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THE PROCESS OF MANAGING CHANGE AND DEVELOPMENT AT NAVUSO AGRICULTURAL COLLEGE, FIJI.

### Course perception questionnaire

Relate specifically to your course.

Please circle the number beside each statement which best conforms to your view.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students have the opportunity to choose the particular areas they want to study.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Students have a clear picture of what they do in this course.</td>
<td></td>
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<td>2</td>
<td>1</td>
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<tr>
<td>3. The workload is too heavy.</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The course is geared towards the student’s future employment.</td>
<td></td>
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<td>2</td>
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<tr>
<td>5. The course encourages the development of student's academic interest as far as possible.</td>
<td></td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>6. It is always easy to know the standard of work expected from individuals.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
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<tr>
<td>7. Most of the staff try really hard to get to know the students</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Staff generally consult students about how the course is organized.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Lecturers are keen to point out that they are giving a professional training.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Students in this course often get together socially.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Lecturers seem to be good at pitching their teaching at the right level for students.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Lecturers generally make it clear from the start what will be required of the students.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Staff make a real effort to understand difficulties students may be having.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. There seem to be too much work to get through on the course.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. The course will certainly improve future prospects of employment.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Students have a great deal of choice over how they learn on this course.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. The lecturers always seem ready to give help and advice on approaches to study.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. There is a lot of pressure on you as a student on this course.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. Students on this course frequently discuss their work with each other.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. Lecturers on this course generally take students' ideas and interests seriously.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Reference: Improving Ways to Teach. Gibbs et al.
The College motto: 'SOW THE SEED OF WISDOM'

Now that Mr. Joeli Luvu has completed his Master of Science in Development Training and Education at this University, it is appropriate to write something in the way of an appraisal.

During his time with us Mr. Luvu successfully completed and passed the following core modules:

- Research Methods (ED4421)
- Studies in Effective Communication and Extension (ED4454)
- Design and Evaluation of Training and Development Programmes (ED4880)
- Rural Extension: Approaches and Methodologies (AG4400)

and the following technical modules:

- Participatory Management in Rural Development Planning (RD4002)
- Social Perspectives in Development Planning (RD4001)
- Human Health and the Environment (SL4029)
- Rural Development Forestry (RD4000).

He successfully completed and passed a dissertation titled "The Process of Managing Change and Development at Navuso Agricultural College, Fiji." This high-quality dissertation deserves to be widely read. Mr. Luvu's work is not simply an academic exercise but will provide a valuable framework for the governors of Navuso as the College develops. We have been impressed by the quality of the effort and the determination to succeed that Mr. Luvu has shown. Above all, he wanted to produce a work that would help guide the debate about Navuso's future. He has done just that.

Mr. Luvu showed a constant desire to learn and make progress. Even when he found it difficult to adjust to the process of study at the University, he retained a cheerful, dependable and practical approach to turning difficulties into successes. It has been a very great pleasure working with Mr. Luvu. We wish him and Navuso all success and look forward with great interest to hearing news as the College develops.

Yours sincerely,

Philip N. Dearden
Acting Head of Centre

Dr. Phillip Scott Jones
MSc Programme Leader
1. Your introductory chapter is clear, concise and pithy. A very helpful background, well written and of appropriate length.

2. The background to Navuso is an excellent, concise statement that provides necessary information to the reader in a well structured fashion.

3. Your situational analysis is most useful and forms a superb link between the background and the key issues you wished to research. I particularly liked the SWOT analysis. Is this something that could also be done in a consultative or participatory way with the stakeholders you mention later — especially staff, governors and students?

4. Your questions are relevant and well presented with good use of transition sentences to link forward and back. Excellent.

5. You do an excellent job of describing external environment, agricultural education in general and the specific needs for NAC. Very readable and well integrated. Your arguments for consultation and participation are coherent and appropriate.

6. Your arguments are sound, linking theory and practice in appropriate ways.

7. An excellent review of the three main areas under discussion. You integrate the literature and Navuso's specific situation most effectively.

8. This is a first class "stage setting" link on the importance of methodology for information gathering before planning change.

9. An excellent integration of the literature with the Fijian/Navuso context.

10. You have done a first rate job of reviewing the necessity for and context of your research methods, including an appropriate, clear review of their weaknesses. This assists greatly in helping the reader evaluate the validity of your research. It also suggests that the process of information gathering has begun but is not sufficiently complete. Linking these ideas with the importance of the participatory approach you discuss seems to be an important next step on your return. This would be consistent with a measured approach...
to managing change in an atmosphere of openness and involvement that you allude to later.

11. Good analysis of questionnaires. My comments in (10) above apply, regarding possible next steps.

12. Please see me to discuss references: your one major weakness in this dissertation.

13. Appendix 1 needs a title.

14. I have written on your draft page, five points that need attention before binding.

Page 51
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Page 60
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Page 61
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Page 58
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2. Please explain the "score" column. How those numbers were obtained is not clear to me.

Page 59
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Scott Jones, 6/10/97
I would like to acknowledge the first and foremost debt to my supervisors Dr. Robert Kowalski and Dr. Scott Jones, of the CRDT, Wolverhampton University for their continuous supervision of my work. They have offered me their valuable advice, constructive criticism and humorous encouragement throughout the preparation of this dissertation.

I am grateful to the staff of the Navuso Agricultural College, and other members of the Methodist Church in Fiji who assisted by answering the questionnaire and have shared their views and opinions about the Navuso programme.

I am specially grateful to Mr. D. Mahony, Miss R. Roland, Mr. P. Dearden, Ms M. Surridge and other members of the CRDT staff for their support and cooperation in many ways.

Many thanks to my colleagues Mr. G. Andrew from Nigeria, Mrs. G. Vidya from India, Mr. S. Lighton from Zambia and Mr. N. Abdul from Syria who acted as a source of inspiration during my study in the United Kingdom.

Finally, my sincere debt to my wife Mere, my sons Jioji and Tuivanuakula for their dedicated work in managing the distribution as well as the return of questionnaire.
This dissertation reviews the role of the Navuso Agricultural College as a provider of training programmes in agricultural education. The views and opinions of stakeholders were collected through interviews and questionnaires. This led to the identification of three main issues: Institution, Staff and Curriculum as basis for a development plan for the college. Subsequently, strong support for a change in the systems of governance and resource finding is suggested. Finally, the stakeholders feel strongly about agricultural education as a key factor in social and economic improvement needed in the country. With a new plan for change and development Navuso should be retained as a provider for agricultural training.
Abbreviations

ACP/EU  Asia Caribbean Pacific/European Union
ADAS  Associate Diploma in Applied Science
CTA  Certificate in Tropical Agriculture
FAO  Food and Agriculture Organization
FEU  Further Education Unit
LEA  Local Education Authority
MCF & RM  Methodist Church in Fiji and Tonga
NAC  Navuso Agricultural College
UK  United Kingdom
USA  United States of America
NGO  Non-Governmental Organization
STEP  Social Technical Economical and Political
SWOT  Strength Weaknesses Opportunities Threats
CREUT  Centre for Rural Development and Training
WCAARD  World Conference on Agricultural Reform & Rural Development

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2  Government Divisional/Provincial administration structures in Fiji
3  Structure of the Methodist Church in Fiji & Tonga in relation to Navuso Agricultural College
4  Organisation structure of programmes at Navuso Agricultural College, Fiji
5  Relationships between Policy, Plan and Programme (FEU 1987)
6  Framework for planning Staff Development (FEU, Britain)
7  Curriculum Principles and Policy Framework (FEU, model)
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1. Characteristics of association
2. Length of association
3. Period of association
4. Should Navuso cease to offer training courses?
5. General changes and order of importance
6. Area of changes as viewed by respondents
7. Representatives - Governing Board
8. Qualification of staff
9. Systems of Funding for Navuso
10. Physical structures: (a) Teaching Block (b) Administration Block
11. " (c) Staff accommodation (d) Student accommodation
12. " (e) Dining hall/kitchen (f) Farm workshops
13. Administration of staff training and development
14. Methods of delivery
15. Methods of teaching and learning, continued
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Chapter One

1.1. INTRODUCTION

This dissertation will look at the development of Navuso Agricultural College (NAC), of which I was Principal for two and a half years between 1992 until mid 1995. Navuso has had many successes, contributing to agricultural industries and other areas. A few examples of recent achievements include an increase in the number of young men, (it has been the policy to recruit males only) to 4000+ by 1995, the commencement of an Associate Diploma course in 1995 and the up-grading of Dairying Units for income generation (NAC 1995).

However, many changes have taken place in the social, economic and political systems of the country and in agricultural industries. The NAC, therefore, needs to make appropriate changes in its operations if it is to continue to play an important role in rural community development based primarily upon agriculture.

The purposes of this study are (1) to highlight the vitality of agriculture education as an important component in rural community development for the country and (2) to design a management programme for change and development at NAC to make it more effective in meeting people's needs.
To formulate a successful management plan for change and development, the XAC Administration need to:

- have a thorough understanding of the current situation in terms of national and local patterns of social, economic, and political systems
- understand the nature of resources available at Navuso
- have a clear idea of the desired goal of the institution’s programmes
- understand people’s perception about change and development at XAC

The study provides a timely opportunity to review the current situation at Navuso and similar circumstances at other institutions in other countries. This review will inform plans for change and development at Navuso, the basis of which will be outlined in this dissertation. The following areas are identified for detailed investigation at Navuso College:

- reviewing curriculum content
- restructuring the administration and management systems
- establishing college/community networking
- establishing relations with Government/NGOs and Industries
- managing strategies for staff development

Changes and improvement in these areas are expected to enable the college programme to operate effectively in accordance with the needs of students, industries, and the community. The dissertation begins by considering background information as a basis for the analysis of collected data. In chapter two an elaboration of the three main issues is presented. This leads on to chapter four where methods and data collection instruments are discussed. In chapter four I present an aggregation and analysis of information gathered which then leads on to the final chapter where a summary of findings and suggested areas for consideration are presented.
The name Fiji came about as a result of Tongan/English interpretations and pronunciation of the native name 'Viti'. The 320 islands of Fiji are in the centre of the South Pacific Ocean midway between the equator and the South Pole. The islands are primarily of volcanic origin with some high and rugged terrain and coral/limestone formation. Fiji has two main islands, Viti Levu (10,429 sq. kms.) and Vanua Levu (5,556 sq. kms.) which account for approximately 80% of the total land area. Five other islands are fairly large and form part of the South-Central and Eastern provinces (Figure 1).

Figure 1. Major settlements in Fiji and Nausori College of Agriculture
The capital city of Suva and the only other city, Lautoka, are located on Viti Levu. All national government offices, Centre for Trades, and other activities, are situated in these cities and towns.
Fiji's total land area is 18,333 sq. km. About 83% of the land is owned by Indigenous Fijians and the remaining 17% is owned by the State, Rotuman, Indo-Fijians and other individuals. About 26% of the country's landmass is suitable for extensive agriculture. These areas are found primarily along coastal plains, river flats and valleys of the two main islands (Kavuvu, 1992). Land availability is an important factor in development planning including future management plans for Navuso.

The Climate

Fiji enjoys a tropical maritime climate without great extremes of heat or cold. At all seasons the predominant winds are the east to south-east trade winds. Temperatures average 22°C during May - October, while November - April, have higher temperatures and heavy downpours. This equable climate supports year-round agriculture. Other writers (Frazer, 1961; Kubilin, 1994), found evidence that Fijian people were able to engage in subsistence farming prior to introduction of cash cropping because of relative land and climatic suitability.

The People - Early Settlers

Fiji was first settled about 3,500 years ago, with three major groups of settlers arriving at different times. Certain archaeological artifacts suggest the influence of Melanesian culture, while Eastern settlers are found to have some Polynesian cultural influence in their ways. It is also believed that at least two periods of rapid cultural change took place with a massive volcanic eruption during the 12th century and the arrival of Western sailors, traders and stowaways.
These two periods were followed by the arrival of the missionaries who brought Christianity and, in the process a new era in the Fijian way of life. (Fiji Museum 1965).

