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WESTERN SAMOA

EDUCATION SECTOR STUDY

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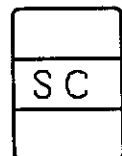
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Attachments

1. Terms of Reference - Education Sector Study
2. Western Samoa Education Strategies - 1995-2005
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EXECUTIVE SUMMARY

In June of 1996 the JICA Australia office commissioned a study of the education sector of Western Samoa. The objectives of the study were as follows:

- Document available economic and educational information.
- Identify short and medium term projects which with the support of JICA and other aid donors would increase access, quality and relevance of education and training programs.
- Provide briefing material for JICA regarding the policy and planning context within which ODA is delivered and the scope for donor coordination.

It was expected that the study would draw extensively on published material available from the recipient government and donor agencies supported by a limited amount of fieldwork in-country.

The Western Samoan Government had recently completed a comprehensive Education Policy and Planning development project with the assistance of NZODA. Two of the key reports: Education Policies 1995-2005 and Education Strategies 1995-2005 were important source documents for the study and have been referred to throughout this report. While the Education Strategies do not necessarily equate with projects they do provide a valuable guide to donors in considering possible projects.

Development cooperation extended by Japan to construct a new campus for the National University of Samoa at Vaivase adjacent to the Western Samoa Polytechnic has made JICA the largest provider of grant aid to the education sector.

The report established a policy framework for Japanese ODA for the education sector and draws attention for the need for JICA to contribute to the landscape design of the site at Vaivase to harmonise and integrate the existing and future facilities by the two post secondary institutions.

A common theme running throughout the extensive planning now complete for primary, secondary and post secondary education is that many of the highest priority projects require little or no support from donors but rather reform, restructuring and redistribution of resources.

Given the scale of commitment to the National University of Samoa and the preoccupation of management at all levels with reforms plus the high level of assistance from other donors there is need for JICA to be selective in providing ODA to the education sector between now and the end of the century.

There is scope for assistance to all forms of vocational and technical education but it is strongly recommended that JICA focus upon industrial arts education in secondary schools. The main reasons are that it will increase the employment prospects of urban youth and directly benefit the relatively disadvantaged Junior Secondary Schools.

The climate for donor coordination to the education sector is favourable in Western Samoa and NZODA have already reacted positively to the principal recommendations of this report.

1. INTRODUCTION

1.1. Background

Western Samoa comprises nine islands in the Central Pacific all relatively close together and to American Samoa. The islands which are located between latitudes 13 degrees and 15 degrees have an equable tropical climate and are volcanic in origin with a total land area of 2,831 square kilometres. Most of the land is arable and agriculture plays an important role in the economy.

Population is concentrated on the coastal fringes of the two largest islands. Upolu (1,110 square kilometres) and Savai'i (1,700 square kilometres). Nearly all of the population are Polynesian.

Sustained emigration to Australia, New Zealand, American Samoa and the United States has limited population growth but caused labour shortages (particularly of young and skilled workers) and reduced economic growth. The later has been partially offset by the stream of remittances generated by emigration.

Although Western Samoa has one of the largest reported adult literacy rates in the region there are concerns about functional illiteracy and the quality of basic education. Enrolment rates are high (81.3%) but there has been some decline in the 10-14 year old group enrolment. Non government organisations play the major role in pre-school education, a limited role in primary education and a major role in secondary education (45% of students)¹

1.2. Social Indicators of Development²

Key Variable	Western Samoa	Fiji	Solomon Islands	Vanuatu
GNP per capita \$US	940	2,010	710	1,210
GDP (\$US \$M)	150	1,558	209	151
Population in 1992 ('000)	162	750	335	156
% Growth	0.6	1.2	3.0	2.6
Literacy % Population 15+	97.8	85.5	54.0	70.0
Infant Mortality (1992)	25.0	23.0	43.0	45.0

Economic growth was negative in the period 1990-92 largely because of devastation caused by cyclones. It has since recovered and growth rates of about 3% are projected for the period 1995-2000.

1.3 Education and the Labour Market

A high proportion of post-secondary graduates are lost to the economy via emigration while skill shortages persist in the local labour market. Links between the education system and the labour market are weak but there are moves to strengthen them through manpower planning and the establishment of a National Training Council.

At the 1991 census total employment was estimated to be 55,967 with the majority (68%) employed in agriculture, forestry and fisheries). Formal employment was estimated to be 18,000 of which 4,500 were employed by government. However, since then there has been an increase of 1,700 in private formal sector employment at the Yasaki automotive wiring assembly plant which employs 1,700⁶

An issue which causes continuing concern is that a high proportion of graduates expect to migrate in the near future if so the Western Samoan labour market could be looking at the loss of 2/3 of post secondary graduates. This situation will not change unless formal sector wage employment can be increased.

2. EDUCATION SECTOR OVERVIEW

2.1 Key Features

Now that rehabilitation of basic infrastructure severely damaged by cyclones is almost complete the Western Samoan Government (WSG) have identified Education and Health as priority sectors for development. An Education Policy and Planning Development Project completed in 1995 with the assistance of New Zealand has provided a comprehensive policy framework and, in this respect, WSG is well placed to seek assistance from donors for the education sector.

About 55% of the population are in the economically active age group (15-64 years). The age group 20-29 years is under represented because of their high propensity to emigrate⁶.

Economic activity is heavily centred on agricultural production although manufacturing has developed in recent years and tourism is emerging as a growth area.

Western Samoa has one of the highest enrolment ratios in the region and reports the highest literacy rate. However, primary school education (basic education) is regarded as a critically weak area with poor facilities, equipment and curriculum materials. There is 'an over reliance on rote-learning methods and a general lack of creativity in the classroom³'. Objective testing has revealed alarmingly low functional literacy and numeracy skills. These deficiencies are reflected in low completion rates at secondary and post secondary level.

2.2 Teacher Education

One of the key determinants of the quality of education in Western Samoa (and elsewhere in the Pacific) is the quality of teaching which is in turn a function of the quality of pre-service and in-service training and the level of supervision.

Most teachers are trained at the Western Samoa Teachers College which is in process of merging with the National University of Samoa and becoming part of the Faculty of Education. Formerly separate Diploma of Education courses have been combined into a single course for primary and secondary teachers. Many teachers are considered to be inadequately trained but in-service training is largely restricted to principals and executive teachers. Both Australia and New Zealand have funded teacher training programs and have a continuing involvement.

2.3 Education and Training System

The formal education system (see Attachment 5) consists of:

- Pre school education and kindergarten followed by eight grades of primary education (Grades 1-8).

- Dual streams of secondary education in which access to senior secondary schools is limited and highly selective (this is under review and one five-year, single stream, comprehensive system is the likely outcome).
- The Western Samoa Polytechnic (WSP)
- The National University of Western Samoa (NUS)
- A branch of the regional University of South Pacific which includes the Faculty of Agriculture.
- A Maritime Training College
- Don Bosco and Tuasivi Technical Centres

Boarding is uncommon at primary and junior secondary level and school places are widely distributed. At senior secondary level the non government schools and two government schools offer boarding places.

