



BOARD OF GOVERNORS
President's Quarterly Progress Report:
July – September 2013

1. Board Matters

The Board met for its annual meeting in Vancouver on June 14. Minutes of the meeting have been circulated. The Board received a comprehensive update on COL's work in the 2012-2013 year at this meeting, and a Quarterly Report for the period April through June 2013 from me. This report focuses on the first quarter of COL's 2013-2014 financial year, from July to September 2013.

Deloitte began COL's annual financial statements audit in September and this will be completed by November. The next meeting of the Audit Committee is planned for November 5, 2013 by teleconference to be followed by an Executive Committee on December 2.

2. General

COL continues to be a vibrant organisation that inspires confidence among stakeholders. In a recent interview with CBC-TV, Senator Hugh Segal, who is Canada's special envoy to the Commonwealth, appreciated the role of the Commonwealth of Learning saying it did 'superb work' in distance learning and development.

More appreciation was expressed by the Commonwealth Secretary General, HE Kamallesh Sharma, and Simon Gimson, Director and Head, Office of the SG, when they visited COL on September 20 and spent the day with our staff. The SG was briefed on COL activities and he congratulated COL staff on the outcomes achieved. He said that the Commonwealth Secretariat was proactively adopting Results Based Management and an outcomes-based approach. He spoke about the two hubs being created by COMSEC under the new strategic plan – Common Health and Common Knowledge – in which he expected COL to be a key partner through participation in steering committees and the development of these hubs. He also stressed the need for positioning the Commonwealth for an active role in the post-MDG world. We organised a reading by two Commonwealth writers, one of whom is a winner of a Commonwealth Writers Prize for 2013. During this visit, the SG released 'Aptus' a low-cost device for operationalising a Classroom Without Walls, developed in-house by our Knowledge Management team.

Lifelong Learning for Farmers (L3F) continues to generate interest globally. Six programmes from around the Commonwealth were shortlisted for the Nexus-Commonwealth 'Making a Difference' award 2013 and you will be pleased to know that COL won the award.

However, there has also been a disappointing development. The Gambia announced its withdrawal from the Commonwealth. COL has had a very close collaboration with Gambian institutions relating to capacity building in teacher education and skills development. The Gambia has been an active member of the Virtual University for Small States of the Commonwealth. I hope we will see its speedy return to the Commonwealth family so that the momentum is not lost.

2.1 President's Activities

COL completed a rigorous performance assessment exercise for all staff for the 2012-2013 financial year. The human resources framework continues to be an effective tool for measuring and rewarding performance. The process for the impact and outcome evaluations is on course and the evaluators appointed have started their work. Preparations for PCF7 are proceeding well and the call for papers generated a very encouraging response from several countries. Invoices for funding were sent to most of the Member States during August and contributions for this financial year have started coming in.

Since it not possible to accept all the invitations received, I try to be present at as many events possible physically as well as virtually. I gave six keynotes/speeches in India, Kenya, Mauritius, Tanzania and Trinidad & Tobago. In addition, I sent three video presentations to India, Kenya and the USA. I was invited to speak at the Paris Colloquium on Literacy which resulted in COL being made a member of the UNESCO-led Global Coalition for Literacy which will be launched in November 2013. Following that, I was able to present COL's work at the annual Diplomats' Induction meeting held in the UK and organised by the Commonwealth Foundation and COMSEC. At both events, it was interesting to note how much COL is valued by our country stakeholders and development partners. All the speeches and presentations are available at www.col.org/speeches.

Two peer-reviewed articles co-authored with COL colleagues were also published. The increase in the number of citations of COL papers in peer-reviewed journals and the invitations to contribute to journals particularly from countries such as China shows that COL is regarded as a thought leader.

During my visits for delivering keynotes, I take the opportunity to brief Ministers on COL's work and to thank them for their contributions. For example, I met the new Cabinet Secretary of Education for Kenya, Professor Jacob Kamenyi, and informed him that an Open and Distance Learning (ODL) policy for the country had been facilitated by COL in 2004. He immediately tracked the document developed at the time and has since identified a building for the proposed open university and nominated Professor Peter Kinyanjui, a former COL staff member, to supervise initial arrangements for the proposed university, pending the appointment of regular staff. The Minister has requested further

technical support from COL. Similarly, I met ministers from Mauritius and Uganda to sustain and strengthen the existing partnership. In addition to raising COL's profile, such meetings also ensure the continued flow of funds to our core budget.

