The Commonwealth of Learning (COL) is proud of its strong country focus. While COL works in two programme sectors Education and Livelihoods and Health which cover the whole Commonwealth, it also considers itself accountable for its work in each Member State. *COL in the Commonwealth* reviews COL’s work over the last three years (2009-2012) and captures what we have done in each country.

Following wide consultations with partners, a *Country Action Plan* was developed at the beginning of the 2009-2012 triennium to guide COL’s activities in each country and ensure that they were consistent with the national priorities of the government. These reports describe the implementation of these plans. Earlier versions of these reports were presented to the foreign ministers at the CHOGM 2011 held in Perth in October 2011.

Education Ministers were enthusiastic about the previous issue of *COL in the Commonwealth* that was submitted to 17CCEM in Kuala Lumpur in 2009. At the request of Ministers these reports cover all Member States of the Commonwealth, showing not only what COL has done in the developing countries but also how its work relates to the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reviews are grouped under four regions: Africa (and the Mediterranean), Asia, the Caribbean and the Pacific. The reports for each group of countries begin with a short account of the regional activities which COL has promoted in 2009-2012.

Member States also value COL’s Pan-Commonwealth work, which benefits from the unifying characteristics of the Commonwealth such as a common language, similar constitutional and legal frameworks, and a shared commitment to the values of peace, democracy, equality and good government. Some of the Pan-Commonwealth activities and facilities that underpin COL’s work in the regions and countries are listed in the next section.

The production of *COL in the Commonwealth* 2009-2012 has been an intense collective effort. COL’s advanced knowledge management systems have enabled us to exploit fully the information contained in the numerous event reports prepared by staff as they work and travel. I express particular gratitude to Jasmine Lee, for diligently updating the country profiles that provided the raw material for these reviews, and to Karen Speirs, who brought this volume together in an impressively efficient and expeditious manner.

*Professor Asha S. Kanwar*
President and Chief Executive Officer
Commonwealth of Learning
PAN-COMMONWEALTH INITIATIVES

BACKGROUND

As a Commonwealth inter-governmental organisation, the Commonwealth of Learning (COL) has the mandate to operate in all 54 Member States, with a particular emphasis on 47 developing countries across Africa, Asia, the Caribbean and the Pacific.

COL’s Three-Year Plan is developed after consulting widely in the Commonwealth. It focuses specifically on the expressed needs of Member States and the imperative of progressing the Millennium Development Goals and Education for All goals, within the context of its own mission and mandate.

COL’s vision of “Access to Learning is the Key to Development” informs its work as it helps Member States accelerate progress towards achieving development goals. For example, COL harnesses the potential of open and distance learning (ODL) to bring lifelong learning for farmers (L3F) in an effort to mitigate the challenge of poverty and food security (MDG 1). As more countries achieve Universal Primary Education (UPE), they seek to provide access to secondary education. Since existing institutions are unable to cater to this massive surge, COL initiated the Open Educational Resources for Open Schools project as a response (MDG 2). COL uses community media to promote mother and child health goals (MDG 4 and 5) in countries such as India, Kenya and Malawi.

COL also focuses on four Education for All goals – access to primary education, gender equality, quality education, and learning and life skills for young people and adults – through teacher training, gender mainstreaming, quality assurance and skills development respectively.

The approach has been to work within the framework of the COL Logic Model 2009-12 but to also be flexible and responsive enough to cater to new and specific needs as they occur.

COL develops Country Action Plans for Member States based on discussions with country Focal Points and partners. These dynamic documents are updated regularly and incorporate requests from countries over the course of the triennium. They are presented as Country Reports, which document COL’s work in each country, to the Commonwealth Education Ministers, when they meet at the triennial CCEMs.

A number of COL activities span the Commonwealth. This section outlines these pan-Commonwealth initiatives.
EDUCATION

Open Schooling

COL’s “OER for Open Schools” initiative involved working with partners at open schools in six countries (Botswana, Lesotho, Namibia, Seychelles, Trinidad & Tobago and Zambia) to create open educational resources (OER) for 20 secondary level courses. The OER were officially launched in March 2012 and are freely available for download, adaptation and use, resulting in a substantial contribution to open schooling globally. COL provided extensive training to “Master Teachers” in each country, helping them build their skills in developing OER in both print and eLearning versions. “OER for Open Schools” was funded in part by The William and Flora Hewlett Foundation.

