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# **REPORT OF THE REGIONAL FOCAL POINTS MEETING (PACIFIC)**

**APIA  
SAMOA**

*September 22 -24, 2014*



**REGIONAL FOCAL POINTS (PACIFIC) AND COL STAFF  
SEPTEMBER 2014**

# **REPORT OF THE REGIONAL FOCAL POINTS MEETING – PACIFIC**

*September 22-24, 2014*

National University of Samoa

Apia, Samoa

## **THEME:**

To explore education and the use of technology and distance learning methods in sustainable development.

## **OBJECTIVES:**

The objectives of the meeting are to:

1. Determine the key priorities and needs for education and training in Pacific; and
2. Identify COL's role in addressing these key needs in the region.

## **SUB-OBJECTIVES:**

1. Enhance the understanding of COL's identity and purpose;
2. Understand the rationale of the current COL's programmes and initiatives;
3. Learn about the role of COL's Focal Points and ways to improve engagements and partnerships in country;
4. Increase awareness of gender issues in Pacific and what role COL can play in addressing these challenges;
5. Review COL's draft Logic Model noting the needs of member countries, global development agendas and technology advancements; and
6. Recommend changes to the draft Logic Model for the next Strategic Plan (2015-2021).

## MONDAY, SEPTEMBER 22, 2014

### TRADITIONAL AVA CEREMONY

Before the inauguration of the meeting, the host, National University of Samoa, held a traditional Samoan welcome ceremony for the participants in the fale (traditional Samoan house). There were speeches of welcome and then each distinguished guest was given ava to drink from a coconut cup – starting with COL President, Professor Asha Kanwar.



### INAUGURATION OF FOCAL POINTS MEETING

- Opening Prayer by Reverend Tonu EFKS from the village of Iva
- Welcome Remarks by Professor Le'apai Tu'ua Ilaoa Asofou So'o, Vice Chancellor and President of the National University of Samoa
- Remarks by Professor Rajesh Chandra, Vice Chancellor, University of the South Pacific, Fiji
- Welcome and objectives of meeting by Professor Asha Kanwar, President and CEO of Commonwealth of Learning
- Opening Address by The Honourable Magele Mauiliu Magele, Minister for Education, Sports and Culture

### Keynote by the Honourable Magele Mauiliu Magele, Minister of Education, Sport and Culture

The Minister mentioned that Samoa recently hosted the SIDS conference and that COL also contributed to the theme of the SIDS meeting through collaborative network and technologies. The Minister thanked the COL President for her leadership and that the work of VUSSC has been greatly appreciated. The Pacific countries should take this opportunity to become part of it, not only regionally but also to become part of the Commonwealth-wide network.



## SESSION 1

### OVERVIEW OF COL: VALUES, MISSION AND STRUCTURE: PROMOTING LEARNING FOR DEVELOPMENT BY COL PRESIDENT

The Vice President of COL, Mr. Vis Naidoo, took the participants through the objectives of the two and half days Focal Points meeting. He explained that the meeting would provide an opportunity to share information about the status of ODL in each participating country and highlighted the importance of the meeting given that COL is currently working on its new six-year plan. The meeting would enable the Focal Points to understand the activities of COL in their respective countries and region and identify the priorities for COL to address during the six-year programme plan 2015-2021.



He led the participants through the agenda for the two and half days and drew participants' attention to the 2012-2015 Logic Model and posed questions relating to how the next 2015-2021 Logic Model would look like given the respective countries' key priorities and global trends in terms of the post-2015 goals. The participants were then requested to consider amendments to the agenda before adoption. The meeting proceeded according to the planned agenda but adjustments in session order were made in the light of lessons learned in the Asia Regional Focal Points meeting. The Vice President introduced the President and CEO of COL to make her opening presentation.

The President and CEO of COL, Professor Asha Kanwar, noted that Fiji had held a national election the previous week and hoped that the Commonwealth would soon again have 54 member countries. She then presented the vision, mission and the structure of COL.

The President pointed out that:

- 1/3 of the world's poor, 2/3 of them are women (ODI, 2009)
- 23.3 million children out of primary school (Education in the Commonwealth 2012)
- 462 million adult illiterates (Education in the Commonwealth 2012)
- 60% of the population under 30 (UN World Population Prospects 2012 Revision).

Professor Kanwar drew the participants' attention to the genesis of COL and explained why COL's headquarters are in Canada. She explained that in 2013, COL celebrated its 25<sup>th</sup> birthday and over that time, COL has re-invented itself. She traced COL's initiatives since its beginning by highlighting that *Higher Education* was initially the priority. Later due to the need to address the issue of Universal Primary Education, Teacher Education and Secondary Education became more relevant. She pointed out

that during the last 15 years COL has been looking at the role of ODL in strengthening livelihoods and health through formal and non-formal learning.

She further outlined the broad representation of COL in terms of governance with Board Members being drawn from across the Commonwealth regions. She described the COL supported centres i.e. CEMCA, RETRIDOL, SADC-CDE, and two new centres in the Pacific and Caribbean. She highlighted the importance of member countries' contribution and COL Focal Points' role in getting their respective country's contribution to ensure COL is functioning. The President thanked the Focal Points for their support in trying to get their ministries to pay their contributions which COL appreciates. During the last fiscal year 46 countries paid their contribution and she expects this number to increase to 47 countries in the next fiscal year.

She highlighted the capability approach, i.e. moving from outputs to outcomes, from capacity to capability, from skills or functioning to the ability to exercise freedoms, and demonstrated how learning develops capability for personal development and livelihoods.

She introduced COL's Journal of Learning for Development that was launched in 2013 and indicated that Focal Points can access it on COL's website. Focal Points were asked to contribute articles to the journal.

She made reference to the other three Focal Points meetings that were held in Africa and the Mediterranean, Caribbean and Asia respectively then highlighted the regional priorities.

She also touched on:

- What COL has been working on for the past three years and this included Education for All (EFA) and Millennium Development Goals (MDGs)
- COL programmes and strategies i.e. policy, models, capacity, materials (Open Educational Resources (OER) and partnerships
- What ODL & ICT can do, for instance ODL can reduce costs and have a wider reach.

Before concluding her presentation, Professor Kanwar noted critical issues that would need attention beyond 2015:

- The unmet MDGs goals – and the need for transforming some of these goals into sustainable development goals (SDGs)
- Teacher shortage as a big priority
- Gender equality as a major priority
- Poverty eradication through Lifelong Learning for Farmers and Technical and Vocational Skills Development (TVSD)
- Reduction of mother and child mortality through Healthy Communities.

In the light of the above, the President explained COL's approach i.e. minimum intervention for maximum impact and the need to continue to address universal primary education, secondary education and tertiary education depending on the needs of each country. She highlighted:

- The need to harness appropriate technology
- Regional focus i.e. Africa, South Asia and small states
- Post-2015 target for instance, ending poverty, empowering girls and women
- The educational framework for COMSEC post-2015 i.e. access, quality and equity
- UNESCO slogan: equitable, quality education & lifelong learning for all by 2030.