3. Programme

We are now in the second year of the current Three-Year Plan (TYP). COL has employed a Gender Equality Manager (June 2013) on a two-year contract to strengthen our work in gender across all initiatives.

One key activity was to review the performance of the Education Specialists, agree on annual work plans and finalise many agreements and contracts for programme implementation.

The two evaluations being conducted during this triennium are in process. The Evaluators for the Impact Evaluation met COL staff to understand the nuances of COL's work. An evaluation methodology has been developed after discussions with our staff.

Mr. Chris Yates and Professor Roy Carr-Hill have been appointed to conduct the outcomes-based evaluation.

3.1 Education Sector

The activities during this quarter include capacity building and the development of course materials. The capacity of educators, managers, tutors, academic staff in open and distance learning (ODL) and open education resources (OER) was enhanced.

3.1.1 Open Schooling

The focus was on building capacity and providing support for policy. A training programme on Cost and Financing for Managers of Open Schools was organised for participants from nine Caribbean countries: Antigua & Barbuda, Barbados, Bahamas, Belize, Jamaica, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago. Following the establishment of an Open School in Vanuatu, a training workshop was organised for tutors of the school to help them transition easily from formal conventional teaching to tutoring in open schooling. In Belize, the Gwen Lizarraga Open School was launched by the Honourable Patrick Faber, Minister of Education, and a two-day workshop was organised by COL to facilitate the development of the school's Strategic Plan.

To enhance the capacity of faculty to develop and deliver online courses, 11 faculty members from Open Schools in all four Regions were enrolled with the Open Polytechnic in New Zealand to complete the eLearning Certificate. An online workshop entitled "Engaging Online Learners" was held to encourage the use and integration of technology in the teaching and learning environment. Sixty-eight people participated in

the workshop. With the assistance of COL, the Ministry of Education's Hardap Education Region in Namibia launched a set of multi-media lessons (<http://allafrica.com/stories/201309251187.html>).

At the request of the Department of Higher Education and Training, COL supported the development of a Concept Framework for an Open Learning System for Post Schooling in South Africa.

3.1.2 Teacher Education

Capacity building and materials development were the key activities conducted. An Instructional Design workshop was organised for 30 course writers and staff of the National Institute of Education, Maldives who will develop materials for their Diploma in Educational Leadership and Management, Primary Teachers Diploma and Diploma in Pre-school Education.

As part of COL's efforts to promote the development and use of OER, a capacity building programme on the development of a regional policy on OER for Economic Community for West African States (ECOWAS) was organised in July/August for 30 participants from The Gambia, Ghana, Nigeria, Sierra Leone, Burkina Faso, Côte d'Ivoire, Niger and Senegal.

Modules developed by the International Institute for Capacity Building in Africa (IICBA) on the integration of ICT in teacher education were critiqued in a workshop held in Addis Ababa in September. This will lead to further collaboration on teacher development in Africa with IICBA.

3.1.3 Higher Education

The focus was on large scale capacity building and materials development. The review and revision of course materials for the CEMBA/MPA programmes was completed. All 22 courses have been revised and received by the 11 partner institutions, as was the new elective course on Business Ethics. The revised Legislative Drafting programme is now available as OER.

A pilot MOOC on OER was organised in collaboration with the LMP Educational Trust in India for academic staff of higher education institutions. Over 1500 faculty members from 37 countries participated in this MOOC. The COL approach was to provide hands-on training in the search, adaptation and development of OER for specific contexts.

Three training workshops were also organised for academic staff in The Gambia (materials development), in Nigeria (e-tutoring skills in ODL) and in Mauritius (on-line course development and learner support). The institutional ODL policy for the University of Professional Studies, Accra, was developed. The final draft of a COL-supported institutional policy on quality was received from YCMOU, India.

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

VUSSC has continued to provide support to institutions in course delivery and the registration of VUSSC-developed qualifications. The Seychelles Qualifications Authority (SQA) registered the Diploma in Sustainable Agriculture for Small States on the Seychelles Qualifications Framework. In partnership with UNESCO and the SQA, COL has supported an accreditation exercise of the University of Seychelles.

The new Open University of Mauritius (OUM) has upgraded the VUSSC Bachelor in Business and Entrepreneurship (BBE) to BSc Honours in Business Entrepreneurship and offering it to learners. The capacity of teacher educators from 14 countries was enhanced at a workshop on materials development held in Samoa. The main output of the workshop was the draft course materials for the Postgraduate Diploma in Education.

