

# Samoa National Youth Policy

2001-2010

*"O le laau e toto nei e mauia ai tipulaga faeao"*  
*The tree planted today will benefit tomorrow's youth*

TAKING YOUTH INTO THE NEW MILLENNIUM



GOVERNMENT OF SAMOA

August 2001 Draft

*Samoa*

# National Youth Policy

2001-2010

***“O le laau e toto nei e manuia ai tupulaga taeao”***

**The tree planted today will benefit tomorrow's youth**

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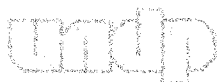
Ministry of Youth,  
Sports and Cultural Affairs  
Government of Samoa

*With the Assistance of:*



**Commonwealth Youth Programme  
(CYP)**

*And:*



*United Nations Development Programme (UNDP)  
Economic and Social Commission for Asia and the Pacific (ESCAP)  
United Nations Educational, Scientific, and Cultural Organization (UNESCO)*

*Government and nongovernment organizations interested in youth development in Samoa.*

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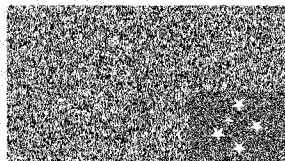


TAKING YOUTH INTO THE NEW MILLENNIUM

2001-2010

# Youth Policy National

*Samoa*



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**Abbreviations used in this document**

AusAID	Australian Agency for International Development
AUYS	Apia Urban Youth Survey
CEDAW	Convention on the Elimination of Discrimination Against Women
CPR	Contraceptive Prevalence Rate
CRC	Convention on the Rights of the Child
CYP	Commonwealth Youth Programme
DHS	Demographic and Health Survey (1999)
DLSE	Department of Lands, Survey and Environment
ESCAP	Economic and Social Commission for Asia and the Pacific
FAO	Food and Agriculture Organisation
GDP	Gross Domestic Product
GNP	Gross National Product
HEAPS	Health Education and Promotional Services
HIES	Household Income and Expenditure Survey (1997)
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HPV	Human papilloma virus
IGO	International Governmental Organisation
ILO	International Labour Organisation
IOC	International Olympic Committee
JICA	Japan International Cooperation Committee
JOVC	Japanese Overseas Cooperation Volunteer
LMDS	Labour Market Demand Survey (1998)
MYSCA	Ministry of Youth Sports and Cultural Affairs
NEMS	National Environmental Management Strategy
NERDS	National Environmental Resource Database of Samoa
NGO	Non-government organization
NOC	National Olympic Committee
NPF	National Provident Fund
NUS	National University of Samoa
NYP	National Youth Policy
NYPAC	National Youth Policy Adhoc Committee
NYPCC	National Youth Policy Coordinating Committee
NYPDC	National Youth Policy Development Committee
NZODA	NZ Official Development Assistance
ONOC	Oceania National Olympic Committee
PSC	Public Service Commission
SAT	Samoa Tala (unit of currency: US\$1.00 approximately SAT\$3.00)
SES	Statement of Economic Strategy 2000-2001
SFHA	Samoa family Health Association
SNA	System of National Accounts
SNYP	Samoa National Youth Policy 2001-2010
SPREP	South Pacific Regional Environment Programme
SSAHD	
SSFNOC	Samoa Sports Federation and National Olympic Committee
SSS	Senior Secondary School
STD	Sexually transmitted diseases
TFR	Total Fertility Rate
UHAR	Unpaid Household Activities Report (1997)
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
WHO	World Health Organisation
YMCA	Young Men's Christian Association
YSP	Youth Service Provider



## Glossary

Aoga Aso Sa	Sunday School
Aganuu	Culture
Aiga	Family
Aiga Potopototo	Extended Family
Aoaoina	Education
Aoga	School
Apitaga	Dwelling place
Aualuma	Female descendants of the village as opposed to in-marrying wivies
Aumaga	The untitled men of a village
Autalavou	Youth groups established under the auspices of different churches
Ava	Ceremonial drink made from the root of the kava plant
Faalapotopotoga	Organisation
Faalapotopotoga tumaoti	Independent organization
Faalavelave	Social obligation
Faaleagaga	Spiritual
Faaleitino	Physical
Faa-matai	Chiefly system of governance
Faa-samoa	The Samoan way
Fai-ava	In-marrying males
Fale o taulelea	House of untitled men
Faletua ma tautai	Women married to matai
Fono	Meeting or council
Fono a matai	Council of chiefs
Fue	Ceremonial flywhisk
Galuega	Work or occupation
Kirikiti	Cricket
Komiti o Tina ma tamaitai	Women's committee
Lagona	Emotions
Le tago lima	"Out of touch" A reference to being poor
Lima vaivai	"Weak hands" A reference to being poor
Logo	Angels trumpet (Belladonna) a hallucigent
Maea e tasi	"One rope" A reference to unity
Mafaufau	Intellect or thoughts
Malo	Government
Malo afaatasi	United Nations
Manaiia	Son of a ranking chief
Maota o Alii ma faipule	House of chiefs and the village mayor
Maota o Faletua ma tautai	House of wives of the village chiefs
Maota o tamaitai ma Saoao	House of the daughters and sisters of the village
Matai	Chief
Mativa	Poor
Mea taumafa	Food
Nofotane	In-marrying females
Nuu	Village
Malosiaga o tupulaga talavou	The strength of youth
Olaga atinae	Productive life
Olaga faaleagaga	Spiritual life
Pulenuu	Village mayor
Pulou aitu	"Magic mushroom" hallucigent
Sene	Cent (unit of Samoan currency)
Soifua maloloina	Health
Soifuaga lautele	Social
Taaloga	Sports or games
Tafaigata	Prison site in Upolu
Tagata matua	Adult
Tala	Dollar (unit of the Samoan Currency)
Talavou	Youth
Tamaitiiti	Child
Tamaoaiga	Wealth
Tapu	Sacred
Tapuaiga	Religion
Taulasea	Traditional healer
Taulelea	Untitled men
Taupou	Village maiden
Tautua	Serve
Tupulaga	Generation
Tupulaga talavou	Youth generation
Ula	Flower garland
Vaiaata	Prison site in Savaii
Vailima	Name of a village and locally made beer





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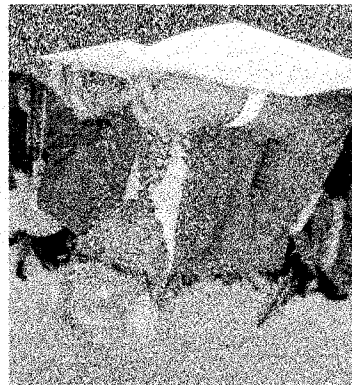
## Menga from His Highness the Head of State Sua Faamata Tammagili II

As a father, grandfather and great-grandfather, it gives me great pleasure to pen a brief message for this milestone document in the history of our people. As we cross this last bridge of time between two millennia, we can look back with admiration at the many marvelous feats accomplished by our forebears, many of whom were still in their youthful years when they brought honor to their families and to our nation.

The youth are precious – “O au o matua fanau”. In them are the promise, guarantee and shape of future society in Samoa.

Ia faamania e le Atua le laau ua toto nei mo le manuia o tupulaga a ta'ao.

Malietoa Tammagili II





*Message from the  
Prime Minister of the Independent State of Samoa,  
Honourable Tuilaepa Sailele Malielegaoi*

*The Independent State of Samoa has a very young population. Over 50% of the population are young people between the ages of 12 and 30 years. This young population is the major resource for economic development, social change and technological innovation. Hence, the Government Statement of Economic Strategy (SES) for the current national development plan, accorded the priority to Education, Health and Social improvement.*

*The most valuable resource of every country is their youth. The development of young people is the responsibility and task of everyone. The government, the community and the young people themselves are the stakeholders. This policy calls for action which contributes to the economic, social and cultural advancement of Samoan society through the achievement of self-sufficiency and self-reliance.*

*The Government endorses and enforces the formulation of Corporate Plan and Policy to assist with the overall National Economic Development Plan. This will ensure transparency and accountability of government plans to all its stakeholders and thus encourage their participation in providing services.*

*The National Youth Policy portrays the real situation of youth in Samoa and provides policies, goals and objectives as well as implementation plans for youth to capitalise on their strengths and thereby contribute to progress and prosperity in Samoa.*

*Hon. Tuilaepa S Malielegaoi  
Prime Minister*



### *Message from the Minister of Youth, Sports and Cultural Affairs, Honourable Ulu Vaomalo Ulu Kini*

*As Minister of Youth Sports and Cultural Affairs, I am extremely honoured and delighted to be accorded the privilege to present to the Government, the Stakeholders, the national and international community but especially to the young people of Samoa our National Youth Policy 2001-2010.*

*This Policy serves to highlight issues that are currently faced by our youth. The issues of gender balance, social justice, and human rights are the basis of the National Youth Policy since they are the fundamental ingredients for peace and democracy.*

*This Policy provides guidance to the Government, the Ministry, and Stakeholders involved in youth development to formulate and implement programmes for a better today and tomorrow for our children.*

*I extend my gratitude and appreciation to all international agencies and experts as well as our Government and local people but specifically the Ministry of Youth Sports and Cultural affairs for the work well done. God bless you all.*

*Ulu Vaomalo Ulu Kini  
Minister  
Ministry of Youth, Sports and Cultural Affairs*





## Message from the Secretary, Ministry of Youth, Sports and Cultural Affairs, Magele L Isaako

### INTRODUCTION

The Commonwealth Youth Ministers' meeting held in Port of Spain, Trinidad and Tobago, 17-19 May 1995 declared that all Commonwealth governments should, as a means to coordinating efforts to support positive youth development, adopt integrated *national youth policies* by the year 2000. This was further agreed to in the National Youth Symposium held

16-18 October 1996, which launched the Apia Urban Youth Survey conducted in 1994.

The Government of Samoa, through the Ministry of Youth, Sports and Cultural Affairs (MYSCA) as the lead agency, established in August 1997, a National Youth Policy Development Committee (NYPDC) comprising stakeholders from both within government and civil society. The goal, agreed to by this group was a National Youth Policy for Samoa *by the end of the year 2000*.

#### Stakeholder Participation

Representatives invited<sup>1</sup> from an original list of 24 government and non-government organisations, working together with a consultant<sup>2</sup> appointed by the Commonwealth Youth Program (CYP) for this purpose, contributed in varying degrees, to the first *draft* of a situational analysis of youth in Samoa.

In undertaking this task, both MYSCA and NYPDC referred to and adopted many of the ideas contained in "*Policy 2000- Formulating and Implementing National Youth Policies*"<sup>3</sup>. The NYPDC divided itself into nine sub-committees responsible for researching and compiling information on pre-selected key strategy areas. These were later combined<sup>4</sup>, for the purpose of presentations to be made at workshops held with government and community stakeholders, under three *umbrella* sub-committees.

*Pathways*: tracing the transition from childhood to adulthood including education and employment

*Personal*: presenting issues of personal concern such as health and recreation

*Participation*: with particular reference to decision-making in development.

Each sub-committee elected a person to chair their meetings and these people formed the National Youth Policy Coordinating Committee (NYPCC). A third tier to the Policy development process was a 4-member Ad-hoc Committee (NYPAC) formed in late 1998 by the NYPCC to *review* the draft Policy to *improve* its style, content and format (adding graphs and illustrations). The first NYPAC-revised draft tabled for the consideration of NYPCC is dated June 1999. Briefly, this work:

*Presented* a comprehensive, albeit incomplete, profile of youth in Samoa,

*Identified* some of the key issues facing youth,

*Reported* what the community and other stakeholders had to say about youth concerns as expressed at a series of 12 workshops held July-November 1998<sup>5</sup>,

*Provided* the basis for further work required for the Policy to be completed.

MYSCA's Corporate Plan (2000-2003) establishes the Policy within the framework of the Ministry's strategic plan and provides useful background information and a profile of youth in Samoa.

Adding further impetus to this process was the Pacific Youth Strategy 2005 (PYS 2005) adopted by Youth Ministers of the Pacific Community at their first conference held in French Polynesia from 30 June to 1 July 1998. This resolution provides a regional strategic framework for addressing the increasing challenges for Pacific Youth into the next century and recalls the need for governments in the Pacific region to develop *gender-inclusive* national youth policies.

*Magele L Isaako*

*Secretary, Ministry of Youth, Sports and Cultural Affairs*

<sup>1</sup> MYSCA letter dated 21 July 1997

<sup>2</sup> Dr Peggy Fairbairn-Dunlop, Fairbairn-Dunlop & Associates

<sup>3</sup> A Commonwealth Handbook, Commonwealth Secretariat, 1996

<sup>4</sup> Ibid. Developed by the Youth Research Centre in Melbourne (1989)

<sup>5</sup> A total of 443 participants attended workshops organised for youth, adults, school prefects, women, village mayors (*pulenuu*), religious leaders, prisoners, and Heads of Government Departments.

## VISION

*The tree planted today will benefit tomorrow's youth\**

For every Samoan youth to have the freedom to enjoy all human rights, with equal access and opportunities to participate and contribute fully to all aspects of development.

## MISSION

The mission of the National Youth Policy of Samoa is to advocate and establish programmes designed to enable the spiritual, physical, emotional, intellectual, social and economic development of Samoan youth; thereby empowering them to achieve a better quality of life for themselves, their families, their communities, and the nation.

The Policy aims to facilitate and support youth participation in local, national and international forums so that they may play a greater and more meaningful role in shaping their future and the world they live in. Moreover, the Policy will foster the mobilization and effective use of resources for the benefit of youth.

*\* The Samoa National Youth Policy 2001-2010 is like a tree which nurtures the spiritual, physical, emotional, intellectual, social and economic development of tomorrow's youth.*



Students at Faleata Junior Secondary School

"O le laau e toto nei e manuia ai tupulaga taaao". For the crafters of the National Youth Policy 2001 – 2010, "The tree planted today will benefit tomorrow's youth", is a phrase which conveys the essence of what the Youth Stakeholders had set out to accomplish in the developing a National Youth Policy. It is a seed planted with sincere hope to provide a guideline to enhance the full participation and contribution of youth to the all aspects of developments.

This Policy outlines a framework in line with the Government's overall development plan, to prioritise and assist youth development activities in Samoa. It is envisaged that it will be adopted and approved by cabinet to be the basis and framework for assistances on youth development programmes, as in the Statement of Economic Strategy, and to achieve the overall goals.

Members of the National Youth Policy Development Committee (NYPDC), comprising of the various government and non-government organizations (NGOs), brought together all those in the community who have an interest and concern for youth, including youth themselves, to share information and views. The response from the public was considerable and over the course of several months, hundreds of people participated in workshops coordinated by MYSCA and the NYP Development Taskforce (Adhoc Committee). The workshops were held on the islands of Savaii and Upolu from October to December 1998, and involved youth, clergy, government and NGO officials, prisoners and representatives from the private sector. This information plus additional data drawn from a variety of sources and recent studies was later worked into subsequent policy drafts by a consultant in collaboration with the Policy Development Taskforce. After many months of effort, the National Youth Policy document began to take shape.

Section One of the Policy document called "The Youth Profile" begins with a description of how Samoan youth are viewed from a traditional as well as a contemporary perspective. It recommends the age bracket of 12-29 years to be the official age for youth of Samoa. It also provides information on youth with respects to demographics, culture, religion, gender, and closes with a listing of Youth Service Providers and their current programmes for youth.

The Second Section presents information on several key priority areas where youth stakeholders have identified major problems amongst youth and changes needed for the betterment of youth. These include:

- Youth unemployment *much*
- High rate of school drop-outs
- Lack of employment opportunities
- Lack of viable alternatives for school drop-outs
- Limited access to Health Services and information
- Youth suicide
- Limited involvement of youth in the protection and conservation of the environment
- Lack of youth research and data collection
- Isolation of vulnerable youth including special needs youth, delinquents and street vendors
- High number of youth involved in criminal activities
- Absence of a judicial system for juveniles

A comprehensive set of policy statements were drafted and agreed upon by the Youth Stakeholders in the first meeting. These Policies were further refined and approved in the Second Stakeholders Meeting along with the development of Implementation plans outlining the measures and resources needed as well as identifying the responsible agencies.

The Implementation Plan forms the third section of the policy document and along with the Youth Profile, Key Priority Areas, Vision, Mission and Policies form the framework of the National Youth Policy 2001-2010.

MYSCA in collaboration with the NYPDC will develop a more condensed version of National Youth Policy 2001-2010 highlighting key information and policy statements along with a brochure to help raise awareness and interest in youth concerns *relating to matters*

We dedicate the NYP 2001-2010 to all stakeholders who were involved in its development and may the pages that follow be a source of inspiration to take appropriate actions towards the fulfillment of our vision.

Members of the Development Taskforce.

**1. OFFICIAL YOUTH AGE POLICY**

- Policy Purpose:** To better target programs and services to youth within this age bracket.
- Policy Outcome:** The official youth age for Samoa will be between 12 – 29 years.
- Objective 1:** To request Cabinet approval to establish an Official Age Bracket for youth in Samoa to be between 12-29 years.
- Objective 2:** To generate public awareness and acceptance of the Official Youth Age.

**2. STRENGTHEN THE AIGA & FAAMATAI IN ADDRESSING YOUTH ISSUES**

- Policy Purpose:** To draw and build on the strengths of existing social, cultural and religious values which support youth development.
- Policy Outcome:** A strengthened relationship between the *aiga*, *faasamoa* and young people in addressing the concerns of youth.
- Objective 1:** To explore effective ways for youth and other members of the community to have greater collaboration in the *aiga* and community decision-making.
- Objective 2:** To strengthen local and village controls over the negative and destructive social influences impacting on youth.
- Objective 3:** To strengthen community partnership and traditional values in developing social support and placement for abused and neglected youth.

**3. EQUAL ACCESS (EQUITY)**

- Policy Purpose:** To ensure equal access by all youth including vulnerable youth to opportunities and services for their growth and development.
- Policy Outcome:** All Samoan youth to have an improved quality of life.
- Objective 1:** Identify and establish support programs and services which facilitate and ensures equal access and equal opportunity for all youth

**4. YOUTH PARTICIPATION**

- Policy Purpose:** To promote equitable access and meaningful participation of youth in all areas that affect their lives.
- Policy Outcome:** Full and active participation of youth at all levels of society.
- Objective 1:** To promote the use of recognised channels for youth participation in decision-making.
- Objective 2:** To establish an annual National Youth Forum to facilitate open communication and sharing of information amongst youth.
- Objective 3:** To encourage an understanding of the interconnectedness of local and global concerns.
- Objective 4:** To propose youth representation in forums where youth concerns are discussed.

**5. YOUTH & GENDER**

- Policy Purpose:** To remove gender inequalities and attitudinal barriers for the advancement of all youth.
- Policy Outcome:** Equal opportunities and treatment for all youth regardless of their gender.
- Objective 1:** To raise awareness of gender issues pertaining to youth education, employment and all other arrears of life.
- Objective 2:** To always include gender analysis in youth development programmes and initiatives.
- Objective 3:** To promote equitable and fair measures in the recruitment and assessment of youth in the work environment.

**6. YOUTH WITH SPECIAL NEEDS**

- Policy Purpose:** To reduce the isolation of special needs youth and to mainstream them into society.
- Policy Outcome:** Youth with special needs are supported and provided with adequate training opportunities, services and infrastructure.
- Objective 1:** To ensure the equitable delivery of services to all youth with special needs.

- Objective 2:** To promote successful partnership programmes between both government and non-government organization and those responsible for youth with special needs.
- Objective 3:** To ensure that all teachers receive adequate training to cater for youth with special needs.

## **7. YOUTH COUNSELLING**

- Policy Purpose:** To ensure the provision of existing formal and informal counseling services to serve all youth including vulnerable youth in rural and urban communities.
- Policy Outcome:** An established comprehensive national counselling service that caters for all and especially vulnerable youth.
- Objective 1:** To enforce existing legislation to protect youth from sexual, explicit and violent media.
- Objective 2:** To develop and support the administration of appropriate and humane disciplinary measures for youth.
- Objective 3:** To encourage the use of youth counseling services and facilities as a valid option for guidance and support.
- Objective 4:** To encourage and facilitate effective communication between parents and youth.
- Objective 5:** To promote the establishment and training of qualified counselors in all educational institutions where youth are enrolled.

## **8. SUICIDE POLICY**

- Policy Purpose:** To prioritise suicide prevention for all sectors of the Samoa community.
- Policy Outcome:** A reduction in the numbers of suicide each year.
- Objective 1:** To promote awareness of the underlying causes of suicide and to establish prevention program initiatives in schools and in the community.
- Objective 2:** To strengthen coordination and partnerships between health service providers and youth stakeholders on suicide prevention initiatives.

## **9. COMMUNITY RESPONSIBILITY FOR YOUTH**

xiv

- Policy Purpose:** To promote collective community responsibility for the well being of all youth.
- Policy Outcome:** All youth in Samoa are cared for in the provision of their basic and developmental needs which lead to security and self reliance.
- Objective 1:** To ensure families can provide for all the basic needs of youth, education and other essential needs.
- Objective 2:** To instil in youth an understanding of the importance and relevance of social distances and mutual respect in their lives.
- Objective 3:** To provide opportunities for youth and community leaders to work together co-operatively for the betterment of youth.

## **10. STRENGTHEN STAKEHOLDER PARTNERSHIPS**

- Policy Purpose 1:** To strengthen networks and partnerships among all youth stakeholders.
- Policy Outcome:** To promote networking and foster co-operation and understanding across all sectors of society for the protection and development of youth.
- Objective 1:** To facilitate the effective sharing of information and resources among all youth service providers.

## **11. HEALTH POLICY I**

- Policy Purpose 1:** To ensure that health care information and facilities are readily accessible to all youth.
- Policy Outcome:** A healthy youth population in body, mind and spirit.
- Objective 1:** To encourage and facilitate effective communication and networking between health care providers and youth.
- Objective 2:** To establish an annual National Youth Forum to facilitate open communication and sharing of information among youth.



- Objective 3:** To introduce relevant subjects into the primary and secondary schools that will promote healthy living.
- Objective 4:** To promote greater collaboration between religious and other organizations in counseling and supporting youth on health related matters.

## **12. HEALTH POLICY II**

- Policy Purpose 2:** To prevent the occurrence and spread of diseases before they occur amongst youth.
- Policy Outcome:** Reduced incidences of communicable and other diseases through healthier living conditions and lifestyles.
- Objective 1:** To involve youth in promoting healthy lifestyles in a safe environment.
- Objective 2:** To promote youth awareness of the dangers of alcohol and drug abuse.
- Objective 3:** To provide appropriate safe and responsible reproductive health education for all youth to reduce the occurrence of teenage pregnancy and STD's.

## **13. EDUCATION AND TRAINING**

- Policy Purpose 1:** To maximise the learning potential and talents of youth.
- Policy Outcome:** Lifelong learning that is relevant, productive, challenging and useful.
- Objective 1:** To review and upgrade the quality of teaching.
- Objective 2:** To improve the quality of the learning environment for all youth.
- Objective 3:** To ensure that all youth are safe from harm, abuse and harassment of any kind in their learning environment.

## **14. EDUCATION AND TRAINING**

- Policy Purpose 2:** To provide viable alternatives for all students to gain employable and livelihood skills.
- Policy Outcome:** Youth are provided with both mainstream and alternative training and skill building opportunities which enables them to be employed, self sufficient, and maintain a satisfactory quality of life.
- Objective 1:** To develop strategies to reduce the rate of school dropouts. (*refer appendix for alternative career stream diagram*)
- Objective 2:** To increase youth employment opportunities through career counseling, mentoring, professional and vocational career placements and on the job training (OJT)
- Objective 3:** To ensure that all youth have equal opportunity to be literate in both English and Samoan and have access to knowledge and information critical to their lives.

## **15. YOUTH INCOME GENERATION & EMPLOYMENT POLICY**

- Policy Purpose:** To support and promote sustainable income generating activities of youth.
- Policy Outcome:** Increased productivity, self-sufficiency and a financially stable youth.
- Objective 1:** To encourage viable sustainable economic options for youth in particular school leavers, vulnerable and unemployable youth.
- Objective 2:** To provide youth with formal and informal training in a range of skills required for employment opportunities.
- Objective 3:** To provide financial and other support for relevant and sustainable youth initiatives.
- Objective 4:** To develop and promote programmes which attract and retain youth to live and work in the rural areas.
- Objective 5:** To explore and encourage other potential avenues for income generations for

## **16. YOUTH AND SUSTAINABLE AGRICULTURE POLICY**

- Policy Purpose:** To reappraised the importance and relevance of agriculture, forestry and fisheries for the survival of young people.
- Policy Outcome:** Increased youth participation and productivity in agriculture, forestry and fisheries.

- Objective 1:** To emphasise the significant role of youth in agriculture and the value of utilizing and cultivating land.
- Objective 2:** To ensure capacity building for young farmers through formal and informal training towards sustainable practices in agriculture, forestry and fisheries leading to food security.
- Objective 3:** To promote initiatives that will enable greater youth to participation in sustainable fishing and agricultural activities.
- Objective 4:** To reward the prominent role and contribution by youth in agriculture, forestry and fisheries.
- Objective 5:** To improve opportunities for mutual sharing of knowledge and expertise amongst farmers and youth.
- Objective 6:** To provide equal access for both young men and women in the use of agriculture, forestry, and fisheries for their economic and social development and welfare.

## **17. YOUTH AND JUSTICE**

**Policy Purpose 1:** To prevent youth involvement in criminal behaviour.

**Policy Outcome:** Reduce the numbers of youth involved in violent and criminal activities.

- Objective 1:** To research and establish underlying causes of youth crime.
- Objective 2:** To promote and foster mediation and conflict resolution skills training at all levels of society.
- Objective 3:** To build on the strengths of the traditional Samoan systems and religious teaching for conflict resolution.
- Objective 4:** To support the establishment of a crime prevention policy with a specific focus on youth.
- Objective 5:** To promote crime prevention programmes in schools and youth.

## **18. YOUTH AND JUSTICE**

**Policy Purpose 2:** To establish a separate judicial and rehabilitation process for process juveniles and young offenders.

**Policy Outcome:** Appropriate treatment of youth offenders in relation to:

- a) A separate process that recognises the rights and needs of youth.
- b) Appropriate programs and initiatives for their rehabilitation into society as responsible and productive citizens.
- c) A separate detention centre.

- Objective 1:** To propose and establish a juvenile court.
- Objective 2:** To separate youth offenders from adult offenders by establishing a detention centre where youth can be counselled and have access to vocational skill based education.
- Objective 3:** To establish a community service programme for youth offenders.
- Objective 4:** To establish counselling and support services for youth victims of crime, offenders and their parents or caregivers.
- Objective 5:** To establish rehabilitation centre with a strong cultural and skills based component.
- Objective 6:** To encourage awareness of legislation that protects the rights of youth. (refer appendix)

## **19. YOUTH AND ENVIRONMENT POLICY**

**Policy Purpose:** To encourage and increase the involvement of youth in protecting conserving and using in a sustainable manner, Samoa's natural biodiversity.

**Policy Outcome:** A responsible and knowledgeable youth population engaged in the conservation and long-term sustainability of Samoa's environment.

- Objective 1:** To acknowledge and promote successful land use management and conservation efforts by youth.
- Objective 2:** To promote income generation activities by youth which are environmentally friendly.

- Objective 3:** To preserve and ensure that traditional knowledge, practices and innovations crucial to the protection of Samoa's environment are passed on to future generations.
- Objective 4:** To promote appropriate awareness campaigns and educational programmes which aim to encourage and strengthen youth awareness and understanding of the importance of conservation and sustainable management of natural resources.

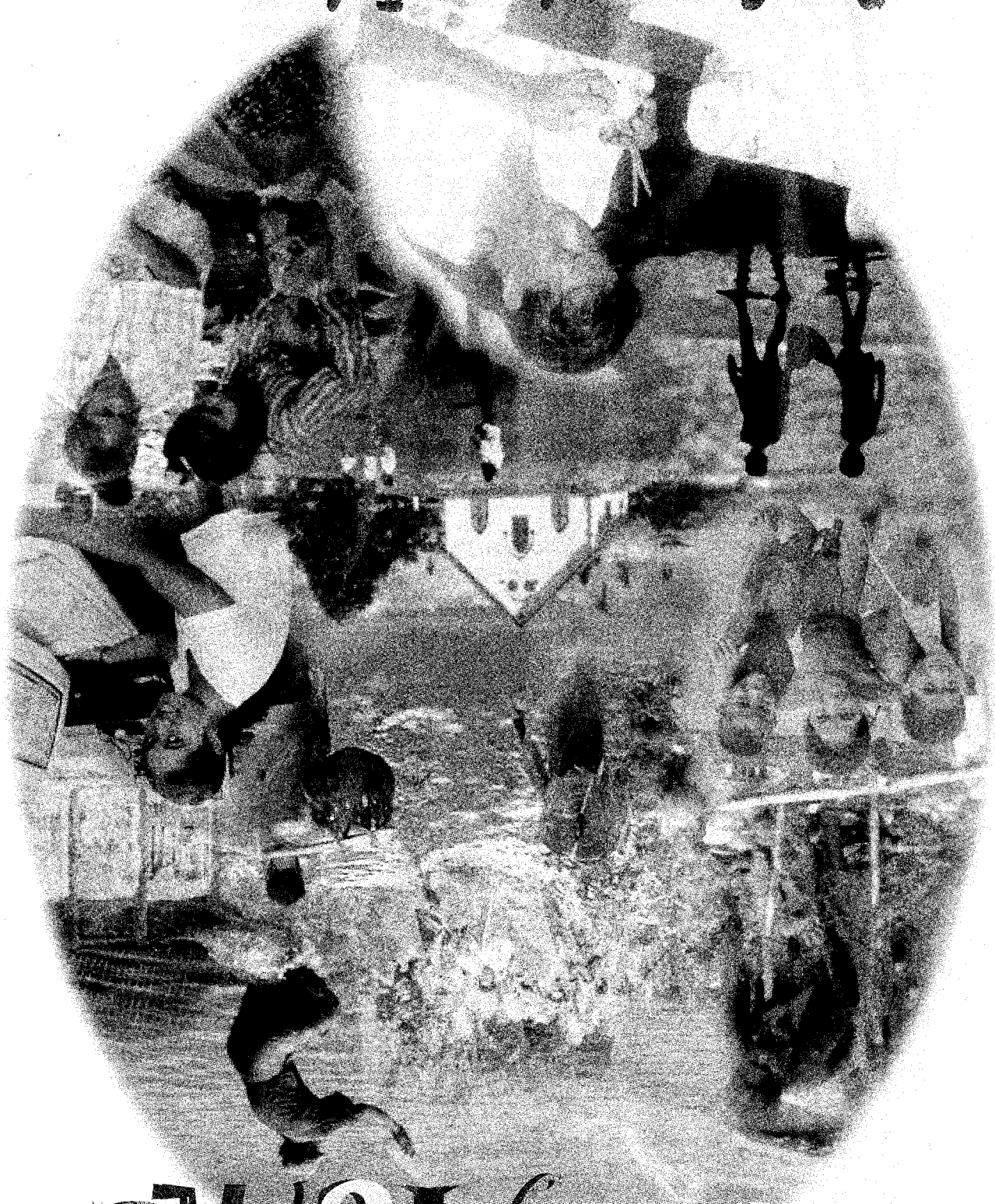
## **20. YOUTH AND HEALTHY RECREATIONAL ACTIVITIES**

- Policy Purpose:** To acknowledge and develop the creative talents and natural abilities throughout Samoa.
- Policy Outcome:** Greater participation in healthy recreational and creative activities and the development of natural abilities and talents youth.
- Objective 1:** To preserve and develop traditional arts and crafts, oral traditions and sports.
- Objective 2:** To promote and teach liberal and traditional arts and encourage the creativity of youth within a traditional and contemporary context.
- Objectives 3:** To establish and improve facilities, programmes and services throughout Samoa for recreational and creative activities (e.g. village youth centers, sports facilities and a National Theatre for performing and visual arts).

## **21. RESEARCH & DATA COLLECTION**

- Policy Purpose:** To provide timely and relevant information needed for planning, assessing and monitoring of youth development.
- Policy Outcome:** Availability of quality youth statistics on a timely basis.
- Objective 1:** To develop a national data collection system that will enable youth to be identified and monitored as a distinct sub population.
- Objective 2:** To identify different kinds of data needed to monitor the effectiveness of the National Youth Policies.
- Objective 3:** To facilitate effective data collection, co-ordination and dissemination among the youth stakeholders.
- Objective 4:** To identify and address areas in which youth statistical gaps exist.

O se Fama e Talento e Talento e Fama  
Talento e Fama e Talento e Fama



You in the File

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## 1.1 WHAT IS YOUTH?

Youth are valuable members of Samoan society. To Samoans, youth is more than just a developmental phase pertaining to age and hormonal change. In the faa-Samoa, status within the extended family system is important. Thus it is possible for a 60-year-old person to be a welcome part of a church youth group. It is equally possible for a youth to have a seat in the village council of chiefs if, in recognition of lineage and/or service, he or she has been bestowed a matai title.

The transition from youth to adulthood in Samoan society also takes place with marriage or giving birth. Under the Marriage Ordinance Act of 1961, the legal age definition for marriage is 16 years for the wife and 18 years for the husband. Without parental consent, the minimum age is 21 years for males and 19 years for females. Once married, or with child, a young person was traditionally expected to take on a nurturing role in the family. However social attitude has changed and some unmarried mothers have returned to school to complete their studies (e.g. UPY level).

While children in Samoa under 8 years of age cannot be held criminally responsible (Crimes Ordinance 1961), young persons between 8 and 14 years can be charged. The legal definition of a "young person" is a person between 14 and 21 years of age. Other legislated minimum ages are for employment (15 years), driving (17 years), liquor (21 years), sexual consent (16 years) and voting (21 years). This is a challenging time, full of choices and obstacles, of obligations and duties. It is a transitional period between the station of the *tamaitiiti* (child) and *tagata matua* (adult). It can be a turbulent period where great changes in life are usually experienced, with developments to the spiritual, emotional, intellectual, physical, social, cultural and economic life of the individual (Figure 1.1-1). This Policy takes a holistic approach to youth confirming youth needs to be supported and nurtured so that the transition to adulthood is secure, productive and positive.

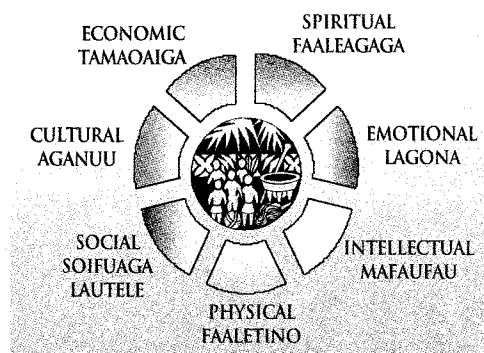
*To Samoans, youth is more than just a developmental phase pertaining to age and hormonal change. In the faa-Samoa, status within the extended family system is also very important.*

Samoa, like its youth, is also in a state of flux, and is experiencing rapid change. Improvements in information and travel technologies have dramatically reduced Samoa's isolation from the rest of the world. Along with these changes come influences adversely affecting the wellbeing of youth. Issues such as HIV/AIDS, youth suicide, lifestyle diseases, exposure to violence in the media, environmental degradation, and substance abuse, to mention a few, are of increasing concern to the young people of Samoa.

Global influences challenge basic Samoan ideals and values in powerful ways. Whereas Western culture promotes the independence of the nuclear family, the Samoan way involves a much wider host of caregivers. Samoans have their own perspective on the younger generations and how they should be raised within their own cultural system. It is in the context of communal life that the village itself plays a role in raising youngsters.

For planning and data collection purposes, this Policy defines youth as those people from 12 to 29 years inclusive. Programs may not necessarily be limited to this age bracket as it is recognized that issues continue to emerge among ever younger age groups and older groups still need to address patterns of behaviour and thinking carried into adulthood from the turbulent period of youth. The effectiveness of the Policy to adequately focus on the diverse circumstances facing youth over such a wide age range needs to be assessed at various points during the 10-year term.

Figure 1.1-1: Seven Factors Influencing Youth Development



Official Youth Age: 12-29 Years

"O au o matua fanau"

Parents cherish their children, their ultimate treasure.

The next generation, Samoa's social security, is held in high esteem.

## 1.2 YOUTH AND THE FAA-SAMOA

The National Youth Policy promotes an equitable share by youth in Samoa's rich cultural heritage.

### The Aiga

The *aiga* (Samoan family) is the foundation of the *faa-Samoa*. It is through the proper functioning of its various members that the social and economic well-being of the *aiga* is assured. Youth roles and expectations are defined in and around the *aiga*. The notion of *va-fealoaloai* is a crucial concept in maintaining order and respect amongst members of the *aiga* and community. At the head of each *aiga* is the *matai*, who is elected by family members. Traditionally, the family *matai* is responsible for maintaining the family's dignity and well-being by administering family affairs; settling family disputes and providing for an equitable allocation of family resources. The *matai* is also the family representative in the village *fono*, which is the judicial authority of each *nuu* (village). Family members are expected to render their services to support their *matai* and to meet the social obligations of their *aiga* and community. Youth are important to the *aiga* and community because they provide visible evidence of support and continuity.

The *faa-Samoa* promotes the sharing of wealth, a concept that is particularly important when it comes to meeting *faalavelave* (social obligations). These obligations include giving to the church, the village for local activities, or to support the family at special occasions such as weddings and funerals.

### The Samoan Village

Samoan villages comprise four important houses: the *Maota o Alii ma Faipule* (the seat for the council of chiefs), the *Maota o Tamaitai ma Saoao* (for village maidens), the *Maota o Faletua ma Tausi* (for wives including those marrying into the village), and the *Fale o Taulelea* (the village workforce comprising untitled men of the village). When Christianity arrived, *Autalavou* (youth groups established under the auspices of the church) were formed but still within the context of the village hierarchy.

The *Fono a Matai* is the institution responsible for community affairs and development. Its importance is indicated by the fact that 86% of the population lives under the *matai* system (1991 Census). The *auluma* or village maidens, is also very important in community affairs. In villages strong in tradition, all *aiga* are expected to have representatives in these two institutions. Although youth (by age definition) can be members of these two houses, the greater number of youth belong to the *auluma*, the *aumaga* and the *autalavou*. There may be a number of *autalavou* in each village just as there are a number of churches.



SAMOA VISITORS BUREAU

Matai of Vailoa, Palauli

Decision-making in the *faa-Samoa* is by consensus, often after long debates on the matter under consideration. All members of the *aiga* can contribute to family discussions but to varying degrees.

