

INTERVIEW # 006

Respondent did her first degree in Education, BA, USP and an MA in English Language (Education) at the University of Wales (or a university IN Wales -- response not clear --), UK. Respondent moves to criticism of USP. Sound quality is poor, but it seems that she may be now involved in administering the University's Extension Courses. Respondent alleges that criticism came from USP's Central Administration of the poor quality of organization in certain regional centres. The complaint was originally made by a tutor or lecturer. The students had also a poor attitude, reflected by, e.g., lateness in turning in essays, which, to the Respondent, indicated a "lack of dedication".

All the people criticized were local, although well -qualified. A good aspect of the matter however, is that the Extension education offered has proved extremely popular; the number of passes is high, and the results, she feels, are quite good "compared with other countries". More people are passing, successfully completing.

On completion one can obtain a diploma or degree, but this would take years. Many people take whatever papers they can while working and in due course apply for a scholarship, and if/when they get this, any previous papers successfully completed are credited; thus a four-year course, for example, could be completed in only two years. Interviewer asked if this system applied to other universities, such as Auckland. Respondent said, [hesitantly] she "thought so, as these are USP courses", and would be accepted by any university that accepted USP.

Satellite Communications: effective or not in assisting distance learning in Pacific?
Respondent: Not as effective as might be, mainly because of language problems. She is clearly referring to existing "sound only" systems: "if you don't see the picture, it's harder to just listen". Another problem may be cultural; people just don't ask enough questions. It would be easier if a "tutorial" mode were used, but even in NZ island people are known for not speaking up in face-to-face situations. It is worse when satellites are used.

Though happy with her present job, she has one ambition: to compile a Tongan dictionary...not Tongan /English! Expects the project to take longer than ten years. She would like to emigrate to the US; people are freer there to do what they want and have more control over their own lives. Financial possibilities are greater too. Not least, you get to have some privacy. Maybe she could write her dictionary overseas.

[Note: latent hostility to class/social system of Tonga now surfaces in answer to the question: "Do you have any problems?"] The problems are nothing to do with work, but "the way we live in Tonga... people are very unequal". Tonga has a very hieracrchical social system with

chiefs, etc., and common people at the bottom. Everyone has a place...poor are not expected to enrich themselves or improve their way of life. Expected to remain always poor and downtrodden. Overseas, in Western societies, people are more equal. Women are especially downtrodden...her main discontent...even herself, though [bitterly, defiantly]" it's more difficult to treat people like me badly, because there's a lot of men under me". The average woman is very badly treated; she says [in a resentful tone] that it's even hard for her to control the men under her... "It's difficult. I think that if I were a man, I'd be higher than I am now".

Any more general problems faced by Tonga as a whole? Answer very firm: Political problems. "It is possible that our kingly/chiefly system might be toppled... we might change to a more democratic form of government". Respondent feels it might happen quite soon. Does she approve?... [hesitation, careful search for words]..."Well, I think it's bad....I don't see any real changes. I don't think democracy will improve the treatment of women...it might be worse." At least the chiefly system, though it makes people very unequal, does elevate women and help to make them recognized."It is not possible for Tonga to be democratic as far as women are concerned". They might change people -- maybe substitute a President for the King, but the old prejudices would still be there.

How does the existing chiefly/monarchy system provide for women in any way, if it is hierarchical as you allege? Respondent explains [somewhat confusingly] that in the existing system, despite its prejudices, etc, women have a higher rank and status than men. They have greater mystical power ["Mana?"] in the kin-group and family structure but not in terms of law or politics. Women don't own land, for example. However, in traditional rankings of kin, sisters are higher than brothers. Even though women don't have real power, they are thus treated better than they might otherwise be. She fears that if Tonga moved towards a more democratic system, the rank of women could also disappear, and might even decline further in status.

The mystic power of women is related to curses, etc, and is already in rapid decline. People don't believe in this any more. Her vision for Tonga is that women will rise somehow [very emphatic, emotional, with poignant stress and pregnant silences]... "You can change the government but not the culture, and my problem is with the culture..."

"I think I'm against a lot of things in my culture... but when someone is so set and won't see things like that... I changed." Respondent obtained her new perspective at senior secondary school, when she began to see that some things "were very unfair". On going overseas experienced "very serious counter-shock, and in some ways I'm still experiencing it now... [at]... almost forty". Knowledge of other societies and going overseas made her change her way of thinking: Western Education.

But she is still Tongan: how can she best contribute to her own people?.... By helping to MAINTAIN THE LANGUAGE. If the language goes, what will happen to Tongan people? If they speak English only, will they still be Tongan? [interviewer confronts her with how she reconciles her differing views: Western education liberated her; she has stressed the deficiencies of traditional Tongan society, yet she [sentimentally?] wants to devote her life to preserving part of the culture that abuses her. [Implied; the words here, outside quotes, are those of the Transcriber] " : I don't. I don't reconcile it. I don't know how."

INTERVIEW # 009

Respondent is Fijian female of Indian descent in her second year of undergraduate economics in Wellington, NZ. She entered the University in 1990. Originally enrolled on a BCA 3-year course, she has now changed to BA and will require 4 years to complete. She changed because she found accounting too hard. 19 years of age. Holds Fiji Indian Passport. Originally her family came from Bombay (Gujerat) ; Hindu religion. Shares a flat (apartment) with her two brothers, one older than herself and one younger (27 and 16 respectively); elder works as an accountant and younger studies at Wellington College. At home in Fiji is another married brother. Father is manager of ANZ Bank, currently on a three-year posting to the Solomon Islands. Married brother is manager of an accounting firm; mother "just stays home". So does the brother's wife, who is Indian and has two children. Father is 55; mother 56, eldest brother 32. Entered University straight from high school.

Born Lautoka, Fiji. Father then got a posting to Suva, where she went to Kindergarten for one year. Father posted to NZ, where she attended primary class 1 through 4 in Wellington. Classes 5 and 6 were completed in Suva (Father's posting again). Class 6 to Form 6 accomplished back in Lautoka, Form 7 done in Wellington, and she then proceeded to University. Found all the constant moving around and having to make new friends difficult and unsettling. Friends not restricted to her own ethnic group. Does acknowledge that Indians tend to stick together... and indeed that it is usual for Indian parents to discourage their children from having Fijian friends. This can cause conflict. She accepts that as a girl her activities are more circumscribed than those of boys; "We [girls] are brought up quite strictly". Her Fijian school had just Indians and Fijians with a small minority of Chinese and Europeans. She was free to mix with all of them, but her parents had subtle ways of showing what they disapproved of. She accepts this, saying that the matter is one of culture and respect. "They know best".

Parents Fijian-born. Does not know when her grandparents came to Fiji from India; came as labourers under the British. Father studied up to Form 5 (Junior Secondary) and being the eldest son helped her grandfather, who by now owned a vegetable shop. After marriage, joined the bank as a teller and worked his way up to be manager. Has no formal qualifications. Glosses over the fact that there were "family problems" that were partially responsible for her father's decision to get his own job.

Mother finished primary but dropped out of high school. Her parents forced her to do this after two years. Attributes this to traditional culture, applying especially to girls. It was not to do with money. Her grandparents became wealthy and her uncles became lawyers and accountants. The fear was that too much education might affect a girl's marriage prospects. She "stayed home" helping in the house until she got married. The marriage was partly arranged since the families

were friends; father came from Nadi and mother from Suva. Respondent says that they had to marry within the caste system; they were of the same caste. She then says without irony: "My dad was younger, but he still liked my mum".

Respondent indicates that she applied to university because her peer group were all applying and her parents expected her to go. Her father has high educational expectations for all his children, including the daughter. Opposite case to her mother's; not just encouragement but force!

Respondent's mother wants her to be happy; if she said she didn't want to study any more, mother wouldn't mind... "but my dad would get very upset". Interviewer asked the reason for the drastic change of attitude towards education in just one generation. Respondent unable to explain, but says that both her brothers were "pushy" about education too. She concluded: "I guess they want me to stand on my feet and have my own life" [Note: a certain subservience of tone is apparent, as though respondent accepted being told what to do by males; one of her brothers is only 16 years old]. She indicates that she would not like to be dependent on her parents or husband; also the parents don't want her to get married at a very early age. She is the only daughter and they want her to get an education before she gets married. Both are opposed to her going out to work. A big change! Does she like it?

No! Respondent feels that she could work and study at the same time. In NZ "everybody does that". She is not allowed to work part-time by her parents and rather resents it. It is seen by her father as disgraceful to allow his daughter to work; he wants her to get an education and a good job. "So I am not doing what I want to; I'm doing what THEY want me to... studying economics..." [this is said with some pique and a very high shift in the voice, indicating quite deep anger]. She accepts economics reluctantly; she wanted to be a beautician or a hairdresser, but knows that her parents would not allow it. "And it was just commerce... it was never science or anything... just commerce. It was really quite hard"...

The true resentment of the respondent now surfaces. She contrasts Fiji, a highly traditional society where parents exercise considerable control over their offspring, with the much freer life of NZ, where young people of sixteen are already living in their own flats and working. It is now that she realizes how much she wants to do but is not allowed. European friends go out to parties and pubs. If she is invited out she has to make an excuse, as it is too embarrassing to admit that she is not allowed out by herself. Admits that as a result it is sometimes very difficult to develop friendships; Europeans in particular have so much more freedom and would not be able to understand why, at age 19, she is not allowed to drink or go to parties or to have a boyfriend. She says that basically she accepts that this is part of her culture and she wants to retain it, but confesses to being frustrated "just a little bit" [tone of voice, however, suggests that the frustration is considerable]... wants "a bit more freedom and chance to make my own decisions". Only

discovered this when she left Fiji. It was a big shock; regards it favourably because "now I know what I have been missing out on. If I had been in Fiji right now my mind would have been just... closed and pushed in one direction, but now it's open and I can stand up and say 'Look, I want this... ".

She hasn't opposed or stood up to her parents yet but is preparing for a confrontation. "They can't say too much, because I'm old enough, but they won't like it!" She feels that she will have to stand up to them sooner or later. A peer-group friend is in the same case. She has another friend, again Indian, who is married to a European in New Zealand. She is from Fiji too, but her life is completely different. Her parents would "NEVER accept it"; she is working, studying, having her own life and freedom... "and everything" [said wistfully and with a trace of envy]... although they are from the same place and have so much in common, their lives are so different. Respondent's parents are quite strict. A confrontation is coming, however; she wants to work next year but has not yet raised the matter with her parents.

In answer to the question of why her parents are so keen on her to be educated or what discussions took place before the decision to study at university was arrived at, respondent is vague [Note: throughout the tape she is extremely articulate and succinct; her answers are clear, poised and intelligent, very well-expressed, and with an evocative modulation of the voice that often reveals her true feelings]. She finally concludes that she was in no position to say why; why was never asked; "What ever they say, we have pushed me into commerce" Her two brothers had done the BCA, "So I had to enrol in BCA... it was just the expectation". She was doing the BCA but in June told her father that she wanted to change; he allowed this, because the BA is not so different, and a little bit easier in Economics. He would not have permitted a change to an arts subject. However, the real truth is that respondent did not want to study too much. She wanted to do just a two year course at most... and then stresses: "I really want to WORK!" She is simply choosing the easiest academic option to satisfy the minimum requirements of her parents.

She would like to work in some office capacity: perhaps as a secretary. A bank would be an ideal choice, because there is the possibility of doing courses part-time. Without noticing the irony, she uses her father as an example: he started from the bottom! She likes the idea of starting real work, being independent and being sent by the bank on two- or three-month courses and "working her way up".

The quickest response on the tape is in answer to the question: "What is your next hope?". Answer: "GET MARRIED!" She is equally firm that she will continue the job after marriage. The tricky issue of her parents' values versus her own is best shown by direct quotation; she appears a very strong-willed and confident young lady.

"Well, actually... I'm not following what my parents say now, you see?.. if I find someone

tomorrow and if I want to marry him I'll have to go and tell my parents, because at that stage it's a part of my life; it's MY decision for my life so then I'll say it. If they say 'No, you can't get married until three years' that's not fair, because if I find someone next year and I want to get married to him, then I should be allowed to".

Respondent has no intention of abandoning her proposed career in banking; she hopes to keep on doing part-time bank courses and go higher -- as her father did [though we do not know whether he did part-time courses or not]. Probably her goal is manager; she wishes to return to Fiji and there are few women in the banking field there... "so if you become a manager you'll stand out and really be noticed, you know?" She has no intention of proceeding beyond the BA in the academic field. Intends to return to Fiji at once after completing the degree but if she could get a good job in NZ, this could alter things. She anticipates no opposition from her parents about this.

Interviewer asked about her response to possible immigration to other countries, apart from Fiji and NZ. She is enthusiastic about Australia and equally determined that she would NEVER live in the United States. Other dislikes are Canada, India and the UK. The US has too "fast" a lifestyle; India does not meet her living standards; Canada and UK are rejected because of the bad weather (and the "fast" lifestyle of the UK). Only the South Pacific will do. She would happily live in Australia for good, but has no specific intention of emigrating; if a chance came up or if she got married to "someone in Australia" [Note choice of words: not "an Australian"].

Can she find a job in Fiji? Positively yes... her father works in a bank, and has a lot of contacts.

[*** There is no irony or sarcasm at all in any of these statements. Respondent is quite guileless. Having at first defended her parents because "they know best", she criticizes their forcing her to become educated, especially in the hated world of "commerce". She says she was pushed into commerce, then admits that she wants to start work as a bank clerk without qualifications, as her father did. She finally suggests that she intends to succeed not by proof of scholastic aptitude but because of her father's influence. The ideas of becoming a beautician or a hairdresser now seem to have been forgotten. She senses no contradiction or hypocrisy in this. She speaks completely perfect British English, so there is no communication problem].

"... up here [NZ], they don't recognize what your parents are; they just recognize YOUR education"... [Her tone suggests that she thinks this is wrong].

In Fiji, connections are important. Also she has studied in NZ, which is considered prestigious.

Her main problem in Wellington (apart from academic ones) is that she misses her mother. She misses her dad too, but her mum is always around and they do a lot together... shopping, walks, swimming. Her father is of course at work all day. She has no sisters so misses her mother

all the more. She gets on well with her brothers, and the youngest [16] is especially close. The older ones are more remote because of the generation gap. A revealing statement: I don't treat them as a brother; I treat them as a father". She and her younger brother are just friends: "we even swear at each other, but I can't swear to my older brothers!"

She misses some of her friends in Fiji; she stayed in Lautoka for 8 years. No problems with NZ teachers; they treat all the students equally. Some other members of her peer group "might not like me because I might be smarter than them". The only cultural problem is the opposite of what might be expected: limited freedom. Instead of finding problems with NZ culture she wants to experience it more, but is restricted by her own cultural background". If I want to go a night club or something, I'm not allowed to". So she has never been to one. [She smiles and says "no" sadly and bashfully]. She could do it and lie to her parents, but the guilt would be unbearable. Not all Indian girls are in this position. Their parents are not there... nobody will know... so they go out and enjoy themselves. [Everything depends not just on the culture but on the rigidity with which cultural mores are applied. In the Respondent's case, she often repeats what other Indian girls do or are allowed to do by their parents]. The freedoms that she asks for are limited, modest ones, she feels, like going out at night.

INTERVIEW # 010

Western Samoa.

Graduate of Massey University, Palmerston North, NZ; graduated 1982. Began the course in 1979, majoring in Education. At the 300 level, Respondent chose to specialize in Pacific Island Educational Issues. She also studied Social Problems in Developing Countries and Special Education. Her degree is B.Ed.

She was born 2 August 1958, in Western Samoa. Her nationality is Samoan, with a Samoan passport, but she was applying for NZ citizenship at the time of the interview. She has lived in NZ for several years and already has permanent residency, but as she is planning to visit Canada soon she feels that NZ Citizenship would be advantageous. ("If things go wrong, I can rely on the Ambassador or High Commission")

Respondent obtained permanent residency in 1978 while still at school; she needed it to attend a Teachers' College. Obtaining it for educational purposes was relatively easy. She sees herself as ethnically Samoan and is a Christian, of the Pentecostal Church. She is married and has just bought a house in NZ. Prior to marriage, while attending University and Teachers, College [which she seems to have done simultaneously], she lived with relatives until, in her second year at University, her mother permitted her to share a flat (apartment). She stresses how VERY difficult it is for South Sea Islanders from traditional backgrounds to get parental permission to share flats. At first her parents strongly opposed the idea, associating flat-sharing ("flatting" as it is known in NZ) with immorality. When her mother visited NZ, however, she realized the problems of living with relatives: apart from overcrowding, she was obliged to help with the housework, and her academic work was suffering.

The very strong ties with and obligations to the Church are also stressed; often her whole weekend was taken up with Church work at that time. There was never enough time to commit oneself to study. Once her mother accepted this and supported her move into a hostel or flat, the other relatives fell into line. Her mother had the ultimate decision, in this as in other matters. She flatted with one Samoan and four Maori : all girls, needless to say! There was at first no place available in a hostel and when one became available she was already settled into the flat.

She has been married for seven years; her husband is currently a maintenance worker at a hotel. He was a courier for a printing company until being made redundant when it went into receivership. At first he began as a joiner, and served an apprenticeship with a firm in Palmerston North. His age at the time of the interview was 35. Her job is currently Assistant Lecturer of English as a Second/Foreign Language, and she is also responsible for a large component of a

diploma course in NFL in Wellington, NZ. [The institution is not specified, but from later references, may be affiliated to the Victoria University]

She teaches four papers of the Post-Graduate Diploma ESL/EFL course: Language Teaching Methodology, Description of English, English Academic Skills, and Language Across The Curriculum (necessary skills for teaching Science, Maths, Social Studies, etc). There is also a teacher-oriented writing skills course. All this diploma work is intended for graduate high school teachers who already have classroom experience. It is NOT a conventional Teachers' College. Some of the graduate teachers come from Asia and the Pacific Islands and 50% are NZ based. Some are on scholarships and on leave from their schools; those from the Pacific and Asia are sponsored by the NZ Government. For some, it is a mid-career change; others have taken unpaid leave to improve their prospects. Admission requirements are liberal; a degree and EXPERIENCE are what count. Distance degrees rank equally with conventional degrees.

Her annual income is NZ\$ 34000 to 36000 per year--substantially less than what she was paid as a secondary school teacher. When she left her last job three years previously, she was already on that salary band, despite only three years' experience. If she had a position of responsibility in the school--which she would have by now--she would draw a salary well above NZ\$ 40000. The main reason for taking the job was because it would enable to study part-time for a master's degree and still be paid. It has been very difficult indeed to combine the two objectives, and she will not be able to graduate when planned; "teaching just takes over". She started her MA course in November 1989; the subject is Applied Linguistics. She hoped to complete in November 1991, but has had to defer until June 1992.

Personal History

Born in Samoa. Where? Answer: "In hospital" [Respondent shows ready wit and a most attractive sense of humour throughout]

She gives the names of her father's and mother's villages, but without spellings it is impossible to transcribe them. Both are close to Apia, the capital. She started Primary Education at Mota'a, Samoa and studied up to Standard 4, when she changed schools. Respondent regards this as significant. The village school gave a good grounding in basic skills and allowed her to move to a prestigious city school. After Form 2 she moved on to Samoa College, perhaps the best upper-secondary school in Samoa. She was there through forms 3 and 4 and then moved to NZ, alone at this time. She attended Secondary School in Palmerston North, and then after completing Form 7 passed on to undergraduate work at Massey. Somehow it seems that she managed to fit in study at a Teachers' College simultaneously while an undergraduate. She then taught for three years at an Intermediate School in Palmerston North and a Secondary School. [It is not clear whether these posts were sequential or concurrent]

In 1988 a TESL course became available on a Department of Education Scholarship. It was

tenable at the Victoria University, Wellington, and lasted one year. She successfully completed it and was immediately hired to teach the same course.

The decision about the Respondent's going to NZ to study alone was [as usual?] her mother's. The mother used to teach at a Teachers' College in Samoa and "for some reason, when it was my turn, she said: 'I think you ought to go to New Zealand'". Her brother and sister[s?] had completed their high-school education in Samoa before going abroad. The older sister studied in NZ and then returned to Samoa; the brother did his higher education in the Philippines and Australia. He is now back in Samoa too. Respondent feels that her earlier age in coming to NZ partly explains why she stayed for good.

Her father is dismissed affectionately but almost contemptuously with a very evocative elided sigh: he just agreed with mother. The mother's educational background was extremely traditional: village schools and the local Teachers' College, with a bit of secondary education in between. (This was a girls' secondary school; she passed out at Form 5) Teachers' Colleges are supposed to give tertiary education, "but in the Pacific it's hardly tertiary!"

Father's education even more basic: finished secondary school and went to work at once for a telecommunications company. He has worked there ever since. Retired now, but still works. Respondent is vague about his occupation: "Not a technician...an operator of some sort". He was trained on the job.

[Interviewer makes occasional slips like: "so now you live in Japan", and she wittily and laughingly corrects him, showing a well-balanced personality and sense of humour]

She buys a newspaper every day, owns radio-cassette, video, TV and would "love to have a personal computer". Response to motor-cycle question inaudible [probably "no"], but has a car, refrigerator, washing-machine and camera.

Daily Routine (Weekdays)

Wakes up at half-past six and reaches workplace by eight; at work until five. Two nights a week, Respondent teaches at a Study Centre for Pacific Island students; she chose to do this because it keeps her in touch with secondary school teaching. The centre is organized by a church, but is partly funded by the NZ Government. It offers assistance at night to secondary-school students in any study area where they encounter difficulties, providing specialist help from qualified teachers. She began as a volunteer but is now paid a token sum (NZ\$ 15 per hour for night-time sessions of two hours). She likes the work because of the insights it gives her into education in the Pacific. In NZ, Pacific Islanders and Maori have the lowest achievement rates. Her current research is along the lines of what can be done in the way of improvement.

On two other nights a week she attends a fitness class [whether as instructor or participant is not stated] and on her last week-night goes to a Christian Fellowship Group and Bible reading session. The group also addresses social issues. For example, the next night she will teach and lead a discussion on Women and Society. The audience is largely Samoan University students, and it is their inquiring and challenging attitude that makes the sessions so stimulating.

This is separate from her Sunday churchgoing; then she attends a "Pakeha"[European] Church. Both she and her husband are methodists, but feel that in some ways the mainstream of the church has deviated from the fundamental principles of its foundation. They see the Samoan Methodist Church as a vital agent for preserving cultural continuity, and are attracted by its vigour. But their families cling to the other methodism, so they attend both churches.

Respondent believes that the Samoan Methodist Church is a crucial element in the maintenance and growth of cultural awareness; the Samoan Language is spoken there; the Church operates "language nests" to reinforce those speaking Samoan, and generally is a political and social agent for the active preservation of the culture as well as a religious entity. Friction between the sects was clearly evident in Palmerston North. She got married in a "Pakeha" Methodist Church and was almost ostracized by the Samoan community! To make matters worse, her husband's father is a pastor of the Samoan Methodist Church.

This is not evident in Wellington; she attributes it to the cosmopolitan nature of a larger city. The "Pakeha" Methodist church they attend includes Indonesians, Thais, etc., and even has a Samoan pastor.

Most nights of the week, after her extracurricular activities, she gets home about 9.30 pm and goes to bed at eleven or eleven-thirty. Housework is done on Friday nights, and with only two people to clean up after, doesn't take long. Her husband helps [This seems unusual within Samoan Culture, but his ethnicity is not specified. Possibly he is a New Zealander]. All the weekend is free, apart from the usual demands of the church.

Why did she enter university education?

[after much thought] Higher education was going to get her further, both job-wise and from the personal satisfaction point of view. She could not readily visualize going to work straight out of school.

She needed to work to support herself; the traditional social order in Samoa is changing, and the extended family's land could no longer be relied upon. Her father did not have the necessary family title to the lands of the clan. [This was possessed by an uncle]. Her mother "in her

wisdom"--but she thinks, rightly--saw that later in life the children would have to fend for themselves. "So...from the very start the push was for us to get educated, to be independent...to take care of ourselves..."

The traditional system could no longer be relied upon, and Respondent's mother was intelligent enough to see it. Descent is not necessarily patrilineal, and there could be a problem of family property passing to quite distant relatives. The ultimate object was to make the children independent of the traditional Samoan descent system by earning salaries which they could use (if they wished) to buy land. Her mother is thus simultaneously highly-traditional and very "western-capitalist" in her thinking. From her readings in Pacific history, respondent assumed that the family system of traditional co-operation was more "secure" than is in fact the case.

"I often look back...people change. Times change. You can't always rely on their being there for you".

When she was staying with her relatives in Palmerston North they paid her school fees. This surprises the interviewer, who asks: "Is this usual?"

The answer is yes. "That was how it was done. It would be insulting if my parents sent money while I stayed with them. They would tell me off if I wrote home for money" At the time the school fees were about seven dollars a year. [Said with delicious irony]. Also, books, clothing, board were picked up by the relatives, and she has similar obligations toward other relatives. (EG: Her cousin came to NZ for secondary education and at first lived with them. In vacations, etc, he still stays with them, wherever they are in NZ.). The whole network of mutual assistance obligations is described. No matter what the income differential, the obligations must be taken seriously; naturally, however, reciprocal obligations are also incurred. A sort of "mutual assistance insurance scheme" among an extended family.

Question: suppose your uncle married a Japanese woman and lived in Japan. Their children would be Japanese-Samoan, and let us suppose that you had never met them. Now he or she (separated from you by maybe two generations) suddenly turns up and wants to study at the Victoria University

Answer [very prompt]: I should feel very obliged to say: "Come and stay with us...even though I had never seen him in my whole life". This is a very common, almost automatic reaction.

Question: Do you like that?

Answer: Yes and No. When I had my nephew staying with us it was really good because I knew him when he was young. But there were times when I just wanted to be alone with my husband....you see it as you just doing your bit for the family.

In answer to the question: "Have you ever dropped out or taken leave of absence from your academic life?" there is an embarrassed intake of breath and a silence. "Is it very disgraceful?" Emphatic: "It is. It is. It's funny...when I was studying I just wished my parents would ring me up

and say: ' It's all right if you get an incomplete; it's all right if you fail", but you know that you're not here just for you, but them as well...if you drop out , you disgrace them. Not so much disgrace as there used to be, but...a disappointment for them. Even now my mother asks when I shall graduate...Oh God. Next year?" Travelling or even taking a year off to see the world...these are OK as long as there is a clearly-defined object in view. Failure to achieve a project that has been embarked on, however, is seen as disgraceful. Completion is vital in perceptual terms; "taking time out" is OK.

Interviewer asks what Resp's greatest problems at Massey are "in terms of content". Resp. misunderstands and replies: "money , I guess". It is also a great difficulty that she has to work so much at night to actually get enough money to survive. " I can't see any other area of discontent apart from the workload, the quantitative stuff".

Her first year--the worst--was beset by the sheer volume of work that she had to cope with. She would stay in the library to escape from her relatives, who would expect her to cook dinner "when there was an assignment due the next day". In her second year she moved into a flat(1980). Her relatives never understood : they wanted her to be at the University from 9 to 5 and do everything she needed to do in that time.

How is this problem reconciled with the question of dropping out, the ensuing disgrace? The other side of the obligation pattern is that it was virtually impossible to oppose or even disagree with her relatives. They were paying for her board, etc. But "they really had no idea of how hard it was without the time to work and study...my auntie hadn't really had much schooling and my uncle worked in a factory".

She often asks herself what it has all meant in her life, After all the struggle, she has only provisional qualifications and feels "dissatisfied....that I'm not achieving anything".

Interviewer suggests that she has a Master's degree, but she despondently says that it is on hold until she clears her incomplete, and her whole life seems to be hanging on it. Soon she will go to Canada and hopes to have six or seven months' non-teaching time. She is looking forward to a three month stint in Canada, which is funded by the Association of Commonwealth Universities. She was nominated for a research project [? or conference? ...not clear]. Her special area of interest is immigrant education in Canada and following the project she will be given a period of study leave. Thus she has two semesters of paid leave in the next academic year, and therefore expects to complete her MA.

As to her job, no real complaints, though she has doubts whether she is a "career-track" person. The thought of progressing through the scales of "Assistant Lecturer--Lecturer--Senior Lecturer" seems depressing, but the security and advantages are substantial, EG: Maternity benefit

of 6 weeks'paid leave and her job held for her for twelve months. [Interviewer remarks on the contrast with Japan] . If she did decide to continue in the linguistics field she would probably choose to remain in NZ; her special interest is the "language nest" network already mentioned in connection with the church. Has no intention of emigration. What attracts her about Wellington? Answer almost inaudible, but sounds like: "standard of living". Her job is not really secure, but there are more opportunities here on the whole. However, if she went back to Samoa, she feels that finding a job would not be so hard. The difference is whether one can MAKE PROGRESS within a job. Her biggest fear is the restrictions placed on progress, for example, within the Samoan education structure. "By that I mean that once you're in a position, it's very difficult to go forward". There's also a lot of professional jealousy; pushing for limited jobs. People are not very open to new ideas. She wouldn't mind teaching in primary school for the experience, but "my biggest fear is not being able to go any further than that".

In short, Samoa has a lot of difficulties for her. Especially singles out fixed, inflexible attitudes. Her parents would see a high-quality education from the "Pakeha" cultures as something to be proud of, and her own peer group and siblings strive for it. In terms of being accepted by the culture, she can see the problem. Her sister was so discriminated against that she went to American Samoa! She used to work in the Curriculum Development branch of the Education Department, but "she just couldn't go forward". Now she's in Hawai'i believed to be studying.

One complaint about her present life and job: "sometimes it's so full, you can't get off it". She lacks the family support-network that she would have back home, especially if she should have children ("if it should happen by mistake"). It's something that preoccupies her; they must look after themselves, so they must be organized. [Tape sound quality is poor and respondent is speaking in a very low voice as befits the very personal subject-matter] . She would greatly prefer her relations to be around her if/when she has children. Otherwise, out of a rather dim series of disconnected phrases, it seems that she has deferred having children semi-deliberately until she has thought through the issue of her cultural identity.

What is the biggest problem of Samoa?.....Education.

The whole system. There is a massive shortage of teachers. EG: a few years ago, great changes in schools were introduced only to be overturned by the next government. In developing countries it takes years for policy decisions to be implemented, yet there are so many short-term changes that teachers and administrators cannot keep up. A direct result is the loss of experienced personnel and able youth, who emigrate. Also the proliferation of examinations, standard 4 exams to go to intermediate school; then another to go to secondary; at Fourth Form, there is yet another. This is all unnecessarily selective, discriminatory and elitist. [Transcriber's words]. In the end "we don't have a compulsory education system ; it's not compulsory to be educated in Samoa". Latest UN figures show Samoan education to be worse than any other Pacific country.

"I was shocked when I saw that". Not only are people illiterate in English; they are illiterate in Samoan.

Respondent feels that this situation has developed during the last few years; recalls that at least people in the rural areas could read Samoan in her childhood. She blames educational policy and the allocation of resources. Rural areas are least provided for.

What should be done? The answer sounds naive: change the people. But she then says: "When the government changes, the people change". Education in the rural areas should be one of the first priorities. This of course involves examining education overall and the possible outcomes of various policies. Under the bland phrase "provide equal opportunity" people in rural areas are deprived [Transcriber's words]. What has been achieved so far? What processes produced these outcomes? How can these processes be improved? The UN report showing the lamentable deficiencies might be a good start.

What will she contribute? [Tape quality poor; Respondent off-mic]

Seems to suggest that, following on from her research, the role of family/cultural language /communication skills in academic achievement is a profitable field of study. Especially, she feels that modern pedagogic/technological methods may be well-adapted to the continuation and invigorating of traditional languages ,and through them, of their associated cultures. Her objective is to say: "Our language can do all the jobs of yours. Our language is just as good as Japanese, for example , in educational and even technological matters. Language has a really positive effect, especially with modern technology, in protecting cultural values and reinforcing a sense of ethnic identity and pride. Naturally SOME words will have to be borrowed, but this has been done by English on a massive scale.

She hopes to contribute her experience of Language in Education to the cherishing and preservation of cultural values and equality of understanding.[Transcriber's words].

[Discussion of the difficulties faced by Japanese who learn no other language in their very early years and how foreign language skills may best be built up]

English in Samoa is introduced in year two, which leaves students with neither language as a bedrock to build on. "Bilinugal" education has not been proved a failure, but may have been too ambitious. Resp. supposes that the best way of attacking this problem is to enhance or improve one language, to make it richer to serve social purposes.

How can the language be enriched? Vocabulary growth is one way: systematic borrowing of carefully-selected foreign terms and their incorporation into the language of Samoa. There is a peril here: you could end up with many words for the same object. Decisions have to be made;

otherwise Samoan will become just a paraphrase or a pastiche of other languages, or at best, a linguistic curiosity reserved for "cultural" affairs. [Transcriber's words].

Japan went through the same process a century ago, the interviewer reminds her. Certain academics struggled to find the best word to transliterate English, German and other foreign languages into Japanese, however. But [Respondent's comment]: "at least you have a word!!"

She has heard of the USP Extension Programme: but has little knowledge: "I just know that this system exists" Knows nothing of content or methodology. She has looked at various brochures, etc., but has the impression (though she may be wrong) that "if you got a degree out of USP it would not be as marketable as a degree from, say, NZ". "It hasn't got the same...standard, I guess, but this is a very personal opinion." NZ degrees rank higher.

INTERVIEW # 012

Discussion of origin of his name. Made up of compounds of parents'/family names from Kiribati.

What kind of problem does Kiribati have now?

First, unemployment. But in the outer islands, people don't need money. In the country districts, they can depend on fish and coconuts. But people tend to migrate to the capital island... to see the "big city" and get a better lifestyle. Hence, overcrowding.

One can live in the outer islands without any job. People are, however, lured to the capital... extended families become even more extended. They come to see the "bright lights" [!]

Another problem: Doctors from overseas now living in Kiribati... many Chinese, Korean, etc. They can't speak English. Most I-Kiribati speak English. As there is no university in Kiribati nobody can qualify locally. [It is difficult to decide whether this is a complaint against the foreigners or against the poor education system.] Few professionals wish to remain in the islands because of the low pay.

Respondent says, [obliquely] in answer to the question: "What does your country most need?": "If I were a doctor, I should not leave my country. He repeats that one must work for one's country, but qualifies it honestly: "That's how I'm thinking now, but if I was in a real situation I don't know how I would react to that". The idea of "Devotion" is discussed. Respondent admits that he would leave the country and "look somewhere else" if there were "not enough people". There are too many in Kiribati right now. If he was in Kiribati and unemployed, he would return to his home island and try to encourage others from the capital island to join him. If he qualifies to be a doctor or teacher, respondent will head for the remote areas, for which he has nostalgia.

Explains difficulties of schooling: there is only one Government School on the main island, a scattering of mission schools on three outer islands, and over 20 islands with no secondary schools at all. Still, he would advise unemployed people to go back to the outer islands. He stays in the capital because the Government School is there.

Q: "So you want to work in the Government School. Why not the Mission school?"

A: [Respondent clearly taken back]: "Maybe because I know I went to school there": [Long silences and tention as the Respondent is confronted with the inconsistencies of his statements.] "I don't know... I just want to work there."

Interviewer picks up this and asks: "If your Government said that that there was urgent need to go to the outer islands to teach, what would you do?" The answer is prompt: "Yeah, I would be ready to go there". Much of what follows is inconsistent. Respondent says that even if he had lived in the outer islands he would come back the capital in vacations, a direct contradiction of what he has previously advised. He "has a strong attachment to that school" [The Government School].

Clear intention: to be a teacher (at a very specific school).

Does he have any intention to emigrate or work in, say, NZ? "I call NZ my second home", [Tape not clear]... received NZ medical benefit, education, etc. and has been in NZ for a while, exposed to the culture. "Back home you have nothing; here you can have lots of things". But he likes it when he goes home... more warm, peaceful. He enjoys the change too. "I don't miss home". Ironically he miss the fruits. Interviewer assumes that this is when he is in NZ... "at home we don't have very much soil"... So he misses NZ fruit! (In Kiribati, fruits are imported from NZ). Especially he misses the "fresh things... but I can live without them".

He explains that he loves NZ because it supplied emergency medical equipment when he needed it. Was he a special case? He had cancer... he saw others being flown out by the NZ Government for treatment at NZ public expense... He was sixteen, and had to miss school. He had an operation. He is proud of the fact that is regarded as "Part-New-Zealand" by other groups. The treatment for cancer etc., took ten months, including chemotherapy.

He has a strong mission to serve...brought about by this experience. He gained a scholarship (questions are disjointed)... Why did he decide to study abroad...? Because such institutions do not exist in Kiribati.

Secondary, there is USP, even though it does not currently exist in Kiribati. The nearest campus is Suva. He would prefer to study in NZ, however. "I want to learn English very well. In USP there are many Kiribati students... in NZ they see each other seldom, so they tend to speak English."

Third, he wants to learn to ways of the "Pakeiha" (White Men, Gaijin). "I don't mind if they send me to Fiji (said with contempt)... but I'd be happier in New Zealand" Consciously identifies himself with English language-speakers; has some disdain for people who can't speak English.

Studies currently at a NZ University (not specified). Sees the advantage of USP as being

very homely; closer to home; students can save enough to visit home during the vacations. The weak point, from his point of view, is that he wants to live with native English speakers and learn their culture. His mother is from Tuvalu; he regards the Pacific Island culture as something that is "always there"; he tends to find the English-speaking cultures more interesting, "I want to explore more", maybe in Australia. Believes that there have been influences in his life pressing him towards study of the English-speaking cultures.

Respondent took the USP extension programme for one year; believes it has been helpful... it provides the highest secondary stage of education in Kiribati. Twenty or so students (out of a total sixth-form group of about 30) undertake the extension course free of charge. Those who fail the examinations for the seventh form have to pay their own fees for the USP extension course. Competition to take the USP courses is extremely keen and numbers are strictly limited. Respondent explains how students in the sixth form may -- after passing an examination -- move on into the seventh form, which is based around extension courses. The Kiribati and NZ governments underwrite the cost of these courses subject to satisfactory performance; they are therefore free to students, and are taught in the Government Secondary School. Those students who do not succeed in reaching the seventh form have to pay their own fees for the extension courses. Instead of attending the Government Secondary School they go to the USP Centre in another village. They lack the access to teachers of those attending the Government School. Respondent says that in reality they are full-time students in the seventh form. The classes begin at 8 am daily and finish at 3 pm. Despite being an extension course, teachers are always present. The teaching materials come from Fiji, and the examination papers are marked there. That is, the Kiribati Government uses USP extension materials as the basis of its seventh-form instruction. This is available to selected students only.

Respondent has had virtually his whole education at the same (and only) Government Secondary School. This seventh form was created in 1986. The intention was to make the USP distance materials available -- with a teacher for those who successfully reach the seventh form. Failed students who choose to study on their own may still undertake the USP courses, but they work in a traditional "distance learning" setup, and the cost is high.

When Respondent was doing the seventh-form USP courses, he was staying with his uncle; good environment; had his own room and all the facilities necessary. Also, even though there are certain school rules, students tend to be treated more as adults.

The atmosphere is more informal and warm; students don't have to wear uniforms. Private study after the completion of the class is available: generally 3 or 4 hours per day. A Form Seven Co-ordinator collects assignments to be sent to Fiji for grading. Other learning materials are supplied from Suva (EG: biological specimens). Textbooks are supplied by the Government

School; they are free but must be returned at the end of the year.

Respondent points out the usual problems of distance learning; late arrival of materials, delay in making and returning assignments, etc. Respondent made comparatively little use of the USP Centre, except to sit exams. He hesitantly suggests that perhaps he visited it once every three weeks or so. He praises the quality of teachers and course materials. The condition of the books and materials was "not too bad". All teachers were very good, knowledgeable and helpful. [Clear misunderstandings are occurring here; student is being asked to express grievances or dissatisfactions; he persistently mis-hears "problems" for "programs". Interviewer is not able to successfully communicate by rephrasing. This part of the tape is unsatisfactory. The only established fact is that the student is frustrated at the lateness of delivery of materials and return of graded work].

Some materials take a month to arrive, and assignments sometimes do not come back until a week before the exam, making useful revision from them impossible. Examinations, however are praised as being just and well written, though you have to be well-organized. Ironically, though examinations can be on occasion a day or so late, they are remarkably punctual in comparison with other materials!

[Some of the questions are beyond the Respondent's capacity to answer, EG: In what ways does participation in the USP extension course contribute to your personal and social advancement?... silence ... "Do you understand what I mean?"... "No."] Respondent believes that the course is positive for him, as it will enhance his chances of going overseas. The open-ended question: "Do you think there are any advantages, or problems, or weak points, of Extension Programs?" is met by the rejoinder: "I don't think so."

He has heard of satellite-based education, but has not been too interested as he has had no experience of it and it has never been explained to him.

INTERVIEW # 014

[Interviewer explains methodology of research: a group of researchers from Japan are now spread over all the Pacific; he is responsible for NZ.]

Respondent is from PNG; Joined the University in 1991; Postgraduate Business Studies (DBA--Diploma in Business Administration). Has a BA from his home, PNG. Expects to graduate around December 1991; just a one-year course. Born June 9, 1967. Born in PNG and is a citizen of that country. Seems to misunderstand the question of "ethnicity". Agrees that he is Melanesian. Religion: Catholic.

Currently lives on-campus in a hostel, and has his own room. Back home, father and mother, two brothers and one sister. Ages:

Father, in fifties (vaguely answered)

Mother, "somewhere in forties"

Brother 1 "in first-year University, so how old is that?"...maybe twenty.

Brother 2: "about....nine"

Sister: "twenty-two, I think"

He is 24.

[Transcriber's note: Several respondents on various tapes had considerable difficulty in remembering the ages of other members of their family, let alone their birthdays. This is in strong contrast to Western cultural mores].

Only his sister works--as a typist. Father is retired; mother is a housewife. Brother 1 studies at the PNG University of Technology in Laie[?]. He had no job before coming to University. Primary Education from Class 1 through 6; Secondary : High School from Form 1 to Form 4. Senior High from Form 5 to 6. University--four years. This was the PNG University of Technology, and he majored in Computer Programming. Obtained BA and moved to Massey for Diploma.

"Do you have your father's educational background?" This question bewilders the Respondent. "Er....that's a long time back". [The question is confusing; it could mean: "Do you have the same educational background as your father?" or "Can you tell me your father's educational background?" Clearly the latter is intended,]

Father did Primary Education then worked and did correspondence learning at the same time. Then he attended an Administrative College to gain the preliminary requirements to enter University. His education "on and off", interspaced with his work. There was no USP distance education available at that time, so he took distance courses administered from Australia. He then

went to study Business Administration at [an/the?] Administrative College in PNG. This was part-time, and allowed him to matriculate into the PNG University. [Some confusion seems to arise here between the PNG University and the University of Papua New Guinea in Port Moresby; it seems that his father attended the first one]. He majored in Political Science. Before his retirement he was Postal Director, working for the PNG Postal Service. His mother never went to school at all. No primary education--zero. [Respondent sounds embarrassed].

Family lives in Port Moresby; take (or read) a daily paper; have access to radio-cassette. VCR? [Door slams just on the word! However, because of elided sound, almost certainly "No"] TV yes;

PC no... "that's still a long way"... Telephone yes. In NZ he has access to everything. (Uses the PC in the Department). He was first attracted to computers through computer games such as "Space Invaders".

[Here is an awkward and culturally-patronizing question. The interviewer seems to assume that no PNG establishment could possibly have computers, so it is a surprise when he Respondent says that he mastered computer technology at school, "in the computer lab". Whether this means "school" in the British sense or in the American sense, which includes higher education, is not clear.]

"At Home" he had access to a motor-cycle, the family car and every other consumer-durable. At University he has no motor-cycle, but shares a car with "some other guys". Refrigerators and washing machines are naturally in common (as he lives in a student dorm!) He has a camera.

Daily Life.

He gets up "very late...eight o'clock or so". Lectures occupy the day until (at latest) six pm. He then rests until about eight, does some study until, say, eleven, and goes to bed. Rarely stays up very late. His hobbies are playing soccer, listening to music and reading.

Main reason for study in NZ: ODA Scholarship; full grant. He doesn't pay a penny. The opportunity presented itself. It seemed logical to proceed to such potentially-advantageous fields as Managerial Decision-Making, which might be useful later on.

There have never been any breaks or discontinuities in his academic life. His biggest problem is the relentlessness of study; "you can't take a break. You ask: 'Why am I here? Is it worth continuing all this study?'" And, even when studying there is no guarantee of a secure job later. [He refers here to PNG] When he got the opportunity to come to NZ for study, a job in PNG became available, but he turned it down. Now he wonders if he did the right thing. A big decision:

job vs scholarship. The better-educated you are, the better you can click in to the job market; so he decided that he would risk everything on the higher possibility of being employed after graduation. So he "doesn't mind". He is staking his future on the increasing use of computers in PNG.

He hopes to begin as a Programmer before climbing up the managerial structure. Has no more optimism in the future of computer games. Has no intention of leaving the computer field, and has given a lot of thought to obtaining higher academic credentials. However, he feels that his life has been overly-academic so far and that some real work-experience would be an advantage. He has a particular objection to teaching from outdated books.

He has no intention of emigration from PNG. He has an obligation to look after his family. He is the eldest; his brothers are at school. Someone must be there to look after them. He could stay in NZ for short-term work experience but rules out permanent residence. Finally his life is based around PNG. He cannot identify any particular problems about living in NZ; seems like Australia. "We have seen how Australians behave in PNG; it's not much of a shock to come and see how New Zealanders behave ...we've been through Western culture, and even its education system; there's not much of a culture-shock".

Lifestyle at home is similar, but the STANDARD OF LIVING creates the difference. Identifies the present problems of PNG simply:

"Politics...too many people want power". Power struggle within the country; a domestic issue. Culturally, each part of the nation is so diverse: tribes, language. There are over 700 languages; how do you hook the languages and cultures together? The common language is English. His background is MATRILINEAL: a massive difference from the West and even from other Papua-New Guineans. "Whatever my mother has, I get...so if my father dies I don't get anything." He is of the MALASI clan (Trobriand Islands); a cultural exception to the rest of the country.

[Transcriber's note: Interviewer is so enthusiastic about the fact that he has located a genuine specimen of his subject for study that he obstructs the attempts of the Respondent to spell or explain.]

How can PNG be most effectively developed from now on?

--We have had strikes in the Universities, student unrest and protest against the fragmented political structure of the country. Respondent feels that an effective measure would be to permit STUDENTS TO STUDY OVERSEAS. Now students are going to Australia and NZ.

PNG lifestyle is two-sided; you have to grasp both sides of the cultural conundrum. EG: "What is 'Professional'? What does it mean in an international context vs the 'narrow, confining'"

atmosphere of PNG? I would say: 'If you have the opportunity to go overseas, grab it!'"

He hopes to contribute to his country through the development of the computing industry. Only 4 PNG students in this field have moved up straight to postgraduate. He is a pioneer. There were ordinary graduates ahead but they all occupy senior positions and it will be hard for them to re-enter the academic field . Only two or three computer specialists are working in PNG in the commercial field. The market has to grow. The job is highly-paid but as competition increases earnings will drop.

USP...does he know about it?

"That's in Fiji....I think they send students to USP". He is not sure about the satellite....but there is some sort of communication between the University of PNG and USP.

Question: Strong points and weak points of USP , U of PNG and Massey? Respondent is unable to answer. "I have never been to USP", but from his own viewpoint: PNG lecturers are tending to leave the country because of student demonstrations to show their grievances against politicians. This is becoming too common, and lecturers feel unsafe.

INTERVIEW # 019

Respondent is a Solomon Islands male. Discussion of his Spanish-sounding name; Europeans came to "our country and introduced Christianity to us". His name was given by a priest. Currently studying at Masey University, which he joined in 1991, the year of the interview. His major is Regional Planning or Regional Environmental Planning (as the course has been re-named). (BREP--Bachelor of Regional Environmental Planning). The course is 4 years' duration. Born 16 April 1967. Now aged 24. Born in the Solomon Islands ; carries a Solomon Islands Passport and is of Melanesian ancestry. Roman Catholic.

Currently, Respondent lives in a University hostel. Single, and has his own room. At home, has mother and father plus four brothers and two sisters. Brother 1 of 22 is now working as a meter-reader for the Electricity Authority; brother 2 is 20 and "just stays at home". Brother 3 is aged 18 and is doing Fifth Form ; Sister 1 is doing a foundation course at age 16, and sister 2 is 14. Brother 4 is 10. Father is 45; mother is 40. Father worked for the Government as a senior accountant but had an accident and retired on medical grounds. Now "he just stays at home...both of them stay at home now". Mother works as a house-cleaner for the local Catholic priest and helps in community projects such as running a kindergarten.

Respondent completed his high school education in 1986 and from 1987 to 1988 worked for the Solomon Islands Government as a planning technician (Commissioner of Lands) . This involved survey and approval of development projects . [This is a direct continuation of the British colonial system of "Commissioners" and "Public Works Departments"]

At the same time he was undertaking a USP correspondence course. Currently he is a full-time student under the NZ scholarship scheme (MERT) . Technically this is an ODA (Overseas Development Assistance) scholarship, which is a full scholarship that picks up all costs. There are others which only pay fees and need substantial contributions from students. He was fortunate enough to get the full scholarship (instead of just a tuition waiver) because during his two years' work as planning technician he was also in training and was offered the chance to do the correspondence course at Government expense. Candidates who successfully completed were given first chance of the ODA scholarships, which are in very short supply. Students are chosen on the basis of their past records, both academic and behavioural. Some students from overseas do their 5th, 6th and 7th form here (NZ) but only privately, and then apply for a full scholarship from within NZ. Students who studied in NZ are not ruled out.

