

SEARCH CRITERIA

Model	Model A: Empowerment Model
Industry	Viticulture and Wine Industry
Focus/Level	Industry
Outcomes	Building individual confidence; Building management skills
Special Interest Groups	Other

1. PROJECT TITLE

NAVIGATOR[®] Programme

**2. FUNDERS:**

Primary Industries and Resources South Australia (PIRSA) with in-kind support from Adelaide University, and various wine companies throughout South Australia.

3. PROVIDERS:

Key Provider: Rural Solutions SA

Additional Providers: Hardy Wines, Beringer-Blass, independent wine grape producers.

4. KEY CONTACTS**Katherine Boon**

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5. INDUSTRY/ISSUE/GEOGRAPHY

Industry

Viticulture and Wine Industry with possibility of implementation into other areas of agriculture.

Issue

To reduce the reliance on government through the stimulation of cultural change through the development of human and social capital.

Geography

South Australia.

6. PROJECT CONTEXT

The NAVIGATOR[®] programme was initiated by Primary Industries and Resources South Australia (PIRSA) in response to two major concerns:

- The rapid expansion of the South Australian wine industry, occurring as a result of an increased demand for Australian wines, which applied pressure to the Governments limited resources.
- The South Australian government wanted to move away from the notion that research, extension, education and training were separate activities with discrete outputs and move towards building community capacity and developing leadership among wine grape producers.

The programme ran between 1999 and 2002 and is still functioning in some regions throughout the state without state support.

Programme Aims

To develop a programme which allows people to learn how to learn, rather than the extension of any information or knowledge. This is to be achieved by:

- Stimulating cultural change in order to build human and social capital, leading to continued learning and development of producer groups, and ultimately the 'empowerment' and increased self-reliance of participants.
- To foster an environment for leadership development in order to build community capacity.

In accomplishing the above, it was anticipated that industry stability would be achieved as people would be more able to respond to change.

7. PROJECT NICHE (SPECIFIC OBJECTIVES)

To develop a process that is socially based.

- To develop a facilitator training session to effectively instil the philosophies of the process, and effective delivery.
- Maximise industries involvement in the development of the process and delivery of the programme.
- To use qualitative evaluation methods to assist in the development of a process and evaluation of the programme.

8. PHILOSOPHY / APPROACH

To develop a process which:

- Is socially based.
- Concentrates on meta-learning.
- Provides a pathway, via the developed process, for participants to learn how to learn.
- Focuses on the process of learning rather than what is learnt.
- Trains primary producers and other industry participants as facilitators in order to develop leadership within the wine and winegrape growing community and reduce reliance on government.

9. RESOURCES, MANAGEMENT AND STAFFING STRUCTURES

The programme utilised various human resources including:

- Consultants from Rural Solutions SA.
- Rural Sociologist from Adelaide University.
- Corporate wine company employees.
- Independent wine companies.
- Independent primary producers.

The programme was managed by Rural Solutions SA.

10. PROCESS/METHODS USED

The construction and refinement of the NAVIGATOR[®] process took place over a period of three years (1999-2002). The initial process was developed by a team of consultants within Rural Solutions SA and a Rural Sociologist from Adelaide University. The process utilised elements of the action learning and adult learning principals, although these were used in more rigorously and non-directive ways than is usual in other programmes. The design considerations for the development of the NAVIGATOR[®] process included the following:

- The process should be non-directive in its outcomes. The Participants were to determine their own areas of need for more information or knowledge. No limitations were to be given to the participants in terms of what they should learn.
- Participants were to design their own projects, or programme of activities, to meet their identified needs and not be to be led by government or industry 'experts'. No limitations were to be given to participants in terms of how they should learn, who they should involve, or over what timeframe they were to undertake the learning activity. Each project would then be unique to a groups particular circumstances and level of knowledge and understanding.
- Participants were to take responsibility in carrying out their projects.
- The process should be iterative; once a project is complete the group begins the process again, reinforcing the process of learning.
- Roles and responsibility should be rotated so as to share group workload and engage peer group pressure to achieve their defined outcomes and develop leadership skills.
- It should have a portable framework so that in experiencing the process the participants develop new ways of thinking and dealing with issues, without necessarily being aware that it is occurring. They can then apply it to other situations that may arise either as a group, or as individuals.
- To foster an environment that is supportive in order for continued learning and development.

