Report of the Commonwealth of Learning (COL)

Background

1. Created by Commonwealth Heads of Government in 1987, COL is the only intergovernmental organisation that focuses exclusively on enhancing access to education, training and learning through the use of information and communication technologies (ICT) and open/distance learning (ODL). COL celebrated 25 years of operations last year.

2. COL helps governments expand the scale, efficiency and quality of learning by using appropriate technologies, particularly those that support open and distance learning. It assists governmental, non-governmental and community partners in developing policy, building capacity, refining models, creating materials and nurturing collaborative networks.

3. Learning for Development continues to be the theme of COL’s work. Following the ideas of development economist and Nobel laureate Amartya Sen, COL understands development as freedom. Increasing the freedoms that men and women enjoy is a definition of development, and greater freedom empowers people to be more effective agents of development. In concrete terms, COL uses the internationally agreed Millennium Development Goals, the Education for All goals and the Commonwealth values of peace, democracy, equality and good governance as its framework for action.

4. COL’s impact statement is: “A substantial and equitable increase in the number of Commonwealth citizens acquiring the knowledge and skills for leading productive and healthy lives, through formal and non-formal open and distance learning opportunities”.

5. COL’s strategic goals are
   - Quality education for all Commonwealth citizens,
   - Human resource development in the Commonwealth, and
   - Harnessing ODL and technologies to achieve development goals.

6. As a small and specialised intergovernmental agency, COL emphasises partnerships in all its activities, collaborating with other Commonwealth bodies and multilateral organisations and NGOs, as well as Commonwealth Governments, fostering communities of practice and nurturing regional bodies.
7. ODL is a cost-effective approach to expanding education and training opportunities. Its use has grown rapidly over the 25 years since Commonwealth Heads of Government established COL. Today, thanks to expanding connectivity and new developments in ICT such as social software and open educational resources (OER) and Massive Open Online Courses (MOOCs) ODL applications continue to accelerate. The interactive Web is a rich environment for learning and a powerful vehicle for expanding awareness about the possible futures of humankind.

**Reporting to Governments**

8. In addition to annual reporting to the Commonwealth Secretariat Board of Governors and its own Board, COL presents its Three-Year Plans, along with individual country reports, to Commonwealth Education Ministers when they meet triennially. COL’s current Three-Year Plan, 2012–2015 was approved by Ministers in Mauritius in August 2012. The report of its work in each country during this triennium will be presented to Ministers when they next meet in June 2015 in The Bahamas.

9. COL was represented at the biennial Commonwealth Heads of Government Meeting (CHOGM, held in Sri Lanka in November 2013) by the Honourable Burchell Whiteman, O.J., Chair, Board of Governors; Professor Asha Kanwar, President and C.E.O.; and Mr. Vis Naidoo, Vice President. COL’s Chair and President presented a report to Commonwealth Foreign Ministers and made a presentation on the Virtual University for Small States of the Commonwealth (VUSSC) to the Foreign Ministers of Commonwealth Small States.

10. Paragraph 93 of the CHOGM Communiqué deals with COL:

“Heads of Government congratulated the Commonwealth of Learning (COL) on its 25th anniversary and noted COL's ongoing support to member states in enhancing access to formal and non-formal education and training through the use of appropriate technologies. They commended COL for evolving to remain relevant to the needs of member states; for its enhanced focus on outcomes and impact, and on delivering value for money. They appreciated COL's ‘learning for development’ approach, which can effectively address development issues such as poverty, inequity, food security and health. They expressed particular appreciation for the Virtual University for Small States of the Commonwealth, in which all thirty two Small States are active members. Heads encouraged COL to develop further innovations in educational technologies and models for replication by other countries and stakeholders.”

11. In April 2014, COL’s President presented a report on COL’s work in the Pacific to Ministers of Education and senior officials at the 10th Education Ministers meeting, convened by the Pacific Islands Forum Secretariat and hosted by the Government of the Cook Islands. Professor Kanwar also delivered the Forum’s keynote address.
Three-Year Plan, 2012–2015

12. COL’s Three-Year Plans provide the strategic direction and overall framework that guide COL’s work. The current Plan is titled Learning for Development. COL is committed to realising its vision – namely, that of seeing the achievement of human development goals through universal access to learning.

13. COL’s mission is translated into a comprehensive Logic Model that specifies the outcomes and impacts COL aims to achieve over the medium and long terms, through activities in key initiatives within two programme sectors – Education and Livelihoods & Health. Success is also measured against a set of clearly identified performance indicators.

