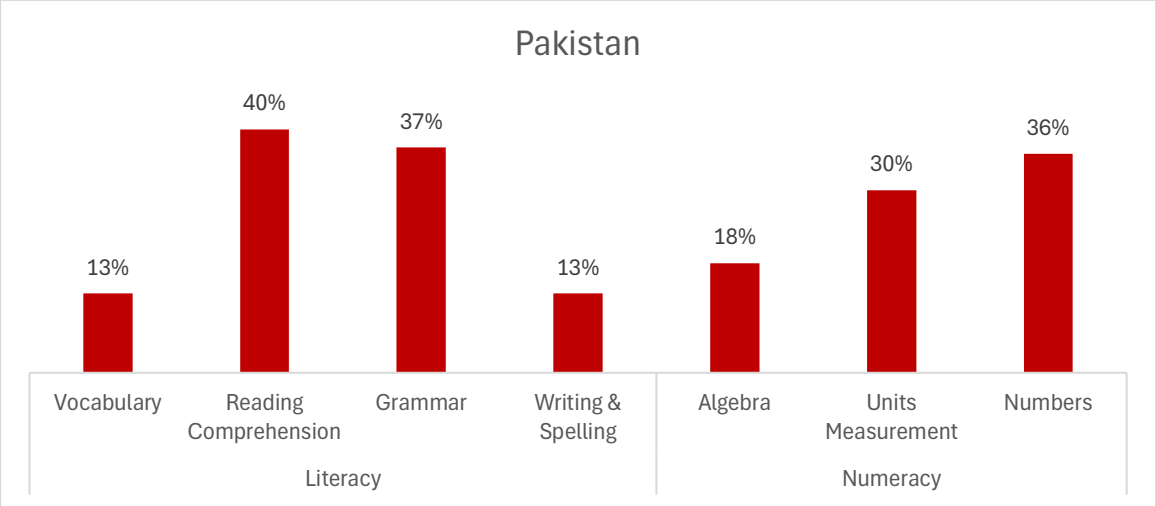
**Figure 12: Scores (%) Achieved Across Literacy and Numeracy Constructs for Primary Learners in Classes in Each Country**

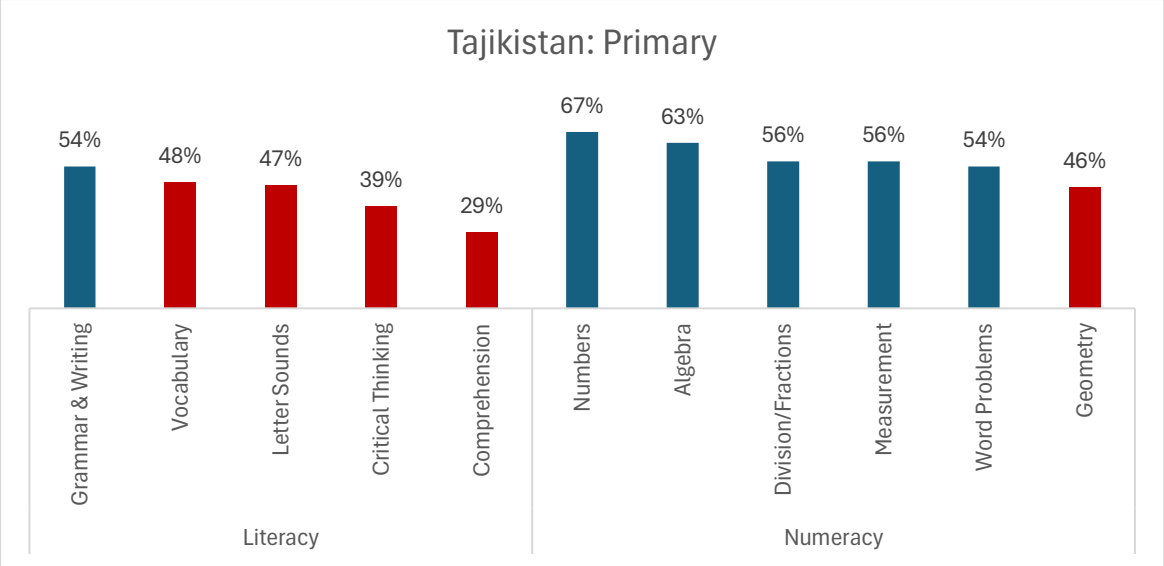


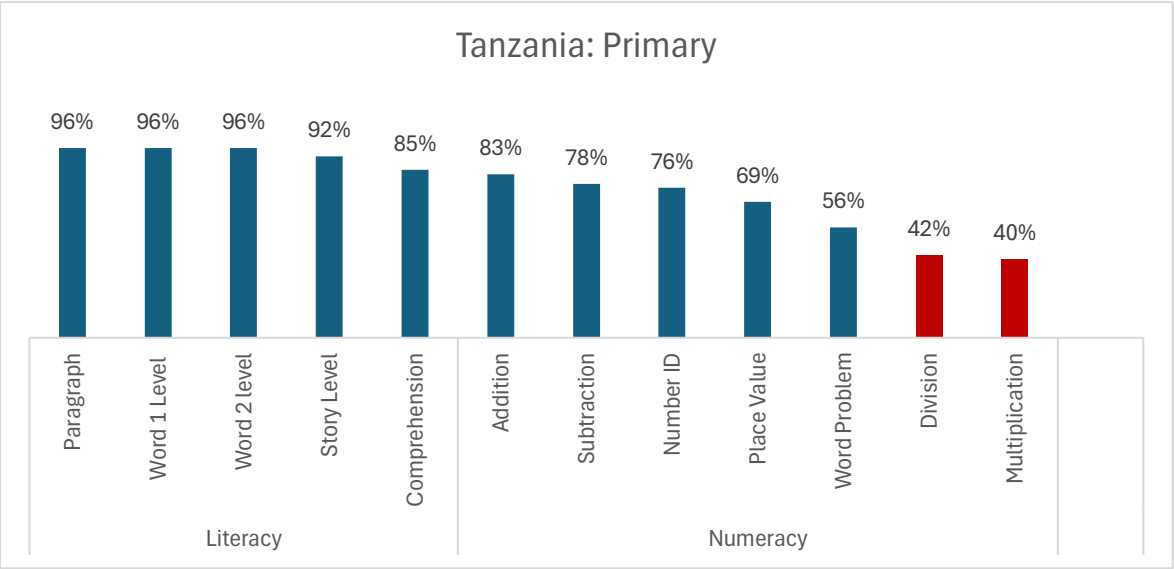

India: Primary
48%
13%
46%
30%
65%
28%
Understanding
Knowledge
Application
Understanding
Knowledge
Application
Literacy
Numeracy

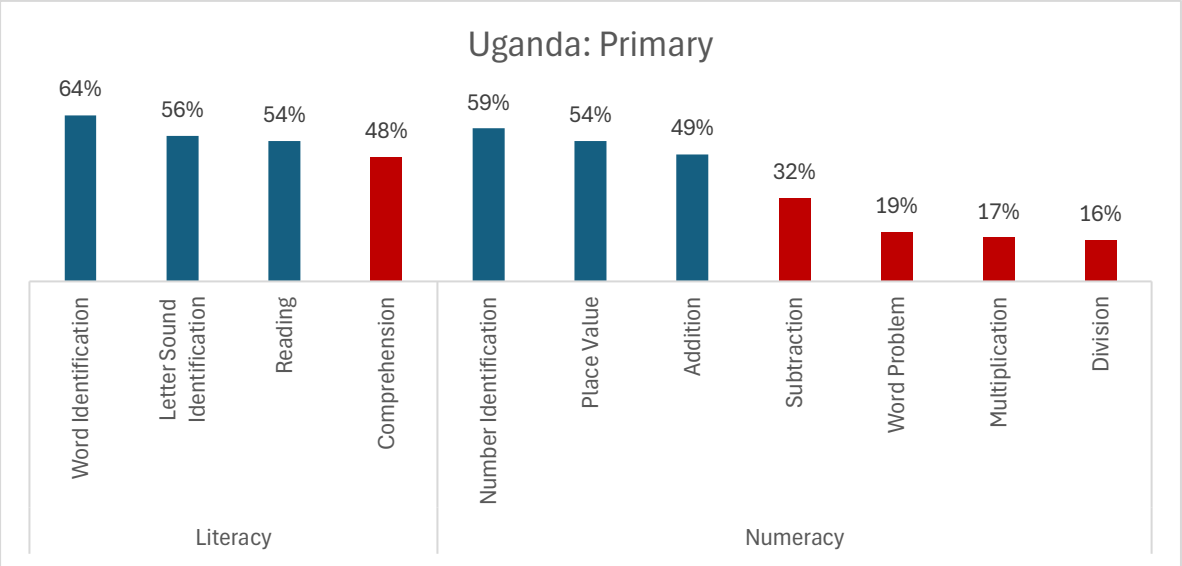

Kenya: Primary
81%
79%
64%
62%
61%
87%
82%
67%
64%
89%
68%
68%
60%
58%
58%
46%
Letter Sound Identification
Word Identification 1
Paragraphs
Comprehension
Word Identification 2
Word Identification 1
Word Identification 2
Comprehension
Paragraph Reading
Number Identification
Place Value
Addition
Multiplication
Division
Subtraction
Word Problem
Literacy: English
Literacy: Swahili
Numeracy


Kyrgyzstan: Primary
82%
44%
51%
83%
67%
69%
50%
Identifying Information
Interpreting Information
Critical Analysis
Mathematical operations & problems
Interpreting charts
Numbers & Sequencing
Geometry
Literacy
Numeracy


Pakistan
13%
40%
37%
13%
18%
30%
36%
Vocabulary
Reading Comprehension
Grammar
Writing & Spelling
Algebra
Units Measurement
Numbers
Literacy
Numeracy


Tajikistan: Primary
54%
48%
47%
39%
29%
67%
63%
56%
56%
54%
46%
Grammar & Writing
Vocabulary
Letter Sounds
Critical Thinking
Comprehension
Numbers
Algebra
Division/Fractions
Measurement
Word Problems
Geometry
Literacy
Numeracy




### 3.3.2.3 Secondary Cohort (15+)

Secondary learners were assessed using tailored, context-specific academic assessments developed by the National Assessment Partners and Schools2030 Country Teams in partnership with Oxford MeasurEd. These assessments draw on national and international literacy and numeracy benchmarks to provide insights into how learners aged 15+ have mastered core skills. While specific constructs (such as geometry or writing) differ across countries and are therefore not directly comparable, this section provides insight into how secondary learners are achieving academic outcomes. In Kenya and Tanzania, a notable change is a transition in literacy instruction from the home language to English, which can impact learners' performance. In Portugal, the Schools2030 team did not conduct direct assessments with learners; literacy and numeracy scores are taken from students' academic records for the previous school term. Schools2030 Portugal focuses on developing socio-emotional learning domains.

A comparison of the tool structure used across countries is presented below.

**Table 16: Composition of the Secondary Academic Learner Assessment Tools Used in the Schools2030 Baseline Study**

| Kenya | Tanzania | Uganda |
|---|---|---|
| **English Literacy** | **English Literacy** | **English Literacy** |
| Comprehension: Identifying information | Comprehension: Identifying information | Comprehension: Identifying information |
| Interpreting information | Interpreting information | Interpreting information |
| Critical analysis | Critical analysis | Critical analysis |
| Separate assessment: Writing | Separate assessment: Writing | Separate assessment: Writing |
| **Numeracy** | **Numeracy** | **Numeracy** |
| Number use | Number use | Number use |
| Fractions | Fractions | Units of measure |
| Units of measure | Units of measure | Geometry |
| Geometry | Geometry | Algebra |
| Algebra | Algebra | Fractions |
| Statistics | Statistics | Statistics |
| **Afghanistan** | **Kyrgyzstan** | **Tajikistan** |
| **Literacy** | **Literacy** | **Science** |
| Oral Comprehension | Comprehension: Identifying information | Biology / Chemistry |
| Reading comprehension | Interpreting information | General Science |
| Writing comprehension | Critical analysis | Physics |
| **Science** | | |
| Biological science | | |
| Physical science | | |
| Chemical science | | |
| Earth and space | | |
| **Numeracy** | **Numeracy** | **Numeracy** |
| Number use | Numbers & sequences | Algebra |
| Geometry | Fractions | Fractions |
| Algebra | Mathematical operations | Geometry |
| Statistics | Geometry | Number use |
| Knowledge application | Algebra | Statistics |
| | Statistics | Units of measure |
| **India** | **Portugal** | **Pakistan** |
| **Literacy** | **Literacy and Numeracy** | **Literacy** |
| Knowledge: Expressive writing, understanding of ICT and Internet materials | Grade achieved in the last academic period of the same school year. | Grammar |
| Application: Clarity of writing, development of digital materials, use of digital materials | | Vocabulary |
| Understanding: interpretation of writing, ethical use of ICT, interdisciplinary perspective on ICT | | Reading Comprehension<br>Essay writing |
| **Numeracy** | | **Numeracy** |
| Knowledge: Probability, linear equations | | Algebra |
| Application: Applying probabilities, | | Trigonometry |

| | | |
|---|---|---|
| statistics | | |
| Understanding: Deriving formulae in the Cartesian plane | | Number systems and arithmetic |
| | | Geometry |
| | | Word problems |
| | | Statistics |

The overall results for the secondary learners' academic outcomes are presented below.

