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## OVERVIEW

### Problem Tree

#### Immediate Effect

**Economic:**
- Illiteracy
- Poverty
- Under employment
- Under development
- Lack of access to quality education

**Social:**
- Increase in social problems
- Increase crime
- Loss of values and virtues
- Loss of traditional knowledge and culture

### Core Problem

Lack of knowledge and skills for ODFL to increase access and improved quality of education and learning for skills development to improve sustainable development in economic participation and quality of life.

### Immediate Cause

- Lack of training opportunities in ODFL
- Lack of awareness and advocacy
- Belief that face to face is the only option to accessing education
- Lack of regional policy framework

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### Logic Model

#### Long term outcomes

- Sustainable development through learning
- Increase and equitable access to and use of quality learning opportunities.
- More government, civil society and private sector partnership and participation.

#### Immediate outcomes

- PACFOLD members and participants continue to increase
- PACFOLD has a more active role in regional and national development through ODFL
- Continue course delivery and conversion to print. Monitor through tracer studies.
- Member countries adopt framework, develop and implement national policy

#### Short term outcomes

- Increased participation of members on PACFOLD Learn online Platform
- Advocacy and awareness with national, private and public forums
- Deliver online courses in the area of ODL
- Deliver ODFL policy template to member countries

#### Key outputs

- Increase PACFOLD membership online and engagement
- PACFOLD visibility in regional and national forums on ODFL
- Capacity building in flexible and open learning for development
- Support development in regional and national ODFL framework.
### Results Based Management Model

<table>
<thead>
<tr>
<th>Impact/Goal</th>
<th>Strengthen sustainable livelihood</th>
<th>What learners achieve</th>
</tr>
</thead>
</table>
| **Primary stakeholder’s outcome** | • Design lessons and deliver in ODFL mode  
• Participants in National Policy implementation  
• Access education for skills and knowledge development  
• Positive participants in social change  
• Effective contributors to economic development | **What learners do** |
| **Secondary stakeholders outcomes** | • FOL4D knowledge and skills  
• Practice FOL4D and skills development  
• Develop and implement National Policy in ODFL  
• National monitoring and evaluation model. | **What partners achieve** |
| **Outputs** | • Increase in awareness and participation within the region  
• ODFL included in National Forum agenda  
• More Practitioners  
• Regional policy formwork in ODFL  
• Up dated data base of regional researchers | **What PACFOLD achieves** |
| **Activities** | • Create advocacy and awareness  
• Capacity building in the region  
• Develop regional policy in FOL framework  
• Research and evaluation. | **What PACFOLD does** |
TEAM PACFOLD 2018

The 2018 PACFOLD team, under the direction and awesome leadership of Mr Hasmukh Lal, achieved its 2018 outcomes focusing on regional advocacy and awareness in ODFL for development through cohesive collaboration and forward thinking.

Mr Hasmukh Lal, PACFOLD Project Director, Chief Executive Officer Pacific Technical Education and Further Education, University of the South Pacific.

Mr Matai Tagicaki, PACFOLD Project Officer, University of the South Pacific.

PACFOLD was fortunate to also have the support of the USP Pacific TAFE administration staff mostly looking after our logistical needs.
VISION
A Centre which empowers Pacific communities through lifelong learning to live Free and worthwhile lives.

MISSION
To be a capacity building network of networks to facilitate flexible and open learning for sustainable development in the Pacific through advocacy, communication, innovation, and research.

VALUES
- Sustainability – ensure all activities meet national and local priorities with support of partners.
- Empowerment – build capacity to empower people to change their own lives
- Innovation – use technology in new ways to achieve development aims
- Flexibility – promote flexibility to remove barriers to learning
- Inclusiveness – equal recognition and representation

ROLES
- Act as an advocate and emerge as a champion for FOL4D in the region
- Establish/promote viable models of FOL4D in the region
- Facilitate the success of FOL4D initiatives, including COL efforts, through cooperation in capacity building, policy
- Development, advocacy and networking
- Research effective practice in L4D and share evidence
• Support institutions and organizations interested in
• Encourage the use of FOL4D.

ACTIVITIES

1.0 COMMONWEALTH OF LEARNING FOCAL POINT MEETING

The COL Pacific Focal Point Meeting was held in Nadi, Fiji, on the 16th and 17th of February, 2018.

COL direct links to each Commonwealth country is through Focal Point members. All together there are four (4) regions with Focal Point members from the African and Mediterranean region, Asian region, Caribbean region and the Pacific region. These meetings are normally called mid-way of COL strategic plan.