- During 2012 – 2015, COL’s priorities are:
  a. skills development,
  b. the education and training of girls and women, and
  c. the promotion and use of open educational resources (OER).

- Under the two programme sectors, COL is pursuing seven initiatives.

14. The Education sector continues to help countries improve the scope, scale and quality of formal education at all levels through the use of open and distance learning methodologies and technologies. The four initiatives being pursued within this sector are: Open Schooling, Teacher Education, Higher Education and the Virtual University for Small States of the Commonwealth (VUSSC).

15. The Livelihoods & Health sector works in both formal and non-formal learning environments. Under the current plan, this programme sector continues to help communities, civil society and institutions improve the livelihoods and health of their members by using various technologies to enhance skills, share knowledge and develop new economic opportunities. The three initiatives being pursued within this sector are: Technical and Vocational Skills Development, Lifelong Learning for Farmers and Healthy Communities.

16. eLearning and Gender are the two cross-cutting themes in this plan that underpin and complement all seven initiatives.

17. The programme sector initiatives are as follows. Examples of initiatives activities are below:

EDUCATION

Open Schooling: Secondary school places are grossly insufficient to absorb the surge of pupils now completing primary schooling, thanks to progress made in achieving universal primary education. Open schooling is increasingly recognised as a viable solution to the growing demand for equitable access to secondary education, especially for girls and marginalised groups, particularly in remote locations. Governments are seeking to redefine the way that secondary education addresses societal needs, by diversifying the curriculum. This means making available technical and vocational programmes alongside academic offerings – something that open schools are well placed to do. In the current
Three-Year Plan, the main focus is on girls’ education. 

www.col.org/OpenSchooling

**Teacher Education:** Achieving Universal Primary Education by 2015 requires well-trained teachers of good quality. Governments of want to increase teacher supply and improve teacher quality. COL has a good record of helping them do this. COL’s Teacher Education Initiative is focusing on school-based, in-service training models during this three-year period. www.col.org/TeacherEducation

**Higher Education:** COL continues to support policy makers, institutions and leaders in higher education to harness the potential of ODL and technology and so enable them to cope with the combination of increasing demand for higher education, rising costs, diminishing public funding and the need to maintain high quality levels. Where appropriate, COL links to major initiatives in technology-mediated learning at both graduate and undergraduate levels in Member States. COL has developed action plans aligned to the priorities of specific countries to increase access to quality higher education and forge partnerships with international and regional organisations to leverage its impact. www.col.org/HigherEducation

**Virtual University for Small States of the Commonwealth:** Strengthening and improving the quality and scope of existing tertiary institutions is a key priority for small states. The VUSSC partnership represents over thirty small states of the Commonwealth dedicated to expanding access to tertiary education. In the past few years, VUSSC has connected institutions through online technologies to promote eLearning and the sharing of educational resources using collaborative and multi-institutional frameworks. COL’s emphasis is now on the adoption and delivery of VUSSC courses and programmes. www.col.org/VUSSC

**LIVELIHOODS & HEALTH**

**Technical and Vocational Skills Development (TVSD):** COL has demonstrated that using ODL and learning technologies can increase access to quality technical and vocational skills development equitably. The role of TVSD in creating a skilled workforce of lifelong learners for the informal and formal economies is constantly challenged by urban-rural and gender divides that exclude large numbers of learners from skills training systems. COL is working with institutional partners and governments to create contextualised, high-quality models for using educational media and technology in TVSD. www.col.org/TVSD

**Lifelong Learning for Farmers (L3F):** The L3F approach strengthens livelihoods and empowers the poorer sections of rural societies. So far, COL has promoted networking and capacity development in livestock, horticulture and agriculture, leading to higher incomes. It continues to facilitate self-replication and scaling-up so that L3F can reach marginalised communities in many more countries. Under the L3F model, COL is a catalyst in bringing together governments, institutions, civil society and the private sector to build the capacity of the communities through gender-sensitive ODL. www.col.org/L3F
Healthy Communities: Communities have urgent needs for health education, but conventional top-down approaches cannot cope with the sheer scale of learning needs. COL’s Healthy Communities initiative addresses this issue. By emphasising collaboration, participation and blended and multichannel approaches, the community learning model has enabled better individual and collective responses to maternal and child health, HIV/AIDS, non-communicable diseases, and other health and development challenges, particularly those faced by women and youth in resource-poor areas. www.col.org/HealthyCommunities

18. eLearning and gender underpin all seven initiatives:

**eLearning:** COL continues to raise levels of digital literacy and expertise in partner organisations, as well as the ICT competencies of teachers, and facilitates the creation of high-quality learning materials made available as open educational resources (OER). COL is also continuing its partnership with UNESCO for the global advocacy of OER and the open licensing of educational materials produced with public funds. www.col.org/eLearning

**Gender:** COL recognises that the advancement of the goals of gender equality and women’s empowerment is central to its agenda of learning for development. As a cross-cutting corporate goal, gender equality requires that both women’s and men’s views, interests and needs shape its programmes. ODL can be especially helpful in enabling women and girls to access educational opportunities while also fulfilling other responsibilities. Gender mainstreaming is an organisational strategy for COL. A gender equality perspective is taken at all stages of the programme cycle – planning, implementation, monitoring and evaluation – to ensure that the initiatives offer equal opportunities, benefits and participation to girls/women and boys/men. COL has a Gender Policy a Gender Action Plan – and a Gender Microsite provides links to resources and research on gender and ODL and ICT. www.col.org/Gender www.col.org/GenderMS

19. Each sector pursues its aims through five core strategies: partnerships, capacity, materials, models and policies. These strategies focus on co-creating value with COL’s extensive network of partners and stimulating developments.

20. In order to be more present at the regional level COL has its own unit in India, the Commonwealth Educational Media Centre for Asia (CEMCA). In Africa it works with RETRIDOL (Research and Training Institute for Distance and Open Learning) located at the National Open University of Nigeria and SADC-CDE (Southern African Development Community Centre for Distance Education) hosted by the Botswana College of Open and Distance Learning (BOCODOL). COL is now working with partners to identify similar partially funded regional centres in the Pacific and the Caribbean regions. www.cemca.org

21. To adapt its programme to fit the unique needs of each country COL develops individual Country Action Plans after extensive consultations with Focal Points and partner institutions. These are monitored and updated regularly. www.col.org/FocalPoints
22. COL adds strength to its regional networking by working with a group of eminent ODL professionals from across the Commonwealth who act as Honorary COL Advisors. COL–UNESCO Chairs have been appointed to work in specific research areas related to ODL and OER. [www.col.org/advisors](http://www.col.org/advisors) [www.col.org/chairs](http://www.col.org/chairs)

23. COL is results oriented and practices Results-Based Management (RBM); programme results are reported to COL’s Board of Governors in an RBM framework. Programme evidence, monitoring and evaluation, together with ongoing adjustments are key components of COL’s RBM practice. A Risk Management Matrix is reviewed regularly by COL’s Executive and Audit Committees and annually by its Board of Governors. COL’s “theory of change” model helps to define its roadmap to achieve its goals. Two comprehensive external evaluations of COL’s work are currently underway – an outcomes-based evaluation and a longer-term impact evaluation.

**Examples of COL’s work**

24. Some examples of COL’s work at the pan-Commonwealth level and in the four regions of the Commonwealth are presented as follows:

**Pan-Commonwealth**

25. The collaborative Commonwealth Executive MBA/MPA programmes have attracted a cumulative enrolment of over 24,000 students studying through one or more of the participating institutions in Africa, Asia, and the Caribbean: Bangladesh Open University; BOCODOL/Open University of Botswana; Kwame Nkrumah University of Science and Technology, Ghana; National Open University of Nigeria; Allama Iqbal Open University, Pakistan; the Open University of Mauritius; the Open University of Sri Lanka; University College of the Caribbean, Jamaica; University College of the Cayman Islands; the University of Guyana and Wawasan Open University, Malaysia. Designed for senior and middle managers working in developing Commonwealth countries, the newly revised courses help developing nations meet the need for professionals who can contribute to economic growth and good governance. The programmes have over 10,000 graduates. [www.col.org/CEMBA](http://www.col.org/CEMBA)

26. UN and international agencies such as UNHCR, UNAIDS, WHO, ILO, the UN Development Fund, the Commonwealth Secretariat, The World Bank, the Inter-American Development Bank and the International Federation of Red Cross and Red Crescent Societies are using COL’s eLearning for International Organisations programme to provide customised communications and data management skills training for their headquarters staff and field-based workers located throughout the world.