**Table 17: Secondary Learners' Outcomes (%) in Literacy And Numeracy**

| Country | N learners | Mean | Median | STDV | Mean | Median | STDV |
|---|---|---|---|---|---|---|---|
| | | Literacy | | | Numeracy | | |
| **Afghanistan** | 370 | 54% | 56% | 0.216 | 48% | 53% | 10.24 |
| **India** | 628 | 41% | 42% | 0.187 | 26% | 27% | 0.195 |
| **Kenya** | 729 | 69% | 70% | 0.153 | 50% | 51% | 0.118 |
| **Kyrgyzstan** | 1308 | 59% | 60% | 0.14 | 47% | 47% | 0.22 |
| **Pakistan** | 667 | 22% | 21% | 0.123 | 20% | 20% | 0.114 |
| **Portugal** | 275 | 63% | 60% | 0.161 | 61% | 60% | 0.194 |
| **Tajikistan** | 1449 | NA | NA | NA | 44% | 43% | 0.21 |
| **Tanzania** | 400 | 57% | 61% | 0.229 | 48% | 44% | 0.225 |
| **Uganda** | 822 | 59% | 58% | 0.115 | 49% | 48% | 0.161 |

| Science | N learners | Mean | Median | STDV |
|---|---|---|---|---|
| **Tajikistan** | 1449 | 37% | 35% | 0.22 |
| **Afghanistan** | 370 | 60% | 61% | 0.239 |

Figure 13 presents the percentage achievement of secondary learners in each country across the literacy and numeracy constructs. In Tajikistan and Afghanistan, science constructs are included.

Across all countries, learners tend to score below 50% in numeracy, except in Portugal and Kenya. These findings highlight the need for support for teaching and learning.

In **Afghanistan**, the areas for greatest improvement among learners are geometry, statistics, understanding numbers, and writing competency. It is important to note that the learners assessed in Afghanistan were in the final years of primary and lower secondary school. However, they are categorised under the secondary phase for the purposes of the global baseline study.

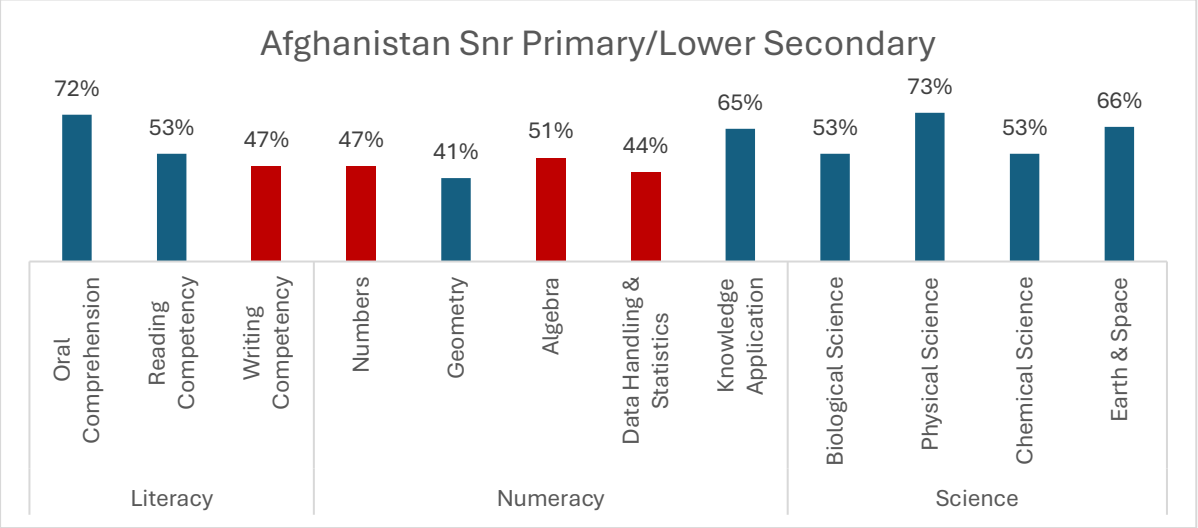
In **India**, secondary learners achieved an overall average score of 37%, with 41% in literacy and 26% in numeracy. Key areas for improvement include application-based literacy skills, such as clear writing and digital media use, as well as probability, statistics, and the Cartesian plane in numeracy.

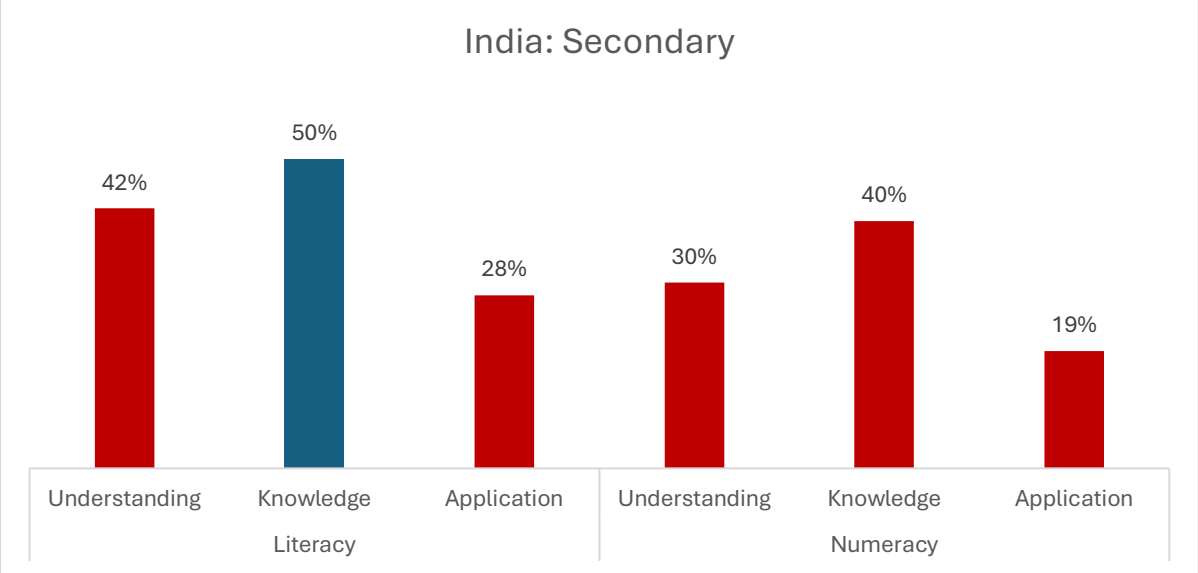
In **Kenya**, the necessary constructs for improvement are algebra, statistics, writing and geometry. It should be noted that the writing assessment was completed separately from other literacy domains and does not contribute to the overall literacy score. For **Kyrgyzstan,** the areas requiring the most attention are geometry, fractions and statistics.

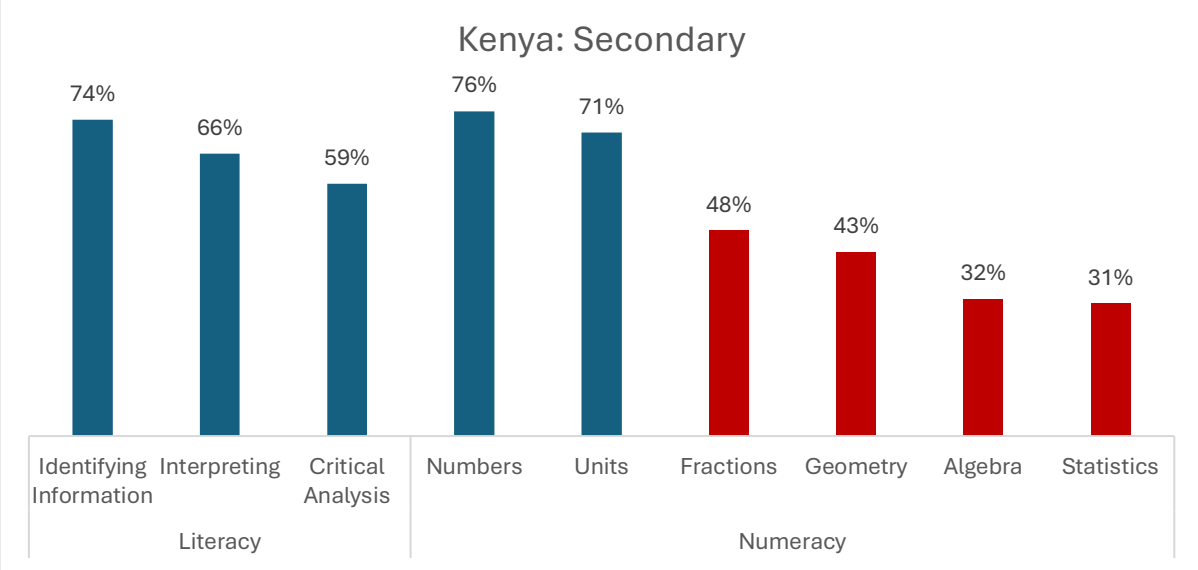
In **Tanzania**, secondary learners showed areas of improvement in geometry, algebra and writing. As in Kenya, writing assessments were conducted separately and were not included in the overall literacy score. In **Uganda**, the areas with the greatest need for improvement are statistics, algebra, and critical analysis of written texts. Learners at the secondary level in **India and Pakistan** require

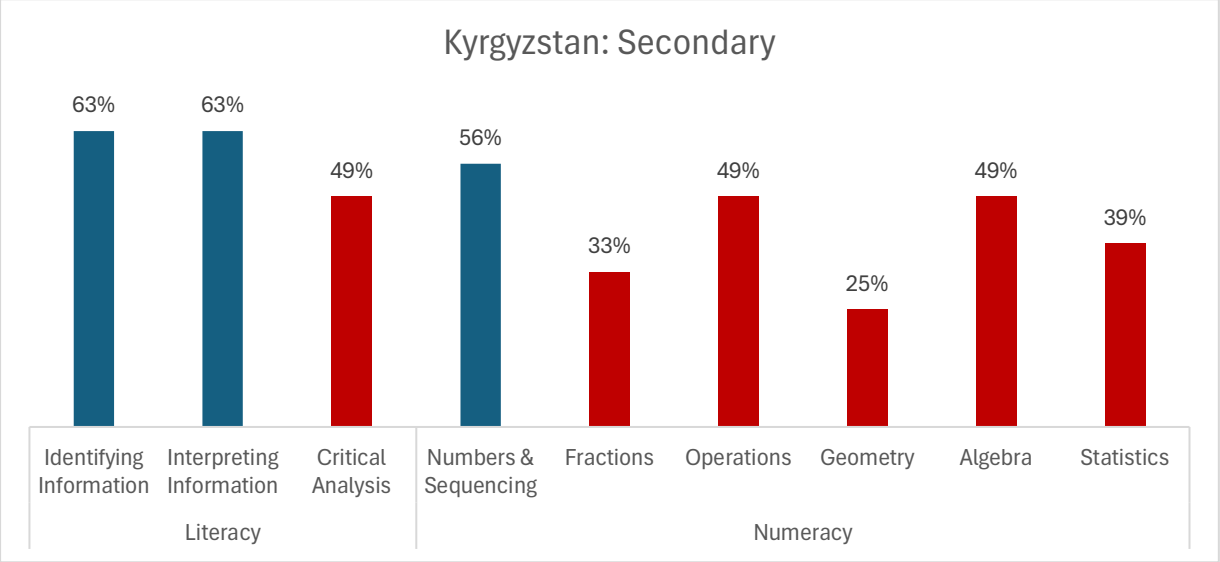
additional support in both numeracy and literacy. In **Portugal**, there are no learning domain constructs for the literacy and numeracy scores and, therefore, no graph of the constructs is available.

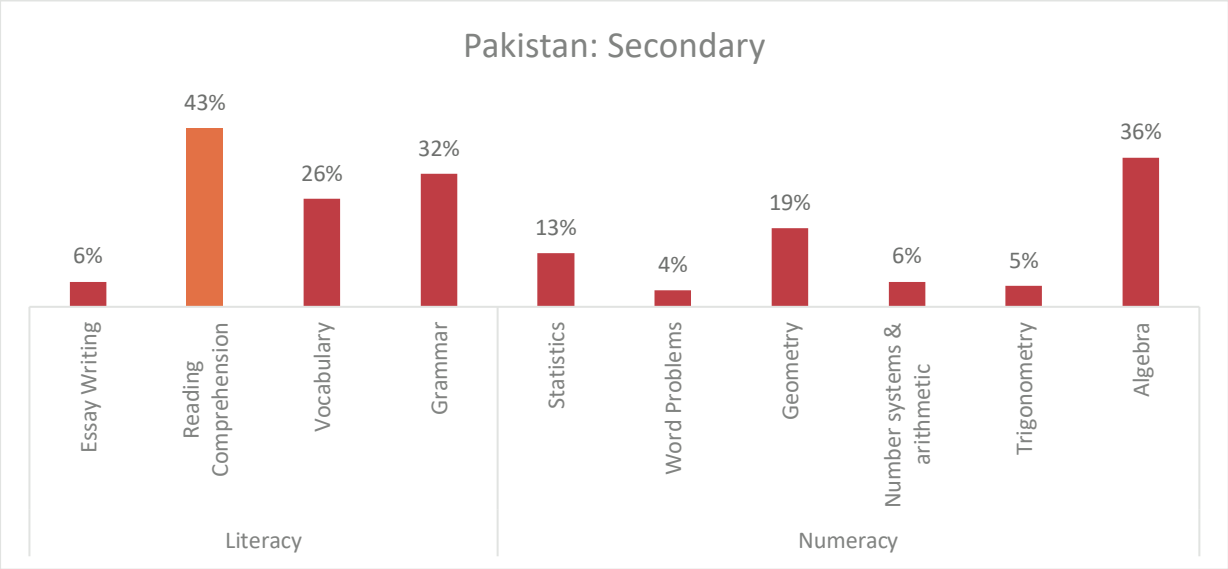
**Figure 13: Scores (%) Achieved Across Literacy and Numeracy Domains for Secondary Learners**

