EDUCATION AND TRAINING IN PACIFIC ISLAND COUNTRIES

Micro-Qualification to:

Enhance Adaptation and Resilience using Nature-based Solutions

Micro-Qualification Document

Kiwa Initiative

Contents

List of Abbreviations

EQAP	Educational Quality and Assessment Programme
GEDSI	Gender Equity, Disability and Social Inclusion
IAC	Industry Advisory Committee
IUCN	International Union for Conservation of Nature
PEUMP	Pacific European Union Marine Partnership Programme
PQF	Pacific Qualifications Framework
SDGs	Sustainable Development Goals
SPC	The Pacific Community
SPREP	The Secretariat of the Pacific Regional Environment Programme

Introduction

Globally, Nature-based Solutions assume critical significance by harnessing the inherent resilience of ecosystems to effectively address urgent environmental challenges, encompassing issues such as climate change, biodiversity loss, and water scarcity. The integration of nature into pertinent sectors not only serves to mitigate the adverse impacts of human activities but also ensures the establishment of a sustainable planet for both present and future generations.

In the Pacific Islands region, where the intricate equilibrium of island ecosystems is susceptible to the consequences of climate change and human activities, Nature-based Solutions are particularly crucial. Acknowledging the importance of Pacific biodiversity and the intricate interplay between land and sea, the scaling up of the implementation of effective Nature-based Solutions becomes imperative. Strategies such as reforestation, coastal ecosystem restoration, and sustainable fisheries management are pivotal in not only alleviating the effects of climate change but also in fortifying the resilience of Pacific communities. The reliance of the Pacific Islands region on the services provided by its diverse ecosystems, ranging from natural disaster protection to sustaining traditional livelihoods, underscores the significance of embracing and implementing Nature-based Solutions. Through these measures, Pacific nations can enhance their environmental sustainability, preserve cultural practices, and cultivate resilience in the face of persistent global environmental challenges.

Scaling up Nature-based Solutions is a way to address the societal challenges of food and water security, maintaining human health, and responding to natural disasters, ecosystem degradation and biodiversity loss, and climate change. In so doing, Nature-based Solutions simultaneously provide human wellbeing and biodiversity benefits. The development of this Nature-based Solutions micro-qualification course aligns with regional and international biodiversity and climate change priorities and frameworks to enhance adaptation and resilience across the Pacific Islands.

This micro-qualification will help build the capacity of learners to apply Nature-based Solutions to their relevant fields and to effectively integrate these solutions into their sectors/field of work.

The micro-qualification includes the following learning outcomes:

- Discuss Nature-based Solutions in the Pacific Islands region.
- Evaluate potential Nature-based Solutions for adaptation and resilience
- Develop a work plan for a Nature-based Solution

Title/Name of the Micro-Qualification	Enhance Adaptation and Resilience using Nature-based Solutions

Level	6	Credits	20
Status	TBC	PQF Ref.	TBC
Registration Date	TBC	Review Date	2028

1.0 Purpose Statement:

This micro-qualification is for learners who are interested in or have previous experiences in Nature-based Solutions.

It will help build the capacity of learners in applying Nature-based Solutions to their relevant fields and effectively integrate these solutions into their sectors/field of work.

It enables participants to define, identify, evaluate, rank and plan Nature-based Solutions for adaptation and resilience.

2.0 Outcome Statement:

A holder of this micro-qualification would have acquired competencies, skills, and knowledge in Nature-based Solutions concepts and relevant guidelines, to analyse quantitative and qualitative data; identify, evaluate and rank Nature-based Solutions; and develop a work plan to assist implementation.

A holder of this micro-qualification would have been able to enhance their skills to work as a technical officer, policy advisor, project developer or manager that could plan Nature-based Solutions in a range of sectors such as, but not limited to, fisheries, agriculture, water resource management, conservation, forestry and urban context.

Having completed this micro-qualification, candidates may qualify for admission into other micro-qualifications or qualifications in Nature-based Solutions or related fields.

3.0 Admission Requirements:

For admission into this micro-qualification, a candidate must have:

- Completed at least a Level 4 qualification in a similar or related field.
  OR
- Completed at least a Fiji Year 12 or equivalent and at least 2 years of relevant work experience.
  OR
- Met the mature student admission criteria as prescribed by the training provider and be proficient in the language of instruction.

