



Terms of Reference (ToR) for Mid Term Evaluation of the Project Partnership for ODFL in the Pacific

Implemented by Commonwealth of Learning (COL) with the support of Ministry of Foreign Affairs and Trade, New Zealand, in partnership with the Pacific Centre for Flexible & Open Learning for Development (PACFOLD), University of the South Pacific

Proposal due:
November 22, 2022

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1. Background

The Commonwealth of Learning (COL), 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, has been implementing the 'Partnership for Open, Distance, and Flexible Learning (ODFL) in the Pacific' (the Project) in collaboration with the Pacific Centre for Flexible & Open Learning for Development (PACFOLD), a regional centre of COL hosted by the University of South Pacific.

This is a 5-year Project (2020 – 2025) supported by the New Zealand Ministry of Foreign Affairs & Trade (MFAT) to enhance the capacity and efficiency of education sectors in the Pacific through greater use of innovative delivery mechanisms and technology. Activities take place in nine Pacific Commonwealth countries, namely, Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

COL in partnership with PACFOLD is planning to conduct the midterm evaluation of the Project covering the period from 1 November 2020 – 30 November 2022. The proposed evaluation will commence in December 2022. It will comprise two phases: Phase 1 will be planning and data collection; Phase 2 will be analysis, reporting and feedback (draft report by 7th April 2023, final report by 30th April 2023).

Please refer to Appendix A for more detailed information about the Project.

2. Purpose

The purpose of this evaluation is to provide a *summative and formative assessment* of the *Efficiency, Effectiveness, Relevance, Sustainable Development Outcomes, Gender Equality (Inclusion), and Resilient Development Outcomes* aspects of the Project towards the achievement of the goals and outcomes as specified in the Implementation Plan Document during 1 November 2020 – 30 November 2022. The evaluation is also intended to identify challenges, opportunities and lessons learned and will make recommendations that COL and PACFOLD can use to improve implementation for the remaining years.

3. Evaluation criteria and questions

3.1 Key questions

Key question 1: How cost-effectively and timely is the ODFL implementation? (efficiency)

- To what extent is the relationship between inputs and outputs timely, cost-effective and to expected standards?
- What measures have been taken to ensure value for money?

Key question 2: How is the programme¹ contributing to the intended outcomes? (Effectiveness)

- How well have outputs been delivered?
- How effective is the investment in progressing its intended outcomes?
 - To what extent does the programme support education continuity through natural disasters and other emergency situations?
 - How has ODFL increased (or improved) access to quality resources and tools?
 - To what extent has ODFL provided more equitable access to learning and training opportunities?
- What are the good practices and lessons emerging from the implementation?

Key question 3: How relevant is the programme to the needs of partners and member states? (Relevance, coherence & alignment)

- Relevance to Member Country agendas
- Relevance to local partners (i.e. institutions and communities)
- Relevance to individuals
- Is the Project design still appropriate?
- Does the Project complement and/or avoid duplications?

Key question 4: How sustainable are the interventions² and results of the programme? (Sustainable development outcomes)

- Uptake by Member Countries or partners institutions
- Perception and attitudes of implementing partners on sustainability
- Handover plans and strategies

¹ Refer to workstream

² Refer to the activities

Key question 5: How well is the ODFL programme addressing gender equality? (Gender Equality (inclusion))

- What is the % of women taking part in activities compared to men?
- What gender equality outcomes are being achieved?

Key question 6: How well does the programme consider resilience in implementation and demonstrate resilient outcomes? (Resilient development outcomes)

- Considering the activities in the project in direct response to situation including lockdowns induced by the pandemic, how well has the design supported increasing resilience to such disruptions?
- In terms of improving data resilience in ministries of education, have the activities been designed and implemented in ways that enhance preparedness of ministries in data preservation with respect to natural disasters and similar disruptions?
- Are there lessons for the partners in making use of ODFL to build training and learning opportunities to make them more resilient in the context of disasters induced by climate change?
- Are activities such as design of regional digital collections of learning materials and common platforms for courses leading to improved regional cooperation?

