

Japan International Cooperation
Agency (JICA)

Ways to Promote
Participation of Samoan
Youth in Society
(by obtaining practical skills)

Final Report

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February 2003

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ICA Consult Ltd



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1. EXECUTIVE SUMMARY

1. Study Objectives

The key objectives of the youth study included:

- Development of up-to-date information, data and knowledge on the current status of youth in the areas of youth policy, current initiatives aimed specifically at assisting youth, formal and non-formal school and training activities, school dropouts, youth employment, and the skills that are in demand by local industries;
- Identification of areas for additional assistance to be considered by JICA for the youth, particularly ways to promote the greater participation of Samoan youth in society.

2. Methodology

Youth is described as the population aged 15-29 years in accordance with the Samoa National Youth Policy 2001-2010. The methodology used in the Study comprises of a desk research, community consultations and a survey. The survey together with consultations provided some direct feedback from key stakeholders on the current status of youth, their participation in society and the priority areas for additional assistance.

3. Key Findings

The study indicates that:

Youth Profile and formal employment opportunities

- Over the decade 1991-2001, youth¹ comprises 65 percent (114,951 in 2001) of Samoa's population; the proportions slightly favoring males. Based on the simple average of the total net population growth of 0.7 % over the last two decades, *the total youth population would be expected to increase to 123,000 in 2011*. The youth population is defined as the population aged 15-29 years, and comprises around 26% of the total population which appears to have declined over the past decade, reflecting the high rate of out migration;
- The national school participation and literacy rates are high, reported at more than 90%;
- Total annual school dropouts have been reported at around 4,000, which include students who have completed Year 13, and those leaving school at all levels prior to Year 13. *On the basis of no significant policy change, it can be expected that similar levels of school dropouts, 4,000 per year, would occur over the next five years;*
- The *main causes* for school dropout (those discontinuing school prior to completion of year 13) identified include: (i) *personal and family reasons* (ii) *high student failure rate* and (iii) *the hardship faced by parents and students in meeting the costs of school fees;*
- There is some evidence that youth leaving school or dropping out, tend to return to their villages (as opposed to remaining or migrating to the urban areas). *The overall population geographical distribution over the decade 1991-2001 shows a significant movement into the Apia urban and Upolu north west area.* According to the classification of rural and urban areas used for the National Youth Policy 2001 – 2010, over 70 per cent of Samoan youth reside in rural areas;
- There is an increasing incidence of youth related social issues such as *youth crimes and poor health standards* related to frustration through lack of effective participation in families, villages, and society more generally;
- Forty nine percent of the population is self employed in agriculture and fishing; most formal employment is in urban areas. The estimates of new jobs created within local industries over 1990-2000 indicates a very available quantity (average below 250) relative to the number of school dropouts;

¹ Youth is defined here as population of <30 years of age

- Youth *suicide and unemployment* are key issues for Samoa. The 2001 Population Census reported that 65.9 percent of the population group 15-24 years, was either unemployed (4.8 percent) or “not economically active” (61.1 percent); this compares with a total of 56.2 percent who were either unemployed (2.7 percent) or not economically active (53.5 percent) in 1991.
- The provisional results of the 2000 Labor Market Survey of Private Sector Employers in Samoa indicated a high need for additional staff training particularly for new entrants, reflecting the lack of basic skills;

Field Survey

The results of the field survey undertaken as part of the study can be summarized as follows:

- 67 percent of the survey respondents said they dropped out of school (Year 3-13);
- The majority cited family reasons for leaving school;
- More than 80% said they would like to continue with school if given another opportunity;
- More than 60% said that their families would prefer that they found paid employment;
- There is high level of awareness of the existing vocational schools among respondents and at least 50% have sought additional training;
- The Samoa Polytechnic is the most preferred vocational-technical school;
- The main objective sought by most was to attain skills needed to develop income generating activities through additional vocational training;
- There is little public awareness of government’s efforts to develop the youth policy over the last five years, and of current programs targeting youth;
- More than 60% are not aware of any current donor initiatives targeting youth;
- The majority participate in church youth’s groups whose main programs focus on religious teaching, social interaction and recreation;
- There is predominant support for JICA to provide any additional assistance in vocational training targeting youth, and an indication that the means to do so could be in the form of increasing teachers or trainers, building infrastructures, and supplying more tools and equipment;
- Village support to rural based programs could be provided through village councils, such as for facility maintenance.

The National Youth Policy 2001 - 2010

The National Youth Policy 2001-2010 identifies three policy initiatives, which are relevant to the key outcomes being sought in this youth study on how to address the issues of school dropouts and youth unemployment.

These initiatives are summarized as:

EDUCATION AND TRAINING	
Policy Purpose:	To provide viable alternatives for all students to gain employable and livelihood skills.
Policy Outcome:	Youth are provided with both mainstream and alternative training and skill building opportunities which enables them to be employed, self sufficient, and maintain a satisfactory quality of life.
YOUTH INCOME GENERATION & EMPLOYMENT POLICY	
Policy Purpose:	To support and promote sustainable income generating activities of youth.
Policy Outcome:	Increased productivity, self-sufficiency and a financially stable youth.
YOUTH AND SUSTAINABLE AGRICULTURE POLICY	
Policy Purpose:	To reappraise the importance and relevance of agriculture, forestry and fisheries for the survival of young people.
Policy Outcome:	Increased youth participation and productivity in agriculture, forestry and fisheries.

Priority Policy Initiatives and Interventions

The findings from the survey undertaken as part of this study confirm the need for policy initiatives and well-targeted interventions in the following three broad areas:

- (i) The provision of sustainable and relevant training through both formal and informal systems, to ensure school leavers achieve employable and livelihood skills.
- (ii) The support and promotion of an economy that is able to generate job-creating opportunities on a sustainable basis and which supports income generating activities for the youth of Samoa, especially in the rural sector.
- (iii) The location of opportunities for sustainable livelihood activities in the agriculture, forestry and fisheries sector, given that this sector will continue to underwrite the development of the Samoan economy in the years ahead.

4. Current National Initiatives and Programs

The Government recognizes the importance and urgency of providing gainful and productive employment for the large number of young Samoans entering the labor force every year.

The Strategy for the Development of Samoa 2002 – 2004, appropriately titled “Opportunities for All” acknowledges that:

“The principal challenge for this SDS is to create sufficient employment opportunities to absorb a large proportion of the estimated 4,000 new entrants to the labor force each year. Failure to provide the necessary employment and life skills to, and opportunities for, these people will lead to an increase in social problems and will ultimately reduce growth prospects”

These ambitious policy objectives have however not been fully translated into specific action plans, nor any programs to create the “opportunities for all” envisaged in the SDS.

The initiatives being planned and promoted, as documented in the SDS 2002-2004, at the national level are summarized below:

Formal and Informal Education

- Promotion of appropriate education, skill training and professional development opportunities.

Income Generation and Employment Opportunities

- Maintaining macroeconomic stability necessary for creating new job opportunities.

Opportunities in Agriculture Sector

- Making returns to farmers more attractive and adding value to key agricultural products and fisheries will create more employment and income generating opportunities.

Poverty Reduction Strategy

- The draft Strategies for Equitable Growth and Hardship Alleviation 2002², recommend an increase in “investment in and access to technical/vocational education” as a key strategy for social development.

Initiatives Targeting Youth

- The current programs of Government are broad based and consistent with its national strategic approach where priority is placed on addressing the key economic and social fundamentals. Major reforms focusing on policies and institutions have been introduced in economic management and the health and education sectors. *There are, however, few specific initiatives targeting school dropouts, youth employment and youth generally.* Existing government initiatives aimed at youth

² The strategies for hardship alleviation complements the SDS with particular focus on poverty alleviation

issues are implemented mainly through the Ministry of Youth Sports and Culture, the Ministry of Women Affairs and Health and Education departments. Non-government organizations, particularly the Churches and some NGO's currently provide the bulk of direct initiatives for youth. The LDS Church youth programmes, particularly its vocational training, are seen as the most effective programmes currently available in terms of maintaining youth in schools and finding employment for school leavers.

5. *Current Involvement of Other Donors*

The bulk of current donor assistance in the education sector is spent on financing long term tertiary studies at Australian and New Zealand institutions and at regional educational institutions in the Pacific region, primarily in Fiji. Considerable external financing has also supported the institutional strengthening of the Department of Education, curriculum development and the development of both the National University of Samoa and the Samoa and the Samoa Polytechnic. The ADB is funding the upgrading of selected primary schools in the Apia greater area and eight secondary schools throughout Samoa.

Generally, very little donor assistance has been specifically focused on addressing the difficulties in providing continuing education and creating employment and income generating activities for school leavers who join the labor force every year.

The Samoa National Youth Policy (2001 – 2010) identified the two major causes of youth unemployment as lack of job opportunities and lack of knowledge or education (or inadequate skills to match available job opportunities).

These findings point to the urgency of addressing these problems before they reach alarming levels and lead to increased social problems (crimes, substance abuse, suicides, unwanted pregnancies), undermining Samoa's future growth prospects.

6. *The Way Forward*

Recommended Framework for Interventions

There is strong support from the Government, (Ministry of Youth Sports and Culture and Education Department, Samoa Polytechnic) NGO's (particularly the churches and all existing vocational schools) and youth (as evidenced from the survey results) for additional programs in vocational training and education that builds on existing facilities and resources, including school buildings, teachers, tools and equipment and vocational schools. There is also strong support for any additional programs to look into means for taking such training to the rural areas thus improving access and equity.

The suggested framework summarizes these findings, addresses directly the reasons for school dropouts, and recommends the best possible options for continuing education, especially the need to improve access for rural dwellers.

Outcome Sought:

A greater number of youth, particularly those unable to continue with formal education, to acquire practical skills, to use effectively either in formal employment or through contributions to their own livelihood, families, and social groups.

Strategic Area 1: Formal Education – vocational training offered within formal education curriculum	
Outcome: Prevention of Dropout	
<i>Focal Point</i>	<i>Probable Area of Assistance</i>
Education Department: Satellite Schools Program under Education Sector Project	Identify possible areas for assistance to the Education Department/system reforms where vocational training will be introduced in the satellite schools program. There are 15 schools covered under the Satellite Schools Project, 12 in Upolu and 3 in Savaii.

Strategic Area 2: Vocational Training – stand alone vocational schools	
Outcome: Remedial for Dropouts	
<i>Focal Point</i>	<i>Probable Area of Assistance</i>
Samoa Polytechnic	<p>Assist with building infrastructure, teachers, tools and equipment.</p> <p>Such assistance would strengthen the Polytechnic further as the top vocational training school in Samoa in terms of relative quality and range of vocational courses offered. It should be noted however, that</p>
	<p>students dropping out prior to completion of year 12-13 may have difficulty with entry criteria into some of the vocational training offered through the Polytechnic.</p> <p>There is a need to be mindful of possible restructuring and rationalization of the use of facilities and other resources amongst the Samoa Polytechnic and the National University of Samoa.</p>
Other Vocational Schools: (such as Don Bosco, Punaoa Technical and Creative Center, Leulumoega School of Fine Arts and LDS Church College.)	<p>Assist with building infrastructures, teachers, tools and equipment.</p> <p>Such assistance would immediately improve the quality of facilities and course offered through these schools. These schools play an important role in providing access for those youth that are unable to attend the main vocational-technical school, Samoa Polytechnic (either due to costs, entry criteria or location). The existing vocational schools concentrate within the Apia urban area and Upolu northwest area.</p>
A (new) Rural Reach Program	<p>A new initiative could be considered in this area with the main objective of taking vocational training to the rural areas (thus improving access and equity). Such a programme would have important poverty reduction elements also to the extent that it utilizes existing systems and infrastructures (such as village school buildings, church youth groups and programs, village councils, women's committees etc) and subsidized programme costs. There is strong support for a rural reach "mobile" programme.</p>
Samoa association of Technical and Vocational Education and Training Institutions (SATVETI)	<p>Strengthen national coordination of vocational training under the affiliation of vocational schools, Samoa Association of Technical and Vocational Education and Training Institutes (SATVETI) including support for programmes such as the Certificate for Adult Training (CAT) and curriculum development. A rural reach programme could be coordinated under the umbrella of SATVETI.</p>
National Training Authority (NTA) Rural Employment Task Force (RETF) Training Council (TC)	<p>These elements are envisioned in the Employment Policy Report to strengthen strategic planning, coordination and monitoring formal and vocational-technical training; creation of employment opportunities in the rural areas; provision of short-term commercial and technical training in rural areas.</p> <p>There is a need for further dialogue with Government on the status of these plans against other reforms that have now progressed, for instance in the Education Sector.</p>

Possible JICA Interventions

JICA 's development assistance programmes has been heavily involved in the education sector, notably in the recent development of the NUS campus. Through its volunteer programme JICA also provides teachers and technical skills in a number of key technical professions. The JICA micro projects targeting rural community developments also provide for the development of education facilities, tools and equipment. With this experience, JICA is well placed to continue with further assistance to the education sector, in particular to address some of the areas where additional support is still needed.

On the basis of the recommended Framework of Interventions, the report provides some suggestions on possible projects, which could be considered by JICA as possible candidates for future assistance to the education sector. The suggested projects are aimed at reducing the high drop out rates over the medium to long term and to address the problems of providing skills to and employment prospects to the youth who have already 'dropped out' from the formal education system. These include:

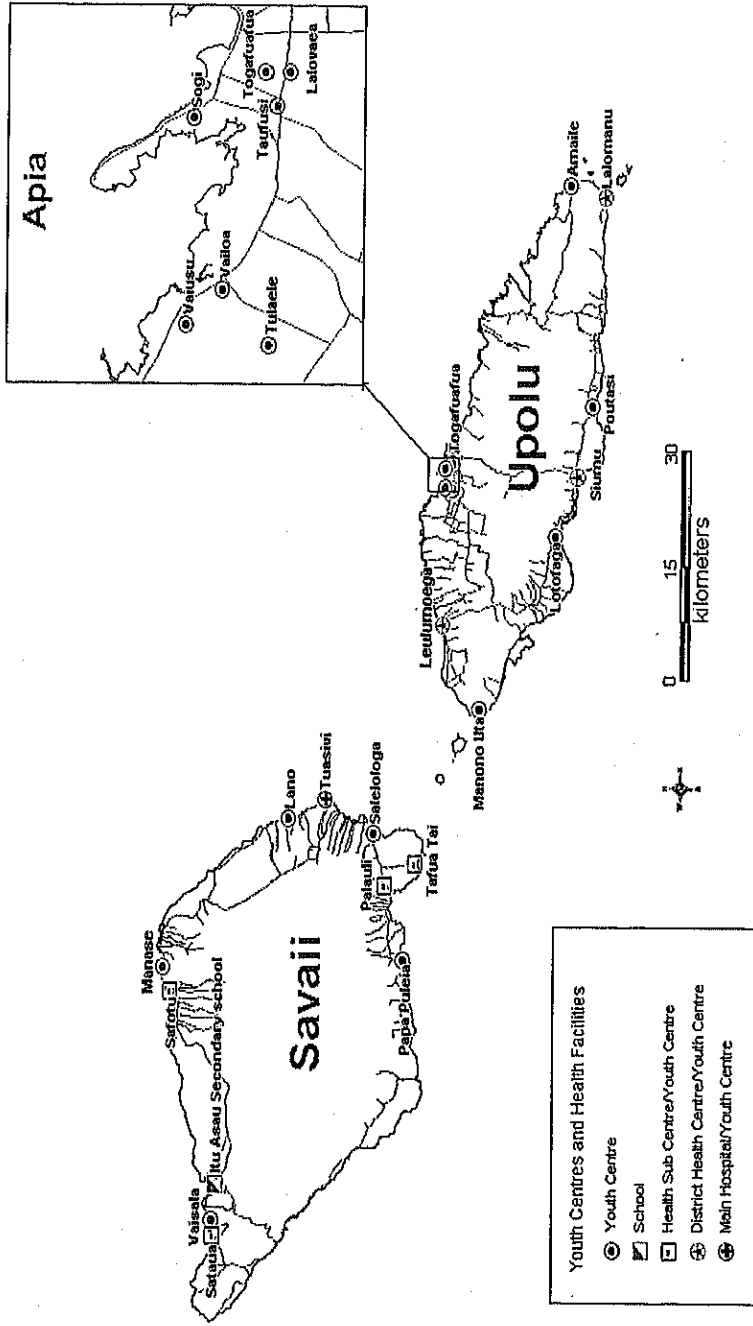
Reducing the high drop out rates over the medium to long term

- Further Support to improve quality and relevance of Primary and Secondary Education
- Vocational Training provided within formal education curriculum
- Provide rural educational centers / facilities as well as professional support for teachers (libraries, computers etc.) to promote continuing / adult education.

Providing skills training and employment opportunities to youth who have already 'dropped out'

- Support the association of vocational/technical schools
- Support of Samoa Polytechnic
- Support of other Vocational/Technical Training Institutions including those outside greater Apia area
- Support existing Vocational/Technical Training Institutions to provide 'after hours' training centers for dropouts and adults.
- Provide mobile training units for rural communities to ensure greater and affordable access by rural youth to training for practical skills.
- Support an apprenticeship scheme to ensure youth are able to access "on the job training" with both public and private enterprises at reasonable costs.
- Support small-scale income generating activities for youth through a micro project-financing program similar to existing JICA and EU initiatives. This may include support of NGO's who have already demonstrated success in promoting and sustaining income-generating activities in rural areas.

Samoan Vocational Education and Health Facilities 2002



Mapping by GISamoa

I. Preface

An interim report was provided to JICA summarizing initial findings from desk research and initial consultations with some of the key stakeholders. JICA representative and KVA Consult jointly reviewed the interim report and agreed on amendments to the content and planned approach for completion of the remaining part of the study including the sample survey. JICA recommended for the final report to adopt more visual aids in the forms of diagrams and photos (where necessary) to improve readability and clarity of report data and information. The overall reporting format and presentation adopted for this report has been designed therefore to meet the specific requirements of JICA.

