

Book 2

Year 11



Social Studies

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GOVERNMENT OF SĀMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

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Unit 1: FIJI — PACIFIC PARADISE?

Introduction

The settings for this unit are Fiji and Sāmoa. Fiji is our neighbour to the east. It is an independent nation — it gained its independence from the United Kingdom in October, 1970. There are many differences between the population of Sāmoa and Fiji. First, there is the size of population — the population of Fiji is much larger than that of Sāmoa. The population of Fiji was estimated to be 856,346 in July 2002 (the total population of Sāmoa in the census of November 2001 was 176,848^{*}). However, if we were to travel to Suva (the capital city of Fiji) and stand in the market, we would see one of the most obvious differences between the population of Sāmoa and Fiji. That is the social and cultural diversity — the population of Fiji is much more diverse than Sāmoa.

** 2001 Census of Population and Housing.*

Do you remember these words?

Diversity: comes from the word ‘diverse’.

Diverse: this means ‘different kinds’.

If there is diversity in a country, or within a group of people, there is a great deal of variety in the way people live. The way they speak, the places they live in, and the cultural traditions that they practise will be different. People in a diverse society are NOT all the same or even very similar.

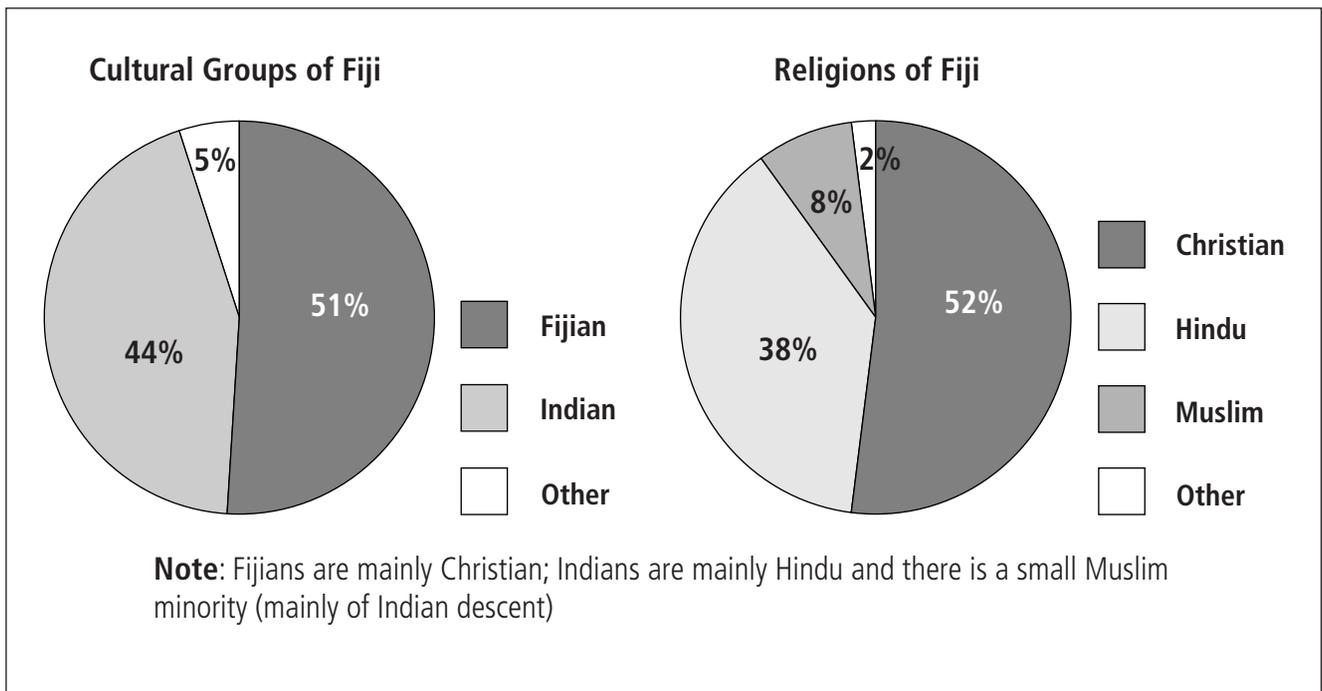


Figure 1.1
Culture and religion in Fiji.

The three main languages that are spoken in Fiji are Fijian, Hindustani and English. English is the official language — it is the language used by government departments and businesses.

Questions

1. What percentage of Fiji’s population are Fijian? What percentage are Indian? Calculate the actual numbers of Fijian and Indian people, in July 2002.
2. How many religions can be found in Fiji? What percentage are Christian? What percentage are non-Christian?
3. What are the main languages spoken in Fiji?
4. Write a sentence describing some of the ways that Fiji society is diverse.

The cultural groups of Fiji have unique characteristics. It is important to think about their cultures, and the different ways that people from these cultures express their cultural identities and heritage. Differences in culture result in differences in ways of life. Differences in the way culture is expressed result in a very diverse society.

Think about what the word **culture** means. The Oxford dictionary defines culture as ‘the customs and civilisation of a group of people’. The same dictionary defines **heritage** as ‘received characteristic from one’s parents or ancestors’. Culture therefore is about a group’s way of life, and heritage is what the older people and generations in our families have passed on to us. For example, knowledge, stories and legends, and material things are part of our heritage.

Professor Konai Helu Thaman is a Tongan educator who lectures at the University of the South Pacific in Suva, Fiji. This is how she defines culture and heritage:

‘I define culture as the way of life of a discrete group which includes a language, a body of accumulated knowledge, skills, beliefs and values. I see culture as central to the understanding of human relationships and acknowledge the fact that members of different cultural groups have unique systems of perceiving and organising the world around them. **I also believe that the ways in which we have been socialised** largely influence our behaviour and way of thinking as our world view.’

Carefully read and then think about the sentence that is in bold. Socialised means the ways that social groups in a society teach the younger members how to live in that society. We are socialised first by our families. Schools and religions socialise people too. If we come from families that practise different cultures, and grow up in different religions, then the way we behave and the way we think will be different to that of other people. These are some of the basic ways that make society in Fiji diverse.

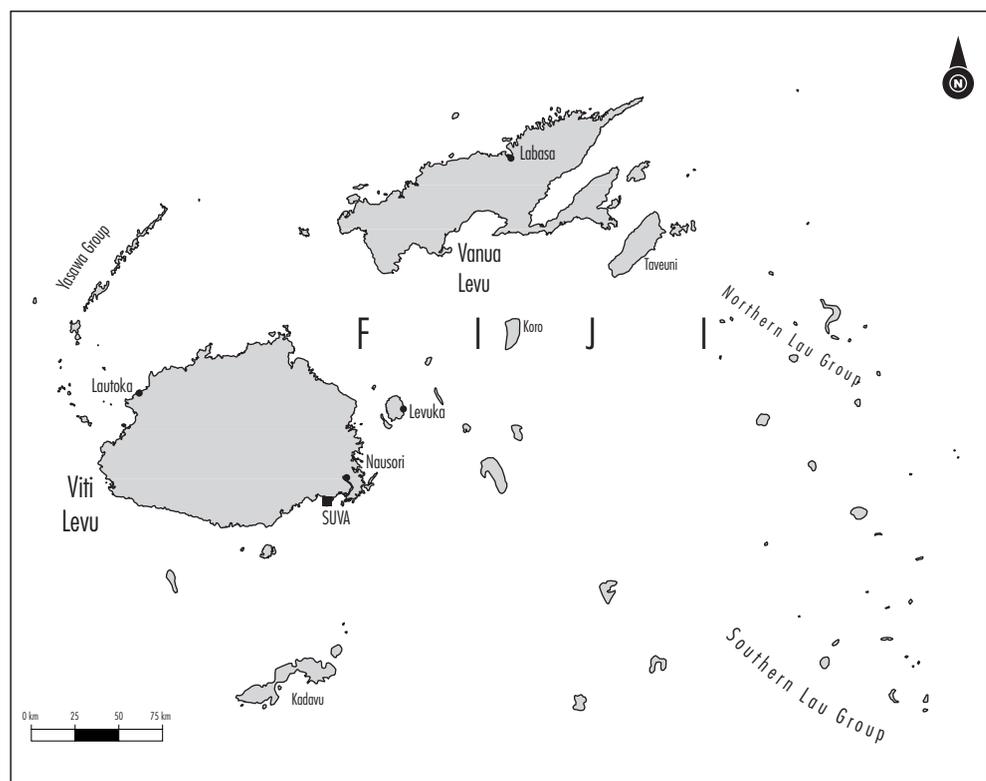


Figure 1.2
Map of Fiji.

Here is some information about Fiji and its population that was written by the Fiji Visitors Bureau.

Fijians — a General Settlement History

- According to Fijian legend, the great chief Lutunasobasoba led his people across the seas to the new land of Fiji.
- In the Fiji Islands, the Melanesians and the Polynesians mixed to create a highly developed society, long before the arrival of the Europeans.
- The European discoveries of the Fiji group were accidental. The first of these discoveries was made in 1643 by the Dutch explorer, Abel Tasman. English navigators, including Captain James Cook, sailed through Fiji in 1774.
- The first Europeans to land and live among the Fijians were shipwrecked sailors and runaway convicts from the Australian penal settlements.
- Sandalwood traders and missionaries came by the middle of the 19th century.
- The cannibalism that was practised in Fiji at that time quickly disappeared as missionaries gained influence. When Ratu Seru Cakobau accepted Christianity in 1854, the rest of the country soon followed and tribal warfare came to an end.

Indian Fijians (Indo-Fijians) — A General Settlement Description

- In 1870, European settlers found that the land in many parts of Fiji was very good for growing sugarcane. Sugarcane is used to make sugar — a product that was in high demand in Australia and New Zealand.
- Many hectares of sugarcane are grown and harvested to make the vast amounts of sugar that are wanted in overseas markets. But growing sugarcane is labour-intensive — many people are needed as workers for planting and harvesting. Most Fijians were not interested in working on the sugar plantations for the low wages offered.
- India was a much larger country than Fiji, with a huge population. In some parts of India, life was hard because there was not enough work for people and so incomes were very low. The Indian state of Gujarat was one such place. Many Indians were recruited from this part of India to work on the Fijian sugar plantations — 60,537 men and women were recruited as **indentured labourers** between 1879 and 1916.
- Indentured labourers are workers who make a contract with an employer to work in another place, away from their homelands, for a period of time. The indentured workers from India agreed to go to Fiji for five years and work. When their contracts finished, they had to pay for their own fares to return home to India. If they agreed to stay for another five years, their employers agreed to pay their return fares.

- Life as an indentured labourer was very hard. The working conditions were very difficult. A normal day would start at four o'clock in the morning. They were forced to work for a long time during the day, and they had to live in long narrow buildings with windowless rooms.
- When the indentured labour system was stopped, many Indians chose to stay in Fiji instead of going back to India. Some had been in Fiji for many years, married there, and had children. For their children, Fiji was home. Many Indians chose to stay in Fiji, hoping to make a new life for themselves and their children.
- Not all Indians in Fiji are descendants of indentured workers. Many are **free settlers**, that means they migrated with their families to Fiji using their own resources. They were not legally bound to a company.
- Many Indians in Fiji are shopkeepers, professionals and sugarcane farmers. After the two **military coups** of 1987 many Indian Fijians migrated to the U.S., Australia and New Zealand.

Others in Fiji

- Part-Europeans or 'Kai loma' as they are called make another important group. They trace their cultural heritage on both sides of the racial divide and some even enjoy land rights of the family group to which their Fijian parent belonged. Most speak fluent Fijian and English.
- The Rotumans are a distinct Polynesian ethnic group who come from the island of Rotuma (located 386 km northwest of Fiji). They enjoy full citizenship, and many have settled on Viti Levu in order to find greater economic opportunity. Although a separate racial and cultural group, Rotumans have always assimilated easily and see themselves as an intrinsic part of the Fijian nation.
- The Chinese first came to Fiji in 1911. Many have intermarried with the local population. Since the two coups of 1987 and the departure of many Indian Fijian professionals there has been a new influx of Chinese to Fiji from the Peoples Republic of China and other countries.

Unit Objectives

At the end of this unit, you will be able to:

- Communicate information and ideas about how people in Sāmoa and Fiji express cultural diversity in their countries.
- Plan and carry out a study of how and why people feel and behave as a result of living in a diverse society. In this study, you will also look at some of the consequences of how people feel and behave as a result of cultural diversity.

Cultural diversity in Fiji has resulted in many unique and different cultural expressions. But what are cultural expressions? And what are some of the ways that people express their cultural traditions, values and beliefs?

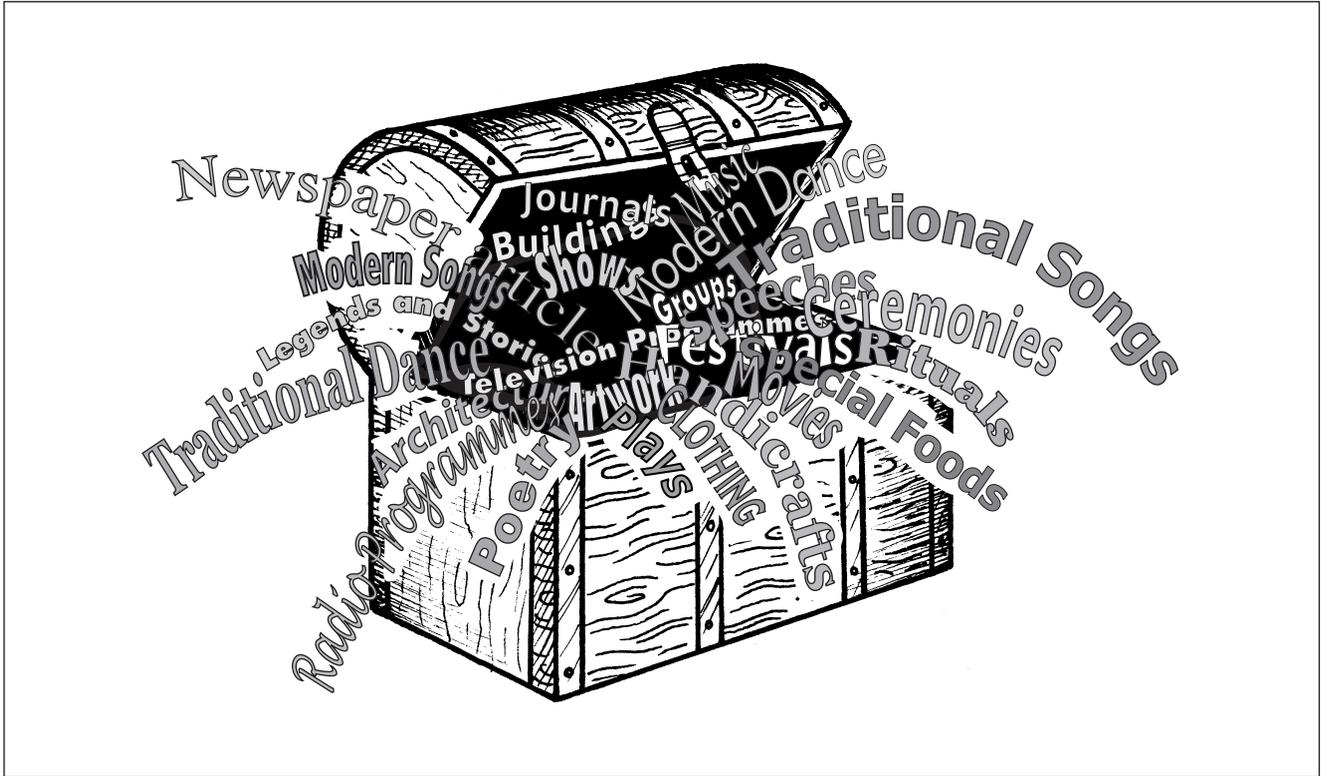


Figure 1.3
Cultural expressions.

Cultural expressions can be called the ‘works of the human spirit’. These are the creative ways that we express our cultural traditions and values. Cultural expressions also enable us to share how we feel about our cultures.

Cultures often express themselves in traditional ways. Traditional ways are the ways that older generations have taught younger generations. But now, members of cultural groups are also expressing their knowledge, ideas, beliefs and feelings in more modern ways. Some modern ways of cultural expression have been ‘borrowed’ from other cultures. For example, there are many popular modern Sāmoan songs on radio and television. Many of these songs are about love, families, faith in God, and friendship, and they use electric guitars, pianos, drums and other instruments for the music. These musical instruments are definitely not traditional Sāmoan instruments! They originate from countries such as the United States of America and Great Britain.

Here’s another example — think of the different sections of the Miss South Pacific Beauty Pageant. There is a section, where the contestants model a traditional costume. The Sāmoan contestant often wears a tuiga and the clothing of a taupou. There is also a section, where the contestants model something modern and creative that is made from traditional materials (such as siapo, leaves, sinnet, shells and flowers).

Activity 1**Points Of View And Discussion**

People must express their cultures using traditional ways only – this will protect our culture from unwanted change.

1. **Think** about this statement. Do you agree with it, or disagree with it? Make brief notes about your answer. You must give reasons for your answers.
2. **Pair** up with someone else in your class. Discuss the statement, and your reasons for agreeing or disagreeing with it.
3. Have a class discussion, and **share** your points of view with each other.

Activity 2**Forms Of Cultural Expression**

1. a. Copy this table out into your work books.
- b. Choose four forms of cultural expression from Figure 1.3. Write these out in the first column.
- c. Think of a specific example for each form of cultural expression. Describe it in detail in the second column. An example has been done for you.

Type of Cultural Expression	Specific Example
Modern song	Jerome Grey's song, 'We Are Samoa'.

2. a. Find out the words for Jerome Grey's song, 'We Are Sāmoa'. Write these words out in your workbooks. Make sure the words are written out as verses. Read (or even sing!) the words of the song quietly. Then answer these questions.
- b. In the song, what things are important to Sāmoan people? Write a list of these things.
- c. What words has Jerome Grey used to express his feelings about Sāmoa?
- d. Think of the music or the tune that goes with the words of the song. How does the music help Jerome express his feelings?
- e. Have a class discussion sharing your examples of cultural expression with the class.

1A A Modern National Song: Isa Lei

Fijian version

Composed by Ratu Tevita Uluilakeba

Isa isa vulagi lasa dina
 Nomu lako au na rarawa kina
 Cava beka ko a mai cakava
 Nomu lako au na sega ni lasa

Isa lei
 Na noqu rarawa
 Ni ko sa na
 Vodo e na mataka
 Bau nanamu
 Na nodatou lasa
 Mai Suva nanamu tiko ga

Vanua rogo na nomuni vanua
 Kena ca ni levu tu na au
 Lomaqu voli me'u bau butuka
 Tovolea ke balavu na bula

Domoni dina na nomu yanuyanu
 Kena kau wale na salusalu
 Moce lolo Bua na kukuwalu
 Lagakali ma ba na rosi damu

English version

Lyrics translated by W. A. Caten

Isa isa you are my only treasure
 Must you leave me so lonely and forsaken
 As the roses will miss the sun at dawning
 Every moment for you my heart is yearning

Isa lei, the purple shadows fall
 Sad the morrow will dawn upon my sorrow
 Oh! Forget not when you're far away
 Precious moments beside dear Suva Bay

Isa, Isa, my heart was filled with pleasure
 From the moment I heard your tender greeting
 'Mid the sunshine, we spent the hours together
 Now so swiftly those happy hours are fleeting

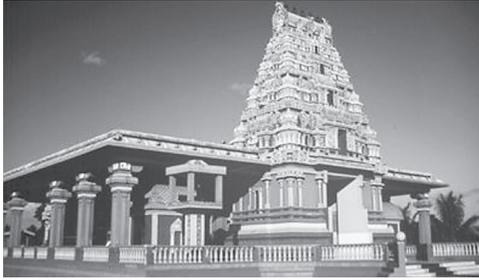
O'er the ocean your island home is calling
 Happy country where rose bloom in splendour
 Oh, if I could but journey beside you

Then forever my heart would sing in rapture

1B We Are Sāmoa

Compare 'Isa Lei' with Jerome Grey's 'We Are Sāmoa' which you looked at in Activity 2 on page 11.

Architecture

2A Sri Siva-Subramaniya Temple — Nadi

Nadi is a big town on the northeastern coast of the island of Viti Levu. Nadi is the home of the largest Hindu temple in the southern hemisphere. It is a very important place for visitors to Fiji who want to experience the cultural and architectural diversity of Fiji.

