



# **REGIONAL FOCAL POINTS MEETING (PACIFIC)**

**November 1 – 3, 2011  
Auckland, New Zealand**

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## ***Introduction and Inauguration:***

A *pōwhiri* or traditional Māori ceremony was held in the morning of the first day in the Manukau Institute of Technology (MIT) *marae* (a communal or sacred place which serves religious and social purposes in Polynesian societies) to welcome visitors to Auckland and New Zealand and to launch the workshop.

Many educational institutions in New Zealand have built *marae* for the institution's student, faculty and staff community and for the teaching of Māori culture. The MIT *marae* building is exceptionally beautiful. Its architecture reflects the Maori concept that the *marae* building is an actual ancestor – with a head (building front), eyes (doors and windows), spine and ribs (beams), etc. – and features striking and technically remarkable carvings and design work.

The ceremony in the *marae* was followed by tea and the commencement of the workshop at the Manukau Institute of Technology (MIT).

Welcome addresses were given by:

- H.E. Burchell Whiteman, COL Chair, who spoke of a longstanding desire to visit New Zealand and his pleasure at being a part of the meeting. He shared the news that Australia had rejoined COL as a funding partner, an announcement made by The Honourable Kevin Rudd, Minister for Foreign Affairs, at the Commonwealth Heads of Government (CHOGM) meeting, held in Perth, October 28-30, 2011. He highlighted the importance of consultation among COL staff and country Focal Points in reviewing and planning COL's programme.
- Dr. Linda Sissons, Chief Executive of Wellington Institute of Technology and member of COL's Board of Governors (representing New Zealand), stressed New Zealand's role as a Pacific nation and her satisfaction and pride to host the Pacific Focal Points meeting. Dr Sissons regretted the absence of representatives of New Zealand Aid, but noted that there had been meetings between COL and New Zealand Aid on the sidelines of CHOGM. She thanked COL for its support and generosity in organising the meeting.
- Dr. Caroline Seelig, welcomed people on behalf of the Open Polytechnic of New Zealand, the institution of which she is the Chief Executive. Dr. Seelig is also a Honourary COL Advisor.



## Purpose of the meeting

Professor Asha Kanwar gave regrets from Sir John Daniel, COL's President, who could not attend the Pacific Focal Points meeting due to his involvement in the launch of the Open Educational Resources Guidelines for Higher Education, a joint effort by COL and UNESCO.

Professor Kanwar set the scene for the meeting by introducing its aims:

- Consultation between and among Pacific member country representatives and COL staff concerning challenges and priorities at the national and regional levels
- Review of COL's mission and its work in the current Three Year Plan 2009-2012
- Inputs to COL's planning for the coming Three Year Plan 2012-2015



## Participant introductions

As the facilitators phrased it at the start of the time set aside for introductions: *The strength of this meeting is how we work together, both in the coming three days of the workshop and, perhaps more importantly, through into future months and years in order to ensure alignment to country priorities and collaboration to achieve country action plans.*

The Education Specialists, Mrs. Frances Ferreira and Mr. Ian Pringle, facilitated the session on introductions. The group was divided into pairs with five minutes for a friendly discussion with a specific task assigned:

Introduce your partner:

- Tell us their name and something about it, e.g. its origin, its meaning, etc
- Something interesting about the person
- Something interesting about their organisation

The exercise was successful in getting people to share both personal and professional information. The sharing of information about names was particularly interesting and well received.

## Adoption of Agenda

Dr. Balaji introduced the agenda which was adopted without any changes.

### ***Session 1: Introduction to COL by Professor Asha Kanwar, Vice President***

Professor Kanwar made a series of three presentations to deepen participants' understanding of COL, its background, current activities and new directions, with specific focus on:

- COL's values and mission
- Operation and function, including the role of the Focal Points

- The process of formulating COL’s Three-Year Plan, including the four regional consultations with Focal Points
- COL’s current programme, including each of the eight initiatives
- Among other points raised, Professor Kanwar highlighted the following:
  - The Focal Points Meeting provides an opportunity for COL to engage with Focal Points and *vice versa*
  - One the chief challenges for Focal Points being the coordination among different ministries and sectors given that COL’s work increasingly involves a wider cross-section of groups involved in education and training, e.g. agriculture, health, community development, women and youth, etc. Since most Focal Points are representatives of the Ministry of Education, how do we address this challenge?
  - All of the countries represented at the meeting are part of the Virtual University of the Small States of the Commonwealth. Professor Kanwar made reference to the VUSSC “bootcamps” and requested Focal Points to provide input and follow-up regarding VUSSC, in particular the need to implement VUSSC courses in participating countries at a quicker pace.

The following questions emerged after the presentations:

1. How can countries, for example such as Nauru, get more out of COL so that it has bigger impact?

Professor Kanwar: Working with partners, and linking in-country work to COL’s mission and mandate is a possible way of getting more out of COL.

2. What about the shift from higher education to general education (Nauru)?

COL started with very conventional ODL, e.g., expanding access to tertiary education. Then teacher quality became a major issue and COL responded by moving into this field. This was followed by needs for ODL in secondary education, which in turn has become a key focus with the development of COL’s work in Open Schooling.

### ***Open Educational Resources (OER)***

Given the increasing importance of Open Educational Resources (OER), for education generally and particularly for COL and its focus on open and distance learning, Professor Kanwar made a short presentation about OER, including some basic definitions, philosophy and characteristics; alongside external examples of OER and how it is changing the face of education. Examples were also given from within COL’s work, i.e., the Teacher Education in Sub-Saharan Africa (TESSA) initiative, the OER for Open Schools project and VUSSC courses. Professor Kanwar emphasised that OER presents the opportunity to “leap-frog” steps in the development of new ODL courses that can be widely shared, pointing out that at Athabasca University, faculty now need to prove that there are no available materials before developing new ones. She concluded that OER presents great new opportunities to facilitate sharing of materials and programmes, not just *North-South*, but also *South-North*.

## Discussions:

The presentation provoked lively discussions. The representative from Samoa wanted to hear more about TESSA and its success in moving beyond the supply of OER to their actual application and use. Professor Kanwar gave some background on TESSA, highlighting the fact that it is based around a consortium of African teacher training institutions, which together have been focused on building capacities to support usage.

- The issue of OER in the Pacific was well framed by participants: *The big challenge for Pacific countries is actual use of OER and materials like those developed by VUSSC*. Despite the fact that OER are available, there is a lack of systems to facilitate the adoption of OER in educational provision and accreditation and a lack of skills and knowledge among educators: What is the process for adopting OER within existing courses? Where are the policies? How do teachers and course developers access and adapt materials? What are the implications for adopting external courses, e.g., in terms of qualifications and accreditation? Focal Points sent a strong message that COL needs to be part of the dialogue among Pacific Island countries, e.g., in respect of policies, concerning teacher registration (Tonga). There is a need for capacity building workshops for staff in specific areas, e.g., related to accreditation concerning specific capabilities to adapt and assemble materials into a degree or diploma programme. Dr. Balaji made the point that OER is a new field and, at present, good models do not exist for OER adaption, nor are there suitable tools available; however this is an area of major interest for COL.
- What have been the outcomes of the OER movement? Are there any clear indicators of impact on education systems or learners? Is it transformative? What would be the relevance of this material and the “real” world of work? There was consensus that at present we are still at output level, and as yet have not observed significant improvements in quality of teaching or learning, or reduced costs. However there are indicators, e.g., the rapid growth of the OER movement, including exponential increases in the availability of materials, that OER may be transformative. There has always been a lag between adoption of new materials and results.
- The issue of ICT infrastructure was raised: as connectivity is still a major problem, e.g., in Tuvalu the internet is only fast and affordable at night. Is there capacity at COL to research specific needs and opportunities in support of countries? For example, we need this sort of course, what options are available, what materials are recommended? What about producing or even actual printing of materials, which can be a big challenge in countries like Nauru? Tuvalu has participated in all the bootcamps, and is very excited about OER, but the confidence and capacity are not yet there to enable the implementation. It also seems that the use of OER will be, at least initially, expensive. As one of COL’s key strategies is capacity building, these are the sort of actions that can be integrated into the coming programme period. There is also great benefit in supporting regional networking and more peer-based support systems, which are likely to be more effective than direct support from COL in terms of specific research or printing. That said, COL aims to be responsive to countries’ needs.

