

## **Commonwealth Secretariat Board of Governors**

**April 15, 2019**

### **Report of the Commonwealth of Learning (COL)**

#### **Background**

1. Created by Commonwealth Heads of Government in 1987, COL is the world's only intergovernmental organisation with a mandate to promote and develop open, distance and technology-enabled learning in support of development.
2. COL's mission is to help governments expand the scale, efficiency and quality of learning by using open and distance learning (ODL) and appropriate technologies. It assists governmental, non-governmental and community partners in developing policy, building capacity, refining models, creating materials and nurturing collaborative networks.
3. "Learning for Sustainable Development" is the title of the Strategic Plan 2015-2021 which began in July 2015. COL believes that learning is the key to sustainable development. Learning must lead to opportunities for economic growth, social inclusion and environmental conservation.
4. COL's strategic goals are:
  - a. human resource development in the Commonwealth;
  - b. harnessing ODL/Open Educational Resources (OER) and technology to promote equitable access to learning for sustainable development; and
  - c. promoting Commonwealth cooperation.
5. COL's priorities are:
  - a. development and promotion of OER; and
  - b. education and training for women and girls.
6. Over the course of six years, COL aims to improve the capacity of 470 organisations to leverage technology for education and training, increase quality learning opportunities for 1.4 million people mostly from marginalised communities, and strengthen the sustainable livelihoods of 300,000 people. COL believes that these activities will become reference points for governments and institutions to strengthen learning for sustainable development. As a small and specialised intergovernmental agency, partnerships underpin all of COL's work. COL promotes cooperation and collaboration

among Member States, Commonwealth bodies, multilateral organisations, educational institutions, civil society, and the private sector.

7. Four years into the strategic plan, we hope to exceed the targets identified above. As of April 15, 2019, COL has reached over 660,000 learners. It has helped to substantially build the capacity of 270 partner organisations. Evidence shows that COL's interventions have helped over 180,000 Commonwealth citizens improve their livelihoods.

### Reporting to Governments

8. In addition to annual reporting to the Commonwealth Secretariat Board of Governors and its own Board, COL presents its strategic plan, along with individual country reports, to Commonwealth education ministers when they meet triennially.
9. "COL in the Commonwealth," a compendium of individual Country Reports, is published at the end of each triennium and was presented to Education Ministers at the 20<sup>th</sup> Conference of Commonwealth Education Ministers (20CCEM) in Fiji.
10. COL has a network of Focal Points, nominated by Education Ministers, in each Member State and keeps them apprised of its work on an ongoing basis.
11. COL participates in Commonwealth Heads of Government Meetings (CHOGM) and presents its progress report to Foreign Ministers. During the 25<sup>th</sup> CHOGM in London in April 2018, COL highlighted at various forums the paradigm shifts required to secure 'our common future'.

### Six-Year Plan 2015-2021

12. The Strategic Plan is titled "Learning for Sustainable Development." COL is committed to realising its vision of seeing the achievement of human development goals through universal access to learning.
13. COL's mission is translated into a comprehensive Logic Model that specifies the outcomes and impacts COL aims to achieve through its activities. These activities are divided into two programme sectors – Education and Skills, with gender as a cross-cutting theme. Success is measured against a set of clearly identified performance indicators.

The Education sector has five initiatives: Open/Innovative Schooling (OIS), Teacher Education, Higher Education, the Virtual University for Small States of the Commonwealth (VUSSC), and GIRLS Inspire.

The Skills sector works in both formal and non-formal learning. The four initiatives in this sector are: Technical and Vocational Skills Development (TVSD), Lifelong Learning for Farmers (L3F), and Technology-enabled Learning (TeL). Gender is a

crosscutting initiative which supports all COL programmes, as well as implements standalone projects.

