Study Tour of Vice Chancellors

April 27, 2015

Professor Asha Kanwar
President & CEO,
Commonwealth of Learning
Commonwealth Heads of Government Meeting
Vancouver, 1987
The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development.
Who supports COL?
Commonwealth governments make voluntary contributions to COL’s budget

Major Donors:
- Canada
- UK
- India
- Nigeria
- New Zealand
- Australia
- South Africa

The number of countries contributing rose from 23 in 2003-06 to 45 in 2012-2015
COL Board of Governors 2014
The Commonwealth

THE COMMONWEALTH COMPRIVES 54 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat, 2010.
Commonwealth

- 60% of the population under 30 (UN World Population Prospects 2012 Revision)
- 1/3 of the world’s poor, 2/3 of them are women (ODI, 2009);
- 23.3 million children out of primary school (Education in the Commonwealth 2012);
- 462 million adult illiterates (Education in the Commonwealth 2012)
Pakistan Youth Population 2013

- Pakistan (Age 15 - 24): 20.62%¹
- World (Age 15 - 24): 17%²

Sources:
1. Pakistan labour force survey 2012 – 2013
2. 2013 World Youth Report: Youth and Migration
Access to Higher Education

- OECD Average: 40-50%
- Caribbean: 25%
- South Asia: 16%
- Sub-Saharan Africa: 10%
Gross Enrolment Ratio in Secondary & Tertiary, 2013

<table>
<thead>
<tr>
<th>Country/Regions</th>
<th>Secondary %</th>
<th>Tertiary %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>East Asia &amp; Pacific</td>
<td>83</td>
<td>28</td>
</tr>
</tbody>
</table>

COL Programme

Education
- Open Schooling
- Teacher Education
- Higher Education
- VUSSC

Livelihoods & Health
- TVSD
- Learning for Farmers
- Healthy Communities

Gender
- models

eLearning
- policy
- capacity
- materials

partnerships
Open Schooling

- Responds to the increasing demand for secondary education at scale and at lower costs
- Can complement the conventional school system and use ICT to scale up education
Support for open school at Allama Iqbal Open University (AIOU), which was officially launched in April 2013.

Capacity building in gender mainstreaming, quality assurance and planning/theory of change.
Teacher Education

Global Demand for Teachers: 1.7 million

- Strengthening teacher education through the use of technology and distance learning
- 350,000 teachers and teacher educators trained in 24 countries
- Reaching teachers in marginalised groups including nomadic communities
Higher Education

- Contributing to human resource development
- Improving the quality of higher education
- Increasing access

Dr. Godson Gatsha
Higher Education in Pakistan

- Institutions in 11 countries offer CEMBA/CEMPA programme, including AIOU
- COL-RIM implemented at AIOU in 2013
- COL-RIM implemented at Fatima Jinnah Women’s University (FJWU) in 2013
Technical & Vocational Skills Development

Outcomes

- TVET Institutions
- TVET Teachers
- TVET Students

Impact – 150% increase in income
Increased Food Security among 5000 women learners in Kenya and Uganda

Every $1 invested in learning, facilitation and networking resulted in $ 9 worth of income and assets among 11,000 households in India

Dr. K. Balasubramanian

Lifelong Learning for Farmers
Healthy Communities
Community Learning Programmes

local | participatory | low-cost
eLearning

- Support educational transformation through the use of information & communication technologies (ICT) and open educational resources (OER)

Access | Quality | New Pedagogies
Open Textbooks

http://www.caribbeanoer.org
Gender

Outcome

More partners adopt gender-inclusive approaches and strategies to promote gender quality.
APTUS

CLASSROOOM WITHOUT WALLS

Dr. Venkataraman Balaji
Global Youth Unemployment Rate
2004-2013

Source: ILO - Global Employment Trends for Youth 2013
## Unemployment 2010-2013

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Unemployment %</th>
<th>Youth Unemployment %</th>
<th>Unemployment with Tertiary Education (% of Total Employment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Pakistan</td>
<td>4</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>East Asia &amp; Pacific</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: Unemployment, 2.5, World Development Indicators, 2015, World Bank
[http://wdi.worldbank.org/table/2.5](http://wdi.worldbank.org/table/2.5)
Sustainable Development Goals

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Quality education leading to effective learning outcomes
- Skills for employment and entrepreneurship
- Knowledge and skills for peace and global citizenship
- Qualified teachers
Strategic Plan 2015-2021
learning for sustainable development

EDUCATION & TRAINING

Environmental sustainability

SKILLS

ECONOMIC GROWTH

GENDER EQUALITY

Social Inclusion
Thank You