With regards to community decision-making, the family *matai* speaks for and on behalf of their *aiga*. Once the *fono a matai* have made a decision, all members of the *aiga* are required to respect and abide by the village decision. While the *faa-Samoa* places an inherent emphasis on age and social status as a prerequisite to having a voice in the use of family and village resources, there are recognized avenues for youth participation in family discussions preceding the *fono*. The degree to which the *fono* allows for youth participation varies from village to village. While some encourage open debate on issues concerning youth, others forbid this practice. Some villages



TAC

Youth role play an *ava* ceremony

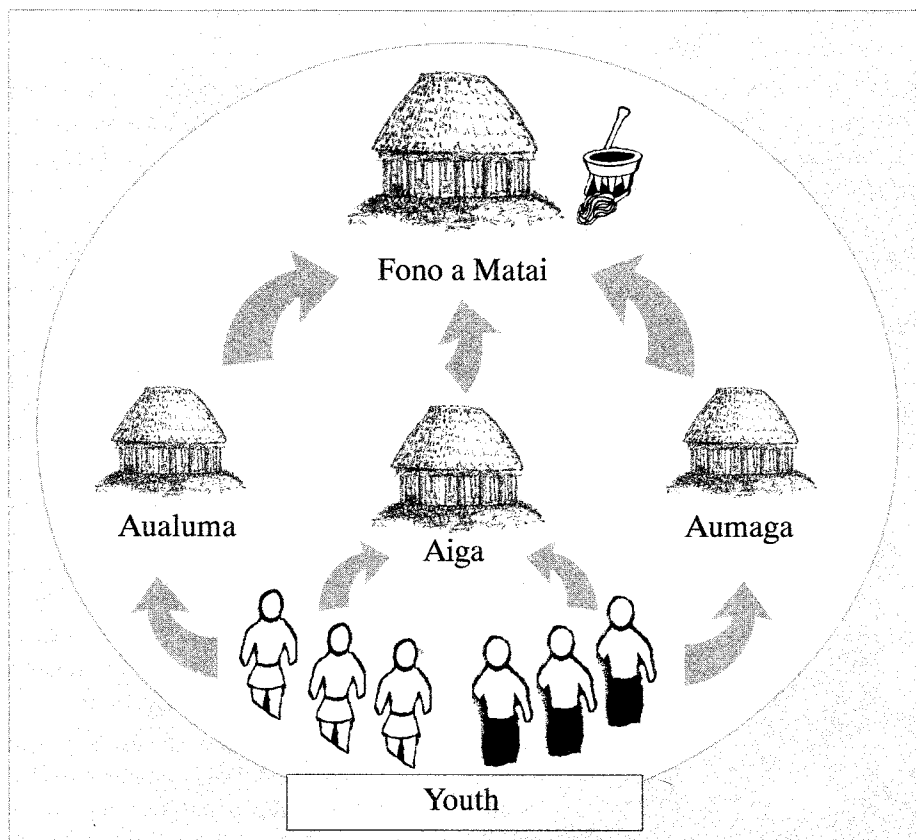
may have general and flexible rules, and others have strict rules covering almost every aspect of life right down to personal matters such as length of hair, dress code and prayer curfews.

### Youth Roles and Responsibilities in the Village Structure

Youth roles and responsibilities within the *nuu* are normally carried out as members of the *aumaga* and *auluma*. The *autalavou*, under the guidance of the churches, also have development initiatives that can benefit the entire village.

All *taulelea* belong to the *aumaga* until such time as they are chosen by the family to be a *matai*. They are the strength of the village and its work force: the farmers, the fishermen, the cooks and, in former times, the warriors. The chosen *manaia* leads the *aumaga*. *Taulelea* attend to the needs of the *fono a matai*. It is in rendering service

Figure 1.2-1: Traditional Avenues for Youth Views to Reach Village Council Decision Making



(*tautua*) to the *matai* at the council meeting that the young men learn their traditional roles. Selecting *matai* is a complex affair ultimately requiring a consensus of the assembled members of the *aiga*. Service is a significant factor in choosing a *matai* as expressed in the Samoan saying: "*O le ala i le pule o le tautua*" (the way to authority is through service). The decision is also made easier if the incumbent is a direct descendant of the title and is regarded as capable, clever, and knowledgeable of Samoan lore and genealogy. Money and professional status are now important factors and can influence traditional considerations.

*"O le ala i le pule o le tautua"*

*Service is the way to authority.*

The *aualuma* hold a high status. Chastity is an important virtue in the *faa-Samoa*, the embodiment of which is manifested in the village *taupou* who heads the *aualuma*. The *aualuma* traditionally learn hospitality, weaving and other handcraft. Although these are still important today, young girls are increasingly attracted to more modern career options as well as sporting and recreational activities. Many villages have very active *aualuma* operating alongside the *Komiti o Tina ma Tamaitai*. These women's committees were originally established to assist with health programs but are now also involved with small development projects. Other villages have the *aualuma*, *faletua ma tausí*, and *Komiti o Tina ma Tamaitai* united as a single entity. It is the norm that young girls join in the *aualuma* once they leave school if they do not have a paid job. Leadership in the *Komiti o Tina ma Tamaitai* is usually in the hands of the *matai*'s wives, while the wives of the untitled males and unmarried girls usually provide support services.

#### Youth and Marriage

Youth who enter into marriage usually do not live in their own home but have to decide whether they will live with the husband's family or the wife's family. The *fai-ava* (in-marrying man) and the *nofo-tane* (in-marrying woman) traditionally play a subordinate role in the spouse's family. Should there be a marriage break-up, the spouse usually returns to his or her home village where traditional rights are resumed.



Youth Week 1996: Taupou & Manaia

# "Faavae i le Atua Samoa"

Samoa is Founded on God.

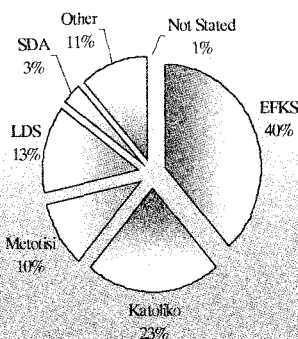
Motto for the Government of the Independent State of Samoa

## 1.3 YOUTH AND RELIGION

### Introduction

The Samoans had an ancient belief system with many gods governing different aspects of life. Foremost among these reigned Tagaloaalagi, believed to be the creator and provider of prosperity. Belief in these deities changed with the arrival of the Christian Gospel by missionaries in the middle of the 19th century. Early missionaries came from the London Missionary Society (later renamed as the Congregational Christian Church of Samoa or CCCS), and the Methodist and Roman Catholic churches. Other more recent faiths include the Seventh Day Adventists, the Church of Jesus Christ of Latter Day Saints, and more recently still, Islam and the Bahá'í Faith. In recent years several evangelical churches and charismatic movements have emerged. Christianity is the predominate religion in Samoa.

Figure 1.3-1: 1999 DHS Population by Religious Affiliation



The arrival of Christianity brought profound change to Samoan culture and society. The national motto, *Faavae i le Atua Samoa*, acknowledges the christianisation of Samoa. With respect to youth, the establishment of the *Aoga AsoSa* and *Autalavou* provided an avenue for youth representation. Along with their manpower contributions, a large portion of household income from youth is donated to church and village development. The 1997 Household Income and Expenditure Survey (HIES) found that donations and contributions to church and village are easily the largest regular household expense (over twice the amount spent on education).

Religion is clearly a major part of life for Samoan youth. Both the 1991 Census and the 1999 Demographic and Health Survey found less than 1% of the population not stating to which religion they belong (Table 1.3-1). Figure 1.3-1, based on the 1999 DHS, shows the breakdown of the population by religious



Congregational Christian Church of Samoa, Malie

affiliation. While the churches have helped shape much that is good in Samoan society, youth today are exposed to other influences. Youth looking for other spiritual alternatives may encounter serious resistance in their families and villages. This is often a case of conflict between individual versus communal good.

Although churches have diverse teachings they do share one thing in common, the largest percentage of their membership is youth. The 1994 Apia Urban Youth Survey found 65% of respondents (9,374) belonged to at least one organisation. One such organisation to which a great number of youth belong is the *autalavou*, the youth group under the auspices of the church. Programs of the *autalavou* place emphasis on nurturing and developing religious values and beliefs for their spiritual and social advancement. *Autalavou* are also involved in a range of development projects, particularly farming, and also come together to discuss social issues and problems. Almost all churches have adopted the traditional decision-making model, with separate arenas for women and men. Although women are half of church membership, their participation in administrative or religious affairs is not equal to that of men. In Samoa, women are not generally accepted as clergy. While the concept of equality is being promoted generally, meaningful progress among most religious organisations is slow.

*65% of youth surveyed in the Apia Urban Youth Survey (1994) belong to an organisation and these are mainly religious organisations.*

### ***Contributions by Religion to Youth Development***

The single most notable contribution made by the churches in the development of Samoan youth is in the area of education, both formal and non-formal. Almost one-fifth of all schools are mission schools. In addition, there are four technical institutions staffed and supported by religious organisations. The *aoga faifeau*, the first schooling for most Samoan children, has also been significant in maintaining high literacy and numeracy rate. In addition are four vocational institutions staffed and supported by religious organisations. These cater largely to school dropouts who have no where else to go.

### ***Religious Organisations and their Partnership with Government***

An important contribution of the churches is their partnership with government. The Youth Directors Committee, comprising representatives from various religious organisations, forms the core of the MYSCA's Youth Service Provider network. This group meets regularly to facilitate national and regional programs for youth.



MYSCA

Church-coordinated youth leaders training workshop, Safotulafai, Savaii.



*"la e tupu i se fusi"*

May you thrive in a swamp.

*Taro thrives particularly well in wet soil and, wherever possible, is cultivated on the banks of natural swamps or in irrigated plots. Samoan proverb expressing the hopes pinned by elders on their children to grow in such a manner that the future of the family, its prestige and stability, is assured.*



8

SOURCE FOR ALL FIGURES: Statistics Department unless noted otherwise

## 1.4 YOUTH DEMOGRAPHY

### Overview

A detailed analysis of Samoa's population can be found in the draft 1998 National Population Policy and the 1999 Demographic and Health Survey (DHS). The Population Policy calls for youth educational programs, both in school and out of school, to raise awareness of how the growth, distribution and composition of Samoa's population impacts on health, lifestyle, education, the environment and social and economic development.

Samoa's total population during the 1991 census was 161,298, an increase of 2.6% over the 1986 Census. Just over 70% of the population live on Upolu. Samoa's underlying population growth rate is about 2.45% a year, reflecting steady fertility rates and improved mortality rates. Steady emigration reduces the effective rate of population growth to around 0.5%. From this analysis, the net migration rate amounts to 1.95% or 3,145 migrants annually. Samoa's population growth rates is one of the smallest in the world, smaller than that of most industrialized countries. New Zealand, Australia and the United States have significant and growing Samoan population with an estimated 150,000 in New Zealand alone. Around 2,000 people emigrate annually to New Zealand: up to 1,100 under the quota scheme and the rest under other schemes.

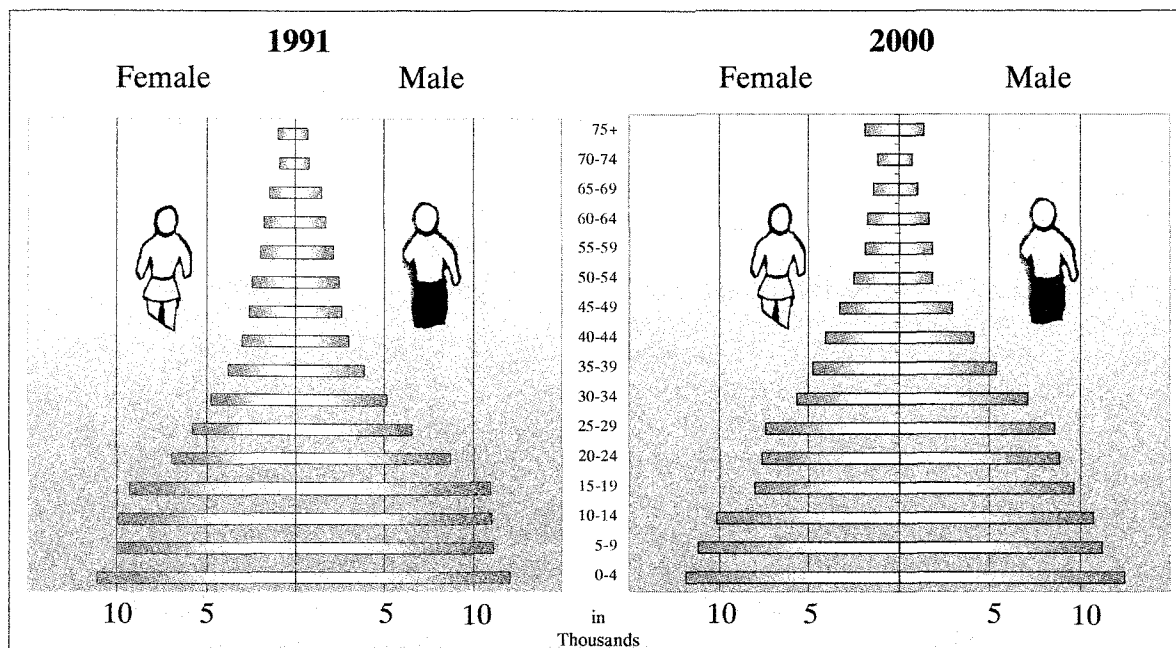
*Youth and children below 12 years old comprise two-thirds of the population.*

While emigration reduces pressure on both the economy (around SAT \$120m was received in remittances in 1999) and the fragile environment, it also drains the country of its most valuable resource: people – skilled and unskilled.

### Population Composition

The population pyramids in Figure 1.4-1 show how the structure of the population has changed since the 1991 census. The momentum of the wider population base in 1991 is beginning to bulge in the older brackets making for a greater proportion of youth in the 20-29 group. Projected growth by 2001, just over 172,000, is shown in Figure 1.4-2. The projected midyear population for 2000 is 170,727 of which 60,983 or 36% are estimated to be in the 12-29 year age bracket. (Figure 1.4-3) The large base for both pyramids reflect a continued high fertility

Figure 1.4-1: Population Pyramid From the 1991 Census and the Mid-Year Population Estimates for 2000



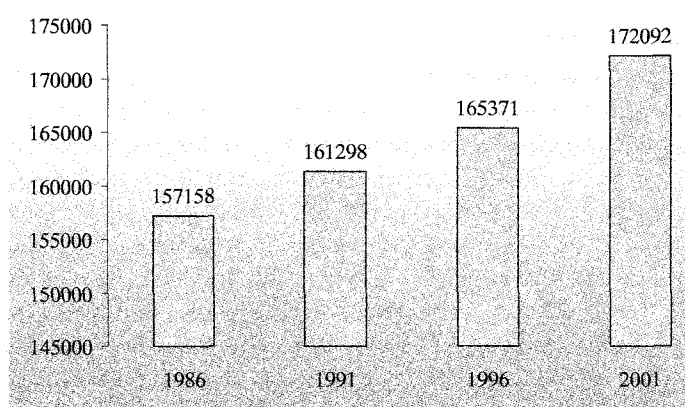
rate despite emigration. Samoa's young age structure is reflected in the **median age**: 19.4 years (1999 Demographic and Health Survey), the lowest in all of Polynesia. This means 50% of the population are younger than this age, and 50% are older. The projected 1999 population by sex shows 54% of the defined youth population are males and 46% are females, a sex ratio of 108 males to every 100 females, the highest male dominant ratio in all of Polynesia.

### Life Expectancy

Life expectancies at birth have increased from 46 years for males and 58 years for females in 1962 to 65 years for males and 72 years for females in 1996 (Health Department Annual Report 1995-1996). Although youth make up a large percentage of the total population, the age structure shows there have been an overall decline in the proportion of children and a corresponding increase in the proportion of the elderly over the period from 1971 to 1991. This trend is reflected in the projected population structure for 2000 (Figure 1.4-1).

Figure 1.4-2: Samoa's Population for

9



1986, 1991, 1996 & 2001

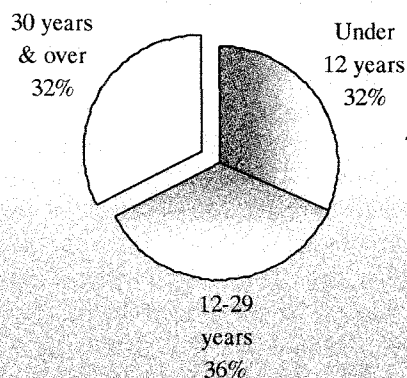


Figure 1.4-3: Youth as % of Total Mid-Year Population Estimate for 2000

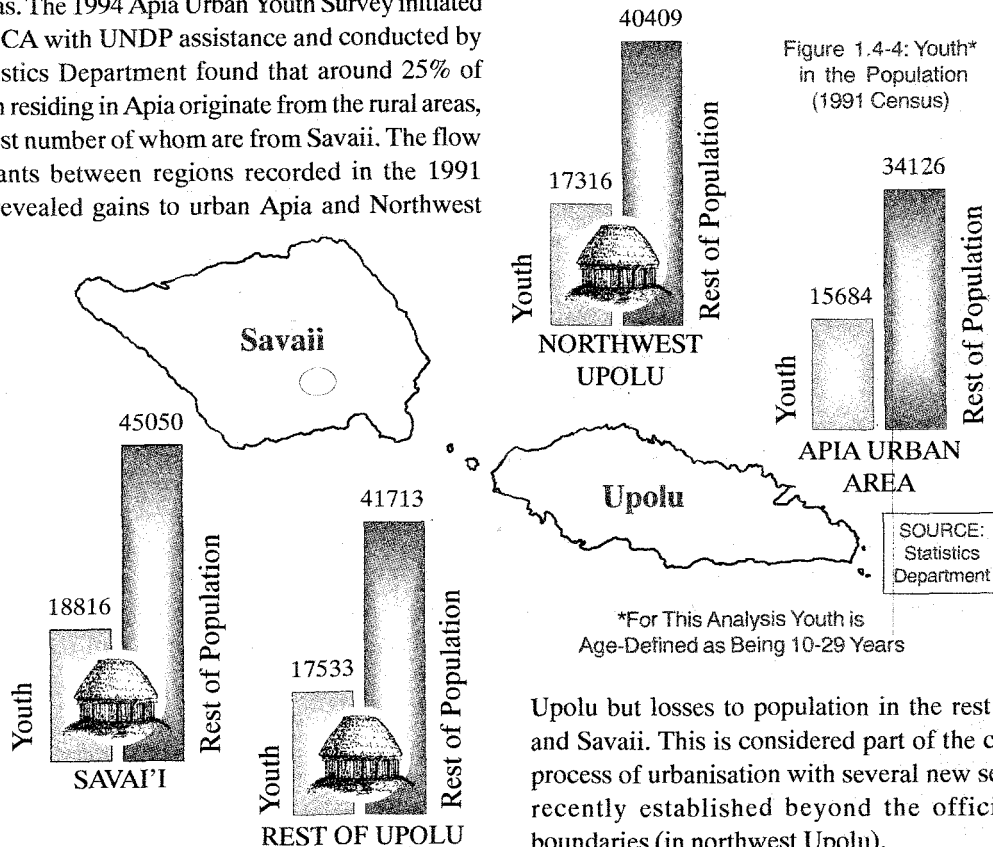
### Dependency Ratio

The **dependency ratio** is the ratio of the young (0-14) plus the old (60+) to the population in the working ages (15-59). Samoa's atypical population profile results in a high dependency ratio, which, for 1999 was calculated to be 93. This means that for every 100 persons of working age, there were 93 persons in the dependent ages. A relatively smaller population in the "economically active" group must support a larger number of those who are not economically active (i.e. infants, school age children and the elderly).

### Where Youth Are

Urban Apia, with a year 2000 population estimate of 36,120, contains a significant number of young people. One-fifth of Samoa's population lives in urban Apia, almost 50% of whom are youth. This is around one-quarter of the nation's total youth population. Around 17,000 youth live in Apia.

The considerable interplay between Samoa's rural and urban areas makes it difficult to clearly distinguish between the two and this has implications for where to target services. For statistical purposes Apia area is classified as "urban," and the rest of Samoa as "rural." Using this classification, the majority (76%) of Samoan youth reside in rural areas. The 1994 Apia Urban Youth Survey initiated by MYSCA with UNDP assistance and conducted by the Statistics Department found that around 25% of the youth residing in Apia originate from the rural areas, the largest number of whom are from Savaii. The flow of migrants between regions recorded in the 1991 census revealed gains to urban Apia and Northwest



Upolu but losses to population in the rest of Upolu and Savaii. This is considered part of the continuing process of urbanisation with several new settlements recently established beyond the official urban boundaries (in northwest Upolu).

### Population Density

National population density averages 58 persons per sq. km which is equivalent to 4.25 acres per persons. Apia contains 565 persons per sq. km (just under half an acre per person), northwest Upolu has 161 persons per sq. km (1.5 acres per person), and Savaii is 27 persons per sq. km (9.1 acres per person). Rural settlement is mainly in small villages. The 1991 census found one-third of the population in villages of fewer than 500 people and just over half in villages of under 700 people. A full two-thirds lived in villages of less than 1,000 people. Two-thirds of Samoa's total land area of 2,785 sq./km is on Savaii and yet this island holds 28%, less than one-third of the total population. In direct contrast Apia has only 2% of the total land area and 21% of the total population.

*The 1991 census found two-thirds of the population living in villages of fewer than 1,000 people. 76% of youth live in the rural areas.*



Samoa fales are still common in rural areas

### The Samoan Household

Statistics show that the number of households in Samoa has been decreasing. A total of 22,195 private dwellings were enumerated in the 1991 Census. This fell to 21,807 in 1997 (HIES) and to 20,174 in 1999 (Census of Agriculture). In the 1999 Demographic and Health Survey, 3,819 households were interviewed, 1005 in the urban areas (with a population of 8,318) and 2,814 in rural areas (with a



population of 20,320). The overall 5% reduction in the number of households over the period means, with an increasing population, a greater average number of persons per dwelling, from 7.2 persons in 1991 to 8.3 persons in 1999 (based on the population projection for 1999). The average household size found in the 1999 Demographic and Health Survey was 7.5 persons. For the rural and urban areas, the survey's average household size was 7.2 persons and 8.3 persons respectively.

The DHS also collected data on household composition. Of all heads of households in Samoa, 85% were men and 15% were women. A marked difference was found between woman headed households in urban (20%) and rural (13%) areas. The DHS found that while almost two-thirds of all households were members of the nuclear family, the fact that a third were other relatives shows that the extended family is very common.

### Youth and the Matai System

In 1996 there were some 18,000 matai in 320 villages – approximately 56 matai per village or one matai for every 9 citizens. In household terms, this is equivalent to 9 matai for every 10 households. While there is a high number of matai, it is not known how many of these fall in the youth age bracket but such information would shed an interesting light on the demography of traditional governance given the high percentage of youth in the population.

### Youth and Marriage

A larger proportion of female youth are married (to older men) compared to their male counterparts as shown in Table 1.4-1 and Figure 1.4-5. Female youth are marrying earlier than their male counterparts by almost 8:1 in the 15-19 age bracket. Almost twice as many females are marrying in the 15-24 age group. It should be noted that the data given here is of certified marriages as recorded by the Justice Department and does not include de facto unions which are considered acceptable in most cases as far as Samoan custom is concerned.

In addition to marrying earlier than males, female youth have much higher rates of divorce/separation than male youth. Figure 1.4-6 shows the ratios of females to males who are separated/divorced and widowed. In 1991 there were almost six separated or divorced females in the 15-19 year age bracket to every one separated or divorced male. The total for all age categories works out to 1 in 43 females separated or divorced compared to 1 in 199 males. In 1991, there were 107 widows in the 15-29 age bracket compared to 47 young widowers of the same age group; a female dominant ratio of over 2 to 1. It is not known how these statistics have changed over the last 10 years. Research is required to define the strengths and weaknesses of single parent families in order that appropriate strategies can be devised for this group.

Figure 1.4-5: Brides and Grooms 15-24 Years of Age: 1994-1998

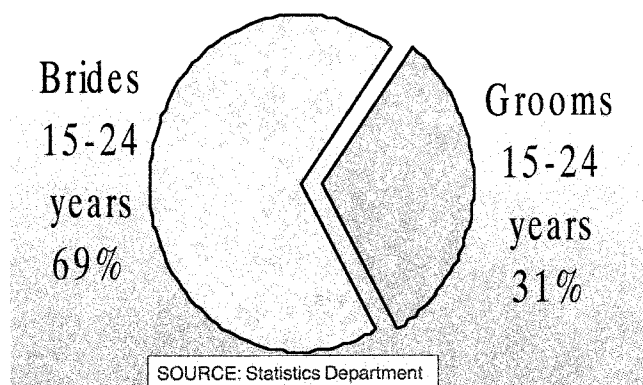
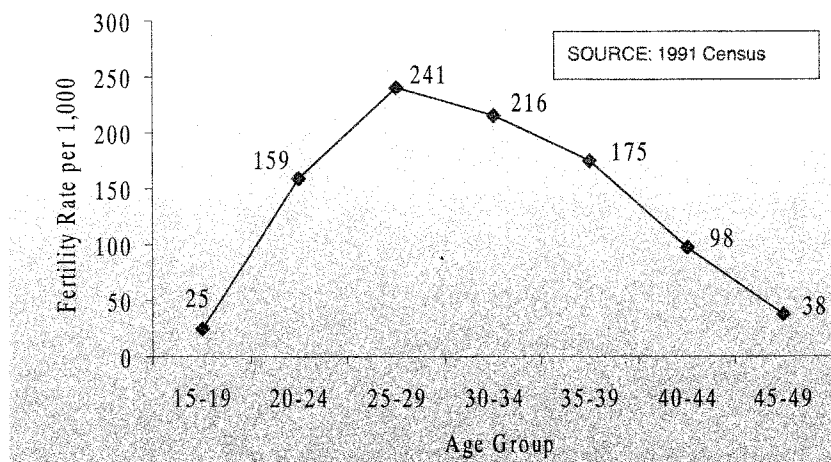


Figure 1.4-7: Corrected Age-Specific Fertility Rates – 1991



### Fertility

Reliable measures of fertility require a sound system of birth registrations and, despite efforts to improve data collection, records remain incomplete especially with respect to home births. The Total Fertility Rate (TFR) has been estimated at 4.5 (1999 DHS), an indication of the average number of children women give birth to during their reproductive lives (15-45 years). Age-specific fertility rates in 1991 show that fertility peaks in the 25-29 age group (Figure 1.4-7). The 1999 DHS found that women's average

age at first birth was 22.3 years. Given the earlier marriage rate for female youth, this suggests there may be fairly widespread contraceptive use. The fertility rate plotted in Figure 1.4-7 shows the number of women in the age bracket divided by the number of live births in the "past year," corrected against a sample survey which later revealed higher total fertility rates than the 1991 census.

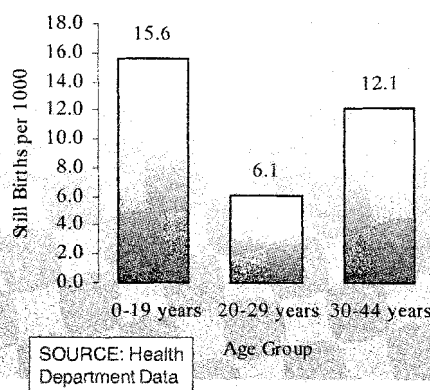
### Teenage Pregnancies

The 1991 Population Census recorded a national total of 204 live births to teenage mothers, i.e., 15-19 years, during the "last 12 months". This amounted to just under 5% of all live births, which in 1995, increased to just over 7% with 316 live births recorded at government health facilities and an estimated 44 deliveries by traditional birth attendants (TBA). The Department of Health states that younger women are more likely to deliver in the hospital than in the community. The number of live and still births recorded in government health facilities by age group reveal that teenage mothers have a higher risk of having still births at an estimated 16 per 1,000 as compared to the 20-29 year age group with 6 per 1,000 and the 30-44 year age group with 12 per 1,000 (Figure 1.4-8).



Health data reveals a greater risk of complications in pregnancy among young mothers

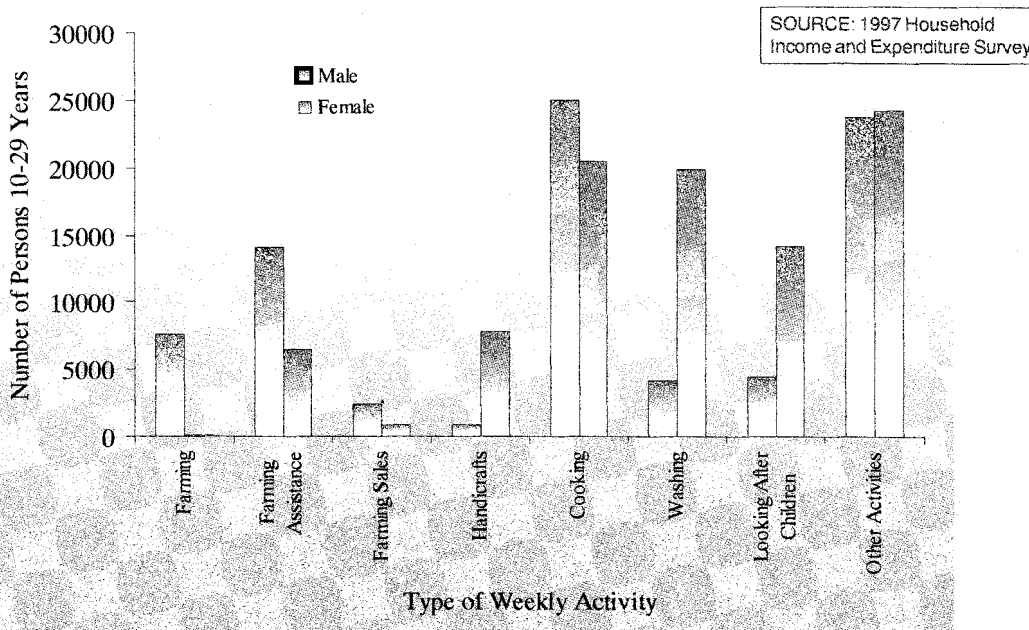
Figure 1.4-8: Still Births Per 1,000 at Government Health Facilities, 1995



### Youth and the Economy

Data clearly shows that youth contribute a significant amount to Samoa's economy. The 1991 Census classified 57,142 people as economically active. Of this total, 25,387 (45%) were 15-29

Figure 1.4-9: Persons 10-29 Years by Type of Activity and Sex



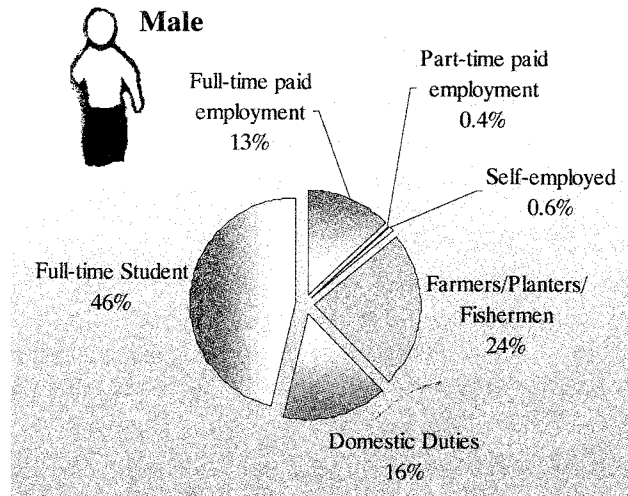
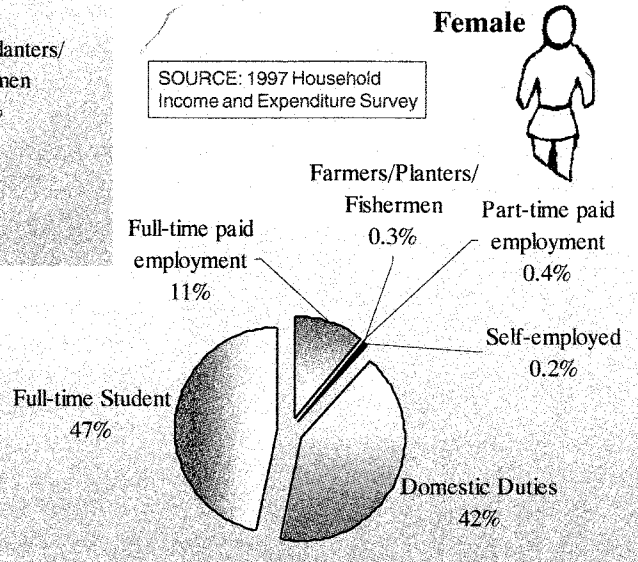


Figure 1.4-10: Main Daily Activity, 10-29 Year Age Group  
HIES Report (1997)

SOURCE: 1997 Household Income and Expenditure Survey



years old – 17,499 male (31%), and 7,888 female (14%) (Table 1.4-2). The prominent role played by youth, particularly male youth, in subsistence agriculture is also evident by the fact that some 70% of these youth were classified as skilled agriculture and fisheries workers.

The Unpaid Household Activities Report (UHAR) of the 1997 Household Income and Expenditure Survey presents information on time spent in various household-related activities that have not, until now, been included in the System of National Accounts (SNA), the framework used to derive the Gross National Product (GNP). UHAR data for the 10-29 year old age bracket is presented in Figure 1.4-9.

The UHAR also determined the “main daily activity” of those doing the non-SNA activities as shown in Table 1.4-3. When main daily activity is examined by age group, it is clear that most of the 10-19 year olds are full-time students, with a small proportion involved in economic activities. Among males, 24% were working as farmers, planters and fishermen while a significant 42% of the females indicated that “domestic duties” was their main daily activity, over double the number of males involved in domestic duties.

#### Youth in the Public Service

The Public Service Commission recorded in February 2000 that 978 people under the age of 30 worked in various capacities in the government. This represents 29% of the entire government workforce. Of these, 614 (63%) were female and 364 (37%) were male.



MYSKA

Young men working a taro patch

*E au i le taula e au i le lafaga.*

To hold the basket is to become the fisherman.  
 Samoan proverb expressing the idea of youth emerging,  
 through participation, into adult roles.

## 1.5 PARTICIPATION IN DEVELOPMENT AND DECISION MAKING

The Policy aims to facilitate and support youth participation in local, national and international forums in order that they may play a greater and more meaningful role in shaping their future and the world they live in. The Policy therefore envisages a meaningful and appropriate participation by youth in decision-making processes and a proportionate share in cultural, recreational and sports activities. It promotes a greater consciousness among youth of their links to an increasingly interdependent global community.

### Youth Participation in Perspective

Broadly speaking, the extent to which youth participate in development and decision-making depends on their state of being, beginning with their spiritual and emotional wellbeing. Lacking in the physical realm – in food, health, shelter, education and the ability to lead a productive life – limits the extent to which youth can effectively participate in building a healthy and ever-advancing society. In this paradigm, the key for meaningful participation is provided by formal and informal educational opportunities offered throughout life. Cultural norms and economic aspects also affect the degree to which youth participate. Exposure, whether in other parts of the country at family, sporting or cultural events, or overseas, can also affect the degree and quality of participation.

### Organisations in Which Youth Participate

Youth participate in various organisations ranging from the family and village levels to international organisations. At the family level, youth were traditionally expected to serve and obey their parents throughout life. The economic status of youth is changing this and those who are breadwinners can have considerable influence on family decisions, especially in relation to development projects. Generally, however, the wider the circle, the less influence youth have in decision-making (Figure 1.5-1). As indicated earlier, youth in Samoa are group-oriented, whether as members of the *aituvalu* or the local cricket or rugby team and even



Youngsters carry the basket for the fisherman

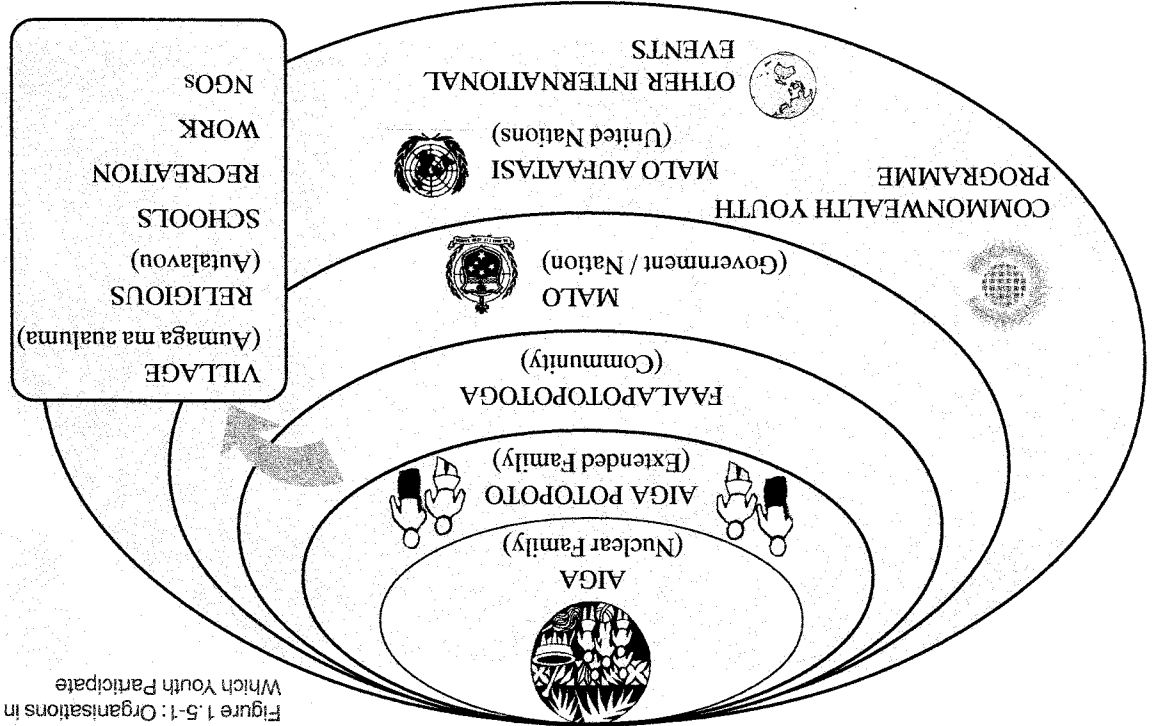


Figure 1.5-1: Organisations in Which Youth Participate



NYP

National Youth Policy Coordinating Committee Meeting, 1999

at the workplace. The 1994 Apia Urban Youth Survey found some 65% of youth belonging to an organisation. In the rural areas, all youth are expected to be a part of one or more of the village organisations.

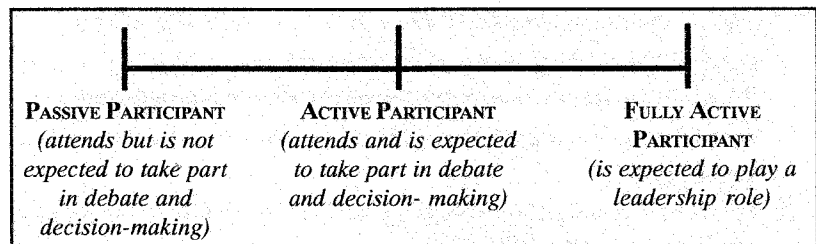
At the international level, there are known to be numerous events that Samoan youth can participate in but these are often not taken up due to various reasons including a lack of awareness of the opportunities, a lack of funding, and difficulties associated with the nomination to selection process.

