



PACIFIC ISLANDS FORUM SECRETARIAT

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EDUCATION MINISTERS MEETING

*Auckland, New Zealand
26-28 November 2007*

SESSION TWO

NON-FORMAL EDUCATION IN PACIFIC ISLAND COUNTRIES

This paper was commissioned by the UNESCO Office for the Pacific States and is provided for the information of Ministers.



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NON-FORMAL EDUCATION IN PACIFIC ISLAND COUNTRIES

Summary Brief

Purpose

The purpose of this paper is to provide a report on the status of non-formal education in the Pacific as a background to future work in this area.

Background to the study

2. At a workshop jointly organised by the University of the South Pacific and UNESCO held in Lautoka in November 2006, it was agreed that a study of non-formal education would be commissioned with the long-term objective to developing a regional strategy in this area.
3. The attached paper provides a status report of non-formal education in Pacific Island countries as a background document for future work in this area.

Recommendation

4. Ministers are invited to:
 - (a) note this paper; and
 - (b) request UNESCO, regional organisations and other stakeholders to continue their work in non-formal education, working towards the development of a regional approach to non formal education.



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Non Formal Education and the Pacific Plan

1. A Blueprint for the Development of a Regional Strategy on Non Formal Education must take full cognizance of the Pacific Plan which aims to strengthen regional co-operation and integration through 'sustainable development'. The Nadi Decision on the Pacific Plan 'expresses support for regional initiatives in education and training' amongst other key strategies. This document has taken note of Pacific leaders concern for all Pacific islanders, and in particular children and youths. They require non-formal education interventions through basic education, lifelong learning, TVET and initiatives such as Education for Sustainable Development (ESD) and Education for All (EFA). They need to be provided access and non-formal training opportunities to raise the quality of their lives (Pacific Island Forum Secretariat (2007a) Pacific Island Forum Secretariat (2006).

2. The Non Formal Education Blueprint notes the commitment made by the Ministers of Education at the 2001 Forum Education Ministers' Meeting (FEEdMM). This commitment states that education should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings, and life long learning. The Ministers raised concerns that the demands of the global economy should be balanced with the enhancement of our Pacific values, morals, social, political, economic and cultural heritages, and also to reflect the Pacific's unique geographical context. These concerns have been taken into account in this NFE document (Pacific Forum Islands Secretariat 2007b).

Non-Formal Education Definitions

3. Non formal education was first conceptualized as "any organised, systematic, educational activity, carried on outside the framework of the formal system, to provide selected types of learning to particular sub-groups in the population, adults as well as children. Thus defined non-formal education includes, for example, agricultural extension and farmer training programs, adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives, and the like" (Coombs and Ahmed 1974, p. 8).

4. UNEVOC (2007) defines NFE as follows: "Non-formal education may take place both within and outside educational institutions, and cater to persons of all ages.

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Depending on country contexts, it may cover educational programs to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non formal education programs do not necessarily follow the 'ladder' system, and may have differing duration" (p. 43).

5. Non formal education (NFE) in this document is used in a comprehensive way to encompass the following concepts:

- (a) *NFE to meet basic education challenges;*
- (b) *Continuing non-formal education for lifelong learning and EFA Goals;*
- (c) *Non Formal TVET;*
- (d) *Non-formal education for sustainable development (NFESD).*

6. Non formal education is flexible in terms of its timing and duration of learning, the age group of learners, and the content and methodology of instruction. NFE is thus broad in character, extensive in coverage and diverse in content, method and participants (Kedrayate, 1997, p. 33).

7. Non formal education is conceptualized in terms of its purpose. One of NFE's role is to provide alternative education to individuals who have left school and who require training for gainful employment (Kedrayate, 1997. p.35). NFE is also offered as 'first chance' education for those who have not had any opportunities for formal schooling and those who appreciate the learning opportunities of NFE 'as a system.' NFE is important in upskilling those individuals in current employment who require training to update them with new developments in their areas of work.

8. NFE is closely linked to traditional education. Village elders throughout the Pacific have provided worthwhile learning opportunities for both young people and adults in various cultural skills and arts. In recent times, there have been laudable efforts to revive traditional dance, art, music and cultural skills through NFE using elders and artisans with experiential wisdom.

9. Non formal education has been conceptualised according to three perspectives:

- (a) *NFE as a system* complements formal education and improves on shortcomings in schools. NFE provides strategies and innovative features to complement formal education delivery;
- (b) *NFE as a process* centres on learning as its most vital component. NFE emphasises a learner-centred curriculum. Learning is based on the special needs and requirements of the participants;
- (c) *NFE as a setting* emphasizes the informal climate of learning that is not rigid. Learning 'on the job' or innovative learning using various media and teaching/learning aids are also emphasized (Kedrayate 1997, p. 37-38).

10. Basic education provides the foundations for vocational callings and lifelong learning. The challenge is to synthesize the best of Pacific and Western heritages and attain sustainability. There is a clear mismatch between the number of young people leaving school each year in PICs and the number of employment and training opportunities available. There is an urgent need to create further opportunities, in order

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to improve the lives of our young populations (Tavola 2001). Basic education also encompasses literacy and numeracy skills training and provides learning opportunities to enable individuals to adapt to Pacific environments that are rapidly becoming modernized. The PRIDE Project based at USP working in close collaboration with PICs aims to strengthen strategies for basic education initiatives. Non formal education is an important component of PRIDE's basic education delivery strategies.

11. Non-formal education has the potential to provide a proactive learning approach as a system, process and setting and become a dynamic force for change in the Pacific. NFE should be available to all individuals, although many programs tend to be focused on early school-leavers. Courses are tailored to the needs of communities, and are typically oriented to practical skills and life-skills. Literacy and numeracy are also components of NFE programmes. Teaching methods tend to be participatory and learner-centred (Tavola 2001).

12. All individuals engage in learning from birth to death. Education is lifelong, purposive, self-planned and self-initiated. Learning becomes central to the lives of all people. As individuals become more aware of the power and significance of education as a means to improve their lives, they tend to plan to achieve longer-term learning goals and to "add in" shorter term learning experiences to meet immediate needs (APPEAL (2006).

13. Lifelong learning involves continuous education and training. However, people must see education as something much broader and more significant than "schooling" alone. As needs arise, individuals can draw on programs offered by non-formal education and informal opportunities to learn. Some of this learning may be relatively unstructured, through working in casual learning groups or by independent study. Some may occur through programs offered by Departments/Ministries responsible for Non-Formal Education or NGOs which aim to provide formal qualifications by alternative non-formal means. Other forms of learning may be provided by employers through in-house or on-the-job training and retraining. Learning needs change as individuals take on new roles. Education tends to be less structured as people get older and tends to draw more on informal opportunities for learning. APPEAL (Asia and Pacific Program of Education for All), takes a holistic view, seeing all components of education as integral parts of lifelong learning (APPEAL 2006).