COL supports the expansion of ODL to meet the growing need for primary and secondary education, as well as lifelong learning. As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA), which involves partners from every region of the Commonwealth. Twenty-two partners signed the COMOSA constitution.

The COMOSA website was launched at the first Annual General Meeting in Delhi in November 2010, and COMOSA’s activities for the next three years were identified as Research, Gender and Vocational and Technical Education. A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010, and a Research Agenda with ten areas was adopted.

The Quality Assurance Toolkit for Open Schools was launched during the Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010. The Toolkit will be used in all the countries affiliated with COMOSA to develop their institutional Quality Assurance frameworks. Copies of the Toolkits were made available to the delegates at PCF6.

Forty-one people from 23 COMOSA member countries the COMOSA attended annual general meeting (AGM) in Seychelles in February 2012. Prior to the AGM, an eLearning Maturity Model (eMM) workshop was held for COMOSA members. Participants learned about organisational eLearning capacity and how to use the eMM tool. COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. Participants drafted a “COMOSA OER and Copyright Policy” at the workshop. The COMOSA Steering Committee meeting was also held in Seychelles on 1 March 2012 and a launch of the OER for Open School materials was held on 2 March 2012. All member countries have committed to implement the OER policy.

Teacher Education

The UNICEF-COL Child-Friendly Schools (CFS) initiative mainstreamed “child first” concepts, principles and models into the pre-service and in-service teacher education curricula in eight Commonwealth countries (Botswana, Lesotho, Nigeria, Rwanda, South Africa, Sri Lanka, Swaziland and Zambia). COL worked with partner teacher training institutions to develop CFS learning materials and to provide capacity building workshops.

A Consultative Meeting, the first phase of the Capacity Building Programme on Multigrade Teaching for Teachers in selected Commonwealth countries (Belize, Maldives, Namibia, Samoa and Solomon Islands), was held in Honiara, Solomon Islands in June 2010. The capacity building initiative aims to strengthen the current work of the Commonwealth Secretariat and COL on multigrade teaching through the design and implementation of a programme to support teachers, using ODL strategies.

Higher Education

COL provides leadership in quality in ODL. COL’s quality microsite (www.col.org/qualityMS) provides a single convenient online access point to quality assurance resources in ODL. This includes access to COL’s
Quality Assurance Toolkits for open schools, higher education, teacher education and non-formal education.

The COL Review and Improvement Model (COL RIM) provides higher education institutions with a “do-it-yourself” approach to institutional quality audits. COL developed COL RIM as a cost-effective approach that focuses on self-assessment and helps institutions improve internal quality assurance, planning and systematic institutional improvement. The COL RIM package, consisting of a conceptual framework and handbook, is freely available from COL.

COL’s Commonwealth Executive Master of Business Administration and Master of Public Administration programme is designed for part-time study by busy working professionals, in response to the growing demands for post-graduate level education in business and public administration. The CEMBA/MPA programme is offered at partner institutions in Bangladesh, Ghana, Guyana, Jamaica, Malaysia, Nigeria, Pakistan, Papua New Guinea and Sri Lanka.

COL’s Graduate Diploma in Legislative Drafting builds professional skills through ODL. The programme is currently offered by three partner institutions: the National Open University of Nigeria, the University of the South Pacific in Vanuatu and Athabasca University in Canada. Indira Gandhi National Open University, India and the University of Derby, UK have been licensed to offer the programme.

Virtual University for Small States of the Commonwealth (VUSSC)

VUSSC is a network of 32 small states of the Commonwealth dedicated to expanding access to tertiary education. VUSSC hosted international training and materials development workshops that develop capacity and initiate the development of new courses that are available as OER. Educators and learners can freely access, adapt and re-use VUSSC learning materials.

Originally led by COL, VUSSC is now governed by a Management Committee with representation from all regions of the Commonwealth.

VUSSC members collaborated to develop the Transnational Qualifications Framework (TQF), a system of accreditation for VUSSC courses that facilitates the movement of courses and learners among states. Through the TQF, VUSSC aims to ensure all open educational resources (OER) created for VUSSC can be adapted into recognised courses that students can take for credit through educational institutions in small states. The TQF was formally launched in South Africa and Namibia in May 2010.

