

**JAPAN INTERNATIONAL  
COOPERATION AGENCY (JICA)**

**Effective Method of Technical Assistance for  
Vocational Training**

**FINAL REPORT**

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February 2004

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# JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

## Effective Method of Technical Assistance for Vocational Training

### FINAL REPORT

February 2004

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### Acronyms & Abbreviations

|         |   |
|---------|---|
| AUA     | Apia Urban Area   |
| CAT     | Certificate in Adult Teaching   |
| CBO     | Community Based Organisation  |
| EPC     | Electric Power Corporation  |
| IAP     | Industry Advisory Panel   |
| ICT     | Information & Communication Technology                                      |
| MCIL    | Ministry of Commerce Industry and Labour                                    |
| NGO     | Non Government Organisation   |
| NUS     | National University of Samoa  |
| PSSC    | Pacific Senior Secondary Certificate  |
| SATVETI | Samoa Association of Technical Vocational & Educational Training Institutes |
| SCL     | Samoa Communications Ltd  |
| SP      | Samoa Polytechnic   |
| SSD     | Statistical Services Division   |
| SWA     | Samoa Water Authority   |
| SWEL    | Samoa Works & Engineering Ltd   |
| TAFE    | Technical And Further Education   |
| TOR     | Terms of Reference  |
| TVE     | Technical Vocational Education  |
| TVET    | Technical Vocational Education Training                                     |

### Definitions Used

- Formal Education:** This describes the education provided through a formal schooling process offered by established learning institutions such as the government primary and secondary schools, private primary and secondary schools, including mission or church operated primary and secondary schools. The characteristics of such schools would include compliance with internationally accepted standards for instruction, assessment and progression to consecutive levels. Some form of accreditation is involved.
- Mission Schools:** Any schools owned and operated under the auspices of the different religious denominations or churches.
- Public Sector Schools:** All government owned and operated schools.
- Private Schools:** All other schools owned privately, usually with a Board of Trustees to oversee its operations. This may also include training institutes operated by an NGO or CBO.
- PSET Institutions:** Post Secondary Educational Training Institutes who offer education after secondary school level.
- PSSC:** Pacific Senior Secondary Certificate is the Pacific version of the Sixth Form Certificate previously used which was based on the New Zealand option. The Pacific version has been adapted to suit the regional environment in the examples used and the type of case scenarios given.
- School Dropouts:** Includes all students that leave formal education within the range of Year 1-13.
- School Leavers:** Includes all students who complete their education for primary school at Year 8, and/or for secondary school, at Year 13.
- Tertiary Education:** This level of education follows secondary school level or completion of Year 13 or Sixth Form. It includes institutions such as universities and technical institutes like Polytechnic, which in Samoa requires the PSSC for admission.
- TVET:** Technical Vocational and Educational Training is the term that is currently used and preferred by Polytechnics to describe the type of education and training they currently offer.
- Vocational Training:** This includes education and training in a specific trade. Although Samoa Polytechnic is the major provider of accredited vocational training, some church secondary schools also offer vocational training subjects to students who are not academically mainstreamed.
- Youth:** Youth is officially defined in the Samoa Youth Policy 2001-2010 as the age group from 15 – 29 years.

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## 1. EXECUTIVE SUMMARY

### 1.1 Main Fact Finding

#### i. Labour Demand

Survey findings from the *Business Survey* indicated that in industries, which required a simple to medium skill level such as for *administrative, secretarial, wholesale/retail vending, assembly work, manufacturing and processing work*, employers tended to be satisfied with the vocational training graduates in their employment. In these skill level categories employers were willing to supplement employees' current skills with further retraining through in house training within the workplace, further studies at Samoa Polytechnic, or other overseas educational institutes. Employers also preferred Samoa Polytechnic and secondary school trained graduates instead of university graduates.

Fewer employers preferred employees with an advanced skill level where a tertiary qualification or technical/vocational skill was required. Generally these types of employees are suited to specific tasks and for jobs in specific industries.

The industrial profile indicated that employers were offering the most jobs in the *wholesale/retail, transport, and manufacturing* industries. Trained and competent employees were required the most in *mechanical/automotive engineering, tourism related business skills, administration/secretarial skills, plumbing & sheet metal skills, business management* and *electrical engineering*. Most employers were also prepared to assist with funding to retrain employees as long as their business benefited directly.

Samoa Polytechnic graduates would be able to meet the needs of local industries if the level of education was enhanced and more opportunities were provided through diversification and the upgrade of the training environment. Similarly the curriculum and content of courses should be upgraded to comply with international standards. Given that post secondary school vocational education institutes teach students who are likely to move on to Samoa Polytechnic, the quality of the teachers and the curriculum taught should be improved to raise the quality of students who will eventually be enrolled at the Samoa Polytechnic level.

#### ii. Labour Supply

Some conclusions were drawn on the current state of the labour supply from the findings of the Vocational Education Survey because it included participants at all levels including those who were both employed and unemployed; as well as those currently enrolled and not enrolled in any educational institute.

Most of the labour force was employed in *manufacturing, wholesale/retail, and public administration* jobs where a *simple to medium skill level* and *some technical/vocational skills* are required or the *equivalent in experience*. The types of training most preferred by employees and potential employees to prepare themselves for employment were *computer training, commerce/accounting/economics, mechanical engineering, tourism & hospitality, electrical engineering, arts subjects, carpentry & joinery* and *administrative/secretarial*. Samoa Polytechnic was the most preferred institute for further training in order to look for a job and if there was a further opportunity to do so.

The profile of the labour supply indicated that most had completed the secondary school level, lived in the Apia area, and were in the youth age category. There was a slightly higher number of males than females. Most workers tended to stay in their jobs for a longer rather than a shorter period of time

Employees who were no longer in school gave reasons for leaving studies as a lack of interest in their subjects and financial hardship. This meant that families were unable to pay school fees or put pressure on students to leave school early in order to earn money to support the family. Once they found a job, most of the labour supply preferred to be in paid employment rather than working for free or helping out in a family business unpaid.

For students who were currently enrolled in an educational institute, the highest full time enrolments were in secondary school, overseas universities and in Samoa Polytechnic. The highest part time enrolments were for universities, Samoa Polytechnic and other vocational training institutes and most of the educated labour supply remained in the educational institute they attended until they graduated.

### iii. Inconsistency in Expectations

The findings from both the Business Survey and the Vocational Education Survey indicated that there was an imbalance in the expectations between employers (demand for labour) and the employees (supply of labour) in that employers expected a more skilful labour force than employees currently had available. This situation however varied from industry to industry.

Some employers in the *automotive engineering* and *construction industries* preferred an increase in the practical component of courses. Current graduates are proficient in the theory but when asked to demonstrate what they knew, were not able to do so. Some were not familiar with the different tools used, which suggested that Samoa Polytechnic should update the equipment used in courses to keep up with international standards and the latest trends in the industries.

The *commercial fishing* and *maritime industry* in particular required an advanced level of skills at the captaincy level and for more large-scale operations. This shortage of local qualified people was being met by employing overseas workers to fill the positions. For smaller scale industries in this sector the level taught at Samoa Polytechnic however was adequate. Employers in the *catering* industry required more advanced skills in food preparation. Employers in the utilities such as *SWA*, *EPC* and *Samoatel* suggested that graduates had good basic skills in general areas but that a more advanced level was needed to meet expectations in specialised areas. Operators in the *tourism* industry suggested that a more holistic approach, which included instruction on the Samoan culture and history, would enhance the current programme.

Some new areas were suggested for consideration as new courses such as a *Fashion Designing Course* and a *Basic Counselling Course*. Given that these areas have a growing demand in the local community these may be options that should be considered in any new future course developments for Samoa Polytechnic.

## 1.2 *Basic Concept of JICA Plan*

The purpose of the JICA Plan is to provide technical assistance (TA) towards vocational education, including Samoa Polytechnic to ensure that a sufficiently large pool of highly qualified and competent trade professionals are available to meet the increasing and changing demands of the country's labour market, and to meet international standards.

The expected implementation of the TA for strengthening vocational education in Samoa is five years from 2005. The 5-Year Plan for assistance targets several different levels as follows:

i. Samoa Polytechnic Level

*ICT Programme:*

- Develop and deliver diploma level courses in *ICT hardware and software engineering* to meet the needs of the fast growing and complex ICT industry;

*School of Technology:*

- Develop and deliver diploma level courses or programmes in *Automotive Engineering, Mechanical Engineering, Electrical Engineering, and Civil Engineering* to meet the current need for an advanced level of qualification;

*School of Commerce:*

- Develop and deliver a diploma level course in *Management* to meet the needs of this growing industry;

ii. Secondary School Level

*Vocational Training Centres or Model Schools:*

To support the set up on a pilot basis of centres or model schools within existing secondary schools through the following;

- Provision of teaching staff (including volunteers, counterpart staff training);
- Provision of facilities, and supply of equipment and resources;

The Plan will involve inputs from JICA in terms of the despatch of experts and volunteers in areas to be developed, counterpart training in Japan, and procurement of the equipment necessary for the successful implementation of training courses.

Inputs from the government of Samoa would include provision of project managers through the CEO of Samoa Polytechnic and Vice Chancellor of NUS since both will continue to be two separate units after the merge in 2005. For the secondary model schools, this would include the provision of project managers through the CEO Ministry of Education and Principals of the Secondary Schools selected. In addition the government would provide support and counterpart staff; counterpart costs; operational and maintenance funding; and office space.

## 2. INTRODUCTION

### 2.1 Terms of Reference (TOR)

At the beginning of the consultancy, the TOR for this study as agreed and accepted by the Project Formulation Advisor had to meet the three parts specified as follows:

- i. *Describe the present state and demand of the labour market, specifically focusing on the following:*
  - a) The industrial structure
  - b) Classification of job type (occupation), job level (position) in each industry that the population are currently employed in (labour supply)
  - c) Classification of job type (occupation), job level (position) in each industry that employers are able to offer employment in (labour demand) including the number and the level by employer
  - d) Survey and analyse the reasons for the difference between b) and c)
  - e) The state of overseas migration (including an indication of how many graduates from NUS and Samoa Polytechnic emigrate overseas and their market value)

(At project commencement, the Resident Representative endorsed the deletion of part e from i)

- ii. *Conduct a survey to find out the following:*
  - a) Present occupation and job class
  - b) Whether he/she is satisfied with the present job
  - c) If they are not, what kind of job did he/she want to get
  - d) The kind of job he/she wanted to get when they were in school
  - e) The reason why he/she decided to engage in their present job
  - f) How they found out about their present job (media, hear from someone)
  - g) What kind of job vocational training they want
  - h) What kinds of advertising would make job hunting easier
  - i) The length of time in their present job and number of times they have changed jobs
  - j) Their reasons for changing jobs

- iii. *Propose a strategy for assistance by JICA for vocational training in Samoa:*

Reviewing JICA's present resource in Samoa and the schemes currently available for assistance to the local communities, and draft a five-year plan to guide JICA's technical assistance to Samoa for vocational training.

### 2.2 Objectives of Study

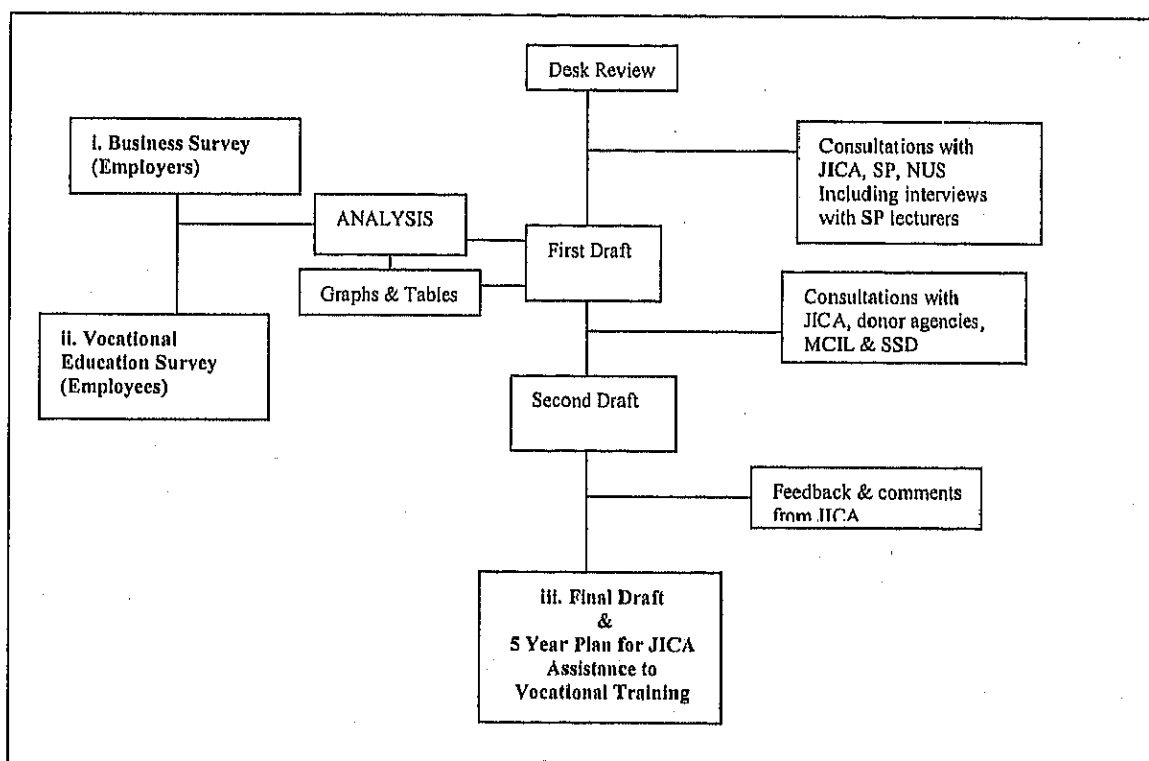
The purpose of the study is to find out the optimum approach for technical assistance for vocational training in Samoa. The expected outcome is to produce basic data on the labour market and what people do at each level.

### 2.3 Methodology

To find out about the present state and demand of the labour market, both employers' and employees' perspectives are necessary in order to get a realistic understanding of what is happening. Employers are a main source for information because they generate the jobs (demand), which people would fill (supply). Employee views are likely to be different to those of employers. The information given by employers will balance the information given by employees and together present a complete picture of the state of the labour market.

Although the TOR did not specify conducting a survey for employers, using a questionnaire to collect information would ensure that the same questions would be asked of everyone and the answers given would be easier to standardise. For that reason, this consultancy involved 2 surveys, one smaller survey for employers (Business Survey) and a larger survey for employees (Vocational Education Survey). In the Vocational Education Survey, the participants would give information that would in turn be compared to employers' views for an overall analysis of the labour profile. Findings from both surveys would then be analysed in terms of what is happening, and from here, further issues to be addressed would be identified. Particular issues that are related to vocational education and training would then be incorporated into a Plan for JICA to use as a guide to provide assistance to vocational education in general. (See Figure 1)

Figure 1: Framework of Methodology Used



#### i. Constraints:

Some of the constraints, which affected the selection of appropriate people, were identified as:

- Time of year is a holiday period for educational institutes (January to early February)
- Short duration of survey (3 weeks)
- Non availability of experienced surveyors

These constraints meant that students enrolled in vocational education could not be specifically targeted at educational institutions because all of them were closed for the holiday break. The duration of the survey did not allow enough time to confirm contact with preselected target groups outside Apia, except for those who were easily accessible by personal contacts with staff or were in nearby areas. KVAConsult's professional network was used to reach as many workplaces as possible in a short time. The short time allocated for the survey also meant that only a small proportion of the time could be spent on the recruitment and training of surveyors.

ii. Random Sampling in Clusters

According to the TOR, the sample number targeted for the Vocational Education Survey was 4100. Given the limitations mentioned, the most appropriate option considered to identify potential survey participants in the shortest time possible was *random sampling in clusters*. Random sampling does not mean that just any person is picked to participate. It relies on the identification of gatherings of people from which to choose the sample. From that gathering, some are selected using certain criteria. For example, a gathering of people could be in a "natural grouping" like the members of one family, a class or just those who happen to be in one place at a particular time. To sample from the big group, a subgroup is chosen to answer the questionnaire. The number of people in the subgroup should be a certain percentage of the overall population to be tested to ensure that the sample is representative.

iii. Preparation of Surveyors

A team of 20 people were recruited to interview as many people as possible. From this group of 20 people, three team leaders were chosen on the basis of prior experience. The remaining 17 people were divided into the three teams, making two teams with 6 people each and one team with just 5 people. Given the small amount of time allocated for the survey there was only sufficient time to give some basic training to the surveyors to enable them to administer a simple questionnaire. Ongoing briefing meetings in the morning before going out to interview people and in the afternoon at the end of the day, ensured that surveyors were constantly given a short preparatory session throughout the duration of the survey and a chance to bring up any problems encountered during each day.

iv. Data Collection

For both surveys, questionnaires were used which listed the questions that needed to be asked with spaces for the surveyor to write each participants answer. The questionnaires were translated into the Samoan language to ensure that all surveyors had the same understanding and used the same words. As the completed questionnaires were collected, data was entered on a daily basis. If inconsistencies in the coding and entry of data were picked up, the problem was clarified and addressed by a supervisor who checked and ensured these were done before the end of each day.

Copies of the questionnaires for both the employers (demand for labour) and employees (supply for labour) are attached in Appendix 2. Results from this survey were analysed in

the Statistical Package for Social Science (SPSS). The graphs and tables were also created in SPSS.

#### v. The Business Survey

One hundred and one employers were surveyed for the Business Survey. Employers for the survey were located through:

- Approaching members of the Chamber of Commerce and the Samoa Association of Manufacturers and Exporters to participate
- Setting up appointments by telephoning businesses in the main urban area (Apia) and the industrial zone (Vaitele)
- Approaching large workplaces likely to employ vocational education graduates (using the Samoa Polytechnic Handbook as a guide to the programmes on offer to determine what type of industries likely to work in)
- Visiting and approaching businesses directly in designated areas of Apia and surrounding urban area with the questionnaires

Twenty-two members from the Chamber of Commerce, and 4 from the Samoa Association of Manufacturers and Exporters (SAME) responded to the questionnaire. The rest of the sample was located through the different ways listed previously. For employers who needed time to give their answers, copies of the questionnaire were left with them and they were picked up later. (List of participating employers in Appendix 1) Employers were also given the option to identify themselves if they chose. Eighty-three out of 101 gave their names whilst others preferred to remain confidential.

The range of industries that participated is summarised in Table 1.

**Table 1: Sampling of Industries Surveyed**

| Auto Dealers, Car Pts, Mechs | Catering | Construct Hardware | Garments | Finance/banks | Fishing | Transpt (shipping, aviation, taxis) | Manufact (Yazaki etc) | Tourism (travel agents etc) | NGO | ICT | Utilities (water, EPC, Gas, roads, phone) | Whole/Retail | Other |
|------------------------------|----------|--------------------|----------|---------------|---------|-------------------------------------|-----------------------|-----------------------------|-----|-----|---|--------------|-------|
| 8                            | 6        | 5                  | 3        | 4             | 4       | 6                                   | 4                     | 3                           | 3   | 2   | 7   | 19           | 9     |

Since most of the industries are in or near Apia, the selection of employers was guided by the need to get a wide range of different business types in the sample. Employers who had businesses that were likely to employ graduates of Samoa Polytechnic were invited to participate. The majority of participants were from the private sector, except for Samoatel, EPC, SWA, SWEL, SCL, Samoa Shipping Corporation, and Samoa Ports Authority who are government corporations. Given that Savaii is officially classified as rural<sup>1</sup> less time was spent on locating employers to interview there compared to Upolu, as most businesses were likely to be close to, or in an urban area, as is the case for Apia. For that reason, only employers who were easily accessible in the Blue Bird Mall (the main shopping mall) and along the main street of Salelologa, were approached and interviewed if they agreed to participate. Only one major hotel on the west coast of Savaii was included because the employer was in Salelologa at the time of the survey and agreed to participate.

<sup>1</sup> According to the classification used by the Planning and Urban Management unit of the Ministry of Environment & Natural Resources.



vi. Vocational Education Survey

The Vocational Education Survey targeted employees and the employable age groups. This meant anyone between the ages of 16 years and 50 years could be included, given that at over 16 years, people were most likely to have left primary school and would be legally able to work in paid employment, and up to 50 years is still far enough from retirement age to pursue further studies and work in paid employment if preferred.

After 1 day of training, the surveyors were asked to pre-test the questionnaire at the Fugalei Market. The pre-test was conducted to find out the following:

- Test this public area for representation of groups from all over Samoa
- Test for presence of targeted age groups
- Pilot the questionnaire to ensure questions were clear and easy to understand

The Market was chosen because it is a meeting place for people from all villages around Samoa. It is also next to one of the main bus stops, which services all national transport routes including the main ferry terminal for Savaii in Mulifanua. Because of this, it was expected that other public venues similar to the Market would also have large numbers of eligible participants for the Survey, including those in the appropriate age groups, from all villages including those in Savaii. Given the need to find as many people as possible to meet the estimated number of 4100 targeted for the survey in the short time given, these public places were convenient because they were close by and did not require appointments to be set up prior to visits.

The findings of the pre-test indicated that most of the people present were in the age range of 15 to 35 years, and were from villages mostly in Apia but included others from North West Upolu and Savaii as well. The questionnaire and its translation were clear and appropriate according to those who answered them. On this basis, it seemed that other public venues around Apia were also likely to have the same types of people gathered there, including from other parts of Upolu.

