TEL Case Study

COMMONWEALTH of LEARNING

Technology-Enabled Learning at the National University of Samoa

Structured Abstract

PROBLEM:

Over the years, the National University of Samoa (NUS) has faced a range of challenges, including limited digital infrastructure, low digital literacy, the absence of formal technology-enabled learning (TEL) policies and disruptions that have threatened learning continuity in a Small Island Developing State (SIDS) context.

SOLUTION:

The solution to these challenges was a systematic, phased implementation of TEL through a suite of initiatives to build capacity, deploy digital platforms, establish policies and develop flexible, inclusive TEL models. These initiatives were supported by the Commonwealth of Learning (COL).

TARGET GROUP:

The target group for the intervention was NUS students, faculty and staff across multiple faculties and remote and rural learners elsewhere in Samoa. Pacific regional institutions were also identified as potential beneficiaries of shared TEL resources and training.

RESOURCES REQUIRED:

The resources required included investment in digital infrastructure, sustained faculty and leadership training, policy development, support systems that use artificial intelligence (AI) and collaborative regional knowledge networks.

RESULTS:

The initiatives resulted in NUS establishing a robust TEL ecosystem with 380 blended courses, increased digital literacy, innovative AI support, flexible learning during crises and regional leadership in TEL adoption across Pacific SIDSs.

LESSONS LEARNED:

Sustained, context-sensitive collaboration, iterative capacity building, embedding TEL in governance and inclusive pedagogy are critical for advancing resilient and flexible learning systems in resource-constrained settings.

CHALLENGES:

Challenges encountered in the implementation of the initiatives included connectivity issues, initial low digital literacy skills, a need for culturally relevant (localised) content, a need to adapt to pandemic-related disruptions and a need to institutionalise policy frameworks.

SUSTAINABILITY:

To ensure sustainability, it is recommended that TEL be embedded in institutional policies, supported by robust infrastructure and expertise, with NUS positioned as a regional facilitator of knowledge-sharing and continued innovation.

KEYWORDS:

Commonwealth of Learning, digital education, open educational resources, resilient learning, Small Island Developing States, technology-enabled learning

Introduction

The National University of Samoa (NUS), founded in 1984, is the sole national tertiary institution in Samoa. It plays a pivotal role in shaping higher education in the Pacific region, offering diverse academic programmes across eight faculties ranging from the humanities to the sciences (National University of Samoa [NUS], 2019). As a Small Island Developing State (SIDS), Samoa faces particular challenges, including geographic isolation, limited natural and financial resources and vulnerability to climate and economic disruptions, and resilient education systems are essential. Technology-enabled learning (TEL) and open, distance and flexible learning (ODFL) have been increasingly recognised as robust strategies for addressing these challenges by expanding educational access, fostering inclusion and ensuring continuity.

Since 2006, the Commonwealth of Learning (COL) has partnered with NUS to advance the adoption of TEL. This collaboration represents a sustained and context-specific effort to build institutional capacity, strengthen digital infrastructure, embed technology in teaching and learning and promote inclusive education models appropriate for the Pacific region. Through phased interventions and participatory approaches, this partnership has significantly transformed both the educational landscape at NUS and the institution's role as a regional leader in TEL. It is an exemplary model for similar SIDS contexts. Prior to 2006, NUS faced a number of constraints commonly experienced by many SIDS institutions aiming to leverage technology in teaching and learning. For example:

- Limited digital infrastructure and technical platforms for blended and distance learning, which constrained access to TEL in remote and rural areas in particular.
- Low digital literacy and formal expertise in instructional design among faculty and staff, which limited the effective use of technology.
- Absence of comprehensive, TEL-specific policies and frameworks to guide the sustainable integration of technology into institutional governance and quality assurance.
- Unreliable learning continuity during disruptions such as natural disasters and pandemics, exacerbated by a lack of flexible and scalable learning delivery modes.
- Lack of locally relevant open educational resources (OER) tailored to Pacific contexts.

