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EU PacTVET

European Union Pacific Technical and Vocational Education and
Training on Sustainable Energy and Climate Change Adaptation Project

Summary of Meeting Outcomes Regional Industry Standards Advisory Committee Meeting

May 16th- 19th, 2016, Novotel Nadi

Summary of Meeting Outcomes
Regional Industry Standards Advisory
Committee Meeting

The meeting was attended by over 100 participants over the 4 days comprising representation from various Climate Change, Energy and Education agencies from across the 15 Pacific –ACP countries as well as international resource persons from Australia and the UK.

Opening Session

- Master of Ceremony – Prof. Elisabeth Holland
- Welcoming remarks were made by **Ms. Sylvie Goyet – Director for Environmental Sustainability and Climate Change** at the Pacific Community (SPC). She highlighted that capacity building was emphasised at the COP21 Paris meeting, and urged participants to contribute extensively as possible in discussions.
- The Opening address was made by **Dr. Audrey Aumua, Deputy-Director General, The Pacific Community**. She noted that the project was ambitious as its aim was to move away from the adhoc type training to more formal and standardised-type trainings. She stressed the importance of collaboration and applauded the project in bringing together a diverse group of climate change, energy and education practitioners to build strong partnerships in the region.
- **Mr. Johnny Engell-Hanssen, Deputy Head of Mission, European Commission for the Pacific Delegation** stated that EU's shared vision is for a future that generations will be able to adapt and cope to climate change. He mentioned that EU PacTVET project aims to respond to 3 key global agreements (Sendai Framework; Sustainable Development Goals; and Paris Agreement). Additionally, he congratulated the project on showing effective collaboration from local communities to regional players, being good example for collaboration among different regional organizations.
- **Dr. Milika Sobey, Chair of the Fiji Higher Education Commission**, stated that FHEC was extremely pleased to be working with the two streams (CCA & SE) as it was timely to work in these two areas. She added that FHEC has the authority to see units are developed and accredited, and highlighted that important role of the ISACs to help inform the industry standards and skillsets. The most important part of the PacTVET project is it will help communities make informed decisions and this is also the main purpose of the whole meeting - to help the region make informed decisions.
- The vote of thanks was given by **Prof. Derrick Armstrong, Deputy-Vice Chancellor, Research & International, USP**. He reported that the enhancement of sustainable livelihood is the highest priority of the Pacific and the PacTVET project is addressing this. He also thanked EU on behalf of USP & SPC for the project as it fosters partnership in the region, not only between the two regional organisations but between the 15 different countries within the P-ACP region. The project also promoted strong collaboration between USP & SPC.

Procedures co-ordinated by Fiji Higher Education Commission (FHEC).

The procedures for the 3 days of detailed discussion with the ISAC members on the development work aimed to

To present the process and results of the development of competencies and skillsets for qualifications in Resilience (CCA/DRR) and SE;

To discuss, finalize and endorse the competencies and skillsets developed for qualifications;

The development process management by the FHEC to develop the competencies, skillsets and qualifications was undertaken over a period of 6 months. The first stage of the process was to develop Graduate profiles for each of qualifications which included consideration of licensing with regional and local authorities. The following stage identified the jobs which were analysed as tasks and grouped according to key skills and knowledge components such as communication, workplace safety, resources, and governance. These jobs comprise the platform for building the unit standards which are detailed in the task analysis. The regional ISAC group in this forum was asked to review these jobs and tasks and input to finalising these as reflecting regional needs. Accordingly the formal unit standards would be written up and submitted to Basecamp for the final endorsement.



