



**BOARD OF GOVERNORS**  
**President's Quarterly Progress Report:**  
**January – March 2010**

**1. Board Matters**

**1.1 Board Appointments and Vacancies**

Upon the retirement of Shri R.P. Agrawal from Government Service, Ms. Vibha Puri Das, Secretary, Department of Higher Education, Ministry of Human Resource Development, has been nominated as the Government of India's representative on the Board of Governors.

The Chair has written letters to Ministers in Canada (CIDA) and the United Kingdom (DFID) inviting them to appoint Board members in advance of the June meetings of the Board and its committees, which will begin on June 6 in Vancouver.

**1.2 Executive Committee**

The Executive Committee met by teleconference on February 11. The key agenda item was the setting of salary bands for the recently introduced grades of A1 and A2 that were approved by the Board at its June 2009 meeting. Minutes of the meeting have been circulated.

**1.3 Audit Committee**

The Audit Committee met by teleconference on March 3. It reviewed the interim financial statements for the period July 1 to December 31, 2009 and revised COL's investment policy to include a more detailed definition of an investment and to address credit risk ratings for the bank used by COL in India. It also received an update of the regular report on critical success factors and risk management. Minutes of the meeting have been circulated.

**2. President's Commentary and Activities**

In February and March, Vancouver hosted the Winter Olympics and Paralympics making this a very special period in the city. All my COL colleagues enjoyed the terrific atmosphere that these games generated, not least the surprise of seeing normally reticent Canadians celebrating in their thousands on the streets. Thanks to the excellent

arrangements put in place by the transit authorities, colleagues suffered only minor inconveniences in getting to work, despite our downtown location – which gave us the benefit of an excellent view of the Olympic flame in its cauldron.

I report below on the productive programme activity that has taken place in this quarter. Whenever possible I like to show support to colleagues when they are organising special events. In this quarter I took part in a capacity-building workshop for community radio organised by Ian Pringle (Education Specialist, Healthy Communities) in Bangalore. I found this a most worthwhile experience, not only because it brought me in contact with the distinctive world of community radio, in which COL is playing a growing role, but also because it enabled me to see COL's workshop techniques being used with success.

Each quarterly programme report mentions a number of workshops that COL has held. We are very serious about ensuring that people leave these events with new and usable skills. In Vancouver we hold internal workshops about how to organise effective workshops and it was good to see that the know-how we share on these occasions has real impact.

In March, Professor Kanwar was able to pay a similar visit to the VUSSC workshop that was organised in Maldives by John Lesperance (Education Specialist, Virtual University for Small States of the Commonwealth) (see 3.1.4 below).

I took advantage of being in South Asia to visit the UNESCO Regional Bureau for Education in Asia-Pacific and meet the programme specialists there. In my last quarterly report, I noted that we had signed a new work plan agreement with UNESCO to cover the period 2009-2012. Some of UNESCO's best people and projects in COL's areas of interest are based in Bangkok, and the purpose of my visit was to make links between their specialists and ours. This has been welcomed on both sides.

In 2007, COL helped to conduct quality audit visits to the University of Ghana and the University of South Africa. This approach to quality assurance was much appreciated but too expensive to implement at scale in the many higher education institutions that seek help. Under the leadership of Dr. Willie Clarke-Okah (Education Specialist, Higher Education), we have developed the COL Review and Improvement Model (COL-RIM) as an inexpensive process that allows institutions to do their own quality assurance with just the minimal external inputs necessary to verify that the process has been done rigorously. This has attracted considerable interest but we shall test it a few more times in the Caribbean, Africa and Asia before making it widely available. I gave an address about COL-RIM at the annual international seminar of the Council for Higher Education Accreditation (USA) in January.

Although much of COL's work with the small states of the Commonwealth revolves around our facilitation of the Virtual University for Small States of the Commonwealth (VUSSC), we always try to place this activity in the wider context of the development aspirations of these countries. Thus, COL has been involved for a number of years in advising the smaller states (e.g. Antigua & Barbuda, Maldives, St. Lucia,

St. Vincent & the Grenadines, Seychelles) on how to expand university-level programmes in-country. This was the topic of a conference in St. Lucia in March organised by the Organisation of Eastern Caribbean States in collaboration with COL, UNESCO and the World Bank. I gave a presentation entitled *Education Within Borders from Beyond Borders* ([www.col.org/speeches](http://www.col.org/speeches)). It attempted to show how the VUSSC method of preparing courses by international online collaboration can ease the tensions between regional and national approaches to expanding postsecondary education that are a major obstacle to progress in the region.