4. Evaluation scope

The scope of the evaluation will include but not be limited to:

- *active workstreams in the period covered with staggered starting dates (details in Appendix A):*
 - Access to Open Educational Resources (OER) to Support Distance Learning (*workstream 1.1*)
 - Professional Development for Teachers in Distance Learning (*workstream 1.2*)
 - Professional Development of Technical and Vocational Education Training (TVET)/Education Providers (*workstream 2.1*)
 - Skills and Leadership Training for Skills of Youth, Young Women and Youth with Disabilities (*workstream 2.2*)

- Building Teachers and Officials Capacity in Online Distance and Flexible Learning (ODFL) (*workstream 3.2*)
- *geographic coverage:* Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu
- *the target groups:* Designated officials in Ministries of Education, training and educational institutions and NGOs partnering with COL and PACFOLD/USP, and teachers and youths who enrolled in courses and training programmes.

The scope of the evaluation does not cover:

- Other Development Partner funded initiatives of a similar nature and scope (beyond identifying where there are complementary or competing initiatives).

Engagement with key stakeholders

In support of a consultative and participatory approach, the evaluation team will be expected to engage with a number of key stakeholders. These stakeholders could include:

- partner country governments (Designated COL’s focal points and other government stakeholders as identified by them in their respective countries).
- MFAT nodal contact for the project
- implementing as well as delivery partners involved in the Project (COL, PACFOLD, partners among educational and TVET institutions, NGOs).
- target population (teachers, TVET trainers, youths).

The results of the evaluation will be reported to COL which, under the guidance of the Steering Committee for the Project, can decide on further dissemination of the report.

5. Key details and dates

Note: All dates below are in Pacific Time (PDT), i.e. Vancouver time, with seasonal adjustment as applicable:

- all proposals must be received by 17:00 hours Pacific Time (Vancouver) **Tuesday, November 22, 2022.**
- proposals (including any attachments) must be sent in a single email to: opportunities@col.org by the due date above with the subject line ‘Mid-term evaluation: Pacific Partnership’.

6. Evaluation deliverables

The total duration of the evaluation process is estimated to be a maximum of 39 working days from December 2022 to the last week of April 2023.

Anticipated key deliverables and delivery dates are as follows:

No.	Outputs	Description	Estimated number of days	Due date
Evaluation Phase 1 – Planning and data collection				
1	Secondary Data Analysis and submitting Evaluation plan for COL review and approval	Documentation review and finalised evaluation plan submitted detailing proposed design and approach.	12	31 st January 2023
2	Consultations and data collection completed	Data collection and consultations completed.	12	15 th March 2023
Evaluation Phase 2 – Analysis, reporting and feed back				
3	Analysis and draft evaluation report and draft executive summary	Analysis, follow-up, report writing. Draft Report submitted including Annexes along with an executive summary suitable for presentation to the Steering Committee of the Project.	12	7 th April 2023
4	Final report and executive summary and other communications products including evaluation debrief	Final report and final executive summary submitted, including any revisions to the draft. Acceptance by MFAT and debriefing.	3	30 th April 2023
		Total number of days for the evaluation	39	

The above timeframe and input days is indicative only and respondents' proposals will reflect their own availability, including the possibility of completing the evaluation sooner.

Indicatively, a total of 39 working days has been allowed for this evaluation across the proposed team.

Respondents should submit a proposal along with a detailed budget for Phases One and Two.

7. Evaluation design (aligned to MFAT)

In proposing an evaluation design, the evaluation team should identify the most appropriate approach, methodology and tools to generate credible evidence that corresponds to the evaluation's purpose and the questions being asked.

This evaluation will include: a documentation review in Phase One. Phase Two would apply a mixed or multi-method approach, using both qualitative and quantitative methods. This will increase the credibility and validity of the results.³ The assessment will be made primarily against the Project's Logic Model and Performance Framework, but will also report any significant findings about the Project that lie outside that frame of reference.

COL will provide access to an online secure site containing all the relevant documents and data to the successful evaluation team.

The final design will be confirmed in the evaluation plan and in consultation between the evaluation team and COL.

Culturally responsive methodological approaches

We encourage the use of culturally appropriate evaluation methods and approaches to ensure the evaluation contributes to the body of knowledge of the country and its people which are the focus of the evaluation.

Capacity building

Indigenous capacity and capability building through evaluations are key to improving Pacific knowledge outcomes and is a tangible example of reciprocity in action. It demonstrates a commitment to the empowerment of the indigenous community and partner government, and provides an opportunity to build indigenous research and evaluation capacity.