## **Session 2 Introduction to COL Programme**

- Prof. Kanwar presented COL's programme with a focus on the context and details of the proposed Three Year Plan 2012-2015

Questions and discussions: There were some discussion on Open Schooling and where different institutions, departments and projects fit. Examples were given of the Community Colleges which can provide both Open Schooling and Technical Education.

## **Session 3 Education Sector Presentation**

Mrs. Frances Ferreira presented COL's Education Sector. The presentation was divided into three sub-sessions which were followed by group discussions and feedback.

3.1 Analysis of priorities identified in Pacific in 2008 and activities addressing it

3.2 Challenges in the Education Sector in Pacific

- Group Report and discussions

3.3. Priorities in the Education Sector

- Group Report and discussions

### *3.1. Analysis of priorities identified in the Pacific in 2008 and activities addressing it*

In introducing the session a presentation was made to remind participants of the list of priorities which were identified in 2008. The following were the issues which were raised at the 2008 Focal point meeting.

- Quality Assurance
- Strong need for continued Teacher Education in most states
- Materials Development
- Capacity Building in ODL
- Curriculum Design and Development
- ICT in Education
- Policy Advice & Skills
- The importance of networking between states and between organisations to catalyse progress.
- The meeting expressed the need to focus on quantifiable indicators to measure and report on COL's progress in the next three-year plan.



As the 2008 meeting was for Asia/Pacific it was deemed necessary to present the lists reflecting country priorities. It was also important to show the follow up and action taken by COL regarding the specific priorities. In her introduction to the session, Frances referred to the Pacific 2020 initiative in which the Pacific Leaders adopted a vision for the Pacific as a region of peace, harmony, security and economic prosperity so that all its people can lead free and worthwhile lives. Frances asked the participants

to keep this in mind when they discuss the challenges and priorities for the Pacific in regards to COL's role to contribute to the realisation of Vision 2020. She also said that she agreed with the report that Patience and Perseverance is very important in realising the goals. The following is a reflection of the priorities per country and the COL activities during the 2008-2011 triennium in response to the same.

## Kiribati

### Country Priorities 2008

Capacity building in ODL through usage of DVD productions and series.



### COL Activities for the past three years

- A Study on Open Schooling was undertaken by Tereao Teingin, USP Campus Kiribati and in August 2011 an Open School established.
- Birimaka Tekanene of Kiribati completed the COL sponsored Post Graduate programme on Legislative Drafting.
- Kiribati is actively participating in the VUSSC initiative.
- 2 representatives of Kiribati will participate in the COL-UNESCO-Intel-ICT workshop later this month.

## Nauru

### Country Priorities 2008

To develop a profession of teacher – leaders

### COL Activities for the past three years

- A study on Open Schooling - Dr. Salanieta Bakalevu of School of Education, USP.
- Nauru recently joined the 34 small states of the Commonwealth, in the VUSSC initiative.
- One representative from Nauru will attend the COL-UNESCO-Intel ICT workshop later this month.

## Papua New Guinea

### Country Priorities 2008

- Curriculum Design and Development
- Student Information/Record Management System
- Learner Support
- ICT Enhanced Learning
- Quality Assurance (use of the Tool Kits)

### COL Activities for the past three years

- Commonwealth Open Schools Association (COMOSA)
- Curriculum Development
- 3 Students Legislative Drafting
- UNPG - Licence agreement with COL the CEMBA/MBA

- Research and Development, Copyright , OERs and Quality Assurance for Open Schools

- Representatives attended the VUSSC (1) TQF and Management Committee meeting in Malaysia; (2) Interlocutors meeting and Monitoring & Evaluation Training in India

## Samoa

### Country Priorities 2008

- Capacity Building
- Materials development
- Evaluation of current COL activities

### COL Activities for the past three years

- Report on Open Schooling Ms. Ruby Va'a, USP Campus Samoa
- 3 participants from the National University of Samoa attended the Curriculum Development workshop which was held in PNG.
- 2 Representatives attended the Consultative Meeting (as the first phase) of the Capacity Building Programme on Multigrade Teaching which was held in Solomon Islands. 7 students-Legislative Drafting offered by USP and sponsored by COL.
- Representatives from Samoa attended:
  - The team leaders meeting in Vancouver to prepare for the Samoa workshop.
  - The Team Leaders Bootcamp in Singapore to prepare for the Male workshop.
  - Training and materials development workshop to develop a diploma on Sustainable Agriculture for Small states which was held in Male.
  - Team leaders meeting in Singapore to prepare for Lesotho Workshop.
  - Training and Materials development workshop to develop a Bachelor Degree in Business Entrepreneurship which was held in Lesotho.
  - Representatives have signed up for the ONLINE Training course.
  - Representatives attended the (1) TQF and Management Committee meeting in Malaysia; and (2) the Interlocutors meeting and Monitoring & Evaluation Training in India.

## Solomon Islands

### Country Priorities 2008

- DLF policy development
- TVET Teacher Training and Capacity Building and ICT Training
- Curriculum development and material production
- Review and strengthen capacity of COL activities.

### COL Activities for the past three years

- Report on Open Schooling - Stanley Houma
- 5 Representatives attended the Consultative Meeting (as the first phase) of the Capacity Building Programme on Multigrade Teaching which was held in Solomon Island.
- 2 Participants from the Solomon Islands College of Higher Education attended the Curriculum Development workshop which was held in PNG.
- 12 students completed the Post Graduate on Legislative Drafting
- 2 participants from Solomon Islands signed up for the VUSSC Managing and Facilitating Online Courses programme.
- 1 Participant attended the workshop in Male.

## Tonga

### Country Priorities 2008

- Teacher Development: COL can help in providing training on expanding teacher education through combinations of ODL and classroom focus.
- Higher Education: Provide technical assistance to help develop/strengthen systems, models and materials for higher education through open universities and dual-mode operations.
- VUSSC: Continue to participate in the VUSSC activities.

### COL Activities for the past three years

- Report on Open Schooling - Sela Kakala Havea and Elizabeth Love, USP Campus Tonga. An Open School was established in Tonga in August 2011.
- 2 Students have successfully completed the Legislative programme sponsored by COL.
- Representatives from Tonga attended:
  - The team leaders meeting in Vancouver to prepare for the Samoa workshop.
  - Training workshop for developing content for the transport and logistics-in Samoa.
  - Training and materials development workshop to develop a diploma on Sustainable Agriculture for Small states which was held in Male.
  - Representative from Tonga attended the TQF Management Committee meeting in Kuala Lumpur.

