Antigua & Barbuda | The Bahamas | Barbados | Belize | Dominica | Grenada | Guyana | Jamaica
St. Kitts & Nevis | St. Lucia | St. Vincent & the Grenadines | Trinidad & Tobago

REPORT OF THE

REGIONAL FOCAL POINTS MEETING

(CARIBBEAN)

PORT OF SPAIN

TRINIDAD & TOBAGO

MARCH 26-28, 2014

REGIONAL FOCAL POINTS CARIBBEAN AND COL STAFF

MARCH 2014

REPORT OF THE REGIONAL FOCAL POINTS MEETING - CARIBBEAN

26-28 March 2014

Port of Spain, Trinidad and Tobago

The Regional Focal Points Meeting for the Caribbean was held at the Ministry of Tertiary Education and Skills Training, Trinidad & Tobago from 26-28 March, 2014. The meeting was attended by 13 Focal Points from all 12 Caribbean Commonwealth countries (Participants' List attached - Annex A). It was facilitated by Professor Asha Kanwar, President and Chief Executive Officer; Mr. Vis Naidoo, Vice President; Mr. Ian Pringle, Education Specialist - Health Communities and Team Leader – Livelihoods and Health, Dr. Mark Bullen, Education Specialist - eLearning; and Ms. Rosanne Wong, Gender Equality Manager.

The objectives of the meeting were to:

1. Determine the key priorities and needs for education and training in the Caribbean;
2. Identify the Commonwealth of Learning (COL)'s role in addressing these key needs in the region.

The meeting took place according to the agreed Agenda (Annex B).

WEDNESDAY MARCH 26

INAUGURATION OF THE FOCAL POINTS MEETING

Rosanne Wong welcomed all the participants.

Professor Asha Kanwar provided the introductory remarks and outlined the five key objectives for the meeting:

1. To solicit input into the COL strategic planning process for the 2015-2018 Three-Year Plan.
2. For COL to present an interim report of what it has done thus far in each of the countries in the region at the mid-point of the 2012-2015 Three-Year Plan. The final report will be presented in June 2015 when the ministers meet in The Bahamas for the 19th CCEM.
3. An opportunity to remind the Focal Points (FPs) of COL's purpose, its organisation and its programme.
4. An opportunity to remind us of our shared values and our common identity as citizens of the Commonwealth. They are also an opportunity for us to network, and forge multilateral and bilateral linkages for future collaboration within and beyond the region.

5. An opportunity to introduce COL's new staff: the Vice President, Mr. Vis Naidoo from South Africa; Dr. Mark Bullen, Education Specialist - eLearning, who is Canadian and Ms. Rosanne Wong, our Gender Equality Manager, also from Canada.

Vis Naidoo expanded on the purpose of the meeting, reviewed the agenda and asked participants to briefly introduce themselves.

SESSION 1

OVERVIEW OF COL: VALUE, MISSION, STRUCTURE, FUNCTION & PROGRAMMES

Professor Kanwar provided an overview of COL that included a brief history of the organisation, its mandate, how it is structured, and an explanation of its initiatives and themes. She explained how COL's work is informed by the notion of Learning for Development and what this means in practical terms. She emphasised that COL's purpose is to harness the potential of open and distance learning (ODL) and the use of ICT to assist member states in achieving their development goals.

She also reviewed the previous FPs meeting and pointed out that COL had responded to all of the recommendations. She noted the following recommendations from the 2008 FPs meeting, viz.

1.   Establish a Base Camp
        https://colkm.updatelog.com/login
2.   Better coordination with different ministries and regional bodies i.e. CKLN, UWIDEC, CUPIDE
3.   Continue to inform FPs of staff visits and COL activities
4.   Caribbean Qualifications Framework
5.   Development of Regional ODL Policies
6.   Open Schooling and access to Higher Education
7.   Leadership development
8.   Institutional capacity in ODL and ICT.

She concluded with a look ahead to post-2015 and the UN, UNESCO and Commonwealth development goals. She noted that the UN High Level Panel identified six priority areas, viz.

1.   End poverty
2.   Empower girls and women
3.   Provide quality education and lifelong learning
4.   Ensure healthy lives
5.   Ensure food security and good nutrition
6.   Create jobs, sustainable livelihoods & equitable growth.

Further, the Commonwealth post-2015 development framework for Education focused on:

1. Access: every child completes nine years of basic education & has access to secondary education
2. Quality: post-basic education for livelihoods and employment
3. Equity: class, gender, special needs, location, age.

