

The Schools2030 Global Evidence Symposium

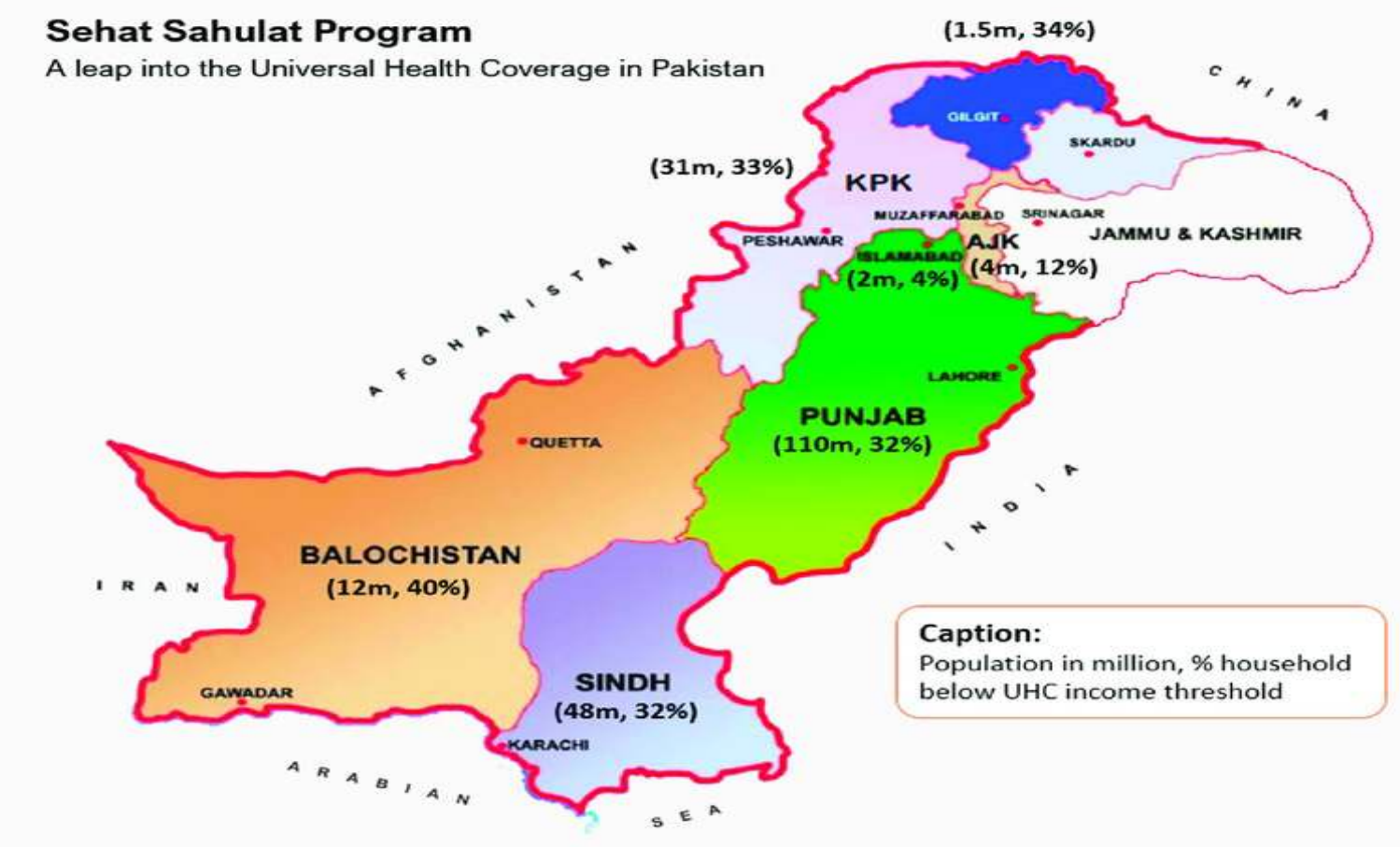
What Practices and Policy-Relevant Evidence are We generating through Schools2030?

