



GROWING A CULTURE OF PEACE
A CASE STUDY OF THE
MATUAILEOO ENVIRONMENT TRUST INC



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Acknowledgements

We wish to appreciate the partnership we have with Dr Walter Vermeulen and his small but dynamic staff. They are valued COL partners from whom we have learned a good deal. We acknowledge and admire the impact which METI is having in the village communities of Samoa and on the lives of the people who live there. We thank all the contributors to this case study including METI staff, Taiala and community members for sharing their thoughts and learning so freely.

This case study is dedicated to the co-founder of METI, the late senior matai (chief) Matatumua Vermeulen – Mua – the ‘mother’ of METI.



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Abbreviations & Acronyms

| | |
|--------|---|
| COL | Commonwealth of Learning |
| FaB | Flexible and Blended Learning |
| LSC | Life Skills Coach |
| LST | Life skills training |
| METI | Matuaileoo Environment Trust Inc |
| OER | Open Educational Resource |
| PACAM | Pacific American Climate Fund |
| Taiala | Frontline community development workers – ‘pathbreaker’ in Samoan |
| TVET | Technical and Vocational Education and Training |
| TVSD | Technical and Vocational Skills Development |
| USAID | United States of America International Development (agency) |

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1. Introduction

Organisational case studies of key TVSD partners are an important component in providing qualitative data on the impact of COL support to partners for them to develop more flexible and blended approaches to skills training. TVSD seeks to establish evidence that COL long term outcomes have been achieved:

- Improved organisational capacity for ODL
- Increased and equitable access to quality learning opportunities
- Strengthened sustainable livelihoods

Sustainable livelihood

A livelihood is sustainable when it can cope with, and recover from, stresses and shocks, maintain or enhance its capabilities and assets while not undermining the natural resource base.

A case study of the NGO, METI (Matuaileoo Environmental Trust Inc) in Apia, Samoa, was conducted in October 2016. Research data was provided by the METI Director and obtained through fieldwork carried out by a COL consultant.

2. Background

METI is a Samoan based not-for-profit organisation dedicated to improving the health and sustainable livelihoods of Samoans. They run training programs in local communities using a life skills approach to introduce the principles of permaculture. This approach aims to have participants align their values and lifestyle to accommodate the practical skills of growing much of their own food and living a healthier life.

METI has as its Mission

To provide a service to the people of Samoa that promotes simultaneously the preservation of their environment and the sustainable development of their natural resources and in addition helps them to develop into individuals living in harmony with nature.

The METI Vision continues along the same philosophy

To provide participatory non-formal training of the necessary management skills and promote capacity building to achieve sustainable living in Samoa through self-reliance, particular of grassroots communities.

Under a Commonwealth Secretariat funded project, between 2003 and 2006, Samoa received support from education experts from the George Brown College (GBC), Toronto, Canada, who helped to devise an Action Plan for second-chance education for adult learners. From early on in the Project, the consultants stressed the importance of generic Life Skills training as an essential prerequisite for a successful programme. Under this project, Professor Ron Sluser conducted Life Skills Coach and Life Skills Coach trainer training courses, which provided intense capacity building. METI now has a full-time Central Training Team, which regularly conducts Life Skills training classes for communities around the country.

In 2010, a first group of outstanding Life Skills Coaches was selected for additional training to equip them with the needed skills to function as *Taiala* or 'pathbreakers'. This training consisted of:

Adult Teaching: through their participation in a four weeks course at the Oloamanu Centre for Professional Development and Continuing Education at the National University of Samoa, leading to the Certificate of Achievement in Adult Teaching (CAT 101 and 102).

Permaculture Design: through their participation in the three weeks course at the METI Permaculture Demonstration and Training Centre.

Advanced Life Skills Coaching: through their participation in a 2-weeks course conducted by METI's Central Training Team.

Taiala
frontline
multi-disciplinary
community
workers.
In Samoan
pathbreaker

Between November 2010 and December 2014, with financial support of the Samoan government, METI piloted the training and deployment of *Taiala* first in **10 villages** and later in **20 villages** around the country. In its decision to make the grant available, Cabinet emphasized its interest in one of the objectives of METI's *Taiala* programme: generic life skills training (LST) for the nurturing of a **culture of peace**, as a precondition for meaningful sustainable and community development, in the target villages. Besides LST, the Programme has offered two other activities, which are:

- the facilitation of blended **Second Chance Education (SCE) courses** under the category of **Non-Formal Learning**, in particular **Permaculture training** and later **Healthy Living training**;
- the setting up of **farmers and producers' cooperatives** as an additional means of strengthening social cohesion and for the coordination of sustainable development projects and activities accessible to the Coop membership.

In 2014, METI was successful in attracting USAID funding allowing its *Taiala* programme to be expanded to 50 villages. The 3-year USAID project, under the Pacific American Climate Fund (PACAM) was launched in May 2015 and promotes Climate Change Adaptation with an emphasis on training the participants in Permaculture and to showcase their adoption of its principles and practices through the establishment of functional kitchen gardens in their individual farms.

The overall objective of the action then is for a significant proportion of the adult population in fifty villages around Samoa –through a culture-sensitive participatory training and development package- to attain a balanced self-directed behaviour, a more ecologically attuned world view, and the wisdom to engage in cooperative action: these are essential components of a spirit of collective and individual self-reliance, needed for the communities sustainable wellbeing.

Morrison, Vaoleti, Vermeulen (10:2015)

PACAM agreed for a co-financing arrangement to allow METI to deliver LST and Healthy Living training to the same participants in order to maximise project outcomes. This extra funding has been arranged through the Ministry of Natural Resources and Environment under its 'Economy Wide Adaptation for Climate Change (EWACC) programme, funded by UNDP.

METI has been accepted by the Samoa Qualifications Authority (SQA) as a 'Non-Formal Learning Provider' and in 2013, the Life Skills Training and Permaculture courses were officially certified by SQA. In this way, graduates will receive credit for 'prior learning' that could assist them to access additional courses at Technical Colleges or the National University of Samoa.

The METI programme is developed in line with the UN's Sustainable Development Goal 4. Target 7:



Goal 4

Ensure Inclusive and Equitable Quality Education and Promote Lifelong learning opportunities for all.

Target 7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence.

COL has had a significant role in the development of the program - providing training and expertise in Life Skills Coaching and Instructional Design to help METI staff be more effective in their quest to promote sustainable livelihoods.

METI now has approximately 50 full time staff and funding for these positions is totally dependent on ongoing financial support from such donors.

Country Context

The country context is eloquently presented by Morrison, Vaoleti & Vermeulen (2016).

