

COMMONWEALTH
of LEARNING

Governance

Professor Asha Kanwar
President & CEO, Commonwealth of Learning

36th Commonwealth Diplomats Induction Programme

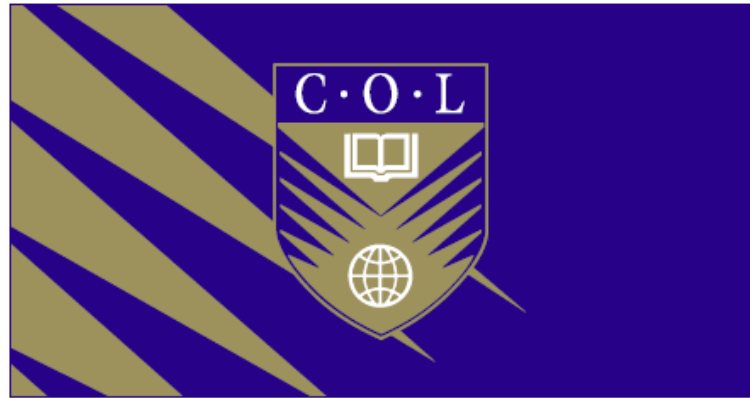
London, UK | 21 November 2019

Canada Hosted Two Summits in 1987



The Commonwealth





**MEMORANDUM
OF UNDERSTANDING ON THE
COMMONWEALTH OF LEARNING**

As agreed by
Commonwealth Governments
on 1 September 1988; and

As amended, 31 October 1995 and 10 June 2014

signed on 1 September 1988

Canada and Province of BC further endorse Memorandum of Understanding

Canada Province of British Columbia Commonwealth of Learning

ELIZABETH THE SECOND, by the Grace of God, of the United Kingdom,
Canada and Her other Realms and Territories, Queen, Head of the
Commonwealth, Defender of the Faith

To all to whom these presents shall come – Greeting

WHEREAS The Commonwealth Heads of Government at their meeting in Vancouver, British Columbia, Canada, in October 1987, did agree to create a Commonwealth institution to promote cooperation in distance education; and

WHEREAS, by the terms of a Memorandum of Understanding between Governments of the Commonwealth on Cooperation in Distance

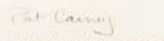
Education, agreed on the 1st day of September, 1988, there was established an institution to be called the 'Commonwealth of Learning', an Agency which will be an international organization with member countries of the Commonwealth, through their Governments, as participants; and

having its headquarters in the City of Vancouver; and

WHEREAS The Memorandum of Understanding affirms that the Agency's activities will aim to strengthen member countries' capacities to develop the human resources required for their economic and social development, and will give priority to those developmental needs to which Commonwealth cooperation can be applied; and

AT ROBSON SQUARE in the City of Vancouver, Province of British Columbia, Canada, THIS 14th Day of NOVEMBER, A.D. 1988


GOVERNMENT OF BRITISH COLUMBIA
Hon. William N. Vander Zalm, Premier


GOVERNMENT OF CANADA
Hon. Patricia Carney, P.C., M.P.


COMMONWEALTH OF LEARNING
H.E. Shudrah S. Ramphal Secretary General

Rt. Hon. Lord Pings of Lewis
Chairman

WHEREAS The Government of British Columbia endorses this affirmation and the principles laid out in the Memorandum of Understanding and has joined with the Government of Canada and other Governments in the Commonwealth to assist the Commonwealth of Learning; and

WHEREAS Institutions in all Provinces of Canada and in all Member Countries of the Commonwealth are encouraged to participate in the activities and to pursue the purposes of the Commonwealth of Learning;

BE IT KNOWN That Representatives of The Government of Canada and of The Government of the Province of British Columbia, The Commonwealth Secretary-General, and Representatives and Distinguished Citizens of Member Countries of The Commonwealth, on the 14th of November, 1988, did gather in Vancouver, British Columbia, Canada, to Commemorate the Inauguration of the Headquarters of the Commonwealth of Learning.



signed
14 November
1988



Regulatory Framework in Canada

Canada 

- Headquarters' Agreement
- Foreign Missions and International Organizations Act of Canada
- Income Tax of Canada

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





Canada



UK



India



Australia

New Zealand



Nigeria



South Africa



Who supports COL?