While in St. Lucia, I fielded questions by telephone from an audience at Aarhus University in Denmark. They had just viewed my presentation on *eLearning: a cottage industry for the 21<sup>st</sup> century?* as a pre-recorded video. This is a simple, reliable and inexpensive way of making effective presentations without having to travel.

On March 27, following a visit from the President of the Aga Khan University, Mr. Firoz Rasul to COL in June 2009, I was asked to make a presentation to the Higher Education Forum of the Aga Khan Development Network (AKDN) that met in Vancouver. The AKDN wants to make greater use of ODL but conducted its first initiatives of this type without adequate preparation. We had a very fruitful discussion.

The Board has encouraged COL to make greater use of Web 2.0 applications and Internet social media in its work. Thanks to the international reputation of our Director of Knowledge Management & Information Technology, Paul West, COL is present in many forums that explore the leading edge of these new media (e.g. the Global Learning Portal). Nevertheless, we proceed cautiously in promoting such new technologies. We neither want to discourage countries and institutions with low bandwidth nor to undermine the impact of our quality formal communications media such as *Connections*, the impact of which seems to grow with each issue. However, visitors to COL's website will now find links to an increasing number of short videos ([www.col.org/videos](http://www.col.org/videos)), some of which are senior COL staff describing their programme areas, and we have also launched a COL blog ([www.col.org/blog](http://www.col.org/blog)) where you will find a few initial postings.

Only time will show whether a COL blog is of interest to COL's stakeholder community but we shall experiment for a few months to find out. The current ground rules are that blog entries must be signed by members of COL's professional staff and address issues that fall within COL's mandate. We also took advantage of the fact that both Commonwealth Day and International Women's Day fell on March 8 to encourage a lively gender blog that has discussed a range of issues such as the politics of gender, race and poverty, HIV/AIDS and women in agriculture.

Finally, in this section, I am pleased to report that my new book *Mega-Schools, Technology and Teachers: Achieving Education for All* was published by Routledge in February. Copies have been sent to Board members. COL has also sent copies to Commonwealth Ministers of Education since my primary purpose in writing the book was to advocate the wider use of ODL in secondary schooling and teacher training. As a result of the book Rwanda has already expressed interest in developing open schooling. The

Chinese version of the book will be launched in May at the celebrations to mark the 50<sup>th</sup> anniversary of the Shanghai TV University.

### **3. Programme**

The third quarter is usually a very busy period for COL's programme and this year was no exception. This report tries to capture both the scale and variety of our work across the Commonwealth. It is particularly gratifying that many of the resources that COL developed some time in the past are now being widely used by institutions and individuals. This reminds us that it is risky to make hasty decisions about the outcomes of particular interventions, which can be a challenge in selecting the appropriate time frame for evaluating COL's impact. Furthermore, particular actions often have unintended but positive consequences.

For example, during an important visit to Australia, Vice-President Professor Asha Kanwar found that the COL-supported WikiEducator has now become the official planning and communication tool for the Distance Education Hub (DEHub), Australia, a consortium of five universities. It features prominently on the DEHub website. Many Australian academics are alumni of our online Learning for Content (L4C) workshops, whilst the Quality Assurance Toolkit for Teacher Education has been adopted by colleagues in Mauritius. Furthermore it is clear that the speeches, presentations and resources on our very active website have a resonance well beyond the Commonwealth.

Meanwhile our COLWiki, which was consciously designed with fewer restrictions than WikiEducator in order to be a repository for Open Educational Resources developed with COL's involvement, is growing steadily.

#### **3.1 Education Sector**

The Education Sector used partnerships, its principal strategy, to extend its work in all four Commonwealth regions during this quarter. Across the four initiatives the focus was on research, capacity building, developing resources and evaluation. The Sector also began conducting longitudinal studies, which promise to strengthen our evidence-based reporting.

##### *3.1.1 Open Schooling*

Two workshops were held. At a two-day workshop in Maputo, Mozambique, representatives from open schools in Mozambique, Tanzania and Zambia were trained to draft strategic plans for integrating multi-media in their open schools. Staff from NAMCOL (Namibian College of Open Learning) facilitated the workshop using a *Manual on the Implementation of a Multi Media Strategy in Open Schooling* that they had developed previously.

A draft of a *Quality Assurance Toolkit for Open Schools* was reviewed at another workshop in Maputo that was attended by the seven countries that had contributed case studies to the toolkit. The workshop focused on the content and appropriateness of the toolkit and discussed the challenges and constraints of implementing quality assurance processes.

