1. Importance of Education influencing LIVABILITY

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EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.

- NELSON MANDELA
IMPACTS OF QUALITY EDUCATION
121 million children do not receive education.

Factors linked to poverty double the risk of children not receiving any education at all or dropping out before basic skills are acquired.

Incredibly, nearly a billion people entered the 21st century unable to read a book or sign their names.

More than 72 million children of primary education age are not in school and 759 million adults are illiterate.

166 COUNTRIES have legal provisions for free education

183 COUNTRIES have legal provisions for compulsory education

http://causetech.net/challenges/global-challenges
CASE STUDY 1:

MELBOURNE

Second most populous city in Australia.

Was ranked the world’s 4th top university city in 2008.
World's most livable city for the fifth year in a row in 2015 - by the Economist Intelligence Unit's livability survey of 140 cities.

- Melbourne received an overall score of 97.5 out of 100, scoring a perfect rating for healthcare, education and infrastructure.
A KNOWLEDGE CITY

- Home to some of the best schools and universities in the world.
- Consists over 1300 schools.
VISION
‘To ensure Melbourne is the global destination of choice by celebrating the contribution of international students to our city and providing outstanding opportunities in education, employment and life’.
There is a rapid growth of international student population over past decade from **17,000** in 2002 to **29,000** in 2011.

Most are under 25 years, tech savvy, living alone and studying either postgraduate or undergraduate degrees.
International students reported in the City of Melbourne’s International Student Survey that the most enjoyable aspects of living in Melbourne are:

- culturally diverse food and entertainment
- quality of education
- the cultural diversity of the community

International students in Melbourne collectively speak over 100 different languages other than English.
International students and their visiting family and friends make an important contribution to the retail and hospitality sector.

- $4 billion contributed to the Victorian economy in 2011
- $42,531 average expenses per year while studying
- 38,063 full-time jobs created
What **IF**

there is a lack of **ACCESS** to basic **EDUCATION**?

Especially in the developing countries like India . . . .
According to the Indian Census Board, at least 21 million Indians between the ages of 5 and 19 are working.

Poverty and lack of education are both interlinked

- Lower literacy rate
- More crime
- Gender inequality and discrimination
- Lack of awareness regarding their basic rules, rights, health and hygiene
- Decrease in economic growth of a country
Typical schooling, even in a ‘free’ education system, imposes a large burden on the poor through the fixed costs of things like transportation to and from school and books & other materials.

Lack of basic infrastructure

Families below a level of relative income choose zero schooling and full time labor for their children because they simply can’t afford either the fixed schooling costs, or to miss out on the small income their children generate for the household.

Violence, displacement or discrimination

UNICEF estimates that 246 million children are still engaged in child labor.
“We have every resource necessary to provide access to education for every child on the planet; we just need to commit to enabling it.”

- Adam Braun
A short story about a 14-year-old girl

She lives in slums of south Delhi
In a context with mixed results at best and disparate experiences for children based on their economic backgrounds, cultural norms, gender and access to education, Lakshmi, a 14-year-old girl living in a slum community of South Delhi tries to manage between work and school.

A small NGO called Lakshyam provides supplemental education to girls in this slum to make up for the dearth of resources at their formal school.

Lakshmi’s teacher Nazma, also from the same slum community, hopes that newer generations of girls will achieve high levels of education, progressing to attend university.
Like most of her friends, Lakshmi faces social pressure to be married off. Her teachers and social activists have been trying to educate families in these communities on the benefits of a high school diploma.

Simple technologies have tremendous potential to improve the lives of people in remote and developing communities, especially children.

Yet connecting these devices with the vulnerable and isolated villages most in need is difficult because of awareness, cost and distribution challenges.
CASE STUDY 3:

SYLHET, BANGLADESH

Difficulties faced by most of the rural communities to access schools
For 6-7 months each year, throughout the monsoon season, large sections of these areas are almost entirely covered by water. Children and teachers alike face difficulties in reaching schools. 42% of the villages in Sylhet have no primary schools.
The education program was launched in 1985 with 22 one-room primary schools, and an intention to develop a school model for poor, rural children, especially girls, which would equip them with basic reading, writing, numeracy and life skills.

https://www.brac.net/sites/default/files/factsheet/june15/education.pdf
They complement the mainstream school system with innovative teaching methods and materials.

They prioritize adolescents and youth, offering life skills and livelihood development training, savings and financial services, and much more.

The largest non-governmental development organization in the world, measured by the number of employees and the number of people it has helped.
• Promote education for girls
• Provide quality education to children from poor families, ethnic minorities and children with special needs
• Implement post-primary and continuing education programs for the rural poor and other disadvantaged communities
BRAC uses boat schools to break down the barriers that children face to accessing education in disaster prone and remote rural areas, where households are constrained due to challenging geographies and the negative consequences of extreme weather.

TO CREATE A COMMUNITY THROUGH THE BOAT SCHOOLS

Working together with local boat manufacturers, training of teachers, setting up of school committees with representatives from the community, parents, government and schools, BRAC aims to change mindsets.

The hope is that the project will aim to get 7,750 young people into school each and every year.
CONCLUSION

Education in different levels, circumstances and scales holds equal & utmost importance, whether it may be a developed or developing country.

In spite of the fact that various negative factors contribute to the lack of basic education, many elements (economy, culture, diversity, population, infrastructure) related to status of the society are interlinked with education.

Every case has its own solution. Instead of relying on just large scale solutions such as government policies and strategies, the case studies provided prove that they can be resolved with simple & logical ideas on a small scale.

Not only cities, even rural areas deserve to have livable conditions which in turn helps reduce migration to urban areas.
Like Adam Braun said

“We just need to commit to enabling it.”
• To ensure and maintain standards of educational institutions

• To make sure to incorporate schools at appropriate locations with favorable conditions to access

• Try not to charge for institutional projects built for better access to education in rural communities

• Try to educate poor families the importance of education for the future of their kids and create awareness about their rights for free & better quality education

• Spend some time to educate children about fun projects in the world & create interest among them

ROLE AS AN URBAN DESIGNER
QUESTIONS?

DESIGN SEMINAR
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