

# Solomon Islands OLPC Trials Deployment Report

## **Executive Summary**

This report describes the launching trials for the One Laptop Per Child programme in Solomon Islands at the following Primary schools:

- Patukae            8.542 S            158.039 E
- Batuna            8.560 S            158.123 E
- Sombiro           8.744 S            158.213 E

A trial project for the One Laptop Per Child (OLPC) initiative was launched on 20<sup>th</sup> July in three schools in Western Province, with Batuna Primary School teachers and all Standard 1 students receiving “OLPC” laptop computers and training. The training was also carried out at the other two primary schools, Patukae and Sombiro, later in August. The total number of laptops to be distributed is 75.

The project is a partnership between the Ministry of Education and the Secretariat of the Pacific Community (SPC), in association with the One Laptop Per Child Association, Inc. (OLPC), a US-based NGO set up to oversee the creation of a cheap, affordable educational device for use in the third world.

Senior education officers Mr Bernard Rapasia of the Ministry, and Mr Cleaven Ngatulu of the SDA Church representing the Western Province, participated in the project launching at Batuna, which was held over a week. The launching included training for the primary school teachers of Batuna and Patukae, with teachers of Batuna Adventist Vocational School. Training of the students to use the laptops followed. Parents of the students and the community were also briefed during awareness meetings and demonstrations. Follow-up training and extension of the pilot to Patukae and Sombiro has been coordinated by a locally-appointed project officer based at Batuna.

The Ministry has agreed the project objectives and an evaluation framework, which is included in the report.

An additional 600 laptops are available from SPC to build on the initial trials.

The main challenges include the development of teaching techniques to integrate the laptops into classroom teaching and learning, the provision of curriculum content for the school servers, power and Internet infrastructure and building government capacity to manage and expand on trials should the Ministry decide to do so following the evaluation.

## **Recommendations**

It is recommended:

1. That the Ministry consider allocating 250 laptops from the next batch of laptops to complete (saturate) all grades in each of the three trials sites before expanding to other schools and provinces. This is to ensure that each whole school participates in the trials, providing more data for evaluation and allowing all teachers to collaborate and develop teaching ideas.
2. That the Ministry encourages the reformatting of curriculum content for the school servers that will be located at each school. This will allow the evaluation of “the extent of introduction of new educational materials” to be evaluated, and will also build capacity in e-learning. This process should build on the Wikieducator workshops.
3. That the Ministry and Province work closely with the SPC local project officer Elnah Tati in the monthly evaluation visits to each school, as far as staff availability allows.

4. That the Ministry considers suitable locations for expanded trials in other provinces, which can commence with the remaining 150 laptops from the 475 gifted by OLPC and allocated by SPC to Solomon Islands.

## **Follow up Actions**

1. Elnah to start on her work plan (see terms of reference in annex). This will start with support to Batuna teachers and a visit to Patukae to supervise 2 days training for the students and assist with official hand-over of laptops as at Batuna. Mr Leeming to supervise via email.
2. The Evaluation Programme to commence, with:
  - Monthly visits by Elnah to each school, in collaboration with the Province/Ministry. Mr Leeming to conduct evaluation activities and consultations
  - Teachers starting diaries to record laptop usage in class, observations, problems and issues. Teachers holding weekly (minimum) staff meetings to discuss the laptops and share ideas. The school holding parents and community meetings to obtain feedback at least once a month.
3. Cleaven Ngatulu to share findings with the CEO and assist the Province to participate.
4. David Leeming/SPC to provide school servers for each of the three schools, and suitable hybrid power supplies designed to allow charging of laptops by day, whilst making maximum use of the existing generators.
5. David Leeming/SPC to provide Internet connection for Batuna primary school using a cable (DSL) connection to the BAVC computing room.
5. David Leeming to brief the Curriculum Development Centre (CDC) and demonstrate the school server, on July 31st
6. That the Distance Learning centres Project (DLCP) provides timely upgrading of Bekabeka DLC power supply using the donated solar panels (from Pacific Porphyry) and arrange the agreed Internet bandwidth for the Batuna wireless network as agreed by Telekom.

