

Current Provisions

Introduction

Most Pacific islands countries began formal schooling with educational institutions set up by Christian missions in the nineteenth century. The academic level was generally low and religious instruction took up much of the curriculum. After the establishment of central (in most cases colonial) governments, church schools were supplemented by state schools. Overseas education did not become significant until after World War II, when a system of scholarships was instituted for secondary and tertiary education.

In most cases there was little or no choice. In many countries one was lucky to get to school, and formal learning beyond primary level was for the select few. This has changed radically over the past generation. Today, primary education is available to all in most countries, and the range of secondary and tertiary options keeps widening. Moreover, whereas education was obtainable either at school (or college or university) or by on the job experience, today an increasing proportion is provided through the mass media, through specialised courses offered by employers, governments, international agencies and non-government organisations, and through self-training with books, cassettes, videos and other self-teaching aids. Of that provided by schools, colleges and universities, a rapidly growing proportion is being provided by distance methods.

Political entities and relationships provide the main parameters for educational institutions. They are in part a product of population

and geography, but also of culture and history. For example, Wallis and Futuna are geographically close to Fiji, and culturally close to Tonga and Samoa respectively, but because they were colonies of France, their external orientation for post-secondary education is to New Caledonia, French Polynesia and France. Niue is geographically and culturally closest to Tonga and Samoa, but in post-secondary education has been closest to New Zealand and the Cook Islands because of constitutional connections, and to Fiji because of the existence of regional institutions there. Likewise, American Samoa's post-secondary education is overwhelmingly derived from US sources – both in the territory and externally.

Sources of post-secondary education

This section is concerned with the main sources of post-secondary education available nationally, regionally and internationally.

National provision

Sub-national

The three main factors determining what is done within nations and where, are population, geography and political entity.

POPULATION: PAPUA NEW GUINEA

Most of the people of the South Pacific region are in Papua New Guinea (PNG), a country of four million people. That is 82 per cent of the total population of the Commonwealth tropical Pacific islands, and 65 per cent of all tropical South Pacific islands; or 47 per cent and 42 per cent respectively if New Zealand is included.

With such numbers it is logical to expect many post-secondary facilities to be spread in various parts of PNG, both to be closer to the user population, and to meet the political demand for equity. There would be more facilities, and more spread, were it not that primary and secondary education were late being established (thus restricting the pool of persons available for post-secondary education), per capita incomes are low, and development needs extensive (so that limited funds are available for higher education).

Thus there are about 70 post-secondary institutions in PNG coming within the purview of the Commission for Higher Education, including:

- the government's eight teachers' colleges
- eight technical colleges
- 15 nursing colleges
- seven agriculture, forestry and fisheries colleges
- two paramedical colleges
- four administrative, legal and related colleges
- two universities (spread over four campuses)
- one defence college, one maritime college, one police college, one civil aviation college
- eight private colleges – most of them associated with churches
- and various others. (Lynch 1988).

In addition there are many institutions for adult training and many short courses (particularly rural development oriented) which do not come within the purview of the Commission for Higher Education. Education provided by private organisations, particularly church-related ones, is spread because different churches tend to have established 'spheres of influence' in different parts of the country. The big mining companies and many other major firms have substantial educational programmes for their staff, and in some cases for the community in which they operate.

Some of the PNG institutions draw students from throughout the nation, others have varying degrees of geographical focus.

GEOGRAPHY: TUVALU

Geography can necessitate locational distribution to an extent that would not be undertaken on a population basis alone. Thus even a nation such as Tuvalu, with a total population of less than 10,000, has run short courses for adults on various of its isolated islands because it is cheaper to send training staff out than to bring students in. It probably also makes better social sense for many courses. Moreover, each island wants to be the locale for some activity.

LOCAL POLITICAL ENTITIES: PNG, SOLOMON ISLANDS AND KIRIBATI
Local political units are most significant for post-secondary education in Papua New Guinea and Solomon Islands, where provincial governments have some educational responsibilities and apply political pressure to obtain better distribution of the central government's facilities. In Kiribati, island councils are the critical units for some forms of adult education, as islands are for the allocation of scholarships.

Small political entities, whether provincial, territorial or national, help to get more education to the people than would otherwise be available.

National

There is a general preference everywhere to keep facilities within the nation, but there are limits to what is feasible. The minimum numbers can be quite small, but whether a nation can maintain its own post-secondary institutions depends on circumstances, as the following examples illustrate.

THE SMALLEST STATES

Tokelau

With a total population of 1,700 spread over three islands with infrequent transport between them, Tokelau has no national post-secondary institution, though it has at times had expatriate educators with additional responsibility to provide in-service training to primary teachers, and some University of the South Pacific extension courses are taken (mainly by teachers). For primary teacher training, Tokelauans use the Western Samoa Teachers' College, as the Samoan language and culture are related to Tokelauan, and Samoa is the closest facility. Tokelau also uses other secondary and post-secondary facilities in Samoa, as well as secondary facilities in Niue. For a time it used the Cook Islands Primary Teachers' College. But mostly, New Zealand facilities are used as Tokelauans have free entry to New Zealand, and more Tokelauans live in New Zealand than in Tokelau.

Niue

With a declining national population of only about 2,100, all on one island, Niue is the smallest national government in the world. Yet for many years Niue maintained its own primary teachers college (operated in conjunction with the secondary and primary schools) because Niuean language and culture are unique, and the country is relatively isolated. However, the college closed as emigration resulted in there being six times more Niueans in New Zealand and Australia than in Niue. The main established post-secondary services are a limited apprenticeship training programme and some training of nurses. There are also some courses taught from Fiji through the USP Extension Centre. Niue's main source of post-secondary education is New Zealand, as like Tokelau and the Cook Islands, Niueans have free access to New Zealand. Fiji-based institutions are also used for some services.

The Cook Islands

With a national population of 17,500, the Cook Islands still operates its own primary teachers college because it is a unique language, culture and nation. For several years it was closed and New Zealand colleges were used. They still are for secondary training and for some specialised courses, but government policy is that the national college is the best source for the majority. After a period of service, those who have performed well both academically and in the classroom are sent abroad for further training.

Nurses are trained nationally, as are apprentices in a range of fields, the latter with assistance from the International Labour Organisation. Airline pilots are trained partly in-country and partly in New Zealand, and a range of other post-secondary services are offered. In addition, the USP extension centre offers credit courses from Suva and continuing education (i.e. non-credit) courses taught locally. Massey University and the Open Polytechnic in New Zealand also offer some courses by extension.

LARGER PACIFIC COUNTRIES

Each of the larger countries has its own institutions for teacher training, nursing, technical, theological and in some cases other

forms of training, such as marine, agriculture or rural development. How many others depends not only on size, need or levels of education, but often more importantly, on what aid donors are prepared to finance and where, as most of the infrastructure for post-secondary education, and some of the operating resources, are provided under aid.

PNG and Fiji, being larger, have a wider range. UPNG and UNITECH are both national universities of PNG (with its population of 4 million), but the former has three campuses. To add to the post-secondary facilities available in Fiji, in July 1990 a group of ten Fiji Indian educational and religious organisations decided to plan a university, beginning with pre-university courses. How soon this will materialise is not known, but it would be surprising if a country of this size and in this context did not establish a private university in the 1990s.

The larger countries of the University of the South Pacific (USP) region, once independent, have tried to develop their own tertiary institutions nationally. This, however, has been constrained by the decision of the former colonial powers and current aid suppliers to channel resources to one centre for the whole region, usually Suva in Fiji. The metropolitan powers and the institutions they established have strongly resisted national efforts to set up separate facilities. They declined to allow funds given on behalf of those nations to regional institutions to be used nationally instead. The donors compromised a little after Samoa established the National University of Samoa despite very strong external pressure not to do so, by limited facilitation of national community colleges such as the Solomon Islands College of Higher Education and the Community College of Tonga, provided they remained below university level. An Institute of Higher Education is proposed for the Cook Islands, and the technical institute in Vanuatu provides some similar facilities.

But size is far from the only factor. Money is often even more important, as is illustrated by the extensive range of post-secondary educational institutions and opportunities in Guam and Tahiti, despite small populations.

Regional provision

The term regional is widely used but has a range of different connotations.

Culture areas

If by this term we refer to the conventional classifications of Melanesia, Polynesia and Micronesia, several institutions have a primary focus on one or the other. The geographical and culture areas are broadly conterminous, but in all cases there is a cultural element, sometimes quite prominent.

MICRONESIA

The following serve mainly Micronesia:

- The University of Guam: established as a post-secondary college in 1952, but offering degree courses to students throughout Micronesia from 1963, and now offering some programmes in other parts of Micronesia
- The College of Micronesia
- The Community College of Micronesia: mainly in Pohnpei, but with facilities in Palau and Marshall Islands also
- The Micronesia Medical Training Programme: based in Pohnpei
- The Micronesian Area Research Centre: Guam
- The Center for Pacific Arts and Cultures: based in Hawaii
- The Center for Advancement of Pacific Education or CAPE: based in Hawaii.

POLYNESIA

The following institutions focus on Polynesia:

- The Polynesian Cultural Center is associated with the Brigham Young University (BYU) in Hawaii and provides practical training, as well as funding, for about 400 Polynesian students at the university.
- The Institute of Polynesian Studies is also at BYU.