The first group of VUSSC students graduated from the National University of Samoa after completing the Diploma in Sustainable Agriculture for Small States.

3.2 Livelihoods & Health Sector

Strengthening partnerships and building capacities in programme and policy developments were the highlights of the first quarter. Regional networks and innovative approaches to training and mentoring continue to show results and research continues to validate COL's non-formal models. The sector continues to be active in all regions. Africa is the largest by volume of activity, followed by Asia. The development of the proposed regional centres and activities in the Caribbean and the Pacific is expected to help consolidate work in the two regions before the end of the 2012-2015 plan.

3.2.1 Technical and Vocational Skills Development

INVEST Africa gained further momentum with the completion of a quality review and readiness survey of Dom Bosco Institute in Mozambique as the potential fourteenth partner institution in the network. Twelve INVEST partners drafted or revised policies during this quarter to strengthen their open, distance and flexible learning. An agreement with Women in Technology, Uganda will serve to train men and women working in the informal sector to start or improve their businesses using technology.

In Sri Lanka, the National Apprentice and Industrial Training Authority began to strengthen its ODL apprenticeship programme with a quality review of courses and student support. In addition, capacity building for Life Skills coach trainers took place at the Matuaileoo Environment Trust, an NGO in Samoa.

3.2.2 Lifelong Learning for Farmers

The Lifelong Learning for Farmers (L3F) initiative developed strong foundations for its policy advocacy strategy. The dissemination workshop in Kenya on *L3F in Kenya and Uganda* attracted various Kenyan and Ugandan government ministries as well as

international agencies such as the World Food Programme and Hivos, all of which showed a keen interest in integrating L3F in their activities.

The study of the National Institute of Bank Management in India showed that banks earned eight times more income from L3F participants borrowing for animal husbandry compared to non-L3F participants. At the same time, the cost of capacity building in L3F was six times less when compared to costs incurred by banks in building the capacity of the farmers through conventional means.

The National Agricultural Advisory Services (NAADS) in Uganda will integrate the Interactive Voice Response System developed under L3F, into their programme. Logical frameworks for programming in 2013-2014 were finalised through workshops with partners in Kenya, Tanzania and Uganda.

3.2.3 *Healthy Communities*

Mentoring (and monitoring) of local groups planning, designing and delivering community learning programmes (CLP) seeded in 2012-2013 was on-going in more than 30 sites in three regions.

Learning and behaviour change outcomes of CLPs are being investigated through quantitative and qualitative research on-going in three sites in India, Jamaica and Malawi. Surveys and focus group discussions and in-depth interviews have been executed across the three sites. In parallel, monitoring in Malawi indicates that three months of non-formal learning content is being delivered at \$1.35 per active user with local partners contributing two thirds of the costs in-kind.

The major strategic focus was developing and marketing the *CLP Developer's Certificate*, a set of distance training and mentoring courses that will guide take-up of the community learning programme model during 2013-2015. Sixty learners (60% women) from 17 countries and four regions (71% from Africa) registered during a one-week window for a pilot run of the first course entitled *Communication for Development: Why. How. Now.*

3.3 **Cross-cutting Themes**

3.3.1 *eLearning*

The activities focused on policy development and teacher training to use ICTs. A draft ICT in Education policy with embedded OER policies was developed with St. Vincent & the Grenadines and is currently being reviewed by stakeholders. An agreement was reached with the Belize Ministry of Education and Youth to provide assistance for the development of a national ICT in Education strategy.

New modules in the Commonwealth Certificate for Teacher ICT Integration (CCTI) for Teachers were launched in Antigua & Barbuda, Lesotho and St. Vincent & the

Grenadines. A CCTI orientation workshop was held in Lesotho at the College of Education for 33 participants, and agreements for local coordination of the CCTI were reached with Antigua & Barbuda and St. Vincent & the Grenadines. The UWI Open Campus agreed to accredit the CCTI as an undergraduate diploma.

The first issue of COL's *Journal of Learning for Development* is making good progress with eight articles in review and/or editing. A research concept note for a study investigating national tablet initiatives was developed. This is being done jointly with the World Bank.

3.3.2 Gender

Based on a three-part process initiated with Education Specialists to help them develop gender-responsive output indicators, three of eight initiatives have been completed. A review of the gender microsite was completed and various changes are being made to ensure greater relevance.

Gender-related advice in the INVEST Africa Community Learning Network (under the TVSD initiative) was provided.

