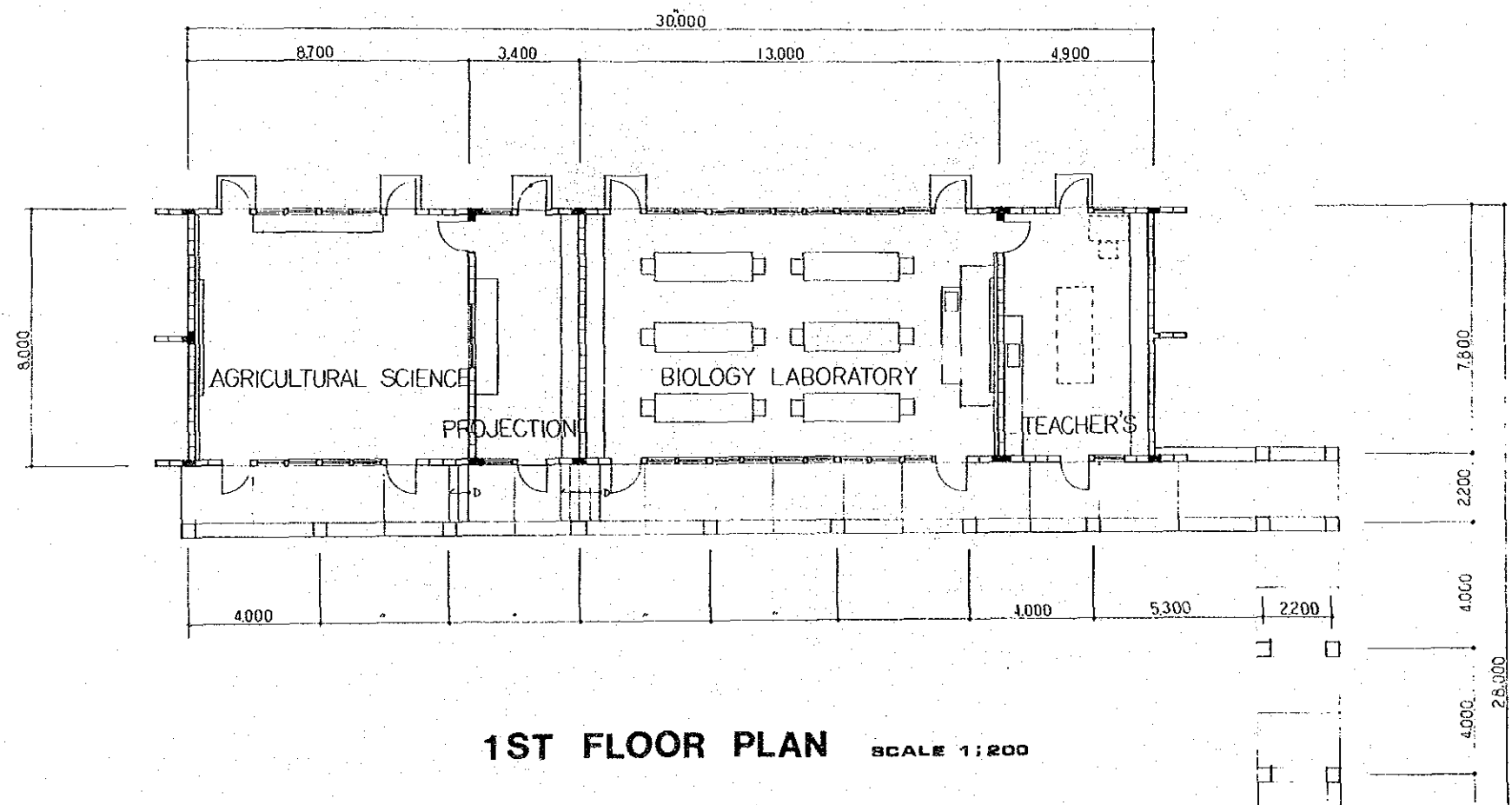
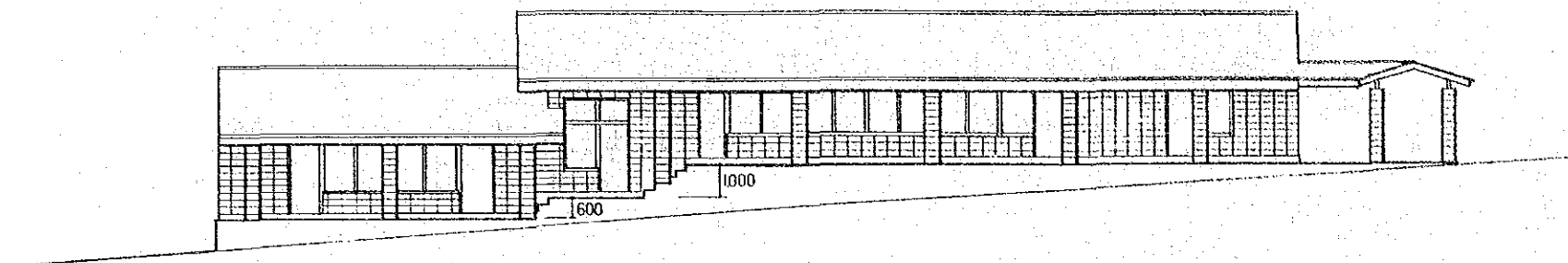


