INCLUSIVE TRAINING IN RURAL-URBAN MIGRATION

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Abstract

There has been a tremendous increase in rural to urban migration around the world caused, amongst other factors, by the climate change, which is a major cause of migration particularly in the countries where rural income comes from agricultural production. Pakistani economy remains heavily dependent on the agriculture production. This means a massive influx of population with limited to no education, and different ethnicities and backgrounds to the cities. In the framework of the current research the authors came to the conclusion that inclusive education could address this problem. The authors refer to Indus University case study, in which the best practices in inclusive education have been implemented. The paper also analyzes different methods that have been used internationally in order to increase inclusive practices.

Introduction

Background and Significance of inclusive practice

The objective of writing this paper is to determine the challenges in education and training quality arising as a result of the growing Rural-Urban Migration. Due to various changes and post globalization economies, there has been a tremendous increase in rural to urban migration around the world. According to Jedwab, Christiaensen and Gindelsky (2014) urbanization caused by rural-urban migration has grown because of the urban-rural wage gap and subsequent rural poverty. As per this research in general the rate of urbanization has gone up to 40% around the world. Henderson, Storeygard and Deichmann (2017) highlighted that the climate change is also a major cause of migration particularly in the countries where rural income comes from agricultural production. Diminishing returns on agricultural products, cause farmers to look towards urban manufacturing centers which provide an escape route.

Pakistani economy remains heavily dependent on agriculture production. According to the 10-year economic survey presented by Government of Pakistan in 2010 the agricultural sector contributed 21% to the overall GDP of Pakistan, while employing 45% of the labor force. According to Ishfaq, Saeed, and Salik (2016) climate change in Pakistan is pushing the rural population towards urban centers. According to Yusuf (2008) in the decade of 2000-2010 65% of the total population in Pakistan lived in rural areas. Whereas, GoP (2014) predicted that by the year 2030, 50% of the population will be living in urban centers. This will mean a massive influx of population with limited to no education, and belonging to different ethnicities and backgrounds. Javed (2012) stated that in Pakistan rural areas, the quality of education as well as enrollment drops off. A significant portion of the population either drops off completely or the quality of education is not high enough.

Therefore, it is imperative worldwide and especially in developing countries like Pakistan that the measures are taken to ensure that such a large chunk of population is not neglected. It may require structural changes, changing how education is delivered, making education and training more inclusive for those who have a different background.

Problem Statement. The problem statement for this particular research study is as follows "The need of inclusive training in relation to Rural to Urban Migration."

Discussion

Inclusive education is a big topic for discussion amongst the education quality management circles. However, the discourse is often limited to people with special needs, and women. As the world foresees changes in our demographics, education quality management will have to react to these changes and be proactive where possible to preempt the dynamic needs of the modern day education. Sylvia (2001) emphasized that student's self perceived enhancement is an essential part of the educational process. The study emphasizes inclusivity as equally important since students who go through this process and come out to be empowered, more informed generally and socially responsible. It pushes them towards, becoming an active part of a socially diverse society.

Gurin, Dey, Hurtado and Gurin (2002) stated that campus activities are very important for student development. The study also found a relationship between the activities carried out by different students and their self development. A report by the US Government in diversity and inclusivity in education presented the following outcomes of diverse and inclusive training in higher education.

- Academic growth;
- Cognitive development;
- Complex thinking skills;
- Critical thinking skills;
- Engagement in educational process;
- Institutional satisfaction and involvement;
- Intellectual self-confidence;
- Motivation to achieve.

Moreover, the report presented the benefits of inclusive educational activities in terms of improvement of the social and cultural awareness of students. Moreover, they are more open to learning and understanding different points of views.

Inclusive education at Indus University

As we discussed earlier, a significant number of students at Indus University come from rural or semi urban centers. Therefore, it is our responsibility, as a university, to support those who come from a less privileged background. Their education level is often on par with those, who come from urban centers where private education is prevalent. As highlighted by Akhtar (2013) the quality of education in government schools is generally lower than in private school due to various reasons. So when these students proceed with their higher level education in the multicultural environment based on the principals of globalization, they feel challenged and it is difficult for them to adapt. Their exposure is limited in comparison.

Therefore, the quality assurance department in collaboration with the executive development department of the Indus University, focused on providing training and educational sessions. This was done for the purpose of broadening their horizons and enhancing of engagement. These sessions were conducted by top professionals in the industry, educationists and movie stars. All these sessions were conducted during the semester. So all the students with different backgrounds are trained together. This allows different students to learn and have fun together. This also enhances ethnic inclusivity. In general, the aim of such programs is to make all the students more rounded and ensure that they will play a positive role in community development.

Work on inclusivity

The best practices in inclusive education would be slowly implemented at Indus University. There are different methods that have been used internationally in order to increase inclusive practices. Some suggested the research-based strategies including the following:

- Ruggs and Hebl 2012; Blanton, Crocker and Miller, 2000; Marx, and Roman 2002; Marx, Stapel and Muller 2005, highlighted the importance of presenting examples of familiar role models. During classroom training, it is important to provide different examples. This enhances the opportunity for students to gain knowledge in a specific domain. This has been incorporated via trainings/awareness sessions and further progress will be made in this regard (See Appendix)

- McCoy and Bradley (2003) suggested that having educators/trainers from diverse background also helps inclusivity of students. This is already being implemented and further efforts will be made to increase the diversity levels (See Appendix).

- Knight and Hebl (2005) stressed upon the need of training/educators for the benefit of inclusivity and diversity. Such training sessions/visits are being conducted. (See Appendix)

- Vaughns, et.al (2008) argued that official material (promotional and administrative) of the educational institutions should display their openness to diversity. We will consider this issue further in the framework of the training session.

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