

# **UAP Training Workshop**

**Lycee LAB, Port Vila, Vanuatu  
August 24<sup>th</sup> – 28<sup>th</sup> 2015**

**Organised by Vanuatu's  
Telecommunications and Radiocommunications Regulator (TRR)**

**Training designed and delivered by  
Ahapi ICT Solutions, Port Vila, Vanuatu**



## **Participants Information**

Vanuatu has liberalised its telecommunications market in 2008. One of the policies of the Government is the Universal Access Policy (UAP). This policy aims to provide telecommunications internet services into rural and unserved areas that are not commercially viable for operators to provide telecommunications services.

As a means of expanding demand for the furtherance of Vanuatu's development goals, TRR has embarked on three pilot programs. One of them, Tablets for Students (TFS), will make 7 inch Android tablets available to students in 7 schools located throughout Vanuatu. Another, the Computer Lab/Internet Community Centre programme, is designed to assist with the installation of computer labs in 15 schools across the country.

Integral to the success of these programmes is the ability of teachers and other key stakeholders to understand the technical capabilities, requirements, strengths and limitations of the computing resources they have at hand, of the internet in general and most importantly of the professional community of practice which they collectively comprise.

Day	Time	Session	Streams	Activities
<b>Monday</b>	8:30	Opening ceremony	Full group	Ceremonies and walk around for distinguished guests.
	10:30	Refreshment break		
	11:00	Introduction		Welcome from contractors. Setting the scene for an exciting week.
		Briefing on the workshop schedule		Distribute handouts (printed and materials). Briefing on workshop schedule.
		Briefing on the self assessment		Explain usernames and passwords and Wi-Fi (refer handout). Demo of self-assessment activity in the training modules.
		Introduction to groups		Briefing on streaming and groups (refer to the handout)
		Evening project		Briefing on the homework project - in groups, during the evenings, groups will progressively develop a lesson plan using ICTs
	12:30	Lunch		
	13:30	<b>SESSION 1</b> Familiarisation with the UAP equipment and Community of Practice	Full group presentation dividing into the 3 groups	<b>Familiarisation with the UAP equipment.</b> Tailored to the three UAP variants. Walk around and understand the components. Presentation: understanding system integration. Get settled in, login, connect . Overview of Portal. Access internet, UAP email group, Community of Practice. Exercise: post on email group and personal bio on Cop . Review applications on the computers. Overview of computer lab administrative duties and preventative maintenance (CLICC 1 and 2). Connecting with tablets (TFS).
	15:00	Refreshment break		
	15:30	<b>SESSION 2</b> Overview of the UAP Gateway Server and Portal	Full group presentation dividing into the 3 groups	<b>UAP Gateway Overview and Community Portal</b> Participants familiarise with the gateway servers and find their way around them. Introduction to each platform and the features. Special attention to important features such as the filtering, how to use the file system/storage for their own sourced and locally produced content. TFS participants will be able to use the Lycee LAB computers and then try through the tablets as appropriate. Includes administrative and preventative maintenance.
	Evening	Ad-hoc, informal		Evening project activity: Form a group and add a post to the COP forum with the members names
<b>Tuesday</b>	8:30	Open session		Leave this session open for full group discussion ie. Q & A, clarifications, etc. Housekeeping.
	9:30	<b>SESSION 3</b> Open educational content and resources provided on the gateway servers	Full group presentation 3 groups	<b>Familiarisation with content provided on the Gateway servers and PDFs provided by TRR</b> Introduction to OERs (short presentation). Guided tour of the OER and Vanuatu educational resources provided on the Gateway Servers with an exercise. Reflection: starting to think how OERs can be integrated into T&L including TPD. Refreshment break at about 10:45
		Refreshment break 10:30-11:00		
	12:30	Lunch		
	13:30	<b>SESSION 4</b> <b>Android Tablets</b> : educational apps, content and maintenance	3 groups	<b>TFS, mobile devices and apps.</b> Android basics. Familiarisation with the apps (guided tour with worksheets). Access the PDFs and ebook readers. Additional apps suggested by the contractors, and suggestions from the group. Installing individually and with Garden Codes installer. Accessing server resources and online resources. Tablet maintenance and care (handling, memory, power, updates), using the charging trolleys.  Short full group demo after tea break: <b>Demonstrations of SUGAR and ODK</b> (if time available, hands-on time can be included in the projects sessions).
		Refreshment break 15:00-15:30		
	Evening	Ad-hoc, informal		Evening project activity: groups decide on the subject area, resource and eqt to be used in your lesson plan. Post details to COP.