Finally she shared with the Focal Points what COL could do for them:

- Partner with them in capacity building
- Provide expertise in learning-technology,
- Promote south-to-south collaboration,
- Share quality resources in ODL, e-learning and models.

The presentation was well received by Focal Points given that all but one of them were relatively new to COL and this provided an opportunity for the new Focal Points to learn more about COL.

### **Focal Points expectations**

The Focal Points were requested to share their expectations of what would be discussed during the meeting in order that unplanned issues could be addressed if possible. Their expectations included:

1. How to develop Higher Education & Lifelong Learning education through COL in Tonga
2. How can COL support Tuvalu to increase access and quality
3. Assistance with raising local support in Nauru for priorities
4. To learn more about COL and technologies - Solomon Islands
5. Aligning the Samoa pathway defined at the regional UN SIDS meeting with the COL programme
6. How to establish a national open university and ICT models in PNG
7. Direction on open schooling in Vanuatu, coordinating TVET providers
8. Role of COL and more direction on policy for ODL .

It was important to identify and address participants' expectations, particularly with a group of new Focal Points. Most of the expectations related to the priorities identified in the country reports previously submitted. Individual expectations were discussed such as the expectation from Nauru that COL could assist in raising local support to address the priorities – which is really more of the role for in-country partners. The Vice President explained that this meeting was designed to focus on a review of the COL and partner activities carried out in the current programme plan and to look at the country priorities in the

light of the new plan for 2015-2021. There would not be an opportunity to discuss detailed country requirements. The role of COL would be explored during the meeting especially in terms of gender, technology and the theory of change which guides the COL programme.

## **SESSION 2**

### **COL FUNCTIONS AND PROGRAMMES BY COL VICE PRESIDENT**



The Vice President's presentation first focused on the COL programme. He explained that COL has two sectors, Education and Livelihoods and Health. The Education sector has four initiatives: Open Schooling, Teacher Education, Higher Education and Virtual University for Small States of the Commonwealth (VUSSC). In the Livelihoods and Health sector, COL focuses on Technical & Vocational Skills Development (TVSD), Lifelong Learning for Farmers (L3F) and Healthy Communities. He explained that COL has two cross cutting themes which cut across all initiatives and these are eLearning and Gender. The Gender activities focus on supporting partners to adopt gender-inclusive approaches and strategies to promote gender equality. In elearning COL supports educational transformation through the use of ICT and OER through a continuum of technology enhanced teaching and learning approaches.

The Vice President described some of the technology innovations COL is currently working on such as the Aptus (Classroom without Walls), and the Directory of OER which provides access to full courses on a wide range of subjects and levels.

The Vice President went on to explain three approaches in the COL programme:

1. Meeting unmet goals such as the continuing need for teacher training to meet demands for UPE, girls' education, poverty reduction and health issues.
2. The minimum intervention, maximum impact approach through replicable models, partnerships and human capital development
3. Addressing new challenges such as universal secondary and tertiary education, skills development and equity issues.

Focal points' comments included:

- Interest in the Aptus technology – especially in Tuvalu where they are embarking on elearning in the classroom and have already purchased tablets for teachers
- Continuing need for teacher training in Pacific countries
- Low level of uptake of OERs in the region.

## **SESSION 3 & 4**

### **EDUCATION AND LIVELIHOODS & HEALTH SECTOR IN THE PACIFIC – PRIORITIES BY EDUCATION SPECIALISTS TVSD AND VUSSC**

Dr. Alison Mead Richardson and Mr. John Lesperance gave a joint presentation on country priorities. They started by thanking Focal Points for their country reports to COL and explained the importance of these reports in informing COL's planning for the next six year programme.



The priorities of each country were presented as they were given in the country reports. This enabled each participant to understand the priorities of the other member countries.

Focal points then worked in groups to identify their top priorities for the Pacific region for the next six years under three headings – capacity building, policy development and materials and course development. They reported back in a plenary discussion:

#### **Capacity building**

- Developing and teaching online courses
- ODL for conventional teachers for preparation in open, distance and flexible learning
- Instructional design and collaboration for content development
- Open Education Resources
- Teacher training and professional development
- ICT for improving students' learning
- Technical Vocational Skills Development.

#### **Policy development**

- Policy framework for teacher training through open and distance learning
- Institutional and national ODL policy
- National policy for open schooling
- Establishment of open universities and ODL Centres.

## **Materials and course development**

- Development of materials for online learning
- Development of new courses and contextualisation of existing learning materials
- Development of courses in professional development, teacher training, research, leadership, training of trainers, health and medicine
- Programs for vocational and ‘lifelong education’ opportunities for youth and adults
- Community learning programmes.

## **SESSION 5**

### **ROLE OF FOCAL POINTS BY EDUCATION SPECIALIST, TVSD**

Dr. Alison Mead Richardson started her presentation by looking at the Pacific influence in the COL programme. She mentioned that Pacific developing countries face specific challenges in contexts not found elsewhere in Commonwealth. If COL is to be useful in Pacific countries, then regular, up-to-date information about needs and priorities is required. This is why these meetings are so important, to make sure we have at least one ‘touch point’ in each programme plan. She further highlighted that individual Education Specialists make country visits to learn more about country contexts and to provide capacity building support to countries.

She pointed out that COL needs to be:

- aware of regional frameworks and plans and other development partner activities
- conscious that country colleagues are working with a range of development partners and their capacity to respond to all requests and activities is limited
- recognise that MoE staff is often small, people and financial resources are stretched

Focal Points were then asked to discuss in pairs and answer five questions. Their responses are listed below.

#### **1. What do you think is the most important role of Focal Points?**

- To engage with other partners at national level regarding COL’s work
- Liaison person between COL and the Ministry of Education
- To undertake advocacy work for COL locally, regionally and internationally

#### **2. What other roles might Focal Points perform?**

- Driving force for COL with regard to activities
- Focal Points understand the development in country thus can be a catalyst for change
- Advise government on knowledge gained from COL and its activities
- Should provide a channel for dissemination of information

### **3. What challenges do Focal Points face?**

- Mindset of people not wanting to change is a challenge for Focal Points
- Not having favourable conditions such as low number of officers in the Education Ministry or Department
- Not getting the right information to report back to COL on its programme with regard to education, health, livelihoods and agriculture
- Focal Points are not part of the national team that is responsible for developing strategic plan

### **4. What could COL do to help Focal Points be more effective?**

- Strengthen collaboration and have a once a month teleconferencing
- Organise Focal Points visit to Vancouver for orientation
- Establish a Focal Points regional network
- COL staff must visit country and organise activities

### **5. What does COL do for Focal Points?**

- Share country action plan
- Provide information on COL
- Publicise the list of Focal Points on COL website
- Inform Focal Points of COL staff work and visits in the country
- Invite Focal Points to keep us informed
- Triennial meeting – Pan Commonwealth Forum

The issues raised were discussed and suggestions made as to what might be possible and what might be a challenge given current resource constraints. The challenging issue of Focal Points coordinating with officers from other Ministries was acknowledged. One suggestion was for Education Specialists to introduce Focal Points to their partners if they are not in Education.