Main Outcomes for Days 1 and 2 (16th – 17th May)

- The meeting accepted the term “resilience” to capture both climate change adaptation and disaster risk reduction but noted that if a more appropriate word could be suggested, it could be replaced.
- The meeting endorsed the SE and Resilience qualifications developed through the project as “regional” qualifications, and endorsed the competencies presented over the 2 days for Levels 1 to 4.
- The agreed way forward:
 - FHEC to finalise the competencies and associated documents at the regional level.
 - Comments from countries to be reviewed and to distinguish in accordance with relevance for the whole region and the ones that will be country specific.
 - Project to take completed competency standards back to countries to determine the processes required to offer these competencies there.
 - Discuss with the countries on the adjustments to be done (terminology), relevant strands, etc.
 - Discuss with the countries the support needed to finalise the resource material for teaching these TVET levels.
 - Discuss with the countries the support needed to procure the training resources for teaching these TVET levels.
 - Discuss with the countries the support needed to train the trainers for these TVET levels.
 - Finalise the procurement for this support.

- The meeting supported the Pacific Regional Federation for Resilience Professionals as the regional industry association for resilience to achieve sustainable outcomes in skills development, education, training and employment for CCA and DRR to align closely with regional and national needs and priorities. One of the main goals of this Federation will be to support the professionalization of CCA and DRR and to support the institutionalization of training in these areas. This also includes the support of competencies development and the qualification and accreditation process and to keep a registered of certified professionals. Additionally, the Federation will be a support mechanism to provide resource material for the training, including providing the latest results from research and technological development to update training materials. It was agreed that the EU PacTVET project provide initial support for the secretariat of the Federation and to establish a sustainable plan for its continuation after project exit.

Main Outcomes for Days 3 - May 18th

- The countries provided provisional endorsement for the process presented whereby EQAP would be the accrediting body of regional qualifications. Samoa, Tonga, PNG Solomon Islands & Vanuatu indicated a need to discuss further in country with the key stakeholders to ensure that they could give full support.
- The meeting agreed to the broad approach to submit an application to the EQAP in order to deliver the regional qualifications in SE and Resilience. However, the internal processes within countries on the approach would need to be clarified from countries – whether Training Providers from countries who want to deliver qualifications will have to apply directly to EQAP OR to a national accreditation body before it goes through EQAP. Table below summarises feedback from countries in this regard:

Country	Comments
Cook Islands & Niue	<ul style="list-style-type: none"> ▪ Endorse the proposal of the regional qualification as we fear we might miss out on the benefits. ▪ One of the things we see in the regional qualification is Pacifica interest. ▪ Training of trainers will enable us to keep much of our human resources in the country and regionalism will support this strategy. ▪ There is a need to report back to ministry of education and ask our own ministries to have a form of relationship with EQAP – need clarification of how the countries will approach this. Beyond that we will sort out details at the national level on how to take it from EQAP. <p>Benefits:</p> <ul style="list-style-type: none"> • Approach can be personalized to each country needs. • Our capacity is already under disruption so need some support in terms of operation and maintenance.
RMI	<p>RMI qualifications are accredited by WASC and also by other Micronesian colleges so familiar with regional accreditation.</p> <p>This will work for us because it can be easily transferred within the region.</p> <p>Steps:</p> <ul style="list-style-type: none"> • RMI has a NAA that accredit programs for TVET. • Easy for us as we have all the stakeholders present and they look after all the TVET programmes and those responsible for accreditation. • Plan to take this to take it to body to adopt and endorse as our national qualifications.

