



**BOARD OF GOVERNORS**  
**President's Quarterly Progress Report:**  
**July - September 2019**

**1. Board Matters**

The next meeting of the Audit Committee will be held on November 12, 2019 to consider approval of the audited financial statements for the year ended June 30, 2019. This will be followed by meetings of the Audit and Executive Committees in February 2020 to review the second quarter results. All meetings will be held by teleconference.

The annual meeting of the Board of Governors will take place on July 15 and 16, 2020 in Vancouver.

My warm appreciation is extended to Ambassador Mariam Katagum, Nigeria's representative, for her guidance which has enriched the deliberations of the Board and its committees during her tenure. Congratulations on her appointment as the Minister of State for Industry, Trade and Investment.

**2. General**

The highlight of this quarter was the ninth Pan Commonwealth Forum (PCF9) held in partnership with The Open University, UK (OU) in Edinburgh. About 550 participants from 61 countries attended, including one head of state and eight ministers of education. PCF9 was an unqualified success with its world-class keynotes, high quality papers and a warm feeling of community. Another indicator of success was the expression of interest from partners in five countries to host PCF10. The recurring themes at this forum—lifelong learning, employability, learners with special needs and the impact of climate change on education—will feature prominently in COL's next strategic plan.

Our Chair Dr Linda Sissons represented the Board of Governors at both the inaugural and valedictory sessions and her remarks can be found on this video clip <http://hdl.handle.net/11599/3456>. You will be pleased to note that the title of Honorary COL Fellow was conferred on Dr Sissons for her outstanding contributions to vocational education and lifelong learning in the Commonwealth. The Asa Briggs lecture, a key event at every PCF, was delivered by our Board member Lord David Puttnam, who eloquently reminded us that 'the time for action is now—the world is likely to be in a significantly worst state by the time of the next meeting, and the most vulnerable will only have become more vulnerable'. HE Danny Faure, the President of the Republic of Seychelles and our former Board member, travelled all the way to support COL and gave an inspiring address on 'Empowered Youth: our Common Wealth'.

PCF9 was one of the key events of OU's fiftieth anniversary celebrations. Interestingly, both Dr Sissons and Lord Puttnam have both a COL and OU connection—as does our former President Sir John Daniel, who moderated a plenary panel on the theme of the conference 'Innovations for Quality Education and Lifelong Learning'. Having received an honorary doctorate from the OU, I too can claim a similar connection. PCF9 has further strengthened our links and will form the basis of continued collaboration.

Ministers of Education from UK and Scotland joined their fellow ministers from eSwatini, Grenada, Kiribati, Samoa, St Vincent & the Grenadines and South Sudan to enrich the discussions. A Ministerial Round Table was organised to identify key priorities that COL could address. Representatives of the ministers of The Bahamas, Mauritius and Seychelles also attended. This resulted in a request from eSwatini for COL to provide technical assistance for the establishment of a Virtual University for the SADC sub-region. The Bahamas has requested support for the 15 schools adversely affected by the recent hurricane. COL has initiated action on both.

A Vice Chancellors' (VCs) Round Table was convened where a strong interest was expressed to learn from each other, share best practice and promote faculty exchanges. As the boundaries between open, distance and campus learning become increasingly blurred, VCs recognised the need for greater advocacy for open and distance learning (ODL) and commended COL and the OU for providing the various tools to do this.

The Pacific Forum organised jointly with our partners the Ministry of Foreign Affairs and Trade (MFAT), New Zealand and University of the South Pacific (USP) was very well-attended, especially by participants from the region, including the ministers of education from Kiribati and Samoa and a representative of the Department of Foreign Affairs and Trade (DFAT), Australia. Key education and training priorities were identified for implementation over the next two years.

Forty six participants from the Pacific region attended PCF9, many of them supported by the generous contributions from Australia and New Zealand. In addition, we are very grateful for the financial support received from the Association of Commonwealth Universities, Commonwealth Foundation, National Open University of Nigeria (NOUN), National Institute of Open Schooling (NIOS), India, Open Polytechnic of New Zealand and University of London. Other partners include UNESCO, Paris, UNESCO Institute of Lifelong Learning, Hamburg, UNESCO Institute of Technology in Education, Moscow and International Council for Distance Education, Norway.