COL's collaboration with NUS prioritised these issues through strategic investments in capacity building, infrastructure, policy development and innovative learning models designed to build resilience in teaching and learning and foster inclusive access.

TEL Interventions and Solutions

Recognising the critical need to build resilient, inclusive and flexible learning at NUS, COL implemented a suite of TEL interventions. These interventions were designed and progressively adapted to address institutional needs, infrastructural realities and evolving educational challenges faced by SIDS.

The partnership between COL and NUS evolved through five strategic phases, with each one advancing TEL in alignment with institutional and regional needs. This collaboration has facilitated improvements in digital literacy and the development of OER, robust learning management systems (LMSs), inclusive policies and innovative solutions such as student support facilitated by artificial intelligence (AI).

Collectively, these efforts have transformed NUS into a regional leader in TEL, enhancing access, resilience and pedagogical innovation across the university and the wider Pacific SIDS context.

Key interventions include teacher training in OER and AI in instructional design, the deployment of Moodle[1] and DSpace[2] platforms, the development of micro-credentials and the introduction of flexible course delivery formats such as massive open online courses (MOOCs). The partnership underscores the importance of long-term, context-sensitive engagement for sustainable educational transformation, supporting NUS's emergence as a hub for knowledge-sharing and inclusive digital learning.

1 See https://onlinestudy.nus.edu.ws/
2 See https://samoaksi.ws/

The NUS-COL Partnership: A Phased Approach to Technology-Enabled Learning

The partnership between NUS and COL evolved and deepened through five distinct strategic phases spanning 2006–2025. Each phase introduced new areas of focus aligned with the university's maturation in TEL adoption, allowing it to respond flexibly to institutional needs, technological advancements and broader regional developments. (See Table 1.)

Table 1. Phased support for TEL at NUS

Phase	Years	Focus areas	Key contributions by COL	Institutional impact
Foundation	2006–2012	Digital literacy, OER, early engagement	VUSSC training, WikiEducator, e-authoring workshops	Staff awareness raised; foundational capacity for digital instruction developed
Infrastructure	2013–2017	LMS, repositories, offline learning tools	Aptus trials, Moodle diagnostics, DSpace installation	Technical systems built; broader access to learning platforms and resources introduced
Institutionalisation	2018–2020	Policy development, instructional design	TEL policy co-development, integration of DSpace repository, formal instructional design training	TEL embedded in teaching standards and governance systems
Resilience	2021–2024	MOOCs, micro-credentials, AI-based support	Emergency MOOC design, modular courses, AI-based helpdesk pilots	Flexible learning enhanced; digital student services scaled
Futures	2025	Regional leadership; gender equality, disability and social inclusion (GEDSI) integration; sustainability	TEL toolkit development, STEM teacher training, youth skills training, GEDSI-aligned curriculum audits, cross-institutional dissemination of the above	NUS positioned as reform anchor; standards and tools shared across Pacific institutions

- **Foundation phase (2006–2012):** Early digital literacy training, OER creation via the Virtual University for Small States of the Commonwealth (VUSSC) and participation in WikiEducator workshops laid the groundwork for TEL engagement.
- **Infrastructure phase (2013–2017):** Aptus trials, Moodle LMS baseline evaluation and installation and DSpace repository deployment provided the technological backbone for blended and offline learning.
- **Institutionalisation phase (2018–2020):** TEL policy adoption, integration of DSpace repository and formal instructional design training consolidated NUS's TEL systems.
- **Resilience phase (2021–2024):** Development of AI-enabled helpdesk tools, pandemic-era MOOCs and modular micro-credential courses helped mitigate disruption and foster flexible learning.
- **Futures phase (2025):** NUS emerged as a regional anchor institution. It launched a TEL toolkit, led in GEDSI curriculum audits and shaped standards for inclusive, scalable digital learning.