A review of two institutional policies for the TVSD initiative was completed and specific suggestions provided on how to make these more gender-responsive. Further, a review of a national ICT in Education policy for Antigua & Barbuda for the eLearning initiative was conducted to integrate gender equality issues.

An analysis for one of four courses related to the Community Learning Programmes of the Healthy Communities initiative was completed. A concept note for the development of a gender-related training tool for teacher educators was developed. A review of three gender-focused case studies for the Higher Education initiative was undertaken.

3.4 eLearning in International Organisations (eLIO)

After an open tendering exercise, the Council of Europe awarded eLIO an e-course development and delivery contract. The contract sum for 2013-14 of \$155,500 covers adapting a 50-hour effective communication course and piloting it to 100 learners to test its content appropriateness, technology deployment and user-friendliness. The course will be delivered on the COL Virtual Learning Environment.

3.5 CEMCA

The implementation of the TYP is in progress and most of the activities have been initiated with partner institutions.

3.5.1 Education

A technical feasibility analysis of Virtual Open Schooling (VOS) was conducted at India's National Institute of Open Schooling (NIOS) and the platform development is in progress with NIOS agreeing to contribute financially to this project.

Other key activities include the development of an ODL course for audio designers at NIOS as per the National Vocational Education Qualifications Framework and in Karnataka, India, ICT skills training for teacher education has been initiated with an NGO.

3.5.2 Livelihoods & Health

CEMCA is working with the UNESCO Community Media Chair to test the Community Radio (CR) Continuous Improvement Toolkit (CR-CIT) by implementing the kit in some CR stations in India and Bangladesh. The CR Technology course has been developed and will be implemented in partnership with the Broadcast Engineering Consultants India Limited (BECIL).

Steps were also taken to review the activities of CR stations, to understand the issue of sustainability and lessons for the future.

3.6 Vice President's Activities

Mr. Vis Naidoo spent much of the first quarter conducting performance reviews and working with the Education Specialists to complete the annual work plans. He further managed the process of orienting the Impact Evaluators and appointing the Evaluators for the outcomes-based evaluation.

In September, Mr. Naidoo visited Mauritius and chaired the Commonwealth Executive Master in Business Administration (CEMBA) and Master in Public Administration (CEMPA) Academic Board meeting. During this visit, Mr. Naidoo met with the Honourable Minister Maria F.M. Martin (Minister of Gender Equality, Child Development and Family Welfare) and Ms. Nirmala Nababsing (Permanent Secretary of the Ministry of Tertiary Education, Science and Technology). He also met the Chairperson and the Executive Director of the Food & Agricultural Research Council (FARC) and officially launched the touchscreen kiosk of Agriculture Research and Extension Unit (AREU) under the L3F initiative for self-learning among farmers.

3.7 Professional Development

No Professional Development activities were supported this quarter.

4. Stakeholder Relations

4.1 Member Governments Support

COL is forecasting contributions of \$9 million from member countries in 2013-2014 (\$8.6 million was received from 43 countries for the financial year 2012-2013).

Invoices and requests for 2013-2014 contributions were sent out to all Commonwealth Member States in the first quarter.

So far this fiscal year contributions have been received from nine countries: Antigua & Barbuda, Dominica, Mauritius, Mozambique, Nauru, St. Kitts & Nevis, Sri Lanka, Trinidad & Tobago and Vanuatu.

4.2 Focal Points

We welcomed the following new country Focal Points:

- Dominica – Mrs. Chandler Hyacinth, Senior Administrative Officer, Ministry of Education & Human Resource Development.
- Kenya – Mr. Charles Obiero, Senior Assistant Director, Education, Ministry of Education.
- St. Lucia – Ms. Marietta Edward, Deputy Permanent Secretary, Ministry of Education, Human Resource Development & Labour.

4.3 Congratulatory Letters

Twelve congratulatory letters were sent to newly appointed Heads of Government, Ministers of Education, Ministers of Foreign Affairs and Heads of Institutions.

5. Finances

5.1 Revenue

So far this financial year, COL has received \$300,000 from member governments as voluntary contributions towards the budget for 2013-2014. During the same period in the previous year, \$4 million was received inclusive of contributions from two major donors totalling \$3.5 million.

Nine countries have paid up in the first quarter of this year as follows:

Antigua & Barbuda – \$5,200; Dominica – \$5,170; Mauritius – \$60,000; Mozambique – \$51,500; Nauru – \$5,500; St. Kitts & Nevis – \$31,020; Sri Lanka – \$31,200; Trinidad & Tobago – \$77,550; Vanuatu – \$5,170.