Professor Kanwar noted that UNESCO post-2015 education agenda identified the following theme: Equitable, Quality Education & Lifelong Learning for All by 2030. This constituted a focus on:

1. Basic Education (including early childhood development & lower secondary)
2. Post-basic (including upper secondary and tertiary)
3. Quality and relevant teaching and learning
4. Youth & adult literacy
5. Skills for life and work.

She also reviewed the recommendations of previous FPs meetings and how COL had responded by noting five key goals:

1. Meeting unmet goals
2. Minimum intervention, maximum impact
3. Addressing key challenge of access, equity, non-formal learning, technology developments, and skills development
4. Harnessing technology appropriately
5. Providing a regional focus.

A lively discussion followed and many participants expressed appreciation for COL's work and its responsive approach.
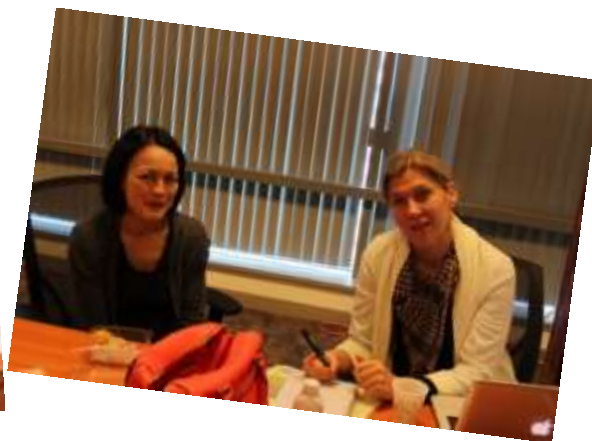
SESSION 2

ANALYSIS OF PRIORITIES IDENTIFIED IN THE EDUCATION & TRAINING SECTOR IN THE CARIBBEAN

Dr. Mark Bullen presented a summary of the priorities for education and training identified by the FPs in their country reports. He also highlighted the priorities that were common to the 12 countries:

Priorities

- Open schooling (for marginalised youth)
- Training for PE teachers
- Tourism education and awareness programmes for secondary school children and people involved in the hotel industry
- Human resource management
- Virtual University for Small States of the Commonwealth (VUSSC) & CKLN and how to use both to advance education and training
- Accreditation.

Common Priorities

- Policy development (at government & institutional levels)
- Online learning support
- ICT integration into learning and teaching
- TVET (curriculum development, online delivery)
- Monitoring and evaluation.

Small group discussions were held in which participants were asked to validate the summary and to identify the ways in which COL could help address these priorities and whether or not some or all of these could or should be addressed on a regional basis. Some of the key points made by participants included:

- The need for more coordination of the support provided by COL and other agencies in the region. All these things are happening separately
- The critical importance of policy development in ODL and OER
- COL to continue to use regional meetings to push the learning for development agenda
- Make greater use of ODL and ICT to deliver support, i.e. "walk the talk"
- Establish a repository (knowledge base) for FPs to support continuity with everything: reports, good practices, peer engagements, etc.
- ICT readiness, i.e. readiness of the countries to use ICT; broadband access is a major problem; the follow on problem is that sharing educational materials is not possible; education needs to lobby to help drive this agenda
- More engagements of the education community in CKLN
- There needs to be more focus on building networks and communities of practice rather than always resorting to the conventional approach of workshops and meeting

- Some participants felt that they were not aware of many of the COL activities and there needed to a more effective way of sharing information
- Reference to the open text book initiative and how this can be expanded
- There needs to be more sharing of good practices that can be adapted, e.g. a practice by potato farmers in Jamaica might be relevant for peanut farmers in Barbados.

SESSION 3

PRIORITIES IN THE LIVELIHOODS AND HEALTH SECTOR IN THE CARIBBEAN

Ian Pringle provided an overview of the key themes and approaches of the Livelihoods & Health Sector followed by a summary of the priorities identified for the sector that emerged from 1) the previous day's Regional Stakeholders' Consultation Meeting and 2) the reports from the FPs.

Skills Development

- TVET: access, integration, flexible approaches to enable more learners to access skills training
- TVET teacher training
- Study on flexible TVET.