FOUNDATION PHASE: ESTABLISHING DIGITAL LITERACY AND OPEN EDUCATIONAL RESOURCES (2006–2012)

In this formative period, COL focused on raising awareness and developing foundational capacity for integrating technology into teaching at NUS. Key interventions included:

- Training NUS team leaders through the VUSSC and equipping them with the required skills to lead cross-institutional content development.
- Conducting WikiEducator workshops in four cohorts (each with approximately 35 staff participants) to build local expertise in creating and sharing OER designed to enhance culturally relevant curricula (Chan Mow, 2008; Lesperance, 2011).
- Conducting e-authoring workshops to advance digital literacy among faculty and establish a foundation for more systematic TEL engagement.

The foundation phase included early capacity building and open content creation through the VUSSC, WikiEducator and Learn 4 Content workshops (Chan Mow, 2008; Lesperance, 2011).

Outcomes of this phase included significant increases in staff confidence in using digital tools, the growth of local OER content development and the initial embedding of TEL in select academic programmes.

INFRASTRUCTURE PHASE: BUILDING TECHNICAL SYSTEMS AND ACCESS PLATFORMS (2013–2017)

Once a baseline capacity was established, COL's support expanded to digital infrastructure deployment. The infrastructure phase saw key developments such as the Aptus trials, Moodle LMS diagnostics and TEL baseline study (Chan Mow, 2017). The DSpace repository deployment (2017–2018), which was made possible by the SKSI project,[3] is seen as an example of effective synergy at the organisational level (Chan Mow, 2022; Ministry of Education, 2021). These key developments provided the technological backbone for blended and offline learning at NUS and expanded access to digital learning beyond campus boundaries, including for remote schools.

- **Aptus trials:** The Aptus is an innovative, low-cost device that can store large quantities of e-resources. When used with a wireless router, it allows multiple learners to access those resources using laptops, tablets or mobile phones. COL trialled the Aptus in primary and secondary schools (15 in total) and NUS between 2014 and 2016.
  The outcomes of the trials indicated that students and teachers at all levels had positive experiences with the Aptus. It was then adopted for use in schools for the offline delivery of lessons via tablets (Chan Mow et al., 2017). An evaluation study in 2018 indicated the need for more training in the use of tablets and the Aptus in primary schools, as well as more relevant applications for both tools (Chan Mow et al., 2021).

- **TEL baseline study:** COL's TEL initiative introduced a systematic approach to institutionalising the integration of information and communication technologies (ICT) into teaching and learning through research, capacity building and monitoring and evaluation (M&E). An integral part of this activity was the development of a TEL policy to guide TEL initiatives at NUS. To inform policy development and future TEL initiatives, three baseline studies were conducted on i) staff's use of ICT, ii) students' use of ICT and iii) NUS policy reviews and infrastructure audits (PRIA). The study findings were used to develop a TEL policy, an implementation plan and budget for ODL and TEL and capacity-building strategy for implementing TEL and online and distance learning (ODL) (Chan Mow, 2017). This phase marked a significant step in expanding the TEL infrastructure and creating more flexible and wide-reaching digital learning access.

INSTITUTIONALISATION PHASE: EMBEDDING TEL INTO GOVERNANCE AND PEDAGOGY (2018–2020)

In this phase, COL and NUS collaborated to institutionalise TEL through policies and capacity development. Key developments included the adoption of the TEL policy, the integration of a DSpace repository and formal instructional design training, first introduced during the second phase of the TEL implementation, which consolidated NUS's TEL systems.

In June 2018, COL supported training for NUS technical staff in installing and maintaining DSpace to build an OER repository and provided end-user training in using it to create digital libraries.

