

COMMONWEALTH of LEARNING

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Learning for Development | Three-Year Plan 2009–2012



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Executive Summary



Governments face a difficult dilemma in responding to the global economic downturn. On the one hand they must help their people adapt to wrenching change by expanding opportunities for education, training and learning generally. On the other hand they must ensure that state spending on human resource development is as cost-effective as possible. The Commonwealth of Learning (COL) has developed its plan for 2009–2012 to help address this dilemma.

COL's mission is to help governments and institutions expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the

general term of open and distance learning (ODL).

ODL is a cost-effective approach to expanding education. Its use has grown rapidly over the 20 years since Commonwealth Heads of Government established COL. Today, thanks to expanding connectivity and new developments in information and communications technologies (ICTs) such as social software and open educational resources, ODL applications continue to accelerate. The interactive Web is a rich environment for learning and a powerful vehicle for expanding awareness about the possible futures of humankind.

The theme of this plan, *Learning for Development*, expresses a vision that

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reaches beyond formal education to embrace areas of learning that are vital for better livelihoods, greater prosperity and a safer environment. Understanding development as the process of increasing the freedoms that people can enjoy, COL pursues this vision operationally within the framework of the Millennium Development Goals (MDGs), the campaign for Education for All (EFA) and Commonwealth values.

While building on the extensive pan-Commonwealth consultation conducted for the previous triennium, COL has refreshed its understanding of current development priorities through regional meetings with the country Focal Points appointed by Ministers of Education. A rigorous external evaluation of its work in 2006–2009 has enabled COL to play to its strengths in responding to these priorities.

COL's first response is to tighten the focus of its programme work. COL's two programme sectors, *Education* and *Livelihoods & Health*, embrace just eight

initiatives that will help governments pursue the twin goals of expanding access to learning and using public funds cost-effectively.

Its second response is to scale up its impact. Working with its country partners, COL has developed powerful models for applying technology to learning for development. These models must now be applied at scale and extended to new countries.

The programme initiatives are:

Education

- **Open Schooling:** Growing success in achieving universal primary education is creating a surge of demand for secondary schooling, that many governments will not be able to satisfy by building more schools. Open schooling can deliver quality education cost-effectively at scale.
- **Teacher Education:** Achieving the MDGs and EFA will require hiring millions of new teachers as well as training millions of others already in post but needing to be upgraded. Teacher education institutions will not be able to meet these demands without adopting the methods of ODL. This is where COL can help.
- **Higher Education:** Faced with burgeoning demand, many countries are creating open universities to expand access to higher education. COL will facilitate the expansion of quality higher education and share programmes among institutions,



COL's first response is to tighten the focus of its programme work. Its second response is to scale up its impact.

including imaginative courseware to promote the Commonwealth agenda of Respect and Understanding.

- **Virtual University for Small States of the Commonwealth:** Hundreds of teachers and officials have acquired advanced ICT skills through this network. It produces and shares eCourses in skills-related areas within a new Transnational Qualifications Framework and links them together in a common portal.

Livelihoods & Health

- **Skills Development:** COL assists with the development of policy for the use of ODL in skills development and works with partners to design and deliver quality courses that are increasingly rich in ICTs. Partnerships among institutions at different stages of development operate in a spirit of south-south co-operation.
 - **Learning for Farming:** Lifelong Learning for Farmers (L3F) is a
- successful grassroots model for increasing rural prosperity. It uses ICTs to link banks and universities to village communities to exploit new economic opportunities. It is now being implemented at scale by training a cadre of knowledge info-mediaries.
 - **Healthy Communities:** COL's Media Empowerment model has proven its effectiveness for bringing health messages to communities. It will now be scaled up by training health groups and communities to create and share learning materials and to make effective use of community media.
 - **Integrating eLearning:** Countries are eager to raise levels of digital literacy and deploy eLearning in their education systems. To build capacity, COL is training educators to develop eLearning materials, to conduct eTutoring, and to share materials as open educational resources through communities of practice.

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The cross-cutting themes of gender, quality and appropriate technology are pervasive throughout the programme.

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

To be better present at the regional level, COL has its own unit in India, the Commonwealth Educational Media Centre for Asia (CEMCA). In West Africa it works with RETRIDOL (Regional Training and Research Institute for Distance and Open Learning) and in Southern Africa with SADC-CDE (Southern African Development Community Centre for Distance Education).

To adapt its programme to fit the unique needs of each country, COL develops individual Country Action Plans after extensive consultations with Ministers, Focal Points and partner institutions. These are monitored and updated

regularly. *COL in the Commonwealth*, a compendium of individual Country Reports, is published at the end of each triennium.

COL practises results-based management. This is summarised through a logic model that lays out the expected long- and intermediate-term results (impacts and outcomes) over the three-year period. Outputs and activities, and the inputs needed to achieve them, are set out annually in log frames that are integrated with the logic model and are specific to each initiative. The log frames are regularly updated and include detailed performance indicators.

COL exists through its partnerships and maintains relationships with many stakeholders, including member governments, institutions, donors and individuals. Its network of Focal Points in all Commonwealth countries is a key component of this strategy. In 2009–2012 it will formalise other links by establishing honorary chairs in open

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universities and creating a network of advisors.

To build on its core strengths and operate effectively in a fast-changing world, COL has identified six critical success factors to help it manage risk: financial stability, partnerships, visibility, leadership, managing expectations and emerging issues. Risk-mitigation strategies are reviewed regularly by the Board of Governors' Audit Committee.

COL is an intergovernmental body established by a Memorandum of Understanding, signed by Commonwealth Governments, and a Headquarters Agreement with the Government of Canada. It has sound structures in place for governance and management. The Board of Governors updates its governance manual regularly and management operates through four functions: stakeholder engagement; the programme; knowledge management, information systems and communications; and finance, administration and human resources.

COL's financial strategy is based on three sources of revenue. Voluntary contributions from more than 40 Member States provide approximately 80% of the annual budget. Additional contributions (from grants and fee-for-service

work) and miscellaneous revenue account for the remainder. On the expenditure side, a minimum of 80% of the budget is directed to the programme and not more than 20% to organisational management and governance.

A human resource strategy, including a rotation policy for its internationally recruited specialists and a performance



management system, helps COL maintain a dedicated and expert team of people. At its headquarters in Vancouver and at CEM-CA in New Delhi, staff work with modern knowledge management and information technology systems that are carefully tailored to the needs of the organisation and the Member States that it serves.

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Message from the Chair

When the Commonwealth of Learning (COL) was established 20 years ago, the then Secretary-General of the Commonwealth, Sir Shridath Ramphal, observed that “it is not often that ideas emerge which stir the imagination and beckon people to work for their fulfilment.” COL has become everything that Sonny Ramphal envisaged: a vibrant little organisation that is having a transformative impact around the Commonwealth by prompt responses, careful planning and thoughtful interventions. Today, COL is a credible and trusted partner of people, institutions and governments using open, distance and technology-mediated education and training (commonly referred to as open and distance learning, or ODL) to enlarge the scope and scale of learning to respond to the vast needs across the Commonwealth.

Over its 20 years of growth and evolution, COL has responded to the changing aspirations of its stakeholders through a process of constant renewal. I have had the privilege of accompanying COL on this journey since I became a member of the Board of Governors in 2002. At that time, COL aligned itself more firmly with the international development agenda, as expressed in the Millennium Development Goals and Education for All initiative, and sought to harness ODL to promote achievement of these challenging aims.

COL’s Three-Year Plan for 2009–2012 is entitled *Learning for Development*, continuing with the theme of the previous triennium. The broad term “learning” – which subsumes formal education and training – not only captures the variety of demands that development makes on people but also evokes the vision implicit in COL’s name: Learning is our Common Wealth.

This plan builds on COL’s established strengths: expertise in open, distance and technology-enhanced learning; experience in lifelong education and training; and an extensive network of partners across the Commonwealth. Following wide consultations with Member States and key stakeholders, the plan sharpens the focus of COL’s interventions into two programme sectors: *Education* and *Livelihoods & Health*.

This document is the road map for COL’s support to the development of Commonwealth Member States, large and small, over the next three years to 2012. Key aims are to: increase the number of trained teachers; open up access to secondary school to larger numbers of pupils; assist in the development of tertiary education, especially through the Virtual University for Small States of the Commonwealth; and support skills development to improve the livelihoods of communities.

I commend this plan to Commonwealth governments and COL’s partners for their support.



H.E., Hon. Burchell Whiteman, O.J.
Chair, Board of Governors

Foreword from the President

COL enters its third decade with confidence. The number of countries making voluntary contributions to its budget has grown to 41 – with some having made significant increases – and additional financial contributions are a mainstay of COL's work.

Comprehensive Commonwealth-wide consultation underpinned a robust plan for the 2006–2009 triennium. COL is building on that foundation by implementing the recommendations of an external evaluation of its work in 2006–2009 (see Appendix 1 on page 48), while retaining the theme, *Learning for Development*. This new plan takes account of the declarations of the 2006 Conference of Commonwealth Education Ministers (Cape Town) and the 2007 Commonwealth Heads of Government Meeting (Kampala). The 700 delegates to the Fifth Pan-Commonwealth Forum on Open Learning in London in 2008 discussed the relevance of all aspects of COL's programme. To consult governments directly, COL brought its country Focal Points together in three regional meetings. In these ways COL has refreshed its understanding of Member States' needs and sharpened the focus of this plan for 2009–2012.

The context of COL's work has evolved in three years. Its plan for the new triennium responds to three imperatives in the contemporary agenda for *development*:

- a global economic slowdown requires billions of people to learn their way

to new livelihoods and demands cost-effectiveness in educational spending;

- Universal Primary Education is finally on the horizon and a surge towards secondary schooling must now be satisfied; and
- healthy communities, in which free individuals treat each other with respect and understanding, are best equipped to face contemporary challenges.

The plan adapts to three trends in the technologies available for *learning*:

- continuing expansion of connectivity is enabling much greater access to technology-mediated learning;
- new social software is transforming the Web into a vast space for online collaboration; and
- open educational resources herald the emergence of a global intellectual commons.

In the 2009–2012 triennium, COL will pursue eight initiatives in two sectors: *Education* and *Livelihoods & Health*. In all its activities COL will seek to scale up and extend its successful models for the application of technology to learning.

COL will develop country action proposals in consultation with its Focal Points and partners to link this strategy to each nation's priorities

Through this plan, COL will help governments and institutions advance development more effectively by expanding opportunities for learning.

Sir John Daniel
President & Chief Executive Officer



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Looking Back



As COL embarks on its third decade, it is useful to review what inspired its creation at the 1987 Vancouver Commonwealth Heads of Government Meeting and to note how it has evolved over 20 years.

Commonwealth Heads of Government established COL in the belief that rapidly developing communications technologies should be harnessed to assist peoples' education. The Planning Committee that was set up after the meeting explored two possible avenues to achieve this: should COL develop distance learning courses and become a University of the Commonwealth for Cooperation in Distance Education, or should it help Member States develop

their own capability to deploy educational technologies?

The committee recommended the second option. Accordingly, developing in-country capacity for applying technology to expand learning has been COL's focus for two decades. However, at their 14th conference in 2000, Commonwealth Education Ministers introduced a variant of the first option by deciding to launch the Virtual University for Small States of the Commonwealth (VUSSC), and they asked for COL's help.

Heads of Government were prescient in assuming that educational technology and distance learning would play important roles in the development of

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education and training. In 1988, there were some 600 publicly funded institutions worldwide offering distance education to 1 million students. By 2000, it had increased to 1,133 institutions and 3 million students. In that time, it was more or less possible to track the growth in numbers. Since then, estimating the scale of distance education has become effectively impossible, such is the scale of expansion and the close integration of distance learning into mainstream institutional operations. Growth continues apace. In India alone, in 2008, there were 140 publicly funded institutions serving 6.6 million distance learners.

Although the Planning Committee had recommended that COL should help Member States introduce technology-mediated learning at all levels of education and training, countries put a special focus on higher education in the early years. COL can be proud of the continuous attention it has given to this sector, which was unfashionable with

other development agencies until well into the present decade.

Over the years, however, COL has progressively broadened its activities in the formal education sector. Countries have long sought help with expanding teacher education, but more recently they are looking to open secondary schooling systems to cope with the pressure of pupils created by their growing success in achieving Universal Primary Education. COL takes a holistic approach and considers formal education systems as a continuum with various common challenges (e.g., quality assurance). Furthermore, its motto, *Learning for Development*, expresses a vision that reaches beyond formal education into modes of learning that are vital for achieving development goals in poverty reduction and health.

