



**Ministry of Education,
Sports and Culture**

ANNUAL REPORT

July 2018 - June 2019

November 2019

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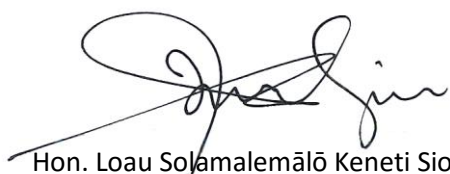
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**GOVERNMENT OF SAMOA
OFFICE OF THE MINISTER
OF EDUCATION, SPORTS & CULTURE, SAMOA QUALIFICATIONS AUTHORITY &
NATIONAL UNIVERSITY OF SAMOA**

November 8, 2019

Afioga Leaupepe Toleafoa Apulu Faafisi
Honourable Speaker of the House
Legislative Assembly of Samoa
MULINU'U

In accordance with Section 35 (1) of the Education Ordinance 1959, and Section 17 (1) of the Youth, Sports and Culture Affairs Act 1993/1994, I hereby submit the 2018-2019 Annual Report of the Ministry of Education, Sports and Culture.



Hon. Loau Solamalemālō Keneti Sio
MINISTER OF EDUCATION, SPORTS AND CULTURE

ACRONYMS

ADB	Asian Development Bank
ACEO	Assistant Chief Executive Officer
AED	Assessment and Examinations Division
AMP	Annual Management Plan
AusAID	Australian Assistance for International Development
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
CP	Corporate Plan
CSD	Corporate Services Division
ESCD	Education Sector Coordination Division
ESP	Education Sector Plan
HRM	Human Resource Management
ICH	Intangible Cultural Heritage
ICT&MD	Information, Communication and Technology & Media Division
KPI	Key Performance Indicator
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NARA	National Archives and Records Authority
NTDF	National Teacher Development Framework
NZAP	New Zealand Aid Programme
NUS	National University of Samoa
OAG	Office of the Attorney General
OCEO	Office of the Chief Executive Officer
OGG	One Government Grant
PoR	Position of Responsibilities
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
SDS	Strategy for Development of Samoa
SEN	Student Education Number
SI	School Inspectors
SLA	School Library Assistant
SMIPBE	Science and Mathematics Improvement Project for Basic Education
SOD	School Operations Division
SQA	Samoa Qualifications Authority
SSFSGS	Samoa School Fee Grant Scheme
TCH	Tangible Cultural Heritage
TDAD	Teacher Development and Advisory Division

MESC LEADERSHIP TEAM

2018 – 2019

Hon. Loau Solamalemālō Keneti Sio	Minister MESC (March 2016 – March 2021)
Alai’asa Sepulona Moananu	Associate Minister, MESC (March 2016 – March 2021)

MESC MANAGEMENT

Afamasaga Dr. Karoline Afamasaga-Fuata’i	CEO, MESC
Māmea Vau Peseta-Afamasaga	ACEO, Monitoring, Evaluation and Review
Fanuaea Amela Silipa	National Archivist / ACEO, National Archives and Records Authority
Funealii Lumā’ava Sooa’emalelagi	ACEO, Assessment and Examinations
Leaumoana Salima Lasalo Salima	ACEO, Policy, Planning and Research
Leota Valma Galuvao	ACEO, Curriculum Design and Materials
Matagioo Nehru Mauala	ACEO, ICT & Media
Papalii Tuumatāvai Peone Fuimaono	ACEO, Culture
Perenise Stowers	ACEO, School Operations
Relina Neemia-Stowers	ACEO, Corporate Services
Salā Delphina Lee	Executive Director, Samoan Language Commission
Tafāese Spencer Tautū	ACEO, Sports
Tapautasi Kovi Aiolupotea	Education Sector Coordinator
Tautī Faatamālii Jenny Lauano	ACEO, Teacher Development and Advisory

ABOUT THIS REPORT

The Annual Report for the 2018-2019 financial year is designed to provide information about the Ministry of Education, Sports and Culture (MESC), its purposes, services and performance against key performance indicators as outlined in the Annual Management Plan 2018-2019 and the Annual Budget.

There are TWO main parts of the report. Part A contains two Sections (Section A1 & A2) and Part B with two Sections (Section B1 & B2):

PART A

Section A1: Overview

The Overview details the roles of the MESC and its strategic direction, together with its Mandate, the Organizational Structure and the financial performance.

Section A2: Performance Review

This section of Part A provides highlights and progress on the performance of the Ministry against their planned Key Performance Indicators (KPIs) for the financial year July 2018 – June 2019.

PART B

Section B1: School Statistics

This section of Part B reports on information regarding the number of ECE, primary and secondary schools in the country, the student enrolments and the number of teachers by Controlling Authority.

Section B2: Projects

This section reports on the development projects implemented by the Ministry and their current status/progress.