II. Acronyms

ISCED – International Standard Classification of Education

PSET - Post secondary educational training

SDS - Samoa Development Strategy 2002-2004

NGO's - Non Government Organisations

ADB - Asian Development Bank

SATVETI - Samoa Association of technical and Vocational Education and Training Institutes

CAT - Certificate of Adult Training

NTA - National Training Authority

RETF - Rural Employment Task Force

TC - Training Council

EU - European Union

JICA - Japan International Cooperation Agency

III. Definitions

International Standard Classification of Education (ISCED) - levels

Level 0 - kindergarten

Level 1 - primary education

Level 2 & 3; secondary education

Levels 5-7: tertiary education

Formal education: education provided through established learning institutions

Informal education: education provided through vocational training and without formal accreditation

PSET Institutions: schools providing education after secondary school level.

Vocational Courses/Training: education in a specific trade

Vocational Institute: schools specializing in the provision of vocational training

School Dropouts: all students that leave formal education within the range of Year 1-13

School Leavers: students who complete their education at the final year of secondary education

Youth: the age group from 15 – 29 years as officially recorded in the Samoa Youth Policy 2001-2010

National Participation Rates: percentage of an age cohort enrolled in the education system.

Literacy Rate: aged 15years plus who can read and write

1. Introduction

1.1 Purpose of the Study

This study provides a review of the key issues and challenges facing Samoa's youth and identifies the main causes preventing youth from participating in the work force and society in general. The review includes an account of initiatives and programs of assistance targeting the youth currently being undertaken by Government, Non Government Organizations (NGO's), the private sector and development partners.

A key objective for this study is to develop a comprehensive account of current information to assist the planning of possible interventions by JICA over the medium term. Towards this goal, the study provides, the most recent data, information and knowledge available, including an account of the Government's youth policy, programs and activities, as well as the programs of other development partners.

1.2 Terms of Reference

The terms of reference for this study was first developed by JICA and then subject to discussions with KVA Consult to arrive at the agreed objectives and overall approach to the conduct of the study. A detailed technical and financial proposal and work plan was developed by KVA Consult based on the shared understanding of the terms of reference which also formed part of the Contract³ for the implementation of the study.

2. Methodology and Approach

2.1 Methodology

The methodology used emphasizes the participatory approach to ensure that the information gathered is realistic, relevant, and incorporates community input. To meet the requirements of the Terms of Reference for this Study, it was decided that a combination of qualitative and quantitative analysis would better facilitate the assessment sought by JICA.

Qualitative information was collated from existing literature, anecdotal evidence and community consultations. Quantitative data was collected using a survey to gather opinions from local communities. The survey was not designed to be nationally representative, rather it was intended to provide a profile of opinions regarding the needs of youth and to allow some input from real communities.

The Study utilized three different methods for gathering data, which involved a literature review, a survey, and community consultations.

As background research, a desk study of past projects, reports and data sources was conducted initially to help define the parameters for the sample survey. A trend analysis of youth development initiatives was also carried out on existing information to determine what has already been done and the form that future developments are likely to take. Relevant school curriculums and government policies were also reviewed for their impact on youth. The additional documents considered included recent reports on youth, education, employment, and health. Labor data including the levels of employment, the nature of jobs available, the types and sectors were also reviewed. The 2001

³ See Contract for Youth Study October 2002, JICA

Schools Census and the **2001 Population Census** provided official reference points for the description of the national situation.

The survey involved a questionnaire to explore the current situation of school dropouts, the reasons preventing Samoan youth from participating in the work force, and gauge feedback on options for vocational training. The intention was to obtain direct input from the youth, policy makers, and key stakeholders dealing with youth issues. The data analyzed from the questionnaires enabled comparisons to be made between different localities, e.g. rural and urban. See Appendix 3a for Survey Questionnaire.

To supplement this data, further information was obtained through community consultations, which were conducted in tandem with the Survey. These provided further viewpoints, descriptions of specific needs, and recommendations on areas for intervention from additional stakeholders, including existing vocational schools. A list of guideline questions were used to solicit answers and whenever possible, interviews were encouraged to be semi structured to facilitate a natural flow of information. A list of all consultations and site visits to view premises, the conditions of buildings, tools and equipment is provided in Appendix 2. (See Appendix 3b for Consultations List of Questions).

The combined use of the three sources of information and assessment was envisaged as being more conducive to presenting a rounded and fuller picture of the current situation, the relevant issues, and a strategy for the future developments for youth.

2.2 Outline of the Survey

A small sample was chosen for the field survey, and was conducted on the main islands of Upolu and Savaii by a team of 6 enumerators. Both surveys for the Youth and Health Studies were conducted concurrently on the same group of people using a questionnaire combining a Youth Section and a Health Section. A total of 237 participants answered the questionnaires.

The Survey sample was selected by identifying villages that would give a wider spread across different sectors of the community e. g. of rural and urban, of isolation and accessibility, of affluence and poverty, of Savaii and Upolu, and of traditional and modern. These were finalised in a brainstorming session with recruited enumerators. Once established as the areas to be covered, the village mayors (or Pulenuu) of each locality was given a letter requesting village residents to assemble for briefing and questionnaire distribution. To ensure consistency in the information being given, participants were briefed in large groups before being divided up individually amongst the enumerators who guided them through the questions. The villages covered under the survey within the broad regions are provided in the Table 1 below.

Table 1. Survey Coverage

Upolu	Region/Village Surveyed	
Apia Urban Area (AUA)	Central Apia Township Saleufi Valloa Faleata	Taufusi Lalovaea
North West Upolu (NWU)	Leulumoeaga	Manono Uta
Rest of Upolu	Poutasi Lalomanu	Siumu Amalle
Savaii	Salelologa Township Palauli Sataua Asau Manase	Tuasivi Safolu Papa Vaisala

Source: Youth Survey 2002

2.3 Consultations

Consultation were undertaken with government and private sector organizations, key service providers for vocational-technical training, other donors, community groups including ministers of religion, village councils, parliamentarians and NGO's. No specific consultations were undertaken with the private sector and local industries. Information on labor demand and skills needed by the local industries have been obtained primarily from the draft results of the **2000 Labor market Survey of Private Sector Employers In Samoa**. A final report from this survey is yet to be completed and endorsed for publication by Government.

Further consultations with a specific focus on the business of the organization and how it related to youth were held with key government personnel e.g. the Planning Division of Treasury, Planning Division of the Education Department, Director General of Health, the Secretary for Ministry of Youth, Sports & Culture and other senior executives from relevant departments, organizations and donor agencies and administrators of vocational schools. Map 1 indicates the general concentration of existing vocational training schools around the Apia urban area. The total of students attending vocational schools in Savaii remains insignificant, possibly indicating hardships in terms of ability to meet tuition fees and also transportation.

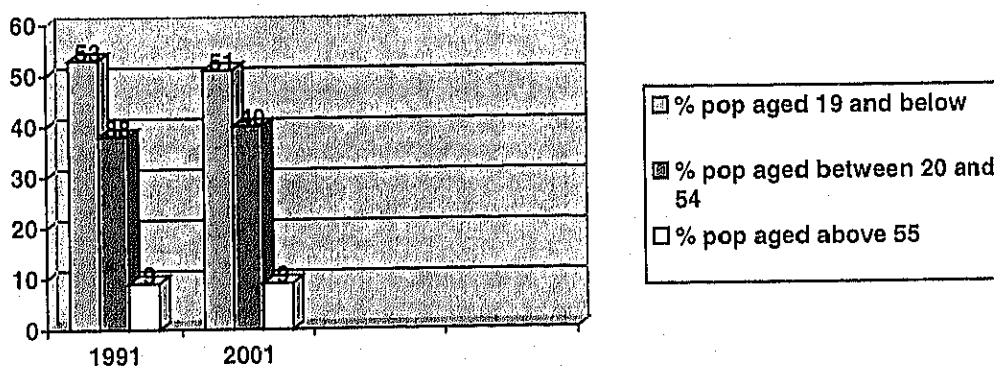
3. Key Findings

3.1 Desk Review Results

3.1.1. Population Distribution

In 2001, about 41% of the population is under 15 years of age with about a quarter of the population being youth (15-29 years of age) with 53% males and 47% females. (Figure 1) Over the decade 1991-2001 the proportion of the youth population has declined by an annual rate of 1.2 percent, reflecting the high rate of out-migration. This has reduced pressure on the job market, protecting Samoa from potential social tensions, which might result from significant levels of unemployed youth. The 2001 Census indicates that only 25 per cent (17,122) of the total population between the ages of 15 and 40 are engaged in paid jobs while the majority (net of those attending schools) or 43 per cent, work in agriculture for family use, doing housework or housewives.

Figure 1. Youthful Population



Source: 2001 Population Census for Samoa

3.1.2 Population Movements

Between 1991 and 2001 the population changes show significant overall movements to Upolu, with the highest percentage increase recorded in the Faleata West, Vaimauga East, Sagaga le Falefa, Faleata East and Sagaga le Usoga. The population changes in Savaii over the same decade show only four political districts mainly in the north east of the island that recorded slight increase in populations. Table 1 shows these population movements/growth for selected political districts. The population movements indicate the need to strengthen services for the increasingly populated urban areas as well as to improve access for those remaining in the rural areas.

Table 2. Population Movements

Upolu: Political Districts		Population Change (as % of 1991 pop)	Savaii: Political Districts	Population Change (as % of 1991 pop)
Top five population increase over 1991-2001				
1.	Faleata West	+82%	Gagaemauga II	+10%
2.	Vaimauga East	+44%	Faasaleleaga III	+5%
3.	Leauvaa	+30%	Faasaleleaga IV	+5%
4.	Sagaga le Falefa	+26%	Gagaemauga I	+4%
5.	Faleata East	+22%	Satupaitea	+2%
Top five population decrease over 1991-2001				
6.	Salamumu	-20%	Alataua West	-19%
7.	Lefaga/Faaleaseela	-8%	Gagalifomauga II	-14%
8.	Falealili	-5%	Gagalifomauga I	-13%
9.	Aleipata Itupa I Luga	-4%	Palauli West	-10%
10.	Aleipata Itupa I Lalo	-4%	Vaisigano West	-10%

Source: 2001 Population Census for Samoa

3.1.3 Vocational Schools and PSET

The post secondary education and training (PSET) sector includes technical, trades and commercial training (Samoa Polytechnic), and university level education (National University of Samoa). In addition, the PSET sector includes a number of church funded and private education and training institutions.

In April 1997, Cabinet established a Post Secondary Education Select Committee to examine the long term needs in post secondary education and training and associated budgetary issues before further development. In 1999 the Committee recommended the need to establish a National Training Authority (NTA) to provide strategic planning and policy for the development of the PSET sector, and to assure quality standards and responsiveness of the sector to future labor market needs.

In 2000 stakeholder consultations in the preparation of the labor employment policy again reaffirmed the need for an NTA to plan and coordinate development of the PSET sector, including the maintenance and enforcement of quality standards, strengthening of linkages between secondary and post secondary levels and among education and training providers, both public and private. The draft employment policy, which is yet to be ratified by Government, endorses the need for an NTA. The Samoa Development Strategy 2002-2004 commits government to establishing the NTA within the SDS planning period.

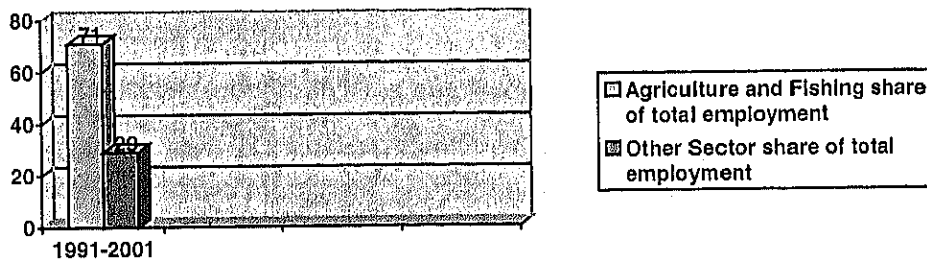
3.1.4 Labour Force and Employment Growth

In 2001 formal or paid employment was estimated at around 26900 persons, about 51 percent of the economically active labor force. A further 23433 were employed in unpaid family work activities. Between 1991 and 2001 Census the number of people claiming to be employers, employees or self-employed increased by 42.3 percent. Total public sector employment accounted for 32 percent of this formal employment with government departments being 22 percent and SOEs 10 percent. The private sector accounted for 26.8 percent of formal employment. Yazaki EDS, manufacturing automotive wiring harnesses for export, is the largest single non-government employer.

Using a sample of five months in 2002, NPF data report a total of 22,000 active employee contributors to the fund. The data shows that 42 percent of all workers earn annual salaries and wages between 0-\$6,000 and 13 percent of total income while 14 percent of all workers earn in excess of \$20,000 and 48 percent of total income. The latter group pays 91 percent of all p.a.y.e tax.

Agriculture and Fishing Industry account for the bulk (71%) of employment (both formal and informal). Most of those employed in agriculture and fishing are unpaid workers, while most persons employed in other industries hold formal jobs. Outside of the agriculture and fishing, the largest sector is Community, Social & Personal Services that includes government jobs in the public administration and social services, including education and health.

Figure 2: Agriculture & Fisheries Industries



Source: Population Census 2001

With respect to gender, agriculture and fishing is heavily male dominated, as are the utilities, construction and transport industries. Females accounted for more than 50% of employment only in the Trade, Hotels and Restaurants, manufacturing and education and welfare sectors.

The estimates available of annual adult net labor force entry have been established at around 700⁴. This would be equivalent to the number of new jobs needed on a national basis annually to meet the supply of new entrants into the labor force. The estimated 700 new entries have taken into account the effect of school dropouts, annual net outward migration and those retiring from the labor force. The 700 additional new jobs could be created in both the formal and informal sectors, but placing greater emphasis on formal employment creation would be the preferred given the probable high incidence of underemployment and lower productivity in industries with a large share of informal jobs (such as in agriculture).

Available estimates indicate that between 1991 and 2000 total formal employment increased by about 3,000, an average annual gain of about 330. Most of that growth however, occurred over 1991-1995

⁴ See Employment Policy Report June 2001, Government of Samoa and Asian Development Bank

period. Since 1995 growth of employment has been at an average annual rate of only about 1 percent, or 180 jobs per annum. This would equate to around one-fourth the number estimated for new jobs needed annually (700).

3.1.5 Unemployment

Unemployment is difficult to measure in Samoa as those without formal employment are generally absorbed into the informal or subsistence sectors. The 2001 census records that 65.9 percent of those in 15 – 24 year age group were either unemployed (4.8 percent) or “not economically active” (61.1 percent); this compares with a 56.2 percent who were either unemployed (2.7 percent) not economically active (53.5 percent) in the same age group in 1991. For the whole labor force the unemployment rate in 2001 was recorded at 2.5 percent (males 3.0 percent, females 2.0 percent), and those not economically active 49.4 percent, (males 32.5 percent and females 67.8 percent). These high numbers of “economically inactive” people suggests that there is considerable potential for increased rural output.

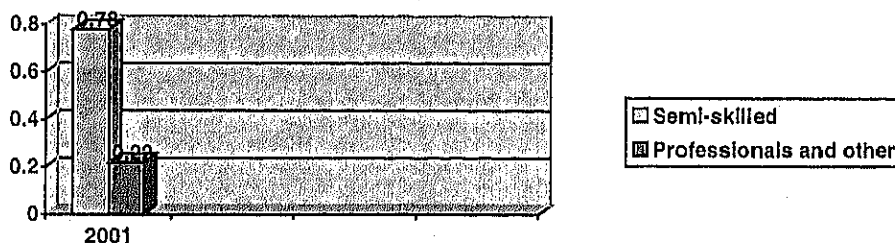
3.1.6 Industry Demand

Since 1995 most employment growth has occurred in food manufacturing, commerce (i.e. retail and wholesale trade) hotels and restaurants, transport and communication, finance and business services, public administration, and in the services (personal and other services, including medical). Most of the employment gains in hotels and restaurants occurred in 1995-1996, and thereafter there has essentially been little or no growth.

3.1.7 Industry Employment and Occupations

The majority of the workforce (around 78%) is employed as semi-skilled workers, plant and machine operators and assemblers, trade, office sales and service occupations, laborers, cleaners and unskilled workers. The balance of the workforce is employed as professional, senior executives, administrations managers, technicians or other professionals. (Figure 3).

Figure 3. Occupations



Source: 2001 Population Census of Samoa

3.1.8 Vacancies

The preliminary results of the 2000 labor market Survey of Private Sector Employers indicate that the vacancies reported by employers were spread fairly evenly through the occupational groups, from unskilled workers, semiskilled occupations to sales and service occupations and professional occupations.

Throughout this Youth Study, it has been noted that, although a lot of work has been completed in the development of Samoa's vital statistics, particularly for macro planning, there is still a problem with

the availability and accuracy of available data on employment, labor demands, net migration, etc, which are crucial for sector specific programming purposes, such as for the youth.

3.2 Vocational Schools Consultations Feedback

The following observations are based on the survey of selected vocational-technical schools (see Appendix 5 for more details on these consultations)

- There is some coordination of activities through the affiliation of vocational schools (SATVETI), under which teachers training (Certificates for Adult Teaching) programme is organized;
- Almost all schools need some form of additional assistance with programmes and other resources particularly building infrastructures, teachers, tools and equipment;
- The majority of schools pointed to (i) the lack of ability to meet tuition fees (ii) difficulty in access and (iii) student inability to meet entry requirement as the key constraints to student participation;
- There exist a perception amongst parents and students that vocational schools and training are not "the accepted form or level" of education relative to formal education;
- The best school model for vocational training survey in terms on student retention and employment is that of the Church of Latter Day Saints Church College, (Pesega and Vaiola) where vocational training is combined with formal education and introduced early (Year 9/10) in the school curriculum. But also noteworthy is the availability of other important component, such as teaches who are relatively better rewarded, availability of appropriate and adequate building, facilities, tools and equipment, availability for subsidized school fees etc;
- There are an increasing number of very successful graduates from vocational schools now conducting sustainable business, gained permanent employment in relatively senior positions and/or participating more effectively in families, villages and social groups.

