



Policy Dialogue on Teaching, Learning and Disadvantage

22 November 2016

#ImpactLessons **#REALTeach**

The **Impact Initiative for International Development Research** aims to **increase the research uptake and impact** of two programmes funded through the Strategic Partnership of the UK Economic and Social Science Research Council (ESRC) and Department for International Development:

Education Theme (Total = 37)

Poverty Alleviation (Total=18)

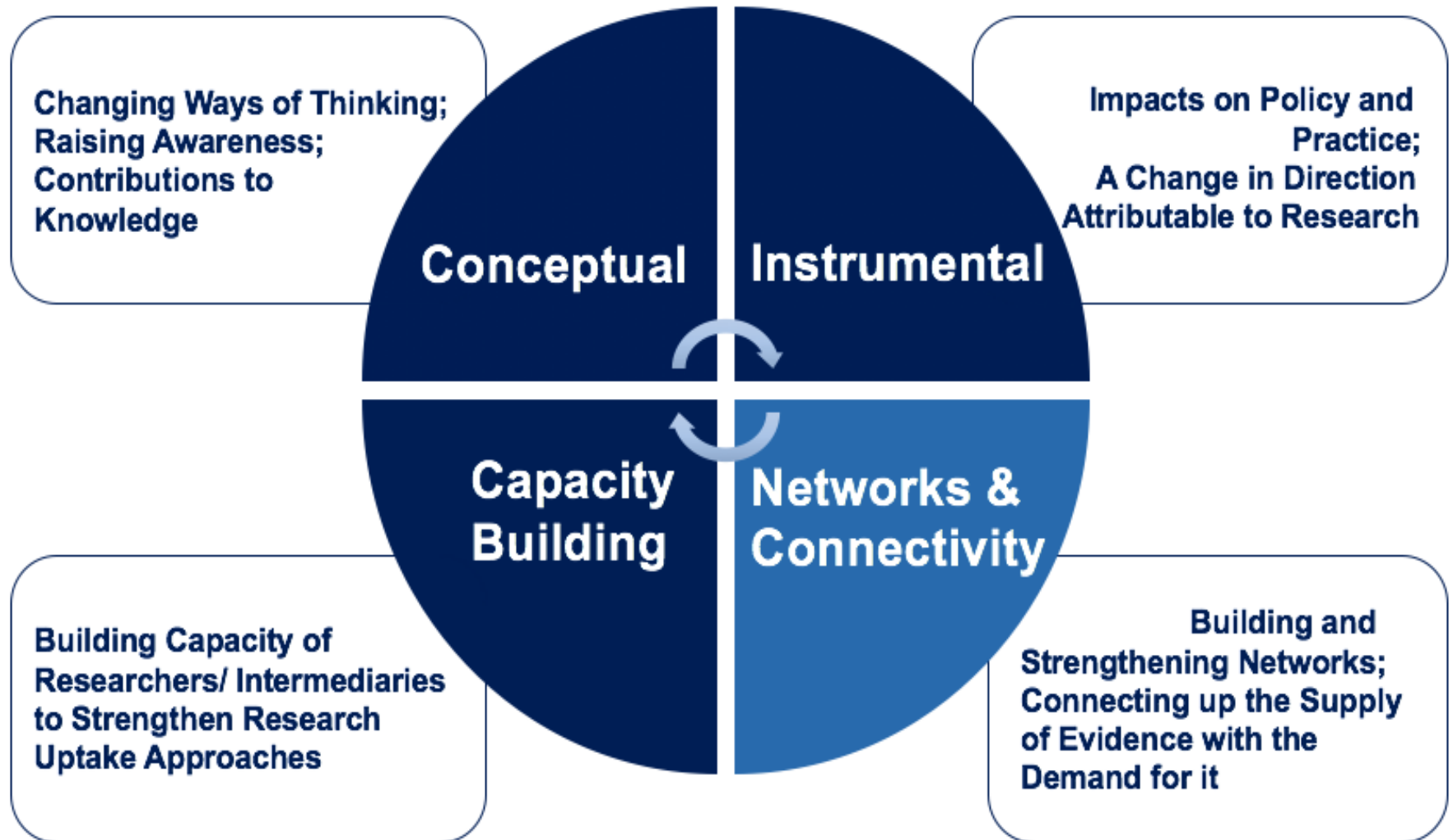
Raising Learning Outcomes (Total=19)

