FOCAL POINTS MEETING - PACIFIC

Nadi, Fiji | February 16-17, 2018

Promoting Learning for Sustainable Development

Professor Asha Kanwar
President & Chief Executive Officer
52 developed and developing nations around the world
The Commonwealth

- population 2.4 billion, more than 60% under 30

- 65% of children entering primary school today will work in completely new job types that don’t yet exist.

**Context**

- **Female Population**: 48.24%
- **Internet Users**: 22.47%
- **Mobile Phones**: 86.89%

**Unemployment Rate**

- **Solomon Island**: 31.40%
- **South Africa**: 27.30%
- **Singapore**: 2.10%

Sources (last accessed on 6 February 2018):
1. [http://thecommonwealth.org/fastfacts](http://thecommonwealth.org/fastfacts)
2. [https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS](https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS)
Commonwealth Heads of Government Meeting
Vancouver, 1987
Who supports COL?

The number of countries contributing doubled from 23 in 2006 to 46 currently
COL Board of Governors

June 2017
Regional Office
CEMCA

Bangladesh
Brunei Darussalam
India
Malaysia
Pakistan
Singapore
Sri Lanka
Regional Support

- Southern African Development Community Centre for Distance Education (SADC-CDE)
- Regional Training and Research Institute for Open and Distance Learning (RETRIDOL)
- Commonwealth Centre for Connected Learning (CCCL)
- Pacific Regional Centre (PACFOLD)
PACFOLD (Pacific)

COL Regional Centre
COL Focal Points
Our direct link to each country

Africa & the Mediterranean

Asia

Pacific

Caribbean
COL in the Commonwealth
2015-2018
COUNTRY REPORTS
To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development
COMMONWEALTH OF LEARNING

Strategic Plan

2015–2021
GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
Learning for Sustainable Development
Leveraging New & Existing Technologies
Virtual University for Small States of the Commonwealth
What has the VUSSC Achieved?

1. Professionals trained in ICT skills
2. Courses offered
3. Open Educational Resources (OER) developed
4. VUSSC Website and online Learning Management System in place
Courses offered: 23 institutions in 14 countries

Antigua State College
Barbados Community College
Belize Teachers’ College
Botswana College of Open and Distance Learning
RADA
National University of Lesotho
Villa College
Open University of Mauritius, Mauritius Institute of Training & Development, Sir Gaetan Duval Hotel School, University of Mauritius and Mauritius Qualifications Authority
Courses offered: 23 institutions in 14 countries

- Namibian College of Open Learning
- National University of Samoa
- University of Seychelles, Seychelles Tourism Academy, Seychelles Institute of Management and Seychelles Institute of Teacher Education
- Solomon Islands National University
- University of Swaziland
- University of The West Indies (Open Campus)
- Policy Academy and Caribbean Public Health Agency
Graduation

• First cohort graduate after following a full-time Diploma in Sustainable Agriculture for Small States, Samoa and are in full time employment
For QA and mobility
Commonwealth Executive MBA/MPA

National Open University of Nigeria
Kwame Nkrumah University of Science and Technology
University of the Commonwealth Caribbean
University of Guyana
University College of the Cayman Islands
Allama Iqbal Open University
Bangladesh Open University
Open University of Sri Lanka
Open University of Mauritius
Wawasan Open University
Botswana College of Distance and Open Learning
Raymond Loh: CEMBA Graduate - “...offering moving and relocation services to clients in over 40 countries.”
Lifelong Learning for Farmers

AFRICA
Kenya
Uganda
Tanzania
Ghana
Seychelles
Mauritius
Tonga

ASIA
India
Sri Lanka

CARIBBEAN
Antigua and Barbuda
Jamaica

COUNTRIES
11
INCREASING FOOD SECURITY - Every $1 invested in learning, facilitation and networking resulted in $9 worth of income and assets.
ECONOMIC GROWTH