The influence that the Pacific has had in COL are in that Pacific challenges in its context cannot be found anywhere else in the Commonwealth, source for the need of up to date information about needs and priorities, awareness of regionalism and recent updates of regional development documents, recognition that the MoE staffing against finances and resources are disproportionate.

Focal point roles centre around advocacy and awareness of COL functions and activities on ODL needs and priorities, create awareness of possible COL assistance, assist in securing country contributions to COL, In-Country mediator for COL In-Country business, update Minister on COL issues and form the PACFOLD Advisory Board.
The Pacific Open, Distance and Flexible Learning Framework (PODFLF) was formulated in response to the endorsement by the Pacific Heads of Education System (PHES) in address precipitating social and economic challenges, due to the lack of successful, inclusive and equitable access to quality education throughout the Pacific Region.

This framework was developed after the 8th Pan Commonwealth Forum (PCF8), where it was presented to the Forum as an agenda for the Forum Education Ministers Meeting (FEdMM) after endorsement by PHES subcommittee. The process to develop the Framework was by a working group facilitated and coordinated by Pacific Center for Flexible and Open Learning for Development (PACFOLD) in collaboration with the University of the South Pacific (USP), Pacific Island Forum Secretariat (PIFS) and the South Pacific Community (SPC).

The Framework was tabled at the 2018 Forum Education Ministers Meeting that was held in Nauru. As with other development documents, the framework is under review by development partners working with the Pacific Island Forum Secretariat (PIFS).
3.0 PACIFIC HUMAN RESOURCE CAPACITY BUILDING IN TECHNOLOGY ENABLED LEARNING WORKSHOP PROJECT (HRCBTEL4Pac Workshop)

The Project for Human Resource Capacity Building in Technology Enabled Learning (TEL) for the Pacific (HRCBTEL4Pac) workshop is an outcome of the 2018 Commonwealth of Learning (COL) Pacific Focal Point meeting held in Fiji. One of the outcomes of the meeting was to send Technology Enabled Learning Education Specialists from COL and Pacific Centre for Flexible and Open Learning for Development (PACFOLD) to four (4) Pacific Island Countries to establish pilot programs on the use of the Offline Offgrid COL Aptus device for classrooms without walls through training of trainer’s workshops and consultation. The following countries were chosen for 2018 project:

- Tonga
- Samoa
- Solomon
- Kiribati

This report provides an account of the activities, outcomes and consolidated findings of this regional workshop. Delivery and learning experiences differ despite same content delivery.

3.1 Objective

- Demonstrate to workshop participants how ICT in Education can be an effective and powerful tool for teaching and learning without compromising quality (Samoa excluded);
- Train participants on using COL’s Aptus device, and to acquire the skills to deliver their own training to end users;
- Train professionals on using and adapting open educational resources (Samoa excluded)
- Oversee and monitor the subsequent training conducted by trainees from Tonga, Solomon Islands and Kiribati workshops to their constituents
3.2 Content

The workshop was designed for training of trainers in the use of Technology Enabled Learning tools for teaching and learning, upon the idea that each country participant can be used by its own institutions to continue a sustainable training approach after the program facilitators exit country. The program was designed around the concept that Aptus will be used by local educators to deliver education around Technology Enhanced Learning concept. Therefore the program had the following learning outcomes:

- Understand ICT in Education
- Define Technology Enabled Learning (TEL)
- Understand the application of TEL as a teaching method.
- Appreciate the benefits of TEL
- Appreciate and Explain the COL Aptus device.
- Understand and apply the basic Operation of the COL Aptus device.
- Understand how Moodle Learning Management System works
- Understand how Moodle can be used for teaching and learning
- Gain basic skills on using Moodle
- Navigate the Moodle environment
- Familiar with Moodle functions and purpose
- Set up an online Moodle class
- Edit your courses/classes on Moodle
- Understand and Explain Open Educational Resources and Open education

Target group were educators and trainers, in a group of varied number of participants. The number of participants would depend on how many participants the education institution were willing to provide. The varying number of attendants was due to their curiosity in the new concepts of Technology Enabled Learning being introduced, and the availability of the Aptus device, which encouraged their curiosity. Each country also wanted the maximum number of officers to have experience and gain new skills and knowledge about the program content, as there are future national plans to expand upon the program and adopted practices.
We encountered unforeseen circumstances and time adjusted our program to a Plan ‘B’ scenario to ensure continuity at the same time still achieving our objectives.

