

COMMONWEALTH
of Learning



ANTIGUA & BARBUDA



AUSTRALIA



BAHAMAS



BANGLADESH



BARBADOS



BELIZE



BOTSWANA



BRUNEI DARUSSALAM



CAMEROON



CANADA



CYPRUS



DOMINICA



ESWATINI



FIJI



THE GAMBIA



GHANA



GRENADA



GUYANA



INDIA



JAMAICA



KENYA



KIRIBATI



LESOTHO



MALAWI



MALAYSIA



MALTA



MAURITIUS



MOZAMBIQUE



NAMIBIA



NAURU



NEW ZEALAND



NIGERIA



PAKISTAN



PAPUA NEW GUINEA



RWANDA



ST KITTs & NEVIS



SAINT LUCIA



ST VINCENT & GRENADINES



SAMOA



SEYCHELLES



SIERRA LEONE



SINGAPORE



SOLOMON ISLANDS



SOUTH AFRICA



SRI LANKA



TONGA



TRINIDAD & TOBAGO



TUVALU



UGANDA



UNITED KINGDOM



TANZANIA



VANUATU



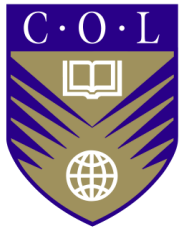
ZAMBIA

Focal Points Meeting :Pacific

Professor Asha Kanwar

President & CEO, Commonwealth of Learning

26 May, 2020



COMMONWEALTH *of* LEARNING



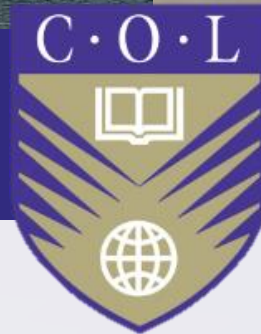
To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development



Where is it?



Metro Vancouver
(HQ)



New Delhi
(CEMCA)



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)



Africa and Europe



Asia



Pacific



Caribbean

COL Focal Points
Our direct link to each country



LEARNING FOR SUSTAINABLE DEVELOPMENT



COMMONWEALTH *of* LEARNING
Strategic Plan
2015–2021



Two Sectors



EDUCATION

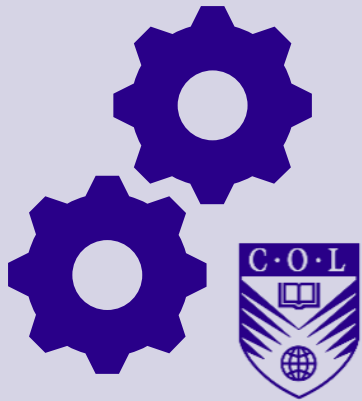


SKILLS

GENDER




COL's Five Paradigm Shifts



**PARADIGM
SHIFT**

1

*If the child cannot
go to school,
the school comes
to the child*



Open Schooling in Vanuatu

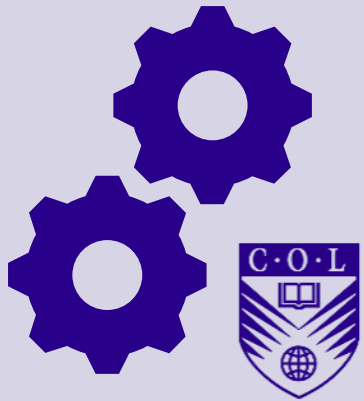
1524 Curriculum-based OER shared openly

M&E strategy developed

Managers and teachers trained to pilot in 15
schools in January and March 2020 using
Aptus



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**PARADIGM
SHIFT**

2

*Technology-
enabled learning
can break open
the ivory towers
of tertiary
education*

31 COMMONWEALTH OPEN UNIVERSITIES (2018)

ASIA

BANGLADESH

Bangladesh Open University (BOU)

INDIA

Dr. Babasaheb Ambedkar Open University (BAOU)

Dr. B.R. Ambedkar Open University (BRAOU)

Global Open University Nagaland (Private)

Indira Gandhi National Open University (IGNOU)

Karnataka State Open University (KSOU)

Krishna Kanta Handiqui State Open University (KKHSOU)

Madhya Pradesh Bhoj University (MPBOU)

Nalanda Open University (NOU)

Netaji Subhas Open University (NSOU)

Odisha State Open University (OSOU)

Pandit Sundarlal Sharma (Open) University (PSSOU)

Tamil Nadu Open University (TNOU)