This PCF further strengthened COL's leadership in open, distance and technology-enabled learning, demonstrated its convening power and increased its circle of partners. The [Edinburgh Statement](#) captures the aspirations of the participants and outlines a roadmap for further action. The forum has become the brand identity of COL and partners look forward to it.

## **2.1 Activities**

PCF9 was another opportunity to support COL's programme initiatives. Colleagues organised seven pre-conference workshops where I gave speeches to impress upon partners the need for accelerating efforts to achieve expected outcomes and provide the evidence needed to show results. I moderated a special session on Girls Inspire which explored the critical success factors and lessons learned with partners from four participating countries and representatives of Global Affairs Canada and DFAT, Australia.

In addition to giving the inaugural and closing addresses at PCF9, I welcomed participants to the Gala dinner. This included introducing Jane Constance, UNESCO Artist for Peace, a young blind student who promotes the rights of people with disabilities. Her inspired singing evoked a strong emotional response.

Distance Education and Teachers Training in Africa (DETA) invited me to deliver a keynote at their conference in Lagos. While in Nigeria, I launched the Africa Centre of Excellence on Technology-Enabled Learning supported by the World Bank at NOUN and signed an MOU with the Universal Basic Education Commission to support open schooling in the country.

University of South Africa has invited COL to carry out a trial institutional audit in preparation for the formal Quality Assurance (QA) audit to be conducted by the Council for Higher Education next year. As Chair of the International Audit Panel, I facilitated the first meeting in Marlborough House, London, thanks to the support of our Commonwealth Secretariat colleagues. This was an opportunity to brief the Secretary General on various COL activities.

A significant achievement during this quarter was the signing of the COL-UNESCO Work Plan 2019-2022 with the Assistant Director Generals of the Education and Communications & Information Sectors. This partnership helps us to achieve enhanced impact and extend our sphere of influence.

The fiscal year has begun on a high note with a robust reputation, healthy revenues and a strong network of partners who share our commitment to promote learning for sustainable development.

All speeches and presentations are available at [Speeches & Presentations](#)

### **3. Programme**

#### **3.1 Education Sector**

##### *3.1.1 Open/Innovative Schooling (OIS)*

The Ministry of Education, Zambia is piloting the OIS model in 20 centres reaching an estimated 3000 learners.

COL supported the Malawi Centre for Distance Education to cascade monitoring and evaluation (M&E) training to 46 centre managers and coordinators from 15 schools where the OIS model is being piloted.

An M&E strategy was developed in Vanuatu to track progress on the OIS pilot project in 15 schools.

COL sponsored 29 teachers (Malawi, 5; Vanuatu, 3; Nigeria, 6; Mozambique, 4; Zambia, 4; Belize, 7) to enrol in the 'Diploma in Teaching Online Courses' programme offered by the University of Mauritius.

A PCF9 pre-conference workshop was co-hosted with NIOS, India at which the online Community of Practice COMOSA-Connect was revived and the outline of a new publication developed.

##### *3.1.2 Teacher Education*

The Kenya Institute of Special Education organised a workshop on inclusive communities to support people with disabilities within and outside school.

COL supported the National Teachers' Institute, Nigeria to build staff capacity in pedagogies for environmental education as part of the Green Teacher programme. A workshop on 'Problem-Based Learning and Online Assessment' attended by 65 participants was followed by a training programme on 'Gender Analysis'.

In partnership with COL, the Ministry of Education and the Rwanda Education Board held a Stakeholder Forum which brought together 49 delegates from the education sector to contribute to the design of a school-based teacher development programme.

Twenty eight members of school management and district education in the Eastern Cape Province, South Africa completed the COL-supported 'Change Leadership for Digital Learning' course. In the same region, another 60 teachers from ten schools were trained in ICT integration in teaching and learning.

A PCF9 pre-conference workshop on 'Emerging Technologies and Teacher Professional Development' brought together 23 participants from 13 countries where

proposals were developed for capacity building in Cameroon, Ghana, Jamaica, Rwanda and Tanzania.

### *3.1.3 Higher Education*

At the University of eSwatini, COL supported the development of a 5-year business and marketing plan. Five modules and e-tutorial guides have been completed for an online Bachelor of Science in Nursing programme at the university.

Five online courses are being developed following a workshop on online design and facilitation at the University of Malawi.

Egerton University, Kenya organised a workshop on QA for online and blended courses attended by 51 participants.

