



BOARD OF GOVERNORS President's Quarterly Progress Report: January – March 2020

1. Board Matters

The 46th meeting of the Audit Committee was held on February 25, 2020 via teleconference to review progress for the second quarter of the financial year. This was followed by the 45th meeting of the Executive Committee on February 27, 2020 to discuss progress on the action items from the Board meeting in June 2019. The Permanent Site update was an agenda item at both meetings.

Preparations are under way for the upcoming meetings of the Board of Governors currently scheduled to be held in Vancouver during July 15-16, 2020. Alternate arrangements and timings may become necessary as the COVID-19 situation evolves. The Commonwealth Heads of Government Meeting (CHOGM) scheduled for the week of 22nd June in Kigali, Rwanda has been postponed.

2. General

When we met virtually for the committee meetings of the Board at the end of February, we could not have foreseen the speed with which the COVID-19 pandemic would bring the world to a halt within fifteen days.

The majority of Commonwealth countries are in lockdown causing a massive disruption to learning in schools, colleges and universities. This has led to a huge demand for open, distance and online learning as countries try to keep the doors of learning open. COL is being requested to i) help make this transition effectively through technical advice; ii) provide appropriate content for learning; and iii) build the capacity of teachers in online provision.

Because COL's field of competence is distance, online learning and technology, it has been able to respond quickly to the needs of Member States and to adapt its way of working to the changed reality. COL has responded to the urgency of the situation and evolving needs by initiating major projects and joining global coalitions.

To help Member States address the crisis, COL has:

- put together a repository of curated content and tools which is being updated regularly;
- created an online consultation on OER and provided a free web conferencing tool for educators under its OER4COVID initiative which has already generated a response from 67 countries, including 30 Commonwealth Member States;
- developed Commonwealthwisewomen.org, a mentorship service to foster leadership among women and girls in the remotest regions of the Commonwealth. Twenty five eminent women from around the Commonwealth, including our Board Members Dr Linda Sissons, Professor Datuk Asma Ismail and Professor Belinda Tynan, have joined the initiative. Former Board Members Dame Carol Kidu and Letuimanu'asina Dr Emma Kruse Va'ai have also joined this group;
- initiated the 'International Partnership of distance and online learning for COVID-19' which has attracted 37 partners such as UNESCO, UNESCO IITE, the World Bank, and several open universities and associations around the world.

In a spirit of collaboration, COL has also joined key global initiatives in addressing the crisis which include the UNESCO Global Education Coalition and UNESCO IITE's 'Combat COVID-19: Keep learning', among others.

Several countries are requesting COL for targeted support. For example, COL has been requested to provide curriculum content for school children in Namibia, Papua New Guinea, and Trinidad & Tobago. Samoa has sought advice with setting up assessment mechanisms for online delivery. COL has adopted a two-pronged approach—providing generic content in the first instance, followed by a response tailored to a particular context.

As the only intergovernmental organisation established to promote distance and technology-enabled education, COL's role has become more important than ever before. The future of COL will depend on its ability to demonstrate its relevance and responsiveness to the needs of Member States.

Significantly, the theme of this year's Commonwealth Day was 'Delivering a Common Future: Connecting, Innovating, Transforming'. This links perfectly with COL's mission which is to secure the future of our youth and build resilient societies. COL organised an enjoyable potluck lunch at the office where staff shared their national dishes just prior to the announcement of a state of emergency by the government of British Columbia, when social distancing became mandatory.

Currently the majority of COL staff are working from home. Senior management have been coming to the office and we have maintained regular communications with staff.

What has been the impact on COL's work? Due to the lockdown, the pace of delivering planned activities has slowed down considerably and several face-to-face training events have had to be cancelled. COL is continuing to organise some of the scheduled training online using various technology tools at substantially lower costs. If the current

situation continues, we are unlikely to achieve the 100% expenditure target. Fortunately, several activities had been fast-tracked in the first six months of this financial year, as a result of which the current expenditure is higher than at the same time in the previous year. Partners in the field have been severely impacted and can only respond when countries lift lockdown restrictions.

2.1 President's Activities

The new year began with a strategic planning meeting (2021-27) for COL staff facilitated by Dr Stephen Murgatroyd. Some of the priorities that will continue are to: align activities to local, national and regional needs; invest in innovations; make VUSSC the nodal point for building resilience in small states; harness the potential of emerging technologies and streamline capacity building activities.