As the world's only intergovernmental agency focused on technology-mediated learning – for which the shorthand term “open and distance learning” (ODL) is often used – COL has gradually expanded the scope of its assistance to Member States. An early focus on advocacy helped bring ODL into the educational mainstream, and giving priority to capacity-building equipped institutions to handle rapid growth. Because COL has observed that a sound policy base is vital to the success of both national and institutional developments in technology-mediated learning, it now provides technical advice for policy development too.



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When COL began, expertise and materials tended to flow from the industrialised to the developing world. Today the enhancement of local capacity allows much of COL's work to rely on south-south co-operation. Strong evidence of that is attendance at its biennial Pan-Commonwealth Forums on Open Learning, where the large majority of delegates are from developing countries. COL's approach to copyright is another example of the spirit of sharing that now prevails across the Commonwealth. COL used to hold restricted copyright in the training materials that it developed, but today it puts its materials in the public domain, making them freely available as open educational resources.

Over two decades, both the ends and the means of open and distance learning have evolved. In applying these

methods to secondary schooling, for instance, making learning more open is as important as bridging distances. Continual advances in information and communications technology require COL to span an increasingly wide range of media, from the leading edge of Web 2.0 software (such as Wikis, social networking and YouTube) to the trailing edge of print and the mass media that are still the backbone of many applications.

One feature of COL's approach has not changed. COL is an organisation that works through partnerships. It has always leveraged its modest resources through strategic alliances. Initially these were with individuals and institutions. Today, a network of national partners and links with international bodies gives COL a global reach that belies its modest size.

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The Road Ahead

The Commonwealth: Values and Development Priorities for 2009–2012

The Commonwealth is home to 1.9 billion people of every colour, creed and caste – half of them under the age of 25 – spread across the globe. The 53 nations of the Commonwealth are united by a commitment to common values, notably peace, democracy, equality, good governance and the resolution of conflicts through mediation and consensus-building.

COL expresses and promotes these values in its work. In the 2009–2012 triennium, it will extend the work of the Commonwealth Commission on Respect and Understanding, which presented its report, *Civil Paths to Peace*, to Heads of Government at their 2007 Kampala meeting, where they identified activities related to young people, women, education and the media as the priority fields of action. The Commonwealth Secretary-General has asked COL to lead partners from civil society and other sectors in bringing together and disseminating multi-media learning materials on respect and understanding in order to stimulate

widespread reflection and action on the themes of *Civil Paths to Peace*.

Learning for Development is the theme of COL's work. In line with the thinking of development economist and Nobel laureate Amartya Sen, COL understands development as freedom. Increasing freedom is the measure of development and free people are the drivers of development.

Development is pursued operationally through sets of internationally agreed objectives, notably the Millennium Development Goals (MDGs) and the campaign to achieve Education for All (EFA). In addition, COL expresses its commitment to Commonwealth values by working with others to cultivate respect and understanding, both within and among nations.

The royal road to freedom leads through the acquisition of knowledge, which nurtures the human spirit, and the development of skills, which enables people to contribute useful work to their communities. COL's two programme sectors, *Education* and *Livelihoods & Health*, express these two facets of learning for development.

Although access to learning is the key to development, many people still lack

The royal road to freedom leads through the acquisition of knowledge, which nurtures the human spirit, and the development of skills, which enables people to contribute useful work to their communities.

the learning opportunities that could empower them and transform their lives. The Commonwealth accounts for half of the world's AIDS sufferers and two-thirds of maternal deaths in childbirth. It is also home to more than half of the 75 million children who do not go to primary school. Numerous Commonwealth countries in Sub-Saharan Africa and South Asia are unlikely to achieve the MDGs by the 2015 target year.

COL considers that a resolute commitment to the achievement of education for all is the most helpful response to the daunting challenges facing the world in the 21st century. The problems of climate change and environmental degradation, for example, are largely driven by population pressure. Educating girls is the most effective way to counter these problems because it will reduce future population growth.

As one of a number of Commonwealth organisations engaged in education, COL avoids duplication of effort by working jointly with other bodies, notably the Commonwealth Foundation, the Commonwealth Secretariat, the Commonwealth Education Trust, and the Commonwealth Consortium for Education. COL supplements their work by operating in different areas, such as higher education, and complements their activities with its expertise in distance learning.

COL also works with other inter-governmental organisations. Its collaboration agreement with UNESCO will be updated to match the priorities of this plan with relevant activities in UNESCO's programme for 2010–2011. UNICEF is an important partner for the Teacher Education initiative and COL will continue to work with the World Bank to advocate open schooling

as part of the answer to the growth in demand for secondary schooling created by the increasing success of the campaign to achieve Universal Primary Education.

In 2009–2012, COL will give priority to eight development challenges.



SECONDARY EDUCATION

Worldwide, 513 million pupils were enrolled in secondary schools in 2005, an increase of 17% over 1999. The world average for the proportion of children enrolled in secondary schools is 59%. The Pacific has a higher figure (66%) but some regions are significantly lower: Sub-Saharan Africa (26%); the Caribbean (42%); and South and West Asia (46%). The introduction of free primary education has created a surge in the secondary intake in some countries, but with a low survival rate. In Sub-Saharan Africa, the secondary school survival rate is only 63%, compared to 87% globally. Survival rates are particularly low in Malawi, Mozambique and Uganda, where fewer than half of the pupils reach the last grade. There is an urgent need to expand access to quality secondary education in three of the four Commonwealth regions. Open schooling is part of the answer.

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TEACHER EDUCATION

Although school enrolments and teacher supply have expanded significantly since the Dakar Forum on Education for All in 2000, many challenges remain. Net enrolment ratios in primary school are still in the range 60–90% in developing Commonwealth countries, for example: India (89%); South Africa (87%); Ghana (69%); Pakistan (68%); and Solomon Islands (62%). Except in the Pacific, where the school-age population is declining, many more teachers will be required to provide basic education to the millions of children not yet enrolled. The situation is particularly critical in Sub-Saharan Africa which projects a requirement of 4 million teachers in 2015, up from 2.4 million in 2004. The increased need for teachers is dramatic in some countries over this period: Nigeria (increasing from 580,000 to 706,000); Kenya (from 150,000 to 192,000); Malawi (from 41,000 to 75,000); and Zambia (from 46,000 to 68,000). Comparable figures for Bangladesh (increasing from 370,000 to 453,000) show that this is not only an African problem.

Moreover, a significant proportion of teachers in many countries are untrained or unqualified, for example: Uganda (63%); Nigeria (44%); and The Gambia (42%). Since existing teacher training institutions do not have the capacity to address these major shortfalls in supply, it is urgent to expand the contribution of ODL teacher education.

HIGHER EDUCATION

Expanding access to quality tertiary education is a critical challenge for developing countries. Kenya is typical: less than 50% of the 50,000 qualified students applying annually for admission are absorbed by its seven public universities and

20 private universities. Fewer than 10% of people in the relevant age group have access to tertiary education in South Asia and Sub-Saharan Africa. Malaysia plans to raise its age participation rates to 40% by 2010, India to 15% by 2012, Trinidad & Tobago to 60% by 2015, and Jamaica to 30% by 2015. Barbados hopes to have one university graduate per family by 2020. However, countries are unlikely to meet such targets by conventional means. Commonwealth African countries aim to establish up to seven new open universities within the next three years, and campus universities will need to adopt what is called dual-mode provision by adding distance learning programmes. The University of the South Pacific, which has long operated in this manner, is focusing on increasing student retention and performance.

THE NEEDS OF SMALL STATES

Although most of the 32 small states of the Commonwealth have at least one post-secondary institution, the limited programme offerings mean that many students must travel abroad to study. This has a high foreign exchange cost and a proportion of students never come back home. The average migration rate of those with tertiary education from these small states is 44% compared to the Commonwealth average of 18%. Strengthening the range and credibility of tertiary offerings is therefore a priority.

COL has determined that 70% of the small states have implemented regulatory frameworks for the accreditation of qualifications. The Virtual University for Small States of the Commonwealth is helping countries expand course offerings collaboratively. Its Transnational Qualifications Framework will provide a mechanism for

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recognising qualifications and will allow small states to share courses cost-effectively. By acting collectively, small states can share the costs of capacity-building and programme development and become leaders in the age of eLearning.

SKILLS DEVELOPMENT

Youth unemployment is a global challenge. Forty-five percent of the world's young people without work, many of them young women, live in the Asia and Pacific regions. In Africa, the challenge is to find productive employment for 7 to 10 million new entrants to the labour market every year. In Kenya and Tanzania, for example, the annual number of young people joining the labour forces is respectively 500,000 and 700,000. Eighty percent of jobs worldwide require technical and vocational skills, yet skills training is 14 times more expensive than general secondary education in Sub-Saharan Africa. In Fiji, only 0.36% of the education budget is devoted to technical and vocational education and training.

The challenge is to provide cost-effective and flexible learning opportunities to large numbers of people. Successful ODL models can be replicated and shared in other jurisdictions.

LEARNING FOR FARMING

Of the 1.1 billion people living on less than \$1 a day, 75% live in rural areas and rely on agriculture for both food and income. In developing countries, 80% of farm work is done by women. Yet, women farmers receive only 5% of agricultural extension services and are under-represented in training programmes. To promote agriculture for development requires a strengthening of the capacity, skills and resources of smallholders and institutions, as well as mobilisation of political support on a large scale.

COL's Lifelong Learning for Farmers model promotes prosperity by blending social capital and banking services with the innovative use of information and communication technologies (ICTs). This model can enable many thousands of poor farmers, men and women, to learn and earn.

THE HEALTH CHALLENGE

The international community has declared its commitment to reverse the spread of AIDS, tuberculosis and malaria. However, infection rates continue to rise globally, debilitating productive capacity. The rate of HIV infection in Commonwealth countries is twice the world average.



Six African Commonwealth countries lose an average of 4% of their teachers to AIDS each year. Some 500 million people develop malaria each year, 90% of them in Sub-Saharan Africa and 6% in India, and as many as 3 million – mostly children – die of it. Newer health threats are equally serious: the International Diabetes Federation and the World Health Organization predict that 380 million people will develop diabetes by 2025. In Kiribati, diabetes already accounts for 8% of deaths.

There is clearly an urgent need for more learning about health. Most resource-poor communities in the Commonwealth have inadequate access to the Internet as a facility for learning. Local community-based media, however, which countries such as Bangladesh, Botswana, Kenya, India and Tanzania now permit, can be a powerful means of promoting learning for health.

THE DIGITAL DIVIDE

Connectivity, rather than access to computers, is now the defining feature of the digital divide. Across the Commonwealth, the proportion of people connected to broadband ranges from 89% in Canada to a mere 2% in Malawi and less than 1% in Samoa, Tonga and Vanuatu. Mobile technology is the fastest growing aspect of ICT in the developing world, where 2.5 billion users are forecast by 2010. The benefits of being connected are increasing steadily, notably with the multiplication of open educational resources – materials held electronically that are freely available for adaptation and use.

COL is thoroughly engaged in this movement through the Virtual University for Small States of the Commonwealth, which is playing a major role in bridging the digital divide in the small states.

Planning for 2009–2012

COL's comprehensive pan-Commonwealth consultation and environmental scanning for the 2006–2009 triennium remain relevant. To refine its practical responses to the above eight development challenges for the 2009–2012 triennium, COL convened meetings of its country Focal Points and used the opportunity of the Fifth Pan-Commonwealth Forum on Open Learning to consult hundreds of stakeholders from all regions.

FOCAL POINTS MEETINGS

Three meetings were organised in 2008 for the Caribbean, African and joint Asia-Pacific regions. They reaffirmed the relevance of the previous plan and encouraged COL to continue in the same broad direction for the next plan.

- In the *Caribbean*, all countries rated teacher development as the top priority, with technical and vocational education and training being identified as another key area. They flagged gender as a crucial area of intervention, requested capacity-building in all areas of technology-mediated learning, and sought course materials in professional fields. The Virtual University for Small States of the Commonwealth has a prominent profile in the region.
- The *African* meeting applauded COL's focus on higher education, teacher development, open schooling, eLearning and open educational resources. Seven countries sought help with establishing open universities. COL should continue developing learning and training materials, which are highly regarded, and give greater support to research, capacity-building and closer south-south linkages.

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- The *Pacific* asked for more capacity-building in technical and vocational education and training, and expressed interest in the use of community media for development.
- Increasing access to higher education was a high priority for *Asia*, which also requested more support for eLearning and Web 2.0 technologies.
- Both the *Asia and Pacific* regions also stressed the importance of training more teachers, bridging the growing digital divide, increasing quality assurance capacity and capitalising on open educational resources.