FSM	<p>For FSM, similar process to RMI since we also accredited under WASC. For TVET GCA accredited.</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Our students will be able to meet the regional qualifications and ensure their mobility. • Will have another accreditation other than the ones currently in-country. <p>Will have to seek advice from FSM on the steps for national accreditation.</p>
Palau	<p>Strengths:</p> <ul style="list-style-type: none"> • Many of the courses in country do not have EQAP accredited so think this will be beneficial for the country. <p>Benefits:</p> <ul style="list-style-type: none"> • Get committee members to give advice on that. • Fear that if they have this qualification then more people will move out from the country.
Nauru	<p>Strengths:</p> <ul style="list-style-type: none"> • Have TVET providers and USP in country. <p>Best that level 1 & 2 provided in the secondary level and 3 & 4 by USP.</p>
Solomon Islands	<p>Benefit:</p> <p>The benefit is to do with acknowledging and accepting the qualification elsewhere in the Pacific. This is to do with trainer and labour mobility.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Solomons is yet to establish an accrediting authority. This is a work in progress. • Would like to go away from TVET and call it skills development. By December we should have a legislature for it and presented to parliament to establish its legality. • This is what we can say for now while waiting for SISQA establishment.
Tonga	<p>Benefits:</p> <p>Mutual recognition for qualifications in the region however in order for these qualifications to be delivered we need to make amendments to our current legislatures.</p> <p>Steps in-country:</p> <p>The process will involve further consultations with authorities and ministries back home.</p>
PNG	<p>Benefits:</p> <ul style="list-style-type: none"> • PNG support EQAP because it will create labor mobility. • It will encourage international regional networks. We are in support for EQAP. <p>Steps:</p> <ul style="list-style-type: none"> • Further deliberation with partners and accreditation bodies is needed. • TVET is always underfunded so with this we will get more money for TVET institutions. • These kinds of opportunity will be very helpful for the country. • Create awareness and endorse and approve by relevant bodies. • Want our trainers to be trained to deliver these new qualifications and need infrastructure to meet this demand and result in more job creation.

Samoa	<p>Benefits</p> <ul style="list-style-type: none"> ▪ More recognition. Regional qualifications will be favourable over national qualifications which will be a disadvantage to Samoa. ▪ Easy comparability with other frameworks. ▪ Encourage labour mobility. <p>Steps:</p> <p>2 options:</p> <p>1) Development to include all countries. Suggest that because we have sector advisory group – accreditation will be done nationally – approval will be nationally by NQAs. If development done regionally and accreditation done nationally, the question now is will it be a joint qualification?</p> <p>2) Provider in the country will have to apply to NQA and once accepted NQA will apply to EQAP.</p> <p>3rd:</p> <ul style="list-style-type: none"> ▪ Option 1: EQAP to go through a more flexible approach – a soft approach will be like validation of our programmes. ▪ Less cost and no cost at all for providers.
Tuvalu	<p>Benefits:</p> <p>There are 3 main strengthens:</p> <ul style="list-style-type: none"> ▪ Providers will be accredited regionally. ▪ Students will have qualifications regionally recognized. ▪ More regional recognition into regional institutions. <p>Steps in-country:</p> <ul style="list-style-type: none"> ▪ The step is to consult the ministry of education asking EQAP to come and accredit out local providers and if approved we can go ahead and deliver. ▪ If our bosses agreed, the process will be the same as above with the ministry of education and if EQAP approves, they will accredit the providers and local providers will be able to nationalize the qualifications. ▪ Graduates will take ownership of our qualification.
Timor Leste	<ul style="list-style-type: none"> ▪ Have a national accreditation body that provides accreditation to national providers. ▪ Identify which training provider has the capacity to provide this qualification. ▪ To be accredited, our national quality body will coordinate with EQAP to have this nationally provided. ▪ Will consult with EQAP on the requirements needed to facilitate their accreditation. ▪ 2 requirements for accreditation to deliver: <ul style="list-style-type: none"> → Background to deliver. → Planning and assessment qualification- assessment method to assess students. <p>Benefits:</p> <ul style="list-style-type: none"> ▪ Labor mobility even though the training is provided nationally. ▪ Increase TVET provider network to share the experiences of how trainings are delivered.
Vanuatu	<p>Steps required:</p> <ul style="list-style-type: none"> ▪ The notion of regional qualification is a notion that just came up and we have a new legislation that we will have to go back and consult before making a decision. ▪ Need to look and further consider how this process will work.