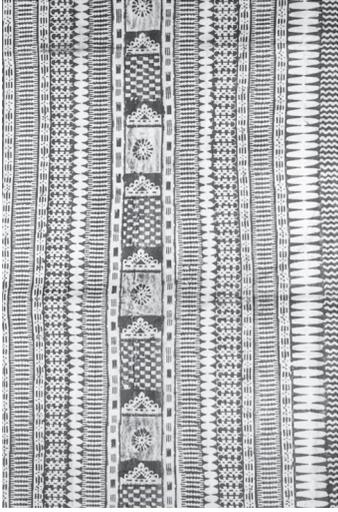
The name of the temple is Sri Siva-Subramaniya and it is dedicated to the Hindu god of Murugan. A statue of Murugan was carved in India and transported all the way to Nadi, Fiji. The temple building is in three parts — the statue of Murugan is housed in one part, the second part of the complex is a temple dedicated to Ganesh, while the third section is a temple to Meenakshi and Shiva.

The individual statues within the temple are the work of eight craftsmen who were brought to Fiji from India to do this sacred work. The height, weight and width of each design has a specific religious meaning. The main — and the holiest — parts of the building have been built to match the size of the statue that is in it. This had to be done so that the correct vibrations are present during the prayers of those who worship there.

The traditional Dravidian architecture of this temple is rarely seen outside India. Sri Siva-Subramaniya Temple was built according to traditions that have been practised and followed for thousands of years.

2B Traditional Fijian Building — the House of the Chief

Traditionally, an important artistic and creative expression for Fijian people was the construction of and decoration of chief's houses. An example was the chief's house at Tanoa, in Bau (Bau is on the southeast side of Viti Levu, the main island of Fiji). The posts for this house were huge — some were nearly two metres in circumference. The house was 40 metres long, and 13 metres wide. Today, in many villages, there is a bure-style meeting house, called the Vale-i-sogo. Village meeting houses are not built to the size and scale of the chief's houses of the past.

3A Masi

Masi is beaten into a ‘cloth’ — tapa — from the bark of a paper mulberry tree (in Sāmoa, this is called siapo). Masi is a very important part of traditional life in Fijian culture. It is still made in the villages — and it is used for many different things. Masi was once used for clothing, in worship, warfare and ceremonial duties and for many different chiefly and family celebrations. Today it is particularly important in marriage and funeral ceremonies, and is used as a decorative item.

3B Silks — a special, woven fabric

Silk making is a major industry in India. Silk is a special cloth or material. It is woven from long threads of fibre. The fibres that are used to make silk threads come from a grub, called a silk worm, that later becomes a moth.

Cloth made from silk is shiny and smooth. It costs a lot of money because it takes so much work to care for the tiny worms that make silk fibre. Each worm makes only a small amount of silk. Silkworms are kept on trays in warm rooms with lots of chopped mulberry leaves for them to eat. When it is fully grown, the silk worm wraps itself in the silk fibres that come out of its head. This silk wrapping is called a cocoon. People take the cocoons and unwind the fine thread to weave into silk cloth.

Silk is used in making clothes for Indian women for special occasions such as weddings.

Festivals

4A Diwali — the Festival of Lights

Diwali, also known as Deepawali, is the Festival of Lights and is celebrated on the darkest night of Kartik (the month of October/November). It is a very important festival for Indian people and is one of the most widely celebrated festivals throughout the world. It was originally a Hindu festival, but has now crossed the bounds of religion and is celebrated by all Indians and many non-Indians worldwide. In Fiji, Diwali is a public holiday. It is also a national holiday in India and Trinidad, as well as an important festival for Indians in Malaysia, South Africa, Great Britain, the United States of America, Australia and Singapore. Diwali is also perhaps the oldest festival in human history still being celebrated. The celebrations include lighting lamps and candles, and setting off fireworks. Friends and neighbours exchange special sweets, and people sometimes buy new clothes. In fact, in certain communities it is absolutely essential to wear new clothes on this day.

4B The Hibiscus Festival

This is a festival that is held each year in Suva, the capital of Fiji. It is also known as the Hibiscus Carnival. The idea for it came more than 40 years ago in 1956, during a meeting of the Junior Chamber of Commerce. A member of that group had returned from a trip to Hawaii, and had enjoyed Hawaii's 'Aloha Week'. While it seemed like a good idea to the men in the group, it took a lot of hard work and time to go from an idea to an actual event. The 'Hibiscus Festival' was first celebrated on 15 December 1956. A key event was the beauty pageant — the search for 'Miss Hibiscus'. This festival has grown, and is now a week long event. It is a time of fun and relaxation.

The Hibiscus festival is a multicultural event. The beauty pageant is for young women of different ethnic backgrounds who live in Suva. One of the categories in the pageant is traditional dress. During this festival there are different cultural nights: one night is for the celebration of Indian culture, another for Fijian, and another for Chinese.

Marriage Ceremonies

5A Fijian Firewalking

Fijian firewalking is unique to the island of Beqa in the Southern Islands and this is the only place you will see it as a genuine ceremony. The ceremony requires performers to observe strict traditional protocol before they can walk on the hot stones. Seeing men walk on white hot stones without flinching and come off unharmed is an awesome sight. An ancient legend tells how an ancestor of the tribe was given the power to do it. He had gone fishing for eels in the mountain streams of Beqa and had pulled out a spirit god. The god pleaded for his life saying he would give the man the power to walk on hot stones if the warrior let him go free. The story is now part of Fijian tradition.

5B Hindu Firewalking Ceremonies

Indians of Hindu beliefs perform an altogether different firewalking ceremony. The 10-day long event is a highly passionate affair of faith and rituals and a testimony to the power of mind over matter. The ceremony finishes with devotees walking over hot embers of firewood, often with a multitude of small spears pierced through various parts of their body. There are over 80 temples that perform the firewalking ceremony in Fiji. Most are held in the early hours of the morning at small temples in the rural areas of Viti Levu and Vanua Levu. However, the largest and best known ceremony is at Suva's Howell Road temple. It is held at the end of November each year and is performed in the middle of the afternoon.

You can find out more about this by visiting the following website:

<http://www.fiji-island.com/culture.html>

Activity 3**Processing And Communicating Information**

1. Read the Resource Boxes above. Copy and complete this table by answering the questions that are in it in the spaces provided. Make the boxes bigger than shown so you will have plenty of space for your answers. The first one has been done as an example.

Resource No	Is this a traditional or non-traditional cultural expression?	Is Resource A similar to Resource B? Give reasons for your answer	Is Resource A different to Resource B? Give reasons for your answer	What do you think is the purpose of the cultural expression?	Imagine and then describe how people from that culture feel when they are experiencing the cultural expression.
1 A	non-traditional	Yes — both are popular songs	Yes — different languages	— to help people to remember the love for their culture — for fun (Singing is fun.)	— they feel proud — maybe they will feel homesick if they sing the song when they are overseas
1 B					
2 A					
2 B					
3 A					
3 B					
4 A					
4 B					
5 A					
5 B					

2. Choose TWO of the Resource Boxes. Read each one carefully, one more time.

You have been asked to design and draw advertisements about some of the different types of cultural expression in the Fijian and Indian communities of Fiji. The advertisements are for visitors to Fiji.

Communicate the knowledge you have gained about these cultural expressions by designing and making at least three pamphlets. Here is a list of criteria, or requirements, for the pamphlets.

- One of your pamphlets must include a clear, neat and tidy map of Fiji.
- One of your pamphlets must include general information about the population of Fiji (e.g. population size, population groups). Present this information as graphs and/or diagrams.
- One of your pamphlets must include information about the religions and languages of Fiji.
- Each pamphlet must have information about a cultural expression and how people who practise it might feel when they experience it.

Here are some guidelines for presenting information as a pamphlet. (Your teacher may have some examples available to show you what a pamphlet looks like).

- Use both sides of the paper.
- Fold your paper carefully.
- Use clear and simple language.
- Include pictures (or drawings) that match the written information.
- Plan and design your pamphlets carefully. If possible, use colour for the pictures that you draw.
- Use powerful images to attract people's attention.

How and why do people in Fiji respond to cultural diversity?**What are some of the consequences or results of this for Fiji?**

Let us think about these questions!

1. Read the headlines from newspaper articles in the *New Zealand Herald*.

To **respond** to cultural diversity means to react or to behave in a certain way, when people of different cultures are around you or are a part of the same society that you live in.

The consequences of the way people act or behave when there is cultural diversity are very different. Some of the consequences are very positive. Some are very negative.

Here are some examples. Read, and then think about the questions and about the consequences of different responses.

Have a class discussion about the questions in the table on the next page. How would you answer them?

Can you think of any other examples that you have seen and heard on television or in the movies, or read about in a book or newspaper?

Positive Responses To Cultural Diversity	Negative Responses To Cultural Diversity
<p>People from different cultures take their families to a festival of another culture. They enjoy the foods, entertainment and crafts of another culture.</p> <p><i>What are the consequences when students learn about other cultures in schools?</i></p>	<p>People won't vote for political candidates that are not of the same culture or religion as they are. They do not believe that someone from another culture can serve their interests.</p> <p><i>What are the consequences for a country if this is the way many people feel?</i></p>
<p>Schools teach all students about the values and beliefs of all the cultures in their society and from other parts of the world.</p> <p><i>What are the consequences for a country when people share their cultures in this way?</i></p>	<p>People call those from another culture unkind names, tease them about the way they dress, their language, and other cultural traditions.</p> <p><i>What are the consequences when people are prejudiced and treat other cultures unkindly?</i></p>
<p>There are radio and television programmes in the different languages of the diverse society.</p> <p><i>What are the consequences of all people hearing and seeing their culture in the media?</i></p>	<p>The tourist industry does not include all the different cultures of a society in its promotions. It markets and shows just one.</p> <p><i>What is the consequence of 'showing' just one cultural group to the rest of the world?</i></p>
<p>Parents want their children to have friends for different cultures.</p> <p><i>What are the consequences for society if children learn to play and make friends with each other?</i></p>	<p>People from different cultures try not to live next to each other. They don't like the way others live and would rather stay with their own cultural group.</p> <p><i>What are the consequences for people who do not want to live with different cultural groups, and choose to live separately, but are still citizens of a single nation?</i></p>

1.

Chaudhry calls to end racism as he returns to Fiji

News – 05 March 2001

SUVA – Fiji's deposed Prime Minister returned to the politically riven South Pacific nation yesterday, calling on Fijians to . . .

2.

Fearful families clamour for news

News – 20 May 2000

By Staff Reporters

Anxious Fiji Indians living in New Zealand fear for the safety of their relatives as another coup engulfs their . . .

3.

Dialogue**Poor future for Indians now cowboys in charge**

News – 01 August 2000

Nitya Reddy says the clear agenda of Fiji's new interim Government is to entrench Fijian dominance and disempower the Indians . . .

4.

New PM shun equal rights for non-Fijians

News – 04 July 2000

Fiji's new indigenous Prime Minister, Laisenia Qarase, says there will be no restoration of the islands' . . .

5.

Election results set to exclude Indians from top jobs

News – 08 September 2001

SUVA – Fiji may move away from its multi-racial constitution and bar ethnic Indians from top posts as a result of the country's . . .

6.

Fiji Minister assures all citizens will have rights in new democracy

News – 02 November 2000

SYDNEY – Fiji's interim government has announced it will create a new constitution to protect the rights of all Fijian people, . . .

7.

Qarase says Indians will not rule Fiji again

News – 11 October 2000

SUVA – Fiji’s interim leader has delivered a blunt message that minority ethnic Indians will never again rule the troubled south . . .

8.

Mob on rampage through Suva

News – 29 May 2000

Fiji teetered on the brink of chaos last night as a mob of George Speight’s supporters rampaged through the streets of Suva . . .

9.

Tourists advised to avoid Fiji

News – 30 May 2000

By Audrey Young

New Zealand tourists in Fiji should leave as soon as they can, Prime Minister Helen Clark warned last night. “As . . .

10.

NZ bans Fiji rugby and coup plotters

News – 14 June 2000

By Eugene Bingham, political reporter

New Zealand effectively imposed sporting sanctions against Fiji last night, drawing cries of . . .

11.

Human rights chief seeks help to heal Fiji wounds

News – 09 August 2000

By Jo-Marie Brown

The Fijian Human Rights Commission is appealing for other countries to help erase the racial tensions that have . . .

12.

Fiji fights back

Travel – 05 September 2000

By Louisa Cleave

You know tourism is down when the birds outnumber the people in a Fijian hotel’s swimming pool. The half dozen mynas . . .

Figure 1.4
Newspaper headings.

Figure 1.4 is a collage of newspaper headings about people and events in Fiji.

Read them all carefully and then answer the following questions in your workbooks.

Each of the headlines is numbered. Choose at least six different headlines. List all the possible positive responses and consequences. Then write a list of all the possible negative ones. Compare your answers with others in your class.

If we relied just on the newspapers as our only source of information about cultural diversity in Fiji and the way people respond to it, then what would your answers be to the two questions from the beginning of this topic? Remember the questions:

How and why do people in Fiji respond to cultural diversity?

What are some of the consequences or results of this for Fiji?

Have a class discussion about this question:

Are newspapers reliable sources of information about cultural diversity in Fiji?

Activity 4 Conducting A Survey

The aim of this activity is to find out what other people know about cultural diversity in Fiji, and the consequences of cultural diversity in that country. Students in your school and people in your community will be your primary sources of information. To conduct your survey follow this process:

1. Find three students and two people from your community or neighbourhood and ask them if they would like to participate in your survey.
2. Explain in your own words, the meaning of cultural diversity, to each of your interviewees. Then ask them to think about the people of Fiji.
3. Ask each person to list at least five words that come into their minds when they think about the cultural diversity of Fiji.
4. Ask each person to try and list at least five words that come into their minds about the consequences of cultural diversity in Fiji.
5. Ask each person what their sources of information were for their knowledge of the cultural diversity of Fiji and how people respond to it.

6. Carefully record their answers.
7. After you have finished the interviews, construct a table like this one and summarise the information you have collected.

Name of interviewee	Five things that they know about cultural diversity in Fiji	Their sources of information

8. Study the summary table that you have made carefully then:
 - Compare your interviewees answers in Column One with Column Two. *What did your interviewees answers have in common with each other? What was different about their answers?*
 - Write a paragraph to describe what the people you interviewed know and think about cultural diversity in Fiji. *What do you think about their knowledge and understanding of Fiji? How can this knowledge be improved or strengthened?*

Unit Summary

Think about the knowledge and the skills that you have developed over this unit. Ask yourselves if you have achieved the objectives of this unit.

I can communicate information and ideas that the ways (traditional and modern) that people in Sāmoa and Fiji, express their different cultures.

I can plan and carry out a simple study about how people respond to cultural diversity in Fiji — I can also think about some of the consequences or results of this.

Unit 2: OUR CHANGING WORLD

Introduction

‘We live in a society that is not exactly the same as the one that our grandparents and great-grandparents lived in. The society that they lived in when they were the same age as we are now was very different. The reason why their lives were different to the lives we live today is because society has changed. When societies change, this is called social change.’

Do you remember this paragraph from the introduction of Unit 2 in Year 11 Book 1?

Revision Activity

Think about each of these questions carefully, and do the activity for each question in your workbook.

1. What is social change?
 - Write a definition for social change. Remember — you have looked at this term before in Y11 Book One.
 - What are the four main characteristics of social change?
 - Draw a simple star diagram to show each of the characteristics. Include an example for each characteristic.
 - What are three sources of social change?
2. In small groups of two or three people have a short discussion about the three main sources of social change.

Our society is made up of people with strong cultural traditions and values. When our society changes, the changes can have a very powerful effect on our cultures — especially on our cultural traditions and values.

The three sources of social change can also have an effect on cultures.

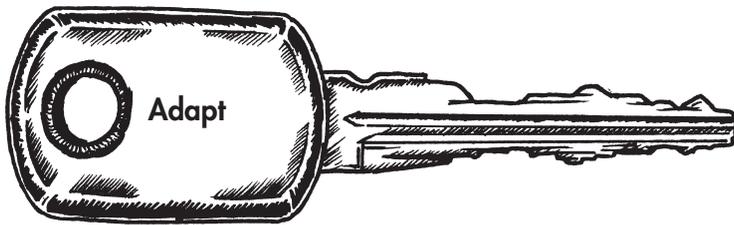
Three sources of social change that we have talked about before in Social Studies are:

- **inventions** (technological change)
- **diffusion** (the influence of new ideas, attitudes and values)
- **discoveries** (finding new things, places and people).

In this unit, we will be looking at how cultures **adapt** and **change** because of:

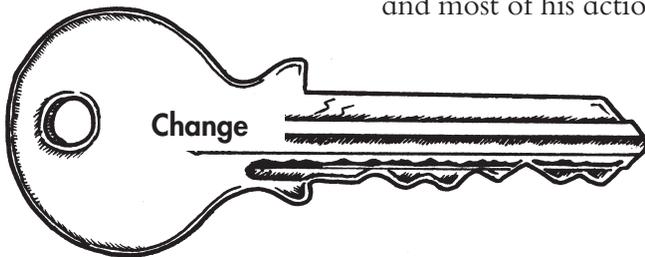
- the influence of new ideas, attitudes and values (**diffusion**)
- being in new physical and social environments (**discoveries**).

Let's think about these important key words:



Adapt is a special word. To adapt to a new situation means to change carefully, often very slowly, over a period of time; to become suitable for a new purpose. Adapting does not mean a total and

complete change — the changes that are made are small, but important ones. Here is an example: if a man from Sāmoa migrates to Russia, he will have to get used to (adapt to) the cold weather. He will have to wear different clothes to keep warm. He will have to start eating potatoes instead of taro and rice. He will still be a Sāmoan — he will not stop speaking Sāmoan and he will remember and practise traditional Sāmoan values such as *fa'aaloalo* and *tautua*. But in order to survive in his new country, he must make small but significant changes to the way he lives (the clothes he wears and the food he eats). Another adaptation would be to learn a new language — Russian! But remember — he would still be a Sāmoan in his heart, mind and most of his actions.



Change has a different meaning in this context. Sometimes members of a culture are faced with situations that lead to big changes to the way people live and even speak. Unwillingly or willingly, the

culture changes as a consequence. People change their traditions and traditional values. For example, think of the changes to traditional Maori and Hawaiian cultures as a consequence of the arrival and settlement of vast numbers of people from Britain and Europe.

In this unit, we will be thinking about the ways people that you know (including yourself!) have adapted or changed as a result of new ideas, and changes to their environment, or place that they live in. We will also think and talk about how adapting and changing to new ideas and places can affect our values.

Unit Objectives

At the end of this unit, you will be able to:

- Based on personal experience, demonstrate ways that cultures can adapt and change as a consequence of new ideas.
- Explain how changes and adaptations that people experience affect their values, such as their cultural values.
- Predict what happens when people adapt and change to new environments and places.

Topic 1

Me, Myself, And I

Sometimes new ideas and opinions are a very powerful influence on people. New ideas can change the way that some people live. New ideas can change the way people see the world around them.



Example One: Elizabeth Fry And Newgate Prison

Elizabeth Fry And Newgate Prison

Elizabeth Fry lived in England. She was born in 1780 and passed away in 1845. She heard that the living conditions inside the prisons were very bad, so she went to visit Newgate, one of the biggest and worst prisons in London. She was horrified by what she saw. More than 300 women were locked up with their children in one large cell. There was barely enough room for them all. It was dirty and unhygienic for the women, and especially so for their children. There were no proper toilets, or beds, or places to wash. Women who were in prison for very serious crimes, for example, murder, were kept in the same cell as women waiting to go on trial for minor crimes, for example, stealing food.

Elizabeth began to visit the prisoners, bringing new, clean clothes. She talked to them about working together to improve their standard of living. She set up a school for the children in one of the cells. She chose prisoners that behaved well to be leaders among the prisoners and to help keep the peace. She taught practical skills to the women so that they could take better care of themselves and their children. The women agreed to stop drinking, and gambling their sorrows away, so that Elizabeth could help them to find paid work.

Elizabeth’s ideas about women in prison improved the living conditions and discipline in Newgate prison so much that the prison authorities copied her work in other prisons. People in other cities asked Elizabeth to come and talk to them about her ideas for improving life in prisons.

Example Two: Jane Addams And Hull House**Jane Addams And Hull House**

Jane Addams was an American woman. She lived from 1860 to 1935. She spent her life working hard for justice and peace. Jane trained to be a doctor but she became sick and was not able to finish medical school. She saw how many families were living in the poor areas of the city of Chicago. She opened up a special house called Hull House. It offered help to poor immigrant people. Others thought this idea was so good that soon other similar houses or clubs were built. These houses offered services such as cheap medical care, childcare (so that parents could work), English classes and art classes. By 1893, there were forty clubs helping over 2000 women and girls each week.

