



## LISTENING TO THE PACIFIC

### FRAMEWORK FOR PACIFIC REGIONALISM REGIONAL INITIATIVE SUBMISSION TEMPLATE 2016

#### **The Framework for Pacific Regionalism**

The Framework for Pacific Regionalism represents a high-level commitment to pursuing deeper regionalism and establishes a process for developing and prioritising regional public policy. It articulates the vision, values and objectives of an enhanced Pacific regionalism. It also sets out an inclusive process by which anyone can propose ideas for regional initiatives to address key challenges facing the Pacific. For more information, [click here](#).

#### **Regional Issues and Guidance**

When preparing your submission, think carefully about why this is an issue of regional significance and why it should be placed before the Leaders of the Pacific Islands Forum. For further information on the process and types of submissions being sought, please refer to the guideline below.

#### **To Submit a Regional Initiative**

1. Complete the regional initiative template below.
2. Submit initiative to the Forum Secretariat by deadline: **5pm, Fiji time, Sunday 10 April 2016.**
3. Initiatives should be submitted to the Forum Secretariat, through one of the following ways:



## FRAMEWORK FOR PACIFIC REGIONALISM – REGIONAL INITIATIVE TEMPLATE

*Please complete each section below.*

### 1. Contact Details

*Please provide the following contact details:*

**Name of individual or group submitting initiative**

Papua New Guinea Education Advocacy Network (PEAN)

**Name and position of primary contact**

Priscilla Opa Kare, Executive Director

**Email address**

**Phone number**

**Fax number**

**Mailing address**

### 2. Name of Initiative

Pacific Education aimed at Restoring the Next Generation



**3. What is the common regional issue or challenge that this regional initiative aims to address?**

*You may also want to address the following: What are the causes of this issue? Are there links to national, regional or international goals/policies?*

***Please limit your response to no more than 750 words.***

The people of Pacific come from a diverse background of cultures and religious beliefs. While there are some cultures that we will willingly drop in this time and era, there are valuable ethical and value-based cultural beliefs and systems as well as faith-based values that Pacific people have lost in the name of global citizenship. Global citizenship is more leaning towards the worldview in the Pacific than toward our cultural and faith-based heritage. Education is the battleground to win over the minds of our future generation, hence in Papua New Guinea, the philosophy of education has been lost in the current humanist-ideology that is resulting in students who are functionally illiterate despite been in school. The Pacific people will assess whether our strides in education is driven by our desire to observe fellow pacific islanders and help them to move into the millennium together or that we might as well flow with the world education views and accept the immoral, luciferian and other doctrines that has adulterated the faith and cultural heritage. According to our cultural heritage, a man can be respected in his culture for his status and not necessarily his intellectual ability. Today, it is every man for himself and the need for addressing Pacific faith and culture is no longer viewed as important, because we have to be one with the world. I believe Leaders of the Pacific know that diverting from truth will make them accountable to God.

In Papua New Guinea, many illiterate people will miss out on the UN led global citizenship because first, it is far way ahead for an average villager to catch up in this technological world., and secondly, because according to target 4.7, the children are measured as ‘every 15 year old must be knowledgeable about environment and geoscience,’ which rural based and poor children will never attain, unless of course if the indicator is for “every 15 year old to be knowledgeable about English language”, the Pacific can be able to attain that. However, at the expense of our people, Pacific countries have also adopted education systems reforms that are designed and developed by non-Christians whereas early missionaries have taught the education of our people based on biblical principles.

The Papua New Guinean Philosophy of Education was advocated in the Matane Report however to date, it is far from been realized. **David Chilton** (1985) wrote in “*Paradise Restored*: “Examples could be multiplied, in every field. The whole rise of Western Civilization—**science and technology, medicine, the arts, constitutionalism, the jury system, free enterprise, literacy, increasing productivity, a rising standard of living, the high status of women** –is attributable to one major fact: *the West has been transformed by Christianity.*” After extensive literature work, we believe that culture is religion externalized. When religion is changed culture is changed also cultural warfare is clash of religions. Christian faith became the medium of cultural change in Europe from pagan to Christian culture and civilization. Greek, Roman and other pagan cultures were changed by adoption of the Christian faith and biblical law. The same Christian faith transformed the cultures of many peoples in the Pacific including Papua New Guinea – from primitive savages and cannibals into fine Christian communities. The goal of cultural warfare is to capture and control foundations of social order for purposes of manipulations of institutions and hence control of society. Education is the battleground for the control of our children’s mind thus education is the key instrument of cultural warfare. Education has been controlled so that only a few highly educated humans can control the rest of humanity. We are controlled by few multi-millionaires who are wealthy way beyond our countries’ economies. Therefore, our group feel that Pacific People need to reform the country level education system and develop Pacific Education Framework that consider these issues which is driving our future children away from their cultural and spiritual heritage and identity including the true worship of God. The Maori and Aboriginal cultures have reciprocity systems that evolve around faith in the Maker of Heaven and the rest of the Pacific Islanders also have some form of belief systems. If we look back we have lost all these inheritances for what the world has offered us.