REFERENCES

This section provides a list of all the related documentation used for the development and the compilation of this report

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STATEMENT FROM THE CEO



During the 2018 - 2019 financial year we continued to implement a number of initiatives and interventions stipulated in our education strategic and operational plans. The review process for the Annual Management Plan is one of the key requirements and a mandatory element of the Ministry's performance. As there is greater emphasis now on more broad-based thinking to ensure that performance is fully aligned to the strategic direction of the Ministry, it is also important to ensure that the focus is improved to reflect changes that have occurred in the Education system, and to take advantage of opportunities whilst fully addressing issues in education.

Key achievements in this year's performance are:

- The approval of 2 national frameworks¹ and 6 national policies² by Cabinet during this reporting period is a reflection of a commitment and hard work by the Ministry in achieving its targets. The implementation of these national frameworks and policies will contribute heavily in the development and improvement of teaching and learning in schools;
- The completion of the Annual Report 2017/2018, the Corporate Plan 2018-2021 as well as the Education Statistical Digest 2018 was an indication of a combined determination by all MESC divisions in delivering their functions as well as providing continuous support in the development of these ministry documents. These documents are important publications that require time and collective efforts by the ministry in order to complete them on time;
- The celebration of the 'MESC Teachers Day Pageant' conducted on the 5th October 2018 for the first time ever was a successful turnout. It was an opportunity that brought together all teaching staff and partners to celebrate the importance of being a teacher;
- The smooth process in the printing and administration of 2018 national exams was a huge improvement from previous years' experience, which also shows progress made by the ministry in utilizing lessons learnt from the past years;
- The completion of a comprehensive review of the MESC Organizational Structure was another milestone achieved by the ministry. Recommendations by the TA are considered carefully by the ministry in moving forward, to make sure the government spending on education is worthwhile and well managed in terms of human resources;
- The completion of a first ever database for the Minimum Service Standards (MSS) for schools was also another major achievement by the ministry. This new database will help in minimizing some of the issues relating to data collection for MSS verifications as well as speeding up the production of reports for decision making;
- The approval of a One Government Grant Manual by cabinet was a celebration of the hard work and time committed by the ministry in the development of this important manual. This manual is a guide for the new approach by the government through the MESC and MOF of consolidating the financial assistance provided for all ECE, Primary, Secondary and Special Schools in the country;
- The 2019 Annual Conference '*Measure what we value, Value what we measure*' which began with a thanksgiving service on Sunday 20 January was officially opened on Monday 21 January. The presentations focused on innovative ideas for achieving quality education. The Conference was well attended by stakeholders including school principals, representatives of school committees and PTAs of primary and secondary schools;
- The new school building of Faleapuna Primary school was officially opened on the 25 January 2019. This project benefits the children of Faleapuna by providing for them a much safer and healthier

¹ National Sports Framework and National Culture Framework

² National Sports Policy, National ICT in Education Policy, National Heritage Policy, National Cultural Industries Policy, National Culture in Education Policy & National Schools TVET Policy

environment. This project was funded by the Government of Japan through the Grant Assistance for Grassroots Human Security Projects and the village School Committee;

- The establishment of an Inclusive Champion School approach which focuses on empowering teachers in improving the inclusiveness of schools and classrooms, so that all students can benefit from a quality education. The MESC is the key leading government organisation in the move to embrace and expand inclusive education practices in schools;
- 123³ new teachers posted to selected colleges and primary schools are helping to address the student-teacher ratio in government schools based on critical findings of non-compliance;
- The PSC approval of 106 retirees for another 12 months is a result of effective marketing strategies implemented by the MESC to address the teacher shortage in schools;
- The timely release of SPELL & SPECA, (42) primary diagnostic reports to all schools – ISAMs (individual student assessment maps), school variable maps, school lists, learning outcomes/descriptors. These reports identify learning gaps and provide key information for teachers in planning and intervention strategies. These reports are also useful for parents so that they may better help their child. Furthermore, they empower students and support good learning. From a national perspective, these reports provide essential information for MESC to identify curriculum and assessment needs;
- The annual Strategic Seminar on the 5th March 2019 at DBS conference room was opportune for the MESC to re-prioritize its strategic deliverables for the new financial year. The theme of this year's event "*Plan ahead for better outcomes / Tapena mamao mo taunuuga lelei*" prefaced well, the overall outcomes of the Seminar;
- The increase in the number of teachers meeting the professional teacher standards (QAPA) reflects the effectiveness of professional developments provided by the Ministry for teachers to upgrade and improve teaching and learning skills;
- The commencement of the Teachers Act 2016 and the establishment of the Teachers Council was a milestone achieved which will accelerate the development of teachers in Samoa. The Council will bring together members of different school systems such as mission, private, ECE and government creating further positive developments for the teaching profession;
- 82% of Primary Schools met the SMSS (3%- Meet standard, 60% - Mostly Meet Standard, 19% partly meet standard). 4% of Primary Schools were below standards whereas 14% did not submit their School Self Evaluation Forms. This is the evidence of the Ministry various implementing activities within schools such as support visits, trainings and the monitoring role by school inspectors;
- All primary and secondary school principals and those in positions of responsibilities completed their trainings on Leadership, working conditions and One Government Grant during this financial year. These capacity building opportunities enabled teachers to provide high quality services in schools especially the OGG processes as this is the first time they have given processing of TYs at the school level;
- The critical fixed assets for the implementation of various exam processes were purchased via Budget Support. The procurement of these new resources will minimize the issues and improved our assessments and exams processes. This included 9 computers & software (soon to arrive) for operations and administration within AED;
- Training of teachers in reading and understanding assessment reports was more proactive and engaging for the receptive audience;
- The MSS National Verification Visit was a huge undertaking by PPRD given its new role of MSS Verifier for schools at the National level. Despite the fact that it took up the whole time of the division in quarter 4 given its short staff, but it was also a good learning process for PPRD team as well as lessons learnt for moving forward. The report will be ready in the new Financial Year 2019/2020;