Following wide consultation amongst stakeholders in India, an action plan, including a three-year programme of capacity-building activities, was developed for a new training unit within the National Institute of Open Schooling (NIOS). This will greatly enhance NIOS's ability to rise to the challenge of building capacity in all India's State Open Schools.

The first issue of the journal of the newly-created, COL-facilitated Commonwealth Open Schools Association (COMOSA) was published in March.

SADC-CDE (Southern African Development Community – Centre for Distance Education) held a five-day research and publications capacity-building workshop in Botswana. During this period, SADC-CDE enrolled eight faculty members from five SADC countries with the University of Pretoria for the Certificate in Gender and 14 faculty members from four SADC countries at the Botswana College of Distance and Open Learning (BOCODOL) for the Practitioner Research and Evaluation Skills Training (PREST) course, developed by COL.

### *3.1.2 Teacher Education*

In March, 60 course facilitators of Nigeria's National Teachers' Institute (NTI) were trained in distance education tutoring using a manual developed with COL support. In the same month, 30 course writers at Freetown Teachers' College, Sierra Leone were trained in course writing for distance learning. The training will greatly enhance their capacity to develop the modules for the Higher Teachers' Certificate Course, which has been a long-standing priority for the college.

A training manual for head teachers and principals in The Gambia, Ghana, Nigeria, and Sierra Leone was developed with support from Memorial University, Newfoundland & Labrador, Canada.

Consultative meetings on the UNICEF-COL Child-Friendly Schools (CFS) Project were held in February in Sri Lanka to develop a Work Plan which was approved by the Ministry of Education.

### *3.1.3 Higher Education*

In March, 200 staff members of the National Open University of Nigeria benefitted from training workshops in how to create high performance teams that offer quality distance education.

To enrich the Commonwealth Executive MBA/MPA programme, nine case studies with accompanying teaching notes were produced by faculty members representing partner universities in Jamaica, Malaysia, Nigeria and Sri Lanka.

COL, in collaboration with UNESCO, The World Bank, the Organisation of Eastern Caribbean States, and the University of the West Indies (St. Augustine), supported a regional conference in St Lucia from March 22 to 24 to discuss the strategies for expanding the provision of higher education in the region, particularly in the smaller states.

#### *3.1.4 Virtual University for Small States of the Commonwealth*

Ten information technology professionals enrolled in the new online version of the course, *Linux for IT Managers*. There were no dropouts from this popular course.

A VUSSC Team Leaders' meeting was held for the first time in Singapore in collaboration with the National Institute of Education at the Nanyang University of Singapore. Five team leaders from Maldives, Mauritius, Namibia, Samoa and Trinidad & Tobago attended the meeting in preparation for the Maldives workshop.

The Eighth VUSSC International Training and Materials Development Workshop was held in Male, Maldives from March 15-31, hosted by the Centre for Open Learning, Maldives. Over 20 participants from 18 countries attended the workshop to develop a diploma programme on *Sustainable Agriculture for Small States*. The programme is aimed at learners who want to start their own business and those who want to pursue a career in agricultural extension services. This is an example of a country using the VUSSC as a mechanism for significant change. Maldives currently imports 90% of the food it consumes. The workshop was part of a strategy to reduce imports by 20%.

The newly established University of Seychelles (UniSey) has chosen to offer VUSSC courses and will sign an MOU with COL. The Seychelles Tourism Academy will also be offering the VUSSC Tour Guiding course that was completed in 2009.

### **3.2 Livelihoods and Health Sector**

The Livelihood and Health sector has made significant progress during this quarter towards its goal of improving livelihoods and quality of life in communities. Governments, Non-Governmental Organisations, educational institutions and other stakeholders are increasingly recognising how open and distance learning (ODL) can add value to the development process.

#### *3.2.1 Skills Development*

COL is supporting the development of a national ODL policy for technical and vocational training in Zambia in collaboration with the Ministry of Science, Technology and Vocational Training. Initial stakeholder consultations took place during this quarter.

The Memorandum of Understanding with the Commonwealth Association of Polytechnics in Africa was renewed for a further three years.

A workshop was held in Trinidad & Tobago to progress the development of a pan-Caribbean entry-level instructor training programme. Seminars were held in Jamaica and Trinidad with TVET stakeholders to discuss the issues involved in the move towards more flexible and blended approaches to skills development.