Educational History

Born in Solomon Islands and attended school Class 1 (1976) to Class 6 of Primary and Form 1 to Form 5 of secondary in the islands. Did his Sixth Form through correspondence (USP

Extension); Form 7 completed here in NZ, in the year that he started his scholarship programme. 1987-1988 did USP extension programme and worked; obtained sixth form graduation certificate while already working. IE; completed his schooling while already working. [Both questioning and answers are somewhat confused]. Form Seven was completed in NZ at Nelson [no further information]. That is, after 6th form, he moved to Nelson, NZ...a boys' highschool [?] and finished Form 7 (1989), In 1990 he attended Carrington Polytechnic, Auckland, NZ (there are 3 polytechnics in Auckland: Auckland, Manoko and Carrington) . Studied survey drafting; 1991 joined Massey.

He went to polytechnic instead of University because while doing his Seventh Form studies he recieved a better from his employers saying that a place had been arranged for him in Australia for the 1991 academic year. It would be an architectural degree programme, so he did preliminary studies at Carrington in order to qualify himeslf to begin it. Alas, the course was cancelled, and Australian and Solomon Island Government regulations required that students in Australia be of a certain age (following the poor behaviour of some Solomon Islands students). He was too young, and at the same time the course opened up in Massey. [Respondent seems to be doing a bit of overkill; if the course was not offered, how could his age matter? If the course were offered, he could not attend it anyway.]

Personal History

[Like many interviewees, Respondent is surprisingly vague about his parents' background and even their ages]

Both parents went to the same school "before...long time ago. I don't know when". Father started working with the Government, and worked for them 21 years. All that time "my mother just stayed at home as a housewife".Both of them them did only primary education, upto Standard 7; in the mid-seventies this was changed and the new curriculum ended primary education at Standard 6. In the modern system, father reached Form 1.

At home, they take a weekly newspaper (the only one available) , own a radio -cassette (there is a single radio station), but no VCR, PC, TV or telephone. In NZ, has access to all except PC. At home , no motor-bike, no car, no refrigerator, no washing-machine, but [surprisingly?] did possess a camera. Here he has all except car and motor-bike. [He is referring to the hostel fridges, washing machines, etc].

Daily life

Breakfast is 7.30 to 8.30, so "I wake up before that". Weekends are different; there is brunch from 11.30 to 12.30. Most of the students are socializing on Friday night and stay up very late, so this caters to them.

Lectures begin immediately and last until 4 pm. There are night classes, etc., for people who may not have completed their course requirements. Respondent was one during the first and second

semesters; he had lots of extra lab work to do. Now he has only occasional out-of-hours lectures.

Dinner is about 5 pm; then he watches the news on TV and goes to the Recreation Centre to do weight training. The centre is open 10 am to 10 pm. Goes to bed about 11.30 or 12, after preparing for labs or lectures. Academic evaluation is structured around examinations plus continuous assessment. Lab work will contribute to the final grade. A handbook is given out before the lab and the requirements laid out there must be completed in a set time. IE: A practical side to the course, and vital for a good grade. Times for labs are flexible but an attendance record must be maintained. Each lab is 3 hours. The students are divided into different streams; his is from six to nine at night.

Respondent has difficulty explaining why he entered University in NZ, but finally comes up with the following:

National point of view; Government formed the Physical Planning Department as late as the early eighties; they have a lot of catching up to do. It used to be called "The Planning Department", but with increasing ecological awareness, its name and its mission changed. It was also moved from the control of the Ministry of Economic Planning to the Ministry of Agriculture and Natural Resources.

The new Establishment programme has lots of job opportunities [self interest here] Department just started in 1988, so professional fields still have to be filled; expatriates currently fill them. Solomon Islanders will qualify and come back to take over the Expatriates' positions. In the long term, prospects look good.

He never took any leave of absence or interrupted his studies apart from legitimate vacations. He sees a difficulty in the limited availability of lecturers to counsel or advise students. They allocate times to talk, but are often out or occupied. Has no complaints about the quality of staff or teaching. Wants more one-to-one contact.

Later, he hopes to be a regional planner in the Solomons, but if he did go elsewhere, it would be to NZ. Does not expect to proceed to higher degrees. No intention of emigration. He would miss the extended family and the way that people look after each other. In NZ, he says that people have lost the family sense of caring and just "mind their own thing". [Misunderstanding of nuclear and extended family. Maybe the Respondent is not familiar with the terms.]

Misunderstanding is cleared up: Respondent would not leave EXTENDED family system.

Interviewer reminds him that other nations of similar culture (Cook Islands, Fiji, Tonga, Samoa) also have extended families. Would he consider living there? Respondent hedges, then

says "Affordability" Getting out of the Solomons is expensive. ..."But it would be nice to stay in another country for some time" He can get more money in NZ or Australia. [Wistfully] "Yes, that's true...that's really true" However, if he really likes his job, he is confident that he will be happy back home. A position as regional planner has already been put aside for him in the Solomons. His only task is to get a qualification. A job is waiting for him...."which is really good". If he failed to get a degree he would not become a regional planner but would still be fitted back into the service somewhere. A job would be guaranteed, Respondent feels that this security may be affecting his academic attitude, but the prestige of being a regional planner vs the disgrace of having failed spurs him on."You're a Solomon Islander going out...you're expected to come back with something valuable"...

INTERVIEW # 020

Vanuatu.

Respondent is an undergraduate at Massey University; joined the program in 1991, the year the interview was taped. His major is Regional Planning; studying for BA, and anticipates graduating in 1994. (a four-year degree). Born October 2, 1970. Nationality: Ni-Vanuatu; Melanesian ethnicity. Christian (Presbyterian). Currently lives in a University Hostel; unmarried, and has his own room. Only child, but appears to have three step-siblings, two girls and a boy. Father is 55; Mother about 35 ("but women don't give away their ages!") Father is a carpenter; mother a telephonist. He went to university straight from highschool. Attended primary school in Vanuatu, class 1 to 6; then went to college from Form 1 through 5. His sixth- and seventh-form education was completed in New Zealand, at New Plymouth. He came straight from there to begin his undergraduate work at Massey.

He came to NZ to do his sixth- and seventh-form education because of an Aid programme of the NZ government (MERT Scholarship); he is on a full grant that covers all his expenses. His father only got a third-form education and never went overseas to study [the tone of voice implies that foreign education is desirable]. Mother didn't go to school at all. When pressed, admits "maybe primary"; seems to know little about her. [The traditional "distance" of stepmothers seems to surface.] He has never been told why/if his mother didn't attend school; "at that time it was normal".

At home they subscribe to the Vanuatu Weekly newspaper and possess a radio cassette. A video cassette player is "shared" by the extended family. No TV or PC or telephone (said with an embarrassed giggle); in NZ he has access to all except a PC. In Vanuatu he had no motor-cycle but there was access to the family car. They had a refrigerator but no washing-machine (again said with embarrassment). In NZ he has neither motor-cycle nor car, but has access to the usual consumer durables. In both Vanuatu and NZ he had/has a camera.

Rises at 07:30, has breakfast and attends university lectures. School finishes at 4 or 5 pm; after that he studies or trains for soccer. Goes to bed at about 10:30 or 11:00 pm... on occasion, as late as 01:00 am. His hobbies are reading, soccer, making music... plays the guitar and keyboard, especially folk country and western.

His answer to the question of why he came to NZ is again repeated, in response to a repetition of the question. He got a grant from the NZ government, so his education is free. He also sees the course as a positive contribution to his country's future, as expatriates qualified abroad are coming in and taking over jobs that rightly belong to indigenous peoples. He expects to get a job

relatively easily on his return.

His only complaint is having some difficulties with the English language although he learned it in Vanuatu. Curiously, he says that the English he learned back home was more "British" than NZ English, and this is causing him some confusion. "Kiwi" has different sounds from the British RP English he learned in Vanuatu. Respondent is guarded when asked if he can specify any other worries or frustrations, and finally says: "Kiwis, they talk a lot, you know?... you get fed up with trying to understand the lectures". Hints that he feels that the village camaraderie and social cohesion of rural life is lacking: "Like, if they know a thing, they don't care whether the person next to them knows it or not". Also dislike the food and the climate. He gets homesick when it is cold. Misses taro and cassava; very expensive in NZ "whereas back home you just plant your own, and it's sort of free".

Respondent has heard of the USP. He is unable to comment on it however, as all he heard is the system "gives you more chances".

It has distinctly lower prestige in NZ because of this. This is, however, just hearsay, and his own suspicion is that the academic levels of traditional "Pacific Rim" universities and USP are more or less the same. He has also heard of the Extension Programme of distance education, but has "no idea" about it, even though he is aware that Vanuatu is part of the network.

Respondent believes that some system of higher education should be available in Vanuatu itself, making it unnecessary to leave the country to obtain qualifications abroad. He stress the need for better educators, however. IF the course were available in Vanuatu and IF there were good tutors, he would possibly have stayed at home. [NB: He says nothing about his NZ scholarship that makes tuition and accomodation free.] The decision was, in any case, out of his control. He filled in a form and sat an exam; those who passed got a free grant. He was one of them.

Those who failed the exam went to USP or joined the workforce. All students sit the same exams... a tracking system. The question of being offered thr grant and turning it down scarcely arises. Once students are offered the chance of study abroad, they almost always take it. Even though he is having second thoughts about it now, he didn't at the time.

On graduation, he wants to become a Regional Planner, back home. He is clearly homesick. Part of the deal to obtain the grant is that students must complete their undergraduate degree and then return home to work. This rules out more advanced degrees for the time being. He recognizes the value of an MA, and says that he would consider staying on to get it if permitted.

The reasons are higher status and more career opportunities. He would probably choose

NZ, and Massey, again. He has no intention to emigrate from Vanuatu, and no intention of living in NZ permanently. [NB: a lot of the questioning is repetitive. We now go back into a discursive discussion of the Respondent's job projects, a question he has answered already: he DOES wish to return home. He DOES hope to get a job in Regional Planning there, maybe replacing an expatriate as jobs are localized.]

Interviewer -- perhaps to cover his own nervousness -- repeats the answers as he writes them down. He also has difficulties of distinguishing between the word "program" and "problem", with often strange consequences.)

Generally the Respondent has no problems to speak of in his social (as opposed to academic) life. No conflict with other ethnic groups. Identifies the major problem of Vanuatu as political stability... especially sects and parties, lack of cohesion and in-fighting. Tourism is now a fast-rising industry, followed by beef, copra and cocoa. The economy is shaky and affected by governmental instability. What is the answer? [Here the question is above the Respondent's head]... The government should run the country effectively and unite again. [If only pigs could fly!]

What can he personally contribute to the development of this country? Respondent is concerned about the failure of regional planners to respect the environment, to think globally, and to plan with the long-term future in mind. He is concerned that resources should be used sparingly and wisely and conservation should take place to replenish the environment for the following generations. Logging companies, for example, are despoiling Vanuatu. Most are Japanese. Though some are sensitive and replant, many do not. His vision of conservation covers everything from forests to towns and neighbourhoods. He perceives a genuine need and wants to help where his skills can be effective. He enjoys life in NZ but remarks, pertiently: "We got TV access here, but when I go home I don't care whether we got TV or not. I go back to my own lifestyle". He is attracted to some aspects of modernity but likes to think at the same time that he is "still in the developing process. ... I'm still growing up... there is the motivation to go back and bring our country up". However, he has no intention of making Vanuatu a replica of NZ.

What is his version for Vanuatu? He wants things -- especially cultural things -- to remain basically the same. He wants to see the mistakes made by others who "modernized" too quickly... he doesn't want to fall into the same trap.

Especially, he singles out insensitive land use, exploitation of irreplaceable resources in the name of "development"; "When they realize the damage they have done, it's too late."

He has never heard of the USP satellite education programme run by Extension Services.

INTERVIEW # 022

The respondent is a Solomon Islands born male of Melanesian ethnicity (Solomon Islander; but also part-French and Tongan in his background), and approximately 45 years of age. He currently resides in Australia but is a Solomon Islands national, married, and a member of the United (Methodist) Church. He is currently the Consul General for the Solomon Islands, resident in Brisbane, Australia.

While in Australia, the Solomon Islands government provides him with a house and covers his living expenses and health costs. He has a radio-cassette player and had a VCR and stereo but it was stolen, leaving only the TV. His family (wife and 2 daughters) reside back in the village in the Solomon Islands. His wife did not like living in Australia; she wanted to work, but was restricted from doing so by Australian immigration. His youngest daughter is approximately 11 years old and attending school; his oldest daughter is married and now lives separately with her husband in Honiara. His family reads the weekly newspaper obtained from the news stand, they own a portable radio-cassette player (no video, but his family is pressing him for one!), a telephone, and a canoe with an outboard motor.

His father only finished his primary school level education, but he worked in the government service as an administrator for many years and did much "on the job" learning. His mother had some schooling at a village primary school and was never employed, being a full-time housewife.

He indicated that he did his primary education at a provincial school and his junior secondary schooling at a selective school in Honiara, capital city of the Solomon Islands. He then attended a senior secondary school and subsequently a teacher's training college; both located in New Zealand. After obtaining his teaching certificate, he returned home to work for the Solomon Islands government as a teaching head master. He held this position for about 8 years. He then left for England for university studies doing an Honours degree in education and science (BA Honours), followed by post-graduate studies at Oxford doing an advanced diploma in education. He stated that he also did some course work at the University of the South Pacific (USP) at the tertiary level in order to obtain a certificate in public administration. He returned to his home country after his university training where he worked for the Ministry of Education. He latter resigned from the government on his own accord to take up a position at USP in 1979. After finishing his contract at USP in 1983, he then returned to the Solomon Islands to establish a local tourist facility on a small island, which he ran for about 3 years. He then joined a private foreign multi-national company, which had offices in his country, where he worked as a training and development manager. He worked in this capacity for about 2 years. However, in 1986, the company closed down its local office. He then left the company to take a position with the Western

Provincial Government as a development planner. For 2 years he worked in this capacity dealing with the identification and assessment of development projects within the Western Province, corresponding with the National government for project funding and writing proposals for foreign assistance. Following this job, the Prime Minister's Office had him transferred to take over the Administrative Training Center for the Public Service under the Prime Minister's Office, which he did from 1988-89. Following this, he took up his present position, which he has held since 1990. He feels that, professionally, he is an educator, but because of his interest in development planning and projects, he has ended up in his current line of employment. His current contract is for 3 years, after which he could choose to renew, return to working for the Solomon Islands government back home, or pursue other employment possibilities. He feels motivated to continue in his present position because of his desire to broaden his international understanding, but also because of his desire to assist his government in what ever capacity he can.

With regard to USP and distance education within the South Pacific, he feels that this provides a route for those who wish to pursue higher education but may not have the opportunity to obtain a government scholarship or the resources to attend as a private student. Distance education through USP's extension program is able to "push" such opportunities right down to the village level. For those who miss out through conventional means, many can find their way to obtain higher education and university qualifications - if they stick to it. He feels that, because island communities are scattered, distance education via satellite is the answer to bring higher education to everyone who wants it. However, USP is not without its problems. Some of the problems relate to the lack of "real" contact between students and tutors (it is, after all, by definition "distance" education), this he sees as a limitation. Comparing it with other institutions of higher education, where facilities are available for independent study, distance education courses rely heavily upon the printed materials. This he sees as "spoon feeding" education to the students, because there is no facility for independent study - they rely mainly upon the specially designed printed materials and know little of other alternative sources of information - especially in the villages. Therefore, he feels the quality of education students receive via distance ed. programs are probably not as high as for students who attend classes on a university campus. Furthermore, study time for extension students is often interrupted by domestic and/or employment duties which further impinges upon the quality of education and makes it even more difficult for extension students. However, he was quick to point out that in many cases, distance education (i.e., USP's extension programme) provides students a mechanism through which they may gain (or regain in the case of students who may have been "pushed out" of the system) access to residential status at the main university campus; thus providing an additional opportunity for Pacific Islander students to gain university education. From a vocational perspective, distance education provides a venue through which currently employed people can gain university level credits in areas which may improve their skill level (filling in "skill gaps") and therefore enhance the job performance and perhaps promotion possibilities. Job experience and educational background (through extension), in this regard, make

the extension student more qualified for employment and/or advancement. However, he was quick to point out that in the long run, he believes the person with a university degree from a residential institution has greater possibilities for quick advancement to higher levels than someone with only an extension degree. Finally, taking a long term view of distance education in the Pacific Islands region, the respondent feels that such programs as USP's extension courses broadens the base of education within the general population as a whole.

With regard to his present job satisfaction, the respondent feels that he is being under-utilized. With the experience he has had at the local, Provincial, national and international levels, he feels that his experience is not being fully utilized in his present position. He feels that he could provide better service to his government in a different position; he would rather be working at the planning and implementation level of national development than dealing with the frustration of a more diplomatic and public relations oriented posting. He stated that he would rather be back in the Solomon Islands putting his experience to work at home. When he originally took the posting, he felt that he would be able to promote investment in his country and open up markets for Solomon Islands goods; in this way, he felt he would assist development back home. This is still his aim, despite his current frustrations.

Much of the above discussion also reflects what he sees as a possible avenue for his personal contribution to Solomon Islands development aspirations; especially through human resources development. He stressed that his desire has always been to stay in (or return to) the Solomon Islands and work in just such a capacity. He mentioned that he did, at one stage, apply to work for the United Nations (in New York). He was interviewed and eventually accepted into the position he applied for, but at the same time the Solomon Islands was experiencing a "political turning point" which placed much political rhetoric on a need to eliminate "brain-drain." Thus, he was advised by members in government administration not to contribute to Solomon Islands' brain-drain; so he did not take the position. However, except for holding open the option of possible temporary work outside of his home country, he feels strongly committed to stay in the Solomon Islands and work for its development.

INTERVIEW # 023

The respondent is a Tongan born female of approximately 53 years of age. She is an Australian resident of Tongan ethnicity, married, and a member of the United (Methodist) Church. She has been a full-time teacher in special education in Brisbane, Australia, since 1984.

Her family own a house in the suburbs with 3 persons currently residing in the house; her 61 year old husband, her 23 year old son, and herself (another son has married and is living separately). Her husband is an economics and mathematics teacher at a local college. She works in a special education school with students ranging from the primary level all the way to "pre-vocational." Her son attends the University of Queensland (UQ) doing an "Arts" degree in government studies.

Her family does not subscribe to a local daily newspaper; however they do pickup a copy daily at the news stand prior to returning home from work. She indicated that she does subscribe to the weekly Tongan newspaper and the bimonthly Tongan news magazine (both from Tonga) and has done so for several years. Her family also owns a radio-cassette player, a stereo (because they like to listen to music), a television (but she resists getting a VCR), and a telephone. They also have a car, a washing machine, a refrigerator, a camera, a piano and her sons play the clarinet and trombone. Her major hobby is singing, but she also enjoys volunteer work as a Tongan language broadcast announcer (once a week) at the local ethnic radio station, but will have to give it up because of time constraints.

Her father was educated in Tonga through the junior secondary school level when he had to drop out (due to the death of his parents) to look after his younger sister and his grandmother back in the village. He then worked as a farmer on Tongatapu, supporting his family of 12 in this way (as most men did at that time). He then moved his family into the main town (mainly to provide his children with better schooling opportunities) while he continued to work as a village farmer. Her mother only had primary schooling since, in her day, women were not encouraged to go beyond primary school. She mentioned that, besides herself, she currently has 1 sibling living in Australia, 1 still in Tonga, and 7 living in the United States (California).

She indicated that she was born in a village on the main island of Tonga (Tongatapu), but lived in the capital city (Nuku'alofa). Her primary education was in Nuku'alofa where she also attended an all girls secondary school. After finishing her secondary education, she won an Australian church sponsored scholarship to attend a teachers' college in Sydney, Australia, where she was trained as a primary school teacher. At the time, this was a 2 year program. She returned to Tonga upon completing this program to teach primary school. This she did for her first year before taking a position at the secondary school in Tonga to teach general subjects, but also

specialized in English at the junior secondary level. This position she held for approximately 1.5 years, after which, she was given another scholarship to attend UQ where she enrolled in the Arts Faculty. For her first year she did Arts subjects. She changed to education for her subsequent years, majoring in Education. She obtained her B.Ed. (Bachelor of Education) and returned to Tonga where she taught secondary school for 2 years. She then travelled to Papua New Guinea (PNG) with her Australian husband whom she had met while they were both attending UQ. She and her husband lived in PNG for 3 years. Her husband worked in the Education Department in PNG and she taught secondary school prior to having children. After 3 years in PNG, the family returned to Brisbane in 1971, where the family has resided ever since. For the first 7 years she indicated that she decided not to work, but looked after her children. (She stressed that then, it was a choice not to work but today the choice is taken from parents; both parents have to work in order to cope with the high cost of living.) After this time, she returned to the work force as a part-time English teacher for adult immigrants. She indicated that she did this for 7 years. She then transferred to the special education school where she now teaches intellectually handicapped children as a full-time instructor. She thinks that, in several years time, she may move on to another teaching position, reduce her teaching to part-time, or perhaps even retire - though, she indicated that she would still like to stay involved in the teaching process.

The respondent indicated that she is currently satisfied with her present job - she enjoys teaching very much. To some extent, however, children at school today are very different from those she had taught earlier in her career. Therefore, she does feel frustration when having to deal with student difficulties outside of her classroom, but where they impact on teaching. This makes teaching much more demanding and emotionally draining. She indicated that, because of this, she may return to teaching English as a second language to adults; maybe even returning to Tonga to teach ESL for a year.

When questioned about her knowledge of the University of the South Pacific (USP), she did indicate that she knew of it, but was not very familiar with USP. She mentioned that, according to what other people have said about USP, many people in her home country of Tonga regard USP as a lower quality institution when compared to universities in Australia or New Zealand, or even the United States; that many Pacific Island countries typically send their best students overseas to be educated, the rest go to USP. She stressed that such a perception may not be very accurate because she has no first hand knowledge of USP. On the whole, however, she believes that USP serves the larger Pacific Islands community by making university level education much more accessible to the general student population in the Pacific than it ever was in her time. Her knowledge of students who have done their first degree at USP have been able to successfully complete post-graduate studies in other countries like New Zealand and Australia. Because of this, she feels that USP bridges the gap between the student's island home and any western country because the environment is similar and the standard of education available at USP is quite

reasonable; USP opens up their opportunities. Her knowledge of USP's extension program comes from having a cousin who is employed as an agricultural scientist (a graduate of UQ), and is involved with the extension program in Tonga. She feels confident that graduates of USP's extension program do benefit from taking such courses.

She credits her father with instilling in her a sense of the importance of education. She stated that her father incurred great hardship in order to provide good educational opportunities for his children and encouraged all of them to further their education. It was because of this, she believes, that she went on to obtain her university degree. Much of her motivation was also influenced by a desire to obtain the proper credentials to gain employment as a teacher. Likewise, she mentioned that personal self fulfillment and an initial desire to contribute to her country's development through education also played a role in her decision to continue her education.

While attending university in Australia she mentioned that she often felt "home sick" and wished to return to Tonga. However, because of the nature of her scholarship, etc., there were no opportunities for her to return home until she completed her degree. So, despite the desire to return home, she felt that once in Australia, she was motivated to complete her degree and she subsequently adjusted to life in Australia.

She indicated that she had always intended to return and live in Tonga after she completed her university education. However, since she had decided to marry an Australian citizen, she understood that living in Australia would be part of the relationship. Parting from family and friends was really the only difficult decision, to some extent. However, because she had lived in Australia for several years while doing her degree work, it was not as difficult a decision to make as it could have been had she never left Tonga.

Returning to Tonga for more than a year is not something she has considered; Australia is her home now. She indicated that the politics in Tonga would present problems for her since she does not agree with the present political situation. She feels that she would not have the same degree of freedom in Tonga as she has come to enjoy in Australia. If she had to live in Tonga, she could; but she would rather live in Australia. She has not been back to visit Tonga quite as often as she feels she should. However, most of her family reside in the United States or in Australia (with only a few cousins and a brother back in Tonga). In fact, she indicated that since her parents moved to the US to live with her sister there, she had visited her family more often in the US than in Tonga. She did indicate that she would like to visit Tonga within the next few years, however.

INTERVIEW # 025

The respondent is a Fiji born female of approximately 20 years of age. She is a Fiji national, of indigenous Fijian ethnicity, single, and a Roman Catholic. She is currently (1991) a first year student at the University of Queensland (UQ) studying for a B.Econ. (Bachelor of Economics) degree in the faculty of economics and commerce on a 3 year Australian government scholarship. She expects to graduate in 1993.

Back home in Fiji, her family resides in a 3 bedroom house and there are 4 members in her family; her 43 year old father (her mother died when she was 9 years old), her grandmother, and a younger brother. Her father is currently working as a real estate agent. Her brother, 18 years old, quit school after senior secondary, and is currently working for the Fiji Post and Telecom. She has never been employed, having gone to university straight after high school.

Their home is on the public water and electric supply. Her family are regular readers of the local newspaper, own a radio-cassette player, a VCR and monitor, and a telephone. They also own a car, a refrigerator, a washing machine, a camera and an electric organ/piano. She presently has a radio-cassette player in her dormitory room. Her hobbies include collecting rare stamps, listening to pop music, reading, and writing letters.

Her father attended a Catholic school through senior secondary level and then obtained his present job as a real estate agent. She was born in Suva, capital city of Fiji, and attended a private Chinese primary and secondary school (English was the primary language of instruction). She attended this school because her father felt that a Chinese school would provide better discipline and encourage better academic performance. She did her foundation year studies at the University of the South Pacific (USP) on a Fiji government scholarship, commuting between her home and campus. After completing her foundation studies at USP, she began her current studies at UQ. She indicated that her primary motivation for continuing her education beyond high school was mainly for the credentials, which she saw as also providing job mobility and better employment possibilities. Likewise, she mentioned that, for the enhancement of one's social status in Fiji, a university degree was very important. Self-fulfillment and possible contributions to her home country's development round out her motivation for attending university.

Her major discontents with regard to studying at UQ relates mostly to her course workload and the noise level within her dormitory. Also, when she first arrived in Australia, she was feeling very "home sick." Though she mentioned that she has adjusted somewhat to life in Australia now. Part of her home sickness related to the strangeness of the food (cannot find in Australia the kind of food she liked to eat in Fiji). She felt that peer group pressure was also a problem at times. However, she stressed that her health is good, her social life is good, and she is not "suffering."

In comparing UQ and USP, she felt that USP's strongest point was the effort made to relate course work to the South Pacific Islands context. She felt that this was useful because such things were not taught in secondary school. Likewise, the interaction among the students from the different Pacific Island countries facilitated cultural interchange and interaction which she saw as also beneficial. She also mentioned, however, that USP lacks the kind of facilities that universities in Australia or New Zealand have and this she saw as a major draw-back. She also felt that the experiential level of lecturers at UQ was much higher than that of many of the lecturers at USP. This she saw as a major plus for UQ. Whereas she has heard of USP's extension program, she has not had any exposure to the program nor the satellite tutorials. However, in general, she feels that the extension program is very beneficial to those who have left school, got jobs, and now desire to continue schooling part-time.

Following graduation from UQ, the respondent desires to gain employment as a research officer at the Reserve Bank of Fiji. She feels that this would provide not only a good salary, but a secure job. She also believes a degree in economics would help her get such a job. However, she is a bit nervous about her prospects for employment in Fiji, but confident that it is possible. She also mentioned that when she finishes her B.Econ., she would like to do a masters degree in economics at UQ - though, probably after 2 years employment in Fiji first, to fulfill the requirements of her scholarship.

She indicated that, although she may visit or work in another country, she has no intention of ever emigrating from Fiji. She thought that she might like to work for a few years in Brisbane, Australia, but not on a permanent basis.

Back home in Fiji, she feels that economic stability is not what it was 5 years ago and this is a problem. Likewise, she feels uneasy about the sense of political uncertainty in Fiji; part of this "uneasy" feeling comes from not getting enough information as to what is happening back home. She also feels that one of Fiji's biggest problems is in education. She thinks that sponsorship for higher education will become more difficult once the student passes form 7 (senior secondary) since they will phase out Foundation studies at USP in 1992. She also mentioned that she believes competition will becoming more difficult for the limited positions for all Pacific Islanders, not just those in Fiji, once Foundation is terminated. She feels that Foundation studies at USP are good because they prepare students for university life (how to take lecture notes, write papers, etc.). Without this, she feels, students are less prepared to do well in university level classes.

For Fiji to progress, to develop, she feels there needs to be a return to an elected and more democratic form of government. Likewise, she feels that placing students who are studying overseas under bond to return to Fiji is good for human resource development in Fiji; keeping skilled persons in Fiji. Personally, she feels that, as a woman, there is an opportunity for her to be

a positive role model for other women in Fiji. To show that women can succeed.

INTERVIEW # 026

The respondent is a Fiji born female of approximately 20 years of age. She is a Fiji national, her ethnic background is Chinese, she is single and has no religious affiliation. She is currently (1991) a first year student at the University of Queensland (UQ) studying for a BS degree in information technology (focusing mostly on computer related courses) on an Australian government scholarship. She expects to graduate in 1993.

Back home in Fiji there are 9 members in her family; 1 brother, 2 sisters, 2 cousins, an uncle, her parents and herself. Her father is 55 years old and her mother is 52 years of age. Her father was born in Fiji, but her mother was born and raised in the Philippines and latter came to Fiji where she married her father. Her father's parents were emigrants to Fiji from China. Her parents own and operate their own business selling used Japanese car and motorcycle parts. Her mother is the managing director of the business and her father is the technical director. Her brother is 17 years old and still attending secondary school. One of her sisters is 22 years old and is a secondary school teacher and part-time, private tutor at the University of the South Pacific (USP). Her oldest sister is 24 years old and works in the family business. Her two cousins are 11 and 13 years of age and still in school.

As for her parents' educational background, she is certain that her father completed junior secondary school in Fiji, but she also believes he did some course work in Sydney, Australia, but is uncertain of how far he went in his studies there. She is equally uncertain of her mother's educational background, but indicated that her mother used to teach Chinese at the primary school level in the Philippines as well as a few sewing courses in a Philippine college.

The family members are regular readers of the local newspaper, they own a radio-cassette player, a VCR and monitor, a telephone, and a facsimile machine. Her family also owns a motorcycle (which they seldom use), a car, a washing machine, a refrigerator, a camera, and a small electric organ (musical instrument). She indicated that, while a student at UQ she owns a Walkman and intends to purchase a computer next year to assist in the writing of her papers. She does not really have any hobbies; however, she does enjoy walking for exercise with one of her classmates but does not consider this a "hobby."

The respondent indicated that she attended a Chinese primary and secondary school in Suva, Fiji, completing her foundation year courses at USP. From USP she went straight to the University of Queensland in Brisbane, Australia. She felt motivated to attend university because of a desire to obtain good employment and a belief that a university degree will provide her with this opportunity.

Her major discontents with regard to studying in Australia are mainly concerned with the sometimes noisy environment she has to contend with while attempting to prepare for classes. She also feels that the workload precludes her from having any kind of a social life. The course load and the assignments of each course have are also the cause of much stress at times.

In comparing USP with UQ, she feels that USP's major strengths are the diverse cultural background of the student body. She indicated that some of the weaker points of USP related to the lecture room environment (poor lighting) and that some of the lecturers were "moody." Also, she felt that many students did not work hard enough at USP; they were more interested in social activities rather than studying. UQ has better facilities, a wider range of degree possibilities, and, in her opinion, more professional lecturers.

With regard to USP extension, she feels that students who apply themselves and work hard can benefit from such degree programs. However, she also indicated that she thought it was difficult for the extension students because they may not get as much instructor attention as students attending tutorials on campus. Many extension students are also employed full-time and cannot devote themselves fully to their course work. However, she stated that she does not know any extension students or any one who has taken extension courses and feels unqualified to provide an accurate impression.

She thought that with a degree in information sciences, with its heavy emphasis on computers, she would be able to get a job as a computer programmer. However, she believes that with a degree from UQ, she should be able to do more than just this; but, she thinks it depends on what employment possibilities exist back in Fiji. She indicated that if a company based outside of Fiji were to have job openings in her area, she might consider applying. But, her parents' strong desire for her to return to Fiji, after getting her degree, to assist the family business by installing and operating a computer system would most likely preclude her from doing so. She thinks that she would rather get a job first, before helping her parents, but does not wish to disappoint them. She really has no intention of furthering her education beyond the BS level. However, because the computer field is constantly changing, she feels that she may have the need for "refresher" courses and/or further training as may be necessary to remain up-to-date.

If she were to reside and/or work outside of Fiji, she thinks it would most likely be another Pacific Island country where computer skills are in short supply and high demand. But she would consider other countries like the United States, Australia or New Zealand. However, she is reasonably confident that upon completing her degree in Australia, she would be able to find employment in Fiji. Right now, the possibility of emigrating to another country seems very remote.

She indicated that, in Fiji at least, an employer will invest a lot of time in training an individual only to eventually lose them to another employer (whether private or government) or overseas. This she sees as a problem related to the lack of trained or skilled manpower and many employers hurting for such skilled labor; this became much more acute after the coups, when much skilled labor emigrated. To overcome such short-falls, in the medium-term, the Fiji government chose to recruit from overseas. However, for the long-term, she feels encouraging more students to seek training in fields where skills are needed should be emphasized by the government. Personally, she feels that her ability to contribute to development in Fiji would be through her applying the knowledge gained from her degree.

INTERVIEW # 028

This respondent is a Tongan born male of indigenous Tongan ethnicity and approximately 40 years of age. He is an Australian resident, married (divorced first wife in 1985, married again in 1987), and is also a Methodist. He left Tonga to study at James Cook University in North Queensland, Australia in 1972 and subsequently qualified to live and work in Australia as a permanent resident in 1976. At James Cook, he studied for a B.Com. (Bachelors of Commerce) degree in business administration focusing mainly on management accounting and obtained this degree in 1976.

There are 5 persons in his household; 3 sons, 2 living with him, his wife, and his mother (his father died in 1980). His mother is 64 years old, retired, and came to live with him in 1987 because of health problems. One of his 2 sons living with him is 14 years old and the other is 3 years old. The older son is 20 years of age and resides on his own. His wife is 42 years old and works as a proprietor of three of the five pre-nursing home businesses they own and operate.

He currently owns and operates his own business (since 1985) providing pre-nursing home care and hostel accommodation for elderly and mentally handicapped persons who do not require the specialized medical attention provided by nursing homes. Such businesses are just starting in Australia. Sixty percent of the work entails providing accommodation and meals; however, they also run various therapy programs for their tenants.

The family resides in a recently remodelled house in the suburbs of Brisbane. They subscribe to a daily newspaper, own a radio-cassette and CD player, a VCR, a television, a personal computer and a telephone and fax.

As for his parents' educational background, his father completed senior secondary schooling and began working as a clerk for the Tonga Copra Board soon afterwards; a job he held until his retirement. His mother completed primary schooling and was a housewife.

He attended an outer-island primary school on the island where he was born (about 180 miles from Nuku'alofa, capital of Tonga). Following primary school, he attended Tonga High School from 1964 through 1971 in Nuku'alofa and only returned to his home island during semester breaks. He then entered James Cook University straight out of High School on a Commonwealth Colombo Plan Scholarship for three years; supporting himself during his final year at university. His motivation for furthering his education through university study was primarily for job mobility and for the enhancement of social status that a university degree would bring.

When he left Tonga in 1972, the University of the South Pacific (USP) had just started its extension program in Tonga having only recently established its main campus in Suva, Fiji in 1970. He did not embark on a degree course of study through this program since he perceived such a degree as being less marketable than one from Australia; besides, he had already decided earlier on attending a university in Australia. In the main, his concern was with the level of qualification a degree from USP would carry when competing for employment with others - he believed a USP degree was not as competitive - although he acknowledged that USP is probably more sensitive to Pacific Island problems than other universities. Also, the impression he had from talking with others was that a degree from USP was weaker, catering to a "lower-level market," than a degree from an Australian or New Zealand university. He was quick to point out, however, that he believes any form of higher education will have its benefits; including extension programs. However, such education has got to be marketable. He stated that, when embarking on university study, you have to question yourself, "If I'm going to study this (subject), what kind of job can I expect to get?" You have got to have a job to aim for or your education will not be useful. He believes the use of satellites for distance education is a good idea, however, he also believes what can be taught this way is perhaps limited.

After his graduation in 1976, he began working for a private accounting firm in Townsville, Australia, but he found the job was not very challenging. He resigned his position with the accounting firm four years later and took up a position managing the Queensland Fish Board; a job he greatly enjoyed. However, after several years in this position he felt the challenge was gone, promotion remote, and the financial rewards were not that satisfactory. He then worked as a sub-contract builder for one year before establishing his own taxation consultancy and small business advisory firm which he continues to do presently; but only on a part-time basis, since he "bought-into" his current business (which includes four other similar establishments around Brisbane).

His decision to stay in Australia after obtaining his degree rather than returning to Tonga was because he perceived that there was little future for himself in Tonga. He felt reasonably confident that he could have found employment in Tonga, but to get any satisfaction out of his job - in terms of personal fulfillment and advancement, especially being a commoner (not of noble class) - was remote.

When he first arrived in Australia, he found it difficult to adjust - not so much "home-sick," but the frustration he felt at attempting to compete with his peers in course work (especially with regard to language). Miscommunication often resulted in misunderstanding and subsequent difficulties. He had often wished that there was a "transition period" provided for students like himself to make the cultural and language adjustment prior to beginning course work; rather than starting university right out of high school. He feels that the only other way to counteract problems

like the ones he faced when he first arrived, would be to have strong family support in the country of study. For himself, sports provided the vehicle by which he began to make the adjustment to life in Australia.

He got married (to an Australian national) soon after graduating from university and took his (first) wife back to meet his family in Tonga. It was during this visit that he decided he was not going to stay in Tonga (this was in 1976). He indicated that he is very happy with his decision to stay in Australia; he saw coming to Australia as his only chance to succeed, to get ahead in life.

When questioned about whether or not he ever wanted to reside in another country, he stated that he sometimes thinks of going to the United States (he has 2 brothers there). He was quick to add that this would depend on how well he succeeds in Australia. He sees any visit to the United States as a possible outcome of business investment there. As for Tonga, he anticipates returning at various times for vacations (he has been back 3 times since 1976) but he would never return to reside there permanently - but he indicated that such feelings could change.

When discussing what he perceives as problems in Tonga he is quick to point out that Tonga suffers from a lack of natural resources. Secondly, he feels that Tonga does not effectively utilize what resources they do have (human as well as natural). Thirdly, and related to the second, is the bureaucracy, which he sees as cumbersome and mostly concerned with personal profit. He feels that if Tonga is ever to develop, there needs to be open accountability on the part of the bureaucracy and a need to direct resources in the right area. Likewise, he is of the opinion that the government needs to utilize what resources they do have much more efficiently. Finally, he believes Tonga needs to promote more openness in its emigration policy, mainly as it relates to foreign investment and skills recruitment. Personally, he indicated his own willingness in investing in Tonga. But, he stated, it is very difficult to do this because of the length of time it takes to get a final decision from the government of Tonga before being allowed to make such an investment. Its very difficult and the process so inefficient that it is discouraging to potential investors like myself. If such problems could be solved, he sees potential business investment in Tonga as his contribution to assisting his country of birth in the development process.

INTERVIEW # 029

The respondent is a Western Samoan- born female of approximately 30 years of age. She is a Western Samoa national currently residing in the United States (Hawaii), an ethnic Samoan (Polynesian), married to an American, and a Catholic. She is currently a graduate student at the University of Hawaii studying for a MA degree in Pacific Islands Studies on a Fulbright scholarship. She expects to graduate in May 1992, but she has applied to do a PhD with course work starting in the fall (September 1992).

She lives in an apartment with her husband. Her husband is 47 years old and a professor at the College of Business Administration, University of Hawaii (UH). She comes from a family of 13 (including herself); 6 brothers, 5 sisters, her 62 year old mother (her father passed away), and herself. Most of her brothers live and work in Western Samoa (one works in California in a factory, another works at the Western Samoa Post Office, the others are self-employed). One of her sisters is a Catholic nun in Turkey. Her mother currently lives with her brother in California. Her father graduated from senior secondary school in Western Samoa and worked as a self-employed shop keeper for a while. He then worked as a farmer for about 7 years before entering politics where he served as the Minister of Education and Justice for 2 terms. Her mother did her primary and secondary education in Western Samoa prior to entering teacher's training school, also in Western Samoa.

The respondent indicated that she attended primary school in Savai'i, Western Samoa. She then went to secondary school in Apia, capital city of Western Samoa. Following her graduation from secondary school, she then went to the University of Newcastle in Australia and obtained a BA degree in geography and linguistics. She then returned to Western Samoa, where she worked as a secondary school teacher, teaching social science, English, and accounting. She held this position for about 5 years before coming to UH to do her masters degree.

She indicated that her major motivation for going on to do post-graduate studies at UH was mainly to upgrade her knowledge and further her interests in Pacific Islands studies and UH is the only university that offers an MA in this field. She also felt that she would feel much more "at home" living in Hawaii (since it is a Pacific Island state) than elsewhere. She also mentioned that her current desire to have a PhD would also be a factor in enhancing her social status and the credential would provide her better employment possibilities as well. Likewise, besides pursuing higher education for her own personal self fulfillment, she believes that she would be able to better contribute to her country's development (nation building) with a MA; even more so if she had her PhD.

With regard to any problems or discontents she has experienced while studying in Hawaii,

the respondent indicated that her first semester proved to be difficult for her because she was not used to the American system of education, having done all of her prior education under the British system which is quite different.

When questioned about the University of the South Pacific (USP), the respondent indicated that she never attended USP's main campus in Suva, Fiji. However, she did mention taking an extension course in accounting while in Western Samoa. She stated that she enjoyed taking the extension course because it allowed her to continue working in Western Samoa and to take the accounting course she was interested in. She liked the timing of when the course tutorial sessions were offered; mostly after work. This flexibility allowed those who work to continue their education. She also felt that the occasional satellite tutorials she participated in during the time she was taking her extension course were good. Being able to ask questions and get an immediate response as well as hear questions from other students (and the answers also) were very useful aspects of the satellite sessions. Unfortunately, the reception was not always very clear and this frequently caused problems of misunderstanding. However, she indicated that, if the clarity problem could be solved, satellite based education was a very good and effective way to extend higher education to the widest possible number of people who want it, especially in the rural areas.

She indicated that she did most of her studying at home (which she found the most challenging) or at the extension center after work and felt that the course materials were adequate for her course. However, she did hear some complaints from friends who were taking other courses (like commercial law) that the materials were not so good. She also made use of some of her own books when studying, to supplement her course materials as well as the resources of the USP library.

She indicated that she thought the facilities and staff at the extension center were very good; but the building could have had better ventilation to keep the library from being so hot. The assignments and exams she felt were quite adequate with good coverage of the topic and no "surprises" on the exams. Regarding the administration of the extension courses, her major complaint was that, sometimes, the materials did not come on time and this caused problems. But, generally, she felt the administration did an "ok" job.

Her main motivation for taking the extension course was to upgrade her knowledge of accounting. Since she was teaching this subject at the secondary school level, she felt it important to be "up to date" on the subject. Likewise, she thought the course credit would help in job promotion. By and large, she feels very strongly that graduates from USP's extension courses benefit from undertaking such studies. This she feels is definitely the case in Western Samoa. For those people who work but do not do extra studies usually do not get a promotion. But those people who work and take extension courses, USP's extension program is their "ticket" to better

employment and/or job promotions. One of the weaknesses of the program, she felt, was the extension programs need for better public relations. She thought that USP could be more aggressive in promoting extension studies.

When questioned about her job satisfaction level prior to going to UH, she indicated that she was very satisfied with her job back in Western Samoa; she enjoyed teaching. Because she enjoys teaching, she wants to get her PhD and become a college professor; she has always wanted to be a university lecturer! She indicated that she would also like to return to Western Samoa after obtaining her PhD. But she was also quick to add that she would like to get some experience teaching at the university level (perhaps at UH) first, prior to returning to Western Samoa. Since she is married to an American, she can stay and work in the US as long as she likes, but she strongly desires to return home to Western Samoa. She feels confident that she (and her husband who is also a professor and interested in working in Samoa) would be able to get a professor position in Western Samoa since a university was recently founded there (1985) and they really need teachers with MA and PhD degrees!

Back in Western Samoa, one of the problems they face is the frequency of hurricanes! But there is nothing one can do to prevent these from happening, so there should probably be better disaster preparedness. Problems that they can do something about, she believes, have their roots in the economy; no jobs, high inflation. The way to address such problems, she feels, is to promote more self-reliance, and with assistance from the government, encourage people to be more productive. She feels that she would be able to help achieve this development goal by returning to Western Samoa and teaching at the national university. Hopefully, through her teaching, she can encourage her students to think innovatively while sustaining the social and cultural fabric of the Samoan way of life. Western Samoa is a very conservative country, and sometimes this presents problems when attempting to make choices between development options. If we can foster in the next generation, innovative ways of thinking while at the same time maintaining respect for the Samoan way of life, then we can develop.

INTERVIEW # 030

The interviewee is a New Zealand born male, and approximately 25 years of age. He is a Cook Islands national, of Cook Islands Maori ethnicity currently residing in the United States (Hawaii). He is single and a member of the Church of Jesus Christ of Later Day Saints (LDS or, Mormon). He stated that most of his family back in the Cook Islands are Methodist, but because he was raised by his grandparents in New Zealand, he was raised LDS. He entered Brigham Young University (BYU) in Laie, Hawaii, in 1987 as an undergraduate student in pre-law and is presently a graduate student studying for a JD in law. He started graduate school in 1992 and expects to graduate in 1995.

He presently resides in the on-campus dormitory at BYU. He owns a stereo radio-cassette player, a VCR and television, a telephone and subscribes to a news magazine. He also owns a motorcycle, a small refrigerator, and a camera. His hobby is motorcross (off-road motorcycle racing) which he does every Saturday.

Back home in the Cook Islands, there are 5 members in his family (including himself); his parents, an older brother (26 years), and an older sister (28 years), and himself as the youngest. His father attended primary and secondary school in the Cook Islands and then became the first person from his home island to get a scholarship to study in New Zealand. He graduated from a New Zealand university and then went to a university in Malaysia where he obtained his masters degree. He then returned to the Cook Islands where he continues to work as a government accountant and also as a general manager for a local hotel. His mother was born and raised in the Cook Islands and never had formal schooling. Currently, she is working as a janitor cleaning offices in Rarotonga. His brother finished high school in the Cook Islands then went on to the police academy for 2 years and presently works as a police officer. His sister finished high school in the Cook Islands and then went to a university in New Zealand on a full government scholarship. After she graduated, she returned to the Cook Islands and works as a technician.

He attended primary school in New Zealand (living with his grandparents until he was about 13 years old). He then left for the Cook Islands to live with his parents and attend high school. Following this, he did his foundation year (form 7) at the University of the South Pacific (USP). He then went to BYU in Hawaii for his undergraduate education. Prior to going to university, he worked in the Customs department in the Cook Islands. Presently, he supports himself at BYU as a performer/musician at the Polynesian Cultural Center (PCC); they also help pay his tuition to BYU. He also indicated that he gets some support for his schooling from his parents along with a small scholarship from the Cook Islands government.

He indicated that his major motivation to enter university was mostly from family pressure;

his parents wanted him to go to university. Personally, he doesn't like school. He wanted to stay in the Cook Islands working at the job he had with Customs. But, to please his family, he came to BYU. Because of this, he does not enjoy going to class or studying. He also mentioned that his work schedule at PCC is quite heavy and this interferes with his study time; he finds himself always having to "catch-up" with his studying rather than being "up-to-date."

Regarding his evaluation of USP, the respondent felt that one of its weak points was the method of teaching employed at USP; meaning that they list classes that students may want to take, but they don't have instructors for those courses. This was particularly a problem with the extension courses he wanted to take. He mentioned that there was one class that he took, but it did not have an instructor for 1.5 years, so he had to do the extension course without a tutor for that period of time. This he felt was a major drawback. Self study is good, and the resource materials were also good, but if you get stuck on a problem it is always better to have an instructor you can refer to for help. A strong point is that extension studies foster within the students qualities necessary to do independent study and thus, increases their self-reliance and self-worth. Another of its strong points was its close proximity to his home in Rarotonga; since he studied at home, he had more time at home and could easily access the Extension Centre's resources for his tutorials (when he had them). He mentioned that he did form 7 by extension in the Cook Islands. Most of his information came from the materials sent from the main USP campus in Fiji. These he found adequate when he did not have a tutor, but he felt they were much better when augmented with lectures. By and large, he was quite satisfied with the extension facilities, books, and staff in the Cook Islands. He also felt that the available tutors (there were only a few in the Cook Islands) were very good, as were the assignments and examinations; they were not easy, however! He mentioned that he never had a satellite tutorial session while taking his extension courses in the Cook Islands. Because he had no personal experience with satellite tutorials, he felt reluctant to give an opinion on their possible usefulness.

Within the South Pacific, the respondent felt that graduates from USP's Extension Programme would have advantages in employment possibility or promotion that those without would not have. However, outside of the South Pacific, he does not think such a graduate would have any advantage - perhaps even a disadvantage when compared to a graduate of a residential university. Back home in the Cook Islands, extension graduates have a significant advantage in employment. But if they try to get employment in New Zealand with their extension degree, they do not do so well. Personally, he felt that he was able to benefit from his extension courses through job promotion.