³ Primary – 58, Secondary - 65

- The first ever awareness programs on the Teachers Act and implementation of registration for both Upolu and Savaii were implemented by the Ministry since the commencement of the Teachers Act 2016 and establishment of Teachers Council in this financial year; and
- The Ministry's commitment to the preparations for the Pacific Games 2019 Opening and Closing Ceremonies was one of the top milestones achieved for this financial year. School Principals, teachers and the community provided their full support and assistance in all preparations as coordinated by the different ministry committees for the Adopt a Country Program, Torch Relay and Flag and Welcome Ceremonies for the athletes and officials.

As articulated in the Ministry's Corporate Plan, our purpose is "to support a system of education that is holistic and sustainable in order for learners to achieve their full potential spiritually, culturally, intellectually and physically, enabling them to make fulfilling life choices." Our purpose encompasses and reflects the wide remit of work across the Ministry. For our staff, it means that no matter what policy, project or program they are working on, they can link what they do to our overarching role and recognize the value of the contribution they are making to the overall development of quality education for our young people.

The Ministry is leading the Government's commitment to see a nationally consistent approach to school funding (One Government Grant) which assists every child to reach their full potential. A quality education is invaluable in preparing a child for their future, providing them with the skills and capabilities to succeed in life. The ministry continues to lead the development of education in Samoa to improve opportunities for lifelong learning through evidence-based education and trainings.

This report provides an overview and insights into our operational and financial performance for the 2018-2019 financial year. The Ministry acknowledges with appreciation the commitment and support extended by the Government and Cabinet, in particular the Minister of Education, Sports & Culture, Hon. Loau Solamalemālō Keneti Sio and Associate Minister Alai'asa Sepulona Moananu to the education developments and reforms.

The Ministry also wishes to acknowledge the crucial contribution and assistance of all development partners and agencies to the development of education, sports and culture. Thank you also to government ministries, mission and private schools, Early Childhood Education providers, special needs education providers, school committees, parents and the community for the performance of your duties and for continuing to work in partnership with MESC to improve education in Samoa.

The Ministry notes with gratitude and admiration, the collaborative effort of all education sector partners when government moved into sector programming to ensure the future of education remains a top priority for Samoa's development.

A special acknowledgement with appreciation of the continuous support provided by the other two implementing agencies of the Education Sector, the Samoa Qualifications Authority and the National University of Samoa.

In presenting this report, I want to acknowledge and thank our corporate staff as well as School Inspectors, Principals and teachers for their commitment to our strategic directions and in delivering high quality education and care to the students of Samoa.



Afamasaga Dr. Karoline Afamasaga-Fuata'i
Chief Executive Officer

PART A: OVERVIEW MESC FUNCTIONS AND PERFORMANCE REVIEW

Section A1: Overview

This section provides an overview of the Ministry’s functions and their mandate which governs and guides the direction of the ministry’s work. This section also reports the information of the MESC workforce as well as the performance of the ministry against the KPIs and activities outlined in the ministry’s Annual Management Plan and Budget.

A1.1: MESC Strategic Overview

MESC is the central agency responsible for education at early childhood, primary and secondary levels in Samoa. Our enabling legislations are Education Act 2009, Teachers Act 2016, Youth, Sports and Culture Affairs Act 1993 and the Education Amendment Act 2019.

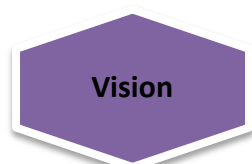
The Youth, Sports and Culture Affairs Act 1993 continues to inform the responsibilities of the Culture and Sports divisions under the Ministry of Education, Sports and Culture.

