SAMOA QUALIFICATIONS AUTHORITY

2020

POST SCHOOL EDUCATION AND TRAINING CAREER VISIT REPORT

CAREER ADVISORY SERVICES

PSET CAREER VISITS IN UPOLU AND SAVAI'I

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LIST OF ACRONYMS

APTC	Australia Pacific Technical Coalition
CAS	Career Advisory Service
CCCSVS	Congregational Christian Church of Samoa Vocational School
CV	Curriculum Vitae
DBTC	Don Bosco Technical Centre
IAP	Industry Advisory Panel
LDS	Latter Day Saints
MESC	Ministry of Education Sports and Culture
MTCCLOP	Methodist Technical and Creative Centre Laumua o Punaoa
NCD	National Career Day
NCS	National Competency Standards
NUS	National University of Samoa
PSET	Post School Education and Training
SOE	State of Emergency
SQA	Samoa Qualifications Authority
SWA	Samoa Water Authority
TI	Tesese Institute
TVET	Technical and Vocational Education and Training
VTVETI	Vaiola Technical and Vocational Education and Training Institute

INTRODUCTION

The Samoa Qualifications Authority (SQA) is mandated by its SQA Act 2010 to ***promote links and learning pathways between the school sector and the Post School Education and Training (PSET) sector, and offer career advisory services.***

The SQA's Career Advisory Services (CAS) was established in 2012 with the aim to increase access to learning and employment opportunities, through the provision of relevant information and advice, on possible learning and career pathways, to help individuals accomplish their career goals.

In the past seven years, the SQA CAS team has been working collaboratively with its stakeholders in the provision of its services through its mandated activities. One of the CAS activities is its annual school visits to all secondary schools in both Upolu and Savaii which aims at providing a useful platform to provide students with essential information on career and learning pathways.

The continuation of these school visits has become an important activity for the CAS annual priority and development. However, due to the Measles epidemic that affected the schools' normal programs in 2019, the Ministry of Education Sports and Culture (MESC) has imposed cancellation on the SQA career visits for all secondary schools for the year 2020.

Given the importance of this service to all learners in Samoa, the CAS was determined to seek opportunities to continue its outreach programs. The cancellation of the career visits for secondary schools was unfortunate; however, it opened an opportunity to expand the career visits program at a larger scale, to include PSET learners.

The 2020 career visit was then organized to target the students at PSET level education, a newly developed initiative for the CAS.

This report provides information obtained through the provision of career guidance information during the 2020 career visit for PSET learners. Furthermore, this report pays particular attention to the responses from the participants to the significance of the career visit, let alone achieving the objectives of this activity.

OBJECTIVES

Five PSET providers were targeted to implement this new activity. The visit was conducted in two phases and the objectives of each phase are as follows.

Phase 01: Consultation with Management of PSET Providers

The main objective of the consultations is to inform the PSET providers of the CAS's planned activities as well as gathering the necessary career guidance information needed by the PSET students. Furthermore, phase 01 aims at developing a mutual understanding between the two parties on areas where CAS can assist PSET learners without duplicating any career advisory roles that are already being practiced by the trainers.

Phase 02: Career visit for PSET learners

The information gathered from the consultations in Phase 01 is used to prepare all relevant resources for PSET learners. The main objectives of the second phase of this career visit are to provide information and increase students awareness on:

- Links between the programmes offered in PSET providers and future career
- Potential employers for employment
- Employability skills and their importance for employment
- Opportunities for learning sponsorships and scholarships
- Opportunities for further education in other PSET providers in Samoa
- Demanding skills within the work force

Overall, the career visit for PSET learners aims to enhance students understanding of the SQA key roles in ensuring quality education for all learners as well as successful employment for graduates in the workforce.

PHASE 01: CONSULTATIONS WITH PSET PROVIDERS

The consultations with the five PSET providers were conducted from Wednesday 27th May 2020 – Friday 29th May 2020. The five PSET providers included were:

1. Don Bosco Technical Centre – Alafua
2. Methodist Technical and Creative Centre Laumua o Punaoa – Faleula
3. Tesese Institute – Lalovaea
4. Congregational Christian Church of Samoa Vocational School – Salelologa
5. Vaiola Technical and Vocational Education and Training Institute – Fusi

Three members[1] from each of the five PSET providers were consulted in the visit. These members included the institute principal, a senior trainer and an administration officer. The consultation questions were designed according to the following key areas, in order to achieve the objectives of this activity;

1. Existing career advisory roles within the institutes
2. Links between the PSET providers and employers
3. Impacts of COVID19 to the operation of the institute
4. Career development issues with students
5. Recommended assistance needed from CAS

The following section presents the findings of the consultations with the PSET providers. The information collected is categorized under the five key areas aforementioned.

1. Existing Career Advisory Roles

The participants from each PSET provider highly appreciated the SQA's CAS and the initiative to render their support to the PSET providers in terms of providing career advisory services for the students. Others specified that they were not aware of a well-established team of career advisors at SQA, further implying that the services will be of great benefit for both learners and staff members of the Institutes. From the five PSET providers consulted, LDS (Vaiola) was the only Institute (though not a stand-alone TVET institute) that employed a career counselor. The counselor gathers career related information from various employers, and disseminates them to the learners. The counselor conducts short presentations in classes on career opportunities, and supervises the students when participating in the national career events such as the SQA National Career Day (NCD) held each year.

According to the participants, the counseling roles are not performed by a specific or a certain employee. Each trainer is responsible for assisting their students with information that help build their students career pathways. They also provide information on further learning opportunities offered by other PSET providers. Other career readiness information such as compilation of application letters and CV structuring are all covered in their communication courses'.