- The Council on Pacific Education (COPE), with headquarters in Hawaii, and funded by US and Japanese sources, at present serves the Polynesian region of the South Pacific through the South Pacific Education Consortium, which is centred on the Community College of American Samoa. It provides supplementary assistance with tertiary education in computing, mathematics, telecommunications and other technologically oriented studies. It also provides for a limited amount of specialisation by Polynesian institutions for other countries in the consortium (Tonga and Western Samoa).

MELANESIA

There are few specifically Melanesia-based institutions, but the Papua New Guinea University of Technology (known as UNITECH) in practice operates as a regional institution for Solomon Islands and Vanuatu as well as Papua New Guinea. The Faculty of Law of the University of Papua New Guinea likewise caters for the same region. However, the decision of the University of the South Pacific to set up a Law Faculty in Vanuatu will presumably reduce UPNG's role in this field. Both aimed to serve the islands as a whole, but this has not succeeded for reasons discussed below.

The Melanesian Institute for Pastoral and Socio-Economic Service of the Melanesian Conference of Churches, based at Goroka in Papua New Guinea, runs short courses in various places to orient and upgrade church personnel in pastoral, teaching, counselling, cultural and other studies.

Considerable research and publication is undertaken on Melanesian cultures. The Melanesian Spearhead Group – the annual meeting of Prime Ministers of Papua New Guinea, Solomon Islands and Vanuatu (and from 1990 the leader of the independence movement in New Caledonia) are looking into more joint provision of higher education for their region. There is a good case for it, but the main external funding sources oppose it as it is not in line with their political priorities.

The historical inheritance

The former British territories were Fiji, Solomon Islands, Vanuatu (then New Hebrides), Kiribati and Tuvalu (then the Gilbert and

Ellice Islands Colony), Nauru (then a joint UK/Australia/NZ trusteeship), Tonga (then a protectorate) and Pitcairn. The United Kingdom set up several educational institutions to serve this region. In some cases this was done in association with New Zealand in relation to its former territories (Western Samoa, the Cook Islands, Niue and Tokelau), though they also continue to use facilities in New Zealand and beyond.

Institutions in this category include:

- The Central Medical School (renamed the Fiji School of Medicine when taken over by the Fiji government) was established in 1928 by the Rockefeller Foundation for the whole Pacific Islands region and subsequently financed by that and other foundations, governments, the World Health Organisation and others.
- The Derrick Technical Institute (now the Fiji Institute of Technology – FIT) was established by the United Kingdom in the 1950s for all UK territories in the region.
- The University of the South Pacific (USP), was set up in 1968 by the United Kingdom and New Zealand for their then territories (Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, and the former territory of Western Samoa). The Marshall Islands joined USP in 1990, and the Federated States of Micronesia may do so. This gives a total population of 1.5 million. With Fiji's withdrawal from the Commonwealth in 1987 and Marshall Islands membership, over half of the people of the USP region are no longer in the Commonwealth.

UNIVERSITY OF THE SOUTH PACIFIC

USP offers a wide range of courses through its four Schools of Agriculture, Humanities, Pure and Applied Sciences, and Social and Economic Development. It also provides an extensive range of services through a series of nine institutes, and through extension services. All capital works and significant contributions to its continuing operation have been paid by donor governments and international agencies.

In the mid 1970s, under the leadership of Vice-Chancellor James Maraj, decentralisation began with the South Pacific Regional College of Agriculture in Samoa becoming the Alafua Campus of USP. It teaches diploma and degree courses in agriculture. Proposals to establish other subjects there were not proceeded with after Maraj's departure. Institutes were established in Tonga (Rural Development), Samoa (Agriculture), Vanuatu (Law and Pacific languages) and an Atoll Research Unit was established in Kiribati.

A decision to establish a campus in Solomon Islands was delayed by the Solomon Islands government's rejection of the person appointed to head it, and plans for a campus in Tonga were put on hold when the person selected to head it died suddenly. The Solomon Islands government later decided that as it had received a very small share of the benefits from the Suva campus, a campus on its soil controlled from Fiji would not be in its best interests. It stated that it would establish a national university as soon as possible – a policy opposed by the aid donors who had paid for all buildings' funds in Suva. A change of campus leadership from the early 1980s led to renewed emphasis on centralisation on Suva.

Student numbers in 1990 were 869 in pre-degree and sub-degree programmes on the Suva campus and 89 on the Alafua (agriculture) campus; and 1,458 in degree programmes on the Suva campus and 61 at Alafua. There were 6,451 extension students, taking one course at a time by distance, or a full-time equivalent of about 1,600. Most students of all categories are from Fiji, with the exception of the Samoa campus where most are from Samoa.

With the exception of Fiji, most of the countries using the above institutions use others elsewhere for more of their students, for example: from Cook Islands, Niue, Tokelau, Western Samoa, Tonga and Nauru most go to New Zealand and Australia, or to local institutions; Marshall Islands has most in USA; Solomon Islands had students in both USP and UPNG as well as Australia and New Zealand, but with law and order problems in PNG the number there has come down.

Most of the students from other islands using the Fiji-based facilities do so because of scholarships provided by countries outside the region.

Commonwealth South Pacific

It has long been suggested that the Commonwealth Pacific Islands should operate as a unit for specialised higher education. The Central Medical School, set up in Suva in 1928 by the Rockefeller Foundation for the whole South Pacific, was the first institution intended to serve this unit. PNG withdrew and set up its own medical school. About 75 per cent of students used to be from islands other than Fiji, but by 1990 only 22 per cent were. Even those, in many cases, would have preferred metropolitan institutions, but are tied by World Health Organisation scholarships to institutions in the islands.

Many felt that there was a need for only one Faculty of Law, and that as the University of Papua New Guinea was the first to establish one, it should be used by the region as a whole. The same was suggested for the School of Engineering at the Papua New Guinea University of Technology. Neither has achieved a regional role beyond Melanesia, despite the universities concerned and the Government of Papua New Guinea welcoming the idea. Neither, however, was prepared to offer the structural changes (including participation of other country representatives on the university councils) that might have made such possibilities into realities.

The South Pacific Regional Telecommunications College was set up in Suva by the United Nations Development Programme, the International Telecommunications Union and the European Community for the region. The Fiji government later insisted on taking it over. It accepts students from all South Pacific Forum countries, but not to the extent originally planned. Some training is done nationally, and some at other centres in the region and beyond.

If we look at the whole Commonwealth South Pacific (including Australia and New Zealand), the only educational institution to serve it is the Commonwealth Youth Programme, which is located in Fiji

but relocation to Solomon Islands is planned. Though most of its students come from the tropical Commonwealth Pacific, it also has some from Australia and New Zealand. This has been a successful programme, and provides a model for other programmes which might be adopted, with the headquarters of each distributed in various Commonwealth Pacific countries, but drawing students from all.

The Oceania Olympic Committees and the various Oceania sports codes associations, each of which includes all the Commonwealth countries in their membership, spread their headquarters and activities. The Olympic Movement supplies funds for high-level trainers from abroad, and for sending Pacific people abroad to places such as the Australian Institute of Sport for training to degree level.

Though it is not their primary role, many institutions in New Zealand have students from all Pacific Islands countries. For example the University of Auckland (only one of seven universities in New Zealand) has more students from the Polynesian states (1,104 non-Maori Polynesians in 1991) than any islands university. It also has 126 Melanesians and 3 Micronesians. These numbers include both those who live in New Zealand and those who go there specifically for education. There are also 25 polytechnics in New Zealand which also cater for many Pacific students: it is estimated that about 6,000 Pacific Islanders attend the polytechnics and other tertiary colleges in the Auckland region alone. It is too early to say whether the first private university in New Zealand, the Asia Pacific International University, will attract many students from the islands.

Australia has more extensive facilities for tertiary education than New Zealand. Fewer Pacific islanders attend them, but the number is increasing and it is expected to continue to do so.

Courses are offered to students in various islands countries through distance methods by:

- The University of the South Pacific from its main campus in Fiji
- The Pacific Adventist College in Papua New Guinea
- Massey University and the Open Polytechnic in New Zealand
- The University of Southern Queensland and several other universities and colleges in Australia.

The University of Papua New Guinea offers extension courses only within the nation.

South Pacific Forum

The Commonwealth Pacific had the same membership as the South Pacific Forum region until Fiji left the Commonwealth in 1987, and the Marshall Islands and the Federated States of Micronesia joined the Forum. Palau plans to join the Forum as soon as it achieves republican status. The last three are not in the South Pacific (being north of the equator), have no association with the Commonwealth, and the overwhelming majority of their students go to USA, and the next largest number are educated in Micronesia. Nevertheless, they will also participate in post-secondary institutions in the South Pacific. There may also be some use of facilities in Micronesia, especially in Guam and Pohnpei, by countries south of the equator. Facilities in Hawaii are already extensively used.

Now that the independence movement in New Caledonia has been accepted as a full member of the Melanesian Spearhead Group, it plans to reapply for observer status in the South Pacific Forum immediately, and full membership on independence. Moreover, New Zealand has recommended a special observer status for New Caledonia and other territories that may become independent, and also that it establish a fund for training Kanak students in Forum countries. Small numbers have been trained at the University of the South Pacific, the University of Papua New Guinea and New Zealand and Australian universities, as well as at the Solomon Islands College of Higher Education and at institutions in Vanuatu. The number is likely to increase, but not greatly.

Pacific Islands with Developing Country status

SOUTH PACIFIC COMMISSION (SPC)

For all Pacific islands countries with developing country status the South Pacific Commission is the main regional institution with educational responsibilities. It provides applied courses in particular fields: a one-year diploma in community development; a one-year

diploma in youth leadership; and various short courses in production of audio-visual materials, radio broadcasting, aspects of tropical agriculture, and so on. Some of these courses are held at the SPC offices in Fiji or New Caledonia and others in various countries of the region.

