

# CARITAS IN FIJI

Y9-10 LESSON PACK



**Languages:** English, Fijian and Hindustani

**Currency:**  
Fijian dollar

**Temperature:**  
Between 18°C and 32°C

**Capital city:** Suva

**Ethnic breakdown:**

iTaukei	57%
Indian	38%
Other	5%

**Population:** Approx 920,000



Caritas Aotearoa New Zealand has supported **Caritas Fiji**, as the newest member of the Caritas Internationalis network. Emergency assistance has been provided to families in recent years and young people have been helped to become self-employed farmers through non-formal training at the **Tutu Rural Training Centre**.

# CARITAS IN FIJI CARITAS I WHĪTĪ

## HISTORY

Through volunteer placements Caritas Aotearoa New Zealand has for many years supported the Marist-run Tutu Rural Training Centre (RTC) which has been in operation on Taveuni island for almost half a century.

Current support may change in the near future but the relationship between Caritas and Tutu RTC will continue well into the future.



## CURRENT PROJECT HIGHLIGHTS

A variety of students have been taught to become self-employed farmers on their own land. Half of their time is spent at the centre learning sustainable crop-growing techniques and financial management skills. The other half of their time is spent applying what they have learnt on their own village farms. Courses catering specifically for young women (including solo mothers) were re-started last year.

A recent focus has been to support Tutu RTC to generate income from agriculture and renewable energy and reduce dependency on outside funding. A new generator has also helped with the hydro-power system.

Additional training has strengthened the management and governance of the training centre to ensure future stability and success.

Thousands of teak trees have been planted to remove carbon dioxide from the atmosphere and to use in the future for making products such as high-end furniture.

A food processing unit has been successful producing breadfruit-based flour, dalo, banana and cassava chips, and jams and pickles using produce grown on-site for sale to schools, local markets and in main centers such as Suva.

A new, larger water pipe has enabled a powerful irrigation system to flourish as well as supply drinking water to Tutu and other villages located nearby.

A recent flower project has seen up to 70,000 young flower plants nurtured in a nursery – for the goal of beautifying and enhancing the centre and the environment.

An immense seed bank exists in a secure environment in case another emergency occurs (such as what was experienced with Cyclone Winston). This will provide ready-to-go crops to be purchased and grown quickly.

## COMMUNITY OUTCOMES

Young men, women and married couples are trained to become self-employed farmers and run small businesses in their home villages. Practical hands-on skills are learnt which enable them to have an income in the future.

Communities benefit as trainees pass on their skills to others and of course the quality and range of food and produce is enhanced.

Sustainability is a key focus and ranges from a family perspective to our planet's health (climate change mitigation).

## QUICK STATS

- ✓ **500** students have graduated
- ✓ **13,000** teak trees planted
- ✓ These trees alone will remove approximately **50,000** tonnes of CO<sub>2</sub> from our atmosphere
- ✓ **70,000** new flower plants
- ✓ The **340,000** litre reservoir provides water to Tutu and seven other villages

## STORIES AND RELEVANT RESOURCES

### HE PŪRĀKAU ME ĒTAHI RAUEMI HĀNGAI

#### Story A: From Trainees to Trainers

Remesio (Remy) and Jieni Cavuilati moved to their family land on Taveuni in 2010 and completed the Tutu couples' course in 2012. Cyclone Winston impacted them and their community and halted some of their plans. However, within their small settlement of around 40 households, Remy and Jieni have managed to plant over 1000 Yaqona (Kava) and Dalo plants and have developed a community vegetable garden. Jieni manages small home-enterprises including screen-printing and sewing items for sale locally. Remy and Jieni returned to Tutu as couples' leadership trainers and are a great example of how united and motivated couples can be a positive influence on their own communities.



#### Story B: Graduation Day

Every few years, at the end of the courses, students celebrate their graduation with their families. In the farmers course, young single males leave Tutu not just having learnt new skills but also feeling great pride. Often the real source of their pride is that their family status is enhanced due to their efforts. One of their core tasks is to demonstrate the skills to plant 1,000 yangona (Kava) plants on their family land. Many even build homes back on their own land too. The positive impact on the whole community is really huge, especially when some of the students were originally unemployed, unmotivated and possibly even causing problems in their homes and villages.

#### Story C: Harnessing the Sun

New solar panels were recently installed and have reduced the reliance on the reservoir dam for producing electricity – so the water supply is not over-used.