Regional consultations are very important elements of this planning process and a series of four regional Focal Points meetings had been planned between January and May. However, only the first of these could be held face-to-face in the Caribbean. The other three consultations for Africa, Asia and the Pacific will all be held online and completed as per schedule.

The Caribbean Focal Points meeting was hosted by Dr Gale Rigobert, Minister of Education, Innovation, Gender Relations and Sustainable Development, St Lucia and attended by Focal Points from eight countries. Some of the shared needs expressed were: integrating ICTs in education, addressing boys' underperformance, building the capacity of teachers, providing education for migrant and displaced communities, and promoting sustainable agriculture. While in St Lucia, we also met the prime minister, the Honourable Allen Chastanet.

This meeting was followed by a regional capacity building workshop on 'Open Educational Resources (OER): Policies and Practices' organised by COL in collaboration with UNESCO, the William and Flora Hewlett Foundation and the host Ministry. Ten Caribbean countries and an Overseas Territory were represented at the workshop, which focused on developing and implementing OER policy. COL has had a substantial impact for its OER work in the region. For example, the Ministry of Education, Guyana has saved thousands of dollars by adopting open textbooks for schools. Antigua & Barbuda and St Lucia have integrated OER in national ICT in Education policies. Other countries have come forward to seek COL support and the need for OER will become even more pressing in the post-COVID Caribbean.

Also in January, the Education Ministers Action Group, chaired by the Honourable Rosy Akbar, Minister of Education, Heritage and Arts, Fiji met in Marlborough House, London to review progress made after the 20th Conference of Commonwealth Education Ministers (CCEM). My presentation via teleconference highlighted how COL was 'Responding to the Nadi Declaration—Education for Resilience' and led to a lively discussion among the ministers and senior officials from eight countries. The 21st CCEM is planned to be held in March 2021 in Nairobi, Kenya.

As every year, I sent out video messages for International Women's Day and Commonwealth Day. Two events to which I was invited were cancelled and the presentations have been made available on the COL website for our stakeholders. The first 'From Data to Difference' was prepared for a panel organised by the Commonwealth Secretariat at the UN, New York. The second was a keynote on 'ODL in the Fourth Industrial Revolution: opportunities for Africa' for the Annual Colloquium at the National Open University of Nigeria, Abuja and are available [here](#).

As we have seen through this crisis, countries appreciate an immediate response, have no patience for long drawn plans and want targeted solutions for their specific needs. COL has understood these requirements and is responding accordingly.

Given the unpredictability of the future, the senior management team is looking at possible scenarios that might impact our work and how we respond. It is clear that COL will have to reorient the way it works to focus on resilient systems of education and training. COL will have to be even more relevant, responsive and results-oriented going forward.

3. Programme

The programme has adapted itself to the changed reality by offering more online services and responding quickly to the many requests received from Member States.

3.1 Education Sector

3.1.1 Open/Innovative Schooling

The Malawi College of Distance Education has shared 4982 OER in an open access space and quality assurance is in process. COL facilitated training for content developers from the Universal Basic Education Commission (UBEC), Nigeria where 51 content developers, 60 centre managers, and representatives from other agencies attended. UBEC's content group members have already shared 166 draft resources. In Zambia, 914 learners enrolled in 15 centres and five schools under this initiative.

The gender policy framework developed jointly by the National Institute of Education, Sri Lanka and the National Institute for Open Schooling, India was finalised. The guidelines were adopted and apply to 2200 learners enrolled in 25 centres.

At the request of the Ministry of Education, Belize, COL expedited the open sharing of content on an online platform as a response to the COVID-19 crisis. The content development team in Trinidad & Tobago has developed 1349 OER and are on track to complete content development by the end of June 2020.

In Vanuatu, Ministry of Education staff, school managers and teachers were trained in open schooling and the use of Aptus.

3.1.2 Teacher Education

Enumerator training workshops were organised for staff of Tamale College of Education, Ghana and Gulu University, Uganda. Baseline data was collected in both countries. The Training Handbook for School-Based Teacher Development on Inclusive Education was developed with the support of The Open University, UK and will be used by the Kenya Institute of Special Education in 20 schools. COL supported a workshop on technology for learner support and barriers to learning and teaching at the National Teachers' Institute, Nigeria which was attended by 63 participants.