Fiji	<p>Strengths:</p> <ul style="list-style-type: none">▪ Recognition within the region.▪ Mobility (labor and credit transfer).▪ Resources (Technical and educational expertise, finance, human resources).▪ International portability▪ Regional impact – unified position on addressing of CC issues.▪ Increased opportunities for regional capacity in addressing developmental issues at community, national and regional levels. <p>Adaptation/Adoption of RQ's in Fiji</p> <ol style="list-style-type: none">1. Application for the RQ.2. Contextualise to the requirements of the FQF.3. Application by providers to deliver.4. Approved by the FQC.5. Roll-out curriculum/CBT6. Training of Supervisors/Assessors by FHEC Secretariat.7. Audit by FQC/FHEC Secretariat.8. Assessments by external assessors.9. Certification by the FHEC.
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Day 4 – May 19th

- The Project Management Unit used half the day to hold consultations with individual countries to identify next steps in-country for the accreditation and delivery of the regional qualifications.
 - The Inception Meeting Report and initial workplans were endorsed by each country individually. It was agreed to continue fine-tuning the workplans after the finalisation and delivery of the competencies by FHEC.
 - Dates for country visits to finalise procurement plans were arranged with each individual country with the proviso that the structure and content of the qualifications was finalised by the end of July.



Country	Agreed next steps
Tuvalu	<p>Accreditation: Tuvalu supports regional accreditation of the Regional Qualifications - EQAP need to accredit training providers in Tuvalu.</p> <p>Delivery:</p> <ol style="list-style-type: none"> 1. Delivery of skill sets in Tuvalu will focus on biomass and bioenergy, with particular emphasis on biogas. This will be done in conjunction with the ACSE1 Tuvalu project. 2. Capacity issues re TOT and delivery of skill sets will be overcome by selecting a maximum of 20 participants in the USP programme “Certificate IV in Professional Training, Assessment and Education” to begin semester 2, 2016. 3. Courses on biogas will be specifically developed to fulfil Tuvalu’s needs re the ACSE1 project activities. ACSE1 will be rolling out biogas digesters to selected households in all island communities. This is to be completed by the end of 2016 in order to offer the courses in semester 1, 2017. 4. Procurement plan to be finalised by August 2016. 5. An M&E plan for in-country activities has been devised and selection of households to participate in ACSE 1 has commenced.
Fiji	Work plan for 2016 is now finalized. Fiji supports the regional accreditation of qualifications through EQAP. The national accreditation process will follow requirements as per Fiji Qualifications Framework.
FSM	Feedback on the 2016 work plan was received with the College of Micronesia and the national Department of Education identified as key partners for the project. MoA with FSM Department of Education is being progressed and awaiting final competency standards from FHEC for selection of competencies/skillssets/qualifications.

Timor Leste	Partner Training provider identified as “Centro Nacional de Emprego e Formacao Profissional, Tibar” (CNEFP). Timor supports regional accreditation of the regional qualifications; however, notes that’s these “regional” qualifications will still need to go through a national process as well. Procurement plan to be finalized by end of September.
Tonga	The work plan was accepted by the stakeholders. The Tonga Institute of Sciences and Technology (TIST), the Tupou Tertiary Institute and the Tonga National Qualification and Accreditation Board were identified as the key partners in this country. The Tonga In-country Coordinator is in the process of being recruited for the project and will be housed primarily within the MEIDECCC until the PCREEE becomes operational.
Samoa	Provisional endorsement of the process presented whereby EQAP would be the accrediting body of regional qualifications. Samoa indicated a need to discuss further in country with the key stakeholders to ensure that they could give full support. Project is looking at engaging an ICC to coordinate the national process.
Vanuatu	Agreement from Vanuatu counterparts to the suggestion of taking the Cert 1 & 2 levels for CCA/DRR courses through for accreditation with the Vanuatu Qualifications Authority. Project is working with GIZ to realise this.
PNG	<p>PNG in support of the regional qualifications and regional accreditation process through EQAP.</p> <p>Further deliberation with partners and accreditation bodies is needed. Partner institutions have been identified and work plans have been endorsed. The National Department of Education will work with the Port Moresby Technical College to develop the Renewable Energy curriculum and relevant ‘home College/Polytechnic’ to integrate Climate Change Adaptation/Sustainable Energy into all relevant courses. PNG has proposed to use an International Registered Training Organisation who has proven track records on Training of Trainers (ToT). For this there need to be call for Expression of Interest in accordance to SPC Procurement guidelines and put out online. University of Goroka (UoG) and University of Technology (UniTech) relevant departments to participate as participants.</p>
Nauru	<p>Three related priorities identified:</p> <p>1. Establish a Course on Climate Change at a very basic level, possibly at Level 1; Establish training program for communities on community-based Climate Change skills set.</p> <p>2. Establish a Course on Sustainable Energy at a very basic level. Possibly at Level 1. Feedback is being awaited towards their 2016 work plan.</p> <p>3. Courses on biogas will be specifically developed to fulfil Tuvalu’s needs re the ACSE1 project activities. ACSE1 will be rolling out biogas digesters to selected households in all island communities. This is to be completed by the end of 2016 in order to offer the courses in semester 1, 2017.</p> <p>4. Procurement plan to be finalised by August 2016.</p> <p>5. An M&E plan for in-country activities has been devised and selection of households to participate in ACSE 1 has commenced.</p>
Solomon Islands	<p>The Solomon Islands National University (SINU) has been identified as the partner training institution for the project. The work plan has been finalized and process is underway to establish a MOU with the University.</p> <p>The activity for Solomon Island is the development of a Course on Refrigeration and Air-Conditioning. The level at which it is to be offered is yet to be finalized.</p>