THE PACIFIC ADVENTIST COLLEGE

This is primarily (but not exclusively) for SDA adherents, but takes students from throughout the region both on campus and by extension.

A number of United Nations agencies offer courses at this level (see below).

International provision

The Commonwealth

The Commonwealth Pacific countries north of the equator have had little educational contact with the Commonwealth islands states. Canada supplies some scholarships for islanders to attend islands institutions (and a few to attend Canadian institutions) and has been a major source of funds and staff for marine training.

Singapore has been the focus for some specialised training, for example in aviation, but there has been little interaction with Malaysia or Hong Kong.

In the 1970s India gave some scholarships to students of all Commonwealth islands states for post-graduate training in India, but the living and other conditions were not as attractive as those available in other countries. India is now little used for higher education by other than Fiji Indian students, who go to India as private students more than to any other country.

Malaysia began in the late 1980s to take a closer interest in the Pacific Islands, particularly Fiji. This has not yet manifested itself in much educational interaction.

The United Kingdom remains a significant source, both through contributions to institutions in the islands, and through scholarships to the United Kingdom.

In the 1970s it was expected that there would be considerable interaction in higher education between the Pacific Islands and the Caribbean. Contacts between USP and The University of the West Indies (UWI) included familiarisation visits for staff, use of UWI external assessors, the UWI Vice-Chancellor on the USP Council, experiments with post-graduate education and so on. These moves were welcomed by both sides, but were not sustained because of high costs, the great distances involved and, most importantly, because neither can finance the other.

The most spectacular recent educational development in the Commonwealth is the Commonwealth of Learning, established in Vancouver in 1988, to facilitate co-operation among Commonwealth countries throughout the world. Its mandate is to serve all categories of adult ('post-school age') students, irrespective of level or kind of institution. The ultimate goal is for any person in any Commonwealth country to be able to take any course available by distance methods from any university, institute or college in the Commonwealth (already over 400 such institutions offer courses by these methods). In practice, however, the main co-operation through COL for the South Pacific for the foreseeable future is likely to be with Commonwealth nations of the Pacific Basin, including Australia and New Zealand, Canada, Singapore, Hong Kong, Malaysia and Brunei Darussalam (a major funding source for COL in the first five years of its existence).

Asia/Pacific

This region, created by the United Nations, includes all Pacific Islands states, Australia and New Zealand, and all states of Asia as far west as Pakistan. There was no regional interaction there until United Nations activity became significant in the 1970s. Now over 40 United Nations agencies, and some others, designate this region as their operating area. Most of them undertake education and training, in most cases short applied courses. Some are carried out in Asia for people from the whole Asia/Pacific region, but most are carried out within the Pacific Islands or the South Pacific Forum countries (i.e. including Australia and New Zealand) for this part of

their region. Most long courses financed by such agencies are carried out wholly or partly by a university or other institution.

Nowhere else in the world is such a high proportion of post-secondary education and training carried out by international agencies. This is because the primary unit of participation is the nation, and thus the agencies feel obliged to do some training for each nation. For example, in 1989 the Asia Pacific Development Centre, based in Kuala Lumpur, ran a highly successful intensive seminar for the Cook Islands government. In no other country has such a high proportion of the population been involved in an internationally run seminar financed by APDC. That one was only for Cook Islanders, but at the same time there were three unrelated short-term regional training programmes being run by different international agencies in the Cook Islands, with its national population of 17,500: an illustration of one of the many advantages of smallness.

The only university set up for this region was the Pacific and Asia Christian University established in Hawaii in the mid 1980s. It soon changed its name to University of the Nations, with a network of campuses around the world, aiming at unlimited international coverage. A number of Pacific Islanders attend the Hawaii campus, and a campus is planned for Tonga.

United States of America

USA has been the only source of post-secondary education for American Samoa and the Micronesian territories of the north Pacific. Much of this is done in USA, and that conducted in the islands is substantially staffed and funded by USA. The main post-secondary institutions are the Community College of the Northern Marianas, the American Samoa Community College, the College of Micronesia (the last set up by the US administration but since taken over by the self-governing states, particularly FSM), and the Community College of the Marshall Islands. The University of Guam also teaches some hundreds of Micronesian students, mainly for degree courses.

In 1991 USA began a new Pacific Islands Training Initiative to provide practical training, mainly through short courses, in such subjects as financial management, accounting, audit and computing.

HAWAII

Hawaii is home to an enormous range of post-secondary institutions, vastly more than anywhere else in the Pacific Islands, despite Hawaii having less than a third of the population of Papua New Guinea or New Zealand, and about one third more than Fiji.

Most Pacific Islands students are attracted to church-related universities in Hawaii. There are about 300 (not including Polynesian Hawaiians) at the Brigham Young University, which is sponsored by the Church of Jesus Christ of Latter Day Saints (Mormon). Smaller numbers attend Chaminade (Catholic), University of the Nations (YWAM), Hawaii Loa (United Church – but now operating in association with Hawaii Pacific University which is not church related). Others attend Loma Linda (SDA) in California and institutions elsewhere on the mainland.

Most of the students at the church related universities take business studies or the liberal arts with relatively few in science courses. But Hawaii is also a centre for theological education, including Fuller Theological Seminary, The International College and Graduate School of Theology, Wayland Baptist University, and Redemption College – in Honolulu alone.

Of Hawaii's many secular institutions, the largest is the University of Hawaii, with 25,000 students. A state government institution, it is popular with Pacific Islands students. Fees vary, being lowest for persons classified as Residents of the State, higher for other Americans, and highest for foreign students. Pacific Islands students from countries with no university campus, however, pay only the minimum rate. The University of Hawaii has a full campus at Hilo, and six community colleges (which teach mainly two-year associate degrees) spread throughout the state.

Then there is a range of private universities. Hawaii Pacific, with 8,000 students, is the largest. Several US mainland universities have campuses in Honolulu. Some began by catering to the many US military personnel based in Hawaii, but they later accepted civilian students. Branches of mainland universities (i.e accredited degree awarding institutions) include University of Southern California, University of Oklahoma, Central Michigan University, Embry-

Riddle Aeronautical University, Kennedy Western University, Central Texas College, Denver Business College, DeVry Institute of Technology and Business, and New York Technical Institute.

Other tertiary institutions in Hawaii include Canon's Business College, Columbia School of Broadcasting, Forest Institute of Professional Psychology, Global Performing Arts Institute, Golden State University, Honolulu Film Actors Workshop, Hawaii Business College, Intercultural Communications Institute, Japan-America Institute of Management Science, Kahumana Center for Alternative Education, Pacific International Language School, and Waianae Educational Learning Laboratory for Adults.

Many other institutions are oriented primarily to particular ethnic or other communities, such as Tokai University (a Hawaii campus of the largest university in Japan), Tokyo Honolulu International College, Kansai Gaidai Hawaii Ko, Kanazawa Institute of Technology, and many others.

Specialised institutions include School to Work Transition Centers, Community Schools for Adults, a number of computing and electronic colleges, language schools, para-legal training schools, sports training colleges, schools for training in art, aviation, beauty care, broadcasting, ceramics, dancing, drama, dress-making, marine training, marketing, modelling, music, nursing and other health services, real estate training, travel and tourism.

The above list of institutions indicates the tremendous education and training opportunities in Hawaii. The main problem is cost since most Pacific students have to obtain sponsorship of some kind for overseas study. For those who wish to work their way through a course of study, no work permits are needed for students from American Samoa, Guam, Northern Marianas, Palau, Federated States of Micronesia, and the Marshall Islands. For others, work permits are possible, but not easy to obtain except in established programmes such as that at the Brigham Young University which involves a work-study scheme for all Pacific Islands students. Nevertheless, a number of students from Commonwealth South Pacific countries have found their way to Hawaii and studied there – especially in industrial, technical and

trade schools, but also in the universities.

Hawaii is an appropriate place to prepare students of the Pacific Islands for the twenty-first century, when the major influences on the region will be coming from the north Pacific Rim countries. Asians are the largest ingredient of Hawaii's population, and its institutions are geared to Asia as well as USA: the two areas of greatest relevance. It also has a large Pacific Islands population. Overall, Hawaii has more of the needed ingredients than any other single location – though the Pacific of tomorrow will need to have different students familiar with many locations.

California is the other state which is host to a number of South Pacific students, though small numbers are spread throughout USA.

Only in a few cases is it possible for South Pacific students to take distance courses from US universities. The Honolulu University of Arts, Sciences and Humanities is one of the few at that level which offers degree courses by extension, though a number do from the US mainland.

Another issue to be considered with all US institutions is that the quality ranges from very high to very low. The open market in education makes a tremendous range available, but standardisation is not a goal. At present students from Commonwealth Pacific countries lack information on the levels and comparability of each institution of learning in Hawaii and elsewhere in USA.

The US government funds some staff, scholarships, equipment and materials for USP (particularly for its agriculture campus in Western Samoa), National University of Samoa, Atenisi and UPNG, and provides some scholarships for islanders to study in USA. It also provided the PEACESAT educational satellite service, COPE (a network at present used by Polynesian countries), and several other services.

