

APPENDIX A

Field Research Itinerary

Months Activities

May

4th	Meet PS, DYS to discuss research and interview schedule .
5th	USP, SOH to meet head of school and discuss office space and interviews.
7th	Discuss and finalise arrangements for interviews, and community visits with DYS.
8th	Preliminary interview with DYS.
9th, 10th	Observed the National Meeting on 'Fijian Initiative'.
11th	Interview with DYS and also discussed transport and finalised arrangements for school and first community visits.
12th	Interview with CEOP & SEOP at the MEWCST.
13th	First visit to Damanu School to discuss research.
14th	Interview with PYO at MYEOS.
15th	First visit to Yaka School to discuss workshop and interview. First interviews with HT and A/HT.
20th	First visit to Vesi School to discuss workshop and interviews. First interviews with HT and A/HT.
22nd	First visit to Dakua School to discuss workshop and interviews. First interviews with HT and A/HT.
23rd	Second interview with DYS.
27th	Interview with Youth Officer responsible for NFE.

June

- 4th First visit to the Northern Division -Labasa. First visit to Kouvula school to discuss workshop and interviews. First interviews with H/T and A/H/T. 5th Visit to another school-based programme not included in this study.
- 15th Attended a FANFE meeting.
- 17th Interviewed SEO & EO Nadroga.
- 18th Interviewed HT and A/HT at Damanu School.
- 19th Community Workshop and follow-up interviews at Damanu School.
- 27th Participated in the Solidarity March - National Awareness Week for NFE.
- 29th - 3rd July Attended Regional Meeting On NFE.

July

- 6th Interviewed officers at SPC and FNCTC.
- 7th, 8th Discussed field research with supervisor - Mr. Barrie Brennan.
- 13th, 14th Community Workshop and interviews at Vesi School.
- 20th Interviews with D.O.; SAO; HO in Nadroga.
- 22nd Community Workshop at Yaka School.
- 29th - 31st Interviews with DEO (acting) Central Division, SEO.; DMO and AO.

August

- 3rd Northern Division - Labasa. Interviews with Commissioner Northern, SEO (Agriculture), Medical Officer and Health Sister.
- August,
September I was hospitalised and no interviews were undertaken.

October

- 19th, 20th Interviews with H/T, A/HT and teachers at Kouvula.
Community Workshop.
- 21st Interviews with GOs and NGOs officers in Labasa.
- 29th Interviews with H/T, A/H at Dakua School.
- 30th Community Workshop.

November

- 3rd - 19th Interviews with key informants at USP.

January

- 21st - 28th Interviews with key informants in NGOs in Suva.
- 31st Returned to the University of New England, Armidale.

APPENDIX B

Letter of Introduction to Government Officials

Introductory Remarks

I am currently a doctoral student in the Department of Administrative, Higher and Adult Education Studies at the University of New England, and am working on a research project in non-formal education in Fiji. The purpose of this study is to identify the potential of primary schools in Fiji for non-formal education in terms of its form, structure of provision, curriculum content, delivery strategies and resources.

As part of this study, I am interviewing various officers of the Ministry of Education, such as yourself, who are knowledgeable about and experienced in the use to date of Fijian primary schools for non-formal education. Your views and perceptions on the current programmes and the future potential will greatly assist in determining the viability of extending non-formal education in primary schools in our country. It should also enhance and improve teachers' understanding of school-based non-formal education, through the teacher - training programs in non-formal education at the University of the South Pacific.

Let me assure you, that anything said by you will only be used in such a way as to ensure your complete anonymity.

Interview Guide For Government Officials

1/ A Background

Purpose : To obtain information about interviewee's experiences and responsibility in relation to non-formal education.

- a. Present post and time in it.
- b. Current work responsibilities.
- c. Educational background (especially in NFE).
- e. Other community involvement.
- f. Influences or interest in NFE.

1/B Conception of Non-Formal Education.

Purpose : To solicit information from interviewee's about the development of NFE in school, strengths and limitations of programmes, reasons for continuation or decline and their perception of an ideal conception of NFE for Fiji.