<b>Weds</b>	8:30	Open session	Leave this session open for full group discussion ie. Q & A, clarifications, etc	
	9:00	<b>SESSION 5</b> Local content development  Refreshment break 10:30-11:00	Full group presentation  3 groups  The presenters rotate through the 3 groups, 1 hr each topic.	<p><b>Introduction to local content.</b> Lecture by DL. What do we mean by local content. Why local content capacity is important. Followed by three practical sessions:</p> <p>(1) <b>Introduction to WWW and school websites (GH).</b> Learn how to set up personal Wordpress web pages.</p> <p>(2) <b>Introduction to wikis and collaborative content development (DL)</b> Learn what is a wiki. Create Wikipedia and Wikieducator educator accounts. Explore 2 cultural education resources developed by UNESCO for Solomons and Cook Islands with UNESCO. Share a lesson idea with a lesson plan template.</p> <p>(3) <b>Multimedia tools for content production (YL)</b> Training for use of multimedia tools (for example: capturing and editing audio and video, camera app, GIMP image editing, Audacity, Powerpoint).</p>
	12:30	Lunch		
	13:30	Briefing on Solar Power systems. A general overview to the full group (30 mins). Selected teachers (all afternoon)		Briefing to the full group on the solar power systems. At least one teacher from each school receiving the Energy4All systems remains behind for full hands on training (all afternoon)
	14:00	<b>LOCAL CONTENT PROJECTS</b>  Refreshment break 15:00-15:30	Elective groups.	<p><b>Local content project work:</b> 3-4 elective sessions related to the morning's session. Participants can choose to spend the whole afternoon developing skills in one area and kickstart mini-projects to take back to their schools. These mini projects will depend on demand but will include:</p> <p>(1) Wiki skills using Wikieducator. Introduction to DS4OER. Local language encyclopaedia on gateway using Tikiwiki.</p> <p>(2) Starting school Wordpress websites and linked Facebook groups (option to use other website authoring tools)</p> <p>(3) Multimedia tools. Ad-hoc training on Audacity, Powerpoint, GIMP, Android and Sugar multimedia apps.</p>
	Evening	Ad-hoc, informal		Evening project activity: Groups finalise the subject of their lesson plans and post to the COP. Optionally they can include local content creation in some way. They will have learned how to use the Wikieducator lesson plan template.
<b>Thurs</b>	8:30			Leave this session open
	9:00	<b>SESSION 6</b> ICT resources for distance learning	Full group presentation	Introduction to the day
	9:10	USP online, e-learning and distance learning services	Full group	Live Skype link with USP E-Learning advisor Ian Thomson Briefing on USP Moodle services by Simone Tuisawau, USP Vanuatu Campus
	9:40	Introduction to ECF educational and distance learning services	Full group	Introduction to ECF educational and distance learning services
	10:00	Practical session : Examples of ECF distance courses	3 groups	Participants learn how to find, access and study ECF distance courses including PowerPoint and Excel
	11:00	Refreshment break		
	1130	Free and open distance learning courses (and MOOCs)	3 groups	Participants learn how to find, access and study examples of free and open distance courses and MOOCs
	12:30	Lunch		

