

# Global Alliance for Literacy within the Framework of Lifelong Learning



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Annual General Meeting for the Global Alliance for Literacy  
Virtual Presentation

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Greetings from the Commonwealth of Learning. COL is proud to be part of the Global Alliance for Literacy values the collaboration with the UNESCO Institute for Lifelong Learning. COL and UIL promote lifelong learning as a means of achieving sustainable development— which includes promoting equity and inclusion for the vulnerable and disadvantaged. I am happy to note that this year’s Annual General Meeting is focusing on the potential and practices of distance and online learning for youth and adult literacy. This is very timely, as we have seen how the global community has embraced distance and online learning during the pandemic to keep the doors of learning open. Equity and quality were the two major issues at this time—how can we use open and distance learning systematically to provide quality learning opportunities to the youth and adults for improving skills for livelihoods?

In collaboration with UIL, we have jointly developed guidelines for the design, development, and implementation of open and distance learning programmes for literacy. This publication is currently being converted into an online course for literacy providers to build competencies for the effective design and delivery of quality distance learning programmes.

In addition, our two organisations worked together during the pandemic to develop and offer an online course: ‘Planning a family and intergenerational literacy and learning programme’ which attracted participants from 64 countries. Encouraged by the success of this course, three new courses are under development including one on family learning and indigenous knowledge. These will be offered as self-paced, open-enrolment courses from this December.

Building on the contributions that parents and siblings made to learning during the pandemic, COL has initiated a project on Teaching and Intergenerational Learning with partners in Ghana, Kenya and Rwanda to support parental learning and parent-teacher engagement, for improving learning outcomes in marginalised communities.

The COL experience shows that literacy and development go hand in hand, complementing and reinforcing one another. As such, literacy must be seen as part of the whole development process. COL is happy to contribute and we wish the AGM every success.