43rd Annual Conference

of the

Oceania Comparative and International Education Society

Strengthening Educational Relationships Within and Beyond Oceania

November 3-6, 2015

CONFERENCE SPONSORS

School of Pacific Languages, University of the South Pacific

Research Unit in Pacific & International Education, University of Auckland

School of Critical Studies in Education, University of Auckland

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Robert Early, USP
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Welkam, Beinvenue, Welcome to OCIES 2015!

At the 2014 AGM a decision was made to change the name of our regional society from the Australian and New Zealand Comparative and International Education Society (ANZCIES) to one more representative of the region within which our society exists, and more inclusive of educationists from the many countries within Oceania. A subsequent survey of members' views on the replacement name indicated a majority preference for **OCIES, the Oceania Comparative and International Education Society.**

Thus, we are pleased to welcome you to Vanuatu for the first conference of our society held in an Oceanic location other than Australia or New Zealand. We have developed the themes and sub-themes to guide the reinvigoration of CIE in Oceania. They reflect the convening committee's wish to revitalise our society by encompassing the diversity of issues, interests, perspectives and contexts represented in Oceania, and to both widen participation in and add depth to debates and dialogue about how CIE can contribute, theoretically and practically, to education in the post-2015 era.

In the following pages you will find the conference programme, information about the venue and conference logistics, and all conference abstracts. These are also available on line, along with additional information about the conference www.ocies.org

We hope you enjoy the conference!

The Conference Theme

Our theme '*Strengthening educational relationships in Oceania and Beyond*' is underpinned by the regional vision offered by the late Tongan anthropologist, Dr Epeli Hau'ofa, as an alternative to the prevalent regional perspective at the time, "the economistic and geographic determinist view" (1993:6) which he saw as maintaining the power relations of colonial times between Pacific Rim 'developed' countries and the small island 'developing' states and territories within the Pacific Basin. Hau'ofa's "New Oceania" focused on the Pacific Ocean as a shared post-colonial space for both the revitalisation of the pre-colonial interconnectedness of Pacific peoples and the development of extensive and expansive new connections with Pacific Rim countries, particularly Australia and New Zealand, of "a vibrant and much enlarged world of social networks that criss-cross the ocean …" (1998:391).

Hau'ofa's ocean-centric approach attributed the development and survival of the complexity of societies which make up the most culturally and ecologically diverse region in the world to the ocean, which was also seen as a unifying mechanism for the establishment, maintenance and expansion of social relationships across historical time and regional space. Thus his spatial-temporal analysis in which the natural environment and society condition and shape each other, presented the New Oceania as a relational space.

Parallels can be drawn between Hau'ofa's reconceptualization of Oceania as expanding, fluid, bottom-up and inclusive, and that of more recent theorising about regionalism. For example, Hettne (2005) argues that regional development should be an endogenous process, that regions are "subjects in the making" continuously in the process of formation. Shaw, Grant & Cornelissen (2011) challenge regional studies' relative neglect of the global South pointing to the need for innovative forms of regionalisms as collective responses from those concerned with the intensification of inequalities resulting from uneven globalisations – economic, cultural, ecological and technological.

Cross cutting theme: Post-2015 education and sustainability:

What does the post-2015 era, marked by intensifying global-regional-local intersections and continuous social, political, economic and environmental change mean for improved educational quality and equity in Oceania and beyond? How can the development of collaborative education research relationships contribute to and inform sustainable education development?

Sub-themes

1. What have been the effects of the global agenda for educational improvement, through reforms in areas such as system/school management, curriculum, pedagogy and/or assessment, on national policy and practice?

2. To what extent can and should CIE support the development of relationships between indigenous and exogenous epistemologies within education systems?

3. How have national policymakers responded to the demands of recent global/regional agenda for improved literacy and numeracy outcomes within complex and diverse language environments?

4. Who are the custodians of education between and within nations and regions, and what does this mean for post-2015 relationships between citizens, civil societies and governments?

5. What is the role of CIE in promoting an interconnected response to the education and learning challenges arising from the effects of climate change at global, regional and national/local levels?

Conference Location

The Emalus campus of USP is located within the town bounds of Port Vila, the capital city of Vanuatu on the island of Efate. Four of USP's teaching programmes are offered on the campus: Law, Pacific Languages, Economics and Education. The campus hosts between 900-1200 students during semester and has many more students learning by distance across the 80+ islands of Vanuatu.

A campus map will be included in your conference bag and is available online here: http://www.usp.ac.fj/fileadmin/random_images/home_middle_banners/emalus/Emalus_campus_map.pdf The plenary sessions of the conference will be held in the main Conference Room, which is just to the left of the main entrance and campus reception. Morning/afternoon tea and lunches will be served just outside the main Conference Room, adjacent to the lush garden area. Directions to the other two conference seminar rooms will be available on your arrival. Internet is not easily accessible on campus. You will need to access internet through your accommodation, roaming services, or at one of the internet cafes in Port Vila township.

Registration

The registration desk will be open from 3.30pm on Tuesday 3 November and from 8.30am on each full day of the Conference. All those registered will receive a conference bag when checking-in, including a hard copy of this Conference Programme and Abstracts. Those not registered through the online system must pay at the desk (Australian dollars or VATU).

Tickets for the conference dinner will still be available for purchase up until lunchtime on Wednesday 4 November. These must be paid for in cash, in either Australian dollars (AUD 70 per head) or VATU (5,500 VATU per head).

Welcome Reception 5.30-7pm, Tuesday 2 November

The Welcome Reception will be held on the Emalus Campus, in the reception area at the main entrance. Representatives of the OCIES Executive, USP and the Ministry of Education and Training Vanuatu will speak. This will be followed by cultural performances by USP student groups, drinks, kava and nibbles.

Emergency Contact details

Any questions prior to arrival please email ocies2015@gmail.com For any emergency situations while in Vanuatu you can contact Rebecca Spratt on +61 4500 95800 or contact the following emergency services:

Ambulance: +678 22100
Fire: +678 22333
Police: +678 22222

CONFERENCE PROGRAMME

OCIES 2015 Strengthening Educational Relationships within Oceania and Beyond

CONFERENCE PROGRAMME	
Tuesday 3 November, 2015	
PRE-CONFERENCE WORKSHOP: LITERACY DAY	
9am-3pm	
Conference Room, Emalus Campus	
Hosted by MoET and VESP	
CONFERENCE REGISTRATION	
4.30pm onwards	
Foyer space outside Conference Room, Emalus Campus	
OCIES WELCOME RECEPTION	
5.30 – 7pm Foyer space outside Conference Room	
Welcome by Conference Convening Committee (Robert Early), OCIES Executive representative (Alex McCormick), and MoET Representative.	
Drinks, kava and nibbles will be served, with performances by USP Student dance groups.	

OCIES 2015 Strengthening Educational Relationships within Oceania and Beyond

CONFERENCE PROGRAMME – DAY 1
Wednesday 4 November, 2015

	CONFERENCE ROOM		
PLENARY			
	Registration from 8.30am		
	Foyer space outside Conference Room		
9.00 – 10am	**Welcome**		
	Keynote address: Professor Kabini Sanga: *What if "form" was the aid? Opportunities for a new Oceania Education Aid Community*		
10.00 – 10.30	**MORNING TEA**		
Session 1	**CONFERENCE ROOM**	**ROOM A**	**ROOM B**
10.30 – 12	**Cross- cutting theme**	**Sub-Theme 4**	**Sub-Theme 3**
Chair:	**E Coxon**	**R Early**	**E Cassity**
	J McLaughlin *Indigenous knowledges and intellectual traditions: shifting priorities and implications for comparative and international education in Oceania*	C Bough & A Kersten *School Blong Yumi: A Grassroots Approach to Community-Based Cultural Education*	M Steinbach *Curriculum considerations in a context of immigration: newcomer perspectives*
	A McCormick *Pacific Education Policy Processes for 'post-2015': multi-level and multi-stakeholder participation*	D Morris & J Wiejers-Coglan *Community empowerment: addressing educational disadvantage in Vanuatu*	K Langat *Supporting culturally diverse learners through balanced and authentic assessment*
	R Spratt *Defying Definition: Re-thinking Education Aid Relationships in Solomon Islands*		V Maniam *A Comparative study of Tamil Language Teaching and Learning in Primary Schools in Malaysia and Singapore*
12 – 1pm	**LUNCH**		

PLENARY	CONFERENCE ROOM		
1-2pm	**Invited symposium:** *Reshaping Language policy in Vanuatu education: complexities, challenges and chances* **Speakers:** R Early, H Tamtam, C Thieffry-Cumbo, F Willans, C Robert		

	CONFERENCE ROOM	ROOM A	ROOM B
Session 2 2 – 3.30pm	**Sub-Theme 3:**	**Sub-Theme 4**	**Sub –Theme 2**
Chair	**E Coxon**	**A Welch**	**J McLaughlin**
	Panel Discussion: *Pacific Islands Literacy and Numeracy Assessment (PILNA)* **Panellists:** 'U Fasi N Tu'i T Taoi E Cassity	M Thomas *Rarely looking inward: Comparative education & the limited examination of its own pedagogy* M Longhurst *Exploring the quality learning agenda for Oceania: An open conversation* L Saha *Education and Development: A Reassessment*	L Towers *'Inclusive curricula': Indigenous cultures, knowledges, and power* T Steen & R Nicholls *Ganma: Meeting of the cultures through 'Learning on Country'* Z Ma Rhea *Paviṇaupāya Skilful Means: The Pedagogy of Aṭṭhangika-magga Eightfold Path*

3.30 – 4pm	**AFTERNOON TEA**	CONFERENCE ROOM	

	CONFERENCE ROOM	ROOM A	ROOM B
Session 3 4-5.30pm	**Sub –Theme: 4**	**Sub –Theme: 3**	**Cross-cutting Theme**
Chair	**C Fox**	**K Sanga**	
	A Welch *Irregular Regionalism: China-ASEAN higher education relations at the borderlands* D Small *The corporate university as critic and conscience of society? Universities, academics and the challenge of community engagement.* N Bagnall *Global Identity*	J McFall-McCaffery *Rethinking Principles and Practices of Literacy/ Biliteracy and Bilingualism in Pacific Education* L Sa'ulilo *Exploring the associations between demographic and behavioural factors with health literacy among Pacific mothers within New Zealand in the context of Pacific health and well-being.* M Quinn *Reforming literacy teaching in schools in Solomon Islands: getting the messages out*	**Workshop:** *Getting published with International Education Journal: Comparative Perspectives* **Facilitator:** Z Ma Rhea

OCIES 2015 Strengthening Educational Relationships within Oceania and Beyond

CONFERENCE PROGRAMME – DAY 2
Thursday 5 November, 2015

	Registration from 8.30am Foyer space outside Conference Room
Plenary	**CONFERENCE ROOM**
9.00 – 10.00	**Keynote address** Dr Christine Fox: *Who is my neighbour? Unleashing our postcolonial consciousness*
10.00 – 10.30	**MORNING TEA**

Session 4	Sub –Theme 5	Sub-Theme 2:	Sub –Theme 4
10.30-12noon	**CONFERENCE ROOM**	**ROOM A**	**ROOM B**
Chair	**A McCormick**	**R Spratt**	**E Cassity**
	C Mutch *'River of emotions': Children and natural disasters*	**Panel discussion** *Heliaki Lālanga – thinking metaphorically about the Pacific School Literacy and Leadership Programme* **Panellists:** H Veikune A Roumanu S Kale Lau'i R Maneipuri	I Paulsen *Negotiating pathways; reviewing the transitions of Pacific Islander learners from post-compulsory secondary school to post school destinations in Melbourne's western region*
	Y Pant *Strategies for Nepalese schools to move their students from vulnerability to resilience after natural disasters: the challenges of school disaster programmes*		K Smith *Acknowledging Our Past to Create A Future of Indigenous Advantage: A review of historical policy in New Zealand, Australia and Canada and its ongoing impact on Indigenous education.*
	P Farid, L Tarivonda & H Tamashiro *Education for Development – a study on the relationship between education, empowerment and community-building in*		S-J Moore *School on Sunday, kunanyi and journeys of the heart.*

