



**Report of the  
Situational Analysis of the Development of  
Community Learning Centres  
in Samoa**

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## EXECUTIVE SUMMARY

The research was conducted on the perspectives of Post School Education and Training (PSET) stakeholders on developing Community Learning Centres (CLCs) in Samoa. The SQA is mandated under its 2010 Act to *provide policy advice to Government on strategies and priorities for Post School Education and Training (PSET)*.

The main objectives of the research were to seek the views of relevant PSET stakeholders involved in the development of CLCs on any possible opportunities to enhance the connection of CLCs to communities; the benefits and challenges of developing CLCs; and to use their views to formulate a model for CLC development in Samoa.

The research was conducted by consulting PSET stakeholders ranging from Government Ministries, Non Government Organisations and PSET providers, and by a literature review of published sources of information on CLCs.

The main findings from the research are as follows:

- The development and status of CLCs in Samoa is still minimal; 2 CLCs have been established in the villages of Moata'a and Fagaloa and have operated at established physical facilities. There are 12 telecentres established in rural areas of Upolu and Savaii with only 10 still in operation at Women's Committee Houses (Fale komiti).
- The PSET stakeholders mostly agree with the idea of CLCs in Samoa, and indicated that CLCs should be supported with sufficient funding and resources.
- The CLCs in Samoa are mainly supported and financed by the Government, international agencies and donors.
- CLCs in Samoa cannot be sustained independently by the communities but require external support for continuity.
- The training and/or activities of CLCs are based on areas of agriculture, business, information technology and trades (vocational skills) for communities' livelihoods.
- The connection of CLCs to communities can be enhanced through the communities participation in the trainings, as well as their ownership and management of the CLCs.
- CLCs and telecentres benefit the communities in terms of access to education, skills and access to ICT, sustainable livelihood skills, and skills for employment and continuous learning.
- The recognition of CLC trainings and/or activities is required as these are considered NFE or NFL in nature.
- Networking and collaboration is required to ensure better provision of services through CLCs, recording of all participants and the skills acquired, and improved methods for addressing community needs.
- A proposed model for CLC development in Samoa highlights the roles of SQA as the Agency that promotes improved access to learning, and that recognizes the trainings/activities of CLCs.

There was overall support for CLC development as an effective mechanism for meeting development and education needs of communities.

## 1. BACKGROUND

The SQA is mandated under its 2010 Act to *provide policy advice to Government on strategies and priorities for Post School Education and Training*. This function of SQA is pertinent to achieving Goal 3 of the Strategy for the Development of Samoa (SDS) 2008 – 2012: ‘improved education outcomes’. In addition, it is also appropriate under the PSET Strategic Plan 2008 – 2016, Goal 3 “increased access to learning for all Samoans” and its Strategy 3 which is to “create and improve access to learning opportunities”. This Strategy becomes particularly important when considering the wide range of learners that currently exist in Samoa. These learners may not necessarily have the same needs and opportunities to access learning, and often encounter barriers that are not addressed in the ‘formal’ education setting.

The Community Learning Centre (CLC) is one mechanism that has been established for addressing the barriers that hinder access to learning. The United Nations Educational, Scientific and Cultural Organization (UNESCO) definition of CLC is: *a local place of learning outside the formal education system. Located in both villages and other areas, it is usually set up and managed by local people in order to provide various learning opportunities for community development and improvement of the quality of life. A CLC doesn’t necessarily require new infrastructure, but can operate from an existing health centre, temple, mosque, primary school or other suitable venue. CLCs have been recognized as effective delivery mechanisms of literacy and continuing education programmes through community-based approaches*<sup>1</sup>.

The concept of CLC is fairly new in the development of education in Samoa, but community-based education has existed in Samoa for many years. The concept emerged in Samoa in 2003 as a result of the UNESCO CLC Project which was launched in 1998 within the framework of the Asia-Pacific Programme of Education for All (APPEAL)<sup>2</sup>. The CLC Project was developed to generate grassroots-based interest and participation in literacy and continuing education, especially for the disadvantaged and poor<sup>3</sup>. CLC has been introduced in Samoa to cater for the needs of those learners living in communities who prefer to learn in a ‘non formal’ setting. The aim of CLCs is to empower individuals and promote community development through life-long education for all<sup>4</sup>.

CLC is a mechanism that would address the difficulties and the barriers hindering people in Samoan communities from accessing education. With this in mind, the SQA conducted a research on the perspectives of relevant PSET stakeholders involved in this development on the benefits and challenges of CLCs. The relevant PSET providers were also consulted on their willingness to offer or conduct programmes and learning activities using established CLCs around Samoa.

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<sup>1</sup> UNESCO (2007) *Strengthening Community Learning Centres through Linkages and Networks: A Synthesis of Six Country Reports*. Thailand

<sup>2</sup> MESC, 2008, *Report of the Survey for the Establishment of the Fagaloa Community Learning Centre: Draft 3*

<sup>3</sup> Ibid

<sup>4</sup> Asia Education Project. *Overview of CLCs*. Available at: <http://www.asiaedproject.org/overclc.htm>

## 2. INTRODUCTION

This report presents findings from a situational analysis that was conducted on the development of CLCs in Samoa based on the perspectives of the PSET stakeholders. The importance of this situational analysis rests within the SQA's mandate to provide policy advice to Government on strategies and priorities for PSET in creating and improving access to learning for all Samoans.

The findings from this situational analysis will assist the SQA in determining areas of CLC development it should concern itself with and to identify ways in which it could contribute to this development. The main objective of the situational analysis was to seek the views of relevant PSET stakeholders involved in the development of CLCs on:

- any possible opportunities to enhance the connection of CLCs to communities;
- the benefits and challenges of developing CLCs; and
- to use these views to formulate a model suitable for CLCs in Samoa

The Research, Policy and Planning Division (RPPD) of the SQA was responsible for conducting the research.

## 3. METHODOLOGY

The two methods used in conducting this research included interviews and a literature review.

### 3.1 Interviews

Interviews were scheduled and conducted for representatives from relevant Government Ministries, Non Government Organizations (NGOs) and PSET providers to seek their views on their involvement in the development of CLCs; possible opportunities to enhance the connection of CLCs to communities; and the identification of benefits and challenges in developing CLCs.

Three (3) Government Ministries, four (4) NGOs and twelve (12) PSET providers were invited to participate. The interviews were conducted in an unstructured and informal manner but were based on two (2) sets of focus questions used for the interviews as shown in Annex 1; three (3) focus questions for representatives from PSET providers, and three (3) focus questions for representatives from Government Ministries and NGOs.