### Levels of Participation

Samoan society is structured with *matai* at the head of families and villages. Any youth who is a member of an

organisation does not automatically have full rights to participate at all levels. Stratification of organisations is a natural tendency and members grow to know their place when they are permitted to voice their opinion and when they are required to remain silent and trust that others, the leaders, will have their best interests in mind. This idea is reflected in the Samoan expression "*fesili mulimai ia muamai*" symbolically

Figure 1.5-2: Levels of Participation

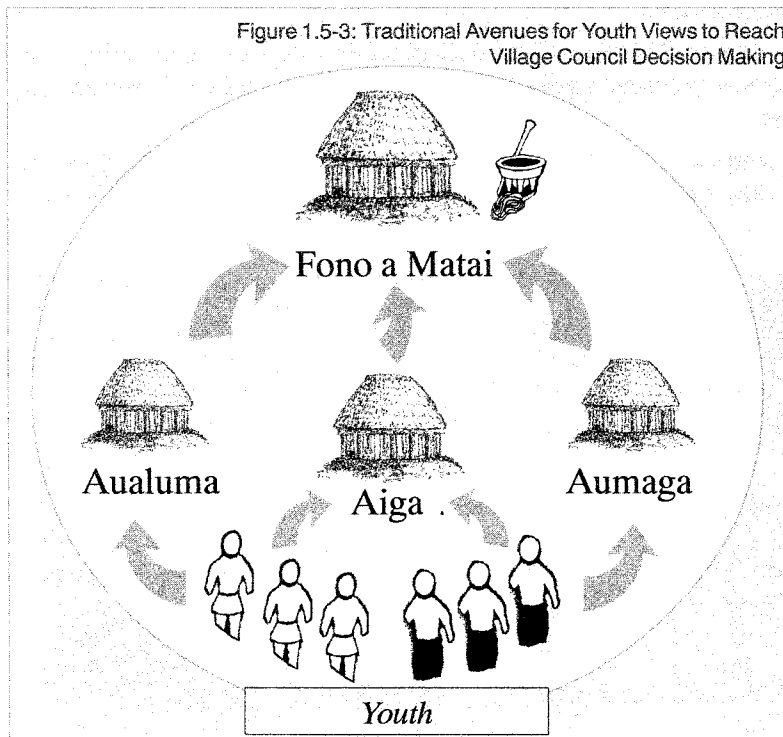


meaning the last to arrive asks first arrival for guidance. This can bring tension to a group, particularly when well-educated or financially secured youth feel they should have more saying. Figure 1.5-2 illustrates the various levels of participation in group organisations and was used for discussion purposes in the policy development workshops.

### Youth Participation in Traditional Samoan Society

In traditional society, holding a *matai* title is the only avenue that can empower youth at the level of village governance. The *village fono* is comprised of all holders of *matai* titles and is ranked according to importance of title and seniority. While youth can be conferred *matai* titles, the change of status and associated responsibilities means they are no longer considered or treated as youth. They are, however, more likely to see issues from the perspective of the younger generations and can, unlike other youth, voice these concerns and interests in council meetings.

Figure 1.5-3: Traditional Avenues for Youth Views to Reach Village Council Decision Making



As presented earlier, there are two institutions in which youth are traditionally expected to be involved: the *aumaga* and the *aualuma*. While the views of these formal institutions for male and female youth can be conveyed through clearly defined channels to the village council, this latter body generally makes decisions without further consultation. The avenues for and the degree of dialogue between youth and their traditional leaders can vary from village to village and can, where protocol is strict, cause discontent among youth. Youth views can also reach the *fono a matai* via a parent or any other *matai* who may sit on the council.

Section 1.2, on youth and the *faa-Samoa*, gives further information on youth in the village structure.



**Some Recommendations Concerning Youth Participation Voiced by Youth at the National Youth Policy Workshops:**

- Promote a greater recognition of the rights of youth within village systems and in Government.
- Recognize and strengthen the voice of youth in governing organisations: parliament, village councils, religious organisations.
- Promote the bestowing of chiefly titles on youth in order that their views may be formally expressed at the level of the village council.
- Produce radio and television talk shows for youth.
- Give youth (21 years and older) the power to elect the Member of Parliament to represent them (i.e. the Minister of Youth).
- Foster the participation of male youth in village organisations in order that they may contribute to village programs and activities.
- Strengthen the value attached by the different religious organisations to the views of youth.
- Young people should be encouraged by their parents to participate in youth groups such as the aulavou, Girl Guides, Boys Brigade, and the Girls Brigade.
- Foster greater understanding among parents of the importance of recognizing what their young have to offer for the benefit of the family. In like manner, the young must understand not only their rights to express their views but also how to do this in a respectful manner.
- Hold village meetings that include all the different village organisations, at which opportunity is given to the youth to express their views and give their recommendations.
- Foster the establishment of village development organisations to promote vegetable gardening, plantations and the like.
- Enforce the participation of young people in the villages in Bible study classes, Sunday school classes and all Church development programs.
- Conduct leadership training courses for youth.
- Give equal opportunities to male and female youth for employment and education.
- Include youth on Government committees and boards.
- Encourage the association of parents in churches and villages in which they work together to raise funds for school fees and consult on the difficulties that arise from time to time with their children and the village.
- Parents valuing the views of the young are open to recommendations. This should also be the case with the churches, the village and any organisation.
- Set aside one day in each month, to be called "*Maea Tasi*" (one rope), in which the traditional leaders meet with youth and vulnerable groups to consult on problems and needs and, in particular, development programs for youth in the villages.
- Promote the importance of young *matai* in village councils by giving them the opportunity to be appointed village mayor. A younger leader may likewise be appointed as the Member of Cabinet representing the interests of youth.
- Produce a youth newsletter to publicize programs, festivals, and sports activities, while also conveying recommendations to help youth with their problems.
- Encourage elders to consult with their children and invite their participation in family meetings.



MYSCA

National Youth Forum 31 January – 3 February 1999

"E le ua se lolo i se popo se tasi"

Not one but many coconuts produce the richness and fragrance of the oil.

The importance of the contribution of many to achieve a desired objective.

Museum für Völkerkunde; Frankfurt am Main



Weaving a fine mat

## 1.6 YOUTH AND GENDER

*Youth and gender* explores the principle of the equality of the sexes and the implications this has for the definition of the roles of young women and men. Gender analysis considers all aspects of human relations- in domestic, economic and community life. Traditional habits and practices, stereotyped roles, and imbalanced patterns of decision-making can hinder the development of both male and female youth and impede the overall social and economic advancement of the nation.

The National Youth Policy promotes equal *rights* and *opportunities* for all young

women and men in accordance with the United Nations Human Rights Declarations. It calls particularly for women to be respected and valued as equal and able partners. For Samoa to enjoy sustainable and peaceful social and economic development, it must recognize that fundamental rights and freedoms for both men and women must be promoted and protected. As presented in policy development workshops, the question of gender equality is like the wings of a bird in which one wing is woman and the other is man. Unless both wings are strong and well-developed, the bird will not be able to fly.

### Three documents are referred to in this section:

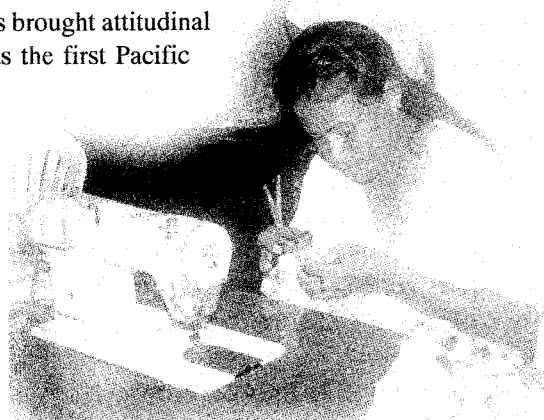
1. "A Situation Analysis of Children and Women in Western Samoa" (1996), gives a socioeconomic profile of children and women in Samoa.
2. "A Report on the Status of Women in Samoa 1992-1997" is an initial report on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
3. "The National Policy for Women 2000-2004" (September 1999).

The Ministry of Women's Affairs is the focal point for the issues relating to the Convention on the Rights of the Child (CRC).

### Gender in a Changing International Context

A growing international awareness of gender issues has brought attitudinal and lifestyle change to women in Samoa. Samoa was the first Pacific developing island country to ratify CEDAW at the end of the UN Decade for Women. Most Samoans are yet to be aware of this important global instrument for the promotion and protection of women's rights. Measures are nevertheless being developed to bring about implementation of CEDAW in society.

Economic, political, and social change in Samoa has also changed the roles of women in society. Today women make up a significant part of the labour force although this is often not so much a matter of choice as a matter of economic necessity.



A young woman at a sewing workshop

Change, by its very nature, demands a constant redefinition of gender roles and this introduces an element of stress to gender relations. It is how we manage this change and accommodate it in our every day lives that determine how successfully we will evolve into a gender-balanced society.

The government's recognition of the importance of women in Samoan society and to family, community and national development, led to the establishment of the Ministry of Women's Affairs in 1990. It is worth noting however that the Minister of Women's Affairs has always been a man.

## Female Heads of Households

The 1999 Demographic and Health Survey found 15% of all households to be headed by women most of whom were either never married, widowed or divorced. In connection with households headed by women, the 1997 Household Income and Expenditure Survey found these households were less likely to be in food poverty than those headed by men.



NYP

## Education

While slightly fewer females were enrolled in Years 8 and 9 in 1999, Years 11, 12 and 13 recorded more females with the greatest difference, 20% more, in Year 12. (Table 1.6-2). The 1999 Demographic and Health Survey found girls to have attained higher levels of education than boys (Table 1.6-3). The DHS found 14.9% of males and 13.9% of females to have undertaken post-secondary training (Table 1.6-4). Analysed together this data indicates that females achieve a higher level of formal education than males. This trend is continuing with 118 females and 93 males enrolled in the 2000 University Preparatory Year programme at the National University of Samoa. In all other courses, a total of 485 males enrolled in Semester One 2000 compared to 646 females (almost one-third more). While there are still disproportionately high numbers of females entering the teaching and nursing schools, (over double the number of males) more females than males enrolled the first semester in commerce, computer studies and accounting.

## Female Matai

Becoming a *matai* does not; for most *aiga*, depend on gender but with many more male *matai* than female *matai* (roughly in the ratio of 9:1, Figure 1.6-1) the weight of numbers makes this a difficult aspect to change. Of the 2,966 titles bestowed between 1991 and 1994, 10% were to women. As discussed earlier, men and women at the village level have well defined, socially constructed roles that are designed to complement each other. While women can become *matai*, the fact that an overwhelming majority of Samoa's traditional leaders are, and have always been, men, means that traditional decision-making can be deprived of the views and meaningful contributions of women.

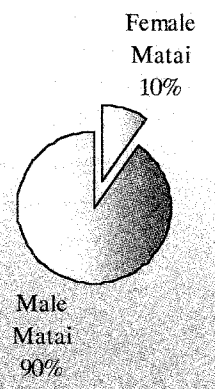


Figure 1.6-1: Matai Titles Given to Females & Males (1991-1994)

## Women and Politics

That *matai* are predominantly male has implications with national elections and governance. Up until 1992, only registered *matai* were eligible to vote. Although there is now universal suffrage for 21 years and over, it is still the case that **only** *matai* may stand for election. The only exception are the two non-*matai* who are sitting members of Parliament elected by individual voters. As *matai* are predominantly *male*, this obviously leads to many more men being involved in national politics and governance than women.

## Economic Activity

The 1991 Census listed a total 57,142 economically active population, about 60% of the population aged 15 years and over. A total of 18,303 (32%) of these were female while 38,839 (68%) were males. Table 1.6-1 shows the labour participation rate for youth by age group and sex. While almost all males were economically active once leaving school, just over half of the females were in the labour force.

The 1999 Demographic and Health Survey found around 52% of those 15 years and over to be economically active, either employed or working in farming and fishing- 23% of females and 75% of all males. While the overall labour force participation rate appears to have decreased, the proportion of economically active males has risen but that for females has dropped markedly. The percentage of employed men who worked primarily to earn money has increased slightly over the period from the 1991 Census (32%) to the 1999 DHS (33%) but for women, the percentage has dropped from 36% in 1991 to 21%. Female involvement in subsistence agriculture has reduced dramatically. Whereas the 1991 Census found 64% of the

Table 1.6-1: Labour Participation by Age Group and Gender

Ages	% in Labour Force	
	Male	Female
15-19	33.5%	14.1%
20-24	90.4%	55.1%
25-29	98.5%	56.8%



employed females to be agricultural and fisheries workers, the Demographic and Health Survey found only 1.6% to be involved in this occupation group. The data does not indicate where young women are moving to in terms of employment and occupation but both paid employment and agricultural work by females have declined. It may be that young women simply have fewer employment and occupation opportunities in all sectors than they did a decade ago, i.e., more are being classified as not economically active.

Among those classified as not economically active, the percentage of females found to be occupied with domestic duties has increased from 53% in the 1991 Census to 83% in the 1999 DHS. Clearly more investigation is needed to identify the current trends, in women's economical activities in Samoa.

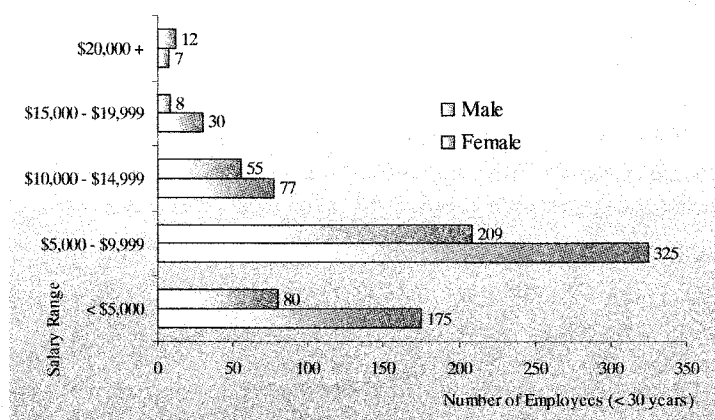
The proportion of males that are self-employed is much higher than for females. The 1991 Census found only 14% of the self-employed to be females. There has been an increasing involvement of women in small businesses and, in 1991, the Women in Business Foundation was established to improve women's business skills and to look at ways by which women could have easy access to credit for setting up businesses. The Development Bank of Samoa has noted a growing number of women applying for loans at both the cottage industry and medium levels. In the experience of financial institutions in Samoa, women's groups, have a better repayment record on all forms of loans than men's groups.

### Youth in Public Service

Public Service Commission records for February 2000 reveal 978 people under the age of 30 working in various capacities in government. Of these, 614 (63%) are female and 364 (37%) are male. The overall earnings disparity between the sexes is significant as shown in Figure 1.6-2. The median annual wage for government employees under 30 years of age is \$6,668 for females and \$7,395 for males (i.e. 50% of workers had an income above these median values and 50% had an income below it). While the difference in average annual earnings is not great for those under 30 years (\$7,224 for females and \$7,609 for males), the gap widens significantly for those over 30 years (\$10,179 for females and \$18,305 for males).

Table 1.6-5 also shows that the highest male salary among those under 30 years of age is 1.4 times the highest female salary in the same age group. The lower average wages for females is partly explained by the great number of females involved in teaching and nursing, professions with low average wages (\$3,958 and \$4,879 per annum respectively on PSC data for February 2000). This data does not reflect the fact that women tend to have a higher level of educational attainment as mentioned earlier.

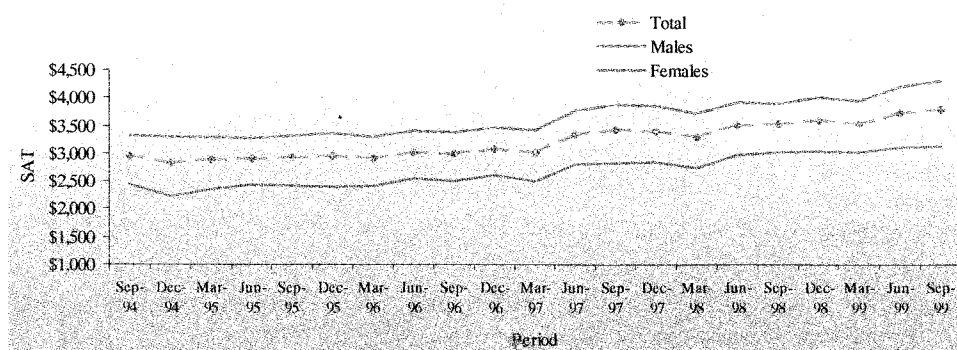
Figure 1.6-2: Salary Ranges for Government Employees by Gender, February 2000



### NPF Data

Data from the National Provident Fund show the average female wage for all industries to have been consistently lower than the average male wage (Figure 1.6-3). For 1999, the average female wage was 75% of the average male wage.

Figure 1.6-3: Average Male and Female Wages (all industries) Recorded at NPF: Quarterly from September 1994 to September 1999

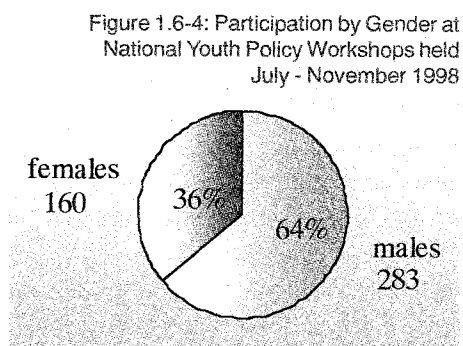


### Youth Traveling Overseas

An analysis of monthly departures of Samoan citizens in 1998 reveals interesting data on gender and travel. While slightly more females (243) left Samoa during the year in the 10-19 year age bracket, this position reversed in the 20-29 year age group with 1,561 more males recorded as having travelled overseas. For all ages and by purpose of travel; around twice as many males travelled overseas for business and new employment. Travel for educational purposes showed a lesser male bias with 828 males departing as compared with 637 females. (Source: Statistics and Immigration Department).

### Gender Representation in National Youth Policy Workshops

Of the 443 participants who attended the 12 policy discussion workshops held from July – November 1998; 160 (36%) were females. (Figure 1.6-4) This representation emerged despite efforts to promote and ensure that stakeholders maintained a gender balanced representation.



### Village Mayors

The establishment of village mayors in each village is under the *Pulenuu* Act administered by the Internal Affairs Section of the Prime Minister's Department. *Pulenuu* are selected for a three-year term based on the consensus of each village council of *matai*. As with parliament, only those holding *matai* titles are eligible to become a village mayor. Of the total 224 *pulenuu* in the country in 1993, only one was a woman. Previous years reveal that a total of three women have been selected to this position from three different villages. There is currently one female *pulenuu*.

### Women in Executive Positions in Government

Of the 49 currently elected Members of Parliament, only three are women, one of whom is Minister of Education, the first woman minister. Women's participation in parliament is restricted by the fact that only *matai* are eligible to be members and, as discussed above, this is heavily biased towards men. In fact women's direct participation in national decision-making is relatively new. The introduction of universal suffrage in 1990 allowed non-titled women to vote (with the exception of the individual voters.)

Whereas prior to ratification of CEDAW, there were only three female heads of departments, there are currently six. Women make up some 40% of the department deputies and assistant directors.

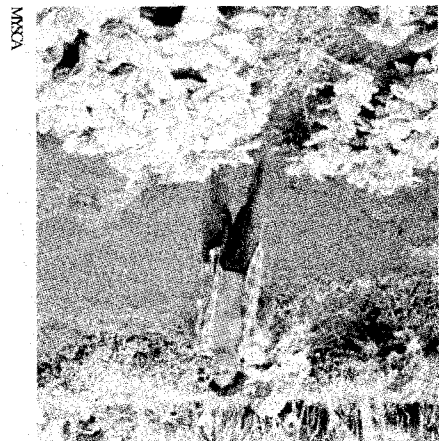
### Young Women in Sports

Young women, like their male counterparts, are very athletic, enjoy sporting activities and, for a small population, do remarkably well in international competitions. Overall, however, women's involvement in sports tends to be less than that enjoyed by men. Despite the growing participation of women in sports in recent years, representation of women in decision making and leadership roles in sports administration has not followed. This needs reconsideration, for equal sporting opportunities to be established. Samoa's national sport, rugby, is followed in popularity by netball. Both sexes now play in these traditionally segregated sports. Other sports available for youth in Samoa are Samoan cricket, soccer, tennis, weight lifting etc.



Some of the Members of the Women's 7-Aside Rugby Squad  
February 2000

NYP



MSA Most farmers in Samoa have been, and are increasingly, young men.

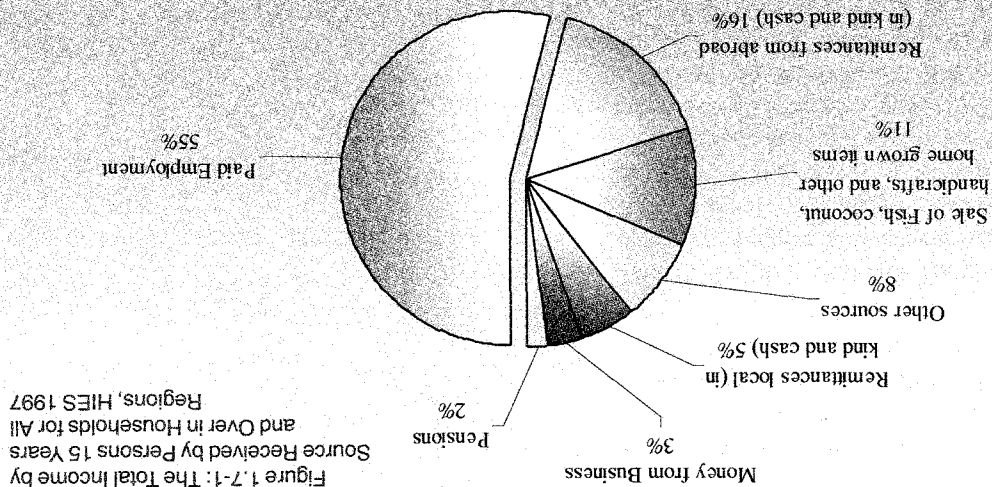
are questioned because there is believed to have been considerable under-reporting of the consumption patterns for produce grown at home. As food expenditures were the primary measure used to gauge food poverty, the number of households living in poverty may therefore have been inflated.

**Absolute poverty defines those people living in conditions where minimum requirements for food, shelter, clothing, and other basic needs are not met. Relative poverty relates standards of living to a minimum acceptable standard and relates to the concept of inequality.**

#### Poverty in the Context of the Faa-Samoa

There are several expressions in Samoan that express poverty such as *mativa*, *le tago lima*, and *lima vaivai*. Although these concepts connote poverty they do not attach the same kind of stigma normally associated with poverty because to recognize one's weaknesses and to be modest is admitted in the culture. While poverty, at a fundamental level, is want of wealth in all its dimensions, the Samoan view of what constitutes wealth and how it should be shared gives a different perspective on both of these concepts.

Conversely there is a common belief that the *faa-Samoa*, with its communal approach to using family resources, keeps development at bay. Conversely, where the pillars of the *faa-matai*, primarily the *faa-matai*, have been weakened, the face of poverty has been increasingly observed. One such observation is in the number of children selling items on the streets and also the number of adult beggars. There is a need for research into these groups and their circumstances, especially in relation to their education and home life.



#### 1.7 YOUTH AND POVERTY

*"Va fa'akalaualele le laulele."*  
"Va le va kumu i va."  
The land lies barren like a desert.  
The dew no longer settles on the foliage.  
Proverbs reflecting poverty

## HIES Analysis of Poverty in Samoa

The total household income by source (received by persons 15 years and over) recorded in the HIES for Samoa in 1997 is shown in Figure 1.7-1 on prior page. While paid employment is the biggest source of income, it is interesting to note that remittances from abroad (in kind and cash), is the second highest source.

Savaii received the largest share of remittances from abroad. It also recorded the lowest household income from paid employment. These factors can lead to dependence on remittances rather than developing the resources around them for earnings. This untapped potential can help rural people to enjoy much higher standards of living than depending on remittances.

Although Apia and Northwest Upolu recorded the smallest population (21% and 25% respectively) these regions earned the most income in the country (35% and 31% respectively) as shown in Figure 1.7-2. The contrast in earnings for Savaii and Apia is all the more striking when the land area of the regions is considered.

### Relative Poverty

The HIES analysis of relative poverty examines more closely the characteristics of the lowest 20% of daily household expenditures. Figure 1.7-3 shows the results by region. Savaii and the Rest of Upolu have the highest proportion of households with the lowest total daily expenditures.

### Food Poverty

The HIES study found that 48% of the nation's households did not meet the recommended minimum dietary requirements. The study concluded that "*subsistence affluence*" in Samoa is declining and that households in rural areas are more at risk to poverty than those in the Apia urban area. The highest proportion of households in food poverty was found to be in Savaii.

### Basic Needs Poverty

Adams and Sio, in their 1997 study on malnutrition in Samoa, suggest that absolute poverty, or the inability to meet one's basic needs (as is found in other developing countries), is not prevalent in Samoa. They found that cash income on its own is not a sufficient indicator of disadvantage as there are many transactions between families, families' access to land for farming, the sea for fishing, and cash remittances from overseas relatives, that occur outside the formal money economy.

The HIES nevertheless found 32% of households did not have sufficient total daily income to meet their estimated basic needs requirements. This analysis again reveals rural Samoa, particularly Savaii, as having the highest number and proportion of households in poverty.

All three types of poverty analysis undertaken in the HIES point to Savaii as the region of most concern in Samoa, followed by the Rest of Upolu, Northwest Upolu and Apia Urban area.

The HIES report concludes that poverty is of concern to all regions, with levels of daily food expenditure in particular at lower levels than expected. While correcting for weaknesses in methodology may serve to lower the overall number of households in poverty, the regional pattern as outlined above is likely to remain the same as the shortcomings in data collection applied generally and not to any one region.

Figure 1.7-2: Income Breakdown by Region, HIES 1997

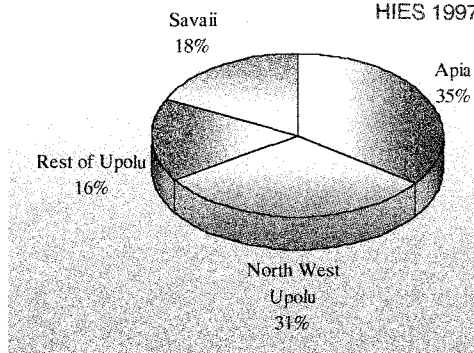
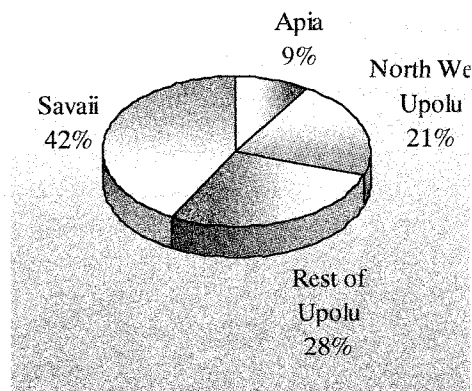
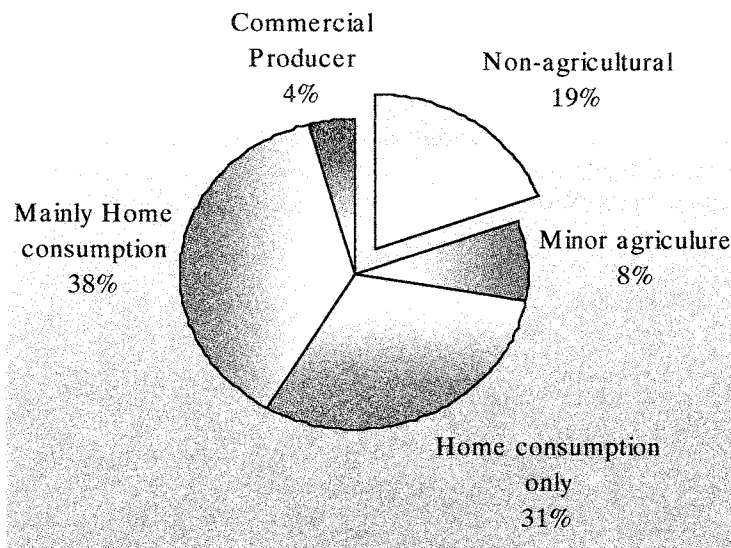


Figure 1.7-3: Breakdown of Households with the Lowest 20% of Total Daily Expenditures by Region, HIES 1997



Husking coconuts in the plantation- both young women and men work in agriculture although statistical data suggests that the role of women has diminished.

Figure 1.7-4: Levels of Agricultural Activity  
Agriculture Census 1999 (Preliminary Report)



census in 1999 confirms the continuing importance of agriculture as shown in Figure 1.7-4. Note that agricultural activity *mainly for home consumption* is highest in Savaii.

Figure 1.7-5, shows the highest level of agricultural activity in Samoa is for “mainly home consumption” (38%). Both figures 1.7-4 and 1.7-5 suggest there may well have been an undervaluation of subsistence agriculture in the HIES, particularly in Savaii where the occurrence of food poverty was thought to be highest.

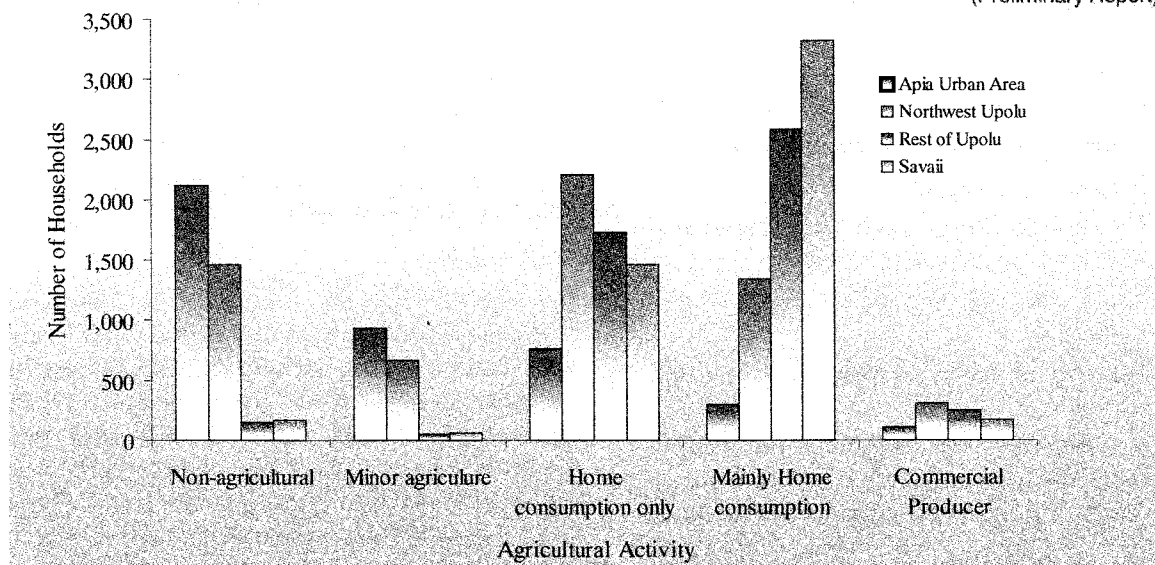
A revitalized village economy, the mainstay of which is agriculture, is one of eight key strategic outcomes of the Statement of Economic Strategy 2000-2001. Invigorating agricultural activity will greatly reduce the incidence of food poverty.

“Capacity Building for Future Farmers”, a multi-sector project aiming to address this very issue will be looking to work closely with youth. The project, if approved, will involve the Ministry Of Youth Sport and Culture and the Ministry of Agriculture, Forestry, Fisheries and Meteorology.

### Household Size and Poverty

It appears from statistical reports that while Samoa’s population is growing, albeit slightly, the number of households is decreasing thereby increasing the average household size. In much of the Pacific and in the “developed” countries, household size been decreased in the last century.

Figure 1.7-5: Level of Agriculture Activity by Region, Agriculture Census 1999  
(Preliminary Report)





"O le laau e tu ae oia."

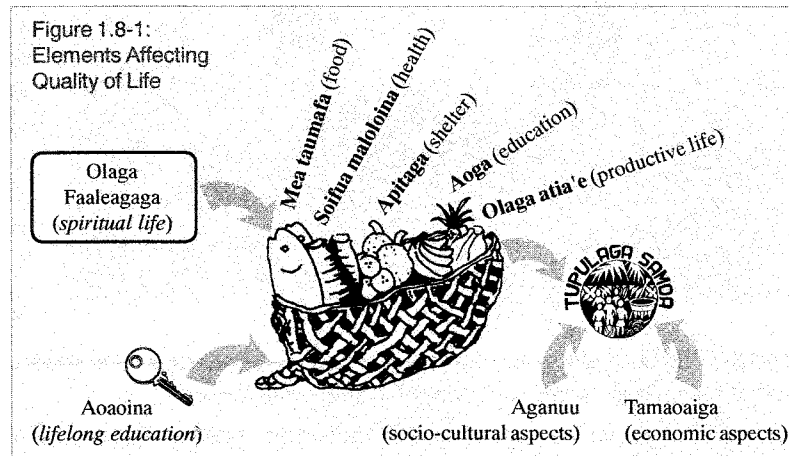
The tree stands but is greatly constrained.

The growth of one tree can be seriously compromised by that of another tree rubbing against it.  
Such is the plight of vulnerable youth, hemmed in by that which puts them at risk.

## 1.8 VULNERABLE GROUPS

Every youth is entitled to enjoy a full productive life regardless of his or her nationality, *aiga*/family, culture or religion. They must have access to adequate shelter, food, clean drinking water and education. They must be free from all forms of discrimination and exploitation. Youth who are deprived of such freedoms or whose access to this basic human need is restricted or perceived to be restricted by some situation or action of others, are classified as vulnerable youth. Figure 1.8-1 below depicts the various elements affecting one's quality of life and which, when lacking, lead to vulnerability.

Vulnerable youth are exposed to some form of danger or risk which, if not addressed, is harmful. The following groups are identified as vulnerable youth in Samoa but given the ever changing nature of society, the situation facing these groups should be closely monitored and periodically assessed. By examining these groups, there is a danger of focusing on the end results and not fully addressing the underlying causes. The Policy also recognises that these various groups are not mutually exclusive. A youth may fall under several categories and face even greater risks. There has been some research on suicide in Samoa.



24

### Suicide

Suicide is intentional, self-inflicted death and it has been found that those who attempt or complete suicide usually suffer from emotional pain and distress, feeling unable to cope with their problems. Suicide ranks as a leading cause of death worldwide. According to World Health Organisation (WHO), the Pacific, in 1994, had the highest youth suicide rate in the world. In many countries, suicidal people are likely to suffer from mental illness, particularly severe depression. In Samoa, various factors combine to paint a unique yet equally horrifying statement against life.

The high number of suicides in Samoa has been a concern for many years (Figure 1.8-2). In the late 1970s and early 1980s, close to 100 people attempted suicide each year (records range from 80 to 90 but these are unlikely to be *all* attempts). A suicide awareness campaign launched in 1981 helped lower the rate of attempts but the numbers, on the rise again, has recently attracted media and community attention. In February 2000, a suicide prevention group "*Faataua le Ola*" was established.

- Suicidal youth
- Delinquent youth and incarcerated youth
- Youth involved in substance abuse
- Pregnant teenagers
- Unemployed youth including school drop-outs and out-of-school youth
- Youth with special needs, e.g., physical, mental
- Working children including urban street vendors
- Youth living in dysfunctional families including those experiencing domestic violence and sexual crimes such as incest

prevention group "*Faataua le Ola*" was established.

From 1983 to 1999, the average yearly number of suicide attempts was 37 with a death rate of 57% or around 21 deaths. There have been 13 attempts at suicide recorded at the Tupua Tamasese Meaole Hospital (TTMH) for 2000 up to the end of April.

### Youth Suicide

The majority of suicide attempts are made by young people as revealed from an analysis of medical records at the Tupua Tamasese Meaole Hospital. This analysis examines data for the 10 year period from 1990 to 1999 (Figure 1.8-3 and 1.8-4). 68% of all suicide attempts in this period was by youth (138 or 40% by male youth and 98 or 28% by female youth). Over this period, there were 18 cases of attempted suicide by youth 15 years of

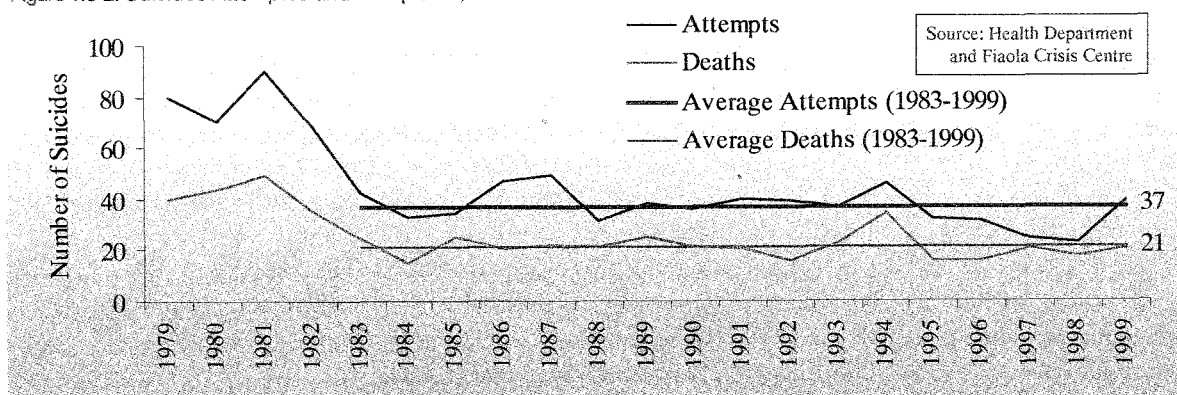
age and younger, the youngest being two children of 11 years old each. Seven of the 13 suicide attempts to the end of April 2000 (54%), almost one every two weeks, were by youth between the ages of 16 and 27 years (4 of whom died).

Of all the methods used by suicidal youth over the period from 1988 to 1999, paraquat ingestion is the most common at 67% of all attempts accounting for 66% of all suicide deaths (Table 1.8-2 and Figure 1.8-5). Of the three leading causes of death however, hanging and gunshot wounds are more lethal methods than paraquat.

Just under 60% of the youth interviewed in the 1994 Apia Urban Youth Survey identified suicide as the most serious problem they face today. The highest number of respondents identifying suicide were in the 15-19 year age bracket. It should be noted that, as grim as this picture is, the figures are not complete. Not all cases of attempted or completed suicides reach the national hospital, or for that matter, any hospital. Suicide data kept at the Police Department and those reported by the Statistics Department differ slightly from those maintained at the hospital and used in this analysis. It is imperative that accurate records be maintained and periodically crosschecked with others who also keep suicide data including non-government organisations. While the more serious suicide cases are likely to be transferred to the national hospital, the fact that not all cases are, requires records to be maintained in all health centres in the country and at the Malietoa Tanumafili II hospital on Savaii.

To determine where youth who attempt suicides are from, data for the period 1988 to the end of April 2000 was analysed. A total of 427 suicides were attempted over this period, 301 (70%) of whom were youth (176 or 58% were male and 125 or 42% were female). A total of 123 different villages were given as addresses for these 301

Figure 1.8-2: Suicides Attempted and Completed, 1979-1999



youth suicides. 119 of the addresses given are on Upolu (of the remaining four, 3 were from Savaii and 1 was from Manono-tai). It is not known however if the place of origin was given as the address or place where living at the time of the suicide.

