Commonwealth of Learning
Pacific

Pacific TVET Open, Distance and Flexible Learning Forum
Tuku’alofa, Tonga
25 – 28 March 2013

Forum Report

Alison Mead Richardson

22 April 2013
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Abbreviations

APTC  Australia Pacific Technical College
AusAID  Australian Aid Programme
CETC  Community Education and Training Centre
CFL  Centre for Flexible Learning at USP
COL  Commonwealth of Learning
DE  Distance Education
DFL  Distance and Flexible Learning
FaB  Flexible and Blended Learning
FBO  Faith Based Organisations
FITVETA  Fiji Technical & Vocational Education & Training Association
FOL  Flexible and Open learning
KIT  Kiribati Institute of Technology
KMTC  Kiribati Maritime Training College
LDS  Latter Day Saints (Church Schools in the Pacific)
NGO  Non-governmental organisation
NUS  National University of Samoa
NZAID  New Zealand Aid Programme
ODL  Open and distance learning
ODEL  Open, distance and elearning
ODFL  Open, distance & flexible learning
PATVET  Pacific Association of Technical & Vocational Education & Training
PNG  Papua New Guinea
RCCCE  Regional Centre for Community & Continuing Education
SATVETI  Samoa Association of Technical & Vocational Education & Training Institutions
SIARTC  Solomon Islands Association of Rural Training Centres
TATVET  Tonga Association for TVET
TIST  Tonga Institute of Science & Technology
USP  University of the South Pacific
VIT  Vanuatu Institute of Technology
VRDTCA  Vanuatu Rural Development & Training Centres Association
VUSSC  Virtual University for Small States of the Commonwealth

Acknowledgments
Grateful thanks for support for the Forum preparation from Isimeli Nalomaca at PATVET. Also to ‘Oto Va‘inga Misi & Kalolaine Moeaki from Tonga Institute of Science & Technology for their very warm welcome to Tonga and all the logistical support. Finally to Ruvani Ameresekere at COL – without whom we would all be lost.

Malo ‘aupito
Executive Summary

The TVET ODFL Forum was facilitated for 26 participants from Ministries, NGOs, FBOs and TVET institutions in 8 Pacific countries. It was designed to work through a process of considering the issues involved in introducing more flexible and blended and technology enhanced approaches to education along with an analysis of national and regional needs and priorities in TVET.

Providing sufficient access to good quality technical and vocational education and skills training (TVET) has long been a challenge for Pacific Island nation governments. Young people and adults have few opportunities to acquire skills through formal or non-formal programmes, although the importance of skills for employment, self-employment, and income generation creates a key objective for TVET systems in the region to broaden coverage and expand the quantitative and qualitative output of skills to meet economic requirements.

Objectives of the Forum included:

• deliberation on the TVET context of Pacific countries and national priorities
• discovery of development partner programmes and priorities
• discovery of flexible and blended learning and its contribution to national challenges
• potential for provision of TVSD for the informal sector
• discussion on collaboration and sharing of learning resources and the value of open education resources (OER)
• planning activities to improve access and quality in TVET particularly for the informal sector

The Forum was opened by the Honourable Minister for Education, Youth and Women Affairs, Dr ‘Ana Maui Taufe‘ulungaki. It was facilitated by the COL Education Specialist, Ms Alison Mead Richardson and Mr Brad Beach from GippsTAFE in Australia. Sessions were facilitated by a range of different Pacific presenters and stakeholders in TVET, including:

• Development partners – COL, AusAID, NZAID
• PATVET
• Secretariat of the Pacific Community – Community Education and Training Centre
• University of the South Pacific – RCCCE and Centre for Flexible Learning
• Latter Day Saints Church Schools in the Pacific

New Zealand Aid spends 19% of its overseas development aid in the Pacific on education. More than half of this is for scholarships. They currently have bilateral programme funding for TVET in Vanuatu and Tonga. They support multilateral agencies such as COL and provide funding for skills development in four drivers of growth sectors such as fisheries. They support adult & continuing education which has a likelihoods component.

AusAID supports TVET in the Pacific mainly through strengthening the Australia Pacific Technical College (APTC) and support for key regional post-secondary institutions including the University of the South Pacific (USP). The major portion of funding goes on the Australian Awards (Scholarships) Program. AusAID are currently engaged in a research initiative on Financing TVET in the Pacific.

Driving and resisting forces for change to more flexible approaches in TVET were identified and discussed. Various models of flexible learning were presented and contextually relevant approaches identified. Online methods of collaboration were discussed and the challenges of stable internet were acknowledged. Regional TVET priorities were presented and national priorities identified. Each Institution/organisation made a presentation on their current profile and readiness for adopting flexible and blended approaches to TVET.
Forum Agreements

Agreement 1
Expansion of TVET in the Pacific region is needed and ODFL approaches could contribute to both development gains in Pacific countries and to COL’s objectives. It was agreed that Pacific countries need a new paradigm for thinking about TVET as the traditional methods have not made it possible to reach everyone who needs skills training.

Agreement 2
A more flexible and blended approach, using technology would be a good place to start to address the challenges of lack of access and quality in TVET. It was noted that the informal sector is important for economic development and livelihoods but has been neglected in terms of skills training.

Agreement 3
Video is an important medium for effective skills training but there is a lack of technology to support the use of video and a lack of skills to develop it. It was noted that there are existing video OER which should be identified and collated to enable sharing. COL will support capacity building in the area of video materials.

Agreement 4
It was agreed that AusAID and COL would discuss opportunities for future collaboration in TVET sector support in the Pacific, in particular how COL might contribute expertise in the area of flexible and blended approaches to learning for AusAID programmes.

Agreement 5
Online communication is possible in the Pacific but a stable service remains a challenge in most countries. The suggestion was to set up a group space for the Pacific on the INVEST Africa online Community Learning Network to see if the communication method can work. At a later stage, if the technology proves workable and the people use the platform to communicate, COL can establish an online platform for the Pacific region.

Agreement 6
There is a wide variety of relevant TVET OER available and that the Pacific partners will access these as a first step when considering new flexible course development. It was noted that capacity will be needed to help teachers to identify suitable and relevant OER, how to evaluate them against their curriculum and how to adapt and integrate them.

Agreement 7
It may be economically and technically advantageous for the Pacific region to share an LMS as in the TAFE system in Victoria, Australia. The new COL Regional Centre could assist in setting this up.

Agreement 8
It was noted that the CETC will cease offering the CCD after 2013 and the distance version of the programme is to be developed by RCCCE and CFL at USP. COL should continue to support RCCCE to develop this important programme which is valued by many countries in the Pacific region.

Agreement 9
The collaborative work in expanding flexible learning opportunities in TVSD in the region will be known as Pasifika FIRST - denoting Flexible, Innovative and Responsive Skills Training.

Participants concluded that the way ahead will not be easy but the discussions held in the Forum were long overdue and now they have a much clearer of what is possible. They agreed that the time is now right for TVET providers in the Pacific to harness the potential of technology and more flexible approaches to provide for people who are currently without skills for livelihoods.
1. Introduction

In association with PATVET, COL facilitated an Open Distance and Flexible Learning TVET Forum for Pacific Commonwealth countries in March 2013. PATVET recognises the need to build awareness of the potential of ICT and ODL to support TVET in remote locations, communicating existing good practice across their network, and finding potential partners to help develop ICT and ODL solutions. COL supports the use of appropriate technology to improve access and quality in technical and vocational skills development through capacity building, advocacy and policy advice and course materials development as OER. COL TVSD (Technical and Vocational Skills Development Initiative) also has a focus on training for the informal sector and equitable provision, especially gender equity.

1.1 Objectives

It was intended that by the conclusion of the Forum, stakeholders would have:

- deliberated on the TVET context of Pacific countries and national priorities
- discovered more about development partner programmes and priorities
- discovered flexible and blended learning and how it can contribute to national challenges
- considered the provision of TVSD for the informal sector
- discussed collaboration and sharing of learning resources and the value of open education resources (OER)
- evaluated the readiness of institutions to start flexible and blended learning
- made a plan to collaborate to improve access and quality in TVET particularly for the informal sector

1.2 Participants

There were 27 participants from 8 Pacific countries: PNG, Solomon Islands, Samoa, Tonga, Vanuatu, Tuvalu, Kiribati, New Zealand and Australia. Pan Pacific organisations were represented by Secretariat of the Pacific Community (SPC), PATVET and University of the South Pacific (USP). Development partners represented were AusAID and NZAID. Participants represented TVET institutions, government ministries, NGOs and development partners. The full participants list is given in Appendix 1. The Forum programme is given in Appendix 2.

2. Background

Providing sufficient access to good quality technical and vocational education and skills training (TVET) has long been a challenge for Pacific Island nation governments. Formal post-secondary participation rates in the region are low generally, and particularly low for females in many Pacific countries. AUSAID’S Pacific Technical and Higher Education Strategy Stakeholder Consultation Note states: Post school technical and vocational education and training (TVET) and Higher Education (HE) provide the main pathways from schooling into work but such pathways in the Pacific are very narrow and there are few of them (AUSAID 2011). It is clear that despite the importance of TVET for social and economic development, national governments and regional organisations and development partners in the Pacific have, until recently, tended to give less emphasis to TVET relative to the other sub-sectors of education. The development of this sector is crucial for the growing youth population and to contribute to economic development.

In view of the low chances for young people and adults to acquire skills through formal and non-formal programs, and the importance of those skills for employment, self-employment, and income generation, a key objective for TVET systems in the region is to broaden coverage and
expand the quantitative output of skills to meet economic requirements. This includes technology-related training, but especially non-formal skills training and training for the informal sector (ADB 2008). Note is taken of the ADB 2007 TVET country reports for Samoa, PNG, Vanuatu, Nauru and Kiribati (ADB 2007). The full background is given in the Forum Terms of Reference in Appendix 3.