14. The **Education** sector initiatives are as follows:

**Open/Innovative Schooling (OIS):** Due to progress made in achieving universal primary education, secondary schools are now unable to absorb the surge of pupils completing primary schooling. Open/Innovative schooling is increasingly recognised as a viable solution to the growing demand for equitable access to secondary education, especially for girls and marginalised groups, particularly in remote locations. Governments are seeking to redefine the way secondary education addresses societal needs by diversifying the curriculum. This means making technical and vocational programmes available alongside academic offerings – something that open schools are well positioned to do. In the current Six-Year Plan, the main focus is on girls' education ([www.col.org/OpenSchooling](http://www.col.org/OpenSchooling)). OIS currently works in **Bangladesh, Belize, India, Malawi, Mozambique, Trinidad and Tobago, Vanuatu and Zambia.**

**Teacher Education:** One of the targets of SDG4 seeks to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.” Governments and the education sector seek to increase teacher supply and improve teacher quality. COL’s Teacher Education initiative has focused on school-based, in-service training models, which can cut costs and achieve scale. It has emphasised the integration of Information and Communication Technology (ICT) and OER in teacher training to improve the quality of teaching ([www.col.org/TeacherEducation](http://www.col.org/TeacherEducation)). COL is working with institutions in **The Gambia, Kenya, Kiribati, Nigeria, Sierra Leone, South Africa and Sri Lanka.**

**Higher Education:** COL continues to support policy makers, institutions and leaders in higher education to harness the potential of ODL and technology and enable them to cope with the increasing demand for quality higher education, rising costs and diminishing public funding. COL has developed action plans aligned to the priorities of specific countries to increase access to quality higher education and forges partnerships with international and regional organisations to leverage its impact ([www.col.org/HigherEducation](http://www.col.org/HigherEducation)). Institutions in **Botswana, Eswatini, Ghana, Guyana, Jamaica, Lesotho, Malawi, Mauritius, Namibia, Nigeria, Pakistan, Sri Lanka, Uganda and Zambia** partnered with COL in this initiative.

**The Virtual University for Small States of the Commonwealth (VUSSC):** Strengthening and improving the quality and scope of existing tertiary institutions is a key priority for small states. The VUSSC partnership represents 30 small states of the Commonwealth dedicated to expanding access to tertiary education. In the past few years, VUSSC has connected institutions through online technologies to promote eLearning and the sharing of educational resources using collaborative and multi-institutional partnerships. COL’s emphasis is now on the delivery of VUSSC courses and programmes and in promoting the use of the Transnational Qualifications Framework (TQF) ([www.col.org/VUSSC](http://www.col.org/VUSSC)). VUSSC is active in

17 small countries across Africa (**Botswana, Lesotho, Mauritius, Namibia, Seychelles**); the Caribbean (**Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Trinidad and Tobago**); and the Pacific (**Fiji, Samoa, Solomon Islands**).

**GIRLS Inspire:** This project aims to provide schooling and skills development to some of the hardest-to-reach girls in the Commonwealth. Research shows that education lowers the probability of early marriage for girls. COL is working in **Bangladesh, India, Mozambique, Pakistan, Sri Lanka** and **Tanzania** to provide education and training to 45,000 girls to equip them for employment and entrepreneurship. This project is supported by Global Affairs Canada and the Department of Foreign Affairs and Trade, Australia.

15. The **Skills** sector initiatives are as follows:

**Technical and Vocational Skills Development (TVSD):** COL has demonstrated that using ODL and learning technologies can increase access to quality technical and vocational skills development equitably. The role of TVSD in creating a skilled workforce of lifelong learners for the informal and formal economies is constantly challenged by urban-rural and gender divides that exclude large numbers of learners from skills training systems. COL is working with institutional partners and governments in **Bangladesh, Barbados, Fiji, Ghana, Grenada, India, Jamaica, Kenya, Mozambique, Nigeria, Papua New Guinea, St. Lucia, St. Vincent and the Grenadines, Samoa, Sri Lanka, Tanzania, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu** and **Zambia** to create contextualised, high-quality flexible and blended learning approaches to scale up skills development ([www.col.org/TVSD](http://www.col.org/TVSD)).

**Lifelong Learning for Farmers (L3F):** COL's L3F programme helps rural communities find appropriate technology-based solutions to improve their livelihoods. L3F empowers vulnerable rural women and their families to gain knowledge, create their own self-directed learning process, organise themselves to solve the challenges of food security and improve their living conditions. Under the L3F model, COL is a catalyst in bringing together institutions, civil society and the private sector to build the capacity of communities through gender-sensitive learning ([www.col.org/L3F](http://www.col.org/L3F)). Ten countries, **Antigua and Barbuda, Ghana, India, Jamaica, Kenya, Sri Lanka, Tanzania, Tonga, Uganda** and **Zambia** have adopted the L3F approach.

