



# YOUTH PROMOTION IN AGRICULTURE



**TCP/SAM/3003(A) - Capacity Building in Agribusiness, Marketing of Agricultural Produce, and Farm Management for Young Farmer Groups in Samoa**

# 1.

## INTRODUCTION

### 1.1 The Project

This mission was fielded under the FAO Project TCP/SAM/3003(A) - **Capacity Building in Agribusiness, Marketing of Agricultural Produce, and Farm Management for Young Farmer Groups in Samoa**. The 2 year project started officially in October 2004, but was launched on April 4<sup>th</sup> 2005 with the opening of the five day Training of Trainers (ToT) Farm Management Workshop by the Minister of Natural Resources and Environment.

The Project vision was based on the long standing recognition by the Government of Samoa of the importance of youth in agriculture. Hence at the policy level, it has placed priority on enhanced agricultural opportunities as one of nine national key strategic outcomes, and approved a National Youth Policy which was produced in the year 2000. This has set the stage for interested youth to actively engage in agricultural pursuits to improve their welfare and that of the country as well. But Government also recognizes that agricultural youth training has to be provided specifically to address their needs.

**Recommendation # 1.1: The definition of youth as given in the National Youth Policy is ideal for guidance in terms of such a policy. The document however, is cognizant of the fact that because of circumstances amongst generations above and below the age bracket 12 – 29 years which defines youth, programs may not necessarily be confined to this age bracket. For example, in the case of Piu village with only 4 families, the youth group would find it hard to function without roping in family members to make up for numbers and support. Therefore the issue of definition with respect to youth should be guided by the prevailing circumstances within a group or village setting; however for policy guidelines the 12 – 29 years age bracket should serve as the norm.**

To that end, FAO was requested for technical assistance in 2001 which was subsequently granted in October 2004 in the form of TCP/SAM/300(A). This assistance is to help in the training of students and out of school youth groups to provide practical training in marketing and farm management skills, as well as entrepreneurship. The project is a nationwide training effort in which youth groups are expected to develop and maintain gardens and demonstration plots based on sound market appraisal. The initial training through the abovementioned ToT workshop includes farm management practices, marketing farm produce, and agribusiness practices to ensure a basis for an established group business enterprise.

Ultimately, it is the hope that youth – both in and out of school, will develop their skills in business enterprising, leading to the creation of employment opportunities in agriculture for income generation, as well as contributing to the enhancement of food security in Samoa. It is also hoped that incumbent staff of MAF participating in the training as well, would improve their skills to enable them to organize and assist in youth-in-agriculture activities.

### **1.1.1 Development Objective of the Project**

The development objective of the FAO assistance is the “achievement of improved rural household livelihoods (employment, income, and food availability) and overall national food security through enhanced farming, marketing and agribusiness activities of young farmer groups in Samoa.”

### **1.1.2 Purpose and Immediate Objective of the Project**

“The purpose of the project is to assist the MAF extension program and the US Peace Corps supported ‘Future Farmers of Samoa’ initiative<sup>1</sup> in the establishment and monitoring of farm management, marketing and agribusiness capacity amongst young farmer groups (especially female dominated groups) and to enhance the recognition of the important role young farmers have for the future development of the agriculture sector in Samoa and the Samoan economy.

As a result of the project, selected MoA extension staff, participating Peace Corps Volunteers and selected members of young farmer groups in the participating districts will apply relevant farm management tools for farm business analysis and will have improved knowledge and skills for marketing of fresh products.<sup>2</sup>”

The project has been commonly referred to as the Future Farmers of Samoa Project. In this report, it will be referred to as the “FFS Project.”

## **1.2 The Mission**

The preparatory stage for this mission commenced with email and phone exchanges between the Consultant<sup>3</sup>, the Assistant FAO Representative (Samoa) and the Senior Extension, Education and Communications (SEEC) Officer at the FAO Regional Office for Asia and the Pacific in Bangkok, Thailand. This was at least two weeks in advance of the official commencing date of April 26. In addition the Samoa based Peace Corps Volunteer involved with the project was also contacted by email for project updates and to arrange appointments for interviews and discussions in the field. The Consultant then flew from his Australian residential base to Samoa for the assignment (see Appendix 1). Total time spent in the field in Samoa was 29 days.

For reference purposes two consultants under TCP/SAM/3003(A) overlapped during this mission, the Farm Management, Marketing and Agribusiness (FMMA) International Consultant, and the Rural Youth and Agriculture Extension (RYAE) National Consultant. This overlap was taken to ensure complementarities of efforts and where necessary, to collaborate in working out solutions for problems arising. This report is prepared by the

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<sup>1</sup> The FFS initiative under the Samoa Peace Corps Office started in the year 2000. This has now changed to the FFS Project under TCP/SAM/3003(A), which officially started in October 2004

<sup>2</sup> Development and immediate objectives, as well as purpose quoted from TCP/SAM/3003(A) document pp. 2 – 3.

<sup>3</sup> Lafitai Fuatai, designated as the TCDC Expert on Rural Youth and Agricultural Extension

Rural Youth and Agriculture Extension Consultant as per the Terms of Reference (see below) of the TCP/SAM/3003(A) project document.

### **1.3 Terms of Reference**

Under the above-mentioned Terms of Reference the RYAE Consultant was commissioned to fulfill the following:

1. Be responsible for the organization, planning, implementation of the awareness programme and promotion of youth activities;
2. Review the role of young farmers in the agriculture sector and prepare a strategy paper, which will describe future income opportunities for rural youth and on how to adjust policies and support systems to stimulate participation of young farmers in agriculture production and how to maintain the workforce in the agriculture sector (TCDC);
3. Assist in the design and development of promotional materials such as pamphlets and school traveling exhibits;
4. Publicize awareness programmes (media) regarding project implementation and training programmes;
5. Participate and be a resource person in the training and workshops;
6. Prepare an end-of-mission report incorporating training materials in English.

The format of this report is not based on the TOR chronology as listed above, but rather on the events as they happened on site in Samoa. A major part of the assignment involved the seeking and interviewing of key informants who could provide background information based on their knowledge, experience and expertise towards fulfilling the mission, while at the same time continuing with the rest of the TOR.

The strategy paper as per TOR 2 is attached as Appendix 16. A major part of the mission was devoted to the field interviews conducted with people in the list of people consulted (see Appendix 3). Under the TOR then, the whole mission constitutes the field work which was conducted in Samoa.

## **2. FIELD WORK**

### **2.1 Methodology**

The field consultations commenced during the Easter weekend on March 26. Discussions and interviews were held throughout the duration of the assignment with pertinent officials including 4 Government Ministers, in particular the Minister of Agriculture and Fisheries, whose ministry was administering the project. In addition, others whose views were consulted included CEOs of Government and NGOs, Resident Reps of UNDP and FAO, Church Ministers, Directors of Education of mission schools, MESC officers, private consultants, village mayors and an array of others who were perceived as valid contributors within the scope of this assignment (see Appendix 3).

In addition data and information were collected from books, reports, minutes of meetings, and other documents kindly made available by those consulted in the field interviews. Materials were also accessed at libraries at FAO/SAPA<sup>4</sup> and the USP School of Agriculture.

Besides the aforesaid field consultations, the Consultant assisted the MAF/FAO organizing team involved with the FFS Project in terms of (i) publicizing the Project through the two Training of Trainers (ToT) workshops during the time of the mission, and (ii) assisting the FFS Peace Corps Volunteer in the design and development of promotional materials for school exhibits, as in number 2 of the above TOR.

## **2.2 Consultant's Supporting Role in Farm Management and Marketing Workshops**

The two ToT workshops alluded to were the Farm Management, Marketing and Agribusiness (FMMA) workshop, and the Marketing and Marketing Extension (MME) workshop. The workshops were held one week apart, the FMMA (4 – 8 April) was conducted by the aforementioned international consultant from Australia<sup>5</sup>, while the MME (20 – 22 April) was facilitated by a local Samoan consultant<sup>6</sup>. During both workshops, the Farming Systems Development and Marketing Officer (FSDMO) made an introductory presentation, and then the rest of the training left to the incumbent consultant to carry out.

### **2.2.1 The FMMA Workshop**

The RYAE Consultant was invited to the meeting of the above mentioned organizing group regarding the FMMA workshop. This was held two days prior to the workshop, and included the FSDMO, FMMA Consultant, Principal Crops Advisory Officer (Nuu), and the FFS Peace Corps Volunteer<sup>7</sup>. The main agenda was the workshop program (see Appendix 4) plus other related matters. The program covered a full 5 day package of lectures and exercises on farm management areas including farm records, gross margin analysis, partial budgeting, labor scheduling, cash flow budgeting, and whole farm budgeting.

With respect to the training materials content, the RYAE Consultant raised some concerns regarding the relatively difficult level of the contents in the manual that provided the core materials. On top of that was the rather hefty volume of content to be covered in 5 days<sup>8</sup>.

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<sup>4</sup> The FAO/SAPA Resident Representative was also interviewed regarding FAO project protocols in Samoa. The main point he stressed was that procedures have been fine-tuned. As of 2005 MAF/FAO procedures now ensure that projects such as FFS can be funded directly by FAO to successful applicant groups upon approval by either one of MAF or the Ministry of Foreign Affairs and Trade (MFAT).

<sup>5</sup> Associate Professor Euan Fleming from the University of New England; henceforth referred to as the FMMA Consultant

<sup>6</sup> Ms Maria Melei, Director of the Small Business Enterprise Centre (SBEC), was hired as a private consultant, based the feedback from workshop participants for the training to be done in Samoa.

<sup>7</sup> The FSDO, CAO, and PC Volunteer were the core organizing team for the 2 workshops.

<sup>8</sup> In the minutes of the FFS Implementation Committee Meeting of 11 March 2005, the same concerns were raised and hereby quoted, "The general consensus regarding the draft training manual developed by Euan Fleming is that it is highly impractical. In order to get the most from the workshop, Emele (PCAO), Tosi (PC Volunteer), and Iuni (PCV Counterpart) will work with Policy and Planning and WIB to devise a practical, basic training method to be utilized during the ToT." Apparently, no feedback was provided to the FMMA Consultant during the interim period; hence the training content remained as was.

In reply, the FMMA Consultant said that the Training of Trainers farm management workshop he had conducted under the same project in Tonga was largely successful gauging by his perception of what the participants learned. He therefore did not see the need to revise the materials. Also, it was a little too late to make drastic changes with the workshop looming. Hence no revisions were incorporated as per the concerns that were raised. But the RYAE Consultant made a request for a group evaluation of the workshop upon its conclusion (see Appendix 5).

Another matter raised in the above meeting was the translating of training materials into the Samoan language. The FSDMO said that there were Project funds to employ somebody to do this. The translated materials could then be passed on to the trainers. The translation work would be done after completion of the MME Workshop.

In terms of evaluating the FMMA workshop, four questions were discussed using charts, and were asked of the 5 participant groups<sup>9</sup> as follows:

1. Farm Management Tools Trained: What was most important for FFS Training? What was not so important?
2. How did you like the exercises? Useful? Easy/Difficult?
3. Will you be able to conduct any training in your village? If not, what additional trainings do you need?
4. How could this training be improved? (see Appendix 5)

On question 1, all of the groups were unanimous on the importance of the topics and content presented. On question 2, the first group reported that all of the exercises were useful, the second group dwelt on the need for more practice time and more exercises; while the last three groups, even though they found the exercises useful, said that they were too difficult and covered too much in too little time. On question 3, four of the groups said they could conduct village training, but needed lots more training – both practical and technical. The last group said they would not be able to conduct any training and that they wanted additional training, and lastly for the instruction to be in Samoan. Regarding improving the training as asked in question 4, the most important points highlighted was the need for materials to be translated into Samoan, the importance of having a Samoan consultant to conduct the training, and the importance of simplifying the technical jargon into understandable content that could be understood by youth in the village situation.

It was apparent from observation and from talking to a number of participants towards the conclusion of the workshop, that those who managed to understand the materials were MAF Extension officers, teachers and others with a relatively better off level of education. The question of how successful these trainers would be in conducting FFS village group workshops can only be gauged from the aforementioned evaluation. Obviously, trainers would face problems simplifying the concepts and even teaching the technical terms meaningfully, to village groups whose level of education is relatively

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<sup>9</sup> There were 27 Trainers altogether, so groups numbered between 4 and 5 members.

basic. This is a concern the MAF Advisory Extension support team needs to address with the Trainers in implementing the FFS village groups training.<sup>10</sup>

**Recommendation # 2.1: The following points are a reiteration of protocol and procedures that need to be taken into account for future FFS trainings:**

- a. **Hiring qualified local Samoan consultants;**
- b. **Conducting training in the Samoan language;**
- c. **Getting feedback to determine the entry knowledge and understanding of participants on content of subjects;**
- d. **Using work and exercise sheets translated into the Samoan language, and**
- e. **Using the appropriate amount of information within the given timeframe and not “too much in too little time.”**

**2.2.2 The MME Workshop**

Regarding the MME workshop, there were two planning sessions in which the RYAE Consultant assisted in the discussions towards the training<sup>11</sup>. The idea of keeping the training at a manageable pace, and providing instruction at a level which participants could understand was emphasized based on what was learned from the FMMA workshop. The meetings were productive in that they provided a solid platform for the Marketing Consultant to focus on in terms of the topical areas for the training. These included marketing in the farm business, research and information, and business plan preparations and submission (for funding); in addition a session to plan for village groups training. The use of tools such as SWOT Analysis, ice breakers and games were also included to make the 3 day workshop program lively and invigorating (Appendix 6).

With respect to workshop evaluation (see Appendix 7), seven questions were asked of the four participant groups that were in the training:

1. What areas of marketing do you see as most important for your village trainings?
  - 1a. What was not so important?
  - 1b. What did you like?
  - 1c. What did you not like?
2. Will you be able to prepare a business plan and explain it to others?
3. To conduct training in your village, what assistance from the project do you need (not money)?
4. Please let us know how to improve the marketing training.

On question 1, the groups named all of the areas that were covered in the training as important, which included market research and information, marketing costs,

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<sup>10</sup> After group evaluation presentations, the RYAE Consultant offered advice to the group in terms of taking the most practical ideas they had learned from the workshop and implementing them in their village training; i.e. they should be positive and be practical

<sup>11</sup> As opposed to the FMMA international consultant who had been involved for a relatively longer period, which included Tonga in 2003, the MME consultant was recruited one and a half weeks before the MME workshop, so more deliberations regarding training content went into this workshop.

marketing channels, selling options, risk management, and SWOT analysis. On the question of what was not so important, all groups said everything was important. Regarding what they liked in the training, participants said that they liked what they did as teams, the games and energizing activities, the delivery by the consultant, the group presentations, and the panel discussion. There was nothing that the participants disliked.

In terms of preparing a business plan (q 2), only one group did not respond, but the other 3 said yes, they would be able to prepare a plan. On the matter of assistance needed to enable them to conduct the village training, the groups asked for the use of audio visual equipment, materials and supplies, and also the expertise assistance of the MAF extension advisory officers. On the improvement of marketing training in future, the inclusion of field trips and organic farming was recommended by the groups.

**Recommendation # 2.2: A translated summary of TCP Consultant Bob Densely's market advisory note should be distributed to FFS Project group members to assist them with their market appraisal research. Crops Advisory and Extension Officers should thoroughly discuss with FFS groups the advisory note contents and advice members on their course of action with respect to what crops should be grown for the market. Selection criteria should be based on local market needs, and what grows best in the group's village.**

**Recommendation # 2.3: For the purpose of the market research and appraisal exercise as stated in the project document TCP/SAM/3003(A), youth groups should focus primarily on examining local markets in which to sell their produce. Local markets include their own communities, the Fugalei Market in Upolu, the Salelologa Market in Savaii and hotel/tourist outlets in Upolu and Savaii. The initial marketing focus for income generation should be on "production for the local markets."**

**Recommendation # 2.4: FFS Project management (National Project Coordinator) should explore with the Director of the Women in Business Foundation (WIBF) ways in which WIBF (the projects of which sounded organically related) and the FFS Project could collaborate, for example teaching FFS groups about composting and value added products from coconut oil. There is income generating potential in the WIB coconut projects, which FFS Project groups could tap into for income generating purposes.**

**Recommendation # 2.5: Since the issue of environment is a very important one for a country like Samoa with a fragile environment, it is highly recommended that the FFS Project invite South Pacific Region Environmental Programme (SPREP) or the Si'osi'omaga Society to conduct awareness workshop(s) for FFS groups on conservation and land degradation issues they need to know about for environmental preservation. This should be done as early on as possible.**

**Recommendation # 2.6: Recognition should be given to FFS Project groups in this initiative by calling them FFS Business Enterprises. This is to instill in members a business mentality and to take pride in being a member of the FFS Project.**

**Recommendation # 2.7: FFS groups should also explore export market avenues and opportunities with assistance from Crops Advisory Services and see if they can meet the requirements of the American Samoa market for the export of vegetables. This is the best initial export market. Research into World Trade Organization (WTO) regulations on market requirements is a must in order to be compliant with the American Samoa market. There are implications for export market familiarization and training to be taken into account if FFS groups are to take the export market seriously.**

The MME workshop evaluation itself was more positive, mainly because of the lessons learned from the FMMA workshop. More effort and planning were incorporated as this was the MME Consultant's first assignment in the FFS Project training. Overall, it resulted in a slower paced and more participant oriented workshop<sup>12</sup>.

### **2.2.3 Proposal on Forming an FFS Association**

At the end of the second day of the MME workshop, a meeting was held between the participants and the workshop organizing team concerning two matters, 1) the development of business plans by FFS Project groups, and 2) formation of an association or organization to formally organize on a national basis the activities of the groups formed under the FFS project.

As item 2 on the formation of an association was based on a request by the RYAE Consultant, he was given the opportunity to speak on it. The main ideas presented concerned the importance of forming a proper national FFS association or organization, registered, with office holders such as president and secretary. The Women in Business Foundation project was given as an example of a successful organization with village projects currently running. In the main an association would act as an umbrella mechanism, through which assistance and benefits could be channeled to individual groups from entities such as donors and government<sup>13</sup>.

Also, under the present state of the art, donors give prior recognition to a registered body such as a national representative association, rather than scattered individual groups. For example, the Japanese International Cooperative Agency (JICA) had informed MAF to convey its willingness to support the FFS Project. The RYAE Consultant further stressed that the idea of an association would also help to sustain and continue the FFS groups efforts once the FAO/TCP Project ends.

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<sup>12</sup> The RYAE mission ended in Samoa on April 21<sup>st</sup> so the Consultant did not see it to the end of the Marketing workshop, but arrangements were made with the PC Volunteer for the workshop evaluation results to be forwarded to him.

<sup>13</sup> When it started under the Peace Corps the FFS initiative formed 4-H Clubs in schools that had Peace Corps Volunteers with agricultural education backgrounds, e.g., Vaimauga College. This lapsed when the then Peace Corps Director, Steve Nagler left.

The participants were given the chance to discuss the ideas presented. After a lengthy exchange, they finally agreed and fully supported the formation of a national FFS association. But, they were unanimous that a president should be elected from within MAF. However, MAF staff did not support the idea of an FFS president coming from their ranks. This was based on the premise that it would create a conflict of interest for a MAF employee. Also they had full time jobs they needed to devote their attention to. There was therefore no conclusive outcome to this meeting. But it was left to MAF Advisory Extension to further pursue the matter of an association<sup>14</sup>.