Samoa is a small island developing state (SIDS) located in the south west Pacific, a region recognized and acknowledged as most vulnerable to the impacts of climate change. Like many SIDS countries, they have contributed the least to the causes of climate change, yet stand to suffer the most and are least able to adapt effectively to the adverse impacts. For some of the low lying Pacific Island countries, climate change may well lead to their eventual extinction as sovereign states. Samoa is not low lying, in fact it has mountainous topography. The total land area is 2,842 km² and there are two large islands of Upolu and Savai'i which account for 99% of the total land area. With a population of close to 195,000 who live mainly on Upolu, at least 90% identify as Samoan (Samoa Bureau of Statistics, Population and Housing Census, 2011).

Consequently there is a strong cultural tradition with the Samoan way of life or fa'a Samoa very active. Traditional beliefs and customs coexist with Christianity. Samoans mostly continue to live communally in their villages with matai or chiefs in authoritative positions. While some families still have plantations and live from agriculture and fishing, in more recent times there has been a dependence on the service sector, overseas remittances and development aid. It has a small and developing economy and

unemployment is high and opportunities limited. In 2009, a deadly tsunami experienced in the living history of Samoa wreaked utter devastation, the consequences which are still been felt in a small island nation with poor resources and infrastructure.

In the Pacific nations, young people account for a large proportion of the population of the 15–24 year olds numbering nearly two million, close to a fifth of the regions' total population. Over a quarter of the total population are in the wider youth age grouping of 15–30 years (Curtain & Vakaoti, 2011). The numbers and the particular challenges young people in the Pacific face include limited decent work opportunities and associated problems when there is high unemployment and underemployment. Education and human resource development system struggle to keep pace with the rapid advancements in technology and job market demands, risks associated with health, climate change, migration and so many more which lead to the Prime Minister of Samoa saying that we cannot keep doing the same things we did yesterday and hope for a different outcome (Samoa Government, 2015).

Morrison, Vairoleti & Vermeulen (3-6: 2016)

3. Research Method

This research has been predominantly qualitative. The case study research method was selected as an empirical inquiry which investigates a phenomenon within its real-life context (Yin 2009). The case study takes the form of Merriam's interpretive type or Yin's explanatory type (Merriam 1988; Yin 2009). The choice of research methods was based on the assumption that understanding emerges most meaningfully from an inductive analysis of descriptive data gathered through direct contact with participants. Specifically, assumptions were made that:

- conclusions could be drawn about the process of change by studying COL and METI practice reports, observing the actions of the people tasked with implementing those policies and discussing their actions with them
- meaningful information can be gained from the actors involved in the process through semi-structured interviews
- an 'inside-outsider' researcher can observe and comment meaningfully on the process
- the study of a single case can be both intrinsically informative and sufficiently generalisable to similar cases in the same contextual system

Value for money was also investigated within COL's VFM framework which considers economy, efficiency effectiveness and equity.

Research questions

This case study was designed to explore whether, *as a result of COL's interventions*, METI has increased capacity for ODL (in this case defined as resource-based learning), whether more people in Samoa are accessing quality learning and whether ultimately, this learning contributes to their sustainable livelihood. Additionally the study sought to explore the scope for using the Flexible and Blended approach (FaB) for scaling up.

There were three research questions:

- How has COL's support impacted METI as an organisation?
- How does METI impact on the livelihoods of its learners?
- To what extent can METI's impact be scaled up through flexible and blended learning?

Research methods

A review of relevant documents included:

- Reports on COL-METI activities
- METI programme reports
- Development partner reports

Face-to-face interviews with the Executive Director, a member of the Central Training Team, an Assistant Trainer, a Taiala, and 6 learners from the Life Skills/Permaculture programme were carried out.

Structured interviews

The interviews were structured with the members of each group being asked the same questions. Questions were designed to get responses to the central research themes of the impact on staff skills of COL training and the impact of METI training on the learners. The interview schedules are given in Appendix 1.

Limitations of the research

It was a challenge to triangulate the two selected data collection methods due to limitations of time and cost. Ideally, observation of the training by Taiala would have been carried out. However, we do have a consultant report on his observation of the Central Training Team carrying out their training of Taiala in Life Skills.

In this interpretive study, we note the dangers of interpretation in case study research which is especially true across cultures. "...*what we call our data are really our own constructions of other people's constructions of what they and their compatriots are up to*" (Geertz 1973:9). Reflexivity acknowledges that qualitative researchers are inevitably part of the social situation they are researching and unavoidably have views and interpretations of the meanings of that social situation. In qualitative research, the researcher is the research instrument (Patton 2002; Cohen, Manion & Morrison 2000).

Claims for generalisation

According to Patton (2002) it is possible to generalize case study findings, depending on the nature of the cases selected and studied. Single cases are not a strong base for generalising to a population of cases according to Stake (1995:85) but it is possible to learn from a single case.

While statistical sampling methods were not used, it should be noted that the learner sample size (6) is at a confidence level of 75% which strengthens the claim that results may be transferable to proximally similar situations. Additionally, given the micro socio- spatial realm from which the sample was taken, it is reasonable to expect that the population of learners would be proximally similar to the sample.

4. Findings

A. The Impact of COL's Support: Inputs and Outputs

METI has partnered with COL-TVSD since 2013. The partnership has focussed on building capacity and developing quality learning resources for three key strands in the METI programme – Life Skills Coaching, Permaculture & Healthy Living.

Between 2013 and 2016 COL and METI have collaborated on nine activities to help METI staff increase their capacity to achieve their stated mission:

| | Title of input | Date | Outputs |
|---|---|-------------|--|
| 1 | Introduction to flexible and blended learning | 2013 | 7 people introduced to resource-based learning approaches |
| 2 | Life Skills Coach Training | 2013 | 7 people trained in Life Skills Coaching |
| 3 | Life Skills Coach Training | 2014 | 7 people trained and certified in Life Skills Coaching Draft Life Skills Coach Manual |
| 4 | Instructional Design – Life Skills Coach Manual | 2014 | 6 people trained in basic instructional design Life Skills Coach Manual |
| 5 | Instructional Design – Permaculture | 2014 | 7 people trained in instructional design Permaculture course materials Draft Healthy Living materials |
| 6 | Social Media | 2015 | 5 METI staff trained in social media + 2 officers from Samoa National Youth Council and 3 teachers Social Media Toolkit |
| 7 | Layout and illustration for Permaculture and Healthy Living | | Permaculture and Healthy Living courses published as OER |
| 8 | Tracer studies (online) | 2016 | Draft tracer study plan |
| 9 | Instructional Design – Life Skills Training Manual for Taiala | 2016 | 3 people trained in writing for instructional design 10 completed Life Skills lesson plans with resources |

Table 1: COL inputs and outputs with METI 2013-2016

Life Skills Coach Training

COL provided assistance to bring Prof Sluser from George Brown College in Canada, to Samoa in 2013 & 2014 to build the capacity of the Central Training team and produce the Life Skills Coaching Manual.