12-1pm	*Vanuatu*	LUNCH		
Session 5		**CONFERENCE ROOM**	**ROOM A**	**ROOM B**
1-2pm **Chair**		**Sub-theme 4** **H McQuire**	**Sub-Theme 1** **N Bagnall**	**Cross-Cutting Theme** **C Thieffry-Cumbo-**
		Panel Discussion: *"Looking back from 2030, how will we view the actions of today?" Exploring the role of National Education Coalitions in the Post-2015 education Agenda in the South Pacific and beyond.* **Panellists:** P Kare, P Kakai, A Pakoa	H Sadeghi *E-learning Practice and Cultural Context: A Comparative Investigation* M Meredith *Understanding the effects of technology on families, learning and home-school partnerships: implications for education in Oceania*	C Ziguras *The Impact of Mining on Education and Training in South East Asia* F Yanhambath *A Skills Development Model for Economic Growth in Rural Communities*
Session 6		**CONFERENCE ROOM**	**ROOM A**	**ROOM B**
2-3.30pm **Chair**		**Sub-theme 1** **R Shah**	**Sub –Theme 4** **A McCormick**	**Sub –Theme 2** **S Johansson-Fua**
		H Hill *Using Education to achieve the Sustainable Development Goals: with particular reference to small island states* Z Gusmao *Teacher Education in Timor-Leste: Contributing to Educational Reform through a Pedagogy of Critical Thinking* M Goncalves *Education as a right in Timor-Leste — Ita luta para atu matenek, atu kaer nasaun*	Leann Kendall *Facebook Use and Emotions among University Students: A study at the University of the South Pacific* M Eastbrook *Motivation and Perceived Social Support amongst University Students* T Baice *Strengthening educational relationships across Oceania via Youth Work*	E Varani-Norton *Retaining and Adapting Traditions in a Globalized Culture: iTaukei Tapa Metaphors as an Epistemological and Pedagogical Framework* R Fuluifaga *Acclimatizing across the Oceanic vā for Ethical Design Practice Methods-a case study of teaching and learning* S Fonua *Tongan Students and Science: Reflecting on my own practice*
3.30 – 4pm		**AFTERNOON TEA**		
6.00 – 9 pm		**Conference Dinner – Au Fare restaurant**		

OCIES 2015 Strengthening Educational Relationships within Oceania and Beyond

CONFERENCE PROGRAMME – DAY 3

Friday 6 November, 2015

Registration from 8.30am

Foyer space outside Conference Room

Plenary		**CONFERENCE ROOM**	
9.00 – 10am	**Keynote address**	Dr Seu'ula Johansson-Fua: Navigating the "Ocean within us" and around us: The continuing search for D-E-V-E-L-O-P-M-E-N-T	
10.00 – 10.30	**M/TEA**		
Session 7	**ROOM 1**	**ROOM 2**	**ROOM 3**
10.30 – 12noon	**Sub-Theme 1**	**Sub -Theme 5**	**Sub-theme 4**
Chair	**H Hill**		**D Small**
	R Di Biase *An investigation into the factors that influence pedagogical reform in the Maldives*	**Workshop** *Responding to climate change in Early Childhood Education: Vanuatu & Aotearoa*	R Shah *Australia Awards: Do they strengthen women's leadership?*
	N Tu'i *The influence of the global education agenda on the Samoan education system*	**Facilitators:** C Smith J Ritchie	J Mackisack *The developmental role of scholarships in post-conflict Aceh: Challenges to creating a lasting peace*
	D Cobb *Repackaging the Pedagogical Landscape: Open Educational Resources and the Reframing of Learner-centred Education*		A Siteine *Tensions in the local/global interface of curriculum development, implementation and change in Oceania: The case of Nauru*

	CONFERENCE ROOM	ROOM A	ROOM B
12-2pm	LUNCH - OCIES AGM (Conference Room)		
Session 8	CONFERENCE ROOM	ROOM A	ROOM B
2-3.30pm	Sub -Theme 5: Panel Discussion *When disaster strikes ....* **Chair:** Carol Mutch **Panelists:** Y Pant R Shah D Cobb	Sub –Theme 2: Workshop *Early Childhood Education in the Pacific* **Faciliators:** J James A da Costa B Thornton V Galuvao	Cross-cutting Theme: Workshop *Oceania & Intellectual sustainability: Developing Editorial and Reviewing Skills* **Facilitator:** Z Ma Rhea
3.30 – 4pm	AFTERNOON TEA		
PLENARY	CONFERENCE ROOM		
4-5pm	Closing Plenary: *Strengthening education relationships in Oceania and Beyond: Moving Forward* **Invited contributors:** Dr Julie Mclaughlin, Dr David Small, Professor Anthony Welch		
	CLOSE OF CONFERENCE		

INVITED SPEAKERS AND PANELS

INVITED SPEAKERS

Dr. Kabini Sanga –What if "form" was the aid? Opportunities for a new Oceania Education aid community.

For Pacific Islands peoples, relationships are of enduring importance. Yet, in spite of decades of aid giving and aid receiving, relationships in Pacific aid communities have predominantly been indifferent. In an era of global challenges, a new Oceania Education aid community is called to journey together to the common good through relational covenanting, generosity and hospitality.

Kabini Sanga, a Solomon Islander, is an educator with over three decades of leadership experience in multiple jurisdictions. While he lives in Aotearoa New Zealand where he is an Associate Professor of Education at Victoria University of Wellington, Kabini is a clan leader of his Gula'alaa people of East Mala'ita, Solomon Islands.

Prior to joining Victoria University in 2000, Kabini was the Chief Executive Officer of the Solomon Islands College of Higher Education, and has also held leadership positions in teacher education (Head of School), Ministry of Education (Director) and secondary schools (as Principal and Deputy Principal) in Solomon Islands. He received his schooling in Solomon Islands, his undergraduate education at University of the South Pacific and postgraduate degrees in Educational Administration in Canada.

Kabini's research interests are in leadership, educational policy, international education, development education, governance of higher education and indigenous research. He is a mentor who is active in growing a new generation of Pacific leaders, and has been a consultant for Solomon Islands government and international aid agencies over a number of years.

Christine Fox – Who is my neighbour? Unleashing our postcolonial consciousness!

Strengthening educational relationships within Oceania and beyond is a significant theme for the first OCIES Conference held in the Pacific, in Vanuatu. We are indeed bound in one sense by our geographical positioning in the Pacific. Yet our neighbours could be anywhere in the world, in cyberspace, as well as physically next door, or a few kilometres across this ocean. Our imaginations are no longer bound by geographical determinist views (Hau'ofa 1993). We share a crucial postcolonial global space, and Southern (Pacific) regionalism is a case in point.

It is all too easy to be discouraged, yes outraged, by the continuing state of the socio-economic inequalities and the fragility of 'the neighbourhood' (our world) in a deteriorating environment. A more effective approach might be to look at the politics of indignation (Mayo 2012) at the state of affairs, and from there unleash our global postcolonial consciousness to effect change, acting with non-violence and empathy in an intercultural, ethical space (Ermine 2007). Such social change is not measurable, but rather interpretive and empathic: "The complexity of the human mind, of consciousness and of social interaction, is so great that 'measurement' [becomes] less relevant (Plotkin 2002:12).

Christine Fox, formerly at the University of Wollongong Faculty of Education (1991-2009), has researched, taught, published and undertaken international consultancies over a number of years, particularly in the Asia-Pacific area. Her consultancy and published academic work relate to teacher education and curriculum reform, comparative and international education, critical and postcolonial theory, intercultural and feminist perspectives, and qualitative and narrative methodologies. Over the years, each of these fields has become interwoven around the fabric of human rights and social justice.

Christine has an MA in education planning and development from the University of London's Institute of Education and a PhD in Education from University of Sydney. Her PhD thesis involved fieldwork in conjunction with teachers and teacher educators in Samoa (and Fiji and Solomon Islands), thus forming a lifelong attachment to the Pacific Islands.

Christine was twice President of the Australian and New Zealand Comparative and International Education Society (ANZCIES), Vice-President of the World Council of Comparative Education Societies (WCCES), and is past Secretary-General of the WCCES (2005-2012). Since January 2014 Christine has been an active volunteer for Amnesty International Australia and is currently engaged in some preliminary research into education in Tanzania.

Seu'ula Johansson-Fua – Navigating the 'Ocean within us' and around us: The continuing search for D-E-V-E-L-O-P-M-E-N-T

The 'ocean within us' connects us to nature and to the ocean that shapes our cultures, philosophies and values. The 'ocean within us' is increasingly surrounded by the 'tidal wave of D-E-V-E-L-O-P-M-E-N-T' that it brings with it development partners, consultants and researchers with an ever increasing number of education development agendas. The role of the Oceanic researcher is to define relevant research approaches, methodology, ethical protocols so that they may confidently translate, contextualise and make sense of the 'ocean within us' – our cultures and trusted processes – and the ocean around us – the global agendas for education development. The relationship between indigenous researchers and other researchers is a critical space for creating and affirming an emerging Oceanic paradigm. The Oceanic paradigm envisioned by Hau'ofa, invites us to take strength from the many rivers and lagoons of Oceania so that we may find our development and once again like our forefathers, 'bend the wind'.

Seu'ula Johansson Fua is the Director of the Institute of Education, at the University of the South Pacific. She is mother to two children and the wife of a school principal. Seu'ula and her family live a semi-subsistence life style on a small farm in Tonga. Her daughter, Kaufo'ou, describes Seu'ula as her hero, a role Seu'ula takes very seriously.

Following her schooling in Tonga, Seu'ula continued her education in New Zealand where she received her undergraduate degrees. She was a Commonwealth scholar and received an M.A and Ph.D. in Educational Administration from the Ontario Institute of Education at the University of Toronto. Her research interests include educational leadership, management, organizational systems and structures, policy analysis and strategic planning.

Seu'ula has undertaken research and training in Tonga, Tuvalu, Samoa, Cook Islands, Palau and Fiji. She was bestowed Kaumatua title from the House of Ariki in recognition of her work with Cook Islands school leaders. One of her proudest works was the Sustainable Livelihood and Education studies conducted with

Tongan and Nauruan teachers, with findings that were translated into curriculum materials and used by teachers.

INVITED SYMPOSIUM

Reshaping Language policy in Vanuatu education: complexities, challenges and chances

Language policy for Vanuatu's education system must contend with immense linguistic diversity, including approximately 100 vernacular languages and three co-official languages - Bislama (a pidgin/creole that serves as national language), English and French – the former colonial languages which are 'principal languages of a dual-medium education system.

Language debates have featured in the socio-political landscape since Independence (1980), reflecting pressures towards traditions – the importance of vernaculars, and recognising Bislama as a unifying force and token of national identity – and modernity – the rise of Bislama as an urban creole, the growing importance of English, and reactions against the perceived decline in the significance of French. Bislama's place within formal education has been particularly controversial and, while desires to include the multiplicity of small vernaculars are growing, just asking how exactly this might happen has usually served to stifle discussion. However, numerous initiatives around "rethinking" education in Vanuatu have resulted in significant steps towards "reshaping" this sector.

A new language policy was endorsed in 2012. It mandates the use of the vernaculars, including Bislama, as medium of instruction during formal pre-school and the first two primary years, and which recommends the continued use of these languages to then support the transition to English or French. The implementation of this policy has been incorporated within the remit of the Vanuatu Education Support Programme which focuses on strengthening the quality of the early stages of education. Drawing on multiple perspectives and a range of expertise, this symposium offers a window into the realities of such a complex innovation.

Paper 1: The state of play in education language planning in multi-lingual polities
Presenter: Robert Early, Director, Pacific Languages Unit, University of the South Pacific

In setting the scene for the discussion, this presentation introduces some central debates and examines how these have played out in a number of comparable contexts. Language-in-education policies in many countries are undergoing challenge and change. The older paradigm, solely legitimating prestigious international languages, has largely broken down. New understandings of language rights, national identity, and educational efficacy have led to enthusiastic embracing of other languages within education systems. Reticence towards the incorporation of vernacular languages, and their use as at least initial teaching languages, is rapidly dissipating, but challenges in implementation remain. By way of a comparative approach, this presentation seeks to derive lessons that can be learned from an analysis of education language policy developments and roll-outs elsewhere in Oceania and beyond.

Paper 2: *Relief and acceptance: Initial response and feedback to the new language*
Presenter: *Helen Tamtam, Early Literacy Advisor, Vanuatu Education Support Programme*

> The new language policy for education in Vanuatu is the result of a process that included community consultation and evaluation of options. The Ministry of Education undertook a national programme of awareness-raising during 2014, prior to the new curriculum and other changes reflecting the new policy being rolled out in 2015. This presentation describes the awareness programme which covered curriculum reform, the new language policy, revised assessment policy, and literacy and numeracy kits provided to schools. During the awareness activities, a number of stakeholder groups – teachers, school authorities, parents and community leaders – provided feedback, comment and response. The presentation discusses the nature and content of these responses. Also considered are: what are the main questions still being asked? What is being said by the few who still question the new direction? Why do the large majority welcome these changes with relief and acceptance? Was there a difference in response in rural/urban areas, or in francophone/anglophone communities?