#### 4. Briefly describe this regional initiative

*You may also want to address the following in this section:*

*How would this initiative contribute to a positive change to the region?*

*Who are the main beneficiaries?*

*How would the initiative contribute to the vision, values and objectives of the Framework for Pacific Regionalism?*

*Has the initiative been carried out previously?*

*What are the key risks in implementing this initiative?*

*Are there any complementary projects and programmes that are currently active?*

***Please limit your response to no more than 750 words.***

We propose a Back to Basics Steps to recovering Education Standards. We have 25 trillion neurons brain capacity and it works night and day, 24 hours, 7 days a week for 365 days. It is our body's master computer control. Controlling about every metabolic functions and chemical balance in our body, from our nerve systems to blood balances and to our sexual functions and thousand other functions we are not aware of. Scientists now know that when you have a thought, your brain creates chemicals that open what they refer to as windows. And when the thought is over, the window closes. So when you see the person of your dreams and you feel love, and you have that incredible tingling feeling all over your body, this is a brain chemical. When you feel sexual, this is another brain chemical, and when that #%@&?! cuts you off in traffic and you wish you had laser guns on your steering wheel and could vaporize this idiot, that hate, that boiling acid in your bloodstream or stomach, well, that's another brain chemical. There is a gross error in the current education trend. According to *George Leonard*, author of *Education and Ecstasy*, "education will be more concerned with **training the senses and perceptions** than with **stuffing the brain**. **Developing the mind will be de-emphasized** and developing the capacity to enjoy sensations will be paramount." We believe that the new Pacific Education Framework must 'educate to activate brain capacity' by returning to Trivium Quadrivium Syllabus Model which was the early Christian Education that made distinction between Tools of Learning" and "Subject Disciplines" to be learnt. "Tools of Learning" are cognitive skills that help the students to focus on how to think, reason and express their thoughts and understanding of every subject. This enabled the students to get to master the "Art of Learning". Trivium consisted on grammar (memorization), dialect (logical reasoning), and rhetoric (elegant and persuasive expression). Quadrivium consists of subject disciplines such as Theology, Philosophy, History, Law, Science, Technology, Social Science etc.

We believe that the Next Generation will really benefit from this system of education and the Pacific as a whole will also benefit as it brings out the true Pacific practices of ethics and values as well as leadership for the future generation. The initiative will contribute to the regionalism by having carved a sense of oneness in thinking and in practices that would be beneficial across the Pacific. The initiative is a proposal and has been piloted in several location in PNG and it holds much promise to restore the lost cultures and faith our people have in God. The result of implementing this program across the Pacific would be a highly developed mind to think analytically and critically on any subject discipline with high degree of intelligence and articulate such views factually and with clarity.

"**Tools of Learning**" in the Trivium have been deliberately excluded from the current curriculum and are reflected in **lower educational standards** in recent years. A **return to the Trivium** is not optional; it is **absolute necessity** now, to raise educational standards.



## 5. Why does this initiative require the attention of the Leaders of the Pacific Islands Forum?

*Please consider whether this initiative requires the attention and consideration of the Leaders of the Pacific Islands Forum in order to be implemented and outline why this is the case. Could it not be overseen or implemented at the level of Ministers, officials or by a regional agency?*

*Please limit your response to no more than 750 words.*

The Pacific is the last frontier on earth where our natural pristine environment including the nature of our ways of doing things are still intact and unexploited unlike the rest of the world. Pacific is the only region in the world whose human resources remain under-developed as with the other developing countries. However, in the purity of our minds, there is hope of moral conviction to take such bold steps as declaring a Pacific Education Framework. Whilst the Pacific is one with the world, its Government is allowed to lead developments initiatives that are relevant to the needs of our people. Education must be therefore relevant to our Next Generation and this generation need not mislead them to accept the foreign ideology and we must not pretend that there is no way we can revisit our grandfather's times and learn from their time. Pacific people have stories of changes that occurred in their lifetimes. These stories ought to be taught in classrooms and outside of classrooms.

