

JAPAN INTERNATIONAL COOPERATION AGENCY

DEPARTMENT OF EDUCATION
THE NATIONAL UNIVERSITY OF SAMOA,
WESTERN SAMOA

BASIC DESIGN STUDY REPORT
ON
THE PROJECT FOR ESTABLISHING THE NEW CAMPUS
FOR
THE NATIONAL UNIVERSITY OF SAMOA
IN
WESTERN SAMOA

FEBRUARY, 1995

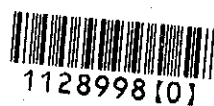


YAMASHITA SEKKEI INC.

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JAPAN INTERNATIONAL COOPERATION AGENCY

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YAMASHITA SEKKEI INC.

PREFACE

In response to a request of the Government of Western Samoa, the Government of Japan decided to conduct a basic design study on the Project for Establishing the New Campus for the National University of Samoa and entrusted the study to the Japan International Cooperation Agency (JICA).

JICA sent to Western Samoa a study team headed by Mr. Fumio Kikuchi, Deputy Director, Consultant Contract Division, Procurement Department, JICA and constituted by members of Yamashita Sekkei Inc., from August 16 to September 14, 1994.

The team held discussions with the officials concerned of the Government of Western Samoa, and conducted a field study at the study area. After the team returned to Japan, further studies were made. Then, a mission was sent to Western Samoa in order to discuss a draft report, and as this result, the present report was finalized.

I hope that this report will contribute to the promotion of the project and to the enhancement of friendly relations between our two countries.

I wish to express my sincere appreciation to the officials concerned of the Government of Western Samoa for their close cooperation extended to the team.

February, 1995

A handwritten signature in black ink, appearing to read 'Kimio Fujita', with a stylized, flowing script.

Kimio Fujita

President

Japan International Cooperation Agency

February, 1995

Mr. Kimio Fujita
President
Japan International Cooperation Agency
Tokyo, Japan

Letter of Transmittal

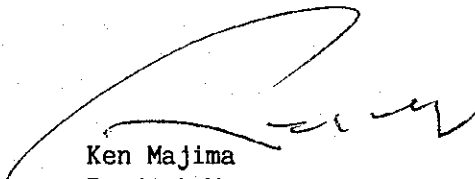
We are pleased to submit the basic design study report on the Project for Establishing the New Campus for the National University of Samoa in Western Samoa.

This study was conducted by Yamashita Sekkei Inc., under a contract to JICA, during the period of August 8, 1994 to February 27, 1995. In conducting the study, we have examined the feasibility and rationale of the project with due consideration to the present situation of Western Samoa and formulated the most appropriate basic design for the project under Japan's grant aid scheme.

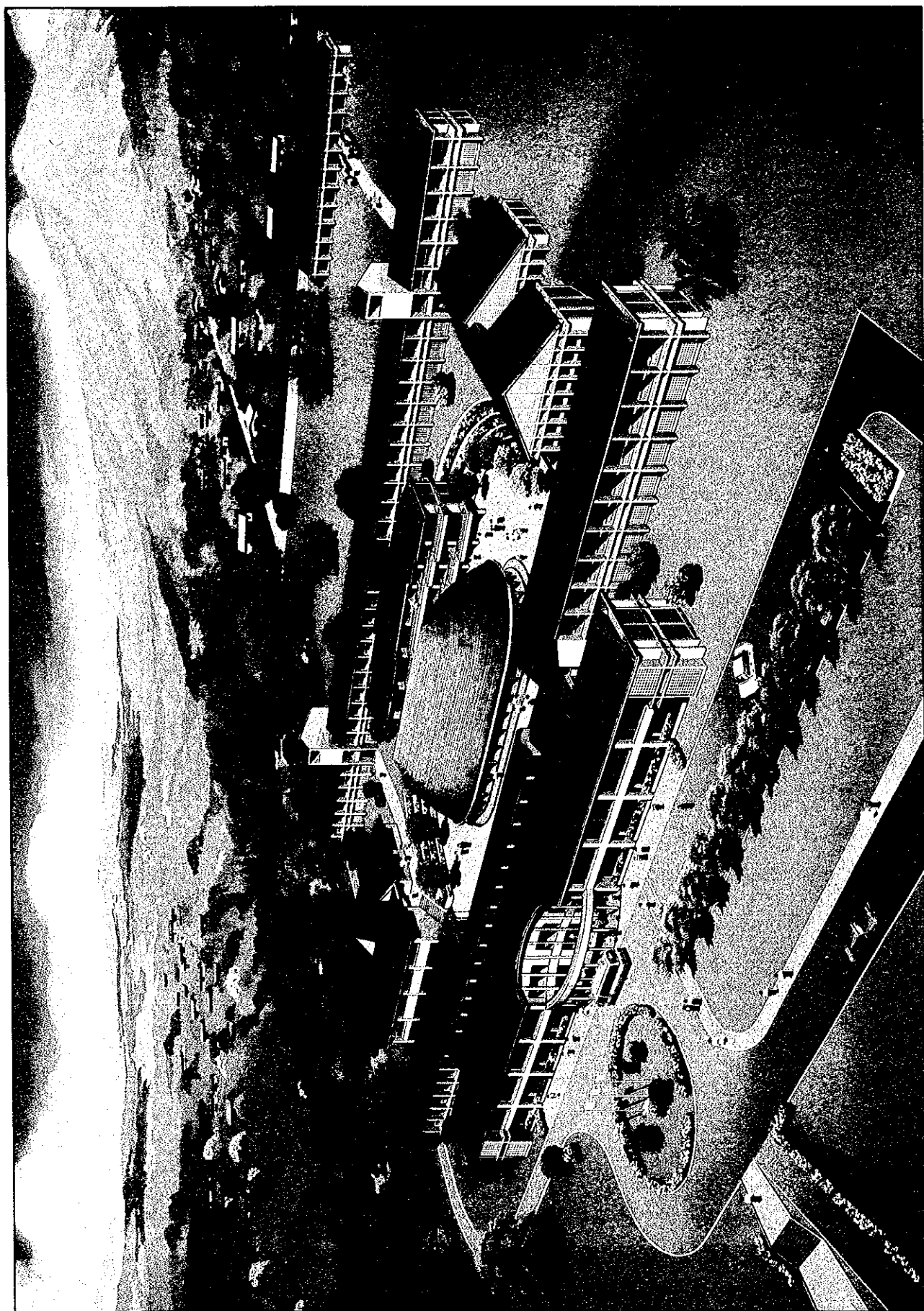
We wish to take this opportunity to express our sincere gratitude to the officials concerned of JICA and the Ministry of Foreign Affairs. We would also like to express our gratitude to the officials concerned of the Department of Foreign Affairs and Education in Western Samoa, the National University of Samoa, JICA Western Samoa Office, the Embassy of Japan in New Zealand for their cooperation and assistance throughout our field survey.

Finally, we hope that this report will contribute to further promotion of the project.