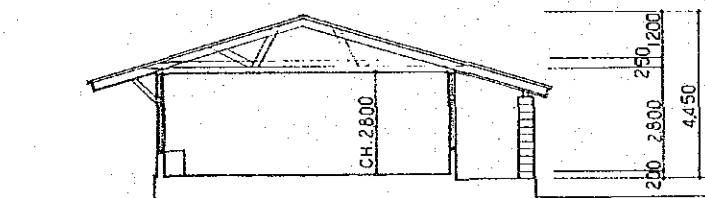
AVELE COLLEGE



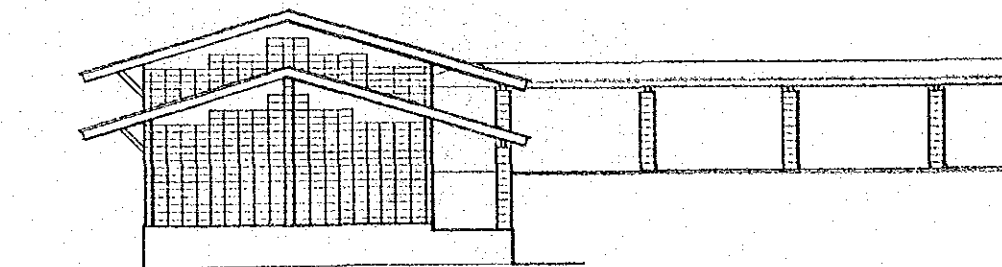
AVELE COLLEGE LABORATORY



NORTH ELEVATION SCALE 1:200



SECTION SCALE 1:200



EAST ELEVATION SCALE 1:200

AVELE COLLEGE LABORATORY

3 - 11 Equipment Planning

The equipment, as agreed upon per the minutes are as follows:

- | | | | |
|----|------------|--|----|
| a) | Generator | Vaipouli College | |
| | Capacity | 65 KVA air-cooled | 1 |
| b) | Typewriter | Vaipouli College | |
| | Manual | | 20 |
| c) | Bus | Avele College | 1 |
| | | 41 passenger vehicle for school commuting purposes | |
| d) | Bus | Vaipouli College | 1 |
| | | 41 passenger vehicle for school commuting purposes | |

3 - 12 Information Related to Construction

3 - 12 - 1 Local Conditions of Construction

SPDC and TPDC are the two representative companies running construction businesses in Western Samoa at present, the former being a semigovernmental public corporation mainly undertaking civil engineering projects relative to Government Orders.

TPDC place building undertakings before others mainly executing private construction. There are other construction companies than these two, such as for conducting steel frame work, but they are mostly of small scale. However, more and more factories, markets, schools, etc., are being built of steel frame structure, so the number of experienced workers in this field is increasing. As stated before, a five-storied reinforced concrete building is under construction now, and trademen's skillfulness have greatly advanced of late.

3 - 12 - 2 Quantity of Principal Materials

Table 3 - 1 Principal Materials

Name	Unit	Quantity		
		Vaipouli Lab.	Avele Lab.	Total
Coral crushed store for foundation work		271	140	411
Sand		218	111	329
Cement	ton	152	78	230
Rainforceing steel	ton	35	22	57
Concrete block	piece	8745	4969	13714
Galvarized sheet iron 762 ^m / _m × 1829 ^m / _m	sheet	1151	492	1643
Hardboard 1000 ^m / _m × 2000 ^m / _m	sheet	249		249
Acoustic board			239	239
Timber, structural		44	16	60
Timber, for fixture		20	3	23
Point, ready vrixed oil paint	Kg	354	192	546
Vinyle tile		518	237	757
Aluminium lower window 750 x 1140	piece	87	42	129
Sheet glass for lower 750 x 1145	piece	696	336	1032
Wooden flush door 900 x 20	piece	25	14	39
Wooden flush door 1800 x 200	piece	1		1

3 - 12 - 3 Supply of Materials

Architectural materials required for this project produced locally are crushed stone for foundation, aggregate for concrete, concrete blocks and timber. The concrete blocks and timber are diversified in shape and dimensions and many kinds are sold on the market.

All materials other than those mentioned above must be obtained through import. The following channels of import are recommended:

- 1) Japan-based System, in which the required materials are procured and transported from Japan by the General Contractor who is stationed in Japan
- 2) Local-based System, in which the required materials are procured directly from New Zealand, Fiji, Australia, etc., by the General Contractor.
- 3) Public Channel Procurement System, in which the Public Works Department are entrusted with importation on a consignment basis.
- 4) Private Channel Procurement System, in which local subcontractors are entrusted with importation on a consignment basis.

Selection of the most suitable procurement channels from among these four will only be determined after thorough deliberation over the necessary materials as to their specifications, cost, time of delivery after order, etc.

After determination through the aforementioned processes, it was decided that the following materials need not be procured from Japan:

electrical appliances, concrete blocks, aluminium-louvers, window sashes, etc.