THE FIFTH PAN-COMMONWEALTH FORUM ON OPEN LEARNING (PCF5)

PCF5 attracted over 700 participants to London in July 2008 and generated many ideas for COL's work in 2009–2012.

- In *Education* the areas of teacher development, open schooling, higher education and eLearning received particular attention.
- To promote *Livelihoods & Health*, delegates recommended: developing ODL policies for effective outreach programmes; fostering public-private-community partnerships; involving communities in developing content; mobilising communities to build their social learning capital; using new technologies to reach health workers in the community; and adapting gender training materials for civil society.

EXTERNAL EVALUATION

COL commissioned an external evaluation of its work in 2006–2009. (See Appendix 1 on page 48 for the Executive Summary).

The evaluation found that COL inspires great trust among its stakeholders. By working with ODL across a range of

development fields COL creates synergies and has created a paradigm shift in using ODL outside formal education. COL was especially commended for its impact in small states through the Virtual University for Small States of the Commonwealth; for the sustained improvements to the livelihoods of rural people



occasioned by the Lifelong Learning for Farmers initiative; and for the use of its quality toolkit for teacher education.

The main challenge facing COL is finding ways to scale up its impact, for example by ensuring the replication of its initiatives and empowerment through media in rural livelihoods. It should select its partners carefully, analyse the feasibility of new projects thoroughly before undertaking them, base its reports on evidence, and develop better strategies for dissemination and advocacy.

A key finding, which is reflected in this plan, was that COL should improve its focus still further by working in fewer sectors with fewer projects. The eight initiatives chosen for 2009–2012 are areas of special importance for development in which COL has already demonstrated its strength. COL will develop strategies for scaling up its outcomes and ensuring the sustainability of its interventions in these areas with an emphasis on innovation.

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The Programme

“Distance learning, such as the Commonwealth of Learning helps to provide, can enable students to qualify at home, increasing the likelihood that necessary skills will remain in country.”

WORLD BANK, 2000

COL's mission is to help governments and institutions expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).

COL translates its mission through a results-based Logic Model that sets out the expected long- and intermediate-term results (impacts and outcomes) and guides its decisions regarding the programme initiatives it will undertake over a three-year period. This is deliberately simpler and more generic than a logical framework (“log frame”) and is designed as an effective communication and planning tool.

COL's outputs and activities, and the inputs needed to achieve them, are set out annually in log frames that are integrated with the logic model and are specific to each programme initiative. The log frames have more detailed performance indicators and information about data sources. They are also reviewed regularly and amended.

The programme for 2009–2012 is the product of an intensive process that included: consultations with country Focal Points; feedback from stakeholders and partners; lessons from an external evaluation, as well as ongoing monitoring and evaluation; and selection of relevant work for continuation from the 2006–2009 triennium. It responds to global trends,

Open learning refers to policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, place or time constraints. *Distance education* refers to the delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching/training happens through the use of learning technologies that range from print, radio and television to the emerging social interactive Web 2.0 technologies.

Commonwealth priorities and country needs by focusing on COL's established strengths and investing more resources in fewer areas for greater impact.

Both to devote greater attention and resources to priority issues and to focus on COL's strengths, there are two programme sectors in 2009–2012, *Education* and *Livelihoods & Health*, with eight initiatives. By comparison, in 2006–2009 there were three sectors and 15 initiatives. The cross-cutting themes of gender, quality and appropriate technologies will be present throughout the new programme.

The *Education* sector helps countries improve the scope, scale and quality of formal instruction at all levels through the use of learning technologies to extend and improve their educational systems.

The *Livelihoods & Health* sector helps communities improve the livelihoods and health of their members by using learning technologies to enhance skills, share knowledge and develop new economic opportunities.



Each sector pursues its aim through five core strategies:

- *Partnerships*: Fostering sustainable partnerships and networks in support of these aims.
- *Models*: Refining and sharing models for applying teaching and learning

technologies to development challenges

- *Policies*: Assisting countries and organisations to develop and implement policies that support technology-mediated learning
- *Capacity*: Facilitating training and organisational development to increase the overall ability of partners to deploy learning systems and technologies effectively
- *Materials*: Working with partners to co-create learning materials and make them widely available

Programme Initiative: Education

The four initiatives in this sector reflect the wide pan-Commonwealth consensus on priorities that emerged during COL's consultation process.

1 OPEN SCHOOLING

"It will be difficult if not impossible to meet the demand and need for secondary education on the scale envisaged without resorting to Open Schooling..."

RUMBLE AND KOUL, 2007

Under this initiative, COL will work with policy-makers, practitioners and managers responsible for secondary education to equip governments to cope with the increased demand for secondary schooling. Its aim is to ensure that countries have the capacity to plan and implement sustainable open schooling at the secondary level. This will be achieved through:

- research and development of working models for open schooling;
- advocacy for open schooling as a viable option for secondary schooling;

The *Education* sector helps countries improve the scope, scale and quality of formal instruction at all levels through the use of learning technologies to extend and improve their educational systems.

- professional development of practitioners and policy-makers in open schools;
- more emphasis on technical and vocational courses;
- use of technologies, especially mobile devices, as teaching and learning tools; and
- development and dissemination of open educational resources for secondary schools.

COL will work with governments and institutions in all four regions of the Commonwealth. A key strategy will be partnership with organisations that have similar values and share the vision for open schooling with a focus on south-south collaboration.

2 TEACHER EDUCATION

“Countries needing the most new teachers also currently have the least-qualified teachers.”

UNESCO, 2006

Increasing the number and quality of teachers is crucial for the achievement of the Millennium Development Goals and Education for All. Conventional teacher education institutions in many countries face a huge increase in demand for newly trained teachers. Moreover, there are few opportunities for continuing professional development for teachers already in service, although frequently half of them are unqualified – with inevitable consequences for the learning outcomes of their pupils. Through this initiative, COL will:

- advocate the use of ODL in teacher education by supporting policies for professional development;
- work with selected teacher education institutions over the Three-Year Plan period to ensure the design and delivery of quality teacher education programmes;

- emphasise the development of pedagogic content knowledge and skills among ODL practitioners;
- support conventional teacher education institutions to make the transition to dual-mode;
- facilitate the development and use of open educational resources; and
- develop the capacity of teachers to implement the concept of Child Friendly Schools.



COL will work in partnership with teacher training institutions, ministries and development partners active in this field in the developing countries of the Commonwealth.

3 HIGHER EDUCATION

“If your object is to transform general education, you have to begin with higher education. For higher education is the strategic heart of education; it’s where choices are developed.”

MAHMOUD MAMDANI, 2006

Faced with burgeoning demand for higher education, various African countries are planning to establish open universities and are seeking COL’s help. Although ODL is now deployed by many conventional institutions, there

The *Livelihoods & Health* sector helps communities improve the livelihoods and health of their members by using learning technologies to enhance skills, share knowledge and develop new economic opportunities.

is still a pressing need for professional development in the different aspects of ODL. Over the next three years, COL will:

- support the training of trainers in both curriculum and instructional design in tertiary institutions, using technologies that are appropriate to each setting;
- provide technical assistance to new open universities;
- support the transition of colleges into universities;
- offer scholarships to support the training of academics in and through ODL methods;
- develop and disseminate a quality assurance toolkit for use in self-evaluation by universities; and
- design and develop a low-cost institutional audit model for wider application.

COL will also create a consortium of universities to generate imaginative programmes to promote respect and understanding, targeting students, teachers, youth, the police and local communities. Continued support will be given to institutions offering the COL Executive MBA/MPA Programmes and Post-Graduate Diploma Programme in Legislative Drafting.



4 THE VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

“ICT is important for every country in the world, but arguably more so for small, isolated states... Small market size and limited capacity calls for institutional and organisational solutions that would not make sense in larger states.”

WORLD BANK, 2008

The VUSSC network involves almost all the Commonwealth’s 32 small states, which are now the principal actors in its management. Thanks to the collective efforts of VUSSC partners since 2004, hundreds of government officials and staff members of tertiary institutions have acquired advanced information and communications technology skills, eLearning materials have been created in six professional areas, and a Transnational Qualifications Framework has been established.

This is a solid basis for the expansion of eLearning in the tertiary institutions of the small states, using both ODL and face-to-face modes. COL will now:

- provide advanced ICT training for educators;
- facilitate the implementation of the Transnational Qualifications Framework;
- strengthen the capacity of tertiary-level institutions to develop and offer VUSSC programmes;
- list all internationally offered courses from accredited participating institutions that meet quality standards on the VUSSC Internet portal;
- facilitate the co-creation of additional content in the topic areas identified by governments and make it freely available on the VUSSC website; and
- continue bilateral and multilateral collaboration to advance this initiative.

Although ODL is now deployed by many conventional institutions, there is still a pressing need for professional development in the different aspects of ODL.

Programme Initiative: Livelihoods & Health

Improving the livelihoods and health of millions of people is a central challenge of development. The four initiatives in this sector are supported by ODL, which can scale up quality learning in a cost-effective manner and help make remote and resource-poor communities more productive.

5 SKILLS DEVELOPMENT

“Occupationally-related technical and vocational skills...cover a range from basic levels of craft, design and technology to higher knowledge-based skills, and they span commercial, industrial, agricultural and service occupations.”

KENNETH KING, 2009

COL advocates the development of national and institutional policy for the use of ODL in order to scale up opportunities for skills development.

In 2009–2012, it will:

- work with institutional partners to design and deliver quality ODL courses and foster greater use of ICTs in such courseware;
- make materials available as open educational resources to be shared and adapted around the Commonwealth;
- create needs-based ODL training materials for skills development to enhance the livelihoods of communities;

- provide training in course writing, tutoring and learner support; and
- foster partnerships between Commonwealth institutions at different stages of development with a focus on south-south co-operation.

6 LEARNING FOR FARMING

“For farmers, adjustment means adopting new practices, not only technical, but new ways of managing finances, natural resources and markets. This highlights the role of learning in rural adjustment and development.”

SUE KILPATRICK AND IAN FALK, 2003

COL continues to refine, adapt and extend its successful model for improving rural prosperity: Lifelong Learning for Farmers (L3F). The model links universities, research institutes and banks with rural communities so that farmers can access vital information, gain skills and build social-learning capital oriented to new economic opportunities. To roll out the model at scale in 2009–2012, COL will:

- adopt/adapt the L3F model in different jurisdictions
- train a cadre of “knowledge intermediaries” to scale up the L3F model;
- work upstream by helping agricultural universities use ODL to design better education and training programmes;
- help research organisations to apply science to the challenges of rural



- development and to provide services to resource-poor communities;
- consolidate and scale up pilot grassroots activities through policy advocacy and capacity-building; and
 - work with a global network of strategic partners to promote L3F and extend the use of knowledge info-mediaries.

7 HEALTHY COMMUNITIES

“Health is the product of many different, but interrelated factors – biological, social, environmental, cultural and economic. Other factors are where a person lives, their level of income and what they eat. Equally important is that people have a say in the decisions that affect their well-being.”

CANADIAN NURSES ASSOCIATION, 2005

Good health is a prerequisite for learning and earning a livelihood. Throughout the Commonwealth, disease and illness take an enormous toll on education systems, livelihoods and productivity. COL aims to increase access to appropriate information, knowledge, learning materials and tools, enabling better community responses to HIV/AIDS and other health and development challenges, particularly in remote and resource-poor areas.



Good health is a prerequisite for learning and earning a livelihood.

In 2009–2012, COL will:

- work with key actors in ICT/media, health, development and education to develop quality content that will be freely available as open education resources;
- use media for education and training as well as to communicate health messages;
- develop the capacities of knowledge info-mediaries (healthcare and extension workers, local media and development agents, teachers and other community leaders) to reach larger numbers of people in the community;
- scale up its longstanding Media Empowerment programme by training health groups to create and share quality learning materials and media content; and
- build in research and evaluation so as to share knowledge and foster the development of model practices and policies.

8 INTEGRATING eLEARNING

“The most advanced educational technology should go first to the most disadvantaged learners.”

SUGATA MITRA, 2006

Commonwealth countries want to integrate eLearning into their educational systems but often do not know where to start. COL helps countries and institutions to understand eLearning and implement it using technologies that are practical, user-friendly and compatible with available and existing equipment. In 2009–2012, it will:

- build capacity among educators to develop eLearning materials on the platforms of their choice;
- expand training in eTutoring;
- facilitate the creation of high-quality learning materials made available as open educational resources;

- replicate the Learning for Content model, a low-cost online training option, to train large numbers of individuals;
- develop low-cost technology options for the developing Commonwealth; and
- build communities of practice and facilitate collaborative content development and sharing.