### Authors:

David Leeming, OLPC Coordinator, SPC  
Bernard Rapasia, TVET Officer, MEHRD  
Elnah Tati, SPC Project Officer for the OLPC Solomons Trials  
July 30<sup>th</sup> 2008

## **More information, video and photographs**

Youtube videos of the launching, training and some feedback following the trials and many photographs are available at the site below, which is constantly updated with latest feedback:

[http://wiki.laptop.org/go/OLPC\\_Solomon\\_Islands](http://wiki.laptop.org/go/OLPC_Solomon_Islands)

# Main Report

## Meeting to discuss project objectives and evaluation framework

A meeting of some members (see annex) of the Ministry's Coordination Team (CT) / TWG was held on Friday 11<sup>th</sup> July during which a demonstration of the school server and laptops was given by Mr Leeming. It was agreed that:

- The team would be made a sub-committee of the TWG, on OLPC, with Bernard Rapasia as Chair.
- David Leeming would arrange a further demonstration for the Ministry heads of division and technical training for the Ministry's IT Manager and others.
- A set of draft measurable objectives was agreed (see annex). The CT would comment on them.
- The OLPC Trials duration would be 6 months with an interim report at 3 months
- The 75 initial laptops would be used for Grade one at the three Marovo schools, and the Ministry would consider whether to use additional laptops via SPC for completing these schools or to expand single-class trials to other provinces.
- Elnah Tati was proposed as a local officer to provide support to teachers, follow up training and conduct monitoring and evaluation activities, working closely with MEHRD, the Province and David Leeming as SPC advisor
- Budget issues were discussed. It was proposed to use USD 10,000 grant from the ISOC, managed via SPC to assist with contract for Elnah and cost of school servers and power supplies. SPC has agreed to this.

## Demo in Ministry

A demonstration of the XOs and XS was given to 15 people of the MEHRD and partners, on 18<sup>th</sup> July. The attendees are listed in the annex.

## Briefing for Province

It had been planned to visit the Chief Education Officer of Western Province, Mrs Darcy Sito to brief her in person. However, there was no availability on the domestic flights and this was postponed. However, briefing documents were sent by email and there were telephone discussions, following which Mrs Sito gave full support to the project and dispatched a senior officer, Cleaven Ngatulu, Senior Education Officer for the SDA Church, a partner of the Province. All other officers were unavailable owing to another programme currently ongoing. During the trials there was an opportunity to brief Joe Longa, Education Officer based in Munda, and it is hoped he will participate in the project.

## Launching of Trials

The trials were launched at Batuna, between 20<sup>th</sup> and 28<sup>th</sup> July. All Patukae Teachers attended the training and were accommodated in Batuna for the week. However, no Sombiro teachers were able to attend and their training took place at a later date.

The implementation team consisted of:

1. David leeming, SPC
2. Bernard Rapasia, MEHRD
3. Cleaven Ngaulu, Senior Education Officer SDA Church, representing Western Province

Activities carried out included:

- School consultations and briefing for teachers. Teachers of both the Primary and Vocational schools were briefed, and a schedule agreed for the week. The briefing agenda followed that developed at the link below “Introducing the OLPC Vision”

[http://www.wikieducator.org/OLPC\\_Oceania](http://www.wikieducator.org/OLPC_Oceania)

