

SAMOA

COUNTRY REPORT ON THE COMMUNITY LEARNING CENTER PROGRAMME IN SAMOA

FOR THE

*Regional Seminar on Community Learning Centers to be held in Shiangmai
Thailand on 23 to 27 March 2004.*

I. PURPOSE OF REPORT

The purpose of this report is to provide information on the development of the Community learning Center Programme in Samoa. This report is submitted to the Regional Seminar on Community Learning Centers to be held in Shiangmai Thailand on 23 to 27 March 2004.

II. INTRODUCTION: ARRANGEMENT FOR THE REPORT PREPARATION

1. Composition of Samoa's Report Preparation Team

The membership of the Report Preparation Team (RPT) include the relevant personnel from the Ministry of Education, Sports and Culture working in collaboration with the personnel from the UNESCO Office in Samoa, the Ministry of Women, Community and Social Development and the Moata'a CLC Management Committee (**Refer Annex 1**)

2. Coverage of CLCs in the Report

The UNESCO CLC programme in Samoa is in its pilot stage, hence, this report will cover the activities identified for the pilot CLC programme at the village of Moata'a. The village is approximately 2 kilometers from the central business district (CBD) of Apia.

This report will also cover some of the key activities related to the goal of the CLC programme in some ministries and organisations

3. Methodology used in the Report

The report will use information extracted from the Government of Samoa's national strategic plan, the Ministry of Education, Sports and Culture's Policies and Strategies documents, the Government's Youth Policy document and the Samoa EFA Plan

Moreover, the report will use information analysed from interviews, questionnaires, field visits to the Moata'a village pilot programme and minutes of the Moata'a CLC Management Committee meetings.

4. Process of Information Analysis

The Policy, Planning and Research Division of the Ministry of Education, Sports and Culture conducted the analysis information process of the report

SECTION 1: BACKGROUND AND OVERVIEW OF CLCS

1. SAMOA

Location & Size

Samoa comprises of two large islands, Upolu and Savaii, and eight small islands, namely Apolima, Manono, Fanuatapu, Namua, Nuutele, Nuulua, Nuusafee and Nuulopa. Samoa lies immediately to the east of the International Dateline between longitudes 168 and 173 degrees west and between latitudes 13 and 15 degrees south of the equator. Samoa is situated approximately 2890 km north east of New Zealand, 1200 km from Suva, 4400 km from Sydney (Australia) and 8400 km from Los Angeles. The islands stretch from the northwest towards the direction of the southeast.

Land Area

The islands of Samoa stretch over a distance of about 200 kilometers with a total land area of 2934 square kilometer and an exclusive marine economic zone covering some 130,000 square kilometers. The two large islands, Upolu (1,118 square kilometers) and Savaii (1708 square kilometers) account for approximately 96 percent of the total land area. The islands are of volcanic origin.

Climate

Samoa's climate is tropical with abundant rainfall. Humidity averages 80 percent yearly and there is an average of 2,500 hours of sunshine annually. The average monthly temperature ranges from 20 degrees to 30 degrees Celsius (72-80 degrees F) with very limited seasonal variation. There are only two major seasons. The rainy season extends form November through to April and the dry season from May through to October. During this dry period the climate is pleasant because of the fresh trade winds. The annual rainfall averages 2880 mm. The northwest receives less rainfall than the southeast.

Relief

Samoa's two main islands are approximately 72 km long but vary in width substantially with Upolu about 24 km and Savaii about 35 km wide. Savaii is somewhat circular in shape while Upolu is elongated.

The islands are volcanic and are dominated by rugged mountain ranges with a 4-5 km skirt of gently sloping fertile land to which is attached the fringe of coral reefs and lagoons which surround the islands.

Vegetation

Thick tropical vegetation covers the islands, except on recent lava flows on the north coast of Savaii. Dense rain forests cover the interior mountains. Tall trees grow up towards the sunlight through luxurious ferns and vines.

On the shores and lower slopes there is much second growth woodland, coconut and pandanus and other coastal trees. On the tidal mudflats are areas of mangroves. Polynesian seafarers in earliest times brought fruit trees such as bananas, breadfruit and root vegetables like taro, yams, tapioca and sweet potatoes.

