



## **The Equinox Fellowship** of the Waterloo Global Science Initiative, Equinox Summit: Learning 2030

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## **The Equinox Fellowship** of the Waterloo Global Science Initiative, Equinox Summit: Learning 2030

### **By the Numbers**

6 Regions of the World

29 Students in the Sprout e-course

100% Students Satisfied with the Sprout e-Course

7 Projects received Further Support

11 Mentors

7 Coaches

7 Videos

### **Projects Funded**

4 Fellows with Project Launch Grants, Coaching, and Professional Mentors

3 Other Grantees with Ideation Grants, Coaching, and Peer Mentors

### **Steering Committee**

The following individuals volunteered their time to participate on the Steering Committee to identify and select the Project Launch Grantees and Ideation Grantees from a group of applicants, and assisted in coordinating mentors: Julie Wright and Hayley Rutherford of Waterloo Global Science Initiative, Jennifer Corriero and Ryan MacLean of TakingITGlobal, and Krista Jones and Joseph Wilson of MaRS.

## Project Summaries and Project Reports

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## Olatunde Ajoke Omoware

*Agbado e-Learning Center (R.E.E.L.)*

Age: 29      Country: Nigeria



As a 29-year-old from Nigeria, Equinox Fellow Olatunde Ajoke Omoware has seen throughout her life that access to education is a key driver in bringing about change for youth in her region.

A majority of Agbado, Nigeria's population is low-income, and there is only one public secondary school. Responding to the needs of the community, Ajoke used her WGSF fellowship to create Reading to Enhance Education & Learning (R.E.E.L.), a co-curricular reading program that provides access to digitized books and internet service for children living in rural communities in Nigeria.

The flagship program is the Agbado E-learning Center that provides a community-based, free hub where children can hone their English and digital literacy skills, broaden their knowledge and connect to the world online. At present, more than 80 local children use the center, which has access to ICT and Internet usage, e-readers, and physical books to read and borrow.

Users of the center receive 50 hours of free English and digital literacy tutoring over the course of six weeks and can continue to access the center on a drop-in basis. The New Revelation Baptist Church, Agbado has donated space for the center. R.E.E.L. hopes to have its own dedicated space in the near future.

TakingITGlobal's Sprout e-course "helped me to build a step by step process for the implementation of my initiative," notes Ajoke, who has a degree from Lagos State Polytechnic and is a Certified Project Management Professional PMP.

In just a few short months, the Agbado e-Learning Center has made a huge impact, richly enhancing the reading culture, communication skills, and access to information technology of children living in Agbado. The team has done incredible work in developing the space and curriculum, with the support of Waterloo Global Science Initiative, TakingITGlobal, Pearson Nigeria, WAVE Hospitality and Library for All as well as a successful crowdfunding campaign. The R.E.E.L. team is hoping to grow the project, which can serve as a model or partner for other projects in rural Nigerian communities. For more information about Agbado E-Learning Center, please visit: <https://www.facebook.com/pages/REEL-Initiative/1468701130049851>

## **Bryson McLachlan**

### *Collaborative Classrooms*

Age: 21      Country: Canada



At 21, Collaborative Classrooms founder Bryson McLachlan is in his final year of Knowledge Integration at the University of Waterloo. Bryson's Equinox Fellowship project fosters creative collaboration in public schools through design thinking projects.

In March of 2015, a Grade 11 and 12 classroom in the Region of Waterloo will be engaging in a collaborative design challenge, focusing on a design issue of choice in their school. Through creative problem-solving and cooperative planning, students will design a solution and implement it in their school. The project will serve as a model for other collaborative classroom projects at the school and throughout the region. McLachlan will be documenting and presenting on the collaborative classroom through his academic research work.

In an era of increased standardization, North American teachers are looking for ways to bring collaborative skills into their classrooms so that their students can enter adulthood with the necessary problem-solving skills. Collaborative Classrooms provides teachers with a toolkit of proven curricula that empowers students: project-based learning that builds a flexible, adaptable skill set that can be applied to any academic or professional environment.

"The project also brings an understanding and appreciation of the variety of ways in which different disciplines operate when it comes to problem solving," notes Bryson.

This Collaborative Classrooms project uses a learning module curriculum guide created through TakingITGlobal's Sprout e-learning course as part of Bryson's WGSI's Equinox Fellowship program.