Focal Points identified the need for greater advocacy for ODL in the region from COL. The Education Specialist pointed out that increased advocacy had already started with a presentation made by the COL President at the Pacific Islands Forum Education Ministers' Meeting (FEEdMM) in March 2014 in the Cook Islands. The Focal Point from Tuvalu had attended this meeting and agreed that the COL presentation raised a lot of awareness of ODL and new technology and about Aptus in particular.

The Education Specialist introduced the new regional Pacific Centre for Flexible and Open Learning for Development to be known as PACFOLD. The Centre is being hosted at the University of the South Pacific in Fiji and will be launched at the reception on Monday evening. The centre will be officially opened by Honourable Magele Mauiliu Magele, Minister for Education, Sports and Culture. The Education Specialist explained that the Centre would be launching an online community and Focal Points would be important members. It is envisaged that this would provide an opportunity for better networking and communication between COL and the Focal Points. The requested teleconferencing could be done through this platform.

**TUESDAY, SEPTEMBER 23, 2014**

**SESSION 6**

**RECAP AND COMPLETION OF PRIORITY GRID FOR EDUCATION & LIVELIHOODS & HEALTH  
BY COL VICE PRESIDENT**

Mr. Naidoo welcomed the participants and outlined the agenda for the day. The focus of the first session was to look deeper into the country priorities. He gave his reflection on the country priorities presented the previous day, sought clarification and requested participants to explain COL's role in some of their priorities. Gender mainstreaming was suggested as an additional priority. In two groups, the country priorities were discussed and more detail on each country was given in plenary.

**Nauru**

More non-formal skills training is needed for adults and youth. Basic skills are needed in TVET which is required for employment for example skills required for a mechanic. New non-formal courses are being developed in mechanics and tailoring.

**PNG**

Priorities of PNG were clear.

**Samoa**

The Focal Points wished COL could help Samoa to get connected to the internet broadband. It was pointed out that this is beyond the scope of COL's mandate. COL should support with capacity building and open school work in Samoa. However, Samoa has School Net which is very similar to open schools. Lifelong learning courses are needed in vocational subjects.

**Solomon Islands**

There may be a role for COL in the review of Certificate in Teaching Primary Programme but there is not really a role for COL in the expanded roll out of the programme. Youth and adults need basic trades training, like Nauru.

**Tonga**

Formal skills training is important for youth in Tonga to increase opportunities for labour market mobility, particularly to Australia and New Zealand. COL can also assist with non-formal skills training.



### **Tuvalu**

COL can provide support to use other forms of technology like radio to reach people for young people and community outreach programme. Subjects will be in vocational skills.

### **Vanuatu**

COL could support an ODL centre as there is a need for an administrative hub to support ODL particularly in TVET and open schooling. They need help to set the ODL centre when developing the policy that could address pathways from one educational level to another. There is a need to train teachers to use distance learning methods to teach others. It was noted that the new National Qualifications Framework would assist with this.

### **Discussion**

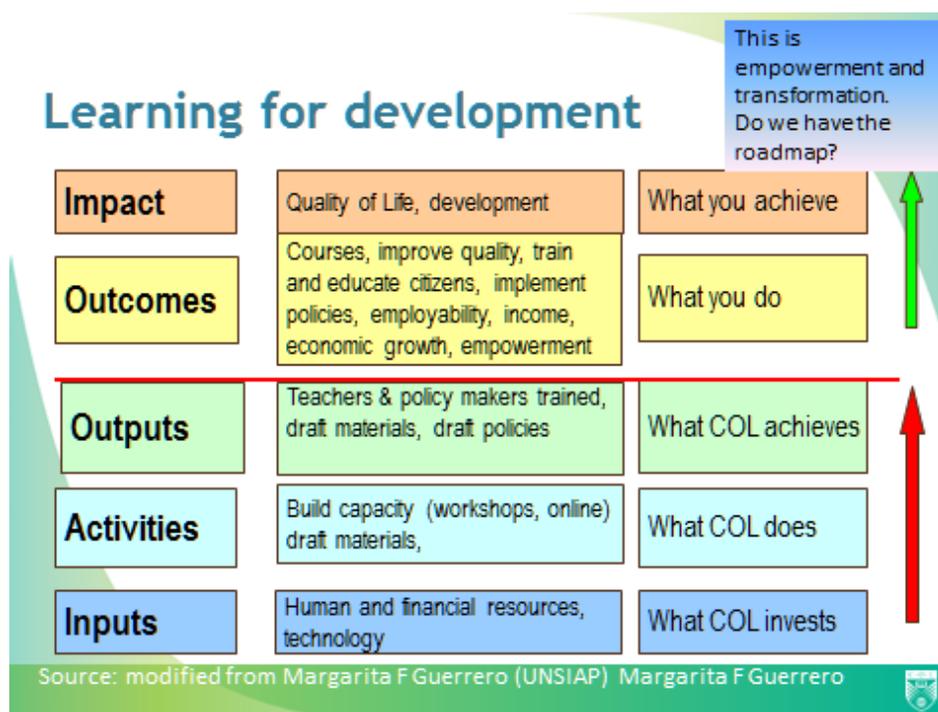
The Focal Points questioned whether ICT is covered enough in the new COL plan given the low levels of ICT facilities available in most Pacific countries. It was noted that COL supports innovative ways of using ICT to increase access and quality in formal and non-formal learning but is not in a position to provide ICT equipment other than for piloting new, innovative models and approaches. They noted that capacity building for using appropriate technology in the Pacific is very important so that they are not left behind.

The meeting noted that ODL is still new in many Pacific Islands and so there is a need to encourage governments to use ODL/technology, support capacity building, budget for and release funds. Much more is needed in the region in terms of advocacy for ODL, providing evidence and sharing research. It is planned that the PACFOLD online community will focus on evaluation and research. The important role of influence via the Pacific Forums was noted.

## SESSION 7

### THEORY OF CHANGE FOR AN OUTCOME-BASED APPROACH BY EDUCATION SPECIALIST TVSD

Dr. Mead Richardson introduced the theory of change model for planning development activities and interventions. She explained that a theory of change is a specific and measurable description of a social change initiative which forms the basis for strategic planning, on-going decision-making and evaluation. It maps the building blocks and the interrelationships required to bring about a given long-term goal and predicts the probability of change. The theory of change specifies what is needed for goals to be achieved and explains underlying assumptions which can be tested and measured. This approach is important because it changes the way of thinking about programmes from what you are doing to what you want to achieve.



Dr. Mead Richardson gave an example of the theory of change for the TVSD initiative from the current programme plan. The importance of planning evaluation from the outset was stressed in order to track the achievement of the intended outcomes.