Asia

Until recent years very few Pacific Islands students went to Asia for education. The numbers are increasing, however, with Japan, China and Taiwan being the main hosts. There is likely to be a

continuing increase. In 1988 Japan accepted 268 trainees from the Pacific Islands and sent 299 Japanese experts and survey teams, as well as 266 volunteers of the official JOCV, many of whom are educators – especially in technical fields (Numata, 1990 p.11). Japan is likely to provide considerably more higher education to islands students in the coming decade, with China and other East Asian states increasing their provision a little later.

The Philippines has been significant in some sectors. For example, the United Nations Food and Agriculture Organisation has sponsored a number of South Pacific students for studies in veterinary science, agriculture and related topics, to the University of the Philippines (UP) Los Banos campus. UP has a good reputation for business studies and social sciences, but it is apparently not well equipped for the pure and applied sciences.

Saint Andrews University, originally set up by the Episcopalian Church, has attracted a number of Tongans particularly, for a range of courses. Ateneo University, University of Santo Tomas and the SVD University have attracted a number of Catholic students from the Pacific for various programmes. There is an enormous range of educational establishments in the Philippines. The advantages of the Philippines for Pacific Islands students are that the teaching is in English and the costs are the lowest of any source of higher education. Philippines languages belong to the same Austronesian family as most Pacific Islands languages, and the cultures have consequent similarities.

The quality of courses offered in the Philippines is variable so it is necessary to check the standing of the institutions; Philippines embassies provide this kind of information. Since an increasing proportion of Pacific students will have to finance their own studies abroad in the future, the Philippines is likely to become an increasing source.

Europe

The main sources are UK universities, polytechnics and specialised colleges. France takes well over 1,000 students from its Pacific territories, despite their total population being less than half a million.

But few go to France from other islands states. Small numbers have gone for short courses or post-graduate degrees to Germany, the Netherlands, Italy, Sweden and elsewhere. Specialised institutions such as the World Maritime University in Sweden have attracted a number of Pacific Islanders involved in shipping.

Latin America

Latin America is just beginning to make contact, with some examples of fisheries training for islanders in Chile and Peru, and diplomatic training in Chile. This is expected to grow, but not to be a major source, because of language differences and financial constraints.

To sum up, there has been a remarkable growth in the volume and range of post-secondary education available to Pacific people. In an increasingly inter-connected world, however, we must note that it has grown even faster in many of the countries with which the Pacific islands interacts. Thus, despite the growth, the gap in educated manpower between Pacific islands and Pacific rim countries continues to widen, particularly in respect of the Asian nations of the Pacific Rim.

Modes of learning

Distance learning

Extension teaching was begun by Massey University for the eastern Pacific and the University of Queensland in the western Pacific. Both greatly reduced their involvement at the request of the University of Papua New Guinea and the University of the South Pacific when those two universities began in 1966 and 1968 respectively.

USP AND UPNG

USP has extension centres in 11 of the 12 member countries. UPNG has 11 extension centres, and aims to have one in each of the 19 provincial capitals.

Although UPNG and USP were intended to begin extension studies very early, the main constraint in both cases was that many academic staff regarded teaching by extension as inferior, as an extra, or as a lower priority, despite instructions of the two university councils to the contrary (a phenomenon which has been observed world-wide). However, though the delays were greater at UPNG (Van Trease, 1991), by the 1980s both were offering an expanding range of courses.

In 1989, USP had 6,648 enrolments for credit courses by extension. UPNG had 29 per cent fewer enrolments at 4,710, though by 1992 it had reached 7,600. (The number of students is lower than the number of enrolments in both cases as some students take more than one course at a time). USP offered many more credit courses by extension than UPNG (137 as against 28) in 1991, but to smaller numbers in each course (about 50 students per course for USP, and about 170 for UPNG). UPNG could increase its enrolments as the demand is 'huge' (Van Trease, 1991 p.8), and PNG's population is 2.5 times larger than that of the USP region.

In both cases more students study by extension than on campuses, though as most extension students take only one or two courses at a time, campus teaching is still the larger part of the two universities' operations. The extension proportion continues to grow in both cases, and is likely to surpass the campus mode.

At both universities, most of the courses offered are at relatively basic levels, the more so at UPNG owing to its later start. Thus in 1991, USP was offering 76 courses below degree level and 61 at degree level. The enrolments in most USP member countries are much higher in the pre-degree courses, for example, in the Cook Islands and Solomon Islands in 1991, only 12 per cent and 22 per cent respectively of extension credit course enrolments were at degree level. At UPNG relatively few courses are offered at degree level. The range is expanding in both systems, but it is likely to be some years before full degrees will be available by extension in either.

Almost all credit course teaching by extension is done from the main campuses in Suva (Fiji) and Port Moresby (PNG) respectively.

The technology allows courses to be taught equally well from any point in the system for it depends on satellite communication, in which cost does not change with distance. However, the larger written component depends on mail or courier services. The fact that these operate only once a week from national capitals to the main campus, and take time to be cleared through customs and sorted and delivered to staff, makes for serious delays for students at national capitals, but for almost impossible delays for those on outer islands where most Pacific islanders live.

Technology makes decentralisation possible, but neither system has used that potential except marginally, so distance teaching has in fact intensified the centralisation. With few exceptions (e.g. courses taught regionally from Vanuatu), staff teaching extension courses to the whole USP region are Fiji citizens or expatriates living in Fiji: where the 1991 USP extension handbooks list the names of teaching staff, 90 per cent of the regional staff were Fiji citizens.

Both cases illustrate the drawing of benefits to the centre at the expense of the larger periphery. Thus at UPNG, 30 per cent of extension enrolments are from the National Capital District which contains only 3 per cent of the national population. That population, however, is widely representative of the nation as a whole and mobility is free. Though Fiji has more extension enrolments than the rest of the region, the Suva population is not at all representative of the region, and mobility for citizens of other member countries is tightly constrained.

Another distinction in benefits is that in PNG, while the main campus which was paid for with national funds is used for the students in the capital, the provincial centres had to be paid for by the provincial governments. In the USP region, each country had to pay for the USP extension centre from its own national or bilateral funds. The host country is the only country which declined to finance the establishment of its national extension centre, despite being the main beneficiary. The advantage of the separate nations having financed their own USP extension centres is that this may facilitate their eventual liberation from a centre-dominated and

centre-benefitting system, and a movement towards a networking of autonomous national units.

THE COMMONWEALTH OF LEARNING (COL)

This aims to facilitate the interaction of distance teaching at all levels throughout the Commonwealth (see page 25). Eventually it should be possible to stay in one place but take a degree or other qualification combining selected courses from universities in different parts of the Commonwealth. In the short term, however, COL is facilitating training, cross-fertilisation between distance education systems, and the exchange of courses between institutions.

THE PACIFIC ADVENTIST COLLEGE

PAC also operates an extension system. It is as yet small, involving only 300 students spread across the Pacific from Papua New Guinea to Tahiti. It aims to establish extension centres across the region, but firstly in Solomon Islands, Vanuatu, Kiribati and other parts of PNG.

The only other distance education services are those provided by churches on religious topics and by commercial colleges.

OTHER RELIGIOUS ORGANISATIONS

Several religious organisations (mostly fundamentalist Christian but also some non-Christian faiths) offer Bible Studies and other religious courses by extension throughout the Pacific. We have been surprised to find that more Pacific Islanders are enrolled in such religious training courses (though most are short courses), than in all extension courses provided by the universities put together. For example, the South Pacific Bible College in Tauranga, New Zealand, reported in 1990 that they had over 5,000 students in correspondence courses from the islands, and a Churches of Christ subsidiary in American Samoa claimed similar numbers in the South Pacific. There are many others.

Summer schools

The term 'summer schools' is used here rather than the UPNG term 'Lahara Sessions' because it is better known internationally. It

is also the term used at USP. The basic idea is a short, full-time concentrated session, usually lasting four to six weeks, in which students take a single credit course (occasionally two). Both USP and UPNG report higher pass rates at summer schools than in distance teaching or in on-campus courses. Both authors have been extensively involved with distance teaching and with summer schools and feel that latter could most usefully be expanded. It also provides a face to face learning opportunity for extension students in their home countries.

Many academics in universities on the Pacific Rim have offered to teach summer schools for USP free or at minimal cost, but the bureaucratic complexities led to the stalling of such initiatives more than ten years ago. If each national extension centre had the authority to make such arrangements on its own, much more could be achieved for the non-campus countries.

International agencies

An area of rapid growth in education and training is that provided by the international agencies. This is usually designed for particular categories of experienced professionals to upgrade their skills or acquaint them with new areas of expertise. While training programmes are listed here under the agency which is the main sponsor, many are offered jointly by several organisations, including the host government or institution. It is important to go into some detail about these programmes, as many of them are not taught in institutions, but serve the ever-widening range of specialised needs. They provide a much higher proportion of the post-secondary education and training in the region than is generally understood.

Asian Development Bank (ADB)

This agency conducts courses in the region every year, the most significant being the two week Regional Seminar on Project Appraisal and Supervision (for development banks) and Project Management Seminars. About 30 participants from member countries attend each course. In addition, the Bank operates the ADB/Japan Scholarship Programme for post-graduate study, and

the ADB/ILO Scholarship Programme, usually for courses of about six months. ADB has a South Pacific Office in Vila, Vanuatu.

ESCAP Pacific Operations Centre (EPOC)

Also based in Vila, in 1990 EPOC conducted the following programmes:

- a two week training workshop for 25 officials in preparing municipal plans in FSM
- a one week workshop for 20 persons on development budgeting in the Marshall Islands
- a two week seminar for 25 project planners from the four Least Developed Pacific Countries
- a two week workshop for 30 persons on management of women's centres for the smaller island countries
- a one week workshop on food processing for 20 persons from the smaller island countries.