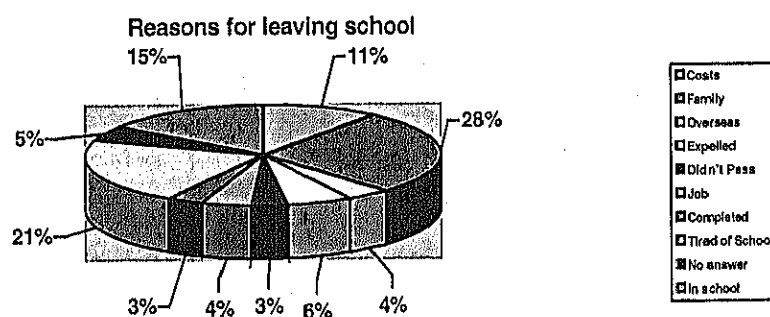
3.3 Survey Results

School Dropouts and Reasons for Leaving School

Out of the total of 237 participants, about 67% of respondents from both Upolu and Savail left school between Year 3 and Year 13.

When asked for *reasons for leaving school*, 28% of respondents had family as the main reasons for leaving before completion, 21% left because they were tired of school, 11% referred to money as the main reason with about 6% students saying they were expelled from school and 3% claimed they did not pass.(Figure 4).

Figure 4. Reasons for Leaving School

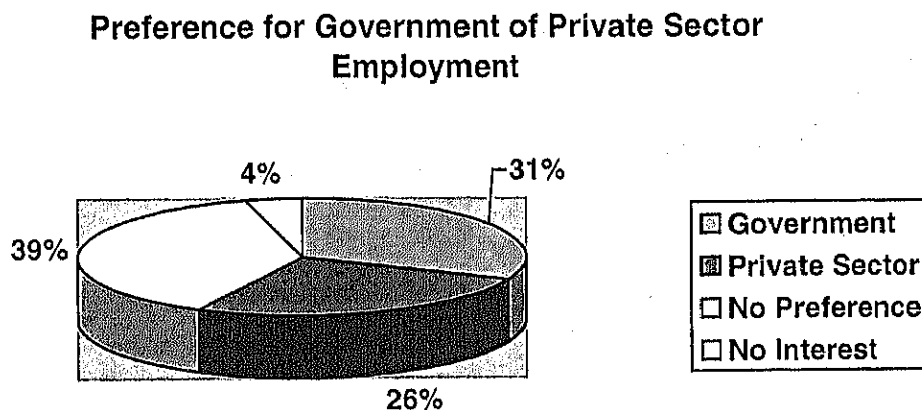


Source: Youth Study Survey Results 2003

- In Continuing Education, About 88% of Savaii respondents said that they would like to continue education if the opportunity was there. For Upolu 94% of respondents said that they would continue education if there was an opportunity.
- In terms of *attitudes to employment*, 1% of Savaii interviewees stated that they are looking for paid employment. Some of the reasons why they are looking for work is mainly due to earning some form of income to serve their families and their country. However 76% of Upolu respondents indicated that they were not looking for paid work. Some of the reasons given for lack of interest in seeking employment were:
 - Family obligations
 - Scarcity of jobs available
 - Little pay available for jobs means low motivation to look for work
 - Lack of qualifications

Sixty percent of Savaii respondents said that their families wanted them to look for work compared to 78% of Upolu respondents.

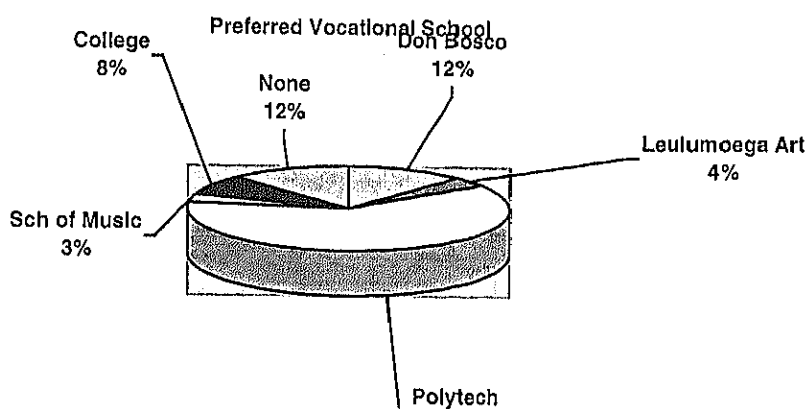
Figure 5. Preference for Job Selection



Source: Youth Study Survey Results 2003

- The majority of the respondents said that they would prefer to find work within the public sector.(Figure 5);
- In terms of *Non- Formal Education and Training*, 57% of youths did not seek any additional training in the past for Savaii compared to 62% for Upolu. Ninety four percent of Savaii interviewees were aware of vocational schools with only 4% of respondents for Upolu who were not aware of the vocational schools.

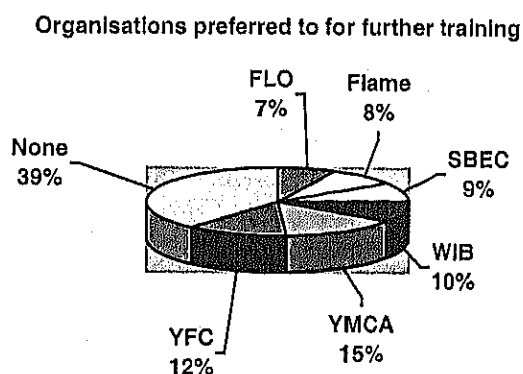
Figure 6. Vocation Preference



Source: Youth Study Survey Results 2003

- The majority of respondents (about 60%) wanted to go to Polytechnic mainly due to the variety of trades and courses offered by that school (Figure 6).
- When asked about awareness of *youth focused groups*, 85% of interviewees were very aware of the organizations providing assistance in both Savaii and Upolu.

Figure 7. Organisation Preference

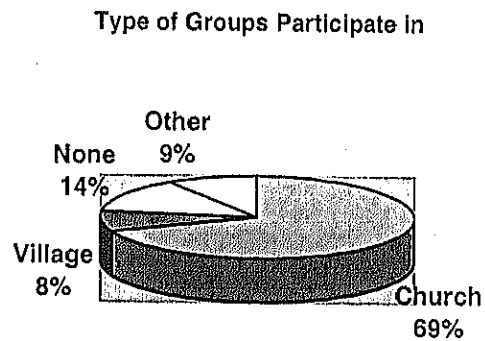


Source: Youth Survey Results 2003

- In terms of *awareness of training services available to youth*, the majority of respondents (37%) did not indicate an organization in which they would prefer to be trained at with 14% indicating that they would like to be trained by YMCA, 21% preferred the Youth For Christ Christian Group and 10% by Women in Business activities. Ninety seven percent of youths indicated that they would attend any training if it was (Figure 7) provided within their village or district. The type of training programs preferred ranged from home economics and home construction to computer training, business skills training, mechanical engineers and tourism management. The most commonly mentioned intention for this kind of training was to set up a small business in the village (an income generating activity).
- For *knowledge of the National Youth Policy*, 98% of both Savaii and Upolu respondents were not aware of the National Youth Policy. Eighty four percent of respondents from Savaii were also not aware of the Annual Youth Week with 78% from Upolu and those who are aware regards this week as meeting and sharing with other youth groups.

- The two main groups attended by the majority of youths are the church groups such as the choir and Sunday school and the village groups such as the untitled men and women's committee. (Figure 8).

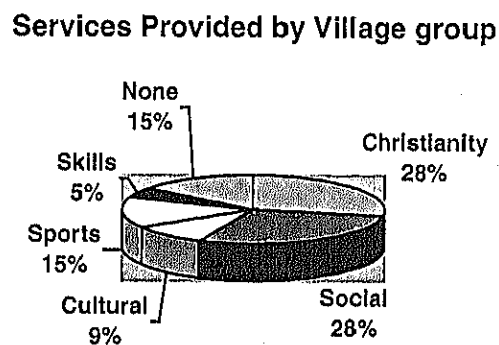
Figure 8. Youth Participation in Groups



Source: Youth Study Survey Results 2003

- For *social groups*, 69% of respondents are currently engaged in church groups in their own communities with 8% also involved in the village activities. Fourteen percent of youth are currently not participating in any group activity at all. (Figure 9)

Figure 9. Services Provided to Youth by Groups

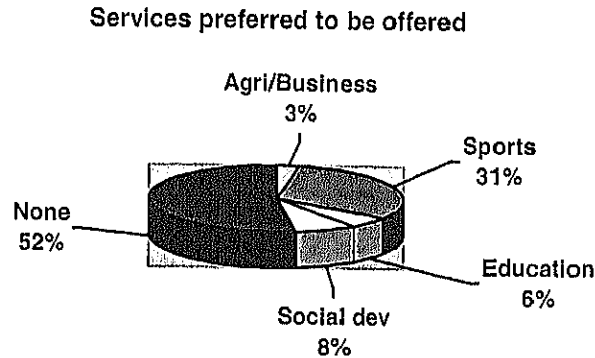


Source: Youth Survey Results 2003

- Out of the *activities provided by groups and organizations*, 28% of respondents attend these groups to obtain Christian faith and understanding the same percentage also prefers gaining social interactions with group members and 15% seeking to gain more from sports and 9% from cultural knowledge and understanding. (Figure 9).

- In terms of *awareness of existing programs for youth*, about 84% of respondents were not aware of any Government programs aimed at youth for Savaii and about 93% for Upolu. For those who were aware, the programs vary from agriculture program on taro, youth seminars, health programs and government assistance to assist with school fees.
- Seventy percent of respondents were *not aware of any donor programs aimed at developing youth* for Savaii compared to about 61% from Upolu.

Figure 10. Services Preference



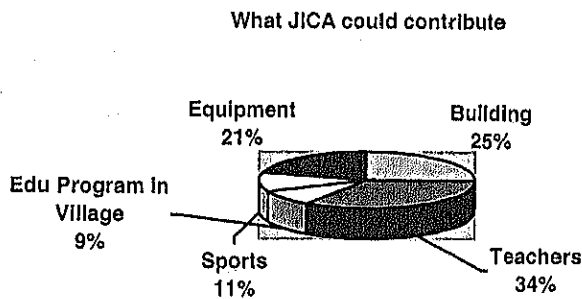
Source: Youth Survey Results 2003

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The survey also asked the youth of the types of training that they would like to have if it was available and 52% had said none mainly because most did not understand the types of services available. About 31% were interested in sporting activities with less than 10% each for those opting for agriculture or any related business activities, education and social development (Figure 10).

When asked about JICA involvement, 100% of respondents indicated their support for JICA to provide any programs for youths.

Figure 11. JICA Contributions



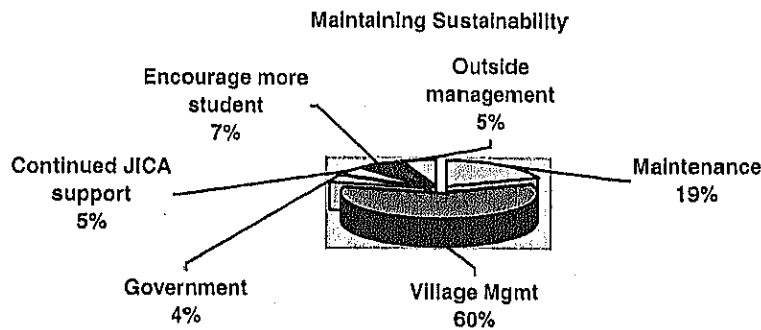
Source: Youth Survey Results 2003

The survey asked the youth respondents on how JICA should contribute to their development and 35% indicated that they would like more teachers in the schools and 21% preferring JICA to assist in the provision of equipment for their group activities, 24 indicated the need for new buildings for the

school and their own church groups, 9% wanted educational and skills program at the village level, 35% wanted sports facilities and equipment (Figure 11).

In maintaining sustainability for these projects, 60% of respondents said that the management of these activities would be through the village council or committee with 19% indicating that a maintenance committee would be responsible for the management and sustainability of these projects (Figure 12)

Figure 12. Maintaining the Benefits of any Assistance



Source: Youth Survey Results 2003

4. Key Youth Issues Identified

4.1 Youth Education Profile

A lot of work has been done over the last five years to develop and collate up-to-date information on youth and to identify the key issues and challenges currently facing the youth of Samoa. The newly completed Samoa Youth Policy 2001-2010 provides a comprehensive account of priority issues and challenges.

Expenditure on education increased from an average of 17.3 percent of the current budget between 1993/94 and 1995/96 to an average of 22.7 percent over 2000/01–2001/2002. Government expenditure on education is now equivalent to 4.9 percent of GDP. There are four principal sources of funding for public education in Samoa:

- (i) department of education recurrent expenditure;
- (ii) donor funding through the Department of Education;
- (iii) school fees and community contributions;
- (iv) scholarships funds from donors administered through the Public Service Commission.

The churches also play an important role in the provision of secondary schools.

4.1.1 School Enrolment

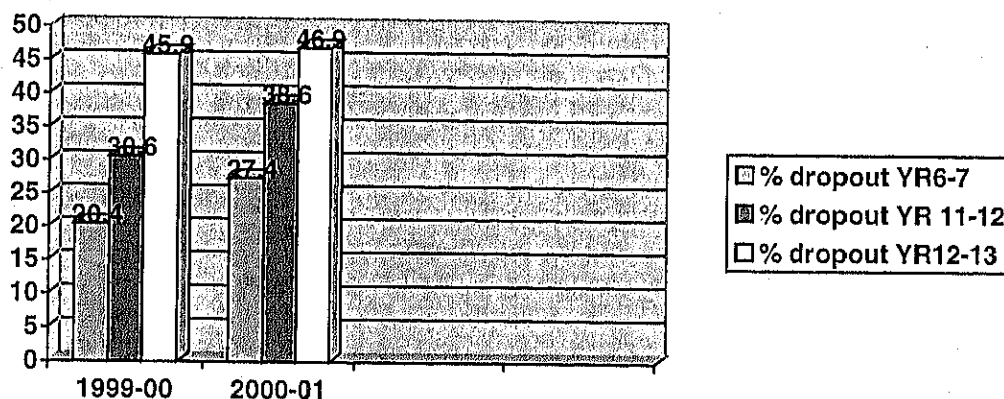
In 2001 there were 167 public schools, 35 schools administered by religious denominations and 3 privately owned schools. Over the period 1995-2001 national enrolments in schools remained fairly constant at around 50,000 per annum. A slight decrease in enrolments in public schools has been matched by an increase in enrolments in non-Government schools with the latter accounting for about 23 percent of total enrollments.

The national participation rates (i.e. percentage of an age cohort enrolled in the education system) for the period 1995-2001 revealed that the rates of students aged 5-14 years have been consistently above 90 percent while the rates of students aged 15-19 years have increased. The participation rates for 15-19 year are expected to improve further as a result of curriculum and infrastructure improvements. See **Appendix 5** for details of formal school data.

4.1.2. School Dropouts

Most of Samoa's youth leave school before completing secondary education (Year 13), many even before completing Year 11. The highest proportion (just over 40 per cent) of dropouts occurs in Year 11 to Year 13. (Figure 13). The proportions of school dropouts for males (above 20%) are higher than for females (less than 20%) over Year 1-8, about the same for both sexes over year 9-12. The female dropout rate is higher over the transition from year 12-13.

Figure 13. School Dropouts



Source: Education Department Statistics 2002

The main causes for school dropouts include:

- Family reasons: the majority of those surveyed pointed to family reasons for leaving school. Some of the specific reasons include, the need to take up family responsibilities and lack of incentive to continue with education;
- The failure of students to meet education/grade standards, i.e. few of the dropouts is amongst the relatively high achievers while in school. It should be noted that respondents do not often report accurately on this fact, and;

- Difficulty/hardship faced by parents and students to pay tuition fees;
- The lack of motivation (reflecting incentives) to maximize time spent in formal educational training;
- It reflects the failure/weakness of the education systems especially at the primary school level, sub-standard teacher and teaching standards, which leads to few students passing higher-grade examinations. This may also raise questions on the relevance of the mainstream formal school curriculum. The majority of past studies and reviews⁵ of the education sector point to poor standards of basic numeracy and literacy amongst the school age youth.

These early school leavers find it difficult if not impossible to enter post secondary education and training programs, including vocational training, because they cannot meet academic entrance requirements.

Without sufficient education or training to enter formal employment, these youth typically return to their villages and work in agriculture, fishing, or other village based economic activities. The youth and adults working in the villages largely are in "unpaid" employment, i.e. they do not receive regular money wages for their work. Much of this work is part-time in nature, and to the extent that individuals holding these jobs would prefer to have formal jobs (entry level unskilled jobs), these workers are considered to be underemployed.

The advent of school dropout is also evident in the large drop in transition rates between grade levels. The transition rates from Year 12 to Year 13 averages around 50 percent compared to transition rates of close to 100 percent for Year 1 to Year 9.

The Education Department has no mandate to provide formal training for the youth or school dropouts, hence the school leavers rely heavily on a few youth vocational training institutions to acquire some basic skills thus making school leavers a very vulnerable group. However, the current education reforms plans to introduce basic building blocks for vocational training into the satellite schools program.

4.1.3 Training Options

The majority of the existing vocational schools are located in the greater Apia urban area. The Samoa Polytechnic is the only vocational and technical institute owned and administered by the Government. As part of the education sector reforms currently implemented by Government, basic vocational training is planned for introduction within the satellite schools.

There is a great need to expand training capacity at the post secondary level to enable a greater number of persons to obtain more productive skills. This need extends to the large number of youth and young adults who are currently employed in the informal employment sector, largely in unpaid agricultural and fishing activities. Many individuals in this segment of the population, including persons not in the labor force because they intend to pursue further education or training, are in need of remedial education to enable them to meet entrance qualification of PSET institutions.