The number of countries contributing doubled from **23** in 2006 to **48** currently

COL Board of Governors



June 2019



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)

COL Focal Points

Our direct link to each country

Africa & the Mediterranean



Asia



Pacific




Caribbean






LEARNING FOR SUSTAINABLE DEVELOPMENT



COMMONWEALTH *of* LEARNING
Strategic Plan
2015–2021



Two Sectors



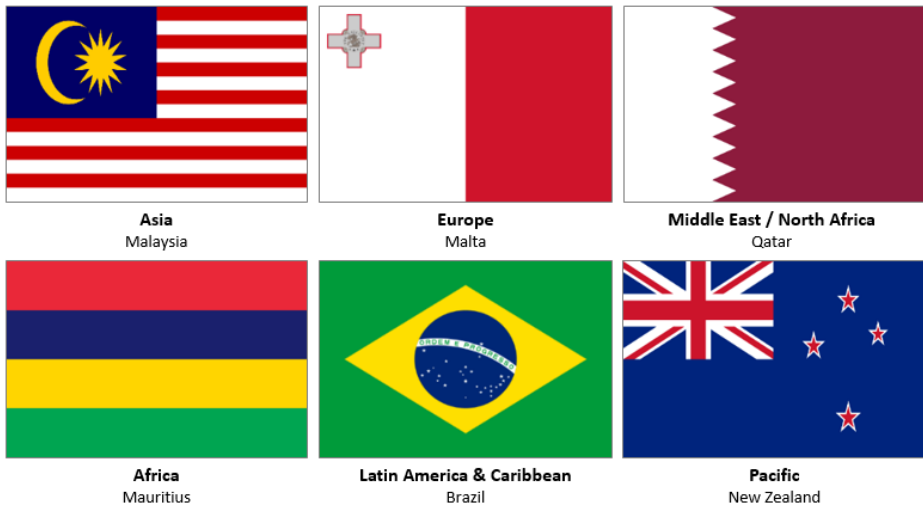
EDUCATION

SKILLS

GENDER

COL Priorities

OER for Inclusive and Equitable Quality Education: From Commitment to Action

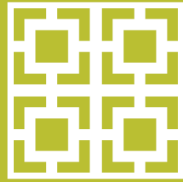


- Girls and Women’s Education
- Open Educational Resources (OER)

Strategies



Models



Materials



Capacity



Policies



Partnerships

TARGETS 2021



Improved sustainable livelihoods
300,000 PEOPLE

470 ORGANISATIONS
Improved organisational capacity to leverage ODL

1.4 million PEOPLE

Increased and equitable access to, and use of, quality learning opportunities

ACHIEVED BY 2019

201,000 people

344 organisations

735,000 people

Governance Principles

Accountability / Transparency

Ethics

Efficiency / Effectiveness



Accountability

Reports to:

- Education Ministers: CCEM
- Foreign Ministers: CHOGM
- COMSEC Board: annual written and oral report
- Report to the COL Board and its sub-committees: Audit; Executive



LEARNING FOR SUSTAINABLE DEVELOPMENT



COMMONWEALTH *of* LEARNING



AFRICA

ASIA

CARIBBEAN/AMERICAS

EUROPE

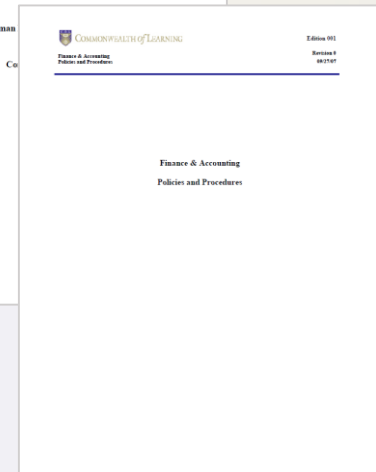
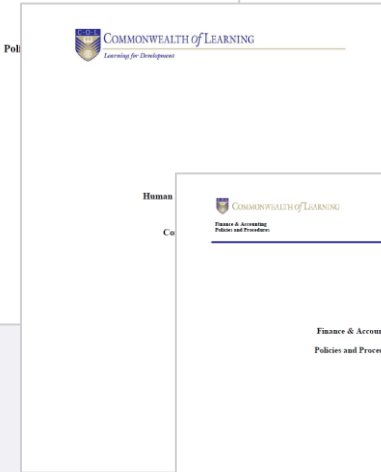
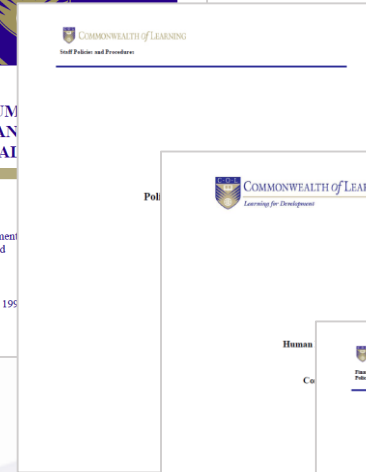
PACIFIC