He mentioned that he does intend to go on with his studies (since his family wants him to!) He indicated that he would like to go to a US Mainland university. Currently, in the Cook Islands there is no one with a law degree from the US. What he wants to do, is get his law degree from the

US and then return to the Cook Islands and be a link between the Cook Islands government and the US government. In this way, he would be able to explain to the Cook Islands government what the US law is (and visa versa); like a consultant for Cook Islands diplomats going to the US.

The respondent indicated that his home country faces many problems, one of which is a lack of natural resources. Another problem that he feels his country also needs to pay attention to is financing development. Governmental mis-use of funds relates partly to the problem. This he feels is because there are too many politicians in the Cook Islands. He is of the opinion that the best thing the Cook Islands could do to help foster development is to diversify its contacts with other countries (for aid, trade, and business); not to be so overly reliant on New Zealand.

He stated that he has no intention to emigrate to any other country. However, he indicated that he wants to work in the US - keeping his Cook Islands nationality - and, after he had made enough money, intends to live in the Cook Islands after he retires. He definitely feels that he could get such employment after he gets his law degree. He thinks that, perhaps, he could best serve his country (and continue to work in the US) as a diplomatic representative of the Cook Islands. If not, the he intends to work as a legal consultant for the Cook Islands government. He also stated that, perhaps, he could help his country most by working for change from within the government and as a diplomat, trying to make contact with other countries on behalf of his country.

INTERVIEW # 038

The respondent is a male, born in Tonga, and approximately 33 years of age. He is a Tonga national currently residing in the United States (Hawaii), an ethnic Polynesian (Tongan), married with 1 child, and a Christian. He is currently a computer consultant getting "on the job training" with support from a PeaceSat scholarship. His hobby is tennis.

He resides in a dormitory at the University of Hawaii while his family remain in Tonga. He mentioned that his wife only graduated high school and is currently a housewife. His father's educational background was about 10 years of schooling (through junior secondary) and he now works as a Magistrate (Judge) in Tonga. His mother also completed junior secondary schooling, but remained a housewife after becoming married - was never employed. He mentioned that he is one of 8 children in the family (4 brothers, 3 sisters and himself) and this kept his mother "fully employed" looking after the family! Two brothers have attended university as did all of his sisters (the youngest one just started). Most of them attended the University of Auckland, though one brother went to a university in the Philippines, and one sister went to Australia (she is on scholarship). Except for one sister on scholarship, all attended university as private students (no scholarship, but study and work with some support from the family). Two siblings are currently working in Tonga; one at the bank and another as a teacher. The others are in New Zealand, Australia and San Francisco working in the private sector (except for his sister who is still in university).

He indicated that he attended both primary and secondary school in Tonga after which he went to a 3 year technical institute for a diploma in mechanical engineering. He then went to a university in Australia on a West German scholarship. He stayed at this university for 5 years, majoring in physics and graduated with a BS (Bachelor of Science) degree. He then returned home to Tonga and worked as a maths, science, and computer teacher for about 4 years. He then went to Hawaii and worked for several different computer companies as a computer engineer; mostly getting "on the job" and technical training. He worked for the various companies for approximately a semester at each location (3 companies, 3 semesters) and is now working at the University of Hawaii for the PeaceSat satellite network.

He stated that his major motivation for attending university was mostly for the degree and for self-fulfillment. But, he also wanted to get the necessary credentials to become a teacher. Whereas he could have taught high school with his diploma from the technical institute, he wanted to upgrade his qualifications and to enhance his promotion possibilities. He feels that he will always want to continue learning in this way; to become better and hopefully increase his salary! However, he stressed that if you want money, you go into business not teaching. Teaching, for him, is a way of contributing to his country's development. Right now, his major motivation for

coming to Hawaii was to learn computer engineering. He stated that he would be returning to Tonga in 1 month. Perhaps after working in Tonga for a while, he would be able to go on to graduate school; may be in 1993 or 1994. He thought that he might like to return to the University of Hawaii. However, the way the system works in Tonga is that you apply for a scholarship, and the scholarship you are awarded will determine where you go for your university education.

He stated that the only problem he faced while attending university in Australia as well as the training he is currently getting in Hawaii, is being home-sick; missing his family.

When questioned about the University of the South Pacific (USP) and its Extension Programme, the respondent indicated that he was not very familiar with USP. But, he stated that he thinks that USP has more relevance to the Pacific Region. However, it lacks the variety of courses offered at overseas universities - like engineering for example, USP does not offer courses in engineering - this he feels is a weakness. With regard to extension courses, he stressed that he has never taken any extension courses. However, one of his brothers did take an extension course back in Tonga.

INTERVIEW # 039

The respondent is a male, born in Fiji, and approximately 39 years of age. He is a Fiji national currently residing in the United States (Hawaii), an ethnic Indian, married, and a Hindu. He is a full-time graduate student attending the University of Hawaii on an East-West Center scholarship working toward a PhD in geology and expects to graduate in 1994.

He lives off-campus in an apartment with his family; himself, his wife and his 4 year old son. His wife does not work but stays at home and looks after their son (besides, her visa will not let her work in America). His wife was educated through high school in Fiji. He stated that he owns a radio-cassette player, a telephone and a personal computer. His hobbies include listening to classical music, playing chess, and reading.

The respondent mentioned that both his parents were born and educated in India. His father had obtained a diploma in teaching in his education before going to Fiji. His father then worked as a primary school teacher in Fiji. His mother also had a diploma in teaching and worked in Fiji as a primary school teacher until she had children. Both taught in an religious school where the school paid for them to come to Fiji. Both parents are now deceased. He also mentioned that he has 3 brothers who were also educated through secondary school in Fiji and used to work in Fiji also, but they have since immigrated (two are high school teachers and one is a computer engineer) to New Zealand after the coups in 1987. The two teachers got their university education in India and the other studied at USP.

He indicated that he attended both primary and secondary school in Fiji. After graduating from secondary school, he attended the University of the South Pacific (USP) for 1 year to do his foundation studies. After this, he went to New Zealand to attend Otago University on a Fiji government scholarship. After he obtained a BSc (Bachelor of Science) degree, he returned to Fiji and started working for the government as a geologist (started work in 1974). He remained in this position for about 5 years before he left to study in Australia to do his Masters degree at the University of Queensland (the Fiji government sent him for further training so, technically, he was still "working"). After obtaining his MSc (Master of Science) degree, he returned to his former job with the Fiji government. He took "leave without pay" in 1990 to study at the University of Hawaii (UH), he indicated that he is, however, still employed by the Fiji government as a geologist and when he completes his present degree work he will return to this job in Fiji.

He mentioned that his motivation to continue his education beyond the MSc was because of his long standing desire to have a PhD - it had always been a goal of his, even though it would not change his job when he returns to Fiji. He mentioned that his decision to come to UH to study was because of his fondness for traveling. He had studied in New Zealand and Australia, and since

many people in America had done research in Fiji, he wanted to experience for himself American research and do some of this kind of work as well. He mentioned that after obtaining his PhD from UH, he has no intention of going on to post-doctorate studies.

He mentioned that, because this is the first time he is studying abroad with his family resident with him, this has created problems; mostly with finances. Another problem he has experienced is that, in an American university research costs money. He had previously attended "British -style" universities in Australia and New Zealand where research is paid for by the university. Here (in an American university), you have to find money to pay for your research, and this is also difficult. The only other problem he has experienced with regard to his present studies, regards the amount of leave time he can get from Fiji to complete his PhD; he is worried about completing his degree in the time given and whether he has a job when he returns to Fiji (after having taken so much leave time to complete his studies).

When questioned about whether or not he could get a job in the US, he responded that with his current J-2 visa, he cannot work; nor could he work in the US for 2 years after having received his degree because of the terms of his visa and scholarship - he has to go back to Fiji.

The respondent felt that, because USP does not offer a degree in his field, he could not give a fair comparison between USP and other institutions. He did mention that, had they offered a degree in his field, he would have found it easier to do a part-time degree at USP than to go overseas. However, because USP is, in his opinion, more of a teaching university and not a research university, perhaps research support may have been lacking anyway. He stressed, however, that one of the good things about USP is that you meet a lot of people from different places. All of the Pacific cultures are represented in one university and this he feels is very good. With regard to USP extension, he had no opinion either way since he knew very little about it. But he did state that, because not everyone can be a full-time student at university, extension programmes offer a way for these people to obtain a degree. Likewise, he feels that satellite communication technology is a useful way of extending the range of extension learning. Satellites, he feels, are not only useful in extending the classroom, but also for professional information exchange outside of regular distance learning. He mentioned that he had talked to people using PeaceSat and found the experience most beneficial; a very useful way of disseminating information and keeping in touch with others in his field.

The respondent indicated that he was very satisfied with his job back in Fiji. However, if there were a better paying job in his field back in Fiji then he thinks he would take it; but he wants to stay in Fiji. But one of the problems of working in Fiji is that there is very little chance of earning high wages or gaining fast promotions. You cannot do research in government, if you want to move higher in pay-scale or promotions then you have to do administration and he stated

that he does not like to do administration, he is more interested in field research. Right now, working for the Fiji government is the only geology job he can get in Fiji at the moment - with his qualifications. Even with these problems, he expressed no desire to emigrate elsewhere; he wants to live in Fiji. He feels that he has become a bit of an "expert" on Fiji's geology and because of this familiarity, he wants to continue this work. Likewise, he thinks it is a much nicer place than Hawaii, and besides, it is his home.

Fiji is not without its political problems and he feels that the government and the people need to work out what it is that they really want. He feels that the indigenous Fijians are themselves confused about what direction it is that they want to go and this is creating a great deal of political stress. This political stress has part of its effects felt in Fiji's economy. Fiji relies on sugar and tourism (both are affected by politics) and he feels that Fiji should diversify its economic base. These he feels are the two major problems, but he also feels that there needs to be greater emphasis placed on Fiji's history, culture and society integrated into the school courses. This, he feels, would go a long way to address the ethnic problems that Fiji faces - if everyone knew more about each other and their country, then things would improve.

As far as his personal contribution to Fiji's development, he feels that, because he is a geologist, his contribution would be through the systematic field research he conducts as a part of his regular duties. Looking for mineral deposits or other "buried" resources could help diversify Fiji's economic resource base and lessen its dependence on sugar and tourism. Likewise, as a local, he feels his contribution would be more meaningful.

INTERVIEW # 040

The respondent is a male born in the Solomon Islands and approximately 29 years of age. He is a Solomon Islands national currently residing in the USA (Hawaii), he is an ethnic Melanesian (Solomon Islander), single, and a member of the Anglican Church. He is currently a full-time graduate student at the University of Hawaii on an East-West Center scholarship working towards a PhD in political science. He expects to graduate some time in 1996.

Back in the Solomon Islands, there are 8 persons in his family (including himself); his mother (his father died), two brothers, himself, and four sisters (all his sisters are married and living separately). He indicated that he currently lives in a dormitory on campus and own only a radio-cassette player and a camera. His hobby is reading.

He indicated that his father and mother only went through primary school back in the Solomon Islands. His father worked as a farmer all his life while his mother was a housewife, but also assisted with farming chores. All of his sister attended only primary school and are currently housewives, while his youngest brother is currently finishing high school (form 6). His other brother is a university graduate (PhD from Waikato University in New Zealand) and is currently working as a curriculum officer in the Solomon Islands.

He attended church sponsored primary and secondary school in the Solomon Islands prior to attending the University of the South Pacific (USP) for his foundation year courses. He then went on to study in New Zealand for 6 years with support from a New Zealand government scholarship at the University of Canterbury, in Christchurch; obtaining both his BA and MA in political science at this institution. He then returned to the Solomon Islands and worked as a policy analyst for the Solomon Islands government, in the Prime Minister's Office for 3 years. After this, he came to Hawaii to attend the UH to get his PhD in political science.

He indicated that his main motivation for attending the UH was primarily for personal enhancement or self-fulfillment; which he saw as part of his desire to upgrade his knowledge. However, he also mentioned that job promotion and enhancement of social status, as well as the credentials, were also important factors in his decision to further his education beyond the MA level. Likewise, he feels that with a PhD he has better job mobility upon his return to the Solomon Islands. As of yet, he indicated that he has had no problems or dissatisfaction with his current course of education; though he stressed that this is his first semester.

Whereas the respondent indicated that he was very satisfied with his previous job in the Solomon Islands prior to coming to Hawaii, he felt that, upon his return, he would probably get a different job. This comes mostly from his strong desire to be a member of Parliament upon his

return to the Solomon Islands! Alternatively, he would like to work for the Parliament as a political analyst - he feels confident that he could get just such a position. He stated that he has also given some thought to becoming a university lecturer. He feels that his potential is very good to do well in all these positions and his only difficulty would be choosing which one to focus on!

When asked to compare USP with other universities he stated that he would "grade" USP as average. However, he stressed that USP has an advantage of being physically resident in the Pacific Islands (Fiji) and therefore is in a culture that seems familiar to many Pacific Islander students. With such a placement, students do not feel so much of the cultural shock or conflict which would complicate their studies elsewhere. USP also has Pacific Islander lecturers who try to make as much of the curriculum relevant to the conditions within the Pacific Islands region as possible. USP does have weaknesses also; some of which relate to its facilities, others to the academic qualifications of its staff not being on a par with universities elsewhere (like New Zealand or the US).

He said that he had done one year of USP extension courses (in law) while he was working in the Solomon Islands before coming to UH. From his experiences, he had mixed feelings regarding the courses. For job mobility he felt such courses were beneficial for those who were doing extension training for such reasons. However, he was taking courses for academic interest and his courses were not easily transferable to other institutions besides USP.

He indicated that he did most of his studying for the extension courses he took at the USP Centre in the early evenings at the Regional Centre's library and during holidays and on weekends. He felt that with his job and home commitments, he really did not have enough time to study. He also relied only on USP supplied materials for his studies and found them adequate. He mentioned that extension study can at times be very frustrating because of the lack of tutors for some of the courses. He also commented that the Regional Center in the Solomons needs to be improved; both in terms of staff and facilities.

From his experiences, the tutorial sessions via satellite were at times not clear; hard to hear and understand. However, he felt the administration system of USP's Extension Programme was good. Over all, he felt that the increased learning opportunity provided by the extension programme and the encouragement by the tutors for students to use their first hand knowledge and experiences in doing their assignments were of great benefit. Likewise, the ability to continue working and still take courses was also seen as a strength of the programme. However, the overriding weak points of the extension programme were the chronic lack of qualified tutors and poor opportunity to interact directly with the professors or lecturers. Another aspect which created much frustration was the frequent delays in obtaining learning materials. However, he felt that the use of satellite tutorials for extension courses was very useful. He mentioned that, if USP had a

better satellite system to overcome the previously mentioned problems, than students would not only be able to obtain information and materials from USP but also from other parts of the Pacific region (like other Commonwealth countries, or Australia, the United States or even Japan). Satellites offer greater coverage of the region and advantage of this coverage should be taken - the Islands cannot afford to each have a university of their own.

When asked if he ever considered further education beyond the PhD he is currently working towards, the respondent indicated that he would like to do some post-doctorate studies in Britain; perhaps in law. But, he was quick to add, he has no intention of emigrating elsewhere; that he wants to return to live and work in the Solomon Islands. He stated that he really sees no reason to emigrate, the Solomon Islands are his home.

He mentioned that his home is a developing country, and as such it has its problems. One of the major problems, he feels, is the unusually high rate of population growth. Connected to this, is the problem of youth unemployment. Both of these, he feels, are straining the fabric of Solomon Islands society and culture. He also feels that the Solomons need to increase the number of schools in order to provide better opportunities for the youth. He feels that focus on aspects of human resource development would be the most suitable course for his country to pursue - such a focus would address the above problems and ultimately lead to better prospects for economic development. He also feels that the various churches (which wield strong political power in the Solomon Islands) and the government should foster better cooperation which would help reduce some of the strain felt in his country; this would also assist development efforts. Likewise, he feels that more and better interaction and involvement among the 8 provinces of the Solomon Islands in development efforts would also be very beneficial.

He feels that his knowledge and experience would be best used to the benefit of his country through his participating in development planning efforts and his being a leader.

INTERVIEW # 041

A 28 year old Niuean male of Polynesian ethnicity. He is a USP graduate (BA, Accounting/Economics taken during 1982 - 1988 under government sponsorship). He is of the Protestant faith. He lives at home with his parents, brother, sister, and two cousins. They have electricity, a regular water supply, mail service, newspapers, radio, radio cassette, telephone, video and TV. They own a motorcycle, car, refrigerator and washing machine.

In addition to his USP credentials, he also holds a Diploma in Theology. His parents have both completed senior secondary education. He is now employed in the private sector in an advisory capacity and earns an income of \$12,000.00 NZD per annum.

He has experienced dropping out of studies in 1984, when he had decided to "take a break". He confirmed that USP extension courses do assist in finding jobs and in job promotions. He is not really satisfied with his present job and feels that to some extent, he may find a suitable one on Niue. He would like to take up further studies in Australia or Japan.

His daily routine is: He rises at 6.00am, then starts work from 7.00 and finishes at 3.30pm. Between 4.00 and 5.00pm he will either go fishing or go to the plantation. Between 5.00 and 6.00 he plays sports then showers and has dinner. From 8.00 until 11.00pm he watches TV or listens to music, then he goes to sleep. His hobbies are sports in general and listening to music.

His problems while studying on campus were mostly the financial constraints he had been under.

During his extension studies, he was satisfied with his course materials, visited the Centre only occasionally, but never participated in tutorials. He feels however, that satellite tutorials definitely advance learning.

He rates USP very highly. Niue faces problems of unemployment and with the government which he feels needs re-shuffling. He believes the way to develop would be to develop the business sector. He would contribute by using his acquired knowledge.

He believes in the use of satellite tutorials because this would give the opportunity to communicate with the tutor. Problems and queries about the course or assignments could be clarified. However, the reception is not so clear.

INTERVIEW # 047

The respondent is a single male born in Niue and is approximately 25 years of age. He currently resides in Niue and claims dual nationality in Niue and New Zealand, is an ethnic Niuean (Polynesian), and a member of the LMS Protestant Church. He is presently employed as a government statistician and immigration officer.

He lives in his mother's house in Alofi with his mother, older brother (27 years old), brother's wife (23 years), their daughter (3 years old), and the respondent's girlfriend. His mother is a retired nurse temporarily residing in New Zealand. He also indicated that he has 2 brothers in Sydney, Australia and one attending university in Tasmania, Australia studying law (also a USP graduate). The household is on the public power and water supply. They are regular subscribers to the local newspaper (Tohi Tala Niue), they own a radio-cassette player, a VCR and television and a telephone. The respondent indicated that he also owned a motor cycle and a camera.

The respondent's father died soon after the respondent was born, so he indicated that he was not entirely certain what his father's educational background was, other than that he worked as a primary school teacher so he had to have attended a teacher's college after high school. His mother attended nurse's training and worked in Niue as a nurse until her retirement in 1987.

The respondent indicated that he attended both primary and secondary school in Niue. Upon graduating from high school, he went to the University of the South Pacific (USP) in Suva, Fiji on a governmental scholarship. While at USP, he did administrative studies with a few courses in computer science and graduated with a diploma in administration. He then returned to Niue and began working for the government in the personnel division of the public service. However, he was only 1 month in the position before he requested a transfer to another division where he could use his skills in computers and statistics, eventually being transferred to his present job. In 1987, he attended the Statistical Institute for Asia and the Pacific (SIAP) in Tokyo, Japan for further training (1 month). The next year, he attended a similar training course in Canberra, Australia. In 1989, he did another 1 month training course in Western Samoa. And in October of 1990, he was in Macao attending an international meeting on official statistics. The respondent also indicated that earlier in 1991, he traveled to Noumea, New Caledonia to attend a conference for statistics at the South Pacific Commission.

He indicated that his major motivation for attending university was to increase and upgrade his own knowledge. He went to USP because his country does not have any institutions of higher education (except for the USP extension center), so university students must go overseas. He went to USP because he already had a brother studying there and because he was given an Australian government scholarship to attend USP. His only discontent while studying at USP was the low

level of financial maintenance that resident students received. He also mentioned that the cafeteria food quality as well as quantity was not to his liking (he wanted taro, but at USP they were served mostly rice and curry). However, he stressed that the major strong point of USP was its focusing on the Pacific Islands region itself. He indicated that it was his opinion that students who attend universities overseas, such as in the USA, when they return home, they can use only about 10 percent of what they learned overseas. However, he felt that because of this regional focus, its regional reputation is quite good, but USP's international reputation is relatively low and this is a weakness. However, the respondent stated that he guessed such a reputation is not that important - "... are you training people to work in New Zealand, or to work in Niue?"

Having never been exposed to USP's extension program, the respondent had no opinion. He did indicate that he had enrolled in a different correspondence program, but quit because of time constraints. He felt, however, that extension students do not fare as well in job possibilities or promotions when compared to students from four-year universities. With regard to satellite tutorials, he indicated that the Niue satellite link used to be used, but is not being used right now because of the cost. He felt that the HF radio they are currently using is cheaper and more appropriate in Niue's case. However, satellite tutorials are probably useful to some extent for the lecturer to many groups of students. He also felt that satellite tutorials should also provide for individual student to tutor communication. Sometimes when students sit in a group, they are shy to say anything.

Presently, he stated that he is very satisfied with his present job. He has been given the opportunity to not only work in an area he was trained in, but also to continue learning and training through different short-term training courses overseas at no cost to his government (or himself!). He indicated that if the opportunity comes for him to go to graduate school, he may go on with his formal education. But for now, he is content with the occasional 1 month training courses like those he has had so far. He thought Tokyo would be a nice place to study for 6 months or maybe another degree, or maybe Sydney - if given the chance. He, however, has no intention of emigrating to another country; but he wants to keep his options open.

He feels that Niue needs to develop more opportunities for its young people; for jobs, training, etc. Part of this would be to improve the USP Extension Center; like upgrading the facilities or improving the library. The government also needs to emphasize the private sector of the economy. Part of this also includes better training. The trouble is, many with good skills leave Niue to work in New Zealand where they can get better pay. This is a serious problem for Niue. He feels that his personal contribution to his country's development is to continue working for the government in his present capacity.

INTERVIEW # 057

This is a 57 year old female Togan who has completed a Diploma in Education Administration (May 1987), and a Certificate in Legal Studies (December 1987). She is of the Methodist denomination. She lives in town, on her husband's town allotment, with six of her children (stepdaughter, her own two children and three other adopted ones). One of her children, a daughter, is at Victoria University and there are two others (both adopted) also in New Zealand. She herself is a member of a family of 12. She has been married for 32 years, and her eldest child is 31 years old.

She attended both primary and secondary school in Tonga, gaining honours for the two highest Tongan national examination (1952 and 1954). After leaving school she became a secretary-typist in government and in 1956 became a shorthand-typist. She was able to help tutor (in this area) at Queen Salote College (one of the best Togan high schools). She was a first-class clerk in the Inland Revenue when she first enrolled in extension courses.

Of her family, her husband was in the printing profession but has now retired though he is once more in government service as a senior administrative officer. He had attended secondary school in Fiji then trained as a printer in Australia before returning home where he worked in the profession first in the private sector then in government.

Her first son is currently a secondary school teacher, simultaneously studying for a music course by correspondence. The second is still at high school while the daughter is at university in New Zealand. Her father had had secondary education and was in the senior government post (his father had been a church minister). Her mother had only completed primary education and her father had also been a church minister and then a Member of Parliament.

The family income is derived from their salaries, selling produce and her husband's pension. They have a regular water supply, electricity, a mail box at the Post office, a radio, radio cassette, Video, TV, telephone and she reads the newspaper regularly. They own a car, washing machine, camera, and a motorbike.

Her daily routine is: she rises at 5.00am, reads the bible, then prepares breakfast which they have at 7.30. Work starts at 8.30 and finishes at 4.00. Lunch is at 12.30. After 4.00 she carries out her domestic duties. However, while the Legislative Assembly is on, she has to spend 3-4 hours transcribing for the following day. She retires to bed between 10.00 and 12.00. She studies for an hour. Her hobbies include playing darts, swimming, and watching basketball.

She had been motivated to study while on a 10-month course in Australia, when she

witnessed the graduation of 3 generations of one family- a grandmother, her daughter and the daughter's daughter. This had inspired her to take U.S.P. courses. Her tuition was self-financed.

During her service she was downgraded because she had not taken up a transfer posting. Her reason for this was that her daughter was sitting School Certificate (NZ) then, and also, her husband could not go with her.

She has experienced dropping out of her courses (1989 and 1990) but is trying again in 1991. Her study problems are: insufficient time, and at home there is too much noise. She sometimes goes to study at the USP library but as she cannot drive, she has to be driven there. Her daughter will do this without complaint but her sons "always complain". She is now learning how to drive.

USP is a "blessing to Tonga" she feels, and is easily accessible . She feels that the current strong political leaders activating and pressing for the rights of the common people have been doing good work and they are USP graduates. USP is cheaper than universities in New Zealand she believes. Even so, she also feels that tuition is very high and that it would be cheaper to have their own university in Tonga. She understands that USP graduates will definitely be promoted once they again their qualification.

She feels that the shortage of textbooks for her Law course (8 for the country) is a problem and people would appreciate having their own copy. She visits the Centre once a week and always attends satellite tutorials whence she will hand in her assignments. She is quite attentive to any sessions dealing with her course. However, because of work commitments, she sometimes misses a tutorial. She currently has no tutorial session because she is the only student aud in her view, this is unfair because she pays her fees. Her assignments have always been late but not after the due date of the last one and she sends them accompanied by a letter of explanation. The exams have always been all right and only when she has not studied will she not expect a good grade. She had never missed satellite tutorials in the earlier courses and had had the opportunity to ask the tutor regarding problems. These had been solved immediately and so was very helpful indeed. Additional information about exams (e.g. format) that had been given during tutorials had also been very helpful.

The administration of extension courses was usually good and if not, then she believes this had been due to staff shortage. She thinks the Tonga Centre is the best throughout the Pacific region.

Her extension studies have definitely helped her take more interest in her work and had given her confidence. She can now cope with anything.

She is rather dissatisfied with her current job because she feels that it is unfair that higher ranking officers have less volume of work and hold lower qualifications than hers. She realises she is getting old and she would like to change her job and become a magistrate for example. But she believes this is very hard in Tonga; if you have chiefly blood it is easier. However she has no intention to emigrate as, to her, Tonga is the "heaven of this earth."

She feels that Tonga's most pressing problem is in the job inequalities, and the best way to develop Tonga is to increase exports [of agricultural products]. Tourism is not the answer.

She has a high opinion of satellite tutorials which allow multicultural/multinational interactions between students, for example, Vanuatu, Niue, and Tonga.

INTERVIEW # 058

The interviewee is a Tongan born female of approximately 35 years of age. She is a Tongan national, an ethnic Tongan (Polynesian), married, and a member of the Methodist Church. She is presently a part-time extension student at the University of the South Pacific (USP) and employed full-time as a statistics clerk with the Tongan government.

She lives with her husband and 2 sons (10 and 3 years old) in housing provided by the Methodist church in Nukualofa because her husband works for the church. Their home is on the public electric and water system with mail service through the church office. They are regular readers of the local newspaper, own a radio-cassette player, a VCR and monitor (but no television) and have a telephone. The family also owns a van, a refrigerator, a washing machine and a camera.

Her father finished junior secondary school in Tonga and began working as a civil servant - government driver. He is presently retired and living on a government pension. Her mother also finished junior secondary school before marrying and becoming a full-time mother and housewife. The respondent also indicated that she has a younger brother and younger sister. Her brother is currently a private university student in New Zealand and her sister works at the Bank of Tonga.

The respondent attended primary, junior secondary and senior secondary school in Nukualofa. After graduating high school, she started working as a secretary in a private office. She remained in this position for almost 2 years before joining the Civil Service when she began working as a clerk at the Central Planning Department. Three years later she transferred to Statistics where she has been employed ever since. In 1984, she began taking USP extension courses in administration, recently earning a certificate. She is presently continuing her extension studies working toward a degree in administration.

Her typical day usually begins around 7:00 AM when she wakes and prepares breakfast and gets her oldest son ready for school and drops her youngest son at her parents' home. She is usually in the office by 8:30 AM and works until about 4:30 PM with a 1 hour break for lunch around noon. The family then will attend church related meetings on the days these occur until around 7:30 PM when they have dinner. After dinner, she or her husband will help their older son with his home work until his bed time. She will then do some reading or watch video until around 9:00 - 10:00 PM. Before going to sleep at around 11:00 - 11:30 PM, she will do her USP extension course assignments. On the days that she has her tutorials, she will attend the tutorials between 4:30 - 6:00 PM getting home in time to prepare dinner for her family.

Her main motivation for starting USP extension studies was mostly for promotion and pay increase in her job, but also because she likes to study and improve her own understanding - in

other words, self fulfillment. Because she pays her own tuition, and because of the demands of her job, she has experienced a one semester suspension in her extension studies. She withdrew for the one semester because she had to attend a 3 week training session in Guam, which would have made continued studies difficult. The interviewee also indicated that she had attended a 6 month training program in Japan and because of this, she did not enroll in any extension studies during this time.

Her only discontents with regard to her extension studies related mostly to the cost. She felt that the fees were very expensive, especially for private students like herself. Also, she indicated that she often had to wait until late at night to do her studies because her children would often disturb her if she tried to study before they went to bed. She indicated that she did all of her studying at home and not at the Extension Centre's library. Whereas she felt she had enough time to do her studies, and when she had difficulty her husband (a university graduate) often helped her, the lack of a separate study space was some times a problem.

She felt that USP extension program's strong point was cheaper than if she were to take private correspondence courses. She also thought that the extension program was especially beneficial to women who were married and could not leave their families for long periods of time to attend regular universities. However, he felt that it suffered from a lack of enough qualified local tutors for all of the courses offered. Likewise, she felt that scholarships should also be offered to extension students, not just to those who would leave to study at the main campus or at overseas universities.

She stated that graduates of USP extension courses definitely benefit from taking such courses, especially if they are presently employed by the Tongan government. Depending on how many credits an extension student passes, or what certificate, diploma or degree they obtain, they will get a pay increment and perhaps even a promotion. Some of the local private businesses are now even starting to do this.

Regarding the course materials and texts, she felt they were "OK." She only visited the USP Centre to turnin her assignments, attend tutorials, take her exams, but rarely to study. Overall, she was pleased with the learning materials and the administrative staff at the Centre. However, she was sometimes disappointed with the local tutors. When they showedup to do the tutorials they were good, but there were times when they just did not showup. Also, some tutors were not very good at explaining some of the assignment questions, only repeating what was already in the text. The assignments were good and the exams, she felt, were fair. Overall, her assessment of the program was positive.

She indicated that she had attended a few of the satellite tutorial sessions and found them to

be good and useful. Such satellite sessions are not mandatory, but recommended. Unfortunately, they are not always at a time convenient to her schedule and she cannot always attend. She felt it is good to go to these sessions because the tutor will make sure that everyone understands the materials. She indicated that she wished such satellite tutorials were offered more frequently.

The respondent indicated that she is definitely satisfied with her present job. She finds it challenging and a chance to apply what she is learning in her extension studies. She stated that she would like to continue with her studies. Her goal is to obtain a BA degree in administration and management from USP, hopefully by 1993. She will continue this through the USP Centre in Tonga

She indicated that she has no intention to ever emigrate to another country. She stated that Tonga is her home. Besides, her husband is dedicated to working for the Methodist church in Tonga and the family will most likely continue to live in Tonga because of this.

She does feel that Tonga is facing some developmental problems. The political system is somewhat restrictive and many people of common birth (not chiefs or nobles) are not happy with this, they want a change. Some of the changes she believes are good and some are bad. This, she feels, is creating conflict in today's society in Tonga.

She feels that Tonga needs to develop its economy further to provide employment for school leavers. This she sees as being best fulfilled by tourism development and continuation of pumpkin squash export. She believed that she could best contribute to her country's development through her present employment and being a good civil servant.

INTERVIEW # 061

A 39 year old male Cook Islander of Polynesian ethnicity. He is a USP graduate (Bed, 1982). He belongs to the Cook Islands Congregational Church.

He is married and his wife is studying for an MA in Education in Australia. They have two children who are both at school in New Zealand. They have their own home in Rarotonga. They have electricity, water supply, a car, refrigerator, washing machine, camera, radio, radio cassette, video, TV and telephone. He reads the newspapers regularly.

His daily routine is: He rises at 5.30am to play golf or jog, then breakfasts. At 7.30 he goes to work until 5.00pm. He returns home at 6.00pm, watches TV, has dinner, and reads until he goes to bed at about 12.00pm. His hobbies are photography and playing golf.

He attended primary school in the Cook Islands then entered Teacher's College in 1971. He started teaching in 1974, at a primary school, then in 1979, he returned to training college for further training. Following this he taught at a secondary school then changed to an administrative post in another sector of the civil service. Annual income is \$22,000.00 NZD. His father is a retired accountant while his mother is a retired primary school teacher. They both live in Auckland.

He entered USP studies for promotion, social status improvement and upgrading his knowledge. He had applied and had been awarded a scholarship which had paid for his tuition. He had never dropped out. He had no problems with his studies.

Because he had not experienced other institutions, he could not compare USP with other educational establishments but he feels that the USP standard is good and the lecturers are also quite good. He began extension studies in 1975 by doing foundation and vocational courses, then on his return in 1983, he did some administration courses. He has found that USP studies certainly benefit the graduates/diplomates and they are in top posts compared to those from other universities (New Zealand and Australia). Indeed, most government workers seem to be from the USP.

His study environment is either his room at home or at the USP Centre and he has enough time for his studies. He does not need other resources apart from his course materials which he finds are sufficient for studying and doing his assignments. He visits his Centre about twice a week and finds that the library resources are very useful and of a good standard. The tutorials have been good - tutors are mostly locals. He has had no problems with assignments and examinations. Satellite tutorials were at least once a week and these were useful and helpful. On occasions however, the reception has been poor due to rain. Administration at the Centre has been good. He has found that taking USP courses is relevant to the Pacific environment and has enabled him to

meet up with old friends but a drawback has been the costs which he feels are too high.

He is satisfied with his present job but he does intend to go for further studies at the University of Hawaii where he has been offered a scholarship but he is waiting for his wife to return. He would like to study business administration or tourism and return to his job. He has no intention to migrate as "this is home" but he would just like to visit. He has no problems in his life.

His country has environmental problems and there is a shortage of money. He feels that the government should "sit back and analyse the whole situation then develop plans and policies carefully".

He feels that satellite tutorials would be too costly to be effective in the future, but at the moment they are quite useful.

INTERVIEW # 062

The interviewee is a 56 year old female born in the Cook Islands. She is single, of Polynesian (Cook Island Maori) ethnicity, a New Zealand citizen, and a member of the Cook Islands Congregational Church. She is presently employed as an evaluation officer for examinations responsible for the Cook Islands school certificate national exam under the Ministry of Education.

The respondent presently resides in her extended family's home in Rarotonga with her 10 year old adopted daughter. The house is on the public electricity and water supply, has a telephone and she also has a post office box in town. She is a regular reader of the local newspaper, owns a radio, a VCR, and a television. She also owns a car, a refrigerator and a washing machine.

She indicated that she really did not know her father's background since he died 6 months after she was born (the youngest of 4 children). She was brought up by her maternal grandparents after her mother moved back after the death of her husband. Her grandfather was a small scale subsistence farmer and a customs officer working at the harbour. Her grandmother and mother stayed at home and raised the children. Her mother went as far as junior secondary and won a prize for her academic excellence. Her older sister is a retired primary school principal. She also has a brother who is a business owner in New Zealand. Her other sister is a successful seamstress.

She did her primary schooling at Avarua School in Rarotonga. At that time it only went as far as junior secondary level. After graduating from Avarua School, she went on to the Teachers' Training College eventually obtaining her teacher's diploma. Afterwards, she lectured at the training college, for several years. She visited the University of Hawaii for 10 months in the mid-1970s to obtain a trainer's certificate in Teaching English as a Second Language (TESL). When she returned to the Cook Islands she felt that she wanted more training so she began taking University of the South Pacific (USP) courses via tutorials on the PeaceSat satellite (there was no Extension Centre in the Cook Islands at that time). After obtaining several units of course credits in this fashion, she later obtained a government scholarship to finish her degree in geography and education as a residential student at USP's main campus in Fiji. She graduated from USP in 1981 and took her present position with increasing seriousness, gaining responsibility as she stayed in this position.

She indicated that her major motivation to start her studies again (via PeaceSat) was personal improvement - she wanted more! Besides upgrading her knowledge for self fulfillment, she also felt that it would be a good way to improve her job mobility. She later obtained a New Zealand government scholarship soon afterwards to do her studies at the main USP campus. She stated that it was only supposed to be for 3 years, but because of some personal problems at home

she had missed a few units and it took her an extra semester to finish her degree. She also felt a bit disadvantaged in that she did not attend form 6 or foundation year courses prior to her enrolling in USP; nor did she receive any guidance in how to write essays or do a university paper. This, and her family problem, caused her to take longer in completing her courses than would normally have been the case.

She believes that USP's main strength is in its relevance to the region and its ability to foster exchange between the different cultural groups represented in the Pacific Islands region. After a while, she also discovered that much of what she had taken at USP applied directly in the work she found herself doing back at home! It was at that time that she really began to appreciate the courses she had taken at USP. However, she feels that its weakness lies mostly in its lack of advice or guidance to new students in how to be a good university student and how to write proper papers. She does believe that graduates of USP do benefit in finding jobs or gaining promotions. In the Cook Islands, government employees are given pay increment increases in direct reflection of their education level. Also, if a person continues to take courses through extension, the government will reimburse the tuition for all courses passed.

While she was taking courses via PeaceSat, she did most of her studying at home in her own room. However, she was also teaching at the same time so she found herself always pressed for time to do her studies and prepare her lessons. Except for the course materials, she used the library at the Teachers' College or the National Library. She indicated that she was generally pleased with the course materials, though some of the more difficult concepts she felt should have been better explained using simpler language. Because there was no "Extension Centre" at the time she was taking the courses via PeaceSat, she could not comment on the facilities or the staff. She felt the assignments were fair and the exams were good - no surprises. The satellite tutorials were good and she found herself really enjoying them. They met once a week for their tutorials and the students were encouraged by the local coordinator to participate. Though at times the reception was difficult and not always easy to understand, she felt that she benefited from the satellite tutorials. However, she also believed that had there been local tutors for the courses, it would have been a much better learning experience for the students since, in her opinion, face to face teaching is better for learning.

Presently, she feels content with her present job and her duties at the Ministry of Education. She indicated that she would like to gain more expertise in computers since much of her job now requires her to use the computer more. The respondent also indicated that she has given some thought to post-graduate study which would be beneficial in her present job duties. She has thought about going back to USP but has not pursued it seriously. Even though she has New Zealand citizenship, she has no desire to live outside of the Cook Islands. She decided to stay in the Cook Islands to look after the family's house and land since there would be no one else to do

this with most of her family resident in New Zealand. She feels that there is so much that needs to be done with regard to her present job that she is content to continue working in her present position for quite some time. She does feel that her salary is too meagre for the amount of work she is expected to perform and hopefully this will be addressed in the near future.

Presently, she feels that the Cook Islands suffer from a lack of self-sufficiency, that the economy is too vulnerable. Government spending has lately been going to big tourist development projects and not to social services where she feels the money would be better spent. Also, more and more people are seeking jobs in the city or overseas rather than staying and working on the land. She feels that if everyone were encouraged to see the value of working on the land to produce food for local consumption to lessen the Cook Islands' dependency on outside food, then this would help the country to develop. She also sees value in increasing the amount of cultural programmes on the local television station in order to increase awareness of what it means to be a Cook Island Maori and to find pride in their cultural traditions.

She feels that through her work and church activities she can best contribute to her country's development.

INTERVIEW # 064

The respondent is a Tonganborn female of approximately 22 years of age. She is a Tongan national, an ethnic Tongan (Polynesian), single, and a member of the Methodist church. She is presently a full-time University of the South Pacific (USP) extension student working on a degree in economics and management. She expects to finish her final year at USP's main campus in Fiji some time in 1994.

She presently lives with her parents in a house with her younger brother. Her elder brother is married and lives separately from the rest of the family. Their house is on the public electric and water supply. They are regular readers of the local newspaper (Tongan Times), they own a radio and a telephone (used to have a VCR, but it is broken). Her father owns a truck and a mini-bus (which he uses in his work); they also own a refrigerator and a washing machine.

Her father went as far as form 3 (junior secondary school) before starting work as a truck driver. Her mother graduated secondary school and did 2 years at a teachers' training college in Tonga before becoming a primary school teacher. Her older brother presently works as a bus driver and her younger brother is still in secondary school. She currently works as a part-time receptionist for a private company in Tonga (only on Saturdays).

The respondent indicated that she did both her primary and secondary schooling in Tonga. After graduating high school, she worked for '1 year at a secondary school teacher in a church affiliated school teaching history, English and geography. She then started as a USP extension as a private student (her mother pays her tuition) and works on Saturdays as a part-time receptionist.

Her typical day usually begins at around 6:00-7:00 AM when she gets up and prepares breakfast. She typically arrives at the USP Centre between 8:30-9:00 AM and studies until around 1:00 PM when she has lunch. From 3:00-4:00 PM she studies in the library before her tutorials (usually 5:00-6:00 PM). She returns home for dinner by 6:30-7:00 PM and then studies until 8:00-9:00 PM. She usually relaxes for a while and goes to sleep around 10:00-11:00 PM.

Her main motivation for taking USP extension courses is to get the degree. Self-fulfillment was also a motivating factor. She indicated that the credentials of a university degree would make her feel better about her accomplishments and provide better employment possibilities for her in the future. She also mentioned that her parents have encouraged her to continue her studies and to get a university degree.

She mentioned that one of her largest problems or discontents with her present studies at USP Centre has to do with course discussions. Some times she does not understand what is

written in the course notes and study materials and if there were a tutor available to discuss the problem with she feels she could improve her understanding. This is the case for those courses without local tutors or when local tutors are unavailable. Some times she seeks help from other people, but this is embarrassing and also places the other person in a difficult position.

Generally, her impressions of USP's strong and weak points emphasize the strong points. She feels that USP is the only university offering extension courses in the Pacific Islands that Islanders can relate to, can understand. This opportunity is of great benefit to the Pacific because without USP many Islanders would not be studying at the tertiary level. Another strong point is that the cost of tuition at the Extension Centres is within the range that can be afforded by many Pacific Islanders who could not afford to go and study at the main campus in Fiji. However, one of the weak points of extension is the limited selection of available subjects for study. Also, some of the lecture notes provided by the tutors are not very easy to understand; she wished that they would use simpler language to facilitate understanding, but this depends on the tutors - some are very good. Satellite tutorials are very good and the follow-up discussion with local tutors is also quite helpful. But sometimes its not easy to understand what is being said, the signal is a bit garbled.

Regarding satellite tutorials, she mentioned that she almost always attended them when they were available for the courses she was taking. These tutorials, when combined with discussions with local tutors after the satellite sessions were a good way to enhance learning and understanding of the subject matter. Also, the satellite tutorials allow students to talk with the instructors in Fiji who are going to mark the exams and discussions with them allow students to do better on the exams. Overall, she believes that the satellite tutorials help in learning. Students get a "taste" of what is being taught on campus in Fiji and do not feel so out of touch with "regular" university education. Such communication is very important for exchange of information.

She definitely feels that USP extension program graduates benefit from taking such courses; if it were not for USP's extension program, many Islanders would not have access to higher education! In Tonga, they recognize the Extension Programme degree as being the same as a regular USP degree and better jobs are always available to university graduates.

Regarding her study environment, she felt that the library was her favorite place to study because of the availability of reference books and the quiet atmosphere. However, because her family's home is very small, studying at home is difficult. Often, she must wait until everyone has gone to sleep before she can do her studies at home. She thought that if the USP Centre could provide single room accommodation for students it would be good, especially for students from outer islands who come to study at the Centre (they would often have to live with relatives in Tongatapu). She felt that, by and large, she had enough time to study and that the course materials

and texts were very good. She also felt that the assignments were fair but "some tutors are slow to mark and return assignments before the exams, so we cannot learn from our mistakes and perform better on the exams". Also, she felt the exams were o.k., but again results from exams were often slow in being returned to the students (sometimes 2 months late). She thought that perhaps the lateness in receiving exam results was because the instructors also have to mark the exams of resident USP students as well as extension students and the extension exams get marked last. However, these two things - late assignment and exam results - often frustrated her.

The USP Centre's administrative staff are very helpful and provide students with a weekly newsletter which informs students of which assignments are due and when satellite tutorials are scheduled. Also, if a local tutor is absent, the receptionist phones all of the students to tell them in advance that class is cancelled.

She indicated that, overall, she is generally satisfied with her present studies and her part-time job. However, she is worried about her immediate future if her parents cannot afford to continue paying her tuition. She is afraid that if this happens before she graduates, she may not be able to finish. She would like to get a job as an administrator, hopefully in tourism, after she gets her degree. She feels that she could definitely get such a job in Tonga after she receives her degree.

She indicated that after she has gone as far as she can on the degree program at the Tonga USP Centre, she would like to go to the main campus in Fiji to finish her final year. Hopefully she would be able to get a government scholarship to pay for her final year in Fiji and not burden her family. Although she has no real intention to continue her studies beyond the BA level, she mentioned that if given the chance she would probably go for a masters degree. If so, perhaps Australia. But she quickly indicated that she has no intention of emigrate to another country; her family is in Tonga and she wants to stay close to her family; also, she feels that she could not adjust to a different lifestyle than that which she has grown up with in Tonga.

She indicated that Tonga is facing some difficult problems. There is a general lack of skills because of a lack of trade or technical schools and only limited access to university education. These two problems combined result in high levels of unemployment. The population is also increasing, due in part to an increasing birthrate, but also from immigrants returning to Tonga because of difficult economic circumstances abroad and the threatened deportation of "over-stayers" from places like New Zealand. Likewise, there is a need for more and better health facilities. She feels that, because of Tonga's limited natural resources, more emphasis needs to be placed on encouraging the growing tourism industry which could provide more jobs and bring in needed foreign exchange. She believes that, after she gets her degree, she could work in the tourism industry and in this way assist her country's development.

INTERVIEW # 066

The respondent is a Tongan born male of approximately 34 years of age. He is a Tongan national, an ethnic Tongan (Polynesian), married, and a Baha'i. He is currently a part-time private farmer and a full-time student at University of the South Pacific (USP) Extension Centre working towards a diploma in legal studies. He expects to have graduated by the end of 1991, but he has also applied to USP in Fiji (the main campus) to continue his studies towards a degree in administration.

There are 7 people in his household. He lives in his parents' house with his father, mother, wife and 3 children (2 girls, 1 boy). The respondent mentioned that he also has 3 brothers and 3 sisters; he is the eldest. All of his sisters live overseas; 2 in USA, and 1 in New Zealand. Two of his brothers are working for the Tongan government (1 is a secondary school teacher and the other an entomologist) and his youngest brother is attending BYU in Hawaii. He is a self-described subsistence farmer; however he has recently started growing squash for the Japan market. His wife is a nurse and earns the money that supports the family; he supplies the food! Their house is on the public power and water supply, they are regular readers of the local newspaper, own a radio-cassette player, a VCR, television, and a telephone. He indicated that they used to have a motor cycle but its broken, but now they have a pick-up truck. The house also has a refrigerator and a washing machine.

The respondent indicated that his father only went as far as class 10 (form 4) which is equivalent to about the junior secondary level. He has worked as a farmer all his life. His mother also went through junior secondary school but did not graduate form 4; she left school and married, becoming a full-time housewife.

He attended both primary and secondary schools in Tongatapu after his parents moved from Haapai. After graduating high school in 1974, he assisted his father on the family farm (about 28 acres; his father owns 8, and his mother's family owns 20). From 1975-77 he also worked at the government hospital as a clerk. From 1979-81 he was also an English secondary school teacher in the lower classes, but he had no certificate. He then started taking extension courses as a private student at the USP Centre in 1988. He had to stop his studies for only one semester since enrolling because he could not afford the tuition. However, he indicated that his has primarily been a farmer since finishing secondary school.

His typical day begins at around 7:00 AM, feeding the chickens and pigs and getting his children ready for school (he does the latter only if his wife is working the

night shift at the hospital). He then goes to the garden at around 11:00 AM and works there until around 6:00 PM. He then returns home and feeds the animals in the evening. The family eats dinner around 7:00 PM. After dinner, he reads until around 10:00 PM; when he was doing his extension courses he would do his assignments until 2:00 or 3:00 in the morning.

The respondent indicated that his major motivation to begin taking courses at the USP Centre was his desire to become a lawyer. His parents have also encouraged him to "use his brain" to get a good job because he had always been a top student at school. His brothers also encouraged him to go on to university after they returned to Tonga. Likewise, he feels that, now that his siblings have gone through university and have good jobs, it is his time to study. He also indicated that his children are growing up and his wife's income would not be enough to support them through school, so he sees a university degree as providing good credentials for a better job and higher pay.