13:30	Demonstration of a synchronous learning platform : 3C	Full group demo then divide to the project groups	Demonstration of the Collaborative Cyber Classroom synchronous learning platform (1) Live demonstration by Megan Hastie (2) Divide into the 3 project groups. Participants can choose to continue reviewing the resources, online free courses, or project work. (3) Using the 2 laptops set up at side of each room, participants can take turns to try out 3C hands-on
15:00	Refreshment break		
15:30	<b>SESSION 5 continued</b>	Elective groups.	Continuing with the project work
Evening	Local content projects Ad-hoc, informal		Evening project: groups finalise lesson plan. Write short 1 page report and submit to COP. Submit lesson plan via the Wikieducator template.
<b>Friday</b>	8:30	Open session	Leave this session open for full group discussion ie. Q & A, clarifications, etc
9:00	<b>SESSION 7</b> <b>Financial sustainability through community access</b>	Full group and practical in 3 groups	<b>CLICCs as Community Telecentres</b> This session will focus on financial sustainability. How sustainability can be strengthened by operating the CLICCs and Internet access as community facilities. Introduce methods and tools. Internet cafe management using the Mikrotik user manager. Feedback from ICS and Rensarie participants regarding their methods. Introduction to support networks such as regional Telecentres network (through SPC), PICISOC..
10:30	Refreshment break		
11:00	<b>SESSION 8</b> A supporting environment for ICTs in education  <b>Presentation of evening project</b>	Full group and practical in 3 groups	<b>A supporting environment for ICTs in education</b> Short introductory presentations followed by small group discussions with feedback on the following: (1) Change Management. (2) Teaching and Learning with ICTs - classroom and resource management. (3) Continued capacity building. (4) Integrating ICTs into school policies. <b>Reporting on the evening groups outputs, and discussion</b>
12:30	Lunch		
13:30	<b>SESSION 9</b> School Information Systems	Full group	<b>Demonstration of school admin systems SIS</b>
14:30	<b>OPEN SESSION</b>	As required	Time to respond to requests, catching up on unfinished items, ad-hoc training focused on individual participants requests.
16:00	<b>Evaluation and wrap up</b>		Participants do evaluation of the workshop

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## Summary of Workshop Sessions

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### **Session 1: Familiarisation with the UAP equipment and Community of Practice**

The government of Vanuatu in 2013 passed an Act with the goal for improving access to telecommunications services for locations which are not or not adequately served by existing services. This UAP was developed and passed by the Council of Ministers on 4 November 2013 and is supported through a number of ICT projects involving multiple stakeholders over many years. Improving access to telecommunications often means bringing technology where none existed before. Bringing technology to remote rural areas comes with a number of challenges such as maintenance of the equipment, training of people, fostering a community of users to learn how to effectively make use of these technologies and addressing the dark side of technology and the Internet. Central to Vanuatu's UAP strategy is the concept of schools as hubs, sharing Internet connectivity, digital resources and skills. In this session participants get their first familiarisation with technologies of rural UAP sites and learn how to be part of a community of users that will help each other as their learning progresses.

### **Session 2 : Overview of the UAP Gateway Server and Portal**

One of the core components of the UAP Network is the UAP Gateway and Server. The UAP Gateway and Server was designed to address several challenges and needs of people making use of these technologies in rural schools. For example, it should be able to filter inappropriate Internet content and protect users from outside attackers as much as possible. These sites often operate in low and unreliable Internet connection environments, pre-loading the servers with many educational resources locally accessible will significantly improve the learning experience for users. The UAP Gateway and Server also comes with a collection of useful tools to build local content and share files among other things. All of these features are packaged and presented to the users into a easy to use Community and School Portal website. This session introduces the participants to this UAP Gateway and Server and a brief overview of its user features through the Community and School Portal.

### **Session 3 : Open educational content and resources provided on the gateway servers**

Teachers and students in Vanuatu need relevant and up to date digital resources to support teaching and learning with ICTs. In addition to resources authored specifically for Vanuatu, we can look to the wider world of Open Educational Resources (OERs). OERs are any type of educational materials that are in the public domain or introduced with an open license. The UAP is making available to participating schools a large large library of digital OERs called Rachel, resources from regional organisations complied by the Secretariat of the Pacific Community (SPC) and from other sources such as UNESCO. In addition, TRR has provided Vanuatu teaching resources and curriculum materials. Vanuatu teachers also need to be aware of online resources including open distance learning courses. This session will provide a basic introduction to all of the above.

