1. Board Matters

The Honourable Burchell Whiteman led the COL delegation to the Commonwealth Heads of Government Meeting (CHOGM) in Sri Lanka in November where, in addition to attending the meetings of Foreign Ministers, he met with several key stakeholders in Colombo including the Minister of Higher Education, the Minister of Education and the Vice Chancellor and staff of the Open University of Sri Lanka. The Chair also attended the Seventh Pan-Commonwealth Forum on Open Learning (PCF7) in Nigeria, where he delivered a plenary address at the Closing Ceremony. Dame Carol Kidu, Ambassador Katagum and Professor Narend Baijnath were also present: Dame Carol received an Honorary COL Fellowship, Ambassador Katagum presided over the Opening Plenary and Professor Baijnath chaired the Asa Briggs Lecture.

The 27th Audit Committee Meeting was held via teleconference on November 5, 2013, where the audited consolidated financial statements for the year ended June 30, 2013 were approved. These are available at www.col.org/GovInfo. The next Audit Committee Meeting is scheduled for February 13, 2014 via teleconference.

The 35th Executive Committee Meeting was held in Abuja via teleconference on December 2, 2013 to review the progress of the Impact and Outcome Evaluations. Following the meeting, the Impact Evaluator, Stephen Mugatroyd, briefed Executive Committee members, where DFID was represented by Emily Oldmeadow, Senior Education Adviser in Nigeria. The next Executive Committee Meeting is scheduled for February 27, 2014 via teleconference.

Professor Akilagpa Sawyerr of Ghana and Dame Carol Kidu of Papua New Guinea, representing the Africa and Pacific regions, completed their terms at the end of 2013. We are very grateful to them for their outstanding and invaluable contributions to COL.

The Honourable Danny Faure, Vice-President and Minister of Finance, Seychelles is the new Board member representing the Africa region. We look forward to welcoming him to the meetings in June.

Professor Atta-ur-Rahman of Pakistan has accepted the invitation of the Secretary General, His Excellency Kamalesh Sharma to continue in his role as the Regional Representative for Asia, for another three years.
2. General

Two major events, the Commonwealth Heads of Government Meeting (CHOGM) and the Seventh Pan-Commonwealth Forum on Open Learning (PCF7) took place during this quarter.

COL has a minor role at CHOGM but it is an important networking opportunity with policy makers and provides a platform for visibility with the diplomatic community. Two brochures on ‘Celebrating 25 Years of Progress’ and a summary of the current Three-Year Plan were distributed at the meeting of Foreign Ministers, where the Chair and I made brief presentations. COL was very well received and five countries – India, Nigeria, Canada, Botswana and Sri Lanka – spoke up in support. In addition, the Commonwealth Secretariat (COMSEC) had provided a speaking slot to COL at the Foreign Ministers of Small States luncheon. Most foreign ministers, unaware of the Virtual University for Small States of the Commonwealth (VUSSC), were pleased to note the development of this initiative in their respective countries. I am happy to report that COL is gaining greater recognition and respect among the Commonwealth family. The reference to COL in the CHOGM Communique reads as follows:

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.

PCF7 was held in Abuja, Nigeria during the 2-6 December 2013, in partnership with the Federal Ministry of Education and the National Open University of Nigeria (NOUN). Six hundred and sixteen policy makers and practitioners from 49 countries, including 40 Commonwealth member states, participated. It was a very successful event by all accounts and we are very grateful to our Nigerian hosts for their warmth, hospitality and excellent arrangements. The Vice Chancellor of NOUN, Professor Vincent Tenebe and colleagues spared no effort to ensure the comfort and well-being of each and every participant. Besides enhancing COL’s visibility, the Forum also provided the much-needed push for ODL advocacy on the continent. A more detailed account of PCF7 follows in Section 8.
2.1 President’s Activities

It is important to balance internal oversight on the one hand with keeping our many external stakeholders engaged on the other. This means spending time at headquarters in Vancouver and accepting as many invitations from the field as possible.