VUSSC’s learning portal, launched in 2011, includes an online Learning Management System for learners and educators to access and contribute to VUSSC courses, as well as free online materials and tips for learning online.

LIVELIHOODS AND HEALTH

Learning for Farmers

COL’s Lifelong Learning for Farmers (L3F) programme helps rural communities engage in appropriate technology-based open and distance education to improve their livelihoods. While governments face challenges in funding adequate agricultural extension, globalisation is creating increasing competition for poor rural farmers.

Lifelong Learning for Farmers addresses these issues by enabling vulnerable rural women and their families to embrace learning. The programme brings together four key partners: farmers, learning institutions, mobile phone and information and communication technology (ICT) companies and banks. As farmers gain relevant knowledge from learning institutions via mobile phones and ICT kiosks, banks provide loans to them with greater assurance.
Introduced in southern India in 2004, Lifelong Learning for Farmers has been adapted and introduced in Jamaica, Kenya, Mauritius, Sri Lanka and Uganda.

Skills Development

COL is helping technical and vocational education and training (TVET) institutions in Africa expand flexible and blended delivery approaches. By increasing access to quality skills development for young people and adults, COL’s Flexible Skills Development (FSD) programme aims to alleviate poverty. This programme actively targets course development for people working in the informal economy. Through online training, workshops and an online Community Learning Network, COL is helping 11 key TVET institutions in six countries in strengthening capacity to develop new curriculum content to realise the benefits of educational media and technology.

COL is also working with TVET training institutions in the Pacific to develop training courses in basic trades to help meet the skills needs of small island states. COL has worked with partners in the region to develop courses in Small Business, Small Engine Maintenance, Tourism as a Business, Working with Timber and Working with Concrete, as well as Literacy for Basic Trades, which assists students with varying levels of literacy.

The Flexible Skills Development Online Community Learning Network is a forum for TVET practitioners to discuss the implementation of flexible and blended approaches to TVET delivery. Using social networking software, managers, educators and policy makers can interact and collaborate both regionally and with international experts. Members from Ghana, Kenya, Jamaica, Malawi, Nigeria, Tanzania, St. Vincent & the Grenadines and Zambia are part of the network.

Healthy Communities

COL’s Healthy Communities initiative brings together groups working at the local level – media, health agencies, NGOs and community groups – to address health and development challenges through participatory learning programmes. While programmes vary according to local needs, COL’s approach remains consistent:

- Bring together local partners: most often community groups identify health information needs, health agencies provide content and community radio stations broadcast the learning programmes.
- Build capacity: this usually involves radio production skills, which expands the pool of community members who are actively engaged in the programme.
- Provide ongoing support: as programmes mature and partners change, COL helped community learning programmes adjust and continue to grow.

Recent initiatives span the Commonwealth, responding to local health needs.

In September 2011, COL hosted a meeting of Healthy Communities partners from 14 Commonwealth countries in Cape Town, South Africa. In addition to sharing best practices and mapping out future plans for COL’s Healthy Communities initiative, the partners made important connections that are already leading to greater “south-south” co-operation. The week-long Cape Town meeting focused on the use of media for non-formal learning about community health and development, particularly in resource-poor settings.

Integrating eLearning

“Taking OER beyond the OER Community: Policy and Capacity” was a COL/UNESCO joint initiative that promoted the wider use of OER by expanding understanding of OER by educational decision makers and
quality assurance experts. The programme involved capacity building workshops in all regions of the Commonwealth, online discussion forums and new OER publications.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of OER beyond the communities of practice that had already developed around them. The project involved a survey of governments worldwide and six Regional Policy Forums. This resulted in a 2012 World OER Congress in June 2012 at which the Paris Declaration on OER was adopted by the international community. The Paris Declaration is a commitment to making educational resources developed with public funds freely available for re-use and re-purposing under open licences.

The Commonwealth Computer Navigators Certificate (CCNC) is an ICT literacy course based on the International Computer Driver’s Licence (ICDL) using Open Office on either a Linux or Windows platform. The high quality training materials are available from COL free of cost.

