



**Perspectives of Post School Education and Training  
Stakeholders involved in the Apprenticeship Scheme in  
Samoa**

**Prepared by Fauono Sina Mualia**

**Research Policy and Planning Division  
September 2010**

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>1. INTRODUCTION</b>	<b>7</b>
Background	7
Objectives	8
<b>2. METHODOLOGY</b>	<b>8</b>
<b>3. LITERATURE REVIEW</b>	<b>10</b>
<b>4. DATA ANALYSIS</b>	<b>13</b>
3.1 MCIL	13
3.2 NUS Management and Teaching Staff	16
3.3 The Apprentices	27
3.4 Employers	30
<b>5. ISSUES AND CONSIDERATIONS</b>	<b>33</b>
5.1 Outdated legislation governing the Apprenticeship Scheme	33
5.2 Limited Providers to deliver Apprenticeship Scheme courses in Samoa	34
5.3 MCIL's selection process for 'apprenticeship' eligibility	34
5.4 Apprentices dropping out of the Scheme without completing the program and obtaining the qualification	35
5.5 Alignment of the theory and practical components of the Scheme	36
5.6 The need for local standards to be established	37
5.7 Quality Assurance arrangements with regard to the Qualification	37
5.8 Lack of apprentice monitoring	38
5.9 Contract arrangements	39
5.10 Industry Advisory Group (IAP) Meetings and feedback from Industry	39
5.11 Lack of Resources or Materials	39
5.12 Training for Lecturers	40
5.13 Age and Qualification Bias	40
5.14 Scheduled time for classes	41
5.15 Fees	41
5.16 The need for more promoting and marketing of the Scheme	42
5.17 Trade Advisory Panel (TAP) Meetings	42
5.18 Further expansion of the Scheme	42
5.19 Clarification of roles and responsibilities	43
5.20 Representation on the Trade Advisory Council	43

<b>6. CONCLUSION</b>	<b>43</b>
<b>7. RECOMMENDATIONS</b>	<b>44</b>
<b>8. APPENDICES</b>	<b>47</b>
Appendix 1: Letter to Provider	47
Appendix 2: Letter to Employer	48
Appendix 3: Apprenticeship Scheme New Fees Structure Breakdown for 2009-2010	49
Appendix 4: Questions for Ministry of Commerce, Industry and Labour on the Apprenticeship Scheme	50
Appendix 5: Questions for NUS Management Staff Interviews on the Apprenticeship Scheme	51
Appendix 6: Lecturer Questionnaire for Apprenticeship Scheme	52
Appendix 7: Student Questionnaire for Apprenticeship Scheme	55
Appendix 8: Employer Questionnaire for Apprenticeship Scheme	58
Appendix 9: Student Responses to Questionnaire for Apprenticeship Scheme	61
Appendix 10: Employer Responses to Questionnaire for Apprenticeship Scheme	78
Appendix 11: Learning Pathway Identified towards the Samoa National Trade Certificate	83
<b>8. REFERENCES</b>	<b>84</b>

## **EXECUTIVE SUMMARY**

In 2006, the Samoa Qualifications Authority (SQA) conducted a study on the status of Post School Education and Training (PSET) in Samoa. This study which enabled initial data collection to be captured from PSET Providers in Samoa was crucial as it provided Government through the newly established SQA with the necessary information to assist in the development of new policies relevant to the Post School Education and Training sub-sector.

It was recommended from the study that there were quite a few areas that SQA needed to carry out research on before it would be in a good position to advise government appropriately on areas within the PSET sub-sector that needed strengthening.

One important area recommended in the study as a research topic related to the assessment and possible expansion of the current apprentice scheme.

The main objectives of this study was to seek views of PSET stakeholders involved in the Apprenticeship Scheme and to explore whether there were any possible opportunities for expanding the trades under the Scheme.

The three main stakeholder groups involved in the Scheme (NUS lecturers, the apprentices and their employers) as well as the Government Ministry (The Ministry of Commerce, Industry and Labour) responsible for its administration were approached for their views regarding the study through either personal interviews or questionnaires.

Forty six responses were able to be obtained from a total of 48 people originally targeted for personal interviews and surveys - 11 from NUS (3 from management and 8 teaching staff); 25 apprentices representing all of the 7 trades; 7 employers (representing each trade); and 3 from MCIL.

The study itself took approximately 9 months to complete and some findings, issues and considerations are as follows.

### **The main findings from the Study are:**

- All 3 main stakeholder groups agreed that the Apprenticeship Scheme was a benefit to Samoa and its people.
- 100% of each stakeholder group agreed that the Apprenticeship Scheme was not in any way gender biased.
- Seven from 8 (or 87.5%) of the teaching staff responded that the administration of the Scheme leaned more towards 'ineffectiveness'; Seventeen from 25 (or 68%) of the

apprentices rated the teaching aspect of the Scheme as being very effective whereas employers gave a mixed response with 14% saying the Scheme was very effective and 29% suggesting that it wasn't.

- About 92% of the total number of apprentices interviewed were aware of the fees changes and the contribution they now had to make.
- One hundred percent (100%) of the teaching staff believed that the increase in fees was justifiable; 86% of employers suggested that it wasn't and 52% of the apprentices also believed it was unjustified.
- Fifty percent (50%) of the teaching staff conveyed the importance of maintaining relationships with employers of their students whereas 6 employers (or 86%) relayed that they did not liaise at all with the lecturers.
- Five out of the 7 employers (or 71%) indicated that they were members of an Industry Advisory Panel (IAP) but highlighted that IAP meetings were irregular.
- A concern was shown by both NUS and Employers regarding the fact that there was either a lack of or no existing local standards for trades in Samoa.
- The majority of the 3 main stakeholder groups agreed that the Scheme should be expanded to include other trades and professions: 100% of the teaching staff; 92% of the apprentices and 86% of employers agreed.
- The proposition of government scholarships for apprentices (if there were to be any) was greatly welcomed by some students and employers.

**The Study also identified some key issues: These are**

- The need for the Apprenticeship Scheme to be reviewed
- There are limited Providers to deliver Apprenticeship Scheme courses in Samoa
- The need for local 'trades' standards to be established
- Quality Assurance arrangements with regard to the Qualification
- Students drop out of the Scheme early without completing the program and obtaining the award or qualification
- Further training for Lecturers
- Lack of resources or materials
- Irregularity of Trade Advisory Panel (TAP) and Industry Advisory Group (IAP) meetings and feedback from Industry

**In relation to the issues mentioned, the following could be possible ways to address or approach these issues:**

- The outdated Apprenticeship Act governing the Scheme should be reviewed.

- Providers' collaborative efforts in trying to meet SQA's quality assurance requirements would give more confidence to MCIL to open up the opportunity for them to deliver courses under the Scheme on their behalf in the future.
- A more pro-active and collaborative approach can be taken by both SQA and MCIL to work together with relevant stakeholder groups to expedite work in setting up standards for the 'trades' given their respective mandates which look at both setting up and facilitating the establishment of standards.
- PSET stakeholders' (which also includes MCIL) are now aware of Quality Assurance (QA) requirements given public consultations and workshops already carried out by SQA, and should pursue further dialogue with SQA to work towards registering their qualification(s) on the Samoa Qualifications Framework
- Instigate initiatives such as a strong marketing campaign to encourage more students to enter the program and obtain qualifications.
- MCIL could assist with providing further training for lecturers via short term training attachments that can be made possible by both the New Zealand and Australian Governments.
- The possibility of PSET Providers co-sharing their existing resources or establishing minimum resource requirements needed to deliver the apprenticeship training program effectively.
- TAPs and IAPs need to be more pro-active given the need to regularly update curriculum as well as establish standards. A full review of the Scheme could bring about the much needed collaboration between stakeholder groups and help strengthen their commitment in achieving specific goals where it concerns operations of the Scheme.

It is clear from the research conducted that there are presently quite a number of issues concerning the current operations of the Scheme that need to be strengthened. Areas highlighted by all 3 main stakeholders as well as the administering Government Ministry reveal weaknesses within the Scheme that merits its urgent review.

As such, a full fledged review of the outdated legislation governing the Scheme is warranted. Further research should also be carried out by the Research, Policy and Planning Division on how Fiji's Training and Productivity Authority presently operates its Levy/Grants Scheme to see whether it could be something Samoa could possibly adopt so as to assist with meeting costs of training needs for the trades in Samoa.

Given the nature of the Scheme falling under the scope of PSET, SQA's representation on the Apprenticeship Council should perhaps be considered and opportunities to attach personnel from SQA, MCIL and NUS with appropriate Authorities overseas should also be explored under country

partnership agreements to investigate how the Apprenticeship Schemes operate in these countries and whether ideas could be gained from them to assist with the possible development of policies which will not only strengthen operations of Samoa's Apprenticeship Scheme but PSET as a whole.

## **1. INTRODUCTION**

### **Background**

In 2006, the Samoa Qualifications Authority was formally established with the overall purpose to provide policy advice, co-ordinate, monitor and quality assure Post School Education and Training in Samoa.

More specifically, and where it concerns research studies such as this report, SQA was made responsible for carrying out the following functions listed in detail in section 4 of the SQA Act 2010.

- a) Provide policy advice to Government on strategies and priorities for post school education and training;*
- b) Monitor and report to Government and the post school education sector, on the activities, resourcing and overall performance of the post school education sector in relation to national strategic goals for economic, social and cultural development;*
- c) Provide advice to Government and the post school education sector on findings and implications arising from research, monitoring or evaluation conducted by the Authority or other agencies, bodies or persons;*
- e) Coordinate and strengthen all post school education and training so as to better focus the post school education sector on national development goals and to promote and develop articulation among programmes;*

During the same year SQA was formally established, the Research, Policy and Planning Division of the Authority conducted its first study on the status of Post School Education and Training (PSET) in Samoa. This study enabled initial data collection to be captured from PSET Providers in Samoa and also provided Government with the necessary information to assist in the development of new policies relevant to PSET.

The study also included recommendations of some topics that SQA needed to carry out research on before it would be in a good position to advise government appropriately on areas within the PSET sub-sector that needed strengthening.

One important research topic was the assessment and possible expansion of the current Apprenticeship Scheme in Samoa. The research is warranted given the following reasons.

1. Issues such as funding and courses seen as being 'gender biased' relating to the Apprentice Scheme were raised by some Providers during interviews for the PSET initial data collection study;

2. There has not been a study conducted on the Apprenticeship Scheme yet which documents views of major stakeholders concerning how the Scheme has been operating, particularly from a PSET perspective; and
3. It has now been nearly 38 years since the Apprenticeship Act was established and with it the existence of the Apprenticeship Scheme. Given SQA's mandate, it is therefore a necessity to keep the Samoan Government updated and informed of the investment the Apprenticeship Scheme is making to PSET within the Education sector.

### **Objectives**

The main objectives of this study are as follows.

1. To seek views of PSET stakeholders involved in the Apprenticeship Scheme; and
2. To explore whether there were any possible opportunities for expanding the trades under the Scheme.

## **2. METHODOLOGY**

The following methodology was used to assist the researcher to address the objectives of the study.

(a) As a first step, it was necessary to carry out a desk research or literature review to enable the researcher to see if there were any other reports or key studies carried out that were relevant to the topic.

Information relevant to the study was specifically found from two main sources. These sources were the Ministry of Commerce, Industry and Labour (MCIL) and SQA.

Legislation relevant to the Scheme and a draft of a proposed project that MCIL had been working on were able to be obtained by SQA through on-going working relations.

From the SQA's side, the Authority's Report on Initial Data Collection from Post School Education and Training Providers 2007 and an SQA PSET Provider Questionnaire filled in by the Ministry of Commerce, Industry and Labour (MCIL) for the purpose of publishing PSET Performance data for the years 2007-2009 were also used as source documents for this report. Information from these sources assisted with the write up of certain parts of this report and is acknowledged accordingly throughout the report where appropriate.

(b) Secondly, it was necessary to obtain stakeholder views or perspectives from the main stakeholder groups involved in the Apprenticeship Scheme. These included the Government Ministry responsible for administration of the Scheme, the PSET Provider that delivered the courses offered

under the Scheme, the apprentices undertaking these courses as well as the employers' representing each of the seven approved apprentices under the Scheme.

Stakeholder views were expressed through either personal interviews carried out or questionnaires.

#### Approach taken with the Stakeholder Groups

(a) In approaching the Ministry of Commerce, Industry and Labour (MCIL) responsible for administration of the Scheme, appointments were made via telephone for meetings with the Chief Executive Officer and the appropriate personnel from the Apprenticeship, Employment and Labour Market Information Division that handled matters pertaining to the Scheme.

These appointments were carried out as scheduled and the feedback from the interviews was recorded accordingly.

(b) With regard to the Provider that delivered the courses offered under the Scheme and the apprentices undertaking these courses, a letter was sent to the Vice Chancellor of the National University of Samoa (NUS) requesting for possible meetings or interviews with relevant staff, lecturers and 3 – 4 students (or apprentices) from their Institution from each of the approved 'trades' to carry out individual discussions with. The main emphasis was to solicit views on the Scheme and its potential for expansion.

The researcher also attached a schedule of possible dates and times for such meetings or interviews to take place in order to facilitate work in relation to the study. A copy of this letter is shown in Appendix 1.

In carrying out this part of the study, appointments made for meetings were sometimes not forthcoming given the unavailability of some NUS staff, exams as well as some interviews not keeping to its specified time limit.

As such, the researcher has had to visit NUS several times in order to get interviews with either another lecturer or tutor for a specific trade that needed to be covered for the interviews.

Where it concerned the apprentices, by the time interviews with lecturers had been completed, NUS had finished semester exams and students were unfortunately not available to be interviewed face to face. An attempt had then been made by the researcher to get a hold of student contacts from lecturers so that the researcher could contact them herself regarding the study.

However, it had become quite problematic getting a hold of some lecturers via telephone and emails that eventually MCIL was approached for assistance for some student contacts in order to gain feedback from a good representation of this group.

MCIL forwarded their updated list of students of which the researcher then used to select 3 - 4 students from each trade to carry out a survey on. A questionnaire was developed accordingly to cater for this survey that was carried out via telephone due to the constraints posed by the availability of suitable times for conducting interviews face to face with apprentices who were working and could only spare time during their short breaks or lunch hour for answering questions.

(c) And finally, an Employer representing each of the seven trades approved for under the Apprenticeship Scheme was also sent a letter requesting their views on the scheme. Questionnaires were used to obtain their feedback and these were attached to the letters that had been sent out.

Please refer to Appendix 2 for a sample of the letter distributed to the seven Employers.

Minor difficulties were experienced with this stakeholder group when following up questionnaires when compared with follow ups involving the groups in (b) above. A letter had to be sent out to an additional employer because of unsuccessful attempts in obtaining a final questionnaire from one employer that was included amongst the original seven distributed with questionnaires.

It took approximately nine months (from November 2009 to July 2010) for both the interviews and questionnaires to be completed. However, two interviews with MCIL had taken place prior to beginning the study as preparatory work for it.

Eventually the study was wrapped up and the researcher was then in a position to carry out an analysis on the data that was collated.

### **3. LITERATURE REVIEW**

The following review gives both a background to what the Apprenticeship Scheme is all about and how it developed overtime to what it is presently.

According to the Apprenticeship Act 1972, the word *Apprenticeship* is defined as 'a system whereby an employer undertakes by contract to employ a person and to train him or have him trained systematically for a trade, for a period the duration of which is fixed in advance and in the course of which the apprentice is bound to work in the employer's service'.

The Apprenticeship Scheme in Samoa exists by way of the Apprenticeship Act 1972 that was established to make provision for apprenticeship in certain trades. The purpose of the Scheme

essentially encourages people who were currently working in the approved 'trades' areas under the Act to go back to school to upgrade their skills and to get formal qualifications<sup>1</sup> According to one interviewee from MCIL "Basically those whom are employed, self employed and have got the experience but have no formal qualification to their names are the ones targeted for the training".

When the Scheme was first established, both the former Education and Labour Departments jointly administered the Scheme. The apprenticeship training itself involved two main components. The 'practical' training was provided on-the-job (OJT) by the apprentice's employer while the 'theoretical' aspect of the training was provided by the Trades Training Institute (TTI), which was then part of the Education Department.

In 1993, TTI was then separated from the Education Department to form the Western Samoa Polytechnic, an autonomous institution under the Samoa Polytechnic Act 1993. As a consequence of these changes, the Apprenticeship Act was amended accordingly in 1994 and the institutional training of apprentices continued to be provided by the Samoa Polytechnic under the general supervision of the Apprenticeship Council and the requirements of the Apprenticeship Act.

According to the Apprenticeship Act, membership of this Apprenticeship Council comprised of representatives from Industry, Corporations and Government Ministries, of which the Commissioner of Labour (during that time) was the chairperson for. The Government representatives included the Directors of Works and Education as well as the Chairman of the Public Service Commission. The Western Samoa Polytechnic was represented by its Chief Executive Officer, Chamber of Commerce by its President and the remaining three members represented the nominated employees within the building, engineering and electrical trades.

Students looking to enter the Scheme's four year program during this time period needed to complete Year 11. Today however, students are eligible to enter the second year of the program under the Scheme upon having completed 2 years at NUS's Institute of Technology (IoT). Once accepted into the program, they then became apprentices and were subject to a 6 month probationary period after which if they gained their employer's confidence or satisfaction with regard to their progress and attendance to classes, the employer would then sign a *contract* which showed their commitment in agreeing to pay for the apprentice's fees for the duration of the whole program.

A *Certificate of Due Completion* was subsequently awarded if an apprentice passed all of his or her exams after the 3 -4 year period. Once they have attained this Certificate, they are then eligible to sit

---

<sup>1</sup> Report on Initial Data Collection from Post School Education and Training Providers, SQA, Feb 2007, p.31

a special exam that when passed, it would enable them to receive the Samoa National Trade Certificate.

The trades by which the apprentices could specialize in under the Scheme included motor mechanics, electrical, fitting and machinery, welding, plumbing and carpentry and joinery and more recently refrigeration followed by air-conditioning.

As a requirement under the Apprenticeship Act, each trade should have a Trade Advisory Panel (TAP). The TAP was responsible for setting the syllabus, the trades test and the trade standards for its trade under the Scheme. Each panel consists of 3 members, all of whom should be qualified tradesmen. Membership must consist of a senior lecturer of the trade, a member of the Apprenticeship Council and the third member must represent the industry.

OJT Report Forms given by MCIL to employers are used to assess the practical side of the Scheme. These are then returned to MCIL after students have been assessed by employers together with student results from exams sat at IoT from the Scheme's lecturer.

MCIL then compiles and records the combined results for all students. When all of the results have been received, students can then obtain their results from MCIL.

MCIL is also responsible for carrying out daily inspections to work sites. Presently there are 3 officers responsible for these inspections. Investigations for terminations of students under the Scheme are on a case by case basis and are conducted by the senior inspector.

