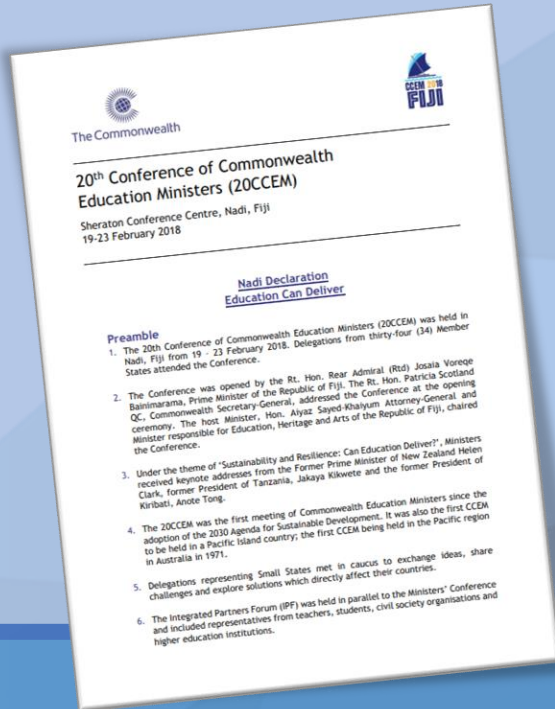


Responding to the Nadi Declaration



COL in Action



COMMONWEALTH
of LEARNING

Professor Asha Kanwar
President & CEO

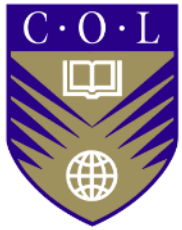
23 January 2020





Commonwealth Heads of Government Meeting Vancouver, 1987





COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development



ECONOMIC
GROWTH

SOCIAL
INCLUSION

ENVIRONMENTAL
CONSERVATION



Learning for Sustainable Development



Leveraging New & Existing Technologies





The Commonwealth



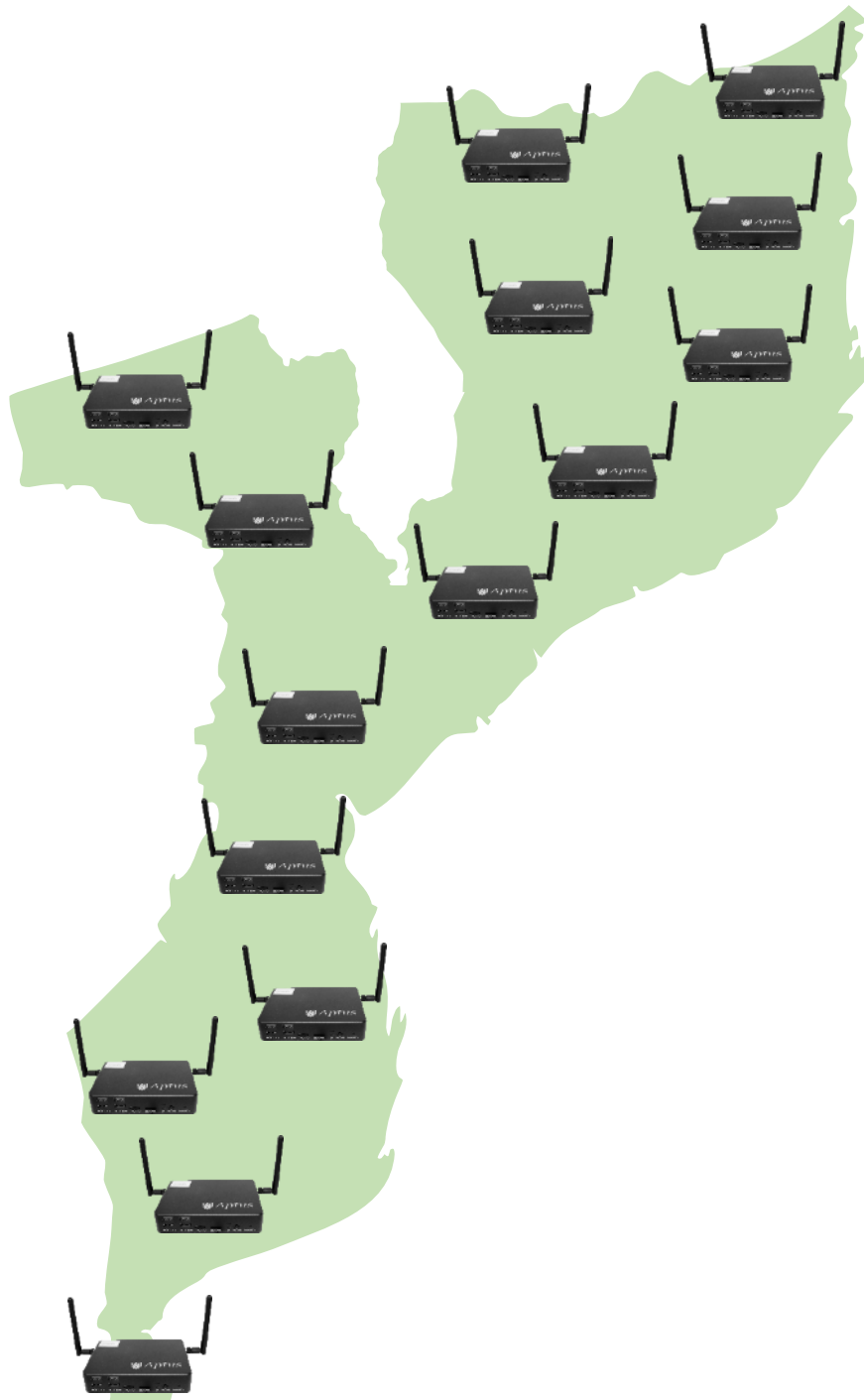
20th CONFERENCE OF COMMONWEALTH EDUCATION MINISTERS *Sustainability and Resilience: Can Education Deliver?*