COL in the Commonwealth

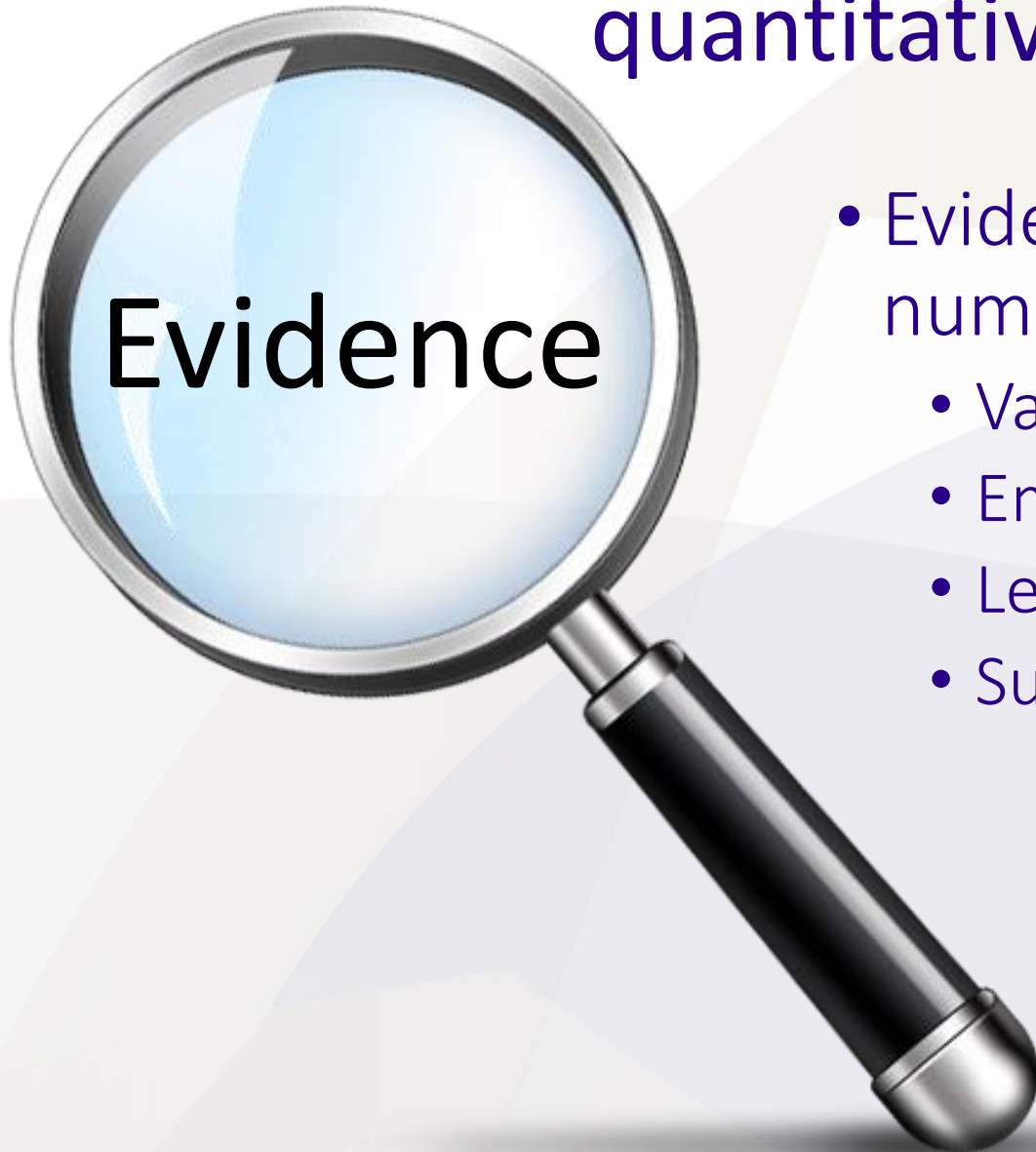
2015-2018
COUNTRY REPORTS

COL Frameworks and Policies

- Governance Manual
- Human Resources Framework and Compensation Plan
- Staff Policies and Procedures
- Financial Policies and Procedures and Handbook on Purchasing