He mentioned that one of the difficulties he had while attending USP extension courses was the lack of a proper place to study at home which resulted in his constantly being bothered by his children while he was trying to study. Another problem he experienced was the cost of tuition, as a private student it was not always easy to raise enough money to feed his family and make tuition payments. With regard to weak and strong points of the USP extension program, the respondent indicated that the lack of a law degree was a real problem, making it difficult for students like himself who are interested in law but have responsibilities at home. He did indicate that USP's concentrating on the Pacific Islands region in all of its courses was a strong point. Focusing on the problems and laws of the Pacific region made it easier to relate to and understand his courses; and, he thought, more applicable. The respondent indicated that, in his opinion, graduates from USP's extension programme can definitely benefit in obtaining jobs or promotions because of their training. He stated that, as soon as he receives his diploma, he can apply for a government job (in the Justice or Crown Law offices) which he couldn't do in the past without the credentials. He can even become a private lawyer in Tonga with a diploma in law from USP!

Regarding study time and location, he felt that he did have enough time to do his studies. He mentioned that he also had a table and bookshelves in his bedroom which, besides the USP Centre's library, was his usual place of study. However, if the children bothered him too much, he went to the garden to study! Other than the resources at USP Centre, he mentioned that he also used the Basilica library, would

purchase other books and/or magazines from local book shops to supplement his course materials - even videos, renting several video-taped court cases or movies about court cases to learn from. He thought the course materials were very good, but sometimes slow to arrive. He was also quite pleased with the USP Centre which he used to visit quite often. He likewise mentioned that the Centre's staff were helpful and encouraging. Regarding his tutorials, he felt they were too short, only 1 hour per week - he would like to have had tutorials 1 hour per day. He did feel the assignments were good and he enjoyed doing them. The exams were, in his opinion, fair - but the results were too slow. He indicated that he participated very often in satellite tutorial sessions and he found them to be very helpful. Local tutors chosen by the USP Centre are professionals working in Tonga and are helpful resources, but the tutors and lectures at the Vanuatu legal studies center are the ones who do the marking of assignments and exams and being able to talk with them and get direct feedback from them is important. He definitely felt that satellite tutorials were an effective means of promoting higher education in the Pacific islands. He thought that it could be improved if each student or pair of students could have a separate microphone and that the satellite tutorials should be conducted in a separate room dedicated for that purpose.

He feels that, because of studying for his diploma in law through USP Centre, he now has a better understanding of legal matters of the government, constitutional change and about citizenship issues. Gaining such knowledge has greatly expanded his own understanding. However, even though USP's extension programme has helped him get the qualifications necessary to get a better job, he indicated that he really would like to have gone to a residential university; but because of his family obligations, he really had no choice but to take extension courses. Because he now feels better qualified for another job, like being a lawyer, he is definitely not satisfied with being a farmer any longer! He would like to continue his studies, perhaps going to New Zealand or Britain to obtain a law degree.

However, he indicated that he has no intentions of emigrating to another country; "Tonga is my country." He did visit a sister in the USA and liked it. He has a former Peace Corps friend in Boston he would like to visit some time. But he would not want to leave Tonga. He indicated that Tonga does have its problems, the political situation, education, but these problems are not enough to make him want to leave. He would like to stay and work as a lawyer in Tonga, perhaps tutor legal studies, and continue growing squash for export - everybody in Tonga is a part-time farmer, even government workers! He feels that this is the best way he could assist his country's development.

INTERVIEW # 068

A single, 27 year old Tongan male who is a graduate of the USP (BA Accounting/Economics, 1985-1987). He is a member of the Fiji Institute of Accountants having completed additional courses to meet the requirements while at USP. He is a Methodist and lives in Nukualofa with his parents.

At home, there are five others besides himself - his parents, two brothers, and one sister. Another sister has married and lives elsewhere. His father has had secondary school education and has been employed as a clerk in a private company both before they moved to Tongatabu (1972) and at present. His mother has also had secondary education but is now occupied with home duties. Of his siblings, the eldest is a married sister who completed a Diploma in Business Studies at the Fiji Institute of Technology (FIT) and is now in the civil service. The other sister is the youngest and has completed secondary school - she is unemployed at present. One of his brothers is in the Tongan army having completed secondary school in New Zealand while the other brother is a trainee mechanic at FIT.

He has been in his present job (gross \$11,800.00 TG) for one year. Before that, he was employed for 2 year by the Electric Power Board where he was earning \$8,500.00 TG per annum.

Their home has electricity, a regular water supply, a radio, radio cassette, telephone, refrigerator, and washing machine. They own a car and a camera. They get the weekly newspapers regularly - Tonga Chronicle and Tonga Times.

He rises before 7.00am each day, and has breakfast at 7.30 then is at work by 8.30. Work finishes at 4.30pm then he goes home. In the evening he goes jogging and exercises then may do some work at home or talks with his family before going to bed at around 9.00pm. Once or twice during the week, he may go out with friends. His hobbies include playing rugby, tennis or listening to music.

He has had no difficulty with his studies. USP was not a choice as this was where he was sent on his government scholarship. At USP, his only problem had been in using English to express his views in front of others. However, within a few months this was no longer a problem. Otherwise, accommodation, food, and pocket money were all quite adequate for his needs.

In his view, and because he had had a problem with spoken English, he feels that it would be better for Tongan students to study in Australia or New Zealand where they would have to speak in English all the time. At USP, there is not much chance to speak in English and this becomes a barrier to becoming familiar with the language of tuition. On the other hand, the environment at

USP is similar to that of Tonga and so students settle down quickly to their studies, unlike Australia where students have serious culture shock.

He feels that the USP extension programme has definite benefits and that there is no difference between this and the on-campus courses.

He is satisfied to some extent with his present job, but because he has something else on his mind, he is undertaking extension courses from the University of South Queensland. He is working towards a membership of the Australian Institute of Bankers of which he is an affiliated member on the basis of his USP qualification. For full membership, he requires to successfully complete three more courses. For this, he studies at night time or a little during the day. In future, he would like to get a job as an accountant. He would like to do a Masters in his field and is unaware that there is such a programme at USP. He wishes, however, to do further studies in Australia and will return to Tonga as he is quite happy working for and helping his country.

Tonga has problems similar to those of other under developed countries he feels, for example, unemployment. Further, there are political problems involving the constitution and the unequal distribution of authority. He believes that the best way to develop his country would be to attract back the large numbers of trained and qualified people now working overseas. This would, he thinks, bring back skills and their wealth and they could assist in the political and social aspects. At present, there are many suitable jobs for such people but these are occupied by expatriates. His contribution to his country would be to work hard and use his capabilities to assist in community affairs.

He has no major discontent with life except his worry about how to go for further studies. He is confident he will be able to secure a good job after obtaining a Masters degree. There are, in his view, many good opportunities for higher jobs which would be handled much better by locals.

INTERVIEW # 071

The interviewee is a Western Samoa born female of approximately 31 years of age. She is a Western Samoa national, an ethnic Samoan (Polynesian), married, and a member of the Congregational Church of Samoa. She is currently a student doing preliminary course work towards a BA degree in accounting at the extension center of the University of the South Pacific (USP) in Apia, Western Samoa. She indicated she just started the program in 1991 and is uncertain how long it will take to get her degree.

She currently lives in an apartment in Apia, capital of Western Samoa, with her husband and 2 sons (8 years and 9 years old). Her husband is a German, and works as an engineering consultant in Apia. Her family's flat is on the public power and water supply. She indicated that her family are regular readers of the local newspaper, own a radio-cassette player, a VCR and television, and a telephone (she also mentioned that they also have a very old personal computer which does not work any more as they cannot find any software for it!). They also own a motorcycle, a car, a refrigerator and a camera.

When questioned about her parents educational background, she stated that, because she was raised by her grandmother and only saw her parents a few times during her childhood, she does not know the background of her parents. She does have one sister who now works as the chief accountant at the Electric Power Corporation.

She indicated that she did her primary and junior secondary education in Apia. She then left for New Zealand where she did her 6 and 7 form education as a private student prior to attending the aeronautical college for 2 years training as an air traffic controller. After graduating from aeronautical college in 1981, she worked briefly in New Zealand, and then came to Western Samoa at the beginning of 1982 and worked at Faleolo Airport until 1985, when she quit because of poor pay. They tried to get her to come back, but even at the higher pay they were offering her then, it was still far lower than what the job responsibility was worth; in her opinion. This is why she has now started her USP extension studies: to get a better paying job.

For her, a typical day begins at about 6:30 AM when she gets the children ready for and then off to school. She then does housework and some studying until lunch-time. After lunch, she has piano lessons until the children return from school. She then spends time with her 2 sons while they do their school home-work. At around 5:00 PM, she is at the USP Centre for tutorials or to do her course work. Then, from around 7:00 PM until she goes to sleep at around 11:00 PM, she relaxes at home.

The respondent indicated that her major motivations for entering the USP extension

programme were job mobility and employment. She stated that she needed a "ticket" to get somewhere else and because she was keen to be involved in management, she felt that getting a certificate, a diploma, or preferably a degree in accounting or some related business field, would be her "ticket" to a well paid job; hopefully one in management or in the United Nations. She thought that the latter (UN) would also provide her with a job that would allow her to travel outside of Western Samoa. Currently, her husband is paying the tuition for her course work at USP extension.

While taking the extension courses, she stated that she often use the main library at the USP Alafua campus as well as her husband's large personal library to supplement her course materials. She further indicated that she is quite satisfied with her present course work and that, except for sometimes not having enough time to prepare for her classes (because she has a very active life with sports, the kids, etc.), she has really experienced little problems while doing her extension courses. She also stated that she was very pleased with the way the university runs its extension programme. However, she was quick to point out that she has really just started the programme. But she does find the evening lectures and courses fit better with her busy schedule than morning or afternoon courses would. Upon second consideration, she stated that perhaps her time difficulties were more a result of her own time management than the fault of the courses. Her only real complaint was with regard to some of the study and/or assignment questions within the course materials. She felt that quite often the questions were too vague, that she never really knows how much information is being requested. She wished that such questions were more specific, direct and "to the point" about out what kind and how much information is desired. Likewise, she feels that, while some tutors are very good, others do not seem to have much teaching experience, leading students to become confused and to not have much confidence in them. When asked if she had any experience with tutorials via satellite, she mentioned that it is there and available every Monday, but many students would rather come and sit with their own local tutor than do the satellite tutorials. She indicated that she does not think satellite tutorials are useless, it is just that (for the courses she is taking) the satellite tutorial clashes with the time they have their normal lectures. She would not mind the chance to talk with her senior lecturer in Fiji, but the scheduling must be changed; either in Fiji or in Samoa.

With regard to possible benefit from taking extension courses or graduating with a degree from USP's extension program, the respondent felt that such graduates definitely benefit when competing for jobs or promotions. She indicated that, in the past, people were not sure if USP Extension Certificates or degrees would be recognized as valid. But it was shown that the Western Samoa government and many private businesses do recognize such qualifications and take them into consideration when hiring or promoting people. Personally, she stated that her major benefit has been upgrading new knowledge and self-fulfillment. Likewise, she felt that such extension courses provide people like herself (with family commitments) who cannot travel to universities

elsewhere, a chance to study and obtain their degree at home.

When asked about any discontent she had with regard to her former job, she reiterated that the pay was "lousy." The pay was about 3,500 Samoan "tala" per year, gross. In New Zealand, she indicated she would be getting about 25,000 to 26,000 dollars per year; and that's just starting salary! She is hopeful that, after obtaining her degree, she would be able to get a managerial position which would be capable of paying her what she feels she, and her work, is worth. Beyond getting a good job, she has no intention of furthering her education beyond the baccalaureate.

The respondent stated that she would like to travel to another country (or two!) and work for a while (she felt Japan would be an ideal place for her to do this!) but not on a permanent basis; she really has no intention to emigrate. If she got a good job, say with the United Nations, then she would travel to where the job would take her. She feels that Samoa is a safe place to live. She feels that a job will exist for her in Western Samoa after she gets her degree; she stated that she has already had offers. But, she feels that it is very important to have some one at home to look after her children when they come home from school, which is why she has not taken any of the job offers - yet!

She feels that her home country does have a lot of problems. However, she feels that the major problem has been in education. She stated that the government has not made a strong commitment to promoting education or to provide a better quality of education. Perhaps part of this is due to politicians who themselves do not have a good education and therefore discount education as being important. She feels that, through education, Western Samoa's human resources can be better developed which would also enhance the country's development.

INTERVIEW # 072

This is a 24 year old married Tokelaean female of New Zealand citizenship. She is currently enrolled in a Diploma in Legal Studies and expects to complete in 1993, having completed the Certificate in Legal Studies in Semester Two, 1990.

Her household comprises her husband, son, sister, her husband's two cousins (a girl and a boy) and another distant cousin. Her husband is also Tokelaean and works for the Tokelau Administration Office which is based in Western Samoa. The three cousins are all attending secondary school in Western Samoa.

Before she came to Samoa she had been a clerical officer in New Zealand. Annual income for the family is \$20,000.00 (WST) and this is supplemented by allowances they receive for the three students, which is around \$500 WST (total) monthly.

This student attended primary school up to Form 1 in Tokelau, junior secondary to Form IV in Niue and Forms V and VI in New Zealand, completing in 1985. She had been sent overseas on scholarships. During holidays she stayed with relatives in New Zealand.

Her father had schooling up to Form II then was sent to New Zealand where he underwent army training. He is now a planter. Her mother also went as far as Form II then took up home duties. Both parents are still in Tokelau. She has ten brothers and sisters and three are in New Zealand. At home in Western Samoa they have a regular water supply and electricity, unlike Tokelau where one must build a concrete water catchment tank. Her household media include a radio, television, video, radio cassette and newspaper, while durables include a refrigerator and a washing machine.

Her daily routine starts at 6.00am when she rises, prepares the baby's food, then feeds him. Then she delivers him to the babysitter before going to work which starts at 8.00am. She lunches at 12.00 and works finishes at 4.30p.m., whence she goes to the market to pick up some food. At home, she prepares the evening meal and attends to home chores. They eat at about 6.00p.m. By 8.00p.m. she is studying and at 9.00p.m. she goes to sleep.

She had entered the U.S.P programme because she was interested and had wanted to be a lawyer - she now feels that she cannot, now that she is married. There are no lawyers in Tokelau and there are many disputes needing such professionals. Her studies are supported by her employer and she also gets time off for study but she does not get study leave.

Her main problem with her studies is that there are few tutors visiting which is frustrating

as she finds it "nice to talk to them in person". She finds it difficult to compare USP with other universities as she has not experienced any other.

She finds that Tokelau's problems relate to poor treatment of workers whose work conditions and salaries have not been changed despite attaining professional qualifications.

Her study environment is her kitchen or sitting room or her bedroom and she finds it very distracting because there are many interruptions. She is satisfied with her learning materials which have all arrived on time, and which are helpful and "nice". She feels however, that the marked assignments take too long to come back and for her it takes two to three months. She feels that she would like to have some idea about how she did especially some feedback before exams. She has noisy exam rooms. Further, the satellite tutorials are too late - she needs to go home to do her domestic chores and feed baby. She wanted to attend but cannot afford the time. She feels that tutorials are good as they encourage her to continue. She did not comment about USP administration but emphasised that assignments take too long to come back and exam results far too long, often after semester starts. She would like to see USP offering law degree courses, as she would like to study here and not have to "drag" her family elsewhere. She is not fully satisfied with her work as she feels she gets given more than her share to do. She aspires to be the head of an extension centre for Tokelau.

She has no intention of migrating to New Zealand as she does not like it there. She believes her qualification (Certificate), will definitely assist in getting a job. She has no problems with her present life. She feels however, that Tokelau has problems with its budget, the greenhouse effect, and lack transport and communication facilities. She does not think Tokelau should be independent as the elders want. In her view, there are no resources for export, and very little land for development. She will contribute to her country's development by being a better citizen.

She firmly believes that satellite tutorials are definitely useful for the student.

INTERVIEW # 073

The interviewee is an 18 year old Western Samoan-born male. He is a New Zealand citizen currently resident in Western Samoa, ethnically a part-Samoan (his father is Samoan, his mother a New Zealander), single, and a practicing member of the Anglican Church. He is currently a full-time extension student (vocational) with the University of the South Pacific (USP) through its Extension Centre in Samoa. He expects to get a certificate in management by the end of 1992.

He presently resides with his father and step-mother in a house with 5 brothers (29, 27, 24, 21, and 15 years of age) and 1 sister (3 years old). Including himself, there are 9 people in his family's household. The family's home is currently on the public water supply, supplemented by their rain catchment tank when the public supply is not working. They are also on the public power grid. The family regularly purchase the local newspaper from a nearby shop, they own a radio-cassette player, a VCR and monitor, and a telephone. They also own a car, a refrigerator, a washing machine and a camera.

The respondent indicated that he was not certain what his father's educational background was beyond the fact that he studied law at Victoria University, Wellington in New Zealand. He indicated that his father is now a practicing lawyer in Western Samoa. Likewise, he is uncertain what his biological mother's educational background is; however, she is currently working in New Zealand as a probation officer. His step-mother in Western Samoa is a preschool teacher.

He did his primary schooling in Western Samoa before going to New Zealand to do his junior and senior secondary education (through form 6). He then returned to Western Samoa and started his current studies at the USP Centre in Apia. He is presently a private student (father pays his tuition) studying for a certificate in management at the USP Centre.

His typical day begins at 8:00 AM when he wakes to take care of their chickens and pigs, eats breakfast and does house chores before doing his studies before lunch. After lunch, he does some further reading and then takes some timeoff in the afternoon before going to his tutorials at around 6:30 PM. He returns after his tutorials at around 7:30 PM, eats dinner, does a few house chores and then studies until between 11:00 PM and midnight when he goes to bed.

The respondent indicated that he is, overall, pleased with this extension program; however, he quickly pointed out that he had only recently begun taking extension courses. As to the strong and weak points of extension studies: he indicated that he felt extension courses encourage the students to study for themselves and to bring problems to the tutorials for everyone to benefit from solving them. He also felt the tutorial sessions were quite helpful in this regard. Of the weak points, he indicated that sometimes the printed materials were a bit too technical and difficult to

understand and that quite often he would have to wait until the next tutorial session before having such a text explained. Sometimes, the tutors would just repeat what was in the printed materials and this did not help much at all. He felt that this "slowed down" his studying. However, the tutorials were, overall, quite helpful and he felt satisfied with the materials and the academic staff at the USP Centre. He also felt that the administrative staff were very helpful. He stated that his only complaint with regard to the administration was that there are long delays between when assignments and exams are done, and when students get the results back. Also, the results often had too much technical wording in the feedback which was confusing.

The respondent also indicated that he had participated in one satellite tutorial and found it very good and helpful. He stated that, if he came across a problem that could not be adequately explained by the resident tutor, he would use such a satellite tutorial again.

He indicated that his major motivation for attending extension courses at the USP Centre was to upgrade his knowledge. He also stated that he would like to go to a university in New Zealand after he gets his certificate in management from USP extension; this has also contributed to his wanting to take extension courses. He felt that such extension courses were helping him further his education and gave him a sense of self fulfillment. He indicated that he thought that graduates from USP's extension program were assisted to some extent in finding employment or job promotion because of their credentials. He personally feels that it will help him get into a good New Zealand university, like Massey University in Palmerston North which is close to where his mother lives.

He indicated that he would like to work in New Zealand, perhaps owning and operating a small business such as a restaurant. He stated that if he goes back to New Zealand to study and work, he would probably not come back to Western Samoa to live, just to visit. His reasons for this are mostly because he is a New Zealand national, but also because he feels that job possibilities - in an area that interests him - are not very likely to exist for him in Western Samoa. He also stated that he does not get along well with his step-mother and this also presents personal problems for him.

With regard to what he thinks are the main problems in Western Samoa, the respondent indicated that, in general, he felt the people of Samoa are not very confident with their government. He stated that the government seems to be poorly administered and a bit disorganized. There is also an undertone of corruption which has further caused people to distrust the politicians. He thinks the government should become more organized, and should prioritize its development aims and more carefully police itself against charges of corruption; then positive things could happen and people would have more confidence that the government was working in their best interests. He felt that if he ever decided to stay and work in Western Samoa, he could probably contribute

positively to the country's development. But he feels like so many other young Samoans who go abroad to study, return with degrees to work in Samoa but become very frustrated with government inefficiency and the low wages; he does not want to stay.

INTERVIEW # 075

The respondent is a Western Samoa born male of approximately 35 years of age. He is a Western Samoan national, an ethnic Samoan, married, and a Catholic (but not practising Catholic). He is self-employed and his hobby is playing sports, especially rugby, which is his favorite sport.

He resides in his family's house (a house belonging to his father's family) in Apia, the capital city of Western Samoa, with his wife and two children: a 3 year old son and a 1 year old daughter. They also have a housegirl who comes each day to look after the children while he and his wife work, but she does not live with them. Their home is on the public water and power system with good road access. They purchase a newspaper from the news stand, they own a radio-cassette player, have the use a borrowed VCR and television, own a telephone, and a personal computer which he uses as part of his business. They also own a car (which he also uses as a taxi!); a refrigerator, and a camera. His wife currently works as a history teacher at the National University of Samoa. He currently owns and operates his own weekly sports newspaper with a print run of about 600 and a return rate of between 50 and 40 (started in January, so paper is very young and circulation still building).

He stated that he believes his father went as far as junior secondary school before he got a job as a policeman. Now he is a judge of the land and titles court; this is a court which deals exclusively with matters dealing with traditional land tenure and chiefly atai titles. To be a good judge in this court, you need to know the culture and history of Samoa very well. Because his parents were born in a time when school did not go as high as it does now, and when education for women was not considered essential, his mother only went through primary schooling. She has spent her married life as a housewife, looking after the children.

He did his primary and secondary schooling in Western Samoa. After graduating from secondary school, he enrolled in a 2 year training course for radio broadcasting. He then went to work for the broadcasting department of Western Samoa upon completion of the 2 year training. During his 10 years employment at the radio station, he was sent to New Zealand three times for short periods of training in radio news reporting; usually no more than 1-4 months duration. He stated that he also did some broadcast training in Fiji several times (at the South Pacific Commission's Regional Media Training Centre and at USP - the University of the South Pacific), in Tonga and also in Malaysia. He also started taking courses at USP's Extension Centre to get a certificate in journalism while he was working full-time; this was back in 1984. He finished the programme in 1989. He then quit working at the radio station at the end of 1990, to start his own sports newspaper - which he stressed was hard work!

Even doing his own business, especially a sports newspaper, is very hard work with long

and irregular hours. When he worked at the radio station, life was too routine and predictable. Now, he enjoys his work and finds it very challenging.

When questioned about his experiences with USP extension courses and his motivation for taking them, he stated that, when you work in the public service, "the piece of paper counts." If you have the credentials, you are eligible for job promotions. But at the same time, he expressed his desire to upgrade his knowledge and the enjoyment he had at just "learning." He was able to do his studies with support from a government managed scholarship (but not government sponsorship). He mentioned that, due to his heavy work schedule, he suspended his studies for 1 semester which was part of the reason why it took so long for him to get his certificate. This was part of the problems he experienced while taking the extension courses; trying to study after a long day of working. He stressed that you need a lot of commitment to do this kind of study while working full-time. Often, because of your normal work load, you start to miss a few assignments and must work even harder to catchup. After a while you can become very discouraged and soon you find yourself saying, "forget it." It happened this way for him during his first course. But then he enrolled (after a semester break) in the journalism course and really enjoyed it and felt committed to do well (of the 8 persons who started, he was the only one to finish!). He felt that the USP extension program's strong point was how well his course materials and assignments were adapted to suit the Pacific Islands environment. Also, he felt that the USP Centre's staff in Samoa were very helpful and encouraging. However, he felt that the lack of a "face-to-face" tutor, or the ability to interact with all students enrolled in a particular course on a "face-to-face" basis were, for some of his courses, a weakness. When pressed, he also mentioned he thought the very fact that USP was attempting to provide university education through its Extension Programme to all of the Pacific Island countries, while a great idea, created real logistic problems for getting educational materials to students and tutors arranged for courses. Generally, however, he stressed that he felt confident that all graduates from USP's extension programs benefit in terms of greater employability due to skill enhancement and job promotion - after all, a degree is a degree and a certificate is a certificate. He stated that, after he had obtained his certificate from USP extension, he himself was promoted in accordance with his skill level just as if he had obtained his certificate from attending courses at a university campus as a resident student; no difference. Those of us who graduate through USP extension do not have any "lesser" importance when compared to those who obtained similar qualifications while resident on a university campus.

When questioned about satellite tutorials, he mentioned that he had often participated in such tutorial sessions. However, he stressed that he did not like them. He found them impersonal. You're talking over the satellite, but you cannot see the other person talking to you; you feel that you are talking to the microphone and not another person because you can't see them. It would be good if you could have a TV monitor, then you could see the person you are talking with. But, despite his preferences for "face-to-face" interaction during his tutorials, often you don't have a

choice because satellite tutorials are the only way to communicate with your tutor/lecturer for particular courses. He further stated that, because of the great distances separating the various Pacific Islands, the satellite is currently the only way it can be done. Whether you can improve on the current state of satellite use for distance education in the Pacific Islands is another question. Right now, it's our only effective choice.

The respondent indicated that, right now, he is very content to continue working on his sports newspaper in Samoa. He quit the radio station to drive a taxi because he was very unhappy with the job politics; it was a government-run station and you had to be cautious about politics. However, he did not find taxi driving very challenging; he stressed that he was missing some of the aspects of his previous job. Then he came up with the idea of combining his love for sports with the challenge of reporting news. That's why he started the paper and he is very happy with his decision. He also mentioned that he has no intention to go any further with his education beyond his current certificate level, given his busy schedule. He likewise stated that he has no intention of emigrating to another country; but he would like to visit several countries as a tourist, like Japan maybe! He definitely feels that he presently has a job in Western Samoa that is right for him and he is happy with. The only discontent or problem that he currently is facing is the limitations of his computer (it's too slow) in producing his sports newspaper; he would like to get a new one. He would also like to be able to own his own printing press so he has more control over his paper.

With regard to development problems that Western Samoa faces, he stated that all countries have their problems. But Western Samoa is a developing country; it is a small place with few resources and a large unemployment problem, especially for the youth. Western Samoa also has a large dependence on assistance from overseas which the respondent feels will become a big problem if the country continues to rely on it - living on other countries' kindness and generosity has its limits, and may cause you to waste your own talents and skills. As far as the standard level of education is concerned, Western Samoa is really better off than other countries. But, Samoa is also losing a lot of its skilled people to jobs overseas because the local pay is so poor here and they can get better paying jobs elsewhere. We all love our country, but we have to love our family more and make sure that they are provided for. He feels that determined hard work in all sectors, public and private, is the best way to develop Samoa. Personally, he feels that if he can apply the above principle in his own work, he will be assisting in the general development of Western Samoa.

INTERVIEW # 076

A married, 37 year old Western Samoan male of the Methodist faith. He is a BA graduate of USP (1976) and had majored in Politics and Administration.

He lives with his wife and three children (two girls and a boy) all of school age. His primary and secondary education were completed in Western Samoa and then he won a scholarship to study at USP in Suva. On his return to Samoa, he joined the civil service and in 1978, undertook a course on foreign service at Oxford. He has had an overseas posting in a senior government position and is now the head of a private organisation, on secondment from the government. His annual income exceeds \$40,000.00 WST. His wife has also had tertiary education and holds a senior post in the civil service. His father was a planter (now deceased) and had had all his education (which included 2 years at Theological College) in Samoa. His mother completed primary school then took up domestic duties.

They live in their own freehold home and they have electricity, regular water supply, a mailbox TV, telephone, refrigerator and washing machine. They do not own a car but the office car is at their disposal. His daily routine is as follows: At 6.30 he rises and by 7.30 he leaves to take his children to school so that he can be at the office between 8.00 and 8.30. At 1.30pm he picks up the children and takes them home, then he returns to work until 4.30pm. After work, he helps with the domestic chores and the children who are allowed to watch TV if there is a good programme on. He goes to sleep at around 11.00pm. His hobby is playing squash.

He has four sisters and two brothers. Of these, one sister is in Hawaii, one brother is in New Zealand and another is in Savaii minding the family property. The rest are in Upolu.

He had entered studies at USP to further his education and for better employment opportunities. Tuition had been fully paid by the government and he had also received a maintenance allowance. There had been no major discontent either with studies or with life in general, although there were a few grumbles about the pocket money and the quality of food.

He feels that USP's strongest point was in the multicultural interactions among the student body which in his opinion goes a long way to make intercountry dialogue easier. He feels that there is a definite plus in entering Pacific States meetings and working with your fellow students from USP - this has proven very useful time and again for him, because they have established good rapport during the student days. Another advantage is that 95% of the graduates return to work in Samoa. This is not so with those educated in New Zealand. However, he feels that size becomes a problem. That is, there are so many small countries with a variety of needs and each one demands different programmes of the USP. This can result in the institution trying to please all but in the

end, not satisfying any and a course/programme developed may have been a waste of resources. Furthermore, in recent years, there have been complaints from employers regarding a negative attitude and poor performance from ex- USP students. He feels that perhaps these recent graduates have not had the challenge they had had to face in the earlier years when they had needed to prove that a USP qualification was just as good as any other. But, he firmly believes that the strong points outweigh the weaknesses.

He is a local tutor for one of the extension courses and finds that it is very difficult to sustain the interest of the students especially in having the tutorials as late as 5.00 - 7.00pm. He has recommended therefore to the Centre Director, to negotiate with the PSC to allow students to attend tutorials at a more convenient time. Otherwise, the situation will not improve as the climate, time, and personal commitments (e.g. of married students) combine to distract and discourage students from attending or being attentive. Recently, many people are beginning to realise the potential of extension courses for improving qualifications and experiences.

He feels that there is a dire need for proper counselling of students (who end up taking a jumble of courses that do not add up to a programme), and that the Centre is too small, resulting in the facilities being much too overcrowded. He has had limited experience of satellite tutorials having sat in on only two in the course that he took. He had noticed that students did not communicate very well.

He is satisfied with his present job but would like to return to government eventually. One problem has been the numerous overseas trips that he has had to take. He would like to raise his family before he considers further studies. It is difficult to tell whether he would migrate but feels that if there is a good opportunity he might. At present, he has no such intentions as his mother is getting old and he wants to stay around. Also, he does not wish to disrupt his children's schooling.

He had felt that aid funds could be better used in training people locally rather than sending them overseas and so had been instrumental in setting up the present office he is in, for this purpose. He feels he is contributing to the development of his country this way.

He is content with his job and has no problems as it is quite flexible.

In his view, Western Samoa has problems in unemployment and underemployment, urbanisation (which has caused high delinquency) and the country seems to have a great dependence on overseas aid ; he finds that the first option is always to ask for aid. He also feels that there is a gradual loss of the faaSamoa as people are becoming individualised and family ties are weakening. He believes that the best way to develop the country is to develop the human resources - the people. He feels that they need content people and that discontentment breeds non-progress.

He feels that people should be encouraged to remember their roots and that they must learn from the mistakes of others.

Satellite tutorials should complement local tutorials he feels. Very often, he has observed that the objectives of satellite tutorials e.g. two-way communication, are not met. But students do benefit, even from a one-way communication. He firmly believes that local tutorials are much better and more useful but if these cannot be held, then satellite tutorials can help.

INTERVIEW # 078

The interviewee is a 40 year old male born in the Cook Islands. He is single, of Polynesian (Cook Island Maori) ethnicity, identifies himself as a Cook Islands national and New Zealand citizen, and is a member of the Baha'i faith. He is presently employed as an anthropologist for the Cook Islands government. His hobbies include poetry, music, photography, genealogies and story telling.

The respondent presently resides in Rarotonga in his sister's house and is looking after it while she is in New Zealand. Living with him in the house are 2 of his sister's children (25 year old nephew, 30 year old niece and her 4 year old daughter), and a long-time family friend (male, 60 years old). The house is on the public electricity and water supply and has a telephone. They are regular readers of the local newspaper, own a radio-cassette player and a television. They also have a refrigerator and a washing machine and he owns a motor cycle and a camera.

The respondent's father was educated through the equivalent of junior secondary level (approximately age 14) in Manihiki at a London Mission Society (LMS) mission school. His mother went through the same system at the same school.

The respondent was educated through the primary level in the Cook Islands. He finished his secondary education in New Zealand and then went on to teachers' college (also in New Zealand). After obtaining his teacher's certificate, he returned to the Cook Islands and taught for about 5 years. While he was teaching, he took several courses via the University of the South Pacific (USP) extension program (for one year). He then went to the main USP campus in Suva, Fiji to work on a B.A. in Education and Sociology on a government scholarship. He also spent one year at the University of Papua New Guinea as an exchange student prior to his final year at USP. After he obtained his B.A. degree from USP, he returned to the Cook Islands where he worked as a curriculum officer for language several years. He then went to the University of Hawaii where he studied for about 3 years, graduating with a M.A. in anthropology. He returned to the Cook Islands to work as a teacher at Terura College, lecturing in English and social science. Having become tired of teaching, but before taking up his present position with the Ministry of Cultural Development, the respondent held several jobs; including working in the Prime Minister's Office and in government archives.

He stated that his major motivation for continuing his education was his love of learning. For him, learning was always enjoyable and upgrading his knowledge was mostly for self-fulfillment. Whereas he never dropped out or suspended his studies, he found it necessary to "space out" his time learning with either teaching or other jobs to preserve his own well-being. He did mention that during his studies, his largest problem was developing a regular and disciplined

habit of study. Frequently, he only studied diligently close to exam time and slacked-off otherwise!

In this respondent's opinion, USP's main strong points are reflected in its wide range of students from South Pacific countries. This he feels gives USP a diversity of Pacific personalities which facilitates a greater appreciation of the similarities and differences between Pacific peoples. Likewise, he felt that some of the instructors at USP (during his time) were of an exceptional calibre and were very influential to himself as well as other Pacific Islanders. However, USP does suffer from an "over-emphasis" on ethnic groups. He gave an example of how the student body at USP has tended to organize themselves into differing "social clubs" or groups based on ethnicity (with a few exceptions) and he sees this as a breakdown in healthy inter-ethnic interaction. This does not provide the type of environment that was initially intended for USP and has had a tendency to not encourage much social interaction between the various ethnic groups of the South Pacific represented in the USP student population.

While a student at USP extension, he studied in his own room. He felt that he had sufficient time to do his studies, given his earlier mentioned difficulties with studying. Except for USP Centre facilities and his course text, he typically obtained additional information from the National Library. Generally, he felt that the text and/or course materials were good. He did visit the regional centre in Rarotonga a few times, mostly for satellite tutorials or to turn in his assignments. He found the staff and facilities were good and the administrations of extension services were generally "OK" He stated that he enjoyed his tutorials very much and found them very useful. As for his assignments or exams, they were fair. He often participated in satellite tutorials for one of his courses and he found them very good and like the interaction with the instructor as well as being able to hear the comments of other Pacific Islanders participating in the satellite tutorial.

The respondent indicated that he took the extension program courses basically to upgrade his own knowledge and also because he was able to use his experiences directly in his assignments which made learning much more enjoyable. He stated that he also enjoyed the opportunity to further his education which, combined with encouragement from a prominent Cook Islander, provided the catalyst for furthering his education.

He believes that the USP extension program provides opportunities for further education. USP Extension is a particularly suitable programme because school-leavers in the Pacific Islands sometimes have no choice but to leave school (due to economic hardship at home for example) and this programme gives them a chance to continue their schooling. Also, for students who have had work experience and want to go back to school, extension studies provides them the chance to get into university. The main weakness from the point of view of a student would be that the outer

island residents do not have such a service. USP's extension program only reaches the urban areas, and typically only the capital city, of the member island countries and does nothing for the outer islanders; this the respondent sees as a major weakness.

Generally, he indicated that he is satisfied with his present job; though, he is quick to point out, not with his present pay! He believes that, compared with other degree holders, he deserves more pay according to his qualifications. He stressed, however, that he wants to remain within the field of anthropology under the same ministry. As for furthering his education to the Phd level, he is uncertain. Whereas he has no real desire to emigrate to another country, he expressed interest in visiting Western Samoa, Java and China. He though that he would like to spend about 2 years in each country to live and work as a school teacher. Though he is content with his present job he is not sure if he could find a suitable job for himself after visiting the above countries, but he is sure he could find it! However, his feelings of discontent and anxiousness about whether or not to do his Phd or pursue other goals occupies his thoughts - he feels he is at a transition period in his life now.

As for his country's development, the major problem faced by the Cook Islands is the accumulating national debt, which has never existed before. Also, he feels that the inability of the population of the Cook Islands to generate enough foreign exchange to payoff this debt is another manifestation of the same problem. Economic development, he feels, is a suitable course to wards ameliorating this problem; train people in the business of how to make money and manage it wisely. But also, there is a need for the population to be continuously reminded of "the finer things of life," of our cultural traditions and environmental beauty; why we are making money in the first place.

INTERVIEW # 082

The interviewee is a 37 year old female born on Mitiaro, Cook Islands. She is married, of Polynesian (Cook Island Maori) ethnicity, a Cook Islands national, a New Zealand citizen, and a member of the Cook Islands Congregational Church. She is a graduate from the University of the South Pacific (USP) with a degree in education and is presently employed as a teacher of home economics at the Tereora College in Rarotonga. Her hobbies include aerobic exercise and reading. She is also currently a part-time extension student.

The respondent presently resides in Rarotonga, capital of the Cook Islands, in a rented house with her husband. The house is on the public electricity and water supply, and she receives mail through her school mail-box. She sometimes buys and reads the local newspaper but not on a daily basis. They currently own a radio-cassette player, a VCR, and a television. They also own a motor cycle and a refrigerator.

Her father was educated through primary level and now currently works as a store-man for the public works department in Mitiaro. Her mother was also educated through primary school but has recently passed away. Both were educated on Mitiaro. She indicated that she has four siblings (1 brother and 4 sisters); one resides in New Zealand, one in Australia and the others live in the Cook Islands.

The respondent did her primary schooling on Mitiaro and her first year of high school on Atiu. She finished her high school education at Tereora College in Rarotonga. After graduating from high school, she then attended the Cook Islands Teachers' College for 3 years. Following this, she worked as a Probation Assistant teacher in Avarua school for one year. She then went to Fiji to the South Pacific Commission's training centre for one year of further training. She then returned to the Cook Islands and taught for several years at Mauke College. She transferred to Titikaveka College where she taught for one year. She then spent a year teaching at a primary school in Mitiaro. For the next several years she taught at Atiu College and did several units of course credits via USP extension until she left to finish working on her degree in education at USP's main campus in Fiji on a government scholarship. Three years latter, following her graduation from USP, she took her present job at Tereora College in Rarotonga.

She indicated that her motivation for continuing her education through university level was primarily for the credentials which would also provide her with a promotion. She felt that self-fulfillment and the upgrading of her knowledge were also important factors in her decision to further her studies. She further stated that when she graduated there were only two Cook Islanders (herself and another) in the group and they felt proud; as if they were doing it for their country.

What gave her the most trouble when she was doing her university studies in Fiji was being

homesick; she missed her husband and her family very much. As for the lectures, she found them very demanding but overall quite good.

She commented that one of USP's strong points was its understanding of the situation in the Pacific Islands as well as the level of English - for many Pacific Islanders, English is a foreign or second language. Thus, many lecturers adjusted their teaching techniques to suit the students; unlike the situation faced by Islander students at university in New Zealand where the instructors do not make such accommodations.

The respondent indicated that she believed that graduates from USP and USP Extension definitely benefit in terms of obtaining employment or gaining promotions. She stated that when she passed her USP extension exams the Ministry of Education recognized her potential and gave her the chance to attend the main campus in Fiji under government scholarship. Likewise, there is a government policy to provide pay upgrade for those who gain certificates, diplomas, or degrees from extension. Without such incentive, she feels, there would be little desire or motivation for many Islanders to continue their education.

While the respondent was studying via USP Extension she indicated that she had very little room to study at home except for the living room. Thus, she would stay back at work and do her extension "homework" or, as she does now, she would study at the extension centre prior to returning home. She indicated that at times she has had to struggle to find enough time to study. On the days that she has no afternoon classes to teach, she has plenty of time to do her own studies. Otherwise, only in the evening or on weekends.

She indicated that her primary source of information outside of the extension facilities has been from her own school's library. As for the course materials, she feels that they are good. She often visits the extension centre (every Tuesday) and has found the staff to be very helpful and an important resource for her. However, she feels that there are too few local tutors for the courses she had taken and only relying on the text books has made it more difficult for her. Also, the lack of local tutors has caused some students to "drop-out" or just quit because under self-study many lose interest or find themselves becoming confused and frustrated with lack of feedback.

She felt that the assignments were "OK" and not overly demanding. However, because the assignments are marked in Fiji, she feels that the instructor should be more responsive and detailed in the remarks made on assignments because this is usually the only feedback that extension students get on how well they are doing. As for the exams, she felt that they were "fair" and that the questions asked were not surprising since they all came from the materials covered. She further indicated that the courses she had taken thus far have not had a satellite tutorial. However, she was quick to comment that she would not mind using it. She felt that students would definitely benefit

from satellite tutorials for all courses offered via extension services. Satellite based tutorials would provide for an exchange of ideas between students, would provide a better opportunity to voice questions and have the tutor explain problems as well as generally building the confidence of students.

Her major motivation for continuing extension studies was to broaden her understanding for her subject area and to improve the standard of her own teaching. She feels that she better understands her students and the different types of exams that better test a student's understanding of a subject.

She indicated that one of USP Extension Programme's strong points was the provision of educational opportunity to those who are not able to attend university otherwise. Likewise, it provides opportunities for public servants and privately employed persons to improve their knowledge. As for weakness, she felt that, besides the lack of local tutors, there are no real weaknesses.

Regarding her present employment, the respondent indicated that she is very satisfied being a teacher. She did indicate that she would like to start her own business, perhaps a bakery or a clothing shop.

She would like to continue her education and perhaps obtain a MA degree in food and nutrition from a university overseas, maybe Australia or the Philippines. However, she was quick to point out that she has no intention of emigrating to another country. She wants to stay in the Cook Islands and maybe return to Mitiaro within a year or two if her application for a job transfer is approved.

The only discontents she is experiencing with her present life relate mostly to family stress. Her husband is unemployed and irresponsible and this has at times affected her work. Likewise, her family expects her to also contribute some of her salary to support them which presents a financial burden for her.

As for the Cook Islands, she feels that there is an unfortunate increase in crime, drunken accidents, divorce, violence and juvenile delinquency. Basically, a break down in the moral fibre and traditional values of the Cook Islands. Likewise, there is an increasing financial problem with the government spending too much on the wrong kinds of things. There should be more emphasis placed on programmes aimed at the young people which involve older people as well. This will give the young a chance to learn from the old. She feels that through her teaching she should be able to train students to want to learn more and help them to be positive contributors to the work force and society. She feels that through her own community she would be able to help.

INTERVIEW # 084

A 43 year old male Cook Islander who belongs to the Cook Island Congregational Christian Church. He expects to complete a Diploma in Legal Studies soon and has done 7 courses towards this. He gained the Certificate in Legal Studies in 1989 having started in 1988.

He is married and lives with his immediate family in a European style house. He is in the police force and has achieved promotion after gaining his Certificate. His wife is also in the civil service. They have 6 children, the eldest of whom (daughter, 22), is married with 2 children, and the youngest is 3 years old. Their total income is about \$21,000.00 per annum.

He hails from (foster) parents who were missionaries and he completed most of his secondary and primary education all in the Cook Islands. His natural father was a teacher in New Zealand. He has taken several in-service courses during his years in the police force, both at home and in New Zealand as well as further afield (Indonesia and Thailand).

In his home, they have electricity, a regular water supply, radio and radio cassette, TV, video, telephone and he reads the newspapers regularly. Mail comes through his work place. They own a car, washing machine, refrigerator, and camera.

His daily routine is: He rises at 6.00am and is at work by 8.00. Work finishes at 4.00pm and from then until 7.00pm he goes fishing (his hobby). Dinner is at 7.00 followed by some reading, and then he watches the news on TV at around 9.00pm after which he studies until 2.00am. He then goes to bed. In addition to fishing his other hobby is planting and so he has a subsistence farm.

He was motivated to enter Extension Studies because he knew this helped with his work and it would assist him in promotions. Tuition has always been self-financed and this was an extra motivation to succeed. He has had to miss two semesters due to overseas trips for his in-service courses.

His study problems revolve around the assignments. First, the new regulations about handing in assignments is very difficult to adhere to. Work pressure has meant that he has had overdue assignments that he could not do and at times he has lost interest in completing the work required. Then his marked assignments come back very late, after examinations are over. However, generally, USP is helpful and very good to him. The academic standard is good. His study environment at home (bedroom or kitchen) is satisfactory. He sometimes obtains further information for his courses from the USP library and textbooks. Local tutorials are satisfactory (his has 5 students) and he has had no problems with examinations. Satellite tutorials have helped him

understand the subjects and how to do his assignments. He enjoys listening to the discussions and the reception is quite good. He has had no problems with these.

Extension studies has had a positive effect on his job, helping him in promotions and has also assisted him in acquiring new knowledge. He has gained self improvement. The only weak point he can see is the occasional delay in getting communication from the Centre. But USP's strong point is that they stick to their rules. He is quite satisfied with his present job but would like to do further studies for an Associate Diploma in Police Studies which he knows is offered in Australia. He wishes USP would offer this as he prefers to do his studies through USP. He thinks he might like to enter politics. He has no intention to migrate as he would rather stay home. He will only consider another job (in a law firm or justice department) if he is "kicked out of the force". He has no major problems with his life and with the job, there are ups and downs but he doesn't mind as he thinks it's the same in any other job. In his view, the Cook Islands government do not adequately explain about new policies, and there is too much dependency on aid. He feels that the way to develop would be to increase the level of education for the people and improve their attitude towards work. Further, the country needs to become less reliant on outside help. This is why he feels he might like to enter politics - to be in the decision making group to make the changes he has expressed. Satellite tutorials are useful but they should be longer so that there is more discussions of questions posed.

INTERVIEW # 092

This person is a 28 year old Cook Island female of New Zealand citizenship. She is currently enrolled in Foundation Management Studies but aims to undertake a degree programme in Management. She knows this will require several years of study. Her employer has encouraged her to take courses.

She lives with her eight month old son and her 19 year old sister. Her partner is studying Maritime Engineering with a low salary but does remit money for her and the baby quite regularly.

Her primary and secondary education was in the Cook Islands and then she attended Brigham Young University in Hawaii for six months. On her return, she enrolled in the USP Extension Studies programme because she thought it would be good to continue. She had left school in 1982 and had worked in a hotel, then entered employment in Australia from 1986 to 1988. She then returned home and was employed at the USP Centre until her departure for Hawaii.

Her parents have both had professional training, her father in the education field and her mother in nursing. Both are now in senior posts in the civil service and have both travelled overseas. At home, they have a mail service, electricity, a regular water supply, radio, radio cassette, video, TV, newspaper and telephone. They also own a motor cycle, refrigerator, washing machine, and a camera.

Her daily routine starts at 5.00am when she rises and prepares baby's "things", and until 6.00, she manages to put in a "bit" of study. Breakfast is at 6.00 and at 7.30 she leaves to drop baby at the babysitter as she starts work at 8.00. From 10.00 to 10.30 she goes to breastfeed baby and returns to work until 12.00 when she goes back to feed baby. Work resumes at 1.00 and she finishes at 4.00pm. Then she picks up baby and goes home to domestic chores. Sometimes she is able to take baby for a walk after the chores or may even attend a church meeting. From 9.00 until 12.00 midnight, after baby sleeps, she studies - that is, she has no time for socialising. She used to cry and get depressed, feeling that she had lost her freedom, but is now used to it. Her hobbies are watching tennis games, and participating in aerobics and swimming.

She was motivated to study to improve her job status. She had had to resign from her previous job in order that she could go to Hawaii. Her fees are paid by herself but the government will reimburse if she passes. She has had a break from studies for three semesters.

She has two main problems with her studies: 1.The marked assignments come back very late, at times, after the examinations are over. But her present tutor is excellent. 2.The Course Book she feels, contains "too much rubbish" - not real situations. She feels it uses large words

and these need to be simplified. There are also too many readings which are unnecessary and tend to make the course very boring.

USP's drawbacks are the lengthy turnaround time and that tutors take different students and she feels this may mean different standards.

However, she believes that USP qualifications definitely earn promotion - her government recognises USP extension courses.

Her study environment is satisfactory - her room - and she has a desk but there is insufficient time. At work however, she is able to have four hours but even this is difficult to use and her work is piling up. Other information resources she uses are from her work experience.

She commented that her course books use too much technical words (MG101) and that the examples used are mostly Fijian or Indian. Thus she feels that the focus is too narrow and their student group cannot relate to it. She feels that perhaps the writer did not appreciate student conditions and knowledge of other countries. Further, the tutorial times are inconvenient for her routine. She also feels that tutorials of one hour per week are insufficient for the 29 students in her class. She has been able to take baby to tutorials and her tutor has not minded. But the hours of satellite tutorials make it difficult for her to attend.

She is satisfied with her present job which gives her security and some privileges but the salary is a bit low. In future, she would like to be in a managerial post in the tourism area or be a youth worker.

She intends to do further studies if she can complete a degree first, as she feels one is never too old to gain more knowledge to improve/expand one's perspective. She does not wish to study anywhere other than through Extension in the Cook Islands because of her son. She definitely does not want to emigrate and she sees others moving back home. She is confident she would get a suitable job at home. If she does go overseas to study, it will be for only a short while.

She has health problems relating to her diet because of having to feed baby.

