TUTU RURAL TRAINING CENTRE

STRATEGIC PLAN

2024-2028

by Andrew Boyle

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TAVEUNI, REPUBLIC OF FIJI

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CONTENTS

ACKNOWLEDGMENT

It is not easy to design a Strategic Plan, especially if it is designed for the transformation of people as well as using the plan to be a tool for running an enterprise.

This is the first time Tutu has developed a plan for its future in such a collaborate fashion and I would like to thank all the people who have guided the development of the strategy. The Strategic Planning team, made up of Fath er Tomasi Sili sm, Father Isaia Wairogo sm, Lanieta Tatini, Nia Madagnibuli, and Miri Lawa worked tirelessly to guide the development of this plan. The plan is stronger because of their input, and I thank them for their enthusiasm and commitment to Tutu. The remaining staff during the 2024 staff seminar played a significant role in developing the plan and ensuring it reflects their collective knowledge.

It is also important we acknowledge current and post participants whose feedback was an important source of information. Tutu prides itself on being uniquely responsive to community needs and it is appropriate that the development of this plan reflects this principal.

We are fortunate and have been blessed by the engagement of our 2023-2024 Australian Volunteer Mr Andrew Boyle who with his expertise in strategic thinking has enabled the TRTC team to design this strategic plan. Mr Boyle continues to challenge us to try a little harder and reach a little further. Finaly, I'd like to acknowledge the ongoing support of the Ministry of Agriculture and Waterways and our friends at Caritas New Zealand. Without your ongoing support there simply would be no Tutu.

Father Petero Matairatu SM.
Director,
Tutu Rural Training Centre

EXECUTIVE SUMMARY

Bula Vinaka

The 2024 –2028 Strategic Plan is an instrument that will guide the staff, management and board of Tutu Rural Training Centre (TRTC) in ensuring the transformation of rural families within the provinces of Cakaudrove, parts of the province of Bua and Macuata through the formation of youth in agriculture, single women, farming couples through family farming and other courses run by the rural training centre.

In responding to the needs of the participants TRTC have produced nine strategic priorities that will help in transforming people's life in the future. They are:

- Strategic Priority 1: Sustainable expansion of formation.
- Strategic Priority 2: Build climate smart agriculture at Oceania Farm and elsewhere.
- Strategic Priority 3: Improve delivery of support services to past participants to maximize success in achieving their goals.
- Strategic Priority 4: Develop integrated infrastructure at Tutu.
- Strategic Priority 5: Improve project implementation.
- Strategic Priority 6: Generate funds and secure investment.
- Strategic Priority 7: Improve food security at Tutu and beyond.
- Strategic Priority 8: Restoring and enhancing soil fertility at Tutu and beyond.
- Strategic Priority 9: Improve Visibility of Tutu.

The above priorities are in response to the needs identified in rural farming communities where our participants are from. They are based on the concept of people-centred development[1] through the underlying Marist Education spirituality of being a good Christian, a good citizen and to be educated.

The implementation of the strategic plan will provide a new direction to the staff and to the Board of Directors in ensuring the development takes place in accordance with the National Development Plan (Fiji MoE, 2017) and the wider sustainable development goals especially of being a good steward of creation.

Changes will create commitment through improving the services delivery of our courses as well as the utilisation of resources within TRTC and to the wider catchment area of Tutu where our participants are from.

1 A People Centred Approach places people and their environment at the centre of development planning, implementation, decisions, monitoring, and reporting. This approach consists of four pillars: human rights, gender and social inclusion, Pacific culture, and environmental sustainability. The approach is informed by the cultural context in which services are delivered for sustainable development. https://hrsd.spc.int/people-centred-approach

ACRONYMS AND GLOSSARY

ACRONYM

CSA	Climate-Smart Agriculture
FDU	Food Development Unit
FORI	Farmer-led Research and Innovation
KYF	Kevin Young Farmers Course
MEL	Monitoring Evaluation and Learning
MoA	Ministry of Agriculture
OHS	Occupational Health and Safety
TRTC	Tutu Rural Training Centre

GLOSSARY

Agroecology

Agroecology is a holistic and integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of sustainable agriculture and food systems. It seeks to optimize the interactions between plants, animals, humans, and the environment while also addressing the need for socially equitable food systems within which people can exercise choice over what they eat and how and where it is produced (FOA, 2024).

Endogenous Having an internal cause or origin. Often contrasted with exogenous. *the expected rate of infection is endogenous to the system.*

iTaukei Indigenous owners of the land in Fiji.

Qoliqoli The fisheries and the traditional relationship between iTaukei people and the sea.

Climate smart agriculture

Climate-smart agriculture (CSA) is an approach that helps guide actions to transform agri-food systems towards green and climate resilient practices. CSA supports reaching internationally agreed goals such as the SDGs and the Paris Agreement. It aims to tackle three main objectives: sustainably increasing agricultural productivity and incomes; adapting and building resilience to climate change; and reducing and/or removing greenhouse gas emissions, where possible (FAO, 2024).

People Centred Approach

A people centred approach places people and their environment at the centre of development planning, implementation, decisions, monitoring, and reporting. This approach consists of four pillars: human rights, gender and social inclusion, Pacific culture, and environmental sustainability. The approach is informed by the cultural context in which services are delivered for sustainable development[2].

Vanua

Loosely defined as community, is physical in nature and is also abstract – "a theoretical whole that embraces all people and their relationships with others and with the land, spirits, resources, and environment; the social spaces between peoples; and the spaces where we designate in our minds for certain positions or roles in society" (Nabobo-Baba, 2008).

Veikau Forests.

2 https://hrsd.spc.int/people-centred-approach

INTRODUCTION

VISION AND MISSION

VISION: To be Mary, our Lady of Lura in using her soil to provide joy through the development and empowerment of people, so that the door to a hopeful future is open to them

MISSION: The aim of the Tutu Rural Training Centre is to provide a place / presence in which the people of Cakaudrove, and some tikinas of Bua and Macuata are empowered to become more autonomous, and take charge of their lives, in a rapidly changing world. It involves a transforming and receptor chosen by Mary, to make her presence by relating with people as she did and doing Her work in Her place of Tutu today. She is our leader, and we are called to breathe Her spirit and bear her name.

We understand that we are to use our talents and resources for the work of Mary not looking for personal fame, influence, or prestige. We are to be self-effacing, preferring to be in the background remaining 'hidden and unknown'.

We are called to live the three No's

- No to greed
- No to pride
- No to power

We are called to enliven Marist Education vision to all the participants with the aims of

- Be a good Christian
- Be a good Citizen
- To be educated

We are to be men and women on fire, like the seminarian who climbed the hill of Fourvière who were caught in a dream. They were convinced that Mary wanted something. She wanted to transform the Church into a Kingdom of Mercy. In God's providence she was to be the instrument to renew the Church into servant and pilgrim people.

Like Mary, we are to bring in a new sensitivity and compassion. A compassion which saw in the scepticism of the time a desire of people to be authentic, to be cast of all masks and illusions. We are to be gentle with people who lack in belief in themselves because we recognize in their disbelief the possibility of a deeper and sounder foundation for the faith.

