



A region in transition: Pacific Realities

Multiple Realities | Agendas | Tensions

- Pacific Crises – imminent, multifaceted
- a beast, growing in magnitude and exacerbated by both ignorance and a general lack of political will.
- all spheres of life: social, to economic, political and environmental.

Legacies:

twisted pasts | distorted futures

- Christianity
- Colonialism
- Education
- Development
- Modernization and globalization:
strain on local communities, changes in lifestyle, values, beliefs, behaviours and practices.
Driven by consumerism and commodification, inconsiderate of resource depletion and or socio-cultural, and socio-ecological costs.

Climate Change

For the most part, environmentalists raise their concerns about the physical degradation of these island homes, but within the island communities themselves where culture is so closely intertwined with the natural environment, concerns about loss of place and space, and displacement are of paramount concern. Note: In Tuvalu, half the population lives just three metres above sea level.

Fig 6. Sea Levels are rising

January 12, 2001. Tuvalu's 10,500 people live on nine tiny atolls. They are densely packed; 403 people per square kilometer; Australia has 2.4, New Zealand just under one. Kiribati has 111 people per square kilometer

In places like Kiribati and Majuro (Marshall Islands), for example, the highest point above sea level is on bridges 11 feet and 20 feet high, respectively; virtually everyone lives about five feet above sea level.

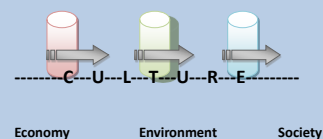
Other concerns include:

over-fishing, excessive-logging and rapid clearing of forests to allow for urban development and growth, unsustainable practices, e.g. Bottled water

ESD in the Pacific

- **UN Decade of Education for Sustainable Development - based on a sense of global urgency** (increased poverty, unsustainable practices (eco dev./ Social dev./environ degradation./Peace + security issues...)
- **Global crisis** - (climate change/ conflict/ poverty/ illiteracy/ crime/ economic recession/ access to quality education...)
- **The Pacific in crisis** - (social ills, health, economic, political, environmental)

ESD Framework



ESD advocates argue that culture is the underpinning thread that connects each pillar forming a model that is cohesive and holistic.

Differentiating btw. ESD, EE & SD

EE – Environmental Education

Focus: Education that emphasizes Environment – conservation + preservation (incl. awareness + value for the environ. + behav. Change)

SD – Sustainable Development

Focus: Development that is sustainable – approaches + outcomes (eco-socio-politico ...)

ESD – Education for Sustainable Development

Focus: prioritizes 'Education' that enables teaching/learning about sustainability, sustainable development, sustainable livelihoods

From transformative education to sustainable societies

In the absence of land all we have is each other ... (Title of painting, 2009)

Pacific educators have recognized the need for a complete educational review that is conceptualized on the philosophy of constructivism to successfully bridge the gap between students' prior knowledge and new knowledge and skills learnt at school.

Some of the issues that have been raised over the last forty years include:

- donor dependency and the implications of foreign consultants with limited (if any) knowledge of the region and its peoples;
- adhoc curriculum change;
- low levels of basic numeracy and literacy and a general lack of life-skills demonstrated by school leavers;
- content-full, examination based system which has led to a 'teacher-proof' curriculum that promotes rote-learning; and,
- little (if any) room to develop higher levels of critical thinking or, a social consciousness.

Policy frameworks

The **Pacific Plan** (2004); the **Pacific ESD Framework** (2006) and the **Action Plan for Implementing ESD in the Pacific Islands** (2008 – 2014) form the basis for ESD planning and implementation in the region.