Lecturers at Kiribati Teachers College developed five courses for the teacher training programme, and a further 20 courses were improved.

3.1.3 Higher Education

Online course development workshops were held at the University of Buea, Cameroon and Moi University, Kenya. COL supported the Council on Higher Education (CHE), Lesotho to develop a policy to regulate qualifications as per the Lesotho Qualifications Framework. The Ministry of Education and CHE, with representatives from six institutions developed accreditation standards for open and distance learning (ODL). The University of Zambia was supported to enhance the quality of programmes and align them to labour market needs. These offerings are reaching 2161 learners.

COL supported Bangladesh Open University to develop a business plan, marketing plan and institutional employability strategy.

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

With COL support, the Global Rainbow Foundation in Mauritius developed short, interactive, online courses for service workers, teachers and volunteers who work with persons with disabilities. Through the Seychelles Nurses and Midwives Council, 326 nurses and midwives have enrolled in continuing professional education modules offered through the World Continuing Education Alliance online platform, and 157 have completed at least one course.

A Quality Assurance (QA) workshop was held with 38 participants from the Ministry of Education, the University of the Bahamas and Bahamas Technical and Vocational Training Institute (BTVI). This was followed by a capacity-building workshop with 28 BTVI faculty to validate the QA guidelines and develop a toolkit for QA of ODL courses. COL facilitated workshops with staff and students of the Master's in Educational Leadership programme at the University of Belize on thesis supervision.

A multimedia video, as part of the public education campaign with the Ministry of Education and Human Resource Development, Dominica was completed. Under the theme, Update, Upgrade for a more Resilient Dominica, it seeks to raise awareness about climate change and how individuals and communities can contribute. A project with the University

of Guyana to train 30 lecturers in instructional design for online courses was launched. COL facilitated a workshop with tutors on creating quality online learning experiences.

Eighteen COL-supported students from Fiji, Kiribati, Samoa, Solomon Islands, Tonga and Vanuatu completed the Professional Diploma in Legislative Drafting offered by the University of the South Pacific.

3.1.5 GIRLS Inspire

COL's partner Shidhulai Swanirvar Sangstha and Centre for Mass Education in Science, Bangladesh trained 2340 women/girls in vocational and life skills. Boat shows reached 1420 community members, 1080 men/boys were trained in gender equality and 1700 community members were reached through awareness raising events.

In Pakistan, the Society for Protection and Rights of the Child participated in the National Gender Caucus to influence gender equality policies. This partner trained 2117 women/girls and 40 girls gained employment, 149 became self-employed, and 161 are in internships.

The Women's Development Centre in Sri Lanka trained 640 women and established an Entrepreneur Association with 950 members who are eligible for micro-loans following their training.

3.2 Skills Sector

3.2.1 Technical and Vocational Skills Development (TVSD)

An inception report, a situational analysis, and a student internship and apprenticeship policy were developed for the Human Resource Development Council, Botswana. COL supported TVET institutions and partners in Ghana, Kenya, Nigeria and Zambia to develop business models with a focus on the informal sector.

COL supported six subject matter experts from Grenada National Training Agency, Barbados TVET Council, and the National Training Agency of Trinidad & Tobago to create OER for the online Caribbean Vocational Qualification Verifier Training.

COL is working with Nauru's Ministries of Education, Industry and Environment, Taiwan's Technical Mission, community leaders and farmers to use mobile learning to develop skills for growing backyard gardens. Following a face-to-face workshop, Fulton Adventist University College staff have commenced module development for the online version of Fiji's National Certificate in Teaching TVET with virtual support from COL. COL provided technical advice to the Department of Higher Education Research, Science and Technology, Papua New Guinea to prepare specifications to select a TVET provider.

3.2.2 Lifelong Learning for Farmers (L3F)

In Ghana, COL partner Garu Presbyterian Agricultural Station, delivered audio-based training in local languages to 11333 learners. Bessfa Rural Bank is supporting L3F farmers with credit and loans and is using a mobile learning platform to train farmers in credit management. In Kenya, training on Agroforestry was conducted by Siaya Seed Sacco and trainees received more than 120000 seedlings. This Sacco has partnered with Heifer International to reach over 16000 poultry farmers in four new counties. In Tanzania, the Kagera Youth Empowerment Network has adopted the L3F model. The Tanzania Bankers Association has agreed to partner with COL and Matumaini Mapya on a credit guarantee scheme to recognise learning as a collateral.