Very truly yours,

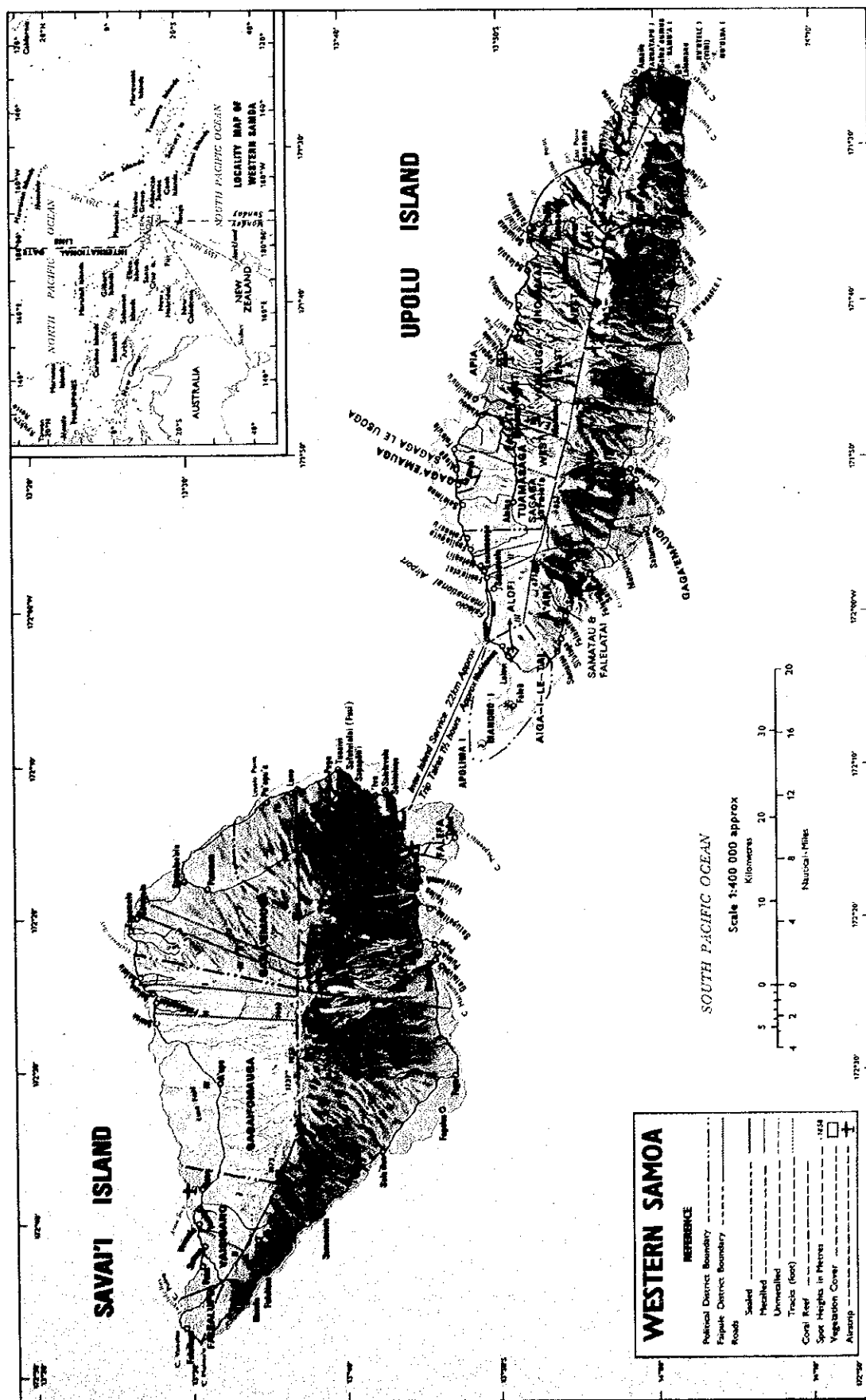


Ken Majima
Project Manager,
Basic design study team on
the Project for Establishing
the New Campus for
the National University of Samoa
Yamashita Sekkei Inc.



AERIAL VIEW

THE PROJECT FOR ESTABLISHING THE NEW CAMPUS FOR
THE NATIONAL UNIVERSITY OF SAMOA



SITE LOCATION MAP (LOCATION OF APIA)

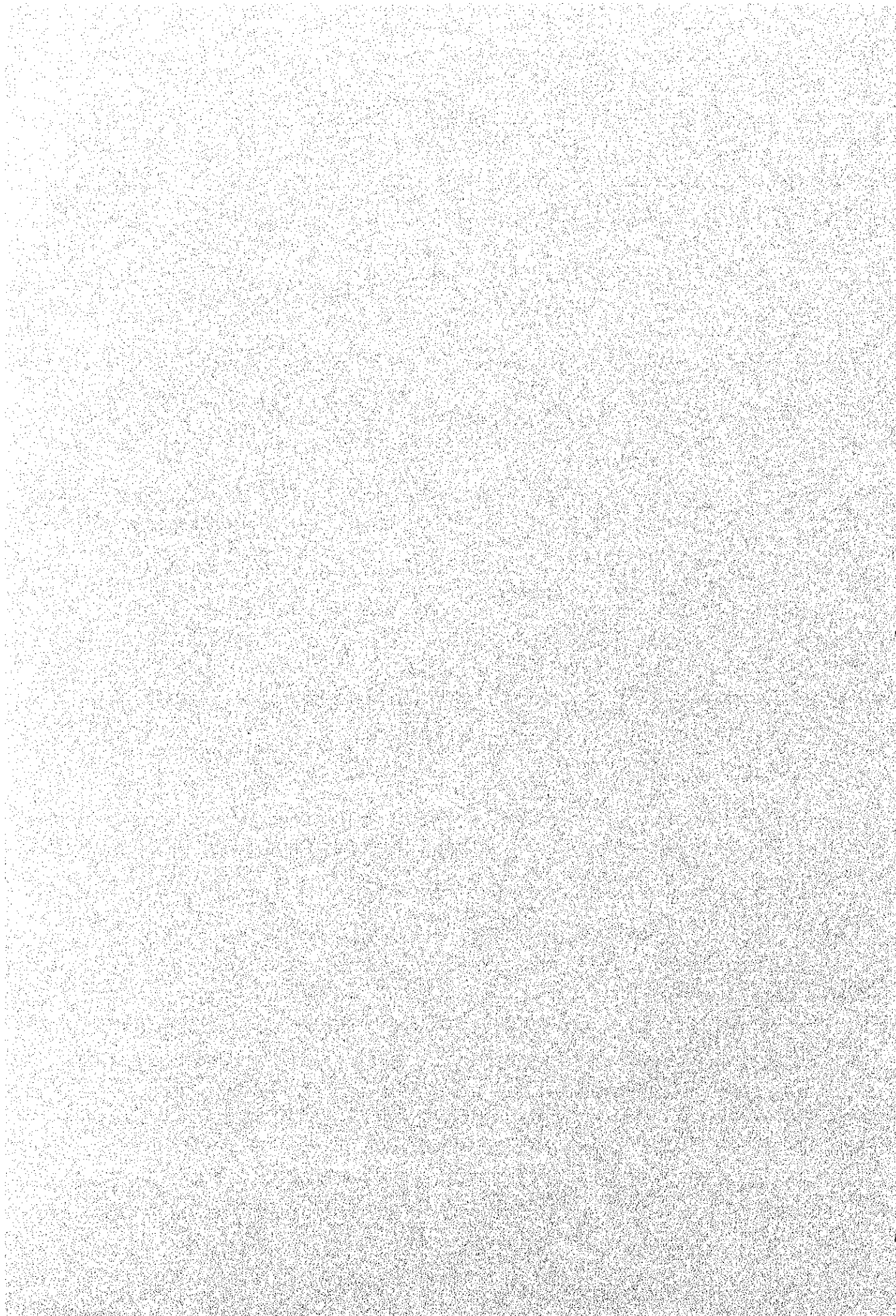


PROPOSED CONSTRUCTION SITE



PROPOSED CONSTRUCTION SITE

SUMMARY



SUMMARY

Western Samoa forms a part of the Polynesian cultural sphere, which includes Hawaii in the north, Easter Island in the east, and Tonga and Tuvalu in the west. Western Samoa consists of two main islands: Upolu, where the capital city of Apia is located, and Savai'i. It is a different political entity from American Samoa, where Samoan is also spoken. The Polynesian cultural sphere has a population of about 600,000 (excluding Hawaii, which has a little over 1 million); Western Samoa has about 28 percent (about 170,000) of the sphere's population.

The economy of Western Samoa has long been dependent on the primary industry of agricultural and forest products such as coconut, cocoa and taro. However, it has recently been hard hit by reductions in international prices of these products and a series of natural disasters. As a result, the Government of Western Samoa needs to promote its secondary and tertiary industries. Since 1980, the Government of Western Samoa has actively promoted its economic and social development through the National Development Plan, aimed primarily at economic independence through active involvement of its people. In the process of transformation, the country is suffering a serious shortage of human resources due mainly to higher and vocational education system deficiencies, and a brain drain in private and government agencies. For this reason, the Government of Western Samoa has given high priority to human resource development in the 7th National Development Plan (1992-94). Specific targets for the country's human resource development include improvement in higher education quality, training of primary and secondary schoolteachers, and improvement and expansion of vocational education programs. Improvement of organizations and facilities of the National

University of Samoa is among the central government's top policy priorities.

The Government of Western Samoa, since its earliest independence in Pacific Island countries in 1962, has put a great deal of energy into spreading education in the country. The government's efforts to improve its education system is evidenced by the fact that, in spite of financial difficulties, the current expenditures of the Department of Education in F/Y 1993-94 accounted for 16.2 percent of its total current expenditures.

In 1984, the National University of Samoa (NUS) was founded as an institution of higher education by the people and for the people of Western Samoa. Since independence, Samoans longed to establish a university to help revive the Samoan cultural tradition and language. However, even a decade after its founding, NUS made no significant progress in achieving its main objectives. NUS is still finding it difficult to operate and manage its organization and facilities effectively. As a result, NUS is currently far from achieving its main objectives to supply qualified human resources to government agencies and private businesses and to establish cooperative relationships with foreign institutions concerning Polynesian culture.

Under such circumstances, the Government of Western Samoa requested assistance of the Governments of New Zealand and Australia to prepare a development plan for NUS, and as a result, the "20-Year Development Plan (-2015) for NUS" was formulated. The Government of Western Samoa decided to implement the Plan, reorganize the NUS's functions and incorporate Western Samoa Teachers' College (WSTC), which is currently located in the Malifa campus, into the Faculty of Education of the University, working out a plan to move the University's facilities to Vaivase, expand and improve them. Then, the Government of Western Samoa requested the

Government of Japan to provide a grant aid to expand and improve the University's facilities. In response, the Government of Japan decided to conduct a survey, and in August 1994, the Japan International Cooperation Agency (JICA) sent the Basic Design Study Team to Western Samoa. The Basic Design Study Team discussed with representatives of the Government of Western Samoa, investigated existing facilities and equipment, and collected supplementary information based on the Government of Western Samoa's written request for the Development Master Plan. After full analysis of the survey results in Japan and the presentation of the draft report in Western Samoa in November 1994, the Basic Design Study Team prepared this Basic Design Study Report.