People thought Jane and the work that she did was very important. However, during World War I, people became unhappy with Jane because she protested against the war. She believed that all fighting was wrong. Her ideas and beliefs about war were not popular with others and people opposed her. Despite this, she kept strong about her beliefs, and would not change them.

Example Three: Aung San Suu Kyi And The National League For Democracy**Aung San Suu Kyi And The National League For Democracy**

Aung San Suu Kyi was born in 1945. She has been working hard for the people of Myanmar (formerly known as Burma) to have the right to choose their own government in the elections. Suu Kyi has shown great dignity and courage in her fight for political freedom. She is the leader of a political party called the National League for Democracy. For six years, Suu Kyi was under house arrest. The government forced her to stay in her house — she was not allowed to leave, not even to visit her husband and children living in Britain. She has ideas about government and voting that are very unpopular with the military government that is in power now. She has many supporters. However, she believes in peaceful protest and activism. She was given an international award in 1991 — the Nobel Prize for peace. When she was released from house arrest in July 1995, she began to campaign again. But the government will not allow her to hold meetings with her supporters, and the police keep a close watch over her.

Activity 1**Processing Written Information**

Copy this table into your workbooks. Answer each of the questions in the spaces provided in the table.

Questions	Elizabeth Fry ENGLAND	Jane Addams USA	Aung San Suu Kyi MYANMAR
1. What were the main idea (or ideas) and beliefs that this person had?			
2. What did this person do with her ideas and beliefs?			
3. What were some of the changes that happened as a result of the ideas?			

Activity 2**Role Playing**

- Organise yourselves into four small groups. Your teacher will decide which role play (1, 2, 3, 4) each group will have.
- Read your assigned role play carefully. Make sure you understand all the information that is provided.
- Prepare a small yet creative role play for the information that your group was given. You must present this to the rest of your class.

Role Play One

Lesina has lived in the United States since she was very young. Her family has returned to Sāmoa. Her parents have enrolled her at primary school. At lunchtime, Lesina tells Malia that she will give her half her sandwich if Malia gives her one of her mangos. She tells the other students in her class that this is called a trade. Within a few days, other children are trading their lunches. Penina is also in Lesina's class — and she is very upset. She says to Lesina, 'Before you came to our school, we shared our food with one another. We do not do this any more — now we "trade". I don't like this new idea and what we are doing!'

Questions

1. Where did Lesina come from?
2. What did the children at the school do with their lunches before Lesina came?
3. Describe the idea that Lesina introduced to her classmates. What is the name of this idea?
4. How did the children adapt and change to this new idea?

Role Play Two

Tanielu worked hard for this family. He loved his family, but there were times when he would get very angry and upset. He would beat his wife and, sometimes, his children, if they did not show respect to him. His sons wanted to protect their mother but they were just young boys. And they were very scared of their father.

One day, the pastor of their church came and invited Tanileu to a special meeting. Members of Mapusaga were also there. They gave a talk about their work. Mapusaga is a non-governmental organisation that is trying to teach men, women and children that violence in the family is a serious problem.

At first, Tanielu was very angry. He told people at the meeting that as the father and the head of the family, it was his duty and responsibility to teach his family. He said that hitting them when they did wrong was the best way for them to learn. Some of the other men from the church agreed with him. The Minister and Mapusaga did not agree with him.

Tanileu went to other Mapusaga meetings because the minister asked him to. Tanielu began to think about some of the things that Mapusaga said. For example:

- *'Can your family really love you if they are afraid of you?'*
- *'Is beating your family a Christ-like way to handle your problems?'*
- *'Women and children have legal rights and human rights that must be protected and respected.'*
- *'Talking about a problem in a calm way, and saying how you feel is not a sign of weakness.'*
- *'Here are some ideas to help you talk to your wife when you are upset with her.'*

Tanielu also began to remember how his own father used to hit his mother. He remembered what she had said to him after one particularly bad beating, 'Promise me you will be a good husband — love your wife and be patient with your children. Don't do this to them.' Tanileu began to change his behaviour as a husband and as a father.

Questions

1. What is Mapusaga?
2. What did Tanielu do when he was angry at his wife and children?
3. Describe the ideas that Mapusaga introduced to the men of this church. What do you think about these ideas — do you agree or disagree? Give reasons for your answers.
4. Tanielu wants to change. What are some of the things that he could do? Think of some specific examples.

Role Play Three

Elena left Sāmoa to study in New Zealand on a scholarship. Her parents and grandparents were very proud of her. In New Zealand, she lived in a hostel with other students. She had a bedroom of her own. She ate her meals in the hostel dining hall. She went to her classes at the University. She studied in the University library after class. On Saturdays she went out with friends, playing netball and then going out to night clubs. On Sundays she stayed at the hostel sleeping and watching television.

Elena's family was very excited when she came home for the Christmas holidays. But, they soon noticed several changes in her. After the evening meal, she got up and went outside to talk to her friends. Her sisters cleared the dishes and did the washing up by themselves. On Friday night she dressed up and when her father asked her where she was going, she said, 'To the nightclubs'.

He said, 'You did not ask me for permission — I forbid you to go!' She disagreed with him, and they argued loudly in front of the rest of the family.

On Sunday, she did not get up and dress for church, like the rest of her family. When her mother asked her why she was not ready, Elena said 'I don't feel like going to church today'. They had a loud argument, one that the whole family could hear.

When the extended family came for a special toonai, to celebrate her safe return, Elena came into the room dressed in shorts and a teeshirt. She said hello to everyone and then left the house to go to the beach with some of her friends. Her father was very upset — they had another argument.

She told him, 'You can't tell me what to do. I am twenty years old now. I am independent and I can do what I want to do!'

Questions

1. Describe at least four things about Elena's way of life in New Zealand that are different to her family's way of life in Sāmoa.
2. What is the idea that Elena believes in now? How has this idea changed the way she behaves?
3. How do you think Elena's parents feel about her new, independent ideas?

Role Play Four

Samuelu and his brothers and sisters live in Auckland, New Zealand. They were born and raised in New Zealand. They have been to Sāmoa for short visits. Their parents are getting old now — they do not work anymore, and they live a quiet life. Samuelu and his brothers and sisters want to help their parents, but life in New Zealand is expensive, and often when there is an unexpected faalavelave, they do not have enough money to help their parents. This is a situation that puts a lot of pressure on them all. It sometimes leads to arguments. They had a special family meeting about money and faalavelave. Samuelu suggested they open a special bank account, and everyone put a small amount of money from their pay each week into the account. They call this special savings account their family faalavelave account. They hope that when the next family faalavelave comes, they can use their savings and serve their aiga without arguments about money.

Questions

1. What did Samuelu and his family do when there was a faalavelave? Why was this a problem at times?
2. What idea did Samuelu have? Did the family stop helping when there was a faalavelave? What did the family decide to do?
3. Was what the family did an adaptation or a complete change? What do you think?

Activity 3**Group Work**

Your teacher will organize you into small groups of four to six students.

This next task will take more than one period and you must work co-operatively in your groups.

IMPORTANT NOTICE!!

Discuss the information about working in groups (co-operative learning) on this page and the next one. You must follow the steps set out below to create a group that works together in this way.

Co-operative Learning — How It Works

This is usually done in groups of four to six people. Group members share ideas and help each other to complete assignments and tasks that the group has been given. The success of the group depends on how well everyone in the group has worked together. Each person in the group must have a specific job to do. The important jobs are: mentor (or motivator), recorder (or scribe), time keeper, and resources coordinator. Study the poster on page 36 it will remind you about the roles of group members.

Here are the steps for co-operative learning:

- Step 1** Spend time getting to know other members of the group.
- Step 2** Everyone must have a task or a job — the group must decide which jobs each person will do. If the group has less than six people, some people will need to do two jobs.
- Step 3** Have a discussion about the assignment or the task that the group must do. Everyone in the group must have a clear understanding of what the assignment is about — ask questions to make sure you understand.
- Step 4** It is time to get to work. Differences of opinion are allowed — but to work co-operatively you are all responsible for working together.
- Step 5** When the task is completed, return to your groups and talk about the way you worked together. The group should ask questions like these:
 - What did we actually do?
 - How well did we do the task or assignment?
 - If we did the task again, what would we do differently, and why?
 - Did everyone participate ?
 - How well did we work together?

Total Teamwork!
Terrific Team Players



Cheerleader
I ...

- Encourage and praise.
- Foster a happy and productive working climate in my group.



Recorder
I ...

- Record and summarise.
- Write down and organise my group's ideas and outcomes.



Information Hunter
I ...

- Research and locate.
- Collect and return information and materials for my group.



Problem Solver
I ...

- Motivate and mediate.
- Guide my group's progress and assist with problem solving.



Time Keeper
I ...

- Manage time and set deadlines.
- Assign my time frames and keep to a schedule.



Reporter
I ...

- Report and retell.
- Organise my group's oral presentations.

Figure 2.1
Total Teamwork.

Activity 4 The Task Or Assignment

1. Have a discussion about new ideas that have led to cultural change and adaptation.
2. In your discussion, think of examples that you have noticed in your own life and within the groups that you belong to (e.g. family, church, school and even sports teams), of new ideas that have led to changes in the way people think, feel and behave. Try and think of examples of new ideas that you think have led to positive adaptations and changes as well as new ideas that you think have led to negative changes.
3. Your group must present the information that you have gathered (i.e. examples of ideas that have led to cultural changes and adaptations) using ONE of the following cultural expressions:
 - Compose and perform a song that has original lyrics.
 - Plan and perform a role play (serious drama) or a skit (funny drama) about the changes that you, as young people of Sāmoa, have observed.
 - Plan and perform radio interviews of young people in different parts of Sāmoa sharing their experiences and points of view. Remember to include sound effects!

Topic 2 Cultural Values, Adaptation And Change

Values are the standards or principles that are important to living the life of a good person, or a good member of a society or culture. If there is a change in the way we live, our culture, or the way we adapt to changes in our culture, our values change. This topic looks at the effects of change on values.

Examples of values are:

- Respect
- Service
- Love
- Honesty
- Hard work

Activity 5 **Conducting An Interview**

Steps to Follow:

1. Here is a list of things that have changed over time. Choose TWO from this list.

Sunday activities clothing foods
 the Sāmoan language the fa’aSāmoa

2. You will need to interview an older person. This person should be from your grandparents’ generation. You can interview one of your grandparents, or someone from the same age group. This person will be your primary source of information.

You must find out from the person that you interview their views and opinions about how the two areas you selected have changed over the years.

3. Carefully plan the questions that you will ask. Write the questions out. Think about how you are going to record the information that the person you interview will share with you. Ask your teacher to check your questions (you should not need more than three). Remember — good questions will help you to get good information!
4. Arrange to interview this person. You are the interviewer, and the person you interview is the interviewee. Before, during and after the interview, be polite and respectful. Carefully record the information that he or she gives.
5. After the interview, draw a Venn diagram for each of the areas that you asked about. For example, if you chose ‘Sunday activities’, the Venn diagram would look like this:

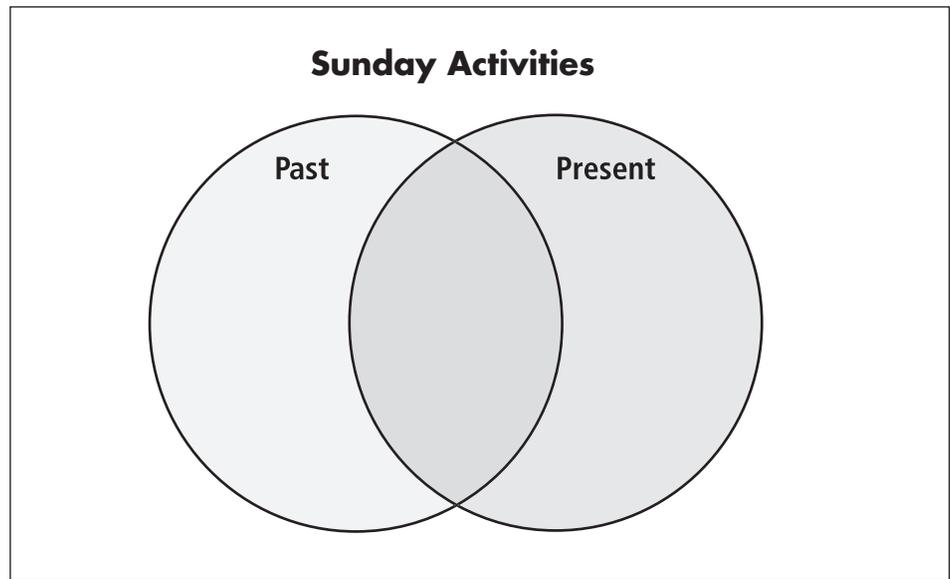


Figure 2.2
Venn Diagram

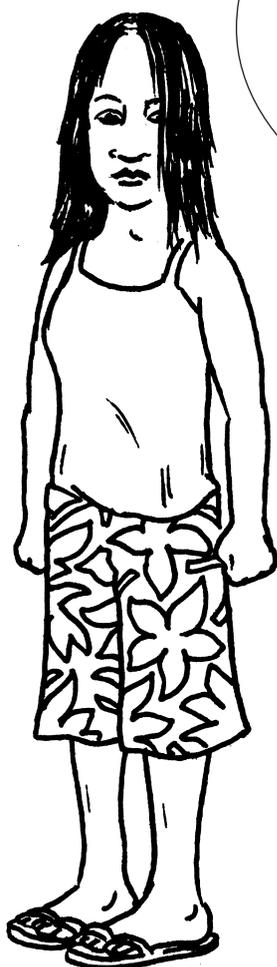
6. Study the information that you collected from the interview. Compare what was done in the past with what is done now by writing examples from the past in 'A' circle, and examples of the present in the 'B' circle. If the interviewee said some things have stayed the same, then list those things in the intersection of 'A' and 'B'.

Remember: you will be drawing two Venn diagrams.

7. Think of your interview. Can you identify the values that were important to your interviewee? List these in your workbooks.
8. When your interviewee described the changes that she or he has seen, did they talk about changes in values? If so, write examples of these.
9. Write a few sentences to explain how and why cultural adaptations and changes are also about changes in values. Give specific examples from your interview information.

Topic 3

Adaptation And Change In A New Place



New Zealand has been an important place to my aiga for more than eighty years. People from my family have been travelling there to visit, to study and even to live, for four generations now. That's a very long time. I am a member of the fourth generation of travellers to New Zealand from Samoa. And my name is Telesia. These are some of the stories that my family has told, about their time in Niu Sila.

Telesia's History Highway

1900

1908

Mele was my great-grandmother — my grandfather's mother. Before she married and had her own children, she looked after the children of a wealthy palagi family living in Apia in 1908. They took her with them when they went to New Zealand for a holiday. They went by steam ship. It took many days before they arrived in Auckland. She thought New Zealand would be beautiful and clean. In New Zealand, Mele saw things she had never dreamed of like trains and cars.



Years later, her grandchildren asked her 'Did you like New Zealand? Did you want to stay and live there?' She replied, 'No! I did not like New Zealand — the cities are dirty. There are too many people crowded together. It's too cold. It was strange being surrounded by palagi people — I never met another Samoan while I was there. I was seasick on the boat when we travelled to Auckland — and I was seasick travelling back home.'

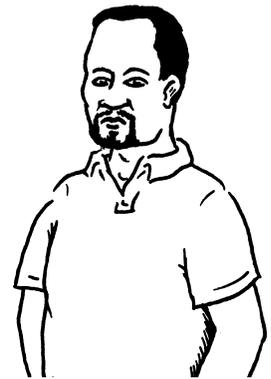
My grandfather is Ioane. He is Mele's oldest son. He was born and raised in Samoa. He went to New Zealand in 1958 for medical treatment. He never told stories to me about his time in New Zealand. But then again, my grandfather was not the kind of person to tell stories about anything. He must have thought New Zealand was a good place though, because he encouraged and supported his sons and daughters when they started to go there in the 1960s for school. Of his six children, only one did not go to New Zealand to complete their secondary schooling and to do further studies.



1958

1965

My father is Peleiupu. He is my grandfather's oldest son. He went to Wellington, New Zealand to finish secondary school and to go to University. He was only 17 years old when he first arrived in 1965. He did not have any relations living in Wellington, so he stayed in a hostel. He once told me:



'In my first year there, I was very, very homesick. I would look out of my window to the mountains in the distance and say to myself — I want to go home. I was so cold there. The food was strange, but I got used to it after awhile. One of my favorite foods is still bread pudding — that's one of the things they fed us at the hostel. I missed my parents — I couldn't call them to talk to them. And at that time, our scholarships only let us go home once every three years. Letters took a long time to get to New Zealand from Samoa in the post.

I was very lonely for a long time. It was not easy making friends at first because my English was not very good and I was too shy to speak to the other boys at school. Things got better when I started to play rugby — I was good. They liked the way I played. I could run fast too, so they wanted me on their athletics team. One day some of the boys gave me a javelin and told me they had entered me in that event. When I told them I had never done it before they said, "Don't worry, you'll be good at this too because its just like throwing spears where you come from" I came from Apia — I couldn't even spear fish. They were disappointed — I came last.

I began to feel less lonely in my second year there. I had some friends — they were nice people. I learned how to catch buses and trains so I was able to spend school holidays at my cousin's place in Auckland. I enjoyed those visits, because I could be with my family, speak in my own language and eat Samoan food. And I got used to the weather. I never liked the weather — but I got used to wearing the extra clothes.'

I first went to New Zealand when I was a little girl with my parents, in 1978. My Auntie Naomi got married there and wanted me to be in the wedding group. Unlike my grandfather and great-grandmother, I went to New Zealand on an aeroplane. It took only a few hours. I enjoyed myself on that visit — we have lots of relations living there now and they took good care of us. I came home with lots of nice clothes, shoes and even some money!

Visiting New Zealand is different from going there to live for a while. I went there to live when I finished secondary school and went there to study at university in Auckland. I stayed in a hostel. There were five other students from Samoa there — and even more Samoan students (New Zealand born) attending the university. I had my Auntie Naomi living in Auckland so I sometimes went to her house to visit. I did get homesick, but I called home often. So much that my mother told me to stop because their phone bill was too high! The weather was hard to get used to — especially in winter. The food was good — I put on a lot of weight in my first year! I was able to go home for Christmas and see everyone again.

I think the hardest thing for me then was trying to make good decisions for myself — decisions about how to use my time, how to budget my allowance from the scholarship, and who I should spend time with. In my first year I enjoyed all the freedom I had — freedom I was not used to. I could do anything I wanted to do. I did not have my parents, aunts or uncles telling me to go to church, to do my school work, or what to wear. For a while, I enjoyed being free and doing what I wanted. I became quite selfish and forgot who I was — a member of a good family, a family that was proud of me and expected me to behave well and to do my best. I almost failed my course in my first year.



1975

1978

2000

My Auntie Naomi is the youngest child in her family — she is my father's sister. She went to New Zealand to study nursing in 1975. She met and married a European man before she finished her course and they settled in Auckland. She is now a nurse and has two children of her own. She said 'I like New Zealand. When I first came I was homesick, but that soon went away when I made friends. I think I found living in New Zealand harder after I got married because my husband's family is very different from mine. They are a small family — my husband has only one sister. He does not know his cousins who live in Wellington. I had to learn not to cook lots of food when his parents visit us because they think it is wasteful. My husband and his family do not see the need for sending money to my family at home when there is a wedding or a funeral. They believe that it will only make us poor if we send so much home. My ideas about the fa'aSamoa have changed — I now agree with my husband. We work hard. We need to use our money to improve our own standard of living.'



Activity 6

Interpreting A Diagram And Processing Written Information

Use Telesia’s History Highway on the previous page to help you answer these questions in your workbooks:

- 1 a. What is this history highway (timeline) about?
- b. What year did Telesia’s great-grandmother go to New Zealand?
- c. How many years went by before her son Peleiupu went to New Zealand?
- d. How many years after Mele went to New Zealand was it before Telesia went there to study?
- 2 a. Copy and complete this table into your workbooks. Read the information in the history highway carefully. Compare the experiences of each family member by answering the questions at the top of each column.

Name	Identify 2 or 3 problems that the person had when he or she went to New Zealand	Briefly describe the reasons for the problems	Briefly describe what the person did to change or adapt to the problems they had in New Zealand
Mele			
Peleiupu			
Naomi			
Telesia			

- b. What would be the best heading or title for this table? Think of a suitable one — one that tells the reader in just a few words what the table is all about — and write it above the table you have drawn in your workbooks.

