



“LISTENING TO THE PACIFIC”

REGIONAL INITIATIVE TEMPLATE

1. Contact Details

Please provide the following contact details:

<i>Name of individual or group submitting initiative</i>	<i>Dr Morgan Tuimaleali’ifano Dr Max Quanchi School of Social Sciences, Faculty of Arts, Law and Education, USP</i>
<i>Name and position of primary contact</i>	<i>Tuimaleali’ifano; Associate Professor and Head of History Discipline Quanchi; Senior Lecturer in History Discipline</i>

2. Name of Initiative

Strengthening regional consciousness, citizenry and policy: Moana Regional Online Program of Courses on History and Sustainability of Regionalism

3. Background and Rationale

You may consider: What is the issue being addressed by this initiative? What are the causes of this issue? Are there relevant studies that have been carried out to support the issue? Are there links to national, regional or international goals/policies?

Please limit your response to no more than 750 words.

- 1 The issue addressed by the Moana Regional Online Program of Courses on Regional Cooperation is to help nurture and sustain regionalism. The initiative aims to produce a generation of graduates schooled in regionalism and who may likely influence decision making by positioning and contextualising local and national debate, dialogue and ultimately policies and processes within a regional framework. To develop and sustain regionalism, as a viable and realistic framework, a stronger foundation may need to be re-established through a program of courses dedicated to its history, development, opportunities and challenges at the national and global levels. The initiative helps to reaffirm and consolidate a set of shared norms and behaviours based on regional values and objectives.
- 2 The solution is provision of eLearning (or online) undergraduate courses accessible across the region as a primary learning opportunity, secondly to equip a cohort of teachers able to go

out into schools and teach in depth on regionalism, and thirdly to concurrently raise the profile of Regionalism as a field of scholarly research and publication. Fourthly, to assist and strengthen capacity for curriculum developers in National Ministries of Education to embed and enhance history and social sciences curriculum on the concept and history of regionalism.

- 3 This issue arises because small universities and community colleges across the region lack staff in history and social sciences and therefore cannot adequately provide studies in “Regionalism”.
- 4 Free access to online courses on regionalism and decolonisation (as a twin field of study) means students right across the region can undertake independent, self-monitored, self-regulated and self-assessed e-learning/online, for Credit Points.
- 5 The pilot phase of the *Moana Regional Online Course Development Project* in 2012-2014 identified needs, created a network of partners, and designed, wrote and taught an online course (trialled at USP in semester 2 1014). The pilot phase included regional partnerships between New Caledonia, French Polynesia, Australia, PNG, Guam, FSM, Vanuatu, Samoa and Fiji.
- 6 Online delivery of university level courses has become a global phenomenon, and Tuimaleali’ifano and Quanchi have given papers in 2014 at international conferences on this mode of learning (at NUS Samoa, USP Fiji, Taipei Taiwan and Paris, France). There is a growing body of research on how online learning can serve the needs of dispersed communities, and how history as a discipline can nurture concepts, ideas and a civil sense of (regional) consciousness, identity and citizenry.
- 7 The study of Regionalism is paired here with the study of Decolonisation, as historically one overlaps in complex ways with the other. Typically courses in Pacific Island History incorporate theories, and a chronological perspective on Indigenous Epistemologies, Global Frameworks, Gender analysis, Human Rights and Political background, and the proposed online course on Regionalism to be studied across the region would reflect these approaches.
- 8 At present there are potential students to take this online mode of learning at universities in Fiji, Samoa, Tonga, Solomon Islands, Vanuatu, Kiribati, Niue, Tokelau, Cook Islands, Marshall Islands and through USP Centres in all 12 participating nations of USP.

4 DESCRIPTION

Please provide a brief overview of this initiative. Try to address the following: Does this initiative contribute to a positive change to the region? What makes this initiative of importance to the Pacific region as a whole? Who would implement this initiative? Who are the main beneficiaries? Are regulatory or legislative changes required at the national level to implement this initiative? How would the initiative be funded? Has this initiative been carried out previously? What are the key risks in implementing this initiative? Are there any complementary

projects and programmes currently active? What is the proposed timeframe for this initiative? How would the initiative be sustained over the proposed timeframe?