The World education systems is centred and promotes Luciferian doctrines where everything familiar with our ways of life have been discarded for the one world movement that accepts immoral and it tries to naturalize perceptions once held to be unacceptable such as men having sex with men, women having sex with women and other un-natural acts. Pacific Leaders need to lead by examples by ensuring that it works at its own innovative and creative models of building its once intact societies and sell the models to the developing/third world countries. Leaders of the Pacific need to be convinced that they can do it and need no political patronizing from super powers.

PNG Education Advocacy Network is an organization that sees the holistic education development framework as the means to addressing education for all people in the country; however, the country is dependent on foreign aid and has not developed a simple framework that can educate people. The development partners who fund the programs have specific policy focus hence ideas that would achieve better results are neglected for want of timeframe for implementation and many pilot programs that are not truly reflective on impacts of citizens. As collective Pacific Voice there is a chance and hope if leaders can envision a Pacific people, that truly can reflect the Micronesian, Polynesian and the Melanesian ways; that would be the day to show the world as One Pacific People.

## 6. Attachments

Please attach additional information in support of this initiative.

*Please attach no more than 3 pages.*

## 7. Uploading initiatives to the Forum Secretariat website

In line with the process outlined in the [Framework for Pacific Regionalism](#), all submitted initiatives, inclusive of all attachments, will be publicly available via the Forum Secretariat website.



## 8. Guidelines and Contact Details

For further information on completing this template, consult the submissions guideline below or contact Pacific Regionalism Adviser Joel Nilon at the Forum Secretariat:

### Submission Guidelines

These guidelines are designed to assist those submitting regional initiatives through the Framework for Pacific Regionalism. For more information contact Pacific Regionalism Adviser Joel Nilon at the Forum Secretariat:

Email: [FPR@forumsec.org](mailto:FPR@forumsec.org) | Phone: +679 322 0327

#### 1. About the Framework for Pacific Regionalism

The Framework for Pacific Regionalism represents a high-level commitment to pursuing deeper regionalism and establishes a process for developing and prioritising regional public policy. It articulates the vision, values and objectives of an enhanced Pacific regionalism. It also sets out an inclusive process by which anyone can propose ideas for regional initiatives to address key challenges facing the Pacific. For more information, [click here](#).

#### 2. How do I submit a regional initiative?

To submit a regional initiative, complete all sections of the submission template and submit to the Forum Secretariat by no later **5pm, Fiji time, Sunday 10 April 2016**.

Submissions must be made on this template. Submissions made directly via email, letter or other format will not be considered.



### 3. Who can submit an initiative?

Any interested stakeholder can submit a regional initiative. This may include individuals, or groups of individuals or organisations, including government, civil society (including church or religious organisations), the private sector, community groups, multilateral agencies and CROP agencies.

### 4. What information is required?

In completing the regional initiative template, you should:

- a. Identify and seek to respond to issues and challenges that are common to the Pacific region and that could be best addressed through a regional response.
- b. Demonstrate that a high level political decision needs to be made.

**This is not a process for seeking endorsement of existing projects or activities. No standing fund exists in which to allocate funds to initiatives that are endorsed.** Submissions that consist of projects or initiatives that may be ordinarily carried out under the governance arrangements or work-plan of the submitting organisation are unlikely to be successful.

- c. Demonstrate how the initiative would contribute to one or more of the objectives of the Framework for Pacific Regionalism.

### 5. What assistance will the Forum Secretariat provide through this process

The Forum Secretariat will provide general advice and suggestions to those making submissions. This advice will include clarifying the information set out in this guideline, such as how initiatives can be completed and submitted; the type and level of information sought; the assessment process; and clarification of the overall process.

### 6. Assessment process

**Step 1** The Forum Secretariat will collate all submitted initiatives and check them for completeness.

**Step 2** The Forum Secretariat will, in collaboration with CROP agency officials and other experts as required, conduct a first round of assessment of all submitted initiatives using the tests for regional action (see Table 1 below).

**Step 3** The Forum Secretariat will provide all assessed initiatives to the Specialist Sub-Committee on Regionalism (SSCR), which will assess initiatives against the vision, values and objectives set out in the Framework (see Table 2 below). Reports on current regional initiatives under the Framework for Pacific Regionalism that are in progress will also be considered by the SSCR when they assess initiatives.