2.1 Definitions

It was agreed that Pacific countries use a range of different terms to refer to new teaching and learning approaches using educational media and technology. The list of terms include:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>Distance education</td>
</tr>
<tr>
<td>DFL</td>
<td>Distance and flexible learning</td>
</tr>
<tr>
<td>FaB</td>
<td>Flexible and blended learning</td>
</tr>
<tr>
<td>FL</td>
<td>Flexible learning</td>
</tr>
<tr>
<td>FOL</td>
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<tr>
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<tr>
<td>ODeL</td>
<td>Open, distance and elearning</td>
</tr>
<tr>
<td>ODFL</td>
<td>Open, distance &amp; flexible learning</td>
</tr>
</tbody>
</table>

3. Official Opening

The Guest of honour was Dr ‘Ana Maui Taufe’ulungaki - Minister of Education, Women Affairs and Culture. In her address she welcomed the participants to Tonga on behalf of the Government of Tonga, the Prime Minister, Lord Tu’ivakano, Ministry of Education and Training, and the people of Tonga.

The Minister referred to the identified TVET needs of Pacific Island Countries and the challenges they face in providing accessible, equitable, affordable, and sustainable technical and vocational programmes, especially to remote areas, and to the most vulnerable groups in our societies, such as women and girls, and youth. She noted that the Forum is expected to raise awareness on the potential of ICT and Open Distance and Flexible Learning to offer workable and practical solutions to some of our challenges in TVET.

The Minister observed that Tonga is also grappling with the same challenges. They have recently launched a new National TVET Policy Framework, to contribute to achievement of key Outcome Objective No. 5, in the Tonga Strategic Development Framework, which states: *Appropriately skilled workforce to meet the available opportunities in Tonga and overseas, by delivering improved Technical and Vocational Education and Training.*

The TVET Policy Framework is comprehensive and addresses the need to provide training for both the formal and informal employment sectors to grow and be sustainable as well as formal programmes and on-the-job training and prior experience. They also plan to offer training for neighbouring countries in vocational areas where they have special expertise. To ensure programmes meet quality standards and international benchmarks, the Tonga National Qualifications and Accreditation Board registers post-secondary institutions and accredits all programmes on TVET institutions. The Minister noted the challenges face in this endeavour:

- the quality and relevancy of teaching and learning materials and resources;
- the qualifications and experience of teachers and instructors;
- the appropriateness and quality of facilities and equipment;
• the adequacy and appropriateness of assessment tools;
• the availability and adequacy of national industrial benchmarks for each programme;
• the accessibility, equitability, and affordability of programmes;
• the scarcity of funds and resources.

The Minister applauded the Commonwealth of Learning and PATVET in providing this opportunity to Pacific countries to share experiences, explore likely strategies that could address similar challenges, and find common solutions. She noted that ICT and ODFL are two such possibilities and that COL has always been a leader in this field.

The Minister informed the meeting that ODFL should be facilitated in Tonga in 2013 as they are soon to be connected to the Southern Cross Optic Fibre Cable, which will mean a much wider bandwidth than is now available, high speed connections, and much lower costs, costs which can be afforded by institutions and students, making it possible for many more to access programmes through ICT and ODFL.

She hoped that the partnerships developed through this Forum will strengthen capacity in these new approaches and that we can collectively find the most appropriate mechanisms for the best use of ICT and ODFL, to help us provide quality, accessible, equitable, affordable, and sustainable TVET in each of our countries.

4. Introduction to COL & PATVET and Participants’ Expectations

4.1 Commonwealth of Learning – Alison Mead Richardson

Participants all received an information package on COL which included the Three Year Plan 2012 – 2015. In country groups, they completed a short quiz about COL to see how much they already knew about the organisation and to introduce them to the COL Three Year Plan.

The COL Education Specialist then made a short presentation on the Commonwealth of Learning and the Technical and Vocational Programme Initiative. Attention was drawn to the programme logic model and especially the planned outcomes for TVSD and how they should contribute to the overall development impact of COL.

At a previous ICT in Education Forum, hosted by COL in 2012, the Vice Chancellor of USP argued that the region needs to re-conceptualise education within a changing context that includes ICT.
He reasoned that ICT needs to be pivotal in education strategies and emphasised the crucial role of teacher training. He stated that a collaborative, regional approach is essential. The main ICT in education challenges in the region include a lack of awareness and understanding of the role that ICT plays, a weak ICT policy and legislative environment, poor ICT and energy infrastructure and a lack of coordination by development partners within the Pacific region.

The significance of ICT in education was noted but also that TVET has received less attention regarding provision of ICT infrastructure than in schools in most Pacific countries. ODFL approaches can benefit from the integration of educational media and technology but it is important for that technology to be appropriate to the learning context. COL was recognised as a leader in capacity building for appropriate technology in learning for development.

Agreement 1
The Forum agreed that the expansion of TVET in the Pacific region was needed and ODFL approaches could contribute to both development gains in Pacific countries and to COL’s objectives. It was agreed that Pacific countries need a new paradigm for thinking about TVET as the traditional methods have not made it possible to reach everyone who needs skills training.

4.2 Expectations
Participants’ expectations of the Forum were brainstormed and discussed. These are given in Appendix 4. All expectations were realistic and it was agreed that this Forum would be the first of such interventions in TVET in the Region and therefore needed to be strategic and leading to concrete action plans.

4.3 PATVET – Strategic Plan & Role in Pacific TVET Lia Maka

On behalf of PATVET, Lia Maka made a presentation on PATVET which covered the current strategic plan 2012-2016. PATVET Strategic Objectives were noted:

- Advocate for overall development of the TVET sector in the Pacific
- Influence TVET policy formulation and resource mobilization
- Facilitate the setting of standards on the delivery and recognition of TVET in the Pacific
- Promote TVET career opportunities for Pacific peoples
- Promote measures to secure life skills and sustainable livelihoods in the Pacific

Lia noted that there are currently 3 national associations Somoa, Tonga and Fiji (SATVET, TATVET & FiTVETA). Solomon Islands and Vanuatu are in the process of registration. Challenges currently faced by PATVET include:

- Lack of a permanent home
- Funding; operational, and assistance in updating Inventory data to 2013.
- Formation of National TVET Associations
- Improved communication with members and contact points
- Weak support from members

The PATVET members present at the Forum arranged to have a meeting to discuss the future of the association and the imminent hand-over of hosting PATVET from SPC to Fiji National University. The decision reached by PATVET was that the transfer of the Secretariat to the FNU from SPC was accepted and that the members would now await FNU for its progress.
Issues PAVET discussed;
1. Continuing of Isimeli Nalomaca as the person to support the Secretariat
2. The continuation of the Strategic Plan and see that the KPAs achieved
3. The calling of the AGM and nomination of a committee. The meeting agreed that this be deferred until FNU calls for another meeting and conduct the election including looking at the proposed revision to the constitution and Articles of Association.

In terms of challenges of membership, the Vanuatu and Solomon Island chapters made a commitment to renewing their efforts to setting up their national associations. It is now the call of PATVET to follow up on this.

5. **What do we mean by flexible & blended learning?**

Brad Beach from GippsTAFE [www.gippstafe.edu.au](http://www.gippstafe.edu.au) made the introductory presentation on flexible and blended learning. The purpose of these sessions was to take participants through a series of discussions and considerations of what flexible and blended learning encompasses and how it can be applied in their institutional or country context to contribute to improving access and quality in TVET.

The participants brainstormed the question: what do we mean by flexible and blended learning?

**Flexible** –
- No limitations on time
- Open entry
- Time based on the needs of the learners
- Different learning modes to suit the needs of the learners

**Blended** –
- Face-to-face and elearning in combination
- Various teaching modes used together

**Flexible and blended - FaB**
- Flexible and Blended learning expands choice on what, when, where and how people learn.
- It supports different styles and types of learning, including e-learning.
- Flexibility means anticipating and responding to, the ever-changing needs and expectations of TVET clients.
- Clients might be individual students, enterprise learners and communities

**What is Fab?**
- Flexible and Blended Learning is an approach rather than a system or teaching technique
- Note that the “e” in e-learning refers to a location, not a teaching or learning method
- Much in the same way “distance” in distance learning refers to a location being away from the TVET provider
Group discussions and plenary

In country groups, the participants considered ‘What does a good TVET learning environment include?’

<table>
<thead>
<tr>
<th>Classroom</th>
<th>face-to-face teaching</th>
<th>Equipment for practical sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>workshops</td>
<td>conferencing/sharing</td>
<td>Library</td>
</tr>
<tr>
<td>ICT access</td>
<td>Radio, mlearning</td>
<td>Adequate resources</td>
</tr>
<tr>
<td>Learning support</td>
<td>Simulation of the job</td>
<td>Effective communication system</td>
</tr>
<tr>
<td>Well-structured Q&amp;A</td>
<td>Policies</td>
<td>Funding</td>
</tr>
<tr>
<td>Work experience</td>
<td>QA and standards</td>
<td>Support for teaching and learning</td>
</tr>
</tbody>
</table>

It was discussed how all these factors are equally important for face-to-face or flexible and blended learning.

What can flexible learning look like?

- **Face to Face – night and/or weekend classes**
  - Requires lock-stepped learning (where all students learn at same pace)
  - The teacher is the key element
  - Makes heavy use of community
  - Often content-driven

- **Open Access**
  - Allows students to start anytime
  - Still allows for a community to be developed
  - Requires learning materials to be self-contained

- **Distance Education – Self paced**
  - Learning materials must be self-contained
  - Primary cost is development of learning materials
  - Ideally should have a case management approach for each learner
  - Tends not to be as supported to the same extent as face to face

- **Radio based classes – School of the Air**
  - Learning materials need to be clear and provide instruction, however don’t need to be 100% self-contained, given daily contact with teachers
  - Teachers need to develop new teaching techniques
  - Usually supplemented with individual mentoring for students

- **Web in the classroom**
  - Highly popular Flexible and Blended learning approach as it allows for the best of both worlds
  - Often is about improving learning outcomes for students
  - Doesn’t address issues of geography and time shifting
  - A great place to start if you are considering e-learning

- **Solely Online**
  - Ideally should be facilitated by a teacher using discussion boards and/or virtual classrooms
  - Tends to be viewed as online distance education

- **Live online**
  - Rapidly becoming the norm for online communication
- Allows for the use of more traditional face to face teaching approaches
- Does not required self directed learning materials
- Appears to have jumped successfully in to the m-learning space

- **Blended 1.0 face to face and online**
  - Highly popular because it allows for the best of both worlds
  - To a large extent, existing learning materials can be used because the instructional aspect can still be addressed in the face to face space
  - Can be limited in terms of addressing issues of geography and time shifting

- **Blended 2.0 mix of anything**
  - There is a danger in attempting to try everything. This can be very confusing for students and teachers. The more spaces you are working in the more complicated instructions need to be

- **What makes these models work?**
  - A model which is supported by the teachers and has a high degree of touch points
  - Selecting the right model for the right group
  - Focus on the student experience, rather than the teacher and/or organisations preferences

There was a discussion on whether flexible and blended learning is about the learners or the teachers. The conclusion reached was that both learners, teachers and institutions, in the form of administrative and student support systems need to become more flexible. There is also a need for policy makers to recognise flexible programme provision and it may be necessary for certain national systems to be adapted to support flexible approaches.