- Preparing the laptops:
  - Finalising a list of students and teachers
  - Updating the 75 laptops with the Update 1 (Build 703)
  - Adding students and teachers' names and colours
  - Setting up charging arrangements in the school office. Initially all charging has to take place using the special power boards and adapters sent by SPC, due to the supplied chargers American pin configuration.
  - Writing names on XO. It was found necessary to write students names on the XO using a marker pen, as they would otherwise be mixed up during charging. The hinge area was chosen.
- Preparing a demonstration school server in the school office. A demo package of content was used, featuring:
  - 50 lesson plans for Primary School Biology, exported from the Wikieducator as an IMS content package;
  - UNESCO ASEAN SchoolNet CD. This is an HTML-based framework of hundreds of animations and multimedia objects for teaching English, Science and Maths. As yet, the PowerPoint and Java objects do not run on the XO, but merely browsing the framework is a convincing demonstration, and Java is expected to be supported soon.
  - Eight eBooks in PDF format created by the SIL group in association with PNG primary schools, in local languages;
  - Vanga teacher training manuals created using “exelearning” by the DLCP project;
  - Beekeeping, Kokorako (chicken farming) and Turtle conservation manuals, also in html format created by DLCP;
  - Financial literacy self-learning modules created by UNDP
  - Animations regarding overfishing and mangrove deforestation in local Marovo language, created by a University of Queensland project
- Teacher training
- Student Training
- Community awareness
- Parents briefing
- Hand-over ceremony for students

## **Distribution**

Laptops were distributed to Batuna and Patukae schools for all the Grade 1 students and teachers, plus a few for key teachers in neighbouring secondary and vocational schools, fitting with the Ministry's requirement to evaluate impacts in each sub-sector. Sombiro laptops have not yet been distributed as the initial school briefing could not take place due to lack of fuel for canoe transport on the last day. This will take place in August: see the action plan below.

Lists are distributed separately and available on the wiki at the address below:

[http://wiki.laptop.org/go/OLPC\\_Solomon\\_Islands](http://wiki.laptop.org/go/OLPC_Solomon_Islands)

The total enrolments in the three schools are:

	Patukae	Batuna	Sombiro
G1	25	24	10
G2	16	18	18
G3	23	19	15
G4	21	17	15
G5	10	19	13
G6	13	21	11
Total students	108	118	82
Teachers	6	6	6

The laptop allocation is:

Grade 1	25	24	10		
Primary teachers	5	5	6		
Secondary teachers	1				
Vocational teachers		2			
Trials	31	31	13 + 2 B4s	77	total

(there are 10 B4 prototypes at Batuna from the earlier demonstrations, and some of these are retained as spares, and some to make numbers up at Sombiro)

## Training

All Primary School and many of the Vocational School teachers attended training. Patukae school sent all their Primary School teachers to stay at Batuna for the duration of the training.

The training followed the lesson plans developed by OLPC Oceania and available at the link below this section.

Two afternoons were allocated to teacher training. Teachers then all participated in the Student training, which also took place of the subsequent two days.

However, significant improvements were made to the training schedule, based on lessons learned in the PNG trials. More focus on was given on classroom integration throughout teacher training. This was aided by the fact that all three facilitators had teaching experience. The teachers were asked for their ideas on how they could use the laptops in the classroom right from the start. Before even using the laptops, a discussion was held on this topic, and was returned to at frequent intervals through the training, as the teachers gained experience of the laptops.

Many more small improvements and ideas have been noted, and are incorporated in the training guides “Introduction to the XO” and “Introducing the Activities”. These training guides are located at the link below and are continuously improved.

[http://www.wikieducator.org/OLPC\\_Oceania](http://www.wikieducator.org/OLPC_Oceania)

## Initial feedback from teachers during training

Which activities did you like best?

- Chat, Memorise, Write, TamtamMini, Browse, Speak, Paint, Calculator, record

What ideas did you have for teaching the Activities?

- Chat
  - Teaching children to collaborate
  - Teaching sentence construction
  - Teaching communication and collaboration skills
- Write
  - Teaching children to write
  - Simple exercises where teachers asks them to write something
  - Writing using the XO helps motivate the children
  - Using uppercase/lowercase helps children recognise cases
- Memorize
  - Games reward correct input (positive feedbacks)
  - Arithmetic skills needed
  - Memory skills exercised
  - Collaboration skills developed
  - Listening skills (the music game) developed
- Speak
  - Helps sentence construction
  - Trains basic literacy in English
  - Helps to increase confidence in aural English (some kids write well but won't speak)

General Feedback

- The OLPC should be included in the current “Whole school developemnt” programme, as a way of boosting quality
- The XO and server provide a way of delivering more up-to-date materials as text books are often outdated
- The XO generally increases motivation, not only for students but for parents to engage with their child's learning
- The XO widens the learning environment, learning continues out of school, and when the child is not attending school for some reason.