NUS formally adopted the TEL policy co-developed with COL in October 2018, the second year of the COL TEL project. That year, the main activities were i) building capacity to use Moodle for developing and delivering blended courses and ii) evaluating the effectiveness of TEL in blended learning (BL) at NUS (Chan Mow, 2019). Ten staff were trained in BL course development and delivery, and the training was followed by the implementation and evaluation of BL among 238 students. Both lecturers and students found BL an effective teaching and learning approach, but emphasised that it depended not only on the availability of devices, technical support and reliable Internet, but also on policy development (Chan Mow, 2019).

[3] The Samoa Knowledge Society Initiative (SKSI) is a United Nations–funded project that led to the development of three national platforms — Samoa national digital library, research repository and LMS platform — all hosted at the National University of Samoa. See https://samoaksi.ws/

The SKSI, which was funded by the United Nations and the Government of India, provided national platforms for open access to quality resources. In an excellent example of the benefits of multi-partner collaborations, the SKSI repositories were also housed in NUS's DSpace (Chan Mow & Faleupolu-Tevita, 2022).

By embedding TEL in teaching standards and governance structures, NUS ensured long-term sustainability and quality assurance. TEL was embedded through policy development, continuous capacity building in all aspects of TEL and research and evaluation to inform teaching and governance.

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RESILIENCE PHASE: ADAPTING TO DISRUPTIONS WITH MOOCS, MICRO-CREDENTIALS AND AI-BASED SUPPORT (2021–2024)

This phase was characterised by pandemic-era MOOCs and the development of AI-enabled helpdesk tools, the TVET toolkit and modular micro-credential courses, under the Skills for Work programme, to help mitigate disruption and foster flexible learning. The following list summarises some of the key initiatives during this phase.

- **Covid-19 response:** During the Covid-19 pandemic, NUS developed a multimodal strategy to move courses from face-to-face and hybrid modes to fully online. Although the implementation of Moodle was the key component of the strategy, print, radio and TV were used for communication, publicity and teaching (Chan Mow & Faleupolu-Tevita, 2022). Currently, 380 courses are offered online, with an average total of 3,800 students enrolling in them each semester. COL supported competency-based assessment by assigning an expert to provide assistance for both science and TVET course assessment.

  During the pandemic-related state of emergency and lockdown, COL provided ongoing training for teachers on topics such as instructional design, using MOOCs, managing online courses on Moodle, cybersecurity for teachers and online course delivery through PACFOLD (based at the University of the South Pacific, Fiji) (Commonwealth of Learning [COL], 2024b). COL also offered courses on planning and managing online learning, and 20 NUS ICT and computing staff earned competency certificates from these courses. In partnership with UNESCO and the OER Foundation, COL shared numerous links to open access resources for teaching and learning, including science simulations.
- **Skills for Work:** This initiative was funded by COL and provided free access to online courses from Coursera, Google and Udemy for upskilling and reskilling (COL, 2021). Over 400 students enrolled in these programmes, and between them they achieved 1,245 new certifications over three years.
- **AI-supported Moodle helpdesk pilot:** In 2024, an AI-supported helpdesk for Moodle was piloted at NUS through an NUS-COL collaboration (COL, 2023a). The GPT-powered helpdesk, the first of its kind in the Pacific, responded to over 300 user queries during the pilot, reducing the helpdesk staff's workload considerably.
- **TVET toolkit:** In 2024, the TVET toolkit[4] was introduced at NUS to enhance vocational training with practical tools and resources to develop industry-relevant skills. Participants first learned how to use the toolkit and subsequently applied their knowledge to develop courses. Other activities included collaborations with local industry. Trainers developed modules in horticulture for Samoa and the Pacific more broadly (COL, n.d.).
- **Youth training:** The Youth Training and Skill Development Project was funded by the MFAT Pacific Partnerships project. The two-phased project addressed youth unemployment by providing targeted skills training in Upolu and Savai'i — 169 youths (Phase 1) and 75 youths (Phase 2) successfully completed the training (COL, 2023b).