Palau	<p>Delivery of courses will be through a partnership with the Palau Community College (PCC).</p> <p>ACSE component 1 has identified a need for skillset training for: Farmers participating in pig and organic farming</p> <p>Establish the situation for how delivery of regional qualifications can be implemented by MoE and PCC. Situation with WASC accreditation to be clarified. Also clarify and confirm the procurement needs.</p> <p>Develop a plan for the Training of Trainers and establish if the training at Pacific TAFE (Certificate IV) will meet the needs of national requirements. (Note: Tess can deliver the Pacific TAFE Certificate IV in Professional Training & Evaluation course?)Slaughterhouse operators.</p>
Kiribati	<p>Delivery of courses will be through partnerships with the KIT and the MoE Trainers at KIT are all qualified to the Certificate IV TAE Australian standards. The CCA and SE courses provide an opportunity for the secondary schools to progress TVET delivery (which is targeted in national planning (KDP) but there is minimal delivery). These courses (Certificate levels 1 & 2 require minimal equipment) are ideally suited for initiating TVET delivery in schools. A national priority is to retain boys in the school system. TVET courses in SE and CCA will support this priority need. Agreed that the units of competency needed to be seen to determine the teaching and learning resources and equipment needs.</p>
Niue	<p>Agreed that funds available to support the delivery of the new CCA and SE courses and should focus on quality learning resources and not equipment needs. Quality teaching and quality teaching and learning resources are the main need. Recognised that these are needed for sustainable outcomes and that equipment needs can be funded from other sources.</p> <p>Need for training of trainers to be skilled and qualified as 'trainers'.</p> <p>Need for training in content in CCA and SE.</p>
Cook Islands	<p>The project will partner with the Cook Islands Tertiary Training Institute through the integration of CCA/SE/DRM courses into its existing courses, and also train the skilled trainers at CITTI on new content on CCA/SE. Agreed that funds available to support the delivery of the new CCA and SE courses and should focus on quality learning resources and not equipment needs. Quality teaching and quality teaching and learning resources are the main need. Recognized that these are needed for sustainable outcomes and that equipment needs can be funded from other sources. Currently Cook Islands is well resourced. Need for training of trainers to be skilled and qualified as 'trainers'.</p> <p>Need for training in content in CCA and SE. (Note: Tess is qualified to deliver the Pacific TAFE Certificate IV in Professional Training & Evaluation course?)</p>
RMI	<p>RMI is supportive of regional qualifications for SE and Resilience.</p> <p>The NAA accredits programs for TVET and will be easily done because all relevant stakeholders are on board. RMI now awaiting final competency standards from FHCC for before they can select competencies/skillsets/qualifications. National Training providers selected are CMI and USP. The public school system will also offer courses. Plan then is to take this to take it to body to adopt and endorse as our national qualifications</p>



Annex 1: Programme

European Union Pacific Technical Vocational Education & Training for Sustainable Energy and Climate Change Adaptation (PacTVET) Project