The places for sampling were chosen according to the following factors:

- Most populated places at peak times throughout the day from Monday to Friday
- The presence of all employable age groups including youth 15-29 years, and other age groups up to 50 years
- The presence of both males and females
- A representation of all cross sections of the community

The areas selected for sampling were the main bus stops, public marketplaces, airports and main ferry terminals on both islands, given that they were likely meeting places to access the local population in as short a time as possible. (See Appendix 3. Survey Sample Plan)

In Upolu, respondents were located at various sites including the Fugalei agricultural products market, Flea Market, Savalalo Bus Stop, the main Fish Market, the Tupua Tamasese Meaole Hospital, areas of Apia town along Beach Road from Sogi to Matautu, the Town Clock to Taufusi, Yazaki and other major plants in Vaitele, Fagalii and Faleolo Airports, including both ferry terminals in Matautu and Mulifanua. In Savaii, respondents

were located at Salelologa market, the ferry terminal and in the main shopping centre of Salelologa town.

vii. Five Year Plan of JICA Assistance to Vocational Training

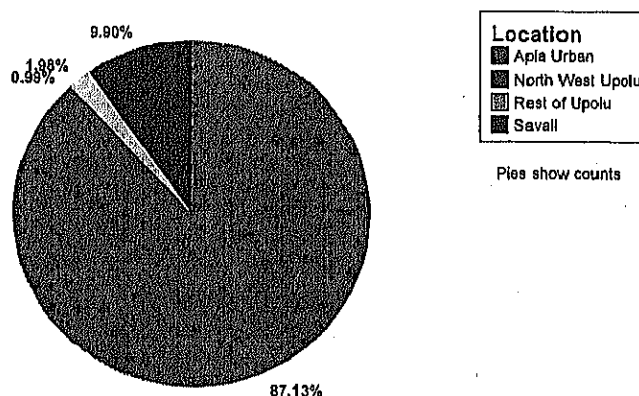
A review of relevant documents from JICA and interviews with key people from Samoa Polytechnic and NUS contributed information in the formulation of the above.

### 3. THE INDUSTRIAL STRUCTURE – FINDINGS OF BUSINESS SURVEY

#### 3.1 Location of Businesses

The analysis of the data from the Business Survey substantiates the conclusions drawn in this section. Of the 101 employers that responded as given in Figure 2, 87.13% conduct their businesses in the Apia Urban area, 9.9% in Savaii and less than 3% of other businesses in the rest of Upolu. (See also Table 44)

Figure 2: Location of Businesses (Question a)

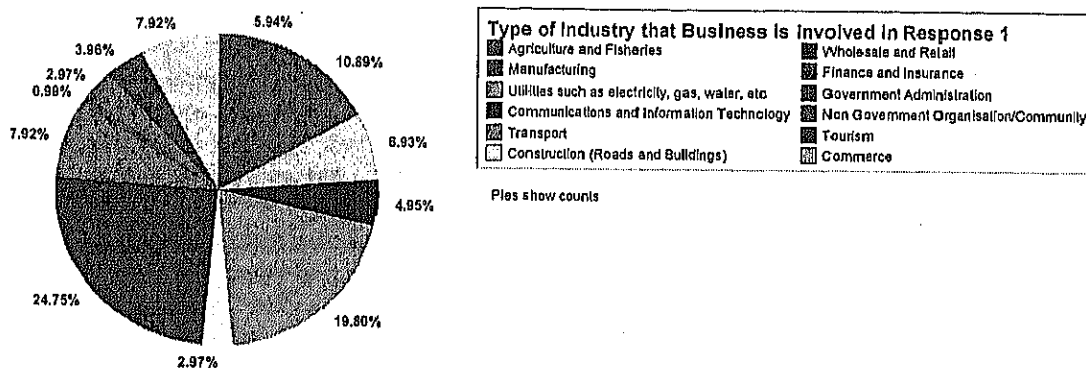


This location of the area of business establishment is reflective of the current situation of Upolu as the centre of businesses in Samoa. Although Salelologa in Savaii is growing in commercial stature, in comparison Upolu by far has the majority of the population, and easier access to the major ports and central government agencies, which provide support for most businesses.

#### 3.2 The Types of Industries

According to the employers surveyed, the predominant industries they are involved in are *Wholesale and Retail, Transport, and Manufacturing* as given in Figure 4. Other industries are given in Table 58.

Figure 3: Type of Industry Employer is Involved In (Question e)



A list of surveyed employers who chose to identify themselves is in Appendix 1. According to the employers, the predominant industries they are involved in are:

- Wholesale & retail (24.8%)
- Transport (19.8%)
- Manufacturing (10.9%)

Other industries of note were the Finance & Insurance (7.9%); Commerce (7.9%); and Utilities (Gas, Electricity, Water) at 6.9%. (See Table 58)

The findings correspond to employers prioritisation of their role as vendors of products and services of one kind or another, hence the high percentage who chose "wholesale & retail" as the main industry. The figure for transport reflects employers in the industry including the automotive mechanic shops, car part dealers, aviation and marine transport vendors that were surveyed. The figure for manufacturing also reflects the significant proportion of workers from Yazaki, Vailima Breweries and British American Tobacco who were surveyed.

### 3.3 Areas of Vocational Training Most Required

According to the employers surveyed, and as shown in Figure 4, the most predominant areas for vocational training required according to the activities in which their businesses were involved were:

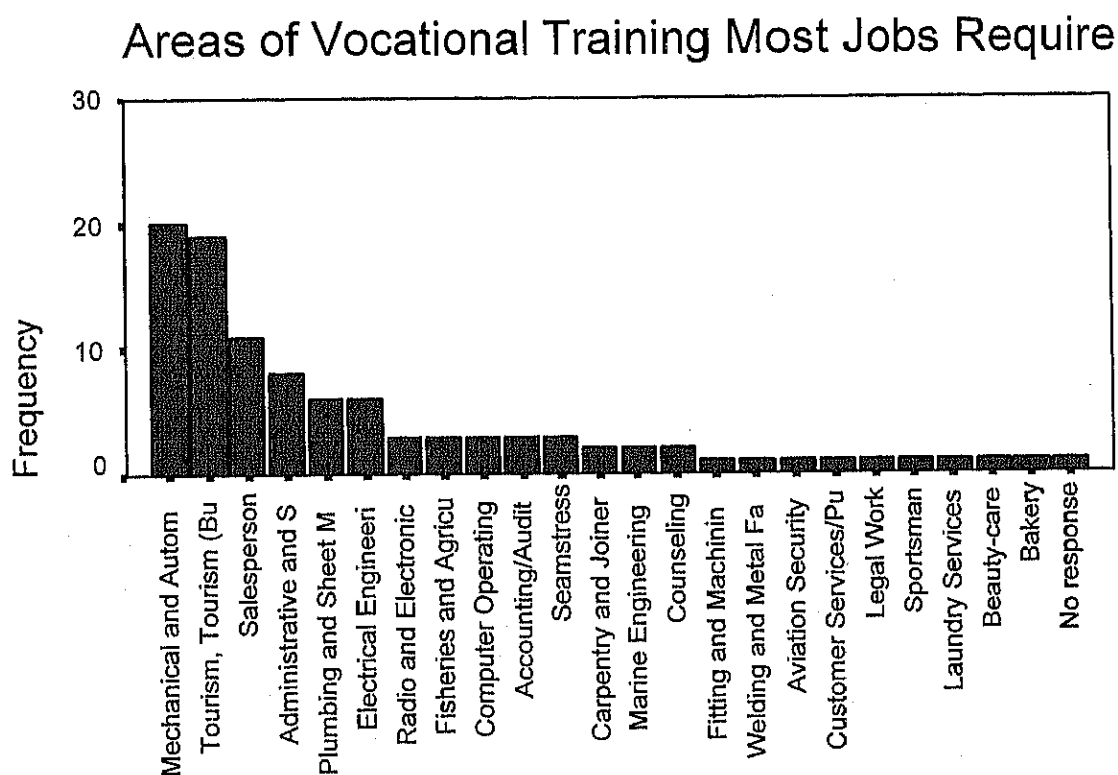
- Mechanical & Automotive Engineering (19.8%)
- Tourism, Tourism Business, Hospitality & Catering (18.8%)
- Sales people (10.9%)

Other fairly significant training options needed included Administrative Work, Plumbing & Sheet Metal, and Electrical Engineering. (See Table 40)

Although most employers had stated their main industries as “*wholesale & retail*”, the areas for vocational training they most required instead was *mechanical & automotive engineering*, which is different from the requirements of wholesale & retail vendors. The figure however does correlate directly instead to the training needs of the transport industry which is the second highest of all the businesses surveyed (see Table 58). The need for training in sales vending is lower than the percentage of businesses involved with sales, but is not unusual given that “selling” is a simple to medium skilled occupation, which should not require formal training. This also corresponds to some of the comments offered by employers in as far as the value of on the job training and the large investment in time which they themselves put in to ensure that their staff met their requirements.<sup>2</sup>

The second most significant area of training identified was tourism and related businesses. This is perhaps more indicative of the success of public campaigns to be mindful of tourists and the need to incorporate this into every business’ customer services approach as there were only 3 hotels and 2 travel agencies, of those likely to be in the tourism industry, in the sample of employers interviewed.

Figure 4: Areas of Vocational Training Most Jobs Require (Question h)



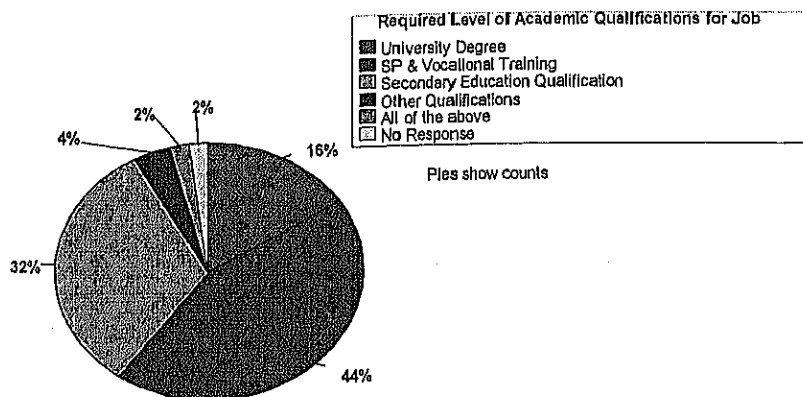
### Areas of Vocational Training Most Jobs Require

<sup>2</sup> This applies to training staff to serve customers and have a positive approach

### 3.4 Qualifications Most Preferred

A high proportion of employers preferred vocational training above university-trained graduates (See Figure 5). Interestingly it was also found that secondary school qualified employees were preferred over university graduates.

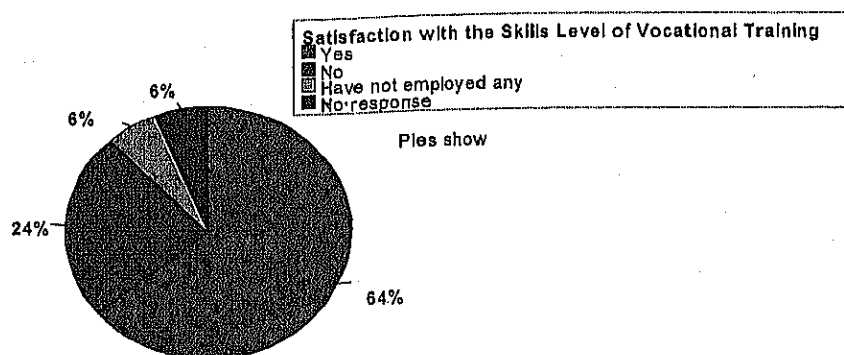
Figure 5: Required Level of Academic Qualification for Job (Question f)



### 3.5 Employer Satisfaction

The results presented in Figure 6 indicate a high level of employers' satisfaction with the quality of graduates with vocational skills.

Figure 6: Satisfaction with the Skills Level of Vocational Training Graduates (Question I)

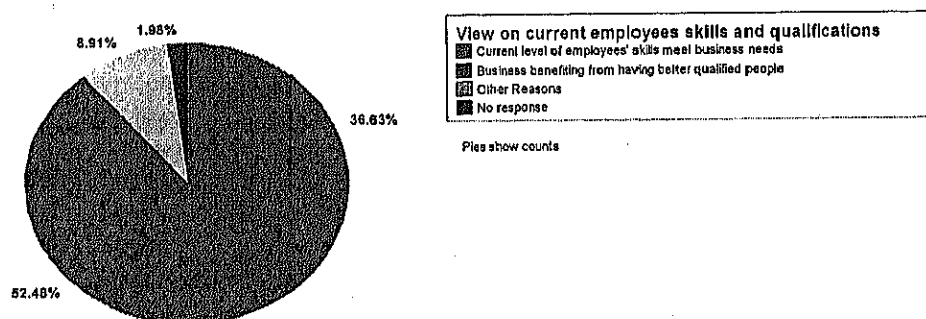


When asked their views on current employees' skills and qualifications, fewer employers' (36.63%) however believed that employees' level of skills actually met their business needs. The results suggest that although employers are generally satisfied with their employees, on a skills level, employees do not meet expectations and could improve a little more to actually meet business needs. (See Figure 7) Table 59 indicates that the majority of employers believed that their businesses would benefit from having better qualified people and is a clear indication that further studies and training for employees is preferred. Over 52% believed that they would benefit from having better qualified employees and offered suggestions on how it would benefit the business.

The types of comments given on the ways in which further training would benefit businesses presents strong evidence that employers prefer Samoa Polytechnic and NUS for further studies. The suggestions listed fields of study that are currently offered in these two institutes such as a mix of *knowledge & experience* which is met by Samoa Polytechnic's theory and practical components (preferred by 5% of employers); *communication skills* which is offered in both institutes (preferred by 4%); *general (subjects) training* and *higher level of education* offered by NUS; and *long-line fishing*, which is a Samoa Polytechnic course (2%). At least 1% stated a straight out *preference for Polytechnic courses, mechanical and welding*; and *administrative/secretarial training*, which are all currently offered by Samoa Polytechnic. (See Table 54)

Employers were also asked where they wanted employees to go for further training. Table 55 describes the preferred places for employees to undertake these further studies. The majority (47.5%) wanted their employees to have *in house training*, with 40.6% choosing *courses at Samoa Polytechnic or other vocational training institutes*. Employers also seemed to prefer vocational training institutes overseas (4%) in comparison to university studies at other overseas universities (3%) and NUS which only 1% of them chose.

Figure 7: Employers' View on Employee Skills (Question n)



The high preference for the *in house training* option indicates employers' need to have training that is directly relevant to the business, because it could be adapted to suit the business, is easily monitored to determine employees' progress, and areas that need further improvement are easily identified. These options may be areas for Samoa Polytechnic to consider and build into its

programmes with feedback from the Industry Advisory Panel link with industries and deliver through the practical components of the courses on offer. (See 3.6i.)

### 3.6 *Technical Vocational Educational Training (TVET) Graduate Value*

Several lecturers were interviewed to gather information on the programmes available and obtain some indication on the quality of the graduates that are produced by Samoa Polytechnic. Surveyors were given a list of questions to guide the interviews. (See Appendix 4: Open Questions for Samoa Polytechnic Teachers) Nine lecturers from different departments agreed to be interviewed. These included:

- Head of Academic Studies
- Head of School of Commerce and General Studies (tourism and secretarial course components)
- Lecturer in Plumbing, Gas Fitting & Sheet Metal
- Lecturer in Construction & Joinery/Furniture
- Lecturer in Applied Maths for Trade Areas
- Lecturer in Tourism & Hospitality (2)
- Lecturer in Electrical Engineering (School of Technology)
- Lecturer in Welding & Metal Fabrication

Given that Technical Vocational Educational Training (TVET) graduates are trade specific in their education, it follows that prospective employers would regard them more favourably above other graduates or trainees, as their programmes would have the relevance and flexibility to be adjusted according to the needs of employers. As such, TVET programmes teach a balance of theory and its practical application in the specific trades. As an educational institute TVET institutes have a greater relevance to local industries as compared to universities and for that reason have a better potential to generate a labour force that are skilled in the areas that are directly in demand.

#### i. Role of the Industry Advisory Panel (IAP)

The Industry Advisory Panel ensures that the programmes taught are developed and maintained with regular input from local industries. The IAP consists of members from Samoa Polytechnic, 9 representatives from major industries and the Ministry of Commerce, Industry & Labour. The Panel meets on a quarterly basis to review the needs of local industries and determine how best Samoa Polytechnic could meet these needs. The Panel has also become a valuable network to maintain links with the current trends and developments in local industry.

The IAP's specific responsibilities are as follows:

- To ensure that courses taught in Samoa Polytechnic are relevant to local industry employment requirements
- To share information when there are changes in the requirements or regulations affecting industries
- To ensure that industries are aware of the international standards that they should comply with
- To ensure that there are job opportunities for the graduates completing courses

Most programmes have a practical and theory component, which allows students to practice what they learn in theory. In terms of its assessment procedures, Samoa Polytechnic uses a method that is Competency Based. This method has enabled students to maintain a reasonably high pass rate. According to the lecturers interviewed, this has meant an average pass rate of over 80%. In its application, the competency-based assessment is more similar to the processes, which occur in an employment environment and for that reason are more likely to better prepare graduates for a true working environment on completion.

ii. Graduate Preparation for Employment

The IAP has been effective in ensuring that students, who have been placed with an employer on work attachment, gain permanent employment with the same employers when they graduate. In these sectors at least, graduates' skills have been matched to the requirements of employers.

On the other hand, lecturers are also realistic in acknowledging that not all the industries are represented. To address this, Samoa Polytechnic holds an Open Day annually where the public are invited to share the work they do and obtain any information about the various programmes on offer. The Tourism & Hospitality Programme hosts 2 open day forums with all tourism industry related operators every year to allow stakeholders to give course tutors realistic information and feedback on how well graduates are meeting industry needs. The areas in which graduates are not meeting the needs have also been identified and addressed through this channel.

iii. Capability in Advanced Level

Although in some cases appropriate training is being delivered, there are some industries in which the capabilities of the graduates did not meet the requirements of the business. Some fishing industry employers expressed a great need for qualified and skilled captains for local fishing vessels, whilst a few indicated that the long line fishing skills level taught was adequate to meet the needs of small scale fishing operations.<sup>3</sup> One employer stated that overseas employees were being hired for this purpose.

It would seem from these accounts that the basic level of skills has been adequately covered and that further emphasis should be channelled towards developing a more advanced level of knowledge and skill. Given that other vocational educational schools, including all mission-operated institutes, could address a basic level of training the level of training at Samoa Polytechnic should be more advanced and therefore is currently inadequate.

iv. CAT - Certificate in Adult Teaching Staff Training by SP

The Staff Training & Curriculum Development Unit of Samoa Polytechnic offers professional development courses for teaching staff in vocational training/tertiary institutions. Courses are specially designed for tutors, lecturers, educators or trainers in Samoa Polytechnic, NUS or other tertiary institutions, community, NGO & government organisations, and senior secondary schools who are working towards a qualification in tertiary teaching. The courses in the programme offer:

- Programme/curriculum development

<sup>3</sup> Comments given in the questionnaires distributed for the Business Survey



- Educational management
- Teaching, learning & assessment skills
- Research, library & computer skills

This programme is a “training of trainers” for anyone who is involved in teaching adult students. Through the CAT programme, Samoa Polytechnic is able to monitor local teaching standards and address the areas that need improvement, as well as ensure that tertiary teachers comply with international standards.

Through this programme Samoa Polytechnic could improve the quality of its own teachers. Since the resource is already available, an in house assessment and review of lecturers’ skills should be considered to address employers’ comments about the sub standard level of knowledge and skills of the lecturers.<sup>4</sup> Based on the findings from that review, all Samoa Polytechnic lecturers should be encouraged to attend CAT training as part of their orientation programme.

Given that attendance is generally voluntary on a fee paying basis, making this course compulsory and subsidising the fees should be considered for all adult trainers and teachers at tertiary level or post secondary school, in order to ensure that the quality of teaching is uplifted to an acceptable international standard.

v. SATVETI Lecturer/Tutor Training by SP

The Samoa Association of Technical Vocational and Educational Training Institute (SATVETI) is an organisation to which tutors from schools such as Don Bosco, Laumua o Punaoa and Marist Centre<sup>5</sup> belong. Samoa Polytechnic assists in the capacity building of SATVETI by providing training through the CAT for anyone who is tutoring in vocational education. This assistance specifically targets tutors who have no formal training in teaching and is a valuable mechanism to up-skill teachers to an acceptable standard. Given that its focus is on tutors who are unlikely to have any other access to ongoing courses for the continuing development of their teaching skills, further support should be considered to enable the Staff and Curriculum Development Unit of Samoa Polytechnic to expand its programme to stay abreast of current trends in teacher education and international standards.

#### 4. THE LABOUR SUPPLY – FINDINGS OF VOCATIONAL EDUCATION SURVEY

The total number of people surveyed was 4829. Of this total, 1627 are currently enrolled in an educational institute, and 3202 are not (Table 15). Out of 4829, 2913 are employed, and 1884 are not (Table 4). On the basis of these figures, of the 1884 not in paid employment, 1627 should be occupied in educational training, suggesting that 257 are engaged in other activities including looking after family businesses or staying at home. When stating their occupations 2945 people gave the various activities they are occupied in (Table 25), which was 32 more than those who are supposed to be employed (2913). These 32 people could also be occupied in unpaid employment for family businesses, and therefore classified themselves officially as unemployed.