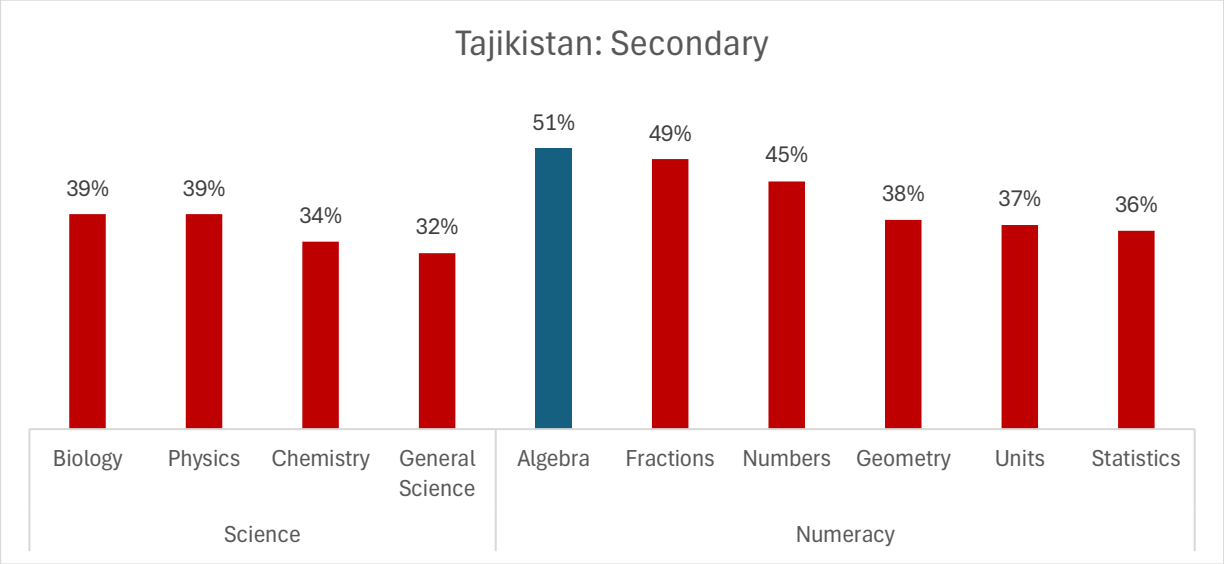


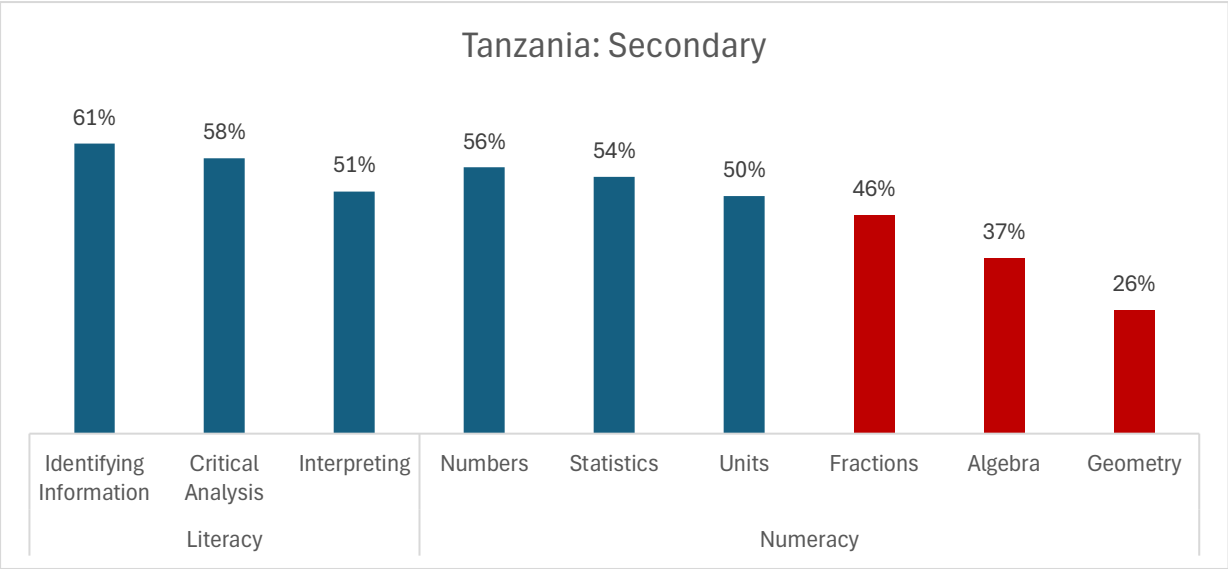



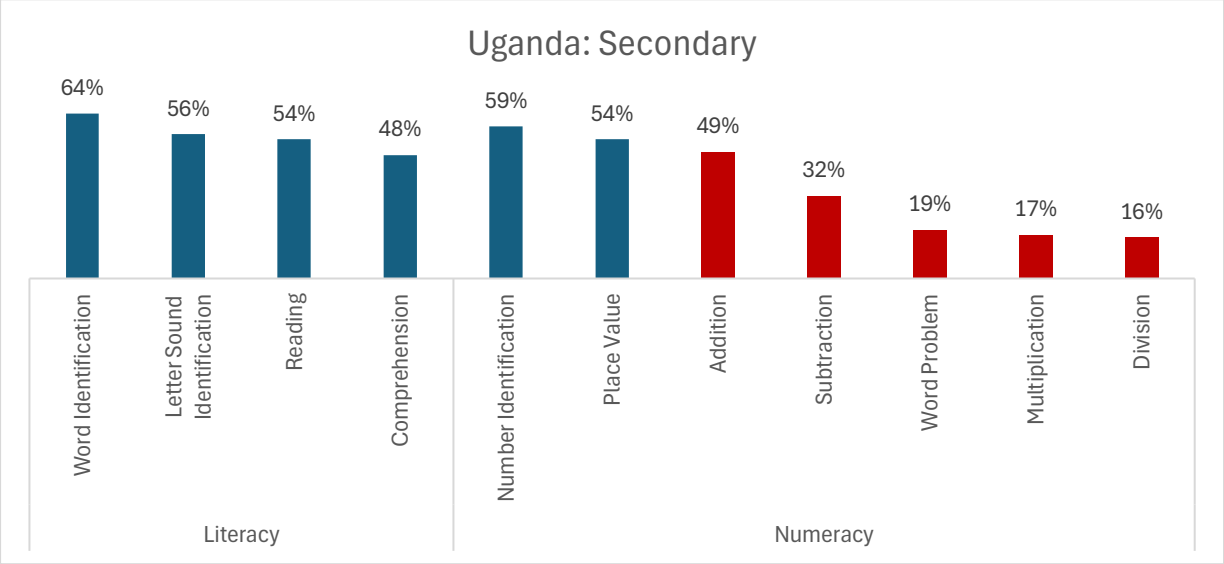




Kyrgyzstan: Secondary
63%
63%
49%
56%
33%
49%
25%
49%
39%
Identifying Information
Interpreting Information
Critical Analysis
Numbers & Sequencing
Fractions
Operations
Geometry
Algebra
Statistics
Literacy
Numeracy


Pakistan: Secondary
6%
43%
26%
32%
13%
4%
19%
6%
5%
36%
Essay Writing
Reading Comprehension
Vocabulary
Grammar
Statistics
Word Problems
Geometry
Number systems & arithmetic
Trigonometry
Algebra
Literacy
Numeracy


Tajikistan: Secondary
39%
39%
34%
32%
51%
49%
45%
38%
37%
36%
Biology
Physics
Chemistry
General Science
Algebra
Fractions
Numbers
Geometry
Units
Statistics
Science
Numeracy




### 3.3.2.4 Gender Analysis of Academic Domains

An analysis of the average scores by gender for literacy and numeracy is presented in Table 18 below. Average scores below 50% are highlighted in red. Primary and Secondary girls and boys in **India** perform at similar, below-average scores in numeracy and literacy. Similarly, girls and boys have similar below-average scores across the primary and secondary cohorts in **Pakistan**, with significant declines from the average scores in the pre-primary phase. In **Uganda**, girls and boys scored the same at a below-average level in numeracy in the primary phase; however, in the secondary phase, boys scored 4% higher than girls, with girls also scoring below average.

An 11% difference in numeracy was found between girls and boys in the primary phase in **Afghanistan**, with girls scoring 57% and boys 46%. In **Tanzania**, there is a 10% difference in the same domain and phase; however, boys scored higher at 51%, and girls scored 41%. In literacy, in the primary phase in **Kenya**, girls scored 7% higher than boys, while in the secondary phase in **Tanzania**, boys scored 9% higher than girls at 53%. There were no marked differences in scores between genders in **Portugal** (and all above 50%).

**Table 18: Average Literacy and Numeracy Scores (%) by Gender by Cohort and Country**

| Country | Numeracy | | | | | | Literacy | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre-primary | | Primary | | Secondary | | Pre-primary | | Primary | | Secondary | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| **Afghanistan** | 50% | 53% | 59% | 53% | 57% | 46% | 52% | 54% | 61% | 57% | 58% | 53% |
| **India** | 62% | 56% | 43% | 43% | 25% | 26% | 53% | 54% | 35% | 39% | 40% | 44% |
| **Kenya** | 72% | 72% | 75% | 71% | 50% | 50% | 48% | 48% | 70% | 63% | 69% | 69% |
| **Kyrgyzstan** | 88% | 89% | N/A | N/A | N/A | N/A | 70% | 69% | N/A | N/A | N/A | N/A |
| **Pakistan** | 76% | 71% | 29% | 30% | 21% | 18% | 34% | 35% | 24% | 21% | 24% | 20% |
| **Portugal** | N/A | N/A | 75% | 77% | 62% | 62% | 54% | 55% | 58% | 60% | 65% | 61% |
| **Tajikistan** | N/A | N/A | 57% | 56% | 44% | 43% | N/A | N/A | 41% | 39% | N/A | N/A |
| **Tanzania** | 64% | 65% | 70% | 70% | 41% | 51% | 56% | 57% | N/A | N/A | 53% | 61% |
| **Uganda** | 76% | 76% | 44% | 44% | 47% | 51% | 63% | 64% | 58% | 55% | 59% | 58% |

### 3.3.3 Non-Academic Domains

#### 3.3.3.1 Pre-primary Cohort (5+)

The Pre-primary non-academic domain was assessed using the IDELA Tool designed by Save the Children. The assessment measures several aspects of social-emotional development, including a child's self-awareness (such as knowing their caregiver's name and village), awareness of their friends, emotional regulation, empathy, and conflict resolution skills. The tool was adapted in each country, if necessary, to align with the specific domains chosen in that country (see Table 4). Instead of using the IDELA tool in India, the assessment partner developed a customised assessment tool that focused on learners' respect for their environment as a proxy for the socio-emotional domain. In Portugal, learners are presented with two dilemmas to assess their ability to identify causes and emotions, and propose solutions related to empathy and problem-solving. The country tool was administered by trained enumerators who guided the child through a series of tasks designed to assess their ability to build relationships and solve problems.

**Table 19: Pre-Primary Learners' Outcomes (%) in Non-Academic Domains**

| | Non-academic Domain | Mean | Median | STDV |
|---|---|---|---|---|
| **Afghanistan** | *Socio-emotional Learning* | 85% | 93% | 2.95 |
| **India** | *Respect for the Environment* | 63% | 75% | 0.32 |
| **Kenya** | *Problem-Solving* | 73% | 81% | 0.239 |
| **Kyrgyzstan** | *Socio-emotional Learning* | 73% | 75% | 0.17 |
| **Pakistan** | *Relationship Building* | 58% | 62% | 0.224 |
| **Portugal** | *Empathy & Problem-Solving* | 62% | 66% | 0.149 |
| **Tanzania** | *Relationship Building* | 60% | 57% | 0.223 |
| **Uganda** | *Relationship Building* | 73% | 81% | 0.2537 |

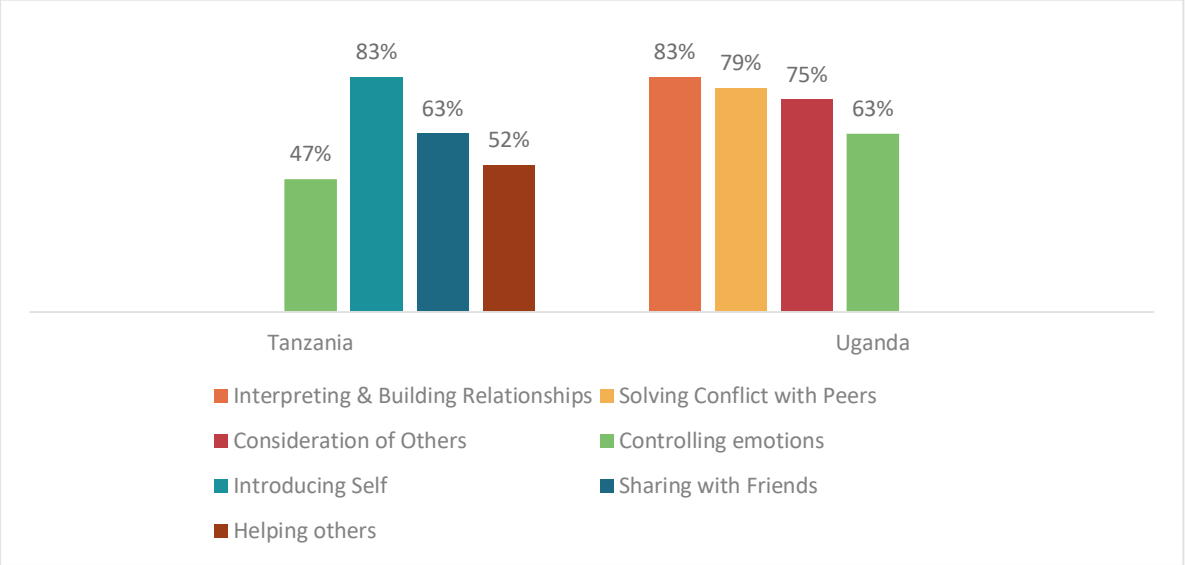
Data notes:
Socio-emotional learning refers to the overall score obtained by a country when it administered the IDELA tool. If the country selects only one element of the IDELA tool, then the domain is referred to as either Problem-solving or Relationship Building. India used a specific tool developed to assess 'Respect for the Environment,' and Portugal assessed 'Empathy and Problem-Solving.' No assessments were conducted in Pre-primary schools in Tajikistan.