Population

The latest population census taken in Samoa was in 2001, with a count of 176,541 people. This figure includes other Polynesian islanders, some Chinese and Europeans, mostly from New Zealand.

Government (Political System)

Samoa was the first Pacific Island nation to gain its Independence on 1st January 1962. Samoa has a parliamentary form of Government, with a 49 seat Parliament (or Fono) elected every 5 years on universal suffrage basis. A Head of State with nominal powers is selected from among the country's traditional ruling families.

Religion

Religion is an integral part of the Samoan custom. Almost every Samoan belongs to one of the several Christian churches that have been established in the islands since the early 1800s. The members of the National Council of Churches are Roman Catholic, Congregational Christian Church of Samoa, Church of Jesus Christ of Latter Day Saints, Seventh Day Adventist, Church of Nazarene, Congregational Church of Jesus, Anglican, Protestant, Baptist Church, and the Pentecost Church.

Denomination of currency:

100 sene = SAT\$1.00

Time

13 hours behind G.M.T.

Economy

Samoa's economy has seen a continued improvement in the export market. The Samoan tala has remained competitive relative to trading partners and this has been conducive to an environment for private sector development. The Government in its past publications of their *Statement of Economic Strategy* has reaffirmed their conviction that the key to sustained economic growth is a healthy and competitive private sector.

Language

Samoa is the national language, but English is used in commerce and government businesses. Literacy rate is relatively high and many Samoans are competent in English

2. EDUCATION IN SAMOA

Samoa has come a long way in educational development. Education today is the product of four successive influences namely the Samoan culture, the nineteenth century Christian Mission efforts, the twentieth century colonialism first under Germany then New Zealand, and commitment and convictions of Samoan educational leaders who have directed schooling since Samoa gained independence in 1962.

Samoa's education began with traditional and cultural learning through informal and non-formal settings of story telling and learning through example, role playing or modeling.

Today, there are 143 Government primary schools, 18 Mission and 2 Private primary schools throughout the country. The Primary School participation rate in the 5-14 years age group (1999 figures) is 94%. On the other hand there are 20 Government Secondary Schools (formerly known as Junior Secondary Schools).

Today, Samoa's education system comprises an eight-year primary and five-year secondary programme. Education is compulsory for Years 1 - 8, which cater for children 5 - 14 years of age. At the end of Year 8, all children sit a national examination to determine where they can go to begin secondary education. This selection examination enables those top students to go to the 5 Government Colleges namely Samoa, Avele, Leifiifi, Vaipouli, and Vaimauga College. The Missions Schools or the 20 District Secondary schools take up the rest of the students.

At secondary level, children go from Year 9 to Year 12 in all Secondary Schools. At the completion of Year 12 the students sit another national selection examination before they move to Year 13. Those who qualify enter one of the 5 Government Colleges and some Mission Colleges that offer Year 13. Others may be absorbed into the workforce or work at home or the plantation.

At the end of Year 13, the students again sit another screening examination for qualification to enter the Preparatory Year Programme at the National University of Samoa. This UPY Programme is the one from which graduates normally would go overseas on scholarship to Australia, New Zealand, the University of the South Pacific, or Samoa's own local university. Those who do not meet the entry criteria have the opportunity to enrol in the various programmes offered by the Samoa Polytechnic or the National University of Samoa. Again, there is the opportunity for those who wish to join the workforce, to be self-employed or migrate.

The only two Teacher Training Colleges that were in the country Primary and Secondary Teachers' Colleges amalgamated in 1991 and was called the Western Samoa Teachers'

College. Teacher education again changed phase and merged with the National University of Samoa to provide teacher training through the Faculty of Education (FOE).

3. Locations of Community Learning Centers supported by UNESCO and other organisations

As stated earlier, the CLC Programme in Samoa is in its piloting stage in Samoa, however there are activities, which are conducted by other ministries, and non-government organisations (NGOs), which reflect the objectives of the CLC programme.