**Group Discussion: What FaB models are currently being used in your country?**

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNG</td>
<td>Have FOL Branch in TVET Division of Department of Education; Planning to use print based distance learning, elearning &amp; mlearning &amp; social networks. Want to join USP.</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>Using 2 way radio in collaboration with medical clinics, to connect to distant students. Distance teacher training (NZAID-funded) face-to-face in community, working with FBOs, national radio, school based classes after hours, mobile phones for student support.</td>
</tr>
<tr>
<td>Tonga</td>
<td>Franchising programmes from New Zealand and Fiji, face-to-face evening classes, AM radio, Support through mobiles</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Have a national policy statement that TVET should be flexible. Also have ODFL policy. Wider definition of teachers – using fisheries experts to train face-to-face – taking education to the community – not bringing them to college; radio</td>
</tr>
</tbody>
</table>
### Samoa
- Formal courses – blended print & face-to-face (Commonwealth Youth Diploma)
- Non-formal – Teachers go out into community

### Kiribati
- 2-way radio, roving teachers in communities/islands
- Outsourcing to other countries – APTC, CETC; Franchising offshore packages

### Tuvalu
- Face-to-face, print, roving instructor goes out, and students travel in to the school
- Franchising offshore courses FNU; Outsourcing to other countries – APTC & CETC

### 6. Regional and national priorities

Key findings and features of the Regional Framework for TVET Development in Pacific Island Countries: 2012–2015 and Regional TVET Mapping Study were presented by the COL Education Specialist and discussed.

**Regional TVET Mapping Study Findings**

1. TVET provision is fragmented with countries finding it difficult to make programmes flexible, up to date and responsive to changing demands
2. Government funded, formal TVET is out of reach for school drop outs or those with lower school grades
3. FBO & NGO certificates are not always recognised outside the country
4. Formal TVET accounts for 2-4% of public spending on education & training
5. Informal sector provides potential opportunities not well reflected in national TVET plans
6. Informal sector is the dominant segment of labour market and where most school leavers will have to find work

**Regional Framework for TVET Development in Pacific Island Countries: 2012–2015**


### 7. Pacific definition of TVET

- a holistic, inclusive and responsive approach, through either formal or non formal delivery, that develops quality-assured, worthwhile, employable and lifelong skills, values and attitudes for the formal and informal sector

### 8. Pacific TVET outcome

- The supply of skills supplied by Pacific TVET systems to meet the needs of the informal sector and the changing labour market demands in the formal sector

### 9. Guiding principles and values

- aid effectiveness principles – ownership, alignment, quality, relevance, efficiency and effectiveness
- development oriented – the fundamental role of TVET in socio-economic development and livelihoods
- flexible pathways – flexible integration of multiple pathways to education for Pacific peoples in recognition of their different skills and abilities and their future needs
- cross-cutting issues to do with inclusivity (gender, disability), youth empowerment, good governance and sustainability.

### 10. Challenges and Gaps

- an imbalance in demand for and supply of skills
• unclear coordination of TVET
• lack of demand-driven data – training needs analysis or graduate tracer surveys
• quality assurance and standards – at a very early stage of development
• inadequate management pool of TVET personnel
• financing – TVET is underfunded
• limited pathways and models of excellence
• organisation and modes of delivery

11. Vision and Goal
• A Pacific people and Pacific TVET systems capable of meeting current, emerging and future development and social needs of each country, the region and the global environment
• To position TVET as a tool for empowering the peoples of the Pacific, especially the youth, and equip them with the capabilities, know-how and skills to support, develop and sustain local, national and regional development efforts

12. Priority areas
Access & provision: areas of attention
• Youth engagement in informing service provision to ensure that relevant programmes are identified
• Higher levels of participation of women & other marginalised groups & those with special needs
• Increased community participation and ownership in mainstreaming for the development of appropriate models of delivery within the villages
• Identification and sharing of regional models and programmes of excellence in TVET
• Strengthened institutional development of TVET at national and regional levels

Organisation and delivery: areas of attention
• Strengthened labour market focus to improving links between TVET providers and labour market needs
• Opportunities for industry apprenticeships and work attachments as critical in introducing students to the world of work and employer expectations
• Development of best practice and innovative approaches, including open and distance learning to encourage multiple pathways and opportunities
• Promotion of, and pathways in, community education, sports and cultural practices, as a means of addressing social issues and for the creation of employability skills

Agreement 2
A more flexible and blended approach, using technology would be a good place to start to address the challenges of lack of access and quality in TVET. It was noted that the informal sector is important for economic development and livelihoods but has been neglected in terms of skills training.
7. Four Dimensions of FaB

Brad Beach raised the issue of whether flexible learning can be effective in competency-based TVET systems and gave examples of where this is happening in Australia such as Blue Dog Training where all content is resource based and practicals are workplace based. The employer is trained as a workplace assessor and students collect a portfolio of evidence of their competence. This is a similar model to the one used at the Open Polytechnic of New Zealand. The work of COL’s partners in developing African countries was noted.

Brad introduced the four dimensions under which flexible and blended learning can be considered. These are the main focus areas for change and capacity building in institutions.

Strategy & Policy

- Develop a vision of FaB within your context
- Leadership is important
- What do you need for FaB to achieve your national priorities?
  - Content
  - Staff capability
  - Systems
  - Delivery
  - Stakeholder buy in: who are the stakeholders in your FaB strategy?
- What happens when a student completes their flexible program?
  - Flexible and Open Pathways
  - Parent expectations
  - Working in the formal or informal sector
- What stakeholder management do you need to be doing?
  - Which countries have an NQF? (Vanuatu, Samoa)
  - Are your TVET programmes mapped to the national NQF?
- Can FaB be used in a competency based system?
  - Organisational Issues

Organisational Issues

- Need to develop FaB Champions
  - Leaders and activists who will lead by example
  - Build their capacity and cascade
- May need new structures
  - Teaching and learning unit
  - Media production
- How do you measure what teachers do?
  - Issues of teacher utilisation
  - Measuring learning in contact hours
- Managing wide spread teams
- Managing on a project basis (content development)

Where do you get the base curriculum for your FaB programs?

- Avoid developing new curriculum for FaB – need to adapt existing teaching materials
- Use Champions to assist in cultural change and teacher practices
- ICT usage policy – usernames passwords, tracking and acceptable use
- Student enrolment policies (start dates, end dates, student data, etc)
- Marketing strategies which includes communication of FaB in a way which manages stakeholder understanding
- FaB learning officers/experts
- Multi Media developers
- Systems administrator

**ICT Infrastructure**
- Does ICT play a role in your FaB programs in the future?
- Do your teachers have ICT skills?
- What is an LMS?
- Collaboration on
  - One – LMS for the region
  - One – LMS for the country
  - One – LMS for each organisation
- Regional or Country LMS
  - Provides a solution across the board
  - Allows for improved economies of scale
  - Allows for sharing of content
  - Limits the experience required in each organisation
  - Creates equity for smaller organisations
- Organisational LMS
  - Increased flexibility for the organisation
  - Allows the organisation to have full integration with other systems
  - Allows the organisation to have full integration with policies

**Pedagogy**
- Understanding the role modelling plays when developing and designing FaB programs
- Understanding the role modelling plays in terms of teacher practices
- Do staff have the right skills?
- How do you get training to help staff understand the medium?
- Web in the Classroom moving to Blended Learning
- Teachers need evolving skills to move from one model to another

**eLearning in Action**
Brad demonstrated how, even with a poor internet connection, it is possible to engage with learners through an online platform. Using the GIPPS TAFE online platform, COL Consultant, Clint Smith was able to join the Forum from Australia, Clint carried out a consultancy to support the new TVET FOL Wing at the Department of Education in PNG to develop a strategic plan for flexible and open learning. Clint shared his recommendations for PNG and his views on the value of elearning in developing country contexts.
8. Learning in Action – case study in flexible learning at USP
   Theresa Koroivulaono : Acting Director Centre for Flexible Learning

Benefits of the ICT Capacity Project
Theresa talked about the ICT capacity project at USP and gave examples of areas where research in ICT was conducted in the Pacific region:

- Evaluation of Computer Science Curriculum of Fiji Secondary Schools
- Maximizing the Benefits of ICT/Multimedia for Education in the South
- GIS as a Decision Support Tool for Community Based Tourism
- The Impact of ICT on Rural Development in Solomon Islands: the PFnet Case
- Economic Impact of E-commerce on Small Tourism Enterprises
- Redefining Telecommunication Legislation and Regulatory Environment in Fiji for Improved Economic Growth and Social Development
- Negotiating Cultural Identity in the Age of ICT: A Case Study of Fijian Immigrants in Brisbane, Australia
- A baseline survey on Free and Open Source Software (FOSS) in the South Pacific

SW180: A case study of flexible Learning in Social Work

Theresa described a flexible learning case study from her own work as an Instructional Designer and emphasised the importance of the use of video in practical skills training. The course comprises:

- Lectures
- Satellite tutorials
- Placements
- Assessment
  - Coursework/Examination
  - Journal
  - Practical
  - Evaluation by supervisors in the industry

The design process

- Lecturer + Instructional Designer
- Learning outcomes
- Activities
- Projected student profile: Learning styles
- Student location
- Modes of delivery

Course components: the video

“a picture paints a thousand words”

- Lecturer’s introduction: collapses the distance, personalises the lecturer, engages the student;
- Fiji students’ placement organisations: several different types that often do not have regional offices;
- Student Interviews: reflective and contributes directly to journal-writing; and
- Not only the “boring talking heads” format
There was a plenary discussion on good uses for video in skills training. Ideas included: interviews with experts, demonstrations of practical skills, case studies, artisans and entrepreneurs telling their stories, explanation of complex processes.