- a. Background to NFE in your school.
- b. Strengths and limitations of programmes.
- c. Reasons for using the school.
- d. Reasons for continuation or decline.
- e. Interviewee's view of ideal conception of NFE for Fiji?

2. Features of NFE

Purpose : To obtain information from interviewee's about some features of NFE in terms of process (es) and their strengths and limitation of these process (es) and their views of ideal process (es) to be used in Fiji.

I. *Participants*

- a. Participants in NFE programmes at school.
- b. Reasons for selection.
- c. Selection of participants.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. Who should participate?
- g. Interviewee's view of ideal process (es) to select participants.

II. *Educational Needs*

- a. Needs Addressed.
- b. Reasons for identifying these Needs.
- c. Identification of Needs.
- d. Process (es) used in their identification.
- e. Strengths and limitations of the process (es) used.
- f. What needs should be addressed?
- g. Interviewee's view of ideal process (es) to identify needs.

III. *Content of Programmes Covered*

- a. Subjects covered.
- b. Reasons for selecting these subjects.
- c. Selection of subjects.
- d. Process (es) used in their selection.
- e. Interviewee's view of ideal process (es) to select subjects.

IV. Instructional Methods

- a. Methods used.
- b. Reasons for selecting these methods.
- c. Selection of methods.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. What are the preferred methods ?
- g. Interviewee's view of ideal process (es) to be used for these methods.

V. Organisational and Management of Programmes

- a. Current structure and organisation of NFE programmes at the national, divisional and school level.
- b. Reasons for such structure and organisation.
- c. Who decides on organisation and management of programmes.
- d. Process (es) used in organising and managing programmes.
- e. Strengths and limitations of the process (es) used.
- f. What is the preferred structure?
- g. Interviewee's view of ideal process (es) to organise and manage programmes.

VI Resources

- a. Resources used in NFE in Fiji (including school-based).
- b. Reasons for using these resources.
- c. Selection of resources.
- d. Process (es) used in selection of resources.
- e. Strengths and limitations of the process (es) used.
- f. What resources should be used?
- g. Interviewee's view of ideal process (es) to be used for these resources.

APPENDIX C

Letter of Introduction to Headteachers

Introductory Remarks

I am currently a doctoral student in the Department of Administrative, Higher and Adult Education Studies at the University of the England and am working on a research project on non-formal education in Fiji.

The purpose of this study is to identify the potential of primary schools in Fiji for non-formal education in terms of its form, structure of provision, curriculum content, delivery strategies and resources.

As part of this study I am interviewing some head teachers in primary schools in Fiji, such as yourself, whose schools are or have been involved in non-formal education. Your knowledge and experience from your involvement in non-formal education programmes will greatly assist this research. Information from this interview should assist in determining the viability of extending non-formal education in primary schools in our country. It should also enhance and improve teachers' understanding of school-based non-formal education, through the teacher - training programs in non-formal education at the University of the South Pacific.

Let me assure you, that anything said by you will only be used in such a way as to ensure your complete anonymity.

Interview Guide For Headteachers

1/ A Background

Purpose : To obtain information about interviewee's experiences and responsibility in relation to non-formal education.

- a. Present post and time in it.
- b. Current work responsibilities.
- c. Educational background (especially in NFE).
- e. Other community involvement.
- f. Influences or interest in NFE.

1/B Conception of Non-Formal Education.

Purpose : To solicit information from interviewee's about the development of NFE in school, strengths and limitations of programmes, reasons for continuation or decline and their perception of an ideal conception of NFE for Fiji.

- a. Background to NFE in your school.
- b. Strengths and limitations of programmes.
- c. Reasons for using the school.
- d. Reasons for continuation or decline.
- e. Interviewee's view of ideal conception of NFE for Fiji?

2. Features of NFE

Purpose : To obtain information from interviewee's about some features of NFE in terms of process (es) and their strengths and limitation of these process (es) and their views of ideal process (es) to be used in Fiji.