14. Non formal TVET "results from organised activities within or outside the workplace which involve significant learning that is not accredited" (UNEVOC 2007).

15. TVET can happen in schools as well as non-formal education settings. It is accepted that there are conceptual overlaps between formal and non formal TVET. NFE has contributed to TVET through the provisions of an enlightened pedagogy. NFE has also facilitated the introduction of the flexible curriculum to take cognisance of rapid technological changes in TVET. One of the appeals of non formal TVET for employment is its cost effectiveness. School facilities and machinery / equipment can be used freely or at a nominal fee in the evenings or weekends for NFE classes. Even TVET teachers from the formal system can be used as volunteers after school to impart occupational skills to the public. Ahmed (1997) states that non formal TVET "minimise net costs when they are able to use existing resources and facilities. Using existing school facilities during the evenings and using TVET school teachers can run

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at a fraction of the costs of a regular TVET school (Ahmed 1997, p.203). It is appreciated that some non formal TVET programs may be better suited to industrial workplaces, village halls, farms, and fishing areas for example, depending on the nature of the NFE program being undertaken.

16. Non formal education for Sustainable Development (NFESD) is a process by which Pacific people learn and are empowered to bring about the changes required for sustainable development. ESD also develops active citizenship and participation, taking into account the complex interactions of the social, economic, political and environmental dimensions of sustainable development (Deo 2006).

17. One of NFE's roles is to increase understanding of the meaning of ESD in the local, Pacific-wide and global contexts, taking into account the cultural diversities of the different countries. NFE can be used as a tool to develop community participation skills for both government officials and key community members to effectively engage in policy development and decision-making. NFE can also be used to facilitate increased awareness of sustainable development among community leaders and influential groups. This is with the notion of developing their knowledge and skills through NFE so they can be empowered to undertake further ESD activities.

18. The Pacific Island Forum Leaders' vision for the Pacific was adopted in April 2004 and seeks to give all Pacific peoples, lives that are "*free and worthwhile*". The Leaders have identified the priorities for the region as economic growth, sustainable development, governance and security. This vision is encapsulated in the region's 'Pacific Plan.' NFE is a key strategy in realising this very worthwhile vision. The Pacific vision is based on the sustainability of Pacific communities. NFE is seen as an important component because its strategies complement traditional learning and synthesises the best of our Western heritage.

Situational analysis of NFE in the Pacific

19. *Stakeholders in NFE:* "NFE is already well established in Pacific countries. While many government ministries and departments carry out NFE, it is principally conducted by NGOs, communities, churches and institutions. There is great variety in NFE programs, from well-established institutions to locally based operations that have little funding. Courses vary greatly in content, quality and length. This variety means that both duplication and fragmentation can occur (Tavola 2001).

20. *Linkages to Lifelong Learning and EFA Goals:* The Pacific Islands Forum Education Ministers have affirmed the importance of refocusing the formal and non-formal education systems to emphasize skills development particularly for the very high proportion of young people in all PICs. EFA Goal 3 on life skills and EFA Goal 4 on adult literacy deal most directly with NFE provisions. Goal 3 relates to the large proportion of the youth population who have dropped out or left school (Lameta 2005). The case studies on NFE that are documented in this section are also linked to EFA goals in most Pacific countries. Fiji, Samoa, Solomon Islands and Vanuatu have covered all the 6 EFA goals in their education plans. Cook Islands, FSM, Kiribati, Nauru, Niue, Palau, PNG, Republic of the Marshall Islands (RMI), Tonga and Tuvalu have addressed all goals except Goal 5.

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21. *Complementing Formal Education:* The case studies of NFE in the various Pacific countries all consider how non formal education can complement formal education. The case studies are linked to the high priority placed by the Forum Education Ministers on training needs in the non formal sector. Towards this end, many countries have set up special TVET policies that incorporate non formal education strategies (Lameta 2005).

22. *Quality Assurance:* A lot of NFE projects and programs provided by NGOs, churches, communities and states are being undertaken in PICs. Many of these programs are uncoordinated and their quality and focus vary. There are no national accreditation systems to provide benchmarks for quality standards. (Some countries like Cook Islands, Samoa and Tonga are standardizing some vocational NFE offerings with NZQA or with national qualification mechanisms that are being developed. An important initiative by the South Pacific Board for Educational Assessment is the register of all qualifications from Pacific Island countries where each qualification from a country has been accredited and approved by the National Qualifications Authority in each country. The significance of this initiative is that vocational NFE qualifications will be synchronized with formal level qualifications. This will take account of basic literacy and numeracy levels, moving to basic education at Year 10 level and to senior school level. (<http://www.spbea.org.fj/Rqr.html>) There is little documentation of NFE projects and programs undertaken by various stakeholders throughout the Pacific. There is little public information of the types of NFE being undertaken, how courses are chosen, their standards, and the expected outcomes. This information would be useful in collating best practices and assist towards developing quality control strategies on NFE project and programs. There is also no information on how potential students are identified and the kinds of support provided after their training. NFE provisions need to be strengthened in terms of NFE policy and resource allocation, establishing of constructive links between formal and non formal systems; review and revision of curriculum and materials, better provisions for training of trainers and capacity building of NFE providers. The setting up of certification and accreditation arrangements is a long term goal. The short term goals would be registration, training of trainers, development of curricula and materials leading to a system that can support accreditation

23. *Inadequate Links:* There are inadequate links between formal and non formal education systems. There is very little sharing of resources or ideas between both systems and no clear pathway for learners to move between the non-formal and formal. NFE is often perceived as second rate and a 'poor cousin' to formal education. There are some exciting and innovative curricula and material development in NFE areas such as the environment, legal literacy and micro enterprise. Innovative training materials in audio, print and web modes have been produced. However these tend to be isolated examples with little networking. In many countries, the responsibility for NFE comes under Education, or Youth, or Community Development or the Labour Ministry. The ideal situation is to have non formal education situated within Ministries of Education. Regional coordination can be cumbersome if NFE is placed under various Ministries. In recent years, efforts have been made to co-ordinate the various in-country NFE activities particularly in Vanuatu, the Solomon Islands and Fiji. The Solomon Islands Rural Development Training Centres Association and the Vanuatu Association of Rural Training Centres are bringing together rural training centres and facilitating networking arrangements and the exchange of best practices. In Fiji, the

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Ministry of Youth with funding from UNDP formulated a National Policy on Non Formal Education to coordinate all NFE activities in the country. PIANGO, the regional NGO body also coordinates various NFE training in the Pacific.

24. *Sustainable Livelihood:* A welcome development is the placing of some NFE under the UNDP Sustainable Livelihood project as an inter-linking delivery mechanism for sustainable livelihood training. Donor agencies like NZAID, AusAID and the European Union (EU) are providing resources for NFE initiatives. The PRIDE Basic Education Project funded by the EU and NZAID, for example, has a substantive component on non-formal education projects. A substantive number of project proposals submitted by PICs to PRIDE in 2007 have non formal education components¹.