2.4 Cost and Financing of Education

About 19% of the WSG budget for recurrent expenditure is allocated to education. Primary education receives 56%, secondary 21% and post secondary 23% of the Department of Education's current expenditure. Unit costs of education for primary are low relative to secondary and post secondary education. Western Samoa has low unit costs for post secondary education by regional standards.

Unit Costs of Education, 1992 \$US

	Primary	Secondary	Post Secondary
Fiji	241	462	1,789
Kiribati	112	238	1,904
Solomon Islands	142	653	3,295
Vanuatu	315	1,355	1,210
Western Samoa	160	291	827

2.5 Donor Involvement in Education

Donors have been heavily involved in all levels of education since the mid 1980s. Australia, New Zealand and Japan are the major donors.

- Australia has provided funding for the upgrading and institutional strengthening of WSP (formerly the Western Samoa Technical Institute) and for the professional development of secondary teachers and is assisting the Curriculum Development Unit (CDU) of the Department of Education.
- New Zealand has assisted WSP by providing assistance with curriculum development, facilities, teacher training and staff development. Funds have been made available for a 'Teacher Education Quality Improvement Project' (TEQIP) and the amalgamation of primary and secondary teacher training. Most recently, New Zealand funded the Educational Policy and Planning Development project.
- Japan has funded libraries and science laboratories for Junior Secondary Schools and a number of Grass Roots Grant Aid programs have helped individual schools. Through its funding of the design and construction of a new campus for the NUS Japan has become the largest donor to the education sector.
- Canada has provided funds for 'Early Primary Literacy Development' to upgrade reading skills and for 'Special Needs Education'.
- A number of bilateral donors including the Netherlands provided assistance to repair and rebuild schools after the cyclones.
- UNESCO co-funded the Pacific Educational Management Project and the basic education and life skills (BELS) project. UNFPA has provided funding for an in-school population education project.
- The underlying philosophy of WSG in the education sector has been summarised in their 'Education Policies 1995-2005' as follows³:

Education is the most vital factor in development and involves relationships between the individual, the community and the nation and is a lifelong process to which the family, traditional village institutions, church, media and other modern community groups all contribute. In this broad sense education is fundamentally about the maintenance, reproduction and re-creation of culture

Culture may be defined as the shared understanding between people which gives meaning and direction to social, political and economic relationships and structures. According to this definition the process of development is also, in the final analysis, cultural.

2.6 Principal Issues of the Sector³

- Primary school facilities are poor and schools lack basic equipment, curriculum materials and texts.
- Provision of classroom and playground space, toilets and water supply in primary schools (especially the larger ones) is often inadequate
- Poor facilities and many inadequately trained teachers lead to poor quality education in the secondary system.
- The secondary system is widely considered to lack relevance to village life and labour market needs.
- Junior secondary schools offer the majority of students inferior educational opportunities.
- Vocational and technical education in government secondary schools suffers from low status and lack of resources and student leave the system with limited practical skills.
- The present dual-stream structure is inequitable and inefficient. Access to senior secondary education is limited and selective with only about 25% of the age-group receiving any senior secondary education.
- There is need for a change of approach to teaching in all areas of post secondary education and training.
- The post secondary system tends to be fragmented and competitive but needs to be coordinated and complementary so as to make optimum use of scarce resources.
- The Education Department is generally perceived to be ineffective and inefficient and excessively bureaucratic.

School management lacks a clear definition of purpose and cannot provide the leadership required without structural change.

2.7 Priorities for Action

The principal issues have been addressed by a series of Education Strategies which are grouped together in a Strategic Plan which aims to:⁴

- Support early-childhood education.
- Improve the overall quality of primary education, at the same time implement the requirements of the Education Amendment Act 1991-2.
- Increase access to senior secondary education by merging the existing two streams into a single-stream system, at the same time improve overall quality.
- Meet the requirements of special-needs students.
- Strengthen the administrative structure of the Teachers College and improve the quality of graduates.
- Facilitate linkages between secondary schools and post-secondary institutions.
- Introduce best-practice into the department's central management.
- Provide advice and assistance to school management committees.

While these strategies do not equate with projects they do provide a valuable guide to WSG and donors in considering projects.

3. POLICY FRAMEWORK

3.1 Japan's Approach

Japan has become the largest donor to post secondary education in Western Samoa through grant aid to build a new campus for the National University of Samoa at Vaivase. This does not preclude assistance to other parts of the education sector but it is a factor which needs to be taken into account.

In the recent past ODA to the education sector in other countries has focused on vocational and technical education and on post secondary education with particular emphasis on science and engineering. Forms of technical assistance have included:

- Construction of primary and secondary schools.
- Construction of facilities for adult education.
- Equipment for educational broadcasting.
- In-service training for teachers.

Activities in the field of basic education have been limited although JOCV assistance has been welcomed by recipient countries. A study group on assistance to the educational sector has been formed by JICA and in January 1994 presented its findings which made three key points.

- The percentage of ODA allocated to education should be increased to 15% by the year 2000.
- Basic education should receive the highest priority.
- Each country's level of educational development must be taken into account in assessing needs.

Apart from these specific points it is policy to consider the concerns of women in development and the complementary effect of the education sector on other sectors.

Western Samoa receives a good deal of assistance from other bilateral donors notably Australia and New Zealand and it is desirable to work closely with them in considering further assistance to the education sector.

3.2 Priorities of the Government of Western Samoa

Many of the priorities identified in 'Education Strategies 1995-2000 have been or are being assisted by other donors. For example the task of revising school curricula has been allocated between donors as follows:

Years 1-3	CEDA
Years 4-9	<i>AusAID</i>
Years 9-13	NZODA

A high priority project to strengthen the Curriculum Development Unit and improve the quality and quantity of materials available to schools is being funded by *AusAID*.

The plan covers all the main areas of educational activity viz early-childhood, primary, secondary, special education, teacher education and training, post-secondary education and training, departmental and school management. The main areas where donor involvement is expected are as follows:

- Improving the quality and delivery of primary education, infrastructure upgrading, curriculum development, production of text books, teaching aids and materials, and professional development of teachers.
- Introducing a single stream comprehensive curriculum for secondary education. Improving library and science facilities and increasing access to Years 12 and 13.
- Merging the Teachers College and the National University to raise educational standards and avoid duplication of facilities.
- Improving the production and distribution of school texts and materials

An area which has policy sanction but for which a strategy is yet to be put in place is the strengthening of vocational and technical education in secondary schools.

3.3 Field Investigation

The Department of Education was asked to organise field visits to primary and secondary schools on Upolu and Savaii. The schools visited were all government run.