4.0   Foundation Skills:

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Knowledge of the design of Nature-based Solutions. • Interpret the IUCN Global Standard for Nature-based Solutions and other relevant guidelines. • Transfer skills and knowledge on Nature-based Solutions.
Reading	• Read and interpret in the language(s) of instruction. • Read Nature-based Solutions' technical terms and concepts and be able to connect ideas within and between sentences. • Interpret written materials to guide decision making.
Writing	• Articulate key concepts on Nature-based Solutions. • Develop work plans for Nature-based Solutions activities.
Communication	• Explain Nature-based Solutions' concepts in ways that are easy to understand. • Follow instructions and procedures. • Communicate effectively with relevant stakeholders and team members. • Contribute to class discussions drawing on knowledge and experience.
Research	• Access and interpret information. • Find information sources and collect data. • Interpret and report research findings.
Analytical	• Organise, analyse and interpret qualitative and quantitative data.
Problem-solving	• Identify and implement innovative ways to address problems. • Identify, assess and implement Nature-based Solutions. • Think logically through problem definition, cause, and solution.
Adaptability	• Adjust work plans.
Teamwork	• Collaborate effectively in a diverse team.
Planning and organising	• Manage Nature-based Solutions interventions with the knowledge of how it would contribute to solutions at a broader level. • Develop an initial budget. • Identify and follow policy and legislative requirements and organisational policies and procedures.
Technology	• Use the main features and functions of digital tools to complete work tasks and access information.

5.0   Learning Outcomes, Levels and Credits

No.	Learning Outcomes	Level	Credit
1	Discuss Nature-based Solutions in the Pacific Islands region.	6	5
2	Evaluate potential Nature-based Solutions for adaptation and resilience	6	5
3	Develop a work plan for a Nature-based Solution	6	10

6.0   Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the learning outcomes, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Evaluate potential Nature-based Solutions for at least one case study.

- Develop and present a work plan for the selected Nature-based Solution(s).

7.0   Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the learning outcomes, performance criteria and foundation skills of this unit, including knowledge of:

- Nature-based Solution concepts.

- The IUCN Global Standard for Nature-based Solutions and other relevant guidelines.

- Nature-based Solutions for different ecosystems and contexts, e.g. rural vs urban communities.

- Use of Nature-based Solutions in the Pacific Islands region.

- Evaluation criteria.

- Methods of data collection.

- Steps involved in developing a work plan.

8.0   Assessment Conditions

Skills in this unit must be demonstrated in a workplace, simulated or any safe environment.

This includes access to:

- The IUCN Global Standard for Nature-based Solutions and other relevant guidelines.
- Relevant case study/ studies.
- Work plan template.

9.0   Learning Outcomes, Range and Performance Criteria

9.1   Learning Outcome 1:

Discuss Nature-based Solutions in the Pacific Islands region.

(a) Range:
- Nature-based Solutions include but are not limited to the protection, restoration or management of natural and semi-natural ecosystems; the sustainable management of aquatic systems and working lands; and integration of nature in and around our cities.
- Ecosystems may include but are not limited to coastal and marine, freshwater systems, forest and trees, agroecosystem, groundwater and urban ecosystems.
- Global standards and other guidelines include but are not limited to the IUCN Global Standard for Nature-based Solutions and guidelines, and the IUCN Guidance on Nature-based Solutions for Climate Resilience and Humanitarian Action.

(b) Performance Criteria:
1. Nature-based Solutions are defined, and key concepts discussed.
2. The IUCN Global Standard for Nature-based Solutions and other relevant guidelines are discussed.
3. Nature-based Solutions are differentiated from other options.
4. Nature-based Solutions for different scenarios, including existing examples, are described.
5. The use of Nature-based Solutions in the Pacific Islands region is discussed.

9.2   Learning Outcome 2:

Evaluate potential Nature-based Solutions for adaptation and resilience.