[4] See https://pacifictoolkit.col.org/

- **Micro-credentials:** In 2023–2024, NUS, with support from COL, developed a micro-credential framework, policy and templates. NUS staff attended micro-credential training in Suva in 2024 and subsequently launched two similar workshops for both NUS and government ministries.
- **Technical upgrades:** NUS upgraded its infrastructure network to support both connectivity and its broadcasting initiatives. COL supported NUS broadcasting by providing resources from its regional broadcasting initiative.

Overall, this phase highlighted NUS's increasing ability to scale digital learning services in challenging conditions.

FUTURES PHASE: REGIONAL LEADERSHIP AND SUSTAINABILITY (2025)

By 2025, NUS was showing deep institutional ownership of ODFL practices. The integration of micro-credential pathways, inclusive curriculum audits and recent developments and initiatives such as the bachelor of Climate Change (in progress), youth training in niche skills, STEM training in AI-supported instructional design, gender audit and development of a GEDSI policy demonstrate how institutional ownership of ODFL practices has deepened.

Results and Outcomes

The evaluation of the phased approach to TEL draws on documentary analysis, institutional interviews, baseline study findings and programme audit results from 2006 to 2025. Data sources include COL reports, NUS strategic plans, staff training feedback and TEL toolkit dissemination metrics. These sources provided a comprehensive evidence base for assessing institutional progress and impact. The following results and outcomes emerged from this evaluation.

TRAINING AND CAPACITY-BUILDING OUTCOMES

COL's investment in professional development led to measurable institutional gains. Table 2 summarises select activities with participation counts and observable outcomes.

Table 2. Capacity-building outcomes

Activity/Training	Year(s)	No. of participants	Outcome
VUSSC team leader training	2006–2011	9	Cross-institutional content developed
WikiEducator training (4 cohorts)	2007–2009	~35	OER authoring and teaching resources enhanced
Aptus training and deployment	2017–2018	15 schools + 1 university	Offline digital learning access in Samoa enabled
Baseline study: NUS	2018–2019	169 staff + 366 students surveyed	Baseline on digital skills of staff and students to inform TEL policy developed
Blended Moodle workshops	2019	10 lecturers (10 courses) + 238 students	Instructional design and Moodle uptake improved
MOOCs and online training during pandemic	2020–2022	20+ staff completed certs	Instructional design and Moodle delivery improved
Micro-credentials workshop, Suva	2024	35 (including 2 NUS reps)	Micro-credential pathways for educators developed
STEM workshop to train teachers in AI-supported instructional design	2025	80 STEM teachers	Skills in OER and AI-supported instructional design developed

INFRASTRUCTURE AND TECHNOLOGY INNOVATION

Table 3 outlines key digital education innovations in Samoa, from the roll-out of the Moodle LMS and DSpace OER repository to the piloting of the region's first AI-supported helpdesk. These interventions expanded access to education for remote learners, supported BL and equipped STEM educators with skills in AI and instructional design.

Table 3. Infrastructure and technology innovation outcomes

Intervention	Year	Outcome
Moodle LMS installed	2017–2019	Platform for BL adopted across NUS; currently offers 380 Moodle-hosted courses for 3,800 students per semester
DSpace OER repository established	2018	Provided digital access to locally developed open content
AI-supported Moodle helpdesk piloted	2023	This first-of-its-kind helpdesk in the Pacific improved the efficiency of support services
Aptus devices deployed	2016–2018	Extended learning access to remote primary and secondary schools (15 in total) + NUS
STEM workshops in OER and AI-supported instructional design	2025	80 STEM teachers trained in OER and AI-supported instructional design

CURRICULUM CONTENT DEVELOPMENT AND POLICY REFORM

Training in course development in areas such as environmental science, cybersecurity, horticulture, TEL and other TVET areas significantly shaped NUS's offerings. (See Table 4.)