Nadi Declaration Education Can Deliver



'Quality education for children regardless of circumstances'





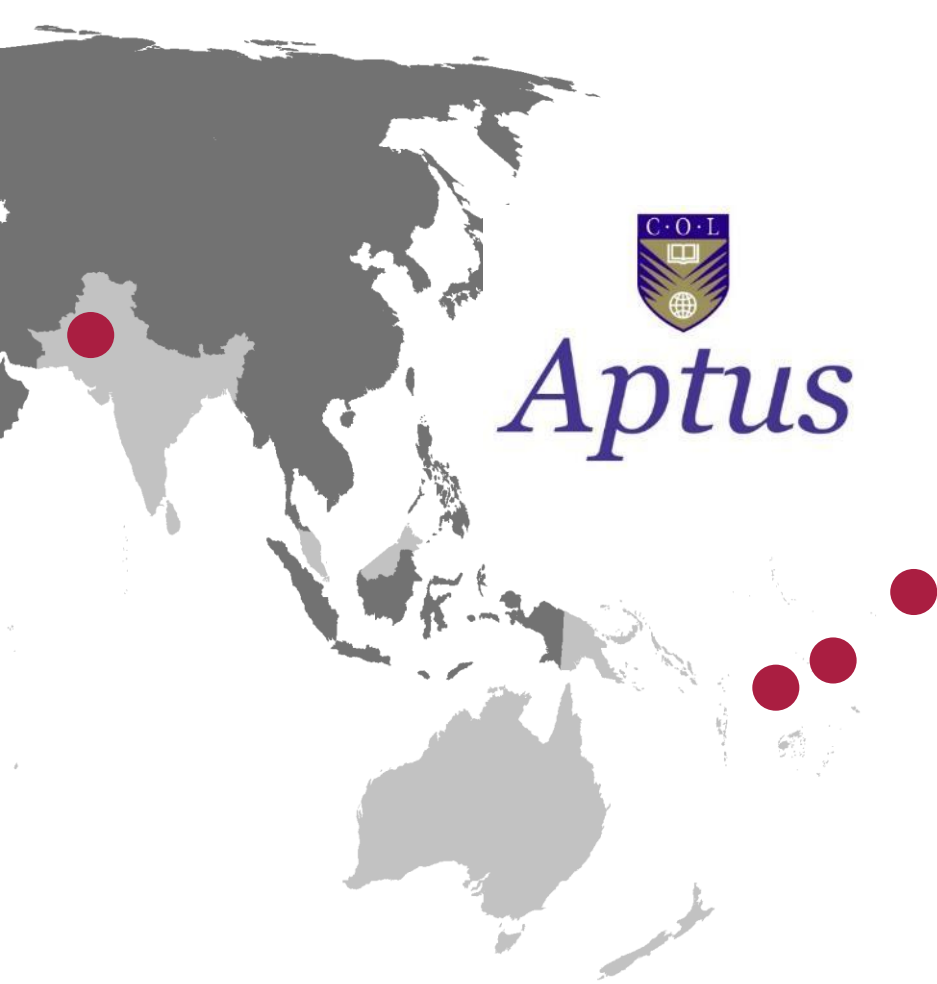
Open Schooling, Mozambique

- 15 schools covering all regions
- High quality content developed in Portuguese
- Centre managers and teachers trained



Social Return on Investment of an Open School showed that every US\$ invested resulted in US\$8 worth of benefits to students.





Aptus



An off-grid, off-line virtual classroom that allows learners in regions with no connectivity to benefit from digital resources and learning networks



Aptus deployment after natural disasters



'High quality teaching ...a priority'



MOOC

22 September 2019 – 26 October 2019

INTRODUCTION TO

Technology-Enabled Learning

4



COMMONWEALTH of LEARNING



Athabasca University

2,426
Teachers

- 76 countries
- 42 Commonwealth countries