## Community briefing

A session was held on Market day, on Thursday morning. A number of speakers addressed the community about the project. Photographs can be viewed at the main wiki site (see above). The following addressed the crowd:

- Bernard Rapasia for the Ministry
- Cleaven Ngatulu for the Province
- Anthony Peter, Principal of Batuna Primary School
- Cherry Galo, Principal of Batuna Adventist Vocational School
- David Leeming for SPC

The crowd of about 100 received the briefing with interest. Strong support was given by each speaker, which is an important sign of unity. It also helped aid transparency, with the distribution explained, and role of the two schools.

## Parents briefing

Following the Community briefing, parents of grade 1 students (and other grades) were invited to the village conference room to be briefed on the project. The XO was demonstrated. Parents asked questions.

It was noted that this is an essential part of a trial deployment. In contrast, during the demonstrations with the B4 laptops over previous months, insufficient briefing had been given, and some misconceptions over the use of the computers had resulted – in some cases parents had complained that the laptops might be distracting the students from their work.

The “parents agreement” was explained. This is issued during the handover, and clarifies the parent's role in guiding their children and making sure the laptops are looked after and used correctly.

It was also explained that parents would be invited to participate in regular meetings with the teachers to discuss progress with the laptops. This is an important way of encouraging the parents to engage more with their school, an intended outcome of the project.

## **Hand over ceremony**

A hand over ceremony was held on Friday 25<sup>th</sup> July. The format consisted of:

- Keynote speech by the Chairman of the School Board, Mr Michael Sonter
- Speeches by the facilitators from MEHRD, Province and SPC
- Singing
- Each child called up to formally receive their laptop plus a certificate “Student Record” with serial number and name.
- Each teacher called up to receive a “Training Certificate”

At the ceremony, the Chairman of the Board expressed strong support for the project. He explained how he had been seeking ways for the school to have a computer lab, but with the OLPC project an even better outcome was ensured, as every child and teacher would have a laptop. He also requested that the Ministry strongly consider saturating the full school.

The certificates are available at the address below. These were copied with the school keeping records.

[http://wiki.laptop.org/go/OLPC\\_Oceania](http://wiki.laptop.org/go/OLPC_Oceania)

## **Patukae deployment**

(Report by: Elnah Barighaza Tati)

- 20th -25th of July 08 - Patukae Teacher's Training was held at Batuna together with the teachers at Batuna.
- 5th - 8th of August 08 - Students and Parent's Training at Patukae.

Patukae has a total of 25 grade one students, 4 Primary School Teachers and 1 Untrained Teacher.

First day of Training - We have most of the Grade 1 students, their parents and the teachers attending the OLPC Presentation and Awareness program, identifying parents role in using the laptop at home with the child.

Second day - The training should be only for the children; however some of the parents were anxious to know what the OLPC is all about so even though its not their turn, they faithfully attended the training up until the last day of training.

Third day - The training continues with the kids, their parents and the teachers. Most of the activities covered.

Last day of training - We have the handing over Ceremony. We have the Education Officer at Seghe, Mr. Jimmy Nonga who officially hand over the laptops and certificates to the students and teachers. Mr. Brian Bird, the Principal of Patukae College gave an encouraging speech to the students, teachers and parents to make the laptops as tools for learning, using it for their education. Quite a good number of people witnessed

the handing over ceremony.

It is quite good in Patukae because the Teachers had been trained ahead before the actual training of Parents and the students. The teachers use their own dialect (Marovo) to explain things. Due to time limitation, not all the activities were covered, however the kids themselves explored the activities and they use them.