As a result of the Basic Design Study, it was concluded that (1) library and resource center, (2) Center for Samoan Studies, (3) Faculty of Education, (4) Humanities, computing, general science, (5) administration, (6) lecture theaters, (7) large general purpose fale and (10) a part of student amenities, as well as (13) sewage disposal/rainwater utilization facilities should be within the scope of the Government of Japan's grant aid but that (8) staff housing, (9) student residences, (10) other part of student amenities, (11) sporting facilities, (12) maintenance/ service center and (13) others should not be within the scope of the aid because of their relatively low priority and because these facilities can be procured by Western Samoa in the future from its own resources or other aid donors.

On the basis of the above-mentioned considerations, basic design of the facilities and equipment required for the project was worked out. Its outline is as shown below:

Project site : the new campus of the university in
Vaivase, Apia City, Western Samoa.

Total are of the project site : 76,700m²

Total area of the building : 9,200m²

Architectural structure : 2-storied reinforced concrete buildings.

Outline of the facilities and equipment:

Facilities	Rooms	Equipment
Library and resource center	Reading room	Reading desks, Chairs
	Open stack reading room	Book Shelves
	Resource center	Video & slide production system, PCs, Printers
Administration and laboratory	Administration office	Desks, Chairs
	Staff rooms	Desks, Chairs
	Language laboratory	Language laboratory system
	Physics laboratory	Lab. tables, Chairs
	Chemistry laboratory	Lab. tables, Chairs, Fume hood
	Biology laboratory	Lab. tables, Chairs
	Computer laboratories	Personal computer, Printer, Monitor
Palé	Palé	Chairs
Lecture theaters	Large-size lecture theater (200 seats)	Video projection system, PA system
	Medium-size lecture theater (100 seats)	Video projection system, PA system
Lecture rooms	Lecture rooms (20/30 seats)	Tables, Chairs
	Physical sciences laboratory	Lab. tables, Chairs
	Art room	Drafting machines, Drawing desks
	Music room	Desks, Chairs
	Wood workshop	Workbenches, Lathe machine, Air compressor, Grinder
	Metal workshop	Workbenches, Lathe machine, Metal casting furnace, Power hack saw, Drill press
	Cooking room	Cooking tables, Refrigerator, Freezer, Microwave oven
	Sewing room	Workbenches, Dressing model, Electric sewing machine, Iron
Student amenities	Canteen	Tables, Chairs
	Kitchen	
External facilities	Sewage disposal and rainwater utilization facilities.	

Since the term of project implementation is 21 months -- 4 months for project design and construction/equipment work contracting plus 17 months for construction/equipment work execution -- it is reasonable to implement the project over a two-year period.

The project-implementing organizations are the National University of Samoa and the Department of Education of Western Samoa. Upon completion of the project, the National University of Samoa and Western Samoa Teachers' College (soon to be reorganized and incorporated into the University's Faculty of Education) will be relocated, and the University will comprise the Faculty of Arts, the Faculty of Commerce, the Faculty of Science, the Faculty of Nursing, the Faculty of Education and the University Preparatory Year Course.

As of November 1994, the National University of Samoa had a teaching staff of 84, including staff members of Western Samoa Teachers' College. By 2000, the University's total number of enrolled students will increase from 731 to 950, and diploma courses in English literature and business English and certificate courses in mathematics will be introduced. For this reason, it will be necessary to increase the teaching staff by 19. It is estimated that the University's annual maintenance and management cost for the project target year will be about WS\$3.20 million. In light of the increase in the University's budget for F/Y 1993-94 and the size of the central government's total annual budget, the annual maintenance and management cost estimates are judged to be within a reasonably range.

In planning for procurement of the above-mentioned facilities and equipment, priority was given to materials that can be procured from third countries in the region, and full use was made of natural lighting and ventilation in order to save electricity expenses. In selecting equipment for educational use, the number of items was minimized to avoid

unnecessary increases in costs for operation and management of equipment. Thus, there should be no particular problems concerning the project operating and managing system, budgetary appropriations and costs for maintenance and management after project completion.

When the project is implemented, science laboratories and a new library will be established, and defective existing facilities and equipment will be improved. As a result, the following effects and improvements can be expected:

- 1) The University's total number of enrolled students, including those enrolled at the Teachers' College, can be increased by about 30 percent from about 730 to 950.
- 2) As a result of improvement of the staff rooms and the preparatory rooms, it will become possible to increase teaching staff by 19, which in turn will make it possible to introduce new courses and improve existing ones.
- 3) As a result of establishment of science laboratories and the expansion of the computer training room, it will become possible to improve science courses, including those at the Faculty of Nursing.
- 4) As a result of improvement of the Faculty of Education's facilities and equipment, it will become possible to improve the quality of training for students in education and to expand the scope of training for teachers.

The above-mentioned improvements will make it possible for the National University of Samoa to supply necessary human resources and help restore the Samoan cultural tradition and language. It is also expected that in the future, NUS will serve as a think tank of the Government of

Western Samoa. As such, the project is expected to contribute to education and human resource development in Western Samoa. It is therefore concluded that the project can reasonably be implemented under the government of Japan's grant aid.

To enhance the effects of the project, it is important that the Department of Education of Western Samoa and the National University of Samoa employ necessary staff and secure operation funds to meet the ever-growing demand for higher education as the country approaches the 21st century.

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BIRD'S EYE VIEW

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PROPOSED CONSTRUCTION SITE

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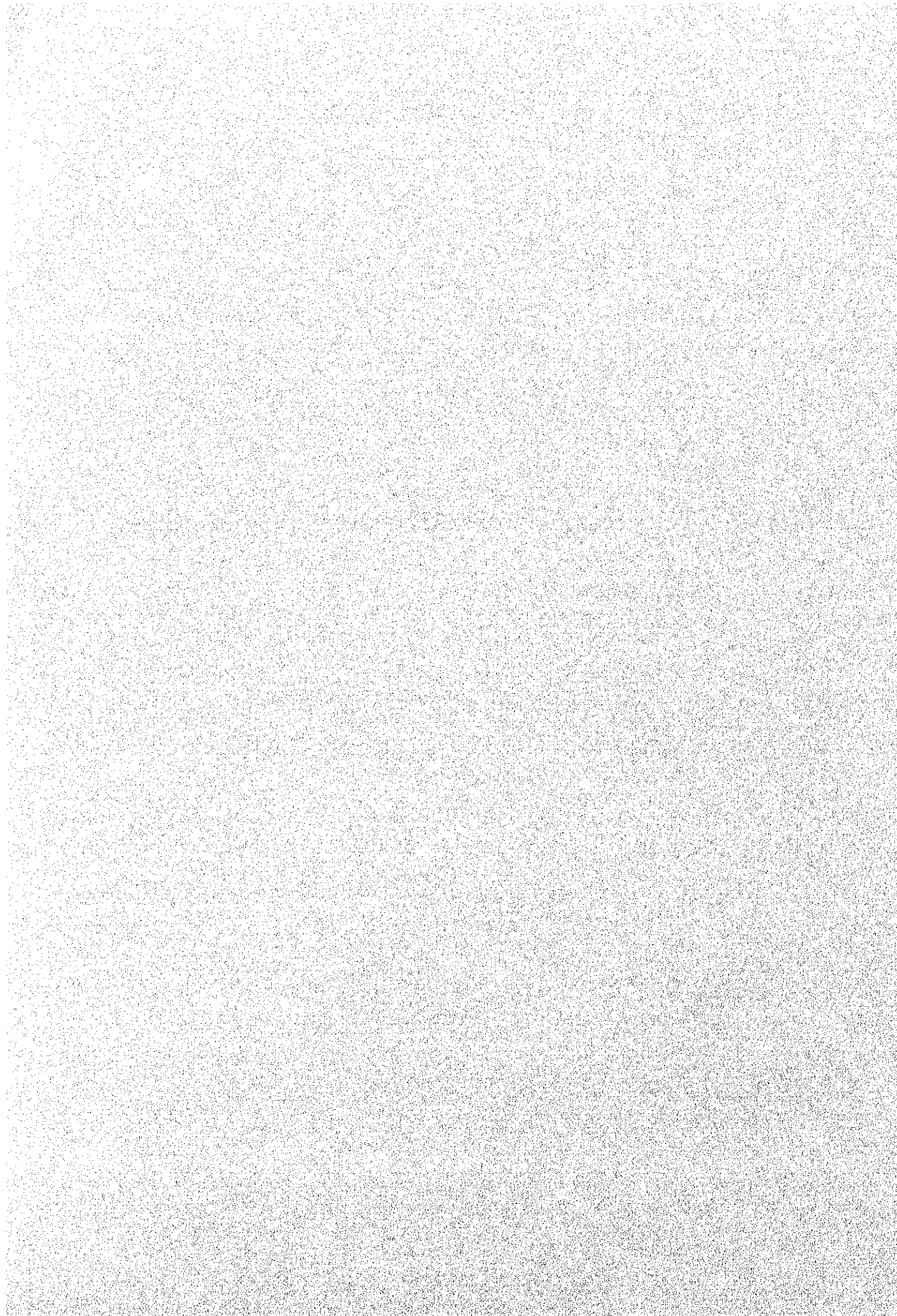
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CHAPTER 1 BACKGROUND OF THE REQUEST



CHAPTER 1 BACKGROUND OF THE REQUEST

1-1 Background of the Request

In Western Samoa, education at the village level was widespread through traditional local communities' efforts before the country became independent. According to missionaries' reports, as early as the 1800s, Western Samoa had a nearly 100 percent literacy rate. When the country became independent in 1962, a village school was established in each village; primary education became widespread and quality improved. At present, primary school attendance is 91 percent and the literacy rate is 98 percent.