(a) Range:

(b) Performance Criteria:
1. Appropriate evaluation criteria are identified (may include but not limited to: appropriate scale, environmental and social safeguards, economic and financial viability, human wellbeing, Gender equity, disability and social inclusion (GEDSI) considerations, technical feasibility, biodiversity net-gain, integration of local, indigenous and traditional knowledge, community buy-in, policy consistency).
2. Indicators   to measure performance of solutions against criteria are identified.
3. Appropriate data collection methods are identified.
4. Available data is used to assess solutions against the criteria.
5. Nature-based Solutions are ranked.

9.3   Learning Outcome 3:

Develop a work plan for a Nature-based Solution

(a) Range:
The work plan must include and not be limited to information on title; objective; timeline; budget, activities (phases and stages); monitoring; risk Strategy; environmental and Social

Safeguards for local communities and indigenous people; alignment with relevant SDGs; perspectives on indigenous knowledge; regional and national frameworks; and policies and guidelines.

(b) Performance Criteria:
1. An appropriate workplan has been developed.
2. Indigenous knowledge has been incorporated in the work plan.

10.0   Completion Requirements:

All learning outcomes are compulsory for satisfactory completion of the micro-qualification. A learner must:
   a) Be deemed competent in all performance criteria of all learning outcomes; and
   b) Meet any other requirements prescribed by the training provider.

11.0   Standards Setting Body:

(a) Industry Advisory Committee

The following professionals, representing the organizations shown below are members of the Industry Advisory Committee (IAC) who provided expertise and contributed to the development of the micro-qualification:

Core Members			
No.	**Name of Person**	**Organization**	**Designation**
1	Ashmita Devi	University of the South Pacific (USP)	Coordinator Resilience
2	Fuatino Fatiaki	The Pacific Community- Land Resources Division	Agroecology Production Systems Officer
3	Christopher Fleming	Griffith University	Dean Research, Griffith Business School
4	Mathilde Kraft	Secretariat of the Pacific Regional Environment Programme (SPREP)	Kiwa Project Development Coordinator
5	Tavenisa Luisa	International Union for Conservation of Nature (IUCN)	Nature-based Solutions Capacity Building Officer
6	Jalesi Mateboto	The Pacific Community- Land Resources Division	Natural Resource Management Advisor
7	Subesh Prasad	Live & Learn Environmental Education Fiji (LLEEF)	Manager- Organisation Management Support
8	Parneet Singh	Fiji National University (FNU)	Manager Programme Standards & Quality Enhancement
9	Rebecca	The Pacific Community -Climate	Project Development

	Stirnemann	Change and Environmental Sustainability	Coordinator- KIWA
10	Lavenie Tawake	University of the South Pacific (USP)	PEUMP Project Team Lead
11	Filomena Vuetaki	International Union for Conservation of Nature (IUCN)	Capacity Building Officer
Non-Core Members			
1	Rajendra Prasad	The Pacific Community-Educational and Assessments Programme	Team Leader Qualifications and Standards
2	Apenisa Tamani	The Pacific Community-Educational and Assessments Programme	Qualifications Development Officer

(b) Stakeholder Endorsement Committee

The following professionals, representing the organizations shown below are members of the stakeholders who vetted and endorsed the micro-qualification:

No.	Name of Person	Organization	Designation
1	Ilaitia Finau	Fiji National University	Assistant Lecturer
2	Rakeshni Lata	The Pacific Community	Training and Capacity Building Officer
3	Maibritt Pedersen Zari	Auckland University of Technology	Associate Professor
4	Vilimaina Waqanokonoko	The Pacific Community	Knowledge and Capacity Development Officer
5	Ofa Kaisamy	SPREP	Manager - Pacific Climate Change Centre
6	Professor Pascal Michon	National University of Vanuatu	Deputy Vice-Chancelor
7	Dr Anna Joskin	University of Papua New Guinea	Lecturer
8	Nilesh Kumar	The University of the South Pacific	Head of College - CVET
9	Tari Fifine	Vanuatu Institute of Technology	Trainer
10	Izhaar Ali	International Institute for Sustainable Development	CAPA Embedded Coordinator
11	Vilisite Tamani	Worldwide Fund for Nature	WWF-Pacific MEL Manager
12	Mere Corerega Vuki	Deutsche Gesellschaft für Internationale Zusammenarbeit - GIZ	Senior Project Officer
13	Senilolia Tuiwawa	Conservation International Fiji	Mangrove and Plant Systems Specialist

12.0 Qualification Developers:

TBC

13.0 Requirements for Award of the Micro-Qualification

This micro-qualification will be awarded to learners who have gained all the compulsory unit standards listed below.