During this triennium, COL is conducting two evaluations as requested by the Board. The Impact Evaluators travelled to Abuja to meet and interview a range of stakeholders, including board members and partners. They met 87 people and the process of assessment and verification of nine years of COL’s work is well under way. The Outcome Evaluators, appointed after due process, visited COL to meet the staff and understand the nuances of our work. However, given that there was an uneasy fit between the terms of reference provided and the approach adopted, this engagement had to be discontinued. The process of identifying new Outcome Evaluators was immediately activated. We will keep you updated.

I gave over a dozen presentations during this period. The titles of some of these will give you a flavour of the themes addressed. My keynote at the 25th ICDE World Conference, Tianjin looked at ‘Quality vs Quantity: can technology help?’; I reviewed ‘A Decade of OER: the road ahead’ at the UNISA-Cambridge conference in Cape Town; the public lecture at UNISA, Pretoria explored the question ‘Can the ugly duckling of ODL be transformed into a swan? the MOOC effect’; and the 2013 Gladwyn Lecture organised at the House of Lords, London, and prepared jointly with Dr. K. Balasubramanian on ‘Empowering Entrepreneurs: What opportunities? What enterprise?’ reflected the Commonwealth theme for 2013, namely, ‘Opportunity through Enterprise’ (all speeches are available at www.col.org/speeches).

Tianjin Open University conferred an Honorary Professorship on me at a special ceremony held during the ICDE conference. The National Open University of Nigeria awarded a Special Certificate of Merit on Empowerment to me during PCF7. Both these awards are a recognition of COL and its work and I am very grateful for these honours.

I combine travel to regions with other core business. The annual Advisory Council Meeting of CEMCA in India preceded CHOGM. In addition, meetings with several ministers and senior officials were held in Sri Lanka. The Indian Minister for External Affairs, the Honourable Salman Khurshid suggested that having approached its twenty-fifth anniversary, COL should consider expanding its operations. During PCF7, the Chair and I called on the Honourable Barrister Nyesom Wike, Acting Minister of Education, to brief him on COL’s work and request him to expedite the release of Nigeria’s contribution. The Honourable Senator Fazal Karim, Minister of Tertiary Education and Skills Training, Trinidad and Tobago, participated in PCF7 and gave an Opening Plenary address.

However, it was not all unmitigated hard work! We organised a get-together for staff and their families in October, just as we had done the previous year. Such occasions are appreciated particularly by the families, who do not have too many opportunities to meet other co-workers and families. I consider this very important to foster comradeship and promote respect for the diversity of our Commonwealth.
3. Programme

COL staff invested a lot of effort in developing the PCF7 programme and ensuring that the entire conference bore the COL hallmark of quality. Clearly, the ‘finest hour’ of our talented staff! Despite the additional workload due to PCF7, all programme and support staff ensured that programme activities were implemented as per plan.

3.1 Education Sector

The Education Sector continued to provide support to partners across the Commonwealth. Capacity building, content development and course delivery are some of the major activities that were undertaken as the sector focused on increasing access to learning opportunities.

3.1.1 Open Schooling

Three faculty members of the newly established Gwen Lizarraga Open School, Belize attended a workshop on various aspects of Open Schooling at the Fraser Valley Distance Education School, Canada, with whom COL facilitated a twinning arrangement. Two staff members from the University of Belize were trained on NotesMaster and they in turn trained 16 faculty members who have developed nine courses. Two hundred and eighty-eight participants were trained in three online workshops (Social Media, Cyber Citizenship and Moodle 2.5); 180 participants attended three webinars on: Global Collaboration and Data Sharing: Gender Equity and Education for All.

COL supported the open school policy development process in Vanuatu by facilitating a consultative workshop. The management and staff of the Flexible Open and Distance Education (FODE) Unit of the Papua New Guinea National Department of Education participated in a consultative workshop organised by COL resulting in an Organisational Strategy for FODE. The Commonwealth Open Schooling Association (COMOSA) met during PCF7.