The survey data on the supply of labour was analysed according to the following characteristics:

<sup>4</sup> See 5.3iii for employers’ comments from the Business Survey

<sup>5</sup> Examples of other vocational training institutes which are at the post secondary level

1. Location (See Table 11)
2. Age groups (See Table 9); and
3. Gender (See Table 10)

The demand for labour was only analysed for location (see Table 44), as it was unnecessary to get the age and gender of the business owners for the purposes of this survey.

#### 4.1 Location, Age and Gender

The supply of labour as illustrated by Figure 8 shows the majority of respondents reside in Upolu, which accounts for more than 90% of the 4,829 respondents. The remaining, which is less than 10% of the respondents reside on Savaii and other smaller islands. Apia Urban accounts for more than 61% of the respondents. Of the age groups, the dominance of three groups accounts for approximately 80% of the total respondents. These three categories are 16-20 years, 21-25 years and 26-30 years. The respondents were also slightly dominated by males (approximately 55%) relative to female (approximately 45%).

These three age categories make up 28.80% of the total population of the Apia Urban Area (AUA), which is 38,836. In comparison to Savaii, which is officially classified as "rural" in terms of national urban development, Upolu has more scope for education and employment opportunities making it the more likely to have higher concentrations of people in residence. The population of AUA alone was 21.96% of the total population of Samoa, which as of 2001 was 176,848.

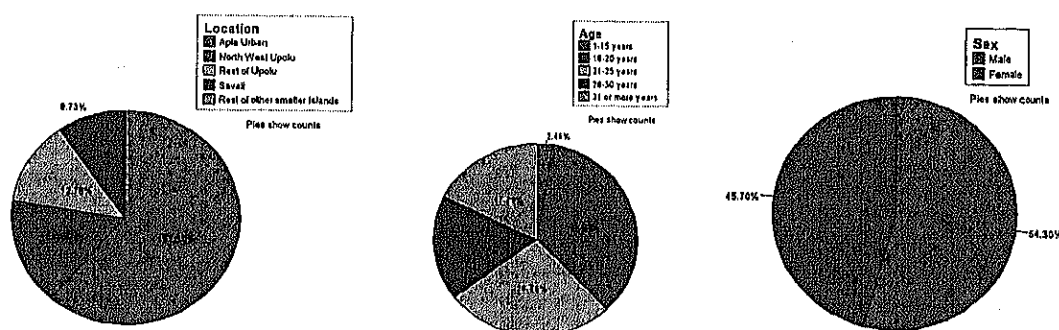
The high numbers found from 16 to 30 years reflects the predominant age group present in the areas sampled and not necessarily the predominant age group in the targeted age range for the survey, which was 15 to 50 years. Given that at the time of the survey, schools were on the Xmas holiday break, a higher proportion of people in these age categories were likely to be in Apia to spend time with families and subsequently easily located in public transit areas. National Census figures indicate that these three age categories make up 25.5% of the total population of Samoa. The age range of 15 to 49 years (target group for the survey) makes up 47.21% of the total population, indicating that almost half the national population is "youthful", and are within the employable age groups.

The proportion of male to female is also comparable to the ratio in the national population statistics, which was 52% for males and almost 48% for females.<sup>6</sup>

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<sup>6</sup> See Table 5 in the 2001 Census of Population and Housing - Special Release of Census Selected Tabulations

Figure 8: Location, Age and Sex of Respondents for Supply of Labour (Question 1, 2 &amp; 3)



#### 4.2 Skill Requirements of Current Employment

According to the employees surveyed, the three predominant industries in which they were involved in were Manufacturing, Wholesale and Retail, and Public Administration. Employment in other sectors is given in Table 2.

Table 2: Type of Industry Working In (Question 15)

| Type of Industry Working In                    | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--|-------------|--------------|---------------|--------------------|
| Agriculture and Fisheries                      | 123         | 2.5          | 4.2           | 4.2                |
| Manufacturing                                  | 855         | 17.7         | 29.0          | 33.2               |
| Utilities such as electricity, gas, water, etc | 108         | 2.2          | 3.7           | 36.9               |
| Communications and Information Technology      | 78          | 1.6          | 2.6           | 39.5               |
| Transport                                      | 174         | 3.6          | 5.9           | 45.4               |
| Construction                                   | 90          | 1.9          | 3.1           | 48.5               |
| Wholesale and Retail                           | 493         | 10.2         | 16.7          | 65.2               |
| Finance  | 141         | 2.9          | 4.8           | 70.0               |
| Public Administration                          | 385         | 8.0          | 13.1          | 83.1               |
| Non Government Organization/Community          | 143         | 3.0          | 4.9           | 87.9               |
| Tourism  | 204         | 4.2          | 6.9           | 94.9               |
| Welfare and Social Services                    | 17          | .4           | .6            | 95.4               |
| Sports   | 6           | .1           | .2            | 95.7               |
| Health   | 29          | .6           | 1.0           | 96.6               |
| Education                                      | 29          | .6           | 1.0           | 97.6               |
| Administration                                 | 16          | .3           | .5            | 98.2               |
| Commerce                                       | 1           | .0           | .0            | 98.2               |
| No response                                    | 53          | 1.1          | 1.8           | 100.0              |
| <b>Total Number of Respondents</b>             | <b>2945</b> | <b>61.0</b>  | <b>100.0</b>  |                    |
| Not Relevant                                   | 1884        | 39.0         |               |                    |
| <b>Total Number Surveyed</b>                   | <b>4829</b> | <b>100.0</b> |               |                    |

From the perspective of employees interviewed, the current level of skills required for these jobs in Table 3 indicates that simple (where no qualification is required) and medium skills (technical/vocational training is required) levels account for at least 83%, and advanced or professional skills for just under 15%. This situation is supported by the predominance of occupation types that fall into these two categories which include Yazaki assembly line workers (18.0%), sales assistants (9.5%), office clerks (5.7%), security/police/nightwatchmen/fire-fighter (3.7%),

drivers (3.2%) and others (as listed on Table 22). Altogether these occupations make up over 65% in the simple to medium skill category.

**Table 3: Level of Skills Possessed for Jobs (Question 16)**

|   | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|---|-------------|--------------|---------------|--------------------|
| Simple (No qualifications needed)                                 | 1178        | 24.4         | 40.0          | 40.0               |
| Medium (Technical/vocational/experience required)                 | 1269        | 26.3         | 43.1          | 83.1               |
| Advanced/Professional (Formal University qualifications required) | 437         | 9.0          | 14.8          | 97.9               |
| No response   | 61          | 1.3          | 2.1           | 100.0              |
| <b>Total Number of Respondents</b>                                | <b>2945</b> | <b>61.0</b>  | <b>100.0</b>  |                    |
| Not Relevant  | 1884        | 39.0         |               |                    |
| <b>Total Number Surveyed</b>                                      | <b>4829</b> | <b>100.0</b> |               |                    |

### 4.3 Job Satisfaction in Present Employment

Out of the total group of people surveyed, 2913 stated that they were currently employed. (Table 4) Of those who are, 1424 have been with the same employer for 1 to 4 years. (Table 5)

**Table 4: Currently Undertaking Paid Employment (Question 14)**

#### Currently Undertaking Paid Employment

|              | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|--------------|-------------|--------------|---------------|--------------------|
| Valid Yes    | 2913        | 60.3         | 60.3          | 60.3               |
| No           | 1884        | 39.0         | 39.0          | 99.3               |
| No response  | 32          | .7           | .7            | 100.0              |
| <b>Total</b> | <b>4829</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Of this group of respondents, over 48% had been with the same employer for the whole time, (from 1 to 10 years or more), besides 25.3% who had not yet gained employment. (Table 5) Being in the same job is consistent with the findings in which reflect the low job mobility in the labour market, where a significant 1890 or 43% stated that they had not changed jobs at all since commencing employment.

**Table 5: Current Job Tenure (Question 26)**

#### Paid Employment Tenure

|                        | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|------------------------|-------------|--------------|---------------|--------------------|
| Valid Not yet employed | 1221        | 25.3         | 27.8          | 27.8               |
| Less than a year       | 697         | 14.4         | 15.9          | 43.7               |
| 1 to 4 years           | 1424        | 29.5         | 32.4          | 76.1               |
| 5 to 9 years           | 550         | 11.4         | 12.5          | 88.6               |
| 10 years or more       | 379         | 7.8          | 8.6           | 97.2               |
| No response            | 121         | 2.5          | 2.8           | 100.0              |
| <b>Total</b>           | <b>4392</b> | <b>91.0</b>  | <b>100.0</b>  |                    |
| Missing Not Relevant   | 437         | 9.0          |               |                    |
| <b>Total</b>           | <b>4829</b> | <b>100.0</b> |               |                    |

Given that the manufacturing and wholesale/retail industries are identified as the predominant sectors offering employment, and that the majority of jobs available are in the simple to medium level of skills category, it would seem that the demand and supply of labour is balanced in these industries, at these levels.

Furthermore the tendency to remain static may also suggest a lack of options available because of the limitation of knowledge and skills, or the inability of employees to choose other jobs readily because there is already a large pool of similarly unqualified workers competing for jobs in these areas as well. The findings on lengthy job tenure and the infrequency of changing jobs also support this view.

**Table 6: Frequency Since Employed that Have Changed Jobs (Question 27)**

| Frequency since Employed that you have Changed Jobs | Frequency   | Percent      | Valid Percent | Cumulative Percent |
|---|-------------|--------------|---------------|--------------------|
| None, not yet employed                              | 1200        | 24.8         | 27.3          | 27.3               |
| None, same employer for the whole time              | 1890        | 39.1         | 43.0          | 70.4               |
| Once  | 623         | 12.9         | 14.2          | 84.5               |
| Twice to 5 times                                    | 492         | 10.2         | 11.2          | 95.7               |
| More than 5 times                                   | 45          | .9           | 1.0           | 96.7               |
| No response   | 143         | 3.0          | 3.3           | 100.0              |
| <b>Total Number of Respondents</b>                  | <b>4392</b> | <b>91.0</b>  | <b>100.0</b>  |                    |
| Not Relevant  | 437         | 9.0          |               |                    |
| <b>Total Number Surveyed</b>                        | <b>4829</b> | <b>100.0</b> |               |                    |

A highly significant percentage of respondents (69.9%) did not respond to the question on the reasons for changing jobs, which perhaps suggests a general reluctance to disclose information, which is considered personal.

Of all the reasons for changing jobs, respondents gave the need to earn more money as the predominant reason to leave employment. In terms of experiencing hardship, this finding relates to that of students leaving education because of a need to earn money to support their families and the inability to meet fee commitments.

In this type of situation, families in the community are more likely to choose jobs that offer more money rather than other benefits such as gaining more relevant work experience or that they enjoyed the work they were doing. The next two significant reasons for leaving a job may be related to each other in terms of a job being not challenging or because of a need to learn more skills. (See Table 7)

Table 7: Reasons for Working in Current Job (Question 19)

|         |                                   | Reasons for Working In Current Job |         |               |                    |
|---------|-----------------------------------|------------------------------------|---------|---------------|--------------------|
|         |                                   | Frequency                          | Percent | Valid Percent | Cumulative Percent |
| Valid   | I have to earn money              | 2175                               | 45.0    | 73.9          | 73.9               |
|         | I have the relevant skills        | 148                                | 3.1     | 5.0           | 78.9               |
|         | I have the relevant qualification | 171                                | 3.5     | 5.8           | 84.7               |
|         | I enjoy working in this area      | 263                                | 5.2     | 8.6           | 93.3               |
|         | Closer to home                    | 8                                  | .2      | .3            | 93.5               |
|         | Family Obligation                 | 50                                 | 1.0     | 1.7           | 95.2               |
|         | Better Future                     | 13                                 | .3      | .4            | 95.7               |
|         | Can not find another job          | 4                                  | .1      | .1            | 95.8               |
|         | Gain Experience                   | 21                                 | .4      | .7            | 96.5               |
|         | Calling                           | 2                                  | .0      | .1            | 96.6               |
|         | Help others                       | 6                                  | .1      | .2            | 96.8               |
|         | Tradition                         | 2                                  | .0      | .1            | 96.9               |
|         | No other job available            | 9                                  | .2      | .3            | 97.2               |
|         | Looking for challenges            | 8                                  | .2      | .3            | 97.5               |
|         | No response                       | 75                                 | 1.6     | 2.5           | 100.0              |
| Total   | 2945                              | 61.0                               | 100.0   |               |                    |
| Missing | Not Relevant                      | 1884                               | 39.0    |               |                    |
| Total   |                                   | 4829                               | 100.0   |               |                    |

#### 4.4 Preferred Employment

Of the 1916 respondents who answered this question, 75% intend to look for paid employment. (Table 8) which is a positive sign indicating some interest in joining the work force. This total is higher than the 1884 people who had not indicated being in any occupation and therefore presumed unemployed (Table 25). The additional 32 respondents could include those who were currently working in family businesses without getting paid<sup>7</sup> or alternatively others who were already in paid employment but had answered this question if they are currently intending to look for another job.

Table 8: Participants Seeking Jobs (Question 23)

|         |              | Currently or the near future will be looking for Work |         |               |                    |
|---------|--------------|---|---------|---------------|--------------------|
|         |              | Frequency   | Percent | Valid Percent | Cumulative Percent |
| Valid   | Yes          | 1437  | 29.8    | 75.0          | 75.0               |
|         | No           | 437   | 9.0     | 22.8          | 97.8               |
|         | No response  | 42  | .9      | 2.2           | 100.0              |
|         | Total        | 1916  | 39.7    | 100.0         |                    |
| Missing | Not Relevant | 2913  | 60.3    |               |                    |
| Total   |              | 4829  | 100.0   |               |                    |

The most preferred type of jobs were:

- Commerce/Accounting/Economics (15.8%)
- Computer operating (10.9%)
- Arts/History/Politics/Anthropology (10.8%)
- Travel/Tourism/Catering/Hospitality (10.2%)

<sup>7</sup> Anecdotal evidence suggests several respondents included in the survey were looking after family businesses during the holidays and did not regard themselves as being "employed"

These preferences reflect the traditional subjects offered locally at secondary school level and Samoa Polytechnic. The National University of Samoa offers these courses in full time programmes as well as for part time studies in the evening for those who are employed during the day. Because of the ready availability, students would tend to base future aspirations and job prospects on them. (See Table 32)

The most preferred institute for further training was Samoa Polytechnic, which was preferred over NUS which was the second most preferred. The third choice was other vocational training institutes, which were preferred over studying overseas. (Table 9)

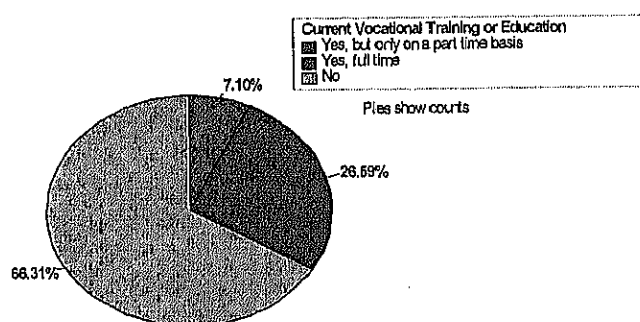
Table 9: Preferred Institute for Further Training (Question 22)

| Type of Vocational Training Institute for further Training |  |           |         |               |                    |
|--|--|-----------|---------|---------------|--------------------|
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | National University of Samoa                           | 605       | 12.5    | 20.5          | 20.5               |
|  | Samoa Polytechnic                                      | 1393      | 28.8    | 47.3          | 67.8               |
|  | Other Vocational Training Institutes                   | 368       | 7.6     | 12.4          | 80.3               |
|  | Overseas Institutes (schools/universities/polytechnic) | 238       | 4.9     | 8.1           | 88.4               |
|  | Secondary Schools                                      | 155       | 3.2     | 5.3           | 93.6               |
|  | Don Bosco  | 8         | .1      | .2            | 93.8               |
|  | Fine Arts  | 1         | .0      | .0            | 93.9               |
|  | Rhema Bible School                                     | 1         | .0      | .0            | 93.9               |
|  | Beautiful Expressions of Nature                        | 1         | .0      | .0            | 93.9               |
|  | Computer Services Limited                              | 1         | .0      | .0            | 94.0               |
|  | Primary  | 1         | .0      | .0            | 94.0               |
|  | Punaoa   | 2         | .0      | .1            | 94.1               |
|  | Tesese Typing School                                   | 5         | .1      | .2            | 94.2               |
|  | No response  | 170       | 3.5     | 5.8           | 100.0              |
|  | Total  | 2945      | 61.0    | 100.0         |                    |
| Missing  | Not Relevant   | 1884      | 39.0    |               |                    |
| Total  |  | 4829      | 100.0   |               |                    |

#### 4.5 Level of Training Achieved

Of the 4,289 respondents, 66.31% do not currently undertake any vocational training while 26.59% took part in full-time, and 7.10% part-time vocational training as given in Figure 9. Further details are in Table 15.

Figure 9: Current Vocational Training or Education (Question 4)



Of the total respondents, only 343 were currently enrolled in an educational institution and therefore qualified to answer this question. For full time studies, the figures in Table 10 indicated the highest enrollments in Secondary School, followed by local or overseas Universities. Enrolment in Samoa Polytechnic was the least highest of the top three.

For part time studies, the highest was for University, followed by Samoa Polytechnic with those in "Other Vocational Training" the least highest. Given that during the survey it was discovered that some people did not understand what a mission school was, it could be assumed that the high figure for "Other Vocational Training" may also include some that have been mis-categorised.

Table 10: Education Undertaken in Different Educational Institutes (Question 7)

| Type of Institute currently enrolled in             | Yes, but only on a part time basis |               | Yes, full time |               | No          |               |
|---|------------------------------------|---------------|----------------|---------------|-------------|---------------|
|   | Count                              | Col %         | Count          | Col %         | Count       | Col %         |
| Overseas University or National University of Samoa | 157                                | 45.8%         | 429            | 33.4%         | 586         | 36.0%         |
| Samoa Polytechnic                                   | 65                                 | 19.0%         | 249            | 19.4%         | 314         | 19.3%         |
| Mission School                                      | 22                                 | 6.4%          | 59             | 4.6%          | 81          | 5.0%          |
| Non Government Organization                         | 15                                 | 4.4%          | 12             | .9%           | 27          | 1.7%          |
| Other Vocational Training                           | 52                                 | 15.2%         | 79             | 6.2%          | 131         | 8.1%          |
| Secondary Education                                 | 27                                 | 7.9%          | 432            | 33.6%         | 459         | 28.2%         |
| Primary Education                                   | 4                                  | 1.2%          | 21             | 1.6%          | 25          | 1.5%          |
| No response   | 1                                  | .3%           | 3              | .2%           | 4           | .2%           |
| <b>Total Number of Respondents</b>                  | <b>343</b>                         | <b>100.0%</b> | <b>1284</b>    | <b>100.0%</b> | <b>1627</b> | <b>100.0%</b> |

In terms of the programmes studied across all different types of educational institutions, the findings indicate that the three most common categories currently enrolled in were:

- 23.2% for Commerce/Accounting/Economics
- 10.4% for Computer Training
- 10.1% for Arts/History/Politics/Anthropology
- 8.9% for General Subjects (including Arts subjects in secondary school)
- 6.2% for Applied Science



Further details on other choices of programmes in which students are currently enrolled are in Table 17.

The majority of respondents that were currently enrolled in an educational institute were full-time students. This is consistent with secondary education being a full-time syllabus and the majority of currently enrolled students being predominantly at the secondary school level. The significance of full-time students in Universities (local and overseas) suggests that a lot of the students were home for the holidays and were located working in temporary employment or "helping out" in businesses owned by their families.<sup>8</sup>

The predominance of enrolment in educational subjects, such as Commerce/Accounting/Economics, Computer Training, and Arts/History/Politics/Anthropology and General Subjects would be consistent with the fact that the highest number of full time students interviewed are enrolled at universities in Samoa and overseas as well as in secondary education. This would suggest that the supply of business graduates and Arts students is assured in the near future when these students graduate.

The high proportion of students enrolled in computer studies indicates a growing interest in ICT and the need to keep pace with changing technological trends. Arts students have tended to supply the teaching profession or be used as a stepping-stone to later more specialised fields either through work experience or further opportunities to study, which is a positive sign overall in developing a generally educated labour supply.<sup>9</sup>

#### 4.6 *Reasons for Leaving Educational Institutes (Question 9)*

Of the 3202 respondents who are not currently enrolled, more than half (1719) left because they had graduated from the educational institute they were last enrolled in (See Table 17). The other significant reasons for leaving studies included losing interest in further studies (594), pressure from families to discontinue schooling in order to find a job to earn money to support families (332), and the fees were too expensive (216).

On the other hand, the types of training identified by respondents, if given the opportunity to participate were Computer Training 17.8%, Commerce/Accounting/Economics 12.1%, Mechanical Engineering 8.1%, Travel/Tourism/Hospitality/Catering 7.2% and Electrical Engineering 6.7%. Details of other types of training of interest are presented in Table 22.

These results suggest that just over half of those that attended any educational training graduated, which raises the issue of the low retention rate and why more students are not being kept in educational institutes until completion of courses or graduation. For those who did not graduate, their education was not completed due to a lack of interest, pressure from their families to obtain cash through employment and inability to meet school or course fees.