Paper 3: *Corpus development of Bislama for Anglophone and Francophone education: Bae yumi yusum blakbod o tablo?*
Presenter: *Fiona Willans – Lecturer, Language and Lingustics, University of the South Pacific*

> Bislama has been used to conduct awareness about the new policy and to prepare resources that can later be translated into other languages. However, Bislama has hitherto had no official role in formal education, so new lexis has had to be developed. Since Bislama is an English-lexified pidgin, new terms would be expected to come from English. However, due to Vanuatu's dual-medium education system, Anglophone teachers are used to writing *tests* and *homework* on their *blackboards*, while Francophone teachers write *les contrôles* and *les devoirs* on *leurs tableaux*. Understandably, Francophones resent adoptions such as *blakbod* rather than *tablo* as new Bislama terms, perceiving this to constitute Anglicization. Language policy has long been extremely sensitive in Vanuatu, so decisions need to be taken very carefully if all parties are to accept the new language-in-education policy. This paper considers the options available for the lexical development of Bislama in this context.

Paper 4: *A donor perspective on literacy: Investment in education as a poverty reduction strategy*
Presenter: *Christelle Thieffry-Cumbo, Senior Program Officer Education, Australian High Commission*

> Along with the Ministry of Education and Training (MOET), development partners in Vanuatu have, in recent years, been closely monitoring literacy outcomes. While MDG 2 focussed on access, a key component of the development provision for education was targeted to improving the quality of primary education. The Vanuatu Education Support Program (VESP) is assisting MOET to develop and implement an operational strategy for the endorsed language policy,

which advocates the use of mother tongue in the early years of schooling. The policy aligns with international research on best practice for enhancing children's social, cultural and cognitive development. This presentation will outline the Australian aid program's approach to supporting MOET, reflecting Australia's values and commitment to reducing poverty and lifting standards through sustainable economic growth.

Presentation 5: *Reshaping language policy in Vanuatu: Where are we now?*
Presenter: *Charlie Robert - Principal Education Officer, Curriculum Development, MoET*

Our final presentation reflects on the chronicles of language in education policy as they have unfolded since Independence. It presents the view from within the Ministry of Education and Training, examining the multiple influences that have shaped our progress and decision-making. These include the social, bureaucratic and cultural forces that have often pulled us in different directions, as well as the input from various donors and advisors. The paper charts the developments that have led up to the current education language policy, considering: the problems experienced during the earlier pilot projects; impediments that had to be overcome in the formulation of a clear policy; the key factors that have been most influential in helping us move forward, and the capacity considerations that MOET is having to look at in order to fund and administer the new policy in the future.

CONFERENCE ABSTRACTS

Cross-cutting Theme

What does the post-2015 era, marked by intensifying global-regional-local intersections and continuous social, political, economic and environmental change mean for improved educational quality and equity in Oceania and beyond? How can the development of collaborative education research relationships contribute to and inform sustainable education development?

INDIVIDUAL PAPERS

Dr. Alexandra McCormick, The University of Sydney
alexandra.mccormick@sydney.edu.au

Pacific Education Policy Processes for 'post-2015': multi-level and multi-stakeholder participation

In this paper I trace some of the multi-level, shifting roles that civil societies have increasingly been playing in education and development policy activities and formation in parts of Southeast Asia and the South Pacific. I consider the changes, nature and range of engagement in relation to the 'post-2015' agendas and processes that have contributed to creating the 'sustainable development goals'. The analysis and research has interrogated the relevance and implications of globalized processes for education and development cooperation futures in the Pacific, its islands and communities through lenses of decolonizing regional histories, language use and dynamic geo-political power relations.

In investigating multiple, inter-relating actors and contexts for education policy formation processes, I build on methodological and conceptual approaches of critical discourse analysis, multi-level policy exchange and transfer, and post-colonial theoretical approaches. This has included a combination of historically contextualized document and website analysis and reviews, and interviews. Analytical strands have considered intersecting equity aspects as ongoing concerns for various policy actors.

Juliana McLaughlin, Queensland University of Technology
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Indigenous knowledges and intellectual traditions: shifting priorities and implications for comparative and international education in Oceania

At the closure of the 42nd annual conference of the Australian and New Zealand Comparative Education and International Education Society (ANZCIES) in 2014, participants left pondering what the 'soul' of comparative education is. Indeed, this is a turning point for comparative and international education in the Pacific / Oceania region, demonstrated by the shift to inclusivity, instigated by what we see and call ourselves as a professional society. The change of the regional society's name from ANZCIES to Oceania allows possibilities as well as presents a set of challenges for strengthening educational relationships in the region and beyond, calling into our conversations issues of historical legacies, identity and future directions for education.

From a postcolonial perspective, I discuss the dialectics of comparative and international education, drawing on its history and contributions to the Pacific Islands education systems. I extend these discussions by exploring opportunities and participation of Pacific Islanders on the global marketplace on the one hand, and issues of sustainability, identity and cultural continuity on the other. Regardless of geographical locations (or dislocations), Pacific Island values informed by indigenous islander knowledges and intellectual traditions will ensure ethical development of island nation states and cultural survival. The question remains with how comparative and international education community recognized, responds to and supports existing Pacific knowledges intellectual traditions of Oceania.

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Defying Definition: Re-thinking education aid relationships in the Solomon Islands

Aid and development discourse has long been implicated in the "making and unmaking" of subjects (Baaz 2005, Escobar 1995, Mosse & Lewis 2005). Amidst constructs of 'developed and developing', 'donor and recipient', development partnerships seek to bring order to aid actors and relationships. This is visible in aid to the education sector in the Pacific, where labels such as 'development partner' are applied to officials of Pacific Ministries of Education; elaborate partnership frameworks and processes of donor dialogue heavily influence the workflow of Ministries, and aid funding modalities seek to re-shape accountabilities.

Despite the interest in the structuring and defining of aid relationships and roles, there has been little investigation (globally or in the Pacific) into how those now labelled as development partners, such as officials of Education Ministries, perceive the labels given to them, their roles and their relationships within the aided context. Research undertaken in 2010 in the Solomon Islands sought to address this gap, and explored the way in which education officials interpreted and articulated their professional roles and their relationships within the heavily aid-ed context of the Solomon Islands.

The research findings highlight the centrality of subjectivity and inter-personal relationships to aid effectiveness. The findings show that aid is not the all-powerful discourse it is often made out to be. Labels such as 'development partner' or 'donor/recipient', while significant, are not sufficient for describing the complicated, dynamic nature of aid relationships and roles. Reflecting on Hau'ofa's (1993) call for a regional identify built on "human beings with a common heritage and commitment, rather than as members of diverse nationalities and races", the findings offer opportunities to enhance aid effectiveness, by defying definitions and embracing the messiness social relationships.

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The Impact of Mining on Education and Training in South East Asia

Foreign direct investment in developing countries can promote education and training in various ways. Multinational enterprises may provide training for their workforce if the skills that they require are recognized or not readily available in the local labour market. By employing local people and thereby increasing incomes they may have the effect of allowing more children to stay in school longer. By providing employment opportunities for people with particular skills, multinational enterprises may motivate young people to obtain qualifications that they would not pursue in the absence of such jobs. Whether multinational enterprises have these effects depends on a range of factors including the nature of the work performed by employees of the enterprise, their employment practices, the characteristics of the local workforce, and the availability of education and training. This paper examines the effects of two large multinational mines in rural Laos and Thailand on the education and training of local communities, with a focus on the differential impacts upon men and women. It draws on documents provided by the two mines, interviews with managers in the mines and interviews members of neighbouring communities. The findings point to a range of direct and indirect effects of the mines on the knowledge and skills of local communities, and considers the ways in which targeted interventions can enhance the upskilling of communities in ways that promote gender equity and decrease dependence on a single employer.

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A Skills Development Model for Economic Growth in Rural Communities

The Australian Government funded Vanuatu Technical and Vocational Education and Training (TVET) Sector Strengthening Program aims to support economic development through targeted skill development services. It encourages a more responsive and better quality training system that is able to meet the skill demands of the productive sectors in provincial communities. The Program works to strengthen national and provincial structures within the TVET sector and builds the capacity of local training providers to deliver courses focused on employment and income-generation outcomes within a nationally recognized framework. A range of demand driven training and business development support services resulting in social and community benefits are coordinate through the TVET Centres. These trainings result in an increased number of self-employed, increased incomes for individuals and created businesses to provide employment opportunities for people who lived in rural areas including women and people with a disability. This paper will present some of the social and economic benefits with case studies on how skills' training contributes to economic and social development. It will highlight the enablers and barriers in developing a Technical Vocational Education and Training Sector that is responsive to the needs of people in the rural communities.

Sub-Theme 1

What have been the effects of the global agenda for educational improvement, through reforms in areas such as system/school management, curriculum, pedagogy and/or assessment, on national policy and practice?

INDIVIDUAL PAPERS

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Repackaging the Pedagogical Landscape: Open Educational Resources and the Reframing of Learner-centred Education

Increasing emphasis on enhancing the quality of education in low-income countries has seen growing interest in the role of learner-centred education in facilitating the achievement of educational quality. The role of teacher education in supporting this pedagogical transition has gained increasing awareness in the global community with Open Educational Resources being advocated as a viable and cost effective way to provide quality teacher training resources to teachers in fragile and small states. The purpose of this paper is to examine the pedagogic

relationship within the Open Educational Resources environment and to understand how Open Educational Resources facilitates learner-centred education through the Open Resource for English Language Teaching (ORELT) teacher education modules. Using Bernstein's pedagogic coding theory as an analytical tool, this paper suggests that the Open Educational Resource environment encourages a learner-centric adaptation of learner-centred education, which creates the appearance of pedagogical transformation, while essentially reproducing teacher-centred pedagogical practices. In the context of teacher education and the development of sustainable pedagogical practices that enhance educational quality in low-income countries, these findings question the effectiveness of such reconfigured notions of learner-centred education and caution the way in which Open Educational Resources have been used to promote learner-centred education.

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An investigation into the factors that influence pedagogical reform in the Maldives

This paper investigates the implementation of active learning through the experience of the Maldives, a small island developing state. Globally, many national governments and donor

organisations endorse learner-centred pedagogies. The well-documented challenges of active learning reform highlight the disparity between policy and classroom practice, and the need for greater attention to context in the reform process. In recognising these challenges, the aim of this qualitative study was to investigate how teachers enact active learning pedagogy using design-based research; an interventionist methodology exploring practical solutions in real-world settings. The site for the study was an island school, chosen for offering optimum conditions for the implementation of the intervention. Following a contextual analysis identifying local priorities, and working collaboratively with a group of Maldivian teachers, a pedagogical intervention based on learner-centred principles was developed to fit the Maldivian context. The intervention was then enacted in the island school and studied over eight months. The findings from this enactment phase are reported here detailing teachers' use of the pedagogical intervention through multiple data sources; recording booklets, questionnaires, interviews and observations. A number of key enabling conditions were identified that supported teachers' use of the innovative pedagogy along with a number of barriers to change. The findings confirm the importance of adapting innovations to local circumstances and supporting teachers to find meaning in the desired change, with the goal of developing innovations that are both globally informed as well as locally relevant.

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Education as a right in Timor-Leste — Ita luta para atu matenek, atu kaer nasaun (We fought for education, to lead our country)

Similar to other post-colonial nations in the Pacific region, Timor-Leste has been in contact with exogenous epistemologies which have influenced local perceptions of the world and education systems. In the case of Timor-Leste, distinct generations have experienced different schooling systems: from Portugal, Indonesia and, during independence, a national education system with external influences. Local epistemologies, however, which are grounded in *kultura*, that is, local governance, justice and knowledge systems, strongly shape East Timorese worldviews.

In a context of such complexity and overlapping knowledges, post-colonial nations like Timor-Leste, which are undergoing a process of building an education system often with limited financial and human resources, a question should be posed: how can collaborative research relationships across the Pacific contribute to improved education quality and equity without side-lining local knowledge systems?

Education is seen as a fundamental right by East Timorese belonging to distinct generations. The research that I carried out in Timor-Leste in 2012, involving group interviews and participant observation, highlighted the centrality of education and social equality. This paper will discuss recent research on East Timorese perceptions of rights, particularly the youngest generation's experiences in accessing education. For this purpose, I will focus in the situation at the National University (UNTL) which illustrates the difficulties created by the presence of different aid agendas

at work in post-conflict countries. Moreover, I will consider how collaborative research relationships across the Pacific may contribute to increased quality and equity in education from the perspective of the Timor-Leste experience.