For more information about Collaborative Classrooms, please visit: <http://www.ourcoalition.info/collaborativeclassrooms>

## Eric Kennedy

### *International Interdisciplinary Network*

Age: 23      Country: United States



Eric Kennedy, 23, is a student who's academic career – first at the University of Waterloo's Centre for Knowledge Integration and now through his PhD studies at the Consortium for Science, Policy & Outcomes at Arizona State University – has taken him down a truly interdisciplinary path. Through the Equinox Fellowship, he has been building an online hub, the International Interdisciplinary Network (IIN) which will provide much needed support for students of interdisciplinary studies all over the world

Through IIN, students are empowered to build professional support networks; join regional and thematic affinity groups; share promising practices and cutting-edge research; host or attend conferences and have improved access to funding and research opportunities.

Starting where its connections are already strongest (Canada, Australia, and the United States), Eric hopes to grow the project geographically over the next several years, outreaching to interdisciplinary studies students worldwide.

Eric's current focus is to expand awareness and connections to the IIN through word-of-mouth, at conferences and events, digitally through the website, and by a network of supporting partners. During its first phase, mentorship and individual work has laid the foundation for the rollout of IIN online.

He credits the WGSJ Equinox Fellowship and TakingITGlobal's Sprout e-course with providing the critical mentorship, education and motivation as he moves forward with IIN. "They have been key to making progress on developing the idea."

For more information about International Interdisciplinary Network, please visit: <http://interdisciplinarynetwork.org/>

## Iyinoluwa Aboyeji

### *Scaling-up New Pedagogies in Education through Teacher Training in Nigeria*

Country: Nigeria



Through his Equinox Fellowship, Iyinoluwa “E” Aboyeji has developed a training and capacity-building program in Nigeria that focuses on contemporary pedagogy for teacher education. The first sessions of the program were held over three days in January 2015 at Tai Solarin University of Education in Ogun State, Nigeria. The workshops featured Mary Burns of the Educational Development Centre, among an impressive range of presenters to a capacity room of 150 educators and educators-in-training as well as representatives from Microsoft, The Presidency, Lagos State Education Ministry, and Corona Schools. Sessions topics included Technology as a Driver for Improving Teaching Quality and Creativity and Collaboration in the classroom.

Iyinoluwa, who is from Nigeria, works at Andela, a company that pays young Nigerians to learn to code and then connects them with top companies looking for software developers. He holds a Bachelor’s Degree in Legal Studies from the University of Waterloo.

The project is powered by Iyinoluwa’s experience as well as his idealism: “If you appropriately train young people in the most valuable skills in the world,” he says, “you can not only place them on high velocity career paths but they can pay for the value of their education several times over without going into debt.”

In addition to WGSJ and TakingITGlobal’s Sprout e-course, Iyinoluwa is working in collaboration with Ola David from Connect Academia, who is an Education Adviser at the Permanent Mission of Nigeria to the United Nations. Other partners on the training sessions include Pearson Nigeria, Human Capital Partners, Nigeria and Center on Globalization and Sustainable Development, The Earth Institute and Columbia University, New York.

For more information about Contemporary Pedagogy for Teacher Education Training, please visit: <http://connectacademia.org/our-work/#Initiatives>



## Mohammad Nibras

### *Leaders of Tomorrow*

Age: 30      Country: India



Mohammad Nibras is the founder of Leaders of Tomorrow in Kerala, South India and the recipient of WGSi's Ideation Grant. Through Leaders of Tomorrow, youth from the Kerala region have access to offline training in a classroom setting, virtual mentoring online by experienced professionals, and internship opportunities at major companies.

Nibras, who earned an MBA from Bangalore University and has a background in management consulting, saw the need for mentorship in the region. His goal is for young leaders in social innovation to have an optimum environment to grow, learn and connect as they enter their professions.

Leaders of Tomorrow's Virtual Mentoring program was recently launched, with the first mentoring session featuring banker and investment expert Stephan Morais. Other virtual mentors include Sumeet Shetty of SAP Labs and Manish Advani, Head of Marketing & Public Relations at Mahindra SSG. Its first classroom sessions will be run by AFRC India in February, using computers donated by IHS. These weeklong language training and communication improvement workshops will be followed by virtual sessions.