[1] Annex 01: List of Participants of the PSET providers career consultations

The participants from Don Bosco Technical Centre (DBTC) shared information about their leadership team consisting of the principal, priest, coordinator, secretary and elected staff member(s). These affiliates are responsible for providing academic and social support services to the students. During enrolment, all programmes offered at DBTC are given to the interested learners for their study options. Diagnostic tests are also conducted to ensure that students are choosing the pathways most suitable for them. The Basic Trades Skills programme for first year students also plays a vital role in familiarizing the students on the different trades before pursuing their chosen fields in the second year. The principal also commented that the staff is planning to invite DBTC graduates with successful and secured employment to conduct awareness programs for current enrolled students. This initiative aims to promote students active participation in their current trade areas. It also serves to inspire the younger generation to continue their education in order to achieve their career goals.

On the contrary, Methodist Technical and Creative Centre Laumua o Punaoa (MTCCLOP) participants commented, that they do not conduct any thorough assessment on the learners when applying to enroll in one of their programmes. There are only two years to be completed at MTCCLOP, and students are encouraged to choose the trade areas they are most interested in during enrolment. There have been issues with students changing their programmes throughout their studies. The Institute has imposed schemes to restrict students from changing their programmes after three weeks of enrolment. The Institute also hosts display events of their students' projects where secondary school students are invited to attend. It is through these display events that the students begin to draw interest in enrolling in the various programmes offered at their Institute.

The Congregational Christian Church of Samoa Vocational School (CCCSVS) participants shared their concerns on the slow developments due to long chains of commands at the administration level of the church. This has greatly impacted the career development of learners due to the lack of teaching resources especially for the practical components. The teachers provide informal counseling when students face social difficulties such as regular absenteeism. Likewise with MTCCLOP, students select their trade before they apply to a programme with the help of the teachers. Counseling revolves around simple and concise instructions during classes. Career guidance information that is mostly shared with students focuses on what to expect within the workforce.

The participants from Tesese Institute (TI) spoke highly on the significance of career counseling for students. They complimented the increased awareness of the students are due to their participation in SQA CAS's activities such as the school visits and NCD. According to the institute's principal, August Hansel, "counseling is an important role for all teachers at TI and it is something that they love to do". The staffs has experienced and dealt with students with societal problems and is impacting their life choices in achieving their career aspirations. There are so many factors that can affect a student's career choice and it is why career

advisory/counseling is important to ensure that support is rendered to the students to achieve their career goals.

2. PSET provider links with Employers

All consulted participants from the PSET providers shared information on their links with employers for the work experience programs offered for students. However, LDS (Vaiola) is not a stand-alone TVET Institute and they do not engage their students in work experience programs. This might be due to the impacts that will impose on other school curricula, and most of all, the school operates under the MESC. The career counselor is solely responsible for gathering career guidance information and simplifying them for the learners.

DBTC and MTCCLOP organize work experience programs for their final year students which are usually conducted at the end of the school year. This work experience programs is normally six weeks for DBTC and five weeks for MTCCLOP. The trainers are also engaged in workplace attachment opportunities to upgrade their skills and knowledge on areas that are taught within the institutes. The principal of MTCCLOP, Rev. Selau Asiata spoke about a special award for the top student in the Plumbing area, where the student will work as an intern for six months. This award is enabled through established links between MTCCLOP and the Samoa Water Authority (SWA). Mane Sua, principal of DBTC also shared information on the immense assistance that is provided by their Industry Advisory Panel (IAP). Invaluable feedback from members of the IAP focuses mainly on the quality of graduates from the Institute and the developments of courses to meet the skills that are needed in the workforce.

Learners of TI also engage in workplace experience programs organized by the Institute through collaborative partnerships with various employers of which their graduates are successfully employed with. The area of administration is a broad area and the trainers encourage the students to never give up on finding employment after completing their studies.

CCCSVS participants raised concerns on the limited employment and relevant work experience opportunities available for students in Savaii thus expensive to travel for companies in Upolu. Charlie Banse, a trainer for the Automotive Engineering area, stated that they have recently established links with ASCO Motors for work experience program for their students. The Institute is also moving in to initiating links with other well equipped companies such as Hyundai. The participants indicated that it is a challenge for their mechanic students to serve their work experience in various companies in Savaii due to the lack of proper facilities and equipment for learning as stipulated in the SQA NCSs that are offered at the Institute.

3. Impacts of COVID19 to the operation of the institute

All the consulted participants explained the various challenges they faced during the State of Emergency (SOE) which caused all schools in the country to go into lockdown for six weeks. Participants from DBTC, MTCCLOP, CCCSVS and TI stated that a number of their students lost interest and dropped out of school. The staff was unprepared for this kind of situation and it was difficult to prepare learning resources for the students given the competency-based nature of TVET where practical work is most significant. CCCSVS claimed that all their practical lessons were put on hold which imposed a huge delay in delivering the syllabus. Online learning is not available for students in Savaii and it was difficult for students to adapt to independent learning. MTCCLOP claimed that social media sites such as Facebook were the means of communication they had to connect with their students. The students who still returned to school found it difficult and very challenging to catch up with all their missed classes. The COVID-19 lockdown has greatly impacted the smooth running of the Institutes as well as the student's education.

On the contrary, VTVETI participants stated that all staff members were well prepared for the lockdown. The advantages of social media for regular contacts and the resources have always been made available in case of such circumstances which was helpful to teachers and students. The teaching and learning materials were posted on Edmodo and students adapted well to the usage of such online applications for educational purposes.

4. Career Development Issues with Students

Ms. Grace Foo, secretary for DBTC commented that even though students learn about writing application letters and CV structuring in class, she noticed that there are quite a number of students who are still requesting for her assistance in these areas. The principal also voiced his concerns on some of their graduates who are now working in areas not related to their qualifications, further implying the significance of career advisory, to ensure that students are well-aware of their future options for employment, to ensure utilization of their skills and knowledge.