Given the homogeneous nature of Western Samoan society there were striking differences in physical facilities and teacher-student ratios between schools. The schools were as follows:

Savaii

- *Safua Primary* (Years 1-8) - 300 pupils, 12 teachers, medium size but with class sizes up to 45 (Infants).
- *Samauga Primary* (Years 1-8) - 250 pupils, 10 teachers. The school had no electricity, few texts and curriculum materials.
- *Letui Primary* (Years 1-8) - 75 pupils, 6 teachers, smallest school visited, no duplicator, reading materials very worn. There is electricity to one room only and it is used to run night classes in mathematics for Year 8 students doing external exam
- *Laumoli Primary* (Years 1-8) - 212 pupils, 9 teachers. A well run school but very short of materials has electricity connected but village committee are unable to pay for use, no telephone. Shares a photocopier with ten other schools.
- *Pua 'Pua Primary* (Years 1-8) - 135 pupils, 9 teachers, small school which experiences water shortages. Has a library but is very short of reading material, science equipment, maths materials.
- *Iva Primary* (Years 1-8) - 408 pupils, 20 teachers. A big school with a reputation for excellence which widens its catchment area. Pupils from other villages pay 100WST/term in school fees. Only two taps and 3 toilets provided hence serious health risk.

Upolu

- *Lepa Primary* (Years 1-8) 348 pupils, 9 teachers. Medium sized school with an assembly hall which is short of reading and science materials and has limited ability to raise funds. Standpipes to provide water for hall would overcome health risk.
- *Faleata Junior Secondary* (Years 9-11) 296 pupils, 25 teachers. This school has eight feeder (primary) schools in the district. Many of the pupils are from Savaii or the southern side of Upolu and board with relatives which limits capacity to raise funds. Classrooms lack basic furniture (even mats) and some need repair. Scope for a limited budget self help program (see Attachment 3)
- *Vaimauga Junior Secondary* (Years 9-12) 360 pupils, 24 teachers. the enterprising principal has started a year 12 this year with 27 pupils and plans to have a year 13 within four years thus becoming a senior secondary school. One of the main tasks of the principal is fund raising and he has contacted a number of donors including JICA.
- *Vaivase Primary* (Years 1-8) 650 pupils, 26 teachers. This is one of the largest primary schools in an area which is experiencing rapid population growth due to

internal migration. After Year 8, depending on exam results students have a choice of Valmunga JSS, Leififi JSS, Samoa College, Avele, St Joseph's or CCMS

- *Avele Senior Secondary School* (Years 9-13) - 607 pupils, 40+ teachers. This school on the site of what was an agricultural college has recently become coeducational and offered boarding places. A great deal has been achieved with assistance from the Parent Teacher Association including the construction of a dining hall for boarders.

3.4 Options

Western Samoa has been successful in obtaining support from bilateral donors for most of the components of its Education Strategies which depend upon external funding. (See Attachment)

In basic primary education many of the most important changes are associated with restructuring, reallocation of resources and strengthening of school management. There may be some scope for assisting the refurbishment of facilities after 1997.

Secondary education will be transformed by the introduction of a single stream comprehensive curriculum. It is intended that applied subjects including industrial arts be developed to Year 13 level which provides scope for complementary programs to strengthen links between secondary and post secondary education.

Post secondary education is seen as having a dual function 'the advance of knowledge, scholarship and intellectual development on the one hand, and employment-related skills development on the other.'³ Japan is heavily involved in the first and there is scope to selectively increase assistance to the second function.

4. POST SECONDARY INSTITUTIONS

4.1 The National University of Western Samoa

Development cooperation extended by Japan to construct a new campus for NUS is by far the largest single project in this sector. The Basic Design Study identifies positive effects from:

1. The incorporation of the Western Samoa Teachers College into the Faculty of Education which will improve teacher education.
2. The creation of a Faculty of Nursing which will lift the status of nurses and improve their training in health care.
3. The provision of additional places in the Faculty of Arts and the Faculty of Science which will increase the pool of skilled human resources.

It also recognises the potential burden of meeting operating costs and emphasises the need for continuing financial assistance from donors.

4.2 The Western Samoa Polytechnic

Following its establishment in 1993, WSP proceeded to develop a Master Plan with the assistance of NZODA and UNDP. The plan is intended to guide the development of WSP in the period 1995-2004 and states that:-

Development will be based on 750 equivalent full time students (EFTS) by 1999 and 1000 by 2004 - the current level is approximately 600.

- The first phase of development, 1995-1999, will focus on the consolidation and quality improvement of the existing course program.
- The second phase of development, 2000-2004 will involve expanding the range of trades and technical programmes.
- Dependence on direct funding of recurrent costs by government is to be reduced by a levy on industry administered by a National Training Council.
- Grant aid will continue to be the most important source of funds for development although soft-term loan financing could also be used from the year 2000.

The plan foreshadows closer links with NUS and argues for merging the Maritime Training Centre (MTC) with WSP. Other possibilities include accreditation of the Don Bosco Technical Institute (80 EFTS).

Major donors to WSP in the recent past are NZODA (upgrading of technical and teaching skills of staff), *AusAID* (establishment of Business Studies and Tourism and assistance to Building), JICA (upgrading of facilities and equipment for Automotive and Electronics).

4.3 The Effect of Colocation of NUS and WSP

There is concern that the construction of a new purpose built university next to a polytechnic whose buildings are in need of repair and refurbishment will impact adversely on WSP. Specific issues are:

- The need to create an integrated site plan covering access, sharing of facilities and landscaping.
- The fear that construction of joint sporting facilities at a later date would limit development of what is already a small narrow site for WSP.
- The need to widen the WSP site at its narrowest point by acquiring a triangular parcel of land (0.7 hectares) from Samoa College
- A belief that it will be harder for WSP to attract high quality entrants to its courses when NUS is operating on the new site (Current NUS facilities are very poor).

While it is unlikely that a second major development would be funded by donors before the year 2000 there is a strong case for technical assistance from JICA to despatch a landscape architect to develop an integrated site plan and identify steps to be taken now to harmonise the future use of the site.

NZODA as a major donor for WSP have reacted very positively to the concept and have a proposal to help establish a School of Horticulture under consideration. Given a site plan and assistance with earthworks much of the landscape construction and maintenance could be undertaken by students as part of their course.

5. VOCATIONAL AND TECHNICAL EDUCATION IN SECONDARY SCHOOLS

5.1 Junior Secondary Schools

There are 22 Junior Secondary Schools in Western Samoa all of which are involved in vocational and technical education in areas such as agriculture, domestic science and industrial arts. Links between these schools and post secondary institutions like WSP are weak and the system is considered to lack relevance to the needs of the labour market.

5.2 Senior Secondary Schools

The three government run Senior Secondary Schools (Colleges) follow a mainly academic curriculum but some applied subjects are taught. However, non government schools which account for about half of all senior secondary places offer a wider range of courses. Some of these schools like Wesley College have self help programs in which products made by the students are sold to raise funds for the school.