## Tuvalu

Country Priorities 2008	COL Activities for the past three years
<ul style="list-style-type: none"><li>• Teacher Education</li><li>• Establishment of CTCs</li><li>• Capacity building in ODL</li><li>• Material development</li><li>• ICT in Education support</li></ul>	<ul style="list-style-type: none"><li>• Open Schooling report - David Manuella of USP Campus, Tuvalu</li><li>• 2 Students completed the legislative Drafting programme</li><li>• Representatives from Tuvalu attended:<ul style="list-style-type: none"><li>- Training workshop for developing content for the transport and logistics in Samoa.</li><li>- Training and materials development workshop to develop a diploma on Sustainable Agriculture for Small states which was held in Male.</li><li>- TQF Management Committee meeting in Malaysia; and Interlocutors meeting and Monitoring and Evaluation Training in India.</li></ul></li></ul>

## Vanuatu

Country Priorities	COL Activities for the past three years
<ul style="list-style-type: none"><li>• Workshop by COL on Instructional Design Template</li><li>• Technical Assistance by COL to consult and develop learning materials on 1) Curriculum for Basic and Secondary Education; 2) Professional Development of Teachers; 3) Gender and Development; 4) Educational Use of Mass Media and ICTs; and 5) Good Governance/Civic Education</li><li>• COL to provide training on models for the educational use of mass media and ICTs through broadcast, cable and satellite channels, community radio, village cinema, telecentres.</li><li>• Community media centres, ICT kiosks, internet, etc.</li></ul>	<ul style="list-style-type: none"><li>• Open Schooling report-Elvie Tamata (VITE) and Carol Aru, Emalus Campus, Vanuatu.</li><li>• COL has granted USP Vanuatu an extension of the licence agreement for the use of the Legislative Drafting materials until February 28, 2013.</li><li>• Representatives of Vanuatu attended the Interlocutors meeting and Monitoring and Evaluation Training in India.</li><li>• Vanuatu will participate in the COL-UNESCO-Intel-ICT workshop later this month</li></ul>

Although each Focal point receives the CAPS document which is a concise report on COL activities, they appreciated the detail provided. It was evident that some countries took more advantage of COL opportunities and that others were inspired by this. Following the country-by-country analysis, Mr. Ian Pringle presented two slides designed to help participants understand 1) COL's emphasis on the Results Chain and the "if, then" relationship between Inputs, Outputs and Outcomes/Impact at different levels; and 2) how the various results

achieved through COL's work can be depicted and seen in relation to one another to assist participants with, linking their priorities/challenges with the different layers of the tree.

### *3.2 Challenges in the Education Sector in Pacific*

After the presentation the participants were requested to write down (on post-its) as a brainstorm activity, the most important challenges which they experience in their respective countries. The post-its were put on the wall and grouped according to commonalities. In an effort to work on the most important challenges, the facilitator requested each participant to select the top challenges using a "purchasing system" (colorful stickers). Based on this, the challenges with the highest value against them were listed as the top six.

- **Teacher Educators to achieve minimum teacher qualifications and development**
- **Integrating ICT in teaching and learning**
- **Cost benefit analysis of ICT infrastructure**
- **Capacity**
- **Open Schooling**
- **Costs and ICT**

The participants were divided into two groups. The groups were tasked to discuss the challenges and decide how they want to frame the challenge within the regional context. After the group discussions the two groups reported back on the sets of three challenges. After more deliberations the participants agreed to the following challenges:

- **Teacher Educators**  
to achieve minimum teacher qualifications & development
- **Integrating ICT into Teaching and Learning**  
Monitoring and Evaluation (M&E) on eLearning/mobiles/decision maker's lack of knowledge about ICT as a tool for learning development/packaging of OER
- **Cost benefit analysis of ICT infrastructure**  
Develop and implement ICT programs in schools  
Broadband/connections cost/skills to download content were all listed as factors contributing to the cost etc.
- **Capacity**  
Building human resource capacity in-country in TVET and teacher training in ODL portable recognised qualifications/brain drain.
- **Open Schooling**  
Develop and promote relevant learning programmes as alternative pathways for out of school youths.
- **Costs and ICT**  
Develop and implement ICT programmes in schools

During the final sub session, teams used the “Challenges” to identify “Priorities” linked to the countries. Each group discussed the six priorities and provided feedback to the bigger group. After more discussion in the combined groups, the participants agreed to the following Priorities for the Education Sector.

**1. Capacity building:**

- In country training for train the teacher in TVET and teacher training
- Training of untrained teachers
- Train school leadership and management
- Training teachers to write ODL materials
- Training teachers how to assess/support students

**2. Open Schooling:**

- Training for curriculum developers
- Curriculum development of vocational and technical subjects/course
- Training of tutors in OS
- Open Schooling for out of school youth/single mothers/young couples

**3. Teacher Education**

- Up skilling of teacher educators to meet minimum requirements which is “degree”
- Teacher education through ODL
- Policy framework
- Convert F2F materials to ODL

**4. Cost & ICT**

- Develop ICT in education policy
- Develop ICT programmes for use in schools
- Train teachers in ICT
- Feasibility study
- Develop ICT curriculum
- Cost benefit analysis
- Train teachers

## 5. Integration of ICT into teaching and learning

- Training of teachers/in service training of teachers
- Enable Pacific teachers to enroll in the COL-Cert for ICT integration

### Day 2

#### **Session 4 - Livelihoods and Health Sector – Priorities**

Following a similar approach as Frances Ferreira for Education, Ian Pringle provided an overview of COL's Livelihoods and Health sector and its four initiatives, namely:

1. **Skills Development**
2. **Learning for Farming**
3. **Healthy Communities**
4. **eLearning**

One important challenge faced by the Livelihoods and Health sector, which is useful to raise at the outset, is the gap between the perception of COL as an agency working primarily in formal education and the reality that COL and ODL have equally great relevance in non-formal sectors, training and lifelong learning. For example, COL's Focal Points and their Ministries are generally part of the formal education sector, whereas a significant portion of the Livelihoods and Health sector's work is in non-formal education and learning, e.g., agriculture, health, community development, women, and youth.



#### The Livelihoods and Health Sector:

- Focuses on two top development priorities – Livelihoods and Health – allowing the sector to focus on areas of need without being prescriptive.
- Works to a large degree in non-formal education and learning with a focus on new methods of educational provision, including community-based (non-institutional) learning about topics identified by local stakeholder groups and learners themselves, often emphasising their ongoing participation in decision-making, materials development and delivery.
- Works with civil society, private sector and other non-institutional partners, e.g., educational institutes and centres; NGOs and CBO; banks and telecom companies.

Priorities identified through the 2008 consultations with Focal Points, distilled from the report, included:

1. TVET, which is more important to many small states than tertiary education.
2. Networking between organisations and states to catalyse processes and outputs.
3. There is interest in long-term faculty exchanges to encourage innovation and capacity building.
4. Peace building activities, particularly in the Pacific – some of this work should target youth.
5. Lifelong Learning for Farmers (L3F) must be further expanded to new countries.

Specific priorities identified by countries included:

- ODL methods (especially for TVET teaching/learning) for technology environments with limited infrastructure, low bandwidth, etc. (Tonga).
- Disaster mitigation based on awareness raising and learning about prevention and response (Nauru, Tonga).
- Media capacity among groups in public and civil society sectors (Kiribati, PNG, Solomon Islands, Tuvalu, Vanuatu).
- Life skills as educational areas to be covered by Community Training Centres (Tuvalu).
- eLearning training (Nauru, PNG, Solomon Islands, Tonga).
- Gender awareness (Vanuatu).

The sector had, in response, undertaken the follow key activities:

- Promoted a renewed focus on TVET, more broadly defined as Skills Development, which encompasses both formal and non-formal provision.
- COL continues to support information and experience sharing between countries in the region, through work with regional bodies like the Secretariat of the Pacific Community (SPC), including the Regional

Media Centre and the Community Education and Training Centre; Pacific Association for Technical Education and Training (PATVET), and the University of the South Pacific.