**Step 4** Based on its assessment of all submissions, the SSCR may recommend a limited number of initiatives to Forum Leaders. Those initiatives recommended to Leaders will be first sent to the Forum Officials Committee for commentary and incorporation on the Leaders' annual meeting agenda. Forum Leaders will then receive the final recommendations of the SSCR and make decisions on these at the annual Forum Leaders Meeting. In 2016 this meeting will take place in the Federated States of Micronesia

Proponents whose initiatives have been selected for Leaders' consideration will be informed of this selection within two weeks of the SSCR's decision. All proponents will be informed in due course of the outcome of their submissions.

### **7. Leaders' decisions on initiatives**

Forum Leaders' decisions on initiatives will be publicly announced through the Forum Leaders' Communique that is issued at the conclusion of the Leaders' meeting. As directed by Leaders, the Forum Secretariat will initiate implementation of the decisions in consultation with the proponent, the proposed implementing agencies, funding partners, and other relevant organisations or stakeholders.

### **8. Further help and feedback**

For further information or guidance or to provide feedback on the process, contact Pacific Regionalism Adviser Joel Nilon at the Forum Secretariat:



**Table 1 – Tests for Regionalism**

TEST	CRITERIA FOR REGIONAL IMPLEMENTATION
<b>Market test</b>	The initiative should not involve a service that markets can provide well.
<b>Sovereignty test</b>	The initiative should maintain the degree of effective sovereignty held by national governments (countries, not regional bodies, should decide priorities).
<b>Regionalism test</b>	<p>The initiative should meet one of the following criteria at a sub-regional or regional level, in support of national priorities and objectives:</p> <ul style="list-style-type: none"><li>▪ establish a shared norm or standard</li><li>▪ establish a common position on an issue</li><li>▪ deliver a public or quasi-public good which is regional (or sub-regional) in its scope realise economies of scale</li><li>▪ overcome national capacity constraints</li><li>▪ complement national governments where they lack capacity to provide national public goods like security or the rule of law</li><li>▪ facilitate economic or political integration</li><li>▪ Where benefits accrue sub-regionally, the contribution to broader regionalism should be clear.</li></ul>
<b>Benefit test</b>	<p>The initiative should bring substantial net benefits, as demonstrated by a cost-benefit analysis. The distribution of benefits across countries and across stakeholders within the region should also be considered—particularly with respect to:</p> <ul style="list-style-type: none"><li>▪ The relative costs and benefits for smaller island states (an “SIS test”)</li><li>▪ How inclusive the proposal is of all stakeholders who might benefit from regionalism.</li></ul>
<b>Political oversight test</b>	The initiative should require the Leaders’ attention and input (as opposed to being within the mandate of Ministers or other governing bodies).
<b>Risk and sustainability test</b>	The initiative should demonstrate a robust risk and sustainability evaluation, be based on a sound implementation plan, be supported by some identified funding, and demonstrate available capacity and experience for successful implementation.
<b>Duplication test</b>	The initiative should not be currently under progress by another organisation or process, and there should be no duplication of effort.



## **Table 2 – Vision, Values and Objectives of the Framework for Pacific Regionalism**

### **Vision:**

Our Pacific Vision is for a region of peace, harmony, security, social inclusion, and prosperity, so that all Pacific people can lead free, healthy, and productive lives

### **Values:**

- We value and depend upon the integrity of our vast ocean and our island resources.
- We treasure the diversity and heritage of the Pacific and seek an inclusive future in which cultures, traditions and religious beliefs are valued, honoured and developed.
- We embrace good governance, the full observance of democratic values, the rule of law, the defence and promotion of all human rights, gender equality, and commitment to just societies.
- We seek peaceful, safe, and stable communities and countries, ensuring full security and wellbeing for the peoples of the Pacific.
- We support full inclusivity, equity and equality for all people of the Pacific.
- We strive for effective, open and honest relationships and inclusive and enduring partnerships—based on mutual accountability and respect—with each other, within our sub-regions, within our region, and beyond.

These Pacific regional values will guide all our policy-making and implementation.

### **Principal Objectives:**

- Sustainable development that combines economic social, and cultural development in ways that improve livelihoods and well-being and use the environment sustainably;
- Economic growth that is inclusive and equitable;
- Strengthened governance, legal, financial, and administrative systems; and
- Security that ensures stable and safe human, environmental and political conditions for all.