4.2 *Youth Participation in the Economy*

The social and economic impact of around 4,000 school leavers per year is a problem given the limited skills of these students. The Samoan economy would not be able to create sufficient jobs for

⁵ See for instance Samoa 2000 Economic Report, Asian Development Bank and Government of Samoa

the estimated 4000 annual school leavers, particularly those entering the labor force, nor those already unemployed.

4.2.1 Industry Employment and Occupations

Available statistics indicate that most youth are employed in the private sector. Less than 1% of the public sector workforce has been reported to be less than 20 years of age compared with 5% in the private sector.

4.2.2 Skills Shortages Identified by Local Industries

The 2001 Market Appraisal of Livelihood Opportunities survey (unpublished) reported that around 29% of total employers in all industries experienced some degree of skill shortage amongst employees. The incidence of skills shortages are reported to be highest in the following industries – Electricity, Gas and Water; Accommodation, Cafes, and Restaurants; Building and Construction, Agriculture Forestry and Fishing and Manufacturing.

This finding is related closely to the levels of education achieved by new labor entrants but it also reflects an expectation by employers for job applicants to possess post secondary training qualifications. This suggests a need for better communications between industry and PSET training providers. There is a need to obtain better input from employers on occupational training needs such that if sufficient demand exist for specific occupations, then such training may be warranted in the Polytechnic or other PSET institutions.

4.2.3 Social Expectations and Cultural Demands

The youth plays an important role in the family and Samoan cultural traditions. The majority of the youth, particularly those living in villages, receive early basic language and reading training through church Sunday schools as well as cultural training through active participation in village affairs. The strong influence of the Christian teaching in Samoa has generally reinforced not only the traditional roles and responsibilities of youth, but has also imposed fundamental principles in accordance with Christian values. The onset of modern values and also the increasing need to participate in an evolving monetary economy is an important challenge now facing the youth. Those who dropout from schools and return to their villages are expected to fully participate in their traditional responsibilities. Although the survey was not designed to provide a full assessment of these issues, the following observations were nevertheless obtained from the survey and consultations.

- A significant proportion of the respondents said the reason for leaving school was to attend to family responsibilities.
- Many do regard cultural and traditional knowledge as an important life skill relative to skills obtained from formal education
- Adequate knowledge and skill and participation in/of the Samoan culture can compensate for formal employment and education,
- Village based employment such as through village groups provide avenues for earning money,
- Some view culture to be more important than money,
- The survey results indicate that the majority of respondents said they have previously undertook to look for a job and that there families do expect them to find a job. This can be interpreted to mean that most would take up formal employment if the opportunity were offered,

- Some youth consider completion of high school or college as the end of formal education, although there is greater awareness of post secondary school education provided through universities and other technical schools,
- Hardship factors are very important consideration in analysis of perceptions, policy options and programmes,
- Another cross cutting issues is the tendency for the individual religion denominations to develop programmes targeting own youth. For instance, several of the main stream churches, Catholic, LMS, Methodist, LDS, Seventh Day Adventist, and Nazarene churches all have established vocational training institutes. However, the entry criteria have generally been relaxed such that the schools are opened to youth of any religion denomination (i.e. unrestricted to won youths)

The ability of the traditional way of living to engage youths is an important safety net for many, however, in any growing economy, with increasing sophistication, more formal opportunities are becoming more important.

4.2.4 Rising Youth Problems

The impact of increasing westernization on youth has affected their aspirations, and subsequent decisions on how they participate in society. According to widely reported incidents in the local media, several factors are evident. These include:

- Youth unemployment, which is generally associated with social issues such as thieving, substance abuse, health issues due to dietary habits, overcrowded living conditions and teenage pregnancies.
- Two thirds of youth admissions into hospital are for the complications of pregnancy and childbirth related which suggests that reproduction health education is not getting through to women and girls;
- Lifestyle diseases such as non-communicable diseases such as diabetes and hypertension are an increasing health problem for youth which also suggest that primary health prevention education needs to be improved;
- Youth are also drinking alcohol starting from a younger age and more Samoan youth are now smoking;
- Samoa's suicide levels have been consistently high for over a decade with youth as the majority group committing this act. Reasons triggering suicide relate to quarrels, alcohol, refused request and other family and cultural social factors⁶. But it also reflects the social pressures placed on youth unable to participate effectively in families, villages and society (more generally);
- Youth crime has also increased from 44% in 1984 to 65% in 1991 with the majority of offenders being male. Police data also showed an increase in the cultivation of drugs especially marijuana. The contributing factors to youth crime have been identified as high drop out rates, fewer job opportunities, urbanization and under-employment.

The recognition of these issues and challenges is prompting government and stakeholders to develop more comprehensive policy framework for initiatives and programs targeting the youth. However, it is noted that much of the policy elements have yet to be translated into concrete initiatives and programs.

⁶ See for instance, Health Department Survey 1992

5. Youth and Employment Policy, Initiatives and Programs

5.1 Policies Meeting the Needs of Youth

5.1.1 National Youth Policy

The National Youth Policy 2001-2010 addresses the key issues associated with Samoa's youth developed through a consultative process with key stakeholders including government organizations, private sector, NGO's and development partners. It is also the most current document in which government has, for the first time, consolidated and mapped out a number of strategies and policies for the future development of Samoa's youth. At the time of writing, the latest version of the youth policy, which has been refined over the last five years, has been submitted to the Cabinet for endorsement. It is noteworthy that despite the lengthy period over which the youth policy has been developed, very little public awareness of these efforts was reported through the sample survey.

The Samoa Youth Policy 2001-2010 identifies 21 specific policy areas (and associated outcomes sought) and objectives to be pursued/addressed, which are summarized in Appendix 4.

Whilst the policy has now been finalized, the challenge for government (and its development partners) is to coordinate existing programs under the umbrella of the new youth policy and to ensure greater consistency amongst programs. As indicated in the overview of existing initiatives and programs (Appendix 4), a substantial amount of work has yet to be done if the policy guidelines outlined by Government are to be pursued seriously. Clearly, an implementation plan needs to be developed. In terms of the objectives of this study, the proposed intervention by JICA would fit under selected strategies 13, 14 and 15 (Appendix 4) and could provide immediate avenues for implementing these policy pronouncements.

5.1.2. Employment Policy

The Government acknowledges the importance of relating its economic policies and development priorities to employment and labor force development. The broad strategic thrust of economic policies and development calls for private sector led growth through the creation of an enabling environment for private enterprise. Towards this end some of the reforms already implemented by government include tariff and tax restructuring to make business more competitive, financial sector liberalization to facilitate more investment and enhance the efficiency of capital markets and strengthening and promotion of domestic and foreign investment. The enhanced enabling environment is expected to be instrumental in promoting new investment (and employment) in manufacturing, information technology, financial and business services, and other services such as education, health and sports.

In 2001, the Government has initiated more specific employment policy (Employment Policy Report 2001) which emphasises the link between industry skills needs and education and training. However, the draft employment policy has yet to be ratified by government. For the purpose of this study, it is expected that the plans encapsulated in the draft policy largely reflect the direction of future government decision/actions in this important area. Specific recommendations contained in the draft Employment Policy that are relevant to this study are summarized below:

- To set up a National Training Authority to provide overall planning and coordination for strengthening vocational, education and training with the aim of linking more closely the kinds of training courses to skills in demand by local industries;
- Specific strategies targeted for encouraging/developing rural employment, which include the setting up of a Rural Employment Task Force (under the Internal Affairs Department) with the

objective of obtaining support and cooperation for the use of village school facilities for non formal education and training programs;

- Specific elements for the development of vocational-technical training which includes expanding polytechnic level training consistent with occupational skills needs of the labor market; the need for training institutions to offer remedial courses in core subjects; putting emphasis on the use of more non-formal programs and more effective strategic planning to establish ongoing consultative forums or processes for ensuring effective communications between employers, and other stakeholders and education and training institutions;

The draft employment policy proposes the following elements aimed at addressing the needs in post secondary education and training (PSET) institutions.

- Polytechnic level training should be expanded consistent with the occupational skills needs of the labor market. Expansion in capacity, including required infrastructure, should be consistent with a development plan for the vocational-technical education sub-sector that substantiates the need for development and timing of expansion. Accessibility to training by rural areas, including Savaii, should be taken into account in locating new training facilities;
- Expand capacity to accommodate larger vocational-technical enrollments must consider the feasibility of offering remedial courses in essential core subjects, with the objective of accommodating a larger number of youth completing Year 12;
- Tertiary institutions should place increased emphasis on use of non-formal programs, particularly those utilizing innovative or more cost-effective technologies, for enabling greater access for youth, women and others that have difficulty in attending formal programs;
- Strategic planning in the PSET sector will be required to establish ongoing consultative forums or processes for ensuring effective communications between employers, and other stakeholders, and the education and training institutions.

The provisional results of the 2000 Labor Market Survey of Private Sector Employers in Samoa indicated a high need for additional staff training particularly for new entrants, reflecting the lack of basic skills.

5.2. National Strategies

The Samoa development Strategy 2002-2004 clearly recognizes the challenge facing Samoa's youth and acknowledges the "the principal challenge for this SDS is to create sufficient employment opportunities to absorb a large proportion of the estimated 4,000 new entrants to the labor force each year. Failure to provide the necessary employment and life skills to, and opportunities for, these people will lead to an increase in social problems and will ultimately reduce growth prospects". The government of Samoa recognizes the need to address youth issues through the establishment of several initiatives at the national level which are summarized below.

5.2.1 Formal and Informal Education

- Promotion of appropriate education, skill training and professional development opportunities.
- Introduction of basic preparatory training for vocational courses in selected satellite secondary schools.
- Continual upgrading of Samoa Polytechnic.
- Establishment of technical / vocational training institutions supported by churches.
- Provision by NUS of continuing education programmes.
- Design and implementation for non-formal and second chance learning.
- Establishment of a National Training Authority
- Improving teacher training standards and quality of teachers.

5.2.2 Income Generation and Employment Opportunities

- Maintaining macroeconomic stability necessary for creating new job opportunities.
- Promoting increased investment and expansion of private sector so essential to creating employment opportunities for young people entering the labour force every year.
- Promoting essential economic infrastructure to all parts of Samoa thus creating opportunities for income generating activities and for increased employment.
- Exploiting the huge potential of the tourism industry to create both direct and indirect employment opportunities throughout Samoa.

5.2.3 Opportunities in Agriculture Sector

- Making returns to farmers more attractive and adding value to key agricultural products and fisheries will create more employment and income generating opportunities.

5.2.4 Poverty Reduction Strategy

The draft Strategies for Equitable Growth and Hardship Alleviation 2002⁷, recommend for an increase in "investment in and access to technical/vocational education" as a key strategy for social development. Although this document has yet to be endorsed for implementation by Government, it recognizes the need to step-up activities that assist dropouts acquire lifelong skills and improve prospects for employment.

5.3 *Government Programmes*

The following provides an overview of current government programs and initiatives.

<i>Programmes/ Output</i>	<i>Implementing Department</i>	<i>Description</i>	<i>Links to Youth Policy and strategies</i>
Policy Advice	Ministry of Youth Sports & Culture / Ministry of Women's Affairs / Ministry of Internal Affairs	Design of policies, strategic plans, programmes and outputs for youth, women and children. Note that responsibility for policy formulation for women and children rests with the Ministry of Women's Affairs.	Policy and strategic directions
National Youth Week	Ministry of Youth Sports & Culture	One week of youth activities including sports, performances of culture arts, singing, competitions, discussions and debates, awareness programmes and campaigns	Awareness/culture Strategy implementation
Youth Development & Training Program	Ministry of Youth Sports & Culture	Training and development to assist with emotional, physical and social development. These include livelihood skills training, youth stakeholder meetings, information and communications and national youth policy development and implementation	Policy development and implementation of specific strategies
Sports and Physical Education Programs	Ministry of Youth Sports & Culture	Training, coaching and refereeing programs, sports development programmes. Objective to provide equal opportunities for youth and lead to more elite sports development	Sport development strategy

⁷ The strategies for hardship alleviation complements the SDS with particular focus on poverty alleviation

		towards high level standard of sport achievements. Construction of sports fields.	
Cultural Awareness and Development Program	Ministry of Youth Sports & Culture	Programs aimed at the promotion, protection, preservation, collection and recording of Samoan culture	Culture development strategy
Community Development Services	Ministry of Women's Affairs	Training targeting women on how to develop vegetable gardens, sewing, stop smoking, arts and crafts, employment skills training for unemployed and employed women.	Skills training strategy
Training Human Resource Development and Information Dissemination	Ministry of Women's Affairs	AID/HIV awareness for women; programs focusing on the Convention on the Elimination of Discrimination Against Women (CEDAW) and Convention on the Rights of a Child (CRC).	Youth Health Issues strategy
Anti Smoking Campaign	Health Department	Awareness radio, TV and newspaper program to promote awareness, danger of smoking etc	Health Issues strategy
Rural Development, Training and Dissemination of Information	Internal Affairs Department	Access roads development, crop planting, information dissemination on government policies, training on traditional herbs and their medicinal use	Income generation and employment strategy
Education Grant Finance Support	Education Department	Grant finance provided directly to non-government schools to support schools development.	Education and Training

5.4 Donor Initiatives and Programs

The following provides a summary of donor activities.

Donor Agency	Project Title and Dollar Value	Brief Description of Project (Including commencement and completion date)	Complementary Components or Activities with Samoa National Youth Policy
AusAID	Pacific Children's Programme	Explores child abuse, establishing local child protection practices and identifying issues in child rights within the guidelines of CRC in order to provide resources to the community to address these issues.	Close collaboration with the Min of Women Affairs and NGOs towards meeting the objectives of CRC.
AusAID	Ross Trust Foundation	AusAID manages RTF mainly deals with Vocational Education. Provides scholarships to students interested in Voc Ed. Liaise mainly with Polytechnic.	Education and Training in life skills
NZODA	New Zealand Study Awards NZ\$1,950,000 2002/03, 1,700,00 2003/04	Award costs for long-term tertiary study at NZ universities, polytechnics, or colleges of education.	Career planning advice and job placement in Samoa government departments on completion of studies

NZODA	Pacific Regional Awards NZ\$1,250,000 2002/03, 1,200,000 2003/04	Award costs for long term tertiary study at educational institutions in the Pacific Region.	Career planning advice and job placement in Samoa government departments on completion of studies
NZODA	Secondary Education Curriculum Resources Phase II NZ\$1,220,000 2002.03, 1,270,000 2003/04 to commence August 2001.	Assistance to the DoE in completing production of curriculum statements & resource materials. Provision of in-service training to support the implementation of new curriculum in secondary schools.	Education
NZODA	Polytechnic Staff and Course Development Phase II, NZ\$200,000 2001/02	Completion of Phase II programme of support for the Samoa Poly in staff development, academic quality control, strengthening of corporate services, and the development of courses in horticulture & hospitality.	Education
NZODA	Justice Dept ISP Establishment of Law Commission NZ\$500, 000 2002/03	Assistance with performance mgmt, planning, law reform, computers for core processes, staff training. Consultation process for establishment of a Law Commission, objectives & staff	Provision of a law commission provides a forum for lobbying law reform to address the need for a separate judicial & rehabilitation process for juvenile (YP 18.)
NZODA	Community Development (Youth) NZ \$125,000 2002/2003 200,000 2003/04	Assistance through cash grants & short term consultancies in accordance with guidelines agreed by both governments	Employment Creation
NZODA	Joint Aus/NZ Tech/Voc Planning Study NZ\$35,000 2002/2003 30,000 2003/2004		Policy development
OTHERS: Including UNESCO/UNDP/ Peace Corps, Commonwealth Youth Programme, Eco & Social Commission for Asia & the Pacific (ESCAP)	N/A	Policy development small grants assistance to youth groupd for instance for youth church choir recordings etc	Development of background info abd designing national policy goals, objectives, and strategies.
JICA	NUS Campus School buildings in the rural areas under grassroots programmes JICA teachers, volunteers, (new) govt proposal for upgrading of Samoa Polytech, funding for SATVETI to undertake CAT	Infrastructure, teachers, direct funding	Mainsteam Tertiary and Vocational Education.

5.5 Private Sector & NGO's Initiatives

The following provide a summary of private sector and NGO initiatives.

Organization			Outline of Activities
1.	FLAME Youth Center	Ph. 70239 (Contact person Siavao Manuleleua)	Provides facilities, counselling services, awareness programmes.
2.	YMCA	Saleufi (Ph. 23185)	Provides basic skills training and christian teaching
3.	Faatua le Ola	Matafele (Ph Nos. 30608/30609)	Catholic Church initiatives aimed at preventing youth suicide
4.	Punaoa Technical and Creative Center and Uesiliana College	Faleula (Ph. 21076)	Methodist Church vocational school
5.	Leulumoega School of Fine Arts	Leulumoega Fou (Ph. 42536)	LMS Church vocational school
6.	Don Bosco Technical Center	Alafua (Ph. 24637)	Catholic Church vocational school
7.	CCWS and Vaiola and Religious Technical Institute	Pesega (Ph. 21530)	CJCLDS Church vocational schools conducted within formal education and extended to a stand-alone vocational for youth dropouts and unemployed youth.
8.	Nazarene Church Vocational School	Ululoloa (Ph. 24076)	A new vocational school is planned for establishment as part of the Nazarene church youth programmes
9.	Beautiful Expressions of Nature	Lelata	Vocational school specializing in fine arts, carving and crafts
10.	Tesese Institute Administration Study	Lalovaea (Ph Nos. 21840/25553)	Specializes in training for women in secretarial skills
11.	Sapolu and June Ryan Music Schools	Ryan - Leififi (Ph. 25627) Sapolu - Sinamoga	Provides basic grade training in piano, and other music instruments
12.	Mapusaga o Alga	Wesley Arcade (Ph. 22549)	NGO providing counselling services for women generally on issues such as women rights and abuse
13.	Boys Scouts and Brigades and Girl Guides	-	NGO's providing basic non-formal skills training for youth boys and girls.
14.	Youth Programmes	-	Almost all religious denominations do have youth programmes (other than specific vocational schools) which focuses mainly on christian teaching. The survey reported that the majority of youth do belong to church youth groups.
15.	Village Taulelea/untitled men	-	Almost all village have an organized taulelea/group of untitled men that are the working group in each village with main responsibilities including farming, fishing, preparation of food, development/building of infrastructures, other cultural roles for serving the matai's.