We are also mandated to comply with the following legislations:

- Public Service Act 2004
- Public Service Regulations 2004
- Ministerial and Departmental Arrangement Act 2003
- Public Finance Management Act

The Ministry’s work for this Financial Year has been drawn from the Education Sector Plan July 2013 – June 2018 and the Corporate Plan 2018 - 2021. These are in turn informed by the National Planning Framework stipulated in the Strategy for the Development of Samoa 2016 – 2020 and the Cabinet directives.

Vision and Mission



A quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices



Promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all.



Education Guiding Principles

Equity & access : requires that the system will treat all individuals fairly and justly in the provision of services and opportunities.

Quality – is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interaction of professional and technical factors, and social and cultural practices.

Efficiency – is demonstrated by management practices which ensure optimum use of resources; human, financial and material – at all levels, efficient service delivery, unhampered communication and coordinated decision making.

Relevancy – implies a system which is meaningful, recognized, applicable and useful to one’s life. It should enhance the individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects.

Sustainability – requires the wise utilization of human, financial and material resources to ensure balanced and continual development in the system.

CORPORATE PLAN GOALS, OUTCOMES and STRATEGIES

In order to facilitate the achievement of the overall Education Sector’s Vision and Mission as well as the government’s principles of transparency and accountability, the following goals and outcomes have been set by the Ministry in their Corporate Plan 2018 – 2021 as well as relevant strategies.

Goal 1 – Enhance Quality of Education at all levels

- **Expected Outcome 1:** Student performance is improved in all areas (spiritual, social, physical, cultural & academic)
- **Expected Outcome 2:** Teacher quality and performance is improved in all areas (knowledge, practice & attribute)
- **Expected Outcome 3:** Effective school governance and leadership is improved
- **Expected Outcome 4:** Active community participation and engagement is improved
- **Expected Outcome 5:** Transformational and innovative pedagogy and learning including the use of ICT tools is improved

Relevant Strategies:

- Strengthen support for all schools to improve implementation of all curriculum
- Strengthen quality assessment processes and timely reporting
- Strengthen school governance and management
- Strengthen the use of ICT resources and tools
- Strengthen professional development programs to improve teaching and learning at all levels
- Improve Teacher Performance at all levels

Goal 2 – Enhance Educational Access and Opportunities at all levels

- **Expected Outcome 1:** Increased student participation in sports at all levels paving career pathways and reducing health issues
- **Expected Outcome 2:** Increased participation and achievement of students with disability in the mainstream system (Primary & Secondary)
- **Expected Outcome 3:** Improved data collection and reporting system for Inclusive Education
- **Expected Outcome 4:** Increased participation of ECE children in ECE Centers
- **Expected Outcome 5:** Improved access to ICT infrastructure and e-resources

Relevant Strategies:

- Enhance the role of sports in education and build partnership with the community and sports bodies
- Increase awareness and practice of Inclusive Education in schools

Goal 3 – Enhance Relevance of Education and Training at all levels

- **Expected Outcome 1:** Increased number of schools offering additional TVET programs
- **Expected Outcome 2:** Improved completion and progression rate at secondary level
- **Expected Outcome 3:** Increased number of students taking music classes
- **Expected Outcome 4:** Increased number of cultural heritage preserved and a high standard facility available

Relevant Strategies:

- Improve TVET pathways for students
- Build National Arts and Cultural Center
- Strengthen the Cultural Sector

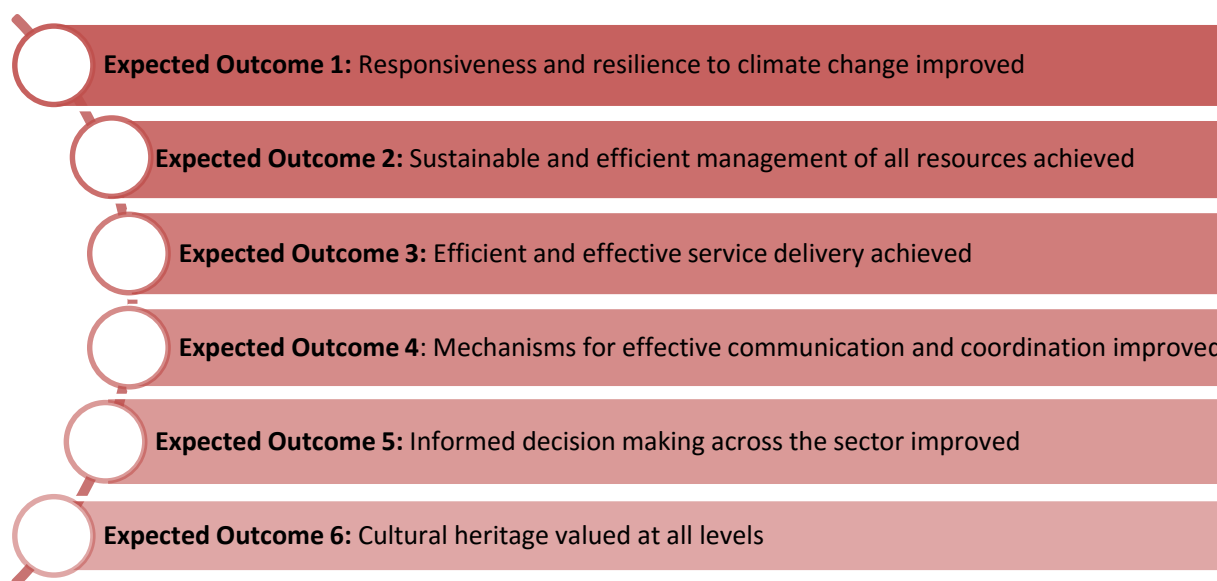
Goal 4 – Strengthen Community engagement and collaborative partnership