- 52% female teachers





COMMONWEALTH
of LEARNING

Teacher
Education

Teacher**Futures**



School-based Teacher Development



Supporting teachers to integrate technology in the classroom



Ms Nomalungisa Maxengana,
Elukhanyisweni High School, South Africa

'Enable success, future education and employment'





Graduation

- First cohort graduate after following a full-time Diploma in Sustainable Agriculture for Small States, Samoa and are in full time employment

VUSSC



Virtual University for Small States
of the Commonwealth (VUSSC)





Open University
of Mauritius

An ISO 9001:2015 Certified Public University

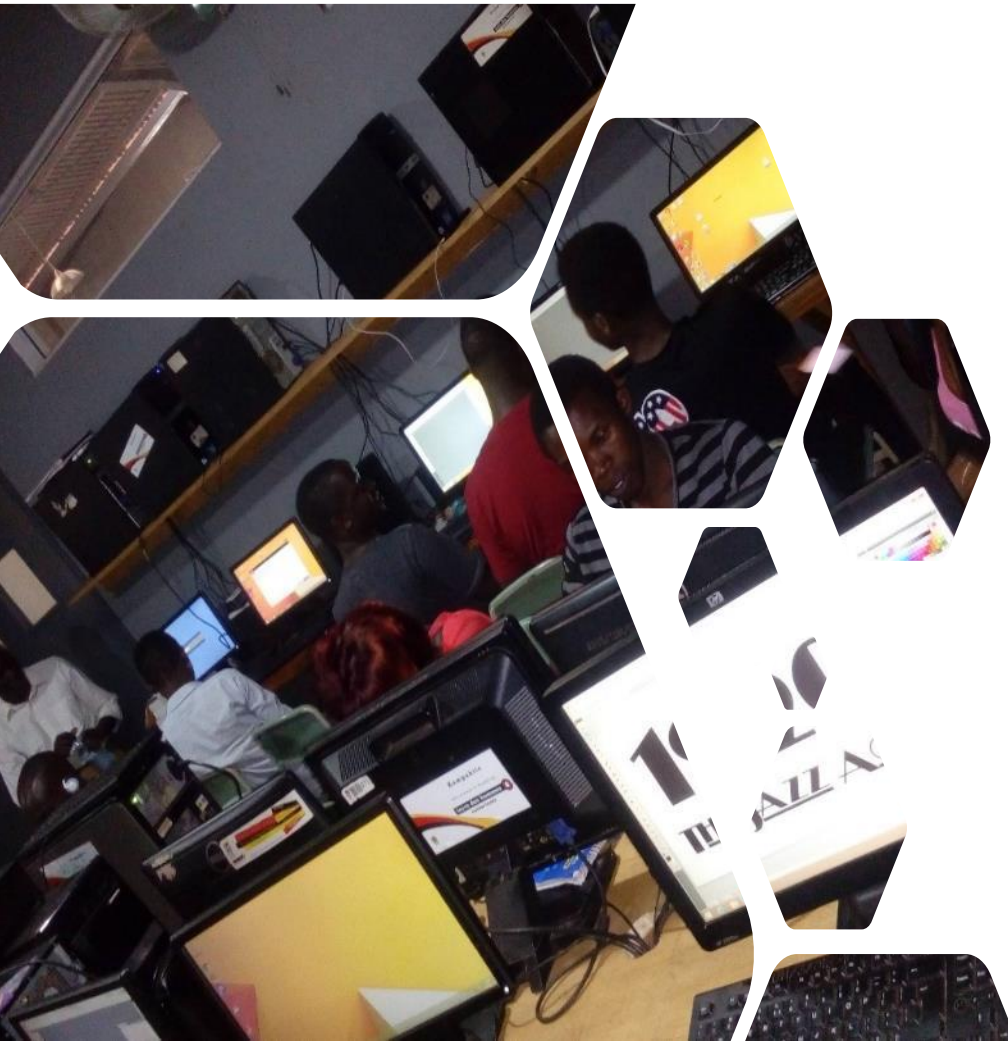
“As a Deputy Rector, I deal mostly with people whether it be students, parents, staff...Leadership and management skills, which I acquired during my CEMBA/CEMPA course, are proving very helpful.”