27. COL’s Pan-Commonwealth Forum on Open Learning is co-hosted with partners in different regions of the Commonwealth every three years. The five-day programme is designed to explore applications of open and distance learning in widening educational access, bridging the digital and information divide and advancing the social and economic development of communities and nations at
large. The Forum’s focus is on topics relating to developing countries and participation of practitioners from these countries. COL’s Excellence in Distance Education Awards are also presented at the Forum. Officials from nearly all of the Commonwealth countries and others, including many subsidised delegates, explore how open and distance learning can help achieve international development goals and education for all. COL’s Seventh Pan-Commonwealth Forum on Open Learning (PCF7) was held in Abuja, Nigeria in December 2013, co-hosted by the Federal Ministry of Education. The National Open University of Nigeria (NOUN) was the lead partner institution. The Forum addressed “Open Learning for Development: Towards Empowerment and Transformation” through five themes: “Girls’ and Women’s Education”, “Skills Development”, “Promoting Open Educational Resources”, “Innovation and Technology” and “Institutional Development”. www.col.org/pcf

www.col.org/edea

28. Last year, COL added a Gender Equality Manager to its programme staff and published Women and Leadership in Open and Distance Learning and Development, a new addition to its Perspectives on Open and Distance Learning series. This year, COL published a gender mainstreaming toolkit for teacher education institutions and COL’s President released a video message for International Women’s Day entitled, “Inspiring Change”. www.col.org/gender

**Virtual University for Small States of the Commonwealth**

29. On behalf of Commonwealth Ministers of Education, COL is co-ordinating the Virtual University for Small States of the Commonwealth (VUSSC). Thirty-one countries from all Commonwealth regions are now actively engaged in making VUSSC a vibrant network that promotes and strengthens tertiary education in the small states. A Management Committee, made up of representatives of small states, is directing VUSSC’s activities, supported by COL. www.vussc.org

30. Primarily through online collaboration, VUSSC countries have chosen to focus on creating postsecondary, skills-related courses in areas such as tourism, entrepreneurship, professional development, disaster management, the fisheries industry, port management, construction safety and agriculture. These non-proprietary, digital course materials (OER), which can readily be adapted to the specific context of each country, are used in offering credit-bearing qualifications in post-secondary institutions, strengthening their capacity and outreach. The programmes developed under VUSSC include a Diploma in Sustainable Agriculture for Small States, a Bachelor’s Degree in Business and Entrepreneurship and a Master’s in Educational Leadership.

31. To date, more than 21,000 people, including educators, policy makers and IT managers, have been trained. Fourteen courses and programmes are now being delivered by nine institutions in eight Commonwealth small states.

32. A Transnational Qualifications Framework for VUSSC facilitates the transfer of courses and credits between countries. Courses and programmes developed through VUSSC are now being registered on the TQF and it has been referenced against national and regional frameworks.
Asia

33. COL’s Lifelong Learning for Farmers (L3F) programme began in India (Tamil Nadu) and has been transferred, in partnership with local NGOs, financial institutions and government agencies, to Jamaica, Kenya, Mauritius, Papua New Guinea, Seychelles, Sri Lanka and Uganda – and now further into Ghana and Tanzania with additional funding from Canada. L3F has led to increased income, better food security and empowerment amongst 75,000 participants, primarily women, in 11 sites in six countries in Africa, Asia and the Caribbean. The simple but effective L3F model starts at the grassroots by getting the farmers to define their vision of a better future and the questions it raises. Local information providers then work together to answer those questions using commercial village ICT kiosks, mobile phones and other devices as communications channels. The prospect of a more prosperous village encourages banks and businesses to get involved. The best success indicator is that the model is now spreading spontaneously from village to village without COL’s involvement. Augmenting this programme, 5,000 rural workers in India are receiving short educational messages daily through their mobile phones. The content, which is delivered in audio-mode (not text) is aimed at improving agricultural practice (e.g., goat rearing) and those participating are small/marginal farmers or landless labourers. Recent studies conducted in Asia and Africa have confirmed the effectiveness of COL’s L3F initiative and the impressive social and financial rates of return for both participants and partners such as financial institutions. [www.col.org/L3F](http://www.col.org/L3F)

34. COL’s regional agency, the Commonwealth Education Media Centre for Asia (CEMCA), helps to implement COL’s mandate in the eight countries of Commonwealth Asia. CEMCA has been active in promoting Open Educational Resources (OER) and community radio in the region. In collaboration with NGOs and the governments of Commonwealth Asia, it provides support in policy formulation and capacity building of institutions. Recently, CEMCA has promoted and/or developed virtual open schooling, a “community of practice” for teacher educators, OER-based eLearning, a certificate course on community radio technology, a Community Radio Continuous Improvement Toolkit, and a web radio manual. It is also implementing projects in partnership with UNESCO and Canada’s International Development Research Centre (IDRC) and is helping institutions in India to align their vocational courses to the National Skills Qualifications Framework. [www.cemca.org](http://www.cemca.org)