Farming

- Use of ODL learning for farmers, ensure alignment with national goals; including youth involvement in farming
- Food/nutrition security
- Health/agriculture-related policy elements
- Agricultural data collection and use in construction of courses and training
- Climate change: adaptation and to increase farmers capabilities to address issues related to climate change.

Health

- Nutrition & health status of the population was identified as important for all Caribbean states
- Healthy communities, health & wellness was seen as vital to the overall development of countries
- Illness prevention rather than only curative health important
- Adolescent health, sexual & reproductive health.

Ian Pringle facilitated an engaging plenary discussion with participants about the priorities, themes and approaches. It was organised around three key questions:

1. (Keeping in mind that much of the work in the Livelihoods and Health sector is external to ministries of education) How do you work with other ministries? Other sectors?
2. What sort of participatory ICT-enabled approaches are in use in the Caribbean?
3. Are the issues identified by regional stakeholders and FPs aligned and relevant to the region?

Highlights from the plenary discussion included the following:

- The discussion reinforced some of the key messages coming out of the stakeholders' consultation, e.g. that COL's work in non-formal open and distance learning is on a good trajectory and the importance of policy, not only in the formal education sector but also reflecting educational and developmental priorities in other sectors, e.g. health, youth, etc. is also required.
- TVET emerged as a strong and consistent theme in the discussions and it was clearly seen as a regional priority.
  - o TVET needs to reflect industry and community needs and the skills required to meet them.
  - o Some questions were raised as to why TVET is located in COL's Livelihoods and Health sector rather than Education. These were discussed in view of both the importance of TVET to both education and development and its relevance in both formal and non-formal approaches to learning, e.g. structured courses versus just-in-time information.
  - o TVET in the region is understood to include performing and visual arts.
- The importance of inter-departmental, -ministry and -sectoral cooperation and coordination were raised, both in terms of the relevance of open and distance learning to different ministerial and civil society mandates as well as the role of COL as an agency concerned with methods of learning for development. This presents challenges for FPs in terms of communication and coordination with other ministries and sectors.
- A suggestion was made for FPs to form local committees to bring different stakeholders together, from different ministries and departments, civil society organisations, etc.
- Farming needs to be understood as encompassing a broad range of activities, e.g. fishing, that are of equal or greater importance in the region and an important issue includes that of safety within the agriculture and fisheries sectors.
- Community health concerns, understood to encompass a broad range of social issues, include nutrition, safety and issues related to youth, which naturally intersect with the secondary school sector.
- Community media seen as more accessible form of ICT and thus better reflected for public education.
- Policy support: good practices in health and agricultural education should also be reflected in policy.
- ODL policy: doesn't have to be all encompassing one; usually would cover content, learner support and administrative structure which will deliver these things; policy should also be framed in such broad terms to be relevant 10 years from now.

RECAP OF THE FIRST DAY

Vis Naidoo welcomed participants to the second day of the FPs meeting and provided a review of the first day's deliberations with a focus on the additional priorities that were identified by participants for the two sectors:

Education

- Caribbean Vocational Qualification (CVQ) and Caribbean Qualifications Authority (CQA)
- Policy development for ICT in Ed and in OER
- Continue with regional meetings. Also use ODL methods for meetings, workshops, etc. to build capacity and for training. Use this mode to exemplify the value of ODL/tech
- Customise OER for open schools
- Teacher training and continuous professional development.
- Technical support – to also enable transfer of skills. Support for planning, integration of ICT
- Repository for FPs with info/docs/action plans
- Work with CKLN (need to get education to use the network that has been set up).
- No reference to higher education. Perhaps this is captured in other areas, like policy development.
- Regional priorities – ICT readiness of region and national security (training for such personnel).
- Regional centre – what is the focus? How to enable greater network building and what can COL do?
- Home schooling – policy and support for this. This is a growing area – linked to parent dissatisfaction with current school system
- Co-ordinate training online and face to face. Can also use video-conference facilities in the various UWI campuses?
- Repository of materials – to set up for use by other country. Make various materials/reports/models available for review and possible application to another country/institution
- Regular feedback to FPs.

Livelihoods & Health

- Where does Technical and Vocational Skills Development (TVSD) fit?
- How do we reconstruct TVET to reflect the skills needed as countries modernise their economies? What role does ODL and technology play in this?
- Working with relevant Ministries – what roles do the FPs have? How to engage with NGOs, community groups and other stakeholders to support learning developments? Option - local education group including stakeholders, NGOs, parents, policy makers
- Important point – COL does not have to do everything based on the logic model in every country. A country's priorities need to drive the areas of engagement.