--Annelise, former mathematics educator

Commonwealth Executive MBA/MPA - 11 Countries



Advanced ICT Skills Training Uganda



- Web-designing, graphics, animation, software development
- Six months part-time training
- 74 participants received a job or started their own enterprise
- For every 1 dollar invested there was a social return of 3.48 dollars

‘Tackle gender disparities in education, whether that be boys or girls’



Empowering Women and Girls



Government
of Canada

Gouvernement
du Canada

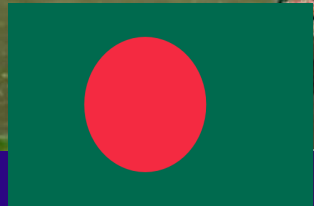


Australian Government
Department of Foreign Affairs and Trade



Photo credit: Joshua Estey, [DFAT Gallery](#)





Skilling and Schooling 80,000 girls

The University of Guyana
 Faculty of Education and Humanities
 in collaboration with
 The Ministry of Education, Commonwealth of Learning,
 UNICEF and CARICOM



unicef | for every child
 COMMUNIQUE

Preamble

The Symposium on Boys' Education held in Georgetown, Guyana on June 28 and 29 2018, brought together almost 200 persons representing a wide cross-section of stakeholders, to discuss the issues being faced by boys in the education system, with a view towards devising strategies for addressing same. The Faculty of Education and Humanities at the University of Guyana, partnered with the Ministry of Education, Commonwealth of Learning, UNICEF and CARICOM to conduct this initiative, which saw wide-ranging participation from various local sectors as well as regional and international researchers and practitioners. The symposium sought to:

- present research and data regarding the realities of boys' education in Guyana;
- examine best practices from within the Caribbean region and internationally;
- devise strategic approaches for addressing issues confronting boys in the education system;
- draft and publish a communique indicating future directions and required action areas; and
- identify and prioritize areas for follow-up initiatives and research.

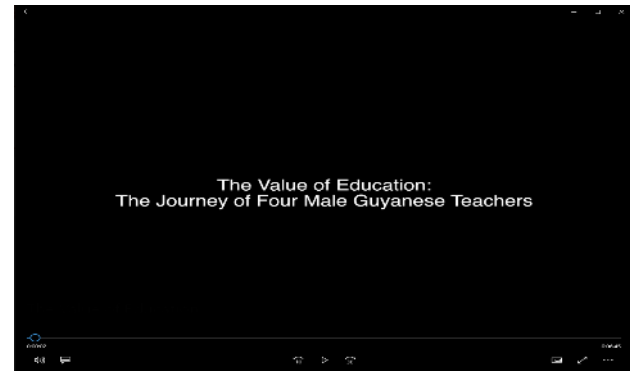
Areas of Concern

1. The Symposium arrived at a consensus regarding areas of continuing and growing concern. These included but were not limited to the symposium themes:

THEME: Bridging the Gender Divide: Stemming the Tide of Male Underachievement in the Education System

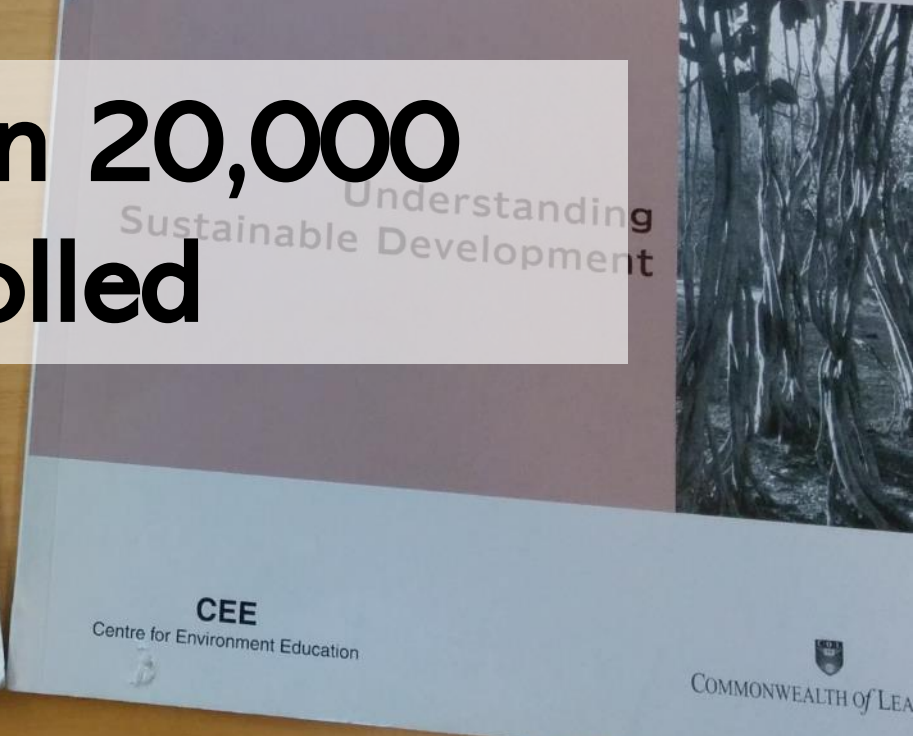
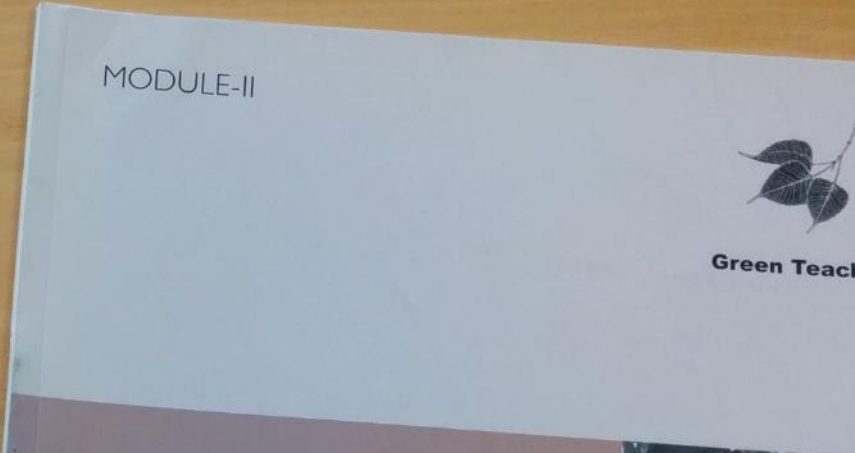
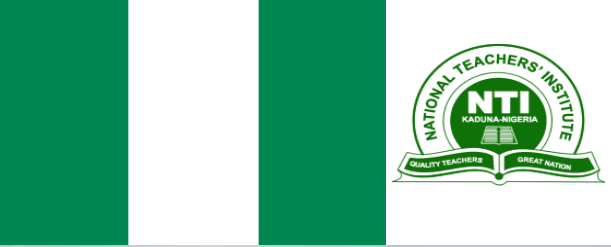
SYMPOSIUM ON BOYS' EDUCATION