Like the men of Fourvière they burned with a Vision. They were innovators and prophets. They wanted to create something new. For the sake of their Vision, they were willing to set aside all desire for power, for fame, for possessions. We are to be people to be available and on Fire like the men of Fourvière responding to the needs of their time.

Adult learning is a formative process where by a person in and through community assumes responsibility for his/her growth as a person in the service of the world in which he / she lives; it is a process of liberation by which under a skilled guide a person grows in freeing himself/herself from constraints of a personal disorder and a social or cultural order (Cf Appendix 2). The heart of the formation and training is the human person development leading to skill training and management for self-employment using the participants own resources, particularly for youth, married couples and single women.[3]

3 We take our inspiration from the Mystery of the person of Mary in her hidden role of service. We identify with Mary and her concerns for some of the most urgent needs of people today We believe ourselves to be graciously chosen by Mary, to make her present, by relating with people as she did and doing Her work in Her place of Tutu today. She is our Leader, and we are called to breathe her spirit and bear her name. We understand that we are to use our talents and resources for the work of Mary not looking for personal fame, influence or prestige. We are to be self-effacing, preferring to be in the background remaining 'hidden and unknown' We are called to live the three "No's", No to greed, no to pride and no to power We are called to a shepherd leadership seeking out the lost sheep and prepared to go beyond the boundaries of human comfort, self-interest in order to find the lost where they are (For more detail c.f. "Tutu – Another Way" p.112-124)

Key overall considerations in the formation of the plan and its implementation:

Approach to the formation, content, and participant selection

1. The selection of course participants is based on demonstrable access to land and proven commitment to being farmers within the Tutu catchment area of Cakaudrove, parts of Bua and Macuata.
2. The process begins with felt needs and working responsibly towards their real needs.
3. Skills development is the vehicle which is used to live out the human development process.
4. Management with an emphasis and financial and environment sustainability is at the key thrust of the courses offered.
5. The farming systems and rural enterprises are based on crops and products that have well established marketing systems in place.
6. The Centre has a local focus but with an international character.
7. Formation/training is based on regular and frequent oscillation between the participants own farm and the Centre.
8. The training program has an appropriate degree of flexibility, with courses starting small and evolving over time in line with changing needs of Tutu's catchment area, lessons learned and the capability of staff.
9. Participants make a significant contribution to the Centre through in–kind voluntary work
10. An intensive extension/visitation effort is provided by staff to participants – prior to, during and following each course.
11. A significant resource is Tutu's credibility and involvement with parents and traditional leaders.
12. Visitation and running of three days village seminar.[4]
13. Courses are open to all religions, ethnic groups, and levels of formal education but the participants must be fluent in the 'iTaukei' language

4 The running of three days seminar at the village level has a significant impact for recruitment, follow up engagement, and building the spirit of partnership.

HISTORY OF TUTU

The TRTC traces its origins to a Sydney monastery that ran a Marist Brothers training course for Pacific islanders. In 1969 the brother's training course was transferred from Sydney to Taveuni. The Society of Mary in the Province of Oceania owned 480 hectare freehold estate at Tutu on the island of Taveuni. The Brothers came from the eight Pacific regions in which the Society was involved. The Brothers were given one year of religious training followed by a year of technical training in agriculture, carpentry, and related subjects. At the same time, non-formal adult education training courses were developed for lay people from the province of Cakaudrove, which became the Tutu Rural Training Centre (TRTC). The two programmes (the Formation Centre for Marist Brothers and TRTC) have, from the outset, run in parallel but as separate entities. Fr. Michael Bransfield s.m. set up Tutu in collaboration with Brother Kevin Foote s.m. Fr. Michael McVerry s.m. joined the staff from the Solomon Islands in 1972 and assumed leadership until 1975 when he returned to the Solomons. He was assigned back to Tutu in 1982 and has remained as Principal until 2018. Today Father Petero Matairatu SM continues this work of continual innovation and support .

Volunteers came from villages throughout Cakaudrove to help build the first buildings and hydro at TRTC. These volunteers were provided with meals and accommodation but received no wages. Repayment of the contribution of the first volunteers remains a central part of the Tutu philosophy of providing the people of Cakaudrove with a rural training centre, free of tuition fees.

Brother Eremondo who was at Tutu in these formative years noted in an interview: "The struggle that the volunteers from the Province faced during the establishment of Tutu should not be overlooked. Youths from all age groups gave up their time and effort to establish Tutu under very difficult circumstances". The TRTC from the outset has been a three-way partnership between the Society of Mary, the community of the Cakaudrove province and the Fiji Government. The Society of Mary provided highly productive land and the leadership of exceptional priests and brothers. The Community provided voluntary labour to build the Centre and has given ongoing support. The Fiji Government has provided substantial financial support for the initial establishment of the Centre and ongoing operations. The financial support of government has been then supplemented by the support of aid donors. Government officers, particularly from the Ministry of Agriculture, have provided complementary teaching services. Over the years, the TRTC has been flexible and, to some degree, experimental in its approach to rural training. This has enabled the Centre to make changes in its efforts to develop more effective programmes to prepare youth for rural self-employment.

CONTEXT ANALYSIS

Introduction

The aim of this section is to provide a firm evidential basis for what` Tutu intends to do over the next five years. Data has been sourced from the Fijian Government census to provide a broad picture of the situation facing agriculture nationwide, in the Northern Division, and in selected tikinas. This tells us what challenges people are currently facing and what changes have occurred since the 2018 strategic plan. This starts to build a picture of what Tutu needs to do to respond to those challenges.

Next, we change the focus from without to within by looking at what we already know. Firstly, the two reviews of 2011 and 2018 are referenced to see what recommendations remain outstanding and which of those have been addressed. Included are some valuable recommendations from both Tutu course staff and ex-participants themselves which does much to strengthen the story that unfolds of Tutu's achievements and potential for future growth.

A key source of information is what past participants tell us. 42 case studies were included in the 2018 review, and these have been subject to thematic analysis, a summary of which is found at the conclusion of this document.

Then we step back further, reviewing academic and non-academic literature that covers the main themes of climate change, diet and nutrition, smart farming, and carbon offset (a real opportunity for Tutu to again take a lead in finding opportunities that our participants can benefit from). This places our activities in a global as well as local context as findings from studies conducted both here in the Northern Division and as far away as West Africa are reviewed, and lessons learned.

Finally, this leads us to a set of problem statements. These articulate the situation faced by our participants and provides a logical basis for the subsequent strategic priorities.