**Recommendation # 2.8: A firm decision should be made regarding the “youth” dimension (motivational and youth guidance issues) of the FFS Project. Stakeholders and professional people interviewed generally felt that this needs to be addressed. The CEO and former Minister of the Ministry of Agriculture and Fisheries (MAF) verbally indicated that it would be good for the Youth Division of the Ministry of Women Community and Social Development (MWCSO) to take care of this. However, no firm decisions were made. At the conclusion of this mission, MAF was in the process of approaching MWCSO to act as ‘mentor’ for the time being. As time is of the essence, this issue has to be urgently addressed as the sustainability of the FFS Project may depend on it.**

**Recommendation # 2.9: The inter-Ministry project collaboration in which MWCSO is represented on the FFS Project Advisory Board needs to step up another level with respect to recommendation 9. A concrete decision needs to be made and a plan of action to be implemented before arriving at end of project status.**

**Recommendation # 2.10: A “Council” of FFS Project reps should be formed from the groups currently included under the project. The “Council” should meet at least once every three months once the group projects have been established. It should be under the leadership of the National Project Coordinator (NPC) with the Assistant CEO of MWCSO as co-chair. The purpose of the FFS Project “Council” is to share information and updates regarding progress made on group projects. Their meetings should be called by the NPC.**

**Recommendation # 2.11: High priority should be given to the proposal by the UNDP Resident Rep regarding collaboration between the FFS Project and Talavou Project<sup>15</sup> with respect to:**

- (i) Recognizing common goals and objectives**

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<sup>14</sup> The National Youth Committee of MWCSO was approached by MAF after the conclusion of this assignment if the Committee could serve as “mentor” for the “FFS association”, as MAF taking over the leadership role in the association was not in line with MAF priorities.

<sup>15</sup> At the time of this mission, the Talavou Project had just issued a concept paper. There are 4 components of the project: Self development (e.g., reproductive health, diet, nutrition), Skills development (e.g., vocational training), Income generation (e.g., livelihoods as in FFS), and Skills management. It is the understanding of the Consultant that the FFS Project does not come under the Talavou Project.

- (ii) **UN agencies and projects drawing on each other's strengths**
- (iii) **Sharing of resources, and**
- (iv) **Using a common forum like Talavou as a vehicle for comprehensive reporting on programmes and projects.**

The next stage that occupied time on the RYAE Consultant's part was organizing the awareness program to promote FFS Project activities. This was undertaken in cooperation with the PCAO and her team at Crops Advisory Services at MAF.

### **2.3 Organizing and Implementing Awareness Programme to Promote FFS Project Activities**

The promotion and awareness campaign for the Future Farmers of Samoa Project started through two pilot projects in Upolu and Savaii as early as November 2003<sup>16</sup>. These projects were really the (unofficial) start of the FFS Project itself. The actual TCP/SAM/3003(A) Project submission had already been made to FAO in 2001, but these pilot projects<sup>17</sup> were implemented in anticipation of approval of the aforesaid FAO submission. The awareness campaign was gradual, through the pilot groups themselves and also through communication links from MAF, MWCSO, Peace Corps, and FAO all of whom were the founding organizations.

The first public announcement on the FFS Project was made at the National Youth Forum in December 2004 (Appendix 8). The Principal Crops Advisory Officer from MAF made a presentation on the FFS Project. It was at this time that youth groups represented at the Forum were invited to submit applications to join in the project. The applications were reviewed in February 2005. From the 17 or so groups that applied only 8 were selected in addition to the 2 aforementioned pilot groups to make up the final 10 (Appendix 14). The five village youth groups selected from Upolu were Gagaifo Lefaga, Piu, Sapunaoa, Levi-Saleimoa, and Salamumu; while from Savaii – Samata, Asau, Puapua, Saleaula, and Sasina<sup>18</sup>.

In terms of media coverage, newspaper articles on FFS were submitted by the PC Volunteer working in MAF at the end of January 2005 to the *Savali*, *Samoa Weekly Post*, and *Observer* newspapers. The PCAO and two other senior staff including the Assistant CEO of the Youth Division in MWCSO conducted the first radio talk back program on *Radio Polynesia FM* on 3<sup>rd</sup> February. This was continued on a weekly basis until the last week of May 2005. Television coverage was limited only to news items because of expensive costs involved<sup>19</sup>. Also the FFS PC Volunteer met in the last week of January with extension officers from both Upolu and Savaii to look at ways and means to promote the FFS program as well<sup>20</sup>.

<sup>16</sup> Advisory Board Minutes 14 November 2003

<sup>17</sup> The first was situated in Upolu at the village of Gagaifo in Lefaga, and the second was in Savaii at Samata village

<sup>18</sup> Groups were selected based on an application submitted to MAF. The broad criteria used were: 1) Reasons why the youth group wanted to become part of the programme, 2) How they saw themselves benefiting from the programme, and 3) What the group hoped to achieve in the long run.

<sup>19</sup> News coverage is free, but an awareness program for FFS costs SAT\$ 100 per minute

<sup>20</sup> Advisory Board Meeting Minutes 3<sup>rd</sup> February 2005

The Policy, Planning and Communication Division (PPCD) of MAF also played its part in the radio awareness campaign. As it was the communications hub of MAF, it also funded radio talkback sessions for the FFS Project on SBC Radio. Two FFS Project programs had been aired in January and February, and a lot of interest was shown by the listening public. Time allocation was 30 minutes per program, broadcast on Thursdays.

According to the MAF Communications Officer, feedback for PPCD sponsored programs had been positive and productive. Members of the public expressed through their comments the usefulness of the programme in informing them.

During the time of this mission, the most extensively used medium was radio. But newspapers and television were also utilized. The most popular awareness program was the Radio Polynesia talk back session which now aired every Wednesday morning from 10:30 am to 11 am.

Consultations with the PCAO regarding a blanket media campaign were done on the 30<sup>th</sup> of March and a tentative plan was drafted. The most pressing event looming was the opening of the aforementioned Training of Trainers (ToT) Workshops in Farm Management and Marketing, which would also officially launch the FFS Project. The campaign was structured as follows:

- Press releases – newspapers and radio
- News items – Television, radio, and newspapers
- Press Conference – TV, Radio and Newspapers
- Special Radio and TV Programs such as radio talkback on Radio Polynesia and the SBC TV1 Program *E te Silafia?* (Are you Aware?)

Press releases were type-written statements regarding FFS Project events such as the ToT workshop and were dispatched to radio stations and newspapers for release (Appendix 9). No cost was incurred on these. Secondly, news items involved inviting newspaper, radio and television reporters to cover FFS Project special events such as the opening of the ToT Workshops. This also did not incur costs. Thirdly regarding press conferences, there was one press conference arranged for the Minister of Agriculture and Fisheries to publicize the FFS Project (Appendix 10). This was covered by the *Samoa Observer* newspaper and *SBC TV1*. This was also cost-free. Lastly, even though costly, a special FFS feature was aired on the weekly *SBC TV1 E te Silafia?*<sup>21</sup> programme, to commemorate the official launching of the project. The other less costly programs on which money was spent were the radio talkback, and radio spots.

Based on the aforesaid consultations with the PCAO and the Peace Corps Volunteer, who were liaising with TV, Radio, and newspaper media, an FFS awareness campaign program was executed during the duration of the RYAE Consultant's mission in Samoa (see Appendix 11).

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<sup>21</sup> The FFS "E te Silafia?" Program cost WSS\$1,500; radio spots (30 seconds) cost \$15. No figure was available for the radio talk back.

For the radio talkback program, the RYAE Consultant worked together with the FFS Program Counterpart<sup>22</sup> and the Crops Division Information Officer. These were the incumbents who had taken over the publicizing role in the radio awareness program at Radio Polynesia. A number of thematic topics were planned as back up in case they ran out of ideas in the studio (see Appendix 12). However, during the time of the mission, the Radio Polynesia interviews were very well presented and articulated; the backup notes were not needed. There was a lot of feedback from interested groups and individuals wanting to join the FFS Project<sup>23</sup>.

Overall the FFS Project was given wide publicity through a combination of radio, newspapers and television coverage. It was considered a successful awareness campaign because of the wide interest it created, not only from individuals and village groups around the country, but also from an aid donor that was willing to support the FFS project. Of special importance was the role the Minister of Agriculture played in this campaign through two repeats of his press conference both on Television and newspaper coverage. The press conference projected a positive image of the FFS project.

**Recommendation # 2.12: The success of the awareness program in publicizing the FFS Project has achieved its purpose in informing the public. The focus now is for the groups to pursue the next stage of their work or action plans. Village training and developing business plans need to be carried out, if not already done at this stage.**

## **2.4 Further Awareness Planning for the Future**

In terms of looking towards the future for the awareness program, the Consultant and PC Volunteer drafted some future projection ideas in relation to the FFS Project. These stemmed from what was learned in the awareness campaign during the time of this mission. The three main options identified for consideration under the FFS Project as media outlets were Radio (AM & FM), newspapers, and Television. There are useful features of each that the FFS Project should consider in furthering the awareness campaign:

### **2.4.1 Radio:**

Radio Spots. These could be secured on both SBC and Radio Polynesia (Talofa FM). At the time of this mission, the FFS Project had a contract with Talofa FM up to the end of May 2005. The first feature was the radio talkback programme. Radio spots for this program were also produced by Talofa FM staff based on information given by Crops Division staff involved in the FFS Project. As radio spots can bite a fair bit out of any budget, it is important that the MAF Crops Division Information Officer follow up on these regularly to ensure that the spots are aired on time as agreed; this is also a back-stopping mechanism to ensure that funds are not wasted. (See Appendix 13)

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<sup>22</sup> Counterpart to the Peace Corps Volunteer

<sup>23</sup> The Consultant was present at the Radio Polynesia studio once, however did not participate but only listened while the program was aired.

Radio Talkback. Regarding the radio talk back programme, two options could be pursued. Either utilize the services of the Information Officer from the main MAF office, or that of the Crops Division Information Officer. The latter would be the best choice, and the cost could be covered under the FFS Project budget; or else seek private sector funding or sponsorship. In the best interest of the FFS Project, the radio talk back method of promotion is by far, the most comprehensive. The target audience should be youth, as well as the community.

When appealing to the youth of Samoa, radio success stories are important, as they highlight the opportunities that are available within agriculture. It is important to promote the idea that a career in agriculture is a positive and fulfilling vocation. As for the community, the best option is to appeal to their sense of patriotism and community belongingness. Promote the theme that “Our heritage is our land” and tie this into the potential impact of youth for the future of Samoa.

#### **2.4.2 Newspapers:**

The newspapers that should be tapped are the *Samoa Observer*, *Savali* and *Newsline*. Press releases and news articles should be submitted on a regular basis. When employing the newspapers, the target audience should be the community only (not the youth). Half page notices promoting the FFS Project would also be a good idea. MAF should consider funding these notices and/or seek sponsorship for them.

Awareness is crucial, as the mentality of the public is “out of sight, out of mind”. The newspapers should be reasonably utilized. It is important to fit this task into the work plans of both the PC Volunteer and the MAF counterpart, with the latter taking over in the long run. They should plan to submit one article<sup>24</sup> and one press release per month, in both Samoan and English.

#### **2.4.3 Television:**

This would be the least preferred medium in FFS Project promotion because of the very high costs involved. Options for TV include press releases, press conferences, and programs such as *E te Silafia?* Video footage of the Training of Trainers Workshop was taken by the SBC 1 camera crew on Thursday 7<sup>th</sup> April and was aired Monday 11<sup>th</sup> April. This was in itself a good piece of promotion, but expensive for a project of the nature of FFS<sup>25</sup>. However, use of television as a news medium should be tapped as much as possible where-ever this is free, or where sponsorship could be secured.

#### **2.4.4 Use of Signboards:**

One final topic that was discussed in relation to the awareness campaign was sign boards for the ten youth groups. Signboards are very useful to publicize the FFS Project. The young farmer groups should be able to provide their own and set it up themselves. The FFS Project should make provisions to supply the logo and paint.

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<sup>24</sup> As the FFS Project now has an expensive digital camera, there should be at least one photo caption as well.

<sup>25</sup> \$1,500 tala for 15 minutes

The MAF Extension staff should ensure that the groups set up their signboards at highly visible locations for passers by to take notice. A good example is Mr. John Pasina's (Gagaifo Youth Group) signboard by the road side, ten or so meters before a person arrives at his shop from Apia City.

The above ideas were left with the PC Volunteer to communicate to the PCAO for continuing the awareness program, but are also included in this report as part of the mission.

## **2.5 Design and Development of Promotional Materials such as Pamphlets and School Traveling Exhibits**

Because of the flurry of activities involving the two aforementioned workshops during the time of the mission, the PCAO and the MAF team involved with FFS thought it best to leave the schools promotion activity till later, about August. Also, after the completion of the two aforesaid workshops, the MAF staff involved in the FFS Project would again be busy in assisting youth group trainers in their village training. It was therefore left to the RYAE Consultant and the PC Volunteer to come up with ideas for the promotion of the FFS Project in schools.

**Recommendation # 2.13: The MAF Counterpart to the Peace Corps Volunteer (PCV) should be on par with the PCV incumbent in terms of job activities in this project. During the time of this mission, it was observed that a substantial amount of responsibility was carried by the PCV. For the sake of sustainability, more responsibilities should be delegated to the MAF Counterpart and that this incumbent should be a permanent rather than a rotating one.**

Consultations between the Consultant and the PC Volunteer resulted in a general plan for promoting the FFS Project to schools around the country, with a tentative time set for around August 2005. As the PCV was leaving in August, it was planned that she would overlap with her PCV replacement for at least two weeks, which would give enough time to provide training for the new volunteer to have a smooth takeover to enable important tasks left such as school promotional visits. It was the understanding that the PCV Counterpart and District Extension Officers would be involved in equal capacity in this task.

### **2.5.1 Arranging School Promotion Visits**

Plans were made with the FFS Peace Corps Volunteer were based on the protocols that should be observed with respect to the Ministry of Education Sports and Culture (MESC). Arrangements need to be made ahead of time with MESC officers concerned. Firstly, all school visits should be arranged through the Principal Education Officer (PEO), Mr. Gauna Wong at the Ministry of Education, Sports and Culture. Normal protocol should be followed in terms of written correspondence, which should be addressed to the Chief Education Officer (copied to PEO), if necessary.

All schools in Samoa are now using a single stream curriculum<sup>26</sup>, which was introduced in 2000. Agricultural Science is offered as a subject in Years 9 – 13. In

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<sup>26</sup> The Catholic and Methodist schools have another category 'Second Chance Education' more or less vocational in nature, for the academically weak.

implementing the single stream curriculum, the Government has supplied all schools, including church/mission schools with curriculum statements, student materials, and teachers' manuals. It is up to schools themselves whether to offer agricultural science depending on resources available. There had been discussions in one of the past Advisory Board meetings regarding offering agricultural teaching by Extension Officers for schools without Agricultural Science teachers. This should be further pursued with assistance from Agricultural Education staff at the University of the South Pacific, Alafua Campus.

**Recommendation # 2.14: For Government schools without Ag Science teachers, but having the proper facilities to teach agricultural education, MAF should pursue the possibility with MESOC, of offering the services of Extension Officers to teach and/or set up agricultural projects in such schools. Assistance should be sought from Agricultural Education staff at USP, Alafua Campus.**

Ten Government secondary schools were recently upgraded under ADB funding. These all have the proper classrooms supplied with equipment and materials for use in the Agricultural Science curriculum. Two of these upgraded schools have not been able to offer Agricultural Science because of the lack of teachers. Other schools such as mission/church schools and NGO schools also offer Agricultural Science. Altogether, 14 Government and 4 Church colleges and secondary schools offer Agricultural Science in their curriculum. In addition, the Catholic Church offers agriculture as a vocational subject under its second chance education program.

There is therefore a large contingent of potential members to join FFS groups from the school ranks. It is important for MAF staff conducting awareness programs to properly prepare themselves when going out to conduct promotional talks to schools on the FFS Project. There should be enthusiasm and keenness on their part.

**Recommendation # 2.15: In terms of the school awareness campaign, first priority should be given to schools nearest FFS Project locations. The awareness program for other schools further away should focus on encouraging students to take up agriculture as a career for income generation.**

### **2.5.2 Promotion Package for Target Audience**

School promotions can be made more interesting by including freebies and paraphernalia such as the FFS logo<sup>27</sup> or flag, FFS T-shirts or caps awarded as prizes based on oral quizzes, FFS promotional tags and tracts, etc. Presentations should make use of video tape footage on FFS activities, or a power point presentation, and/or a slide show.

In terms of audience, those that should be targeted are high school students taking Agricultural Science in Years 9-13. The majority of students in schools offering

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<sup>27</sup> At the time of the mission, the FFS Project logo competition had just been launched and it was hoped that an official logo would be selected by August.

Agricultural Science take it as a core subject in Years 9 and 10, after which it becomes an option or elective at Year 11 onwards. There are relatively fewer Agricultural Science students in the higher option levels. Therefore, those in Years 9 and 10 should be the main groups or levels on which the promotion should be focused. There is a high dropout rate at these levels. At the same time they are at a mature enough age to go into farming.

The main message to promote to students is the role of FFS and career opportunities available through agriculture, and that if properly pursued agriculture can provide excellent source of income as well as food security for the family.

The consultation on the FFS awareness campaign to schools was the last task performed by the RYAE Consultant with the PC Volunteer based on the TOR. However, the Consultant had a debriefing meeting with the FFS Implementation Committee on the afternoon of April 19<sup>th</sup>. The findings from the field interviews were the focus of this debriefing.

**Recommendation # 2.16: Concrete plans for promotional materials for the awareness campaign for secondary schools and colleges have been made. These need to be followed up as soon as possible, especially in the finalization of items like the FFS logo, posters and other memorabilia, which could help attract prospective students to join the FFS initiative and to pursue a business career in agriculture.**

### 3. FINDINGS

#### 3.1 Findings of the Mission

Respondents in the field interviews were those at top level or had high seniority in their organizations. As aforementioned, incumbents included Ministers of Government, CEOs of both Government Ministries and NGOs, Deputy CEOs and those in decision making or policy level responsibilities. The findings are based on the outcomes of the interviews and the Consultant's observations during the mission, and are presented as follows:

1. No affirmative decision or action has been made with respect to the "youth" dimension (motivation, vision etc.) within the FFS Project. MAF is providing only the technical training and support advisory services for the FFS groups. The MAF CEO and former MAF Minister have alluded to MWCS D taking a leading role relating to "youth" matters. To this extent, the National Youth Committee under the Youth Division of MWCS D has been approached by MAF if it could serve as "mentor" for an FFS association. This mentoring role has to do with aspects such as, for example, leadership skills and group dynamics and processes that empower individuals and communities to help them and each other.

2. The National Youth Policy defines youth as people within the age category 12 – 29 years. Youth in Samoa do play a vital part in the Samoan economy. The 2001 Census classified 52,945 people as economically active. Of this total 20,839 (39%) were in the category 15 – 29 years of which 13,975 were male (26%) and 6,864 female (13%). Close to 70 percent of these youth were classed as skilled agriculture and fisheries workers.
3. Regarding the definition of the term youth and its application within the context of the FFS Project, the consensual view of professional and government incumbents is that what works within the village situation should be the norm to go by. This is because of the integrated nature of Samoan society. In most cases youth groups in traditional villages, which are affiliated with churches are generally recognized as being under the leadership of a pastor or priest. By proxy, such groups are under the protection and sanction of the village as well. The influence of pastors and priests is also evident in non-traditional communities like Alafua and Toomatagi – both located close to Apia City, where the pulenuu (village mayors) approach the people through the pastor or priest, because of the lack of a community or village council structure.
4. Cooperation at the advisory level between MAF/FAO, MWCSD, and the Women in Business Foundation NGO<sup>28</sup>, indicates positive collaboration going on between Government ministries and NGOs in the FFS Project, whose focus is on developmental enterprises such as in agriculture, for income generation.
5. Concern was expressed by the regional environmental organization SPREP regarding land use which the FFS Project groups should be aware of in terms of land degradation. SPREP has offered to provide awareness training for the FFS Project groups if given the opportunity within the life of the project. Environmental concerns have also been raised by those with leadership roles in communities.
6. The evaluation of the FMMA Training of Trainers workshop (4<sup>th</sup> – 8<sup>th</sup> April) by participants gave rise to a number of important points in which essential adjustments were made for conducting the Marketing Workshop (20<sup>th</sup> – 22<sup>nd</sup> April)<sup>29</sup>:
  - (i) Making use of local Samoan consultants: A private consultant was hired to lead the training for the Marketing Workshop;
  - (ii) The importance of the training being conducted in the Samoan language. This was done by the above consultant.
  - (iii) In terms of planning for instruction, getting feedback from participants early on to determine their entry knowledge and understanding of the topics or subjects;

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<sup>28</sup> In the long term, there is opportunity for FFS groups to tap on the expertise of the successful program by Women in Business Foundation for the development of organic agricultural products.