- Lifelong Learning for Farmers (L3F) was piloted in PNG.
- Healthy Communities was developed with a broad focus on community health, including issues related to peace-building, conflict resolution and youth.
- New efforts have been made in promoting ICT competencies, for TVET institutions as well as teachers.

### Challenges and priorities

Following the presentation, which covered the sector’s four initiatives by sharing achievements, plans as well as a specific representative activity, the Focal Points divided into two groups with an assignment to brainstorm 3-5 regional challenges in livelihoods and health sector, which was then followed by the task of identifying priorities for COL assistance, as well as prospective actions and stakeholders for cooperation. The results of the deliberations are shown in the table below.

Challenge	Priorities for COL Assistance	Proposed actions	Prospective stakeholders
General lack of gender awareness and inclusivity in education sectors and programmes	<ul style="list-style-type: none"> <li>• New approaches and tools for raising gender awareness and gender inclusive practices across sectors dealing with livelihoods and health education</li> <li>• Awareness building and training in gender-related skills</li> </ul>	<p>Gender is a crosscutting area of importance (relevant across all of the challenges and responses listed below).</p> <p>Additional actions include</p> <ul style="list-style-type: none"> <li>• Supporting the development of special programmes for boys education</li> <li>• Developing programmes and materials that are gender-inclusive programmes <u>rather</u> than gender-focused</li> <li>• Face-to-face &amp; ODL training for gender mainstreaming (in partnership with relevant ministries and departments within Pacific countries)</li> </ul>	<ul style="list-style-type: none"> <li>• Ministries or departments of women, youth</li> <li>• Civil society groups working with gender, women, etc.</li> <li>• Regional programmes related to gender, women’s affairs, etc.</li> </ul>
Unemployment and under-development of livelihoods, especially among youth	<ul style="list-style-type: none"> <li>• New models for delivery of TVET and non-formal livelihoods programmes, e.g. approaches that will enable institutions and organisations to innovate in the provision of learning opportunities</li> <li>• ODL materials development</li> </ul>	<ul style="list-style-type: none"> <li>• Models: <ul style="list-style-type: none"> <li>○ Introducing flexible &amp; blended approach to TVET institutions via PATVET</li> <li>○ Sharing Lifelong Learning for Farming (L3F) including results of pilot programmes</li> </ul> </li> <li>• Capacity development: <ul style="list-style-type: none"> <li>○ Piloting of new flexible TVET programmes with</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pacific Association of Technical and Vocational Education and Training (PATVET)</li> <li>• TVET institutions</li> <li>• Youth departments within different national and sub-national government</li> <li>• Development NGOs, including faith-based organisations, with</li> </ul>

	<ul style="list-style-type: none"> <li>○ Relevant TVET courses, including gender considerations</li> <li>● Capacity building – alternative ways to support youth, women, farmers, fishers, etc.</li> <li>● Research and analysis to enable gender-appropriate and -inclusive programming</li> </ul>	<p>associated training and networking</p> <ul style="list-style-type: none"> <li>○ Piloting of L3F with associated training</li> <li>● Materials development <ul style="list-style-type: none"> <li>○ Basic trade training materials as OERs</li> <li>○ Vocational literacy course including audio</li> <li>○ Localised lifelong learning materials</li> <li>○ Community Development (ODL) course with CETC</li> </ul> </li> </ul>	<p>livelihoods and education mandates</p> <ul style="list-style-type: none"> <li>● Youth associations</li> <li>● Private sector: industry associations, banks, telecom operators</li> </ul>
<p><b>Community health, including</b></p> <ul style="list-style-type: none"> <li>● Reproductive Health: unplanned pregnancies, STIs, HIV/AIDS, teenage pregnancy</li> <li>● Environmental Health: Water &amp; sanitation; Climate change</li> <li>● NCDs: Diabetes; Obesity; Hypertension</li> <li>● Continuing professional development for community health workers</li> </ul>	<ul style="list-style-type: none"> <li>● Adapting good models for primary health care/education for Pacific communities</li> <li>● Partnerships among ministries and communities and institutions</li> <li>● Communication</li> <li>● Provision/sharing of information, including teaching and learning materials</li> <li>● Link to Education for Sustainable Development programmes</li> <li>● Share experiences of learning programmes focused on women as learners, gender roles in health promotion, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Training on developing radio programmes</li> <li>● Media capacity development by ODL with national media broadcasters and education curriculum. and programme developers <ul style="list-style-type: none"> <li>○ Community learning models</li> <li>○ Programme design &amp; development</li> <li>○ Integrating mobile telephony</li> <li>○ MOODLE</li> </ul> </li> <li>● Materials development: Community learning programmes (content)</li> <li>● Training materials (including briefing sheets for specific health issues)</li> <li>● Partnership development through sharing of good practices</li> </ul>	<ul style="list-style-type: none"> <li>● Secretariat of the Pacific Community, especially the Regional Media Centre</li> <li>● Pacific Media Assistance Scheme (PACMAS)(Australia)</li> <li>● Ministries of health, community development, women, youth</li> <li>● NGOs working in health and community development</li> <li>● Pacific Online Health Learning Network (POHLN) , WHO (health workers)</li> <li>● Open Polytechnic of New Zealand (health workers)</li> </ul>
<p><b>Policy development &amp; implementation relating to TVET and non-formal learning in health and livelihoods sector</b></p> <ul style="list-style-type: none"> <li>● Poor policy linkages between sectors</li> <li>● Lack of ODL or related policies in non-education sectors, e.g. health, agriculture, community development, etc.</li> </ul> <p>Limited in-country coordination</p>	<ul style="list-style-type: none"> <li>● Technical Assistance for development of sustainable and well integrated sector framework</li> <li>● Capacity building in policy development</li> <li>● New models of delivery and coordination among stakeholders</li> <li>● Support for community-focused and community-based delivery <ul style="list-style-type: none"> <li>○ Community Development can be done through</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● In-country workshops to develop a sustainable and well integrated sector framework</li> <li>● Sharing of good practices</li> <li>● ODL training on policy development</li> <li>● ICT in Teacher Education</li> <li>● Policy support in the implementation of Teacher Development in ICT (including developing and implementing an ICT in Education policy and implementation plan, training mentors to implement the CCTI)</li> </ul>	<ul style="list-style-type: none"> <li>● Pacific Islands Forum Secretariat</li> <li>● Pacific Education Development Framework</li> <li>● Government line ministries</li> <li>● NGOs working in formal and non-formal education</li> </ul>

	<ul style="list-style-type: none"> <li>○ ODL</li> <li>○ Greater cooperation with community-based facilities, e.g. community information centres, Rural Training Centres, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Community Development (ODL) course with CETC</li> <li>● Materials development involving key stakeholders <ul style="list-style-type: none"> <li>○ Basic trade training materials as OERs</li> <li>○ Vocational literacy course including audio</li> <li>○ Health promoting materials</li> </ul> </li> <li>● Sharing of lessons learned and good practices</li> </ul>	
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**Note:** To avoid duplication, challenges and priorities raised in relation to eLearning and mLearning from both the Education and Livelihoods and Health sectors have been group together under Integrating ICT into teaching and learning.

### **Session 5 Role of Focal Points**

The session was co-facilitated by Professor Asha Kanwar and Frances Ferreira. After the presentation, the discussion was organised around a set of four questions. The following emerged from the discussions:

What is the most important role played by the Focal Point?

- To coordinate /facilitate and give visibility to what COL intends to achieve.
- A conduit between COL and partners in country
- Making partners aware of what COL may assist them with of which they are not aware of.