Call 1: Effective Teaching (Total:11 Pakistan:1)
Call 2: Challenging Contexts (Total:8 Pakistan:1)
Call 3: Accountability (to come)

Thematic focus of 37 education projects



Identifying impact for the Impact Initiative



Teaching Effectively All Children (TEACH): India and Pakistan



- Understand how markers of social disadvantage, such as disability, poverty and gender, result in children not learning in primary schools
- Identify effective teaching strategies to raise learning outcomes

Mixed methods approach

	Quantitative	Qualitative
State/province	Haryana in India Punjab in Pakistan	
↓	In each country:	
District	3 per state/province	
↓		
Village	10 per district	2 per district
↓		
Household and school	35 households 1 government school per village (2 if single sex schools)	1 schools per village
Total estimated sample for each country	1050 households 1549 children aged 8-12 50 schools	6 schools 36 classroom observations 18 teacher interviews

Quantitative methods

Location	Key informant	Information Collected
Households	Mother	<ul style="list-style-type: none">• Household characteristics• Disability identification• Learning assessment for children aged 8-12:<ul style="list-style-type: none">✓ literacy, numeracy✓ self and peer relations✓ non-verbal reasoning• Child time use• Parental attitudes• Literacy of mothers
Primary schools	Students in grades 3-5	<ul style="list-style-type: none">• Learning assessment (as for households): beginning and end of school year• Basic information on children's background• School characteristics
Primary schools	Teachers: Survey	<ul style="list-style-type: none">• Teacher background• Professional development• Experience and attitudes towards teaching children from disadvantaged backgrounds• Teacher knowledge• Job satisfaction and motivation

Qualitative methods

Location	Key informant	Information Collected
		Issues of ability, disability, disadvantage and low achievement:
Primary schools	Teachers	<ul style="list-style-type: none"> • Understanding issues of diversity • Practices teachers adopt to address student diversity • Teacher perceptions of school conditions which support or impede their teaching
Primary schools	Classroom observations	<ul style="list-style-type: none"> • Teacher sensitivity and responsiveness to learning needs • Children's engagement and participation in the lesson • Teaching practices and resources used
Primary schools	Children	<ul style="list-style-type: none"> • Innovations in learning assessment: tactile non-verbal reasoning; peer and self-relations
Block, District and State	Eg: Inclusive Education Resource Teachers Teacher trainers at DIET State policymakers	<ul style="list-style-type: none"> • Understanding of issues around diversity • Types of support provided to schools and teachers

Anticipated analysis

- Identify teacher characteristics for improving achievement amongst weak learners/disadvantaged children
- Understand strategies teachers adopt to support children from these backgrounds – and why
- Identify support teachers need to raise learning equitably
- Consider how to include all children – identify and assess learning of children with disabilities

Situating the TEACh approach

Surveys	Gender	Income/wealth	Disability	Learning	Teacher experience / qualifications	Teacher attitudes / practices
Pakistan Social & Living Standards Measurement (PSLM)	✓	✓				
Household Integrated Economic Survey (HIES)	✓	✓				
Neilsen survey (McKinsey)	✓	✓				
Punjab Examination Commission (PEC)	✓			✓		
Directorate of Staff Development (DSD)	✓			✓		
Education Management Information System (EMIS)	✓			✓		
Pakistan Poverty Alleviation Fund (PPAF)	✓		**			
Learning & Educational Achievement in Punjab Schools (LEAPS)	✓	✓		✓	✓	
Annual Status of Education Report (ASER)	✓	✓	**	✓		
Multiple Indicator Cluster Survey (MICS)	✓	✓				
Early Grade Reading Assessment (EGRA)	✓			✓	✓	
Teaching Effectively All Children (TEACh)	✓	✓	✓	✓	✓	✓