On the other hand, the country's secondary and tertiary education is clearly lagging behind. In 1984 the National University of Samoa (NUS) was founded as an institution of tertiary education by and for the Samoan people, which Samoans had longed for since their country became independent. In the country's 7th National Development Plan (1992-94), NUS was one of the country's top human resources development priorities. Concrete development goals for NUS included improvement in the quality of tertiary education, the nurturing of primary and secondary school teachers, and improvement and expansion of vocational training. Improvement of the NUS's organization and facilities was included in the central government's top policy priorities.

However, no significant progress has been made in the development plan for the University. The UPY course and the accounting diploma/certificate courses, all of which are one-year courses, are still the University's main courses, the bachelor's degree curriculum is still rudimentary.

Under such circumstances, the Government of Western Samoa asked the Governments of New Zealand and Australia to draft A Development Plan for NUS. As a result, the "20-Year Development Plan for the National University of Samoa" (-2015) was formulated. The Government of Western Samoa decided to implement the Plan and worked out a project to improve and expand NUS's facilities and functions by moving them from Malifa to Vaivase. At the same time, the Government of Western Samoa requested the Government of Japan to provide a grant aid for the improvements. In response, the Government of Japan decided to conduct a survey on the request, and the Japan International Cooperation Agency (JICA) sent a Basic Design Study Team to Western Samoa in August 1994.

1-2 Outline of the Request and Main Components

The contents of the Western Samoan government request for Japanese government grant aid, which the Basic Design Study Team confirmed based on the Western Samoan government's written request and results of the Basic Design Study, are as outlined below:

(1) Objective of the Project

To contribute to human resource, social and economic development in Western Samoa by constructing facilities and providing equipment for education and training required to implement the Development Plan for the National University of Samoa.

(2) Project Site

Location : Vaivase, Apia City

Area : 76,700m²

(3) Implementing Organization

The National University of Samoa and the Department of Education of Western Samoa.

(4) Main components of the Request

1) Facilities

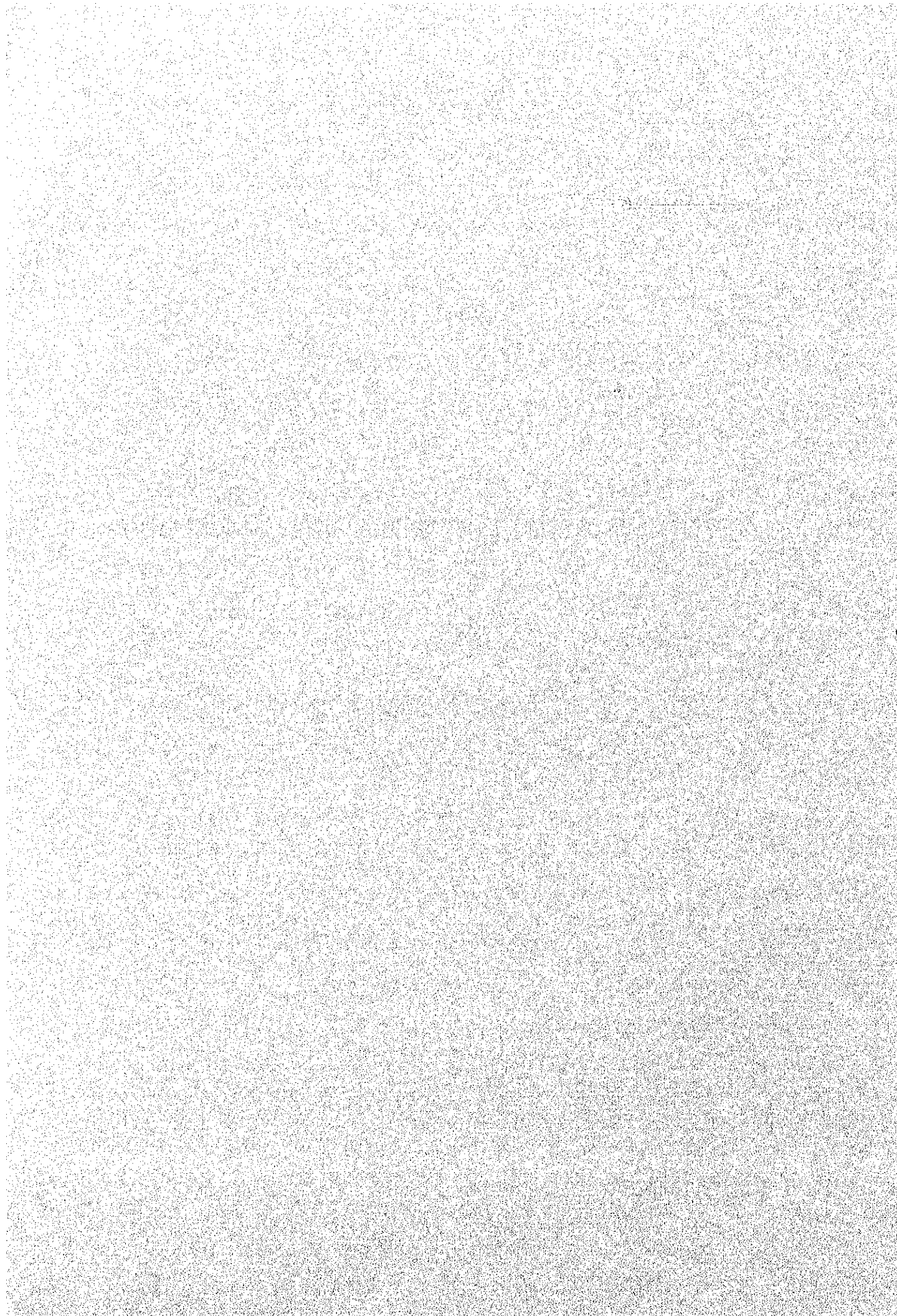
1. Library and resource center
2. Samoan Studies Center
3. Faculty of Education
4. Humanities, computer, general science
5. Administration
6. Lecture theaters

7. Falé
8. Staff housing
9. Student housing
10. Student amenities
11. Sporting facilities
12. Maintenance/service center
13. Outdoor facilities

2) Equipment for use in education/training

1. General laboratory equipment
2. Language laboratory equipment
3. Equipment for use in computer education/training
4. Audio-visual equipment
5. Furniture

CHAPTER 2 OUTLINE OF THE BASIC DESIGN STUDY



CHAPTER 2 OUTLINE OF THE BASIC DESIGN STUDY

The Government of Western Samoa, with the cooperation of the Governments of New Zealand and Australia, worked out A Development Plan for the National University of Samoa (NUS), aimed at improving the quality of higher education in the country. This includes the amalgamation of the Teachers' College (WSTC) into NUS by relocating of facilities to the new campus as the first step toward the attainment of the aim. The Government of Western Samoa requested the Government of Japan to provide a grant aid to improve the NUS's facilities and equipment.

In response to the request, the Government of Japan decided to conduct a Basic Design Study, and the Japan International Cooperation Agency (JICA) sent a Basic Design Study Team headed by Mr. Fumio Kikuchi, Deputy Director, Consultant Contract Division, Procurement Department, Japan International Cooperation Agency, to Western Samoa. From August 16 to September 14, 1994, the Basic Design Study Team investigated details of the request and the background of the project and discussed these matters with representatives of the Government of Western Samoa. Regarding the feasibility of the project, the Basic Design Study Team made the following examinations and investigations.

1. Examination of the appropriateness of the project.
2. Investigation of the present state of higher education in Western Samoa.
3. Investigation of the present state of the National University of Samoa and the Western Samoa Teachers' College.
4. Examination of the Development Plan for the National University of Samoa.

5. Discussions with representatives of the Government of Western Samoa about details of present activities and future activity plans of the National University and the Western Samoa Teachers' College.
6. Examination of necessity of the requested facilities and equipment.
7. Survey of the proposed project site.
8. Investigation of the country's construction industry and the Government of Western Samoa's equipment maintenance and management systems.

Back in Japan, the Basic Design Study Team analyzed the results of the examinations and investigations, then prepared a Draft Basic Design Study Report. From November 7 to November 18, 1994, a team headed by the Mr. Ichiro Mukai, Second Basic Design Study Division, Grant Aid Study & Design Department, Japan International Cooperation Agency, briefed representatives of the Government of Western Samoa on the Draft Report and discussed details of the Report with the Western Samoan side. Both sides agreed on the contents of the Draft Report.

This report is designed to give an overview of the results of the Basic Design Study. The list of the members of the Basic Design Study Team, the survey schedules, a member list of concerning parties of the Government of Western Samoa and Minutes of the Discussions are attached to this report.