Under the ACU-COL Partnership for Enhanced Blended Learning project, staff from 18 universities in Kenya, Rwanda, Tanzania and Uganda are undergoing training to improve quality and systems.

A survey of academic staff at Botswana Open University (BOU) was conducted to assess the need for improving learner support.

A PCF9 pre-conference brought together 20 directors of national qualification agencies and universities of the Southern African sub-region to integrate employability guidelines into QA frameworks.

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

Course outlines for three new courses in the 'Special and Inclusive Education' degree programme at BOU were completed. Three existing courses have been revised to integrate inclusive education principles.

In Dominica, audio and video production is under way to strengthen resilience through public awareness campaigns. Five staff of the Ministry of Education and Human Resource Development and the Office for Disaster Preparedness were trained in editing and production.

COL is working with the Global Rainbow Foundation, Mauritius for a project on 'Technology-Enabled Learning for Persons with Disabilities and Practitioners' who support them.

The Seychelles Nurses and Midwives Council, the World Continuing Education Alliance and COL trained 500 participants in online continuing professional development.

A PCF9 pre-conference session was held for VUSSC interlocutors and members of the Transnational Qualification Framework (TQF) committee to develop strategies for expanding the uptake of VUSSC courses and registering qualifications on the TQF.

### *3.1.5 GIRLS Inspire*

This project continues to reach large numbers of women and girls with training opportunities in Bangladesh, India, Pakistan and Sri Lanka. In these countries, 6733 women and girls were trained in life skills and vocational skills and 286 girls were re-integrated into formal schooling. During this quarter, 1033 women and girls were gainfully employed, 816 were self-employed, 116 obtained micro-loans and 141 opened their own bank accounts. It is significant that 36 women and girls established online businesses and over 6000 men and boys were trained in gender equality.

## **3.2 Skills Sector**

### *3.2.1 Technical and Vocational Skills Development (TVSD)*

A joint project using a blend of workplace learning and ODL to upskill women working in the garment industry was initiated with Dhaka Ahsania Mission, Bangladesh.

COL is supporting Fulton Adventist University College to develop and deliver an online version of Fiji's 'National Certificate in Teaching' programme.

Training in facilitating online skills courses, offered by COL, attracted 187 learners from nine countries.

COL has entered into an agreement with Udemy, a global online training provider, to offer and jointly certify skills courses to over 3300 learners in Bangladesh, Ghana, Kenya and Rwanda.

### *3.2.2 Lifelong Learning for Farmers (L3F)*

L3F is poised to transition from meso to macro scale by partnering with financial institutions. COL is working with the National Bank for Agriculture and Rural Development (NABARD) India, to build capacities of L3F participants in corporate literacy as these farmers are now shareholders in farmer-producer organisations. A mobile MOOC in Tamil, using learning materials provided by NABARD, has enrolled 2500 learners, most of them women.

COL supported the establishment of open source mobile learning platforms for rural farmers in Ghana, Kenya and Zambia.

In Uganda, the Organization of African Instituted Churches and Uganda Counselling Support Services have adopted the L3F model and mobilised 50 savings and credit cooperative groups to participate in the programme.

Prior to PCF9, L3F partners from ten countries met to discuss strategies for scaling up and have committed to reaching 1.6 million additional learners by 2021.

### *3.2.3 Technology-Enabled Learning (TEL)*

The National Institute of Education, Mauritius is offering the Commonwealth Digital Education Training in Action (C-DELTA) programme to build the capacity of 200 staff of primary and secondary schools.

Kaimosi Friends University College, Kenya adopted the C-DELTA as a non-credit course and trained 35 teachers.

Kampabits, an NGO in Uganda offered advanced ICT skills training to 90 youth (45 male and 45 female, including two persons with disabilities) in partnership with COL.

The fourth MOOC on 'Introduction to Technology-Enabled Learning' offered jointly with Athabasca University, Canada has registered 1400 participants from 65 countries, 53% being female.

Thirty representatives from 17 countries attended a partners' meeting ahead of PCF9 to discuss outcome evaluation and strategies to exceed the corporate targets by 2021. A project to impart digital skills to 2000 weavers is being fast-tracked.

## **3.3 Cross-cutting Theme**

### *3.3.1 Gender*

Roadmaps for mainstreaming gender were developed for BOU, Caribbean Training, Fisheries and Development Institute, Trinidad & Tobago and Koforidua Technical University, Ghana.