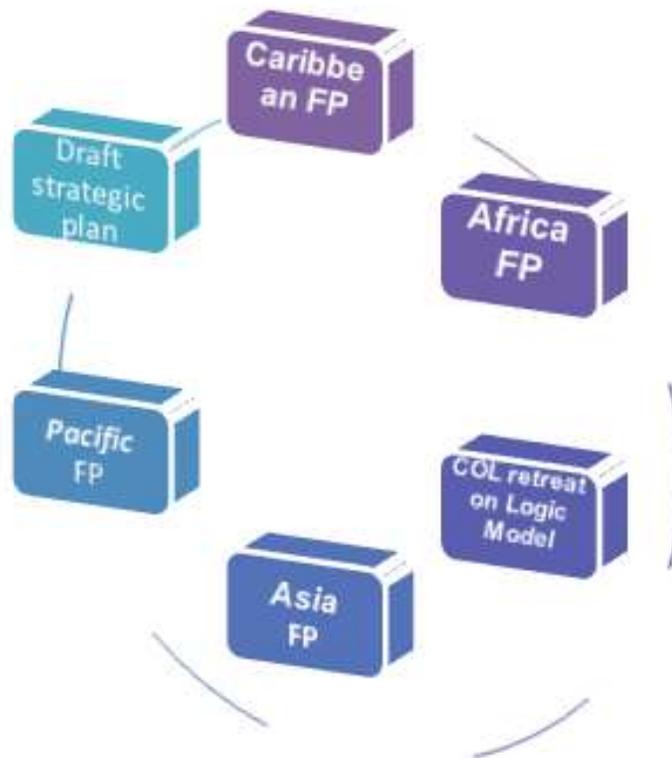
In Plenary the group worked through an activity to develop a theory of change based on one of the priorities identified in the Tonga country report: to provide skilled labour trainings that would help grow the economy, boost productivity, improve standards of living in families and communities and meet the niche labour markets overseas. The backward mapping process was followed.

In the discussion, Focal Points commented on the potential usefulness of the theory of change approach for thinking about their own work and activity planning. They noted the difference between outputs of COL activities and the outcomes that they might achieve as a result of increased capacity building. They appreciated that the focus on results is likely to make COL more effective.

## SESSION 8

### PRESENTATION OF COL'S DRAFT LOGIC MODEL (2015-2021) BY COL VICE PRESIDENT

Mr. Naidoo started the session by outlining the objectives of the session. He provided a broad definition of what a logic model is and directly linked it to the evaluation process. This has been a consultative process which started with a COL staff retreat then the consultative process as indicated in the diagram.



Mr. Naidoo presented the draft logic model to Focal Points and walked them through the developmental process of the logic model, articulating the role of the various stakeholders. He introduced the intermediate and long-term outcomes and the goals noting that everything COL does will have to lead to achieving sustainable development through learning.



In explaining the goals, he showed the links between the work that COL does and its results in improving the economy and society. He defined the goal and indicated that it must be replicable, realistic, and cost effective especially for small states and maintained over a long period of time.

He spoke about the proposed performance indicators and the assumptions and explained what these are. He said that we need to make assumptions based on unforeseen circumstances and conditions. Focal Points were introduced to the new long-term and intermediate outcomes with their

associated performance indicators and noted that when COL intervenes in a country the idea is for that country to eventually run with the programme without the assistance of COL or other funding organisations. He explained the importance of having baseline information especially when working with institutions.

To end the session Mr. Naidoo presented the core assumptions again emphasising that these are external factors and are outside COL's control. He mentioned that COL has to recognise these assumptions in order to achieve the intermediate outcomes.

## **SESSION 9**

### **FOCUS ON OER: GLOBAL DEVELOPMENT, BEST PRACTICE AND VALUE TO COUNTRY BY COL PRESIDENT**

The COL President made a presentation entitled '**Ten Years of Open Education Resources: The Road Ahead**'. She introduced key developments in the last decade that have had a lasting impact on the way we think about teaching and learning. In particular the global movement towards collaboration in the development and sharing of content and the emergence of a global commons powered by the collective intelligence of the masses which led to the global community coining the term Open Education Resources or OER at a UNESCO meeting in 2002.

The President offered a definition of OER as educational materials which are free and freely available. One key difference between OER and other educational resources is that OER have an open license, which allows adaptation and reuse without having to request permission from the copyright holder. Advantages of using OER were noted as the potential to cut costs, increase access and improve the quality of education. Various examples of OER initiatives were describes, such as MIT OCW, UKOU Open Learn and VUSSC.

The President described some of the actions taken by global development agencies to support and promote OER. In particular COL and UNESCO jointly organised the 2012 World OER Congress in Paris. The Paris Declaration makes 10 recommendations. Three were noted:

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds.

This is an important development as governments tend to take such internationally-agreed documents led by multilateral organisations like UNESCO and COL, seriously.

What have we learned in the last ten years? We need to focus on OER to help mitigate the secondary surge in education; bottom-up (volunteerism) as well as top-down (government) approaches are needed; increasing internet access and use of mobile phones for learning is a key development. There is now a two-way flow between developed and developing nations in the creation and use of OER.

The President opined that research on OER will be critical to the sustainability of the OER movement. Currently, such research is done in isolated pockets and will need to be scaled up to generate the evidence needed. Current availability of software tools to search for, locate and retrieve OER is a limiting factor in the wider use of OER. There is a need to foster innovation and adaptive research in this area. The number of institutions making their courses available as OER has increased and developing countries have emerged as major players. India, a large Commonwealth country and Antigua and Barbuda, a small island state, have recently developed national OER policies.

In which ways has the Commonwealth of Learning contributed to the promotion and use of OER?

- Advocacy and awareness generation regarding the benefits and availability of OER
- Policy development on OER at the national and institutional levels
- Capacity building so that more governments, institutions and individuals are able to effectively harness the potential of OER
- Promote research through its publications on OER and its OER Chairs programme.

What are the major issues that need to be addressed for OER to realise its transformative potential?

- The digital divide across the world is still alive and well. So if we look at OER as ‘technology’ developing countries start with a disadvantage.
- OER will not help us address issues of equity and inequality? Institutions and groups with better access to resources and infrastructure will make more use of the educational technology innovations such as free and open resources rather than marginalised groups.
- Teachers working in schools serving low income students simply can't make as much use of the technology because they lack the planning time, broadband access, etc.
- How to involve a wider constituency of stakeholders. What incentives can be provided to involve faculty to participate in this movement?
- How can we reach teachers and the students in remote and marginalised communities?

- How can these different international regional and national initiatives come together as a network of stakeholders to enhance our collective impact?

The COL President suggested that national governments in developing countries should seek to promote and sustain an enabling environment *in* which the OER movement can flourish. They can:

- Develop an ICT in Education policy
- Propose a vision and strategy for not just developing OER but also for using them at all levels: primary, secondary and tertiary
- Recognise OER-development at par with academic publications to reward faculty in promotions.