Uttarakhand Open University (UOU)

Uttar Pradesh Rajarshi Tandon Open University (UPRTOU)

Vardhman Mahaveer Open University (VMOU)

Venkateshwara Open University (Private)

Yashwantrao Chavan Maharashtra Open University (YCMOU)

MALAYSIA

Open University Malaysia (OUM)

Wawasan Open University (WOU)

PAKISTAN

Allama Iqbal Open University (AIQU)

SRI LANKA

Open University of Sri Lanka

AFRICA

BOTSWANA

Botswana Open University (BOU)

NIGERIA

National Open University of Nigeria

SOUTH AFRICA

University of South Africa (UNISA)

TANZANIA

Open University of Tanzania (OUT)

ZAMBIA

Zambian Open University (ZAOU)



November 12, 2018

CARIBBEAN & THE AMERICAS

CANADA

Athabasca University

EUROPE

CYPRUS

Open University of Cyprus (OUC)

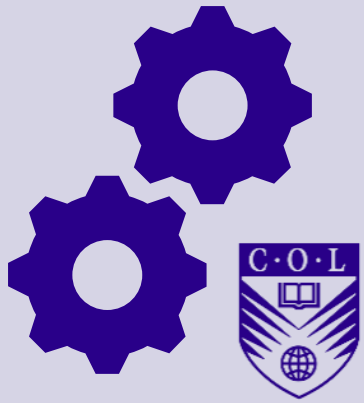
UNITED KINGDOM

The Open University

PACIFIC

NEW ZEALAND

Open Polytechnic of New Zealand (OPNZ)



**PARADIGM
SHIFT**

3

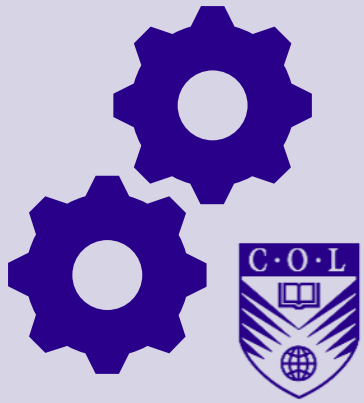
*Open
Educational
Resources (OER)
are the answer
to closed and
costly textbooks*



Antigua and Barbuda

- Students saved between 75 to 88 ECD per course per semester by using open textbooks
- Supplementing textbooks with OER improved student performance by 5.5%

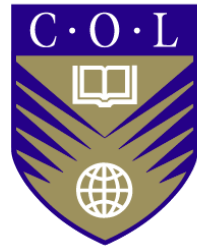




**PARADIGM
SHIFT**

4

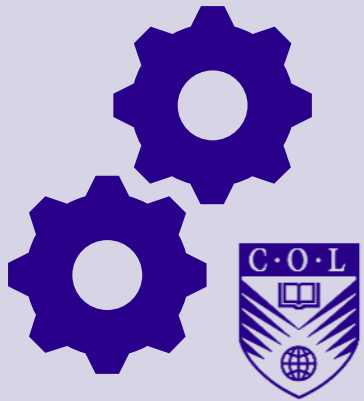
*The digital
divide can be
transformed
into a digital
dividend*



