

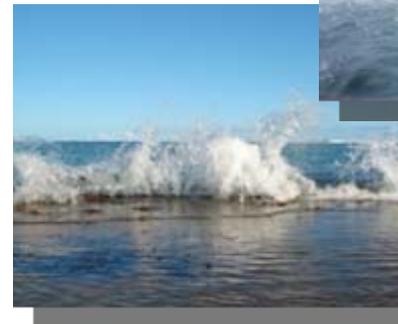
ESD IN THE PACIFIC



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Context.



Relevance.

Sustainability.



MAP OF THE PACIFIC

SNAPSHOT:

- Pacific Ocean spans 1/3 earth's surface ... a scattering of around 25,000 countries covering “...*a land area of only 550,073 km³*”(Chandra, 1995).
- Reality of island nations is one of instability caused by “...*small size, scattered nature, remoteness from major centres of production and consumption, and ecological and economic vulnerability*” (Ibid).

PACIFIC REALITIES

A REGION IN TRANSITION:

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.
- small, (scattered) vulnerable island communities
- diversity of cultures & languages
- heavy dependence of foreign (intellectual & financial) resources
- lack of good governance & leadership
- (long) history of inappropriate & unsustainable development in all areas of life (including education)

LEGACIES:

TWISTED PASTS | DISTORTED FUTURES

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

PRESENTATION FORMAT

1) *Policies | Projects | Mainstreaming efforts* Overview
of ESD activities in the Pacific islands 2006 – 2011

2) *From the classroom to the community*

Good practice(s) – lessons learnt

3) *Past lessons | Future challenges*

Reflections on achievements and challenges



POLICIES | PROJECTS | MAINSTREAMING EFFORTS

- Overview of ESD activities in the Pacific islands 2006 – 2011
- 2006 Pacific ESD Framework endorsed by the Pacific Education Ministers' Meeting (FEDMM, Pacific Islands Forum Secretariat PIFS) linked to the Pacific Plan 2006 which sets the background for regional development and growth.

Priority areas for action in the PESDF:

- a. Formal education*
 - b. Non-formal education*
 - c. ESD Governance*
 - d. Research & Innovation*
 - e. Communication & Advocacy*
- 2007 Action Plan for the Implementation of the PESDF by FEDMM, PIFS

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
PATVET Strategic Plan 2007 - 2011
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 2010 (draft)
Pacific Culture and Education Framework 2010 – 2015
Pacific Youth Strategy 2010 (draft)
The USP Pacific Arts and Culture Policy, 2005.
The USP Research Strategy 2010 (which has Pacific Knowledge Systems as a priority area)
PNIU Higher ESD Framework 2011 (draft)

POLICY FRAMEWORK

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.

PACIFIC ESD FRAMEWORK & ACTION PLAN

- **Regional commitment** to DESD
- Provides **platform** for establishing & strengthening regional (and international) partnerships
- **Guide** for dev. of national ESD Action Plans & assisting PICs prioritise & develop national initiatives

- **Recognizes** that ESD is about learning by ‘doing’ –(action oriented and future-driven)
- **Acknowledges** that ESD is conceptualized differently by different people depending on their cultures, political contexts & individual leanings
- **Premised** on the belief that ESD is dynamic & flexible

Fig. 2 Pacific ESD Framework; An Excerpt

ESD GOAL FOR THE PACIFIC

To empower Pacific peoples through all forms of locally relevant and culturally appropriate education and learning to make decisions and take actions to meet current and future social, cultural, environmental and economic needs and aspirations.

ESD PRINCIPLES

- There are a number of important approaches to consider and use when working towards the priority objectives. These implementation principles are to:
 - use participatory, people-based approaches
 - foster partnership and collaboration
 - incorporate appropriate cultural and intergenerational elements
 - use appropriate mix of regional, national and local approaches
 - ensure that within the mix of ESD activities the needs of remote, rural and
 - outer islands areas are met
 - build on existing initiatives
 - work for the long term, achieving sustainability and building social capital
 - use information and communication technologies effectively
- (UNESCO, 2006: 3)

PACIFIC ESD FRAMEWORK K

Priority ~ Capacity Building for regional transformation.