Annex 2 shows that five (5) representatives from the Government Ministries and six (6) from NGOs were interviewed. From the twelve (12) PSET providers that were invited for interviews, only nine (9) responded and eleven (11) representatives were interviewed.

### 3.2 Literature Review

The literature review was conducted by analysing published sources of information. The aim was to review existing literature that is available on CLCs in Samoa. The sources consulted in this review included articles, reports and information from the internet. The literature review conducted found that not much has been written on CLCs in Samoa, and the review was extended to include other sources of information on CLCs from the practices and experiences of other countries.

The literature review was carried out simultaneously with the analysis of the information from the interviews to compile the following findings.

## 4. FINDINGS

### 4.1 THE DEVELOPMENT OF CLCS IN SAMOA

The development and popularity of the concept of CLC in Samoa is still minimal. This is evident in the limited number of papers written and published about the existence of CLCs in the country. Before this research was undertaken and even before the concept of CLC was introduced in Samoa, there had been work done by various government, non government and private organizations to foster and develop community-based education.

#### 4.1.1 CLCS established in Samoa

The Ministry of Education, Sports and Culture (MESC) coordinates the development of CLCs in Samoa. With funding by the UNESCO CLC Project, MESC was able to establish the first CLC at the village of Moata'a in 2003, as part of UNESCO's commitment to Samoa's National Education for All Action Plan<sup>5</sup>. A CLC Management Committee was set up in July 2003 within the village to monitor and implement the programme, followed by a survey in September of the same year which was conducted to identify the learning needs of the community<sup>6</sup>. MESC's coordination role involved the development and provision of learning materials for the CLC as well as planning and building of the CLC physical facility which is located within the Moata'a Primary School compound<sup>7</sup>. This was confirmed during interviews that MESC coordinated the establishment of the CLC and provided the equipment and learning materials for everyone to utilize at the centre.

The overall goals of the establishment of CLCs for Moata'a and Samoa as a whole were; to coordinate all the continuing education activities, building capacity at individual, family and community levels, as well as to mobilize community involvement and participation in activities to improve quality of life<sup>8</sup>. The successes of the Moata'a CLC encouraged the MESC to identify Fagaloa because of its remoteness and the decreasing number of students enrolled at Fagaloa schools<sup>9</sup>. According to the MESC representative, the Fagaloa CLC was established under the Education Sector Programme II in 2008. The establishment of this CLC followed the same procedures and activities utilized in the development of the Moata'a CLC. The trainings/activities of these CLCs included but were not limited to sewing, carpentry, basic Mathematics and English language.

The Ministry of Communication and Information Technology (MCIT) established twelve (12) telecentres (Feso'otai Centres) from the year 2005 to 2007, according to a statement by their representative. The 12 telecentres were established in the rural areas of Upolu and Savaii in the villages of Saoluafata, Ulutogia, Lotofaga, Safa'ato'a-uta, Fua'iloloo, Salepoua'e,

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<sup>5</sup> MESC, 2008, *Report of the Survey for the Establishment of the Fagaloa Community Learning Centre: Draft 3*

<sup>6</sup> Ibid

<sup>7</sup> Ibid

<sup>8</sup> *Country Report on the Community Learning Center Programme in Samoa*, For the Seminar on Community Learning Centers, held in Shiangmai Thailand, 23 to 27 March 2004.

<sup>9</sup> MESC, 2008, *Report of the Survey for the Establishment of the Fagaloa Community Learning Centre: Draft 3*

Manono-tai, Vailoa Palauli, Gataivai, Sagone, Auala, and Safune<sup>10</sup>. This effort by MCIT was part of a Rural Connectivity Program sponsored by the International Telecommunications Union (ITU), UNDP, Asia-Pacific Telecommunication, and VIA Technology. These telecentres operate and function for the same goals as the CLCs established by the MESC. According to MCIT, the telecentres are business oriented and aim to become sustainable and independent businesses once financial assistance under the project is completed. In addition, the telecentres provide communication and internet access for the communities. The MCIT contracted the Apia Institute of Technology (AIOT) to conduct trainings in Basic Computing for the communities that access the telecentres.

The telecentres operate at 'Fale Komiti' or 'Women's Committee House' and the overall sustainability of the centres is the responsibility of the MCIT until the project is completed. The functions and objectives of the telecentres are to provide the communities with access to information and communications technology, and to enhance the skills of the local people in utilizing such technology. Telecentres are noted by UNESCO as part of their programs in Non Formal Education (NFE) of 'ICT in education'<sup>11</sup>.

These efforts by MESC and MCIT are all focused on ensuring community access to learning and enhancing the quality of life in the communities.

#### 4.1.2 Other CLC-related Activities in Samoa

Apart from the work of the MESC and MCIT, CLC-related activities conducted by other organizations involved in this research with regards to community-based education reflect the goals and objectives of CLC development. Some of these activities were identified during the analysis. For the PSET providers involved in this research, only a few CLC-related activities were identified and are listed in the following table<sup>12</sup>:

**Table 1**

Provider	CLC-related Activities	Programmes/Training	Award
Apia Institute of Office Technology (AIOT)	Contracted by Ministry of Communications & Information Technology (MCIT) to conduct Trainings at Telecentres	Basic Computing	Certificate of Completion
RHEMA Bible Training Centre	Community Outreach Programmes	Spiritual/Character Building	Nil
Laumua o Punaoa Technical Centre	Trades taught at the Centre in Avao	Sewing, Welding, English, etc	Certificate of Achievement
Uesiliana Technical Centre			

The organizations that were involved in the interviews conduct the following CLC-related activities:

<sup>10</sup> MCIT; *Feso'ota'i Centre Brochure*, Available at:

<http://www.mcit.gov.ws/Portals/161/ICT4Development%20Projects/Rural%20Connectivity%20Program/Fesootai%20Centre%20brochure.pdf>

<sup>11</sup> UNESCO, *ICT in Education*, Available at: <http://www.unescobkk.org/education/ict/themes/non-formal-education>

<sup>12</sup> The CLC activities identified under Laumua o Punaoa Technical Centre & Uesiliana Technical Centre are not offered by these Providers, but are administered by the Methodist Church by offering trades programmes available in these providers in the CLC that the church operates.

