

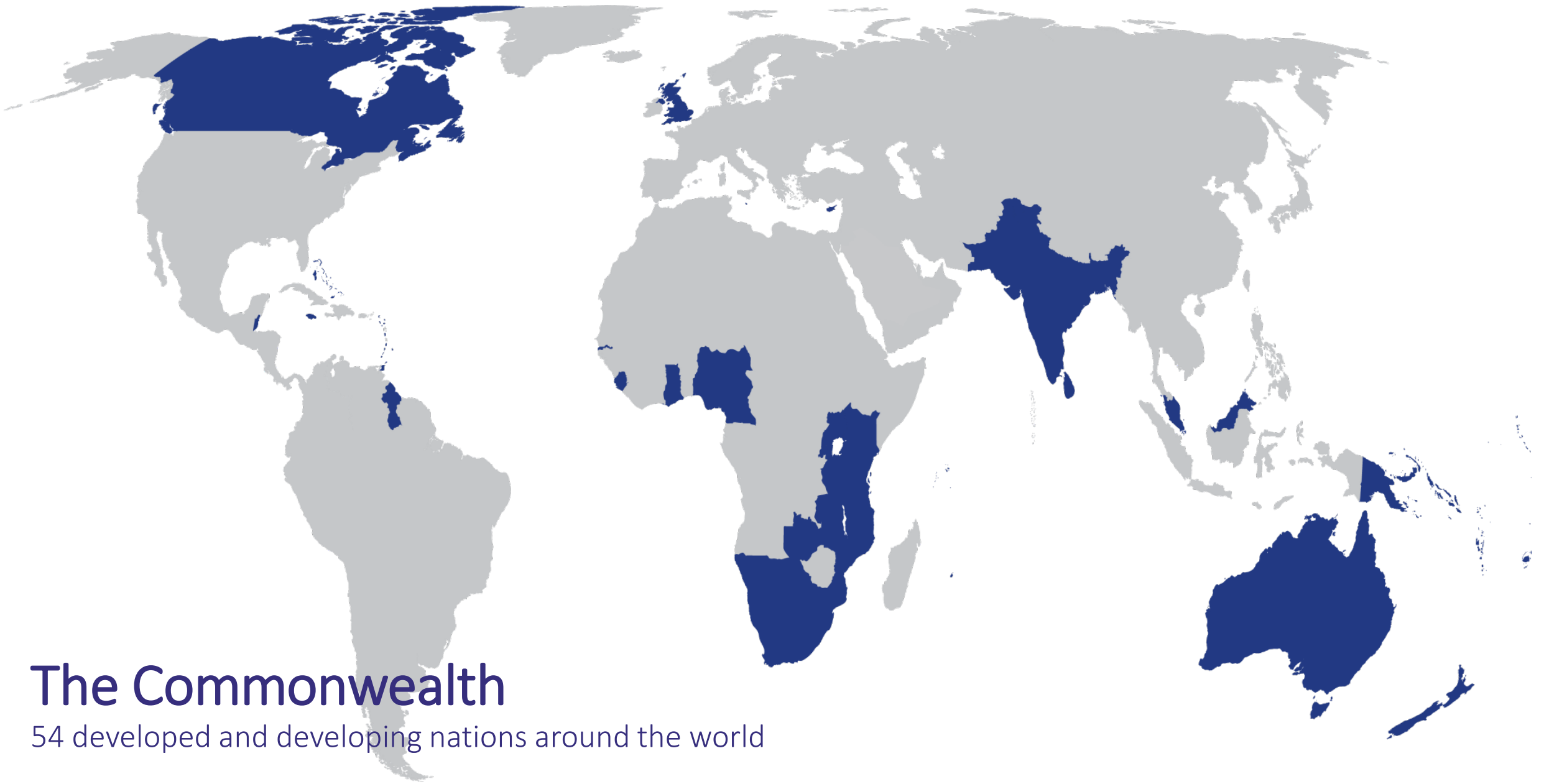
COMMONWEALTH *of* LEARNING

Technologies for Literacy

Professor Asha Kanwar

President & CEO, Commonwealth of Learning

October 29, 2020



The Commonwealth

54 developed and developing nations around the world



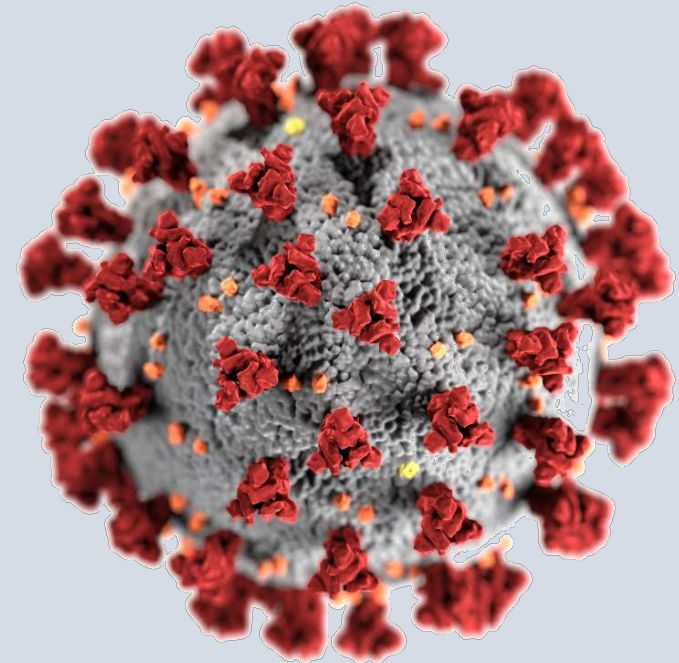
COMMONWEALTH *of* LEARNING

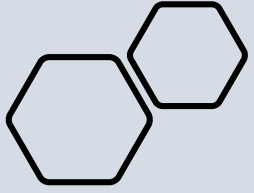


Helping Commonwealth governments and institutions use distance learning and technologies to expand access to education and training

Lessons from COVID-19

- Digital divide is alive and well
- Glaring inequalities
- Lack of preparedness for crises





Range of Technology Use



RADIO



TELEVISION



PRINTED TEXT



INTERNET



MOBILE

COL 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).