I. Participants

- a. Participants in NFE programmes at school.
- b. Reasons for selection.
- c. Selection of participants.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. Who should participate?
- g. Interviewee's view of ideal process (es) to select participants.

II. Educational Needs

- a. Needs Addressed.
- b. Reasons for identifying these Needs.
- c. Identification of Needs.
- d. Process (es) used in their identification.
- e. Strengths and limitations of the process (es) used.
- f. What needs should be addressed?
- g. Interviewee's view of ideal process (es) to identify needs.

III. Content of Programmes Covered

- a. Subjects covered.
- b. Reasons for selecting these subjects.
- c. Selection of subjects.
- d. Process (es) used in their selection.
- e. Interviewee's view of ideal process (es) to select subjects.

IV Instructional Methods

- a. Methods used.
- b. Reasons for selecting these methods.
- c. Selection of methods.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. What are the preferred methods ?
- g. Interviewee's view of ideal process (es) to be used for these methods.

V. Organisational and Management of Programmes

- a. Current structure and organisation of NFE programmes at the national, divisional and school level.
- b. Reasons for such structure and organisation.
- c. Who decides on organisation and management of programmes.
- d. Process (es) used in organising and managing programmes.
- e. Strengths and limitations of the process (es) used.
- f. What is the preferred structure?
- g. Interviewee's view of ideal process (es) to organise and manage programmes.

VI Resources

- a. Resources used in NFE in Fiji (including school-based).
- b. Reasons for using these resources.
- c. Selection of resources.
- d. Process (es) used in selection of resources.
- e. Strengths and limitations of the process (es) used.
- f. What resources should be used?
- g. Interviewee's view of ideal process (es) to be used for these resources.

APPENDIX D

Letter of Introduction to Assistant Headteachers

Introductory Remarks

I am currently a doctoral student in the Department of Administrative, Higher and Adult Education Studies at the University of New England, and am working on a research project on non-formal education in Fiji.

The purpose of this study is to identify the potential of primary schools in Fiji for non-formal education in terms of its form, structure of provision, curriculum content, delivery strategies and resources.

As part of this study I am interviewing some assistant headteachers in primary schools in Fiji, like yourself, whose schools are or have been involved in non-formal education. Your knowledge and experience from your involvement in non-formal education programmes will greatly assist in determining the viability of extending non-formal education in primary schools in our country. It should also enhance and improve teachers' understanding of school-based non-formal education, through teacher-training programmes in non-formal education at the University of the South Pacific.

Let me assure you that anything said by you will only be used and reported in such a way as to ensure your complete anonymity,

Interview Guide For Assistant Headteachers

1/ A Background

Purpose : To obtain information about interviewee's experiences and responsibility in relation to non-formal education.

- a. Present post and time in it.
- b. Current work responsibilities.
- c. Educational background (especially in NFE).
- e. Other community involvement.
- f. Influences or interest in NFE.

1/B Conception of Non-Formal Education.

Purpose : To solicit information from interviewee's about the development of NFE in school, strengths and limitations of programmes, reasons for continuation or decline and their perception of an ideal conception of NFE for Fiji.

- a. Background to NFE in your school.
- b. Strengths and limitations of programmes.
- c. Reasons for using the school.
- d. Reasons for continuation or decline.
- e. Interviewee's view of ideal conception of NFE for Fiji?

2. Features of NFE

Purpose : To obtain information from interviewee's about some features of NFE in terms of process (es) and their strengths and limitation of these process (es) and their views of ideal process (es) to be used in Fiji.

I. Participants

- a. Participants in NFE programmes at school.
- b. Reasons for selection.
- c. Selection of participants.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. Who should participate?
- g. Interviewee's view of ideal process (es) to select participants.

II. Educational Needs

- a. Needs Addressed.
- b. Reasons for identifying these Needs.
- c. Identification of Needs.
- d. Process (es) used in their identification.
- e. Strengths and limitations of the process (es) used.
- f. What needs should be addressed?
- g. Interviewee's view of ideal process (es) to identify needs.