As the Scheme progressed throughout the years, in 2006, further changes that impacted on how the Scheme operated are worthy of mentioning. During this year, the Samoa Polytechnic merged with the National University of Samoa (NUS) under a new NUS Act. The merge raised technical and legal issues and it resulted in conflicting mandates with regards to the training of apprentices and whether 'apprentices' were to be NUS students or not.

Because of these changes, in 2009, some options were discussed and looked at by the Apprenticeship Council to address the changes. These were as follows:

1. Amend the NUS Act to align with the Apprenticeship Act
2. Amend the Apprenticeship Act to align with the NUS Act; or
3. Both Acts to remain as is but for the Apprenticeship Council to enter into a contract with NUS. In the contract, it would stipulate that NUS would deliver the program on the Council's behalf and get paid for this service.

The third option was agreed to by the Apprenticeship Council and as such is how the Scheme currently operates at present. In addition to this, apprenticeship fees were also increased accordingly to meet these costs as well as other expenses relating to operations of the Scheme (e.g., cost of consumables used for class practicals which increased over the years).

It should be noted that the last 'fees' increase occurred in 1996 and were within the range of \$75 to \$150 per annum. A break down of the new fees structure is given in Appendix 3.

#### **4. DATA ANALYSIS AND RESULTS**

In analyzing the information and data that was collected, stakeholder group responses to the interviews and questionnaires were looked at separately. In addition, the methods and techniques employed regarding the analysis of the data were either quantitative or qualitative depending upon the questions that were asked of individuals.

##### **4.1 MCIL**

Some specific questions were posed to the outgoing Chief Executive Officer and the appropriate personnel from the Apprenticeship, Employment and Labour Market Information Division that handled matters pertaining to the Scheme. These questions appear in Appendix 4 of the report and responses to some of them may have already been touched upon in the write up under the Literature Review section. As such, only responses that may differ from the review or expand upon it will be covered here.

It was relayed by MCIL that there would always be a demand for people in the trades as the tendency for scholarship awards during the early days of the Scheme mainly geared towards the academic areas (e.g., doctors, lawyers and teachers). The Scheme was therefore seen as a way of developing people's skills that could not go on scholarship overseas.

A person could only get into the Scheme if they were employed as part of the training. There must be a qualified tradesman on the work site to carry out the training (i.e. ratio of 1:1) but this has not always been the case as there have been cases where MCIL has found ratios of one tradesman to three (1:3) students or apprentices.

One interviewee relayed that from 1972 – 2009, there has always been a demand for this form of training. Lately, the numbers have increased but in the past, there was a time when numbers dropped. During the time of the interview, there were 53 new apprentices. One hundred were from 2008 and in 2007, there were close to 200.

The general feedback from employers was that people that undertook training through the Scheme were generally better than those who had not. They however noted that the 'brain drain' problem would still remain as quite a few of the apprentices would migrate overseas or get lucky in the New Zealand quota scheme.

In relation to being responsible for administering the Scheme and any suggestions to further improve it, MCIL noted the problem of there being 'limited providers' that still existed in Samoa. 'If there was more than one Provider, the appropriate thing to do would be to call for tenders to deliver the programs. Tenders could be opened to Don Bosco and other Providers but we cannot see this happening in the foreseeable future but perhaps down the track 10-15 years from now'.

MCIL mentioned that last year (2008), the Scheme was suspended although the on-the-job- training (OJT) aspect still continued. The National University of Samoa's part halted due to a lack of staff. Student feedback on NUS's part in the Scheme revealed that some lecturers either came late or did not turn up at all to class.

Contractual arrangements were also in the pipeline for NUS to deliver programs on behalf of the Apprenticeship Council at a cost of \$200-250,000 per annum based on 200 apprentices and an annual fee of \$500 per year. The contract would be performance based and it would be stipulated as a standard in the contract but it was not yet finalized.

Before the proposal for the new contractual arrangements could go through, the Apprenticeship Council needed to get feedback from the employers of the apprentices as they were an important stakeholder in the Apprenticeship Scheme. The Council's proposal to the employers included a restructuring of the 'fees' to cater for the new contractual arrangements with NUS.

In its initial proposal to employers, the Council recommended a three-way split for apprenticeship 'fees'. Employers would pay 40% (approx \$200), the apprentice would pay the other 40% (also \$200) while the Samoan Government would subsidize the remaining 20% (or \$100). The rationale for the split was based on the fact that all three parties were beneficiaries of the training. Furthermore, fees needed to be increased as they had remained within the range of \$75 - \$150 (depending upon what year the apprentice was in at IoT) for more than 12 years.

However, as indicated from the new fees structure in Appendix 3, the recommendation in the initial proposal for fees did not eventuate as the annual fee of \$500 per year for all trades was not accepted as well as the three- way split suggested for the fees above. The split ultimately ended up with the Samoan Government paying for half of the fees (50%), employers paying for 30% while the apprentices paid for the remaining 20%.

With regard to whether the Apprenticeship Act was to be reviewed, it was conveyed that it was MCIL's intention for the Act to be reviewed following the Labour and Employment Act of 1972 that went to the Cabinet and Development Committee (CDC) Meeting. The review of the Apprenticeship Act would be more than just a review but one that took into account changes that have occurred within the apprenticeship trades given the passage of time.

No formal tracers on graduates from the Scheme had been conducted to date by MCIL. However, it had been revealed by one interviewee that only a few people have not carried on in the trades after undergoing the program. Factors such as family obligations (e.g., becoming a new parent, etc) or having passed away while working on the job have been indicated as being some of the reasons trades people do not carry on.

Of those continuing on after undergoing the program, some have still remained with their employers, others have managed to find employment with various companies or private contractors in Samoa and quite a number who have moved overseas (be it because the whole family has moved, success under New Zealand's quota system or for job opportunities), have come back to MCIL to ask for references or a copy of their completed certificates so as to obtain jobs in some workplaces overseas.

On whether the Scheme should be expanded to include other trades, it was relayed that there was a provision in the Apprentice Act whereby additional trades could be added onto the existing Schedule of approved trades in the Act. The process was there where MCIL recommends, it goes to the Head of State for his assent before going to Parliament and then passed as law. In the past, an '**Aircraft mechanics**' application was received from the Polynesian Airlines. Their main motive was to conduct their own training for aircraft mechanics at Faleolo (on the site) that would then finish off with training in Malaysia or Singapore. There was a requirement by the International Civil Aviation Body for training to be registered as an apprenticeship in Samoa before being given the approval by them. MCIL recommended against it as it was too costly for Government and it only catered for one employer. The rules under the Apprenticeship Scheme required that part of the training was to be undertaken at the Samoan Polytechnic and at the work site. If 'aircraft mechanics' was accepted, it would mean that the Samoan Polytechnic would have to have a lecturer for this one employer as well as set up the standards, so the option given by Polynesian Airlines was that they would provide the venue and trainer as well as OJT. MCIL declined on the basis of there being no business plan submitted to ensure continuity and it was seen to be costly for both the Samoa Polytechnic and the Samoan Government.

A more recent application for '**Air conditioning**' came from the Chamber of Commerce and Industry. They provided statistics and MCIL carried out an investigation. During that time, the Samoa

Polytechnic had existing course materials on this trade as well as the necessary facilities to deliver the course/ training. So the decision was to have Air conditioning approved.

An application also came in for '*Hospitality and Tourism*'. IoT had existing materials and MCIL could explore this upon the Institution having gained experience. The main factor was the demand for it and MCIL needed to know whether there were enough numbers for it to start and thus lead to cost effectiveness. One interviewee quotes 'the first year can be controlled with numbers but the second and third years would be a bit hard'.

Where it concerned ownership of the Qualification and the courses under the Scheme, these as pointed out by MCIL were owned by the Council. The Apprenticeship Act supports this comment. Once students had attained their Certificates of Due Completion, they were then eligible to sit a special exam that when passed, would enable them to receive the Samoa National Trade Certificate.

And finally, with regard to the possible level the Certificate of Due Completion should fall on the Samoa Qualifications Framework, MCIL felt the qualification should sit at the Diploma level given both their understanding from SQA workshops on the Framework as well as the fact that the 'Due Completion' Certificate was higher in comparison to Intermediate Trade Certificates from NUS- IoT.

#### **4.2 NUS MANAGEMENT STAFF AND TEACHING STAFF**

Set questions had been prepared for the three NUS management staff that comprised of the Vice Chancellor, his deputy and the Head of the School of Engineering. Interviews with these individuals took place in November 2009 respectively. Please refer to Appendix 5 to view these questions.

A combined response will firstly be given for discussions that were carried out with these individuals followed by a joint response from the teaching staff (i.e. lecturers or tutors) who were directly responsible for delivering the courses under the Scheme.

##### **NUS Management Staff**

The NUS Management team viewed the Apprenticeship Scheme as being a beneficial scheme for Samoa. One interviewee relayed that "Basically the Apprenticeship Scheme is a world wide scheme that provides *another pathway* whereby young people could work and train at the same time. This pathway is an alternative to 'fulltime' schooling, as some students with a number of years of secondary schooling drop out (for various reasons), work for a number of years and get some 'know how' before coming to NUS."

The success of the Scheme since its establishment has depended and continues to depend upon the following:

### Selection of Apprentices

NUS had indicated that over time, the Scheme has unfortunately become an *alternative pathway* for entry into the Institute of Technology (IoT). Because the responsibility lies with MCIL in selecting people to undertake courses under the Apprenticeship Scheme, it has created a problem for NUS with regard to the academic capability and background of some people who have been accepted into the Scheme through applications made directly to MCIL. These people may not have necessarily undertaken NUS's IoT intermediate certificate (trades) courses.

It was conveyed that some past apprenticeships accepted into the Scheme via the MCIL selection process were fairly old and could not read and write in the English language. Lecturers were frustrated if there was a high failure rate but could not do anything about it because they did not have a 'say' in how applicants were chosen. For example, a truck driver could get into the Scheme if approved without any proper academic training as well as someone who was working as a night security watchman to study motor mechanics.

Out of this situation, 'trades testing' was introduced as a means of assisting some apprentices who could not cope with the course material. NUS does not actually deliver the Trade Test itself, however, their lecturers are involved in terms of inputting into the contents of the test.

### Delivery of Training

The NUS management was quite clear with the arrangement that MCIL administered the Scheme while their Institution was responsible for delivering the courses. In 2000, when the Samoa Polytechnic existed, the curriculum for the Apprenticeship Scheme was received from the Australian Government through an institutional strengthening project. Having the curriculum in place led to Industry Advisory Panels (IAPs) being enforced. The enforcement allowed for a 2 year stepping stone for IoT students into the program. This meant that IoT student could jump straight into the second year of the Scheme's program upon having graduated from IoT's two year trades specific 'Intermediate Certificate' programs. If, however, the apprentice came straight from the workplace then he or she was required to undertake the whole 4 years under the Scheme.

Apprenticeship classes were held during normal school hours (i.e., from 8am - 4pm) on assigned days. This had been the practice in the beginning and it worked well until classes held during these times ceased for two reasons. Firstly, employees were still getting paid for hours away from work used to attend class and secondly, some of them did not turn up to classes. The impact of these resulted in a timetable reshuffling of classes to 5pm to coincide with the time that apprentices would finish work.

From a management perspective, the change may have remedied the problem as far as students were concerned but posed the added costs to NUS of holding classes outside of normal school hours and paying the lecturers for teaching courses under the Scheme, of which NUS was still doing.

In terms of delivery, IoT (and Samoa Polytechnic in the past) had done as much as they could in this area. The management team conveyed that there had been hick-ups at times but there hadn't been many opportunities for NUS lecturers to attach themselves overseas.

It was suggested that the theoretical side of the Scheme was good but there needed to be some quality standards in place for young, new apprentices to cope with the practical side of the training. For example, where it concerned basic skills like 'safety', the number of workshops here in Samoa that practiced this was lacking unless one were to visit a European (palagi) owned and operated workshop like Hyundai. More supervision out in the workplace for apprentices was clearly needed.

In addition, one interviewee highlighted that there were also views expressed generally by people that the theory and practical were going well and were aligned but in reality this was not the case because employers did not have all the machinery or specifications needed to run proper workshops. In order to fix this problem, NUS has had to do both – that is, deliver both the theory and practical aspects of the Scheme as resources were expensive and employers may not necessarily have had the funds to purchase them for training apprentices.

#### Administration of the Scheme

As mentioned earlier on, the selection of apprentices for the Scheme was one of the concerns raised by the NUS management. It was suggested that NUS students who had graduated from the IoT Intermediate certificate programs would be more suitable candidates to return to NUS and be taught under the Scheme given their academic background as compared to the more 'mature' new applicants who have usually been accepted into the Scheme but lacked the required English and Math skills for the courses.

The problem is compounded when some students move onto the APTC and the frustration with the workplace group (or mature students) is extended to the lecturers there. The only way to go about resolving these problems is to perhaps offer bridging courses or create learning centers out in the community that looked at offering these courses.

The number of students per class was a second concern. NUS now demand a certain number of students to be in a class as in the past, only 2-3 students were present in some classes.

With regard to results and how they would fare with NUS's academic process, presently lecturers just conduct their exams and then send the results and reports to MCIL. If it was under the NUS academic board then perhaps results for the apprentices would be different as there is currently no monitoring (i.e. results go straight to MCIL and are not subjected to academic scrutiny).

The idea of opening the delivery of the Scheme up to other Providers (i.e. via advertisement in the paper) was also raised by NUS. There were difficulties with running the program as a whole as it was quite costly. This was unfortunately not welcomed by MCIL due to reasons mentioned earlier on during the interview with their outgoing CEO.

With regard to any recent changes made to the administration of the Scheme, the management team conveyed that NUS had for quite some time been delivering the courses without getting paid for it. 'For the first time now, NUS is charging for the delivery of service – something perhaps that should have been done ages ago given the amount of work lecturers put in with teaching'. The contract is now in place and lectures have begun teaching again. However, late payments from MCIL have meant that lecturers have had to be paid out from the NUS budget while awaiting the payments from MCIL.

#### Awarding and leveling of the Qualification

NUS was quite clear of its role as the 'deliverer' of the courses, noting that the Certificate of Due Completion belonged to MCIL and thus was the Government Ministry's responsibility to award it. However, the question then became one of 'quality assurance' as the course materials belonged to NUS after being assisted through AusAid funding with the curriculum.

As to what possible level the NUS management team saw the Certificate of Due Completion fall under on the Samoa Qualifications Framework (SQF), the understanding was given that it should be over and above NUS Intermediate Trade Certificate levels, given that these certificates were currently used to gain entry into the program.

#### Standards

Where it concerned standards, the NUS management had highlighted that this was an issue. One interviewee conveyed that they were presently using New Zealand and Australian standards for the courses (e.g., in welding, automotive and electricity). In the construction area, IoT followed Samoa's National Building Code which ensured that acceptable standards were followed with regard to the construction of buildings for all classes of occupancy. For the rest of the trades, there were no local standards.

It was indicated that presently NUS was trying to upgrade its training standards as it should be transparent in the way NUS delivered the program, but these were often compromised because of

budgetary restrictions to purchase necessary equipment. This, as one of the management team mentioned, had also been highlighted by the Australian Pacific Technical College (APTC) that sometimes co-shared the training facilities with NUS. For example, in the beverage mixing course offered by NUS, students could not use the actual ingredients used to make drinks such as cocktails because it was too costly. In the past, some trainees had become intoxicated before the actual training and were subsequently kicked out as a result.

#### Feedback from Industry

Feedback from Industry was received via NUS Industry Advisory Panels (IAPs). These panels consisted of industry representatives or employers who discuss curriculum and ideas that could be introduced to help move their industry forward. The Automotive Panel has been pro-active as they introduced the idea of hybrid cars and as a result, learning about 'electric fuel injects' has been inserted in the curriculum. However, feedback from all industries as a whole has not been enough. The relationship between NUS and Industry definitely needed strengthening.

#### Legislation Review

NUS management was not aware of any legislation reviews concerning the Scheme. However, the NUS legislation has impacted on the Scheme as the old Polytechnic legislation was defunct. MCIL will thus need to review their legislation given the many concerns which relate to how the Scheme is currently operated. For example, there were no rules in the Apprenticeship Act to stop the student (under the Scheme) from leaving their employer once they had completed their studies. As relayed by one of the management team, this was a major concern for some employers.

#### Tracer studies

In relation to any tracer studies being conducted on the students under the Scheme, in November - December of 2007, NUS conducted a tracer on students who graduated from either the Samoa Polytechnic or NUS's IoT between 2002 and 2006.

In this study, NUS staff investigated whether 1251 graduates from the three schools under the Institute of Technology (IoT) targeted during the years 2002 – 2006, were finding employment and whether the skills they learnt during their programmes were being used as part of their jobs. These graduates had undertaken Business and General Studies, Maritime Training or Engineering programmes at NUS respectively.

In all, 87% of graduates for whom data was available had been employed since graduating, with 94% of them reporting that the skills they learnt while studying were being used in their jobs.

Having administered part of the Scheme, the NUS management, in all fairness, could not comment on whether their part in administering part of the Scheme has been operating efficiently. However, being the deliverer of the training, they conveyed that they have provided sufficient lecturers to deliver the courses under the Scheme. "If there was a specific need out there that had been highlighted by MCIL, then it was their responsibility to let NUS know and we would try and prepare or accommodate for these needs. We have also faulted in the past, as there have been incidences whereby lecturers were not turning up to teach classes." The reasons vary, but the frustration of having to work extra hours and not get paid for it was a predominant one.

The suggestion of expanding the Scheme to include other trades and professions such as hairdressing and massage was welcomed. However, the NUS management's concern would be how it would be organized, managed and delivered.

### **Teaching Staff**

Interviews to solicit views of the teaching staff on the Scheme and its potential for expansion were able to be carried out in November 2009. These interviews were conducted through a questionnaire is provided for in Appendix 6. Either a lecturer or tutor that represented each of the seven trades under the Apprenticeship Scheme was able to be interviewed. Two lecturers however were interviewed for the trade of 'Carpentry and Joinery' given that the only female lecturer was found here. The researcher thought that an interview with this female lecturer was warranted as it would give a female's perspective on the teaching aspect of the Scheme. Lecturers were given the opportunity to elaborate upon their responses to each of the questions asked of them.

In summing up this section of the report, it should be noted that some questions had been combined to give a consolidated response from the whole teaching staff and the results produced from the questionnaires follow.

From a total of eight lecturers and/or tutors interviewed, they had between them 86 years of teaching experience, with the most senior lecturer having lectured at the former Samoa Polytechnic and NUS for 20 years. The highest award achieved by any of these lecturers was a Masters degree with the majority holding first degrees, diplomas or certificates focusing on their areas of expertise from various universities, polytechnics and training institutions in New Zealand, Australia, Japan and the United Kingdom. Five of the 8 lecturers (or 63%) were former apprentices that went through the system in Samoa and subsequently achieved their Certificates of Due Completion, and about half of them (50%) had already completed the Certificate of Adult Teaching (CAT) program. The female lecturer is included amongst those who had come through the Apprenticeship Scheme as well as the CAT program.