5.3 Relevance of Vocational and Technical Education

Western Samoa has high youth unemployment especially in Apia. A survey of urban youth in 1994 showed that 25% of youth between the ages 10-34 were neither students nor full time employed. When asked for suggestions to improve their economic life 26% suggested vocational training and a further 12% indicated self employment. Since the sample was very large (14,000) and accounted for the vast majority of urban youth the results are very significant.

5.4 A School Based Program

Experience in other Pacific countries like Fiji suggests that school based programs are an effective way of increasing employment opportunity, particularly if links between schools and the community are strengthened, for example by work experience programs. Linkages to WSP courses are very important in the Western Samoan context because it could offer places which would lead to apprenticeship and employment.

There is plenty of scope for assisting individual schools (like Faleata JSS see Attachment 3) but this assistance would be more sustainable if it were part of a program. The components of a program for industrial arts might include the following:-

- 1 Identification of needs in existing Junior secondary Schools.
2. Consultations between WSP, WSTC (NUS), PSC and representatives of local industry to set guidelines.
3. Revision of curriculum as part of the move to single stream comprehensive secondary schooling.

4. In service training of teachers at WSP.
5. Design of 'self-help' programs for individual schools.
6. Provision of equipment and materials to schools.
7. Monitoring of programs and expenditure within a strengthened school management structure.

Previous self help programs have had problems because grants of materials and equipment were not properly administered at school level. However moves to strengthen school management and increase accountability will reduce the problem.

6. RECOMMENDATIONS

6.1 Priorities for JICA

As a result of the field work, study of the Education Policies and Strategies reports and discussion with other donors it is possible to identify three priorities for JICA.

- Despatch an expert to develop an integrated site plan for NUS and WSP at Vaivase
- Formulate an integrated technical assistance project for support of industrial arts education in secondary schools.
- Monitor the implementation of the strategic Plan by the Department of Education to identify future needs, in particular, those areas which have been identified as requiring donor support.

A common theme running throughout the extensive planning now complete for primary, secondary and post secondary education is that many of the highest priority projects require little or no support from donors because they involve reform, restructuring and redistribution of resources for example:-

- Restructuring of the Malifa Primary Schools which have class sizes of 60-70 and 4,500 pupils on a single compound while some rural schools have class sizes less than 10.
- Devolution and strengthening of management at junior secondary schools so there is greater responsibility for budgeting and allocation of resources.
- Institutional strengthening to improve the management, administrative capacity and procedures of the central office of the Department of Education.
- Consolidation and improvement of the quality of existing courses at WSP.
- Merging WSTC with NUS to form a Faculty of Education with fewer, better qualified staff.

Given the scale of the commitment to NUS and the preoccupation of management at all levels with reforms plus the high level of assistance from other donors there is a need for JICA to be selective in providing ODA to the education sector between now and the end of the century.

It is to be expected that the JICA Western Samoa office will continue to receive requests for assistance from individual schools some of which can be met from grass roots grant

aid. However, longer term it may be better to look for areas where requests can be dealt with by an integrated technical assistance program.

6.2 Post Secondary Institutions

JICA has taken a firm policy stance in favour of strengthening NUS which will reduce the need, but not necessarily the demand, for undergraduate training overseas. In other countries like the Solomons, *AusAID* and *NZODA* are starting to channel scholarship funds to local institutions for example (SICHE in the Solomons). There is reason to believe the same process will take place in Western Samoa but the level of assistance may fall short of what is required.

When WSP is further into consolidation of courses there will be scope for JICA to assist in refurbishment of existing buildings and construction of new facilities. No formal requests has been made at this stage.

By providing some limited technical assistance now to harmonise and integrate the use of existing and future facilities on the Vaivase site of NUS and WSP JICA can do a great deal to lift the public perception of WSP and at the same time demonstrate a commitment to both post secondary institutions - not just NUS.

6.3 Vocational and Technical Education

There is scope for assistance to all forms of vocational and technical education but it is strongly recommended that JICA focus upon industrial arts education in secondary schools because this will:-

- Increase the employment prospects of urban youth.
- Directly benefit relatively disadvantaged Junior Secondary Schools in the short term by facilitating construction of essential classroom furniture and repair of school facilities.
- Encourage a wider group to seek places at WSP and apprenticeship places in industry.
- Strengthen links with post secondary institutions (WSP) and industry generally

	*WST
Support for inservice training of teachers at WSP	20,000
Grant aid to selected schools (for example Faleata JSS)	200,000
JOCV support including equipment	<u>130,000</u>
	T350,000
	=====

*Order of magnitude estimates only

6.4 Donor Coordination

JICA is the major donor to post secondary education in Western Samoa and could increase its role. Other donors have coordinated their assistance to early childhood, primary and secondary education and there is a good climate for further coordination with JICA in post-secondary education.

In secondary education where it is recommended that JICA provide assistance to industrial arts the Strategic Plan 1995-2004 provides guidelines for donors by identifying component projects and possible sources of funding.

EDUCATION SECTOR STUDY WESTERN SAMOA

TERMS OF REFERENCE - BRUCE CRAIG

Background

JICA has recognised the importance of development assistance for Education and Development and adopted policies which will:

- Increase the education and training component of ODA to 15% by the year 2000.
- Give priority to aid for basic education.
- Provide a balanced package of development assistance in the field of education and training as part of a country programming approach.

Priority areas include, science and maths education, education for women, education for the socially disadvantaged, non-formal education, and post secondary education.

The JICA Australia office has identified Western Samoa as a country for which sectoral study of education and training could be advantageous. The country is a current recipient of ODA from Japan.

Western Samoa - Policy Issues

In common with other small island nations in the South West Pacific, the country faces the general challenge of coping with increasing demand for education in a fiscal environment where public resources are limited. Specific issues include the following:

- The generally high costs of education in countries where population is scattered, schools are small, and boarding is common;
- the perceived low quality of schooling in the region;
- the provision of post-secondary education and training in countries too small to sustain viable tertiary institutions;
- the balance between formal and non-formal education;
- the role of schooling in preparing people for migration; and
- the perennial question of academic or general schooling versus a vocational curriculum.

It is expected that the sector study will draw extensively on published material available from the respective recipient governments and donor agencies. A limited amount of field work will be undertaken in-country to test ideas and update projections.

Objectives

In order to provide relevant and useful information for policy and planning purposes the sector study should:

- Document available economic and educational information
- Identify short and medium term projects which with the support of JICA and other aid donors would increase access, quality and relevance of education and training programs in Western Samoa.
- Provide briefing material for JICA regarding the policy and planning context within which ODA is delivered and the scope for donor coordination.

Consultancy Services

In meeting the above objectives the consultant will undertake the following work program in conjunction with the JICA Australia office in Sydney:

1. Review published material relating to the education sector in Western Samoa
2. Identify the main issues for further investigation in country.
3. Prepare a program of field work including visits to Upolu and Savai.
4. Make contact with relevant recipient government and donor agencies and confirm a schedule of meetings and visits.
5. Visit Western Samoa, collate available data on existing activities and areas of need in the course of discussions with recipient government agencies.
6. Contact other donor agencies and discuss their current and prospective activity in the education and training sector in general and in specific sub-sectors
7. Review the particular needs of primary, secondary, post secondary, vocational and technical education and assess what is being done to address those needs.
8. Review the present distribution of educational opportunity between rural and urban populations, ethnic, gender and age groups.