III. Content of Programmes Covered

- a. Subjects covered.
- b. Reasons for selecting these subjects.
- c. Selection of subjects.
- d. Process (es) used in their selection.
- e. Interviewee's view of ideal process (es) to select subjects.

IV. Instructional Methods

- a. Methods used.
- b. Reasons for selecting these methods.
- c. Selection of methods.
- d. Process (es) used in their selection.
- e. Strengths and limitations of the process (es) used.
- f. What are the preferred methods ?
- g. Interviewee's view of ideal process (es) to be used for these methods.

V. Organisational and Management of Programmes

- a. Current structure and organisation of NFE programmes at the national, divisional and school level.
- b. Reasons for such structure and organisation.
- c. Who decides on organisation and management of programmes.
- d. Process (es) used in organising and managing programmes.
- e. Strengths and limitations of the process (es) used.
- f. What is the preferred structure?
- g. Interviewee's view of ideal process (es) to organise and manage programmes.

VI. Resources

- a. Resources used in NFE in Fiji (including school-based).
- b. Reasons for using these resources.
- c. Selection of resources.
- d. Process (es) used in selection of resources.
- e. Strengths and limitations of the process (es) used.
- f. What resources should be used?
- g. Interviewee's view of ideal process (es) to be used for these resources.

APPENDIX E

Letter of Introduction to the Key Persons.

(Outside education sector e.g. other govt. officers, academics & NGOs key personnel)

Introductory Remarks

I am currently a doctoral student in the Department of Administrative, Higher and Adult Education Studies at the University of New England, and am working on a research projects on non-formal education in Fiji.

The purpose of this study is to identify the potential of primary schools in Fiji for non-formal education in terms of its form, structure of provision, curriculum content, delivery strategies and resources.

As part of this study I am interviewing some key person, like yourself, who have expressed views and interest in non-formal education. Your perceptions and insights into the potential of NFE in Fiji will be of great value to this study. Information from this interview should assist in determining the viability of extending non-formal education in primary schools in our country. It should also enhance and improve teachers' understanding of school-based NFE, though teacher- training programmes in NFE at the University of the South Pacific.

The main features of NFE which this research is addressing include conception, participants, educational needs, content of programmes, instructional methods, organisation and management of programmes and resources.

Let me assure you that anything said by you will only be used and reported in such a way as to ensure your complete anonymity.

Interview Guide For Key People

1. Conception of NFE

- a. What is the nature of NFE in Fiji and outside Fiji?
- b. What are the strength and limitations of the current programmes?
- c. What are some issues of concern in NFE in Fiji?
- d. How should NFE operate in Fiji?

2. Participants

- a. Which groups participate in NFE programmes?
- b. How are they selected?
- c. What groups should participate?
- d. How should they be selected?

3. Educational Needs

- a. What educational needs are addressed?
- b. How are the participants' needs identified?
- c. What educational needs should be identified?
- d. How should these needs be identified?

4. **Content of Programmes**

- a. What subjects are covered in NFE programmes?
- b. How are these subjects selected?
- c. What subjects should be covered?
- d. How should these subjects be selected?

5. **Instructional Methods**

- a. What methods are used in NFE programmes?
- b. What methods should be used?
- c. On what occasions, for what purposes and for what groups should they used?

6. **Organisational and Management of Programmes**

- a. How are NFE programmes organised and managed?
- b. How should they be organised and managed?

7. **Resources**

- a. What resources are used in NFE programmes?
- b. How are these resources used?
- c. What resources should be used?
- d. How should they used?

8. **What role do you think the primary school should play in NFE in Fiji?**

(Continue with probe questions if interviewee perceives the school has a potential role or if they think it has not/ should not have a role).

APPENDIX F

Workshop for Selected Community Members

A. Rationale for the Workshop

This workshop is part of the research methodology and it is intended to be used as a technique to solicit group data from selected community members whose schools are, or have been involved in NFE programmes. It is intended in this workshop to emphasise participants' maximum participation and discussion on the research questions and the subsequent collation of data based on group consensus.

While group consensus has its limitations such as suppression of individual's ideas, it is important in the cultural environment of this research because of the importance of community consensus in Fiji. However, individual ideas expressed in the group reports which are viewed as significant to this study will be followed up by additional, individual interview.