Cross-Cutting Themes

Gender, quality and appropriate technology are the most significant themes prevalent in all initiatives for 2009–2012.

GENDER

Gender equality is integral to all COL's work. The mainstreaming strategy requires constant reflection on the gender implications of all aspects of the programme. This means encouraging deeper interrogation, analysis and articulation of gender issues – notably, the impact of interventions on girls, boys, women and men – before decisions are made. The gender mainstreaming strategy also includes the identification of gender-specific activities, as appropriate, whenever girls/women or boys/men are in a particularly disadvantaged position. Tools are used to help integrate gender considerations into all stages of the programme cycle.

COL will build on the gender mainstreaming work done in 2006–2009 and pursue the goals of gender equality and equity across all initiatives during the next triennium.

QUALITY

As countries increase access to education and training through the expansion of formal systems at all levels, the quality of what is provided to pupils and students is

an increasing concern. Furthermore, approaches to quality assurance that focused on inputs and educational processes are giving way to a greater emphasis on standards and outputs: how do pupils and students actually perform?

In 2006–2009, COL treated quality assurance as a programme initiative.



For 2009–2012, quality will be a cross-cutting theme in recognition of its pervasive importance. With its involvement in developments at the international level (such as the Global Initiative for Quality Assurance Capacity and the global campaign against degree mills), COL has the ability to assist Member States with quality issues in an effective and informed manner.

APPROPRIATE TECHNOLOGIES

Information and communication technologies (ICT) – everything from traditional media to Web 2.0 to mobiles – are the backbone of ODL. The constant challenge is to develop digital literacy while using the technology, old or new, that is most appropriate for the learners in their own environment. Since people in resource-poor areas have the greatest needs, grassroots media – especially community radio – have a special place.

Gender, quality and appropriate technology are the most significant themes prevalent in all initiatives for 2009–2012.

Capacity-building by educational institutions and organisations is required to ensure that media and mobiles, as well as social networking technologies, are used effectively in teaching and learning processes.

COL will continue to encourage the use of accessible, affordable and effective technologies in support of learning.

Regional Support

COL established the Commonwealth Educational Media Centre for Asia in 1994 to support its programme in eight South Asian and Southeast Asian countries. Later, at the request of the governments of Nigeria and Botswana, COL facilitated the setting up of two regional centres of expertise in ODL for West Africa (2003) and the Southern African states (2004). These two centres carry out capacity-building in support of the COL programme and are funded to carry out specific activities to achieve the outcomes of the two programme sectors.



COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

As well as supporting COL's work by providing training in ODL practice, notably in the use of ICTs, multi-media and eLearning, CEMCA has its own research and development role in media applications. It is working with several Asian countries to develop codes, guidelines and standards for multi-media materials – codes, guidelines and standards that can also be incorporated into national quality assurance systems. To extend media use to smaller institutions, CEMCA is exploiting the convergence among established and emerging media to develop low-cost electronic media solutions. Examples include CEMCA's *EasyNow* system (a tool for converting materials into multiple formats) and Internet-based teleconferencing. CEMCA is also deeply involved in the expansion of community radio and mass media, notably in the Indian sub-continent.

REGIONAL TRAINING AND RESEARCH INSTITUTE FOR DISTANCE AND OPEN LEARNING (RETRIDOL)

RETRIDOL is a unit of the National Open University of Nigeria with a remit to serve West Africa. RETRIDOL conducts workshops in quality assurance, course writing, eLearning, instructional design/multi media, learner support, dual-mode delivery systems and ODL

To extend media use to smaller institutions, CEMCA is exploiting the convergence among established and emerging media to develop low-cost electronic media solutions.

research methods. Its success in the region has generated demand for its services across Africa.

Support to RETRIDOL will foster the unit's multiplier effect by focusing on: the training of trainers; the preparation of material, manuals and guides on various aspects of ODL (e.g., on the creation and maintenance of open universities); the leadership training of senior higher education staff; and the conduct of targeted research on ODL.

SOUTHERN AFRICAN DEVELOPMENT COMMUNITY – CENTRE FOR DISTANCE EDUCATION (SADC-CDE)

SADC-CDE serves the Southern African region from a base at the Botswana College of Distance and Open Learning. Although SADC-CDE has potentially a very important role, it has yet to establish itself as COL's key agent in strengthening ODL in the region.

COL will encourage SADC-CDE to focus on: building the capacity of ODL practitioners through professional development; developing ODL policies; and fostering collaboration among institutions in the region in the development of materials, research activities and the training of trainers.

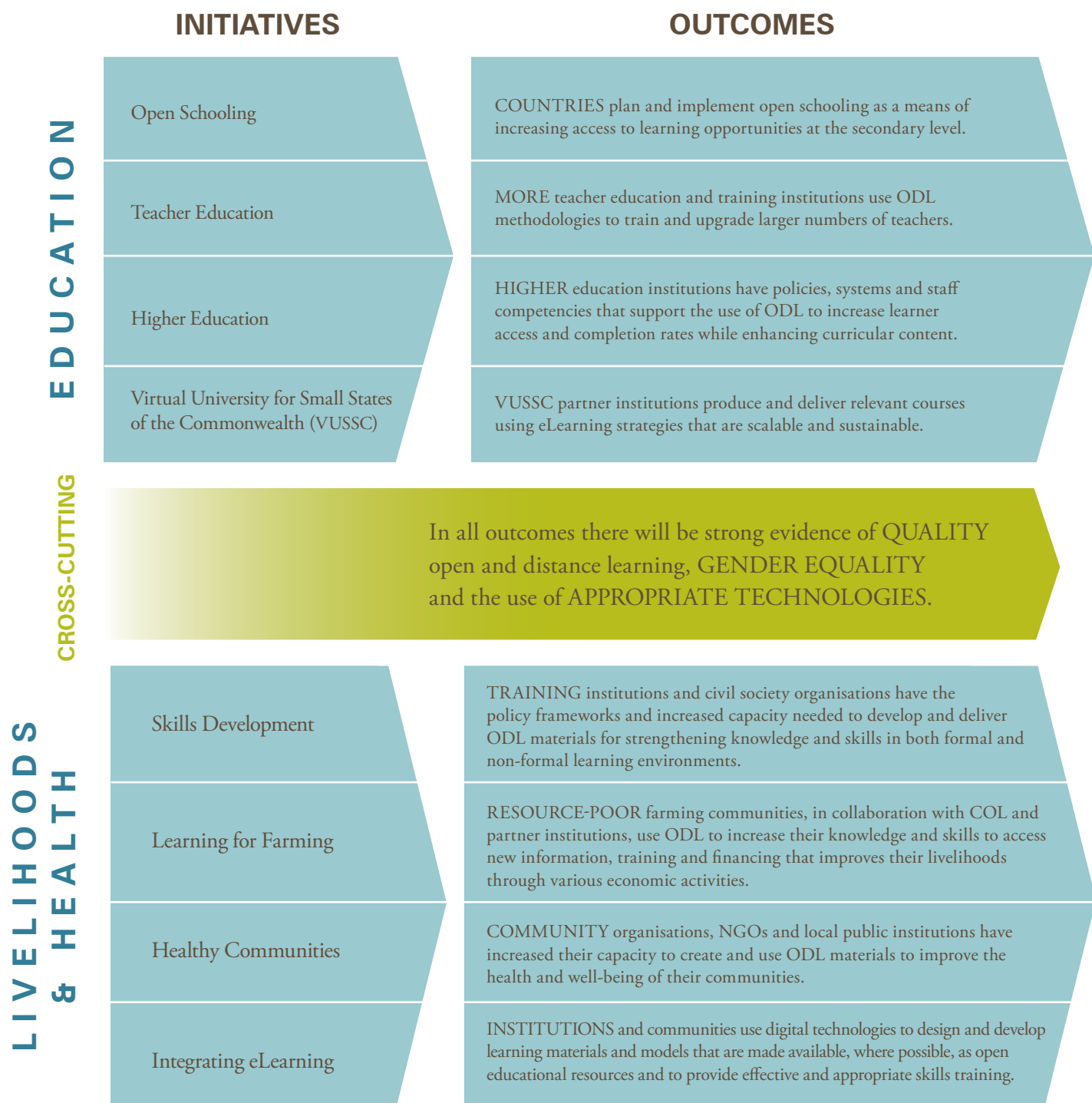
eLearning for International Organisations

International organisations are increasingly turning to COL for their training needs, recognising its extensive technical experience and its understanding of issues in the developing world. The eLearning for international organisations team at COL promotes and delivers effective training solutions in partnership with the UN and other agencies. These solutions use ODL to widen access to professional development opportunities, especially for female and junior workers based in the field and country offices. This contract work is performed on a fee-for-service basis with full cost recovery.

Course subject matter ranges from effective communication and report writing to operational data management and debt management. Each course is tailored to the specific requirements of the contracting organisation so that learners can seamlessly and directly apply what they are learning to their daily occupations. COL will continue to expand and strengthen this initiative while maintaining a high average completion rate (80%). The activities are commissioned and paid for by external bodies, and reported separately from the programme.



- Vision:** Access to learning is the key to development
- Mission:** To help governments and institutions to expand the scope, scale and quality of
- Core Strategies:** Partnerships, models, policies, capacity and materials



Wealth of Learning Logic Model 2009–2012

Learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).

IMPACT

Target countries improve the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies.

The income, livelihoods and quality of life of communities and their members are improved through new knowledge, skills and economic opportunities gained by means of ODL tools and strategies.

PERFORMANCE INDICATORS

EDUCATION

OPEN SCHOOLING

- **2 countries** establish new open schools, and **10 existing open schools** significantly extended.
- Open schools in **6 countries** offer new high quality courses in **20 subjects**.
- **10 secondary schools** adopt open education resources as a central part of their learning strategies.
- **5 countries** have developed and integrated digital content in **10 courses**.

TEACHER EDUCATION

- **4 major institutions** in at least 3 Commonwealth regions begin to train/upgrade teachers, or significantly increase the number trained or upgraded, through ODL.
- Teacher education institutions in **4 countries** offer significantly improved curriculum content.
- Institutions in **6 countries** adopt the Child Friendly Schools (CFS) approach.

HIGHER EDUCATION

- **4 major higher education institutions** in at least 2 Commonwealth regions begin education, or significantly increase the number educated, through ODL.
- New or improved curriculum content is in use in higher education institutions in **4 countries**.
- Quality Assurance mechanisms are adopted by **4 tertiary institutions**.

VUSSC

- **8 new courses** are developed and **2 institutions** in 3 Commonwealth regions offer a total of 6 VUSSC courses.
- Agreements are in place committing **10 member states** to take responsibility for the ongoing management of VUSSC.
- NQAs in **6 VUSSC member states** will ensure the implementation of the TQF.

CROSS-CUTTING

80% of independent evaluations of COL activities and 80% of stakeholders in the triennial survey conclude that:

- COL interventions have led to high quality ODL design and delivery;
- COL's interventions have advanced gender equality; and
- The use of technology advocated by COL has been relevant to the outcomes sought.

LIVELIHOODS AND HEALTH

SKILLS DEVELOPMENT

- **6 institutions** in at least 2 Commonwealth regions begin technical vocational education, or significantly increase the number educated, through ODL.
- New or improved curriculum content in technical vocational education is in use in institutions in **4 countries**.
- **3 new skills development courses** (in addition to VUSSC courses) are available as OERs and used by institutions in **4 countries**.

LEARNING FOR FARMING

- Members of farming communities in **6 countries** in 4 Commonwealth regions have significantly improved economic circumstances through ODL.
- **4 government or international organisations** adopt L3F models in 2 Commonwealth regions.
- **20 organisations** in 3 Commonwealth regions strengthen their capacity in ODL to address farmers' learning needs.

HEALTHY COMMUNITIES

- **40 community organisations, NGOs and local public institutions** in at least 20 countries in 4 Commonwealth regions begin to use, or significantly enhance or extend their use of, ODL for education.
- **16 new health-related ODL programmes** are used by communities in 4 regions of the Commonwealth.

INTEGRATING eLEARNING

- **10 major institutions** in at least 2 Commonwealth regions use open educational resources for their curricula.
- Additional low-cost ICT training models are in use in **8 institutions** in 4 Commonwealth regions.

Monitoring and Evaluation

“The secret isn’t counting the beans; it’s growing more beans.”

ROBERTO GOIZUETA

COL made significant progress in integrating monitoring and evaluation (M&E) into its organisational and programme processes during 2006–2009. At the beginning of that triennium, all COL staff received structured training in M&E to help them take a more evidence-based approach to achieving and reporting results. Monitoring and evaluation is an integral component of COL’s results-based management model, which itself uses a Logic Model (see page 30–31).