### **Session 4 : Android Tablets : educational apps, content and maintenance**

Tablets for Students (TFS) is a component of Vanuatu's Universal Access Program (UAP) that will make class sets of 7 inch Android tablets, charging trolleys and (where applicable) solar power supplies available to students in 7 schools located throughout Vanuatu. The tablets are delivered pre-configured with almost 50 educational apps in both English and French, covering a variety of content areas. This training module teaches participants how to make use of the Android platform for education. The participants will be introduced to Android and how to administer this platform. They will then review and become familiarised with the various educational applications. First steps are taken towards

integrating the use of tablets into the teaching and learning environment, including ICT pedagogy, classroom and resource management including care, handling and power management.

### **Session 5 : Local content development**

There are many rationales pointing to the need for more locally produced and/or relevant digital resources for Pacific Islands education systems. A joint ISOC/UNESCO/OECD survey has demonstrated that the development of local content improves the value of communication networks, and contributes to increased uptake and lower prices. Teacher champions and administrators will need to understand the integral role they play in this equation, and must be provided with the skills and resources necessary to ensure the creation of content that is relevant, unique and of value to themselves and to others. With the infusion of ICTs and media culture into all aspects of modern life, young people need to acquire digital and media skills as an intrinsic part of their learning in all content areas and in literacy education. With ICT tools as powerful enablers of authentic learning experiences, school teachers, students and communities can become co-producers of local content in important curriculum areas. For instance, to ensure that indigenous knowledge and cultural values are transferred between the generations. Such local content collaborations can bring a sense of pride and achievement. In this training module participants are introduced to local content development. Participants will learn how to build their own school website, a local knowledge base using a wiki and several multimedia tools such as image, sound and video editing.

### **Session 6 : ICT resources for distance learning**

Over the recent years distance and flexible learning has been changing the traditional education systems across the world. Many wealthy learning institutes have been forced to undergo massive changes in their approach or risk becoming irrelevant. These changes are largely the results of widely available cheaper educational programmes alternatives made available to more people over longer distances. It is now possible for students to enrol and study in a flexible way (for example, while raising kids or working full time) with an education institution on the other side of the globe. This learning approach does not come without its own set of challenges but it keeps on improving all the time and distance and flexible learning is here to stay often providing people with opportunities they would otherwise never could have dreamed of. This session provides an entry to the world of distance learning. Starting with a live briefing on the University of the South Pacific (USP) e-learning and online services, participants will gain hands-on experience of studying distance learning courses of the Edwards Computer Foundation (ECF) using the widely-used Moodle platform. A live demonstration of a synchronous learning platform will follow, and participants will also be introduced to free and open educational courses.

### **Session 7 : Financial sustainability through community access**

Vanuatu's Universal Access Program (UAP) aims to increase demand for ICTs and ICT services with the understanding that schools, especially in rural areas, are hubs for their communities in many ways. The UAP provides connectivity, equipment and capacity building for school-based facilities that will be shared with communities in mutually beneficial ways. Such synergy has been observed in studies of similar community-access and telecentre programmes around the world. Furthermore, sustainability can be regarded from several perspectives including social and organisational as well as financial. It is the facilities that are most useful and utilised that will evolve supporting ecosystems and the financial flows to keep the facilities going over time. In this session, participants will gain insights into administrative techniques and strategies for sustainable school and community shared access arrangements.

### **Session 8 : A supporting environment for ICT in education**

Achieving the goal of ICT integration into a country's education system cannot be achieved overnight, and has many determinants. For instance connectivity, availability of ICT equipment and digital resources, teachers' user skills and ICT pedagogy skills, the matter of infusing ICTs into the curriculum and the learning environment, teacher education and policy development at different levels. As recommended by organisations such as UNESCO, it is best achieved through a system-wide approach. At the school level, teacher champions and administrators and local education officials such as zone advisers need to nurture the evolving ICT culture and be aware of the changes it brings. For instance, ICT can

enable new teaching methods, change the relations between the teacher and the student, the student and their learning, and the schools and the education authorities. This workshop is only the beginning for an ongoing process of ICT learning and appropriation by the teachers, who will all be at different stages in the process. In this session the participants will explore and begin to unpack these challenges and so gain understanding of the change management processes that will be needed.