The government of Antigua & Barbuda has committed to guarantee EC\$2 million in low interest farmers' loans through the Caribbean Union Bank. This has implications for the further expansion of L3F in the country.

Through L3F partners in India, more than 9000 new learners have been reached through online and mobile learning.

3.2.3 Technology-Enabled Learning

A workshop on Commonwealth Digital Education Leadership Training in Action (C-DELTA) was organised by SchoolNet South Africa and the Department of Education, South Africa with Phendukani Full Service High School where 20 teachers and 43 learners participated. Kampabits, Uganda launched a second iteration of the 6-month advanced ICT skills training programme for 82 youth.

Open University of Sri Lanka held a training-of-trainers workshop for scaling the C-DELTA programme, attended by 40 teachers. Another C-DELTA workshop was organised by the Centre for International Education and Development with Dhaka Ahsania Mission (DAM), Bangladesh for 30 participants. An OER policy was implemented across the network of DAM institutions. Digital Empowerment Foundation, India trained 2000 weavers and artisans in digital skills and held two online workshops for Africa on the Barefoot Wireless Engineer programme with 47 participants.

COL supported a workshop at the University of Papua New Guinea on facilitating blended learning, attended by 17 staff.

The 'Understanding Open Educational Resources' platform has 5946 registered users, of which 2716 have completed the course. A 'Blended Learning Practice MOOC' was offered jointly with Athabasca University, Canada and attracted 2025 participants.

3.2.4 Skills Online

Through the Ghana Library Authority (GhLA), Rwanda Telecentre Network and Programme for Capacity Development in Africa, 12889 persons enrolled in Udemy

courses and 1966 certificates were issued. COL and GhLA trained librarians to mentor learners in Ghana.

The partnership with Better Future for Women, Bangladesh led to 4475 enrolments in UdeMY skills courses and 448 certificates were issued. This NGO collaborated with community-based organisations to establish learning centres in Rohingya refugee camps.

3.3 Cross-cutting Theme

3.3.1 Gender

COL partner Concerned Youth Organisation in Malawi trained 1979 people in skills for livelihoods. The Centre for Research and Development Initiative, Malawi identified 100 groups and developed audio clips for radio-based training.

Youth Challenge Guyana launched a training programme for 43 young men in electrical installation and life skills.

COL partnered with Servants of St. Josephs in Papua New Guinea to provide skills training for 150 women and girls. Consultations and testing for the Social Safety Net App in the Solomon Islands is under way.

3.4 eLearning for International Organisations (eLIO)

eLIO held virtual and face-to-face tutor training sessions, in preparation for piloting two courses on 'Essential Skills for International Organisations'. New contracts were signed with the Council of Europe to deliver courses in Oral Communication, and Facilitation and Team Building. Two extension agreements were signed with UNHCR to continue the delivery of blended learning in Programme Management and Operational Data Management. eLIO continues to deliver Written Communication courses to the World Bank Group, with learners achieving 96% completion rates during this quarter. The provision of administration services for UNFPA's Virtual Orientation Programme were confirmed for 2020.

3.5 Commonwealth Educational Media Centre for Asia (CEMCA)

Thirty-one faculty and tutors from Bangladesh Open University were trained in open schooling and OER.

Forty academic counsellors at Netaji Subhas Open University and 52 academic counsellors at Uttarakhand Open University, India were trained in learner support. CEMCA and Krishna Kanta Handiqui State Open University jointly trained 23 faculty from different colleges and universities in content development and Moodle facilitation. Yashwantrao Chavan Maharashtra Open University received CEMCA support to develop an OER policy and implementation plan. In partnership with Guiding Souls Trust, 100 tribal women were trained in enterprise development. Fifteen videos for the EU-supported project on Bamboo for Sustainable Development were recorded in Assamese and Bengali.

3.6 Regional Centres

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

Twenty learners from Lesotho Distance Teaching Centre were supported to enrol in the 'Certificate for Distance Education Practitioners'.

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

RETRIDOL facilitated workshops for several Nigerian institutions: the Federal University of Oye-Ekiti on online learning and OER and transitioning to dual mode provision for University of Benin, Tai Solarin University of Education, Babcock University, Osun State University, Igbinedion University, and Covenant University.

The University of Benin and Covenant University have drafted gender policies and Ahmadu Bello University has developed a draft OER policy with COL support.