The evaluation plan

The evaluation plan should include the evaluation's design and will also include:

- a stakeholder analysis;
- a communication plan;
- a high-level plan to disseminate the findings, conclusions and recommendations to promote take up of learning;
- an outline of the quality and ethical issues to be managed as part of the evaluation;
- a schedule identifying key deliverables and timeline; identification of the risks and how they will be mitigated along with a brief outline of the evaluation's governance arrangement.

³ Based on best available data

It is anticipated the evaluation plan will identify how information needs can be met through current documentation (including undertaking documentary analysis), and what information gaps, if any, will need to be filled through fieldwork including in-country visits if feasible. Data collection methods, for example, interviews (structured and semi-structured), focus groups, direct observation and case studies should be outlined.

The evaluation may be constrained by availability of key stakeholders and this should be considered in the design described in the evaluation plan.

The evaluation plan must be approved prior to the commencement of any work.

COL will reconfirm the delivery of all or some of the proposed Phase Two, or none if, for whatever reason, COL decides not to proceed.

Impact of COVID-19

In consideration of the potential risk of COVID-19 to the Evaluator, **the evaluation work to be undertaken either remotely or in country consultants hired for data collection.** And this to be reflected in the evaluation design, explaining how a data collection to be gathered.

8. Risks and constraints

An initial list of risks and constraints are outlined below. We welcome the applicants to consider and identify additional risks they see in designing and implementing an evaluation of this size and scale in the time period, particularly in the COVID-19 context. We would like to discuss these in greater detail with the successful Supplier as part of the planning and scoping phase of this assignment.

<i>Risk/Constraints</i>	<i>Likelihood</i>	<i>Likely impact on the evaluation</i>	<i>How will it be mitigated</i>
Availability of stakeholders	Likely	High	Notify stakeholders early, set expectations, multiple follow-ups
Poor connectivity to engage with the stakeholders remotely	Likely	High	Ask for a stakeholder's preferred method of communication, have a back-up communication plan
Availability of data	Unlikely	Moderate	Evaluation design should consider how data will be identified and how gaps will be addressed.

9. Evaluation team selection criteria

The process of selection will be premised on at least three factors: (1) established competence in M&E of multi-country projects with evidence of successful prior engagement in similar projects; (2) value for money as evident in costs quoted; and (3) experience in working with small island developing states in the Pacific region. Please see relevant details below.

We envisage that the evaluation will be undertaken by a small multi-disciplinary team of independent contractors. We encourage the inclusion of locally based expertise as part of the evaluation team where appropriate.

The attributes (knowledge, skills, experience) required of the evaluation team include:

Evidence of analytical competencies in:

- Evaluation - demonstration of strong evaluation expertise and experience in a developing country context, including in developing Real World Evaluation design and analysis in education or a similar field where 'pilots/proof of concepts' have been evaluated to inform scale up of an initiative.
- Gender, human rights, inclusive development and environmental issues and how these will be effectively evaluated for this Project.
- Cost-benefit analysis or a comparable method that can adequately assess Value for Money (VfM).
- Technology Enabled Learning - knowledge and experience working with technology enabled learning platforms and knowledge of use and application to education practice, policy and development, curriculum and teacher professional development and student learning contexts.
- Strategic thinking ability, research, analysis and report writing skills, demonstrated ability to translate and present complex data simply for a broad ranging audience.

Evidence of strong interpersonal, communication and facilitation skills:

- Strong inter-personal and facilitation skills with the ability to engage with, listen to, and learn from a broad range of cross-cultural stakeholders and encourage meaningful dialogue and engagement.
- Experience in preparing and presenting an Evaluation Report in a manner that increases the likelihood that they will be used and accepted by a diverse group of stakeholders.
- Proven experience working in an interdisciplinary team and the ability to work dynamically and flexibly to suit the COVID-19 environment.

- Experience working in the Pacific and the ability to understand the context of the programme and how it affects programme planning, implementation, outcomes and even the evaluation.
- Must prioritise building trust with colleagues, demonstrating professionalism and working well with stakeholders.

10. Evaluation principles and standards (aligned to MFAT)

Consistent with the International Development Cooperation Programme evaluation principles, the evaluation will deliver useful, credible findings relevant to the purpose of the evaluation. The recommendations will be pragmatic and actionable, and presented in a way that promotes learning.