3.1.2 Teacher Education

A workshop was organised for academic staff at Gauhati University, India on the use and adaptation of OER. A Quality Assurance Framework was developed by the Faculty of Education, University of The Gambia. COL’s ongoing collaboration will sadly be disrupted, due to The Gambia’s decision to withdraw from the Commonwealth.

Nineteen educators participated in a curriculum development workshop held in Malé, Maldives. Twenty-five educators from Nigeria and Sierra Leone participated in an ICT capacity building workshop at a PCF7 pre-conference workshop.
3.1.3 Higher Education

The Open and Distance Learning (ODL) policy for the University of Professional Studies, Accra, Ghana, has now been approved. The national ODL policy for Trinidad & Tobago was revised and is awaiting approval by the Ministry of Tertiary Education and Skills Training. The draft national ODL policy framework document for Sri Lanka has been developed and circulated to all stakeholders in preparation for a policy Roundtable.

The COL Review and Improvement Model (COL-RIM) has been implemented at the Fatima Jinnah Women University (FJWU), Pakistan. The COL-RIM self-review stage for the University of Jaffna (Sri Lanka) has been completed. Both have been supported by COMSEC.

3.1.4 Virtual University for Small States of the Commonwealth (VUSSC)

The VUSSC Transnational Qualifications Framework (TQF) was used by CARICOM to finalise and reference its own Qualifications Framework (CQF) at a workshop held in St. Lucia. This high-level workshop was attended by CEOs representing Ministries of Education, National Quality Assurance Agencies and National Accreditation Councils.

Faculty members from the University of the West Indies School of Business and Applied Studies (ROYTEC) participated in a capacity building workshop on OER. Participants focused on the use of OER to revise the VUSSC Bachelor in Business and Entrepreneurship programme. Twenty-one VUSSC Interlocutors from 20 countries participated in a PCF7 pre-conference workshop in Abuja to agree on a joint work plan. The competency standards for the VUSSC Tour Guide course were completed and have been registered on the Mauritius Qualifications Framework.

3.2 Livelihoods & Health Sector

The focus was on capacity building with local partners, especially in Africa and Asia. The sector’s work continues to be strongly gender responsive and inclusive. Relationships with policymakers were strengthened. ODL programmes run by partners of all three initiatives continue to engage significant numbers of learners, including both community participants as well as development/education intermediaries.

3.2.1 Technical and Vocational Skills Development

COL worked with its INVEST Africa partners and facilitated monitoring and evaluation workshops in five institutions. Capacity building on rapid course development with six course teams from Kenya and materials development teams at Makerere University Business School was organised. Forty teachers, managers and policy makers completed the Flexible Skills Development online training – a completion rate of 60%. Six female teachers (COL sponsored) from INVEST Africa partner institutions completed a course on gender and development with ILO. This training supports COL’s efforts to bring more women into
skills development. Informal sector training was offered in Ghana, Kenya, Nigeria and Zambia through the INVEST partners.

In the Pacific, COL worked with the Vanuatu Rural Development & Training Centres Association to plan and support a programme for women in skills and entrepreneurship. Working with the TVET Division in the Department of Education in Papua New Guinea, three institutions were introduced to flexible skills development.

In Bangladesh, the COL print and video skills training materials are being used for entrepreneurship training in rural community learning centres, resulting in 478 people (75% women) starting new businesses.

### 3.2.2 Lifelong Learning for Farmers

The Ministry of Gender Equality, Child Development and Family Welfare in Mauritius launched a course on gender-based violence as a part of its Lifelong Learning for Farmers (L3F) programme. One hundred officers of the Ministry were trained to integrate the course into their work. In Bukoba, Tanzania, 25 participants from various stakeholder agencies were trained in developing courses in ODL using mobile phones and community radio. Partners from Ghana, Kenya, Tanzania, Uganda and India met in Accra and developed a strategy for strengthening L3F in Ghana and Tanzania.

Mr. Rajeev Rishi, Chairman and Managing Director of the Central Bank of India, released a monograph on *Investment by the Commercial Banks in Training of Rural Communities and its Impact: Scope of Open and Distance Learning*, which has identified the social returns of L3F in India. The L3F partners from Sri Lanka and India met for three days in Pune, India and identified the strategies for self-sustaining and self-replicating L3F.