What other roles are you required to perform?

- Source of information on COL
- Advocate for COL
- Post Office for COL
- Meet and arrange in country visits for COL staff
- Brief Ministers regarding COL issues
- Ensure the Minister and top management within the Ministry are aware of the Focal Point's role

What should COL do?

- COL should inform Focal Points on how we spend the money (breakdown) in instances where it is expected. It emerged that some Ministries of Finance expect the Ministry of Education to provide a breakdown on how COL funds are spent. The Vice President informed the participants that, in cases where the normal financial report lacks the required detail needed by the country, such a country may approach the Vice President's office for more detail.
- COL should copy relevant reports to ALL officials concerned (sometimes Focal Points do not receive all the information).

### Key Challenges experienced by Focal Points:

- Not always aware of COL activities in country (Rural Training Centre was mentioned).
- All COL information not always passing through Focal Points, COL to ensure that it happens (challenge when you work directly with an institution like the University).
- Sustainability of Focal Points. Ministries of Education should keep Focal Points informed when they make change overs.
- Delays regarding payment to COL are sometimes at the Ministry of Finance.
- Officials take up many roles, some Focal Points have different roles with partners (UNESCO)
- COL's quarterly reports are very useful.
- COL is prompt.
- Information from COL provides evidence.

### **Session 6: Gender**

The session was co-facilitated by Professor Asha Kanwar and Ian Pringle. The aims were to 1) promote an understanding of gender at different levels: personal and professional contexts, gender in development, and gender in education and learning; 2) identify good and bad practices in the region; 3) review COL's existing work in gender, and 4) generate new ideas for gender programming.

Professor Kanwar made a presentation looking at different gender indicators in the region, including the gender dimensions of the Millennium Development Goals; gender inequality in social institutions; the presence of women in politics and Pacific parliaments; the gender gap by Commonwealth region and among different countries in the Pacific. This was followed by an outline of COL's work in gender, specifically COL's gender policy and action plan; various activities undertaken in the context of the current Three Year Plan; and various tools and resources developed by and available to support our collective work in gender.

Ian shared three short videos as the background to a more general discussion on gender in the Pacific region, first as a whole and then in smaller groups. The first video was an animated short depicting a blue boy and a pink girl locked into Western gender stereotypes; the second a series of images reflecting gender in the Pacific region; the third, a public service message concerning violence against women in Papua New Guinea. In the discussion that followed, there were several highlights, specifically:

- Gender stereotyping, along the lines suggested in the first video clip, have been largely constructed through external influences.
- Gender analysis in the region is too often infused with Western framing and conceptualisation of gender, e.g., the use of Western music (James Brown and Beyoncé) and associated gender stereotypes and ideals in the second video clip.
- Among other issues, this raises the need for more Pacific centred articulations of gender, ideally leading to contextually and culturally appropriate responses to gender-based discrimination and, in some environments, violence in the region.
- One important aspect of gender-based programming is ensuring that there are suitable and effective learning opportunities for women and girls, including issues of important to women and girls. However another important consideration for gender-based programming is the need to consider the viewpoints and roles of men and women, girls and boys in addressing issues. The third video, a pitch to stop gender

violence, was directed by and depicted only women; however in order to achieve solutions, both men and women's perspectives and responsibilities need to be considered.

A rich discussion in two small groups ensued with a positive exchange on what gender means in different country contexts. A headline conclusion was that gender is an important, crosscutting issue, but also a tough one to identify in specific terms and equally difficult to address in programming. The groups deliberated on what priorities they could identify for gender-basic programming, including possible activities for COL:

*Group 1 (Samoa, Tonga, Vanuatu)*

- These three countries don't have the same problems as Papua New Guinea or the Solomon Islands; however they have their own issues
- The underperformance of boys in primary and, particularly, secondary schooling is a growing issue in all three countries
- Girls excel at primary and secondary, but where do they go at tertiary level, in business and politics? It is a sad fact that education is not viewed as pre-requisite for business or politics, reinforcing them as male-dominated positions
- The lack of political voice of women in the region is a serious problem because it impacts how issues are identified and addressed; as a result, women's viewpoints are critically under-represented at important levels of institutions and society more generally
- Stereotypes persist in terms of what boys and girls/women and men will do, especially in trades, which are illegitimate and unnecessary, often negatively impacting both individuals and the workforce more generally

*Group 2 (Nauru, PNG, Tuvalu)*

Regional priorities

1. Boys underperformance, particularly in secondary schooling
2. Cultural factors still inhibit female participation in politics and civil service

COL inputs

1. Boys underperformance
  - a. Comparative research in to educational achievement of girls and boys
  - b. Training of teachers (promoting more male teachers in primary schools)
2. Cultural factors still inhibit female participation in politics and civil service
  - a. Development of advocacy and commitment strategies to address the need for change in values, attitudes and practices in respect of gender
  - b. Resource and material development to support implementation of gender policies



### ***Session 7: Information Technology***

Dr. Balaji made a presentation on Mainstreaming Relevant ICT in Support of Learning for Development in the Pacific Region, highlighting four key issues which he termed as critical: CONTINUING issues of access to the Internet; CONTROLLING costs ; CAPACITY STRENGTHENING in use of ICT in teaching and support services and OER: Gaps in access, re-packaging opportunities. Through a very illuminating PowerPoint he concluded with the following recommendations:

1. OER: enhancing access and enabling re-purposing and re-use by stakeholders:  
As an interim solution for up to a year, COL would be able to receive queries from the partner institutions on email, specifying parameters such as subject/specialisation/topic, level (post-secondary/other), language, type of material (textbook/reading material/interactive/lesson plan), and a few other parameters that can be jointly decided. COL would conduct customised searches online and would deliver the output OER's, depending upon the size, through online file transfer, on DVD by post or, in exceptional cases, as paper copies by post. At the same time, partners will be encouraged to make use of and contribute to the COL online directory service for OER for development where resources are compiled from a wide variety of sources (in English) and are described and tagged for quality and relevance. COL will also provide advice on how to design customised searches for OER using popular search engines such as Google.
2. Developing a framework for assessment of Total Cost of Ownership (TCO) of ICT for teaching and support services: COL can help in the development of a generic framework for assessing the total cost of ownership of ICT in institutions. The proposed framework will help leadership in institutions to consider a host of factors including capital and recurring costs of hardware/software besides licenses and costs of appropriate services and human resources.
3. Development of Shared Virtual Infrastructure to provide Learner Support Services: Dr Balaji said that we can envision a scenario where an institution based in the Pacific can avail a suite of services to support learners and other stakeholders, without having to own the ICT infrastructure except for a local area network with PC's laptops and/or tablet computers. The basic suite could include, for example, email service, collaboration platforms, learner records management, document and learning material library, web site(s) for the program or the institution, course announcement and calendaring services and a limited Learning Management System. It would also include support for building a gateway to send bulk SMS/text messages or voice mail from a web interface. This suite will be fully customised to an institution with its own domain name. COL can help an organisation avail this through "cloud hosting" with a globally known provider (without prejudice to others, examples are: Microsoft, Dell, Amazon or Google).
4. Overcoming the Bandwidth Constraint: provision of satellite-based access to the Internet as part of international aid: Dr Balaji suggested that the developed countries of the Pacific region could

consider either (1) donating satellite bandwidth as part of their commitment to provide international aid for learning-for-development; or, (2) the donors can help position a satellite with a large footprint over the South Pacific to provide reasonable bandwidth for outreach-oriented education and learning support. He concluded by saying that COL would be able to develop a concise resource document involving essential costs of such an endeavor.