### **Session 9 : School Information Systems**

ICT are simply tools and they come in many forms. Information systems are common tools which were for a long time mostly available to organisations with more resources. These days are mostly over due to the proliferation of free software, software developed in an open manner often collaboratively by groups of people and even commercial organisations. It is almost always possible to find some good quality free software for any task at hand and effectively improving the processes within a school administration is no exception. SchoolTool is a freely available student information system and database which can help in organising and more effectively managing student information, teacher grading of students, parent information and more. This session introduces SchoolTool which is also made available for free on the UAP Gateway and Server.

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## Evening Project work – creating a lesson plan using ICT

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As “homework” each evening, participants are tasked with an evening project they can do in small groups of 3-4. The projects should encompass knowledge acquired throughout the workshop. It can contain elements of one or more of the sessions covered throughout the week.

### Monday Evening

On Monday you will be introduced to the UAP Network and the Community of Practice. You will also have already posted your first forum post (reply). You should be prepare for the following evening activity

1. Form groups of 3-4 participants.
2. One of the group member must submit a forum reply to the "Workshop Evening Project Groups" thread on the Community of Practice. The message only needs to list the members of the groups and their schools.
3. Take notes about your evening work. Write it down on paper or computer document. Don't lose it.

### Tuesday Evening

On Tuesday you will have learned about tablets and educational apps and also introduced to the large digital library available on the server with many learning resources. It is time to decide on what learning resources you will be using.

1. Decide what resources you will be using in your sample lesson plan (digital resources and types of ICTs)
2. Take notes of your discussions and final resource decision. Write it down on paper or computer document.

### Wednesday Evening

On Wednesday you will learn some ways to create local content, and learned how to share lesson plans in Wikieducator.

1. Think how you could integrate the resources you chose the evening before into a lesson you are familiar with.
2. You may also (optionally) include content creation in your lesson plan (for instance, school website)
3. Do not forget to include classroom management and management of the ICTs in your lesson plan/preparations
4. Take notes of your discussions and final resource decisions. Write it down on paper or computer document.

### Thursday Evening

By Thursday evening you will have had a basic yet nearly complete training on using ICT in education. The process of absorbing all this information and making good use of it take a long time, years. But you are well equipped to get started.

1. Develop final lesson plan and publish/share it with the Wikieducator lesson plan template
2. Take notes of your discussions and final resource decisions. Write it down on paper or computer document.
3. Compile all the notes you have been making over the week into a short and simple report. All members of the group should submit the reports to this assignment. Trainers, assistants, other participants will help you.

### Friday

Friday during session 8 each group will be given the chance to present their evening project.