3. Let's pretend!!

Imagine this — your cousin Charles is the same age as you. He lives in Chicago, Illinois, which is a city in the United States of America. He is coming to Sāmoa to live for a year with you and your family. His parents want him to learn about his Sāmoan culture, and they want him to spend time with his aiga. He has never been to Sāmoa before. He is an only child — his mother is your father's sister. She married a Peace Corps volunteer many years ago and has been living in Chicago ever since.

- a. Copy this table into your workbooks. Try and predict some of the changes and adaptations that Charles might have to make when he comes to live in your village in Sāmoa.

The areas of life that will be different for Charles	Describe What, How and Why this will be different	Predict how Charles will feel about this difference	Predict the Adaptation or Change that Charles will make
Food and how food is eaten			
Clothing			
Climate			
People			
Schooling			
Choose another area that you think may be important (<i>e.g. sports</i>) and write it here.			

- b. Complete the table by writing out your predictions for each section in the table.
- c. Write a short paragraph suggesting ways that you and your family can help Charles to adapt to his new environment, so that it will be the positive learning experience that his parents hope for.

Unit Summary

Think about what you have learned in the different topics in this unit. Ask yourself if you have met the objectives of this unit.

Working with members of my group, I can demonstrate or show some of the ways that cultures adapt and change as a result of new ideas, using my own personal experience and the experience of other young people

I can explain how some changes and adaptations to Sāmoan culture have affected cultural values, from the perspective of older generations

I can predict what might happen when people adapt and change to new environments and places — for example, people who are new to Sāmoa

Unit 3: COCONUTS — THE PACIFIC TREES OF LIFE

Introduction

This is a super-unit. Most of this unit is about coconuts, coconut oil and other coconut products. This super-unit is divided into two parts — Part A and Part B. Students living in Sāmoa will already know a lot about coconuts and coconut trees because these plants are everywhere. Coconuts have been very important to the Sāmoan way of life for centuries. However, there may be some things that you and your friends do not know about coconuts and the coconut industry worldwide.



Diagram 3.0
Can you see the coconut trees?

Fact File One:**The Coconut Plant**

The scientific name for the coconut tree is *Cocos nucifera*. It is a tree that is found in tropical places — between 25° north of the Equator and 27° south of the equator. Coconuts are easily transported to other places by water because the large coconut is waterproof and can float. They float for thousands of kilometres, before being washed ashore to sprout and grow into a tree. This is why coconut trees are found naturally on small islands, along the shoreline. Coconut trees can tolerate salty environments and poor, sandy soil. They grow to a height of 18–30 metres. A coconut tree that has been well-cared for can produce 75–200 coconuts each year.

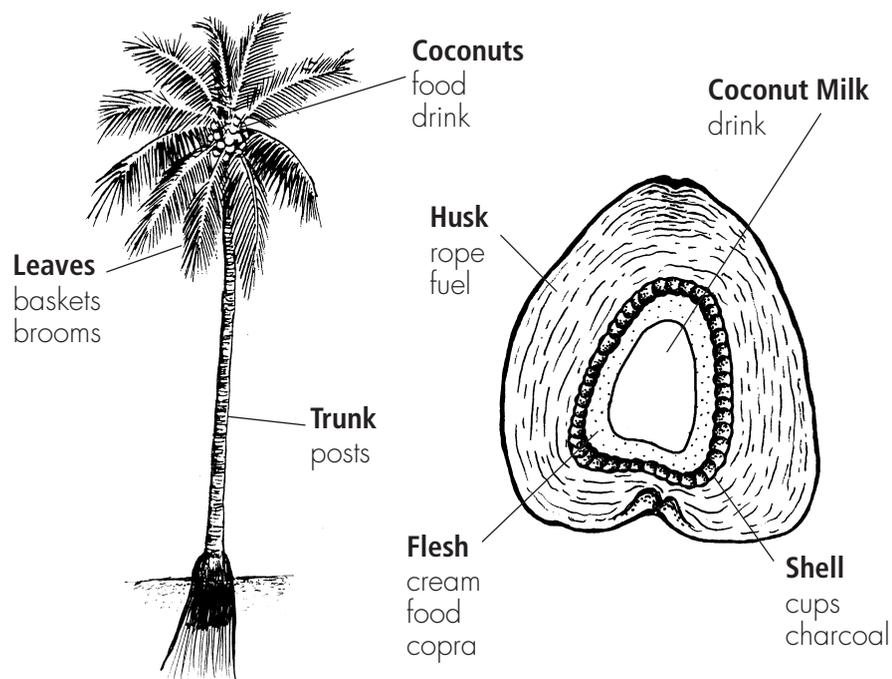
Coconut trees belong to the Palmae (or palm) family of plants. Coconuts trees are one of the most important palm plants because they are an important source of food for people living in tropical places. Other palm plants that provide food for humans are date palms and sago palms.

Questions

1. What is the name of the family of plants that coconut trees belong to?
2. How tall can a coconut tree grow?
3. How many coconuts can a good tree produce in a year?
4. Why are there coconut trees on coastal areas of every island in the tropical Pacific?

Fact File Two:**The Traditional Uses of the Coconut and Coconut Tree**

The coconut tree has often been called the ‘Pacific Tree of Life’ because just about every part of the tree can be used — and not just for food and drink. The diagrams below shows some of the traditional uses — this means that we use coconuts and coconut trees in the same ways that our parents, grandparents and ancestors used them.

**Questions**

1. Make a copy of the diagram ‘The Traditional Uses of the Coconut and Coconut Tree’ in your workbook. Can you think of any other traditional uses? Add these to the diagram.
2. Can you think of any modern uses of the coconut and its tree? Modern uses are uses that have only recently developed, for example using coconut shells to make buttons for shirts. Share ideas with others in your class about modern uses of the coconut. Use these ideas to write a list of the modern uses of the coconut and its tree in your workbook.

Fact File Three:**Commercial Uses of the Coconut and Coconut Tree**

Coconuts and coconut trees are grown and used for financial profit. This means that coconuts have commercial value. The nuts and trees are used to make coconut products that are used to sell and earn money. Some of the traditional uses have become commercially valuable. Some more modern uses are also commercially valuable. For example:

1. The **trunk** of the tree produces a wood that is good for the construction of buildings. This wood is also good for making furniture. For example, a company in Fiji called Pacific Green successfully produced and exported high value furniture from the wood of coconut tree trunks.
2. The **fibrous husk** of the coconut is called 'coir' in other countries of the world. This can be made into a kind of rope that is used for mats. This husk is also used for gardening — for example, for lining pots and planters, and for mulch when landscaping.
3. The **empty coconut shells** can be made into an excellent charcoal — a very important cooking fuel.

Empty coconut shells are cut and polished to make buttons, earrings, bangles, cups, spoons, and other handicrafts that are popular with visitors to Sāmoa and other tropical countries.

4. The **meat or flesh of mature coconuts** is used for making a variety of foods. There is coconut cream (the liquid that comes out when coconut is grated, squeezed and strained), and desiccated coconut (pieces of finely grated coconut with most of the liquid squeezed and strained out) which is used in cakes and puddings.
5. The meat or flesh of mature coconuts is also **used for making oil** and other products that are important in the production of other products.

The first stage of production is when the flesh or meat is dried and made into copra. The greatest commercial value of the coconut comes from producing copra and after that, coconut oil. When the oil has been taken out of the copra, what is left behind is called copra meal, and this is a very nutritious food for livestock.

Questions

1. What does 'commercial value' mean?
2. What is the main difference between traditional uses and commercial uses of the coconut?
3. Draw a star diagram of the different commercial uses of the coconut — instead of using words, use diagrams and sketches. The title of the diagram is 'Commercial Uses of the Coconut'.

Fact File Four:**The Demand and Supply of Copra and Coconut Oil**

Copra has been a major way of making money for Pacific people living in the rural areas of high islands and on atolls for many decades. The countries of northern Europe (for example, Great Britain and Germany) became interested in copra as a source of edible fat in the 1860s. At this time, there was a shortage of dairy fats. Copra and coconut oil became known and used in the United States of America in the early 1900s. Western European countries are still important export markets for Pacific countries that produce copra and coconut oil. Australia and New Zealand are other important markets.

Pacific nations such as Sāmoa and Vanuatu earn valuable foreign exchange from copra. However, the international prices for copra do not remain the same each year, or even during the year. There have been times when copra **prices** have been low, and this is because of certain **factors of production**. These have influenced the **demand** and **supply** (and as a result, the price) of coconut products such as copra and oil.

- Coconut oil is not the only vegetable oil that has commercial value. There are many different types of oils that can be used instead of coconut oil. Many of the products that are made from coconut oil have **substitutes**. For example, the soybean industry has given coconut oil lots of competition.
- Many of the coconut plantations in different Pacific nations were established in the early 1900s. For example, during the German colonial period in Sāmoa and, later, during the New Zealand administration many of the large coconut plantations were planted. Many trees are now over forty years old — but they do not grow as many coconuts. This can affect how much copra and coconut oil the **producers** in the Pacific can make.
- The costs of transporting copra or even coconut oil are high for Pacific nations. Because the markets for these products are far away, they need to be transported by ship. Transport costs increase the cost of producing copra and coconut oil.
- Coconut trees are vulnerable to natural hazards such as bad storms and cyclones. Coconut trees have shallow root systems, and can be blown over by very strong winds.

- Coconut trees can be damaged by pests such as the rhinoceros beetle. This pest was a big problem for coconut farmers in Sāmoa in the 1970s. In India, coconut farmers have been worried about a pest called the eriophid mite. It was a minor pest but has since 1998, become a big problem.
- The most important **markets** for coconut products are the ones where the most money can be earned. For Pacific nations, the most valuable markets are in New Zealand, Australia, and the countries of Europe. People who use coconut products are **consumers**. The consumers in these countries often change what they want to buy. When consumers change, the market changes. For example, in the late 1980s, many people (the consumers) in the United States of America wanted to eat more healthy food. They believed the doctors that said that other vegetable oils were much better for their health than coconut oil. So, they did not want to buy and eat cooking oil and other food products that were made with coconut oil. The market for coconut oil and coconut products declined.

Questions

Think about these eight words and phrases that are in **bold** in the paragraphs above.

- | | | | |
|-------------|-----------------------|---------|-----------|
| prices | factors of production | demand | supply |
| substitutes | producers | markets | consumers |

These words and phrases are important concepts from economics.

1. Find the definitions of these words and phrases.
2. Have a discussion as a class about the meanings of these words.
3. Think of examples of these words
4. Make a vocabulary square for each word and phrase. Think of examples from the coconut industry.

Fact File Five:**Production of Copra**

Producing copra is a long process. Each stage takes a lot of hard work — from the time that the mature coconuts are collected through to the time when copra is put into bags and taken to either a copra buyer, or direct to the coconut oil factory.

**Questions**

Think of Sāmoa and copra production. How is copra made in our country?

1. Find out more about how copra is made.
2. Design a simple flow diagram showing each stage of making copra.
3. Add sketches and diagrams to your flow diagram.

Fact File Six:**Industrial Production of Coconut Oil**

Copra is crushed between huge rollers, then it is steamed and pressed at a very high pressure (about 500 kg per square centimetre). This is done to remove the oil. Copra can come in a range of qualities. High quality copra is 60–70 % coconut oil. The solid meal that is left behind is used to make animal or livestock food. The quality of copra depends on how well the copra was dried and the quality of the coconuts that it was made from.

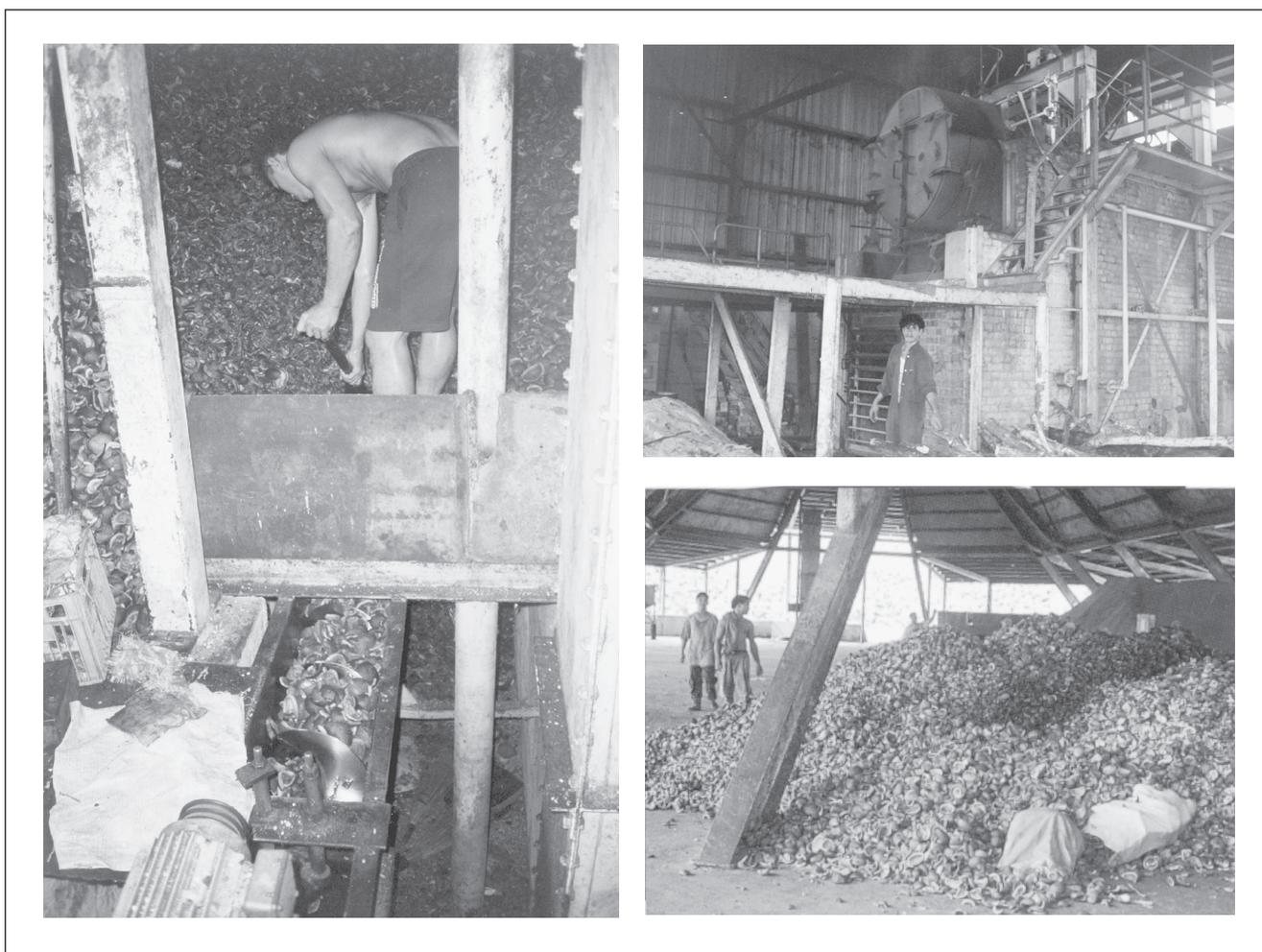
Raw coconut oil is then refined. This means that it is treated to take away some of the characteristics that prevent it from being used to make other commercial products (for example, the strong coconut smell). Coconut oil makes about 20% of all the vegetable oils that are used in the world today. It is a common ingredient in these food products:

- Margarine.
- Vegetable shortenings.
- Salad oils.
- Confections (these are sweet foods, such as lollies and cakes).

Refined coconut oil is also used to make:

- Soap.
- Detergent (products used for cleaning, for example, soap powder).
- Shampoo.
- Cosmetics and skin care products (for example, sun tanning lotion, face cream, make-up).

Coconut oil is added to different types of glue (a sticky substance that is used for joining things together), epoxies (a sticky substance used to make varnish and plastic that is set or made hard by heat), and lacquers (hard, shiny varnish — varnish is a liquid that dries up and makes a surface hard and shiny). Synthetic rubber and glycerin are also products made from copra and the coconut oil that comes from copra.



Questions

1. What happens to copra when it is taken to an oil mill (an oil mill is the factory where coconut oil is made) ?
2. How much coconut oil is there in high quality copra?
3. What are the two factors that make high quality copra?
4. What is refined coconut oil?
5. Why is coconut oil refined?
6. Write a list of the products that coconut oil is used to make.

Fact File Seven:**The Asia and Pacific Coconut Community (APCC)**

The APCC is an inter-governmental organisation. There are thirteen full members. They are countries from South Asia, South-East Asia and the Pacific are. The member countries are:

- Federated States of Micronesia
- Fiji
- India
- Indonesia
- Malaysia
- Papua New Guinea
- Philippines
- Sāmoa
- Solomon Islands
- Sri Lanka
- Thailand
- Vanuatu
- Vietnam

The Republic of Palau (Micronesia) is an associate member. An associate member is one that is part of the organisation, but it does not have all the rights and privileges that other member countries have. In some organisations, for example, associate members can come to meetings, participate in the discussions, but are not allowed to vote and help make decisions.

The APCC was first organised in 1969. It is an inter-governmental organisation. The purpose of the APCC is to promote and co-ordinate activities in the coconut industry.

The APCC is made up of government representatives from the different member countries but the governments are committed to helping:

- the many farmers that produce coconuts for the industry.
- the companies and businesses that market coconut producers
- all other parts of the coconut industry.

APCC has calculated that of the approximately 11.5 million hectares that are planted in coconuts worldwide, 10.49 million hectares are within the APCC countries. This means that collectively, the APCC countries are responsible for more than 90% of the world's coconut production and exports of coconut products.

What does the APCC do for its member countries?

The APCC provides information and training, especially about new coconut products and new and improved methods of processing coconut products. Improvements to production are usually due to the development of new technologies.

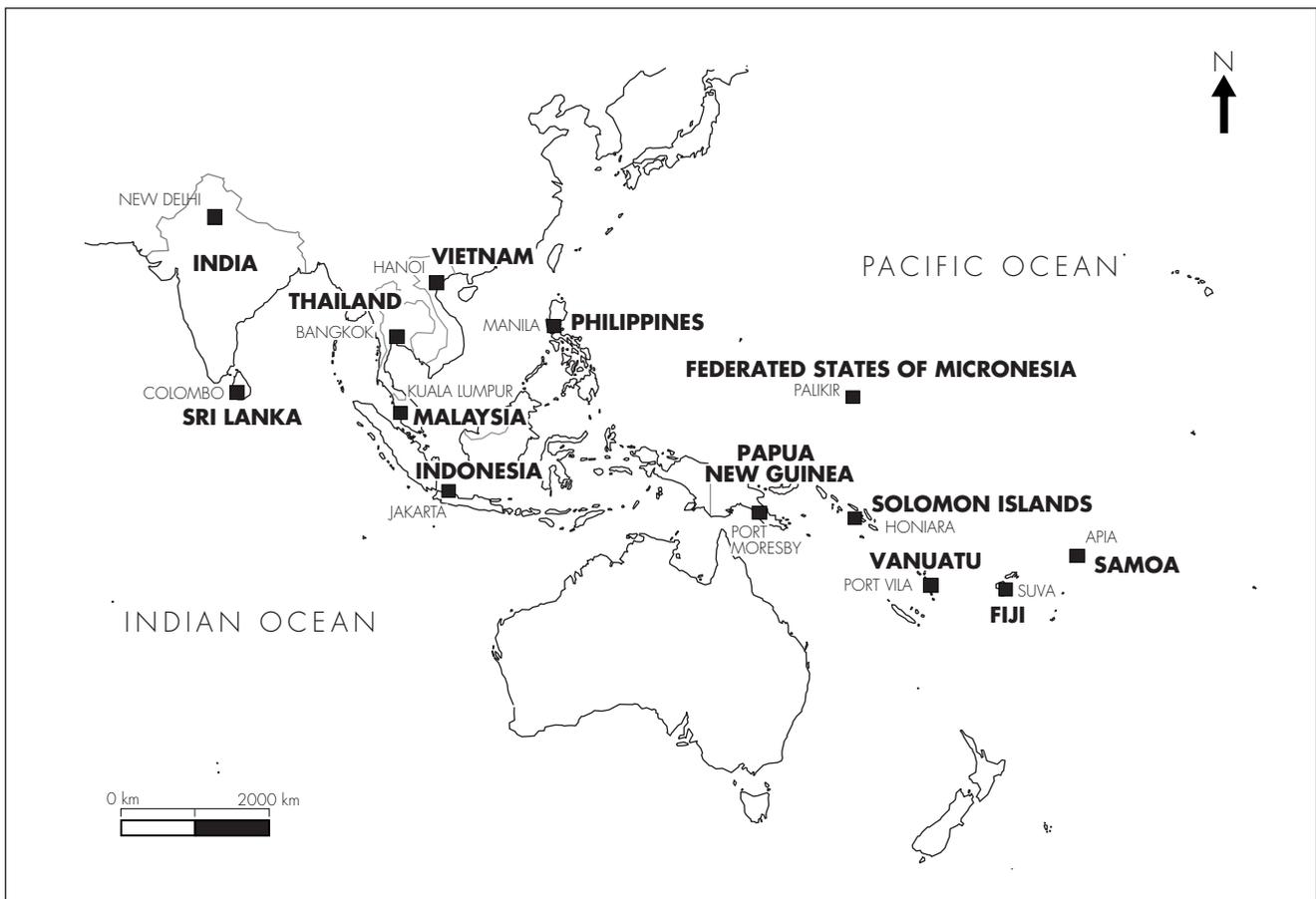


Figure 3.1
Asia and Pacific Coconut Community.

