The contribution of ICTs to educating marginalised children

INIT
INTER ISLAMIC NETWORK ON INFORMATION TECHNOLOGY

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Outline

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- Who is marginalised?
- Context of report for Save the Children
- How will ICTs be used to support some of the most marginalised?
- Innovative case studies

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Who is marginalised?

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- Recent exercise with a group of students in India
  - Rickshaw drivers
  - Child labourers
  - Remote tribal people
  - Low paid hospitality workers
  - Poor rural children
  - Slum dwellers
  - Daily wage migrant workers
  - Manual sewage pipe cleaners
  - Women in patriarchal societies
  - Blind people
  - Street children

Recent report on ICTs and education in 2025…

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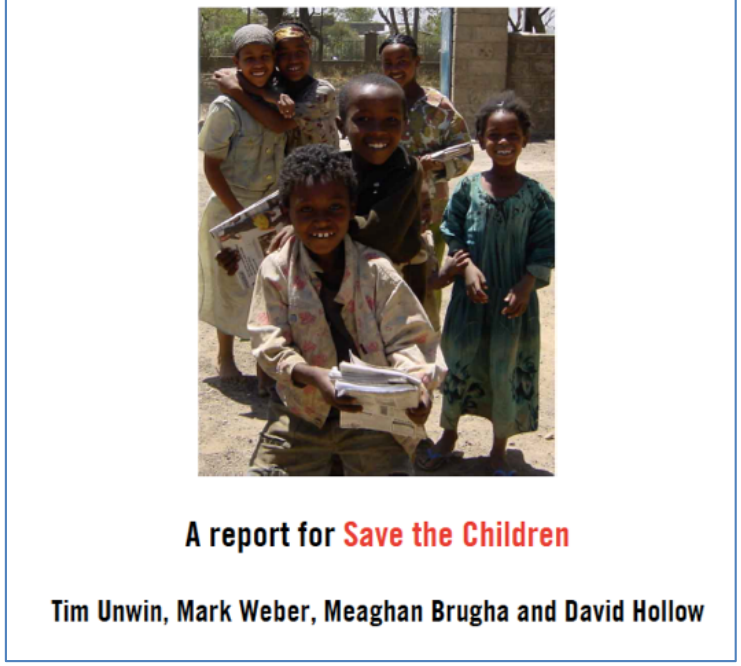
- For *Save the Children*
- Where will ICTs be in 2025?
- Where will Basic Education be in 2025?
  - Especially for most marginalised children
  - Including refugees
- How will ICTs be being used to support them?



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Initial observations

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- Pace of change in education is slow; innovation in technology is fast
  - So technology has increasingly driven the agendas
- Absence of technology is itself a measure of deprivation
  - The most deprived have least access to ICTs
- Educational outcomes need to be clearly articulated, and technology then used to facilitate change
  - ICTs are not the silver bullet they are often seen to be
- Much hope – but little certainty!

ICTs for primary learning: Low income areas in 2025

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1. Huge diversity
   - The most impoverished will remain so
2. Increasingly successful ICT solutions to facilitate learning
3. Teachers using technology more effectively
4. Learners accessing relevant content anywhere any time
5. Increasing automation of administration and assessment
   - At a range of scales from classroom to district and national levels

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ICTs for primary learning: crisis affected areas in 2025

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1. Crises will increase in number: war, climate change, disasters
2. Mobile technologies will enable “mobile people” to continue learning
   - But will still require direction and facilitation
3. Learning in a box flexible solutions will increasingly be used
4. Refugee camps increasingly with digital learning hubs