9. Make a preliminary identification of short and medium term projects which would be consistent with the fundamental policies and priority areas of JICA and the assessed relative needs of the recipient governments.
10. Consider the scope for integrated donor support of the education sector in the country and the future role of JICA in consultation with the JICA Australia office.
11. Document the results of the sector studies and indicate priority areas for further consideration by JICA, given the recent experience of other donors in the sector.

Timing

The work is to be completed in the period June-August, 1996. It is expected that the consultant will maintain regular contact with the JICA Australia office and arrange field visits and contacts through that office. A draft final report should be available by August 30, 1996.

Reporting

The draft final report will be prepared in English. The consultant will provide a master copy of the final report for publication by the JICA Australia office who will meet the cost of publication including printing, covers and artwork.

WESTERN SAMOA EDUCATION STRATEGIES 1995-2005

1. Early-Childhood Education - Component Project

Component Project 1.01 Early-Childhood Education Development

2. Primary Education - Component Projects

Ref	Funding	Content
2.01	Dept	Primary Schools Refurbishment
2.02	AusAID	Primary Education Development
2.03	Dept	Educational Radio Relocation
2.04	Dept	Establishment of Demonstration (Model) Schools
2.05	Dept/Donors	Malifa Primary School Restructuring (Part A)
2.06	Dept/Donors	Malifa Primary School Restructuring (Part B)

3. Secondary Education - Component Projects

Ref	Funding	Content
3.01	Dept/Donors	Secondary Schools Refurbishment
3.02	Dept/Donors	Re-establish Centrally Based Science Workshop Malifa
3.03	Dept/Donors	Establishment of Resource Centres, Upolu and Savai'i
3.04	Dept/Donors	Secondary Education Development: Single, Stream, Comprehensive Curriculum (Part A)
3.05	Dept/Donors	Secondary Education Development: Single, Stream, Comprehensive Curriculum (Part B)
3.06	IBRD	Science Education Project: Junior Secondary Schools
3.07	IBRD	Library Facilities Project: Junior Secondary Schools
3.08	Donors	Expansion of Senior Secondary Places
3.09	Donors	Secondary Teachers' Qualifications Upgrading

4. Special Education - Component Project

Ref	Funding	Content
4.01	Dept	Special Education Development

5. Teacher Education and Training - Component Project

Ref	Funding	Content
5.01	NZODA	Teacher Education and Training

6. Post-Secondary Education and Training - Component Project

Ref	Funding	Content
6 01	Dept	Post-secondary Education and Training Development

7. Departmental Management - Component Project

Ref	Funding	Content
7.01	Dept/NZODA	Departmental Management - Improvement

8. School Management - Component Project

Ref	Funding	Content
8.01	Dept/NZODA	School Management Improvement

Faleata Junior Secondary School

Faleata is an example of a disadvantaged secondary school. It lacks basic facilities such as desks and chairs and in some classrooms even mats. Many of the pupils board with relatives and opportunities for fund raising from the parent body are limited.

Of 296 pupils 180 are boys. There is a high demand for industrial arts courses but materials are scarce and facilities limited. The headmaster teaches industrial arts and believes that a self-help program could solve many of the most pressing problems for example:

- Funds to purchase timber from local sources would enable desks and chairs to be constructed by the pupils.
- Basic power tools (circular saw and jigsaw) would speed the construction of furniture and enable items to be produced for sale.
- Plastic piping and stopcocks would allow standpipes and drinking fountains to be installed. There is currently one tap for the 296 pupils.
- Hand tools would enable land of which the school has plenty to be cultivated and the crops sold to raise revenue.

Preliminary estimates suggest that a grant of WST 25,000 would be sufficient. JOCV assistance to supervise the usage of tools and materials and participate in the teaching program may be desirable but further identification is required.

Persons Met - Records of Meeting

Fri July 19	Safua Primary Samauga Primary Letui Primary Laumoli Primary Pua 'Pua Primary Iva Primary
Tue July 23	Western Samoan Teachers College Mrs Tili Afamasaga, Principal Western Samoa Polytechnic Mr. Maului Magele, Chief Executive Officer Public Service Commission Mr. Elisaia Talouli, Assistant Secretary
Wed July 24	Lepa Primary Faleata Junior Secondary Vaimauga Junior Secondary Vaivase Primary
Fri July 26	Department of Education Tupae Esera, Director Methodist Education Rev Vaiao Etuati
Mon July 29	United Nations Development Program Mr. Anthony Patton, Resident Representative Mr. Fiu Mata'ese Elisara-Laulu, National Assistant Ms. Hitomi Hoshino, Program Officer New Zealand High Commission Mr. Bill Dobbie, Second Secretary
Tue July 30	National University of Samoa Dr Tauavamea L. Ealebole, Vice Chancellor Department of Education Ms Lofou Petaia, Deputy Director Planning

Wed
July 31

Treasury Department
Ms Hinauri Petana

Thu
Aug 01

Australian High Commission
Ms Angela Polita, First Secretary, Development Cooperation

Western Samoa Polytechnic
Mr Maui Liu Magele, Chief Executive Officer
Mr Maresi Isaia, Deputy
Ms Malinda Meredith, Staff Development Coordinator

Avele Senior Secondary School
Mrs. Aiga Esera, Principal

Mon
Aug 05

Embassy of Japan
Hiroyukumi Imai, Third Secretary

New Zealand Ministry of Foreign Affairs and Trade
Development Cooperation Division
Mr. Mac Price, Deputy Director, Tonga, Western Samoa and
Pacific Regional Programs
Mr. Geoff Lawson, Western Samoa Program Manager

Private Schools

Two private schools have been started in part because of over crowding in the primary and secondary schools. Robert Louis Stevenson is the best known and provides classes equivalent to the junior secondary schools. Vaiala Beach which was started by a New Zealand teacher has around 200 students and caters for years K-8.

Pre Schools

There is a National Pre School Association and there is continuing pressure to include the government in it. They will be starting the training of pre school teachers in 1998 but generally pre schools are run by the pastors wives in a service through the parochial school system. The Methodists are particularly active in this area.

This was a useful meeting because it provided a summary of the system from one of its most active participants.

Meeting Held at 0930 on July 26, 1996
with
Tupae Esera
Director of Education

Present: **Mr. Tupae Esera** Director of Education
 Mr. Bruce Craig

The Director had been absent in Malaysia during the first week of the study so I took the opportunity to bring him up to date on the field work that had been completed and give him some idea of the preliminary conclusions. He had just finished a meeting with Bob Phillips the team leader for the *AusAID* curriculum development unit project and I learned that it covers English, Maths, Science, Social Sciences and includes items such as graphic design and the provision of science kits. It is the third attempt by *AusAID* to assist this unit and past attempts have been plagued by management problems. We agreed that it would be wise for me to stay out of this area.