**Table 2**

Govt Ministry/NGO	CLC-related Activities	Programme/Training	Award
Matuaile'o'o Environmental Trust Inc (METI)	<ul style="list-style-type: none"> <li>▪ Second chance Education funded by the Canadian Project 2004</li> <li>▪ Taiala Programme in communities (METI Staff as Facilitators)</li> </ul>	Life Skills and Pro-Cultural for Farmers and Horticultural practices	-
Ministry of Women, Community & Social Development (MWCSO)	Community Trainings at 'Fale Komiti' for Women & Youth on livelihood skills through economic development activities.	<ul style="list-style-type: none"> <li>- <i>Women</i>: Sewing, Community Health, Fine Mat Weaving ('le Samoa), garment printing, handicraft production, &amp; vegetable garden establishment.</li> <li>- <i>Youth</i>: Sewing, Carpentry &amp; Handicrafts Vocational Skills<sup>13</sup></li> </ul>	-
Samoa Umbrella of Non Government Organizations (SUNGO)	<ul style="list-style-type: none"> <li>▪ Trainings for the Communities</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building Trainings for its members, non member NGOs, private businesses &amp; government</li> <li>- Coordinates the Samoa In Country Training Program for the Civil Society Sector<sup>14</sup></li> </ul>	-
Small Business Enterprises Centre (SBEC)	<ul style="list-style-type: none"> <li>▪ In-house Trainings for Community people</li> <li>▪ Assists in planning and designing business for loans</li> </ul>	Trainings <sup>15</sup> include: <ul style="list-style-type: none"> <li>▪ Starting your Business</li> <li>▪ Business Management</li> <li>▪ Customer Service</li> <li>▪ English</li> </ul>	-
Women in Business Development Inc (WIBDI)	Community Trainings by Trainers from SBEC <sup>16</sup>	<i>Technology</i> : Coconut oil production, beekeeping, soap and paper-making <i>Trade</i> : Micro-finance activities include training & monitoring of families in areas of planning & budgeting, marketing & packaging for product development <i>Tradition</i> : Fine mats weaving, elei printing, tapa design, handicrafts & carving <sup>17</sup> .	-

CLC-related or community-based activities have been conducted in Samoa for many years throughout the country by the support of Government Ministries, NGOs, private sector, international agencies and donors. It has been noted that formal modern education in Samoa is relatively recent, and was preceded by enduring village-based traditional forms of education aimed at sustaining livelihoods, cultural continuity and social cohesion<sup>18</sup>. These 'enduring village-based traditional forms of education' have now been improved and further expanded with the development of CLCs.

The skills developed through the trainings noted in Tables 1 and 2 include capacity building and skills development in the areas of agriculture, business, information technology and trades (vocational skills). CLC trainings/activities in Tables 1 and 2 are insignificant and do not represent all the CLC-related activities in Samoa. The above

<sup>13</sup> *Country Report on the Community Learning Center Programme in Samoa*, For the Seminar on Community Learning Centers, held in Shiangmai Thailand, 23 to 27 March 2004

<sup>14</sup> SUNGO Training Opportunities, Available at:

[http://www.sungo.ws/index.php?option=com\\_content&view=article&id=11&Itemid=48](http://www.sungo.ws/index.php?option=com_content&view=article&id=11&Itemid=48)

<sup>15</sup> SBEC, *SBEC Brochure*, Available at: <http://www.sbescsamoa.ws/publications/Brochure.pdf>

<sup>16</sup> *Country Report on the Community Learning Center Programme in Samoa*, For the Seminar on Community Learning Centers, held in Shiangmai Thailand, 23 to 27 March 2004

<sup>17</sup> Ibid

<sup>18</sup> Pacific Islands Forum Secretariat, *Education Ministers Meeting Session Two: Non Formal Education in Pacific Island Countries*, 26 – 28 November 2007, UNESCO

analysis indicates that CLC development in Samoa is insubstantial compared to other countries of the world.

As mentioned earlier, CLC is a mechanism for the delivery of training in literacy and continuing education programmes. While literacy has remained a dominant activity for a considerable number of CLCs in other countries, most have branched out into a range of other activities, mostly in response to community challenges or personal demand<sup>19</sup>. CLC-related activities in Samoa have evolved from village-based traditional trainings to new training programmes due to the changing nature of communication, information technology and community needs. Now with the recent emergence of CLCs in the country, it calls for further development in enhancing the relevance of community-based education through the development of CLCs.

The expansion of CLC training programmes and/or activities in other countries would provide a future reflection of CLC development in Samoa. The following table shows four (4) countries under the UNESCO CLC programme administration and support. These 4 countries offer the following types of CLCs, their functions and activities:

**Table 3**<sup>20</sup>

CLCs	Some Countries operating CLCs			
	Bangladesh	Nepal	Pakistan	Philippines
<b>Types</b>	<ul style="list-style-type: none"> <li>All community-based institutions are identified as CLCs</li> </ul>	<ul style="list-style-type: none"> <li>CLCs regarded as part of NFE</li> </ul>	<ul style="list-style-type: none"> <li>CLCs developed alongside government-established community-based programmes such as School Management Committees &amp; Citizen Community Boards</li> </ul>	<ul style="list-style-type: none"> <li>CLCs established as part of the programme of the Bureau of Alternate Learning Systems (a government agency)</li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>Education, information &amp; services for improvement in quality of life</li> <li>Making people aware of local resources &amp; their uses</li> <li>Sensitizing people about their rights</li> <li>Skills trainings &amp; workshops</li> <li>Savings &amp; credits services</li> <li>Operating as a venue for discussion of problems &amp; settlement of conflicts</li> <li>Occasional healthcare services</li> <li>Providing opportunities &amp; facilities for recreation &amp; for organising religious &amp; social functions</li> <li>Liaison with local government agencies, extension services departments &amp; NGOs</li> </ul>	<ul style="list-style-type: none"> <li>Formal education support centres</li> <li>NFE &amp; lifelong learning</li> <li>Political discourse centres</li> <li>Women's forum groups</li> <li>Social &amp; culture revitalization</li> <li>Microcredit</li> <li>Community's reflection centre/association</li> <li>Skills training/vocational education</li> </ul>	<ul style="list-style-type: none"> <li>Providing non-formal, continuing education &amp; skills training programmes</li> <li>Responding to needs identified by the community</li> <li>Providing access to information in fields of interest to the community</li> <li>Strengthening the capacities of communities to carry out education activities by themselves</li> <li>Providing programmes leading to the improvement of the quality of life of the participants and communities</li> <li>Contributing to poverty alleviation</li> </ul>	<ul style="list-style-type: none"> <li>Help in the development of the livelihood of citizens through the programmes and projects of the alternative learning system</li> <li>Strengthen and broaden community links for mutual support</li> <li>Develop the capability of those who lead the community</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Education &amp; Training</li> </ul>	<ul style="list-style-type: none"> <li>Income generation</li> </ul>	<ul style="list-style-type: none"> <li>Adult basic literacy</li> </ul>	<ul style="list-style-type: none"> <li>Literacy</li> </ul>