In response to what their understanding of the Scheme was, the majority of lecturers conveyed that the purpose of the Scheme was to basically enhance skills and knowledge in the trades needed in the workplace. From a teaching perspective, one senior lecturer in particular, pointed out that the Scheme was necessary as there was a lack of theoretically trained people to deliver courses. The female lecturer however relayed that there were not many females in her field and that perhaps, a marketing campaign looking to help boost female numbers in 'trades' courses should be looked at again, such as was practiced by the former Samoa Polytechnic.

Lecturers were also asked for the number of students currently enrolled in their classes during the interviews. The following table shows student enrolment numbers for each of the trades as of November 2009.

**Table 1: Student enrolments for each of the trades as of November 2009**

Trade	Year 1	Year 2	Year 3	Year 4	TOTAL
Welding and Metal Fabrication			2	4	6
Motor Mechanics	16	10	10	6	42
Electrical Engineering	11	?	?	<b>3</b>	14
Refrigeration and Air Conditioning	0	2	2	<b>3</b>	7
Fitting and Machinery	0	5	4	2	11
Plumbing	2	0	3	<b>5</b>	10
Construction and Joinery	0	4	3	6	13
	0	1	0	3	4

**Note:** ? above indicates that the interviewed lecturers did not know how many student were in the class as another lecturer was responsible for them.

As seen from Table 1, the most popular trade 'Motor Mechanics' attracted quite a few apprentices with a combined total of 42 students. This was followed by 'Construction and Joinery' with 17 students and 'Electrical Engineering' with 14.

When Years 1 and 4 figures from this table were compared with data submitted by MCIL in SQA's PSET Provider Questionnaire that was submitted to SQA in May 2010 (for the purpose of publishing PSET Performance data for the years 2007-2009), it was found there were significant differences between the two when compared and lined up against each other in a table. Table 2 which contains

Years 1 and 4 data extracted from this questionnaire filled in by MCIL as well as Years 1 and 4 data provided by the teaching staff give the following details.

**Table 2: Apprenticeship Scheme Enrolment and Graduate Figures from MCIL and data from NUS lecturer interviews for 2009**

<b>Trade</b>	<b>MCIL data: Total Number of Enrolments (Year 1)</b>	<b>MCIL data: Total Number of Graduates (Year 4)</b>	<b>NUS data: Year 1 Enrolment data from Lecturer Interviews</b>	<b>NUS data: Year 4 Enrolment data from Lecturer Interviews</b>
Welding and Metal Fabrication	4	3	0	4
Motor Mechanics	21	4	16	6
Electrical Engineering	16	3	11	<b>3</b>
Refrigeration and Air Conditioning	3	3	0	<b>3</b>
Fitting and Machinery	2	3	-	2
Plumbing	6	5	2	<b>5</b>
Construction and Joinery	5	7	-	9

When comparing data received from both MCIL and NUS's teaching staff, it was noticeable that there had been quite a number of drop-outs throughout 2009. For example, enrolment figures for Welding and Metal Fabrication from MCIL during Year 1 revealed that there were four students enrolled for the 4 year program. However, by November 2009, all of the students enrolled for this trade dropped out. This is indicated from the column 'Year 1 data from Lecturer Interviews'. Five students dropped out from both the Motor Mechanics and Electrical Engineering courses throughout the year whereas 4 dropped out from first year plumbing, and students that enrolled for Refrigeration and Air Conditioning and Fitting and Machinery all dropped out by November.

The trend appears to be quite different when analyzing Year 4 data. Although it can be said that over the four year period, student numbers for all trades decreased significantly, the three trades (Electrical Engineering, Refrigeration and Air Conditioning, and Plumbing) maintain consistency with student numbers during the final year. Three trades increased their numbers in the final year by one or two

students (presumably because of repeaters) while Fitting and Machinery had one student either dropping out or failing his exams.

Various reasons were given by lecturers as to why some of their students dropped out. Three lecturers revealed overseas migration as the main factor why some students dropped out. Reasons included job opportunities (mainly in American Samoa) as there was a huge demand for tradesmen there, good fortune from the New Zealand Quota Scheme or having gained a scholarship for further study. Other reasons included sickness, death, night shift or work after hours that could not be avoided, students slacking off or being fired from the job. What is interesting to note is that even Government Authorities such as the Samoa Water Authority and Electric Power Corporation employees accepted into the Scheme drop out from classes early if they were required to work after hours for emergency cases.

From MCIL's perspective, the three main causes for drop outs as noted from SQA's PSET Provider Questionnaire were migration overseas, unemployment and change in occupation (e.g., from being a tradesman to a taxi driver) presumably because of family responsibilities.

With regard to reasons why lecturers thought students had enrolled under the Apprenticeship Scheme, six lecturers (75%) cited both 'pay rise' and 'getting a qualification' as the main reasons. All of the lecturers/ tutors agreed that the Scheme was not in any way gender biased, noting that in the past there had been some female graduates despite difficulties they experienced in handling some power tools for practicals.

Where it concerned the entry criteria, it was conveyed by two lecturers that the MCIL selection process was problematic. They reiterated the views expressed by the NUS management team with regard to 'necessity of basics being covered' with reference to the academic background of some people accepted into the Scheme, particularly the apprentices coming straight from the workforce. As such, more than half of the teaching staff highlighted this as being an obstacle when questioned about problems with how the Scheme was currently operating. Emphasis was also made by fifty percent (50%) of the teaching staff on the lack of resources and new contractual arrangements whereby payment for service by MCIL was not forthcoming.

One lecturer raised the concern that there were still not enough numbers in class (as evident from certain trades in Table 1 on page 22) and another raised the concern that NUS needed to further promote the trades to young women as was in the past when the former Samoa Polytechnic existed. These in effect, with other concerns such as student attendance to class and lack of panel meetings have contributed to the teaching staff's combined response leaning more towards the 'ineffectiveness' side of the scale when asked to rank the effectiveness of the current administration of the Scheme.

All of the lecturers believed that the increase in fees was justifiable as the cost of maintaining NUS facilities as well as consumables used for practicals were quite expensive, particularly, as raised by one tutor that 'assessment was competency based'. However, given the fees hike, library and photocopying services by NUS should also be extended to the apprentices after 5pm to assist with set assignments.

Fifty percent (50%) of the teaching staff conveyed that they liaised with the employers of their students while the other half highlighted that this was MCIL's responsibility. Lecturers were required to prepare reports on students after exams then send them through to MCIL who convey the results to employers. However, those lecturers that maintained relationships with employers saw the benefit in updating them on student attendance to class as well as referring them onto former students who may be out of work and needed jobs.

The whole teaching staff also agreed that the Scheme should be expanded, particularly in areas that either needed specialization such as brick laying, block laying, tiling and automotive transmission or in trades that were not currently under the Scheme but noted to be high in demand in the labour market. Such trades included hairdressing, cooking and pottery.

#### Suggestions to improve the Scheme

Many comments were made regarding this section of the questionnaire. However the 3 main areas raised by the teaching staff that stood out are as follows:

#### **1. Ownership of Due Completion Certificate**

More than half of the teaching staff raised the issue regarding ownership of the certificate awarded to apprentices upon completion of the four year program. Sixty three percent (63%) believed that the qualification should be an NUS qualification given the reality that the University was not only delivering the program but that the course materials actually belonged to them. When the curriculum does get revised, there is no input into the syllabus by MCIL. The exam results just get sent to the Ministry and they issue the Certificates. One lecturer raised that perhaps the Apprenticeship Scheme should be reviewed as legislation governing it highlighted that MCIL owned the qualification and was outdated.

#### **2. Standards**

Fifty percent (50%) of lecturers noted that they were currently following New Zealand and Australian standards when delivering the courses under the Scheme as there were currently no standards for their trades in Samoa yet. In the absence of local standards, these standards mentioned were currently being applied in Samoa. Two lecturers did not seem to know where the standards had been adopted from and suggested that Samoa should start looking at having its own given the differences in climate and weather when compared to New Zealand and Australia.

Given the above concerns, it was suggested that Industry Advisory Panels needed to be more proactive with their work as whatever feedback the teaching staff received from them, went towards improving training. However, it was also mentioned that a lot of employers did not practice basic standards. For example, some do not wear safety boots around the tyre shop or safety glasses when dealing with compressed air.

### **3. Administration of the Scheme**

The main concern relating to the administrative aspect of the Scheme focused on how MCIL carried out its process for selecting candidates to qualify for training under the Scheme.

For example, if someone accepted into the program was a plumber and got in to do refrigeration, it was quite frustrating for the lecturer. Coverage of basic math and english was a problem regularly encountered. The downside to this was that once classes started and students were given the work books, if they found it too hard, they dropped out and in turn, numbers in class would decrease. If however, they stayed on (despite their academic capabilities) and did not manage to pass exams on the first attempt, re-sits were allowed but these were quite expensive because of the cost to NUS for consumables needed to carry out the re-sits.

Two suggestions were made by the teaching staff in order to overcome these obstacles. The first was for an NUS member (preferably from the teaching staff) to be on this selection panel, particularly during the time of the screening process when reviewing academic capabilities of apprentices applying directly from the workplace areas. And secondly, it was conveyed by a senior lecturer that NUS was currently thinking of setting up a preparatory exam for the candidates selected by MCIL directly from the workplace. A test could be held and would work on competency based training. If students failed, then 2 re-sits could be allowed but no more after that.

A second concern regarding the administration of the Scheme focused on the registration and monitoring of students. With regards to registration, lecturers relayed that sometimes they did not know whether students had paid for their fees. Perhaps, this should not have been a concern of theirs given NUS's role of being the 'deliverer of the courses' only but nonetheless it was an issue that was raised.

In relation to monitoring of students out in the workplace, the concern stemmed from dwindling numbers turning up for class. Lecturers have often been a bit frustrated if parts of the course had to be repeated because of regular absences. One lecturer quoted "The Scheme should come under NUS so NUS can monitor the students out in the workplace. I will gladly do it myself and hopefully it will increase the numbers. Right now, the Scheme seems scattered with how it is run."

And thirdly, as mentioned earlier by the only female lecturer, the need for boosting female numbers in the trades would be welcomed again to try and break the barrier to traditionally stereotyped occupations.

### 4.3 THE APPRENTICES

Feedback from apprentices was recorded through both questionnaires and interviews. Difficulties in accessing student contacts and unavailability of students for interviews around November 2009 led the researcher to conduct the survey via telephone during April – May 2010. This method suited the 25 apprentices who agreed to be interviewed as they were usually out on the field early in the morning when they got to work, could only spare their short lunch periods for interviews while others could only be reached at their workplace at the end of the day. A copy of the questionnaire is provided in Appendix 7.

In analyzing this section of the report, it should be noted that questions from the survey had been combined to give a consolidated response from the 25 students that were able to be interviewed.

Of the 25 apprentices that were able to be interviewed, 24 (or 96%) were males. The trades with which they occupied, the age range as well as the main age they clustered around are shown in Table 3 below.

**Table 3: Number of Apprentices Interviewed during April – June 2010**

<b>Trade</b>	<b>Number of Apprentices Interviewed</b>
Refrigeration & Air Conditioning	2
Welding & Metal Fabrication	2
Fitting & Machinery	4
Motor Mechanics	4
Carpentry & Joinery	4
Electrical Engineering	4
Plumbing	5
<b>Total</b>	<b>25</b>
<b>Age Range</b>	22 - 48
<b>Age cluster area:</b>	Early mid - 1980s: 20 – 25 years

About 13 out of 25 (or 52%) apprentices interviewed indicated that they had just completed their 4<sup>th</sup> year of the program. Four relayed finishing off their third year, another 4 highlighted completing their second year while 3 apprentices indicated being first year students.

The only female identified in the group had just completed her 4<sup>th</sup> year of electrical engineering. She was the oldest apprentice (i.e. 48 years) and also one of two students born overseas. Whereas twenty- three apprentices (or 92%) were born in Samoa, one male was from Fiji and the female apprentice was born in Hawaii.

Fifteen (or 60%) of the apprentices made it to College, whereas 5 indicated that the last time they were in school was at 'primary' level. Two were junior secondary graduates, one completed junior high and the female was the only tertiary educated graduate.

Seventeen apprentices (or 68%) indicated that they re-located from their home villages because of their jobs. The majority of these jobs were situated mainly in the Apia Urban area.

Of the 18 that gave feedback on the number of years they had worked for their employer, 5 indicated that they had roughly spent 4 years with their employers. This was more or less the average number of years they worked for any one employer. The female apprentice highlighted that she had worked for her employer for more than twenty years but this was due to the fact that it was a family business whereas another apprentice indicated only being in employment for seven months.

In terms of awareness about the Scheme, 12 apprentices (or 48%) relayed that it was only because they were former Samoa Polytechnic graduates that they knew about the Scheme. Five heard about it through MCIL television advertisements while 3 came to know about it through their employers.

When questioned about their reasons for undergoing training under the Scheme, 15 out of 25 apprentices (or 60%) gave 'upgrading skills' as an answer. Fourteen from this same 25 gave 'getting a qualification' as another reason for undergoing training whereas 6 suggested 'pay rise' as a determining factor. One in particular, noted the importance of getting a licence whereas three emphasized scholarship applications as their motivation for training.

With regard to reasons for specializing in particular trades, 7 continued because they were genuinely interested in the trade they specialized in. Six highlighted that it was because the trade related to their job while others saw opportunities to start their own businesses and the potential the trade gave them to earn some good money.

Where it concerned meeting the entry criteria to enter the program, quite a number of apprentices interviewed were former Samoa Polytechnic graduates. Certificates they obtained while studying here along with supporting letters from their employers were used to gain entry into the Scheme. About 14 apprentices (or 56%) indicated they used their Samoa Polytechnic certificates, one got through with their Yr 12 certificate and an award from Don Bosco, the female used her bachelor's degree while the others submitted other trades certificates or supporting letters from their employers only.

Seventeen apprentices from 25 (or 68%) rated lecturers as being very effective when asked how they found the teaching staff during class. Two apprentices leaned more towards the ineffectiveness side alluding that the lecturer was not using up the whole three hours they were expected to teach for as well as lecturers within a specific trade knowing more about the trade than others that were also lecturing. Overall, however, delivery by lecturers was good with quite a few offering as much help as they possibly could to help their students pass the courses.

A real positive aspect raised by the apprentices with regard to how the Scheme was currently operating related to the frequency MCIL inspectors or staff turned up during class for roll-calls and to the workplaces to monitor whether they were working or not. Sixteen from 25 students (or 64%) raised this point.

In terms of operational problems, 16 out of 25 apprentices (or 64% of the total number) highlighted not having enough materials or resources for both class and practicals as an issue. Dwindling numbers in class also did not help class morale coupled by the fact that classes were held outside normal school hours and apprentices found it hard sometimes to concentrate and look for rides home if they did not own their own transportation.

The fees hike was also frowned upon with 9 apprentices relaying they were not justified given that the situation with resources still remained the same prior to the hike. About 99% of the total numbers of apprentices interviewed were aware of the fees changes and the contribution they now had to make. One mentioned that he had to drop out of class because he could not afford the new fees while others were lucky enough to have their employers reimburse them should they pass all of their exams. Yet some others agreed with the increase, noting that the standard of living was now high and the cost of consumables were also following in the same direction. One apprentice expressed his concern with classmates struggling to pay for their fees while juggling family commitments and suggested that 'fees should at least be reasonable' to enable apprentices to complete their courses.

Gender bias was not seen as an issue to the 24 male apprentices. All 24 interviewed welcomed women in their trades. However, one apprentice conveyed disappointment with MCIL's reaction when applying for entry into the Scheme – pointing out that the bias did not come in the form of gender but rather age and the current qualification this apprentice already possessed.

One male apprentice undertaking electrical engineering particularly expressed that women were needed in their trade whereas apprentices in motor mechanics or fitting and machinery courses saw that women would encounter problems handling some of the tools and metals they worked with daily despite having no biasness towards working alongside them.

Ninety two percent (92%) of the total number of apprentices agreed that the current Apprenticeship Scheme should be expanded to include other trades and professions. Six specifically mentioned more specialization in their trades were needed and with this specialization should come a higher level of certification (i.e. Diploma level) as four years was seen to be a bit too long to earn a 'certificate' qualification. Some did not mention specialized areas but more or less suggested that creating more opportunities for our people would benefit our nation and that if the demand was there for expansion of additional trades, then those demanding these trades should ask for it. The problem is however, as one apprentice mentions, is that "we cannot sustain it with the lack of resources".

On a final note, although it was not specifically asked of all the apprentices, the researcher managed to get 10 responses from apprentices regarding the proposition of government scholarships for apprentices if there had been any. This was greatly welcomed by all ten students who highlighted that such scholarships should be based on merit or exams, and anything to alleviate financial burdens was seen to be good.

The actual responses from the apprentices are found in Appendix 9.

#### **4.4 EMPLOYERS**

Views of seven employers that represented each of the seven trades were solicited via a questionnaire that had been sent to them under an official letter from SQA. Three sole traders, three multinational companies and one Government Corporation were targeted for the study. One week was designated for the employers to complete the questionnaires.

The follow up on a few questionnaires proved to be a little problematic due to either general managers being away on business or out of the office. One employer agreed to be interviewed on the telephone on follow up as he was hardly at his workplace while the employer representing one trade had to be replaced by a new employer as the follow up was very unfruitful. Three extra weeks were allowed for all of the questionnaires to come in before this part of the study was eventually wrapped up in June 2010 by the researcher. A copy of the questionnaire distributed to employers is provided in Appendix 8.

Employer responses to the questionnaire were combined to give the following consolidated response from employers.

Each of the employers, regardless of what their core business was (i.e. air conditioning, electricity, automobiles, petrol and diesel tankers or using factory machinery to produce cigarettes) offered either a unique product or service (or even both) that needed to be both maintained and handled with proper care for consumer or public consumption. As such, technical expertise or specialized training in

the trades was a necessity for some of the employees working for these employers, particularly if the actual product broke down or needed fixing.

Of the employers that responded to a question regarding their establishment date, 4 companies were set up in the early 2000s, the government corporation was set up in 1994 while the remaining two multinational companies did not respond.

All of the employers were aware of what the purpose of the Scheme was for, having been involved in the industry or business for quite a number of years (i.e., a combined total of 96 years) and highlighted its main purpose of upgrading tradesmen skills and further study to meet changes in technology.

There was a mixed response from employers with regard to how effective they found the administration of the Scheme. Whereas one employer saw it as being very effective without giving a reason as to why he responded the way he did, two others suggested that the Scheme was ineffective as there was no consultation with the Industry to find out how effective the scheme was, regular feedback was not requested from the Industry and the government agency administrating the Scheme had not responded to some suggestions made to improve weaknesses seen by one employer with the operations of the Scheme. For example, there was no protection given to employers that guaranteed the employee (or the apprentice in this case) would remain with the company for a period of time after having spent money to pay partial fees for when the employee was undergoing studies. Another employer relayed that the Scheme was in his opinion, effective but improvement was needed from their 'training' side. For example, curriculum needed to be upgraded and practical experience needed to be lifted as well.