National Profile

Fiji's current population stands at 884,887 compared to 837,271 in the 2007 census. This is an increase of 47,616 or 5.7 per cent. The average annual population growth is 0.6 per cent, due to low birth rates and out migration. (Fiji Bureau of Statistics, 2017)

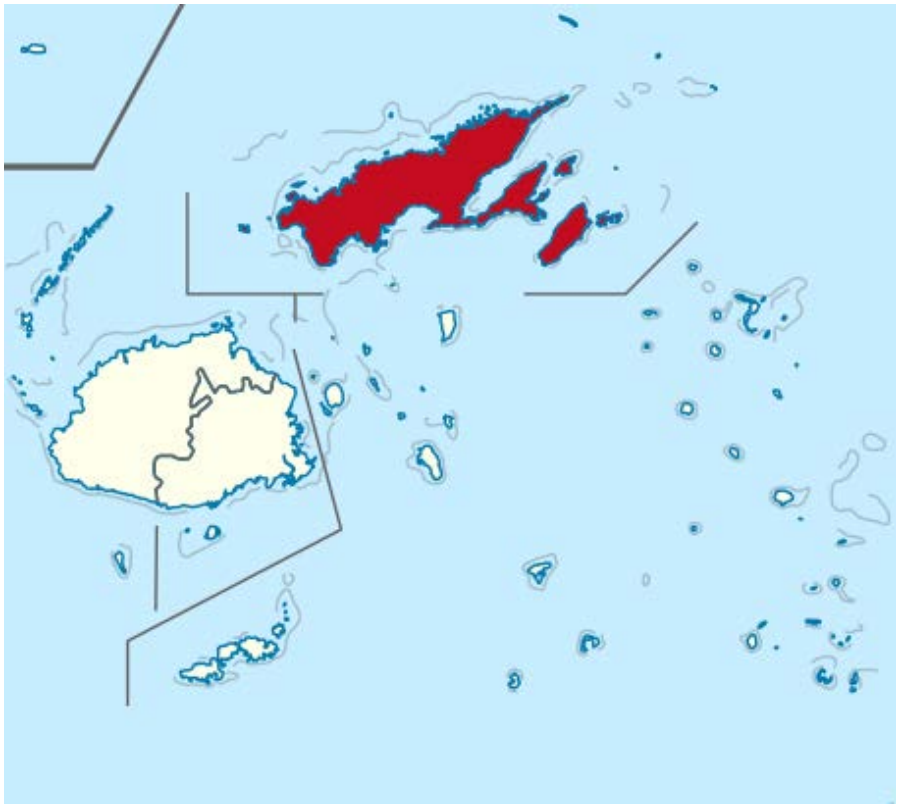
The median age of the population is 27.5 years. This means that half of the population is below the age of 27.5 years.

69 per cent of Fiji's population is below the age of 40.

44.1 percent of Fiji's population reside in rural areas, down from 49.3 percent in 2007. Rural population stood at 390,635, a decline of 21,790 (5.3%) from 2007.

Northern Division Profile[5]

The Northern Division includes the islands of Vanua Levu, Taveuni and smaller offshore islands in Fiji's north. It is made up of the provinces of Cakaudrove, Macuata, and Bua.

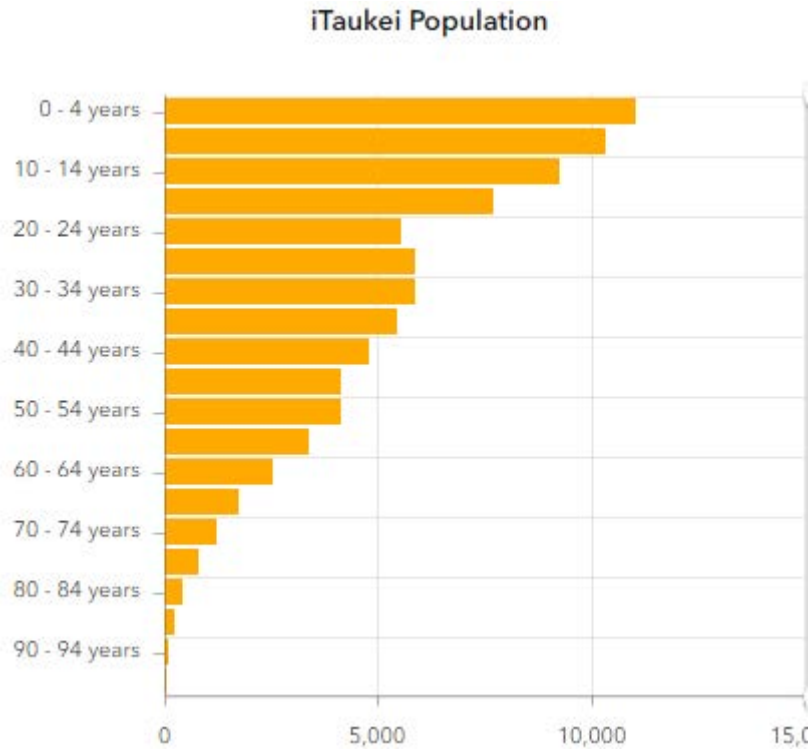


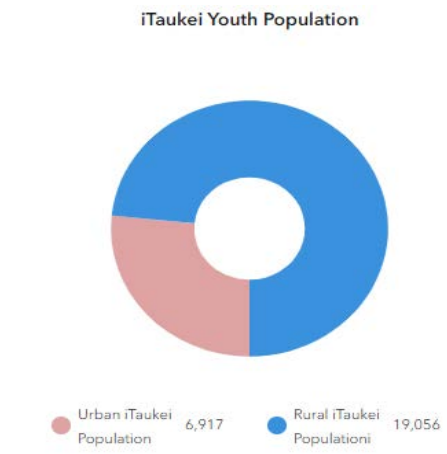
Map of Northern Division of Fiji

Total Population of the Northen Division is 131914 (Fiji Bureau of Statistics, 2017)

ITaukei people make up 86815 or 63.53% of the population.

5 https://experience.arcgis.com/experience/fd6bb849099f46869125089fd13579ec





Age

ITaukei Youth[6]

Unlike much of Fiji, most iTaukei youth in the Northern Division live in rural areas, with 19056 out of 25973 people aged 18-35 or 73.36% of the youth population living outside of the main urban areas.

Table iTaukei youth population Northern Division

The Northern Division has approximately 23% of people aged between 20 and 60 working as subsistence farmers in the 2017 census[7].

	2002-3	2008-9	2013-14
Fiji	35%	31%	28%
Rural	40%	43%	37%
Central	29%	36%	37%
Eastern	35%	40%	42%
Northern	**57%**	**51%**	**53%**
Western	38%	43%	27%

Incidence of Poverty by Division

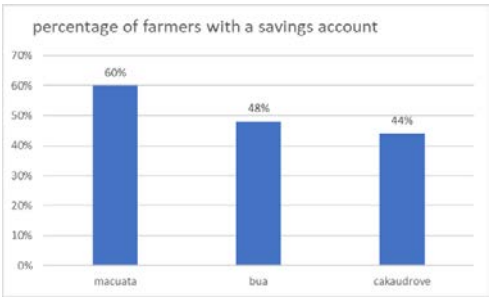
The Northern Division remains the most economically challenged area of Fiji with 53% of people listed as being poor in 2017 by the bureau of statistics as opposed to a national level of 28% and a national rural rate of 37%.

Average income for 2017 stood at $3400 per annum, which was both the lowest in Fiji and had seen the smallest amount of growth.