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Teacher Education in Timor-Leste: Contributing to Educational Reform through a Pedagogy of Critical Thinking.

"Education is not preparing for life but education is life itself", (Dewey 1859-1952).

Education is a process; it is a lifelong learning through self-discovery, self-knowledge and self-thinking. It continues to develop through interaction in a social environment to constantly promote the educative potentialities of human beings. Professional development is a fundamental part, to construct a progressive society. Educators must better prepare pupils to create the desire and capacity for learning, not merely to adapt to the world, but also to intervene, innovate and to transform it. A critical thinking approach is the centre of the study, since it is the most valuable competence to obtain quality in the learning goal.

In Timor-Leste teaching needs to be for reformation and recuperation of the education system that has been playing an oppressive role over decades. Now thirteen years since the Timorese people celebrated self-determination in May 20th 2002. It is time to look to the future of quality education. This paper will include an understanding of the genesis of educational history that shaped the past life of the people in this country. Further action is to improve education that promotes active productive citizen in a democratic living world.

This paper aims to explain how' teacher' perspectives and knowledge can bring together the notion of action learning through critical thinking, and reflecting on past experience to make changes in teaching and learning. This will enable Timor-Leste to avoid past mistakes, understand who we are and what we can do perpetually into a productive direction. The discussion focuses on pedagogy and teacher education, critical thinking benefits, and brings in theoretical evidence of how education that more effective.

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Using Education to achieve the Sustainable Development Goals: with particular reference to small island states

The Millennium Development Goals (MDGs), which since the turn of the century have dominated thinking on development and, in particular aid, run out this year 2015. In addition to a debate about

the extent to which they have been achieved has been another about what should replace them in which small island states gained considerable traction resulting in the Sustainable Development Goals (SDGs) launched in September 2015. These differ in a number of ways from the MDGs and are intended to apply to all countries, not just poor ones.

Education goals, (the MDGs, the Education for All goals or the SDGs,) tend to be somewhat reductionist. they focus on easily measurable qualities such as length of time spent in class rooms, levels of examinations passed and often do not capture the very features which make education such a valuable dimension in development theory and its application.

The SDGs thus provide both a challenge and an opportunity for educational policy-makers to look beyond their own sector. This paper looks at way that educational strategies can be applied to many of the SDGs, not just the education ones and the role which international co-operation could play to facilitate this, using as a case study the new nation of Timor-Leste located between Southeast Asia and the Oceania. Timor-Leste spent 24 years as a 'province' of Indonesia, a very large country, now as a small country it needs to think differently about developing and conserving its human resources.

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Understanding the effects of technology on families, learning and home school partnership: implications for education in Oceania

The international research underpinning globally promoted innovations in digital learning suggests that learning in a digital environment may impact on families in many facets of their lives: in their interaction as a family around learning, in their interactions with school, in their interactions with community groups, and in their interactions with society more widely. The in-depth qualitative research study in this presentation seeks to understand the ways that a digital schooling innovation impacts upon Pacific parents and their families in a low socioeconomic community located in Tamaki in East Auckland, New Zealand. The study aims to extend current theories about family engagement in a home-school partnership and consider how and why families (i.e., parents) engage in learning to support their children's academic achievement. I will argue that parents engaged in their own and their children's learning in the real / virtual world can make a positive contribution to their children's education. Furthermore, I argue that schools should consider increasing parental engagement, especially in schools within low socio-economic communities, as they are an untapped rich resource.

The study proposes a hypothesis of family academic socialisation from which to create a framework for examining these layers of interaction in the real / virtual world, in order to answer the research question: *How do parents engage in learning at home, school and community to support their own learning as well as their children's education?* Qualitative inquiry will capture the stories of parents where, "They are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts" (Miles & Huberman, 1994:1). The research approach draws on the Talanoa

methodology (Thaman, 1997; Vaioleti, 2003; Johansson Fua, 2014) in order to capture the voices of parents in a culturally responsive way. Data will be collected using two sources: interviews and journals. The data will capture specific changes over time. This paper will discuss the effects of digital technology on these communities and the implications for education in Oceania.

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E-learning Practice and Cultural Context; A Comparative Investigation in American and Australian Institutions

The comparative approach to cultural issues is one of the main factors for enhancement of quality of e-learning practices. This approach can raise awareness of the differences and make clear the similarities between systems and practices in various countries. On the other hand e-learning practices are embedded in a cultural context and influenced by it. In this study cultural context focuses on learning preferences and may oriented by constructivism and instructivism dimensions. With respect to this fact, the main aims of this study are a) to evaluate the dominant cultural dimensions and b) to identify the cultural issues concerning the e-learning practices in American and Australian institutions. The mixed method was adopted in this study. In quantitative method, 106 participants from an American institution (The University of Minnesota) and 99 participants from an Australian institution (The University of Sydney) were recruited to respond an online survey. The results showed that the dominant cultural approach in students, lecturers and administrators in an Australian institution was more oriented towards an instructivism approach; however the dominant cultural approach in students, lecturers and administrators in an American institution was more oriented towards a constructivism. In qualitative method the total number of 13 interviewees from an American institution and the total number of 16 interviewees from an Australian institution have been participated in this study. The results identified cultural challenges in e-learning practices at American and Australian context in pedagogical background, communication issues, new technological challenges and kinds of attitude in 4 main factors with 12 sub factors.

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The influence of the global education agenda on the Samoan education system

The aim of the research reported here was to explore the influence of an international education agenda, particularly through the Education for All goals and Millennium Development Goal (MDG) 2, on the education system of Samoa. The research approach taken was informed by bottom-up and indigenous development theories; document analysis was the primary means of research.

The findings of the research indicate that the priorities of the Samoan education policy are closely related to this second Millennium Development Goal, in particular with regards to access to education. Samoan education policies also relate to the emerging Sustainable Development Goals (SDGs) when addressing educational quality. The emphasis on international goals is problematic as these goals do not take into consideration the context or culture-specific needs of the country, but rather reflect a combination of various underlying theories such as rights-based approaches and economic theories. The involvement of donors in the education system of Samoa was found to be strongly influenced by MDG 2. It also became evident that donors give priority to their own interests and their funding can easily change as priorities in development shift. This research has also found that there is an indigenous education agenda being constructed by rich academic discussions about the goals and purpose of education in the Pacific. Pacific education experts point out the importance of education being culturally relevant, as the current system is perceived as an alien force, and describe how, by its nature, the education system imposes incompatible values on the children of the Pacific. The Samoan education system was found to set its own course, while also incorporating international goals, donor priorities, the national level priorities and ideas presented by Pacific authors on education.

Sub-Theme 2

To what extent can and should CIE support the development of relationships between indigenous and exogenous epistemologies within education systems?

INDIVIDUAL PAPERS

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Tongan Students and Science: Reflecting on my own practice

> While there is some evidence how to engage indigenous and minority students in science internationally, little is known about how to specifically engage Tongan students to achieve, enjoy and be successful in their science education. This research focuses on the engagement, retention, enjoyment, achievement and success of Tongan students successfully studying science at university, using their voice to develop and inform a more culturally relevant and responsive education system and improve educator practice and pedagogy.

> Pasifika students continue to underachieve in Aotearoa's education system despite numerous targeted policies and initiatives. Although these direct the system to be more inclusive of Pasifika culture and emphasise the importance of Pasifika identities, languages and values, the majority of the formal curriculum and pedagogy at secondary and tertiary continues to reflect western values, knowledge and approaches. Thaman (2003) argues for the inclusion of Indigenous Knowledge because of the value it contributes to the curriculum and because "[v]aluing indigenous ways of knowing usually results in mutually beneficial collaboration between indigenous and nonindigenous peoples, and improves their treatment of each other as equals." (ibid: 11).

> All teachers of Pasifika students need to understand that their students are constantly negotiating the demands of their formal western education and their own culture (Thaman, 2010). I will reflect on this and demonstrate the adjustment of my own teaching practice, including the inclusion of Indigenous Science Knowledge. I will also give an overview of my participants and describe their responses to the research as a whole.

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Acclimatising across the Oceanic vā for Ethical Design Practice Methods – A case study of teaching and learning

> Drawing on the experiences of the presenter, a teacher living in the NZ Samoan diaspora, this presentation is based on events surrounding the delivery of a New Zealand tertiary graphic design

class in a Samoan setting. A case study approach is taken to an analysis of teaching and learning practices within a collaboration of indigenous knowledge and diasporic epistemologies. The case study revolves around a creative technologies class of second year Bachelor of Visual Arts students who navigate across the oceanic vā of New Zealand and Samoa. Their objective was the completion of one of their course requirements, a liveSTUDIO brief, which was undertaken through an arrangement with the Poutasi Development Trust. The case study was situated in the coastal village of Poutasi, in the Falealili district of Samoa.

The presentation will explore the notion of *acclimatizing* as an ethical design process and methodology of applied learning and teaching, when practiced from a 'outsider' perspective in a village setting. In exploring acclimatizing I employ the Samoan socio-relational practices of *fa'aaloalo* and *tausi le v*ā, upholding their value as best practice teaching methodologies for trans-Oceanic teaching from a New Zealand Samoan perspective. This acclimatizing methodology was also used in research *data collection* and the *curation* of ideas that sought to represent a village identity in a branding design brief.

This presentation will include information on presentations to schools, a mini documentary, student mood boards, folio presentations, reflective student journals collated during the mālaga, and formal feedback and discussions from our partner collaborators, the Poutasi Development Trust who played the role of the client in this graphic design brief.

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Pavīṇaupāya *Skilful Means: The Pedagogy of* Aṭṭhangika-magga Eightfold Path

This paper examines the concept of *pavīṇaupāya* skilful means, the pedagogical foundation of Buddhist praxis and, by extension, how the *traditional pedagogical approach to teaching the Aṭṭhangika-Magga Eightfold* Path to wisdom can inform contemporary teacher professional development. This paper will argue that such an approach can enable the postmodern, postcolonial academic and teacher to implement a transformational learning pedagogy that leads to the cultivation of wisdom as a foundation for moving beyond the colonial mindset embedded in westernised education systems.

Framed by thinking developed from the European Renaissance about the potential for human actualisation together with the teachings of Theravada Buddhism and drawing on research from across the Asia-Pacific region, the paper will examine the historical precedents that underpin how *the Aṭṭhangika-Magga Eightfold Path to wisdom* traditionally has been taught within the Theravada tradition. It then locates the concept of *pavīṇaupāya* skilful means within postmodern, postcolonial formal schooling, describing its reconfiguration in Thailand and its emergent presence in Australia. It then moves in the final section to a critical examination of *pavīṇaupāya* skilful means as pedagogical practice and the potential for the development of the *Aṭṭhangika-Magga Eightfold Path to wisdom* in academic and teacher professional development under the conditions of postcolonial postmodernity across Oceania.

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Retaining and Adapting Traditions in a Globalized Culture: iTaukei Tapa Metaphors as an Epistemological and Pedagogical Framework

> Discourse on Indigenous Knowledge has argued either for the preservation or the hybridisation of tradition and its epistemology. In Fiji, the mantra has long been preserving tradition despite rapid social change. Regardless of stakeholder efforts, indigenous knowledge and traditional practices are being eroded rapidly by modern consumerist values. The deep contradictions today between modern competitiveness and the demand to preserve traditions present the indigenous Fijians (iTaukei) with a choice between retaining tradition or adapting it. But aside from the mantra, there is little concerted effort to retain or adapt.

> There is a need for educators to address the problems raised by social change. This paper proposes an iTaukei pedagogical framework based on the traditional textile *tapa*, with design and motifs adapted as metaphors to facilitate better understanding and teaching of 'outside' (Western) and 'inside' (indigenous) knowledge. It is argued that this epistemological and pedagogical framework could be especially powerful as a tool for educators dealing with dilemmas of social change in an oral culture like the iTaukei. Altering the *tapa* shape from the conventional oblong to a circle and readjusting the motifs to fit into concentric circles, can impress on the learner that traditional knowledge can be adapted rather than remaining rigid. Motifs in each concentric circle represent a teaching method, either western or traditional to help meld or create new knowledge. At the centre of the circular *tapa* is the learner who must critically reflect on the possibility of a symbiosis of western and Indigenous Knowledge.