### 3.2.3 Healthy Communities

A draft mid-term assessment of Healthy Communities activities was discussed by partners. Preliminary findings indicate that we are on track to achieve expected outcomes.

Delivery of community learning programmes was completed in some 20 sites in six countries. Healthy Communities ran its first distance training and mentoring course, *C4D: Why. How. Now.* in October/November 2013, covering 16 Commonwealth countries. Fifty-one of 63 registered learners engaged in the majority of course activities, which had the ongoing support of e-facilitators and mentors.

The radio(inter)active intervention at PCF7 by a group of 20 (40% women; 50% youth) campus radio broadcasters, social media activists and stakeholders resulted in 25 blog posts, 16 audio podcasts, 3,161 tweets and 100+ Facebook posts. This generated a great deal of interest and enthusiasm.
3.3 Cross-cutting Themes

3.3.1 eLearning

An OER/ICT in Education policy was drafted at a workshop in St. Kitts & Nevis. A draft national ICT in Education strategy was developed for Belize. The Open Textbooks initiative was formally endorsed by the Organisation of Eastern Caribbean States (OECS) education ministers at their meeting in Antigua & Barbuda.

An ICT in Education national policy workshop was held in Mauritius as a follow-up to an earlier regional Southern Africa ICT/OER workshop.

3.3.2 Gender

Gender-responsive output indicators were developed for seven out of the eight programme initiatives. At PCF7, these indicators were validated with L3F and VUSSC partners. An article for *Connections* was prepared, in celebration of the International Day of the Girl Child in October. A webinar on ‘An Introduction to Gender Equality in Open Schooling’ was conducted for advocacy and capacity-building. The OER/ICT in Education policy for St. Kitts & Nevis was reviewed to integrate gender equality concerns. Revision of the gender guidelines for open schools has been completed and a pilot strategy developed.

3.4 eLearning in International Organisations (eLIO)

eLearning in International Organisations (eLIO) received a new contract from the United Nations (Office of Internal Oversight Services) to update, organise and re-format its Audit Manual to become a searchable and easy to use reference document.

3.5 CEMCA

CEMCA organised the Advisory Council meeting held on November 11, 2013 in New Delhi, and actively participated at PCF7 and the 27th Asian Association of Open Universities (AAOU) conference, Pakistan. At both events, CEMCA organised workshops on OER and eLearning.

3.5.1 Education

The Virtual Open Schooling (VOS) platform was launched at India’s National Institute of Open Schooling (NIOS) during its Silver Jubilee Celebrations.

A training curriculum for audio designers was developed, and two ICT skills training workshops for teacher educators were organised in partnership with *IT for Change* (an NGO) to assist the State of Karnataka to build the capacity of teacher educators.
3.5.2 Livelihoods & Health

In collaboration with MAARA (a media collective), Bangalore, CEMCA organised the first training of Community Women Broadcasters covering ten Community Radio Stations.

The Community Radio Continuous Improvement Toolkit (CR-CIT) is being translated into Bengali, and the UNESCO Community Media Chair facilitated a workshop to contextualise the toolkit for Bangladesh.

With the support of CEMCA, the audio content sharing platform of OneWorld Foundation India, New Delhi has seen a huge growth in the number of uploads of radio programmes. This has been possible because of the award announced by CEMCA.

3.6 Regional Centres

3.6.1 Regional Training and Research Institute for Distance and Open Learning

The Regional Training and Research Institute for Distance and Open Learning (RETRIDOL) conducted a regional workshop for dual mode provision for six universities.

3.6.2 Southern African Development Community – Centre for Distance Education

The Southern African Development Community – Centre for Distance Education (SADC-CDE) finalised the National ODL Policy in Swaziland and submitted it to the Ministry of Education. The 2013 SADC-CDE Journal was published with contributions from Botswana, Namibia, Swaziland, Tanzania and Zimbabwe.