<sup>19</sup>UNESCO, 2011, *Sustainability of Community Learning Centres: Community Ownership and Support, Asia-Pacific Regional Action Research Studies*, Bangkok: UNESCO Bangkok

<sup>20</sup> Ibid: information extracted and used to compile Table 3

CLCs	Some Countries operating CLCs			
	Bangladesh	Nepal	Pakistan	Philippines
	Courses <ul style="list-style-type: none"> <li>• Community Library and information services</li> <li>• Community development activities</li> <li>• Coordination and networking</li> </ul>	activities <ul style="list-style-type: none"> <li>• Adult literacy &amp; post literacy classes</li> <li>• Early childhood development</li> <li>• Training in trades (electricity, motorcycle repairing, radio/TV repairing, carpentry, etc)</li> <li>• Literacy through computers</li> <li>• CLC management training</li> <li>• Coaching classes in mathematics, English &amp; science</li> </ul>	<ul style="list-style-type: none"> <li>• Post literacy</li> <li>• Health Education which includes immunization, personal hygiene, etc</li> <li>• Conflict resolution at local level</li> <li>• Library</li> <li>• Community dialogue to express ideas in fields of interest leading to improved quality of life for every segment of the community</li> <li>• Networking of volunteers, learners and teachers in the form of clusters</li> <li>• Celebration of local, national and international events &amp; days</li> <li>• Awareness raising on healthcare, gender &amp; social issues</li> <li>• Life skills based continuing education</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation &amp; Equivalence (certification of learning for out-of-school youth and adults aged 15 &amp; above who are unable to complete basic education through the formal system either at primary or secondary level)</li> </ul>

The development of CLCs in these 4 countries as described in this table is advanced and broad compared to Samoa. The functions and activities are similar to those conducted in CLCs in Samoa and in other forms of community-based education, but there are differences in the number of CLCs in operation and the scale of activities provided for communities.

The representatives from PSET providers, Government Ministries and NGOs during the interviews indicated the types of activities that should be provided through CLCs. These activities include:

- Literacy/Numeracy
- Basic Computing and Office Administration
- Livelihood or Business Skills Trainings
- Trades/Vocational Skills Trainings
- Culture
- Spiritual or Character Building

The above activities indicated by the representatives and those in Tables 1 and 2, can be classified under one or more of the main activities of CLCs which have been recorded by UNESCO<sup>21</sup>:

- Literacy and post literacy
- Libraries or reading corners
- Income-generating activities
- Small-scale enterprise training
- Computer skills

<sup>21</sup> UNESCO, 2003, *CLC Management Handbook: Part 1 Introducing Community Learning Centres*, Bangkok: UNESCO Bangkok

- Health and hygiene
- Self-development programmes
- Social and cultural activities
- Sports and recreation
- Early childhood care and development
- Special programmes for women
- Savings and credit
- Raising awareness of HIV/AIDS

The representatives of the nine (9) PSET providers were asked during the interviews if they were willing to take part in the development of CLCs. Six (6) providers responded positively, two (2) indicated that they are interested but would not be involved, and one (1) provided no response. The 6 providers who showed interest and willingness to take part suggested that CLCs' trainings/activities shall be produced from either the repackaging of formal PSET provider programmes or from the development of new training modules that suit the needs of communities.

According to UNESCO, each CLC may have different training programmes depending on the community's needs and its socio-economic, religious and cultural activities<sup>22</sup>. In developing a CLC, UNESCO proposes that it is best to understand the community, and undertake an assessment to determine the community development and educational needs. This was the practice of the MESC in the CLC project by which the Moata'a and Fagaloa CLCs were established. Identifying the development and educational needs of the community assisted MESC in developing trainings/activities for the CLCs.

## **4.2 THE CONNECTION OF CLCS TO COMMUNITIES**

The connection of CLCs to the communities had been long established by the existence of community-based education and activities in Samoa. This connection has been reinforced through community participation and ownership of CLCs.

### **4.2.1 Community Participation and Ownership**

To ensure community commitment and ownership, it is essential to have the approval of the community and its blessings for whatever formal arrangements and plans that are created. With its approval, the CLC is assured of the community's commitment for continued participation, ownership and enthusiasm in network collaboration<sup>23</sup>. The MESC's experience with the establishment of its Moata'a and Fagaloa CLCs when seeking the approval of the two (2) communities was that people of the communities were consulted to obtain their approval for the project. Upon acquiring this approval, the MESC then set up CLC committees within these communities to oversee the smooth implementation of the programmes.

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<sup>22</sup> UNESCO, 2003, *CLC Management Handbook: Part 1 Introducing Community Learning Centres*, Bangkok: UNESCO Bangkok

<sup>23</sup> UNESCO, 2007, *Strengthening Community Learning Centres: A synthesis of Six Country Reports*, Bangkok: UNESCO Bangkok

The role of CLC committees is to assist in managing the CLCs which enforces the community to participate in the ownership and management of CLCs. According to UNESCO, some CLCs are almost totally managed by their patron: government, donors, international or national agency, international or national NGO, company or local authority or benefactor<sup>24</sup>. In the case of the CLCs in Samoa, the patrons include government and international agencies and donors: MESC, MCIT, UNESCO, ITU, UNDP and others. For the MCIT telecentres, it was stated that the centres are run by Women's Committees and Youth groups, as the telecentres operate at 'Fale Komiti'. This role of Women's Committees and Youth groups include the daily processing and monitoring of the use of equipment and payment for the services provided for the communities. While this is the case, the overall coordination and sustainability of the centres are the responsibilities of MCIT. The money collected by the Women's Committees assist MCIT with expenses and for sustaining the centres.

Apart from this participation of communities in the ownership and management of CLCs, the communities participate in the CLC trainings/activities to build capacity and obtain skills. The communities participating and obtaining skills from the different trainings/activities are further connected to the CLCs as they become aware of the benefits and impact that CLCs have on their daily lives and their communities.

The connection of CLCs to communities is enforced through their participation and ownership of the centres. UNESCO has found that community participation is essential to the sustainability of CLCs, and that CLCs are people-centred organizations<sup>25</sup>. More participation leads to more ownership, which leads to more sustainability, and sustainability leads to more benefits for the communities. The connection of CLCs to communities encourages and improves access to learning.