The long-term results or impacts flow from COL’s statements of purpose, mission and vision. The more specific medium-term results it aims to achieve are expressed as corporate outcomes in the Three-Year Plan. The results that COL plans to achieve on an annual basis as it works to accomplish the corporate outcomes are expressed in “log frames” with outputs and outcomes. Each output and outcome is associated with measurable performance indicators (PIs). Progress is reviewed every quarter and plans adjusted accordingly.

The M&E process becomes more dynamic as it moves down the pyramid.

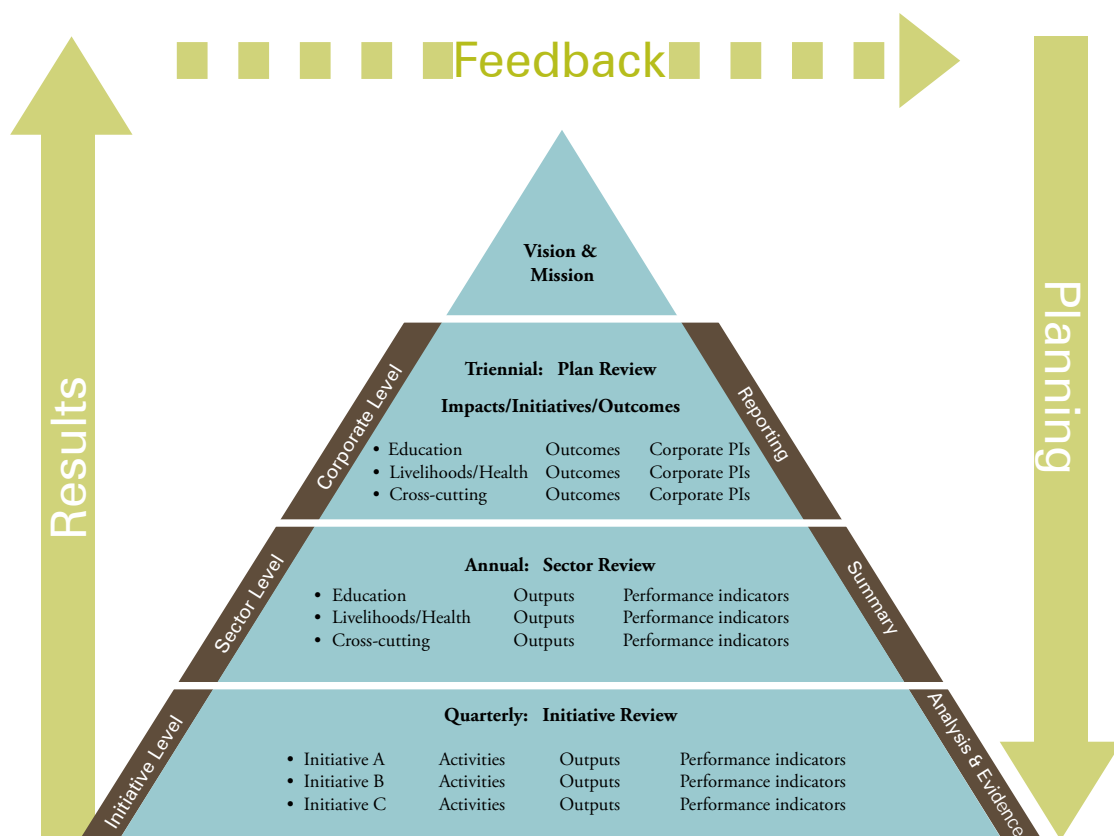
The outputs relating to initiatives are reviewed on a quarterly basis. These outputs are then collated, analysed and summarised for each sector on an annual basis to enable judgements to be made relating to the achievement of the corporate outcomes. (See the Monitoring and Evaluation Framework on page 33.)

An orientation handbook for partners and new staff on how the results-based management model is implemented at COL and integrated with M&E has been prepared for use in the 2009–2012 triennium.

During 2006–2009, COL focused on training staff to integrate M&E into all activities and initiatives. During 2009–2012, the emphasis will be on internal monitoring and formative assessment/evaluation, with an external summative evaluation occurring at the end of the triennium. COL will also conduct a mid-term survey of the results achieved. The summary will involve a range of stakeholders, including country Focal Points, partners and consultants.

Monitoring and evaluation is an integral component of COL’s results-based management model, which itself uses a Logic Model.

MONITORING AND EVALUATION FRAMEWORK



Stakeholder Engagement

COL places a high priority on maintaining effective communication and good relationships with many stakeholders, including member governments, partner institutions, donors and individuals.

Focal Points

In order to develop more systematic and interactive relationships with each Commonwealth Member State, in 2006 COL began establishing a network of Focal Points (see Appendix 5 on page 56).



Each Minister of Education was invited to nominate a Focal Point, whose task is to interact with COL, co-ordinate with

other relevant ministries, disseminate information to interested parties within the country and, above all, keep his or her Minister briefed about COL and its work. This network of Focal Points, which now involves every Commonwealth country, greatly facilitates dialogue between COL and country stakeholders as well as among the countries themselves. It is now a central component of COL's stakeholder engagement strategy.

Country Reports and Country Action Plans

In a spirit of accountability and in order to communicate the salient features of its work within each country, COL prepares, at the end of each triennium, a compendium of individual Country Reports entitled *COL in the Commonwealth*. By making this available to all Ministers of Education and country partners, COL ensures that all stakeholders are fully informed of what COL has done within their jurisdictions.

At the same time, to design activities that fit the unique needs of each country, COL develops individual country action plans after extensive consultations with Ministers, Focal Points, officials

COL places a high priority on maintaining effective communication and good relationships with many stakeholders, including member governments, partner institutions, donors and individuals.

and colleagues from partner institutions. Country action plans are updated and monitored on an ongoing basis, thus ensuring that the overall plan is implemented systematically.

Honorary COL Chairs

To increase its multiplier effect, COL will establish a network of Honorary COL Chairs in Open and Distance Learning, where possible in collaboration with UNESCO, which already operates a Chairs Programme across a range of disciplines. Distinguished serving academics in some of the 27 Commonwealth open universities/polytechnics will be designated as Honorary Chairs with a national or regional remit to co-operate with national agencies and educational institutions in conducting studies, surveys, research and training on open and distance learning (ODL) and technology-mediated education at all levels. They will represent the academic face of COL and complement the political and administrative role of the Focal Points.

Although Chairs serve in an honorary capacity, they may apply to COL for occasional funding for programme and capacity-building activities in the areas of COL's mandate.

COL Advisors

COL Advisors will be a network of eminent ODL professional from across the four regions of the Commonwealth. This group will be a valuable resource for consultations on COL's future plans and for Member States seeking advice on ODL and technology-mediated learning. The advisors will also provide visibility in the field as goodwill ambassadors for COL. Advisor will be an honorary title. This professional network

will complement the Focal Points and Chairs programmes.

Knowledge Resources and Communications Media

In communicating with stakeholders and the wider public, COL employs a variety of media as appropriate. Having moved its



website to a new platform, COL is increasing its use of Web 2.0 technologies in 2009–2012, taking advantage of new opportunities for using interactivity, audio and video.

COL's website, newsletters (*Connections/EdTech News* and *EduComm Asia*) and electronic resources are among the world's foremost sources of knowledge on ODL. Most of COL's recent publications are available on a CD-ROM.

COL's governance and financial information – including Board minutes, financial statements and the President's quarterly reports to the Board – is also fully available on the COL website (www.col.org/GovInfo).

As well, COL operates an Information Resource Centre and indexes large numbers of documents about ODL and international development from quality-assessed external sources. This index is on COL's freely available Knowledge Finder.

COL's website, newsletter and electronic resources are among the world's foremost sources of knowledge on ODL.

Pan-Commonwealth Forum on Open Learning and COL Awards

COL's biennial Pan-Commonwealth Forum on Open Learning (PCF) has become one of the world's top international conferences on learning and global development.

Forums are held biennially and each is co-hosted with a partner in a different region of the Commonwealth. The five-day programme is designed to address ODL's role in widening educational access, bridging the digital divide and

advancing the social and economic development of communities and nations at large. Thanks to an active sponsorship programme and low registration fees, most participants come from developing countries. COL presents its Excellence in Distance Education Awards and confers Honorary Fellowships at each forum.

The Sixth Pan-Commonwealth Forum on Open Learning (PCF6) will take place in late November 2010, in Kochi (Cochin, Kerala), India, in partnership with India's Indira Gandhi National Open University.



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Critical Success Factors and Risk Management

COL is a small organisation that serves a large and diverse constituency of Commonwealth Member States by helping them innovate in expanding and improving their education and training systems within a perspective of *Learning for Development*.

To succeed in this mission, COL must build on its core strengths and manage the risks inherent in operating in a fast-changing world. The following issues require particular attention.

Financial Stability

Voluntary contributions from Member States account for most of COL's funding. Since 2005, the number of countries contributing annually has increased progressively. This growth in support means that more Member States now have expectations of effective service from COL. Retaining the confidence and the contributions of Member States, at a time when some will experience even greater economic challenges, is critical to the successful implementation of the 2009–2012 Plan.

RISK: Any interruption of contributions by a major donor can seriously compromise

COL's capacity to deliver its programme outcomes, and any falling off in the number of contributors will damage COL's image. In the sequel to the 2008 global financial crisis, some Member States may find it more difficult to fund their contribution to COL.

MITIGATION STRATEGY: Build and maintain a reserve fund by strategic and prudent budget management, seek additional contributions in support of the programme, and be ready to terminate initiatives if necessary. Strategic planning for potential scenarios will increase COL's readiness for any eventuality.

Partnerships

Good partnerships enable COL to leverage its resources and enhance its impact. Its extensive pan-Commonwealth networks enable it to perform effectively in the field. The substantial social capital that COL has accumulated through its partnerships provides considerable leverage to its small budget.

RISK: Working with larger partners can reduce COL's visibility, result in mismatched expectations in terms of speed, quality and timeliness of programme

COL must build on its core strengths and manage the risks inherent in operating in a fast-changing world.

delivery, and lead to conflict in attributing credit for achievements. Partners, interlocutors and priorities can change, requiring COL to start rebuilding relationships.

MITIGATION STRATEGY: Identify roles and responsibilities for each partner from the outset, agree on timelines for implementation and ensure systematic follow-up. Continue to nurture a range of diverse partners and to manage stakeholders' expectations carefully.

Visibility

COL must not only implement its programme, but be seen to implement it effectively. Member States and stakeholders must be aware of its work and its impact.



RISK: As a small Commonwealth organisation located in Vancouver, focused on the use of technology to enhance learning and funded mostly by ministries of education, COL cannot expect the profile that bigger agencies enjoy.

MITIGATION STRATEGY: Create additional networks and implement an intelligent communications strategy effectively.

Leadership

Although COL is the only intergovernmental organisation that focuses solely on distance and technology-mediated learning, it must remain at the cutting edge and maintain its leadership by recruiting, developing and retaining the Commonwealth's best professional and managerial talent in the field of open and distance learning (ODL) and educational technology.

RISK: As a small organisation, COL may not be able to attract the thought leaders required to maintain its competitive edge. The rotation policy gives opportunities for adjusting staff expertise to programme demands, but also poses threats of loss of focus and organisational memory.

MITIGATION STRATEGY: Maintain a competitive compensation package, be proactive in succession planning for international staff, and further sharpen COL's professional image to attract high-calibre people. Maintain effective Knowledge Management systems to sustain organisational memory.

Managing Expectations

COL is a small organisation with a large jurisdiction. Over the years, it has also established a reputation for fulfilling its promises and delivering results within record timeframes. This has raised stakeholder expectations. It is important to ensure that COL continues to retain the goodwill and respect of its stakeholders with its modest means.

RISK: Not being able to deliver on the long wish-lists of Member States may adversely affect the reputation and credibility of COL.

COL must not only implement its programme, but be seen to implement it effectively.

MITIGATION STRATEGY: Keep Member States apprised of COL's specific mission and mandate so that demands are focused on its areas of competence. Use COL's country action plans to help Members stay focused on the initiatives approved for the present Three-Year Plan. Stagger the volume of activities across and beyond the Three-Year Plan to address resource challenges.

Emerging Issues

COL has re-invented itself constantly to respond to the changing needs of Member States and to changing technologies. It must remain abreast of emerging developments and trends and must shape its responses accordingly. The pace of developments and advances in technology on the one hand and the unevenness

of these developments in the developing world on the other require COL to offer low-cost and sustainable technology solutions to Member States.