She believes that her country's problems are financial, and that there are too many misguided youths, and also, complains of the high cost of living. To develop the country, she feels that people need to become more self sufficient and plant subsistence crops. Further, that there is a need to get back the trained people who she feels will have more vision and expertise. She sees her role in the development of her country as working in tourism to increase the money flowing in.

She firmly believes that satellite tutorials are very useful as a medium of communication so they can relay student needs and queries to the tutor. She feels that the exchange of information through this medium is "fantastic".

INTERVIEW # 095

A 45 year old Western Samoan female of Polynesian ethnicity. She belongs to the Samoan Congregational Christian Church. She obtained her Certificate in Librarianship through Extension in 1983 and is now studying for her Diploma in Librarianship.

She is married with 3 sons (18, 16, and 13) and is at present a Librarian at a tertiary institute where she earns about \$15,000.00 WST. Her husband is an engineer at a private manufacturing company.

She had primary schooling on Savaii then began secondary in a district school after which she entered the main government high school and was there for four years. On leaving school (1968), she was employed at the national Public Library. She stayed until entering her present employment in 1989. Her father is a church minister and had been trained at the local Theological College. Her mother was at the local Ladies Finishing School until her marriage.

Their home has electricity, a regular water supply, and mail service is at the post office. They have a radio, radio cassette, TV, video, telephone, car, refrigerator, washing machine and camera. She reads the newspaper quite regularly.

Her daily routine is: She rises at 6.00 and breakfasts. She goes to work at 7.00 and is there until 5.00pm. She then goes home and does housework until about 6.00pm when she cooks dinner. In the evening she may sew until midnight or she studies and does assignments. Her hobbies are reading and playing hockey in the weekends.

She had been motivated to join extension studies for promotion and for a further understanding of her job. All her tuition has been paid by herself and she has never dropped out of studies. Her main problem has been that of course materials not being supplied on time, like her present course where the textbooks needed have still not arrived but the assignments are due.

She could not comment about USP strong and weak points but she feels that there is definitely a benefit in having completed USP programmes as the local employers recognise USP qualifications in the same way as other overseas certificates.

Her study environment is home (her own room) and she studies mostly during the weekend. Additional resources for her studies are from the Centre which she visits often because she works nearby. She feels that the course materials are misleading as the examples usually relate to Fiji and is not relevant to Samoa and there have been mistakes in the printed materials. They have had 2 satellite tutorials but the reception has not been clear. She could not comment on the exams of

this course because they have not had them yet. She has had no difficulties with the administration at the Centre. The extension studies programme have provided her with the only alternative for further studies as she could not leave her family. A weak point of this mode of study is the occasional lack of communication especially with the students in Savaii.

She has no intention of changing jobs as she is quite satisfied with her present one. She has been approached to consider another but she prefers the library. She also has no intention to migrate though she may go for visits overseas. She has no major problems with life. At work they do need funds to purchase more resources.

She feels that Western Samoa has many problems for example: environmental problems e.g. pollution; poor roads and poor water supply; and there is too much corruption among the politicians. She feels that the problems are the fault of the governments. She believes that the best way to develop would be the government becoming aware of and dealing with the problems she has listed.

INTERVIEW # 096

The interviewee is a 30 year old female born in Tahiti, French Polynesia and resident in the Cook Islands. She is married, of Polynesian (Tahitian) ethnicity, a dual citizen of New Zealand and France, and a member of the Seventh Day Adventist Church. She is presently employed as a senior typist in a private firm. Her hobbies include hiking and music. She is also a part-time University of the South Pacific (USP) extension student working towards a certificate in management.

The respondent presently resides in Rarotonga, capital of the Cook Islands, in a home owned by her husband (a Cook Islands Maori) who works for the Cook Islands government. She has two children; an 11 year old boy and a 9 year old girl. The house is on the public electricity and water supply, and she receives mail through the family post office box. She regularly buys and reads the local newspaper but not always on a daily basis. They currently own a radio-cassette player, a television, and a personal computer (belongs to her husband). They also own a motor cycle, a car, a refrigerator, and a camera.

The respondent's father only had schooling through the primary level in Tahiti. Presently, he works as a builder. Her mother also went through primary school but no further. She indicated that she has 3 brothers and 3 sisters all still living in Tahiti.

The respondent indicated that she had completed her primary and junior secondary education in Papeete, Tahiti. Following junior secondary school, she came to the Cook Islands to attend Tereora College for 2 years of senior secondary and English language schooling. After graduating from Tereora College she got married and worked as a book store manager before taking her present position in 1989. At this time, she also began taking her first USP extension courses, primarily to brush-up on her English but also for the certificate in management.

Her typical daily routine starts at around 6:00 AM when she wakes up to prepare breakfast for the family. Afterwards, she gets ready for work which she begins around 8:00 AM. She works until around 4:00 PM (with a 1 hour break for lunch) when she returns home. While at home she does some housework and prepares dinner. After washing the dishes from dinner, she does some studying for an hour or more. Before going to sleep at around 10:00 to 11:00 PM, she will occasionally watch some television.

She stated that her major motivation for taking USP extension courses was to upgrade her knowledge and to learn new skills. She also stated that wanting to improve her English abilities was also an important factor. She presently is a private student paying for her tuition herself. The respondent indicated that she had taken one extension course when she was 18 years old, but

nothing else for about 10 years until she began her present studies. The reason for this suspension in her studies was because she had children to take care of; now that they are older, she has started again. Since she restarted her extension courses in 1989 she has never had to suspend her studies or dropout without completing.

Her only discontent with the extension program has been the slow return of marked assignments and the lack of substantial comments. However, she stated that she is happy with her studies. She feels that graduates from USP extension program courses benefit greatly from taking such courses because the Cook Islands government will refund the tuition for all courses passed (if you work for the government) and you can receive pay increment increases.

She indicated that she does much of her studying at lunch time, after work or on weekends in a group study session with some of the other students in her courses. At home, she has her own study room. She typically does not use any outside sources of information or materials except for what are available at the Study Centre. The library at the USP Centre, she believes, is very good and the staff are quite helpful every time she visits. She indicated that she visits the centre quite often. She indicated that the course materials and text books are good.

Generally, she is definitely satisfied with the learning materials. However, she feels that there is not enough time in each tutorial to cover all of the materials. She feels fortunate to have a local tutor since some of the extension courses do not have tutors. The assignment and exams are good, but again she feels the time allowed to complete the exams is too short. As for satellite tutorials, she has never used them when they were available; presently, they do not have any satellite tutorials. She felt, however, that satellite tutorials would indeed be very useful because they would give the students a chance to talk with the instructor who marks their assignments and exams. Satellite tutorials would give students a chance to learn better.

The extension program has positively impacted her live in that she receives pay-rise every time she completes her courses and she gains a sense of self-fulfillment from taking and passing the courses. Also, it gives her a chance to get away from the children for a while since her husband takes care of them during her tutorial and/or study time. She feels that the strong point of USP extension is its providing educational opportunities to people who cannot attend regular universities and in the practical nature of the courses offered. She feels that much of the knowledge gained from studying is very useful in her present job.

She indicated that she is very satisfied with her present job; the work atmosphere is good. As for future job possibilities, she is not yet sure, but she did indicate that she would like to continue taking USP extension courses. Mostly, she wanted to continue to upgrade her knowledge, but also she did not want to have to leave her family; extension is the best way to meet

these goals.

She loves the Cook Islands and wants to continue living in the Cooks. She would like to be able to visit her family in Tahiti occasionally, but not to return to live there. As for the possibility of finding a suitable job in the Cook Islands after she finishes her courses; she indicated that she had always wanted to be a secretary and is quite satisfied with her present job.

As for development problems in the Cook Islands, she feels that the main problem is with the youth. Too many of the young are rebellious in their behavior and this causes problems for everyone. She feels that if people cooperate, then many of the problems could be solved.

INTERVIEW # 098

The interviewee is a 30 year old male born on Mangaia, Cook Islands and resident in Rarotonga. He is married, of Polynesian (Maori) ethnicity, a Cook Islands national and a citizen of New Zealand. He is also a member of the Cook Islands Congregational Church. He is a graduate of the University of the South Pacific (USP) Alafua Campus (in Western Samoa) with a 1 year post-graduate certificate in teaching agriculture. He is presently employed as an agricultural teacher at a secondary school in Rarotonga. He is also a part-time USP extension student working towards a certificate in management having completed his first semester.

The respondent presently resides in Rarotonga, capital of the Cook Islands, in a 2 bedroom house which they "rent" from the government (he is a government employee). He lives with his wife and son and they are expecting another baby soon. The house is on the public electric grid and the public water system. He typically receives mail at his work place. He and his wife are regular readers of the local newspaper and purchase a copy almost every day. They own a radio-cassette player, a VCR and a television. They also own a motor cycle, car, refrigerator, washing machine and a camera.

The interviewee indicated that he was not sure what his father or mother's educational background is; he thinks they attended at least primary school. His father was a farmer and a writer in the Mangaian language before he passed away, while his mother was a full-time housewife and basket weaver before she also passed away. He has 3 brothers and 2 sisters, all resident in the Cook Islands except for one brother who is in New Zealand.

The respondent indicated that he attended both primary and secondary schools in Mangaia. Following graduation from secondary school, he attended the Cook Islands Teachers' College. Following several years of training, he took-up a position as a primary school teacher on an outer island in the Cooks. After 2 years, he transferred to Avatea School as a primary teacher where the language of instruction is English. He obtained several months training in teaching English as a second language at Victoria University in Wellington, New Zealand during this time. Following several years in this position, he left for USP, Alafua Campus for one year of training. After finishing his training, he then took-up his present position at Titikavaka College as an agricultural teacher. He has applied for a government scholarship in hopes of attending the University of Hawaii at Hilo to obtain his BSc. in agriculture. He is still waiting to hear on his application. In the mean time, he has been taking USP extension courses towards a certificate in management.

His daily routine starts at 6:00 am when he feeds his pigs and then prepares for work. He teaches from 8:00 am until around 3:00 PM with an hour break for lunch. After school, he returns home and does odd jobs and chores around the house. Sometimes he goes fishing. Latter, he

feeds the pigs again and then the family eats dinner around 7:00 pm. After dinner, he reads and does course work and is usually asleep by 10:00-11:00 PM. On Saturday, he works in his taro patch and vegetable garden.

He indicated that his major motivation for wanting to take USP extension courses was his desire to enroll in a university and obtain his BSc. degree. Extension courses provide him a way to continue learning and earning credits while awaiting a chance to attend a university. The Cook Islands government currently pays his tuition. He stated that he has not had to suspend his course work nor has he experienced any problems or discontents with his studies.

The respondent indicated that he feels that a degree from USP, outside of the commonwealth countries, is not recognized or at least not very well respected. This is why he wants to go to a good university overseas, like the University of Hawaii. However, he stated that USP extension courses and qualifications definitely benefit one by way of pay increase and a chance to go overseas for further studies under government scholarship.

Presently, he does most of his studying in his bedroom and, depending on the assignments, he feels he has enough time to complete them. He really does not use outside resources in doing his course assignments, since the texts are good - though sometimes it's hard to understand some of the terms. Presently, he goes to the Regional Centre about once a week and indicated that he is definitely satisfied with the condition of learning materials, books and academic staff. The local tutors for his courses have been good and their being bilingual has also helped in explaining some of the terminology - the group sessions are enjoyable. He also indicated that the assignments are good and the comments given by the instructors are appreciated. The exams, he felt, are very fair and follow the course closely. As for satellite tutorials, he attends once every 2 weeks when the Centre director arranges the sessions for the discussion of important course matters. These he found very helpful. Being able to communicate directly with the person who marks the assignments and exams is useful. He feels that extension students would benefit greatly from such satellite tutorial session, but he thinks it would be much better to be an "on campus" student with unlimited access to resources and instructors rather than just occasionally.

Generally, he is pleased with the Extension Programme. He enjoys the courses and gains a sense of self-fulfillment out of taking the courses. One of the strong points of USP Extension, according to the respondent, is the change it gives to those students who do very well, since many will be given promotions in their jobs or a chance to complete their studies overseas. As for weak points, if you do not pass your course, "sorry for losing that money!"

He is generally satisfied with his job, he likes teaching. However, he would like to gain a higher paying job since his present job does not pay as well as he would like. He would like to

continue his education and obtain a BSc. in agriculture or agricultural education. He would like to study in Hawaii or Australia to obtain this degree. However, he has no real desire to migrate to another country - the Cook Islands is his home and life is simple and easy to handle. He thinks that after obtaining a BSc he should be able to gain a better job in either the education department or agricultural department; he would like to be an agricultural extension officer.

He has no real problems in his life or job except a desire to have enough money to start a family business. Generally, he is happy. As for problems in his country, he thinks that teenagers who are now returning from New Zealand with their parents (or sent back by their parents) are causing many problems with their rebellious behavior. Also, there is a degree of nepotism in government that bothers him as well as an increasing dependency on aid money by the government. He would like to see returnees from New Zealand be more of a positive contribution to Cook Islands society through greater cooperation and keeping the youth in line. Also, he would like to see more improvement in agricultural production to help boost exports and reduce the Cook Islands dependence on aid. He feels that his contribution would be through his working as an agricultural teacher or an extension officer.

INTERVIEW # 100

The interviewee is a Western Samoa born male of approximately 30 years of age. He is a Western Samoa national, an ethnic Samoan, single, and a member of the Congregational Christian Church in Samoa. He is a 1982 University of the South Pacific (USP) graduate with a BA degree in administration. He is currently a public service employee working as a senior management advisory officer in discipline and appeals for the Public Service Commission. His hobby is playing bass guitar in a local band on weekends.

4 children. His father died several years ago. Presently, his mother is in New Zealand on holiday with one of his older brothers and should be returning within a year! Their present home is on the public power and water supply. They own a radio-cassette player and a telephone. They used to have a VCR and television but sold them because his brother felt it was not good for the children while they were in school; kids spent too much time watching TV and not doing their homework! They also own a car, refrigerator, washing machine, and a camera.

According to the respondent, he does not really know where his father did his primary and secondary schooling. But he indicated that his father did attend the Fiji School of Medicine and worked as a medical doctor in Apia until he died in 1975. His mother went through senior secondary school and then received some nurse's training in Samoa. She worked as a nurse at the national hospital until her recent retirement.

He did his primary and secondary schooling in Apia, capital city of Western Samoa. After passing his university entrance exams, he entered USP on a government scholarship. He attended USP for 4 years, graduating with a BA degree in administration. Since graduation in 1986, he has been working for the Western Samoa government in his current position.

He indicated that his primary motivation for entering USP was mostly because that is where the government awarded his scholarship. He had wanted to go to a university in New Zealand, but the government scholarship board sent him to USP in Fiji instead. He believes that, at that time, all students requesting support for general BA and BSc degrees within the disciplines taught by USP (in accounting, administration, economics, etc.) were sent to USP. Those requesting support for degrees in disciplines like engineering or architecture went to New Zealand because such degrees were not given at USP. He also indicated that how high your marks are on your university entrance exams were most likely also a factor in deciding who got scholarships to go where. Another motivating factor in his decision to get his BA was his family's pushing him.

His only dissatisfaction with his USP studies was that his living allowance (per semester) was too small. He also mentioned that, because many first year students at USP are away from

their families for the first time in their lives and are free to make their own decisions, many abuse this freedom and play around too much! He felt that this created academic problems for himself as well. Still, he believes that USP provides a high standard of education that is most applicable to the conditions in the South Pacific. The instructors do everything they can to make the studies practical and meaningful to students from the Pacific Islands. USP does have its problems, like other universities anywhere, but developments in facilities and course subjects are still going on and this is making USP better.

When questioned about whether or not USP Extension Programme graduates benefit from such courses, the respondent definitely felt that this was the case. He indicated that after he returned to Western Samoa, he enrolled in an extension certificate program in legal studies focusing on industrial relations which resulted in an early promotion for him after he completed the courses (1987-1989; promoted in 1991). He has also finishing course work for the diploma in legal studies, which he hopes to get within the year (he finished the credits, he is waiting for the diploma to be awarded). This may result in another promotion later. He knows that other extension students in Samoa are also experiencing the same benefits.

He felt that, while he did his extension courses, he was always pressed for time because he was also working full-time. He did have a good studying environment (a desk in his room at home, or at work after hours), but time was always the problem. He also stated that the text and other course materials were good, practical and useful; however the materials were still being developed when he was beginning the law certificate. Besides using texts at the library (which he thought could definitely be improved), he also was helped by a lawyer friend. He found this necessary when he got stuck; mostly because there were no tutors for his course due to there being too few students. Though, he did state that they had satellite tutorials for some courses when they had enough students for those courses but no qualified local tutors. He mentioned that he did participate in a few of the one hour per week satellite tutorial sessions, but he found them to be too rushed and too generalized because of the time limit imposed. Because of this, and his own time pressures, he eventually quit going; they were not that helpful for him. But he felt that they did provide students with a source of education that they may not have had otherwise. He thinks that satellite tutorials are very useful for such purposes and are sometimes encouraging for students.

He stated that, while he is definitely satisfied with his present job, in the not too distant future, he would like to be a lawyer specializing in industrial relations. His boss and an external consultant have been pushing him to pursue this. In fact, he has recently been admitted to the Australian National University to do a graduate diploma in development administration for next year; but he is not going because he has decided to apply to a law school instead. His employer (Public Service Commission) is also reluctant to fund him to do development administration, but supportive of his interest in studying law and industrial relations. He would like to be able to go to

New Zealand to get an LLB degree. However, he has no intention to migrate overseas to live, even though he has family living in New Zealand who want him to migrate. He stated that he would rather stay in Western Samoa where he feels he can contribute more. Besides, New Zealand are becoming very strict about migrants and over-stayers. Likewise, there is also a problem with unemployment in New Zealand making it tough on immigrants. He feels that he could definitely find a job suitable for himself after returning from doing a future LLB degree because the Western Samoa government is always short of lawyers!

Currently, he feels that his country is currently suffering from high inflation and low wages. Likewise, he feels that there is too much dependency on aid programs. He feels that more emphasis on encouraging skilled Samoans to return from overseas to work for their country as well as focusing on human resource development locally, would go a long way to promoting development in Western Samoa. He feels that his personal contribution to his country's development would be to continue working for the government, either in the PSC or as a lawyer.

INTERVIEW # 103

The interviewee is a Solomon Islands-born female of approximately 19 years of age. She is a Solomon Islands national, ethnically she is part Polynesian and part Melanesian, she is single, and a member of the Anglican Church. She is presently a full-time extension student at the University of the South Pacific (USP) Extension Centre in Honiara, capital of the Solomon Islands. Her hobbies are reading and netball.

She lives in a 2-bedroom house with her parents, 2 brothers and a sister. Both of her parents are about 46 years of age, her brothers are 16 and 11 years old and both in school. Her sister is 13 years old and also in school. Her father is a member of parliament and her mother works as a primary school teacher. Their home is on the public power and water supply with good road service. They own a radio-cassette player, a VCR and monitor, and a refrigerator.

Her father graduated from junior secondary school and her mother went as far as junior secondary school also.

The respondent attended primary and secondary school in Honiara. After graduating secondary school, she went to the University of Papua New Guinea (UPNG) on a government scholarship. However, she had to return to the Solomon Islands after her first year at UPNG because of student unrest at UPNG and the unsafe environment in PNG. She then began taking USP extension courses in Honiara. She indicated that she hopes to graduate with a degree in 1994.

Her typical day begins at 6:00 AM when she wakes up and prepares breakfast. She then does house chores until around 9:00 AM when she does some studying until 11:00 AM when she prepares lunch. After lunch and a brief rest, she baby-sits until around 4:00 PM when she prepares dinner. After dinner, around 7:00 PM, she then studies for about 2-3 hours and then goes to sleep around 11:30 PM. On the days that she has tutorials, she attends these between 4:00 - 6:00 PM at the Extension Centre in Honiara.

She indicated that her major motivation for going on for a university degree was her desire to become a doctor. She felt that this would be the best way she could contribute to her country's development and for her own self fulfillment. Her only discontents with regard to her studies, besides having them interrupted at UPNG, relate to her household duties and how they disturb her studies and/or interfere with her attending tutorials. She also felt that doing the extension studies by herself was difficult, she would prefer having regular classes on a residential campus where she could do course work with others. She indicated that perhaps this was related to her difficulty at making it in to the Extension Centre to participate in the tutorials. She did feel, however, that USP (and the extension program also) was strongest in that the students feel safer and can concentrate

more on their studies and not have to worry about their safety; as compared to UPNG for example. USP's weakness, in her opinion, was the lack of tutors for all of the extension courses offered; especially local tutors.

She indicated that, apart from the occasional tutorial and visits to the Centre, she did most of her studying at home. She also felt that she had plenty of time to do her studies since she was not employed but a full-time student. She relied mostly on the course materials and texts, but she also used the USP library when she needed more information. In general, she thought the course materials and provided texts were good and easy to understand. The assignments were satisfactory and the exams she felt were fair. However, she felt that she could not really judge the tutorial sessions because she rarely attended them. She also indicated that she had never attended a satellite tutorial session but felt that they were definitely an appropriate and effective way of providing university instruction.

Whereas she had no direct experience with whether or not extension courses have a positive effect on employment or social advancement, she thought they could if the person was willing to apply what they learned. She felt that extension courses help students gain more knowledge that they would not ordinarily have been able to get otherwise. This would have a positive impact in her opinion. But she indicated that there were few people in the Solomon Islands taking extension courses and she thought that more people should take advantage of the courses being offered. She ventured that it was probably more dependent on who could afford to pay the tuition for such courses rather than any weakness on the part of the Centre administration or the curriculum.

Her goal is to become a medical doctor. Because of this, she indicated that she will most likely go on for graduate education overseas. She stated that she has no intention of emigrating to another country because she believes she could find employment in her desired profession in the Solomon Islands, and because all of her relatives are in the Solomons and she has no desire to leave them. Her only discontents regard the crowded conditions of her family's household and the "old fashioned" ideas that her parents have regarding the appropriate role for a female (stay at home, be a home-maker). This has made it difficult for her to continue her studies.

She indicated that the Solomon Islands experience development problems related to inter-island transportation and education. There are not enough ships to carry people around and very few primary and secondary schools, especially in the outer islands. She also indicated that she thought the medical facilities needed to be greatly improved. She felt that the best way to address these problems would be to put more emphasis on education, build more schools, and encourage those who do well in their studies to go on to university by making government scholarships more available. She believes that by continuing her education and becoming a doctor, not only could she provide necessary medical services in her country but she could also be a role

model for other women in the Solomon Islands.

INTERVIEW # 104

The interviewee is a Solomon Islands-born male of approximately 21 years of age. He is a Solomon Islands national, an ethnic Melanesian, single, and a member of the Roman Catholic Church. He is presently a full-time extension student at the University of the South Pacific (USP) Extension Centre in Honiara, capital of the Solomon Islands. His main hobby is listening to music.

There are 8 members in his household, sharing a 2-bedroom house which is connected to the public power and water system. They own a radio-cassette player and read the local newspaper. His father is approximately 49 years old and a graduate of senior secondary school in Malaita and now works for the Ministry of Education. His mother is about 47 years old and never had any formal schooling, becoming a housewife after marrying.

The respondent attended both primary and secondary education in Honiara. He then went to USP in Suva, Fiji and did his foundation year and a diploma in tropical fisheries. Presently he is taking extension courses toward a degree in environmental science, expecting to graduate in 1994.

His typical day begins around 8:00 AM when he wakes up, eats breakfast, and prepares to go to the USP Centre. He studies at the Centre from around 9:00 AM until around noon when he takes a break for lunch. At around 2:00 PM he continues his studies until his tutorial sessions in the late afternoon. He stays at the USP Centre studying, reading, etc., until around 6:00 PM when he returns home. Once home, he rests for a while until dinner. After dinner, he talks with his siblings, plays cards, and listens to radio or cassettes until around 11:00 PM when he goes to sleep.

His major motivation to continue with his extension studies is to fulfill the requirements to enter the USP degree program in environmental science. He did not have enough science or maths in secondary school to qualify for the degree program so he is taking these courses via extension. He also mentioned that the credentials will provide a better paying job and enhance his social status. He mentioned that he felt motivated to help development efforts in his country. Presently, his family pays his tuition, but he hopes to get a government scholarship to return to USP's main campus in Fiji to finish his degree.

He indicated that the only problem or discontent he has with his present course of study is lack of good quality text books for his courses. He also indicated that, at times, his local tutor is not available for class sessions and if he gets stuck with a problem he has to find the solution himself. Because of this, he feels the need for better supplementary text for the courses he is taking. He feels that studying at USP's main campus provides a good study environment, better

library facilities and regular contact with instructors. In comparison with other universities, the respondent indicated that he has no basis for comparison since he only attended USP extension and two years at the main campus. He did mention that a mix of students from all over the Pacific Islands were able to come to USP and interact and learn from each other, share experiences, and gain a greater appreciation of their neighbors. He also felt that the many extra-curricular activities available in Suva can cause problems for some students not used to having to manage their time for studies, classes, and leisure. Suva is a big town with many distractions which can affect studying, and this presents problems for many students.

As for his extension program, he mentioned that he felt he had plenty of time to study, which he did almost exclusively at the USP Centre in Honiara. He found the materials and texts provided were good and useful, but he wished that there were more science and math references books available in the library. Frequently, he stated that he needed more detailed information than that which was provided in the course materials or in the library. He found this limitation frustrating at times. His evaluation of the USP Centre and the staff were generally positive and he felt that the assignments were fair but took too long in getting the results back. This presents problems when it comes to taking exams; you cannot learn from mistakes made on assignments and make improvements prior to examinations. By and large, though, the exams contained few surprises. He stated, however, that he felt the time given to finish exams was too short. He felt the tutorials were good and useful, but too short; only one hour, twice a week. He thought that there should be more frequent tutorial sessions, but the sessions that he had were generally time well spent. As for satellite tutorials, he never participated in any such tutorials but felt they would be somewhat useful in promoting learning. Generally, he feels that "face-to-face" tutorials are better.

Overall, the respondent felt that the extension program's strong points are centred around the students having more time to complete their assignments and concentrate on their course work because they are allowed to take only two or three courses per semester; unlike the USP main campus. Also, working students can continue their jobs while taking classes without having to take leave from their employment. The extension program encourages students to work by themselves and to depend on themselves to do well; you set your own time table and you must really work hard, you cannot be "slack." The main weakness is the lack of science facilities (no laboratory or equipment) and the library is too small and limited.

The respondent indicated that, after he obtains his degree, he feels reasonably confident that he could get employment in the Solomon Islands as an environmental scientist working with the Ministry of Natural Resources. He would like to be considered the Solomon Islands' first conservationist. He would also like to go on for a master's degree in environmental studies; perhaps in Australia or New Zealand or the United States. Whereas he has no intention of

emigrating, he did express an interest in visiting Japan and even spending some time in Australia. But he emphasized that the Solomon Islands is his home. He feels that, with a degree in environmental science, he would be able to assist his country in conserving its natural resources.

INTERVIEW # 105

A married, 35 year old male Solomon Islander, of Polynesian ethnicity. He is an Anglican Christian. He has completed a Certificate in Librarianship (1988).

He lives in Honiara with his wife, 3 year old son, his 41 year old elder brother and his grandfather. The latter is employed in a fish and chip business. They have electricity, water supply, a radio and a radio cassette, and a refrigerator.

For both his primary and secondary education, he attended schools in the provinces, moving on to the Technical Institute on Santa Isabel Island in 1971. From 1972 until 1974, he worked for a logging company as a chainsaw mechanic then as a handyman for another company until 1976. Between '78 and '82, he was a library assistant at the Honiara Technical Institute, then he entered Civil Service as an accounts clerk. From '85 till '88, he was the library assistant at the Solomon Islands College of Higher Education (SICHE). He is now the assistant librarian at the Forum Fisheries Agency (FFA), where he earns an income of \$16,000.00 SID.

He undertook extension studies in '81 and '82 and also '86-'88. During 1989 and 1990, he studied for and obtained the Diploma in Library Studies at the University of Papua New Guinea (UPNG).

His parents are from one of the outer islands and his father, now unemployed, reached Standard 4 before becoming a wireless operator. His mother had had minimal education and is a housewife.

His daily routine is: At 5.30am, he rises and is at work from 7.30 till 12.00noon. Lunch is from 12.00 to 1.00pm, then work resumes until 5.30pm. After work he goes jogging, then at about 7.00 he has dinner and by 11.00 he is in bed.

He took up extension studies for promotion and better job opportunities, to upgrade his knowledge and social status, and for nation building. He had paid for his own tuition but had dropped out between '82 and '86 due to a change of residence.

Study problems were financial, housing facilities, and social activities - friends had been a disruptive influence.

He was unable to compare USP with UPNG but he knows that without his certificate from UPNG, he would not have been able to join USP extension. He certainly believes that USP extension is useful in obtaining a job.

His study environment is his workplace and also at home. Generally, he had had enough time to cope with the workload as he often studied late at night as well as in weekends. For additional resources, he used materials from the USP library, his workplace, the National Library, and his local tutor. He had no complaints about the course materials. He visits the Centre occasionally and has had no problems with the assignments. Tutorial facilities were all right and local tutors were very helpful. Satellite tutorials were scheduled once or twice a week but sometimes the reception was very bad. He had no complaints about the administration at his Centre.

He feels that the extension programme has had a positive effect on his life by giving him better understanding of his job, promotion, and improving his credentials. USP had certainly given him access to a higher level of education. He could not name any weak point of the USP. He is satisfied with his present job and has no wish to leave. He does however, want to take up further studies specifically at USP in Suva, his reason being for promotion. He has no wish to migrate as he prefers to stay at home. He does however have a few problems - social, financial, and congested housing facilities. He feels that the country has economic problems, e.g. a trade imbalance, political differences leading to discrimination and a lack of communication. He believes he can contribute to development by highlighting the problems and pressuring for solutions.

Satellite tutorials are useful to improve communications between students from different island nations, he feels.

INTERVIEW # 107

The respondent is a male Solomon Islander born in Tikopia (a Polynesian "out-lyer") and approximately 26 years of age. He is a Solomon Islands national, an ethnic Polynesian, single, and a member of the Anglican Church. He is a graduate from the University of the South Pacific (USP) with a diploma in tropical fisheries and is presently employed as an assistant fleet manager trainee at Solomon-Taiyo.

He presently resides alone in a 1 room apartment provided by the company. His quarters have electricity, water and a refrigerator with access to a common telephone and a shared VCR and monitor. He owns a radio cassette player, a camera, and is a regular reader of the local weekly newspaper.

The respondent's parents were both born and raised on Tikopia and had never received any formal schooling. His father is a subsistence farmer on Tikopia and his mother assists in the farming chores and maintains the household.

He did his primary education on Gizo Island and his secondary schooling in Honiara. He worked at a part-time "casual-hire" for 1 year at the Solomon Islands Fisheries Division after graduating secondary school before going to USP in Suva, Fiji to do his foundation year courses. He then attended the Australian Maritime College in Tasmania, Australia for 2 years. Upon finishing his training in Australia, he then returned to USP's main campus and completed the requirements to receive a diploma in tropical fisheries. All of his training was paid through a government scholarship.

The respondent indicated that his major motivation for going to USP was for job mobility and employment. The additional training and credentials he received at USP and in Australia were fundamental in his obtaining his present job. He indicated that he suspended his USP studies for 2 years while he attended the Australian Maritime College. While at the Maritime College, he indicated that he did not qualify academically for what he went there to do and was subsequently suspended. Therefore, he "dropped out" of the Maritime College after completing 2 years and returned to USP to finish his course work for a diploma.

He indicated that, unlike his time in Australia where he was frequently "homesick," he experienced few problems while studying at USP. He strongly feels that USP courses are more suited to cater to the training needs of students from the Pacific Islands than the institution he attended in Australia. However, he did feel that USP's library facilities did not have quite the selection of books in his particular interest area when compared to Australia. Generally, he definitely believed that USP graduates benefit from their education and are better able to apply what they have learned to their jobs in their home countries. He believes that he has himself benefited

from his training at USP in gaining his present employment which he stated he was definitely satisfied with.

When asked whether or not he had any experience with the USP Extension Centre's satellite based tutorials, the respondent indicated that he had not. However, he was of the opinion that such technologies would definitely be useful in promoting learning. He felt this way because the Solomon Islands are a scattered archipelago and that satellite based teaching would be able to provide quality education to these isolated islands. Satellite tutorials would provide access to education that many may not have otherwise.

The respondent indicated that he would like to go further with his education to obtain a degree and to upgrade his knowledge in fisheries and marine biology. Promotion and self-fulfillment were mentioned as his major motivation in wanting to go further with his education. He stated that he would prefer to do this in Japan, but it would depend on where his scholarship would take him. Even though he would like to study in another country, he has no intentions of ever emigrating. He believes that the Solomon Islands is the best place for him to work and he feels that he can contribute to development in his country.

His only discontents relate to a desire to have improved housing and better recreational facilities. And because they are located so far from Honiara, there are limited shopping facilities. Perhaps

He feels that the Solomon Islands are currently experiencing a social problem relating to the growing gap between traditional ways and a desire for modernization. Many people are falling in between the two and feel "trapped." Also, there are problems of unemployment and a slow economy which cannot provide jobs for all those who want to work. He feels that one of the best ways to approach these problems would be through better education. Not only expanding schools to accommodate more students, but also there should be an attempt to generally improve the educational level of everyone - there should be education programs for adults who did not have an opportunity get much schooling. He feels that by doing his best at his job, he would be able to help in marine resource management and in this way, contribute to his country's development efforts.

INTERVIEW # 109

A 32 year old male Solomon Island citizen of Melanesian ethnicity. He is a USP graduate (BSc, 1983). He took extension courses in 1986 - 1988.

He is married and his 30 year old wife is also a civil servant. They have 5 children - one son and 4 daughters - ranging from one year to about 11 years. They also have a live-in 28 year old housegirl. Their home has electricity and a regular water supply, refrigerator, and telephone. They own a car, radio, radio cassette, and camera.

He had not worked before he entered USP but he now holds a very senior administrative post in the education sector with an income of \$21,000.00 SID. He attended primary school from 1966-72 then secondary in 1973- 78. He was at USP from 1979-1983. On his return, he taught at secondary school from 1984 till 1988, after which he was transferred to the Ministry of Education. In 1989 and 1990 he undertook an MA in Assessment and Evaluation at the University of Manchester in England. He returned to his present job in 1991. Neither of his parents attended school and his father is now a self-employed farmer.

His daily routine is: At 6.00am he rises and fixes breakfast. He is at work from 8.30 till 12.00 noon then has lunch from 12.00 till 1.00. He finishes work at 4.30. From then until 7.00pm he works with his children helping them with their homework. Then he has dinner and relaxes until 10.00 or 11.00pm when he goes to sleep.

He enrolled in USP for upgrading his knowledge and out of personal interest and has never experienced dropping out. His only problems with his studies have been of a social nature.

His study environment is his home, in the evening and he has enough time to cope with the workload. Other resources he has used have been his own books, the National library, and government documents. His course materials arrived late sometimes but they were generally satisfactory. No local tutorials were scheduled for his course but he feels there should have been some. Satellite tutorials were scheduled once a month and these had provided direct communication with the lecturer and had been very useful. He had rarely visited the Centre because he had had few problems. His extension studies had definitely improved his knowledge.

In comparison with the University of Manchester, he feels that USP standard is very high and he could not find any fault with USP at all. He firmly believes that a USP credential does benefit those seeking jobs and for promotion. He is satisfied with his job but wishes to go for further studies at the University of Melbourne. However, he has no intention to migrate as he prefers his home country.

He feels that Solomon Islands' most pressing problems are the poor educational system and facilities resulting in high unemployment. Therefore, in his view, the best way for his country to develop is to diversify the economy and to improve the education system. His contribution to this will be to do what he can to re-assess the education methods used in schools.

INTERVIEW # 144

The interviewee is a Fiji born female of approximately 34 years of age. She is a Fiji national currently residing in California, USA as a resident alien. She is married, has 2 children, is an ethnic Indian, and a Hindu. She indicated that she will soon be starting a new job in marketing and sales support (with some administrative duties) in a private corporation in San Francisco.

She lives in a rented apartment with her 36 year old husband, a son who is 3 years old, and a daughter who is 1 year old. They subscribe to a local newspaper, own a radio-cassette player, a VCR and television, and a telephone. She indicated that they also own a motorcycle, a car, a refrigerator and a camera.

Her father attended primary and secondary school in Fiji and then went to work for the Fiji government. He worked in various government departments for about 40 years. He is currently retired and living in Australia. Her mother attended primary and secondary school in Fiji and then did some course work in a secretarial school. However, after getting married, she did not work but stayed home and took care of the family. She indicated that she has 2 brothers and 1 sister, all living in Australia.

She did her primary education in a Catholic school in Suva, Fiji. She then attended an Indian run high school which was also located in Suva, graduating in 1975. She went straight from high school to the University of the South Pacific (USP) in 1976 on a Fiji government scholarship and graduated in 1979 with a BA degree in administration. After graduation, she worked in the Fiji Ministry of Labour as an administrative assistant until 1983. In 1984, she worked at the USP Student Union for 1 year. From 1985 to 1987, she worked at the United States Embassy in Suva. She left Fiji on a training trip to the United States where she later met her husband. Currently, she spends 4-6 hours per week attending a class; mostly to improve her vocational skills. When she begins working, she indicated that she intends to switch to evening classes in order to continue her vocational training.

She commented that her motivation to study at USP was primarily to be able to have a good career after she graduated. If she had any complaints about her education at USP, it was mainly that there was not enough communication between the students and the instructors. Likewise, everything was book centred and grade oriented; you had to get good scores on your exams, and this put considerable pressure on the students. She indicated that this contributed to what seemed to her to be too many assignments and too much reading for each course; instructors seemed to like over-loading their students. This, she felt, did not allow the students enough time to develop other aspects of their university life at USP. Having never attended other universities, she felt she was not qualified to make a comparison between USP and any other institution. However, she did mention that every university has its strengths and weaknesses. At USP, she felt that its mix of

lecturers from inside and outside the region, the experiences they brought with them, contributed to USP's strength. As far as weaknesses, she felt that USP's bureaucracy and the regional politics within USP's administration (too much political bickering) created problems. Also, she indicated that the curriculum seemed too constrictive, there is not the selection of courses that are available at other universities; particularly those courses which could improve ones social and interaction skills. Just natural and social sciences, no music classes, very limited language classes, things like this.

When asked about USP's extension program, the respondent indicated that, after her graduation from USP, she used to take French classes through extension just for fun; something to occupy her time. She did this for 1 semester, about 2 night per week, during 1982. She enjoyed her French language course and felt that graduates from such programs do indeed benefit from taking extension courses. She felt this way because she was of the opinion that such courses were designed for people who were already working and wanted to upgrade their vocational skills (like accounting or computers). In this way, extension courses are very beneficial. She feels that the extension program at USP has really progressed to meet such needs. When she was at USP as a student in the late 1970s it was very new, there were no satellite tutorials at the time and there were not enough classes nor enough tutors and the materials were still being developed for many courses and lectures were not very well organized. She feels that the satellite tutorials now being used by USP extension (which developed after she had left) is a very good idea, because now students throughout the region can benefit from taking courses. She hears that the extension program is running well now and that "things are really going."

She definitely feels satisfied with her present job and her current life-style; no real discontents. She enjoys living in the United States and feels there is more of a future for her family in the US than they may have had elsewhere. As for further education, she mentioned that she would like to go on for post-graduate studies after her children have grownup, perhaps to study for an MBA. With this, she feels that there would be more opportunities available for possible employment.

She indicated that she has no intention of emigrating now that she resides in the USA. She would like to return to Fiji for visits, but she wants to stay in the US where she feels she has stability. She feels that there is no future for her in Fiji (nor for any Indians), not even 20 years from now; this is why many Indians have left Fiji after the coups, they felt persecuted and saw no future for their children in Fiji. It's sad really, they don't realize what the Indians have done for them, how the Indians built the economy of Fiji with their struggle, energy and business sense. Many Fiji Indians now say that they might as well go and use their skills in another country, some place where they would be better appreciated and not have to live under some one else's feet. What Indians lost after the coups was their sense of hope for the future and their dignity, because of the way they were treated - its no use staying in a country like that, where you are discriminated

against. Because of these feelings, she stated that she doesn't think she would ever want to do anything for Fiji - who would notice and who would care? She feels that those in political power would just use it for themselves anyway. Fiji may be good for its beaches and friendly people, but if you don't have the means to live there, then what's the use - if you don't have a future. The only way you can make Fiji better is to have a new government with a mix of new people from different ethnic groups under a democratic constitution.

INTERVIEW # 146

The respondent is a Western Samoan born male of approximately 25 years of age. He is of Western Samoan nationality and currently residing in California, USA. He is single, an ethnic Samoan, and a member of the Congregational Church of Christ in Samoa. He is currently a full-time student.

He shares a rented house with his brother-in-law and occasionally his parents (who usually reside in Oregon). They do not subscribe to a newspaper, but have a radio-cassette, a VCR and television set, a telephone, a car, and a refrigerator. He indicated that his daily routine starts early since most of his classes are in the morning, typically finishing around 1 PM on most days. Following class, he usually returns home and does household chores until after the evening meal, when he then does his "homework" and prepares for his next day's classes.

His father attended school through senior secondary level in Western Samoa and then spent 2 years in a teacher's training college. He is now a retired school teacher residing in the United States as a resident alien. His mother was also educated through senior secondary school in Western Samoa with tertiary training as a nurse. She is also now retired and residing in the USA.

He attended primary and junior secondary school in Apia, capital of Western Samoa. Following junior secondary, he then attended Samoa College for his senior secondary schooling (up to form 6). He then attended UPY (University Preparatory Year) as part of the University of Samoa. After which, he attended USP from 1987-89 and then transferred to attend the Community College of San Francisco (since fall 1990), working towards a BA degree in political science as a private student (no scholarship). He hopes to finish his degree in two more years. He stated that he was on a New Zealand scholarship to attend USP, but was suspended twice (a semester each time) because of poor grades and returned to Western Samoa during the interim. Because of his second suspension, New Zealand terminated his scholarship. It was personally very stressful for him at this time. He still wanted to continue his education at USP, but felt emotionally distraught because of the stress of not having a scholarship and not wanting to burden his family with the cost of being a private student. Because of these concerns, he decided to transfer to a Community College in the United States and continue his education in the fall semester of 1990.

His motivation to study at USP was really not a matter of his own personal choice; the scholarship committee at UPY select which students will continue with university studies in Australia, New Zealand, and USP - he was chosen to attend USP! He stated that he had been taking science courses throughout senior high school and his foundation year at UPY. Therefore, while at USP, he majored in physics and maths working on a BS degree as an extension of his previous educational background. He indicated that, beyond working for the degree itself, he

really had no career goal or employment prospects in mind. However, since coming to the United States, he changed his major to political science because of a desire to return to Western Samoa and teach political science, or be a lawyer or work in the government; he now has a general goal in mind and an incentive to work hard, which he believes he did not have while attending USP.

He feels that he is much more content now that he has changed universities and majors. He stated that he was fortunate to have gone to USP because this gave him some experience in university life, but it was difficult because he was distracted by all the extra-curricular and social activities available at a residential university and was not studying as he should. He said that he had fun, made many friends with many students from other Pacific Islands, and learned a lot about social interaction - but not about academics! While attending the present community college, he does not have these distractions and is able to concentrate more on his academics than his social life. However, he feels that he learned a lot about how to be independent and deal with responsibility over his actions - like budgeting. USP was the first time he was on his own, away from family.

With regards to USP's weak points, he stated that the university does not have student councilors or advisors (academic or otherwise); there was no one there to discuss with him which courses he really wants to take or should take, or which major may be right for him. He likes this aspect about his present college. He believes, however, USP's strong point is really its relevance to conditions in the Pacific Islands. Students also felt much closer to what was going on in their home countries because USP is within the region and information about happenings back home (or in other Pacific Island countries) was always available. Universities outside the region do not necessarily have this focus and he feels that returning students do not have a sense of what is happening when they visit between semesters; you can easily tell that they have been overseas by the way they dress and act. Likewise, student interaction is also a strong point at USP, and here he stressed that being exposed to other Pacific Islanders made him realize how much he had in common with them.

The respondent mentioned that he had taken one class through USP extension when back in Western Samoa after his first suspension from USP's main campus. While taking this course, he did most of his studying at home, only going to pick-up his exercises, or turn-in assignments at the USP Center. This was because he was the only student taking the course, so there were no tutorials, when he had problems he visited a friend who worked at the Treasury Department. He also mentioned that, because he was only taking 1 class and was not working at the time, he had plenty of time to study. He felt that the assignments (which he did well on) were not entirely reflective of what the exams were covering (which he did not do so well on); though he did mention that he thought the materials were "OK." This, he felt, misled him into thinking he was doing well on the course and was surprised when he got his final grade for the course.

Whereas he does not know how well USP extension graduates fare in the job market or for job promotions, but his experience with USP extension students who were finishing-up on the main campus indicated that they did very well in their course work. In fact, he mentioned that they usually completed their degrees ahead of regular students who entered university at the same time. He thinks extension students are highly motivated and that the Extension Programme seems to be working well at meeting their needs. Many extension students were also older than the regular USP students; maybe this is why they did so well, being older and more experienced. Still, he thinks they benefited a lot from the extension programme and the credits were transferable so it was not "lost credit." If there was a drawback to extension education, it would be the lack of tutors for all of the courses being offered. He stated that, because he did not have any tutorials when doing his extension course, he was never exposed to instruction via satellite, so he really has no opinion either way.

He mentioned that he definitely wants to go back to Western Samoa when he finishes his degree, maybe after graduate studies in law or some similar topic. He stressed that can't see himself settling in America. He stressed that he feels much more comfortable living in Samoa than he does living the US. He feels relatively comfortable with his prospects of employment back in Samoa, once he has his degree - though there is always uncertainty. He feels that he could contribute to Western Samoa's development through utilizing his degree and teaching or working within the government.

INTERVIEW#147

The respondent is a female, born in Tonga, of Tongan ethnicity and approximately 30 years of age. She currently resides in California in the United States, is a Tongan national, married with 3 children, and is a member of the Methodist Church. She currently works as the Consul of Tonga, a position she has held since mid-1990 (due to return to Tonga in July 1992).

There are 6 members of her family (including herself) currently residing in a rented house; her husband, her eldest daughter (8 years old) her son (5 years old), and her youngest daughter (1.5 years old). Also living with the family is an aunt who looks after the children. Her husband normally works with the Tongan Army back in Tonga, but is currently in the US on leave. When they return, he will again take up his previous post. Her family currently subscribe to a local newspaper, own a radio-cassette player (as part of a stereo system), a VCR and TV, a telephone, a car, washing machine, refrigerator, and a camera.

Her father did his primary and junior secondary schooling in Tonga, leaving for New Zealand where he attended Auckland Grammar School to complete his secondary education. From there, he went into an apprenticeship programme to eventually work in the shipping engineering trade. He worked for the government for several years in that capacity. He also did 2 years of training in New Zealand before resuming his employment back in Tonga. He now works for a private shipping company. Her mother went through secondary school (terminating at that time in form 5) in Tonga and never worked, becoming a housewife instead.

She indicated that she did her primary schooling in Tonga at the government school in Nuku'alofa. Her family left for New Zealand in the middle of her primary level education for about 2 years when she attended a New Zealand primary school. She finished primary school in Tonga upon her family's return. After primary school, she attended Tonga High School for her secondary education through form 4. She then returned to New Zealand where she attended secondary school from form 5 through form 7. She studied at the University of Auckland in New Zealand, on scholarship from 1980-83, graduating with a B.Com. (Bachelor of Commerce) degree. While attending university, she indicated that she used to do part-time interpretation work for the New Zealand courts (English & Tongan). She then returned to Tonga to work at the Tongan Development Bank. In 1990, she left to do an MBA degree in New Zealand. She was in New Zealand for about 4 months when her government asked her to take the position of Consul in the United States; which she did, discontinuing her education and terminating her New Zealand funded scholarship. She commented that this was a bit of a "patriotic move" on her part since it was the Crown Prince who requested her to take up the position. Presently, along with her duties as Consul, she is doing part-time studies at the University of California, Berkeley, doing a masters in business administration (attending classes in the evenings from about 6-9 PM, twice a week;

sometimes more often depending on the syllabus). She began the programme in January 1992 and hopes to finish within one year (doing more than the normal course load in order to meet this goal).

She mentioned that she felt motivated to do university studies, basically because - coming from a family of 3 females and no males - her family felt it important that she and her sisters have the ability to look after themselves (to some extent in reaction against the rather male dominated system that exists in Tonga). Thus, education was seen as a family priority (her sisters have also obtained university degrees). Her present motivation to continue studying reflect her desire to contribute in a positive way to Tonga's development through her education and the skills this brings. Likewise, she feels that her experiences and an MBA will provide her with a good background for future job opportunities and/or subsequent promotion. She stated that whatever the outcome, she intends to work in Tonga, whether it is in the public or private sector.

With regard to USP, she personally feels that USP is not that well known outside of the region and therefore a degree from there may not be considered as highly as a degree from a better known university in New Zealand or elsewhere. Perhaps it does not really make that much difference in Tonga; after all, a degree is a degree - you had to work for it at USP the same as you would anywhere else. After all, USP graduates seem to do well in post-graduate studies in Australian or New Zealand universities. But, if you anticipate working outside of the Pacific Islands - and no one knows where USP is, let alone whether it is a good university or not - a USP degree may not be very useful. However, she was quick to add, as far as relevance to the Pacific Islands goes, USP is very good.