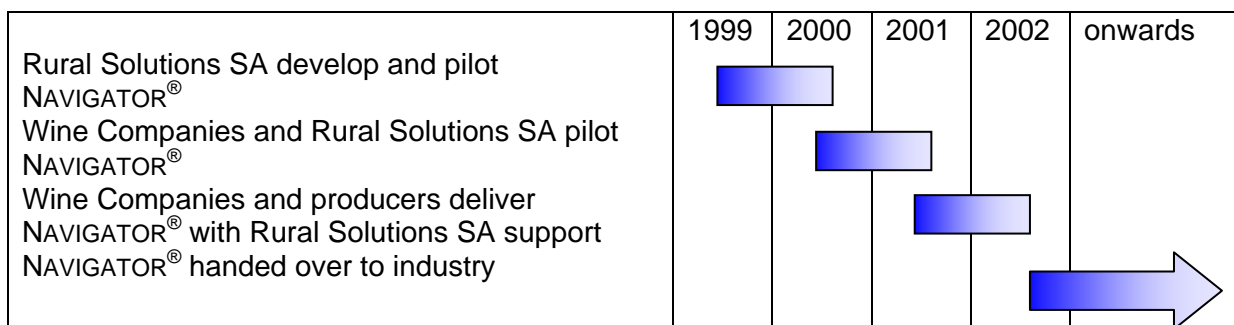
- The groups should become independent of the facilitator, who exists solely to take them through the process and not to direct them in any way.
- The groups should become independent of the process itself.
- Primary producers are to be trained as facilitators in order to develop leadership qualities amongst the groups.
- To use qualitative evaluation methods to assist in the development of a process and evaluation of the overall programme.

The developed process contained four highly structured stages; these included an Exploration Workshop, Project Development, Project Implementation and Project Review. It was intended that once a project had been completed the participants would begin the process again, and therefore absorb not only the process structure, but the types of questions to ask themselves in order to develop a projects/activities and act on their area of need or interest.

Rural Solutions SA consultants conducted the first pilot (see Figure 1) with participants ranging from wine company advisors, winegrape growers and wine makers. Several groups were developed across South Australia to ensure a range of cultural backgrounds, age, gender and level of education. The groups were formed by various methods including: contacting of people within a region who then formed their own group, utilising existing groups and the establishment of new groups through the wine companies. Each of these groups provided input into the process and changes were made where necessary. Participants within the groups did not receive a copy of the Navigator® manual as this was for facilitator use only. The idea was for the participants to learn by undertaking the process.

Once the process had been refined a facilitator-training package was developed and Wine company employees and independent wine grape growers were trained to deliver the process to their own contracted growers or peers. Rural Solutions SA staff offered support to these trained facilitators. The two-day training session involved the potential facilitators to experience the process, and also understand the concepts of self-empowered learning and the philosophies that sat behind the process structure. Figure 1, demonstrates the programmes development from a government industry partnership to industry ownership.

Figure 1: Programme structure:



Evaluation

Qualitative evaluation was used extensively from the outset, to assist in the development of the process and to evaluate the programme overall.

The Data used to evaluate the process development included the information generated by the group; plus facilitator observation on how the participants were responding to the process, this information was formally recorded after each session.

To ensure effective data collection the facilitators were trained in what to look for and how to record their observations.

The evaluation of the programme was triangulated (measurement of phenomena under two or more different perspectives or ways) in order to ensure the outcomes of cultural change (building of human and social capital) were being achieved. This was done by observing the process development data, informally asking the participants for feedback (verbally), and facilitator discussion done either in session or at organised workshops for the facilitators.

Commercialisation of NAVIGATOR®

NAVIGATOR® been trademarked and is now available as a package (manual plus facilitator training). Due the structure and nature of the process being socially rather than information based the process will suit any industry or sector that requires a cultural change programme to build human and social capital.

11. IMPACTS TO DATE

Participant groups were shown to:

- Have improved confidence and self-reliance.
- Shift in how information is approached.
- Shift in who they approach for information.
- Beginning of an appreciation that information is not knowledge.
- Extend their networks.

12. EFFECTIVENESS

In the short time in which the programme was run it was shown to be effective in fostering cultural change for the majority of the participants, irrespective of the range of facilitation styles and interpretations of the process. We speculate this was the case due to the process being strongly participatory and self-directed.

The evaluation of the programme showed that the participants:

- Enjoyed identifying matters of concern for themselves and discussing it with their peers, in their own language and style, rather than through a training course.
- Were found to extend their networks.
- Felt more in control and were able to apply new techniques in a group environment, rather than on their own.
- Were more likely to initiate change quickly through their involvement in the group than on their own.
- Some movement out of their comfort zones in dealing with production aspects to other issues such as finance and business issues.
- Looked at linking other regional activities (food, tourism) into the wine industry.
- Increased appreciation of the value of information and how it is organised, rather than a mere gathering of statistics.

13. PROJECT DOCUMENTATION AVAILABLE

Conference Papers

Boon, K.F and Murray, P. (2001) Navigator: A different approach to initiating change in agriculture. In *APEN 2001 International Conference Refereed Proceedings*, University of Southern Queensland, Toowoomba, 3-5 October. pp37-42.

Murray, P. and Boon, K.F. (2001) Design and Evaluation: The development of a participatory program. In *Proceedings of the International Australian Evaluation Society International Conference*, Canberra, 8-12 October.

Murray, P., and Boon, K.F. (2000) Navigator - Stimulating Cultural Change in Agriculture. In *Proceedings of the SEGRA 2000 4th National Conference*, Ballarat, October.

Conference Posters

Boon, K.F and Murray, P. (2001) Navigator – assisting producers in identifying options, choosing direction and taking control. In *11th Australian Wine Industry Technical Conference Proceedings*, Adelaide, 7-11 October.