In conducting the evaluation, the evaluation team will work with our partners to increase ownership and use of evaluations. The evaluation team will be transparent and independent. They must have no vested interest in the outcomes of the evaluation and be independent of those responsible for policy making, design, delivery and management of the development intervention.

All evaluation processes and outputs are required to be robust and independent (carried out in a way that avoids any adverse effects of political or organisational influence on the findings) and transparent (process open and understood by all parties).

Quality standards

When conducting the evaluation, the evaluation team will comply with the [MFAT's Code of Conduct](#).

Transparency

It is COL's intention policy to make evaluation reports publicly available (e.g. on the COL's website) unless there is prior agreement not to do so. Any information that could prevent the release of an evaluation report under standard consideration of protection of privacy and confidentiality should not be included in the report.

Ownership of information

All the key deliverables and the data/information collected will become the property of COL.

11. Ethical considerations (aligned to MFAT)

The evaluation will consider the following principles:

- Respect for human beings (respect and protect the rights and dignity of participants)
- Maximise benefit and minimise harm (research that is of value to participants and avoids harm)
- Research merit and integrity (research that meets relevant quality criteria, is independent and impartial, transparent and responsible)
- Social justice (research that is inclusive, equitable and fair)

The evaluation design will outline how privacy, cultural, safety, and ethical issues will be managed in the evaluation. For example:

- Full disclosure i.e. how participants will be fully informed of the evaluation purpose, how the information they provide will be used, and their rights regarding information they provide
- informed consent - how it will be obtained (verbal or written)
- potential possible harm to participants that has been identified and how this will be mitigated
- how confidentiality of participants will be ensured (e.g. no names in the body of the report, and participants will be asked at the start of interviews if they consent to their names being included in an appendix listing evaluation participants), and
- how considerations of gender and cultural safety and appropriateness will be addressed.

12. Reporting requirements (aligned to Project's MEL Framework)

As this is an evidence-based evaluation, the findings, conclusions and recommendations must be based on clear evidence presented in a way that allows readers to form their own views on the validity and reliability of the findings, including assessing the vested interests of sources. Where there is conflicting evidence or interpretations, the report should note the differences and justify the findings.

The report must contain an abstract suitable for publishing on COL's website. A one to two page evaluation fact sheet identifying the evaluation's key findings, recommendations and lessons learned will also be produced.

Before submission to COL, the evaluation team must ensure the final draft of the report is accurate, complete, and meets a good standard of English.

The draft evaluation report will be reviewed by COL staff, Director of PACFOLD and/or external experts. Further work or revision of the report may be required if it is considered that the report does not meet the requirements of this TOR, if there are factual errors, if the report is incomplete, or if it is not of an acceptable standard.

COL, in association with PACFOLD will develop a management response to the evaluation's findings, conclusions and recommendations. COL may include the management response when it publishes the report on its website.

13. Evaluation Roles and Responsibilities

The evaluation will be commissioned by COL and the evaluation team will be accountable for its performance to COL.

Roles and responsibilities to support a smooth evaluation are outlined as follows:

Steering Committee Members

- Endorse final version of the Terms of Reference for the Evaluation.

COL

- Conduct the process to identify the evaluation team through a process in accordance with standards procedures of COL.
- Responsible for day-to-day management and administration of the evaluation.
- Responsibilities include managing feedback from reviews of the draft report; and liaising with the evaluation team throughout to ensure the evaluation is being undertaken as agreed.
- Ensure the evaluation is fit-for-purpose and serve as a key contact point for the evaluation

14. Ownership of Proposals

All Proposals become the property of COL. COL agrees to treat all Proposals as confidential and agrees to use the Proposals only for purposes related to this RFP process.

COL is headquartered at Suite 2500 - 4710 Kingsway, Burnaby, V5H 4M2, CANADA.

15. COL's Intentions

COL intends to obtain the offer most suitable and most advantageous to its requirements and interests. Notwithstanding anything else contained within this RFP, COL reserves the right in its sole discretion to reject or accept any proposal, compliant or not, including the right to reject all Proposals.

16. Use of COL Logo

Proponents may use COL's logo only for the preparation of their Proposal for this RFP, with the stipulation that the Proponent follows the brand guidelines at: <https://www.col.org/about/col-logo>. The Proponents are not permitted to use COL's logo for any other purpose without written consent from COL.