A total of 129 persons, in addition to those trained by EPOC staff or sent by EPOC on individual study programmes.

The European Community (EC)

The European Community finances nine regional research and training programmes through USP alone for agriculture, and a range of other training programmes through national governments and regional agencies. The EC maintains offices in Papua New Guinea and Fiji.

The UN Food and Agriculture Organisation (FAO)

Operating from a regional headquarters in Western Samoa, the FAO sees all its activities as technology transfer. There is, therefore, a major component of education and training in its programmes in agriculture, aquaculture, marine resources, boat building, forestry, pest and disease research, and conservation. FAO also sponsors workshops, seminars and other training programmes.

The International Labour Organisation (ILO)

ILO has a South Pacific office in Suva. It spends about US\$10 million per year in the developing countries of the South Pacific on a wide range of programmes, in most of which education and training is the main component. The total is too extensive to list, but includes regional programmes in trade training, handicrafts, co-operatives management and legislation, manpower planning, small business promotion, worker education, and vocational rehabilitation. ILO works in many of the same fields in national programmes, as well as running courses in industrial relations, adult education for rural women, population and family health courses, travel industry staff training, and courses for supervisors.

The ILO organises other programmes which are specific to particular needs. These include assisting:

- the Cook Islands with apprenticeship training
- Fiji with training for timber workers and with modernisation of the Hotel, Catering and Tourism Occupations Training Programme
- the Federated States of Micronesia with training courses for construction workers
- Kiribati with training of plumbers and small engine maintenance
- Papua New Guinea with training relative to plantations
- Solomon Islands with training for the Ports Authority
- Tonga with programmes in rural management
- Tuvalu in rural multi-craft training
- Vanuatu for mechanics, and for women
- Western Samoa in home management and vocational training.

ILO also finances people from the islands to undertake courses in other countries within the region and beyond. Their programmes do not lend themselves to simple addition of the numbers of persons trained by or with the assistance of ILO, but there are many thousands per year in the region.

The International Telecommunications Union (ITU)

ITU finances, arranges or provides training in the full range of telecommunications expertise. From late 1987 to 1989 ITU trained 289 Pacific persons in all member countries for an estimated 207 person-months. In addition, it provided demonstration programmes and advice, and financed study fellowships for 52 persons for 41 person-months. ITU operates through UNDP offices in the Pacific.

The UN Development Programme (UNDP)

Working closely with other UN, government and other organisations, UNDP has something of an umbrella role for many UN agencies, through its offices in Fiji, Papua New Guinea and Western Samoa. Many of its programmes contain a training component.

The Integrated Atoll Development Project, for example, runs courses and workshops in addition to institution building and on-the-job training. In 1990, this included 25 training workshops in the Cook Islands, FSM, Kiribati, Marshall Islands, Tokelau and Tuvalu. Each course is for a particular atoll community, and includes atoll profiling, planning and management, leadership and other training, as well in some cases as teaching particular skills such as water tank construction or improved agricultural technology. Courses involve relatively large numbers of people in the community concerned, but it is just one of the many training areas in which UNDP is involved.

The United Nations Education, Science and Culture Organisation (UNESCO)

UNESCO has its South Pacific headquarters in Western Samoa. In 1990, its programmes included the following workshops:

- short in-country workshops in school management for 199 school inspectors and advisors, and separately for 1,852 head-teachers from ten Pacific Islands countries

- school management for 40 senior education officers
- multi-class teaching for ten senior education officers
- aspects of educational planning for ten educational planners
- population communication for 19 educational planners
- one month problem-solving attachments for ten senior education officers.

Nationally, it presented curriculum workshops for 12 staff in Kiribati, and for ten in the Federated States of Micronesia (FSM) where it also conducted a workshop in teaching methods for ten persons. Two to three week workshops in development of population materials were presented for 10 and 40 participants respectively in FSM and Solomon Islands. Seven training workshops were provided for 118 teacher trainers on AIDS education both regionally and in individual countries. UNESCO draws on consultants within the region and beyond.

In total, UNESCO, in association with in-country personnel, trained 2,240 senior educators during 1990 in aspects of education which member governments identified as having priority.

The World Bank

The World Bank has provided finance for educational up-grading to several South Pacific countries, as well as financing many courses and study programmes. Its affiliate, the International Finance Corporation, operates a South Pacific Projects Facility (SPPF) from Sydney. SPPF provides training and advice to existing and potential entrepreneurs.

The World Health Organisation (WHO)

Operating from a Western Pacific office in Manila, Philippines, WHO has a representative in Papua New Guinea and another in Fiji for the Oceania region. WHO is the major source of training assistance in the health area for most countries of the region. It also makes an extensive contribution to education in fields beyond those of Health Departments. For example, staff of Public Works

Departments are sent on courses related to water supply.

Though the above are the largest, they are only one third of the international agencies offering courses in or to the South Pacific.

South Pacific regional organisations

While USP was set up exclusively for higher education, many of the other Pacific regional organisations have an educational component in their programmes. These include (and there are many others on a smaller scale):

Association of South Pacific Airlines (ASPA)

ASPA has its offices at Nadi Airport, Fiji. With the assistance of UNDP and International Civil Aviation Organisation (ICAO), ASPA operates a regional training programme, providing instruction and fellowships for one to two week courses. Participants are from the Commonwealth Pacific, from French and US associated territories, and a few from further afield. The three-year programme (1988-90) aimed to train 548 airline staff in the 12 main areas of airline operation.

Forum Fisheries Agency (FFA)

This agency is based in Honiara, Solomon Islands and is mainly an operating agency for member governments, but it also promotes training. Its largest contribution is to the Ocean Resource Management Programme at USP, which has been directed by an FFA staff member with other inputs from USP staff, SOPAC and others. FFA also operates a Fellowship Scheme for professionals in international law, computer technology, and foreign relations, and co-sponsors marine research with the South Pacific Commission.

Forum Secretariat (formerly SPEC)

This is the permanent secretariat of the South Pacific Forum, the annual meeting of Prime Ministers, Presidents and Premiers of the independent Pacific. Its offices are located in Suva, Fiji. While the Secretariat's task is primarily political and economic, many of its

programmes have an educational component. For example, the South Pacific Maritime Development Plan includes contributions to existing institutions, and provisions for direct action from the Secretariat. There are maritime colleges in Fiji, Papua New Guinea and Solomon Islands for Grade 4 masters and engineers and above. There are also many national maritime schools for training ratings and lower level masters, mainly for local services. For the training of Grade 1 masters and engineers, scholarships are provided to send the candidates to New Zealand or Australian colleges. In addition, the Secretariat plans to appoint its own staff to conduct four or more short courses per year in different parts of the region on the maritime industries, and another specialist to provide four courses per year for three years in port safety training. Also provided are: courses for the training and certification of fishermen; comprehensive computer systems for maritime ministries and for shipping offices, with associated training; and training in boat building. The value of the training component is likely to be about US\$1 million over four years.

Many of the Secretariat's other programmes have a similar education component. In addition it offers fellowships for middle level managers throughout the region, mainly to gain applied comparative experience.

Media training institutions

Different forms of media training have usually been sponsored by international agencies. PACJOURN was funded by Germany through UNESCO and was set up for journalism training, based in Vanuatu, but is now inactive awaiting further funding. PACBROAD is an agency for broadcasting, based in Honiara, Solomon Islands: it and the Pacific Islands Broadcasting Association training programme were funded by the Friedrich Ebert Foundation. The Commonwealth funded the USP journalism course, and the Catholic church funded the programme at DWI. The University of Papua New Guinea receives no direct funding for that course, although the whole university is indirectly supported by Australian aid through the PNG government.

The South Pacific Geoscience Commission (SOPAC)

Based in Suva, Fiji, SOPAC's work is in the development of non-living marine resources; a relatively new area which could become the main source of income for some Pacific countries. The main training components are:

- 1 A certificate course in marine geology, taught for SOPAC jointly by USP and Victoria University of Wellington. Over 30 students have graduated.
- 2 Scholarships for three students per year to take degrees in geology and engineering in Australia, NZ, Canada and the Pacific Islands.
- 3 On-the-job training for staff from the island countries working with professionals at SOPAC headquarters for periods of three months in laboratory work, data collation and analysis, plotting of results, interpretation, drafting, reporting and other matters. Most of SOPAC's work is research, much of it conducted by specialist ships loaned by metropolitan countries. Such vessels carry island staff for on-the-job training: usually about eight trainees per year each for about a month. On-the-job training is also financed by SOPAC for island personnel in Australia, NZ, USA, Japan, Europe and Scandinavia.
- 4 Workshops are held twice a year for theoretical and practical training in coastal mapping, deep sea exploration, ocean thermal energy exchange, marine geology and geophysics, and marine management. Some are held at the headquarters, others in member countries or on research vessels.
- 5 Seminars for 10 to 15 persons at a time are held in member countries.
- 6 Other training includes the development of a high school curriculum in earth science and marine geology, and lecturing in the Ocean Resources Management Programme which is funded by Canada through FFA at USP.

In 1990, \$744,110 was budgeted for this training programme, in

addition to training on research vessels and SOPAC Techsec – perhaps \$1 million in all. To 1990, 674 Pacific islands staff had received 17,567 person-days of education and training, not including those on scholarships for full-time study. (Based on the average academic year of about 150 study days, this equals about 120 person-years).