<sup>29</sup> For awareness purposes before the mission, concerns of an identical nature were communicated to the Consultant by the Senior Extension, Education and Communication Officer (FAO/RAP), regarding the Tonga TCP Project in 2003.

- (iv) The importance of obtaining worksheets and exercise sheets translated into the Samoan language, and
- (v) Fitting in the appropriate amount of information within the given framework of time as opposed to “too much in too little time”. (see Appendix 5 for the Evaluation)

Points (iii) – (v) were addressed in 3 subsequent meetings involving the FFS organizing team (MAF/FAO0 and the incumbent MME Consultant.

7. According to the Pacific Resident Representative of FAO, recent fine tuning of MAF/FAO administrative procedures now ensures that community projects such as FFS can be funded directly by FAO to successful applicant groups upon approval by either one of MAF or the Ministry of Foreign Affairs and Trade (MFAT).
8. Regarding local market outlets - there are good local market outlets that FFS groups can tap into for selling their agricultural produce:
  - (i) Local communities – road side stands
  - (ii) Fugalei Market in Upolu
  - (iii) Salelologa Market in Savaii
  - (iv) Hotel/Tourist outlets in both Upolu and Savaii
9. Regarding the export market – the competitive nature and stringent requirements of the export market to Australia, New Zealand, and the USA makes it an unattractive income generation option for the FFS Project groups at this point in time. However, the Ministry of Foreign Affairs and Trade (MFAT) has indicated a potential market for vegetables in American Samoa to the tune of US \$300,000 - \$400,000 per year, which FFS groups could vie for, provided they comply with USDA requirements. There are implications on the need for export market familiarization for FFS groups if they are to tap into this market.
10. Income Opportunities: An excellent market advisory note giving details for income opportunities for Samoan market outlets was compiled by TCP Consultant Bob Densely as part of his FFS Market Appraisal mission. Income opportunities are summarized in Appendix 15:
11. The MAF awareness program for the FFS project was quite successful in promoting the FFS Project in the Samoan community. The media types tapped by the awareness program were radio, newspapers and television.
12. The implementation of the FFS project is more or less on track based on the timeline activities laid down in the work plan of the TCP/SAM/3003(A) Project Document.
13. The role of the present Peace Corps volunteer in assisting with the FFS Project has been valuable, to say the least in terms of essential services provided. The

- input of Peace Corps volunteers is still very much needed in the near future, according to the CEO of the Ministry of Agriculture and Fisheries. Therefore the role PCVs play will continue beyond the end of project status. The present PC volunteer will overlap with her successor in August 2005 to ensure continuity for the project.
14. At this time the implementation of the FFS project is highly dependent on the Peace Corps volunteer for a number of functions, such as secretarial services for Advisory Committee meetings, liaising and providing backup to FAO personnel and consultants in matters such as Training of Trainers and Marketing Workshops (as observed in this mission), and sustaining media awareness effort.
  15. Collaboration between the FFS Project (FAO) and the proposed Talavou Project (UNDP) was proposed by the UNDP Resident Rep in Apia. Collaborative efforts could be realized in terms of the following:
    - (i) Recognition of common goals and objectives
    - (ii) UN agencies drawing on each other's strengths
    - (iii) Sharing of resources, and
    - (iv) Using a common forum like Talavou, for example, in which comprehensive reporting on programs and projects could be done.
  16. Twelve (12) Government and 4 Church colleges and secondary schools offer Agricultural Science as a subject from Years 9 to 13. Furthermore there is a Catholic Second Chance Education School offering Agriculture as a vocational subject. Only two schools are within the vicinity of any of the selected FFS Project locations, one in Upolu and one in Savaii. This means limited exposure for most school students to the activities of the FFS Project groups. This separation cannot help in recruiting efforts, that is, "out of sight, out of mind."
  18. The awareness campaign for schools and colleges was planned for later in 2005 for MAF to give time to concentrate on getting the FFS group activities launched, especially the village training and drafting business plans. The plan was the schools campaign would take place in August 2005 and beyond.
  19. Besides the FFS project, there are a number of other youth initiatives taking place in Samoa. These are all under the leadership of pastors and/or priests; examples include the Piu Youth Group, the Vaiala Youth Group, the Sinamoga Catholic Youth Group, and the Maaigagi Youth Bus Franchise. The Vaiala, Piu and Sinamoga youth group activities are more fully discussed in the Strategy Paper. Linkages with these groups should be established to share experiences and knowledge about what is happening in their groups.

#### 4.

## CONCLUSIONS

1. On a national basis there is a high level of interest in the FFS Project with many more individuals and groups wanting to join this initiative besides the 10 groups already selected. Care must be taken that the initial efforts with the existing 10 groups must be consolidated before any further groups can be recruited.
2. There are available local market outlets for agricultural products, which FFS groups can tap into to make money. Their first business goal therefore is to sell to the local market. Supplying the export market is another level up in which training also needs to be provided in order to be compliant with export market regulations, especially the nearby American Samoa market.
3. The market advisory note by TCP Consultant Bob Densely provides an excellent blueprint for groups to plan from regarding their crop enterprises and market planning activities. It is an important document which should be consulted concerning enterprises they can focus on for both local and hotel markets.
4. The willingness of a donor (JICA) to contribute to group efforts as in the FFS Project is an indication that donors can contribute. For the FFS initiative to tap on the assistance of donors, the most efficient way would be through a national association or organization to unify the efforts of groups formed. Such an organization must conform to the protocols of registered organizations in the country.
5. The willingness of organizations like WIBF and SPREP to provide backup services to agricultural groups such as FFS is a good opportunity to consolidate and expand network collaborations with other organizations to share resources and expertise, and learn from them as well.
6. The establishment and development of projects like the FFS Project (FAO) and Talavou (UNDP) initiatives opens up a range of opportunities for youth to tap into. But youth groups must be cautioned that they must not over-commit themselves to more projects than they can handle. It is therefore imperative for executing agencies to monitor and be aware of the projects their designated groups are involved in. It also has implications on the existing communication links and collaboration between ministries like MAF and MWCSO.
7. The use of media such as radio, newspapers and TV is a very effective way to create community awareness of youth programs like the FFS. However, radio is still by far the most comprehensive and effective medium in terms of outreach, and is also relatively the cheapest compared with the others in terms of effectiveness and outreach. Therefore it must be continuously tapped for awareness purposes by MAF for promoting the FFS initiative.
8. There is a large cohort of students both in mainstream and vocational schooling that can be recruited to join the FFS Project effort. The promotional campaign to schools

is therefore an important part of MAF staffs' outreach responsibilities if school youth are to be 'wooed' in to this initiative.

9. The evaluation outcomes of both the FMMA and MME workshops speak volumes on the need to properly screen consultants for such workshops. In the case of the aforesaid FFS workshops, consultants not only should be selected for their academic qualifications and consultancy track record, but on their fluency in Samoan and their ability to communicate at the trainees' level.
10. The assisting role of Peace Corps volunteers in the FFS Project has been valuable in assisting with the project. Experience at MAF indicates a stable Peace Corps influence. On the other hand there is also a relatively high rotation rate of MAF staff in the FFS Project, which affects continuity. In addition incumbents such as the PCAO are very busy with many other duties and responsibilities. Therefore a permanent 'FFS Project Officer' appointment should be made at MAF and plans should be made to phase out the Peace Corps Volunteers role after 5 years.
11. Gauging by the initial success of activities and perceptions of respondents interviewed during this mission, the FFS Project has huge potential in rallying interested youth to take up agriculture as a means towards earning a livelihood. The importance lies not in what is there in agriculture, but what youth can do in groups and organizations to empower themselves towards achieving their goals in agriculture and rural development. There are implications therefore on the methodologies for rallying youth to the cause of an undertaking such as the Future Farmers of Samoa. The Ministry of Women, Community and Social Development is the most appropriate ministry to deal with these methodologies and should be approached by MAF to assist with this under the Talavou Project.

## References

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3. Food & Agriculture Organization. (2004). TCP/SAM/3003(A) Project Document: Capacity building in agribusiness, marketing of agricultural produce and farm management for young farmer groups.
4. Government of Samoa - Ministry of Youth, Sports and Cultural Affairs. (2001). Samoa National Youth Policy 2001 – 2010.
5. Government of Samoa – Ministry of Agriculture and Fisheries. (2003). Advisory Board Minutes, 14 November.
6. Government of Samoa – Ministry of Agriculture and Fisheries. (2005). Advisory Board Minutes, 3 February.
7. Government of Samoa - Ministry of Agriculture and Fisheries. (2005). FFS Implementation Committee Minutes, 11 March.
8. The Samoa Observer Newspaper, 15 December 2004.
9. The Samoa Observer Newspaper, 18 April 2005.

## APPENDIX 1

### Terms of Reference

#### TCDC Expert on Rural Youth & Agriculture Extension

**Duration of assignment:** four weeks in one mission

**Duty station:** Apia, Samoa

Under the operational supervision of RAPR and the technical guidance of the Chief, Extension, Education and Communication Service (SDRE) as well as in close collaboration with the SDRE Senior Extension Officer at RAPS and FSD and Marketing Officer from FAO's Subregional Office for the Pacific Islands, the National Project Director and the project team, the consultant will:

1. be responsible for the organization, planning, implementation of awareness programme and promotion of youth activities;
2. review the role of young farmers in the agriculture sector and prepare a strategy paper, which will describe future income opportunities for rural youth and on how to adjust policies and support systems to stimulate participation of young farmers in agriculture production and how to maintain the workforce in the agriculture sector (TCDC);
3. assist in the design and development of promotional materials such as pamphlets and school traveling exhibits;
4. publicize awareness programmes (media) regarding project implementation and training programmes;
5. participate and be a resource person in the training and workshops;
6. prepare an end-of-mission report incorporating training materials in English.

#### Qualifications:

Strong analytical skills and proven experience in working with young farmer groups and agricultural extension services. Good communication and presentation skills. Practical experience in the Pacific Island Region and knowledge of Polynesian farming systems is of an advantage. He/she should be fluent in English and computer literate.

**APPENDIX 2  
PEOPLE CONSULTED**

<b>DATE</b>	<b>NAME &amp; ORGANIZATION</b>	<b>OCCUPATION</b>
<b>26 Mar</b>	<b>Seve T. Imo – Toomatagi Villane</b>	<b>Pulenuu (Village Mayor)</b>
<b>29 Mar</b>	<b>Paul Tomane – FAO/SAPA</b>	<b>Assistant FAO Rep</b>
	<b>Emele Ainuu – MAF Tosi Yuzkis – MAF</b>	<b>Crops Advisory Officer Peace Corps Volunteer</b>
	<b>Hon Toomata Alapati – MAF</b>	<b>Minister of Agriculture and Fisheries</b>
	<b>Tuiloma Pule Lameko – MP</b>	<b>President, Samoa Field Crops Farmers Association</b>
	<b>Seumanutafa Malaki – MAF</b>	<b>Chief Executive Officer</b>
<b>30 Mar</b>	<b>F. Vitolio Lui – SPREP</b>	<b>Deputy Director of SPREP</b>
	<b>Heiko Bammann – FAO/SAPA (meeting with Tosi Yuzkis)</b>	<b>Farming Systems Development &amp; Marketing</b>
	<b>Hon Tuilaepa S. Malielegaoi – GOS</b>	<b>Prime Minister</b>
<b>31 Mar</b>	<b>Iunivesete Aveau – MAF FFS (Meet to translate Press Releases)</b>	<b>FFS Counterpart to PC Volunteer</b>
	<b>Dr. Vili Fuavao – FAO/SAPA</b>	<b>Sub-Regional Representative for the Pacific</b>
	<b>Adi M. Tafunai – WIBF</b>	<b>National Director</b>
	<b>Hon Fiame Naomi – MESC</b>	<b>Minister of MESC</b>
<b>1 April</b>	<b>Sydney Faasau – MWCSO</b>	<b>Assistant CEO - Youth</b>
	<b>Dr. Peggy F. Dunlop – UNESCO</b>	<b>Officer for Youth</b>
<b>4 April</b>	<b>Mrs. Fiasili Leaupepe – MAF</b>	<b>MAF Information Officer</b>
<b>5 April</b>	<b>Kimberly Frola – Peace Corps</b>	<b>Samoa Country Director</b>
	<b>Joyce Wu – UNDP</b>	<b>UNDP Resident Representative</b>
	<b>Seumanu Gauna Wong – MESC</b>	<b>Principal Education Officer</b>
	<b>Hon Tuisugaletaua S. Aveau - MNRE</b>	<b>Minister of Natural Resources and Environment</b>
<b>6 April</b>	<b>Laisene Samuelu – MAF</b>	<b>Assistant CEO Crops Advisory &amp; Extension</b>
	<b>Shorley Mariner – OSM Consultants</b>	<b>Youth Consultant</b>
<b>7 April</b>	<b>Hon Toomata Alapati – MAF</b>	<b>Minister of Agriculture &amp; Fisheries</b>
<b>7 April</b>	<b>Mohammad Umar – IRETA</b>	<b>Director of IRETA</b>
	<b>Seumanutafa Vailima Pule – SBC TV</b>	<b>Program Presenter – E te Silafia?</b>
	<b>Dr. Tuao Felix Wendt – SFCFA</b>	<b>Consultant</b>
<b>8 April</b>	<b>Rev. Taito M. Utumapu – Methodist Education</b>	<b>Director of Education</b>
	<b>Mr. Jeff Atoa – SFCFA</b>	<b>Secretary of SFCFA</b>
<b>11 April</b>	<b>Aeau C. Hazelman – Catholic Education</b>	<b>Director of Education</b>

**PEOPLE CONSULTED cont'd**

<b>DATE</b>	<b>NAME and ORGANIZATION</b>	<b>OCCUPATION</b>
<b>11 April</b>	<b>Lanisi Faimoa – Samoa Polytechnic Joe Lee – Samoa Polytechnic</b>	<b>Lecturers in Horticultural Certificate Program</b>
<b>11 April</b>	<b>Mr. Pio Sioa – Samoa Newline Newspaper</b>	<b>Editor</b>
	<b>Professor Lau Asofou, National University of Samoa</b>	<b>Director – Institute of Samoan Studies</b>
	<b>Rev. Elekosi Viliamu – Aleisa Village</b>	<b>Pastor and Planter</b>
<b>12 April</b>	<b>Mrs. Ane Uele, Vaiala Village Congregational Church</b>	<b>Rev. Uele’s wife (Uele in Australia at time of mission)</b>
<b>13 April</b>	<b>Maria Melei, Small Business Enterprise Centre</b>	<b>Director</b>
	<b>Frank Fong, PPCD – MAF Lafaele Enoka, PPCD – MAF</b>	<b>Head of PPCD Policy Officer PPCD</b>
<b>14 April</b>	<b>Tuala Falani Chang Tung – MFAT Joe Chang Ting – MFAT</b>	<b>Consultant Trade Research Officer</b>
	<b>Laupu’a Fiti – Ministry of Finance, Statistical Services Division</b>	<b>Assistant CEO</b>
<b>15 April</b>	<b>Seuoti Seuoti – Alafua Village</b>	<b>Pulenuu (Village Mayor)</b>
	<b>Tiumalu John Pasina – Lefaga</b>	<b>Trader and Planter</b>
<b>18 April</b>	<b>Samuelu Afamasaga – Break (in) Squad, Samoa Police Force</b>	<b>Constable</b>
<b>19 April</b>	<b>FFS Implementation Committee – Debriefing</b>	<b>Reps from FAO, MWCSO, MAF.</b>
	<b>Esekia Solofa – Tribunal Chairman on Government Remuneration; Former Vice Chancellor of USP</b>	<b>Consultant</b>

### APPENDIX 3

#### Training the Trainers Workshop Program (FMMA)

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	Opening ceremony and project launch	Calculating gross margins	Scheduling labour	Designing demonstrations	Whole-farm planning
10.30-11.00	Morning coffee	Morning coffee	Morning coffee	Morning coffee	Morning coffee
11.00-12.30	Farming systems	Calculating gross margins (continued)	Scheduling labour	Implementing demonstrations	Whole-farm planning (continued)
12.30-1.30	Lunch	Lunch	Lunch	Lunch	Lunch
1.30-3.00	Keeping farm records	Partial budgeting	Cash flow budgeting	Participatory rural appraisal methods	Presentation of whole-farm plan
3.00-3.30	Afternoon tea	Afternoon tea	Afternoon tea	Afternoon tea	Afternoon tea
3.30-4.30	Preparing background information for farm enterprises	Partial budgeting	Cash flow budgeting	Participatory rural appraisal methods	Summary, course evaluation and close

## APPENDIX 4

### RESULTS OF THE EVALUATION FOR THE FARM MANAGEMENT TOT WORKSHOP 4-8 APRIL, 2005 IRETA FACILITIES

	<b>1. Farm Management Tools Trained: What was most important for FFS Training? What was not so important?</b>	<b>How did you like the exercises? Useful? Easy/Difficult?</b>	<b>Will you be able to conduct a training in your village? If no, what additional trainings do you need?</b>	<b>How could this training be improved?</b>
<i>Group 1</i>	Important: Information collection for record keeping and partial/whole farm budgeting, as well as the labor profile/productivity. The most important thing for FFS trainings is the organizing/coordination/facilitators of the training. Not Important: was the field visit – the info was not consistent	All of the exercises were useful.	Yes / Additional trainings needs include Presentation skills, more of the same FFS training for the youth group reps, and technical trainings on crops, livestock, and fisheries activities.	Need complete farm management programs/software; A study tour to visit youth groups around the Pacific; Duration of training is too short – recommend 10 days.
<i>Group 2</i>	Important: Gross margin was very important. Also farm records, partial budgets, cash flow budgets, and whole farm budgets.	Want more exercises – need more time to practice. Interpretations are recommended.	No. Need more training. Do exercises in Samoan.	Translation of the manual. Too technical for the youth groups and participants who have no agriculture background.
<i>Group 3</i>	Important: To know and learn more about Gross Margin. To be able to calculate the whole farm budget. Not Important: Field visit – wrong expectations, wrong information from farmers	Useful but too difficult. Too many but just the interesting ones.	Yes. Overseas training, More activities and practical exercises. Must have translated notes.	Must have a Samoan consultant. Must increase allowance and correct information. Need good accommodation for Savaii and rural participants. Need a good menu of food every day.
<i>Group 4</i>	Important: Gross margin, partial budgeting, labor profile, cash flows Most Important for FFS: Increase production, developing old methods to new innovations, increase future income, encourage youth groups to learn more about farm management	Too difficult, but some are useful. Too many but not enough time.	Yes. Require more marketing training, more about gross margins, partial budgeting, and cash flows.	Use Samoan language to deliver the training.

			More details on SWOT.	
<i>Group 5</i>	Important: Need more training and help to create trainings for rural villages.	Very difficult.	Ioe. Need more help from MAF. Also need more examples. Maybe hold the marketing training first to obtain the right data/numbers and then use those for the exercises.	Simpler language in the manual. Translate into Samoan. Inform the farmers ahead of time for the field trip so they can give the correct information.