To conclude, the President raised three questions:

1. Given the uneven development of technologies, how can OER reach the digitally deprived and socially excluded?
2. Are we simply replicating and scaling up existing teaching-learning practices through the use of OER? How can we use OER to transform the paradigm of teaching-learning?
3. In the past year, the hype about MOOCs has overshadowed the attention on OER. How can MOOCs & OER be blended to offer more effective ODeL?

## SESSION 10

### UNDERSTANDING GENDER IN THE PACIFIC – IDEAS FOR GENDER PROGRAMMING BY EDUCATION SPECIALIST TVSD

Dr. Alison Mead Richardson started the session by asking participants to explain their understanding of gender and then provided a definition that is being used by COL. Gender is:

- The socially determined roles, responsibilities, behaviour, characteristics of women and men in a given culture
- Socialised at home, school, through the media, in the community
- Assimilated and learned, can change over time and can vary within a given culture
- Different from a person’s sex which is biologically determined



Focal Points participated in an activity called Stand By Your Story. The group walked around the room and looked at the posters on the wall depicting current gender issues in the Pacific. They each choose one story which resonates with them and then reported on their own life experience regarding the issue gender in their country. Issues raised included:

- Women in Vanuatu are now getting involved in politics which is very important for the country
- Women are now taking leadership role in parliament in PNG which is contributing to change the mindset of people and they are being seen as role models
- Samoa would like to develop grassroots women to improve their skills in marketing
- A lot more awareness is happening in Samoa regarding domestic violence and a halfway house is now available to those suffering from such problems
- Women contributions in Samoa are still unrecognised
- Domestic violence in Tonga is now being discussed on radio and there are safe houses for women suffering from domestic violence. However, there are also cases of men suffering but people are not aware

Focal Points pointed out that 75 to 90% of market vendors are women in the Pacific and their income is very low. They feel that COL could help with building capacity for women to improve their knowledge especially in marketing.

Dr. Mead Richardson also addressed major gender issues in the Pacific with regard to violence, employment and female leadership. Focal Points then worked in groups to say how ODL may contribute to alleviate some of the challenges women face in the Pacific:

- COL could help provide basic skills to build confidence of women to become good citizens.
- Both boys and girls are engaged in destructive habits, COL could support training for young adults to address the problem of gender disparity
- Most educated people in Nauru are women. Only 40 percent of the teachers graduating are men. There is a need to encourage males to become more productive and become responsible citizens. COL could help to create opportunities according to their interest
- COL can help to develop strategies to address the problem of girls in secondary schools

## SESSION 11

### TECHNOLOGY INNOVATIONS BY EDUCATION SPECIALIST VUSSC

Mr. John Lesperance started this session by explaining the difference between face-to-face teaching and the different facets of eLearning.



Mr. Lesperance showcased Aptus, one of COL's technology innovations, also known as "Classroom Without Walls". The term "Classroom Without Walls" was coined by Professor Asha Kanwar and implemented by Dr. V. Balaji, COL's Director of Technology and Knowledge Management. Without access to the internet, Aptus creates a wireless local area network that allows other devices such as smart phones, tablets and laptops to connect. In this way access is provided to learning resources and tools

such as Moodle, Wordpress, Wikipedia, Khan Academy, Own Cloud etc. The type of learning resources could vary in different countries.

Mr. Lesperance also covered other technology currently being used by COL and these included:

- Community Media used by the Healthy Communities, Lifelong Learning for Farmers and Commonwealth Educational Media Centre for Asia (CEMCA)
- Directory of Open Educational Resources (DOER) and
- Open Textbooks initiative undertaken in the Caribbean
- ICT Integration for Teachers using the Commonwealth Certificate for Teacher ICT Integration (CCTI)
- eLearning platforms used by COL e.g. Moodle, MOOCs

Mr. Lesperance demonstrated Aptus and Focal Points were given time to use their portable mobile devices to access content on Aptus. This generated a lot of interest while they browsed, downloaded or uploaded content. Some Focal Points expressed interest to try Aptus in their country and they will be writing to COL to submit their requests.



**WEDNESDAY, SEPTEMBER 24, 2014**

**SESSION 12**

**REVIEW OF DRAFT LOGIC MODEL 2015-2021  
BY VICE PRESIDENT COL**

In this session the Vice President focused on sharing what COL has done in preparing and planning for its six year plan. He started with a recap of the current logic model and explained the process that COL will go through to finalise the new strategic plan. The new logic model was tested in Asia during the Focal points meeting in September. Mr. Naidoo mentioned that based on feedback from the Pacific meeting, COL will then complete the draft by December. The final strategic plan will be approved by Ministers of Education in June at CCEM.

COL has set out the goal as ‘sustainable development through learning’. Three long term outcomes that COL feels are important to achieve the goal are:

- Strengthened sustainable livelihoods
- Increased equitable access to and use of quality learning opportunities
- Improved organisational capacity to leverage ODL

The aim is to achieve the long term outcomes at the end of six years. There are Intermediate Outcomes which will be achieved in the first two to three years of the planning cycle. The Vice President explained that indicators are important in helping us to understand whether we have achieved the outcomes.

When presenting the new six-year strategy he noted there will be two sectors and each will consist of four initiatives:

**Education Sector**

- Open Schooling
- Higher Education
- Teacher Education
- Virtual University for Small States of the Commonwealth (VUSSC)

**Skills Sector**

- ICT enabled learning
- Lifelong Learning for Farmers
- Healthy Communities
- Technical Vocational Skills Development

Gender will be cross-cutting.

Mr. Naidoo presented three fundamental questions to Focal Points and they were asked to work in groups to discuss and respond to the questions.

1. If we implement projects under each initiative so that we achieve the intermediate and long-term outcomes, will this address the needs in your country?
2. Are the performance indicators relevant to the needs in your country? Should COL focus on other indicators?
3. Are there other assumptions you can think of that are relevant to your country and the region?