Qualitative and quantitative evidence



- Evidence not only for numbers, but also for:
 - Value for money
 - Empowerment
 - Learning outcomes
 - Sustainable livelihoods

Mid-term evaluation 2018 (External)

- “COL is on the ‘**right side of educational history**’ and making an important contribution-directly influencing the quality of learning in the Commonwealth and to being a leader in pedagogical reform”
- “placed the emphasis on **impact, demand, and long term outcomes**...in contrast to more traditional development models which are mostly supply oriented and tend towards...outputs.”
- Need for **more attention to COL’s influence strategies.**

(Sauder 2018)



COL's Competitive Advantage

- Thought Leadership
- Innovations
- Translating ideas into action
- Partnerships



Climate Crisis in the Commonwealth

- Disproportionately affects the Commonwealth
- 31 small states most vulnerable to climate change.

9 of the top 20 countries prone to natural disasters are in the Commonwealth



Source: United Nations University. World Risk Report, 2016. https://collections.unu.edu/eserv/UNU:5763/WorldRiskReport2016_small_meta.pdf



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

The impact of the climate crisis on education



Infrastructural damage



Damage to resource and materials



Loss of data and records



Collapse of systems = Out of school youth



Achieving SDG4:

<u>Current enrolment</u>	<u>Gap</u>
Primary: 91%	9%
Lower secondary: 84%	16%
Upper secondary: 64%	36%
Tertiary: 38%	62%

Schooling

About **262 million**
children and youth are
out of school

How many new classrooms/schools
would be required to accommodate
these learners? What would be the
carbon footprint?



Higher Education



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

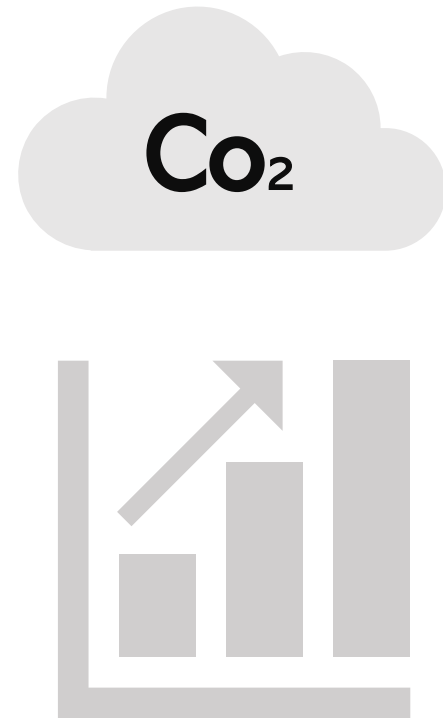


Estimated **14 megatons**
of CO₂ per year associated
with student mobility



Correlation

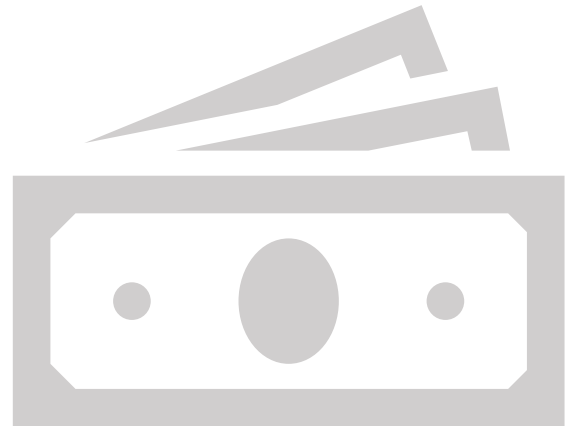
between both
completion and
proficiency rates,
and national CO₂
emissions



At what cost?