- Partly in response to the 1999, UNDP Pacific Human Development Report which stated: “[Pacific] *School-leavers lack opportunities to upgrade their skills because too few training programmes are available*” (UNDP, 1999).
- USP established in 1968
- only university of its kind jointly owned by the governments of its 12 member countries. *Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu.*

EXAMINING THE ROLE OF THE REGIONAL UNIVERSITY

- Identified as a UNU Regional Centre of Expertise (RCE) in ESD, 2005 and a UNESCO- ACCU Centre of Excellence (COE) in 2006
- UNU/ RCE - one of 7 launched at Nagoya, 2005. Major goal – to mainstream ESD in educational institutions
- UNESCO-ACCU/COE - one of 5 in Asia Pacific region. Major focus – promote ESD especially through non-formal ed.
- USP lead agency for promotion of the Pacific Regional ESD Framework & Action Plan (FEMs 2006/2007).
- Pacific Centre for Environment & Sustainable Development (PACE-SD)- coordinating role for USP ESD activities

PROJECTS | HIGHLIGHTS

- Focus on “capacity building” in formal ‘higher’ education
- Reflexive praxis on ‘the needs of the region’ vs. traditional roles of a higher education institution
- Issues of context – blurred lines between ‘formal’ and ‘non-formal’ education – questions about ‘education for what?’
- ACCU/USP Project - Mainstreaming ESD for capacity building in PICs. Five yr project (2007-2011). Major areas of foci are: *teacher ed.*; *sustainability ed.*, & *community empowering*. UNU & Keio Uni. helping with development. E-delivery of course materials planned
- Graduate Diploma in Sustainable Islands & Ocean Development- approved by USP Senate in 2007 – (a reorienting of old Dip. in Environmental Studies). Three new courses developed using ACCU-COE funding. Two new courses using other funding.
- PACE-SD working in collaboration with other USP sections as well as SPREP & UNU. Program on offer in 2008.

HIGHLIGHTS *cont...*

- NIU-EDULINK Project (USP/UPNG/NUS) 2009 – 2012
- Establishment of Pacific Network of Island Universities (Consortium)
- Shared regional focus – specific ESD interests based on institutional context and localities/ needs (project coverage = 13 PICs)
- Post-graduate (multi – modal) course in Education-
Education for Sustainable Development – with special focus on DESD. First offer, 2007; Second PG course *Advanced Study of Education in Small Island Developing States* – incl. module on ESD. PG Dip in ED with specialist strand in ESD being developed.

HIGHLIGHTS *cont...*

- Re-orienting teacher education to SD (USP/PATE)
- Research & Innovations (Sustainable Livelihood and Education Project (2005/06, IOE/NZAID, SLEP)
- University Consortium of Small Island States (UC-SIS) – USP with UWI, UOM, USVI & Uni of Mauritius, signed in 2005. Main focus - development of research courses using DFL mode. Acknowledged by UNESCO as a *cooperation program* for capacity building within the framework of UNITWIN/UNESCO Chairs program. Development of new courses to address three pillars of ESD
- On going regional ESD survey (mapping) & creation of data base for ESD projects being coordinated by PACE-SD – USP



Teacher Education



Sustainability Education

Community Empowerment



POLICY ON HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT

- Major outcome of the NIU Edulink ESD Project – draft policy commissioned in Sept 2010, completed in Feb. Final round of consultations in Sept for endorsement in Oct 2011.
- 43 page document linking to other regional and international policies/ strategies/frameworks
- **Vision:** *To mainstream ESD within a Network of Pacific Universities dedicated to the pursuit of excellence in building academic and research capacity to address Sustainable Development Challenges*
- **Aim of PNIU:** *To build academic and research capacity to address Sustainable Development challenges within the Pacific Region*
- **Five priority areas:**
 1. *Develop Management /Administration Capacity for ESD mainstreaming;*
 2. *Implement PESDF;*
 3. *Mainstream ESD in the University curriculum;*
 4. *Improve Research and Technology applications to ESD principles and practice;*
 5. *Develop and strengthen ESD Community Initiatives.*



