**“Eradicating poverty and leaving no one behind”, of the 2017 ECOSOC e-discussion**

* How will policies need to be adjusted in different contexts to ensure that they more effectively contribute to leaving no one behind in the achievement of SDG1 and related SDGs?

Achieving the goal of poverty eradication can be done by implementing policies which include civil groups as part of policy making agenda. The use of technology and the digital era is causing a greater gap between the have and have nots. To eradicate these issues, we include policies that adhere to ethical conduct in any context that policies are implemented. SDG is not for a one time implementation which seeks fast results and hence while formulating a policy one must look into the following before we implement any:

Is the policy implemented taking into consideration the lessons learnt from past experience? Is the policy implemented taking into consideration the lessons from the past context? Has the policy looked at the superficial facts (future research findings and present) available from the books and from practical lessons related to the current contexts? (local context relates to current practices and issues related to it, international contexts: findings from research and lessons learnt, futuristic vision of the context and where the problem is heading to).

Is there an integrated approach for decision making of all parties? (a representative each from the local, international, affected party and the donor). Very often policy makers do not include people from the affected party nor is there a non-political local representative present for policy making. These are left to the elitist group of society who hand down the SDG task implementation in the form of material benefits to the group concerned. Hence poverty eradication cannot be understood from a political perspective only.

To bridge the gap between different groups in different contexts today we have technology support that can educate the masses to gain information through ICT and mobile learning. Cooperative societies for training and development must be set up within the civil groups who report to the government and donors. Currently the task force reports to the donor agents. It is beneficial if there are ongoing online education along with practical experiential learning of any kind so that the poor groups benefit. The reports of issues must be available to the future generation so that they can learn from us and see where these SDG implementations head to.

The figure below provides a design that can be adapted to any field of study.

Design for E learning communities and linkage to Industries

*Educational Policy (integration of e learning in tertiary education as a wide system approach)*

Social, Educational, Health, Political and Environmental Concerns

*Dissemination of knowledge (Blended approaches)*

Blended learning and skills based learning through collaborative approaches

*E learning through OER, Web tools and network of technologies (Reciprocal peer tutoring)*

Industrial/ Corporate internships and support as part of CSR/ NGO SOCIAL WORKERS

Figure 1. Flow chart illustrating the future trends

Adapted from the following paper:

Parahakaran, S. (2015). “Designing and evaluating collaborative projects in learning communities: Innovative practices and strategies”. International Journal of Advanced Corporate Learning (i J A C). (in press) ICELW, 2015.New York.