17. Conflict of Interest

Proponent's must identify any real or potential conflict of interest that may exist in connection to this RFP and/or any subsequent agreements. A conflict of interest is any situation or relationship that give the Proponent a real or perceived unfair advantage or any situation or relationship that is not in keeping with the Proponent's own conflict of interest standards. Any non-disclosure of any potential conflicts of interest may be sufficient cause to disqualify the Proposal or terminate/cancel any subsequent agreements.

18. Irrevocable Offer

Proposals constitute a valid and irrevocable offer which is open for acceptance by COL for a period of 60 days following the Closing Date of **November 22, 2022**.

19. Compensation

No Proponent shall have any claim for any compensation of any kind whatsoever as a result of participating in this RFP, and by submitting a Proposal, each Proponent shall be deemed to have agreed that it has no claim.

Appendix A: Activity Details

Goals

To contribute to enhanced capacity and efficiency of Pacific education sectors through greater use of innovative delivery mechanisms and technology. This will support young people in the region to equitably build their skills in ways that allow them to be engaged and productive workers and citizens and improve resilience in the sector to respond to disasters and emergencies.

Outcomes

- Education continuity is supported through natural disasters and other emergency situation.
- More equitable access to learning and training opportunities leads to improved employability, reduced unemployment and enhanced opportunities for entrepreneurship (including for young people, women and people with disabilities).
- Access to relevant, high quality and contextualised tools and resources improve the effectiveness and efficiency of education systems in Pacific Commonwealth countries.

Workplan Overview

Workstream Number	Workstream Name	Focus Countries	Timelines	Description/Overview	Key Activities	Outputs/Deliverables	Short term Outcomes
Workstream 1: Immediate Response to Covid-19							
1.1	Access to OER to Support Distance Learning	Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu	2020 (continuous)	Pacific Ministries of Education do not have ready access to sufficient high quality resources that are suitable for distance learning. This project seeks to curate a suite of appropriate open educational resources (OERs) that Ministries of Education across the region can access and use to support teaching and learning. While this will have	<ul style="list-style-type: none"> • Identification of suitable existing resources from within existing repositories • Contextualisation of resources to respond to Pacific contexts • Curation of resources into appropriate subjects and year levels 	<ul style="list-style-type: none"> • At least 250 contextualised resources available to Pacific Island countries • Information pack on how to use the resources prepared for teachers and disseminated to relevant Ministries of Education 	Pacific teachers and students have sufficient resources to continue learning in distance learning environments

				immediate impact for responding to covid-19, it will have longer term benefits as it will be an ongoing source of high quality teaching and learning materials that can be added to overtime.	<ul style="list-style-type: none"> Resources made available to Pacific Island Ministries of Education Guidance prepared on how to use the resources 		
1.2	Professional Development for Teachers in Distance Learning	Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu	2020 (continuous)	Most teachers in the Pacific have not been trained in distance learning pedagogies but are being asked to adapt their practice quickly. This project will support a number of teachers to upskill in distance learning, with support from specialist mentors at USP.	<ul style="list-style-type: none"> Identification of teachers to enrol in the MOOC Delivery of MOOC on supporting distance learning (COL-funded) Mentoring of participating teachers to contextualise and apply learnings 	<ul style="list-style-type: none"> 150 master teachers and trainees (1500) are supported to complete training 	A cadre of teachers across the Pacific have an increased capacity to support student learning through distance learning methods.
Workstream 2: Combatting Youth Unemployment							
2.1	Professional development of TVET/Education providers	Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu	2020 to 2024	TVET is most effective when trainers have both good links to industry and strong pedagogical skills. This project will provide in-service training opportunities that TVET trainers can access using remote and distance learning methodologies to improve the quality of their teaching.	<ul style="list-style-type: none"> Development of online toolkit to build capacity of TVET trainers Support for trainers to access and apply the toolkit Engagement with TVET institutions and programmes in the region to align support 	<ul style="list-style-type: none"> Online toolkit available and accessible across the region Partnerships with relevant organisations and projects to support the toolkit 	Quality of TVET instruction improves through enhanced capacity of trainers
2.2	Skills and leadership training for skills of youth, young women and youth with disabilities	5 Commonwealth countries of the Pacific	2021 to 2024	The economic and educational impacts of covid-19 are likely to exacerbate youth unemployment issues. This project will aim to build the entrepreneurial and leadership skills of youth, particularly out-of-school youth, and those that are unemployed or underemployed, with a focus on young women and PWD.	<ul style="list-style-type: none"> Develop a set of short online courses in technical skills, as well as entrepreneurship, self-employment skills and leadership Marketing and advocacy for the course, targeting youth with disabilities and young women 	<ul style="list-style-type: none"> 14 short courses provided to young people 5,000 young people, including people with disabilities and women, are supported to complete the courses Partnerships with NGOs in 5 countries 	<p>Young people, including those with disabilities and women, are able to demonstrate work-relevant skills.</p> <p>Young people have skills to become leaders of social change</p>