- What will build models, help governments/institutions/organisations to be able to take this to scale.

SESSION 5

UNDERSTANDING GENDER AND ODL IN THE CARIBBEAN

Rosanne Wong presented the results of a gender analysis research that was conducted in the Caribbean. The study examined secondary research on ODL and the socio-cultural and economic factors that influence ODL in the region. It was informed by an Empowerment framework (1993) and the World Bank Economic Systems Framework (2012).

Key themes:

- Access
- Enrolment
- Performance and outcomes
- Curriculum content and development
- Human resources/professional development
- Methods and delivery
- Policy environment
- Financial support mechanisms.

Key findings:

- Differential access to and participation in ODL resulting in various outcomes
- Societal norms regarding gender values, roles and behaviour follow a pattern
    - Males: pressure to be financially/emotionally independent
    - Females: stay closer to home, take on primary responsibility for caring for family, conform to society expectations
- Segregation based on sex within learning programmes and workforce
- More women than men take advantage of ODL
- More women in the education profession
- Predominance of men in senior levels of education management
- Access less related to education policy/ infrastructure
- Related to poverty and sociocultural perceptions
- Need for increased awareness of gender issues not systematically addressed
- Education system/ODL programmes reinforce status quo-favour female participation in education
- Equitable primary enrolment for boys and girls
- Dropout rates greater for boys
- Gender imbalance by secondary level (more girls at school)
- Women/girls educational outcomes not reflect greater access to higher education

- Female unemployment rates often double that of male
- High degree of gender bias in learning materials at primary and secondary levels.

Recommendations:

- Train staff to develop/deliver gender-responsive curriculum/content
- Track male/female participation and success rates to inform programming
- Ensure outreach/support strategies designed to consider priorities for women and men
- Encourage male/female students to select non-traditional courses
- Expand bursaries/scholarships for groups under-represented in ODL
- Increase awareness of impact of gender values on educational outcomes
- Work to reduce gender segregation.

A wide-ranging discussion was held on the implications of this study and what could be done to address some of the issues and recommendations.

Suggestions:

- More gender dimension in teacher training
- Incentivise study in non-traditional subjects and fields
- Build a TVET system based on need and aligned to a modernising economy
- Open schooling can address dropouts; promotes mobility between the different streams and disciplines. Opportunity to make secondary education a terminal stage. Need to reach the boys where they are and ensure the courses are relevant to their needs.
- We may be able to influence (public) broadcasters to include more educational programmes
- COL provides technical assistance, others also provide funds, e.g. in Grenada UNICEF has given money for advocacy. This could be used for gender sensitivity.
- Make greater use of community media, social media, online media, etc.
- Teachers need to be sensitive to the different characteristics and situations of boys and girls.
- After school programmes are important.

SESSION 6

ELEARNING @ COL

Dr. Mark Bullen gave a presentation on how eLearning is being used at COL and showcased some technology innovations. COL's use of eLearning is driven by a number of key principles. It is based on the overarching notion of using ODL for cost-effective access and then using eLearning to support ODL. However, technologies are selected based on the context and needs so that available infrastructure, and learner and instructor access and readiness are taken into account. eLearning is defined as the continuum of opportunities to use technologies to enhance and transform teaching and learning.

The technology innovations showcased were:

- Aptus - classroom without walls
- The use of community media in the Healthy Communities and L3F initiatives
- The Directory of Open Educational Resources (DOER)
- The Caribbean Open Textbooks Prototype
- The Commonwealth Certificate for Teacher ICT Integration (CCTI)
- Developing & Teaching Online Courses (DTOC):An online course to train educators how to develop and teach online courses
- Basic IT Skills (BITS): A blended online/face-to-face workshop to help educator gain basic IT skills needed to work in an online environment.

Participants were given time to access and explore the technology innovations showcased.

SESSION 7

FOCUS ON 2015-2018: WHAT SHOULD COL FOCUS ON IN SUPPORT OF LEARNING FOR DEVELOPMENT?

Vis Naidoo gave a presentation on the context that has shaped COL's support for learning for development. He reviewed the Millennium Development Goals (MDGs), and the Education for All (EFA) goals in the context of COL's development agenda to accelerate progress towards achieving the MDGs and positioning COL and partners for a post-MDG world.