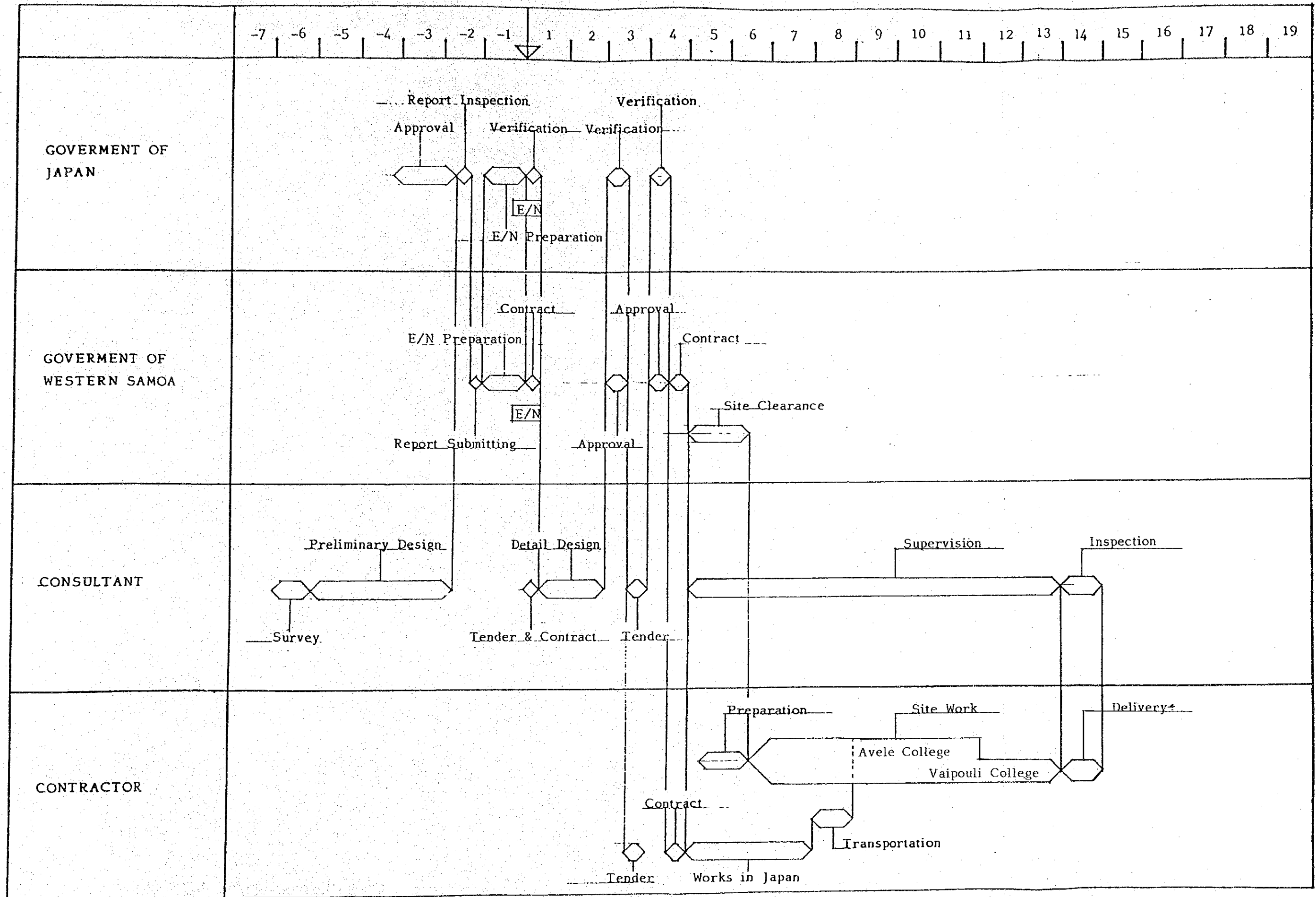
As to which of the aforementioned import channels are most appropriate, can be decided after careful consideration of each characteristic feature respectively, such as, cost and procurement time, plus the convenience of the import system.

According to a survey conducted along this line, it is generally presumed that channel 1) is not profitable costwise, 2), 3), and 4) are also unstable procurement methods terms & conditions-wise.

3 - 12 - 4 Transportation

A regular shipping service is operating, from Japan to Pago Pago via Guam Is., Fiji Is. and Upolu Is. (Apia) once a month, at the end of each month.

From Upolu (Apia) a ferry boat runs twice a day to Savaii Is. (Salelologa). Truck transportation to Vaipouli is considered to be adequate.



CHAPTER 4 SIGNIFICANCE OF THIS PROJECT

CHAPTER 4 SIGNIFICANCE OF THIS PROJECT

As a newly independent nation the difficulties to face with Western Samoa at present, could be understood as a peculiar perplexity brought about by the introduction of rapid modernization and westernization.

Christian western civilization planted its roots deeply into Western Samoan soil after a successful christian campaign which started in the 1820's. However, traditional culture has also been well maintained and the country now boasts of a unique and a rich South Pacific civilization.

Notwithstanding more than half a century's foreign administration since the start of this century, Aiga, Western Samoan characteristic social system, is successfully preserved and plays an important role functioning as a foundation of society, economy, politics and administration, as well as criterion for absolute value and conduct in Samoan way of life.

Since her independence in 1962, Western Samoa has been striving for rapid modernization and reshuffling of her administrative structure, while westernization has made heavy inroads through the recent speedy transportation development, i.e., imports, migration, tourism, and development project through foreign assistance and cooperation.

These waves of westernization surging right upon her traditional Polynesian modes of living have brought forward many discrepancies and problems in not only Western Samoan political, social, economic and cultural fields, but also individual private levels of citizenship.

However, it is the governing consensus of opinion in the nation, that the two different modes of living can exist in absolute compliance and harmony with each other, based on the unique Samoan traditional way of life - Samoan Way.

With a little more than 160,000 people, Western Samoa is a small country which could suddenly flare up and boil over like water in a test-tube when submitted to a small flame, bringing forth sudden big changes. This speedy effectiveness is a merit alright, but from a political and administrative point of view, this is an important point to be considered.

Western Samoa is promoting light industrialization at present, as a means of obtaining economic independence. However, considering the population of this country, difference in technical levels between herself and abroad, marketability, resources, etc., no good purpose can ensue in implementation of any policy than that which meets her own demand. While tourism should be suitable for Western Samoa. However, aggressive promotion of this sort of industry will bring forth more disadvantages than advantages, because of the following increase in imports caused by Western life-style inflow, the frustration, the destruction of traditions, etc.

The increase in population and the accompanying employment situation therewith, will pose a grave problem in the future. Emigration means an outflow of valuable brain-power from the country and, on the other hand, in the countries receiving immigrants they began to discuss limitation policies. This is another problem which could be alleviated by Western Samoan authorities responsible for creating more employment opportunities through the promotion of development.

The information given above relates to the present conditions Western Samoa is confronted with.

Based on these conditions, agricultural development planning, i.e., the Rural Development Programme, constitutes a fundamental administrative policy, pressed forward strongly by the Prime Minister by himself engaging in this field. This, incidentally, is one means of averting the pressure of the employment problem, by decentralization of population. On the other hand, setting up of an administrative framework for training man-power of intermediate rank constitutes a most important subject to be tackled by the Ministry of Education, which is directly concerned with this Educational Development Project under present Japanese assistance.