Iolamo Apulu, a senior trainer at MTCCLOP stated that trainers have the capabilities to assist students. However, with the additional work they are required to do in regards to other SQA priorities of programme accreditation, career counseling comes as an extra workload for the trainers. Furthermore, he is appreciative of the support that CAS provides in assisting the trainers in the provision of this invaluable information for the future of the learners. The principal added that there has been feedback from the employers on the student's lack of soft skills during the work experience program. The trainers strongly advise the students on the importance of soft skills, further requesting CAS assistance on providing an awareness program in this area.

Soseteni Lafao, Design Tech teacher at VTVETI, stated that information related to TVET careers is still lacking. Support is needed in establishing links between the school and employers relating the TVET areas. The principal also commented that there is a need to provide programs for students that focus on individual career development. There are very limited career options for students living on the big island. Some students end up unemployed after their studies. Therefore, students are advised to utilize their skills and knowledge to be self-employed and this is also the area where the emphasis is much needed from awareness programs.

Similar to VTVETI, CCCSVS shares the same view regarding opportunities for students in Savaii. The principal conveyed his concern on the students' choices of their study fields. He noticed that most students' choices are influenced by members of their families, churches and villages. These students are most likely to drop out of school or end up unemployed due to the fact that they studied in areas that are not in their best interests. The principal as well as the trainers who were consulted could not have agreed more on the significance of career advice or career counseling to ensure students are on the right path. Furthermore, students are encouraged to utilize their skills and knowledge gained from their studies to develop their own careers through self-employment.

TI participants claimed that the national career day hosted by CAS each year is an important day for their students and it is a must to participate in this event. It is the one day where students receive invaluable information from various employers to assist with their preparations for employment in the future. Although the provision of career counseling for students is an important responsibility shared among all the trainers, the participants admitted that the counselling role is an extra workload for them, especially having only four staff members with very tight schedules. Support is needed in the provision of information on potential employers for employment as well as skills that are most needed within the workforce.

5. Recommended Assistance Needed from CAS

All the participants that were consulted support the assistance of CAS through provision of relevant and updated career guidance information to assist their learners in fulfilling their career goals. The following are the specific career guidance information needed by PSET learners as identified by the participants of the consultations.

PSET Provider	Assistance Needed
DBTC	• Awareness program on employability skills • Information on other potential employers – e.g. employers other than SWA for the Plumbing field • Career assistance to be available online • Information on scholarship avenues • Funding of resources such as computers for students to access CAS online portal

	• Opportunities for workplace tours • Assistance with writing application letters and structuring CVs • Career assessments for students • Installation of a career corner for students
MTCCLOP	• Updated information on potential employers for graduates employment • Awareness program for their Institute to other secondary schools • Establish links between MTCCLOP and CAS through an online portal • Information on programmes and activities to be uploaded on the CAS online portal • Opportunities for workplace tours • CAS team to present information on learning and career pathways • Installation of a career corner for students
TI	• Career day for Tesese students • Installation of a career corner for students • Information on potential employers for employment opportunities
CCCSVS	• Information on sponsorship opportunities • Funding of students field trips to employers in Upolu • Provision of necessary information on learning pathways from TVET to higher education • Career assessments for students • Installation of a career corner for students • Assist in establishing links between the institute and other employers for students' experience programs • Develop links with NUS to accept students from CCCSVS for further education
VTVETI	• Work in partnership with the school career counselor in the provision of career guidance information needed by students • Awareness programs needed from other organisations • Awareness programs specifically for self-employment • Provision of information on scholarship avenues • Create a link between VTVETI and the CAS online portal • Installation of career corner for students

PHASE 02: CAREER VISIT FOR PSET LEARNERS

This is the first career visit to learners at PSET level to be conducted since the establishment of SQA's CAS. The information provided to the students focused mainly on the areas identified by the PSET providers' representatives who were consulted in phase 01. Despite CAS team's willingness to conduct career visit for learners of all five PSET providers consulted in phase 01, only three PSET providers (DBTC, MTCCLOP and CCCSVS) accepted the visit program. A total of 185 students participated in this year's career visit as presented in the figure below. Note: the 34 unknown, gender not mentioned by students.

Figure 1: Number of students covered in the PSET career visit 2020

TI requested only for the installation of the career corner. A career visit was not viable due to the tight schedules and limited number of staff members. The program for VTVETI was also canceled due to restrictions from the MESC given the school is not a stand-alone TVET provider. The resources for the career corner were also provided for the school.

The career visit for PSET learners was organized in adherence with the COVID-19 SOE restrictions by the government. In this regard, the program was split into two sessions to which were conducted simultaneously as detailed below. The PSET learners were divided into smaller groups between the two sessions. The students were then rotated amongst the two sessions after.

In both sessions, students were first informed of the purpose and importance of the career visit at the introductory segments. Additionally, information on the functions of SQA and its career advisory roles was provided.

1. Career Learning Pathway Session

The presentation[2] has focused on 'Career Learning Pathways' with the ultimate objective of enabling students, for a smooth transition from one level of learning onto the next. It has also provided guidance for students to succeed in their education and become successful in getting employment in the future. The PSET concept was also introduced so that students understand the linkage of their institute to the overall PSET framework in Samoa. Key areas of the presentation focused on:

- Links between students' field of study and future career opportunities
- Further career learning pathways to other PSET providers in Samoa
- Programmes and courses offered by other PSET providers
- Scholarship opportunities
- Sources of financial support for future education

The concept of career was explained to ensure students thorough understanding of the term. Today, career is not about just getting a job. It is a combination of manifold roles and activities including learning, working and participating in roles and responsibilities underpinning many facets of life yielding satisfactory results and success in life. In this session, an illustrative image was used to inform students of the 3 optional career pathways they may consider. Upon successful completion of their current studies, students may either decide to further their studies, to get employment, or start their own business.