**Agreement 3**

It was agreed that video is an important medium for effective skills training but there is a lack of technology to support the use of video and a lack of skills to develop it. It was noted that there are existing video OER which should be identified and collated to enable sharing. COL will support capacity building in the area of video materials.

9. **NZ AID Pacific Education Programme**

   Education and skills development in the Pacific – key priorities for the New Zealand Aid Programme

   Peter Shackleton: Deputy High Commissioner: peter.shackleton@mfat.govt.nz

   **Our mission:**

   “To support sustainable development in developing countries, in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.”

   **Four Priority Themes**
   - Investing in economic development
   - Promoting human development
   - Improving resilience and responding to disaster
   - Building safe and secure communities

   **Education strategy**
   - Pacific focus
   - Goal:
     - Improved education outcomes
     - Improved tertiary and skills training outcomes

   **Key interventions 2012-2015**
   - Ensuring a good start
   - Better resourcing and infrastructure
   - Improved leadership of schools
   - Improved scholarships options and provisions
   - Improved skills training opportunities
   - Improved pathways to employment
   - Working with partners
   - Monitoring the results of education investments

   **Funding for education**
   - In 2011/12 NZD $95.1m or approximately 19% of New Zealand’s ODA was spent on education-related activities:
     - Scholarships (NZD $54m in 2011/12, forecast $56m in 2012/13)
• Bilateral programmes
• Regional activities
• Multilateral agencies (COL, UNDP, UNICEF)

Skills development in the New Zealand Aid Programme

New Zealand supports skills development in the Pacific in a number of ways including:
• Scholarships
• Bilateral programme funding e.g. Vanuatu and Tonga
• Funding for skills development through contestable or regional funds.
• Funding for skills development in the four drivers of growth sectors – e.g. fisheries

ODFL and TVET in education programming
• New Zealand’s education programming focuses on basic education and skills development
• ODFL and TVET recognised as highly relevant to the Pacific region and to the work of the New Zealand Aid Programme, particularly for skills development.
• No ODFL or TVET specific policies, but a range of ODFL and TVET activities are funded by the New Zealand Aid Programme.

Funding for ODFL in the Pacific Region

University of the South Pacific
• $5m core funding annually; and
• 200 regional scholarships to USP

Commonwealth of Learning
• $800,000 NZD core funding annually

Scholarships for the Pacific region
Pacific region and ASEAN countries are the primary focus regions
• Approximately 50-60% of scholarships awarded to scholars in the Pacific region
• 30% from ASEAN countries
• Balance from Commonwealth, Caribbean, Africa, Latin America and other parts of Asia
• Currently 1200 scholars from 82 countries in NZ and in the Pacific (200 Regional Development Scholarships to USP)
• Forecast spend in 2012/13 of NZD $56m

ODFL likely to become increasingly relevant as NZ looks to develop more flexible approach to scholarships, including in-region training

TVET initiatives in bilateral programming: Tonga TVET Support Programme
• Australia-New Zealand funded programme – now ending
• New activity under design (Australia)
• Focused on qualifications architecture
• Inadequate problem analysis, implementation issues.
• Labour market study and TVET policy

In country Awards
Scholarships
Tonga Business Enterprise Centre

TVET initiatives in bilateral programming: Vanuatu
Joint Commitment for Development priority sectors:
• Basic education and
• Workforce training
New Zealand provides $500,000 per annum core funding to the Vanuatu Rural Development and Training Centres Association, which supports rural training centres:

- “training the trainers”,
- developing curriculum, and
- seeking accreditation for courses and for centres.

**Fisheries: three categories of intervention**

**Improving Institutions**
Improving Pacific fisheries training institutions so they can meet growing demands for crew (e.g., Kiribati Maritime/Fisheries Training College)

**Up-skilling the private sector**
In region vocational training and NZ based courses for internationally recognised qualifications (e.g., marine engineer training awards)

**Up-skilling the public sector**
In region training in a range of skills from fisheries policy and investment appraisal, to managing fisheries observers, to providing extension services to fishing communities

**Partnerships for skills development in the Pacific**

**Adult and Community Education**
Total value of current Partnerships Fund activities in Pacific with an adult education component is approximately NZD $18.3 million.

- Ama Takiloa, Tonga
- Sista Saave, Solomon Islands
- Temotu Sustainable Livelihoods and Resilience, Solomon Islands

**Partnership with the Commonwealth of Learning**

- Growing focus on skills development in the Pacific region
- Recognition of the unique needs of the Pacific
- New Zealand’s current contribution to COL is $800,000NZD per annum, making New Zealand one of COL’s largest partner governments in dollar terms.

**TVET Challenges**

- Resourcing
- Responsiveness

**10. AusAID – Pacific Tertiary Education Focus**

**Support for Pacific Tertiary Education in the Australian aid program**
Michelle Rojas: Senior Policy Officer Michelle.Rojas@ausaid.gov.au

**Overview**

- Australia’s education assistance helps partner countries to achieve the Millennium Development and Education For All Goals
- Main education programs: Pacific and PNG, Indonesia, the Philippines, East Timor, Bangladesh, Laos
- Main global partners: UNICEF, World Bank, WFP and EFA-FTI

**Education – a flagship of the aid program**
• Education continues to be the flagship of Australia’s Official Development Assistance strategy
• Basic education will continue to be the major focus with increasing support for tertiary education (including TVET)

Pacific Education & Skills Development Agenda (PESDA) - objectives
1. Ensuring all Pacific children have access to basic education
2. Making sure that education is of an acceptable quality
3. Ensuring young people have opportunities to gain the skills needed to connect to further education, training and employment
4. Ensuring increased numbers of young people gain valued professional, technical or vocational qualifications

Pacific Education and Skills Development Agenda (PESDA)
Key strategies for skills development and employability:
1. Supporting access to quality basic education for all Pacific children
2. Strengthening pathways between secondary school, and post-secondary professional, technical and vocational education
3. Strengthening pathways between post-secondary providers, through mechanisms for national, regional and internationally accredited training
4. Developing industry’s role in training provision

Examples of current investments in tertiary education
1. Strengthening the Australia Pacific Technical College (APTC)
2. Support for key regional post-secondary institutions including the University of the South Pacific (USP)
3. Australian Awards (Scholarships) Program
4. Support for bilateral education programs
5. Research initiatives (Financing TVET in the Pacific)

Agreement 4
It was agreed that AusAID and COL would discuss opportunities for future collaboration in TVET sector support in the Pacific, in particular how COL might contribute expertise in the area of flexible and blended approaches to learning for AusAID programmes.

11. Change Forces : Alison Mead Richardson

The concept of change management and the need to identify driving and resisting forces for change were presented.

Country teams discussed and identified the driving forces in their institution for the change towards more flexible methods.
Driving forces for change identified

- DFL policy statement and action plan
- TVET Division policy
- Need to be more cost effective
- TVET reform and change in management approach
- To train more TVET professionals
- Institutional policy and regional strategy
- Vision of Director of Education
- Need for TVET skills to relocate
- Need for TVET to increase access to TVET
- Training for unemployed people
- Demand for quality
- Industry needs - upskilling
- Learners’ aspirations – but they may prefer face-to-face
- Community needs

Resisting forces identified

- Teachers
- Managers
- Teachers’ skills in FaB
- Lack of consultation with teachers and other stakeholders
- Language barriers
- Student/parent resistance
- Technophobia amongst teachers and possibly some learners

It was noted that most of the driving forces for change come from national policy levels and from students and communities. Most resisting forces are associated with teachers. Lack of funding was identified as a barrier rather than resisting forces within institutions. As were internet access and lack of political will.

Critical success factors

Sharing good practice from other regions, seven critical success factors were introduced from the COL INVEST Africa activity:

1. Entrepreneurial and innovative institutional leadership committed to the approach and the outcomes of increased access to good quality TVSD
2. Implementation of institutional and national strategic objectives to increase access and quality and focus on skills training for marginalised groups
3. National policy makers are engaged to ensure adherence to national priorities, high level visibility and support for the institutions’ activities – leading to possible additional funding
4. Strengthened capacity of teachers to improve quality through flexible and blended approaches, educational media and technology
5. Strengthened operational planning skills for new programme delivery approaches which promote and encourage initiative and innovation
6. Establishment of new organisational structures, including ODFL Champions, Teams and Units; learner support units; materials development and media units; outreach centres
7. Improved management of ICT and educational media infrastructure provision

12. FaB in action @ GippsTAFE Bradley Beach

To give participants a more detailed idea of what is possible, Brad shared examples of differed flexible courses at GippsTAFE and how they contribute to making TVET more accessible to different learner groups.
History of flexible learning at GippsTAFE
- First flexible course using online learning in 1998
- Only 3 students finished the first subject in the first online course
- GippsTAFE has spent about 15 years developing FaB programs
- Start small – one component in one unit in one course

ICT course - Open Access
- Timetabled self paced learning
- Creates a supported space for learning
- Keep students on track
- Allow students to form a community
- Allows flexibility in terms of start and end dates and location
- Students who attend are dramatically more likely to succeed

Recognition of Prior Learning
- Students can only enrol after they have met with the assessment staff
- There is timeline agreed to for the collection of materials
- There is a phone/online meeting early on in the process to check off a couple of units to make sure that the student knows what they are doing
- There is a phone/online meeting about 2/3 through the process to make sure the student is on track
- Final assessment

Out of Hours School Care: Case Managed Distance Education
- Teachers are allocated a case load of students
- Teachers have weekly phone calls with students
- All students have a work placements
- Teachers visit all students each month
- Allows open entry and exit of students
- Allows for study in any location

Painting and Decorating
- Students need to nominate a work place they are going to use
- Students need to take pictures of each step of the task
- Students need to make narrations on the photos detailing what they have done and why
- The teacher is able to make comments on photos
- Other students are encouraged to make comments on other student’s photos
- Allows assessment to be held over a number of “jobs” not just one
13. **Collaboration and Open Education Resources (OER)**

The Participants discussed how important sharing and collaboration is for them as small counties with limited resources. CETC colleagues communicate with COL regarding the development of the CCD programme through an online project management platform called Basecamp.

The COL Education Specialist demonstrated the online platform used by COL partner institutions in Africa for informal learning, to share news of events and activities and to share planning documents and draft policies and strategies.