The Rural Development Programme began with DP-III and was successfully completed, while other programmes were hovering between success and failure. This also still constitutes central subject of importance among the DP-IV which started since 1980. The

characteristic point of the programme lies in the "planning from below", "not centrally imposed planning" enforcement policy, i.e., taking each village as a unit, with village people acting as the main working force as well as planning for the development of rural areas and the raising of agricultural productivity, under central government assistance.

With implementation of the economic stabilization of rural communities, the infrastructural framework straightened up, and the provision of cultural facilities, rural life should now be attractive and rehabilitated as a national foundation.

It can be seen that Western Samoa is seeking economic independence, while still practicing Western Samoan traditions, founded firmly on the Aiga System.

In the field of education, training of national leaders and programmes for primary or basic education, are already well under way.

Training of man-power of intermediate rank is a most urgent need now. At the present time, this position is filled with many foreigners. Along with so many development programmes under DPIV headed by the Rural Development Programme, and as a driving power to promote industrial employment, a practical working force is urgently required. In order to meet these requirements, the Ministry of Education has taken measures to create frameworks for professional and technological education covering various fields of agriculture, light industry, commerce, etc.

The Educational Development Project under present assistance and cooperation can be found its roots among these two important policies. The colleges under discussion are Vaipouli and Avele, where provision has been made for improvement and upgrading of the facilities in order to increase their educational standards and capacities, for the purpose of training the future man-power of intermediate rank of the nation. Other than these colleges, there is Samoan College a senior secondary school, but, as is presumed from the fact that so many of its students have passed foreign university entrance examinations, its scholastic

standards are far advanced, the college having a strong academic character. In the former two cases, the majority of graduate students naturally return to rural areas to engage in agriculture, or enter into various fields of business as a practical working force. Therefore, the improvement and upgrading of the facilities of Vaipouli College and Avele College and the supply of equipment in both colleges are requested urgently in the field of education to meet demand of the present Western Samoan society.

This must be the gist of the significance of this Project. However, a few points deserve attention if the spirit of assistance and cooperation is to be achieved. The matters as stated in item 2, Chapter 3, "Basic Policy of Design" in connection with ways and attitudes for assistance and cooperation, should therefore be referred to. Assistance and cooperation are aimed at final self-reliance of the country. In supporting this project, this point should be considered.

Above, the importance of the present Educational Development Project is pointed out, and every article is presented with firm conviction that it will make an important contribution to Western Samoan growth and attainment of a deep friendship between our two countries.

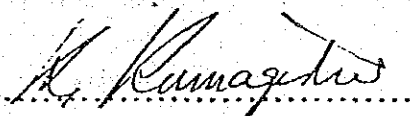
APPENDICES

AGREED MINUTES OF DISCUSSIONS

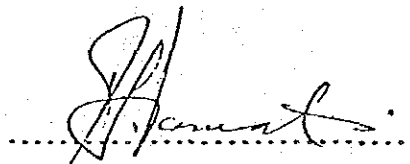
In response to the request made by the Government of Western Samoa for the Educational Development Project in Western Samoa (hereinafter referred to as "the Project"), the Government of Japan has sent, through the Japan International Co-operation Agency (hereinafter referred to as "JICA"), a team headed by Mr KENJI KUMAGISHI, JICA to conduct a basic design survey for 21 days from October 1st. The team had a series of discussions and exchanged views with the authorities concerned.

Both parties have agreed to recommend to their respective Government to examine the results of the survey attached herewith toward the realization of the Project.

8 OCTOBER, 1980



KENJI KUMAGISHI
TEAM LEADER
THE JAPANESE SURVEY TEAM



PEREFOTI F. TAMATI
DIRECTOR OF EDUCATION
GOVERNMENT OF WESTERN SAMOA

MINUTES

1. The proposed sites of the Project will be in the Vaipouli College, in the Avela College and in Salelologa.
2. The objectives of the Project is to provide necessary buildings, facilities and equipment for upgrading of the Vaipouli College and the Avela College at the Project Sites, and a library at the Salelologa site.

These buildings and facilities are to be used for the promotion and stabilization of secondary education with special emphasis on agricultural, technical and vocational areas within the education system in Western Samoa, and to provide library facilities for the Savaii public:

3. The Japanese Survey Team will convey the desire of the government of Western Samoa to the government of Japan that the latter will take necessary measures to co-operate in implementing the Project and will provide the buildings and other items as listed in Annex I within the scope of Japanese economic co-operation in grant form.

The Plot Plan and the Plan for discussion are shown in Annex III.

4. The Government of Western Samoa will take necessary measures on condition that the grant assistance by the government of Japan is extended to the Project:
 - a) to provide data and information necessary for the design and the construction
 - b) to secure lands necessary for the construction.
 - c) to clear and level the Project Sites before the start of the construction
 - d) to provide other items listed in Annex II
 - e) to ensure prompt unloading and customs clearance in Western Samoa of imported materials and equipment for the construction. And also to facilitate the internal transportation for them.
 - f) to exempt Japanese nationals concerned from customs duties, internal taxes and other fiscal levies which may be imposed in Western Samoa on the occasion of the supply of goods and services for construction
 - g) to provide and accord necessary permissions, licences and other authorization required for carrying out the Project.

ANNEX 1

Items requested by the government of Western Samoa whose cost will be born by the Government of Japan, and the priority order is shown in parentheses.