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Ganma: Meeting of the cultures through 'Learning on Country'

> In the Australian education context 'learning on country' programs are field trips offered by Aboriginal communities and organisations, whereby through collaborative engagement (Heron 1992) students are given opportunities to engage with Indigenous worldviews beliefs, values and relationships to land which stimulate broader contexts for learning outcomes (Steen & Nicholls 2014). At the University of South Australia (UniSA) these experiential programs are optional extra-curricular activities for most students to take during their studies. Excursions are held 4-6 times a year (each for 3 days) on country at Camp Coorong and the Raukkan Ngarrindjeri Community. The programs consist of learning activities led by cultural experts on site. During their time on country,

students share their own perspectives and understandings of 'culture', participate in a smoking ceremony, bush-tucker tour, basket weaving, museum visit and a conducted tour of the Ngarrindjeri community of Raukkan (Formally Point Macleay mission). Interaction between students and elders strengthens student understandings of Ngarrindjeri relationships to country and provides a critical conduit between Indigenous communities and educational institutions. Transferrable to collaborative projects in other disciplines and contexts, the program offers further opportunities for international consultation and practical engagement with reference to the implications and findings of innovative pedagogical innovation and student evaluation.

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'Inclusive curricula': Indigenous cultures, knowledges, and power.

Activist scholarship over the last few decades has increasingly identified 'modern' education as a key feature of the dominant culture, and even the colonizing process itself. Significant developments in educational policy and practice have gradually been made in response, focusing on amelioration of the curriculum through the inclusion of aspects of the cultures and perspectives of marginalized Indigenous peoples in order to improve equitable educational access and outcomes. More recently again, cultural competency has been identified as a programmatic intensification of this process in the education of service professionals and the production of university graduates, aimed at transforming institutions and enhancing the capacity of non-Indigenous subjects to understand and accommodate Indigenous peoples.

This paper seeks to explore these responses to the persistent colonial nature of schooling, and focus specifically on two things: firstly, an assessment of the veracity of these approaches for improved Indigenous school outcomes and the broader agenda of Indigenous 'self-determination' (Tuhiwai Smith 2012) and, secondly, the implications of these approaches for conceptualizing 'culture' and its relationship with education, knowledge and power. The discussion will draw critically on various postcolonial and decolonial theorists including Ahenakew, et al (2014), Andreotti (2012) and Mignolo (2011). Tentative conclusions will give qualified support to aspects of inclusive education but point to the particular burdens placed on culture, education and Indigenous subjectivities.

PANEL DISCUSSION

Heliaki Lālanga – thinking metaphorically about PLSLP

Panelists: **Heti Veikune**, University of the South Pacific
                 Anna Roumanu, Ministry of Education, Cook Islands
                 Siaosi Kale Lau'i, Ministry of Education, Tonga
                 Roselyn Maneipuri, Solomon Islands National University
Chair: Rebecca Spratt, University of Auckland

Weaving is one of the oldest art forms in many of our Pacific islands, its origins steeped in whispers of long sea journeys by mythical-like women with amazing skills; a 'romantic' tale passed down through the generations, fascinating us today. Weaving is best understood and appreciated not only when it is seen up close but also when one hears the story around it. Weaving can be a solitary or communal activity but is most often, these days, done by a group of women, who share the weaving of a mat. The weaving metaphor is used to capture the work that is currently carried out in the Pacific Literacy and School Leadership Programme (PLSLP) in Tonga, the Cook Islands and the Solomon Islands through a partnership between University of Auckland and University of the South Pacific. It is an initiative of the NZ Ministry of Foreign Affairs and Trade in partnership with the Ministries of Education in Tonga, the Cook Islands and the Solomon Islands.

The weaving began last year with the careful selection of the different kinds of pandanus for this mat (Inception Phase) – of varying width and length and strength and the first run/ line/ road *(hala)* was started *(fatu)*. Skilled weavers picked the strongest/ most durable strands *(fe'unu)* of pandanus to start the weaving because it ensures that the rest of the mat will be strong. After that initial run was the second run, *hala fakama'ufatu (*Profiling Phase), where all the strands were brought together more closely as we shared in the profiling of schools in Tonga, the Cooks and in the Solomons. In weaving, this second run, translates literally as 'the route *(hala)* that binds/ secures': a securing of warp and weft; in other words, a closer binding of all the islands and peoples working on this programme. PLSLP's Implementation Phase can be likened to the weavers continuing the weaving on the width of the mat to get the desired length. When a strand of pandanus nears the end of its length, the weaver selects another strand *(fe'unu)* of equal strength and width and length as the one almost finished. She places this replacement strand on top of the one almost finished so that the mat continues to be woven almost seamlessly and does not sag or droop or get crooked. And so it goes until the mat is completed

As this programme has a research-based design, there are opportunities to 'strengthen strands' as the programme progresses, something good weavers are watchful for and mindful of. It is a great opportunity for learning, even for skilled weavers. There is always the new innovation, the new curl or tuck or plait or design that one did not know or expect. It is the challenge of trying out something new, of weaving beyond the bounds.

The panel discussion is structured in three parts. **Heti Veikune** will lead the discussion that takes up the first half of the session. She will elaborate on how *Heliaki Lālangi* can be used to explain the PLSLP as a model for strengthening educational relationships within and across Oceania. **Anna Roumanu** will focus on the workings of PLSLP in the Cook Islands where the programme operates in the majority of primary schools. **Siaosi Lau'i** will do the same for Tonga where the schools involved in the programme are located across three island groups. **Roselyn Maneipuri** will conclude this part of the session with discussion about PLSLP's work on the most remote Solomon Islands province of Temotu.

Each of the panelists will then respond to three questions posed by the Chair:

- What stand out as the "fe'una" in your context and how are you able to build on these through PLSLP?
- Attempts to strengthen literacy learning are not new in the Pacific. What do you see as the key points of difference of PLSLP that offer greater potential for success than other approaches, and why?
- As with weaving, PLSLP has a focus on collective action and collaboration, within and between schools, the Ministries and the PLSLP team itself. In what way is collaboration happening at the different levels in your context, and how important do you think it is for achieving the PLSLP goals and objectives?

Following this, those attending the panel will be engaged in interactive question and answer about the issues raised by the panel and their own experiences relevant to the panel topic and approach.

WORKSHOP

Effectiveness and Appropriateness of ECE models in the Pacific: Learning from each other

Facilitators: **Jennifer James**, Ministry of Education and Training, Vanuatu
Abelina da Costa, Director, ECE, Ministry of Education, Timor-Leste
Valma Galuvao, Ministry of Education Sports and Culture, Samoa
Barbara Thornton, Independent Consultant
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In 1980, at one of the first conferences on ECE in Pacific Island countries in the region, a key concern was that most ECE programmes were based on well-funded external models constructed around Western child development theories. Since that time, there has been a great deal of progress in the areas of policy and practice across these countries and although the debate about what is transferable is still continuing, a number of unique approaches have been tried and tested.

This session will take the form of an interactive workshop exploring real issues, specific and unique to the Pacific region, for promoting quality childhood care and education. The workshop will adopt a case study approach with participants working in groups. As well as looking at culturally sensitive ECE, there will be an opportunity to consider the following areas:

- The tension between universal access and issues of sustainability and cost for Ministries of Education
- Affordable models of ECE which have been tried in Pacific regions
- Involvement of home and community especially in disadvantaged areas with no tradition of ECE
- Focusing on all aspects of inclusion
- The role of quality standards, accreditation and monitoring in enhancing the quality of Early Childhood Education in Pacific countries

Educators from Vanuatu, Solomon Islands, Samoa and Timor-Leste will summarise key achievements and challenges.

SUB-THEME 3

How have national policymakers responded to the demands of recent global/regional agenda for improved literacy and numeracy outcomes within complex and diverse language environments?

INDIVIDUAL PAPERS

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Supporting culturally diverse learners through balanced and authentic assessment

The increasing diversity in most schools provides both opportunities and challenges. Current and future educators need to acquire the knowledge and skills necessary to maximise the opportunities that cultural diversity offers and minimise its challenges. With current emphasis on external assessment, however, it could be misconstrued that teaching was only about academic excellence and therefore academic assessment results are privileged over inclusive pedagogies. This paper challenges these practices and beliefs. To understand a learner and to build on all he/she brings to learning, it is important to value the learner's cultural background, prior experiences, values, attitudes and learning behaviours. The challenge then is to bring all this extra knowledge about the learner to assist towards understanding the learner as a *reader* and the 'new learning' or pedagogy learning approach required.

Practitioners are urged to consider the concerns and issues of all partnership members. How much time is given to determining what these concerns might be? Are they the same concerns? If not, is the practice of using one format for assessment and its reporting catering for the needs of all concerned? The paper argues that for equity and quality in teaching and learning to be achieved, balance and authentic assessment information needs to be gathered, analyses and reported to the wider community (stakeholders) and to also guide ones future teaching decisions.

The paper concludes that it is pointless collecting a wide variety of assessment data on the students' learning if all the information does not guide what is done next in terms of supporting all learners in class. Also, the need to respect and gather for diverse learners through quality teaching is seen as a key element to student success in school.

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Rethinking Principles and Practices of Literacy/Biliteracy and Bilingualism in Pacific Education.

According to various sources (eg World Bank 2014), educational achievement - especially in literacy, the main driver of general academic success across the curriculum - in most Pacific countries remains stubbornly low by international standards. The low levels of English/ French literacy and of national heritage language literacy suggest a review and rethink is well overdue. Of particular concern is the frequently reported suggestion that history and hegemony are responsible for countries' low commitment to national language/s literacies.

Some have advocated a return to mother tongue education (Taufe'ulungaki 2002, 2003; Helu-Thaman 2003) citing the prime cause for low literacy levels as the exclusion of mother tongue while attempting to run all education in a second or foreign language which both teachers and children neither read nor write well. Reinstating Pacific vernaculars in formal education is seen by them as essential. Others like Burnett (2008, 2009, 2014) and many politicans and adminstrators seem to be uphold the view that Pacific peoples have already chosen English only as the key to the future, to jobs and economic development. Increasingly, however, researchers for such agencies as UNESCO and World Bank are saying that it is not helpful to argue for just one or the other. Countries can have both national language/s literacies and English/ French literacy through some form of Bilingual Education programme.

The researchers presenting this paper argue it is time for the Pacific to call on UNESCO to hold cross Pacific Conferences and Workshops on bilingualism and biliteracy, as they have done in South East Asia and Africa with great success, as the means of finding a Pacific solution to the issues and challenges we all face.

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Exploring the associations between demographic and behavioural factors with health literacy among Pacific mothers within New Zealand in the context of Pacific health and well being.

The physical and social factors related to non communicable diseases are multifaceted and complex. One factor that may contribute to the inequitable burden of non communicable diseases among Pacific people in New Zealand is health literacy; it has been estimated by NZ's Ministry of Health that almost 90% of Pacific males and females aged 15 years and over have low health literacy. Health literacy is the ability to access, read, understand and interpret basic health related information to make informed health decisions to improve health outcomes. To date, however, there has been little evidence to show that health literacy is related to non communicable disease among Pacific people.

Using both qualitative and quantitative research methodology, the research reported in this presentation investigated and explored the extent to which health literacy and health outcomes are related in Pacific mothers in New Zealand. In doing so, this research comprised two different studies: firstly a quantitative study to determine the association(s) between the single item literacy screener and health (obesity) in Pacific mothers; and secondly a qualitative study using two focus

groups with Pacific mothers and two semi structured interviews with health professionals in New Zealand in order to: 1) determine whether public health information is being appropriately interpreted by Pacific mothers and 2a) explore and discuss the experiences of health professionals with Pacific mothers and their health issues and 2b) examine best practice for these health professionals in addressing potential health literacy issues for Pacific Island mothers. The findings from this research (both quantitative and qualitative) will be presented.

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Reforming literacy teaching in schools in Solomon Islands: getting the messages out

Global demands on education increasingly call for quality in education. Quality in any context must take into consideration the quality of what already exists and what is expected as quality within that nation or state. In Solomon Islands, quality in Literacy and Numeracy is tested regularly through the local SISTA instrument. Recent results (2011, 2013) have shown many literacy skills are poor particularly at the Year 4 level. Closer analysis of the test results shows that the main difficulty for students is the ability to construct in language: construct coherent logical texts, construct meaning from various parts of a text. In looking into classroom practice, there appears a disconnect between what students need to increase literacy and what teachers are relying on – knowledge, practice and resources – in order to provide quality education.