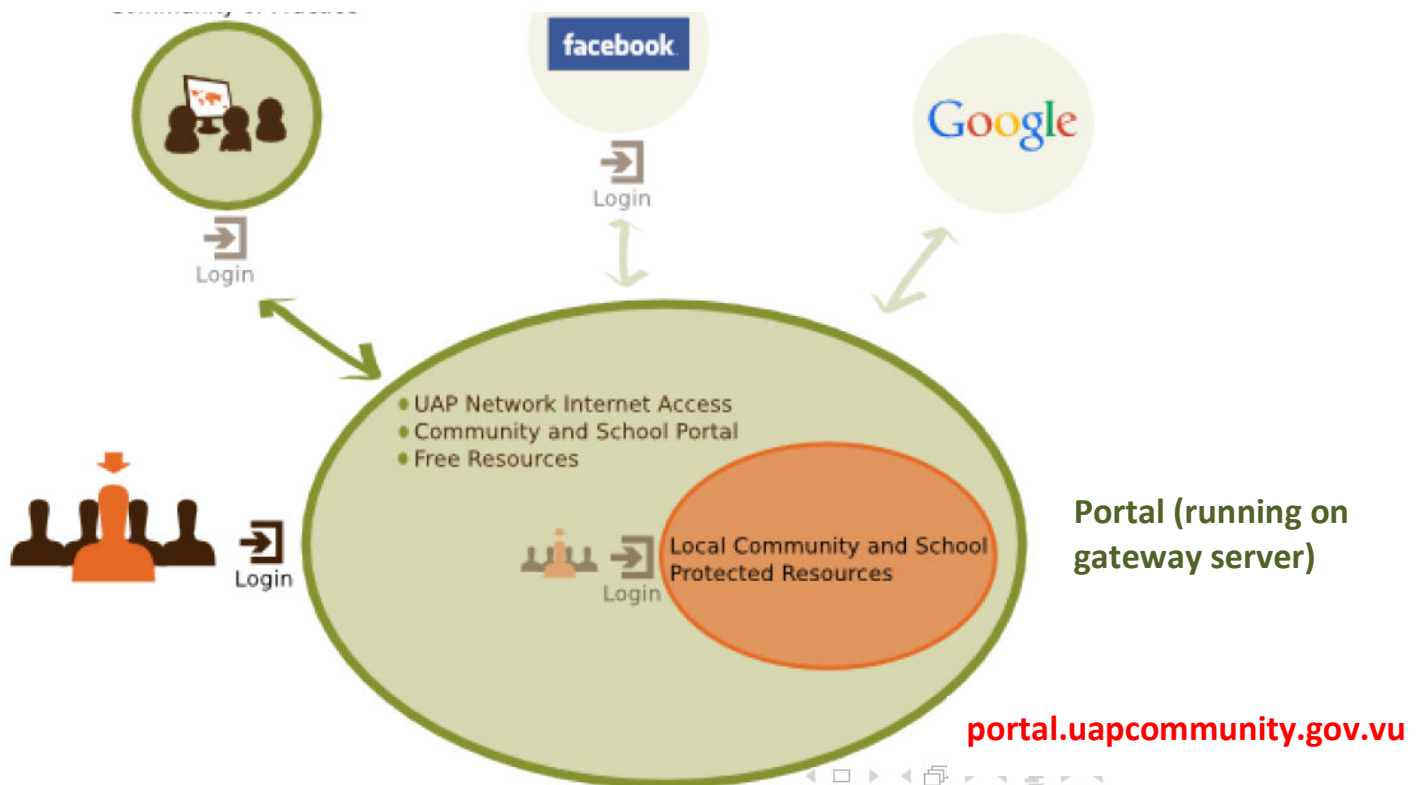
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## Login Credentials

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### Community of Practice (running on the Internet)

[community.nuzusys.com](http://community.nuzusys.com)



### Wireless Networks – Which one do I use?

There will be 3 wireless networks at the workshop. Each has its own gateway server. You are welcome to connect in to any of them, but when working in the training groups please connect to the same one as your Training Group (see the participant list for the group you are in).

- UAP Network 1 – Training Group 1
- UAP Network 2 – Training Group 2
- UAP Network 3 – Training Group 3

### Connecting to the UAP Networks and Internet

In the workshop and afterwards at your schools you will be accessing Internet through the gateway server. This means that you have to log in to the Portal before you have Internet access.

To access the resources and tools on the gateway server AND to access Internet, you must log on to the PORTAL. There is a powerful user manager tool called Mikrotik User Manager that can be used to create log in

accounts. The training will introduce you to that. However, during the workshop we'll be using only two shared accounts. Log on to the portal with either of these, as instructed by the facilitator:

- Username **student** Password **uap123** (lowercase and with no spaces before/after)
- Username **teacher** Password **uap123**

### To access the Community of Practice,

The Community of Practice contains the training modules and forums.