Five out of the 7 employers (or 71%) indicated that they were members of an Industry Advisory Panel (IAP). One conveyed that he had been a chairperson for an IAP for 17 years. This was before the NUS merge took place and after it did, he had not heard from the training provider anymore. The other four employers were more recent members (the oldest as far back as 5 -6 years) and all four indicated that meetings were quite irregular.

With regard to establishing contacts with employees' lecturers, 6 employers (or 86%) relayed that they did not liaise at all with the lecturers. An overall analysis suggests that employers were not provided with an opportunity to do so although the government corporation representative highlighted that the channel of communication currently practiced was that all correspondences regarding their apprenticeship students/ employees went through MCIL.

Five out of 7 employers (or 71%) reported that MCIL inspectors carried out regular visits to their workplace. However, one of these employers suggested that the MCIL forms they provided feedback on for the students were not effective as it mainly focused on the students' salaries and attendance.

In terms of standards, 4 employers (or 57%) relayed they had standards in their Industry. Two indicated that they didn't have any while one employer (the government corporation) did not know whether their Industry had any standards at all, a comment presumably made through lack of knowledge in the actual technical field as the officer responding on behalf of the corporation may just have been an training officer responsible for employees' training needs and professional development.

When asked whether they were consulted on the new 'fees' structure, 4 employers (or 57%) said no while 3 employers (or 43%) said they were. Six out of 7 employers (or 86%) agreed that the new fees increase was unjustified citing reasons such as they were just simply advised of the fees increase, the apprentice was an investment for the nation and did not belong to a specific company, the hike was simply too high when compared to previous years' fees and the change should also come with an increase of recognition of the 'Due Completion' certificate. As one sole trader put it, "The provision for education should come from the government as the need is for the country". One employer, however, saw the fees hike as being justified given existing legislation by Government. By this, he was referring to the Apprenticeship Act and the power of the Apprenticeship Council to set fees as they saw fit.

All of the employers saw that the Scheme benefited trades people, mentioning up-skilling of labour qualifications and knowledge as main points. None saw that the Scheme was gender biased with one employer highlighting that the Australians tried to push for 'gender equity' during his lecturing days in the past but in his opinion, he felt that this did not apply to Samoa because of our culture and customs. For example, a Samoan father did not normally tell his daughter to grab a ladder.

As for expanding the Scheme to include other trades and professions, 6 out of 7 employers (or 86%) agreed with this and indicated more specialization in their respective trades. For example, the employer that represented 'joinery and carpentry' relayed that specialization was needed in timber as well as aluminium joinery. These were quite separate from construction and carpentry. Another employer raised specialization into different areas of engineering which included research and information technology and the environment.

The only employer that objected to the expansion suggested that Samoa should instead focus first on improving and raising the standard of the current trades before looking to expand the Scheme to include other trades - a point worth mentioning, particularly given the situation with resource and budgetary constraints.

As for suggestions to help improve the Scheme, each employer gave their own views on this. More correspondence and meetings between providers and within industry was seen to be needed. These extended to making guidelines and manuals for apprenticeship programs available as well as regular updating of curriculum contents or technology studied (by apprentices) by the instructors or trainers. One employer indicated that there was a lack of qualified trades-people to follow up on the apprentices that had completed their courses and whether their skills were indeed upgraded and being applied in the workplace.

One way around this pointed out by another employer was to hire qualified instructors from overseas. He noted that there were several retired trades people in New Zealand and Australia who would be very willing and able to impart their knowledge, skills and experience to our local people.

Two other employers gave comments that related to the teaching aspect of the Scheme and suggested further training for lecturers as well as to pay them accordingly for the extra hours spent teaching courses under the Scheme whereas another employer suggested that MCIL should provide brief reports on Apprenticeship students attending the program every 3 months. This would help improve the attendance as well as the effort to gain as much as possible from the Program to develop working skills.

The actual responses from the employers are found in Appendix 10.

## **5. ISSUES AND CONSIDERATIONS**

The Study identified key issues for the Samoa Qualifications Authority to consider. Please note that they are not in order of importance.

### **5.1 Outdated legislation governing the Apprenticeship Scheme**

The Apprenticeship Act 1972 is clearly outdated and needs a further review. The establishment of the NUS Act in 2006 raised technical and legal issues that impinged upon the administration and operations of the Scheme. It resulted in conflicting mandates with regards to the training of apprentices and whether 'apprentices' were to be NUS students or not.

It was noted from the interview with MCIL that they intended to have the Apprenticeship Act reviewed. This review is to follow the review of the Labour and Employment Act of 1972. SQA commends the Government Ministry for this initiative and is in agreement with MCIL that the review should be more than just a review but one that takes into account changes that have occurred within the apprenticeship trades from 1972 to the present.

## **5.2 There are limited Providers to deliver Apprenticeship Scheme courses in Samoa**

It was also noted during the interview with MCIL that there currently existed in Samoa the problem of 'limited providers' to deliver Apprenticeship courses. They alluded that tenders could be opened to Don Bosco Technical Training Center and other Providers to offer these courses but could not see this happening in the foreseeable future. Their reservations could possibly be due to the condition and availability of these Providers' resources, the availability of teachers as well as training facilities.

It is however noteworthy that the Ministry has not ruled out the possibility of opening up the opportunity to these Providers to offer the Apprenticeship courses. Providers such as Don Bosco are in fact on the right track having already signed a Memorandum of Agreement with SQA as well as met SQA's registration requirements along with Laumua o Punaoa in their efforts to meet SQA's quality assurance requirements. Perhaps once these Providers meet SQA's quality assurance and accreditation requirements, it would possibly give more confidence to MCIL to open up the opportunity to these Providers to deliver the courses on their behalf.

## **5.3 MCIL's selection process for 'apprenticeship' eligibility**

The process by which MCIL uses to select apprentices for training poses a huge problem for the PSET Provider that delivers the courses offered under the Scheme. For example, mature students who lacked the numeric and literacy skills required for the courses can become quite a frustration for lecturers who have a certain expectation from their students once they enter the classroom, especially at the level which has already covered and goes beyond what is presently taught under the Intermediate Trades Certificate programs at NUS- IoT.

Suggestions were made by the Provider with regard to the above issue.

From the management's perspective, NUS students who had graduated from the IoT intermediate certificate programs would be more suitable candidates to return to NUS and be taught under the Scheme given their academic background as compared to people who dropped out of school early with a few years of work experience under their belts yet lacked the required English and Math skills for the Apprenticeship courses.

Further recommendations were also offered by the teaching staff in order to address this concern. The first was for an NUS member (preferably from the teaching staff) to be involved in MCIL's selection process or be on the panel that assess the applications, particularly during the time of the screening process when reviewing academic capabilities of apprentices applying directly from the workplace areas.

Secondly, it was conveyed by a senior lecturer that NUS was currently thinking of setting up a preparatory exam for the candidates selected by MCIL directly from the workplace. A test could be held and would work on competency based training. If students failed, then 2 re-sits could be allowed but no more after that. The latter point would be fitting should NUS not be able to offer full fledged bridging courses for this group of people.

Other options are the possibility of other Providers or the creation of community learning centers to offer these bridging courses.

No time is more relevant than the present given work being carried out by SQA with regards to piloting the accreditation of a few programs offered by Providers other than NUS which could determine what level they would fall on the Samoa Qualifications Framework and eventually create the pathway for students leading them to gain entry into trade courses at NUS or the Scheme itself.

It should be noted that as it presently stands, certificates from Punaoa, Don Bosco and Marist Centre for Special Learning are accepted by MCIL as part of the evidence that enables entry into the Apprenticeship Scheme. The learning pathway can be viewed in Appendix 11. However, the quality of programs offered by these Providers remain questionable given quality assurance requirements that have yet to be adhered to by the majority of PSET Providers in Samoa.

From SQA's perspective, this aspect of the administration of the Scheme also needs to be looked at again when the Apprenticeship Act is reviewed.

#### **5.4 Apprentices dropping out of the Scheme without completing the program and obtaining the qualification**

The NUS teaching staff indicated that overseas migration was the main factor that contributed to student drop outs. Migration included job opportunities, good fortune from the New Zealand Quota Scheme or having gained a scholarship for further study.

This is supported by MCIL when it was revealed from SQA's PSET Provider Questionnaire that overseas migration along with unemployment and change in occupation were the three main causes for drop outs.

What is interesting to note is that even Government Authorities such as the Samoa Water Authority and Electric Power Corporation employees accepted into the Scheme also drop out from classes early if they were required to work after hours because of emergency cases such as burst pipes and last year's tsunami disaster that devastated the south eastern part of Upolu and parts of Savaii.

The dwindling numbers in class remain a concern for NUS as a whole particularly when it wastes resources. NUS had raised this with MCIL alluding that they needed to increase the numbers because some classes had only one student being taught.

Because of this concern, the Provider had subsequently decided that the minimum number in class should be at least five students in order for classes to proceed.

From SQA's perspective, this is also another aspect of the administration of the Scheme that needs to be looked at again when the Apprenticeship Act is reviewed. As one employer pointed out, perhaps 'bond arrangements' could be considered when reviewing the existing contract between the employer and apprentice reviewed.

### **5.5 Alignment of the theory and practical components of the Scheme**

It was indicated during the interview with NUS management that some employers did not have all the machinery or specifications needed to run proper workshops. In order to fix this problem, NUS has had to carry out both the theoretical and practical aspects of the Scheme as resources were expensive and employers did not necessarily have the funds to purchase them for training apprentices.

In addition, there was also the lack of qualified tradesmen or supervisors on the work site to carry out the actual training. As pointed out during the interview with MCIL, the ratio of 1 supervisor to train 1 apprentice has not always been practiced as there have been cases whereby MCIL has found one tradesman training 3 apprentices all at one go.

This non-alignment poses added costs for NUS and should also be another area that needs to be looked at during the review of the Apprenticeship Act.

However, there are also other opportunities that employers could perhaps explore whereby liaison with Government Ministries such as MCIL or MFAT could enable assistance from donors and regional or international organizations to bring over to Samoa qualified retired trades people from overseas countries such as New Zealand and Australia who would be willing and able to impart their knowledge, skills and experience with our local people. Such organizations include the Pacific Islands Forum Secretariat (PIFS), the Japanese International Cooperation Agency (JICA) and the Australian Executive Service Overseas Program (AESOP). This was also suggested by one of the employers interviewed.

As for accessing equipment, assistance can also be sought from MCIL under their private sector support allocation scheme if employers were to form an organization or association when applying for such assistance.

## **5.6 The need for local standards to be established**

According to NUS management, Samoa currently has no local standards. Their teaching staff however relayed that they had adopted some New Zealand and Australian standards for the courses (e.g., in welding, automotive and electricity) during an AusAid strengthening project while in the construction area, IoT follows Samoa's National Building Code which ensured that acceptable standards were followed with regard to the construction of buildings for all classes of occupancy. As for the rest of the trades, there were no local standards.

There is a section in the Apprenticeship Act 1971 (namely s3(2) with reference to the Administration of the Act) whereby it states that "the Western Samoa Polytechnic shall be responsible for the general and technical education of apprentices, the setting of standards and the conducting of tests or examinations..."

The Samoa Polytechnic and its 1992 legislation no longer exist. Hence it can be alleged that the responsibility for setting standards should thus rest with MCIL, being the administrator of the Scheme.

Having highlighted the above and where it concerns the establishment of standards, SQA has been mandated to 'work with national stakeholder groups to ensure standards and training requirements are established in particular for trade, technician and professional occupations'. Work by SQA in this area has already been undertaken through facilitating the establishment of two Sector Advisory Groups (SAGs) whose responsibility it is to set standards within their sectors. As a result of this initiative, it has led to the establishment of Guidelines for the Development of National Qualifications. This is essentially a guidelines document for the development of qualifications based on industry standards and has been consulted widely with relevant stakeholders such as PSET Providers, Industry and professional bodies and associations.

A more pro-active and collaborative approach can be taken by both SQA and MCIL to work together with relevant stakeholder groups to expedite work in setting up standards for the 'trades' given their respective mandates which look at both setting up and facilitating the establishment of standards.

This is purely a job that both Government Agencies cannot possibly meet alone as the benefits of setting standards extend to the country as a whole.

## **5.7 Quality Assurance arrangements with regard to the Qualification**

The Certificate of Due Completion is noted to belong to MCIL and therefore its responsibility to award it. However, NUS management raised a very significant point during their interview which related to the question of 'quality assurance' as the course materials belonged to them.

With regard to this issue, it should be noted that MCIL is now aware of SQA's quality assurance requirements given various SQA public consultations, workshops and focus group meetings attended by its officials from the Division responsible for handling the administration of the Scheme. Further dialogue and communication with SQA should be pursued by MCIL with regard to registering qualification(s) on the Samoa Qualifications Framework. This should be pursued either prior to or during the period the reviews of both the Apprenticeship Act and Scheme take place.

## **5.8 Lack of apprentice monitoring**

A concern was also raised by the NUS management with regard to exam results of apprentices and how they would fare with NUS's academic process which they are presently not subjected to.

As per current practice with the Scheme's operations, lecturers are required to send their students' results and reports to MCIL after conducting exams. However, if these results were subjected to the NUS academic board's scrutiny then perhaps the results would be different as there is currently no monitoring. This may be true for the theoretical part of the Scheme but as two lecturers relayed during the interviews, their exams were competency based.

Still, this is an area that also needs to be considered once the review of the Apprenticeship Act takes place. MCIL may perhaps want to consider establishing a minimum level of competency or standards for independent assessors who will assess and certify the apprentices after the results are received by MCIL. That is, if it is not already carried out by the Trade Advisory Panel (TAP) members. If resources are an issue (and they have been raised to be so during interviews) then these independent assessors can be present during practical exams and can assess the apprentices against standards for certification.

It is a reasonable expectation that assessors and/or apprenticeship inspectors should have certification at or above the level for which they will assess apprentices, in the trade being assessed. For example, the Certificate in Training and Assessment can be used as the minimum requirement for independent assessors given the current situation (noted from SQA's PSET Provider Questionnaire filled in by MCIL) that 12 from a total of 21 (or 57%) TAP members do not hold any qualifications but have more than 15 years of working experience in the relevant trade they are a panel member for. Only four panel representatives have National Trade Certificates, another 3 hold Due Completion Certificates while the remaining 2 have qualifications from New Zealand.

The Australian Pacific Technical College (APTC) currently offers the Certificate IV in Training and Assessment and there is also the possibility of the Oloamanu Centre for Professional Development and Continuing Education under NUS offering this qualification in the very near future.

Having suggested the above, SQA also recommends that assessment for the trade certification should be competency-based, as is already the case with the delivery of training at NUS and it is also in accordance with international practice.

### **5.9 Contract arrangements**

It was noted during the interview with the NUS management that the new contract arrangements with MCIL were in place and lectures had begun teaching again. However, late payments from MCIL had meant that lecturers have had to be paid out from the NUS budget while awaiting the payments from MCIL.

One employer interviewed supported paying the lecturers accordingly given his own experience in the past when he was once a lecturer at the Samoa Polytechnic.

However, whilst noting the above during interviews, it should also be noted that a period of 10 months has lapsed since the interviews with the NUS management took place. SQA remains optimistic and hopes that the issue has been addressed and that the new arrangements have been followed through by both Organizations as the success of the Scheme (or the strengthening of one aspect of PSET for this matter) is dependent on their collaborative efforts and working relationship.

### **5.10 Industry Advisory Group (IAP) Meetings and feedback from Industry**

NUS indicated that feedback from Industry had been quite lacking over the years, suggesting that their feedback was needed to ensure that courses were updated and of a standard that was required in the workplace.

However 5 from 7 (or 71%) of the employers interviewed for the Study that indicated they were members of Industry Advisory Panels suggested that IAP meetings were quite irregular. An overall analysis of their interviews suggested that 6 from 7 employers (or 86%) were not provided with an opportunity to establish contacts with employees' lecturers.

From the above comments, it is clear that the relationship between NUS and Industry needs to be strengthened. A full review of the Scheme could help bring about the much needed collaboration between stakeholder groups as well as reinforce their commitment in achieving specific goals such as updating the curriculum regularly and establishing local standards.

### **5.11 Lack of Resources or Materials**

Sixteen from 25 apprentices (or 64%) highlighted not having enough materials or resources for both class and practicals as an issue. This is despite the fact fees had been increased to meet such costs.

NUS also agreed that this was an issue as the cost of maintaining NUS facilities as well as consumables used for practicals were quite expensive, particularly, as raised by one tutor interviewed that 'assessment was competency based'.

In light of the above, NUS may perhaps want to establish minimum resource requirements needed to deliver the apprenticeship training program effectively, if it hasn't already. This may serve as a guide to assist the Provider in planning the training programme for the apprentices, particularly as it has now set a minimum number of students per class before classes proceed.

There is also the option of PSET Providers co-sharing their existing resources. As one apprentice pointed out during his interview, APTC sometimes lent their class machinery or supplied them with left over materials to be used during practical sessions.

The problem of sustainability though comes to mind once APTC departs from Samoa after having achieved its goals in a few years time.

#### **5.12 Training for Lecturers**

From analyzing the interviews overall, there haven't been many opportunities for NUS lecturers to attach themselves overseas as far as the Scheme is concerned. It is only when scholarships are awarded to the teaching staff that they can undertake further study abroad.

A few apprentices raised the concern with regard to one lecturer knowing more about a specific trade (for example, plumbing) as compared to another lecturer or tutor delivering training for this same trade. Findings from interviews with lecturers revealed that all held qualifications although the majority held qualifications at the certificate and diploma level.

It is noted that with establishment of the Australian Pacific Technical College in Samoa, lecturers have either undergone or are presently undertaking further training with the Provider yet the qualifications still remain at the certificate (or possibly diploma) levels. Perhaps this is another aspect of the Scheme MCIL may wish to look into and assistance could easily be tapped into from either NZAid or AusAid for further training of lecturers abroad. Short term attachments to either workplaces or polytechnics overseas would not only up-skill but greatly boost lecturer morale which will in turn spill over to the apprentices during both lectures and practical sessions.

#### **5.13 Age and Qualification Bias**

In analyzing the apprentices' interviews, gender bias was not seen as an issue. All 24 interviewed welcomed women in their trades. However, a concern was raised by one apprentice regarding their

application to MCIL when they applied for entry into the Scheme. As conveyed, bias did not come in the form of gender but rather age and the existing qualification this apprentice already possessed.

From SQA's perspective, this could be something that could be resolved after having undertaken a review of MCIL's selection process for 'apprenticeship' eligibility. Recommendations made by NUS in this respect with regard to a member of their Institution to be on MCIL's selection panel would prevent such concerns from occurring again in the future.

