Assistance to Member States

Professor Asha Kanwar
President & CEO

London, UK – October 2, 2017
The Purpose of COL is

“...to create and widen access to opportunities for learning by promoting cooperation between universities and colleges... making use of the potential offered by distance education... and technologies...”

MOU, CHOGM 1988, amended 1995
Constant reform and renewal

- Gender Equality
- Skills
- Secondary Schooling
- Teacher Education
- Higher Education
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL
Learning for Sustainable Development

ECONOMIC GROWTH

SOCIAL INCLUSION

TAL CONSERVATION
Leveraging New & Existing Technologies
Virtual University for Small States of the Commonwealth
VUSSC: A Network
Courses offered:
12 institutions in 9 countries

National University of Samoa
University of the West Indies (Open Campus)
Botswana College of Distance and Open Learning
Barbados Community College
University of Seychelles
Seychelles Tourism Academy
Villa College Maldives
Open University of Mauritius
Mauritius Institute of Training
University of Mauritius
Antigua State College
Solomon Island National University
To serve learners in small states better
VUSSC Achievements

• Trained more than 53,000 people
• Enrolled more than 2700 learners in VUSSC courses
Graduation

• First cohort graduate after following a full-time Diploma in Sustainable Agriculture for Small States, Samoa and are in full time employment
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
30,811 girls completed skills training

5,614 girls are employed or self-employed

1,414 girls joined internships

490 girls opened bank accounts

2,050 girls accessed microloans

80 child marriages prevented

Girls Inspire
Learning for empowerment.
Mayuri dropped out of school at 9th standard. She was trained in making decorative pieces at Mann Deshi Foundation and today Mayuri sells small macramé products in the neighbourhood and earns enough to run the family. She also opened a bank account and have enough to deposit INR 2000.00 in her account.
Faaria, on the right, is a 14-year old from Muzaffargarh in Pakistan, who was saved from child marriage through community advocacy.
Girls in a Mozambique centre were trained to cook nutritious meals.
OER for Inclusive and Equitable Quality Education
From Commitment to Action
The Road to Ljubljana

ASIA
Asia eUniversity: December 2016

EUROPE
Malta Ministry for Education and Employment: February 2017

MIDDLE EAST & NORTH AFRICA
Qatar Foundation: February 2017

AFRICA
Ministry of Education, Mauritius: March 2017

LATIN AMERICA & CARIBBEAN
University of Campinas: April 2017

PACIFIC
Open Polytechnic of New Zealand: May 2017
Government Responses: 102 countries

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<th>Region</th>
<th>Government</th>
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<td>Africa</td>
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Outcomes: Policy Development

Antigua & Barbuda

Nigeria

In process:
- Bangladesh
- India
- Rwanda
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
14,479 graduates to date

32,377 enrolled to date

30,062 CEMBA enrolments

2,315 CEMPMA enrolments
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

11 COUNTRIES
Learning is a pre-condition for credit

In Uganda over 10,000 farmers use mobile phones for audio-based learning.

In Kenya over 5,000 participants use radios and DVDs for learning.

More than 140,000 participants in Asia

Lifelong Learning for Farmers
School dropout: joined L3F during 2010
Learns daily through mobile phone
Manages her enterprise using mobile phone
Established Dairy, Goat, Sweet Potato, and Maize enterprises
Enhanced her household income and sends her three children to school

Ms. Olivia Atieno, Ugunja, Kenya
INCREASING FOOD SECURITY - Every $1 invested in learning, facilitation and networking resulted in $9 worth of income and assets.
Batwa Community Inside the Forests of Uganda
Mobile Phone Technology Improves Farmers’ Fortunes in Uganda WorldWatch Institute

Because L3F Uganda adapts its educational tools to fit farmers’ lifestyles and technological capacities, rather than imposing costly or time-intensive educational programs on farmers, the project can make real advances in empowering farmers and improving their livelihoods.
COL’s 3 Dimensional Model of Empowerment

ASPECTS

Political/Legal
Legal and political systems; rights and government services; political involvement; exercising rights

Economic/Entrepreneurial
Income; access to and control of resources

Social/Cultural
Freedom of movement; education; healthcare; marriage; reproduction; social interaction; group membership

Psychological/Emotional
Self-esteem; confidence; self-efficacy; capacity to aspire; subjective well-being

DEGREE
Knowledge
Desire
Means
Action

= Empowerment Index

Carr et al. in http://jl4d.org/index.php/ejl4d/article/view/124
Question:
Compared to 3 years ago, COL today is:

- More Effective 66%
- The same 12%
- No Answer 22%

Stakeholder Survey (Nov 2016)
Question:
Effective at communicating what it does and the difference it makes:

- Very 4.3%
- Effective 18.5%
- Somewhat 41%
- No Answer 21%
80% of respondents say that COL is an accessible and reliable partner.
In which region does COL make the most impact?

- Africa: 48%
- Pan-Commonwealth: 23%
- Asia: 35%
- Pacific: 9%
- Caribbean: 12%

Stakeholder Survey (Nov 2016)
Strengths

• Responsive, relevant and results-oriented
• Transparent and accountable
• People
• Strong networks and partnerships
Challenges

• Voluntary nature of country contributions
• Balancing country expectations and available resources
• Perceived as small for mega projects
• Far away from centres of influence
Opportunities

• Growth of diverse technologies
• Increases in affordable connectivity
• Convergence of distance and campus-based learning
• Increasing importance of lifelong learning
Threats

• Weakening of multilateralism
• Reduction in available resources
• More players in technology-enabled learning
• Inability to recruit and attract talent
How does a small organization achieve big impact?
COL’s Competitive Advantage

• Thought Leadership
• Innovations
• Translating ideas into action
• Accountability
Thank you for your contributions