Evidence on Equity and Inclusion from Pakistan

Dr Takbir Ali

Learning Partner Consultant for AKF, Pakistan

June 14, 2024



Equality and Inclusion Landscape: Macro Challenges

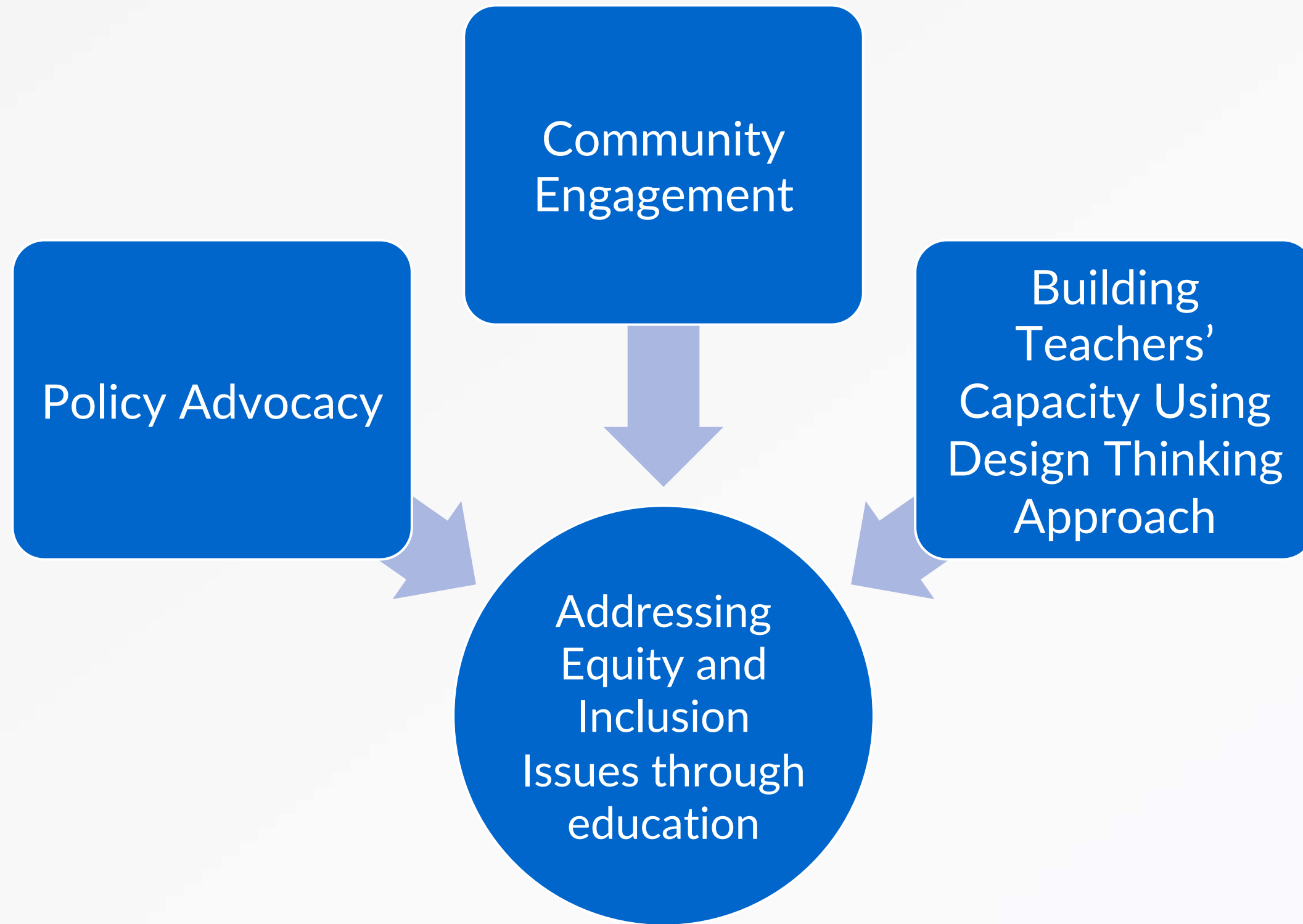
Inequality and inclusion issues are rooted in:

- Challenging socio-economic conditions
- Traditional/patriarchal society
- Religious, cultural and political orthodoxy
- Complex interplay of anthropological and and sociological factors
- Governance challenges
- A lack of rule of law
- Moral standing of the society

Effects of Inequitable and Exclusionary Practices on Children's Learning and Well-being

Evidence collected from teacher-led innovations suggests that children and parents/families face different problems, apparently rooted in inequity and exclusion, seeming to result in adverse effects on children's learning and overall well-being.

Schools2030 Programme



Preliminary Evidence of Impact

Increased awareness about and attention to equity and inclusion

Change in teachers' perceptions and beliefs

Teachers' knowledge and skills

Teachers' readiness

Change in teachers' practices

Increased Awareness About and Attention to Equity and Inclusion

All target schools belong to low SES communities where issues of equity and inclusion are overwhelmingly prevalent.

Teachers undertook child study and designed and implemented pilot interventions, focusing on challenges stemming from equity- and inclusion-based concerns.

Case studies of 27 teacher-led innovations suggest:

- In 90 % cases, teachers' diagnosis of issues were associated with equity and inclusion (explained in terms of: learning challenges faced by individual children)

Increased Awareness about and Attention to Equity and Inclusion (contd.)

Teachers have become more aware about and sensitive towards equity- and inclusion-related challenges:

For example, in the project schools, teachers have carried out inclusion analysis on curriculum and textbooks focusing on the ingredients of the textbooks including textual message/meanings, visual (pictures, images, symbols), graphic and language. Their analysis considered gender, ethnic, religious, and cultural representations in the textbooks.

Change in Teachers' Knowledge and Ability to Act

The teachers are trying to implement inclusive practices as per their knowledge and understanding. They are encouraging the students who have physical, social, economic or other challenges which hinder their learning and development. The teachers try to make the lesson easy for students using different strategies.

General Policy Implications

Research evidence on equity- and inclusion- related issue

Evidence-based educational planning and policy-making

Teachers need support in their effort to influence change including in the classroom, school and wider community

Policy Relevant Questions

How can the government system be engaged at various levels to ensure scalability and sustainability of the changes initiated by schools and teachers?

What policy and structural changes would be needed to support pedagogical changes being pursued by teachers?



Thank You!