#### **5.14 Scheduled time for classes**

It was noted during interviews with some apprentices that they found it hard sometimes to concentrate and look for rides home if they did not own their own transportation. In addition, one of the NUS management team also highlighted that a system needed to be in place (from a management perspective) to hold classes during normal school hours so as to make it run easier and costs are minimized.

Maybe this issue could be explored again when the Scheme is up for review but as it currently stands, employers in general have already expressed their disappointment via NUS with their employees' lack of attendance to classes when classes were held during normal school hours. The bond arrangement one employer being interviewed alluded to could be a way to deter this and could be introduced into a revised contract between the employer and the apprentice.

#### **5.15 Fees**

The fees hike was also frowned upon with 9 apprentices relaying that the increase was not justified given that the situation with resources still remained the same prior to the hike. About 99% of the total numbers of students interviewed were aware of the fees changes and the contribution they now had to make. One apprentice (a first year student) mentioned that he had to drop out of class because he could not afford the new fees while others were lucky enough to have their employers reimburse them for the fees they paid for themselves after having passed all of their exams.

Support was given by six of the seven (or 86%) employers interviewed regarding the hike, suggesting that the new fees increase was unjustified given that some of them were not consulted but were just notified of the new fees increase. Secondly, there was no provision in the current contract that prevented apprentices from leaving their jobs once they graduated and they had already paid for part of their fees. The effect this fees hike has had for some apprentices (according to one employer) is that if his employees expressed their interest in applying for the Scheme, they are to pay for their fees themselves – which also includes the employers share.

### **5.16 The need for more promotion and marketing of the Scheme**

During some of the interviews conducted with NUS staff, views of regret were expressed with regards to the merge of Samoa Polytechnic with NUS given some of the hick ups they were experiencing now. One staff member mentioned that during the time that the Samoa Polytechnic existed, the school was proactive in its role of selling the programs to secondary schools in both Upolu and Savaii before the school year ended so that students were made aware of other options in terms of career paths before the school year started the following year.

The female lecturer highlighted the need to boost female numbers again in the trades to try and break the barrier to traditionally stereotyped occupations. She indicated that during the Samoa Polytechnic era, there were quite a number of females undertaking trades. Today, this is not the case. But as one employer suggested, it was during that time under the AusAid project that gender equity was pushed. However, given Samoan culture and customs, it was hard for the mind sets of some parents to accept the roles their daughters would play in different 'trades' fields.

### **5.17 Trade Advisory Panel (TAP) Meetings**

Irregularity of TAP meetings was also highlighted by one of the lecturers. He elaborated that he was one of three members of a TAP but meetings were seldom held. It was indicated that MCIL was responsible for calling these meetings and a suggestion was put forward that either one or two meetings held per year would enable discussions to update curriculum and assist with writing of text material.

### **5.18 Further expansion of the Scheme**

The findings from the Study revealed that the majority from the 3 main stakeholder groups agreed in principle that the Scheme should be expanded to include other trades and professions (i.e., 100% of the teaching staff; 92% of the apprentices and 86% of employers). The views were geared more towards specialization in their respective trades such as brick laying, block laying, tiling and automotive transmission (e.g., a level up from what was currently being taught) while others suggested new trades such as hairdressing, cookery and massage to be introduced so as to open up more opportunities for Samoan people as a whole particularly if they were not interested in the seven trades that were currently under the Scheme.

However as MCIL highlighted, there was nothing to stop new trades from being introduced under the Scheme as a provision in the Apprentice Act was already there to accommodate for this. But hardly any trades have been added onto the existing Schedule because of the limited number of employers offering the trade (i.e. aircraft mechanics), sustainability issues and the cost to both the Provider and Samoan Government.

As indicated by the NUS management, the expansion of the Scheme was welcomed but the concern would be with how it would be organized, managed and delivered.

### **5.19 Clarification of roles and responsibilities**

There is a need for clarification and/or reminder of roles and responsibilities for all main stakeholders involved in the Scheme. For example, it was raised by two apprentices that they had to bring their own tools to class as there was a lack of equipment. Yet, it was noted by the researcher that tools, according to the conditions of contract of apprenticeship, was the employer's responsibility to provide the apprentice with. A few of the NUS teaching staff believed that the qualification should belong to NUS, a view possibly given through lack of knowledge of what more senior lecturers and NUS management staff know – i.e., that NUS is just responsible for delivering the courses whereas MCIL owns the qualification.

A review of the Scheme and Act would definitely help clarify the roles and responsibilities of main stakeholder groups as well as shed light on problematic areas that can be further discussed by these groups to assist with improving operations of the Scheme.

### **5.20 Representation on the Apprenticeship Council**

It was noted from the Apprenticeship Act that membership of the Apprenticeship Council comprised of the following members that represented the Samoan Government. These are the Commissioner of Labour, the Directors of Works and Education and the Chairman of the Public Service Commission.

It was also noted that because the Apprenticeship legislation needs to be reviewed, one or two of these Government representatives on this Council may need to be changed. This is in light of the fact that legislations governing some Government Ministries are quite outdated and there have also been newly introduced legislations that have created Corporations such as SQA which has been mandated to provide policy advice, coordinate and quality assure PSET. Given that the nature of the Scheme falls under the scope of PSET, it is suggested that SQA's representation on the Apprenticeship Council be considered.

## **6. CONCLUSIONS**

It is clear from the research conducted that there are presently quite a number of issues concerning the current operations of the Scheme that need to be addressed and clarified before looking at developing any new policies that aim to expand apprenticeship opportunities in Samoa.

Areas highlighted by all 3 main stakeholders as well as the administering Government Ministry reveal weaknesses within the Scheme that merits its urgent review.

These weaknesses have already been touched upon in the Issues and Considerations section of this report. However, to sum up suggestions made by these stakeholders to improve the Scheme are as follows.

*From the Administrator of the Scheme's perspective,* MCIL feels that there needs to be more Providers in Samoa to deliver the courses under the Scheme.

*From the Provider that delivers the Scheme's courses perspective,* a whole range of suggestions were put forward ranging from the selection of apprentices to the delivery of training; to there being a lack of feedback from Industry to establish local standards and update curriculum as well as Trade Advisory Panel meetings; the need to further train lecturers; who should actually award the qualification and the quality assurance arrangements regarding it; the need for effective marketing of the Scheme to boost student numbers; the concern relating to payment of lecturers given new contractual arrangements between MCIL and NUS and the need for outdated legislation governing the Scheme to be reviewed.

*From the Apprentices perspective,* the main emphasis was placed on the lack of resources and the new increase in fees. Fees should at least be reasonable to allow some apprentices to complete their studies if government scholarships were not available. These scholarships however (if offered) would greatly assist those students who could not afford to pay their contribution of the fees.

*From the Employers' perspective,* a number of recommendations were noted. More correspondence and meetings between providers and within industry was seen to be needed. Guidelines and manuals for apprenticeship programs needed to be made available as well as regular updating of curriculum contents or technology studied (by apprentices) by the instructors or trainers. Lecturers should be provided further training and be paid accordingly. The need to hire qualified instructors from overseas who could impart their knowledge, skills and experience to our local people was also highlighted as well as brief reports on Apprenticeship students attending the program should be made available by MCIL every 3 months. And finally, the proposition of government scholarships for apprentices (if there were to be any) was also greatly welcomed by employers.

## **7. RECOMMENDATIONS**

At this point in time, given the findings and the issues and considerations raised from the study, perhaps the best way forward is to focus first on improving and raising the standard of the current trades before we look at expanding to other trades. In this connection, the following is recommended.

### **7.1 That the Apprenticeship Act 1972 and its Regulations of 1973 be reviewed.**

This study which gives views of PSET stakeholder groups involved in the Scheme should be shared with MCIL given their intention to review the Apprenticeship Act under their jurisdiction. A full fledged review of the Scheme would cover all of the concerns raised in this report including other aspects that which may not have been touched upon in the report but are able to be indicated by other relevant stakeholders should a sector wide approach be undertaken by the Ministry when the review of its legislation takes place.

### **7.2 For SQA Representation to be on the Apprenticeship Council**

Pending a review of both the Apprenticeship Act and Scheme and given the nature of the Scheme falling under the scope of PSET, it is suggested that SQA's representation on the Apprenticeship Council be considered given its mandate to provide policy advice, coordinate and quality assure PSET.

### **7.3 That SQA carry out research on the Training and Productivity Authority of Fiji (TPAF)**

Further research should be carried out by SQA on how Fiji's Training and Productivity Authority presently operates its Levy/Grants Scheme to see whether it could be something Samoa could possibly adopt so as to assist with meeting costs of training needs for the trades in Samoa.

Preliminary research conducted by the Research, Policy and Planning Division had found that under TPAF's incentive based scheme, grants are paid for training from a 'pool of funds' which is a collection of individual employer levies. All employers in Fiji are required to contribute 1% of staff salaries and wages as Training Levy, in accordance with the requirements in the TPAF Act. The scheme was recently revised in December 2009 following a thorough revision over a two year period, and is currently being implemented as of January this year.

### **7.4 That opportunities to attach personnel from SQA, MCIL and NUS with appropriate Apprenticeship or relevant Training Authorities overseas be explored**

In light of the recommendation in 7.3 above, opportunities should be explored under country partnership agreements to investigate how the apprenticeship or training schemes operate in countries such as Fiji, New Zealand and Australia and whether ideas could be gained from them to assist with the possible development of policies which will not only strengthen operations of Samoa's Apprenticeship Scheme but PSET as a whole.

### **7.5 For the Samoan Government to consider awarding scholarships for apprentices**

For the Government to explore the possibility of awarding scholarships for apprentices given a provision under the Apprenticeship Regulations 1973 in relation to establishing a *fund* for the

purposes of providing prizes and scholarships for apprentices as well as the fact that the need for the latter has also been highlighted in this most recent report.

Fulfillment of recommendations 7.3 and 7.4 will thus greatly assist in achieving such an initiative (i.e. establishing a fund) which may not only be looked at for scholarships but for possibly funding other aspects of the operations of the Scheme that need to be strengthened.

#### **7.6 That findings from this report be shared with relevant stakeholders**

As far as the researcher of this study is concerned, this study is the first that has been written that documents the views of PSET stakeholder groups that are involved in the Apprenticeship Scheme in Samoa. It also gives their perspective regarding how the Apprenticeship Scheme has been operating since the Apprenticeship Act and the Scheme's inception in 1972.

It is therefore recommended that this report be shared with the main stakeholder groups that were involved in the study as well as the Ministry responsible for administration of the Scheme.

It is further recommended that the study be made available to the members of the Apprenticeship Council members given their overall supervisory role of the Scheme as well as both Ministers of MCIL and Education as it is a necessity to keep the Samoan Government updated and informed of the investment the Apprenticeship Scheme is making to PSET within the Education sector and to Samoa.

## APPENDICES

### APPENDIX 1: LETTER TO PROVIDER

Le'apai Tu'ua Lau Asofou So'o  
Vice Chancellor  
National University of Samoa  
TO'OMATAGI

10 November 2009

Dear Lau

#### Exploring Potentials and Opportunities for Apprenticeship

In 2006, the Samoa Qualifications Authority (SQA) conducted a study on the status of Post School Education and training (PSET) in Samoa. This study which enabled initial data collection to be captured from PSET Providers in Samoa was crucial as it provided Government through the newly established SQA with the necessary information to assist in the development of new policies relevant to the Post School Education and Training sub-sector.

It was recommended from the study that there were quite a few areas that SQA needed to carry out research on before it would be in a good position to advise government appropriately on areas within the PSET sub-sector that needed strengthening.

An important area recommended in the study as a research topic related to the assessment and possible expansion of the current apprentice scheme.

Our National University of Samoa is one of the key stakeholders with regards to how the scheme currently operates given your respective role in delivering the majority of the courses (if not all) approved by the Trades Council under the Scheme.

In this connection, our Research, Policy and Planning Division (RPPD) would greatly appreciate meeting with relevant staff from your Institution as well as 3 – 4 students from each of the 'trades' areas to carry out individual discussions with so that we can solicit their views on the Scheme and its potential for expansion.

We have taken the liberty of setting up a schedule of meetings with the people we would like to visit (as attached) and would greatly appreciate feedback by **Friday 13<sup>th</sup> November 2009** if the scheduled time does not suit them as we are mindful of the fact that you are now into your first week of exams.

Should you require additional information, please do not hesitate to contact Fauono Sina Mualia ([sina.mualia@sqa.gov.ws](mailto:sina.mualia@sqa.gov.ws)) or Easter Manila-Silipa ([eastermanila.silipa@sqa.gov.ws](mailto:eastermanila.silipa@sqa.gov.ws)) from the RPP Division or alternatively telephone either of them on 20976.

Yours sincerely,



Fepulea'i Sinapi Moli  
**CHIEF EXECUTIVE OFFICER**

## APPENDIX 2: LETTER TO EMPLOYER

Employer's Name  
Company Name  
Address / Location

25 May 2010

Dear Employer

### **Employer Views on the Apprenticeship Scheme**

In 2006, the Samoa Qualifications Authority (SQA) conducted a study on the status of Post School Education and Training (PSET) in Samoa. This study which enabled initial data collection to be captured from PSET Providers in Samoa was crucial as it provided Government through the newly established SQA with the necessary information to assist in the development of new policies relevant to the Post School Education and Training sub-sector.

It was recommended from the study that there were quite a few areas that SQA needed to carry out research on before it would be in a good position to advise government appropriately on areas within the PSET sub-sector that needed strengthening.

An important area recommended in the study as a research topic related to the assessment and possible expansion of the current apprentice scheme.

As one of the key stakeholders regarding the scheme, we hereby solicit your views on the scheme and its potential for expansion.

To make things easier, we have attached to this letter a questionnaire that has been prepared specifically for 'employers' feedback. We would greatly appreciate your assistance by filling this questionnaire in and returning it by **Friday 28<sup>th</sup> May 2010** to our office on the first floor of the Teuila Hotel at Malifa, else if you prefer, we can come and uplift it from you upon completion. Please be advised that information you will submit will be treated confidentially.

To assist us with our data analysis process, please attempt all questions.

Should you require additional information, please do not hesitate to contact Fauono Sina Mualia ([sina.mualia@sqa.gov.ws](mailto:sina.mualia@sqa.gov.ws)) from the Research, Policy and Planning (RPP) Division or alternatively telephone her on 20976.

Thanking you in advance for your cooperation.

Yours sincerely,



Fepulea'i Sinapi Moli  
**CHIEF EXECUTIVE OFFICER**

**APPENDIX 3: APPRENTICESHIP SCHEME NEW FEES STRUCTURE BREAKDOWN FOR  
2009-2010**

<b>Trade</b>	<b>Total NUS/loT fee</b>	<b>Apprentice (20%)</b>	<b>Employer (30%)</b>	<b>Government (50%)</b>
<b>Motor Mechanic</b>				
Year 1	\$2,250	\$450	\$675	\$1,125
Year 2	\$1,760	\$352	\$528	\$880
Year 3	\$2,775	\$555	\$832.50	\$1,387.50
Year 4	\$2,775	\$555	\$832.50	\$1,387.50
<b>Welding</b>				
Year 3	\$3,450	\$690	\$1,035	\$1,725
Year 4	\$3,450	\$690	\$1,035	\$1,725
<b>Electrical</b>				
Year 1	\$1,700	\$340	\$510	\$850
Year 2	\$1,650	\$330	\$495	\$825
Year 3	\$2,900	\$580	\$870	\$1,450
Year 4	\$2,900	\$580	\$870	\$1,450
<b>Plumbing</b>				
Year 1	\$1,960	\$392	\$588	\$980
Year 2	\$2,900	\$580	\$870	\$1,450
Year 3	\$2,680	\$536	\$804	\$1,340
Year 4	\$2,440	\$488	\$732	\$1,220
<b>Carpentry</b>				
Year 2	\$2,005	\$401	\$601.50	\$1,002.50
Year 3	\$2,160	\$432	\$648	\$1,080
Year 4	\$2,160	\$432	\$648	\$1,080
<b>Refrigeration</b>				
Year 2	\$1,700	\$340	\$510	\$850
Year 3	\$1,950	\$390	\$585	\$975
Year 4	\$1,950	\$390	\$585	\$975
<b>Fitting</b>				
Year 2	\$1,950	\$390	\$585	\$975
Year 3	\$1,950	\$390	\$585	\$975
Year 4	\$1,950	\$390	\$585	\$975

Note: Fees

Please be reminded that all fees are paid to the Ministry of Commerce Industry & Labour.

**APPENDIX 4: QUESTIONS FOR MINISTRY OF COMMERCE, INDUSTRY AND LABOUR  
ON APPRENTICESHIP SCHEME**

**Questions**

1. Why was it set up and what's its purpose?
2. Who does the scheme target?
3. How successful has it been since its establishment? (i.e., staffing, support from the community, etc)
4. Having administered the Scheme, what suggestions would you make to make the Scheme better?
5. Have there been any recent changes to the Scheme?  
(i.e., contract arrangements, fees, agreements with teaching staff, etc)
6. Will there be any legislation reviews?
7. Have any tracer studies been conducted to date?
8. Any thoughts on expanding the Scheme?
9. MCIL is not the provider of training. As administrator of the Scheme, do you think NUS should own or take charge of the Certificate of Due Completion?

## **APPENDIX 5: QUESTIONS FOR NUS MANAGEMENT STAFF INTERVIEWS ON APRENTICESHIP SCHEME**

### **Brief background**

- SQA conducted a study in 2006 on the status of Post School Education and training (PSET) in Samoa.
- The study enabled initial data collection to be captured from PSET Providers in Samoa. This was crucial to assist in the development of new policies relevant to the Post School Education and Training sub-sector.
- Recommendation from study: SQA needed to carry out research in quite a few areas before it would be in a good position to advise government appropriately on areas within the PSET sub-sector that needed strengthening.
- One area recommended as a research topic related to the assessment and possible expansion of the current apprentice scheme.
- NUS is a key stakeholder: We want to seek your views on how the scheme currently operates.

### **QUESTIONS**

1. Why was the Scheme set up and what's its purpose?
2. How successful do you think the Scheme has been since its establishment? (i.e., staffing, support from the community, etc) When was it set up?
3. How do you see the arrangement of MCIL administering the Scheme and NUS delivering the courses?
4. Have there been any recent changes to the Scheme? (i.e., contract arrangements, fees, agreements with teaching staff, etc)
5. Are you aware of any legislation reviews concerning the Scheme?
6. NUS is the provider of training. Do you think NUS should award the certificates of due completion or not?
7. What possible level would you see this certificate fall under on the SQF?
8. Has NUS conducted any tracer studies on the students under the Scheme to date?
9. Having administered part of the Scheme (being the deliverer of the training), do you think the Scheme is operating efficiently? Have you sufficient lecturers to deliver the courses? Etc
10. If not, have you any suggestions that would make the Scheme better?
11. Do you think the Apprenticeship Scheme should be expanded to include other trades/professions? – eg, hair dressing, hospitality training?
12. Do you get any feedback from Industry as the Scheme has both theoretical and practical components (classes & OJT)? (For eg., on how the course is currently being delivered/ what's being covered in the course material/ your students/Etc)
13. Where do you see STANDARDS fitting in? Have the 7 trades established 'standards' given how long the Scheme has existed? OR Do you think there should be standards by now?