### **Day 3**

#### ***Session 8 Priorities for the Three-Year Plan 2012-2015:***

Professor Kanwar introduced the final session, which aimed to concretise priorities for the period associated with the coming Three Year Plan 2012-2015. After discussing the key elements of Three Year Plan 2012-2015, including the seven initiatives and two crosscutting themes, participants gave a general endorsement of the framework, which provided a backdrop to the penultimate session of the meeting.

Frances and Ian presented the final stage of the consultation and planning process, highlighting:

- Importance to take the plan as a working document that both COL and country Focal Points could take back to their colleagues for further discussion and adjustments, in order to ensure alignment
- Be realistic about what can be achieved given COL's mission, focus and human and financial resources
- The goal of developing, both at the workshop and in the subsequent months, a joint work plan for the next Three Year Plan

The participants then worked with Frances and Ian in discussing and identifying action for each country.

## Education Sector

	<i>Capacity Building</i>	<i>Open Schooling</i>	<i>Teacher Education</i>	<i>Cost &amp; ICT</i>	<i>Integration of ICT into Teaching and Learning</i>	<i>Coordination of Partners</i>	<i>Gender</i>
Tuvalu	<p>Training of education officers curriculum officer, school supervisors, assessment officer, on using ODL for professional development of teachers.</p> <p>Course development and material development on a course to train untrained teachers through ODL.</p> <p>Conversion of materials to be able to be offered through ODL.</p> <p>Repackaging of OERS.</p>	<p>Broaden the CTC to incorporate OS as part of it.</p> <p>Training of curriculum developers on developing courses (learning programmes) as well as materials to support them.</p> <p>Material development for Open Schooling.</p> <p>Training of teachers and tutors on Open Schooling</p>	<p>Training for education officers through ODL on: special needs education, basic trades and vocational programmes, online instructional design, training of teachers on through ODL, special needs education, basic trades and vocational programmes, online instructional design, training of teachers on "MOODLE"</p>	<p>Develop a framework for assessment of total cost of ownership (TCO) of ICT for teaching and support services</p>	<p>OER enhancing access and enabling re-purposing and re-use by stakeholders.</p> <p>Development of shared virtual infrastructure to provide learner support services.</p> <p>Training of education officers, teachers and other stakeholders on ICT integration.</p>		
Vanuatu	<p>Workshop to train trainers on selected Modules in the second half of 2012.</p>	<p>COL to assist MoE 2012 to develop this policy and strategy.</p>		<p>COL to work with Ministry of Education</p>			
Tonga	<p>Set ODL policy on training teachers in TVET, ICT and training untraining graduate teachers.</p>	<p>Developing the curriculum on TVET, ICT for single mothers, school youths, and young couples and</p>	<p>Set policy framework on this teacher education programme for training untrained graduate teachers and</p>		<p>Integrate this course into our existing teaching education programmes that are currently available in</p>	<p>To request COL to assist looking for donor partners to implement these.</p> <p>ICT partners can be located</p>	<p>To investigate why Tongan girls outperform boys in secondary education to implement various investigations</p>

	<p>Avail the materials on online to promote teachers to use materials that are already in place i.e. to promote and up skill teachers on using OER materials especially in TVET, ICT and ODL materials.</p>	<p>programmes in place already online.</p>	<p>school teachers who are already teaching without qualification for many yrs in the schools.</p> <p>Avail the existing materials ODL on these and up skill the teacher educators by implementing these teaching education programmes.</p>		<p>TIOE and TIHE. – MEWAC is responsible to select people from non government schools to participate in doing this course.</p> <p>Avail the materials to be implemented and MEWAC is responsible to work closely with COL and institution that is offering this program.</p> <p>We would like to have this as soon as possible – within the first year 2012</p>	<p>in the ministry's higher education e.g. TIHE and TIOE Can be included in the priorities for 2012</p>	<p>online materials that are available to assist the investigation on this.</p>
<p>Samoa</p>		<p>Consultative meeting between all NGOs involved in second chance learning, NUS-Oloamanu Centre, MESC to discuss how we can capitalise on this idea.</p> <p>MESC to take the leadership role in an open school.</p>				<p>Main partners in ICT is ADB and JICA who are providing the infrastructures i.e. SchoolNet. Training is part of this support as well as exploring measures to address sustainability issues.</p> <p>COL could play a big role in the area of enabling ICT</p>	<p>Enhancing opportunities for boys to improve performance in schools.</p> <p>Review relevant research (COL to find and share).</p> <p>Seminars to share research findings.</p> <p>Participants to include MESC school staff, professional development</p>

		<p>Set up policy framework.</p> <p>Diagnose infrastructural needs, HR needs, curriculum needs.</p>				<p>pedagogies to be part of teacher training and teacher practice in schools</p>	<p>staff, pre service teacher education staff, develop innovative pedagogies, school protocols and processes.</p> <p>(COL to find and share), incorporate into Schools Minimum Service Standards, implement in schools</p>
PNG	<p>To develop TVET teacher training programmes of untrained teachers through ODL</p>	<p>Strengthening of existing Open Schools.</p> <p>Training of course writers to adapt learning materials for open schooling.</p> <p>Capacity building in learner support.</p> <p>Promote OER in collaboration with local partners.</p>	<p>Strengthen and develop courses in the ODL initiative by Goroka University in up skilling teacher at primary and secondary level to degree level and using OER.</p>	<p>Development of in country capacity for ICT enhanced learning.</p> <p>Help develop interface different ICT needs with World Bank project on student's learner support.</p>			

## Livelihoods & Health Sector

Country	Skills Development	Learning for Farming	Healthy Communities	eLearning
Pacific regional	<ul style="list-style-type: none"> <li>• Policy development, linked to formal and non-formal TVET</li> <li>• Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> <li>• Capacity development <ul style="list-style-type: none"> <li>○ Piloting of new flexible TVET programmes</li> </ul> </li> <li>• Materials development <ul style="list-style-type: none"> <li>○ Basic trade training materials as OERs</li> <li>○ Vocational literacy course, including audio</li> <li>○ Community Development (ODL) course with CETC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduce L3F model and approach, including LIVES (learning management system for mobile phones), to relevant stakeholder groups</li> <li>• LIVES deployment in 3-4 select countries (depending on the flexibility of mobile phone companies and telecom rules)</li> <li>• Policy feedback based on pilots</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce CLP models and approaches to relevant groups</li> <li>• Related policy research and advocacy</li> <li>• Capacity development, including local/community and national media broadcasters <ul style="list-style-type: none"> <li>○ Community learning models</li> <li>○ Programme design &amp; development</li> <li>○ Integrating mobiles</li> </ul> </li> <li>• Materials development and dissemination: <ul style="list-style-type: none"> <li>○ Community learning programmes (content)</li> <li>○ Training materials (including briefing sheets for specific health issues)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• mLearning for community health workers: pilot and dissemination of results</li> <li>• OER advocacy and capacity building (Pan Pacific)</li> <li>• Policy support in the implementation of Teacher Development in ICT (including developing and implementing an ICT in Education policy and implementation plan, training mentors to implement the <i>Commonwealth Certificate for Teacher ICT Integration (CCTI)</i>)</li> </ul>
Nauru	<ul style="list-style-type: none"> <li>• Materials development <ul style="list-style-type: none"> <li>○ Basic trade training materials as OERs</li> <li>○ Vocational literacy course, including audio</li> </ul> </li> <li>• Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> </ul>	<ul style="list-style-type: none"> <li>• Look at L3F models, including LIVES</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce CLP models and approaches to relevant groups (regional or in-country workshop)</li> <li>• Media capacity development <ul style="list-style-type: none"> <li>○ Community learning programme models</li> </ul> </li> <li>• Materials dissemination: <ul style="list-style-type: none"> <li>○ Community learning programmes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to OER capacity building (regional or in-country workshop)</li> </ul>
PNG	<ul style="list-style-type: none"> <li>• Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> </ul>	<ul style="list-style-type: none"> <li>• Lifelong Learning for Farming (L3F) model, including LIVES, to be piloted <ul style="list-style-type: none"> <li>○ Capacity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of community learning programme in Bougainville</li> <li>• National workshop on</li> </ul>	<ul style="list-style-type: none"> <li>• Policy support in the implementation of Teacher Development</li> </ul>