When questioned about USP's extension programme, she indicated that she knew about the program and had several friends who had taken satellite tutorials through the USP Centre in Tonga. The Tonga Development Bank actually encourages its employees to sign up for some of the relevant courses through extension. This allowed some of those who had not gone that far with their education to complete several courses towards a degree and perhaps, eventually, attend USP's main campus (in Suva, Fiji) for a year or so (on scholarship) to finish their degree. Thus, she feels that graduates from USP's extension program have benefited in terms of better jobs or job advancement and promotion; at least in Tonga. The use of satellites to facilitate this type of education, she feels, is a great idea and should perhaps even be extended down to the secondary school level. She also hopes that the program will be expanded to bring courses and instructors from overseas universities into the extension system to offer university credits (through USP) to students resident in their home countries.

She indicated that she feels Tonga suffers from some unique problems because of the way that development is progressing. Tonga is attempting to accelerate development in every sector without a sense of priority and a lack of proper implementation or coordination. This she blames

more on old embedded attitudes and behaviour on the part of the bureaucracy. There needs to be a more systematic way for decisions to be made and implemented in line with Tonga's way of life. Such things will come with time and effort.

She feels that certain sectors within Tonga need to be enhanced more so than others and this is a matter of priority. Tourism development, she feels, is progressing in a way that is slow enough to assuage fears of cultural inundation but fast enough to contribute positively to the economy. She feels that marine resources is also a growth sector and an area where she believes the government should work in partnership with private industry to take full advantage of this while encouraging locals to participate. She also feels that agriculture needs to encourage the development of diverse short-term crops for targeted export (e.g., squash-pumpkin export to Japan). More emphasis needs to be placed on the education sector for human resource development and, related to this, the health sector needs to be improved as well. However, in general she feels that the present course of development in Tonga is more positive than detrimental.

INTERVIEW # 162

The respondent is a 35 year old male born on Beru, an outer island of Kiribati. He is an ethnic Micronesian (I-Kiribati), a Kiribati national, resident on Tarawa (capital of Kiribati), married and a non-practising member of the Church of God (fundamentalist Protestant sect). He is a graduate of the University of South Australia (formerly the Institute of Technology) with an associate diploma in electronics and is presently employed as a lecturer in computers at Tarawa Technical Institute. His hobbies include soccer, reading mystery novels and fishing.

At the moment he resides with his father, though he has applied for separate government quarters for his wife and 5 children (15, 12, 9, 6, and 2 years of age). In his father's home, there are presently about 9 people. His father's house is on the public electric grid and their water is supplied by their own rain catchment system. They occasionally read the local newspaper, own a radio-cassette player, a VCR and monitor, and a small personal computer. They used to have a telephone, but had it removed because it was too expensive. They also have a refrigerator and a camera.

The respondent indicated that his father was educated through junior secondary school at the mission school in Beru before being trained as a nurse. Because he was working at the national hospital in Tarawa, he brought his family over from their home island. His mother never attended school but was a full-time housewife.

The interviewee indicated that he had done several years of primary schooling on his home island before his father brought him to South Tarawa where he finished his primary education. He did 2 years of secondary schooling at a private Church sponsored school in Majuro, capital of the Marshall Islands, because he did not have a chance to get placement in a secondary school in Kiribati. Afterwards, he returned to Kiribati and worked for a cooperative wholesale society in Tarawa as a shopkeeper for about 6 months. He then applied to work as a trainee technician with Kiribati telecoms. After 3 years as a trainee, he became a full technician. He indicated that he had also taken one year of foundation mathematics via the University of the South Pacific (USP) extension program to improve his maths skills. In the mean time, he continued to work for telecoms as a technician for 2 more years before he was sent to Fiji to attend the Fiji Institute of Technology where he received a diploma in telecommunication engineering after 3 years. He then returned to Kiribati and continued working at telecoms as a technical officer. Within one year he was sent to the UK for a short training course. Returned and continued working at telecoms. After 3 more years at telecoms, he changed jobs. After 6 months in his new job, he quit and went to Australia for training at the Institute of Technology. Following his completion of the 3 year diploma course in electronic engineering, he returned to Kiribati and started working in his present position as a computer lecturer at the Tarawa Technical Institute.

The respondent stated that his major motivation for studying (particularly in Australia) was mainly for upgrading his knowledge of technology. Another influencing factor was for better job mobility and promotion. Almost all of his studies were paid for through an Australian government scholarship program. Once he began his tertiary studies, he had no reason to suspend or dropout. While studying overseas, his largest problem was cultural. Australian culture and I-Kiribati culture were at time in conflict and this caused him some psychological discomfort and often led to confusion or misunderstandings (especially with regard to understanding Australian accented English and slang). However, he thought his largest problem was learning how to use the equipment he was being trained on since much of it was unfamiliar to him at the time.

He indicated that while he was in Suva, Fiji attending the Fiji Institute of Technology, he became exposed to the USP. His general impressions of USP were positive. As a Pacific regional university, it has been doing a great job in educating Pacific Islanders. However, his personal opinion was that there was not enough use of technology in teaching - mostly just lecturing and chalkboards. Also, instruction in technology was lacking -- too many Islanders have to be sent overseas for such training. He does think that USP and USP extension graduates benefit greatly from their experiences.

While he was taking one year of extension courses in maths, he did most of his studying at night in his home. As for the texts, he felt that they were reasonable. He mentioned that at the time he took the extension courses, he visited the USP Centre about three times per week to stay current in the course work. Generally, he was satisfied with the learning materials and resources at the center. He did have local tutorials two days per week with part-time lecturers. These tutorials were extremely helpful in his opinion. As for assignments, they were reasonable and the exams were hard but he felt equally reasonable. He indicated that he never attended satellite tutorials. However, he definitely believes that satellite based tutorials are an effective means of providing university level courses to a large number of students who may not be able to attend USP's main campus. In the future, the use of video conferencing would be more effective than the current audio only system. This may be very expensive, but he feels would be far more useful.

Overall, his impression of USP extension was positive and he feels that he benefited from taking such courses. However, he felt that there was not enough physical space to accommodate all of the students who wished to study at the USP Centre library.

Presently, he is definitely satisfied with his teaching position but he wishes the salary were a bit better. He would like to return to university to complete a BSc in computer science; perhaps in New Zealand. He does not have any plans to emigrate to another country, but he feels that he might if economic conditions in Kiribati become too difficult. Perhaps to USP as a lecturer in computer science.

INTERVIEW # 163

A 41 year old Kiribati male living on the main island of Tarawa. He is a Catholic. Now a senior civil servant in the education sector, he is a diplomate (DipEd) of USP and had majored in Education and Mathematics.

His primary and secondary education were both in Kiribati, at times on an outer island and after this he entered Teachers College on Tarawa. On graduation he commenced teaching and has been in this service until now, except for when he was at USP (1981 - 1982). His studies had been funded by a CFTC grant for a third world award. This had met all his fees and gave him a modest maintenance allowance.

His father, now 72 years old, had been a primary school teacher but he had had no formal teacher training. The training had been part of his secondary school work. His mother had attended a Japanese school during the war and had done only primary level. The interviewee is married with 8 children. His family of 16 lives in government quarters (a large 3-bedroom house). Apart from his wife and children, there are other relatives including a 22 year old sister. Rent is \$50.00 per month and is subsidised by the government. His annual income is \$6000.00 [AUD] and this is considered high - he holds a very senior post in the government hierarchy.

They have electricity and their regular water supply from the government pumping system is metered. Mail service is through the workplace. Media available are: a radio, radio cassette, and video while durables include a motorbike.

He had been motivated to study for upgrading his knowledge and has never experienced dropping out of school.

Initially, he had had problems keeping up with the work as his background had not been good. He had struggled. However, with extra visits to lecturers and many discussions, he had improved. He had found tutorials very useful and had allowed questions he had to be answered and clarified. He had found lectures too public and too formal.

USP's strong point was in its multicultural student body which gave him the opportunity to share and compare notes with others. He had found this helpful as he had been ashamed to ask his fellow countrymen but not those from other countries. The residential regulations were a drawback in his opinion. He had found them to be too restrictive, in particular those regarding alcohol on campus. He feels that students were not given the chance to drink as a "relaxing influence", as he had expected, being a mature student.

He had had a little experience of extension studies before going to Suva and in those days, the books had been "average and not self-explaining". He feels that perhaps the people producing the study materials then, did not understand about learning in English as a second language. Nowadays, the books are far superior and are self-learning. During his extension studies, he had had time to study at lunchtimes or after work. In general, he feels that to some extent, success in extension does help in getting a job.

His memories of the USP Centre in those early days were rather negative. The Centre was small (one room) and visits to the Centre meant listening to the Director talk to Suva and the answer to your question would only come the following day. However, the assignments and exams were all right and the fees were low. The administrative support was "just fine".

His major problem had been not getting his marked assignments on time and there was no time to check his mistakes before he sat the examination. Also, there were too many family worries which one did not have on-campus.

Nowadays, he has a high opinion of extension studies overall. The course materials are good and equivalent to a "teacher on paper", the Centre facilities are good and the staff very helpful. His one concern is that those on outer islands may not be getting this service. He is personally encouraging and selecting courses for their teacher trainees.

He is fairly satisfied with his job but feels that some of his courses are not fully utilised and he is only working in one of his three areas of expertise. He feels he is underpaid. He would prefer working in another section of his sector.

He would like to take up further studies in Australia where he had participated in a curriculum writing workshop and had attended three times (1973, '74, and '75) prior to going to USP. He has no intention of migrating but if the greenhouse effect really occurs, then he will leave. Otherwise, he just likes to stay. He had been confident that there was a job waiting for him while he was at USP.

Kiribati's most serious problem in his view, is that of the teacher shortage. There are about 10 teacher training graduates per year. Meantime, one teacher has to cope with 3 - 5 classes, especially on outer islands. Teachers would like to go to the outer islands because that is where they can save, there are a large number of schools in the "villages" which the government wants to combine, but the parents and communities are resisting this saying that they want to have their own school.

Regarding satellite tutorials, he is unsure about the technical aspects but is quite sure about

the benefits, that a system such as this would be highly desirable to improve communications with the outer island students. He believes that there used to be such a service at the USP Centre in the past and it was very useful.

INTERVIEW # 167

The respondent is a 25 year old female born in Kiribati. She is an ethnic Micronesian (I-Kiribati), a Kiribati national, resident on Tarawa (capital island of Kiribati), single and a member of the Catholic Church. She is a University of the South Pacific (USP) graduate with a degree in economics. Presently, she is employed as an assistant staff inspector with the public service division. Her main hobbies are sewing and listening to music.

She resides with her family in government housing with her 45 year old mother, 23 year old brother, 21 year old sister, and the respondent's daughter. Her father passed away when she was quite young. Her brother works as a general labourer and her sister is employed in the private sector. Their home is on the public electric and water supply and she receives mail through her work place. She and her siblings are regular readers of the local newspaper, own a radio-cassette player, a camera, and are thinking of getting a telephone but do not have one yet.

The interviewee indicated that she was uncertain of her father's educational background, but he worked as a policeman in Tarawa until his death. Her mother grew up on the outer islands and her marriage was arranged by her family, so she did not have any formal education but became a housewife as soon as she was old enough; though still quite young.

The respondent was born in Tarawa but when her father died the family returned to the outer islands where she did her primary schooling. She did her secondary education at a Catholic mission school. The first few years were in the outer islands. She then transferred to the mission school in North Tarawa for 2 years. She completed form 6 at the government school in South Tarawa on a government scholarship. She then went to USP, also on government scholarship, where she did her foundation year before beginning her degree course work in economics. After graduating with a degree in economics, she returned to Kiribati and found it difficult to find work right away. She waited about one year before a vacancy in the Public Service opened up and she was then employed in her present position. The respondent indicated that she is the only one in the family to have obtained a university degree.

She indicated that her major motivation for continuing on to university education was primarily for the credential but secondly for employment purposes. She stated that finding good jobs in Kiribati is difficult without a good education. She did not have any reason to suspend or dropout of her studies at USP; she was determined to move up and would not let anything get in the way. Personally, she felt that if she had had a few years of work experience before attending USP, she would have done better in her studies. The school and educational experience was good, though, and she had no real problems. However, she did express some discontent with some of the lecturers whom she thought were not sensitive to Pacific Islander student needs. USP was a

good experience and generally promoted a sense of the "Pacific Way" and cooperation and understanding among the students.

She stated that she did not take any extension courses. However, she definitely believes that, for those who were not fortunate enough to attend USP's main campus in Fiji, USP's Extension Programme provides educational opportunities at home. This allows such students to receive the benefits of higher education and they become eligible for pay increases for obtaining certificates from USP extension. She knows this personally because the Public Service division recommends and encourages its staff to do extension courses. Those who show promise after passing such courses also become eligible for further training overseas under government sponsorship.

As for her present job, she indicated that she is not really satisfied because the salary is so low. She is determined to obtain a promotion, even though the work would be more difficult, because the pay is better. Still, she thinks she would not be satisfied; she would like to become the secretary of the Public Service, that is her goal! She indicated that she would like to have more and better training in personnel management; at any institution. However, she expressed a desire to obtain a MA degree from a university in Australia under the Equity in Merit Programme, but she is also looking for other sources of funding. She also stated that she would not mind moving to one of the regional organizations in the South Pacific (South Pacific Forum or South Pacific Commission) and working there. She stated that it does not matter which organization she works for, just as long as it requires a posting outside of Kiribati. But, she also stated that she would like to stay in Kiribati and contribute to its development, but the salary is so low that it is discouraging. She believes that she could find a suitable job in Kiribati to meet her desires, but it may take time or require her to leave for a period of time.

She explained that her major discontent was poor training for her present employment. Except for one course, most of her education did not prepare her adequately for the requirements of her present job.

As for the problems faced by her country, she felt that (among many!) the scattered nature of the islands makes transportation and communications between islands very difficult - especially with the Islands on the far eastern side of the Pacific. To get from these islands to Tarawa, the people must go through Hawaii which is expensive and requires a passport. One should not have to go through another country to get from place to place in your own home country! Also, because of the scattered nature of our islands, it becomes difficult to monitor foreign fishing vessels in our territorial waters. She feels that the best way for Kiribati to develop would be a course that emphasizes self-reliance and equal education for all to be able to work as they wish. She believes that the most powerful resource of her country is the people and if emphasis is placed on education

in training the people to take advantage of their resources. Also, emphasis needs to be put on the outer islands to make life better for them.

She feels that her contribution would be in giving to her family first the benefits of what she has learned. Secondly, she desires to give her daughter a good education and a chance to get a better job in the future when she is ready -- she wants the child to have a better life than she herself has had. Also, she had been thinking of helping establish a small business to benefit her family members on the outer islands.

INTERVIEW # 171

The interviewee is a 23 year old male born in Kiribati. He is single, of Micronesian (I-Kiribati) ethnicity, was raised as a Catholic but is now a member of the Seventh Day Adventist Church. He received his Certificate in Teaching English as a Second Language (TESL) through the University of the South Pacific (USP) Extension Programme in 1990. Presently, he is a primary school teacher in South Tarawa, capital island of Kiribati.

He presently lives with his cousin's family in Tarawa. There are 6 people total in the household, including himself. The household is a mix of traditional and modern materials (thatch roof and masonite walls) has 2 rooms and a separate kitchen, is on the government electric and water supply, and he contributes some money to help with rent and utilities. He is a regular reader of the local newspaper and owns a radio cassette player. His parents live on one of the outer islands where he was born and are primarily involved in subsistence farming and fishing. The respondent indicated that he also has 3 sisters and 4 brothers; he himself being the youngest. His parents never went to school, being totally involved with subsistence farming and fishing and raising their family. His father died several years ago and his mother still resides on their home island living with one of his other brothers. The respondent indicated that all of his sisters are married and living on an outer island. Three of his four brothers are schooling to be seamen and work on foreign ships, while his other brother purchased land on another outer island and works cutting copra and subsistence farming and fishing.

He did his elementary education on his home island before going to junior secondary school on another of the outer islands run by the Seventh Day Adventist Church. He did this because his home island only had an elementary school. He then transferred to the Government Secondary School in Tarawa to complete his senior secondary education. He then went to Tarawa Teachers' College where he spent 3 years. It was while at the Teachers' College that he began taking the USP extension courses in foundation and TESL as a part-time student. While at the Teachers' College, the government supported his USP extension courses by paying his tuition. Room and board was also provided at the college. After finishing his 3 years training at the Teachers' College, he was employed as an elementary school teacher in a government run elementary school (a job he still holds).

He said that one of the reasons he went on to Tarawa Teachers' College even after passing his form 6 exams was financial constraints. Because he could not afford to continue his education without assistance, he entered Tarawa Teachers' College to receive further training while his room, board and tuition were paid for by the government. He further indicated that his primary motivation for taking the USP extension courses was for self-fulfillment and a desire to further his education in hopes of better employment some time in the future. Also, competition with some of

his friends who went on to university was another reason for taking the extension courses along with his regular courses at the Teachers' College; he wanted to demonstrate that he was just as competent as they are. The Teachers' College was the only way for him to do this since his family could not afford it otherwise. He also feels a strong sense of wanting to contribute to his country's development.

His typical day starts very early in the morning when he goes to work in the fields. After breakfast he takes an early bus to the primary school where he begins teaching at 8:00 AM. He teaches until around 1:30 PM when school is dismissed and he takes a bus home to have a late lunch. After lunch and a brief rest, he begins working on the next day's lessons. After finishing his lesson preparations, he either plays tennis or helps out around the house doing outside chores. The entire household usually has dinner around 8:00 PM after which he rests for about half an hour before doing his USP extension courses. Sometimes he does this until around 11:00 to 12:00 at night before finally going to sleep.

When he finished at the Teachers' College, he took over paying his tuition for the extension studies. However, the Kiribati government will reimburse, for government employees through the appropriate ministry, the tuition for all students who pass their courses. His only discontent with USP Extension Studies related to time problems due to his working or taking courses at the Teachers' College left him little time to study. He also mentioned that he had some problems with the course materials not arriving on time, or the lack of a local tutor to assist with some of the more difficult readings. He stated that if there were other materials that were added to assist with the course, such as video cassettes, it would help a lot, especially when there is no local tutor. However, he feels that graduates from USP Extension Programme will definitely benefit in obtaining jobs or promotions because the Kiribati government has stated that these are the people they are looking for to employ or promote.

He indicated that he did most of his studying for his extension courses at home during the late evenings and on weekends. Only occasionally did he study at the Extension Centre. Besides the provided course materials, he also accessed the library at the USP Extension Centre and at the National Library. Regarding the course texts, he felt that the wording or language was sometimes difficult to understand (he frequently had to re-read several times with a dictionary in hand!).

He frequently visited the USP extension center to do research for his assignments or to just sit and read in a quiet environment; especially during the weekends. He said that he was reasonably satisfied with the materials and facilities of the extension center. However, he felt that there could be better use of alternative media of instruction (such as video tapes) and some more up-to-date reference books which would make doing courses easier. With regard to tutorial sessions, he indicated that his extension courses rarely had any local tutors. The satellite tutorial he

had on English literature was useful, but the rest of his extension courses rarely had any tutorial meetings. There are some local tutors for courses that have more than 5 students, but frequently he was alone in a particular course and therefore had no local tutor. He felt the assignments were on the whole "good." His only complaint was the tardiness in the return of marked assignments; this presented a big problem for many students besides himself, especially as examination time drew closer! As for the exams, he felt that they were fair, but wished that they were given some guidelines on how to take such exams so the extension students knew what was expected of them. Not just the format of the exam, but a content review which points out the main or important points which the students should be sure they understand prior to taking the exam.

He only had one course which made regular use of satellite tutorials and he attended a few of the sessions when he could. Generally, he felt that it was very useful to be able to talk directly with the instructor who marked his papers! However, he felt that the particular topic of the satellite tutorial (English literature) was not of primary interest to him. Perhaps, if it had been on a topic which he was personally interested in, he would have gone more out of it. He thought that satellite tutorial sessions were a good idea and should be promoted for all extension courses. The condition of the signal was good, though some times accents and pronunciation differences made it difficult to understand what was being said.

The respondent indicated that his participation in the Extension Programme provided him with the necessary credentials for not only promotion, but also to contribute to nation building in Kiribati through his teaching of English to the next generation of I-Kiribati. He also indicated that one of the direct results of his having taken the certificate in TESL he has improved his teaching techniques and the students seem to enjoy learning English much more than before.

Presently, the respondent indicated that he is not quite satisfied with his present job. He enjoys teaching very much, but the classrooms and the teaching conditions are not very good, making it difficult on teachers who are overloaded. Also, compared with the workload, the salary is not so good either. His goal is to continue on with teaching, but not at the primary level but perhaps at the college level in Kiribati. He stressed that in order to meet this goal, he would like to further his own education, perhaps at USP in Fiji and he has applied to do this; he is waiting for word from the government to know whether or not he has been selected - he feels confident. He hopes to get his degree in education and return to Kiribati to teach at the Teachers' College. He further indicated that he has no intention of emigrating or working outside of his own country. He feels that after he returns with a degree in education, he could eventually get a job at the Teachers' College but it may take some time until a position opens up for him. However, he feels that he could be employed in education upon his return regardless of whether or not he could be employed at the Teachers' College. Also, in Kiribati there are now many people returning with degrees, but the opportunity for employment is limited so competition is high. Because of this, some leave for

other countries.

Presently, he feels that the lack of educational opportunities is a major problem in Kiribati because many of the young people have difficulty getting into secondary school as it is very competitive for the limited number of places and there are few jobs for them. For those who have degrees or skills but cannot get good wages in Kiribati, migration has become one solution, with many trying to get employed in the Marshall Islands or as seamen. Very few can get employed in Australia or New Zealand. He feels that one way of improving the situation in Kiribati is to educate people not only for employment, but also for improving their means of subsistence living. Education is not only for white-collar jobs but also for personal self-fulfillment while succeeding in subsistence living in your own country.

INTERVIEW # 173

This is a married, 25 year old I-Kiribati male preparing to graduate in October when the USP Council meeting and local Graduation occurs. He completed his programme (Diploma in Law Studies) in Semester One 1991. He is now taking a break from studies. He had entered the programme in 1988.

He had completed primary and secondary education here in Tarawa having passed School Certificate at one of the high schools then transferring to attend Form VI in the senior government high school. He was in the science stream. When he did not win a scholarship award, he left school and became an apprentice mechanic. He soon changed his mind and left to join the police force where he is still working. He had first enrolled in the second semester of 1988.

He lives with 6 others - his wife (also 25), their 2 year old daughter, his parents-in-law and brother-in-law, and his uncle. They are in a government house. His parents live in another village. When they had married, he had agreed that they would live with his wife's family as there was no one else to look after her parents, while he had other siblings to look after his parents. [The custom is that a man normally takes his wife to live with his family] He is providing financial assistance to his parents however. His wife is also a civil servant. He believes that his qualification will definitely assist him in gaining a promotion. Income for him and his wife is around \$100.00 AUD a fortnight.

Facilities they enjoy include electricity, tap water, and mail through the post office. Media include a newspaper, radio, radio cassette and camera.

His daily routine is as follows: At 6.00 he rises and then breakfasts at 7.30. Work is from 8.00 until 4.00 then he goes home to help his wife with the domestic chores, e.g. cooking, washing and feeding the pigs. Lunch is usually at 12.00 noon. Occasionally he works late. In the evenings, he studies until 10.00 and then retires to bed. His hobbies are jogging and playing soccer (he is a member of the office team).

He was motivated to study for promotion and to improve his knowledge as well as for self-fulfillment. He feels that USP extension will definitely assist in job promotion but there are other aspects that are considered: for example, how respectful and how good and disciplined he is, not just how clever. He studies at home or the Centre (twice a week), or at work after hours. Normally he does three hours in the evening and this is quite sufficient. He has sometimes found the course difficult to understand particularly in the language (words) used. Most of the information he needs for his course is from the course materials but sometimes he uses library resources. He is satisfied with his learning conditions. Tutorials are once a week and he has had no difficulty with these. He

also has had a local tutor and often uses the local language to clarify a point. His assignments are all right and he finds that what he learns assists him in his job. He often seeks advice from those higher qualified than he is. The examinations are also all right. His one major complaint is about the late return of the marked assignments which do not allow him a chance to rectify his mistakes before he sits the finals. When they had been part of the satellite tutorials, he had found that compared with local tutorials, these were useful as they could ask questions of the professor instantly. However, at times, he could not understand the professor and so he preferred the local tutorials. Satellite tutorials also allowed interactions with students from other countries.

He aspires to further studies - a degree in law. But he believes that his diploma would certainly be essential for promotion. He feels that part time study is insufficient and many distractions occur. He firmly believes that the extension programme provides education to those who are unsuccessful in gaining awards to study overseas and others who for some reason or other, cannot leave the home country. His government gives compensation to those who are successful. He is satisfied with his present job to some extent but he is interested in the broader aspect of justice, not just the criminal aspect of law. He intends to take up further studies either at USP or at UPNG and has already applied for a scholarship award for this purpose. He thinks UPNG is better because they offer a law degree. He is aware that USP is offering law degrees starting 1993.

He has no intention of working anywhere other than Kiribati and is confident that he will find a suitable job when he returns from overseas study. His current job gives him a few frustrations like having to be "smart" all the time, e.g. polished shoes, hair cut, clothes to be extra clean and if not he will be disciplined. His salary is too low he feels.

His country needs modernisation he feels, particularly to upgrade the infrastructure. He feels that the way to develop his country would be to increase education especially in primary schools and his contribution would be to do his job properly. He does like his job so he will stay on even if he is not promoted. But the idea to leave does occur sometimes.

In his view, satellite tutorials are very useful not only for the instant feedback but also for the interaction with those from other countries. He knows that there might be a reluctance to talk to the microphone as there is a feeling that other Pacific islanders might scorn the English that is spoken. However, he feels that once one is used to the system, it is easier to speak. He feels that the Solomon Islands and Fiji students are very smart in the discussions. When the professor uses simple English, he likes this. He did not know of any follow-up correspondence between students who had participated in satellite tutorials together.

INTERVIEW # 174

The respondent is an 18 year old female born on Banaba (Ocean Island), Kiribati. She is an ethnic Micronesian (I-Kiribati), a Kiribati national, resident on Tarawa (capital island of Kiribati), single, and balances herself between Protestant and Catholic church attendance -- her father is Protestant and her mother is Catholic and the children must satisfy both! She is a University of the South Pacific (USP) Extension student taking her form 7 courses and hoping to eventually obtain a Certificate in law. She and several friends at USP Centre also operate a small business (second-hand clothing and bakery sales) to make enough money to cover their tuition; strictly on a part-time basis.

She resides with her family in a "western-style" house owned by her father and mother. They are about fifty years old. She has an older sister (22 years) studying economics at USP's main campus in Fiji on a government scholarship and a younger brother (10 years) who is in primary school. The family home is on the public electric and water supply (though they also have their own water catchment system) and they receive mail through her father's work place. They are regular readers of the local newspaper, own a radio-cassette player, a VCR and monitor, a camera, and a telephone. Her father also has a car and their house has a refrigerator and washing machine.

Her father is a career government worker (presently, Secretary to the Cabinet) and finished secondary schooling in Kiribati. He also obtained some training overseas on several occasions but the respondent was unsure how far or for what purpose. Her mother went to a Catholic mission school through form 3 and now, besides being a housewife, runs a small business making dresses and doing some catering.

The respondent did her primary schooling in Tarawa and most of her senior secondary schooling also in Tarawa. She was, unfortunately, suspended from secondary school for one year and worked as a court clerk during that time. She then returned to secondary school and finished form 6. Presently, she is doing her form 7 via USP extension.

She indicated that her main reason for taking extension courses has been for self-fulfillment. She pays for her own tuition mostly, but she has received some assistance from her parents. She began taking a few courses when she was working as a court clerk but suspended taking any more courses while she finished form 6. She has now begun full-time taking her form 7 courses. Her major problem with her present course of study is the lack of local tutors or satellite tutorials for her courses and when she has had tutors there are no tutorial sessions on Saturday (which she thought would be much more convenient to many people). Even though she has been busy with the business, she stated that she does have enough time to do her studies. However, she relies primarily upon the texts and/or course materials rather than seeking out alternate sources of

information. She finds these materials to be good, but she has had trouble with some texts not showing up in time and forcing her to drop some courses. She also complained that the assignments do not always return to the students in time for them to see and learn from their mistakes before having to take exams. This results in the same mistakes being repeated on the exams. She sees this as a big administrative problem and a weakness of the programme. She feels that USP extension graduates do benefit to some extent from taking such courses in terms of pay increases or finding better jobs.

She visits the USP Centre almost every day and finds the facilities to be good. However, sometimes the staff are not so helpful and blame USP Suva for the problems. The course materials are good, though at times use difficult English terms without adequate explanation. The courses she has had in the past which had tutors were very good and she learned a great deal from the tutorial sessions. The assignments were straightforward and understandable and the exams were good; no surprises. She indicated that she has never taken a satellite tutorial but thought that they could be useful.

She is hopeful of obtaining a scholarship in order to continue her studies. She indicated that any place that offers a degree in law would be "OK" but she would like to go to an Australia or New Zealand university. After graduating with a degree in law, she would like to return to Kiribati and work for the government or in private practice as a lawyer. Other than going overseas for her education, she has no desire to emigrate or work overseas. But, she stressed that she is young yet and may change her mind in the future. She is, however, not very certain if she could find a suitable job for herself back home after finishing her schooling. Some people tell her that there are already too many people in Kiribati with legal training and that she should study some other discipline. She is undeterred. She believes that if one is to pursue their career goals, one will no doubt meet with some obstacles. She is determined to overcome such obstacles.

As for the present problems faced by her country, she feels that many problems arise from lack of employment possibilities for school-leavers. Also, the country is small and resources are limited which creates problems for development. These problems have resulted in law and order problems as well. She feels that she would like to see Kiribati be a peaceful and contented country, living within its means and providing for its people. She feels that she could contribute to this development in her country by becoming a good lawyer and promoting good laws.

INTERVIEW # 175

The respondent is an 25 year old male born on Marakei, an outer island of Kiribati. He is an ethnic Micronesian (I-Kiribati), a Kiribati national, resident on Tarawa (capital of Kiribati), married and a member of the Catholic church. He is a graduate of the University of the South Pacific (USP) Extension Programme having obtained a diploma in accounting. Presently, he is employed as an accountant at the Kiribati Housing Corporation.

The respondent and his family live in government housing in Betio with a household size of 8 persons; himself, his wife, 2 children, those cousins and his wife's mother and 3 cousins. His wife works as an elementary school teacher. Their home is on the public electricity and water supply and he receives mail through his office. The occasionally read the local newspaper, own a radio-cassette player, a VCR and monitor, and a refrigerator.

His father was educated through senior secondary school before attending the teachers' training college. He then worked as a primary school teacher. The respondent's mother had some junior secondary schooling and was a housewife.

Because his father was a primary school teacher, the family travelled around Kiribati to the different schools he was posted to, so the respondent did his primary education NB on several islands including Tarawa as well as Nauru. The respondent indicated that he did 3 years of his secondary schooling at a Catholic mission school on an outer island. He then went to another private secondary school in North Tarawa and then finished his final year at King George V (Government) Secondary School. After graduating from secondary school, he went to work for a non-governmental development organization based in Tarawa. He worked in this position for about 3 years after which he resigned his position to attend a special training programme offered through the Tarawa Technical Institute. While he was working for the NGO, he began taking USP extension courses, suspending his studies while at the technical institute, resuming again after completing the course. After one year, he received his certificate in accounting and was employed as an accountant for the government. He was in the position for less than one year before he transferred to his present position.

His motivation for continuing his studies beyond secondary school focuss primarily on the credentials and the ability for promotion or better employment that such credentials provide. NB, the respondent indicated that he was NB motivated by a desire for self-fulfillment and enhanced social status. While he was attending USP extension, he was a self-supported student paying his own tuition. His largest discontent with his extension studies related to the short time spent on lectures or tutorials; only 1 hour per week was just not enough. Extension students have to rely on their text books and other course materials for their learning. Whereas self-learning is good to

some extent, good tutorials for more than just 1 hour per week would have been much more beneficial in his opinion. However, he was generally satisfied with his USP studies and felt that graduates from USP extension definitely benefit in terms of job promotion or better pay from having taken such courses.

He indicated that he did most of his studying at home in the evenings after everyone had gone to sleep or on the weekends. Occasionally he did his studies at USP extension before tutorials. He felt that he did have enough time to study but sometimes his time management was not very good. He also indicated that he visited the USP extension a few times but that he mostly relied on his course materials for his studies since alternate texts on accounting were difficult to find. Generally, he was satisfied with the conditions of the learning materials, books and staff at the Regional Centre, although sometimes the texts were not very clear lacking "concrete" examples to illustrate concepts.

Apart from his earlier problem with too few tutorial sessions or tutorials of longer than 1 hour duration, he found them to be useful. However, he was quick to point out that some of the courses lacked a local tutor which made it very difficult. Also, on a few occasions they experienced difficulty when tutors were changed in the middle of the course. He did once attend a satellite tutorial session before the equipment needs spllting. He felt a bit nervous in using the facilities and the students did not have time to become comfortable with the equipment before it needs spllting.

He mentioned that he found the assignments and exams to be good. As for strong points of USP extension, it gives a chance to students who could not study overseas. A weak point is perhaps the issue of tutorial arrangements; just not enough contact time between tutors and students.

He commented that he is not quite satisfied with his present job. This is due mostly to the low pay. Also, he indicated that he has plans to continue moving up in employment within the same field; i.e., accounting. He indicated that he would like to complete his education toward a degree in accounting. He has applied through the appropriate channels and is awaiting a reply for scholarship funding to do his studies overseas. He would like to attend USP's main campus in Fiji, but he indicated that any university that offers a degree in his discipline would be good. He does not have any plans to emigrate to another country. However, he was quick to reply that if given an opportunity to take a good job overseas he probably would. He does believe that he has very good opportunities for suitable employment in Kiribati and he would be qualified for these positions if he were to complete his degree.

He believes that one of Kiribati's main problems is the lack of skilled personnel in the kind

of fields that Kiribati needs. This is in part related to the education system which is not capable of educating all the students to the level they desire. Education should be stressed as the main way of developing Kiribati's human resources to provide the skilled personnel to allow Kiribati to better develop. With a growing population and limited job opportunities, many people have come to depend on education to broaden their chances for employment not only in Kiribati, but also overseas.

INTERVIEW # 177

This is a 40 year old Tongan male. He entered the extension programme in 1989 to commence a degree (BA) in Management/Economics and is aware that he needs to go to campus to complete. He has completed his 100 and 200 level courses and is now applying for a scholarship to enable him to do his 300 levels on-campus. He is of the Methodist faith.

He works as a lab technician and his wife is a microbiologist. Income is \$28,000.00 per annum. They have two sons (2.5, 1.5) and they live in Nukualofa. His brother, an economist with the Ministry of Agriculture, stays with them. In their home, there is electricity, water supply, a refrigerator, washing machine, radio, radio cassette and a camera. They own a car, and he buys the newspaper weekly.

His parents have both reached secondary school and live in Vavau. His father is a farmer while his mother is occupied with house duties. The interviewee himself attended primary school in Vavau but secondary school was at Tongatapu. In 1971 and '72 he did odd jobs; NB from 1973 till 1977, he was at the Queensland Institute of Technology in Australia. Further training was at the Institute of Public Health in Wellington, New Zealand ('77-'79). He has 6 sisters and 5 brothers.

Each day he rises at 6.00am, breakfasts, then takes the children to his in-laws' home, before going to work which is from 8.30 till 4.30pm. Between 4.30 and 8.00 he has recreational activities or family commitments then from 8.00 till 12.00 he studies. At 12.00 he goes to bed.

He was motivated to study to have something to do. His tuition is self-financed and he has not dropped out at any time. His main study problems are financial as he finds the textbooks very expensive.

USP's strong points are that it offers courses to those who cannot come to campus and the courses are cheaper compared to Australia and New Zealand. The drawback is the location of the Centre - he feels this should have been more central.

The USP courses/programmes are recognised by Tonga and success means an increase in income. Therefore, USP studies are certainly beneficial.

His studies are carried out in his sitting room after his children have gone to bed. He feels he has enough time to study and that the course materials are "excellent in that everything is laid out". The assignments certainly assist him in understanding the course work and he has no complaints about them or about the examinations. He visits the Centre about once or twice a week. He feels however, that the tutorial sessions are "a waste of time as there is not enough time to

discuss each student's questions". There are no satellite tutorials for his course and so he has no such experiences. Centre administration is good and he has no complaints.

He is satisfied with his job and he feels that his extension studies have given him personal satisfaction and increase his interests. In future, however, he would like to change jobs after completing his degree as he feels he would like to work in a different workplace from his wife. He would like to go for further studies at USP in order to complete his degree. But he has no intention to migrate because he wants to bring up his children in Tonga though he does want to visit overseas countries occasionally.

He does not have any problems in his life. He also does not think that there are any problems in Tonga, either political nor economic. He would like to see the development of youth matters and recreational activities in his country. He feels he can contribute by being a youth leader or in any way he can.

He firmly believes that satellite tutorials would advance learning in the Pacific as they would enable direct communication between USP Centres and it would be more effective than local tutorials.

INTERVIEW # 185

This is a mature female 33 year old student (inservice) enrolled for a BA majoring in Maths and Accounting. She is an I-Kiribati (Micronesian) and was working as a secondary school teacher before enrolment. She is a Protestant. Now residing in Fiji, she is housed on the Laucala campus of the university, with her husband and three children, in the quarters for married students. Her household includes two secondary school students. Their quarters are a 2 bedroom self-contained flat. She has access to the USP Library, media unit, Computer Centre, a bank and shops. Though she reads the newspaper, she is not very keen to do so. She has a radio, a radiocassette, computer (at the USP Computer Centre) and a public telephone. Back home in Kiribati, she had a pedal bicycle, but no car. Her current house has a fridge, gas stove, washing machine and she owns a camera.

Her husband is three years older and is at home - he trained as a seaman, with further training in China. His activities are mainly fishing and toddy-making - that is, she is the main breadwinner of the family. Her children are 21 years (an adopted daughter in Form 6), 6 years (a son in primary school) and 5 years (a daughter at Kindy).

The interviewee attended secondary school at the main Kiribati secondary school then USP for the Preliminary, and Foundation and commenced a BSc programme. She was unsuccessful in the latter and so she went back home. She returned later to study for a Diploma in Science but did not like the long laboratory hours so she changed to the Diploma in Commerce programme. In 1982, she gained a Diploma in Mathematics and Commerce after which she returned to Kiribati and taught for six years.

Both her parents are I-Kiribati and her father received education at primary level while her mother was unsuccessful at school. Her father then worked on Ocean Island in the phosphate mines, and on Christmas Island in copra, and returned to take up fishing. Mother took up home duties.

Her monthly income for teaching is around \$450.00 (F) but she is also receiving the student maintenance allowance of \$530.00 a semester. Altogether, her income is about \$7230 gross and she finds it difficult to cope at this amount because she has many commitments. For example, there are many visitors to her quarters, she donates to her brothers' and sisters' fees, (approximately \$30.00 weekly) and she sends home usually \$100.00 per term. She also pays for her sister's husband's theological college fees of \$850.00 per year. In 1990, she sent home approximately \$1000.00.

Her daily routine starts at 5.30am. She rises, makes breakfast and children's lunches before

they leave at about 7.00am. Then she tidies the house, and goes to lectures. She currently has a job at the Computer Centre from 9.00 - 11.00am, daily except Friday. After this she goes to lectures. In the evening, she washes the children, cooks the evening meal, then after dinner she may go to the library to study or do her assignments. She sometimes works until 1.00am.

Her hobbies are cooking, sewing, and sports - volleyball and basketball.

Asked how she won her award, she stated that she was selected. Her main reason for studying is to increase her income and helps in her job promotion. She added that she had been motivated by looking at her friends. She is sponsored by the New Zealand Government.

INTERVIEW # 186

This interviewee is a single male Fijian extension student who is unemployed.

He lives at home with seven other family members - mother, sister and her husband, and three brothers. All work except his 48 year-old mother who is a housewife, himself and his youngest brother (11 years) who is at school. His father has passed away. All members of the family have had at least secondary level education, except mother and young brother. Before he died, his father was in a senior management position. One of his brothers and his sister are teachers, his brother-in-law is a policeman and one other brother is a government office worker.

Home is a 3-bedroom European-style house which has the normal piped water supply and electricity. Amenities include a fridge, radio, radiocassette and telephone.

His daily routine starts at 7.00am when he rises, washes and has breakfast. From 9.00am to 12.00 noon he studies then lunches until about 2.00pm when he resumes studies until 3.00pm. After this he plays sport - volleyball or rugby until 6.00pm when he participates in a family tea. At approximately 8.00pm, he does more studies and goes to bed at about 10.00pm. His hobbies include playing sports, gardening, and reading (action novels).

After secondary school, he had a stint at casual work as a salesman in a bookshop but found this unsatisfactory as it was not challenging enough. He then opted to study by extension so he could obtain some qualification. He feels this would enable him to find a better job. His studies are being paid for by his family. He studies in his bedroom so there is privacy but he finds that family commitments do disrupt his study periods - this is the only problem he has with his studies. He firmly believes that his USP studies will give him a good chance for a better job.

This student has a high opinion of USP - saying that USP is a well-respected institution. Overall, he is satisfied with his studies, the USP Centre, and the study materials. Indeed, he stated that his Centre is very helpful and the study requirements e.g. assignments, fair and reasonable.

Asked about his future plans, he stated that he wanted to secure an office job preferably in the Lands & Survey Ministry, though anything in government would be all right. He definitely has no intention to work in another country as he would like to contribute to the development of Fiji by working for the government where he is confident he would find a suitable job.

He is of the opinion that Fiji has political problems related to the constitution and also, that imports are insufficient to satisfy the demand. However, he feels that his country could continue to develop by taking advantage of regional cooperation and wise selection of foreign aid. Finally, he

believes that satellite tutorials would be useful for students living away from the Centre, as a medium for dissemination of information, overcoming the need to visit the Centre.

INTERVIEW # 188

The interviewer is a single, 23 old male Fijian enrolled in the Diploma in Legal Studies (extension) programme. He is a Christian (Catholic). He lives in Lami with parents in a 6-room double-storey concrete house. He has his own room. They have a radio, radio cassette, video, telephone, and a car. Mail comes to the post office box.

There are 14 family members at home - father, an accountant, has had tertiary education; mother, a personal secretary, who has had secondary education; a 30 year old brother in the Army and his wife and child; a married sister working in USP library and her four children (9, 7, 4, 3 years); an older (25 years) brother, who is a fisherman, two other brothers (18, 14 years) and a sister (17) in the Foundation Programme.

He had little experience prior to entering university. In 1985, at the end of Form 6, he won a scholarship to study for two years at the United World College in Canada. On his return in 1989, he did the Foundation Programme but then switched to law in 1990. In 1987 he experienced life in U.S. where he did part-time manual labour.

The total family income is about \$60,000 per year.

His daily routine starts at 7.00am when he rises, breakfasts and then leaves for USP at about 9.00am and stays until 10.00pm when his sister finishes.

Then they go home together. If he has no classes (tutorials) he stays at home, looks after the children and reads most of the time. He normally has lunch at about 12.00 noon.

His hobbies are playing basketball, soccer and reading. Gaining a qualification has been his motivation to study.

Problems with his studies are that he has no direct communication with his teachers, ie, classroom experience; he finds the standard of reading quite high and there is no-one to ask if he cannot understand, though usually the readings are alright; and the distance he has to travel for tutorials are a nuisance. (It takes 45 minutes to 1 hour to travel).

He feels there should be more tutorials instead of once a week but he suspects that is due to staff shortage.

He feels USP's strong point is the multi-cultural nature of the student body and that the interaction between different students is a learning experience in itself as there is learning about

different life styles. However, he feels that USP does not accommodate students undergoing culture shock and there should be more counselling services for students with problems. Further, he feels USP does not consider those trying to learn in English which is not their first language.

He studies either in his room at home where he has a table and a good light, or in the university library at least three days a week, usually for a literature search for assignments. He does not study with other students.

On course materials he stated that they are quite helpful and he has been able to ask his tutors for clarification at times on satellite tutorials. He has found these tutorials quite helpful and has managed to submit his assignments on time. He feels that the examinations have basically covered what is in the courses.

He has heard some complaints about Extension Services but he said that considering the large number of students that the staff is doing very well and the work they do very good.

He feels that advantages of extension studies are that one is able to study at a distance so that those who cannot afford to come on campus can stay at home and study from there; gives a lot more people the opportunity to study university courses. He thinks its a good idea to study at a distance and governments would not have to spend too much.

The disadvantage he sees is that tutors are difficult to access and the student finds it hard to solve difficulties.

He intends to become a lawyer and he also plans to do further studies. He will get his diploma and then do a degree so he can achieve his goal. He will go to Australia for degree studies because USP does not offer a law degree.

He does not wish to emigrate - he wants to practice law here in Fiji and is confident he will find a suitable job in his country, on graduation, if not for the government, in private practice. If he does opposite sense emigrate, it will be for the money.

He feels that the worst problem Fiji faces is the high unemployment rate and hopes this will be reduced when the new government comes in next year,.

He believes that the most suitable way for the country to develop is to place a lot more emphasis on developing resources related to agriculture and other land use projects.

On his role in the development of Fiji he feels he would, in his capacity as lawyer, work on

freedom of speech.

He firmly believes that satellite tutorials are useful in that they give students the opportunity to be in touch with tutors though if you are an extension student, this is not often. He would like more interaction and participation.

INTERVIEW # 192

This student is a 20 year old male Fijian enrolled in a BA with an Accounting major, mainly to improve his knowledge. He lives in Suva and is a third generation Chinese in Fiji. (Grandparents came to Fiji in 1930). In 1986, his father passed away and he now lives with his mother, aunt and younger brother. He has a part time holiday job as a credit controller in an accounting firm.

He had both primary and secondary education in Fiji and has also had some computer training. His father went to primary and secondary school overseas and had a trading company. His mother took over the company on his father's death. He was motivated to enter school for employment, more knowledge, a better standing in the community, a desire to learn, and to help improve the national economy.

His mother pays for his tuition. He had been offered an award but did not take it up because the rate of repayment meant it would cost more.

In the initial years of his academic life, he found that the workload was too heavy but in the later years, he felt that the drive was not so intense and the pace slackened somewhat. He had had difficulty understanding some of his lecturers because of the poor spoken English.

He feels that USP's strong point is in the multicultural aspect of the student body. In addition, most of the lecturers are very good. He feels that USP is static and there needs to be some expansion on the amount and variety of programmes, to meet the growing demands for education. He did not know much about the extension studies programme.

He hopes to become an international financial manager and go for postgraduate studies in economics and international management at Harvard or Stanford or the International University of Japan. He has applied for a place at these universities. On completion, he would like to return and study at home as he has no intention to emigrate, because he feels that he has all the chances to develop and that Fiji needs human resources for its development. If he cannot find a satisfactory job, he will set up his own company.

He is interested in "breaking down social barriers" between Fijians and Indo-Fijians. He feels there are problems because Fijians and Indians need to work together. In his view, Fiji has relied too much on other countries e.g. New Zealand and Malaysia, and has not been successful. He feels that Fiji needs to find a good model for financial management. Further, the education of the people needs improvement. He intends to teach after he graduates and has gained practical experience in the practical side.

INTERVIEW # 194

This interviewee is a 47 year old Fijian female of the Methodist denomination. She lives in Suva, is studying for a degree in Education. Her first programme at the USP was a Diploma in Guidance and Counselling. Prior to this she was business of a nurse after secondary education up to Form 4. She enrolled in the Diploma because it was relevant to her job - she was a Counsellor at the Family Planning Unit at the hospital. After gaining her Diploma, she resumed her job for a year. While doing her first programme, she was motivated to do more studies and she enrolled in extension courses in 1988, 1989, 1990, and 1991 but could only afford to take one course per semester.

Her diploma gained her a promotion to be National Counsellor and she had an office in town. She is now a youth worker where she is involved in counselling unemployed youth and assisting them to secure jobs. She is involved in projects with this aim - that is, career expo, business e of as sex education.

She is married, with two children - a girl (15 years) and a boy (11 years). Her household includes her husband, children, a nephew (21 years), and a niece (15 years). Her husband is a retired civil servant and is now working for the Army making use of his printing trade skill.

Their combined yearly income is about \$24,000 gross. Though she was born on an outer island, she grew up in Suva where she attended primary and secondary school. After Form 4, she began training for nursing at the Fiji School of Nursing and was there for three years until 1964. On graduation, she was posted to an outer island and for the next nine years she was in three different postings and then in further training for six months in Community Nursing, in New Zealand. She next did another post-basic course, this time in midwifery, after which she joined the family planning unit.

Her parents are both Fijians and both had primary level education. Her father was a hospital warden housewife ; they have a car, and they read the newspaper regularly. She also reads women's magazines, for example: The Australian Women's Weekly and "The New Idea".

She has also been involved in the AIDS Advisory Committee and receives an international newsletter about AIDS. She has a radio, radiocassette, video, and a bicycle for the children.

Her reason for studying is to gain more information and knowledge to assist her in her work.