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

Four hundred people enrolled in the Functional Numeracy MOOC, and 70 certificates were awarded.

3.6.4 Commonwealth Centre for Connected Learning

Content for a MOOC on Digital Literacy for Educators is under peer review.

3.6.5 COL Chairs

The COL Chair IIT, Kanpur, India added further refinements to the MobiMOOC technology that has reached over 5000 farmers.

3.7 Vice President's Activities

The meta-evaluation of COL's Strategic Plan 2015-2021 is under way. The external evaluation team have commenced data collection and document review. More than 90 documents and reports have been submitted, and interviews with COL staff at headquarters and stakeholders in Zambia have been completed in virtual mode. The evaluation team also presented an interim report to COL staff which outlined their initial observations. The findings are positive and indicate that COL is well on track to meet and exceed its corporate targets.

The evaluation is being supported by the Vice President and the Manager: Monitoring & Evaluation. Another interesting M&E activity was to support partners in Nigeria to identify and collect evidence on more than 100000 teachers trained under a previous UNICEF-COL project on Child Friendly Schools.

The Vice President participated in the regional Focal Points meeting and OER capacity building workshop held in St Lucia.

4. Stakeholder Relations

4.1 Member Governments Support

At the end of the third quarter, contributions totalling \$9.9 million were received from 41 countries as compared to \$9.7 million from 34 countries as at the same time in the previous year. See 5.1 for a listing by country for this quarter.

4.2 Focal Points

COL welcomed ten new Focal Points:

- Bahamas Ms Maria T. Seymour, Senior Education Officer, Ministry of Education
- Fiji Mr Timoci Bure, Head of National Education Services Delivery, Ministry of Education, Heritage and Arts
- Grenada Mr Kade De Couteau, Information Technology Officer, Ministry of Education, Human Resource Development and Religious Affairs
- Malaysia Mr. Mohammad Sanusi Abdul Karim, Under Secretary, International Relations Division, Ministry of Education
- Maldives Mr Ahmed Mausoom, Education Officer and Head of Foreign Relations Section, Ministry of Education
- Mauritius Mr Vassoo Putchay, Permanent Secretary, Ministry of Education, Tertiary Education, Science and Technology
- Namibia Mr Mzingisi Gqwede, Director for Adult Education, Ministry of Education, Arts and Culture
- Tanzania Dr Michael Wilfred Ng'umbi, Director, Institute of Adult Education
- Vanuatu Mr Joses Seth, Executive Officer, Office of the Director General, Ministry of Education & Training
- Zambia Ms. Yvonne Mweemba Chuulu, Director, Directorate of Open and Distance Education, Ministry of General Education

4.3 Congratulatory Letters

A congratulatory letter was sent to His Excellency Mr Ibrahim Mohamed Solih, President of the Maldives when his country rejoined the Commonwealth as its 54th member. A letter of thanks was sent to The Honourable Gaston Browne, Prime Minister and Minister of Finance, Antigua & Barbuda, for his support of L3F. Nine congratulatory letters were also sent to Ministers of Education during this quarter.

5. Finances

5.1 Revenue

COL has received over \$11.4 million in revenue between July 1, 2019 and March 31, 2020 comprising member government contributions, additional contributions and miscellaneous income (compared to \$11 million in revenue between July 1, 2018 and March 31, 2019). The figure for this year represents 84% of the revenue forecast.

During this quarter, contributions were received from the following countries:

Antigua & Barbuda – \$6,643; Australia – \$893,168; Dominica – \$3,742; eSwatini – \$27,906; Jamaica – \$62,789; Kenya – \$58,891; Kiribati – \$26,572; Nauru – \$6,643; Trinidad & Tobago – \$99,645; and Vanuatu – \$6,643.

Additional contributions in the amount of \$1 million from grants and service fees were also recorded during this period.

5.2 Cash Flow

At March 31, 2020, COL held approximately \$6.5 million in cash to meet operational costs for the balance of the current financial year and maintain a positive cash flow into the next financial year. COL continued to maintain a restricted reserve of \$10.7 million as per its policy.

5.3 Expenditures

At the end of the third quarter, over \$9.5 million was spent or committed to meet programme and organisational management activities, staff and office costs. This amount represents 84% of the annual budget of \$12.5 million for 2019-2020, as compared to 64% at the same time last year.