**Constructs**

The overall country averages indicate above-average achievement. However, a closer examination of the construct-level averages across the non-academic domains reveals areas for improvement.

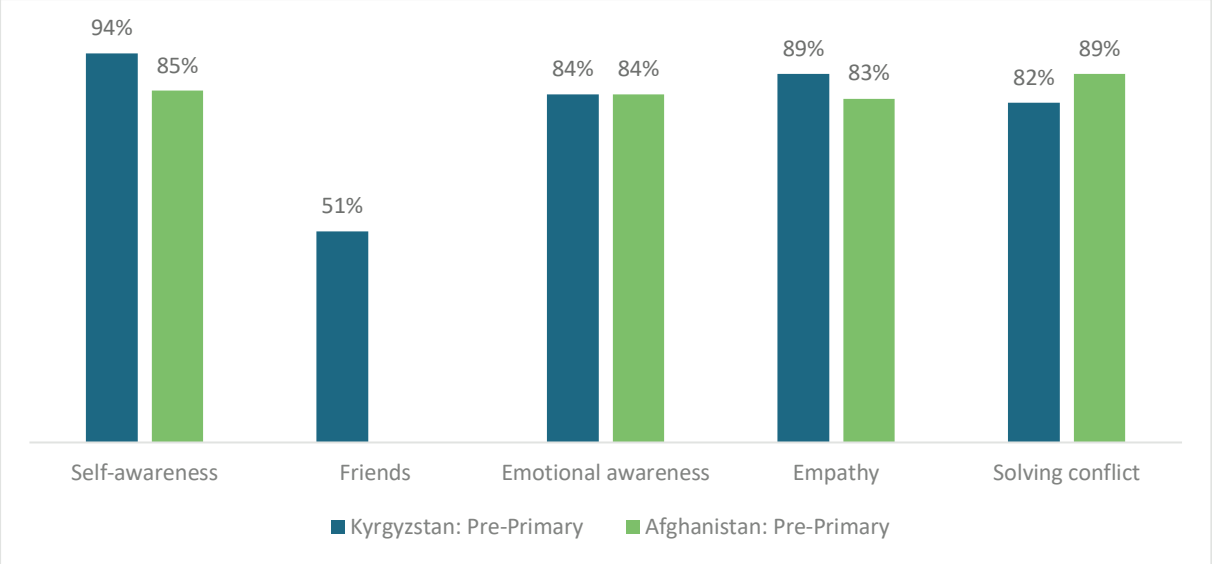
Overall, learners performed well in the socio-emotional domain of relationship building (although constructs differed) in both Tanzania and Uganda (Figure 14). However, in Tanzania, additional support is needed in emotional regulation, where only 47% of learners demonstrated proficiency.

**Figure 14: Relationship Building for Pre-Primary Learners in Classes in Tanzania and Uganda (%)**




Across the socio-emotional learning domain in Kyrgyzstan, Afghanistan and Portugal, learners performed strongly across all constructs. Kyrgyzstan assessed an additional construct, that of Friends.

**Figure 15: Scores (%) For Socio-Emotional Learning for Pre-Primary Learners in Afghanistan and Kyrgyzstan**




In India, the construct data from the assessment of the Respect for the Environment domain was not provided. As a result, no detailed data or sub-scores are available to analyse learners' performance within this domain.

#### 3.3.3.2 Primary Cohort (10+)

Primary school learners (age 10+) were assessed using tailored, context-specific country non-academic assessments developed by the National Assessment Partners and Schools2030 Country Teams in partnership with Oxford MeasurEd. These assessments are informed by international socio-emotional benchmarks for primary school learners. Each country selected specific socio-emotional domains to assess among their primary (10+) age cohorts.

The socio-emotional learning domains selected for the baseline study in each country are presented in Table 20 below.

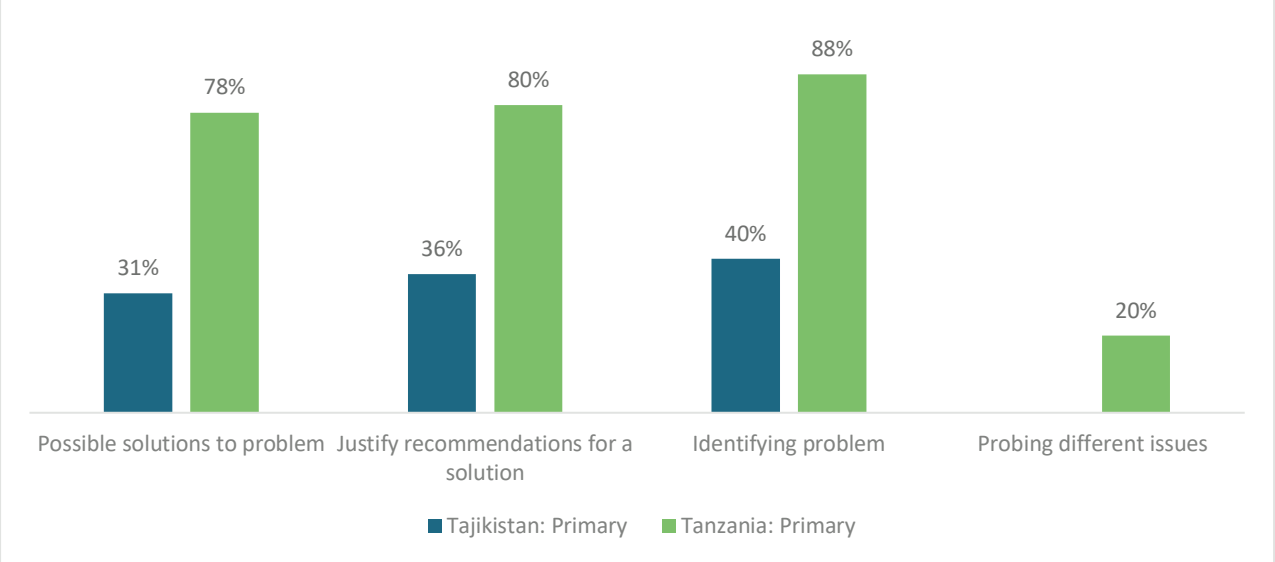
**Table 20: Primary Learners' Outcomes (%) In Socio-Emotional Domains by Country**

| | Non-academic Domain | Mean | Median | STDV |
|---|---|---|---|---|
| **India** | *Communication* | 56% | 55% | 0.22 |
| **Kenya** | *Leadership* | 55% | 55% | 0.228 |
| **Kyrgyzstan** | *Critical Thinking* | 43% | 44% | 0.17 |
| **Pakistan** | *Critical Thinking* | 28% | 29% | 0.260 |
| **Portugal** | *Empathy and Reconciling Tensions* | 72% | 74% | 0.080 |
| **Tajikistan** | *Problem-Solving* | 35% | 38% | 0.23 |
| **Tanzania** | *Problem-Solving* | 81% | 86% | 0.196 |
| **Uganda** | *Self-Efficacy* | 82% | 87% | 0.184 |

Afghanistan did not assess a non-academic domain. Primary learners in **Uganda** demonstrated strong capacities in self-efficacy. In **Portugal,** learners demonstrated high levels of empathy and problem-solving skills, particularly in resolving conflicts and reconciling tensions.

In **Tajikistan and Tanzania,** learners were assessed in problem-solving (Figure 16) using different tools. Learners in Tajikistan require further support to develop their problem-solving competencies, as their average score was 35%.

**Figure 16: Scores (%) in Problem-Solving for Primary Learners in Classes in Tajikistan and Tanzania**



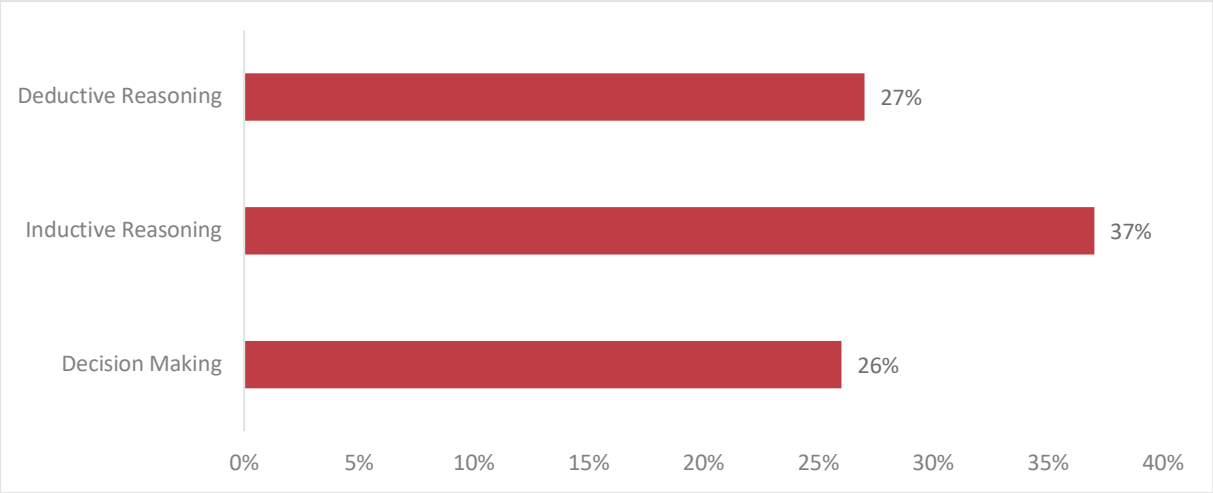

In **Kenya**, learners were assessed in leadership skills, scoring an average of 55%. The findings suggest that primary learners in Kenya would benefit from support in strengthening their self-

perception as leaders and their ability to collaborate with peers to achieve shared goals.

In **India**, primary learners achieved an average socio-emotional learning score of 56%. Notably, their ability to understand emotions and follow instructions is excellent, with an average score of 70%.

Primary learners in **Kyrgyzstan and Pakistan** were assessed on critical thinking. Learners in **Pakistan** (Figure 17) scored an average of 28%, indicating a need for additional teaching and learning support across all three constructs: generating problem solutions, justifying recommendations and identifying problems.

**Figure 17: Pakistan Primary Non-Academic Domain - Critical Thinking Constructs (%)**




### 3.3.3.3 Secondary Cohort (15+)

Secondary learners were assessed using tailored, context-specific non-academic assessments developed by the National Assessment Partners and Schools2030 Country Teams in partnership with Oxford MeasurEd. These assessments are aligned with the international socio-emotional benchmarks for secondary school learners. Each country selected specific socio-emotional domains for their secondary (15+) age cohorts.

The socio-emotional learning domains selected for the baseline study in each country are presented in Table 21.

**Table 21: Secondary Learners' Outcomes (%) in Socio-Emotional Domains by Country**

| | Non-academic Domain | Mean | Median | STDV |
|---|---|---|---|---|
| **India** | *Communication* | 38% | 35% | 0.21 |
| **Kenya** | *Responsibility* | 73% | 79% | 0.437 |
| **Kyrgyzstan** | *Critical Thinking* | 64% | 67% | 0.24 |
| **Pakistan** | *Leadership* | 58% | 60% | 0.282 |
| **Portugal** | *Empathy, Critical Thinking, Ethical Decision Making* | 74% | 75% | 0.102 |
| **Tajikistan** | *Communication* | 28% | 24% | 0.22 |
| **Tanzania** | *Critical Thinking* | 28% | 18% | 0.251 |
| **Uganda** | *Entrepreneurship* | 45% | 48% | 0.1717 |

Although different tools were used in each country, Tanzania and Tajikistan recorded the lowest

overall scores across socio-emotional domains among secondary learners, while Portugal and Kenya achieved the highest scores. Afghanistan did not assess a non-academic domain.

Secondary students in **India** struggled with Communication, with an average score of 38% across all three constructs (see Figure 18). Similarly, secondary learners in **Tajikistan** also struggle in this domain, scoring an average of 28%. In **Tanzania**, learners demonstrated difficulties in critical thinking, with an average score of 28%. However, secondary learners in **Kyrgyzstan**, who were assessed in the same domain, performed significantly better, with an average score of 64%. In **Uganda**, learners struggled in the Entrepreneurship domain, achieving an average score of 45%. In contrast, learners in **Portugal** performed well across all assessed socio-emotional constructs, particularly in empathy, with an average of 74% (see Figure 19).