25. *Excellent NFE Projects:* A number of excellent NFE projects are being implemented which could be replicated, their good practice shared and their resource materials adapted in other Pacific countries. Five case-studies of outstanding NFE projects are presented below.

Case Study 1: Matuaileoo Environment Trust Inc (METI) based in Samoa

METI is an example of a very dynamic NGO working in the area of non formal education in Samoa. The objectives of METI are to undertake, promote and carry out community sustainable development projects that raise the quality of lives of their target groups. They also provide training in management skills and capacity building to achieve sustainable living in Samoa through self-reliance, particularly of grassroots communities. METI's approach to environmental management is based on the following two premises: (a) One can only rally the support of the communities when they are part of the decision making process; (b) It is only when a bond exists between the communities and the NGO that is based on trust, that a meaningful dialogue can take place and effective collaborative action leading to the development of a spirit of self-reliance can succeed.

Current METI non formal projects are in health, community development, and environmental management. (a) Coral Garden Project: METI is working with community groups to apply appropriate coral reef restoration and fisheries habitat enhancement technologies to restore coral reefs destroyed by cyclones and harmful fishing practices. METI's work complements the Samoan Government's Marine Protected Areas (MPA) Program by presenting awareness raising workshops to village communities on reef ecology and hands-on training workshops to construct 'coral gardens' to restore degraded reefs. The program aims at making the villagers self-reliant in reef restoration techniques and at enhancing the income generating potential from sustainable lagoon fishing and ecotourism. (b) Apolima Fou Marsh Conservation and SD Project: This project aims at finding ways to restore the marsh's function as a mullet, eel and mud-crab growing area and as a preferred habitat for the Grey Duck (toloa), which should be considered an endangered species in Samoa. One of the exciting parallel developments to this project is METI's effort at promoting mangrove restoration at the marsh entrance to improve the habitat of the mud crab (Scylla serrata), a highly prized food source. This project has lent itself to the promotion of

¹ See PRIDE Work Program and Budget for 2007:
http://www.usp.ac.fj/fileadmin/files/Institutes/pride/Workplans_and_Reports/Annual_documents/PRIDE_work_programme_07Final.pdf

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‘eco-literacy’: ‘learning from nature on how to develop a sustainable human community. This is carried out in such a manner that its ways of life, businesses, economy, physical structures and technologies do not interfere with nature’s inherent ability to sustain life.

Case Study 2: Marist Training Centre, Tutu , Taveuni, Fiji

The Marist Training Centre Tutu is one of the most effective non-formal education programs in the Pacific. The Centre’s 1200 acre property is situated in Taveuni known as the ‘Garden Island’ of Fiji, because of its rich soil and fertility. The Centre runs six courses: The ‘Young Farmers Training Course’ is for unemployed school leavers who are trained in all aspects of farming, leadership skills and personal development. They also develop their own farms. They harvest kava and other root crops and are allowed to keep all profits to help them establish themselves in their villages when they leave.

The ‘Young Single Woman’s Course’ assists young women with vocational skills, leadership skills, home economics and other relevant topics. This is an important initiative given the lack of non formal programs for female school leavers in rural parts of Fiji and the Pacific.

The ‘Married Couples Course’ aims to develop strong family values in all trainees. Enlightened child-rearing methods are also part of the curriculum. Other training programs include the Parents Course, Village Development Courses, and Leadership Courses. Hundreds of local people have taken advantage of these non-formal programs. These courses success and effectiveness is the deep conviction that the wealth of the country is in the land; the importance of traditions and Christian beliefs. Through the acquiring of skills and wisdom, trainees can be empowered to improve their lot, gain self-respect and realise their dreams. An important thread in the Centre’s non formal training is the strong spiritual formation of trainees in Christian values. The Centre has a mobile training team that run NFE programs in other parts of Fiji and the Pacific.

Case Study 3: Waan Aelon a Traditional NFE Heritage Project in RMI

Waan Aelon in Majel (Canoes of the Marshall Islands) or “WAM” is a grassroots non-profit program educating young Marshall Islanders, based on the traditions of the Marshallese canoe. WAM provides vocational and life skills training to youth-at-risk using the medium of traditional outrigger canoes, boat building and woodworking. The program links the new generation with the old, working together to keep this unique aspect of Marshallese culture alive, while simultaneously addressing serious social problems affecting youth in Marshallese society. WAM has developed a powerful program that simultaneously addresses the cultural malaise across the community as well as empowering youth through life skills and vocational skills training. WAM also addresses the sense of self-worth in Marshallese youth, so that even in the absence of a vibrant labor market, alumni can still play a worthwhile role in their families and communities. WAM empowers the youth by teaching them traditional and modern sustainable skills including outrigger canoe building, maintenance and repair, sailing and navigation to ensure that these unique aspects of Marshallese culture are kept. An integrated course on canoe construction and canoe model making, canoe sailing skills and canoe maintenance skills development form the core of the WAM program. The program caters for 14 students in two streams

over a 1-year period, with students graduating with the Certificate in Canoe Making. This is the foundation of the WAM program with all curriculum materials in place, and all instruction able to be carried out with existing resources. Four additional instructors are being trained to expand the capacity of the entire program, with two earmarked for the canoe building courses. WAM will also have the ability to work with Ebeye and outer islands to duplicate the programs training output in order to reach more of the youth population. WAM seeks to impact the lives of thousands of Marshallese by bringing cultural understanding to young people and their families at all levels².

Case Study 4: Community Learning Centres in Papua New Guinea

One of the Community Learning Centres (CLC) in Ularina Village, PNG was set up to promote community participation and ownership. The idea is that the Centre should be 'managed by the people, for the people,' with support from local non formal groups. The Centre provides various learning opportunities for the empowerment of all the people in the area to improve the quality of their lives, facilitate community development and promote social transformation. The CLC functions as the venue for education and training activities, for information and resource services, and for co-ordination and networking. The CLC activities are flexible and participatory and allow leaders to emerge from any sections of the community while also providing support mechanisms through strengthened partnership.

The CLC in this case study is located at Ularina Village within the Boiken/Nagun Language Group in Wewak, East Sepik. The Village has 5000 people and the Language Group Area has 50,000 people. The main problem highlighted in the area deals with: (a) Young people leaving the village; (b) Drug abuse (c) Wife beating; (d) Too many school leavers doing nothing; and (e) Half the population are illiterate. Ularina Village is 5 km away from the sea, and is surrounded by tropical rainforest rich in fauna and flora.

Given the current situation in Ularina and with similar experiences within the Boiken/Nagun Language group, the establishment of the CLC to service the area is a necessity. The Centre was set up because it provided a base for functional literacy programs for the people. In addition, non formal vocational training for school leavers and adults was held there. This was linked to income generating projects that was based on consumer and service needs in the area. Health education programs were mounted. Counseling and conflict resolution workshops are inculcated through the Centre (<http://unesdoc.unesco.org/images/0011/001169/116956Eo.pdf>).