This presentation outlines the ways in which the new Literacy Program Management Programme (LPMU) within the Ministry of Education and Human Resource Development (MEHRD) has analysed the quality of literacy teaching in classrooms in order to develop a national program to support teachers and local Education Authorities to change the way in which they teach students, initially in Years 1 – 3. The programme is based on simple messages about literacy that are complemented by explicit teaching strategies, designed to support students and build teachers' own knowledge of language. In this way, the programme aims to build a rich context for further research into best practice for classroom teaching and teacher support.

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Curriculum considerations in a context of immigration: newcomer perspectives

Policymakers in Quebec, Canada, have had a unique response to the language education of immigrants to this francophone region of North America, due to the particular political and linguistic environment of Quebec. A regional agenda for improved school outcomes adds to the administrative challenges of offering effective second language and academic support practices in secondary schools. The objectives of this research were to document the experiences of linguistic, academic and social integration of a cohort of immigrant teenagers to a region of low-density

immigration in Quebec. The study aimed to describe their language learning and academic outcomes in order to shed light on the development of secondary school curriculum in this context. The theoretical framework considers the reciprocal nature of the integration process, as well as the various acculturation strategies used by newcomers and their host society counterparts. A thematic content analysis sheds light on the interview data and elements of their academic trajectories. Results reveal significant challenges in the lived experiences of immigrant students, individual and systemic barriers, and the importance of socio-affective factors in their social integration process. This study has pedagogical implications for teachers, and administrative implications for school administrators and school boards, as well as suggestions for policies and practices in the integration and language learning policies regarding the integration process of immigrant students in a complex language environment.

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A Comparative study of Tamil Language Teaching and Learning in Primary Schools in Malaysia and Singapore

As a result of generations of trading contact and British policies of indentured labours, Singapore and Malaysia both have a large Tamil population. With their origins in Southern India and Jaffna, Sri Lanka, Tamils in diaspora are known for establishing culturally distinct communities who value the maintenance of their language as an important part of their Tamil cultural identity. Tamil has been taught in Singapore and Malaysia for over 150 years first under British rule and then, in the context of two separate and independent nations who have developed culturally and linguistically in quite different ways. It seems instructive therefore to undertake a comparative study of the teaching and learning of Tamil today in these two neighbouring countries.

This paper reports that study which aimed to compare (1) the history of teaching Tamil in Malaysia and Singapore under British colonial rule, as well as any changes after they became separate independent nations; (2) the current situation in terms of primary school enrolments in Tamil, the curricula being used, the qualifications and competence of Tamil teachers, and student outcomes, as revealed in levels of proficiency in Tamil in Primary School examination results. Information about these aspects were available through public documents, government reports and media commentary in English and Tamil. Historically, Tamil was taught in both countries under colonial rule in vernacular primary schools, which after received small government grants. This pattern remains the case for many rural primary schools in Malaysia today. Singapore, in its post-independence reforms, closed the Tamil vernacular schools in favour of incorporating Tamil as a curriculum option in all public primary schools. The comparison of curricula and teacher qualifications in Tamil should considerable differences. In students' learning outcomes, results in Singapore primary examinations revealed high levels of Tamil learning, while in Malaysia concern has been expressed over deteriorating proficiency in Tamil literacy in the Year 6 Primary School Certificate examinations.

These comparative findings raise issues about the effects of available resources; mainstreaming as against separatist teaching; and the differencing linguistic contexts found in the two countries.

PANEL DISCUSSION

Pacific Islands Literacy and Numeracy Assessment (PILNA)

Panelists: **'Uhila Moe Langi Fasi** Educational Quality & Assessment Programme, SPC
Nina Tu'i, Educational Quality and Assessment Programme, SPC
Torika Taoi, Educational Quality and Assessment Programme, SPC
Elizabeth Cassity, Australia Council for Education Research
Chair: Eve Coxon, University of Auckland

This panel will discuss the evolution of the PILNA from its first implementation in 2012, to the current implementation in 2015. The development of the cognitive instruments will be explored followed by the development of the survey instruments. The involvement of donor partners and supporting consultants will be discussed as the final component. A review of the 2012 PILNA will include looking at what was successful, challenges faced and areas for improvement. Research for this was undertaken using semi-structured interviews with key personnel involved in the PILNA implementation and a questionnaire distributed to the PILNA representatives of each participating country.

An outline of the processes for the implementation of the PILNA 2015 will be discussed, including how adjustments were made to the 2012 implementation, the development of the cognitive instruments, the sampling framework, and quality assurance mechanisms. The development of the survey instruments and the related research questions will be introduced. As this is a donor funded activity, the involvement of donor partners will be introduced with particular focus on the engagement of technical assistance from the Australian Council for Educational Research.

Questions to be addressed include:

1. What were the processes being followed by those who were implementing the PILNA 2012?
2. Was the PILNA able to capture data that relates back to the purpose of the assessment?
3. How were the results of the PILNA used in country? In the region?
4. What lessons were learnt from the implementation of the PILNA in 2012?
5. How did these affect the implementation and design of the PILNA 2015?
6. How were the cognitive instruments developed for the PILNA 2015?
7. What was the sampling framework?
8. What is the purpose of having survey instruments in the PILNA 2015?
9. How were the survey instruments developed?
10. What has been the involvement of donor partners in the PILNA 2015?
11. What technical assistance has been provided to the PILNA 2015?

Each of the four panelists will present on selected questions for 10-15 minutes. This will allow for 30-45 minutes of discussion which will provide opportunity to take questions from the floor.

Sub-Theme 4

Who are the custodians of education between and within nations and regions, and what does this mean for post-2015 relationships between citizens, civil societies and governments?

INDIVIDUAL PAPERS

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Global Identity

This paper is based on a 3 year study looking at the notion of identity from a global rather than a national perspective. Drawing on unique data from international school students in France, Germany, the Phillipines, Brazil and Switzerland, it clearly fits in to the overall conference theme. The accent would be on the beyond rather than merely Oceania as the paper shows how globally interconnected the world is post 2015. This comparative and international study is concerned with global notions of identity and belonging. Both terms, comparative and international education implies a number of perceptions that as Welch (in Markauskaite, L., Freebody, P. Irwin, J., 2011, p. 187) notes *…treads the space between self and other.* The qualitative methodology undertaken in this study predominantly involved interviews and observation by the researchers. There were three distinct interview phases over a two-year time frame. Bagnall and Cassity undertook the first series of interviews in Rio de Janeiro in April 2011. These interviews were video recorded and the results appeared in *Prospects* in 2012. They were all undertaken in one international school in Rio de Janeiro. The next phase of interviews was undertaken by Morrow between November 2011 and February 2012. These interviews were carried out in an international school in Manila, the Philippines. The third and final phase of interviews was taken in Europe between August and November 2012 by Bagnall in schools in Paris, Berlin, London and two schools in Geneva. In total over 80 interviews were undertaken and the results were thematically coded and grouped using Nvivo to reveal three distinct groups, those with national affiliation, those with confused affiliation and those with a global affiliation or identity.

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Strengthening educational relationships across Oceania via Youth Work

This presentation focuses on the professionalization of youth work in the Pacific. Young leaders at the Commonwealth Pacific Region Youth Leaders Forum (CPRYLF) 2015 called upon Pacific Youth Ministers to "recognise youth work as a professional category including integrating youth work professionalization in education curricula, policy and legislation" in order to develop strategies, investment and best practice to enhance youth work; and to promote full labour rights of youth workers. With 60% of the Oceanic population between the ages of 15 – 30, and youth unemployment a growing issue within the region, an investment in youth work critically aligned to the Pacific Youth Development Framework (SPC, 2014) presents an opportunity for the strengthening of educational relationships in the community sector across Oceania.

The presentation will critically examine the impact of youth work for Pacific youth in Aotearoa-New Zealand. Using Hauofa's (2002) conceptualization of 'regionalism' in Oceania, the presentation points to the existing connectedness of National Youth Councils [connected regionally through the Pacific Youth Council (PYC), the Secretariat of the Pacific Community (SPC) and the Commonwealth Students Association (CSA)]. It is argued that this demonstrates the current possession of the capacity and capability to work with regional tertiary/higher learning institutions as the means of providing practical and critical insight into the delivery of youth work. The presentation ends by arguing for the success of such a partnership, asserting that the PYDF is dependent on such collaboration between key stakeholders. Also maintained is the need for a strengths-based approach, and a shift in the view of youth as 'problem based' to one which views young people as key and valid partners in regional development.

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School Blong Yumi: A Grassroots Approach to Community-Based Cultural Education

Small island nations like Vanuatu find themselves caught between a systematic erosion of traditional culture and an even more systematic tidal wave of global ideology. Having long served as a key force of colonization, education continues to be a primary arena in which these forces collide. A central challenge today is how to actualize a counter-colonial perspective that highlights the strengths, autonomy and capacity of the Islanders, as discussed by Hau'ofa (1998), Hettne (2005) and others. To arrive at a productive, grounded understanding of educational realities in the Pacific Rim, conceptualization and grassroots experimentation *must* remain in active dialogue, each informing and shaping the other. This paper contributes to this dialogue by documenting a small, unique, educational project that emerged out of a decade long community development process in Sulelulu, a remote village in South Santo, Vanuatu.

Wanting to pass on their culture and knowledge to their children, but recognizing the need to be prepared for entry into the larger world, the community identified the necessity of a local school.

Beginning with a kindy for 5 children, the school expanded to accommodate 11 more after one year. The project is fully community governed, is conducted primarily in local language, incorporates key cultural kastom and knowledge, and is now preparing for a first grade class. We discuss how the teacher, parents, and local community worked together to gather the needed resources, and how they used and adapted an international curriculum to their own local circumstances.

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Motivation and Perceived Social Support amongst University Students

The Pacific Region boasts amongst the highest incidence rates of NCDs in the world claiming approximately 80% of all deaths. Interestingly, NCDs was not a major concern in the Pacific 50 years ago, as traditional diets were mainly plant based and protein sources were from the vast ocean. Pacific Islanders lived much more active lifestyles then. Physical inactivity is one of four high risk factors for non-communicable diseases (NCDs). The current study investigated why some individuals are physically active and others are not. And, whether perceived social support from family, friends or significant others influenced people's motives to participate in sport. Drawing on the theory of self-determination (SDT), which is empirically recognized for its applicability to a range of domains including education, it focused on the relationship between sport participation motives and perceived social support amongst university students (N=146). Using regression analyses the findings showed a weak correlation between extrinsic motivation and friend support. Although there were gender differences in the motives for sport, for example, men reported higher on the intrinsic motivation for competition (M=4.37, SD=1.30) than women (M=3.15, SD=1.36) F(1, 143) = 30.29, p<.05. Neither did friend support have any impact on intrinsic motivation to participate in sport. Perceived social support from family members showed a positive correlation with motivations to participate in sport. Further studies are needed to determine whether i) practices that resonate with culture; ii) socially accepted gender roles; iii) emotional attachment and iv) the physical relocation of students to new settings are more likely to extrinsically influence young people to participate in and maintain levels of physical activity through sport.

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Facebook Use and Emotions among University Students: A study of the University of the South Pacific

Since its launch, Facebook has transformed the way university students communicate. Surmounting evidence has attested to this as well as further indication that Facebook use has the power to affect well-being and levels of envy among students. However, no study has tested this phenomenon experimentally with reference to specifics of envy, narcissism, positive and negative affect, and social support. The study reported here investigates to what extent participants assigned to make

more social comparisons on Facebook, report higher levels of envy and narcissism than those in a neutral condition, or a grateful condition. Further, this study tests whether there is a nexus between time spent on Facebook and social support. The Uses and Gratification Theory is used as a framework for the study to highlight how persons actively seek out mass media to fulfill their expectations.

One hundred and forty-six students from the University of the South Pacific, Laucala Campus, Fiji, were exposed to three experimental conditions then completed measures for Facebook Addiction, Facebook Intensity, Envy, Narcissism, Positive and Negative Affect, and the Multidimensional Scale of Perceived Social Support. To determine whether Facebook use predicted envy, narcissism, friend support, and Positive and Negative Affect, regression analyses were conducted.

The Time spent on Facebook was found to be significantly related to envy, narcissism, Negative Affect and friend support. Findings are considered within a contextual analysis of the student sample's current location at USP, with reference to their home counties and cultures and other contextual factors.