### *3.2.2 Learning for Farmers*

The Lifelong Learning for Farmers (L3F) initiative was launched in Papua New Guinea in collaboration with the National Agricultural Research Institute and Papua New Guinea Women in Agriculture.

A team from the Rural Agricultural Development Authority, Ministry of Agriculture, Jamaica, visited COL to discuss the launching of the L3F initiative in Jamaica, using mobile phones.

In India, a leading bank gave \$550,000 as credit for the farmers involved in the L3F for launching a dairy programme. Similarly in Kenya, a bank gave credit to farmers involved in the initiative to establish greenhouses for horticulture.

### *3.2.3 Healthy Communities*

A workshop on developing community ODL programming was conducted as a pre-conference event at the 2nd AMARC (World Association of Community Radio Broadcasters) Asia-Pacific conference on community radio. Twenty participants from community development and media groups from six countries in Asia-Pacific were trained in planning and designing Community Learning Programmes (CLP) and contributed to COL's online CLP toolkit.

Two new community learning programmes in youth reproductive health and healthy environments were launched in Solomon Islands.

### *3.2.4 Integrating eLearning*

The Commonwealth Secretariat, Microsoft and the World Bank are collaborating with COL in its activities related to Teachers' ICT policy development and implementation in Guyana. A working group has been established and has identified two primary objectives for the use of ICT to improve teaching and learning. The first is to support teachers to integrate the use of technology in their subject matter teaching and the second is to use ICT effectively to enhance distance education pre-service teacher training.

In addition to the print version of the *Commonwealth Computer Navigator's Certificate*, two of the eight planned multimedia modules have been completed.

### 3.2.5 eLearning for International Organisations

COL's eLearning for International Organisations initiative remains popular amongst its international partners.

In total, 339 learners have graduated from five *Writing Effectively* courses during this quarter. In the online evaluations conducted, many learners have commented favourably on the effective administration, the well-designed instructional materials and the individualised coaching provided by the personal e-tutors.

During this period, six new contracts were awarded to COL from existing partners. These are: the Commonwealth Secretariat, the Inter-American Development Bank, the UN Development Fund, the International Labour Office, the UN High Commissioner for Refugees, and the International Federation of the Red Cross and Red Crescent Societies.

## 3.3 CEMCA

In this quarter, Sri Lanka has been a special focus for the Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA facilitated a brainstorming dialogue between 30 stakeholders on taking community radio forward in partnership with the Sri Lanka Foundation Institute, Colombo. CEMCA further explored the process of initiating iRadio and digital story telling with 15 participants from media-based and civil society organisations at a workshop held in Kandy in collaboration with Tel Radio. It also held *EasyNow* Workshops for 14 faculty members at the Open University of Sri Lanka and 40 participants from the National Institute of Education, Colombo.

Stepping up its support to community radio in India, CEMCA held five state-wide consultations on behalf of the Ministry of Information and Broadcasting in Pune (Maharashtra); Waynad (Kerala); Budikote (Karnataka); Mukteshwar (Uttarakhand) and Kanpur (Uttar Pradesh) where some 300 potential applicants for community radio licences participated.

CEMCA facilitated a post-conference session on *Community Radio and Convergent Media* at the South Asian regional conference *Radio Asia* organised by the Asian Media Information and Communication Centre, Singapore. Thirty participants from Asian countries attended.

CEMCA organised a four-day International Base Camp in collaboration with Madurai Kamaraj University in order to advance the Quality Assurance for Multimedia Learning Materials (QAMLM) project. Forty delegates from India and Malaysia gave their feedback on QAMLM version 1.0 and charted a process leading to QAMLM version 2.0.

A collaboration agreement has been signed between CEMCA and UNESCO (Delhi).



### **3.4 Presentations by Senior Colleagues**

Professor Asha Kanwar was invited by the University of New England, Australia to speak at the Distance Education Hub (DEHub) launch on February 25 in Armidale, NSW. She also gave presentations on *Learning for Development* at the University of Queensland, Central Queensland University and Charles Sturt University.

Professor Kanwar also spoke about COL's work in South Asia at a meeting of Asian Parliamentarians organised by UNESCO, Delhi on March 24-25.

## **4. Stakeholder Relations**

### **4.1 Member Governments' Support**

This quarter COL received funds from Bangladesh, Namibia, Nauru and St. Lucia for 2009-2010, bringing the number of countries contributing to 30. This was the same number as at the end of the third quarter in the previous financial year. Belize, Guyana and Seychelles which submitted contributions for 2009-2010 earlier in the year, have also submitted their contributions for 2010-2011 during this quarter.