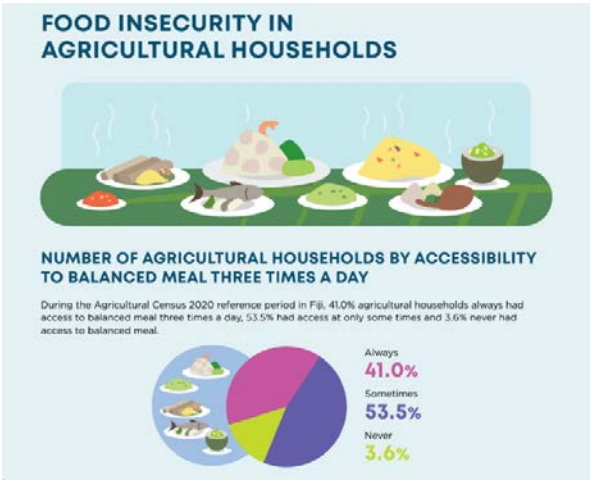
6 https://experience.arcgis.com/experience/fd6bb849099f46869125089fd13579ec

7 https://experience.arcgis.com/experience/fd6bb849099f46869125089fd13579ec/page/Population--by-Main-Activity/

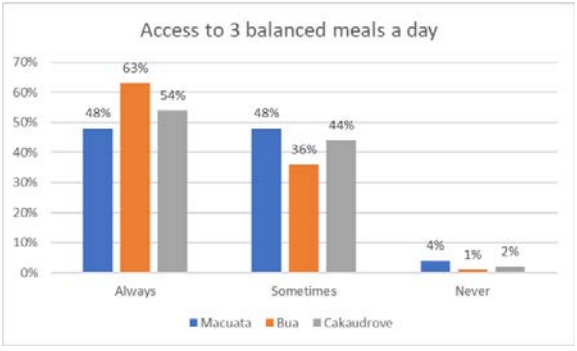
People with a bank account is slightly lower in the Northern Division than elsewhere as compared to the national average with women being less likely to have a bank account than men.



National and northern division, farmers with a Savings Bank Account



Number of agricultural Households by accessibility to balanced meals three times a day. Ministry of Agriculture 2020 Agriculture Census (MoA, 2020c, 2020a)



Access to three meals a day by province

Review Findings

Two reviews, *The Tutu Rural Training Centre Lessons in non-formal adult education for Self-employed in Agriculture* (McGregor et al., 2011) and the 2018 review, *A Review of the Tutu Rural Training Centre Courses* (McGregor et al., 2018) reviews contain a large number of recommendations. These include recommendations for TRTU staff, post participants and the review. The Staff and Management at Tutu have been proactive in implementing most of the recommendations from the two external reviews and what remains outstanding has been incorporated into the current strategic plan.[8]

8 A summary of the findings is found here

https://l1nk.dev/WiZuF

Literature review of the key issues faced in the Tutu catchment.

Climate change in Pacific Island Countries and Territories (PICTs)

Agriculture in developing countries must undergo a significant transformation if it is to meet the related challenges of achieving food security and responding to climate change. Projections based on population growth and food consumption patterns indicate that agricultural production will need to increase by at least 70 percent to meet demands by 2050. Most estimates also indicate that climate change is likely to reduce agricultural productivity, production stability and incomes in some areas that already have elevated (UNFOA, 2023) levels of food insecurity.

Most estimates also indicate that climate change is likely to reduce agricultural productivity, production stability and incomes in some areas that already have elevated levels of food insecurity (Acevedo et al., 2020).

By necessity PICTS have become hubs of innovation (Mcleod et al., 2019) with examples found across the pacific of examples of how communities have found innovative ways to tackle the impacts of climate change. In turn they have supported social and ecological resilience (Mcleod et al., 2019)

Such techniques that have been found to be successful include crop conservation agriculture, relying on

- Minimal soil disturbance,
- Maintenance of mulch of carbon rich materials
- Rotation of crops including trees which could include nitrogen fixing legumes (Food and Agriculture Organisation of the United Nations, 2023)

While these practices have been found to be effective, they are only practiced on 8% of arable land worldwide. With the increased population worldwide, the FAO estimates that production will need to increase by 70%. (UNFAO, 2023).

Climate Smart Agriculture, smart farming practices and climate resilient crops.

The good news is that effective climate smart practices already exist. Pacific Island Countries and Territories are at the forefront of climate change. That said, numerous authors have pointed out the importance of extension services and the training of family heads in smart farming practices was key to achieving these goals (Acevedo et al., 2020) (Zakaria et al., 2020). That said, the adoption of climate smart practices among smallholder farmers worldwide remains low (Zakaria et al., 2020). While McLeod and Bruton-Adams claim that Pacific Islanders are leading climate action at a local level and that communities are revitalizing traditional practices that utilize climate smart agriculture (McLeod et al., 2019) these are at best piecemeal with a strong need to strengthen capacity at the local level.

Several authors have identified opportunities for Pacific Islander communities (Griswold, 2021; McGregor, 2022). Andrew Mcgreggor makes the point that some Pacific Island staple food crops are expected to be more resilient to climate change, (McGregor, 2022) while Griswold suggests that solutions might exist with traditional agriculture throughout Fiji as an endogenous[9] and hopeful form of adaptation, and one consistently opposed to efforts at agricultural modernization as an adaptation strategy". This is entirely in keeping with TRTCs approach to farming, employing agroforestry techniques and, "employing traditional knowledge and modern soil and ecological science" (McGregor, 2022 p6).

Gender equity

The Pacific Island Gender Equality Declaration intends to `target support for women entrepreneurs in the formal and informal sectors' (Pacific Forum, 2021). It calls for a recognition of the importance of produce markets in creating opportunities for women to engage in the cash economy, and for improvements in the facilities and governance of local produce markets. While women play an important role in fishing in many iTaukei communities (Thomas et al., 2020), women's participation in agriculture is often patchy, (Vuki & Vunisea, 2016) suggesting there is a continuing role for TRTC to support women's involvement in agriculture both as a means of addressing economic and food security issues.

9 having an internal cause or origin. Often contrasted with exogenous.

"the expected rate of infection is endogenous to the system"

Soil health

Soil Health remains a challenge throughout much of the catchment area (Singh et al., 2023) with soil acidity and the leeching out of key nutrients a frequent problem faced by farmers throughout the region. Soil knowledge remains patchy [10] and while efforts have been made to increase knowledge of soil health and organic management, it remains an area of much concern and one which TRTC plays a significant role in addressing, in particular, where conversion of tropical rainforest into farmland has occurred (Shah & Sharma, 2023).

Food Security

As the data from the MoA Census demonstrates (MoA, 2020b), food security remains a persistent challenge. While the longer-term impacts of Covid continue to be prevalent (Leweniqila & Vunibola, 2020), the ongoing prevalence of a low nutritious, high-energy diet is having a significant impact on public health. In both rural and urban settings Fiji's poor nutrition rates stems from an increasing dependence on cheap imported food, and a decreased intake of traditional food (Sleet, 2019). The causes are many, including climate change, reduced soil fertility causing declining yields of both staple and cash crops. While some authors note that there is a high level of knowledge of what constitutes a balanced diet ((Medina Hidalgo et al., 2020), anecdotally there is much evidence to challenge such assertions. (Buksh et al., 2023) with one author observing "When discussing their perceptions of healthy eating, serious omissions and inaccurate assumptions were apparent which led to unhealthy food decisions and negatively impacted the home food environment" ((Buksh et al., 2023).