### **4.3 BENEFITS OF COMMUNITY LEARNING CENTRES**

All of the representatives of PSET stakeholders interviewed during this situational analysis agree that the development of CLCs can benefit the communities. For instance, the CLCs established in the villages of Moata'a and Fagaloa; access, facilities and resources were provided for the communities without a cost. According to MESC, the benefits identified from the establishment and development of CLCs includes:

- Education provided for those that left school
- Communities operate the CLCs
- Assist community people's daily lives
- Assist with students' home works

The MCIT telecentres also provided benefits for the communities they operate in. It was highlighted during the interview that the telecentres provided the communities with:

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<sup>24</sup> UNESCO, 2011, *Sustainability of Community Learning Centres: Community Ownership and Support, Asia-Pacific Regional Action Research Studies*, Bangkok: UNESCO Bangkok

<sup>25</sup> UNESCO, 2011, *Sustainability of Community Learning Centres: Community Ownership and Support, Asia-Pacific Regional Action Research Studies*, Bangkok: UNESCO Bangkok

- Skills in using computers
- Access to technology
- Access to IT facilities

In addition, as AIOT was contracted by MCIT to provide trainings at the telecentres, it was pointed out that other benefits of these telecentres include:

- Access to learning outside of the formal education system
- Skills to seek employment
- Skills and knowledge are recognized

The benefits reflect the enhancement of community skills and quality of life in the view of those that have provided services for communities through CLCs and other community-based activities. This aligns with the understanding that CLCs are developed for the local people to make them educated, empowered, raise income level and promote community development. However, the views of the community people are not captured in this situational analysis as per their experiences in their responsibilities in the running of CLCs and the benefits they have acquired.

#### 4.4 CHALLENGES IN THE DEVELOPMENT OF CLCs IN SAMOA

The challenges in the development of CLCs in Samoa identified during the analysis include concerns and issues in the areas of: operational management and financial sustainability of CLCs, the quality assurance of CLCs and recognition of community skills, as well as networking and collaboration.

##### 4.4.1 Operational Management & Financial Sustainability for CLCs Durability

The management and sustainability of CLCs depend on the availability of sufficient resources and commitment of communities for the durability of CLCs. For instances, the Moata'a and Fagaloa CLCs, it was noted by MESC that the Moata'a and Fagaloa CLCs no longer operate. The Moata'a CLC stopped operating when the UNESCO program and funding was completed while the Fagaloa CLC stopped operating due to people prioritising their daily work and personal commitments and the centre could not be maintained hence the run-down of the facility and equipments for training programmes gone missing.

The MESC indicated that the operational management of the Moata'a and Fagaloa CLCs had been costly as the MESC provided transport, teachers/trainers, and most of the materials used for the trainings and activities. This is true to a statement by the MWCSO that the challenges for CLCs would be maintenance and financial support.

**Table 4**

CLCs/CLC-related activities	Funded/Sponsored/Supported by:
1. MCIT – Telecentres	Government of Samoa, International Telecommunications Union, UNDP, Asia-Pacific Telecommunication, & VIA Technology – Rural Connectivity Program <sup>26</sup>
2. MESC – Fagaloa CLC	Government of Samoa & ADB – Education Sector Project II

<sup>26</sup> MCIT; *Feso'ota'i Centre Brochure*, Available at:

<http://www.mcit.gov.ws/Portals/161/ICT4Development%20Projects/Rural%20Connectivity%20Program/Fesootai%20Centre%20brochure.pdf>

CLCs/CLC-related activities	Funded/Sponsored/Supported by:
3. MESC – Moata’a CLC	Government of Samoa & UNESCO – CLC Project
4. METI – Second Chance Education & Taiala Programme	Canadian Project (2004)
5. MWCSO – Community Trainings	Government of Samoa/Ministry Budget
6. SBEC – In-house Trainings	NZAID & ADB SBDP
7. SUNGO – Trainings & Samoa In-Country Training Programme	National University of Samoa, AusAID, & NZAID
8. WIBDI – Community & In-house Trainings	Government of Samoa, NZAID, Oxfam NZ, Canada Fund, & AusAID

It was identified that the CLCs and CLC-related activities noted in Tables 1 and 2 in Section 4.1.2 are supported and financed by the organizations listed in Table 4. It has been found that the Government has continuously coordinated and allocated funding for CLC-related activities through the Ministry of Health (MOH), MESC and MWCSO<sup>27</sup>. Table 4 shows that the majority of the CLCs and CLC-related activities in the country have been supported by the Government in collaboration with international agencies and donors.

In addition to the failure of the Moataa and Fagaloa CLCs to continue operating, the MCIT indicated that there would also be a lot of issues surrounding management and sustainability of telecentres once MCIT pulls out its funding and resources at the end of the 5 year programme. It was also noted that the telecentres which were established for Ulutogia and Manono were destroyed during the 2009 tsunami and are no longer operating – these would not be revived unless the MCIT steps in with funding and resources.

These issues reflect the need for continuous external support in terms of operational management and funding to ensure CLCs and other CLC-related activities are continued. According to the UNESCO, community members participate in the establishment and functioning of CLCs, including their contribution to their funding would enhance their sense of ownership. However, UNESCO also noted that the majority of CLCs are dependent on funding and technical support from external agencies<sup>28</sup>. This was supported by the PSET providers during the interviews, that although the majority of these PSET providers support the idea of the establishment of CLCs the challenge would be the financing and/or resourcing to ensure success and continuity.

The CLCs and telecentres established in Samoa are not self-sufficient to operate autonomously. They require patrons of CLCs to either continue with their support or to ensure that communities are able to self-fund and operate the CLCs independently for durability of the centres.

#### 4.4.2 The Recognition of CLC Trainings and Activities

The CLC-related activities shown in Tables 1 and 2 of Section 4.2.1 include ‘non-formal’ trainings/activities conducted to develop skills of people in communities. According to UNESCO, Non Formal Education (NFE) and literacy programmes are the activity base for

<sup>27</sup> *Country Report on the Community Learning Center Programme in Samoa*, For the Seminar on Community Learning Centers, held in Chiangmai Thailand, 23 to 27 March 2004

<sup>28</sup> UNESCO, 2011, *Sustainability of Community Learning Centres: Community Ownership and Support, Asia-Pacific Regional Action Research Studies*, Bangkok: UNESCO Bangkok

CLCs from the earliest times, although there were community-based activities – particularly religious and cultural – as well<sup>29</sup>.

The SQA definition of Non Formal Learning (NFL) is; *organized learning outside of the context of formal education*<sup>30</sup>. The UNESCO definition of NFE is: *any organized and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, and may have differing durations, and may or may not confer certification of the learning achieved*<sup>31</sup>.

It has been noted by the representatives during the interviews, that CLCs are a good way of recognizing skills of the communities. In this sense, CLC is a 'mechanism' that is used for delivery of NFE/NFL to the communities. CLCs trainings and activities, as well as the CLC-related activities identified in this research can be classified as NFL in the context of SQA's work and/or NFE in the understanding of UNESCO. However, only a limited number of these were identified and recorded during this research. In addition, there is no record available of the participants or the skills they have obtained from participating in the development, trainings and activities of CLCs. There is also no record of how the people have used the skills they have obtained from participating in CLCs.