	<ul style="list-style-type: none"> <li>Capacity development: Piloting of new flexible TVET programmes</li> </ul>	<ul style="list-style-type: none"> <li>building <ul style="list-style-type: none"> <li>Related materials development</li> <li>Policy feedback</li> </ul> </li> <li>Deployment of LIVES and documentation of results for regional dissemination</li> </ul>	<ul style="list-style-type: none"> <li>community learning models, including <i>Integrating mobile telephony</i></li> <li>ODL capacity development for media and health partners <ul style="list-style-type: none"> <li>CLP models</li> <li>Programme design &amp; development</li> </ul> </li> <li>Materials development and dissemination: Community learning programmes (content)</li> </ul>	
Samoa	<ul style="list-style-type: none"> <li>Materials development <ul style="list-style-type: none"> <li>Vocational literacy course, including audio</li> </ul> </li> <li>Take-up of Community Development (ODL) course with CETC</li> </ul>	<ul style="list-style-type: none"> <li>Test LIVES for applicability</li> </ul>	<ul style="list-style-type: none"> <li>Introduce CLP models and approaches to relevant groups (regional workshop)</li> <li>ODL capacity development for media and health partners</li> </ul>	<ul style="list-style-type: none"> <li>mLearning pilot on continuing professional development for community health workers (with Open Polytechnic of NZ and POLHN (WHO))</li> </ul>
Tonga	<ul style="list-style-type: none"> <li>Take-up of Community Development (ODL) course with CETC</li> <li>Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> </ul>	<ul style="list-style-type: none"> <li>Look at L3F models, including LIVES</li> </ul>	<ul style="list-style-type: none"> <li>Introduce CLP models and approaches to relevant groups (in-country workshop)</li> <li>ODL capacity development for media and health partners</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to OER capacity building (regional or in-country workshop)</li> </ul>
Tuvalu	<ul style="list-style-type: none"> <li>Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> <li>Take-up of Community Development (ODL) course with CETC</li> <li>Capacity development</li> <li>Piloting of new flexible TVET programmes</li> </ul>	<ul style="list-style-type: none"> <li>Look at L3F models, including LIVES</li> </ul>	<ul style="list-style-type: none"> <li>Introduce CLP models and approaches to relevant groups (in-country workshop)</li> <li>ODL capacity development for media and health partners</li> <li>Pilot CLP model with national broadcaster</li> </ul>	<ul style="list-style-type: none"> <li>Policy support in the implementation of Teacher Development</li> <li>Exposure to OER capacity building (regional or in-country workshop)</li> </ul>
Vanuatu	<ul style="list-style-type: none"> <li>Introduce flexible and blended models and approaches to TVET institutions via PATVET</li> </ul>	<ul style="list-style-type: none"> <li>Test LIVES for applicability</li> </ul>	<ul style="list-style-type: none"> <li>Introduce CLP models and approaches to relevant groups</li> <li>ODL capacity development for</li> </ul>	<ul style="list-style-type: none"> <li>Take-up of mLearning for community health workers</li> </ul>

	<ul style="list-style-type: none"> <li>Pilot for Community Development (ODL) course with CETC (SPC)</li> </ul>		media and health partners	
COL Livelihoods and Health (cross-sectoral)	<ul style="list-style-type: none"> <li>In-country and regional workshop(s) to develop a sustainable and well integrated sector framework</li> <li>Regional sharing of good practices related to integrated ODL policy development and implementation</li> <li>ODL training on policy development</li> </ul>			
Kiribati				
Solomon Islands				

### **Session 9 Valediction and Closing**

Dr. Linda Sissons, COL Board Member, made a brief presentation regarding the priorities for New Zealand Aid, which are important to both Commonwealth states in the region as well as to COL.

1. Good schooling: What do we want to come out the other end of the investment? In line with the outcomes based approach favoured by donor groups, NZ Aid wants to see quality things coming out of schools, e.g.
  - Attendance
  - Children with disabilities: How are they supported?
  - Retention: Do children stay in school?
  - Success: Are learners successful in applying their education?
  - Professional development for teachers: For what purpose? What will help a teacher to be a good teacher?
2. Gender equality is a crosscutting issue
3. Post school: What happens when students leave school? The aid programme's direction is to assist Pacific nations with their economic development, including:
  - Scholarships for post school development (another 100); scholarships not only for University, but also for Polytechnics.
  - More emphasis on practical skills and will invest in Pacific nations.
4. MLearning different initiatives

Dr. Sissons flagged several other issues:

Collaboration: It is increasingly important. Australia has agreed to fund COL. New Zealand suggested to complement Australia's work with COL Partnership with New Zealand. NZ businesses that want to develop in the Pacific countries. e.g., Tonga power.

Collaboration with WellTech, UniTech and MIT are encouraged to work together and invest their resources in the Pacific. Scheme of scholarships where students will study at the Technicons and work with major industries.

### **Closing Ceremony:**

The Honourable Burchell Whiteman, Chair of COL's Board of Governors, asked participants to share one thing COL has done that made a difference and one thing that COL can do better.

### ***How COL has made a difference:***

PNG: Source of information on materials coming from COL is overwhelming.

Nauru: This is a new position and she is still learning about COL. She used the example for basic literacy - Materials, e.g., basic trades, vocational literacy. They saw the need to construct bus stops with the foundation has made a difference. Development motivation on what COL can do.

Tuvalu: COL's tagline has motivated them that there is still opportunity for learning and COL provide it.

Vanuatu: Accessibility to materials and connections to other countries/linkages.

Tonga: Training capacity activities for senior leaders. Attended various workshops, establishment of the Tonga QF/establishment of the Ministry of Youth and Sport was because of the continuous support in skills development. (Institutional change)

Samoa: VUSSC, capacity building in higher education/ Masters Degree through IGNOU.

New Zealand (Jenny Williams, Honourary COL Advisor): COL has given opportunities to expand their knowledge of ODL in specific contexts, esp. the Pacific.

OPNZ: the acknowledgement through the Award gave them an opportunity to shine.

### ***What COL can do better:***

New Zealand (Jenny Williams): relationships with New Zealand, lot of political changes/huge restructuring of foreign aid/direction of aid being changed by government. It is important that COL engage with the new New Zealand focal point and maintain relationship with pacific regional organisations such as PATVET. SPC has its funding slashed. Relationship with PATVET strengthened. Immigrant labour, horticulture, develop and design courses in country/radio programmes etc.

Samoa: COL has limited resources, SAMOA is very small, PATVET needs to be strengthened. If COL wants to be more visible in region focus on PATVET.

Tonga: Echo previous speakers positions. Make technical and vocational materials available.

Vanuatu: Given internal staff turnover, it is hard to keep up with all the donors; COL can work to better understand the education system and help support consistency and coordination in-country.

Tuvalu: More in terms of bringing the world to children and people of Tuvalu.