A diagnostic assessment was also carried out to gain information on students understanding of courses offered by other PSET providers. As gathered from this assessment, a majority of students showed fair knowledge as evident in their responses especially students in Upolu. Information on courses and programmes available on the selected PSETs websites were presented to assist students in making informed decisions on effective pathway to further education. Ideally, most students gained fair knowledge of learning opportunities available in other PSET providers especially those offered at NUS and APTC.

2. Career Employment Pathway Session

This session is a continuation of the presentations from session 1. The presentations[3] focused on preparing PSET learners for their transition from PSET to employment. Information provided pivoted the preparations of graduates for future employment. Key areas covered in the presentations include:

- Employability skills and its importance for employment
- Employers for future employment

[2] Annex 02: Copy of the Career Learning Pathway Session Presentation
[3] Annex 03: Copy of the Career Employment Pathway Session Presentation

- Application letter writing and format
- Structuring a CV
- Preparations for an interview
- SQA's career advisory role

The meaning and significance of employability skills was first explained to the students. Most of the students who participated in the career visit have never heard of such concept which adds to the value of conducting the career visit for PSET learners. A set of employability skills were thoroughly explained with demonstration from real life scenarios to ensure learners not only understand the concepts themselves, but are also able to relate to the information presented. Graphics were also added alongside the definitions to illustrate each concept. The students were also informed that employability skills are the most needed skills that are needed by employers as observed in various surveys conducted by SQA as well as employers' presentations in other SQA functions such as the PSET Annual Conference.

Furthermore, as requested by representatives of PSET providers who were consulted in phase 1, additional information on writing application letters and structuring CVs were also included in the presentations. Templates for writing application letters[4] and structuring curriculum vitae[5] were given out and explained to the students, to assist and guide them when applying for a job. Additionally, students were informed of the various documentations that they would need to be aware of when applying for a job. Each document was explained thoroughly for students understanding. These documents include:

- Job application form
- Job description
- Selection criteria
- Application letter
- Curriculum vitae
- References
- Copies of qualifications
- Police report

During the discussions, most students pointed out that finding employment that is related to their qualifications is challenging, especially in the TVET area. A list of employers where TVET graduates are employed in was also presented. This list was extracted from the data that was gathered for the SQA Tracer Survey that was conducted in 2015 and 2016 as well as the SQA survey of employers in 2015.

[4] Annex 04: Template for Application letter
[5] Annex 05: Template for CV

The session concluded with a few career activities that reiterate the importance of employability skills and complete understanding of aspects to prepare for when finding employment in the future. Lastly, a word of encouragement was given to students to motivate them into completing their studies. Students were also informed that SQA's CAS is always available to assist them in their career journeys if help is needed.

3. Career Visit Evaluation Findings

An evaluation form[6] was given out to the students to gather their feedbacks on the effects of the career visit using Likert scale questions. It was designed according to the objectives of the program and the feedbacks from the students will determine the successful achievement of these objectives. The Likert scale responses range from 1 – 4 (strongly disagree to strongly agree). The following table illustrates a summary of the mean and percentages of the responses from the students in each of the evaluation questions.

Table 1. Students' mean and percentage responses for each evaluation statement

Mean Responses from Students on Career Visit 2020				
		Question	**Mean**	**%**
career visit contents	1	The objectives of the career visit were clear	3.55	88.75
	2	The topics covered in the sessions were relevant to me and my life in school	3.55	88.75
	3	The career sessions were well organized and easy to follow	3.34	83.5
	4	The materials distributed were helpful	3.49	87.25
	5	The presentations were encouraging	3.31	82.75
	6	The time allotted for the sessions was sufficient	3.17	79.25
career learning pathway session	7	Links between my chosen study option and future career opportunities	3.35	83.75
	8	Further career learning pathways to other PSET Providers in Samoa	3.15	78.75
	9	Programmes and Courses offered by other PSET Providers in Samoa	3.26	81.5
	10	Scholarship opportunities	3.26	81.5
	11	Source of financial support for future education	3.14	78.5
career employment pathway session	12	Employability skills and its importance for employment	3.25	81.25
	13	Employment for future employment	3.24	81
	14	Filling out an application form	3.28	82
	15	Compiling an application letter	3.35	83.75
	16	Compiling a curriculum vitae or CV	3.23	80.75
	17	Preparations for an interview	3.4	85
	18	Samoa's labor market	2.99	74.75
	19	SQA's career advisory role	3.34	83.5

[6] Annex 6: Copy of the evaluation form

3.1 Evaluation of the career visit contents

As indicated in Table 1, students were asked in the first six questions of the evaluation form, to provide their feedbacks on the contents of the entire career visit program. The data shows that the mean of students' responses ranges from 3.17 – 3.55. This indicates that students responded positively and were satisfied with the contents of the career visit. The following figure is a graphical representation of the mean responses.

Figure 2: Students' responses to question 1

Figure 3: Students' responses to question 2

Figure 4: Students' responses to question 3

Figure 5: Students' responses to question 4

Figure 6: Students' responses to question 5

Figure 7: Students' responses to question 6

3.2 Evaluation of the career learning pathway session

Figure 8: Percentage of students' responses to question 7

Figure 9: Percentage of students' responses to question 8

Figure 10: Percentage of students' responses to question 9

Figure 11: Percentage of students' responses to question 10

Figure 12: Percentage of students' responses to question 11

High percentages of students have strongly agreed with the presented information as importance to their career choices. Students showed great interest in proceeding onto higher levels of education and attain higher qualification believing that it provide access to stable jobs and greater employment security. The analysis conducted also shows that students understood the programmes offered by other PSET providers and stair-casing their current study options to those programmes. Furthermore, a high number of 95 students understood information presented on the suitable types of scholarships for the TVET study options, the eligibility requirements and the application processes.