Meeting of the Regional Industry Standards Advisory Committees (ISACs) for Resilience (Climate Change Adaptation & Disaster Risk Reduction) and Sustainable Energy

16th – 17th May, 2016

Novotel Hotel, Nadi, Fiji

Time	Content	Presenter/ facilitator
8.30am	Registration	EU PacTVET Team
Session I – Welcome, Meeting Objectives, Progress to Date		
9:00am	<p>Welcoming and Official Opening:</p> <p>Welcoming - Ms. Sylvie Goyet, Director of Sustainability & Climate Change, SPC</p> <p>Opening Speech - Dr. Audrey Aumua, DDG Suva Regional Office, SPC</p> <p>Speech - Deputy Head of Delegation of the EU for the Pacific, Mr. Johnny Engell-Hanssen</p> <p>Speech - Dr. Milika Sobey, FHEC Chairperson</p> <p>Vote of Thanks - Prof. Derrick Armstrong, DVC Research & International, USP</p> <p>End of Formalities</p>	Sarah Hemstock – Project Team Leader

9.15am	1) Brief overview of EU – PacTVET project. 2) Meeting objectives <ul style="list-style-type: none"> → To present the process and results of the development of competencies and skillsets for qualifications in Resilience (CCA/DRR) and SE; → To discuss, finalize and endorse the competencies and skillsets developed for qualifications; → To discuss further collaboration and networking within and outside the PacTVET project 	Sarah Hemstock – Project Team Leader
9.30am	Process for Development of Competency-based qualifications for Resilience and SE <ul style="list-style-type: none"> → Background; → Results. 	FHEC
10:00am	Morning Tea – group photo	
Session II – Certificate Levels 1 & 2		
10:30 – 12.30pm	Certificate Level 1 -ISAC developed competencies and skillsets for qualifications in Resilience and SE: <ul style="list-style-type: none"> → Group Discussions (10.30-11.30am); → Presentations (11.30am-12pm); → Plenary discussion (12-12.30pm) 	FHEC and EU-PacTVET
12:30pm	Lunch	
1:30 – 3.30pm	Certificate Level 2-ISAC developed competencies and skillsets for qualifications in Resilience and SE: <ul style="list-style-type: none"> → Group Discussions (1.30-2.30pm); → Presentations (2.30-3pm); → Plenary discussion (3-3.30pm) 	FHEC and EU-PacTVET
3:30pm	Afternoon Tea	
4 – 5pm	General discussion/overlaps with existing modules, issues arising, summary.	FHEC and EU-PacTVET
5 – 5.15pm	Recommendations and Endorsement of Certificate Levels 1&2	
5.15pm	End of Day 1	
Time	Content	Presenter/facilitator
9:00am	Welcome and Recap of Day 1 Overview of Day 2 Objectives	FHEC and EU-PacTVET
Session IV – Certificate Level 3		
9:15am	Recognition of Prior Learning (RPL)	Tess Martin (EU-PacTVET)

9.30am	Certificate Level 3 -ISAC developed competencies and skillsets for qualifications in Resilience and SE: <ul style="list-style-type: none"> → Group Discussions (9.30-11.00am); → Presentations (11-11.30am); → Plenary discussion (11.30-12pm) 	
10:30am	Morning Tea	
11am	Certificate Level 3 -ISAC developed competencies and skillsets for qualifications in Resilience and SE (continued)	FHEC and EU-PacTVET
Session V – Certificate Level 4		
12pm	Certificate Level 4 -ISAC developed competencies and skillsets for qualifications in Resilience and SE: <ul style="list-style-type: none"> → Group Discussions (12 – 1pm; 2-3pm) → Presentations (3 – 3.30pm); → Plenary discussion (3.30 – 4pm) 	FHEC and EU-PacTVET
1pm	Lunch	
2pm	Certificate Level 4 -ISAC developed competencies and skillsets for qualifications in Resilience and SE (continued).	FHEC and EU-PacTVET Team
3.30pm	Afternoon tea	
4 – 4.15pm	Endorsement and Recommendations	FHEC and EU-PacTVET Team
Session VI – The Way Forward		
4.15 – 5pm	Introducing the Pacific Regional Federation for Resilience Discussion	Sarah Hemstock (EU-PacTVET)
5 – 5.30pm	Concluding Remarks	Helene Jacot Des Combes (EU-PacTVET)
	End of Day 2	

