Promoting Learning for Development

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Commonwealth of Learning
Learning for Development

- Development: as freedom
- Freedom: ‘to be and to do’
Capability approach: A. Sen

- From outputs to outcomes
- From capacity to capability
- From skills or ‘functionings’ to the ability of exercise freedom
Learning develops Capability for

- Personal autonomy/independence of thought
- Livelihoods
- Social relations/identity

Walker, 2006
How can ODL & ICT help?

- Accelerate progress towards achieving MDGs & EFA Goals
- Enhance access and equity by reducing costs
- Improve quality
- Reach the unreached

EDUCATION FOR ALL (THE DAKAR GOALS)

WE CAN END POVERTY 2015 MILLENNIUM DEVELOPMENT GOALS
Journal of Learning for Development - JL4D
Education for All
(The Dakar Goals)

Peace
Democracy
Equality
Good governance
## COL Programme

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partnerships
Open Schooling

- responds to the increasing demand for secondary education at scale and at lower costs.
- can complement the conventional school system and use ICT to scale up education.
Teacher Education

Global Demand for Teachers: 1.7 million

- strengthening teacher education through the use of technology and distance learning.
- 350,000 teachers and teacher educators trained in 24 countries.
- reaching teachers in marginalised groups including nomadic communities

Education for All (The Dakar Goals)
Higher Education

- Contributing to sustainable economic growth
- ODL policy - national and Institutional levels
- Developing systems, capacity and materials
- Increasing access
The Virtual University for the Small States of the Commonwealth (VUSSC)
Technical & Vocational Skills Development

Outcomes
- TVET Institutions
- TVET Teachers
- TVET Students

Impact – 150% increase in income

Alison Mead Richardson
Lifelong Learning for Farmers (L3F)

- Link them with banks for credit
- Mobilise and Organise farmers
- Support learning through mobile phones and radio
- Facilitate them to develop and profit from enterprises

Dr. K. Balasubramanian
Community learning programmes

local participatory low-cost

Healthy Communities
eLearning

- Support educational transformation through the use of information & communication technologies (ICT) and open educational resources (OER)
  - Access | Quality | New Pedagogies
Gender

Outcome
More partners adopt gender-inclusive approaches and strategies to promote gender quality.
1. Meeting unmet goals

- UPE, eg Teacher Training
- Gender equality, eg girls’ education
- Poverty Reduction, eg L3F
- Mother and Child mortality, eg Healthy Communities
2. Minimum intervention, maximum impact approach

- Replicable Models, eg L3F
- Partnerships, eg VUSSC
- Human capital development, eg Higher Education
3. Addressing new challenges

- UPE to USE to UTE
- Skills Development
- Equity eg OER
4. Harnessing technology

- Appropriate technologies eg mobiles, CR
- ‘domesticating’ technologies eg localisation
- Innovations eg Classroom Without Walls
5. Regional focus

- Africa
- South Asia
- Small States
Post-2015 targets (UN High Level Panel)

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth
Post 2015 development framework for Education

- **Access**: every child completes 9 years of basic education & has access to secondary education
- **Quality**: post-basic education for livelihoods and employment
- **Equity**: class, gender, special needs, location, age
Equitable, Quality Education & Lifelong Learning for All by 2030
UNESCO: post-2015 education agenda

- Basic Education (incl ECCE & lower secondary)
- Post-basic (incl upper sec & tertiary)
- Quality and relevant teaching learning
- Youth & adult literacy
- Skills for life and work
THANK YOU