Table 4. Curriculum development and policy reform outcomes

Curriculum development/Policy	Year	Outcome
Sustainable Agriculture diploma	2016	OER-adapted content for BL
TEL/OER policy and TEL framework	2017–2018	Policy and framework adopted within the institution following Council approval in October 2018
IT Security major	2024–2025	Adapted course content from COL training on cybersecurity for teachers for integration into IT Security major
Workforce Recovery Initiative	2020–2024	400+ learners enrolled via Coursera, Udemy, Google; 1,245 certificates over 3 years

IMPACT AND INSTITUTIONAL CHANGES

The long-term NUS-COL collaboration has led to significant transformative institutional outcomes in the following areas:

- **Digital infrastructure:** The collaboration led to an improved and resilient digital infrastructure at NUS. Thousands of students now use the Moodle- and DSpace-hosted digital courses and resources every semester, and the number of resources available continues to grow.
- **Flexible learning models:** Flexible learning models facilitated through a multimodal approach to instructional delivery through the introduction of MOOCs, micro-credentials and offline learning technologies expanded access and provided resilience during crises.
- **Inclusive education:** The integration of GEDSI frameworks and localised OER promotes equity and culturally appropriate learning. As Vice Chancellor Professor Tuifuisa'a Patila Amosa affirmed, "By conducting a comprehensive Gender Audit, NUS stands to enhance its policies, practices, and culture, leading to improved recruitment and retention rates, increased student satisfaction, and overall academic excellence" (NUS, 2022, para. 6).
- **Instructional capacity:** The NUS-COL collaboration enhanced instructional capacity, culminating in the establishment of the NUS instructional design centre. From 2020 to the time of writing, COL has provided ongoing training for instructional designers at NUS. The instructional design centre within the Oloamanu Centre for Professional Development and Continuing Education (OCPDCE) was established in 2022. Ongoing faculty development promoted advanced skills in TEL and AI-supported instructional design.
- **Regional leadership:** NUS now functions as a knowledge broker and innovator, supporting TEL adoption across the Pacific through shared repositories, toolkits and joint training.
- **Student support:** The AI-supported Moodle helpdesk significantly enhanced service responsiveness and alleviated administrative workloads during peak academic periods.

Challenges and Mitigation Strategies

The implementation of TEL at NUS unfolded within a complex landscape of infrastructural limitations, pedagogical transitions and cultural imperatives. Although the initiative brought about institutional transformation, several challenges emerged. The list below summarises the adaptive, context-sensitive responses to some of those challenges.

- **Connectivity and infrastructure gaps:** Persistent digital divides between urban communities and rural and outer island communities posed barriers to equitable access. These were mitigated through the deployment of Aptus offline learning devices and the strategic use of Moodle and DSpace platforms to enable asynchronous engagement with course materials regardless of bandwidth constraints.
- **Digital literacy:** Faculty's and students' initial unfamiliarity with TEL tools and pedagogies meant that sustained capacity building in digital literacy was needed. COL's phased training model, including VUSSC instructional design workshops and peer mentoring, fostered gradual uptake of TEL and embedded digital fluency across disciplines.
- **Cultural relevance and localisation of content:** OER from other countries often failed to resonate with Pacific learners. Drawing on WikiEducator and e-authoring workshops, NUS faculty developed localised content that reflected regional realities, linguistic diversity and lived experiences to increase pedagogical relevance and learner engagement. As noted earlier, content from COL training workshops has been adapted for local course offerings, with local content added to ensure the material is relevant to students.
- **Policy and governance gaps:** The absence of formal TEL policies initially hindered the institutionalisation of TEL. A TEL policy (with embedded OER) co-developed with COL and approved by Council in 2018 aligned TEL with strategic planning, academic quality assurance and institutional governance.
- **Pandemic disruptions and emergency transitions:** Covid-19 accelerated the need to adopt TEL. In response, NUS launched emergency MOOCs, piloted micro-credential pathways and introduced AI-supported helpdesk support to ensure the continuity of learning and academic services during a period of unprecedented disruption.

Lessons Learned

The TEL implementation at NUS produced several key lessons that continue to shape institutional practice and regional collaboration.