1.2.5. The Present Population

The 1996 census recorded an increase of about 13,000+ persons over the 1994 survey. The total and distribution of people according to ethnicity is as follows:

<table>
<thead>
<tr>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Fijians</td>
<td>403,288</td>
</tr>
<tr>
<td>Indo-Fijians</td>
<td>346,523</td>
</tr>
<tr>
<td>Others</td>
<td>46,267</td>
</tr>
<tr>
<td>Total</td>
<td>796,078</td>
</tr>
</tbody>
</table>

Of particular note is the number of persons aged from 15 - 25yrs who make up approximately 22% of the total population - (82,000). This age structure means that the growth potential of the population is high. Young people also form the core active workforce for any development in the country. The aims and objectives of Navuso also hinge on the potentials of young people, their attitudes and interests, on which the future pattern of Fiji's agricultural economy will partly rest.

1.2.6. Culture

Fiji has a diverse cultural background as result of its multiracial society including Native Fijians, Hindi, Chinese and others.
The culture of the native Fijians appears to have strong association with characteristics and nature of their island environment situation. The people are warm and accepting but can also demonstrate determined resistance in unfriendly situations. The native customary behaviours are based on values and belief that respect, loyalty, sharing, perseverance and unity should prevail as a foundation to guide decision making. These behaviours are easily seen in the way people involve themselves in communal affairs, family life, politics, religious obligations, management and utilisation of natural resources including agricultural activities such as training at Nausoro College (Wood, 1978).

The Government

Fiji was a former British Colony that became independent in 1970 and a Republic in 1987, following two coups d'état. The country's parliamentary system largely follows the procedures and customs of the British Empire. There are fourteen line Ministries each with various Departments.

An interesting feature of Fijian political systems and government administration is the increase in political activity shown by women. Three women were elected to parliament during the last election, were later appointed as Cabinet Ministers.

Women's participation in agriculture is an important factor requiring further investigation especially regarding youth training at NAC.
Colonial administrative systems are still maintained today. Major national development projects are distributed (from Government Ministries) to the community(s) through divisional/provincial structures as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Provinces</th>
<th>Provinces</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Division</td>
<td>3 provinces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Division</td>
<td>3 provinces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Division</td>
<td>All on Viti Levu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Division</td>
<td>All in Western Viti Levu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Government Divisional and Provincial administration structures in Fiji.

### 1.2.8. The Economy

Fiji’s economy is mainly agriculture based with sugarcane farming in Western and Northern Provinces being the dominant commercial cropping enterprises. Coconuts, rice, vegetables, ginger and cocoa farming are other important activities and these are concentrated in the Central and Eastern Divisions. Fisheries activities occur mainly in the Eastern provinces.

Other elements of the national economy include garments, gold, and timber. Fiji’s main trading partners are Australia, UK, USA, Japan and New Zealand (exports), and Australia, New Zealand, USA, Japan, and Singapore (imports). (Asia/Caribbean/Pacific and European Union-ACP/EU) Courier Nov., (1996).
1.2.9. The New Religion - Christianity

The arrival of Christianity in the nineteenth century greatly changed the native way of life, introducing new concepts about life. Today, religion is an important facet of life in all sectors of the society not only to the Native Fijians but also to immigrant communities. Indian temples, mosques and churches are common sights in towns and suburban areas. It is rare to find a Native Fijian village without a church and religious philosophies extend significant influence in various aspects of community affairs.

Wood (1978) noted one example of the Church's involvement in Fijian affairs that resulted the establishment of Navuso College. The Methodist Church in Fiji & Rotuma (MCF&R), established this institution which is still the only training centre of this type in the country.

1.2.10. The Methodist Church in Fiji and Rotuma (MCF&R)

The Methodist Church was established in Fiji in 1835 through hard and long endurance by two missionary workers, Rev. William Cross and Rev. David Cargill. During this period, Tui Nayau, a Fijian Chief in an eastern province first accepted the Church, becoming instrumental in the extension of this new religion to other parts of the country. Today, about 75% of the native population are members of the MCF&R.

It is also through the work of this church that new systems of education, business, mechanical engineering, carpentry, theology and health were introduced and established in various parts of the country (Wood, 1978).
1.3. BACKGROUND TO NAVUSO

1.3.1. Establishment of the Navuso Agricultural School

As a result of work expansion, space for new activities became a limiting factor at Mission Head Quarters (Davuvu Central Division). One paramount issue identified by church workers was the need to motivate native people to become interested in economic affairs. It was realised that the influence of new economic systems impacted negatively on the native community and that if they were to hold their own against the influences of new industries then they must use their land and resources in productive ways (Green, 1985). Following the formulation of ideas for agricultural training at the 1922 Methodist Synod, Navuso Agricultural School was founded in 1923.

For over 70 years, the MCF&R has run Navuso College, as it became in 1995, to provide basic training to young men in crops and livestock to fit them for careers in farming, or agriculturally involved agencies (MCF&R, 1989). The 4,000+ NAC graduates have made a considerable contribution to all facets of the country’s agriculture. A recent survey shows that over 70% of ex-students during the period 1960-1980 have returned to agriculture for a living (NAC Reports 1989).

Navuso’s total land property includes about 800 acres of river flats that is most suitable for agricultural income generation and educational training purposes. Part of this is currently under pasture and root-crop.
1.3.2.1. The Current Situation

1.3.2.1. NAC Administration

Navuso College comes under the umbrella administrative system of the MCF&R as shown in Figure 3.

**Figure 3. Structure of the Methodist Church in Fiji & Rotuma in relation to Navuso Agricultural College (NAC).**

- **NAC** - Navuso Agricultural College
- **MCF & R** - Methodist Church in Fiji & Rotuma

The various components of the College are designed to provide for theoretical as well as practical activities that would help motivate trainees towards agriculture.
1.3.2. Current Provisions for Training Courses

* Certificate in Tropical Agriculture Course (CTA)
This a two year programme, to which only young men are presently admitted. It has an entry requirement for the form - TV qualification and an annual intake of 100. The course covers principles of agriculture such as cropping, pasture management, livestock (cattle/pigs/poultry), farm bookkeeping, woodwork and elementary farm mechanics. Students spend half their time in classroom theory and half in various farm sections.

* Associate Diploma in Applied Science - Agronomy/Horticulture/Livestock.
This is a two year course with a total annual intake of 25. Entry requires the successful completion of CTA, or Fiji Form - VII pass in Agricultural Science with practical farm experience or equivalent background.

1.3.2.3. The Farm Section

The College farm presently consists of a dairy and piggery on the livestock side. The cropping area is mainly concentrated on root and leaf vegetables for College consumption although small amounts are sold outside. There is also a well tended coconut plot and two pine and mahogany woodlots on nearby hills. All student practical activities are carried out in various sections of the farm. Today about 1/3 of the property remains forested.

1.3.2.4. The NAC Student Farmer Scheme

This section comprises thirty-four farms of approximately 8 acres each. Male student farmers are admitted after completing the NAC CTA or relevant outside qualification. The duration of training is three years under minimum supervision.
1.3.2.5. The Navuso Adult Training Centre

The Centre provides training facilities to government and Non-Governmental Organizations for running agricultural, community development, religious, business, education and other programmes on a short course basis. The Centre has a capacity to accommodate 32 participants and four resource personnel. It has also been widely used for other educational activities organised by the business sectors over the years.

1.3.2.6. The Cadet Scheme

This section admits four students annually as cadets. These young men are usually chosen on their practical ability and motivation. Specific interests in a particular area of work (future), or home-base farm, are also considered in evaluating entry to the scheme.

1.4. SITUATIONAL ANALYSIS - NAVUSO

1.4.1. STEP Analysis

I noted above that if the college is to respond appropriately to the need in developing Fijian agricultural context, it may be helpful to consider how it is now placed. In this respect it is relevant to look at Navuso's external and internal environment. Helpful tools for doing this are a STEP Analysis, (external environment) and a SWOT Analysis (internal environment).
SOCIALLY

1. More young people engaged in useful activities i.e. training for employment
2. Improved infrastructure for communities
3. Improved diet and standard of health
4. Controlled emigration of people from rural to urban areas
5. Sustainable services for community development projects.

ECONOMICALLY

1. Sustainable supply of commodities for national foreign exchange
2. Efficient means of communication
3. Establishment of private sector business for rural population
4. Improved use of sources of energy
5. Establishment of non-agricultural enterprises

TECHNICALLY

1. Improvement in agriculture system - mechanization, etc
2. Improved management systems - marketing, etc
3. Development of run-off drains and small water harvesting schemes
4. Establishment of forestry industry
5. Improved institutional set-up

POLITICALLY

1. Formulation of land policies to support agricultural development by all sectors
2. Formulation of rural business policy
3. Development of policies for rural development eg. rural housing, health
4. Formulation of policy for development of rural infrastructure
5. Maintenance of local and national levels

(Based on a Proposed Development Plan for Mavuso, 1994)

It is encouraging to see that NAC has a lot to offer to the external community and national welfare. For these roles to be fulfilled, the current situation and resources need to be clearly understood through appropriate internal assessment to enable it to effectively inform future planning activities.
At this point, a SWOT analysis to show areas of Strengths, Weaknesses, Opportunities, and Threats facing Navuso becomes helpful. According to Mullins (1993):

- **Strengths** are those positive aspects of the organisation upon which it can build, for example through the pursuit of diversification.

- **Weaknesses** are those deficiencies in the present skills and resources of the organisation that need corrective action to minimise negative effects on the organisation.

- **Opportunities** usually arise from the nature of environmental change. The organisation needs to develop sensitive business strategies and be responsive to changes in, for example, products, markets, or technology.

- **Threats** are the converse of opportunities and refer to external developments that are likely to endanger the operations of the organisation.

On the basis of these characteristics, a SWOT analysis of Navuso College is shown in the following section.
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Staff abilities in conducting and supervising agricultural training</td>
<td>- High attitudes of staff towards change</td>
</tr>
<tr>
<td>- Ideal College location for agricultural education and related activities</td>
<td>- Inadequate motivational activities</td>
</tr>
<tr>
<td>- Area and space availability for variety of projects</td>
<td>- Insufficient investment in relevant areas</td>
</tr>
<tr>
<td>- Capacity to train male student and female students</td>
<td>- Staff input into curriculum planning</td>
</tr>
<tr>
<td>- Capacity to include female students</td>
<td>- Insufficient recruitment systems for staff and students</td>
</tr>
<tr>
<td>- Capacity to accommodate new courses in other areas of non-agriculture training</td>
<td>- Insufficient engagement in community-based organizations</td>
</tr>
<tr>
<td>- Availability of training facilities - buildings; machinery; other farm establishments</td>
<td>- Inadequate development in the overall curriculum</td>
</tr>
<tr>
<td>- Government annual financial support for the programme</td>
<td>- Inadequate development in the community</td>
</tr>
<tr>
<td>- Further training of one senior staff in UK</td>
<td>- Inadequate development in the overall curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extension of training programmes to include non-agricultural courses</td>
<td>- Changes in Government policy for agricultural education and rural development</td>
</tr>
<tr>
<td>- Recruitment of female students</td>
<td>- Annual Programme changes in MCF &amp; R policy for education and training in agricultural development</td>
</tr>
<tr>
<td>- More government youth development in terms of projects or training programmes</td>
<td>- Changes in community attitudes towards agricultural education and training in agricultural development</td>
</tr>
<tr>
<td>- More improvements in internal management practices</td>
<td>- Changes in community attitude towards agricultural education and training in agricultural development</td>
</tr>
<tr>
<td>- More community networking programmes of community farms, training activities, etc.</td>
<td>- Loss of support for the project due to internal affairs</td>
</tr>
<tr>
<td>- More student-administrative staff and external expertise and networking opportunities</td>
<td>- Marginalisation of agriculture due to changes in MCF &amp; R policy for education and training in agricultural development</td>
</tr>
</tbody>
</table>
The preceding analysis indicates potential responses by the College that might involve changes in three main areas: the institution, its staff and the curriculum. These are discussed below:

- If Navuso is to continue to provide the pre-eminent role it used to play then there is a need to revise the system of governance and administration, particularly management structures, adequacy of facilities and appropriateness of training.