1. Buildings and Facilities

- a) Center for Pro-vocational Courses in the Vaipouli College (1)
(The Centre is a combined building of Agricultural Science Laboratory, Manual Arts/Home Science Block and a classroom)
- b) Agricultural Science and Biology Laboratory in the Avele College. (2)
- c) Hostel Dormitory in the Avele College (3)
- d) Library in Salelologa (3)
- e) Sports Field in the Avele College (4)

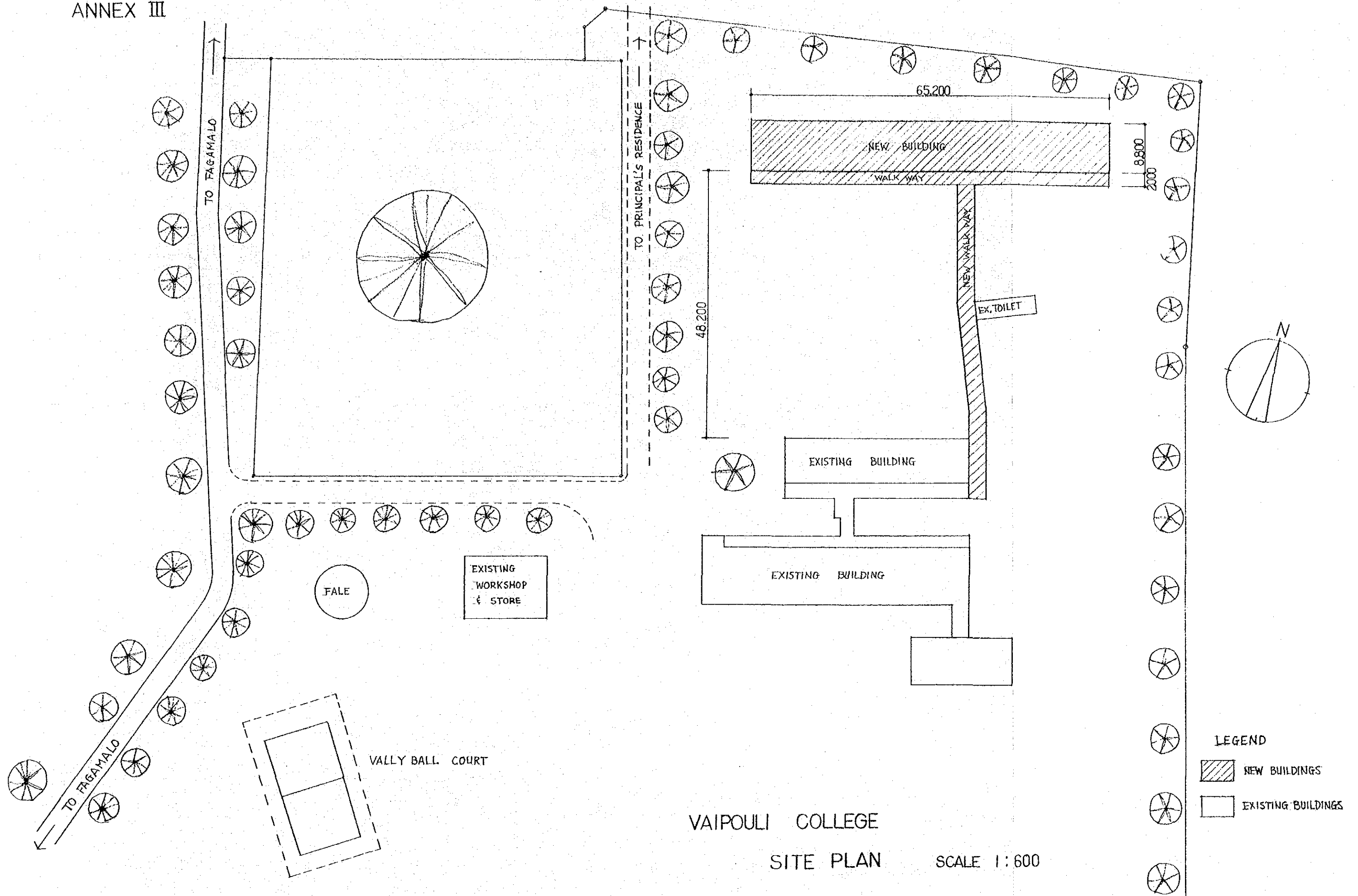
2. Equipment

- a) One Generator (50-60 KVA) in Vaipouli College (1)
- b) 20 typewriters for Vaipouli College (2)
- c) One Bus (30-40 passenger capacity) for Avele College (3)
- d) One Bus (30-40 passenger capacity) for Vaipouli College (3)

ANNEX II

Items whose cost will be born by the Government of Western Samoa

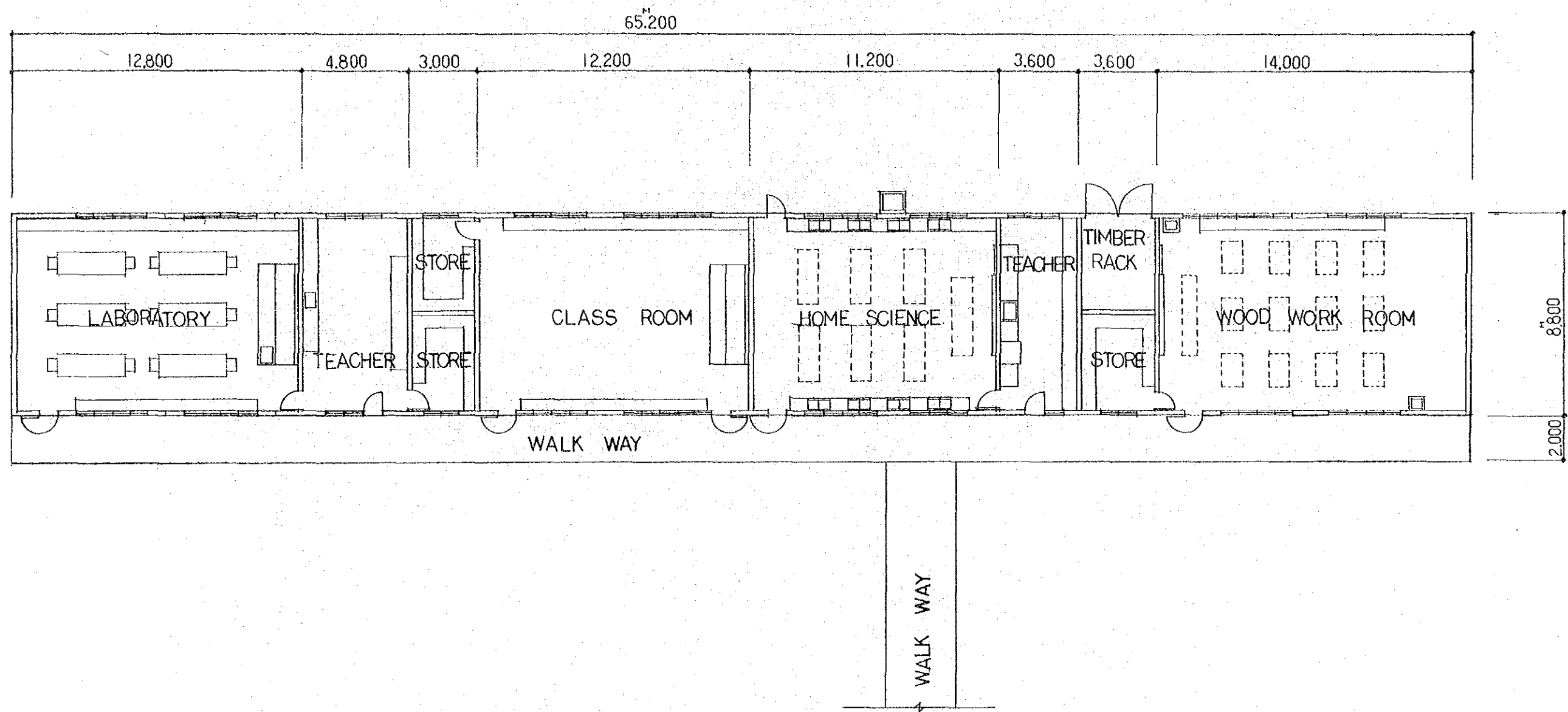
- 1) Water supply mains to the Project Site
- 2) External drainage and sewage line to the Project Site.
- 3) Electrical power main line to the Project Site
- 4) Telephone lines and equipment
- 5) Exterior Facilities & Landscaping
- 6) Provision of space necessary for such construction as temporary office, working area, stock yards, and others.
- 7) Item 1), 3) shall be completed prior to site Works