4. Other community-based NFE Programmes supported by the government and NGOs

A lot of NFE programmes supported by the government and the NGOs are conducted in Samoa. These programmes involve partnerships and networking by government agencies and NGOs to avoid any possible duplication of activities, given the limited resources available.

Ministry of Education, Sports and Culture

Culture Division

Vocational workshops are conducted in the villages in the areas of woodcarving, bowl carving and weaving of baskets, hats and traditional fans and the making of traditional weapons. The main purpose of these workshops, which normally run for two weeks, is to equip the unemployed youth with life skills to enhance their quality of live. There are four objectives for these programmes. First, participants in these programmes are made aware of the limited resources that are available in Samoa. Secondly, participants are also made aware of the importance of time management. Whilst they have other responsibilities at home, they are encouraged to utilise some of their time with the resources that are freely available to them. Thirdly, by making these traditional products, participants are encouraged that these items are alternative sources of income for them. Hence, given the flourishing tourism industry in Samoa, these people can sell their goods to the tourists. Moreover, they are also been informed that business-planning advice is available from the Small Businesses Enterprise located in the main township of Apia. The fourth objective of these programmes is the revival of the Samoan culture and traditions. Thus, it implies the realization that enhancing culture and traditional skills promote social cohesion in society.

The commitment of the ministry in this programme is evident by the fact that it absorbs the funding of this event in its annual budget.

Sports Division

Samoa has long been a sporting nation. Hence, sports participation has been recognized as one avenue for promoting social harmony in society. Based on the ministry's three- year Corporate Plan, which ends in 2006, the division is engaged in conducting activities to promote employable opportunities for the unemployed. For instance, the division coordinates coaching

clinics for church youth groups in the villages. Such approach, which involves partnership with church and village leaders, has proven very effective in terms of utilizing the participants' time in a more productive way. Moreover, the division will very shortly in collaboration with each sports body introduce the coaching accreditation scheme whereby participants will receive coaching certificates upon successful completion of the coaching seminar. Such scheme will be divided in three categories, namely local, provincial and the national level.

Similar to the Culture division, funding for this programme is absorbed by the ministry's annual budget.

Ministry of Women, Community and Social Development

In targeting the unemployed youth, the ministry is piloting a programme whereby sewing, carpentry and handicraft vocational skills training is involved. The ministry hopes to officially launch this programme before June 2004. Each training is set to be conducted on a two-week basis.

Women in Business Foundation

The Women in Business Foundation (WIBF) was founded in 1990 as a non-government organization. Its vision and mission emphasise that women and youth in Samoa contribute to the development of themselves. Hence, the foundation's activities over the years have continued to center on promoting and stimulate women participation in micro-business initiatives and to nurture their cooperation with community groups and the government. All of the WIBF emphasise the utilization of readily available resources in the village environment.

Financing for the WIBF is from NZAID, Canada Fund and the Asian Development Bank (ADB). From this funding, WIBF are geared towards three broad components namely, technology, trade and tradition. Technology involves activities like coconut oil production, beekeeping, soap and paper -making. In terms of trade, micro-finance activities include training and monitoring of families in the areas of planning and budgeting, marketing and packaging for product development. The tradition component of the activities carried out by WIBF includes fine mats weaving, elei printing, tapa design, handicrafts and carving.

It is important to note that trainers who have received advanced trainings at the Small Business Development Enterprise carry out the trainings conducted at the villages. The trainings conducted in the villages also involve on-the-job practical exercises.

Young Men Christian Association (YMCA)

The local agency of this programme has been consistently over a long period of time conducting vocational skills training in the areas of carpentry and mechanical engineering. It has also worked closely with the Red Cross in conducting first aid trainings. The role played by YMCA has been recognized as bridging the gap between secondary and tertiary level education.

SECTION 2: POLICY AND LEGISLATION OF CLCs

1. Policy and Legislation concerning CLC

The Government of Samoa's theme observed in its Strategy for the Development of Samoa (SDS), a three-year strategic planning document for the period 2002-2004 is "*Opportunities for All* ". Thus, it includes the government's commitment in improving employable opportunities for those who are in the informal sector, as well as those in the village economy. Such commitment entails developing training strategies for non-formal and second chance learning.