### 3.3 Delivery Method

The following methods were used to deliver workshop and consultation content:

1. Blended Learning approach
2. Hybrid Learning approach
3. Collaborative approach
4. Powerpoint Presentation
5. Facilitated Group Activity
6. Facilitated Question and Answer sessions.

### 3.4 THE KINGDOM OF TONGA WORKSHOP

**Objective**

- Handover 25 Aptus and 250 Tablets to the Minister for Education to enable immediate equitable access to education after national devastation caused by tropical cyclone Gita.

- In country Sustainable program resource capacity building through training of trainers in Technology Enabled Learning

- 12 trainers effectively trained in the use of Aptus, effective use of Moodle for classroom teaching and learning and Open Educational Resources (OER) concept.
Total of 18 participant’s altogether.

Workshop Total Cost – FJD $6,844.16

Workshop feedback –

• Seilose Fifita, Chief Education Officer at TIHE – “I did not expect to know much, but after the workshop I am very happy. I have discovered how to create materials and upload them to Moodle, and the use of Aptus here at our various institute. Listening to the creator of Aptus and the work of the PACFOLD officer, they have made it so clear to all of us, that is very doable and something that we can easily follow up. I like the recommendation for research to look more into it because what we have now we can still do more of what that is expected of us. What is more exciting is going onto using in our institutions and our secondary schools. Something that will impact learning and teaching in Tonga. This has been a very successful workshop and I thank Ricky and Matai.

• Senitila, Deputy Principal Tonga Institute of Higher Education (TIHE) – “Online delivery is an opportunity that is available through Aptus and the Tablet devices, and this is very helpful for us. The workshop was very enriching as it has introduced more opportunities to me as a personal development.”
Outcomes —

• Increased human resource capacity in technology enabled learning, OER and Open Education.

• Access to 250 Tablet computers and 25 COL Aptus device.

• Gained equipment’s, knowledge and skills to continue training for sustainability.

• Access to equitable educational resources through COL Aptus devices; 3000+ Khans academy video, 6000 articles on Wikipedia for schools, 100,000 articles in simple English Wikipedia.

Recommendation —

• Follow up project in 6 months’ time to:
  1. Follow up training
  2. Usage data
  3. Baseline study
3.5 WESTERN SAMOA WORKSHOP

Objective

- Handover 35 COL Aptus device to the Ministry of Education, Sports and Culture (MESC) to be an enabling educational tool for equitable access to quality education.

- Consultation and collaboration with National University of Samoa (NUS) Aptus team and introduction to the new COL Aptus Generation.

- Consultation workshop with MESC Curriculum Developers and Education officers on Technology Enabled Learning, and the effective use of COL Aptus Device for teaching and learning.

The Samoa workshop took a unique form because of their advance work in testing Aptus. The first 2 days we worked with the NUS Aptus and Moodle team. The third and fourth days, we worked with the Ministry of Education.

Participants:
National University of Samoa were 6. Ministry of Education were 12 Education Officers.

Workshop Total Cost – FJD $6,098
Workshop Feedback –

• Director ICT and Media, MESC – “I expected participants of this workshop to have hands on idea and experience about the capacity and capabilities of the Aptus device. Also I am inspired on how this is applicable for teachers in schools. I am happy that these hands on experience was more than convincing. As we had only planned for 2 days training, participants had demanded for an extra day of training which is the best indicator that the training has achieved what was expected, and their interest to know more and to do more.”

• Curriculum Design Officer for Food and Textile, MESC – “I had no expectations, I thought that it was going to be training of using devices at work. But I now see that today was very important as it has given me ideas how to create resources and the use of Moodle. I saw that my lessons are also available in Aptus, which is inclusive.”

• Literacy Specialist, Curriculum Design Division at MESC – “A great way to improve our classroom teaching, pedagogy, a way to make resources more available to the teachers and students. In all honesty I came in with these expectations because of my experiences in New Zealand in teaching with technology. This is an opportunity for Samoa to have e resources available for rural areas as well. At the end of today, these doors have opened up for Samoa. It has been there for the last 5 years but it has not reached the expectations that we wanted, but now it is a confirmation of a dream that is being a reality. I see that we are going to wards Australia and New Zealand developments with technology in classroom, especially for students with difficulty to learn. Now the student’s voice will be heard through this more collaborative approach.”
Outcomes –

• Increased human resource capacity in technology enabled learning, OER and Open Education.

• Specialized Aptus team developed capacity to provide technical support in country.

• NUS and PACFOLD collaboration for Aptus regional training and technical support.