National
University of
Samoa



University of
Papua New
Guinea

FROM THE CLASSROOM TO THE COMMUNITY

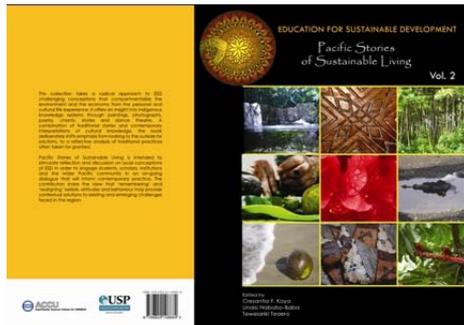
- Good practice(s) – lessons learnt



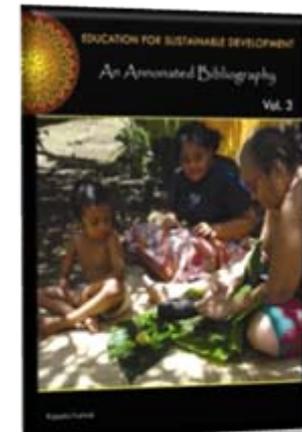
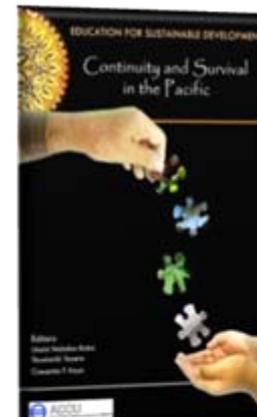
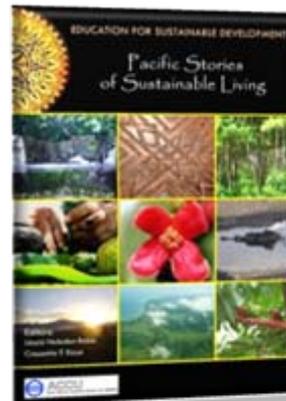
BEST PRACTICE: SELECTED PROJECTS

- *Formal Education: conceptualizing, understanding, researching and promoting ESD*
- Book Publications
- Capacity building – awareness & skills
- *Lessons from Non-formal education: teaching the affective domain for empowerment and transformation (skills for life approaches)*
- Workshops (youth, teachers, artists, regional reps)
- Visual art exhibitions, Photography, Installations
- Conferences
- Festivals
- Performing arts – dance, theatre, poetry, traditional chanting related to the environment
- Recyclable Art & Sustainable Art
- T-shirt poetry (antagonist art)

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 (set for 2011).



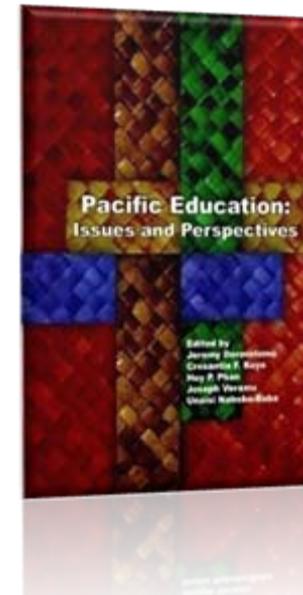
Regional symposium (2010)

*Strengthening Institutional Capacity in the Region
Exploring Possibilities:
Education, Sustainability and
the role of Pacific Universities*
Understanding ESD/Curriculum
Mainstreaming of ESD.(2 days)

Pacific ESD Educators Forum: Art, Culture and Curriculum (2010)

A regional symposium was held in March 2010 bringing together, ESD participants from the three EDULINK partners (USP, NUS and UPNG); education officers from the Ministries of Education and teachers from the region. The workshop included representatives from Tonga, Samoa, Solomon Islands, Marshall Islands, Kiribati, and Fiji. (1 day)

Resource Development (2008 Project)



Recognition of the general lack of locally produced contextualized resources for tertiary teaching. USP School of Education and Lautoka Campus project 2008.