At present, there is no non-formal education policy in place. However, as identified in the Ministry of Education, Sports and Culture's current Corporate Plan, a policy to govern the activities relating to non-formal and second chance education should be finalized by 2006. Currently, the ministry is working on developing a draft policy before the commencement of the consultation process

2. Inclusion of CLCs in the national education plans, in particular EFA national action plans and UN Literacy Decade

The Ministry of Education, Sports and Culture's Education Policies and Strategies 1995-2005 widened the ministry's scope of activities to include Early Childhood Education and Special Needs Education. Whilst the former embraces the concept that parents are the first teachers, the latter reflects the recognition for compulsory education. Hence, the terms and reference of the EFA Assessment conducted in 2000 was centered on the goals and objectives specified not only in the government's SDS but also the ministry's planning and strategic documents described above.

After the conference in which a World Declaration on Education for All was adopted in Thailand in 1990 and a subsequent response by the Pacific region through the programme called Basic Education for Life Skills, the National EFA Forum in Samoa was established in July 2001.

The role of this national body is primarily to develop an action plan to address the 6 goals identified by the World EFA. In developing its action plan, members of Samoa National EFA Forum unanimously agreed that all the six World EFA goals are of equal importance. However, there has been some prioritization of goals on the national level based on the scope and urgency of each issue identified. It is important to note that in the formulation of Samoa's National EFA Action Plan, issues identified in the United Nation's Literacy Decade have also been incorporated.

3. Budget Allocation for CLCs by the government and financial and other assistances from external agencies.

The Government has continuously allocated funding for CLC-related activities through the Ministry of Health, Ministry of Education, Sports and Culture and the Ministry of Women, Community and Social Development.

SECTION 3: MAIN ACTIVITIES OF CLCs

The Ministry of Education, Sports and Culture had met with the village of Moataa in June 2003, regarding the establishment of a community learning center. As a result, the CLC management committee was formed. The Management Committee had its initial meeting in July 2003 and has been meeting weekly ever since. A survey was conducted in September 2003 targeted at obtaining the learning needs of the clients.

The Management Committee has discussed and prioritized activities identified by the clientele. Some activities have been deferred due to the cost of equipment and implementation, such as training in computer skills. Two of the activities identified from the survey are scheduled for implementation in January 2003 are cooking and sewing. For effective implementation of these activities, the management committee is in the process of seeking assistance from fellow organizations that share an interest in these areas such as the Ministry of Women, Community and Social Development (MWCSD).

Work on the basic requirements for the CLC headquarters located alongside the Moata'a Primary School is completed. Other facilities and additions will be considered when needed and when funds become available.

The overall goals of the CLC project in Moata'a are the:

- Coordination of all continuing education activities in Moata'a;
- Capacity building at the individual, family and community levels; and,
- Mobilizing community involvement and participation in activities, which will improve their quality of life.

Main functions of the CLC:

- Provide an opportunity to develop income generating activities through skills learned
- Promote personal development
- Facilitate the sharing of knowledge within the community
- Community development

- Provide up to date public information to the community
- Promotion of lifelong learning for a brighter future.
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SECTION 4: EFFECTIVE IMPLEMENTATION OF CLCS

The CLC Management Committee at Moata'a has met regularly to make sure that its programme will be fully utilized when implemented. This emphasis is based on the premise that resources available are very limited. (Refer Annex 3 for Minutes of CLC Management Committee Meetings)

The Moataa CLC Management Committee has formulated an Annual Action Plan for the period 2003/2004. (**Refer Annex 2**) This was based from the list of activities or tasks that were identified during the survey process which involved questionnaires and interviews. The survey was conducted on a household basis after the approval was given by the Moata'a village council. (**refer Annex 3**)

The CLC national committee has also approved the organizational structures of CLC at the village and the national levels (**Refer Annex 4 and 5**)

SECTION 5: STRENGTHS AND FUTURE CHALLENGES

Overall, the CLC programme is directly linked to the overarching theme of the government's reform programme, which is "*Enhancing Opportunities For All*" Thus, the government has guaranteed strong support in the long run.