Please limit your response to no more than 750 words.

1. Contribution to positive change

Modern Pacific regionalism dates from mid-19th century and the new generation of leaders needs a good grounding in its history and development. Currently, the immense potential of regionalism as a concept and a practical approach for political change may be mis-understood, overlooked and not adequately serviced at universities in the region. Teaching a suite of courses on the forerunners of regional institutions, Decolonisation/Regionalism in all the region's universities may enhance and strengthen regional consciousness and 'citizenry' among citizens of the Pacific Islands. The ancestry of modern regional institutionalisation and thus of its potential consciousness can be traced to the pioneering work of European missionaries whose theological institutions were created to serve different constituents of the region. The pioneering regional approaches to education emerged out of theological colleges in Takamoa (Rarotonga), Malua and Pi'ula (Samoa), Lano (Wallis and Futuna), Suva (Nasese, Fiji), Canala and Paita (N. Caledonia), Navuloa/Davuilevu and Fulton (Tailevu, Fiji) and Sia'atoutai (Tonga). The approach was adopted for medical training. A regional training facility (Central Medical School) opened in Fiji in the 1880s and the same approach was adopted for teacher training in mid-20th century with UPNG, USP et al.

It is probably not surprising therefore to find the first crop of post-colonial Island leaders instituting the South Pacific Bureau for Economic Development (now Pacific Islands Forum) as an outcome of shared pasts and common visions. Many were products of regional institutions - Melanesian leaders attended colleges/seminaries e.g. Machoro, Leymang, Temaru, Lini et al.), and Melanesian/Polynesians at medical institutions (e.g. Maori Kiki, Mara, Tamasese et al).

This initiative builds and expands on this important tradition. The aim is deliberative – the purposeful and modernised teaching program centred on shared histories, challenges and opportunities at the interface of nationalism and regional platforms, cost/benefit analysis of regionalism over the 70 years to name a few. The desired outcome is a sustainable platform for raising and realizing regional consciousness and citizenry among diverse, small and remote peoples scattered across a vast watery region.

2. Regional importance

The Pacific region is one of if not the most endowed regions in the world in mineral resources. It is also one of the weakest in conserving and exploiting the resources for the benefit of its citizens. The founder and chair of the International Ocean Institute, Elisabeth M. Borgese, stated, 'if Pacific islanders do not learn to manage their own resources properly, powerful and

wealthy investors will come and take over the oceans just like when outsiders came for sandalwood, bech-der-mer, whales and coconuts. Pacific Islanders will be left behind.'

The keys to Pacific island development lies in its land and marine resources. Ultimately, it is the people of the Pacific Islands that are the most important resource.

A former Secretary-General of the Pacific Islands Forum observed in 2000:

We are witnessing some fluidity in our political security environment with relatively high turnover in government leadership, with issues of resource ownership becoming more contentious throughout the region. Much of these pressures come from population growth and rising expectations, but a lot of it comes from *our own inability* to manage our own affairs (Our italics).

3. Implementation team

This project is regional in membership. It is regional in delivery (by online). It is regional in its conceptual and pedagogical construction. It is from and about our region.

School of Social Sciences (History), Faculty of Arts, Law and Education, USP.

4. Main beneficiaries

A generation of graduates entering undergraduate programs in the region's universities. Schools across the region where BEd graduates head to after graduation. Graduates from courses and program in decolonization and history of regionalism are required to enter the job market at multiple points - civil societies, faith-based societies, public and private sectors – and at various levels. The Curriculum Advisory Services of national Ministries of Education are active partners in the process. Schooled and up-skilled in decolonization and histories of regionalism, graduates are likely to assume or resume positions of responsibilities. A major responsibility lies within Education ministry. Being the responsible agency for reviewing History and Social Sciences Curriculum, graduates as teachers and parents, are most likely to be front runners for embedding and enhancing regional consciousness and citizenry at Secondary School levels. As the notion of regionalism is introduced in revised school curriculums, graduates will help advance, reinforce and sustain the concept and reality of regionalism.