The Trainers were observed and coached as they carried out a training with 20 new Taiala. The consultant reports *'As the training progressed it was obvious that the METI team was doing an excellent job of presenting and explaining lessons, and that the Taiala participants were becoming more and more enthusiastic about the methodology, and how they could bring this to their respective villages.'* This input resulted in 7 members of the Central Training Team becoming certified Life Skills Coaches ready to train Taiala.



Instructional Design Training

In 2014 a consultancy from Samoan-national, Gatoloaifaaana Tilianamua To'omata (Tili) Afamasaga, provided instructional design capacity building to develop the Life Skills Coach Training Manual for self-instruction. She worked with 6 members of the METI Central Training Team.

The basic learning outcomes achieved in the first instructional design workshop ensured that the METI Team were able to:

- explain the difference between self-instructional flexible learning and other forms of learning resources ie workshop based, text books.
- identify the features of self-instructional materials in text and video media.
- describe how flexible learning can be effective in adult learning and community development
- describe ways to assess learning
- write a short piece of learning material including learning objectives and assessment of learning.

Instructional Design Training

In 2014, COL consultant Judy Pickering from New Zealand, assisted in further instructional design training and support to develop the Permaculture learning materials. The consultant engaged with the team through email to review the existing Permaculture and healthy living materials. The workshop had dual objectives:

- to improve the instructional design capability of the METI team
- to assist in the development of revised course materials for the healthy living and permaculture programmes.

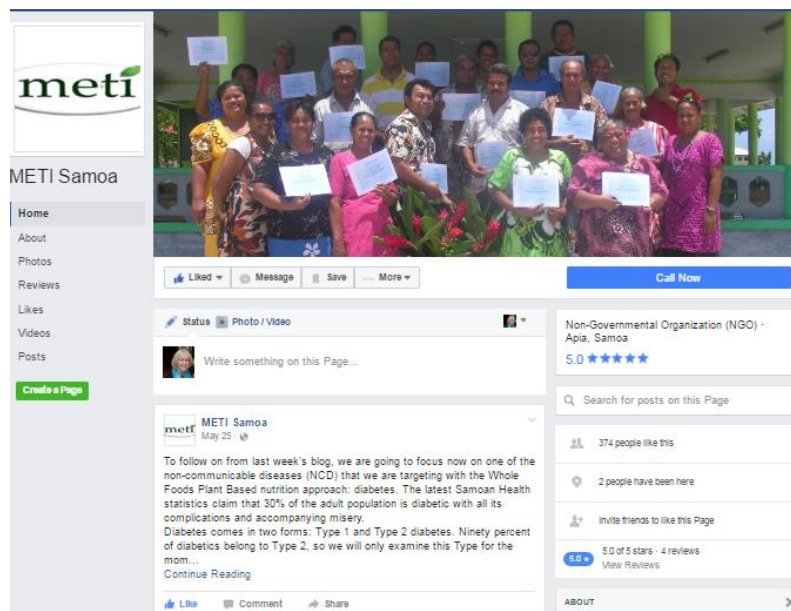


The materials were professionally formatted by a COL graphics artist in Kenya.

Social Media Training



At their request, in 2015, the METI training team worked with a COL consultant from Fiji, Verlesh Singh, to build capacity in the use of social media to support their programme. Despite some technical and logistical challenges the METI team reported enhanced understanding of the potential of social media for communicating their message. During the workshop, the consultant, together with the participants, developed an NGO toolkit for social media. The toolkit contains guidelines on non-profit strategy development, social change, social media, communication, marketing, open source tools and various how-to guides. Even though there was insufficient hands-on training on social media, METI turned this learning to advantage and as a result, now has a Facebook page and a website metisamoa.wordpress.com in which it regularly blogs health and environmental information.



Capacity of METI Staff built

“Learning has taken place - we cannot be complacent - we need to keep asking what do our Taiala need? How would they be able to learn this better?”

A pre- and post-test was given to the participants following the first instructional design workshop. The results showed a range of 0-95% in the pre-test and 40-100% in the post test. The overall average of 32.5 % change in learning as a result of the workshop was noted. The consultant noted *“Participants demonstrated competence in some areas of the workshop such as unit writing eg identifying target audience for the manual, clarifying their needs, writing learning outcomes, identifying content, using conversational language that is gender free. Much more work needs to be done in writing a variety of activities and linking them to the domains of learning, differentiating between evaluation and assessment and writing self-assessment activities.”*

(Afamasaga, 2014)

“Thanks to the practice we had during the workshop we will be able to complete the revision of the two course manuals and Taiala manual.”

Following the instruction design workshop, the METI team completed their work on the materials and emailed them to the consultant for an instructional design review and edit. The consultant noted *“Based on the work they have provided to me for review, I have confidence that the METI training team have the ability to design and develop print based learning materials following sound instructional design principles. However, retaining skills and knowledge used infrequently will always be a challenge.”*

(Pickering, 2015)

The METI central training team now has improved capacity in instructional design for print-based learning resources. Commenting on their capability the COL consultant noted *“METI trainers appeared to have a good grasp of the principles of effective instructional design, and had used this knowledge to create the Samoan materials”* (Coghlan 5:2016). Instructional design workshops have made it easier to deliver training to Taiala. METI staff have been able to simplify their training materials and have made them easier for Taiala to digest and deliver. The workshops have also resulted in their training having more structure.

As Walter Vermuelen summed it up *“the overall result is better quality output and greater capacity for METI staff.”*

Personal growth, development and empowerment of Staff

On a more personal level, METI staff noted that the COL training had enabled them to grow within themselves and feel more confident in their work. The theme of increased confidence was evident in the staff interviews, with respondents stating they had *“greater confidence in delivering the Permaculture and Life Skills programs”* and that they now *“feel confident the Taiala are able to do the training on their own.”* Similarly, the Taiala interviewed also pointed to personal development as a result of training, sharing that she had learned about *“how to grow within yourself.”*

A. The Impact of METI on the Learner

Reach to Learners Increased

Since partnering with COL, METI has developed the capability to increase the number of trainers skilled in the development and delivery of the Life Skills and Permaculture programmes. Of course, financial input from USAID and other development partners has also played an important facilitating role. METI now has a trained Taiala in each of 25 villages. This has enabled wider delivery of their program and in April 2016 they reported a total of 636 learners had completed training in Life Skills and Permaculture.

This reach can be attributed to the fact that as a result of COL's support, METI is now able to "share materials with the Taiala just once all at the same time." This has made the training "more efficient, accurate, and standard across all villages."