3.3 Evaluation of the career employment pathway session

Figure 13: Students' responses to question 12

Figure 14: Students' responses to question 13

Figure 15: Students' responses to question 14

Figure 16: Students' responses to question 15

Figure 17: Students' responses to question 16

Figure 18: Students' responses to question 17

Figure 19: Students' responses to question 18

Figure 20: Students' responses to question 19

As indicated in Figures 8 – 15, majority of the students who participated in the career visit found the information that was presented in the career employment pathway session very useful. A large number of students varying from 80 – 98, claimed thorough understanding on all relevant information that aimed at preparing them for employment which was the core objective of this session. Such information include employers for future employment, writing application letters, filling out an application form, writing their CVs and preparing for a job interview. This information was requested by the PSET principals who were consulted at the first phase of this activity and it is overwhelming to know how much the students valued the assistance provided. Additionally, a striking total of 106 students responded positively on the role of SQA in the provision of career advice further implying their anticipation in seeking career assistance from SQA.

3.4 Continuation of the career visit

The final questions of the evaluation form aimed at asking the students to state whether the career visit should continue based on all the information they have attained throughout the program. The data collected from the evaluation forms states that 126 out of 185 students agreed for the career visit to continue. The remaining 59 did not respond to the question as presented in Figure 16 below.

4. Recommendations

The following are the recommendations from students, based on ways to improve the career visit and other assistance needed from CAS.

- Need to extend the time spent in each session to allow for more discussions
- Need assistance with the availability of the internet in Savaii to connect with other PSET providers online
- More activities are needed in relation to career guidance and career readiness
- Invite representatives from various Trade Areas and employers for presentations

CONCLUSION

The SQA career visit is a newly established activity for the CAS. Its commencement this year was a success given the range of positive feedback from the students who participated as well as their requests for the continuation of this activity in the coming years.

The SQA expresses its gratitude to the principals and staff members of the five PSET providers who were consulted in phase one. Furthermore, appreciation is also articulated for allowing the first ever CAS visit for their PSET students. This has paved way to establish strong networks between CAS and PSET providers to ensure learners are assisted throughout their career journeys.

Moreover, the invaluable recommendations provided during the consultations and the career visit will be taken into consideration for further improvement of the SQA's CAS and its future activities.

APPENDIX

Annex 1: List of participants of the PSET providers career consultations

TVET Institute	Name	Designation
DBTC	Mane Su'a	Principal
	Tapua'ī Pili	Trainer
	Grace Foo	Secretary
MTCCLOP	Rev Selau Asiata	Principal
	Iolamo Apulu	Trainer
TI	August Hansel	Principal
	Sarona Atiai	Trainer
CCCSVS	Faigafou Amataga	Principal
	Charlie Banse	Trainer
	Soteria Kirifi Soloi	Trainer
VTVETI	Taleni Tufuga	Vice Principal
	Soseteni Lafao	Trainer

Annex 2: Career Learning Pathway Session Presentation

CAREER LEARNING
PATHWAY

OUTLINE
What is PSET
PSET in Samoa
What is Career
Levels of Career Learning Pathway
Qualification Ladder
Which pathway you will take
Scholarship opportunities/financial support

POST SCHOOL EDUCATION and TRAINING – PSET
(AOGA FA'AAUAU)

Post Secondary Education Training (PSET) –Aoga Faaauau
Learning after early childhood education, primary & secondary education.

PSET;-
Includes universities, Technical and Vocational Education (TVET), theological and in-service professional education.

POST SCHOOL EDUCATION and TRAINING IN SAMOA
PRIVATE
MISSION
PSET
GOVERNMENT
REGIONAL

GOVERNMENT PSET
National University of Samoa
Samoa Shipping Maritime Academy
MISSION PSET
Don Bosco Technical Centre
Laumua o Punaoa
Leulumoega Fou School of Fine Arts
Registered PSET in Samoa
PRIVATE PSET
Tesese Inst
Martin Hautis Ins
REGIONAL PSET
APTC
USP

CAREER

Life
A lifelong process of learning, work and life
What is Career?
Employment
Learning
CHOOSE THE RIGHT CAREER THAT YOU LIKE

LEVELS OF CAREER LEARNING PATHWAY
Level 1
Level 2
Level 3
Level 4
Early childhood education
Primary education
Secondary education
Tertiary education – TVET
T.Isara 8/21/2020

WHAT DO YOU WANT TO GET?
QUALIFICATIONS
Certificate
Diploma
Postgraduate
Master
PHD

WHAT DO YOU WANT TO DO NEXT?

INDUSTRY
HIGHER EDUCATION
GOVERNMENT
WORKING FOR YOURSELF
Start your own business?
Which pathway will you take?
Further education
Get a job?
T.Isara 8/21/2020

Further education
TVET
Technical and Vocational Education and Training

National University of Samoa
IA AO SAMOA

APTC
AUSTRALIA-PACIFIC TECHNICAL COLLEGE
CREATING SKILLS FOR LIFE
APTC SAMOA
https://www.aptc.edu.au/

REASON, RELIGION & LOVING KINDNESS
DON BOSCO
TECHNICAL CENTRE
Alafua Rd ALAFUA, Postal: Box 124 Apia, Samoa
Phone: (685) 24 637/Fax: (685) 21 768
http://www.donboscosamoa.org/centres/dsp-default.cfm?loadref=22
T.Isara 8/21/2020

METHODIST TECHNICAL & CREATIVE CENTER
FINAU I MEA SILI
Laumua o Punaoa
video-1592457742.mp4
Siva (2009)
LAUMUA O PUNA'OA
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Annex 3: Career Employment Pathway Session Presentation

WHICH CAREER IS SUITABLE FOR ME?
WHERE CAN I FIND A JOB RELEVANT TO MY QUALIFICATION?
WHICH COURSE/ PROGRAMME SHOULD I TAKE?
WHICH PATHWAY IS EASIER FOR ME?
WHERE CAN I FIND INFORMATION ABOUT EMPLOYERS?
HOW CAN I APPLY FOR A JOB?