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Exploring the quality learning agenda for Oceania: an open conversation

The 2015 Incheon Declaration provides the new Education For All (EFA) agenda which commits all countries to providing quality education with a renewed focus on improving learning outcomes within the Sustainable Development Goals (SDGs) framework by 2030. This focus is in response to what international education aid agencies describe as a 'learning crisis'. This paper initially explores the dimensions of this crisis in Oceania host countries and illustrates the global dimensions of the learning issue with some case studies, meta-analyses and systemic reviews of learning in host countries. A literature review identifies a number of aspects of the concerns about learning, with teacher quality and education systems being prominent, but this paper, in examining the issue through a postcolonial lens, finds also that western education systems and practices, when implemented uncritically, have not produced improved learning outcomes. However, the literature does offer some responses to the issue of learning in host countries and these are reviewed in the context of Oceania. The finding of this paper is that improved learning outcomes are a priority of the post 2015 education agenda in Oceania and that, although some guidelines are available, work needs to be done to develop an endogenous response to learning in Oceania. In this respect, this paper supports collaborative education research relationships between Oceania education bodies to develop programs to improve student learning outcomes.

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The developmental role of scholarships in post-conflict Aceh: Challenges to creating a lasting peace

This paper explores the experiences and attitudes of graduate students from Aceh province, Indonesia who have been awarded tertiary scholarships from either the Aceh government or the Australian government to study overseas in Australia or the Middle East. It asks whether scholarships as a form of soft power can promote social progress and a lasting peace in Aceh, and endeavours to answer this question by drawing on theoretical-conceptual understandings of social justice and education which oblige governments to make education available, accessible, acceptable and adaptable.

A total of eighteen students were interviewed during a six-week field study in Aceh. All graduates expressed their desire for Aceh to be socially and economically developed and respectful of human rights. However, students returned from their studies with divergent views on the contribution they can make to the social and economic direction that Aceh is taking at present. Returning Middle East graduates represent a religious elite whose social capital ethos has meant they have become widely socially active in their community. Conversely graduates from Australia represent a political and economic elite whose human capital focus appears to be more concerned with how they can directly benefit from Aceh's economic growth. The ability of these two groups to find common ground to influence the political, social and economic direction of Aceh may be crucial to the province's peaceful development.

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School on Sunday, kunanyi and journeys of the heart.

In July 2015, an Australian Federal Government National Aboriginal Islanders Day of Celebration (NAIDOC) Week grant enabled a group of families from the South Hobart region in Tasmania, Australia to engage on a day of Aboriginal custodial learning on the local mountain of kunanyi. The East Coast traditional custodian and Tasmanian Aboriginal landowner Linton Burgess guided the family based cultural work.

The research reported here involved the collection of reconciliation narratives which demonstrated the importance of stories of belonging, place and journey to healing and were gathered through post project interviews, conversations and the sharing of images, objects and stories. The sharing of language, stories, songs and images was an important aspect of the development of this research as individual and personal reconciliation journeys were mapped and shared orally and aurally. The research was designed to told, sung and performed.

The custodial led learning was transformative. Dialogues of recognition, healing and conciliation were emphasised in the perspectives collected as notions of memory, creation, healing and Aboriginal resilience, recovery and reconciliation intersected. The learning took place on country

and the project modelled the cross-cultural sharing platforms possible through exchanges with Aboriginal custodial knowledge on country.

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Community empowerment: addressing educational disadvantage in Vanuatu

This paper describes work in progress of an initiative by the chiefs of Tanna Island, Vanuatu, to build and manage visitor accommodation with the aims of developing an exemplar community enterprise to generate income for the education of youth and to preserve indigenous ownership and control of land. With this initiative comes the challenge of fostering an enterprise which transcends family interests to engage the whole community in the management, maintenance and day to day running of the facility supported by vocational education and training.

These aspirations have a particular relevance following the devastation of Cyclone Pam which has left Vanuatu with a weakened economy and vulnerable to the temptations of foreign investment particularly the one-off sale of traditional land. Such options remove the sustainable resource value of family owned land which forces local people into a dependence on paid employment in the cities particularly Port Vila. These factors result in the all too familiar consequence of an indigenous people living at the economic margins of their own country. The importance therefore of fostering community enterprises to wisely encourage endogenous economic development that will strengthen educational opportunity and community control is particularly urgent.

The paper describes a strategy of building upon the highly evolved and well adapted Ni-Vanuatu (of-Vanuatu) cultural traditions supported by a cross-cultural engagement between the community, the University of South Australia and the AusAID funded Technical Vocational Education and Training program to build capacity in the organisational, financial, health and technical requirements of a community enterprise as a model that other communities can replicate to address limited educational opportunities that perpetuate Vanuatu's dependence on aid and professional assistance.

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Negotiating pathways; reviewing the transitions of Pacific Islander learners from post- compulsory secondary school to post school destinations in Melbourne's western region.

There is abundant literature and anecdotal evidence that suggests only a small number of Pacific islander (PI) learners complete a post–compulsory senior secondary level qualification despite a growing number of learners entering this phase of schooling in Australia (Rose, Quanchi & Moore,

2009; Kearney, 2012). This pattern of transition ultimately results in fewer numbers of PI enrolling in and completing studies at further and higher education levels in a setting where opportunities for post-secondary education are said to be plentiful and where PI continue to cling to the 'migrant dream' of achieving success through education.

This paper draws on data sourced from the Longitudinal Surveys of Australian Youth (LSAY) to identify the common pathways of PI learners as they progress from senior secondary schooling to post-secondary school destinations in Australia. Despite PI comprising a very small group of participants in the last five LSAY surveys, the findings from this database provide a useful starting point for identifying common or unique trends in the schooling pathways of PI learners and for determining potential changes in the overall transition patterns of PI over the years. The findings from the LSAY data will be compared with empirical data collected primarily through individual and group interviews with PI learners, their parents and teachers from Melbourne's western suburbs to identify and review the pertinent factors that influence and affect PI choices of pathways and transitions from school to post-school destinations. The empirical data was collected as part of the presenter's doctoral research into the educational experiences of PI in this region of Melbourne and involved working closely with young PI learners and their families over a three-year period of data collection.

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Education and Development: A Reassessment

The belief that education is positively linked to socioeconomic development has remained strong since the 1960s, when funding for schools began to be given to poor countries by national and international aid agencies. Today it remains a part of a taken-for-granted discourse in the development literature and policies. While educational statistics over four decades do show signs of educational expansion in many countries, the increases are said to be progressing too slowly, given the amount of funding being provided and the problems which continue to be encountered.

The "Education For All" (EFA) goals, which were linked to beliefs in development, were supposed to be reached by this year, 2015. Ten years ago 51 countries were said to be "on track", and 35 countries were said to be "very far" from achieving these goals. But in 2011 a UNESCO report stated that "the prospects for achieving the EFA goals are failing". Furthermore, it has been argued that it is unwise to make any automatic assumptions that education brings benefits to individuals or societies in any simple manner.

The purpose of this paper is to reconsider the relationship between education and development using documentary evidence, and why improvements in education are so difficult. Some of the main theoretical arguments both supporting and inhibiting the relationship will be made, with a focus on the global and cultural. Finally, the factors which inhibit the attainment and effectiveness of

education for development will be described, even in those contexts where educational expansion has occurred.

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Australia Awards: Do they strengthen women's leadership?

In 2014, the Office of Development Effectiveness (ODE) commissioned an external review on whether the Australia Awards programme, particularly long-term scholarships it offers students from its partner countries to study in Australia, promote developmental leadership amongst its female graduates (alumnae).   The review occurred in several stages.   It commenced with a comprehensive analysis of existing documentation and literature on the implementation of and outcomes from Australia Awards to date. This was followed by three in-country field studies (Lao PDR, Samoa, and Indonesia) which included interviews with male and female alumni, work place colleagues and supervisors of alumnae, DFAT staff and Australia Awards management personnel; along with a remote study of East African alumnae and Awards management personnel. Interviews were also carried out with DFAT staff in Canberra.   Finally, the most recent tracer studies of alumni outcomes from each country/regional programme were compiled and analysed to discern differences between and within male and female respondents.

The evaluation found that the Awards make a clear contribution to women's professional advancement opportunities and significantly increase the capacity and willingness of women to act as leaders on return. It also found, however, that women faced a number of constraints on return which can either inhibit or foster leadership capabilities for these alumnae. The evaluation concluded that changes in how Australia Awards are rationalised, and then target candidates, select scholars, provide opportunity for offshore study and capacity development, and support alumni on re-entry, could better support the goal of enabling and fostering women's leadership.

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Tensions in the local/global interface of curriculum development, implementation and change in Oceania: The case of Nauru

Curriculum development, implementation, and change are complex, difficult, and demanding processes. Balancing the tensions of global imperatives, national interests, and the professional needs of teachers requires the collaborative input of educational, political, and community stakeholders. This is a challenging task for educators who are experienced and knowledgeable who are given the opportunity to contribute to curriculum change as an active participant. It is even more

challenging for educators whose experiences are limited and whose voices are omitted from process of development and change.

This presentation reflects upon the process of recent curriculum development in the Republic of Nauru from the perspective of two international consultants. It describes the complex and changing interface between local educators—who possess important local knowledge—and international consultants—who possess a strong understanding of curriculum theory, as well as experience in curriculum development. The complementary knowledge and skills of these two groups holds the promise of a successful collaborative project, and yet this hope is undermined by events and decisions in the political and social context. A reflective critical, approach is applied to the examination of project's terms of reference to build teacher capacity and strengthen teacher knowledge in four key areas: content knowledge; teaching and learning; curriculum development; and the nature of social science subjects such as social studies. This examination raises questions about the feasibility and attainability of meeting the local aspirational goals for education in a small island state when placed alongside social and political realities.

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The corporate university as critic and conscience of society? Universities, academics and the challenge of community engagement.

In 1990, New Zealand's Education Act listed five characteristics of a university, including that it should "accept a role as critic and conscience of society"? In the intervening twenty-five years, the New Zealand university sector has undergone radical change as has the society of which it is a part. The model of the corporate university has become entrenched, transforming the way the institution is viewed and engaged by its managers, its staff and students, and the wider community.

Examining themes of neoliberalism, globalization, democracy and the politics of knowledge, this paper explores key questions around what these changes mean for the university's cDritic and conscience role. Does contemporary society need a critic and conscience, and does it have one? How have understandings of the university's critic and conscience role changed? How capable are universities of fulfilling that role? What are the community obligations of the socially responsible academic?

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Acknowledging Our Past to Create A Future of Indigenous Advantage: A review of historical policy in New Zealand, Australia and Canada and its ongoing impact on Indigenous education.

Indigenous disadvantage is a direct result of colonization and education has played a key role in severing Indigenous ties to land and community. The destructive effects of historical policies on Indigenous communities resulted in shared psychological trauma, known as 'collective trauma', whose ongoing effects increase disadvantage and reduce levels of wellbeing within Indigenous communities.

Policy formation is starting to shift, taking a holistic approach towards Indigenous wellbeing. It aims to change perceptions towards education, and make it an empowering environment where Indigenous students can achieve. Progress is occurring. A review of recent Indigenous policy across all three countries, in conjunction with data from the Organisation for Economic Cooperation and Development and the Human Development Index, has sighted two key actions, which are combating the impact of collective trauma: The empowerment of Indigenous people and Indigenous language revitalization. Empowerment has improved the wellbeing of Indigenous populations at a faster rate then the majority population. Language revitalization has accelerated achievement in educational attainment.

Though positive development has occurred, there have also been unsuccessful policies. Consideration needs to be taken towards each Indigenous population's particular needs, status within their country and historical experience with colonial education. In addition constant changes in Indigenous policy reduce the autonomy of Indigenous populations and further compound the effects of collective trauma, increasing the disadvantage faced by Indigenous populations. Research, discussion and focus on Indigenous disadvantage needs to be inclusive, transparent and ongoing for continued successful improvement to occur.

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Rarely looking inward: Comparative education and the limited examination of its own pedagogy

The field of comparative education is growing immensely. Each year increasing cadres of students are graduating from programs with coursework and concentrations in comparative and international development education. As key custodians of the field, scholars and teachers of comparative education play a significant role in framing the future of the field and the ways in which it is constructed and reproduced. Yet, limited research examines how comparative education is framed and taught in coursework around the world.

This paper explores the scant research on teaching comparative education and examines rationales for this dearth of research. It argues that the field itself can perpetuate seemingly neutral and objective notions of education through its lack of attention to comparative education pedagogy (CEP). The paper further explores the potentially negative consequences of rarely looking inward and suggests strategies for developing research strands related to CEP that provide a more nuanced view of how students of comparative education perceive the field. Given the limited body of scholarship devoted to the teaching of comparative education as well as the important role of who

shapes perspectives of the field in the post-2015 era, this paper aims to make a significant contribution to comparative education literature and advance the limited body of scholarship focused on teaching comparative education.