RISK: Competing demands from different Member States may lead to loss of focus and result in mission drift. Inappropriate use of technology can sometimes widen the digital and gender divides.

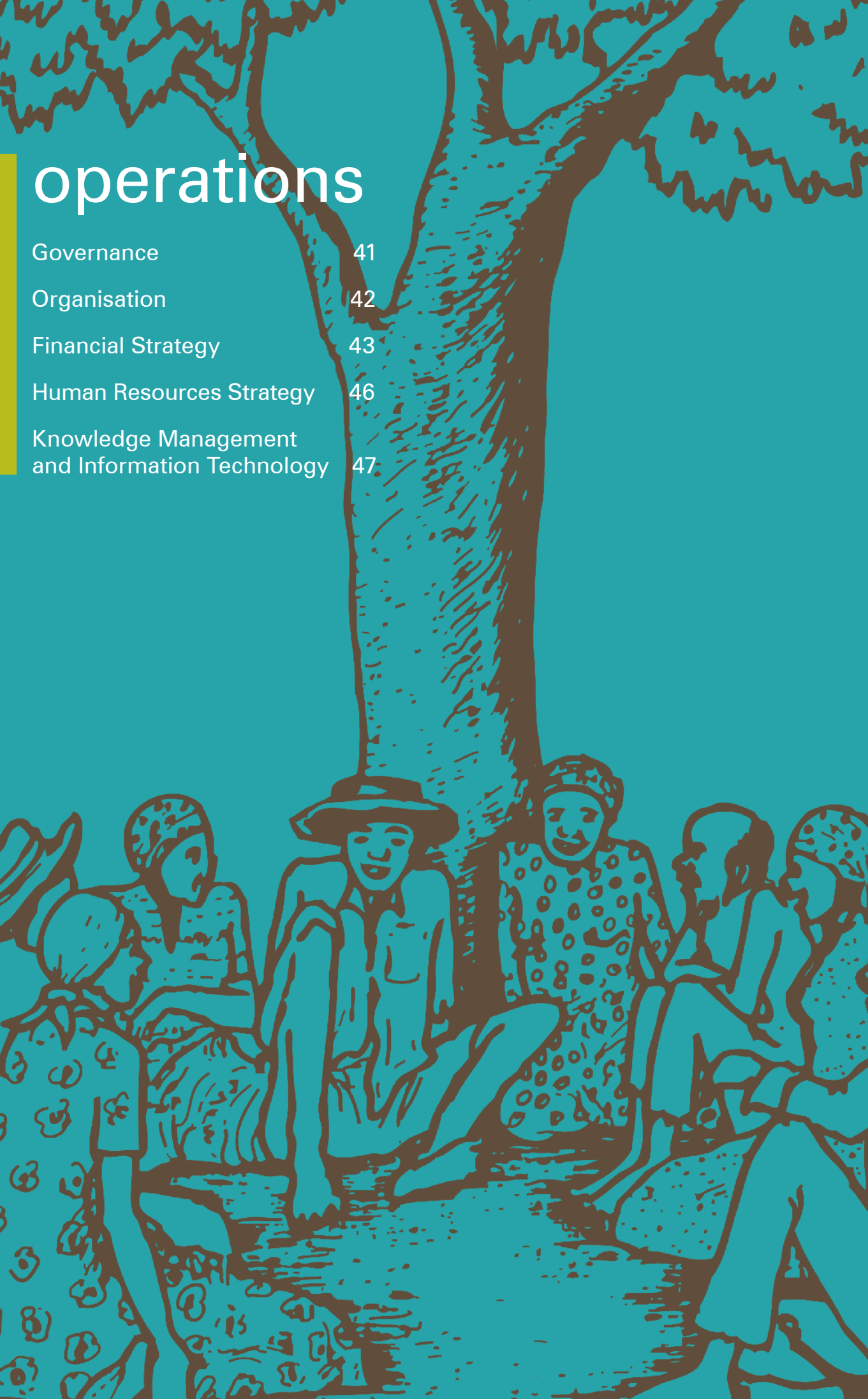
MITIGATION STRATEGY: To be an effective learning organisation, staff members must scan both external and internal challenges and trends continually so they can respond appropriately. Integrate monitoring and evaluation at every step and level of planning and implementation. Ensure that interventions using technology suit local needs and cultural contexts (with special attention to the gender dimension) and are sustainable.

COL has re-invented itself constantly to respond to the changing needs of Member States and to changing technologies.



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Governance



COL was formally established as an intergovernmental body in 1988 through a Memorandum of Understanding signed by Commonwealth Governments and a Headquarters Agreement with the Government of Canada. This Memorandum of Understanding gives COL's Board of Governors* the general responsibility for determining the principles, policies and priorities that guide its activities. The Board of Governors, with provision for 14 members and three advisors, meets at least once a year and has an Executive Committee and an Audit Committee. The Board adopted a Governance Manual in 2004 and updates it regularly.

The Headquarters Agreement defines COL's legal status and sets out

the privileges and immunities enjoyed by COL, its staff and its representatives. COL is an International Organisation under the Privileges and Immunities (International Organisations) Act of the Laws of Canada. Its immunities and privileges are as set out in the Convention on Privileges and Immunities of the United Nations (1946), as accepted by Canada. COL's participants are member countries of the Commonwealth, through their governments.

COL makes reports to the biennial Commonwealth Heads of Government Meetings, through the Committee of Foreign Ministers, and to the triennial Conferences of Commonwealth Education Ministers.

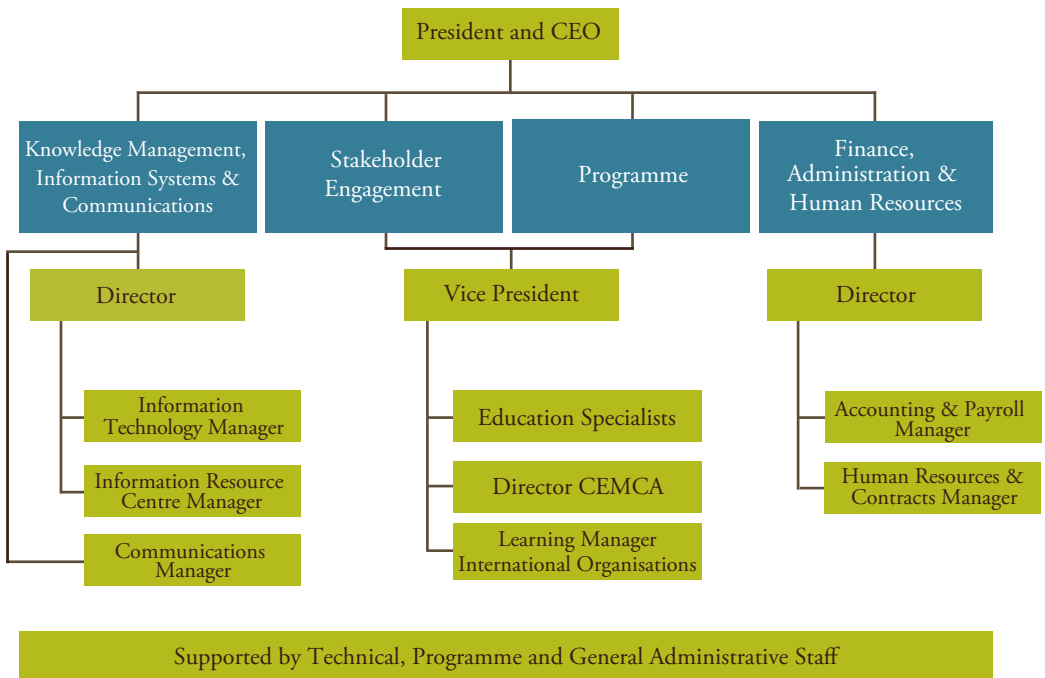
* For current membership on the Board of Governors, see Appendix 4 on page 55.

Organisation

COL is headquartered in Vancouver, Canada, at a convenient downtown location. Its premises, under lease to 2015, are well equipped to meet COL's operational needs for space and provide a secure and work-conducive environment. COL participates in the building's green initiatives by encouraging environmentally friendly and sustainable choices in the products it uses, by reducing its consumption of office supplies, and by promoting recycling.

The Commonwealth Educational Media Centre for Asia (CEMCA) is located in leased space in the Safdarjung Development Area, New Delhi.

COL and CEMCA structure their work within four functions: Stakeholder Engagement; the Programme; Knowledge Management, Information Systems and Communications; and Finance, Administration and Human Resources. Reporting relationships within these functions are depicted in the chart below. The heads of all functions report to the President and CEO.



Financial Strategy

Revenue

COL receives three sources of revenue: voluntary contributions from Commonwealth Member Governments; additional contributions; and miscellaneous revenue.

Forecasting and managing these revenue streams has always been a demanding task, even more so in uncertain economic times. In the 1990s, annual revenues were highly variable, although in the current decade income has risen more steadily. However, COL does not expect to sustain this rate of revenue growth in the current climate. The revenue projections for 2009–2012 shown in the table below have been extrapolated in this context.

Unless otherwise noted, all currency figures are in Canadian dollars.

VOLUNTARY CONTRIBUTIONS

Commonwealth Member States make voluntary contributions to COL (see Appendix 2 on page 52). At the 12th Conference of Commonwealth Education Ministers (in Islamabad, 1994), Ministers agreed that total voluntary contributions to COL should average \$9 million annually but did not create a mechanism to achieve that target. The total of annual voluntary contributions from governments languished well below that figure until 2007, when it came closer to achievement thanks to considerable growth in the number of supporting governments and significant increases in the contributions from some donors. At the 16th Conference of Commonwealth Education Ministers in 2006, Education

REVENUE PROJECTIONS (FOR THE YEARS ENDED 30 JUNE)

| Source (\$ millions) | Fiscal years | | | Total | Total |
|-------------------------|--------------|-----------|-----------|-----------|------------|
| | 2009–2010 | 2010–2011 | 2011–2012 | 2009–2012 | 2006–2009* |
| VOLUNTARY | \$ 8.5 | \$ 8.7 | \$ 9.0 | \$26.2 | \$24.7 |
| ADDITIONAL | 2.0 | 2.2 | 2.5 | 6.7 | 5.6 |
| MISCELLANEOUS | 0.2 | 0.2 | 0.2 | 0.6 | 0.7 |
| TOTAL | \$10.7 | \$11.1 | \$11.7 | \$33.5 | \$31.0 |

* See Appendix 2 and Appendix 3 on pages 52–54

Ministers had recognised the need to mobilise the proposed level of funding of \$12 million annually for the 2006–2009 Plan period and noted with appreciation the United Kingdom’s offer to contribute 30% of the total funds provided by Commonwealth countries as an incentive for increased funding.

COL has increased the number and level of voluntary contributions by maintaining close links with each Member State and ensuring that its programme provides value. Nevertheless, for two reasons the aggregate of voluntary contributions is unlikely to continue to increase much beyond recent levels. First, there is little room left for growth in the



number of contributions, because only 12 of the 53 Commonwealth countries are not yet donors to COL, although COL has particular hopes that Australia will rejoin the list. Second, the level of voluntary contributions depends not only on satisfaction with COL’s work but also on factors outside COL’s control – not least the state of the world economy.

A particular challenge for financial management is that promised contributions are not always paid in a timely fashion. COL has a small budget, so delayed payments, particularly from major donors, interrupt cash flows. Thus,

the Board has directed that sufficient financial reserves must be maintained to ensure an even flow and to avoid “stop-start” financing of the programme. These reserves will be even more important over the course of this plan.

Although COL will do everything possible to maintain and grow its revenue from voluntary contributions from Member States, it must increase revenues from other sources in order to increase the impact of its programme and reach the \$12 million target.

ADDITIONAL CONTRIBUTIONS

Additional sources of revenue contributed nearly \$6 million in 2006–2009 (see Appendix 3 on page 54), representing close to 20% of total revenues. Similar levels are forecast for 2009–2012. Additional contributions come mainly from two sources: grants received from intergovernmental organisations and foundations in support of approved programme initiatives; and fees received for professional services.

New policies for the management of additional revenues will be implemented to ensure that these funds are spent in alignment with the priorities set by this plan. COL will aim to increase additional contributions by strengthening co-operation with intergovernmental organisations, bilateral donors, development banks, foundations and others.

- *Grants:* Grants are sourced and used in support of approved programme initiatives and allow a planned or ongoing activity to be expanded, extended or intensified. Such funds enable COL to extend the scope of its work to more countries or to have greater impact in a particular country or region. COL’s programme planning processes determine the nature of these activities and their implementation.