Table 1.8-3 lists the villages with five or more youth suicides over the period from 1988 to the end of April 2000. All 16 villages are on Upolu with the leading five coming from Northwest Upolu

Figure 1.8-3 Suicide Attempts by Age Group and Sex 1990-1999

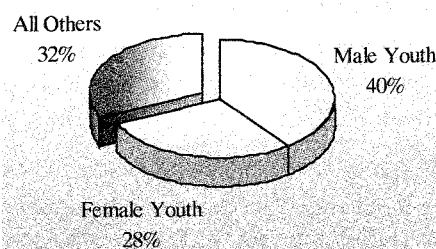
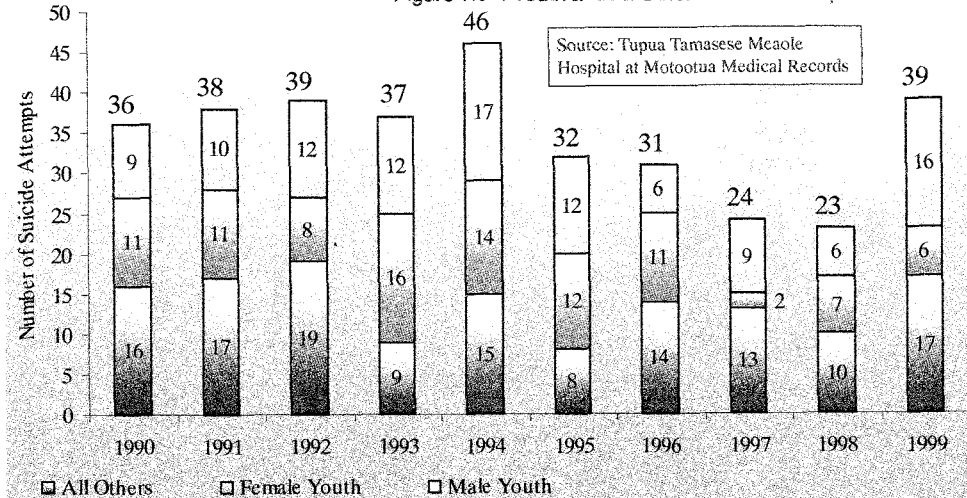


Figure 1.8-4 Youth and All Other Suicide Attempts 1990-1999



where there are high numbers of migrants from Savaii.

Dr. John Bowles, a consultant Psychiatrist with the National Hospital from 1981-1983, noted that Samoans living abroad do not have as high a rate of suicide as those living in Samoa. He also found a connection between suicide and alcohol abuse, violence in families, differing expectations between generations and a lack of communication between parents and children. The 1994 Apia Urban Youth Survey found that among youth not in full time education or employment, a significant 42% saw *improving their relationship with parents* as the best way to improving their social life (almost twice as many females [964] than males [508]).

There is urgent need for further research into this problem. An informed dialogue among youth and their elders of the underlying causes is required. Further, the urgent need for counselling services is generally accepted by those involved with this issue. It is possible to refer the question of youth suicide to the National University of Samoa who may direct staff and student research in degree courses such as sociology and counselling.

### Delinquent Youth and Incarcerated Youth

The term juvenile delinquency refers to criminal or antisocial behaviour of young people – acts which, if committed by adults, would be considered crimes. The law defines a minor to be any person under the age of 21 years. Section 2 of the Infants Ordinance 1961 defines “child” as under 16 years. As stated earlier, children aged 8-14 years can be held criminally responsible and charged. Of the 406 people sentenced to prison over the period from 1995 to 1998, just under 60% were by people under the age of 29 years – 229 or 57% were male youth and 10 or 2% were female youth (Figure 1.8-6). The vulnerable group of delinquent and incarcerated youth refer specifically to those offenders under the age of 21 years, i.e., minors.

Among those under 21 years sentenced to prison over the period from 1995 to 1998, 54% were for theft-related crimes (Table 1.8-4). While it is encouraging to note the downward trend in thefts by young persons over this period, this data only shows those who have been sentenced to prison, a sanction the judiciary are reluctant to administer given their knowledge of the conditions at Tafaigata and Vaiaata.

When examined the data for those under 21 placed under probation (Figure 1.8-8), shows that all manner of crimes committed by youth are actually increasing. The only crimes committed by young women for which they were placed under probation in the period 1995-1998 were theft-related.

For young men, theft-related crimes have steadily increased over the period. Figure 1.8-9 shows the breakdown of youth placed under probation over the period from 1995-1998. For other crimes, increases were recorded in sex-related offences (carnal knowledge), wilful damage (throwing stones), drugs, and assaults.

### Average Ages of Young Offenders

The average age of those under 21 years sentenced to prison over the period analysed was 18.9 years, while the average age at which these youth left school was 14.7 years. Among probationers under 21 years of age, the average age was

Figure 1.8-5 Youth (12-29 years)  
Suicide Deaths by Method: 1988-1999

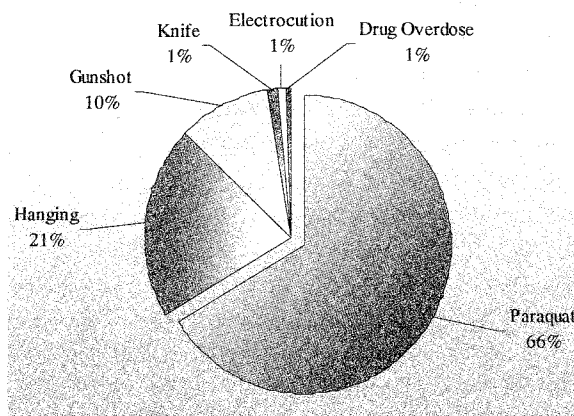


Figure 1.8-6: Offenders Sentenced to Prison by Age and Sex: 1995-1998

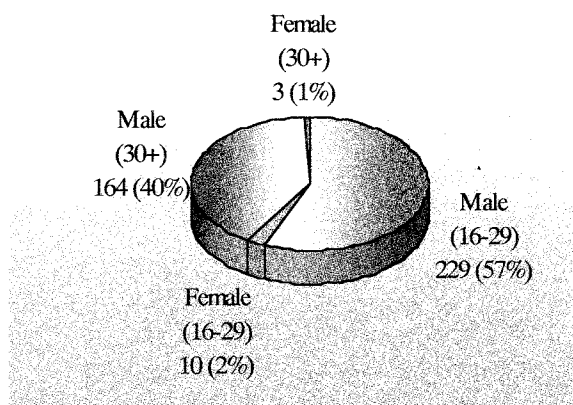
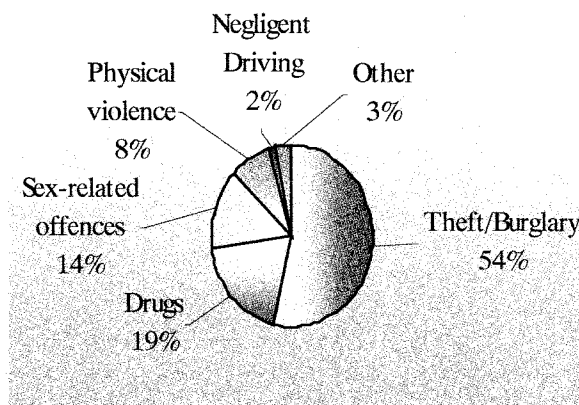


Figure 1.8-7: Persons Under 21 years Sentenced to Prison 1995-1998, by Type of Offence





17.7 years and the average age at which they left school was 14.8 years (Figures 1.8-10 and 1.8-11)

### Crime and Gender

It should be noted that for all age groups, all sex-related crimes were committed by males. For females under probation, the only offence committed was theft.

### Crime Prevention

This data gives some indications of the criminal activity of delinquent youth. A crime prevention policy is currently being developed by the Justice Department as a part of its corporate plan.

Figure 1.8-8: Persons Under 21 Years Placed Under Probation 1995-1998, by Theft and All Other Crimes

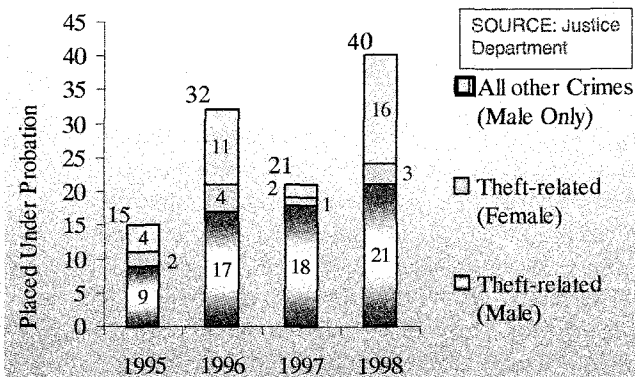
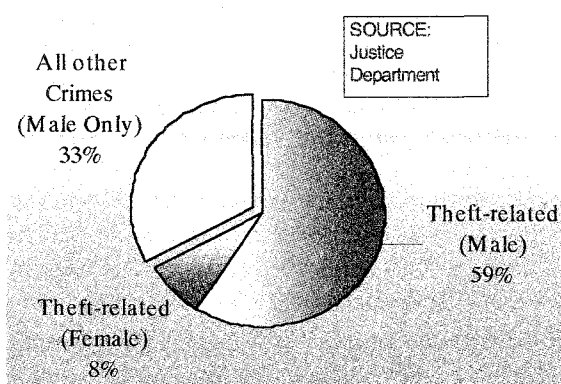


Figure 1.8-9: Persons Under 21 Years Placed Under Probation 1995-1998, by Offence and Gender



Moral considerations aside, the main issue of concern in the justice system exposing young offenders to various risks, is the fact that there has never been separate treatment for young people in the courts system. Moreover, for those whose crimes warrant imprisonment, there is no separate correctional facility for young people who end up in the company of seasoned criminals. In the present system, it would be extremely difficult for a young person to break out of the cycle of crime once he or she has entered it.

In countries with a juvenile justice system, young offenders are usually considered to be in need of special treatment, rehabilitation or discipline. Counselling agencies are established to assist with crime prevention and the process of social integration. A special study was

undertaken in Samoa in 1997 to investigate the establishment of a rehabilitation centre for young offenders. It was noted in that study that the unsuitable conditions at Tafaigata for young offenders has long been recognised.

Figure 1.8-10: Average Ages of Youth Under 21 Years Sentenced to Prison and Average Ages at Which They Left School (1995-98)

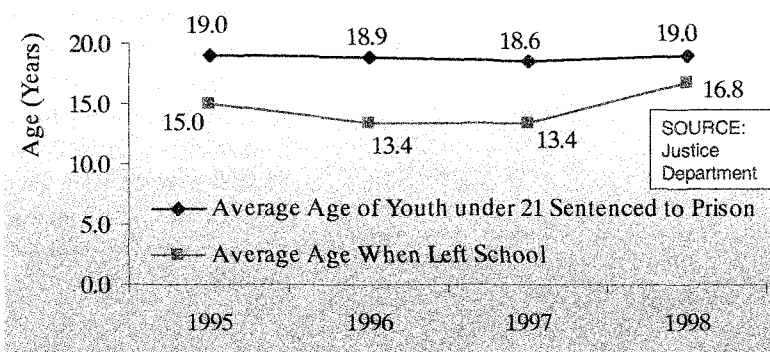
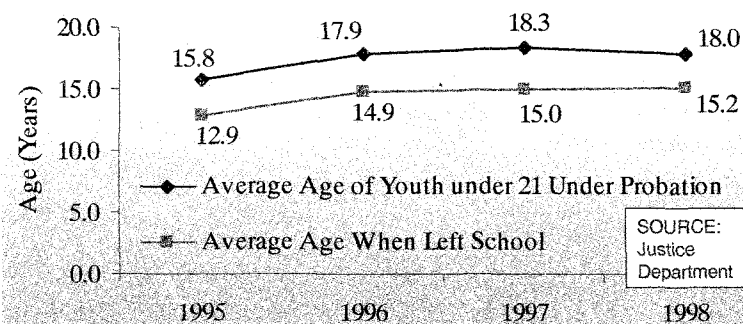


Figure 1.8-11: Average Ages of Youth under 21 years Placed Under Probation & Average Ages at Which They Left School (1995-98)



Recommendations for both a separate legal process to deal with juvenile cases and a separate correctional facility for young offenders were made as far back as April 1974 in a letter written by the then Chief Justice G J Donne to the Minister of Justice. This, basically, was what the 1997 committee recommended to Cabinet but it is not known what, if any, action may have been taken since then.

### Youth Involved in Substance Abuse

In the 1994, drug and alcohol abuse was ranked by 35% of respondents as the second most serious health problem (after suicide) facing youth today (Apia Urban Youth Survey, 1994). The problem is of growing concern in Samoa and the obvious risks associated with such behaviour demand the attention of policy-makers. The substances most abused by youth in Samoa include: alcohol (mainly Vailima beer and home brew), tobacco, cannabis (marijuana), logo

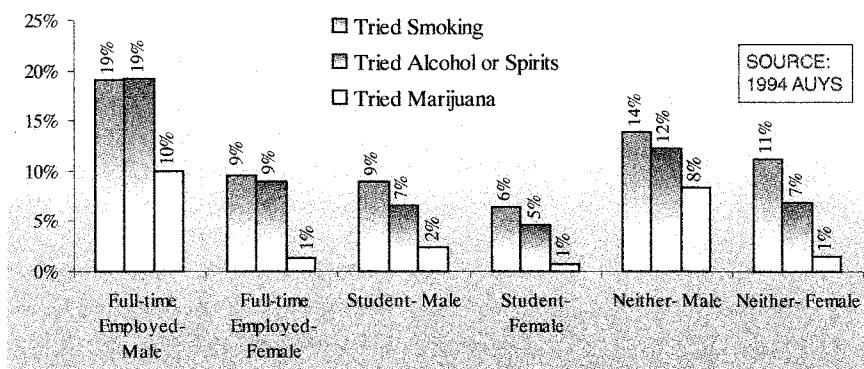
(Angel's Trumpet), and *pulou aitu* ("magic" mushroom). Research overseas has shown a correlation between substance abuse and other health concerns such as suicide, accidents (road crashes, fall injuries, drowning), offences (violence in families, assaults, theft, sexual abuse, wilful damage), and "lifestyle" diseases (such as obesity and stroke). The cancer causing risks associated with smoking are also well known. While the physical consequences of substance abuse are measurable, the social consequences are often overlooked or minimized. Limited family finances squandered unwisely can result in unpaid bills such as school fees and electricity further impinging on the wellbeing of the family. The tensions within a family are compounded when youth see substance abuse as a way of escaping, albeit temporarily, stressful or painful experiences. Other factors motivating youth to try drugs and alcohol include curiosity and a real or perceived pleasure to be derived from the substance.

### Alcohol, Smoking and Marijuana

There is no specific policy on alcohol although it is dealt with briefly in the draft policy on food and nutrition. Control of the liquor industry is through the Liquor Control Board operating under the authority of the Liquor Act of 1971. In addition, alcohol-related problems are addressed in various ways by some government departments, viz., Health, Police, and MYSCA and by non-government organisations such as *Sautiamai*, Alcoholics Anonymous, and other church organisations. Another factor reducing alcohol consumption stems from the social controls established by the village council of *matai* who often impose restrictions on alcohol.

*Vailima* beer and cheap imported spirits are widely available throughout the nation being sold in village stores and licensed premises. Although it is an offence for a person under 21 years to possess or consume alcohol, it is common for shopkeepers to sell beer to children and youth who usually say they are buying for their fathers and uncles. This practice is unacceptable and mechanisms should be introduced to ensure that the law is enforced.

Figure 1.8-12: Percentage of Youth (10-29 years) Who had Tried Smoking, Alcohol or Spirits & Marijuana, by Sex & Whether Fulltime Employed, Fulltime Student or Neither



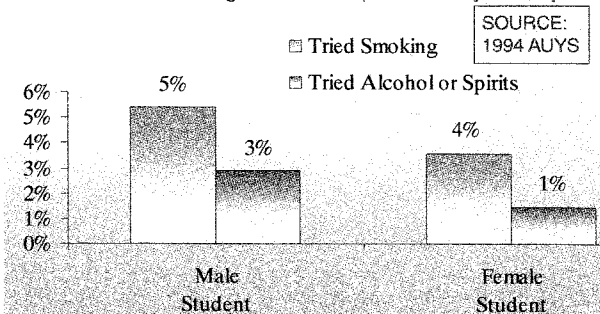
The main drug youth are involved in is *marijuana*. Marijuana is known to be grown all over the Samoa islands and is believed to be widely used by youth. As analysed from the 1994 AUYS data, the main group who seem to be attracted to its use are full-time students. Drug abuse among youth in American Samoa has been of growing concern to the government there in recent years. With tightened border controls in recent years, a number of attempts to smuggle *marijuana*, originating from Samoa, have been intercepted by American Samoa authorities. The flow



The Department of Health runs anti-smoking campaigns involving school children. Pictured above are some of the winners for the World No Tobacco Day competition prize-giving, 31 May 2000. Standing right and left are the Director General of Health Taulealeausumai Dr. Eti Enosa and Namulauulu Dr. Nuualofa Potoi, the Assistant Director. It is interesting to note that six of the eight prize-winners were girls. Statistics show a greater likelihood for boys to take up smoking.

Senior police officers advise that alcohol is heavily implicated in most serious criminal offences and in many minor offences although data on this is lacking. Data on the illicit manufacture of home brew and the geographic and demographic distribution of consumption is also not available.

Figure 1.8-13: Percentage of Fulltime Students (10-14 years) Who had Tried Smoking, Alcohol or Spirits & Marijuana, by Sex



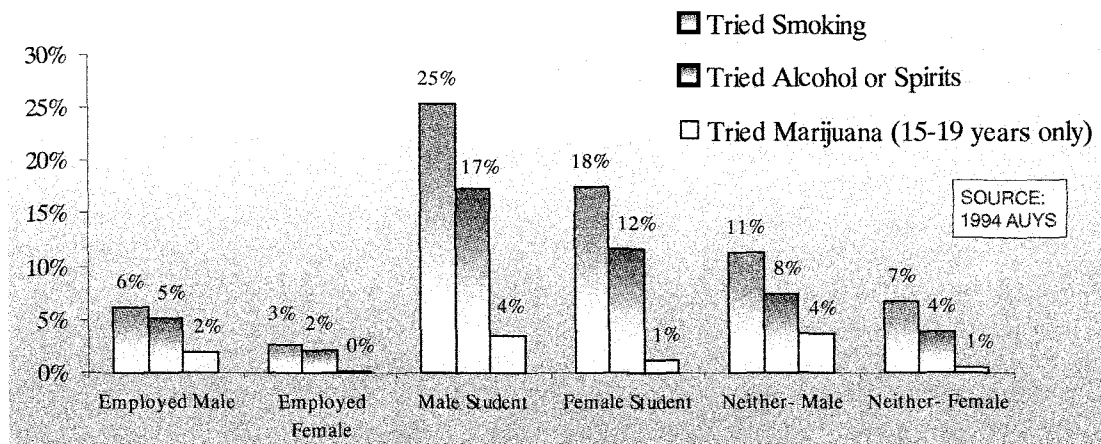
*While the physical consequences of substance abuse are measurable, the social consequences are often overlooked or minimised.*

of drugs between the two Samoas is not one-way. In 1999 a shipment of cocaine from American Samoa was intercepted by Customs officers in Samoa. Hard drugs in Samoa would have to come in from overseas. It is understood that the Customs department are looking into the idea of establishing a canine drug detection unit at entry points. Any initiative aimed at tightening up drug surveillance is strongly supported by this Policy.

The 1994 Apia Urban Youth Survey asked youth whether or not they had tried smoking, drunk beer or spirits, or tried marijuana. Figure 1.8-12 shows the results for the 10-29 age group as a percentage of the total respondents in the three broad categories of full-time employed, full-time student and neither (and by gender).

For those under 20 years of age, the results show that a small percentage of youth are trying smoking and beer or

Figure 1.8-14: Percentage of Youth (10-19 years) Who had Tried Smoking, Alcohol or Spirits and Marijuana, by Occupation and Sex



spirits in the 10-14 year age group (Figure 1.8-13). With a projected 10-14 year population for 2000 of around 10,000 males and 10,000 females, these percentages extrapolate nationally to some 500 male students and 300 female students trying smoking and some 400 male students and 100 female students trying beer or spirits. While these may be conservative estimates, it should be noted that most of these students would have been in primary school. In this regard, the importance of the attitudes and behaviours of parents and older siblings and the influence of the media cannot be underestimated. Attitudes more than knowledge, influence the initiation of behaviour and, once acquired, guide a person either to substance abuse or to a drug-free life.

Table 1.8-15 shows the percentages of youth found in the 1994 AUYS to have been involved in these risk behaviours. Almost a third of those interviewed in the 10-19 year age bracket had tried smoking, just under 1 in 4 had tried beer or spirits and just under 1 in 5 had tried marijuana. As can be seen, the percentages increased dramatically in the older youth bracket.

Table 1.8-6 shows that among youth under 20 years of age, full-time students are the ones most trying smoking (61% of those who had tried cigarette smoking), drinking (61% of those who had tried beer or spirits) and marijuana (42% of those who had tried marijuana). Moreover, male students outnumbered all others in each of the risk behaviours except for those who had tried marijuana who were neither full-time students nor full-time employed.

To place these values in greater perspective, Figure 1.8-14 has been constructed to show those youth in the 10-19 year age bracket involved in these risk behaviours as a percentage of all respondents in the various categories (and by gender). Note the higher percentages of full-time students placing themselves at risk compared to the other categories.

### Pregnant Teenagers

As indicated earlier, teen pregnancy is emerging as a major health problem for young women with the increased risk of stillbirths and other complications noted among those treated at the national hospital. In a study on teenage pregnancy conducted in 1995 (Health Sector Strategic Plan 1998-2003), 81% of the survey sample did not plan their pregnancy. Although 77% were aware that they were at risk of falling pregnant, 65% had very little knowledge of contraception and 95% had never used it. Moreover, among the pregnant teenagers interviewed,

*Among youth under 20 years of age, full-time students made up 61% of those who had tried smoking, beer and spirits; 42% had tried marijuana.*

*A cumulative 16,382 students dropped out of school early over the five-year period from 1995-1999. Just under 30% of these drop-outs did so at the end of Year 8.*

do not provide the kind of support needed by these young women and their unborn children. Adoptus, an NGO involved, is breaking new ground in this area. With lives at stake, this issue must be reviewed and addressed. It is generally accepted that there is a lack of preparation for adolescence and puberty, marriage and parenthood. This is due mostly to the *taboo* placed on discussing sexual matters although the arrival of HIV/AIDS to Samoa is helping to open up a community dialogue on the issues of sexual and reproductive health. While materials on reproductive health have been produced by the Department of Education, it is not clear how widespread it is being used in the schools.

### **School Dropouts, Out-of-School Youth and Unemployed Youth**

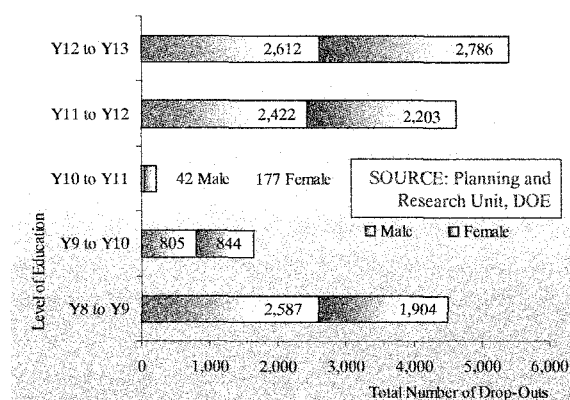
School dropouts are the number of students enrolled in any given year who are not enrolled during the following year.

National enrollment in the youth age bracket, i.e., Year 8 to Year 13, has remained fairly constant over the last five years averaging at around 17,600 students (Figure 1.8-15). Available data from the Education Department do not indicate post-secondary enrolment so it is not known how many of the Year 13 students go on to further studies. As Year 13 is the last year of school, these figures are not included in dropout calculations.

Over the period from 1995-1999, school dropouts peaked at just over 4,000 in 1996. The number, while fluctuating, has since declined to just under 3,000 in 1999. Nevertheless, there are still large numbers of students leaving school before completing their secondary education. A cumulative 16,382 students have dropped out over the five-year period from 1995-1999 as shown above. Table 1.8-7 shows this total number who dropped out by level. Over a third stopped going to school at the end of Years 8 and 9, the first two years of secondary schooling, while two-thirds left in the last two years.

This information is shown graphically in Figure 1.8-16. Whilst overall, more boys (52%) than girls (48%) dropped out of school during the period; slightly more girls stopped school at the end of Year 12. Over the period Figure 1.8-17 shows that the average government transition rates for Year 8 to Year 9 for the 1995-1999 period has declined to 57% while the national average, boosted by mission and independent schools has remained fairly

Figure 1.8-16: Total School Drop-Outs by Level for 1995-1999



55% had been sexually active for less than a year while 45% between one and four years.

This and other reports suggest an urgent need to provide pre and post-natal care and education for young unmarried mothers-to-be whose families, for various reasons, often

Figure 1.8-15: Cumulative School Drop-outs Compared with Y8-Y9 National Enrolment (1995-1999)

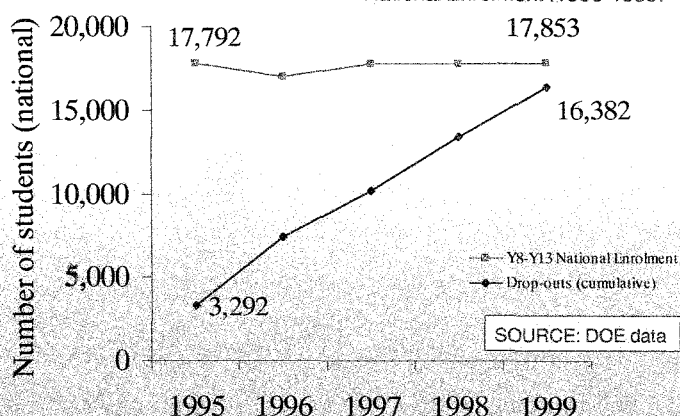
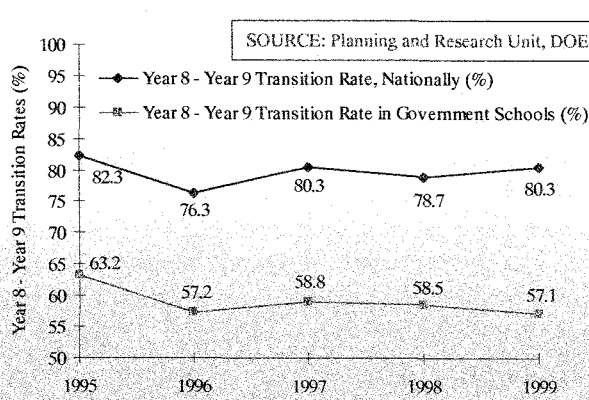


Figure 1.8-17: Total School Drop-Outs by Level for 1995-1999



stable at around 80%.

Table 1.8-8 lists the districts with government schools that recorded the highest dropout rates of over 50%. While the data from which these figures have been derived do not show pupil movements across country or into



One of the concerns facing youth with special needs is that they, like this young woman, receive limited education and training by being kept at home, isolated from peers and friends. They often also do not receive the kind of medical treatment required for their condition.

mission and independent schools, they are nevertheless indicative of the areas experiencing high numbers of student dropouts.

It is obvious that those who stop school at the end of Year 8 face many disadvantages. These dropouts join the ranks of the many unemployed youth already out of school. The likelihood of their finding paid jobs is extremely low as employment policies, for obvious reasons, often restrict early school leavers. The PSC, for example, has a policy of employing only those students who have completed Year 11 (i.e. who have sat the School Certificate exam). PSC applicants must also be a minimum of eighteen years of age.

It is not known exactly what happens to early school leavers who, influenced by relatives living abroad and the media, return home after searching in vain for jobs and disillusioned about their future prospects. It is often these youth who become attracted to alcohol and drugs and, with such limited access to resources, resort to crime, mainly theft, to get what they want.

A study (Employment in Western Samoa – Present and Potential, 1989) concluded that the majority of school leavers were unlikely to proceed to further education and training or to secure paid employment. Agriculture has traditionally absorbed school dropouts and out of school youth. Declining agriculture and a youth population increasingly disinterested in working the land, is also adding to unemployment in Samoa.

#### Youth with Special Needs

Youth with disabilities in Samoa lead a difficult and, often, lonely life. Although physically or mentally disabled youth can nevertheless live an enjoyable life and fulfil their potential with the help of medical science, appropriate aids and equipment, education and training, and understanding and support from the community. For complex sociocultural reasons and a general lack of facilities to support their integration in society, disabled youth in Samoa often receive very limited education and training and tend to be isolated from their peers and friends.

There is very little information available and limited research conducted in the field of disabilities. The lack of data for policy formulation begins at birth. While individual records for deliveries at the national hospital will reveal birth defects or babies born with congenital disorders, this data is not captured in the health information system unless the baby is admitted for diagnosis and treatment. The tendency for disabled youth to be kept at home further hides the extent of the problem.

The 1991 Population Census enumerated a total of 1,405 households with disabled persons (Table 1.8-9). Estimates projected from research conducted in the 1990s indicate around 600-800 youth (12-29 years) with disabilities. It should be pointed out that some countries estimate their disabled to be around 10% of the population. Applying the 6% of households rate found in the 1991 Census to the estimated youth population in Samoa for 1999 (12-29 years) yields around 3,600 youth, five to six times greater than that estimated from research available to

Figure 1.8-18: Percentage Breakdown of Households, by Region, with Physically/Mentally Disabled Persons

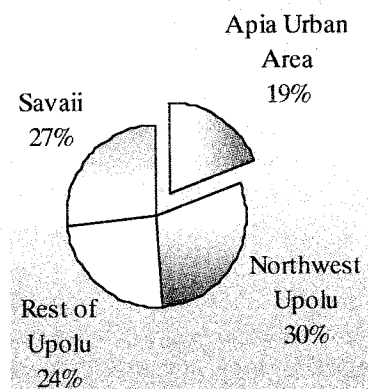


Table 1.8-1: NGO's Providing Special Needs Education in Samoa

Organisation:	Special Needs emphasis	Bracket	1999 Enrolment	2000 Enrolment
Loto Taumafai	Physical disabilities	5-26 years	52	63
Fia Malamalama	Intellectually handicapped	4-25 years	37	27
SENESE <sup>1</sup>	Learning difficulties	5-10 years	5	6
PREB <sup>2</sup>	Blind	All ages	N/A	N/A

<sup>1</sup> Special Needs Education Society Inc.

<sup>2</sup> Prevention, Rehabilitation and Education of the Blind Society (unable to obtain data but it is understood that blind students are integrated into schools/society).



date.

Beginning to address this issue more systematically, the Education Department, in early 2000, launched a Special Needs Education Survey project with UNDP assistance. The project which is nearing completion, surveys primary school students to assess special needs students by location and type of need. The project also aims to provide training for teacher trainees to be able to identify special needs students and provide for an increasing demand for special education at the secondary level and beyond. As a part of this initiative, two satellite schools have been selected to pilot special needs classrooms, the first step towards special needs education in the Government education system. The Educational Amendment Act 1991 makes it mandatory for government to share responsibility for special needs children by supplementing and supporting community initiatives in special education.

*Conservative estimates reveal between 600 and 800 disabled youths. This may be 5 to 6 times less than could actually exist, a figure that may be closer to 3,600 (based on the 6% disability rate found in the 1991 Census and applied to the population projection for 2000). Just over 100 disabled youths receives special education from non-government organisations.*

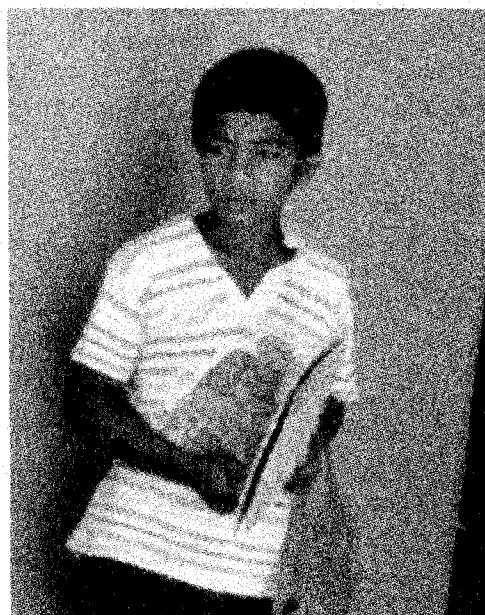


Students at Loto Taumafai School for the Disabled, June 2000

Four non-government organisations currently provide for special needs education in Samoa. Located in the Apia area, these NGOs are listed in Table 1.8-1.

Excluding PREB who are understood to work with the blind on a case by case basis, these organisations currently have a combined student roll of just over 100 students. Loto Taumafai and Fia Malamalama include woodcraft in their programme to help students generate their own income. In following up on their school leavers over the last five years, Loto Taumafai discovered that 83% (5 out of six students) have found full-time employment.

There are currently no special education services in rural areas where the majority of people with disabilities live (71% as shown in Figure 1.8-18). A pilot special needs classroom, however, has recently been established at Ulimasao Junior Secondary School in Vailoa, Palauli, the first such facility for Savaii. A survey recently conducted by PREB Society in the Palauli district identified some 26 young people with special education needs. The classroom has been equipped under a



Young boy selling fans in Apia

grant from JICA who have also provided a van for student transportation. Technical expertise will be provided collaboratively by PREB, Loto Taumafai and Fia Malamalama.

### **Working Children Including Urban Street Vendors**

The Labour and Employment Act 1972, in line with the Minimum Age Convention 1973 (ILO), makes it unlawful to employ any child under the age of fifteen except in safe and light work suited to his or her capacity. A paper on Child Labour, prepared by the Commissioner of Labour and submitted to Cabinet in 1999, outlines three categories of child labour in Samoa, viz., those under fifteen years of age who are:

- Unpaid workers in family-run commercial or semi-commercial businesses, the most problematic sector involving "many" children
- Unpaid subsistence farmers in the non-formal sector where the problem is twofold: youngsters doing heavy work not suited to their physical capacity or likely to be injurious to their health and children under fourteen years of age working in the plantation instead of going to school, and
- Paid workers in the formal sector of which there are no cases known to the Labour Department

*The Department of Labour identifies the most problematic sector for child labour as being the family-run commercial and semi-commercial business where "many" unpaid children and youth are suspected to be involved.*

The Department of Labour is presently reviewing relevant legislation including a proposal to ban the employment of children during normal school hours and at night.

Semi-commercial enterprises are also culturally orientated in the sense that a child may not be directly paid a wage but their service is reciprocated in a variety of ways e.g provision of money, food, educational support etc. It must be noted that family-run commercial businesses and other ventures are also often the site for promoting family unity, and entrepreneurial skills from an early age.

### **Street Vendors**

Street vendors sell a range of products including food items, agricultural produce, handicrafts, and imported items such as batteries. While the work itself may be suited to their physical capacity, and certainly the income they earn would help meet family expenses including school fees; their work, as with children working in subsistence agriculture, interferes with their education. Most of the children who are selling on the streets certainly appear to be under the age of fourteen years and to have dropped out of school early. This can lead to other problems. The nature of the work can expose these young people to risks. One of the worst examples could be young girls and boys who start selling *ula* (leis) outside nightclubs at night but end up selling their bodies. While there is no data to support such a statement, the possibility of this happening is one of the reasons why these youth have been identified as vulnerable. They may also be exposed to violence and to drugs and alcohol.

Those under fifteen years of age who are selling items legitimately (after school) may also acquire habits and practices detrimental to their moral character. Import items, and the products are many and varied, may well be black market products (smuggled into the country by parents or guardians as personal effects) with no duties paid. This has obvious implications for legitimate trade, for government, and also compromises ethical standards in these young people that, if left unchecked, may lead to other, more serious offences.



A 12 year-old boy sells cabbages during school hours. Note the \$2.34 million jackpot advertised



With virtually no data available on this group, its inclusion here aims to open up investigation into the circumstances facing these young people and the activities they are engaged in.

### **Youth Living in Dysfunctional Families Including those Experiencing Domestic Violence and Sexual Crimes such as Incest**

The *aiga*, the foundation of *faa-Samoa*, can also be a powerful agent for human destructiveness if domestic violence or other manifestations of family dysfunction are present. Youth growing up in homes where they witness or are routinely subjected to beatings, verbal abuse or sexual abuse (or a combination of these), are traumatised by the experience. The social and economic costs are incalculable and can lead to a host of problems as discussed throughout this section. Sadly, the cumulative affect of domestic violence and the violence which too many youth are experiencing in schools seems all too often to be disregarded under the axioms “*But this is the faa-Samoa. It cannot be changed*” or “*If I hit the children, it is because I love them*”.

#### **Domestic Violence**

Domestic violence takes many forms including spouse-beating, sexual abuse and child abuse. The scope and seriousness of the problem has not been adequately assessed partly because it has not been adequately acknowledged as a problem- privately or publicly. This denial is the first obstacle to be overcome if youth today are to break the cycle of violence and not become abused or abusive adults. There are two nongovernment organisations with programmes addressing violence in families. Mapusaga o Aiga (MOA), was formed in 1993 in response to a growing concern about the occurrence of domestic and sexual violence in Samoa. In a 1996 study by Mapusaga o Aiga on domestic and sexual violence against women, 73 out of 257 women interviewed (28%) said they had been victims of violence (Figure 1.8-19). Of those who experienced violence, 51 (70%) were in the 15-24 year age group (Figure 1.8-20).

Figure 1.8-19: Percentage of Women Surveyed by whether or not they've experienced domestic violence

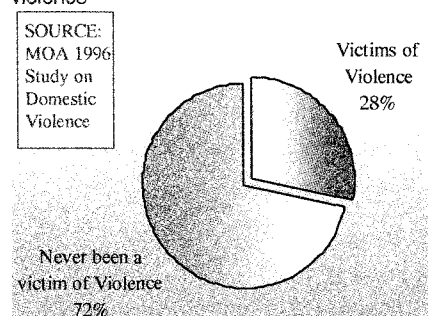
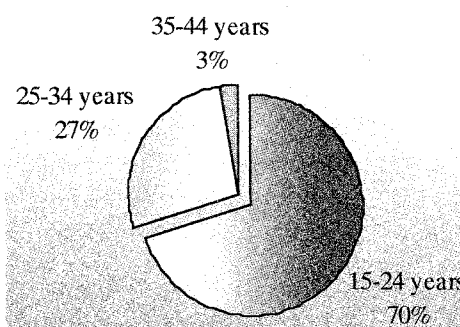


Figure 1.8-20: Percentage of victims by age at which violence occurred



34

The National Council of Women has more recently launched “*Tetee Atu le Sasa ma Upu Mamafa*”, a programme aimed at stopping child beating and the verbal abuse of children. This programme, targeted initially at mothers, is looking also to reach teachers as young people can also be subjected to violence in schools.