YOUTH WORKSHOPS

WORKSHOPS (2009)

e.g. Youth/Leadership/Art & Culture: (5 days) NZAID/USP
ESD Workshop: Youth, Leadership and Good Governance in the Pacific

Youth/Climate Change/Art & Culture: (5 days) UNESP/USP
ESD Workshop: Pacific Youth and Climate Change



ESD TRAINING WORKSHOP, SAMOA 2010



TEACHERS' WORKSHOP, SRH CULTURE & FAITH-BASED APPROACHES

Fiji
UNFPA/US
P Project
(2009)



Tonga
UNAIDS/
UNFPA/USP
(2010)

A LOVE FOR LIFE- SILENCE AND HIV

- Major sponsors, UNAIDS, UNFPA, French Embassy, SPC, PCC and many many more...
- **Package:**
 1. *Stage Production – bi-lingual/ local participation*
 2. *Capacity building in the arts*
 3. *Workshops for teachers and youth*
 4. *Networking in the arts and in the SRH/ education, culture and the church*
 5. *Publication – CD + print*
 6. *Research and consultation with +ve community, teachers, students and youth*



ART & CULTURE (2009 – 2011)

Using the arts as a social learning tool: Silence and HIV- A Love for Life (2009, 2010)

Regional outreach: one-month project (PYF, Fiji, Tonga, Samoa, Am. Samoa, Tahiti, RMI)

** A stage production incorporating dance, music, and poetry + research + teachers workshops on teaching SRH + arts development



Teacher's workshop/ Sexual and Reproductive health: 3 days (2009, 2010)
“Sensitizing teachers to the teaching of Sexual and Reproductive Health in the Pacific”. This curriculum development workshop aimed at changing mindsets and providing some basic skills in developing cultural appropriate and faith-based activities using the arts – Fiji 2009, Tonga 2010, Talks for Samoa/ Am. Samoa/Tahiti 2012 (?)

Left: Fiji Showings 2009 – Pacific Youth Festival and Fiji Public Showing



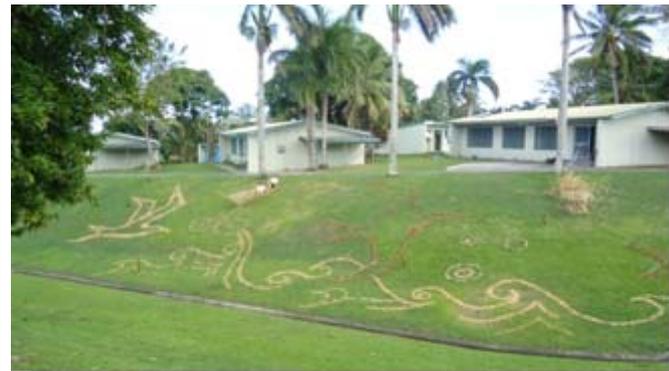
*Right: Tonga
Kava Kuo Heka 2010*

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 local businesses on island



USP CONFERENCE: OCEANS, ISLANDS AND SKIES - CREATIVITY AND CLIMATE CHANGE – SEPT 2010



SOCIAL POLICY CONFERENCE 2010

- Social Policy, Social Welfare Systems and Human Security in the Pacific Conference, Oct 5 – 7 2010
- USP/UNICEF
- Major stakeholders from around the Pacific to discuss issues of social policies, welfare systems and human security in the Pacific.
- PIC context assessments & analysis of existing policies
- *Aim:* to identify and map social policies with relation to social and cultural protection and human securities.

FESTIVALS

- Kava Kuo Heka, 2008 (tonga)
- 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*

Wasawasa 2009 (Fiji) – 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.