Although COL will do everything possible to maintain and grow its revenue from voluntary contributions from Member States, it must increase revenues from other sources in order to increase the impact of its programme and reach the \$12 million target.

- *Fee-for-service work:* COL receives revenue for providing professional services within its areas of expertise. Most services relate to support for international bodies seeking to modernise staff training through eLearning. Such contracts have useful spin-offs: they raise COL's profile with international development agencies and demonstrate the effectiveness of ODL and eLearning.

MISCELLANEOUS REVENUE

Miscellaneous revenue includes interest income on low-risk financial instruments and other incidental revenues not directly related to the programme. With lowered interest rates and cash holdings, revenue from these sources is not expected to grow.

Financial Viability

COL operates effectively despite the uncertainties inherent in its revenue streams. Thanks to close attention to stakeholder relations and programme delivery in recent years, revenue from governments is finally reaching the target set by Education Ministers more than a decade ago. COL will redouble its efforts to secure support and timely payment of contributions, but with three-quarters of Member

States now contributing to COL's budget, revenue from this source will likely grow only slowly in future.

COL must therefore continue to pursue additional contributions in order to extend the impact of its work. Securing grants not only increases and broadens the impact of COL's programme but also significantly enhances its reputation and influence within the international development community. The role of private foundations and corporations, non-governmental organisations and other non-traditional donors is growing, and COL will continue to build relationships with them.

Monitoring and evaluation will play an even more prominent role in COL's work, with a portion of the programme funds earmarked for this purpose. Fiscal accountability and effective use of resources are paramount. To that end, a minimum of 80% of COL's funding will be directed to the programme and not more than 20% to organisational management and governance.

Effective knowledge management will help reduce risk and drive innovation. Funds will be used prudently by paying special attention to procurement and leveraging resources through joint sponsorship and co-hosting of events.



Human Resources Strategy

COL operates with a small core staff of about 45, including its staff at CEMCA in New Delhi. Staff are employed for fixed or non-fixed terms depending on the nature of their jobs and the services required. COL also operates a rotation policy for professional staff in the international category. These practices give COL the capability to hire the specific expertise needed to respond to the evolving needs of Member States and to scale its staff complement up and down in response to changing financial circumstances, including securing additional funding of fixed duration.

COL is committed to the principles of non-discrimination and equal opportunity for all citizens of the Commonwealth. Recruitment processes endorse professional merit as the primary guiding principle combined with gender equity and, within the constraints of its size, the need for an appropriate balance of regional and national backgrounds from around the Commonwealth for internationally recruited positions.

COL has a reputation for delivering quality results in a timely fashion. This is accomplished through a dedicated, motivated and highly competent staff.

Because the richness of its human capital is one of COL's greatest assets, providing learning opportunities is vital to allow staff to maintain marketable skills and develop their competencies by acquiring new skills that can enhance COL's performance.

The Performance Management System, implemented in 2006, provides the mechanism for staff members and supervisors to engage in structured and interactive dialogue to plan for the results to be achieved, review progress, plan appropriate professional development, and evaluate overall performance.

COL provides staff with compensation comparable to that earned in similar positions in other specified organisations that takes account of the responsibilities discharged as well as quality of performance. COL conducted a compensation review in early 2009 to ensure that it is sufficiently competitive to retain existing staff and to recruit new staff. COL will strive to adjust for any inflation over the period of the plan through cost-of-living adjustments that are subject to availability of resources and approval by the Board of Governors.

COL has a reputation for delivering quality results in a timely fashion. This is accomplished through a dedicated, motivated and highly competent staff.

Knowledge Management and Information Technology

COL maintains a forward-looking Knowledge Management and Information Technology system designed to keep pace with IT developments and anticipate future needs.

To this end, COL monitors emerging operating systems and applications. Knowledge Management systems that are suited to a small and rapidly evolving global operation receive priority attention. COL's systems must be compatible with those of the majority of the world's computer users, especially partner organisations and governments. Where feasible, COL uses free collaborative services offered by other organisations and subscribes to cost-effective external ("cloud") services in order to reduce the number of systems it must run in-house.

COL has adopted the following practices: virtualisation of its servers to optimise the use of available IT infrastructure; management of local and online backups to safeguard corporate information; and provision of a basic remote infrastructure to be used in the case of a catastrophic event.

During 2009–2012, COL will make it easier for staff and consultants to collaborate online by integrating its knowledge management systems through a collaboration portal so that individuals can harness information and participate in team activities from wherever they are. This will support COL's initiatives in online communication, document sharing, project management and collaborative working at a distance.

COL has promoted the development and use of open educational resources. This includes promoting a flexible and inclusive definition of the term, and supporting a fuller understanding of fast-changing issues of copyright in Commonwealth countries. COL focuses now on increasing the understanding of copyright licences for open educational resources by authors and users, and helping partners to improve the quality of copyright licence contracts. Supporting the Virtual University for Small States of the Commonwealth and other technology-dependent initiatives will remain a priority.

Where feasible, COL uses free collaborative services offered by other organisations and subscribes to cost-effective external ("cloud") services in order to reduce the number of systems it must run in-house.

Appendix 1: External Evaluation of COL

The following is the Executive Summary of an external evaluation of COL's work in 2006–2009. The evaluation was conducted by Patrick Spaven, who also evaluated COL's work in 2003–2006.

1. The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies.
2. COL's assistance primarily targets developing Commonwealth countries. Its work is currently grouped into three "Sectors": Education, Learning for Livelihoods and Human Environment.
3. COL has shown that it is relevant to development. It has a unique combination of assets that enable it to perform a niche role close to governments and other important institutions, especially those of small states. It needs to work out how best to leverage this access and trust in less well-established areas, for example learning for livelihoods. COL's relevance is only as strong as its ability to leverage scale and sustainability as well as quality in its work.
4. COL commenced its current Three-Year Plan (TYP) in July 2006. It will be completed on June 30, 2009. The plan is set within a results-based management (RBM) framework. The framework is based on a logic model containing statements of impact, outcome and output. There are corporate level performance indicators for each of the 3 sectors in which it works.
5. Of COL's 15 corporate performance targets in place at the end of 2008
 - 6 have been substantially exceeded
 - 2 have been exceeded
 - 1 has been met
 - 6 have been partially met.
6. The areas where COL met or exceeded its targets were:
 - acceptance by institutions of the value of ODL for improving livelihoods
 - individuals trained in the development and use of ODL systems, courses or materials for formal education
 - networks established for virtual collaboration of educators
 - take up by institutions of new materials for skills development and environmental education

- new media productions developed
 - major new ODL courses or collections of resource material available for use in formal education
 - additional institutions and community-based organisations use ODL in health, grass-roots governance and environmental education.
7. The areas where COL partially met its targets were:
 - formulation of ODL policies
 - adoption of quality assurance systems for education and training
 - additional countries adopt open schooling
 - disadvantaged communities increase income generation through ODL
 - institutions substantially increase capacity in ODL for skills development and improved livelihoods
 - policy makers and practitioners in ODL trained in mainstreaming gender.
 8. The results relating to COL's targets in the 2006–2009 Plan are not necessarily a good guide to its overall performance. In several cases the targets were either unrealistically ambitious or insufficiently challenging. Quantitative targets moreover, generally do not give a good sense of the quality of COL's interventions.
 9. In 2008, COL commissioned external evaluations – both formative and summative – of work in most of its

15 initiatives, plus two internal reviews that contributed to evidence of performance in programme areas. The performance evaluated is principally at the level of activity and outputs. Despite COL's lack of robust logical frameworks for this period, it is possible to conclude from these evaluations that satisfactory progress – or better – has been made with intended outputs and towards positive outcomes in most areas evaluated. The following are the most important findings from the evaluations and internal reviews about COL's work since July 2006.

- The VUSSC initiative is developing capacity in the production of ODL materials very effectively in small states. In one or two cases, the materials produced are beginning to be assembled as courses for learners.
- The Lifelong Learning for Farmers initiative has led to self-sustained improvements in the livelihoods of the majority of farmers involved in the original Tamil Nadu initiative. The marketing of L3F has also helped COL to find willing partners to transfer the model to other countries and regions. This is still work in progress. The activity has yet to achieve the intended take-off in scale.

- COL's revenue-earning e-Learning for International Organisations (eLIO) programme is achieving full cost-recovery, is delivering courses which are greatly appreciated by its customers and clients, and realises high completion rates.
 - The development and dissemination of the Quality Toolkit for teacher education has attracted high levels of commitment from institutions across the Commonwealth and is in use in India. Momentum for adoption is evident elsewhere.
 - COL's media – radio, audio-visual and ICT – empowerment work has had a wide reach and has led to a large number of media productions. It seems to be popular with clients. There has been little systematic monitoring of this work over its relatively long life, and no comprehensive external evaluation, so it is impossible to say with certainty what impact the work has had. A recent internal review found little evidence of self-replication, and many examples of applications that are under-utilised.
 - The support to Bangladesh in the development of its Junior Secondary open schooling programme has not led to many of the anticipated capacity benefits and other positive outcomes for the JSE. COL has worked with great commitment but has faced serious institutional difficulties in Bangladesh which have weakened the impact of its work.
 - The Green Teachers programme at the Centre for Environmental Education in India – which COL has supported as part of a programme to help CEE become a dual-mode educational institution – has not attracted satisfactory levels of enrolment beyond the pilot. COL is supporting the digitisation of the material, and this, if combined with improvements in marketing, may get the programme back on track.
 - The Centre for Distance Education for the Southern Africa region (SADC-CDE) has had little impact on the region. It is still suffering from a lack of buy-in from the big institutional partners that it was intended to work with.
10. Research among Board members, staff and some other key COL stakeholders suggest that COL's main strengths and areas for improvement as an organisation are as follows.
- Strengths*
- COL has created a paradigm-shift by promoting the use of ODL for development in areas outside formal education.
 - It is the only organisation that works with ODL across development fields

and can therefore harness potential synergies.

- It is, uniquely, able to work at the levels of policy, systems and applications.
- As an apolitical, long-term, international organisation without axes to grind, it engenders great trust.
- Its diverse networks of professionals span both developed and developing countries.
- It is free to work with small Commonwealth countries which often receive no support from other agencies.

Areas for improvement

- COL's focus could be improved still more – it should work in fewer sectors with fewer projects.
- Where it incubates new approaches, COL needs to have better strategies for dissemination and advocacy.

- Because COL rarely works in formal project mode, its front-end analysis of feasibility, and its post-activity follow-through, can be weak. This puts sustainability at risk.
- It may still not have achieved the optimum balance between operating at the level of policy and systems on the one hand, and creating materials and capacitating individuals on the other.
- It needs better accountability and communication about what it achieves, particularly outcomes. This applies both in reporting to its Board and communication to wider groups. This implies better monitoring and evaluation, linked to logical frameworks.
- It needs more openness and knowledge exchange among its staff – particularly about work that has not led to positive outcomes.