#### **Youth Victims of Sexual Crimes – Incest and Rape**

As with other areas in criminology, only a small percentage of sexual crimes are reported, a smaller number get as far as prosecution, and an even smaller number of convictions are actually made. Compounding this issue is the fact that sex in Samoan society is a matter of *tapu* making sex-related crimes all the more difficult to deal with. As with other forms of violence, there is also a common attitude that this matter should only be dealt with by the *aiga*. While the criminal justice system work for urban Apia, crimes committed in the villages, unless they are of a very serious nature, are usually dealt with by the *matai* council. Given that the topic of sex, let alone sexual crimes, is *tapu*, these crimes may never make it to the *matai* council. If a case does appear before them, they are ill-equipped to effectively deal with the problem especially when the perpetrator may be from among their number. A young woman faced with the prospects of taking her case to the authorities in Apia requires considerable courage and self-confidence. Seeking justice also carries the risk of causing isolation from the



Young girls making ula with flowers

family; with no other support currently available for counselling and care, this risk is often too high and can result in a victim's eventual denial in the courtroom. There is an urgent need for ongoing research into this problem to determine not only its scope but also the issues needing to be taken into account for justice to prevail. While there has been improvement in the community's response to seminars on sex-related issues such as HIV/AIDS and teen pregnancy, there is an ongoing need to raise awareness of the problem and to develop strategies to meaningfully address them. There is also a need for counselling and support services for the victims of sexual crimes (and their families) in order to facilitate healing.

*"Ua se ala e tasi le upega"*

**The fishing net woven from one sinnet cord.**

*A fishing net is greatly admired when it appears to be made from only one sinnet cord when in reality, many contribute to its making.*

*A unanimous decision reflecting unity of purpose.*

*The common thread for Youth Service Providers are the youth themselves.*

## 1.9 YOUTH SERVICE PROVIDERS

Youth Service Providers (YSP) are any organisations, formal and informal, that provide services of various kinds for youth. Such services are designed to assist with the spiritual, emotional, physical, intellectual, social, cultural and economic development of youth or any combination of these as provided by many of the different organisations.



Participants at the Youth Stakeholder's Workshop held 2-3 December 1999

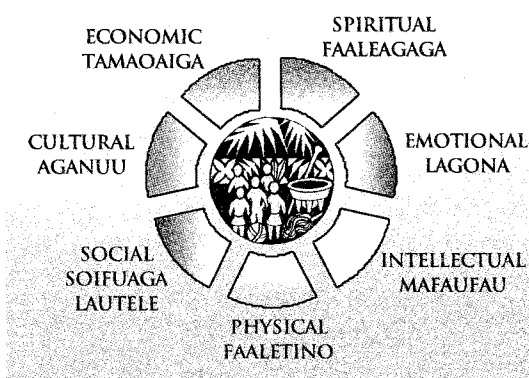
### *Youth Service Providers in the Context of the Statement of Economic Strategy 2000-2001*

The theme for the Statement of Economic Strategy (2000 – 2001), *"partnership for a prosperous society"*, emphasises the important developmental role played by all stakeholders. The broad areas of youth development outlined above are not mutually exclusive. Neither is any one area of greater importance to any other (Figure 1.9-1). A holistic approach to youth development necessarily cuts across many sectors and, as such, requires the support and cooperation of all those who have an interest in the advancement of youth in Samoa. The important role played by religious organisations has already been discussed. In addition to these religious organisations, there are many nongovernment organisations that, to varying degrees, allocate resources for the betterment of youth.

### *The Youth Service Provider Network*

The Youth Service Provider Network (Table 1.9-1) is not meant to be an exhaustive list but rather an attempt to identify those recognised in the current landscape of youth development. While many of these organisations

Figure 1.9-1: Thematic Areas of Youth Development



already have strong links with others, with some the partnership needs strengthening. While some have been consulted in policy development to date, others have not. It may be necessary to split the stakeholders into two groups: a main group may be comprised of those recognised to have a high level of relevance to ongoing policy development and monitoring while a second, wider group, will be necessary for the policy to filter into grassroots society.

Non-governmental organisations also serve youth. Key among these are the religious organisations and particularly those that have Youth and Education Departments. Church Education Departments provide formal schooling at mission

schools working in partnership with the Department of Education. Some focus on Early Childhood Education, others on technical and technological skills. Church Youth Departments primarily provide religious education and a variety of non-formal educational opportunities. Given that most Samoan youth are affiliated with a religious organisation through the *autalavou*, they are seen as an important channel to reach large numbers of youth by the Ministry of Youth, Sports and Culture.

Other NGOs with programmes reaching youth usually fill a perceived need. Some are structured with a Board of Directors and paid or volunteer staff to execute their mission. Others are loosely structured and are often limited in their effectiveness due to inadequate manpower and other resources. The Samoa Umbrella of Non-Government Organisation (SUNGO), with approximately 40 affiliated organisations, is increasingly being recognised as the umbrella for NGOs in Samoa.

*A holistic approach to youth development necessarily cuts across many sectors and, as such, requires the support and cooperation of all who have an interest in the advancement of youth in Samoa.*

A recent survey conducted by the Ministry of Youth, Sports and Culture of NGOs, highlighted some common interests among Youth Service Providers (Table 1.9-1). Youth, according to the various organisations surveyed, varied widely in age. The majority of these organisations do not set a particular age limit for participation. Some include children as young as 5 years old in their youth activities. Others begin at 10 years, 12 years, 15 years and upwards to 40 years and over.

Each Service Provider has a particular mission to follow and many provide programs to enhance skills and empower the individual to become more self-sufficient and self-reliant. In doing so, they help to build self-esteem, strong moral and spiritual character, and develop appreciation for the importance of youth in society. Organisations vary widely in involving youth in decision-making from very little involvement to very high involvement. While the organisational structure often determines how much say a youth has in the affairs of the group, this is strongly influenced by leadership style.

#### ***MYSCA – A Possible Focal Point for Youth Development***

At the present time, the Ministry of Youth, Sports and Cultural Affairs may be in the best position to tie the Youth Service Provider network together. It has, in the course of developing this Policy, consulted with many of the organisations identified above. As mentioned earlier, MYSCA has also developed a “Youth Directors” network comprising representatives from various religious organisations. It has, for many years now, consulted successfully with this group to plan such events as National Youth Week, and MYSCA workshops and seminars.



Some of the members of the National Youth Policy Coordinating Committee (1999). Standing from left to right: Lafi Itula (MYSCA), Charles Kick (ESCAP), Oliver Taituuga (Education Department), Galuefa Leilua (Boys Brigade), Falefatu Enari (Leo o Viiga), Mose Fulu (MYSCA), Manuia Mulitalo (MYSCA), Leilani Duffy (DEC), Kilali Alailima (US Peace Corps), Roinga Faatauavaa-Vavatau (MYSCA). Seated left to right: Magele L Isaako (MYSCA), Kaiona Fonoti (Statistics), Sydney Faasau (MYSCA), Soane Leota (Women Affairs), Allan Stowers (MYSCA)

Table 1.9-1: Youth Service Provider Matrix  
(September 1999)

Table 1.9-1: Youth Service Provider Matrix (September 1999)											
ORGANISATION PARTIAL LISTING											
1. Government											
1 Agriculture											
2 Education											
3 Health											
4 Justice											
5 Lands, Surveys and Environment											
6 Women's Affairs											
7 Youth Sports & Culture											
2. Non Government											
1 Boy Scouts											
2 Boy's Brigade (BBKS)											
3 Puka Crisis Center											
4 Girl's Brigade (GBKS)											
5 Leo o Vitaga											
6 Mapusaga o Aiga											
7 Sautama'i (Catholic Social Services)											
8 Youth For Christ											
3. Religious Organizations											
1 Bahá'í Faith											
2 Catholic Church											
3 Church of the Nazarene											
4 Congregational Christian Church											
5 Methodist Church											
6 Seventh Day Adventists											
7 The Church of Jesus Christ of Latter Day Saints											
4. Technical and Technological Institutions											
1 Don Bosco											
2 Lanuana o Punaia Technical Institute (Theodist)											
3 Samoa Polytechnic											
4 YMCA											
mama: Uluvalu											
Spiritual Education											
Social Skills Development											
Youth Leadership											
Counselling											
Health											
Education and Training											
Agriculture & Gardening											
Trades (mainly carpentry)											
Natural Resource Use											
Sports & Recreation											
Culture											
Arts											
Community											
Youth Primary Focus											
Youth Secondary Focus											
Partners											
Other Departments											
Various Donors											
Various Donors											
NZODA / UNICEF											
Various Donors											
Various Donors											
Health Department											
Health Department											
AUSAID											
NZODA / Canada Fund											
YFC International											



Figure: 1.9-2 Youth Service Providers

### DEVELOPMENT AGENCIES

AUSAID	JICA/JOCV
Australian Youth Ambassadors	NZODA
Commonwealth Youth Programme	SPREP
ESCAP	UNDP
European Union	UNESCO
FAO	UNFPA
ILO	US Peace Corps
	WHO

### GOVERNMENT & QUASI-GOVERNMENT

Agriculture	Police and Prisons
Broadcasting	Public Library
Customs	Public Service Commission
Education	Samoa Visitor's Bureau (Roadshow)
Environment & Conservation	Samoa Water Authority
Foreign Affairs	Statistics
Health (Fana'u ma Aiga Manuia)	Televise Samoa
Internal Affairs	Treasury (Planning)
Justice (Probation)	Women's Affairs
Labour	Youth, Sports and Culture

### EDUCATIONAL INSTITUTIONS

Independent Schools  
Mission Schools  
National University of Samoa  
Private Schools  
University of the South Pacific (Alafua Campus)



Ministry of Youth, Sports and Cultural Affairs

### SPECIAL NEEDS EDUCATION

*Fia Malamalama*: School for the Intellectually Handicapped  
*Loto Taumafai*: School for the Physically Disabled  
PREB: Prevention, Rehabilitation and Education of the Blind

### NONGOVERNMENT ORGANISATIONS

Boy's Brigade  
Boy Scouts  
Faataua le Ola  
Fiaola Crisis Centre and Natural Family Planning Clinic  
Girl's Brigade  
Girl Guides  
Komiti Tumama  
Leo o Viiga  
Mapusaga o Aiga  
National Council of Women (Tete'e Atu le Sasa ma Upu Mamafa)  
ROTARACT  
Samoa Family Health Association  
Samoa Red Cross Society  
Samoa Umbrella for NGOs (SUNGO)  
Sautiamai  
SBEC  
Women in Business (Junior Achievement)  
YMCA / YWCA  
Youth for Christ

### RELIGIOUS ORGANISATIONS

Assembly of God  
Bahai Faith  
Catholic  
Church of the Nazarene  
Congregation Christian Church  
Methodist  
Seventh Day Adventist  
The Church of Jesus Christ of Latter Day Saints

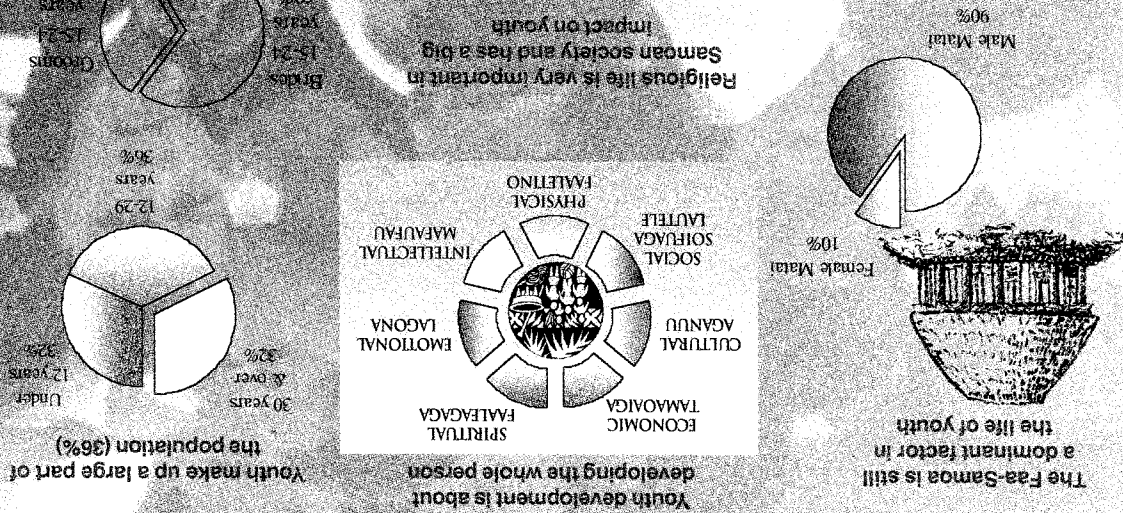
### TECHNICAL AND TECHNOLOGICAL INSTITUTIONS

A.M.O.S.A.  
Beautiful Expressions of Nature School of Fine Arts  
Don Bosco  
June Ryan School of Music  
Leulumoega Fou School of Fine Arts  
Motivational Art, Dance, Drama (MADD)  
Punaoa Technical Institute  
Samoa Polytechnic  
Samoa School of Music & Culture  
Tiapapata Art Centre

# YOUTH PROFILE

Official Youth Age - 12-29 years  
There are approximately 61,000 youth

Figure 1: 10 Summarised Profile of Youth in Samoa



Many different organisations are concerned with the wellbeing of youth

- Development Agencies
- Educational Institutions
- Government & Quasi-Government Organisations
- Religious Organisations
- Special Needs Education
- Technical and Technological Institutions



O re Fasmatologia o Tulaia o iai  
Tutuhaga Talauea i Samoa



Key to the  
Hoads

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"E sili le paupua i lo le tofajitia"

Prevention is better than cure

## 2.1 YOUTH HEALTH

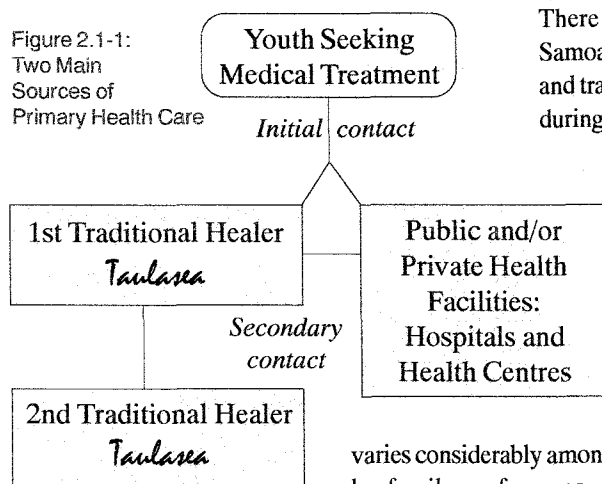
The Samoa National Youth Policy envisions and advocates a healthy youth population as fundamental to its mission. Youth represents a sub-population with distinct lifestage-related health risk factors, health priorities and preventive health service needs. The policy recognizes that in order to achieve the fullest potential of health in our nation's youth, integrated national policy and program strategies will need to be developed that clearly identify, address and track youth as a distinct sub-population at risk. Long-term commitment and active collaboration on the part of both the community and government need to expand in scope to include youth-specific health priorities. Given the need for limited health resources to be used efficiently and effectively, youth health issues can and should be addressed within current health prevention and intervention departments and programs. Adolescent/young adult health priorities should join those identified in other at-risk sub-populations.

The first part of this section focuses on youth health status. What is known, and equally important, what is still unknown about the risk factors of this sub-population. It also identifies some of the major health-related initiatives, services and resources targeting youth.

### Alternative Sources of Youth Health Care

There are two major health and healing paradigms available in Samoa: allopathic (science-based, "Western" medical approach), and traditional Samoan healing practices. Although frowned upon during the Colonial era, traditional healing practitioners, including birth attendants (*faatosa*), herbalists (*taulasea*), and massage specialists (*fofo*), are still commonly referred to for treatment. Also not to be overlooked are a small number of Christian faith healers who are approached exclusively or concurrently for treatment. In addition, a Chinese Acupuncturist based at the National Hospital is another option available under an agreement with the Chinese Government. Who youth turn to for medical help

varies considerably amongst individuals and presenting symptoms. This is influenced by family preferences, peers, accessibility, affordability, availability and prior experience with practitioners. It is not uncommon for a sick youth to be under the



sequential or concurrent care of both traditional and allopathic health practitioners (Figure 2.1-1).

### Current Dimensions in Health

Samoa's relatively sound overall health picture reflects the nationwide system of primary health care that networks into every village through public rural health facilities. The Public Health Sector consists of 33 government health care facilities (Figure 2.1-2).

Medical staff per 20,000 people is shown in Figure 2.1-3.

There are some **Private Health Care** facilities as listed below, but these

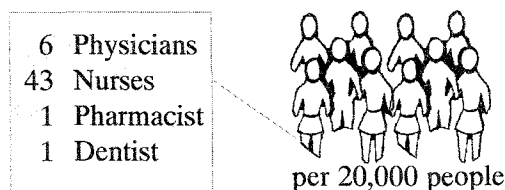


Figure 2.1-3: Medical Staff per 20,000 People

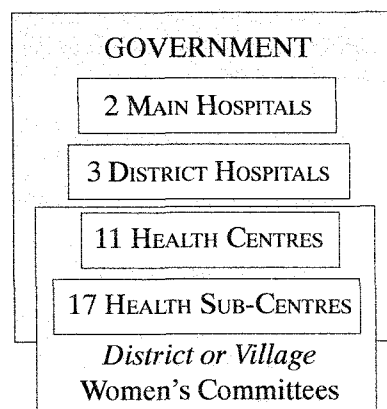


Figure 2.1-2: Public Health Sector

are all located in or around Apia and generally charge fees that are beyond the reach of most people (up to thirty times the fee charged at public health facilities).

The **Public Health System** focuses on preventative health that encourages Samoans to protect against infection and injury, promote and maintain good health, and take more responsibility for their own health. The Health Sector Strategic Plan 1998-2003 seeks to promote “sustainable partnerships” with all sectors in the community to achieve health goals. Its guiding principles are; equity of access, quality of care, acceptability, affordability and sustainability.

Health among Samoans has, in certain areas,

#### PRIVATE HEALTH CARE

- 1 MEDCEN HOSPITAL
- 7 MEDICAL CLINICS
- 2 DENTISTS
- 2 PHARMACIES

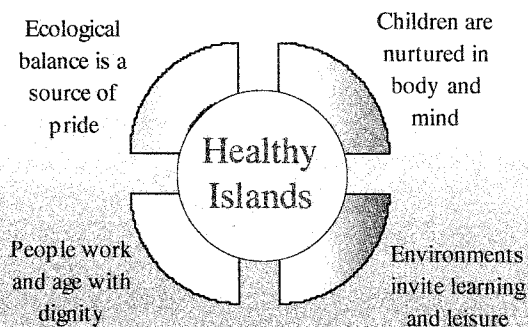
The Tupua Tamasese Meaole Hospital, located at Motootua in Apia, is the national hospital.



NYC

improved over the past several decades. Infant mortality is decreasing and life expectancy is increasing. Samoa enjoys one of the highest immunization rates in the world with approximately 96.3% of the infant population fully immunized. Most of the infectious diseases are under control. Despite these improvements, diseases such as respiratory infections and gastroenteritis remain significant causes for inpatient morbidity and mortality. There have been outbreaks of typhoid fever (1993) and dengue fever (1995) in recent years and there is a growing prevalence of non-communicable diseases such as circulatory diseases including rheumatic fever, diabetes related illnesses, injuries and poisoning, and cancer.

Figure 2.1-4: Components of Healthy Islands



#### Healthy Islands

At a 1995 Pacific Islands health conference on Yanuca Island, Fiji in 1995, Health Ministers adopted the Yanuca Island Declaration on Health in the Pacific for the 21st Century. Healthy islands, according to the Declaration, should be places where children are nurtured in body and mind; environments invite learning and leisure; people work and age with dignity; and ecological balance is a source of pride.

#### Fanau ma Aiga Manuia (Child and Family Health Project)

In response to a 1997 study of Samoan school children which found a high prevalence of rheumatic heart disease, malnutrition, scabies, impetigo, chronic ear infection and parasitic infection, the Department of Health has taken deliberated steps to “strengthen its child health policy and program planning, delivery of primary care services, and promotion and protection of child health and development” (Director General of Health, 2000). This child health strategic initiative, called *Fanau ma Aiga Manuia*, targets those 0 to 18 years of age, and is currently being finalised for Cabinet approval. The following priority programme areas are proposed under the project:

- *Child development and parenting (including developmental screening, care and support of handicapped children, early childhood education and child rearing practices)*
- *Injury prevention and safe environment*
- *Rheumatic fever & rheumatic heart disease*
- *Nutrition and exercise*
- *Tobacco, drugs and alcohol*
- *Reproductive health (including pregnancy, childbirth, sexual health and family planning)*
- *Integrated management of childhood illness*
- *Mental health*
- *Oral health*



SOURCE: Fanau ma Aiga Manuia Strategy  
(July 2000 Draft)

It is encouraging that among the proposed strategic directions listed are health issues commonly associated with youth (injury prevention, tobacco drugs and alcohol, reproductive health). This project addresses the first seven youth years in the official youth age bracket and can therefore form an important first part of a broader Youth Health policy that considers the many risk factors issues facing the official youth age range (12-29 years).

### Youth Health

The leading cause of disease or ill health among youth are injuries and poisoning associated with risk behaviour including cigarette smoking, alcohol consumption and suicide. Other significant causes of death include diseases of the circulatory system, infectious diseases and cancer.

The leading causes of morbidity (disease) among youth are related to reproductive health, risk taking behaviour and infectious diseases. Non-communicable diseases among youth have increased from an estimated 10% in 1978 to 15% in 1991. Possible contributing factors include poor dietary practices and sedentary lifestyles.

### Disease Patterns by Gender

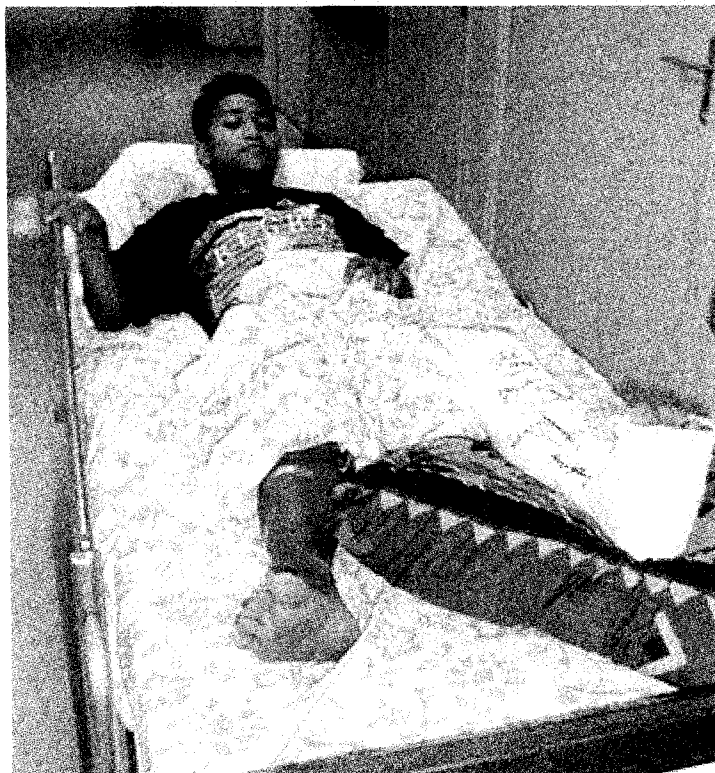
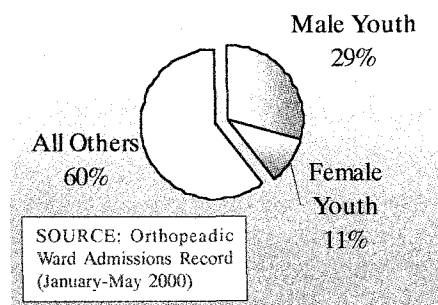
Suicide and ulcers of the stomach are predominant in males whilst diseases of the urinary tract predominate in females. The majority of diabetes admissions are female. Of the 281 admissions to the Orthopaedic Ward in the five months from January to May 2000, 112 (40%) were youth. Almost three times more male youth than female youth were admitted (Figure 2.1-5).

It is not known how many of these patients sought treatment as a result of work or sporting injuries but these are believed by senior nursing staff at the Orthopaedic Ward to cause the higher number of male admissions.

### Health Services for Youth

Despite some barriers to youth health information needs (listed to the right), youth do have access to a range of public and private health services, two of which are targeted specifically to youth. Adolescent Reproductive Health is financed by government and provided by the Samoa Family Health Association. The Health Education and Promotional Services (HEAPS) raises public awareness on a range of priority health issues affecting youth such as alcohol consumption, cigarette smoking, suicide, HIV/AIDS and sexually transmitted diseases (STD). Moreover, information on good nutrition is provided to youth groups and schools. Health promotional activities for youth have used the role modelling approach involving Samoan celebrities such as sporting figures Brian Lima, Michael Jones, and David Tua, the late Pat Mamaia, comedian Petelo, former and current Miss Samoa and Miss South Pacific. These celebrities convey a range of health messages to youth.

Figure 2.1-5: Admissions to the Orthopaedic Ward, January - May 2000, by Gender



NYP

This 13 year old boy at the orthopaedic ward was one of seven injured while watching the Manu Samoa vs. Fiji rugby game on 3 June 2000.

Another approach strengthens health partnerships between key government departments such as the Ministry of Youth, Sports and Cultural Affairs, the Division of Environment and Conservation; and NGOs such as youth groups, YMCA, Red Cross, Sautiamai, Samoa College Old Pupil's Association, Avele Old Boys Association, Marist Old Boys Association and the Samoa Rugby Football Union. Another innovative health promotional medium for reaching youth is through the youth to youth or peer education approach using youth to promote health messages to other youth.

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### Communicable Diseases

Communicable diseases are still a health concern featuring in both the top five causes for *admission* to hospital in Samoa and the top five causes for inpatient *death* (Table 2.1-1). One third of the total cases (31) of tuberculosis treated in 1997 were youth. Three were under 19 years and seven were between the ages of 20-29. Of the 72 new leprosy cases in the 1990-1996 period, 34 (50%) were youth (Department of Health).

Gonorrhoea has increased markedly over the past decade, particularly in urban Apia and amongst the 15-24 age group. Health Department staff estimate that the actual number of cases may be nearly three to four times the official figures. This 'hidden' epidemic of STDs is a concern as sex is the main mode of transmission of HIV. There have been seven known Acquired Immune Deficiency Syndrome (AIDS) deaths in Samoa to date. Youth, including children, were among this group.

### KEY YOUTH HEALTH ISSUES

#### Youth Suicide

As mentioned in the section on vulnerable groups, the most serious health issues identified by youth surveyed in the Apia Urban Youth Survey found were *suicide* and *substance abuse*.

Suicide is often termed the 'disease of despair'. Reasons triggering youth suicide attempts are believed to include lack of communication between parents/guardians and children/adolescents, failed love affair; alcohol and drug abuse and failure in school. A significant number of suicide attempts can be traced directly back to family arguments, which suggest changing relationships within families today, and perhaps a need for families to learn to communicate with each other more effectively.

The 1994 AUYS showed that 1,472 (42%; 508 males and 964 females) of the youth felt their social life could be better with an improved relationship with parents. The social environment is therefore a vital factor in youth suicide.

### Barriers to Health Information Needs

*The following are some of the barriers that prevent youth from getting the health information they need:*

Youth take good health for granted and sometimes do not seek needed information from health care providers.

Vital youth health issues such as reproductive and sexual health are not properly addressed because they are considered culturally and religiously sensitive. There is limitation in the depth and scope of reproductive health topics covered by the Samoa Family Health Association.

Not all youth health information providers are properly trained resulting in misinformed youth.

There are too few opportunities for youth to discuss these health concerns.

#### Youth say...

*"Family Planning Association Clinics are too public – everyone can see us.*

*We cannot (will not) go to the Women's Committees for health information and advice.*

*Local doctors are judgmental when questioned about sexual matters and needs.*

*There are not enough places where youth can get a condom when they require one."*

Table 2.1-1: Primary Causes of Admission and Deaths (1996)

SOURCE: Health Department 1995-1996 Annual Report	Primary Causes of Admission to Health Facilities		Total	%
	1	Pregnancy-related	4262	26.9%
	2	Diseases of Respiratory System	1859	11.7%
	3	Injury and poisoning	841	5.3%
	4	Infectious and parasitic diseases	838	5.3%
	5	Diseases of the circulatory system	713	4.5%
	Total Admissions		15867	
	Primary Causes of Death among Inpatients		Total	%
	1	Diseases of the circulatory system	84	23.9%
	2	Diseases of Respiratory System	39	11.1%
	3	Conditions originating in the Perinatal period	55	15.6%
	4	Injury and poisoning	26	7.4%
	5	Infectious and parasitic diseases	26	7.4%
	6	Endocrine, nutritional, metabolic and immunity disorders	26	7.4%
	Total Deaths		352	

There is an urgency for informed dialogue and communication of these issues; amongst youth, and between youth their parents and community elders. Further, there is a need for neutral venues where youth can resolve arguments instead of choosing suicide as a solution.

#### Youth Awareness of Health Issues

Despite concerns youth have for these health issues, there appears to be little overall awareness of other major health issues– their causes and ways to protect and promote good health. For an example, the 1994 AUYS found that only 1% of the youth were aware that a virus caused AIDS.



Awareness of health issues also increases with education. With respect to AIDS, individuals with a tertiary level education were most aware of the disease (91% aware). Least aware were individuals with a primary school education (55% aware). (Health Sector Strategic Plan 1998-2003). There is also a lack of understanding regarding the relationships between good diet, exercise and good health.

### Reproductive Health

The very high incidence of illnesses relating to reproductive health is alarming: two-thirds of youth admission to hospital are for complications of pregnancy and childbirth. This suggests several things: reproductive health education is not reaching girls, women and families; there are unknown social and economic factors that affect women's health during their reproductive years. Reports note that most Samoan women of childbearing age suffer from anaemia and other micronutrient deficiencies.

Samoa has a high literacy rate and extensive health outreach; yet the rate of family planning practice and the use of contraceptives is low. Suggested contributing factors are: an ineffective follow-up system, inadequate participation of males in the promotion and practice of family planning and shortage of contraceptive supplies. In addition, some believe that the *faa*-Samoa means of education, communication, and learning have not been fully used to promote reproductive health and family planning messages to adolescents.

Figure 2.1-6: Age Groups at Which Those Who Had Never Been Married First Experienced Sex

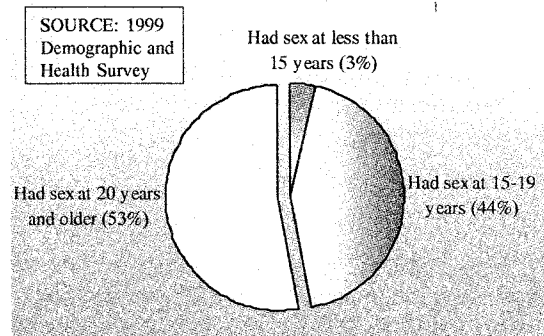


Table 2.1-2: Sexually Active Population\* and Family Planning Use (1999 DHS)

Sexually Active Population*	15-49 years				15-19 years			
	Male	%	Female	%	Male	%	Female	%
Using family planning method	871	20%	1894	42%	33	34%	28	18%
Not using family planning method	3431	78%	2497	56%	63	64%	127	80%
Not stated	98	2%	75	2%	2	2%	4	3%
Total	4400		4466		98	7%	159	14%

\* Includes those who were married (including defacto relationships), widowed, divorced, separated, and never married but have had sex



MVSCA

Youth need basic health care and health promotional education on how to maintain their health and prevent ill health.

The customary view that Samoan youth should not be sexually active makes reproductive health a very sensitive issue. The 1999 Demographic and Health Survey asked all persons aged 15 to 49 years who were never married "Have you ever had sexual intercourse?" The results are shown in Table 2.1-2.

Those never married who responded "yes" to having had sex (24% in total) were also asked their age when sex was first experienced. The results clearly indicate a sexually active youth population. Almost half of all those who had experienced sex had first done so during their teenage years (Figure 2.1-6). It should be noted that among teenagers, the rate reported is much lower (6% for males and 5% for females) which suggests a reluctance among teenagers to report the truth until it is morally, socially and culturally safer to do so, i.e., when they are older. The average age at first sexual encounter was 19.9 years (19.6 for males and 19.9 for females).

### Family Planning

The 1999 DHS found a Contraceptive Prevalence Rate among the sexually active population aged 15-49 years of 31% (20% for males and 42% for females). Table 2.1-3 also shows that for teenagers, the rate is higher

for males (34%) but is significantly lower for females (18%). This suggests that young males enjoy easier access to contraceptives (condoms) than young females (the pill). That the majority of the sexually active are not using family planning methods can have disastrous implications. Combine the unprotected sex with the relative ease of entry to nightclubs and bars, limited communication between parents/guardians and adolescents, the influx of blue and x-rated movies, the inadequacy of programmes and information on sexuality and the result is ideal conditions for an increase in both unwanted pregnancies and the exponential spread of STD's including the dreaded HIV.



The unborn human fetus: how many teenagers are attempting abortion when they fall pregnant?

### Unplanned Teenage Pregnancies and Abortion

Pregnant teenagers have been identified as vulnerable and some information on this problem has been given in Section 1.8 (page 36). The high number of stillbirths recorded among teenagers has also been noted in the Youth Demography Section (page 12). There is no logical explanation for the higher rate of stillbirths among young girls who are presumably fit and healthy.

*It is suspected that abortion attempts are the reason why the rate of stillbirths among teenagers is so much higher than among older women.*

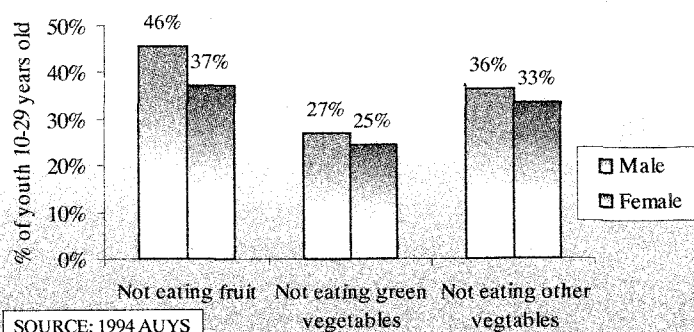
When a young, unmarried girl still going to school discovers she has accidentally fallen pregnant, she faces two broad choices: allow for the birth and the issues involved (spiritual, emotional, intellectual, physical, social, cultural, and economic) or conceal the pregnancy and/or try to abort the baby. It is also recognised that there may be many compelling reasons why a young mother would seek to abort a baby. These include cases of rape, incest, and extreme social and family pressure. It is *suspected* that abortion attempt is the reason why the rate of stillbirths among teenagers is so much higher than among older women. While abortion is illegal in Samoa under the Crimes Act 1961, senior medical staff both in public and private health facilities and the Samoa Family Health Association (SFHA) believe that *it is happening*. Traditional methods include drinking toxic concoctions and inserting toxic leaf-stems of plants known to induce miscarriage. The SFHA Strategic Plan (1996) states "*there is evidence, too, that doctors and nurses conduct abortions*". It also notes that "*the National Hospital admits many cases of incomplete and septic abortion, only some of which are the result of spontaneous miscarriage*". Many attempts were made to obtain data from the National Hospital on this subject but this was not possible under the time constraints for the writing of this document.

### Cancer

There appears to be an increase in the number of women suffering from cancer of the cervix and breast although data in this area is lacking. It is not known how many women in the youth age bracket are afflicted with cancer but health officials have placed early diagnosis and treatment of cancer illnesses as one of the priorities over the next "few" years. The specific cause is not known but it is suspected that for cervical cancer some of the factors

may be the early age at first intercourse, multiple sexual partners, human papilloma virus (HPV) infections of the cervix and smoking.

Figure 2.1-7: % of Youth 10-29 Years Old Who Had Not Eaten Any Fruit, Greens or Other Vegetables the Day Before, by Gender



### LIFESTYLE DISEASES

#### Diet and Nutrition

Non-communicable diseases such as diabetes and hypertension and related complications are an increasing health problem for youth. The 1994 AUYS asked youth if they had eaten any fruit, green vegetables or other vegetables the day before. Among the 12,894 youth 10-29

years old, 42% had not eaten any fruit, 26% had not eaten leafy green vegetables and 35% had not eaten any other vegetables. There are gender differences in diet with females eating more fruits and vegetables (Figure 2.1-7).

Micronutrient deficiencies, especially iron deficiency anaemia, are problems among women and children. Nearly 56% of women attending antenatal care at the National Hospital in 1995 were found to be anaemic.

### Obesity

While malnutrition among children is about underweight children, with adults the opposite is the problem. Obesity (overweight) affects

Figure 2.1-8: Obesity Among Youth 20-29 Years Old (1991-1995 Study)

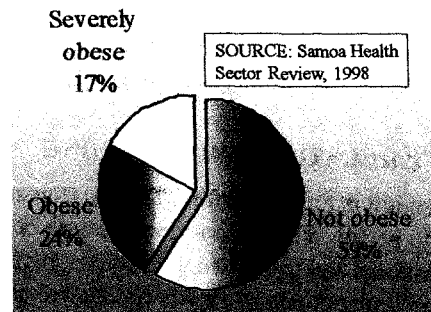


Table 2.1-3: Prevalence of Obesity

	Total	Not Obese	Obese	Severely Obese	Total Obesity
Male 20 years and over	132	49%	25%	26%	51%
Female 20 years and over	161	29%	27%	44%	71%
Savaii	101	43%	28%	30%	57%
Rural Upolu	100	39%	21%	40%	61%
Apia	92	33%	30%	37%	67%
20-29 years	88	59%	24%	17%	41%

SOURCE: O Mendoza (1995), cited in Samoa Health Sector Review, 1998

Challenges of Development"). Among those 20-29 years old, there was found to be a total obesity rate of 41%: 24% obese with 17% severely obese (Table 2.1-3 and Figure 2.1-8).

### Alcohol & Smoking

This problem is touched on in the discussion under vulnerable groups (Section 1.8, pages 33-35). A large percentage of youth are known to be drinking alcohol and it seems they are starting the habit from a younger age. Thompsen's 1995 survey of 750 teenagers found that 50 % of males and 33% of females aged 13-19 years drank alcohol and that 73% of them had started drinking between the ages of 13 and 17 years. It is significant that 70% of males and 87% of females said their parents did not allow them to drink. This raises questions about how, where and when youth are getting alcohol. The 1994 AUYS 1994 found among youth 10-29 years old that 43% were regular smokers, i.e., smoking at least one cigarette a day. By gender, three times more male youth than female youth were smoking regularly (Figure 2.1-9). As to be expected, cigarette smoking was found in the AUYS to increase with age (Figure 2.1-10). It was also found that youth in full time employment smoke more than those in school or unemployed.