• Access to 35 COL Aptus device available for distribution to begin in country pilot program.

• Access to equitable educational resources through COL Aptus devices; 3000+ Khans academy video, 6000 articles on Wikipedia for schools, 100,000 articles in simple English Wikipedia.

Recommendation –

• Follow up project in 6 months’ time to:
  1. Follow up training
  2. Usage data
  3. Baseline study

• Because of the capacity and capabilities that NUS Aptus Team have developed in the last three (3) years in research and development of Aptus device, it is strongly recommend that PACFOLD, COL regional Centre, establish an understanding with NUS to collaborate on regional Aptus training, technical support and further research for the Pacific.
3.6 SOLOMON ISLAND WORKSHOP

The HRCBTEL4Pac workshop program had to be adjusted for Solomon’s for the following reasons:

- The MEHRD has yet to acquire COL Aptus Devices.
- The participants were all Principals of TVET Schools, therefore content was more TVET based, focusing on how TEL can be used in TVET context as an enriching learning approach.

The workshop in Solomon was unique in that there was no Aptus device available, so the workshop was designed around capacity building in Technology Enabled Learning, discovering opportunities and challenges through forum and activity based on reflection and projection. For the Honiara TVET institution Principals, it was their first time discussing ICT integration into TVET teaching and learning. All concepts and TEL approaches were foreign to the leaders, therefore it was new knowledge that was met with appreciation reflecting on the future development of education in Solomon in the area of ICT in Education.

The following were discoveries though discussion by the school leaders:

- Easy access to resources
- Quality education through research using up to date information, teachers trained in TEL and teacher specialization.
- Through TEL, wider teaching and learning approach
• Allow students through ICT interaction, competency in using technology pre-tertiary.
• Non-restricted learning. Learners are well-informed.
• Reliable technology, reliable information.
• Access to up to date information.
• Community of Inquiry. Collaboration beyond borders.
• Database, repository, network sharing environment
• Students are industry competent – increases productivity and quality.
• Integrated curriculum.
• Flexible skills development.

The workshop group agreed on the following to see a sustainable outcome to the workshop:
• Develop a national pilot program for adopting Aptus.
• Discover a direction for a project
• Align program outcomes to Regional Education Framework.
• The program will stimulate learning in the rural area
• The program will be a boost for the TVET sector.
• Revolutionize TVET in Solomon’s.
• Provide equitable access to rural and remote centers.
• Produce skills for economic growth
• Step up and step forward in activity matching skills based National Framework.

Workshop Total Cost – FJD $9,829.47
Outcomes –

• Increased human resource capacity in technology enabled learning, OER and Open Education.

• Sanitization of new knowledge in the use of TEL for TVET.

• Draft Ministerial proposal for a National Project on TVET TEL for Equitable Access to Affordable Education.

Recommendation –

PACFOLD and COL continue to work closely with Solomon’s TVET Education developing the proposed project. COL to provide 40 Aptus to Solomon. Distribution to be at 5 Aptus per TVET institutions for 9 pilot institutions.
3.7 REPUBLIC OF KIRIBATI WORKSHOP

Objective

- In country Sustainable program resource capacity building through training of trainers in Technology Enabled Learning.

- Effectively deliver training in the use of Aptus, effective use of Moodle for classroom teaching and learning and Open Educational Resources (OER) concept.

Participants – 8 Education Officers from the Ministry of Education.

Workshop Total Cost – FJD $5,804.84

Outcomes –

- Increased human resource capacity in technology enabled learning and Elearning using Moodle on Aptus.

- Knowledge and skills in the use of the Aptus devices.

- Gained basic skills and knowledge on the use of the Aptus Device.
Access to equitable educational resources through COL Aptus devices; 3000+ Khans academy video, 6000 articles on Wikipedia for schools, 100,000 articles in simple English Wikipedia.

Recommendation –
Follow up workshop in 1 months’ time.

Responses and Feedback –

Kinta Eram, Senior IT Specialist/Stat Kiribati MoE
"the workshop is timely as Kiribati is moving forward in developing its digital infrastructure and MoE looking into ICT in Education. With the majority of the 24 Junior Secondary Schools in the remote rural regions of the Nation, Aptus provides relevant support in resources and other ICT tools for teaching offline and off grid.”