Leaving because of financial constraints would suggest that families of students are experiencing hardship and access to educational opportunities is being affected by it. Students' lack of interest in school could be interpreted in various ways including a lack of direction and guidance in terms of helping students to connect the relevance of the curriculum to future aspirations including likely employment opportunities. It could also be due to disinterest because of the inability to understand lessons or the inability of teachers to communicate effectively. These factors are

<sup>8</sup> Anecdotal accounts from participants as related by surveyors

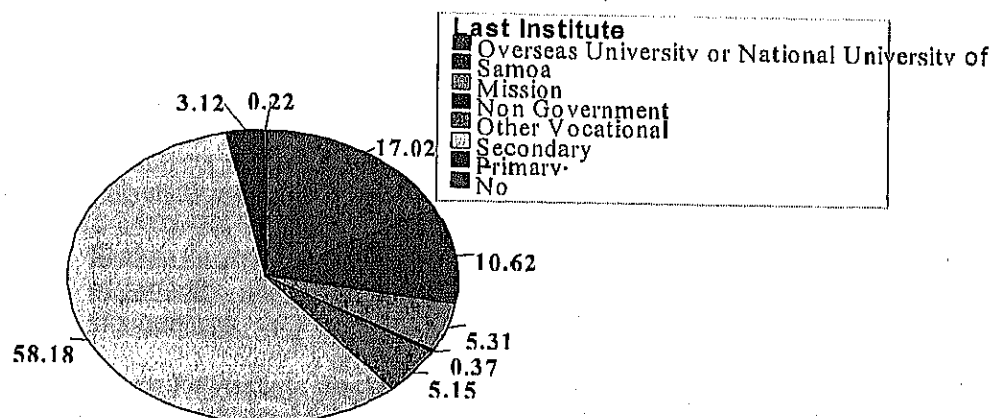
<sup>9</sup> From author's experience in careers guidance counseling for USP and some NUS students

worth pursuing further as it would also facilitate a review of how effective the education system is in meeting the needs of students and furthermore how to match it to the needs of the labour market.

#### 4.7 Current Level of Training for Employed Participants

The 3,202 respondents that were not currently enrolled in any educational training indicated that the three most common educational institutes they last attended were Secondary Schools 58.18%, Overseas Universities/National University of Samoa 17.02% and the Samoa Polytechnic 10.62%. More information is presented in Table 18.

Figure 10: Last Educational Institute Enrolled In (Question 7)



In terms of their qualifications, the PSSC for those that completed secondary education, Bachelors Degree for those who completed university, and a certificate or diploma from Samoa Polytechnic were identified as the four most common qualifications they left the last educational institute with.

The results suggest that a fair proportion of the participants have at least completed secondary education, which is a positive indication of a high literacy rate having progressed beyond primary school level. This is supported by the completion of the Secondary School Certificate and the PSSC by at least 30% of the respondents. (See Table 21) A high percentage (41.5%) of general certificates achieved, would also suggest accomplishment or recognition in some informal training respondents were last enrolled in. Such a high percentage indicates a general appreciation by the Samoan community of completing education at any level.

Most of the respondents indicated previously that the three most common subjects they had last taken were *General Subjects, Commerce / Accounting / Economics* and *Arts / History / Politics / Anthropology*, which suggests that these are the most popular choices for further studies. One of the reasons for the popularity of these choices may be that these are the only options given to students and there is no exploration of other areas of studies, which may broaden students' choices. Since there is no provision to make a career counselling service available to students within Samoa's education system, this situation may be a direct result of this oversight. Career counselling would ensure that any areas of interest are discussed with students to assist them in choosing a future career and the subjects they have to study to get the qualifications they want.

On the other hand, a preference for *commerce & finance* studies could also be due to the appeal of a career in accounting and economic management, which has always been highly regarded in Samoa, compared to other professions. The high numbers in these areas may also reflect the fact that these are the main courses offered in senior secondary schools as well as at the National University of Samoa. Detailed figures are summarised on Table 16.

## 5. SUMMARY OF FINDINGS

### 5.1 *The Demand for Labour*

- i. The industries offering the most jobs are in wholesale/retail, transport, and manufacturing
- ii. Employers want more trained and competent people in mechanical/automotive engineering, tourism related business skills, administration/secretarial skills, plumbing & sheet metal skills, business management and electrical engineering
- iii. Employers prefer Samoa Polytechnic and secondary school trained graduates instead of university graduates
- iv. Samoa Polytechnic graduates could meet the needs of local industries if educational opportunity and level are enhanced and diversified with the upgrade of training environment
- v. Samoa Polytechnic should improve the curriculum and content of the courses they offer to comply with all international standards
- vi. Post secondary school vocational education should improve the quality of the teachers and enhance the curriculum currently offered to provide more variety
- vii. Employers are generally satisfied with their vocational education graduates but believe they need a little more training in order to meet business needs
- viii. All graduates may meet the expectations of employers with further retraining, either through in house training within the workplace, further studies at Samoa Polytechnic, or other overseas educational institutes
- ix. Employers are more prepared to offer jobs in the simple to medium skill level categories where no qualifications are required or with some technical/vocational training, which they would supplement with specific on the job training or through other retraining options
- x. Most employers are prepared to assist with funding to retrain employees as long as the business benefits from it

### 5.2 *The Supply of Labour*

- i. Most of the labour force is employed in manufacturing, wholesale/retail, and public administration jobs

- ii. Most of the employees work in jobs requiring a medium level skill category, where technical/vocational skills are required or the equivalent in experience
- iii. The types of training most preferred by employees and potential employees to prepare themselves for employment is computer training, commerce/accounting/economics, mechanical engineering, tourism & hospitality, electrical engineering, arts subjects, carpentry & joinery and administrative/secretarial
- iv. Samoa Polytechnic was the most preferred institute for further training in order to look for a job and if there was a further opportunity to do so
- v. Most of the labour supply has completed secondary school level so the emphasis for further assistance to continue should be to support studies in post secondary education
- vi. Most of the employable population live in Apia and are in the youth age category, with a slightly higher number of males than females
- vii. Most workers tend to stay in their jobs for a longer rather than a shorter period of time
- viii. Students are leaving school because of a lack of interest in their subjects and financial hardship, and efforts must be made to address this by considering options such as careers counselling in schools, reviewing teaching methods, assessing students learning needs, and providing further training opportunities
- ix. Most of the labour supply prefers to be in paid employment rather than working for free or helping out in a family business unpaid
- x. The highest full time enrolments are in secondary school, overseas universities and in Samoa Polytechnic
- xi. The highest part time enrolments were for universities, Samoa Polytechnic and other vocational training institutes
- xii. Most of the educated labour supply remained in the educational institute they attended until they graduated

### 5.3 *Inconsistency Between Labour Market Supply and Demand*

The findings from the survey indicate that there is an imbalance between the demand and the corresponding supply of labour in that employers expect a more skilful labour force than is currently available. However this varies from industry to industry, as is indicated by the comments received from employers. The majority of employers who are in industries that are small and not represented in the Industry Advisory Panel, there is no obvious channel to have input into the courses offered at Samoa Polytechnic. These are the industries that offered comments in the survey.

In the industries that expect a simple to medium skill level (which includes *administrative, secretarial, wholesale/retail vending, assembly work, manufacturing and processing work*) employers tended to be satisfied with the vocational training graduates in their employment. Survey findings also indicate that there is a large pool of potential employees to meet future demands in these general areas. Providing that the industry does not require specialist skills,

employers were generally committed to training employees in the particular skills required for their own business.

In industries that required a more specialised skill level (which includes *maritime, mechanical engineering* and *other technical skills*, as well as *hospitality hosting and food preparation*) employers found that vocational training graduates did not meet the expected level of expertise.

i. Increase Practical Component

Employers in the *automotive engineering* and *construction industries* preferred an increase in the practical component of the courses currently taught at Samoa Polytechnic. Current graduates are very good at the theoretical side, but when asked to demonstrate what they know, are not able to do so. Some do not even know the different tools to use and are not familiar with them. Employers suggested that Samoa Polytechnic should update the equipment they used to keep up with the latest trends.

ii. Offer Advanced Level

The *commercial fishing* and *maritime* industry in particular required an advanced level of skills at the captaincy level and for more large-scale operations. For smaller scale industries in this sector the level taught at Samoa Polytechnic is adequate.

Employers in the *catering* industry required more advanced skills in food preparation. Employers in the utilities such as *SWA, EPC* and *Samoatel* suggested that graduates had good basic skills in general areas but that a more advanced level was needed to meet expectations in specialised areas if they want to meet employment requirements as technicians. Operators in the *tourism* industry suggested that a more holistic approach, which includes instruction on the Samoan culture and history, would enhance the current programme.

iii. New Courses Proposed

Some of the new areas, which at least 4 employers suggested should be introduced into Samoa Polytechnic's curriculum or at least considered, were a *Fashion Designing Course* and a *Basic Counselling Course*. Given that these areas have a growing demand in the local community<sup>10</sup>, these may be options that should be considered in any new future course developments for Samoa Polytechnic.

In some cases, employers had indicated in the absence of the necessary skills, they were prepared to give employees on the job training as long as they had positive work attitudes, were willing, and eager to learn. This was predominantly in the *wholesale/retail industries*.

Employers were willing to supplement whatever training employees already possessed, provided they were related to specific business needs. Some of the employers' comments on the ways and means to address skills shortcomings among graduates include:

- Up-skilling teachers or tutors who train vocational training students
- Up-grading equipment and resources used in Samoa Polytechnic to keep up with current technology

<sup>10</sup> As seen by the numerous seamstresses in Apia and the number of NGOs who require counselors

- Raising the standard of knowledge & skills taught in the courses to match the standard required by employers
- Increasing the practical skills component of the courses
- Implementing a short term follow up mechanism to track progress of graduates on completion of training courses to monitor performance

iv. Lecturers' Comments

- Employers do not often adhere to standards taught at Polytechnic, which are in line with overseas trends, but tend to do things the "Samoan way"
- Polytechnic courses offer students a better chance of securing employment when they graduate
- The Apprenticeship Scheme offers an opportunity to train while undertaking employment
- Courses are designed to meet employer's needs

## 6. CONCEPTIONAL FRAMEWORK FOR A 5 YEAR STRATEGIC PLAN FOR TECHNICAL ASSISTANCE IN VOCATIONAL TRAINING

### 6.1 Introduction

The preliminary fact finding of the Survey and analysis of the Survey data supports the high need for a technical assistance project to strengthen vocational training in Samoa.

Vocational training in Samoa must aim to produce a sufficiently large pool of qualified and technically competent graduates to meet the future developmental needs of Samoa and to be able to perform the increasingly complex needs of the labour market in the context of greater emphasis on improved efficiency and competitiveness.

Strengthening vocational training is also essential to ensure the large number of students dropping out at the end of primary level education and throughout the secondary education years are given the opportunity to learn a technical or vocational skill that will improve their chances of securing productive employment to enhance the human security of Samoan people and society.

### 6.2 Overall Goal of the Technical Assistance

The TA will reinforce Samoa's need for a Vocational Education Institute to produce a sufficiently large pool of highly qualified and competent trade professionals to meet the increasing and changing demands of the country's labour market and to meet international standards.

### 6.3 Technical Assistance Objectives

- (i) To strengthen advanced technical and vocational education in Samoa through support to Samoa Polytechnic to:
  - a) Develop and deliver diploma level courses in ICT hardware and software engineering to meet the needs of the fast growing and complex ICT industry;
  - b) Develop and deliver diploma level courses or programmes in the following disciplines:

- Automotive engineering
  - Mechanical engineering
  - Electrical engineering
  - Civil Engineering
- c) Enhance the standard of training in the area of management to meet the needs of this growing industry.
- (ii) To support the setting up, on a pilot basis, of vocational training centres or model schools in secondary schools through the provision of teaching staff (volunteers, counterpart staff training), provision of facilities and supply of equipment and resources.

#### 6.4 *Scope of Technical Assistance*

The TA will aim to strengthen vocational training in Samoa through the provision of support at two (2) levels. These levels are:

(i) Samoa Polytechnic (SP)

As the premier national institution for technical and vocational training, Samoa Polytechnic is processing a Basic Design Study for the up grade of existing facilities and equipment, which will determine future Japanese government Grant Aid. It is proposed that future TA to Samoa Polytechnic should focus on establishing an ICT Course, upgrading/strengthening of the technical and engineering training programme level, and enhance the development of the management course curriculum.

(ii) Improvement of vocational training in secondary schools.

Vocational training at the secondary level will initially be on a pilot basis first to be established at selected secondary schools of maybe three (3) in Upolu and one (1) in Savaii. Assistance to this pilot programme will be in the form of teaching staff (volunteers), training equipment and resources and provision of facilities where necessary. This should also include the continuation of support for the SATVETI programme, which is the training of trainers in Samoa Polytechnic.

#### 6.5 *Justification for Technical Assistance*

Tertiary training must be made an attractive and rewarding option for students pursuing secondary level education. The choice to pursue a technical or vocational qualification should not be one of last resort when opportunities to pursue higher-level academic qualifications are unavailable. Rather it should be an informed choice based on confidence that such training will produce a qualification that is recognised inside and outside Samoa and is relevant to the needs of the country's labour market.

The TA for SP will need to support training courses or programmes that are specifically designed to meet the specific demands of the changing and emerging needs of the Samoan labour market with qualifications and standards that meet specific industry needs. These courses or programmes are mainly in the areas of:

- Automotive engineering
- Mechanical engineering

- Electrical engineering
- Radio and electronic engineering
- Civil and structural engineering
- Finance/Accounting/Management
- Refrigeration and air conditioning
- ICT hardware and software engineering
- Tourism and hospitality
- Quality Control

The TA for SP will also provide opportunities, information, environment, equipment, and training resources that incorporate modern technology and work practices, which graduates will work within their national places of employment.

#### 6.6 *Technical Assistance Activities and Outputs for SP*

To achieve the TA for SP objectives and overall goal, much preparation and research work will need to be undertaken first to confirm the critical and priority needs of Samoa's labour market in the future years. Once these needs have been confirmed through market research, the capability of the present SP's education system has been determined as well as consultations with industry advisory representatives and Government's economic planners, then the tasks of developing appropriate curricula for each course or programme and of identifying their resource needs (i.e. staffing resources, facilities, equipment and resources etc.) will be undertaken. Research work and tasks planning preparation will take up to 2 years, and implementation up to 3 years to complete satisfactorily. The Japanese and Samoan Authorities may conduct the procurement process for equipment after TA approval in the 1<sup>st</sup> Phase.

Both JICA and Samoan Authorities will organise management committees for the TA and monitor the activities of the TA. The committees will then advise and conduct evaluations on the basis of the TA progress and outcome.

1<sup>st</sup> Phase: 2004-2005

- Task Force
- Survey
- Planning
- Procurement

2<sup>nd</sup> Phase: 2006-2008

- Implementation
- Trainers Training
- Workshop
- International Seminar

#### 6.7 *Inputs from the Samoan Government and Recipient of TA.*

- (i) CEO of Samoa Polytechnic, and Vice Chancellor of NUS as Project Managers since both will continue to be two separate units after the merge in 2005.
- (ii) CEO Ministry of Education and Principals Secondary Schools selected for model schools for vocational training at secondary level as project managers.
- (iii) Support and counterpart staff.
- (iv) Counterpart costs
- (v) Operational and maintenance funding



(vi) Office space.

It should be noted that after the merge is completed in 2005, the existing Samoa Polytechnic structure would still be in place.

#### **6.8 Inputs from Japanese Government**

(i) Despatch of experts and volunteers

- Automotive engineering (Short Term Expert, Volunteer)
- Information Technology (Long term Expert)
- Management and Finance (Long Term Expert)
- Electrical engineering (Short Term Expert, Volunteer)
- Mechanical engineering (Short Term Expert)
- Civil engineering (Short Term Expert)
- Refrigeration and air conditioning (Volunteer)
- Other trades as considered relevant for other vocational training centres and selected secondary schools (Volunteer)

(ii) Counterpart training in Japan.

(iii) Equipment necessary for successful implementation of training courses

#### **6.9 Output Indicator of TA for SP**

- Lecturers trained by JICA T.A
- Students enrolled during JICA T.A.
- Graduates secured employment in local industries during JICA T.A.
- Evaluation of Samoan industries & society linked to review of courses
- Evaluation of Samoan government

#### **6.10 Tentative Implementation Schedule**

The expected implementation of the TA for strengthening vocational education in Samoa is five years from 2005. The breakdown of this five-year period and the main activities to be undertaken are given in the attached schedule.

6.11 Implementation Schedule for Strengthening TVE in Samoa

| Phase I:<br>Preparation & Transition   | 2004   | 2005   | Phase II:<br>Implementation of technology transfer   | 2006   | 2007 | 2008 |
|--|--|--|--|--|------|------|
| <p>1. SAMOA POLYTECHNIC</p> <ul style="list-style-type: none"> <li>▪ ICT Programme with Diploma level courses in ICT hardware and software engineering</li> <li>▪ School of Technology (Diploma level courses in various engineering courses)</li> <li>▪ School of Commerce (Management Course)</li> </ul> | <ol style="list-style-type: none"> <li>1. Consultation between JICA and Government of Samoa.</li> <li>2. Organise Project Task Team or Steering Committee</li> <li>3. Ex ante Evaluation</li> <li>4. Formulation of Project Inception Report – confirm TA concept</li> <li>5. Present system &amp; institution analysis Survey, including assessment of teaching staff, training courses and standard of qualifications</li> <li>6. Develop TOR for market research – Undertake Market Research &amp; Demand Analysis</li> <li>7. Curriculum committee formulation</li> <li>8. Review of Curricular (Technology)</li> <li>9. Develop &amp; finalise Curricula (Technology)</li> <li>10. Review of Curricula (Commerce)</li> <li>11. Development of Curricula (Commerce)</li> <li>12. Identification of resources needed (staff, counterpart training, facilities upgrade, equipment and resources)</li> <li>13. Identification of Industry Advisory Panel</li> <li>14. Staffing Plan</li> <li>15. Facilities &amp; Equipment Plan, including an assessment of the capacity to provide counterpart costs and maintenance requirements</li> <li>16. Budgetary Plan</li> <li>17. Procurement of Equipment and upgrade of facilities</li> <li>18. Progress Report</li> <li>19. Workshop Seminar</li> </ol> | <p>1. SAMOA POLYTECHNIC</p> <ul style="list-style-type: none"> <li>▪ ICT Programme with Diploma level courses in ICT hardware and software engineering</li> <li>▪ School of Technology (Diploma level courses in various engineering courses)</li> <li>▪ School of Commerce (Management Course)</li> </ul> | <ol style="list-style-type: none"> <li>1. Recruit staff and provide training, including Japanese experts/volunteers to teach courses</li> <li>2. Implementation of technology transfer of new courses</li> <li>3. ITC course development</li> <li>4. Management course development</li> <li>5. Counterpart training in Japan</li> <li>6. Regional seminar implementation</li> <li>7. Midterm Evaluation</li> <li>8. Wrap up workshop Seminar</li> <li>9. Project Evaluation</li> </ol> | <ul style="list-style-type: none"> <li>▪ Monitor and review model schools</li> <li>▪ Evaluate achievements</li> <li>▪ Open selected Model Schools</li> </ul> |      |      |
| <p>2. VOCATIONAL TRAINING IN SECONDARY SCHOOLS (Model Schools)</p>   | <ol style="list-style-type: none"> <li>20. Consultation between JICA and MESCC</li> <li>21. Develop &amp; finalise guidelines for operation of pilot model schools</li> <li>22. Set up Pilot Schools</li> </ol>  | <p>2. VOCATIONAL TRAINING IN SECONDARY SCHOOLS (Model Schools)</p>   |  |  |      |      |

## 7. CURRENT STATUS OF ASSISTANCE FROM OTHER DONORS IN V.E. SECTION

Table 11: Summary of Donor Activities

| <i>Donor Agency</i>                                       | <i>Project Title and Dollar Value</i>                            | <i>Brief Description of Project</i>  | <i>Complementary Components or Activities</i>  |
|---|--|--|--|
| AusAID  | Ross Trust Fellowship 2004                                       | AusAID manages RTF, deals with Vocational Education. Provides scholarships to students interested in Voc Ed. Currently 6 candidates involved                                 | Education and training in trades such as Cert & Dip level in tourism & other trades  |
|   | Australian Study Awards - Ongoing                                | Scholarships to enable students to study at Aust. Tertiary Institutes – 2 places always reserved for Voc Ed  | Facilitates study at selected TAFE institutes in Australia   |
| NZAID   | 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. SP awarded places on a needs basis via the Scholarship Committee        | Job placement in Samoa government departments on completion of studies, also bound by a bond signed by students before undertaking studies |
|   | Joint Aus/NZ Tech/Voc Planning Study 2004/2005                   | Review of Vocational Education (suspended indefinitely at this stage)<br>Both will undertake an evaluation of their projects from the 1990s – early 2000 to determine impact |  |
| JICA  | Current proposal for upgrading of Samoa Polytech                 | Infrastructure upgrade and direct funding for equipment  | Counterpart funding by Samoa govt  |
| JAPAN   | Polytech campus, \$SAT 40 million (proposal)                     | Upgrade of Polytech campus   | Counterpart funding by Samoa govt including sharing of some resources for merger with NUS  |
| OTHERS<br>Including EU, UNDP,<br>UNESCO, & CANADA<br>FUND | None that are current  | Do not currently have any projects which contribute directly to Vocational/Technical training  | A National Training Authority to look at all qualifications was being explored by UNDP but there have not been any current developments    |