South Pacific Commission (SPC)

The SPC headquarters are in Noumea, New Caledonia. Its main training functions include the Community Development Training Centre, based in Suva, which runs a one-year diploma course for mature women involved in community development, home economics and welfare. The Youth Leadership Training Programme and the Fisheries Training Programme, based in New Caledonia, run courses in member countries on demand. They also send selected students abroad, mainly to New Zealand, but even as far afield as Chile and Peru. Training in aspects of broadcasting, video production and graphics for adult education are taught from the base in Fiji.

South Pacific Regional Environment Programme (SPREP),

Formerly based in Noumea as an affiliate of the South Pacific Commission, SPREP recently assumed prominence as environmental concerns become a major issue. It is now an autonomous body based in Western Samoa. It has an education section, national and regional courses are conducted, awards provided for national staff to go abroad for training, and educational materials are produced.

Tourism Council of the South Pacific (TCSP)

TCSP was set up in Suva, Fiji, with funds from the European Community, Australia, New Zealand and various international agencies and had a budget of F\$1.8 million for training for the three years 1986-89. It was used for training programmes of government and private sector personnel both on a regional basis and in each of the member countries.

We have little information on the cost-effectiveness of the many programmes provided by the various regional and world agencies. That is not to question their quality or utility, but to note that a comprehensive evaluation of them would be worthwhile, as personal reactions we have heard range from rather negative to enthusiastically positive.

Donor support for training outside conventional institutions

We need to be aware also of the tremendous growth of education and training outside the conventional educational institutions. For example, the Australian and New Zealand ministries of defence operate Military Assistance Programmes. It might be tempting to ignore military and related training, but it needs to be considered seriously as it is the area of post-secondary training that has grown fastest in the South Pacific in the past five years and this is likely to continue in the immediate future at least. One component is conventional military training on a range of fronts, for officers and NCOs, engineers, pilots, divers, computer analysts and so on. An even larger component is not conventionally military and focuses more on training engineers in rural construction and reef passage clearance, fisheries and customs officers in maritime surveillance, health workers in primary health care, rural dental training and so on. In Tonga, for example, the main source of computer training for all sections of the government is the army, using overseas aid and personnel.

Likewise, neighbouring Commonwealth countries provide training both in their countries and in Pacific nations for customs staff in computer technology, data analysis, drug detection and many other fields. There is hardly a department of government anywhere in the islands that is not receiving some education and training, both in-country and abroad, from metropolitan states. The donors are mostly Commonwealth Pacific or USA, but are also from Europe, a small but growing number in East Asia, and even a few in Latin America (mainly in applied marine resource utilisation). Finance for these services is almost totally external. We have no data on the money value of these services, but they could be given a notional

value of \$10 million, which is probably an under-estimate, in view of the number of people we see leaving even a very small nation like the Cook Islands almost every week for such courses, and the frequency of overseas trainers arriving to conduct programmes locally. While not doubting the value of these programmes, we feel that the benefits are skewed in favour of non-productive government services (some of them essential nevertheless), and not sufficiently towards productive sectors of the economy.

Non-governmental organisations (NGOs)

Over 100 international NGOs operate in the islands, as well as over 1,000 local ones (Crocombe and Winslow, 1993). Many of them include a component of education and training in their programmes. Their strength is in the non-formal level, servicing the village and the low-income urban sectors. Even though most of the Pacific population live in these sectors, most post-secondary education programmes by-pass them.

Those allocating resources to training needs, may find that even a small reorientation in favour of skill training by NGOs may be a good investment in national development and in equity. Where resources are obtained in the name of the region, but centralised in one place, this can lead to maldistribution. For example, the Centre for Appropriate Technology and Development was set up to serve the region, and overseas funds were granted for that purpose, but over 95 per cent of the trainees, and all of the Pacific staff, have come from Fiji.

Not much has been done for the region as a whole to provide relevant education and training for rural adults. There have been some very successful experiments and models (see, for example: Bamford, 1986; Finau et al, 1984; Angiki et al, 1981). These have generally been initiated and funded by foreign aid but compare poorly with the relatively vast amounts spent on the urban elite.

Solomon Islands Development Trust (SIDT)

In Solomon Islands an NGO was established with the primary goal of providing short-term, low-cost training for rural people. Called

the Solomon Islands Development Trust (SIDT), it set up a remarkable network of self-help training programmes throughout the nation. SIDT is the most effective institution promoting non-formal education in the Pacific. Its purpose is 'To empower villagers through development education and political awareness and to strengthen village life through local organisational efforts and village economic viability'. It operates mainly through mobile teams of volunteers working for minimal income for one or two weeks a month. The volunteers are themselves villagers who have been trained to run workshops for leadership training, community education, resource development and various other matters. In 1991, mobile teams ran 441 workshops and other training courses for 35,806 people, plus 92 women's programmes for 8,080 women, plus 30 special programmes for a further 1,422 people, and a theatre team of seven had travelled throughout Solomon Islands presenting dramatic performances to many thousands of villagers on development education, nutrition, family planning, land use, resource exploitation and other topics (Solomon Islands Development Trust, Report, 1991).

Oceania National Olympic Committees

A new category of NGO which focuses almost completely on training of a different order is represented by the Oceania National Olympic Committees. As a region of the International Olympic Committee, it is entitled to draw training funds from the Olympic Solidarity Movement. Australia, New Zealand and almost all Pacific islands states and territories are members, but the benefits are awarded disproportionately to the lower income islands states. The Oceania National Olympic Committees, which have their secretariat in New Zealand, now bring in over NZ\$1 million to the islands each year, for training sportsmen and women and particularly for the training of sports trainers, whether for educational institutions or sports clubs.

Within each country, a wide range of sports codes and a national sports council promote a growing training component in an area which was until recently not involved in much formal training at all.

Women's NGOs

These are involved in a considerable amount of training in small business management, home economics, handicrafts development and marketing, leadership training, food preservation, etc.

Church-sponsored institutions

Since World War II the growth in post-secondary education has been in government-sponsored institutions, even though churches remain a major source, especially in Papua New Guinea, Solomon Islands and Vanuatu. On the whole, the education provided by the long established churches has diminished as a proportion of the total provision at primary and sometimes also at secondary level. Yet, for some of the churches, it has increased at the post-secondary level. Some of the newer churches, such as the Church of Jesus Christ of Latter Day Saints (Mormon) and Youth With a Mission (YWAM), as well as those longer in the region such as the Catholics and Seventh-Day Adventists (SDA), are active in post-secondary education. Brigham Young University, Pacific Adventist College and Divine Word Institute between them have about 1,000 full time and 300 part time students from the South Pacific. The University of the Nations has a number of Pacific Islands students and plans to establish a South Pacific campus in Tonga.

Various churches also operate teachers' colleges, technical, agricultural and rural development colleges in countries of Melanesia, and over 50 theological colleges throughout the region. The extensive religious correspondence education has been mentioned.

Independent island institutions: Atenisi University, Tonga

Institutions exist which are not associated with governments or churches. These are new, and most are commercial enterprises. The only one we know of which is not sponsored by a government or a church and is not a commercial enterprise is Atenisi University in Tonga. Students pay full fees, and contribute to the maintenance of the campus. Almost all buildings at Atenisi were built by students, under experienced supervisors. Atenisi tends to cater to the middle

and lower income categories and has developed a reputation for the self-reliance, innovativeness and responsibility of its students. They have also earned a reputation for academic success in post-graduate courses in the social sciences overseas, though they are not well equipped for science teaching at degree level.

Private firms

This area has seen tremendous expansion in the past two decades. The largest input is from the major international firms: banks, airlines, telecommunications firms, hotel chains, merchandising houses, car manufacturers and so on. They were among the first to bring the new culture of continuous education to the Pacific.

Banks

The two largest retail banks in the region, Westpac and ANZ, encourage all staff to undertake training at all times. Incentives include payment of fees, book and other expenses for approved courses in other institutions, and bonus payments for completion. Both banks follow the practice required by Australian federal law of allocating a minimum equal to 1.5 per cent of total salaries, to staff training. ANZ's actual level is 4 per cent.

Each maintains a regional training centre for the eastern Pacific in Fiji, and another for PNG in Port Moresby. Staff from other countries go to Fiji for courses, and training staff from Fiji (and in some cases Australia or New Zealand) conduct courses in various other islands countries. Staff are sponsored to attend short courses in their own countries in computing, word processing, etc., and there are short in-house courses, as well as optional in-house 'self-development' courses.

The local banks and trusts specialising in international finance, hire accountants and lawyers who are already qualified. They are trained in-house for this particular work, as there are no textbooks or courses in these highly specialised fields.

Airlines and related industries

International airlines, such as Qantas, Air New Zealand, Hawaiian, etc. have complex training programmes. Some training is undertaken on the job, combined with private study (e.g. an apprentice in engineering, or the Advanced Tariffs Course). In most cases part of the training and the examinations are undertaken overseas. Whereas the major international airlines used to train only their own staff, they now market training to airlines throughout the region and beyond.

Travel agents all undertake courses for certification by the client airlines and by the NZ Travel Industry Federation or equivalents elsewhere. Most national airport authorities bring in training staff from the Aeronautical College in Christchurch or elsewhere. Those going abroad attend that college or the International Civil Aviation Training Centres in Bangkok or Singapore. Air telecommunications staff receive their early training at the Telecommunications Training Centre in Fiji, followed by studies in Australia, New Zealand or USA. In more general subjects, staff take extension courses with the University of the South Pacific or with other universities or correspondence colleges abroad.