Case Study 5: Live and Learn

Live & Learn Environmental Education is a non-profit, non-government organisation which promotes greater understanding and action toward human and environmental sustainability through education and dialogue building. Their guiding principles are to (a) develop and implement projects and programs for schools, communities and other target groups in the field of environmental and development education; (b) encourage individual and community attitudes, values and actions that are ethical and environmentally sustainable; (c) share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment; and, (d) promote the integration of environmental, human, cultural and peace concepts in all

² <http://wamprogram.org/overview.htm>
http://marshall.csu.edu.au/MJHSS/Issue2006/MJHSS2006_146.pdf

education projects and programs. “Live and Learn” believes that local knowledge and global understanding are the starting points in developing an ethic in environmental and development education. The NGO emphasises the importance of linking schools, with the community, chiefs, elders, parents and non governmental groups so that communities in their entirety are involved with environmental and development education.³

Case Study 6: River Care: Rivers are vital life-sustaining eco-systems for the people of the South Pacific. They provide a lifeline to food and subsistence living for present and future generation and are an important link between the forest and the reef. Despite their importance, rivers fall victim to logging, mining, agriculture and are also being used as prime waste dumps effecting inner-reef lagoons, fisheries habitats and mangrove swamps. “Live & Learn” recognizes that it is the young generation that has to face the challenges and threats to the environment including urbanization, outbreak of disease and decline in biodiversity. The River Care Project challenges communities to discuss debate and ask the hard questions about the links between the river environment and poverty, health and equality. The project fills a unique niche in strengthening the capacity of young people to create changes and improve or prevent degradation of the natural environment. “Live and Learn” NFE programs involves initiating a learning process that links critical thinking to direct action in protecting and improving rivers in the South Pacific and reducing hardship and poverty. A mobile Live & Learn training team visits rural areas of Fiji and conducts training in river water quality monitoring techniques. By strengthening young people’s abilities to research and analyze, they gain the confidence to discuss and debate and this gives them the capacity to participate in making decisions regarding their environment. For example; an effective learning process for young people on the issue of forests would not focus on asking them to plant 1000 trees but asking them to debate who should make decisions regarding the forests; who should reap the benefits and how future generations should be considered? To give young people debating skills and strengthen their ability to communicate and build dialogue with the unfamiliar is a key weapon in the battle against poverty and environmental degradation. Dialogue building brings to the forefront the issues of participation, advocacy and change and, if allowed, the benefits of this learning process extend far beyond the local community or school.⁴

Non Formal Education Country Summaries

26. *Non Formal Education in the Cook Islands:* The Ministry of Education aims to build the skills, knowledge, attitudes and values of the people of the Cook Islands to ensure the sustainability of economic growth, language and culture to enable the people to put their capabilities to best use in all areas of their lives. The key themes utilising non formal strategies emerging from the EFA goals are as follows: (a) That parents be better informed of the developmental stages of children; (b) That life-skills programs be developed and promoted amongst young people and adults (Cook Islands, Ministry of Education 2002). It is estimated that 84% of students drop out of school during

³ <http://www.idea.org.au/liveandlearn/resources/L&LAR2005.pdf>

⁴ http://www.adb.org/documents/events/2002/water_small_island/NGO_Papers/live_learn.pdf.

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the last four years of senior secondary education. The Government will look to (a) developing and delivering appropriate life-skills courses for young people in the areas of agriculture, domestic skills, basic maintenance skills, healthy living, technology, computer skills, arts, crafts and culture; (b) developing programs for people with disabilities; (c) mobilizing resources for delivery of programs. The Cook Islands Government will ensure implementation of EFA goals are carried out in partnership with all levels of society to achieve education for everyone.⁵

27. *Non Formal Education in the Federated States of Micronesia:* FSM and the Asian Development Bank have developed an NFE program emphasising the need to improve the quality and efficiency of basic education; and expand the range of education services offered in order to turn out individuals with skills the economy needs. The project will also give particular attention to vocational education for girls. The ADB also notes that the NGO sector represents a large unrealized potential towards enabling the nation to achieve sustainable development through community services such as non formal adult education, literacy, and other public education initiatives.⁶

28. *Non Formal Education in Fiji:* Fiji has a draft Policy on Non Formal Education which was prepared with the support of UNDP. NFE comes under the responsibility of the Ministry of Youth and Sports. Apart from various Government Ministries that provide NFE training (in agriculture, fisheries, community development, culture, sports and a host of other areas), NGOs, institutions, churches, and communities also provide non formal learning opportunities. *FRIENDS* a dynamic NGO in Lautoka works with prisoners and ex-prisoners, people with disabilities, disadvantaged young people and adults in low cost housing states. Their work extends to income generating projects, human rights and values and other empowerment programs. *The Koroipita Rotary Housing Project* is another innovative project providing low cost housing to the very poor. Non formal programs are held for the settlers in a raft of areas ranging from skills training, spiritual and cultural learning and social skills of living and working together. *Partners in Community Development* is another dynamic NGO based in Suva that works with communities in socio-economic, environmental and conservation projects. UNFPA and UNICEF facilitates an excellent lifeskills program in several Pacific Island countries. Non formal education is well developed in Fiji and is run by both government, NGOs and civil society groups. While some NFE providers receive grants from government and overseas donors, a number of NGOs charge various fees for programs to pay for their costs.

29. *Non Formal Education in Kiribati:* Kiribati produces an estimated 2000 school leavers for the labour market each year competing for 500 job openings in the formal sector. Many young men find employment in the marine industry as seafarers. While Kiribati has developed its formal TVET program, its non formal program has not been fully developed. Some non formal programs are run by the USP Kiribati Campus in

⁵ Cook Islands, Ministry of Education, 2001

⁶ <http://www.adb.org/Documents/Reports/micronesia-economic-report/fsm-exec-summary.pdf> and <http://www.adb.org/Micronesia/projects-educ.asp>.

areas as diverse as weaving, Basic English and Information Technology skills. Opportunities for young women in NFE programs is limited.⁷

30. *Non-Formal Education in Nauru:* Nauru's sustainable development strategy on 'Partnerships for a better quality of life 2005-2025' includes a non formal education component as complementing formal education. A review/survey of the sustainable development strategies was carried out in June 2006 by the UN. One of the recommendations was that non formal education programs needed to be designed to train and build the capacity of the community and NGOs to enable them to play a proactive role in sustainable development. In addition, a community resource centre is to be established to aid members of the community and NGOs in capacity building.⁸ The USP Nauru Campus is a major provider of NFE programs in early childhood education, disability studies, youth and community work and basic preparatory courses (Lauti 2006).