The Community of Practice website runs online. This means it is not running on the gateway server but on the Internet and it can be accessed from any Internet connection. If you access through the UAP equipment, you have to log in to the Portal first because that is how you access the Internet with the UAP equipments. You can click on Help or just type in the website address as shown in the diagram above.

If you are accessing Internet using other means, you only need to bring up the Community of Practice website (see address shown in the diagram above) and log in.

- Each participant has their own log in usernames and passwords for the Community of Practice
- Usernames are listed in the participants list below. Initial password is \_\_\_\_\_ but you must change this to one only you know! Don't forget it. (Facilitators can change it if you do).

### Owncloud

Owncloud is the file sharing platform on the gateway server.

The default access log in to Owncloud are the same as the Portal **student** or **teacher** password **uap123**). There is also a supervisor log in and we will show you how to create different access groups.

### NWKIRY.com

This is the social bookmarking website (online – accessible from any Internet connection).

Log in as student with username and password both the same :

## Participants List with training group allocations and community of practice usernames

	Firstname	Lastname	School	Programme	Role	Position	COP username	Training Group
1	Philemon	Ling	Arep Bilingual School	CLICC 1	Teacher	Teacher	pling	1
2	Shedrack	Obed	Arep Bilingual School	CLICC 1	Teacher	Teacher	oshedrack	1
3	Grega	Silas	Arep Bilingual School	CLICC 1	CLICC Operator	Teacher	gsilas	1
4	Patrick	Dingley	Arep Bilingual School	CLICC 1	ZCA	ZCA	pdingley	1
5	Jean Dominique	Raupepe	Lycee St Anne	CLICC 1	Teacher	Teacher	jdrapepe	1
6	Lambouckly	Sylvio	Lycee St Anne	CLICC 1	CLICC Operator	Teacher	Isylvio	1
7	Emmanuel	Theophile	Lycee St Anne	CLICC 1	ZCA	ZCA	etheophile	1
8	Henry	Wass	Matevullu College	CLICC 1/TFS	Teacher	Principal	hwass	3
9	Connelly	JohnFred	Matevullu College	CLICC 1/TFS	Teacher	Teacher	cjohnfred	3
10	Maeto	Fredrick	Matevullu College	CLICC 1/TFS	CLICC Operator	Teacher	mfredrick	3
11	Harkuk	Vocor		CLICC 1/TFS	ZCA	ZCA	hvocor	3
12	Susan	Balesa	Sarakata Primary School	CLICC 1	Teacher	Head Teacher	sbalesa	1
13	Kensi	Rihai	Sarakata Primary School	CLICC 1	CLICC Operator	Teacher	krihai	1
14	Joplin	Tambe	Sarakata Primary School	CLICC 1	ZCA	ZCA	jtambe	1
15	Nickson	Bani	Venie Mataipevu School	TFS	Teacher	Head Teacher	nbani	3
16	Karae	Elberth	Venie Mataipevu School	TFS	Teacher	Chairman CSA	kelberth	3
17	Socopoi	Mele	Venie Mataipevu School	TFS	ZCA	ZCA	smele	3
18	Graham	Miller	Merei Center School	TFS	Teacher	Head Teacher	gmiller	3
19	Paul	Petulvo	Merei Center School	TFS	Teacher	Teacher	ppetulvo	3