**GENDER**

Gender equality is a cross-cutting theme that underpins all COL’s initiatives. The advancement of gender equality and women’s empowerment are central to COL’s agenda of learning for development.

COL looks beyond the arithmetical target of gender parity (equal numbers of males and females in school) to the more challenging goal of gender equality (equality of outcomes). COL’s gender work includes providing gender resources, capacity building in ICT for women and gender research.

COL’s gender microsite ([www.col.org/genderMS](http://www.col.org/genderMS)) provides a single convenient online access point to gender resources in ODL.

**OTHER ACTIVITIES**

**eLearning for International Organisations**

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world. COL develops and delivers effective training solutions in partnership with the UN and other international agencies. This contract work is performed on a fee-for-service basis with full cost recovery. Course subject matter ranges from effective communication and report writing to operational data management and debt management.

**Pan-Commonwealth Forum on Open Learning**

COL’s biennial Pan-Commonwealth Forum on Open Learning (PCF) is one of the world’s leading conferences on learning and global development. It brings together people representing educational institutions, governments and development agencies to explore issues related to ODL and development. More than 600 delegates from 50 countries attended PCF6 in Kerala, India in 2010. COL’s Excellence in Distance Education Awards, honouring individual and institutions contributions to ODL, are presented at PCF. COL, the Federal Ministry of Education, Nigeria and the National Open University of Nigeria will co-host the Seventh Pan Commonwealth Forum (PCF7) in Abuja, Nigeria in November 2013.

**Pan-Commonwealth Partnerships**

COL’s work is supported by networks of Focal Points, Chairs and Advisors across the Commonwealth:

- Focal Points: individuals nominated by the Minister of Education in each country to act as COL’s primary contact.
• Honorary Advisors: eminent ODL professionals from across the Commonwealth are a valuable resource for consultations about COL’s future plans and for Member States seeking advice on ODL.
• UNESCO-COL Chairs: distinguished serving academics who serve in an honorary capacity, complementing the political and administrative role of the Focal Points and Honorary Advisors.

**COL KNOWLEDGE RESOURCES**

COL’s extensive resources, freely available through its website, include:

• *Connections* newsletter: providing news, commentary and insight about COL’s work and the broader field of ODL and development ([www.col.org/connections](http://www.col.org/connections))

• Blog: timely news and comment from COL ([www.col.org/blog](http://www.col.org/blog))

• Publications: research, books, toolkits and other publications commissioned by COL ([www.col.org/publications](http://www.col.org/publications))

• Country information: This online database provides access to information related to ODL from all Commonwealth countries ([www.col.org/CountryInfo](http://www.col.org/CountryInfo))

• Videos: reports from events and insight into COL’s work ([www.col.org/videos](http://www.col.org/videos))

• Course materials, gender microsite, quality assurance microsite, speeches and other resources ([www.col.org/resources](http://www.col.org/resources))

• Governance and financial information: including Board minutes, financial statements and the President’s quarterly reports to the Board ([www.col.org/GovInfo](http://www.col.org/GovInfo))
PARTNER COUNTRIES

Australia | Canada |
New Zealand | United Kingdom
BACKGROUND

COL has been based in Vancouver, Canada since it was established in 1987 and the Canadian government offered to host it in British Columbia. Of 36 COL staff, 27 are Canadians or Permanent Residents of Canada. COL’s former President and CEO Sir John Daniel (2004-2012) was a former President of Laurentian University in Ontario, Canada. Sir John is a citizen of Canada and the UK.

Canada is a major contributor to COL’s budget and a strong supporter of COL’s activities. As a major donor, Canada has a seat on COL’s Board of Governors. Since 2010, that position has been filled by Ms. Janet Ecker, an accomplished business person and former Minister of Finance in Ontario. Mr. Gordon Scott of the Canadian International Development Agency (CIDA) is the CIDA Advisor to the Canadian Board Member. Ms. Barbara Scott, Ms. Mia Mouelhi and Ms. Sélène Grandchamp were previous CIDA Advisors to the Canadian Board.

Dr. Rory McGreal of Athabasca University, Canada is a UNESCO-COL Chair for Open Educational Resources (OER).

Canada is a host that is rich in resources for COL. Canadian institutions often co-operate with COL to host visitors from the developing world and share experiences and expertise.