The experiences of other countries in the Asia-Pacific region have determined that multiple aspects of CLC trainings and activities need to be assessed for quality and such assessment must be conducted by both internal and external evaluators. This need resulted in a proposal of a quality assurance system with clear standards which can regularly monitor and evaluate the programmes of CLCs in terms of their delivery and achievements<sup>32</sup>. The findings of this situational analysis have only identified the organizations both in the public, civil and private sectors that have either established CLCs or have delivered some form of CLC-related training for the communities. However, no agency or organization has yet to maintain and monitor the quality of the trainings and activities.

The recognition of CLC trainings and activities would ensure that the skills obtained by communities are recognized and usable for employment and further learning. The PSET stakeholders suggested that CLCs training programmes and activities can be used as bridging courses into formal education such as entrance into PSET providers with similar programmes.

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<sup>29</sup> UNESCO, 2011, *Sustainability of Community Learning Centres: Community Ownership and Support, Asia-Pacific Regional Action Research Studies*, Bangkok: UNESCO Bangkok

<sup>30</sup> SQA, 2009, *Quality Assurance Policies*.

<sup>31</sup> UNESCO, 2006, *Guidebook for Planning Education Emergencies and Recognition, Chapter 12: Non-Formal Education, Section 3: Access and Inclusion*, Paris: International Institute for Educational Planning. Available at: [http://www.iiep.unesco.org/fileadmin/user\\_upload/Research\\_Highlights\\_Emergencies/Chapter12.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_Emergencies/Chapter12.pdf)

<sup>32</sup> UNESCO, 2012, *Community Learning Centres: Asia-Pacific Regional Conference Report*, Bangkok: UNESCO Bangkok

#### 4.4.3 Networking and Collaboration for CLCs Sustainability

Although not all are recorded in this research, there are many CLC-related activities conducted by different Government Ministries, NGOs and the private sector. It is important to note here, that there is very little evidence of networking and collaboration between these organizations in the development of CLCs and its related activities.

The only organizations who have established some form of collaboration in operating CLCs and CLC-related activities include:

- MCIT and AIOT in offering trainings for Basic Computing
- WIBDI and SBEC whereby SBEC provides Trainers for WIBDI trainings

However, it should be noted that:

- All Government ministries, NGOs, and Private Sector can assist already established CLCs and telecentres through the sharing of resources and delivery of trainings/activities
- Formal PSET providers can offer trainings for the communities through CLCs and telecentres

One suggestion was made during interviews that there is very limited public awareness of CLCs and their significance for the communities. Therefore, promotion is needed. It was also suggested that a policy shall be developed to better coordinate the development of CLCs and CLC-related activities in the country.

The PSET stakeholders in this situational analysis could all collaborate to form a network of CLCs and CLC-related activities that benefit the disadvantaged in the communities and to further the opportunities for these people to access continued education and services that contribute to the enhancement of their quality of life. This collaboration would result in better records of CLCs trainings and CLC-related activities, sharing of resources, and efficiency in addressing the development and education needs of the communities.

#### 4.5 COMMUNITY LEARNING CENTERS MODEL

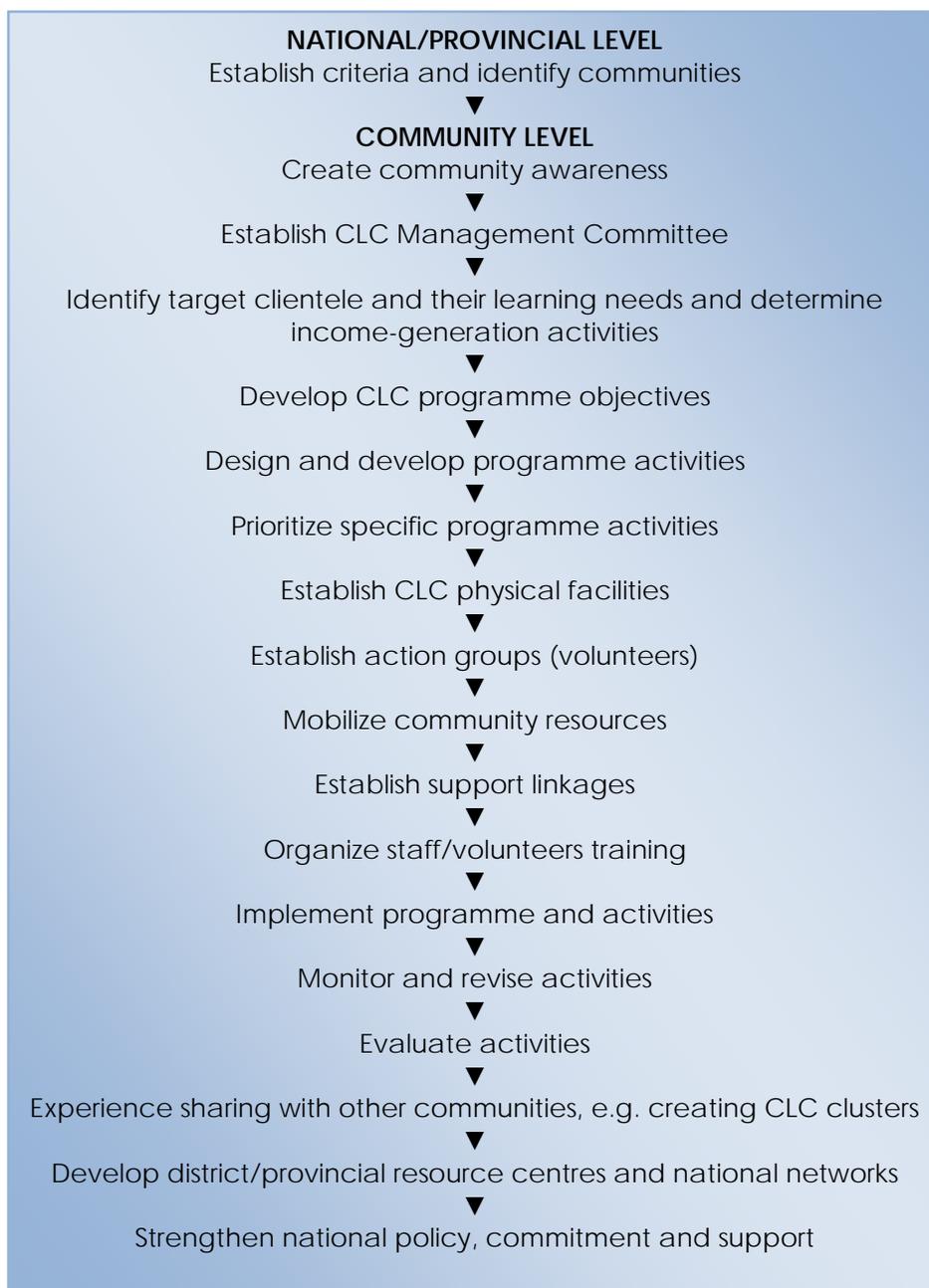
The UNESCO model<sup>33</sup> in Figure 1 illustrates the usual practices and steps into establishing and operating a CLC. This model has been utilized by the countries identified in Table 3 in Section 4.1.2 as a guiding tool for establishing CLCs, but according to the model used by Nepal, not all the steps must be included in a CLC model but shall encompass aspects that are suitable to different countries. For example, the step, 'establish CLC physical facilities', is not included in the Nepal CLC model<sup>34</sup>. This indicates that CLCs in Nepal operate at already-existing physical facilities. This model can and has been used for the development of CLCs in Samoa as was the case with MESC's Fagaloa CLC. However, it shall be compiled with aspects that have been identified in this research to include the specific elements suitable for CLC development in Samoa.