**APPENDIX 5  
FUTURE FARMERS OF SAMOA  
MARKETING & MARKETING EXTENSION  
ToT WORKSHOP, 20 – 22 APRIL, 2005  
IRETA FACILITIES**

	Wednesday, 20 April	Thursday, 21 April	Friday, 22 April
8:30 am	<p>Opening</p> <ul style="list-style-type: none"> <li>• Prayer</li> <li>• Introductions</li> <li>• Registration</li> </ul> <p>Introduction to the Training Program</p> <p>Game</p> <p>Introduction to Marketing</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Identify/Define key terms</li> </ul>	<p>Understanding Marketing Terms</p> <p>Game</p> <p>Marketing Research Presentation &amp; Exercises</p> <ul style="list-style-type: none"> <li>• Research &amp; Information</li> <li>• Selling Options/Available Channels</li> <li>• Costs</li> <li>• Risk Management</li> </ul>	<p>Market Advisory Note Presentation/Discussion</p> <p>Business Plan</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Content</li> <li>• How to do it</li> </ul> <p>Exercise: Identify the critical points of the business plan</p>
12:00 pm	Lunch	Lunch	Lunch
1:00 pm	<p>Game</p> <p>Marketing in the Farm Business</p> <p>Exercise 1: SWOT Analysis - How to make a Future Farmers Group business successful</p> <p>Group presentations Discussions</p> <p>FAO Marketing Video</p>	<p>Panel Discussion</p> <p>Group Presentations</p>	<p>Continue discussion of Business Plan</p> <p>Course Evaluation</p> <p>Plan Training Program for Village-Level trainings</p> <p>Closing Ceremony</p>
5: 30 pm		Cocktails (Venue - IRETA)	

**APPENDIX 7**

**Marketing & Marketing Extension Workshop: Training Evaluation  
20-22 April 2005  
IRETA**

	Group 1	Group 2	Group 3	Group 4
1. What areas of marketing do you see as most important for your village trainings?	Market research and information; Marketing costs; Marketing channels; Selling options; Risk management		SWOT Analysis; Panel discussion; Where to find market information; Marketing costs/channels; Market opportunities; Production plan	Marketing Advisory Notes; Business planning; SWOT Analysis
1.a. What was not so important?	Everything must go	Everything was important.	Nothing.	--
1.b. What did you like?	Work as a team in carrying out trainings in rural areas	Games; Beautiful teacher; Delivery of the message; Good food	Energizers; Group discussions/presentations; Cocktail; Allowances for Savaii participants; Panel discussion	Panel discussion, Cocktail
1.c. What did you not like?	Nothing	Everything was good.	No allowances for Upolu participants because of the cocktail	--
2. Will you be able to prepare a business plan and explain it to others?	Yes/		Yes/No	Yes/Yes
3. To conduct a training in your village, what assistance from the project do you need (not money)?	PowerPoint, leaflets, advisors (Livestock, Fisheries, Crops, WIB), money for village		Materials: refreshments; manuals and exercises, folders, pencils, newsprints, data projector, laptop, whiteboard, markers, public awareness, transportation, blue tags	More notes, examples, and exercises; More materials; Help from extension officers
4. Please let us know how to improve the marketing training.	Field visit		Include organic farming program; Include agri-business people; Translated handouts	Field trips; More time (two weeks); no allowances

## APPENDIX 7: OBSERVER NEWSPAPER ARTICLE

### National Youth forum gets into full swing

By Malia Sio  
15 December 2004

More than 100 young people have gathered at Samoa College, Vaivase, to take part in this year's National Youth Forum. It began on Sunday and ends this Friday. It is a result of a partnership by the Ministry of Women, Community and Social Development-Youth Division, National Youth Committee of Samoa, youth directors of various organisations and churches. Other groups and organisations working on this project include "Avanoa Tutusa" of the United States Peace Corps, various non government and United Nations organisations and Samoa Red Cross.

#### FINANCE

The Government contributes through finances and resources. An annual event the National Youth Forum, has been a success over the past five years it has been running, said one of the co-ordinator's Lapa Tofilau. "The whole purpose of this forum is to provide the many youth of Samoa with a chance to bond, share and help each other with the many issues they are facing these days," he said. Adding that these are all made possible through group counselling, sharing, presentations, and games that bring laughter to everyone. With initiations of games and discussions Mr. Tofilau said these activities help the group leaders to understand the participants feelings and reactions to various issues.

#### TARGET

Though the age target is 18-29, the Forum has been a common ground for all. "Those who do not meet the specific age group are still welcome to join in, we see them as elder mentors for the youths," Mr. Tofilau said. The programme has an annual target of 250 participants but due to limited funds this year the project has only been able to host and accommodate 180 youths.

#### DISCUSSION

Issues, discussions and presentation's at this year's forum include:

- Demographic overview of youth in Samoa: Ministry of Finance Statistics Division
- Future Farmers of Samoa: Ministry of Agriculture, Fisheries and Forestry
- Publicising of Programmes conducted by the Ministry of Women, Community and Social Development for the development of young people
- First Aid Presentation and Practical: Samoa Red Cross
- Reproductive Health and Youth
- Youth as Instruments for Eliminating HIV/AIDS \_ Samoa Family Health
- Youth and Environment: Ministry of Natural Resources and Environment
- Panel Discussions for Opportunities for Young People in Schools
- Spiritual Workshop on Conflict Resolution: Reverend Selota Maliko and Isaia Lameta
- Employment Opportunities Available
- Youth and Drugs, Suicide and Law
- Convention on the rights of the child
- Youth and Small Business
- Youth and the concept of Faaaloalo and Vatapuia

## APPENDIX 8

### PRESS RELEASE OFFICIAL PUBLIC LAUNCHING OF FFS PROGRAM

**Program:** Official Public Launching of “Future Farmers of Samoa Program”

**Date:** Monday, April 4 2005

**Time:** 9:00 am

**Venue:** IRETA Facilities, USP Campus, Alafua

**For More Information:** Tosi (Courtney) Yuskis

Telephone: 20605, 23416, 23426

Monday, 4 April will mark the official launching of the Future Farmers of Samoa program. The launching will take place at IRETA facilities at the USP Campus at Alafua, beginning at 9 am. This program is being implemented by the Government of Samoa, specifically the Ministry of Agriculture and Fisheries and the Ministry of Women, Community, and Social Development. Technical and financial assistance will be undertaken as provided by FAO. Through the Future Farmers program, the youth of Samoa will have the opportunity to expand their educational, employment and small business opportunities in agriculture by attending workshops and undertaking a small business project. Youth involved in the Future Farmers program will contribute to the development of their families and villages, as well as to the livelihood and prosperity of Samoa as a whole.

Ten (10) young farmer groups have been selected to participate in this exciting new program – 5 from Upolu and 5 from Savaii. These groups are as follows:

<b>Upolu</b>	<b>Savaii</b>
Gagaifo, Lefaga	Samata
Piu	Asau
Sapunaoa	Puapua
Levi, Saleimoa	Saleaula
Salamumu	Sasina

Following the official launching, a Training of Trainers workshop for Farm Management will be conducted, followed by a ToT workshop for Marketing. Participants in these workshops include staff from Government Ministries, representatives from the Private Sector, facilitators from the National Youth Forum, as well as representatives from the ten young farmer groups. Once these participants have completed the workshops, they will conduct 5-day village-level trainings for the selected young farmer groups. The groups will then have opportunity to conduct a market appraisal, based on which they will select a small business enterprise. A business plan will then be developed and approved, after which the groups will receive financial assistance for their project. The Government of Samoa and FAO will provide ongoing technical assistance throughout the program.

Congratulations to all those groups listed above that have been chosen to participate in the Future Farmers of Samoa program. The Government of Samoa and FAO look forward to working with them to develop their skills in Farm Management, Marketing and Agribusiness.

## **APPENDIX 9: PRESS CONFERENCE NEWS ARTICLE**

### **Minister promotes farming message**

By Alan Ah Mu  
18 April 2005

Pushing the belief that farming is not a lowly job but one that can meet financial needs, the Ministry of Agriculture believes it has found just the programme Samoa needs.

And that is the Future Farmers of Samoa Project.

Many who are successful today were educated with funds their parents earned through farming, Agriculture Minister To'omata Alapati To'omata said.

He referred to ex-Prime Minister Va'ai Kolone and veteran politician Fuimaono Mimio, who both in Parliament said that motor vehicles and boats and such desirable items lay under the vegetation.

Both were well-known farmers.

"Farming ... is a viable business, career opportunity," To'omata said.

### **PARENTS**

The problem is, schools and parents push children towards professions such as accountancy, law and medicine, with farming a sort of last option for the academically weak, he said.

But, treated as a business, with books kept, farming offers a future for the youth, the minister said.

Promoted by Peace Corps volunteer the Future Farmers idea is based on an apparently successful programme called Future Farmers of America.

Ten youth groups have been selected to work with the FAO-funded programme. Representatives from the groups have already undergone training in "Farm Management" - "Marketing" is scheduled for next week.

### **SEARCH**

To'omata said many youth leave their villages for town in search of jobs.

When they fail they stay on, wallowing in idleness and contributing to the crime rate, instead of returning and turning to farming.

Luring them to plant and prosper is one aim of the Future Farmers project that is to run for two years.

Youth groups may apply for \$7,500 maximum for whatever agricultural project they chose.

To'omata reminded that a host of crops were now - after satisfying quarantine requirements - allowed into New Zealand.

### **BEGINNING**

An advisory committee he chairs, and with representatives of FAO, Ministry of Women, Community and Social Development, and Peace Corps, oversees the project.

It began in 2000, when Tuisugaletaua Sofara Aveau was minister, using two village youth groups, To'omata said.

One of them, in Samata, Salega, has done well, paying debt of the untitled men and helping the village school through earnings from vegetable gardening, he said.

**APPENDIX 10**  
**FFS AWARENESS CAMPAIGN: APRIL - MAY**

<u>Date</u>	<u>Type</u>	<u>Medium</u>	<u>Time</u>
April 1	Press Release	FM/AM Radio	7 am
April 2	Press Release Press Release	FM/AM Radio Samoa Observer newspaper.	7 am
April 4	Press Release Radio Polynesia Live with MAF CEO - Opening of ToT Workshop – Alafua Campus TV News (ToT Workshop Opening)	FM/AM Radio FM (Polynesia) USP SBC TV 1	7 am 10:15 am 8 pm
April 5	Radio Spot (Aoa Manogi o le Lolo)	FM (Polynesia)	am
April 6	Radio Talk back	FM (Polynesia)	10: 30 am
April 11	TV Special (E te Silafia?)	SBC TV1	8: 30 pm
April 12	Radio Spot (Aoa Manogi o le Lolo)	FM (Polynesia)	
April 13	Radio Talk back	FM (Polynesia)	am
April 15	Press Conference (MAF Minister)	SBC TV 1	8 pm
April 16	Press Conf. (MAF Minister – repeat)	SBC TV 1	8 pm
April 17	Press Conf. (MAF Minister – repeat)	SBC TV 1	8 pm
April 17	Press Article on FFS	Samoa Newsline	
April 18	Press Conf. News Article	Samoa Observer	
April 19	Radio Spot (Aoa Manogi o le Lolo)	FM (Polynesia)	am
April 20	Radio Talk back	FM (Polynesia)	10:30 am

**Notes**

**1:** The MAF Minister’s press conference was based on advice by the RYAE Consultant to profile the leadership takeover from the previous Minister who opened the ToT Workshop. However, the incumbent Minister was not worried as much about the leadership takeover; he was more concerned with publicizing the FFS Project.

**2:** The radio talk back feature program on Wednesday mornings on Radio Polynesia was paid to continue airing until the end of May. A decision would then be made whether to continue it or change to another format. Likewise the radio spots would continue until the end of May and then a decision would be made whether to continue or discontinue.

**APPENDIX 11**

## **THEMATIC SUPPORT TOPICS FOR RADIO TALKBACK PROGRAM**

1. **FUTURE FARMERS OF SAMOA: WORKING FOR YOUR FUTURE**
  - Idea of food security that comes about by working the land and selling surplus for cash.  
How FFS groups contribute towards national food security
2. **YOUTH GROUPS AND FFS – GENERATING INCOME FOR YOUTH GROUP ACTIVITIES**
  - How Youth Groups can use the FFS idea to generate income for their local youth group activities, even accumulating funds to help them as far as up national youth events like Youth Forums
3. **JOINING THE FFS**
  - The current scenario regarding the FFS - how youth groups can join in the future
4. **AN OPPORTUNITY FOR SCHOOL STUDENTS: THE FFS WAY**

Opportunities for those in school and school leavers in the FFS
5. **FEATURE INTERVIEW:**
  - An interview with selected members of the 2 pilot groups that pioneered the FFS initiative

**Note:** Each topic from 1 – 4 constitutes a twenty minutes interview and 10 minutes for talkback. Refer to notes below for introductory information. Can do repeats of 1 – 4 if necessary in future. For the feature interview the programmers can change panel in 5 to some other FFS members.

### **Important Information for Reference:**

#### **Objective of the FFS Program:**

The primary objective of the Future Farmers of Samoa project is the “achievement of improved rural household livelihoods (i.e. employment, incomes and food availability) and overall national food security through enhanced farming, marketing and agri-business activities of young farmer groups in Samoa.” This goal will be achieved with the help of several organizations including the Ministry of Agriculture; Ministry of Women, Community and Social Development; FAO and the United States Peace Corps.

#### **Current Plans:**

Through the Future Farmers program, youth groups will have the opportunity to expand their educational, employment, and small business opportunities in agriculture.

Ten (10) youth groups will be selected throughout Upolu and Savaii. Members of the selected youth groups will attend workshops farm management, marketing and agribusiness and then undertake a small business enterprise. Each group will conduct a market appraisal and then select a small business project based on this appraisal. Following this, a business plan will be developed and the group will receive financial support for their project.

Youth involved in the Future Farmers program will contribute to the development of their families and villages, as well as to the livelihood and prosperity of Samoa as a whole. The Government of Samoa (Ministry of Agriculture and Ministry of Women, Community and Social Development) is responsible for implementation of the project, while FAO (Food and Agriculture Organization) will provide technical assistance and funding.

## APPENDIX 12 – RADIO SPOTS

FM Building Savalalo, PO Box 762, APIA, SAMOA

Phone (0685) 25148/25149

Email: info@fmradio.ws/sales@fmradio.ws



# Radio Polynesia Ltd

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Advertising with Radio Polynesia Limited gives you results; ask any one of our many satisfied customers, the same ones you hear daily on the radio. Choose any one of our 4 stations – **Talofa FM 88.5/99.9, Magik FM 98.1, K.Lite FM 101.1 or K.Roq FM 96.1** – or all 4. Following is our extended special rates for all our long term clients.

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2. 480 radio spots = \$6,720.00 (\$14.00 per spot)
3. 600 radio spots = \$7,800.00 (\$13.00 per spot)
4. 720 radio spots = \$8,640.00 (\$12.00 per spot)

\*\*\* Above special prices does not include VAGST

\*\*\* Special prices do include scripting and production.

## APPENDIX 13

### FINAL LIST OF TEN (10) SELECTED YOUTH GROUPS FOR THE FUTURE FARMERS OF SAMOA PROGRAM

#### UPOLU

<i>Group</i>	<i>Village/District</i>	<i>Contact</i>
Pilot Village	Gagaifo, Lefaga	Rev. Tavita Lefale, 35004
Piu Youth Organization	Piu, Falealili	Painuulasi Faulalo, President Semisi Tulemau, Secretary Tony Taamale, Treasurer
Village Organization	Salamumu-uta	Preston Sharp, PCV Falefia Tupu, Methodist Pastor
CCCS Youth Group	Sapunaoa, Falealili	Rev. Tolua Perese
Methodist Youth Group	Saleimoa, Sagaga Leusoga	Osana Lautasi Faamanu Fualuga
<b>ALTERNATE:</b>		
Village Group	Fusi, Safata	Talatoa Sinapati 'Alo, Chairperson Development Committee of Alii & Faipule

#### SAVAII

<i>Group</i>	<i>Village/District</i>	<i>Contact</i>
Pilot Village	Samata-i-tai, Salega	Taulepaoa, Secretary
Secondary School, Asau District	Asau	Monte Bocken, PCV
7 <sup>th</sup> Day Adventist Youth Group	Puapua	Peseta Olive, 59327 Peseta Ioane, President Nouata Valaau, Vice President Faavae Valaau, Secretary
Faalapotopotoga i Saleaula	Saleaula,	Lofipo Faamanu Laufou, President
Methodist Youth Group	Sasina,	Rev. Efaraima Palemene, 54016 Faasoa Leasi, Secretary
<b>ALTERNATE:</b>		
Women's Committee	Letui,	Soi Pei, President

## APPENDIX 14

### THE DENSELY MARKET ADVISORY NOTE

Mr. Bob Densely's consultancy assignment was conducted in March 2005 before this mission. Based on his research, the following is a summary of products that have the potential to generate income on the local markets. Full details can be found in the two documents he compiled: *The Market Advisory Note* and the *Market Appraisal for Samoa* report.

#### Long term Crops

**Coconuts:** Fresh sale in local market; also large demand for nuts and copra for processing.

**Cocoa:** For sale as koko Samoa

**Nonu:** A long term profitable crop currently exported to the USA through 4 exporters. Fetches \$5 tala a bucket.

**Kava:** Strong domestic market

**Coffee:** Good domestic market

#### Fruit Trees

**Papaya:** Strong local market, also strong hotel/tourism market.

**Bananas:** Strong domestic market. An increasing market for processing into banana chips.

**Mangoes:** Good hotel and restaurant market for stringless varieties. Also good local market.

**Breadfruit:** Potential to sell to Agriculture Store (for HTFA treatment) for export to New Zealand

**Avocadoes:** Good domestic and hotel markets.

**Rambutans:** Strong local demand – good local market and supermarket outlets, e.g. Lyn Netzler

**Limes, lemons:** Strong domestic and hotel markets.

**Mandarins:** Good domestic market.

**Vi:** Good domestic market

**Soursop:** Limited domestic market

**Other long term crops:** Vanilla (export market), pandanus (local market), lau fao for grated coconut strainers (local market).

#### Root Crops

**Taro:** Strong domestic market

**Taro palagi:** Strong domestic market for chips processing

**Yams:** Good local market potential

**Sweet potatoes:** Good potential for domestic and hotel markets.

#### Fruits (other than from trees)

**Pineapple:** Good domestic market

**Rock melon:** Good hotel/restaurant markets. Will expand with the growth of the hotel industry.

**Water melon:** Local market is undersupplied.

**Passionfruit:** Strong local market for hotels and restaurant especially for virus resistant varieties.

## Vegetables

**Tomatoes:** Opportunity on the domestic market for both salad and cherry tomato varieties.

**Pumpkin:** Excellent domestic market opportunities.

**Capsicum:** Expanding market with the hotel and restaurant industry.

**Carrots:** Grow well in Samoa, but require special attention. Has potential for the import substitution market.

**Beans:** Good local market; also high demand with expanding hotel market

**Lettuce:** Excellent crop for the domestic market with high demand in hotels and restaurants. There are different types which can be grown at different times of the year.

**Cabbage:** A large import crop. Not easy to grow because of attacks by grubs.

**Chinese cabbage:** Excellent domestic market crop. These are priced at \$2 - \$3 per bundle.

**Onions/spring onions:** There is great demand for these on the local market.

**Egg plants:** Good domestic market.

**Corn:** There is an undersupply of corn on the local market. This will become important as the tourism industry expands.

**Cucumber:** Growers had some problems with seed supplies in the recent past. Need to spray for mildews. This can be a profitable crop if grown.