Participants worked in two groups to develop responses and suggestions for how COL could support learning for development, given the emerging post 2015 global development goals. Suggestions were noted in the following areas:

- Using ODL for training courses in Agriculture and for demonstration purposes
- Agribusiness to help sustainable development using ODL
- Youth in Agriculture: programs to motivate youth to see agriculture as a viable career option
- Capacity building in conducting research at the institutional level
- Collecting data in Agriculture and Health so that it can be used to inform policies and decisions
- Use of Action Research methods at the school level, so that various stakeholders are involved
- Use ODL to support young people in the prison system or at conflict with the law but not yet in the prison system
- Provide basic literacy and numeracy together with relevant skills, an important role for open schools
- Focus on gender
- COL support for surveys on gender issues and to use such data to inform governments
- Use data to create awareness and sensitization to the issues and how to address these
- COL could assist by helping to develop media resources for boys and parents as it relates to some of the gender issues

- Need help in creating media resources to help at risk boys and men who drop out: communication skills, mathematics - from a practical point of view, not academic learning resources
- Short courses geared at ensuring those who are released from prison can learn business skills to help them find gainful employment and reduce recidivism
- There needs to be education about the power of money and potential for business opportunities
- Innovation in teaching: help with teaching methods that support new approaches and pedagogies.

SESSION 8

ROLES AND RESPONSIBILITIES OF THE FOCAL POINTS

Ian Pringle ended the day by facilitating a discussion on the role of the FPs. After reviewing the roles and responsibilities of the FPs, participants discussed some of their issues and challenges. The following issues emerged in response to the guiding questions that were posed:

What is the one most important role of the FPs?

- Coordinating between COL and the country components in terms of information and communication
- Assisting with the coordination of COLs activities in the country.
- Helping COL to identify country priorities and needs
- Creating awareness and sensitisation
- Making COL aware of country needs, then sensitise the ministry staff and others
- COL "ambassador" in the country.

What are the key challenges that you face as FPs?

- Communication at the local and country level
- Challenges with effective communication, people not understanding the role of the FPs
- Knowing exactly what is happening in the country
- Lack of recognition of the FPs by other ministries and a lack of knowledge of what COL is by other ministries
- Lack of time to meet with visiting COL representatives.

In what ways can we enhance the role of the FP?

- Introduce the FPs by email to other ministries
- Information about the active engagements by COL needs to be made available to FPs, not just past activity
- Create a FPs group rather than just a FP, to share the responsibilities and provide continuity when FP changes
- COL should provide recognition to previous FPs and interlocutors who have served well in the past.

FRIDAY MARCH 28

SESSION 9

COMPLETING THE DRAFT COL LOGIC MODEL (2015-2018)

Ian Pringle facilitated a session to review COL's mission, core strategies and goals and identify priority areas for inclusion in the 2015-2018 Three-Year Plan. Participants were then asked to review the current Three-Year Plan and think about what the next one should like. More specifically: What initiatives? What sort of indicators?

Feedback from the participants included the following:

New themes/skills to focus on:

- Crime & violence
    - o Secondary school
    - o Schools are microcosm of society and therefore this issue needs to be addressed
    - o This should be part of the work of open schools, teacher education and eLearning
- Soft skills
    - o Include team work, anger management, respect, health & family life
    - o To include in both non-formal and formal education sectors
- Sustainable tourism development: learning to support tourism at different levels.

Suggestions for specific initiatives:

- Healthy Communities:
    - o Look at building Healthy Communities to support learning; part of community/learning value chain
    - o Include *safety & security*
    - o More use of media (radio, TV, print; social media, etc.)
    - o Including parenting and healthy lifestyles
- Open Schools:
    - o Address at-risk populations using blended approaches
    - o Add Early Childhood Education and
    - o Remove the reference to '*particularly girls'*. Add "more learners (gender neutral; esp. in marginalised areas) having access"
- Higher Education:
    - o Institutional ODL policies are important to keep
- Teacher Education:
    - o Add adult/non-formal/community educators (after *number of people*)
    - o Enhance strategies (in PI) with a focus on good practice
- Vision:
    - o Include sustainability into the statement so that it reads: 'to be the foremost global agency that promotes learning for sustainability development'

- Strategic Goals:
  - include *equitable & quality learning* in reference to "harnessing ODL".