Figure 2.1-9: Regular Smokers by Gender Among Youth 10-29 Years of Age

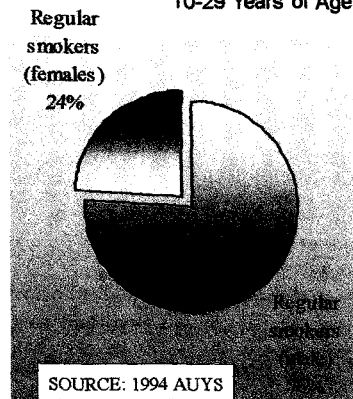
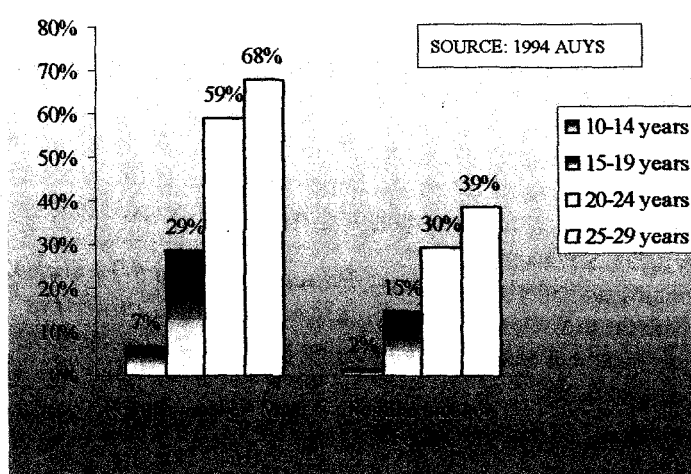


Figure 2.1-10: Regular Smokers by Age Group, Gender



### Oral Health

Despite limited data on this subject, a senior member of the dental unit considers there to have been an overall decline in oral health among young people over the recent past. The 1995/1996 Annual Report of the Department of Health shows that just under half of all patients seen in the Dental unit (includes both clinical and preventative services), have had diseased teeth extracted, i.e., some 20,728 extractions out of 46,357 patients. This issue requires, among other initiatives, educational programmes to address the eating habits of children and youth.



*"Sam'a la'ati le u'u a le faimea"*  
 Let the fisherman's basket be completely emptied out.  
 Samoan proverb used to describe the importance of not holding back  
 in the expression of views or the imparting of knowledge.

## 2.2 EDUCATION AND TRAINING

Education is an essential part of the transition from childhood to adulthood. The quality of education that a young person receives has considerable bearing on his or her future. Youth in Samoa have a right to sound educational and training opportunities, particularly that which will help them develop to their full potential and secure future employability or productive occupation regardless of gender, physical and mental conditions, and socio-economic background. Education, formal and non-formal, is also the most effective way to shape the values, attitudes, behaviours and skills that will make it possible for young people to function effectively in an integrated world society. The government, which has committed itself to improving education standards, one of eight key strategies in the 2000-2001 period (Statement of Economic Strategies), with all its partners in education and the community in general, must work collaboratively for this to be achieved.

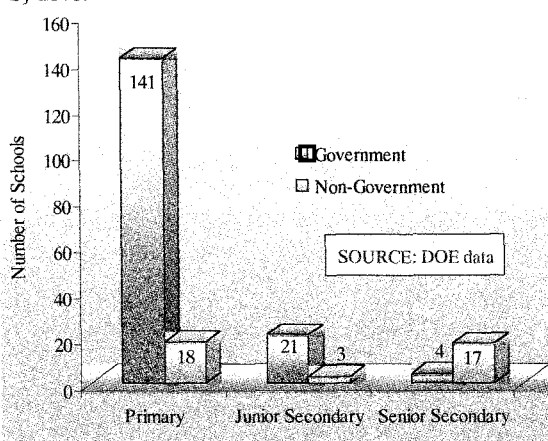
The formal education system is characterized by a universal curriculum delivered by recognized institutions to define age groups and involves "external" examinations to establish an academic hierarchy. Its general focus is to equip graduates with skills typically required in a "developed" society and economy. Non-formal education and training is where learning takes place outside of the formal education system. Non-formal training, while less structured and more community based is, nevertheless, a legitimate form of education that is empowering and can be very effective at the village level. Non-formal training is not age-restricted but emphasizes the life-long nature of learning. Its emphasis is more towards providing students with skills and understanding they can apply to their daily lives. Informal education and training occurs in any setting including the formal and non-formal sectors. Informal learning takes place in families, occupations, and in social, cultural and sporting events. Learning here takes place from observation of and participation in activities.

*Formal Education* in Samoa is provided through three principle stakeholders: Government (in partnership with village-based school committees), Mission Schools and Private Schools. An important partner in this process is the donor community who provide various forms of assistance - from buildings to curriculum. Improved education standards is one of the government's key strategy areas (Statement of Economic Strategy 2000-2001) and the community, particularly at the primary level, contributes substantially with the provision of land, school buildings and other assets, management and ongoing fund-raising for school equipment and other needs.

Table 2.2-1 shows Samoa's formal education system from primary through to tertiary levels, both government and non-government.

*Primary Education (from 5-14 years), is compulsory in Samoa under the Compulsory Education Act 1991/92*

Figure 2.2-1: Government and Non-Government Schools by Level



While education is compulsory from ages 5-14 years (to Year 8), it is not free. It is nevertheless heavily subsidized in public schools. There is provision under the Compulsory Education Act 1991/92 for families to apply for assistance from Government to pay school fees if they need such assistance. It is known that there are children 12-14 years of age who are not attending school. What is not known is how many. To date, no families have exercised their right to apply for government assistance with fees, although inability to pay school fees and to meet other costs, are commonly cited as the reason why a child is not at school. A breakdown of the range of school fees at the primary and secondary levels is given in Table 2.2-2.

### National Examinations: Year 8, Year 11, Year 12 and Year 13

Starting at five years of age, a child can, without repeating, theoretically enrol in Year 8 when he or she is 12 years old, the lower limit of the youth age bracket of this policy. Education Department data for 1999 show Year 8 as the most repeated of school years (192 in 1999). The Year 8 examination is the first of a series of four. Other examinations with a high number of repeaters are in Year 11 (181 in 1999) and Year 12 (151 in 1999). Interestingly, the only other year with a high number of repeaters is the first year of school (154 in 1999).

Figure 2.2-2: Government and Non-Government Enrolment by Academic Year

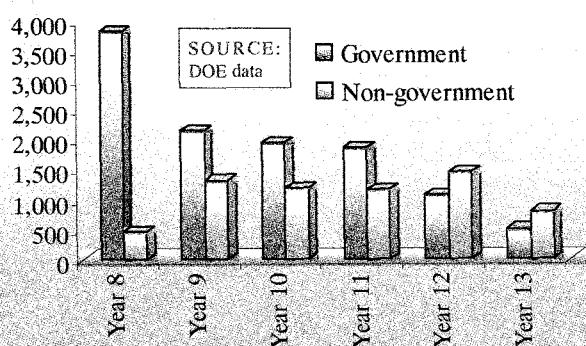
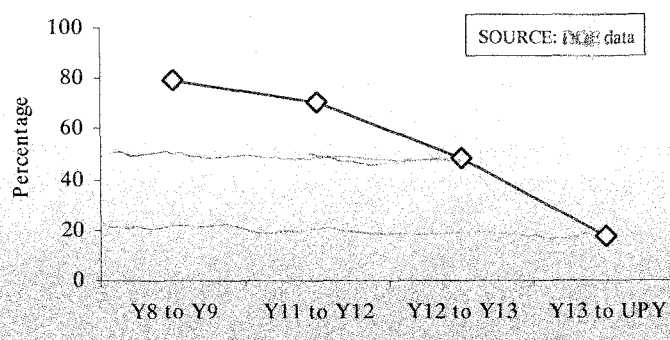


Figure 2.2-3: Average National Transition Rate (1995-1999)



While just under one in four schools are non-government, government schooling is predominant at lower levels of education accounting for just over 80% of all primary schools (Figure 2.2-1). By the time a person enters the youth age bracket, he or she can attend one of four government senior secondary schools, mostly in Apia, or 17 non-government schools.

Figure 2.2-2 (government and non-government enrolment by academic year) indicates the dominant role played by non-government schools in secondary education. In 1999, non-government schools enrolled

some 36% of all students in Years 8-13. For Years 11-13, this figure rises to half of all enrolment.

Analysis of the 5-year average National Transition Rates (1995 to 1999) reveals that 1 out of every 21 students (the average class size at this level) who start out in Year 8 eventually gain entry to the University Preparatory Year (Table 2.2-3). The sharp decline of transition rates over this critical period of education can be seen in Figure 2.2-3.

### Corporal Punishment

Sometimes administered severely, corporal punishment is a disciplinary action still common in many schools. This is despite a clear regulation that prohibits teachers from striking students. Article 15 of the Education Department Policies (1992) given to all new teachers states that "teachers are not permitted to inflict any physical punishment on any student", that it is a "criminal offence for a teacher to lay hands on any student". There have been many reports appearing in the press over the years concerning the physical and verbal abuse of students. There is a need for teacher training and on the job support with regards to classroom discipline and



application of more effective non-violent methods. However, many still believe in the old adage “spare the rod and spoil the child” Again this is a situation of traditional methods of discipline which will not bend to more innovative and effective techniques of class control and creating an effective learning environment. Most teachers get away with this kind of abuse when they are not monitored and to a certain extent when parents also believe in the extremes of such methods.

### Equity of Resource Allocation (Government)

An examination and close scrutiny of allocation of public resources reveals that the Government is spending more on four colleges (Vaipouli College, Samoa College, Avele College, and Leifiifi College) than it does on all Junior Secondary Schools combined (Table 2.2-4).

Figure 2.2-4: shows that 54% of direct public expenditure is to the four colleges. The per-student direct cost by colleges and the combined Junior Secondary Schools is shown in Figure 2.2-5.

Figure 2.2-6 looks more closely at the four colleges compared with all 21 Junior Secondary Schools. As an example, it can be seen that Vaipouli College with 10% of enrolment receives 15% of public funds for colleges. Leifiifi College has 19% of enrolment but 9% of funding.

While the isolation and boarding costs of Vaipouli College and other colleges may help explain the difference, a closer look at this issue is warranted as students and teachers at many of the Junior Secondary Schools have to put up with unacceptable conditions.

### Post-Secondary Education

Post-Secondary Education options in the formal system are the National University of Samoa, the University of the South Pacific (Alafua Campus), the University of the South Pacific (Extension Centre), and the Samoa Polytechnic. There are also other options, run by private businesses in urban Apia, in such fields as typing and computer training.

Overall, only a small percentage of students actually enter tertiary education. Department of Education data for post-secondary Year 1, Year 2 and Year 3 together comprise 2.4 % (1,233 students) of the total enrolled nationally in 1998 and 1.1% (563 students) in 1999. These figures are reported to include the National University of Samoa (NUS) and the technical schools. The declining tertiary level roll over these two years has not been verified with the post-secondary institutions but it is known that the UPY enrolment at the NUS dropped slightly from 217 in Semester 1 1999, to 211 in Semester 1 2000. Of the total enrolled in Post Secondary Year 1, 3,430 (35 %) in 1998 were women and in the following year (1999), 117 (21%) were women, an alarming gender trend. This data has also not been verified.

A major government focus is improving access to tertiary education as a way of addressing the shortages of technical expertise in the workforce. Government is encouraging scholarship students to enroll at NUS for all courses offered. There has been an expansion and consolidation of in-country options for tertiary study in the last

Figure 2.2-4: Expenditure Breakdown Between Government Junior Secondary Schools and the Colleges (1999-2000)

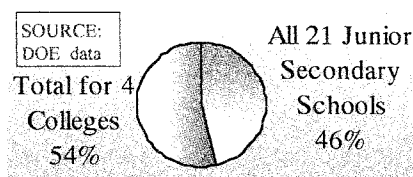


Figure 2.2-5: Per-Student Direct Expenditure: Junior Secondary Schools and the Colleges (Estimated for 1999-2000)

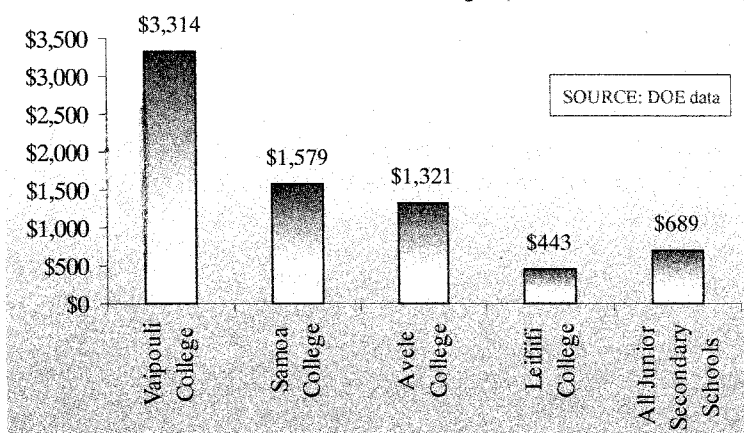
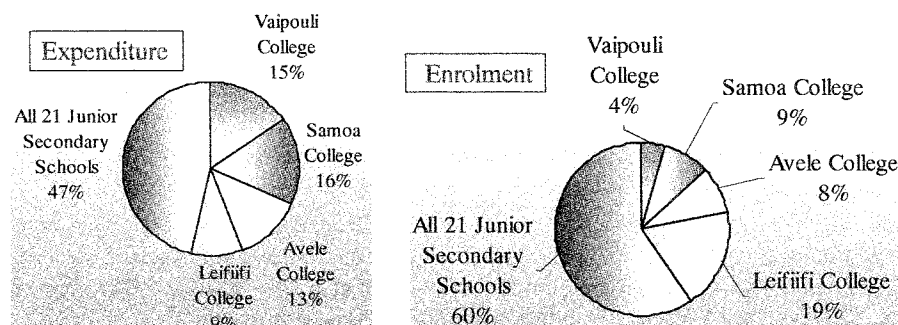


Figure 2.2-6: Comparison of Direct Expenditure and Enrolment at the Four Government Colleges (Estimated for 1999-2000)







NYP

Students at the University of the South Pacific, Alafua Campus

## EDUCATION AND TRAINING

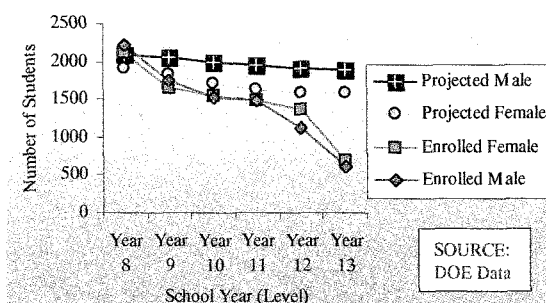
ten years. These include the opening of the National University (1996/97); the expansion of Polytechnic; the amalgamation of Nursing and Teacher Training into the NUS, and the movement of the Marine Training School into the Polytechnic.

NUS's academic programs currently under upgrade review include commerce, education, nursing, Samoan language and culture as well as the University Preparatory Year (UPY). The National University of Samoa with

a University Preparatory Year (UPY) roll of 211 students in Semester 1, 2000, is the only tertiary level government institution offering degree and non-degree programmes. The UPY programme, the foundation upon which the NUS was developed, is under going review as the present system is seen as elitist, fostering segregation rather than integration within the University. Another concern relates to those UPY students who drop out when they fail to obtain scholarships for studies overseas. The NUS Strategic Plan 2000-2004 proposes that from the year 2001, students will no longer be required to enroll in the UPY programme. Instead, all new students will enroll in faculties of the University so that all students can choose to continue with their studies should they not obtain scholarships.

The Samoa Polytechnic has ongoing programs in commerce and computing, automotive, electrical, fitting and machining. Samoa Polytechnic has ongoing programs in three schools; School of Technology, Maritime Training, Commerce and General Studies. Programs at Samoa Polytechnic are largely industry driven, therefore when community needs are verified the institution develops appropriate programmes. A recent example is the short journalism course programme, which caters to the working journalist without formal training. A full-time journalism course is also being developed for school leavers. Scholarships for women in the trades / technological areas have been made available through AusAid, government, Commercial and private sponsorship. A successful gender equity promotion at Polytechnic has created equal access for both men and women into all programmes. Tertiary study is also available through distance mode at the USP Centre at Alafua. An average of 200 students per year take advantage of the USP certificate, diploma and degree courses. USP School of Agriculture also offers advanced degrees. In addition there has been an effort to increase female participation in tertiary education

Figure 2.2-7: 1999 Enrolment by School Year (level): Gender & Projected Population



by offering scholarships to women in the trades under overseas aid schemes as well as government and private sector sponsorship. One of the few trade areas that women dominate is computer studies.

NUS Faculty of Education, whose enrolment consists of predominantly female students is trying to attract more male students. The percentage of female students has continued to increase. Of the 247 Diploma in Education enrolments in Semester 1 1999, 157 were female (64%). In Semester 1, 2000, 281 students enrolled, and 193 (69%) were female.

A National Training Authority (NTA) with representation from all the trades schools, the NUS and the Department of Education, has to be established to help strengthen linkages and coordination at the post secondary level. Its roles and responsibilities include facilitating the coordination of post secondary resources and ensuring that school leavers and others have the requisite skills with respect to labour market demands as well as the knowledge required for further training. It is not known if the NTA is functioning or how it proposes to establish a dialogue with industry.

## Studying Overseas

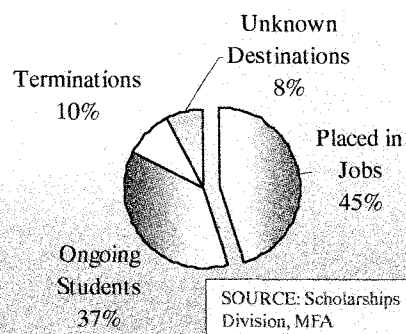
During 1998, some 1,465 departures were classified as “attending school” by the Immigration Office. There are several scholarship schemes available to youth to further their studies. The Government of Samoa, the NZ and Australian Governments, the World Health Organization, and the Commonwealth Fund for Technical Cooperation all have well-established programs. These schemes send a total of between 40 and 90 students abroad, around 40% of whom are mature-aged students. For the remaining 60%, awards are based on UPY examination results with the top students selected.

The emphasis placed on academic achievement is seen to promote a system wherein failure offers no second option. The need for upgrading of rural educational facilities as well as further professional support for the teachers in these areas is vital for the development of all youth. Furthermore the development of institutions such as Polytech, Don Bosco and Punaoa as other viable and attractive options is crucial. While there is no data available on place of origin, it also appears that most scholarship students come from urban Apia where the “best” (in academic terms) secondary schools are located.

Other concerns include the limited employment market for an ever-increasing number of returning graduates, low comparative wage levels, the need for studies to be better tailored to local needs and conditions, and counseling services available to scholarship students.

The **Scholarships** Division of the Ministry of Foreign count 830 scholarships for tertiary studies abroad awarded by the Government of Samoa from 1990-1999. Students study in Australia, New Zealand, Japan, Papua New Guinea, Fiji, and Samoa. Of this total, 374 (45%) have since returned and are known to have found jobs in the private and public sectors. Of the remainder, 310 (37%) are ongoing students, 81 (10%) have terminated (failed) and 65 (8%) have unknown destinations (Figure 2.2-8). In addition to overseas schemes, the Government offers scholarships for tertiary study at NUS (currently set at 40 full scholarships and 20 partial scholarships for the year 2000, on an incremental basis). As well, 20 at any one time to both the University of the South Pacific Extension Centre and the University of the South Pacific. Since 1997, Government has approved an annual investment of SAT\$M1.8 of taxpayers’ money for scholarships.

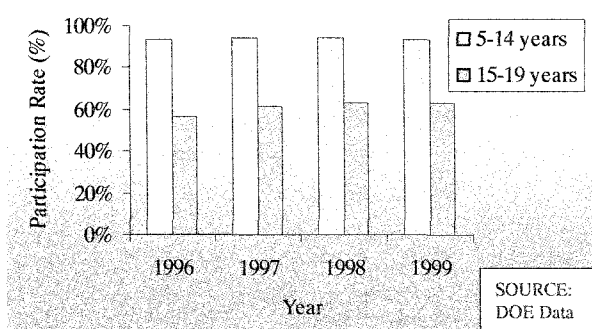
Figure 2.2-8: Current Status of Overseas Scholarship Students: 1990-1999



## Participation Rates

Published enrolment data and participation rates of the Education Department for 1999 is inconsistent with projected population figures for the same years obtained from the Statistics Department. The average participation rate from 1996-1999 reveal 94% for the 5-14 age group and 61% for the 15-19 year age bracket (Figure 2.2-9). In 1999, the national enrolment of students in Years 1 to 8 was 42,263, slightly higher than the projected population of 41,922. At the secondary level however, 17,545 students were enrolled in Years 8-13 while the projected population for the same age group (12-17 years) was 22,155. From this data, an estimated 4,600 (21%) secondary school-aged students, are not at school (Figure 2.2-10). Education Department participation data analysed with population projections also suggests more girls than boys are out of school at the primary level and that this participation rate by gender is reversed at the secondary level.

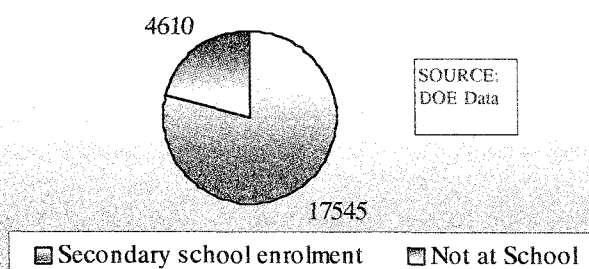
Figure 2.2-9: Participation Rates: 1996-1999



## Special Needs Education

Youth with special needs has been introduced under Vulnerable Groups (Section 1.8). The Policy considers all youth with physical or intellectual impairments in need of special education and training. Defining youth with special education needs is a difficult task compounded in Samoa by the very little research conducted into people with disabilities as mentioned earlier. This is further complicated by the tendency for disabled youth to be kept at home partly for socio-cultural reasons (the shame that can be attached to

Figure 2.2-10: All Secondary Students Enrolled in 1999 and Estimate of Those Not at School.



such disabilities), and partly because “mainstream” schools simply cannot accommodate youth with disabilities, i.e., they do not have trained staff or appropriate aids and equipment.

### Non-Formal Education

While some government departments deliver non-formal training workshops on a range of subjects as diverse as the departments themselves (health, tourism, environment, water), the greater number of these programs is provided by non-government organisations including religious organisations. The range of needs addressed include

*Non-formal education is a legitimate form of education that is empowering and can be very effective at the village level. Non-formal training emphasises the life-long nature of learning in which relevant skills are learnt and applied on a daily basis to meet everyday needs.*

promoting well-being, income generation, gender equality, leadership skills, reproductive health and environmental stewardship. Section 1.9, Youth Service Providers, lists the different organisations involved in non-formal training and gives information on the kinds of programs they provide.

## KEY EDUCATION AND TRAINING ISSUES

This section examines some of key education issues, most of which are shared by the stakeholders and the community groups who participated in workshops for this purpose held in towards the end of 1998. The Department of Education's Educational Policies and Strategies (1995 – 2005), identifies a number of other issues. Read together, a more complete picture can be obtained on this subject. Issues synthesized here are from the perspective of a youth policy and are divided into three broad areas: formal education, non-formal education, and special needs education.

### FORMAL EDUCATION

#### Compulsory and Free Primary Education

While the community is calling for greater subsidies from government for education at all levels, there is provision under the Compulsory Education Act 1991/92 for fees to be paid by government in cases where such payment is discovered to be warranted. Awareness of this provision needs to be raised in order for those other factors contributing to non-compliance may begin to be addressed by the community.



NYP

Students at Robert Louis Stevenson School. The higher fees charged at this independent school, where teachers are better paid than in public schools, more closely reflect the true cost of education in Samoa, at both the primary and secondary level.

### ***Equity and Examinations***

At the primary level, the principle language of instruction is Samoan. The first major examination sat by students, the Year 8 exam, is in English. This exam is the first in a series that effectively selects students for further education. It also places rural youth at a distinct disadvantage given their limited exposure to English and sets the greater majority of Samoa's youth on an unstable base upon which to build their future. The evaluative approach taken with examinations does not adequately reflect the student's capacity or innate competence.

### ***Equity in Public Resource Allocation***

The move to a single stream curriculum in public secondary schools is a significant step towards dismantling the notion that certain schools are "best" and only the elite are accepted there. Inequitable allocation of public funds can, however, continue status quo to the disadvantage of the majority of students simply because a few schools have better resources and facilities and attract "better" teachers while most schools struggle on with extremely limited resources and facilities.

### ***Relevance of Curricula to Village Life and Economy***

Although progress is being made in this area, the academic orientation of secondary education still needs to have greater relevance to village life and economy. There continues to be an over emphasis at the Senior Secondary School level on white-collar jobs. The fact remains that, with an extremely limited job market, most school leavers will need to make their living in the village economy. It is encouraging to note that with the move to a single-stream integrated secondary system, an expanded curriculum will systematically introduce applied subjects such as Industrial Arts, Food and Textile Technology, Business Studies and Agricultural Science.

### ***School Dropouts and Those Who Leave School***

The Education Department estimates some 3,000 to 4,000 school leavers every year with as many as one-third dropping out at the end of Year 8. The data indicates that for every 4 to 6 students enrolled at the secondary level, will have dropped out (more on this subject can be found in Vulnerable Groups, Section 1.8). The sharply declining transition rates mean that the majority of these youth do not reach a very high level of schooling resulting in limited prospects for their future.

### ***Corporal Punishment***

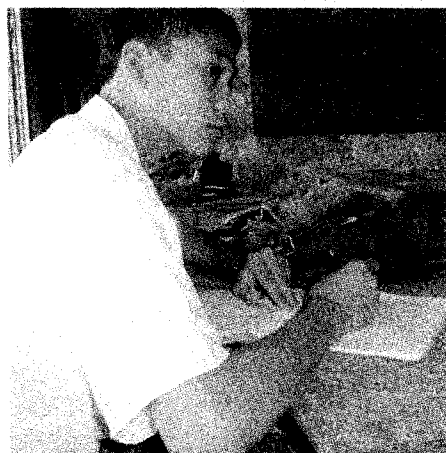
While there are regulations prohibiting teachers from striking school students, their use as a disciplinary measure is commonplace, both at school and at home. Often severe, this issue is considered one of many causes contributing to serious social problems among youth such as crime, suicide and substance abuse.

### **NON-FORMAL EDUCATION**

The important role of non-formal education is recognized at the grassroots level, but it is not yet well-understood at policy levels, particularly in terms of its linkages to formal components of the education arena. The inadequacies of the formal system are being increasingly highlighted as the range of issues facing youth and those affected by them increase. How, where and when training programmes are delivered (outside of the classroom) needs to be fully explored and may have to be systematized in a modular, skills-based certification system approved by the NTA.

### **SPECIAL NEEDS EDUCATION**

While recent developments in this area bode well for the disabled and learning-impaired, the ratio of those currently receiving special education to the number of youth estimated to be in need of such programs could be as high as 1:30 and is therefore still a long way from being adequately addressed.



NYP

Faleata Junior Secondary School student. This is one secondary school known to have poor facilities and resources.



MYSCA

Students enjoy a break from formal studies

"Ave lo'n ola ia aofa"

May my life be useful.

*A community that nurtures the abilities and talents of its inhabitants shall prosper.*

## 2.3 EMPLOYMENT AND OCCUPATION

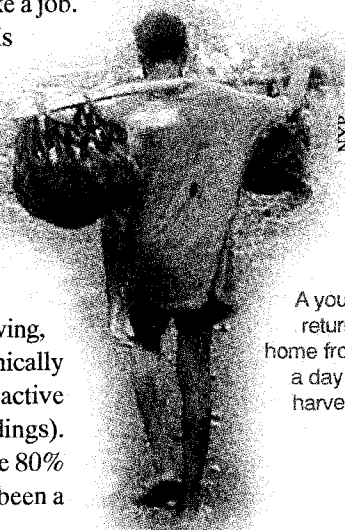
The National Youth Policy promotes the provision of opportunities for young people to attain gainful employment or to be self-employed through a range of capacity building strategies. These strategies include the development and promotion of employment and training initiatives such as on the job training, job placement, entrepreneurship, livelihood skills training and improving access to resources.

Employment and occupation are very important to the well-being, the peace and the security of the family and the individuals that compose it. The Government's Statement of Economic Strategy lists eight strategic outcomes it hopes to achieve over the 2000-2001 period. Significantly, all eight strategies have direct bearing on issues of employment and occupation.

For the purposes of this policy, an employed youth is any youth working for pay or profit or who works as an unpaid worker in a family business or in agriculture. This includes the traditional understanding that caring for parents and other household services (non-SNA) is a form of employment. An unemployed youth is any youth who is looking for work or is available to take a job. The potential to further develop marketable sports as a form of employment is also recognized (refer to Section 2.6 Youth Recreation).

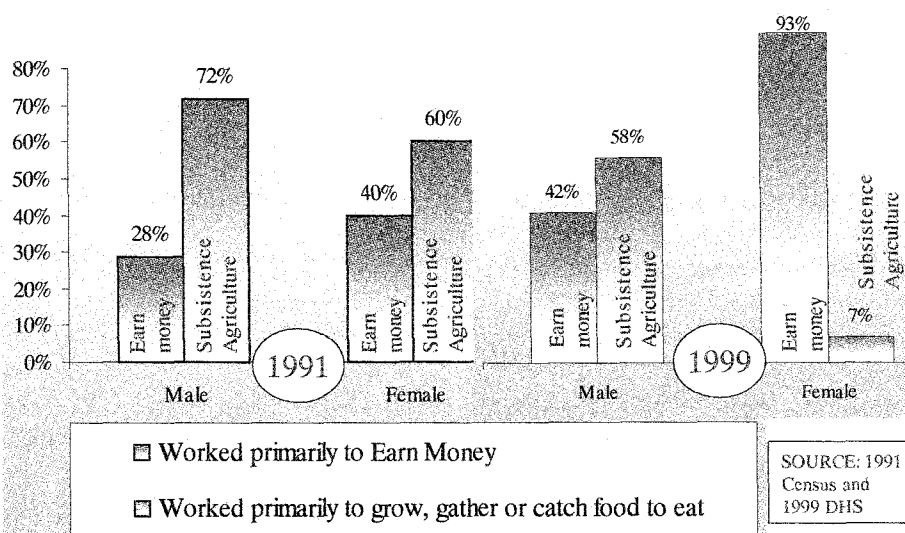
### *The Economically Active Population*

Of the estimated 57,000 economically active people in Samoa in 1991, around 25,000 or 45% were youth in the 15-29 year age bracket. Figure 2.3-1 shows the breakdown of youth who worked primarily to *earn money* and to *grow, gather or catch food to eat*. The overall percentages of youth earning money rose from 32% in 1991 (Census) to 53% in 1999 (Preliminary Findings of the 1999 Agriculture Census). Conversely, youth growing, gathering or catching food to eat amounted to 68% of those who were economically active in 1991. By 1999, the percentage of all those who were economically active and engaged in agriculture appears to have fallen to 47% (preliminary findings). The final report of the 1999 Agriculture Census reveals, however, that some 80% of households are engaged in agriculture. By gender there appears to have been a



A youth returns home from a day of harvest.

Figure 2.3-1: Employed Youth (15-29) by Broad Economic Activity Group and Gender (1991 Census and 1999 DHS)



significant decrease in the involvement of young women in subsistence agriculture, falling from 60% of the working female youth population in 1991 to just 7% in 1999 (Figure 2.3-1).

Youth employment and occupation in Samoa can be examined under two broad categories:

An **informal sector** that includes the traditionally dominant subsistence sector. Agriculture still occupies a significant percentage of the economically active population but, as shown above, is declining in importance as the economy



becomes more monetized. The informal sector also embraces an increasingly important and wide range of income-generating activities such as handcrafts and small engine repairs.

### Agriculture

The 1991 Census found some 66% of the economically active population employed in agriculture. While agricultural activity continues to absorb significant numbers of school leavers, particularly young men, various factors have served to diminish both their interest and involvement in farming. Revenues from agriculture have fallen badly over the last ten years increasing the dependence of both rural and urban households on wage earners in the formal sector. The 1999 Demographic and Health Survey revealed the percentage working in agriculture to have declined to 58% of the economically active population. Despite this decline, the importance and potential of agriculture for the employment and occupation of youth remains significant.

### Other Income-Generating Activities

The informal sector includes a wide range of income-generating activities. Apart from agriculture, employment in the informal sector is a relatively new development. Like agriculture, the informal sector offers the potential to bring greater benefits to more youth, and their families, than that derived from low-paying jobs in the limited formal sector. Street and flea market trading is known to be expanding in Apia.

### The Formal Sector

For those in paid employment, the government, in 1986, introduced a legislated minimum wage at 62.5 sene per hour. This was increased to \$1.00/hour in 1991, to \$1.25/hour in 1995, and in 1998 to the current rate of \$1.40/hour. At 12% inflation over the period from 1995 to 1998, the 15 sene increase in the minimum wages is barely keeping up with the cost of living and can be argued to be inadequate. There is no wage differential between younger people and adults. Paid employment in the formal sector comprises both the public and private sectors. Table 2.3-1 gives the average weekly wage and the total number of male and female workers in these sectors as enumerated by the 1998 Labour Market Demand Survey (LMDS).

A graphical representation of this is shown in Figure 2.3-2. This analysis shows that, overall, 65% of paid employment is in the *private* sector and 35% is in the *public* sector. By gender, 48% of public sector employees are females compared to 39% in the private sector.

### NPF Data

All employers and employees in Samoa are required by law to contribute to the National Provident Fund (NPF) by way of monthly returns. NPF records, updated quarterly, provide detailed data on paid employment in the formal sector. Table 2.3-2 below gives the number of employees by industry over the six years from 1994 to 1999. The number of employees contributing to the Fund in 1998 was 22,678, over 6,000 more than those listed in the 1998 LMDS. The reason for this discrepancy is not known but the figures from the NPF are considered to be more accurate. It is not known what percentage in the private sector are youth but, as mentioned earlier, among those employed by the Public Service Commission, 29% are youth.

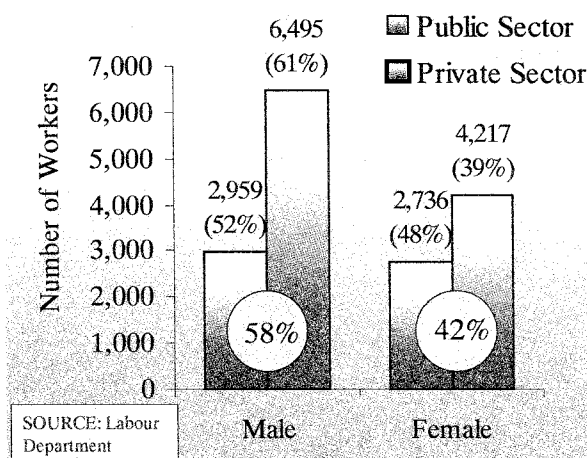
The data in Table 2.3-2 has been ranked according to the 1999 returns. As can be seen, employment in *Public Administration* is highest at around 40%. This category includes those employed both by the Public Service Commission and government corporations. Over the six-year period from 1994 to 1999, the total number of employees has grown by 9%, equivalent to 1,895 new jobs. There has been an overall decrease of the total making NPF returns in *Construction* and in *Agriculture and Fishing*. However, it is known that these sectors have experienced growth (it is not mandatory for primary producers to furnish NPF returns). The greatest increase in employees over the period was recorded in *Other Services* (535) and *Accommodation/Restaurants* (364)



Youth learn carving skills from Neemia Tuimalatu of Uafato, Fagaloa, a master carver

MYSOA

Figure 2.3-2: Total Workers in Public and Private Sectors by Gender (1998 Labour Market Demand Survey)





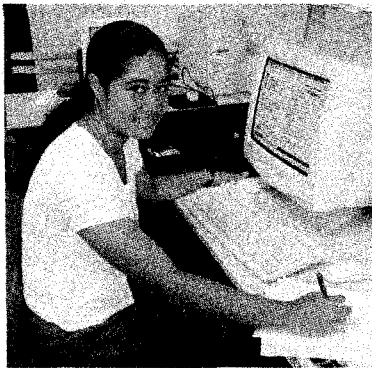
reflecting the growth in tourism. The 1996 peak in the number of employees came about with the creation, by the end of that year, of 3,620 jobs at Yazaki. Those employed in *Other Manufacturing* has since declined to only 95 more employees than there were in 1994 suggesting some stagnation in the manufacturing sector. Yazaki currently employs some 1,250 people, 90% of whom are youth and 75% are female. The average number of contributors each year is just under 23,000 (Figure 2.3-3). Of the 23,009 recorded at the NPF in 1999, 13,138 were male and 9,871 were females (Figure 2.3-4).

### MYSCA Surveys Concerning Employment

The Ministry of Youth, Sports and Cultural Affairs has conducted two surveys addressing the question of employment.

A survey conducted in 1989 interviewed some 48 youth groups on unemployment and youth needs in urban areas. That survey defined youth as between 15 and 35 years and urban areas as within a 3-mile radius of Apia. Of the 1,842 persons surveyed (1,036 males and 806 females), 32.1% were unemployed, 34.2% were students and 33.7% were employed. Given the greater opportunities for employment in the urban areas, this figure lends credence to the 41% nationwide estimate for 1999 calculated above. The highest number of the unemployed in the 1989 survey was found to be in the 20 to 30 year age group. The two major causes of youth unemployment identified by the survey were a lack of job opportunities (33%) and a lack of knowledge or education (29%).

The lack of job opportunities in the country for youth holds as true today as a decade ago. The PSC, advertising 11 basic-grade positions recently attracted 149 applicants. The jobs paid \$3,008 per annum or \$1.45/hour, just above the minimum wage rate. The ratio applying for jobs at Yazaki is lower where, for every 1 factory worker employed, 4 will have applied. Travel consultants assisting applicants to the NZ immigration quota for 2000 have



Saliemanu Leota, a youth working with MYSCA

recorded two to three times the number of young people seeking to emigrate to NZ as compared to those applying in 1999. The NZ High Commission report the number applying under the Quota scheme has increased from around 2,600 in 1999 to 4,700 in 2000.

For 1998, the Immigration Department and Department of Statistics recorded a total of 4,028 departures (2,677 males and 1,351 females) with "new employment" as the main purpose of travel. This represents a ratio of 2 males to every 1 female traveling overseas for employment purposes (Figure 2.3-5).

The 1994 Apia Urban Youth Survey also asked questions concerning the economic security of youth. Among the 12,977 youth (10-29 years), 3,338 (26%) were in full-time paid employment, 1,954 males and 1,384 females (Table 2.3-3). Of those classified as "neither" full-time employed or full-

time students, the highest two strategies youth felt would improve their economic life were assistance with agriculture and technological training.