### **4.2 Focal Points**

We bade goodbye to several COL Focal Points during this quarter and welcomed new appointees as follows:

- *Maldives* – Ms. Jameela Ali, Head of External Relations, Ministry of Education.
- *Rwanda* – Dr. Erasme Rwanamiza, Director-General of Education, Ministry of Education.
- *Swaziland* – Mr. Peterson Dlamini, Chief Inspector, Teacher Education, Ministry of Education.

### **4.3 Honorary COL Chairs**

Professor Chandra Gunawardena has been named as the COL Honorary Chair at the Open University of Sri Lanka. This is the fourth COL Chair, the other three being in Malawi, Nigeria and Tanzania in collaboration with UNESCO.

### **4.4 Honorary COL Advisors**

The British Council and the Royal Commonwealth Society, London invited COL to a meeting on *English for Development* during our January 'no-travel' period. We invited Mr. Rod Tyrer, our former colleague and now COL's Honorary Advisor in the UK, to represent us at this meeting. He has since submitted a very interesting report on next steps and further action.

The Honorary COL Advisors page on our website can be found at [www.col.org/advisors](http://www.col.org/advisors) .

#### **4.5 Congratulatory Letters**

Congratulatory letters were sent to: Dominica (President, Minister of Education); The Gambia (Minister of Higher Education); Mozambique (Prime Minister, Minister of Education); Namibia (President, Prime Minister, Minister of Education, Minister of Foreign Affairs); Pakistan (Prime Minister's Advisor on Education); Rwanda (President, Minister of Education, Minister of Foreign Affairs); St. Kitts & Nevis (Prime Minister, Deputy Prime Minister and Minister of Foreign Affairs, Minister of Education); High Commissioners to Canada from Jamaica, Maldives and New Zealand; and Vice-Chancellors of Allama Iqbal Open University, Pakistan, Wawasan Open University, Malaysia and Massey University, New Zealand.

### **5. Finances**

#### **5.1 Revenues**

COL has received a total of \$5.35 million in voluntary contributions from Commonwealth member governments since the beginning of the financial year starting July 1, 2009. This represents 65% of the annual funding forecast from member governments for this fiscal year. A Grant Agreement was signed on March 26, 2010 with The Government of Canada confirming support to COL over the life of COL's Three-Year Plan for 2009-2012 at a level of \$2.6 million annually. This is a much welcomed development with the current year's contribution expected very soon. In the previous quarter, the UK government confirmed its funding for the same period.

Contributions in the following sums were received from member governments in the third quarter: Bangladesh – \$31,704; Namibia – \$40,500; Nauru – \$5,214; and St. Lucia – \$19,504. St. Lucia had submitted its payment for 2008-2009 in the second quarter of this year.

Contributions earmarked for the 2010-2011 year were received as follows: Belize – USD30,000; Guyana – USD15,000; and Seychelles – USD16,500. These contributions will be shown as deferred revenue until recognised in the next financial year.

Additional contributions – grants (and special projects) and fee-for-service contracts – continue to form an integral part of the financing of the budget for 2009-2010. The target of at least 20% of COL's overall revenues to be received from this source is achievable.

##### *5.1.1 Grants and special projects*

Work is ongoing under three major grants with no change in the revenue to be realised from what was reported in my second quarter report. These were: from the

Commonwealth Fund for Technical Co-operation (CFTC) for VUSSC (£300,000 received for the fourth year of a four-year grant); from UNICEF for Mainstreaming Child Friendly School Models (\$700,000 in 2009-2010) and from The William and Flora Hewlett Foundation for work with Open Educational Resources and Learning4Content (\$450,000 in 2009-2010).

### *5.1.2 Fee-for-service contracts*

COL entered into a number of new agreements this quarter with international development agencies (as mentioned earlier) which will provide an additional \$245,000 in revenue from eLearning services. Once received, this will bring the total to over \$600,000 for the year. Full cost recovery was achieved in 2008-2009 with a surplus of about \$20,000 generated. We are aiming for a similar or greater surplus this year but the reality of a strong Canadian dollar reaching close to par with the US dollar is making it difficult. We are reviewing our costing models for the delivery of these services where revenues are denominated mainly in US Dollars to determine how we can achieve full cost recovery under these conditions.