A section of the discussion concerned the suggestion made earlier in the meeting that FP consider bringing together different stakeholders into an in-country working group or local committee. The following practical suggestions were made in this regard:

- These groups should be small and avoid unnecessary bureaucracy; they should be action- rather than talk-oriented
- Groups to be led by ministries of education with the FP as team leader and the overall task of coordination, reporting, continuity. The monitoring functions should stay with the FP, who should also build in midpoint evaluations and communications with other stakeholders
- Representatives from other ministries or departments could, at least in part, be project and activity based, enabling the group to function in terms of in-country programme management for COL
- Other education departments would be important, e.g. secondary, tertiary, TVET, etc.
- Other ministries could include ministry of health, gender, social development, agriculture, youth, etc.; with a focus on those ministries engaged in COL's work and the sectors covered
- Civil society should be represented based on COL's programme and potential in the country; students and parents might also be represented
- Ideally ministerial and civil society representatives would be ODL champions from their different sectors; furthermore, people with passion, commitment and sectoral knowledge (specialists)
- In-country groups would also contribute to in-country coordinating mechanisms, e.g. with other agencies
- A request was made that COL send a letter to all in-country stakeholders (list provided by FPs, including any and all groups linked to COL activities) to introduce the FP with details, projects to be executed, calendar of activities, etc.
- In order to facilitate better in-country communications, a simple, template-based reporting format could be developed for other parties and circulated to relevant ministries.

SESSION 10

SUMMARY AND CLOSING REMARKS

Vis Naidoo summarised the key points of the two and a half days of discussions and thanked the participants for their input, their engagement and their support.

Participants were asked to provide their brief comments on the meeting and the value of COL's work:

Some of their comments were:

- Countries are getting value for their investment
- Opened my eyes to what COL does and has to offer
- Enjoyed the interaction with the other FPs and COL colleagues
- COL is always reinventing itself to maintain its relevance

- Have a deeper understanding and appreciation of the work of COL
- The work over the last two days has been very productive and instructive
- COL works hard to ensure that it meets the needs of the different countries
- Dynamic and engaging
- Enlightening
- Feel like I am now an ambassador, motivator
- Cool waters run deep, COL is definitely underrated
- Positively enlightening
- Seems to have significant value added as a result of this workshop
- A better understanding of my role
- COL is going to be sustainable and will actualise its slogan, learning for development
- COL is rich in human capital
- Will do everything to maintain the relationship with COL
- Energising and invigorating
- How can FPs stay in touch?

In her closing comments, Professor Kanwar thanked the FPs for their support and engagement with COL. Since 11 of the FPs were new, the meeting achieved the objective, i.e. of giving the newcomers a thorough induction to COL and its work. As ambassadors of COL, it was important for FPs to understand the organisation and work of COL.

Professor Kanwar further noted the difference between the Caribbean and other regions in that it opted for a regional approach rather than only a national focus. For example, a need for a regional ODL policy was expressed at a previous meeting and this is being finalised for adaptation and adoption to the local context. The CARICOM qualifications framework is based on the VUSSC Transnational Qualifications Framework which is another example of a regional approach as were the teacher development standards.

The second difference was that in the Caribbean gender referred mainly to boys underachievement and underperformance. There was a greater emphasis on crime and violence at the meeting. Existing COL initiatives such as open schooling, teacher education and skills development could be tailored to address these issues in the region. Professor Kanwar further noted that the OER and open textbooks initiative was beginning to gain ground in the Caribbean and requested people to get more involved in this and VUSSC. During this meeting, there had been several references to the need for introducing fishing into agriculture and laying more emphasis on special education. The issues that were not discussed included climate change, environmental sustainability and m-learning.

Professor Kanwar asked all the FPs to consider hosting the next Caribbean regional meeting. She paid special thanks to Senator the Honourable Fazal Karim, Professor Clement Sankat, Ms. Karen Rosemin and Ms. Saleema Hyatali for their hospitality and for making the arrangements.

COL's President ended her summary with four key questions. **How can one increase the impact in the Caribbean, what more needs to be done, what can COL do and what can the FP contribute**?

REGIONAL FOCAL POINTS MEETING (CARIBBEAN)

March 26-28, 2014

Participants List

<u>FOCAL POINTS/ALTERNATES</u>

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REGIONAL FOCAL POINTS MEETING (CARIBBEAN)

Date: March 26-28, 2014
Time: 9:00-16:30 hours
Place: Ministry of Tertiary Education and Skills Training, Port of Spain
Accommodation: The Hyatt Regency

THEME:

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

OBJECTIVES:

The objectives of the meeting are to:
1. Determine the key priorities and needs for education and training in the Caribbean; and
2. Identify COL's role in addressing these key needs in the region.