Her daily routine begins at 5.00 am when she rises, cooks breakfast and prepares lunches

before she leaves home at 7.30 for her office. Work is from 8.00am till 4.30pm. After work, she attends to the family dinner until about 8.00pm after which she helps the children with their homework. Sometimes she has meetings straight after work, for example as a member of her children's parent & teachers association. At around 9.00pm, she studies, or at the weekend after the domestic chores. Study space is the office or the dining table at home. She normally goes to sleep between 11.30 and 12.00pm. Her hobbies are reading (magazines, newspapers), and gardening (she is a member of the local horticultural society).

She feels that extension studies definitely help in getting a job. She has visited the Centre regularly from when she registered, and goes during the semester when she hands in her assignments, asks questions, and attends tutorials. She is satisfied with the course materials. Because she was out of Suva, she received her materials late but she caught up. She looks forward to tutorials, feels that assignments are reasonable and her last examination was enjoyable because the questions were on what had been taught. She feels that Extension Studies is useful for all the reasons outlined in the questionnaire.

She is quite satisfied with her life right now but does hope to get into business or become a welfare officer in a private organisation. She believes that the strong points about Extension Studies are that it assists people like her to continue studying where they are without having to come to campus and that it is open to anyone to enrol. A weakness is in the dissemination of information from the Centre but she thought this may be due to the distances involved. She stated that she would like to go to another country to study. She feels that satellite tutorials are effective for learning.

INTERVIEW # 195

This is a 21 year old single female Cook Islands student studying for a BA degree, full time. She is in her second year and expects to graduate in 1992. She belongs to the Christian faith. Currently she lives on campus but at home there are five people - her father (46), mother (44) and three brothers (20, 19 and 14).

Her father is a very senior civil servant and her mother is a teacher by profession but now holds a senior administrative post in a school.

Of her brothers, the oldest works in a semi-private organisation while the second is a civil servant. The youngest is at secondary school. Both parents have had up to senior secondary level education.

Prior to enrolling at USP, she had no work experience except for holiday jobs which were in government offices, e.g. Education Department. She is now on a government scholarship (FTC award). Although she has been to most of USP she had never been to Fiji before and she had to adapt to this quite different environment. Her home has a regular water supply and electricity.

They have a car, video and TV, radio, radio cassette, camera, fridge and washing machine. They have a Post Office box for mail, TV in English, many programmes from NZ and a couple in the mother language.

She rises at 7:00 am and breakfasts at 8.00am. Between 9.00 and 6.00 she has classes. She studies in the evening and goes to bed at about 12 midnight.

She feels that USP's strong points is in its lecturers who are very nice and helpful, while the weak points are in the poor habits of some students, the uncomfortable furniture and the incessant rain in Suva.

She feels that to some extent, USP Extension studies does help to secure jobs. She knows many extension students and that some have given up. There is a policy at home that the salary is increased if one passes one's course. However, in some cases, this has not happened and disillusioned friends have given up.

She plans to teach on graduation but suspects her government may place her elsewhere. She would like to do further studies. She does not have any real problems now, as she has adapted.

In her view, the main problem of her country is lack of capital and this has led to being dependent on others, always asking for loans, especially the politicians. She doesn't think they should..... She feels there needs to be better management/ coordination of the development projects as there appear to be too many large buildings going up, worth millions of dollars, yet her country is very poor. She strongly suspects that if you get a good job, it's who you are and what you have gained through education(that count).

She feels that the best course for the development of her country is to cut down aid dependency, promote exports, and look after the environment more carefully. She sees her role in this as a teacher influencing the development of the children as well as her friends.

Regarding satellite tutorials, she feels that these are definitely useful as she has experienced them in an extension course she had enrolled in. She had used it as an opportunity to discuss and solve her problems with the course, with her tutors. She feels that this is good but could be better if you could see each other - this would overcome the natural shyness of the Pacific Islanders and they would participate more. She thinks that students feel teachers would conclude they are dumb if they ask questions.

INTERVIEW # 198

The interviewee is a Nauru-born male approximately 45 years of age. He is a Nauru national, an ethnic Micronesian, recently remarried, and a member of the Catholic Church. He is presently the editor of the Nauru Daily Hansard, the official record of parliamentary proceedings.

Before he resigned from his previous teaching position, his family resided in a very small house provided by the Catholic Mission School. However, he and his family recently moved into a relatively new 4 bedroom, 2 bath house which belongs to his new wife. There are currently 8 members of the household including himself. He presently resides with his 69 year old father-in-law, his wife, his 9 year old son from a previous marriage, his 3 step-daughters (6, 7, and 17 years of age respectively), and 1 of his wife's nephews (14 years old). His wife is a full-time housewife, his 17 year old step-daughter recently resigned from her job and is now helping at home with domestic duties, and his father-in-law is the head of the Nauru Local Government Council and is also a member of Parliament (he was the first president of Nauru!).

Their house is on the public power system and has its own water tank (they purchase drinking water from the local government) and separate rain catchment system. He owns a car, a refrigerator, washing machine and a camera. The family home has a radio-cassette player, a VCR and television set, and a telephone. They also subscribe to " The Melbourne Age " newspaper.

His father was educated at the Nauru Catholic missionary school through junior secondary level. Prior to his passing away, he worked as a primary level teacher at the Catholic school. His mother also went as far as junior secondary in Nauru, but she was a full-time housewife after marrying having never taken a job.

The respondent indicated that he did his primary and junior secondary schooling in Nauru at the mission school. He then went to Australia on a Nauru government scholarship to complete his senior secondary education. Following his graduation, he worked as a teaching assistant for 1 year in Nauru before going to an Australian teachers training college in Sydney, Australia. He studied at this institution for 2 years but did not finish. He then returned to Nauru and began teaching while taking University of the South Pacific (USP) extension courses. He was a part-time extension student for several years before going to the main USP campus in Suva, Fiji to finish his diploma in education. He studied in Suva for 1 year under Nauru government subsidy before returning to Nauru to take up his teaching position again. He taught for 7 years before returning to USP's main campus in Fiji for 3 years while he completed his studies to obtain a BEd degree; again under Nauru government sponsorship. He then returned again to Nauru and taught until most recently, when he resigned his teaching post and took up a position with the government as the English language editor/translator of the parliamentary proceedings.

When he was taking his extension courses from USP while teaching full-time, the Nauru Centre was not in existence yet. Therefore, he was "on his own," doing most of his studies at home and following the course work via correspondence. This is why he had to go to the main campus in Fiji to complete his final year for his diploma. He, and other students in Nauru taking the same courses, were visited on occasion by tutors from USP. Even though the Nauru Centre was constructed later, he decided to return to Fiji and finish his BEd degree. With regard to the extension materials, he felt that they were mostly very good and relatively easy to follow (except for geography, which he had trouble with!) He stated that, because he was among the very first to graduate from the Extension Programme, he and his contemporaries were the "pioneers." Thus, when some of the courses were introduced, all of the "mistakes" were made on them and later corrected from their feedback. Also, at that time they were just beginning to utilize the satellite facilities for tutorial sessions a few times each week and then, only for some courses. He stated that in the early stages, they could only receive the lectures via satellite but could not ask questions or respond in any way (other than via mail) because of the nature of the government agreement with the communication administration on the island at that time. He feels that satellite based tutorials are a good way to extend university level education to the scattered islands of the South Pacific and especially to those who are not lucky enough to get government sponsorship to attend the Fiji campus. He also stated that USP extension graduates benefit in searching for jobs and/or obtaining promotions as a result of their participation in the program.

The respondent indicated that his major motivation for attending the USP Extension Programme was for job promotion. However, he was also motivated by a desire to upgrade his own knowledge and for the enhancement of his social status in Nauru. Finally, he stated that he felt that with a degree, he could participate in the nation building process that Nauru was going through.

When asked if he intended to go further with his education, he responded that he would like to obtain an MEd, a masters in education. This he felt he would like to do in Australia, but did not have a preference as to which university he might attend. He has applied for an Australian government scholarship to do this, but has yet to receive a reply. He stated that he had no real desire to emigrate to any other country. He wants to continue working in Nauru out of a sense of social responsibility and a desire to contribute to Nauru's development. He mentioned that at one time he had thought about emigrating to Australia. But, after living and working in Nauru for so long, he realized that he belonged in Nauru. While he is content with his present position, he stated that he would like to obtain his MEd and return to teaching. This he feels would be no problem

He indicated that Nauru has some development problems that need to be faced in the light of the quickly-dwindling phosphate. He believes that Nauru needs to find a replacement industry, perhaps fisheries, and that the people need to start taking such things more seriously. He

believes that too many Nauru nationals do not take work seriously; they are too carefree and do not work to their full capabilities. He feels that the best way to address these problems would be through education. He himself wants to get his MEd and return to teaching in Nauru so that he can be a part of educating the young people and helping to motivate them to learn and to develop themselves and their country.

INTERVIEW # 199

The respondent is a Nauru-born female approximately 24 years of age. She is a Nauru national, an ethnic Micronesian, recently married, and a member of the Catholic Church. She is presently a part-time student at the University of the South Pacific (USP) Extension Centre taking courses in management and politics, expecting to eventually obtain a diploma in management. She is presently employed as an administrative officer for Nauru Television which recently began operation (there are presently only 5 employees). Her hobby is weekend sports, especially basketball and tennis.

She presently resides in Nauru with her 23 year old husband in a 4 bedroom house. Her husband is a Tuvalu national she met while at USP's main campus in Fiji. Her husband is a secondary level teacher at the Catholic Mission School. Their home is on the public electric power supply and has its own self-contained water catchment and storage tank, however they purchase their drinking water from the government. They own a radio-cassette player, a VCR and television, car, refrigerator, washing machine, camera, air conditioner, and a telephone. She indicated that she subscribes to a weekly women's magazine from Australia.

Her father attended the Catholic Mission School for his primary and junior secondary education in Nauru and graduated from a Catholic senior secondary school in Australia. He then obtained a government scholarship to study at the Australian National University where he received his degree. Her father is now the recently elected President of Nauru, and has had a long career of government service. Her mother only went through junior secondary school and has been a full-time housewife since getting married.

The interviewee attended a Catholic Mission School for her primary and junior secondary education in Nauru. She then attended a Catholic senior secondary boarding school in Queensland, Australia. After graduating senior secondary, she then attended Latrobe University in Melbourne, Australia on a Nauru government scholarship. She did not complete one year at Latrobe University because she was suspended due to poor academic marks. She then returned to Nauru and requested another "chance" to attend USP in Fiji, which was granted. Except for Christmas holiday jobs offered by the Nauru government to senior secondary school and university students, she was never employed full-time before going to USP. She attended the main campus of USP in Suva taking her foundation and other first year courses. She then returned to Nauru, suspending her studies at USP, in order to get married. While in Nauru, she enrolled in USP's Extension Programme through the Extension Centre in Nauru and hopes that she will be able to return to USP's main campus in Fiji after a year's time. She met her husband at USP in Fiji and even though he has already graduated, she expects to be able to return and finish her degree.

Her typical day begins around 7:45 AM when she wakes and gets ready for work at the TV studio, arriving there at around 8:10 AM. She works until around 12:00 PM when she takes about an hour and a half lunch break. From around 1:30 PM until 5:00 PM she returns to work at the studio. After work, she had dinner around 6:00 PM and is then usually "free" until about 9:30 PM. She does most of her studying after 9:30 PM until sometimes very late at night.

She indicated that her motivation to study at the university level, especially via USP Extension, was mostly to keep-up with her academic requirements in pursuit of a BA degree. She also stated that she wants to complete her degree programme because she is very "career-minded" and she feels that if she did not maintain her studies while residing in Nauru, she would become "stale." So, self-fulfillment as well as future employment possibilities and/or promotion were also major motivational factors in her taking extension courses. Her current tuition is paid by herself and the government in a 50-50 relationship which she finds an acceptable arrangement.

She mentioned that, while taking courses through the Nauru Extension Centre, she has really had no significant problems or discontents. However, she did have problems while she was attending the USP main campus in Fiji. Much of it related to what she felt was the undue influence that Fijian and Indian ethnic conflict had in the classroom and on the lectures. Such ethnic politics should be kept out of the classroom and out of the university, in her opinion.

Generally, she feels that graduates of the USP extension program do not really benefit much from such courses when looking for employment or seeking job promotions; at least in Nauru. She blames nepotism for this. Likewise, she feels that it only benefits those seeking "self-fulfillment" from taking courses or those who wish to eventually attend USP's main campus in Fiji - sort of a way of gaining a few credits while waiting for government sponsorship to go to the main campus.

She mentioned that she studies in her kitchen where she can make coffee or eat some snacks while studying! She also mentioned that she feels that she does not have quite enough time to do her studies, even though she studies 3-4 hours every night. Because she works full-time, she only occasionally visits the Regional Centre, but not very often-usually just to pickup or dropoff her assignments or take exams. Some times she studies at the Centre in the evenings but not that frequently. She stated that she is very satisfied with the Centre facilities and the staff. She has never had a satellite tutorial; however she thought that if management courses were taught via satellite she might like to stay in Nauru and continue her studies rather than going back to the main campus in Fiji. She is some times frustrated with the lack of tutorials, local or via satellite, for her courses because if she gets stuck on a problem, there are few people who can help her. She mentioned that, despite this problem, the assignments are reasonable and the exams are good.

Besides what she had already mentioned about USP's main campus, she feels that many Pacific Island students feel a lot more "at ease" at USP than at other universities in Australia or elsewhere. USP is not overwhelmingly large, unlike other overseas universities. The climate is also more familiar and the pace of life more what she was used to. She felt that the standard of education was also quite high at USP when compared to her experiences elsewhere; USP was using some of the same text books that she had used in Australia and this made her feel more confident about her education at USP.

She stated that she is definitely satisfied with her present job at Nauru Television. She feels that she would like to continue working in this job or, if unable to, to get a job working in management in Nauru or elsewhere. She wants to return to USP's main campus and finish her BA degree. Other than this, she really has no intention of going further with her studies. She stated that she would prefer to work in the Pacific Islands region, but only if she is working for her home country. If she is offered a position to work for a Nauru-owned company or at a government post overseas, she would do it - but only if it were in the Pacific Islands. She also believes that she could obtain a management job in Nauru, but she would prefer working elsewhere in the Pacific.

She feels that bad management is one of the worst problems in Nauru; government and private business both! She feels that better management of Nauru's overseas properties and investments, local fisheries and what little phosphate is left, are the best ways to solve Nauru's problems. She feels that, if she gets her academic qualifications, her personal contribution to Nauru's positive development would be through her teaching what she knows about good management to others in Nauru as well as applying what she knows in government owned businesses.

INTERVIEW # 200

This is a 21 year old Indo-Fijian female student in her first year of the BSc programme. She is a Muslim. She had done two years of medicine in Pakistan but came back because of civil unrest in that country. She has opted for a BSc because the subjects she was doing in Pakistan are unavailable at the Fiji School of Medicine, and Fiji does not recognise the Pakistani degrees.

She had been sent by her parents for university studies in Pakistan because of their belief that for her to get anywhere she needed education. They did not know anyone there but her parents believed that in that Islamic country she would learn about their religion and other things, e.g culture.

Her parents have both received tertiary education and so have her brother and two sisters. Indeed, currently, she has a brother and a sister (who are twins) on Fiji government awards studying in Australia - he is in aeronautical engineering and she is studying for a masters in Microbiology.

Home has a regular water supply and electricity. They have a radio, radio cassette, video, telephone, personal computer, camera, car, fridge, and washing machine. She reads the newspaper regularly.

Her daily routine starts when she rises at 5.30am. By 7.00am she is at USP. From 8.00 till 5.00pm she attends lectures, labs, and tutorials then has a swim at 5.00pm. At 6.00 she goes to the university library and studies until 10.00pm. She has snacks in between times and dinner when she goes home. Between 10.00 and 12.00pm she has leisure activities. Since she is taking four science subjects she has very little time and does not waste any. Her hobbies are reading, sports, and gardening with her mother in the weekend.

She is motivated to study for better job opportunities and to gain new knowledge. Tuition is paid for by her parents. Her father holds a senior managerial post in a private organisation and is able to support them - her mother is recuperating from an operation.

She does not have any problems and if she does not understand she refers to the textbooks. She feels that for science subjects you do not need lecturers if you have textbooks. Pakistan had a limited variety of subjects compared to USP. She also takes sociology and home economics.

She believes that Extension Studies definitely assist in job promotion, and that they upgrade the education of the students who are already in the workforce.

She would like to work for the United Nations in the South Pacific region, after graduation, and then after two years, commence a masters programme, somewhere in Asia.

She has no intention to emigrate. She will stay because her very patriotic father wants to continue working in Fiji. She would like to work here and raise a family. She felt like this while in Pakistan. She has not thought of other alternatives if she cannot find a job in the U.N. She is quite satisfied with her life.

In her view, Fiji's worst problems are the high rate of unemployment and poor road planning and improperly planned infrastructure and the most suitable way for Fiji to develop is to train people for jobs needing highly specialised skills, for example - medicine.

She sees her role in the development of Fiji as service to Fiji and helping to promote the country.

She firmly believes in the use of satellite tutorials for effective learning because this would improve communications for the scattered Pacific islanders.

INTERVIEW # 206

A Mexican female in her thirties, residing in Port-Vila, Vanuatu. She is a Catholic. She is enrolled in the Extension Programme. She met her husband while attending a seminar in Japan and came to Vanuatu after that.

She used to be an administration manager in a marketing company and was in the Tourism Ministry from 1984 till 1989. She is now totally dependent on her husband (no income of her own). They live in a 2-bedroom house and have electricity, water supply, and an indirect mail service.

From 1966 until 1978 she was in primary then secondary school and from 1979 till 1983, she studied for a BA in Political Science/International Relations at the University of Mexico.

Her daily routine is: She rises at 6.00am and has breakfast at 7.00. From 8.00 to 9.00 she goes shopping or to the Centre to drop off an assignment. From 10.00 until 11.30 she studies. Lunch is at 11.30 and from 2.00 to 4.00pm she does voluntary work. At 5.00 she plays tennis until 6.00. Dinner is at 7.00 then she does more study until 11.00pm. Study is in her bedroom.

In comparison with the University of Mexico, she finds that USP is different from home and has better library facilities. Also, she is given all the relevant study materials. She has no problems with her studies. She has enough time to study. Additional information she needs is obtained from the UN library in Port-Vila. Her course materials are very good and she has no complaints except that sometimes the assignments are not checked carefully enough. She has not had any tutorials whether by satellite or locally and her examinations have been all right. Assignments have sometimes been returned late and there were some orientation problems.

USP extension is useful to develop new abilities, discipline and self motivation. Furthermore, a higher level of education has been made available. She is satisfied with her situation right now but in future, she would like to be a researcher or teacher in a tertiary institute. She intends to take up further studies to assist her in gaining a higher job but she is unsure which university she would attend. She may migrate and if so possibly to Japan. She is content with her life.

When asked about the problems of her country she discussed her home country (Mexico) which she felt had environmental and economic problems. She would like to contribute to her country by returning and delivering seminars at universities and to act as a Pacific contact for her (Mexican) government.

INTERVIEW # 207

The respondent is a Solomon Islands-born male approximately 20 years of age. He is a Solomon Islands national, an ethnic Melanesian, single, and a member of the Anglican Church. He is currently a full-time student at the University of the South Pacific (USP) Extension Centre in Honiara working toward a Certificate in law and expects to graduate at the end of 1993. His hobbies are corresponding with his friends and collecting the stamps from the letters he receives.

He resides with his parents, 2 sisters (19 and 10 years old), and 2 brothers (4 and 2 years old) in a 4 bedroom house owned by his family. His father is 45 years old and his mother is 38 years old. Their home is on the public power and water supply. They own a radio-cassette player, a refrigerator, a camera and a telephone, are subscribers of "Reader's Digest," and are regular readers of the local weekly newspaper. His father also owns a car but does not let anyone else drive it!

The respondent indicated that his father did his primary and secondary education in the Solomon Islands. Following secondary school, his father then went to England to attend the University of Newcastle. He then returned to the Solomon Islands and began working as a teacher; however he is presently in educational administration as an accountant. The respondent's mother only graduated junior secondary school before dropping out of school. She had worked as a typist for a while, but now she is a full-time housewife and mother.

He attended primary and secondary school in Honiara. Following his graduating from secondary school, he went to the University of Papua New Guinea (UPNG) on a government scholarship to take science foundation courses. Unfortunately, half way through his second year courses at UPNG, while working towards a BSc (Bachelor of Science), he had to return to the Solomon Islands because of political turmoil and student unrest in PNG. Upon his return, he began taking USP extension courses in law and is continuing this course of study until he can return to UPNG and his former studies.

His typical day begins at around 6:00 AM when he wakes up and prepares breakfast (when it's his turn to do so). After breakfast, he prepares to leave for work, normally arriving around 8:00 AM. Lunch at 12:00 PM, and then works again from 1:00 until about 4:30 PM. Normally at around 5:00 PM he arrives home and helps with house chores until dinner at around 7:00 PM. After dinner, he takes a bath and then studies in his room until around 10:30 or 11:00 PM when he goes to sleep.

The interviewee indicated that his major motivation for continuing his studies was to upgrade his knowledge and for self-fulfillment. He also mentioned that a bachelor's degree would

help him get a good job. Right now, his only discontent with his extension studies is the duration of assignments, meaning that time given to do his assignments is too short. Having to submit an assignment every 2 weeks in the face of the other things he has to do is sometimes a large burden on him. Another problem he mentioned regarded his tutorial sessions. Sometimes when he goes to attend his tutorials, the satellite equipment does not work properly or has broken down. He further mentioned that he would also like to be able to see the tutor as well as listen to his voice; in this way he felt the learning process would be better served.

When comparing USP with UPNG, the respondent stated that the strongest point in his opinion, especially since he is doing extension courses, is that USP offers a lot of courses through extension; whereas UPNG does not offer many courses through extension. Because more courses are offered by USP through extension, more people have access to higher education and degrees then could attend the main campus; more people can get better education this way. The only drawback the respondent sees with the extension program is that there are very few local tutors for the courses offered. This results in many students having to do the course work without a tutor to guide them and only the 1 hour per week satellite sessions (when the equipment works) to give them guidance. However, he believes that USP extension graduates definitely benefit from their studies when looking for jobs or seeking promotions; even though he has yet to experience any positive effects personally. The ability to work and study at the same time, he feels, is a major benefit of the USP extension program and he wishes that more people in the Solomon Islands would take advantage of it. It may take you longer to do your studies and receive your degree this way, and could be frustrating to some students, but it is generally good.

He mentioned that he does most of his studying and course preparation in his bedroom at home. He has his own desk there and he only occasionally goes to the USP Centre to study, when he needs to look at some of the books in the library there. Except for the few times he uses the USP library, he uses mostly the course materials provided; only once did he access records at the High Court library. He felt that the course text and materials provided are good, so far, he has only taken 2 courses. He stated that he feels he has enough time to do his studies, except for the time limitation.

He almost always visits the USP Centre and finds the staff there helpful. As far as the administration of USP extension goes, he received his texts and course materials 3 weeks late and this caused many problems for him. He is a bit disappointed with the lack of qualified local tutors for his courses. He feels the assignments are alright, but again, time is a problem. However, having not taken any exams yet, he cannot comment on them.

Regarding the satellite tutorials, the respondent feels they are too short; 1 hour each week is not enough in his opinion. He thinks that USP is trying to do too much with too little time. In

other words, during the satellite sessions, there are many different countries that participate at the same time. Not all of the questions from all of the students can be handled in only 1 hour. This frustrates him and he is sure it is frustrating for the other students as well. However, he feels that the Fiji-based tutors are good and try their best with the limited time. To some extent, the respondent feels that satellite based tutorial sessions are useful in bringing higher education to the remote Pacific Islands, but only if there is good, reliable equipment, better reception of voice and maybe image, and more time is allotted for each satellite tutorial.

Even though he is taking legal studies through the USP extension program, his desire is to become a medical research doctor; that is what he was studying for at UPNG before he had to return to the Solomon Islands. He would like to study surgery or pharmacology in the future and he feels that he would be able to do this in either Australia or England. He has a strong desire to obtain a Phd and is continuing his studies in an attempt to qualify for the courses he wants and with scholarship support; where he studies is immaterial just as long as he can do it! Whereas he used to want to emigrate to another country, he now has no real desire to emigrate. He now feels that doing so would be a betrayal to his country; especially after they have invested so much on his education. If he leaves to go work and live in another country, the Solomon Islands would lose. He feels a strong sense of duty to stay and work in the Solomons. He feels that being a medical doctor is his best contribution to development and definitely feels that this is possible in the Solomon Islands.

He mentioned that his only discontent is having too much to do, and limited time. He has ambitions which he wishes to realize; he has family duties he is expected to perform; he has course requirements, worries about finding another place to continue his studies and how to pay for them, and all of these things clash with each other and place demands on his time.

As far as development problems in the Solomon Islands go, the respondent feels that the main problem is education; without good quality and universally available education, development efforts stagnate. But there is also a more fundamental problem with education in the Solomon Islands, he feels that it does not seem to cater for the needs of the people of the Solomon Islands; the system itself does not allow for many bright and worthy Solomon Islanders to go further with their studies - they are forced out by the "exclusive" nature of the education system even if they are "smart" because there is no room for them in the higher levels. Only the very few and lucky ones get scholarships to go further and this is the main problem in the Solomon Islands. This has spin-off effects in all other areas of development. Finally, he believes that the natural resources of the Solomon Islands are under-utilized and poorly managed.

He believes that the best way for the Solomons to progress would be to improve the education system. This is difficult without improving the economy as well. Therefore, he feels

that the course the Solomon Islands should pursue is one that is more "holistic" and attempts to analyze all of the development problems in a new way and try and find a balanced solution to all of the problems and then progress in that way. You cannot solve all of the problems by focusing on just one area, you must improve all sectors at the same time.

The respondent believes that he could personally contribute to the development of the Solomon Islands by becoming a doctor and work to improve the health of all Solomon Islanders.

INTERVIEW # 211

The respondent is a Vanuatu born male of approximately 27 years of age. He is a Vanuatu national, an ethnic Melanesian (Ni-Vanuatu), single, and a member of the Anglican Church. He is currently a full-time student (since 1988) at the University of the South Pacific (USP) Extension Center in Port Vila, capital city of Vanuatu.

There are 6 members to his household (including himself) and they reside in a single unit, 4 bedroom home with his sister's family. His sister is 38 years old and works as the National Library curator. Her husband is about 40 years old and is the director of the Department of Forestry. They have 3 sons (10, 8, and 5 years old) all currently in school. The house is on the public electric and water supply. They are regular readers of the local newspaper; they also own a radio-cassette player, a VCR and monitor, a telephone, a refrigerator and a camera.

Regarding his parents' educational background, the respondent stated that neither parent attended any formal school.

The respondent indicated that he did his primary schooling on Pentecost island and his secondary schooling in Port Vila. Following graduation from secondary school, he attended the Vanuatu Teacher's College. From 1984 through 1986, he worked as a primary school teacher after obtaining his credentials from the teachers' college. In 1987, he decided to resign from his teaching position and enroll in extension courses at the USP Centre in Port Vila. He was at the Centre from 1987 to 1988. In 1989, he then went to the main USP campus in Suva, Fiji. He returned to Vanuatu in August 1990 and has been taking extension courses since; expecting to be back at the main USP campus again in 1992. He expects to graduate with a degree in economics or management from USP in 1993.

Around 6:30 AM his typical day begins with breakfast and chores at home before leaving for the USP Centre. From around 8:00 AM to about 4:00 PM he stays at the Centre and does his tutorials or studies in an unoccupied classroom or the library. He then returns home and eats dinner. After dinner he relaxes for a while and then does some studying if he did not finish before leaving the Centre. Usually in bed by 10:00 PM. His hobbies are listening to music, which he can do while studying, and watching videos, which is how he relaxes at home.

The respondent indicated that his major motivation for studying at USP and USP extension was for job mobility and future employment.

He finds the text and course materials provided by USP to be excellent and feels generally satisfied with the condition of learning materials and facilities at the extension center. He stated that

he also uses outside resources to do some of his assignments; like government statistics, books at the national library, and interviews with government officials. He finds this aspect of extension courses good; the encouragement to access local sources and information in doing one's assignments. Generally, he also found the assignments to be good, and the exams to be fair and the feedback from instructors helpful. However, he stressed that the exams vary so much from one lecturer to another that it is hard to give a general comment and this is at times frustrating.

Regarding satellite-based tutorial sessions to advance learning activities in Pacific Island countries, the respondent indicated that he felt such technology provides students in remote areas with opportunities to access good quality education that they might not otherwise have been able to get. Good lecturers who are skilled at teaching via satellite provide students with access to first-rate teaching. Also, because of satellite communications, the students are able to interact with the lecturers and gain a better understanding of course materials than would be the case if they had to study on their own.

As for his discontents regarding his studies at USP extension, he mentioned that for the course he is currently taking, there is no local lecturer - he is totally on his own. Secondly, no satellite tutorials have been arranged for this course because there were not enough students (only 3 currently; must have at least 5 in order to organize a satellite tutorial for a course). He also commented that for students who attend extension courses on a full-time basis, the course coordinator does not seem to want to give advice on the kind of courses the student should take in order to achieve a desired degree. This gave him the impression that the administrators are not willing to help the students nor are they encouraging the students - the course coordinator should be the one doing these things. Finally, he stated that there are not enough reference books for students to be able to do their assignments. Because of these problems, he feels frustrated in his current studies - comparing USP extension with studying at the main campus in Suva. The main campus has a large library where students can study freely (too many restrictions placed on students attending courses at Vila extension). The main campus also has 4 labs where students can do their assignments on computers, and there are good recreational facilities where students can participate in sports or relax; helps relieve stress. However, student regulations at USP's main campus are too strict and students are seldom given a second chance - they are dismissed, then the students lose their scholarships, everything.

Whereas the respondent indicated that he was generally satisfied with his job prior to entering USP, he stated that his future goal was to work as an economic planner with the Vanuatu government. He also indicated that his future plans for continuing his education included returning to USP's main campus in Fiji. He also stated that he would like to get a post-graduate degree; perhaps a master's degree in economic planning. He feels that more Ni-Vanuatu people need to obtain such degrees in order to help Vanuatu develop as a nation.

The respondent stated emphatically that he has no intention of emigrating to another country because he feels a commitment to work for his own government in the development process with other local personnel.

Personally, the only problem he expressed was his lack of financial support while taking his extension courses; he has had to rely on his family for support. Whereas the Australian government are covering his tuition, and when he returns to USP's main campus his room and board will also be covered; while in Vila, he receives no living allowance.

He also believes that his country is facing some difficult problems. The primary problem relates to social change. Tourism is changing the traditional way of life which is starting to undermine traditional values and placing more emphasis on the economy over people. Economically, Vanuatu is growing well and benefitting from such efforts. He feels such developments should be in balance with traditional values. He also believes that Vanuatu needs to place more emphasis on developing its human resources. Vanuatu has a need for more local professional people rather than relying on foreign experts. He feels that his personal contribution to facilitate development within his country could be through his employment in one of the government offices where he can help the government develop the nation.

INTERVIEW # 215

A 26 year old Ni-Vanuatu female of Melanesian ethnicity. She is a teacher and is enrolled in the Extension Programme. She belongs to the Church of Christ faith.

She is married to a 30 year old Ni-Vanuatu in the civil service. They have two children (a 6 year old daughter at Kindergarten, and a 2 year old son). They live in a 2-bedroom house. They have electricity, a regular water supply, mail service, newspapers, radio, radio cassette, video, refrigerator, car, camera and gas stove.

She received primary education on one of the outer islands then after three years of secondary school she attended teachers college in Port Vila. On graduation she began work as a teacher and is now earning an income of VT42,000.00 per month. Her father had had primary education then became a civil servant while her mother, a housewife, had never gone to school.

Her daily routine is: At 6.00am she rises and has breakfast before leaving for work which starts at 7.30. From 7.30 till 11.30 and 1.30 till 4.30 she teaches. Lunch is at 11.30. After school she goes home, does housework till 8.00 then studies until about 10.00pm when she may watch a video until 12.00 when she goes to bed. Her hobbies are playing volleyball and tennis.

She was motivated to enter USP extension to upgrade her knowledge and to assist her in her job. She has paid her fees and has never dropped out. Her main study problem is the lack of local tutors.

Her study environment is at home in the evening and her workload is satisfactory. She does not use any other source of information as her textbooks and study materials are good. However, some words are too hard to understand and the assignments are a bit hard. She visits the Centre often and she is satisfied with Centre administration and the academic materials though these have come late sometimes. Tutorials have always provided good discussions. She has experienced one satellite tutorial and it was useful but the reception was unclear at times.

To her there are no drawbacks or weak points about USP, only good points. That is, the high standard of the courses and study materials. In her opinion, USP definitely benefits those who succeed; when looking for jobs. USP extension has helped her upgrade her knowledge and her job though she has found that assignments have tended to be too hard.

She is satisfied with her job but wishes to do further studies to improve her knowledge. She would like to go to USP in Suva, and study for a degree majoring in Education. She does not intend to migrate as she wants to help her country.

She feels that life is getting hard and the cost of living is hard to cope with.

She thinks that the cost of living and political instability are the foremost problems of her country but she is unsure how Vanuatu should develop. She will contribute by continuing to teach.

She feels that satellite tutorials are very useful so that students can communicate easily with tutors and obtain feedback quickly.

INTERVIEW # 218

This is a 30 year-old Nauruan male of Nauruan nationality. He holds a Bachelor of Education degree which he gained after his studies from 1984 to 1986 at the USP. He is married and belongs to the Congregational denomination of the Christian faith.

His household comprises more than twenty (20) people. His immediate family consists of his wife and four children, three girls (11, 7, 2) and a six year old son. His extended family consists of his mother and stepfather and eleven siblings, of which he is the second son. There are eight brothers and sisters now living together and the family home comprises a large six bedroom European house and a number of smaller huts. His immediate family occupies one of these huts but he is currently building his own home. Of his extended family, two brothers have one child each, another has five, and another has three. One sister has been adopted and now lives with her new family in the United States. His other sisters are all working for the Nauru Phosphate Company (NPC). His wife is from Fiji and has completed studies that have enabled her to become a teacher. Their eldest daughter has recently won a scholarship to study in Australia by coming first in her class.

Before entering the USP, he was a teacher and he now holds a very senior post in the Education section of the civil service, with a yearly income of around \$13,000.00. His primary and junior secondary education was in Nauru and for Form 4 until Form 6 he went to school in Australia. After Form 6, he returned home and taught for a year then he was sent to Fiji where he undertook teacher training for two years. Back at Nauru, he taught for another two years ('82 and '83) after which he won an award to study at the USP commencing in 1984.

His parents had received their primary education in Nauru, then for Form 1, they went to school in Australia. His father then undertook teacher training at Bathurst College before he returned to level, until he passed away. His mother became an infant teacher after training at the Nauru Training Centre. She has also done the USP Preschool Teachers Courses.

The media in their household include newspapers, radio, video, telephone, and a personal computer, they have a camera and an airconditioner.

His daily routine starts at 7.00am when he rises, then from 8.00-11.30 he is at work. Lunch is from 11.30 - 1.30pm. Work resumes at 1.30 and ends at 3.30pm. Between 3.30 and 5.00pm, he attends to community work which comprises meetings of the many associations and groups he belongs to, or he has a band practice for his band which plays at the local nightclub Fridays and Saturdays (his hobby is singing and composing). Dinner is at 6.30 approximately then he watches TV or studies. He goes to bed about 10.30pm.

The two main reasons that prompted him to study were his desire to contribute to nation building and for job mobility. He was studying under a government scholarship and he was renting a house in Suva. Some of his children were born in Fiji. His main problem with his studies was that the tutorials were not very serious (both tutor and students). At times, tutors merely said "read that" and there was little else.

However, he feels that USP's strong point is that the course contents were more relevant to the local situations and the topics given as options to select are quite relevant to the home countries and environments. On the other hand he feels that there is little communication between staff and students about what is going on and there is minimal information on the various programmes on offer. He has had experiences of other cultures when he went to Japan in 1984 on a Youth Fellowship and on a visit to Hawaii later.

The Extension Studies programme is very much encouraged for teachers in Nauru he feels, with a monetary reward on successful completion of a course. It is in the education sector that he has seen the most use of extension studies.

He is not wholly satisfied with work as he feels that he is having to do other people's jobs but he understands that this is due to staff shortage and the fact that colleagues and support staff are not available. However, he feels that this latter situation is because the salaries are very low (compared to Australia), for people to be willing to undertake additional responsibilities. Therefore he is sacrificing personal interest to help the children (of his school) who he feels need him.

He plans to carry out further studies at Monash where he has been accepted, and on completion, he will return to Nauru where he wants to dwell and where he feels he is needed. He would like to go into educational planning and policy making where he feels he can help his country and he is confident he can get a suitable job. He believes that his country's main problem is that people are not working cohesively towards a common aim and even in Education, there seems to be no definite goal.

He strongly feels that rehabilitation is needed to "revive" his country by developing the excavated areas and use this for much needed infrastructure for example, school buildings and government offices. Nauru could also do with some of this area levelled out for sports facilities. Further, he feels that because of Nauru's location, there is a good opportunity for a cheap distribution centre or some industrial activities similar to those of Singapore. However, he knows that problems about this are the communication and transport issues.

His contribution to the development of his country he feels, is to motivate his district to work together productively. He believes that the USP Centre has "done a lot to encourage

Associations on the island" and has encouraged the formation of groups in addition to providing opportunities through workshops and seminars.

He has gained much confidence through his education and wants to share his experiences and knowledge with others. During his student days, he made many friends from other countries and was even able to help motivate some by taking them to his home and talking with them.

On the satellite network, he is aware that the USP has such a set-up.

[However, there was no further question by the interviewer about his opinion of the network].

INTERVIEW # 222

A single 36 yearold male Nauruan enrolled in a Certificate programme and currently taking 100 level courses. He is a Roman Catholic and lives in a 2-bedroom European house. His parents were both born on Nauru but, whereas his father's ancestors are Nauruan, his mother's are I-Kiribati.

Apart from himself, there are twelve in the household - his 54 year old mother and 59 year old retired father, 5 brothers, 4 sisters, and a nephew. His parents have both had primary and secondary education and his father was a policeman, bus driver and foreman painter when he was working. His brothers are all employed - a policeman (34) casual labourers (30, 25) carpenter (26) and an apprentice mechanic (20). Two are married. Two of his sisters are living overseas (U.S. and Australia) while the other two are in Nauru where only one is employed (security officer at school). His nephew is the son of his sister in the U.S.

Their home has electricity, a regular water supply, and mail comes through a post office box. He buys the Australian newspapers (\$2.00 per copy) and they get the Government News Bulletin regularly.

The interviewee is a teacher at the Catholic school earning an income of about \$9000.00 per annum on Nauru and was in high school in Australia from 1971 to '74. In 1975 and '76 he trained for the Teacher's Certificate. On his return he taught for one year then joined the police force. He was in this job for one and a half years before returning to teaching.

His daily routine is: he rises at 6.00am then is at school from 8.00 until 1.00pm. From 1.00 until 6.00 he has lunch, leisure activities and a rest. Between 6.00 and 10.30pm he studies his extension course, in a room at home. He can only manage one course.

His reason for studying was for upgrading his knowledge. The government is paying his tuition. He has no complaints about his studies. He was of the opinion that USP courses are very beneficial to the Nauruans (there is a large number enrolled). However, there are no satellite tutorials and he has no contact with his lecturers on campus. He feels such a mode of study will take a long time and as he wants to complete a degree he would prefer to go full time.

The only resources he uses for his course are the course materials which he finds quite satisfactory. He feels that the tutorial system is not enough but that the assignments and examinations are all right. His job is hard as he finds it difficult to control the children who he feels are not very motivated because of the old-fashioned knowledge that they are having to learn. However, he likes teaching and feels it is a worthwhile occupation. He has to motivate himself at

times, to face his class because of the control problem. He feels that the curriculum should be revised by locals so that the children are taught something that will keep them interested and updated. Of his teaching, he is unsure that he will continue in this profession but he will certainly continue with his extension courses. He would like to study for a degree in teaching and has applied for a government award to enable him to do this in Australia. He wants to work in another country but realises that this would be difficult without proper qualifications. He will return to Nauru eventually, if he does go overseas, because there is a lack of qualified people so he wants to come back and help. He is sure there will be a suitable job for him, not only in teaching, but also in other areas. He has no problem with life and in his opinion, this is mainly because he is single!

However, he feels that Nauru certainly has problems. In his view, these are: not enough university graduates, the inflation rate, lack of housing for families, and lack of resources. He feels that when the phosphate runs out, they will depend more and more on fisheries and other marine resources and perhaps oil drilling. He will contribute to the development of Nauru by getting into Parliament.

INTERVIEW # 224

This is a single 31 year old Nauruan female who used to be a student until the end of semester two 1990. She had entered the programme in 1985 and had gained a Certificate in Preschool Teaching in '86 then completed Teaching English as a Second Language in 1990. She has also done some 100 and 200 level Education courses.

She is Presbyterian and lives in a European house, with her parents, four brothers and her eight year old daughter. Her 57 year old father had had secondary education and was a civil servant before entering politics. Her 58 year old mother is a trained nurse (in Fiji) but now looks after their shop. All her brothers have finished high school and one is in Fiji undertaking a welding course at the Technical Institute there. The other three all work on Nauru (carpenter, garage hand, and at telecom). She is a primary school teacher. Before enrolling, she had had two years of teaching experience. She now receives about \$430.00 a fortnight.

She had attended primary and secondary school in Nauru then was in New Zealand for five years of secondary schooling after which she trained as a nurse in Auckland. But this was not completed. In 1981, she attended a 10-month Community education course in Fiji. She returned to Nauru in 1982 and undertook teacher training then started teaching. She has been in Nauru since then. At home they have a mail service through a post office box, electricity, and a regular water supply. Media include a radio, radio cassette, video and news bulletin from USP Centre. She reads other papers occasionally, when she visits the Centre.

Her daily routine is: At 7.30 she rises, then breakfasts and is at school by 8.30. At 11.30 she has a lunch break and school resumes at 1.30 until 3.30. She then goes home, has dinner and at about 10.00 or 11.00 she retires to bed.

Her reason for taking up extension studies was for self fulfillment as she "hates getting bored" and this had been paid for by the government. She had dropped out from nursing school because she had been "scared" and had felt she couldn't cope. She has enrolled in other courses which she has dropped because she felt she was neglecting her daughter. She had dropped out her computing course because of an argument with her mother who had not understood her coming home late at night. This course had been for self- fulfillment. She gets bored with Nauru and the people and she is going to Melbourne in the near future to take up a short term course.

She feels that she cannot compare USP with other institutions as she has no knowledge of any other but she has a feeling that some people have a low opinion of USP. She feels sorry for them as she thinks their view has come about merely because they cannot cope with the USP courses. But she feels that it is unfair of them as they do not know any better.

Rewards may come if one completes an award but this may change with changes in politicians she feels.

She studies at home and finds that there is not enough time, it is hard to make time. Generally, she finds that the course materials are sufficient but for the preschool courses she had had to research for more information at a local community office. For the computing course she needed more help from a local tutor. She is satisfied with the courses but feels that she needed more tutorial visits from lecturers. She very often visits the Centre. Personally, she prefers to study on her own and enjoys proving that she can do it on her own. Assignments and examinations are all right successful in Nauru and she has had no experience of them. Her knowledge is limited to experiencing the Centre Director listening in and reporting to the students.

Problems with her studies have been mainly the late return of marked assignments and having to provide information already given to the Centre earlier. Why can't they use the information already on file? At times the course materials were late due to plane strikes but usually, there was no major problem. She commented that the 30-week semester may allow the return of assignments before exams. She thinks that Extension Studies offers a lot for everyone and it improves/encourages people in their basic English and other aspects of their lives. Further, it is a cheap way of getting more chances to learn and be promoted, as well as increasing knowledge. She is very much satisfied with her job and won't change. However, she would like further studies in another country. Right now, she will only migrate if her parents pass away and there is no obligation for her to stay. She would move to either Australia, New Zealand or Japan. But she realises that she needs further qualifications for her to move elsewhere.

She would like to come back and "do something about the mess" in Nauru; for example, the curriculum needs to be changed.

She strongly feels that Nauru's problems are: mishandling of money, excessive drinking (alcohol), smoking and overeating (due to boredom and food being available), lack of high positions for qualified Nauruans (mostly occupied by expatriates and this cause frustrations) and what she suspects is the underhand way of obtaining jobs. Finally, she feels that women do most of the work on Nauru while the men sit and drink. There is no encouragement for industry. Perhaps some suitable courses are needed. For example, there are groups of people interested in the environment and trying to use home-grown produce. This may be an area worth considering for a course. She feels that Nauru is spending a lot of funds trying to prevent some sections from wasting and squandering. Her role in this would be to develop curriculum for suitable education. She feels that satellite tutorials are definitely useful and many people will use the system.

INTERVIEW # 226

The respondent is a Nauru born female and approximately 49 years of age. She is a Nauru national, an ethnic Micronesian, previously married but now divorced, and a member of the LMS (Methodist) Church. She is presently a part-time student at the University of the South Pacific (USP) Extension Centre taking courses in operations and management. She expects to eventually obtain a diploma after completing an additional four subjects. She is presently the supervisor and teacher at the local pre-school.

She presently resides in the main urban center of Nauru in a fairly large 4 bedroom house with her 82 year old mother and one of her two daughters. Her eldest daughter is 30 years old, married, and resides in Australia. Her youngest is 27 years old, previously married, presently works as a secretary with the Nauru Local Government Council and is living at home. The family home is on the public power supply and has its own private water catchment and storage system. She currently shares her water tank with her brother who lives next door. Whereas she does not have a telephone in her home, she has frequent access to her brother's telephone. They own a radio-cassette and currently have use of a VCR and monitor. The family also owns a car, a refrigerator, a washing machine and 2 cameras. Most of the household chores are done by a hired housekeeper.

According to what the respondent could remember, her father graduated from primary school. He worked as a male orderly (nurse) at the general hospital in Nauru until his death in 1973. Her mother never worked, being a housewife all of her life, and only attended a few years of primary school.

The interviewee attended elementary junior secondary schools in Nauru and, after winning a Nauru government scholarship upon completing Form 3, she finished her senior secondary schooling in Australia. She then started pre-nursing studies in Australia but after becoming ill, she returned to Nauru and later married without completing her nurse's training. Because her husband was Australian, they stayed in Nauru for only 2 years, leaving for Darwin, Australia where her husband worked for several years. Following Darwin, the family then spent several years in Fiji. They returned to Australia where her husband took an exam to qualify as a registered surveyor. The family then spent the next 10 years in Papua New Guinea (PNG) in East New Britain; although their daughters did most of their secondary schooling in Australian boarding schools. The family then traveled to Europe, living in England for 2 years. They returned to Australia for 1 year and then moved to Honiara, Solomon Islands where they lived for 1 year. The family then shifted to Port-Vila, Vanuatu where they stayed for about 2 years. Her husband then left for 3 months in Thailand while she stayed in Port-Vila. It was after this that her marriage deteriorated and she and her husband eventually divorced. She herself had been doing a lot of traveling between Port-Vila and Nauru at the time and when she was asked to take over the operations of the pre-school in

Nauru in 1984 she decided to take the position. She has remained in her present job and location ever since, however she stressed that she still travels abroad quite frequently.

Her typical day usually begins around 9:00 AM when she wakes, showers, and rushes off to work. She then takes lunch at home around 12:00 PM. The afternoons are usually occupied with errands, shopping, sports (tennis, squash, and golf), and the occasional creative writing class - she indicated that she is always busy doing something. She indicated that she is also a member of the Nauru Women's National Council, the Youth and Culture Organization, and the Nauru Environmental Association, all three of which keep her busy with meetings, etc. On the days when she has tutorials, she attends these in the late afternoon or early evening. Usually, after returning home, eating dinner, and relaxing for a while, she does some studying for her extension courses; some times for only an hour or so, at other times until very late at night. Her hobbies include writing short stories and poetry.

She indicated that, early on, her main motivation for taking extension studies was only for something to do, for self fulfillment. Later, as she began taking classes, she decided to work toward a diploma and the credentials became important. She also stated that with a diploma, she should be able to get a better job should she decide to do so. She pays her own tuition and only experienced a 1 year suspension in her studies due to her traveling to Australia on an extended visit with her oldest daughter. Her only problem with her studies is that she finds it very hard to study at home with all of the household activity that goes on there. She stated that she could do her studies at the Centre, but she prefers to be at home. This means that she either has to lock herself in her bedroom to avoid being disturbed, or she must study late at night after everything has calmed down and is quiet. She is also a bit "disenchanted" with the extension program because of the lack of local tutors. However, she is generally pleased with her courses and definitely believes that graduates from USP extension studies are able to benefit from their studies; especially when looking for jobs or seeking promotions in their current employment. She feels that the strongest point of the extension program is that it gives many people the benefit of continuing their education and helps them participate in a positive way in the development of their country. She also stated that she thought the USP Centre in Nauru should continue at its present level, and even expand its course offerings, in order to help facilitate the development of education in Nauru. She felt that there were really no significant weak points, other than the lack of local tutors for many of the courses she has taken and a desire to see more students involved in taking extension courses.

Whereas she indicated that she is usually very busy, she does have enough time for studies, especially on Sunday afternoons when "nothing" is going on. However, she feels that some of the time pressure she finds herself under is a result of needing to better manage her time and to find the motivation to study in a more disciplined manner.