However, given the limited resources available there are issues which have to be heavily considered both in the strategic and operational level of the programme. (**Refer Annex 6 for details**)

SECTION 6: Annexes and References

ANNEXES

Annex 1

Samoa CLC Report Preparation Team

Names	Designation
Lufilufi Taulealo	Assistant CEO-School Operations: Ministry of Education, Sports and Culture
Lenata'i Victor Tamapua	Principal Officer – Planning : Ministry of Education, Sports and Culture
Neil So'onalole	Principal Officer – Projects Coordination: Ministry of Education, Sports and Culture
Melesete Lino	Senior Officer – School Staffing: Ministry of Education, Sports and Culture
Faamatuainu S Vasa	Principal Officer – Communication/Public Relations: Ministry of Education, Sports and Culture
LMS Gae'e	School Review Officer: Vaimauga District – Ministry of Education, Sports and Culture
Sydney Fa'asau	Assistant CEO – Youth: Ministry of Women, Community and Social Development
Bettina Foessl	Volunteer: UNESCO Office (APIA)
Toaolamai Apelu	Chairman: Moata'a CLC Management Committee
Alaitaua Sieni	Secretary: Moata'a CLC Management Committee
Muliumu Levalagi	Member: Moata'a CLC Management Committee
Faleagafulu Peleiupu	Member: Moata'a CLC Management Committee
Savali Tu'uga	Principal Moata'a Primary School/member: Moata'a CLC Management Committee

Annex 2

Nofo'aga Tütotonu mo A'oa'oga i totonu o Moata'a

Suafa o le 'Äiga: _____

Fa'aioa mai polokalame ma le äofai o sui o le 'äiga e fia 'auai i polokalame olo'o tä'ua i lalo;

(✓)	POLOKALAME	FA'AMATALA AU'ILI'ILI MAI LE ITUAIGA A'OA'OGA OLO'O MO'OMIA	SUAFU O TAGATA
	Computer skills/ <i>Tomai Fa'akomepiuta</i>		
	First Aid/ <i>Fesoasoani Muamua</i>		
	Assistance for Primary and Secondary pupils (Maths & English)/ <i>Fesoasoani fa'aopopo i matäupu tau numera ma le gagana fa'a-peretania mo tamaiti a'oga tulagalua ma a'oga maualuluga</i>		

	Music/ <i>Musika</i>		
	Culture/ <i>Tū ma Āganu'u Fa'a-Sāmoa</i>		
	Plumbing/ <i>Fa'a-Palama</i>		
	Carpentry/ <i>Fa'a-Kamuta</i>		
	Fishing/ <i>Faigā Faiva</i>		
	Small Business/ <i>Pisinisi Laiti</i>		
	Vegetable Gardening/ <i>Togala'au aina</i>		

	Home Economics/ <i>Fatu'āiga (Kuka, Su'isu'i)</i>		
	Secretarial/ <i>Fa'a-Failautusi</i>		
	Electrical/ <i>Fa'a-Eletise</i>		
	Crafts-Weaving/ <i>Faiva alofi lima</i>		
	Florist-Gardening/ <i>Fa'atau Fugāla'au- Galue togāla'au Saunia o Teu Fugalaau</i>		
	Agricultural skills/ <i>Tomai Fa'a-Fa'atoaga</i>		