With India's commitment in principle to increase its level of funding, and Nigeria's commitment to make up shortfalls from 2010-2012, COL expects to exceed the 2012-2013 funding level in 2013-2014.

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

Towards meeting these targets, COL has entered into new agreements with international organisations for approximately \$175,000 in the first quarter for training and will also be recognising up to \$400,000 in additional contributions received but deferred at June 30, 2013 for agreements in progress. DFID-UK will be providing GBP125,000 for the Impact Evaluation which is underway to be followed by the same amount next year.

COL has also received funding commitments of close to \$70,000 towards PCF7 which will be used to assist delegates to attend.

COL continues to source new revenue streams and submit further funding proposals to various funding bodies in support its programme work.

5.2 Cash Flow

COL held \$7 million in cash and cash equivalents at the start of the first quarter. This level is slightly higher than projected due to 84% of core budgets were utilised in 2012-2013. This level of cash and cash equivalents enables COL to meet operational costs and maintain a positive cash flow until outstanding contributions are received throughout the year to replenish the cash. It also enabled a transfer of cash to the internally restricted reserve during the quarter as approved by the Board in June 2013.

At September 30, 2013 COL held a cash reserve of \$4.7 million (at June 30, 2013 - \$3.3 million) to provide a source of funds for unexpected expenses and shortfalls in funding if needed. This internally restricted reserve was increased in this quarter from a reserve based on four months of operating costs to six months of operating costs. A term deposit of \$150,000 is also held as banking security.

5.3 Expenditures

An estimated \$1.6 million was spent in the first quarter to meet programme and organisational management activities, staff costs and office costs. This level is slightly higher than in the first quarter of last year and does not include contractual commitments entered into during the quarter unless payment has been made. The annual budget approved for 2013-2014 of \$10.5 million is inclusive of additional contribution activities estimated at a level of \$1.2 million and capital expenditures of \$20,000.

6. Human Resources

6.1 Staff Changes

6.1.1 Arrivals

Ms. Rosanne Wong joined COL on June 1, 2013 as Gender Equality Manager.

6.1.2 Movements

Dr. Nutan Bharati, Programme Officer (Education), resigned from CEMCA on June 30, 2013.

Ms. Christie Tetreault, Course Coordinator, resigned from COL on August 31, 2013.

Ms. Rukmini Vemraju, Programme Officer (Livelihoods & Health), resigned from CEMCA on September 30, 2013.

These posts are either currently under recruitment or filled with appointments joining in the second quarter.

7. Information Technology & Knowledge Management

Key developments in this period are: release of Aptus, a device set for Classroom Without Walls; a MOOC on Mobiles for Development; Innovations in news gathering using social media; Extranet for Impact Evaluation; upgrade of voice telephone set up and its integration with IT.

7.1 KM Technology – Programme Support

Aptus is the latest device prototype for operationalising a Classroom Without Walls. Aptus now provides access to 1000+ videos of Khan Academy, a Moodle application with VUSSC courses and a sample collection of freely available textbooks. It can be used without access to grid electricity and Internet connectivity is not required. Hardware costs about \$80 per set.

Preparations have been under way for the launch of an open online course on Mobiles for Development using MOOC technology. This course, to be offered jointly by the Indian Institute of Technology (IIT) Kanpur and COL, with mentoring support and certification, will be launched on October 2.

The use of social media to gather and publish news relevant to Learning for Development is another key development. We use a blend of techniques involving deep mining of online news sources and feeds and Google+ platform. We issue daily news to

staff and weekly news to interested members of the public using this technique and the response has been good. Our DOER service (<http://doer.col.org>) with 2908 entries to date is considered to be the most complete repository of full courses in the Commonwealth. It covers Higher Education, Teacher Education, Skills Development and Open Schooling and added 368 resources during this period.

7.2 KM Technology – Administration support

An Extranet for the commissioned team of Impact Evaluators and Outcome Evaluators has been set up, allowing access to a wide range of activity reports and analytical documents relevant to assessing impact. Event Reports, a key document collection (internal), was upgraded to make it easy for the Education Specialists to contribute inputs and for ease of search. The IT and Communications group also designed the online video presentation for the 25th Anniversary event in June 2013, using elegant yet low-cost software. A blend of crowd-sourcing with staff and mining of stored information helped in creating a presentation that the attendees found interesting. We have also been active in the use of social media spaces such as Facebook and Google+, with over 1000 “likes” on Facebook.

