

5th Annual Regional Meeting(ARM), January 23-24,2006

Knowledge Based Advocacy for Achieving MDGs

The Role of ICTs in Universalisation of Education

Objective

The workshop focused on the three important aspects of education-

quality, equity and relevance of education

To develop an active CoPs in the field of education

To Sensitize the stakeholders on the relevance of ICT and MSD

The important issues discussed

The group agreed that Role of ICT is important in mainstreaming education system. And it has to move from ICT Literacy level to ICT Application level and finally ICT Vocational level

The region faced political challenges but Sri Lanka demonstrated mature leadership in ICT Education in Schools

The region also lacks a uniform ICT policy

The quality in the region is very low and needs

OneWorld South Asia

Connecting Communities, Empowering People



Some Countries have made strides in gender parity and other countries should speed up the process

Gender equity important, but it has other dimension as well

Use of ICT to ensure equity in access to education in underserved areas, and for marginalised and physically and mentally challenged groups

Education with entertainment/ joyful learning

Ensure accountability

Holistic education approach

Explore the possibilities of using ICTs in areas other than cognition

Formula based resource allocation

Taking into accountability the education needs of mentally and physically challenged people

Use of knowledge based advocacy to influence the government to implement approved education policies

More participatory approach for the use of ICTs. Wider definition of ICTS including television, radio etc.

Interactive approach that is steeped in participation

Networking among the NGO/Government/private institutions for better dissemination: taking the MSP road to MDGs.

Enterprise skills education in schools

Key feature of mainstreaming ICT to achieve MDG2

Regional Sharing platform for best practices, curriculum, knowledge sharing platform facilitated by OWSA but ownership shared by all partners.

Like Sri Lanka, other countries should lobby at the national level in Nepal, Pakistan, Bangladesh for adoption of National Policy for use of ICTs in Education.

Paksitan

Community and government are reluctant about the ICT application but few initiatives have taken place

Lack of right to information is an important challenge to introduce educational reform

Need to address the emerging child labour issue in the mainstream education system

Low level of awareness between family members about the importance of education

ri Lanka

National Policy for ICT education already in place

ICTs mainstreamed: already a subject in curriculum, as a tool in teaching and learning

National ICT education drive launched in 2005

**Sri Lanka way ahead of other countries in targets.
Can share experiences with others.**

Nepal

ICT is a recent development in Nepal Just last five year.

Government doesn't formulate any policy on ICT but they introduce at the primary level

The present initiative is basically driven by the private sector

Important initiatives at govt level High level commission for information technology and Nepal Language in IT are some important initiatives from the private sector

India:

ICT innovations to be shared at a common platform. Too scattered at the moment

Discussion groups for education community

To develop local content in local languages

More community involvement

ICT infrastructures in schools

Effective policy to address the equity issue

Gender parity issue to be tackled on priority

angladesh:

National ICT policy in place but no specific policy for use of ICT in education

Still using traditional ICTs in distance education

Local content in local language to be mainstreamed through ICTs eg resources in Bengali on website for wider dissemination.

Local best practices in education should be shared and ICTs have a role here

Issues to be addressed in the next two years

Quality

ICT for quality improvement for teachers

ICT for developing teacher support material

Equity

Proactive advocacy for policy change

Mainstream equity in major educational policy

Relevance

Value based education

Vocational education