## Appendix I

|  |   |   |  |
|--|---|---|--|
| <p>Ace Hardware - Construction<br/>         Adria's Cakes - Catering<br/>         Alby and Sons Ltd - Automotive Eng<br/>         Alloweira Clothing - Garments<br/>         Apia Bottling - Manufacturing<br/>         Apia Longline - Fishing<br/>         Apia Rentals - Transport<br/>         Apia Traders - Wholesale/retail<br/>         Asco Motors - Transport<br/>         Auntie Helens Supermarket wholesale/retail<br/>         Auto Supa Center -<br/>         Wholesale/retail<br/>         Aviation Security - Transport<br/>         Betham &amp; Company - Finance<br/>         Bluebird Lumber - Construction<br/>         Bluebird Transport &amp; Company - Transport<br/>         BOC Gases - Utilities<br/>         British American Tobacco - Manufacturing<br/>         Business Systems - Wholesale/retail<br/>         Cams Food Bar - Catering<br/>         Chan Mow &amp; Company - Wholesale/retail<br/>         Craigs Construction - Construction<br/>         Dessico - Manufacturing</p> | <p>Elaine MAR Enterprises - Wholesale/retail<br/>         Faatau Le Ola - NGO<br/>         Foto Eye Land - Photography<br/>         Fransam Salon - Hairdressing<br/>         Gold Star - Transport/retail<br/>         Georgie's Pizza - Catering<br/>         Global Travel - Tourism<br/>         Heavenly Water - Utilities<br/>         Hi Lite Electrical - Electrical Eng<br/>         Ink Patch - Wholesale/retail<br/>         Island Hopper Vacations - Tourism<br/>         Ipasefika - ICT<br/>         Italiano's Pizzeria - Catering<br/>         J Land - Wholesale/retail<br/>         Kings Auto - Transport/retail<br/>         Lameko &amp; Associates - Finance<br/>         Le Moana Holdings - Catering<br/>         Le Vai - Utilities<br/>         L &amp; S Motors - Automotive Eng<br/>         Lober Fabrics - Wholesale/retail<br/>         Loibl Motors - Automotive Eng<br/>         Maali Co. - Wholesale/retail</p> | <p>Pacific Aluminium - Construction<br/>         Pacific Corporate Services - Consultancy Services<br/>         Paddles - Catering<br/>         Pele Rose - Wholesale/retail<br/>         Petroleum Products &amp; Services (PPS) - Utilities<br/>         Primefish Exports - Fishing<br/>         RCS Hagedorn &amp; Sons Ltd - Automotive<br/>         R M &amp; J Keil - Car Parts/ Wholesale/retail<br/>         Roseberg Hairdressers - Hairdressing<br/>         Samoa Airport Authority - Transport<br/>         Samoa Builders Supplies - Hardware<br/>         Samoa Commercial Bank - Finance<br/>         Samoa Realty - Real Estate<br/>         Samoa Shipping Corp. - Transport<br/>         Mapusaga o Aiga - NGO<br/>         Maria's Healthcare - Pharmacy<br/>         Wholesale/retail<br/>         Mena L Designs - Garment<br/>         M &amp; I Wong Ling - Wholesale/retail<br/>         Molioo Vailima Distributors Natural<br/>         Foods International - Wholesale/retail<br/>         OK Auto Repairs - Automotive</p> | <p>Samoa Tattlotto - Gambling<br/>         Scanlan Fishing - Fishing<br/>         Seasons Gift Shop - Wholesale/retail<br/>         Seb &amp; Rene - Wholesale/retail<br/>         Shari's Laundrette Ltd - Laundromat<br/>         Siosiomaga Society - NGO<br/>         South Pacific Waters - Utilities<br/>         Supermarket &amp; Fishing Boat - Fishing<br/>         Telecom Samoa Cellular - ICT<br/>         Trendy Kids - Wholesale/retail<br/>         Vaai &amp; Vaai Barristers &amp; Solicitors -<br/>         Legal<br/>         Vaisala Hotel - Tourism<br/>         Vaivaimuli Bakery - Wholesale/retail<br/>         Waitui Surf Shop - Garment<br/>         Wesley Bookshop - Wholesale/retail<br/>         West End Company - Automotive<br/>         Western Autos - Automotive<br/>         Westpac Banking Corp - Finance<br/>         Yazaki EDS Samoa Ltd - Manufacturing</p> |
|--|---|---|--|

**Appendix 2**

**SURVEY QUESTIONNAIRE - LABOUR MARKET DEMAND**

Company/Business Name (optional): \_\_\_\_\_

**a. Location**

- 1. Apia Urban
- 2. North West Upolu
- 3. Rest of Upolu
- 4. Savaii

**b. About how many people do you presently employ? (Size of your business)**

- 1. No more than 10
- 2. More than 10 but less than 30
- 3. More than 30 but less than 50
- 4. More than 50 but less than 100
- 5. More than 100

**c. What percentage (estimate only) of these are:**

- 1. University graduates \_\_\_\_\_
- 2. Polytechnic/Vocational Training graduates \_\_\_\_\_
- 3. Secondary education graduates \_\_\_\_\_
- 4. Other (specify) \_\_\_\_\_

**d. Assuming your business would continue to grow in the next five years, would you expect to recruit more?**

- 1. University graduates Yes  No
- 2. Polytechnic/Vocational Training graduates Yes  No
- 3. Secondary school graduates (PSSC) Yes  No
- 4. Other Yes  No

**e. Which industry is your business involved in? (main business activity)**

- 1. Agriculture and Fisheries
- 2. Manufacturing
- 3. Electricity, Fuel, Gas & Water
- 4. Communications & Information Technology
- 5. Transport
- 6. Construction (Roads & Buildings)
- 7. Wholesaling & Retailing

- 8. Finance & Insurance
  - 9. Government Administration
  - 10. NGOs/Community
  - 11. Other
- Please specify \_\_\_\_\_

**f. What level of academic qualifications do most of the jobs you offer require?**

- 1. University degree
  - 2. Polytechnic/Vocational training qualification
  - 3. Secondary education qualification
  - 4. Other
- Please Specify \_\_\_\_\_

**g. Do people that apply for jobs meet the level of qualification required?**

- 1. Yes, most of them do
- 2. No, most of them don't

**h. What areas of vocational training do most of the jobs you offer require?**

- 1. Plumbing & Sheet Metal
  - 2. Electrical Engineering
  - 3. Mechanical & Automotive Engineering
  - 4. Fitting & Machining
  - 5. Welding & Metal Fabrication
  - 6. Tourism, Tourism (Business), Hospitality & Catering
  - 7. Administrative & Secretarial
  - 8. Carpentry & Joinery
  - 9. Radio & Electronics
  - 10. Refrigeration & Air Conditioning
  - 11. Fisheries & Agriculture Training
  - 12. Horticulture
  - 13. Secretarial Studies
  - 14. Journalism
  - 15. Computer Operating
  - 16. Nautical Studies
  - 17. Marine Engineering
  - 18. Other
- Please specify \_\_\_\_\_

**i. From your company's experience, are you satisfied with the skills level of your Polytechnic/Vocational Training graduates?**  Yes  No

1. Yes (Go to k)

2. No

**j. If no, what should be done to match employee skills with current and future job requirements?**

1. Raise academic standards for entry into Polytechnic/Vocational Training  
Specify \_\_\_\_\_

2. Provide an advanced level of training relevant to modern work requirements  
Specify \_\_\_\_\_

3. Provide more practical training and work experience as part of formal studies  
Specify \_\_\_\_\_

4. Provide modern tools and equipment to assist in training  
Specify \_\_\_\_\_

5. Other  
Please specify \_\_\_\_\_

**k. Do you encourage your employees to take on further study/ training to improve skills?**  Yes  No

1. Yes

2. No

**l. Where would you encourage your employees to do further study/training?**

1. In-house training

2. Attend courses at Polytechnic/Vocational Training Institutes

3. Other   
Please specify \_\_\_\_\_

**m. Would you be willing to assist in funding this training?**  Yes  No

1. Yes

2. No

**n. Which of the following comments most accurately describes your view?**

1. The current level of employees' skills meet my business needs   
Specify in what way: \_\_\_\_\_

2. My business would benefit from having better qualified people  
Specify in what way: \_\_\_\_\_

3. Other   
Please specify \_\_\_\_\_

Survey Questionnaire  
Vocational Training in Samoa

**Section A. Bio Data**

1. Age
- i. 1 - 15
  - ii. 15 - 20
  - iii. 21 - 25
  - iv. 25 - 30
  - v. 31+
2. Sex
- i. Male
  - ii. Female

3. Location
- i. Apia Urban
  - iii. North West Upolu
  - ii. Rest of Upolu
  - iv. Savaii

4. Are you currently enrolled in Vocational Training or Education?  (Go to Section B)  
 (Go to Section B)  
 (Go to Section C)
- i. Yes, but only on a part time basis
  - ii. Yes, full time
  - iii. No

**Section B. Enrolled in Vocational/Educational Institutes**

5. At which Institute are you currently enrolled?
- i. Overseas University or NUS
  - ii. Samoa Polytechnic
  - iii. Mission School
  - iv. NGO
  - v. Other Vocational Institute
  - vi. Secondary Education
  - vii. Primary Education

6. What sort of training are you enrolled in?
- i. Plumbing
  - ii. Electrical Engineering
  - iii. Automobile
  - iv. Mechanical Engineering
  - v. Tourism, Hospitality & Catering
  - vi. Administrative & Secretarial
  - vii. Commerce and Accounting
  - viii. Carpentry
  - ix. Fisheries & Agriculture Training
  - x. Computer Training
  - xi. Other

Please Specify  
(Go to Question 13)

4

**Section C. Not Currently Enrolled in Vocational/Educational Institutes**

7. What is the last Institute at which you were enrolled?
- i. Overseas University or NUS
  - ii. Samoa Polytechnic
  - iii. Mission School
  - iv. NGO
  - v. Other Vocational Institute
  - vi. Secondary Education
  - vii. Primary Education

8. What sort of training were you enrolled in?
- i. Plumbing
  - ii. Electrical Engineering
  - iii. Automobile
  - iv. Mechanical Engineering
  - v. Tourism, Hospitality & Catering
  - vi. Administrative & Secretarial
  - vii. Commerce and Accounting
  - viii. Carpentry
  - ix. Fisheries & Agriculture Training
  - x. Computer Training
  - xi. Other

Please Specify \_\_\_\_\_

9. Why did you leave the last institute you were enrolled in?  (Go to 10)  
 (Go to 13)
- i. I graduated from that institute
  - ii. I lost interest in further study
  - iii. The fees were too expensive
  - iv. My family did not want me to study but to find a job
  - v. Institute was too far away, no transportation
  - vi. What I wanted was not on offer

Please Specify \_\_\_\_\_

10. What level of qualification did you graduate with?
- i. Certificate
  - ii. Diploma
  - iii. Bachelors Degree
  - iv. Other

Please Specify \_\_\_\_\_

11. If you had the opportunity, what sort of training would you be interested in? (Please specify the level of qualification or Institute)

- i. Plumbing
- ii. Electrical Engineering
- iii. Automobile
- iv. Mechanical Engineering
- v. Tourism, Hospitality & Catering
- vi. Administrative & Secretarial
- vii. Commerce and Accounting
- viii. Carpentry
- ix. Fisheries & Agriculture Training
- x. Computer Training
- xi. Other

Please Specify \_\_\_\_\_

12. If you did return to study at a Vocational Training Institute, how much time would you spend on it?

- i. Full time
- ii. Part time

13. Are you currently undertaking paid employment?

- i. Yes  (Go to Sections D and F)
- ii. No  (Go to Sections E and F)

**Section D. Currently Undertaking Paid Employment**

14. What is your occupation?

Please specify \_\_\_\_\_

15. What type of industry do you work in?

- i. Agriculture and Fisheries
- ii. Manufacturing
- iii. Utilities such as electricity, gas, water etc
- iv. Communications
- v. Transport
- vi. Construction
- vii. Wholesale & Retail
- viii. Finance
- ix. Public Sector
- x. NGOs/Community
- xi. Other

Please specify \_\_\_\_\_

16. What level of skill does your job require?

- i. Simple (No Qualifications Needed)
- ii. Medium (Technical/Vocational Qualifications/ Experience Required)
- iii. Advanced/ Professional (Formal University Qualification Required)

17. Are you using your qualification in your current job?

- i. Yes
- ii. No
- iii. I do not have a qualification

18. How did you find out about your current job?

- i. Word of mouth
- ii. Media (Radio, Newspaper etc.)
- iii. Other

Please Specify \_\_\_\_\_

19. Why are you working in your current job?

- i. I have to earn money to support family
- ii. I have the relevant skills
- iii. I have the relevant qualification
- iii. I enjoy working in this area
- iv. Other

Please Specify \_\_\_\_\_

20. How long do you intend to stay in your current job?

- ii. Less than a year
- iii. 1 to 4 years
- iv. 5 to 9 years
- v. Longer than 10 years

21. What sorts of reasons would make you leave your current job?

- i. Find another job with higher income
- ii. Enjoyable work elsewhere
- iii. Better use of my skills elsewhere
- iv. Better use of my qualification elsewhere
- v. Another job closer to home
- vi. Other

Please Specify \_\_\_\_\_

22. What vocational training institute would you prefer to go to for further training?

- i. NUS
- ii. Polytech
- iii. Other Vocational Training Institutes
- iv. Other

Please Specify \_\_\_\_\_

(Go to Section F)



**Section E. Currently Unemployed**

23. Are you currently and in the near future looking for work?

- i. Yes  (Go to 24)
- ii. No

Please Specify \_\_\_\_\_  
(Thank you, End of Questionnaire)

24. Do you think having a qualification will help you find a job?

- i. Yes
- ii. No

25. What type of job are you looking for? (Please Specify the level of qualification or Institute)

- i. Plumbing
- ii. Electrical Engineering
- iii. Automobile
- iv. Mechanical Engineering
- v. Tourism, Hospitality & Catering
- vi. Administrative & Secretarial
- vii. Commerce and Accounting
- viii. Carpentry
- ix. Fisheries & Agriculture Training
- x. Computer Training
- xi. Other

Please Specify \_\_\_\_\_

**Section F. Employed & Unemployed**

26. How long have you been working in paid employment?

- i. Not yet employed
- ii. Less than a year
- iii. 1 to 4 years
- iv. 5 to 9 years
- v. Longer than 10 years

27. In all the time that you have been employed, how often have you changed jobs?

- i. None, not yet employed
- ii. None, same employer for the whole time
- iii. Once
- iv. Twice to 5 Times
- v. More than 5 Times

28. What were your reasons for changing jobs?

- i. Did not get along with others there
- ii. Wasn't challenging or interesting enough
- iii. Needed to earn more money
- iv. Needed to learn/more training
- v. Wasn't using my skills/ qualifications
- vi. Other

Please Specify \_\_\_\_\_

29. If you were looking for a job, where would you look first?

- i. Media ads eg TV, radio, newspaper
- ii. Word of mouth
- iii. Other

Please Specify \_\_\_\_\_

30. What sort of Job did you want to have when you were in School?

- i. Simple (No Qualifications Needed)
- ii. Medium (Technical/Vocational Qualifications/Experience Required)
- iii. Advanced/ Professional (University Qualification Required)

31. Are you planning to move overseas to work?

- i. Yes
- ii. No

End of Questionnaire - Thank You Very Much

## Appendix 3. Survey Sample Plan

|        | Day One<br>Wed 7/1<br>(8.30 - 4)        | Day Two<br>Thurs 8/1<br>(8.30 - 4)                     | Day Three<br>Fri 9/1<br>(8.30 - 4)                         | Day Four<br>Mon 12/1 | Day Five<br>Tues 13/1 | Day Six<br>Wed 14/1 | Day Seven<br>Thurs 15/1   | Day Eight<br>Fri 16/1  |
|--------|---|--|--|----------------------|-----------------------|---------------------|---|--|
| Team 1 | Training &<br>Pretest at Fugalei Market | Flea Market  | Fagalei Airport, Motootua<br>Hosp,<br>Fish Market/Bus Stop |                      |                       |                     |   |  |
| Team 2 | "                                       | Fugalei Market   | Flea Market  |                      |                       |                     |   |  |
| Team 3 | "                                       | Fugalei Airport  | Fugalei Market   |                      |                       |                     |   |  |
| Team 1 | Fugalei Mkt                             | Aggies to Town Clock<br>9 - 3pm                        | 9 - Bluebird Hardware<br>Town clock to KVA<br>10.30 - 3pm  |                      |                       |                     | Yazaki 9 - 3pm<br>(See Oliva Vaai)  | 9 - 2 Yazaki EDS Samoa   |
| Team 2 | Fish Mkt/Bus Stop                       | Kitano to Town Clock<br>9 - 3pm<br>(Kitano staff done) | Aggies to Town Clock<br>9 - 3pm                            |                      |                       |                     | Yazaki 9 - 3pm<br>(See Oliva Vaai)  | 10am - 12 British American<br>Tobacco (BAT)<br>(See Su'a Francis Thomsen or<br>Fagfouina)<br>Yazaki 12-2pm |
| Team 3 | Flea Mkt                                | Town clock to KVA<br>9 - 3pm                           | Kitano to Town Clock<br>9 - 3pm                            |                      |                       |                     | 9am - Pacific Aluminium<br>(See Brian Atkins)<br>10.30 Silva Transport<br>(See Leslie or Sita Silva)<br>Join others at YAZAKI | 9am BOC (See Maurice Fisher)<br>Yazaki 12-2pm  |

|        | Day Nine<br>Mon 19/1                          | Day Ten<br>Tues 20/1  | Day Eleven<br>Wed 21/1   | Day Twelve<br>Thurs 22/1  | Day Thirteen<br>Fri 23/1     |
|--------|---|---|--|---|------------------------------|
| Team 1 | 9 - 3pm<br>Fugalei Market                     | Faleolo<br>9 - 11am<br>Polynesian Utilities<br>Samoa Airport Authority<br>Mulifanua<br>11am - Passengers for 12noon ferry<br>sailing<br>Return at 2pm | Savalalo/Taufusi<br>9 am SAMCO - Papatii Grant<br>Percival<br>9.30am Apia Bottling - Robbie Rankin<br>Matautu<br>10.00 IPasefika<br>Go to Mootua Hospital after a break and while waiting for next appointment<br>Mootua<br>2.00 HJF Electronics<br>2.30pm SUNGO (Karen) next to Nurses Hall, Hs. 63 - green | Tamalagi<br>Pro Com Systems<br>Malua Printing<br>Lesá's Telephone Services<br>Gates Computer Services | 9am Samoaatel<br>Mootua Hosp |
| Team 2 | Fish Market, Bus Stop, Flea Market<br>9 - 3pm | SWA (Assets & Technical Division)<br>-- questionnaires distributed  | 9 - 12 Samoa Breweries (Contact person Oliva Taituanga)<br>1.00pm pick up at Vaietele for Mulifanua Wharf to interview Samoa Shipping Corp staff and passengers while waiting to pick up Team 3  | 9 - 2pm<br>Polytechnic enrolment  | Mootua Hosp                  |

|        | Day Nine<br>Mon 19/1  | Day Ten<br>Tues 20/1   | Day Eleven<br>Wed 21/1   | Day Twelve<br>Thurs 22/1   | Day Thirteen<br>Fri 23/1  |
|--------|---|--|--|--|---|
| Team 3 | 9am ACP - See Norman Wetzel<br>Dessico Samoa - Taimang Jensen<br>Fugalei Market | Savaii<br>8 - 9.30 Catch ferry to Savaii<br>10 am - ANZ, Westpac,<br>Bluebird Hardware,<br>Bluebird Mall - Foto Eye Land<br>Jetover Hotel, NBS<br>11 - 2pm Salelologa Market & Bus<br>Stop | Savaii<br>Shoppers in Mall<br>11 - 2pm Salelologa Market & Bus<br>Stop<br>Return on 2.00pm ferry | 8.30 Pacific Petroleum<br>Services (Peter Ripley)<br>9.00 Gold Star (Willie<br>Rasmussen if busy - move<br>on)<br>9.00am Samoa<br>Broadcasting Corp<br>10.30 Millenia Hotel<br>(Natalia)<br>11.00 Apia Export Fish<br>Packers (Oloiali Koki<br>Tuala)<br>1.30 MOA - Wesley<br>Arcade<br>2.00 FLO - Wesley Arcade | Mechanics<br>ASCO Motors<br>Saili - Vaiusu<br>Tom Ah Yen -<br>Lotopa<br>Apia - Beach Road |

Fletchers Construction (Frances on Tuesday 20/1 4pm)

\* Ring Steve Young on Monday for a time to survey - 70564 or 20971

|        | Day Fourteen<br>Mon 26/1 | Day Fifteen<br>Tues 27/1                |
|--------|--------------------------|---|
| Team 1 | Apia - Beach Road        | Samoa Commercial Bank (Ruth<br>Thomsen) |
| Team 2 | "                        | Apia Beach Road                         |
| Team 3 | "                        | "                                       |

#### **Appendix 4: Open Questions for Samoa Polytechnic Teachers**

Begin by assuring the interviewee that the information is confidential and their names would be withheld, although we would need to know what programme/courses they teach, and their designation if ok with them.

Explain about the survey you are doing for JICA and that the information is to assist KVA to understand where Polytech graduates go when they complete/graduate or leave Polytech.

1. What course/subjects/programme do you teach? (Describe the practical component, classroom teaching etc involved if relevant)
2. What sort of pass rate do you get on average, with your students?
3. When they graduate, do you assist them with getting a job?
4. Can you tell me about the Apprenticeship Scheme please?
5. Is it effective in ensuring that the student gets a job with the agency they are placed in when they complete their programme? Why/why not?
6. Which offices or industries are your students placed?
7. How effective is the course/programme you teach in meeting the practical needs of the employers who take in your students/graduates?
8. Do you communicate or discuss employer needs when you are reviewing/organizing or designing your programme? How often does this happen?
9. Do you have any questions or further comments?

End the interview by thanking the person for the opportunity.

