



# Summary Poverty Reduction and Social Analysis

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Project Number: 34285  
November 2005

## SAM: Education Sector Project II

## SUMMARY POVERTY REDUCTION AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

Sector identified as a national priority in the country poverty analysis? <b>Yes</b>	Is the sector identified as a national priority in country poverty partnership agreement? <b>Yes</b>
Contribution of sector/subsector to reduce poverty in the country:	
<p>Samoa does not have abject poverty, but pockets of poverty and poverty of opportunity exist, including lack of education and access to health services, lack of economic assets and employment opportunities, social exclusion, and political marginalization. Vulnerability is another major factor contributing to poverty. While the GER is quite high, net enrollment is only 69% at the primary level, and completion rates are low. Most people lack access to quality primary and secondary education, resulting in high repetition and dropout rates, making the system very inefficient. Even students who complete the full cycle of primary and secondary education often lack the skills required by the economy or for self-employment. Thus, dropouts and out-of-school youth continuously add to the ranks of the vulnerable, ultimately falling prey to social ills, exclusion and poverty.</p> <p>The Government's education policies and strategies for 1995–2005 focus on major education reforms, and these have successfully completed a number of activities. Enrollment rates in Samoa are very impressive compared to those in other Pacific countries. Still, the gains have not been equally shared. Poor students drop out without acquiring useful skills. The Project will address the gaps in the education sector by providing better school facilities, especially refurbishing primary schools and expanding the unified secondary education system in poor rural areas, renewing the primary curriculum, providing textbooks for secondary students, strengthening pre- and in-service teacher training programs, and improving the examination and assessment system. The Project will address factors that contribute to dropping out and inefficiency.</p>	

### B. Poverty Analysis

#### Poverty Classification: General Intervention

Unemployment and absence and/or lack of appropriate schooling in rural and urban communities are cited as two major causes of hardship among youth. There is perceived to be an emerging trend of increased dropout rates among youth in both rural and urban areas resulting in an increasing number of unemployed youth with little prospect of securing good paying jobs. In rural areas, migration of the young population to the urban areas has left large tracts of plantation lands idle. Rural children have generally more limited access to secondary education. Only 22% of the population is concentrated in urban Apia, and the majority (48%) of the population lives in predominantly rural areas (NW Upolu and Savai'i).<sup>1</sup> Eighteen of the 46 secondary schools are based in Apia with eight located in NW Upolu. The Apia schools tend to be much larger than the others, and quality offered considered at much higher level. Therefore, there is a high demand for schooling in Apia and as a result schools in Apia are larger. Schools in rural areas often operate from low quality facilities and learning inputs, which create considerable inequity in the access to secondary education among the disadvantaged group. The Project will improve access to quality secondary education by improving school environment with better classrooms and facilities, equipment and trained teachers.

The emerging pattern is dissatisfaction of communities with the poor *state of health facilities and services* as well as the state of most *school facilities* in Upolu. The lack of market opportunities for agricultural produce and *communication facilities* were the primary source of dissatisfaction for communities consulted in Savai'i. Overall, the perceived lack of infrastructure/services and/or its poor quality, has significantly contributed to hardship in the communities. Lack of commitment to customer service by government departments was perceived to be a primary reason for the non-delivery and/or deterioration in the quality of needed services and existing facilities.

Consultations identified the following community priorities to address causes of hardship in society: (i) reduction of cost of living; (ii) accessibility of loan assistance; (iii) support for agriculture development; (iv) provision of services and infrastructure especially education; and (v) access to housing assistance. In addition, the following capacity building needs were identified to strengthen community efforts in addressing hardship in the community: (i) improving business skills; (ii) cattle farming skills; (iii) fund raising; (iv) safe drinking water; (v) school improvement activities; (vi) nutrition education; (vii) road maintenance; (viii) computer literacy; and (ix) management skills for village councils.

The Project would improve the delivery of education services and improve the negotiation power of the graduates. Knowledge on school improvement activities were identified as necessary to improve quality of education for village children while improved knowledge on nutrition will promote overall health standards for families in the villages. Knowledge in use of computers will facilitate access to unlimited opportunities provided by information technology. The primary beneficiaries will be children from rural and economically disadvantaged households. It is estimated that just on one-fifth (20.3%) of all households had per capita expenditure below the Basic Needs Poverty (BNPL). ADB will support the renovation and equipping of secondary schools in rural and disadvantaged areas, and ensure that an additional teacher is provided with incentive for the teacher to continue working in rural areas by providing housing. All the Project

<sup>1</sup> D. Abbott. *Discussion Papers, Poverty and Hardship Assessment*, ADB TA 6002-REG: National Poverty Reduction Strategies for PDMCs, September 2002.

supported schools will be provided with the similar learning environment as national standard.

**C. Participation Process**

Participation strategy required: **Yes**

The Project design was based on broader stakeholders' participation, including key policy makers, in the national, district and village levels. Consultations through focus group meetings and workshops were conducted with different education and training agencies, local leaders, civil society, communities and nongovernmental organizations (NGOs). Besides workshops to discuss the issues, timely consultations with government staff were held during the technical assistance (TA). Schoolteachers, principals, parents and students were consulted during TA implementation. The timing, venue and method of organizing public consultation were arranged so that disadvantaged groups can attend and have a chance to speak out. Special attention was paid to consultation with local people about the selection of school sites and of beneficiaries.

The full participation of project beneficiaries and stakeholders in the whole project cycle started with the project design stage and will continue throughout project implementation, monitoring and evaluation. Special measures will ensure the participation of females and local communities in project design implementation, monitoring and evaluation. The public awareness campaign will support the successful implementation of new curriculum and learning assessment systems, participation for demand generation, as well as village community involvement in monitoring the upgrading of school facilities and support through counterpart funding.

**D. Gender Development**

Strategy to maximize Impact on Woman: There are no gender disparities in access to education in Samoa. In fact, more girls enroll in secondary schools than boys. The majority teachers are female. However, to empower the parents, especially mothers in making decision on their children's education and demand quality education, it is planned that mothers will be included in the school committees. In addition, awareness raising activities under the Project will include mothers and female members of the extended family to understand the value of education and enable them to demand quality education for their children.

Has an output been prepared? No.

**E. Potential Issues**

Subject	Significant, Not Significant, Uncertain, None	Strategy to Address Issues	Plan Required
Resettlement	No Resettlement is anticipated.	The Project will only involve rehabilitation of the existing school facilities. Land acquisition and involuntary resettlement is not required. Therefore the resettlement plan is not necessary.	None
Affordability	Significant.	Disadvantaged people suffer from poverty of opportunity—lack of access to jobs, education and health services. Those who do not have jobs, skills or cash suffer. The direct and indirect costs of education may become more unaffordable for these disadvantaged groups, especially for secondary education. The increasing dropout rates in recent years may be indicative of high fees and other costs. The Project will improve access to quality education particularly for poor students.	Yes
Labor	Not significant. The Project will not require any staff reduction, but will provide pre- and in-service teacher training.	The Project will support development and implementation of a new curriculum, assessment system, learning materials, and in-service teacher training. These interventions are oriented to enhance skills required for employment in the formal labor market, and expected to improve employment opportunities of school graduates.	No
Indigenous Peoples	None.	The Project is targeted to improve the access to, quality and efficiency of education of disadvantaged group. It will address the language of instruction issue to improve learning outcomes of the disadvantaged students in the remote villages.	No
Other Risks and/or Vulnerabilities	Not Significant.	No issues are expected.	