



COMMONWEALTH of LEARNING

Professor Asha Kanwar
*President & CEO,
Commonwealth of Learning*



United Nations
Educational, Scientific and
Cultural Organization

Twenty first century
literacies?
A view from below



Cost of Illiteracy to the Global Economy

US\$1.19 Trillion every year



THE ECONOMIC & SOCIAL COST OF ILLITERACY: A SNAPSHOT OF ILLITERACY IN A GLOBAL CONTEXT

Final Report from the World Literacy Foundation

April 2012

Authors: Dr Anthony Cree, Andrew Kay, June Steward

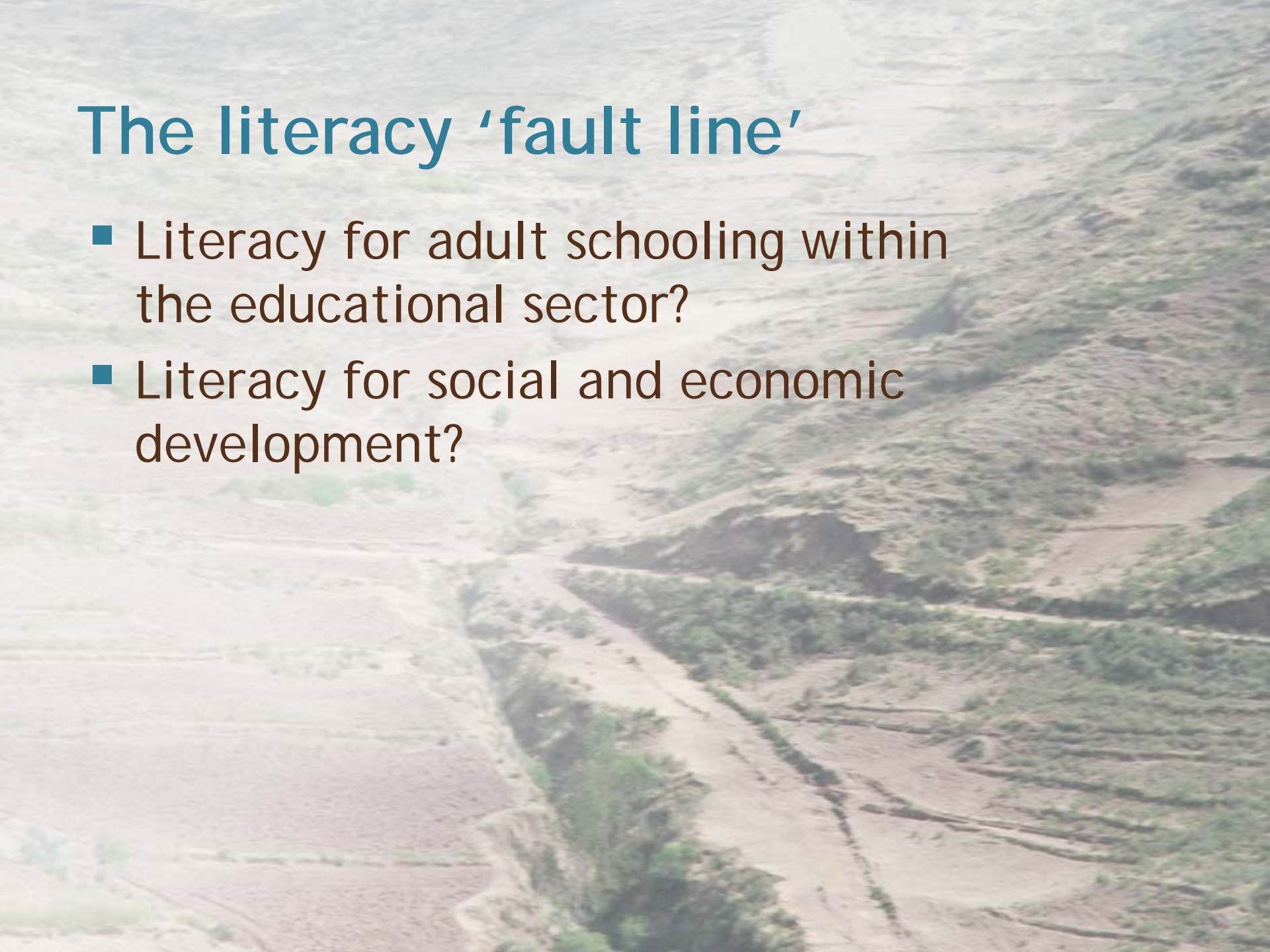


What are C21 literacies?