7.3 IT Systems

COL's 21-year old analogue phone system was replaced without incident by a new digital system with advanced productivity features, enabled by integration with the IT setup. A key new feature is the opportunity for travelling staff to use office phones, through their computers, to make international calls leading to cost savings. Voicemail can be accessed via email.

The external IT environment is in a flux and there are rising concerns about the integrity of stored data. Costs of managed data storage is increasing globally. We are therefore identifying and implementing solutions (for example, for email storage) that pay concurrent attention to data integrity and control of costs.

8. Seventh Pan-Commonwealth Forum on Open Learning (PCF7)

Preparations for PCF7 are in an advanced stage now. All activities take place through two inter-institutional committees (one for planning and another for programmes). Keynote speakers for the five themes have accepted the invitations. The Asa Briggs Lecture will be delivered by Mr. Sam Piroda, Chairman, National Innovation Council of India and Adviser to the Prime Minister.

This Forum attracted a large number of submissions. Out of the 372 submissions received, the programme committee with the help of the Programme Manager (Professor Anne Gaskell of the OU UK) has selected 197 papers for presentation or inclusion in the Forum Proceedings while 51 submissions were accepted for posters. NOUN has been

provided the copies of abstracts of accepted submissions to create a Book of Abstracts. A draft programme is under discussion between COL and NOUN.

A number of sponsors were contacted and we have confirmation of support from the following:

1. The Open University UK (£10,000).
2. University of London (£5,000).
3. FARA (US \$10,000).
4. ACU (£5,000).
5. UNICEF (US \$30,000).
6. Commonwealth Foundation (\$5,000).
7. UNESCO (in kind).
8. IICBA (in kind).

We received a total of 162 applications for subsidies to participate in the Forum. We have an online registration system that enables participants to provide their details and to seek an invitation for visa purposes.

The principal conference hotel will be the Nicon Luxury which is adjacent to the International Convention Centre, where the conference will be held.

9. Visitors to COL

The visit of His Excellency Mr. Kamalesh Sharma, Commonwealth Secretary-General, accompanied by Mr. Simon Gimson, was the highlight of this quarter.

We had more visitors than usual ranging from High Commissioners to literary personalities and parliamentarians. Some of them include:

- Mr. Pat Martin, MP, Member of Parliament, Winnipeg Centre, Canada, and Member of the Board of Directors of the Canadian Branch of the Commonwealth Parliamentary Association.
- Ms. Gay Thompson, Member of the South Australian House of Assembly and Presiding Member of the Environment, Resources and Development Committee, Australia.
- Shri Anant Kumar Singh, Joint Secretary (CU&L), Department of Higher Education, Ministry of Human Resource Development, India
- Delegation from the Beijing Open University, China.
- His Excellency Samuel Valis-Akyianu, High Commissioner, High Commission for the Republic of Ghana to Canada, with First Secretary (Ottawa) and Honorary Consul General Vancouver).

- Mr. Maxim Jean-Louis, President - Chief Executive Officer, Contact North/Contact Nord, Canada.
- Mrs. Priti Aisola, author, India.
- Ms. Eliza Robertson, author, Canada.

10. Publications/Resources

The following are recent publications and resources of note:

- Publications (www.col.org/publications):
 - *Connections/EdTech News*, July 2013, Vol. 18, No. 2 (www.col.org/connections).
 - *EduComm Asia*, July 2013, Vol. 17, No. 3 (www.cemca.org).
 - *Perspectives on Open and Distance Learning: Open Educational Resources: Innovation, Research and Practice*, Rory McGreal, Wanjira Kinuthia, Stewart Marshall, Tim McNamara, Eds.; jointly published by COL and Athabasca University (www.col.org/psOERIRP).
 - *Web Radio: A Manual for streaming audio on the web*, by Zahir Koradia (www.cemca.org).
 - *Community Radio Continuous Improvement Toolkit*, by Vinod Pavarala, Kanchan K. Malik, Vasuki Belavadi, Aditya Deshbandhu and Preeti Raghunath.
 - *Report on the Assessment and Accreditation of Learners using OER*, by Dianne Conrad, Wayne Mackintosh, Rory McGreal, Angela Murphy and Gabi Witthaus (www.col.org/consultancies).
- Videos at www.col.org/videos.
- Speeches and presentations at www.col.org/speeches.
- COL blog at www.col.org/blog.

All currencies are in Canadian dollars unless otherwise indicated.

*Professor Asha S. Kanwar
President & Chief Executive Officer
October 15, 2013*