**APPENDIX 6: LECTURER QUESTIONNAIRE FOR APRENTICESHIP SCHEME**

This questionnaire is part of a Samoa Qualifications Authority study on the Apprenticeship Scheme. It will be used to assess lecturers' views on how the Scheme is currently operating. All information will be treated confidentially.

1. Name \_\_\_\_\_

2. Lecturer for \_\_\_\_\_

3. Sex (Please circle)                      M                      F

4. What qualifications do you have?      And where from?  
\_\_\_\_\_  
\_\_\_\_\_

5. What is your understanding of the purpose of the Scheme and why it was set up?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What subjects are you responsible for delivering?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Are you teaching in your area of expertise?  
(Please indicate with a tick)   YES                                            NO                     

8. Are the papers offered during normal school hours or after 5.00pm?  
      During school hours                            After 5.00pm

9. How many students in your class this year?

<b>Classes</b>	<b>No. of students</b>
_____	_____
_____	_____
_____	_____
_____	_____

10. a) Have there been any drop outs from your classes this year?

(Please tick either YES or NO)

YES

NO

b) If YES, how many and what were their reasons?

---

---

---

11. What do you think is the main reason why students take papers under the Apprenticeship Scheme?

Pay rise

To increase job prospects

To get a qualification

To apply for a scholarship overseas

To upgrade skills

Other

12. What entry criteria should a student meet in order to get into the program? (school results/ RPL /etc)

---

---

---

13. Do you think the Scheme is gender biased?

(Please tick either YES or NO)

YES

NO

Please explain answer above

---

---

---

14. How effective do you find the administration of the Scheme?

*Please rate the effectiveness by circling a number on the scale below.*

1

2

3

4

5

Ineffective

Very Effective

Please explain rating above

---

---

15. Are there any problems that you can see with how the Scheme is currently operating? (i.e., is there enough equipment/ class sizes/ assignments/assessments on-the-job by MCIL / etc)

---

---

---

16. Fees

Have you got anything to say about fees being charged students this year?

---

---

17. Do you liaise much with the Employers of students?

(Please tick either YES or NO)

YES

NO

Please explain below

---

---

---

18. Do you think that the current Apprenticeship Scheme should be expanded to include other trades and professions?

(Please tick either YES or NO)

YES

NO

19. Any specific trades/areas you would like to see be included?

---

---

20. Have you got any suggestions to help improve the Scheme – administration/ delivery/ etc.?

---

---

**Thank you for participating in the study.**



10. What year are you at NUS under the Scheme? (Please circle) (Please tick)

1 <sup>st</sup>	<input type="checkbox"/>
2 <sup>nd</sup>	<input type="checkbox"/>
3 <sup>rd</sup>	<input type="checkbox"/>
4 <sup>th</sup>	<input type="checkbox"/>

11. What 'trades' certificate are you undertaking at NUS? \_\_\_\_\_

12. What are your reasons for specializing in this particular trade?

---

---

13. What entry criteria did you meet in order to get into the program? (school results/ Recognition of Prior Learning/ etc)

---

---

14. How do you find the lecturers?

*Please rate lecturer effectiveness by circling a number on the scale below.*

1	2	3	4	5
Ineffective				Very Effective

Please explain rating above

---

---

---

15. Are there any positives or problems that you can see with how the Scheme is currently operating? (i.e., is there enough equipment/ class sizes/ assignments/assessments on-the-job by MCIL? / etc)

---

---

---

16. Fees -

Are you aware of the new 'fees' structure?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Do you think the new 'fees' structure is justified?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

17. Agreements with Employers

a) Will you continue to work for your current employer upon completing graduating from NUS?  
(Please tick either YES or NO)

YES

NO

b) If NO, please explain below

---

18. Do you think the Scheme is gender biased?

(Please tick either YES or NO)

YES

NO

Please explain answer above

---

---

---

19. Do you think that the current Apprenticeship Scheme should be expanded to include other trades and professions?

(Please tick either YES or NO)

YES

NO

20. Any specific trades/areas you would like to see be included?

---

---

---

**Thank you for participating in the study.**

**APPENDIX 8: EMPLOYER QUESTIONNAIRE FOR APRENTICESHIP SCHEME**

This questionnaire aims to solicit *selected* employers' views on the Apprentice Scheme in Samoa. SQA values your honest responses and thoroughness in completing the questionnaire. All information will be treated confidentially.

- 1. Name of Employer (OR person filling out questionnaire): \_\_\_\_\_
- 2. Company Name: \_\_\_\_\_
- 3. Trading Name (if applicable): \_\_\_\_\_
- 4. Nature of Business: \_\_\_\_\_
- 5. Date of establishment: \_\_\_\_\_

6. How long have you known about the Scheme and what is your understanding of the purpose it was set up for?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How effective do you find the administration of the Scheme?

*Please rate the effectiveness by circling a number on the scale below.*

1	2	3	4	5
Ineffective				Very Effective

Please explain rating above

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Are you a member of an Industry Advisory Panel?

(Please indicate with a tick)

YES

NO

If YES, how long have you been a member and how many meetings are held within a year?

\_\_\_\_\_  
\_\_\_\_\_

If NO, how do you provide your feedback regarding the following:

(a) Your employee(s) performance

given the training under the Scheme?

\_\_\_\_\_  
\_\_\_\_\_

(b) The curriculum being taught?

\_\_\_\_\_

(c) How the Scheme is currently operating?

---

---

---

9. Do you liaise much with the Lecturers of your employee(s)?

(Please tick either YES or NO)

YES

NO

Please explain reason(s) you may/may not liaise with lecturers

---

---

10. Do MCIL inspectors carry out regular visits to your workplace?

(Please tick either YES or NO)

YES

NO

11. Standards: Have local standards been established specifically for your trade?

YES

NO

12. Fees

Were you consulted on the new 'fees' structure?

YES

NO

Do you think the new 'fees' structure is justified?

YES

NO

Please explain

---

---

13. What do you think is the main benefit of the Apprenticeship Scheme?

---

---

14. Do you think the Scheme is gender biased?

(Please tick either YES or NO)

YES

NO

15. Do you think that the current Apprenticeship Scheme should be expanded to include other trades and professions?

(Please tick either YES or NO)

YES

NO

16. Any specific trades/areas you would like to see be included?

---

---

---

17. Have you got any suggestions to help improve the Scheme – administration/ delivery/ etc.?

---

---

---

**Thank you for participating in the study.**

## APPENDIX 9: STUDENT RESPONSES TO QUESTIONNAIRE FOR APTICESHIP SCHEME

1, 2 & 3. Trade, Name, Interview date, Date of Birth, Sex

Refrigeration/Air Conditioning	Student A	Interviewed on 29-Apr-10	DOB: 27-Jun-83	Sex: M
Refrigeration/ Air Conditioning	Student B	Interviewed on 6-May-10	DOB: 16-Sep-79	Sex: M
Welding & Metal Fabrication	Student C	Interviewed on 5-May-10	DOB: 9-Apr-75	Sex: M
Welding & Metal Fabrication	Student D	Interviewed on 7-May-10	DOB: 20-Mar-84	Sex: M
Fitting and Machinery	Student E	Interviewed on 28-Apr-10	DOB: 16-Oct-83	Sex: M
Fitting and Machinery	Student F	Interviewed on 4-May-10	DOB: 16-Dec-83	Sex: M
Fitting and Machinery	Student G	Interviewed on 5-May-10	DOB: 23-Apr-71	Sex: M
Fitting and Machinery	Student H	Interviewed on 22-May-10	DOB: 22-May-77	Sex: M
Motor Mechanics	Student I	Interviewed on 30-Apr-10	DOB: 15-Jan-87	Sex: M
Motor Mechanics	Student J	Interviewed on 30-Apr-10	DOB: 2-Jul-83	Sex: M
Motor Mechanics	Student K	Interviewed on 4-May-10	DOB: 28-Aug-88	Sex: M
Motor Mechanics	Student L	Interviewed on 6-May-10	DOB: 16-Feb-86	Sex: M
Carpentry & Joinery	Student M	Interviewed on 27-Apr-10	DOB: 27-Apr-75	Sex: M
Carpentry & Joinery	Student N	Interviewed on 28-Apr-10	DOB: 20-Apr-83	Sex: M
Carpentry & Joinery	Student O	Interviewed on 28-Apr-10	DOB: 2-May-85	Sex: M
Carpentry & Joinery	Student P	Interviewed on 5-May-10	DOB: 20-Jul-85	Sex: M
Electrical Engineering	Student Q	Interviewed on 4-May-10	DOB: 7-May-84	Sex: M
Electrical Engineering	Student R	Interviewed on 4-May-10	DOB: 29-Jul-71	Sex: M
Electrical Engineering	Student S	Interviewed on 4-May-10	DOB: 4-Jul-87	Sex: M
Electrical Engineering	Student T	Interviewed on 5-May-10	DOB: 13-Aug-62	Sex: F
Plumbing	Student U	Interviewed on 26-Apr-10	DOB: 10-Apr-84	Sex: M
Plumbing	Student V	Interviewed on 26-Apr-10	DOB: 29-Sep-77	Sex: M
Plumbing	Student W	Interviewed on 26-Apr-10	DOB: 27-Aug-74	Sex: M
Plumbing	Student X	Interviewed on 28-Apr-10	DOB: 11-Apr-80	Sex: M
Plumbing	Student Y	Interviewed on 28-Apr-10	DOB: 8-Oct-75	Sex: M

4. Where were you born?

5. Where do you live? Village/ town/ and Island

Refrigeration/ Air Con	Student A	Born in Malaela, Upolu	Village: Live at Vaivase Tai because of work
Refrigeration/Air Con	Student B	Born in Vaoala, Upolu	Village: Vaoala
Weldg/ M.Fabrication	Student C	Born in Asau, Savaii	Village: Vaitele- Fou, Upolu
Weldg/ M.Fabrication	Student D	Born in Foailalo, Savaii	Village: Vaitele- Uta, Upolu
Fitting and Machinery	Student E	Born in Vavau, Upolu	Village: Vaivase- Uta, Upolu
Fitting and Machinery	Student F	Born in Siumu, Upolu	Village: Siumu, Upolu

Fitting and Machinery	Student G	Born in Tafua, Savaii	Village: Leone, Upolu
Fitting and Machinery	Student H	Born in Moto'otua, Upolu	Village: Vaigaga, Upolu
Motor Mechanics	Student I	Born in Fiji	Village: Vaitele- Tai, Upolu
Motor Mechanics	Student J	N/A	Village: Mulifanua/ Falealili , Upolu
Motor Mechanics	Student K	Born in Fagaae, Savaii	Village: Papaloloa , Upolu
Motor Mechanics	Student L	Born in Moto'otua, Upolu	Village: Tuana'i, Upolu
Carpentry & Joinery	Student M	Born in Fagamalo, Savaii	Village: Vaitele- Uta, Upolu
Carpentry & Joinery	Student N	Born in Fusi, Upolu	Village: Siusega, Upolu
Carpentry & Joinery	Student O	Born in Sataua, Savaii	Village: Apia, Upolu
Carpentry & Joinery	Student P	Born in Maninoa, Upolu	Village: Siumu, Upolu
Elect/Engineering	Student Q	Born in Sataua, Savaii	Village: Alafua, Upolu
Elect/Engineering	Student R	Born in Matafele, Upolu	Village: Lalovaea, Upolu
Elect/Engineering	Student S	Born in Salelavalu, Savaii	Village: Vaivase- Uta, Upolu
Elect/Engineering	Student T	Born in Kauai, Hawaii	Village: Saleufi, Upolu
Plumbing	Student U	Born in Moto'otua, Upolu	Village: Vaitele- Uta, Upolu
Plumbing	Student V	Born in Sili, Savaii	Village: Sili, Savaii
Plumbing	Student W	Born in Moto'otua, Upolu	Village: Vailele- Uta, Upolu
Plumbing	Student X	Born in Vaie'e, Upolu	Village: Nofoali'i, Upolu
Plumbing	Student Y	Born in Moto'otua, Upolu	Village: Samatau, Upolu

6. Which secondary school did you attend? OR Other (if question is not applicable)

Refrigeration/Air Con	Student A	Sauiatu and Lotopue Primary Schools
Refrigeration/ Air Con	Student B	Leififi College
Weldg/ M.Fabrication	Student C	Samoa College
Weldg/ M.Fabrication	Student D	Uesiliana College
Fitting and Machinery	Student E	Vaimauga College (1999) and Don Bosco (2001)
Fitting and Machinery	Student F	Palalauua & Avelle Colleges
Fitting and Machinery	Student G	Leulumoega College
Fitting and Machinery	Student H	Leififi College
Motor Mechanics	Student I	Fiji High School (up to 5 <sup>th</sup> form); St Joes College (1 yr)
Motor Mechanics	Student J	Vaovai Primary School
Motor Mechanics	Student K	Sasina Primary ; Leififi College (Yr 13)
Motor Mechanics	Student L	Wesley College( Yr 9-12); EFKS Combine College (Yr 13)
Carpentry & Joinery	Student M	Leififi College
Carpentry & Joinery	Student N	Vaiee Primary School
Carpentry & Joinery	Student O	Malua Fou College (Yr 9-10); Vaipouli College (Yr 11-13)
Carpentry & Joinery	Student P	Palalauua Secondary

Elect/Engineering	Student Q	Asau Junior High
Elect/Engineering	Student R	Faleata Junior Secondary
Elect/Engineering	Student S	Samoa College
Elect/Engineering	Student T	St Marys; USP Fiji
Plumbing	Student U	Don Bosco
Plumbing	Student V	Sili
Plumbing	Student W	Leififi College
Plumbing	Student X	Avele College
Plumbing	Student Y	Samatau Primary School

7. Current Employer and how long have you worked there for?

Refrigeration/Air Con	Student A	Air Rite	Since Oct 2009	7 months
Refrigeration/Air Con	Student B	Air Rite	Since 2006	4yrs
Weldg/ M.Fabrication	Student C	PPS	Since 2004	6yrs
Weldg/ M.Fabrication	Student D	H & M Ulberg	Since 2005	5 yrs
<i>NB: Company closed but Student D still works for the family</i>				
Fitting and Machinery	Student E	National Health Services	Since 2002	
Fitting and Machinery	Student F	British American Tobacco	Since 2006	4 yrs
Fitting and Machinery	Student G	Pacific Oils (PPS), Nu'u Branch	Since 2007	3 yrs
Fitting and Machinery	Student H	National Health Services	Since mid 2007	3 yrs
Motor Mechanics	Student I	Apia Concrete Products Ltd		
Motor Mechanics	Student J	Penina Golf Course (Manamea Schwalger)		
Motor Mechanics	Student K	Brighthouse Motors (Lelata)		
Motor Mechanics	Student L	TNN Toleafoa	Since Oct 2008	1 yr & 7 months
Carpentry & Joinery	Student M	Samoa College	Since 1996	14 yrs
Carpentry & Joinery	Student N	Oceania Aluminium	Since 2005	5 yrs
Carpentry & Joinery	Student O	Oceania Aluminium	Since 2006	4 yrs
Carpentry & Joinery	Student P	JN Woodworkers	Since 2004	6 yrs
Elect/Engineering	Student Q	KEW Consult	Since 2005	5 yrs
Elect/Engineering	Student R	Reed Electrical	Since 2006	4 yrs
Elect/Engineering	Student S	Electr. P. Corporation	Since 2006	4 yrs
Elect/Engineering	Student T	Taylor Electrical	20 yrs plus (Husband's business)	
Plumbing	Student U	Samoa Water Authority		
Plumbing	Student V	Samoa Water Authority (Savaii Office)		
Plumbing	Student W	Ministry of Works & Infrastructure		
Plumbing	Student X	Samoa Water Authority	Since 2003	7 yrs
Plumbing	Student Y	Samoa Water Authority	Since 2004	6 yrs

8. How did you come to know about the Apprenticeship Scheme? (Please circle)

(MCIL TV advertisement / NUS / former student(s) / friends / newspaper / other)

Refrigeration/Air Con	Student A	Am a former student
Refrigeration/Air Con	Student B	MCIL TV advertisement
Weldg/ M.Fabrication	Student C	Am a former student
Weldg/ M.Fabrication	Student D	MCIL TV advertisement
Fitting and Machinery	Student E	MCIL TV advertisement
Fitting and Machinery	Student F	Am a former student at Samoa Polytechnic
Fitting and Machinery	Student G	Am a former student of TTI
Fitting and Machinery	Student H	Am a former student at Samoa Polytechnic
Motor Mechanics	Student I	Lecturer
Motor Mechanics	Student J	Friends working at the Airport
Motor Mechanics	Student K	Am a former student
Motor Mechanics	Student L	Am a former student at Samoa Polytechnic
Carpentry & Joinery	Student M	Am a former student at Samoa Polytechnic
Carpentry & Joinery	Student N	Am a former student at Samoa Polytechnic
Carpentry & Joinery	Student O	Am a former student at Samoa Polytechnic
Carpentry & Joinery	Student P	Am a former student at Samoa Polytechnic
Elect/Engineering	Student Q	MCIL TV advertisement
Elect/Engineering	Student R	Former Employer
Elect/Engineering	Student S	Current Employer
Elect/Engineering	Student T	When students were sent out for work attachments at our workplace
Plumbing	Student U	Employer
Plumbing	Student V	MCIL TV advertisement
Plumbing	Student W	Am a former student at Samoa Polytechnic
Plumbing	Student X	Employer (Training Officer); Also a former student at Samoa Polytechnic
Plumbing	Student Y	Am a former student at Samoa Polytechnic

9. Why are you undergoing training under the Apprenticeship Scheme? (key: m\* - main reason)

Ref/Air Con	Student A	Reason(s): Pay Rise, Increase Job Prospects, Get a Qualification, Upgrade Skills
Ref/ Air Con	Student B	Reason(s): Get a Qualification
Weldg/M.Fab	Student C	Reason(s): Pay Rise,
Weldg/M.Fab	Student D	Reason(s): Pay Rise, Get a Qualification (m*)
Fit/ Machery	Student E	Reason(s): Get a Qualification,
Fit/ Machery	Student F	Reason(s): Get a Qualification, Upgrade Skills (m*)
Fit/ Machery	Student G	Reason(s): Upgrade Skills