**European Union Pacific Technical Vocational Education & Training for Sustainable Energy and
Climate Change Adaptation (EU-PacTVET) Project
The Educational Quality Assurance Programme- EQAP (The Pacific Community)
Joint Meeting: Quality Assured Regional Qualifications: 18th May, 2016
Novotel Hotel, Nadi, Fiji**

Time	Content	Presenter/Facilitator
Session I – Objectives & Overview		
9:00 am	welcome and introductions Objectives → Discuss, finalise and endorse the proposed processes for the accreditation of regional qualifications → Discuss, finalise and endorse the proposed processes for the delivery of regional qualifications → Discussion and identification of national policies and processes linked to regional developments.	Lemalu Sanerivi: EQAP Sarah Hemstock: PacTVET
9.15 – 10.00	overview of regional approach for development, accreditation and delivery of regional qualifications → presentation	Rajendra Prasad: EQAP Tess Martin: EU-PacTVET
10:00am	Morning Tea – group photo	
Session 2		
10:30 – 11.30	discussion on national policies/processes for endorsement of qualifications → <i>discussions, group work, presentations</i>	facilitated by EQAP & EU-PacTVET team
11.30 – 12.30	discussion on national policies/processes for approval for delivery of qualifications → <i>discussions, group work, presentations</i>	
12:30	Lunch	
Session 3		
13.15	the role of the <i>Validator</i> → presentation/discussion	Tess Martin: PacTVET
13.30 – 14.15	review & discussion on EQAP Application for accreditation	Rajendra Prasad: EQAP
14.15 – 15.00	review & discussion on EQAP application for delivery	Rajendra Prasad:EQAP
15.00	Afternoon Tea	
Session IV		
15.30 – 16.30	general discussion, issues arising, summary	Sarah Hemstock:PacTVET Lemalu Sanerivi: EQAP

**European Union Pacific Technical Vocational Education & Training for Sustainable Energy and
Climate Change Adaptation (EU-PacTVET) Project**
The Way Forward: 19th May, 2016
Novotel Hotel, Nadi, Fiji

Time	Content	Presenter/Facilitator
Session I – Objectives & Overview		
9:00 am	Welcome Discussion of “Parking lot” issues from Days 1 -3	Sarah Hemstock:EU-PacTVET
10:00am	Morning Tea	
Session 2		
11am	Continuation of Discussion of “Parking lot” issues from Days 1 - 3	EU-PacTVET
12.30-1pm	Sum Up/Concluding Remarks END OF MEETING	
1pm	Lunch	

Annex 2: Participants List

Regional Industry Standards Advisory Committee Meeting on Sustainable Energy and Climate Change Adaptation
Orchid Conference Room 1, Novotel Nadi: May 16-19, 2016

LIST OF PARTICIPANTS COUNTRY REPRESENTATIVES

COUNTRY	PARTICIPANT	Signature
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	<p>Ms. TE KOWHAI OHIA Ms. Te Kowhai Ohia Professional Development Adviser Cook Islands Tertiary Training Institute (CITTI) Ministry of Education PO Box 650 Avarua, Rarotonga COOK ISLANDS</p> <p>Tel: [682] 21 471 E-MAIL: tekowhai.ohia@citti.edu.ck</p>	
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FEDERATED STATES OF MICRONESIA	<p>Mr. JOHN CURLEY Chief of Division of Career & Technical Education Department of Education FSM National Government P.O. Box PS307 Palikir, Pohnpei, FM 96941</p> <p>TEL: (691)320-2609/2647/2303 Fax: (691)320-5500 Email: jcurley@fsmed.fm</p>	
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COUNTRY	PARTICIPANT	Signature
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