June 28-29, 2018
 Arthur Chung Conference Centre
 Ländaal, Greater Georgetown



'Climate change awareness...increased awareness of green and blue technologies'





**More than 20,000
enrolled**



Blue Economy
Research Institute

Understanding the Blue Economy: Massive
Open Online Course (MOOC)





Building Resilience: Public Awareness Campaigns in Dominica



'Strengthening educational partnerships'

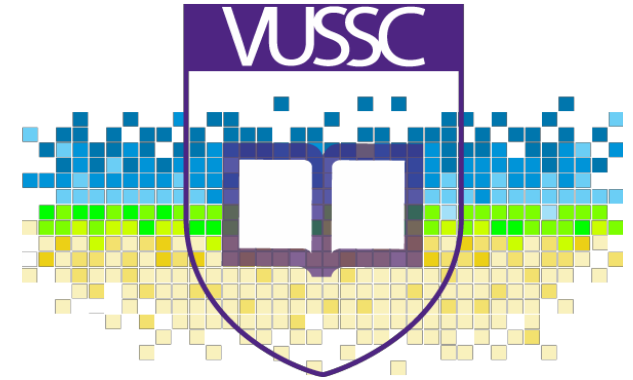




The Commonwealth

Youth Development

- Provided Open Educational Resources for a Degree as well as a Diploma in Youth Work
- Provided the Learning Management System to view and share modules





The Association
of Commonwealth
Universities



COMMONWEALTH *of* LEARNING

PEBL Project

- Involving multiple partners and stakeholders, managed by ACU
- COL and ACU jointly provide Quality Assurance expertise
- 18 universities: Kenya, Rwanda, Tanzania and Uganda



500+
Participants

60
Countries





Cyclone Idai Mozambique



Source: CARE; Retrieved from <https://www.care.org/emergencies/cyclone-idai>

Classrooms affected:

3,504

Students affected:

335,132

Source: UNICEF, 2019. <https://www.unicef.org/mozambique/en/cyclone-idai-and-kenneth>

Devastated
numerous schools
on Grand Bahama
and Abacos
Islands



Hurricane Dorian
The Bahamas

Education and Climate Change

Direct

- Emissions from construction of schools/infrastructure
- Emissions from energy use in schools
- Learner emissions

Indirect

- Emissions from 'development' and economic growth associated with higher levels of education in a country

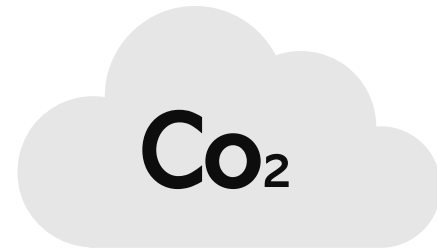
Higher Education

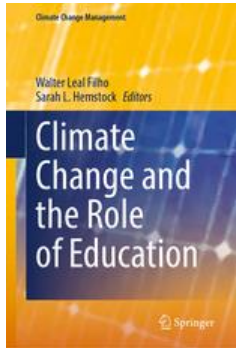


In China, approximately
40% of the energy
consumption in the public
sector is from higher
education.

Correlation

between both
completion and
proficiency rates,
and national CO₂
emissions





Reducing Emissions through ODL



3x less carbon emissions



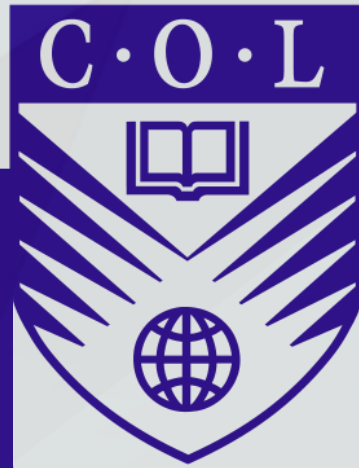
Travel – greatest contributor



Mode of delivery - determinant

Thank You

col.org



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