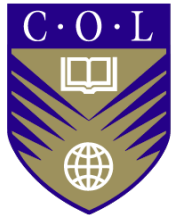
1

*From digital
divide to
digital
dividend*



Community Radio: Health Literacy

- Local needs survey and participation
- Feedback system
- Participatory evaluation



Aptus

AN ENABLER OF MOBILE LEARNING



Financial Literacy



MobiMOOCs: Functional Literacy



- MOOC for Mali (Gardeners)
- MOOC for Pest Management



Social Media for Livelihoods





2

*A Targeted
Approach to
reach the
unreached*

Lifelong Learning for Farmers



**Mobilise & Organise
Farmers**



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



திறந்தநிலை கல்வி வளங்கள்

OPEN EDUCATIONAL RESOURCES

தேடுக

திறந்த நிலைக் கல்வி வளங்கள் - கூட்டமைப்பு



REDDIAR CHADRAM SEED
GROWERS ASSOCIATION

பிரிவுகள்

- | | |
|--------------------------|-----|
| 1. காய்கறிப் பயிர்கள் | (4) |
| 2. எண்ணை வித்து பயிர்கள் | (1) |
| 3. கால்நடை வளர்ப்பு | (3) |



VIDIYAL
Centre for social Interaction

பிரிவுகள்

- | | |
|----------------------|-----|
| 1. விவசாயம் | (0) |
| 2. ஆடுவளர்ப்பு | (4) |
| 3. பால்மாடு வளர்ப்பு | (0) |



ACPR
Aruppe Centre for Policy Research

Aruppe
Centre for
Policy
Research

பிரிவுகள்

- | | |
|-------------------------|-----|
| 1. காய்கறிகள் | (5) |
| 2. பணப்பயிர்கள் | (6) |
| 3. சிறுதானியப் பயிர்கள் | (3) |

Domestication of technology



3

Towards Resilience

Barefoot Wireless Engineers



Connectivity

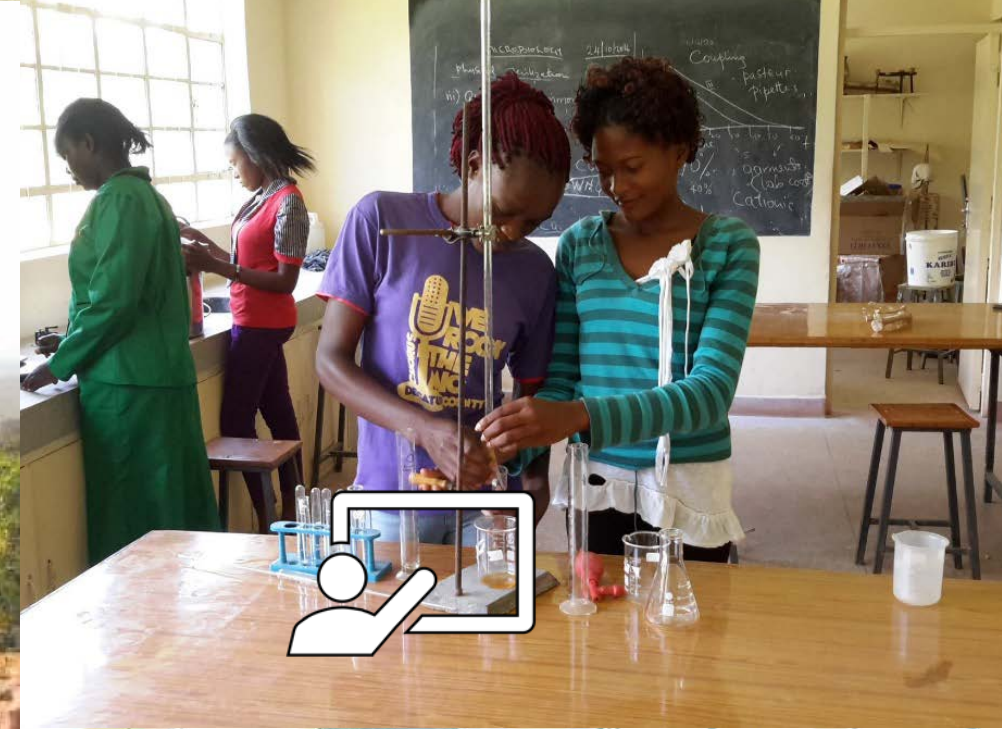


Content



Capacity

**Setting up
Wireless Networks**

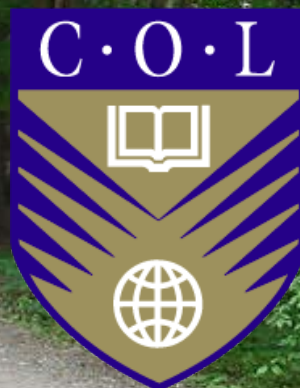


Some conclusions

- Technology by itself cannot promote literacy: it must be placed in an appropriate social, political and economic context
- Literacy must be seen as part of a holistic development process
- Social capital of learner/community critical for success

Thank you

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