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Irregular Regionalism: China-ASEAN higher education relations at the borderlands.

China's southern borderlands, selected as an illustration of wider China-ASEAN regionalism in higher education, reveal a rich and complex tapestry of relations extending over more than a millennium, and that crucially embrace forms of higher learning and knowledge mobility. Six pillars of China-ASEAN relations are sketched - economics, knowledge mobility, historical background, Chinese regional diaspora, regional perceptions of Chinese minorities, territorial disputes - before a specific focus on China's southern borderlands region, that has long featured close relations with Viet Nam.

The re-establishment of formal diplomatic relations after the Sino-Viet Namese war of 1979, and the re-opening of the border in 1991, together with the increased priority accorded South East Asia by China, has issued in an intensification of regionalism, including in higher education. Despite a series of obstacles outlined in the paper, some of which persist, the last three decades or so of reform, instigated by the inception of the Reform and Opening era, initiated by Deng Xiaoping in 1978, and its equivalent *Doi Moi* in Viet Nam from 1986, has, *inter alia*, deepened and widened cross-border flows of knowledge and educational personnel, enriching and extending the character of regionalism.

It is argued that, borderlands – by definition peripheral – represent a good litmus test of the (limits of) regionalism. The notion of limit is arguably inherent. At one and the same time, borderland regions function as a marker of the limit of state sovereignty – "the boundary which marks the name of the state" – but also as a site that tests and at times defies the power and authority of the state, and where cross-currents of people, languages, cultures, currencies and ways of life interweave and collide, constituting quotidian realities. Well captured in the traditional Chinese idiom 'The Mountains are High and the Emperor Far Away' (*Shan gao, huangdi yuan* 山高皇帝远), the southern provinces of Yunnan, Guizhou and Guangxi neatly illustrate both the tensions and options that borderlands spaces occupy . The porosity and liminality of borderlands regions are explored and illustrated in the context of Higher education regionalism.

PANEL DISCUSSION

"Looking back from 2030, how will we view the actions of today?" Exploring the role of National Education Coalitions in the Post-2015 education Agenda in the South Pacific and beyond

Panelists: **Priscilla Kare**, Papua New Guinea Education Advocacy Network (PEAN)

Paul Kakai, Coalition for Education Solomon Islands (COESI)

Anne Pakoa, Vanuatu Education Policy Advocacy Network (VEPAC)

Chair: **Hayley McQuire,** Asia South Pacific Association for Basic and Adult Education

On the 25th September 2015 world leaders gathered at the UN General Assembly to adopt the Sustainable Development Goals, a comprehensive set of 17 goals and 169 targets that will drive the post 2015 development agenda. With each goal is a promise, a promise made by world leaders to fix climate change, to end extreme poverty, and, among others, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Yet, as the world transitions it is doing so on the back of the Millennium Development Goals, many of which have gone unmet. This is true in the South Pacific, despite the progress made Small Island States still face incredible challenges in achieving the post-2015 education agenda; global declining trend to education aid, geographically dispersed populations, some in difficult and isolating terrain and set-backs from natural and man-made calamities such as disasters and political conflicts.

Herein lies the incredibly value of National Education Coalitions in the South Pacific. Despite the challenges faced, education coalitions have spearheaded innovative education advocacy campaigns, conducted independent research, shared their stories and the stories of their membership and tirelessly worked to advance education reforms at the country level. This presentation will bring together the national coordinators of the national education coalitions from Vanuatu, Solomon Islands and Papua New Guinea, to share their experiences in advocating for education and explore their role as implementers, promoters and monitors of the post-2015 education agenda. The success of the Sustainable Development Goals will depend on the collective action of diverse stakeholders this presentation will seek to challenge conference attendees to question what their role will be.

Sub-Theme 5

What is the role of CIE in promoting an interconnected response to the education and learning challenges arising from the effects of climate change at global, regional and national/local levels?

INDIVIDUAL PAPERS

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Education for Development – a study on the relationship between education, empowerment and community-building in Vanuatu

The future of Vanuatu's society will depend to a great extent on the manner in which the design of educational programs and processes for youth releases their latent potential. In order to effectively prepare young people for the world they will inherit, a full realization of their intellectual, emotional, and spiritual capacity is crucial. Rather than cultivating systems of formal education with the primary economic aim of preparing young people for employment, the Foundation for the Betterment of Society (FBS), an NGO based in Vanuatu, endeavours to further explore the connection between education and enhanced individual and collective wellbeing. FBS' contribution to this 2015 OCIES Conference draws on insights gained during the last eight years, as well as 27 years of the authors' personal experiences, of exploring these concepts with the rural communities of Vanuatu, specifically focusing on a particular dimension of education that aims at assisting youth to recognize and express their potentialities while developing their capacity to contribute selflessly to the development of their communities.

In addition, this presentation will share FBS' recent experiences in the rebuilding process of communities in the post-cyclone Pam context, especially as it pertains to how the educational process in itself assisted the participants in dealing positively with the effects of the cyclone and in taking charge of the process of reconstruction of their communities, acting as protagonists of change, rather than adopting an attitude of victimization, which further perpetuates modes of dependency. This paper draws primarily from the insights gained through a participatory action research approach, inspired by the theoretical frameworks offered by Paulo Freire's model of education that focuses on the development of human capacity through consultation, action and reflection, as well as Amartya Sen's concept of development as that of enhancing individual's capacities.

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'River of emotions': Children and natural disasters

Each year the Asia-Pacific region is subjected to natural disasters, partly due to its location on the Pacific 'Ring of Fire' and partly due to extreme weather patterns as a result of climate change. The impacts of earthquakes, tsunami, cyclones, floods and rising sea levels are severe and long-lasting. Not only are lives lost, homes damaged, families dislocated and infrastructure destroyed but economies are weakened, social ties are fragmented and people are at risk of long-term emotional and psychological trauma. Research tells us that throughout the phases of a disaster, children consitute one of the most vulnerable groups. Yet, despite this, research also tells us that they are one of the most invisible groups. Their needs are not differentiated; their voices are not often heard.

This paper is drawn from a project in which researchers in disaster contexts conducted participatory research with children in order that their stories might be told. In their countries of orgin, the researchers used a variety of methods to enable children to tell their stories in ways of their choosing. In this paper, the author shares examples of how she undertook participatory research with three schools, in post-earthquake Canterbury, New Zealand, in which the children were engaged in different ways, through narrative accounts, art making and video production. The engagement of children in research is theorised along a continuum from research *for* children, through research *on* and *about* children to research *with* and *by* children (Mutch and Gawith, 2014). The next step in the project is for children to share their research findings with their counterparts in other disaster locations, including Australia, Japan, Chile and Nepal.

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Strategies for Nepalese schools to move their students from vulnerability to resilience
after natural disasters: the challenges of school disaster programmes

Nepal has ratified all the relevant international conventions and is making progress towards EFA goals. The Hyogo Framework of Action has been incorporated in Nepal's long term and sectorial plan and Nepal is committed to achieve the listed priorities and indicators. This had led to some disaster preparedness initiatives being carried out by government and non-governmental organisations over the past decade. Most of the interventions, however, have focussed on limited geographical locations and were small-scale in nature. The significant impacts of the 2015 earthquake on the education system in Nepal might suggest that attempts to support disaster risk reduction and ensure schools were safe were largely unsuccessful.

Due to lack of collaborative action, lack of resources, limited coverage with short term interventions, illiteracy, geographical remoteness, and the fragile landscape most of the schools were not well prepared for the 7.8 magnitude earthquake which struck Nepal on 25th April, 2015. Nine thousand people were killed and 700,000 houses were destroyed. Eight thousand schools were badly affected with 45 teachers and 478 school-aged children also killed. About 16,000 classrooms were totally destroyed. Schools were closed for 37 days. More than 1.7 million children are still affected. Parents are not ready to send their children to school because of concerns for their safety.

The first part of this presentation will briefly describe the geography of Nepal and its vulnerability to disasters, including how prepared the country was to encounter the recent situation. The second part will discuss school DRR interventions by relevant organisations. This section will also deal with the aftermath of the earthquakes and the challenges that remain. The final part will highlight the importance of improving DRR education and disaster responses to ensure the education system in Nepal is not impacted in the same way again.

PANEL DISCUSSION

When disaster strikes: The role and place of education in preparing and responding to human-created and natural disasters

Panellists: Yagya Pant, Faculty of Education, University of Auckland

                  Ritesh Shah, Faculty of Educaiton, University of Auckland

                  Donella Cobb, Faculty of Education, University of Auckland

Chair: Carol Mutch, Faculty of Education, University of Auckland

In post-disaster and post-conflict situations, education often features as a critical component of restoring normalcy—supporting communities to address the trauma/grief caused by the situation, and helping them to build back stronger and more resilient than before. Yet, the post-disaster/post-conflict period is often wrapped up in broader political and economic reform activities which may serve to sideline or instrumentalise education's protective and transformative role in such times. The needs of learners, educators, and the system as a whole may be ignored in such periods, and the lived experiences of these groups diminished by externally driven agendas. Internal assets and strengths of schools, educational personel and children may be exploited to restore normalcy without questioning the broader ethical, moral and practical responsibiltiies for how and why the conflict or disaster impacted on education in the ways it did.

In this panel, this group of researchers based at the School of Critical Studies, Faculty of Education, aims to explore these questions, from their own personal and professional experiences of working and living in contexts that include Aotearoa New Zealand, Rwanda, Nepal and Palestine.   Given that this years' OCIES conference takes place in Vanuatu, which earlier this year was struck by Cyclone Pam, and that Oceania as a region has been and will continue to be vulnerable to disaster, the panelists hopes to engage attendees in shared discussion about this topic.

The panel will be structured in three parts. For the first half of the session, each of the four panelists will briefly speak on their own reflections/experiences of working and researching education in disaster context. **Yagya Pant,** who recently lived through the 7.8 earthquake in the Kathmandu Valley, Nepal will describe how his entire doctoral research study was reshaped by the experience. **Associate Professor Carol Mutch**, who was a victim of the earthquakes in Christchurch reflects on how that experience shaped her current research endeavours, and particularly her interest in highlighting the political dimensions of post-disaster recovery for schools. **Dr. Ritesh Shah** will question the implicit messages which donor interventions within the education sector in Palestine suggests about both the causes and solutions to the long-standing conflict there. **Donella Cobb**, will explore the involvement of international organisations in post-conflict/disaster education settings and challenge the neutrality of some of their programmatic approaches in such contexts.

These presentations will then be followed by three questions which will be posed by the chair to the paneliests:

1. What is the place of education in the Disaster Risk Reduction space?

2. What forms of resilience is education expected to foster in the post disaster/post recovery space?

3. What agency do various educational stakeholders have in education agenda setting post-disaster ?

Following this, those attending the panel will be engaged in an active question and answer question of approximately 25 minutes. It will be an oppportunity for attendees to reflect on their own experiences of working/living in disaster affected contexts, and critically assess aspects of what they have seen and observed.

WORKSHOP

Responding to climate change in early childhood care and education: an exploration of curriculum potential in two countries, Vanuatu & Aotearoa (New Zealand)

Facilitators: Carol Smith, Te Rarawa, Māori Programmes Coordinator, Peace Foundation, Auckland
Jenny Ritchie, Victoria University of Wellington Jenny.Ritchie@vuw.ac.nz

This workshop is aimed at all those who share a concern about the growing impacts of climate change, and who consider that as education practitioners, researchers, and academics, we are ideally situated to promote awareness and change that will equip children, families, and students to better understand and respond to the threats that are posed by climate change. The rationale for the workshop is that a key responsibility of educators is to enhance awareness of their students' understanding of, and preparedness for, climate change related events.

One of the aims of the workshop is to offer participants the opportunity to focus on the UNESCO Roadmap for Implementing the Global Action Programme (GAP) on Education for Sustainable Development (ESD), which has as one of its goals: 'Empowering people to be 'global citizens' who engage and assume active roles, both locally and globally, to face and to resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world'. There will be a particular focus on the early years' educational curriculum of both Vanuatu and New Zealand, critiquing these with a view to identifying the potential within these to support a process of equipping children, families and students in areas of climate change mitigation and response, and in particular, disaster risk reduction.

Various activities will enable participants to relate these key areas of understandings pertaining to the GAP, and to analysis of educational curriculum in order to identify levers and strategies for integrating ESD goals within their own areas of work and influence.

ALPHABETICAL LIST OF ABSTRACTS BY SURNAME