BRCK and Kio Kit in Solomon Islands

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SupaBRCK 2017

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Platform/CPU	Dual Core 64-bit Intel Atom 1.33MHz Processor
Memory	2GB DDR3 RAM (Expandable to 4GB)
OS	BRCKOS Linux based Operating System
Storage	8GB eMMC OS Storage and up to 5TB SATA HDD/SSD Data Storage
Screen	2.0" eInk display for network and power information
Battery	59Wh battery for 8hr battery life
WiFi	3x3:3 W a/b/g/n 2.4GHz WiFi Optional 5GHz WiFi available
Ethernet	3 x Gigabit Ethernet. 1 port POE in. 1 Port POE Out
Cellular Connectivity	Triple SIM Failover, LTE, HSPA+, GPRS connectivity
Dimension	178mm x 225mm x 52mm
Weight	2200gm
Ports	3 x Ethernet Port, 3 x SIM Card Slot, 1 x USB 3.0, 2 x WiFi antennas 2 x LTE antennas, 1 x BRCK IO Expansion Port
Antennas	2 x WiFi RP-SMA External Antennas 2 x LTE SMA External Antennas
Power	5 - 24V DC input. Solar Compatible. 802.3af POE input.
Expansion	Raspberry Pi Compute Expansion port with embedded Ethernet 2 x PCIe expansion (internal) 2 x NGFF (M.2) expansion (internal)

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UNRWA with refugee children in Jordan

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MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT FRAMEWORK

The main objective of the Mental Health and Psychosocial Support (MHPSS) Framework is to facilitate greater coherence, consistency and quality of UNRWA MHPSS interventions and their impact across the Agency in order to protect and improve the mental health and psychosocial well-being of...

Read more

MAKING UNRWA ACCESSIBLE FOR ALL THROUGH DISABILITY INCLUSION: DISABILITY INCLUSION GUIDELINES

To ensure that refugees with disabilities have equal opportunity to access and benefit from all UNRWA programmes and services, internal *Disability Inclusion Guidelines* have been developed. The Guidelines will help make the practices of UNRWA more inclusive and accessible for all, by...

Read more

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Good practices (Mike Trucano, 2016)

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Box 2: Notable practices for using ICTs effectively in poor, rural and isolated communities

1. Using "old" technologies (like radio and television) in new ways
2. Sharing one device with lots of people
3. Caching on-line content for offline use
4. Promoting literacy and learning, and supporting teachers, with mobile phones
5. Using low-cost video to support peer learning and support
6. Developing content and tools locally

Source: Trucano (2016)[xliv]

Conclusions: ICTs for education in marginal contexts (1)

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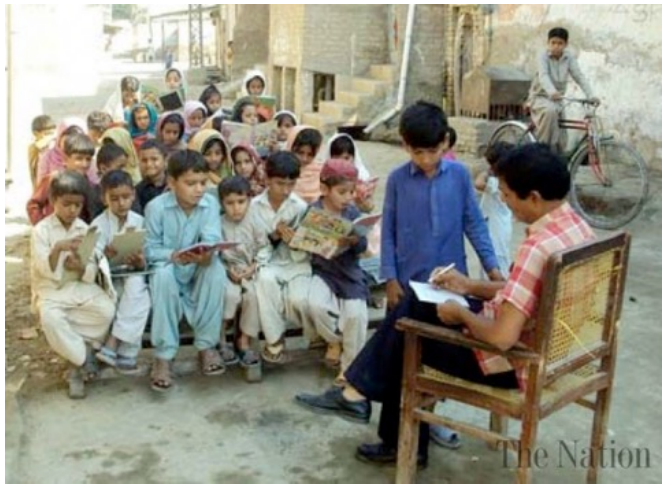
- Focus on educational outcomes
- Need for a holistic view
  - Education, ICTs and Finance Ministries
- Governments must prioritise education
- Priority first on technology for teachers, and only then schools
  - Questions over low-cost private solutions
- Design at scale



http://nation.com.pk/national/08-Sep-2015/38-pakistanis-satisfied-with-govt-schools-gall-up-pakistan

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Conclusions: ICTs for education in marginal contexts (2)

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- Potential of indirect solutions
  - Maternal health training
  - Role of parents and communities
- Reliable old technologies still have uses
  - Radios, TV, and community telecentres
- Must include child online protection
- Use of content caching and data updates
- Relevant local content development

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With them

For them

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