



## **Colloquium: From Education for All to Learning for All: Why development actors should rethink their support to teacher education**

Speaker:

Dr Kattie Lussier, Asst Professor, Hankuk University, Seoul, South Korea

Date / Time:

January 10, 2013 - 3:45pm - 5:30pm

Venue:

10th Floor, Seminar Hall, Pixel A, APU

Abstract:

The pledge made in 2000 by 164 countries to achieve Education for All (EFA) by 2015 as well as international commitments towards reaching the targets of the second and third millennium development goals (MDG) have contributed to highlight the critical role that education can play in development for instance by increasing well-being and supporting empowerment not only of girls but of marginalised groups in general. Many governments were energized by these initiatives and sought to confront their low rates of enrolment. According to UNESCO (2008), the number of children in school rose by 36% between 1999 and 2005 and the trend continues. However, while there are reasons to be proud of such a fast spread, sending children to school is not enough. Unless children learn at least the basic minimum competences to read and use numbers, they are unlikely to benefit fully from and contribute to their society's future. According to the 2012 EFA Global Monitoring Report, at least 250 million children around the world have not managed to learn how to read and count even after spending four years in school. This situation has led the UN general secretary to call upon the development community to put education first.

This special lecture is based on an analysis of ODA spending in the education sector as well as the findings of different research projects in which the presenter has been involved over the last few years[1]. It will suggest the need for rethinking support to the education sector in order to put learning at the centre of all interventions as opposed to a focus on schooling. The presenter will also argue that development actors have to pay more attention to initial teacher education (ITE) and discuss how the actual space that ITE occupies within the national policy and ODA nexus contributes to reproduce inequalities in learning opportunities for children and

consequently undermines the capability of many children to aspire to a better life.

**A Note on the Speaker:**

Dr. Kattie Lussier is assistant professor at Hankuk University of Foreign Studies in Seoul, South Korea and teaches international development at undergraduate and graduate levels. Until 2011 she was working as a research fellow at the Centre for International Education (CIE) at Sussex University in the UK and was teaching research methods at graduate levels. She holds a master in assessment and evaluation from the University of Montreal and a doctorate in development studies (DPhil) from the Institute of Development Studies (IDS) where she also worked as a researcher and provided occasional courses to both master and doctoral students. She worked for the Canadian Centre for International Cooperation and Studies (CECI) and as a consultant for the independent evaluation group (IEG) of the World Bank, UNDP as well as several NGOs in Latin America, Asia and Africa.