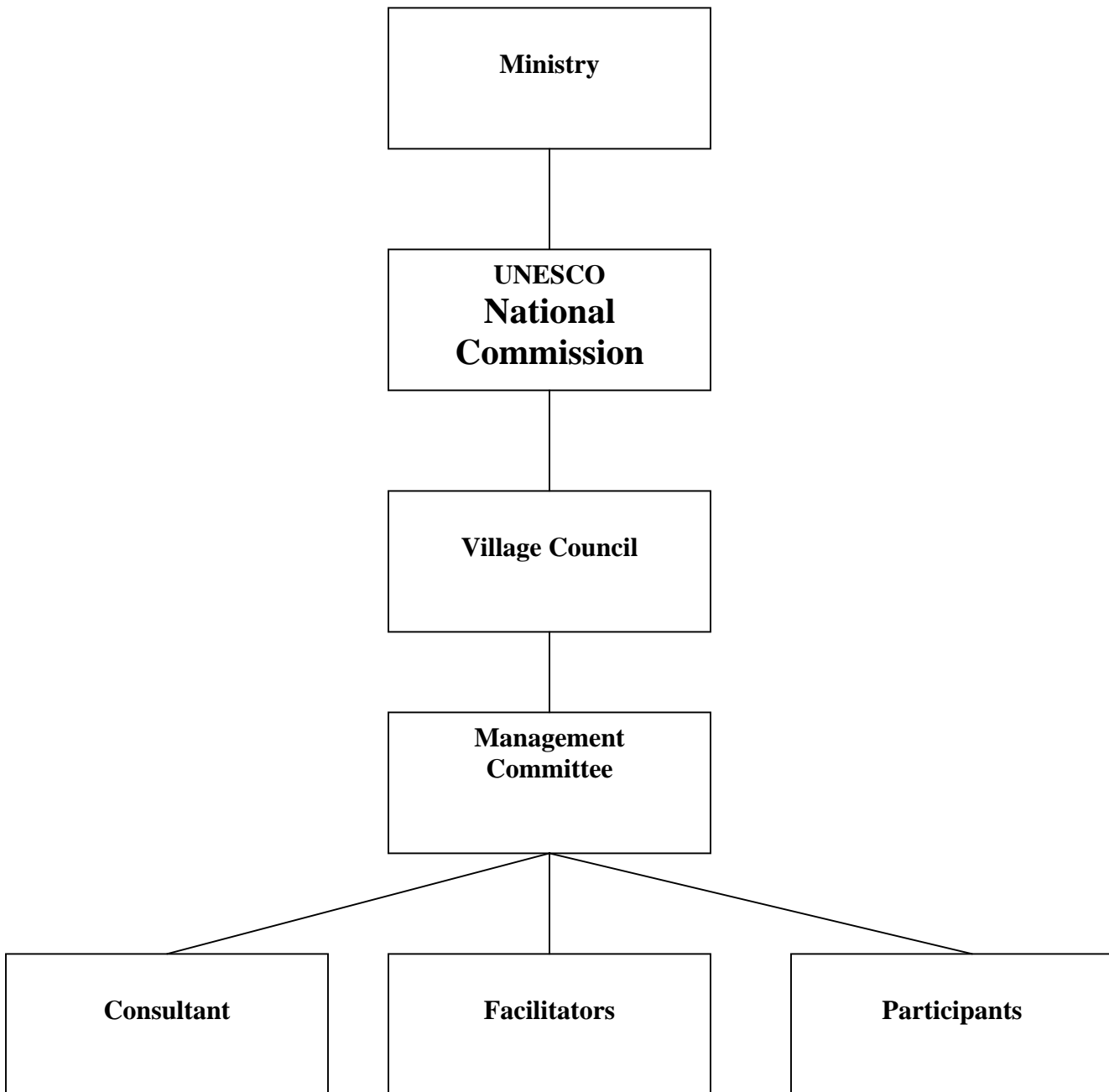
Annex 3

ACTION PLAN: 2003 - 2004					
Objective	Activity	Timeframe	Person Responsible	Budget	Progress Indicator
1. To enhance skills in sewing and cooking	<ul style="list-style-type: none"> • Identification of required resources • Arrange for and procure required resources • Request MWCS D resources they can provide • Request MWCS D for trainer(s) • Agree on dates of implementation • Implement training 	September 2003 November 2003 November 2003 January 2004	CLC Committee	US\$10,000.00	<ul style="list-style-type: none"> • Requirements for sewing machines and cooking facilities confirmed • quotes for sewing machines and stoves received • written request to MWCS D • Sewing machines bought/made available • Cooking equipment bought/made available • training in cooking and sewing conducted
2. To enhance community awareness of Government priorities and initiatives	<ul style="list-style-type: none"> • Provide a facility in the CLC for a variety of printed materials from Government. • Procure reading materials on Government priorities and initiatives • Inform and invite community members to use facility 	January 2004 January 2004	CLC sub-committee	US\$1,000.00	<ul style="list-style-type: none"> • Reading Corner set up – shelves, chairs etc. • Reading materials available • Community members make use of facility
3. To promote a reading culture among people of all ages	<ul style="list-style-type: none"> • Provide reading materials of all types • identify sub-committee 	as above	as above	US\$1,000.00	as above