Under the Lifelong Learning for Mothers and Out-of-School Girls project in Mchinji, Malawi, 4791 learners were trained in financial literacy, savings and entrepreneurship using ODL materials. In addition, 150 facilitators were trained in M&E.

As part of the Social Safety Nets project in the Solomon Islands, training sessions were held for the community and the implementation team. Audio and video materials in the local languages were developed to mobilise the community.

An orientation session was held by NIOS, India for course writers in COL's Gender/Green Teacher project.

During PCF9, a select group of COL's gender partners agreed to start an online Community of Practice to build capacity in gender equality.

### **3.4 eLearning for International Organisations (eLIO)**

A new contract was signed with the Council of Europe to deliver eLIO's core and advanced Oral Communication courses. eLIO is delivering courses in programme management, operational data management, and communication to staff of UNHCR. An 80% completion rate was achieved in the first cohort of a customised course for UNICEF Europe and the Central Asia Region.

Administration services were provided to UNFPA for three cohorts during the period, benefiting 90 learners.

### **3.5 Commonwealth Educational Media Centre for Asia (CEMCA)**

In collaboration with the Ministry of Human Resource Development, India, CEMCA organised a meeting for VCs on 'Mentoring Open Universities for Assessment and Accreditation'. Fourteen VCs or their representatives participated. CEMCA is helping open universities to prepare for a new accreditation model.

Under the 'Bamboo 4 Sustainable Development' project being implemented with the European Union and Foundation of MSME Clusters, 13 videos on 'Enterprise Development' and 'Financial Planning' were developed and launched at a Bamboo Artisan Conclave held in Jharkhand State, India and attended by over 10000 artisans.

CEMCA has supported the state governments of Jharkhand and Odisha to train 180 vocational trainers.

### **3.6 Regional Centres**

At PCF9, heads of regional centres met to discuss how their work could better align with COL's Strategic Plan.

#### *3.6.1 Southern African Development Community - Centre for Distance Education (SADC-CDE)*

COL is supporting the development of gender action plans for institutions in eight countries.

Thirteen students from eSwatini, Malawi, Mozambique and Seychelles were sponsored to enrol in the 'Certificate in Distance Education for Practitioners' offered by BOU.

#### *3.6.2 Research and Training Institute for Distance and Open Learning (RETRIDOL)*

Workshops were held to build the capacity of 16 institutions in Nigeria to transition to dual-mode provision. Gender action plans were developed for 12 institutions and OER action plans are under way for 14 universities in Nigeria.

### *3.6.3 Pacific Centre for Flexible and Open Learning for Development (PACFOLD)*

COL will offer a Functional Numeracy MOOC in partnership with USP and various activities related to the development of five courses and course facilitation have begun.

### *3.6.4 Commonwealth Centre for Connected Learning (CCCL)*

CCCL continues to advocate for OER, open education and digital skills. The Centre organised a conference on 'Blockchain, Open Education and Digital Learning' in collaboration with the University of Lille, France. COL is supporting a gap analysis on a proposed MOOC on digital literacy skills for educators.

### *3.6.5 COL Chairs*

Two additional COL Chairs have been appointed bringing the total to five. Some of the activities undertaken by the Chairs include: research on AI for Education / Sustainable Development; MOOC in physics offered for low-bandwidth contexts with an enrolment of 28000 learners; study on the status of OER uptake in Sub-Saharan Africa.

## **3.7 Vice President's Activities**

The summative evaluation process for the current strategic plan has been launched. Each initiative is being evaluated independently and the reports received will be synthesised in a meta-evaluation by an external consultant.

The Vice President is working with MFAT, New Zealand, USP and PACFOLD to develop a comprehensive project on skills development for the region. Dr Balaji led a multi-stakeholder regional consultation in Fiji to finalise the results of two surveys which were then shared at a special session on the Pacific at PCF9, and attended by ministers and senior officials from several countries in the region.

In support of L3F, the Vice President facilitated a workshop which brought together leaders in the banking sectors in India and Tanzania to promote the idea that learning is an important collateral in rural credit guarantees.

As the convenor of the Planning Committee, Dr Balaji was engaged in providing support for the successful organisation of PCF9.