**Figure 18: India Secondary Non-Academic Domain - Communication**

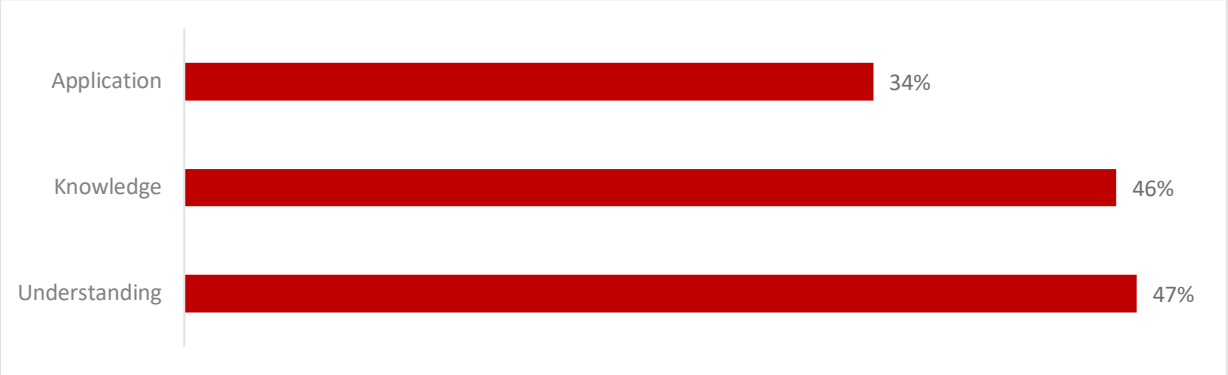
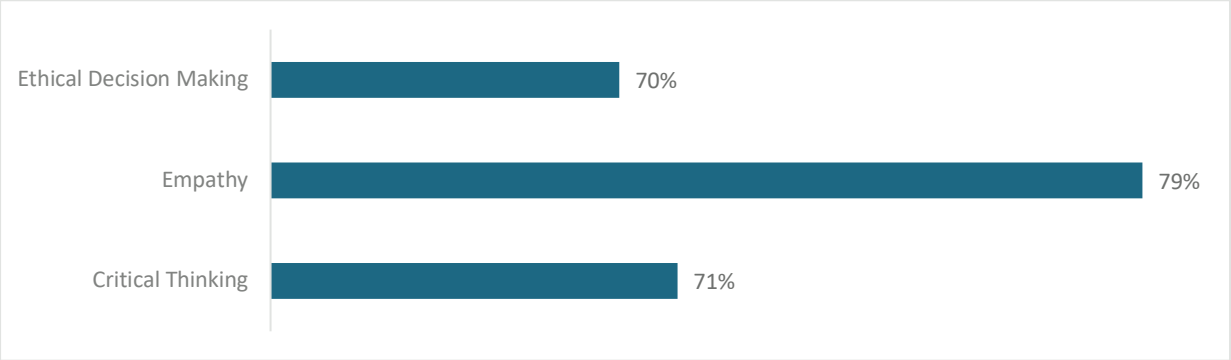



**Figure 19: Portugal Secondary Non-Academic Domain Constructs (%)**



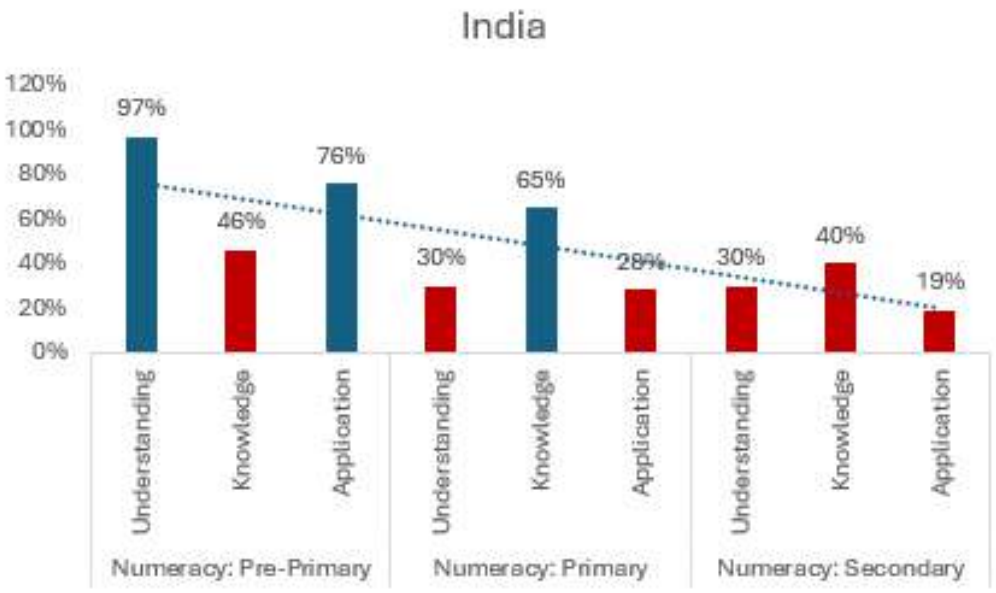

### 3.3.4 SUMMARY

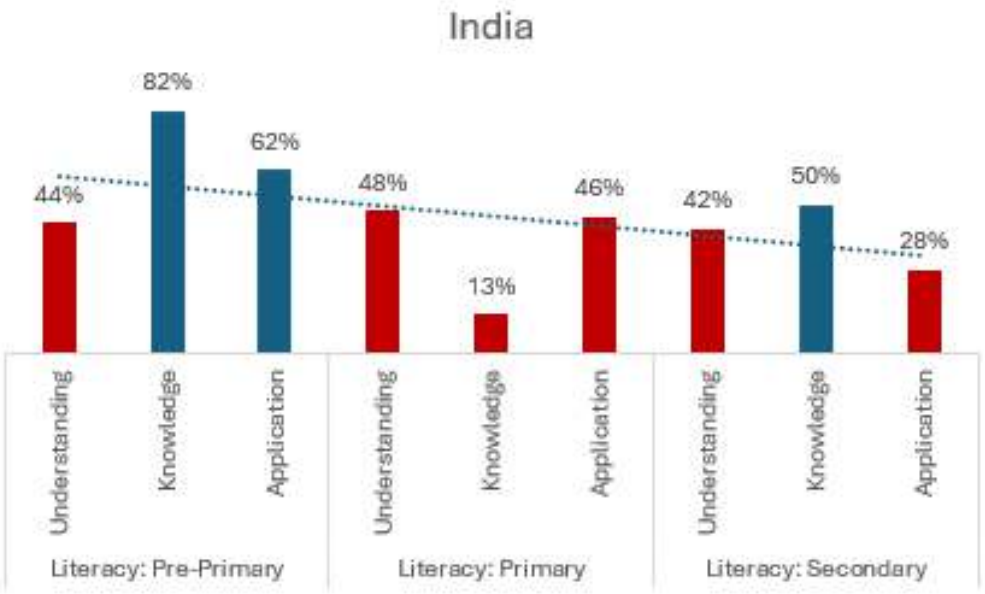
**The baseline findings for Outcome 2 of the Schools2030 programme highlight notable differences in learning outcomes across countries. Each country's baseline report provides further disaggregation by district and gender for literacy, numeracy, and socio-emotional domains. Country-specific results reveal distinct strengths and areas for improvement.**

**At the pre-primary level, learners generally demonstrated promising results for numeracy and literacy. However, this performance tends to decline as learners transition into primary and secondary levels. This downward trend is particularly evident in India, as illustrated in Figure 20 below. The global dashboard in Figure 10 above further illustrates these patterns across all countries and learner cohorts. Numeracy at the secondary level is of particular concern due to low average scores, indicating a clear need for enhanced teacher support and targeted instructional strategies.**

**Socio-emotional learning outcomes vary significantly across countries and age groups. Even when countries selected the same socio-emotional domains, the specific constructs assessed often differed, as different tools were used. These findings underscore the importance of context-specific assessment tools and the need for tailored teaching and learning interventions to address identified areas of weakness.**

**Figure 20: Learning Outcome (%) Trends: India**



## 3.4 Outcome 3: Improved quality of teaching and learning environments

Schools2030 operates in challenging educational contexts. One of its key objectives is to support teachers in creating positive learning environments that foster curiosity, creativity, responsibility and problem-solving skills. The aim is to ensure that no learner is left behind, with teachers providing differentiated support based on individual needs. This section presents findings from classroom observations conducted across the three cohorts: pre-primary (5-year-old), primary (10-year-old) and secondary (15-year-old).

**Table 22: Quality Learning Environments Assessed by Country and Cohort**

| Quality Learning Environment | Pre-Primary: Cohort 5+ | Primary: Cohort 10+ | Secondary: Cohort 15+ |
|---|---|---|---|
| **Afghanistan** | Yes | Yes | Yes |
| **India** | Yes | Yes | Yes |
| **Kenya** | Yes | Yes | Yes |
| **Kyrgyzstan** | Yes | No | No |
| **Pakistan** | Yes | Yes | Yes |
| **Portugal** | Yes | No | No |
| **Tajikistan** | Yes | Yes | Yes |
| **Tanzania** | Yes | Yes | Yes |
| **Uganda** | Yes | Yes | Yes |
| Data Note: The classes observed were those at the end of primary school and lower secondary school in Afghanistan. They are included in the secondary phase data for consistency in the Global Baselines Study. | | | |

For the **pre-primary cohort (ages 5+),** classroom observation utilised **the Brief Early Childhood Quality Inventory (BEQI) tool**, designed by ECD Measure. This tool measures the extent to which play-based learning, learning through conversation, teacher-learner relationships, and a safe, stimulating learning environment are present. In Uganda, the PLAY Tool was also administered in the same pre-primary and primary classes. The findings are included in the Uganda Baseline Report. This overall report presents only the findings from the BEQI.

**Table 23: Structure of the Pre-Primary BEQI Tool**

| Domain | Number of Items | Possible max score |
|---|---|---|
| Basic observation information | 9 | Not scored |
| Basic classroom information | 8 | Not scored |
| 1. Play-based Learning | 14 | 14 |
| 2. Learning through Conversations | 6 | 6 |
| 3. Promoting Strong Relationships | 8 | 8 |
| 4. Stimulating and Safe Environments | 12 | 12 |
| Professional Records | 7 | Not scored in this baseline |
| Max possible score | | 40 |

For the **primary (ages 10+) and secondary (ages 15+) cohorts, a new tool, Valuing Inclusive Teaching and Learning (VITAL**), was developed by the Aga Khan Foundation. The VITAL Classroom Observation Tool for Primary and Secondary Schools assesses two key dimensions of the learning environment: a) *Supportive Learning Environment*, which includes the domains of emotional climate and high expectations; and b) *Quality Teaching & Learning Practices,* which comprises of six domains: facilitating learning, fostering critical thinking and creativity, promoting social and collaborative learning, encouraging self-directed learning, and providing checks for understanding

and feedback.

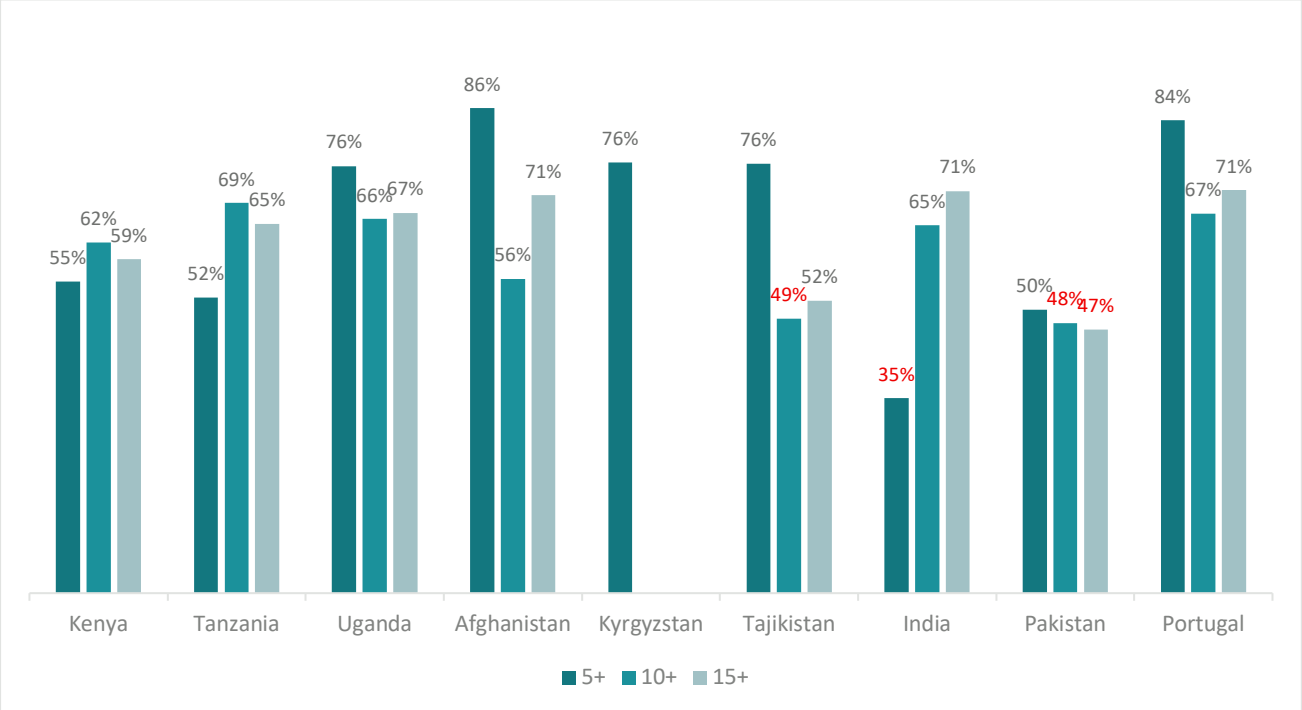
These eight dimensions of classroom practice utilise a four-level rubric (ineffective, partly effective, effective, and very effective), with a maximum possible score of 144.