Canada delivers support to countries and regions around the world through CIDA. COL is included in CIDA’s Multilateral Programmes Branch, United Nations and Commonwealth Program Division.

SUMMARY

COL’s vision of “Access to Learning is the Key to Development” informs its work as it helps member states accelerate progress towards achieving development goals. For example, COL harnesses the potential of open and distance learning (ODL) to bring Lifelong Learning for Farmers (L3F) in an effort to mitigate the challenge of poverty and food security (MDG 1). As more countries achieve Universal Primary Education (UPE), they seek to provide access to secondary education. Since existing institutions are unable to cater to this massive surge, COL initiated the “Open Educational Resources for Open Schools” project as a response (MDG 2). COL uses community media to promote mother and child health goals (MDGs 4 and 5) in countries such as India, Kenya and Malawi.

COL also focuses on four Education for All goals – access to primary education, gender equality, quality education, and learning and life skills for young people and adults – through teacher training, gender mainstreaming, quality assurance and skills development respectively.

COL’s work in 2009-2012 is aligned with CIDA’s goals in many of its countries of focus. COL’s work in both sectors, Education and Livelihoods & Health, supports CIDA’s priorities.
COL enjoys close relationships with several Canadian educational institutions. In this triennium, COL has embarked on a partnership with the University of British Columbia to develop and launch an innovative learning management system for use in developing Commonwealth countries.

**CIDA MANDATE AND PRIORITIES**

CIDA is Canada's lead agency for development assistance. CIDA’s aim is to:

- Manage Canada’s support and resources effectively and accountably to achieve meaningful, sustainable results, and
- Engage in policy development in Canada and internationally, enabling Canada's effort to realise its development objectives.

CIDA’s work is guided by three priority themes:

- Increasing food security,
- Securing the future of children and youth, and
- Stimulating sustainable economic growth.

COL supports CIDA’s work in improving access to quality education through its initiatives in open schooling, teacher education, Child-Friendly Schools and the Virtual University for Small States of the Commonwealth (VUSSC). CIDA’s focus on child survival, including maternal health, is supported by COL’s Healthy Communities activities in a number of Commonwealth countries. Canada’s efforts to address the Millennium Development Goals (MDGs) are reinforced by COL’s work in almost all of its programme areas.

**COUNTRIES AND REGIONS OF FOCUS**

The Government of Canada’s approach is to focus 80 per cent of bilateral resources in 20 countries of focus. These 20 countries were chosen based on their real needs, their capacity to benefit from aid, and their alignment with Canadian foreign policy priorities. The goal is to make Canada’s international assistance more focused, more effective and more accountable.

In Africa, CIDA is working to help the African Union achieve its vision of regional integration and socio-economic growth. CIDA’s work involves food security; specifically, increasing agricultural productivity. CIDA focuses on strengthening the enabling environment and coordinating mechanisms needed for regional integration. CIDA’s countries of focus in Africa include Ghana, Mozambique and Tanzania – all countries where COL has a presence. COL is supporting the expansion of open schooling in Ghana, Mozambique and Tanzania. In all three countries, COL is providing training in the use of community media to address community health issues. In partnership with the Commonwealth Association of Polytechnics in Africa, COL is supporting the delivery of skills development through ODL in Ghana and Tanzania. CIDA’s Commonwealth Executive Master of Business Administration (CEMBA) and Master of Public Administration (CEMPA) programme is providing professional development for working professionals in Ghana. In Tanzania, COL is working with the Information Society and ICT Sector Development Project to develop a mobile learning programme for teachers and students in schools.

CIDA’s Asia programme concentrates on governance, private sector development and health. CIDA places a special emphasis on health and education in South Asia. Promoting gender equality is a cross-cutting theme for all sectors. CIDA’s countries of focus in Asia where COL is engaged in activities are Bangladesh and Pakistan. COL’s work with the Bangladesh Open University’s Open School includes helping it expand its reach to women and girls. Through its regional agency, the Commonwealth Educational Media Centre
for Asia, COL is supporting the expansion of community radio in Bangladesh. In Pakistan, COL’s work includes providing planning support for open schooling.