1% increase in empowerment
2.3% increase in profit
SOCIAL INCLUSION

Out-of-school youth in a remote fishing village graduate
SOCIAL INCLUSION

Learners experienced increased knowledge in various skills, increased income and food security
Social Return on Investment of an Open School showed that every US$ invested resulted in US$8 worth of benefits to students.
ENVIRONMENTAL CONSERVATION

ODL students have 1/3 carbon footprint compared to campus-based students
ENVIROMENTAL CONSERVATION

Basics of Ecology and Life Support System

Understanding Sustainable Development
COL Highlights

2015-2017
Results Achieved

370,000+ Learners Reached
(Over 50% Women)

110+ Institutions
Adopted COL Models and Materials

280+ Partners in 42 Countries

2,200+ Learning Resources, Materials and Curricula Collaboratively Developed

A++ Rating by DFID
Open Online and Flexible Learning: the key to sustainable development
KL Declaration

The 2016 Kuala Lumpur Declaration

Preamble

The 8th Pan-Commonwealth Forum on Open Learning (PCF8), co-organised by the Commonwealth of Learning (COL) and the Open University Malaysia (OUM), in Kuala Lumpur from 27-30 November 2016.

Mindful of relevant international statements including:

- The Charter of the Commonwealth 2013, which recognises the necessity of affordable education for sustainable development;
- The UN Sustainable Development Goals (SDGs), in particular SDG 4 of assuring "inclusive and equitable quality education and promote lifelong learning opportunities for all";
- UNESCO's Incheon Declaration and Framework for Action, Education 2030, which sets as target 4.3 that "by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university" and elaborates that "a well-established, properly regulated tertiary education system supported by technology, open educational resources and distance education can increase access, equity, quality and relevance" (item 4.3); and
- The 2012 UNESCO-COL Paris Declaration on Open Educational Resources (OER) which advocates that States "facilitate enabling environments for use of Information and Communications Technologies (ICT)");

The 2016 Kuala Lumpur Declaration

A. Recommends that governments, institutions, the private sector and civil society:

1. Promote lifelong learning through the widespread availability of appropriate technologies and multilingual opportunities in formal, non-formal and informal learning which are open to people, places, methods and ideas;

2. Reinforce market-driven skills development using open and distance learning (ODL) and blended and flexible learning in collaboration with education, industry, agriculture and service sectors to empower and ensure sustainable livelihoods for all;

3. Encourage demand driven and context-specific research and innovation in technology to promote access, equity and lifelong learning;

4. Institutionalise a quality culture in ODL systems focusing on learners' learning outcomes;

5. Support teacher education and in-service teacher training with ODL and blended and flexible learning, and increase the supply of qualified teachers;

6. Mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education;

7. Emphasise the key role of leadership in strengthening learner-centred ODL which can widen access, enhance equity and gain respectability;

8. Ensure that the education of women and girls through ODL is given utmost importance with a targeted approach, in support of SDG 5;

9. Strengthen ODL that is inclusive and accessible to all persons with disabilities; and

10. Reinforce commitment to small island developing states and small states in their efforts to advance education and learning with ODL in tackling their particular economic, energy and climate change challenges, and in building their resilience for the future.

B. Brings the above recommendations to the next Conference of Commonwealth Education Ministers (CCEM) and the Commonwealth Heads of Government Meeting (CHOGM) for further consideration and implementation.

Kuala Lumpur, 30 November 2016
GiRLS Inspire
Learning for empowerment.

Australian Government
Department of Foreign Affairs and Trade

Government of Canada
Gouvernement du Canada
Schooling and Skilling
45,000 girls in 5 countries

Photo credit: Abir Abdullah / Shidhulai Swanirvar Sangstha. Bangladesh
34,929 girls completed skills training

6,673 girls gained employment

1,620 girls joined internships

453 child marriages prevented
Faaria, on the right, is a 14-year old from Muzaffargarh in Pakistan, who was saved from child marriage through community advocacy.
What COL asks of you

• Dialogue about your priorities
• Identification of common regional issues
• Your involvement
Thank You for your contributions