5. Funding

USP supports the participation of USP History staff in the project (and funded 20% of the Pilot phase of Moana online project), but the bulk of funding for regional course development [approx. \$FJD600,000 for two (2) years] is being sought through external donors.

For 2016-2017 (Two years)

One lecturer \$150K
One course designer \$150K
One translator (English to French) \$150K
One IT text-processor \$100K
Consultation/copyright/printing/school visits for a semester trial period \$25K

6. Precedents

Nil. This is a greenfield, ground-breaking and innovative initiative in the region and internationally. The initiative helps establish a stronger regional frame of mind among citizens of the region, to influence and re-orient the strategic plans of the country's policy makers within a regional framework.

7. Risks

Nil

8. Complementary projects

Nil

9. Timeframe

Two years. February 2016 – December 2017

10. Sustained development

USP as an institution, and the Team leaders individually are experienced project coordinators, and the USP's Strategic Total Academic Review and Research Skills Development benchmarks, reporting and evaluation procedures would be applied. Since 2014, successfully trialed and independent evaluated online courses are being offered at the undergraduate level. These courses provide the pre-requisites for a suite of courses on regionalism at the post-graduate levels targeting middle to senior level managements, career diplomats, teachers and other professionals.

5 ALIGNMENT TO REGIONAL VISION, VALUES AND OBJECTIVES

Briefly describe how your initiative supports the vision, values and objectives set out in the Framework for Pacific Regionalism. These can be found in the Framework for Pacific Regionalism document or in the submissions guideline document.

Please limit your response to no more than 500 words

1. Progressing cooperation

The teaching of regionalism (as an academic field of study) is characterised by a silo-mentality with each institution designing and teaching its own version. Course design and development is equally defended as an institutional responsibility and jealously guarded. This project breaks through these barriers, or obstacles, and offers at the very practical level, face-to-face collaboration across the region in design and writing (through regional workshops), electronic network editorial (through network of colleagues across the region) and shared teaching at the classroom level (or in this instance the computer interface as students study independently online). This project is about cooperation as a means to overcome gaps. Regionalism needs leaders who are themselves products of regional cooperation and through their own lives demonstrate a conscious vision of regional cooperation. The project is underwritten by a belief that cooperation among colleagues, dispersed geographically and not always single-mindedly focussed on the study of regionalism, is an effective mechanism for practical course development and teaching.

2. Integration between states

This initiative relies entirely on the principle of collaboration, cooperation and linkage across disciplines and the region. It is in that sense doubling as a professional development project for the region. It is a project founded on the principle of facing a problem, coming up with shared solutions, and collegial implementation across the region.

This initiative also enhances national sovereignty by providing a university educated cohort of leaders (and teachers) well-versed in conceptual, theoretical and historical studies of decolonisation, nationalism and regionalism.

3. Regional initiative (region-wide services)

The initiative, by linking universities in the region (and beyond to include PNG, French territories, Australia, and Guam in the North Pacific) is designed *to promote effective, open and honest relationships and inclusive and enduring partnerships* (from the Vision statement) and because it involves a range of linkages including large and small partners, east and west, north and south Pacific, institutions and governments (through their accrediting Ministries) this initiative promotes mutual accountability and respect, and primarily *with each other, within our sub-regions, within our region, and beyond.* (from the Vision statement).

4 Oversight

Although a regional linkage, the primary responsibility lies with Ministers responsible for tertiary level

education delivery in each nation, as the accrediting authority, and in the case of USP, with all its 12 contributing partner nations, through USP's established regulatory provisions.

5 Benefit

This initiative will bring substantial net benefits in terms of educational opportunity (access to online courses), regional consciousness (study of the decolonisation-regionalism nexus) and raised regional citizenry and appreciation on the role of regionalism as a driving force for planning and future growth (the historical background and evolution of regionalism as a prime motivation).