Africa

35. COL’s Healthy Communities initiative is active in 13 countries in Africa. It takes a holistic approach to address community health and local development issues by working with national and regional partner groups and using both face-to-face and distance training and mentoring methods. COL builds local capacities through community-based learning and behaviour change programmes. Community partners assist with research and facilitate active participation by target audiences in design and delivery. Local experts provide information, lend credibility and create links to policymakers. Media
technologies enable scale and creativity through the use of radio, mobiles, and social networking. www.col.org/HealthyCommunities

36. COL is working closely with members of the Commonwealth Association of Polytechnics in Africa to introduce flexible skills training, challenging TVET teachers, managers and policy makers to change the way they think about how to provide technical and vocational skills training. Thirteen institutions in seven countries are actively involved. Similar activities are underway in the Caribbean and the Pacific. Flexible approaches to TVET aim to improve access and quality but also aim to provide young adults – especially women – who left school with a poor secondary education, to provide them with a chance to gain livelihood skills. www.col.org/TVSD

37. COL is strongly advocating the adoption of open schooling systems. It has helped to establish the Commonwealth Open Schooling Association (COMOSA) which includes a consortium of open schools in Africa (Botswana, Ghana, Lesotho, Malawi, Mauritius, Namibia, Tanzania and Zambia). The initiative, which is also active in Asia, the Caribbean and the Pacific, has provided training and produced several studies, action plans, and resources including a Quality Assurance Toolkit for Open Schools, have been published to help administrators and policy makers. Recently, open schools in five African countries – Lesotho, Malawi, Mozambique, Tanzania and Zambia – have used the Toolkit to develop institutional quality assurance policies which will lead to greater efficiency and sustainability in open schooling. Throughout the Commonwealth, COL is working with 26 countries to expand open schooling and thereby increase learning opportunities for secondary education, particularly for girls, out-of-school youth and people in remote regions. www.col.org/OpenSchooling

38. African partners are actively involved with COL’s Open Educational Resources for Open Schools (OER4OS) initiative, largely funded by The William and Flora Hewlett Foundation. New OER for 20 secondary courses have been created and are now freely available online. The self-instructional learning materials were developed by educators from Botswana, Lesotho, Namibia, Seychelles, Trinidad & Tobago and Zambia. The 100 Master Teachers involved in this training are now providing training to colleagues in their countries. Most recently, COL published Open Schooling with Open Educational Resources: Opening doors, creating opportunities as a part of its Perspectives on Open and Distance Learning series. www.col.org/resources/crsMaterials/osoer

39. COL is working with various teacher training institutions in Africa, as well as with the Teacher Education in sub-Saharan Africa (TESSA) consortium, on introducing and improving such training programmes and qualifications. A training manual for head teachers and principals in The Gambia, Ghana, Nigeria, and Sierra Leone was developed with support from Memorial University, Newfoundland & Labrador, Canada. Further, COL has developed OER for English Language Teaching to support school-based training for teachers working in the higher grades of basic education. This has been implemented in various African countries. www.col.org/TeacherEducation
40. COL supports the Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), at the National Open University of Nigeria (NOUN), and the Southern African Development Community – Centre for Distance Education (SADC-CDE), in partnership with the Botswana College of Open and Distance Learning (BOCODOL) and the Botswana Ministry of Education. Both these regional agencies have been established to provide expertise and training in ODL for the sub-regions.

**Caribbean**

41. Technical and vocational skills development (TVSD) teacher training has long been identified as a priority area for the Caribbean. COL is working with the Faculty of Education and Liberal Studies at University of Technology, Jamaica and with Jamaica’s Joint Board of Teacher Education (JBTE) to build the capacity of their staff to expand their region-wide, online teacher training programme.

42. With COL’s assistance, the Caribbean Community Secretariat (CARICOM) has endorsed a draft regional open and distance learning policy framework for the Caribbean “to make education at all levels accessible and available to their citizens”. The ministers of education of the Organisation of Eastern Caribbean States (OECS) have endorsed the COL/UNESCO regional open textbooks initiative, which includes the development of a prototype for one subject area in the secondary school curriculum to determine the feasibility of the process, and the eventual scaling up to the entire secondary school curriculum.