20	Molsul	Albano	College d'Orap	CLICC 1	Teacher	Deputy	malbano	1
21	Ringo Glen	Malres	College d'Orap	CLICC 1	CLICC Operator	Teacher	grmalres	1
22	Jimmykone	Okety	College d'Orap	CLICC 1	ZCA	ZCA	jokety	1
23	Joseph LI	Nikoma	College de Walarano	CLICC 1	Teacher	Deputy Principal	jlnikoma	1
24	Pascalina	Malterong	College de Walarano	CLICC 1	CLICC Operator	Secretary	pmalterong	1
25	Anthony	Simrai	College de Walarano	CLICC 1	ZCA	ZCA	asimrai	1
26	Wales	Regenvanu	Lambubu Primary School	CLICC 2	Teacher	Head Teacher	wregenvanu	2
27	Talsing	Trevo	Lambubu Primary School	CLICC 2	CLICC Operator	ICT teacher	ttrevo	2
28	Williekal	Tony	Lambubu Primary School	CLICC 2	ZCA	ZCA	wtony	2
29	Joseph Elwyn	Tamedal	Lamap Community Schools	CLICC 2	Teacher	Teacher	jetamedal	2
30	James	Thavo	Lamap Community Schools	CLICC 2	CLICC Operator	Lamap Manager	jthavo	2
31	Jeffrey	Angele	Lamap Community Schools	CLICC 2	ZCA	ZCA	jangele	2
32	Joan	Adin	Ambaebulu Bilingual School	CLICC 2/TFS	Teacher	Principal	jadin	3
33	Thomas	Domingo	Ambaebulu Bilingual School	CLICC 2/TFS	Teacher	PCV	tdomingo	3
34	Claude	Vusi	Ambaebulu Bilingual School	CLICC 2/TFS	CLICC Operator	Principal	cvusi	3
35	Ronnie	Tarisesei		CLICC 2/TFS	ZCA	ZCA	rtarisesei	3
36	Newman	Tahi	Vureas High School	CLICC 1			ntahi	1
37	Roy	Tari	Vureas High School	CLICC 1	CLICC Operator	IT Teacher	rtari	1
38	Thomas	Boevoso	Sulua Center School	CLICC 3	Teacher	Principal	tboevoso	2
39	Redley	Boe	Sulua Center School	CLICC 3	CLICC Operator	Teacher	rboe	2
40	Ileanton	Reveala	Sulua Center School	CLICC 3	ZCA	ZCA	ireveala	2
41	Willieben	Tabi	Torgil RTC	CLICC 2	Teacher	Manager	wtabi	2
42	Janelyn	James	Torgil RTC	CLICC 2	CLICC Operator	Bursar/Secretary	jjames	2
43	Marie	Tarip	Eles Center School	CLICC 2	Teacher	Teacher	mtarip	2
44	Kalpat	Tarip	Eles Center School	CLICC 2	CLICC Operator	Bursar/Secretary	ktarip	2
45	Jeffrey Kalo	Tari	Eles Center School	CLICC 2	ZCA	ZCA	jktari	2
46	Judy Morine	Wuan	Epi High School	TFS	Teacher	Deputy Principal	jmuwan	3

47	Rissa	Albert	Epi High School	TFS	Teacher	ralbert	3
48	Jack	Maite	Epi High School	TFS	ZCA	jmaite	3
49	Cedric	Yalita	Lycee LAB	TFS	Teacher	cyalita	3
50	Tevanu	Annelise	Lycee LAB	TFS	Teacher	tannelise	3
51	Charley	Jacques	Lycee LAB	TFS	Tablets Admin	cjacques	3
52	Yvette Maccoe	Bulememe	Lycee LAB	TFS	ZCA	ymbulememe	
53	Hiwa	Samson	Loukatal Primary School	CLICC 1	Teacher	hsamson	1
54	Korisa	Francis	Loukatal Primary School	CLICC 1	CLICC Operator	kfrancis	1
55	Iauko	Iaken	Loukatal Primary School	CLICC 1	ZCA	iiaken	1
56	Charles	Kautea	Tafea College	CLICC 1	Teacher	ckautea	3
57	Shem	Childson	Tafea College	CLICC 1	CLICC Operator	schildson	3
58	Morrison	Joe	Nali Enterprises	ICS	Staff	mjoe	2
59	Hellen	Evievi	Ituani Infomaesen Senta	ICS	Staff	hevievi	2
60	Taman	Willie	Tukunoa Marui Internet café	ICS	Staff	twillie	2
61	Michael	Terrance	Rensarie College	Observer	Staff	mterrance	2
62	Keith	Harie	Rensarie College	Observer	Staff	kharie	2
63	Jean Pierre	Melteck	Rensarie College	Observer	Staff	jpmelteck	2