Questions

1. What does APCC stand for?
2. How many countries are members of APCC?
3. Give one example of an APCC country that is located in South Asia.
4. Give two examples of APCC countries that are located in South-East Asia.
5. Give two examples of APCC countries that are located in Micronesia.
6. Give two examples of APCC countries that are located in Melanesia.
7. Give one example of an APCC country that is located in Polynesia.
8. What percentage of the world's coconuts are produced in APCC countries?
9. In a brief sentence, describe what the APCC does for its member countries.

Did You Know?

Copra and coconut oil have been made for hundreds of years in parts of Asia as well as in the Pacific. Coconuts and olives are the earliest recorded sources of vegetable oil in the world. In other words, our coconut oil is ancient!

Did You Know?

Unlike some vegetable oils (used for cooking), coconut oil does NOT raise blood cholesterol or cause heart disease.

Did You Know?

The word 'copra' comes from a language called Malayalam. This is spoken on the western coast of the most southern part of India — in a region called Malabar. About 35 million people speak Malayalam. Other English words that have come from Malayalam are: teak (a special type of wood)

Did You Know?

Activated carbon can be made from coconut shells. Activated carbon is used in industries to absorb unwanted colours, flavours, smells and contaminants.

Did You Know?

Coir (the husk of the coconut) is a biodegradable natural fibre that is very hard wearing. It can also hold water without rotting, it resists insects, and is a good insulator of sound and heat.

Did You Know?

One coconut has as much protein as a quarter of a pound (120gm) of steak.

Introduction

Part A of this super-unit is about how people make economic decisions about the use of coconuts and coconut trees. You may also need some help to understand several important economic ideas. These ideas are learning tools for the topics of this unit.

Part A explains the meaning of fourteen economic ideas, and provides learning activities that will help you to understand these ideas.

Important Economic Ideas

Economics is the study of how people and their societies make decisions about how to use their limited resources in order to meet their unlimited needs and wants.

Needs are the general things that are necessary for life — for example, food, clothes and shelter. People do not have the same specific needs. For example:

- young children need food but their food needs are not the same as adults. Young children do not eat as much (quantity), but they do need more protein and iron than adults because their bodies are growing more.
- People who live in Russia need clothes but they need different clothes from people living in Sāmoa because the weather is very cold in Russia.
- Some people may need transport because they live a long way from where they work or go to school. The people that live close to their jobs or schools do not need transport because they can walk to work or school. So, needs are something we all have, but we do not all have the same needs.

Wants are things that we would like to have, but they are not things that are vital to being alive and living from day to day. We need food, but we may want more than our bodies need, and we may want foods that we can live without. For example, bread can be a need, but ice-cream is not needed to keep us alive and well. We need clothes, but we may want some clothes because they are in fashion.

People have needs and wants. These needs and wants are unlimited — this means that we can think of many things that we may need and want. But do we have the ability to get all the things that we need and want? People do not have the ability to meet all their needs and wants — that is why they need to make decisions about the needs and wants that they can meet. This is what economics is about.

Activity 1**Revision**

- What are **resources**?
 - What are **goods**?
 - What are **services**?
1. **Think** about these three words. Write them out on a piece of paper, on the same line, across the page. On your own, write down what you can remember about each word.
 2. Move into **pairs** or at the most, groups of three. In your groups, compare your definitions. You may write down more information for each word on your list.
 3. Have a class discussion and **share** your ideas about the meaning of these key words.

Activity 2**Playing With Economic Words**

Consumer	The last or final person to use a good or a service. He or she uses that good or service to satisfy his or her desire (want) for it.
Demand	The desires or wants of many consumers (people) for a particular good or service. This is measured in the quantity or the amount of the good or service that people are willing to buy at different prices <i>e.g. if the price goes up, the demand (the number of people who want to buy it) will go down.</i>
Enterprise	When people organise land, labour (workers), and capital (money and other investments) into a business or organisation that will make goods and services.
Factors of production	<p>The resources that are used to produce or make a good or service. Examples of the general factors of production are:</p> <ul style="list-style-type: none"> ■ land — This includes natural resources <i>e.g. water, soil and farmland, rivers, minerals, the sea, trees and other plants.</i> ■ labour — The skills and work of human beings <i>e.g. farmers and traders.</i> ■ capital — Goods that are resources needed for production that are made by people <i>e.g. tools, trucks, buildings, roads and ports.</i> Some goods are used to make other goods. For example, copra is a good that is made and then used to make another good — coconut oil — and coconut oil is used to make other goods, soap for example. Goods that are used to make other goods are also called intermediate goods. <p>IMPORTANT NOTE: Economists do not include the money that is used to start up a new business as capital. In accounting and business studies this is the case, but not in the study of economics. Entrepreneurship is about taking greater than normal risks to establish a business (to producing a good or service).</p>

Goods	Things that can be seen and felt, that are bought and sold <i>e.g. copra, coconut oil, and coconut meal.</i>
Markets	Wherever buyers and sellers can come into contact with each other for buying and selling (also called economic transactions).
Opportunity cost	Important economic decisions are made about the use of resources, goods and services. The opportunity cost is the next best thing (the alternative) or decision. For example, a coconut farmer decides what to do with the coconuts that he has harvested. His choices are: sell the coconuts to the coconut cream factory; make copra from the nuts and sell copra to the coconut oil mill or traders; harvest his nuts when they are young and sell them as drinking nuts in the market in Apia. He decides to make and then sell copra. The opportunity cost is selling the nuts to the coconut cream factory.
Price	The value of a good or service that is available for sale. Buying and selling is an economic transaction — this is also called exchange.
Producer	A person, business or organisation that makes goods and services to sell. For example, farmers grow coconuts; they can also make copra. Coconut oil mills make oil from copra. Food processing companies make margarine from coconut oil. These are all producers.
Resources	Things <i>e.g. goods, services, skills</i> that are used to make other things — factors of production.
Services	Some of the things that people do meet needs and some satisfy wants — consumers are willing to pay for them <i>e.g. banking, teaching, retailing (selling things), cooking food in restaurants.</i>
Substitutes	Goods and services that can be used in the place of other goods and services <i>e.g. substitutes for coconuts to make cooking oil are soya beans, sunflowers, canola and olives.</i>
Supply	The amount of a good or a service that producers are willing to make and sell at a particular price. When prices are high, producers are willing to supply more.
Technological progress	The process of improving the knowledge and skills for producing goods and services. As a result, the quality of goods and services available to consumers improves. Changes in technology can also lead to changes in the kinds of goods and services that are available to consumers. For example, due to changes in technology, coconut water (the drink of immature coconuts, or niu) can be canned and bottled without changes to the way it looks or tastes.

1. Read through the definitions of each of the terms in the chart.
2. Working in pairs, divide the words into two groups. Each person must take a group of seven words and design an acrostic puzzle. (Your teacher will explain what an acrostic puzzle is. See page 13 Year 10 Book One for an example) Acrostic puzzles need clues.
3. Exchange puzzles with your partner, and try to solve them.

Activity 3**Complete The Paragraph**

Copy the following paragraph into your workbook. There are some missing words. Complete this paragraph by choosing the best economic words from the list of definitions above.

The main _____ for coconut products are overseas in countries such as New Zealand, Australia and Great Britain. Coconut products are used to make many different _____ (for example, margarine, cooking oil and suntan lotion) that _____ want to buy. Unfortunately, coconut products have _____ — these are products that can easily replace coconut products if coconut products become more expensive. Changes to world prices of coconut products have a big influence on the different coconut _____, who are the people that grow coconuts and make coconut products to sell. These people make important decisions about the resources they need to make coconut products. Two examples of these inputs are land and labour — these are some of the factors of _____. If the number of people who want coconuts and coconut products decreases, then this will affect the _____ for coconut products. This will affect how much of the product farmers and others in the coconut industry will make — this is called the _____. When a buyer makes a decision to buy coconut-based soap, the _____ cost could be sunflower soap (if the buyer was trying to decide between the two).

Unit Objectives

At the end of this unit, you will be able to:

- Identify some of the factors that influence the decisions that people make about how they will use the resources, goods, and services that come from coconuts and the coconut industry.
- Make suggestions about some of the consequences (social, economic and political) that come when regulations are made about how coconuts and coconut products will be managed.
- Design and answer questions about the ways that groups of people (families, community groups and businesses) decide on how they will use the resources, goods and services that are part of the coconut industry in Sāmoa.
- Gather and process information on ways that government action results in economic changes in the coconut industry of Sāmoa.

Topic 1**The Factors Of Coconut Production**

What are the factors that influence people's decisions about how they will use coconuts and coconut products?

A Country Comparison of Coconut Production and Domestic Use

	India	Philippines (1999)	Sāmoa (1997)	Vanuatu (1996)
Area planted in Coconut (Hectares)	1,777,700	4,090,000	96,000	96,000
Number of nuts produced (million)	12,251	12,499	190	346
Copra produced (metric tonne)	1,750,000	2,544,000	55,000	48,000
Estimated Domestic Consumption of Nuts (millions)	14,925	2629	81	144
Estimated Consumption of Copra (metric tonne)	319,000	535,115	23,500	26,838

Source: Adapted from Asian and Pacific Coconut Community, www.apcc.org.sg, January 2003.

Questions and Activities

1. a. Draw a bar graph to show the area (in hectares) planted in coconut trees for each country in the table above.
 - b. What can this tell us about decisions that farmers have made on how to use their land?
2. a. Draw a chart or table that shows, for each country (India, Philippines, Sāmoa and Vanuatu) the percentage of the total nuts produced that are used in each country i.e. used for domestic consumption.
 - b. What could this tell us about the opportunity costs for farmers in each country?
3. a. Draw a chart that shows the percentage of copra that is consumed or used in each country.
 - b. What happens to the copra that is not consumed or used in each country?
 - c. What could these figures tell us about the opportunity costs of copra for farmers in these countries?

Goods that have a world market are often called commodities. A **commodity** is a good (or even a service) that is of value to people. Value is measured in money terms — called the price. Coconut oil is a commodity. Copra is a commodity too because it is also sold on the world market.

B Case Study: Copra and Coconuts in French Polynesia

Copra is the main source of income for the people that live on the atolls of French Polynesia. Most people are involved with copra production. Pearl farming is another source of income that has developed on some of the atolls.

The groves of coconut trees are very exposed to cyclones. In the 1982–1983 season more than 2000 coconut trees were destroyed by cyclones on the atoll of Tikehau. The Rural Development Department helped to restore the industry by planting new trees and supplying fertiliser. Between 1987 and 1997, there was a drop in the growth and production rate of coconut trees. It fell by 60% on the island of Rangiora, and by 24% on the island of Takapoto.

Overall, copra production on the atolls has decreased a great deal since 1957. However, the resulting decrease in income from copra has been offset in some atolls by the development of the pearl farming industry, especially on the islands of Manihi, Ahe, Takapoto, Takarua and Fakarava.

Farmers in the atoll communities of French Polynesia use the same methods that many farmers in Sāmoa use when they make copra from the coconuts that they harvest. The coconuts are collected, the flesh is cut out of the shell and dried in the sun until most of the water content is gone. The copra is then shovelled into bags, and weighed. Farmers are paid by the weight of the copra. The copra is sold to traders who ship the copra to Papeete, the capital of French Polynesia, in the islands of Tahiti. This is where the oil manufacturing company known as Huilerie de Tahiti is located.

Huilerie de Tahiti processes copra into crude coconut oil and coconut meal (also called coconut cake). Most of the coconut oil is exported (sent to overseas countries). A small proportion of the coconut oil that the company produces is refined at the company for the manufacture of ‘monoi de Tahiti’ — a traditional skin and hair care product. Tahiti has been making Monoi de Tahiti as a trade mark since 1992. The oil cake (the meal left over from making coconut oil) is used in the domestic market by cattle and poultry farmers to feed their animals.

C Copra Production — Past and Present

Records that the Huilerie de Tahiti coconut oil company have been keeping since 1957 show that the amount of copra that has been produced in French Polynesia has decreased by half over the past twenty years. The reasons are:

- Cyclones have damaged coconut trees on the less protected atolls. These atolls produce 50% of the copra in French Polynesia.
 - Cyclone damage also affects the roads. Roads are sometimes blocked due to fallen trees making it hard for farmers to transport their goods (heavy sacks of copra) across the islands to the ports for shipping to Papeete.
 - The decline in export prices of coconut oil makes the coconut farmers look for other activities to earn money.
 - For some atoll islanders, another source of income — pearl farming — has developed.
-

Source: Benjamin Mathieu, www.com.univ-fr/IRD/atollpol/reasatoll/coprah

Questions and Activities

1. What are some of the natural factors that influence growers' decisions about how to use their coconuts, in French Polynesia?
2. What are some of the economic factors that influence growers' decisions about how to use their coconuts, within French Polynesia?

D

Copra Output Decline Forecast for Philippines

MANILA, 26 January 1999.

Important declines in the amount of copra that is produced are expected this season in the Philippines because of the effects of drought and three typhoons or cyclones that happened one after the other.

The southern island of Mindanao, where the majority of coconut trees are located, was hit hardest by the drought, said the U.S. agricultural officer in a recent report on the coconut and copra industry.

The copra shortage will force exports lower during the 1998–99 season compared to the previous season. Two major copra crushing facilities (coconut oil mills) **temporarily** shut down

operations for some time in the last quarter of 1998 due to the **inadequate** copra supply. They have since reopened.

Copra production is expected to total 1.8 million metric tonnes (MT) — this is much lower than last year's 2.37 million MT harvest. Coconut oil output is expected to be about 1.19 million MT compared with 1.53 million MT last year. The drop in crush activity should result in a massive drop in exports. Experts have **forecast** that oil shipments will drop from 1.38 million MT to 750,000 MT.

Domestic coconut oil consumption is also expected to go down.

Coconut meal stocks are expected to tighten over the season. Production should sink from 788,000 MT to 577,000, while exports will drop from 600,000 to 550,000 MT.

Questions and Activities

The Philippines has a very large coconut industry. It is much larger than Sāmoa's.

1. What was the main reason for the drop or decline in the amount of copra that was made in January 1999?
2. As a result of the decline, what happened to other parts of the industry?
3. Draw a flow diagram to show the different consequences (the flow on effects) to the coconut industry in the Philippines, as a result of cyclones and droughts.
4. What effect could this have had on people's decisions about how to use their coconuts and copra?

Activity 4

Topic Test

Your teacher will prepare and give you a test, made of short answer questions, that will test your knowledge of facts about coconuts and coconut products and the global coconut industry.

Activity 5

Make A Learning Guide

Learning guides summarise the main points of a topic. They are made of two parts: sentences and graphics. Graphics are simple pictures and diagrams.

The sentences are listed in a column on the right side of the guide, while the graphics are drawn alongside in the left column.

In some activities, you may be asked to complete a learning guide by creating the graphics for sentences, phrases or key words that have been provided. Or better still, for your own learning, you may have to make up both the sentences and the graphics!

Remember, the graphics need to be simple meaningful pictures and symbols that will help you to remember the main points of a topic.

1. Copy and complete this learning guide.

What are the factors that influence people’s decisions about how to use coconuts?

Simple symbols, pictures, graphics	Key words and phrases
	1. Natural events e.g. <i>cyclones</i>
	2. World commodity prices
	3. Opportunity costs e.g. <i>other uses for coconuts</i>
	4. Land area planted in coconuts

2. Use the main points in the learning guide to write a paragraph that identifies the different factors that influence people’s decisions about how to use coconuts.

Topic 2

Administration Of The Coconut Industry

Governments often try to support and protect the people in their countries that rely heavily on commodities like coconuts and coconut products. This is often very important when the goods or commodities are NOT essential goods or commodities on the world market. Non-essential goods will have prices that fluctuate. The unstable prices will affect the producers incomes. Unfortunately, coconut products have substitutes or other alternatives. This means that there can be times that coconut producers will not earn as much as before because the demand for coconut products may suddenly go down.

Coconut products are important for both the domestic economy and the export economy of countries such as Sāmoa. The coconut industry is an export industry. It provides people with jobs, and countries with foreign exchange (overseas currency or money such as the United States dollar). Foreign exchange enables a country to buy and import goods from other countries.

Exporting coconuts and coconut products to other countries is part of international trade. International trade is when countries export products (sell to other countries) in order to earn money to buy and import goods that they do not make or produce in their own country. Sāmoa imports a wide range of goods and services that either cannot be made or produced in Sāmoa. For example, Sāmoa imports petrol, dairy foods, mutton, chicken pieces, textbooks, clothes, cars and car parts, agricultural tools and chemicals.

Governments can help and support an industry in the following ways:

- Placing tariffs on imported goods.
- Giving subsidies for goods or commodities produced within the country for the export market.
- Providing specialised skills and knowledge (technology) to the industry (service).
- Providing market analyses and information about world trends and prices.
- Providing services to help market products overseas (look for new markets and develop markets).
- Providing training, expertise and advice to producers (industrial production, farming, etc).
- Providing access to low interest or no interest loans for reinvestment in business activities.
- Creating incentives to export. For example, reduced or no taxes on capital goods/some of the factors of production (e.g. fertilisers); little or no income tax on income generated in that sector/industry.

More Important Economic Ideas

Demand for any commodity is dependent upon the price of the product, the income of the consumers, their tastes and preferences, and the prices of substitutes and complements.

Supply of a commodity depends upon its price, the costs of production, the state of technology existing in the industry, and the price of related products.

Subsidy is a payment from the government to producers. This lowers the cost of production — it helps producers to produce more at a cheaper price. More importantly, it helps to make sure producers get a stable, secure, income from their goods.

Subsidies are examples of government spending. Governments do not earn money from subsidising producers. This can be a burden to governments because they have to find the money to subsidise, especially if they are going to do this for a long time. This type of government spending, like all government spending, has to come from taxes. This burden has to be carried by the people who pay taxes in the rest of the country.

Here are two important questions to think about:

- What are examples of regulation and management in the coconut industry?
- What are some of the consequences of regulation and management in the coconut industry?

Read these news articles about what governments have tried to do in different parts of the world for their producers of coconuts and coconut products.

Copra production on the decline

Kingston, JAMAICA, 2002.

THE COCONUT Industry Board (CIB) last year recorded its lowest ever **yield** in the production of copra. Board figures show that for 2001, there was a yield of 61 tons, 341 tons less than the 402 tons produced in 2000.

Hailing the decline as a 'move in the right direction', CIB chairman Dr. Richard Jones told coconut growers on Saturday that they should continue to find other uses for their coconuts. He was speaking at the CIB's annual meeting of coconut growers at the Coke Methodist Church Hall in Kingston.

Effective October 1, 2003 Seprod, the main company buying copra, will stop buying copra from the Board. Dr Jones said that it is impossible for the farmers to produce copra at a price that Seprod could buy and still make a profit. For example, between January 1 and March 31 200 metric tonnes of copra was produced and sold

to the CIB. The CIB paid a total of \$3,784,000 for the copra, at price levels that favoured the farmers. However, the price that Seprod was willing to buy the copra at (in order to make a reasonable profit) was a total of \$1,476,663.

The CIB has had to **subsidise** the cost of copra to ensure that coconut farmers were paid a reasonable price for their copra (a total of \$2,307,337).

Dr. Jones said that the Board could not afford any increase in this level of subsidy.

He said that it is not a good thing to have an unlimited supply of copra because the prices were too low, and the farmers would not make enough money for copra to make it worthwhile. Unlimited production of copra would lead to a loss as 'we would not be able to find buyers at a price that would make it **viable** and growers could not survive on the price the buyers would be willing to pay'.

There is a need to find new markets for coconut products such as copra, as well as to find new commercial uses for coconuts.

Pakistan Lifts Ban On Copra

Port Louis, MAURITIUS, 2001.

The government of Pakistan has lifted a seven-year ban it imposed on the imports of copra from Seychelles. The ban was lifted from January this year (2001), the Seychelles Agriculture and Marine Resources Ministry announced Friday.