31. *Non Formal Education in Niue:* A key non formal strategy is to actively promote community awareness on the importance of Niue culture, language and identity. The Government plans to develop, fund, implement and monitor a program to inform the community of the importance of enabling learners to develop their Niue identity. It is based on the notion that cultural knowledge is the foundation for successful learning.⁹ The home and school learning partnership is also seen as important. Here non-formal education plays a complementary role to formal education. The plan is to disseminate information on active learning to the Niue community using a range of methods and to publicize the importance of home and school learning opportunities.¹⁰

32. *Non Formal Education in Palau:* In the Palau Education Master Plan 2006 – 2016, the Government has outlined a detailed plan for a long-term, comprehensive educational strategy to meet the needs of its young people as the nation moves into the 21st century. A non formal educational improvement strategy will consider the strengths and concerns of the present system as a background for creative and effective change. Adult and community non formal education courses are also offered through PCC for students who dropped out of high school. Other areas of adult and community education are under the jurisdiction of the MoE. Preparation and testing for the General Educational Program which is an alternative to the regular high school diploma, along with other community education initiatives, are administered by the MoE¹¹

33. *Non Formal Education in Papua New Guinea:* PNG is a land of complexity and contrasts. 5.4 million people speak 854 languages, comprising 25% of the world's languages. A large number of people live in remote, isolated communities. There is a limited range of non formal vocational and technical skills. Traditional subsistence lifestyles come face to face with socio-economic and cultural globalization. Each year,

⁷ (Kiribati Ministry of Education, Youth and Sports 2003; Kiribati, Government 2004; ADB Study 2007).

⁸ http://www.un.org/esa/sustdev/natlinfo/nsds/pacific_sids/nauru_nar.pdf

⁹ Niue, Department of Education 2005; Niue, Department of Education 2002

¹⁰ Niue, Department of Education 2005

¹¹ (Republic of Palau, Ministry of Education 2006).

80,000 school leavers graduate from educational establishments but only about 5% are absorbed into formal employment. About 93% of PNG's total labour force is employed in the informal sector – rural and urban – with limited access to lifelong learning opportunities (Kidu 2006). Non formal vocation education is often perceived as being of lesser quality to academic education. Most non formal vocational centres are located in rural areas. Their training programs are oriented towards the improvement of rural living conditions; training in traditional agriculture; learning to run small rural workshops; skills training in the handicraft sector, and various other skills for self employment in the informal economic sector. Despite the problems associated with non formal vocation centres in PNG, enrolments continue to rise. There are a number of fine examples of non formal vocational centres around PNG.¹² A community-based non-formal education movement in Papua New Guinea has led to hundreds of the country's more than 800 languages being used to teach initial literacy in local preschool and non formal adult education programs. The central government, with the help of overseas aid donors, has now embarked on a massive reform of the English-only formal education system. The first three years of formal education will be in vernacular languages at newly established schools, run by local communities¹³ Literacy education is another important goal of PNG NFE initiatives. This basic literacy program does not involve adult matriculation. Adults learn in either Tokpisin, Hiri Motu, vernaculars or English depending on their interest. Literacy materials also focus on functional types of learning. and cover many aspects of human needs, for example: health, HIV/AIDS, agriculture, business, and environment education (Jonduo 2006).

34. *Non Formal Education in the Republic of the Marshall Islands:* People in RMI who are not in the formal education system need access to continuing education to develop their skills. Adult non formal education offers a means of up-skilling the population as a whole to meet the country's needs in the new century. Providing education to the adult population will require techniques and approaches that are different from those adopted in the formal education system. It is acknowledged that it is crucial that local communities and stakeholders take a proactive role in improving and monitoring education processes. Without this level of involvement, the education system will be unable to adequately address the real needs of the people. The MOE will continue to actively involve local communities in the education process, and to empower the Marshallese people to take responsibility for their future and that of future generations¹⁴

35. *Non Formal Education in Samoa:* The Government of Samoa made an important commitment to formulate a non-formal education policy when it commissioned a study of NFE in Samoa in 2005. The study found that (a) Formal modern education is relatively recent, and was preceded by enduring village-based traditional forms of education aimed at sustaining livelihoods, cultural continuity and social cohesion. These village-based forms of education continue. As well, there were non community based education providers who also delivered programs aimed at improved quality of life; (b) Non-formal education has a legitimacy of its own. It is and must be viewed as an education and learning channel that is good for all, from individuals to whole communities; (c) Non-formal education promotes individual and community sustainability. Sustainability relates to ways of thinking about the world,

¹² Papua New Guinea, Department of Education 1996

¹³ <http://www.channelviewpublications.net/jmmd>.

¹⁴ Republic of the Marshall Islands, Ministry of Education 2003

and forms of social and personal practices that lead to transformations in the way people think about themselves, in the ways they live, and use resources in their environment; (d) Providers of NFE include public sector ministries or agencies, private non-profit or for-profit organisations, village-based organisations, national service organisations, trade unions, special-interest providers, and school-based providers, and, (e) There are six broad types of programs: second chance education, education for social justice, personal development activities, professional training, community enhancement and cultural continuity, and supplementary education. The Government will encourage and support the development of co-ordinated quality provisions of NFE¹⁵

36. *Non formal Education in the Solomon Islands:* In the Solomon Islands, rural training centres (RTCs) have been established to provide non formal education to school leavers. RTCS through the introduction of non formal TVET can play a complementary role to formal education. General NFE training through the RTCS can play a proactive part in national development if economic and infrastructure developments were boosted in the rural sector (Maebuta 2006). Unfortunately RTCs can only serve the communities living around them as road and transport infrastructure has not been fully developed in rural areas and islands. The setting up of mobile training teams will provide more access to potential learners. With funding from the European Union, rural training centres are being set up in the 9 provinces spread out over 28,400 sq kilometers of land. The nine centres are linked to a community school. They are linked to internet through satellite VSAT powered by solar panels. Distance non formal learning is being encouraged through these rural centres. Each rural centre is equipped with 6 laptops, printers and scanners, an HF radio and full time supervisors (Wasuka 2007). The Solomon Islands Government has also developed a policy on Technical, Vocational Education and Training. The Policy was approved by the Solomon Islands Cabinet in March 2005. The Policy is seen as “forward looking and showing a deep understanding of Solomon Islands society.”¹⁶ TVET in the Policy is seen as straddling both formal and non-formal education. Rural, vocational and community-based training centres would cater for individuals leaving school at Form 3. They would be provided non-formal TVET education as an alternative to Form 4. Local communities would be encouraged to set up training centres. There will be provisions for small seed grants for buildings, education tools and equipment. Community initiative was being encouraged in the policy. Community based training centres would provide useful and relevant non-formal TVET especially for individuals who leave school at Form 3.¹⁷

37. *Non Formal Education in Tonga:* Historically, continuing literacy non-formal education was developed as a response to the felt needs of people. NFE in Tonga is offered by NGOs and government departments. The USP Tonga Campus provides a raft of NFE courses ranging from languages, art, cooking, music and traditional skills. NFE courses at the Campus and by other providers is based on the felt needs of the people. There is now a move in Government to integrate formal and non formal education (Fukofuka 2006).