CHAPTER 3 BACKGROUND OF THE PROJECT



CHAPTER 3 BACKGROUND OF THE PROJECT

3-1 Outline of Social and Economic Conditions in Western Samoa

3-1-1 Outline of Western Samoan Society

Western Samoa, a Pacific country whose cultural tradition has waned and been overwhelmed by a colonial culture in the course of confrontation between aborigines and immigrants, has a socio-political framework characterized by dominance of groups of relatives of a homogeneous race. In 1962 the country became independent and adopted a constitution, then moved toward centralization aimed at establishment of a modern nation. But Samoan citizens wanted a small government; the country has a political system in which important matters are discussed by representatives of villages.

Western Samoa is a constitutional monarchy in which His Highness Malietoa Tanumafili II is the life-long head of state.

The head of state appoints a qualified member of the national assembly to the post of prime minister. The prime minister has authority to form a cabinet. The national assembly is a single-chamber body whose members are elected by suffrage. In the 1988 general election, only *Matai* (the head of an *aiga* in Samoan) who represent *Aiga* (extended family in Samoan) had the right to vote and were eligible for election. However, a certain number of seats on the national assembly are available to non-Samoans who have been naturalized in the country. Election for these seats is in the form of popular suffrage by registered qualified voters.

Matai are elected by mutual agreement at a meeting of *Aiga*. The concept of universal suffrage is incorporated into election procedure.

In individual villages, traditional Samoan policy/decision making procedures have been followed based on a plural representative system.

These policies and decisions do not represent the rights of individual members of the community; they represent the community as a whole expressed through *Matai* as traditional leaders. It can be said, therefore, that the system is an indirect democracy. Even in tradition-oriented Samoan society, there was a growing tendency toward political change. In October 1990, all persons aged 21 or older were given the right to vote as a result of plebiscite, and in April 1991 the country's first popular election was held.

3-1-2 Society and Education

Until the 1830s, the country's educational system was one in which *Faleuula* of *Fatuaiupu* of each small community was the main place of education. In the system, elders of the tribe acted as teachers, and therefore there was no problem preserving Samoan cultural tradition and language. In the 1830s, a European-style educational system was introduced into the country by European missionaries making it inevitable for the country to be active in the international community. As a result, the people of the country were required to be proficient in reading, writing and arithmetic to acquire international information, knowledge and technologies. At that time, the London Missionary Society (LMS) took the lead in introducing a comprehensive, well-rounded educational system at the primary and secondary education levels. Samoans soon got accustomed to the new educational system, becoming proficient in reading, writing and arithmetic. A 1990 LMS report noted that Samoans had a nearly 100 percent literacy rate.

On the other hand, traditional places of education and traditional Samoan religion quickly became extinct.

3-1-3 General Condition of the Economy of Western Samoa

Primary industries are the main sector of the economy of Western Samoa, representing 34 percent of the country's GDP in 1988. The Western Samoan economy is heavily dependent on agricultural and forest products. The country's main agricultural products are coconuts, cocoa and taro. Most of the farmers are producing these agricultural products for their families as well as for the domestic market. The Western Samoa Trust Estates Corporation (WESTEC), a state-operated organization, is responsible for most of the production of cash crops. In the private sector, only a few small-scale plantations are producing such crops.

The total area of the farmlands owned by WESTEC is about 12,000ha, which accounts for about 20 percent of the country's total farm land. In these farmlands, livestock copras, cocoa, taro, bananas and other cash crops are produced.

In Western Samoa, forestry is considered a growth industry. The total area of forest that can be used for the production of forest products is estimated at 102,400ha. Planting of high-priced lumber such as teak has already begun.

The country's maritime products industry is relatively small in scale, with total catch for 1989 of only 3,500tons. However, it is considered effective to promote growth of the industry to reduce the country's heavy importation of foods.

In the country, secondary industries are still underdeveloped. Main secondary products are coconut cream, coconut oil, soft drinks, beer and tobacco.

The country's construction industry is booming while industry as a whole expands and demand for the reconstruction of facilities damaged by cyclones increases.

The country's tourist industry is unlikely to grow rapidly. Although there are two international-standard hotels in Apia, there are no adequate air routes to Western Samoa. Infrastructure for tourism is underdeveloped.

The country's international trade has long been characterized by exports of agricultural products (coconut oil, taro, coconut cream, cocoa, copras and bananas), beers, tobacco and lumber, and heavy importation of daily necessities including food. In 1992, the country's exports amounted to WS\$14.8 million (FOB), and imports totaled WS\$278.4 million.

3-1-4 Economy and Education

Reducing imports and boosting exports are the two major challenges facing the Government of Western Samoa. Like many other developing countries, the country suffers a huge trade deficit. If a developing country imports an advanced country's economic system without making thorough preparations, its traditional self-sufficient economy is destroyed. Also, its consumer demand for consumer products increases, causing its imports to continue to increase. Expatriates' remittances back to their relatives increase imports further, unless the remittances are used for proper investment purposes. Incomes from planting coconuts and cocoa which became available to the farmers at the end of the 1800s have supported the economy of Western Samoa. But the recent falls in international prices of these products and damage caused to the plantations by droughts and cyclones have worsened the country's current balance.

Under these circumstances, the Government of Western Samoa is putting a great deal of energy into the promotion of light industry, the distribution/service industry and the tourist industry, and in making the agricultural industry more efficient. It is therefore urgent for the country to develop human resources.

At present, an auto parts factory, a lumbermill/plywood factory and a brewery are the country's "big 3" factories in terms of the number of employees. The auto parts factory was set up by Yazaki Australia, a Japanese-owned company. It began operating in August 1991 and is now the country's largest exporter of manufactured goods. Its exports seem to account for a considerable percentage of the country's total exports. It has a staff of about 1,200 factory workers and about 200 engineers and office managers. Most of its engineers and office managers are foreigners and Samoans educated abroad. Foreign companies are establishing factories in the country, taking advantage of tax incentives, political stability and cheap labor. But the key to the success of such factories is the quality of local factory workers. Since the high quality of factory workers is to be secured through both quantitative and qualitative improvements in the country's educational system, the government of Western Samoa is giving top priority to education.

At present, the country has an employed population of 55,967 (as of 1991). Most of those holding jobs work in such primary industries as agriculture, forestry and fisheries. But the total number of farmers include many who fall under the category of the latent unemployed. The drift of population caused by a change in industrial structure has made it necessary to provide facilities for re-education and retraining. According to the 1991 Census Report, the country's employed population (aged 15 and over) is projected to increase from 67,756 in 1996 to 79,255 in 2001. This also makes it imperative for the Government of Western Samoa to take steps in the field of education.

3-2 Education

3-2-1 History of Education in Western Samoa

(1) Education in the Years before Western Samoa Became Independent

In the 1830s, a European-style educational system was introduced into Western Samoa by European missionaries. But it was after 1914 that direction was given to the country's educational system by the Government of New Zealand's educational policy measures. In 1920, the Department of Education of New Zealand made an official survey of the Samoan educational system, and prepared the "Bird Report" showing the results of the survey. The report recommended that the Samoan language be included in the country's educational system to maintain a social environment suitable for Samoans.

The contents of the report are valued highly although it was a fact that in New Zealand there was a shortage of human and financial resources to introduce English education in Samoa (according to Mr. W. W. Bird, who directed the survey). At that time, the Governments of New Zealand and the USA were offering English education to the Maori of New Zealand and the Philippine people, respectively.

As a result, the Government of New Zealand decided to improve the quality of public education in Western Samoa and make Samoan the language of Samoa. The Government of New Zealand's respect for Samoan cultural tradition, the missionaries' generous attitude toward Samoan culture and the important role of local communities in the Samoan educational system were the three main factors that enabled Samoan culture to survive under the influence of foreign cultures.

Except for schools operated and managed by the Government of New Zealand and mission schools, the operation and management of Samoa's primary

schools were funded by villages. Villages even defrayed part of the salaries of teachers at schools affiliated with churches. Teachers were given the status of village pastors or *matai*. The educational administration provided the education program outline, trained teachers and paid teachers' salaries, which were low.

In 1939, a teacher training school was established in Malifa, and in 1948, a school broadcasting program was launched, which greatly improved the quality of school education in the country. At the same time, schools came to use English more widely at schools than Samoan in the course of transition from mission school-led education to education by New Zealand government administration. The shift was aimed at improving pupils' scholastic ability. In actuality, however, there were few schoolteachers who could speak English fluently, which fact caused confusion at many primary schools.

Under such circumstances, grass-roots movements to revive Samoan culture started. Many Samoan citizens participated in such activities as collection, analysis and translation of data on ancient Samoan culture, paving the way for the founding of the National University of Samoa.

In the latter half of the 1950s, New Zealand's intermediate school system and the Form 2 graduation examination system (English and arithmetic only) were introduced.

(2) Education after Western Samoa Became Independent

Even after Western Samoa became independent in 1962, New Zealanders continued to occupy such positions as Secretary of Education and schoolmaster in the country based on the two governments' cooperation plan. As a result, personnel expenses for these high-ranking officials accounted for about 40 percent of the Department of Education of Western

Samoa's payroll. This was a heavy financial burden on the Government of Western Samoa.

In 1968, a Samoan was appointed Secretary of Education. The Department of Education of Western Samoa's cooperation plan with the Department of Education of New Zealand was discontinued, and the following measures were taken during the second 5-year development plan (1970-74).