AGENDA

Date: Wednesday, March 26
Time: 9:00-16:30 hours

Time	Session	Format	Facilitator/Presenter
8:30-9:00	Registration, Tea/Coffee		
9:00-10:30	Inauguration of Focal Point Meeting: • Welcome • Introductory Remarks and objectives of meeting • Participant introductions		Rosanne Wong – Director of Ceremonies Rosanne Wong Asha Kanwar All

AGENDA

Date: Wednesday, March 26 continued

Time	Session	Format	Facilitator/Presenter
	Participants expectations Overview of COL: Value, Mission, Structure, Function & Programmes (*focus on learning for development and how this is translated in the current TYP*)	Plenary discussion Plenary presentation and discussion	Vis Naidoo All Asha Kanwar
10:30-11:00	Analysis of priorities identified in the Education and Training Sector in the Caribbean	Short presentation – key issues to focus on (15 min).	Mark Bullen *Rapporteur – Ian Pringle*
11:00-11:30	Tea/Coffee		
11:30-13:00	Group discussions (responses to key questions – (45 min). Plenary report-back (30 min).		All
13:00-14:00	LUNCH		
14:00-15:00	Priorities in Livelihoods and Health Sectors in the Caribbean	Plenary discussion (based on input from Stakeholder engagements)	Ian Pringle *Rapporteur – Rosanne Wong*
15:00	Travel to UWI Campus		
16:00-16:50	Keynote presentation by Professor Asha Kanwar to Focal Points and UWI Faculty on *Old wine in new bottles? Exploring MOOCs*	UWI Campus	
16:50-18:00	Reception hosted by Professor Clement Sankat, Pro Vice Chancellor, UWI and COL Board Member	UWI Campus	

AGENDA

Date: **Thursday, March 27**
Time: **9:00-16:30 hours**

Time	Session	Format	Facilitator/Presenter
8:30-9:00	Tea/Coffee		
9:00-10:00	**Welcome to Day 2.** Recap of the day Completion of priority grid for education and training & livelihoods.	Plenary discussion	Vis Naidoo
10-11:30	Understanding Gender in the Caribbean. Ideas for Gender Programming, focus on Boys underperformance and role of COL	Plenary presentation (15min) Group discussion (45min) Plenary report back (30min)	Rosanne Wong All *Rapporteur – Ian Pringle*
11:30-12:30	Technology innovations and introduction to APTUS (as an example of innovation), DOER, online courses, print materials	Plenary presentation (current developments and trends. COL's approach to technology), showcase COL's work	Mark Bullen *Rapporteur – Rosanne Wong*
12:30-13:30	LUNCH		

AGENDA

Date: Thursday, March 27 continued

Time	Session	Format	Facilitator/Presenter
13:30-15:30	Focus on 2015 – 2018: What should COL focus on in support of learning and development?	Presentation (15min) – Commonwealth focus and post 2015 Global Goals Group discussion (45min) and plenary report back (60min) - generation of ideas based on analysis of education, livelihoods, gender, innovation.	Vis Naidoo *Rapporteur – Mark Bullen*
15:30-16:30	Roles and responsibilities of Focal Points – understanding the challenges faced and possible methods to address them.	Plenary presentation and discussion. Short presentations from one/two FP to share their experiences	Ian Pringle
18:00	DINNER (Hosted by Commonwealth of Learning) San Fernando Room, Hyatt Hotel		

AGENDA

Date: Friday, March 28
Time: 9:00-16:00 hours

Time	Session	Format	Facilitator/Presenter
9:00-9:30	Tea/Coffee		
9:30-11:30	Completing the draft COL Logic Model (2015 – 2018). Guide the session – Review the vision, mission, core strategies, and goals. What should COL focus on in terms of Initiatives? Identify indicators (for the Caribbean region). What should the X-cutting Initiatives be and their indicators?	Plenary presentation (30 min) – current Logic Model Group work (45min) Report back and discussion (45min)	Ian Pringle All *Rapporteur – Mark Bullen*
11.30-12.30	Summary Reflections of the meeting by all participants Closing remarks	Plenary discussion	Vis Naidoo All Asha Kanwar
12:30-13:30	LUNCH		
13:30-16:00	Field Visit (City Tour)		