**Table 24: Structure of VITAL Primary Learning Environment Observation Tool**

| Dimension | Number of Behaviours to be observed in Rubric | Highest possible score per dimension |
|---|---|---|
| 1. Emotional Climate | 7 | 28 |
| 2. High expectations | 5 | 20 |
| 3. Facilitating Learning | 8 | 32 |
| 4. Critical Thinking & Creativity | 4 | 16 |
| 5. Social & Collaborative Learning | 3 | 8* |
| 6. Learning to Learn | 4 | 16 |
| 7. Checks for Understanding | 3 | 12 |
| 8. Provides Feedback | 3 | 12 |
| **Total across all 8 dimensions** | | **144** |
| * Data note: In dimension 5, only items 5.1 and 5.3 were scored. The remaining items were excluded to avoid penalising teachers for potentially negative interactions that were observed. Since it was not possible to verify how a teacher would have responded in such situations, scoring was limited to observation and verifiable behaviours. | | |

Overall, the total mean score across the countries is presented below. Scores tended to be above 50% except in four instances: Tajikistan primary classrooms (average of 49%); India pre-primary classrooms (35%); and in Pakistan, primary (48%) and secondary (47%) classrooms. In particular, teachers in the pre-primary phase in India need to focus on enhancing the quality of their learning environments. In Kyrgyzstan, classroom observations were conducted only in pre-primary classes due to constraints on collecting primary and secondary data.

**Figure 21: Global Dashboard of Overall % Of Learning Environments by Age Cohort**



### 3.4.1 Pre-primary Learning Environment

The table below presents the average scores by country. Overall, all countries scored above 50%, except for India, which scored a lower average of 35%.

**Table 25: Pre-Primary Learning Environment Scores (%) Achieved by Country**

| Country | N classes | Average |
|---|---|---|
| **Afghanistan** | 12 | 86% |
| **India** | 19 | 35% |
| **Kenya** | 20 | 55% |
| **Kyrgyzstan** | 26 | 79% |
| **Pakistan** | 50 | 50% |
| **Portugal** | 221 | 83% |
| **Tajikistan** | 75 | 80% |
| **Tanzania** | 40 | 52% |
| **Uganda** | 20 | 77% |

Across the countries, scores for each construct differed, as illustrated in the following table.

**Table 26: Pre-Primary Learning Environment Construct Average Scores (%) Achieved by Country**

| | Play-based learning | Learning through conversation | Promoting strong relationships | Stimulating and safe environments |
|---|---|---|---|---|
| **Afghanistan** | 88% | 86% | 92% | 79% |
| **India** | 35% | 19% | 47% | 34% |
| **Kenya** | 48% | 48% | 78% | 55% |
| **Kyrgyzstan** | 65% | 82% | 77% | 93% |
| **Pakistan** | 44% | 35% | 56% | 61% |
| **Portugal** | 81% | 75% | 77% | 97% |
| **Tajikistan** | 75% | 93% | 91% | 61% |
| **Tanzania** | 45% | 35% | 69% | 60% |
| **Uganda** | 63% | 68% | 91% | 83% |
| **Average** | **61%** | **60%** | **75%** | **69%** |

Pre-primary teachers performed exceptionally well in the domain of promoting strong relationships, which assesses how positively they engage with the children. This includes the absence of adverse physical or verbal interactions, as well as whether the teacher models and guides ethical and socially appropriate behaviour.

The learning environment was generally found to be safe and stimulating across most countries. However, notable gaps were observed in **India**, which requires attention in this area, followed by **Kenya and Tanzania**. The weakest performance across countries was observed in domains related to teacher pedagogy, specifically in the use of conversation to facilitate learning and in play-based learning. These domains assess the availability of play materials, the amount of time allocated to free-play and the extent to which children feel comfortable communicating with their teacher and peers. Overall**, India** reported the lowest average score for the pre-primary learning environment, at 35%, while **Afghanistan** had the highest average score of 86%.

### 3.4.2 Primary Learning Environment

The VITAL Primary Tool, which evaluates the eight dimensions of classroom practice using a four-level rubric (ineffective, partly effective, effective, and very effective), with a maximum possible score of 144, was used in eight of the nine countries. Data was not collected in Kyrgyzstan due to union restrictions. The overall (mean) percentage for each country is presented below.

**Table 27: Primary Learning Environment Scores (%) By Country**

| Country | N classes | Mean |
|---|---|---|
| **Afghanistan** | 36 | 56% |
| **India** | 34 | 65% |
| **Kenya** | 42 | 62% |
| **Pakistan** | 55 | 48% |
| **Portugal** | 456 | 59% |
| **Tajikistan** | 99 | 49% |
| **Tanzania** | 80 | 69% |
| **Uganda** | 39 | 31% |

The table below presents the scores across the eight dimensions.

**Table 28: Primary Learning Environment Constructs Average Scores (%) By Country**

| | Emotional Climate | High Expectations | Facilitate Learning | Critical Thinking and Creativity | Social/ Collabor-ative Learning | Learning to Learn | Checks Underst-anding | Provides Feedback |
|---|---|---|---|---|---|---|---|---|
| **Kenya** | 57% | 62% | 68% | 65% | 52% | 60% | 74% | 56% |
| **Tanzania** | 53% | 75% | 79% | 73% | 50% | 83% | 74% | 70% |
| **Uganda** | 64% | 59% | 75% | 71% | 36% | 73% | 78% | 67% |
| **Afghanistan** | 58% | 62% | 54% | 53% | 57% | 53% | 52% | 53% |
| **Tajikistan** | 58% | 65% | 47% | 41% | 37% | 37% | 38% | 40% |
| **India** | 73% | 64% | 66% | 60% | 63% | 59% | 65% | 67% |
| **Pakistan** | 49% | 52% | 53% | 46% | 38% | 38% | 54% | 43% |
| **Portugal** | 72% | 62% | 71% | 74% | 46% | 60% | 66% | 59% |
| **Average** | **61%** | **63%** | **64%** | **60%** | **47%** | **58%** | **62%** | **57%** |

Overall, observations of primary-level classrooms indicate that most teachers are meeting or exceeding the minimum quality standards. It is important to note that these scores are influenced by the specific lesson observed during data collection, as some pedagogical approaches may inherently involve fewer interactive approaches than others. Across countries, the highest average scores were in Checks for Understanding (62%), High Expectations (63%), and Facilitating Learning (64%), indicating that teachers generally perform well in maintaining learner engagement and setting clear standards. The lowest average score was in Social/Collaborative Learning (47%), suggesting that fostering peer collaboration remains a challenge in many classrooms.

Among the countries, **India and Portugal** consistently scored above average across most dimensions, with India achieving particularly strong results in Emotional Climate (73%) and Provides Feedback (67%). **Uganda** also showed strong performance in Checks for Understanding (78%) and Facilitating Learning (75%). However, teachers in **Pakistan and Tajikistan** may require further support to reach these benchmarks.

### 3.4.3 Secondary Learning Environment

The VITAL Secondary Tool, which evaluates the eight dimensions of classroom practice using a four-level rubric (ineffective, partly effective, effective, and very effective), with a maximum possible score of 144, was used in eight of the nine countries. Data was not collected in Kyrgyzstan due to union restrictions. The overall (mean) percentage for each country is presented below.

**Table 29: Secondary Learning Environment Scores (%) By Country**

| Country | N classes | Mean |
|---|---|---|
| **Afghanistan** | 36 | 56% |
| **India** | 37 | 71% |
| **Kenya** | 67 | 59% |
| **Pakistan** | 58 | 47% |
| **Portugal** | 224 | 67% |
| **Tajikistan** | 109 | 52% |
| **Tanzania** | 39 | 66% |
| **Uganda** | 68 | 89% |

The table below presents the scores across the eight dimensions.

**Table 30: Secondary Learning Environment Constructs Average Scores (%) By Country**

| | Emotional Climate | High Expectations | Facilitate Learning | Critical Thinking and Creativity | Social/ Collabor-ative Learning | Learning to Learn | Checks Underst-anding | Provides Feedback |
|---|---|---|---|---|---|---|---|---|
| **Kenya** | 53% | 54% | 67% | 68% | 41% | 61% | 69% | 56% |
| **Tanzania** | 54% | 69% | 74% | 67% | 72% | 80% | 70% | 62% |
| **Uganda** | 61% | 61% | 75% | 74% | 61% | 71% | 75% | 72% |
| **Afghanistan** | 69% | 77% | 73% | 68% | 63% | 69% | 67% | 71% |
| **Tajikistan** | 64% | 64% | 50% | 43% | 41% | 41% | 42% | 43% |
| **India** | 77% | 73% | 71% | 67% | 70% | 67% | 67% | 73% |
| **Pakistan** | 45% | 43% | 55% | 49% | 38% | 38% | 54% | 45% |
| **Portugal** | 79% | 66% | 72% | 78% | 44% | 66% | 68% | 65% |
| **Average** | **63%** | **63%** | **67%** | **64%** | **54%** | **62%** | **64%** | **61%** |

On average, countries performed best in Facilitating Learning (67%), Emotional Climate (63%), and High Expectations (63%). The weakest dimension overall was Social/Collaborative Learning (54%), indicating a need for greater emphasis on peer interaction and cooperative learning strategies. **India and Portugal** consistently performed above average across most dimensions, with India scoring the highest in Emotional Climate (77%) and Providing Feedback (73%). **Uganda** also demonstrated strong performance, particularly in Facilitating Learning (75%) and Checks for Understanding (75%).

In contrast, **Pakistan and Tajikistan** scored significantly below average across nearly all dimensions, highlighting areas where targeted support and professional development may be necessary. For instance, **Pakistan** scored low (38%) in both Social/Collaborative Learning and Learning to Learn, while **Tajikistan** recorded the lowest score in Critical Thinking and Creativity (43%).

It is important to note that these scores are influenced by the specific lesson observed, as some pedagogical approaches may inherently involve fewer interactive activities than others.

**In conclusion, the baseline findings for Outcome 3 of the Schools2030 programme indicate that teachers in pre-primary classrooms generally meet the desired quality standards. However, additional support may be beneficial for teachers in India and Pakistan. At the primary level, most teachers meet or exceed minimum quality standards. However, teachers in Pakistan and Tajikistan require further support to meet these benchmarks. In the secondary classrooms of Tajikistan and Pakistan, teachers are struggling to meet minimum standards and would benefit from additional support. Construct results vary across countries, and a possible explanation for the variance is partly due to different curricula and pedagogical policies, or the lessons observed.**

## 3.5 Outcome 4: Increased capacity and opportunities for educators to engage in education sector dialogue

### 3.5.1 Educators and School Leaders Experience

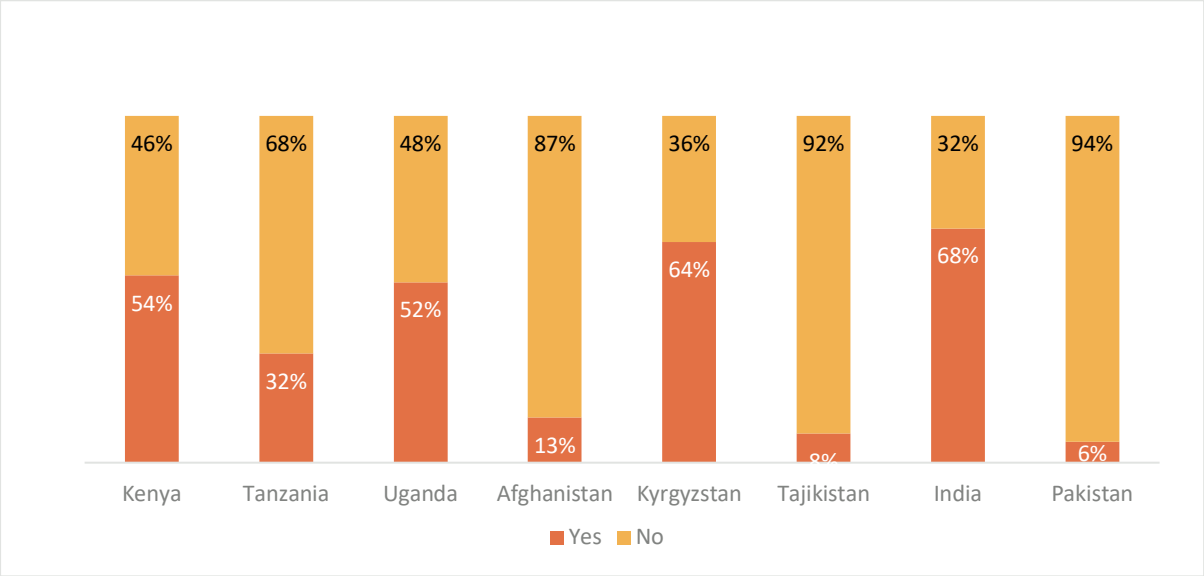
Schools2030 recognises that teachers possess valuable insights into which innovations work best and the main barriers and opportunities to improving holistic learning outcomes. Teachers should be regarded as experts in education within their countries, and Schools2030 aims to amplify their voices accordingly. In each country, Schools2030 provides teachers with the opportunities to showcase their innovations to key education stakeholders, including members of national or regional ministries of education and other non-profit organisations working in the field of education. Additionally, the Global Schools2030 Forum and country-level showcases enable the sharing of teacher innovations with diverse audiences and contribute to the inclusion of teachers in policy dialogues.

As part of the baseline study, teachers and school leaders were surveyed on their participation in curriculum development, in forums to discuss their local education system, and in opportunities to present their innovations before the launch of the Schools2030 programme.

About 40% of **teachers** surveyed in Kenya, India and Kyrgyzstan reported having contributed to curriculum development, while around 30% of teachers in Uganda and Afghanistan indicated the same (Figure 22). In Pakistan, at least 6% of teachers reported contributing to curriculum development. While these figures demonstrate that teachers have some opportunities to influence educational practice in their countries, they do not necessarily reflect whether the education system fully respects teachers as experts in education or provides meaningful opportunities for their input.