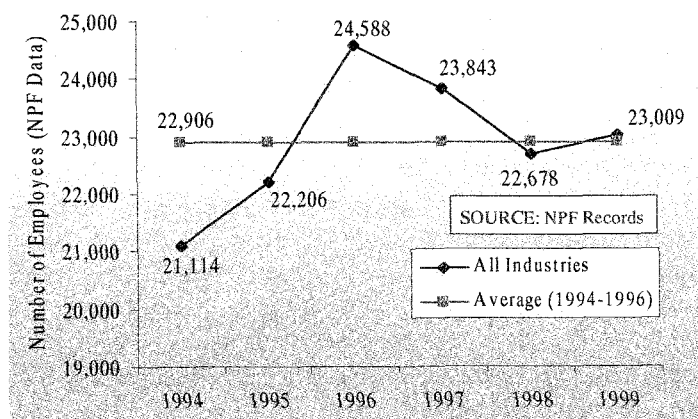
### Unemployment and Underemployment

The 1991 census defines employment as 'persons actively seeking work or available for work and not otherwise engaged in subsistence employment.' Underemployment may be defined as persons seeking full time employment but currently engaged in some part-time work in the informal sector, i.e., subsistence agriculture or some other income generating activity.

It is difficult to estimate the levels of unemployment in a country like Samoa where people who do not have paid jobs are expected to work the family lands. By this definition, the 1991 census enumerated 5,158 (or approximately 3% of the population) as unemployed. The 20-24 age group constitute the largest percentage of unemployed youth. There are more unemployed women than males at all ages but more so in the 15-24 age group (6.2%). The largest numbers of unemployed youth reside in the urban area.

The AUYS found youth to perceive under-employment as a major issue. Nearly a quarter of the youth surveyed were not working nor studying full time. Of this number, over 80% of this group were engaged in activities which

Figure 2.3-3: Total Employed Persons Contributing to NPF (1994-99)



supported their family's subsistence security. Reason given for unemployment included: restricted formal education, limited employment opportunities, low wages, and family responsibilities such as caring for an elderly family member.

For both males and females, more than half (54% males, 58% females) of the unemployed/underemployed youth in the AUYS survey in the 'neither' category completed their education at the Junior Secondary level. A little more than 20% of both males and females (24% males, 28% females) had a Senior Secondary level of education and 3% unemployed males and females completed schooling at the tertiary level. The data seems to point out that even at a Senior Secondary School level, youth were having difficulty finding gainful employment and that education alone cannot solve the problems of employment. As the educational levels of unemployed youths were comparable to those youth in full time employment, it cannot be said that 'lack of educational opportunities' is a significant factor in unemployment. However, unemployment could also be a result of lack of appropriate education.

## KEY EMPLOYMENT AND OCCUPATION ISSUES

### *Lack of Employment Opportunities*

The number of paid jobs is limited to around 23,000 and is unlikely to grow significantly. The Department of Labor estimated 20,000 students had left the formal education system and entered the job market between 1991 and 1996. The Job Employment Service, created in 1993, registered 3,300 unemployed actively seeking work between 1993 and 1996 but, only managed to place 300 (9%) of the total (1994 AUYS).

Lack of appropriate education and training for the occupation of youth in work, whether paid or unpaid, that will improve their quality of life.

This issue points to the fact that, through education and training in basic skills including technological know-how (e.g., how to fix a broken water pipe), youth can be productively engaged in work to improve the conditions in which their families live (otherwise requiring payment).

Lack of support for agricultural activities beyond subsistence needs.

Agriculture is a major occupier of youth time and productivity. There are many areas in which support can be provided to enhance agricultural activities that are above and beyond immediate subsistence needs- from plantation technology to processing and marketing systems.

Youth in the 1994 AUYS identified access to land as a significant means to improve their economic status. Freehold land, unless it is leased, is cost prohibitive. A quarter acre outside the urban area can be as high as SAT40,000. Customary land, although relatively easy to access if a youth is more visibly involved in contributing to family and village affairs, is under the control and authority of the *matai* and the benefits sometimes trickle down to those who work the land.

### *Employment in Urban Apia*

The section on youth demography showed that almost half (46%) of the population in urban Apia are youth (some 16,000 or one-fifth of the total youth population). The perception of parents and youth that there are greater employment opportunities in Urban Apia is understandable given that this is where government and most businesses are located. A significant percentage of youth in the Apia Urban Area are neither in school or employed according to the 1994 AUYS and these numbers are believed to be increasing. At the same time the numbers of youth involved in urban crime are also increasing according to crime statistics particularly in crimes involving theft and burglary.

### *Skills Training*

As a result of leaving school early (one-third by the end of Year 8), many youth find that they lack the skills or the level of education required for employment. The data from the 1994 AUYS showed that the educational level of unemployed youth were comparable to those youth in full-time employment. This suggests that "lack of educational opportunities" is as significant a factor in unemployment as, say, the lack of appropriate education.

The other side of enforcing the Compulsory Education Act for school age youth engaged in the informal sector is the impact it may have on a family's earnings particularly for the many families that do not have sufficient income for their food and basic needs. More research is, nevertheless, required in this area.

Figure 2.3-4: Total Employed Persons Contributing to the NPF by Gender (1999)

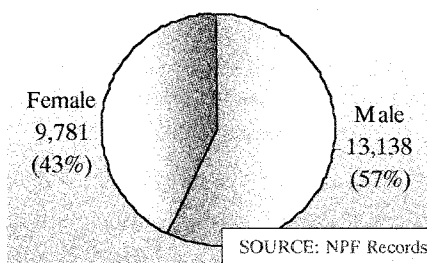
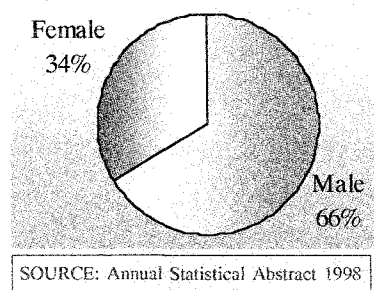


Figure 2.3-5: "New Employment" Departures by Gender (1998)



*"la moe le ufu, to'a le paipai"*

May the ufu sleep, the paipai sit calmly.

*The fugausi secretes a whitish substance in which it hides itself and feels secure from its enemies. In this state, it is known as the ufu. The paipai is a small crab that moves about slowly and does not resist capture. An admonition to live in peace and harmony.*

## 2.4 YOUTH JUSTICE

The National Youth Policy advocates for all young people to be able to live in a nurturing and protective environment that is free from all forms of abuse and exploitation. As young people are also involved in criminal behaviour, the community is likewise entitled to protection. Young people in these circumstances need support to change and to learn to build bridges of understanding between themselves, their families, and their community.

Social problems are closely linked to moral and ethical values. Without addressing and, indeed, strengthening moral and ethical standards, social policies and programmes are unlikely to succeed. Problems of corruption, crime and the weakening of family-life in particular, result from a lack of ethical values. Human well-being requires material wealth, certainly, but even more so it requires moral and spiritual wealth. How to identify and incorporate in social policy those factors that best promote spiritual wealth is a challenge that needs to be faced.

### Introduction

In the past, social infringements were settled within the *aiga* and village community systems only. While for many misdemeanors, this can still be the case today, particularly in rural Samoa, there is now a justice system that people are increasingly turning to. The increasing number of crimes reported to the police over the last two decades suggests, among other factors, a weakening ability of the family and village systems to cope with rising crime let alone the changing patterns of criminal behaviour emerging in these transitional times. Aspects of youth and the justice system, particularly in relation to juvenile crime (under 21 years), have been examined under Vulnerable Groups (Section 1.8). The findings reported there are also relevant to youth under 30 years of age.

Increased aspirations are causing more family disputes over land, petty thieving and white collar crime; while acts of physical and sexual violence against women and children, and the cultivation of marijuana and use of drugs and other abusive substances are also on the rise.

### Correctional Facility for Youth

As discussed under Vulnerable Groups (Section 1.8), the justice system does not separate young offenders from adult criminals, be it in the courts

Figure 2.4-1: Persons Sentenced to Prison, by Broad Age Groups (1995-1998)

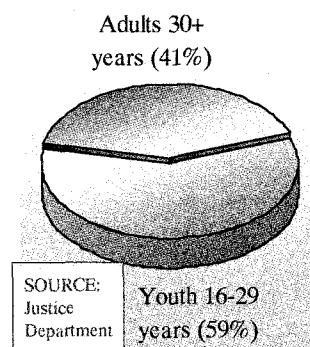


Figure 2.4-2: Persons Placed Under Probation, by Broad Age Groups (1995-1998)

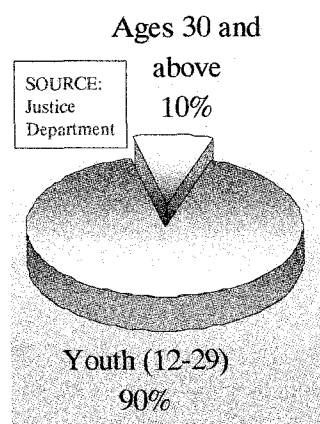
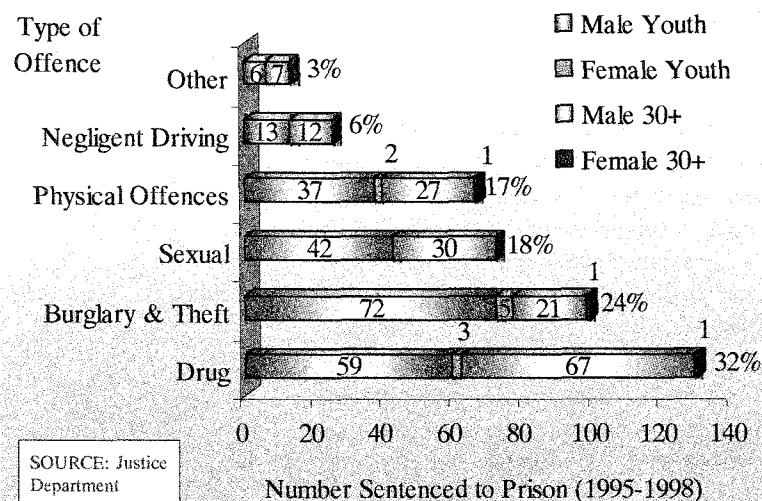


Figure 2.4-3: Persons Sentenced to Prison, by Crime, Gender and Broad Age Groups (1995-1998)



or in prison. There is no Juvenile or Family Court and there is only one prison, which serves all offenders regardless of age or sex. There needs to be a separation in the way youth are rehabilitated in the criminal justice system. Efforts to improve family relations and parenting could also be a part of the counseling. This issue needs to be re-examined and the recommendations made in a 1997 Report of the Committee on the Rehabilitation Centre for Young Offenders considered. That report

lists several recommendations, some of which are summarised below:

1. To establish a Rehabilitation Centre for young offenders (under 21 years of age), managed preferably by a husband and wife team, and located at either Vaiaata (first choice) or Tafaigata adjacent to the prison. The Centre could serve to educate, train, counsel and rehabilitate a young offender.
2. For the Centre to have a strong agricultural component and also an open area for sports and recreation.
3. For Child Welfare Officers to be appointed as Centre staff (Infants Ordinance 1961).
4. For religious and other government and nongovernmental organisations to be involved in crime prevention programmes run at the Centre.

Figure 2.4-4: Youth Placed Under Probation for Theft-Related Crimes, by Gender, Compared With All Other Crimes (1995-98)

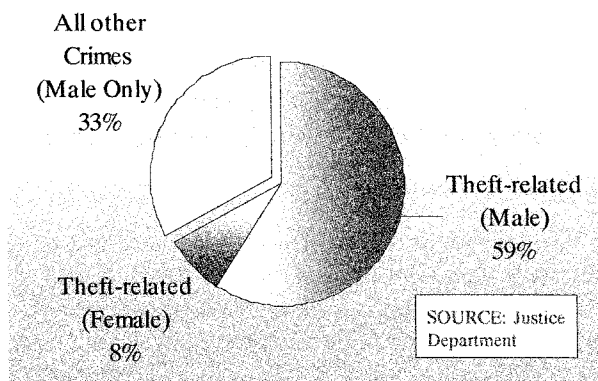
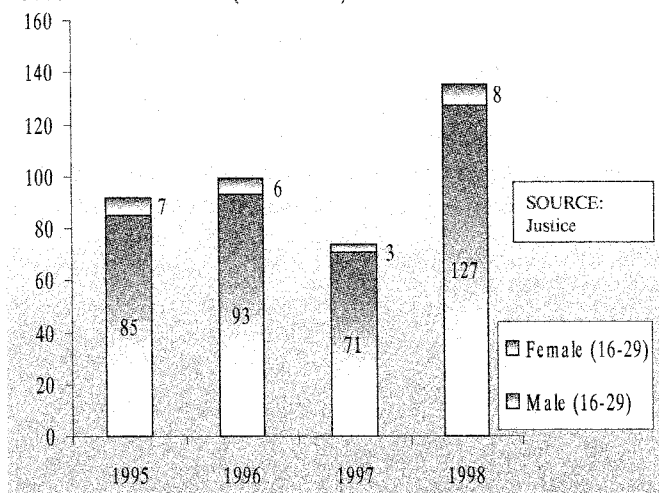


Figure 2.4-5: Male and Female Youth Sentenced to Prison and Placed Under Probation (1995-1998)



### Youth Sentenced to Prison

Table 2.4-1 and Figure 2.4-1 on the previous page show that of the total 406 persons sentenced to prison over the 1995-1998 period, 59% were youth (96% of whom were male).

Figure 2.4-2 was constructed from an analysis of the crimes committed by those 406 persons who were sentenced to prison over the 1995-1998 period. While drug offences are the highest cause for imprisonment overall (32%), for youth, burglary and theft is the biggest problem area as found earlier among those under 21 years.

### Persons Placed Under Probation

Table 2.4-2 and Figure 2.4-3 below show that of the total 178 persons placed under probation

over the 1995-1998 period, 90% were youth (91% of whom were male). As found among those under 21 years of age discussed in the Vulnerable Groups section (1.8), theft-related crimes make up the majority of offences committed by those who were placed under probation. As shown in Figure 2.4-4, this amounts to 67% (59% of male youth and 8% of female youth under probation) for their related crimes.

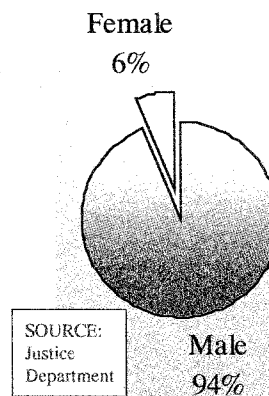
### Analysis of those Sentenced to Prison and Placed Under Probation, 1995-1998

Table 2.4-3 and Figure 2.4-6 is an analysis of the total number of persons sentenced to prison and placed under probation during the 1995-1998 period. Of the total 584 offences, 68% were committed by youth (94% of whom were male).

### KEY YOUTH JUSTICE ISSUES

There has been a tendency to treat crime as an issue brought about by urbanization and other concerns such as unemployment and poverty. While there may be some truth in this notion, reports indicate that justice issues are becoming more common in rural areas suggesting that a more complex combination of factors are coming into play. High school dropout rates, limited job opportunities, under-employment, discrimination against women and girls, the increasing cost of living, the growing disparity between the rich and the poor, and the harmful influence of movies and videos on young minds are among some of the factors which may be contributing to increasing crime rates. Over the 1995-1998 period, crimes resulting in imprisonment occurred in over 180 villages all over Samoa although the greater majority were on Upolu. The data for this analysis is not complete with some 32 (13%) addresses not given.

Figure 2.4-6: Persons Sentenced to Prison and Placed Under Probation, by Gender (1995-1998)



In fact, of the approximately 239 offences resulting in youth incarceration over the 1995-1998 period, 28 (12%) gave their address as a village on Savaii, 3 (1%) were from Manono-Tai, and 176 (74%) were from Upolu (Table 2.4-4). In terms of where offences were committed, the data shows half of those from Savaii committed their crimes on Upolu.



NYP

Samoa has a 500-strong police force. This amounts to approximately 60 police officers per 20,000 people or one police officer for every 122 youth aged 12-29 years.

difficulty in adjusting and may fall into peer influences that result in crimes like burglaries and theft. A probation officer found that youths under the jurisdiction of the courts often had a history of parental difficulties and had moved away from home; usually to live with relatives or friends.

### **Burglary and Theft**

As the above analysis reveals, the highest numbers of youth sentenced to prison and placed under probation over the 1995-1998 period were for burglary and theft-related crimes. Contributing factors include a marked disparity between the rich and the poor of Samoa. Unlike many other countries where neighborhoods can be defined by socio-economic status, families at both ends of the economic spectrum often live next door to each other in Samoa. While stealing another person's property is essentially a moral issue, cultural interpretation of collective versus individual "ownership" and the concept of sharing wealth can also influence behaviour. Approximately 44% of the thefts and burglaries resulting in youth imprisonment over the 1995-1998 period occurred in urban Apia. It may be that young people moving from a rural to an urban setting have more

### **Drugs**

The data analysed reveals drugs as the second highest cause for incarceration. It also identifies a number of areas where youth are frequently found in possession of marijuana such as in and around Apia (eg. at the Fugalei Market). Of those sentenced to prison (1995-1998) for crimes committed in the greater Apia area, around 98 out

*Unlike many other countries where neighborhoods can be defined by socio-economic status, families at both ends of the economic spectrum, the rich and the poor, often live next door to each other in Samoa.*

of 145 (68%) were by youth. Approximately 1 in 5 (22%) of these youth were charged for "possession" of drugs, presumably marijuana. Likewise, there are certain areas in rural Samoa where marijuana is known to be cultivated and where the drug is likely to continue to be grown. Basically, the growing of marijuana is in rural Samoa – 79% of those sentenced to prison (1995-1998) for the cultivation of drugs were found in rural

areas. Over the 1995-1998 period, there were three youth sentenced to prison for possession of drugs who were already in prison suggesting that marijuana may be available on the inside.

### **Rape, Indecent Assault and Other Crimes of a Sexual Nature**

Of those sentenced to prison for rape or attempted rape over the 1995-1998 period, 12 out of 17 (71%) were in the youth age bracket, i.e., under 30 years of age. The average age of these perpetrators was 24 years and the average age at which they left school was 16 years. For all sex-related crimes, 43 out of 72 (60%) were by youth. Over 90% were committed in rural villages. Two areas in urban Apia where sex-related crimes have been committed in the past are Taumeasina and Mulinuu. It is not known if the grounds on the seaward side of the Government building is becoming a problem area but this and the seawall along beach road is a site selected by Sautiamai and other organisations for the distribution of literature on HIV/AIDS and substance abuse.

### **Manslaughter, Murder and Other Acts of Physical Violence Including Wilful Damage**

Out of 72 cases of those sentenced to prison (1995-1998) for acts of physical violence, 42 (57%) were youth (all but one of whom were males). The greater majority of these cases are in rural villages.

### **Crime and Poverty**

As suggested above, poverty may be a contributing factor to crime as people turn to stealing and growing marijuana to survive. The biggest marijuana bust to date occurred earlier this year at a beach resort in Savaii in one of the most impoverished areas in the country recently devastated by Cyclones Ofa (1990) and Val (1991). In this village, police discovered 99 plants and 30 rice sacks of marijuana. Three men were arrested – the youngest was 23 years old.



## 2.5 YOUTH AND NATURAL RESOURCE USE

*"Samoa e, lau atunuu tele i le loto e,  
E mitamita lau agaga i le o,  
O au vai e tele lenu ma le vaimi e ika,  
Pe a wala mai le maima.  
O atunuuaga faaleoleo,  
E lafoia le poto i vaiuato,  
E au lalelala ai ma ou laigilagi tele,  
Ma faaleo i le taumani a maulule"*  
O le faatupu mautua e le pua ma tuiia  
e Papalii Eneli Hunkin (1925-1990)

*"O my heart's beloved country, O Samoa,  
My soul rejoices in its pride for thee,  
Your gentle streams, your glistening sea  
When the moonlight shines upon thee.  
Your undulating mountain ranges  
Cast its shade in deep pools,  
I sing thy praises in my travels,  
Hearkening to the call of your birds."*  
First verse of a popular song written  
by Papalii Eneli Hunkin (1925-1990)

- Inspiring youth to see their own and the world's beauty, replenish with natural resources, which they can help preserve and enhance through sustainable stewardship practices.
- Helping young people develop their skills and talents to contribute to their communities aware of environment and conservation needs.

### Current Dimensions

The environment and all that it entails is an integral part of the Samoa's traditional way of life, as reflected in the importance realised in subsistence agriculture. Specific laws and governing structures existed and still exist today, that cultivate and maintain man's relationship with the environment, directly or indirectly. In short, Samoans traditionally lived in harmony with the environment. The current state of our environment is now a cause for major concern. It is exhibiting levels of degradation and over exploitation that are in excess of the natural process to sustain. The overall trend is one of progressive decline of a way of life that is sustainable and based on indigenous natural resources (SMP, 1998). In response, and in addition to community based laws, over 60 national environment Acts and Regulations have been established, chief amongst which is the Lands, Surveys and Environment Act 1989 (UNDP, 1998).

Major factors in the over-use of natural resources include pressure from population growth and patterns of internal migration, increasing demands for economic growth, changing lifestyles and consumption patterns and the effects of industrial development (UNDP, 1998). Therefore a more sustainable approach to development is required. Table 2.5-1 below is a summary of the natural resource balance sheet for Samoa at end of the century. Sustainable development is the ability to provide and maintain existing environmental resources to meet the needs of present and future generations. Youth, who make up a large part of the population, play an integral part in efforts directed at addressing environmental issues including how to achieve sustainable development. According



Sunset at Saaga, Upolu

NYP

Forest Coverage	37% covered by forest (36% indigenous and 1% plantation)
Rate of Forest Depletion	High at about 7500 acres (3000ha) per year
Water	Apia uses 600 liters per person per day (acceptable rate 250 liters per person). Purity of water affected by poor sanitation. Siltation is occurring as a result of deforestation.
Fish Stocks	Tenfold decline in fish species such as trevally, mullet and crab
Coral Reef	90% of the reef around Apia is dead. Said to be the most degraded reefs and lagoons in the Pacific
Soils	Estimated 30% agriculture takes place in areas with severe limitation
Waste Management	Average 3000 tons of waste was disposed annually on old dump site - a mangrove swamp area. New landfill site is now being used.
Hydroelectricity	Hydro generation accounts for 50% production in Upolu

Table 2.5-1: Natural Resource Balance Sheet

SOURCE: Samoa; A Situational Analysis Of Human Development 1998, citing; National Environment Management Strategy, 1993

to the 1994 National Environmental Management Strategy for Samoa (NEMS), efforts to achieve sustainable development depend on the full participation and mobilization of youth creativity, ideals and other attributes. The main method of engaging Samoan youth in the environment has been through educational awareness activities which have included:

- National and local workshops
- Dissemination of information via media & prepared information packages to schools and community groups
- Educational Seminars for local schools & youth groups
- Promotion of conservation programs
- Establishment Environmental Resource Centers (Publication & Multi-media) example; National Environmental Resource Database of Samoa (NERDS)
- Outreach program to villages

Source: Baseline Survey on Youth & Environment Activities, June 1999

### Key Environment Organisations

The Department of Lands, Survey, & Environment (DLSE) is the leading government agency on environmental issues. DLSE mandate under the Environmental Legislation Review (1993) for the NEMS (1993), includes "sustainable management of environmental resources" and the promotion of "environmental awareness" among the public. Other Government Departments such as Education, Health, Samoa Visitors Bureau, Water Authority and Agriculture also pursue environmental awareness activities in collaboration with DLSE.

There are also a number of non-government organizations with an interest in environmental stewardship who work both independently and in collaboration with DLSE. These include O le Siosiomaga Society, Faasao Savaii, Eco-Tour Samoa, and the YMCA.

Some of the activities of these organizations are funded by the government and/or inter-government organizations/IGOs such as the United States Peace Corps, AusAID, NZODA, South Pacific Regional Environment Programme (SPREP), and the UNDP.

Although youth today are aware of the importance of preserving the environment, and much credit goes to the efforts of the many advocacy organizations involved, there are clear indications that *understanding* of the issues and the *implementing* of necessary



Samoa, like other small island nations, has a fragile environment.

remedial measures do not automatically follow. For example, villagers, including youth, are aware that fishing resources are declining and that the main cause is destructive fishing practices. Yet there is evidence that some are still engaging in those practices despite the level of public awareness that exists. Similar situations exist in relation to forestry, coral reefs, and water management. This indicates that there are underlying factors, whether economic, social or political, that need to be addressed if environmental programmes are to be more effective.

### Conservation Areas and Reserves

A number of conservation areas and reserves have been established in Samoa as shown in Figure 2.5-1 on the next page.

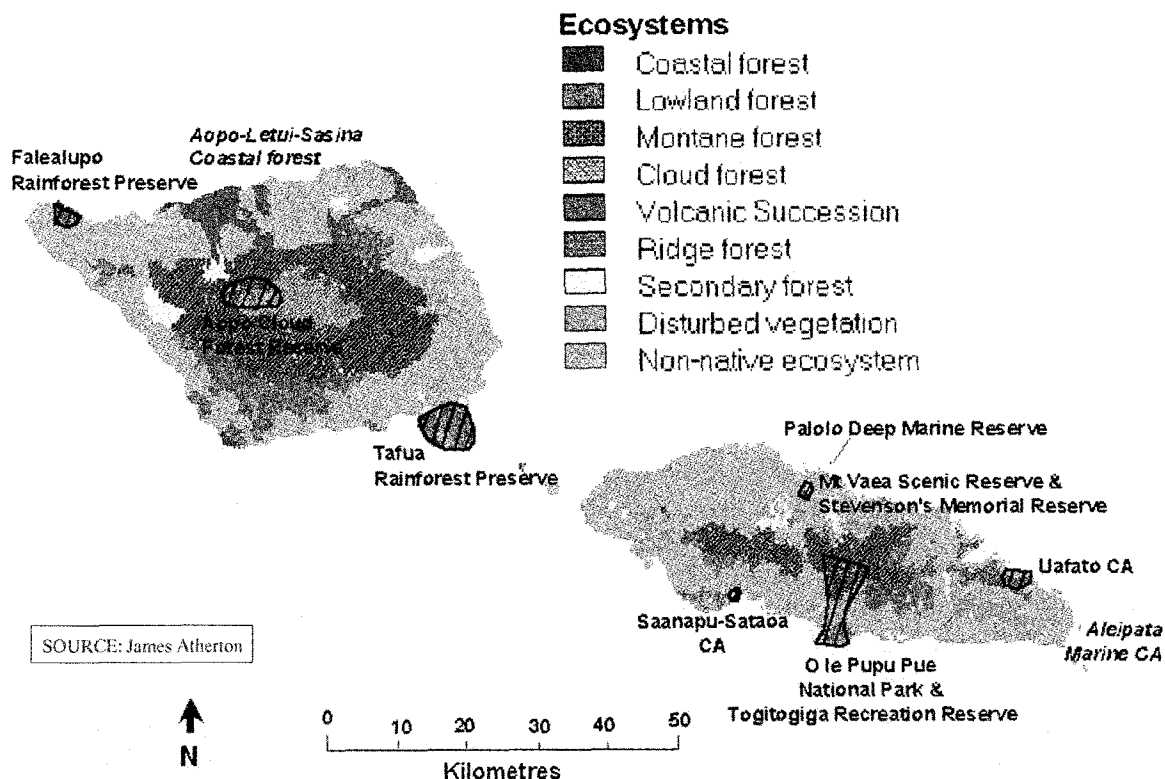
### THE KEY NATURAL RESOURCE ISSUES

A youth forum conducted by the Division of Environment & Conservation (February 1998) identified several environmental concerns for the participants: water (marine and terrestrial), waste disposal, threats to biological diversity, and resource depletion caused by activities such as, logging, over fishing, the use of destructive fishing methods, and coastal land reclamation.



Where people throw their inorganic rubbish is of concern

Figure 2.5-1: Conservation Areas and Reserves in Samoa



### Water

About 70% of the population have access to water drawn from surface resources and an estimated 90-95% of the population have access to a piped water supply (NEMS: 1993). However the yields of rivers and streams are decreasing as a result of degradation of the watershed, through the extensive clearing of land for agriculture. The dumping of solid waste into the same catchment areas also aggravates the situation. The result is reduced water resource and poor water quality to local consumers. The coastal lagoons are also being subjected to industrial and domestic pollution. Deforestation has increased the incidence of soil and nutrients being washed to the sea (NEMS1993: 32). The continuing developments around water catchment areas and the discharge of domestic pollution and other waste is a major problem.

### Waste Disposal

As one study pointed out, "The insufficient care given to the disposal of human and other waste materials, is affecting national standards of environmental health quite visibly" (SSAHD, 1998). Youth concern in this area focused mainly on waste accumulated from consumer consumption such as, plastic bottles, papers, sewerage, tins and others. It was suggested by them that a waste separation at source could be one alternative of managing solid waste. As well, proper disposal systems of hazardous waste accumulated by the agricultural, industrial and medical sectors need to be established. The problem is already evident in some low lying areas of Apia, where groundwater is being polluted by effluent from many of the sewage disposal facilities (SSAHD, 1998). It was also estimated in the 1989 Agricultural Consensus, that 60% of households use agricultural chemicals however there is no policy dealing with the resulting waste.



Mangroves

### Biological Diversity

The lack of awareness, respect and protection of Samoa's environment is another issue which youth are concerned about. These are mainly in the loss of native and endemic plants species of Samoa especially those with medicinal value. The loss of biological diversity

in Samoa is a serious concern. The protection and conservation of land, and animal resources are affected by the current rate of poor land management and deforestation (Samoa Bio-diversity Project Document: 1999).

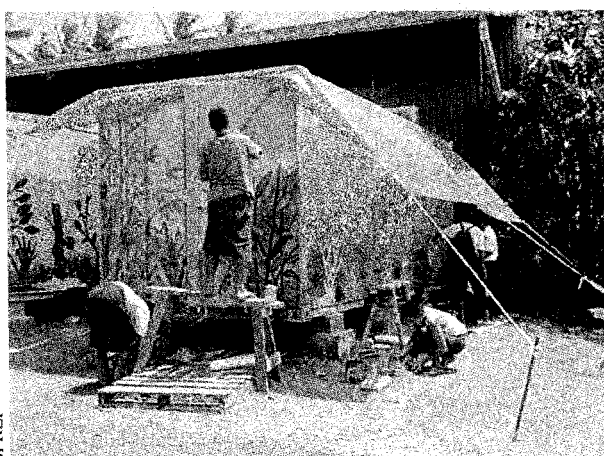
### Resource Depletion

The current rate of forest depletion, about 3,000 ha per year, is one of the highest clearance rates in the world, and a cause for major concern. It could be considered the most serious environmental issue facing the country. The rates of depletion are similar on Savaii and Upolu, but 40 per cent of clearing on Savaii is due to logging while it is considerably less on Upolu (NEMS 1993: 7). Figure 2.5-2 shows the forest depletion in Samoa over the period from 1954 to 1987.



Rehabilitating the Environment

DEC



SPREP

Environment Competition 1997

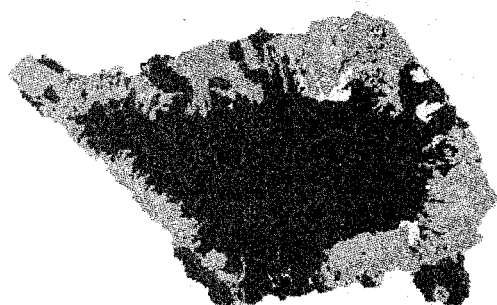
### Other Environmental Concerns

Also raised by youth is the destruction of the marine environment from activities such as over-fishing, the use of destructive fishing methods such as dynamiting, and the continuous coastal land reclamation for developments.

Youth expressed their interest in being more actively involved in all environmentally related activities both at the national and community level. One youth concern is that they have little voice in the village decision-making forums, where decisions regarding the use of natural resources are made (Division of Environment & Conservation meeting for Youth Environment Program, February 1998).

Youth directors and the youth leaders also expressed scepticism towards any type of youth environment program that would not directly offer money or jobs to the youth as well as not providing direct funding for youth projects. (Division of Environment & Conservation meeting for Youth Environment Program, February 1998).

- Youth can play a key role in the conservation and preservation of our environment
- Youth can actively participate in promoting environmental awareness programmes
- Youth can become key managers of environmental resources
- Youth need to build their capacity to take up current & future responsibilities for environmental actions
- Youth and the environment are inter-dependent and inter-related



SOURCE: Ward (unpublished)

### Legend:

- Non-forest
- Forest
- Deforested
- New forest

10 km N

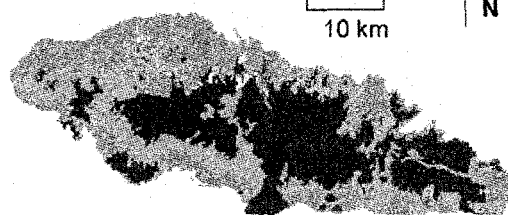


Figure 2.5-2: Changes in Samoa Forest Cover- 1954-1987

## O le Tupua i le Malaga a le Vaa

### The Riddle of a Boat's Voyage

*A Boat starts out on its journey on the White Sea, it and its crew members are white. The journey continues to a deep, green sea, the boat turns green and the crew darkens to a brownish colour. Continuing, the boat comes to a shallow yellow and lo the boat is yellow and the crew members are black.*

## 2.6 YOUTH RECREATION

This Policy envisages youth enjoying an equitable share in cultural, recreational and sporting activities and aims to provide a range of leisure options catering for diverse abilities and needs. Of particular interest are how activities are organised, their value to youth and the community, their effects on well being, and ways of fostering community support. The National Youth Policy also supports the development of talented youth for futures in professions that include the creative arts and sports.

Youth need to be understood in all aspects of their lives and one area often neglected is youth pastimes. How youth spend their leisure time can have a powerful influence on their lives, affecting other aspects such as health, education, and employment. Recreational activities can serve as a positive motivational factor to dissuade youth from participating in risky or anti-social types of behaviours. Pastimes are a significant part of a young person's life both in terms of the time spent and the resources allocated to the activities.

Recreational activities are not simply "play". While every family and community finds its own balance between work and play, it is not true that youth pastimes are a waste of time. Youth learn best when the experience is fun, positive and interactive. Sports are played for fun, for competition, for socialising



The world-famous Manu Samoa challenging Japanese opponents, 10 June 2000 (Manu Samoa won 68-9)

Ren Kubik

within and between villages, and with increasing professionalism, as a career opportunity. Games and sports played by children and youth provide them with many learning opportunities- intellectual, physical, social, and moral. Pastimes can develop leadership skills, build teamwork and trust in one another. It teaches cooperation and sharing, develops social skills, and provides youth with a sense of service to others- all skills required in adulthood. In addition, sports build discipline, physical strength, stamina, balance and speed- all leading to greater health. Samoans have long been known for their competitive nature in sporting competitions. Their natural athletic prowess and physical strength have endeared them to the sporting public.



MYSOA

Volleyball is a very popular sport in all villages.

Examples of recent years have been the performances of the Manu Samoa and the Manu Sina and the success of individuals such as Tagifano Soonalole (tennis), and David Tua (boxing). These achievements have raised the standard of sports participation and recognition of Samoans and Samoa in regional and international competitions.

Nurturing the development of the creative arts helps to stimulate a person's ability to problem solve, create new ideas, communicate more effectively, and build confidence and self-esteem.



Creative arts are also forms of individual and social expression; of how Samoans perceive themselves and their identity as Samoans in Samoa and in the wider international community. Young people with talent in the creative arts can realise their potential with the right support and proper schooling. These fields of the expressive arts include visual arts (two and three dimensional), music, dance, drama, literature, architecture, and film-making. In the past quarter of a century, local and overseas Samoan artists have achieved regional and international recognition in some of these fields. They include people like jazz singers, writers, film makers, artists, and poets.

Traditional leisure activities bring an *aiga* closer together – oral traditions such as *matematega a tupua* (riddles), *tala tuu* (legends) and *tala faa-fagogo* (stories and fables), and the passing down of genealogy (*talaga gafa*) are all important to youth as they strengthen both the *aiga* and their identity as Samoans. Modern pastimes such as television and video can have a powerful effect on youth, although not always leading to well-being. Reading is not a strong national pastime amongst the youth, mainly because of a lack of published Samoan literature. Serialised stories in newspapers are popular, such as the translations of English classics and modern fiction.

The community also enjoys the pastimes of young people. They are often entertained at sports events, by youth choirs, dance and drama productions, and art exhibitions. This in turn raises the status of youth in the community. By providing for and fostering positive leisure activities, the community is also developed and strengthened.

### Formal and Informal Youth Pastimes

Youth pastimes can be categorised as organised (formally structured) or as spontaneous (loosely structured). Loosely structured leisure activities are often learned from adults or older youth and include traditional games, cooperative games and other leisure activities. Structured youth pastimes such as sporting, cultural, and musical events, are organised by both government and non-government organisations (NGOs) at both national and local levels. A major promoter of youth sports among the NGOs are the *autalavou*. There are also many clubs, associations, and community-based organisations, such as the village *aumaga* and *aualuma*, providing young people with sports and other leisure options.

Government, primarily through the Ministry of Youth, Sports and Culture, plays a significant role in the development of sporting and cultural activities such as that experienced during National Youth Week, an annual event for youth which includes sporting and cultural activities. Many businesses also cater to the recreational and social needs of young people through fitness centres, art and music schools, martial arts training, video outlets, video games, internet services and nightclubs. Most of these businesses are based in urban Apia, attracting both urban and rural youth. The list of Youth Service Providers given in the Youth Profile section (page 43) identifies many of the organisations and departments providing a variety of recreational and sports activities.

### Sports

Traditional sports were often related to the preparation of young men for combat and testing for strength, agility, speed and strategic thinking. Examples included *aigofie* (club-fighting) and *taga ti'a* (spear throwing). While there is currently an effort to revive some of the traditional sports, most are no longer practiced although they do live on in the many proverbs still used in oratory today.

The arrival of the missionaries and the early colonial settlers played a significant role in the introduction of modern sports into Samoa. Rugby, played by staff of the New Zealand Colonial Administration, found a receptive audience among Samoans who showed a natural talent for the game. A rugby union was established in 1914. English



Samoan youth enjoy traditional dance and song (1996 National Youth Week)

MYSOA

cricket was also adopted and greatly modified to its current form. Basketball was introduced in 1930 by American Mormon missionaries.

In 1961, the Western Samoa Amateur Sports Federation was established as the focal point for all sporting organisations operating in the country. It serves to develop and promote sports and organise participation in national and international sporting competitions. The organisation plays an instrumental role in the coordination of Samoa's involvement in international sporting events.

### *Regional and International Games*

The South Pacific Games was established through an agreement of Pacific Island Countries in 1961 to create bonds of friendship and promote amateur sports in the region. The first South Pacific Games was held in Suva, Fiji, and a team of Samoan athletes participated, winning a silver medal and two (2) bronze medals. During the Sixth South Pacific Games in Suva, Fiji (1979), Western Samoa won the bid to host the Seventh (7th) South Pacific Games (1983) and Government built a new sporting complex for this purpose with aid from the Chinese Government.

Apart from a few exceptions, Samoa has continued to participate in the South Pacific Games with noticeable achievements by the young people of Samoa especially in the fields of boxing and weightlifting. The exceptions were the boycott of the games in 1987 (New Caledonia) and 1995 (Tahiti) due to the Kanak people's uprising in



Kirikiti (cricket), a popular village-based sport.