Changes to Learner Behaviours

METI provided data – collected for the USAID project – on the Permaculture training carried out from January to April 2016. In terms of immediate evidence of learning outcomes:

64% - 14 out of 22 villages trained showed a >90% positive post-test result

82% - 18 out of 22 villages showed a >75% positive post test result

| No. | Villages | Total participants | Gender | | Total with kitchen gardens | Members of village coop | Pre & Post Test results * | | | |
|-----|---------------|--------------------|------------|------------|----------------------------|-------------------------|---------------------------|----|------------|-----|
| | | | Female | Male | | | Pre Test | % | Post Test | % |
| 1. | Lufilufi | 18 | 15 | 3 | 0 | 19 | 6/32 | 19 | 17/18 | 94 |
| 2. | Letogo | 44 | 15 | 29 | 11 | 47 | 30/44 | 68 | 44/44 | 100 |
| 3. | Fogasavai'i | 13 | 0 | 13 | 1 | 16 | 8/13 | 61 | 13/13 | 100 |
| 4. | Sagone | 23 | 4 | 19 | 13 | 22 | 11/23 | 48 | 22/23 | 96 |
| 5. | Lealali'i | 34 | 13 | 21 | 9 | 34 | 12/34 | 35 | 30/34 | 88 |
| 6. | Levi | 36 | 19 | 17 | 6 | 36 | 18/36 | 50 | 32/36 | 89 |
| 7. | Lano | 82 | 23 | 59 | 3 | 83 | 3/38 | 8 | 21/38 | 55 |
| 8. | Malae | 30 | 18 | 12 | 10 | 36 | 3/28 | 11 | 20/30 | 67 |
| 9. | Patamea | 33 | 18 | 15 | 6 | 35 | 17/33 | 52 | 32/33 | 97 |
| 10. | Apolima | 30 | 22 | 8 | 9 | 31 | 15/30 | 50 | 26/30 | 87 |
| 11. | Leulumoega | 38 | 8 | 30 | 6 | 40 | 18/20 | 90 | 37/38 | 97 |
| 12. | Nofoalii | 20 | 6 | 14 | 1 | 21 | 9/20 | 45 | 18/20 | 90 |
| 13. | Vailele | 11 | 11 | 0 | 6 | 11 | 1/11 | 9 | 7/11 | 64 |
| 14. | Fagalao | 21 | 6 | 15 | 5 | 22 | 11/21 | 52 | 20/21 | 95 |
| 15. | Satitua | 15 | 12 | 3 | 2 | 17 | 10/15 | 67 | 15/15 | 100 |
| 16. | Vailoa | 33 | 18 | 15 | 2 | 34 | 20/33 | 61 | 33/33 | 100 |
| 17. | Maninoa | 15 | 5 | 10 | 6 | 16 | 9/15 | 60 | 14/15 | 93 |
| 18. | Mutiatele | 31 | 16 | 15 | 0 | 32 | 25/29 | 86 | 22/31 | 71 |
| 19. | Satufia | 38 | 32 | 6 | 4 | 39 | 15/38 | 39 | 35/38 | 92 |
| 20. | Sapulu | 20 | 9 | 11 | 1 | 20 | 9/20 | 45 | 19/20 | 95 |
| 21. | Vaipu'a | 31 | 14 | 17 | 10 | 32 | 17/25 | 68 | 23/28 | 82 |
| 22. | Sapunaoa | 20 | 12 | 8 | 4 | 21 | 10/20 | 50 | 18/20 | 90 |
| | TOTALS | 636 | 296 | 340 | 132 | 664 | 277 | | 488 | |

Table 2: METI Permaculture trainings conducted in target villages January – April 2016

*: Figures on the pre-and post test indicate how many scored 50% correct answers compared to total number of participants.

Further follow up on whether learners were implementing what they had learned showed that 21% - 132 out of 636 people trained had immediately started a kitchen garden. 104% of the people trained have joined the village cooperative – which is the main vehicle by which METI intends to continue their engagement with the community.

Additionally, 47% (296) of the people trained were women.

Considered well-designed training adapted for local needs can have a profound impact. From the small sample of learners spoken to for this case study it would appear that the combination of Life Skills and Permaculture training is having a significant impact on the lives of many learners who participate in the program. When asked what they do differently as a result of the METI training respondents said they had changed their **agricultural/horticultural** practices – they now practiced organic gardening principles, and were no longer using chemical fertilisers. All learners interviewed had established their own kitchen gardens. Others reported feeling much more engaged with the land.

- *We now promote organic farming practices within the family*
- *I no longer burn organic materials – everything is used for compost and mulching*
- *I have learned how to farm without chemicals*
- *It has made me feel more engaged with the land*
- *I have my own garden for growing vegetables*
- *I work the land more productively*
- *Their training transforms lives via changed agricultural practices.*

Changed **agricultural/horticultural** practices have in turn led to changed **dietary habits** where participants' families are now eating less meat and more vegetables.

- *I used to only eat food with meat but now I and my family are happy to eat vegetables*
- *I eat better food*

This has had a significant impact on **health**. All respondents reported feeling stronger and healthier, and this has had a flow on effect to other members of the family.

- *Have greater strength, can work longer in the garden*
- *No more hypertension problems; I feel healthier and see similar changes in my family*
- *I feel healthy and strong*
- *Me, my husband and children are all healthier*
- *My children used to get sick regularly – that's not happening anymore*

On a very practical level these changes in agricultural and dietary practices have delivered much appreciated **economic gains**. Respondents reported needing to spend less money on feeding their families, and even being able to earn a small income by selling excess produce at local markets. The net result is a feeling of financial independence and greater economic stability.

- *We can now save some money*
- *I don't have to buy vegetables any more*
- *I no longer need to ask family members for assistance*
- *Family unit is now economically stable*
- *Not using chemicals saves us money*
- *I am able to generate some income for the family*
- *I can now better meet my family's needs*

These changed circumstances have given participants new feelings of self-reliance and **empowerment**. Participants in the METI training appreciated now being able to grow healthy food and being part of a local community who were working towards creating healthier lives and sustainable livelihoods.

- *Has created a feeling of community among training participants that continues after training is over*
- *I have learnt to grow things myself; now self-reliant*

It is clear that METI is providing local solutions to national challenges. In the context of the COL six-year plan the case study findings indicated that there is improved organisational capacity for resource-based, flexible learning which blends carefully designed printed learning materials with collaborative learning in community groups with the guidance of a facilitator. The 636 people trained in the first quarter of 2016 indicate increased access to quality learning opportunities. Everyone in a village community has equivalent opportunity to join the training although slightly less women than men joined the training. The question of whether this training has contributed to sustainable livelihoods will be investigated over time during the longitudinal case study, however, the results of the learner interviews suggest that the training is impacting the livelihoods of participants through improvements to health, income and empowerment.

B. Strategies for Scaling up

To what extent can METI's impact be scaled up through flexible and blending (FaB) learning? The FaB model has been simple and effective for the METI program. A number of learners commented on how they referred to the learning materials for revision and to promote discussion with their partners and families. And now METI have FaB materials for the Taiala to use they can move closer to the goal of having local training in local hands.