Aside from the main Samoa Polytechnic, all other initiatives in the development of vocational schools and the introduction of vocational courses in formal schools, (targeting school dropouts and unemployed youth) are currently undertaken by non-government organizations or schools.

Until recently, the main focus of the formal education system has been towards mainstream academic curriculum and formal classroom based training. However, the education system reforms now undertaken by government include plans for introduction of vocational training in its satellite schools program.

Those school dropouts who have completed Year 13 (about 30% of the dropouts) may have secondary education prerequisites to progress to the university or Samoa Polytechnic. However, the majority of the dropouts (70% who leave school prior to completion of Year 13) will have to look to other vocational schools for any additional training. The most successful program for vocational training, in terms of retaining students in school and also in terms of finding employment opportunities) is that provided by the Church of Latter Saints, Church College where vocational courses are offered as an option within the formal school curriculum. The unique feature of this approach is that vocational training is made available to students within the formal school system/buildings thus allowing students to be introduced to vocational courses early and thus retaining more students within schools (see Appendix 5 for more details).

Overall, there is a need to strengthen the linkages and relevance between current/existing initiatives and programmes, (as well as any new programmes), targeted for youth to the newly developed youth policy and development strategies. The policy pronouncements contained in the Samoa Development Strategy and newly developed Youth Policy indicates that the government is keen to step-up its activities in targeted at assisting the large numbers of school dropouts and unemployed youth.

6. Conclusion

A lot has been achieved to-date in gathering and developing the basic data, information and knowledge on youth issues and challenges including the development of specific youth policies. The next step is for the government and development partners to now move forward to develop and introduce effective programs to deal with these challenges. Government, as part of the education reform project, plans to undertake important steps in the near future to introduce basic vocational training within its formal school program and curriculum. However, this reformed initiative/curriculum will initially be introduced within the satellite schools program.

Another important element of the education reform will see the introduction of year 13 in a number of district high schools. With the majority of secondary schools with Year 13 currently located within the greater urban area, the introduction of Year 13 in other district schools would improve access to full secondary school training (Year 9-13) for students/villages outside the main urban areas. The restructuring of departmental responsibilities recently introduced by government, which includes the merging of education and youth functions, under one department, (The Department of Education and Youth) is expected to facilitate improved planning and coordination of programmes in these sectors. The framework of assistance proposed complements and strengthens these initiatives.

On the basis of the JICA objectives encapsulated in this study, it can be expected that JICA assistance/intervention would fit under the youth policy areas number 13, 14 and 15 of the Youth Policy – *Education and Training* to maximize learning potential and to provide viable skills training alternatives; *Youth Income Generation and Employment Policy*, to support and promote sustainable income generating activities for youth.

Our consultations thus far with government and other key stakeholders would indicate that such an approach would be strongly supported especially as it would be consistent with the work that has already been carried out and more importantly, it would immediately provide important links to the

strategies and policies already developed by government in its newly released youth development policy.

The findings would indicate that additional assistance, aimed at improving skills of Samoa's youth, with the objective of enabling greater participation of youth in society and in formal employment, might best focus on means to further develop existing vocational schools including schools currently offering vocational training and to discover means of providing additional support to other government initiatives now planned for introduction within the satellite schools project.

There is strong support from the Government, (Ministry of Youth Sports and Culture and Education Department, Samoa Polytechnic) NGO's (particularly the churches and other all existing vocational schools) and youth (as evidenced from the survey results) for additional programs in vocational training and education that builds on existing facilities and resources, including school buildings, teachers, tools and equipment and vocational schools. There is also strong support for any additional programs to look into means for taking such training to the rural areas thus improving access and equity;

The suggested framework is premised on the findings and aims to address directly the causes of school dropouts, the best possible opportunity for continuing education given entry criteria of existing vocational schools and also take into account geographic population distribution and means to improve access for those in rural areas.

6.1 Suggested Framework for Additional Intervention

The ultimate outcome sought through JICA intervention/assistance is to achieve a greater number of youth, particularly those unable to continue with formal education, with practical skills, through which youth can participate more effectively in society (either through formal employment or through contributions to their livelihood, families, and social groups).

The recommended approach should be simple taking into account what has been done already and identifying the areas needing further support (gaps) that are consistent with the objectives and strengths of JICA's development assistance programs. As far as possible the recommended approach also takes account of the key findings from past research and studies as well as the results of this study including the findings from the sample survey. The key drivers for additional assistance can be summarized as follows:

- Total annual school dropouts reported at around 4,000 and expectation that this level of school dropout could be expected over the short to medium term;
- The main causes of school dropout include: (i) personal and family reasons (ii) high student failure rate reflecting the quality of the current education system and (iii) the hardship faced by parents and students to meet costs of school fees;
- The overall population geographical distribution over the decade 1991-2001 which shows a significant movement into the Apia urban and Upolu north west area;
- The increasing incidence of youth related social issues such as youth suicide and youth crimes and poor health standards related to frustration through lack of effective participation in families, villages, and society more generally;
- The majority of the of the population is self employed in agriculture and fishing while most formal employment is in urban areas.

The recommended approach puts emphasis on working through the existing systems and processes and established networks, including regular/close consultations with key stakeholders especially government, non-government organizations and other donors.

7. Recommendations

7.1 Intervention by Government, Donors & the Community

7.1.1 Component One - Preventing School Dropouts

The objective for the first component of likely interventions is aimed to reinforce the initiatives planned by government to retain more students in school. The education reforms now undertaken by government comprises of four key components:

- (i) Infrastructure development, where government will construct schools buildings for satellite schools;
- (ii) Curriculum development with the intention of including vocational training in the satellite schools;
- (iii) Information system development for dissemination of information to all schools.

The most recent institutional reforms introduced by Government to combine certain functions from the Ministry of Youth Sports and Culture together with the Education Department is expected to provide added impetus to improved planning and coordination of programmes targeting education and youth.

Formal Education – vocational training offered within formal education curriculum		
<i>Focal Point</i>	<i>Probable Area of Assistance</i>	
Education Department: Satellite Schools Program under Education Sector Project	Identify possible areas for assistance to the Education Dept/system reforms where vocational training will be introduced in the satellite schools program. There are 15 schools covered under the Satellite Schools Project, 12 in Upolu and 3 in Savaii. Further discussions need to undertaken with the education Dept. The Satellite Schools are provided below.	
Satellite Schools	Village	Island
General	Falefitu Tanugamanono Falevalu Maagiagi Letogo Lepea	Upolu Upolu Upolu Upolu Upolu Upolu
Junior Secondary Schools and Malifa Compound	Malifa Leifiifi Faleata JSS Vaimauga JSS	Upolu Upolu Upolu Upolu
District Junior Secondary Schools	Aana No.2 Palauli Sisifo Palalaua, Siumu Itu Asau Lepa/Lotoaga Amoa	Upolu Savaii Upolu Savaii Upolu Savaii

7.1.2 Component Two - Remedial Assistance (to those already out of Schools)

Vocational Training – stand alone vocational schools	
<i>Focal Point</i>	<i>Probable Area of Assistance</i>
Samoa Polytechnic	<p>Assist with building infrastructure, teachers, tools and equipment.</p> <p>Such assistance would strengthen the Polytechnic further as the top vocational training school in Samoa in terms of relative quality and range of vocational courses offered.</p> <p>There is a need to be mindful of possible restructuring and rationalization of the use of facilities and other resources amongst the Samoa Polytechnic and the National University of Samoa. Also It is understood that the Polytechnic/Government has submitted a project proposal to the government of Japan/JICA for upgrading of the Polytechnic.</p>
<i>Focal Point</i>	<i>Probable Area of Assistance</i>
Other Vocational Schools:	<p>Assist with building infrastructures, teachers, tools and equipment.</p> <p>Such assistance would immediately improve the quality of these schools. These schools play an important role in providing access for those youth that are unable to attend the Samoa Polytechnic (either due to costs, entry criteria or location).</p>
List of selected Vocational Schools	<ul style="list-style-type: none"> • Don Bosco • Leulumoega Fou School of Fine Arts • Punaoa Technical Institute • Samoa School of Music and Culture • Tiapapata Art Centre • Motiational Art, Dance and Drama (MADD) • Beautiful Expressions of Nature School of Fine Arts • Uesilitana College • Vaiola College • Pesega College • Nazarene Church Vocational school (soon to be established)
Other non-government organizations also providing vocational skills training as part of their programmes for assisting youth include the following:	<ul style="list-style-type: none"> • Small Business Enterprise Center (SBEC) • Women In Business • YMCA • Youth for Christ • Girls Guide • Girls Brigade • Faataua le Ola • Boys Scouts • Boys Brigade • Flame Youth Center

7.1.3 Component 3 - A Rural Reach Program

<i>Focal Point</i>	<i>Probable Area of Assistance</i>
Rural Reach Program	<p>A new initiative could be considered in this area with the main objective of taking vocational training to the rural areas (thus improving access). Such a programme would have important poverty reduction elements also to the extent that it utilizes existing systems and infrastructures (such as village school buildings, church youth groups etc) and subsidized programme costs. There is support for a rural reach "mobile" programme.</p>

7.1.4 Component 4 - Strengthening Affiliation of Vocational Schools

<i>Focal Point</i>	<i>Probable Area of Assistance</i>
SATVETI	Strengthen national coordination of vocational training under the affiliation of vocational schools (SATVETI) including support for programmes such as the Certificate for Adult Training (CAT). The rural reach programme could be coordinated under the umbrella of SATVETI.

The suggested framework for possible assistance is premised on the basis of a number of important assumptions which include: Government pressing forward to implement the Education Sector Reforms, National Youth Policy, and to finalize and ratify the National Employment Policy; that the affiliation of vocational schools is further strengthened to improve the coordination of programmes. The government may also need to further clarify its policies on the future development of vocational training. The framework incorporates elements of prevention, remedial, taking the training to the main populated areas, and also rural areas and to also address the "family" related causes of school dropouts;

A key concern for the development of any new initiatives is to ensure long-term sustainability and relevance to specific needs of the unemployed school dropouts and to also take account of the skills needs of local industries. A coordinated approach with the key stakeholders will be crucial.

7.2. Intervention by JICA

The center for the reforms currently undertaken by government in the education sector aims to improve over the medium to longer term the standard of primary education and secondary education through improved curriculum, new building facilities, improved teachers and teaching quality and improved access to education. There are also plans to introduce basic vocational training as part of these reforms within the formal education curriculum. These reforms will be vital for the future development of Samoa's human resources and labor force.

JICA's development assistance programs has been heavily involved in the education sector, notably in the recent development of the NUS campus. Through its volunteer program JICA also provides teachers and technical skills in a number of key technical professions. The JICA micro projects targeting rural community developments also provide for the development of education facilities, tools and equipment. With this experience, JICA is well placed to continue with further assistance to the education sector, in particular to address some of the areas where additional support is still needed.

On the basis of the recommended Framework of Interventions, the following projects are submitted for consideration by JICA as possible candidates for future assistance by the Government of Japan to support Samoa's endeavors to address the problem of high drop out rates from the education system and to reduce youth unemployment.

The candidate projects are split into two groups. Group 1 projects aim to reduce the high drop out rates over the medium to long term. The Group 2 projects aim to address the problems of providing skills to and employment prospects to the youth who have already 'dropped out' from the formal education system.

GROUP 1

Project 1 Further Support to improve quality and relevance of Primary and Secondary Education

The importance of rapidly improving the quality and relevance of Samoa's primary and secondary school system will in the longer term reduce the incidence of high school dropouts. JICA may consider providing assistance in this area targeted at supporting teacher training (including teachers on vocational courses), production and distribution of curriculum materials and teaching aids to all schools, etc.

Objective: (i) To support the efforts of government and other development partners to ensure students complete secondary education and are academically equipped to undertake tertiary education.

Resources Required:

- (i) Tools and equipment (library, computers, books, internet, computer networking etc) to improve learning environment for students and to enhance professional development of teachers.
- (ii) Upgrading capability of the Ministry of Education printing unit to produce curriculum materials.

Project 2 Vocational Training provided within formal education curriculum

Further discussions need to be undertaken with the Education Department (and development partners involved in the Education sector) to determine the specific areas where JICA could assist with the introduction of basic vocational training in secondary schools.

Objective: (i) To support a pilot program in 3 schools (2 Upolu and 1 Savaii)

Resources Required:

- (i) Teaching staff at volunteer level
- (ii) Tools, equipment and supplies

Project 3 Provide rural educational centers / facilities as well as professional support for teachers (libraries, computers etc.) to promote continuing/ adult education.

Objective: (i) To assist improve the quality/training of teachers.

Resources Required:

- (i) "Mobile" Equipment
- (ii) Teachers at volunteer level
- (iii) Tools and equipment including computer networking

GROUP 2

Project 1 Support the association of vocational/technical schools

Objectives: (i) Ensure coordination of courses, and better utilization of scarce resources.
(ii) Provide information on the skills needed by local industries

Resources required:

- (i) Technical support
- (ii) Financing

Project 2 Support of Samoa Polytechnic

The details of the Government proposal already presented to JICA for support for the Samoa Polytechnic focuses mainly on infrastructure, tools and equipment. There will be a need to consult with government on its plans for restructuring/possible merger of the NUS and Samoa Polytechnic facilities. Additional elements, which could be considered, include the following.

- Objectives:
- (i) to improve quality of teaching staff
 - (ii) to improve standard of qualifications
 - (iii) to improve relevance of training / qualifications to market demands
 - (iv) to train trainers for vocational / technical training institutions outside Apia area
 - (v) to become main resource provider and standards bearer for other vocational training institutions in the country.

Assistance required:

- (i) teaching staff, at expert level
- (ii) additional facilities plus provision of equipment / tools etc.
- (iii) certification standards, policy and processes

Project 2 Support of other Vocational / Technical Training Institutions Including those outside greater Apia area

- Objectives:
- (i) to improve quality of teaching
 - (ii) to improve range of employable skills taught
 - (iii) to be a center providing 'skills training' for youth already out of school and for adults seeking some skill

Resources required:

- (i) teaching staff, at volunteer level
- (ii) provision of equipment, tools etc.
- (iii) building facilities

Project 3 Support existing Vocational / Technical Training Institutions to provide 'after hours' training centers for dropouts and adults.

- Objective: (i) Improve access of working population and adult generally

Resources required:

- (i) teaching personnel
- (ii) tools and equipment

Project 4: Mobile training units for rural communities to ensure greater and affordable access by rural youth to training for practical skills.

- Objective: (i) Improve access for the rural population, particularly the youth

Resources required:

- (i) Mobile equipment
- (ii) Teachers
- (iii) Tools and equipment

Project 5 Support of apprenticeship scheme to ensure youth are able to access “on the job training” with both public and private enterprises at reasonable costs.

Objectives (i) Improve multi-skilling and on-the-job training

Resources required

- (i) Teachers
- (ii) Tools and Equipment

Project 6 Support of small-scale income generating activities for youth through a micro project-financing programme similar to existing JICA and EU initiatives. This may include support of NGO's who have already demonstrated success in promoting and sustaining income generating activities in rural areas.

Objectives (i) To generate income-earning activities for the youth

Resources Required

- (i) Grant financing
- (ii) Specialist volunteers in different fields
- (iii) Tools and equipment

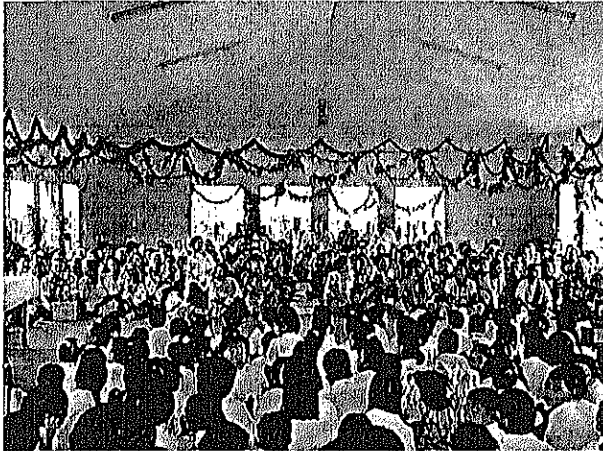
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Appendix 1

Youth Survey - PHOTO ALBUM.