The possibilities for online communication and collaboration were discussed. It was recognised that there are challenges in some countries regarding a stable internet service but generally internet is becoming more widely available in the workplace. It remains very expensive for people to have private access in their homes.
Copyright and open licensing

The COL Education Specialist introduced open education resources and gave a presentation on where to find OERs and how to use them. The issue of copyright – and copyleft – and the move towards more open and collaborative forms of materials development were discussed. Creative Commons licensing was explained – see Appendix 5.

What are OERs?
Educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees. (Neil Butcher, 2010)

- There are many OERs and more are being created every day
- The trick is knowing where to find them!

Institutional Initiatives – mostly from USA/UK
- MIT Open Courseware – OCW [ocw.mit.edu]
- Open Learn (Open University UK) [www.open.edu/openlearn]
- University of Cape Town Open Content [opencontent.uct.ac.za]
- Carnegie Mellon Open Learning Initiative [oli.cmu.edu]

OER Initiatives
- OCW Consortium [www.ocwconsortium.org]
- OER Commons [www.oercommons.org]
- OER Africa [www.oerafrica.org]
- Merlot [www.merlot.org]

Content Development Projects
- TESSA Teacher Education in sub-Saharan Africa [www.tessafrica.net]
- Health OER [www.oerafrica.org/healthoer]
- SAIDE Ace Maths [www.oerafrica.org/acemaths]
- AVU [www.avu.org]
- Khan Academy (maths videos) [www.khanacademy.org]

Open Textbooks
- [oerconsortium.org]
- [www.collegeopentextbooks.org]
- [chemwiki.ucdavis.edu]

Agreement 5
It was agreed that online communication was possible in the Pacific but a stable service remains a challenge in most countries. The suggestion was to set up a group space for the Pacific on the INVEST Africa online Community Learning Network to see if the communication method can work. At a later stage, if the technology proves workable and the people use the platform to communicate, COL can establish an online platform for the Pacific region.
OER Repositories – range of different resources

Connexions  cnx.org
Connexions is a place to view and share educational material made of small knowledge chunks called modules that can be organized as courses, books, reports, etc. Anyone may view or contribute:

Internet Archive, Education  www.archive.org/details/education
This library contains hundreds of free courses, video lectures, and supplemental materials from universities in the United States and China. Many of these lectures are available for download.

JORUM (JISC)  www.jorum.ac.uk
Through Jorum, you can find and share learning and teaching resources, shared by the UK Further and Higher Education community.

Online courses  www.onlinecourses.com
Over 500 courses from the world’s leading universities - right at your fingertips.

How to use OER?
- The four R’s – ways in which OER can be used:
  - Reuse – Use the work verbatim (unaltered), without having to ask permission
  - Revise – Alter or transform the work to meet your needs
  - Remix – Combine the (verbatim or altered) work with other works for enhanced effect
  - Redistribute – Share the verbatim, reworked, or remixed work with others

Educational challenge of OER
- Finding relevant OER
- Evaluating them against curriculum
- Adapting them to suit your needs
- Making them available to the community

OERs in the Pacific
- Encourage institutions to share learning materials
- Everyone progresses faster
- Sharing good quality learning resources
- No-need to re-invent the wheel
- Important that teachers DO NOT use copyright resources in their new learning materials

Platform for sharing?
- How to harness technology to make it easier to share?
- USP eLearning Centre – materials portal for schools
- Do we need one for TVET?
- COL VUSSC site

Throughout the Forum, copies of COL OERs for skills development were circulating. All can be found on the COL website www.col.org
These include:
- Basic trades – Working with Concrete/Timber, Small Engine Maintenance
- Vocational Literacy
- Small Scale Business Management
Agreement 6
There is a variety of relevant TVET OER available and that the Pacific partners will access these as a first step when considering new flexible course development. It was noted that capacity will be needed to help teachers to identify suitable and relevant OER, how to evaluate them against their curriculum and how to adapt and integrate them.

Agreement 7
It may be economically and technically advantageous for the Pacific region to share an LMS as in the TAFE system in Victoria, Australia. The new COL regional Centre could assist in setting this up.

14. CETC case study: challenges of adapting a Pan Pacific programme for distance learning

Amini Driu & Atelini Koroiwaca
For fifty years, CETC has been offering a very successful Certificate in Community Development as a residential programme for women at their centre in Suva, Fiji. More than 1,700 women from throughout the region have been trained through this programme. In 2011, CETC took the decision to work with COL to adapt the programme for distance delivery. The purpose was to introduce technology into the delivery of the programme to make it more affordable and increase access to both men and women. The plan was to work through local partners in Pacific countries. The Instructors for the CCD presented the challenges they faced in adapting the programme for distance learning. Several countries were familiar with the programme and one participant was a graduate!

Purpose of Adaptation:
- Increase access to quality assured CD qualifications across the Pacific;
- Demonstrate best practice in CD;
- Meet the vision & mission statements of CETC/SPC

Program Description
- Certificate in Applied Community Development Studies
- Level 3 on Fiji NQF
- Purpose of qualification – designed to develop community development leaders and facilitators to be equipped in flexible, responsive approaches to developing/supporting Pacific communities.
- Presents good practices in a range of development and management skills for working in groups & communities.

DFL Planning – Key questions
- How to translate a highly practical program into DFL
• How to implement and ensure quality in learning is sustained as with the ftf
• How to monitor and evaluate
• Funds and expertise for the exercise
• Process to DFL

MOU with VRTDCA 2010
Outsourcing to DFL expert for translation (2010 – 2012)

Planning/Review
• 2 VRDTCA staff work attachment at CETC – 2 wks (2010)
• COL – professional upskilling and review 2011/2012
• COL Training at CETC and Vanuatu 2011 /2012
• Market survey (segmented) –Print mode for the immediate term...but medium to long term..blended provision 2011
• Developing Program description, Learner profile, quality standards, program and course blueprints 2011- 2012
• material production 2010 - 2012
• Installation of Moodle at CETC and in house training 2012
• Applying for an AYAD volunteer in Vanuatu to manage pilot logistics at VRDTCA 2012
• Pilot of DFL unit in Vanuatu 2012
• Pilot of Moodle for ftf program 2012

Student Profile
• Mainly community development workers who wish to upgrade their qualification
• Pre-employment qualification for those wishing to become CD workers
• From Pacific Island countries served by SPC
• Entry requirements – Form 6 and/or 3 yrs’ experience in CD among other qualifications

Development Challenges
• Development of course materials
• Skills to translate the existing written course materials into DFL mode
• Skills to prepare other important resource materials such as DVDs, etc. Multimedia/ID skills
• Time – finding time to complete associated tasks as (we were) full time trainers.
• Instructional design and support services
• Other resource/skilled persons (admin unit) required for the effective implementation of the DFL mode.

Implementation Challenges
• Quality Assurance of program Against NQF
• Partner commitment
• No Provision for learner support
• Limited publicity
• Staff turnover
• Not a priority for the partner
• Lack of dedicated unit to manage the pilot etc.
• Political decisions affecting momentum of progressing DFL initiative
Lessons learned

- Outsourcing for initial translation was good in speeding up the development process quickly
- Broaden input into the planning and designing process – it was just us, some other staff involved in delivery of the program and COL
- Do not take MOU as evidence of commitment from partners
- Do not assume other stakeholders think and operate on the same level
- Start small
- Prepare well, funds, HR, publicity and get a different group to implement
- Have a risk management strategy in the pilot
- Have patience

Monitoring & Evaluation Challenges and Opportunities

Challenges

- Monitoring & Evaluation of the whole process
- Lacking the local support mechanism and infrastructure
- Lack of quality facilitators/tutors/mentors on the ground
- Tyranny of distance – lack of access to regular postal services, internet connection, telephone connection, other resources – follow up on progress huge problem
- Not having a dedicated team to look after the pilot and development process.

Opportunities

- Capturing key practical tasks on video as a resource
- Transferring the programme to USP a positive move
- Collaboration with COL needs to sustained
- For SPC other programmes which deliver non formal and some formal programmes in fisheries, maritime, statistics, gender, human rights, agriculture, forestry, teacher education etc; great potential of blended flexible approach to delivery

Amini and Atelini shared a very interesting video on the work they do at CETC in food production and trials for new food products. This useful presentation demonstrated a Pacific case study in terms of the driving forces for the development of a new flexible programme and the resisting forces, both internal and external, which challenged the team.

Agreement 8

It was noted that the CETC will cease offering the CCD after 2013 and the distance version of the programme is to be developed by RCCCE and CFL at USP. It was agreed that COL should continue to support RCCCE to develop this important programme which is valued by many in the Pacific region.
15. RCCCE – Regional Centre for Community & Continuing Education – USP
Hasmukh Lal

USP has a strategic objective to expand access to TVET in the Pacific Region. The week before the Forum, COL and USP agreed to establish a COL regional Centre at USP for a trial period of two years. The Centre will serve the whole region and will be based in RCCCE at USP. Hasmukh is the Manager of RCCCE and shared his plans and vision for the Centre.

USP 2013 TO 2018 Strategic Plan: Seven Priority Areas
1. Learning & Teaching
2. Student Support
3. Research & Graduate Affairs
4. ICT
5. Regional & Community Engagement
6. Our People
7. Governance, Management & Continuous Improvement

RCCCE link to Strategic Plan: Priority Area 5
Objective 20 - Rationalise and strengthen TVET at USP.
20.1 rationalize and strengthen CFS and RCCCE to provide students with flexible pathways for university studies and technical and vocational programmes, including reverse integration, where applicable
20.2 seek international accreditation of the Foundation Programme and all TVET programmes

2013 Offering
- Professional Diploma in Business Leadership
- Certificate 11, 111 & IV Office Management
- Post School Bridging Program
- Certificate III in Information Systems
- Certificate IV in Business Computing
- Certificate IV in Information Systems & Computing Science
- Professional Diploma in Business Computing
- Certificate IV in Project Management
- Certificate III in Physical Health & Life Skills Education
- Certificate in Early Childhood Education
- Professional Certificate for Senior Secretaries & PA’s
- 150 short courses
Qualifications Framework

Structural Framework
Section A
- This section will have pathway into academic studies with credit transfers (Formal TVET)
Section B
- This section will have offerings to students with pass in year 10 and those who want to make difference in the communities through decent employments. The programs will become prerequisite or entry level for higher academic program
Section C
- This section will offer Professional and Industry skills training.
Section D
- Community development trainings through non formal education. It will also include community outreach programs, working with international & regional agencies and NGO’s.