The ministry's principal secretary, Finley Racombo, told the press that the Seychelles had been lobbying, with support from the Food and Agriculture Organisation (FAO), for the authorities in Pakistan to have the ban lifted.

Pakistan announced in 1994 that it would no longer import copra from countries in Eastern Africa. Their reason was that there was a number of viral diseases attacking coconut palms in that region.

He also said an in-depth study carried out by FAO in 1995 indicated that Seychelles' copra was free of any kind of diseases but it was only recently that the authorities in Pakistan decided to lift the ban.

The Seychelles will now export its copra to Pakistan — their main market for that product. However, the copra exported from Seychelles must follow certain conditions that have been imposed by the Plant Protection Unit in Pakistan.

For example, the coconuts must be fumigated to make sure they are insect free and the copra must be packed carefully and properly. Racombo said that this new development would help revive the copra industry, at one time a major pillar of the country's economy.

Philippines Govt. to step in to stabilise sagging copra prices

Manilla, PHILIPPINES, 2000.

The Philippine government has a **trading company** called the National Food Authority. The NFA will start buying copra in the first quarter of next year to **stabilise** fluctuating prices. The **fluctuation** was caused by the worldwide **glut** in vegetable oils. The **state-owned** trading company will discuss the **proposed** support price for copra with the Philippine Coconut Authority.

Coconut farmers, will be getting an official support price from the Government. The Government **intervenes** only when prices fluctuate for vital food grains, like rice and corn. However, at present, the policy is changing due to the worldwide glut. Some people are wondering if the NFA has enough resources (that is the money) to firm up **sagging** copra prices. The copra-buying plan of the NFA is part of the 1 billion Philippine peso Coconut Subsidy Fund, that was announced by the Philippines Department of Agriculture in early November.

Increase in Copra Price Support Set to Revive Ailing Industry

Port Moresby, PAPUA NEW GUINEA, 2001.

Copra farmers will be motivated to produce more copra now, following a recent decision by **Cabinet** to increase mill-gate prices.

According to a spokesperson for the Ministry of Agriculture, the cost of this is to be met through the copra **stabilisation** fund, which Cabinet has also decided to continue to support.

Government will, at this stage, not provide any additional money to the fund.

Cabinet has specifically agreed to a **recommendation** by the Ministry of Agriculture, that the minimum level of producer price for copra be increased from \$300 to \$400 per tonne.

The increase, Cabinet was informed, would provide a profitable margin to producers regardless of location.

In addition, this should act as an **incentive** for increased production and as a result, help to **revive** the industry.

The Ministry of Agriculture has told Cabinet that despite the government's efforts to provide support incentives towards the industry, the minimum-level support prices set, particularly for producers, are not enough to **stimulate** increased copra production.

Government has recognised that a large number of the population (approximately 50,000 people) rely on copra for their **livelihood**. These people live mostly in the northern and eastern regions. The government will increase the copra price support, with the significant aim of reviving a much **neglected** industry.

The increase in the mill-gate producer price is to take effect from June 1, this year.

Government Intervention in the Caribbean

ST LUCIA, 2001.

Government, through the Office of Private Sector Relations (OPSR) in the Office of the Prime Minister, is helping to ensure that St. Lucia's copra industry has a bright future.

On Tuesday the OPSR signed an agreement with the St. Lucia Coconut Growers Association (SLCGA) for EC\$19,154 to assist with the cost of a project which will look for ways to **diversify** the range of products manufactured by the SLCGA both for the domestic and international export markets.

Coconut oil is currently the SLCGA's main product.

At the signing ceremony, Minister for Agriculture, Fisheries and Forestry, Hon. Cassius Elias,

commended the SLCGA's move to diversify and gave the association encouragement and his full support.

'The next thing that I urge coconut growers to look at is using the entire coconut tree as a process of diversification. We must not allow the coconut industry to take the route of the banana industry,' he said.

The Minister stressed that **economic diversification**, with an emphasis on producing new export products, was very important for St. Lucia's survival in the new global economy.

Since its establishment in 1998, the OPSR has approved 35 projects covering assistance to the tune of EC\$9.2 million. The **beneficiaries** include private sector organisations, government departments and organisations, and community-based groups.

Activity 5

Administration Of The Coconut Industry

Here are the questions again:

1. What are examples of regulation and management in the coconut industry?

Read the articles, and then write a list of the ways that the governments and government organisations (for example, copra boards) of different countries intervened in the coconut industry.

2. What are some of the consequences of regulation and management in the coconut industry?
 - a. Write a list of some of the results or effects of government intervention or action in the coconut industry, from the examples that you have read.
 - b. Which government actions do you think were helpful?
 - c. Which actions do you think were unhelpful? Give reasons for your answers.

Topic 3

Making Decisions About Coconuts In Sāmoa

Activity 6

Planning An Inquiry

Plan and carry out an inquiry, to answer the following questions.

- What factors are important for coconut growers in Sāmoa to consider, when they make decisions about how to use their coconuts?
- What are some of the actions that the government of Sāmoa has taken to help the coconut industry of Sāmoa?

How To Set Out An Inquiry Plan

This is a planning chart for a Social Studies Inquiry. It can be very helpful because it can remind you of the different steps you need to follow. This is a planning chart, which means that you fill it out as you make decisions about what you are going to do for each stage. This planning chart can help you to think through and plan your inquiry-based research. It must be filled out BEFORE you actually begin the study!

<p>Focus for Inquiry: (Title)</p> <p>Research Questions/Data Gathering Questions:</p> <p>Sources of Information:</p> <p>Methodology</p> <p>How will I/we collect information? <i>e.g. notemaking, downloading web resources, searching newspaper files.</i></p> <p>How will I/we record information? <i>e.g. Notes, mindmaps, photographs, cut 'n' paste.</i></p> <p>How will I/we organise and process the information? <i>e.g. Graph data, sequence information, structure notes, plan visuals.</i></p> <p>Possible Sources</p> <p>Primary: <i>e.g. Oral histories, newsreels, newspaper articles, photos, speeches, original source documents.</i></p> <p>Secondary: <i>e.g. Textbooks, videos, websites, statistics. (Sometimes it is difficult to tell if a source is primary or secondary, e.g. a website might contain both. Check with an expert if you are unsure.)</i></p>
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Figure 3.1
Example of an Inquiry Plan.

Please Note:

Information about research and inquiry can be found in Social Studies Year 11 Book One, on pages 107–110.

Unit Summary

Read each of the following statements and ask yourself if you can do each of these things:

I can identify some of the factors that influence the decisions that people make about how they will use the resources, goods and services from coconuts and the coconut industry.

I can make suggestions about some of the consequences that come when regulations are made about how coconuts and coconut products are managed.

I can ask and answer questions about the ways that groups of people in Sāmoa make decisions about how they will use the resources, goods and services of the coconut industry in Sāmoa.

I can gather and process information about the role of the government of Sāmoa in the coconut industry.

Part B**Another Kind Of Oil****Introduction**

In this part of the super-unit, we will do a general study of another commodity that is more widely distributed than coconuts and coconut products. This is a commodity that does not have many substitutes, and therefore its producers can expect a very different international or global market. The resource that we will look at is petroleum or oil. You will know about oil and how oil is produced from your work in science (Year 11 Book Two).

Unit Objectives

At the end of Part B you will be able to:

- Understand ways that the actions of one particular international organisation has resulted in economic changes in other parts of the world.
- Communicate what you have found out about the social consequences of economic policies, and the economic consequences of social policies

Topic 1**OPEC: A Powerful International Organisation**

OPEC (Organisation of the Petroleum Exporting Countries) is an international organisation of some developing countries that depend heavily on oil as their main source of income. Membership is open to any country which is a substantial net exporter of oil and which shares the ideals of the organisation. The current members are Algeria, Indonesia, Iran, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, the United Arab Emirates and Venezuela.



Figure 3.2
Map of OPEC Countries.

Because oil revenues are so vital for the economic development of these nations, they work together to bring stability to the oil market by adjusting the volume of their oil output to get a balance between supply and demand. Twice a year, or more frequently if needed, the Oil and Energy Ministers of the OPEC members meet to decide on the output level.

OPEC's eleven members collectively supply about 40% of the world's oil output. They own more than three-quarters of the world's total proven crude oil reserves.

Here is an example of the decisions that OPEC countries make about supply — the numbers in this table are from the conference held in January 2003 and the new quotas were to be effective from 1 February 2003.

Member Countries	Current quotas (b/d)	Increase (b/d)	*Proposed Quotas Distribution (b/d)
Algeria	735,000	48,000	782,000
Indonesia	1,192,000	78,000	1,270,000
Iran	3,377,000	220,000	3,597,000
Kuwait	1,845,000	120,000	1,966,000
Libya	1,232,000	80,000	1,312,000
Nigeria	1,894,000	124,000	2,018,000
Qatar	596,000	39,000	635,000
S. Arabia	7,476,000	488,000	7,963,000
UAE	2,007,000	131,000	2,138,000
Venezuela	2,647,000	173,000	2,819,000
Total	23,000,000	1,500,000	24,500,000

Source: adapted, from OPEC website

OPEC was formed at a meeting held on 14 September 1960 in Baghdad, Iraq, by five Founder Members: Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. OPEC was registered with the United Nations Secretariat on 6 November 1962.

Questions

Based on the readings above and the general knowledge of your class discuss the following questions:

1. How many countries are members of OPEC?
2. How much of the world's production of oil comes from OPEC countries?
3. What percentage of the world's oil reserves (i.e. oil that has not been tapped or mined — it is still underground) are within the OPEC countries?
4. Why is oil or petroleum so essential?
List the uses of oil and its products, in Sāmoa.

OPEC is a cartel — a cartel is a group of businesses selling the same or similar product, that work together to control the production of a good to avoid competing with each other. Doing this helps the group to control supply. By controlling supply of an essential good or commodity, the cartel can control the price of the good — it can keep the price at higher levels.

Here are some important questions to think about:

- How does OPEC work as a cartel?
In other words, how does OPEC control the supply of oil, and what effect does this have on the prices of products such as petrol, diesel and kerosene?
- What is the effect of high oil prices on the economy of Sāmoa?
- What would be the effect of high oil prices on you and your family?

Speak to someone you know who is aged in their fifties, sixties or seventies. Ask them about their memories of the worldwide oil crisis in the early 1970s (1972). Ask them if they can remember how that affected Sāmoa, and the people of Sāmoa.

Activity 7

Group Discussion

Divide into two groups. One group will take Scenario One, and the other will take Scenario Two. In your groups, brainstorm and imagine as many possible consequences as you can for your given scenario.

Then prepare the script for a short news report for *Televise Sāmoa*, reporting what will happen. Have different students role play the consequences, as part of the 'live TV' coverage of the story.

Scenario One

What would be the social consequences if the government of Sāmoa placed higher tariffs on the importation of oil and oil products (diesel, petrol, kerosene).

Scenario Two

What would be the economic consequences if the government of Sāmoa subsidised the importation of oil and oil products?

When each group has presented their item to the rest of the class, have a class discussion about the effect of organisations such as OPEC on:

- Decisions that governments make.
- Our every day lives as Sāmoans far away from the Middle East, Africa and South America (the places in the world where OPEC countries are located).

Unit Summary

Think about what you have learned in Part B of this unit. Ask yourself if you are able to do the following:

I understand ways that the actions of OPEC have caused economic changes in other parts of the world.

I can communicate what my group found out about the social consequences of economic policies, and the economic consequences of social policies.

Unit 4: INTER-DEPENDENCE AND CO-OPERATION — THE PACIFIC WAY

Introduction

Development is the result of changes in many areas — education, health, good government, sustaining the environment, and a strong and stable economy, all play a part. Developing countries, such as Sāmoa, have not achieved the highest possible levels in all these areas, but they are working hard to progress in order for their people to have an improved standard of living.

Developed countries and organisations in developed countries (for example, New Zealand, Japan and the United States) have been helping developing countries to develop. One of the most significant ways that this has been done for many years in Sāmoa and other Pacific nations is through the work of volunteers. Three examples of organisations that have sent skilled volunteers to help communities to identify their development needs, and to work towards meeting them, are: the Peace Corps from the United States; the Volunteer Service Abroad (VSA) from New Zealand, and the Japan Overseas Co-operation Volunteers (JOCV) from Japan.

Developing countries have also worked hard with each other to help and support each other to achieve their national development goals. One of the ways that Pacific nations (including Sāmoa) have done this is to work together as a region. Two examples of regional organisations that Sāmoa has played a very active role in setting up, and then supporting, are: the South Pacific Forum, and the University of the South Pacific.

In this unit, we will learn about:

- How the work of volunteers from other countries leads to interdependence and co-operation between them and the people that they work with in the process of development.
- We will also learn about the very important political, economic, and educational regional organisations in the Pacific and the relationships of interdependence and co-operation that drive them.

Unit Objectives

At the end of this unit you will be able to:

- Collect and display information on inter-dependence and co-operation among people from different nations (for example, overseas volunteers and people in different Pacific nations).
- Process and interpret information on why and how nations co-operate in regional development and change programmes
- Communicate the consequences of inter-dependence and co-operation among nations — for individuals and small communities, as well as nations in the Pacific region.

Topic 1

Overseas Volunteers In Our Community

Japan Overseas Co-operation Volunteers (JOCV)

The Japan Overseas Co-operation Volunteers (JOCV) program began in 1965. There were 26 volunteers who went to four countries: five went to Laos; four went to Cambodia; 12 to the Philippines; and five to Malaysia.

JOCV is one of the programmes of the Japan International Co-operation Agency (JICA). The JOCV programme helps and encourages qualified young people in Japan to work in a developing country. The volunteers are keen to co-operate in the economic and social development of developing



JOCV volunteers contribute in many different ways to the development of Sāmoa.

countries. Japan sends these volunteers to developing countries that have made requests for help with particular projects. There are two lines in the volunteer programmes. One is JOCV, and the other is called the Senior Volunteer Programme, which started in 1990.

JOCVs generally spend two years in developing countries, living and working with the local people. The experience of being away from their own culture and society benefits the volunteers themselves — they experience learning another language, working closely with people from a different culture. They also meet and overcome any problems they may face with others and with their work. After two years, the volunteers return home changed by their experience that has given them a tremendous opportunity for learning.

Japan sees its JOCV programme as a co-operation programme, because the volunteers and the people they live with and work with must co-operate together for their development programme to be successful. Learning to co-operate also leads to learning to be depend on one another — in other words, interdependence.

With the JOCV co-operation is given in seven fields: agriculture, forestry and fisheries, processing (industry), maintenance, civil engineering, public health care, education, and culture and sport.

The JOCV have sent volunteers to different parts of the world in almost 160 different occupations. In 1999, 1,283 new volunteers were sent to various destinations. At the end of March 2000, 2,495 volunteers (including new volunteers and those continuing from the previous year) were working in 169 different fields or jobs. These included regular, senior, and short-term emergency volunteers, and part-time coordinators. The number of female volunteers has increased in recent years: at the end of March 2000, 50% of active JOCVs were women.

Volunteers are usually sent for two years, but demand is growing for a one-year term of service. This is because of difficulties that some JOCVs have had in trying to return to their jobs.

Peace Corps

The Peace Corps began as a powerful challenge that John F. Kennedy gave to a large group of university students. He was campaigning for the presidency when he arrived at the University of Michigan, on 14 October 1960, at 2.00 a.m. He had planned to get some sleep — but 10,000 students at the university were waiting to hear him speak. It was there, on the steps of a building called the Michigan Union, that a bold new experiment in public service was launched. The students heard the future President of the United States issue a challenge — how many of them, he asked, would be willing to serve their country and the cause of peace by living and working in the developing world?



The reaction was both swift and enthusiastic. Since 1961 Americans have responded to this enduring challenge. And since then, the Peace Corps has demonstrated how the power of an idea can capture the imagination of an entire nation.

The Peace Corps was officially set up 1 March 1961. Early in 2003 the total number of volunteers and those in training was 6,678, serving in 70 countries worldwide.



The Peace Corps programme in Sāmoa began in 1967. Since then, more than 1700 volunteers have served in Sāmoa in the areas of agriculture, health, education, environmental protection, finance, youth development, information technology and village-based development.

Source: adapted from www.peacecorps.gov



Volunteer Service Abroad (VSA)

Volunteer Service abroad is a non-governmental, international development agency that was first established in New Zealand in 1962. It is based in Wellington. VSA recruits skilled New Zealanders to work overseas in developing countries and communities. It is a non-profit, non-religious organisation.



VSA volunteers help local communities to develop and action plans to meet the challenges that face them. VSA volunteers share their skills, time, energy and experience. The areas that VSA volunteers have worked in are:

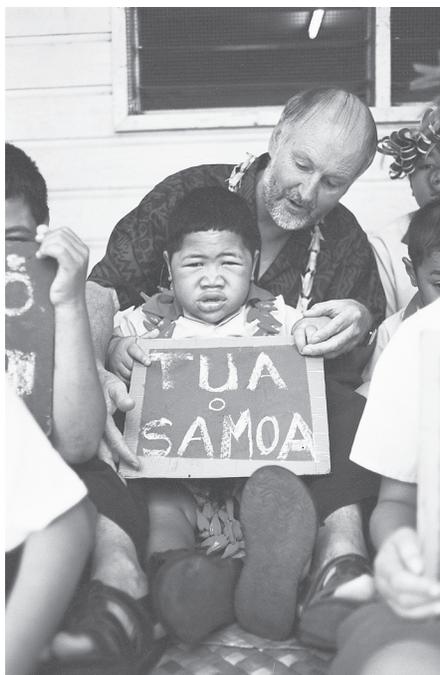
health and disabilities, community development, education and training, agriculture and rural development, organisational development, resource planning and management, economic development, librarianship, computer programming, architecture, law and engineering.



VSA volunteers go to countries at the request of organisations (often non-governmental, community based and local) in those countries, who need people with certain skills. VSA calls these local organisations ‘partners’ — this reflects the belief that the volunteer is going to be working WITH another group of people in co-operation. VSA do not bring a lot of money with them to the partnership — they just bring themselves (and their skills and expertise).



The work is specific — the assignment or time of service is usually two years, but some assignments are shorter. The volunteer will work in co-operation with the partner organisation and what develops is a unique inter-dependence, because both sides will work closely together. They will need to understand each other (especially if they do not share the same language) and they will need to work out most problems or issues among themselves.



These are the ways that VSA benefits New Zealand:

- Volunteers return with stronger skills and a new awareness of development and other issues.
- Volunteers return from work in international development with valuable experiences and new skills and that they have developed under challenging circumstances.
- Volunteers help to increase awareness of issues in international development, inter-dependence and human rights.
- VSA volunteers help build a positive image of New Zealand.

These are the ways that VSA benefits overseas communities:

- VSA sends skilled New Zealanders, not money, to help people to become more self-reliant and independent.
- VSA works in areas of greatest need.
- VSA recruits the best person with the right mix of professional and personal characteristics for a specific task or assignment.
- VSA trains people to work with overseas communities.
- VSA supports both the volunteer and the partner organisation to make sure that the assignment goes well and is as successful possible.

Source: adapted from www.vsa.org.nz

Activity 1**Research Report**

You are to collect information about the three volunteer agencies and organisations that are helping to meet development needs in Sāmoa.

Collecting information

- Read the information about JOCV, Peace Corps and VSA carefully.
- Invite a volunteer from JOCV, or VSA or the Peace Corps to speak to your class.
- Before the visit work in small groups to design 3–4 questions to ask the visitor after his or her talk. You need to design questions that will help you to collect information about these things:
 - a. What other countries receive volunteers from their organisation?
 - b. How long has their organisation (JOCV, Peace Corps or VSA) been sending volunteers to Sāmoa?
 - c. Basic information about the visitor. For example, how long have they been living in Sāmoa, what do they like about the life here, what do they miss from their own country, what work are they doing here in Sāmoa?
- During the visit, make sure you record the information that you need carefully.

Presentation

You must now display the information you have gathered as a chart. (See page 113 in the Skills Section of Social Studies Year 11 Book One). Your chart must include visual information. Be creative! Here are some suggestions of visuals that can go on your chart: timelines, maps, pictures, symbols, photos.

Topic 2

Co-operation, Development And Change

Here are stories and written descriptions from volunteers, about their experiences in the Pacific. Read and think about these questions before you read each story. You will need to answer these questions for each story afterwards.

Questions to help us think

- What **work** did the volunteer go and do in that community?
- What were some of the differences between the volunteer and the people he or she **lived** with?
- How did the community **benefit** from the volunteer's presence?
- How did the volunteer **benefit** from living and working with the community?
- Who do you think benefited the most — the volunteer, the community, or both?