Boon, K.F and Murray, P. (2001) Navigator. *APEN 2001 International Conference*, Toowoomba, 3-5 October.

Murray, P. and Boon, K.F. (2001) Navigator: Designing, Developing, Demonstrating. *Australian Evaluation Society International Conference 2001*, Canberra, 8-12 October.

Boon, K.F and Murray, P. (2000) NavigatorTM: Extension for a new millennium. *Australasia and Pacific Extension Network Forum 2000*, Melbourne.

Murray P. and Boon, K.F. (2000) Evaluation of NavigatorTM. *Australasia and Pacific Extension Network Forum 2000*, Melbourne.

Boon, K.F. (1998) Comparison of Hardwood Propagation Methods. In *Conference Proceedings 10th Australian Wine Industry Technical Conference, 2025 Meeting the Technical Challenge*, Sydney, 2-5 August.

Journal Articles

(2000) Vine Irrigation Management Under Spotlight. In *The Australian Grapegrower and Winemaker*. June/July. pp.22.

Newspaper Articles

(2001) NAVIGATORTM – identifying options, choosing direction, taking control. In *Directions of Rural South Australia. The Advertiser*. May, Adelaide.

Boon, K.F. and Panagiotopoulos, B. (2001) NAVIGATORTM groups in the Riverland. *Murray Pioneer*. August.

Boon, K.F. and Panagiotopoulos, B. (2001) NAVIGATORTM groups in the Riverland. *Murray Pioneer*. May.

Boon, K.F. (2000) Better Practice Winegrape Production. *Murray Pioneer*. May.

Independent Studies

Skills Strategies (2001) CASE STUDY - Riverland Wine Grape Growers NAVIGATORTM Group. In *Education and Training for Primary Producers – a guide to creating rural learning networks*. Report prepared for Farmbis, Department of Agriculture, Forestry and Fisheries Australia, Canberra. pp12-18.

Brochures

(May 2002) NAVIGATORTM: assisting in identifying options, choosing direction, taking control. Rural Solutions SA

Primary Industries and Resources SA Internal Newsletter

Boon, K.F. (2000) Empowering Winegrape Producers. In *PrimeTime*. Primary Industries and Resources South Australia, March.

Internal Reports

Boon, K. (2002) NAVIGATORTM 1999 to 2002. Rural Solutions SA. 22 August.

Boon, K. (2002) NAVIGATORTM 1999 to 2002: A Summary. Rural Solutions SA. 22 August.

Programme Evaluation

Murray, P. (2001) *The NAVIGATOR™ Process: Report on the First Phase Exploration Workshop*. Adelaide University. February.

Murray, P. (2002) NAVIGATOR™ Evaluation Report for the period July 2000 to November 2001. Adelaide University. 26 March.

Murray, P. (2002) *The NAVIGATOR™ Process: report on the third phase: tried and tested*. Adelaide University. 12 July 2002.

Manuals (Commercial commodity)

Boon, K. and Murray, P. (2002) *NAVIGATOR® for Winegrapes*. Rural Solutions SA, Adelaide.

Boon, K. and Murray, P. (2002) *NAVIGATOR® for Dairy*. Rural Solutions SA, Adelaide.

Boon, K. and Murray, P. (2002) *NAVIGATOR® Training Manual*. Rural Solutions SA, Adelaide.

14. ISSUES

Groups generally chose to undertake projects in the production areas, although some business-orientated projects/activities were undertaken. These decisions in this area could be contributed to several factors: this was what the participants needed to know; they were most comfortable in dealing in the production area; or they had a pre-conceived idea that they were to tackle production issues as the facilitators were from government or wine companies. For some groups there had been movement into other areas, so we are hopeful that over time the activities would become more holistic in their approach.

The government and wine company facilitators in some cases tended to want to lead the participants, however, if the NAVIGATOR® process was followed it allowed little opportunity for this to occur and the outcomes generated from the groups still showed strong evidence of change.

The producers, who were also trained as facilitators to their peers, did note that it was difficult to juggle the role of group participant and facilitator. Taking this into consideration it would be preferable for the producer facilitator to facilitate one group and be a member of another. However, if producer-facilitators are to be successful, it is expected that the process could work without the 'contamination' of the producers' expectations as to what is required from industry and government programmes.

The length of the programme was not adequate to determine if we were achieving sustainable levels of cultural change, although the evaluation of the programme does suggest this. It is difficult to judge the long-term effects of a programme like NAVIGATOR® as the expected outcomes, of cultural change in terms of building human and social capital, were quite ambitious for the time frame given to run the programme.

15. COMMENTS / CONCLUSIONS

Our experience with the piloted NAVIGATOR® groups, has shown that the process works with groups of differing ages, cultural backgrounds, and levels of experience and knowledge. The changes in the quality and variety of material generated in group discussions, together with the feedback from the participants and facilitators indicates that the process has been successful in building human and social capital so far. This has demonstrated to us that the process could have benefits in the long

term and may also be used with a wider range of target groups, within and outside of agriculture where building human and social capital is desired.