I outlined three key areas which might be assisted by Japan.

1. Industrial Arts and the provision of assistance in training of teachers and grass roots grant aid to individual schools.
2. Improving the design of the NUS/WSP site including involvement of a Japanese landscape architect.
3. Possible help with construction of senior secondary school facilities in approximately three years time.

We also briefly discussed the public health aspect of the schools (inadequate taps, toilet facilities etc) he made the statement that if he and the Secretary for Health had not solved this problem by the year 2000 they should leave.

Tupae Esera is a former student at Middle Head and remembered me from my days as a senior lecturer. He spoke very highly of the training he had received in school management which he had put to good use as the Principal of Avele Senior Secondary School.

Meeting Held at 1400 July 26, 1996
with
Rev Vaiao Etuati
Director of Methodist Education

Present: **Rev Vaiao Etuati** Director of Methodist Education
 Mr. Bruce Craig

The purpose of the meeting was to discuss pre-school education in which the Methodist Church plays a leading role. The Rev Etuati was also Rector of Wesley College prior to taking over the field of early childhood education and was able to brief me on a number of important issues.

The Methodist General Conference has agreed to move toward a paid workforce rather than relying upon ministers' wives to provide teaching inputs. They are doing this because they see early childhood education as an important aspect in education for life and although their message is not overtly Christian they none the less emphasise Christian values in the educational program. They have enjoyed some support from the Canadians via CEDA.

They run one primary school with 200 pupils in years 1-9. The school is called George Brown and follows the program as laid down by the government curriculum development unit. The Uniting Church in Australia having asked to provide a volunteer primary teacher.

They do not have much involvement in junior secondary schools but do run one of the best senior secondary schools (Wesley College a coeducational day school with 500 pupils years 9-13). They also run another senior secondary boarding/day school for 200 girls (Avoca) and Uesiliana College on Savai which has approximately 300 pupils. Their overall goal is 1,000 places in senior secondary schools by the year 2000. Newington College in Sydney and Wesley College in Melbourne have been asked to provide library funds. Christian education is compulsory but electives include subjects like industrial arts and home science.

Rev Etuati is strongly in favour of self help programs for senior students and mentioned that Wesley College makes a number of articles which are subsequently sold to raise funds.

This was a useful meeting with a representative of the parochial schools system which accounts for about 40% of education in Western Samoa. It tends to be overlooked by the Department of Education when the development strategies are being discussed but it is well regarded by other powerful groups including Treasury.

Meeting Held at 1000 on July 29, 1996
with
New Zealand High Commission
Apia

Present: **Mr. Bill Dobbie** Second Secretary
 Mr. Bruce Craig
 Ippei Hattori san

New Zealand has a \$7.5M program of development assistance of which 50% is allocated to education and training. The in country component is approximately \$1.5M. The purpose of the meeting was to review progress on the education sector study and discuss our initial recommendations.

The reaction was very positive particularly the assistance for landscape design and site harmonisation of the National University of Samoa and Western Samoa Polytechnic site at Vaivase.

They are providing assistance to NUS by funding the University Preparatory Year and to WSP for tutor training, course development and quality improvement. They are the lead donors for development of secondary education.

Bill indicated that there was a proposal before then for a School of Horticulture at WSP and the students could well be involved in the landscape construction and maintenance at Vaivase as part of their course.

We also briefly discussed other forms of aid including assistance to small business through the establishment of a Small Business Enterprise Centre and assistance to Women's programs through the Ministry of Women's Affairs.

Meeting Held at 1500 July 29, 1996
with
United Nations Development Program

Present:	Mr. Anthony Patten	Resident Representative
	Mr. Fiu Mata'ese Elisara-Laulu	National Assistant Resident Representative
	Ms. Hitomi Hoshino	Program Officer
	Mr. Bruce Craig Ippei Hattori san	

UNDP like other UN agencies are facing cuts in their indicative planning figures of 30%. They are at the end of a five year planning cycle during which they have undertaken projects in fruit tree development, watershed management, cattle development and provision of UN volunteers for the WSP. They also support basic education as part of their BELS project which is run from the Suva office.

Priorities

Given that funds are available they intend to pursue the following projects in their next planning cycle:-

- Assistance to micro enterprises - small grants and micro credit involving the use of revolving funds administered by the Credit Union League.
- An urban youth study which would be a follow on activity to one already completed which involve 15,000 respondents in the Apia area.
- Good government and public service reform. They propose to supplement the inputs of other donors.
- Agricultural sector improvement particularly diversification like the fruit tree development project where new varieties have been developed for local and domestic markets

UNDP were most interested to hear of the Education and Shipping Studies and subsequently provided information about their youth survey

Meeting Held at 1000 on July 30, 1996
with
National University of Samoa
Apia

Present: **Dr Tauavamea L. Ealebole** Vice Chancellor
 Mr. Bruce Craig
 Ippei Hattori san

The Vice Chancellor expressed his gratitude to Japan for their assistance in building the infrastructure for NUS. He then proceeded to outline some of the memoranda of understanding which existed first between NUS and USP for example NUS retains the right of certification and shares facilities at the Alafua campus of USP.

NUS are planning to transfer the University Preparation Year (UPY) back to schools by the year 2000 which has implications for curriculum development in the senior secondary schools. At the moment New Zealand funds students for the UPY.

The merger with the Teachers College is well under way and a formal document has gone to the Senate for approval. There will be some rationalisation of staff and they will advertise to secure better qualified people. At the moment NUS staff enjoy much higher rates of pay.

There is some overlap between the Faculty of Commerce and WSP. NUS believe their courses are of higher quality and are trying to establish a structure in which six units provide a certificate, a further four will lead to a diploma and a degree on obtaining passes in a further six.

In his view some of the resistance to the establishment of NUS from *AusAID* and NZ ODA is because of the huge investment they have made in USP in Suva and elsewhere. New Zealand funds the UPY mainly order to get more students in New Zealand institutions.

A policy decision has been made to cease paying allowances for student teachers as this had led to a number of people attending to obtain the allowance rather than to complete qualifications.

The assistance given by JICA to purchase computers was gratefully acknowledged and as at other institutions, these are heavily used and essential to undergraduate teaching.

NUS and WSP will share library facilities and sporting facilities. He was generally supportive of the idea of integrating the landscape design of the site and developing a more supportive relationship with WSP.