- ① The number of years required for graduation from the teacher training school was increased to 3.
- ② A 6-grade primary school (Grade 1~6) was established in each village during the 3-year period from 1970 to 1972.
- ③ Divisions responsible for curriculum development and examination management were formed within the Department.
- ④ District schools were changed into 2-grade junior high schools (Grade 7, 8).
- ⑤ Qualified members (college graduates) of the Peace Corps of the U.S. were recruited as junior high school teachers.
- ⑥ Training courses for teachers in active service were started with the cooperation of the Government of Australia.

The Regional Board of Education whose main job was to replace the New Zealand-type educational system with a Samoan-type one was established, and adopted a Samoan language education program.

Under the program, steps were taken to eliminate problems which had been caused by lack of a Samoan language education curriculum before 1966 and to have Samoan used at schools and government agencies and establish Samoan as the language of Western Samoa.

In the field of technical education, facilities of the vocational training, trade and technology program of the Technical Training Institute in Vaivase were expanded with the assistance of the ILO and the

UNDP. In 1975, when the third 5-year development plan (1975-79) started, the following measures were taken.

- ① Establishment of the Technical College at Vaivase, incorporating into it the Technical Training Institute and other vocational programs.
- ② An attempt to add a 2-year senior course to the curriculum of Samoa College (2-year college) to change the college into a 4-year college.
- ③ Development of Samoa College and Vaipouli College to expand the scope of the secondary educational system (Grade 10, 11)
- ④ Founding of junior high schools (Grade 8, 9)
- ⑤ Founding of the Secondary Teacher's College at Malifa (1978)

In the 1980s, a senior secondary school system was established. In 1983, the National University of Samoa Act was enacted, and in the next year the National University of Samoa was founded. A decade after the founding of the University, however, no significant progress has been made in the academic development, partly because the Government of Western Samoa has been unable to obtain the cooperation of international organizations. This serious political problem must now be resolved.

(3) Changes in the Country's Educational System

Main changes in the country's educational system are as shown in the figure below. In 1956 when Western Samoa had not yet become independent, 4-grade village primary schools and 2-year district schools were typical local schools. There were such advanced schools as Samoa College and a 2-year teacher training school, but students of these advanced schools were mostly graduates of Apia Primary School which was operated and managed by the government of New Zealand. Only a very limited number of graduates of the district schools were enrolled at these advanced schools. After Western Samoa became independent, in 1970, 6-grade village schools (Grades

1 through 6) were founded in each village, and the 2-year district schools were reorganized and changed into junior high schools (Grade 7, Grade 8). To these schools were added 2-year secondary schools (Grade 9, Grade 10). In the 1980s, a two-year senior course was added to the curriculum of Samoa College. As a result, the number of years required for completing the primary through secondary education course increased to 13 (13 grades). In the 1990s, the number of years required to complete the primary education course increased to 8 and that required to completed the secondary education course increased to 5.

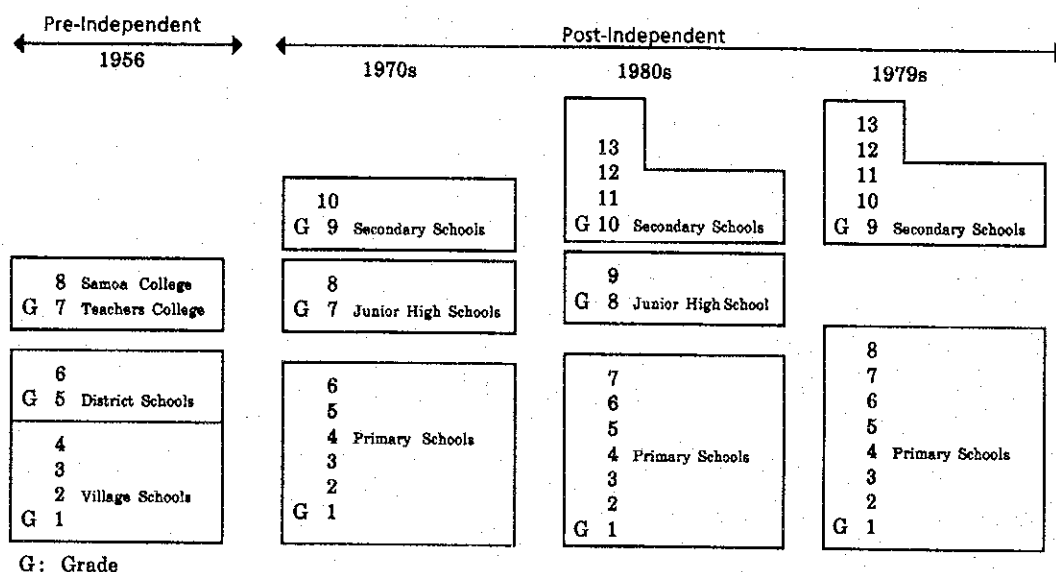


Fig. 3-1 Changes in Western Samoa's Primary and Secondary Educational System

3-2-2 Educational Administration

(1) Department of Education

The Department of Education of Western Samoa is responsible for educational administration in the country. Its organization is as shown in the figure below. The Department of Education consists of four divisions -- Personnel/Training Division, Planning/Development Division, Curriculum Development Division and Service Division, which are supervised

by the Director of Education and the Deputy Director of Education, who report to the Department of Education. While the Director of Education is appointed by cabinet decision, other staff members of the Department are appointed by the Public Service Commission pursuant to the Public Service Act.

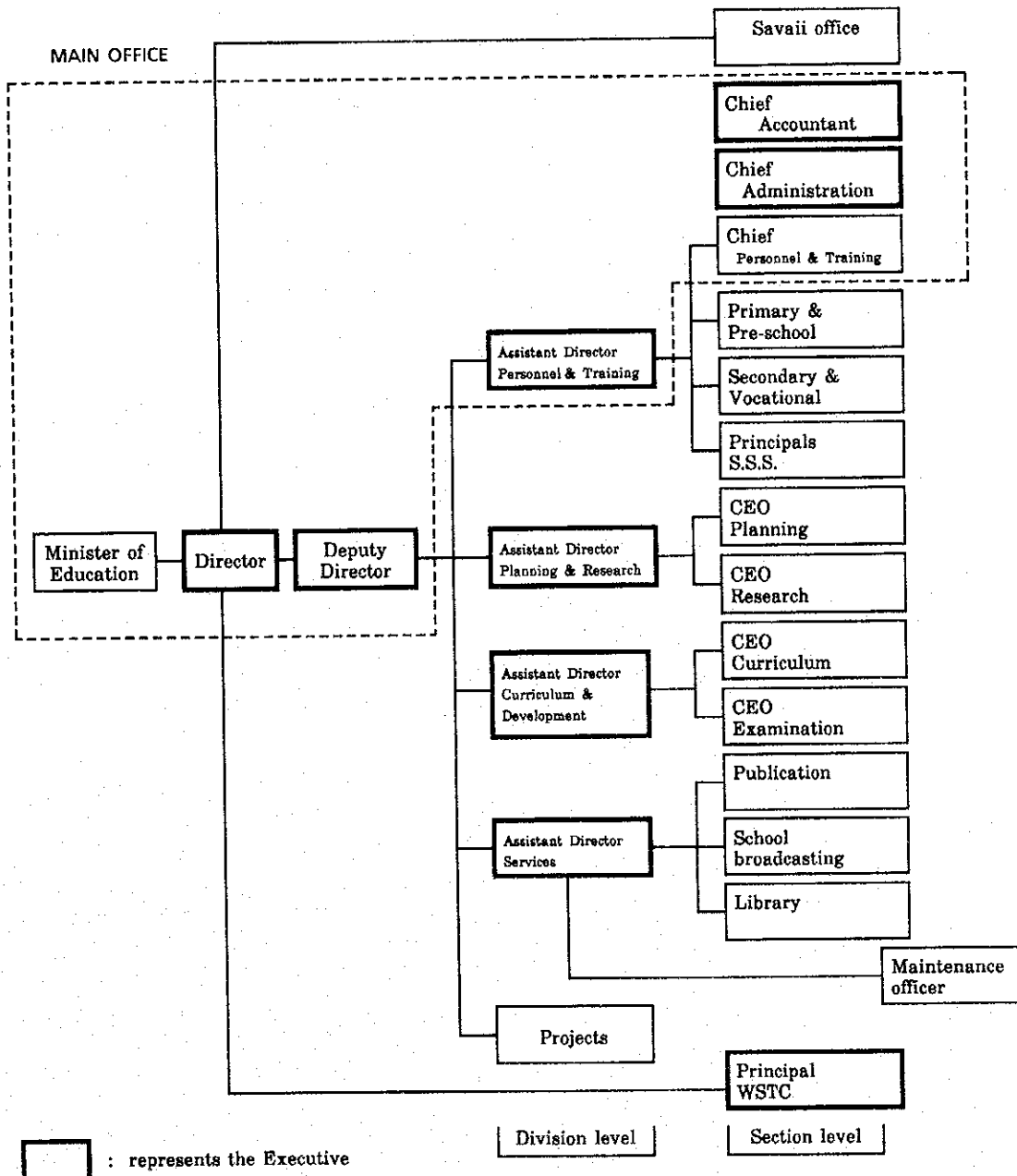


Fig. 3-2 Organization of the Department of Education of Western Samoa

Within the ministry, each section of each department is responsible for budget compilation, allocation and management, as well as for expenditure accounting. At Western Samoa Teachers' College, the Principal is given the authority to designate staff members, in addition to the above-mentioned responsibilities.