43. COL’s Commonwealth Certificate for Teacher ICT Integration (CCTI) course materials are being actively used in the Caribbean. The materials help to prepare teachers for ICT integration into teaching and learning. A first CCTI graduation ceremony was held in Antigua & Barbuda in March this year.

**Pacific**

44. COL is further developing a Pacific network of skills-teaching institutions on programmes to introduce flexible skills training.

45. COL is working to improve access to quality higher education in the Pacific by working closely with the University of the South Pacific (USP), the primary provider of off-campus tertiary education in the region. USP offers COL’s Graduate Diploma in Legislative Drafting, which builds capacity in planning and writing laws and policies.

46. Eight Pacific countries (Fiji, Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu) are members of the collaborative network of small states that are part of the Virtual University for Small States of the Commonwealth. Last year, the first group of VUSSC students graduated with a Diploma in Sustainable Agriculture from the National University of Samoa.

**Knowledge management**
47. COL is recognised as a foremost source of knowledge on open, distance and technology-mediated learning. A wide range of start-up guides, quality assurance toolkits, monographs, consultant reports and other resource material is freely available on COL’s website. www.col.org/resources
www.col.org/publications

48. COL has launched the Journal of Learning for Development (JL4D), with an inaugural issue, published in January 2014, and a second issue, published in April. The new open online scholarly journal aims to provide a forum for practitioners and academics working in international development to share knowledge and experience. www.jl4d.org

49. As a leader in the fast-evolving field of knowledge management, COL continues to develop its internal systems to organise information from its own work and to support partners. COL also maintains an Information Resource Centre and collects ODL news, policies, resources and statistics from large variety of sources. It is also developing directories of open educational resources (DOER), researching the use of OER and mobile devices in education and conducting MOOCs (massive open online courses). www.col.org/KnowledgeServices

50. Aptus is COL’s prototype “Classroom Without Walls” system that it is currently testing with a number of partners. Combining low-cost technology and OER, the system facilitates content sharing and learning interaction through WiFi, without requiring internet connections. www.col.org/Aptus

51. COL is a leader in advocating creative commons (CC) content licenses through OER and OpenAccess. OER repositories and directory services that COL offers to partners and the public are being enhanced to take advantage of the latest technologies and tagging methods. www.col.org/oer http://doer.col.org

52. COL is present in many forums that explore the leading edge of new media. COL’s formal communications media such as its website and newsletter, Connections, are supported by other electronic communications such as broadcast messaging, Facebook, Twitter, Weebly, videos and blogs. www.col.org www.col.org/videos www.col.org/blog

**Funding**

53. COL’s core budget comes from voluntary contributions of Commonwealth member states.

54. COL’s financial strategy is based on three sources of revenue. Voluntary contributions from over forty Commonwealth member states provide the resources for approximately 80% of the annual budget. While the seven largest major donors currently are Australia, Canada, India, New Zealand, Nigeria, South Africa and the United Kingdom, COL much appreciates the financial support that it receives from all contributing Commonwealth countries. Additional contributions (from grants and fee-for-service work) and miscellaneous revenue account for the remainder. On the expenditure side a minimum of 80% of the budget is directed to the programme and not more than 20% to organisational management and governance.
55. Thirty-seven countries have contributed at mid-April during this fiscal year (ending 30 June 2014). In the previous fiscal year, COL received financial contributions from a total of 43 countries.

Conclusion

56. COL is a highly focused and results-oriented organisation that has an influence and reputation far in excess of its size. As a small and nimble organisation, COL has managed to reinvent itself over the years to remain relevant to the needs of its stakeholders and partners. It uses technology, distance education and innovations to promote ‘learning for development’ across the Commonwealth, and has demonstrated what it means to be a development organisation for the 21st century.

Further information:

Web: www.col.org
Celebrating 25 Years of Progress brochure and messages: www.col.org/25years
COL and the Millennium Development Goals: www.col.org/MDGs
Board of Governors: www.col.org/board
Staff: www.col.org/staff
President’s Quarterly Reports to the Board: www.col.org/GovInfo
Board minutes and Financial Statements: www.col.org/GovInfo
Reporting documents: www.col.org/reporting
Publications: www.col.org/publications
Speeches and presentations: www.col.org/speeches
COL in-country Focal Points: www.col.org/FocalPoints
Commonwealth Educational Media Centre for Asia (CEMCA): www.cemca.org

Connections/EdTech News: www.col.org/connections
COL blog: www.col.org/blog
COL videos: www.col.org/videos
COL Facebook page: www.facebook.com/COL4D

Handouts:

Three-Year Plan summary brochure