WE CAN ASSIST YOU IN ACHIEVING YOUR CAREER GOALS

Employability Skills
Problem Solving
Punctuality
Patience
Adaptability
Confidence
Leadership
Oral Communication
Written Communication
Personality
Planning
Self-Sufficient
Organization
Team Work
Motivation
Computer Proficiency
Reliability
Successful Career

Problem Solving:
Clear understanding of problems and determining the most effective solutions.
HOW:
Undertake research assignments and projects
Participating in brainstorming sessions
Solving puzzles and playing games
Identify
Explore
Set goals
Look for alternative
Select the correct alternative
Implement
Evaluate
Problem Solving Process
Oral and Written Communication:
The most essential part of almost any job. It includes
Conveying your thoughts and ideas clearly to achieve outcomes
Listening to your coworkers instructions and ideas
Communicate with customers

HOW:
Communicating on social media
Improve on facial expressions and body language
Communicate professionally as frequently as possible (church, village, family)
Teamwork:
The ability to work harmoniously with other colleagues to achieve a shared goal. Take into consideration working with people who have diverse backgrounds (religion, beliefs, age, wealth etc.)
HOW:
Work with others in church/ community
Sports team/ culture groups etc.
Reliability:
Promotes trust between you and the employer. A reliable employee can consistently complete tasks on time, deliver quality work and make minimal mistakes.
HOW:
Exceeding expected level of performance
Maintaining schedules of daily tasks
Acknowledge mistakes and make conscious effort to avoid them in the future

Organization & Planning:
Ensuring that assignments are completed on time. Ability to identify tasks, prioritize them, create schedules and complete them on time.
HOW:
Develop a timetable for completing your work
Organize an event (youth, village or family)
Write down your tasks and activities in a planner
Self-Sufficient:
Refers to the ability to perform job duties with little or no supervision. It includes motivating yourself to deliver sold work performance consistently.
HOW:
Work independently
Ask for more responsibilities
Try to complete tasks without assistance from anyone

Leadership:
Includes the ability to delegate, inspire and communicate effectively. The ability to provide professional assistance to your team and ensure you share the same vision.
HOW:
Read about successful leaders
Computer proficiency/ Technology Use:
The ability to use the latest technologies as well as technical skills to complete tasks. Depending on your chosen career path, technology skills may vary.
HOW:
Learn about the new technologies in your areas online
Conduct research on applications useful for work

Adaptability:
The ability to adjust to changes in the environment. The ability to respond quickly to changing ideas, responsibilities, expectations, trends, strategies and other processes at work.
HOW:
Be aware of changes in your environment
Learn to acknowledge and accept change
Set goals for yourself
Ask for feedbacks
OLD WAY
NEW WAY

Patience:
The ability to wait calmly for or through something (promotion, money etc.) It can include
Self control - ability to control your reactions to a situation without a complain.
Humility - accepting that you may be treated the least important.
Generosity - to smile to the world even when it seems to be conspiring against you.
HOW:
Read classic books
Participate in challenges which requires setting a time period
Saving up your money for something important e.g. birthday, wedding, Christmas, White Sunday etc.)

Confidence:

Simply means having faith in yourself. It is a result of our experiences. We learn from others of how to think about ourselves and how to behave.

HOW:

- Know your strengths and weaknesses
- Accept that we all make mistakes
- Compliment yourself
- Accept compliments from others
- Use criticisms as a learning experience
- Stay cheerful and have a positive outlook on life

Punctuality & Personality:

Promotes professionalism. It shows that you are dedicated and serious about your work. It includes coming to work or attending meetings on time and keen to help other colleagues.

HOW:

- Use a diary
- Get clocks and timers
- Always allow extra time
- Avoid distractions

Motivation:

The force that drives you to do things. The ability to keep going even in the face of set backs, to take up opportunities and to show commitment to what they want to achieve.

HOW:

- Celebrate even the smallest achievements
- Set small, measurable goals
- Stay positive
- Stay fueled
- Take regular breaks
- Stay healthy
- Have fun

APPLYING FOR A JOB

JOB APPLICATION FORM
JOB DESCRIPTION
SELECTION CRITERIA
STATISTICS FORM
CERTIFICATION & AUTHORIZATION

APPLICATION LETTER
CURRICULUM VITAE (CV)
3 REFERENCES
COPIES OF ALL QUALIFICATIONS
POLICE REPORT
RESPONSES TO THE SELECTION CRITERIA

Job Application Form:

The main form that must be completed by the applicant when applying for a job. It mainly includes the following section:

1. Personal details
2. Education details
3. Training history
4. Employment history
5. Selection criteria
6. Computer literacy
7. Knowledge of languages
8. Discipline records check
9. Declaration of referees
10. Declaration of close relations
11. Community status
12. Certification and authorization

Job Description (JD):

Contains the key duties and responsibilities of the post in which the applicant is applying for. It is very important for the applicant to read through the job description, to get a complete understanding of the work they will be doing if they get hired for the post. The JD also contains the following:

1. Full position title
2. Division/Department of the post
3. Salary
4. Overview and Purpose of the position

Application Letter:

It also refers to a cover letter. It is a formal letter that is used by an individual to apply for a job.

