



Roundtable on Teaching, Learning and Disadvantage

Institute of Development and Economic Alternatives (IDEAS) &
Research for Equitable Access and Learning (REAL), University of Cambridge

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Pakistan, like countries around the world, has committed to achieving education Sustainable Development Goals (SDGs), including that of leaving no one behind in learning. Yet, only around 20% of poor girls in rural Pakistan have basic literacy and numeracy skills, with children with disabilities least likely to be learning. As such, there is an urgent need to identify strategies to keep children in school and ensure they learn once there. The Punjab government is actively engaging with identifying reforms in areas of teacher training, inclusive education and monitoring learning.

IDEAS in collaboration with colleagues at the REAL Centre are organizing a policy dialogue on teaching, learning and disadvantage. The dialogue is part of an ongoing research project: **Teaching Effectively All Children (TEACH)**, funded by the Economic and Social Research Council (ESRC) and DfID. The objective of the dialogue is twofold:

1. Communicate emerging evidence on quality of teaching for raising learning outcomes for all children;
2. Learn from stakeholders on evidence available and further evidence needed:
 - a) Identify data available for understanding gaps in learning and effectiveness of teaching;
 - b) Identify how data on learning is being used to inform school, community and national level strategies on addressing disadvantage
 - c) Provide opportunities for policy makers and practitioners to raise questions in relation to these issues

Participants at the round table will include representatives of the department of education, teachers, donor organizations working in Pakistan, policy researchers, and representatives of NGOs working in the education delivery space.

Agenda

Session 1: Emerging evidence on quality, teaching and learning outcomes (9.00 am – 11.00 am)

Presentation and discussion of preliminary findings from TEACH.

Session 2: What evidence is needed to inform policy and practice? (11.30 am – 2 pm)

A moderated session where participants share their perspectives on learning and teaching with respect to addressing marginalization, including for children with disabilities.

Concluding remarks (followed by lunch)