Vulnerability of Pacific agriculture and forestry to climate change (Taylor et al., 2016) presents a clearer picture of this: most grown staple crops in Fiji are in the vulnerable and least vulnerable categories. From a food security point of view, reducing Fiji's reliance on imported crops that are highly vulnerable such as grains and rice by increasing local production of staple climate resistant crops will do much to address this.

Genetic Diversity

Over reliance on a small number of cultivars can lead to vulnerability, as the example of the taro leaf blight in the early 1990s (described as the Irish Potato Famine of the Pacific such was the devastating impact on farmers throughout the pacific) which decimated Taro production in Samoa (Alexandra et al., 2020). To address this challenge, it is important that genetic diversity is maintained and there exists a collection of different cultivars which will do much to offset the risk posed by climate change. The Centre for Pacific Crops and Trees (CePaCT)[11] was established to ensure efficient long-term conservation of a broad range of genetic diversity. Opportunities exist for TRTC to partner with CePaCT so Tutu can play a part in ensuring genetic diversity.

10 https://www.aciar.gov.au/media-search/news/soil-management-training-benefits-fijian-farmers

11 https://www.spc.int/resource-centre/centre-for-pacific-crops-and-trees-cepact

Discussion

The census data suggests paints a picture of how the Northern Division differs from the rest of Fiji. A far greater percentage of the population live in rural areas than the rest of the country, and they face greater economic challenges. Data from the 2020 Ministry of Agriculture Census points to further challenges around food security and importantly the nutritional value of the food being consumed. People are more likely to be self-employed and/or practicing subsistence agriculture and as can be seen from looking at a district, there are challenges being faced by iTaukei people in rural Fiji.

This points to the importance of the work being currently done at Tutu. The case study analysis presents some very promising findings that point to the impact of what participants learn whilst at Tutu. Data here though was patchy, and a key recommendation is for more systematic data collection and analysis so staff at Tutu can have a better understanding of the impact of their work. A great opportunity is to conduct a longitudinal study of the graduating class of 2024 from both Kevin Young Farmers and Single Women courses to gain a more nuanced and detailed picture of how TRTC participants differ from their peers.

Fiji's Northern Division continues to experience higher levels of disadvantage as compared to the rest of Fiji. Youth are more likely to be living in rural settings and annual income is likely to be less. Further, participation in the economy is less prevalent amongst iTaukei farmer than other groups with an absence of examples amongst their peers, many young iTaukei farmers lack the ability to plan for their futures.

The Northern Division is at some considerable risk from climate change and the adoption of climate smart farming techniques based on agroforestry is identified as a powerful way of addressing these challenges. Soil health is often poor due to inappropriate use of chemical fertilizers, and the slash and burn agriculture practises have resulted in large amounts of land being of limited agricultural use as nutrients are not being replaced after intensive farming. The effective management of soils by using organic fertilizers, compost, nitrogen fixing crops all based on simple but effective soil analysis allows this trend to be reversed.

Food security is a substantial issue facing many rural communities. The prevalence of a high energy low nutrient diet is having devastating impacts on public health and there is room for a renewed focus on healthy eating and planting vegetables for home consumption as well as focusing on agriculture as a mixed activity not just for income generation.

Women remain less involved in the economic life of their communities and experience disempowerment as a result. There is potential for women to increase their financial participation by using their own resources.

STRATEGIC PRIORITIES

Strategic Priority 1: Sustainable expansion of Formation

Activities to achieve the goal**.**

Course Delivery

Course adaptation

- Inclusion of short courses for KYF participants that help farmers adapt to climate change and to address impacts of high NCDs.
    - Continue to focus on strengthening knowledge of soil nutrients and how to correct nutrient deficiencies using organic means.
    - Increase knowledge of food nutrition and menu planning for all participants.
    - Strengthen financial literacy for all course participants, with a special focus on developing women's financial literacy and economic independence.
    - *Sauvaki ni vanua-* Alcohol and Other Drugs management within a Vanua content.

Strengthen Monitoring, Evaluation and Learning (MEL)

- Develop MEL plans for all courses.
- Develop appropriate evaluation tools.
- Produce interim evaluation report by the end of 2026.
- Review Portal use at review point.

Indicators and outcomes

- Participants have increased Climate Change resilience.
    - Increased number of farmers using breadfruit and other traditional climate change resistant crops to enhance food security and improve nutrition.
    - KYF and MFC participants have increased use of nitrogen fixing plants, practice of agroforestry and are monitoring and adding nutrients to their soil as needed.
    - Participants have sufficient resources to counter natural disasters. *Lololo* principal[12].
- Participants have increased financial literacy.
    - Participants know about the FNPF voluntary scheme.
    - Participants report improved income generation.
        - Increase in the percentage of women that report greater control over income and assets.
        - Former KYF and MFC participants are engaged in farming as a business.

12 Lololo principle refers to *lololo* or *valevale*, a storage hut for yams etc found on plantations. These were used in times of need such as after a cyclone. Just as farmers in the past used lololo to strengthen food security, today we encourage farmers to have a lololo both in the literal sense but also in the figurative sense, ie an amount of savings they can access in times of need without having to rely on external support. To achieve this participants are expected to have at least two of the following: Planting materials, savings, food reserves.

- Participants practice improved planning and time management.
    - KYF and MFC participants have developed a five-year plan for implementation.
    - Post Participants have achieved the main goals contained in their thee or five-year plan.
    - Increased percentage of leadership roles undertaken by current and Post Participants in their respective communities.
    - Decreased percentage of course participants who experience disillusionment at completion of their training at Tutu.
- Monitoring, Evaluation and Learning is strengthened.
    - MEL plans for each course have been developed including a program logic, a measurement framework, and an evaluation plan.
    - Staff are using the portal to input data during and after visitations.
    - Post course evaluations are completed, and learnings shared and acted upon.
    - Program logic have been updated at the review point of the strategic plan.
- Participants consistently report they consume three nutritional meals a day.
    - Course participants report increased understanding of main dietary requirements and can plan a simple menu that ensures all nutritional needs are being met.
- Percentage of couples committed to the on-going daily dialogues
- Participants ecological conversion
    - Good steward of God's creation
    - Being a good citizen
    - Caring for family
    - Leadership in the family and community

Strategic Priority 2: Build climate smart agriculture

(FAO, 2024)at Oceania Farm and elsewhere.

Activities to achieve the goal.

Introduce/strengthen smart farming practices at Oceania Farm which are environmentally, economically, and socially smart at Oceania Farms in line with Andrew McGregor's book "Farming Practices that are climatically, environmentally and economically smart" (McGregor, 2022)**.**

Smart practices include:

- Composting
- Nursery
- Bucket Science13
- Planting Vegetables
- Agroforestry
- Implementing the soil school practices
- Vegetable production is being carried out on and off season.

Achieve carbon offset status.

- Planting more native trees as well as increasing the teak and sandalwood plantations
- Investigate alternative waste reduction methods.
- Ensure Tutu is aligned with the Fiji National Carbon Market Strategy Roadmap.[14]

Ensure Oceania Farm retains a training and research focus as well as income generation.