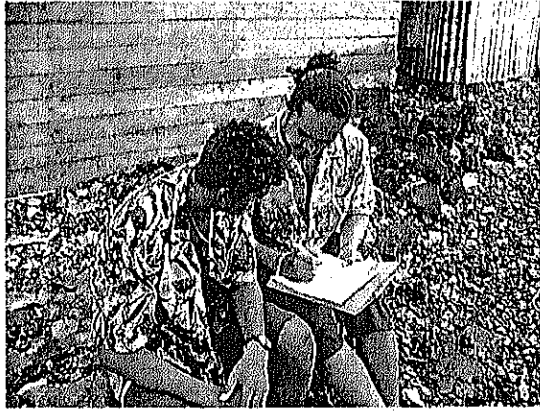
SAVAII ISLAND



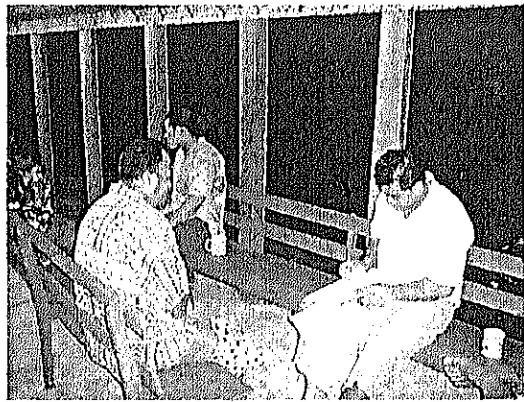
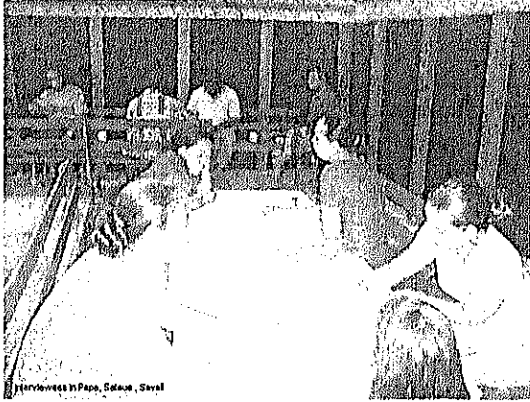
(Left) Students and parents at Asau Primary School Prize-giving, Savaii unfortunately for some of these students this will be the last prize giving they attend as students



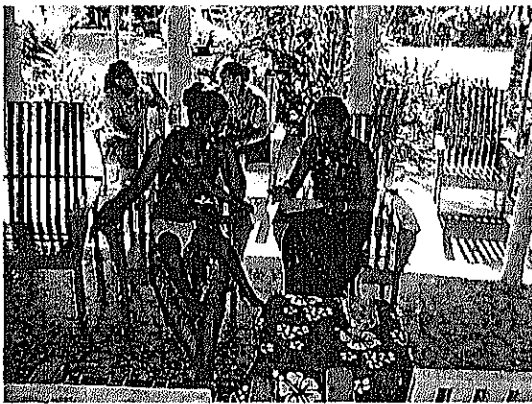
(Above) Survey team interviewing Youth of Asau Villana Savaii



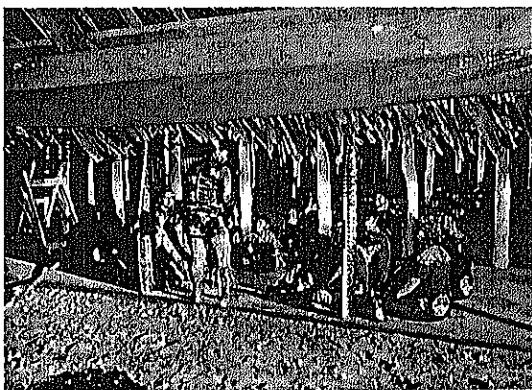
(Above) Some of the fortunate Youth who are employed at a bakery in Sataua village, Savaii shared their views with the Survey team



(Above) Survey team hard at work during a night interview session with Youth in Papa, Satua, Savaii



(Above) Youth at Manase participating in the Youth Survey
(Below) The same Youth above performing for guests at Tanu Beach Fales, Manase of which they are employees



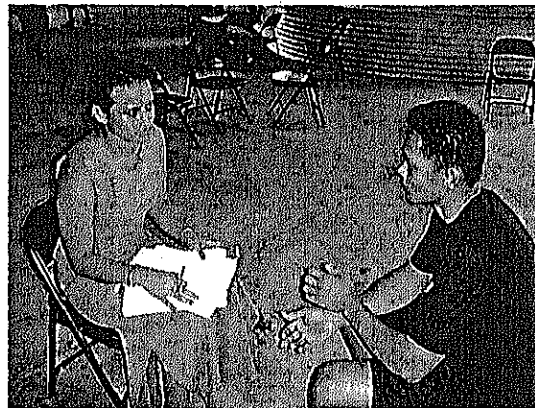
UPOLU ISLAND



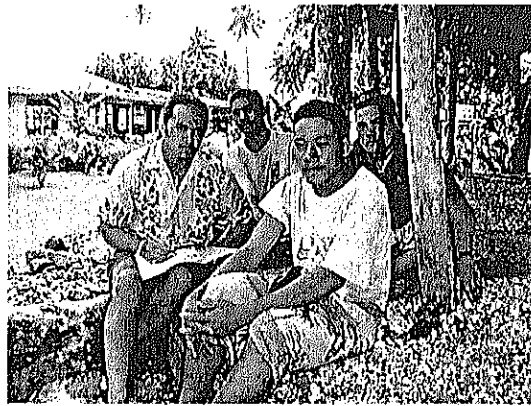
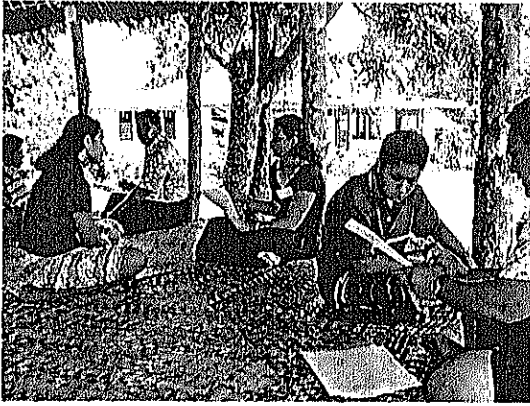
(Above Left) Survey Briefing with Youth at Manono Uta, Upolu
(Above Right) Survey team member interviewing Youth from Manono-Uta. Upolu



(Above) Youth at Leulumoega village contributing to the Youth Survey



(Above) Youth from the Apia Urban Area partaking in the Youth Survey. These photos are taken at The Flame Youth Centre in Saleufi, Apia



(Above) Youth from Amaile village being interviewed for the Youth Survey

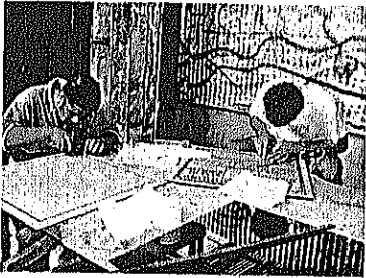


(Left & Below) Youth Survey team reach Lalomanu village, Upolu. Youth dropouts being surveyed by survey team member.



Visits to Vocational Schools/Institutes

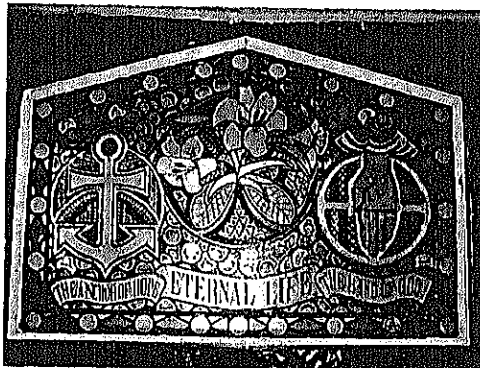
(Below) Youth at work in BEN School of Fine Arts



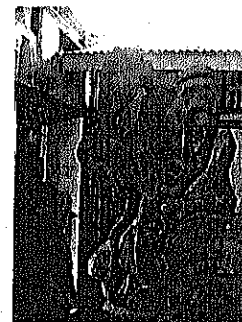
(Above Right) The entrance to Beautiful Expressions of Nature School of Fine Arts (BEN). The school itself is a work in progress, still unfinished and being constructed using many timber and materials donated by students and friends.



(Below & Left) Some of the Finished Artwork & Mosaic pieces by students displaying in the Schools Gallery.



(Right) Many artworks at BEN, like this unfinished portrayal of the Samoan legend of Yaea and Apaula are communal works that all students of the Art School work on at once.



(Above Left) Penuhuro Papali'i, the founder & Director of BEN shares his views on Youth Issues with Survey team member.

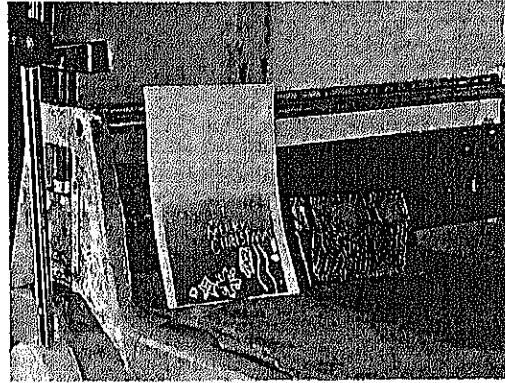


(Left) Survey team member speaking with Momoe Von Reiche, founder and Director of Motivational Art Dance & Drama (MADD) Art Gallery, at the MADD Art Gallery, Leififi, Upolu

(Below Right) Some of the finished pottery artworks at Tiapapata Arts Center, Tiapapata



(Above Left) Youth making wooden Bookmarks (to be sold) at Tiapapata Art Centre's Workshop, Tiapapata



(Above Left) Some of the Pottery wheels used to teach Pottery in Art Programmes conducted by Tiapapata Art Centre.

(Above Right) A Christmas card and a vinyl carving created by children participating in one of Tiapapata Art Centre's Art programmes with schools.

Appendix 2.

Summary of Participants & Areas Covered

Number of Participants Surveyed

Questionnaires	Consultations	Other	Total
204	20	13	237

Summary of Areas Covered under Youth Survey

Upolu – Youth Survey

Village/Area	Interviews/Questionnaires
Central Apia township	Isaia Lameta (Youth For Christ), Brenda Sio (Girl Guides), Emoni Tesese (Tesese Sec Sch), Penehuro Papalii (Art Gallery), Steve Percival (Art Center), Momoe Von Reiche (MADD gallery), June Ryan (Music School), Ofeira Manutai (FLO), Alofa Livingstone (Papauta Girls Sch)
Taufusi, Saleufi, Lalovaea	FLAME Youth Center
Vailoa (Falea)	Youth group set up by village pastor
Leulumoega	Group of villagers organized by village mayor (pulenuu)
Manono Uta	Group of villagers organized by village mayor
Poutasi	Random youth/people in hospital
Siumu	Group set up by village mayor
Lalomanu	Random people in hospital
Amaille	Group set up by village mayor
	Savali - Youth Survey
Village/Area	Interviews/Questionnaires
Salelologa Township	Random people/youth in the marketplace
Tuasivi	Random people/youth in the hospital
Palauli	Group from Women's Committee, Faaala
Safotu	Group of villagers set up by village mayor
Sataua	Random people/youth outside a general store
Papa	Youth group set up by village pastor
Asau	Random group at local secondary school prize giving ceremony
Vaisala	Random staff at hotel (Vaisala Hotel) and village youth
Manase	Group of villagers organized by village mayor

Appendix 3a. The Survey Questionnaire

1. SURVEY QUESTIONNAIRE

All answers are *confidential*. Please DO NOT put your name on the form.

I. Biographical Data

1. *How old are you?*

- i. Under 10years
- ii. 10-15years
- iii. 16-29years
- iv. 30+ years

2. *What village are you from?* _____

3. *What is your marital status?*

- i. Single
- ii. Married
- iii. Separated
- iv. Divorced
- v. Widowed

4. *Sex:*

- i. Male
- ii. Female

II. Formal Education

5. *What level in formal education did you reach?*

- i. Primary
- ii. Secondary
- iii. Tertiary
- iv. Technical/Vocational

6. *At what level (or class) did you leave school?* _____

7. *Why did you leave school? (Give 2 reasons)* _____

8. *Would you continue your education if the opportunity arose?*

- i. Yes
- ii. No

III. Formal Employment

9. How do you spend your time each day?

- i. Maintain family home
- ii. Work in plantation
- iii. Look after younger children at home
- iv. Other _____

10. Are you receiving wages or salaries for the work you do?

- i. Yes
- ii. No

11. If no, have you been looking for paid work?

- i. Yes
- ii. No

12. Would you prefer/consider work in the government or private sector?

- i. Government
- ii. Private Sector

13. Give reasons for your choice.

14. If you have been looking for paid work, but did not find it, give 2 reasons why.

15. Are you expected by your family to find a job?

- i. Yes
- ii. No

IV. Non Formal Education

16. Have you sought additional training in the past?

- i. Yes
- ii. No

17. Are you aware of the following schools offering vocational courses/training?

- i. Yes
- ii. No

18. Which of these would you attend and why? (Use extra paper for answers)

- i. The Samoa Polytechnic _____
- ii. Don Bosco _____
- iii. Leulumoega Fou School of Fine Arts _____
- iv. Punaoa Technical Institute _____
- v. Samoa School of Music and Culture _____

- vi. Tiapapata Art Centre_____
- vii. Motivational Art, Dance and Drama (MADD)_____
- viii. Beautiful Expressions of Nature School of Fine Arts_____
- ix. Uesiliana College_____
- x. Vaiola College_____
- xi. Pesega College_____

19. Are you aware of the following organizations who also provide assistance to youth?

- i. Yes
- ii. No

20. Which ones would you attend or seek help from and why?

- i. Small Business Enterprise Center_____
- ii. Women In Business_____
- iii. YMCA_____
- iv. Youth for Christ_____
- v. Girl Guides_____
- vi. Faataua le Ola_____
- vii. Boy Scouts_____
- viii. Boys Brigade_____
- ix. Flame Youth Center_____

21. If vocational training were available in your village/district, would you consider attending?

- i. Yes
- ii. No

21. What kind of training do you want?

- i. Fixing engines (specify)_____
- ii. Home construction_____
- iii. Hotel management_____
- iv. Building furniture_____
- v. Other_____

22. What do you intend to do after you get the training?

V. Youth Policy

23. Are you aware of the newly developed youth policy of government?

- i. Yes
- ii. No

24. List any youth groups or programmes that you participate in.

25. *What services do they offer you?*

26. *What other services would you like to have access to in youth groups?*

27. *Have you attended the "Annual Youth Week" celebration organized by the Government?*

- i. Yes
- ii. No

28. *Has it been of any use to you?*

- i. Yes
- ii. No

29. *If so can you describe?*

VI. Awareness of Initiatives for Youth

30. *Are you aware of any of government programmes aimed specifically at helping school leavers gain life skills to improve their participation in society? (Give examples)*

- i. Yes
 - ii. No
-

31. *Are you aware of any of the donors' programmes aimed specifically at assisting school leavers improve their participation in society?*

- i. Yes
- ii. No

VII. JICA Involvement in Youth Activities

32. *JICA is looking into options for providing assistance to vocational schools or providing assistance for schools to also provide vocational courses. Would you support such a programme to be provided by JICA?*

- i. Yes
- ii. No

33. *What would you like to see JICA contribute? (Such as teachers, facilities, equipment etc)*

34. *How could such a programme be sustained in the longer term?*

35. *Do you think the village can contribute anything towards such a programme?*

- i. Yes
- ii. No

36. *If vocational training were available in your district within the next twelve months, would you consider enrolling?*

- i. Yes
- ii. No

VIII. Expectations of the Medical Services Provided

37. *Where do you go for medical assistance?*

- i. Hospital
- ii. Private doctor
- iii. Taulasea
- iv. Health Center or Sub Center
- v. Other _____

38. *Are there adequate medical services in your village?*

- i. Yes
- ii. No

39. *If not, why is that?*

40. *Do you have any problems getting appropriate medical service when needed?*

- i. Yes
- ii. No

41. *When is that?*

- i. Normal work hours
- ii. After hours

42. *What main difficulties do you have in accessing medical assistance?*

- i. No transport
- ii. No money
- iii. No doctor on duty
- iv. No medicine
- v. No nurse available
- vi. Other _____

43. *What suggestions do you have for improving the medical services available to you?*

- i. Provide transport (eg an ambulance)
- ii. More doctors and nurses
- iii. More medicine supplied to the hospital
- iv. Free medical consultation & medication
- v. Other _____

44. *What other areas do you feel should be improved to provide a better medical service for your district? (eg buildings, equipment)*

IX. Use of Private Hospital and Practitioners

45. *Have you or members of your families ever used MedCen hospital or private doctor?*

- i. Yes
- ii. No

46. *If yes, did you use MedCen for outpatient/consultation or inpatient?*

- i. Yes
- ii. No

47. *If no, list 3 reasons why you do not use MedCen.*

48. *List 3 reasons why you would not use a private doctor (if different from above).*

X. Adequacy of Current Facilities

49. *How would you rate the services provided through your health center/district hospital?*

- i. Excellent
- ii. Good
- iii. Satisfactory
- iv. Fair
- v. Very poor

50. *Is your village covered under mobile clinic services?*

- i. Yes
- ii. No

51. *Is your village covered under ambulance services?*

- i. Yes
- ii. No

52. *What do you think would improve access to medical services (including emergency service) if your village is not covered by the above?*

XI. JICA Involvement in Health Services

53. *JICA is looking into options for providing assistance to health services for Samoa. What would you like to see JICA contribute? (Such as equipment, facilities, training etc)*
-
54. *If health centers, sub centers and hospitals were fully equipped how could they be sustained in the longer term?*
-
55. *Do you think the village can contribute anything towards the centers, sub centers, hospitals?*
- i. Yes
 - ii. No
56. *What do you think JICA should assist with to contribute to overall health services for your village?*
-

Faafetai Lava
Thank You

Appendix 3b. List of Questions for consultations

CONSULTATIONS QUESTIONNAIRE

The following is the questionnaire used for direct consultations with selected vocational schools. The schools interviewed included: Tesese Secretariat School, June Ryan Music School, Don Bosco Technical Institute, Papauta Girls School, Leulumoega Fou School of Fine Arts

Avoka Girls School, Faataua le Ola, Tiapapata Arts Center, Beautiful Expressions of Nature (Penhuro Papalii), Motivational Arts, Dance and Drama (MADD), YMCA and YFC.

1. Please list all the programmes/courses offered by your school.

.....

2. What kind of background do your students come from? (For instance, are most of the students still attending or no longer attending formal schools; are most from urban or rural area).

.....

3. Are there specific entry criteria that need to be met by students prior to enrolling with your school?

.....

4. Can you please provide total enrollment and total of students that have completed their training over the last three years?

	2000	2001	2002
Total Enrollment			
Total of Students who completed their course			

5. What are your annual tuition fees?

Year 1.....

Year 2.....

6. What do you think are the main reasons causing school dropouts? (Either from your school or from formal schools generally.)

.....

7. Is there any form of coordination or working relationship between your school and other vocational schools, for instance the Polytechnic? If, Yes, please describe briefly.

.....

8. What specific priority areas in your school you wish or plan to develop further? (For instance, course materials, tools and equipment, teachers etc)

.....

9. What other types of vocational training do you think should be developed in your school or in other vocational schools?

.....