- Without adequately trained and motivated staff, the mission of the college can not be realised. The degree to which staff capacity meets the current and future needs of the college should also be reviewed.

- The maintenance of a curriculum programme that accommodates the needs of the students, the community and the nation is dependent upon the ability to respond to external changes. A review of the system of curriculum development as well as current provisions would be helpful at this time.

These issues provide the basis from which appropriate questions should be asked. However, these questions are complex and must be approached with careful deliberation involving a wide variety of informants and information. At the same time methods for relevant investigation, including information gathering tools, should also be formulated. To enable a balanced view on the body of knowledge gained, views and experiences from other individuals as well as similar institutions should be solicited. These factors formed the basis of my investigation.
1.6 QUESTIONS FOR INVESTIGATION

The development of an understanding of the current situation depends upon designing a strategy to gather information. Given the views expressed in previous sections the following specific questions were addressed in this study:

- **Institution** - In what ways does Navuso College need to adapt to the changing demand - (governance, finance, administration, physical infrastructure)?

- **Staff** - How can the staff be supported to revive the college and its curricula - (development training, recruitment, appraisal, staffing structure)?

- **Curriculum** - What programmes does the college need to provide to meet the needs of students, community and industry - (new curriculum areas, female students, methodology, involvement of outside activities)? These areas form the basis for elaborations in chapter two.
2.1. INTRODUCTION

Chapter one focused on three main areas: institution, staff and curriculum. These areas should comprise the core elements in strategies developed at Navuso. However, it would be useful to examine how these issues have been tackled elsewhere and how others' experiences may inform the direction of change, the method of change and the priorities for change at Navuso.

2.2. INSTITUTIONAL DEVELOPMENT

According to FAO (1985), in agricultural education, as in all other organizations, institutions or societies, the vitality of training institutions depends directly upon the vitality of administrators and their staff. This has implications for institutional organization and management. Clearly, if a training institution is to contribute to the progress of the society education and student development, it must engender this vitality and provide a favourable climate for its full and continuous development. Additionally, policies and regulations should encourage the employment and effective functioning of competent personnel.
The 1979 World Conference on Agrarian Reform and Rural Development (WCARRD), emphasised that educational programmes must form an integral part of all rural development activities (FAO, 1985).

The success of such development efforts depends in many instances on the availability of agriculturally trained personnel of adequate quality to act as staff. In this sense NAC has been deficient. Since rural development services such as extension, research, marketing, credit and cooperatives are largely staffed by people trained in agricultural schools and colleges, these institutions play a key role in providing the pre-service training for agricultural and rural development. Furthermore, to quote one of the conference's guiding principles, "Institutions should actively contribute to development activities at grassroots level through extension, rural communications and in-service training of field staff" (FAO, 1985).

Since the majority of agriculture students will eventually work with rural people the administration of agricultural schools and colleges need to ensure that their institutions develop a close relationship with the rural community. The training therefore should be community oriented, with an adequate part of the practical work being done at students' villages where local involvement can be very helpful.

At Navuso such an approach could also benefit students attitudes and motivation while at the same time the institution creates an opportunity to benefit from local people's wisdom and experience. However, the process of institutional change and development involves a variety of issues relating to leadership and organisation structures.
On this matter, Lewarsavu & Hawfeld (1984), reiterated the importance of having healthy working relations between the governing body, the internal administration/management and the various programme units within the institution. The authors encourage the formulation of a common vision statement as a planning guide.

Fidler et al (1997), pointed out that institutional vision should be developed through participatory process and interactions with all stakeholders. In relation to Navudo, a priority task would be to revise the college vision statement so that an appropriate basis for designing programme objectives is established within the context of current social, economic, cultural and political systems.

2.2.2. Problems facing Agricultural Education.

A series of notes by FAO (1985), revealed that agricultural education offered in schools and colleges has suffered from low status compared to other fields of higher level education and training. Incentives often are insufficient to attract staff and students of suitable quality to care for the challenges of dynamic agricultural programmes.

On many occasions, objectives may not be clear and the teaching programmes may neither adequately prepare students for further training nor for employment in industry. Moreover, the systems at national level for formulation of strategies and policies and for coordinating programmes among similar institutions may not be effective.
A common problem in Fiji today is the shortage of properly trained staff to take up senior management positions in planning and leadership roles in agricultural training programmes noted Sailo (1992). As a result, agricultural school administrations face problems of communication breakdown with central authorities in relation to expected training outcomes. This leads to a lack of relevance in most areas of training offered for students.

2.2.3. Agricultural Institution-Administration Perspectives

The main role of administration is to organise people and available resources towards the institution programme goals. This can be achieved with the active support and delegation of responsibilities to members of staff according to individual talents and expertise (FAO, 1985). The administrator has to carry out several essential tasks including: planning, organising, decision-making, staffing, directing, coordinating, communicating, evaluating, budgeting and controlling.

To be able to fulfill these tasks the administrator must be actively involved in and informed about all aspects of the institution programme. Additionally, institutional administrations are expected to make appropriate arrangements for the provision of facilities and to coordinate these programme activities within policy. This is often done through Mission Statements and Strategic Plans.

2.2.4. Internal Administration - Institutional Structure

It would be difficult to standardise internal administrative structures across all colleges because of the differences in the purposes internal administration of an institution is expected to serve.
In a situation like Nauso College, where more than one educational programme exists, it is appropriate that one member of staff is responsible for each programme. These programme leaders would report to a central body on matters relating to institutional administration. However, this does not mean that teaching staff only teach within one programme. Indeed, involvement and teaching in other areas should be encouraged. Figure 4 shows an example of NAC’s present structure indicating that the singleness of administration does not impose limits on teaching across programmes.

![Organization structure of programs at Nauso Agricultural College](image)

<table>
<thead>
<tr>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Principal</td>
</tr>
<tr>
<td>Programme Head 1</td>
</tr>
<tr>
<td>Teaching staff</td>
</tr>
</tbody>
</table>

Figure 4: Organization structure of programs at Nauso Agricultural College, Fiji

2.3.5. Administration and the Student

Several writers, have noted that life at an educational institution contribute by providing an experience in democratic living among fellow students (Lowe, 1999, Henderson & Perry, 1981, FAO, 1985). This is a responsibility of the administration in addition to managerial and technical roles provided. It should not be assumed that students will automatically accept, welcome or properly adapt to college climate. A deliberate process of orientation during the early stages of college is necessary.
Students could be given an opportunity to develop self-confidence and to participate in some of the decision making processes where their own activities and welfare are concerned. For example, the experience in living in a cooperative way, in organizing and sharing resources and ideas with others, could begin in the classroom and extend to other activities and programmes in the institution.

2.2.6. Staff Participation in Decision Making

There are many ways of involving staff in decision-making. For example, some principals hold regular monthly staff meetings while others have committees that work on various aspects of organization and administration (Bamford 1991, Sako 1992). In my experience a combination of these approaches could be used at NAC. Staff committees that make recommendations to central administration on specific issues may include the following:

- **Academic committee** - consisting of senior staff, responsible for matters such as examinations, student assessment, term dates, timetables and arrangements for graduation (FAO 1985).

- **Teaching methodology committee** - consisting of senior staff and maintaining close relations with the academic committee. The mission is to give teaching and methodological support to the teaching staff and to ensure constant evaluation of the institution’s teaching activities. Areas of responsibility would include determining goals and objectives for each training level, organizing and programming educational activities in each subject, preparing refresher and advanced training programmes for staff in-service and communicating with teachers at other institutions (FAO 1985).
Farm committee - consisting of the Farm Manager, staff concerned directly with the farm in their teaching and appropriate members of the staff from other sections. Two main types of meeting could be held:

1. Policy meeting at least once a year at which policy and the farm plan for the next year are discussed and approved.

2. Weekly meetings at which the requirements of teaching staff for farm demonstrations, labour, equipment and other resources for the coming week, or longer, are agreed upon.

Such frequent meetings make it easier for Farm Managers to plan their work and free them from having to provide services for teaching staff at short notice (FAO, 1985, Bamford 1991).

Disciplinary committee - to deal with student discipline. This could consist of a small but a representative number of staff, including non-teaching staff and boarding master. Its function would be to recommend to the principal disciplinary actions to be taken (FAO, 1985).

Examiners' board - Meetings would be held at the end of each term or semester to consider the examination results for that period. The Academic Head, normally the Vice Principal, would chair the board. The board would make recommendations on matters relating to examination results including discontinuing of students for academic reasons (FAO, 1985).
Administrative committee: This kind of committee is most important when dealing with local labour/staff organizations and trade unions and regulations regarding salaries and conditions of service of non-teaching staff. It should be chaired by the Principal with his or her executive officer or equivalent, as an alternate. Members would consist of representatives of various cadres of non-teaching staff (Bamford, 1991).

Other committees may be arranged as required. These could include committees dealing with curriculum and library development, job placements of students who have graduated, or the institution's outreach programme.

2.2.7. Staff Job Description and Responsibilities

According to Bamford (1991), a detailed job description should be available for each staff member. Such a statement of duties establishes the terms of reference for each post. If well prepared it enables employers and employees to know exactly what an individual is supposed to do, to whom he/she is responsible and the extent of his/her responsibilities. It determines the extent of an individual's accountability. The details of duties and responsibilities must neither be too restrictive nor too broad. The description must be flexible and allow for use of initiative and specialised expertise.
2.2.8. Relations to Navuso

Thus we see that the important points for Navuso to consider are:

• Widening the basis of direction for the future plan to accommodate other stakeholder groups

• Reviewing the management functions of senior staff with particular reference to the provision and location of Energy, Control, Exposure and Influence (Williams, 1996)

• Developing and disseminating a Mission Statement and Strategic Plan for Navuso

• Establishing an administrative structure that is responsive to the mission of the college rather than to its own needs

• Reviewing the decision making process within the college particularly as it relates to committee structures

• Provision of job description for all staff grades, whether teaching, administration or support service
In this section, the dissertation considers the British Further Education Unit (FEU), model (Circular 6/8, 1987), as an appropriate basis for further elaborations. According to this, staff development is essentially about the efficiency and quality of student learning and should therefore focus on improving or extending the ability of staff to undertake specified roles in relation to curriculum delivery. Triggs (FEU, RP 354A - 1988), commented along the same lines that staff development programmes are a means to increase staff experience and abilities to be able to face the following:

- radical changes in teaching/learning strategies
- the need to work closely on a team basis with those external to their own institutions or organisations
- the transition stages involved in adapting to new roles which require a shift in former relations between staff and students
- the need to reconceptualise their way of looking at education and training and working through changing roles in the process.

Reece and Walker (1994), bring the issue to actual teaching, learning situations pointing out, that in teaching/training and learning, the traditional role of the teacher as a purveyor of information 'the fount of all knowledge' is not true anymore. The modern teacher is more of a facilitator, a person who assists students to learn for themselves, doing something different e.g. - working with trainees in doing practical tasks using specialist equipment, responding to their views and opinions about the issue of looking up something in the library.
Students might be at different stages in their learning and in consequence the learning is tailored to suit individual requirements and abilities. Reece and Walker (1994) also discuss the element of change from the traditional model as a result of a number of factors. For example adults, unlike young children, have a wealth of experience and are able to plan their learning quite efficiently.

However not all individuals learn in the same manner; everyone learns at their own pace not at a pace set by the teacher. Hence, the individualising of learning has definite advantages.

Marsh (1997), discusses staff development from the point of view of 'empowerment'. He described the term 'power' in the sense of sharing of views or interests for improving a school. Power is a form of control in education setting, where abilities in 'doing and acting' are achieved both by teachers and students. Training programme users must be able to try out new approaches, to problem-solve and to acquire.

The development programme therefore is viewed as a means to help people to achieve meaningful outcomes in their respective areas or roles.