## Nuts

**Peanuts:** Good domestic market potential. Fetches a retail price of \$4 per pound.

## Livestock

**Pigs:** Good domestic market. This can be a long term development if considering semi-intensive piggeries.

**Honey:** This could be considered a long term development.

## Herbs/Spices/Chillies/Water Cress

**Herbs:** Mint, parsley, coriander, basil and lemon grass are in demand on the domestic market.

**Chillies:** There is local demand for birds-eye chillies to process chilli sauce. Fetches up to \$5/kg.

**Water cress:** Supply gap on the domestic market. This fetches \$2 - \$3 per bundle.

## Flowers foliage, Nursery plants/Seedlings

**Flowers foliage:** There is huge potential on the domestic market with expansion of the hotel industry.

**Nursery Plants/Seedlings:** There is need for more production of grafted fruit trees and vegetable seeds for farmers.

## Aquaculture

**Tilapia:** There is potential for village food with some cash income.

**Giant clam:** This has good potential for marine reserve areas. Minimum maintenance needed. Can fetch \$30 - \$60.

**Sea urchins:** Presently being studied. Good potential for hotels and restaurants.

### **Agribusiness**

**Organic Fertilizer:** Good as a replacement for imported fertilizers. Basic ingredients are fish offal and seaweed.

**Produce Collection:** A need exists for a collection service for coconuts, cocoa, papaya, breadfruit, and chillies. Produce is collected on specified days and cash paid for produce.

**Flower Collection Centre:** This is for delivery of flowers to stimulate the local and export markets.

**Fruit Tree and Seedling Distribution:** This could be combined with produce collection.

**Farm Management Services:** Farmers with problems of labour, time could use a service for weeding, pruning, nut collection, cocoa harvesting, crop planting etc.

## **Appendix 15**

### **Review and Strategy Paper**

#### **Income Opportunities for Rural Youth: Stimulating Participation of Young Farmers in Agriculture and Rural Development in Samoa.**

## ABBREVIATIONS

ACEO	Assistant Chief Executive Officer
CCCS	Congregational Christian Church in Samoa (English for EFKS)
CCWS	Church College of Western Samoa
CEO	Chief Executive Officer
DFY	Division for Youth (MWCSO)
EFKS	Ekalesia Faapotopotoga Kerisiano Samoa
FAO	Food and Agriculture Organization
FFS	Future Farmers of Samoa
FMMA	Farm Management and Marketing in Agriculture
IRETA	Institute of Research, Extension & Training in Agriculture
JICA	Japanese International Cooperative Agency
MAF	Ministry of Agriculture and Fisheries
MAFFM	Ministry of Agriculture, Fisheries, Forestry and Meteorology
MoA	Ministry of Agriculture
MESC	Ministry of Education, Sports and Culture
MME	Marketing and Marketing Extension
MYSCA	Ministry of Youth Sports and Cultural Affairs (phased out)
MWA	Ministry of Women Affairs (now MWCSO)
MWCSO	Ministry of Women, Community and Social Development
NGO	Non Government Organization
NPC	National Project Coordinator
NUS	National University of Samoa
NYP	National Youth Policy
PCAO	Principal Crops Advisory Officer
PCV	Peace Corps Volunteer
PPCD	Policy, Planning & Communications Division (MAF)
RYAE	Rural Youth and Agricultural Extension
SBC	Samoa Broadcasting Corporation
SSC	Single Stream Curriculum
SWOT	Strengths, Weaknesses, Opportunities and Threats
TALAVOU	Towards a Legacy of Achievement, Versatility and Opportunity through Unity
TCDC	Technical Cooperation among Developing Countries
TCP	Technical Country Project
TOR	Terms of Reference
ToT	Training of Trainers
UNDP	United Nations Development Program
UNESCO	United Nations Education, Social and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
USP	University of the South Pacific
WHO	World Health Organization
WIBF	Women in Business Foundation
YMCA	Young Men's Christian Association

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## Executive Summary

1. Youth make up more than a third of the Samoan population. By policy the proposed age range to define 'youth' has been recommended for guideline purposes only and it is 12 – 29 years as given in the National Youth Policy. Rural people including youth are considered those that live beyond a 10 mile radius out from Apia and its urban localities.
2. Samoan youths provide substantive input in terms economic productivity through various industries including agriculture, fisheries, tourism, and sports. However, youth are vulnerable to adverse situations and contexts which are part and parcel of modern global influences. Therefore, rural youth projects such as the Future Farmers of Samoa can play an important role in providing alternative avenues for youth to be productive in agricultural business enterprises, especially in rural areas.
3. The Government of Samoa, in partnership with Church Missions in Samoa holds a large influence over youth through both education and youth programmes using a network of Youth Service Providers; also through institutions like the National University of Samoa, Samoa Polytechnic, and school programmes administered under the Single Stream Curriculum. The present secondary school system, however, has a high drop out rate in which at least 60 percent of students drop out through various levels right up to Year 13. It is incumbent therefore for churches and Youth Service Providers with a common concern for youth to provide training in a diverse range of economic activities (including 'second chance education') to prepare youth dropouts for the real world especially in the rural areas.
4. Another Government of Samoa body that deals only with youth is the Division for Youth of the Ministry of Women and Social Development. It has played a prominent role in the training and education of youth, especially youth clubs and organizations. It has provided the linking role in the working partnerships between Government and Youth Service Providers, especially religious organizations. DFY also features prominently in the proposed TALAVOU Programme to provide the link throughout many of the outputs in the project. It is a partnership programme between the Government of Samoa, UN Agencies and the Samoan Umbrella of Non-Government Organizations.
5. In the village and community scene, there are church youth clubs (*autalavou*) that have shown a flair for productive enterprise and entrepreneurship. These could serve as examples for empowering less endowed youth groups. There is a role DFY can play to persuade talented youth groups to share their knowledge and experiences to work out solutions for improving the situation of the groups in need.
6. Non-Government Organizations such as the Small Business Enterprise Center (SBEC) and the Women in Business Foundation have a potential role to positively influence rural youth development in Samoa through the services they provide. SBEC's role to assist small business people through a small loan scheme and the

provision of training and support services can go a long way in helping youth clubs and organizations in entrepreneurial business ventures. On the other hand, the Women in Business Foundation (WIBF) has a simple 'hands-on' approach to organic agriculture projects and business training that has ensured steady progress in terms of its village projects, which include rural youth. WIBF is a good role model for rural youth in terms of its diverse community service.

7. Examples of best practices for education and training of rural youth can be seen in countries like the Philippines, Japan and Thailand. The mobilization of young farmer organizations and the institution of rural youth training have given a boost to the empowerment of youth development in these countries. Best practices are made manifest in agricultural community projects and training activities, plus agricultural education through Government institutions and private organizations. There are many other examples from other different countries, including Samoa.
8. In the Pacific the establishment of the Pacific Youth Bureau to be the lead agency for Pacific youth has boosted the development of youth related programmes. The drafting of the *Pacific Youth Strategy 2005* has led to the implementation of 6 programmes for youth empowerment. The Secretariat of the Pacific Community, the main youth advocate in the region has expressed the need to speed up changes in terms of advocating youth issues at the regional level, prioritizing youth in terms of political will, budget allocations etc., and recognizing youth in terms of their participation in regional forums.
9. Pacific youth have also had their say regarding the achievement of the UN's Millennium Development Goals set for achievement by 2015. During a Pacific Youth Summit held in Samoa 2005, Pacific Youth Leaders made declarations on all 8 MDGs. On the 4 MDGs concerned with youth development, the declared that firstly, poverty is a reality faced by Pacific peoples, hence there is a need to develop and formulate poverty reduction strategies. Secondly they recognize the importance of education for young people as a means to promote Pacific unity; more so it is important that young people access affordable formal education. Thirdly, they are very concerned about the weaknesses evident in national frameworks on policy planning and legislative processes, and the lack of enforcement strategies that have resulted in environmental exploitation of Pacific countries. Lastly, Pacific Youth Leaders see the importance of youth participation in global partnerships to contribute towards national development in the region.

## **Strategic Recommendations**

### **Mission**

**The mission for rural youth development programmes in Samoa is to furnish opportunities and provide supporting environments for youth to develop competencies to enable them to:**

- **Earn a livelihood through the use of skills they have learned**
- **Help their families and serve their communities to improve the overall quality of rural life**
- **Enrich their lives through the sharing of ideas through group dynamics and planned activities**
- **Raise funds for youth group projects and activities**
- **Develop partnerships with different organizations for programming and funding**
- **Apply research based knowledge for group projects with assistance from the appropriate Government of Samoa ministries and/or aid agencies and donors.**

### **Recommendations**

1. **The definition of youth should be guided by what is prescribed in the National Youth Policy (NYP), that is, a youth is an individual falling within the age range of 12 – 29 years. However, because of circumstances amongst generations above and below the aforesaid age range, programs may not necessarily be confined to this age bracket.**
2. **In terms of rural youth development activities, areas designated as ‘rural’ constitute any village or community beyond a ten mile radius from the center of Apia City (Town Clock) on Upolu Island, with all of Savaii Island being designated as rural.**
3. **Rural development youth programmes by GOS and/or aid agencies should be carried out in collaboration with church and/or religious organizations in villages, as most of these have youth service components working in collaboration with the Division for Youth of the Ministry of Women, Community and Social Development. Also, most youth organizations in the rural areas are church affiliated under sanction of the villages.**
4. **To improve the income earning potential of rural youth, the training programmes for rural youth in Samoa need to focus on a broad range of economic activities which include agro-industries, craft production, tourism. Training activities must conform to sustainable practices, to conserve both the culture and environment.**

5. **To strengthen the development of agricultural related youth programmes in rural areas the Ministry of Agriculture and Forestry (MAF) should seek collaborative links with the Ministry of Education Sports and Culture (MESC), to utilize the services of Extension Officers to teach or set up agricultural projects in rural schools, especially with schools that have a shortage of agriculture teachers. Training and human resource assistance could also be sought from Agricultural Education staff at the University of the South Pacific(USP), Alafua Campus.**
  
6. **Current and ongoing rural youth development programmes by churches, for example the Catholic and Methodist Churches, should be assisted by the Division for Youth and/or the Ministry of Agriculture and Fisheries where appropriate in terms of advice and/or field assistance where needed.**
  
7. **Issues pertaining to rural youth development or the “youth dimension” need to be addressed. The Division for Youth (DFY) of the Ministry of Women, Community and Social Development (MWCSD) is the appropriate body to handle this responsibility. Examples of issues that may need exploring in the said “youth dimension” include:**
  - **Exploration of livelihood enterprises as desirable vocations**
  - **Exposing young people to different rural career aspects**
  - **Improving and maintaining feelings of self esteem**
  - **Youth understanding their own behaviours and problems**
  - **Taking pride in their chosen vocational occupations**
  - **Appreciating the values of their peers, parents and society**
  - **Accepting the need to conserve human and natural resources**
  - **Developing leadership skills in public speaking and formal meeting procedures.**

**The above issues, plus others – based on perceived needs by groups, could be a collaborative effort by MESC and DFY through awareness campaigns to schools and through youth work through churches’ education departments and community youth groups.**

8. **To enable full awareness of what is happening in the rural youth training front in Samoa, and to ensure that standards are maintained and redundancies minimized where necessary, the Division for Youth should be included in all rural youth training programmes offered by Youth Service Providers. These include GOS, NGOs, religious organizations and village or community groups. DFY’s input should be based on collaborative consultation with parties involved in relation to formal education, non-formal education, vocational training, juvenile issues, counseling training and others.**

- 9. The involvement of DFY in all of the TALAVOU components and outputs implies a linking and/or facilitating role which should be given due recognition and support by all stakeholders and beneficiaries involved. The achievement of projected DFY responsibilities and tasks will largely depend on the cooperation of all concerned parties.**
- 10. The Division for Youth should work and negotiate with *autalavou* that have demonstrated track records of best practices, to share their knowledge and experiences with less motivated and less endowed *autalavou*, to analyze problems and work on solutions to improve the situation of such groups in need.**
- 11. The role of SBEC as a guarantor for small loans has merit in assisting rural youth groups in terms of credit for small business enterprises. The Division for Youth should collaborate with SBEC to determine interested rural youth groups with a potential to service loans, and explore the possibility of offering further training for them to develop their own business enterprises.**
- 12. The Division for Youth should collaborate with WIBF and the Ministry of Agriculture and Fisheries to work out ways to further strengthen organic agricultural projects as part of rural youth groups' business enterprises, for example teaching the skills to produce value added products from coconut oil. There is income generating potential in the WIBF coconut projects.**
- 13. Based on identified needs, rural development youth programs in Samoa should be organized around the available local expertise that could be tapped. For example, education development youth activities should be under the Ministry of Education Sports Culture (MESCC); youth development related activities under DFY of the Ministry of Women, Community and Social Development; technical aspects of agricultural programs under the Ministry of Agriculture and Fisheries (MAF); organic related agricultural activities under the Women in Business Foundation (WIBF); and small business and credit-related activities under the Small Business Enterprise Centre (SBEC) and so on. However, DFY should be a part of all such programmes, that is, to play a unifying role in providing awareness to all parties concerned regarding events taking place. At this juncture, and based on available documentation, it is apparent that the TALAVOU Project fits many of the activities as described above.**
- 14. Since the issue of environment is a very important one for a small country like Samoa with a fragile environment, it is highly recommended that the Division for Youth explore with SPREP or the Le Si'osi'omaga Society ways to incorporate training on conservation and land degradation issues for rural youth groups to ensure environmental preservation. Conservation and land degradation issues should be included in all rural training workshops**

- involving land use (including the coastal lagoon) and agricultural business ventures.
15. A translated version of TCP Consultant Bob Densely's market advisory note prepared as part of the TCP/SAM/3003(A) Project should be a standard document used by rural groups with agricultural business ventures to assist them with their market appraisal research. Crops Advisory and Extension Officers of the Ministry of Agriculture and Fisheries, in collaboration with DFY should thoroughly discuss with groups the advisory note contents and advise members on their course of action with respect to what crops should be grown for the potential market(s). Selection criteria should be based on local market needs and trends, and what grows best in the group's village.
  16. For the purpose of the market research and appraisal exercise as stated in the project document TCP/SAM/3003(A), rural youth groups should focus primarily on examining local markets in which to sell their produce. The initial marketing focus for income generation should therefore be on "production for the local markets."
  17. Rural youth groups engaged in agricultural development projects should also explore export market avenues and opportunities with assistance from Crops Advisory Services of MAF and see if they can meet the requirements of the American Samoa market for the export of vegetables. This is the best initial export market. Knowledge of the US Department of Agriculture (USDA) market requirements is a must in order to be compliant with the American Samoa market. There are implications for export market familiarization and training to be taken into account if rural youth groups are to take the export market seriously.
  18. In developing rural youth programmes, the Division for Youth, with assistance from FAO in Samoa should seek out information regarding lessons to be learned on best practices for education and training for rural youth from experiences in the Philippines, Japan, Thailand; furthermore, experiences from other countries which could be identified through the FAO in Samoa. Lessons based on experiences from such countries could be examined in context and if applicable could be incorporated in the development of rural youth programmes in Samoa.
  19. Representation of Samoan rural youth for participation in regional forums should be facilitated through the Division for Youth of MWCSO, which has links to the 6 programmes based on the *Pacific Youth Strategy 2005*. The mechanism for participation should be strengthened through selected youth representatives participating in conferences and forums using state-of-the-art communication technology including video broadcasting and voice media available through institutions like the National University of Samoa.

**1.1 The Review Context**

This strategy paper is part of the TCP/SAM/3003(A) report by the RYAE Consultant and is based on the following term of reference:

Review the role of young farmers in the agriculture sector and prepare a strategy paper, which will describe future income opportunities for rural youth and on how to adjust policies and support systems to stimulate participation of young farmers in agriculture production and how to maintain the workforce in the agriculture sector (TCDC)

The first part of this paper examines the youth situation in Samoa through scenarios that depict their role on a national basis in the social and economic domains, youth vulnerability, relationship between youth and churches, and the role of the Samoan Government and aid donors in providing for youth through education and also other initiatives in collaboration with United Nations agencies.

Samoa is situated below the equator 13-15 degrees south latitude and 171-173 degrees west longitude. It has a tropical climate all year round with temperatures varying between 18° C in the high altitude areas and 32° C on the coastal areas. As a country, it is considered small physically and subsequently, in other attributes such as population and economy. The total land area is about 2,785 square kilometers split up into two main islands Upolu and Savaii, the latter being the larger of the two, but Upolu being the more populated. The capital city Apia is situated on the central north coast of Upolu and is the central hub of all economic, commercial and business activities in the country.

The Samoan population count according to the latest census (2001)<sup>30</sup> is 176,000 people, 48 percent of whom are female and the rest male. In terms of distribution, the population is divided into 4 major regions: Apia Urban Area (AUA) with 22 percent, North West Upolu (NWU) with 30 percent, Rest of Upolu (ROU) with 24 percent, and Savaii (S) with 24 percent. Thus collectively, more than half of the total population resides around the Apia urban area and North West Upolu.

Samoa enjoyed a low population growth rate (less than 0.5 %) up to the late 1980s mainly due to people migrating to other countries. However the 1990s decade saw a resurgence of population growth rate up to 1 percent in the year 2001, implying a declining rate of emigration.

Another interesting trend is that population declines in a number of districts have been recorded, mainly from Savaii and the rest of Upolu locations. More noticeable is the relocation of people from rural areas to North West Upolu with relatively close proximity to Apia and its urban localities, where there is better access to health services, urban

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<sup>30</sup> National Population and Housing Census

schools, public transportation services, consumer goods and services and other attractions not found in the rural areas. Many of the people relocating include youth, who have their agendas and perceptions regarding the good life.

## 1.2 Youth in Samoa

According to the 2001 national census, young people between the age of 10 and 29 years constitute 37 percent of the total population of Samoa. Youth-wise, the NYP defines youth as people between 12 and 29 years of age; therefore, by rough estimate the category defined as 'youth' constitutes a third of the total Samoan population. The NYP recognizes that realistically, programmes on youth need not be limited to this defined age range because of issues arising from both younger and older age groups in terms of behavioural and thinking patterns continuing into adulthood<sup>31</sup> (p. 3).

The challenge is to persuade recognized youth groups in Samoa, whether they are church or village groups, to convince young people to take advantage of opportunities that are available through projects like the Future Farmers of Samoa and TALAVOU<sup>32</sup>. It should be realized that in the Samoan context, youth is a part of the integrated totality of the village set up<sup>33</sup>.

**Recommendation #1.1: The definition of youth should be guided by what is prescribed in the National Youth Policy (NYP), that is, a youth is an individual falling within the age range of 12 – 29 years. However, because of circumstances amongst generations above and below the aforesaid age range, programs may not necessarily be confined to this age bracket.**

## 1.3 Youth Productivity

In terms of the national workforce and productive enterprises, youth contribute a vital part to the Samoan economy. For example, the 2001 Census classified 52,945 people as economically active. Of this total 20,839 (39%) were in the category 15 – 29 years of which 13,975 were male (26%) and 6,864 female (13%). Close to 70 percent of these

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<sup>31</sup> As an example, Piu village in the south of Upolu has only four families and is one-denominational (Congregational Christian Church in Samoa - CCCS), therefore membership is not age restricted because of small numbers. In this case, social and moral support from family members is important; hence all able-bodied family members become youth group members as well.

<sup>32</sup> The word TALAVOU generally means youth in Samoan, but in this context the term is used as an acronym – Towards a Legacy of Achievement, Versatility and Opportunity through Unity. A document on the said project declaring Principles of Cooperation has been drafted, the Executing Authority being the Government of Samoa and more than 20 Implementing Partners from both Government Ministries and UN Agencies in Samoa including the Ministry of Agriculture and Fisheries (MAF), Ministry of Women Community and Social Development (MWCSO) and FAO.