The training takes a whole day. It starts at 8:30am - 12:00pm, Lunch and then starts again at 2:00pm to 5:00pm.

## **Sobiro Deployment**

(Report by: Elnah Barighaza Tati)

Sombiro school has twelve (12) students and four (4) teachers.

- Training of Teachers and students
- First day of training (Sunday) – Briefing of OLPC with the Primary Teachers
- Monday – Briefing with the High School teachers and starting off with the training.
- Tuesday – Teachers Training
- Wednesday – Teachers Training in the Morning and students & parents in the evening
- Thursday – Students & Parents Training, Community Awareness in the evening. Few parents who have kids not attending school came to have a look at the laptops and they are excited about those laptops.
- Friday – Teachers Training

Students are quick to learn. We have some students from Peava Primary School (a school nearby) who take the initiative to come and observe. Parents are excited when they see and actually use those laptops.

The basic ones that we teach the children are speak, write, chat, memorize, calculate, connect, record, tam-tam.

Sombiro is fortunate to have Bekabeka nearby where they actually use the laptops using wireless to connect to the internet. We showed the student how to browse the internet as well as to the school server.

The high school teachers are the unfortunate ones because due to time limitation, we cannot cover most of the activities with them. However, they were eager to learn and insist if I could have time with them because they see it really important in their school work too, especially preparing lessons and browse to the server and internet for information.

## **Technical Issues**

In the following weeks SPC has agreed to provide the following infrastructure utilising the ISOC grant:

- A school server for each school. A special design has been developed by SPC using a 12V, VIA-chipset desktop consuming only 20W of power.
- Hybrid power supplies for each school, utilising both solar and evening charging, allowing laptops to be charged during the day as well as in the evening
- Australian configuration adapters allowing charging outside the school and in children's homes where available
- Filtered Internet connections via hotspots linked to the school server:
  - Batuna will be linked to the Vocational school using a DSL and cable solution for the 300m or so between the two schools. The vocational school has a broadband connection via a 30km wireless link to Bekabeka Distance Learning Centre (DLC).
  - Patukae enjoys a VSAT under SPC's Pacific Rural Internet Connectivity System (Pacific



RICS) programme.

- Sombiro students will be able to access Internet at the nearby Bekabeka DLC.

## **Content/curriculum**

The Ministry's Curriculum Development Centre (CDC) has been briefed several times on the OLPC project, and some officers have also received training the Commonwealth of Learning's Wikieducator. In line with their content strategy, OLPC Oceania regard the Wikieducator as a key tool in pooling curriculum content from the participating countries, where licensing arrangements allow, thus providing a growing repository of open educational resources that can be adapted as appropriate by each country. The Wikieducator is also a useful tool for creating new resources and for porting content to the OLPC school servers.

A meeting took place on 31<sup>st</sup> July, to demonstrate the school server to the CDC and discuss how they might make some primary school materials available so that it can be evaluated.

There is also a general call for curriculum input across the sector. Thus the requirement to provide content for the OLPC project can be input into the curriculum reform process

## **Follow up activities and Terms of Reference for Project Officer**

The pilot project at Batuna school is now active.

At Patukae, student training will be held in the first week August facilitated by Elnah Tati (see below). This will be followed by the official handover ceremony and parents briefings.

The SPC OLPC advisor David Leeming will visit Sombiro school to launch their project with a complete briefing for the teachers and initial training. This will take place in late August. The training will be completed by Elnah Tati.

Mrs Elnah Tati has been contracted by SPC, utilising ISOC funds, to provide support to the three schools and conduct evaluation activities. Her TOR incorporates the following components:

- Completing the training at Patukae and Sombiro
- Providing add-hoc training
- Holding weekly meetings with the teacher of each school to help them formulate teaching ideas, provide technical support as required
- Visit each school at least twice per month for general support
- Visit each school at least once a month for evaluation activities

The full TOR is included in the annex.