McNeil (1988), is quoted by Marsh here, in noting that dis-empowered teaching occurs when a teacher works defensively to control knowledge in order to control students. This results in education becoming an empty ritual un-related to personal or institutional aims and objectives in which the staff play leading roles.
According to FEU (Circular 6/8, 1987), to ensure adequate management of the programme, policies should be established and be reflected upon from time to time by programme planners. Policies should provide guidelines for the institutional development plans. It is through policies that overall aims and objectives are described.

Through policies and as a result of needs analysis, operational objectives should adequately describe intended outcomes. This leads to the plan which should detail the activities to be undertaken and translated into an annual programme or other objectives. The diagram (Figure 5) illustrates the relationship in the three elements - Policy, Plan, Programme, as they are briefly described in this part:

```
POLICY
  (Overall aims and objectives)
  ↓
PLAN
  (Detailed objectives of staff development programme)
  ↓
PROGRAMME
  (Details of activities to be detailed)
```

Figure 5. Relationship between Policy, Plan and Programme FEU (1987), model.
Triggs (1988), observed the importance of involving staff at various levels within the institution's organisational structures and of taking into account their values and attitudes, as part of designing the overall institutional programme and purposes. He noted that involving other staff in this way, generates better understanding and hence the identification of a relevant and appropriate base for staff learning activities. A relevant view of the above, expressed by Stenhouse (1975), noted the emergence of what he termed a 'healthy tradition' of curriculum development. He pointed out that in this approach, an opportunity for individuals to engage in such activities as action research as part of staff development process can be accommodated.

Planners of institutional development programmes, Stenhouse noted, should therefore take account of this because needs, potentials and difficulties faced by individual staff can remain unknown or limited unless they are stimulated, coordinated and supported within the main body of the institutional development programme. He emphasised the vitality of engaging staff in this way since it is through internal stimulation that problems and identification of possibilities for curriculum innovations have to be negotiated. This is a valid action for the Navuso administration to undertake. It is through the staff that the world of the institution and its curriculum will be understood by the wider community.

2.3.3 Framework for Planning Staff Development

I would like to refer again to the FEU model in which programme managers are reminded that in order to identify relevant programme activities, development of instruments such as 'Framework for Planning' become useful guides.
This planning instrument serves to provide a view for major stages in processing information within the overall framework. For example, Figure 6 represents how the FEU/LEA model operates:

![Figure 6 Framework for Planning Staff Development - FEU, Britain](image)

The FEU model principally reflects education policy as part of the general policy where staff development is seen as an essential element of the whole process of the programme. The model also clarifies the relationships and lines of interactions between the three dimensions as a basis for development of principles that are relevant to the Navuso context. These might include:

- locating staff development activity within the context of personnel policy
- ensuring access and equal opportunities
- providing opportunities for guidance and support before and after training through the appraisal system
- providing opportunities for collaboration at local, regional and national levels, in terms of links with further education providers and opportunities for practical work attachments
These factors contribute to the improvement of staff skills and knowledge in their technical roles and to enriching the curriculum to fit more effectively with staff development systems in other organisations at the national context.

2.3.4. Management of Staff Development Programme

In the British FEU model (Figure 6), four key elements are stressed. These are:

- Identification and analysis of staff training needs
- Staff training development programme design
- Programme implementation
- Programme monitoring and evaluation

In this model (FEU), the initial stages involve the plan that translate general aims into objectives that describe intended outcomes.

It therefore determines, through needs identification and analysis, the development activities that need to be carried out at local and national levels. Within the design of this model, the mechanisms to be used in the monitoring and evaluation process are also described. This leads to management structures and procedures that underpin the whole programme.

The following are descriptions of some important functions involved in the four elements as taken from FEU Manual (1988):

- The Management Process - the role of managers in the staff development process, management functions, responsibilities and tasks, administrative considerations, resources allocations.
• The Identification and Analysis of Needs - purpose and requirements, gathering and processing information, categorising needs, identifying needs, staff development and appraisals, analysing needs

• Programme Design - from plan to programme, design principles, design strategies

• Implementation - initial considerations, from strategies to approaches, assessment, supporting staff development, staff replacement

• Monitoring and Evaluation - why monitor and evaluate, a staff development evaluation cycle, issues in evaluating staff development

2.3.5 Relationship of other experiences to Navuso

The points relevant for Navuso in relation to the previous discussion are:

• Review the current development policy with particular reference to the possibility of including staff development and training activities

• Redefine the process of developing a framework structure to accommodate staff training needs in all grades, whether in teaching, administration or support services

• Consider possible collaborations with similar local and national institutions with a focus on appraisal and updating of competency in designing content, methods of delivery, monitoring and evaluating teaching/learning processes

• Provision for the management systems of adequate facilities supporting the functions of a staff development supervisor to analyse situations, design, implement, monitor and evaluate staff performance in areas of responsibilities which would then lead to formulation of relevant training activities
2.4. CURRICULUM DEVELOPMENT

2.4.1. Introduction

The third aspect for consideration is curriculum. First I will consider several writers' views and experiences relating to what is taught, why it is taught, and how it is taught which makes a curriculum a "driving force for change" (Kowalski, 1986).

The discussion then touches on the formulation of key concepts and principles, definitions, designing and implementing curriculum in schools and other training institutions. In the final section I consider the whole process and attempt to make linkages between curriculum and staff development as core elements in the future plans for Navuso College.

2.4.2. Identifying Key Concepts and Principles

Marsh (1997) expressed the importance of concept building as a matter of natural behaviour in everyday human experience. He stressed that people need to conceptualise things in order to gain meanings about events through which we communicate meanings to others. He also noted that having control of appropriate concepts creates access to the attainment of 'power' (mentioned earlier as the ability of doing and acting) and is necessary for advancement towards the attainment of knowledge. The concept is also considered as a means to explore other situations and meaningful connections with events. Key curriculum concepts, Marsh (1997) says, are unique elements in the development of fields of study where a body of information making up teaching and learning activities becomes available.
Other writers (Lawton, 1973), also noted the issue of conceptualization in relation to the purposes of schooling and raised examples where different terms are used. For example Eisner (1967), uses 'orientation', while Lawton (1973), refers to 'ideologies' and Ravuvu (1992), use the term 'tradition'. These different terms make the common point that enrichment of the curriculum is embedded in sets of values and behaviours to be searched for through interactions and involvement in events and happenings. Curriculum developers therefore must think and search beyond existing traditional knowledge, collect and analyze ideologies and orientations to make a curriculum more meaningful.

Along the same lines Marsh (1997), referred to Rogan & Luckowski (1990) in relation to the analysis of some major American synoptic curriculum texts, results of which showed the arrival of four major themes, namely: paradigms, perceptions of curriculum, history, and politics. He noted that there was little consensus on preferred positioning of topics. However, the reflection on diversity of stance compared well with the apparent singularity of purpose and methodological procedure common in many curriculum developments. In this same article the concepts are found to be emphasized as an important element of curriculum development in the UK, the USA, and Australia. The process draws from a wide source of information. Planners of institutional curricula are reminded that without a representative ideological concept about society, the curriculum may not address education needs adequately.

2.4.3 Curriculum Definitions

Many writers have commented on what they perceive a curriculum to be and there have been numerous reflections on human priorities within social systems upon which curricula have been based.
It is difficult to arrive at a consensus on the meaning of most curricula, but Marsh and Willis' definition is particularly relevant for this dissertation:

"The curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school."

(Marsh and Willis, 1995)

Marsh provides the following notes to elaborate further on this definition. First, the phrase, 'interrelated set of plans and experiences', refers to the point that curricula are typically planned in advance, but other events or activities also occur. The curriculum as experienced in the classroom is not developed as a one-way communication. It involves other factors such as the layout of furniture, seating arrangement, type of building and so on. Secondly, the phrase, 'which the students complete under the guidance of the school', is included to emphasize a time element, i.e., that curricula are produced on the assumption that students must be encouraged to be aware of the time factor in life events. Tasks and activities are therefore completed over a period of time to ensure students' full commitment. This approach also takes into account that inputs into planning a curriculum might have associations with others apart from teachers, including parents, counselors, politicians, and business people. An illustrative diagram of the above is as follows:

```
| PLANS | EXPERIENCE | STUDENT | COLLEGE |
```

The definition is also open to the fact that there are important elements in curriculum planning that are common to any educational activity.
Within the college context, all students' learning is managed and mediated by staff/teachers as a measure of reconciliation with the college's desired day to day realities.

"Curriculum is what an individual learner experiences as a result of schooling."

(Marsh, 1997)

The emphasis in this definition is on the belief that the student is a self-motivated learner. The curriculum, therefore, should be seen as a basis for encouragement and support to enable new experiences towards self-functioning in all areas. However, it must also be noted that people learn skills and knowledge not only from what is provided in the formal curriculum, but very much so from what is known as the 'hidden curriculum'. Meighan (1994) wrote that the hidden curriculum is,

"what is taught by the school and not by any teacher. The medium is the atmosphere of the school, and pupils adopt the approach in living and developing an attitude to learn more about it."

(Meighan, 1994)

I would add that the hidden curriculum also has a lot to do with the furnishing, the routine, the relationships, and the priorities. Preedy (1994), stressed that the hidden curriculum factors penetrate deeper than the level of consciousness and that they are bound to happen or appear with schooling.
I now turn to three mainstream American curriculum processes for further elaboration in which the curriculum is defined as follows:

"curriculum is all of the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the full when abilities"  
(Gallego and Evans, 1967)

"curriculum is a structured series of intended learning outcomes. Curriculum describes (or at least anticipates) the results of instruction"  
(Johnson, 1967)

"Curriculum is the planned aggregate effort of any school to guide pupil learning toward pre-determined learning outcomes"  
(Inlow, 1966)

Stenhouse (1975), while focusing on these definitions, noted a strong implication of a particular type of 'end - means' models, which were until recently widely accepted as a basis for curriculum studies. Expression of expected behaviour to be reached at the end of a training programme is the basis for the design of training activities. He offered a tentative definition in which curriculum is like,

"an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice"  
(Stenhouse, 1975)

In this definition, the curriculum is like a recipe in cookery. It is open to criticism from a wide range of viewpoints.
Another definition looked at curriculum to mean, "all planned learning opportunities offered by the organizations to learners and the experiences learners encounter when the curriculum is implemented" (Print, 1993).

Stenhouse (1975), and Print (1993), both emphasise the promotion of spiritual, moral, cultural and physical development of the learner as vital aspects of curriculum development. They also pointed out that if curriculum definition is to be useful, it should be couched in terms of matters that teachers and students attend to, matters that teachers, students and others recognize as important to study and learn, and the manner in which these matters are organized (Stenhouse, 1975). In the light of these definitions the curriculum is also viewed as the means by which realization and experience of attempting to put an educational proposal into operation is made publicly available.

As an example Chadwick and Legge (1984), showed a model that might be appropriate for Navuso to consider in its curriculum development structure. This is showed as Figure 8.

Figure 8. Curriculum Principles and Policy Framework - FEU model.
The model indicates an attempt to achieve a desired situation where principles and policies and their related aims and objectives are considered first. This links with Warren-Piper's (1985) comments on the nature of teachers' roles being determined by the purpose of the education system outlined in the following choices:

- **Functional System** - to provide the trained personnel that society needs - the teacher is a Practitioner.

- **Social Service System** - to provide an environment for education - the teacher is a Facilitator.

- **Cultural System** - to transmit the norms and precepts of society - the teacher is a Receptacle of his or her discipline.

This leads to an examination of curriculum development design and implementation.