<sup>33</sup> A number of people interviewed in this mission were consensual regarding the definition of youth, that is, the concept of youth in Samoa has from past years been a flexible and open one. A lot of people, though physically old, feel mentally young. This has been the stance taken by, for example church youth groups, thus making allowance for older people to be involved in youth activities. There is a lot to be gained from young and older people working together and learning from each other. This principle guides 4-H Clubs in the United States of America such as the 4-H/ Youth Development Program in Kentucky State ([www.ca.uky.edu/Agcollege/4h/splan2.htm](http://www.ca.uky.edu/Agcollege/4h/splan2.htm)).

youth were classed as skilled agriculture and fisheries workers. They came from both urban and rural sectors. Such a significant percentage shows how important the youth contribution is to overall national development. In the cultural village situation youth are given the honorific salutation of *Malosi o le Nuu* (Strength of the Village).

#### **1.4 Youth Vulnerability**

Apart from their productive role, youth of Samoa as a collective is also seen as vulnerable, and needs to be taken on board in terms of national and sectoral planning and programming (GoS/UN 2004). Vulnerability comes in various guises, especially within the educational context when provisions and structures become lacking in their support for youth dropping out or terminated from school. For example, the 2001 National Census reported that 37 percent of the 15 – 19 years age group dropped out of school due to failure and/or termination. This is to the tune of 6,500 youth dropouts per year between Years 9 and 12.

The formal education system currently provides relatively few opportunities for these dropouts in terms of job preparation and absorbing them into the world of work. So without provisions for occupation and employment, they can become exposed and vulnerable to problems like sexually transmitted diseases (including Aids), suicide, rural – urban migration, delinquency, alcohol and drug abuse, and crime.

These concerns also feature on a global scale where even worse problems such as semi-slavery and human trafficking have been reported in Asia (FAO, 2004: 3). These are also matters of grave concern to leaders in government, church, and village communities in Samoa.

A particularly worrying example in Samoa is crime. This is a real concern to the Samoa Police Department because a high percentage of offenders are in the 16 – 21 years age category, with a more experienced group between 29 and 31 years<sup>34</sup>. In Samoa, it is mostly youth that are committing break-in crimes.

The above concerns have been given prior attention by both Government of Samoa and UNDP in the realization that “a growing body of economically inactive and disenchanted youth presents increasing social and economic problems for Samoa...the poor youth of Samoa need the self-identity that comes from a firm role and responsibility in society, and they need the challenge of greater economic opportunities” (GOS/UN 2004, p.7).

Due to problems exemplified by youth crime and youths dropping out of school, the Samoan Government is undertaking a long-term investment effort on youth, not only through alternative education pathways, but other approaches as well. Presently youth

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<sup>34</sup> Recently, the Samoa Police Force underwent a reorganization exercise in which a Police Break (in) Squad was established specifically to handle the high rate of break-in crimes around the Apia area and North West Upolu. Break-in theft has risen dramatically since 2001.

development is being pursued through the Future Farmers of Samoa Project<sup>35</sup>, and through the proposed TALAVOU Programme.

On the education front, the Government of Samoa (GOS) and Churches have made substantial progress through the provision of more educational opportunities for youth and those<sup>36</sup> willing to further their horizons. Prominent examples include the National University of Samoa<sup>37</sup>, upgrading the Trades Training Institute to polytechnic level, and revamping the national school curriculum into a single stream curriculum. Churches have acted in partnership with GOS on the aforesaid curriculum effort and built their own post secondary technical and vocational institutions<sup>38</sup> to provide ‘Second Chance Education’<sup>39</sup> opportunities for youth who cannot make it to the higher secondary and tertiary levels.

### **1.5 Defining the Term Rural**

For programming purposes in Samoa, there is a need to distinguish between rural and urban youth. Urban youth would be considered as those youths living in the nearest dominant urban place in Samoa, that is, Apia City and its surrounding localities. A number of factors distinguish urban from rural areas in terms of distance away from town and access to essential services. These include access to town area public transportation services, access to supermarkets and large shops, access to the main hospital services, access to different urban sports and youth activities, and access to Apia City fire brigade services. That is, there is an urban-rural continuum, with the rural characteristics becoming more defined in moving from urban to rural. For the purpose of this strategy paper ‘rural people’ are considered as communities and villages beyond a 10 mile radius from the center of Apia City (Town Clock). Under this context all of those living in Savaii are considered rural people including youth.

**Recommendation # 1.2: In terms of rural youth development activities, areas designated as ‘rural’ constitute any village or community beyond a ten mile radius from the center of Apia City (Town Clock) on Upolu Island, with all of Savaii Island being designated as rural.**

### **1.6 Role of Government and Churches in Education**

In the past decade, Samoa showed a relatively strong performance compared with other Pacific countries in terms of the global Human Development Index (HDI) and the Human Poverty Index (HPI) as a result of sound economic management and high governance standards (GOS/UN 2004). The strong role played by traditional society and Samoan churches have ensured that all people achieve a satisfactory standard of living. Furthermore the churches and missions have made a notable contribution to youth

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<sup>35</sup>The FFS Project is included as a component of the TALAVOU Project under Outputs 2.7 and 3.4 of the Draft UN Input to TALAVOU Programme\_19jul05 document.

<sup>36</sup>Including in-service career people working in public and private sectors.

<sup>37</sup>Established in 1984 under the NUS Act

<sup>38</sup>These include the Catholic BOSCO Boys’ School for technical training, the Ulimasao Farmers’ School, and the Methodist Polytechnic.

<sup>39</sup>Second Chance Education is also featured in the proposed TALAVOU Programme.

development through both formal and informal education in which, as said before, they have been in partnership with the Government for many years. Nearly 20 percent of all schools are church schools; in addition there are 4 post secondary technical institutions also run by church organizations (NYP p.7).

**Recommendation # 1.3: Rural development youth programmes by GOS and/or aid agencies should be carried out in collaboration with church and/or religious organizations in villages, as most of these have youth service components working in collaboration with the Division for Youth of the Ministry of Women, Community and Social Development. Also, most youth organizations in the rural areas are church affiliated under sanction of the villages.**

According to the National Youth Policy youth constitute the largest percentage of church memberships. A 1994 survey of urban youth found that 65 percent belonged to organizations, almost all of which were religion-oriented. The proportion of rural youth engaged in church related organizations would be more than 20 percent higher because of the communal nature of village and church life<sup>40</sup>. Many youth in the 15 -19 age bracket belonging to youth clubs also go to school, so they are exposed to both education and religion-oriented training.

### **1.6.1 Secondary and Post-Secondary Education**

Samoan students entering secondary education are at a stage when they can be referred to as youth (15+ years). This is when they become mature enough to enter into productive enterprises and have the potential to contribute to the Samoan economy as alluded to earlier. All secondary education<sup>41</sup> in Samoan schools is facilitated under the Single Stream Curriculum (SSC) Program introduced in the year 2000. The SSC operates through Years 9 – 13. Under the SSC, Government supplies all schools with curriculum statements, student materials, and teachers' manuals.

In terms of numbers, there are 24 secondary schools run by the Government of Samoa under the Ministry of Education, Sports and Culture (MESC); 15 under various church denominations and one which is administered privately.

A total of 21 subjects are taught through the SSC (MESC, 2004: 16), a number of them having the capacity to provide for in-school youth in terms of knowledge and basic skills for rural productivity. These include Accounting, Agricultural Science, Biology, Business Studies, Design and Technology, Food and Textile Technology (Home Economics), Samoan, Science, and Social Studies.

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<sup>40</sup> Churches have their own youth groups commonly known as *Autalavou* (Youth Clubs). *Autalavou* activities revolve around religious programs that espouse values and beliefs for spiritual and social growth. But on a more pragmatic level, youth also engage in developmental and community projects, particularly farming (NYP p.7). An example of youth club formation and activities is given in Appendix 1.

<sup>41</sup> Both Government and Church schools.

In terms of teaching there are problems with teacher shortages in many subject areas. The Faculty of Education of the National University of Samoa provides an annual quota of teachers into the school system, which apparently has not solved the teacher shortage situation<sup>42</sup>.

Full retention of student numbers right up to the top levels at secondary school is very hard to achieve on the part of both Government and Churches. For example, closer inspection of national school numbers progressively through 5 secondary levels (1999 – 2004) indicates fairly significant dropout rates. A trace of numbers of Year 8 progressing up to Year 13 is given in Table 1.1 below:

**Table 1.1: Secondary School Dropout Rates 1999 - 2004**

Year	Grade Level	Student Numbers	% Retained from Previous Year	% Lost
1999	Yr 8	4293		
2000	Yr 9	3615	84	16
2001	Yr 10	3265	90	10
2002	Yr 11	2864	88	12
2003	Yr 12	2886	101	+1
2004	Yr 13	1752	61	39

Source: MESC Educational Digest 2004

Table 1.1 shows that the highest dropout rate is between Years 12 and 13, a loss of 39 percent from the previous year. Year 12 is a major examination level and a lot of students drop out after failing this level. Quite a few students repeat Year 12; hence the retention of high numbers at this level. But the cumulative loss between Year 8 and Year 13 is 60 percent, an indication that the majority of youth have to look elsewhere, either for alternative schooling or training pathways, or get absorbed into the service sector of the national economy, or doing domestic activities at home in the village.

It is obvious that the national secondary school system has limitations in its role to provide for the majority of youth through education. This majority drops out with little if any utilizable skills to prepare them for the world of work, let alone the real world<sup>43</sup>. However, the partnering role of the churches, as explained before has helped most rural youth to cope in terms of phasing into both the real world and even the world of work.

In terms of educating academically weak students and school dropouts, Samoa has, over past years, followed global trends in the provision of production-oriented agricultural education for such students. However, changes in rural labour market trends over several years have largely responded to a diverse range of economic activities including

<sup>42</sup> The main problem has to do with the retention of trained teachers, most of whom leave the teaching service for better paid jobs in other sectors. The Samoan Government is setting up a project under ADB funding to deal with the teacher shortage situation.

<sup>43</sup> Output 2.1 of the TALAVOU Programme will work on re-integrating 30% school dropouts into the formal education system by 2008; this is still a short fall if present statistics are taken into account.

agroindustries, craft production, and tourism. The argument therefore is, to utilize a wider approach to provide for skills for rural development, that is, looking at "...training policy issues in a broad perspective, cutting across specific economic sectors." (FAO/UNESCO-IIEP, 2003: 239 – 240).

**Recommendation #1.4: To improve the income earning potential of rural youth, the training programmes for rural youth in Samoa need to focus on a broad range of economic activities which include agro-industries, craft production, tourism. Training activities must conform to sustainable practices, to conserve both the culture and environment.**

At this juncture, the Future Farmers of Samoa Project has been launched (2004) and it would be good to start the rural youth support base from agriculture. Agricultural Science gets a fair amount of exposure at the secondary school system in Samoa. What is important is the link between the above system of education and the real world. This is where the support structures and systems are lacking. But this is where the Future Farmers of Samoa Project has a potential role in providing the support and training for continuity into the world of work and community life through collaboration between the Ministry of Agriculture and Fisheries (MAF) and the Ministry of Education, Sports and Culture (MESC).

**Recommendation # 1.5: To strengthen the development of youth programmes in rural areas the Ministry of Agriculture and Forestry (MAF) should seek collaborative links with the Ministry of Education Sports and Culture (MESC), to utilize the services of Extension Officers to teach or set up agricultural projects in rural schools, especially with schools that have a shortage of agriculture teachers. Training and human resource assistance could also be sought from Agricultural Education staff at the University of the South Pacific(USP), Alafua Campus.**

### **1.6.2 The Samoa Polytechnic Horticulture Programme**

Since 1999, the Government of Samoa has been offering a one-year post secondary Tropical Horticulture Certificate programme at the Samoa Polytechnic. Two staff members, an agriculturist and a horticulturist, conduct this course. Potential student intakes sit an entry exam to qualify. The annual intake averages 16 students. Upon selection the successful incumbents take one communication and 8 horticultural courses to complete the year's program. About 50 trainees have graduated since the programme first started. Course numbers have been based on students that qualify, which determines the ceiling. Assistance is provided for students that need tuition funds. Constraints in teaching resources and facilities have not been a problem.

However there is no non-formal programme by the Samoa Polytechnic for rural youth because of resource constraints in relation to the rural context. Also the institution does not have a vision in offering non-formal type programmes in the foreseeable future based on its operational policies.

Trainees that graduate can either be employed at the Agricultural Extension services of MAF, or can apply for further studies at the USP School of Agriculture's Diploma of Tropical Agriculture.

The Samoa Polytechnic Horticulture Program is more of a bridging level alternative programme whereby successful trainees have the chance to enroll in the USP's Diploma of Tropical Agriculture Programme. But it is also a mechanism by Government to train students in basic post secondary school agriculture to enter the world of work for full time employment in the Ministry of Agriculture and Fisheries and others such as tourism and the hospitality industries. This program absorbs only a minority of secondary school students; however it helps reduce the number of non-skilled dropouts leaving secondary schools.

### **1.6.3 Youth Training by Catholic and Methodist Churches**

The Catholic and Methodist Church Missions also make provision for students that cannot make it to the single stream curriculum education as aforementioned. This is called 'Second Chance Education' and programmes are all vocational in nature.

The Catholic Mission has a vocational school for farmers on Savaii Island, situated at Ulimasao. Ulimasao College was downgraded three years back to a 'Second Chance education' school, and now offering farm training for students intending to work as farmers or plantation managers. The curriculum is simple and practical, devised to suit the level of the students made up of boys only. Subjects include time management, book keeping, farming methods (including vegetable gardening, root crop and tree crop husbandry, and simple livestock husbandry techniques for pigs and chickens). The 2005 roll was 157.

Funding assistance comes from various donors such as the Secretariat of the Pacific Community (SPC), the Canadian Government, British Government, NZAid<sup>44</sup>, the Marist Old Boys' Network, and the Government of Samoa. The Government of Samoa provides for teachers salaries while other donors provide funding for tools, equipment and materials.

No certificates are awarded, but graduating students go out to serve their communities and become agriculturally productive members. A few of the boys have been selling their own farm products. Sixty nine percent from the last 2 years have been very active members of their communities, assisting their families through monetary contributions and as active members in the affairs of their villages<sup>45</sup>.

The Methodist Education system also has a Second Chance Education Programme called the Laumua o Punaoa Technical Institute, located at Faleula village Methodist Headquarters compound. It is a hands-on experiential type programme geared to prepare academically weak youth with basic skills to enable them to be productive at home or in

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<sup>44</sup> The aid agency arm of the New Zealand Government

<sup>45</sup> Includes participating in the village council meetings

local industries in Apia City or other places offering employment such as the tourism industry. The Methodist polytechnic is funded solely from Church funds, of which most is collected from parishes and church groups around Samoa, New Zealand, and American Samoa.

No agricultural course is offered due to limited resources and teachers. But it is the hope of the Methodist Church that those youth interested in agriculture will be provided post secondary bridging opportunities to further their education at places such as the Samoa Polytechnic.

The Church College of Western Samoa<sup>46</sup> (CCWS) also has a farm school for boys at its Solaua estate in the eastern part of Upolu, 20 miles from Apia City.

**Recommendation # 1.6 Current and ongoing rural youth development programmes by churches, for example the Catholic and Methodist Churches, should be assisted by the Division for Youth and/or the Ministry of Agriculture and Fisheries where appropriate in terms of advice and/or field assistance where needed.**

### **1.7 Other Bodies of Government in Youth Training – Division for Youth**

The Division for Youth (DFY) which was recently placed under the Ministry of Women Community and Social Development<sup>47</sup> (MWCSO) is another body playing an important role in development programmes on Samoan youth. DFY was previously under the Ministry of Youth Sports and Cultural Affairs (MYSCA), made redundant in 2003 under the Government of Samoa's Institutional Strengthening Program<sup>48</sup>. While still under MYSCA the Division for Youth played a pivotal role in the organization of youth programs under both Churches and Non Government Organizations. DFY has continued provide the 'linking' role for Youth Service Providers (YSP) in Samoa listed by the National Youth Policy under four main categories – Government of Samoa<sup>49</sup>, Non-Government<sup>50</sup>, Religious Organizations<sup>51</sup>, and Technical and Technological Institutions<sup>52</sup> (NYP, p. 36). It has in fact taken over the role of 'tying' the YSP network together from the MYSCA days. DFY still pursues its mandate under MWCSO in assisting through spiritual, emotional, physical, intellectual, social, cultural, and economic development of youth where appropriate through the aforesaid service providers (NYP, p. 36).

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<sup>46</sup> High School of the Mormon Church in Samoa or Church of Jesus Christ of Latter Day Saints (LDS). Time constraints did not allow the Consultant to contact the appropriate person at the LDS farm.

<sup>47</sup> Previously the Ministry of Women Affairs (MWA)

<sup>48</sup> The Sports and Cultural components of MYSCA were re-designated under the Department of Education which subsequently became Ministry of Education Sports and Culture (MESC)

<sup>49</sup> Agriculture; Education, Sports and Culture; Health; Justice; Natural Resources and Environment; Women, Community and Social Development

<sup>50</sup> Boy Scouts; Boys' Brigade (EFKS); Fiaola Crisis Center; Girls' Brigade (EFKS); Leo o Viiga; Mapusaga o Aiga; Sautiamai (Catholic Social Services); Youth for Christ

<sup>51</sup> Bahai Faith, Catholic Church, Church of the Nazarene, Congregational Christian Church, Methodist Church, Seventh Day Adventists, The Church of Jesus Christ of Latter Day Saints

<sup>52</sup> Don Bosco, Laumua o Punaoa Technical Institute (Methodist), Samoa Polytechnic, YMCA

Many youth organizations in Samoa are linked through working partnerships. This is particularly so for religious organizations with formal youth and education systems. As mentioned before, churches work in partnership with GOS through MESC in providing education, for example, through the Single Stream Curriculum. But youth departments of churches also provide their own religious and non-formal education programs such as the aforementioned ‘Second Chance Education’ and the *autalavou* (youth groups). The *autalavou* are the groups that DFY has been involved with mainly in its youth outreach programmes<sup>53</sup>.

**Recommendation # 1.7: Issues pertaining to rural youth development or the “youth dimension” need to be addressed. The Division for Youth (DFY) of the Ministry of Women, Community and Social Development (MWCSD) is the appropriate body to handle this responsibility. Examples of issues that may need exploring in the said “youth dimension” include:**

- **Exploration of livelihood enterprises as desirable vocations**
- **Exposing young people to different rural career aspects**
- **Improving and maintaining feelings of self esteem**
- **Youth understanding their own behaviours and problems**
- **Taking pride in their chosen vocational occupations**
- **Appreciating the values of their peers, parents and society**
- **Accepting the need to conserve human and natural resources**
- **Developing leadership skills in public speaking and formal meeting procedures.**

**The above issues, plus others – based on perceived needs by groups, could be a collaborative effort by MESC and DFY through awareness campaigns to schools and through youth work through churches’ education departments and community youth groups.**

DFY has been involved in youth leadership training, the promotion and implementation of various vocational and business skills training workshops (including the FFS Project), and also assisting in the development of new vocational skills centres belonging to church schools and some youth groups. Overall, the DFY outreach has been multi-organizational and includes youth related projects in areas including education, employment, health, environment, juvenile delinquency, and peace promotion.

An important national youth programme that DFY was instrumental in setting up was the Samoan National Youth Initiatives and Services Awards (NYISA), which now features in the annual National Youth Week. The NYISA awards involve project competitions based on three categories - church youth organizations, ‘other youth’ organizations and individual youth. This programme provides incentive for youth groups to be recognized nationally based on their creativity, productivity, and the sustainability of their projects.

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<sup>53</sup> The community which DFY was working with during this mission was the Gataivai Methodist Youth Group in Savaii. There were 3 types of training that youth were undergoing: Needle work (sewing) and carpentry, first aid, and leadership and social issues. Important in all of these trainings was the issue of sustainability. Resources were made available to support training activities, for example, tool kits.