Typically, she visits the regional centre about 3 times per week to attend tutorials, use the library, or turn-in assignments and take exams. She felt that the assignments and exams were fair. Generally, she is satisfied with the facilities and the staff of the Centre. She stated that, she has had to do much of her courses without a local tutor and this frustrated her; but she has learned to cope with the problem. She indicated that she had participated in only one satellite tutorial. But, because the signal was not very clear, she found it not to be very useful at all. She stated that she would prefer using only the text and a local tutor, when available. She feels that if the course texts were more explicit and clear, and local tutors found for the courses, she would have no need for such satellite sessions.

Whereas she enjoys her present job, she stated that she is not quite satisfied. She indicated that she would like to become more involved in organization and management; perhaps working as a manager, putting to use some of what she has learned through her extension studies. She mentioned that she would like to finish her certificate and then get her diploma in organization and management, then maybe go on to university to obtain a degree. She thought that perhaps studying in Canberra, Australia or maybe even the main campus of USP in Fiji would be interesting. However, she stated that if given the opportunity to study in Japan, the United States or elsewhere, she would go willingly. She stated that she would like to work or study in the United States, thought she is not interested in emigrating (though she mentioned that she does have Australian residency because she was married to an Australian and could live and work there at any time).

She indicated that she does not have much confidence in finding a suitable job for herself in Nauru after she obtains her diploma. This is mostly because all of the jobs in Nauru are provided by the government and this results in politics being involved in everything. She has been involved with the formulation of the Nauru Arts Council and she feels that she could work managing such an organization and would be satisfied doing such work. She also feels that, by working full-time in such an organization and promoting Nauru culture, she would be able to contribute in a very positive way toward the social and cultural development of her country.

The lack of potable water is a problem in Nauru. The slow-down in phosphate mining will also present problems when all of the phosphate is gone. Likewise, the Nauru people suffer from health and nutrition problems which would also need to be addressed if the country is to develop positively. She stated that placing more emphasis on educating the Nauru people, either in-country or overseas, should be a priority for the government. She also feels that her contribution would be through the promotion of cultural pride and renewed interest in traditions from her involvement with the Nauru Arts Council and through her involvement with the Nauru Women's Council. Likewise, she feels that the Nauru Environmental Association should, through increasing effort, make Nauru a beautiful place to live even after the phosphate runs out.

INTERVIEW # 233

The interviewee is a female, born in Vanuatu and approximately 21 years old. She is a Vanuatu national currently resident in Port-Vila, capital city of Vanuatu, an ethnic Ni-Vanuatu (Melanesian), single, and a member of the Anglican Church. She is currently a full-time student. Her hobbies include reading, dancing, netball and basketball.

Her family have a 2 bedroom house in Teuma outside of Vila, and she and her father commute via bus into town each day. There are 6 people in her family (including herself), though her older brother is married and lives elsewhere with his wife. She also has an elder sister who lives with her boyfriend, and a younger brother (15 years old) who is currently living with an aunt. She is currently the only child living with her parents, but she indicated that there is a total of 5 people living in their home since 2 other relatives are staying with them. She indicated that her family's home has its own gasoline powered generator for electricity, which they operate only at night (from about 5:30 to 9:00 PM). This is because the public power grid does not extend as far as the village where her home is located. They do have public water service, however. She indicated that her family are regular readers of the local weekly newspaper. They also own a radio, a washing machine (but it recently brokedown) and a camera.

Her parents are both approximately 49 years old. Her father is a public servant working at the Registrar of Companies (a government agency) in Port Vila. Her mother is a full-time housewife and works part-time at a village shop. Her father was born in the Solomon Islands (his parents were Ni-Vanuatu Anglican missionaries there) and went through the junior secondary school level in Ambae (an island in the northern group in Vanuatu). Her mother also went through junior secondary school in Ambae (an all girls school). The respondent indicated that she attended Central Primary School in Port Vila (a private, international school) and then went on to Malapoa College for her education from year 7 to year 13 (equivalent of form 1 through form 6 at other secondary schools). After graduating from Malapoa, she then went to the University of Papua New Guinea (UPNG) on an Australian government scholarship. She is now taking extension courses from the University of the South Pacific (USP) in "liberal arts" as a private student after having been called back from UPNG because of social unrest in Papua New Guinea (PNG). Her scholarship has been suspended during this time, but she and the other Vanuatu students who were attending UPNG are hopeful that they can return (on renewed scholarships) in 1 year's time. She had enrolled at UPNG in 1989 and was studying for a law degree and had attended courses for 1.5 years before she and all other Ni-Vanuatu students on government scholarship were called back home to Vanuatu by the government due to the problems in PNG. She expects to graduate by the end of 1993 providing that she can return to finish her courses. For law students like herself, UPNG is the only choice they have within the Pacific (outside of going to a university in Australia or New Zealand). At USP, it is only a certificate and a diploma program. At UPNG, law is a

degree program so most of the Pacific Islander students interested in studying law go to UPNG. Likewise, the law in PNG and in Vanuatu are very similar; this is another reason many students prefer to go to UPNG to study law.

Presently, she indicated that she is typically at the USP Centre in Vila from about 8:00 AM through 4:00 PM with a 1 hour break for lunch. She then participates in about 2 hours of netball practice and is typically home by 7:00 PM. She typically studies or reads for about 2 hours after the evening meal before spending several hours completing her assignments and preparation for the next day's classes prior to going to sleep.

Her major motivation for going to UPNG was to get the law degree. She also indicated that she is presently taking the liberal arts courses via USP extension because she wanted to continue her education as well as gain a better understanding of herself and her society by furthering her education; she further indicated that such courses (e.g., in sociology) were new to her and she found them broadening her perspective. Likewise, she felt that she would be better able to contribute in a positive way to her country's development with such a degree.

She indicated that she had experienced some personal problems while attending UPNG, and the sponsoring agency suspended her scholarship for 1 year, so she left UPNG and returned to Vanuatu on her father's request. She also stressed that studying at UPNG was very difficult, not because of the course load, but because of the high crime rate. Most female students at UPNG were afraid to go to the library to study in the evenings, spending most of the night locked in their dormitory rooms. Because of this, the students were always studying under tension and stress; from all sides.

While studying at USP's extension center, she stated that her largest problem has been the work load. She mentioned that sometimes, the assignments for the different courses are all due at the same time and that instructors think their class is the only one you are taking. Though, she thought that part of her problems with her assignments is a matter of her own time management rather than the fault of her instructors. Also, the lack of local tutors for the extension courses (or even the lack of instructors for some courses!) makes taking these courses difficult - although, the foundation students do have tutors, it is just the extension students like herself who do not.

She stated that one of the weak points of taking USP extension courses is the lack of physical facilities; they do not have any rooms where students can stay while taking extension courses. She mentioned that she feels very fortunate that she lives so close to the Extension Centre, but those students that live in the outer islands who come to study at the Extension Centre must find relatives to stay with. This is hard, not only on the student, but also on the relatives who feel obliged to look after the student while they are in Vila - the cost of living is quite high. Another

weak point is the library. She thinks there are not enough books or other information available; for now it is adequate, but in the future there will be serious problems if the library is not upgraded and expanded. She also feels that the library hours need to be extended to better accommodate working students. She indicated that she had no opinion with regard to satellite tutorials since she has never had any tutorials, via satellite or otherwise. She did think that it was perhaps a bit too expensive and not quite appropriate; she would prefer face to face lectures.

One of the strong points of studying at USP extension is that she feels much safer than she did at UPNG and this has subsequently reduced the level of stress she experiences while studying. She also feels that, for those students who are working full-time while doing extension studies, there is a great deal of benefit they get out of their studies. Several friends have indicated to her that they have benefited by way of better jobs or promotions, while others have gott scholarships to further their education as full-time students at other universities.

Her goal is to obtain her law degree and become a lawyer. She wants to live in Vanuatu and really has no intention of emigrating elsewhere, but she would not mind working for a few years in another country. She is confident that she can get a job in Vanuatu after she gets her law degree because the Vanuatu government has a policy of providing jobs for students who return from studying on a government sponsored scholarship - getting a job, once she has her degree, should be no problem. With regard to perhaps going on to the next stage in her education after obtaining her law degree the respondent indicated that she would like to get a masters degree, but only after she has gott her law degree and worked for a few years. She indicated that this is a "dream" of hers - to get a masters degree - there is currently only 1 female Ni-Vanuatu lawyer and no female Ni-Vanuatu with a masters degree. She wants to be one of the first! To do this, she would have to go to Australia or England.

Presently, she feels frustrated because she was not able to finish her last year at UPNG, due to her personal problems. When she was due to go back to UPNG to finish her degree, the Vanuatu government called back all Ni-Vanuatu students from PNG due to the social problems there; this added to her feelings of frustration. At present, she is not sure whether or not she will be able to return any time soon to finish her studies. She wants to return to UPNG as soon as it is safe in order to finish her degree.

Within her own country, she feels that they are experiencing some serious political problems which are having an effect on the economy and society. She is afraid that some students, like herself, may have their scholarships terminated because of these political problems. Another problem is the cost of living is quite high and this has created problems for many families around the urban areas.

INTERVIEW # 235

This is a Ni-Vanuatu male of Melanesian ethnicity. He is in his late twenties. He is a USP graduate (BA) in Economics and Mathematics. He is Presbyterian.

He is single, and lives alone, in a single bedroom house. His natural father reached primary school while his mother never attended school. He has foster parents both of whom had primary level education: father is a farmer and mother carries out home duties. He has no electricity, but does have a regular water supply and there is no mail service. He has a gas stove, a bicycle, a radio and a camera. He reads the newspaper regularly.

He received his primary and early secondary education on outer islands but senior secondary school was at Malapua College, the senior government high school in Port Vila. He went for full time studies at USP Suva from this College and on his return in 1990, he started work. He now holds a senior post in the civil service and earns an income of 900,000 Vatu per annum.

His daily routine is: He rises at 6.00am then breakfasts while listening to the news at 7.00. Work is from 7.30 to 4.30pm with lunch from 1.00 to 2.00. At 4.30, he plays soccer until 6.00pm. At 7.00 he has dinner, listens to the news again, then goes to bed. In addition to playing soccer, his hobbies are planting and gardening. He was motivated to enter USP in order to develop his knowledge and his own resources. Tuition was paid by government and this also gave him a maintenance allowance. He had never dropped out of school. He had had a few social problems e.g. drinking and sometimes it seemed that he had too much work. He had also had poor lectures at times.

He rated USP as a good university with courses that were applicable and relevant to the region and there were many regional lecturers. However, there were too many distractions from friends, which posed social problems for him.

He was convinced that USP qualifications assisted very much in finding jobs. He is satisfied with his job but would like to do further studies for promotion, furthering his knowledge, and improving his credentials. He is thinking of attending university in Canada but has no wish to migrate as he prefers to stay home and contribute to the development of his country.

He feels that Vanuatu's problems are economic and ecological. That is, the lack of finance and relying too much on foreign aid, and exploitation of forests by the Japanese and Taiwanese. He believes that the way to develop the country would be to have a development plan that uses appropriate technology suitable for the country and apply overseas help in the most applicable way,

according to the needs of the people. He feels that he can contribute by focussing his field of planning on agriculture and the rural sector, to identify their problems, and try to find solutions.

He feels that local tutorials would be more useful than satellite tutorials which would not be of much use to those living far away from the Centre.

INTERVIEW # 236

This interviewee is a single 18 year old Tongan female enrolled in 1990 for a BSc degree. She hopes to complete in 1993. She is studying full time on-campus in Suva, supported by a government scholarship and additional funds as pocket money from home (another \$100.00 per month). She has come to USP directly from school and had taken the Foundation Programme in 1990.

At home, there are four others - her parents, and a younger brother and sister who are both at secondary school. She was born in Tonga, where she undertook both primary and secondary education.

Both her parents have had secondary education. Her father is now working in the United States as an engineer in a company and remits money regularly to her mother. He had gone for better wages. Their home facilities include a regular water supply, electricity, mail service and newspapers. On-campus, she has a radio, radio cassette, and there is a video in the student common room. She has access to the public telephone at the main gate.

Her daily routine begins at 6.00am when she rises and goes through her morning prayers at 7.15am. Then she has breakfast and attends lectures, labs and tutorials from 8.00pm until about 5.00pm. Lunch is at 12.00 noon. From 5.00 till 6.00 she has a nap then she goes for a jog until 7.00. At 8.00pm, she studies in the USP library and has a break at 10.00. She resumes study (in her room) from 11.00 until about 1.00 or 2.00 am. [At this time however, she often thinks of home and is a little homesick. All in all, she has 7 hours of work on 3 days and 3 hours on the other days. Her hobbies are singing and playing the guitar.

She was motivated to attend USP as this meant independence and away from as well as being away from a very strict father. She had wanted more freedom for self fulfillment and she would like to complete her studies to help build her nation. She has signed a bond to return and work for Tonga.

She has few problems with her studies but she does feel that there is too much work. However, she finds that her relationships with other Tongan students are strained as they seem to resent her close friendships with students from other countries, developed when she had shared a room with a Solomon Island student. She often has her friends (Solomon Islander and Fijian) visiting in her room.

She considers the multicultural student body of the USP as the university's strong point and finds that in Fiji people are more understanding and tolerant. She does however, feel that a

university in Tonga would be good. Of Extension Studies, she knows only that students do not have to come to campus.

In future, she would like to be a doctor. Currently, she would like to complete her BSc and then enter the Fiji School of Medicine or she may go to the United States for further studies. However, she plans to return to work in Tonga first, before going elsewhere (if she goes to work, it will be for more remuneration).

Apart from spells of homesickness, she is quite content with her life.

Regarding her country, she feels that its problems relate to the political turmoil currently being experienced where the representatives of the people are "struggling" to "move that the country be more democratic". She believes that the nobles are abusing power and suppressing the commoners, and that some of the Tongan students are unaware or ignorant of this.

To develop the country, she firmly believes that people should work harder and not waste government funds. But she feels that Tonga is peaceful despite the political problems.

Although she is unsure of satellite communications, she feels that this would definitely improve communications with each other.

INTERVIEW # 238

This is a full time 24 year old Rabi female student of Fiji citizenship. She is enrolled in a degree majoring in population studies and is continuing after success in a Diploma in Applied Computing. She is now at the 200 level ; She can understand Fijian but not vice versa.

At her home are her parents, two brothers, one sister, and a brother's wife and child. Both her parents went to school up to secondary level. Her 60 year old father now works as a spray painter in a private company while her 55 year old mother stays home. One of her sisters is married and lives with her in-laws while the other works and is living at home. Of her four brothers, one is married and works on a ship locally, while another (single) is working on a larger ship, overseas. Another brother is at the Fiji Institute of Technology and the fourth is a planter living on Rabi at their family home. She lives on campus.

This student had no work experience prior to coming to USP. She is on a Rabi Council scholarship which gives her an allowance of \$125.00 per semester and pays for her tuition and books. She is not bonded to return to work on Rabi but she finds it difficult to cope as she always short of cash. She does not work part time.

Both her primary and secondary schooling were in Suva from 1976 until 1986. She hopes to get a good job on her graduation.

Living on campus means she has access to newspapers, radio, radiocassette, and video. At her home, they have all of these, a fridge, washing machine and a camera.

Every day she rises at 7.00 am, breakfasts at 8.00am, then attends lectures during the day until 6.00pm. Dinner is at 6.00pm and then she has a leisure hour till 8.00pm after which she goes to the library until 10.00pm. She goes to sleep at about 12.00midnight.

Her reason for studying is for ease in finding employment and she has never dropped out of school. Her main problem is the insufficient maintenance allowance.

She feels that the courses and lectures are all right. She cannot compare with other institutions but she has heard that others find it more difficult to pass courses at USP than at institutions overseas; for example, a friend's sister used to fail mathematics here but is now passing with honours overseas; In her view, USP courses are too general.

She is aware that most extension students are in the work force. She would like to become a demographer or perhaps pursue a career in computing. She hopes to find a job in a regional or

international organisation but not the government. She wouldn't mind continuing studies overseas but she has no intention to migrate as she prefers to live in Fiji where she was born as it has a good climate. She may go overseas later, when she has gained some work experience.

Her major discontent is the insufficient funds. She feels that the main problems in Fiji are high school dropouts which may be due to the group students associate with, and this leads to high unemployment. She also feels there too much air pollution from the traffic. In her view, Fiji should develop in Arts and business and feels that some technological development is useful. Further, Fiji should not be too aid-dependent. She feels that she can contribute to the development of Fiji through her job and that it depends on what kind of work you do.

She is unsure of satellites but said that satellite tutorials would be useful so that students can have the contact, especially if there is a pictorial transmission so the student can see the tutor during the conversation.

INTERVIEW # 240

This interviewee is a single 22 year old male student from the Solomon Islands doing a BA majoring in history/politics and economics, full time, at Laucala Campus. He is a Christian from the Polynesian Community (of Bellona), and when at home, lives with his parents and younger brother in Honiara where he has immediate access to modern home appliances such as car a washing machine, video, fridge, stereo. He has easy access to mass media, eg. radio and newspaper. One parent has had College level education while the other has had no education.

Interviewee began tertiary studies at USP in the Foundation Studies Programme after which he enrolled for a law degree at UPNG. He enjoyed the programme very much. However, because of the unstable political climate of PNG he had to leave after a year and then he was "made" to study for his current programme because his government (Ministry of Education) gave him this limited opportunity. (He is unhappy that this was the only award he could get since he had had a recommendation from his UPNG law professor to study law in Australia - his personal preference.)

His studies at UPNG has given him some comparison of degree programmes and he is dissatisfied with USP BA's as he feels these are "too general". That is, that there is too little speciality, with a major only taking 8-12 out of 20 courses at a maximum. He discussed his current programme at length, to illustrate this weakness, citing the UPNG law programme which requires 22 papers. Therefore he feels the latter would give him much more knowledge and an in-depth understanding of his field.

However, he feels that a USP first degree can give him a "broader understanding of developmental issues" in the South Pacific.

This interviewee has a low opinion of extension courses, of which he has done two (one named is a diploma level law course). Feels that the quality is very bad and does not measure up enough to be accepted overseas from his experience of a friend attempting to cross credit some Extension courses to an overseas university. He feels that these courses and Extension programmes are accepted in the South Pacific only because it is "their" university "they" must recognise awards from USP. Otherwise no-one else would.

Interviewee has had some work experience doing part time jobs obtained through his family connections. These include journalism (reporting), in a trade-union office and a government office in a clerical post. He plans to work in the Policy Analysis Unit in the PM's office on his graduation. He has already been approached for this job, because of his particular majors. He has strong views about the policies (or lack of), that guide his government and feels that there needs to

be more stringent adherence to Cabinet-approved policies for development. Currently, he feels that there is too much ad-hoc-ness in the way certain offices proceed and that approved policies have been known to be discarded or disregarded because an official has other interests. He feels that Solomon Island government policy on education is very negative and that there is too much nepotism throughout government services.

He feels that his country is facing problems because of the diversity in the ethnic groups (which were brought together by Britain into the one country) and that there is not much incentive for foreign investors. Furthermore, he feels that development plans are rather slow in implementation, and that his country is in a dilemma as a result. That is, how can you move forward, and also not have detrimental effects on the people? Currently there is too much instability in that policies may be dropped or changed too suddenly and this does not help investors at all.

This student has strong patriotism and is determined to work to contribute to the development of his country. Meantime, he is very grateful for his study opportunities albeit they are not exactly what he prefers, and says that, given the chance, he will resume Law Studies (he can get USP history/politics courses cross credited) with a view to returning to the Solomon Islands to work either for the government or privately.

Asked about the use of satellite in education he agrees this is useful but because of limited access of rural people, he feels this will only benefit urban people.

He is satisfied with life and the way things are at present.

INTERVIEW # 241

This interviewee is a full time single male Fijian student enrolled in 1989 for a BA degree in economics and management (business). He expects to graduate in 1992. He is a Catholic and lives in on campus. At home there are three people - his parents and his younger sister. He had had no work experience before enrolling at USP except some work during the Christmas holidays in an office. He is on a Fiji Government scholarship which pays for tuition, books, and a maintenance allowance of \$135.00 per semester. He thinks that the Solomon Islands students get the highest allowance. He has visited New Caledonia as part of a French course he had taken. His primary and secondary education has all been in Fiji and both his parents have had at least primary education. At home there is a regular water supply and electricity. They own a radio, and a video. He reads the newspaper regularly.

Each week day, he rises at 7.00am and then attends lectures from 9.00 until 5.00pm. Until 7.00pm, he plays sports and then has dinner at 7.00pm. From 8.00 until 11.00pm, he studies then goes to sleep after that.

He was offered a scholarship to study at USP and he was not interested in going overseas; maybe he will do so bafter completion of his current programme. He is satisfied with his studies but feels that accommodation and food could be improved.

He feels that USP qualifications are fine for local jobs but that if one wants to work overseas, then one would need to obtain qualifications from overseas because he believes that USP courses are applicable only in the South Pacific.

He is taking an economics course by extension and is very positive towards this mode of learning and believes the course is equivalent to that being taught on campus so it would be useful for a job. He is planning to work in the Fiji Reserve Bank for a few years then do a postgraduate (Masters) probably in Australia (Tasmania, because he knows people there). He may go into teaching.

He has no intention of emigrating and his reason for this is because Fiji is home. He is confident that the Fiji Industry and Trade Board has job openings.

He feels that generally, students are not very goal-oriented and at times he feels that he tends to go along with this slack attitude.

He feels that the worst problems of Fiji are the high crime rate, the racial rift between Indians and Fijians, and road accidents.

In his view, the most suitable course for the development of his country is to improve the education of the people and to increase job opportunities and sees his role in all this as service after graduation.

He feels that satellite tutorials are good and perhaps will be useful.

INTERVIEW # 242

This is a single 20 year old, full-time, female Tuvalu student enrolled in the Foundation Programme in 1991. She plans to continue her studies in a BA majoring in accounting and expects to graduate in 1994. She is a Christian (Methodist).

Members of her household back home include her parents: (father (58) retired phosphate worker, mother (51) housewife; one sister (10) and brother (6) who are both in primary school. She was born in Nauru and attended school in Fiji. In 1989-1990 she worked in the office of a private company in Tuvalu and then won a scholarship to study at USP. This pays for everything including a maintenance allowance of \$530(F). per semester.

At home they have tank or well water, and electricity from solar energy or a generator but at times, they use kerosene lamps. They have a radio, access to shops and a motor-cycle.

Usually she rises at 7.00am or if she has had a late night she sleeps in till 9.00am . She attends classes from 8.00 until 4.00pm and she has dinner at 5.00pm then goes to study in the University library. If there is little work she goes to bed early but if there is a lot, she may stay up till 2.00 am doing assignments. She was motivated to continue studies (at USP) because she had done well and had obtained good grades in accounting.

Her main dissatisfaction with academic life was in what, in her view, was excessive work e.g. geography, which was only worth 2% in the coursework grade. This has caused her to drop geography this semester.

Comparing USP with other institutions she feels that the residential regulations are too much like school still. She feels however that the academic standard is all right.

She feels that extension courses do benefit students and that the many who cannot come to campus are given this opportunity to study.

She liked her job but had to resign in order to get this award. She has plans to work as an auditor/accountant in the Ministry of Finance on graduation. (She believes that there is no qualified accountant back home.) She is not interested in teaching as she dislikes exposure to the public.

She has aspirations to do further studies and envisages this to be in Australia or New Zealand. She does not wish to emigrate although this would depend on the situation back home. But she feels it's better to work back home, for the benefit of the people.

Problems in her studies are mainly due to tutors favouring specific students and not answering queries properly.

Problems of her country relate to the fears of the people about the greenhouse effect. They are leaving.

INTERVIEW # 243

The interviewee is a male 27 year old Indo-Fijian student doing a Postgraduate Certificate in Education (PGCE) and is currently a school teacher. He holds a BSC in physics and mathematics which he obtained in 1986. He first enrolled in 1990 for his current programme and has successfully completed four (4) courses. This year (1991) he completed one course and is studying another one in this semester (2/91). He plans to do his last two courses next year part-time.

He is a Muslim and grew up on one of the outer islands of the Fijian group. He is married to another schoolteacher who is an accounting graduate and is also a teacher. They live in a rented 2-bedroom self-contained flat which they have occupied for three years. Rent is \$100.00 per month and this is satisfactory to them. They own a car, video, radiocassette, fridge and camera.

His father was born in Fiji and both father and grandfather were cane farmers; he comes from a very poor background. His mother is a housewife. There are eight (8) sisters and two (2) brothers. Seven sisters and one brother are now married, while one sister is at secondary school and the other brother is in primary school.

This interviewee attended high school from 1979 till 1983 and from there he went to USP under a Fiji Government scholarship. In 1983 he participated in a hunger strike staged by students in protest at the job shortage for graduates. He is now teaching in what he terms a "good Fijian school". His assessment is based in the student pass rate in the national and external examinations.

Their combined annual income is around \$20,000 gross and about \$12,000 after tax and they are finding it satisfactory.

On a normal working day, he leaves home between 7.35am and 7.45am. Work starts at 8.10am. His workplace is 15km away, towards Nausori and he commutes by car. He finishes at 3.20pm and either goes to the shops then home, dinner and watches a movie. On some days, he studies at the USP library from 7.00 till 10.00pm. Sometimes he attends tutorials. Currently, he is enrolled in ED352. He studies with his course materials and textbooks and hands in his assignments.

He has no problems or complaints and he thinks that students especially Indo-Fijian students do study very hard. He could not compare USP with an other university because he has had no experience of other universities. He is definitely satisfied with his current job. He feels there is a choice for him in the private sector. He has definite plans to study for a higher degree and he does plan and hope to move to another country, namely Australia, where he feels there are better job opportunities.

He feels that work conditions in Fiji are very poor and that though wages are frozen inflation is high and the cost of living is very high. When asked about the development of the country, his wife joined in the discussion but, she was very faint and her views were difficult to determine. [the rest of this tape was very difficult to decipher!]

INTERVIEW # 246

This is a 20 year old fulltime Western Samoan male student in his first year of a BSc degree. He lives on campus in Fiji. His only work experience has been holiday jobs.

All his primary and secondary education including a preparatory year for university has been in Western Samoa. His 52 year old father is a senior civil servant in a managerial post and had up to secondary education. However, inservice training had occurred and a Certificate in his field had been obtained. The interviewee is the only one of his family who had studied at this level. Mother's education had only been up to secondary also.

He reads the newspaper only if there is an interesting article, but he owns a radio cassette and a camera.

Each weekday, he rises at 7.00am and prepares to attend his classes (breakfasts only once or twice a week). He goes to lunch at USP dining room at 12.00 noon. Classes are from 9.00am to 5.00pm - lectures, labs, tutorials. Dinner is between 6.00 - 7.00pm, and he socialises for about an hour after , but is back in his room at about 9.00pm. He studies as soon as he gets an assignment and sometimes up to 1.00am.

His hobbies are listening to music and going to work out in the university gym. He was motivated to study to upgrade his knowledge and for the nation building of his country. Tuition is paid by his government scholarship and he has never dropped out of school.

He personally finds studying hard because he finds some lecturers difficult to understand. He is depressed about his work at times.

He feels that USP courses are good and useful for South Pacific students because they are relevant to the region, therefore, when they return to their home countries, they can fit into their environment easily, unlike graduates of other universities in countries like Australia and New Zealand.

He believes that extension graduates come out with many benefits but his knowledge of such studies is limited.

In the future, he will take medicine if he passes with good grades. Otherwise, he will opt for lab work or teaching or be a pharmacist. He hopes to do further studies in Biology or Chemistry, whichever he does better in, and will depend on funding. He would like to go to Otago University but does not mind USP. In his view, a university is a university and success

depends on how a student fits in. He may emigrate to Australia or the U.S.

His first priority is to work in Western Samoa but if he can find a suitable job, he will go to NZ for part-time study and work. However, even if he does emigrate, he will keep his family ties - he has a strong Samoan identity.

He notion of problems of his country is two-fold: economic and political; feels that the agricultural products have deteriorated because of diseases.

To him, the most suitable course for development is to educate the people. His contribution would be to work for the country, on graduation.

Although he is unaware of the USP satellite network, the student feels this would be useful for educational purposes, especially for those in outer islands. This would be a good means of communication.

INTERVIEW # 247

This is a 41 year old Indo-Fijian male student who entered studies in 1980 but left due to illness. He re-started in 1988. He is currently studying for a BA in accounting. His gross annual income is about \$17,000.00 but he feels that the cost of living is very high. He has completed both a Certificate and a Diploma in accounting. He is a Hindu.

His home is a single unit - "a farmhouse". He is married with five sons (17 years, Form 6 student; 14 years, intermediate student; 11 years, primary student; and twins of 2 years and eight months. Also living with them are his parents (father - 90 years old, and his sickly 80 year old mother), his 39 year old wife and his 18 year old nephew who is in the Foundation Programme at USP. He had been working as an executive officer at USP and has now changed to an accounts officer. He left school quite early and began working as a civil servant (Agricultural Field Officer) then joined a business firm as an accounts clerk. At the same time, he drove a taxi part time and took night classes (bookkeeping) through a London institution - Royal Society of Accountants, by extension.

His parents' schooling was very limited; in fact his father never went to school. He was a farmer while his mother was a housewife. At home there is a regular water supply, electricity, radio and radiocassette, and video. He has a personal computer, but they do not subscribe to a newspaper. They have a car, fridge, washing machine, and a gas stove. His daily routine starts at 4.00am when he rises, studies till 6.00am, then helps his wife in cooking breakfast. At 7.30 he leaves for work (starts at 8.30am) and during the day attends lectures part time. From 5.00-7.00pm he works overtime then from 7.00-9.00pm he studies before he drives home. Dinner is at about 10.00pm at home. To assist financially, his wife runs a small poultry farm. His hobby is community work and he was national president for the Apex Club at one time.

He pays for part of his studies and his employer pays the rest. His reasons for taking up studies include self development and fulfillment, promotion, and upgrading knowledge. He dropped out of school and also out of the USP Extension programme mainly due to illness and also, he said because he could not cope. He had left school early and this made it very difficult to manage studies at USP. He acknowledged that this was a big handicap in life.

Main problem with academic life was the long assignment turn-around time. With the weekly accounting assignments this meant a very heavy workload. He felt it was difficult for him to compare USP with other institutions as he had not experienced any others but he thinks the lecturers at USP are quite good. However, he feels there is a language problem and students find it quite hard to understand and follow the speed at which the lecturers talk.

He feels that generally, a USP graduate would fare very well in the job market.

He studies at the library with his peer study group, in lecture rooms and also at home in the evenings. He is overloading (taking extra courses each time) because he wants to finish quickly. Consequently, he does not have enough time. The USP facilities are good and he supplements these by getting help from colleagues at work. Other sources of information include newspapers, Accounting Bulletins and periodicals. Generally, the course materials are satisfactory though at times they arrive late.

His Centre is quite efficient but since he works there he may not be aware of shortcomings. He feels that tutorials are too short (one hour) and that they should be at least two hours per session to make it worthwhile for students to travel in to attend. On assignments, he feels that assignments are unrelated to texts as tutors pick them from other textbooks. The examinations are usually all right but there have been times when the questions did not follow what had been taught. He feels that one problem with the administration of Extension is that the courses advertised are sometimes changed and this upsets the programme. He thinks that a weak point about USP Extension is that one cannot complete a degree through Extension. However, Extension does give one a start and prepares one for further studies. He is satisfied to some extent, with the present job.

He is intending to take up a postgraduate qualification in computing science once he completes his accounting degree, to upgrade his knowledge. He does not plan to leave USP because of his family commitments and he would like to stay and educate his children.

His main worry is his family commitment and the situation in the country. He is the only one left to look after his aged parents and his siblings are not assisting in this. His worst discontents are his educational holdback and the fact that no-one in the family was willing to assist financially. He also feels that despite their higher qualifications, Indo-Fijians always come out lower than indigenous Fijians.

To develop, he feels that Fiji should go back and focus on agriculture as there is vast unutilised land. He would be able to contribute to this development by participating more in community work and by taking up part time teaching if possible. Further, he feels that if people chip in and do their share well, the country will develop. He firmly believes that education would help the development and he has discussed this with his children.

Finally, he feels that yes, satellite tutorials definitely help for rural areas as a means of communication so that students and tutors can discuss problems.

INTERVIEW # 248

This is a single 22 year old Fijian female student and had enrolled in the full time BA programme majoring in history and politics. She had started in 1988 and completed in 1990. She now teaches in a secondary school located in close proximity to her home.

She lives on campus in her mother's home which is one of the USP staff quarters. Her mother is a senior academic at the university and also holds a senior administrative post. Her father was a senior administrator in the government before qualifying as a lawyer late in life. Through her parents' overseas postings or further studies, she was able to have living experiences in Australia, Nauru, and the United States. Their home is privy to electricity, a regular water supply, and a telephone. Mail service is through the university. They own a car, refrigerator, washing machine, camera, typewriter, video and radio.

Her daily routine commences at 7.00 when she rises. At 8.30am, she starts work, and finishes at 3.30pm. After school, she either does a bit of shopping or goes straight home. On Thursdays, from 5.00 until 7.30, she teaches conversational Fijian at the university. Otherwise, in the evenings, she either does work (marking or preparing lessons) or reads (biography thrillers). She also writes and goes for walks. At around 10.30, she goes to sleep. She was motivated to study by her wish for self fulfillment and nation building. She was supported in her studies by a government award which met all her fees with a modest maintenance allowance. She came to USP directly from school and she had had secondary schooling in Fiji and Australia.

The few study problems she had experienced had related mostly to insufficient contact hours, and she had found that lecturers were often unavailable for consultation.

She feels that USP's strong point is the multicultural student body as well as the great variety in the nationalities of the staff also. This has allowed her to get to know people from many countries, in particular, the South Pacific. On the other hand, this she feels may be a weak point in that the USP may become too insular and not obtain enough exposure to the outside world.

She believes that a USP degree definitely helps in obtaining a job. She is satisfied with her present job but would like to undertake further studies for a higher degree as this would improve her chances for a promotion. In her view, there is a flood of BA-holders in the job market. She hopes to do a Masters in International Relations at Cambridge University, in the United Kingdom. On completion, she will return and contribute to the development of Fiji by working and "doing her little bit". She has no intention of emigrating as she is quite content with life at the moment. She feels that her country is facing three main problems: unemployment, political bickering between political parties, and drug and alcohol abuse among youth, which is on the increase.

She feels that the most suitable course for the development of her country is by training more professional people and by setting goals for the youth. That is, motivating the youth more. She believes that, because she is young, she is helping motivate and guide the young people she teaches by being a role model for them.

She is aware of satellite systems and firmly believes that satellite tutorials would definitely help, by closing the geographic gap and assisting in bringing the lecturer closer to the student so that there is immediate interaction.

[NB This student was not asked for an opinion of Extension Studies]

INTERVIEW # 249

This interviewee is a single, 20 year old full time Fijian-Rotuman male in his second year of a BA in Management and Economics, expecting to graduate in 1992. He is a Christian (Methodist). He lives at home with his 54 year old retired father, 52 year old mother, two unmarried sisters (24, bank officer, and 29, travel agent), and two cousins (16 year old girl at school and a 20 year old young man at the Fiji Institute of Technology. His father is a retired salesman with secondary school education and his mother is a school caretaker. Both parents are Rotumans.

His home has a regular water and electricity supply and there is a radio, radio cassette, video and telephone. They own a fridge, gas stove, washing machine, and camera. He entered USP straight from school and is on a sponsorship which pays his fees and gives him an allowance of \$225.00 per semester. Both his primary and secondary education was here in Fiji. He was motivated to study for the enhancement of his social status and to upgrade his knowledge. He has never dropped out of school.

Each week day, he rises at 6.00am, and prepares for university. From 9.00 until 5.00 pm, he attends lectures or studies at the library. 5.00-7.00pm is his leisure period and at 8.00 he has dinner. At 9.00pm he studies and at 12.00 he goes to bed. His hobbies are football, reading (novels), and listening to music.

The only problem with his studies is the shortage of textbooks. In comparison with other institutions, he feels USP has more highly trained and qualified staff but some staff are too involved in local politics. He feels that a USP degree is quite marketable.

He would like to be an administrative officer in government and wishes to undertake further studies here at USP to improve his qualifications (Master in Administration and Economics). He has no intention to emigrate as this is his home and he will definitely find a suitable job on completion of studies. He has no problems in life.

However, he feels that Fiji's problems are political causing instability in the government. He feels that Fiji should concentrate on more development in the rural areas and increase training, especially in economics. He sees his contribution as becoming qualified and serving the country.

He definitely sees satellite tutorials as being valuable especially for those in outer islands and do not have access to the main centres of education.

INTERVIEW # 400

The interviewee is a Fiji-born female of indigenous Fijian ethnicity and approximately 20 years of age. She is a Fiji national, single, and a Catholic. She was, at the time of the interview, a first year student (1991) at the University of Queensland, Brisbane, Australia. She is a double major in government working on her BA degree and expects to graduate in 1993. The interviewee worked for 3 months as a full-time accountant with an engineering firm during the interim period between leaving secondary school and starting her foundation studies at the University of the South Pacific (USP). Her hobbies include reading, basketball and netball.

Back in Fiji, there are 16 persons in her family (including her parents). However, they do not all live together in the same house. The primary household is composed of 4 siblings (1 sister and 3 brothers), herself (when in Fiji), her parents, 1 niece and 3 nephews (for a total household size of 11, including herself). Her sister is approximately 25 years old and her primary duty is looking after the children. Her sister's husband is a member of the Fiji Navy and was at the time on duty with the UN peace-keeping forces in the Middle East. Of her 3 brothers, one is 20 years old and studying aircraft engineering in New Zealand, but resides at home in Fiji when school is not in session. Another brother, 22 years old, is an apprentice automotive engineer in Fiji at the Public Works Department. Her 29 year old brother is a boilermaker for a private shipping company in Fiji. Her father is 69 years old and a retired primary school teacher. Her mother is 61 years old and used to do part-time work but is primarily a full-time housewife. Except for the 4 years she attended a boarding school for her secondary education, she lived with her parents.

Her family are regular readers of the local newspaper and own a radio-cassette player, a VCR and monitor (no broadcast TV in Fiji at this time), and a telephone. The family also owns a car, washing machine, refrigerator, and a camera.

With regard to her parents' educational background, her father attended a teachers training college after completing his primary and secondary education, while her mother only completed primary and junior secondary schooling before becoming a housewife.

The respondent indicated that she attended a private, Catholic church sponsored, primary school as well as a Catholic boarding school for her secondary education. Both institutions were in Fiji and were co-ed (i.e., students of both sexes attended the same classes). She did one year of foundation course work focusing on social science subjects (e.g., sociology, geography, history, etc.) at USP in Suva, Fiji. After completing her foundation year at USP, she embarked on a BA degree course of study at the University of Queensland (on an Australian government sponsored scholarship).

She was motivated to obtain a BA degree not only for self-fulfillment, but also because she

felt she would be able to achieve more with such a degree; that such credentials would make employment in a field that interested her more likely. Likewise, her family was a strong and over-arching motivational force behind her pursuit of a tertiary degree, both in their encouragement and in her desire to enhance the family's social status (along with her own).

The largest problem that she has experienced with her current education has been home-sickness. Contributing to this is difficulty in communicating with friends and peers in Australia on the same level as with her family back in Fiji. In the beginning, feelings of alienation were a problem, but now she has adjusted to living in Australia. The academic work-load is also, at times, quite heavy and this is stressful to her. In comparing her experiences at USP with the university she is currently attending, she believes that USP presented a more diverse and richer cultural environment, especially from among the different Pacific Islands. This she enjoyed and saw as a strength of USP. However, the range and variety of degrees offered at USP were, in her opinion, limited in comparison to universities in Australia. She guessed that this factor may be why some Islanders seek degrees from universities other USP. Likewise, she feels that USP tended to be less sensitive to feminist issues than her current university and postulated that it was mainly due to a more conservative cultural climate - though she was quick to emphasize that it was not a restrictive learning environment.

Even though she did not take any USP Extension classes or participate in any tutorials, she was aware of its existence and function because her sister did some courses through the extension programme. Unfortunately, because of alleged administrative problems, her sister never received course results and the building frustration at this caused her to lose interest and eventually quit (she was doing course work towards a pre-school teachers certificate). Other than this experience of her sister's, she felt she was not in a position to give direct comment on the USP Extension Programme. She does think, however, that USP's Extension Programme (and USP in general) needs to focus on other things before it espouses too strongly the use of satellites for educational purposes.

Employment expectations after completing her BA degree are, at this time, oriented towards working for the Fiji government, hopefully in foreign affairs or some related field. She feels reasonably confident that this or some other government position is very likely after her return to Fiji. She expressed that she would also like to further her education beyond the BA degree at some time in the future. If given the chance, she would like to study law. She feels that obtaining a law degree or a masters degree in government would also greatly enhance her possibilities. Much of her motivation for possibly seeking a higher degree is self-fulfillment. Also, she has an interest in learning more; a desire to continue learning. If she were to further her education beyond the BA degree, she feels that she would be better served by attending a university in Australia; specifically, she would attend the University of Queensland because it is the institution she is the most familiar with.

The respondent expressed an interest in visiting and perhaps even working in Japan for a short period of time. She mentioned that ever since she studied Japan history and geography in secondary school, she has had an interest in visiting Japan. However, she has no real desire to emigrate to any other country; her desire is to live and work in her home country, Fiji. This is mostly because she has strong family and emotional ties to Fiji as well as a sense of social responsibility. Although she states that she is not bothered by the fact that some of her compatriots decide to remain in foreign countries like Australia after they complete their university degrees, she does believe that these people are needed more back in Fiji than they are in more developed countries like Australia.

General discontents expressed by the interviewee revolved mostly around personal problems (e.g., with her boyfriend). Being an "international student" also presents some social problems, but in the main, international students tend to group together because of shared experiences of being in an alien culture, away from home, etc. Because of this, Fijian students tend to congregate together because they identify with each other and feel comfortable with each other; this, she feels, also includes other Pacific Island students. Pacific Islanders tend to group together by choice, mostly for moral support.

Impressions of what she considers to be pressing problems back in her home country focused mostly on ethnic strife between Indians and Fijians and the political problems this has precipitated. She was quick to point out that day to day living does not present any real strain on the ethnic relations between individuals, but that it is mostly within the political realm that such problems surface. Another problem that she sees is a need within Fiji for "new thinkers," people who are innovative, willing to express new ideas. Not only idealists, but "doers," people willing to put ideas into action. She is equally concerned by the possible loss of cultural identity on the part of Fijians. For example, urban dwelling Fijians who do not know how to speak Fijian, or people who do not know a lot about the various aspects of Fijian culture. This she feels is because the education system in Fiji is not oriented towards teaching Fijian history or geography; students learn a lot about other countries - their history, culture or geography - but very little is taught about Fiji. She feels that there should be more emphasis in the schools on Fiji's history, culture, and geography.

Personally, she feels that her possible contribution to Fiji's future course of development would be to encourage the preservation of Fiji's culture, natural resources, and an emphasis to foster within Fiji a socially responsible choice for sustainable development. She feels that, with her degree, she might be able to use her knowledge to enhance Fiji's international relations with the other South Pacific countries first and foremost before focusing on other countries.

INTERVIEW # 501

Question: What are the strong/weak points of this University in comparison with other Universities?

Resp. answers "its relevance to the cultural perspective." He feels closer to his culture in USP than he does here [Massey?]. Also USP is more community-oriented than a NZ University. NZ Universities encourage independence and acting alone rather than reinforcing cultural "togetherness." At USP people learn to define cultural "borderlines." or boundaries and don't transgress them. For example, he offered to help an old woman but his friends here told him to "respect her independence." At USP "we help each other out."

Weak point: So many people from your own cultural background, and if your aim is to learn other cultures and how to communicate effectively in English, this can be a significant distraction. "No matter where you go in USP, you still stick to your own kind"....in the dining hall, you see people from Raratonga, Western Samoa, Fiji, and all the groups setting by themselves--an extreme case is the Fijian Indians who sit apart from the Fijians, etc. It's a double-edged sword.

Resp. believes that USP extension students may be benefited in their jobs and that the qualification is both valid and valuable. He recalls that when doing the programme he learned to work very much on his own; despite having a tutor, he didn't have access to campus resources and found the task rather daunting. Nevertheless, he is positive, saying that the books are well-written and the course is organized in such a way that if you work hard all your problems will be catered for. Not possible to study at home because of overcrowding; studied at the USP Extension Centre. Classrooms were available as most students only attend after normal working hours. When he was doing his extension courses he was fortunate enough to be able to study full time; did not have a job. Depending on assignments and deadlines, he worked on average about 4 hours per day, including library research.

In addition to his USP study materials, Resp. had access to materials in the National Library and was loaned books and notes by graduates of USP itself (not Extension) in Fiji, who were then back home in Kiribati. The USP Extension Services provide names of people who graduated in similar courses, "and it is up to you to contact them and go to them for advice". The course materials and programmes were somewhat hard to comprehend by people without formal qualifications who may not have studied in this way before--yet who are encouraged to join the USP Extension Programme. Especially in remote places like Kiribati, the number of qualified teachers is so small and advice is spread so thinly that many people don't know who to turn to. EG: A student studying advanced mathematics is unlikely to be able to get much help from his local

USP tutor, who is likely to be an Education generalist, not a specialist in such a difficult and demanding field. The student is therefore left to work on his/her own, relying on mail contact with tutors in Fiji. The mail is notoriously slow and unreliable. He believes that the USP has been working very hard to make the textbooks more easily-understandable by students of average learning capabilities.

[Transcriber's Note: Respondent is male, we gather from Kiribati; either a preliminary tape is missing or the interview will reveal personal details later. This tape starts somewhat abruptly. Resp. is extremely articulate and intelligent. His answers are well thought-out and incisive. His English is of near-native fluency and he is generally positive in his responses, without being credulous].

Resp. visited the regional Extension Centre twice week for formal classes, but was there most of the time. As he has already said, he used the place for his own private study. He was generally satisfied with the course materials and presentation, but cautions that his experience was "way back, maybe 9 years ago". It would be different for the present generation of students. [Does he suggest that it might be worse?] He encountered no major problems and was more than happy with the learning he received. Tutorials were good. Assignments also satisfactory. Tells an anecdote: in one assignment bound for Fiji he had to change pens in mid-stream. The tutor gave him an A but wrote in brackets: "I get the impression that the second half was written by someone else. Please confirm that it is all your own work".

Because of the difficulties of distance communication, all kinds of misunderstandings can arise; the tutor may suspect a student of cheating, etc. Examinations were particularly hard; students did not know what areas to cover, so during the revision week, it was impossible to pinpoint specific targets for special focus. He admits that this is a normal problem of University education, but says that it is exacerbated by the great distances between students and tutors. Local tutors in Kiribati predicted certain areas to revise; when the examination came, it turned out that they had guessed incorrectly! IE: a difference of perception between tutors in Fiji and local staff. Older students became disillusioned.

Respondent used the tutorial sessions via satellite very often. "I never missed one." Regards it as valuable, but suggests that it should be more participative. Suggests that a discussion topic should be assigned, say, a week ahead, and clear-cut guidelines for study laid down. This would ensure that when the interaction takes place, it will not be just a big talking face or a pooling of ignorance, but a real interchange of ideas, questions etc. He was generally satisfied with the satellite tutorials. No complaints about administration, registration etc. "They know best what to do...they have existed for a long time and they have learnt through their experience". He says that usually he got his mail on time "unless there was a strike or something".

The University Extension Course had a major positive effect on his life: "it created in me the inspiration of going further". After leaving Form 3, he thought his world was coming to an end [personal crisis? Not specified.] He had to leave school because of some family problem. He was crying when he saw his classmates leave to start Form 4 and he was left. A friend said: "There is always a way round things...move with the world". When enrolled, his USP tutors were exceptionally supportive, and he has not a bad word to say about them. He discovered about USP from just visiting their building out of curiosity and from reading advertisements in the newspapers. There was also a radio programme called "USP Corner". These media advertisements convinced him that he should enrol.

Respondent sees the main strength of USP's Extension Programme (as opposed to the USP) as lying in the fact that "it can bring to a very remote area the body of the University itself". Makes education available to those who cannot afford travel. Staff also very helpful in mapping out people's careers and offering counselling services before beginning the courses.

Weak point: The tutors are part-time; they are also Government workers and don't earn much from their work with the students (sometimes only two or three are enrolled) and some tend to see this job as a waste of time. There is no motivating factor for the part-time tutors to spend their time helping people who may need remedial tuition; the money is poor and the numbers don't give any psychological reward.

The satellite tutorial system he sees as "very very effective" [emphatic]. It has a great role in sharing ideas and fostering mutual understanding between students of different countries. If topics were carefully chosen and prepared, there is a wonderful opportunity for the interchange of ideas. Topics can be drawn into the open and differing opinions can be aired in the same session. Students are able to learn from each other, no matter what their background or situation is. Resp. affirms the usefulness of satellite in "bringing things together" but says he does not have the right technical background to suggest possible improvements. He encountered no trouble in using it; "you just press the thing and talk...when your time comes." It's all easily explained and centrally controlled from Fiji. His communication skills were not that good at the time, so he didn't participate so much 10 years ago, but if he went back now he certainly would speak his mind!

Respondent learned a lot from other students around the Pacific, and in particular, learned where he stood in relation to other countries. The satellite tutorials obviously had a great positive effect on him; he is unstinting in his praise. "I said: 'Hey, I score A's, but these students can talk much better than me,...and this fired in me a different kind of motivation: to work harder'".

He still regards USP as his benchmark, his guiding light, the foundation of all his achievement. "That's where I first gained the strength I needed to do things".