Aptus

AN ENABLER OF MOBILE LEARNING





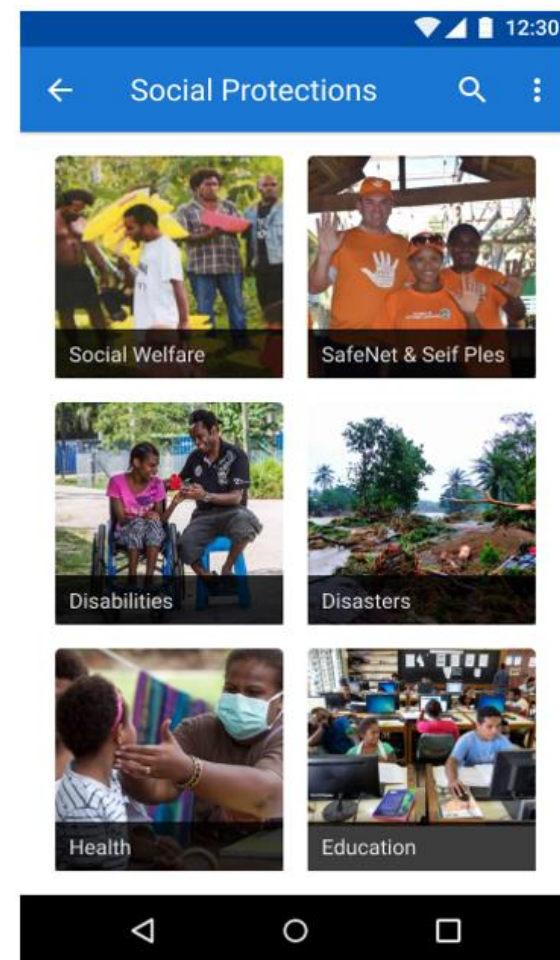
**PARADIGM
SHIFT**

5

*Literacy is not
always a
precondition for
Learning*



Using
mobile
apps to
raise
awareness





COMMONWEALTH *of* LEARNING

Strategic Plan 2021-2027

Inputs to the planning process

- Global trends
- Inputs from the Board/partners/ stakeholders
- Evaluation
- Feedback from Focal Points