3.7 Vice President’s Activities

The Vice President’s activities include programme implementation, the evaluation exercise and presentations. Mr. Naidoo attended the CEMCA Advisory Council and the OER Africa Advisory meetings in November. He was director of ceremonies at the COL Fellow and EDEA events at PCF7.

Mr. Naidoo delivered the keynote address on ‘Why People Matter – Using ODL and Technology for Social Inclusion and Economic Progress’ at the 27th AAOU conference in Islamabad. He also delivered the guest lecture on ‘ODL and Technology – Enabling Access, Quality and Inclusion in Higher Education’ at the University of Education, Winneba, Ghana. Mr. Naidoo was invited to participate in a panel discussion at a meeting of the Board of Governors of The MasterCard Foundation in New York.
3.8 Professional Development

COL provided support to the following conferences:

- The 27th Annual AAOU Conference titled ‘Leveraging the Power of Open and Distance Education for Building a Divergent Asia: Today’s Solutions and Tomorrow’s Vision’ held in Islamabad, Pakistan from October 1 to 3;
- The UNISA-Cambridge International Conference on Open, Distance and eLearning hosted by the University of South Africa from September 29 to October 2;
- The 25th International Council for Open and Distance Education (ICDE) World Conference on Open and Distance Learning titled ‘New Strategies for Global Open, Flexible and Distance Learning’ hosted by Tianjin Open University in Tianjin, China from October 16 to 18; and
- The Association of Commonwealth Universities (ACU) Centenary Conference held in London from October 16 to 18.

4. Stakeholder Relations

4.1 Member Governments Support

COL’s earlier forecast of contributions of $9 million from member countries in 2013-2014 remains unchanged ($8.6 million was received from 43 countries for the financial year 2012-2013). With India’s commitment in principle to increase its level, Nigeria’s commitment to make up shortfalls from 2010-2012 and the expectation that Australia will recommit as a funding partner, COL hopes to exceed the 2012-2013 level in 2013-2014.

Contributions have been received from 28 countries so far (compared with 30 countries in the same period last year): Antigua & Barbuda, The Bahamas, Bangladesh, Barbados, Belize, Canada, Cyprus, Dominica, Guyana, India, Jamaica, Malaysia, Mauritius, Mozambique, Namibia, Nauru, Pakistan, Rwanda, St. Kitts & Nevis, St. Lucia, Samoa, South Africa, Sri Lanka, Tonga, Trinidad & Tobago, Tuvalu and United Kingdom (first of two instalments) and Vanuatu.

4.3 Congratulatory Letters

Nine letters were sent to Heads of government and ministers congratulating them on their appointment.
5. **Finances**

5.1 **Revenue**

During this financial year, COL has received $5.5 million from member governments as voluntary contributions towards the budget for 2013-2014. During the same period in the previous year, $4.7 million was received.

Nineteen countries have paid up in the second quarter of this year as follows:
- The Bahamas – $62,940
- Bangladesh – $31,470
- Barbados – $46,638
- Belize – $31,470
- Canada – $2.6 million
- Cyprus – $16,708
- Guyana – $15,546
- India – $831,204
- Jamaica – $40,137
- Malaysia – $50,000
- Namibia – $106,400
- Pakistan – $35,000
- Rwanda – $13,637
- St. Lucia – $18,912
- Samoa – $62,184
- South Africa – $250,000
- Tonga – $20,728
- Tuvalu – $10,364
- and the United Kingdom – $1,030,063 (first instalment).

In addition to member government funding, COL is forecasting additional contributions of $975,000 from grants and of $550,000 from fee-for-service activities.

Towards meeting these targets, COL has already recognised revenues from these sources of over $800,000 to-date this year and entered into new agreements for funding of approximately $220,000 in the second quarter.

Funding of close to $100,000 towards PCF7 was committed to assist delegates to attend. This figure is included in the amounts referenced above.

5.2 **Cash Flow**

COL held $7 million in cash and cash equivalents at the start of the financial year and is projecting similar levels at December 31, 2013 (final figures in progress). This level of cash and cash equivalents enables COL to meet operational costs and maintain a positive cash flow until outstanding contributions are received.

