

## Samoa Country Report

### Regional Conference on Community Learning Centers

**31 August to 3 September 2011, Bangkok, Thailand**

Samoa has only one Community Learning Center in Fagaloa that was established and implemented in 2009. The center is managed by the Ministry of Education, Sports and Culture (MESCC) until 2012. At the end of 2012 the Fagaloa Community Learning Center will be taken over and managed by the Fagaloa community. A strategic plan has been developed in consultation with the Fagaloa community to ensure sustainability after 2012.

#### **1. Establishment and expansion of CLCs in the country**

##### 1.1. National policies and strategies of CLCs

Community Learning Center policies and strategies are covered under the Samoa Education Policies and Strategies of July 2006 - June 2015. Policy areas that cover Community Learning Centers include Post Secondary Education and Training, Technical and Vocational Education and Non Formal Education. Key strategies of these policy areas include the development of quality assurance policies and strategies, development of strategic plans, coordination and implementation of development structures and mechanisms, implementation of activities and provision of quality advice to the Ministry.

##### 1.2. Objectives and target groups of CLCs

The three Core values of CLC are the right to education that is not only intrinsic but leads to employment, equal opportunities for all in "Second Chance Education" regardless of gender, age, socio-economic and ethnicity and a strong sense of commitment to environment protection and sustainable development.

The strategic goals of Samoa CLC are;

1. Increase opportunities for employment and self-employment
2. A commitment to environmental protection in line with the United Nation's Decade of Education for Sustainable Development
3. Improve participation rates for early childhood, primary, secondary and second chance education
4. To develop and promote a culture of interactive education and training where the community plays an active role in the development and the preservation of that culture
5. Work collaboratively with other providers to optimize the use of scarce resources and improve opportunities for continuing education beyond the FCLC
6. To provide opportunities for capacity building in areas of identified needs
7. To identify and secure sources of financing to ensure the sustainability of FCEPP activities

The main purpose of the CLC is to;

1. Provide a practical, hands-on quality education

2. Provide skills for self-employment, paid employment, a basis to enter tertiary institutions, re-enter secondary education
3. Provide a home-school literacy program for parents
4. Provide a facility that is easily accessed
5. Discourage rural urban migration

1.3. Number of CLCs (please fill in the table below. If necessary, modify the table)

Year : 2011

CLC		Learning/NFE centre <sup>1</sup> (multi learning programme)		Adult literacy Centre (only literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
MESC	METI Vaiusu	MESC MNRE MWCD MAF	METI SNE centres	MESC	METI

1.4. Types of activities taking places at CLC (if you have government/NGO supported CLCs in your country)

#	Lesson, Training, Activities at CLC	Please tick!
1	Literacy	√
2	Post literacy	√
3	Non formal Basic Education	√
4	Technical, Vocational, Income generation	√
5	Early Childhood Care and Education	√
6	Equivalency Programme (Primary)	
7	Equivalency Programme (Lower/junior secondary)	√
8	Equivalency Programme (Secondary)	
9	Community dialogue and meeting	√
10	Others ( )	

## 2. Quality Assurance of programme delivery and learning achievements

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

<sup>1</sup> Learning centres of which functions and approaches are similar to CLC

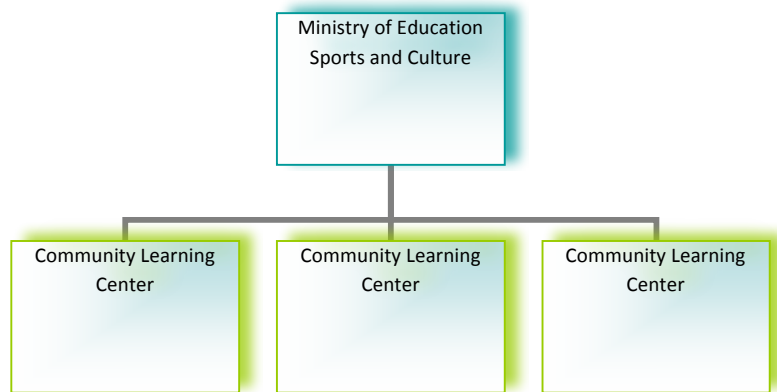
CLC courses are developed by curriculum officers of the Ministry of Education Sports and Culture. Courses developers are contracted out for areas the ministry does not have expertise in. All CLC courses are accredited by the Samoa Qualifications Authority (SQA). CLC courses are delivered by qualified teachers and trainers. Training programs with selected future trainers from Fagaloa district is continuing at the National University Training Center (Oloamanu) All post school courses are accredited by the Samoa Qualifications Authority.