Meeting Held at 1130 on July 30, 1996
with
Department of Education
Apia

Present: **Ms Lofou Petaia** Deputy Director - Planning
 Mr. Bruce Craig
 Ippei Hattori san

This meeting was organised at the request of the Director of Education and followed my earlier telephone discussion with Lofau. We presented outline proposals for the Education Sector and she agreed that needs existed in all the areas we mentioned. She made some comments as follows:

1. The Junior Secondary Schools had received some assistance from AIDAB in the 80s for industrial arts but that the program had been plagued by bad administration and poor school management. Therefore there is a need for careful program design and for strengthening of the school management, particularly the school committees in the schools where large amounts of equipment and materials may be given.
2. As far as basic education and the condition of schools is concerned, again this is a school management issue and the need for the Department to establish minimum requirements for each school. On some occasions, inspectors of the Department of Health have actually recommended school closure but they have been able to stall them for the time being.
3. The merger of the Maritime Training Centre with the Polytechnic. She felt that there was some resistance to this (the MTC defending its turf?) but it was likely to go ahead in the end.

She referred to the BELS project which is a model based on community support. It would be useful to gain further community support for the industrial arts program.

A useful meeting with one of the powerful figures in the Department of Education.

Meeting Held at 0915 on August 1, 1996
with
Maui Liu Magele, Chief Executive Officer,
Maresi Isaia, Deputy CEO
Malinda Meredith, Staff Development Coordinator
(former Principal of Western Samoa College)
at
Western Samoa Polytechnic

Present:	Mr Maui Liu Magele	Chief Executive Officer
	Ms Malinda Meredith	Staff Development Coordinator
	Mr Maresi Isaia	Deputy CEO
	Mr. Bruce Craig	
	Ippei Hattori san	

This meeting was held in response to concerns expressed by Maui on my previous visit concerning the impact of the NUS on the profile of the Polytechnic. He produced the Master Plan developed in 1993 by New Zealand and UNDP which gave a ten year vision for WSP. It covered its role vis a vis NUS and others and recognised the parallel paths of development. I was able to borrow a copy of this and to extract the sections that were relevant to our considerations. He seemed pleased with the idea of having an integrated landscape design for the site as a whole.

We moved on to the area of industrial arts. They would be very keen to participate in technical and vocational education of this type and the starting point would be a conference of the teachers of industrial arts in the sixteen government schools plus related courses in the mission schools. Also present would be the Polytechnic coordinators and staff, the Public Service Commission and the Department of Education. This meeting would help to clarify the issues and then continue as a initial inservice course for the teachers of industrial arts to upgrade their skills. The Polytechnic would strengthen the role of industrial arts and support it with access to workshops and equipment.

Increasing the profile of industrial arts would also go some way toward lifting the profile of the Polytechnic as a whole because it is probably one of the most important things that could be done for Western Samoa but one of areas that has been hither to neglected by aid donors.

We felt that the meeting had helped clear the air and establish two issues which would materially assist the Polytechnic and lift its profile vis a viz NUS.

Meeting Held at 1030 on August 1, 1996

**with
Aiga Esera**

**at
Avele Senior Secondary School**

Present: **Mrs. Aiga Esera** Principal, Avele Senior Secondary School
 Mr. Bruce Craig
 Ippei Hattori san

The purpose of the visit was to gain some first hand knowledge of a senior secondary school and the issues which it faced in preparing for the next two to three years. Aiga was very forthcoming and began by saying that the fact she was the wife of the Director of Education had been of little help to her and indeed we were the first people from JICA who had ever visited her school. She had taught at the school in the 1980s Years 7-9, subjects English and Social Science. She left in 1985 and returned in 1988. Her husband was Principal of the school during this time when the boarding school was closed in 1982.

On her return in 1988 she turned to the Parents and Teachers Association (P & C) for help in a number of areas including the provision of a water tank, establishment of a canteen in a shaded area, maintenance of the grounds, purchase of lawn mowers, whipper snippers, construction of a bus shelter, reconstruction of class rooms and enlargement of the assembly hall. During the cyclone in 1991 the library was demolished and the PTA had to excavate rock to reconstruct it. The Canadians through CEDA provided books for the new library.

The school has a total of 608 students of whom 58 are female and 550 male. It has been coeducational for only two years and the core subjects taught are English, Maths and Samoan in Years 9-11. In year 12 electives such as Biochemistry and Physics are introduced and in Year 13 Secretarial Studies, Accounting And Business Principles. They have no computers but this is a second priority compared to the provision of buildings. Immediate priority is to introduce boarding once again and she began by asking the PTA to construct a dining hall which is now complete and was being used for a science exhibition. Government have agreed to fund dormitory construction and she has been interviewing staff to fill some additional positions.

Given the coeducational nature of the school she introduced a culture day which revealed an alarming lack of basic weaving and tapa making skills. Even the parents were of little help and most of the support for this activity came from the staff. The school is top of the sports league presumably because of the large numbers and attention given to sport when it was a single sex boys school. The industrial arts building was burned down six years ago - they give more priority to art, music and dance rather than woodwork and metalwork.

It was an interesting visit and showed what can be done with a good site (formerly an agricultural college) and a very determined Principal.

Meeting Held at 1000 on August 5, 1996
with
Hiroyukumi Imai Third Secretary, Embassy of Japan
at
6th Floor, Norwich House, 3 Hunter Street, Wellington

Present: **Hiroyukumi Imai** Third Secretary, Embassy of Japan
 Mr. Bruce Craig
 Ippei Hattori san

Hiroyukumi was newly appointed and Hattori and I spent some considerable time briefing him on the Education Sector Study and the Shipping Sector Study. Our objective was to provide him with sufficient background to brief the new Ambassador Tetsuya Endo.

He appeared to be generally in agreement with our proposal to despatch a landscape architect from Japan to prepare a design to harmonise the site at Vaivase including NUS and WSP. The brief would include issues like creating a 'sense of arrival' and providing a smooth transition between the two institutions so that they were not separate but seen to be a physically complete whole. I had prior to departure from Apia visited the site once again and taken many pictures showing all the approach roads and the various perspectives including one from the highest point on the site which is near a water tower.

We spent some time on the Shipping Study and I have prepared a schedule which demonstrates the main points in the request from the Western Samoan side. The principle feature of this proposal is that there will be a new service between Apia and Saleloga which will move both passengers and freight directly between Upolu and Savaii.

Once per week there will be a service between Apia, Saleloga, Pago and Apia which will allow passengers to travel overnight and stay in various grades of accommodation including separate cabins if they wish. The latter service is expected to make inroads into the passenger traffic now currently carried by Polynesian and Samoa Air between Apia and Pago. The crossing will take six to seven hours and will go overnight compared with two and a half hours by air which costs at least four times as much.

A very important benefit from the new service to Saleloga is that heavy trucks will be taken off the road between Apia and Mulifanua which should substantially reduce the road maintenance bill for the roads newly constructed by *AusAID*. This is an example of a intermodel affect having implications for the programs of other donors (as we learn later from the New Zealanders there will also be effects relating to their proposed assistance to Tokelau by leasing a vessel.

I emphasised that we were not the project formation team and that the mission from Japan should pay particular attention to the projected generation of cargoes. Transport is a

derived demand, in this case clearly derived from the added agricultural production on Savaii exported to American Samoa. Treasury were very confident that the recovery in agricultural production which was taking place would be more than enough to generate a sufficient demand for the new vessel. However, this still remains to be demonstrated.