**Recommendation # 1.8: To enable full awareness of what is happening in the rural youth training front in Samoa, and to ensure that standards are maintained and redundancies minimized where necessary, the Division for Youth should be included in all rural youth training programmes offered by Youth Service Providers. These include GOS, NGOs, religious organizations and village or community groups. DFY's input should be based on collaborative consultation with parties involved in relation to formal education, non-formal education, vocational training, juvenile issues, counseling training and others**

The Division for Youth has important links and plays an important role in the TALAVOU Programme. The next section brings to the fore important developments regarding the said TALAVOU project. The first draft programme has been drawn up and appears to be comprehensive in terms of implementation. It is based on outputs, each of which is linked to corresponding activities, performance indicators, verification means, and stakeholders responsible for achieving the outputs. A look at the main components and their outputs provides a background of what will be achieved under TALAVOU<sup>54</sup>.

### **1.8 GOS and Aid Agencies' New Youth Programme - TALAVOU**

The TALAVOU Programme is an initiative of the United Nations Development Programme (UNDP) in collaboration with other UN Agencies<sup>55</sup>, the Government of Samoa<sup>56</sup>, and Non-Government Organizations<sup>57</sup> (NGOs).

Four main components make up TALAVOU (which includes the Future Farmers of Samoa Project in two of the subcomponents) with projected outputs to be achieved within the timeframe up to 2008. An overview of the outputs under each of the aforesaid 4 components gives some idea of the scope of the project. These are listed as follows:

#### **Component 1: Self-worth Development**

##### Outputs:

- 1.1 Appropriate life-skill training programs identified and implemented in selected pilot locations for trainers
- 1.2 Increased awareness of nutrition and balanced diet
- 1.3 Reduction in youth suicide rate and suicide attempts
- 1.4 Increased access to reproductive health information and services in and out of schools
- 1.5 Increased awareness of environmental issues and programmes.
- 1.6 Decrease in alcohol consumption and regular smoking among youth

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<sup>54</sup> At the time this report was written the TALAVOU draft programme had not been complete as two more UN Agencies involved still had to provide their inputs.

<sup>55</sup> FAO, UNFPA, UNICEF, UNESCO, UNIFEM, WHO, WMO, and UNAIDS.

<sup>56</sup> Ministry of Foreign Affairs (MFA); Ministry of Finance (MOF); Ministry of Women, Community and Social and Social Development (MWCSO); Ministry of Education, Sports and Culture (MESC); Ministry of Health (MOH); Ministry of Agriculture and Fisheries (MAF); Ministry of Commerce Industry and Labour (MCIL); Ministry of Justice (MOJ); Ministry of Natural Resources and Environment (MNRE).

<sup>57</sup> Represented by SUNGO – the Samoa Umbrella of Non-Government Organizations.

- 1.7 Reduction in juvenile crime in urban and rural areas
- 1.8 Improved access and utilization of counseling services
- 1.9 Increased access to recreation facilities including drop in centers and programmes.

## **Component 2: Flexible Learning Environments**

### Outputs

- 2.1 Formal Education: Increased number of school dropouts reintegrated into the formal education system
- 2.2 Strengthened cultural and recreational components of the formal education curriculum
- 2.3 Increased awareness programmes on career choices in visual and performing arts
- 2.4 Non-Formal Education: Increase in the number of community led and managed youth – cultural and recreational education programmes for youths
- 2.5 Vocational Training – Increased number of youth accessing vocational training in the formal education system
- 2.6 Increased number of young women graduating from trade and technical programmes
- 2.7 Increased number of youth trained in the agriculture and fisheries sectors (this output has collaborative ties with the FFS Project)

## **Component 3: Income Generation**

### Outputs:

- 3.1 Increase participation youth in formal employment
- 3.2 Increased access of youth in particular rural youth to business skills training programmes
- 3.3 Increased availability and access to micro-credit for youth
- 3.4 Increased number of village based entrepreneurship development programmes for youth especially in the rural areas (this output also ties in with the FFS Project)

## **Component 4: Programme Management/ Programme Implementation Unit Support**

### Outputs:

- 4.1 Policy advice provided to Minister, CEO, Government Ministries, and stakeholders when required
- 4.2 Improved efficiency in managing the implementation and monitoring of the Samoa National Youth Policy through the TALAVOU Programme
- 4.3 Effective management and operation of the TALAVOU Programme
- 4.4 Increased awareness amongst young people and the community of the DFY activities especially the TALAVOU Programme
- 4.5 Increased availability and accessibility of quality information, up-to-date data and relevant resources on youth issues

- 4.6 DFY Staff and Samoa National Youth Working Committee members trained in leadership and management of youth programmes, delivery of training (TOT) and other relevant subject areas
- 4.7 Efficient cataloguing and archiving of SNYP and TALAVOU Programme activity reports
- 4.8 A National Youth Advisory Committee established to provide guidance to the DFY
- 4.9 Increased number of targeted advocacy programmes on youth issues implemented
- 4.10 Implementation of SNYP more closely monitored
- 4.11 SNYP reviewed at the end of each Fiscal Year
- 4.12 SNYP strategically evaluated in the year 2007 to determine potential areas for adjustment

Based on the first 3 components which define what will be accomplished with programme beneficiaries, important themes emerge with respect to life skills and life preservation (including reduction of juvenile crime and drugs), importance of the environment, role of counseling, importance of both formal and informal education and their culture related impact, importance of career choices in terms of vocations (including 'second chance education), and the importance of business and entrepreneurship skills for income generation. The components come with strategic pathways to assist Samoan youths to overcome problems of modern globalization ushered in through economic reforms and institutional strengthening programmes.

A number of TALAVOU output-related activities have been ongoing in 2005 in anticipation of project formalization. For example, a technical working group for TALAVOU had been formed, chaired by the CEO of MWYCSD. Also, a Project Implementation Unit (PIU) has been set up to assist developments in the project. Guidelines have been distributed to guide business plans for youth proposed projects. A number of youth groups in Samoa have already submitted proposals, for example, lawn mowing business initiatives and development of sports fields.

In the current draft of the TALAVOU Programme the Division for Youth of MWCSO features prominently in all outputs. The involvement of DFY in the implementation of youth development activities in Government and religious programmes implies a linking and/or unifying role which is important in terms of sustaining such programmes.

**Recommendation # 1.9: The involvement of DFY in all of the TALAVOU components and outputs implies a linking and/or facilitating role which should be given due recognition and support by all stakeholders and beneficiaries involved. The achievement of projected DFY responsibilities and tasks will largely depend on the cooperation of all concerned parties.**

## 1.9 Selected Youth Club Activities by Churches

Three *autalavou* or youth clubs are quoted here as examples to highlight the profile of Samoan church youth involved in agricultural and rural development<sup>58</sup> activities.

The first group, the Vaiala Christian Youth Group is a member of the network of youth groups of the Christian Congregational Church in Samoa (CCCS) in Samoa. Vaiala village is near Apia the capital town. This means that access to resource centers such as banks, shops, and the Fugalei Agriculture Market in Apia offers a distinct advantage. Vaiala is a one-denominational village, unlike many other villages that have two or more denominations. The pastor, Reverend Lotu Uele provides a lot of the inspiration and drive, although he is only the spiritual leader and counsel and not a member of the executive. The youth group's membership fluctuates between 30 and 40<sup>59</sup> with an age range of 15 – 36 years.

As part of its 2004 fundraising drive, the Vaiala Youth Group grew cabbages, beans, and peanuts. These were marketed to the village people and the adjacent communities of Moataa, and Vaipuna. They also sold to nearby hotels such as Aggie Greys Hotel. The cash received from sales was banked for funding the group's various activities, including payment of sports uniforms and repair of the agricultural land fence. In 2005, they were growing bananas and taro. Other fundraising activities included Saturday morning sales of local food preparations such as *vaisalo* (hot coconut porridge) and *supoesi* (papaya porridge).

The Vaiala Youth Club was also involved in other community related activities such as a life-saver programme for swimmers in the sea by the village, and a youth choir musical production for sale as cassette tapes.

The second youth group is from Piu<sup>60</sup> village; it is also a member of the CCCS youth network. Unlike Vaiala, it is situated on the south of Upolu 12 miles from Apia. Compared to Vaiala, Piu has the distinct disadvantage of being far from the centre of resources. But it has not stopped it from winning national awards through its youth group's agricultural projects in the past. There are only 4 families in the village. Group membership consists both young and old of both sexes.

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<sup>58</sup> During this consultancy, information was sought regarding involvement of church youth groups in youth group development activities. Interviews were conducted with representatives of three groups, while MAF documented information was consulted on the last group

<sup>59</sup> There are members who attend group activities consistently and there also members are away for long periods and come less often

<sup>60</sup> The Piu Youth Group was also selected as one of the 10 groups in the FFS Project.

The success of the Piu youth group is attributed to its village pastor<sup>61</sup>. He had the vision and passion to provide the leadership and drive that resulted in the success of the youth's agricultural projects. The impact of leadership in the Piu group's project initiatives has been a factor in its success. The group fundraised not only in Upolu but in American Samoa as well, and was very successful.

The Vaiala and Piu village cases give a profile of successful youth groups engaged in best practices involving agricultural and community projects. Leadership is an important factor in their successes and is a lesson for rural youth initiatives. The training of leaders is an important aspect for consideration in projects such as the FFS.

The third group is the Sinamoga village Catholic Youth Group<sup>62</sup>. Sinamoga is about 3 miles from Apia City and is not a traditional village like Vaiala and Piu. There are over 40 members in the group aged 16 to 35 years. About 80 percent of club members are occupied in various jobs with the remainder all in school. This youth group does not have land for its agricultural project as all church land has been allocated to buildings and the church sports ground. However, one of the senior members of the group kindly offered the use of his vacant quarter acre land parcel, not far from the vicinity of the church for the group's agricultural project.

The Sinamoga youth group was starting work on a vegetable garden as part of its fundraising activities to assist other programs including sports, community service, and leadership training. This is an example of Catholic youth involvement in not only agricultural development but other activities of a similar nature to the CCCS groups.

**Recommendation # 1.10: The Division for Youth should work and negotiate with *autalavou* that have demonstrated track records of best practices, to share their knowledge and experiences with less motivated and less endowed *autalavou*, to analyze problems and work on solutions to improve the situation of such groups in need.**

### **1.10 Summary**

Youth as a group constitutes over a third of the Samoan population. In terms of definition, what determines 'youth' is subject to the existential reality of a group or population, that is, there should be flexibility to accommodate prevailing cultural norms and expectations. But by policy the proposed age range for guideline purposes is 12 – 29 years as stipulated in the National Youth Policy.

For the purpose of this paper rural people including youth are considered those that live beyond a 10 mile radius out from Apia and its urban localities.

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<sup>61</sup> Information for this youth group was obtained from FAO Consultant Shorley Mariner who did the Piu village study. She said that "Piu people do not have the heart." According to her the pastor was the driving force that encouraged the group in their projects in terms of vision, planning, implementation and fundraising.

<sup>62</sup> MAF Crops Advisory Division: O le Atina'e Fualaau Aina a le Autalavou Katoliko Sinamoga

Samoa youths provide substantive input in terms economic productivity through various industries including agriculture, fisheries, tourism, and sports. On the downside, youth are vulnerable to adverse situations and contexts which are part and parcel of modern global influences. Therefore, rural youth projects such as the FFS can play an important role in providing alternative avenues for youth to be productive in agricultural business enterprises, especially in rural areas.

Government, in partnership with Church Missions in Samoa wield a large influence over youth through both education and youth programs using a network of Youth Service Providers, through institutions like the National University of Samoa, Samoa Polytechnic, and school programs administered under the Single Stream Curriculum. The present secondary school system, however, has a high drop out rate in which at least 60 percent of students drop out through various levels right up to Year 13. It is incumbent therefore for churches and Youth Service Providers with a common concern for youth to provide training in a diverse range of economic activities (including ‘second chance education’) to prepare youth dropouts for the real world especially in the rural areas.

The Division for Youth of Ministry of Women and Social Development has played a prominent role in the training and education of youth in Samoa. It has provided the linking role in the working partnerships between Government and Youth Service Providers, especially religious organizations. DFY also features prominently in the TALAVOU Programme to provide the link throughout many of the outputs in the project. The TALAVOU Programme features important aspects concerned with youth development in terms of life skills and preservation (including reduction of juvenile crime and drugs), importance of the environment, role of counseling, importance of both formal and informal education and their culture related impact, importance of career choices in terms of vocations (including ‘second chance education), and the importance of business and entrepreneurship skills for income generation. It is a partnership programme between the Government of Samoa, UN Agencies and the Samoan Umbrella of Non-Government Organizations.

Lastly there are church *autalavou* that have shown a flair for productive enterprise and entrepreneurship. These could serve as examples for empowering less endowed youth groups. The Division for Youth can persuade the talented youth groups to share their knowledge and experiences to work out solutions for improving the situation of the groups in need.

## **2. Selected NGOs that can Impact Rural Youth Development**

### **2.1 Small Business Enterprise Centre (SBEC)**

The Small Business Enterprise Centre facilitates and guarantees financial loans for clients intending to or are engaged in small business enterprises, provided clients meet given criteria by lending institutions like banks. The guaranteeing of loans is in two categories:

- For loans up to \$20,000 SBEC guarantees 80%
- For loans up to \$50,000 SBEC guarantees 80%

SBEC is also involved in the training of clients in the small business category. The SBEC training philosophy is centered on combining marketing and the financial side, that is, gross margin and marketing combined based on realities in small businesses. In terms of cash flow the bottom line criterion is whether clients are able to service a loan.

Regarding loan repayments, SBEC has found that there is usually a cross-subsidization process that clients facilitate themselves, for example a person taking out a farm loan may pay the loan out of salary earnings until farm products are sold and can take over in term of repayments. In reality people have their own methods based on their situation.

In terms of customer training, the SBEC experience has found it important for customers to disclose as much as possible on what they can do in relation to their situation, and then the process of assisting them is built on this information. It is important to strengthen existing structures and build on these, rather than introducing 'new ideas' and things. Also, it is essential to fill in the gaps in the clients' knowledge and understanding before proceeding.

Through the numerous training workshops they have conducted over the last several years, SBEC trainers have found that the Samoan language is the most effective medium of instruction for small business clients in the rural areas. Samoan helps facilitate the sharing process better through discussions, feedback, motivation, spontaneity of responses and so on.

SBEC offers two main training packages:

1. Start your own business (SYB) training – for people with just basic education at primary and secondary levels
2. Advanced SYB – for people with good academic backgrounds. This package deals with the basics of a business plan with a focus on marketing and finances.

There is further assistance from SBEC for clients under loans guarantee schemes. They are offered the opportunity to do advanced courses, which they start by revisiting the original business plan and moving on from there.

SBEC has built up a network of small business clients throughout Samoa, which includes both individual and small group businesses in both urban and rural areas. Supporting services include monthly visits by SBEC advisors to small loans clients to provide support and advice.

**Recommendation #2.1: The role of SBEC as a guarantor for small loans has merit in assisting rural youth groups in terms of credit for small business enterprises. The Division for Youth should collaborate with SBEC to determine interested rural**

**youth groups with a potential to service loans and exploring the possibility of offering further training for them to develop their own business enterprises.**

## **2.2 The Women in Business Foundation (WIBF)**

The Women in Business Foundation is an example of an NGO working in the Samoan rural community whose village projects span all age groups and serves as a good role model for rural development.

WIBF has been operating in Samoa for over 15 years. Initially it worked with women's committees and clubs in development projects for improving village life. Since then it has had a flexible approach to rural development and has served as a role model for organic agriculture in Samoa.

WIBF works at the grassroots level. For example, teaching composting through a 'hands on' approach, and the teaching of simple business principles that include budgeting and record keeping, work ethics, and time management. It is the sole organically certified business in Samoa. One of its priority concerns at this time is to get enough farmers to grow the right crops to supply the local and export markets.

Current projects for clients include vanilla (focusing on low volume and high quality), organic certification of the banana variety *misiluki*, growing *talo palagi* (taro) for chips production, and cultivation of *lama palagi* (Canarium).

Present WIBF membership is around 500 and including women, youth, people with disabilities, and families. The WIBF is represented on the Advisory Committee of the Future Farmers of Samoa Project.

**Recommendation # 2.2: The Division for Youth should collaborate with WIBF and the Ministry of Agriculture and Fisheries to work out ways to further strengthen organic agricultural projects as part of rural youth groups' business enterprises, for example teaching the skills to produce value added products from coconut oil. There is income generating potential in the WIBF coconut projects.**

**Recommendation # 2.3: Based on identified needs, rural development youth programs in Samoa should be organized around the available local expertise that could be tapped. For example, education development youth activities should be under the Ministry of Education Sports Culture (MESOC); youth development related activities under DFY of the Ministry of Women, Community and Social Development; technical aspects of agricultural programs under the Ministry of Agriculture and Fisheries (MAF); organic related agricultural activities under the Women in Business Foundation (WIBF); and small business and credit-related activities under the Small Business Enterprise Centre (SBEC) and so on. However, DFY should be a part of all such programmes, that is, to play a unifying role in providing awareness to all parties concerned regarding events taking place. At this**

**junction, and based on available documentation, it is apparent that the TALAVOU Project fits many of the activities as described above.**

### **2.3 Summary**

SBEC can contribute to rural youth by assisting through small loans schemes to launch them in their small business enterprises. Secondly, SBEC can provide the training and support services for clients that are successful with their loan applications. There is merit in the idea of getting youth groups to become more business oriented to assist in the development of their rural communities.

The simple ‘hands-on’ approach to business training by WIBF has ensured steady progress in terms of its village projects, which include rural youth. On the other hand it also serves the Government and export companies with interests in the export market. Hence it has a wide range of clients from grass roots up to trading companies. It is a good role model for rural youth in terms of its diverse community service.

## **3. Roles of Other Organizations to Assist Rural Youth**

### **3.1 Food and Agriculture Organization**

The Food and Agriculture Organization (FAO) in Samoa provides technical and funding assistance to country projects through what is now a more efficient mechanism for village groups and organizations. Successful applicant groups rewarded with project funds can now get the benefits directly instead of the long red tape procedures that existed before between the Government of Samoa and FAO. Now the process is more ‘funding-friendly’ for beneficiaries such as rural village and community groups.

### **3.2 United Nations Development Programme (UNDP)**

UNDP is the instigating and key UN Agency for the TALAVOU Programme in collaboration with the Government of Samoa. Its central role in bringing together different projects (including the FFS Project) under one umbrella highlights its concern regarding the importance of fostering collaborative links between different projects. There is more focus now on realizing the sharing of resources and an awareness of common objectives between projects. Furthermore, there is now opportunity for projects to draw on each other’s strengths making TALAVOU a more cohesive collaboration between GOS Ministries, NGOs and UN Agencies.

### **3.3 South Pacific Regional Environment Programme and Le Si’osi’omaga Society**

On the environmental side, SPREP is the major organization in the region, with its mandate focused on conservation of ecosystems, pollution reduction, waste management, and sustainable development. Its main concern is to reverse the undesirable trends currently polluting and degrading the environment. Training and making people aware of

environmental hazards is an important step to achieving its conservation goals. SPREP views food security and environmental preservation as going hand in hand.

The local counterpart for SPREP is the Le Si'osi'omaga Society. Le Si'osi'omaga more or less mirrors the work of SPREP, but in the context of Samoa.

### **3.4 The Peace Corps**

In terms of serving third world countries, the Peace Corps Organization has over the years, provided Samoa with many volunteers. On the rural development and agriculture scene the FFS Project has benefited from the continuous services of volunteers starting in 2001 which will go on to 2007. Volunteers are not only working in MAF but also in schools and rural communities.