High tech analysis by experts monitor the reservoir to ensure the water level will never go below a certain point. There will always be enough for the activities of the centre and for others who rely on Tutu's water supply.



PHOTO: RAYNER PAGE



#### Story D: Investing in Trees!

There can be little doubt that trees are a great form of climate change mitigation. At Tutu, their thousands of teak trees absorb a large amount of CO<sub>2</sub> from the atmosphere. These same trees also provide a great source for quality hard wood for products like furniture. In 20 years', these trees will be in high demand and sold for furniture manufacture. This will be great for future income but more importantly it will also ensure no burning of the wood and minimal release of the carbon stored in the wood. This is written into the Tutu strategic resource policy.

# LESSON OUTLINE ANGA AKORANGA

## LEARNING OUTCOMES:

Students will...

1. Describe how Caritas support at the Tutu Rural Training Centre in Fiji has a positive impact on the community
2. Consider what makes the perfect course and attempt to outline their own



### KARAKIA

In silence, reflect on the privilege of quality education and the impact of learning on individuals, families and wider communities. Students may wish to offer short prayers of thanks.



### SETTING THE SCENE

Throughout the Pacific, in places like Fiji and the Solomon Islands, rural training centres are quite common to provide for young people who do not carry on a formal state education.



### ACTIVITY

Get students to access the **Caritas in Fiji** page with the history, highlights and outcomes of the partnership of Caritas and Tutu Rural Training Centre (TRTC). Ask them to highlight, underline or put symbols on the parts that they like (L), find interesting (I), don't understand (D) or want to find out more (M).



### DISCUSSION

Share each other's thoughts from the activity above. What stands out for students about the effectiveness of TRTC.



### VIEW

Watch the video [Growing Food for Life](#) from Caritas Australia to meet Eric and Ma and see the impact TRTC has had on their lives.



### DISCUSSION

What were the biggest positives for Eric and Ma from their impact at the rural training centre? There were lots of good images shown of the courses and the centre in action in the video. What stood out?



### READ

Get students to read **Story A: From Trainees to Trainers** and **Story B: Graduation Day** to see firsthand the personal impact the courses run by TRTC have on both the participants and the connected families.



### DISCUSSION

The personal development is obvious for Remy, Jieni and other graduates. Discuss the wider impacts on the rest of the community as mentioned in the stories and the project highlights earlier.



### READ

Share with students **Story C: Harnessing the Sun** and **Story D: Investing in Trees!** to see how TRTC is changing the way it operates to reduce their overall impact on the environment and help mitigate the effects of climate change.



### DISCUSSION

What can we learn and how can we be inspired by the TRTC's approach to climate change? We may not set up solar panels or grow thousands of trees, but what practical things could we do?



### ACTIVITY

The training at Tutu Rural Training Centre has been successful for many reasons. Courses have been improved over time to ensure that helpful practical skills have been learnt along with any relevant theory and knowledge. The students have always been the main consideration of any course design, so that after graduation they can have a positive impact on their families and communities. Give out **Worksheet 27: The Perfect Course** and ask students to think of the most effective teaching and learning they have experienced. The students' task is to have fun creating the perfect course for a chosen audience. What are their key messages? What are the key skills to be learnt? How will students learn? What is the component of theory and practice? Students obviously don't need to create the whole course! They just need to consider the main points by completing the worksheet – effectively giving a summary of the course and sessions.



### ACTION

Challenge students to remember how lucky they are to have a quality education system. They may like to try the following test: Every time they complain about school-related matters they need to think of two positives that they take for granted.

## WORKSHEET 27 WHĀRANGI MAHI 27

### The Perfect Course

The training at Tutu Rural Training Centre in Fiji has been successful for many reasons. Courses have been improved over time to ensure that helpful practical skills have been learnt along with any relevant theory and knowledge. The students have always been the main consideration of any course design, so that after graduation they can have a positive impact on their families and communities.

Keeping in mind the most effective teaching and learning you have experienced, have fun creating the perfect course for your chosen audience. What are the key messages? What are the key skills to be learnt? How will students learn? What is the component of theory and practice?

You don't need to create the whole course! Just consider the main points below to provide a summary of the course and sessions.



**Course topic:**

**Target audience:**

**Key messages:**

**Key skills to be learnt:**

**How students will learn:**

**Breakdown of theory and practical:**

**Other important information:**