## ATTACHMENT

### PACIFIC REGIONALISM

Pacific Regionalism has been challenged by ideologies and is now confronted with paradigm shifts that require critical analysis to determine what is and what is not best for the Pacific Nations. The proposal that has been advanced by PEAN needs further elaborations to bring home the problems that PEAN has identified as facing the Pacific. PEAN advocates “*Education For All*” in every nation because education is key to liberty and maintaining liberty of individuals, families, communities and nations. Pacific Leaders will need to be informed to prevent the situation that was developed in PNG which led to the Prime Minister’s intervention in determining the direction for PNG Education System. Education is the key instrument for human development and resolving human problems. Hijacking of the education process has been a cultural war that has been ongoing since creation.

#### **LEGACY OF JOHN DEWEY: Father of Modern Education**

Dewey made seminal contributions to nearly every field and topic in philosophy and psychology. Besides his role as a primary originator of both functionalist and behaviorist psychology, Dewey was a major inspiration for several allied movements that have shaped 20th century thought, including empiricism, humanism, naturalism, contextualism, and process philosophy. For over 50 years Dewey was the voice for a liberal and progressive democracy that has shaped the destiny of America and the world.

**JOHN DEWEY - 1859-1952**



Dewey analyzed the Traditional Curriculum (*Trivium Quadrivium Syllabus Model*) and Education System (*3-R Education System*) and found what he believed as the sustaining *linchpin* that held the whole system together: “*High Literacy*.” For Dewey the greatest obstacle to *socialism* was the private mind that seeks knowledge in order to exercise its own private judgment and intellectual authority. For him *high literacy* gave the individual the means to seek knowledge independently. This was detrimental to the “social spirit” needed to bring about a collective society and so *high literacy* had to go. This would destroy the education system and education curriculum. Dewey wrote in 1896: “It is one of the greatest mistakes of education to make reading and writing the bulk of school work in the first two years. The true way was to teach them incidentally as the outgrowth of the social activities at this time.” Dewey knew that “all children except the seriously impaired, develop their innate language faculty extremely rapidly from ages 2 to 6.” But Dewey’s objective was to destroy “high literacy.”

Dewey’s disciples have promoted his politically loaded education system and imposed it on the world as: *Mastery Learning*, [Outcome-Based Education](#) (OBE), *Systemic [education](#) restructuring*, [Performance Based Education](#), [Standards based education reform](#), *High Performance [Learning](#)*, [Total Quality Management](#), *Transformational Education*, and [Competency-Based Education](#). All these systems had common theological framework (there is no God), philosophical framework, psychological framework, political framework and practical outcomes – dumbed down teachers and school children at every level in national education systems. In Australia, New Zealand, the US and other nations where Dewey’s education programmes has been introduced and implemented the outcomes have been the



same: Dumbed down teachers and students because the goal of the “new” education system was to replace the existing education systems.

### **Secularisation and Islamisation of the Pacific**

On 4th January, 2013 two “paradigm shifts” were identified as serious concerns that Pacific Leaders must consider. The two paradigm shifts identified were serious and critical in the context of global alignment of nations: *Secularization and Islamisation of the Pacific*. Secularization was promoted by Moslems to create a spiritual vacuum in the Pacific then Moslems would move in and fill that spiritual vacuum with Islam.

#### **Secularization**

Secularization of the Pacific has been achieved through the **education system** by imposition of Outcome Based Education (OBE) in PNG and other Pacific nations. The “secularising and political challenge of China and other developed Asian nations will impact the Church of PNG and the Pacific Nations and the theological institutions in ways of compromise similar to those experienced in western society.” Their strategy then was to **take over education** and **retrain the thinking** of Christians and Christian youth. The cultural war through *control of education* of Christian children has been undertaken to destroy *Christian Traditional and Biblical Values* and replace them with *secular humanistic values* that will change behaviour of Christian Youth.