10. JICA is looking at options to provide assistance targeting youth, particularly the school dropouts, through vocational training. What are your views on how and in which key areas that should be considered by JICA in developing any additional assistance?

.....

11. Would you support more rural based vocational training? Please give some reasons.

.....

12. If your school were able, how would it support a rural based vocational programme and what do you consider to be the key challenges?

Appendix 4. Youth Policies National Youth Policy 2001-2010

Policy		Policy Outcome Sought
1.	Official Youth Age 12-29 years of age	The official youth age for Samoa will be between 12-19 years.
2.	Strengthening the Aiga and Faamatai in addressing Youth Issues	A strengthened relationship between the aiga, faa-samoa and young people in addressing the concerns of youth.
3.	Equal Access (equity)	All youth to have an improved quality of life.
4.	Youth Participation	Full and active participation of youth at all levels of society.
5.	Youth and Gender	Equal opportunities and treatment for all youth regardless of their gender.
6.	Youth with Special Needs	Youth with special needs are supported and provided with adequate training opportunities, services and infrastructure.
7.	Youth Counseling	An established comprehensive national counseling service that caters for all and especially vulnerable youth.
8.	Suicide Prevention	A reduction in the number of youth suicide each year.
9.	Community responsibility for Youth	All youth in Samoa are cared for in the provision of their basic and developmental needs, which lead to security and self-reliance.
10.	Strengthening Stakeholder Partnership	Promote networking and foster co-operation and understanding across all sectors of society for the protection and development of youth.
11.	Health Information and Access	A healthy youth population in body mind and spirit.
12.	Health Prevention and Cure	Reduce incidence of communicable and other diseases through healthier living conditions and lifestyles.
13.	Education and Training To Maximize Learning Potential,	Lifelong learning that is relevant, productive challenging and useful.
14.	Education and Training To Provide Viable Alternative To Gain Employable and Livelihood Skills	Youth provided with both mainstream and alternative training and skill building opportunities that enables them to be employed, self-sufficient and maintain a satisfactory quality of life.
15.	Youth Income Generation and Employment Policy	Increased productivity, self-sufficiency and financially stable.
16.	Youth and Sustainable Agriculture Policy	Increase productivity in agriculture, forestry and fisheries.
17.	Youth and Justice To Prevent Youth Involvement In Criminal Behavior	Lower numbers of youth involved in violent and criminal activities.
18.	Youth and Justice To Establish a Separate Judicial and Rehabilitation Process for Juveniles and Young Offenders	Appropriate treatment of youth offenders in relation to (i) a separate process that recognizes the rights and needs of youth (ii) programs for rehabilitation into society (iii) separate detention center.
19.	Youth and the Environment	More responsible and knowledgeable youth population engaged in the conservation and long-term sustainability of Samoa's environment.
20.	Youth and Healthy Recreational Activities	Greater participation in healthy recreation and creative activities and the development of natural abilities and talents.
21.	Research and Data Collection	Quality youth statistics available on a timely basis.

In view of the outcomes sought and objectives of this study, the relevant youth policy statements are outlined below.

Policy Statement No. 13 EDUCATION AND TRAINING	
Policy Purpose:	To maximize learning potential and talents of youth
Policy Outcome Sought	Lifelong learning that is relevant, productive, challenging and useful
Objective 1:	To review and upgrade the quality of teaching
Objective 2:	To improve the quality of learning environment for all youth
Objective 3:	To ensure that all youth are safe from harm, abuse and harassment of any kind in their learning environment

Policy Statement No. 14 EDUCATION AND TRAINING	
Policy Purpose:	To provide viable alternatives for all students to gain employable and livelihood skills.
Policy Outcome Sought	Youth are provided with both mainstream and alternative training and skill building opportunities which enables them to be employed, self sufficient, and maintain a satisfactory quality of life.
Objective 1:	To develop strategies to reduce the rate of school dropouts
Objective 2:	To increase youth employment opportunities through career counseling, mentoring, professional and vocational career placements and on the job training
Objective 3:	To ensure that all youth have equal opportunity to be literate in both English and Samoan and have access to knowledge and information critical to their lives.

Policy Statement No. 15 YOUTH INCOME GENERATION AND EMPLOYMENT POLICY	
Policy Purpose:	To support and promote sustainable income generating activities of youth
Policy Outcome Sought	Increased productivity, self-sufficiency and a financially stable youth
Objective 1:	To encourage viable sustainable economic options for youth in particular school leavers, vulnerable and unemployable youth
Objective 2:	To provide youth with formal and informal training in a range of skills required for employment opportunities
Objective 3:	To provide financial and other support for relevant and sustainable youth initiatives
Objective 4:	To develop and promote programmes which attract and retain youth to live and work in the rural areas
Objective 5:	To explore and encourage other potential venues for income generations for youth

Appendix 5. Inventory of Vocational Schools Consulted

Samoa Polytechnic

The range of courses offered at the Polytechnic include: Automotive; Electrical Engineering; Fitting and Machinery; Mechanic; Plumbing and Sheet metal; Carpentry and Joinery; Radio and Electronics; Refrigerating and Air Conditioning; Welding and Fabrication; Horticulture; Tourism and Hospitality (cooking); Secretariat; Business; Computing; Journalism; Mathematics and Technical Drawing. Other observations include:

- Most of the students comprise of those unable to continue with formal education, especially from secondary and college level.
- A JICA volunteer is currently working at the Polytechnic.
- The Chief executive of the Polytechnic is chairperson of the national affiliation of vocational schools (SATVETI). This affiliation is the central point for national coordination for vocational schools. JICA provided funding towards initiatives undertaken by the affiliation which provided teacher training (Certificate Adult Teaching (CAT)) for teachers of other vocational schools at the Polytechnic.
- The Polytechnic CEO is also chairperson of the international affiliation of vocational schools (UNIVOC), a programme assisted by the UN (under UNESCO).

Resources, Enrollment	Main Weakness/Key Areas In Need of Strengthening	Comments on likely parameters for additional intervention
<p>Professional Staff consist of (mainly) local personnel.</p> <p>Tools and equipment are considered adequate relative to other vocational schools.</p> <p>Funding is provided by Government and allocated under vote for the Department of Education. The Polytechnic has benefited from a number of donors funding.</p> <p>Annual student fees are around 600-750 for Year 1 to 670-800 for Year 2.</p>	<p>Increasing focus towards more academic/formal education in the sense that there are set entry criteria's and that the courses on offer also requires students to achieve minimum set qualifications to progress towards achievement of study awards.</p> <p>Entry criteria are a barrier for entry for some school dropouts.</p> <p>Some buildings and facilities are in need of upgrading and further expansion.</p> <p>Access is a problem with the school situated in Apia urban and amongst other learning institutions including the NUS and Samoa College.</p> <p>The tuition fees, which are relatively high compared to all other vocational schools, is considered an important barrier.</p> <p>The administrators concur with the view that parents and students ability to pay tuition fees remains a key deterrent to participation.</p>	<p>Supports any additional intervention towards existing vocational schools, including the Samoa Polytechnic.</p> <p>The polytechnic has already put forward a proposal to JICA for funding of a new school complex.</p> <p>Particularly supportive of additional assistance to provide non-formal education targeting the school dropouts, especially those who may also be unable to qualify under current entry criteria's for some of the Samoa Polytechnic courses.</p> <p>Supportive of additional initiatives that promotes further coordination of programmes and activities amongst the vocation schools, for instance in curriculum development, selection of tools and equipment, developing better links with local industries so that skills specific industry demand can be better understood, developing other vocational schools to cater for students who have difficulty accessing the Polytechnic or difficulty in meeting the student fees of the Polytechnic.</p> <p>The Polytechnic would support assistance in the following areas:</p> <ul style="list-style-type: none"> • Teachers, • Tools and equipment, • Understanding the skills needed by local industries and dynamic of business skills needs, • Coordination of efforts amongst existing vocational schools and building on the established affiliation of vocational schools (SATVETI), • Means for improving access to vocational training, especially for those youth in the villages and rural areas, • Teaching trainers for other vocational schools, • Promoting vocational training at lower/basic levels which would allow a greater participation of dropouts and utilizing the Samoan language, <p>Mobile vocational programme, which could bring vocational training to villages and rural youth and introduces subsidized vocational training</p>

4.2. Laumua o le Punaoa Technical and Creative Center (Methodist Church)

Established in 1997, Laumua o Punaoa vocational school is situated at Faleula, fully funded by the Methodist Church. The approach is similar to that of the Don Bosco and Leulumoega Fou School of Fine Arts. The vocational course offered include Carpentry, Plumbing, Home Economics, Tech Drawing, Communications, Christian Faith, Auto Mechanic, Sewing, Math, Electronics, Engineering. Other observations include:

- Entry not restricted to youths of the Methodist Church. Current enrollment comprise of youth from a wide range of denominations. Only 1 student was attended secondary school at the Methodist secondary school (Wesley College).
- The school plans to include two additional courses every two year.
- There is little (effective) coordination of programmes amongst churches vocational school and its secondary school, Wesley College.
- There is some coordination with the Polytechnic in the areas of teacher training and to a limited extent in the development of course content and grading and in the selection of appropriate tools.

Resources, Enrollment	Main Weakness/Key Areas In Need of Strengthening	Comments on likely parameters for additional intervention
<p>A Minister of the Church heads the school with teachers recruited from both Ministers (with relevant talent/skills) as well as from the private sector.</p> <p>The 2002 enrollment total is at around 116 compares to around 30 when the school started in 1997. About 70% of first year enrollments progress to the second and final year. Up to 80% of the graduates have been reported to find job on completion of training.</p>	<p>The recently build school complex is in a reasonable state, although some class rooms are small and there are only a handful of equipment available. Some of the tools are equipment have been donated by various local companies and aid organizations. The school location (Upolu West) is readily accessible to Upolu West, Savali, Manono Island and Apollima Island.</p>	<p>Assistance is needed in the following areas:</p> <ul style="list-style-type: none"> • Teachers, particularly in Contemporary and Industrial Art, • Construction especially in basic carpentry, painting, landscaping, tile laying etc • Home Economics • Tools and Equipment • Mobile Equipment • Adequate building facilities that are more suitable for the purpose of a vocational school.
<p>Students are mainly of dropouts aged between 17 and 30 and attend the vocational school full time. Basic mathematics and English are taught. These courses are necessary as foundation for learning but also to better prepare students for employment.</p> <p>It has been noted that although the vocational schools developed/run by the churches do not have any restrictions for entry in respect of religious denominations, there exist a significant degree of loyalty towards denominations, which tends to affect the choice of school amongst the students. This observation is also true for formal education.</p> <p>Another observation implies that there remains the general expectation amongst both parents and students heavily towards formal education as the more important/accepted form of training. Much less significance is being attached to non-formal vocational training as an alternative through which other life enhancing skills could be learned. Effective vocational programmes with demonstrative results would greatly influence such perceptions.</p>	<p>Main weakness is the lack financial resources as reflected in the few tools and equipment available and the difficulty in finding qualified and experienced teachers. Teachers with work experience are preferred over those without work experience, however, working conditions, particularly low salaries and wages is also an important constraint to finding qualified teachers.</p> <p>Poor management structure, particularly the lack of autonomy with respect to the planning, management and administration of the school.</p>	<p>The school principal pointed out that the key reason for the low level of participation and enrollment is the inability of parents and students to pay the school fees. This is an important challenge that needs to be reviewed thoroughly when structuring external assistance for vocational schools generally.</p>

4.3. Pesega College (CCWS) and LDS Vaiola College

The vocational training component of the Pesega College takes place in the classrooms during formal school hours and is available as an option to all students.

- Vocational courses are taught concurrently during school hours. Students unable to progress to year 11 and 12 can opt to take up vocational courses full-time thus enabling them to remain in school. The dropout rate has been reported to be less than 1 percent.
- Students of Year 10-13 who take up vocational training full-time also partake in apprenticeship schemes as part of their training. Virtually all of the vocational students are employment ready by the end of their training and proceed direct to formal jobs or take up further training at the Polytechnic.
- There is coordination with the Polytechnic in respect of course content, grading and teacher training.
- The LDS has further developed a Technical Institute at Vaivase to provide vocational training for church youth who have completed missionary work and those unemployed generally.
- The combination of the Pesega College vocational course and the LDS Technical Institute provides the best example of very successful and effective initiative undertaken by a non-government entity that provides direct assistance to the challenge of youth dropouts.
- Vaiola College vocational programme is the same programme as that in the main CCWS School.

Resources, Enrollment	Main Weakness/Key Areas in Need of Strengthening	Comments on likely parameters for additional Intervention
<p>The resources (teachers, tools and equipment) are fully funded by the LDS Church.</p> <p>The LDS have access to expatriate teachers through the Church network worldwide through which some of the teachers can be recruited.</p> <p>Pesega Vocational Training center is the best presented in terms of state and quality of tools and equipment and buildings.</p> <p>The teachers at Pesega vocation school enjoy relatively higher salaries and wages compared to all other vocational schools in Samoa.</p> <p>Student's fees are heavily subsidized, particularly for LDS members. As well as a scholarship programme based on grade achievement provides a qualified student free education.</p>	<p>Most of the graduates from the vocation training are reported to either secure employment immediately upon leaving school or have a greater chance for obtaining employment once leave school.</p> <p>LDS provides a the best performing programme which addresses:</p> <ul style="list-style-type: none"> • Access and equity, (through tuition subsidies and combining formal and non-formal education, • Efficiency (through quality facilities, teachers, and programmes, • Effectiveness (in terms of the outcomes, with the dropout reported at less than 1 percent, and students able to find employment upon leaving school. 	<p>Pesega College is the first college that offered vocational training within the formal classroom. Some of the current teachers have been trained through the vocational programme.</p> <p>There is strong support for additional assistance for youth in this area. Much can be learned from LDS approach. Additional assistance would be welcomed to expand vocational training to the rural areas.</p> <p>CCWS supports the initiatives to be introduced as part of the formal education reforms, where the basics for vocational training will be introduced at the secondary satellite schools.</p>

4.4. Small Business Enterprises Center and Women In Business

Organizations	Mandate/Courses offered/Funding	Resources, Enrollment	Main Weakness/Key Areas in Need of Strengthening	Comments on likely parameters for additional Intervention
Small Business Enterprise Center	Provides assistance to small and medium business in the areas such as:	Co-funded by Government and donors including NZAID, AusAID, and	Deals at the grassroots, i.e. very small business ventures.	Business assistance linked to user pay principal to improve

	<ul style="list-style-type: none"> • Business plans, • Financial plans, • Marketing plans, • Accounting, • Customer Services <p>Administer grant and loan scheme for new business venture and joint venture.</p>	<p>ADB.</p> <p>Professional staff fully localized.</p>	<p>Level of assistance offered insufficient for medium scale enterprises.</p>	<p>ownership and effectiveness of programmes.</p>
Women In Business	<p>Provides assistance to women in business start-up, marketing research, etc NGO funded by grants and members contribution.</p>	<p>Local management with some professional staff provided through grant organizations such as Peace Corps, AusAID and NZODA.</p>	<p>Programmes are targeted for women in general without any specific mandate for school dropouts, particularly in the area of vocational training. However, WIB also promotes the development of grass root, including agricultural and organic based business ventures, which enables participation of rural women in business.</p>	

4.5 Youth Programmes Director LMS Church

- Provides religion-based programmes throughout the year, and has recently introduced social issues in its programmes (such as awareness programmes for health and education issues relevant to youth)
- Programmes includes regular youth camps during which subjects of religion are discussed and taught, participation in sports, cultural performances, awareness programmes on important health issues such AIDS prevention, contraception, youth suicide etc.

Resources, Enrollment	Main Weakness/Key Areas In Need of Strengthening	Comments on likely parameters for additional intervention
<p>Fully funded and coordinated by the LMS Church. Has sought and received support from donors such as NZODA and AusAID. It was noted that the introduction of other social issues into programmes had strengthened the support from donors.</p> <p>Additional technical personnel in specific non-religion issues (such as formal education and health) are brought in from the relevant sectors (organizations).</p>	<p>Main focus on religion with vocational training offered through the LMS College, Leulumoega School of Fine Arts.</p> <p>The youth camps which often brings together large number of youth from all around Samoa provides a very good forum for discussion and dissemination of youth issues.</p>	<p>Strong support for additional assistance in the area of vocational training targeting youth (school dropouts inclusive).</p> <p>Supports any additional intervention to utilize existing structures, vocational schools and to provide assistance in the form of additional teachers and equipment.</p> <p>Supports interventions that also utilize its existing programmes with a view to expanding the scope of current programmes but to also improve their effectiveness.</p> <p>Would provide support through the Ministry network and utilizing church youth groups with information dissemination, enrollment, facilities, materials etc.</p>

4.6 Flame Youth Center

- A Christian Youth Center providing young people a safer, alternative, venue to nightclubs, without alcohol, cigarettes, drugs.
- Encourage responsibility of youths for youth issues.
- Provides professional counseling.
- Provides traditional and contemporary culture programmes.

Resources, Enrollment	Main Weakness/Key Areas In Need of Strengthening	Comments on likely parameters for additional intervention
Youth Center (lease) building, sporting facilities, disco venue, library and Christian counseling.	Does not provide vocational training. Focus on fellowship through sports and a social environment with Christian underpinning.	Looking for additional funding support to develop gymnasium with qualified instructors, music system, sporting tools, study areas and internet/email access.

4.7 Motivational Arts Dance and Drama (MADD)

The MADD educational center targets youth with the objective of encouraging youth to enjoy learning and developing creativity. Courses include writing and publishing books for children, training for artists and book illustrators, English as a second language. Students include children and youth with poor English skills (reading and writing), generally from the urban area. Few rural based students do attend from time to time. There are no defined entry criteria. MADD targets wide range of students particular from poor families and with reading/writing difficulties. Total enrollment was reported at around 8 scholarships sponsorship per annum.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
Scholarships (full funding of fees and materials) are available to students, often provided by MADD network and support people. \$5-20 per session. Not enforceable. Can be paid in kind.	Family reasons; lack of encouragement and value placed on education. Poor quality of teaching. Poor quality of the education system.	Maintains some working relationship with the Education Department in curriculum development, provision of books and materials.	Funding for materials, books and for publishing.	Books (published) After school learning targeting adults to encourage learning even at older age. Arts and Crafts. Drawings. Painting. Clay Work.	Strong support for rural based training. Recognizes that there are not much training resources available in the rural areas currently.	Mobile clinic. Funding for purchasing, publishing and distribution of books to the rural areas.