The Focal Points reflections are captured in the table below:

Question	Group 1	Group 2
<p>If we implement projects under each initiative so that we achieve the intermediate and long-term outcomes, will this address the needs in your country?</p>	<p>Agreed with immediate &amp; long-term outcomes.</p> <p>The issue of curricula is important and the following subjects must to be addressed:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Science</li> <li>• Literacy</li> </ul> <p>Environment should be cross cutting and is a very important curriculum component for the Pacific region.</p> <p>Skills and entrepreneurship should also be included.</p> <p>Teacher education, particularly using ODL mode of delivery is important.</p> <p>Intermediate outcomes are relevant and COL could take a project approach to achieve these earlier in the six-year period.</p>	<p>Agreed that long-term &amp; intermediate outcomes address the needs of countries.</p> <p>COL may not have the influence with the curricula but it can support government to address the needs of countries with regard to literacy and numeracy. COL can help develop these materials.</p> <p>The distribution of educational resources in the Pacific is very challenging because of the remoteness of islands. How can COL help?</p> <p>COL is already helping to develop resource kit for teachers but this can be expanded to include other countries.</p>
<p>Are the performance indicators relevant to the needs in your country? Should COL focus on other indicators?</p>	<p>The group agreed with the proposed indicators and had nothing further to add.</p>	<p>Agreed with all proposed indicators. Long-term outcome 1, increased and equitable access to and use of quality learning opportunities should also address minority groups like the elderly.</p> <p>Increasing access to learning opportunities should include all people, particular for PNG</p> <p>There is a need to increase awareness on the issues of pathways between different learning levels.</p>

Question	Group 1	Group 2
Are there other assumptions that you can think of that are relevant to your country and the region?	<p>Regarding assumptions, COL could leverage on USP resources especially ODL.</p> <p>Indicators and assumptions should reflect on formal and non-formal learning.</p> <p>Courses and learning materials should be aligned to national and regional qualifications framework.</p>	The group had no new assumptions to add.

## SESSION 13

### SUMMARY & REFLECTIONS ON THE FOCAL POINTS MEETING BY COL VICE PRESIDENT

The reflections are based on expressions as directly articulated by the Focal Points:

All the Focal Points were very thankful to COL for its support to the Pacific region. Most of them did not know much about COL and were glad to have attended the meeting and benefited from it. There is now a better understanding of the role of Focal Points and the meeting has enable them to better understand the challenges of the Pacific islands through dialogue which has also been a learning experience for everybody. The role and function of COL is also much clearer now. They particularly enjoyed the sessions on theory of change and technology innovation.

Focal Points were glad that PACFOLD was launched and felt that it will promote more collaboration and increase the visibility of COL in the region.

This has been a week where new windows on education have opened for the region. Focal Points felt that they are now better equipped to make use of the resources and support that COL provides. Focal Points appreciated COL's approach to learning for sustainable development and noted that COL works at grass root level which is helping to make a difference in the region.

The New Zealand representative had never heard of COL before but found the session to be an eye opener for her. COL's approach is good and it is important for countries to also take ownership of projects if these are to be successful.

### CLOSING REMARKS BY THE PRESIDENT OF COL

In closing the two and half day meeting, Professor Asha Kanwar thanked all the Focal Points including the representative from the New Zealand High Commission. She noted that at the last Focal Points meeting Nauru's Focal Point invited COL to visit her country and this year she visited Nauru. She was

pleased to report that in June 2014, the Education Specialist for TVSD had visited Nauru and met with the Department of Education and other stakeholders.

The President identified four common themes, (1) VUSSC courses, (2) capacity, (3) quality assurance and (4) higher education and TVET. She noted that each Pacific country had specific areas of need for example:

- PNG – Open University
- Solomon Island – TVET and skills
- Tonga – Agriculture skills
- Tuvalu – Open School
- Vanuatu – Teacher education
- Samoa – Use of retired teachers to mentor new teacher and skills.

She also mentioned that PACFOLD will make a difference in the region by connecting educators together for a common purpose. The COL new draft six year plan will be ready by the middle of December . COL Based on comments and feedback, COL will start revising the plan by January 2015.

She appreciated the commitment of the Minister of Education, Sports and Culture in Samoa and thanked everybody from Samoa for their support services to the meeting. She thanked the Samoans for their wonderful hospitality.

### **LAUNCH OF PACIFIC BASIC TRADES TRAINING AUDIO MATERIALS**

COL and National University of Samoa have been collaborating on the development of audio materials to support the Pacific Basic Trades Vocational Literacy and Numeracy programme. They took the opportunity of the Focal Points meeting to present these materials to the meeting.

The Basic Trades Vocational Literacy and Numeracy course was written in collaboration by 2 officers from 6 Pacific countries. The Focal Point from Nauru was one of the writers. This course, along with the Basic Trades training courses, are available as Pacific OERs and have been used in seven countries.

The audio materials were developed in response to an evaluation of the first use of the printed materials. The materials were scripted and produced by the Communications Team and ICT Team at the National University of Samoa with COL support.





## ANNEX A

### REGIONAL FOCAL POINTS MEETING (PACIFIC)

National University of Samoa  
Apia, Samoa  
September 22-24, 2014

#### Participants List

#### FOCAL POINTS/ALTERNATES

Country	Name of Focal Point and Contact Details
1. Australia	Ms. Mary Flanagan (Regrets) Executive Officer, United Nations Economic & Development Section Multilateral Policy Division Department of Foreign Affairs and Trade 255 London Circuit Canberra ACT 2601 Australia  Tel: +61 2 6178 4365 Email: <a href="mailto:mary.flanagan@dfat.gov.au">mary.flanagan@dfat.gov.au</a>
2. Kiribati	Ms. Tererei Abete-Reema (Regrets) Permanent Secretary Ministry of Education P.O. Box 263, Bikenibeu Tarawa Kiribati  Tel: 686 28091 Email: <a href="mailto:tererei@moe.gov.ki">tererei@moe.gov.ki</a>

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*Regional Focal Points Meeting (Pacific)*  
*Participants List*

<b>Country</b>	<b>Name of Focal Point and Contact Details</b>
3. Nauru	<p>Mrs. Ceila Cecilia Giouba            Director of Administration in Education            Department of Education            Ministry of Education            Government offices, Yaren district            Republic of Nauru</p> <p>Email: <a href="mailto:Cecilia.Giouba@naurugov.nr">Cecilia.Giouba@naurugov.nr</a></p> <p><i>Mrs. Ceila Cecilia Giouba is representing:</i></p> <p>Dr. Maria Gaiyabu            Secretary for Education            Ministry of Education            Government Offices            Yaren District            Nauru</p> <p>Tel: 674 557 3043 (Cell)            Email: <a href="mailto:maria.gaiyabu@naurugov.nr">maria.gaiyabu@naurugov.nr</a></p>
4. New Zealand	<p>Ms. Miriam Freeman-Plume (Regrets)            Development Officer, Multilateral/Regional Team            Ministry of Foreign Affairs and Trade            195 Lambton Quay            Wellington 5045            New Zealand</p> <p>Tel: +64 4 439 8775 (Office)            Email: <a href="mailto:Miriam.Freeman-Plume@mfat.govt.nz">Miriam.Freeman-Plume@mfat.govt.nz</a></p>