¹⁵ Samoa, Ministry of Education, Sports and Culture 2006

¹⁶ Solomon islands Ministry of Education and Human Resources Development 2005

¹⁷ Solomon islands Ministry of Education and Human Resources Development 2005

38. *Non Formal Education in Tuvalu:* Non formal education programs in Tuvalu are offered by a number of providers. The Tuvalu Overseas Seamen's Union (TOSU) runs a non formal training program looking at health, personal development, leadership issues and positive mental aptitude for its seafarers. The Tuvalu Association of NGOs (TANGO) run various non-formal programs on health and sustainable development themes. The Tuvalu Sports Association runs sports related non formal workshops and training. The Luaseuta Foundation based on the island of Niutao provides non formal programs of relevance to the islanders. The USP Tuvalu Campus runs continuing non formal programs in IT, handicrafts and arts, Basic English skills and a raft of other areas.¹⁸

39. *Non Formal Education in Vanuatu:* The Government of Vanuatu has developed an Education Master Plan. An important component of it is the Policy on TVET. Amongst other benefits, the Policy will facilitate training at the village, provincial and national levels. Pathways between schools, non formal and formal TVET providers would also be made possible.¹⁹ One of the goals of the Vanuatu education system is to increase access vocational and technical education, and non-formal education. In vocational and technical education, in particular, the Vanuatu Government plans to strike a balance between technical education needed for the formal sector and vocational and life skills for the bulk of school leavers who will not find paid employment. The Government intends to enhance collaboration and partnerships at the local government level, churches, non-governmental organizations, women's groups, parents, communities, the private sector, and donors in the achievement of education objectives.²⁰

NFE to meet basic education challenges in the Pacific

40. *Creating Opportunities:* Non-formal education (NFE) has the potential to become a dynamic force for change in the Pacific. While there have been some failures in NFE projects and programs, there have also been a substantive number of successful NFE projects. NFE has relevance to all target groups within Pacific communities from young people, women, adults and disadvantaged groups. Courses are tailored to the needs of communities, and are typically oriented to vocational and life-skills. Literacy and numeracy are important components. While many government ministries and departments carry out NFE, it is principally conducted by non-governmental organisations (NGOs), communities, churches, institutions and other groups.

41. *Challenges and the Way Forward:* The key challenge for NFE includes ensuring quality assurance and quality control of programs that are offered. Equal opportunities of participation must ensure that NFE programs are accessible and available to disadvantaged groups in Pacific communities. These will include rural people, females, people with disabilities, the elderly and young people particularly in inaccessible geographical situations. Strategies such as mobile training teams can help them access NFE. NFE programs must target the real needs of people based on sound needs assessment exercises. Management skills for NFE facilitators will enable them to

¹⁸ (<http://www.tuvaluislands.com/links2.html>, Manuella 2006.)

¹⁹ Vanuatu, Ministry of Education 2004

²⁰ Vanuatu, Ministry of Education 1999

plan and conduct programs proactively. There is also a need to develop innovative curriculum materials and teaching learning methods in the vernacular.

42. *Great Variety of NFE Programs:* There is great variety in NFE programs, from well-established institutions to locally based operations that have little funding. NFE can provide short flexible training in a whole raft of areas from small and micro enterprises, agriculture, IT, traditional skills, critical thinking skills, to name a few. A major advantage of NFE is that it is cost-effective, especially when compared to the formal education sector. NFE can equip and empower people to come out of their poverty situations through proactive action to improve their lot. NFE can complement formal education in several ways, such as sharing buildings, facilities and staff. NFE's alternative role is to provide training opportunities not available through the school system.

43. *The Role of Pacific governments in NFE:* NGOs have proved to be effective providers of NFE, but there is a definite role for governments in this area. Clearly, the most crucial role of government is political commitment to NFE. Governments need to provide an enabling environment by focusing on NFE in a systematic way, hence the need to develop policy frameworks and locate NFE coordination, with funding, in an appropriate government ministry. NFE sections or departments need to be staffed with qualified and experienced individuals of high calibre. It is important that there be a focal point for NFE within governments. However, the partnership with NGOs should always be at the forefront as it is fundamental to the delivery of NFE. Many Pacific countries already have task-forces, mainly consisting of NFE providers, who work in close association with the relevant ministry, to inform them and to help shape policy.

Continuing non-formal education for lifelong learning and EFA Goals

44. *Promoting non formal lifelong learning:* All PICs recognize that there are complex interactions among efforts to eradicate illiteracy and promote non-formal lifelong learning as a tool for improving the 'quality of life' in the Pacific. However there is a need to go beyond rhetoric to achieve proactive action. The achievement of EFA goals is seen as a means of achieving sustainability through synthesizing the best of Pacific traditions and Western heritage. The integration of these elements is essential. For example, there is a growing recognition of the effects of non-enrolment and high drop-out rates on future efforts to eradicate functional illiteracy. The role of non-formal continuing education to consolidate literacy and to extend educational opportunities for all is an important strategy for the Pacific²¹ A general upgrading of the socio-economic structure of Pacific societies occurs with the emergence of secure, happy and prosperous individuals and families. With improved human capabilities and a stronger domestic economy, Pacific countries would be better able to manage their scarce national resources and so ensure effective, appropriate and sustainable development.

45. *Community Learning Centres:* The idea of providing an infrastructure and an institutional base for holistic lifelong education has gradually emerged and has become operational through the establishment of local community-based learning centres, usually organized and managed by the people themselves. Examples of these can be

²¹ APPEAL 2006

seen in the Solomon Islands, Vanuatu and PNG. They have assumed many of the roles of non-formal education (NFE), but have done so in a way which enabled beneficiaries; (i) to continue to learn after completing specific NFE programs and activities, and (ii) to apply knowledge and skills in continuous and sustained community development. Initially most centres were established in rural communities and were built into an overall program of rural development linking the initiatives not only of NFE but of other ministries and departments such as housing, health, industrial development and agriculture. Non-government organizations (NGOs) and agencies have also established centres or worked together with government in establishing and running the centres. The learning centre movement has expanded to serve urban areas and to broaden its activities so as to address a variety of social problems and issues. Gradually a network of community-focused institutions has emerged that provides continuing education related to the broader issues of community welfare and development.

Non Formal TVET

46. *Non formal TVET Directions:* Non formal TVET is concerned with the acquisition of knowledge and skills for the world of work. The development and expansion of non formal technical and vocational education and training with either public or private funding, and within the framework of lifelong learning, is a priority objective of all educational strategies. Broad provision will be made to allow individuals who wish to access non formal TVET, whatever their prior qualifications, to continue both their professional and general education by facilitating seamless pathways for learners through articulation, accreditation and recognition of all prior learning and relevant work experience (UNEVOC 2007).