Relevant Strategies:

- Strengthen the coordination of policy development, planning, projects and research studies
- Improve data collection methodologies
- Enhance coordination among cultural stakeholders

Goal 5 – Established Sustainable and Efficient Management of All Education Resources to Meet Service Delivery Expectations

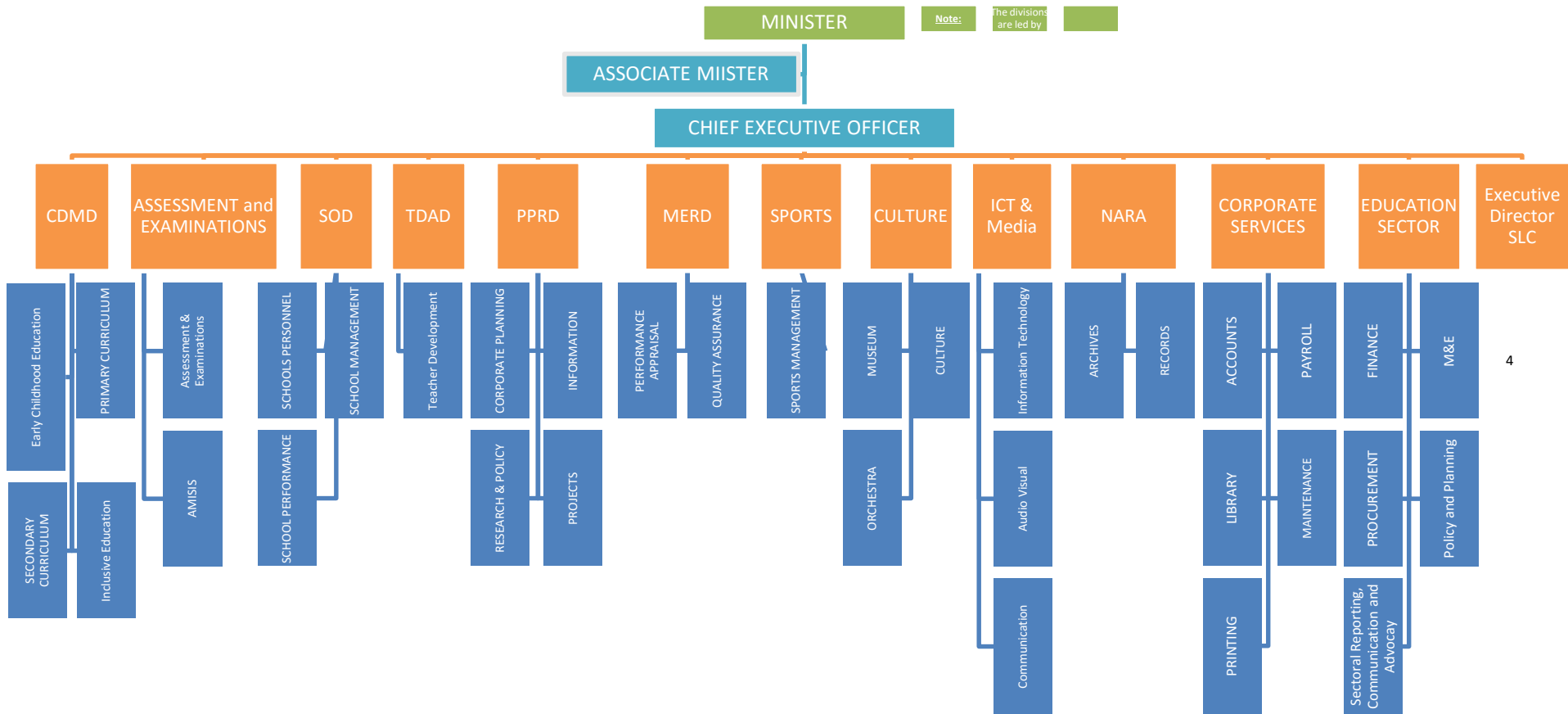


Relevant Strategies:

- Enhance awareness of disaster responsiveness and resilience to climate change
- Strengthen management of MESC resources
- Create Education Sector Printing Facility
- Strengthen Education Sector Coordination and management of Development Partner support
- Strengthen archives and record-keeping for good governance
- Strengthen systems and processes to manage the One Government Grant

A1.2: Organization Structure

Figure 1: MESC Structure as of 30 June 2019



⁴ **Note:**

The organizational structure only shows Principal level up indicating Units within Divisions. The divisions are led by Assistant Chief Executive Officers (ACEO) whereas Units are led by Principal Officers.

A1.3: Functions of the Ministry

The Ministry of Education, Sports and Culture has a total of twelve (12) technical divisions and one support services division (Corporate Services) all delivering strategic, operational and administrative roles of the Ministry.

Table 1: Divisions of the MESC

Office of the Chief Executive Officer	Assessment Division	Curriculum Design and Materials Division
<ul style="list-style-type: none"> • Provide policy advice and Ministerial support to the Minister of MESC • Conduct internal audit to ensure compliance with Government of Samoa regulations • Ensure efficient flow of correspondence to and from the CEO; • Ensure effective coordination of UNESCO National Commission activities; • Ensure efficient and effective use of resources and advise on processes and systems; • Timely submissions of briefing statements to the Minister and CEO; • Provide MESC representation on official and community committees as needed • Ensure timely reports on the Education Sector Plan 	<ul style="list-style-type: none"> • Implement a fully outcomes based assessment reporting system in accordance with national policies and objectives; • Effectively manage the administration of all national assessments; • Implement the recruitment of trained examiners, moderators, supervisors and examination markers (for senior national examinations); • Liaise with TDAD to schedule and conduct training for Principals, School Inspectors, examiners, markers and teachers on assessment to support teaching and learning; • Liaise with School Operations on the administration of SPELL tests, Year 8, Year 12 and Year 13 national examinations; • Co-ordinate the development and regular reviews of subject specifications and prescriptions; • Conduct analysis of national assessment results data and provide statistical reports in coordination with PPRD; • Develop and manage item bank system; • Conduct standardization of assessment items; • Monitor and evaluate all national assessment programs and activities; 	<ul style="list-style-type: none"> • Manage the implementation and unpacking of curriculum statements and materials to support the teaching of the curriculum • Manage the implementation of the National Curriculum Framework and ensure its review from time to time • Develop supplementary resources to assist teaching of the curriculum across all levels (ECE, Primary & Secondary) • Lead the implementation of innovative programs to improve school performance in literacy, numeracy and science • Support teachers at all levels (ECE, Primary & Secondary) through school visits and training at national and cluster levels • Monitor the implementation of ECE Minimum Service Standards • Manage the implementation of the Inclusive Education Policy • Implement and monitor the implementation of the Inclusive School Model

Sector Coordination Division	Teacher Development and Advisory Division	Monitoring, Evaluation, and Review Division
<ul style="list-style-type: none"> • Coordinate the development of sector Implementing agency (IA) work plans and budgets to meet expected time frames, alignment with ESP and DP 	<ul style="list-style-type: none"> • Coordinate teacher qualification upgrade programs • Liaise with tertiary service providers on delivery modes of courses to 	<ul style="list-style-type: none"> • Implement and support the on-going development of the Professional Standards for all government teachers (primary and

