



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Tuvalu**

Acknowledgements

All COL Education Specialists and their Programme Assistants as well as CEMCA colleagues have contributed to the development of the country reports which make up the volume *COL in the Commonwealth: 2012-2015 Country Reports*. This country report is an excerpt from the volume. The following people are thanked in particular for their role in the design and publication of these reports.

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Foreword


COL in the Commonwealth: 2012-2015 Country Reports summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a *Country Action Plan* was developed to guide COL's work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL's achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL's Initiatives, under the two sectors: 'Education' and 'Livelihoods and Health'. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. 'COL in Action' highlights real life examples to illustrate how COL's work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: 'COL has had a major impact on individuals including farmers...faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators'(S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that 'all the Initiatives moved successfully forward, on time and within budget' (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of *COL in the Commonwealth: 2012-2015 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL's advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.



Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning



CONTEXT

A Polynesian island nation with a population of just under 10,000, Tuvalu is the fourth smallest country in the world. The literacy rate is high, so Tuvalu's educational focus is on developing vocational skills. Tuvalu is a regular contributor to COL's budget.



AGREED PRIORITIES

- ▶ Develop core modules for information and communication technology (ICT) Teacher Education programme
- ▶ Build capacity of teachers to use ICTs in teaching and learning
- ▶ Develop modules in selected learning programmes for technical and vocational education and training (TVET) to be delivered through flexible mode
- ▶ Train teachers in developing online materials at various levels
- ▶ Support the Education Department (Supervisory Unit) to provide pedagogical and technical support to teachers using ICT in delivery of curriculum



OUTCOMES ACHIEVED BY COL

- ▶ 11 new VUSSC courses made available
- ▶ Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed
- ▶ Three Basic Trades OER used in primary schools in Tuvalu



COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications
- ▶ Address the special needs of small island developing states

COL's Work on Tuvalu's MDG Targets

- ▶ VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- ▶ Support provided for Technical and Vocational Skills Development



QUICK NOTES

COL Focal Point:

- ▶ Ms Katalina P. Taloka, Ministry of Education, Youth and Sports

Areas of COL's Work in Tuvalu:

- ▶ Virtual University for Small States of the Commonwealth (VUSSC)
- ▶ Technical and Vocational Skills Development (TVSD)



TUVALU



HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- ▶ Ministry of Education, Youth and Sports
- ▶ PACFOLD regional centre

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- ▶ Monitoring and Evaluation for VUSSC
- ▶ Flexible Approaches to TVET

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- ▶ 11 new VUSSC courses made available
- ▶ Pacific Literacy and Numeracy in Basic Trades course
- ▶ Basic Trades OER

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- ▶ Transnational Qualifications Framework



LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Tuvalu was asked to identify the country's top priorities and what COL can do to further support the national agenda of Tuvalu. The following areas were identified:

- ▶ Pursuing of Technical Vocational and Skills Development (TVSD) initiatives
- ▶ Establishing of open schooling (to promote second-chance education)
- ▶ Pursuing of youth and community development
- ▶ Promotion of eLearning and open educational resources (OER) for teaching and learning in formal and non-formal environments
- ▶ Design and delivery of quality Community Learning Programmes

Appendix: COL's Activities in Tuvalu

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Tuvalu is a member of VUSSC.

Ministry of Education: Outer Islands Flexible TVSD Programme

COL visited Tuvalu from 15 to 18 September 2014 to meet with the **Department of Education in the Ministry of Education, Youth and Sports** and other TVSD stakeholders to discuss plans for a flexible TVSD programme based in the outer islands. Following this visit, COL met with the staff of the Teachers Educational Resource and eLearning Centre at the University of the South Pacific (Fiji) to discuss collaboration on Pacific regional projects, specifically support to Tuvalu Department of Education.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community. **Ms. Katalina Taloka**, Director of Education and COL Focal Point is a member of the PACFOLD Advisory Board.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Katalina P. Taloka, Director of Education, Ministry of Education, Youth and Sports, represented Tuvalu at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippSTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based

organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of Tuvalu were **Mr Lapana Ene** of Motufoua Secondary School and **Ms Betty Vave** of Nauti Primary School.

Pacific Regional Centre for ODL Stakeholders' Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to consider the role and activities of the Pacific Regional Centre, held in Vanuatu from 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, University of the South Pacific. **Ms Katalina P. Taloka**, COL Focal Point and Director of Education, Ministry of Education, Youth and Sports, attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL's impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. **Ms Katalina P. Taloka** of the Ministry of Education, Youth and Sports represented Tuvalu at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. **Ms Katalina P. Taloka**, Director of Education and **Mrs Maseiga Ionatana Osema**, Senior Schools Supervisor of the Ministry of Education, Youth and Sports, and **Mr Lapana Ene**, School Supervisor TVET of Motufoua Secondary School, attended the meeting.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Tuvalu, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master's in Educational Leadership, Bachelor's in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. **Ms Betty Vave**, Head Teacher, Nauti Primary School, attended the workshop.

Pacific Literacy and Numeracy in Basic Trades Course

Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications

Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

Basic Trades OER

Three Basic Trades OER are being used in **primary schools in Tuvalu**.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.

LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

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