GOAL 4



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

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

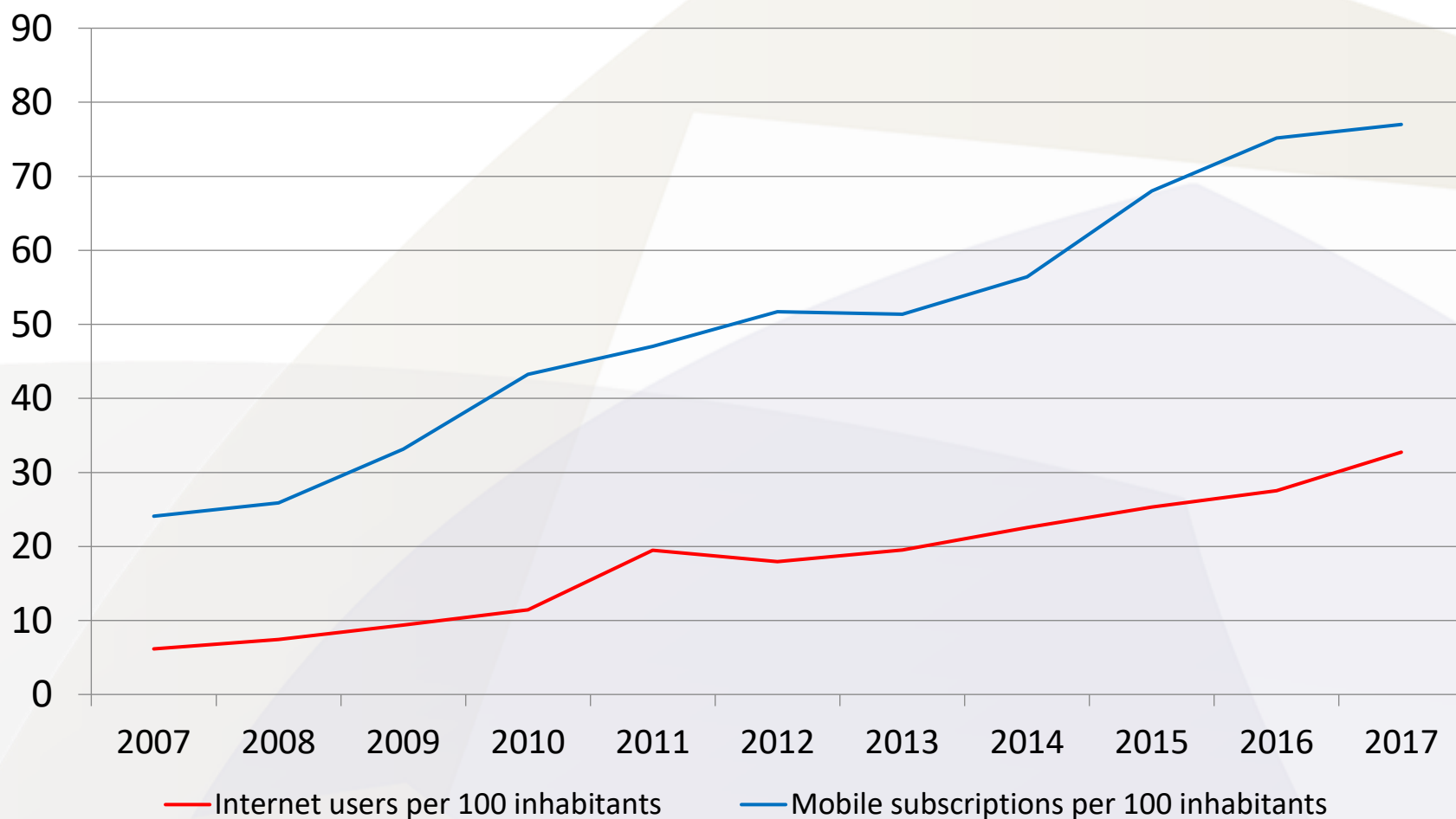
>1.2 billion

574 million in the Commonwealth

Affected by
school closures



Pacific*: ICT Statistics 2007-2017



* Commonwealth countries only, excluding Australia and New Zealand

COVID 19—online learning

- Connectivity and electricity
- Access to platforms
- Content
- Capacity of teachers



Pacific Response

- **Australia:** Discounted and deferred payment of fees for students (CourseSeeker website)
- **Fiji:** Educational TV programmes
- **Kiribati:** Electronic resources provided by Ministry of Education for students in grades 1 to 13
- **New Zealand:** Devices and materials ordered by government; use of TV and Web resources
- **Samoa:** Online resources on the ministry website for ECCE, primary and secondary education
- **Solomon Island:** Continuity learning series for school



CommonwealthWiseWomen (CWW)

The impacts of globalisation, technological advancement, climate change and now COVID-19 challenge organisations to find ways to contribute to sustainable leadership, while working towards gender equality. One strategy to build a foundation for successful leadership is to engage young women and girls at an early age or stage in their career and create networking opportunities through mentoring. Studies have shown that a good mentoring program can help young women and girls become successful in their field of interest as well as excel in leadership. (STEMconnector, 2019)

[ABOUT CWW](#)

CommonwealthWiseWomen.org

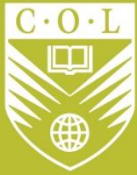
International Partnership of Distance and Online Learning for COVID-19

The unprecedented developments due to COVID-19 have led to the closure of educational institutions around the world. UNESCO estimates that about 80% of the world's student population is unable to attend classes and is required to stay at home. Particularly vulnerable are those learners in developing countries who may not have access to electricity, devices or connectivity to follow online lessons which are being provided in many developed countries and urban contexts.

<https://opendoor.col.org/>

50+

- Intergovernmental organisations
- Universities and educational institutions
- Associations and networks



COMMONWEALTH
of LEARNING

coursera

WORKFORCE

Recovery Programme



COMMON



COMMONWEALTH of LEARNING

**Guidelines on
Distance Education
during COVID-19**

**Guidelines on
Distance Education
during COVID-19**



INTRODUCTORY
VIDEOS for
**Teaching In a
Digital Age** with
Dr **TONY BATES**

▶ 12-PART SERIES

Using Open Educational Resources for Online Learning: An Introduction

Starting May 15, 2020



***A MOOC for teachers:
1329 Learners, 655 females***

Top three countries: Fiji, PNG and Vanuatu

'New' Normal

- Increased learning crisis: more drop-outs
- Wider digital divide
- Unemployment

Focal Points: Caribbean, Jan 2020

- Integrating ICTs in education
- Building the capacity of teachers
- Developing ODL and OER Policies
- Addressing boys' underperformance
- Promoting sustainable agriculture
- Skills development

Key Issues: Africa & Europe, April 2020

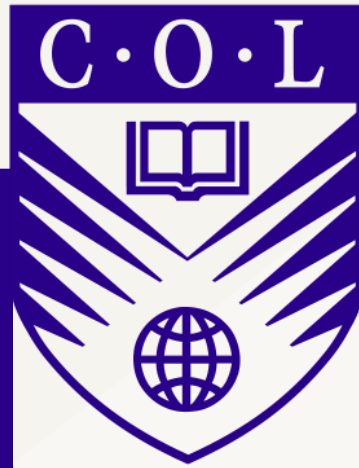
1. Mitigating the effects of COVID-19
 2. Renewed importance of ODL
 3. Capacity building for teachers
 4. Skilling and re-skilling
 5. ICT integration policies
 6. New constituencies: Refugees, people with disabilities & parents
-
7. Climate change
 8. ICT infrastructure to support eLearning

Questions

- How can COL help you respond to the COVID crisis?
- What are the new development trends?
- How can COL further your national agenda—give three priorities?

Thank You for your contributions

col.org



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