Appendix 2: Member Governments' Contributions

| For the years ended 30 June | 2007 | 2008 | 2009** | Total |
|-----------------------------|-----------|-----------|-----------|-----------|
| Antigua & Barbuda | \$ - | \$ 5,127 | \$ 4,971 | \$ 10,098 |
| Australia | - | - | - | - |
| The Bahamas | 28,446 | 75,339 | 72,000 | 175,785 |
| Bangladesh | 31,486 | 30,473 | 31,740 | 93,699 |
| Barbados | 32,753 | 46,138 | 53,316 | 132,207 |
| Belize | 30,000 | 29,256 | 31,632 | 90,888 |
| Botswana | 70,000 | 43,884 | 53,316 | 167,200 |
| Brunei Darussalam | - | - | - | - |
| Cameroon | 23,835 | - | - | 23,835 |
| Canada * | 2,600,000 | 2,600,000 | 2,600,000 | 7,800,000 |
| Cyprus | 12,238 | 18,699 | - | 30,937 |
| Dominica | - | - | - | - |
| Fiji Islands | 53,100 | - | - | 53,100 |
| The Gambia | 1,851 | 9,881 | - | 11,732 |
| Ghana | 31,500 | 60,660 | - | 92,160 |
| Grenada | - | 4,996 | - | 4,996 |
| Guyana | 11,293 | 14,529 | 11,304 | 37,126 |
| India * | 620,522 | 1,026,502 | 943,811 | 2,590,835 |
| Jamaica | 31,500 | 45,135 | 47,610 | 124,245 |
| Kenya | 35,347 | 47,638 | 52,787 | 135,772 |
| Kiribati | 36,772 | 35,045 | - | 71,817 |
| Lesotho | 59,237 | 41,909 | 71,088 | 172,234 |
| Malawi | - | - | - | - |
| Malaysia | 47,192 | 48,960 | 49,358 | 145,510 |
| Maldives | 10,000 | 4,997 | - | 14,997 |
| Malta | - | - | 17,772 | 17,772 |
| Mauritius | 50,000 | 60,000 | 60,000 | 170,000 |

| For the years ended 30 June | 2007 | 2008 | 2009** | Total |
|------------------------------------|---------------------|---------------------|---------------------|----------------------|
| Mozambique | \$ 53,408 | \$ 48,355 | \$ 55,234 | \$ 156,997 |
| Namibia | 28,405 | 29,013 | 47,392 | 104,810 |
| Nauru | - | - | 6,225 | 6,225 |
| New Zealand * | 529,166 | 594,000 | 545,600 | 1,668,766 |
| Nigeria * | 497,031 | - | 1,635,398 | 2,132,429 |
| Pakistan | 35,000 | 33,810 | 35,000 | 103,810 |
| Papua New Guinea | - | 88,822 | - | 88,822 |
| St. Kitts & Nevis | 31,500 | 30,361 | 36,546 | 98,407 |
| St. Lucia | 21,093 | 18,398 | - | 39,491 |
| St. Vincent & the Grenadines | - | 20,434 | 5,924 | 26,358 |
| Samoa | 55,810 | 58,512 | 63,480 | 177,802 |
| Seychelles | - | 15,030 | - | 15,030 |
| Sierra Leone | - | - | 11,480 | 11,480 |
| Singapore | - | - | - | - |
| Solomon Islands | - | 5,063 | 6,000 | 11,063 |
| South Africa * | 250,000 | 250,000 | 250,000 | 750,000 |
| Sri Lanka | 30,000 | 29,979 | 37,035 | 97,014 |
| Swaziland | 31,500 | 29,256 | - | 60,756 |
| Tanzania | 31,252 | 27,798 | 13,374 | 72,424 |
| Tonga | 35,180 | 33,841 | - | 69,021 |
| Trinidad & Tobago | 71,046 | 76,897 | 79,350 | 227,293 |
| Tuvalu | 28,973 | 30,060 | 8,905 | 67,938 |
| Uganda | 5,638 | 20,969 | 18,000 | 44,607 |
| United Kingdom * | 2,188,680 | 2,173,930 | 1,961,905 | 6,324,515 |
| Vanuatu | - | - | - | - |
| Zambia | 91,800 | 61,000 | - | 152,800 |
| | \$ 7,832,554 | \$ 7,924,696 | \$ 8,917,553 | \$ 24,674,803 |

* Countries with membership on the Board of Governors as Major Donors.
See Appendix 4 for their Board representatives.

** Includes receipts to 30 April 2009 only.

Appendix 3: Summary of Additional Contributions Received by COL

| For the years ended 30 June | 2007 | 2008 | 2009** | Total |
|--|--------------------|--------------------|--------------------|--------------------|
| Grants | | | | |
| Commonwealth Secretariat/CFTC | \$ 457,370 | \$ 510,120 | \$ 450,000 | \$1,417,490 |
| Government of Canada - Department of Foreign Affairs & International Trade | 98,850 | - | - | 98,850 |
| Government of India - Department of Science and Technology | - | 93,536 | 6,300 | 99,836 |
| The William and Flora Hewlett Foundation | 514,445 | 210,972 | 475,000 | 1,200,417 |
| United Nations Children's Fund | - | - | 175,000 | 175,000 |
| World Bank | 217,958 | 35,263 | - | 253,221 |
| Other | 75,307 | 181,895 | 9,705 | 266,907 |
| Pan-Commonwealth Forum (PCF) Sponsorships (various sources) * | 41,985 | - | 112,401 | 154,386 |
| | <u>\$1,405,915</u> | <u>\$1,031,786</u> | <u>\$1,228,406</u> | <u>\$3,666,107</u> |
| Fee-Based Services | | | | |
| eLearning for International Organisations | \$ 548,371 | \$ 712,047 | \$ 675,000 | \$1,935,418 |

* Grants for PCF sponsorships do not include sponsorships paid to or provided directly by COL's co-host and PCF partners.

** Includes revenues recognised to 30 April 2009 only.

Appendix 4: Board of Governors

30 APRIL 2009

CHAIR

His Excellency, the Honourable Burchell Whiteman, O.J., *Jamaican High Commissioner to the UK, retired Senator and former Minister of Information and former Minister of Education and Culture, Jamaica*

MEMBERS

COMMONWEALTH SECRETARY-GENERAL:

His Excellency, Mr. Kamalesh Sharma

APPOINTMENTS BY MAJOR DONORS:

GOVERNMENT OF CANADA: Ms. Denise Chong, *Writer and Author*

GOVERNMENT OF INDIA: Shri Rameshwar P. Agrawal, *Secretary, Secondary and Higher Education, Department of Education, Ministry of Human Resource Development*

GOVERNMENT OF NEW ZEALAND: Dr. Linda Sissons, CNZM, *Chief Executive, Wellington Institute of Technology*

GOVERNMENT OF NIGERIA: His Excellency Professor Michael Omolewa, *Ambassador/Permanent Delegate, The Permanent Delegation of Nigeria to UNESCO*

GOVERNMENT OF SOUTH AFRICA: Ms. Jennifer (Jenny) Glennie, *Director, South African Institute for Distance Education (SAIDE)*

GOVERNMENT OF THE UNITED KINGDOM: Dr. David Levesque, *Senior Education Adviser, Post Basic Education and Skills, Policy Division, Department for International Development*

REGIONAL APPOINTMENTS

ON THE ADVICE OF COMMONWEALTH MINISTERS OF EDUCATION:

AFRICA: Professor Akilagpa Sawyerr, *former Secretary-General, Association of African Universities (AAU) and former Vice Chancellor, University of Ghana*

ASIA: The Honourable Ms. Zahiya Zareer, *former Minister of Education, Maldives, and former Chair, Maldives National Commission for UNESCO*

CARIBBEAN: Pro Vice Chancellor Professor Clement Sankat, *Principal, St. Augustine Campus, The University of the West Indies, Trinidad & Tobago*

PACIFIC: The Honourable Dr. Dame Carol Kidu, *Minister for Community Development, Women, Religion and Sports, Papua New Guinea*

APPOINTMENT BY THE COMMONWEALTH SECRETARY-GENERAL: vacant

PRESIDENT (EX-OFFICIO):

Sir John Daniel, *President and CEO, Commonwealth of Learning*

ADVISOR:

Professor John Tarrant, *Secretary General, Association of Commonwealth Universities*

www.col.org/Board

Appendix 5: Focal Points

30 APRIL 2009

| | |
|-------------------|---|
| Antigua & Barbuda | Ms. Peecheeta Spencer |
| The Bahamas | Ms. Patricia Collins |
| Bangladesh | Mr. Md. Nazrul Islam Khan |
| Barbados | Dr. Idamay Denny and Mr. Laurie King |
| Belize | Mr. Christopher Aird |
| Botswana | Mr. Godson Gatsha |
| Brunei Darussalam | Mr. Abdul Khalid Haji Mahmood |
| Cameroon | Professor Ivo Leke Tambo Dr. Daniel Akume Akume |
| Cyprus | Professor George Papadopoulos |
| Dominica | Senior Administrative Officer, Ministry of Education, HR Development, Sports & Youth Affairs |
| Fiji Islands | Mr. Aseri Manulevu |
| The Gambia | Mr. Musa Touray |
| Ghana | Professor Jophus Amanuah-Mensah |
| Grenada | Mr. Julien Ogilvie |
| Guyana | Ms. Inge Nathoo |
| India | Dr. D.K. Paliwal |
| Jamaica | Mr. Philbert Dhyll |
| Kenya | Mr. Omido Ongonga |
| Kiribati | Mrs. Maria Teretia Kaiboia |
| Lesotho | Dr. Mokopane Moshabesha |
| Malawi | Mrs. Bethel Sandra Masauli |
| Malaysia | Dato' Professor Ir Dr. Radin Umar Radin Sohadi |
| Maldives | Dr. Ali Fawaz Shareef Mr. Ahmed Yasir |
| Malta | Ms. Mary Rose DeBono |
| Mauritius | Mr. H. B. Dansinghani |

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| | |
|------------------------------|--|
| Mozambique | Ms. Zaida Paz Helena Baùle |
| Namibia | Ms. Eva-Liisa Kafidi |
| Nauru | Mr. Michael J. Longhurst |
| New Zealand | Ms. Myra Harrison |
| Nigeria | Dr. Marie E. Uko |
| Pakistan | Professor Dr. Mahmood H. Butt |
| Papua New Guinea | Mr. Ouka Lavaki |
| Samoa | Mrs. G.T.T. Afamasaga |
| Seychelles | Ms. Marie-Reine Hoareau |
| Sierra Leone | Mrs. Musu Gorvie |
| Singapore | Ms. Leong May Fong |
| Solomon Islands | Mr. Bernard Rapasia |
| South Africa | Ms. Trudi Van Wyk |
| Sri Lanka | Mr. S.U. Wijerathne |
| St. Kitts & Nevis | Ms. Jacqueline Flemming |
| St. Lucia | Dr. Rufina Frederick |
| St. Vincent & the Grenadines | Mrs. Susan Dougan |
| Swaziland | Mr. Sibusiso S. Mkhonta |
| Tanzania | Mrs. Lambertha H. Mahai |
| Tonga | Mrs. Siatukimoana Vaea |
| Trinidad & Tobago | Ms. Lystra Sampson-Ovid Ms. Karen Rosemin |
| Tuvalu | Ms. Katalina P. Taloka |
| Uganda | Mrs. Elizabeth K.M. Gabona |
| Vanuatu | Mr. Daniel Lamoureux |
| Zambia | Mr. Victor Muyatwa |

Appendix 6: Acronyms

| | |
|-----------|--|
| AIDS | Acquired Immunodeficiency Syndrome |
| BOCODOL | Botswana College of Distance and Open Learning |
| CCEM | Conference of Commonwealth Education Ministers |
| CEE | Centre for Environment Education, India |
| CEMBA/MPA | Commonwealth Executive Master of Business Administration/Master of Public Administration |
| CEMCA | Commonwealth Educational Media Centre for Asia |
| CFTC | Commonwealth Fund for Technical Co-operation |
| CHOGM | Commonwealth Heads of Government Meeting |
| COL | Commonwealth of Learning |
| EFA | Education for All |
| HIV | Human Immunodeficiency Virus |
| ICT/ICTs | Information and communications technologies |
| IGNOU | Indira Gandhi National Open University, India |
| L3F | Lifelong Learning for Farmers |
| M&E | Monitoring and Evaluation |
| MBA/MPA | Master of Business Administration/Master of Public Administration |
| MDGs | Millennium Development Goals |
| MOU | Memorandum of Understanding |
| NOUN | National Open University of Nigeria |
| ODL | Open and distance learning |
| OERs | Open educational resources |
| PCF | Pan-Commonwealth Forum on Open Learning |
| PIs | Performance indicators |
| RETRIDOL | Regional Training and Research Institute for Distance and Open Learning |
| SADC-CDE | Southern African Development Community – Centre for Distance Education |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children’s Fund |
| UPE | Universal Primary Education |
| VUSSC | Virtual University for Small States of the Commonwealth |
| WHO | World Health Organization |

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Heidelberg Eco Printing Award 2008 for “Most Sustainable Printing Company” establishing it as a global leader and innovator of environmentally progressive printing practices. Hemlock is the first carbon neutral printing company in Canada.

Environmental Benefits Statement

By using paper made from 50% post-consumer recycled content, the following resources have been saved.

|  trees |  water |  energy |  solid waste |  greenhouse gases |
|---|---|--|---|--|
| 24 fully grown | 32,701 litres | 16 million BTU | 646 kilograms | 1,193 kilograms |

Environmental impact estimates were made using the Environmental Defense Paper Calculator. For more information visit: <http://papercalculator.org>.

Learning for Development

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

Vision:

Access to learning is the key to development

Mission:

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

Programme sectors and initiatives:

Education:

Open schooling
Teacher education
Higher education
Virtual University for Small States of the Commonwealth

Livelihoods & Health:

Skills development
Learning for farming
Healthy communities
Integrating eLearning

Key aims:

Increase the number of trained teachers
Open up access to secondary school to larger numbers of pupils
Assist in the development of tertiary education
Support skills development to improve the livelihoods of communities

Strategies:

Partnerships
Models
Policies
Capacity
Materials



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