At December 31, 2013 COL held a cash reserve of $4.7 million (at June 30, 2013 – $3.3 million) to provide a source of funds for unexpected expenses and shortfalls in funding, if needed. A term deposit of $150,000 is also held as banking security.

5.3 **Expenditures**

An estimated $2.75 million or 26% of the annual budget was spent in the second quarter to meet programme and organisational management activities, staff costs and office costs. This level is higher than in the second quarter of the previous year and does not include contractual commitments, unless payment has been made. COL intends to utilise the annual budget approved for 2013-2014 of $10.5 million, within the targets set by the Board.
6. **Human Resources**

6.1 **Staff Changes**

6.1.1 *Arrivals*

Ms. Claire Carigi joined COL on November 1, 2013 as Course Coordinator.

Dr. Ankuran Dutta joined CEMCA on November 18, 2013 as Programme Officer – Livelihoods & Health.

6.1.2 *Departures*

Dr. Abdurrahman Umar, Education Specialist – Teacher Education, left COL on December 7, 2013.

Ms. Ruvani Ameresekere, Programme Assistant, left COL on December 31, 2013.

7. **Information Technology & Knowledge Management**

Key developments in this period were: the successful delivery of a Massive Open Online Course (MOOC) on mobiles for development (M4D); stabilisation and testing of the Aptus or ‘Classroom Without Walls’ device and the enhancement of online news feeds on ‘learning for development’. Let me highlight the M4D experience.

The M4D course, jointly organised by COL and the Indian Institute of Technology, Kanpur (IITK), attracted 2,282 registrants from 116 countries. About 500 persons were from the Africa, Caribbean and Pacific regions with the top five countries being India, Nepal, Mauritius, Grenada and South Africa. Ten per cent of the participants accessed this course through their mobile devices. The course team couriered learning materials on DVDs to two groups in Sierra Leone and Zambia, who had limited internet access.

Speakers and mentors from IITK, COL, Athabasca University and the Indian National Institute of Banking Management provided ongoing learner support. End-of-course survey results showed that 90% of the participants regarded the course materials and delivery as excellent. Three hundred and thirty three participants received certificates. All the material developed for this course has been released as OER. For more details, refer to [www.col.org/progServ/programmes/KM/Pages/MOOCM4D.aspx](http://www.col.org/progServ/programmes/KM/Pages/MOOCM4D.aspx).

The Aptus device was upgraded in terms of capacity even while the cost was held below $100 per set ([www.col.org/ClassroomWithoutWalls](http://www.col.org/ClassroomWithoutWalls)).

News items are gathered on all topics related to ‘learning for development’ with a focus on the Commonwealth. This is a unique collection of news items which can be accessed from COL website at [www.col.org/resources/knowServices/newsfeeds](http://www.col.org/resources/knowServices/newsfeeds).
8. **Seventh Pan-Commonwealth Forum on Open Learning (PCF7)**

   COL’s Seventh Pan-Commonwealth Forum on ‘Open Learning for Development: towards Empowerment and Transformation’ was a dynamic event that enabled participation, knowledge sharing, learning and networking. The Forum addressed five themes relating to the key priorities of COL: girls’ and women’s education; skills development; promoting OER; innovation and technology; and institutional development (www.col.org/pcf7).

   The Asa Briggs Lecture was delivered by Professor Alan Tait of the Open University, UK as were seven keynotes by eminent experts from around the Commonwealth. PCF7 speeches are available at www.col.org/speeches. Two hundred and sixty-eight papers were presented in a variety of formats.

   A key feature of all PCFs has been the COL Fellows and EDEA Awards. Eight outstanding individuals were recognised as COL Fellows: Honourable Danny Faure (Seychelles); Professor Olugbemiro Jegede (Nigeria), Dame Carol Kidu (Papua New Guinea), Dr. Olabisi Kuboni (Trinidad & Tobago), Dr. Caroline Seelig (New Zealand), Dr. Daniel Tau (Botswana), Professor James Taylor (Australia) and Professor Tat Meng Wong (Malaysia). Citations of the Fellows and details of the EDEA awards are available at www.col.org/edea.