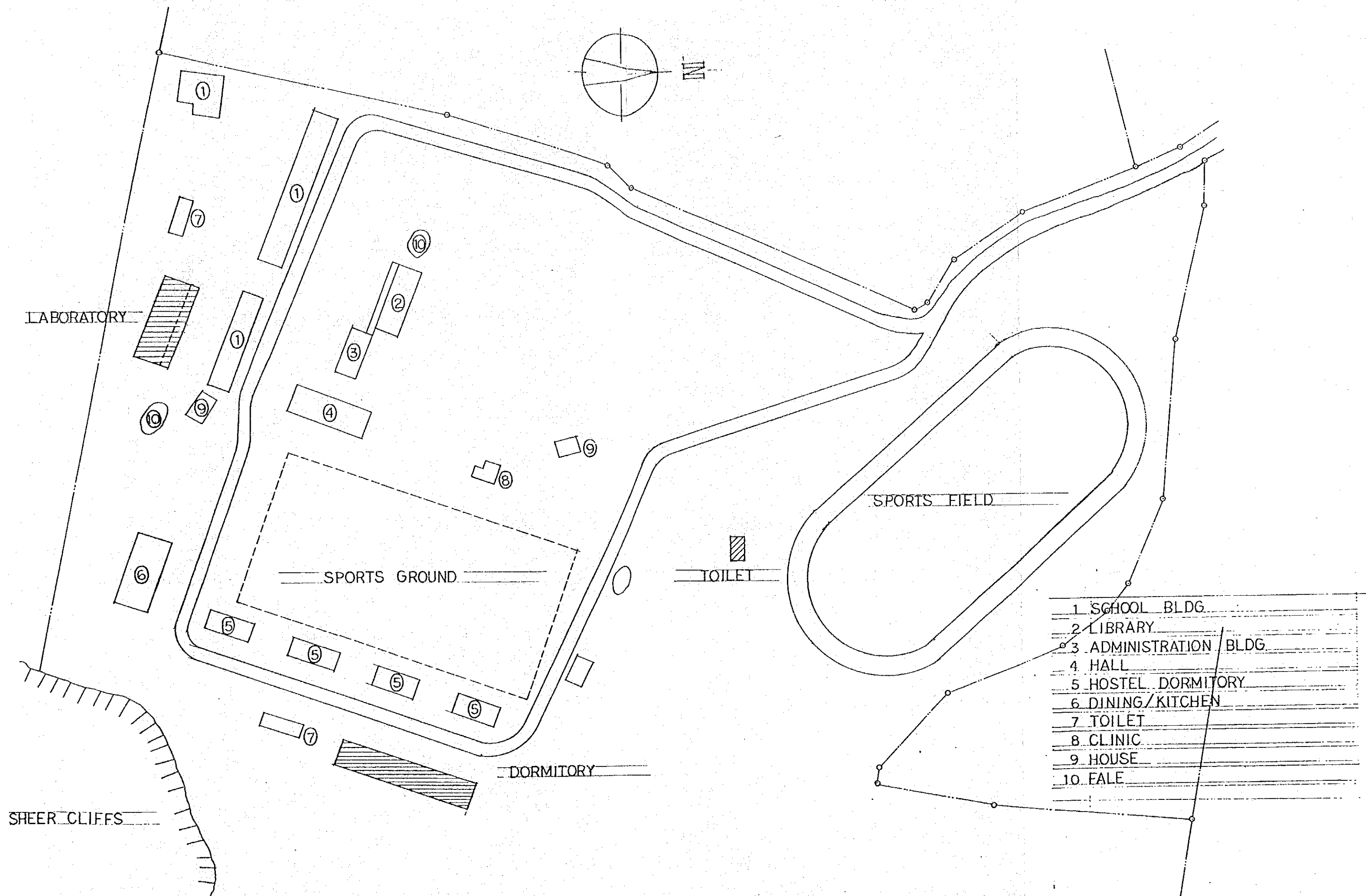
VAIPOULI COLLEGE

SITE PLAN

SCALE 1:600

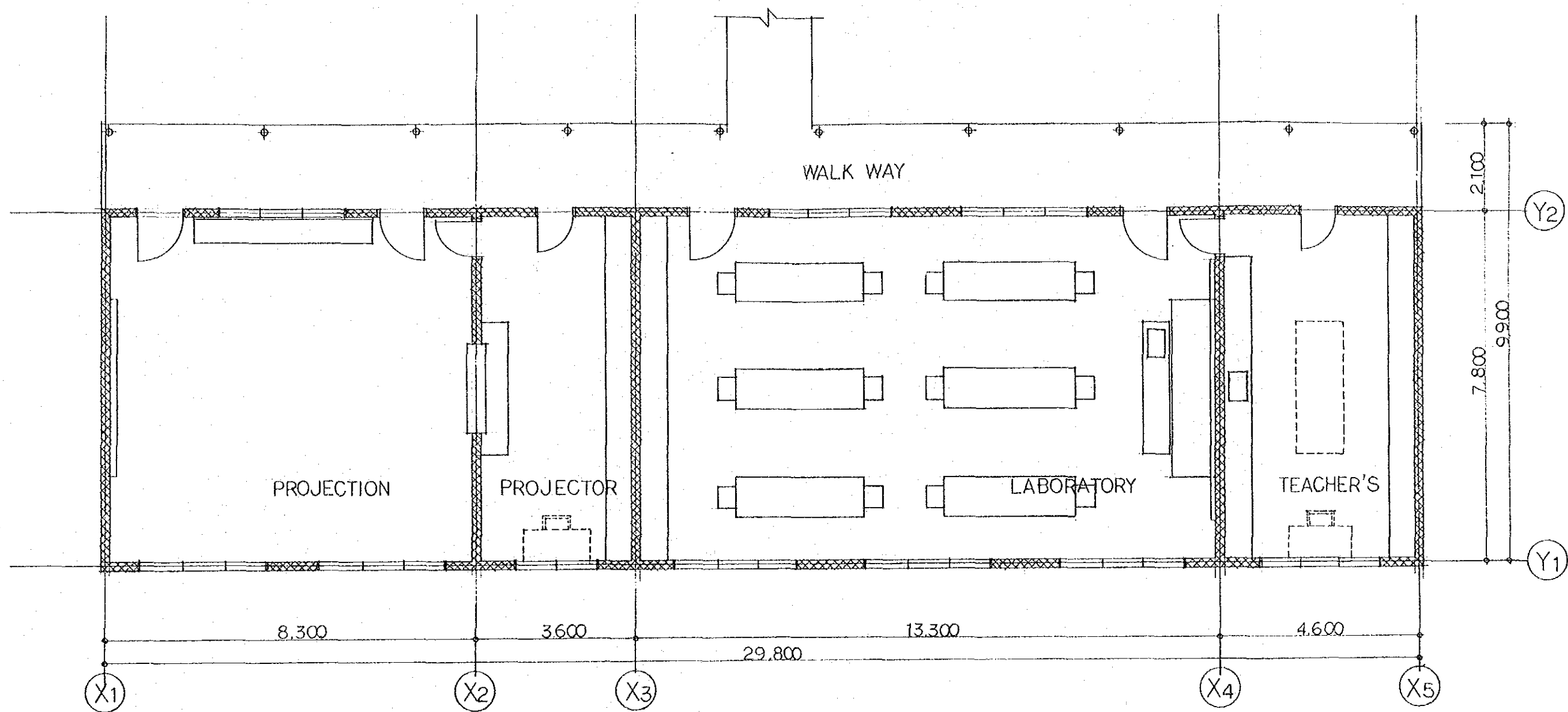


VAIPOULI COLLEGE
NEW BUILDING PLAN SCALE 1:200

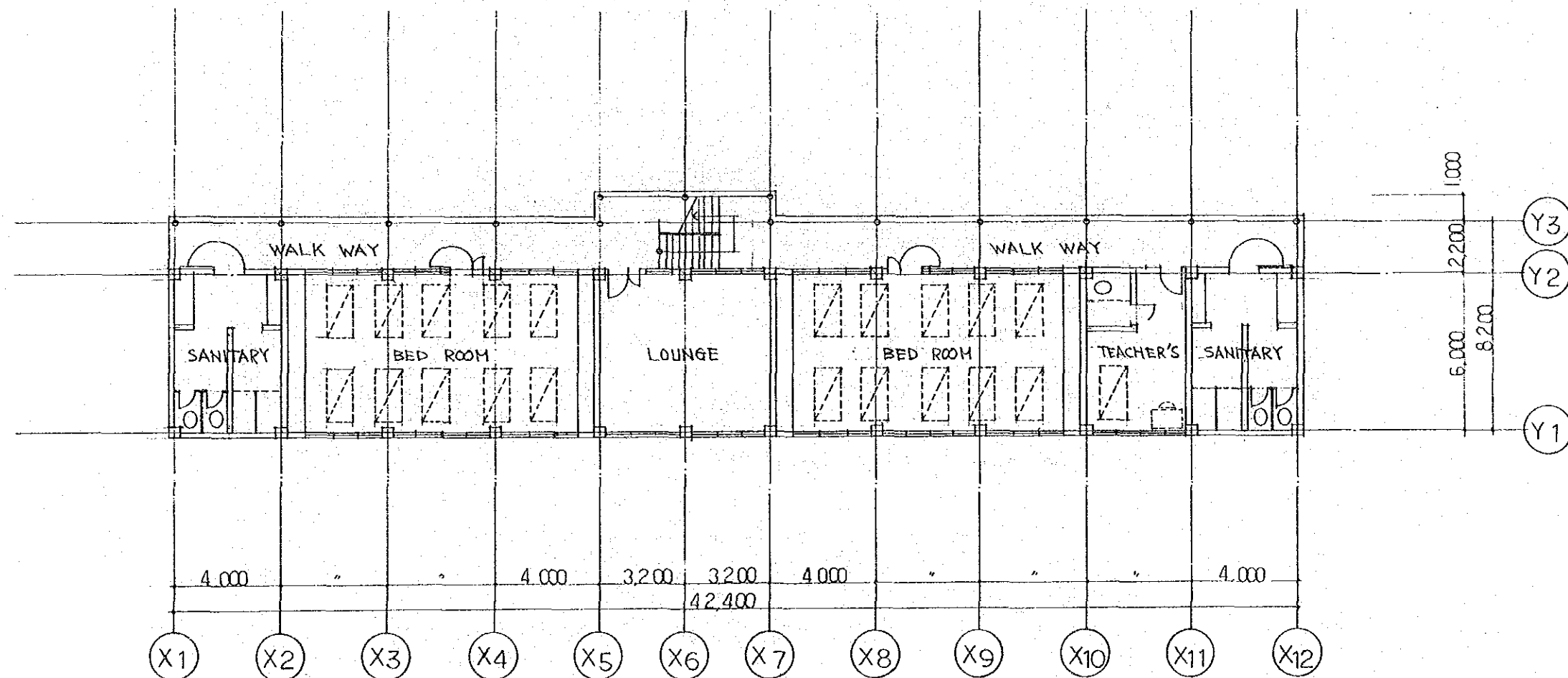


- | | |