In telecommunications, to take one example, Cable and Wireless Ltd (a British firm) has subsidiaries or partners in a number of countries. It trains its engineers to degree level in the United Kingdom and sends staff for short courses to Hong Kong, India and elsewhere. In country, staff are encouraged to study, through USP and other extension courses, by the refund of fees and improved prospects of promotion.

Shipping

Training in shipping has been extensive with the training in Australia of all crew for the new complement of long-range police and fisheries surveillance patrol vessels throughout the region. Private shipping has training programmes also, in many cases strongly supported by governments. For example, Kiribati and Tuvalu each operate a marine training school in association with

German shipping companies and with assistance from the German government. The graduates are employed on German and other ships internationally. They make a major contribution to the Kiribati and Tuvalu economies and societies through remittances, capital accumulation, skill training and international experience.

Automotive engineering

Japanese firms in particular have an active training programme in this area. Pacific Islands employees of firms who sell and service their products are sent by these manufacturers (e.g. Toyota, Datsun) to short courses in Japan, Australia, New Zealand, Fiji or other places in the marketing and maintenance of their vehicles, outboard motors and equipment. These firms also send trainers to the islands countries.

Mining

Despite being the largest industry in the region, mining companies used to regard education as irrelevant to their interests and obligations. Today, they are major investors in education. For example, Kutubu Petroleum involves the Papua New Guinea government as well as international and national investors. The management is by Chevron, which maintains a full-time training staff of 18, and requires all other senior staff to carry out training functions. Every employee has to prepare a statement of what education and training they need. This is discussed with training staff and a personal education plan is prepared, and supported by the company.

Working in a very remote area where education levels are low, Kutubu Petroleum has developed major programmes of on-the-job and off-the-job training. Skills related to the enterprise include welding, carpentry, plant and vehicle operations and maintenance, and a wide range of others. The industry also pays for the upgrading of primary, secondary and post-secondary education in the surrounding communities, including paying fees for 220 high school students and 20 students at tertiary institutions in Papua New Guinea and Australia. A College of Distance Education established by the company in co-operation with the Ministry of

Education, already has 427 students in the 79 villages in the area. Two full-time tutors visit the students in their home villages. Curriculum levels and the range of subjects offered increase as standards rise. Contributions to education of this kind are now standard for minerals companies in PNG.

Others

Air Niugini, the largest of the islands airlines, has a comprehensive training programme for its 1,700 staff comprising classroom-based and practical-based classes, self-study learning modules, correspondence courses, workshops and other activities both within Papua New Guinea and abroad, for each branch of its service. The Fiji Sugar Corporation is probably the largest firm involved in agribusiness and has a broad training programme.

Some of the larger firms in Papua New Guinea sponsor employees who wish to participate in the Work Skills Olympics (for a range of technical skills) every fourth year. The PNG Work Skills Association runs national competitions, and the PNG Training Society also facilitates the transmission of skills and the raising of quality.

Comments

It is encouraging to see how far the pattern of training has been adopted by even many small enterprises. It is stimulated by the compulsory training levy that many governments impose on employers, and grants and other incentives are available. Many of the large international firms spend much more than the required amount. Most seems to be done by the large international firms, next by the larger local firms, with a tendency to reduce the training commitment with the size of the firm. While many businesses still do nothing about training, what has been achieved is remarkable.

There is potential for educational institutions to work more closely with employers in providing courses to meet their needs. Many firms already do this, and pay fees for staff attending polytechnic, university and other courses. Some institutions design courses for presentation on campus or at the place of work or else-

where. The main complaint from employers is that universities tend to be too conservative and slow to adapt, and give that as a reason for developing their own programmes. Our one reservation about this, is that many firms tie their staff too closely to directly work-related training, through incentives and advice. While not doubting the value of such training, we recommend that the same incentives and encouragement also be given to study in any area the individual wishes to develop. Developing talents in the creative arts, or awareness of international affairs, or the study of philosophy, or whatever is of value to that person, will facilitate maturity and growth not only of the individual but of the firm and the community.

Commercial sources of post-secondary education

This section is concerned with educational services provided by private enterprise. The distinction between government-sponsored services and private is becoming less clear as some government institutions adopt a more entrepreneurial approach, and as governments give varying degrees of support to private initiatives. Educational institutions set up by churches and the unique Atenis University are dealt with separately. But first, we should take note of one of the fastest growing sources of adult education.

As elsewhere in the world, the possibility of acquiring knowledge on the open market, outside institutions, is permeating the Pacific islands – the capitals mainly, but beyond them too. This trend is likely to grow in tandem with formal education. One problem it raises is how to certify those who acquire knowledge without having taken courses in an institution. This problem is discussed further under ‘Accreditation’ (page 95).

Radio became widespread in the region in the 1960s. In the early stages the stations were all government owned and programmes had a very high educational content. Now a growing proportion of stations are privately owned. Both government and private stations present a wider range of programmes, but radio remains an important source of some forms of education, particularly about current affairs, history, culture and science. Some excellent popular science programmes from Radio Deutchewelle in Germany, the BBC in

London, Radio Australia, or Voice of America, are extensively replayed by stations in the Pacific.

Television was installed in most countries by the end of the 1980s. It is spreading rapidly, though serving largely the populations within 100 kilometres of the main towns. The reach is much greater than the number of sets would indicate as it is common for only one or two people in a village to have sets, but to charge for public viewing. It is a powerful educator, though many of us wish it did not teach so effectively such things as violence and rejection of the norms of almost any society. But it has also been much the greatest contributor to environmental education in the region, and to other positive areas of learning.

The number of newspapers published in the islands more than doubled (to 156) between 1973 and 1989 (Layton, 1992 pp.5-9). There was a big increase in other periodicals published, but particularly so in the import of foreign periodicals, especially from USA. Both local and overseas print media have an important role in adult education.

In-country taught courses

Some education is now provided by commercial sources in most countries. Indian business people in Fiji provide a range of courses, mainly for the Fiji Indian community. Deans Commercial and Associated Schools, for example, operate colleges for various aspects of business training in each of the seven main towns. In Papua New Guinea at least seven firms provide courses – particularly in accounting, computing, communication and management. In many other countries of the region some specialised courses such as those in computing, are offered on a commercial basis. Specialised education is a growth area for small business in the region.

In-country by distance

Fiji is perhaps the only South Pacific country with commercial distance education, provided by the Nadi Postal College. It is confined mainly to the Indian community and concentrates on secretarial, accounting and business studies.

Internationally taught courses

Australia is the main destination, and to a lesser extent New Zealand. The main subjects sought are commercial studies, travel industry, secretarial skills and languages. New Zealand's 35 language schools alone earned \$50 million in 1989. Most of the students are from Asia. Those from the islands are mainly Fiji Indian, with smaller numbers from the French-speaking territories seeking English language experience as well as education. Agencies in Fiji advertise regularly for students for courses in Australia and elsewhere lasting from several months to several years. There are also some private students from all countries, sponsored by their families or employers, undertaking studies in Pacific Rim states.

In-country by international distance education

International Correspondence Schools (from branches in Australia, New Zealand and USA), Stott's Correspondence College in New Zealand and various others, have advertised for years in islands newspapers, so we assume they must have attracted a significant clientele. We know many individuals who have taken their courses, but the firms have not replied to requests for information on enrolments by country.

Many others courses are potentially available in a range of fields. One of many examples is the University of Honolulu School of Law, a non-degree correspondence institution which, like the USP Pacific Law Unit, offers preparatory courses to those who wish to have a better understanding of law, or to prepare for degree studies at other institutions.

Summary

The major trend is for diversification; for more diverse types of educational institutions, more education by organisations with other main functions (businesses, international agencies, NGOs), more distance education, more teaching by the media and self-teaching from books, cassettes, videos, etc. Students are going to, and taking more courses by distance methods from, an ever widening range of

countries. Education is becoming increasingly tailored to employment or other specific needs, and the broad general education is in practice being done more by the mass media. All these trends are consistent with world-wide patterns. They are to be welcomed as they open new opportunities to deal with the world as it is developing today.

Courses

With such a wide range of countries, each with a unique history and priorities, education levels inevitable vary. None of the Pacific universities operates only at degree level; in fact most have more students undertaking pre-degree, non-degree or short courses, than degree students. Most are trying to 'overcome' this, seeing it as a problem, but we do not.

Given small populations and specialised economies, institutions are needed which are flexible, multi-faceted, and able to offer courses at various levels and of varying duration. Influences from the colonial era, and from current world trend-setters, shape qualifications, starting and finishing dates, and content. The Pacific can afford to take its own initiatives, for example, in the length of the learning day and learning year as well as in other matters.

USP, UPNG and UNITECH, and Solomon Islands College of Higher Education (SICHE) offer the largest range of courses, including:

- pre-degree qualifications (mostly designed to prepare students for degree work)
- sub-degree diplomas (mostly based on three years of study but beginning below degree level)
- bachelors degrees, with the exception of SICHE, although this institution expects to start teaching degree courses soon
- masters and doctorates: candidates are limited in number and are generally taught in individually designed programmes.

Specialist programmes

Law

UPNG has a law school. Most USP member countries wanted law taught, but the government of Fiji did not, as most lawyers were Indian and the government restricted scholarships for legal training to Fijians until an ethnic balance had been achieved. A Pacific Law Unit, teaching a Certificate and a Diploma in Pacific Law, was set up by USP in Vanuatu in the 1980s, and degree studies are due to begin in 1994.