2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

The Samoa Qualification Authority and the Ministry of Education, Sports and Culture oversee the quality and certification system of CLC to ensure they comply with recommended local and regional minimum standards and benchmarks.

### 3. Decentralization and Management of CLC

3.1. Organization charts from the Ministry/district government to CLC



3.2. Decentralization of programme delivery and curriculum development

The Fagaloa CLC project ends in 2012. It is expected that the Fagaloa community will own and take over the management of the CLC. The MESC in consultation with the community has put in place a strategic plan to implement this transition. This was implemented last year with training of trainers undergoing a Certificate in Adult Teaching at the National University.

3.3. Management of CLC

The Fagaloa CLC is managed and implemented by MESC. After 2012 It is expected that the Fagaloa CLC be managed by a CLC committee set up by the district. MESC will still provide advise initially. Other community learning centers are management by bodies running the trainings in collaboration with the community.

## **4. ICT and NFE <sup>2</sup>**

### **4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery.**

ICT is important in the management, monitoring and delivery of successful CLC. The Fagaloa CLC in Samoa is in remote Fagaloa bay where the bus only travels once to and from a day. There is no telephone service and mobile phone is limited to only a few areas in the district. TV and radio reception is poor and one has to travel to Fagaloa to communicate with the population. Even though given its remoteness to Samoan standards, communication networks can be improved to effectively utilize ICT as a means for improving communication with and among the Fagaloa community, management of the CLC and monitoring and delivery of courses.

Computer studies was the most popular course among participants. Participants were eager to learn how to use computers to assist them keep up to speed with writing letters, invitations cards and other communication, send and read email, watch photos, play games, listen to music and go on face book .

NFE programs are conducted by other government ministries namely, environment, health, women and community development and agriculture. NGO s include METI, village women's committees, SBEC, Red Cross and others.

### **4.2. Cases: Use of ICT to improve learning of learners**

In the Fagaloa CLC other courses had access to the computers, projectors, TV, radio, recording equipment to assist them teach their courses. These ICT equipment were provided by MESC.

## **5. Literacy Survey and Assessment**

### **5.1. Literacy survey and assessment at regular intervals**

The METI (NGO)and Ministry of Education Sports and Culture surveys in 2004 and 2007 respectively looked at literacy levels of the Fagaloa community. The low levels of literacy shown from the survey resulted in the recommendation that basic Samoan and English be offered together with other courses suggested by the community at the Fagaloa CLC.

### **5.2. Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)**

Literacy tests at Year 4 and Year 6 are done annually at primary school. This will be followed by Year 8 in the near future. METI uses the same literacy tests on an ad hoc basis with communities they work with to determine literacy levels of their course participants.

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<sup>2</sup> Any projects already implemented/to be implemented by the governments/NGO/private sector.

## **6. Issues and challenges**

The major issues and challenges of CLC are quality assurance, tracking programs, resource constraints and sustainability. Finding, training and paying the right trainers is challenging given that many people prefer better jobs. Resourcing the CLCs is difficult for communities without support from government or donors. An initial seed resource support is necessary to start with and managed effectively for long term use and income generation to support itself. Sustainability of CLC is an important issue and a challenge for communities. A workable strategic plan where a steady source of income and resource is required to sustain CLCs. Central bodies like the Samoa Qualifications Authority are required for the quality assurance tracking of CLCs so that they meet minimum quality standards.