The distribution of benefits across countries and across stakeholders within the region is apparent in the collegiality, linkages and actual delivery that will occur (as an online course accessible by all universities and colleges in the region), irrespective of size of large and smaller island states.

The underlying aim of the initiative matches the Vision by being wholly inclusive and by taking as its aim, networking, collegiality, practical delivery and implementation, as a benefit from being *in the region*, enhancing regional identify and consciousness and by simply studying regionalism.

The outcome of the initiative is a new generation of graduates with enhanced appreciation of the opportunities/challenges of regionalism, as a conceptual framework nurtured and sustained in the long run by a solid educational foundation.

6 Additional Information

Please provide or attach additional information in support of this initiative.

Please limit your response to no more than 5 pages.

(a) Report on Pilot Phase of regional collaboration and university linkage; Moana Regional Online History Project, Paris, December 2014;

Moana is a regional project linking scholars and lecturing staff in universities and centres in the Francophone and Anglophone tertiary education environment. It has been three years in the making, starting with curriculum planning and online design workshops in Auckland, Nadi and Noumea in 2012 and 2013, funded by the French Pacific Fund, the Faculty of Arts, Law and Education (FALE) at USP, and the Total Foundation (USA). The ambition driving Moana was to eventually create a Major, or a suite of History courses/subjects that could be taught in all the small universities of the region, utilising web access and eLearning ICT pedagogies and thereby overcoming staffing and programming limitations in the smaller institutions. The HY101 Moana Pre-History of the Pacific course which evolved from these collaborative, regional discussions was written by a team of regional colleagues in early 2014, and taught as a trial in a fully online, self-regulated, self-monitored mode in semester 2 2104 (July-November) at the University of the South Pacific ... In terms of content there were long debates on the efficacy of certain topics, historiography's competing paradigms and epistemologies, the balancing of East-West, North and South Pacific topics, the cut-off point for "pre-history" and the suitability and readability of scholarly and scientific articles and web links for first-year, English as a second-language speaking students

taking their first university level history course/subject.

(a) Online delivery across the region; comments from the report on the Pilot Phase, Moana Regional Online History Project, Paris, December 2014;

The resulting course trialled in semester 2 2014 was tailored to fit USP's 14-week program. It had 11 topics divided into 5 modules spread over the 14 weeks, with 6 assessment instruments (two essays, a journal, a bibliography, literature review, and online Discussion forum.). There was no final examination. The approach was to present History as a dialogue and argumentative, rather than polemic or didactic and a given set of facts to be learnt and to incorporate the latest research findings and new approaches in Historiography. The content emphasis was initial settlement and expansion into Near and Far Oceania, the social, economic, spiritual and political systems of early settlers of the Pacific, and a final reflective unit on how the distant past is presented across Oceania today ... Students across the region responded to several survey questions regarding studying in the online mode. The conclusions are drawn from a valid survey and raise several matters that need to be considered in planning for future courses;

- 80% of Journal evaluations and 86% of Moodle responses thought online was "a fun way to study"
- 96% thought it was an "informative method of study"
- 95% thought it was a "useful way to study"

Student responses

- "I hope there is more online courses for history. It's been very useful especially to people like us who are full loaded this semester." (Taupule - Tonga)
- "I hope that all the history courses would be like this. This kind of learning is fun because I can communicate with other students around the region and share our knowledge" (Hans Fa'au'uga - Samoa)
- "Face to face is preferable" (Nunia – i-Kiribati)
- "I think HY101 should always be an online course for first year students taking history" (Joel - Vanuatu)
- "Overall I found this online course to be a huge success" (Elizabeth – Solomon Islands)
- "Studying this course was very fun as it motivate us to focus on our own work" (Manoa - Tuvalu)
- "I liked the topics covered throughout the course and learning online can be exciting and a learning experience" (Muni - Fiji)
- "Online is better than face to face because it helps you to be consistent with your studies" (Anjeela - Fiji)
- "It was such an exciting course because everything was provided online" (Ledua - Fiji)
- "Studying online is very challenging because you have to be responsible for your own study. It is very appropriate because university students should learn to take responsibility for their learning". (Lupe - Tonga)