14.0 Certification

The certificate of attainment MUST display the logo of the organisation approved to deliver the training and assess these standards.

15.0 Credit Transfer Arrangements

There are currently no credit exemption or transfer arrangements for the attainment of the outcomes of learning for this micro-qualification.

16.0 Legislations, Policies and Frameworks:

Relevant legislations, policies and Frameworks may include but are not limited to:
- Pacific Islands Framework for Nature Conservation and Protected Areas.
- Framework for Resilient Development in the Pacific (FRDP).
- Pacific Coral Reef Action Plan.
- National Adaptation Plans and other national plans and legislation.
- National Biodiversity Strategies and Action Plans and other related policies.
- National environment and social safeguards regulations and policies.
- Human rights conventions and instruments.
- Gender Equality, Disability and Social Inclusion policies and commitments.
- Sustainable Development Goals.
- 2050 Strategy for the Blue Pacific Continent.
- Multilateral Environment Agreements, including the:
  - Convention on Biological Diversity.
  - United Nations Framework Convention on Climate Change (UNFCCC).
  - United Nations Convention to Combat Desertification (UNCCD).
  - RAMSAR Convention on Wetlands of International Importance.

17.0 Explanatory Notes:

17.1 Minimum Entry Requirements

It is expected that entrants into this micro-qualification will have at least:

● Basic literacy and numeracy skills.

17.2 Recognition of Current Competence

Recognition of current competence acknowledges the skills and knowledge gained from work and experience, or from courses or study undertaken. Assessment of recognition of current competence may be conducted by an approved assessor.

18.0 Modes of Delivery

The mode of delivery is an important aspect of the teaching-learning process. The institution must ensure that learning activities are designed appropriately to achieve the intended learning outcomes of this micro-qualification. Ideally, the mode of delivery chosen should best support the learners' development of knowledge, skills and understanding they are expected to achieve.

19.0 Transition Arrangements

This is the first version of a new micro-qualification.

20.0 Minimum Qualification Requirements of Facilitator/Trainer

The trainer/facilitator of the micro-qualification must have at least:

● A Diploma in a relevant field and;
● Five years relevant experience in a related field.

It would be desirable for the trainer/facilitator of the micro-qualification to have:

● Teaching and facilitation experience.
● Experience of working in the Pacific Islands.

21.0 Resources Required for Delivery

The following materials would assist in course delivery:

● Facilitator's guide
● Case studies and relevant policy documents
● Templates for workplan
● Assessment tools
● Content for lectures

22.0 Registration of Qualification

The qualification was first registered on the Pacific Qualifications Framework on

[Date]

Any appeals or queries in relation to the award of this qualification will first be directed to the training provider. If parties involved are not able to come to a consensus, subsequent communications must be directed to SPC at the address below.

EQAP, Pacific Community (SPC),

Private Mail Bag, Suva, Fiji

Phone: (679) 331 5600 | Fax: (679) 337 8598 / 337 8599

Email: EQAP@spc.int

23.0 Planned Review

Next Review	2028.
	The IAC, whose standards are included in the qualification, and/or providers whose components are included in this qualification may initiate the review of the qualification.
	Any person or organisation may also contribute to the review of this qualification by sending feedback to the IAC at the above address.

24.0 Quality Management Systems

Providers intending to deliver this training qualification must seek approval from EQAP. For this, they need to complete the form *Approval to Deliver a Micro-Qualification* and pay the required application fee. In countries where there is a national agency, the agency may manage the process on approval to deliver the micro-qualification. Prior to giving approval to providers to deliver the micro-qualification, EQAP or the national agency will carry out a pre-delivery audit to ascertain if the provider has the required resources, facilities and environment conducive to learning and teaching. Providers approved to deliver the micro-qualification need to have the micro-qualification delivery and learner assessment processes validated by a qualified independent validator. The cost of the validation process is to be borne by the deliverer. The certificates of learners who successfully complete the micro-qualification will, in addition to having the logo and seal of the provider, contain a statement about its accreditation with EQAP.

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