- Strengthen engagement with other research and learning stakeholders.
- Careful collection of data, on produce, land use, soil fertility, impacts of climate change, and local knowledge.

Development of alternative food sources and opportunities to value add to climate resistant crops, such as breadfruit.

Indicators and outcomes

- Increased use of compost and nitrogen fixing crops.
- Increase production of noble kava planting materials.
- Increased production of seedlings and other planting materials.
- Implementing the soil school practices.
- Vegetable production is being carried out on and off season.

13 Bucket Science or Bucket Chemestry: Any chemical process or technique that is low-tech, and does not require specialist equipment or skills, or precise measurement or control.

14 https://carbonmarketinstitute.org/international-markets-fiji/

- Tutu achieves carbon offset status.
- Tutu's research and innovation is recognized and supported by key research and learning. Stakeholders.
- Increased percentage of Tutu land covered with nitrogen fixing plants.
- Increased percentage of Tutu land covered with native trees.
- Increase in breadfruit trees planted at Tutu.
- Increase of breadfruit products being produced at Tutu.
- Increase in the quantity of climate resilience crops such as kumala, yams, tivoli, dalo ni tana, via, and other indigenous vegetables grown on participants' farms and at Tutu.

Strategic Priority 3: Improve support services to post participants to maximize success in executing their life development plans.

Activities to achieve the goal.

Strengthen post participant program by implementing a structured approach to visitations during the five years post Tutu.

- Clarify/Assess what support post participants need.
- Increase availability of planting materials at Tutu for past participants.
- Develop or precure short courses and/or resources for post participant's use focusing on soil health, soil testing, marketing.
- Strengthen connection between post participants and Fiji Kava in accordance with the MoU.
- Strengthen connection between TLTB and post participants to address land tenure security.
- Encourage post participants to plant teak and sandalwood and exotic fruit trees for long term financial security.
- Develop new clusters for post participants.
- Introduce twice-yearly post Tutu visitations for participants of 2024 KYF and SW courses.
- Strengthen engagement between post participants and the Ministry of Agriculture.

Continuation training of visitation staff in good record keeping and in use of portal

Indicators

- Post participant clusters have been established in Vuna, Wainikeli, Cakaudrove, Tunuloa, Natewa, Vaturova, Kubulau, Dogotuki, and Seaqaqa.
- Visitations to clusters by FORI (Farmer Organization, Research, and Innovation).
- Post participants have increased financial literacy.
- Post participants are achieving their life development goals.
- Strengthened engagement between post participants and Ministry of Agriculture, and Fiji Kava and TLTB.
- Twice yearly visitations to clusters by TRTC staff are happening.
- Training is conducted on visitation staff in good record keeping and in the use of the portal.

Strategic Priority 4: Develop integrated infrastructure at Tutu.

Activities to achieve the goal.

- Develop and implement a maintenance plan for all buildings and roads at Tutu.
- Ensure all machinery including vehicles and farm machinery are well maintained and a replacement schedule is developed and implemented.

Address water supply challenges.

  - Assess the condition of the water supply and develop an action plan to ensure a reliable water supply now and into the future.
  - Renovation of the weir and the water storage tanks.
  - Investigate increasing water supply to meet challenges associated with Climate Change.

Review current electricity generation at Tutu.

- Improve power supply to support drying of yaqona, and fruits at the FDU.
- Reassess the hydro/solar mix in the light of changing weather patterns.
- Address increasing power needs through more solar and hydro capacity.
- Fundraise for McVerry dormitory building.
- Build training room at Naqumu women's centre.
- Consider investment in a road digger to address costs in maintaining roads and as a potential source of income

Indicators

- A maintenance plan is developed.
- Buildings are being maintained.
- Roads are well maintained.
- Water supply infrastructure is improved.
- Water storage is in line with needs.
- Electricity production is increased.
- Sufficient funds for the McVerry building and other capital works have been sourced.

Strategic Priority 5: Improve project implementation.

Activities to achieve the goal.

- Implement a training program for all staff.
- Reestablish a work health and safety committee to oversee Tutu operations.
- Develop policies for all departments.
- Develop a safety culture at Tutu.
- Develop monitoring and evaluation plans for all departments and use these to drive change and improvement.
- Develop a Terms of Reference for the TRTB Board and other governance structures.

Indicators

  - All staff have a development plan and have increased capacity to perform their role and potential for advancement within Tutu.
  - Time management improves in all departments.
  - A Tutu manual, made up of policies and procedures is developed.
  - The Tutu manual is assessed and updated at the review point.
  - A Work Health and Safety Committee is formed and meets regularly.
  - All safety incidents are recorded, and safety breaches addressed.
  - MEL Plans for Courses, Oceania farm and Technical Department are developed.
  - A Terms of reference has been developed for the TRTC board.
  - Weekly department reporting is happening.

Strategic Priority 6: Generate funds and secure investment.

Activities to achieve the goal.

- Strengthen income generation at OF by developing and implementing a business plan aimed at increasing sales and profitability.
- Investigate partnerships with investors to take to scale promising agricultural enterprises at Tutu.
- Continue the long-term investment in teak, Yasi, fruit trees while supporting sustainable yaqona and dalo planting.
- Increase profitability of plant nursery
- Increase honey production for access to local and export markets.
- Strengthen Tutu trust by developing and implementing a strategy to attract high net worth individuals to donate and by developing a bequest program.
- Strengthen food development unit profitability.
-
- **Indicators**

Oceania Farm

  - OF business plan is developed.
  - OF increases in profitability.
  - OF is able to offset some of Tutu's operating costs.
  - Increased production of Honey.
  - Increasing annual income derived from dalo and yaqona sales.
  - Increased income is generated from the sale of papaya, dragon fruit, rambutan, breadfruit flour, ornamental plants, and other products.
  - Food Development Unit increases in profitability.
  - Increased planting and maintaining teak trees.
  - Increased planting of Yasi trees.
  - Increased planting of native hardwoods.
  - Significant financial contribution made to the Tutu Trust.
  - A bequest program is developed.
  - Partnerships with investors are investigated and followed up.
  - Increase profitability of breadfruit products
  - High occupancy rate of surplus housing maintained.

Strategic Priority 7: Improve food security at Tutu and beyond.

Activities to achieve the goal.

Activities by year and key deliverables

- Include PIFON as a funded project.
- Increase nutritional knowledge amongst all course participants.
- Encourage vegetable planting particularly amongst single women's courses participants.
- Encourage planting of climate resilient crops such as dalo ni tana, Tivoli, yams, carrot kumala and kaile
- Indicators
  - Increased quantity fruit and vegetables grown and consumed at Tutu.
  - Increased quantity of breadfruit, fruit and vegetables consumed at participants home farms.
  - Increased production of breadfruit products.
  - Increased quantity of climate resilient root crop grown and consumed at Tutu.
  - Participants have increased knowledge of nutrition and what foods to plant to achieve a balanced diet.
  - Participants and Post Participants are planting and consuming increased amount of nutrient rich food grown by themselves.
  - Nursery promotion of seasonal and off seasonal vegetables.
  - Continue to develop capacity in animal husbandry, aquaculture and apiculture.