Curriculum Vitae (CV):

A CV is a detailed document that highlights your professional and academic history. It includes:

- Skills
- Work experience
- Education background
- Scholarships or grants earned
- Coursework taken during studies
- Research projects
- Achievements and awards

References:

These are people whom the employer will contact to find out more about you. They are people who can talk about your prior performance in school/work, character and skills.

Certified Copies of all Qualifications:

Copies of all your qualifications must be certified. Contact the Office of the Attorney General at 20295 for costs and more details.

Police Report:

A formal report drafted by the Ministry of Police. This report is likely to be requested by employers in order to ensure that the applicant was not involved with any criminal convictions in the past. Contact the Ministry of Police for more information on this.

EMPLOYERS

Samoa Water Authority	Samoa Airport Authority
Electric Power Corporation	Bluebird Construction Company Ltd
Bluebird Lumber & Hardware	CeBeiJa Pacific Construction Samoa Ltd
King Construction Ltd	George Young Construction
Le Mana Construction	Apia Electrical Traders
Mosa Builders	Pacific Electric
S.G Electrics	Sotaki Metal Industries
SAMATIC	Samoa Builders Supplies
Matautaia Motor Distributors Ltd	Willie Taulagapa Auto Services & Repairs
Samoa Vailima Breweries Ltd	Hyundai Samoa Services
KL Security	Lesa's Telephone Services
Vodafone Samoa	Digicel Samoa
Tisaan Graphic Designs	Origin Energy
Pacific Oil	Return to Paradise
Roko's Restaurant	Sheraton Aggie Grey's Hotel
Lucky Construction	Muse Electrical
OK Auto	Schweiger Design
Signs Studio	Silva Transport
SMI Co. Ltd	Speedy Auto Care
Strickland Brothers Ltd	Tanoa Tusitala Hotel
Thompson Electrical Solution	Tos Gas
Ah Liki Wholesale	Asop Motors
Auto Saver	Development Bank of Samoa
Hotel Millesia	Joes Engineering Store
Land Transport Officer	Burns Caruthers Company Ltd

CARPENTER

Construct, erect, install and repair structures and fixtures made from wood. They are involved with many different kinds of construction, from building of bridges to the installation of kitchen cabinets.

ELECTRICIAN

A tradesman specializing in electrical wiring of buildings, transmission lines, stationary machines, and related equipment. They also can be employed in the installation of new electric components.

CAREERS IN TVET

MECHANIC

Specializes in a variety of fields such as air conditioning and refrigeration, auto mechanics, bicycle mechanics, boiler mechanics, motorcycle mechanics, aircrafts mechanics, trucks and buses mechanics etc.

WELDER

A tradesperson who specializes in fusing materials together. The materials to be joined can be metal or varieties of plastic or polymer.

PLUMBER

A tradesperson who specializes in installing and maintaining systems used for portable (drinking) water, sewage and drainage in plumbing systems.

METER READER

Responsible for traveling to different residential and commercial locations on assigned routes and gathering accurate data regarding the amount of utilities used such as water or electricity.

CAREERS IN TVET

REFRIGERATOR TECHNICIAN

Responsible for the installation, repairing and troubleshooting refrigeration systems in homes and businesses.

Trainer

Develop a competency and skill sets in an individual to perform his/her tasks effectively and efficiently in the workplace.

SAMOA LABOR MARKET

Industry	Males	Females	Total
Wholesale and Retail Trade; repair of motor vehicles and motorcycles	1836	1306	3142
Accommodation and food service activities	922	938	1860
Manufacturing	869	725	1594
Education	307	524	831
Financial and insurance activities	414	583	997
Construction	680	76	756
Transportation and storage	603	225	828
Administrative and support service activities	383	147	530
Other service activities	226	149	375
Professional, scientific and technical activities	173	157	330
Arts, entertainment and recreation	175	96	271
Information and communication	118	56	174
Human health and social work activities	16	27	43
Real estate activities	66	34	100
Agriculture, forestry and fishing	68	17	85
Electricity, gas, steam and air conditioning supply	35	8	43
Water supply, sewerage, waste management and remediation activities	26	2	28
Public administration and defence; compulsory social security	47	44	91
TOTAL	6964	5114	12078

Labour Market Survey Report 2016
Ministry of Commerce Industry and Labour

Annex 4: Application Letter Template

Your Name

John Va'a
Alafua village
Apia

Your present address;
Village
City

17 March, 2020

Application submission date

James Bond
Human Resource Manager
One Construction Limited
Floor 2, TATTE Building
Apia

Name of contact person
Position
Title name of Company, Ministry, Organisation
Address

Dear Mr. Bond,

Salutation or Greeting: Dear Mr. or Mrs. Address the contact person on these titles and their

Paragraph 1 – Mention about the position you interested, position advertisement from what source(s), your past/current work and its relation to the position applying for.

Paragraph 1

I am writing to express my interest in the project manager position at your company that was advertised in the Samoa Observer on 2 March, 2020. My experience aligns well with your need for a project manager, as I have worked in managing projects for several years with a prominent retailer. As a highly skilled project manager with 11 years of experience, I know I would make a valuable addition to your team.

Paragraph 2

After working for a decade in a project management, I have advanced knowledge in developing scope, keeping projects moving, submitting deliverables on time and ensuring a seamless experience for all parties involved. Moreover, while my previous position afforded me a well-rounded skiliset, including excellent relationship building and time management skills, I excel at:

- Outlining project scopes, managing timelines and deadlines.
- Tracking and reporting on overall progress.
- Managing daily operations and implementation of new programs.
- Forecasting project revenue and ensuring all goals are met.