**Technology-enabled Learning (TeL):** This initiative aims to encourage more governments and institutions to integrate technology-enabled learning and OER policies and practices to improve teaching and learning for skills development. COL believes that for technology to have a transformative effect in teaching and learning, a focus on policy-technology-capacity is needed and practice must be based on research evidence (<http://www.col.org/programmes/technology-enabled-learning>). This initiative is being implemented in **Antigua and Barbuda, Bangladesh, Belize, Fiji, India, Kenya, Malaysia, Malta, Mauritius, Nigeria, Pakistan, Papua New Guinea, Samoa, South Africa, Sri Lanka, St. Lucia, St. Vincent & the Grenadines, Tanzania, Uganda** and **Zambia**.

**Gender:** Gender is the cross-cutting theme that underpins and complements all initiatives. COL recognises that the advancement of the goals of gender equality and women’s empowerment is central to its agenda of learning for sustainable development. As a cross-cutting theme, gender equality requires that both women’s and men’s views, interests and needs shape its programmes. Gender mainstreaming is an organisational strategy for COL. A gender equality perspective is taken at all stages of the programme cycle – planning, implementation, monitoring and evaluation – to ensure that the initiatives offer equal opportunities, benefits and participation to girls/women and boys/men. COL has a Gender Policy, a Gender Action Plan and its website provides links to resources and research on gender and ODL and ICT ([www.col.org/Gender](http://www.col.org/Gender)). Projects are being implemented in **Bangladesh, Botswana, India, Malawi, Solomon Islands, Sri Lanka, and Trinidad and Tobago.**

16. Recognising that the Commonwealth has diverse and geographically dispersed populations, COL has established regional centers to support capacity building in the field. Through an agreement signed with the Government of **India**, COL established a regional office, the Commonwealth Educational Media Centre for Asia (CEMCA) in New Delhi. CEMCA works in Bangladesh, India, Malaysia, Pakistan and Sri Lanka. In Africa, COL supports the Research and Training Institute for Distance and Open Learning (RETRIDOL) hosted by the National Open University of **Nigeria** (NOUN) and the Southern African Development Community Centre for Distance Education (SADC-CDE) located in the **Botswana** College of Open and Distance Learning (BOCODOL). COL-supported centres include the Pacific Centre for Flexible and Open Learning for Development (PACFOLD) at the University of the South Pacific (USP), **Fiji**, and the Commonwealth Centre for Connected Learning (CCCL) at the Ministry of Education and Employment, **Malta**.
17. To adapt its programme to fit the unique needs of each country, COL develops individual Country Action Plans after extensive consultations with Focal Points and partner institutions. These are monitored and updated regularly ([www.col.org/FocalPoints](http://www.col.org/FocalPoints)).
18. COL adds strength to its professional network by working with a group of eminent education and development professionals from across the Commonwealth. COL-UNESCO Chairs have been appointed to work in specific research areas related to ODL and OER (<https://www.col.org/about/honorary-col-chairs>).
19. COL is results-oriented and constantly strives to achieve ‘value for money’. Ongoing monitoring and evaluation are key components of COL’s Results-Based Management practice. COL’s ‘Theory of Change’ model helps to define its roadmap to achieve its goals. A Risk Management Matrix is reviewed regularly by COL’s senior management and Executive and Audit Committees, and annually by its Board of Governors.