|----|---------------------|
| 1 | SCHOOL BLDG |
| 2 | LIBRARY |
| 3 | ADMINISTRATION BLDG |
| 4 | HALL |
| 5 | HOSTEL DORMITORY |
| 6 | DINING/KITCHEN |
| 7 | TOILET |
| 8 | CLINIC |
| 9 | HOUSE |
| 10 | FALE |

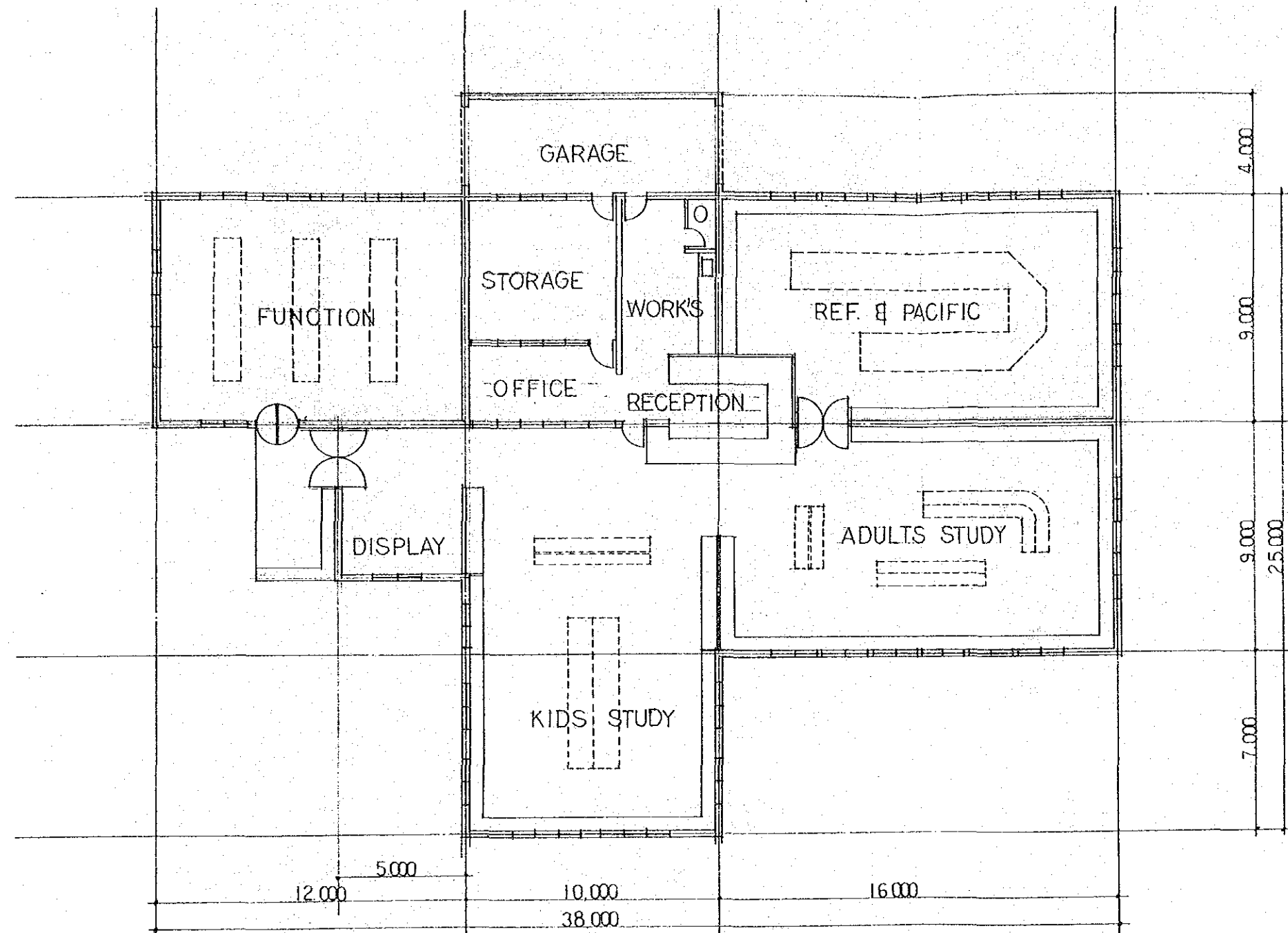
AVELE COLLEGE SITE PLAN S. 1:1250



AVELE COLLEGE - AGRICULTURAL SCIENCE / BIOLOGY LABORATORY PLAN S. 1:100



AVELE COLLEGE - DOUBLE STORY HOSTEL DORMITORY PLAN S, 1:200



SALELOLOGA LIBRARY PLAN S, 1:200