## **Media Release**

A media release has been shared with all local newspapers and broadcasting companies SIBC and One News (TV). This included high-resolution video clips and photographs. The release is available at [http://wiki.laptop.org/go/OLPC\\_Solomon\\_Islands](http://wiki.laptop.org/go/OLPC_Solomon_Islands)

## ***Annex 1 : Attendees of meetings***

### Attended Meeting 11/7/08

- Bernard Rapasia, TVET, COL Focal Point
- Benedict Esibaea, Primary
- Bernadine Ha'amori, Early Childhood
- Simba Paza, ICT Manager
- Peter Potter, Advisor, Sector Coordination
- Peter Pitia, DLCP Manager
- David Leeming, OLPC Advisor, SPC

### Attended Demonstration / training 18/7/08

#### MEHRD

- Tim Ngele, Under Secretary Admin
- Donation Houkura, Chief Education Officer Primary Education Division
- Aseri Yalangono, Director Secondary Education Division
- Bernard Rapasia, Chief Education Officer TVET-division, COL Focal Point
- Benedict Esibaea, Director Primary Education Division
- Bernadine Ha'amori, Chief Education Officer, Early Childhood Education
- Emily Siriki, Senior Education Officer, Early Childhood Education
- James Bosamata, Chief Education Officer Secondary Education Division
- Donald Malasa, Under Secretary Technical, Acting Director CDC

#### Other

- Paulo Petersen, CYP SP
- Hilmah Mollomb, SICHE
- Proscilla Maeniuta, LASI
- Tony Matelaomao, Pfnet
- Phillip Buarafi, PFNet

## Annex 2: Project Objectives and Evaluation Parameters

Objectives	Expected outputs	Indicators and instruments (how it is measured)
Awareness raised about OLPC and the objectives of the trial in Western Province	Ministry, teachers, sector partners and communities aware of: <ul style="list-style-type: none"> <li>● The vision of OLPC</li> <li>● The function of OLPC/XO/XS</li> <li>● Objectives trial in the Western Province.</li> </ul>	<ul style="list-style-type: none"> <li>● Consultation and briefing meetings held with the Ministry, schools and communities</li> <li>● Interviews and survey</li> </ul>
To assess the impact of OLPC in the area of Teaching and Learning  (In each sub-sector: Early Childhood, Primary, Secondary, TVET)	<ul style="list-style-type: none"> <li>● The XO is used in T &amp; L at schools and centres</li> <li>● The XO is utilised in particular for some of the subjects</li> <li>● The XO is integrated into normal/formal T &amp; L-formal education delivery</li> <li>● Teaching methods are affected positively through the use of the XO in T &amp; L, including more/improved:               <ol style="list-style-type: none"> <li>(a) Learning by Doing</li> <li>(b) Child-focused teaching</li> <li>(c) Group work/sharing/collaboration</li> <li>(d) Inclusion / engagement of all students</li> <li>(e) Curriculum changes as a result of the XO/OLPC project</li> <li>(f) Impacts seen in all sub-sectors, but mostly with early age education (ECE and PE)</li> <li>(g) Also assess any possible negative or non-impact; learners and teachers not using XO or only after school hours</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Interviews and surveys with school managers, teachers, students, students, community members</li> <li>● Teacher log books/diaries</li> <li>● Class observations</li> <li>● Demonstrations by teachers about the workings of XO</li> <li>● Increased use of XO by learners in formal lessons and after school hours</li> </ul>
To assess impact of OLPC on enrolment or attendance	Increased enrolment or improved attendance at selected schools compared to schools where OLPC or XO has not been introduced	<ul style="list-style-type: none"> <li>● Attendance register</li> </ul>
To assess impact of OLPC or XO in delivering/producing new curriculum materials/learning content	<ul style="list-style-type: none"> <li>● New electronic content made available (in schools)</li> <li>● The school server is an effective source of content</li> <li>● 'Wiki Educator' more frequently used</li> </ul>	Materials provided by <ul style="list-style-type: none"> <li>● School</li> <li>● Ministry/curriculum</li> <li>● NGOs / partners of education sector</li> <li>● OLPC Oceania / SPC</li> </ul>
To assess if OLPC/XO-technology is technically feasible and sustainable	<ul style="list-style-type: none"> <li>● Teachers and students are able to use and continue to use the laptops</li> <li>● Power supplies are feasible , affordable</li> <li>● Good quality Internet connectivity</li> <li>● Required level of technical support, maintenance is available</li> <li>● XO-Equipment is reliable, functional and still working</li> <li>● Interviews, consultations and surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrations by students, teachers</li> <li>● Technical report on power and connectivity infrastructure               <ul style="list-style-type: none"> <li>● Options, performance, cost,</li> </ul> </li> <li>● Number and type of equipment failures</li> </ul>
To assess impact of capacity building for teachers (and learners) in the OLPC project	<ul style="list-style-type: none"> <li>● Training (for XO) has built sustained capacity</li> <li>● Training system/schedule and methodology is effective</li> <li>● Teachers are able to integrate the use of XO in formal and informal class-work</li> <li>● Teachers have improved access to resources and training support</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews, consultations and surveys with trainers, teachers and learners</li> <li>● Evaluations of training, capacity building</li> </ul>