	<ul style="list-style-type: none"> • Inform and invite community members to use facility 				
4. To provide supplementary studies for school children identified as at risk in English and Mathematics	<ul style="list-style-type: none"> • from needs survey plan classes • arrange for instructors • plan schedule • conduct classes 	February 2004 March 2004	CLC appointed sub-committee	US\$2,000.00	<ul style="list-style-type: none"> • schedule of classes • instructors identified • implement schedule • classes conducted
5. To enhance skills in traditional carving and fabric printing	<ul style="list-style-type: none"> • identify participants • identify resource people • provide materials 	September 2004	CLC appointed sub-committee/ MESC	US\$2,000.00	<ul style="list-style-type: none"> • list of participants • resource people identified • carvings and printed fabrics

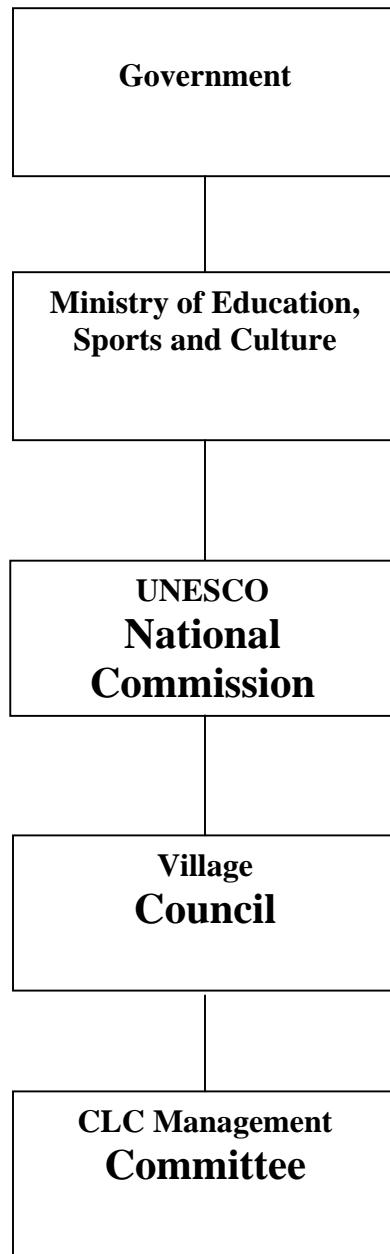
Annex 4

CLC MANAGEMENT STRUCTURE MOATAA



Annex 5

CLC NATIONAL PROJECT STRUCTURE SAMOA



Annex 6

Strengths and Challenges of CLCs in Samoa

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• strong community support	<ul style="list-style-type: none">• sustainability of funding from UNESCO and the Government of Samoa
<ul style="list-style-type: none">• government moral support	<ul style="list-style-type: none">• sustainability of funding from the Ministry of Education, Sports and Culture
<ul style="list-style-type: none">• government financial support	<ul style="list-style-type: none">• commitment of other donor agencies
<ul style="list-style-type: none">• government policies	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• government strategies	
<ul style="list-style-type: none">• Ministry of Education, Sports and Culture's Policies and Strategies	
<ul style="list-style-type: none">• Non-Formal Education Policy	
<ul style="list-style-type: none">• UNESCO support	
<ul style="list-style-type: none">• Facilities availability	
<ul style="list-style-type: none">• Trainers availability	

References

Department of Education (1994) *Education Policies 1995 –2005*

Department of Education (1994) *Education Strategies 1995-2005*

Government of Samoa () *Samoa Education For All Action Plan*

Ministry of Education, Sports and Culture (2003) *Corporate Plan 2003-2006*

Ministry of Youth, Sports and Cultural Affairs (2001) *National Youth Policy*

Photos –

Resource Materials

Treasury Department (2002) *Strategy for the Development of Samoa (SDS) – 2002/2004.*