# Terms of Reference for the National Learning Partner Schools2030 Programme for 2025–2026 Academic Year

**Terms of Reference**

**National Learning and Reporting Partner**

The Kyrgyzstan Mountain Societies Development Support Programme (MSDSP KG), an initiative of the Aga Khan Foundation, is a locally registered public foundation dedicated to enhancing the livelihoods of select communities in Kyrgyzstan’s mountainous regions. Since 2006, MSDSP KG has implemented a variety of integrated initiatives across key areas such as agriculture and food security, economic inclusion, early childhood development, education, health and nutrition, and civil society engagement.

In December 2019, the Education Programmes Department of MSDSP KG launched the Schools2030 programme in Kyrgyzstan. Schools2030 is a ten-year, multi-country participatory action research and learning improvement initiative focused on schools and classrooms. Guided by Human-Centred Design (HCD) principles and targeting the critical transition years of ages 5, 10, and 15, Schools2030 aims to foster locally driven education solutions that inform systems-level strategies for improving holistic learning outcomes. Over the course of ten years, MSDSP KG will collaborate with 30 kindergartens and 70 schools across Osh, Naryn, Chui oblasts, and Bishkek, empowering teachers and educational stakeholders to co-design, implement, and evaluate innovative school-level solutions to enhance student learning outcomes.

MSDSP KG is seeking the services of a highly qualified and independent National Learning Partner to support the design, planning, and implementation of programme activities. The selected partner will be responsible for conducting comprehensive assessments, documenting programme achievements and preparing detailed reports to facilitate the effective delivery and continuous improvement of the Schools2030 programme.

**Background**

Schools2030 is a ten-year participatory learning improvement programme operating in 1,000 government schools across ten countries and is currently in its third year. Grounded in Human-Centered Design (HCD) principles, the programme focuses on the key transition years of ages 5, 10, and 15, supporting teachers and students to design and implement low-cost, scalable micro-innovations. These teacher-led innovations aim to enhance holistic learning outcomes for marginalised children and youth, ultimately informing and transforming education systems worldwide.

In Kyrgyzstan, Schools2030 collaborates with 100 educational institutions, including 30 kindergartens and 70 schools, across Osh, Batken, Naryn, Chui oblasts, and Bishkek. The programme empowers teachers to develop classroom-level innovations and solutions that identify effective strategies for improving student outcomes. By equipping marginalised learners with the knowledge, skills, attitudes, and values they need to thrive in a pluralistic society, the programme directly contributes to achieving Sustainable Development Goals (SDGs) 4 and 8:

* SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
* SDG 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

By 2030, Schools2030 aims to impact 500,000 marginalised learners globally, including 50,000 in Kyrgyzstan, ensuring they are equipped to interact effectively with the world and contribute meaningfully to their communities. PF MSDSP KG, an initiative of the Aga Khan Foundation, leads the programme’s implementation in Kyrgyzstan and represents all Founding Partners through the Schools2030 National Coordinator.

**Scope of Work**

The Schools2030 programme collaborates with 100 schools and kindergartens across Osh, Batken, Naryn, Chui oblasts, and Bishkek city. The National Learning Partner is expected to leverage existing tools, resources, and documented learnings to assess the effectiveness of programme interventions and identify areas for improvement, particularly in light of process moving to the second phase of the programme.

Role of the Learning and Reporting Partner

The National Learning Partner will undertake the following key activities:

1. **Lesson Plan Collection and Analysis**
   * Collect and analyse lesson plans from participating schools and kindergartens.
   * Assess the suitability of collected materials for developing a structured Teacher Innovation Guide.
   * Analyse collected data to explore opportunities for developing a practical guide aimed at helping teachers scale up effective and innovative practices that would support the adaptation and replication of proven teacher innovations, providing actionable insights and practical recommendations.
2. **Reporting and Dissemination**
   * Produce an Annual Schools2030 programme report for the 2024–2025 school year summarising:
     + Analysis of lesson plans.
     + Key findings, best practices, lessons learned and challenges,
     + Recommendations for the programme
   * Evaluate programme implementation using tools refined in previous years. Conduct process documentation to assess the impact of HCD in improving learning outcomes.
   * Produce a semi-annual report documenting interim findings and progress for the 2025-26 school year.
   * Present findings to national and other stakeholders (e.g., Ministry of Education and Science, Kyrgyz Academy of Education).
   * Support the Schools2030 team in creating advocacy materials to elevate teacher voices.
3. **Collaboration and Cross-Learning**
   * Participate in offline and online learning discussions with partners across other Schools2030 countries to facilitate cross-learning and knowledge exchange. Participate in Schools2030 events, including National Design Workshops and Innovation Pitch Events.
   * Provide recommendations for improving teacher training programmes and integrating HCD methodologies into the education system.
   * Collaborate with the Schools2030 national team to establish a robust approach for collating, storing, and codifying education innovations developed by teachers, learners, and school communities throughout the programme.

**Additional Responsibilities**

To fulfil the above objectives, the Learning Partner will also:

* Participate in weekly team meetings, HCD workshops, and other activities as necessary.
* Engage in Schools2030 events, including the National Design Workshop and Innovation in Education Pitch Events.
* Collaborate with the Schools2030 team to utilise the proposed teacher voice platform (FAVED) and gather feedback on its efficacy from educators and stakeholders.
* Commit a senior staff member to actively participate in the Schools2030 National Advisory Committee.
* Work closely with AKF and other Schools2030 partners to analyse data collected from programme sites and communicate findings to stakeholders.
* Attend programme meetings with the Schools2030 National Coordinator, AKF representatives, and other relevant stakeholders.

1. **Deliverables**

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| **Deliverable** | **Description** | **Deadline** |
| **Phase 1** | | |
| Participation on Global, National and District level events, workshop and seminars | Documentation of workshops and recommendations for improvement. | Ongoing |
| Data Collection and Analysis | Collection and analysis of data from schools and kindergartens for the 2024-2025 school year. | Aug-25 |
| Annual Report | Comprehensive report summarising programme achievements and lessons learned for 2024-2025. | Aug-25 |
| **Phase 2** | | |
| Teacher Innovation Guide | Practice-oriented guide with structured innovations and practical recommendations for teachers. | Oct-25 |
| Semi-Annual Report | Report documenting interim findings and progress. | Dec-25 |
| National Stakeholder Presentation | Presentation of findings and recommendations to key stakeholders. | Jan-26 |
| Participation on Global, National and District level events, workshop and seminars | Documentation of workshops and recommendations for improvement. | Ongoing |

**Duration**

The partnership will be valid from 1st January– 31st December 2025, with a possibility of extension based on mutual agreement.

**Key Qualifications and Experience**

* An academic group or consultancy firm with 5-10 years of experience in the research and/or evaluation field, in quantitative and qualitative data collection, analyzing quantitative and qualitative data, and report writing
* Experience carrying out evaluations and research in Kyrgyzstan.
* Extensive experience managing and designing evaluation studies with children and young people.
* Experience in life skills and behavioral change measurement
* Experience using participatory and gender-responsive techniques in data collection. Demonstrated experience in data collection with children and adolescents strongly preferred.
* Ability to travel to and within the target school communities in support of the study as required.
* Applicants should have a relevant degree in social sciences, international development, statistical sciences, or another related field.
* Excellent skills and experience with data analysis using statistical computing tools (Excel, SPSS, STATA, NVIVO).
* Team members with excellent working proficiency in English, Kyrgyz and Russian