\$220 per ton

in associated
economic costs



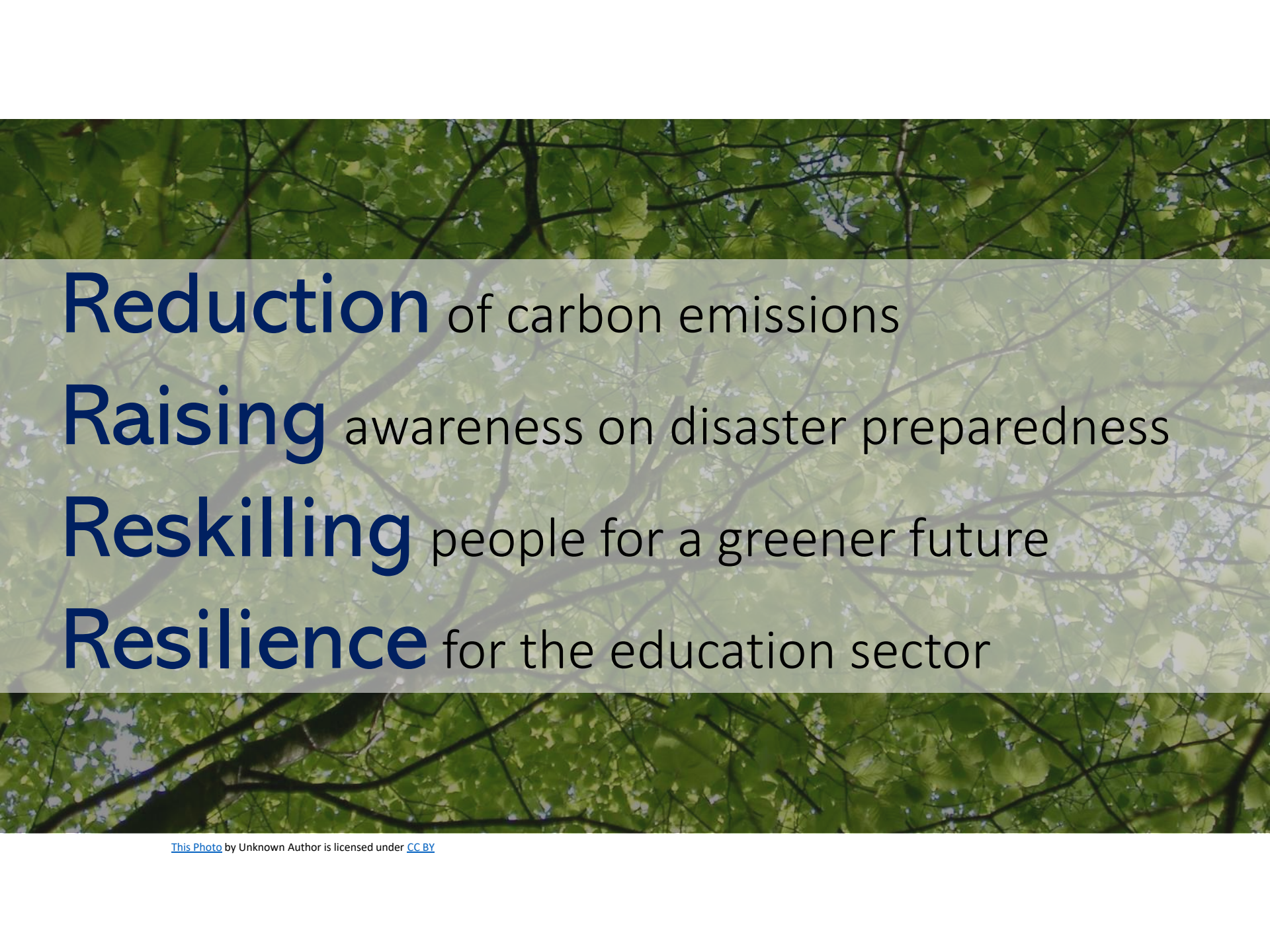
Education and emissions

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



Reduction of carbon emissions

Raising awareness on disaster preparedness

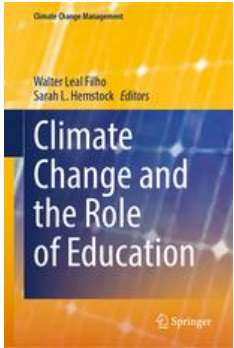
Reskilling people for a greener future

Resilience for the education sector



Reduction:

Decreasing the carbon emissions of education sector through ODL



Research on Emissions and ODL



3x less carbon emissions



Travel – greatest contributor



Mode of delivery - determinant



Raising Awareness:

Public education campaigns for
resilience





Re-skilling:

Training people for the green jobs of tomorrow



Massive Open Online Course

INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS

Starting

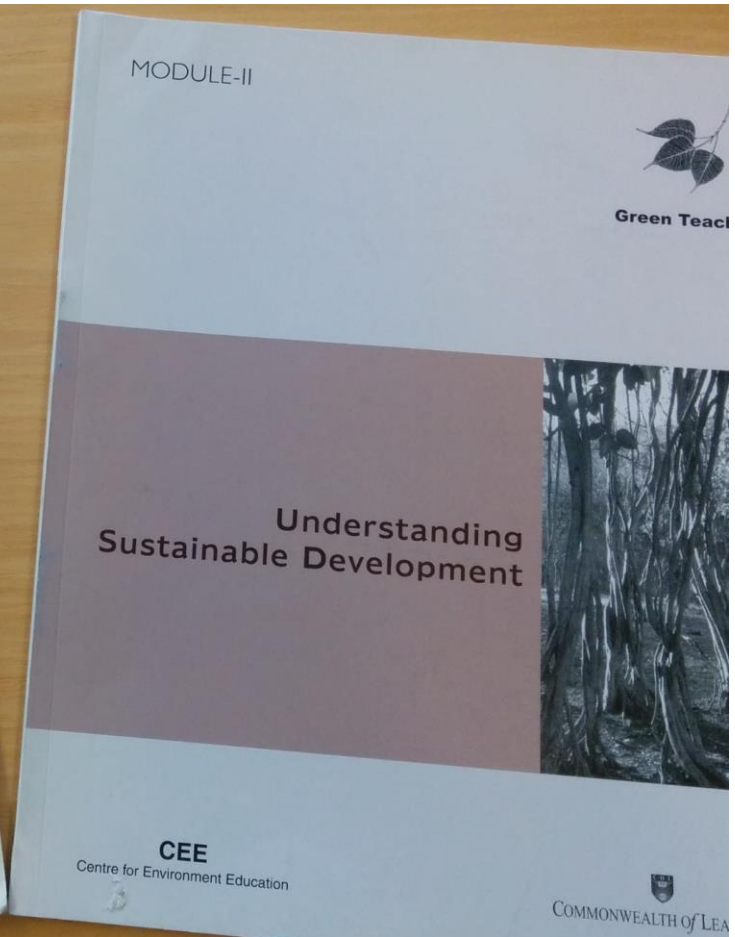
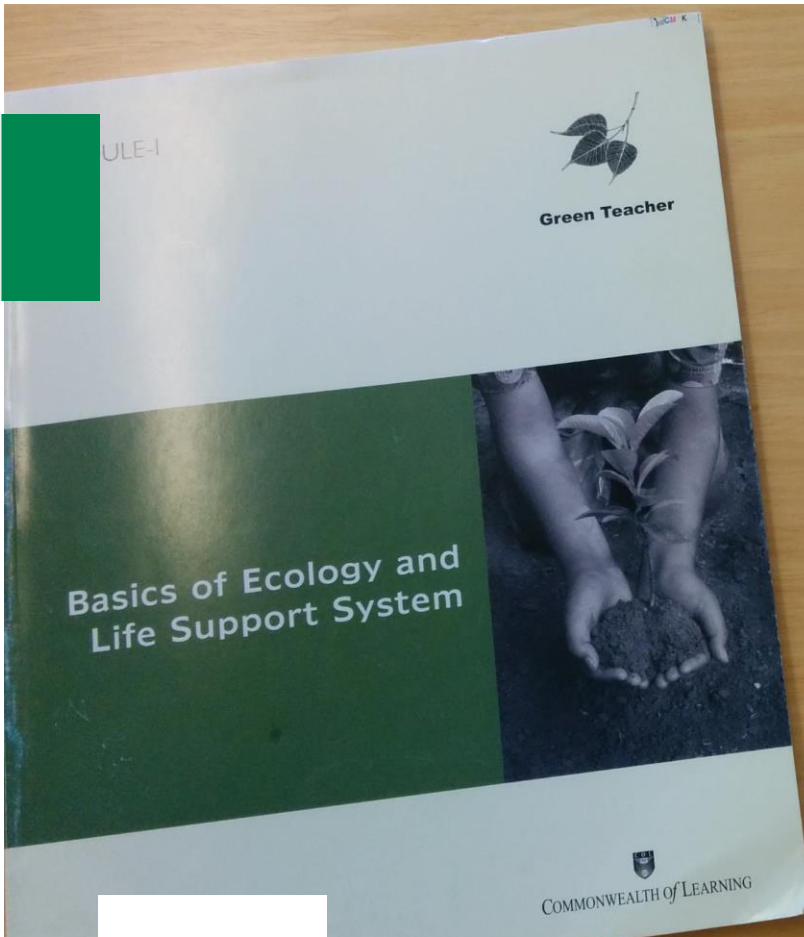
15 November 2019





Resilience:

Making the education sector more
resilient



Green Teacher



Technology must be placed in an appropriate social, cultural and political context.



The Role of Technology



- Scale
- Access
- Collaboration
- Reduce emissions

Thank You for your contributions

col.org