### 2.4.5. Relation to Navuso

Based on the foregoing, the following areas might be relevant to observe in the development of the future curriculum for Navuso College:

- Formulation and establishment of a curriculum policy as an integral part of the new development for Navuso (linking to the Vision and Mission Statement).
• Reviewing the current situation with particular reference to the scope for which contents and methods of delivery meet the needs and expectations of students, potential employers and society at large

• Establishment of curriculum development networking system based on wider representations of various sectors of the society. This should focus on improvement and updating the knowledge and skills about technical changes in the social, cultural, economical and political systems in the country as well as abroad

• Development of an appropriate management framework with particular emphasis on providing adequate programme facilities in accordance with national standards and regulations

• Reviewing the current state of Xavuso's physical environment with particular reference on areas concerning extra-curricula activities perceived as elements of the hidden curriculum

• Establishment of appropriate networking system with community-based institutions with particular reference to student/community/staff interactions and exchange schemes

• adhering to the requirements in the national standards - National Curriculum Unit

Finally the curriculum should be open for criticism and comment from the public. A time frame for review and evaluation also should be set to enable continued checks with current development trends in the country.
In this section, I discuss the principles, methods, and techniques involved in the process of gathering necessary information to inform the management plan for change and development at Navuso. The focus is on the design of instruments to generate knowledge about Navuso's present circumstances and where the College wants to be.

Plant (1987), said that "making a start through the act of asking is the first step in implementation." This may be true, but asking must be followed by adequately prepared survey tools and techniques.

According to Nicholson (1989), management of change in such situations needs to emphasize the maintenance of good order and discipline. He stressed the importance of creating an atmosphere that influences stakeholders, so that they feel known and valued as members of the institutional community. This view leads to the need to seek opinions from a variety of stakeholders in the development programme, for opening new ways for participation. I was not able to carry out the necessary fieldwork with primary stakeholders for this dissertation because of location difficulties. Therefore, I undertook information gathering through survey instruments by post, mainly through the use of questionnaires. I also carried out interviews with a small number of individuals in positions of college administration or teaching in Britain.
My approach is based on the desire to involve those who are going to be affected in some way or another by the changes intended for Navuso.

Axinn (1990) has noted that participation increases chances for achieving the desired goal. Mikklesen (1995) also noted that a participatory approach is a medium for establishing effective learning experience enabling people to conceptualise and carry out specific objectives in a given programmes situation.

I would add that according to customary situations in Fijian society, the chance to closely interact with stakeholders increases mutually supportive relationships where a sense of belonging and ownership of the Navuso programme could become well established amongst participants.

Farrington & Martin (1988), viewing the issue from a community perspective, stressed three parallel purposes for participation:

- community involvement in social research
- community action for development
- community education as part of mobilisation for development

These views about participation and community involvement are vitally important for Navuso since most people in Fiji consider the institution to be a community project that must be treated as such.
Before proceeding further I would like to relate the views observed above to Axinn (1988), when he pointed out the importance of participatory approaches, as a means for addressing:

- engagement of different source of information
- awareness of new information and practices
- confidence for new practices
- stimulate to take initiative and increase adoption rate, and
- increase productivity.

These issues form the basis for developing methods and instruments considered to be most appropriate for the purposes of information gathering and other related activities involved in this study.

3.3. Target Group

The target group in this survey comprises representation of stakeholders for the Navuso programme. This included: NVAC Staff in all sections, MCP & R Ministers, Student current/former), Parents, Government Officials, Business Sectors, Board of Governors, Women's Organisation, Fiji Development Bank, Traditional Chiefs, Farmers and Youth Club. A total of 40 people were contacted and 32 responded.

3.4. The Research Question

The research questions act as the medium to obtain views, opinions and ideas of stakeholders about Navuso Agricultural College, preferably in relation to changing nature of social, economic and political development in Fiji.
These views, opinions and ideas were expected to be raised in questionnaire responses and interview sessions. A primary requirement at this stage was to identify key areas where research questions would be formulated. This approach is used in order to identify the precise area of investigation which then leads to particular issues of interest.

According to Bassey (1991), a research question is expressed as a search in terms of specific information to be obtained and achieving a successful outcome to this quest is the research purpose. Upon these views and in relation to the discussion in section 1.5. (Questions for investigation), the following research questions were formulated:

- Should Navuso cease or continue to offer courses in agricultural education?
- Are the governing systems adequately structured to cater for the mission of Navuso?
- Is the current curriculum meeting the needs of students and society at large?
- How best should staff development be addressed in future?

The questions are of a qualitative nature and are concerned with views and perceptions of individuals. This approach falls within the interpretative paradigm when respondents' values and beliefs about the roles and functions of the college are involved.

Bassey (1991), pointed that interpretative research seeks systematically and critically to translate intangible factors surrounding research issues. The structure, therefore, was directive in nature, with structured questions supported by open-ended questions for specific views on the issues.
In constructing this section reference was made to several sources on the use of questionnaire as a popular way of collecting information. Bell (1987), and Anderson (1990), also point out that a well-constructed questionnaire permits the collection of reliable and reasonably valid data relatively simply, cheaply, and in a short space of time; an important consideration in my case. However, Bell (1987), cautioned that though quick and relatively cheap, care must be taken so the subject is sufficiently disciplined to abandon questions that are superfluous to the main task. The main steps taken to ensure the high suitability of this instrument included:

- Inclusion of boxes for answering by putting a tick or a number. This is considered appropriate because people often do not have time for lengthy written explanations.
- Provision of 4 instead of 2 or 5 places for choice of answer on the highest scales. This was to encourage respondents to avoid the comfort of 'sitting on the fence' but to offer a genuine view through answering the question, while providing them with the ability to qualify their response.
- Open-ended question. The purpose behind these was to allow respondents to elaborate further on certain issues that may not be adequately expressed through a short and simple answer.
- Ordering and consequence of arrangement. Placement of strong/direct/weak/open questions seek to allow for a smooth flowing atmosphere. In this case, a strong and serious question was put immediately in the introduction to stimulate and engage respondents' mind about the seriousness of the three issues involved in the survey.
Although questionnaires have several advantages, they also have potential problems which Bell (1987) warns could include selecting question type, question writing, pilot-testing or distribution and return of completed questionnaire.

Sharp & Howard (1996), also commented that for postal questionnaires the investigator may have no direct contact with respondents who may interpret the questions very differently from the original intention of the study. This experience was greatly felt throughout the survey since the main group of respondents was located far away. All that I could do was to devise other measures discussed in 3.7 (Piloting), to reduce possible problems. The questionnaires were sent by post to my wife in Fiji, who administered the distribution, collection and return posting.

A series of pilot tests with members of Wolverhampton University staff were carried out, taking into account the concerns mentioned above. Several comments contributed significantly to the final written form of the questionnaire. One suggestion was to prepare and send a suitably worded covering letter to introduce and elaborate on the nature of the questions and the importance of respondent’s full cooperation.

3.6. The Interview Guidelines/Instrument

The interview format was considered as an appropriate means for seeking opinions from respondents with particular experience in the field of agricultural education in Britain. In the event I was able to interview five individuals (4 college staff and 1 MCF&R Minister). Bell (1993) commented that preparations for interviews follow procedures that are more or less similar to those for developing questionnaires.
One advantage of interviews is their adaptability, i.e., opportunities exist for the interviewer to follow up on ideas, probe for responses, and investigate motives and feelings (Sharp & Howard, 1996). A postal questionnaire cannot do this. In addition to these views, responses obtained through interview can be developed and clarified in a short period of time. Hitchcock and Hughes (1989) also stress the importance of semi-structured interview guidelines. Kowalski (1986), agrees, additionally pointing out the value of allowing the interviewee to highlight and clarify areas of interest to them.

Advantages of interview are summed up by Bell (1987), that materials are rich and can "put flesh on the bones of questionnaires" while at the same time strengthening the process by using of varied instruments for the purpose of triangulation.

3.7. Piloting

This section refers to a series of preliminary trials aimed at soliciting views and opinions to inform the construction of questionnaires. Other writers, Kowalski (1986), and Atkinson (1976), noted that pilot testing often leads to identification of issues often not known or overlooked. I would relate this point to the principles of participatory approaches, and how it helped me avoid presenting a set of questions centered upon matters determined by my own prejudices. Piloting was also considered valuable in the sense that I am quite familiar with the situation involved in the study. As a consequence, I approached a selected group of people with background in agricultural education and community development, the staff of CRET/University of Wolverhampton, and MSc students to comment on the instrument. This exercise helped to restructure the format.

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The pilot group was asked to make notes on how long it took to complete, whether the instructions were clear, whether the layout was attractive, whether they had objections to any of the questions and so on. Suggested changes included:

- The layout of some questions. Particular reference was made for questions 3, 4, & 5 that they be restructured to make it more attractive.
- Order of the questions. Sensitive issues are to be placed at the end or reworded especially question 3.
- Starting with straightforward questions, easy to complete and gradually move on to more complex topics.
- Keeping response boxes in line towards the right of the sheet. This would make it easy for respondents and also help in extracting information.

Following these exchanges a draft questionnaire was given to two senior staff at the CRDT for further comments before writing the final instrument.

3.8. Validity

According to Allen (1995), validity refers to, "the extent to which the instrument measures what it purports to measure. It seeks to establish the truth of the research and to enhance its credibility." This means that for research to be recognised the investigator must show that the data collected are valid. In this case, Nyirenda (1996), pointed out that if data are not valid that the work lacks credibility and is therefore worthless in this sense. Bell (1987), commented that validity tells, "whether an item measures or describes what is supposed to measure or describe." It was therefore felt that this tool helped to enable opportunities for overall reaction and comments by respondents.
In this study two different techniques (results of which are partly mentioned in the piloting section) were used: questionnaire and interview. Bell (1987), emphasised the advantage of using both techniques for the purposes of triangulation. Bell pointed at the approach as a procedure of cross-checking the existence of certain phenomena and the veracity of individual accounts by gathering data from a number of sources and subsequently comparing and contrasting one with another in order to produce a full and balanced study as possible.

3.9. Research Ethics

It is important to consider the ethical points mentioned by Anderson (1990), that human behaviour is subject to ethical principles, rules and conventions which distinguish socially acceptable behavior from what is generally considered unacceptable. Bassey (1991), noted that research practice is no exception. Research should accommodate ethics that hold respect for persons and focus on the value judgement that the researcher, in taking and using data from a person, should do so in a way that respects a person as a fellow human being entitled to dignity and privacy. Respondents' consent and involvement must be given priority and honoured; hence the treatment of data in confidence.

However, sometimes subject matter in research can raise other issues. For example, research could cover practices which range from wastage of resources or implementation of harmful procedures. In such situations appropriate measures should be implemented so that the rights of the respondents are adequately protected. In this study, the issue was presented in the form of appropriately worded covering letter attached to the questionnaire.
3.10 The Process

As discussed earlier, the data collection instruments used included interview schedule (refer to appendix 1), and questionnaire (appendix 2). This was considered relevant because the nature of the study, i.e. part of the respondents would be available locally while the rest could be engaged through questionnaire responses.

I used the interview schedule during the discussions with respondents based in Britain. All respondents were approached during my study engagements. Two respondents were College senior staff while the other two were former senior staff currently working with the University of Wolverhampton. There was no need for formal appointment since the respondents were more than willing to assist.

The interviews were carried out informally but I was always careful that key areas were covered. Towards the end of the interview respondents were asked to make comments about other areas they felt necessary for the study.

Questionnaires were sent by air mail to Fiji for the purposes of collecting views and opinions of the main group of respondents. English was used throughout but certain areas in the questionnaire were also elaborated in the Fijian language.

In this study I had to rely wholly on my wife and my two sons (in Fiji), for the vital tasks in distribution as well as collection and return of completed questionnaires. The whole process i.e. from piloting to the arrival of completed questionnaires took seven weeks.
3.11. Weaknesses of the Approach

Research typically involves many steps and chances of running into problems somewhere along the way are likely high. A few of the main weaknesses encountered in this study and possible ways in which they could be overcome are discussed. Sharp and Howard (1996) noted weaknesses such as the realization that a substantial conclusion cannot be drawn, the withdrawal of facilities or lack of interest by respondents that another researcher has successfully covered the same ground. Presented below are other areas that suggested weaknesses in the approach and needed consideration.