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<sup>33</sup> UNESCO, 2006, Chapter 12: Non-formal Education, Paris: UNESCO International Institute for Educational Planning.

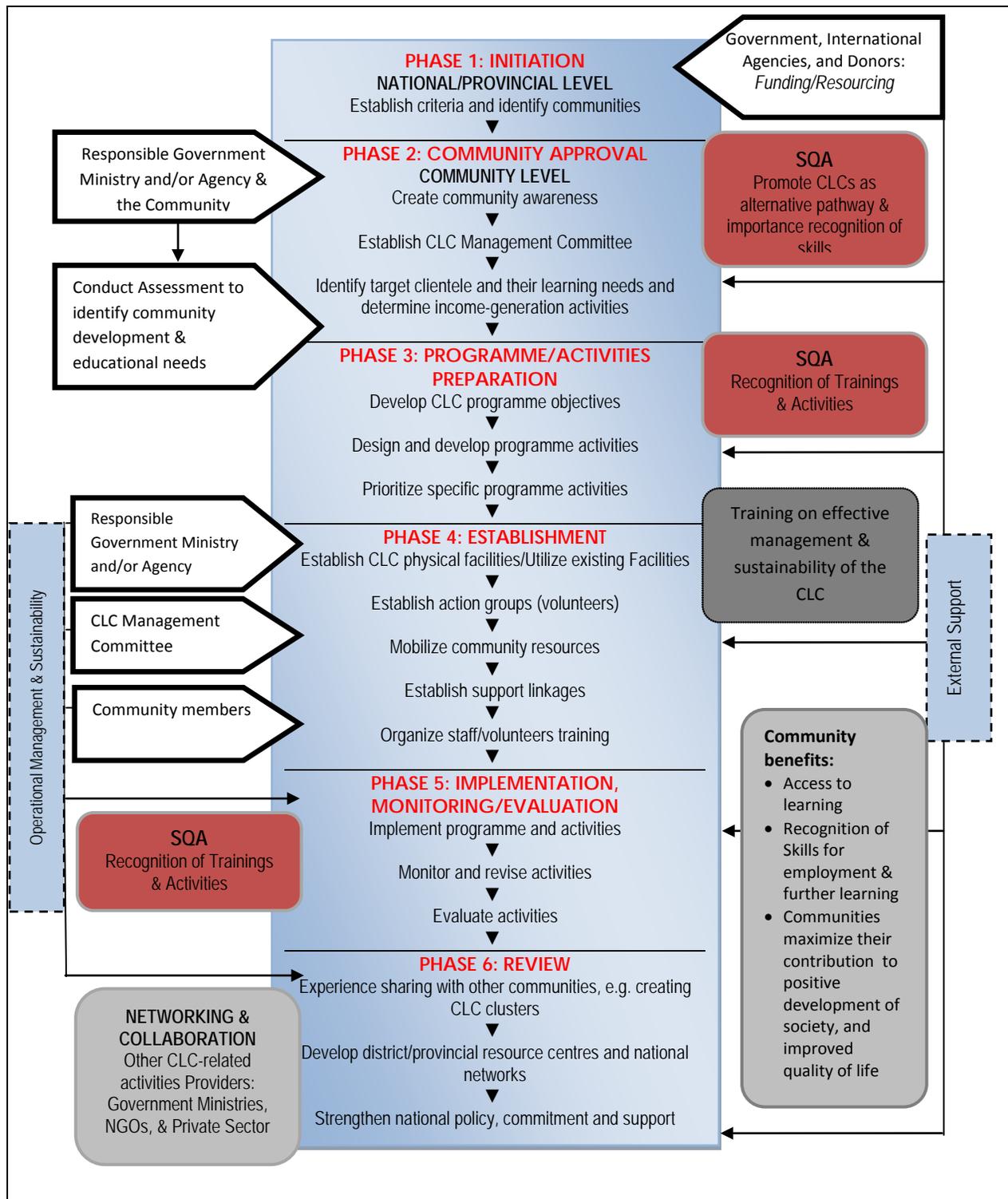
<sup>34</sup> UNESCO, 2006, Community Empowerment through Community Learning Centers in Mid and Far Western Regions of Nepal, Kathmandu Nepal: UNESCO Kathmandu

**Figure 1: UNESCO Model for the Establishment of CLCs**



A CLC model for Samoa is proposed to incorporate the establishment and running of CLCs, the different stakeholders' responsibilities, the CLC trainings and related activities, and the connection of CLCs to the communities. This model would also illustrate the roles of different stakeholders in this development and their contributions to communities.

**Figure 2: Proposed CLC Model for Samoa**



Phase 1 is the initiation stage where the Government, International Agencies, as well as Donors begin by promoting the idea of CLCs in the country at the national level. This promotion would result in establishment of criteria and identification of communities.

Community approval is sought in Phase 2 where awareness of CLCs and its benefits is created to have the community better understand the contribution that such development would provide. This approval is sought by the responsible Ministry/Agency which has been given the coordination role by the government as well as the international agencies and donors. Upon obtaining approval from the community, the responsible Ministry/Agency then establishes a CLC Management Committee and conducts an assessment to identify the clientele, as well as the development and educational needs of the community.

Phase 3 is the preparation of CLC programme activities based on the development and educational needs of the community identified from the assessment. Preparation includes the setting of objectives, the designing and developing of activities, and the prioritizing of these activities based on community needs.