Nauru: COL can better understand how the country systems work; more in-country visits will help.

PNG: COL to better understand shortfalls and fill the gaps, providing specialists, etc. Good foundation meeting face to face.

Professor Kanwar responded on the issue of more frequent visits by COL to keep up momentum of activities in country, noting that due to high costs of travel and low staff numbers, frequent in-country visits by COL staff members may not always be possible.

The Honourable Whiteman then thanked the participants, Professor Kanwar, the New Zealand hosts and organisers, and COL staff. He then closed the meeting.



**REGIONAL FOCAL POINTS MEETING (PACIFIC)  
NOVEMBER 1-3, 2011**

**Participants' List**

FOCAL POINTS

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NEW ZEALAND

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# DRAFT AGENDA

## REGIONAL FOCAL POINTS MEETING (Pacific)

### Details

Date: 1-3 November, 2011

Time: 9:00 a.m. – 16:00 p.m.

Place: Manukau Institute of Technology (MIT)

### Purpose

The purpose of the meeting is to;

- 1) Share information about the status of open and distance learning (ODL) in each participating country;
- 2) Provide a mid-term report of what COL has done in each country; and
- 3) Identify the education and training priorities that COL can support in its next Three Year Plan 2012 – 2015.

### Draft Agenda

**Tuesday, November 1, 2011**

#### ***Expected Outcomes:***

At the end of the day participants will:

- Understand the value, mission, structure & function of the Commonwealth of Learning;
- Have an overview of COL's Programme in the Three Year Plan 2009 – 2012; and
- Identify challenges and priorities to consider in the Education Sector for Pacific.

Time	Session	Format	Facilitator/Presenter
8:30-9:30	<b><i>POWHIRI (traditional Maori welcome), MIT</i></b>		
9:30 – 10:00	Tea/Coffee and Group Photo		
10:00-11:00	<b><i>Inauguration</i></b> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Purpose of Meeting</li> <li>• Round of introductions by participants</li> <li>• Adoption of Agenda</li> </ul>		The Hon. Burchell Whiteman, Dr. Linda Sissons & Dr. Caroline Seelig  Prof Asha Kanwar All Dr V Balaji
11:00-11:30	<b><i>Session 1</i></b> <ul style="list-style-type: none"> <li>• Overview of COL: Value, Mission, Structure &amp; Function</li> <li>• Questions and answers</li> </ul>	Plenary presentation Plenary discussions	Prof Asha Kanwar
11:30-12:15	<b><i>Session 2 Introduction to COL Programme</i></b> <ul style="list-style-type: none"> <li>• Introduction to the COL Programme</li> </ul>	Plenary presentation	Prof Asha Kanwar

### Regional Focal Points Meeting (Pacific) – Draft Agenda

Time	Session	Format	Facilitator/Presenter
12:15-1:15	Lunch		
1:15-2:30	<b>Session 3 Education Sector – Priorities</b> <ul style="list-style-type: none"> <li>• Session Introduction – Analysis of priorities identified in Pacific in 2008 &amp; activities addressing it</li> <li>• Challenges in the Education Sector in Pacific</li> <li>• Group Report and discussions</li> </ul>	Plenary presentation 2 Groups - group work Groups report back Plenary discussions	Ms. Frances Ferreira
2:30-3:00	Tea/Coffee		
3:00-4:00	<ul style="list-style-type: none"> <li>• Priorities in the Education Sector</li> <li>• Group Report and discussions</li> </ul>	2 Groups - group work Groups report back Plenary discussions	Ms. Frances Ferreira
6:00 p.m.	Dinner hosted by WelTec and Open Polytechnic @The Palm Room Restaurant, MIT		

#### Wednesday, November 2, 2011

##### **Expected Outcomes:**

At the end of the day participants will:

- Identify challenges and priorities to consider in the Livelihoods and Health Sector for the Pacific;
- Have an awareness of how gender fits within COL's programme and how they can better support the organisation's gender-inclusive mandate and programme activities; and
- Review and clarify the role, responsibilities and expectations of Focal Points; address challenges experienced by Focal Points; and propose Focal Point Networking activities.

Time	Session	Format	Facilitator/Presenter
9:00 – 10:15	<b>Session 4 Livelihoods and Health Sector – Priorities</b> <ul style="list-style-type: none"> <li>• Session Introduction – Analysis of priorities identified in Pacific in 2008 and activities addressing it</li> <li>• Challenges in the Livelihoods and Health Sector in Pacific</li> <li>• Group Report and discussions</li> </ul>	Plenary presentation 2 Groups - group work Groups report back Plenary discussions	Mr. Ian Pringle
10:15 – 10:45	Tea/Coffee		
10:45 – 11:45	<ul style="list-style-type: none"> <li>• Priorities in the Livelihoods and Health Sector</li> <li>• Group Report and discussions</li> </ul>	2 Groups - group work Groups report back Plenary discussions	Mr. Ian Pringle
11:45 – 12:45	<b>Session 5 Role of Focal Points</b> <ul style="list-style-type: none"> <li>• Role, responsibilities and functions of Focal Points</li> <li>• Challenges experienced by Focal Points</li> <li>• Focal Point Networking activities</li> </ul>	Plenary presentation and Group work Plenary discussions	Prof Asha Kanwar and Ms. Frances Ferreira
12:45 – 1:45	Lunch		
1:45-2:45	<b>Session 6: Gender</b> <ul style="list-style-type: none"> <li>• Understand gender at different levels</li> <li>• Identify good and bad practices</li> <li>• Ideas for gender programming</li> </ul>	Group work Group work and plenary report	Prof Asha Kanwar and Mr. Ian Pringle

**Regional Focal Points Meeting (Pacific) – Draft Agenda**

<b>Time</b>	<b>Session</b>	<b>Format</b>	<b>Facilitator/Presenter</b>
2:45-3:00	Tea/Coffee		
3:00-4:00	<b>Session 7: Information Technology</b>		Dr. V. Balaji
<b>7:00 p.m.</b>	<b>COL hosted dinner at Acacia Restaurant, Ibis Auckland Ellerslie</b>		

**Thursday, November 3, 2011**

**Expected Outcomes:**

At the end of the day participants will have identified education and training priorities that COL can incorporate in its next Three Year Plan 2012 – 15.

<b>Time</b>	<b>Session</b>	<b>Format</b>	<b>Facilitator/Presenter</b>
9:00 – 11:00	<b>Session 8 Priorities for next Three-Year Plan</b> <ul style="list-style-type: none"> <li>• Draft Three-Year Plan 2012-2015</li> <li>• Develop action plan for each country</li> </ul>	Plenary presentation Group work	Professor Asha Kanwar Ms. Frances Ferreira/ Mr. Ian Pringle
11:00 – 11:30	Tea/Coffee		
11:30 – 12:30	<b>Session 9 Valediction and Closing</b> <ul style="list-style-type: none"> <li>• Valediction- Please select one:                             <ul style="list-style-type: none"> <li>- Specify one thing that COL has done that has made a difference in your country</li> <li>- Specify one thing that COL could do better in your country.</li> </ul> </li> <li>• Discussions</li> <li>• Closing</li> </ul>	Individual report  Plenary discussions	
12:30 – 1:30	Lunch –		
2:00	<b>Sightseeing options provided by the Wellington Institute of Technology (distributed on 1 November)</b>		
	Free Evening		

**Facilitators:** The Hon. Burchell Whiteman, Prof Asha Kanwar, Dr. Balaji Venkataraman, Ms. Frances Ferreira, Mr. Ian Pringle

**Rapporteurs:** Ms. Frances Ferreira, Mr. Ian Pringle