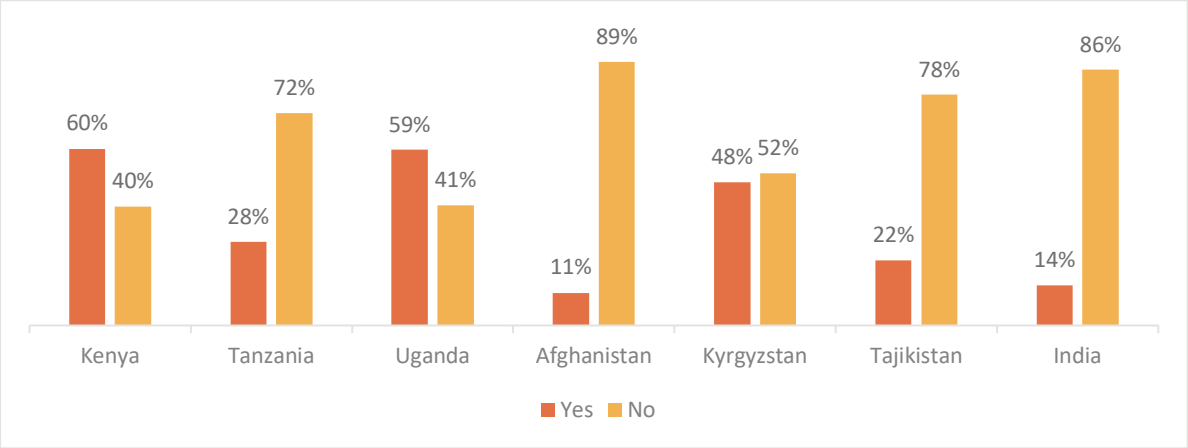
Teachers were also asked about their participation in other meetings or forums to discuss and improve their countries' education systems (Figure 23).

**Figure 22: Teachers' Participation in Developing or Contributing to Curriculum Development (%)**




Data note: Data for this question was not collected in Portugal and Pakistan.

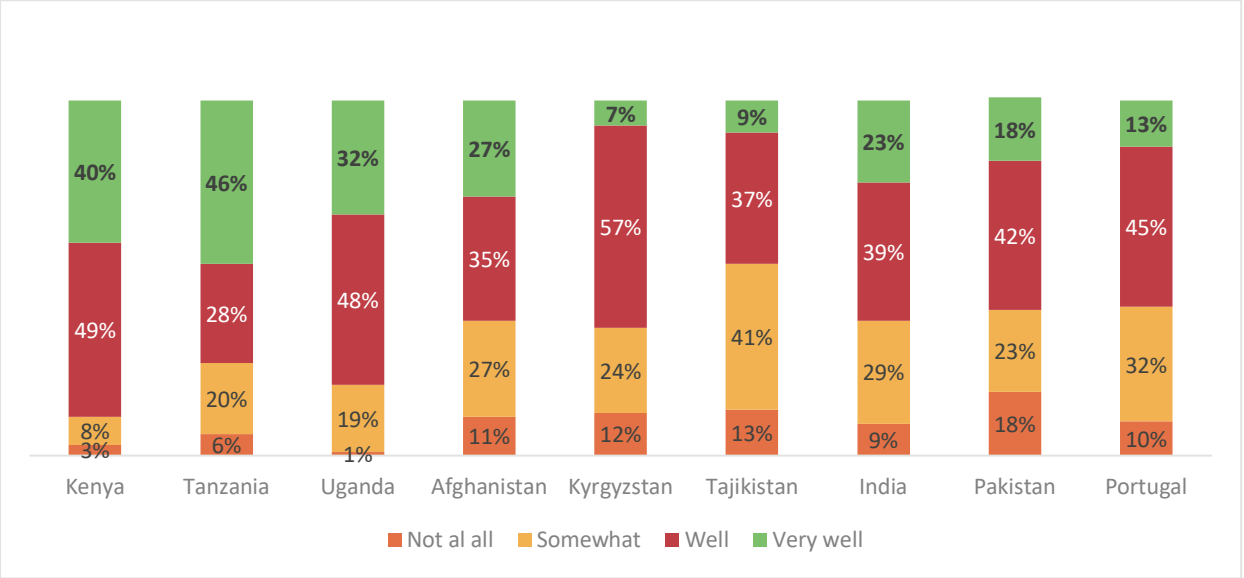
**Figure 23: Teacher Participation in Forums or Meetings to Discuss How Their Education System Could Be Improved (%)**




Data note: Data for this question was not collected in Portugal and Pakistan.

**Teachers expressed overwhelmingly positive attitudes and confidence about presenting their innovations to the Ministry of Education and leveraging their expertise** (Figure 24). Teachers were most confident in Tanzania (46%) and Kenya (40%), with a notable 57% of teachers in Kyrgyzstan rating themselves as 'well' confident in this regard. However, not all teachers felt self-assured. Pakistan has the highest proportion of teachers who reported low confidence in presenting to the Ministry, at 18%.

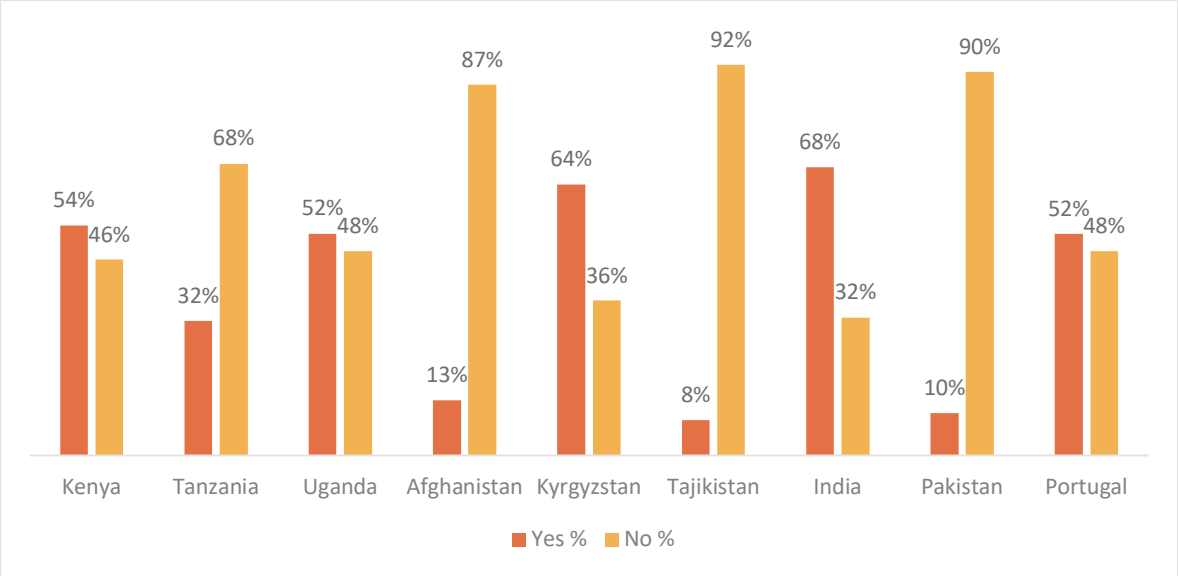
**Figure 24: Teacher View of The Value of Their Experience – Presenting to the Ministry of Education (%)**




**School leaders** (or head teachers) were surveyed regarding their participation in curriculum development (Figure 25). In India, Kyrgyzstan, Kenya and Uganda, more than half of the school leaders reported having contributed to curriculum development. This indicates a relatively higher level of engagement in educational decision-making processes within these countries.

However, in Tajikistan or Afghanistan, very few school leaders reported participating in curriculum development activities. This limited involvement may reflect systemic challenges, such as centralised educational governance structures or limited avenues for school-level input into national curricula.

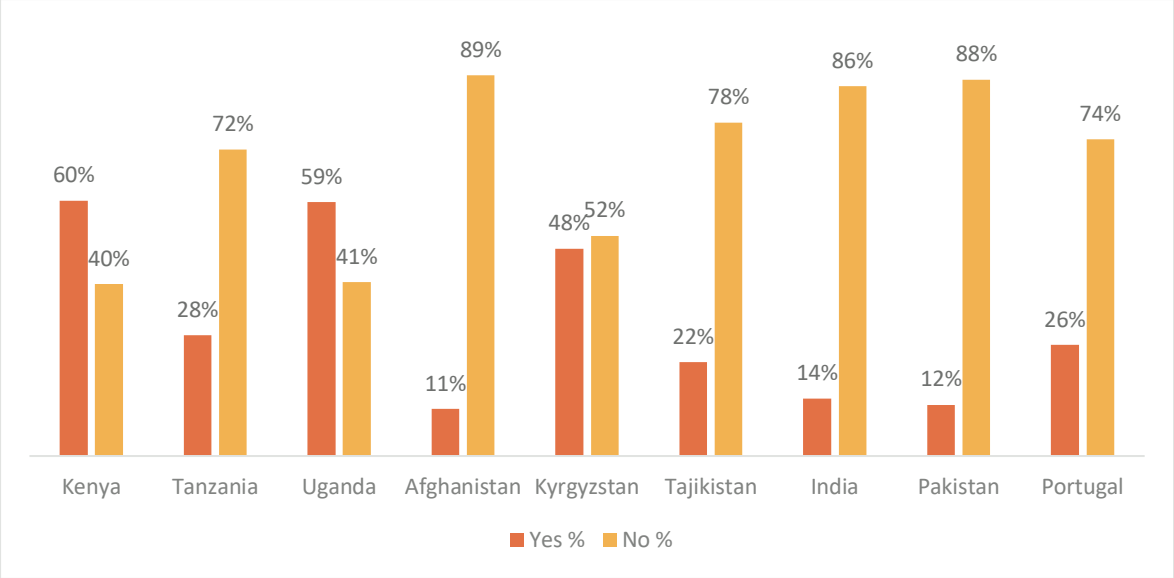
**Figure 25: School Leaders' Response to Whether They Participated in Developing or Contributing to Curriculum Development (%)**




School leaders were also surveyed about their participation in other meetings or forums aimed at improving the education system in their respective countries (Figure 26). The findings indicate that approximately 60% of school leaders in Kenya and Uganda reported being invited to such

discussions, suggesting a relatively higher level of engagement in educational reform processes. In contrast, school leaders in Afghanistan, India, Tajikistan, and Tanzania reported lower levels of involvement, indicating limited opportunities to participate in dialogues on education system improvements.

**Figure 26: School Leaders on Their Participation in Forums to Improve the Education System in Their Country (%)**




**Teachers participating in the survey generally value their professional experience and express confidence in sharing their innovations and expertise with Ministries of Education. However, aside from Kenya, Uganda and Kyrgyzstan, many teachers have had limited opportunities to participate in forums or events related to education policy-making. In some countries, such participation may not be formally integrated into the country's policies. Approximately 60% of teachers in India and Kyrgyzstan reported contributing to the development of their curriculum. In Kenya and Kyrgyzstan, events showcasing teacher innovations were taking place.**

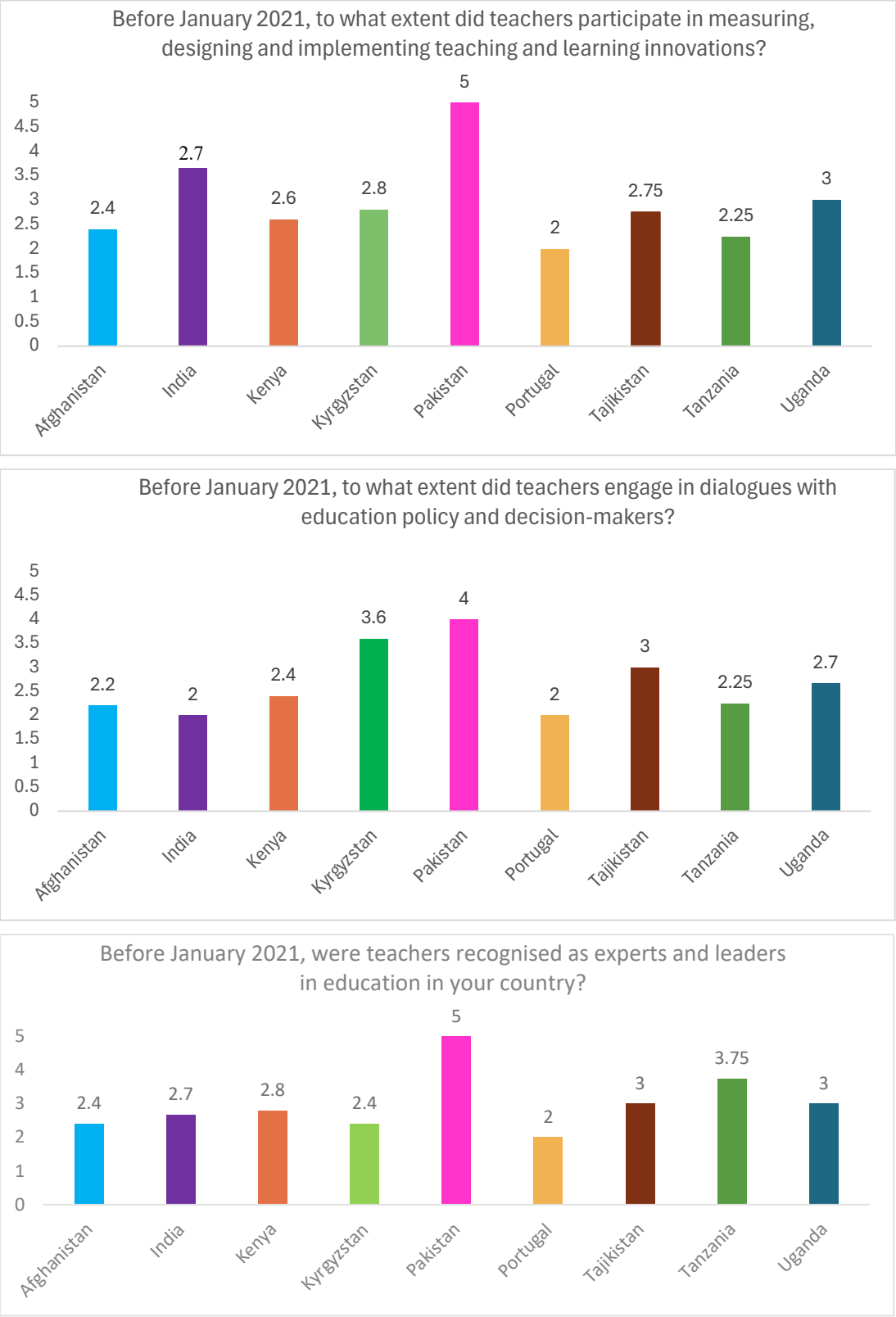
**School leaders in Afghanistan, Tajikistan, Pakistan, and Tanzania are typically not invited to participate in discussions aimed at improving their country's education system. In contrast, around 50% of school leaders in Kenya and Uganda reported being involved in such forums. This suggests varying degrees of teachers and school leaders' involvement in education system dialogues across different countries.**

### 3.5.2 Stakeholders' Perceptions

Across all 49 **education stakeholders** interviewed, the rating for the prevalence of teacher-led innovation and opportunities for teachers to influence the education system averaged 2.6 out of 5. This suggests that while some teachers engaged in innovative practices and policy dialogue, such engagement was not widespread among all teachers.