Identifying disadvantage








- Recognizing disadvantage for:
 - children from poor households
 - Girls/boys
 - children with disability
- Wealth Index
 - Version of the DHS Survey in households
 - Briefer information from students and teachers in schools
- Disability
 - 18 questions using the disability section of UNICEF' s Multiple Indicator Cluster Survey (MICS)
- Identifies difficulties associated with physical, cognition, communication, self-care, behavior, concentration, personality, anxiety
- Learning
 - Young Lives and ASER
 - Peer and self relations tool
 - RAVENS test

Wealth Index

Does the household own any of these items (fully functional)?	B&W TV
Charpai/takht	Colour TV
Bed	Sewing machine
Chair/stool	Bicycle
Sofa	Animal drawn cart
Table	Motor bike / scooter
Almirah/cabinet/cupboard	Car/truck/bus
Watch	Tractor
Clock	Computer
Kerosene stove	Internet connection
Stove	Water pump
Mobile	Refrigerator
Landline telephone	Washing machine
Camera	Room cooler/airconditioner
Radio	Main Source of drinking water
CD player	Toilet facilities

Wealth Index

13	Which of the following items do you have in your home? (tick the ones applicable)	Table		
		Chair		
		Fan		
				
		Radio		
Gas stove				

Telephone/mobile		
Television		
Bicycle		
Scooter/ motor cycle		
Car		
		
Cart		

Identifying disadvantage: Incidence of disability

Wealth Quartiles	With disability (with moderate to severe disability)			
	MICS definition		PPAF definition (physical, cognition, communication and self-care only)	
	n	%	n	%
1 (Lowest)	99	26	36	10
2	108	27	34	9
3	97	24	23	6
4 (Highest)	69	19	11	3
Total	373	24	104	7

Disadvantage in access

Children not enrolled; by wealth, gender and disability

Wealth Quartiles	Overall		Girls		Disability	
	n	%	n	%	n	%
1 (lowest)	68	18	38	21	32	47
2	35	9	19	10	11	31
3	19	5	9	5	10	53
4 (highest)	13	4	7	4	5	38
Total	135		73		58	

Disadvantage in learning (literacy)

Learning by Gender, wealth and disability using ASER

Cannot read sentences

	Overall		Females		Children with disability	
	n	%	n	%	n	%
1 (lowest)	242	67	106	62	65	73
2	213	55	94	53	63	62
3	186	48	66	39	47	51
4 (highest)	124	34	51	31	31	47
Total	765		317		206	

Disadvantage in learning (numeracy)

Learning by Gender, wealth and disability using ASER

Cannot do subtraction

	Overall		females		Children with disability	
	n	%	n	%	n	%
1 (lowest)	245	67	118	69	69	78
2	232	60	110	62	64	63
3	181	47	68	40	48	52
4(highest)	151	41	78	48	35	53
Total	809		374		216	

Anticipated analysis

- Identify teacher characteristics for improving achievement amongst weak learners/disadvantaged children
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Strategies of support for marginalized students

GOVT. PRIMARY SCHOOL

SLOW LEARNER STUDENTS

Class One

Majan Khan Attique s/o Ikram Ghulam Mustafa s/o Maqsood Adeel s/o Safdar Shoyeb s/o M.Nawaz

Class Two

M.Ikram M.Iftikhar Shah M.Usman s/o Zahoor M.Usman s/o Razaq M.Abdur-Rehman s/o M.Khawaja

Class Three

M.Bilal s/o Ghulam Abbas Allah Ditta s/o Umar Hayat M.Ismail s/o M.Safdar M.Ramzan s/o M.Razaq
Bilal Hassan s/o M.Ashraf

Class Four

Ali Muhammad M.Saud Samar Abbas Habib-Ullah Sana-Ullah Noman Akhtar Ali Hassan

Class Five

Sana Mustafa Nasar Iqbal Noman Sikandar M.Mansha

Using learning assessments to support learning

TEACHER GRADING CHART

G.P/S

Sr No	MAY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR
1	D	D	C						
2	D	D	D						
3	D	C	C						
4	D	D	C						