## Examples of COL's work

20. Some examples of COL's work at the Pan-Commonwealth level and in the four regions are presented as follows:

### *Pan-Commonwealth*

21. Four regional meetings of Focal Points were organised this year. The first meeting was organised for Pacific Focal Points in **Fiji**, ahead of the 20<sup>th</sup> Conference of Commonwealth Education Ministers. The second meeting for the Caribbean region was held in partnership with the Ministry of Education, Youth and Information, **Jamaica**. The Focal Points meeting for Africa and the Mediterranean was organised in collaboration with the Ministry of Tertiary Education, Research, Science and Technology, **Botswana** and the Botswana Open University (BOU). The Asian Focal Points meeting held in December in **India** became a Commonwealth-wide event with participation of Focal Points from **Fiji, Nigeria, South Africa, Trinidad & Tobago** and **Tuvalu**, since they had been unable to attend the meetings in their own regions.
22. Policy development and capacity building in technology-enabled learning (TEL) in three institutions led to the offering of 50 new courses accessed by more than 2,714 students.
23. The L3F initiative has contributed to the improved livelihoods of more than 100,000 people (more than 60% female) in 10 countries across the Commonwealth. In both **Africa** and **Asia** partners are moving toward macro-level expansion through engagement and partnership with governments and national banks.
24. Ministries of Education in **Belize, Mozambique, Vanuatu** and **Zambia** are continuing the integration of an open/innovative schooling (OIS) model into mainstream schools. **Malawi's** Ministry of Education, Science and Technology has agreed to implement the OIS model. The Ministry of Education, **Trinidad & Tobago**, a long-standing partner in open schooling, has also signed an agreement to scale up the model to increase access to quality secondary education. Activities this year included learning resource development, learning management system implementation and capacity building. More than 5,000 eLearning resources were developed to enrich existing secondary school curriculum.
25. COL's GIRLS Inspire model is being implemented in **Bangladesh, India, Mozambique, Pakistan, Sri Lanka** and **Tanzania** to provide education and training to 92,000 girls to equip them for employment and entrepreneurship. This project is supported by Global Affairs Canada and the Department of Foreign Affairs and Trade, Australia. To date 55,634 women and girls have been trained. This has resulted in

11,188 girls accessing income generating opportunities and has contributed to the prevention of 1,181 child marriages. **Sri Lanka** recently joined the project.

26. The school-based teacher development model ‘Teacher Futures’ is under way in **Kenya, Kiribati, The Gambia, Sierra Leone, South Africa** and **Sri Lanka**. The programme supports collaborative learning and interaction among teachers and teacher educators through both local and Commonwealth-wide communities of practice.
27. The Commonwealth Digital Education Leadership Training in Action (C-DELTA) platform now has 2,558 registered users from 32 countries of which 1,065 have successfully completed the course.
28. The Open Educational Resources online platform (LearnOER), launched in August 2018, has 3,890 registered users of which 1,344 have successfully completed the course.
29. The Bachelor of Youth Development Work (YDW) is an online programme made available through a partnership among The Commonwealth Secretariat, COL and The University of the West Indies. To date, 14 institutions have formally committed to offering the degree.

### *Africa*

30. In **Nigeria**, COL supported The National Teachers’ Institute, Kaduna to develop and launch the Advanced Diploma in Environmental Education, also known as ‘Green Teacher Nigeria’ which focuses on teacher and learner empowerment in environmental conservation.
31. COL’s partners, Makerere University and Agricultural Innovation Brokerage Association in **Uganda** expanded the mobile learning platform *m-Omulimisa*, enabling more than 20,000 participants across six districts to access quality learning resources in agriculture at no cost.
32. In **South Africa**, COL is facilitating a regional quality assurance Community of Practice (CoP) for Open and Distance Learning. Quality guidelines developed by the CoP have been implemented by institutions from seven countries in the Southern African region.
33. The Open University of **Mauritius** (OUM) is implementing COL’s Integrated Higher Education Model. COL supported the development of the academic workload model for the University and conducted an employability readiness assessment. A strategic framework for integrating employability in programmes was developed and used to revise an existing programme with input from industry.

34. In the implementation of the Open/Innovative Schooling model in **Zambia**, content development has proceeded rapidly with 2,779 new learning resources created this year.
35. With COL support, the University of **Namibia** developed and launched online Bachelor of Law courses, and more than 200 learners are now enrolled.

### *Asia*

36. COL facilitated a dialogue between L3F participants, Farmers Producer Organisations and financial institutions at a conference in **India**, attended by over 3,500 participants (more than 60% of whom were women). Strategies for scaling-up L3F were discussed with key institutions such as National Bank for Agriculture and Rural Development, Pandyan Grama Bank and the Small Farmers Agribusiness Consortium.
37. Hands-on workshops to train master trainers in mobile application development were conducted in **Bangladesh**, in collaboration with the Centre for Mass Education in Science and the Women's Development Centre in Sri Lanka. The master trainers will support COL's GIRLS Inspire project to train underprivileged and marginalised girls.
38. Facilitated by COL, the south-south collaboration between institutions in **Bangladesh** and **India** resulted in a robust quality assurance system for the Bangladesh Open University (BOU). The National Institute of Open Schooling (NIOS), India led the quality audit and peer review process at the BOU Open School.
39. COL supported the Universiti Malaysia Sabah (UMS), Kota Kinabalu, **Malaysia** to implement technology-enabled learning (TEL). Twenty blended courses were developed and are being offered by UMS.
40. Three MOOCs in agriculture, of which one was a new prototype using audio-only content meant for practising farmers, were offered. These courses reached 7,864 individuals of whom 2,069 received certificates. Blockchain technology was used to offer certificates to eligible learners.
41. Bedari, a COL partner, used its networks in **Pakistan** to create support among parliamentarians and decision makers to amend the Child Marriage Bill and raise the age of marriage from 16 to 18 years. More than 435,527 community members participated in 941 community events to raise awareness about the negative impact of child, early and forced marriage (CEFM).
42. In partnership with Tata Institute of Social Sciences, CEMCA has trained 1,046 marginalised youth from the slums of Delhi, **India**. Of these, 365 youth have successfully transitioned to formal vocational training