- Are literacies in the C21 different from previous centuries?
- Are these technologically-determined?

The literacy 'fault line'

- Literacy for adult schooling within the educational sector?
- Literacy for social and economic development?



COLLIT/MSSRF: India: 'from beedis to CDs'

- Literacy from Learner's perspective and need
- Learner used Touch screen in the Telecentre
- Learner's Family identified the curriculum and evaluated the learning
- According to the State Resource Centre for Adult Literacy, more than 98% of the learners acquired a strong functional literacy proficiency within 6 months period.



ICT tools in learning

The basic alphabets curriculum prepared based on the known objects/things from her own context helped her to easily relate letters and remember. Her involvement in material preparation made her more comfortable while using the material to learn. The way it is presented as well as its design and the provision of touch screen facility helped her to learn quickly.

Benefits:

- ◇ Her analyzing skill has improved; now she is thinking, planning and making calculation before doing any action.
- ◇ She can speak clearly with confidence to any outsider's and staff in the society.
- ◇ She is planning to expand her business by starting her own unit in the village itself.

She is continuing her writing and reading practice through reading newspaper, moral storybooks borrowed from the centre etc. Now she is helping the children in her street with their homework.

COL's Approach to Literacies

Level	Type	Characteristics
I	Functional	<ol style="list-style-type: none">1. Transmission of information2. Improved Knowledge
II	Interactive	<ol style="list-style-type: none">1. Improved Skills2. Capacity to interact with other stakeholders
III	Critical	<ol style="list-style-type: none">1. To negotiate and access rights2. To get empowered

Source: modified from Nutbeam, D. (1999). Literacies across the lifespan: Health literacy. Literacy and Numeracy Studies 9(2).

Financial & Health Literacy: Definitions

Financial Literacy

- “the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being.”

Source: http://www.treasury.gov/offices/domestic-finance/financial-institution/financial-education/docs/PACFL_ANNUAL_REPORT_1-16-09.pdf

Health Literacy

- “Skills to enable access, understanding and use of information for health”

Source: The Canadian Public Health Association

<http://www.ccl-cca.ca/pdfs/healthliteracy/healthliteracyfactsheetfeb2008e.pdf>

Lifelong Learning for Farmers (L3F)