Staff indicated there is plenty of capacity to expand METI's training reach using the FaB model but it would of course need to be supported by funding. Both METI staff and learners agree that the best way to scale up METI's reach is through word of mouth. This reflects Rogers' theory of diffusion of innovation in which he defines diffusion as: *"A process in which an innovation is communicated through certain channels over time among the members of a social system"* (Rogers 2003:5). Strang & Meyer (1993:487) note that *"Diffusion is an important concept in sociology as enquiry seeks to explain the processes by which social practices flow amongst actors within a social system"* Rogers' theory draws attention to the concept that change is about people adopting a new value system rather than the change per se. The METI Senior Trainer noted "METI is trying to help people in Samoa to change their mindsets". Rogers reminds us that *"adoption of an innovation often requires the prior adoption of a new value system which is a relatively slow process"* Rogers (2005:15).

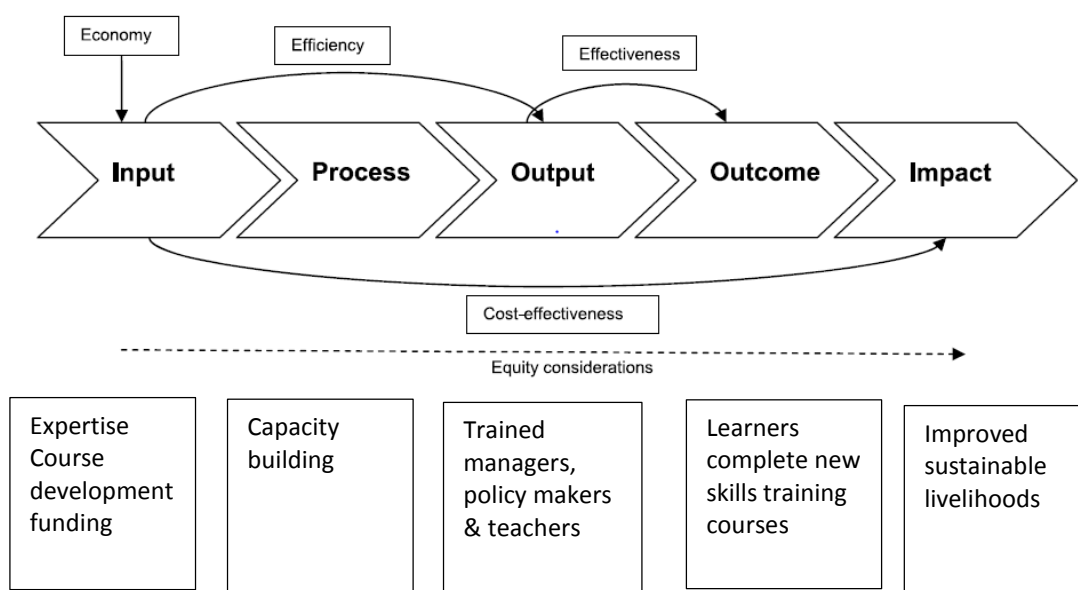
Additionally, learners reported that they would be amenable to the use of ICTs for training purposes. While most were hesitant to use internet or mobiles, they showed interest in the use of radio for learning. For example, one participant stated *"I also like learning using the radio or DVDs"*, while another commented *"I like the idea of learning using the radio"*. The radio seemed to be a convenient option, with one respondent commenting that *"you can listen while doing your chores."* This indicates that there is scope for expansion of the model through the use of ICTs, such as radio.

5. Value for Money (VfM)

COL has adopted the Department for International Development (DFID) UK's concept of the '4 Es' in relation to VfM:

- Economy: getting the best value inputs (considering cost, quality and timeliness);
- Efficiency: maximising the outputs for a given level of inputs;
- Effectiveness: ensuring that the outputs deliver the desired outcomes; and
- Equity: ensuring that the benefits are distributed fairly.

In line with the '4 Es' concept, COL's TVSD initiative has developed an outcome-focused definition of VfM: it is about maximising the impact of each dollar spent to improve our partners' ability to leverage ODL and increase access to quality skills training opportunities which result in sustainable livelihoods for their learners. This means ensuring we measure the results we achieve and their costs, and establishing whether greater results could have been achieved for the same amount of money, or whether the same results could have been achieved with less money.



Cost of Inputs

The COL costs of the inputs include consultant fees, flights and accommodation and are quantified below. The cost of the inputs to METI were for the provision of workshop space and meals plus staff time. These are not quantified here.

| | Input | Output | | cost |
|---|---|---|------|-------------|
| 1 | Introduction to flexible and blended learning Part of ES visit to Samoa-Fiji-Tonga Estimate | 7 people introduced to resource-based learning approaches | 2013 | 5,000 |
| 2 | Life Skills Coach Training (3 weeks) | 7 people trained in Life Skills Coaching | 2013 | 12,560 |

| | | | | |
|---|--|--|------|--------|
| 3 | Life Skills Coach Training | 7 people trained and certified in Life Skills Coaching Draft Life Skills Coach Manual | 2014 | 9,815 |
| 4 | Instructional Design – Life Skills Coach Manual | 6 people trained in basic instructional design Life Skills Coach Manual | 2014 | 5,100 |
| 5 | Instructional Design – Permaculture | 7 people trained in instructional design Permaculture course materials Draft Healthy Living materials | 2015 | 7,990 |
| 6 | Social Media | 5 METI staff trained in social media + 2 officers from Samoa National Youth Council and 3 teachers Social Media Toolkit | 2015 | 3,670 |
| 7 | Layout and illustration for Permaculture and Healthy Living | Permaculture and Healthy Living courses published as OER | | 2,750 |
| 8 | Tracer studies (online) 5,350 full cost of online session. Unit cost : 5,350 /48 (number of people on the course) = 110 x 3 METI staff = 350 | Draft tracer study plan | 2016 | 350 |
| 9 | Instructional Design – Life Skills Training Manual | 3 people trained in writing for instructional design 10 completed Life Skills lesson plans with resources | 2016 | 12,630 |
| | Total | | | 59,865 |

Table 3: Cost of inputs for COL_METI activities 2013 - 2016

VfM analysis

The most expensive consultancies were those carried out with a consultant from outside the region – Canada – for the Life Skills Coach Training. This consultant was contracted at the request of the partner as METI already had a relationship with him and he had done previous training for them. All other consultants came from Fiji or Australia or New Zealand. The final consultancy had a higher cost as it included the cost of the additional days required to carry out the field work for the case study and write up the research. In addition, there have been increases in flight costs this year.

An important question to ask is could METI have done more with the CAD60,000 COL has contributed in capacity building over the past 3 years? If we translate this into actual learners reached by METI, to date, this equals CAD94 per learner. However, it is worth noting that as METI continues to train more learners through the new capabilities, this figure will reduce.

6. Lessons learned

To what does METI attribute their achievements?