43. The Open University of **Sri Lanka** launched and is scaling up the Commonwealth Digital Education Leadership Training in Action (C-DELTA) course throughout Sri Lanka. To date, teachers from 21 schools across the country have introduced C-DELTA to their students.
44. COL assisted the Dhaka Ahsania Mission, **Bangladesh** to integrate gender mainstreaming. In addition, workshops were conducted at the organisation to build capacity in OER.
45. CEMCA supported University of Hyderabad and Osmania University in **India** to offer a Massive Open Online Course (MOOC) on 'Life Skills for Engineers' in which over 5,000 participants registered. The use of the MOOC-mobile interface and blockchain certification are COL-led innovations.

### ***Caribbean***

46. COL organised a stakeholder consultation in **Dominica** to identify a roadmap for building resilience in education. Arising from the consultation, COL is partnering with the Ministry of Education & Human Resource Management to support Dominica in strengthening resilience through two projects: 'Strengthening Resilience through Public Education' and 'Building Education Sector Capacity to Withstand Disaster'.
47. In **Antigua & Barbuda**, the Ministry of Agriculture, Lands, Fisheries and Barbuda Affairs, and the Ministry of Social Transformation and Human Resource Development are actively implementing L3F. Hotels, agriculture value chains and supermarkets in Antigua are partnering with the Ministry of Agriculture to promote L3F. Under this partnership, businesses support the agricultural activities of L3F farmers, and the farmers in turn sell their products through a buy-back arrangement.
48. In **Trinidad and Tobago**, COL partnered with Caribbean Fisheries Training and Development Institute to implement the holistic institutional gender mainstreaming model. A series of gender sensitisation workshops have taken place and an agreement has been signed to undertake the Gender Scorecard exercise and develop an Institutional Gender Roadmap.
49. COL is assisting The University of the West Indies Open Campus to design, develop, pilot and implement the 'Zero to Hero' programme, a competency-based curriculum for online, blended and/or mobile delivery in the field of digital entrepreneurship suitable for school leavers and unemployed youth in the **Caribbean**.
50. With COL support, **Trinidad and Tobago, Barbados and Grenada** co-developed online assessor and verifier training for the Caribbean. A pilot group have completed the assessor training, the first cohort has been enrolled, and other Caribbean countries have now started training their assessors using the course.

## *Pacific*

51. A significant development this year was the announcement made by the Prime Minister of New Zealand at the Pacific Islands Forum in Nauru. Announcing a substantial package for education, the Prime Minister said, ‘We are pleased to be able to draw on the considerable expertise of the University of the South Pacific and the Commonwealth of Learning to increase access to high quality secondary and tertiary education in the **Pacific.**’
52. COL continued to support **Fiji** National University (FNU) in technology-enabled learning (TEL) implementation, and the development of blended courses. FNU is developing the Community of Practice for TEL to provide space for all institutions throughout the Commonwealth to collaborate, learn from and interact with each other.
53. COL is supporting **Papua New Guinea’s** Department of Higher Education, Research, Science and Technology in building their staff’s skills in project management.
54. Seventeen COL-sponsored students from the **Pacific** graduated from the 2018 Legislative Drafting Programme through the Fiji campus of the University of the South Pacific and an additional 19 have enrolled. A survey of past COL-sponsored Legislative Drafting graduates showed a positive impact of the programme on the employment and income of the respondents.
55. COL launched the Social Safety Net programme in the Pacific, starting in the **Solomon Islands**. Consultations were held with the ministries of Health and Medical Services; Women, Youth, Children and Family Affairs; Development Planning and Aid Coordination and 19 civil society organisations to develop the project implementation plan. This was followed by a workshop on Social Protection Literacy for stakeholders. The objective is to empower women for the prevention of domestic violence.
56. As part of the ongoing school-based teacher development (SBTD) model in **Kiribati**, a 4-credit ‘Teaching Essentials’ course was developed and integrated as a requisite course for the national teacher qualification programme.
57. COL partner **Tonga** Business Enterprise Centre (TBEC) trained 300 participants through the L3F model in financial literacy, enterprise development, agriculture disaster preparedness and climate smart agriculture. The Food and Agriculture Organization (FAO) is using TBEC’s L3F financial literacy resources in its relief and rehabilitation programme.