Fit/ Machery	Student H	Reason(s): Pay Rise,	Get a Qualification (m*)
M/Mechanics	Student I	Reason(s):	Upgrade Skills
M/Mechanics	Student J	Reason(s): Because of my job	
M/Mechanics	Student K	Reason(s):	Get a Qualification, Upgrade Skills
M/Mechanics	Student L	Reason(s):	Upgrade Skills
Car/ Joinery	Student M	Reason(s): Increase Job Prospects, Get a Qualification,	
Car/ Joinery	Student N	Reason(s):	Get a Qualification, Upgrade Skills (m*)
Car/ Joinery	Student O	Reason(s):	Upgrade Skills (m*)
Car/ Joinery	Student P	Reason(s):	Upgrade Skills (m*)
E/Engine	Student Q	Reason(s):	Get a Qualification, Upgrade Skills
E/Engine	Student R	Reason(s): Get a licence,	Upgrade Skills
E/Engine	Student S	Reason(s):	Upgrade Skills
E/Engine	Student T	Reason(s):	Upgrade Skills
Plumbing	Student U	Reason(s): Scholarship Application,	Upgrade Skills
Plumbing	Student V	Reason(s): Pay Rise (m*)	Get a Qualification, Upgrade Skills
Plumbing	Student W	Reason(s): Pay Rise, Promotion at work,	Get a Qualification (m*)
Plumbing	Student X	Reason(s): Scholarship Application, Increase Job Prospects, Get Qualification (m*)	
Plumbing	Student Y	Reason(s): Scholarship,	Get Qualification (m*)

10. What year are you at NUS under the Scheme? (Please circle)

Ref/ Air Con	Student A	Just completed Year 3	
Ref/ Air Con	Student B	Just completed Year 4	
Weldg/M.Fab	Student C	Just completed Year 4	
Weldg/M.Fab	Student D	Just completed Year 4	
Fit/ Machery	Student E	Just completed Year 3	
Fit/ Machery	Student F	Just completed Year 4	
Fit/ Machery	Student G	Just completed Year 2	
Fit/ Machery	Student H	Just completed Year 2	
M/Mechanics	Student I	Just completed Year 3	
M/Mechanics	Student J	didn't complete Year 1	DROPPED OUT
M/Mechanics	Student K	Just completed Year 2	
M/Mechanics	Student L	Just completed Year 2	
Car/ Joinery	Student M	Just completed Year 4	
Car/ Joinery	Student N	Just completed Year 4	
Car/ Joinery	Student O	Just completed Year 4	
Car/ Joinery	Student P	Just completed Year 4	
E/Engine	Student Q	Just completed Year 1	

E/Engine	Student R	Just completed Year 1
E/Engine	Student S	Just completed Year 4
E/Engine	Student T	Just completed Year 4
Plumbing	Student U	Just completed Year 1
Plumbing	Student V	Just completed Year 4
Plumbing	Student W	Just completed Year 4
Plumbing	Student X	Just completed Year 4
Plumbing	Student Y	Just completed Year 3

11. What 'trades' certificate are you working towards at NUS?

Ref/ Air Con	Student A
Ref/ Air Con	Student B
Weldg/M.Fab	Student C
Weldg/M.Fab	Student D
Fit/ Machery	Student E
Fit/ Machery	Student F
Fit/ Machery	Student G
Fit/ Machery	Student H
M/Mechanics	Student I
<i>M/Mechanics</i>	<i>Student J</i>
M/Mechanics	Student K
M/Mechanics	Student L
Carp/ Joinery	Student M
Carp/ Joinery	Student N
Carp/ Joinery	Student O
Carp/ Joinery	Student P
E/Engine	Student Q
E/Engine	Student R
E/Engine	Student S
E/Engine	Student T
Plumbing	Student U
Plumbing & Sheet metal	Student V
Plumbing	Student W
Plumbing	Student X
Plumbing	Student Y

12. What are your reasons for specializing in this particular trade?

Ref/ Air Con	Student A	(1) A good trade- not as tough as the others (2) Can even start my own business
Ref/ Air Con	Student B	(1) Not many people in this trade (2) Saw potential to earn good \$\$
Weldg/M.Fab	Student C	(1) I have an interest in this trade
Weldg/M.Fab	Student D	(1) Assist my family (2) Trade pays well
Fit/ Machery	Student E	(1) Already had a qualification in this area from Don Bosco so I thought to extend my knowledge further
Fit/ Machery	Student F	(1) Everyone was getting into automotive electrical. I wanted to specialize here because it wasn't a popular trade then
Fit/ Machery	Student G	(1) Initially I wanted to do an engineering course. I applied to do automotive but roll came back & my name was under 'fitting' course
Fit/ Machery	Student H	(1) Already held welding certificate &. Fitting & machinery goes well with these (2) Upgrade skills
M/Mechanics	Student I	(1) Upgrade skills
M/Mechanics	Student J	(1) Relates to my current job
M/Mechanics	Student K	(1) I like it. It interests me.
M/Mechanics	Student L	(1) I grew up observing work on cars, became interested & am still working in this area at work
Carp/Joinery	Student M	(1) Carpenter rates are expensive; I knew from experience that they did rough jobs on my house. I got into the trade because of this, my job and cyclones
Carp/ Joinery	Student N	(1) I wanted to enter tourism & hospitality; they put my name under carpentry & joinery and I have been there even since
Carp/ Joinery	Student O	(1) My father is a carpenter so I tried it and carried on with it
Carp/ Joinery	Student P	(1) I am working in joinery area but observed during attachment what carpentry entailed and got interested in it
E/Engine	Student Q	(1) To upgrade skills and use them in my job
E/Engine	Student R	(1) Because I am already working as an electrician
E/Engine	Student S	(1) I like this subject
E/Engine	Student T	(1) Helps with running our business
Plumbing	Student U	(1) It relates to my job
Plumbing	Student V	(1) It relates to my job. There is a lot of technical work at SWA
Plumbing	Student W	(1) I was a carpenter when I worked at the Polytechnic. No one did the plumbing & electric work so I did it. I have experience now but just need the qualification to back it up
Plumbing	Student X	(1) I am interested in this trade as I like working outdoors & it's good for health reasons (2) Lucky to get job at SWA; applied straight after grad and got declined as I was unemployed
Plumbing	Student Y	(1) Was interested in plumbing since Polytechnic



Fit/ Machinery	Student E	5	There were only 2 in the class so lecturer was helpful
Fit/ Machinery	Student F	4	Good delivery but usually jumped around a lot on the topics
Fit/ Machinery	Student G	5	
Fit/ Machinery	Student H	5	Good delivery but needed more practicals
M/Mechanics	Student I	5	Great lecturers in Ronnie and Vaelupe
M/Mechanics	Student J	5	
M/Mechanics	Student K	3	
M/Mechanics	Student L	5	I had these lecturers in the past during Polytechnic time, so I understood their teaching methods
Carp/ Joinery	Student M	5	Lecturers were helpful; good delivery & times for practicals. They were also willing to share their experiences.
Carp/ Joinery	Student N	5	Lecturers were helpful; good delivery & catered for safety requirements during practicals.
Carp/ Joinery	Student O	4	
Carp/ Joinery	Student P	5	
E/Engine	Student Q	5	Royce Tualapini was a good lecturer
E/Engine	Student R	5	This is the ranking for 1 lecturer but 2 for another when the 1 <sup>st</sup> one left; we lost interest when the 1 <sup>st</sup> one left
E/Engine	Student S	5	
E/Engine	Student T	3.5	First 2 yrs - lecturer ineffective. Now getting up-skilled at APTC. During 1st 2 yrs - both delivery & curriculum fine
Plumbing	Student U	5	Good delivery; trainers
Plumbing	Student V	2.5	Lecturers didn't use up whole 3 hrs
Plumbing	Student W	3	Some lecturers knew more than others in specific areas of plumbing
Plumbing	Student X	3	Lecturer was good. We got assistance from Yr 3 lecturer under APTC program; good delivery
Plumbing	Student Y	5	Very good delivery; strict on assignments

15. Are there any positives or problems that you can see with how the Scheme is currently operating? (i.e., is there enough equipment/ class sizes/ assignments/assessments on-the-job by MCIL / etc)

POSTIVIES

Weldg/M.Fab	Student C	MCIL roll-call checks during class & inspections at work
Weldg/M.Fab	Student D	Lots of Materials supplied
Fit/ Machinery	Student E	(1) MCIL turn up during roll calls with checklist (2) There were enough materials for 2 students in the class
Fit/ Machinery	Student F	(1) MCIL turn up during roll calls with checklist
Fit/ Machinery	Student G	(1) MCIL turn up during roll calls with checklist
Fit/ Machinery	Student H	(1) MCIL usually turn up to workplace for inspection visits (2) Assignments were ok

M/Mechanics	Student I	(1) Class size- just right (9 in total)
M/Mechanics	Student J	(1) MCIL reps come to class to take roll calls
M/Mechanics	Student K	(1) MCIL reps come to work/ inspection
M/Mechanics	Student L	(1) MCIL turn up during roll calls with checklist
Carp/ Joinery	Student M	No Comment
Carp/ Joinery	Student N	(1) MCIL turn up during roll calls & to workplace
Carp/ Joinery	Student O	No Comment
Carp/ Joinery	Student P	(1) MCIL turn up during roll calls & to workplace
E/Engine	Student Q	(1) MCIL turn up before class for roll calls
E/Engine	Student R	(1) The practicals were ok
E/Engine	Student S	(1) MCIL turn up during roll calls & to workplace
E/Engine	Student T	(1) MCIL turn up during roll calls & to workplace
Plumbing	Student U	No Comment
Plumbing	Student V	(1) MCIL visit during class sessions
Plumbing	Student W	No Comment
Plumbing	Student X	(1) MCIL visit during class sessions
Plumbing	Student Y	(1) MCIL turn up during roll calls with checklist

#### PROBLEMS

Ref/ Air Con	Student A	<p>(1) Change in time table now 5-8pm; Not effective if you work the whole day and then expected to go to class feeling really tired. Polytechnic system was effective. Fortnightly classes held Fridays (8am-4pm) eg; Lectures for Yr 3 classes held every 2nd Friday when block begins</p> <p>(2) Was by myself in class until another student joined class. Need more people to interact with – so numbers was a problem</p> <p>(3) Previous employer (Vailima) didn't pay for my fees so my church stepped in &amp; helped pay for last year's fees.</p>
Ref/ Air Con	Student B	<p>(1) Change in timetable from daytime to 5-8pm created transport problems if you didn't own a car. Fees hike unjustified in this case.</p> <p>(2) Preferred how Scheme ran under old Polytechnic</p>
Weldg/M.Fab	Student C	(1) Sometimes not enough materials (For eg; argon gas is a bit expensive)
Fit/ Mach	Student E	(1) Only 2 students in our class
Fit/ Mach	Student F	<p>(1) Timetable change: now 5-8pm posed concentration problems particularly if you had a long day's work</p> <p>(2) Late start to class posed transportation problems if you didn't own a car- would be looking for a ride to Siumu</p> <p>(3) Fees change - a bit expensive; believe it to be unjustified provided and there were no problems with materials. After the merge, these became scarce; photo copies weren't enough</p>

Fit/ Mach	Student G	(1) Not enough materials for practical (2) Only 5 in our class for Year 2 (3) Fees hike a bit expensive as I have children to support
Fit/ Mach	Student H	(1) Not enough text books. We had to share (2) Not enough materials
M/Mechs	Student I	No Comment
M/Mechs	Student J	(1) Heaps of theory and not enough practicals
M/Mechs	Student K	(1) Lecturer not fully committed to his job; he just drops off notes & leaves then comes back to check up on us; not enough lecturing (2) Heaps of theory and not enough practicals
M/Mechs	Student L	(1) Change in timetable from daytime to 5-8pm created transport problems
C/Joinery	Student M	(1) Not enough materials in class; Only 4 students in carpentry class and 5 in Joinery (2) Sometimes needed photocopies and NUS didn't provide. We have had to provide our own through approaching employers.
C/Joinery	Student N	(1) Not enough materials (2) Tools used by students need to be replaced (3) Fees hike unjustified as access to NUS library facilities during class time not available
C/Joinery	Student O	No Comment
C/Joinery	Student P	(1) Not enough materials and equipment for practicals. Eg. Safety boots & eye gear (2) Old equipment needs to be replaced (3) Disappointed with 'fees hike' Unjustified given only one 3 hr class per week available (4) Not enough numbers in class; Only 3 in the clas after 2 left (NZ under Quota Scheme)
E/Engine	Student Q	(1) Not enough resources- eg; equipment, text books Students had to come with their own tools (2) Practicals were held in a small room (not enough space)
E/Engine	Student R	(1) Not enough resources- eg; equipment, text books (2) Employer was a bit disappointed with fees hike
E/Engine	Student S	(1) Not enough resources- eg; equipment, text books. Students had to come with their own tools
E/Engine	Student T	(1) Not enough resources- eg; equipment, text books (2) Not enough practicals – i.e. time on tool (3) Find it hard to access resources from library (4) No ID cards and we weren't registered as students (5) Sometimes our class had to shift rooms because APTC had to use the room – perhaps they were paying for it but organization of this was not good
Plumbing	Student U	(1) Not enough equipment and tools for practicals (2) CLASS NUMBERS was an issue – I was the only student in the class (3) Find it hard to access resources from library
Plumbing	Student V	(1) Not enough practicals (2) Not enough materials for sessions (3) MCIL have not visited and assessed (Savaii)

Plumbing	Student W	(1) Not enough materials to do practicals. The program itself under old Polytechnic was good but after the NUS merge- NUS seems to concentrate more on theory but needed practicals to actually see installation of gas, welding of copper, etc. (2) Fees hike introduced and not much has changed
Plumbing	Student X	(1) Not enough practicals (2) Not enough materials (3) MCIL don't visit work premises (unless they liaised with SWA training officer) (4) Our class prepared a letter for MCIL regarding the 'fees' hike. The 'fees' notice was given to us late this year and they hadn't sussed things out from last year
Plumbing	Student Y	(1) Not enough materials. We were very lucky with APTC project work – we used some of their equipment

16. Fees:
- a) Are you aware of the new 'fees' structure?
- b) Do you think the new 'fees' structure is justified?

Ref/ Air Con	Student A	YES	Was advised that equipment & materials were getting expensive. Saw the point in fees hike but wished they weren't increased.
Ref/ Air Con	Student B	YES	Advised a bit expensive because of NUS costs - eg, power bills
Weldg/M.Fab	Student C	YES	I am paying \$600 plus. I believe it is not justified when considering time in class Perhaps the qualification should be a 'Diploma' because of the fees increase
Weldg/M.Fab	Student D	YES	I paid \$1775 myself. I believe fees are justified as qualification is a high one and government has spent heaps on NUS equipment
Fit/ Machinery	Student E	YES	\$390 are to be paid by myself. The standard of living is high so the fees hike is justified as materials, tools, etc are expensive
Fit/ Machinery	Student F	YES	I am aware of the changes regarding fees
Fit/ Machinery	Student G	YES	I am aware of 30 / 20 split between employer & myself. My employer (PPS) reimburses my fees if I pass my papers
Fit/ Machinery	Student H	YES	I am aware of changes regarding fees. Year 2 pay \$390 – this is our contribution
M/Mechs	Student I	YES	Not justified for the majority because they couldn't afford it but I could. Fees should be REASONABLE
M/Mechs	Student J	YES	<i>Fees are unjustified; I had to <u>DROP OUT</u> as I couldn't pay for them &amp; my Employer was not willing either</i>
M/Mechs	Student K	YES	I believe fees hike is unjustified. I find it harder now as my current salary can't meet the increase, family obligations and commitments.
M/Mechs	Student L	YES	It's a bit expensive now
C/Joinery	Student M	YES	I believe fees hike is not fair but I guess it is because things are more expensive. I am to pay \$400 plus
C/Joinery	Student N	YES	Fees are now more expensive. I am to pay \$432 accordingly to new 'fees' arrangement

C/Joinery	Student O	YES	The increase is justified
C/Joinery	Student P	YES	It's unjustified- not enough time in class
E/Engine	Student Q	YES	They are too expensive when you consider classes are only 3 hrs per week
E/Engine	Student R		I'm a first year. Perhaps 2nd, 3rd & 4th year students may have more to say. I think fees are unjustified given the resource constraints. I am aware of the % splits. Employer pays for my 1 <sup>st</sup> year though.
E/Engine	Student S	YES	EPC pays for my fees if I pass my exams; Have no problems with fees
E/Engine	Student T	YES	Not justified; only 3 hrs /wk for 3 block wks and no extra resources given (i.e. texts)
Plumbing	Student U		Currently haven't received notice for fees payment with any deadline date
Plumbing	Student V	YES	I don't agree with hike given the problems that I have mentioned. I am aware of the new 'fees' split arrangement
Plumbing	Student W	YES	Don't match up though if we are still needing resources for class
Plumbing	Student X	YES	Don't agree with hike. Now \$432
Plumbing	Student Y	YES	Don't agree as standard of living is high. Now pay \$536

#### 17. Agreements with Employers

Will you continue to work for your current employer upon completing graduating from NUS?