- 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

MAMA HANUA (2008)

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)



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 'tok' & 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.

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 and alumni mobilising to raise awareness about environmental issues in the Pacific.

Arts – Music and images



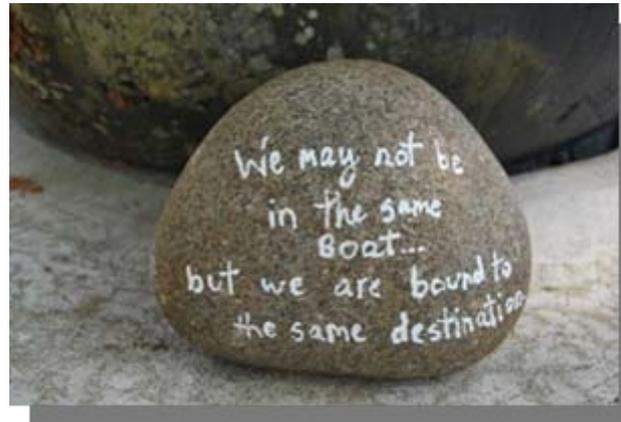
Pacific Future Environmental Leaders Forum (emerging Leaders) – *Secretariat of the Pacific Regional Environmental Project*

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.

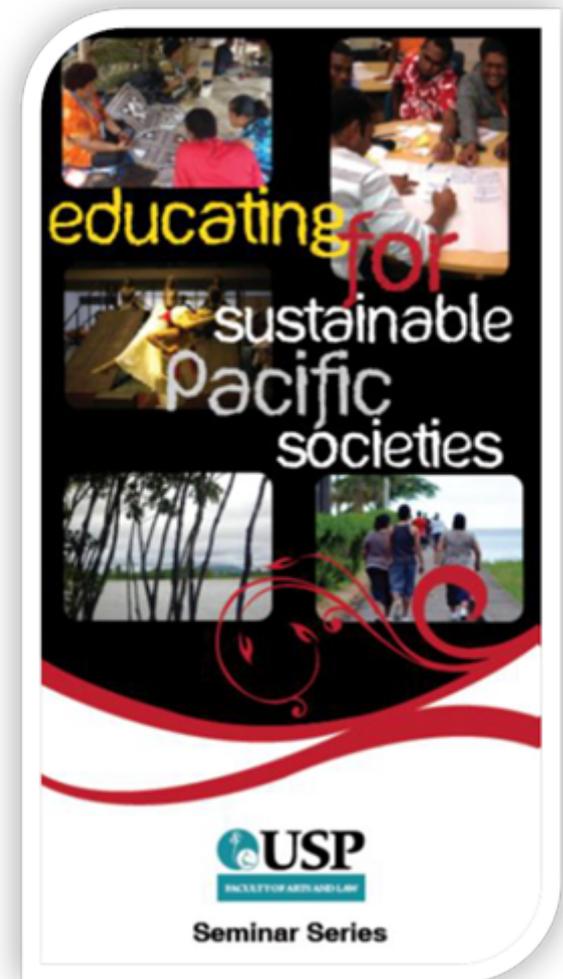
2011 ACTIVITIES

- **UNDP National Network on ESD, CIVICS, ART and Teacher Training Institutions**, April 11 – 13, Hexagon Hotel, Nadi. Outcome – establishment of Network of Pacific ESD Educators
- **UNESCO Regional Consultation Workshop on HIV & AIDS Education and Sexual and Reproductive Health Education (SRHE) in the Pacific**, May 9 – 13, 2011, Tanoa International Hotel, Nadi Fiji.
- **UNESCO National Consultation Workshop with MOE Fiji on ESD initiatives and Project Writing for 2011 -2012**, June 1 – 2, GCC Complex Suva. Outcome – series of projects
- USP “*Whose Culture? Whose Voices?*” Poetry and Spoken Word responses to Cultural Diversity, Development and Dialogue, May 24 – 25, 2011 USPSA Space USP Laucala. (Youth focused event)
- **FAL Seminar Series “Educating for Sustainable Pacific Societies”** (Emphasis on “action” hence “Educating”)
- **DNHCA, MOE Mainstreaming ESD through the Expressive Arts Pilot Research 2011-2012 Fiji**