The success of the Taiala program is undoubtedly been the key to METI's success. Having a Taiala involved in the training in each village gives the METI program a 'grass roots' credibility – the program is seen as 'for and by the community', and guards against momentum being lost after the training sessions are over.

Morrison, Vaoleti & Vermeulen (11:2015), in their work with Taiala note *"It was easy to identify that the Taiala were having positive impacts in their communities through their programme work under METI's oversight and the considerable level of skill which METI had already started to develop in their own training programmes."*

METI staff believe that the nature of the program and the principles of permaculture have also influenced their achievements. Learners respond positively to the chance to examine and rediscover their own strengths, and acquire new skills. Conversations about this new kind of empowerment quickly spread to neighbouring villages who then request the same training for their own village.

It is also thought that the basic principles of permaculture – earth, soil, home – are things that traditional Samoan society can easily embrace. METI is very aware that any success they've had is also due to substantial financial support from a number of development partners – COL, USAID, PACAM, and MNRE.

The formation of village cooperatives is also key. As the METI data in Table 1 shows, course graduates have formed farmers and producers' cooperatives in their respective villages to facilitate continuous non-formal education options and to coordinate further sustainable development initiatives. With the identification of Taiala in the target villages, their role as internal animators and their active participation in cooperative activities, it is expected that the Taiala will support 'ownership' of decision making at the cooperative level, which will guarantee the continuation of sustainable development action to change behaviour based on collaborative learning and therefore respond to SDG4.

Morrison, Vaoleti & Vermeulen (13:2015) note *"The innovativeness of METI's approach to create self-reliant communities capable of mitigating and adapting to Climate Change lies in the integrated use of a variety of approaches that have been used. METI also displays a clear gender focus by ensuring that women are integral to its sustainable development activities."*

7. Further research

A wider sample of learners tracked over a period of time is needed to confirm that the kinds of behavior changes mentioned above persist in the long term. COL is currently engaging with METI staff to build capacity and plan a longitudinal tracer study. It is clear for those participants who took part in this case study that METI's combination of Life Skills and Permaculture training has had a profound positive effect on the quality of their lives and that of their families. They are healthier, better off economically, better connected to their community, and feel a greater sense of confidence and self-reliance.

A longitudinal study collects data contemporaneously rather than retrospectively which may improve the reliability of the data as respondents do not have to rely on their selective or false memory of occurrences. A longitudinal study enables change to be observed and recorded over time. Rebora and Turri, (2010:287) in a study of change management in universities, claim that “*there is widespread conviction that case studies are useful when studying change*”.

8. Conclusion

The stated objective of this study was to explore whether, *as a result of COL’s interventions*, METI has increased capacity for ODL (in this case defined as flexible, resource-based learning), whether more people in Samoa are accessing quality learning and whether ultimately, this learning contributes to changed behaviour and their sustainable livelihood.

We posed the research questions:

- How has COL’s support impacted METI as an organisation?
- How does METI impact on the livelihoods of its learners?
- To what extent can METI’s impact be scaled up through flexible and blended learning?

There is evidence that METI impacts on the learners it reaches in different ways. Of the small sample interviewed, people had learned new skills, considered new values and claimed positive impacts which were affective, social, economic and concerned with their own health and that of their families. They also changed some habits and practices.

The new skills for resource-based and flexible training learned by the Central Training Team are enabling them to deliver effective training in the community. The Director talks of his confidence in their ownership of the programme. Learning in groups with an opportunity to discuss the materials is a critical part of the METI teaching approach, but learners also note the usefulness of having their own copy of printed materials for later reference and to use on their own. Most also liked the idea of being able to hear radio programmes for learning and this is a potential area for METI to explore for scaling up their reach.

Building capacity for resource-based learning delivered in a flexible and blended approach takes continuous input over a period of time. Working with COL to change their teaching approach and build capacity for this paradigm shift is a challenge for a small NGO like METI. It requires sensitive and timely inputs which focus on incremental learning. It is clear that the Life Skills Coach training was foundational for the Central Training Team. The social media training was not as well planned as it could have been but METI still managed to achieve results from it. The instructional design inputs have resulted in improved learning materials but there are still further skills which need to be embedded. Going forward, tracer studies to measure impact will be important for both METI and COL and building capacity in the research skills needed will take time.

Aligning COL inputs with the partners’ strategic objectives is important. The COL FaB TVSD model seeks to support local solutions to national challenges and METI is certainly changing behaviour within the population it reaches. However, the current reach is relatively small with only 636 learners reached against a total population of 195,000 (Samoa Bureau of Statistics 2015). With continued evidence of such impact, there is a greater likelihood of further development partner support to expand the Permaculture and healthy Living programmes.

With the capacity that METI has built in the small Central Training Team, it will be able to continue to develop high quality text-based learning materials and communicate with stakeholders through social media. Additional capacity building would be needed if the Director's vision to employ further electronic media were to be realised.

This study may be of value to other organisations in developing countries where more flexible and cost-effective approaches to learning are sought. In particular the use of community mobilisers, in this case, Taiala, and the strengthening of the whole training process through the provision of resource-based learning, is cogent. The flexible and blended TVSD model may be the key to address this issue in similar developing country contexts.

Individual Cases

METI Staff

The Director, Senior Trainer, an Assistant Trainer and a Taiala agreed to be interviewed. They each signed an informed consent form.



Walter Vermeulen : Executive Director

What is METI trying to achieve?

METI exists to enable the growth of skills training at the grassroots level; to encourage people in the communities to respect the environment and pursue sustainable livelihoods; to promote awareness and discussion of climate change and its implications for Samoa; to lift people out of poverty – via enabling self-efficacy, self-empowerment: the ability and willingness to make decisions. METI targets the 80% of the population who have not finished school and aims to renew a keenness for learning via our Life Skills programme.

Which aspect of COL training has helped you the most in your work?

All the COL training sessions have been useful. The overall result is better quality output and greater capacity for METI staff.

What does METI do differently in their work as a result of COL training?

WE have greater confidence in delivering our Permaculture and Life Skills programs. And the COL training has confirmed that we are on the right track. COL's support for Taiala has been crucial - it has led to training being delivered at grass roots level – to and by the community.

In what ways do you think METI impacts on the lives of people in Samoa?

Well you'd need to ask the people of Samoa but it "has made a big difference". A Life Skills participant commented, "You have made us think. This has never happened to me before."

In Permaculture training, METI reached 636 people in 2016. What has been the most important influencing factor on reaching this number of people?

Financial assistance. For example from PACAM – the Pacific American Climate Fund.

Can you think of a way that you could reach more people?

Broadcast via TV perhaps.

Does the flexible and blended training model (a mix of print and face-to-face training) work for the METI programme which is based on life skills coaching?