Strategic Priority 8: Restoring and enhancing soil fertility at tutu and beyond.

Activities to achieve the goal.

- The widespread introduction of soil fertility enhancing crops, alley cropping and composting.
- Soil schools, and sustainable agriculture outreach and extension programs are practiced.
- Collaborating with MoF, MoA and other organisations in their sustainable agriculture programs.

Indicators

- The rate of adoption of macuna, kaliyandra, drala, bainicagi and vetiver grass into the cropping system at Tutu has increased.
- The rate of adoption of sustainable fertility enhancing cropping on Tutu staff farms and participants home farms has increased.
- Continuation of sustainable agriculture programs with partner organizations.
- The continued planting of native and ornamental trees around Tutu.

Strategic Priority 9 Improve visibility of Tutu.

Activities to achieve the goal.

- Reintroduce community work to Tutu.
- Strengthen communication between Tutu and other key stakeholders including MoA, MoH, TLTB/TTFB, Banks, Governments (Fiji NZ AUST) and other NGOs.
- Develop and implement a communication plan to promote Tutu more widely and increase engagement with current and future funders.
- Produce and disseminate videos, photos, and good news stories.
- Improve Tutu's online presence on social media.

Indicators

- Communication plan is developed.
- Staff are trained in social media.
- Increased traffic on Tutu social media.
- Tutu social media is integrated across several platforms including Twitter and Instagram.
- Tutu has a presence on LinkedIn.
    - Stories are supported with strong outcomes data indicating the changes in people's lives not just what we did.
    - Improved engagement between Tutu and key stakeholders.

EVALUATION

Introduction

Evaluation has an important role in this strategic plan. It builds upon already impressive data collection and analysis to provide a strong evidence base to determine success at achieving the strategic priorities listed above. It will strengthen reporting, potential funding opportunities, and allow for continuous feedback to TRTC staff and management. The focus is on TRTC staff and management monitoring their activities on an ongoing basis. Staff capacity building to strengthen evaluation capabilities will be an integral part of this evaluation process as TRTC adapts to increased requirements from funders to measure and report on program outcomes.

Program logic

Three program logics will be developed, one for TRTC participants, one with an operational focus and a final one for Oceania Farm. These operationalise the strategic priorities and provide clarity for Tutu staff and management to understand the impact of their relative work areas.

Evaluation management

An evaluation steering group will be established to coordinate evaluation activities. An important role of the evaluation group is to ensure evaluation sits within a culturally safe approach. They will coordinate data collection and where needed commission an external evaluator at the review point and at the end of the period covered by the strategic plan.

The evaluation framework will measure the outcomes articulated in the strategic plans.

Evaluation approach

Utilization focused evaluation[15] will be employed. This ensures that evaluation meets the needs of staff, board members and external stakeholders. Data collection methods will be closely aligned with how data is already captured in the organization and where possible, will use the Tutu database and align with current data collection timepoints.

Evaluation will use both stories and data. TRTC evaluation is based on values of respect (vakarokoroko), reciprocity (veitokoni) and relationship (veiwekani). Vakarokoroko refers to the respect that exists between the evaluator and participants and dictates how power is balanced within these relationships. Within this traditional perspective, both the evaluator and participant share in the knowledge-generating process (veitokoni) facilitating the development of a mutual partnership (veiwekani).

Reporting

TRTC activities are funded by a number of different funding streams. To coordinate evaluation activities a reporting tool will be developed. This will align activities with strategic priorities and indicators, who is funding the activity, their reporting requirements and dates. This will assist aligning data collection with reporting deadlines and requirements and assist with reducing the reporting burden on staff and management.

Monitoring reports will be produced in line with TRTC board reporting requirements and will align with ongoing activity plans.

A preliminary evaluation report will be produced mid 2026, which will provide an opportunity to assess assumptions and make minor adjustments to the strategic priorities. A final evaluation report will be produced in the final year of the strategic plan and will inform the next strategic plan.

15 https://www.betterevaluation.org/methods-approaches/approaches/utilisation-focused-evaluation

GOVERNANCE

Good governance is central to Tutu's operation. As a trust company, Tutu is governed by the Fiji Companies Act of 2015 (Fiji Companies Act 2015, 2015). A board of directors has been constituted who have the overall role of ensuring good governance at Tutu.

A board of directors meets 4 times a year, twice online and twice face to face.

At the time of printing, the board members are:

Fr. Milikiade Rayalu

Fr. Lote Raiwalui

Mr. Rohit Lal

Mr. Livai Tamani

Mrs. Serenia Madigibuli

Mr. Matthew Abel

Mr. Lawrence Cakau, Company Secretary

The board of directors play both an advisory and governance role. Included in their tasks are to approve the six-monthly reports provided by the director, formally approve the TRTC strategic plan, approve expenditure above $25,000.00, and approve the auditor's report.

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APPENDIX 1: CASE STUDY THEMATIC ANALYSIS

Case Study Analysis from 2018 review of TRTC post participants (Boyle, 2023)

This is a thematic analysis of the case studies contained in the report on Tutu Rural Training Centre's courses conducted in 2018 by Andrew McGregor and team (McGregor et al., 2018). The 42 case studies, collected by Fr Isaia Wairogo and Alosio Neori during field visits offer valuable insights into the challenges experienced by Kevin Young Farmers (KYF) graduates upon completion of their training at Tutu.

The review serves two purposes, to analyse each case study using a common set of questions, and to then suggest trends that might not be immediately apparent. These trends are in most cases inconclusive but may point to further enquiry as Tutu continues to refine the training offered and importantly consider how it can best support the graduates once they return to their communal homes.

Key findings from 2018 KYF graduate case studies	Yes	No	Partially	Unknown
Was the graduate negatively impacted by peer pressure	54%	29%	0%	17%
Has two plantations for business and family	79%	8%	0%	13%
Using nitrogen fixing crops?	25%	0%	0%	75%
Reported improved planning skills	83%	17%	0%	0%
Is the graduate a community leader?	29%	0%	0%	71%
Has the graduate achieved their goals?	50%	25%	25%	0%
Does the graduate have improved financial literacy	75%	0%	0%	25%
Does the graduate have savings at the time of the interview?	71%	0%	0%	25%
Has the graduate bought a vehicle	17%	83%	0%	0%
Has the graduate built a house?	54%	0%	13%	33%

While over half reported they had been impacted by peer pressure, there were a surprisingly high number of graduates who it is presumed managed to overcome this issue and progress with their plans.

The key findings were as follows:

KYF graduates despite some challenges, **find themselves in an enviable situation as compared to their non-Tutu peers.** Despite some slow starts, most manage to implement their 5-year plans. Many reported improved planning, financial management, had savings and a pleasing cohort had built or were building their home.

While over half reported they had been impacted by peer pressure, there was a high number of graduates who managed to overcome this issue and progress with their plans.
Nonetheless, there does appear to be several different cohorts amongst KYF graduates, each with different characteristics. While it is well known at Tutu that some take longer to put into practice what they have learnt than do others, the factors that influence this may not be fully understood.