**Recommendation #3.1: Since the issue of environment is a very important one for a small country like Samoa with a fragile environment, it is highly recommended that the Division for Youth explore with SPREP or the Le Si'osi'omaga Society ways to incorporate training on conservation and land degradation issues for rural youth groups to ensure environmental preservation. Conservation and land degradation issues should be included in all rural training workshops involving land use (including the coastal lagoon) and agricultural business ventures.**

### **3.5 MAF, MFAT and SFCFA: Market Strategies for Local and Export Products**

Two GOS Ministries<sup>63</sup> and one local farmers group<sup>64</sup> with marketing experience have expressed what they view as their prudent outlooks regarding market opportunities for agricultural and other trade products intended for the export market. They highlight constraints faced in the export market mainly because of competition and the compliant situation with regards to WTO protocols and regulations. There is also the issue of sustainability based on the consistency of supplies by local suppliers. It is important for local suppliers to provide supplies based on projected quotas for specified periods and times. Currently the issue of reliability and consistency of supplies is a weakness of the Samoan market, especially in export quotas.

But nonetheless, there are export market opportunities to be tapped through Samoa's nearest trading partner, American Samoa. This is provided that product compliant requirements are satisfied based on US Department of Agriculture protocols. Hence the message is clear, firstly for rural youth group enterprises to target the domestic and/or local markets for marketing their products. The local market consists of the two main market centers on Upolu<sup>65</sup> and Savaii<sup>66</sup>, and a number of supermarkets and road side

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<sup>63</sup> The Ministry of Agriculture and Fisheries through its Policy, Planning and Communications Division (PPCD); and the Ministry of Trade and Foreign Affairs (MFAT)

<sup>64</sup> The Samoa Field Crops Farmers Association (SFCFA)

<sup>65</sup> Fugalei Market

<sup>66</sup> Salelologa Market

outlets mainly on North West Upolu. In addition, the local hotel and tourism industry offers further opportunities for small business vendors to market their products.

Regarding the export market, although it is attractive in terms of potential products that could be marketed overseas, rural youth business marketers are advised to lay off the export market until considerable experience has been garnered through local market enterprising. But the export market should be resorted to later after consultation with the appropriate bodies like FAO and MAF regarding standards to be achieved to reach 'export market status.' Therefore, selling at the local market is the initial route that rural group enterprises should take in order to generate income from their products.

**Recommendation # 3.2: A translated version of TCP Consultant Bob Densely's market advisory note prepared as part of the TCP/SAM/3003(A) Project should be a standard document used by rural groups with agricultural business ventures to assist them with their market appraisal research. Crops Advisory and Extension Officers in collaboration with DFY should thoroughly discuss with groups the advisory note contents and advise members on their course of action with respect to what crops should be grown for the potential market(s). Selection criteria should be based on local market needs and trends, and what grows best in the group's village.**

**Recommendation # 3.3: For the purpose of the market research and appraisal exercise as stated in the project document TCP/SAM/3003(A), rural youth groups should focus primarily on examining local markets in which to sell their produce. The initial marketing focus for income generation should therefore be on "production for the local markets."**

**Recommendation # 3.4: Rural youth groups engaged in agricultural development projects should also explore export market avenues and opportunities with assistance from Crops Advisory Services and see if they can meet the requirements of the American Samoa market for the export of vegetables. This is the best initial export market. Knowledge of the US Department of Agriculture (USDA) market requirements is a must in order to be compliant with the American Samoa market. There are implications for export market familiarization and training to be taken into account if rural youth groups are to take the export market seriously.**

**Recommendation #3.5: A National Association of Future Farmers should be formed to take care of the affairs of young farmers groups especially in the rural areas under the present Future Farmers of Samoa Project, and for the association to continue the FFS developments upon completion of the FFS Project. The association should have office bearers such as President, Vice President, Secretary, Treasurer and others. It should conform to the norms required of registered associations in Samoa, with a proper constitution and so on. It should still maintain close ties with the Division for Youth of MWCSA.**

## **4 Global Youth Problems and Best Practice Solutions**

### **4.1 Global Youth Problems in Brief**

Over one billion youth (aged 15 – 24 years) make up a sixth of the world's total population today. Of these, a substantial 85 percent live in developing countries in which 99 percent of population growth is taking place. In these developing countries, half of the people live in rural areas (FAO: 2004). Just over 60 percent of youth live in Asia with a very tiny minority in Pacific countries like Samoa.

A large majority of youth cannot reach their maximum potential because of factors associated with poverty and hunger. Furthermore, where education and training is available, the quality and level of appropriateness is often irrelevant and ill fitting to the needs of rural youth especially where income generation is concerned. But even with the availability of good education and training constraining factors such as customs and traditions, absence of networking support, and lack of credit facilities make it difficult for youth to make better progress in life.

As a consequence, a high proportion of youth are either underemployed or unemployed. Such a situation can result in youth losing their self respect and sense of belongingness within their villages. In island communities like Samoa, this can result in youth movements from rural areas to more urban environments. But without proper skills and training for the job industry few openings will be available for such youth. This can result in poverty and alienation which can lead to vulnerability situations such as drugs, crime, sexually transmitted diseases, alcohol and others.

### **4.2 Youth Exploitation**

Youth are also vulnerable to exploitation. A lot of youth exploitation takes place in Asian countries such as Cambodia, Sri Lanka, China, Indonesia, and India to name a few. Such exploitation takes place early in children's lives through socio economic labor intensive activities. These include bonded labor, house servant labor, coal mining, urban factory labor, farm production, military service, prostitution and slavery. These are some of the trends that youth have been victims of. But by being victims of such trends, youth are also quite adaptable and are therefore likely to be key agents of changes in globalization (FAO, 2004: 5 – 7).

Pacific countries like Samoa are fortunate to be protected from these mainstream youth exploitation activities mainly because of their isolated locations. But also because of concern by Pacific island governments regarding the future of island populations, which will be in the hands of today's youth. However, it does not mean child exploitation is non-existent in Pacific countries. There is some degree of youth exploitation too in Samoa, mostly in farm production and street selling activities.

The importance of appropriate education and training is therefore an important factor for productive employability and/or occupation, especially in rural areas.

### **4.3 Best Practices in Education and Rural Youth Training – Asia**

Despite the problems of youth in Asian countries as aforementioned, there are also countries from which lessons can be learned in terms of best practices in education and rural youth training. Three countries that provide such lessons are Thailand, the Philippines and Japan<sup>67</sup>.

In Thailand and the Philippines, the mobilization of young farmers' organizations such as the Thanat Samakhee Club and the Tuga 4-H Club respectively, have empowered youth development in these two countries. Thailand has more than 6,600 4-H Clubs while more than 4,000 are active in the Philippines.

On the other hand Japan enables youth development through different types of agricultural education and training, firstly by the Government through its Ministry of Education and Sciences; and the Ministry of Agriculture, Forestry and Fisheries. On the organizational side farm youth training programs are run and administered by the Rural Youth Education Development Association (RYEDA).

In terms of best practices the Thanat Samakhee Club of Thailand utilizes need training approaches which include: 1) need-based training subjects selected through participatory consultation; 2) training conducted mainly by a "learning by doing" method and through sharing of knowledge and skills; and 3) on-the-job training through the community's income generating activities, bringing income to the Club funds, members and the community. (FAO, 2003: 7).

The Tuga 4-H Club of the Philippines on the other hand generates income through various projects involving its members. These include rice farming, tilapia culture, duck raising, and swine dispersal by male members, while females engage in gardening, ornamental production, and candy processing to name a few. Government agencies provide training on basic leadership, aquaculture, agricultural production and other topics

In Japan the use of an internship program in advanced farms gave rise to opportunities for future farmers and agricultural leaders to learn practical skills necessary for farm management. Under the management of RYEDA, the program played an instrumental role in providing practical experiences for farm youth and students at various levels on agricultural education.

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<sup>67</sup> FAO. (2003). *Best Practices for Education and Training of Rural Youth – Lessons from Asia*: Bangkok, Thailand. Limited space prevents a full profile of best practices from these countries in this report, however the full FAO report could be accessed online at [www.fao.org](http://www.fao.org) or copies could be obtained from the FAO/SAPA Office in Apia. These countries are given special mention because of their relative proximity to Samoa in the Asia-Pacific Rim region; also there has been a fair amount of cultural interaction and sharing between Samoans and people from the Philippines and Japan.

The brief descriptions above are but a glimpse of the extensive youth development programs going on in these Asian countries. There are lessons to be learned from these examples, which the FFS Project can adopt for youth development in rural areas in Samoa.

**Recommendation # 4.1: In developing rural youth programmes, the Division for Youth, with assistance from FAO in Samoa should seek out information regarding lessons to be learned on best practices for education and training for rural youth from the aforementioned experiences in the Philippines, Japan, Thailand; furthermore, experiences from other countries which could be identified through the FAO in Samoa. Lessons based on experiences from such countries could be examined in context and if applicable could be incorporated in the development of rural youth programmes in Samoa.**

#### **4.4 A Brief on Developments of Pacific Youth**

Small Island Developing States (SIDS) in the Pacific take a very serious stance on the issues facing youth today, so much so that the Pacific Youth Bureau (PYB<sup>68</sup>) was set up in 1998, during the First Regional Conference of Youth Ministers of the Pacific Community in Tahiti. PYB was mandated by Pacific governments to be the lead agency for Pacific youth. Prior to that, the mandate for youth was carried out under the Secretariat of the Pacific Community's (SPC) youth programme, which started in 1965 under the banner of *Youth and Adult Education*. It can be seen that addressing the needs and problems of youth on a Pacific regional basis has been going on for about four decades.

The PYB is headquartered in Noumea, New Caledonia and affiliated with other SPC programmes dealing with cultural affairs, demography, information/communication, public health, statistics, and two others – media and community education, based in Suva, Fiji. Collaborating with the Pacific Women's Bureau, the Cultural Affairs Programme, and the Community Education Training Centre, the PYB pursues the goal of “empowered Pacific Island women and young people and strong cultural identities.”

Regarding Pacific Youth, an agreement was reached in the aforesaid Pacific ministerial conference in 1998 to develop the *Pacific Youth Strategy 2005*, aimed at “creating and maintaining opportunities for young people to play an active role in the economic, social, cultural and spiritual development of their societies.” The *Pacific Youth Strategy 2005* was adopted by all official parties concerned with an understanding that emphasis would be placed on the need for “a broader and more integrated approach to address youth challenges at both national and regional levels.” Six programmes made manifest as a result of the *Pacific Youth Strategy 2005* are:

1. Pacifika Aspirations – focuses on full participation of young people in development.

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<sup>68</sup> Information provided by Dr. Peggy Fairbairn-Dunlop based on a mission she led “Review of the Pacific Bureau.”

2. Challenge Pacifika – calls for urgent action to implement positive practical responses to emerging issues including education, employment, youth health, the environment, juvenile delinquency and the promotion of peace.
3. Youth-lead Pacifika – focuses on skills development and capacity building through appropriate training.
4. Pacifika Advocacy – highlights the important role played by the private sector, churches, NGOs and youth organizations in youth development.
5. Infoshare Pacifika – focuses on collection, compilation and dissemination of information on youth development.
6. Pacifika Empowerment – focuses on assistance to the 12 SPC Small Island States and supports entrepreneurial initiatives from young people in all member countries and territories. (Fairbairn – Dunlop, 2005).

A more focused strategic plan for 2003 – 2005 was developed based on the above platform, with the following priority objectives:

1. Holistic, gender-inclusive and responsive national youth policies developed by PICTs
2. Strengthened youth organizations
3. A greater number of skilled young people
4. Young people better informed about regional trends and best practice in youth development. (Fairbairn-Dunlop, *ibid.*).

With regards to the above-mentioned 2003 – 2005 strategic plan, a review found that:

1. There is still an urgent need in the region for leadership, coordination and advocacy of youth issues, especially at regional level;
2. Youth are not a high priority in PICTs in terms of political will, budget allocations or administrative provisions; and
3. There is a need for youth participation in regional, national and community decision-making forums or at the very least, that youth concerns be taken into account at these meetings. (Fairbairn – Dunlop, *ibid.*).

These findings reflect the reality that changes take place relatively slowly in Pacific island communities, especially in the context of “the Pacific’s largely family based traditional communities where youth were expected to be silent until it was their time to lead.” (Fairbairn-Dunlop, 2005: 4). This blanket generalization does not hold true in some Pacific communities and organizations where recognition of youth roles in leadership and other talents are held in esteem.

**Recommendation # 4.2: Representation of Samoan rural youth for participation in regional forums should be facilitated through the Division for Youth of MWCSO, which has links to the 6 programmes based on the *Pacific Youth Strategy 2005*. The mechanism for participation should be strengthened through selected youth representatives participating in conferences and forums using state-of-the-art communication technology including video broadcasting and voice media available through institutions like the National University of Samoa.**

#### **4.5 Declaration by Pacific Youth Leaders on Millennium Development Goals**

Youth leaders of 13 Pacific Island countries<sup>69</sup> made a formal declaration on the 8 UN Millennium Development Goals to be achieved by 2015, during a summit held in Samoa<sup>70</sup> from 9 – 12 May 2005<sup>71</sup>. The declaration known as the ‘Pacific Tofamamao 2015 Declaration of the Pacific Youth Summit for MDGs’ made positive affirmations by the aforesaid youth leaders regarding the need to strategize and take action regarding all 8 MDGs<sup>72</sup>.

All 8 MDGs play an important role on the development of all youths, but in terms of rural youth programme development in Samoa, the four that are paramount within the context of this paper are:

MDG 1: Eradicate Poverty and Hunger

MDG 2: Achieve Universal Primary Education

MDG 7: Ensure Environmental Sustainability

MDG 8: To Develop a Global Partnership for Development

The declared positions of the Pacific Youth leaders on the 4 MDGs mentioned above are summarized as follows:

On MDG 1, Pacific youth leaders urge the identification of poverty of opportunity situations and accessibility to basic services through research, and to find ways for youth to engage in the development of poverty reduction strategies.

On MDG 2, Pacific Youth Leaders recognize the key role of education in the development of young people, more so towards maintaining peace, equity and sustainability in the Pacific. Because of the current situation in many countries in which there is limited access to education, it is important to create initiatives to encourage young people to participate in formal education, and to ensure that such education is affordable for low-income families.

On MDG 7, Pacific Youth Leaders are concerned by the little progress made to save national environmental resources despite the significant funding resources committed through national policies and programmes. To that end there is a need to strategically address environment exploitation. Weak sustainable development policies and national planning frameworks, and even lack of legislation have led to enforcement problems. Environmental education and youth awareness programmes have been restricted by a

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<sup>69</sup> Cook Islands, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu.

<sup>70</sup> Held at the Catholic Church’s Tofamamao Centre

<sup>71</sup> Participating UN Agencies were UNDP, UNESCO, UNICEF, WHO, and UNAIDS in collaboration with GOS through the Ministry of Women, Community and Social Development

<sup>72</sup> MDG 1: Eradicate Poverty and Hunger; MDG 2: Achieve Universal Primary Education; MDG 3: Promote Gender Equality and Empower Women; MDG 4: Reduce Child Mortality; MDG 5: Improve Maternal Health; MDG 6: Combat HIV/AIDS and Other Diseases; MDG 7: Ensure Environmental Sustainability; and MDG 8: To Develop a Global Partnership for Development.

lack of data and statistics. The sustainability of environmental projects has been compromised by the lack of resources and management.

On MDG 8, Pacific Youth Leaders urge the strengthening of global partnerships to give youth the chance to become active partners and beneficiaries in development. The provision of new opportunities for isolated youth to be part of the global economy can be achieved through resourcefulness and development of innovative ideas to create sustainable livelihoods.

#### **4.5 Summary**

Rural youth development projects in Samoa including the FFS Project under the TALAVOU Programme have been initiated by GOS based on the premise of youth playing an important role in rural development and agriculture, in line with the National Youth Policy vision of youth having the freedom to enjoy all human rights in what they want to pursue in life. Thus interested youth are encouraged to actively engage in agricultural and rural development pursuits to improve their welfare.

On a global scale many youths are adversely affected by problems of overpopulation and minimal resources especially in education and employment. This has led to widespread youth exploitation, and youth in their early years are subject to the likes of bonded labour, slavery, prostitution and so on, as seen in Asia.

Examples of best practices for education and training of rural youth have been selected from the Philippines, Japan and Thailand. There are many other examples from different countries, including the ones already mentioned from Samoa. The mobilization of young farmer organizations and the institution of rural youth training have given a boost to the empowerment of youth development in these countries. Best practices are made manifest in agricultural community projects and training activities, plus agricultural education through Government institutions and private organizations.

In the Pacific concern for youth has seen the establishment the Pacific Youth Bureau to be the lead agency for Pacific youth. The development of the *Pacific Youth Strategy 2005* has led to the implementation of 6 programmes for youth empowerment. Despite this effort, changes are slow to come about in terms of advocating youth issues at the regional level; prioritizing youth in terms of political will, budget allocations etc.; and recognizing youth in terms of their participation in regional forums.

Lastly, in relation to rural youth development issues, Pacific Youth Leaders have declared that firstly, poverty is a reality faced by Pacific peoples, hence there is a need to develop and formulate poverty reduction strategies. They also recognize the importance of education for young people as a means to promote Pacific unity; it is important that young people can access affordable formal education. Pacific Youth Leaders are also very concerned about the weaknesses evident in national frameworks on policy planning and legislative processes, and the lack of enforcement strategies that have resulted in environmental exploitation of Pacific countries. Lastly, Pacific Youth Leaders see the

importance of youth participation in global partnerships to contribute towards national development in the region.

All of the Millennium Development Goal issues on which declarations have been made by Pacific Youth Leaders have been given due recognition by GOS and its partner institutions and have taken steps towards the attainment of the said MDGs.

## 5. **Conclusions**

- a. The overall development of Samoa over recent years has been positively affected by the role that youth have played through active and productive participation in economic activities in both rural and urban contexts.
- b. The role played by GOS and Youth Service Providers in the provision of formal and non-formal education programmes has assisted greatly in the development of youth in Samoa. However, there are specific gaps that still need to be addressed, for example, the fall out of youth during secondary school years where there is a need to upskill dropouts for employment in the both public and private sectors.
- c. Churches play a prominent role in the non-school sector involving youth, especially in the forming of youth groups affiliated with church programmes. Churches, religious organizations and other youth service providers have greatly assisted in bringing about a stabilizing effect through their own youth development programmes in Samoa.
- d. The partnering role of GOS of Samoa, UN Agencies and NGOs in the TALAVOU Programme is a major step forward for youth development in Samoa, where the UN Millennium Development Goals are further consolidated in terms of education and the upskilling of youth for productive roles in society. The TALAVOU Programme will help address some of the shortfalls such as the need to train secondary school dropouts for employment or getting them back into formal education system.
- e. The pivotal role that the Division for Youth plays in youth development programmes including rural youth, places a huge responsibility on DFY to manage and achieve all of its mandates. It implies careful planning and proper delegation of responsibilities in collaboration with partner youth service provider organizations.
- f. There is potential for all church youth clubs (*autalavou*) to raise their own funds for youth development activities by combining a business and

agricultural projects approach. Less successful clubs can learn from best practices employed by the successful ones.

- g. Youth clubs and organizations can access credit facilities if so desired through the facilitating services of the Samoa Business Enterprise Center, provided they meet the conditions of lending institutions such as banks.
- h. There is local market potential for rural youth business enterprises, for agricultural products, crafts and other consumer goods, provided that youth clubs develop a business plan and carry out a proper analysis of what is needed on the market.
- i. Best practices of youth clubs from other countries are at best, experiences to learn from, but such practices should not be adopted because of the relativity of contexts, such as the cultural, economic, social and religious. However, best practices from youth clubs within Samoa itself can be adopted and adapted to, because of the similarity of situations.
- j. There is a huge potential to increase the level of participation by rural youth of Samoa in regional youth forums to share and interact with youth from other countries regarding the realization of the Millennium Development Goals, and to work on the important task of achieving peace and stability in the Pacific.
- k. The recommendations made in this paper provide a broad strategic framework on which action plans could be drafted for implementing agricultural and rural youth development programmes in Samoa.

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