(2) Education Management System

The Department of Education of Western Samoa has its school inspectors stationed in the country's 22 educational administration districts. These school inspectors are responsible for monitoring the operation and management of primary schools and junior secondary schools as well as educational programs implemented at these schools, evaluating teachers' work performance, and personnel management at these schools. They offer guidance at the request of individual schools.

Educational facilities operating under the control of the Department of Education are as shown in the following table.

The total number of national and public educational facilities, including Western Samoa Teachers' College, which is a tertiary educational facility, is 167.

Table 3-1 Educational Facilities Operating under the Control of the Department of Education (1994)

	National and District School	Mission School	Private School	Total
Primary School	141	16	2	159
Junior Secondary School	22	6	0	28
Senior Secondary School	3	13	1	17
Tertiary Education	1	0	0	1
Total	167	35	3	205

Of these educational facilities, 167 are national or public schools operating within the organizational framework of the Department of

Education. The costs of construction and management of the facilities of Apia primary school and Leififi junior secondary school in Malifa, three senior secondary schools and Western Samoa Teachers' College are defrayed by the Department of Education. Therefore, these schools are national schools operating under the control of the Department.

On the other hand, public educational facilities are owned by villages or educational administration districts and each of these facilities is operated by the Education Development Committee formed within it. School Inspection Liaison Officers are responsible for coordinating communications between these schools and Department School Inspectors stationed in the educational administration districts. The School Inspection Liaison Officers also serve as advisors to these committees.

Members of the Education Development Committee (*Komiti Faatino O Aoga*) of a public primary school are the schoolmaster, the village head and 2 to 4 representatives of the village. At a public junior secondary school, the schoolmaster and the heads of villages in the educational administration district are committee members.

Each public school is operated and managed in accordance with an education agreement (on the central government's requests and matters peculiar to the local community) enacted between the Education Development Committee and the staff members of the school with the Department of Education support. The contents of the agreement concern funds, personnel and teaching materials provided by the Department of Education, each Education Development Committee's revenue sources and expenditures, etc.

In accordance with the agreement, the Department of Education provides each Education Development Committee with minimum equipment and teaching materials along with written instructions, and the education development

committees and the schoolmasters assume responsibility for improving the school curricula and effectively managing the schools. The Department of Education does not directly control operation and management of mission and other private schools, but these schools' curricula are the same as those of national and public schools. These schools are required to submit annual reports to the Department of Education, and are subjected to triennial audit by the Department as needed.

(3) Department of Education's Budget

The Department of Education's total budget for F/Y 1993-94 stood at WS\$28.39 million, of which WS\$7.24 million came as grants. Thus the Department had a net budget of WS\$16.55 million for the fiscal year. The Department's F/Y 1993-94 budget did not include an appropriation for development and was therefore an ordinary budget. On the other hand, the Department's current expenditure (excluding grant-related expenditure) for the fiscal year showed an excess of WS\$1.33 million (6.8% of the ordinary budget). Changes over the past 5 years in the Department of Education's annual budget and annual expenditure are as shown in Table 3-2. The Department's current account balance over the past 3 years was WS\$0.61 million (3.9%) in the red in F/Y 1991-92, WS\$0.70 million (4.3%) in the red in F/Y 1992-93, and WS\$1.13 million (6.8%) in the red in F/Y 1993-94.

Table 3-2 Changes in Department of Education's Annual Budget and Expenditures

(Unit: WS\$)

	1990	1991 Jan.~Jun.	1991/92	1992/93	1993/94	1994/95
A. Recurrent Budget	13,771,665	7,367,010	15,618,991	16,146,505	16,553,819	17,691,737
B. Development Budget	883,370	277,727	1,400,000	0	0	0
C. Total (A+B)	14,655,035	7,644,737	17,018,991	16,146,505	16,553,819	17,691,737
D. Expenditure	14,135,710	7,935,332	17,627,213	16,842,975	17,678,621	-
E. External Grants	NA	NA	1,500,000	9,470,440	7,240,586	10,697,442

Note: The amount/s of foreign assistance are excluded.

(Source: DOE)

In the Government of Western Samoa's budget, on the other hand, revenue (excluding grants) has grown at an annual rate of 7 to 8 percent over the past 3 years. But the budget itself was WS\$25.91 million (11.7%) in the red in F/Y 1991-92, WS\$33.50 million (15.4%) in the red in F/Y 1992-93, and WS\$17.78 million (6.9%) in the red F/Y 1993-94.

Table 3-3 Government of Western Samoa's Budget and Expenditure

(Unit: million WS\$)

	1991/92	Ratio to the year before	1992/93	Ratio to the year before	1993/94	Ratio to the year before
A. Revenue	169.24	1.08	183.06	1.08	195.04	1.07
B. External Grants	51.86	1.36	34.32	0.66	62.12	1.81
C. Total Revenue	221.10	1.13	217.38	0.98	257.16	1.18
D. Recurrent Expenditure	89.99	1.03	102.44	1.14	109.07	1.06
E. Development Expenditure	138.58	1.11	132.07	0.95	148.07	1.12
F. Other Expenditure	17.44	0.81	16.37	0.94	17.80	1.09
G. Total Expenditure	247.01	1.05	250.88	1.02	274.94	1.10
H. Balance (C-G)	▲25.91		▲33.50		▲17.78	

(Source: DOW)

The ratio of the Department of Education's current expenditure to the central government's current expenditure is very high -- 18.0 percent in F/Y 1991-92, 16.4 percent in F/Y 1992-93, and 16.2 percent in F/Y 1993-94. This means that the Government of Western Samoa has been placing particular emphasis on education despite its very difficult fiscal condition. Table 3-4 shows a breakdown of the Department of Education's current expenditures. As can be seen from the table, the payroll makes up 80.5 percent of the Department's total current expenditures.

Table 3-4 Breakdown of Department of Education's Current Expenditure (1993/94)

(Unit: WS\$)

	Primary School	Junior Secondary School	Senior Secondary School	WSTC	Others	Total
Salaries	9,356,272	2,044,062	1,032,901	478,346	1,333,828	14,245,409
Supply & Equipment	73,520	52,670	179,800	50,600	658,910	1,015,500
Others	476,679	15,439	390,837	285,608	1,262,265	2,430,828
Total	9,906,471	2,112,171	1,603,538	814,544	3,255,003	17,691,737

(Source: DOE)

(4) Foreign Grants

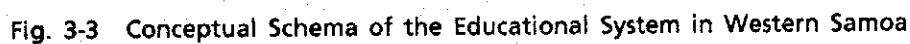
Foreign grants for education in the country come largely from New Zealand and Australia. Foreign grants are divided broadly into scholarships (\$7,820,000 from New Zealand and \$6,265,000 from Australia) and funds for school facility reconstruction (\$4,500,000 from New Zealand and \$2,000,000 from Australia).

Table 3-5 Present Situation of International Cooperation in the Field of Education

Assisting Country of Agency	Project	Implementation Period	Project Cost
New Zealand (NZBAP)	1. Technical vocational training	1990~1994	NZ\$ 975,000
	2. Teacher training	1990~1994	NZ\$ 895,000
	3. Scholarships/awards	1990~1994	NZ\$ 7,820,000
	4. Examination assistance	1990~1994	NZ\$ 65,000
	5. UPY	1991~1994	NZ\$ 580,000
	6. Buildings for WSTC	1991~1993	NZ\$ 465,000
	7. Senior Secondary School Laboratory	1991~1993	NZ\$ 250,000
	8. Schools reconstruction	1992~1993	NZ\$ 4,500,000
	9. Policy Development Unit	1992~1994	NZ\$ 234,000
Australia (AIDAB)	1. Assistance to Ws Polytechnic	1990~1994	A\$ 1,354,000
	2. Scholarships/awards	1991~1993	A\$ 6,265,000
	3. Secondary school teacher training	1991~1994	A\$ 660,000
	4. Schools reconstruction	1992~1993	A\$ 2,000,000
UNESCO	1. Literacy program	1991~1992	US\$ 24,174
	2. Silk screen printing	1991~1992	US\$ 6,160
	3. Equipment procurement	1991~1992	US\$ 2,000
	4. Examination procedures	1991~1992	US\$ 25,000
	5. Monolingual dictionary	1991~1992	US\$ 6,260
	6. Education printery	1992~1993	US\$ 18,700
	7. Cultural attachment	1994~1995	US\$ 20,000
Canada	1. Assistance to schools	1991~1992	CN\$ 180,000
	2. Assistance to mission schools	1992~1993	CN\$ 200,000
USAID	1. Development Support Training	1985~1991	US\$ 189,972
CFTC	1. Student award training	1989~1993	Stg 94,043
Korea	1. Computer for printing unit	1993	US\$ 12,000

(Source: DOE)

As shown in Fig. 3-3, the educational system in Western Samoa consists of primary education (1st to 8th grade), secondary education (9th to 13th grade) and tertiary education. Preschool education is not yet widespread, but it is gradually spreading nationwide.