   COL held a book launch at PCF7 to showcase several recent COL and CEMCA publications (19 in all). COL’s new online *Journal of Learning for Development* was formally launched and warmly welcomed.

   In addition to our co-hosts, the Government of Nigeria and NOUN, we are very grateful to all the other PCF7 sponsors: the Association of Commonwealth Universities; the Commonwealth Foundation; Microsoft Africa; The Open University, UK; the University of London; UNESCO; and UNICEF. Thanks to these contributions and COL support, we were able to provide full or partial subsidies to 59 deserving individuals from 21 Commonwealth countries.

   According to the online survey, delegates found PCF7 to be useful and personally rewarding, rated the keynote presentations highly, appreciated the many interactive opportunities and breakout sessions as well as Nigerian hospitality. One important outcome of this Forum was the announcement made by the NOUN Vice Chancellor that all course materials of his university would henceforward be made available as OER. This is a major milestone in COL’s ongoing advocacy of OER.

9. **Visitors to COL**

   During this quarter, COL welcomed:

   - Ms. Chetna Gala Sinha, Founder and Chairperson, Mann Deshi Mahila Sahakari Bank Ltd.
• A Chinese delegation of 15 comprising of presidents, deans, managers from top universities in China: China University of Petroleum, Fujian Normal University, Renmin University of China, Tsinghua University and Beijing Whaty Technology Development Co. Ltd.

• Ms. Sarah Parvez, Manager, Higher Education and Skills, The British Council, Pakistan.

• Mr. Dean Dundas and Mr. Jason Raymond of The Notesmaster Project.

• Dr. Jessica Rothenberg Aalami and Ms. Shannon Hamilton of Gobee Group.

• Representatives of 12 OER University (OERu) anchor partner institutions.

10. Publications/Resources

The following are recent publications and resources of note:

• Publications ([www.col.org/publications](http://www.col.org/publications)):
  o *Connections/EdTech News*, November 2013, Vol. 18, No. 3 ([www.col.org/connections](http://www.col.org/connections)).
  o *EduComm Asia*, November 2013, Vol. 17, No. 4 ([www.cemca.org](http://www.cemca.org)).
  o *Journal of Learning for Development*, Vol. 1, No. 1 ([www.jl4d.org](http://www.jl4d.org)).
  o *Perspectives on Open and Distance Learning: Women and Leadership in Open and Distance Learning and Development*, Asha Kanwar, Frances Ferreira and Colin Latchem, Eds., with a Foreword by The Right Honourable Kamla Persad-Bissessar, SC, MP, Prime Minister of Trinidad & Tobago. ([www.col.org/psWomenLeadership](http://www.col.org/psWomenLeadership)).
  o *Perspectives on Open and Distance Learning: Open Schooling with Open Educational Resources: Opening doors, creating opportunities*, Frances Ferreira and Cindy Gauthier, Eds. ([www.col.org/psOS-OER](http://www.col.org/psOS-OER)).
  o *Perspectives on Open and Distance Learning: Increasing Access through Mobile Learning*, Mohamed Ally and Avgoustos Tsinakos, Eds.; jointly published by COL and Athabasca University ([www.col.org/PSmLearning](http://www.col.org/PSmLearning)).
  o *Knowledge Series: Creating, Using and Sharing Open Educational Resources*, by Rory McGreal ([www.col.org/knowledge](http://www.col.org/knowledge)).
  o *Self-Assessment Toolkit for Community Radio Stations and Practitioners*, by Jayalakshmi Chittoor Parameswaran ([www.cemca.org](http://www.cemca.org)).
  o *Celebrating 25 Years of Progress*, brochure prepared for the Commonwealth Heads of Government Meeting (CHOGM) 2013.
• Videos at www.col.org/videos.
• Speeches and presentations at www.col.org/speeches.
• COL blog at www.col.org/blog.

All currencies are in Canadian dollars unless otherwise indicated.

Professor Asha S. Kanwar
President & Chief Executive Officer
January 15, 2014