47. *Vocational Skills Training:* Non formal education as conceptualised by the World Bank was initially aimed at raising adult literacy levels and boosting more vocational skills training so as to integrate more of the masses into the global market economy. Learning to read and basic numeracy skills were aimed at getting the people to accept new farming techniques for appropriate technology to boost productivity (Coombs and Ahmed 1974). In the Pacific, this trend has been followed particularly in integrating young school leavers and unemployed adults into the informal economy. The Pacific 2020 study on 'Challenges and Opportunities for Growth in the Pacific' sees better provisions of basic education services and greater emphasis on effective vocational training as ways to protect and build better human capital. The study sees labour markets as being flexible and that labour productivity can be boosted (AusAID 2006).

48. *Pre-Vocational Education:* Most Pacific countries facilitate pre-vocational education courses that provide basic skills for learners. The idea is to interest young learners to take up more specialized training in their area of study later. Alternatively the rudimentary skills they have learnt can help them in self-employment. This training is considered non formal even though they use school facilities because learners are not examined or the examination does not count towards advancement to the next level, as in the Solomon Islands. There is no rigid prerequisite on learners wishing to take up these courses.²² (ADB Study 2007).

²² 'Skilling the Pacific' (Draft), ADB, 2007

49. *Non Formal TVET Suited to the Pacific:* The types of non formal TVET suited to the Pacific can be understood in the context of the socio-economic backgrounds of the various countries. PNG, Solomon Islands and Vanuatu are classified as land rich, low income countries²³. These countries have low-socio economic indices but positive agricultural potential. FSM, Kiribati and Tuvalu derive revenue from fishing licenses. Fishing and very small subsistence agriculture are the main economic activities in Kiribati and Tuvalu. In Nauru some fishermen rear small fish from the sea in the lagoon and in Kiritimati Island (Kiribati) seaweed is farmed in the lagoon. All PICs support either natural or marine biodiversity. Non formal TVET training can be harnessed in tandem with the development of these resources for economic sustainability. In Fiji, PNG, Solomon Islands and Vanuatu, a rise in agricultural skill levels may help increase productivity in both the subsistence and commercial sectors. Non formal TVET training of skilled workers in niche markets like vanilla, ginger, nuts and honey may also help to boost production. Vanilla for example requires hand pollination of the flowers which are fertile for only 2 or 3 days. If farm workers miss the fertilization stage, vanilla will not bear beans. Non formal TVET in horticulture, floriculture, vegetable production and bee keeping in addition to small business management may help integrate more individuals into the informal economy. Non formal TVET training is also required to manage enterprises, and in marketing skills.

50. Non formal TVET programs tend to be targeted at learners finding jobs in the formal economy rather than in the rural informal sector. The success of training is also linked to the availability of capital/credit and markets. The Ministry of Resources and Development in the Republic of the Marshall Islands estimates that only 10% of those who take part in their self employment training actually start their own businesses. In Fiji, only 21% of graduates from the Ministry of Youth 2004 training actually started their own businesses. However the small percentages of those who do succeed provide a strong motivation for building on their best practices to encourage others to strive to succeed too. In addition to the non formal TVET training, attitudinal change and values training is also important to help individuals to succeed in the harsh competitive globalised Pacific.²⁴

Non-formal education for sustainable development (ESD)

51. *Non formal ESD Approach:* NFESD is a proactive approach in the Pacific Islands region that looks at how we can teach people to make decisions around sustainable development. It focuses on all aspects of sustainability including environmental, social and economical. For example, it also covers peace and gender education. The Pacific context for NFESD also focuses on critical thinking, systems thinking, leadership skills and participatory development. NFESD is not about teaching facts, but teaching people how to think and make decisions (SPREP 2007).

52. *ESD Overall Goal and Pacific Framework:* The overall goal of ESD is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behavior that allow for a more sustainable and just Pacific society for all. ESD activities will contribute to prepare Pacific citizens to be better prepared to face the challenges of the present and the future, and to act responsibly to

²³ This classification is in 'Skilling the Pacific' (Draft), ADB, 2007

²⁴ 'Skilling the Pacific' (Draft), ADB, 2007

FORUM EYES ONLY

create a viable Pacific world²⁵ This framework puts the “thinking globally, acting locally” adage into practice by taking the international vision and a specific goal for the Pacific, and translating these into focused priority areas and objectives for action at local, national and regional levels appropriate to the Pacific. The development of local ownership respecting local context and culture is an important aspect to implementation of ESD at all levels.

53. *NFESD Vision, Goal and Principles:* The international implementation scheme for the Decade states its vision as: *A world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyle required for a sustainable future and for positive societal transformation.*

The ‘Goal for the Pacific’ is: *To empower Pacific peoples through all forms of locally relevant and culturally appropriate education and learning to make decisions and take actions to meet current and future social, cultural, environmental and economic needs and aspirations.*

54. **The NFESD Principles:** There are a number of important approaches to consider and use when working towards the priority objectives. These implementation principles are to:

- use participatory, gender sensitive, people-based approaches
- foster partnership and collaboration
- incorporate appropriate cultural and inter-generational elements
- ensure that within the mix of NFESD activities, the needs of remote, rural and outer islands areas are met
- build on existing initiatives
- work for the long term, achieving sustainability and building social capital

55. *Priority Area: Community Based Education:* Community-based activities are necessary for improving people’s knowledge, understanding and skills to implement and promote sustainability. All sections of the community have roles to play in NFESD. These include the private sector, non-governmental organizations, civil society and community groups (women, youth, church, etc). People can only participate actively and effectively when they are equipped with the necessary knowledge, understanding, skills, perspectives, value systems and confidence to do so. Although there are many training and awareness activities being implemented across the region, there is no clear picture of what these activities are, how successful they have been or where there are gaps that need to be filled.

56. *NFE to Complement Formal Education:* Non-formal education can complement formal education systems to strengthen basic education skills such as literacy and numeracy. This will help learners improve the quality of their lives. There is a need to address the gender imbalance and to ensure that females have equal opportunities in NFE basic education. NFE basic education programs offer a way out of poverty for many women and disadvantaged target groups whose potential can be fully developed.

57. *NFE to Develop Youth Potential:* NFE needs serious commitment from Pacific governments so that young people still in schools can be provided alternative learning pathways if they are not academically inclined. In addition, school leavers and

²⁵ <http://www.unevoc.unesco.org>

FORUM EYES ONLY

unemployed adults can be provided opportunities for upskilling to enable them to be integrated into the informal economy. Governments need to work in partnership with communities, churches, institutions and other stakeholders to develop the potential of young people.

58. **Co-ordination of the NFE sector** can mean that duplication is avoided in the provision of courses and programs. Duplication is costly and inefficient, but is not uncommon. Conversely, co-ordination of NFE can identify gaps: geographical areas or sections of society that have needs for NFE, but little provision.