2005 UN Declaration on bio-ethics and human life
 UNESCO Declaration on Cultural Diversity
 UN Declaration of the Rights of Indigenous Peoples
 2005 Mauritius Strategy
 Pacific Plan 2004- 2006/2007
 Pacific ESD Framework 2006
 Pacific Education Development Framework (PEDF) 2009-2015
 Action Plan for Implementing ESD in the Pacific Islands 2008-2014
 2009 Bonn Declaration
 2009 Tokyo Declaration of HOPE
 2009 Progress Report on the Implementation of the Pacific ESD Action Plan
 Regional Cultural Strategy 2009/10
 Pacific Culture and Education Framework 2009/10
 The USP Pacific Arts and Culture Policy, 2005.
 The USP Research Strategy (which has Pacific Knowledge Systems as a priority area)

Importance of Pacific 'voice'

- Development of local ownership respecting local contexts and culture is an important aspect of implementation of ESD at all levels (Pacific ESD Framework, 2006:3)

Tokyo Declaration of Hope, 2009 promoting initiatives that are

Holistic, ensure local Ownership, are Participatory and is Empowering

Progressive education = active participation

- The education of engaged citizens, according to this perspective, involves two essential elements:
 - (1). *Respect for diversity*, meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity,
 - (2). the development of *critical, socially engaged intelligence*, which enables individuals to understand and participate effectively in the affairs of their community in a collaborative effort to achieve a common good

A Pacific Model for ESD

Tauhi Vā/vahaa : Honouring the cords that bind us to place and to each other

- Vā is the intervening space between people Ka'ili (2005)
- Vā is the spaces between things or people. It refers to the underlying belief that everything which exists has a pre-existing relationship to everything else including environment (flora, fauna, the elements, the constellations, people you know and those you have never met etc...
- it is only by honouring and nurturing these relationships that life exists in balance.
- Tauhi Vā then becomes an instrument or a means (process) by which to maintain a sense of place and space.
- Vā is a connection, an invisible cord that connects us to each other; to flora, to fauna, to place and to people. The 'space between' objects in relationship is what encapsulates the va. This space between is filled with duty, responsibility, alofa/ofa, reciprocity and expectations.

Vā | Vā Tapuia | Tauhi Vahaa

Tauhi – to take care of/keep safe/look after/nurture (Mafile'o, 2008)

Vā – intervening space between people (Mila-Schaaf, 2005); socio-spatial ties

Vā Tapuia – sacred relationships/ sacred spaces; covenant btw. Man and his culture; man and the ocean; man and the land (man – peoples/communities) (Amituanai-Toloo, 2007)

Why the arts?

- Art as a social learning tool
- Traditional arts as a cultural expression
- Social commentary
- Limitless outreach (beyond the confines of the school)
- Expanded dialogue across sectors and stakeholders which often does not happen
- Inclusive (vs. formal ed which is exclusive)

ESD as Life-Learning*

- *Education for behavior change*
- **The Arts as non-formal learning** (extra-curricular at schools as well as non/in-formal learning opportunities for the wider community)
- **May be used to develop and re-awaken the notion of living in balance and harmony in a highly commercialized, selfish and 'convenience first' lifestyle of the globalised user-pay society we live in and the economic and political structures that support this**

* or the pillars of education

ESD as Spirit-learning

- The arts *could* enable a personal, spiritual and emotional dialogue that touches the heart and mind,
- whilst formal schooling (content and examination driven) is focused on specified measurable learning outcomes demonstrated for the purpose of 'grading' – no real way of determining the life-long impact on society

Are the Arts recognized in the Pacific in the Pacific Islands?

- General lack of recognition of value of the arts and contribution to education *but this is changing*
- Policy: Culture & Education Strategy 2009/ Regional Cultural Strategy 2010
- Samoa – Fomalized art curriculum in secondary school curriculum
- Tonga – Tongan studies and heritage arts
- Fiji – new curricula currently being developed

Festivals

Is there Art for Awareness, Education & Advocacy on Climate Crisis in the Pacific Islands?

Wasawasa Festival of Oceans Inaugural, 2008

- 2009 – Protecting the environment and strengthening communities through the arts
- Established in 2008, and held in December 2008 and 2009 respectively.
 - Engaging in all forms of the arts, the program includes contemporary arts from poetry, music, dance, visual arts, sculpture, poetry, installations, competitions in the arts, story-telling for children, mural painting, tree-huggers and other activities
 - Collab, btwn Environmental groups and NGOs (eg WWF, Fiji Museum, Fiji Arts Council, Laje Rotuma, live and learn, voyaging society, mama hanua, kalanwasa – writing festival fiji, ocean noise initiative and Voyaging Society with artists and the wider community in particular children.