*John Dewey*, father of modern education, insisted that the traditional school encouraged competitive individualism and had to be transformed to encourage social contact. Dewey planned a reformation of society toward collectivism and humanism. Dewey believed that... the teacher is engaged, not simply in the training of individuals, but the formation of the proper social life.... every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth... in this way the **teacher always is the prophet of the true god and the usher in of the true kingdom of god.**”

Christians will find that Humanists declarations of the *Renaissance* and *Enlightenment* finally produced *Humanist Manifestos* I and II. Both are anti-Christian in their conceptions. This was expressed by secularists in 1983-

*“The battle for mankind’s future must be waged and won in the public school classroom by teachers who correctly perceived their role as the proselytizers of a new faith; the religion of humanity ... utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach...The classroom must and will become an arena of conflict between the old and the new: the rotting corpse of Christianity and the new faith of Humanism”*

Firsthand knowledge has become visible that *“in Samoa Christian youth are becoming secular and leaving the churches.”* This is the common pattern in Melanesia as well. The problem is in *education of the youth* that will determine their loyalties and directions in life.

#### **Islamisation**

It became clear in 2013 that “the process of Islamisation have increased in the South Pacific.” First Organization of Islamic Community (OIC) based in Saudi Arabia is developing a strategy to convert the South Pacific to Islam, beginning with Solomon Islands and PNG. Strategic objectives appear to be as follows:

1. “Their focus in Asia is on South Korea in order to blunt the Christian missionary movement.”
2. “Their economic control through trade and industrial development, gaining access to universities and putting pressure on governments to accept their policies.”
3. “Build beautiful mosques, financed by the Middle East in key centres in the South Pacific”.



4. "Sending converts to the Ponsonby mosque in Auckland to be trained as imams"
5. "Giving strong indigenous emphasis to their mission"
6. "Churches in the South Pacific are not prepared for this kind of evangelisation"
7. "With every mosque they plan to open a madrasa to teach boys from 5-15 year olds both Islam and their secular schooling"
8. "Islam is converting Christian Papua to an Islamic Papua"

### **PNG Conversion to Islam increases**

*By David Lornie*

"SINCE the 9/11 US terror attacks, Papua New Guinea's Muslim population has grown by 500 percent. This was revealed in a soon-to-be published book by Australian academic Dr. Scott Flower, *"Conversion to Islam in Papua New Guinea"*. And converts believe law and order issues in PNG could be fixed by introducing Islamic law. "In PNG the law is very weak," one convert told Dr. Flower. "Killing is there, raping is there, adultery is there but they don't impose the laws. Under Islamic law you know everything will improve. The country will be peaceful because if somebody steals they cut off his hand. The people will know that: if I steal I will lose my hand; so the stealing will stop."

Dr. Flower told *Post-Courier* the escalation in Muslim numbers occurred because many Papua New Guineans had "never really heard much about a different type of globalized religion – just Christianity. "So when the media on 911 focused on Islam as a religion, people thought, wow, another religion... and it must be powerful if it can make people fly planes into buildings etc."

He added: "There was also a significant increase in the number of Muslim missionaries visiting PNG toward the end of the 1990s, early 2000s." Dr. Flower said the increase is due, not to an influx of foreign Muslims but the conversion of locals to Islam. From the first conversion in 1986 to the year 2000 there were estimated to be only 476 Muslim converts. But after the 9/11 attacks, conversions spiked.

Dr. Flower estimates the current PNG Muslim population to be between 5000-5500 but said "I can only base my estimate on the data I have, which is not exact." Of the three Melanesian countries experiencing Islamic expansion – PNG, Solomon Islands and Vanuatu – this country has experienced the greatest growth. The areas with the biggest increase are Port Moresby, Chimbu and Northern provinces. Muslim converts interviewed in the book said they believed Islam is more like traditional PNG religions than Christianity."

The Secular Humanists have taken over the education systems of the world in their fight against Christ's Global Christian Civilization. They have used the civil state to have control over Curriculum and presented it as a "religiously neutral education". What they do not tell the Christians is that they are using the classroom to recruit followers of their new faith: the *Religion of Secular Humanism*. There is no religious neutrality in education.

Luciferian Consciousness had established in **1660s** that: "People live and are guided by ideas, that these ideas are imbibed by people only by the **aid of education** ...we shall swallow up and confiscate to our own use the last scintilla of independence of thought... The system of **bridling thought** is already at work in the so-called system of teaching by **Object Lessons**, [Outcome Based Education!] the **purpose** of which is to turn the **Christians** into unthinking submissive **brutes** waiting for things to be presented before their eyes in order to form an idea of them."



**PACIFIC ISLANDS  
FORUM SECRETARIAT**

Education remains the battlefield of cultural warfare. Education is the instrument that can be used to replace, rebuild or create culture and civilization in the Pacific. The choice must be ours not imposed upon us by parties outside the Pacific.