B. Participants of the Workshop

Prior to the actual workshop, the researcher will contact the head teacher of each selected school and the community leader to discuss and plan the workshop, and select participants. The selection of participants for each community will vary according to the nature of the school's population. However, it is intended to have representative sample from each village. The criteria for selection are gender mix and the selection from the three subgroups; those who are or have participated in NFE

programmes, community leaders and those who have expressed views or opposition to NFE programmes at school.

For schools such as Damanu, which serves several villages, the selection will be on the above criteria. But the overall participants will be arranged so that there will be subgroups from each village. In some cases group leaders and reporters will be selected during the planning period to ensure that capable people are selected for these tasks. But this will only be done if the community leader and headteacher feel it is appropriate. Alternatively, participants will select their leader and reporter during the workshop.

C. Venue

The selected schools with fictitious names are as follow:

1. Damanu District School (with programmes).
2. Vesi School (with programmes).
3. Dakua School (with programmes).
3. Kauvula School (with programmes ceased).
4. Yaka School (with programmes ceased).

The venue for the workshop will be selected in consultation with the headteacher, school committee and community leader. However, a location which is central, spacious and conducive to learning will be most desirable for example a school or community hall.

D. Dates and Duration

There will be five workshops which are as follow:

1. Damanu Community (30-40 participants) 18 - 19 June
2. Vesi School (20 - 25 participants) 13 - 14 July
3. Yaka School (30- 25 participants) 22 - 23) July
4. Kauvula School (20 - 25 participants) 19 - 20 October
5. Dakua School (30 - 40 participants) 29 - 30 October

Workshop

Plenary Session : 30 - 40 mns

A. *Introduction*

- (i) Input from the Headteacher or Community Leader.
- (ii) Input from the researcher on the following topics:
 - a Welcome participants
 - b Brief background of the study.
 - c. Discuss village's past and present experiences in NFE.
Highlight the strengths and limitations of programmes.
 - d. Briefly discuss the purpose and significance of the study.
 - e. Purpose of the workshop and the information required.
 - f. What is to be done with the information and how it is to be used.
 - g. Stress the importance of sharing views openly in the workshop and confirm that individual identity will not be revealed in the writing up of the study.
 - h. Allow time for questions to clarify any of the above.

B. Formation of Small Groups : 10-15 mns

- a. Formation of small groups ensuring that participants with similar views are in the same group. Maximum number of participants is 8 in each group.
- b. If the selection of group leader and reporter has not been done during the planning period, it will be done by the group.
- c. Emphasise to the participants that those selected as group leaders and reporters are those able to undertake the tasks effectively.
- d. In the plenary session, discuss the questions with participants before they move into groups.
- e. Stress everyone participating and sharing views openly. Consensus is desirable but individual views that are expressed and do not agree with group views are to be also recorded.
- f. Group reports to be recorded in butcher's paper and shared and discussed with everyone in the plenary session.

C. Group Discussion

- a. Develop group consensus on time allocation for small group discussion.
- b. Researcher moves around each group during the discussion to assist and clarify any queries.

D. Plenary Session

- a. Each group reporter presents group report on each question in order. This will enable the researcher and participants to view, discuss and clarify each group's information on the same question before progressing to the next question.
- b. Allow each time for each group presentation and discussion.
- c. After each group's presentation allow discussion or probe questions on any views that may need further clarification in relation to the focus of the research.
- d. Group reports and plenary discussions to be recorded on tape.
- e. Follow up interviews, if needed, with individuals who may want to discuss ideas individually.

QUESTIONS

(For schools with Programmes)

1. What is happening in NFE programmes at your school?
2. What are the strengths of the programmes?
3. What are the limitations of the programmes?
4. How should these limitations be addressed?

(For schools where NFE has declined)

1. What has happened to NFE at your school?
2. Why do you think these things have happened?
3. What do you think should be done to develop NFE programmes at your school?

(These questions will be discussed with the participants before they disperse to their small groups)

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