In addition to my experience and relationship building experience, I have a solid educational foundation and a passion for furthering projects that build loyalty and in turn, grow revenue for your organisation. I would much appreciate the opportunity to contribute to your ongoing growth and continued success.

Paragraph 2 – Mention about your qualification, experience and any skills you have that relates to the job description(s). Influential statements; e.g. willingness to take responsibilities, further on studies etc.

Paragraph 3

Please review my attached application for the additional details regarding my expertise and achievements. Do not hesitate to reach out if you have any questions or need further clarification on my expertise. I look forward to the opportunity of a personal interview.

Thank you for your consideration,

Complimentary close

Paragraph 3 – Mention about the copy of your CV and other supporting documents. Your willingness to attend interview and looking forward to receive a reply soon.

Sincerely,

John Va'a

Closing – a comma is used after the closing; Signature – your name below the closing word

Annex 5: CV Template

Name Middle Last

Address: Email: Contact #:

Professional statement (summary)

A professional statement is a brief (100 words) paragraph at the top of your CV that provides an overview of your qualifications and skills. Fill this section with keywords relevant to the job opening and explain why you've the perfect candidate.

Skills

Skill 1	Skill 3
Skill 3	Skill 4
Skill 5	Skill 6

- Skills from your master list that meets the job description.
- Instead of just listing skills in a separate skills section, mention some in your professional statement and in the work experience section.

Work experience

Year — Job title, Employer
List responsibilities
•

Year — Job title, Employer
List responsibilities
•

Year — Job title, Employer
List responsibilities
•

NOTE:
- Start with your current or most recent job.
- Below, list your previous job chronologically descending.
- List your job title, the name of the company/ministry/organisation, dates worked.
- Below each entry, add up to 5 bullet points explaining your responsibilities and achievements.

Education

Institution	Degree/Program	Graduation date
Institution	Degree/Program	Graduation date
Institution	Degree/Program	Graduation date

- University name
- Degree
- Graduation year (if you're still studying, enter your expected graduation year)

Referees

1. Referee
Affiliation
Position
Contact details
2. Referee
Affiliation
Position
Contact details
3. Referee
Affiliation
Position
Contact details

Annex 6: Evaluation Form

Page 1

SQA

CAREER VISIT FOR PSET LEARNERS 2020
EVALUATION FORM

Please tick your level of agreement with the statements given below.

	Evaluation Statement	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
	Contents of the Career Sessions				
1	The objectives of the career visit were clear O le **mea** e le **polokalame na mamao lelei**				
2	The topics covered in the sessions were relevant to me and my life in school O **unega sa talanoaina** o **talafeagai ia te a'u ma lou ola a'oa'oga**				
3	The career sessions were well organized and easy to follow E **lelei le teuteuiuga** o le **polokalame ma** e **faigofie ona soloomalie ia**				
4	The materials distributed were helpful O **fanoteleaga sa tuuaea mai** e **fale ooga aoga**				
5	The presentations were encouraging E **fanoulaoi ne fofoaga sa fofoia**				
6	The time allotted for the sessions was sufficient O le **taimi na mafaua mo le polokalame sa talafeagai**				
	PSET Pathway Session				
	I now have an understanding of information on: **Ua ou malamalama nei i fanoutalaga e ugia i:**				
7	Links between my chosen study option and future career opportunities **Feuputuga** o **lau polokalame ma se galuega i le lumanai**				
8	Further career learning pathways to other PSET Providers in Samoa **Auala** o **fa'amalu ai a'oa'oga i isi A'oga Fa'apauu i Samoa**				
9	Programmes and Courses offered by other PSET Providers in Samoa **Polokalame ma Mata'upu ala'o aoaoga** o **isi Aoga Faapauu i Samoa**				
10	Scholarship Opportunities **Avanoa Sikolasipi**				
11	Source of financial support for future education **Auala** o **maua ai le fesoasoani tau selesi mo le Aoga**				
	Employment Pathway Session				
	I now have an understanding of: **Ua ou malamalama nei i fanoutalaga** o **nei i:**				
13	Employability skills and its importance for employment **Tomai Fa'ofisialuga ma lona taua i se galuega i le lumanai**				
14	Employers for future employment **Falefaigaluega** o **mafai ona galuega ai i le lumanai**				
15	Filling out an application form **Fauuuga** o se **pepa talosaga mo se galuega**				

Page 2

16	Compiling an application letter **Tusifautaiga** o se **tusi talosaga mo le galuega**				
17	Compiling a curriculum vitae or CV **Tusifautaiga** o le **tala'aga** o le **olaga aoga faigaluega**				
18	Preparations for an interview **Taposaposaga mo se fesiitaiga** o se **asauga faigaluega**				
19	Samoa's labor market **Maketi** o **Galuega** o Samoa				
20	SQA's career advisory role **Matafaioi fealofaiga ma galuega** a le **Pulega** o **Faailoga ma Tusi Paia Tusolga** o Samoa				
	Give your answers to the following questions:				
21	What did you like the most about the Career Advisory Service Visit? O le a se **unega na sauaui i fanoulaoiga ai ou i lenei polokalame?**				
22	What aspects of the program that can be improved? O a ai **unega** o **lenei polokalame** e **mamai ona fedolosia ani?**				
23	What are other additional information that you would want CAS to provide? O a nisi **fanoutalaga ulua'i mea'ofia** e **mamai ona tuuina mai** e le **Auauunaga Tau Faatuaga ma Galuega?**				
24	Do you want the CAS visit to continue every year? E **te mana'omia** le **fa'apauu pea** o **lenei polokalame i Aoga Fa'apauu i tausaga taitasi?**				

THANK YOU FOR YOUR FEEDBACK
GOD BLESS!

CAREER VISIT PHOTOS