Teachers were perceived slightly more favourably as education experts, receiving an average rating of 3 out of 5. Stakeholders acknowledged the existence of forums for teacher participation in the education system but noted that teacher involvement was insufficient to have a meaningful influence on policy and practice. These findings underscore the need for systemic changes to enhance teacher agency and participation in educational innovation and policy-making.

**Figure 27: Education Stakeholders' Rating - Perception of Teacher Innovative Practices and Opportunity to Influence the Education System Before Schools2030**




**The baseline findings against outcome 5 demonstrate that before implementing the Schools2030 programme, teacher innovation and engagement in educational policy-making were limited and inconsistent. Education stakeholders rated these areas at an**

**average of 2.6 out of 5, indicating that while some teachers engaged in innovative practices and policy dialogues, such engagement was not widespread. Teachers were perceived slightly more favourably as education experts, receiving an average rating of 3 out of 5. Stakeholders acknowledged the existence of forums for teachers' engagement in the education system but noted that their involvement was insufficient to meaningfully shape policy and practice.**

# 4 Conclusions

The Baseline Study provides a comprehensive snapshot of educational contexts across nine Schools2030 countries based on the districts where the programme is implemented. The programme's innovative approach, centred on HCD and holistic learning assessments, aims to equip educators with tools to identify and address learning gaps. Across countries, teachers and education stakeholders recognise the programme's potential to transform education through a bottom-up school improvement model. This model empowers teachers to assess learners on locally meaningful domains, design solutions to improve learning, use assessments to track and iterate those solutions and showcase them for broader adoption and systemic change.

The baseline study yields diverse results across countries, as indicated by the surveys and instruments, regarding the global situation in these countries.

**Outcome 1: Enhanced Capacity of Educators to Measure, Design and Implement Innovations.**

Teachers emphasised the need for ongoing professional development to assess, design and innovate responses to learners' needs. Countries have different teacher professional development requirements, and participation rates differ; however, stakeholders overwhelmingly support the positive impact on teachers.

While teachers generally use self-designed classroom-based assessments, pre-primary teachers in India, Tajikistan, Kyrgyzstan, and Afghanistan report less frequent use compared to primary and secondary teachers. Conversely, in Kenya, Pakistan, Tanzania, Uganda, and Portugal, pre-primary teachers use assessments more frequently.

A majority of teachers in Afghanistan, Kyrgyzstan, Tajikistan, and India indicated limited use of innovation to meet learner needs. In contrast, teachers in Kenya, Pakistan, Tanzania, Uganda, and Portugal reported higher engagement in innovative practices. Innovative teaching practice tends to be lacking in professional development programmes.

Common challenges hindering quality education and innovative teaching practices include insufficient teaching resources, large class sizes, a lack of parental support, and limited access to digital tools. Geographical barriers and inadequate teacher training further compound these issues.

Stakeholders overwhelmingly agreed on the importance of continuous capacity building to support teachers' efforts to measure, design, and implement educational innovations. Communities of practice are common among teachers and can provide structured platforms to enhance the culture and practice of teacher innovation.

**Outcome 2: Improved Learner Learning Outcomes**

The baseline study provides a base level for academic and non-academic learning domains for learners across three age cohorts in each country. While average learner outcomes exceed 50% in pre-primary and primary schools, they tend to decline at the secondary level. Specifically, pre-primary learners achieved average scores of 58% in literacy, 70% in numeracy and 70% in socio-emotional learning. Primary learners averaged 62% across these domains, whereas secondary learners achieved an average score of 55% in literacy, 46% in numeracy and 50% in socio-emotional

learning. The declining trend, particularly in numeracy, underscores the need for targeted interventions in secondary education.

Overall country averages tend to be high, but when we delve into specific domains and constructs, we see greater detail and identify areas where teachers need to focus on assessing, designing, testing, and innovating. Numeracy tends to yield poorer results than literacy; however, across all academic domains, there are constructs that teachers need to focus on.

Variations in socio-emotional domains and constructs across countries highlight the importance of context-specific approaches. Socio-emotional domains differ, and outcomes cannot be compared across countries in each phase – each must be examined separately.

**Outcome 3: Improved Quality of Teaching and Learning Environments**

Quality learning environments enable innovative teaching practices and contribute to holistic learning. Teachers in some countries need support in specific constructs to enhance their learning environments. Country reports identify areas where support for teachers can be provided to enhance the learning environment.

In general, pre-primary classrooms typically exhibit strong relationships between teachers and students, with teachers demonstrating high engagement in promoting positive interactions and emotional support. However, there is room for improvement in implementing play-based learning and conversational teaching methods. Primary classrooms performed well in facilitating learning, setting high expectations, and regularly checking for understanding. Secondary teachers demonstrated strengths in facilitating learning, fostering critical thinking, and providing feedback. Nonetheless, support is needed for pre-primary teachers in India, as well as primary and secondary teachers in Pakistan and Tajikistan, to meet the minimum standards.

It is important to note that these observations are influenced by the specific lesson being observed, as some lesson pedagogies may inherently be less interactive than others. Construct results vary across countries, and a possible explanation for the variance is partly due to different curricula and pedagogical policies, or the lessons observed.

**Outcome 4: Increased Capacity and Opportunity for Educators to Engage in Education Sector Dialogue**

In approximately half of the countries, teachers have had limited opportunities to contribute to curriculum development or participate in forums to discuss the education system. This is particularly evident in Tanzania, Afghanistan, Tajikistan, India and Pakistan. In contrast, about 50-66% of teachers in Kyrgyzstan, India, Kenya, and Uganda reported engaging in educational-sector dialogues.

Teachers overwhelmingly expressed confidence and enthusiasm about presenting their innovations to Ministries of Education and contributing their expertise to inform educational curricula, policy and practice.

Similarly, school leaders in Tanzania, Afghanistan, Tajikistan, and Pakistan reported limited participation in educational dialogues, while those in Kenya, Uganda, Kyrgyzstan, and India indicated higher levels of involvement. In many countries, teacher participation in education-sector dialogues is not embedded in their policies.

The interviews with education stakeholders highlighted the need to empower teachers to influence district and national education agendas. One way to achieve this is for countries to facilitate regular

showcasing events that bridge teachers, often in rural areas, and their innovations with district and national education officials.

**Outcome 5: Generate Policy-relevant Tools, Resources and Evidence to Improve Education Quality**

Although baseline data were not provided for this outcome, Schools2030 is making significant investments in developing holistic learning and classroom environment tools, as well as conducting contextual research to understand the drivers of teacher innovation in each participating country. By leveraging rigorous research by Research Partners, country-level assessment tool development, and impact evaluation, the programme can establish itself as a critical contributor to improving the education sector. This baseline dataset, along with country and global reports, provides a first step for testing assessment tools and establishing an evidence base for future evaluations.

**In conclusion**, the Schools2030 baseline study underscores the importance of enhancing professional development for teachers and school leaders to assess (measure), design and implement innovations and deliver teaching and learning in quality learning environments. As the Schools2030 programme progresses, factors such as national education policies and practices, poor physical and educational resource infrastructure, class sizes, and community engagement will influence the achievement of its outcomes.

By equipping educators with human-centred design training and holistic learning and classroom environment tools, the Schools2030 programme has the potential to empower teachers and school leaders to innovate and address localised educational challenges, thereby strengthening the school's ecosystem in resource-constrained environments and fostering a culture of teacher-led innovation. The baseline findings underscore the importance of a tailored approach to address context-specific barriers while leveraging the programme's strengths.

Schools2030 has garnered positive recognition from stakeholders and is providing valuable tools and evidence to inform policy and enhance education practices. A collaborative relationship between Schools2030 and local governments will be pivotal in driving systemic change, and continued investment in teacher capacity building is crucial for scaling the programme and achieving desired outcomes and impact.

# 5 Key Takeaway Messages

1. The most frequently identified barrier is a lack of innovative teacher training. The culture of innovation is often lacking in teacher training and professional development.
2. The ongoing HCD professional development training has the potential to enhance and sustain teachers' skills in assessing, designing, and innovating. The focus is not only on learner activities but also on creating learning environments conducive to holistic, high-quality learning for all.
3. HCD must focus on enhancing teachers' capacity to measure, design, test, and implement innovative practices in numeracy and literacy constructs as learner outcomes decline during their transition upwards.
4. Teachers want to participate in enhancing the curricula and engaging in policy dialogue to strengthen the education system. Outline a roadmap for each country that shows how teachers can become trusted experts.
6. Continue to collect annual data to monitor trends and identify critical country construct focus

areas. Provide data to measure changes and impact over time.

# 6 Recommendations

**These recommendations provide insights to support learning and continuous improvement in programme design, implementation and progress towards achieving the five expected outcomes. While individual country baseline reports provide specific recommendations tailored to each context, this Global Baseline Report offers cross-cutting insights to strengthen the overall Schools2030 programme, while acknowledging country-specific nuances.**

1. **Outcome 1: Enhanced Capacity of Educators to Measure, Design and Implement Innovations.** While educators' experience offers valuable real-time insights into the needs of learners, education stakeholders and school leaders emphasised the importance of ongoing teacher professional development, especially continued support for HCD training and implementation, to improve the quality of teaching and learning. Additionally, support for the use of assessments should be strengthened to inform, develop, and share innovative teaching practices.

2. **Outcome 2: Improved Learning Outcomes.** Learner outcomes vary across countries, cohorts and domains. Analysis of the constructs indicates areas of focus for each country. Overall, there is a need to enhance secondary school teachers' ability to assess, design, innovate, and deliver innovations to improve learning outcomes, especially in numeracy.

3. **Outcome 3: Improved Quality of Teaching and Learning Environments.** Improved learner outcomes and better learning environments depend on educators' understanding of what defines quality education. At this baseline stage of the programme, it remains unclear whether HCD training effectively deepens this understanding. The mid-line evaluation should explore this further. In the meantime, teacher training and HCD processes should be broadened to include an explicit focus on quality education. Training should consider including contextual understandings of teaching and learning to address identified challenges and build on existing strengths.

4. **Outcome 4: Increased Capacity and Opportunity for Educators to Engage in Education Sector Dialogue.** Each country should develop a roadmap outlining how teachers can be recognised as trusted national education experts. Schools2030 must establish stronger pathways for engagement between teachers and policymakers to strengthen teachers' roles in the education system's dialogue. The Schools2030 National Advisory Committee can support this.

   Educators must move from presenting their ideas to actively participating in the education system dialogue. In challenging contexts, such as Afghanistan post-2022, Schools2030 needs to consider alternative strategies to support teachers in continuing to innovate and to share their insights with education stakeholders.

5. **Outcome 5: Generated Policy-Relevant Tools, Resources, and Evidence to Improve Education Quality**. This outcome contributes to the scaling of Schools2030 in participating countries and other countries. Therefore, the generation of resources and tools should not only be for school-level use but also to enable system-level scaling. As baseline evidence on this outcome was not captured during the study, progress must be measured in the midline study.

**Cross-cutting Recommendations:**

6. **Foster Parental and Community Engagement**: This is a challenge repeated by educators and school leaders in multiple countries, as lack of engagement and family socioeconomic factors directly impact learning outcomes. The Schools2030 programme should consider partnerships and, potentially, host a Global Forum to explore strategies to enhance parental support and community involvement in education.
7. **Strengthen Partnerships for Scaling**: To align Schools2030 with national education priorities and enhance the opportunity to scale, the Schools2030 programme needs to secure broad buy-in. Deepening collaboration with local and national governments, education stakeholders, and international partners is essential. The Brazil case study can inform approaches to scaling in other contexts.
8. **Allow Sufficient Time for an Evidence-Base to Develop**: While the programme's adaptability is a strength of its relevance and effectiveness, the assessment and monitoring tools need to remain consistent to track progress reliably. The programme needs to consider strategically which elements to adapt and which to keep consistent to test the programme's core hypothesis over time. Schools2030 country teams need to be cautious about rapid or extensive changes before generating adequate evidence on what works to achieve the goals.