## **4. Stakeholder Relations**

### **4.1 Member Governments Support**

In 2018-2019, \$10.7 million was received from 46 countries. COL is forecasting contributions of \$10.8 million from Member States in 2019-2020. Invoices for the current year's funding have been sent.

At September 30, contributions have been received from 13 countries (as compared to 14 countries during the first quarter of the previous year). A complete listing is provided at Section 5.1.

#### **4.2 Focal Points**

The participation of 16 Focal Points at PCF9 strengthened our engagement and served to highlight key priorities.

#### **4.3 Congratulatory Letters**

Nine congratulatory letters were sent to newly appointed ministers. A letter offering support was also sent to The Honourable Mr Jeffrey Lloyd, Minister of Education, The Bahamas following the recent hurricane.

### **5. Finances**

#### **5.1 Revenue**

COL has received \$5.3 million in voluntary contributions from Member States towards the budget for 2019-2020 (as compared to \$4.9 million for the same period the previous year).

The 13 countries are:

Cameroon – \$38,927; Canada – \$2.6 million; Fiji – \$66,000; Ghana – \$79,200; Grenada – 6,600; India – \$1.5 million; Malta – \$19,800; Mozambique – \$66,840; New Zealand – \$830,390; Saint Kitts & Nevis – \$39,123; Sierra Leone – \$20,189; Solomon Islands – \$6,639; and Tuvalu – \$13,041.

Three-year funding agreements are in place with Australia, Canada and New Zealand for the period 2019-2021.

COL is forecasting that additional contributions of \$2.3 million from grants and fee-for-service activities will be received. Deferred revenue of \$1.1 million is available for recognition over the fiscal year as activities related to the 'Reaching the Unreached' project, the general operating support grant from Hewlett Foundation and other projects are completed.

During this quarter, COL recognised close to \$310,000 (\$350,000 in the first quarter of 2018-2019) in revenues from grants and fee-for-services.

## **5.2 Cash Flow**

At September 30, 2019, COL held \$4.3 million in cash and cash equivalents which will be utilised to meet operational commitments throughout the year while maintaining a positive cash flow until outstanding contributions are received over the year.

COL holds an internally restricted cash reserve of \$10.7 million to provide a source of funds for unexpected expenses and shortfalls in funding, if needed. The cash reserve provision represents 12 months of operating costs.

A capital fund of \$10 million is held for the acquisition of a permanent site along with a contingency fund of \$500,000 for possible programme expansion.

## **5.3 Expenditures**

In the first quarter, approximately \$4.4 million was spent or committed to meet programme and organisational management activities, staff costs and office expenses. This amount comprises 35% of the annual budget of \$12.5 million approved for 2019-2020 (as compared to expenditures of 22% of the annual budget for 2018-2019 during the same period).

## **6. Human Resources**

### **6.1 Recruitment**

Dr B. Shadrach of India joined COL on July 2, 2019 as Adviser: Skills. *This is a new position.*

Dr Naveed Malik of Pakistan joined COL on August 26, 2019 as Special Adviser: Technology and Innovation. *This position became available when Dr Balaji was selected as Vice President.*

Dr Moses Tenywa of Uganda joined COL on September 16, 2019 as Education Specialist: Agriculture and Livelihoods. *This position became available when the previous incumbent completed his contract.*

## **7. Information Technology & Innovation**

The COL website was enabled with assistive technologies in support of those with reduced visual abilities. This aligns with COL's strategy of opening up access to persons with disabilities.

In view of the new, increased risks due to potential breaches in corporate cybersecurity and their impact, several steps have been taken to mitigate this risk including insurance coverage.

CEMCA was provided on-site support by COL to upgrade its technology infrastructure, strengthen cybersecurity and align systems with those at headquarters.

COL's institutional repository for publications and documents now includes a repository for its courses. These 100 courses can be accessed at [www.colvee.org](http://www.colvee.org) and most are OER.

## **8. Ninth Pan-Commonwealth Forum on Open Learning (PCF9)**

Forty nine Commonwealth countries were represented at PCF9, with the largest number of participants from the UK, India, Nigeria and Uganda. Participants included a wide range of stakeholders—ministers, senior officials, experts and leaders of academia as well as community-based organisations. In addition to keynotes and plenary panels, 190 papers were presented. A conference App was as an excellent tool for communication and made this a paperless PCF. However, at the COL book launch where recent publications were presented, participants enthusiastically claimed all the paper copies on display, within seconds!