UPCOMING EVENTS

- *Conferences: 2011 – 2013*
- Pacific Regional TVET & NFE Symposium November 29 – Dec 1 2011
- PACE-SD 2011 December 6 – 9 *Natural Disasters and their consequences in SIDS*
- RPEIPP 2011 December 5 – 9 *Rethinking Pacific Education Initiative*
- USP/JICA 2012 Feb dates TBC *ICT & Culture*
- SOE 2012/13 Pacific Teacher Education Conference TBC

- *Fiji MOE ESD Mainstreaming (Unesco Apia/USP) 2012 – 2013*
- *Teacher Training Resource development on 'The role of teachers in ESD'*



PAST LESSONS | FUTURE CHALLENGES

- Reflections on achievements and challenges
- Glocal approach – local realities/contexts within the global context e.g. SLEP, Tonga understanding and building on local cultural notions of ‘sustainability’, ‘sustainable livelihoods’
- Conceptualizing ESD means thinking about education holistically.
- It means rethinking the role of education incl. higher education or: ‘transformative education’ for life-change i.e. change in attitude, beliefs & ultimately informed behavioral change.
- The most significant change at USP in the process of promoting ESD practices is the changing mindset of Pacific people about ESD.
- In formal education - moving beyond the classroom - chalk and talk, pen-and-paper teaching and testing to a process of teaching and learning that emphasises authentic learning experiences, promoting the use of the arts and culture and practical applications such as service learning etc...

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> •Change in mindset about what ESD is •Some differentiation with EE •More conversations about ESD and sustainability in the region • ESD included in the formal curricula at USP students learning about sustainability and unsustainable practice •Countries working towards integration and mainstreaming at national level in curricula 	<ul style="list-style-type: none"> •Lack of coordination – ESD ‘bandwagon’ for well meaning people/agencies, trying to ‘help’ PINs •Slow pace of acknw. of role of Pacific Indigenous Knowledge Systems (PIKS) in enhancing ESD esp.y in formal Ed. •Poor connectivity btw. Formal & non-formal Ed. •Competing interests & perceptions of what ESD means, what needs to be done; and who should do what • Lack of local investment • Lack of advocacy in bottom-up projects at the community level • Poor use of the Media as awareness tool •Slow and poor engagement with Civil society organizations • ESD still very much closeted conversation within ‘educated’ circles 	<ul style="list-style-type: none"> •Building on synergies with Indigenous Education/ IKS • Skills for Life-long learning/ education for ‘continuity and survival’ - wisdom/ citizenship • emphasis on EFA – equity, access & relevance •Recognition of the need for Culturally relevant and spiritual approaches that nurture spirit of humanity (e.g. Faith-based app’s or Indigenous notions of ‘community’ and ‘connectedness’) •Examining beliefs about “the common good” and “planning for the future” – concept of custodians of the earth (vanua/fanua/ fenua/fonua) 	<ul style="list-style-type: none"> • Over-dependence on external funding (lack of and threat of discontinuity) •Lack of resources •external agendas vs. local needs •‘E’ is often ‘silent’ with more emphasis on SD especially in higher education & the corporate sector • Over-emphasis on Environ. Pillar and neglect of others •Many ESD projects may not be ‘sustainable’ due to heavy dep. on foreign expertise, intellectual & managerial capacity, & finance.

THE END

*Vinaka Vakalevu
Fa'afetai tele lava
Malo Aupito
Mauri*

*Education for sustainable development, from a Pacific perspective, is education for cultural survival and continuity. As such, it will mean a total transformation of the way we behave and educate, which, up until now, has been moving Pacific people and their communities in a direction that is leading to un-sustainability.
Thaman (2010)*