					<ul style="list-style-type: none"> Work with local NGOs to support and empower young people to access and complete the courses and link to employment opportunities 		in their communities
Workstream 3: Building Resilience in Pacific Education Systems							
3.1	Building Technical Resilience in the Pacific with Cloud-based computing	5 Commonwealth countries of the Pacific	2022 to 2024	Data is essential for informing decisions on responses to disasters but many Ministries of Education in the Pacific rely on computer based methods for their data. This project will build the capacity of Ministry staff to; maintain and monitor disaster recovery/back up servers; and, update or upgrade systems to host and recover data after natural disasters. This includes pilot solar infrastructure in a select location in a participating country.	<ul style="list-style-type: none"> Work with relevant countries to identify mission-critical data sets and map the current procedures in data management Support planning for the back-up of mission critical data Identify essential hardware and software components and support countries to procure and install these Build the capacity of senior officials to manage data recovery in the event of a disaster Initiate a pilot in one location to build capacity in the use of solar power to supply servers, including the provision of minor infrastructure 	<p>In at least 5 countries:</p> <ul style="list-style-type: none"> Detailed data-organograms Detailed plans for data preservation for disaster recovery and business continuity Delivery of training programme for officials <p>In at least 1 country:</p> <ul style="list-style-type: none"> Installation of a minor solar site Case study on pilot Guidelines on good practices for maintaining confidentiality and integrity of data in storage and back up 	Enhanced data resilience of the education sector
3.2	Building teachers and officials capacity in ODFL	Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands,	2020 to 2024	There are large number of resources and training opportunities already available through open, distance and flexible means but it can take individuals and organisations significant	<ul style="list-style-type: none"> Consultations with Pacific education sector stakeholders to identify skills needs 	<ul style="list-style-type: none"> Searchable directory/repository of ODFL programmes in the Pacific mapped by level, duration, focus and mode. 	Pacific education stakeholders have increased capacity in ODFL through access to efficient and effective training

		Tonga, Tuvalu, Vanuatu		effort to identify high quality and relevant options. This project will focus on doing this groundwork so that Pacific education officials and teachers have ready access to appropriate learning opportunities to match skills development needs.	<ul style="list-style-type: none"> • Mapping of existing programmes by levels, duration, focus and mode • Development of short courses and MOOCs to respond to identified gaps • Development of a course portal that can be searched for matching programs to requisite skills development needs • Marketing and advocacy for use of portal 	<ul style="list-style-type: none"> • At least 8 MOOCs and/or short courses developed specifically for Pacific contexts • Total of 3,000 teacher and/or officials enrolled/supported to complete courses 	and learning opportunities.
Project 3.3	Supporting the development and management of regional tools	Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu	2022 to 2024	MFAT is funding the development of a regional resource repository, Learning Management System and teacher support approach through the e-learning for science activity. This project will allow CFL to contribute to the development of these products and support their sustainability and ongoing development as the long term 'home' for these tools.	<ul style="list-style-type: none"> • Engagement in the development of the regional resource repository, LMS and teacher support tools. • Work with supplier and education sector stakeholders to develop framework for ongoing management of the regional tools • Management of tools, including ongoing curation of resources 	<ul style="list-style-type: none"> • Delivery of USP's agreed role in the development of the regional tools • Management framework and plan for longer term sustainability • Agreement on ongoing deliverables and outputs as agreed in the management plan 	High quality regional tools and mechanisms are available to provide more efficient access to teaching learning resources across the region on a sustainable basis.