## Appendix 5: Supply Side Tables

Table 12: Age of Labour Supply (Question 1)

|       |                  | Age       |         |               |                    |
|-------|------------------|-----------|---------|---------------|--------------------|
|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1-15 years       | 119       | 2.5     | 2.5           | 2.5                |
|       | 16-20 years      | 1702      | 35.2    | 35.2          | 37.7               |
|       | 21-25 years      | 1292      | 26.8    | 26.8          | 64.5               |
|       | 26-30 years      | 857       | 17.7    | 17.7          | 82.2               |
|       | 31 or more years | 859       | 17.8    | 17.8          | 100.0              |
| Total |                  | 4829      | 100.0   | 100.0         |                    |

Table 13: Gender of Labour Supply (Question 2)

|       |        | Sex       |         |               |                    |
|-------|--------|-----------|---------|---------------|--------------------|
|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male   | 2622      | 54.3    | 54.3          | 54.3               |
|       | Female | 2207      | 45.7    | 45.7          | 100.0              |
| Total |        | 4829      | 100.0   | 100.0         |                    |

Table 14: Location of Labour Supply (Question 3)

|       |                               | Location  |         |               |                    |
|-------|-------------------------------|-----------|---------|---------------|--------------------|
|       |                               | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Apia Urban                    | 2953      | 61.2    | 61.2          | 61.2               |
|       | North West Upolu              | 783       | 16.2    | 16.2          | 77.4               |
|       | Rest of Upolu                 | 616       | 12.8    | 12.8          | 90.1               |
|       | Savaii                        | 470       | 9.7     | 9.7           | 99.9               |
|       | Rest of other smaller islands | 7         | .1      | .1            | 100.0              |
| Total |                               | 4829      | 100.0   | 100.0         |                    |

Table 15: Current Enrolment (Question 4)

|       |                                    | Current Vocational Training or Education |         |               |                    |
|-------|------------------------------------|--|---------|---------------|--------------------|
|       |                                    | Frequency                                | Percent | Valid Percent | Cumulative Percent |
| Valid | Yes, but only on a part time basis | 343                                      | 7.1     | 7.1           | 7.1                |
|       | Yes, full time                     | 1284                                     | 26.6    | 26.6          | 33.7               |
|       | No                                 | 3202                                     | 66.3    | 66.3          | 100.0              |
| Total |                                    | 4829                                     | 100.0   | 100.0         |                    |

Table 16: Institute Currently Enrolled In (Question 5)

## Type of Institute currently enrolled in

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Overseas University or National University of Samoa | 586       | 12.1    | 36.0          | 36.0               |
|         | Samoa Polytechnic                                   | 314       | 6.5     | 19.3          | 55.3               |
|         | Mission School                                      | 81        | 1.7     | 5.0           | 60.3               |
|         | Non Government Organisation                         | 27        | .6      | 1.7           | 62.0               |
|         | Other Vocational Training                           | 131       | 2.7     | 8.1           | 70.0               |
|         | Secondary Education                                 | 459       | 9.5     | 28.2          | 98.2               |
|         | Primary Education                                   | 25        | .5      | 1.5           | 99.8               |
|         | No response   | 4         | .1      | .2            | 100.0              |
|         | Total   | 1627      | 33.7    | 100.0         |                    |
| Missing | Not Relevant  | 3202      | 66.3    |               |                    |
| Total   |   | 4829      | 100.0   |               |                    |

Table 17: Type of Training Enrolled In (Question 6)

|         |   | Sort of Training currently enrolled in |         |               |                    |
|---------|---|--|---------|---------------|--------------------|
|         |   | Frequency                              | Percent | Valid Percent | Cumulative Percent |
| Valid   | Plumbing                                    | 35                                     | .7      | 2.2           | 2.2                |
|         | Electrical Engineering                      | 59                                     | 1.2     | 3.6           | 5.8                |
|         | Automobile                                  | 20                                     | .4      | 1.2           | 7.0                |
|         | Mechanical Engineering                      | 57                                     | 1.2     | 3.6           | 10.5               |
|         | Travel/Tourism/Hospitality/Catering         | 98                                     | 2.0     | 6.0           | 16.5               |
|         | Administrative and Secretarial              | 57                                     | 1.2     | 3.5           | 20.0               |
|         | Commerce/Accounting/Economics               | 377                                    | 7.8     | 23.2          | 43.2               |
|         | Carpentry and Joinery                       | 48                                     | 1.0     | 3.0           | 46.2               |
|         | Fisheries and Agriculture                   | 36                                     | .7      | 2.2           | 48.4               |
|         | Computer Training                           | 169                                    | 3.5     | 10.4          | 58.8               |
|         | Arts/History/Politics/Anthropology          | 164                                    | 3.4     | 10.1          | 68.8               |
|         | Fitness Instructor                          | 2                                      | .0      | .1            | 69.0               |
|         | General Subjects                            | 145                                    | 3.0     | 8.9           | 77.9               |
|         | Media and Journalism                        | 5                                      | .1      | .3            | 78.2               |
|         | Applied Science                             | 101                                    | 2.1     | 6.2           | 84.4               |
|         | Welding and Fittings                        | 12                                     | .2      | .7            | 85.1               |
|         | Architect                                   | 2                                      | .0      | .1            | 85.2               |
|         | Maritime Training                           | 15                                     | .3      | .9            | 86.2               |
|         | Mathematics/Statistics                      | 1                                      | .0      | .1            | 86.2               |
|         | Trade and Industry                          | 2                                      | .0      | .1            | 86.4               |
|         | Law and Order                               | 20                                     | .4      | 1.2           | 87.6               |
|         | Sports Recreation                           | 2                                      | .0      | .1            | 87.7               |
|         | Bachelors Degree                            | 7                                      | .1      | .4            | 88.1               |
|         | Social studies                              | 2                                      | .0      | .1            | 88.3               |
|         | Certificate                                 | 19                                     | .4      | 1.2           | 89.4               |
|         | Engineering                                 | 2                                      | .0      | .1            | 89.6               |
|         | Management studies                          | 11                                     | .2      | .7            | 90.2               |
|         | Theological studies                         | 24                                     | .5      | 1.5           | 91.7               |
|         | Teaching                                    | 9                                      | .2      | .6            | 92.3               |
|         | Aviation (Pilot/Flight Attendant)           | 5                                      | .1      | .3            | 92.6               |
|         | Food Technology                             | 2                                      | .0      | .1            | 92.7               |
|         | Health (doctors, nurses, physio, technical) | 31                                     | .6      | 1.9           | 94.6               |
|         | Communications and Information Technology   | 2                                      | .0      | .1            | 94.7               |
|         | Environmental Studies/Land issues           | 11                                     | .2      | .7            | 95.4               |
|         | Linguist                                    | 4                                      | .1      | .2            | 95.6               |
|         | Geography                                   | 2                                      | .0      | .1            | 95.8               |
|         | Domestic worker                             | 4                                      | .1      | .2            | 96.0               |
|         | Self Defence                                | 2                                      | .0      | .1            | 96.1               |
|         | Photography                                 | 7                                      | .1      | .4            | 96.6               |
|         | Fashion/Graphic Designer                    | 9                                      | .2      | .6            | 97.1               |
|         | Entertainer/Musician                        | 2                                      | .0      | .1            | 97.2               |
|         | Fine Arts                                   | 6                                      | .1      | .4            | 97.6               |
|         | Educational studies                         | 10                                     | .2      | .6            | 98.2               |
|         | Library course                              | 1                                      | .0      | .1            | 98.3               |
|         | Real Estate                                 | 1                                      | .0      | .1            | 98.3               |
|         | No response                                 | 27                                     | .6      | 1.7           | 100.0              |
|         | Total                                       | 1627                                   | 33.7    | 100.0         |                    |
| Missing | Not Relevant                                | 3202                                   | 66.3    |               |                    |
| Total   |   | 4829                                   | 100.0   |               |                    |



Table 18: Last Institute Enrolled In (Question 7)

|         |   | Last Institute enrolled In |         |               |                    |
|---------|---|----------------------------|---------|---------------|--------------------|
|         |   | Frequency                  | Percent | Valid Percent | Cumulative Percent |
| Valid   | Overseas University or National University of Samoa | 545                        | 11.3    | 17.0          | 17.0               |
|         | Samoa Polytechnic                                   | 340                        | 7.0     | 10.6          | 27.6               |
|         | Mission School                                      | 170                        | 3.5     | 5.3           | 32.9               |
|         | Non Government Organisation                         | 12                         | .2      | .4            | 33.3               |
|         | Other Vocational Training                           | 165                        | 3.4     | 5.2           | 38.5               |
|         | Secondary Education                                 | 1863                       | 38.6    | 58.2          | 96.7               |
|         | Primary Education                                   | 100                        | 2.1     | 3.1           | 99.8               |
|         | No response   | 7                          | .1      | .2            | 100.0              |
|         | Total   | 3202                       | 66.3    | 100.0         |                    |
| Missing | Not Relevant  | 1627                       | 33.7    |               |                    |
| Total   |   | 4829                       | 100.0   |               |                    |

Table 19: Type of Training Last Enrolled In (Question 8)

| Sort of Training last enrolled in |   |           |         |               |                    |
|-----------------------------------|---|-----------|---------|---------------|--------------------|
|                                   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                             | Plumbing                                    | 34        | .7      | 1.1           | 1.1                |
|                                   | Electrical Engineering                      | 108       | 2.2     | 3.4           | 4.4                |
|                                   | Automobile                                  | 32        | .7      | 1.0           | 5.4                |
|                                   | Mechanical Engineering                      | 104       | 2.2     | 3.2           | 8.7                |
|                                   | Travel/Tourism/Hospitality/Catering         | 108       | 2.2     | 3.4           | 12.1               |
|                                   | Administrative and Secretarial              | 86        | 1.8     | 2.7           | 14.7               |
|                                   | Commerce/Accounting/Economics               | 541       | 11.2    | 16.9          | 31.6               |
|                                   | Carpentry and Joinery                       | 110       | 2.3     | 3.4           | 35.1               |
|                                   | Fisheries and Agriculture                   | 38        | .8      | 1.2           | 36.3               |
|                                   | Computer Training                           | 175       | 3.6     | 5.5           | 41.7               |
|                                   | Arts/History/Politics/Anthropology          | 215       | 4.5     | 6.7           | 48.4               |
|                                   | General Subjects                            | 1049      | 21.7    | 32.8          | 81.2               |
|                                   | Media and Journalism                        | 3         | .1      | .1            | 81.3               |
|                                   | Applied Science                             | 180       | 3.7     | 5.6           | 86.9               |
|                                   | Welding and Fittings                        | 29        | .6      | .9            | 87.8               |
|                                   | Architect                                   | 5         | .1      | .2            | 88.0               |
|                                   | Maritime Training                           | 18        | .4      | .6            | 88.5               |
|                                   | Mathematics/Statistics                      | 4         | .1      | .1            | 88.7               |
|                                   | Sports Management                           | 3         | .1      | .1            | 88.8               |
|                                   | Trade and Industry                          | 2         | .0      | .1            | 88.8               |
|                                   | Law and Order                               | 4         | .1      | .1            | 88.9               |
|                                   | Sports Psychology                           | 3         | .1      | .1            | 89.0               |
|                                   | Sports/Exercise                             | 1         | .0      | .0            | 89.1               |
|                                   | Bachelors Degree                            | 3         | .1      | .1            | 89.2               |
|                                   | Social studies                              | 4         | .1      | .1            | 89.3               |
|                                   | Degree Level                                | 7         | .1      | .2            | 89.5               |
|                                   | Certificate                                 | 78        | 1.6     | 2.4           | 91.9               |
|                                   | Engineering                                 | 2         | .0      | .1            | 92.0               |
|                                   | Management studies                          | 6         | .1      | .2            | 92.2               |
|                                   | Mechanic/Machinists                         | 8         | .2      | .2            | 92.4               |
|                                   | Theological studies                         | 19        | .4      | .6            | 93.0               |
|                                   | Teaching                                    | 33        | .7      | 1.0           | 94.1               |
|                                   | Aviation (Pilot/Flight Attendant)           | 3         | .1      | .1            | 94.2               |
|                                   | Food Technology                             | 2         | .0      | .1            | 94.2               |
|                                   | Health (doctors, nurses, physio, technical) | 34        | .7      | 1.1           | 95.3               |
|                                   | Communications and Information Technology   | 3         | .1      | .1            | 95.4               |
|                                   | Environmental Studies/Land Issues           | 12        | .2      | .4            | 95.8               |
|                                   | Linguist                                    | 8         | .2      | .2            | 96.0               |
|                                   | Geography                                   | 3         | .1      | .1            | 96.1               |
|                                   | Domestic worker                             | 5         | .1      | .2            | 96.3               |
|                                   | Photography                                 | 1         | .0      | .0            | 96.3               |
|                                   | Choreographer                               | 1         | .0      | .0            | 96.3               |
|                                   | Fashion/Graphic Designer                    | 6         | .1      | .2            | 96.5               |
|                                   | Labourer and Landscaping                    | 2         | .0      | .1            | 96.6               |
|                                   | Entertainer/Musician                        | 1         | .0      | .0            | 96.6               |
|                                   | Agricultural studies                        | 4         | .1      | .1            | 96.7               |
|                                   | Fine Arts                                   | 10        | .2      | .3            | 97.0               |
|                                   | Educational studies                         | 32        | .7      | 1.0           | 98.0               |
|                                   | Library course                              | 1         | .0      | .0            | 98.1               |
|                                   | No response                                 | 62        | 1.3     | 1.9           | 100.0              |
|                                   | Total                                       | 3202      | 66.3    | 100.0         |                    |
| Missing                           | Not Relevant                                | 1627      | 33.7    |               |                    |
| Total                             |   | 4829      | 100.0   |               |                    |

Table 20: Reasons For Leaving Institute (Question 9)

| Reasons for leaving or dropping out of Institute |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
| Valid  | I graduated from that institute                      | 1719      | 35.6    | 53.7          | 53.7               |
|  | I lost interest in further studies                   | 594       | 12.3    | 18.6          | 72.2               |
|  | The fees were too expensive                          | 216       | 4.5     | 6.7           | 79.0               |
|  | My family did not want me to study but to find a job | 332       | 6.9     | 10.4          | 89.4               |
|  | Institute was too far away, no transportation        | 23        | .5      | .7            | 90.1               |
|  | What I want was not on offer                         | 8         | .2      | .2            | 90.3               |
|  | Having a break from studies                          | 6         | .1      | .2            | 90.5               |
|  | Migrated Overseas                                    | 56        | 1.2     | 1.7           | 92.3               |
|  | Received Sports Scholarship                          | 4         | .1      | .1            | 92.4               |
|  | Did not pass   | 5         | .1      | .2            | 92.5               |
|  | Expelled   | 35        | .7      | 1.1           | 93.6               |
|  | Family matters                                       | 55        | 1.1     | 1.7           | 95.3               |
|  | Finished course but not graduated                    | 20        | .4      | .6            | 96.0               |
|  | Found a job  | 7         | .1      | .2            | 96.2               |
|  | Religious Reasons                                    | 3         | .1      | .1            | 96.3               |
|  | Went home  | 5         | .1      | .2            | 96.4               |
|  | Find new challenge                                   | 8         | .2      | .2            | 96.7               |
|  | No time  | 2         | .0      | .1            | 96.8               |
|  | End of School Year                                   | 12        | .2      | .4            | 97.1               |
|  | Work Commitment                                      | 3         | .1      | .1            | 97.2               |
|  | Health Reasons                                       | 12        | .2      | .4            | 97.6               |
|  | Returning to school                                  | 7         | .1      | .2            | 97.8               |
|  | Traveling overseas                                   | 11        | .2      | .3            | 98.2               |
|  | No response  | 59        | 1.2     | 1.8           | 100.0              |
|  | Total  | 3202      | 66.3    | 100.0         |                    |
| Missing  | Not Relevant   | 1627      | 33.7    |               |                    |
| Total  |  | 4829      | 100.0   |               |                    |

Table 21: Level of Education Achieved at Last Institute Enrolled (Question 10)

## Level of Education Graduated from

|       |  | Frequency    | Percent | Valid Percent | Cumulative Percent |  |
|-------|--|--------------|---------|---------------|--------------------|--|
| Valid | Certificate  | 802          | 16.6    | 45.1          | 45.1               |  |
|       | Diploma  | 198          | 4.1     | 11.1          | 56.2               |  |
|       | Bachelors Degree                                   | 189          | 3.9     | 10.6          | 66.9               |  |
|       | Postgraduate Qualifications (Degree, Diploma, etc) | 11           | .2      | .6            | 67.5               |  |
|       | Secondary School Certificate                       | 97           | 2.0     | 5.5           | 72.9               |  |
|       | Pacific Secondary Schools Certificate              | 419          | 8.7     | 23.6          | 96.5               |  |
|       | Army   | 1            | .0      | .1            | 96.6               |  |
|       | No qualifications                                  | 4            | .1      | .2            | 96.8               |  |
|       | Primary School Certificate                         | 3            | .1      | .2            | 97.0               |  |
|       | No response  | 54           | 1.1     | 3.0           | 100.0              |  |
|       | Total  | 1778         | 36.8    | 100.0         |                    |  |
|       | Missing  | Not Relevant | 3051    | 63.2          |                    |  |
|       | Total  |              | 4829    | 100.0         |                    |  |

Table 22: Type of Training Preferred if Opportunity Available (Question 11)

|         |   | Type of Training Interested In If given opportunity |         |               |                    |
|---------|---|---|---------|---------------|--------------------|
|         |   | Frequency   | Percent | Valid Percent | Cumulative Percent |
| Valid   | Plumbing                                    | 51  | 1.1     | 1.6           | 1.6                |
|         | Electrical Engineering                      | 216   | 4.5     | 6.7           | 8.3                |
|         | Automobile                                  | 92  | 1.9     | 2.9           | 11.2               |
|         | Mechanical Engineering                      | 258   | 5.3     | 8.1           | 19.3               |
|         | Travel/Tourism/Hospitality/Catering         | 232   | 4.8     | 7.2           | 26.5               |
|         | Administrative and Secretarial              | 167   | 3.5     | 5.2           | 31.7               |
|         | Commerce/Accounting/Economics               | 387   | 8.0     | 12.1          | 43.8               |
|         | Carpentry and Joinery                       | 203   | 4.2     | 6.3           | 50.2               |
|         | Fisheries and Agriculture                   | 72  | 1.5     | 2.2           | 52.4               |
|         | Computer Training                           | 571   | 11.8    | 17.8          | 70.2               |
|         | Arts/History/Politics/Anthropology          | 207   | 4.3     | 6.5           | 76.7               |
|         | Media and Journalism                        | 4   | .1      | .1            | 76.8               |
|         | Applied Science                             | 12  | .2      | .4            | 77.2               |
|         | Welding and Fittings                        | 18  | .4      | .6            | 77.8               |
|         | Architect                                   | 1   | .0      | .0            | 77.8               |
|         | Maritime Training                           | 10  | .2      | .3            | 78.1               |
|         | Mathematics/Statistics                      | 6   | .1      | .2            | 78.3               |
|         | Law and Order                               | 16  | .3      | .5            | 78.8               |
|         | Sports Recreation                           | 4   | .1      | .1            | 78.9               |
|         | Sports Psychology                           | 3   | .1      | .1            | 79.0               |
|         | Sports/Exercise                             | 2   | .0      | .1            | 79.1               |
|         | Social studies                              | 3   | .1      | .1            | 79.2               |
|         | Diplomat                                    | 1   | .0      | .0            | 79.2               |
|         | Engineering                                 | 2   | .0      | .1            | 79.3               |
|         | Management studies                          | 2   | .0      | .1            | 79.3               |
|         | Mechanic/Machinists                         | 2   | .0      | .1            | 79.4               |
|         | Theological studies                         | 12  | .2      | .4            | 79.8               |
|         | Teaching                                    | 15  | .3      | .5            | 80.2               |
|         | Aviation (Pilot/Flight Attendant)           | 5   | .1      | .2            | 80.4               |
|         | Food Technology                             | 3   | .1      | .1            | 80.5               |
|         | Health (doctors, nurses, physio, technical) | 17  | .4      | .5            | 81.0               |
|         | Communications and Information Technology   | 8   | .2      | .2            | 81.3               |
|         | Environmental Studies/Land Issues           | 3   | .1      | .1            | 81.4               |
|         | Linguist                                    | 6   | .1      | .2            | 81.5               |
|         | Domestic worker                             | 24  | .5      | .7            | 82.3               |
|         | Self Defence                                | 12  | .2      | .4            | 82.7               |
|         | Fashion/Graphic Designer                    | 1   | .0      | .0            | 82.7               |
|         | Labourer and Landscaping                    | 3   | .1      | .1            | 82.8               |
|         | Manufacturing                               | 1   | .0      | .0            | 82.8               |
|         | Entertainer/Musician                        | 3   | .1      | .1            | 82.9               |
|         | Fine Arts                                   | 5   | .1      | .2            | 83.1               |
|         | Educational studies                         | 1   | .0      | .0            | 83.1               |
|         | Library course                              | 1   | .0      | .0            | 83.1               |
|         | Construction                                | 3   | .1      | .1            | 83.2               |
|         | Real Estate                                 | 1   | .0      | .0            | 83.3               |
|         | Not interested                              | 27  | .6      | .8            | 84.1               |
|         | No response                                 | 509   | 10.5    | 15.9          | 100.0              |
|         | Total                                       | 3202  | 66.3    | 100.0         |                    |
| Missing | Not Relevant                                | 1627  | 33.7    |               |                    |
| Total   |   | 4829  | 100.0   |               |                    |