<p>requirements;</p> <ul style="list-style-type: none"> • Meet sector reporting requirements for: <ul style="list-style-type: none"> ○ achievement of sector KPI ○ implementation and impact of planned IA activities ○ sector expenditure ○ support provided by Development Partners ○ sector governance ○ financial and risk management (including procurement and audit reports) • Ensure that the AMPs are in line with Education Sector Plan; • Maintain a sector monitoring and evaluation framework to measure progress towards achievement of sector KPI; • Facilitate communication and liaison within the sector and with stakeholders; • Monitor the performance assessment frameworks to meet requirements of Development Partners agreements; • Provide secretariat functions to the Education Sector Advisory Committee and the Education Sector Working Group; • Implement activities to improve the sector coordination of cross cutting issues, policy development, data management and new initiatives; <p>Strengthen coordination within the Education Sector for the effective implementation of the Education Sector Plan</p>	<p>address accessibility challenges for teachers</p> <ul style="list-style-type: none"> • Liaise with SQA to ensure training programs provided for teachers fall within recognition of prior learning or are accredited • Coordinate, facilitate and collaborate with relevant stakeholders and trainers to ensure the effective implementation of a comprehensive professional development training program for teachers • Provide professional support to all teachers at the national, cluster and school level to ensure quality teaching and learning programs are being implemented • Provide professional management and leadership support to School Principals and teachers to ensure overall school improvement and an enhanced quality education • Coordinate local and international teacher upgrade programs to ensure all teachers have a Degree in Education or a relevant field 	<p>secondary);</p> <ul style="list-style-type: none"> • Monitor, Review and Evaluate Teachers Performance using the Professional Teacher Standards; • Evaluate the effectiveness of the Quality Assurance Performance Appraisal System for monitoring teacher performance; • Review the Professional Standards for Samoa's Teachers to inform policy recommendations, changes and interventions to improve teacher quality; • Evaluate teacher performances to support Professional Development Training initiatives; • Conduct awareness amongst teachers, stakeholders and communities of the expectations of the Professional Teacher Standards; • Conduct Quality Assurance Performance Appraisal for both contracted and non-contracted Principals;
School Operations Division	Policy, Planning and Research Division	Sports Division
<ul style="list-style-type: none"> • Manage the application of teaching personnel working conditions and entitlements • Strengthen partnership between Government and Communities in the delivery of education • Manage and implement the Minimum Service Standards (MSS) in schools with a focus on school environment, hygiene and safety; school partnership, governance and management; teacher quality; student achievement and classroom assessment. • Manage school improvement processes through continuous assessment and development of School Improvement Plans and School Annual Management Plans. 	<ul style="list-style-type: none"> • Manage and ensure timeliness of: <ul style="list-style-type: none"> - the corporate planning cycle as stipulated by the central agencies; - quarterly reviews of the MESC annual management plans; - annual review reports to cabinet and parliament • Manage and ensure the implementation of all MESC plans through: <ul style="list-style-type: none"> - constant monitoring and reviews; - regular meetings of the Corporate Planning Committee(CPC); • Produce the annual school term calendar; 	<ul style="list-style-type: none"> • Monitor, evaluate and review the implementation of Health & Physical Education in Primary and Secondary schools; • Conduct and/or coordinate coaching and refereeing in-service training for teachers to effectively implement the Health & PE Curriculum; • Promote and develop sports and Health & PE programs for Special Needs schools; • Coordinate and fund the accreditation and certification of coaches and referees in the communities to be in accordance with International Standards; • Coordinate and encourage widespread participation in

<ul style="list-style-type: none"> • Regulate and monitor school registration, governance and management requirements as stipulated in the Education Act 2009 (or its amended version), School Governance Framework and policies and the School Organisational Manual; • Monitor compliance of schools with the Compulsory Education Provision in the Education Act 2009 (or its amended version) and other relevant legislations; • Lead and manage all teaching personnel and ensure staffing requirements are addressed efficiently and effectively in compliance with prevailing MESC legislations and policies; • Manage School Staffing and School Personnel to ensure compliance with established policies 	<ul style="list-style-type: none"> • Conduct policy development and analysis by: <ul style="list-style-type: none"> - managing the conduct of policy development through the establishment of working parties; - providing guidance for, and mentor policy content divisions to finalise policies; - preparing cabinet submissions for policy approval; - managing the distribution of final approved policies; • Manage the collection, collation, analysis and presentation of data to management and educational stakeholders to inform decision making for: <ul style="list-style-type: none"> - efficient planning and utilization of resources, - effective monitoring and evaluation of performance, and - evidence-based strategic planning; • Conduct the annual school census and the Student Education Number (SEN) register and make amendments to the examination lists; • Produce the Annual Education Statistical Digest; • Collect enrolment data for ECE centers and special schools for allocation of the government grant (OGG); • Lead, manage and conduct research, to support Strategic Planning and Policy development, according to ministry prioritized issues and research areas in the Education Sector Research Strategy; • Manage the monitoring and reporting processes of all MESC projects to MESC Management and CDC to: <ul style="list-style-type: none"> - track the implementation of all MESC projects/programmes; - evaluate the contribution of projects to MESC Goals and Objectives; and - update the MESC Projects Management Database. 	<p>quality Sports and Physical Activities at all levels;</p> <ul style="list-style-type: none"> • Coordinate and/or conduct sports management and administration seminars to establish accountability and transparency within Sports Associations; • Construct new and upgrade existing sports facilities in accordance with international standards; • Procure and distribute appropriate sports equipment; • Liaise and strengthen collaboration and partnership with SASNOC to ensure Government support to host national and international sport events; • Provide appropriate technical and financial assistance for Elite Athletes and National Teams for international competitions
Corporate Services Division	Culture Division	ICT Division