New Caledonia and the French nuclear testing on Mururoa Atoll.

The year 1974 marked yet another milestone for the development of sports with the participation of Samoa in the Commonwealth Games. It served to propel Samoa's best athletes into the arena of international competition. The subsequent gains in recognition and economic benefit to both the athlete and Samoa has resulted in greater support by government for the development of sports.

The expanding pool of professional athletes has changed the way sports is viewed in Samoa assisted greatly by the televising of games and players. Becoming a star athlete is now an aspiration of many youth and is seen to be the road to a more prosperous future.

The general public's knowledge and interest in sports has increased with live coverage of games. Sports organisations in collaboration with the Ministry of Youth, Sports and Culture and the Ministry of Education have furthered this development by sponsoring coaching workshops, competitions, and other initiatives.

In 1983, a National Olympic Committee (NOC) for Samoa was established to coordinate activities for Olympic Sports being played in the country and more importantly to be affiliated in the International Olympic Committee (IOC). This enabled Samoa to participate the following year (1984), for the first time, in the Olympic Games in Los Angeles (USA). Today, Samoa's National Olympic Committee is combined with the Samoa Sports Federation to develop and promote both contemporary and traditional sports. The organisation is continuing to grow in membership as more new sports are being introduced through IOC's programs. Table 2.6-1 gives the current list of 35 sporting associations registered with the Samoa Sports Federation and National Olympic Committee

(SSFNOC).

### **Ministry of Youth, Sports and Cultural Affairs**

In 1976, the Act for Youth, Sports and Cultural Affairs was passed by Parliament to make provisions for matters relating to youth, sports and cultural affairs, and to establish a Council for Youth, Sports and Cultural Affairs. The general functions of the Council included:

1. *To promote the development of Samoan youth, sports and cultural affairs,*
2. *To advise government on youth, sports and cultural affairs*
3. *To disseminate knowledge and information concerning youth, sports and cultural affairs.*

In 1983, the Ministry of Youth, Sports and Cultural Affairs (MYSCA) was established to take over the functions of the Council and to host the Seventh (7th) South Pacific Games in Samoa.

In collaboration with MYSCA, the Western Samoa Amateur Sports Federation and National Olympic Committee have been able to host major international championships for various sports as well as run training programs with funding from the IOC and ONOC (Oceania National Olympic Committee). In 1994, MYSCA initiated the first All Samoa Games as a national sporting event bringing together the sportsmen and sportswomen of the nation.

The 'Samoa Games' has been held every two years since it was established and was repeated in 1995 when Samoa boycotted the South Pacific Games in Tahiti due to the nuclear testing in that country. Initially only Samoan athletes participated. By the third Samoa Games in 1997, nineteen (19) other countries were able to participate with a total of over 1,500 athletes who competed in some twenty-four (24) different sports events.

Table 2.6-2 lists some of the sports development programmes that involved MYSCA working in collaboration with the (Western) Samoa Sports Federation and the National Olympic Committee during 1996 and 1997.

### **Sports and Recreational Facilities**

Sports and recreational facilities have been established and managed by NGO's, businesses and government. Some villages and churches have also built recreational facilities to cater to the recreational needs of both youth and adults. Most villages have a multi-purpose field in the center of the village, traditionally known as a *malae* (village green), used also for playing sports.



The Musika Extravaganza is now an annual event to showcase local talent.

For several years, the Young Men's Christian Association (YMCA), a non-governmental organisation ran a "Drop-In Center", where 20-25 youth would stop in daily to 8:00 pm (except Saturday and Sunday), to play table tennis, billiards, weightlift, listen to music, meet with friends and speak with peer or adult counselors as desired. In the last 15 years over six gyms have opened, offering fitness training, aerobics, weightlifting and *yoga*, for Samoa's increasingly health conscious population.

The construction of sports fields in communities to comply with international standards is an initiative of government to ensure that rural athletes may successfully compete in national and international competitions. A multi-purpose sports complex is also currently under construction by government with some international assistance. The complex is being built to host major international competitions such as the Commonwealth Games, as well as to train Samoan athletes to be competitive in the top circles of world sports. Not yet fully funded and expected to take years to become fully operational, the commitment is substantial. Over 300 acres have been dedicated to the project. The types of facilities being planned include a gymnasium, a golf course, various sports fields, a multi purpose center for training, swimming pools, a Youth Center, and MYSCA offices.

### **Creative Arts**

**VISUAL ARTS:** There are currently several private art studios and schools in existence. One of the oldest is the Leulumoega Fou School of Fine Arts established in 1987 by Italian artist and teacher Ernesto Coter within the Christian Congregational Church Education System. The school provides a rigorous training program for talented and disciplined secondary school students who have already completed Year 11. Youth are trained in drawing,

painting, mosaic, stained glass making, ceramics, and metal and wood sculptures. Those who successfully complete the three-year program earn a diploma which is recognized by art programs in some universities in Australia and New Zealand.

Of the 60 graduates who have completed their course of study with the school, many are employed as art teachers in both mission and government schools. Others have earned reputations internationally and in the Pacific as accomplished artists in their own right. Over the years, the school has kept an impressive collection of the best of its two and three dimensional art. The Christian Congregational Church is considering building an art exhibition center for the collection.

Other Samoan artists have opened studios to produce and exhibit their art work as well as to teach young people. They include Momoe Von Riche (Madd Gallery), Papalii Penehuro Taimalelagi (Beautiful Expressions of Nature School of Fine Arts), and Galumalemana Steven and Wendy Percival (Tiapapata Art Center). Papalii's studio and school has a current recruitment of 26 students; all males.

Many public and private schools offer visual arts as part of their curriculum in contrast to drama and music which is generally not offered as a graded course.

The Faculty of Education at the National University of Samoa provides training for primary and secondary school teachers in visual art and music. It also offers a course in physical education which includes sports, games, movement and dance.

**MUSIC:** Every festive occasion in this country whether it be a family, a church, a village, or a national function is not without its musical component. The range of music available to a listening and singing public is impressive as evidenced in the daily offerings of its two most popular radio stations: 2AP and Magic FM. In a short span of time, the listener may be entertained by a traditional pre-Christian era chant, an Elvis Presley song, a Christian revival hymn, and a jazz piece followed by the latest rap.

Choirs are very popular with churches and some schools. Bands (e.g. marching brass bands, string bands), are another popular musical form. They are often voluntary, and organised and supported by villages, churches, schools and youth clubs.

The Samoa School of Music and the June Ryan School of Music are two of the better known music schools in Samoa catering to scores of students of all ages. Both provide their students with a sound background in music theory as well as training in piano and other musical instruments. The Samoa School of Music supports a marching brass band and has performed one of its own operas based upon a traditional theme (*Malietao Faiga*). Both schools offer assistance to church and village choirs on subjects ranging from the arrangement and composition of music, to conducting and voice training, and concert performance.



MVSCA

Firedancing

The Samoa School of Music was founded in 1976 by Seiuli Fuamatu Titi Grey Manuleleua, a trained opera singer, and provides a certificated music course in affiliation with the Australian Music Examination Board. Over the past five years, several hundred students have taken the examination. The school caters to 150 students, mostly school leavers, ages 18 to 23. Students seeking employment in the field of music often continue to take the more advanced levels.

**LITERARY ARTS:** Samoa has produced some excellent writers (poets, playwrights, and novelists) writing in fiction and non-fiction and publishing books both in Samoan and in English. There are a few organised writers groups in Apia. One such group, *Evaitusi*, was established in 1998 to help local writers publish children's books. Seven of their books have already been published and utilized by the Department of Education.

There is fairly limited support for talented young writers in Samoa. Youth interested in this field will usually obtain some exposure through their English courses.

Costs, particularly, the printing costs are always a limiting factor in publishing any literary work. Without support, it may take years for a writer to put their books into print. Few serious writers have been able to sustain themselves through their writing; mostly by appealing to markets overseas.

**DANCE AND DRAMA:** Naturally inclined to perform, villages,

schools, and church youth groups will often entertain with dances and plays suited to a range of occasions. The traditional drama form is called "*Fale Aitu*" and is mostly for the purpose of providing comic relief. Many villages sport players adept at entertaining with *Fale Aitu*. At a national level, the Teuila Festival, provides an opportunity for Samoa to entertain the public with the best of its performing artists. *Autalavou* often provide dramatisations of Bible stories.

The *faafafine* community prefer to entertain with a more contemporary flair as demonstrated by their colourful Tutti Fruitti Pageant and other fundraising pageants for social causes. The Loto Taumafai School for the physically challenged also supports a performing arts hearing impaired theatrical group know as the Silent World Theatre. This talented group is quite active and has performed both locally and overseas.

More formal training in the performing arts, however, is quite limited. Public and mission schools rarely, if ever, include dance, drama or even music as a core subject. However students themselves are quite talented and creative as shown in various festivities which allows these forms of expression within a school context.

A private school was recently established to help fill the gap. Known as the School for Performing Arts and Tourism it aims to provide young people with training in the performing arts. Last year a number of its students completed their studies and graduated with diplomas.

**TRADITIONAL ARTS:** The faa-Samoa customs, traditions and material crafts are a valuable part of the country's rich cultural heritage. Chiefly oratory and the presentation of fine mats are important components any traditional ceremonial occasion. Most villages, churches and schools will train a performing cultural group for the purpose of raising funds, and representing the institution at community, national and even international events.



Youth playing video games

Training in the traditional arts, to varying degrees, is provided by public, mission and private schools. With a view to potential employment creation, the Methodist Vocational and Creative Center (Punaoa), Papauta Girls School and, Loto Taumafai, a private school for the physically challenged, in particular, offer training in the traditional arts and crafts (e.g. weaving, carving, tapa making). Various courses in Samoan are being offered at the National University of Samoa and at AMOSA; a private school catering to the working population.

Government departments and Non-Governmental Organisations (NGO's) are also involved in training youth in the traditional arts for the promotion of traditional culture as well as for the generation of employment. The Ministry of Youth, Sports and Culture has run carving workshops. The Ministry of Women's Affairs provides women, including young women, with training in handicrafts. Women in Business Foundation includes young women in its fine mat weaving scheme. The National Council of Women offers training in traditional dance.

## **KEY RECREATION ISSUES**

### ***Trends in Leisure Activities***

The global village is having a significant impact on the tastes and interests of young consumers. Computers and the internet cafe are becoming well frequented centers for young urbanities. Videos and T.V.s are almost common place in villages as more and more families are owning their own sets. These developments are changing the way young people are spending their time and along with the good that technical innovations bring to the society are some concerns.

### ***Health Problems Associated with more Sedentary Activities***

Like their counterparts in the West, Samoan youth can spend hours in front of a television set. Lack of exercise to work off excess calories can lead to early stages of obesity already identified as a problem among youth.

### ***Less Time for Quality Social and Family Interactions***

Evenings, after all the chores are done for the day, is often the time for time to share among family members. It is also where grandparents are most likely to impart information on the families oral history and stories of the past. When a television set dominates the evening, much of this information is not passed on.



### ***Diminished Opportunities for Unique Community Development***

While Western influences are not all negative, when it diminishes opportunities for a community to develop its own unique expressions, one's own culture increasingly mimics another. The lyrics of a song may be in Samoan but the tune is distinctly country western USA, reggae, rap, or Evangelical.

What is being promoted as being traditional Samoan dance and music sometimes looks and sounds like something from another part of the Pacific. Much more effort is needed to document, record, and teach the traditional art forms in order to preserve their authenticity. Without this, young people will not be able to learn what is unique among the different traditional Pacific cultures including its own.

Similarly with contemporary art forms, a youth can be singing a Country Western song or playing rap music with little understanding of what part of the world it came from, the culture it represents, and the evolution of the art form. There is little formal education in this regard.

### ***Losses to Distinct Samoan Cultural Oral Traditions***

Because Samoa is moving away from being an oral culture, unless there is a concerted effort to record, preserve, and teach its oral histories, genealogies and traditions from one generation to the next, much will be lost. Youth then will not have the benefit of appreciating their culture.

As more English is substituted or Samoanized in speech, there is a subtle shift towards adopting perspectives and values that are more Westernized (e.g. more individualistic and consumer-oriented). The concern is that young people may become marginalised in both languages, resulting in communications that can be shallow, superficial and devoid of richness, history and poetry.

### ***Lack of Support for the Arts***

Samoan youth have a natural tendency to perform and entertain, yet there is no adequate facility at the national level for the performing arts. Like sports facilities, access to good performing arts facilities can have a significant impact on the further development of talented youth in these areas. A performing arts center could also provide a means for Samoans to view high quality performances and authentic cultural forms from other parts of the world. Similarly, although there are many beautiful works of art in Samoa, there is no adequate facility for the exhibition of the visual arts at a national level. There is a need to revive open air *koneseti* (concert) as an option.



The Teuila Festival, an annual cultural event

### ***Changing Nature of Sports***

The rise of the professional athlete has affected how sports is being viewed and supported in the country. The previously amateur and volunteer-oriented sports activities of the past is diminishing in significance. The concern with this trend is that sports, as a means of positive social interaction between communities and youth groups, as well as the enjoyment of the game for recreational purposes, leisure and health, also diminishes. Sports, instead, becomes a spectator event with sponsorships, sports advertising and prize money being viewed as essential without which games cannot be effectively organised. There is a need to establish a balance between past interaction and modern commercial infiltrations which have inevitably come about.

### ***Pastimes***

Supervision, guidance and understanding is needed from adults in support of youth and in the provision of pastimes. The lack of this support can result in youth engaging in pastimes that could put them at risk. With increased accessibility to drugs, alcohol, and even guns (a growing problem with young men in particular,) the need for positive, social outlets is critical.

### ***Media Addiction***

Television, computer websites, videos, CD's, particularly the viewing of sexually explicit and violent images can negatively affect a young person's development. There is a lack of parenting education in this regard. Public awareness of appropriate viewing material for young people, vigilance that videos are being properly coded for easy identification by parents and youth, and providing healthy alternatives to these types of pastimes can be beneficial. Literacy is also a crucial issue. Not only must literacy rates be improved and sustained, but also published in both Samoan and English. Quality writing must be promoted in newspapers and literary publications. An informed reading public needs access to quality reading materials.

The Key Priority Area ends with Youth Pastimes as a reminder that healthy play is so important to youth and community at large. Play is what helps people see the lighter side so they are not so overwhelmed with daily problems and concerns. It brings people together in a positive and uplifting way and provides a means to appreciate talent and ability. The ability to play is an important asset to nurture and support in youth. The assets that youth possess, however, are not limited to their talents in sports and in creative artistic expression. Youth have great potential to apply their energy, skills, talent and natural intelligence to their own development as well as to serve their community.

In the process of listening to people talk about youth, many problems and issues were identified as needing to be addressed by Samoa's National Youth Policy. Later, solutions and strategies were discussed by youth stakeholders leading to the adoption of Policy Statements. In the months and years ahead, the focus of National Youth Policy stakeholders will be shifting to developing action plans needed to implement the policy. For youth stakeholders and the Ministry of Youth, Sports and Culture, the process of putting together the Policy has had the additional benefit of strengthening partnerships and finding areas of mutual support and collaboration.

This is also an exciting time for young people in Samoa. It is anticipated that the seeds being planted today, through the adoption and acceptance of the National Youth Policy by the Samoa government and people, will open up many more windows of opportunity for them. There is also increasing recognition that progress also means that youth, both males and females, will need to have more of a voice in all aspects of community life. That they are to be included in planning and decision-making processes, and valued for who they are and what they can contribute both to their own well-being and that of their community.

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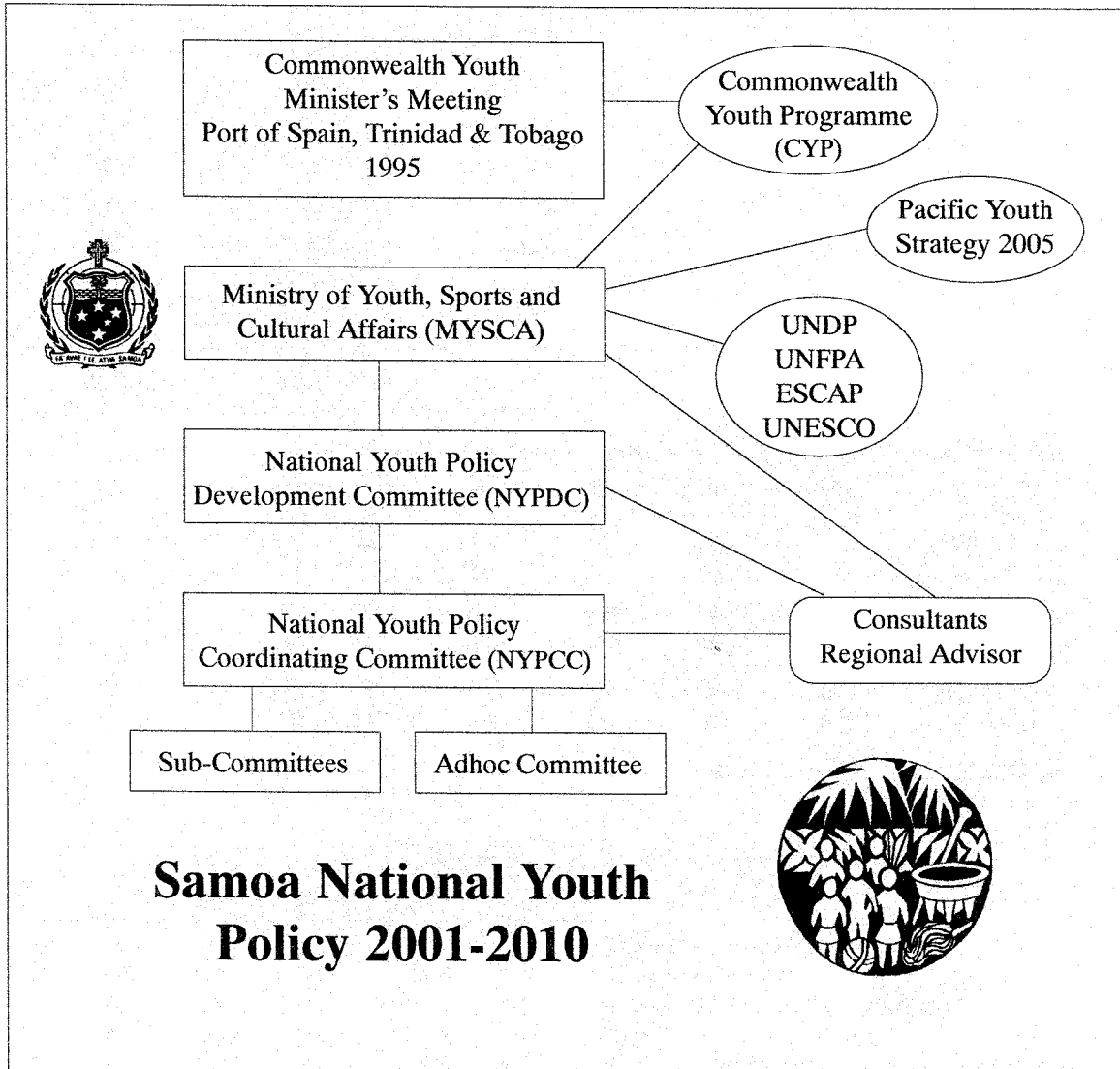


Table 1.3-1 Religious Affiliation  
1991 Census and 1999 DHS

Denomination	1991 Census	1999 DHS
EFKS	68,651 43%	11,054 39%
Katoliko	33,548 21%	6,507 23%
Metotisi	27,190 17%	2,962 10%
LDS	16,394 10%	3,863 13%
SDA	4,685 3%	984 3%
Other	9,460 6%	3,237 11%
Not Stated	1,370 0.8%	31 0.1%
	161,298	28,638

Table 1.4-1: Total Number of Brides and Grooms by Youth Age Category, 1994-1998

Age Category	1994	1995	1996	1997	1998	TOTAL
15-19 Brides	43	75	74	118	72	382
15-19 Grooms	4	14	8	15	9	50
20-24 Brides	221	330	389	440	297	1,677
20-24 Grooms	118	196	192	226	163	895
25-29 Brides	116	267	284	325	277	1,269
25-29 Grooms	168	284	334	409	294	1,489
TOTALS	670	1,166	1,281	1,533	1,112	5,762

Table 1.4-2: Employed Youth (15-29) by  
Occupation, Age and Sex- 1991 Census

	15-29 Male	% Male	15-29 Female	% Female	15-29 Total	%
Legislators, Senior Officials, Managers	58	0.2%	26	0.1%	84	0.3%
Professionals	612	2.4%	707	2.8%	1,319	5.2%
Technicians and Associate Professionals	198	0.8%	143	0.6%	341	1.3%
Clerks	582	2.3%	812	3.2%	1,394	5.5%
Service Workers and Shop & Market Sales Workers	583	2.3%	708	2.8%	1,291	5.1%
Skilled Agricultural & Fisheries Workers	12,972	51.1%	4,776	18.8%	17,748	69.9%
Craft and Related Trades Workers	1,124	4.4%	174	0.7%	1,298	5.1%
Plant and Machine Operators and Assemblers	565	2.2%	45	0.2%	610	2.4%
Elementary Occupations	778	3.1%	467	1.8%	1,245	4.9%
Not Stated	27	0.1%	30	0.1%	57	0.2%
TOTALS	17,499		7,888		25,387	100.0%

Table 1.4-3: Persons 10-29 years by Type of Main Daily Activity and Gender

MAIN DAILY ACTIVITY	10-29 Male	%	10-29 Female	%	10-29 Total	%
Full-time paid employment	4,052	12.7%	3,116	10.9%	7,168	11.9%
Part-time paid employment	136	0.4%	34	0.1%	170	0.3%
Self-employed	194	0.6%	50	0.2%	244	0.4%
Farmers/Planters/Fishermen	7,671	24.1%	94	0.3%	7,765	12.9%
Domestic Duties	5,038	15.8%	11,982	41.9%	17,020	28.2%
Full-time Student	14,700	46.2%	13,316	46.6%	28,016	46.4%
TOTAL	31,791	53%	28,592	47%	60,383	



Table 1.6-2 1999 Enrolment Data

Level	Male	Female
Year 8	2,211	2,106
Year 9	1,752	1,647
Year 10	1,528	1,546
Year 11	1,488	1,492
Year 12	1,127	1,355
Year 13	603	690
Total	8,709	8,836

Table 1.6-3: Level of Educational Attainment for Population 15 years and Over as recorded in 1999 Demographic and Health Survey

Educational Attainment	Males	%	Females	%
Primary	2461	28.3%	1944	24.1%
Secondary	6031	69.3%	5929	73.4%
Never Attended School	171	2.0%	177	2.2%
Not stated	46	0.5%	30	0.4%
Population 15 years and over	8709		8080	

Table 1.6-4: Population 15 years and over who received Further Training (1999 DHS)

Further Training	Males	%	Females	%
Teacher Training	181	13.9%	292	26.2%
Nursing School	17	1.3%	107	9.6%
Polytechnic	374	28.8%	119	10.7%
Theological College	204	15.7%	103	9.2%
University	301	23.2%	319	28.6%
Others	140	10.8%	132	11.8%
Combination	49	3.8%	22	2.0%
Not Stated	32	2.5%	21	1.9%
Total receiving further training	1298	14.9%	1115	13.8%
Population 15 years and over	8709		8080	

Table 1.6-5: Public Service Commission Employment Data (February 2000)

Salary Range	Female	Male	Total
< \$5,000	175	80	255
\$5,000 - \$9,999	325	209	534
\$10,000 - \$14,999	77	55	132
\$15,000 - \$19,999	30	8	38
\$20,000 +	7	12	19
Total Youth Employed	614	364	978
18-29 years Male - Female %	63%	37%	
Youth employed in Public Sector (%)	29%	30%	29%
Highest Youth Salary	\$7,395	\$33,505	
Median Salary	\$6,668	\$7,395	
Average Youth Salaries	\$7,224	\$7,609	
Total Employed 30+ Employees	1506	866	2372
30+ years Male-Female %	63%	37%	
Average Annual Salary (30+ years)	\$10,179	\$18,305	
Total Number Employed	2120	1230	3350
Total Male-Female %	63%	37%	
Average Annual Salary (All)	\$9,323.48	\$15,139.42	

Table 1.8-2 Youth (12-29 years) Suicide Attempts and Deaths by Method:1988-99

Cause	No.	% of Success			
		% Died	Deaths	Rate	
Paraquat	195	67%	105	66%	54%
Hanging	39	13%	33	21%	85%
Gunshot	19	6%	16	10%	84%
Knife	6	2%	2	1%	33%
Electrocution	1	0.3%	1	1%	100%
Drug Overdose	7	2.4%	1	1%	14%
Other	26	9%	0	0%	0%
Total	293		158	54%	

Table 1.8-3: Villages with 5 or more Youth Suicides, 1988-April 2000: Total Suicides, Average Age, Youth %, and Sex

Village	Total Suicides	Average Age	Youth Suicides	Youth %		Male		Female	
				%	Youth	%	Youth	%	Youth
Saleimoa	14	23	13	93%	8	62%	5	38%	
Leauvaa	15	23	13	87%	8	62%	5	38%	
Fasitoota	14	25	10	71%	5	50%	5	50%	
Leulumoega	10	26	8	80%	5	63%	3	38%	
Faleasiu	11	28	8	73%	6	75%	2	25%	
Vaivase	8	20	7	88%	5	71%	2	29%	
Falefa	7	24	7	100%	3	43%	4	57%	
Lefaga	8	27	7	88%	4	57%	3	43%	
Lotofaga	13	27	7	54%	6	86%	1	14%	
Matatufu	6	21	6	100%	6	100%	0	0%	
Maagiagi	7	23	6	86%	2	33%	4	67%	
Alafua	7	26	6	86%	1	17%	5	83%	
Siusega	6	19	5	83%	2	40%	3	60%	
Solosolo	6	23	5	83%	2	40%	3	60%	
Manono	6	27	5	83%	4	80%	1	20%	
Vaitele	8	28	5	63%	1	20%	4	80%	

SOURCE: Tupua Tamasese Meaole Hospital Medical Records

Table 1.8-4: Young Persons Sentenced to Prison by Offence and Year (1995-1998)

Offence	1995	1996	1997	1998	Total	%
Theft/Burglary	10	9	8	7	34	54%
Drugs	2	3	2	5	12	19%
Sex-related offences	4	2	1	2	9	14%
Physical violence	3	0	1	1	5	8%
Negligent Driving	0	1	0	0	1	2%
Other	2	0	0	0	2	3%
Total	21	15	12	15	63	

Table 1.8-5: Youth who had tried smoking, alcohol or spirits and marijuana, by broad age groups and gender

RISK BEHAVIOUR	10-19			20-29		
	Male	Female		Male	Female	
Had tried smoking:	29%	21%	14%	71%	68%	45%
Had tried beer or spirits:	23%	15%	9%	77%	67%	35%
Had tried marijuana:	18%	9%	2%	82%	28%	5%

Table 1.8-6: 10-19 year old youth who had tried smoking, alcohol or spirits and marijuana, by broad occupation and gender

Of those trying (10-19 years)	Fulltime students			Fulltime employed			Neither		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Cigarette smoking	61%	37%	24%	13%	9%	4%	26%	17%	9%
Beer or spirits	61%	37%	24%	15%	11%	4%	24%	16%	8%
Marijuana	42%	32%	10%	19%	17%	1.4%	39%	34%	5%

Level	Male	%	Female	%	Total	%
Y8 to Y9	2,587	15.8%	1,904	11.6%	4,491	27.4%
Y9 to Y10	805	4.9%	844	5.2%	1,649	10.1%
Y10 to Y11	42	0.3%	177	1.1%	219	1.3%
Y11 to Y12	2,422	14.8%	2,203	13.4%	4,625	28.2%
Y12 to Y13	2,612	15.9%	2,786	17.0%	5,398	33.0%
Total Drop-Outs	8,468	52%	7,914	48%	16,382	

Table 1.8-7: Estimated School Drop-Outs by Level for 1995-99

Table 1.8-8: Student drop-outs at the end of Year 8 for Government schools by district (1998-1999)

District	Enrolled in Year 8 in 1998			Enrolled in Year 9 in 1999			% dropping out		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Sagaga	117	95	212	21	20	41	82.1%	78.9%	80.7%
Faleata	175	166	341	52	38	90	70.3%	77.1%	73.6%
Palauli	163	144	307	52	36	88	68.1%	75.0%	71.3%
Aana #1	132	106	238	51	37	88	61.4%	65.1%	63.0%
Fagaloa	13	15	28	4	7	11	69.2%	53.3%	60.7%
Faasaleleaga #1	113	88	201	50	30	80	55.8%	65.9%	60.2%
Itu o Tane #2	70	60	130	35	26	61	50.0%	56.7%	53.1%

Region	Yes	%	No	Total
Apia Urban Area	269	6%	4,196	4,465
Northwest Upolu	418	7%	5,256	5,674
Rest of Upolu	344	6%	5,706	6,050
Savaii	374	6%	5,632	6,006
Total for Samoa	1,405	6%	20,790	22,195

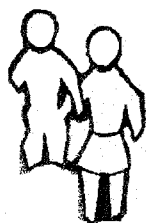
Table 1.8-9: Percentage of Households, by Region, with Physically/Mentally Disabled Persons (1991)

Table 2.1-4: Number of those who have never been married (15-49 years) by whether or not they have ever had sexual intercourse (1999 DHS).

Never married population who:	All Age Groups				15-19 years				20-24 years				25-29 years			
	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%
Have had sexual intercourse	947	27%	396	18%	82	6%	57	5%	329	32%	117	22%	294	55%	111	44%
Have not had sexual intercourse	2436	70%	1709	79%	1364	92%	1056	93%	671	65%	407	75%	224	42%	138	54%
Not Stated	110	3%	61	3%	34	2%	21	2%	40	4%	18	3%	21	4%	6	2%
Total	3493		2166		1480		1134		1040		542		539		255	

Table 2.2-1: The Formal Education System (1999)

Number of Schools	Govt.	Non-Govt	LEVEL	Teachers	Pupils	P.T. Ratio
159 Primary	141	18	Years 1-8	1,436	35,790	25
24 Junior Secondary	21	3	Years 9-11	318	5,614	18
21 Senior Secondary	4	17	Years 9-13	457	7,614	17



**Either University  
Preparatory Year  
(if selected)**

*Or directly to other  
tertiary or vocational  
institutions, including  
overseas options,  
whether privately or  
under one of several  
scholarship schemes.*

### **Tertiary Institutions:**

*The National University of Samoa  
(includes Teaching and Nursing)  
The University of the South Pacific  
(Campus and Extension Centre)  
The Samoa Polytechnic (includes Marine Training)*

### **Main Technical and Technological Education:**

*Don Bosco Technical Centre  
Eurphraise Barber  
Methodist Technical & Creative Centre  
Leulumoega Fou School of Fine Arts*

### **Special Needs Education:**

*Loto Taumafai (for physically disabled)  
Fia Malamalama (for intellectually handicapped)  
Senese (integrating learning-impaired & normal)*

Table 2.2-2: Selected School Fees for 2000 (full year unless stated otherwise)

	<u>PRIMARY</u>	<u>SECONDARY</u>
<b><u>State Schools:</u></b>		
Community-administered	\$30.00 <sup>1</sup>	-
Vaipouli College	N/A	\$160-\$200
Samoa College	N/A	\$200-\$240
Avele College	N/A	\$200-\$240
Leifiifi College	N/A	\$200-\$240
<b><u>Mission Schools:</u></b>		
Methodist Schools	\$55.00-\$165.00	\$190-\$320
LDS	\$40.00-\$70.00	\$88-\$214
Catholic	\$60.00	\$400-\$520 <sup>2</sup>
<b><u>Independent Schools:</u></b>		
Vaiala Beach School	\$2,400 <sup>2</sup>	N/A
RLS School	\$2,524 <sup>3</sup>	\$2,756-\$3,084 <sup>3</sup>
<sup>1</sup> Most schools set fees less than \$10.00 per term		
<sup>2</sup> Based on Term One fees multiplied by four terms (excludes book fees)		
<sup>3</sup> Does not include building fund which is a once only \$400.00 per family		

Table 2.2-3: Average Transition Rate over the 1995-1999 period

Transition	%
Y8 to Y9	80
Y11 to Y12	71
Y12 to Y13	49
Y13 to UPY	17

Table 2.2-4: Estimated Direct Expenditure (1999-2000) at Government Colleges and Junior Secondary Schools

Colleges	Expenditure	Roll	\$/student
Vaipouli College	\$1,033,849	312	\$3,314
Samoa College	\$1,086,385	688	\$1,579
Avele College	\$849,316	643	\$1,321
Leifiifi College	\$635,508	1,433	\$443
All 21 Junior Secondary Schools	\$3,105,589	4506	\$689
Total for 4 Colleges	\$3,605,058	3,076	\$1,172

Table 2.3-1: Workers and Average Weekly Wage in the Public and Private Sectors by Gender (1998 Labour Market Demand Survey)

EMPLOYMENT SECTOR	Male	Female	Total Number of Workers	Average Weekly Wage
Public Sector				
Permanent (salaried)	2,012	2,269	4,281	\$219.11
Temporary (casual)	947	467	1,414	\$121.68
Total	2,959	2,736	5,695	\$194.92
Private Sector (includes Statutory Corporations)	6,495	4,217	10,712	\$167.05
TOTAL EMPLOYEES	9,454	6,953	16,407	\$176.72

Table 2.3-2: Total Employed Persons Contributing to the NPF by Industry (1994-1999)

Industry	1994	%	1995	%	1996	%	1997	%	1998	%	1999	%	Average
Public administration	8,980	43%	9,046	41%	9,031	37%	8,970	38%	9,016	40%	9,205	40%	9,041 39%
Other manufacturing	2,270	11%	2,625	12%	4,040	16%	3,421	14%	2,348	10%	2,365	10%	2,845 12%
Transport/communication	1,715	8%	1,585	7%	1,600	7%	1,720	7%	1,794	8%	1,884	8%	1,716 7%
Other services	826	4%	1,200	5%	1,293	5%	1,439	6%	1,463	6%	1,361	6%	1,264 6%
Education	1,134	5%	1,172	5%	1,194	5%	1,234	5%	1,320	6%	1,341	6%	1,233 5%
Commerce	963	5%	971	4%	1,029	4%	1,168	5%	1,213	5%	1,216	5%	1,093 5%
Accommodation/restaurants	757	4%	817	4%	1,007	4%	924	4%	1,041	5%	1,121	5%	944 4%
Finance and business services	862	4%	865	4%	922	4%	947	4%	1,016	4%	1,059	5%	945 4%
Agriculture and fishing	1,244	6%	1,142	5%	1,170	5%	1,115	5%	1,075	5%	1,016	4%	1,127 5%
Food manufacturing	541	3%	602	3%	625	3%	641	3%	712	3%	762	3%	647 3%
Personal services	524	2%	473	2%	451	2%	471	2%	514	2%	605	3%	506 2%
Construction	911	4%	869	4%	1,091	4%	1,166	5%	634	3%	588	3%	876 4%
Electricity and water	387	2%	838	4%	1,135	5%	626	3%	533	2%	488	2%	668 3%
All industries	21,114		22,206		24,588		23,843		22,678		23,009		22,906

Table 2.3-3: Youth (10-29 years) by full-time activity and sex

Full-time Activity	Male	%	Female	%	Total	%
Full-time paid employment	1,954	29%	1,384	22%	3,338	26%
Full-time student	3,356	50%	3,197	51%	6,553	50%
"Neither"	1,402	21%	1,601	26%	3,003	23%
Disabled	49	1%	34	1%	83	1%
Total	6,761		6,216		12,977	

SOURCE: 1994

Crimes	1995	1996	1997	1998	Total	%
Male (16-29)	72	57	40	60	229	56%
Female (16-29)	4	2	2	2	10	2%
Youth (16-29)	76	59	42	62	239	59%
Male 30+	70	29	26	39	164	40%
Female 30+	1	2	0	0	3	1%
Adults 30+	71	31	26	39	167	41%
Total	147	90	68	101	406	100%

Table 2.4-1: Persons Sentenced to Prison (1995-1998) by broad Age Group and Gender



Table 2.4-2: Persons Placed under Probation (1995-1998) by broad Age Group and Gender

Crimes	1995	1996	1997	1998	Total	%
Male (16-29)	13	36	31	67	147	83%
Female (16-29)	3	4	1	6	14	8%
Youth (16-29)	16	40	32	73	161	90%
Male 30+	1	5	4	6	16	9%
Female 30+	1	0	0	0	1	1%
Adults 30+	2	5	4	6	17	10%
Total	18	45	36	79	178	100%

Table 2.4-3: Persons Sentenced to Prison and Placed under Probation (1995-1998) by broad Age Group and Gender

Crimes	1995	1996	1997	1998	Total	%
Male (16-29)	85	93	71	127	376	64%
Female (16-29)	7	6	3	8	24	4%
Youth (16-29)	92	99	74	135	400	68%
Male 30+	71	34	30	45	180	31%
Female 30+	2	2	0	0	4	1%
Adults 30+	73	36	30	45	184	32%
Total	165	135	104	180	584	100%

Table 2.4-4: Persons Sentenced to Prison (1995-1998) by Address and Place of Offence

SOURCE: Justice Department	Address Given		Place of Offence	
		%		%
Savaii	28	12%	14	6%
Manono	3	1%	3	1%
Upolu	176	74%	190	79%
No Address given	32	13%	32	13%
Total Offences	239		239	

Table 2.6-1: Sporting Associations Registered with the Samoa Amateur Sports Federation and National Olympic Committee- 1998

1 Archery	10 Golf	19 Paralympics	28 Table Tennis
2 Athletics	11 Handball	20 Powerlifting	29 Tai Kwon Do
3 Badminton	12 Hockey	21 Rugby League	30 Touch Rugby
4 Baseball	13 Judo	22 Rugby Union	31 Triathlon
5 Basketball	14 Kirikiti Samoa	23 SARFA (Australian Rules)	32 Volleyball
6 Body Building	15 Lawn Bowling	24 Shooting	33 Weightlifting
7 Boxing	16 Lawn Tennis	25 Soccer	34 Wrestling
8 Canoeing	17 Martial Arts	26 Softball	35 Yachting
9 Cycling	18 Netball	27 Squash	

Table 2.6-2: Sports Development Programmes by MYSCA in collaboration with the Samoa Sports Federation and National Olympic Committee (1996-7)

Sports Development Programmes (1996-1997)	
1	Fiafia Sports – Primary Schools Development
2	Diploma for Education in Physical Education – MYSCA/NUS
3	Rural Secondary Schools Sports Competitions
4	Community Programmes – Coaching Clinics
5	Willing and Able Sports – Handicapped Children
6	Olympic Solidarity Courses – Promotional Programmes for various Olympic Sports
7	Sports Club Support Programme
8	Sports Injuries Compensation Scheme
9	Sports Programme for the National Youth Week
10	Samoa Games
11	Financial Assistance for Touring Sports Teams
12	Hosting of International Championships
13	Organisation of Church Youth Groups Sporting Competitions
13	Preparation of Samoa's Paralympics Team