6. Human Resources

6.1 Staff Changes

6.1.1 Departures

Professor Romeela Mohee who held the post of Education Specialist: Higher Education left COL on March 31, 2020.

6.1.2 Recruitment

Ms Alexis Carr from Canada who held the post of Research Coordinator was appointed to the post of Manager: Monitoring & Evaluation on February 3, 2020.

Dr Betty Ogange from Kenya who held the post of Adviser: Teacher Education was appointed to the post of Education Specialist: Teacher Education on March 2, 2020.

Ms Frances Ferreira from Namibia who holds the post of Senior Adviser: Women and Girls was appointed as Education Specialist: Gender with effect from July 1, 2020.

7. Technology & Innovation (T&I)

The T&I team successfully conducted a disaster recovery exercise on one of COL's critical systems for the programme.

Secure access and online services were provided to the evaluators for the meta-evaluation of COL's strategic plan. A full-featured online conferencing system (Zoom) was inducted for meetings with partners and stakeholders and is frequently used due to travel restrictions.

Aptus devices were deployed in Vanuatu in support of open schooling. Ten new courses were added to the COLVEE portal which also experienced a tripling of its traffic post-COVID-19. Consolidation of web servers resulted in a 5% decrease in service fees.

As work-from-home measures were implemented due to the pandemic, laptops were acquired, configured and provided to staff who usually work on desktops, to enable secure access to network services.

8. Permanent Site

A permanent site update was last provided to the Board on February 24, 2020, just prior to the Audit Committee and Executive Committee meetings. This included a summary of all activities which had taken place since June 2019 and the identification of a suitable site.

Audit Committee members appreciated the detailed work that had been carried out and expressed their full support. Members resolved that the next step for COL would be to seek the approval of the Executive Committee, to make a conditional offer.

At the Executive Committee meeting, members were informed by the UK representative that the decision to purchase would need to go back for ministerial approval where the initial approval was 'in principle' only. More information would be needed in advance of the July board meeting and would be provided to the UK member. Members

further resolved that COL could proceed with a conditional offer on the selected site subject to final Board approval at the July 16, 2020 meeting.

Since that meeting, a site visit was arranged and costs estimated. Due to work shutdowns and slowdowns related to the pandemic, the information needed to complete an offer has been delayed. As the situation becomes clearer, and hopefully returns to normal by the time of the board meeting, these details will be made available. In the meantime, the request from the UK is being addressed.

9. Communications

COL was mentioned in 14 external media stories this quarter. Additionally, 23 news releases and five blogs were published. In response to the COVID-19 crisis, COL launched a dedicated resource page on the website.

COL's following on social media has kept steady with 171000+ followers on Facebook and 6850+ on Twitter. Over 55,200 Twitter impressions were recorded on the @COL4D account. On Facebook and Twitter, there were 60 new posts. It is interesting to note that one Facebook post on learner support reached 324100+ followers globally.

Five videos were released on COL's YouTube channel with a 100% 'like' rate.

10. Visitors to COL

Recent visitors to COL include:

- Dr Rajiv Jhangiani, Associate Vice Provost, Open Education, Kwantlen Polytechnic University
- Dr Peter A. Okebukola, Distinguished Professor of Science and Computer Education, Africa Centre of Excellence in Innovative and Transformative STEM Education, Lagos State University, Nigeria
- Mr Ashwant K. Dwivedi, Honorary Consul General, Solomon Islands
- Ms Christina Larson and Mr Richard Yore, Business Events Sydney Americas
- Dr Tony Bates, University of British Columbia, Canada
- Dr Neil Fassina, President, Athabasca University, Canada

11. Publications/Resources

The following publications and resources of note, are available at <http://oasis.col.org> :

1. [Connections \(Vol. 25, No. 1\)](#)
2. [Journal of Learning for Development \(Vol 7 No 1\)](#)
3. [Report of the Regional Focal Points Meeting – Caribbean](#)
4. [Caribbean Regional Capacity Building Workshop on Open Educational Resources \(OER\): Policies and Practices](#)
5. [Report on the Baseline Study of Technology-Enabled Learning at Kaimosi Friends University College](#)
6. [TEL MOOC long-term impact evaluation study](#)

All currencies are in Canadian dollars unless otherwise indicated.

Professor Asha S. Kanwar
President & Chief Executive Officer
April 15, 2020