2013 Aspirations
- Formulate and develop into functional pathway section to faculties
- Have a governance structure and systematic processes
- Develop flexible learning courses with COL and Open Polytechnic New Zealand
- Deliver flexible learning courses

16. LDS Church: TVET in the Pacific
Dr. John Millar millarcj@ldschurch.org
John gave a graphic presentation on the very real access problems faced by young people who graduate from high school in accessing further education and skills training opportunities. He demonstrated how his organisation is assisting in church school in the Pacific using the example of Tonga.

Indication of Concern
Liahona High School Tonga
250 Young men and Women Graduate from high school
25 Will possibly go on to University
25 May get additional skills/certifications/jobs
Have no special career skills

- TVET target group (80% of total)

Most of these students will have difficulty finding work or returning for additional education

**Concerns Identified**

1. Poor Facilities
2. Lack of industry trained teachers
3. No clear pathway to further educational opportunities
4. Lack of tools and equipment

**Poor facilities: Actions Taken**

Transformation of these facilities

Examples of before and after pictures of Liahona High School in Tonga

![Before and after pictures of Liahona High School](image1.jpg)

**Lack of tools and equipment: Actions Taken**

- Replenishment of tools and equipment over the next few years
- Need to embrace ICT based delivery of resources to bridge the gaps as a cost-effective practice e.g. [www.iccentral.com.au](http://www.iccentral.com.au) (IT certifications) and [www.seekyelearning.org](http://www.seekyelearning.org)
- Linking with industry for on-the-job experience (e.g. Chamber of Commerce members)

**Lack of Industry Trained Teachers: Actions Taken**

- Provide opportunities for training in their specialist field to full trade qualifications
- Encourage teachers to continue their education e.g. Upgrading to CAD
In the future, only employ people with recognized TVET qualifications or those able to receive recognition for prior learning (RPL) for up-skilling and Teaching Certificates (TC) - opportunities provided through International Teacher Education Program (ITEP).

No clear pathway to further educational opportunities

Build links with recognized TVET providers

- FNU
- TIST
- NUS*
- KIT**
- APTC

* Not yet in place
** Not yet been approached for link

Courses LDS Schools Offer

- Automotive Engineering
- Electrical and electronics
- Office Administration
- Construction (Carpentry)
- Welding and Metal Fabrication
- Cabinet Making and Joinery
- Hospitality and Tourism
- Commercial Cookery
- Clothing Design and Textiles
- Information and Computer Technology

There was some discussion on the stark statistics presented by Dr Millar. Participants recognised that similar statistics were found in secondary schools throughout the region, with the vast majority of young people having few opportunities to benefit from skills training. Dr Millar was commended for his work supporting TVET in Pacific church schools.

17. Country subject priorities

To facilitate collaboration, it was necessary to identify the subject priorities of each country. Participants worked in country groups in a ‘diamond ranking’ activity which reveals 5 levels of subject priority. Rather than make a linear priority list, the diamond ranking enables highest, middle and lower priorities to emerge.

The table of country subject priorities is given in Appendix 5.
Country Subject Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Subject</th>
<th>Formal or non-formal</th>
<th># of countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction – carpentry &amp; plumbing</td>
<td>Formal &amp; Non-formal</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture &amp; Fisheries</td>
<td>Formal &amp; Non-formal</td>
<td>6</td>
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<td>entrepreneurship</td>
<td>Formal &amp; Non-formal</td>
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<td>Fabrication &amp; welding</td>
<td>Formal &amp; Non-formal</td>
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These are the priority courses that the countries will work on together to adapt existing resource and develop OERs to be used by all institutions.

18. Building capacity for FaB approaches

In plenary we discussed the needs for capacity building and it was agreed that whilst there is some experience of distance learning materials development and programme delivery through the Pacific basic trade training materials and vocational literacy courses, it would be necessary to focus on capacity building. Participants were positive about the potential for finding and adapting OER and felt that COL should focus on the development of the priority subjects.

Country teams worked together to identify the possible pilot programmes they might start to develop in flexible mode.

Potential pilot flexible programmes

**PNG**

Want to partner with Samoa and USP
Plan to pilot with 3 out of 150 TVET institutions in PNG, working at 3 levels of the system
Diploma – H&T – elearning and mlearning; Certificate – POMTECH – Electrical, online & print;
Vocational – small business, face-to-face & print

**Solomon Islands**

Build on existing model for DFL TT for TVET Teachers in 40 RTCs and 80 CBTCs.
Start small – I unit of professional development. School based, print materials clusters of RTCs.
Use mobiles for support – PQF level 5. There is no NQF.

**Tonga**
Carpentry – open access model Level IV; Use skype for support along with materials and facilitators. Deliver through USP centres?

**Vanuatu**

Have ODL policy in draft would like to expand and have it ratified
Literacy and numeracy – open access mode for post-secondary to feed into VIT and RTCs
Also need TVET TT

**Samoa**

Non formal, Community course – learning about small business; Print based with local facilitators
Formal  Adapt face-to-face materials and add media – Communication
Also use NUS radio for learner support

**Kiribati**

Want to partner with Tuvalu and Vanuatu. Basic English – as feeder for KIT and for people wanting to be registered seasonal workers. Radio and print and local facilitators – roving assessors
Cert 1 – adapt existing materials from Kiribati teachers College

**Tuvalu**

Literacy and numeracy for Year 10 students; Print and FF – adapting existing materials.
Interested in using the COL OERs from Open Schooling

**RCCCE**

Currently have only Early Childhood Development in print mode
Develop 4 new DE programmes next year
Have functional literacy programme – could develop it to be a regional programme.

19. **Collaboration and Action planning**

There was some discussion on the way forward and next actions. Time was spent discussing a name for the collective work to be embarked upon. Finally agreement was reached on Pasifika FIRST – denoting Flexible, Innovative and Responsive Skills Training.

**Agreement 9**

The collaborative work in expanding flexible learning opportunities in TVSD in the region will be known as Pasifika FIRST - denoting Flexible, Innovative and Responsive Skills Training.

**Suggestions were made for the next steps:**

1. RCCCE to work through COL Regional Centre activity to bring together all the institutions identifying carpentry and develop a collaborative course and shared materials.
2. COL to support Tuvalu, Vanuatu and Kiribati to work together on literacy and numeracy – to identify, evaluate and adapt OERs to their context.
3. COL to support PNG & Samoa with development of small business course – adapting existing courses (BOCODOL & COL)
4. COL to support Vanuatu to strengthen national ODL policy ready for ratification.
5. COL to support Solomon Islands with a professional development course for teachers in RTCs and CBTCs.
6. COL Regional Centre to look at possibilities for a regional LMS to support courses for all TVET institutions.

20. Conclusion
Participants concluded that the way ahead will not be easy but the discussions held in the Forum were long overdue and now they have a much clearer of what is possible. They agreed that the time is now right for TVET providers in the Pacific to harness the potential of technology and more flexible approaches to provide for people who are currently without skills for livelihoods.

Alison Mead Richardson
Education Specialist TVSD : Commonwealth of Learning
21 April 13