<p>To assess the impact of OLPC on the learning, and school environment</p>	<ul style="list-style-type: none"> <li>● Teachers and students regard the XO and OLPC project positively</li> <li>● School seen more positively by the community</li> <li>● Teachers have improved morale</li> <li>● Absenteeism under teachers and learners is reduced</li> <li>● Higher demand / enrolment / retention (teachers and students)</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews, consultations and surveys with teachers, learners and community members</li> <li>● School records, minutes of school board/committee meetings</li> <li>● Public meetings</li> <li>● Parents meetings</li> <li>● Inspectorate visits</li> <li>● Note: OLPC/SPC will provide advice on survey instruments/questionnaires/inspections</li> </ul>
<p>To assess the impact of OLPC, XO's on the community</p>	<ul style="list-style-type: none"> <li>● To assess the impact of OLPC, XO's on the community</li> <li>● Also community members involved in the use of XO's</li> <li>● Community regards the OLPC positively or negatively</li> <li>● Community have improved access to information and communication services</li> <li>● More involvement or active participation of parents in the school</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews, consultations, surveys with community members, teachers, learners</li> <li>● Minutes of school committees and boards</li> <li>● Group interviews with community members</li> <li>● Demonstrations of parents using these XO's</li> </ul>

## **Annex 3: Terms of Reference – Elnah Tati**

### **Secretariat of the Pacific Community**

#### Job Description

Under the auspices of the Pacific Plan Digital Strategy, SPC has coordinated the development of three information and communications technologies, namely the network of submarine cables (SPIN), the low cost satellite-based Pacific Rural Internet Connectivity System (RICS) and the Oceania One Laptop Per Child (OLPC) initiative. Pacific Islands Forum leaders in the Tonga 2007 meeting have endorsed all three initiatives and in the case of the OLPC have requested SPC and PIFS to consult with Ministries and Departments of Education in more countries and to provide feedback to the 2009 Forum for their consideration.

In response to the request by Pacific Islands Forum Leaders for SPC and PIFS, SPC has negotiated and accessed a number of OLPC laptops from OLPC in Boston, to conduct a multi-country pilot with respective Ministries/Departments of Education with the view to provide a progress report to the Forum Leaders Meeting in Niue, August 2008, with a fuller report presented to the SPC governing body meeting in October and a complete for the full Pacific Pilot on OLPC to be presented to the 2009 Leaders Meeting and the SPC Conference.

Mr David Leeming has been contracted by SPC to coordinate the launching of trials in eight countries, namely PNG, Solomons, Nauru, Kiribati, Vanuatu, Tuvalu, New Caledonia and Niue.