In Phase 4, the CLC is established where physical facilities are built or existing facilities are prepared and utilized for the delivery of programme activities. Existing facilities would include the pastor's house, a church hall, a community school building, women's committee houses, or any other place within the community. Also at this stage, the responsible Ministry/Agency together with the CLC Management Committee and the community people work together in forming action groups, organizing available resources, and establishing support linkages. The CLC Management Committee, CLC staff and action groups shall be trained at this stage to build their understanding and skills of CLC operations, as well as to encourage effective management and sustainability of the CLC.

The implementation, monitoring and evaluation of programme activities are conducted in Phase 5. At this point, it is appropriate to assume that other CLC-related activities conducted by Ministries and NGOs can be classified under this phase. The monitoring of the implementation of CLC training programmes and activities is conducted by the responsible Ministry/Agency through recording of skills obtained by community, as well as evaluating the relevance of such skills and how these have benefited the people.

The last phase is 'review', where the responsible Ministry/Agency works together with the Community to assess the CLC's implementation to identify problems, opportunities, and solutions. This phase also provides an opportunity for the responsible Ministry/Agency and the community to share experiences and build relationships with other organizations for CLC improvement. The review shall result in the strengthening of policy, commitment and support for the success and durability of CLCs.

External support is provided all throughout the phases by the Government, International Agencies and Donors but channelled through the responsible Ministry/Agency to ensure continuity of the CLC. The Operational Management and Sustainability of CLCs is the responsibility of the CLC committee and the Community itself, together with the coordination and support by the responsible Ministry/Agency. The role of SQA in the development of CLCs in Samoa is highlighted in Phases 2, 3 and 5. In Phase 2, the SQA can step in to work in collaboration with the responsible Ministry/Agency to promote access to learning and recognition of skills to raise community awareness of the importance of their participation and ownership of CLCs. For the recognition of skills, SQA can step in either in Phase 3 for programme activities that have just been developed or in Phase 5 for

programme activities that have already been developed using the Guidelines for the Recognition of Non Formal Learning.

## 5. CONCLUSION

The findings have established that CLC is a mechanism for the delivery of trainings and activities to cater for the development and educational needs of the communities. It is also a possible avenue for creating and improving access to learning for the people of Samoa.

The key findings are summarized as follows:

- The development and status of CLCs in Samoa is still minimal with its recent inception in Samoa in 2003. The MESC has established 2 CLCs in the villages of Moata'a and Fagaloa. The MCIT established 12 telecentres with only 10 still in operation in the rural communities of Upolu and Savaii. CLCs operate at physical facilities built upon their establishment while telecentres operate at 'fale komiti' in the communities;
- The majority of representatives from PSET providers support the idea of CLCs in Samoa, but they noted the challenges of having sufficient funding and resources for the successful development of CLCs;
- The CLCs in Samoa are mainly supported and financed by the Government, international agencies and donors. The work of MESC has confirmed that CLCs in Samoa cannot be sustained independently by the communities but require external support for continuity. This may also be the case for MCIT telecentres upon the completion of the program and funding;
- The trainings and activities of CLCs and other community-based education providers in Samoa are focused on the areas of agriculture, business, information technology and trades (vocational skills) for communities' livelihoods;
- The connection of CLCs to communities is enhanced through the communities participation in the ownership and management of the CLCs, as well as their participation in the trainings and activities;
- CLCs and telecentres are beneficial for the communities in terms of access to education for those who are disadvantaged and have left school, develop skills in using new technology and access to IT facilities, develop skills for sustainable livelihoods, and skills for employment and further learning;
- The recognition of CLC trainings and activities is required as these are considered NFL or NFE. The MESC, MCIT and other organizations only coordinate the establishment of CLCs, and provide trainings and activities. Such recognition would ensure quality education is provided for the communities through CLCs and that the skills of communities are usable for further studies and employment;
- There are several CLC-related activities that are conducted in the country while not much collaboration is present for the Government Ministries, NGOs and the private sector. Networking and collaboration is required to ensure better provision of services through CLCs, recording of all participants and the skills acquired, and improved methods for addressing community needs;
- The CLC proposed model incorporates all the stakeholders and different parties that are involved in the development of CLCs. It signifies the role of SQA as the agency that

promotes improved access to learning, and that recognizes the NFL trainings and activities of CLCs; and

- The views of the PSET stakeholders involved in the development of CLCs and in the provision of CLC-related activities in Samoa indicate support for the development of CLCs as effective and beneficial mechanisms for meeting community development and educational needs.

## 6. RECOMMENDATIONS

The research findings produced the following recommendations for SQA's consideration:

- SQA to consider the proposed CLC model, and its roles as the agency that:
  - promotes CLC as an alternative pathway that enhances access to learning, and;
  - recognizes the trainings and activities of CLCs under its *Guidelines for the Recognition of Non Formal Learning* to provide confidence to the community and related stakeholders that the training services provided have met relevant quality assurance requirements;
- SQA to submit the Report of the Situational Analysis on the Development of Community Learning Centres in Samoa to MESC for their consideration, and to other relevant stakeholders for their perusal and feedback; and for
- SQA to work in collaboration with MESC and other relevant stakeholders in conducting its roles highlighted above.

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# ANNEXES

## ANNEX 1: INTERVIEW FOCUS QUESTIONS

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### **PSET providers' views on:**

- Their understanding of CLCs (in terms of benefits and challenges)
- Establishing CLCs within Communities; and
- Offering trainings and/or programmes in the community using the proposed CLCs

### **Government Ministries, NGOs and Private Sector views on:**

- Their involvement in the utilization of CLCs
- Possible opportunities to enhance the connection of CLCs to communities through PSET providers and stakeholders; and
- To find out the benefits and challenges of developing CLCs

## ANNEX 2: RESEARCH INTERVIEWS: ORGANIZATION REPRESENTATIVES

Government Ministries		NGOs		PSET Providers	
Name	Rep/s	Name	Rep/s	Name	Rep/s
Ministry of Communication & Information Technology	1	Small Business Enterprises Centre	2	Apia Institute of Office Technology	1
Ministry of Education, Sports & Culture	1	Women in Business & Development Inc	1	Beautiful Expressions of Nature Academy	1
Ministry of Women, Community & Social Development	3	Samoa Umbrella for Non Government Organizations	2	Don Bosco Technical Centre	1
		Matuaileo'o Environmental Trust Inc	1	June Ryan School of Music Pacific International Uni-Tech	1
				Laumua o Puna'oa Technical Centre Uesiliana Technical Centre	3
				RHEMA Bible Training Centre	1
				Tesese Institute of Administrative Studies	1
				Worldwide Mission Training Centre	2