Yes. Word of mouth testimonials indicate that Permaculture, Healthy Living and Life Skills Training have all been successful. Re Healthy Living – recent indications are that blood sugar levels of participants has already come down; therefore decreasing the rate of diabetes – more evidence of self-efficacy: people taking control of their own lives.

COL support has been invaluable. It has enabled METI to become self-sufficient and put management of local training in local hands. It has built up the capacity of young people to own and deliver the training. I am very confident that METI would now survive without its founder.



Aloema Leaupepe: Senior Trainer

What is METI trying to achieve?

METI is trying to help people in Samoa to change their mindsets, to help them deal with personal problems, and help them practice sustainable livelihoods. Through agriculture we want to get Samoans to see the value of permaculture and the importance of sustainable farming; to get them to be more aware of their health and adopt healthy living practices.

Which aspect of COL training has helped you the most in your work?

The Instructional Design workshops – it has made it easier to deliver training to the Taiala. It simplifies it - breaking things down into lesson plans makes it easier to present and easier for the Taiala to digest and deliver. It has given their training more structure - has become more efficient: we can now explain the program to the Taiala in one session rather than over weeks and feel confident the Taiala are able to do the training on their own. It has also standardized delivery across the 25 communities we work with.

What does METI do differently in their work as a result of COL training?

We can now share materials with the Taiala just once all at the same time. The training is more efficient, accurate, and standard across all villages.

What impact has this had on your work?

It has made it easier; training (of Taiala) is more efficient: what took weeks now takes one day; and it frees up time for us to spend with people in the community.

In what ways do you think METI impacts on the lives of people in Samoa?

Our promotion of sustainable livelihoods has led to people using food from their own 'kitchen gardens' (not shops); any extra produce can be sold for profit. Changed mindsets curb domestic violence and get people talking with their partners and children. People are now less dependent on shops and processed foods and markets.

Have you had any other training that helps you to do your work better?

I've done the CAT – Certificate in Adult Teaching - from the University of Samoa (2 month course) which gave me skills in course design, and greater confidence/strength as presenter to stand up in front of adults (and teach!)

In Permaculture training, METI reached 636 people in 2016. What has been the most important influencing factor on reaching this number of people?

The Taiala program – one per village – allows METI to reach a large number of people – there are only 5 central trainers. And funds from donors like COL, USAID also helps us build capacity.

Can you think of a way that you could reach more people?

Expand the Taiala program. We have plans for Phase 2 of this process – funding proposals have been submitted – to double the Taiala program to 50 communities. More partnerships with donors would also help us reach more people.



Lagaau Sua : Assistant Trainer

What is METI trying to achieve?

METI promotes healthy living, and organic farming to work against the effects of climate change.

Which aspect of COL training helped you the most in your work?

It has helped me to learn about how to grow within yourself, make connections with other people, and pass on the same message to your kids about how to grow as a person.

What do you do differently in your work as a result of COL training?

I used to have 'bad contact' with people, and fight with them. I am now more open to people. I feel it is similar to what Christianity teaches.

What impact has this had on your work?

I now know how to talk to people, teach them, and be closer to my community.

In what ways do you think METI impacts on the lives of people in Samoa?

It helps a lot of people. It teaches self-reliance (for example, how to grow your own vegetables) and removes the needs for chemical fertilisers.

Have you had any other training that helps you to do your work better?

I have done courses in Organic Farming and a Small Business Course. And also a course from the Church on how to provide relief and support to the community.

In Permaculture training, METI reached 636 people in 2016. What has been the most important influencing factor on reaching this number of people?

METI teaches people how to discover their own strength and they talk about it, and then other villages hear about it and request METI training.

Can you think of a way that you could reach more people?

Word of mouth – especially in relation to the Permaculture course.



Mavaega Maoama : Taiala

What is METI trying to achieve?

METI is trying to get people to eat more vegetables and lead a healthier life - get people to take care of themselves. They help them learn permaculture and Life skills.

Which aspect of METI training helped you the most in your work?

Permaculture – because of better food, vegetables I am healthier. I have a healthier life now.

What do you do differently in your work as a result of METI training?

I have an Increased knowledge of organic farming and how it can be used to combat climate change. Healthy farming practices.

In what ways do you think METI impacts on the lives of people in Samoa?

People learn life skills, and are happy to learn whatever METI has to offer. Their training transforms lives via changed agricultural practices.

Have you had any other training that helps you to do your work better?

The church runs some programs similar to Life Skills; also some workshops on how to do charitable works, and how to 'relieve society'.

In Permaculture training, METI reached 636 people in 2016. What has been the most important influencing factor on reaching this number of people?

The principles of permaculture are like basic principles: earth, home, people; healthy soil leads to healthy crops and healthy people.

Can you think of a way that you could reach more people?

Word of mouth – village by village.

METI's work is important for the whole of society, and it has allowed my own family to generate more income.

METI Learners

In January 2016 34 people (21 male, 13 female) from the village of Lealalii on the island of Upolu undertook the METI program in Permaculture. Nine have since started a kitchen garden and 34 have joined the local cooperative. The pre- and post-training tests showed a score of 50% or more for 35% for the village before the training and 88% after the training. Clearly there was some understanding of the concepts of permaculture before the training but this was strengthened.

Lealalii village was selected by the METI Monitoring & Evaluation officer as a representative village of the 25 that METI is working with. The decision was, in part, practical selected for ease of access. Six of the participants shared their experience of the program and its benefits for this case study. Each signed an informed consent form.



Faasula Sauvao: Life Skills and Permaculture

Why do you attend METI training? What is your objective?

I come from a farm oriented family and I wanted to learn about Permaculture. I wanted to learn new techniques and ideas about how to grow food and help the farm.

What do you like most about METI training?

Gaining new skills – especially learning how to farm without chemicals.

What is METI's objective? What are they trying to achieve?

They are helping people to live in a healthy environment.

Which aspect of METI training helped you the most in your work?

Permaculture – because of better food, vegetables I am healthier. I have a healthier life now.

What do you do differently in your work as a result of METI training?

I can save money. I have my own garden and don't have to buy vegetables from the shop so I now have some spare money as a result.

What difference has this made in your life?

I no longer have hypertension or blood pressure problems – my health has improved; and I can see physical changes in my family. They are healthier too.

About the learning materials

I read the materials in Samoan. I like to read them alone and with other people. They are good to read at home sometimes. The learning materials reinforce the learning.

About how Faasula likes to learn

I prefer to learn with a group and with a trainer rather than just using the printed materials on my own. I also like learning using the radio or DVDs. I think I would also enjoy learning using the Internet or my phone.



Fane Teevao: Life Skills and Permaculture

Why do you attend METI training? What is your objective?

I am part of the village women's committee and all the women wanted to do the Permaculture course. I wanted to know how to maintain the family farm, and learn new ideas and techniques. Our farm is the main source of income for our family.

What do you like most about METI training?

The fact that I was able to develop new skills and it made me feel more engaged with the land. It also allowed me to better meet my family's needs.