To conduct a thematic analysis of the findings, the questions were grouped as follows:

Barriers/Enablers to success

Unsurprisingly, the chief barrier to graduates achieving success were the pressures of life in their village. It is a well-known fact that the Vanua imposes substantial demands on members; furthermore, the temptation to join in nightly yagona sessions with friends is strong, particularly considering the pressures from family members who often can impose considerable coercion on young men due to the nature of the kinship relationship.

The author noted the following cohorts reported success in being able to achieve their goals and (presumably) mitigate the impacts of peer pressure[4]:

1. Those who were part of a group of KYF graduates from the one community,
2. Those who had family members who had attended Tutu,
3. Those who reported a high level of family investment in supporting the KYF graduate's goals, and
4. Those who had prior training in agriculture.

This has relevance in considering the manner of support offered to KYF graduates.

The principle enabling factors were:

- Does the KYF graduate have two plantations for business and family?
- Has the graduate reported improved planning skills?
- Does the graduate have improved financial literacy?
- Did the graduate adopt their plan?

has two plantations for business and family	improved planning skills	Plan adopted	improved financial literacy
79%	83%	96%	75%
8%	17%	4%	0%
13%	0%	0%	25%
100%	100%	100%	100%

This table indicate most graduates were able to take on these enabling factors, regardless of if the KYF graduate had been impacted by peer pressure or not.

Achievements/Outcomes

The outcomes or achievements were identified as indicators the KYF graduate has achieved success in their five-year plan and their personal growth more broadly:

- Is the graduate a community leader?
- Has the graduate achieved their goals?
- Does the graduate have savings at the time of the interview?
- Has the graduate bought a vehicle?

- Has the graduate built a house?

Even though it may take some time for KYF graduates to begin implementing their plan (with it must be said mixed or partial results), they do manage to achieve at least some of their goals, and many manage to build a house or are in the process of doing so.

Recommendations

1. **Greater support be given to KYF graduates once they leave Tutu** and return for good to their communities.

2. The evidence presented here suggests that **the level of support needed by a KYF graduate will depend on several known factors** and just as KYF participants are supported based on their own need whilst at Tutu, a similar approach could be taken once they leave.

3. Consideration **should be given to identifying strong graduates using the aspects identified above to act as mentors to other graduates at the village or Tikina level**. The evidence here suggests that those who struggle most tend to be those with the least amount of support within the home, from their community or from other KYF graduates who live nearby, and that vulnerability could be mitigated by support from their peers who have been identified as being at less risk achieving their plans.

4. A general approach of alumni support could be successful in assisting KYF graduates 'keep on track' and focused on being the best version of themselves now and into the future.

5. The causal link between formation work and the subsequent outcomes achieved by participants in terms of increased reflexivity, emotional maturity leading to better lives remains hidden and any **subsequent work to track the performance of graduates in the future must include this as a significant factor.** Anecdotally the staff at Tutu know this to be the case; it would be a fine achievement to include this in follow up work with the participants.

6. **Visitations to the current KYF participants once they graduate be done in a more systematic manner with both the barriers/enabling factors and the personal growth mentioned above be included**. This sort of data will help Tutu staff better communicate outcomes to funders, to the wider community and for staff to understand the impacts of their work to continue to improve upon the excellence achieved over the last 50 years.

APPENDIX 2: TUTU MODEL OF RURAL ADULT NON-FORMAL EDUCATION

ADULT LEARNING

"A process whereby a person in and through community, assumes responsibility for his/her growth as a person, in the service of the world in which he/she lives. It is a process of liberation by which, under skilled guides, a person grows in freeing himself/herself from constraints of a personal order, a social or cultural order"

It is a process

It is an experiential process. People learn through experience. The truths we live by are the ones we discover for ourselves; not what others tell us. The learner leads the process. The learner sets the agenda. The learner initially begins with felt needs and must be led to discover for himself/herself the real needs. It is a process of empowerment in and through Community;

Although the individual is important the process is best done in a group. Values, ideals, dreams and visions are caught, not taught.

If the process takes place in an institution, it is ideal if there are periods of oscillation between the home community and the institutional community. Our own limit is five weeks at most in Tutu followed by a corresponding time at home.

It is helpful for the person to have the opportunity to exercise his/her commitment to the values and ideals he/she professes both in the context of the community who professes the same commitment and in a world which may not profess the same values and commitment.

The immediate environment surrounding the person during the process is important. The freedom to grow and change demands a respectful, loving, and accepting atmosphere, so that people are free to challenge and be challenged in their attitudes, beliefs, and behaviour.

It does not exclude of course loving confrontation as an essential part of the process.

The individual assumes responsibility for his/her growth as a person

Manifestation of desire and the willingness to make commitment to the due process prior to entry into the course by achieving set targets in the home situation.

It is wholistic and included the affective (emotional) aspect of life whereby a person is helped to take responsibility for their own feelings. It includes the intellectual aspect whereby a person is helped to take responsibility for their own thoughts, beliefs, and assumptions. (Insights are tested by the ability and freedom of the person to name both the old and new way of seeing things.)

It includes the moral aspect whereby a person is helped to take responsibility for their own behaviour, their own choices.

The responsibility involved here is responsibility for autonomy; physical, emotional, and spiritual autonomy.

Liberation from Constraints;

Personal

The constraints people place on themselves through their own self-image as they seek the approval and acceptance of those who are significant to them in their lives. This involves a person's previously unquestioned vision of himself, of the world, and of God.

Social and cultural

We have all been subtly trained by the world around us in attitudes and beliefs. Some of these attitudes and beliefs are true, some half true, some false.

Formation

Under Skilled Guides the person grows in freeing himself/herself; the guide must have walked and continue to walk the journey in his own person. He must have a clear vision of the world around him and yet have a clear vision of what can be.

He must have the personal integrity and freedom to lead through his own person, and not through authoritarian structures.

The guide must be a person of compassion and empathy, able to articulate both the pressures and forces at work in our lives, and the vision of another way of living.

He must have a listening heart so that the participants "know that he knows, what they know", of his personal sufferings, and cultural pressures upon them.

As the participants move towards autonomy, the guide must be able to stand back in a quiet, patient, and unassuming manner.

Attitudinal change

Attitudinal change is a slow process. The guide needs to collaborate with fellow guides on this journey of walking with people. There is a difference between collaboration and teamwork. Teamwork divides up the work for reasons of efficiency and convenience. Collaboration involves a certain personal vulnerability in performing together the task in hand so that others can see the quality of the relationship which can inestimably contribute to the building up of the atmosphere or people environment required. Working with people rather than for them.

Disciplines are required. Adult disciplines. Both the guide and the participants need to be involved in drawing up the disciplines. The process of appropriation/ interiorization and the reasons for structures need to be known by both. Accountability needs to be clear.

The qualities of the guide will be most tested with young adults. Working with youth comes naturally to no one (unless we mistakenly become one of them). Youth require the most dedicated of guides.

In the Service of the world;

The test of adult learning is not a written exam, but the freedom of individuals to not only

- take charge of their own lives, but
- to reach out to others and be for others in some way.

Our focus in Tutu is the average normal person.

It is our aim to make the

- Average, good,
- the good, better, and
- the better, great.