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<b>Country</b>	<b>Name of Focal Point and Contact Details</b>
5. Papua New Guinea	<p>Mr. Charles Mabia            Acting Director, Higher Education Development Division            Office of Higher Education            Ministry of Higher Education, Research, Science &amp; Technology            PO Box 5117            Boroko 111 NCD            Papua New Guinea</p> <p>Tel: +675 7688 5381 (Cell)/Email: <a href="mailto:cmabia@ohe.gov.pg">cmabia@ohe.gov.pg</a></p> <p>Mr. Bob Kiakari            Superintendent, Flexible, Open and Distance Learning            Papua New Guinea Department of Education            Fincorp Haus            PO Box 446            Waigani NCD            Papua New Guinea</p> <p>Tel: +675 301 3361/Email: <a href="mailto:Bob_Kiakari@education.gov.pg">Bob_Kiakari@education.gov.pg</a></p>
6. Samoa	<p>Dr. Ioana Chan Mow            Associate Professor, Computing Education            National University of Samoa            PO Box 1622, Toomatagi            Apia            Samoa</p> <p>Tel: +685 243 86 (Home)/Email: <a href="mailto:I.chanmow@nus.edu.ws">I.chanmow@nus.edu.ws</a></p> <p><i>Ms. Lineta Tamanikaiyaroi will be representing Dr. Ioana Chan Mow on September 19:</i></p> <p>Ms. Lineta Tamanikaiyaroi            Head of Construction Department            Faculty of Applied Science            National University of Samoa            Le Papa I Galagala            Vaivasetai            Samoa</p> <p>Tel: +685 750 6737 (Cell)/Email: <a href="mailto:L.tamnikaiyaroi@nus.edu.ws">L.tamnikaiyaroi@nus.edu.ws</a></p>

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*Regional Focal Points Meeting (Pacific)*  
*Participants List*

Country	Name of Focal Point and Contact Details
7. Samoa	<p>Mr. Perive Tanuvasa Lene            PO Box 981            Apia            Samoa</p> <p>Tel: +685 775 8714 (Cell)            Email: <a href="mailto:ptlene@samoa.ws">ptlene@samoa.ws</a></p>
8. Solomon Islands	<p>Mr. James Bosamata            Deputy Permanent Secretary            Ministry of Education and Human Resources Development            PO Box G28            Honiara            Solomon Islands</p> <p>Email: <a href="mailto:JBosamata@mehrd.gov.sb">JBosamata@mehrd.gov.sb</a></p> <p><i>Mr. Bosamata is representing:</i></p> <p>Dr. Franco Rodie            Permanent Secretary            Ministry of Education and Human Resources Development            PO Box G28            Honiara            Solomon Islands</p> <p>Tel: +677 286 13 (Office)            Email: <a href="mailto:pseducation@pmc.gov.sb">pseducation@pmc.gov.sb</a></p>

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*Participants List*

Country	Name of Focal Point and Contact Details
9. Tonga	<p>Mrs. ‘Ana Lupe Voi            Ag. Deputy Director, Post Secondary Education            Tonga Institute of Higher Education            Ministry of Education and Training            ‘Alaivahamama’o Road, Pahu            Nuku’alofa            Tonga</p> <p>Tel: + 676 676 24122            Email: <a href="mailto:a_lupe_voi@yahoo.com">a_lupe_voi@yahoo.com</a></p> <p><i>Mrs. ‘Ana Lupe Voi is representing</i></p> <p>Lady Siatukimoana Vaea            Deputy Director, Post Secondary Education            Tonga Institute of Higher Education            Ministry of Education and Training            ‘Alaivahamama’o Road, Pahu            Nuku’alofa            Tonga</p> <p>Tel: +676 872 7777 (Cell)            Email: <a href="mailto:stvaea@hotmail.com">stvaea@hotmail.com</a></p>
10. Tuvalu	<p>Ms. Katalina P. Taloka            Director of Education            Ministry of Education, Youth, Sports and Health            Government of Tuvalu            Private Mail Bag, Vaiaku            Funafuti            Tuvalu</p> <p>Tel: +688 20403/20834 (General)            +688 20414 (Department)            Email: <a href="mailto:ktaloka@gov.tv">ktaloka@gov.tv</a> /<a href="mailto:kpasiale@gmail.com">kpasiale@gmail.com</a></p>

**ANNEX A**  
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<b>Country</b>	<b>Name of Focal Point and Contact Details</b>
11. Vanuatu	Mr. George Jonathan Maeltoka Principal Education Officer, Education Services Ministry of Education Private Mail Bag 028 Port Vila Vanuatu  Tel: +678 23309 Email: <a href="mailto:gmaeltoka@vanuatu.gov.vu">gmaeltoka@vanuatu.gov.vu</a>

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Country	Contact Details
12. Professor Asha S. Kanwar President & Chief Executive Officer	Tel: +1 604 775 8200 Email: <a href="mailto:akanwar@col.org">akanwar@col.org</a>  Personal Assistant to the President: Annette Bacchus Tel: +1 604 775 8264 Email: <a href="mailto:abacchus@col.org">abacchus@col.org</a>
13. Mr. Vis Naidoo Vice President	Tel: +1 604 775 8200 Email: <a href="mailto:vnaidoo@col.org">vnaidoo@col.org</a>  Executive Assistant Jasmine Lee Tel: +1 604 775 8230 Email: <a href="mailto:jlee@col.org">jlee@col.org</a>
14. Mr. John Lesperance Education Specialist – VUSSC	Tel: +1 604 775 8222 Email: <a href="mailto:jlesperance@col.org">jlesperance@col.org</a>  Programme Assistant Patricia Schlicht Tel: +1 604 775 8227 Email: <a href="mailto:pschlicht@col.org">pschlicht@col.org</a>
15. Dr. Alison Mead Richardson Education Specialist – Skills Development	Tel: +1 604 775 8270 Email: <a href="mailto:ameadrichardson@col.org">ameadrichardson@col.org</a>  Programme Assistant Charisse Cruz Tel: +1 604 775 8273 Email: <a href="mailto:ccruz@col.org">ccruz@col.org</a>



## **ANNEX B**

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

Date: September 22-24, 2014

Time: 9:00-17:00 hours

Place: Open Ceremony and Inauguration of Meeting on September 22 – Visions Restaurant  
Aoa Conference Room, National University of Samoa

Accommodation: Insel Fehmarn Hotel, Apia, Samoa (Tel: 685 23301)

#### **THEME:**

To explore education and the use of technology and distance learning methods in sustainable development.

#### **OBJECTIVES:**

The objectives of the meeting are to:

1. Determine the key priorities and needs for education and training in Pacific<sup>1</sup>; and
2. Identify COL's role in addressing these key needs in the region.

#### **SUB-OBJECTIVES:**

1. Enhance the understanding of COL's identity and purpose;
2. Understand the rationale of the current COL's programmes and initiatives;
3. Learn about the role of COL's Focal Points and ways to improve engagements and partnerships in country;
4. Increase awareness of gender issues in Pacific and what role COL can play in addressing these challenges;
5. Review COL's draft Logic Model noting the needs of member countries, global development agendas and technology advancements; and
6. Recommend changes to the draft Logic Model for the next Strategic Plan (2015-2021).