<http://www.wasawasa.connectme.com.fj>

Youtube: Wasawasa festival in association with the Miss South Pacific Pageant.

• Kava Kuo Heka, 2008

- Cultural exhibition organized by the Ministry of Education, Women Affairs and Culture and celebrated over the week of the King's birthday
- A festival organized to 'protect and promote cultural diversity in Tonga and to celebrate the UN year of rapprochement of cultures'
- Hon Minister Tevita Hala Palefau – culture is not a hinderance to economic development but is in fact the foundation for the cultivation and nurturing of sustainable economic development
- Dir. MEWAC Dr Viliamu Fukofuka (key note) – 'rejects what he called the artificial dichotomy between the arts and sciences – recognizes the complimentary roles that each play in enriching the other, to provide a platform for the most dynamic economic development in the world'

King Tide Festival, 2010 "Tuvalu E! The Tide is High!"

- This poster-nation for CC is being proactive!
- Cultural festival celebrating the cultural heritage of the indigenous people including dancing, singing, story-telling, dramas, traditional games, food, heritage arts/crafts etc...
- Objective – raise awareness about what will be lost if Tuvalu were submerged by the rising sea level
- Activities include raising awareness about CC to adults and children
- Youtube: *Tuvalu Special – King Tides Festival Tangata Pacifica*

And...

- Pacific Islands Festival of Arts – cultural and contemporary art forms in the Pacific islands
- Pacific Youth Festival – issues based 2009 included Climate Change, Youth mobilization in the region, Identity, Leadership, and the arts including art workshops and skills for life sessions in poetry, hip hop, dance, art and activism

Art communities

- On-the-spot**, Tonga – an NGO founded by a young woman named Ebonnie Fifita. This group engages in all art forms including film, visual arts, literary arts, dance and music – currently 40 members aged between 15 – 40 yrs.
- Mama Hanua, Fiji** (includes women from Fiji, Rotuma, NZ-PI – 5 members, 2008 – interested in exploring the roles of women in the Pacific community and in the home in direct relation TK related to the environment and the arts. The group set out to engage with other artists and artist groups in the islands towards this mission. Core group of professionals – art administrator/artist; educator/artist; fashion designer; story-teller and environmentalist; poet

Mama Hanua Mothers of the land art initiative

- Assisted by Mural artist Michelle Gortez (USA) mural art project with artists and their families at wasawasa festival 2008
- Women's day 2010 – donation to the Fiji School of Nursing, Nasinu (FNU)



OCACPS Visual Arts Workshop Tonga 2010

- *"Environmental Change: the work of man and the assault of nature"*, Coordinated by Lingikoni Vaka'uta as part of the OCACPS Tonga outreach program.
- Funding Pacific Conference of Churches + Secretariat of the Pacific Community as well as businesses on island



Responding to Climate Crisis – Tsunami 2009

Tsunami Feather Appeal included Auction, Art Community resp. fundraiser art extravaganza and informal workshops

Example of art bringing people together – in less than 2 weeks raised close to \$23,000



Sei's for Samoa – became a time to 'tak' and remember lost ways of reading the environment.

Earth Day 2010

Tangata Fenua. Tangata Moana.

People of the Land. People of the Sea.

- OCACPS response to Earth Hour/Day (carbon emissions) – turning power out for one hour vs. Proactive ways of engaging to highlight extensive implications of CC in the region
- An attempt at promoting contemporary Pacific art and culture by localizing an internationally recognized event



Lavalava poetry and Turtles and Birds Exhibition, PYF – OCACPS-FAC 2009



- Reading 'Lavalava' to reclaim the art of story telling and poetry that is deeply connected to people and place – all readers required to have a lavalava and prizes awarded.