In the Solomon Islands, the Ministry of Education and Human Resource Development (MEHRD) has instructed SPC to conduct pilot trials in three locations where some initial OLPC demonstrations had already been carried out under their DLCP project, namely Batuna, Patukae and Sombiro Primary Schools. 75 laptops will be distributed between the three schools, with Mr Leeming assisting the Ministry in the initial deployment and training, on behalf of SPC.

The MEHRD has developed a framework of objectives and an evaluation framework (attached) for these trials. The duration of the evaluation period will be 6 months, with an interim report after three months.

To support the three schools in close collaboration with the MEHRD and the Western Province department of education, SPC is recruiting you to continue a program of teacher training, monitoring, technical support and reporting.

During this engagement you will be working in close collaboration and receiving leading guidance from, and will report to the MEHRD via SPC, with Mr Leeming as your reporting and supervising officer.

The terms of reference for the consultancy are:

1. Complete the teacher and student training program completed at Batuna during the week beginning 21st July 2008, at Patukae and Sombiro Primary Schools. You will refer to manuals and training lesson plans developed on the Wikieducator OLPC Oceania section, with advice and guidance from David Leeming. The material will be found at the site below, as well as being emailed to you by Mr Leeming:

[http://wikieducator.org/OLPC\\_Oceania](http://wikieducator.org/OLPC_Oceania)

2. Facilitate/coordinate local arrangements for technical visits by partners of the project including MEHRD, PFnet and DLCP, and Mr Leeming as required. This will include visits with the following objectives:
  - Installation of school servers, Internet connections and associated power supplies;
  - Monitoring and evaluation
  - Awareness / familiarisation and consultation
  - Additional technical training inputs and provision of server resources
3. Work closely with the teachers of each school, with regard to the topics below. This will be achieved

through meetings held at Batuna, Patukae and Sombiro at least twice per month per site. On each occasion you will consult with the teachers, discuss, give advice, and record all feedback for reporting, with regard to:

- Technical ability to operate the laptops and activities, and access the resources on the school server
  - Integration of the laptops into classroom teaching and learning
  - Supervising teachers in the collection of data for evaluation, using methods as advised by Mr Leeming and at your own initiative and that of the teachers and other education officers
  - Community and parental feedback and relations with the school
  - Technical issues (supported by David Leeming)
  - Other matters as appropriate and at your own initiative with the goals of OLPC in mind
4. Arrange monthly meeting (i.e. one of the two monthly visits to each site) in collaboration with the Provincial education officers, to provide support as in (3) above but with a special focus on monitoring and evaluation. These meeting will be held for the collection of data for the evaluation, using the methods and documents provided by Mr Leeming. The data collected will include:
- Feedback collected from teachers (diaries, etc)
  - Responses to interviews with teachers, parents and from community meetings
  - Observation of lessons conducted with examples of OLPC laptop use
  - Informal sessions with students to observe their uptake and obtain feedback
5. Write monthly reports and email to Mr Leeming. These shall include sections on the following, plus others as required:
- Summary of work done, progress, days worked, and budget usage
  - Summary of meetings held at each site
  - General summary of progress and observations, from the viewpoint of (a) teachers, (b) students, (c) parents and (d) community
  - Progress and feedback on integration of the laptops into classroom teaching and learning
  - Any technical issues
  - Anything of particular importance under the headings of the evaluation framework attached
6. The third such report as in (5) above, shall be deemed an “interim evaluation report” and you will pay particular attention to each of the objectives and sub-objectives in the evaluation framework attached. You will work more closely with Mr Leeming and education officers of the Ministry and Province, to finalise the format and content of this report.
7. The final or sixth such report as in (5) above, shall be deemed a “final evaluation report” and you will pay particular attention to each of the objectives and sub-objectives in the evaluation framework attached. You will work more closely with Mr Leeming education officers of the Ministry and Province, to finalise the format and content of this report.