Table 23: Level of Qualification Aimed For If There Was An Opportunity (Question 11)

|       |  | Level of Qualifications or Institute |         |               |                    |
|-------|--|--------------------------------------|---------|---------------|--------------------|
|       |  | Frequency                            | Percent | Valid Percent | Cumulative Percent |
| Valid | Certificate  | 723                                  | 15.0    | 22.6          | 22.6               |
|       | Diploma  | 174                                  | 3.6     | 5.4           | 28.0               |
|       | Bachelors Degree                                   | 404                                  | 8.4     | 12.6          | 40.6               |
|       | Postgraduate Qualifications (Degree, Diploma, etc) | 45                                   | .9      | 1.4           | 42.0               |
|       | Secondary School Certificate                       | 7                                    | .1      | .2            | 42.3               |
|       | Pacific Secondary Schools Certificate              | 2                                    | .0      | .1            | 42.3               |
|       | Did not complete school                            | 5                                    | .1      | .2            | 42.5               |
|       | Army   | 14                                   | .3      | .4            | 42.9               |
|       | No qualifications                                  | 18                                   | .4      | .6            | 43.5               |
|       | National University of Samoa                       | 12                                   | .2      | .4            | 43.8               |
|       | Samoa Polytechnic                                  | 10                                   | .2      | .3            | 44.2               |
|       | No response  | 1788                                 | 37.0    | 55.8          | 100.0              |
|       | Total  | 3202                                 | 66.3    | 100.0         |                    |
|       | Missing  | Not Relevant                         | 1627    | 33.7          |                    |
| Total |  | 4829                                 | 100.0   |               |                    |

Table 24: Time Commitment if Return to Study (Question 12)

|         |              | Time that will be spent at Vocational Training Institute if return |         |               |                    |
|---------|--------------|--|---------|---------------|--------------------|
|         |              | Frequency  | Percent | Valid Percent | Cumulative Percent |
| Valid   | Full time    | 729  | 15.1    | 22.8          | 22.8               |
|         | Part time    | 1929   | 39.9    | 60.2          | 83.0               |
|         | No response  | 544  | 11.3    | 17.0          | 100.0              |
|         | Total        | 3202   | 66.3    | 100.0         |                    |
| Missing | Not Relevant | 1627   | 33.7    |               |                    |
| Total   |              | 4829   | 100.0   |               |                    |

Table 25: Type of Occupation (Question 13 &amp; 14)

| Type of Occupation |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|---|-----------|---------|---------------|--------------------|
| Valid              | Office Clerk                                  | 188       | 3.5     | 8.7           | 5.7                |
|                    | Accounts Manager                              | 59        | 1.2     | 2.0           | 7.7                |
|                    | Administration Officer                        | 45        | .9      | 1.5           | 9.2                |
|                    | Agriculture Officer                           | 16        | .3      | .5            | 9.6                |
|                    | Architect/Draftsman                           | 7         | .1      | .2            | 10.0               |
|                    | Auditor                                       | 11        | .2      | .4            | 10.4               |
|                    | Bank Officer                                  | 53        | 1.1     | 1.8           | 12.2               |
|                    | Cashier                                       | 18        | .4      | .6            | 12.8               |
|                    | Chef/Caterer                                  | 79        | 1.6     | 2.7           | 15.5               |
|                    | Cleaner                                       | 55        | 1.1     | 1.9           | 17.4               |
|                    | Computer Analyst                              | 12        | .2      | .4            | 17.8               |
|                    | Computing Teacher                             | 5         | .1      | .2            | 17.9               |
|                    | Computer Technician                           | 14        | .3      | .5            | 18.4               |
|                    | Courier                                       | 24        | .5      | .8            | 19.2               |
|                    | Customer Services                             | 42        | .9      | 1.4           | 20.6               |
|                    | Finance Manager                               | 22        | .5      | .7            | 21.4               |
|                    | Fisheries                                     | 33        | .7      | 1.1           | 22.5               |
|                    | Expert/Fishermen                              | 14        | .3      | .5            | 23.0               |
|                    | Graphic Designer                              | 35        | .7      | 1.2           | 24.2               |
|                    | Technician                                    | 20        | .4      | .7            | 24.9               |
|                    | Travel Consultant                             | 61        | 1.3     | 2.1           | 26.0               |
|                    | Manager                                       | 38        | .8      | 1.3           | 28.2               |
|                    | McDonald worker                               | 25        | .5      | .8            | 29.1               |
|                    | Mechanical Engineering                        | 8         | .2      | .3            | 29.3               |
|                    | Patrol Station Attendant                      | 10        | .2      | .3            | 29.7               |
|                    | Public Relations Associate                    | 56        | 1.2     | 1.9           | 31.6               |
|                    | Receptionist                                  | 15        | .3      | .5            | 32.1               |
|                    | Research Officer                              | 8         | .2      | .3            | 32.4               |
|                    | Road Workman                                  | 288       | 5.8     | 9.5           | 41.0               |
|                    | Sales Assistant                               | 49        | 1.0     | 1.7           | 43.5               |
|                    | Secretarial work                              | 24        | .5      | .8            | 44.4               |
|                    | Shop Owner                                    | 1         | .0      | .0            | 44.4               |
|                    | Sports Administrator                          | 51        | 1.1     | 1.7           | 46.1               |
|                    | Welder  | 9         | .2      | .3            | 46.4               |
|                    | Yazaki Worker                                 | 531       | 11.0    | 18.0          | 64.4               |
|                    | Aviation (Pilot, Flight Attendant)            | 9         | .2      | .3            | 64.4               |
|                    | Security/Police/Highwayman/Fire-fighter       | 109       | 2.3     | 3.7           | 68.1               |
|                    | Baker   | 8         | .2      | .3            | 68.4               |
|                    | Steel worker                                  | 11        | .2      | .4            | 68.8               |
|                    | Carpenter/Plumber/Joiner/Painter              | 78        | 1.6     | 2.6           | 71.4               |
|                    | Artist/Writer                                 | 8         | .1      | .2            | 71.8               |
|                    | Factory worker                                | 40        | .8      | 1.4           | 72.9               |
|                    | Builder/Constructor                           | 10        | .2      | .3            | 73.3               |
|                    | Camerman                                      | 2         | .0      | .0            | 73.3               |
|                    | Cashier                                       | 38        | .8      | 1.3           | 74.6               |
|                    | Public Servant                                | 42        | .9      | 1.4           | 76.1               |
|                    | Computer Operator                             | 9         | .2      | .3            | 76.4               |
|                    | Counseling                                    | 1         | .0      | .0            | 76.4               |
|                    | Data/Lease Collector                          | 6         | .1      | .2            | 76.9               |
|                    | Database Analyst                              | 9         | .2      | .3            | 78.9               |
|                    | Driver (Taxi, Bus, Lorry, etc)                | 94        | 1.9     | 3.2           | 80.1               |
|                    | Health (Doctor, Nurse, Technician/Pharmacist) | 51        | 1.1     | 1.7           | 81.8               |
|                    | DJ/Dancer                                     | 5         | .1      | .2            | 82.0               |
|                    | Deputy Registrar                              | 1         | .0      | .0            | 82.0               |
|                    | Economist                                     | 7         | .1      | .2            | 82.3               |
|                    | Electricians                                  | 38        | .8      | 1.3           | 83.6               |
|                    | Educator                                      | 9         | .2      | .3            | 83.9               |
|                    | Engineers                                     | 50        | 1.0     | 1.7           | 85.6               |
|                    | Entertainers/Musician                         | 8         | .2      | .3            | 85.8               |
|                    | Environmentalists                             | 0         | .0      | .0            | 85.8               |
|                    | Public Trustee                                | 0         | .0      | .0            | 85.8               |
|                    | Farmers                                       | 1         | .0      | .0            | 85.8               |
|                    | Fashion Designer                              | 29        | .6      | 1.0           | 87.1               |
|                    | Shop Assistant                                | 6         | .1      | .2            | 87.2               |
|                    | Teachers                                      | 33        | .7      | 1.1           | 88.4               |
|                    | Businessman                                   | 54        | 1.1     | 1.8           | 90.2               |
|                    | Domestic staff                                | 13        | .3      | .4            | 90.8               |
|                    | Theological studies                           | 22        | .5      | .7            | 91.4               |
|                    | Florists/Groundmen/Lawnmower/Labourer         | 2         | .0      | .1            | 91.6               |
|                    | Maritime officers (Shipping, sailors, crew)   | 20        | .4      | .7            | 92.1               |
|                    | Sports person                                 | 15        | .3      | .5            | 92.5               |
|                    | Palor   | 3         | .1      | .1            | 92.7               |
|                    | Part timer                                    | 5         | .1      | .2            | 92.9               |
|                    | Property Consultant                           | 4         | .1      | .1            | 93.0               |
|                    | Sell Employed                                 | 5         | .1      | .2            | 93.2               |
|                    | Publisher/Printers                            | 18        | .4      | .6            | 93.8               |
|                    | Tour guide                                    | 7         | .1      | .2            | 94.1               |
|                    | Meter reader                                  | 9         | .2      | .3            | 94.7               |
|                    | Operational Personnel                         | 9         | .2      | .3            | 95.1               |
|                    | Packaging                                     | 14        | .3      | .5            | 95.8               |
|                    | Youth Worker                                  | 13        | .3      | .4            | 96.8               |
|                    | Seamstress                                    | 2         | .0      | .1            | 97.5               |
|                    | Librarian                                     | 10        | .2      | .3            | 98.0               |
|                    | Marketing Officer                             | 5         | .1      | .2            | 98.2               |
|                    | Inspector/Coordinator                         | 6         | .1      | .2            | 98.4               |
|                    | Media/Journalism                              | 32        | .7      | 1.1           | 97.5               |
|                    | Insurance                                     | 9         | .2      | .3            | 97.8               |
|                    | Hairstylist/Beauty Therapist                  | 5         | .1      | .2            | 97.8               |
|                    | No response                                   | 3         | .1      | .1            | 98.0               |
|                    | Total   | 58        | 1.2     | 2.0           | 100.0              |
| Missing            | Not Relevant                                  | 2945      | 61.0    | 100.0         | 100.0              |
| Total              |   | 1084      | 39.0    |               |                    |
|                    |   | 4829      | 100.0   |               |                    |

Table 26: Type of Industry Working In (Question 15)

|         |  | Type of Industry Working In |         |               |                    |
|---------|--|-----------------------------|---------|---------------|--------------------|
|         |  | Frequency                   | Percent | Valid Percent | Cumulative Percent |
| Valid   | Agriculture and Fisheries                      | 123                         | 2.5     | 4.2           | 4.2                |
|         | Manufacturing                                  | 855                         | 17.7    | 29.0          | 33.2               |
|         | Utilities such as electricity, gas, water, etc | 108                         | 2.2     | 3.7           | 36.9               |
|         | Communications and Information Technology      | 78                          | 1.6     | 2.6           | 39.5               |
|         | Transport                                      | 174                         | 3.6     | 5.9           | 45.4               |
|         | Construction                                   | 90                          | 1.9     | 3.1           | 48.5               |
|         | Wholesale and Retail                           | 493                         | 10.2    | 16.7          | 65.2               |
|         | Finance  | 141                         | 2.9     | 4.8           | 70.0               |
|         | Public Sector                                  | 385                         | 8.0     | 13.1          | 83.1               |
|         | Non Government Organisation/Community          | 143                         | 3.0     | 4.9           | 87.9               |
|         | Tourism  | 204                         | 4.2     | 6.9           | 94.9               |
|         | Welfare and Social Services                    | 17                          | .4      | .6            | 95.4               |
|         | Sports   | 6                           | .1      | .2            | 95.7               |
|         | Health   | 29                          | .6      | 1.0           | 96.6               |
|         | Education                                      | 29                          | .6      | 1.0           | 97.6               |
|         | Administration                                 | 16                          | .3      | .5            | 98.2               |
|         | Commerce                                       | 1                           | .0      | .0            | 98.2               |
|         | No response                                    | 53                          | 1.1     | 1.8           | 100.0              |
|         | Total  | 2945                        | 61.0    | 100.0         |                    |
| Missing | Not Relevant                                   | 1884                        | 39.0    |               |                    |
| Total   |  | 4829                        | 100.0   |               |                    |

Table 27: Required Level of Skill for Job (Question 16)

|         |  | Required Level of Skills for Job |         |               |                    |
|---------|--|----------------------------------|---------|---------------|--------------------|
|         |  | Frequency                        | Percent | Valid Percent | Cumulative Percent |
| Valid   | Simple (No qualifications needed)                            | 1178                             | 24.4    | 40.0          | 40.0               |
|         | Medium (Technical/vocational/experience required)            | 1269                             | 26.3    | 43.1          | 83.1               |
|         | Advanced/Professional (Formal University qualifications req) | 437                              | 9.0     | 14.8          | 97.9               |
|         | No response  | 61                               | 1.3     | 2.1           | 100.0              |
|         | Total  | 2945                             | 61.0    | 100.0         |                    |
| Missing | Not Relevant   | 1884                             | 39.0    |               |                    |
| Total   |  | 4829                             | 100.0   |               |                    |



Table 28: Utilisation of Qualification (Question 17)

## Utilisation of Qualification

|         |                               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------------|-----------|---------|---------------|--------------------|
| Valid   | Yes                           | 1338      | 27.7    | 45.4          | 45.4               |
|         | No                            | 819       | 17.0    | 27.8          | 73.2               |
|         | I do not have a qualification | 728       | 15.1    | 24.7          | 98.0               |
|         | No response                   | 60        | 1.2     | 2.0           | 100.0              |
|         | Total                         | 2945      | 61.0    | 100.0         |                    |
| Missing | Not Relevant                  | 1884      | 39.0    |               |                    |
| Total   |                               | 4829      | 100.0   |               |                    |

Table 29: Access Medium for Current Job (Question 18)

## Access Medium for Current Job

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Word of mouth                           | 929       | 19.2    | 31.5          | 31.5               |
|         | Media (Radio, Newspaper, etc)           | 817       | 16.9    | 27.7          | 59.3               |
|         | Direct to Employer                      | 145       | 3.0     | 4.9           | 64.2               |
|         | Family/Friends                          | 237       | 4.9     | 8.0           | 72.3               |
|         | Public Service Commission assigned work | 67        | 1.4     | 2.3           | 74.5               |
|         | Self-employed                           | 88        | 1.8     | 3.0           | 77.5               |
|         | Web-site                                | 3         | .1      | .1            | 77.6               |
|         | Work Experience                         | 11        | .2      | .4            | 78.0               |
|         | Recruitment Agency                      | 4         | .1      | .1            | 78.1               |
|         | Application                             | 516       | 10.7    | 17.5          | 95.7               |
|         | Internal Advertisement                  | 7         | .1      | .2            | 95.9               |
|         | Human Resources                         | 13        | .3      | .4            | 96.3               |
|         | Self Searching and tested               | 52        | 1.1     | 1.8           | 98.1               |
|         | Labour Department                       | 2         | .0      | .1            | 98.2               |
|         | No response                             | 54        | 1.1     | 1.8           | 100.0              |
|         | Total                                   | 2945      | 61.0    | 100.0         |                    |
| Missing | Not Relevant                            | 1884      | 39.0    |               |                    |
| Total   |   | 4829      | 100.0   |               |                    |

Table 30: Reasons to Leave Current Job (Question 21)

## Sorts of Reasons to leave Current Job

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Find another job with higher income      | 1521      | 31.5    | 51.6          | 51.6               |
|         | Enjoyable work elsewhere                 | 244       | 5.1     | 8.3           | 59.9               |
|         | Better use of my skills elsewhere        | 141       | 2.9     | 4.8           | 64.7               |
|         | Better use of my qualification elsewhere | 104       | 2.2     | 3.5           | 68.3               |
|         | Another job closer to home               | 56        | 1.2     | 1.9           | 70.2               |
|         | Further education                        | 160       | 3.3     | 5.4           | 75.6               |
|         | More Challenging Job                     | 11        | .2      | .4            | 76.0               |
|         | Migrated Overseas                        | 58        | 1.2     | 2.0           | 77.9               |
|         | Tired of working                         | 27        | .6      | .9            | 78.8               |
|         | Returning to school                      | 88        | 1.8     | 3.0           | 81.8               |
|         | Ill disciplined/Fired                    | 65        | 1.3     | 2.2           | 84.0               |
|         | Bankrupt                                 | 15        | .3      | .5            | 84.6               |
|         | Bad Management                           | 1         | .0      | .0            | 84.6               |
|         | Slow economic activities                 | 5         | .1      | .2            | 84.8               |
|         | Help family                              | 53        | 1.1     | 1.8           | 86.6               |
|         | Full time mother                         | 1         | .0      | .0            | 86.6               |
|         | Health reasons                           | 81        | 1.7     | 2.8           | 89.3               |
|         | Travel                                   | 40        | .8      | 1.4           | 90.7               |
|         | Retirement/Resignation                   | 39        | .8      | 1.3           | 92.0               |
|         | Self-employed                            | 9         | .2      | .3            | 92.3               |
|         | Never leave                              | 108       | 2.2     | 3.7           | 96.0               |
|         | Work conflict                            | 11        | .2      | .4            | 96.4               |
|         | Win lottery                              | 14        | .3      | .5            | 96.8               |
|         | Pressured job                            | 6         | .1      | .2            | 97.0               |
|         | Sports                                   | 1         | .0      | .0            | 97.1               |
|         | Calling                                  | 3         | .1      | .1            | 97.2               |
|         | Job market demand                        | 1         | .0      | .0            | 97.2               |
|         | Promotion                                | 3         | .1      | .1            | 97.3               |
|         | No response                              | 79        | 1.6     | 2.7           | 100.0              |
|         | Total                                    | 2945      | 61.0    | 100.0         |                    |
| Missing | Not Relevant                             | 1884      | 39.0    |               |                    |
| Total   |  | 4829      | 100.0   |               |                    |

Table 31: Use of Qualification for Job Search (Question 24)

## Qualification helps with finding a Job

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | Yes          | 1323      | 27.4    | 89.5          | 89.5               |
|         | No           | 44        | .9      | 3.0           | 92.4               |
|         | No response  | 112       | 2.3     | 7.6           | 100.0              |
|         | Total        | 1479      | 30.6    | 100.0         |                    |
| Missing | Not Relevant | 3350      | 69.4    |               |                    |
| Total   |              | 4829      | 100.0   |               |                    |

Table 32: Type of Employment Preferred (Question 25)

|         |   | Type of Job looking for |         |               |                    |
|---------|---|-------------------------|---------|---------------|--------------------|
|         |   | Frequency               | Percent | Valid Percent | Cumulative Percent |
| Valid   | Plumbing                                    | 35                      | .7      | 2.4           | 2.4                |
|         | Electrical Engineering                      | 88                      | 1.8     | 5.9           | 8.3                |
|         | Automobile                                  | 39                      | .8      | 2.6           | 11.0               |
|         | Mechanical Engineering                      | 92                      | 1.9     | 6.2           | 17.2               |
|         | Travel/Tourism/Hospitality/Catering         | 151                     | 3.1     | 10.2          | 27.4               |
|         | Administrative and Secretarial              | 85                      | 1.8     | 5.7           | 33.1               |
|         | Commerce/Accounting/Economics               | 233                     | 4.8     | 15.8          | 48.9               |
|         | Carpentry and Joinery                       | 76                      | 1.6     | 5.1           | 54.0               |
|         | Fisheries and Agriculture                   | 45                      | .9      | 3.0           | 57.1               |
|         | Computer Training                           | 161                     | 3.3     | 10.9          | 68.0               |
|         | Arts/History/Politics/Anthropology          | 159                     | 3.3     | 10.8          | 78.7               |
|         | General Subjects                            | 1                       | .0      | .1            | 78.8               |
|         | Media and Journalism                        | 3                       | .1      | .2            | 79.0               |
|         | Applied Science                             | 3                       | .1      | .2            | 79.2               |
|         | Welding and Fittings                        | 3                       | .1      | .2            | 79.4               |
|         | Architect                                   | 2                       | .0      | .1            | 79.5               |
|         | Maritime Training                           | 8                       | .2      | .5            | 80.1               |
|         | Sports Management                           | 3                       | .1      | .2            | 80.3               |
|         | Trade and Industry                          | 3                       | .1      | .2            | 80.5               |
|         | Law and Order                               | 20                      | .4      | 1.4           | 81.8               |
|         | Sports Recreation                           | 1                       | .0      | .1            | 81.9               |
|         | Sports Psychology                           | 1                       | .0      | .1            | 81.9               |
|         | Diplomat                                    | 2                       | .0      | .1            | 82.1               |
|         | Engineering                                 | 2                       | .0      | .1            | 82.2               |
|         | Management studies                          | 1                       | .0      | .1            | 82.3               |
|         | Theological studies                         | 4                       | .1      | .3            | 82.6               |
|         | Teaching                                    | 25                      | .5      | 1.7           | 84.2               |
|         | Aviation (Pilot/Flight Attendant)           | 7                       | .1      | .5            | 84.7               |
|         | Health (doctors, nurses, physio, technical) | 30                      | .6      | 2.0           | 86.7               |
|         | Communications and Information Technology   | 2                       | .0      | .1            | 86.9               |
|         | Environmental Studies/Land issues           | 7                       | .1      | .5            | 87.4               |
|         | Domestic worker                             | 4                       | .1      | .3            | 87.6               |
|         | Self Defence                                | 2                       | .0      | .1            | 87.8               |
|         | Photography                                 | 4                       | .1      | .3            | 88.0               |
|         | Cashier                                     | 8                       | .2      | .5            | 88.6               |
|         | Choreographer                               | 2                       | .0      | .1            | 88.7               |
|         | Fashion/Graphic Designer                    | 5                       | .1      | .3            | 89.0               |
|         | Labourer and Landscaping                    | 3                       | .1      | .2            | 89.2               |
|         | Manufacturing                               | 3                       | .1      | .2            | 89.5               |
|         | Entertainer/Musician                        | 2                       | .0      | .1            | 89.6               |
|         | Clerk officer                               | 4                       | .1      | .3            | 89.9               |
|         | Fine Arts                                   | 2                       | .0      | .1            | 90.0               |
|         | Educational studies                         | 1                       | .0      | .1            | 90.1               |
|         | Library course                              | 1                       | .0      | .1            | 90.1               |
|         | Construction                                | 1                       | .0      | .1            | 90.2               |
|         | Surveying                                   | 1                       | .0      | .1            | 90.3               |
|         | Real Estate                                 | 1                       | .0      | .1            | 90.3               |
|         | No response                                 | 143                     | 3.0     | 9.7           | 100.0              |
|         | Total                                       | 1479                    | 30.6    | 100.0         |                    |
| Missing | Not Relevant                                | 3350                    | 69.4    |               |                    |
| Total   |   | 4829                    | 100.0   |               |                    |