**Mobilise & Organise
Farmers**



**Facilitate them with
Financial Literacy & Link
them with Banks**

Health Literacy In Community Health Initiative



Use of appropriate technology

- CDs, Mobile phones and community radios were used in these 2 instances



Outcomes of the 2 projects

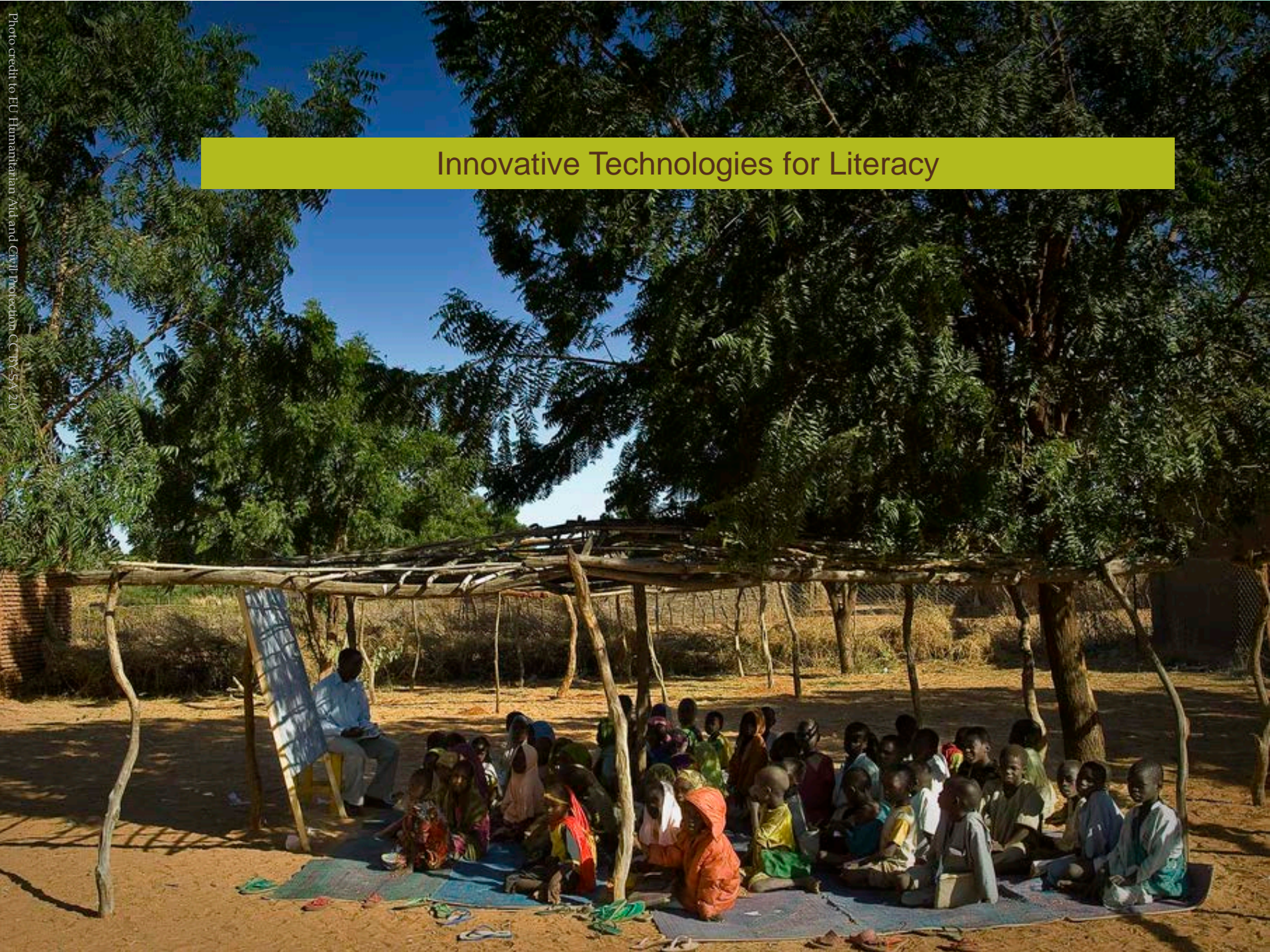
- Increased access to finance
- Effective enterprise management
- Improved health-seeking behaviours



Lessons Learned

- Financial & Health literacies need not always begin with functional literacy
- Literacy must be placed in the context of a specific value chain
- Functional literacy could be an outcome of financial and health literacies.

Innovative Technologies for Literacy



Classroom without walls

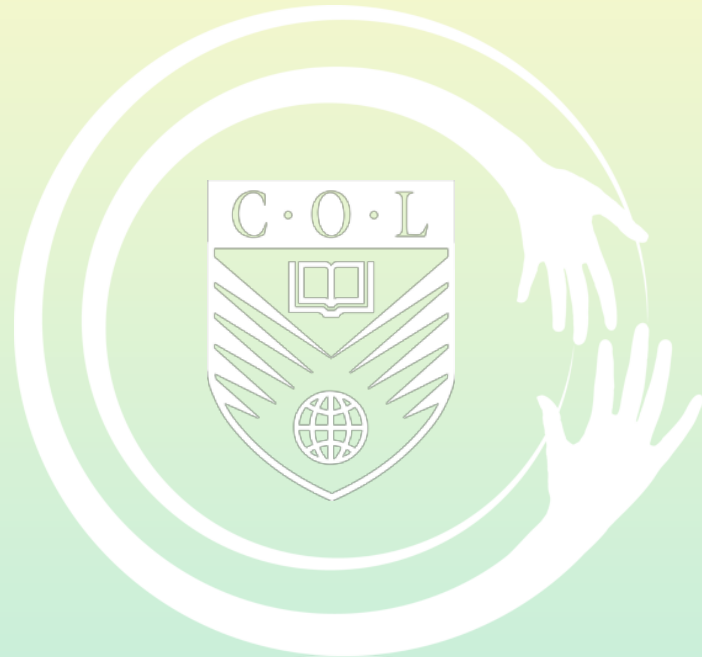


Some conclusions

- Literacy must be seen as part of a holistic development process
- Technology cannot of itself promote literacy: it must be placed in an appropriate context
- Literacy learners not empty vessels—but partners in learning

Literacies for the C21

- From *capacity* to *capability*
- From *output* to *outcome*
- From the paradigm of '*literacy to development*' to a new paradigm that focuses on '*literacy AND development*'
- From conventional methods to the use of *alternative approaches*



THANK YOU