21. References
<table>
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<tr>
<th>NAME</th>
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<th>INSTITUTION</th>
<th>COUNTRY</th>
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<tbody>
<tr>
<td>1. Ms Elaine Iuta</td>
<td><a href="mailto:elaine@labour.gov.ki">elaine@labour.gov.ki</a></td>
<td>Kiribati Ministry of Labour HRD</td>
<td>Kiribati</td>
</tr>
<tr>
<td>2. Ms Tekeinnang Morimai</td>
<td><a href="mailto:tek.morimai@kit.edu.ki">tek.morimai@kit.edu.ki</a></td>
<td>Kiribati Institute of Technology</td>
<td>Kiribati – P</td>
</tr>
<tr>
<td>3. Mr Etekieru Iotua</td>
<td><a href="mailto:dcs.mtc@mtc-tarawa.edu.ki">dcs.mtc@mtc-tarawa.edu.ki</a></td>
<td>Deputy Captain Superintendent Kiribati Maritime Training College</td>
<td>Kiribati</td>
</tr>
<tr>
<td>4. Ms Violet Gerega</td>
<td><a href="mailto:Violet_Gerega@education.gov.pg">Violet_Gerega@education.gov.pg</a></td>
<td>TVET FOL Unit</td>
<td>PNG</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:vggerega@yahoo.com.au">vggerega@yahoo.com.au</a>;</td>
<td>Department of Education</td>
<td></td>
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<tr>
<td></td>
<td><a href="mailto:gairoger@gmail.com">gairoger@gmail.com</a></td>
<td></td>
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<tr>
<td>5. Mr Jun Riverea</td>
<td><a href="mailto:rtcccal@yahoo.com">rtcccal@yahoo.com</a></td>
<td></td>
<td>PNG</td>
</tr>
<tr>
<td>6. Ms Eseta Faafeu Hope</td>
<td><a href="mailto:e.hope@nus.edu.ws">e.hope@nus.edu.ws</a></td>
<td>President, SATVETI &amp; Dean of Faculty of Applied Science NUS</td>
<td>Samoa - P</td>
</tr>
<tr>
<td>7. Mr Tauvaga Vaai</td>
<td><a href="mailto:t.vaai@nus.edu.ws">t.vaai@nus.edu.ws</a></td>
<td>Coordinator of CATT program, Curriculum Development Officer:</td>
<td>Samoa</td>
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<td>NUS</td>
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<tr>
<td>8. Mr John Wate</td>
<td><a href="mailto:tvet@mehrd.gov.sb">tvet@mehrd.gov.sb</a></td>
<td>Director of TVET Ministry of Education and Human Resource</td>
<td>Solomon Isd</td>
</tr>
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<td></td>
<td></td>
<td>Development</td>
<td></td>
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<tr>
<td>9. Cyriano Nuake</td>
<td><a href="mailto:ceoaohsi@solomon.com.sb">ceoaohsi@solomon.com.sb</a></td>
<td>Board Member SIARTC</td>
<td>Solomon Isd</td>
</tr>
<tr>
<td>10. Mr Oto Misi</td>
<td><a href="mailto:otovmis@gmail.com">otovmis@gmail.com</a></td>
<td>Director; Tonga Institute of Science &amp; Technology</td>
<td>Tonga</td>
</tr>
<tr>
<td>11. Lady Siatukimoana Vaea</td>
<td><a href="mailto:stvaea@hotmail.com">stvaea@hotmail.com</a></td>
<td>Deputy Director, Post Secondary Education</td>
<td>Tonga</td>
</tr>
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<td></td>
<td></td>
<td>Ministry of Education, Women Affairs &amp; Culture</td>
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<tr>
<td>12.</td>
<td>Mr Lapana Ene</td>
<td><a href="mailto:lapanahohene622@gmail.com">lapanahohene622@gmail.com</a></td>
<td>Education Department</td>
</tr>
<tr>
<td>13.</td>
<td>Ms Betty Vave</td>
<td><a href="mailto:bettyresture@yahoo.com">bettyresture@yahoo.com</a></td>
<td>Nauti Primary School</td>
</tr>
<tr>
<td>14.</td>
<td>Mr Joe Iautim</td>
<td><a href="mailto:ijob@vanuatu.gov.vu">ijob@vanuatu.gov.vu</a></td>
<td>Director TVET, MoE</td>
</tr>
<tr>
<td>15.</td>
<td>Mr Jack Takalo Tavimasoe</td>
<td><a href="mailto:jacktakalo@gmail.com">jacktakalo@gmail.com</a></td>
<td>Deputy Principal Vanuatu Institute of Technology</td>
</tr>
<tr>
<td>16.</td>
<td>Mr David Lambuckly</td>
<td><a href="mailto:dlambukly@vanuatu.gov.vu">dlambukly@vanuatu.gov.vu</a></td>
<td>Director, Vanuatu National Training Council</td>
</tr>
<tr>
<td>17.</td>
<td>Ms Kathy Solomon</td>
<td><a href="mailto:director@vrdtca.org.vu">director@vrdtca.org.vu</a></td>
<td>Director Vanuatu Rural Development &amp; Training Centres Association</td>
</tr>
<tr>
<td>18.</td>
<td>Mr Josua Mataika</td>
<td><a href="mailto:josua.mataika@fnu.ac.fj">josua.mataika@fnu.ac.fj</a></td>
<td>Coordinator PATVET</td>
</tr>
<tr>
<td>19.</td>
<td>Ms Lia Maka</td>
<td><a href="mailto:LiaM@spc.int">LiaM@spc.int</a></td>
<td>Director - CETC</td>
</tr>
<tr>
<td>20.</td>
<td>Ms Atelini Koroiwaca</td>
<td><a href="mailto:atelinik@spc.int">atelinik@spc.int</a></td>
<td>CETC</td>
</tr>
<tr>
<td>21.</td>
<td>Amini Dri</td>
<td><a href="mailto:aminisid@spc.int">aminisid@spc.int</a></td>
<td>CETC</td>
</tr>
<tr>
<td>22.</td>
<td>Ms Theresa Koroivulaono</td>
<td><a href="mailto:theresa.koroivulaono@usp.ac.fj">theresa.koroivulaono@usp.ac.fj</a></td>
<td>Acting Director USP CFL</td>
</tr>
<tr>
<td>23.</td>
<td>Mr Hasmukh Lal</td>
<td><a href="mailto:hasmukh.lal@usp.ac.fj">hasmukh.lal@usp.ac.fj</a></td>
<td>USP RCCCE</td>
</tr>
<tr>
<td>24.</td>
<td>Ms Michelle Rochas</td>
<td><a href="mailto:Michelle.Rojas@ausaid.gov.au">Michelle.Rojas@ausaid.gov.au</a></td>
<td>AUSAID</td>
</tr>
<tr>
<td>25.</td>
<td>Dr. John Millar</td>
<td><a href="mailto:millarc@ldschurch.org">millarc@ldschurch.org</a></td>
<td>Manager of Pacific Church Schools (TVET)</td>
</tr>
<tr>
<td>26.</td>
<td>Peter Shackleton</td>
<td><a href="mailto:peter.shackleton@mfat.govt.nz">peter.shackleton@mfat.govt.nz</a>.</td>
<td>Deputy High Commissioner to Tonga</td>
</tr>
</tbody>
</table>

**Facilitators**

<table>
<thead>
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<tr>
<td>1.</td>
<td>Mr Bradley Beach</td>
<td><a href="mailto:BradleyB@gippstafe.edu.au">BradleyB@gippstafe.edu.au</a></td>
<td>GIPPSTAFE</td>
<td>Australia</td>
</tr>
<tr>
<td>2.</td>
<td>Alison Mead Richardson</td>
<td><a href="mailto:ameadrichardson@col.org">ameadrichardson@col.org</a></td>
<td>COL</td>
<td>Canada</td>
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Appendix 2

Pacific TVET ODLF Forum
Nuku’alofa, Tonga
Monday 25th – Thursday 28th March 2013
Draft Programme

**Monday 25th March**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>08.30 – 09.00</td>
<td>Welcome, Introductions</td>
<td>Alison Mead Richardson</td>
</tr>
<tr>
<td>09.00 – 10.00</td>
<td>Official Opening</td>
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<td>10.00 – 10.30</td>
<td>Break</td>
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<tr>
<td>10.30 – 11.30</td>
<td>2 Expectations, programme – introduction to COL</td>
<td>Alison Mead Richardson &amp; Bradley Beach</td>
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<tr>
<td>11.30 – 12.00</td>
<td>PATVET – Strategic Plan &amp; role in Pacific TVET</td>
<td>Lia Maka</td>
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<td>12.00 – 13.00</td>
<td>Lunch</td>
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<tr>
<td>13.00 – 14.30</td>
<td>4 What do we mean by flexible &amp; blended (FaB) learning?</td>
<td>Bradley Beach</td>
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<tr>
<td>14.30 – 15.00</td>
<td>break</td>
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<tr>
<td>15.00 – 16.30</td>
<td>5 Group work feedback</td>
<td>Bradley Beach &amp; Alison Mead Richardson</td>
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**Tuesday 26th March**

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<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>08.30 – 10.00</td>
<td>Regional and national priorities</td>
<td>Alison Mead Richardson</td>
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<td>Plenary brainstorm – on national/regional priorities</td>
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<tr>
<td>10.00 – 10.30</td>
<td>Break</td>
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<tr>
<td>10.30 – 12.00</td>
<td>7 Four Dimensions of FaB</td>
<td>Bradley Beach</td>
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<td></td>
<td>Strategy &amp; policy, organisational structures, ICT infrastructure, pedagogy</td>
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<tr>
<td>12.00 – 13.00</td>
<td>Lunch</td>
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<tr>
<td>13.00 – 13.30</td>
<td>8 Learning in Action – case study in flexible learning at USP</td>
<td>Dr Theresa Koroivulaono</td>
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<td>13.30 – 14.00</td>
<td>9 NZ AID Pacific education programme</td>
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<td>14.00 – 14.30</td>
<td>10 AusAID – Pacific TVET focus</td>
<td>Michelle Rochas</td>
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<td>14.30 – 15.00</td>
<td>break</td>
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<tr>
<td>15.00 – 16.30</td>
<td>11 Critical success factors and barriers to change</td>
<td>Alison Mead Richardson</td>
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<td>Identifying Institutional challenges</td>
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Wednesday 27th March

08.30 – 10.00  12 FaB in action @ GIPPS TAFE  Bradley Beach

10.00 – 10.30  Break

10.30 – 12.00  13 Collaboration, OERs and subject priorities  Alison Mead Richardson
Creative Commons; Finding and adapting OERs

12.00 – 13.00  Lunch

13.00 – 13.30  14 CETC case study: challenges of adapting a Pan Pacific programme for distance learning  Amini Driu & Atelini Koroi

13.30 – 14.00  15 RCCCE – Regional Centre for Community & Continuing Education - USP  Hasmukh Lal

14.00 – 14.30  16 Pacific Church Schools – Support for TVET  Dr John Millar

14.30 – 15.00  break

15.00 – 16.30  17 Identifying subject priorities  Alison Mead Richardson
Country groups to identify subject priorities

Thursday 28th March

08.30 – 10.00  18 Building capacity for FaB approaches  Alison Mead Richardson
Country groups – what do countries need?
What can regional bodies and DPs offer?
What is PATVET’s role?  Brad Beach

10.00 – 10.30  Break

10.30 – 12.00  19 Action planning  Alison Mead Richardson
What do we want to do?
How can we collaborate?  Brad Beach

12.00 – 13.00  Lunch

13.00 – 14.30  20 Where do we go from here?  Alison Mead Richardson
Plenary discussion  Brad Beach

14.30 – 15.00  break

15.00 – 15.30  wrap
1. Introduction

In association with PATVET, COL is planning to host an Open Distance and Flexible Learning TVET Forum for Pacific Commonwealth countries. PATVET recognises the need to build awareness of the potential of ICT and ODL to support TVET in remote locations, communicating existing good practice across their network, and finding potential partners to help develop ICT and ODL solutions. COL supports the use of appropriate technology to improve access and quality in technical and vocational skills development through capacity building, advocacy and policy advice and course materials development as OER. COL TVSD (Technical and Vocational Skills Development Initiative) also has a focus on training for the informal sector and equitable provision, especially gender equity. INVEST is the COL acronym for Innovation in Vocational Education & Skills Training; it is through innovative approaches and technologies that COL believes impact can be made in this crucial aspect of development.

2. Background

Providing sufficient access to good quality technical and vocational education and skills training (TVET) has long been a challenge for Pacific Island nation governments. Formal post-secondary participation rates in the region are low generally, and particularly low for females in many Pacific countries. AUSAID’S Pacific Technical and Higher Education Strategy Stakeholder Consultation Note states: Post school technical and vocational education and training (TVET) and Higher Education (HE) provide the main pathways from schooling into work but such pathways in the Pacific are very narrow and there are few of them (AUSAID 2011). It is clear that despite the importance of TVET for social and economic development, national governments and regional organisations and development partners in the Pacific have, until recently, tended to give less emphasis to TVET relative to the other sub-sectors of education. The development of this sector is crucial for the growing youth population and to contribute to economic development.