Medicine

A medical school was not established by USP as the former regional Central Medical School had been taken over by the Government of Fiji as the Fiji School of Medicine (FSM), and continued to train some (though a much reduced proportion) doctors for other islands countries. In the 1980s USP began to grant an MBBS degree to graduates of FSM. UPNG has a medical school.

Engineering

The Government of Fiji wanted engineering taught at USP but the other countries did not. In PNG engineering was set up separately at UNITECH in Lae, which began as a diploma level Institute of Technology and was later upgraded to degree and university status.

Selection of subjects

Universities have been much influenced as to what to teach by the contents of courses in the United Kingdom and Australasia, and to a lesser extent USA, but not at all by the significantly different systems of say, France or Germany, let alone East Asia, the Middle East or Latin America. It was probably inevitable that new systems in small nations would rely heavily for staff, materials and ideas on systems in the larger nations with which they were associated. There are some advantages in derivative systems – they save the cost and agony of reinventing wheels. But they tend to look to past

relevance rather than to future, a subject we discuss further in the final section.

The subjects to be taught at UPNG and USP were selected by two committees of distinguished academics from the donor nations. They naturally reflected two factors:

- the priorities of those nations and others whose systems derived from them
- the personal interests of the committee members.

Changes in powerful personalities were reflected in changes in programmes. For example, the key personalities who advised on the social sciences for USP were an economist and a sociologist, and those subjects received priority, with economics as paramount, and the Professor of Economics as Head of School. Geography had no representative and therefore no place until Australia nominated Professor O.H.K. Spate, an influential geographer, as its representative on the USP Council – Geography was soon added as a discipline at USP. Other subjects for which a good case could be made but which were not strongly represented, remained untaught. What constituted a ‘subject’ was taken as given from the old Commonwealth system.

At UPNG the leader of the planning committee was a historian and that became much the largest department in the Arts Faculty for many years thereafter. The churches took a vigorous stand so Religious Studies was included. The churches in the USP region, though even stronger nationally, were then just forming a regional body and could not apply the same pressure, so Religious Studies was not taught there.

In both cases (and in the other post-secondary institutions in the region) local interest groups and individuals were consulted, but the major influences were from abroad, or from non-indigenous persons and interest groups in the islands. In short, to understand evolution so far, and likely course preferences in future, we need to focus on the nature and real sources of power, more than on its formal structure. The main parameters continue to be determined

by donor governments and institutions, by islands countries which have disproportionate leverage, and within islands countries, disproportionately by non-indigenous people.

Courses are more determined within the regional institution than is generally realised, despite a stated philosophy of being determined by representatives of all the people served. For example, when USP began, it was asked to give high priority to training high school teachers. This goal was achieved within a decade, and member governments and the university council wanted education courses scaled back and other areas introduced or scaled up. Strong personalities in education, however, repackaged and increased the range of their courses, vigorously marketing them to a new clientele, thus overcoming the publicly expressed wish for change of direction. This kind of process is apparent in all institutions, and as institutions become stronger, they often become less responsive to the needs and expressed wishes of those they were set up to serve, despite the rhetoric. This trend is exacerbated when the institution can rely on external funds for key initiatives.

Of course the university has to find a balance between the differing priorities of member countries, and there are often situations where one or more countries is very keen to have programmes which others do not consider a priority.

Qualifications

The wish to have programmes designed for particular nations, regions or cultural entities has to be modified by the need for world-wide compatibility of qualifications. It should be stressed that it is convertibility rather than equivalence that is important: otherwise national programmes may be forced into ill-fitting strait-jackets. The USP Diploma of Pacific Law, for example, is a very appropriate qualification for the many welfare officers, police and prison officers, courts staff, administrators and so on for whom it was designed. It does not aim to be the equivalent of a law degree, but several universities in Australia, New Zealand and the United Kingdom will give some credit for the USP diploma to students

wishing to undertake a law degree in those countries. Nevertheless, while some international standardisation seems inevitable, and may be beneficial, diversity is increasingly the trend.

An increasing proportion of training is being undertaken by international businesses, and this is likely to increase further. Particularly for the international banks, accounting firms, airlines, shipping lines, hotels, mining companies, etc. there is little alternative to internationally accepted qualifications, which staff also value for their status and transferability. These are not necessarily university qualifications; the major banks, for example, know how to evaluate each other's in-house courses.

It is likely that higher education and training will become increasingly liberalised in terms of the places from which it is available, particularly when distance methods or short residence are used. This too points to the need for standardisation and for convertibility, though packaging the increasingly diverse sources and kinds of education into a 'degree' or other large unit of education becomes increasingly difficult. Nevertheless, an education from multiple sources designed for individual needs will become more common and valuable. There may be value in a single broad international educational index, approximate though it would be; the equivalent of a personal income level in dollars, or one of several life quality indexes, or health status indices as used by WHO and other agencies. This, however, is unlikely to originate in the Pacific. It must probably await an initiative from elsewhere and world-wide acceptance.

Access

Locality

There are restrictions on access on criteria of locality. For example, in PNG, Solomon Islands and Kiribati the allocation of places is in part by province or island.

Nationality

This is a factor in access in all Pacific countries. There is not the freedom of movement that there is in the West Indies, or in Europe, or between Australia and New Zealand, or Canada and USA. Students from other countries are in almost all cases under significant restrictions, for example, in both Fiji and Papua New Guinea non-national students are restricted as to what they can say and do. Student visas also take longer and involve more procedures in practice than they do in principle.

The main exceptions are that all Cook Islanders, Niueans and Tokelauans have free access to both New Zealand and Australia; that Western Samoans have some privileged access to New Zealand; that the people of American Samoa, Guam, Northern Marianas and Palau (all of whom are constitutionally related to USA) and citizens of the Marshall Islands and the Federated States of Micronesia, all have free access to USA; people of New Caledonia, French Polynesia, Wallis and Futuna, all have free access to France; and Easter Islanders have free access to Chile. Cook Islanders have relatively free access to French Polynesia. These many exceptions are significant, as free access, absence of restrictions on what one may say and do, and the right of the student and family to take employment, are in themselves incentives to use those avenues.

Nationality is one of the criteria of selection for many short courses run on a regional basis, and on the allocation of many scholarships for regional post-secondary institutions.

Ethnicity

Ethnicity is a factor in many countries. In Nauru, scholarships are reserved for Nauruans, even though migrant workers from Kiribati, Tuvalu and elsewhere have formed the majority of the adult population. In Fiji, government reserves a percentage of scholarships for Fijians, who are relatively disadvantaged educationally. Papua New Guinea, Solomon Islands and Vanuatu give Melanesians certain access privileges over others. In practice, probably all Pacific Islands

states provide for some preferential access on ethnic grounds.

Academic level

Access in terms of academic level is a matter for each institution, but the Fiji-based South Pacific Board for Educational Assessment is evolving a consensus about levels across much of the region, and assisting the development of examinations and other assessment criteria for use by member countries.

Social class

Social class is in many places a factor in access in practice, even though not in principle. Weeks (1989), Bolabola (1979) and Framhein (1979) describe for Papua New Guinea, Fiji and the Cook Islands respectively, that children whose fathers are in the higher educational and privilege categories, have much easier access to tertiary education. It is likely that the same applies throughout the region.

Religion

Some institutions are primarily for members of a religious community, including the Brigham Young University, operated by the Mormon Church, and the University of the Nations, operated by Youth With A Mission, both in Hawaii; the Pacific Adventist College (Seventh-Day Adventists) and the Divine Word Institute (Catholic) in Papua New Guinea. However, all accept students of all faiths. DWI actively welcomes 'all persons regardless of race, creed, colour or sex' and forbids proselytising to ensure that the 40 per cent of non-Catholic students do not feel under pressure. Nevertheless, the fact that each of these institutions is operated by a particular church, is a disincentive to some potential students.

Conclusion

Demand for more education for adults has been increased by the media, by travel, and by the growing demand for paid employment.

There is thus rising pressure on governments, and on metropolitan governments with interests in the Pacific to provide scholarships, staff and construction to enable more education at all levels. Metropolitan aid, however, is mainly at post-secondary level.

The sources of post-secondary education have broadened enormously. Universities, colleges and other formal institutions have multiplied in the islands and abroad where islanders have access to them. Both international and local businesses, as well as international agencies and NGOs, have in recent times greatly increased the resources and time they devote to education. Distance education has multiplied. There are more opportunities for self-study both at home and abroad.

These very positive trends have occurred world-wide. By comparison with the countries with which they interact, however, higher education in the South Pacific still has a long way to go.

In looking at current provisions, we noted the focus on the nation, even where populations were quite small. There has also been major provision of regional services, though the countries which comprise any region vary with each institution. Regional education has been in all cases initiated and largely financed by metropolitan countries with interests in the area.

We noted the fact that access is restricted by locality (with rural people having very limited access), by nationality (particularly in regional institutions), by ethnicity and social class, and in some cases by religious affiliation.

Whilst the size of institutions, and access to them, is ideally determined by the numbers who can benefit from them, conditioned by a range of social factors, the most important single determinant of how many can be accommodated in most programmes is the amount of employment available to the graduates.

The comparative case study of the Cook Islands and Solomon Islands which follows demonstrates the advantages, in terms of access to higher education, of smallness, of having a low percentage of rural population, of higher per capita incomes, of access to metropolitan countries, and of investment.