Ref/ Air Con	Student A	50 / 50	I want to study at APTC
Ref/ Air Con	Student B	YES	But if opportunity comes up with APTC, I'd take it
Weldg/M.Fab	Student C	YES	
Weldg/M.Fab	Student D	NO	I want to get a govt job or apply for a scholarship overseas
Fit/ Machery	Student E	NO	But I will work until I've paid off my fees to Employer as per Employment Policy
Fit/ Machery	Student F	YES	
Fit/ Machery	Student G	YES	I enjoy where I work
Fit/ Machery	Student H	YES	But pay dictates
M/Mechs	Student I	YES	
M/Mechs	Student J	YES	
M/Mechs	Student K	NO	I've worked here for 3 years and there has been no pay rise. I would move if the opportunity presented itself.
M/Mechs	Student L	YES	
C/Joinery	Student M	YES	But am waiting for offer from a contractor for higher pay
C/Joinery	Student N	YES	
C/Joinery	Student O	NO	Want to look for another job to improve skills more
C/Joinery	Student P	YES	But I would like to apply for APTC scholarship later on
E/Engine	Student Q	NO	I want to change my job to use the knowledge & skills learnt. I am currently working in water areas at KEW

E/Engine	Student R	YES	
E/Engine	Student S	YES	I want to study at APTC
E/Engine	Student T	YES	It's our business
Plumbing	Student U	YES	
Plumbing	Student V	YES	
Plumbing	Student W	YES	The course really helps with my current job as a building inspector
Plumbing	Student X	YES	But I would move if a job with higher pay presented itself
Plumbing	Student Y	YES	But I would move if pay is better elsewhere

18. Do you think the Scheme is gender biased?

Ref/ Air Con	Student A	NO	
Ref/ Air Con	Student B	NO	
Weldg/M.Fab	Student C	NO	
Weldg/M.Fab	Student D	NO	However, I don't think women can handle the work - Eg; metal is a bit hard to lift, etc
Fit/ Machery	Student E	NO	
Fit/ Machery	Student F	NO	Women can do it too. Perhaps it's the parents' choice.
Fit/ Machery	Student G	NO	
Fit/ Machery	Student H	NO	
M/Mechs	Student I	NO	
M/Mechs	Student J	NO	
M/Mechs	Student K	NO	See problems with women handling tools
M/Mechs	Student L	NO	But handling some tools would be problematic for women
C/Joinery	Student M	NO	
C/Joinery	Student N	NO	
C/Joinery	Student O	NO	
C/Joinery	Student P	NO	
E/Engine	Student Q	NO	
E/Engine	Student R	NO	
E/Engine	Student S	NO	Women are needed in this trade as well
E/Engine	Student T	NO	
Plumbing	Student U	NO	
Plumbing	Student V	NO	
Plumbing	Student W	NO	
Plumbing	Student X	NO	
Plumbing	Student Y	NO	

19. Do you think that the current Apprenticeship Scheme should be expanded to include other trades and professions?

Ref/ Air Con	Student A	YES	
Ref/ Air Con	Student B	YES	
Weldg/M.Fab	Student C	YES	
Weldg/M.Fab	Student D	NO	
Fit/ Machery	Student E	YES	
Fit/ Machery	Student F	YES	
Fit/ Machery	Student G	YES	
Fit/ Machery	Student H	YES	
M/Mechs	Student I	YES	
M/Mechs	Student J	YES	
M/Mechs	Student K	YES	
M/Mechs	Student L	YES	
C/Joinery	Student M	YES	
C/Joinery	Student N	YES	
C/Joinery	Student O	YES	
C/Joinery	Student P	YES	
E/Engine	Student Q	Depends	
E/Engine	Student R	YES	To give more opportunities to students
E/Engine	Student S	YES	
E/Engine	Student T	YES	But can't sustain with lack of resources
Plumbing	Student U	YES	
Plumbing	Student V	YES	
Plumbing	Student W	YES	
Plumbing	Student X	YES	
Plumbing	Student Y	YES	

20. Any specific trades/areas you would like to see be included?

Ref/ Air Con	Student A	Agriculture, Drawing (Art)
Ref/ Air Con	Student B	Other new trades that would benefit our people
Weldg/M.Fab	Student C	For the benefit of others - Need to create more opportunities
Weldg/M.Fab	Student D	I don't see hairdressing as being in the same category as welding and other trades
Fit/ Machery	Student E	Paneling
Fit/ Machery	Student F	Cookery
Fit/ Machery	Student G	No comment

Fit/ Machery	Student H	Paneling. There is a need for more specialized training here as welding is only one part of paneling
M/Mechs	Student I	No Comment
M/Mechs	Student J	<i>Any; its gives more job opportunities for people. There are heaps of people looking for jobs out there</i>
M/Mechs	Student K	So long as there are more opportunities created for students as not all people have the same interests
M/Mechs	Student L	So long as they are useful for our people
C/Joinery	Student M	Agree to include any other trades to align with what APTC are offering
C/Joinery	Student N	Not mentioned but would like to see more opportunities for Samoans. Economic development of a country increases if more opportunities are created. More levels need to be added on for these trades
C/Joinery	Student O	No Comment
C/Joinery	Student P	Other new trades would give opportunities for Samoans if interested in it.
E/Engine	Student Q	If demand is there for expansion then those wanting additional trades should ask for it to be included
E/Engine	Student R	Could introduce radio electronics
E/Engine	Student S	Another level up from certificate level would be nice
E/Engine	Student T	No Comment
Plumbing	Student U	No Comment
Plumbing	Student V	Samoa Apprentice Scheme needs to expand now that APTC is in Samoa. It should provide more opportunities for our people
Plumbing	Student W	In plumbing 'specialized' areas. Eg; roofing, drainage, copper, gas, welding, sanitation. And with specialization, should come a higher level of certification – i.e. Diploma level
Plumbing	Student X	Perhaps more specialization in plumbing - roofing and gas
Plumbing	Student Y	More specialization in plumbing

Not asked of all students: Do you think Scholarships should be offered for apprentices?

Weldg/M.Fab	Student C	YES	Agree with govt scholarships for apprentices based on merit
Weldg/M.Fab	Student D	YES	I'm highly supportive of govt scholarships for apprentices
Fit/ Machery	Student F	YES	Good delivery but usually jumped around a lot on the topics
Fit/ Machery	Student G	YES	I welcome the suggestion of Govt giving scholarships for apprentices
M/Mechs	Student I	YES	I support govt scholarships for the trades if they offer any
M/Mechs	Student L	YES	I support govt scholarships for the trades if they offer any
C/Joinery	Student N	YES	Welcomes this
C/Joinery	Student P	YES	Samoa Govt should offer scholarships for apprentices based on merit
E/Engine	Student T	YES	I highly support this. Anything that alleviates financial burdens

**is seen to be good. Apprentices should be offered Govt scholarships as full timers based on merit and exams.**

Student Questions and final comments (if any):

<b>Fit/ Machinery</b>	<b>Student E</b>	<b>Block courses = 5 weeks; 4 years is a bit too long for a certificate</b>
<b>Fit/ Machinery</b>	<b>Student H</b>	<b>The 4 years it takes to complete basic Cert is quite long given the Amount of time spent in class. Perhaps, they need to review &amp; see if it can go up a level to a Diploma</b>

**APPENDIX 10: EMPLOYER RESPONSES TO QUESTIONNAIRE FOR APRENTICESHIP  
SCHEME**

1. Name of Employer (OR person filling out questionnaire):

<b>Carpentry &amp; Joinery</b>	<b>Interviewed on 17-Jun-10</b>
<b>Fitting &amp; Machinery</b>	<b>Interviewed on 8-Jun-10</b>
<b>Motor Mechanics</b>	<b>Interview date -8-Jun-10</b>
<b>Welding &amp; Metal Fabrication</b>	<b>Interviewed on 15-Jul-10</b>
<b>Plumbing</b>	<b>Interviewed on 8-Jun-10</b>
<b>Refrigeration</b>	<b>Interviewed on 31-May-10</b>
<b>Electrical Engineering</b>	<b>Interviewed on 21-Jun-10</b>

2. Company Name:

3. Trading Name (if applicable):

4. Nature of Business:

<b>Carpentry and Joinery:</b>	<b>Timber Joinery and Manufacturing</b>
<b>Fitting &amp; Machinery:</b>	<b>Manufacturing / that uses Fitting and Machinery</b>
<b>Motor Mechanics:</b>	<b>Automotive</b>
<b>Welding &amp; Metal Fabrication:</b>	<b>Fuel Distribution and Terminal Management</b>
<b>Plumbing:</b>	<b>Water Industry (distribution)</b>
<b>Refrigeration:</b>	<b>Repair &amp; installation of refrigeration units</b>
<b>Electrical Engineering:</b>	<b>Electrical &amp; Engineering</b>

5. Date of establishment:

<b>2003</b>	<b>Carpentry and Joinery</b>
<b>Information not given</b>	<b>Fitting &amp; Machinery</b>
<b>Not given</b>	<b>Motor Mechanics</b>
<b>1-Jul-03</b>	<b>Welding &amp; Metal Fabrication</b>
<b>1-Jul-94</b>	<b>Plumbing</b>
<b>2001</b>	<b>Refrigeration</b>
<b>2004</b>	<b>Electrical Engineering</b>

6. How long have you known about the Scheme and what is your understanding of the purpose it was set up for?

1. Approx 5 years - To help increase skill and certified labourers in the workforce - **Carpentry & Joinery**
2. Have known about the scheme for 30 years now – main purpose is to upgrade skills & further study to Meet changes in technology **Fitting & Machinery**
3. 10 years – purpose is to develop & expand the skill level of everyone who work as tradesmen in Samoa **Motor Mechanics**
4. Several years- To provide theoretical and practical training on various trades, supplemented and supported by relevant on-the-job training at the apprentice's workplace **Welding & Metal Fabrication**
5. Since 2006 - The program encourages young people of Samoa to work and study at the same time. Its main purpose is to earn and gain practical skills and understanding of the young worker on different trades depending on their fields of expertise **Plumbing**
6. I was previously a lecturer at Polytechnic (Samoa) for 10 years. Refrigeration courses started at Polytechnic in 1985. I was in the first lot; then in 1989 (PM - Tofilau) wanted locals to take over the program so I started teaching. IN 1997-98, it became a trade under the Apprenticeship Scheme **Refrigeration**
7. 30 years - Its purpose is to educate experienced personnel or practical only people to be theoretically equipped on the trade they are working on **Electrical Engineering**

7. How effective do you find the administration of the Scheme?

*Please rate the effectiveness by circling a number on the scale below.*

1
2
3
4
5  
 Ineffective  Very Effective

- (1) 3 - As an employer, I don't fully understand or know what my expectations are with the program and I don't know exactly what they are learning Carpentry and Joinery
- (2) 5 - No comment given Fitting & Machinery
- (3) 4 - Its effective but need to improvement on our training side. For eg, curriculum needs to be upgraded and practical experience needs to be lifted as well Motor Mechanics
- (4) 1 - There is no consultation with the Industry to find out how effective the scheme is. No feedback requested from Industry and overall standard is low Welding & Metal Fabrication
- (5) 4 - The Ministry of Labour (MCIL) administers this program well. They assist our Authority by providing an attendance record for our participants; also updating us on the progress of the program - Plumbing
- (6) 1 - MCIL was very problematic with running of the Scheme. There was no protection given to employers after having spent money to pay partial fees for employees. Upon having completed studies, some employees left after I (as the employer) paid part of the fees while at school. I requested to MCIL that there should be a 'bond' signed as I was losing employees after paying for their fees. For example, some left for Kooline. After having raised this problem with MCIL, I no longer pay for employees fees. They pay for it themselves if they want to go to school - Refrigeration
- (7) 4 - It gives the tradesmen the extra knowledge on the theory of the trade - Electrical Engineering

8. Are you a member of an Industry Advisory Panel?

**NO - Carpentry and Joinery, Welding & Metal Fabrication**

**YES - Fitting & Machinery, Motor Mechanics, Plumbing, Refrigeration, REED ELECTRICAL**

If YES, how long have you been a member and how many meetings are held within a year?

- (1) I have been a chairman for 17 years before NUS took over and I never heard from them anymore - Fitting & Machinery
- (2) 4 years now - We have only had 3 meetings since we became members Motor Mechanics
- (3) Since 2007 - and we have our middle management every month Plumbing
- (4) I have been a member since 2005-6 when it was first established. There have been no meetings for 2-3 years now Refrigeration
- (5) 5 years - Recently there have been no meetings since the change of Provider education Electrical Engineering

If NO, how do you provide your feedback regarding the following?

- (a) Your employee(s) performance given the training under the Scheme?
- (b) The curriculum being taught?
- (c) How the Scheme is currently operating?

- (1) This has not been requested or communicated to me before now Carpentry and Joinery
- (2) Welding & Metal Fabrication - response to (a) - (c) above is NO



**YES - Fitting & Machinery, Motor Mechanics, Plumbing**

Do you think the new 'fees' structure is justified? (Please explain)

**NO – Carpentry and Joinery, Motor Mechanics, Welding & Metal Fabrication, Plumbing, Refrigeration, Electrical Engineering**

**(1) The apprentice does not belong to the company. It is an investment for the nation not a company - Carpentry and Joinery**

**(2) We were simply advised of the fee increases. There should not be an increase without improvements to the Scheme - Welding & Metal Fabrication**

**(3) I personally think that the Apprenticeship fees are too high compared to previous years. This change should also come with an increase with recognition of the Due Completion Certificate - Plumbing**

**(4) Too expensive - Refrigeration**

**(5) Provision for education should come from the government as the need is for the country - Electrical Engineering**

**YES - Fitting & Machinery**

**(1) Its acceptable because of Government legislation - Fitting & Machinery**

13. What do you think is the main benefit of the Apprenticeship Scheme?

**Upskilling of labour qualifications and knowledge**

**- Carpentry and Joinery**

**Did not answer question properly**

**- Fitting & Machinery**

**It provides education opportunities to tertiary students**

**- Motor Mechanics**

**At present the only benefit is the teaching of very basic knowledge of the Trade - Welding & Metal Fabrication**

**To get more skillful people on different trades to serve and develop the economy of our country - Plumbing**

**Upskilling our Samoan kids; However, MCIL need to take into account the employer's side of things - Refrigeration**

**For the trade personnel to learn more on the theory side**

**- Electrical Engineering**

14. Do you think the Scheme is gender biased?

**YES –**

**NO – Carpentry and Joinery, Fitting & Machinery, Plumbing, Refrigeration, Electrical Engineering**

**(1) The Australians tried to push for 'Gender Equity' when they were here but it does not apply because of our culture and customs. For eg, you can't tell your daughter to grab a ladder, etc - Refrigeration**

**DON'T KOW - Welding & Metal Fabrication**

**DID NOT UNDERSTAND QUESTION - Motor Mechanics gave a '?' answer**

15 & 16. Do you think that the current Apprenticeship Scheme should be expanded to include other trades and professions? If yes, any specific trades/areas you would like to see be included?

**YES – Carpentry and Joinery, Fitting & Machinery, Motor Mechanics, Plumbing, Refrigeration, Electrical Engineering**

(1) Timber joinery; aluminium Joinery (completely separate from construction and carpentry; also secretarial skills – Carpentry and Joinery

(2) Hope that after 4 years of covering core subjects, students should be allowed to attend to 'specific skills' related to core subjects e.g., For Fitting & machinery ( 1) diesel fitter (2) fitter electronic & (3) *preumatic* hydraulic - Fitting & Machinery

(3) Engineering (Environment, Research and Information Technology) - Motor Mechanics

(4) Spoke with LE SPA owners just recently and they would like to see qualified masseurs

(5) Electronics and radio – Electrical Engineering

**NO – Welding & Metal Fabrication**

(1) We should focus first on improving and raising the standard of the current trades before we look at expanding to other trades

17. Have you got any suggestions to help improve the Scheme – administration/ delivery/ etc.?

(1) There needs to be more correspondence/ meetings with industry - Carpentry and Joinery

(2) Need to provide guidelines/ manuals for apprenticeship programs - Carpentry and Joinery

(3) I've noticed that there is a lack of qualified trades-people. Suppose to *enforce* to sit Samoa Trade Certificate. Too many apprentices have completed their courses, but no trades-people to follow up their skills upgrading - Fitting & Machinery

(4) Need to focus on updating curriculum contents or technology studied (by students) by the instructors/ trainers - Motor Mechanics

(5) Today's modern technology must be introduced into school curriculum & their basic principles as compulsory introductory courses - Motor Mechanics

(6) Hire qualified instructors from overseas. There are several retired Trades people in NZ & Australia who would be very willing and able to impart their knowledge, skills and experience to our local people - Welding & Metal Fabrication

(7) I suggest that MCIL should provide brief reports on Apprenticeship students attending the program every 3 months. This would help improve the attendance as well as the effort to gain as much from the Program to develop working skills - Plumbing

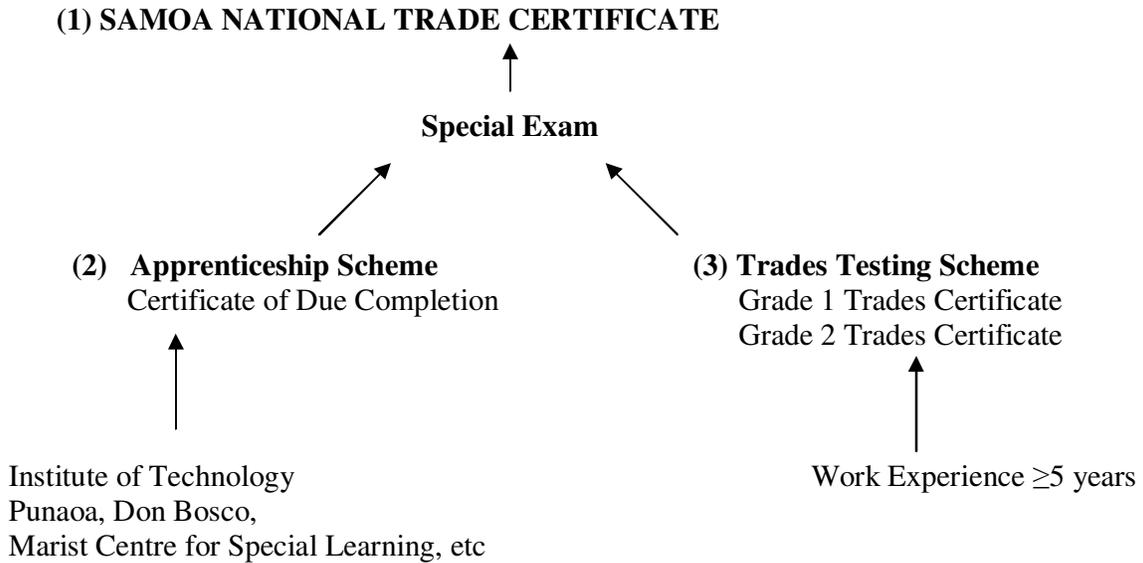
(8) Pay the lecturers – Refrigeration

(9) Government scholarships for apprentices should be looked at – Refrigeration

(10) Improve the lecturers so that there is understanding in the field and theory. We need the education as well as learning of the trades – Electrical Engineering

(11) Scholarships should be offered by Government for apprentices – Electrical Engineering

**APPENDIX 11: LEARNING PATHWAY IDENTIFIED TOWARDS THE SAMOA NATIONAL TRADE CERTIFICATE**



*Note: New Zealand and Australia currently accepts (1), (2) and (3)*

Source: Samoa Qualifications Authority Report on Initial Data Collection from Post School Education and Training Providers 2007

## REFERENCES

Alexander D, 'National University of Samoa Institute of Technology (formerly Samoa Polytechnic) tracer study of graduates', 2007

Apprenticeship Act 1972

Apprenticeship Amendment Act 1994

Apprenticeship Regulations 1973

Corporate Plan (July 2010- June 2013), SQA, June 2010

Department of Labour, *2000 Labour Market Survey of Private Sector Employers in Samoa*

Design of Apprenticeship Training Prescriptions and Review of Standards Project (Draft), MCIL, 2008

Grant Scheme 5, Training and Productivity Authority of Fiji, website, May 2010

Interview with Lemalu T Simi, outgoing Chief Executive Officer (MCIL), 18 February 2009

Ministry of Commerce, Industry and Labour, *2004 Labour Market Survey of Private Sector Employers in Samoa*

National University of Samoa Calendar, 2009

National University of Samoa Calendar, 2010

Post School Education and Training Strategic Plan 2008 -2016

Report on Initial Data Collection from Post School Education and Training Providers, SQA, Feb 2007

Samoa Qualifications Authority Act 2010

SQA PSET Provider Questionnaire, Feedback from MCIL, May 2010

Statement of Corporate Objectives (July 2010 – June 2013), SQA, July 2010

Strategy for the Development of Samoa 2008 – 2012