- Turtles and birds exhibit in celebration of international year of biodiversity, July 2009 – artists responding to climate change, over-fishing, waste management etc...in relation to Turtles and Birds in the islands.

- Funded by French Embassy, Suva for the PYC and jointly hosted by USP OCACPS and FAC, Suva.

Ocean Noise Initiative & (Pacific) Voyaging Societies

- » ON - Maori Actor, Director, Writer + Activist Rawiri Paratore



- » Film: 'Cry from the deep'

"I discovered a 2-year war program in the Pacific called 'Green Navy' and this program causes sonar to detect enemy craft. The test causes massive stranding [beaching] of whales and dolphins that have exploded ear drums or suffered bleeding from their eyes"



Fiji Voyaging Society Uto ni yalo (heart of the spirit)



- <http://www.fijivoyaging.com/> maiden voyage named 'Vutala na ua' breaking waves

Environmental Youth Groups

Laje Rotuma

A group of young environmentalists who have established themselves in Rotuma raising awareness about sustainable practices, biodiversity and climate change.

Arts – Mural Project, story telling posters etc...
<http://www.rotuman.net/os/lajerotuma.htm>

Econesians

USP Students mobilising to raise awareness about environmental issues in the Pacific.

Arts – Music and images



Antagonist Art

- T - shirts



- Poetry on the rocks



- Audio Poetry – CD "The power of words", "The power of words 2" and Music resource CD for teachers in the Family Life Curriculum.

Book Publication



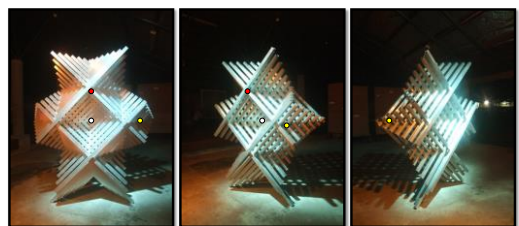
- School of Education ESD Book Production 2010
- Regional Symposium for art, culture and curriculum – 2 workshops and a tool kit will be compiled for use in the region .



Individuals

- Numerous individuals including a few examples:
- Craig Marlow – environment a focus on recycle – reuse, Fj
- Lambert Ho – as above, Fj
- Lingikoni Vaka'utra – reaffirming man's relationship with the environment through the use of traditional metaphors, myths and legends in visual arts and installations, TO
- Marie Koya – graphic artist, Fj
- Daniel Waswas, PNG
- Ann Tarte, Fj
- Anare Somumu, Fj
- Kylie Anderson, Aust
- Teweiariki Tearo, Kiribati... etc etc...

From Heritage to Contemporary Art



Filipe Tohi (2006) – 3 dimensional sculpture – interpreted as an expression of complex Tongan cosmology and star constellation demonstrating closed knowledge system known only to master navigators (*astronomy – study of sun, moon, stars + planets not astrology – movement and influence on human behav.*)



ESD: Honoring relationships through Art & Culture

Possibilities for Curriculum Integration



Technology & Art

Indigenous Technologies



traditional joinery used for boat building by Maori heritage artists

Science & Art

Herbal Medicines



* "Noni" still from a photography series for ACCU 'Photos for Tomorrow Competition' 2008

Literature/Cultural
Studies & Art

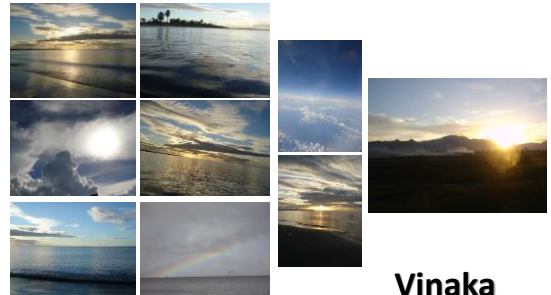
* Mura, *Introduction of the Mura Legend*, Cook Islands (using introduced techniques)

Science & Mathematics



Lalava/Magimagi

In the absence of land all we have is each other.



Vinaka