- The nature of the questionnaire tool itself. I realized that some question areas could have been widely probed if communication through interviews had been possible. Otherwise the respondents' answer by questionnaire is often restricted to either a tick or numbers for the purpose ranking. Another point which is vitally relevant to the Fiji context was raised by Anderson (1990), who said that the investigator must note the cultural appropriateness and feasibility to which questionnaire items would need extensive modification in order to be fully accepted.

- The language barrier between English native Fijian-speaking respondents limited depth and scope of interpretation. I realized that this issue also contributed to the same effect mentioned above. There is a feeling that some vital issues were not expressed simply because of lack of fluency in the English language. Indeed, some respondents used Fijian explanations.

- The difficulty of distance from investigator's place of operation and location of respondents. This issue caused serious effect not only on time, it also left me in a doubtful situation of waiting and hoping that no drastic problem should occur. On the whole, every good course has its own drawbacks. In development studies, use of questionnaires as the instrument for data collection, is no exception.
4.1. Introduction

This chapter addresses (a) collating the collected information, (b) identifying what the data mean in the light of the key issues in the study, and (c) making a summary.

According to Anderson (1990), data collected through questionnaires, interviews or any other methods mean very little until they are analysed and evaluated. This is supported by Bell (1987), when she drew attention to the fact that a hundred separate pieces of interesting information will mean nothing to a researcher unless they have been placed into categories. I would add that this needs to be done within framework of the intended development plan. This study's frame of reference is about the process of change and development of Navuso with particular emphasis on the key areas of institutional, staff and curriculum development. I discuss the results of survey findings below.

4.2. Respondents Profile

The respondents comprised a limited but carefully selected set of representatives from the various stakeholders for Navuso. The aim was to solicit their views and opinions about the roles and functions of Navuso programme in relation to the livelihood of Fijian society.

A list of details about the characteristics of respondents' age(s), nature of association, length and duration/period, was made available through information contained in responses to questions 1 and 2 in the questionnaire as shown in the following section, and in appendix 2.
Q. 1. In what age group are you? Results of analysis showed the following:

- 16 – 35 years old: 10
- 36 – 55 years old: 14
- 56 years and over: 8 (Total of 32 respondents)

Q. 2. Have these related parts, via:

(a) In what way are you associated with the college?
(b) How long is the association?
(c) During what period were you associated with NAC?

Results are shown in the table and list below:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>FS</th>
<th>SS</th>
<th>PS</th>
<th>GB</th>
<th>P</th>
<th>OR</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

a) FS - Former student, BS - Teaching staff, PS - Parent staff, GB - Governing Board, P - Parental, OR - Others (Cons. reps. Women reps. Students, Business reps.), CC - College Chaplain

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>8</td>
</tr>
<tr>
<td>Between 5 to 10 years</td>
<td>12</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960 - 1980</td>
<td>4</td>
</tr>
<tr>
<td>1981 - 1997</td>
<td>24</td>
</tr>
</tbody>
</table>
Q. 3. What is your opinion on the following statement?...

"In view of the shifting of changes in the social and economic systems in the country (Fiji), Navuso should cease to operate as a training centre."

The question was divided into three parts. Respondents were asked to show their opinions on parts (a) i.e. whether strongly agree, agree, disagree or strongly disagree, by writing a tick in the appropriate boxes. In part (b), i.e. if strongly agree or agree, respondents were to comment on suggested changes that could take place instead, but in part (c) i.e. if strongly disagree/disagree, to comment on general changes which could be necessary - by (i) writing Yes or No in the appropriate columns and (ii) giving a ranking according to the importance of suggested changes. Results of findings according to respondents opinions on parts (a), (b), and (c), are shown as follows:

(a) Table 4. Should Navuso cease to offer training courses...?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>9</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) The single respondent who agreed with a change of role suggested that Navuso should be operating as a fully commercial farm with emphasis on dairy and cropping. This person said that the proceeds should be used for serving the financial needs of the Methodist Church in Fiji and Rotuma.
If "strongly disagree/disagree" the respondents were asked to indicate their views on the following changes by writing a tick on 'Yes' or 'No' and an asterisk to show order of importance. The results are given in Table 1 below.

<table>
<thead>
<tr>
<th>Area of change</th>
<th>Order</th>
<th>Mode of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govemine Board structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to generate resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff development policies and programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural and physical development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current curriculum content review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems for recruitment of new students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusions of new courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results are presented in order of priorities in the table below.

Q. 4. Changes may be necessary if KAC is to meet the expectations of its trainees and the community. Respondents were asked to write a tick in the appropriate boxes to show their views on the following. The results presented in order of priorities in the table below.

<table>
<thead>
<tr>
<th>Area of change</th>
<th>Mode of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>More efforts be put on generating resources</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Proper screening and recruitment of future staff</td>
<td></td>
</tr>
<tr>
<td>Training of staff be given priority</td>
<td></td>
</tr>
<tr>
<td>Future development planning be given priority</td>
<td></td>
</tr>
<tr>
<td>Community involvement be increased</td>
<td></td>
</tr>
<tr>
<td>Selection of Governing Board member be revised</td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Areas of changes as viewed by respondents
Q.5. Membership of the College Board of Governors.

Respondents were asked to indicate their views as to which of the following groups should be represented on the Board of Governors. In addition they were asked to mark with an asterisk the seven groups which should definitely be involved. The results of respondents' views are listed in order of importance as follows:

Table 7. Representatives on Governing Board. * MS = Male songs, NA = No of Attendees

<table>
<thead>
<tr>
<th>Organization, Institution and groups</th>
<th>MS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Agriculture, Fisheries and Forests</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Fijiana Dairy Cooperative Limited</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Local Fijian Traditional Chiefs (s)</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>The Fiji Development Bank</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Nausoro Old Scholars Association</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>MCF &amp; 2 Local councils and division Ministers</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Fiji College of Agriculture</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Operating agencies</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Ministry of Fiji Affairs</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Ministry of Youth and Sports</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Parent and Teachers Association</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>
Respondents did not mention the involvement of the following groups and organisations as important - Women's organisation, Police Department, Public Works Department, Students Council and High-School/College Principals.

Q. 6. The question has two aspects, "a" and "b" as below. Its' focus is on resources, i.e. staff & finances/fund raising, the two key elements in the management of institution like Navuso. Respondents were asked to express their views with a tick in the appropriate box, and to indicate the two considered most important with an asterix. Analysis of results are shown below.

(a) Staffing - Which of the following should be considered in the selection of future staff. They should be:

<table>
<thead>
<tr>
<th>Table 8 Qualification of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only graduates with practical experience in agriculture</td>
</tr>
<tr>
<td>Must be a Lay-preacher in the MCF &amp; R.</td>
</tr>
</tbody>
</table>

The others - male graduates, only members of MCF & R., anyone with practical background in agriculture, and graduates/former NAC student, were not indicated as important criteria of selection. Some respondents noted the need to include graduates in Agri-business or Business Management.

(b) Finance/Fund Raising: Which two ways should be taken as a system for raising funds for the NAC programme. The respondents viewed that:

<table>
<thead>
<tr>
<th>Table 9 Systems of funding for Navuso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half government and half Navuso farm section</td>
</tr>
<tr>
<td>Total funded by government</td>
</tr>
</tbody>
</table>
Other options that were listed which include: Partnership with other Institutions, Totally funded by 'S'aim so Farm office, were viewed by respondents as not appropriate. The issue of strengthening of working relationships with sister-church organisations overseas was also highlighted by 7/3 of respondents views.

Q. 7. The Physical Structures on the compound.

Respondents were asked to give their views by writing a tick in the appropriate box. There were 6 parts for consideration and the results are presented as follows:

Table 10 Physical Structures - Teaching and Administration

<table>
<thead>
<tr>
<th>(a) Teaching Blocks</th>
<th>(b) Administration Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing buildings</td>
<td>Poor</td>
</tr>
<tr>
<td>Number of classrooms</td>
<td>Poor</td>
</tr>
<tr>
<td>Available furniture</td>
<td>Poor</td>
</tr>
<tr>
<td>Design of building</td>
<td>Poor</td>
</tr>
<tr>
<td>Location of building/rooms</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Table 11 Physical Structures - Accommodation

<table>
<thead>
<tr>
<th>(c) Staff accommodation</th>
<th>(d) Student accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current state of repairs</td>
<td>Poor</td>
</tr>
<tr>
<td>Size of building/house</td>
<td>Good</td>
</tr>
<tr>
<td>Safety and security</td>
<td>Poor</td>
</tr>
<tr>
<td>Available outdoor space</td>
<td>Good</td>
</tr>
<tr>
<td>Current state of repairs</td>
<td>Poor</td>
</tr>
<tr>
<td>Location of blocks</td>
<td>Good</td>
</tr>
<tr>
<td>Showers and toilets</td>
<td>Poor</td>
</tr>
<tr>
<td>Design of building</td>
<td>Good</td>
</tr>
<tr>
<td>Allocation among students</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Other comments raised concern about the lack of proper safety and security, hence the need for proper appliances and facilities. The same line of concern was also showed by respondents towards repairs on the existing sewage system.

Table 12 Physical Structures - Dining hall, kitchen and farm workshops

<table>
<thead>
<tr>
<th>Current state of repairs</th>
<th>Poor</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locations</td>
<td>Poor</td>
<td>Good</td>
</tr>
<tr>
<td>Provision of furniture</td>
<td>Poor</td>
<td>Good</td>
</tr>
<tr>
<td>Safety/security facilities</td>
<td>Poor</td>
<td>Good</td>
</tr>
</tbody>
</table>

Apart from the poor current state of repairs, the only other comment was directed at the suggestion that section heads (farm operations), to be given the control of respective farm workshops instead of others within the farm management.

Q.8. Training as means of staff development.

Respondents were asked to give their views on five suggested ways for administering staff training and other development activities. Presented below are the responses given on this issue:

Table 13 Administration of staff training and development

<table>
<thead>
<tr>
<th>Graduate course release with full pay</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any course release with full pay</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>Seek assistance eg. attachment with other institutions</td>
<td>Agree</td>
<td></td>
</tr>
</tbody>
</table>
Respondents indicated "disagree" or "strongly disagree" towards the ideas of -

Certificates courses with half pay or any other form of pay of procedures for managing staff training and development in the college.

Q 9 The question is directed at identification of key factors in improvements of teaching and learning processes. Divided into two parts (a) and (b), respondents were asked to respond by, part (a) write 1 for most effective and 5 for least effective. (b) give their views by writing a tick in the appropriate box. Results of analysis are shown below in order of most effective to least effective as follows:

(a) Distribution of theory and practical

<table>
<thead>
<tr>
<th>Method of delivery</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory, field practicals and individual projects</td>
<td>Most effective</td>
</tr>
<tr>
<td>Half theory and half practicals</td>
<td>Most effective</td>
</tr>
<tr>
<td>More field practicals with some theory</td>
<td>Effective</td>
</tr>
<tr>
<td>More/wider theory sessions less practical</td>
<td>Least effective</td>
</tr>
<tr>
<td>No theory all field practicals</td>
<td>Not effective</td>
</tr>
</tbody>
</table>

(b) Respondents were asked to give their views on the following

<table>
<thead>
<tr>
<th>Methods of teaching and learning continued</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preference on language for teaching/learning</td>
<td>English and Fijian</td>
</tr>
<tr>
<td>Lecture style of teaching</td>
<td>Not effective</td>
</tr>
<tr>
<td>Preparatory reading and seminar style</td>
<td>Very helpful</td>
</tr>
<tr>
<td>Form of assessment</td>
<td>Project/assignment</td>
</tr>
</tbody>
</table>
Q. 10. The final question was directed at seeking the respondents' views on how they have experienced the course programme as a whole.

They were asked to comment whether the programme meets their expectations. The outcome of results showed half 'YES' and half saying 'NO'. Other comments given are summarized as follows:

- On 'YES' comments - respondents expressed that the courses are found to have a well-balanced distribution of theory and practicals, levels of course is relevant to Fiji's subsistence way of life in rural areas, location of the college is very highly suitable for concentrated training in not only agriculture but other courses as well.

However, some respondents said that if any new course is to be included proper facilities should be provided to ensure maximum teaching and learning outcomes in the programme.