## **5.2 Cash Flow**

COL's cash position continues to remain very positive with a steady stream of funding received to date enabling COL to maintain planned activity levels. COL began the new fiscal year on July 1, 2009 with cash of \$10.5 million, before commitments and liabilities, with current levels of cash decreasing to about \$10 million. Of this amount, \$1.7 million is restricted in accordance with the cash reserve policy to protect against any possible shortfalls in expected revenues; about \$3 million is to be on hand each year to meet approximately four months of activity until revenues materialise; \$2.8 million is needed to meet current liabilities; and the balance for expenditures in the fourth quarter.

The cash reserve deposit was recently re-invested for another one-year term but interest rates remain very low.

We continue to monitor the health of the banks that we use and limit our exposure to foreign currencies while making prudent financial decisions about the use of COL's resources.

## **5.3 Expenditures**

Using July 2009 through February 2010 figures (the March data is not yet finalised), we estimate that approximately \$7.5 million or 67% of the \$11.2 million budget will have been spent or committed to meet programme and organisational management activities, staffing and office, site & IT costs at the end of the third quarter. The budget for 2009-2010 includes \$2.15 million of programme expenditures related to additional contributions.

## **6. Human Resources**

### **6.1 Staff Changes**

#### *6.1.1 Arrivals*

Ms. Denise Tremblay joined COL in January 2010 as Designer & Production Coordinator.

#### *6.1.2 Recruitment*

The recruitment process for the Director, Technology and Knowledge Management position which will become vacant under the rotation policy at the end of June 2010 is in-progress.

## **7 Information Technology & Knowledge Management**

During the past quarter, we have completed the migration to a virtual server infrastructure which enables the creation of servers as needed without having to purchase new hardware. Various consolidations of applications are now ongoing to improve the stability of all IT services.

The second phase of the Knowledge Management system that is being re-developed is now reaching completion and it will in future include log frame data as well as the event report data that is already being recorded. The migration of the recently upgraded accounting system used by COL to the virtual server infrastructure is underway.

COL's Information Resource Centre ([www.col.org/irc](http://www.col.org/irc)) has begun capturing detailed country-level education-related policy documents and data that will be posted on COL's website. This will complement the already detailed search facilities on ODL/Learning for Development and OERs.

Board members will recall that at each Board meeting, we provide a binder for circulation that contains copies of various instances when COL appears in the media or in blogs. Our Information Resource Centre Manager now keeps a running online tabulation of these (from July 2007), available at: [www.diigo.com/list/amymonaghan/commonwealth-of-learning-news](http://www.diigo.com/list/amymonaghan/commonwealth-of-learning-news).

## **8. Sixth Pan-Commonwealth Forum on Open Learning (PCF6)**

PCF6 will be held from 24 to 28 November 2010 at Le Méridien Cochin Resort & Convention Centre, Kochi, Kerala, India.

Over 450 abstracts have now been received by our Indira Gandhi National Open University (INGOU) partners and the process of reviewing them has begun. We continue to work on logistical arrangements and funding for sponsored delegates. The U.K. Open University and UNESCO have now confirmed participation and others are close ([www.col.org/pcf6](http://www.col.org/pcf6)).

## **9. Visitors to COL**

As noted above, a team from the Rural Agricultural Development Authority, Ministry of Agriculture, Jamaica visited COL in March to discuss the launching of the L3F initiative in Jamaica: Mr. Hartnell Campbell and Mr. Phillip Chung.

We were also pleased to be able to organise staff seminars conducted by two visiting experts this quarter: Professor Stephen Dinham, Research Director - Teaching, Learning and Leadership, Australian Council for Educational Research (ACER) and Mr. David Porter, Executive Director, BCcampus, Canada.

On March 26, we received a 12-member delegation from the China Youth Centre for International Development that was touring Canada. Most members of the delegation were from the Beijing Radio and TV University (now renamed the Beijing Open University) and showed a lively interest in COL's work.

## **10. Publications/Resources**

*Connections/EdTech News*, February 2010, Vol. 15, No. 1  
([www.col.org/connections](http://www.col.org/connections)).

*Copyright and Open Educational Resources*, prepared by Mr. Achal Prabhala for COL ([www.col.org/OpenSchooling](http://www.col.org/OpenSchooling)).

A new COL blog has been started with contributions from senior staff ([www.col.org/blog](http://www.col.org/blog)).

Several new short video presentations by senior COL staff are now available on COL's website ([www.col.org/videos](http://www.col.org/videos) and elsewhere as appropriate).

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

*Sir John Daniel  
President & Chief Executive Officer  
March 31, 2010*