4.8 Tesese Secretarial School

The Tesese Secretarial School offers a variety of subjects specializing in Secretarial and Administrative skills. The students can obtain *Certificate Level* (2 yrs, English, Reception & Office Skills, *Diploma Level* (3 yrs Senior Level, Administration & Secretarial Field). Computer Training is also offered. About 70% of students are school leavers and dropouts; 20% of students still also attend formal schooling; 10% from the workforce doing refresher courses and about 50% are from rural areas. There is no formal entry criteria, although students should at least attend/achieve high school level. Total enrollment was approximately 450 each year with about 25 graduating each year.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
Average Full time student.	For 90% of students	Some, Informal.	School Building	Not all students can excel	Strong Demand for	Open a branch of

Certificate Level - Yr.1 ST\$550 Yr.2 ST\$660 Diploma Level Yr1 ST\$1100 Yr2 ST\$1500 Yr3 ST\$2000	Families cannot afford fees Others, drop out when they find work	<i>Polytechnic:</i> Take credits from Tesese into account when students enrollment Share Teaching staff with St. Mary's Secretarial	deteriorated, too small Equipment, Desks, Photo Copying Machine, Computers, Staff	academically, Too few jobs to cater for Youth, Provide Resources and People to teach more Practical skills that students can use to live off. Eg Gardening, Home Economics	Vocational Training in Rural Area 50% of Enrolment.	Tesese Secretarial in Savaii. <i>Challenges</i> Funding Staff Training
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4.9 June Ryan School of Music

The school provides training for music teachers, piano lessons (Junior Program, Pre-School Level), teaching music theory, music composition, (Beginner - Diploma Level), Choir/Voice Training. Most students come from urban areas with some from rural areas also. Most are school dropouts. There are no specific entry criteria. There were 150 students in 2002 compared to more than 400 in 2000. The decreased number of students enrolled due to family obligations. Most students that enroll do graduate. About 10 counselors are currently in training.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA interventions	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training
\$600 pa	Formal Schools are focused primarily on Academic Progress. For students that aren't strong academically there are not many other options.	Not any Vocational Schools. Only Seventh Day Adventist High School, enroll some students in June Ryan School of Music	Need for More Qualified Teachers. Computer Lab need for extra sensory Training (Sharpens Music and Language Skills)	Developing Music Skills using Computers, improves students Computer literacy Practice Room facility & Training equipment Training for Music Teachers	Long Term Goal of JR School of Music - to reach out to youth in Rural Areas	Research to Discover Learning Styles of Youth/Kids in Rural Areas Funding for Mobile Music Programs
Free of Charge. Faataua le Ola is a Non-Profit Organization	Not Enough Vocational Schools. Lack of Awareness in youth about existing Vocational /Tertiary Institutions Fees too expensive Boredom in students at school.	None at present. Plan to Coordinate with All Vocational Schools	Mission: Suicide Awareness/ Prevention	Fund for Staff (currently all volunteers)	Definite Support for Eventual Expansion of services to Rural Area	Provide Youth line that any Youth from anywhere in the country can call. Counseling Services to made available in Rural areas Constraint is Funding

4.10 Beautiful Expressions of Nature School of Fine Arts

Offer Certificate/Diploma in Visual Arts, Painting, Sculpting, Drawing, Mosaic making (Stained Glass Windows), Designing Creation of Signs/ Memorial headstones, Carpentry & Architecture.

Student Background: Students from all walks of life. Many are Dropouts and from rural areas Entry Criteria: No Prerequisite Academic Criteria. There were 30 students enrolled each year over the last 3 years. An average of 11 students graduate each year.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
Certificate Yr 1 – ST\$160 Yr 2 – ST\$260 Yr 3 – ST\$360 Diploma (1 st 3 yrs same as Certificate) Yr 4 – ST\$460 Yr 5 – ST\$560	Education System Not every student believes that the formal education system suits them Immediate, Impatient nature of Samoan students. There are enough opportunities but changing the mindset is needed	Some affiliation with Samoa Polytechnic	3 Long Term Objectives in terms of Development of BEN: Provide a - School (teach Theory) - Workshop (teach Practical) - Museum (exhibit students work) Development is geared to achieving these goals	Develop wide range of talents Samoan students possess, not just academic. Eg in Arts, Sports etc. Provide youth with the opportunity	Strongly Support expansion to Rural Areas. Long term Goal of BEN, once 3 Objectives are met in Urban Area, branch out to Rural Areas	Set up Branch of BEN in Rural Areas. Assistance in Achieving BEN's Goal of opening a branch in Rural Area

4.11 Youth For Christ (YFC)

YFC provides Bible Studies, School/ Hospital/ Prison Visits, Youth Counseling Programme & some Job Placements, Outreach Mission Trips (overseas), Sports Ministry, Marriage Enrichment Sessions, Radio Ministry.

Student Background: Services cater for Youth mainly. Mixture of youth backgrounds from Urban & Rural areas, working & unemployed. No specific entry criteria's. About 10 Full time staff and many volunteers. Regularly visit many young people in schools/ Hospitals/ Prison/ General public

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
No Charges. Willingness to Fundraise Donations	Not all programmes/ Schools cater for children's needs lack of Parental Guidance & Encouragement	Does a lot of work with Secondary schools and some Vocational Schools in Outreach Programmes. Eg Polytechnic	Counseling Sports Programmes Wants to do more work with Vocational schools in encouragement of youth to return to school Development of their Radio Ministry	Funding to help Improve access to Vocational Schools & improve the standards of existing schools	Recognizes need to make Vocational Training more accessible to Youth in Rural areas	Awareness Programmes to emphasize the importance of education. Break the misconceptions that education is not important.

4.12 *Tiapapata Arts Center*

The Tiapapata Arts Center offers course in Traditional Arts & Crafts (clay work, drawing, painting, recycling graphic design & layout, digital imaging/ multimedia, programmes with schools). Most of the students come from the urban Apia area. Some of the students are dropouts. There is no formal criteria for entrance, anyone who has the "passion and interest" in Arts & Craft can attend. About 120 students attended in 2002; most complete their courses though not all.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA Interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
ST\$10-20 per session Variance of sessions depends, can be weekly or fortnightly. Most courses are short term courses	Education System. Many youth are being pulled out of school because they aren't performing academically / forced to stay home	Not with other Vocational schools, Some work done with primary schools, Department of Education	Potential to develop and encourage youngsters to take up Proper Recycling of Paper	Promote training outside of the Formal System. I.e. Encourage dropouts to return to Vocational schools	Supports Rural bases Vocational Training	Recognizes Rural areas are populous No jobs/ training available to them Provide them with opportunities offered in Urban areas

4.13 *Papauta Girls College*

The vocational courses offered include office secretarial, office practice, business study, computing, shorthand, English and Samoan; fine arts (painting, carving, mosaic work); home economics (sewing, cooking, weaving, crocheting, gardening, flower arranging, macramé). Almost all students come from the rural areas. Entry criteria require that students pass Yr 11 certificate, however, the criteria is flexible, "we take into account all cases. In the worst we can take students in to repeat Yr 10". About 6 - 7 graduates each year over the last 3 yrs.

Annual Tuition Fees	Causes for Student Dropouts	Networking amongst other Vocational Schools	Areas Needing Development Assistance	Recommendations for JICA Interventions.	Rural based Vocational Training	Assistance that could be rendered for Rural Based Vocational Training.
ST\$80 & ST\$20 Registration	Financial Difficulties & Social Changes Samoan Youth need Counseling and Guidance to familiarize themselves with the changes now faced by many and the reality that one has to work hard to earn a living	Negotiations with Samoa Polytechnic, about accreditation of Papauta's Secretarial Program Certificate of completion into Polytechnics Courses	Course materials, Equipment, Computers Home Economics is a top priority in this school. Students can use these skills not only to find themselves a job but also to help their families and villages The growing importance of Business Development in today's world shows a demand to develop this area	Promote Rural Development, Offer Courses, fund Workshops to Rural Youth. Develop in them the confidence to overcome the embarrassment in order to develop	Yes, in strong support of Rural Development. Many talents are wasted due to the lack of opportunity in Rural areas to develop those talents.	Equip existing Vocational Schools well that they may flourish and extend their services out to the Rural Areas

Appendix 6
SCHOOL DATA 2001

1. School enrolments by district: Source: Education Department

Region District Name	Total enrolments, All Schools, 1994-2001												
	1994	1995	1996	1997	1998	1999	2000	2001	% incr 1994-2001	Prim	Sec	Govt	Non Govt
Apia Urban	18437	19372	18603	19315	19229	19507	19803	20342	10%	13549	6793	12376	7271
Faleata	6611	6808	6077	6936	6863	6846	7254	7529	14%	5096	2433	3722	3290
Maliifa	5694	5444	5175	4874	4665	4755	4538	4264	-25%	2757	1507	4264	
Vaimauga	6132	7120	7351	7505	7701	7906	8011	8549	39%	5696	2853	4390	3981
Apia Urban Total	18437	19372	18603	19315	19229	19507	19803	20342	10%	13549	6793	12376	7271
Rest of Upolu													
Aana No.1	3063	3166	2993	2976	3033	3017	2968	3130	2%	2501	629	2405	725
Aana No.2	1827	1846	1854	1769	1797	1779	1823	1827		1523	304	1827	
Aleipata	1161	1182	1187	1196	1232	1245	1194	1202	4%	964	238	1202	
Anoamaa No.1	923	984	901	898	922	929	917	927	0%	729	198	927	
Anoamaa No.2	936	950	815	920	976	890	920	1000	7%	1000		742	258
Fagaloa	292	342	334	315	325	328	324	295	1%	263	32	295	
Falealili	1814	1911	1820	1961	2033	2051	1877	2028	12%	1565	463	2028	
Lefaga	769	789	784	791	733	760	691	685	-11%	592	93	685	
Lepa/Lotofaga	1008	941	956	956	998	1018	1069	1099	9%	814	285	1099	
Safata	1406	1449	1410	1346	1428	1415	1524	1568	12%	1361	207	1568	
Sagaga	3748	3663	3611	3549	3597	3697	3915	4073	9%	2766	1307	2331	1742
Rest of Upolu Total	16947	17223	16665	16677	17074	17129	17222	17834	5%	14078	3756	15109	2725

Savaii	% incr										Non Govt		
	1994	1995	1996	1997	1998	1999	2000	2001	1994-2001	Prim		Sec	Govt
Faasaleaga No.1	2893	2337	2897	3055	2890	2845	2887	2892	0%	2016	876	1911	981
Faasaleaga No.2	960	941	995	1048	1015	1018	1045	1182	23%	913	269	1182	
Itu Asau No.1	1200	1219	1136	1141	1177	1174	1187	1213	1%	952	261	1213	
Itu Asau No.2	652	663	814	660	710	642	624	619	-5%	619		619	
Itu-o-Tane No.1	1344	1475	1304	1337	1361	1376	1367	1373	2%	813	560	1373	
Itu-o-Tane No.2	1318	1275	1265	1295	1300	1156	1204	1245	-6%	1051	194	1245	
Palauli	2589	2489	2287	2362	2267	2264	2192	2353	-9%	1840	513	2136	217
Savaii Sisifo	2090	2046	2024	2137	2165	2122	2176	2335	12%	1874	461	2335	
Savaii Total	13046	12445	12722	13035	12885	12597	12682	13212	1%	10078	3134	12014	1198
Grand Total	48430	49040	47990	49027	49188	49233	49707	51388	6%	37705	13683	39499	11194

2. School enrolments by level, gender and sector: Source Education Department

Level	Government						Mission						Private						All Schools					
	Males		Females		Total		Males		Females		Total		Males		Females		Total		Males		Females		Total	
1	2,437	2,395	4,832	490	399	889	37	44	81	2,964	2,838	5,802												
2	2,156	1,972	4,128	442	363	805	25	43	68	2,623	2,378	5,001												
3	2,089	1,911	4,000	407	356	763	30	37	67	2,526	2,304	4,830												
4	2,171	1,946	4,117	391	318	709	30	20	50	2,592	2,284	4,876												
5	1,903	1,835	3,738	365	308	673	35	34	69	2,303	2,177	4,480												
6	1,806	1,723	3,529	337	295	632	30	23	53	2,173	2,041	4,214												
1	1,763	1,767	3,530	325	276	601	36	25	61	2,124	2,068	4,192												
8	1,846	1,798	3,644	346	263	609	28	29	57	2,220	2,090	4,310												
Total Primary	16,171	15,347	31,518	3,103	2,578	5,681	251	255	506	19,525	18,180	37,705												
9	1,135	1,142	2,277	635	679	1,314	32	20	52	1,802	1,841	3,643												
10	977	1,052	2,029	594	605	1,199	12	25	37	1,583	1,682	3,265												
11	881	879	1,760	541	510	1,051				1,422	1,389	2,811												

12	608	727	1,335	571	617	1,188	16	30	46	1,195	1,374	2,569
13	270	310	580	358	403	761	27	27	54	655	740	1,395
Total Secondary	3,871	4,110	7,981	2,699	2,814	5,513	87	102	189	6,657	7,026	13,683
Grand Total	20,042	19,457	39,499	5,802	5,392	1,194	338	357	695	26,182	25,206	51,388

3. Enrolments, all Schools 1994-2001: Source Education Department

Level	1994	1995	1996	1997	1998	1999	2000	2001	Increase 2000/01
1	5,054	5,055	4,961	5,281	5,359	5,290	5,383	5,802	419
2	4,415	4,638	4,549	4,417	4,697	4,790	4,874	5,001	127
3	4,511	4,416	4,577	4,470	4,340	4,572	4,848	4,830	-18
4	4,361	4,557	4,409	4,523	4,471	4,245	4,522	4,876	354
5	4,134	4,309	4,388	4,304	4,319	4,330	4,134	4,480	346
6	4,164	4,187	4,076	4,295	4,256	4,216	4,265	4,214	-51
7	4,319	4,105	4,026	3,996	4,090	3,953	4,038	4,192	154
8	4,771	4,475	4,300	4,330	4,295	4,293	4,228	4,310	82
Total Primary	35,729	35,742	35,286	35,616	35,827	35,689	36,292	37,705	1,413
9	3,467	3,909	3,400	3,451	3,371	3,469	3,615	3,643	28
10	3,219	3,172	3,343	3,221	3,119	3,153	3,128	3,265	137
11	3,322	3,315	3,046	3,314	3,127	3,049	2,862	2,811	-51
12	1,830	1,925	2,111	2,428	2,473	2,548	2,532	2,569	37
13	863	977	804	997	1,271	1,325	1,278	1,395	117
Total Secondary	12,701	13,298	12,704	13,411	13,361	13,544	13,415	13,683	268
Grand Total	48,430	49,040	47,990	49,029	49,188	49,233	49,707	51,388	1,681

4. Percentage of repeaters in all schools level. 1994-2001: Source Education Department

Level	1994	1995	1996	1997	1998	1999	2000	2001
Yr1	2.0%	3.7%	2.9%	1.8%	3.6%	2.8%	2.3%	2.4%
Yr2	1.3%	1.5%	2.0%	0.7%	1.7%	0.7%	1.0%	0.7%
Yr3	0.8%	1.4%	1.6%	0.6%	0.7%	0.4%	0.7%	0.4%
Yr4	0.6%	1.8%	1.6%	0.6%	0.8%	0.6%	0.5%	0.6%
Yr5	0.8%	1.5%	1.4%	0.6%	1.0%	0.5%	0.5%	0.6%
Yr6	1.0%	1.3%	1.2%	0.6%	0.8%	0.4%	0.8%	0.3%
Yr7	0.4%	1.5%	1.4%	0.5%	1.1%	0.4%	0.9%	0.8%
Yr8	1.0%	2.9%	4.1%	3.2%	6.9%	4.4%	4.5%	2.8%
Total Primary	1.0%	2.0%	2.0%	1.1%	2.1%	1.3%	1.4%	1.1%
Yr9	0.3%	0.3%	0.3%	0.8%	0.5%	0.5%	0.2%	0.4%
Yr10	0.2%	1.1%	0.5%	0.8%	0.7%	0.4%	0.4%	0.4%
Yr11	3.9%	8.8%	5.4%	8.3%	7.1%	6.0%	3.9%	4.0%
Yr12	5.3%	10.8%	10.8%	5.0%	8.2%	6.0%	4.9%	4.4%
Yr13	5.8%	12.1%	5.0%	4.5%	4.3%	2.9%	3.6%	5.6%
Total Secondary	2.3%	5.0%	3.6%	3.7%	3.9%	3.0%	2.2%	2.4%
Grand Total	1.3%	2.8%	2.5%	1.8%	2.6%	1.8%	1.6%	1.5%

5. Dropout rates: Source: Education Department

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Yr1-Yr2	6%	9%	10%	9%	8%	6%	5%
Yr2-Yr3	0%	1%	2%	1%	2%	-1%	1%
Yr3-Yr4	-1%	0%	1%	0%	2%	1%	0%
Yr4-Yr5	1%	3%	2%	5%	3%	3%	1%
Yr5-Yr6	-2%	5%	2%	1%	2%	2%	-2%
Yr6-Yr7	2%	4%	2%	5%	7%	4%	2%
Yr7-Yr8	-2%	-2%	-5%	-1%	-1%	-3%	-5%

Yr8-Yr9	16%	20%	17%	16%	15%	11%	11%
Yr9-Yr10	9%	15%	5%	10%	6%	10%	10%
Yr10-Yr11	5%	9%	8%	9%	8%	12%	13%
Yr11-Yr12	40%	38%	15%	25%	18%	17%	10%
Yr12-Yr13	42%	49%	49%	42%	42%	47%	44%