Table 33: Level of Education Sought in Preferred Employment (Question 25)

|         |                                    | Level of Education |         |               |                    |
|---------|------------------------------------|--------------------|---------|---------------|--------------------|
|         |                                    | Frequency          | Percent | Valid Percent | Cumulative Percent |
| Valid   | Primary                            | 42                 | .9      | 2.8           | 2.8                |
|         | Secondary                          | 89                 | 1.8     | 6.0           | 8.9                |
|         | Vocational Training                | 102                | 2.1     | 6.9           | 15.8               |
|         | Tertiary<br>(Degree, Diploma, etc) | 341                | 7.1     | 23.1          | 38.8               |
|         | Certificate                        | 181                | 3.7     | 12.2          | 51.0               |
|         | Diploma                            | 74                 | 1.5     | 5.0           | 56.1               |
|         | Samoa Polytechnic                  | 28                 | .6      | 1.9           | 57.9               |
|         | National University of Samoa       | 11                 | .2      | .7            | 58.7               |
|         | No response                        | 611                | 12.7    | 41.3          | 100.0              |
|         | Total                              | 1479               | 30.6    | 100.0         |                    |
| Missing | Not Relevant                       | 3350               | 69.4    |               |                    |
| Total   |                                    | 4829               | 100.0   |               |                    |

Table 34: Frequency of Job Change (Question 27)

|         |   | Frequency since Employed that you have Changed Jobs |         |               |                    |
|---------|---|---|---------|---------------|--------------------|
|         |   | Frequency   | Percent | Valid Percent | Cumulative Percent |
| Valid   | None, not yet employed                    | 1200  | 24.8    | 27.3          | 27.3               |
|         | None, same employer<br>for the whole time | 1890  | 39.1    | 43.0          | 70.4               |
|         | Once                                      | 622   | 12.9    | 14.2          | 84.5               |
|         | Twice to 5 times                          | 492   | 10.2    | 11.2          | 95.7               |
|         | More than 5 times                         | 45  | .9      | 1.0           | 96.7               |
|         | No response                               | 143   | 3.0     | 3.3           | 100.0              |
|         | Total                                     | 4392  | 91.0    | 100.0         |                    |
| Missing | Not Relevant                              | 437   | 9.0     |               |                    |
| Total   |   | 4829  | 100.0   |               |                    |

Table 35: Reasons for Job Change (Question 28)

|         |   | Reasons for Changing Jobs |         |               |                    |
|---------|---|---------------------------|---------|---------------|--------------------|
|         |   | Frequency                 | Percent | Valid Percent | Cumulative Percent |
| Valid   | Did not get along with others there       | 98                        | 2.0     | 2.2           | 2.2                |
|         | Was not challenging or interesting enough | 144                       | 3.0     | 3.3           | 5.5                |
|         | Needed to earn more money                 | 698                       | 14.5    | 15.9          | 21.4               |
|         | Needed to learn/more training             | 122                       | 2.5     | 2.8           | 24.2               |
|         | Was not using my skills or qualifications | 49                        | 1.0     | 1.1           | 25.3               |
|         | Business shutdown                         | 28                        | .6      | .6            | 25.9               |
|         | Closer to home                            | 20                        | .4      | .5            | 26.4               |
|         | Ill disciplined                           | 7                         | .1      | .2            | 26.5               |
|         | Expelled                                  | 18                        | .4      | .4            | 27.0               |
|         | Family Commitments                        | 46                        | 1.0     | 1.0           | 28.0               |
|         | Structural Change                         | 4                         | .1      | .1            | 28.1               |
|         | Health Reasons                            | 16                        | .3      | .4            | 28.5               |
|         | Poor working conditions                   | 14                        | .3      | .3            | 28.8               |
|         | Migrated                                  | 30                        | .6      | .7            | 29.5               |
|         | Self employed                             | 8                         | .2      | .2            | 29.6               |
|         | Promoted                                  | 7                         | .1      | .2            | 29.8               |
|         | Religious reasons                         | 2                         | .0      | .0            | 29.8               |
|         | Pressured job                             | 5                         | .1      | .1            | 30.0               |
|         | Completion of Contract/Service            | 6                         | .1      | .1            | 30.1               |
|         | Part timer                                | 2                         | .0      | .0            | 30.1               |
|         | No response                               | 3068                      | 63.5    | 69.9          | 100.0              |
|         | Total                                     | 4392                      | 91.0    | 100.0         |                    |
| Missing | Not Relevant                              | 437                       | 9.0     |               |                    |
| Total   |   | 4829                      | 100.0   |               |                    |

Table 36: Most Effective Means of Finding Employment (Question 29)

## First Medium for Searching for a Job

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Word of mouth                           | 2273      | 47.1    | 51.8          | 51.8               |
|         | Media (Radio, Newspaper, etc)           | 1300      | 26.9    | 29.6          | 81.4               |
|         | Direct to Employer                      | 171       | 3.5     | 3.9           | 85.2               |
|         | Family                                  | 36        | .7      | .8            | 86.1               |
|         | Public Service Commission assigned work | 49        | 1.0     | 1.1           | 87.2               |
|         | Self-employed                           | 7         | .1      | .2            | 87.3               |
|         | Web-site                                | 11        | .2      | .3            | 87.6               |
|         | Recruitment Agency                      | 6         | .1      | .1            | 87.7               |
|         | Application                             | 349       | 7.2     | 7.9           | 95.7               |
|         | Human Resources                         | 2         | .0      | .0            | 95.7               |
|         | Searching                               | 46        | 1.0     | 1.0           | 96.8               |
|         | No response                             | 142       | 2.9     | 3.2           | 100.0              |
|         | Total                                   | 4392      | 91.0    | 100.0         |                    |
| Missing | Not Relevant                            | 437       | 9.0     |               |                    |
| Total   |   | 4829      | 100.0   |               |                    |

Table 37: Preferred Job When in School (Question 30)

## Sort of Job Wanted When in School

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Simple (No qualifications needed)                            | 668       | 13.8    | 15.2          | 15.2               |
|         | Medium (Technical/vocational/experience required)            | 2077      | 43.0    | 47.3          | 62.5               |
|         | Advanced/Professional (Formal University qualifications req) | 1528      | 31.6    | 34.8          | 97.3               |
|         | No response  | 119       | 2.5     | 2.7           | 100.0              |
|         | Total  | 4392      | 91.0    | 100.0         |                    |
| Missing | Not Relevant   | 437       | 9.0     |               |                    |
| Total   |  | 4829      | 100.0   |               |                    |

## Appendix 6: Demand Side Tables

**Table 38: Further Options to Meet Employer Requirements**

**Actions needed to match employees skills and qualifications**

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Raise academic standards for entry into Vocational          | 10        | 9.9     | 15.9          | 15.9               |
|         | Provision of advanced level of training (modern training)   | 7         | 6.9     | 11.1          | 27.0               |
|         | Provision of practical training-experience (formal studies) | 8         | 7.9     | 12.7          | 39.7               |
|         | Maintaining standards of graduates                          | 1         | 1.0     | 1.6           | 41.3               |
|         | No response   | 37        | 36.6    | 58.7          | 100.0              |
|         | Total   | 63        | 62.4    | 100.0         |                    |
| Missing | Not Relevant  | 38        | 37.6    |               |                    |
| Total   |   | 101       | 100.0   |               |                    |

**Table 39: Whether Employee Skills Meet Level of Qualification Required**

**Applicants For Jobs Meet Qualification**

|       |                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Yes, most of them       | 56        | 55.4    | 55.4          | 55.4               |
|       | No, most of them do not | 43        | 42.6    | 42.6          | 98.0               |
|       | No Response             | 2         | 2.0     | 2.0           | 100.0              |
|       | Total                   | 101       | 100.0   | 100.0         |                    |



Table 40: Areas of Training Required the Most

## Areas of Vocational Training Most Jobs Require

|   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid Plumbing and Sheet Metal                        | 6         | 5.9     | 5.9           | 5.9                |
| Electrical Engineering                                | 6         | 5.9     | 5.9           | 11.9               |
| Mechanical and Automobile Engineering                 | 20        | 19.8    | 19.8          | 31.7               |
| Fitting and Machining                                 | 1         | 1.0     | 1.0           | 32.7               |
| Welding and Metal Fabrication                         | 1         | 1.0     | 1.0           | 33.7               |
| Tourism, Tourism (Business), Hospitality and Catering | 19        | 18.8    | 18.8          | 52.5               |
| Administrative and Secretarial                        | 8         | 7.9     | 7.9           | 60.4               |
| Carpentry and Joinery                                 | 2         | 2.0     | 2.0           | 62.4               |
| Radio and Electronics                                 | 3         | 3.0     | 3.0           | 65.3               |
| Fisheries and Agriculture Training                    | 3         | 3.0     | 3.0           | 68.3               |
| Computer Operating                                    | 3         | 3.0     | 3.0           | 71.3               |
| Marine Engineering                                    | 2         | 2.0     | 2.0           | 73.3               |
| Accounting/Audit                                      | 3         | 3.0     | 3.0           | 76.2               |
| Aviation Security                                     | 1         | 1.0     | 1.0           | 77.2               |
| Counseling  | 2         | 2.0     | 2.0           | 79.2               |
| Seamstress  | 3         | 3.0     | 3.0           | 82.2               |
| Salesperson   | 11        | 10.9    | 10.9          | 93.1               |
| Customer Services/Public Relations                    | 1         | 1.0     | 1.0           | 94.1               |
| Legal Work  | 1         | 1.0     | 1.0           | 95.0               |
| Sportsman   | 1         | 1.0     | 1.0           | 96.0               |
| Laundry Services                                      | 1         | 1.0     | 1.0           | 97.0               |
| Beauty-care   | 1         | 1.0     | 1.0           | 98.0               |
| Bakery  | 1         | 1.0     | 1.0           | 99.0               |
| No response   | 1         | 1.0     | 1.0           | 100.0              |
| Total   | 101       | 100.0   | 100.0         |                    |

Table 41: Preference for Qualified People

## Business would benefit from having qualified people

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid Better Customer Services             | 14        | 13.9    | 13.9          | 13.9               |
| Working Independently                      | 8         | 7.9     | 7.9           | 21.8               |
| Satisfactory with Graduates                | 20        | 19.8    | 19.8          | 41.6               |
| Need training - general                    | 8         | 7.9     | 7.9           | 49.5               |
| Need training - secretarial                | 3         | 3.0     | 3.0           | 52.5               |
| Need training - mechanical and welding     | 2         | 2.0     | 2.0           | 54.5               |
| Need good communication skills             | 3         | 3.0     | 3.0           | 57.4               |
| Need good knowledge/experience             | 13        | 12.9    | 12.9          | 70.3               |
| Higher level of education needed           | 2         | 2.0     | 2.0           | 72.3               |
| Administrative/Secretarial skills required | 1         | 1.0     | 1.0           | 73.3               |
| Productive                                 | 3         | 3.0     | 3.0           | 76.2               |
| Counseling                                 | 2         | 2.0     | 2.0           | 78.2               |
| Delegation of Authority Undertaken         | 4         | 4.0     | 4.0           | 82.2               |
| No Response                                | 18        | 17.8    | 17.8          | 100.0              |
| Total                                      | 101       | 100.0   | 100.0         |                    |

Table 42: Willingness To Fund Training for Employees

## Company Willing to Fund Vocational Training For Employees

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Yes, fully funded | 79        | 78.2    | 78.2          | 78.2               |
| No                      | 18        | 17.8    | 17.8          | 96.0               |
| Yes, partially funded   | 1         | 1.0     | 1.0           | 97.0               |
| No response             | 3         | 3.0     | 3.0           | 100.0              |
| Total                   | 101       | 100.0   | 100.0         |                    |

Table 43: Employer Support for Employees' Further Training

## Encouragement of Employees to Undertake Further Studies/Training to Improve Skills

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Yes   | 94        | 93.1    | 93.1          | 93.1               |
| No          | 6         | 5.9     | 5.9           | 99.0               |
| No response | 1         | 1.0     | 1.0           | 100.0              |
| Total       | 101       | 100.0   | 100.0         |                    |

Table 44: Location of Employers

|       |                  | Location  |         |               |                    |
|-------|------------------|-----------|---------|---------------|--------------------|
|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Apia Urban       | 88        | 87.1    | 87.1          | 87.1               |
|       | North West Upolu | 1         | 1.0     | 1.0           | 88.1               |
|       | Rest of Upolu    | 2         | 2.0     | 2.0           | 90.1               |
|       | Savali           | 10        | 9.9     | 9.9           | 100.0              |
|       | Total            | 101       | 100.0   | 100.0         |                    |

Table 45: Number of University Graduates

|         |              | Number of University Graduates |         |               |                    |
|---------|--------------|--------------------------------|---------|---------------|--------------------|
|         |              | Frequency                      | Percent | Valid Percent | Cumulative Percent |
| Valid   | None         | 5                              | 5.0     | 5.0           | 5.0                |
|         | 1            | 48                             | 47.5    | 48.0          | 53.0               |
|         | 2            | 5                              | 5.0     | 5.0           | 58.0               |
|         | 3            | 2                              | 2.0     | 2.0           | 60.0               |
|         | 13           | 1                              | 1.0     | 1.0           | 61.0               |
|         | 25           | 1                              | 1.0     | 1.0           | 62.0               |
|         | No Response  | 38                             | 37.6    | 38.0          | 100.0              |
|         | Total        | 100                            | 99.0    | 100.0         |                    |
| Missing | Not Relevant | 1                              | 1.0     |               |                    |
| Total   |              | 101                            | 100.0   |               |                    |

Table 46: Number of TVET Graduates

|         |              | Number of Vocational Training Graduates |         |               |                    |
|---------|--------------|---|---------|---------------|--------------------|
|         |              | Frequency                               | Percent | Valid Percent | Cumulative Percent |
| Valid   | None         | 2                                       | 2.0     | 2.0           | 2.0                |
|         | 1            | 55                                      | 54.5    | 55.0          | 57.0               |
|         | 2            | 8                                       | 7.9     | 8.0           | 65.0               |
|         | 3            | 2                                       | 2.0     | 2.0           | 67.0               |
|         | 4            | 2                                       | 2.0     | 2.0           | 69.0               |
|         | 5            | 1                                       | 1.0     | 1.0           | 70.0               |
|         | 10           | 1                                       | 1.0     | 1.0           | 71.0               |
|         | 30           | 1                                       | 1.0     | 1.0           | 72.0               |
|         | No Response  | 28                                      | 27.7    | 28.0          | 100.0              |
|         | Total        | 100                                     | 99.0    | 100.0         |                    |
| Missing | Not Relevant | 1                                       | 1.0     |               |                    |
| Total   |              | 101                                     | 100.0   |               |                    |

Table 47: Number of Secondary School Leavers

|       |             | Number of Secondary Education Graduates |         |               |                    |
|-------|-------------|---|---------|---------------|--------------------|
|       |             | Frequency                               | Percent | Valid Percent | Cumulative Percent |
| Valid | None        | 3                                       | 3.0     | 3.0           | 3.0                |
|       | 1           | 50                                      | 49.5    | 49.5          | 52.5               |
|       | 2           | 21                                      | 20.8    | 20.8          | 73.3               |
|       | 3           | 5                                       | 5.0     | 5.0           | 78.2               |
|       | 4           | 4                                       | 4.0     | 4.0           | 82.2               |
|       | 5           | 2                                       | 2.0     | 2.0           | 84.2               |
|       | 19          | 1                                       | 1.0     | 1.0           | 85.1               |
|       | 55          | 1                                       | 1.0     | 1.0           | 86.1               |
|       | No Response | 14                                      | 13.9    | 13.9          | 100.0              |
|       | Total       | 101                                     | 100.0   | 100.0         |                    |

Table 48: Number of Other Graduates

|       |             | Number of Other Graduates |         |               |                    |
|-------|-------------|---------------------------|---------|---------------|--------------------|
|       |             | Frequency                 | Percent | Valid Percent | Cumulative Percent |
| Valid | None        | 3                         | 3.0     | 3.0           | 3.0                |
|       | 1           | 11                        | 10.9    | 10.9          | 13.9               |
|       | 2           | 4                         | 4.0     | 4.0           | 17.8               |
|       | 3           | 4                         | 4.0     | 4.0           | 21.8               |
|       | 4           | 2                         | 2.0     | 2.0           | 23.8               |
|       | 5           | 1                         | 1.0     | 1.0           | 24.8               |
|       | 10          | 1                         | 1.0     | 1.0           | 25.7               |
|       | No Response | 75                        | 74.3    | 74.3          | 100.0              |
|       | Total       | 101                       | 100.0   | 100.0         |                    |

Table 49: Number of Employees

|       |                                | Number of People Employed |         |               |                    |
|-------|--------------------------------|---------------------------|---------|---------------|--------------------|
|       |                                | Frequency                 | Percent | Valid Percent | Cumulative Percent |
| Valid | No more than 10                | 48                        | 47.5    | 47.5          | 47.5               |
|       | More than 10 but less than 30  | 24                        | 23.8    | 23.8          | 71.3               |
|       | More than 30 but less than 50  | 11                        | 10.9    | 10.9          | 82.2               |
|       | More than 50 but less than 100 | 8                         | 7.9     | 7.9           | 90.1               |
|       | More than 100                  | 10                        | 9.9     | 9.9           | 100.0              |
|       | Total                          | 101                       | 100.0   | 100.0         |                    |

Table 50: Whether to Recruit University Graduates

## Recruitment of University Graduates

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Yes   | 52        | 51.5    | 51.5          | 51.5               |
| No          | 17        | 16.8    | 16.8          | 68.3               |
| No response | 32        | 31.7    | 31.7          | 100.0              |
| Total       | 101       | 100.0   | 100.0         |                    |

Table 51: Whether to Recruit TVET Graduates

## Recruitment of Vocational Training Graduates

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Yes   | 86        | 85.1    | 85.1          | 85.1               |
| No          | 6         | 5.9     | 5.9           | 91.1               |
| No response | 9         | 8.9     | 8.9           | 100.0              |
| Total       | 101       | 100.0   | 100.0         |                    |

Table 52: Whether to Recruit Secondary School Leavers

## Recruitment of Secondary Education Graduates

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Yes   | 51        | 50.5    | 50.5          | 50.5               |
| No          | 12        | 11.9    | 11.9          | 62.4               |
| No response | 38        | 37.6    | 37.6          | 100.0              |
| Total       | 101       | 100.0   | 100.0         |                    |

Table 53: Whether to Recruit Other Graduates

## Recruitment of Other Graduates

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Yes   | 25        | 24.8    | 24.8          | 24.8               |
| No          | 14        | 13.9    | 13.9          | 38.6               |
| No response | 62        | 61.4    | 61.4          | 100.0              |
| Total       | 101       | 100.0   | 100.0         |                    |

Table 54: Ways Business Would Benefit From Having Qualified People

## Other ways business would benefit from having qualified people

|       |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | Good Mannerism                             | 1         | 1.0     | 1.0           | 1.0                |
|       | Need training - general                    | 3         | 3.0     | 3.0           | 4.0                |
|       | Need training - mechanical and welding     | 1         | 1.0     | 1.0           | 5.0                |
|       | Need good communication skills             | 4         | 4.0     | 4.0           | 8.9                |
|       | Need good knowledge/experience             | 5         | 5.0     | 5.0           | 13.9               |
|       | Higher level of education needed           | 2         | 2.0     | 2.0           | 15.8               |
|       | Administrative/Secretarial skills required | 1         | 1.0     | 1.0           | 16.8               |
|       | Longline fishing skills required           | 2         | 2.0     | 2.0           | 18.8               |
|       | Needed follow up on Polytechnic Courses    | 1         | 1.0     | 1.0           | 19.8               |
|       | No Response                                | 81        | 80.2    | 80.2          | 100.0              |
|       | Total                                      | 101       | 100.0   | 100.0         |                    |

Table 55: Preferred Place for Employees to Undertake Further Studies

## Preferred Place for Employees to Undertake Further Studies

|       |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | In-house training                                   | 48        | 47.5    | 47.5          | 47.5               |
|       | Attend Courses at Polytechnic/Vocational Institutes | 41        | 40.6    | 40.6          | 88.1               |
|       | National University of Samoa                        | 1         | 1.0     | 1.0           | 89.1               |
|       | Overseas Vocational Training                        | 4         | 4.0     | 4.0           | 93.1               |
|       | Overseas Universities                               | 3         | 3.0     | 3.0           | 96.0               |
|       | No Response   | 4         | 4.0     | 4.0           | 100.0              |
|       | Total   | 101       | 100.0   | 100.0         |                    |