## Knowledge Management

58. COL is recognised as one of the foremost sources of knowledge on open, distance and technology-enabled learning. A wide range of start-up guides, quality assurance toolkits,

research reports and other resources were developed which are freely available on COL's website (<https://www.col.org/resources>).

59. The *Journal of Learning for Development* (JL4D) is an open online scholarly journal which provides a forum for practitioners and academics working in education and international development to share knowledge and experience. This financial year, the journal averaged more than 425 downloads a day ([www.jl4d.org](http://www.jl4d.org)). The Journal is indexed in several online sources including ERIC, BASE Search Engine, WorldCat, and Directory of Open Access Journals.
60. As a key player in the fast-evolving field of knowledge management, COL continues to develop its internal systems to organise information of its own work and to support partners. COL has an advanced intranet service that supports e-Logframes for Results Based Management (RBM) while enabling access to a large repository of professional reports and publications. COL's institutional repository (<http://oasis.col.org>) contains every COL publication from the past 20 years.
61. COL is a leader in advocating creative commons (CC) content licenses through OER and Open Access. The OER repositories and directory services that COL offers to partners and the public are being enhanced to take advantage of the latest technologies and tagging methods. The Directory of Open Educational Resources (DOER. <http://doer.col.org>) is a widely acknowledged repository of free resources in the Commonwealth in higher education, teacher training, secondary schooling and skills development. The top providers of materials for this site are **India, the United Kingdom and Australia**.
62. COL is present in many forums that explore the leading edge of new media. COL's formal communications media such as its website and newsletter, *Connections*, are supported by other electronic communications such as broadcast messaging, Facebook, Twitter, videos and blogs.

### Funding

63. COL's core budget comes from voluntary contributions of Commonwealth Member States.
64. COL's financial strategy is based primarily on two sources of revenue. Voluntary contributions from approximately 45 Commonwealth Member States provide the resources for over 80% of the annual budget. While the seven largest major donors are **Australia, Canada, India, New Zealand, Nigeria, South Africa and the United Kingdom**, COL appreciates the financial support that it receives from all contributing Commonwealth countries. Additional contributions from grants and fee-for-service work accounts for close to 17% of total revenues. On the expenditure side, a minimum of 87% of the budget is directed to the programme and the balance to organisational management and governance.

65. As of the middle of April, **34 countries** have contributed this fiscal year, which ends on June 30, 2019. In the previous fiscal year, COL received financial contributions from a record number of 48 countries.

### Conclusion

66. COL is a small but well-respected organisation. It continues to: i) be responsive and relevant to the needs of Member States; ii) be results-oriented and demonstrate value for money; and iii) leverage partnerships to achieve a high impact. COL has completed the fourth year of the current Six-Year Plan and will focus on supporting Member States in their ongoing efforts to ‘ensure inclusive and equitable quality education and lifelong learning opportunities for all’ (SDG 4).

### Further Information

Web: [www.col.org](http://www.col.org).

Twitter: [@COL4D](https://twitter.com/COL4D).

Facebook: <https://www.facebook.com/COL4D/>.

Blog: [www.col.org/blog](http://www.col.org/blog).

Videos: [www.col.org/videos](http://www.col.org/videos).

Six-Year Plan 2015-2021 (Learning for Sustainable Development) and Logic Model: <http://hdl.handle.net/11599/826>.

Board of Governors: [www.col.org/board](http://www.col.org/board) /Staff: [www.col.org/staff](http://www.col.org/staff).

President’s Quarterly Progress Reports to the Board: <http://hdl.handle.net/11599/2337>.

Publications: <https://www.col.org/resources>.

Speeches and presentations: <https://www.col.org/news/speeches-and-presentations>.

April 15, 2019