59. One of the most pressing needs in most PICs is for **clear national policies on NFE**. Policies raise government recognition of NFE as a national development strategy. Policies set out priorities and directions and give a framework for operations. Currently, very few PICs have policies in place, and this makes work difficult for those working in the field. Clear government policies will help to make NFE more efficient and effective. Effective NFE policies should allow all Government ministries, NGOs, institutions, civil society groups and other stakeholders to work together for the sustainability of PICs.

60. There needs to be a concerted program to **build the capacity of trainers working in NFE**. The lack of well-trained NFE personnel is a major gap in the system. Several regional bodies are already engaged in training for NFE. Regional organisations have already proved their value in this area, and the courses that have been established need to be supported and sustained. The development of training materials and the training of trainers could be promoted on a regional level. The general exchange of ideas and practices would benefit those involved by sharing experiences of best practices as well as pitfalls to avoid. NFE typically relies on voluntary and poorly paid workers, but there is a need for key personnel to be well-qualified and well-versed in the field of NFE.

61. In most PICs, any person or group can set up NFE programs of any quality and length. Governments, in a co-ordinating role, can play a supportive role to raise quality standards. **Governments as focal points for NFE can set benchmarks or standards** against which the performance of service providers can be measured. This will improve the overall credibility of the NFE sector. PICs can assist NFE providers to have a clear set of objectives so that programs can be made more effective.

62. NFE is an essential sector within education, and needs **funding**. NFE is poorly funded by governments when compared to formal education. Clear government policies on NFE will make it more attractive to donors, as policies are a reflection of commitment and will assist in providing strategic context to NFE activities. There are some substantial donor assisted NFE projects in the region such as the PRIDE Project.

63. CROP agencies such as USP, SPC, SPREP and UN agencies such as UNESCO, UNICEF, UNDP amongst others, focus on NFE in aspects of their work. There is potential for **regional bodies** to promote active regional co-operation and liaison. There is no regional source of information on NFE. There is a need for a repository of information, which can be used as a resource centre by policy-makers, providers and students. To facilitate access, it is essential that such a resource centre be accessible electronically.

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64. *Community Learning Centres:* A good practice example is the setting up of community learning centres (CLCs) in Pacific countries both in urban and rural areas. This concept has been successfully implemented in countries like the Fiji, Solomon Islands, Vanuatu and PNG. These centres act as focal points for learning, networking, resource sharing and information dissemination especially for the particular area in which the centre is located.

65. *CLC Set Up and Managed by Local People:* CLCs are local educational centres outside the formal education system. In many cases facilities such as churches, community halls and schools can be used as CLCs when they are free and available. They are multi-functional centres. CLCs are set up and managed by local community people. Through it, various learning opportunities for community development and improvement of people's quality of lives can occur. While the main aim of CLCs is non formal education and training, the centres can also provide community information and resource services.

66. *The Way Forward in non formal TVET:* The reality is that current non formal TVET offerings are inadequate in providing skills for employment and self employment/income generation. Non formal TVET in the region should broaden and expand its output of skills include training in technology, ICT, non formal skills and other informal sector training needs. Mobile TVET training in all PICs that are geographically dispersed need to be implemented to supplement current offerings. Scholarships for girls taking part in non formal TVET should be facilitated.

67. *Future Action:* The future directions for non formal education ESD are to:

- (a) Develop community participation skills for both government officials and key community members to engage in policy development and decision-making;
- (b) Increase awareness of sustainable development among community leaders and influential groups and develop their knowledge and skills in NFESD;
- (c) Research and highlight good practical approaches to sustainable practices in communities, including traditional practices and other areas related to lifestyles and livelihoods, and,
- (d) Develop skills to enable sustainable development projects that strengthen existing, and promote new, long term revenue generating opportunities in communities.

Recommendation

68. Ministers are invited to:

- (a) note this paper; and
- (b) request UNESCO, regional organisations and other stakeholders to continue their work in non formal education, working towards the development of a regional approach to non formal education.

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Abbreviations

APPEAL: Asia Pacific Program of Education for All
AusAID: Australian Agency for International Development
CLC: Community Learning Centre
CROP: Council of Regional Organisations in the Pacific
EFA: Education for All
ESD: Education for Sustainable Development
EU: European Union
FEdMM: Forum Education Ministers Meeting
METI: Matuaileoo Environment Trust Incorporated
MoE: Ministry of Education
NFE: Non formal education
NFESD: Non formal education for sustainable development
NGO: Non government organization
NZAID: New Zealand Agency for International Development
NZQA: New Zealand Qualifications Authority
PIANGO: Pacific Islands Association of Non Governmental Organisations
PICs: Pacific Island Countries
PNG: Papua New Guinea
PRIDE: Pacific Regional Initiative for the Delivery of Basic Education
RMI: Republic of the Marshall Islands
RTC: Rural Training Centre
SPC: Secretariat of the Pacific Community
SPREP: South Pacific Regional Environment Program
TANGO: Tuvalu Association of Non Governmental Organisations
TOSU: Tuvalu Overseas Seamen's Union
TVET: Technical and Vocational Education and Training
UN: United Nations
UNDP: United Nations Development Program
UNESCO: United Nations Educational, Scientific and Cultural Organisation
UNEVOC: International Centre for Technical and Vocational Education and Training

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Annexes (list of individuals/institutions interviewed/consulted, summary of methodologies employed, copy of questionnaires and interview questions, etc.)

- (1) 16th May: Presentation to PRIDE Project National / State Project Coordinators: Discussed the issue of “proactively linking NFE to their sub-project proposals. Also took notes of their discussions of NFE in Vanuatu, Solomons, PNG, Marshalls, Niue, Tonga, Fiji, Cook Islands, Samoa.
- (2) 20th June: Discussed NFE and TVET issues with Jack Maebuta of USP Lautoka Campus
- (3) 27th June: Met Dr Helen Tavola and Monica Fong at Pacific Island Forum Secretariat
- (4) 27th June: Did Research at PRIDE Library at Laucala Campus
- (5) 3rd July: Met Seema Deo (ESD Consultant)
- (6) 4th July: 10.30am: Meet Dr Lia Maka Principal of the Community Education Training Centre, SPC, Narere.

2.00pm Met Professor Koshy of the USP Pacific Centre for Sustainable Development.
- (7) 5th July: 10.00am: met Dr Priscilla Puamau and Epeli Tokai of PRIDE.
11.00am: Met Dr Akanisi Kedrayate: Coordinator of NFE: School of Education at USP.
12.00pm: Met Dr A Liligeto, Fulori Sarai, Manueli Sagaitu and Sereima Nasilsila of the Division of Technology and Community Education, USP.
- (8) 7th July: Met Yayoi Segi Vichek of UNESCO at Raffles Hotel, Nadi.
- (9) 17th July: Met with Dr Kabini Sanga of USP Institute of Education and Dr Helen Tavola PIFS (second meeting). Also spent time at the PIFS Library.