Eight eminent experts from around the Commonwealth were conferred the title of Honorary COL Fellow for outstanding contributions to education and training: Professor Abdullah Adamu (Nigeria), Ms Anne Gaskell (UK), Mr Kamaraj Keppanan (India), Professor Asma Ismail (Malaysia), Professor Mandla Makhanya (South Africa), Professor Nageshwar Rao (India), Professor Clement Sankat (Trinidad & Tobago) and Dr Linda Sissons (New Zealand).

Excellence in Distance Education Awards were presented to Athabasca University (Canada), Open Education Resource Foundation (New Zealand), the Open University of Malaysia, and Yashwantrao Chavan Maharashtra Open University (India). Awards were presented in the individual category to Ms. Sakshi Kumari (India) and Mr. Jima Ngei (Nigeria).

A feedback survey on the forum was conducted through the PCF9 App generating over 100 responses. Respondents were predominantly from the education and government sectors and 95% reported that the forum met their expectations, noting particular satisfaction with the networking opportunities, quality content as well as logistics. Many respondents appreciated the conference App which provided live updates and kept participants well-informed.

Letters of acknowledgment have been sent to the co-hosts and all participating ministers, partners, sponsors, keynote speakers, session chairs and panellists for their valuable contributions.

## **9. Permanent Site**

A Permanent Site Committee was constituted to take forward the decision of the Board at its June 27, 2019 meeting to identify and purchase a permanent site for COL. The Committee chaired by the Director: Finance, Administration & Human Resources has representatives from different categories of staff where the main roles are to: 1) identify a realtor to assist in locating a permanent site, 2) explore the various options that are located by the selected realtor, 3) undertake site visits, and 4) make a recommendation to the President for sharing with the Board.

Three highly reputable commercial realtor broker firms were identified and invited to submit proposals. This was followed by a face-to-face presentation to the committee. After careful consideration, the firm of Colliers International was selected.

Colliers met with the committee members for a discovery session to formulate a 'request for information' based on COL's requirements. This is being released to all realtors and property owners in the lower mainland to determine what is available in the market within the requirements and price range established. Once the responses have been received, a short-list will be prepared for review by the committee. This should take place in November to be followed by site visits.

This section will be part of my quarterly reports to keep the Board apprised of progress.

## **10. Communications**

COL was mentioned in 38 external media stories since July 1, 2019. Additionally, 45 news releases were published on the COL website during this quarter.

COL's following on social media continues to grow. Since July 1, 2019, our Facebook following has increased by 1085 followers. The overall Twitter following increased by 1.4% and engagement (retweets, replies and likes) grew by 75%. COL's Instagram page also saw strong growth, with a follower increase of 20%. The designated forum hashtag, #PCF9, had nearly 500 users, 2100 posts, 15500 engagements, and an influence/reach of 12.1 million.

Three special issues of *Connections* were published during PCF9, each highlighting the key activities of the previous day.

## 11. Visitors to COL

Recent visitors to COL include:

- Professor Kayode Saormekun, Vice Chancellor, Federal University Oye-Ekiti, Nigeria
- Dr Maxim Jean-Louis, President and CEO, Contact North, Ontario, Canada

## 12. Publications/Resources

Recent publications and resources of note are listed below and available at <http://oasis.col.org>

- [Connections July 2019, Vol 24 No 2](#)
- [Journal of Learning for Development July 2019, Vol 6 No 2](#)
- [A Blueprint and Toolkit for School-Based Teacher Development: Secondary](#)
- [A Guide to Integrating Employability in Higher Education Institutions: The Commonwealth of Learning's Employability Model](#)
- [Benchmarking Toolkit for Technology-Enabled Learning](#)
- [Designing and Implementing Micro-Credentials: A Guide for Practitioners](#)
- [Gender Scorecard 2.0: Instructions and Templates](#)
- [Girls Inspire Final Report: Preventing Child, Early and Forced Marriage \(CEFM\) Through Open, Distance and Technology-Based Education](#)
- [Pedagogical Innovations for Technology-Enabled Learning](#)
- [Towards an Open Educational Resources Strategy for the Republic of Zambia](#)
- [Speeches and Presentations](#)

*All currencies are in Canadian dollars unless otherwise indicated.*

*Professor Asha S. Kanwar  
President & Chief Executive Officer  
October 15, 2019*