

CONCEPT NOTE
DARE-RC Policy Roundtable
Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE)
Lahore University of Management Sciences (LUMS)

Project: *Understanding Climate-Related Educational Disruptions in Pakistan Through the Lens of Data, Inequality, and Policy.*

Background

Donor	Executing Agency	Project Duration	Principal Investigators
DARE-RC	Lahore University of Management Sciences (LUMS)	1 April-30 August 2026	Dr. Zubair Khalid, Dr. Jessica Albrent and Dr. Mohammad Mansoor Khan

Climate change is emerging as one of the most significant challenges to educational access, continuity, and equity across the world. Over 400 million students globally have experienced climate-related school closures since 2022 including South Asia, where floods, heatwaves, and poor air quality are disrupting schooling, reducing instructional time, damaging infrastructure, and widening existing inequalities.

Similarly, the education sector in Pakistan has experienced significant challenges due to climate change. Estimates indicate that the 2022 flooding in Pakistan disrupted schooling for almost 3.5 million children, while 1 million children stopped attending school entirely. Additionally, the magnitude of the impact was disproportionately higher for families belonging to lower socioeconomic groups. Despite increasing climate risks and associated disruptions, there is a dearth of evidence on how extreme climate events interact with socioeconomic inequality to disrupt educational access and learning.

Recognizing the urgency of these challenges, the Lahore University of Management Sciences (LUMS) will convene a high-level stakeholder policy roundtable to foster dialogue on strengthening climate-resilient education systems in Pakistan. The discussion will be informed by findings from the DARE-RC funded research project, *Understanding Climate-Related Educational Disruptions in Pakistan Through the Lens of Data, Inequality, and Policy*, which has undertaken a comprehensive scoping study combining a systematic review of literature, key informant interviews, and a secondary analysis of climate, education, and socioeconomic datasets from across the country.

Event Details

Format	Date	Venue	Participants
Half-Day stakeholder policy roundtable	Thursday, 20 August 2026 9:30 a.m. – 1:00 p.m.	SOE-1, School of Education, LUMS	Representatives from PIE, The Ministry of Climate Change and Environmental Coordination, Provincial education and climate ministries, HEC, NDMA, UNICEF, GIZ Pakistan, SDPI, IDEAS, and CERP.

Purpose of the Roundtable

The roundtable has three main aims:

1. To share the study findings and literature review with the panel of guests. This is to ensure the opportunity for experts to give feedback, ask clarifying questions, confirm findings, correct interpretations, and advise on next steps.
2. To raise awareness about gaps in research, policy, and data related to climate disruption in education.
3. To advocate for policy and research that can contribute to supporting access to quality education during climate disruptions along with forming possible partnerships for future work among participants.

Key Policy Questions for Discussion

1. How representative and inclusive are our data systems? Who is captured by them, who remains invisible, and what are the implications of this for educational outcomes and policies?
2. How can climate, education, and socioeconomic data systems be better integrated to support evidence-informed planning and timely policy responses?
3. What institutional partnerships and policy actions are required to strengthen educational continuity during climate-related disruptions?
4. Given existing data collection, what are the possibilities for data systems to inform regular decision-making, policy development, and emergency responses to climate disruptions in education?

Expected Outcomes

The roundtable is expected to:

1. Facilitate high-level dialogue on climate-related educational disruptions in Pakistan.
2. Validate and strengthen the study's findings through stakeholder engagement.
3. Identify priorities for improving climate, education, and socioeconomic data systems.
4. Strengthen collaboration between government, academia, and development partners.
5. Inform a policy brief presenting actionable recommendations for equitable, evidence-based, and climate-resilient education policy.