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Primary education (8-grade) is provided at the country's 158 primary schools, of which 140 are owned by villages and operated by school committees appointed by village assemblies. Primary school teachers are employees of the central government. However, the central government provides only their salaries and stationery expenses, and school committees are responsible for procurement and maintenance of buildings and equipment. The central government is operating a national primary school in the Malifa District of Apia City (total number of pupils: 4,500) on its own. The other primary schools are 16 mission schools and 2 private primary schools in Apia City.

Secondary education is provided at junior secondary schools (3-grade) and senior secondary schools (5-grade). Of the country's 28 junior secondary schools, 22 are public schools. They were founded and are operated by the country's 22 educational administration districts. The others are Leififi Junior secondary school and 5 mission schools. There are 3 national senior secondary schools, 13 mission senior secondary schools and a private secondary high school. Non-governmental organizations play a reader role in the country's secondary education. Mission schools and other private schools account for about 45 percent of the total number of junior secondary school students and about 60 percent of the total number of senior secondary school students.

About 70 percent of the boys and girls who have completed the 9th Grade, and about 60 percent of those who have completed the 11th Grade, enroll at Junior secondary schools. But few of them go on to a higher stage of education. The ratio of students who go on to the 12th grade has decreased sharply to 25 percent, and the ratio of senior secondary school students who remain enrolled until graduation is 15 percent.

Tertiary education is provided at the National University of Samoa (NUS) and the University of the South Pacific in Samoa (School of Agriculture), both of which offer bachelor's degree courses, as well as Western Samoa Teachers College, Western Samoa Polytechnic, Don Bosco Technical Center, all of Tuasivi Technical Center, School of Nursing, and maritime Training Center which are technical colleges. Of these, only Western Samoa Teachers college is operating under the direct control of the Department of Education. The National University of Samoa, Western Samoa Polytechnic and Maritime Training Center are autonomous institutions operated and managed by Councils or Boards of Governors. Don Bosco Technical Center is a mission school and Tuasivi Technical Center is a private school. School of Nursing, which had been operating under the control of the Department of Health, has upgraded to the Faculty of Nursing of NUS and is expected to offer a bachelor's degree course. The University of the South Pacific (Alafua Campus) in Western Samoa is the School of Agriculture of the University of the South Pacific, a regional university serving the needs of twelve Pacific countries with a main campus in Fiji.

3-2-4 Present State of Primary Education

In Western Samoa, primary education is provided at 8-grade primary schools. Children enter and graduate from primary schools at the ages of 5 and 12, respectively. The Compulsory Education Legislation 1991 was enforced on June 6, 1994, and as a result, the compulsory 8-grade primary school course was established. The primary school curriculum is prepared by the Curriculum Division of the Department of Education and is implemented nationwide.

The total number of primary schools (as of 1994) is 159, of which 141 are public primary schools (including a national primary school operating under the direct control of the Department of Education), 16 are mission

primary schools and 2 are private primary schools. The total number of primary schoolchildren is about 38,000. Primary school attendance is about 80 percent and the dropout rate is about 15 percent.

The primary school curriculum is grouped into the lower level (1st, 2nd, 3rd Grade), the middle level (4th, 5th, 6th Grade) and the upper level (7th, 8th Grade). Subjects taught at primary schools are the Samoan language, the English language, arithmetic, science, social studies, music, arts and crafts, and physical education. At the lower level, classes are given generally in Samoan, and classes in English conversation are introduced at Grade 3. At the middle level, classes in English are conducted and classes in other subjects are given in both Samoan and English.

At the upper level, all classes except classes in Samoan are given in English. At Apia, Lower Primary School, which operates under direct control of the Department of Education, some classes receive all lessons in English from Grade 1 because English is the mother tongue of some of the school's pupils. This arrangement is instrumental in preparing such pupils for classes in subjects other than English at the middle level.

Standard Age	School System	No. of Schoolchildren	Attendance
Age to be completed 12	Year 8 National Examination		
	Grade 8		
	7	Upper Primary School	
	6		
	5		
Age to be completed 5	4	Middle Primary School	
	3		
	2		
	Grade 1	Lower Primary School	

Fig. 3-4 Conceptual Schema of Primary Education in Western Samoa

The 8th Grade primary schoolchildren take the Year 8 National Examination. The examination subjects are Samoan, English, arithmetic, science and social studies. Except for the examination in Samoan, all questions are written in English and the examinees answer all questions in English. Those who receive excellent examination scores qualify to go on to the next stage of education.

3-2-5 Present State of Secondary Education

The secondary school curriculum is divided into the junior secondary level (Grades 9, 10, 11) and the senior secondary level (Grades 12, 13). Of the senior secondary schools which offer the senior secondary course, 3 are national schools operating under the direct control of the Department of Education, 13 are mission schools, and 1 is a private non-mission school. The conceptual schema of secondary education in Western Samoa is as shown in the figure below.

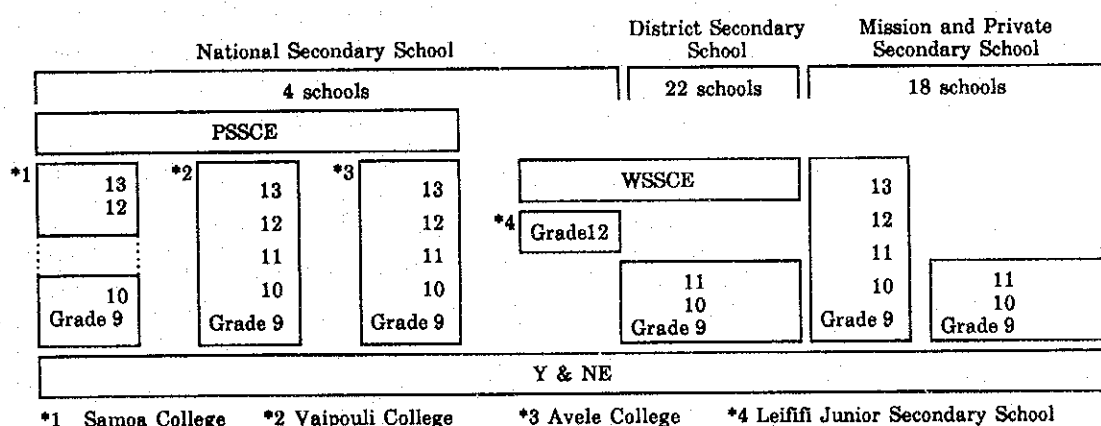


Fig. 3-5 Conceptual Scheme of Secondary Education in Western Samoa

There are 4 national senior secondary schools operating under the direct control of the Department of Education, of which Samoa College, Vaipouli College and Avele College offer the senior course and Leififi Junior Secondary School offers only the 12th Grade. Samoa College has a system in which students can complete the 5-year course in 4 years. On the other

hand, Avele College is a boys' school. Admission to a secondary school is determined by the Director of the Department of Education and the principal of the senior secondary school based on the applicant's performance on the Year 8 National Examination. About 360 primary school graduates are admitted to senior secondary schools every year. Those with best results of the Year 8 National Examination are admitted to Samoa College. Of the other qualified pupils, boys from Upolu Island enroll at Avele College, and boys and girls from Savai'i Island enroll at Vaipouli College.

Most of the other qualified pupils enroll at public junior secondary schools (about 2,000 a year), and the rest at private senior secondary schools.

The junior secondary level curriculum consists of 5 required subjects, which are Samoan, English, mathematics, environmental science and social science, and 6 elective subjects. The senior secondary level curriculum consists of required subjects, which is English, and 11 elective subjects. In examinations for admission to institutions of higher education, an applicant's qualification is judged on the basis of performance in examinations in English and two other subjects in which they scored highest.

Table 3-6 List of Subjects Included in the Secondary School Curriculum

Curriculum	Junior Secondary	Senior Secondary
Samoan	⊙ J	○ W, P
English	⊙ J	⊙ W, P
Mathematics	⊙ J	
Environmental Science	⊙ J	
Social Science	⊙ J	
Home Economics	○ J	
Industrial Studies	○ J	
Business Studies	○ J	
Music	△	
Arts/Crafts	△	
Physical Education	△	
Geography		○ W, P
History		○ W, P
Economics		○ W, P
Accounting		○ W, P
Science		○ W, P
Biology		○ W, P
Physics		○ W, P
Chemistry		○ W, P
Shorthand/Typing		○ W
Human Biology		○ W

Notes: ⊙ : required subjects ○ : elective subjects △ : Non-Examined Subjects
 J : Subjects for JSSCE W : Subjects for WSSCE
 P : Subjects for PSSCE

The following three examinations are conducted during the secondary education period.

- Junior Secondary School Certificate Examination (JSSCE)

This is a graduation examination for Grade 12 primary schoolchildren. Those who pass the examination are qualified to enroll at Leififi Junior Secondary School, which offers the 12th Grade.

- Western Samoa Secondary School Certificate Examination (WSSCE)

This is a qualifying examination conducted among Grade 12 students with the cooperation of the South Pacific Board of Education Assessment (SPBEA). This examination is considered equivalent to