Training — A Question of Family

By Eric Kroetsch

Working and living on an isolated Pacific atoll can be challenging — most people don't speak English; there are few medical resources; obtaining foods for a healthy diet is difficult; and when everyone else on the island is a person of colour, it's hard to blend in. Fortunately, all volunteers go through a three-month, pre-service training to help them adjust to their country of service.

During most of the training, each 'trainee' in our group lived with a host family. Upon meeting my host parents, I was immediately considered a son, although I was treated more like an important visitor. My 'mother' made a special effort to prepare food that she thought I would like, and although much of her cooking was enjoyable, I soon tired of eating canned corned beef and cold pancakes for lunch. My 'father' was always willing to practise language after dinner. The small room where I slept amounted to half of their thatched roof house. In the other room, no less than eight people slept on the floor. My family would often have visitors, mostly relatives, who, after much urging might eat dinner and stay a night, a few days, or maybe a couple of weeks. In Kiribati culture distant relatives are considered as close as a brother or a sister. A cousin might stay with his relatives for as long or as short a time as he wishes.

During the second stage of our training the eleven people in our group lived with the host families on Maiana. Our six-hour voyage by yacht to this outer island was fantastic. The sea was calm. Most of us saw flying fish for the first time, and dolphins chased our vessel for twenty minutes. We arrived in the early evening — just in time for the *botaki* (feast) that had been planned. In the *maneaba* (meeting house) there was singing, traditional dancing, and plenty of food for the celebration.

The next morning we rode around the island, as is the custom, in a flatbed truck. Once that was completed, we were allowed to go home with our new host families. The houses on Maiana had no electricity, flush toilets, or running water. My personal area was a small *buia* (a raised platform not much larger than a double bed).

Because my host father was the captain of a ship, he was usually at sea. Mother instructed me in weaving a mat from coconut palm fronds. My sister taught me how to quickly clean fish. At night I went hunting for crabs with my brother. Grandmother would fix the crabs for lunch the next day. She also showed me how to make bread using a local oven — a large wooden box placed over hot coals. My uncle took some of us snorkelling and fishing in his outrigger canoe. A neighbour taught me how to play some Kiribati songs on the guitar which I had brought. The whole community took it upon themselves to help teach us about the Kiribati culture.

After five weeks in Maiana training was almost finished. We had learned what to do in case of illness and how to prevent it. The technical aspects of our jobs were understood, and we were starting to feel more comfortable and accepted. Our increasing proficiency in the Kiribati language enabled us to communicate more effectively.

Training was concluded with the official swearing in, but our work had just begun. After eleven weeks working as a group, we were each assigned to our individual posts. There was little information given about the communities we would become a part of. It was time to rely on our training, draw upon our own resourcefulness, and rely on the cautious idealism that each of us possessed.

On that small aeroplane on its way to the little island of Kuria, I couldn't help but think of what was in store for me. My self-confidence was riddled with questions of effectiveness and acceptance. Stepping off that plane was a leap of faith — jumping out into an exciting new world. It's a place which I've grown to love.

Eric Kroetsch was a Peace Corps Volunteer from 1995–1997 on the island of Kuria in the country of Kiribati in the Central Pacific.

The Experience of a VSA Volunteer

In 1978, teacher Monika Fry was assigned to the highlands of Papua New Guinea after finishing an assignment teaching in Vanuatu. Monika later taught in Sāmoa and in South Auckland where Pacific Island students make up a large part of the school population. She is now teaching technology at Mt Roskill Grammar School, in Auckland.

When I was at high school, working each holiday in a Wellington fur shop, a nurse who had been a Red Cross volunteer in trouble spots all over the world regularly brought her sealskin coat in for summer storage. She told fascinating stories of exotic locations. I remember hanging on every word and deciding then and there I was going to do that too.

In 1978 I taught English at Ialibu High School. Ialibu was an Australian administered out-station 16 kilometres off the Highland Highway, in the Southern Highlands of Papua New Guinea. I had applied for the assignment to learn more about our neighbours in the Pacific. As a teacher in New Zealand, many of my students had come from the Pacific Islands and the more I got to know them, the more I wanted to experience life in the islands as they described it. I had previously travelled in Europe and the Middle East for four years, and really enjoyed the experience. I saw volunteering as ‘travelling with a purpose’, but also as a really good way to get into, and learn about, the local communities.

Life in the Southern Highlands of Papua New Guinea was about as far away from life in a New Zealand city as one can get. Three local languages were spoken in Ialibu and most people lived in small family-based hamlets close to their gardens. The out-station had two small trade stores selling little more than cabin biscuits and sugar, but most food (kumara, tamarillos, passion fruit, baby fern fronds and peanuts) was bought at the local market. I spent a lot of time adjusting to the very traditional and slower pace of life — as well as thinking up innovative recipes for the kumara! With no electric power in the local hamlets, it was interesting to see the appropriate technologies used.

My students were the hardest-working and keenest I have ever taught, anywhere in the world. They often walked 15 or more kilometres to school each day in bare feet. The area has a very high rainfall, and to keep dry the students held large taro-like leaves over their heads as they power-walked home each day. Their families had to raise a large amount of money to pay school fees, so the expectations were high. Since then, my experiences living in Papua New Guinea and other overseas countries have provided a reference point for many things I have done. For example, last year I helped conduct a review of a health education and sanitation programme undertaken in Eastern Highland schools by Water for Survival (a local NGO which helps provide water, sanitation and education to poor countries). This was made more successful with my previous knowledge of Papua New Guinea pidgin and understanding of the country.

I will carry with me forever the warmth of the local people of the Southern Highlands and memories of the many local ceremonies — the pig kills and bride-price rituals, the huge vistas to Mount Ialibu, the clever students and the unappealing squawks of the otherwise spectacular birds of paradise.

The Experience of a JOCV Volunteer, Serving in Micronesia.

Arithmetic in daily life — Struggling with the Yap language

A JOCV was sent to an elementary (primary) school on the small South Pacific island of Yap to improve the level of teaching in arithmetic and science in the higher grades (years or levels).

The JOCV was anxious at first, but once the lessons started, she soon adapted to the school atmosphere and encountered few problems.

During the first year she took a class of third and fourth grade pupils together with a local teacher, and in the second year she taught ten pupils in fourth grade. The pupils used the Yap language in their daily lives, but at school they would work hard in English (a language that they found difficult), and had to cope with the way the JOCV spoke Yap.

Before arriving on Yap, the JOCV had practised teaching fractions, decimals and scientific experiments in English. She found herself in the position of trying to explain multiplication and division but then having to go back to work on addition, all in the Yap language. It was incredibly hard work not just for the pupils, but also for the teacher herself, since she was dealing with children more interested in playing than studying and whose parents themselves had only a flimsy grasp of what she was teaching.

Fair shares?

One day, the JOCV brought along a cake she had baked specially for the occasion to illustrate the principle of fractions using an example from everyday life. She told the class that she wanted to divide the cake up equally between them all. She then left it up to the pupils to decide how they were going to do this. They managed to divide the cake up evenly amongst themselves apart from one pupil who had been given a portion larger than all the others. She asked them why this pupil had a larger portion, to which they replied that he was fatter than the rest of them and needed more to eat!

A charming anecdote, but one which illustrates not only how much the islanders need to increase their knowledge of arithmetic, but also that basing decisions on arithmetic alone is not always the best way.

- In your workbooks, answer the questions from page 85 for each volunteer story above.
- Are there any similarities between the volunteers in the stories, and the volunteer that visited and spoke to your class?
- Choose one of the stories and draw a 6 or 8 box comic strip about that story.

Topic 3**Inter-dependence And Co-operation**

Two important regional organisations are the South Pacific Forum, and the University of the South Pacific. The main centres of administration, for both organisations is Suva, Fiji.

Activity 2**Processing Information**

Carefully read through the information about the regional organisations. Read through each one a second time and, in your workbooks, answer the questions that are alongside each article. You may work in pairs.

1. When was the Pacific Forum organised?

2. What are the two types of issues that member nations work on together in the Forum?

3. How many Pacific nations are members of the Forum?

4. Which Pacific nations are members of the Forum?

5. How often are Forum meetings held?

6. Who attends Forum meetings?

7. Who, or what, does the work for the Forum?

8. What are the four areas of co-operation for the Forum?

The Pacific Islands Forum

The Pacific Islands Forum represents Heads of Government of all the independent and self-governing Pacific Island countries, Australia and New Zealand. Since 1971 it has provided member nations with the opportunity to express their joint political views and to co-operate in areas of political and economic concern.

The 16 member countries of the Pacific Island Forum are: Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Republic of the Marshall Islands, Sāmoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

The Forum meets each year at Head of Government level. Immediately after this, the post-Forum dialogue (another meeting of talks) takes place at Ministerial level with Forum dialogue partners. The partners are: Canada, China, European Union, France, India, Indonesia, Japan, Korea, Malaysia, Philippines, United Kingdom and the USA.

The work of the Pacific Islands Forum is done by the Pacific Islands Forum Secretariat. This administrative office is based in Suva, Fiji. The Secretariat is responsible for developing and actioning the decisions that are made by the Forum (the leaders of each member country).

The programmes that the Secretariat is implementing now are aimed at promoting regional co-operation among member states. This level of co-operation is done in the areas of trade, investment, economic development, political and international affairs.



The Pacific Forum owns and operates a shipping company — the names of two of its ships are the Forum Sāmoa, and the Fua Kavenga. The Forum Line is very important for the transportation of goods around the Pacific and to other parts of the world. It is very important for exporting products to overseas markets.

9. Where does the Forum get the funds to run its office and programmes? (Include specific examples in your answer).

The Secretariat is funded by contributions from member governments and donors. Current donors to the Secretariat's programmes are: Australia, Canada, European Union, France, French Polynesia, Germany, Japan, Korea, Malaysia, New Zealand, Peoples Republic of China, Philippines, Taiwan/ Republic of China, United Kingdom (Includes the Department For Internal Development (DFID) and Commonwealth Secretariat) and United Nations Develop Programme (UNDP).

10. How does the Forum improve the abilities of its member countries and organise their responses to important issues and concerns?

There are four Divisions in the Pacific Islands Forum Secretariat, to cover all the work that needs to be done. They are:

- Development and Economic Policy.
- Trade and Investment.
- Political, International Legal Affairs.
- Corporate Services.

Each of these Divisions is responsible for a range of programmes designed to improve the capacity of the Forum member countries, and to co-ordinate action on matters that are important to all members.

Source: adapted from www.forumsec.org.fj

1. When did the University of the South Pacific begin?

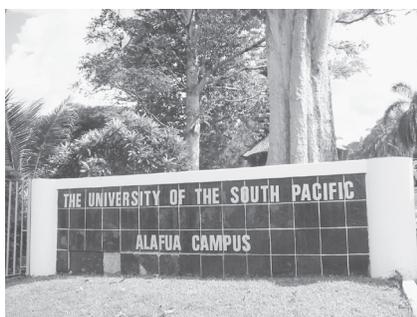
2. Who owns the USP?

3. How many campuses does the USP have, and where are they located?

The University of the South Pacific

The University of the South Pacific (USP) is a unique centre of excellence, in a region of extraordinary physical, social and economic diversity.

Established in 1968, USP is one of the few universities of its type in the world. It is jointly owned by the governments of 12 island countries: Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Sāmoa. Students from all these countries attend the university and staff, buildings and programmes are located in all the countries. The main campus, Laucala, is in Fiji. There is a second campus, Alafua, in Sāmoa where the School of Agriculture is situated, and a third, Emalus, in Vanuatu where the School of Law operates. There are also University Centres in eleven of the twelve member countries.



4. In addition to the campuses, where else can USP students learn and study?



5. What makes the USP very different from other universities around the world?

6. What are some of the ways that member countries of the USP govern or rule the USP?

7. The USP has several very important duties and responsibilities to its member countries. Describe these in your own words.

8. Sāmoa now has its own national university that began in 1984. But it is still a member country of the USP, and it still sends students from Sāmoa to study there. What could be some of the reasons why the USP is still very important to the development of Sāmoa?

Communications techniques (for example, satellite dishes) are used to reach distance education students across the vast expanses of the Pacific Ocean.

The multi-cultural staff and students make the USP a unique place. It is a quality institution — the degrees that are earned there are comparable to those from universities in Australia, New Zealand and the United Kingdom. Graduates from USP are found in important leadership positions in the public and private sectors of all member countries.

The University of the South Pacific Region spreads across 33 million square kilometres of ocean, an area more than three times the size of Europe. In contrast, the total land mass is about equal to the area of Denmark. Populations vary in size from Tokelau with 1600 people to Fiji with 750,000. The total population of the Pacific Region that the USP serves, is about 1.3 million.

USP is governed by its own Council, which includes, governments representatives from the member countries, academic staff, students, community and business leaders, the Forum Secretariat, the South Pacific Commission, the American Council of Education, the Privy Council, Australia and New Zealand.

The ceremonial head of the University is the Chancellor. USP's Chancellors have been drawn from the leaders of the South Pacific member nations and include Prime Ministers, Presidents and Heads of State. The Pro-Chancellor is Chairman of Council and the executive head of the University is the Vice-Chancellor.

The University of the South Pacific is committed to providing both the governments and the peoples of its member countries with high quality, internationally recognised, relevant, and cost-effective higher education, training, research, publications and consultancy services. It is also committed to providing academic leadership in the university region. The university is committed to promoting regional co-operation and goodwill in collaboration with other regional organisations.

Source: adapted from www.usp.ac.fj

The Advantages Of Regional Organisations

Pacific nations have national development plans and strategies. But, because Pacific nations are small, and located in the Pacific (an area that covers one third of the earth's surface) governments face similar problems caused by limited natural resources, and long distances from important markets such as Australia, New Zealand, the United States and the countries of Europe. That is why there are many advantages to working together (co-operatively) as a region. Regional organisations such as the Pacific Forum, and the University of the South Pacific, can support national development plans with regional plans and strategies. When the Pacific nations work together in regional organisations, they can be more effective in the international system. The strength of these regional organisations also shows that the nations are dependent on each other (interdependence).

Carefully read each news article.



Pacific Forum Leaders Respond to Solomon Islands Situation

August, 2002.

One of the major issues for discussion in the yearly Forum meeting (held in Fiji) was the problem of lawlessness in a member country, the Solomon Islands. The Prime Minister of New Zealand, Helen Clark is known to have held private talks with the Prime Minister of the Solomons, Sir Allan Kemakeza during the meeting.

The Forum countries (made up of 16 independent and self-governing Pacific nations) have agreed to set up a special group of three 'eminent' people, who will investigate the situation and report to

the Forum. The Forum leaders made a resolution to 'mandate the Secretariat to mobilise regional action and funds to support Solomon Islands economically, politically and socially'.

It is known that some of the police in the Solomons are corrupt, and so the New Zealand government is helping the government of the Solomon Islands by sending a team of ten police to provide guidance. The aim is the help the police there to be more professional.

The leaders of the Forum are hopeful that this support from the Forum will help the government of the Solomons. Helen Clark said, 'It may seem like water dripping on a stone but water dripping on a stone over time makes some progress.'

Questions to think about.

- Why did the Forum talk about the problems in the Solomon Islands?
- Do you think the problems within a country should be the business of other countries?
- What did the Forum and Forum countries decide to do for the Solomon Islands government?
- Do you think this will help or not?
- Give reasons for your answer.

A Cold Comparison in Higher Education

March, 2002

A new university has been formed to serve a region that is extremely different to the one that the University of the South Pacific serves. The new university is the University of the Arctic — ‘in the north, for the north, by the north’.

There are several significant differences between the USP and the U Arctic. Firstly, the U Arctic is a network of 31 tertiary colleges and other organisations from eight high latitude nations that surround the North Pole (including Canada, Russia, Norway, Sweden, Finland and the United States). It’s not hard to imagine the climatic and geographic differences between this region and the South Pacific region!

Another important area of similarity is that U Arctic offers distance learning. This will largely be via the internet (online learning). What is different from the USP is that U Arctic will not have physical campuses for on-campus living and learning. At this point U Arctic is administered from offices in Rovaniemi, Finland. But the programmes it offers, and the students it serves, will be working together via the technology of computers.

Like the USP, U Arctic will cater to the higher education needs of students that are spread out across vast areas — in offering this form of education, it brings together people from different countries in the region. What will develop is a unique form of co-operation and interdependence. The work of the University of the South Pacific and the University of the Arctic have similar results or consequences:

- They bring together the unique cultures and characteristics of the regions they serve.
- They meet the higher education needs of the region across a variety of subjects, helping with the economic development of the Pacific and Arctic worlds.
- They strengthen the knowledge base of the Arctic and Pacific worlds. For example, in areas such as traditional knowledge, geography of the region, history of the region, different belief systems, and they promote increased co-operation between member countries.

Questions to think about

- What are the similarities and differences between these regional universities (USP and U Arctic) ?
- How do these universities develop ‘co-operation’ and ‘interdependence’ in their regions?
- What are some of the results of co-operation and interdependence in the regions?

Activity 3**Communicating Information**

You are to write an essay, of no more than two pages in length on the topic:

**The Consequences Of Co-operation And
Inter-dependence Among Nations Of The Pacific**

Your essay must provide examples of co-operation and interdependence, in addition to discussing the results or consequences of these relationships.

(Remember to turn to pages 102–103 of Social Studies Year 11 Book One, for information and guidance about writing essays).

Unit Summary

Think about the knowledge you have developed through the topics of this unit. Ask yourself if you have met the objectives of this unit:

I have collected and displayed information about overseas volunteers and their partners in developing countries (as examples of interdependence and co-operation among people from different nations).

I can process and interpret information on why and how volunteers from New Zealand, Japan, and the USA co-operate in development-and-change programmes in the Pacific.

I can communicate the consequences of interdependence and co-operation among nations, using the example of nations in the Pacific region.

Unit 5: PLANNING FOR DEVELOPMENT

Introduction

The governments of the nations of the world are like the much smaller institution of the family. Families have limits to their resources — they cannot buy or do everything that they might want to do for the members of their family. So, leaders of a family have to make careful decisions about how they will use their limited resources to take care of their families. A family that has a vision of the standard of living and the quality of life that it wants, will set goals and organise its time, skills and resources, to achieve its goals. The leaders of a family will have discussions, and plan what they want to do for the short term (weeks) the medium term (months) and the long term (years). And they will save and spend carefully in order to achieve their overall goals.

Family resources are limited so not all the family's goals may be achievable at the same time. So, the leaders of the family will need to prioritise. This means they will make decisions about what should be worked for first — usually this involves decisions about what is most important to them at the time.

Governments have much more money than families, but they have a very similar approach. Governments are responsible for managing their country's resources in order to support, protect and improve the lives of their citizens. Governments therefore set goals and develop plans that will help them to achieve these goals. But because resources are limited, a government must prioritise what it will work on first. Governments make decisions about what is most important — and will develop plans to help their government departments to achieve the plans. Areas of high priority will get more resources than areas of lower priority. Money and other resources (for example, skilled people) are needed for the implementation of the plans. To implement a plan is to action it — to put it into effect (in other words, to do it!).

This unit is a very general introduction to development plans or strategies, how they are implemented, and some of the problems that come with this type of government planning. The examples used are from Sāmoa.

Unit Objectives

At the end of this unit you will be able to :

- Report general descriptive information on a range of national plans in the current Statement of Economic Strategy.
- Explain why and how plans within the SDS 2002–2004 are implemented or actioned.
- You will also be able to explain some of the problems of implementation.
- You will be able to understand how people will think, feel and even react towards the implementation of some of Sāmoa’s plans for development.

Topic 1**National Development Planning In Sāmoa**

Successive governments in Sāmoa have been planning for development since Sāmoa’s independence in 1962. Economic development is the main focus of planning, but health and education have always been an important part of national economic development planning because a healthy, educated nation will provide productive workers in the economy. In the past, the government of Sāmoa prepared five year development plans. These plans identified the government’s priorities for the next five years, and guided government spending and activity for that period of time. At the end of five years, government and the people of Sāmoa, could use the five year plan to measure Sāmoa’s economic and social progress (by comparing the goals in the plan to real life — the outcomes). Plans were also a way to measure how well the government had done in the implementation of the plan.

The government of Sāmoa still plans development very carefully, but instead of five year development plans, the government produces what it calls a ‘Statement of Economic Strategy’ (SES). The strategy statements cover a two-year period of time, rather than five years. Each strategy statement has an overall theme that reflects the government’s main priority at the time.