What is METI's objective? What are they trying to achieve?

They are trying to improve families' livelihoods, increase their food production, and help them raise some income. This leads to a greater participation in church and community life.

What do you do differently in your work as a result of METI training?

I can earn more, and I don't have to ask other family members for financial assistance. It's better to be able to work the land more productively.

What difference has this made in your life?

I, and my family eat healthier food. I feel healthy and strong, and my family is more stable economically.

About the learning materials

I read the materials in Samoan. I like to read them alone and with other people. The materials help me learn – especially the guides about how to plant trees, etc.

About how Fane likes to learn

I like learning on my own but I prefer to learn with a group with a trainer rather than just using the printed materials on my own. I also like the idea of learning using the radio – you can listen while doing your chores.



Kalala Setefano : Life Skills and Permaculture

Why do you attend METI training? What is your objective?

To learn new skills and methods and about how to grow vegetables

What do you like most about METI training?

Learning how to set up a small garden, and new methods of how to manage a small garden

What is METI's objective? What are they trying to achieve?

A healthy population - healthy villagers.

What do you do differently in your work as a result of METI training?

I no longer burn organic materials. I now use everything for mulch and compost.

What difference has this made in your life?

I now have close communication with the Assistant Trainer, the Taiala, and other people on the course. It has created a feeling of community which continues on long after the course is over.

About the learning materials

I read the materials in Samoan. I like to read them with other people. Yes the materials do help me learn. I can refer back to them – use for reference whenever I need.

About how Kalala likes to learn

I prefer to learn with a group with a trainer. I like the idea of learning using the radio, but not the Internet or phone. I like the idea of learning using the radio – you can listen while doing your chores.



Lomaga Mailo : Life Skills and Permaculture

Why do you attend METI training? What is your objective?

To learn many things about agriculture; for example – why we don't need to use chemicals

What do you like most about METI training?

The resulting good health; and it helps me save money

What is METI's objective? What are they trying to achieve?

To make Samoa a healthy land; to promote a vegetable based diet.

What do you do differently in your work as a result of METI training?

I promote organic farming within my family. My husband has been very supportive.

What difference has this made in your life?

It has added something new to my life. It has provided me with change.

About the learning materials

I read the materials in Samoan and English. I like to read them on my own, but my husband has helped with the English materials. The materials have new and unusual information.

About how Lomaga likes to learn

I prefer to learn with a group with a trainer. I like the idea of learning using the radio sometimes, but not the Internet or phone.



Vaitulu Williams: Life Skills and Permaculture

Why do you attend METI training? What is your objective?

To help my family, and to plant seeds. And also to save other kinds of seeds.

What do you like most about METI training?

I have learnt to grow things myself and am now more self-reliant. I've also been able to generate some income for my family.

What is METI's objective? What are they trying to achieve?

They teach people about health, how to be free of disease, and improve your diet.

What do you do differently in your work as a result of METI training?

I'm trying to learn how to make a small income. I have more strength now – I'm able to work longer in the garden.

What difference has this made in your life?

It has made me healthy; and my kids and my husband.

About the learning materials

I read the materials in Samoan. I like to read them with others. But the materials remind me how to do things. I can revise how to plant things.

About how Vaitulu likes to learn

I prefer to learn with a group with a trainer. I like the idea of learning using the radio, and also using the Internet or on my phone.



Molimaufou Lauulu : Life Skills and Permaculture

Why do you attend METI training? What is your objective?

To improve my health.

What do you like most about METI training?

Not using chemicals on my garden, and saving money.

What is METI's objective? What are they trying to achieve?

They are trying to help people lead healthier lives; help people make and plant their own food and make people more self-reliant – so they need to buy less food from shop.

What do you do differently in your work as a result of METI training?

I used to only like food with meat; now I'm happy to eat vegetables and so is the family.

What difference has this made in your life?

I'm healthier and stronger and so is my family

About the learning materials

I read the materials in Samoan. I like to read them with others and also when I'm on my own. I have used them to start family discussions about our diet.

About how Molifaufou likes to learn

I prefer to learn with a group with a trainer. But I also like the printed materials – you can read them anytime every day. I like the idea of learning using the radio sometimes, but not the Internet or phone.

Kitchen Gardens

Of the 34 participants from Lealalii who have completed the Permaculture training with METI in 2016 nine (26%) have established their own kitchen gardens where they can put their new knowledge of permaculture and sustainable livelihoods into practice. On average 20% of participants who complete the training establish kitchen gardens.

Below is Molimaufou Laulu's kitchen garden in Lealalii (Upolu).



Kitchen garden with cabbage, red peppers, and onions



Molimaufou with a healthy crop of eggplant.

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Appendix 1 Interview Schedules

METI Key respondent Interview – staff

Date

1. Name
2. What is your role at METI?
3. What is METI trying to achieve?
4. What training have you done with COL?

| | | | |
|--|------------------------|------|--|
| Introduction to flexible and blended learning | Alison Mead Richardson | 2013 | |
| Life Skills Coach Training | Ron Sluser | 2013 | |
| Life Skills Coach Training | Ron Sluser | 2014 | |
| Instructional Design Life Skills Coach Manual | Tili Afamasaga | 2014 | |
| Instructional Design Permaculture | Judy Pickering | 2015 | |
| Social Media | Verlesh Singh | 2015 | |
| Tracer studies (online) | Shafika Isaacs | 2016 | |
| Instructional Design Life Skills Training Manual | Michael Coghlan | 2016 | |

5. Which aspect of COL training helped you the most in your work?
6. What do you do differently in your work as a result of COL training?
7. What impact has this had on your work?
8. In what ways do you think METI impacts on the lives of people in Samoa?
9. Have you had any other training that helps you to do your work better?
10. In Permaculture training, METI reached 636 people in 2016
 - a. What has been the most important influencing factor on reaching this number of people?
 - b. can you think of a way that you could reach more people?
11. Does the flexible and blended training model (a mix of print and face-to-face training) work for the METI programme which is based on life skills coaching?
12. Could the flexible and blended model help you to scale up and extend METI's reach?

METI Key Respondent Interview – learner

Date

- 1) Name
- 2) What training have you done with METI?
- 3) If you completed Permaculture, did you receive a certificate?
- 4) Why do you attend METI training? What is your objective?
- 5) What do you like most about METI training?
- 6) What is METI's objective? What are they trying to achieve?
- 7) What do you do differently as a result of the training?
- 8) What difference has this made in your life?
- 9) The learning materials METI gives to you:
 - a. Do you read the materials in Samoan or English?
 - b. Do you like to read them on your own or with other people?
 - c. Do you need help to read them?
 - d. Do the materials help you learn?
- 10) How do you like to learn?
 - on your own or in a group
 - From printed materials or from a real person in a class
 - From the radio
 - Online or on your phone