- For 'NO' comments - the curriculum content does not meet real work-situation requirements in the industries and government, level of competencies are low.

Methods of teaching in class room applied by most staff are boring most of the times, lack of variety of approaches used.

Certificate awarded by the college is not well recognized in the work industries as well as funding agencies for future farm development projects.
Interpretation of Data

Respondents showed a strong support for Navuso’s continuing role as a training provider. This is based on the view that a comprehensive change of governance to include a wider representation of the following organisations: Ministry of Agriculture, Rewa Dairy Cooperative Ltd., Traditional Fijian Chiefs, Fiji Development Bank, Old Students Association, Local MCF&R Ministers, Fiji College of Agriculture, Fiji Affairs Board, Operating Farmers, Parents and Ministry of Youth and Sports.

On the issue of other areas of changes there is somewhat less support for strengthening relationships with other colleges. Likewise, the review of current criteria for selection of students. There is also an apparent opposition to other areas which include (a) students practical training (within the weekly routine) to be involved in the community (b) revising the aims of the farm section and (c) the admission of female students.

On staffing, the support for recruiting graduates with practical experience in agriculture identifies a limited view of the future curriculum and would tend to restrict women’s involvement. But a strong support on staff release for training with full pay does hold prospects to funding. So more short courses, in-house training or distance learning needed to be considered.

Respondents viewed that funding sources are limited to Government or the farm showing low level of awareness of other alternative providers and on the potential of using other resources, for example the MCF&R network systems.
On the question about physical structures i.e. administration buildings, accommodation and farm workshops, 20 respondents raised strong concern on the bad state of repairs. The findings showed that current conditions are vulnerable to great dangers in time of bad weather or in case accidents occur.

A total of 24 respondents expressed an appreciation of Navuso's practical and experiential learning methodology, suggesting that these teaching methods could be further developed in modernising the curriculum. However, it is not yet clear how wide ranging this could be.

4.5 Summary of findings

At this point the significance of the survey and interview results can be summarised as follows:

4.5.1 Positive

a. There is a strong support for change in all areas identified, that is - Institutional Development, Staff development and Curriculum development.

b. That improvement of the relationships with the Government and the Business sectors is viewed to be important.

c. That more community involvement is required where it can be particularly in the areas of student training and development of general college improvement in repairs and farm activities.
The appreciation of experiential methods of teaching and learning are encouraging for the further development of teaching methodologies.

The desire for reviewing the current course content would support a review process.

4.5.1. Negatives

Very low interest in women's involvement as trainees, representation on the Board of Governors, as well as staff membership indicates a lack of appreciation for the opportunities presented by women's involvement in college and community.

Dependency on outside resources as a basis for enabling change indicates a high level of dependency on assistance from outside and lack of appreciation for what could be achieved by mobilising the available resources within the church, the college, and the wider community.
5.1. Key Issues - Process of Change

Now that the initial step in raising awareness as well as identification of areas of needs have been made, the next stage is to analyse available resources and activities by which the required programme of change could materialise.

If we are to achieve:

- wider representation of governance of the college for example - having the services of people with appropriate technical abilities involved in policies and development planning, inclusion of women's views and involvement, interests of the business sectors, views of the government and representation of the community,

- diversification of curriculum to cover, for example - non-agricultural courses such as tourism, business management, community work, forestry, fisheries,

- highly competent and motivated staff, for example - adequately trained with knowledge to cater for teaching and learning demands, practical skills relevant to the needs of trainees, the industries/business sectors, the government and the society. Staff who are willing to accept change as the needs arises, willing to share experience and difficulties while at the same time learning from other available sources.
effective management of the college for example: establishment of appropriate management systems to adequately cater for annual requirements of programmes of the institution, encourage participatory approach by way of delegation of control and recognising inputs by staff/student committees, provide further training and development resources and facilities according to need, encourage involvement of women in relevant aspects of the college programme.

community engagement of the college for example: establishment of working relationships with traditional, church or social groups whereby exchanges and developmental knowledge and skills would be nurtured for future services on areas of physical infrastructure maintenance and repairs, mobilisation of community interests towards fund raising, provision of feedbacks and evaluation of the college, and

support and involvement of the government for example: accommodating the college programmes as an integral part of the national development plans, provision of appropriate advisory services for the farm section, sponsorship for staff training and development.

then we need to address the following issues:

Awareness of the members of MCF & R about their role in the college programme should be highlighted in future development plans for Navuso. This is because of the impact they have on selection of membership of the Governing Board and policy decisions about the college. The awareness of staff on curriculum needs to suit social, economic and political systems in the society is vitally important since it is through such that any policy matters are put into practice.
Students are the primary stakeholders in the programme. They should be aware of the advantages and constraints in agricultural industries especially at the recruitment stage. Private businesses are also a strong factor to be considered as potential employers and sources for technical input, that could be utilized. Based on these factors the following activities are suggested: (a) conduct meetings with members of the staff, form task committees for community outreach awareness raising campaign, (b) approach relevant business sectors for awareness and invitation for involvement, (c) conduct of series of meetings (d) formation of community-base awareness training group(s).

Direction - At this point, awareness of the society has been raised to some extent. Moreover according to the respondents view, a clear statement of direction with recommendations for change to take place is essential. Along this line of thought three areas are suggested - (a) prioritizing of major activities, (b) establishment of appropriate structures, (c) formulating a programme of activities to facilitate plans. A brief outline on these is: (a) prioritizing major areas - the structure of the Governing Board needs reviewing with particular attention to wider representation from all sections i.e. the MCF & R., community, business sectors, traditional chiefly systems and Government Ministries. Navuso has useful natural resources but the internal administration is restricted without appropriate policy guidelines issued by the Governing Board. iii. Staff development is important, since it enables teaching/learning to meet the needs of trainees, especially levels of competency. iv. A review on curriculum content to include non-agricultural courses eg: tourism, business management, fisheries and community work is suggested. Many changes have taken place, and if Navuso is to contribute effectively, diversification of the curriculum base need to take place.
For the college management to adequately cater for all aspects of responsibilities within the college, the model shown in Figure 4 is suggested with modification. Work committees eg: academic, teaching methodology, farm, disciplinary and administrative, would be very helpful in facilitating tasks involved in the area.

Resources for Navuso include: (a) traditional goodwill of the people for example free labour, physical work etc by members of the MCF & R as part of community service within the church programmes, (b) opportunities available through institutional relationships with outside sources. As indicated in (a) above, various alternatives could be suggested eg: application of appropriate customary approaches for support towards fund raising activity outside the college, repairs and maintenance of physical structures or farm activities etc. In approach (b) the involvement of administrative changes to provide information on what exists would be the basis for identification of sources of support. This includes formulation of plans incorporating statement of audit and inventory to mobilise this.

Information to provide the basis for knowledge about the characteristics of changes in the field of employers' professional interests or government development priorities. These information would assist the new development plan for Navuso by providing current trends of economic and other activity in the society. The setting up of an internal unit within the administration should take care for the conduct of internal staff training needs identification. This could lead to determining specific skills areas to be pursued by staff for example, a new programme of study in tourism, business management and forestry.
The unit could also cater for the task of maintaining working links with the outside communities, for example through a periodical newsletter or through media release from time to time.

Communication network structure is a fundamental issue through which other aspects of Navuso's internal as well as external affairs could be operated. The various sections in the programme play separate roles from time to time but without a coordinating centre, facilitation may not be realistic. This leads to the importance of having a common point where all information is displayed for college community awareness about what is taking place in other sections. In some areas the need for specific updating of knowledge and skills by respective members should be identified and supported; hence the need for determining relevant training. Navuso also needs to maintain links with the mainstream public information system where communication with the business sector, potential employers, further training institutions and the society at large, would be made available.

For the new Navuso administration to adequately cater for the demand of communication both within as well as to outside then I would suggest that work committees be activated with responsibilities that could include - process of internal/external newsletter, maintenance of notice boards, conduct of quality circles, production of marketing articles and publicity materials.

Maintenance of active communication networks would provide a much needed element for developing change and development at Navuso so that it once again could play the pre-eminent role it used to play in the wider society in the future.
This dissertation investigated the importance of agricultural education in the development of the Fijian society. Special reference was made to the roles played by the Navuso Agricultural College as a provider of training in this field for farmers as well as Diploma level teaching. The study provided the basis for identifying three key issues: Institutional, Staff and Curriculum development which could form the basis for strategic planning at Navuso. Stakeholder surveys, semi-structured interviews, and literature survey provided strong evidence for Navuso continuing as a provider of agricultural education. However, certain areas in the governance, administration for Navuso management, staff development, curriculum and physical structures emerged as possible priorities for change if Navuso’s programme is to be effective in future. Addressing and managing the necessary changes need to be priority activities for all stakeholders, especially Navuso staff, managers and governors.

Suggested steps for action are given as a basis for planning change and development. This dissertation is respectfully submitted as a humble but positive effort toward focusing priorities for the College governing Board to consider in implementing future programmes for Navuso.

Vinaka saka vakalevu.
(Thankyou very much - Fijian)


Analysis
To what extent is the problem clearly defined in its context?
Comments: the context and the problem are clearly defined, with a wide ranging, generic, coherent and
coherently presented.
Clarity: Clearly Partially Insufficiently

Methodology
To what extent are the chosen investigative approaches, methods and analysis of results
described and appropriate to the nature of the problem and its context?
Comments: There is an excellent line between the methods used and the nature and context of the problem.
Clarity: Clearly Partially Insufficiently

Synthesis
To what extent are range of solutions or responses proposed to the original problem?
Comments: A range of solutions and possible courses of action
are proposed that clearly relate to the literature, the
analysis of questionnaires and interviews, and to personal
experiences. Possible next steps are well-provided by clear
argument.
Clarity: Clearly Partially Insufficiently

Evaluation
To what extent is an action plan constructed from the range of possibilities identified and a
justification of the chosen actions provided?
Comments: An appropriate action plan is presented that rests on
recent evidence and that allows for modification
after further stakeholder analysis.
Clarity: Clearly Partially Insufficiently

Coherence
To what extent does the work show a logical internal development?
Comments: The work is well-organized and arguments are logically developed.
Clarity: Clearly Partially Insufficiently
Reflections

To what extent is consideration given to the degree to which the objectives of the work have been achieved and to the extent to which the process undertaken has been effective in pursuing those objectives.

Comments: The candidate reflected appropriately on the strategies and use of appropriate language throughout the dissertation. The work offered an excellent opportunity for reflecting objectively on the candidate's return to the field.

Succinctness

To what extent is the work clear but concise, avoiding both unnecessary repetition and too much reliance upon description?

Comments: The work is clear, concise and well-crafted.

Non-Textual Presentation

To what extent are figures, diagrams and images used appropriately to communicate the context, results, analysis and conclusions? Specific emphasis is placed on the importance of this aspect in achieving succinctness.

Comments: Non-textual presentation is appropriate and relevant.

Bibliography

To what extent has the Harvard system of referencing been followed to provide information, support of argument and background information by use of carefully selected references to the wider literature (copies of guidelines are available in the library)?

Comments: While references were appropriately used and well integrated with the study, the format was incomplete. Some references were absent and the bibliography was not alphabetically organised. The selection was weak.

Appropriate use of Appendices

To what extent do the appendices only include material which supports the major themes developed in the work and which is directly referred to in the text?

Comments: Clearly Partially Insufficiently
Appendices

Appendix 1  Covering letter for questionnaire (Fijian version)
Appendix 2  Questionnaire format
Appendix 3  Semi-structured Interview Schedule
Appendix 2

COVERING LETTER

[Address]

[Date]

[Recipient's Address]

Dear [Recipient's Name],

I am writing on behalf of [Your Organization/Company Name], located at [Your Address], to express our interest in the [Project/Opportunity Name] project as advertised by [Advertiser's Name].

We believe that our expertise and resources can contribute significantly to the success of this project. Our organization has [Relevant Experience/Projects], which we believe make us well-suited to undertake this initiative.

