ICTs for Education of the Marginalized

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ICTs for DEVELOPMENT

Inter Islamic Network on Information Technology

January 12-13, 2016 Islamabad
MARGINALIZED
Unpacking “Marginalized”

• “Marginalization occurs when people are systematically excluded from meaningful participation in economic, social, political, cultural and other forms of human activity in their communities and thus are denied the opportunity to fulfil themselves as human beings.”

(International Consultative Forum on Education for All (EFA Forum), UNESCO, Status and Trends, 2000)
“Marginalized”

Society

Community/class/ethnic groups

Individual
In Pakistan... who is marginalized and Why?

• Children (e.g. street and working)
• Women and girls
• Youth (e.g. unemployed)
• Minorities
• Persons with disabilities
• Refugees, nomads and internally displaced persons
• Others?
EDUCATION
Education is a ...

• Process that facilitates learning of knowledge, skills and attitudes
Educational Milieu

Informal Education
- Media, libraries, museums

Non Formal Education
- Learning within community

Formal Education
- Schooling system
Key elements

Curriculum
(content, pedagogy, facilities/resources, assessment)

Policies

Teacher

Learner
Issues at the Primary/Secondary levels

• Out of school children

• Learning levels of students

• Quality of teachers (and teaching)

• Physical facilities

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
Learning Levels

OUT OF SCHOOL CHILDREN
(includes 39% of the poorest)

• 7% could read story in Urdu/ Sindhi/ Pashto
• 5% could read sentences in English
• 6% could do two-digit division

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
Learning Levels

Govt. Schools

52% children in class V could read a story in Urdu/Sindhi/ Pashto

45% children in class V could read a sentence in English

47% children in class V could do division

Pvt. Schools

67% children in class V could read a story in Urdu/Sindhi/ Pashto

65% children in class V could read a sentence in English

61% children in class V could do division

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
Learning Levels

**Boys**
- 49% could read a story in Urdu/Sindhi/ Pashto
- 51% could words in English
- 49% could do subtraction

**Girls**
- 42% could read a story in Urdu/Sindhi/ Pashto
- 43% could words in English
- 41% could do subtraction

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
Quality of teachers (and teaching)

Govt. Schools
- 35% teachers have done graduation
- 39% teachers have B.Ed.

Pvt. Schools
- 39% teachers
- 33% teachers have B.Ed.

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
Physical facilities

Government Schools

- 59% had library books
- 50% high schools had computer labs
- 22% primary schools without toilets
- 40% primary schools had no drinking water
- 63% had complete boundary walls
- 36% had playgrounds

Private Schools

- 61% had library books
- 40% had computer labs
- 48% primary schools without toilets
- 18% primary schools had no drinking water
- 35% did not have complete boundary walls
- 34% had playgrounds

(ANNUAL STATUS OF EDUCATION REPORT, 2015)
In education in Pakistan:
• “Wealth matters...”
• Gender matters

(ASER Pakistan 2015)
ROLE OF ICTS FOR EDUCATION OF THE MARGINALIZED IN PAKISTAN
Out of school children

• Increase access to high quality content in accessible formats (languages, modalities)

• Examples:
  – Khan Academy
  – Open Education Resources (OERs)
  – School in the Cloud
  – ToffeeTv
  – “Broad Class – Listen to Learn” Interactive Radio Instruction, by The Communicators Pvt. Ltd (Haripur & Islamabad)
Learning levels of students

• Use ICT for student-centered interactive teaching (as compared to lectures or rote memorization)

• Examples:
  – WebQuests / Inquiry
  – Maker Education Initiative (http://makered.org/)
  – Coding for Girls (http://girlswhocode.com)
Quality of teachers (and teaching)

• Education of in-service and new teachers
  – Content knowledge
  – Teaching methods
  – ICT literacy

• Examples:
  – “Video Technology for Teachers” - by Society for the Advancement of Education (SAHE)
  – “Teachers without Frontiers” – by Idara-e-taleem-o-aagahi (ITA)
  – Blended Learning program by Aga Khan University (AKU)
Though there are projects, evidence base from national initiatives for the use of ICT for education of marginalized is scarce
CONCLUSION
ICTs for Education of the Marginalized

• In the current education System ... “Wealth matters!”

• Re-define the purpose of education to create opportunities for economic, social, political, cultural inclusion

• Use ICTs for transformation of the educational system

• Build evidence base through high quality, ethical and relevant research
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