



COMMONWEALTH *of* LEARNING

# **COL in the Commonwealth**

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**2012–2015  
Nauru**

# Acknowledgements

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## **Compilation and Coordination**

Alexis Carr, Project Assistant

## **Direction and Editing**

Professor Asha S. Kanwar, President and Chief Executive Officer

# 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

Nauru is a small state of the Commonwealth and the world's smallest independent republic. It has a population of under 10,000 and covers just 21 square kilometres. Literacy rates are high, and the University of the South Pacific (USP) has a campus on the island.



## NATIONAL PRIORITIES

- ▶ Improve literacy and numeracy rates
- ▶ Improve primary and secondary school attendance
- ▶ Develop Nauruan-based curriculum with programmes in life skills, culture, language, technical and vocational education and training (TVET) and the traditional subject areas of English, Maths, Science and Social Sciences



## OUTCOMES ACHIEVED BY COL

- ▶ Audio content developed for the Pacific Literacy and Numeracy in Basic Trades course
- ▶ 11 new VUSSC courses made available



## 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 Nauru's MDG Targets

- ▶ VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education



## QUICK NOTES

### COL Focal Point:

- ▶ Dr Maria Gaiyabu, Ministry of Education

### Areas of COL's Work in Nauru:

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



## 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.

- ▶ Department of Education
- ▶ Ministry of Youth Affairs
- ▶ University of the South Pacific
- ▶ 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

**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 Nauru was asked to identify the country's top priorities and what COL can do to further support the national agenda of Nauru. The following areas were identified:

- ▶ Helping the general population be constructive and productive in their communities:
  - ▶ drop-out youth and the general population to be skilled in basic skills of their choice
  - ▶ financially disadvantaged youth and the general financially disadvantaged population to be equipped with skills of their choice
- ▶ youth with disabilities and the general disabled population to be equipped with basic skills of their choice or recommended skill by concerned officials
- ▶ youth and the general population with learning problems to be equipped with basic skills of their choice (or recommended skills for a particular learning problem)
- ▶ offering the general population the opportunity to develop entrepreneurship skills

## Appendix: COL's Activities in Nauru

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### PARTNERSHIPS

#### VUSSC (Virtual University for Small States of the Commonwealth)

Nauru is a member of VUSSC.

#### Department of Education: Course Evaluations

In collaboration with the **Department of Education, Nauru**, an evaluation and tracer study of the Working in Concrete and Vocational Literacy course carried out in 2011 was undertaken in collaboration with the UNESCO officer in the Department of Education. The study aimed to evaluate the impact on participants and tutors of participating in this course, and made recommendations for delivery mechanisms for non-formal skills training courses in Nauru. The evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

#### Understanding the Nauruan Education Context

In June 2014, COL visited Nauru and met with officials from the Department of Education, **Ministry of Youth Affairs** and **University of the South Pacific (USP) Regional Campus**. The purpose of the visit was to strengthen the relationship and better understand the Nauruan education context.

#### 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.

### PARTNERSHIPS: MEETINGS AND CONFERENCES

#### Regional Focal Points Meeting

**Mrs Ceila Cecilia Giouba** represented Nauru 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. A representative from Nauru could not be present.

#### 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. Nauru was not represented at this 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.

#### Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries. **Francis Deireregea** and **Cecilia Giouba** from Nauru attended. The purpose of the workshop was 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.

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## 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.

### 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.

## 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

## **COMMONWEALTH of LEARNING (COL)**

4710 Kingsway, Suite 2500

Burnaby, BC V5H 4M2 Canada

Phone + 604 775 8200 / Fax + 604 775 8210

[info@col.org](mailto:info@col.org) / [www.col.org](http://www.col.org)