- **The importance of contextualisation cannot be overstated:** TEL must be adapted to the Pacific contexts in terms of technology, culture and appropriate pedagogy. Generic material often does not resonate with learners, whereas co-created, locally relevant — localised — material fosters deeper engagement. One faculty member reflected, "We needed to see ourselves in the content — not just the tools. That's when students started responding differently." As documented in the 2019 TEL impact study, "staff and students showed very positive attitudes towards the use of technology in teaching and learning" (Chan Mow, 2019, p. 3).
- **Capacity building must be an ongoing process:** Initial workshops provided a foundational level of skills and knowledge, but it was the sustained mentoring, peer learning and iterative training that embedded TEL in everyday teaching. Faculty confidence grew over time, supported by structured instructional design and collaborative resource development. This gradual shift helped move TEL from being a peripheral innovation to being a core pedagogical practice.
- **Formal governance structures strengthen institutional resilience:** The TEL/OER policy framework, approved by Council in 2018, provided clarity and direction, ensuring that TEL was not dependent on external funding or individual champions. The integration of GEDSI principles into curriculum audits

and resource creation further reinforced a commitment to inclusive education.

- **Regional collaboration is a powerful enabler:** NUS shared toolkits, training models and lessons learned with neighbouring institutions. This collective approach accelerated progress in TEL adoption across the Pacific and demonstrated the value of shared leadership and mutual support (COL, 2024a).

Sustainability

The sustainability of TEL at NUS is now anchored in institutional ownership, operational maturity and regional engagement. TEL is embedded within the university's strategic plans (NUS, 2019, 2023), with dedicated budget lines and cross-faculty champions driving its ongoing implementation. Moodle and DSpace are fully integrated into teaching workflows, and trained IT and instructional design teams provide support and ensure continuity and responsiveness.

Policy frameworks have played a central role in the institutionalisation of TEL. The TEL/OER policy framework has aligned digital learning with academic quality assurance and strategic priorities, enabling TEL to evolve beyond pilot phases. This formal integration has allowed NUS to maintain momentum even as external support phases out.

NUS has embraced its role as a regional knowledge broker. It is contributing to Pacific educational resilience more broadly by sharing TEL toolkits, hosting capacity-building workshops and mentoring neighbouring institutions. This outward-facing work reinforces internal sustainability by fostering innovation, accountability and shared learning.

Emerging initiatives — including AI-supported support systems, GEDSI-aligned curriculum reviews and youth digital skills programmes — signal a forward-looking trajectory. They reflect a commitment to evolving in response to the emerging needs of learners and communities, while maintaining the core values of equity, relevance and cultural integrity.

Way Forward

The NUS-COL partnership has facilitated a shift from foundational digital literacy to strategic leadership in TEL across the Pacific. Looking ahead, NUS is focused on deepening both its own impact and the impact of TEL, expanding access to digital literacy and strengthening regional networks. Micro-credential and MOOC offerings will be scaled to reach lifelong learners, working professionals and people who are outside formal education systems. These flexible formats align with labour market needs and support inclusive growth.

GEDSI integration remains a priority. Curriculum audits and inclusive pedagogy will ensure that TEL environments are accessible and responsive to diverse learner needs, particularly in rural and remote areas.

NUS will continue to invest in regional collaborations through joint training, policy dialogues and shared resource development. This approach reinforces the university's role as a reform anchor and knowledge hub, supporting educational transformation across the Pacific.

Youth engagement and workforce readiness are central to future success. STEM and digital literacy programmes will be expanded to prepare learners for emerging opportunities and challenges. To support this evolution, NUS will implement robust M&E systems and continuously refine TEL strategies so they remain responsive and effective.

Ultimately, the TEL initiative at NUS reflects a shift from foundational digital literacy to strategic regional leadership. It is a story of transformation rooted in equity, resilience and the lived realities of Pacific learners and educators.

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