3.8 HRCBTEL4Pac Workshop Discoveries

3.8.1 In recognition of institutional experiences and participants prior knowledge in the use of technology for teaching and learning, acknowledgment was given that each countries Ministry of Education have recognised flexible, distance and open education as an alternative delivery mode throughout the education system from Early Childhood Education (ECE) to upper Secondary School education and National TVET programs, specifically for rural and remote rural schools. This recognition is evident through ICT in Education National Policy and currently developed OER National policies, including National strategic plans like in the Solomon Islands Education Strategic Framework 2016 to 2030 on the National IT Master Plan and the Kiribati Umbrella Strategic Plan for the next 20 years referred to as KV20.

3.8.2 There are different levels of expectations or regional partner’s development assistance programs with our targeted countries and they also have no
alternative offline or offgrid plans. Despite the in-country availability of Aptus, there was lack of knowledge and skills on the use of Aptus or contextualize contents. In Tonga there was development or negotiation for development in the area of ICT in Education but they lacked specific Human Resource (HR) capacity building or skills and knowledge specifically in using TEL tools, nor was there activity plans for rural access to education through TEL tools. Samoa was well advanced in terms of using ICT in Education and Aptus because their National University (NUS) have been running a three year research and development initiative on Aptus. There was no coordinated effort between the National University and the Ministry of Education, Sports and Culture (MESC). Ministry of Education and Human Resource Development in Solomon are well informed but are adjusting their in-house organization to establish a TVET division, and they would like to implement the use of TEL with Aptus in their TVET national program. Kiribati is planning to use Aptus specifically for intermediate high school as Primary and upper Secondary have other ICT in Education programs. At the end of each workshop, responses have been positive in stating the need to have more capacity building in this area, specifically for practical Moodle and OER for classroom teaching.

3.8.3 Since majority of the schools or learning centers are on remote islands, preferred dates and times for capacity building workshops where target group are practitioners, will be during schools holidays. As was experienced, it was difficult to consistently have the selected number of 18 candidates for each country because of dates coincided with national celebrations or MoE assessment or professional development programs, each MoE have different implementation plans, country strategic plans differ in priority and budget priority as well.

3.8.4 There is a lot of reliance on the establishment of connectivity to the internet via the Pacific submarine cable. Currently the most effective service providers are the commercial Mobile Phone companies, therefore costs of internet are high.

3.8.5 There are unconsolidated ICT in Education departments and teams working with development partners running different programs within the Ministry of Education. Such programs as the One Laptop per Child (OLPC). With the
review of the Pacific Regionalism document, through the Forum Education Ministers Meeting, each country should have a better direction of what outcomes are expected to align to global outcomes. Members of these divisions/sections/teams are qualified graduates in their areas of IT through Education Programs offered through development partners from New Zealand or Australia. With proper coordination, consultation could be given for specialized teams be developed using available skilled human resources.

3.8.6 With all the ICT in Education Program in the Pacific, there has hardly been a tracer program that is known to measure impact of integration of ICT in Education specifically on student’s outcome and teacher’s skills and knowledge within the Ministry of Education. This workshop goes further in addressing offline and off grid learning environments which is an opportunity to establish such a long term program, which could mean continuous HR capacity building in TEL program for each country aligning to a regional outcome.

3.8.7 USP PACFOLD has a bigger role to play in ensuring continuity and sustainability acting as knowledge manager and non-profitable consultant in the area of ICT in Education within the region.

3.8.8 Aptus has proven to be popular and relevant to the Pacific context as a solution to the challenges of equitable and affordable access to education.

3.9 HRCBTELE4Pac Workshop Recommendation

The following is strongly recommended for sustainability –

1. Tracer study program for Tonga, Kiribati and Solomon.

2. USP PACFOLD/COL monitor and provide support to developed national proposals in TEL programs.

3. Distribution of more Aptus and support equipment’s.

4. Continuous collaborative R&D and training between PACFOLD, National University of Samoa and Commonwealth of Learning.
5. Expand on a long term project for PACFOLD, as COL centre in the Pacific.

6. Follow up programs to start as early as possible while the concept is still popular.

4.0 SUMMARY

The year has certainly been very interesting as we have continued to grow in our capacity as advocates of human resource capacity building and we hope to continue to grow working together with our partners.

PACFOLD welcomes Dr Kirk Perris, Doctor of Philosophy and new Education Adviser at COL. Dr Perris has taken up the position of coordinating all COL activities with its Regional Centers. PACFOLD also takes pride being chosen by COL as its Pacific Regional Centre during this year’s COL Pacific Focal Point group meeting this year.

We attribute our success and achievements in 2018 to our partners and supporters, especially to COL and USP Pacific TAFE. We look forward to 2019 with robustness and anticipation.

_______________________
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