In view of the low chances for young people and adults to acquire skills through formal and non-formal programs, and the importance of those skills for employment, self-employment, and income generation, a key objective for TVET systems in the region is to broaden coverage and expand the quantitative output of skills to meet economic requirements. This includes technology-related training, but especially non-formal skills training and training for the informal sector (ADB 2008). Note is taken of the ADB 2007 TVET country reports for Samoa, PNG, Vanuatu, Nauru and Kiribati (ADB 2007).

2.1 Regional Education Strategy

The Pacific Education Development Framework 2009 – 2015 (Pacific Islands Forum Secretariat, 2009b) identifies two main challenges facing TVET across the region:

1. Access and equity: access to organised skills development is relatively low in relation to the number of school leavers. Lower income groups, and those in rural areas and outer islands, tend to have much less access to skills development. Girls and women in particular tend to be under-enrolled in TVET, or concentrated in traditional female occupations.

2. Quality: Training systems tend to operate in isolation of labour market demand and with little or no employer participation. Infrastructure, equipment and materials also tend to be inadequate and need upgrading. Resources are lacking in terms of occupational standards, qualified instructors, necessary
equipment, and quality assurance mechanisms. Poor educational attainment of incoming trainees is limiting skill achievements. Significant gaps exist in the level of skills, knowledge and experience of teachers and work-based instructors. There are also shortfalls in the number and qualifications of instructors. Quality assurance processes are generally weak.

2.2 Non-formal TVET & training for the informal sector

One priority noted across the region is the need to provide skills training for the informal sector. This is where the majority of Pacific people live and work and has been particularly neglected. Non-formal (NFE) TVET has been identified as a specific priority for the region. NFE may take place within formal education and training institutions as well as NGOs, CBOs and FBOs. The NFE TVET caters to persons of all ages. NFE generally does not lead to formal accreditation. Issues of access, equity and quality are important for NFE, and the sub sector is pivotal in terms of lifelong learning and attainment of EFA Goals relating to literacy and life skills.

3. Pacific ODL TVET Context

A study of the current situation regarding open and flexible TVET in the Pacific commissioned by COL in 2011, revealed that 8 of the 9 Commonwealth Pacific countries (Kiribati being the exception), identified TVET as an important part of their most recent education strategies. All countries included open or flexible education in some way, with most mentioning ICT as a way to support this. Distance learning methods, including the use of ICT, appear to be frequently mentioned in policies and workshops but are not yet consistently implemented. The study, carried out by our partners at the Open Polytechnic of New Zealand, was designed to review national policy and activities in open and flexible TVET and make recommendations for possible COL activities in the region.

3.1 What is COL doing in TVSD in the Pacific?

COL has a long history of supporting TVET in the Pacific and was instrumental in establishing PATVET, providing the Secretariat for the initial period before it was permanently housed at SPC. Since 2009 in the Pacific, where low levels of literacy and numeracy prevent young people from accessing TVET, COL has worked with 6 countries to develop a vocational literacy course for Basic Trades. This has been piloted in 5 countries with 15 institutions participating. Substantive use of these materials is expected in 4 countries in both formal and non-formal settings. COL is also supporting the NGO, Community Education & Training Center to expand access to their residential programme for female community development workers through multi-country, distance delivery to make it more affordable and equally available to males and females. COL is working with the Department of Education in Papua New Guinea to establish strategies for a new unit for Flexible & Open Learning. In Samoa, the NGO, METI, has partnered with COL to develop resource-based learning for Life Skills Coaches to work in the Communities In Nauru, 210 young people participated in basic trades training in Working with Concrete and vocational literacy. All COL materials are available as OERs.

In addition, Pacific countries play varying roles within VUSSC – the Virtual University for Small States of the Commonwealth. All eight Pacific Island countries are members of VUSSC which builds capacity for the development of open and distance learning courses as open education resources (OER) and has also developed a Transnational Qualifications Framework for sharing courses across 32 small states of the Commonwealth. VUSSC focusses on formal education programmes up to degree level.
3.2 Consultation in Commonwealth Pacific countries
In 2011, COL facilitated a consultation meeting for the COL Focal points from each of the nine Commonwealth countries. TVET was identified as a priority for the Pacific Island Countries, with a particular emphasis on the use of ODL for TVET teacher training and elearning for countries with limited technological infrastructure. Life skills training and gender awareness were also identified.

4. Purpose of the Forum
The purpose of the Forum is to bring together stakeholders from TVET institutions, Ministries and development partners to discuss how COL’s approach to technical and vocational skills development can benefit the different Commonwealth Pacific Island countries. COL proposes that appropriate educational technology and media used in flexible and blended approaches can help to achieve some of the policy challenges identified at national level. The Forum is an opportunity for development partners to discuss with national stakeholders what needs to be done and how new approaches can be introduced, managed and sustained.

4.1 Objectives
By the end of the workshop it is intended that together stakeholders will have:
- Deliberated on the TVET context of Pacific countries and national priorities
- Discovered more about development partner programmes and priorities
- Discovered flexible and blended learning and how it can contribute to national challenges
- Considered the provision of TVSD for the informal sector
- Discussed collaboration and sharing of learning resources and the value of open education resources (OER)
- Evaluated the readiness of institutions to start flexible and blended learning
- Made a plan to collaborate to improve access and quality in TVET particularly for the informal sector

5. Potential participants in the Forum
Through PATVET, country representatives have been identified for 8 Commonwealth Pacific island countries (Kiribati, Nauru, PNG, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu and one Ministry and one Institutional representative will be invited from each country. PATVET has members from throughout the region and non-Commonwealth countries are welcome to attend but funding for these will need to come from development partners. The following development partners will be invited to participate: Asian Development
Bank, Asia-Pacific Economic Cooperation; AUSAID, Commonwealth Secretariat, European Union, NZAID and UNESCO.

**Co-facilitators:**
COL has excellent partnerships with a range of TVET and ODFL institutions is the region. For this Forum we are inviting the following partners to co-facilitate sessions:
GIPPS TAFE has extensive experience in flexible and blended TVET and has recently been working with COL in PNG. USP Centre for Flexible Learning and Regional Centre for Continuing and Community Education will also contribute pan-Pacific activities of interest to the participants.

6. **Timing & Logistics**
It is intended to hold the Forum in Tonga from 25th to 29th March 2013. COL will cover the costs of airfare and accommodation and all workshop costs for the participants from the 8 Commonwealth countries.

7. **References**


Alison Mead Richardson
Education Specialist TVSD
Commonwealth of Learning
25 January 2013 D2
Appendix 4 Participants’ Expectations of the Forum

1. How to increase access and equity through distance mode
2. Share existing content from different institutions
3. To learn new TVET programmes for my country
4. To blend FOL modes in TVET
5. To make use of ICT in TVET
6. Personal knowledge and skills in manage TVET
7. To learn success stories of FaB
8. How TVET can be offered flexibly when it is competency based
9. How to manage and monitor quality DFL
10. How to increase the participation of girls in TVET
11. How to use formal TVET to drive non-formal skills training
12. Different modes of DFL
13. Now opportunities and links to advance TVET
14. M&E for DFL & TVET
15. How to change mindsets – the paradigm shift and change model
16. To find partners for collaboration
17. How to make DFL successful
18. Learner support systems in TVET and ODFL
### Appendix 5  Pacific National Subject Priorities

<table>
<thead>
<tr>
<th>Country Priority</th>
<th>SI</th>
<th>Kiribati</th>
<th>Tuvalu</th>
<th>PNG</th>
<th>Samoa</th>
<th>Vanuatu</th>
<th>Tonga</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction Carpentry F &amp; NF</td>
<td>Literacy &amp; numeracy</td>
<td>Literacy &amp; numeracy</td>
<td>Hospitality &amp; tourism</td>
<td>Maritime Marine engineering</td>
<td>Literacy &amp; numeracy</td>
<td>Hospitality &amp; tourism (F/NF)</td>
</tr>
<tr>
<td>2</td>
<td>Automotive</td>
<td>Maritime operations</td>
<td>Agriculture</td>
<td>Business studies</td>
<td>Refrigeration &amp; AC</td>
<td>Hospitality &amp; tourism</td>
<td>Fisheries (F/NF)</td>
</tr>
<tr>
<td>2</td>
<td>Renewable energy</td>
<td>Community health (f/nf)</td>
<td>Health &amp; nutrition</td>
<td>IT</td>
<td>Automotive</td>
<td>Business studies &amp; Entrepreneurship</td>
<td>Agriculture (F/NF)</td>
</tr>
<tr>
<td>3</td>
<td>Communications skills</td>
<td>Entrepreneurship &amp; business studies</td>
<td>IT</td>
<td>Mechanical engineering</td>
<td>Fitting &amp; machining</td>
<td>IT</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>3</td>
<td>Hospitality &amp; tourism</td>
<td>Automotive</td>
<td>Fabrication &amp; welding</td>
<td>Agriculture</td>
<td>Agriculture Tropical horticulture</td>
<td>Agriculture &amp; fisheries</td>
<td>Automotive F</td>
</tr>
<tr>
<td>3</td>
<td>Business studies</td>
<td>Electro-technology (F/NF)</td>
<td>Carpentry &amp; joinery</td>
<td>Printing &amp; graphic arts</td>
<td>Welding &amp; fabrication</td>
<td>Construction Plumbing</td>
<td>Construction F &amp; NF</td>
</tr>
<tr>
<td>4</td>
<td>Agriculture</td>
<td>Hospitality &amp; tourism (F/NF)</td>
<td>Small engine repair</td>
<td>Electrical technology</td>
<td>Construction plumbing</td>
<td>Electrical technology</td>
<td>IT F</td>
</tr>
<tr>
<td>4</td>
<td>Welding &amp; fabrication</td>
<td>IT</td>
<td>Entrepreneurship</td>
<td>Construction carpentry</td>
<td>Resource packaging</td>
<td>Textiles &amp; garment making NF</td>
<td>Health (F/NF)</td>
</tr>
<tr>
<td>5</td>
<td>Mobile repair</td>
<td>Construction Plumbing</td>
<td>Fabric arts</td>
<td>Office admin</td>
<td>Cultural studies NF</td>
<td>Maritime F</td>
<td></td>
</tr>
</tbody>
</table>
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