"I recommend the Sprout e-course to every young social innovator," says Nibras. He credits TakingITGlobal and WGSi with making it possible to develop and grow the Leaders of Tomorrow project, bringing opportunity to youth in the state of Kerala and beyond.

For more information about Leaders of Tomorrow, please visit: <http://youcanlead.wix.com/leadersoftomorrow>

## Omorinola Odeyinka

### *West Africa Vocational Education (WAVE) Hospitality Academy*

Age: 27      Country: Nigeria



Omorinola Odeyinka, age 27, is a recipient of a WGSII Ideation Grant and organizer of the West Africa Vocational Education (WAVE) Hospitality Academy. She is proud to report that the WAVE team recently won a runner-up prize and crowd favorite award at Harvard Business School's New Social Venture Competition.

WAVE is a social venture working with unemployed youth (16-30 years of age) in West Africa. WAVE's focus is on screening, training, and placing local West Africans into hospitality and retail jobs in the Lagos region. The team's goal is to "up-skill 50,000 youth by 2019" and to expand across job sectors and geographically.

Omorinola, a Nigerian with a B.Sc. from Covenant University and an M.Sc. from University of Lagos, recognizes that she had access to academic and career opportunities not available to most Nigerian youth. She and the WAVE team are addressing a gap between employers' expectations of new hires and their willingness to train them.

"Many employers want ready-made employees with the right attitude and skills," Omorinola explains, "but they are not always ready to train them in these regards. We do the training, screening, and deliver the trainees to the employers' doorstep."

Omorinola and the team conduct training based on experiential instructional methods, which have been highly effective with the youth. This method reflects Omorinola's own professional and cultural background as well as the experience and knowledge she gained throughout the TakingITGlobal Sprout e-course sponsored by WGSII

WAVE has conducted nine training sessions thus far, serving 156 youth. A full 75% of trainees have been placed in paid jobs; others have gone back to school. WAVE has been growing its partnerships for trainee placements and recently expanded its team to eight. Eleven more WAVE training sessions will be held in 2015 and the team have plans to expand to another Nigerian city when the time is right.

For more information about WAVE Hospitality Academy, please visit: <http://www.wavehospitality.org/>

## Shughla Ismail

### *Young Feminists Movement*

Age: 19      Country: Pakistan



19-year-old Shughla Ismail took a huge risk when she launched an education and advocacy campaign in Peshawar, Pakistan in summer of 2014. In fact, she risked her own life, establishing her Young Feminist Movement campaign (YFM) in the heart of a traditional patriarchal tribal society currently undergoing a wave of fundamentalism.

Shughla, who grew up in Pakistan notes, "Living in a male dominated country where religious extremism is at its peak, it is extremely challenging for a girl to get education." Shughla designed a model that began with capacity building for young girls in the northwestern part of Pakistan, to engage them on the subject of education as a human right and encourage them to seek quality education for themselves and to advocate for others.

In the summer of 2014, supported by WGSJ's Ideation Grant, 55 girls from Peshawar and Mardan, as well as many teachers and parents of the girls, joined the project. The YFM team met with the girls, and a platform was provided where the girls stood and spoke about their vision of change for the educational system. This vision includes a society in which women share equal access to social services, financial resources, recreation, decision making and property rights with men.

In articulating its vision, YFM emphasizes the importance of challenging the prevalence of Patriarchy which is perpetuated by incessant sexual violence and capitalist exploitation in society. It also seeks to make contributions to the changing the culture of inferiority that undermines the position of women in certain swathes of Pakistani society where they are considered the property of men.

On September 20th, 2014, the group held a meeting with six policy makers from the Education Ministry in Peshawar Club, in which the "Young Girls Committee" participated and expressed their views and ideas regarding the policy changes girls need for improved education and increasing literacy rates. They presented a Charter of Demands, which they had written, with discussion. The girls spoke eloquently asserting their rights and presenting new ideas for the education systems. It was a watershed moment, bringing a new level of awareness to the Ministry about the needs of girls in the district, and the power in numbers as the Young Girls Committee made their voices heard.

For more information about Young Feminists Movement, please visit: [youngfeministsmovement.weebly.com](http://youngfeministsmovement.weebly.com)