We also briefly discussed the impact on the Pacific Forum Line operation and the fact that Western Samoa as a ship owning member was planning to replace their ship in approximately five years time. This will have to be further discussed with the Tongan authorities.

Meeting Held at 1200 on August 5, 1996
with
New Zealand Ministry of Foreign Affairs and Trade
Development Cooperation Division
at
7th Floor, 40 The Terrace, Wellington

Present: **Mr. Mac Price** Deputy Director, Tonga, Western Samoa and
 Pacific Regional Programs
 Mr. Geoff Lawson Western Samoa Program Manager
 Mr. Bruce Craig
 Ippei Hattori san

The purpose of the meeting was to report back to Development Cooperation Division (DCD) regarding our findings from the field work for the Education Sector Study - Bilateral and the Shipping Study - Multi Country in Apia Western Samoa.

After the usual exchange of greetings Mac Price informed us that he had met with Oshima san in Sydney last week and had also visited *AusAID* in Canberra. I began by outlining the site harmonisation and landscape design issue for the National University of Samoa site which adjoins the Western Samoa Polytechnic. They reacted very positively to the suggestion that the School of Horticulture be involved in Landscape Construction and Maintenance and to our suggestion that a top line landscape architect from Japan be asked to prepare a design for the site as a whole. It had apparently been raised before but never pursued and had become lost in the sometime spirited discussions that had followed the decision to go ahead with NUS.

They are expecting to receive the draft of a project identification report for the School of Horticulture next week and have a preference for continuing use of USP or at least not embarking upon any new construction at the Vaivase site. Their budget would certainly not accommodate any new buildings and they have promised to send us an extract from the report - the contact person is Geoff Lawson.

Mac Price raised an issue relating to the Shipping Study with us. Apparently they are about to lease a vessel for Tokelau for the next four years. Tokelau is a trust territory of New Zealand and they have some strong sense of obligation to provide them with shipping services. The perception of the Western Samoa Shipping Corporation is that Tokelau make last minute requests which are sometimes difficult to accommodate. From the Tokelau side there perception is that they sometimes are forced to charter vessels from Hong Kong at spot rates because they can't rely on the Western Samoa Shipping Corporation!

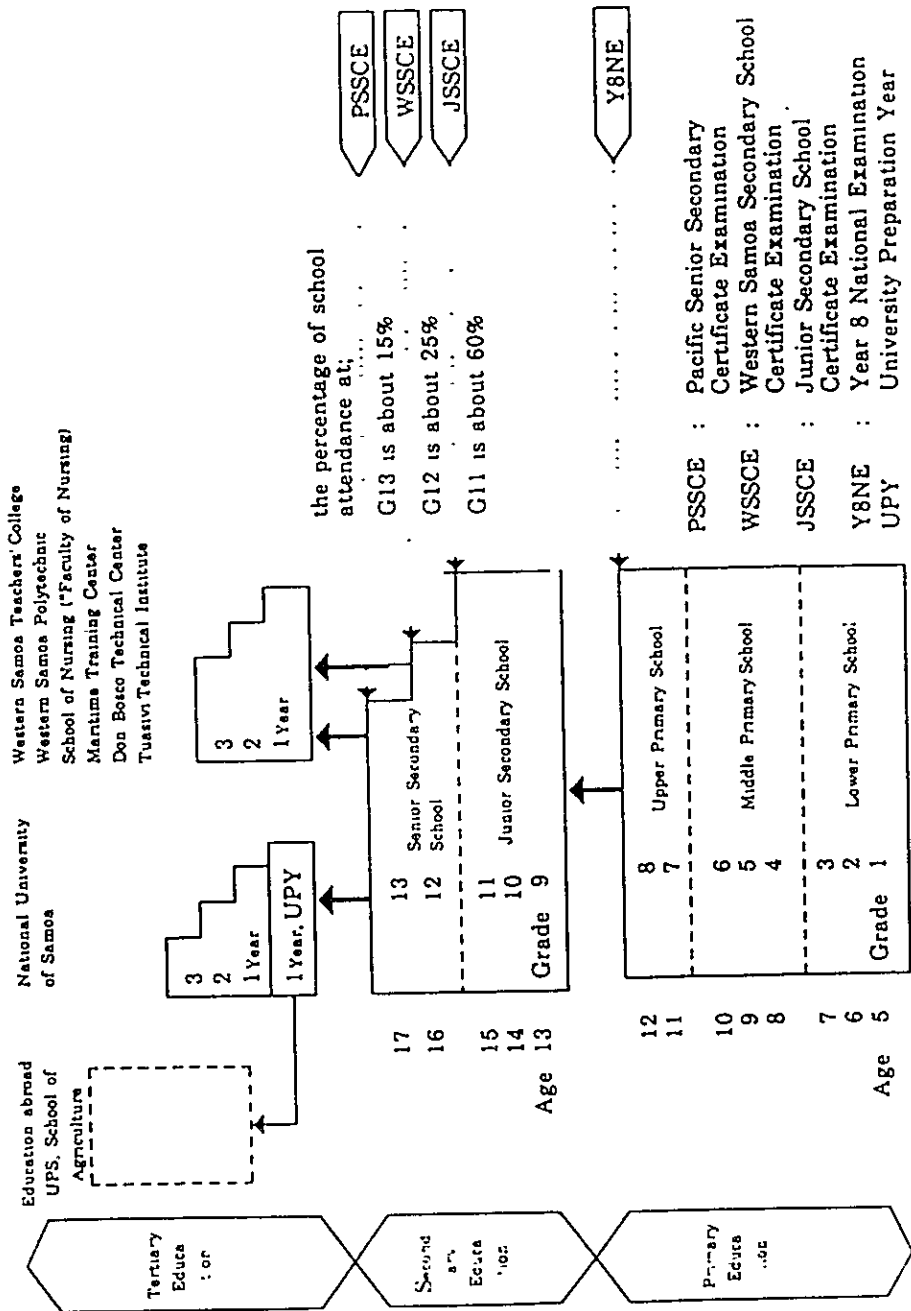
Mac Price mentioned that a consultant called Richard Henshaw had been involved in the study and a lady called Jean Williams from Becker Carter Holt had done the social impact study. He promised to send us a note summarising their position. In four years time when the lease runs out there will certainly be a need to review the situation and

hopefully extend the coverage of the Western Samoa Shipping Corporation to Tokelau and/or integrate the operation of a new vessel with any vessel supplied to Western Samoa by Japan.

Geoff Lawson accompanied Hattori and I to lunch at the Cafe Paradiso (the Sakura is unfortunately not open on Mondays) and over lunch we were able to explore some of the points in more detail and make arrangements for Hattori to discuss issues relating to WID training and other matters at 0900 on Tuesday August 6.

I believe we have a very solid base for future cooperation with New Zealand in Western Samoa and that the initial difficulties have now been resolved by the approach we have proposed for the NUS/WSP site.

Structure of the Education System



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