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<sup>1</sup> Pacific – Commonwealth Pacific countries: Australia, Kiribati, Nauru, New Zealand, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

**AGENDA**

**Date:** Monday, September 22  
**Venue:** Open Ceremony and Inauguration of Meeting (from 8:30-11:15 a.m.) – Visions Restaurant  
 From 11:15 a.m. - Aoa Conference Room, National University of Samoa  
**Time:** 9:00-17:00 hours

Time	Session	Format	Facilitator/Presenter
8:30-9:00	KAVA CEREMONY		
9:00-9:15	REGISTRATION, TEA/COFFEE		
9:15-10:30	Inauguration of Focal Points Meeting: <ul style="list-style-type: none"> <li>• Opening Prayer by The Reverend Tonu EFKS from the village of Iva</li> <li>• Welcome Remarks by Professor Le’apai Tu’ua Ilaoa Asofou So’o, Vice Chancellor and President of the National University of Samoa</li> <li>• Welcome and objectives of meeting</li> <li>• Welcome by Professor Rajesh Chandra, Vice Chancellor, University of the South Pacific, Fiji</li> <li>• Opening Address by The Honourable Magele Mauiliu Magele, Minister for Education, Sports and Culture</li> <li>• Participant introductions</li> </ul>	Plenary session	Vis Naidoo Director of Ceremonies  Vice Chancellor  Asha Kanwar Vice Chancellor  Hon. Minister  All

**ANNEX B**  
*Regional Focal Points Meeting (Pacific)*  
 Agenda

Time	Session	Format	Facilitator/Presenter
	<ul style="list-style-type: none"> <li>Focal Points Photo with the Hon. Minister, Vice Chancellor of the National University of Samoa and COL staff</li> </ul>		All
	MORNING TEA <i>(On the conclusion of the morning tea, participants will move to Aoa Conference Room for the rest of the programme.)</i>		
11:15-11:45 <b>Session 1</b>	Adoption of Agenda  Participants expectations Overview of COL: Value, Mission, Structure	Plenary discussion  Plenary presentation and discussion	Vis Naidoo  All Asha Kanwar
11:45-12:30 <b>Session 2</b>	COL Function & Programmes <i>(focus on learning for sustainable development and how this is translated in current TYP)</i>	Plenary presentation and discussion	Vis Naidoo
12:30-13:30	LUNCH		
13:30-14:30 <b>Session 3</b>	Role of Focal Points	Plenary presentation and discussion	Alison Mead Richardson
14:30-15:30 <b>Session 4</b>	Analysis of priorities identified in the Education and Training Sector in Pacific	Short presentation – key issues to focus on and noting trends in the regions (10 min). Group discussions (responses to key questions – 30 min). Plenary report-back (20 min).	John Lesperance  <i>Rapporteur – Alison Mead Richardson</i>
15:30-15:45	TEA/COFFEE		

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*Regional Focal Points Meeting (Pacific)*  
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Time	Session	Format	Facilitator/Presenter
15:45-16:45  <b>Session 5</b>	Priorities in Livelihoods and Health Sector in Pacific	Plenary presentation and discussion (based on input and analysis of Focal Points reports)	Alison Mead Richardson  <i>Rapporteur – John Lesperance</i>
16:45-17:00	Wrap-up of day, house-keeping		Vis Naidoo
18:00 for 18:30	WELCOME DINNER HOSTED BY COL – Peleiupu Restaurant, Insel Fehmarn Hotel Launch of the Pacific Centre for Flexible & Open Learning for Development (PACFOLD)  <b>ENTERTAINMENT BY LAUSINASINA GROUP (NUS)</b>		

**Date: Tuesday, September 23**

**Time: 9:00-17:00 hours**

<b>Time</b>	<b>Session</b>	<b>Format</b>	<b>Facilitator/Presenter</b>
8:30-9:00	TEA/COFFEE		
9:00-10:00 <b>Session 6</b>	<b>Welcome to Day 2.</b> Recap of the day Completion of priority grid for education and training & livelihoods.	Plenary discussion	Vis Naidoo
10:00-11:30 <b>Session 7</b>	Gender issues in the Pacific. Ideas for Gender Programming.	Stand by your story – individual presentations. Plenary discussions and presentations	Alison Mead Richardson All <i>Rapporteur – John Lesperance</i>
11:30-12:30 <b>Session 8</b>	Technology innovations and introduction to APTUS (as an example of innovation), DOER, MOOC, online courses, print materials.	Plenary presentation/discussion (current developments and trends. COL’s approach to technology and information on COL’s work)	John Lesperance <i>Rapporteur – Alison Mead Richardson</i>
12:30-13:30	LUNCH		
13:30-14:30 <b>Session 9</b>	Focus on OER: Global development, best practice and value to country.	Presentation (20 min) Plenary discussion (40 min)	Asha Kanwar <i>Rapporteur – Alison Mead Richardson</i>

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*Regional Focal Points Meeting (Pacific)*  
 Agenda

Time	Session	Format	Facilitator/Presenter
14:30-15:30 <b>Session 10</b>	Theory of change as a development tool: how does this help us to be more effective?	Case study Plenary discussion Presentation	Alison Mead Richardson
15:30-16:00	TEA/COFFEE		
16:00-17:00 <b>Session 11</b>	Presentation of COL's draft Logic Model (2015-2021)	Presentation (20 min). Plenary discussion (40 min)	Vis Naidoo  <i>Rapporteur – John Lesperance</i>
18:00 for 18:30	DINNER HOSTED BY THE HON. MINISTER OF EDUCATION, SPORTS AND CULTURE – Samoa Cultural Centre  <b>ENTERTAINMENT WILL BE PROVIDED</b>		

**Date: Wednesday, September 24, 2014**

**Time: 9:00-16:00 hours**

<b>Time</b>	<b>Session</b>	<b>Format</b>	<b>Facilitator/Presenter</b>
9:00-9:30	TEA/COFFEE		
9:30-11:00 <b>Session 12</b>	<p>Review of draft Logic Model (2015-2021). Review the goal, core strategies, and outcomes.</p> <p>Is the proposed goal, strategies and outcomes aligned to enable COL to address the needs of countries and the region? Are there additional outcomes (both long term and intermediate outcomes) that COL should focus on? Should COL have any cross-cutting areas that support its work and achieve the outcomes?</p>	<p>Plenary presentation (15 min) – current Logic Model</p> <p>Group work (45 min)</p> <p>Report back and discussion (30 min)</p>	<p>Vis Naidoo</p> <p>All</p> <p><i>Rapporteur – John Lesperance</i></p>
11.00-12.00 <b>Session 13</b>	<p>Summary</p> <p>Reflections of the meeting by all participants</p> <p>Closing remarks</p>	Plenary discussion	<p>Vis Naidoo</p> <p>All</p> <p>Asha Kanwar</p>
12:00-12:30	Presentation on Pacific Basic Trades Literacy & Numeracy course with integrated audio materials		<p>Emma Kruse Vaai</p> <p>Alison Mead Richardson</p>
12:30-13:30	LUNCH		
13:30-16:00	Field Visit		