CIDA’s Caribbean programme serves 14 countries, including the 12 Commonwealth nations where COL is also active. CIDA focuses on promoting sustainable economic growth in the region through initiatives such as increasing access to employment skills for youth, capacity building in small- and medium-sized businesses and strengthening the management of public financial resources. COL’s work in the Caribbean includes teacher education initiatives, expanding access to tertiary education through VUSSC, supporting the use of ODL for skills training, using ICT to build capacity in the agricultural sector through its Lifelong Learning for Farmers programme, training in ICT for education and the use of non-formal ODL to address health issues at the community level.

**EDUCATION**

**Open Schooling**

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schooling Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Cindy Gauthier of the Vancouver Learning Network, Canada was one of 30 partners who signed the COMOSA Constitution.

The COL workshop on Copyright and OER was held in Delhi in November 2009. Cindy Gauthier of the Vancouver Learning Network and ODL practitioners from more than 20 countries attended the workshop.

COL organised the COMOSA Annual General Meeting (AGM) in Seychelles in February 2012. 41 people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Following the AGM, COL organised an OER and Copyright Policy workshop for open schools, which resulted in the drafting of a COMOSA OER and Copyright Policy. The launch of the “OER for Open Schools” materials also took place after the COMOSA AGM. Cindy Gauthier of the Vancouver Learning Network and Monique Brewer of the Open School BC attended the COMOSA AGM, eMM workshop, the OER and Copyright Policy workshop and the “OER for Open Schools” launch.

**Higher Education**

COL’s Graduate Programme in Legislative Drafting was launched at Athabasca University in November 2009. The Programme is attracting students from around the globe who will graduate with the expertise to undertake diverse and challenging drafting responsibilities with proficiency and confidence.

**LIVELIHOODS & HEALTH**

**Learning for Farming**

In collaboration with the University of British Columbia, Canada, COL has developed a Learning Management System called LIVES (Learning through Interactive Voice Educational Systems). The goal is to provide communities with a learning tool based on voice mails using mobile phones. COL will be able to scale up its interventions because more than a thousand learners can be reached through this system, which can provide automated feedback and can be used to transmit voicemails in any language or dialect. LIVES is being tested with farmers in India and Jamaica.
Healthy Communities

In this triennium, COL partnered with Ottawa-based Farm Radio International to host scriptwriting contests for educators and media organisations in Africa. Focusing on smallholder farmer innovation and healthy communities, the initiative also provided free eLearning courses on radio scriptwriting. The winning scripts were distributed to several hundred radio organisations in Africa to encourage further use. COL Education Specialist, Community Media, Ian Pringle (a Canadian), sits on the Board of the Community Radio Fund of Canada.

Integrating eLearning

Dr. Roger Powley of Canada has developed an Instructional Design Template and conducted two workshops on Instructional Design in Guyana with the University of Guyana and Cyril Potter College of Education, Guyana and with eight TVET institutions in Kenya, Tanzania and Zambia.

OTHER ACTIVITIES

eLearning for International Organisations

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world. One learner took the International Federation of Red Cross and Red Crescent Societies Effective Writing course in 2010.

EVENTS

Canada participated in COL’s Sixth Pan-Commonwealth Forum on Open Learning in 2010 in a number of ways. Approximately 30 delegates from Canada took part in PCF6, in addition to COL staff. Individuals from Canada presented papers and participated in pre-Forum workshops organised by COL. COL regularly hosts meetings at its headquarters in Vancouver, Canada for team leaders for VUSSC as well as numerous staff members from developing world institutions for training programmes, meetings and consultations.

ASSISTANCE AND EXPERTISE

Since 2009, COL has hired 129 Canadian consultants to provide expertise and resources to projects across the Commonwealth.

COL works with a range of Canadian partners including universities, organisations and private companies. COL’s partners in Canada include Athabasca University, BCcampus, the Canadian Council on Learning, CIDA, the Department of Foreign Affairs and International Trade, Royal Roads University, Simon Fraser University, the University of British Columbia, York University, private providers and individual consultants.

LOOKING FORWARD

COL looks forward to continuing its close and fruitful partnership with Canada in 2012-2015. Canada will continue to be a valued sponsor of COL’s activities while also continuing to provide valuable expertise through consultants, the Board of Governors and staff members.
Learning for Development

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

Vision:
Access to learning is the key to development

Mission:
To help governments and institutions expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).