Activity 1**Defining Key Words**

Statement of Economic Strategy	Overall Theme	What does the theme mean? What is the government's priority in this SES?
1996–1997	A New Partnership	Partnership means a sharing relationship — for example, two people together in business. Maybe the government wants to be partners and work together with some people?
1998–1999	Strengthening the Partnership	
2000–2001	Partnerships for a Prosperous Society	
2002–2004	Opportunities for All	

1. Copy the table above into your workbooks.
2. In pairs, use a dictionary to identify the meanings of the key words in each overall theme.
3. Study the overall theme, the definition of the key words, and think of ideas about what the government's priority is for each plan (this first one has been done for you as an example).

The Key Strategic Outcomes For Statement Of Economic Strategy For 2002–2004

There are nine main (or key) outcomes that the government of Sāmoa wants to achieve through the SES that is in place for 2002–2004. Each outcome has its own specific national level plan. Different government departments are responsible for developing the development plans for these outcomes. They are also responsible for implementing the plans for the outcomes they are working on.

Here are the nine key strategic outcomes that have been identified to guide the development of the Sāmoan economy towards the achievement of the vision of the Statement of Economic Strategy (SES) 2002–2004.



Stable Macroeconomic Framework

1. Responsible fiscal stance:
 - Contain current expenditures.
 - Effective budget management.
 - Improved revenue generation:
 - Improve tax and tariff administration.
 - Broaden tax base.
2. Accommodate monetary policies:
 - Sufficient credit for private sector development.
 - Enhance financial sector reforms.
 - Maintain low inflation.
3. Sound external position:
 - Sufficient foreign reserves.
 - Competitive exchange rate.



Education Sector Development

Improving:

1. Teacher training standards and quality of teachers.
2. Curriculum and teaching materials.
3. Education facilities.
4. Co-ordination between private and public stakeholders.
5. Department of Education (DoE) management.



Health Sector Development

Further improvements to:

1. Primary health care and health promotion services.
2. Community services.
3. Health facilities.
4. The partnership with the private sector.
6. Department of Health (DoH) management.



Private Sector Development

This sector will be further strengthened and supported through ongoing strategies:

1. Enabling the environment.
2. Infrastructural services.
3. Investment promotion and marketing.
4. Employment creation.
5. Sports development as an economic opportunity.



Agriculture and Fisheries Development

Strategies for this sector will continue to focus on improvements and diversification in:

1. Commercial agriculture.
2. Village and subsistence level agriculture.
3. Commercial fisheries management.
4. Village and subsistence fisheries.
5. Livestock production.
6. Forestry management.
7. Ministry of Agriculture, Fisheries, Forestry and Meteorology (MAFFM) management.



Social Structure and Harmony

Strategies to promote family values and social harmony, to focus on:

1. The role of Ali'i ma Faipule in society.
2. The influence of religion on personal standards and behaviour.
3. The role of women.
4. The opportunities for youth to play a greater role in society.
5. The role of non-government organisations (NGO) in social programmes.



Infrastructure and Service Development

Further improvement of:

1. Water supply quality and distribution.
2. Electricity generation and distribution.
3. Information, communication and technology (ICT) services.
4. Road, transport services.
5. Inter-island and international shipping services.
6. Aviation services.
7. Urban management.
8. Environmental protection.



Tourism Development

To improve:

1. Tourism planning, development, management and infrastructure.
2. Marketing efforts.
3. Human resource development.
4. Research and statistics.
5. Sāmoa Visitors Bureau (SVB) management.



Public Sector Reform

This reform programme will focus on improving:

1. Efficiency and effectiveness of government services delivery.
2. Financial management.
3. Transparency and accountability.
4. The corporatisation and privatisation programme.
5. Development of statistics for policy purposes.

It will also aim to:

6. Minimise the social cost of reforms and provide a safety net for those disadvantaged.

Activity 2

Looking At Key Strategic Outcomes

Organise the class into nine different groups.

Your teacher will assign each group ONE of the key strategic outcomes above to work on.

Each group can break into smaller groups (pairs or groups of three). This is what you must do for the key strategic outcome (KSO) that you have been given:

- Make a list of all the words that you do not know.
- Use a dictionary to find the meaning of each word.
- Write a definition for each word.
- Working co-operatively in your group, have a discussion about what your KSO means.
- On a large piece of paper, draw a large rectangle. Divide it into halves. Ask the recorder of your group to write words to describe your KSO in the right side of the rectangle. Ask someone in the group who likes to draw to use pictures and symbols to illustrate the descriptions of your KSO — these drawings are to go in the left side of the rectangle.

Activity 3**Class Discussion**

After the groups have finished working on their KSO, gather together as a class.

- Someone from each group will represent the group and report to the rest of the class. The person reporting must spend 2–3 minutes explaining what your group thinks the KSO is about. Hold up the group's rectangle as a visual aid for the report.

After each report is made, the class has a few minutes to ask questions or share their ideas.

- When the reports have been presented (nine altogether), your teacher will collect the visual rectangle from each group and place them around the classroom for everyone to see. After the visual rectangles are displayed, students can move around the room and read each one.
- In your workbooks, take a whole page and divide the page into TWO columns. Divide the page into nine rows. In the right hand column, write the headings or names of each KSO (one in each row). In the left hand column, draw pictures and symbols to represent some of the areas of development for that KSO.

Topic 2**The Challenges Of Action**

This is the **Vision** of the Statement of Economic Strategy for 2002–2004. Please read it carefully.

For every Sāmoan to enjoy an improved quality of life premised on a competitive economy with sustained economic growth, improved education, enhanced health standards and strengthened cultural and traditional values.

The vision focuses on the most important goal of improved quality of life for every Sāmoan. This is the highest point or level of national development. The vision summarises the significance of economic growth to Sāmoa's development. It also shows the importance of the social sectors, as well as strong cultural values, to Sāmoa's development.

The theme 'Opportunities for All' strengthens and supports that vision. Every Sāmoan must have the opportunity to share in the benefits of national development. This SES aims to implement policies and strategies that will create opportunities for improved economic and social welfare for everyone.

Source: Adapted from Statement of Economic Strategy, 2002–2004, Government of Sāmoa.

Helpful Words

Vision	imaginative, overall plan for the future to work for
Premise	the basis or foundation of a good, reasonable idea
Competitive	to work to be supreme, or to work to be as good as the best
Sustain	to support, to hold up and bear, to keep at the same high standard or level

Activity 4 Opportunities For All

1. Read the Vision for SES 2002–2004 carefully then answer the following questions in your workbooks.
 - What is a competitive economy?
 - What is sustained economic growth?
 - What is the basic foundation of an improved quality of life?
 - How do education and health improve the quality of life?
 - How important are cultural and traditional values to improving the quality of life?
2. Think of the theme ‘Opportunities for All’. What does this mean to you? If the government of Sāmoa implements its plan or strategy, what changes would you see, and where would you see them?

Design and draw a poster (in your workbooks), that shows your ideas about what the theme is about. In other words, interpret the theme sharing your ideas using pictures.

Implementing The Plan For Education

Implementing development plans is not easy. It takes time, skilled people, money and commitment.

The Government of Sāmoa has a national plan for education, that is managed by the Department of Education. The policies (in the plan) that guide and direct work in education is in a publication called *Western Sāmoan Education Policies 1995–2005*. The overall goals are:

- Development of comprehensive, enriching **curricula**.
- Formation of active, interactive and creative **pedagogies**.
- Establishment of just, impartial methods of **evaluation** and **assessment**.
- Promotion of both the **individual** and **society** through a humane education system aimed at integration.

What do the goals mean? Here are some key words and definitions to help understand the goals.

Curricula

The subjects that are taught in schools; the knowledge and skills that are taught.

It's **what** students learn — **what** teachers teach!

Pedagogy

Methods of teaching and learning.

It's **how** students learn — the **way** teachers teach!

Evaluation, Assessment

Methods used by teachers to find out what students have learned.

It's about **measuring** achievement of learning — that is, did we learn anything?

Individual and Social Development

The development of self-esteem, confidence, and a strong sense of identity; the contribution of education to society and culture, and meeting of economic needs in Sāmoa.

It's **NOT** just about qualifications — education should help us to **become better people**, better citizens of Sāmoa!

Activity 5**Class Discussion — Key Goals Of The Education Plan**

Have a group or class discussion about the four key goals of the education plan. Design a brief investigation to help get more information about the education plan. Then share your what you have learned with others in your group or class.

Hints and Ideas: your teachers and the principal of your school will be excellent primary sources of information! You could interview them, or invite them to speak to the class or group.

- Find out how the national plan for education is being implemented in the four areas listed above.
- Find out what the benefits are for
 - a. students
 - b. teacher
 - c. principals
 - d. schools
- Find out what (if any) the challenges (or problems) are.
- Use the results of your investigation to write 2–4 paragraphs to explain how the national plan for education is being implemented for secondary education and some of the problems that have been experienced with implementing it.

Topic 3**Reactions And Responses To Action**

The first three Statements of Economic Strategy, and the years that were covered, place a high focus on macroeconomic (national) stability and growth. This was the government's priority. And to the government, the most important part of the economy during these years was the private sector. The private sector is that part of the national economy where goods and services are produced by non-government producers. The government made the private sector a priority for development because of the need to organise the economy after years of low economic growth. The government also believed that if it could help the economy to grow, this would eventually improve the standards of living of the people of Sāmoa. The government believed that the area that would help the national economy to grow most was the private sector (and not agriculture and fisheries).

The government made these changes in the private sector when it implemented its plans:

- It changed the system of taxes and tariffs. (Taxes and tariffs are ways for the government to make or get money for itself.) Lowered taxes and import duties decreased the costs of production in the private sector.

This made finance more available to people, for example, loans to help owners of small businesses to develop their business became cheaper.

- It restructured several government organisations into corporations and businesses, and expected them to compete with other businesses and activities in the private sector.
- Education and health were not priorities in the Statement of Economic Strategy 1996–2001. The government continued to support these areas, but they did not get the same level of resources that the private sector developments received. This is an example of how the government had to prioritise — it made a decision about what must come first. It decided to work closely, in partnership with the private sector.

By 2001, the government believed it had achieved its main goals. The national or macro economy was much stronger, and stable. This means that the economy was growing (the production of goods and services was higher and people were earning and spending more money to meet their needs and wants). It also means that the economy was not changeable — people became confident that the Sāmoan economy would stay strong and keep growing. The stronger, stable macro economy resulted in the government's belief that it could now look at other key areas of development. That is, it could now shift its priorities.

The Minister of Finance, Misa Telefoni Retzlaff wrote:

‘The sound and stable macroeconomic framework established in the past four years, now provides a platform to seriously address other key elements of development. National development should cover all sectors of the economy, including social and cultural values. These elements play a critical role in the Sāmoan society — one that is predominantly subsistence and communally-based.’

Strong social and cultural values are both equally important for the long term sustainability of the Sāmoan economy. That said, serious attention must be directed at strengthening these elements in the overall development of Sāmoa. This is clearly recognised in the new strategic plan which is now referred to as the *Strategy for the Development of Sāmoa 2002–2004*. The new title encapsulates the significance of considering all facets of development including economic, social and cultural values.’

Activity 6**Sectors Of The Economy**

Answer these questions in your workbooks.

1. These are the main sectors of the economy and economic activity in Sāmoa:

Education

Health

Private Sector

Agriculture

Macroeconomic Framework

Tourism

Public Sector

Infrastructure

Social Structure.

List these sectors or areas of development into your book. Briefly explain in your own words, what you think each sector is all about. That is, what are the main activities in each sector?

e.g. Education: The main activity in this sector is schooling. The government gives schools, teachers and resources so that our people can learn.

2. In the first three SES strategies, which sector did the government prioritise? Why did the government prioritise this sector for development?
3. Think about the nine sectors of development. If you were in charge of the government, which sector would YOU prioritise, and why?
In small groups, have a discussion about the nine sectors and share your views and opinions about which sectors are the most important. You must also give reasons for your answers.
4. In your workbooks, rank the nine sectors from highest to lowest. If you think some sectors are of equal value and importance, place them side by side. Then write a brief paragraph to explain your decisions.
5. Have a class discussion and share your answers and views with everyone.

6. Copy and complete this table into your books. Use it to tally or count the decisions others in your class made about the nine sectors. That is, count how many people ranked the Public Sector as No 1 or the most important. Do this for all the sectors.

SECTORS	Rank 1 (highest)	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9 (lowest)
Macro-Economic Framework									
Education									
Health									
Private Sector									
Agriculture									
Social Structure									
Infrastructure									
Tourism									
Public Sector									

7. Did the students in your class have similar rankings? Is there common agreement in your class about what the most important sector is? Or are there differences of opinion?

Write sentences to describe the results that are in the table above.

The government prepares plans for development, and actions or implements them. But people may not always agree with the decisions that government makes about its priorities.

Here is an alternative view:

‘In 1996, Government prepared and presented the SES titled ‘A New Partnership’. This SES focused on the private sector — that sector was going to be the government’s main partner in economic development. The government believed that developing the private sector would make the private sector the engine for the country’s economic growth. The SES in 1998 was titled ‘Strengthening the Partnership’, and it too focused on the belief that sustained growth was dependent on a healthy and competitive private sector. The other sectors that were identified for continued development were agriculture, education, health, and the public sector.

It is extremely important at this point to remind people that the agriculture sector is by far the largest private sector of all. It is the largest and most important for these reasons:

- People involved in agriculture control about 80% of the country’s natural resources.
- Over 50% of the Gross Domestic Product comes from the agriculture sector.
- This sector contributes some \$100 million tala annually by way of remittances (because the remittances come to people in the agricultural sector).
- 80% of the population of Sāmoa are involved in agriculture and.
- Agriculture produces over 70% of all agricultural food production.

Note: the agriculture sector includes forest and fisheries.

There is no doubt that this sector is Sāmoa’s biggest and most important private business, even ranking ahead of the national airline. It is our principal, or main national asset. This sector gives Sāmoa food security. Rightfully, it is entitled to national development priority.’

Source: Adapted from ‘Sāmoa’s Development Paradox: Diversification Away from the Agriculture-Based Economy’, By Tuaoepe E.S. Wendt, in Sāmoan Environment Forum 2002, No 3 Proceedings from the National Environment Forum 2001.

Activity 7 Priorities For National Development

Read the extract above, and then answer these questions in your workbooks.

- Which sector did the government make a priority in the SES that the writer refers to?
- Why does the writer believe that the agricultural sector is 'the largest private business of all' in Sāmoa?
- Which sector does the writer believe should be the national development priority, and why?

Activity 8 Survey Attitudes To National Development

People may have different points of views about the way sectors are prioritised. They may also have points of view about the way development plans are being implemented.

Have another look at the Key Strategic Outcomes 2002–2004.

Read the KSO for Health, Education, Agriculture, Tourism and Social Structure.

Prepare a survey on the theme:

'Have you seen, heard or read about government activities in these areas?'

- Think of good questions to ask.
- Ask other people in your family, if they have seen, heard or read about government programmes and activities in these areas. Ask them for their points of view.
- Interview at least five different people. Include adults in your study.
- Design a chart or table of your own to record the answers or responses that different people give you.
- Write a generalisation about the perceptions that people of developments in the different sectors.

Activity 9**Predicting Attitudes**

Sarona is a mother of four. Her oldest child is in Year 9 at secondary school. The youngest is a baby.



Tema is a twenty-year-old waiter in Aggie Grey's Hotel. He is also a very good rugby player for Moataa.



Samuelu is twenty-four years old and unemployed. He is single and lives in Apia with his parents.



Sau is a forty-year-old farmer living in Aleisa. He has a wife and six children.



Tutoatasi is a thirty-year-old accountant with his own business.

These people may or may not have a different point of view to the SES for 2002–2004. Think about the nine KSO that you have looked at.

- Can you predict which KSO will be a priority for each of them, and why?
- Can you predict how they might feel about their priority KSO — will be positive or negative?

Write out your predictions in your workbooks.

Unit Summary

Can you remember what you have learned in this unit?

Carefully read the objectives below.

I can report general information about the SES 2002–2004.

I can explain why and how one of the plans within the SES 2002–2004 is implemented or actioned.

I can explain some of the problems of prioritising economic development, particularly in relation to the Education Plan.

I can predict how people will behave and act in relation to the implementation of some of Sāmoa's development plans.

KEY VOCABULARY

Key vocabulary for Year 11 Book Two Social Studies

Vocabulary	Useful words that go with the key word	Other words
to adapt to	to adapt to new environments and places; cultural adaptations	adaptations
to celebrate		celebrations
commercial	commercial uses, commercial value, commercial products, commercial value, commercial agriculture; commercially valuable	commercially
competitive	a competitive economy	
consequences	positive consequences, negative consequences, the consequences of, the consequences for a country, the consequences for people	
developed	developed countries; developing countries	developing
diversity	social and cultural diversity, to respond to cultural diversity, the consequences of cultural diversity; a diverse society; to diversify the range of products manufactured; a process of diversification, economic diversification	diverse, to diversify, diversification
essential	essential goods; non-essential goods	non-essential
to express	to express themselves; forms of cultural expression	expression
factors	natural factors, economic factors, factors of production	
to fluctuate	prices fluctuate; fluctuating prices	fluctuating,
to implement	to implement a plan, to implement policies and strategies	
independent	an independent nation, independent and self-governing Pacific nations, self-reliant and independent	to gain independence
influence	to influence our behaviour, the influence of new ideas	to gain influence
to prioritise		
to predict		
profit	a reasonable profit, financial profit; a non-profit organisation; a profitable margin	non-profit, profitable
regional	regional co-operation, regional organisations	
resources	limited resources, natural resources, skills and resources, a country's resources	
role	the role of women, a greater role in society, a very important role in	
to be socialised	socialised by the family	
source	source of information, the main source of income	
stability	macroeconomic stability; growth stabilisation; a stable, secure, income, Stable Macroeconomic Framework	stable
to subsidise	to subsidise the cost, to subsidise producers; the level of subsidy	subsidy, subsidies
supply	supply and demand, inadequate supply	
sustained	sustained economic growth; the long term sustainability	sustainability
term	the short term, the medium term, in the long term	
unique	unique cultures, unique places	

Topic specific vocabulary for Year 11 Book Two Social Studies

<p>Related to Fiji — Pacific Paradise?</p> <p>indentured labourers the indentured labour system a contract free settlers military coups Part-Europeans or 'Kai loma' Indo-Fijians Rotumans Melanesians Polynesians tribal warfare labour-intensive an influx assimilated intermarried with masi Diwali Deepawali</p>	<p>Related to Our Changing World</p> <p>social change the sources of social change inventions diffusion discoveries significant changes a non-governmental organisation Cultural Adaptation Values</p>
<p>Related to Coconuts — The Pacific Trees Of Life</p> <p>needs and wants goods and services a producer a consumer markets substitutes commodities foreign exchange enterprise capital entrepreneurship opportunity cost beneficiaries domestic consumption world commodity prices tariffs regulation and management lobbying a state-owned trading company an incentive OPEC oil revenues a cartel to intervene to stimulate to rely on... for their livelihood.</p>	<p>Related to Inter-dependence And Co-operation — The Pacific Way</p> <p>the Peace Corps VSA volunteers JOCVs projects inter-dependence co-operation to various destinations a non-governmental international development agency partners the Pacific Islands Forum Secretariat the University of the South Pacific (USP) communications techniques</p>
<p>Related to Planning for Development</p> <p>standard of living quality of life a priority outcomes fiscal monetary policies a 'Statement of Economic Strategy' (SES) subsistence infrastructure private sector public sector private and public stakeholders taxes and tariffs remittances the Gross Domestic Product (GPD) vision premise curricula pedagogies evaluation and assessment</p>	

Useful structures for Year 11 Book Two Social Studies

Ways of describing nouns by using relative clauses

Important declines in the amount of copra that is produced are expected this season in the Philippines because of the effects of drought and three typhoons or cyclones that happened one after the other.

Ways of describing nouns by using –ed words

subsidies for goods or commodities *produced* within the country

the most widely *celebrated* festivals...

the sound and stable macroeconomic framework *established* in the past four years

Ways of expressing cause and effect

When our society changes, the changes can *have a very powerful effect* on our culture.

Differences in culture *result in* differences in ways of life.

Differences in the way culture is expressed *result in* a very diverse society.

Cultural diversity in Fiji *has resulted in* many unique and different cultural expressions.

The decline in export prices of coconut oil *makes* the coconut farmers look for other activities to earn money.

Ways of forecasting what might happen

copra production *is expected to* total...

Domestic coconut oil consumption *is also expected to* go down.

Production *should* sink from 788,000 MT to 577,000, *while* exports will drop from 600,000 to 550,000 MT.

Experts *have forecast that* oil shipments *will* drop from 1.38 million MT to 750,000 MT.