Please find enclosed our detailed proposal outlining our proposed approach, timeline, and budget. We are confident that our proposal aligns well with the objectives and requirements of the project.

Thank you for considering our application. We look forward to discussing this further.

Sincerely,

[Your Name]

[Your Title]

[Your Company/Organization]

[Your Contact Information]

[Your Signature]
Appendix 2  QUESTIONNAIRE

North Agricultural College (NAC) is considering use of the farm
as a development
resource. Your interest and participation are greatly requested.

The information gathering process is an effort to satisfy the requirements
needed to support the College. Your assistance in responding and returning this form
is soon as possible would be greatly appreciated.

My current mailing address is:  JAMES T. LINDSAY  
University of Arkansas, 
Center for Rural Development and Training, 
Faculty of Education - Tropical Geography, 
Conway, Arkansas 72032, U.S.A.

Q.1. In whateugage are you ________  (a). 50%  
(b). 55%  
(c). 60%  

Q.2. (a) In what way are you ________  (b). 50%  
(b). 55%  
(c). 60%

(a) Former student of NAC.  
(b) Member of Teaching Staff.  
(c) Member of Farm Staff.  
(d) Member of Governing Board.  
(e) Parent of current student.  
(f) Former Governing Board Member.  
(g) College Captain.  

Q.2. (b) How long have you ________  (b). 50%  
(b). 55%  
(c). 60%

(a) 5 yrs.  
(b) 10 yrs.  
(c) 15 yrs.  
(d) 20 yrs.  
(e) 25 yrs.  
(f) 30 yrs.  
(g) 35 yrs.  
(h) 40 yrs.  
(i) 45 yrs.  
(j) 50 yrs.  
(k) 55 yrs.  
(l) 60 yrs.  
(m) 65 yrs.  
(n) 70 yrs.  
(o) 75 yrs.  
(p) 80 yrs.  
(q) 85 yrs.  
(r) 90 yrs.  
(s) 95 yrs.  
(t) 100 yrs.
Q. 1. "What is your opinion on the following statement...

"In view of the shifting patterns of changes in the social and economic systems in the country (Fiji), Navuso College should cease to operate as a training centre."

(Please write your answer in the appropriate box)

(a) Strongly

Agree

Disagree

Disagree

(b) If you agree/strongly agree, please suggest activities that could take place at the College instead. (Write your answer to 1 as most important and 3 as least important).

1. .......................................................

2. .......................................................

3. .......................................................

If you complete (b) above, there is no need for you to answer any further part of this questionnaire.

(c) If you disagree/strongly disagree, please comment on the following general changes which are necessary by writing YES or NO, in the column. (Please write 1 for most important area for change and 8 for least important change)

(YES/NO) (1 - 8)

1. Governing Structure
2. Staff Development Policies/Programmes
3. Curriculum Content Review
4. Systems for Recruiting Students
5. Methods of Delivery
6. Inclusion of New Courses
7. Structural and Physical Developments
8. How to Get Resources

* Other comments:  

* Other comments:  

* Other comments:  

* Other comments:  

* Other comments:  

* Other comments:
Q. 4. Changes may be necessary if NAC is to meet the expectations of its
students and the community. Please write your views on the following possible changes:

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that community involvement in the programme be increased.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that more efforts be put on generating resources (Funds).</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that the current criteria for selecting Board Members should be revised.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that more screening on staff selection should be made in future.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that criteria for admission of students be revised.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that female students need to be admitted.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that students' practical work be more community based.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that the aims and objectives of the MAC Farm section be revised.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that relationships with other Training Institutions be revived and strengthened.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that working relationship with the Government be revised.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that training of staff be given priority.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>that evaluation of the NAC programme be carried out more often.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other comments on this issue, would be appreciated.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q.5. Membership of the College Board of Governors:

Please indicate your views as to which of the following should be represented on the Board of Governors:

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCF local Ministers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry of Agriculture/Fisheries/Forestry</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fiji College of Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Fijian Traditional Chief</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and Teachers Association</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ministry of Youth and Sports</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fiji Development Bank</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ministry of Fijian Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Department (District Office)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Works Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Purposes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewa Dairy Cooperative Ltd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Students Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School/College Principals</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NAC Old Students Association</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NAC Staff - Teaching/Farm etc.</td>
<td></td>
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</tr>
<tr>
<td>Other - (please specify)</td>
<td></td>
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</tr>
</tbody>
</table>

Please indicate with an asterisk (*) the seven most important groups we must make sure are involved.

Please feel free to make other comments, if you have any:

_________________________________________________________________________________________

_________________________________________________________________________________________
Q. 6. The question has two parts, "a" and "b" as usual below. In each part is an area of concern, which in your view is crucial in staff or finances, the two key elements that would ensure successful management of any institution/organisation like NAC.

Please answer by indicating your views with a tick (✓), in the appropriate box.

(a) STAFFING
Which of the following should be considered in the selection of future staff:

They should be:

1. Female graduates only (✓)
2. Male graduates only
3. Only members of MCF
4. Only graduate with practical experience in agriculture
5. Anyone with practical background in Tropical Agriculture
6. Only graduates who are former students of Navuso College
7. Must be a "Lay-preacher" in the MCF
8. Other - Specify

Please indicate with an asterisk (*) those which you consider to be most important.

Other comments: .................................................................

(b) FINANCE/FUND RAISING
In your view, which TWO of the following should be taken as a system for raising funds for the NAC programme:

1. Total funded by Government
2. Total by NAC Farm Section
3. Half Government and half NAC Farm
4. Total by MCF Head office
5. Partnership with other Institute (eg. Fiji Institute of Technology)
6. Other - Specify

Other comments: .................................................................
Q. 7. Physical structures are vitally important in the processes of NAC curriculum. Currently there is quite a wide range available. Your views on the suitability and relevance of those facilities is requested. Score the following by writing a tick (✓) in the appropriate box.

(a) TEACHING/LEARNING FACILITIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of class rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available furniture: desks, chairs, tables etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design of buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locations of buildings/rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution/Allocation to various sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) ADMINISTRATION BLOCK

<table>
<thead>
<tr>
<th>Category</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of buildings/rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocation to various sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common rooms (tea-room/sharing room etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and security facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(c) STAFF ACCOMMODATION

<table>
<thead>
<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current state of repairs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sizes of houses/buildings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Community bylaw</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Furnishings of quarters</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Available space for indoor activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Safety and security facilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other comments:

(4) STUDENT ACCOMMODATION- HOSTELS

<table>
<thead>
<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of houses</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Current state of repairs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Patterns of design</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Allocation of rooms to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Showers and Toilets</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tbody>
</table>

Other comments:
### 601. DINING-HALL AND KITCHEN

<table>
<thead>
<tr>
<th>Location</th>
<th>Current state of repairs</th>
<th>Facilities - Tables/chairs, Cupboards etc.</th>
<th>Safety and security facilities</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

### 602. FARM WORKSHOPS

<table>
<thead>
<tr>
<th>Location</th>
<th>Current state of repairs</th>
<th>Locations on the farm</th>
<th>Distributions to various sections</th>
<th>Control and security facilities</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
<td>Very poor</td>
<td></td>
</tr>
</tbody>
</table>
Q. 8. Training as means of staff development is an essential part of an institution's management. Existing skills of individual staff need to be upgraded and re-oriented and new skills need to be acquired. How best could we attend to this requirement on behalf of NAC staff?

Please give your views on how you feel about the following suggestions:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate course, release with full pay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate course, release with half pay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any course, release with no pay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek assistance from other Training Institution for short attachments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others (please specify) ........................................................................................................

★ The following questions are for all to answer ★

Q. 9. Teaching methods will be a key factor in improvements of learning and understanding. Please indicate the most effective method by 1 (most effective) and 5 (least effective), on the following:

(a) more and wider theory sessions less practical ......... 1

(b) half theory and half field practicals ....................... 3

(c) more field practicals with some (less) theory .......... 5

(d) theory, field practicals and individual project ......... 2

(e) no theory - all field practicals ............................ 5

(f) Other (please specify) ........................................

Any other comments: ........................................................................................................

source: A.T. Kearney, Inc.
(b) What is your view on the following:

- Preference on language for studying/learning: English ( ), Fijian ( ), Hindi ( )
- Lecture style of teaching: Effective ( ), Not effective ( )
- Preparatory reading and Seminar style of teaching: Very helpful ( ), Helpful ( ), Not at all ( )
- Which form of assessment do you find most useful: Un-seen examination ( ), Written assignment ( ), Field projects ( )

Q. 10. What is your view on the current course content. Does it meet your expectations? 

Please indicate your answer by putting a tick in the appropriate box.

- YES ( ), NO ( ),

If "YES", please elaborate:

If "NO", please comment on changes to be made:

Thank you very much. Your responses will be of great help in our preparations to revise the programme at Navuso.

Vinaka saka vakalevu • me nomuiu na vakacegu.

[Signature]
Appendix 3  Interview Schedule

Introduction
This interview has been included to complement the questionnaire so that a wider perspective and basis for cross-checking information is achieved. Particular reference is made on how your college manages staff and curriculum developments. Your assistance by responding to a series of questions and answers, should very much help in formulating underlying patterns relevant to future decisions for the development intended for my college - the Navuso Agricultural College in Fiji.

Interview Questions
Based on these needs your views and opinions are requested on the following questions:

* What factors do you think are important in formulating institutional change?
* Who do you see as necessary people, groups or organisations that should be consulted?
* How do you formulate and manage development of curriculum content?
* How do you manage staff attitudes for change...
* What do you think as biggest threat in institutional change...
* How important do you consider development and change in institution?

Please elaborate on any of the above..........................

Thank you.
Members of staff and Ncvuso Student Farmers (Scheme) preparing farm produce for market day. Money derived from the programme are deposited into students' accounts and released at the end of training period to help them establish their own farm.
Course content questionnaire

Please advise whether the modules should be expanded, retained, reduced or dropped. Please also indicate which module you found more or less interesting than average and which module you could see a clear purpose for. Please add comments which will help understand your response.

<table>
<thead>
<tr>
<th>Course content</th>
<th>Expand</th>
<th>Retain</th>
<th>Reduce</th>
<th>Drop</th>
<th>Purpose</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in Effective Communication</td>
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<tr>
<td>Experiments in Communication</td>
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<tr>
<td>Research Methods</td>
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<td></td>
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<tr>
<td>Design and Evaluation of Training and Development Programmes</td>
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<tr>
<td>Rural Development Approaches and Methodologies</td>
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<tr>
<td>Rural Development</td>
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<tr>
<td>Rural Development in Practice</td>
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</tr>
</tbody>
</table>

Your advice:

Studies in Effective Communication
Experiments in Communication
Research Methods
Design and Evaluation of Training and Development Programmes
Rural Development Approaches and Methodologies
Rural Development
Rural Development in Practice

Comments:

Please fill in for other modules that have been covered which were not listed above, e.g. modules like Environmental Science or Education at Harper Adams.

Area of work:

- Forestry
- Rural Development
- Teaching
- Agriculture
- Fisheries
- Others (please specify)
General Questions:

1) Sex
   - male
   - female

2) In what years did you attend the course?
   - 1994 - 1995
   - 1995 - 1996
   - 1996 - 1997
   - 1997 - 1998

3) What is your general impression of the course in relation to your training needs?
   - relevant
   - somewhat relevant
   - not relevant

4) Did you prefer to choose optional modules that were:

   a) Taught away from Walsall
   - yes
   - no

   b) Taught by C.R.D.T. staff at Walsall campus
   - yes
   - no

   c) Taught by non-C.R.D.T. staff at Walsall campus
   - yes
   - no

   d) Location of modules not important
   - yes
   - no

5) Do you think the course can be improved.
   - yes
   - no

6) If your answer is yes please specify the area of improvement.
   (i) time
   - eg: too long or too short
   (ii) content
   - eg: too much or too little
   (iii) component
   - eg: lecture, tutorial, audio visual & etc.
   (iv) others
   - please explain

   ______________________________

   ______________________________