<p>Co-ordinate budget planning, preparation, presentation and distribution:</p> <ul style="list-style-type: none"> • Liaise with Ministry of Finance, Public Service Commission and Public Accounts Committee on financial budgetary matters; • Provide regular and accurate financial budget reports to Output Managers and Full Executive members on a timely manner; • Provide financial advice on the trends and impacts of expenditure and revenue according to the approved budget; • Monitor output expenditures to ensure compliance with budgetary recommendations; and to review financial transactions and codes for conformance to standard procedures and accounts; and • Provide efficient and effective financial records management. <p>Manage financial transactions on behalf of the Ministry in an efficient and effective manner:</p> <p>Ensure effective and efficient administration within the Ministry:</p> <ul style="list-style-type: none"> • Ensure compliance with up-to-date GoS requirements; • Maintain a close liaison with PSC and Ministry of Finance on HR matters; • Regularly monitor data entry procedures and maintain accurate payroll records and systems [GOFAR-People One and Pelican]; <p>Manage MESC's corporate personnel functions</p> <ul style="list-style-type: none"> • Co-ordinate recruitment, appointment, resignations, retirements and assessment of corporate and teaching staff; • Collate and facilitate the preparation of performance plans and succession planning; • Monitor the recruitment and selection systems and processes and report monthly; • Conduct reviews of the MESC organizational structure to meet the government needs and reforms; • Maintain and review the central registry filing system; 	<ul style="list-style-type: none"> • Identify critical policy concerns on arts, culture and heritage development; • Coordinate research and data to support policy development; • Preserve tangible and intangible cultural heritage through research and publication; • Lead Samoa's representation in regional and international dialogue and events on the development of Culture and the Arts; • Preserve oral traditions by publishing the <i>Samoa Ne'i Galo</i> series and disseminate; • Propose regional and international cultural, art festivals and events for Samoa to attend and coordinate representation; • Manage Samoa's compliance to national and international Conventions and Agreements Samoa is signatory to. <p>MUSEUM OF SAMOA</p> <ul style="list-style-type: none"> • Act as a repository of knowledge about the Samoan material and intangible culture, and its environment; • Serves to interpret, preserve and promote the material and intangible culture of Samoa; • Promote and safeguard tangible and intangible heritage through cultural advances in policy, education and creativity for economic and social development; • Manage and operate the Museum of Samoa; • Establish the importance of spreading knowledge about Samoa's material and 	<ul style="list-style-type: none"> • Develop strategies to assist users to critically assess information and communications technology for the Ministry; • Develop and present to Management policies for the use and procurement of ICT equipment • Coordinate plans and training for the use of ICT as a teaching and learning tool; • Work collaboratively with the School Operations Division and CDMD in the management of ICT; • Oversee the security of ICT equipment at all times and especially in times of emergencies; • Manage the security of information through technology; • Prioritize and reallocate ICT equipment and machines according to needs; • Provide relevant documentation to support the procurement of new machines; • Identify staff and teacher needs; • Conduct training and record level of trainings offered; • Monitor and review ICT activities <p>COMMUNICATION UNIT:</p> <ul style="list-style-type: none"> • Produce radio, television programs, press releases, newspaper inserts and SEUGA Newsletter • Implement the MESC Communication Strategy • Represent the MESC on official and community committees <p>AUDIO VISUAL UNIT:</p> <ul style="list-style-type: none"> • Provide audio visual recordings for the safeguarding of oral traditions, arts and crafts • Production of advertisement materials for the promotion of MESC • Preserve records of cultural heritage • Promote cultural and educational programmes for public information
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<ul style="list-style-type: none"> • Maintain accurate and up-to-date records of all correspondence for the Ministry; <p>To ensure efficient and effective printing services for the Ministry and all schools.</p> <ul style="list-style-type: none"> • To print all educational support materials, national assessments and examinations for the Ministry and all schools in a timely and efficient manner; • To print, compile and collate other reports as recommended by the Core Executive; 	<p>intangible culture through school curriculum, cultural tourism, and advocacy;</p> <ul style="list-style-type: none"> • Serve and advise on heritage and the arts in collaboration with relevant regional and national universities and institutions, Museums, related organizations, and the general public; • Collaborate with museums worldwide, regional and international organizations to further enhance its purposes and objectives set to benefit Samoa and its developments. <p>NATIONAL ORCHESTRA</p> <ul style="list-style-type: none"> • Enhance the visibility of cultural development in music through public performances; • Enhance culture in education through promoting music education in schools; • Promote career opportunities; • Promote Samoa’s music industry; • Develop composition and arrangement of Samoan musical identity. 	
<p>National Achieves Division</p>	<p>Samoa Language Commission</p>	
<ul style="list-style-type: none"> • Collect, preserve and conserve archival collection; • Strengthen public records management across all government ministries, authorities and agencies; • Provide materials and maintain equipment and facilities for safeguarding of archival collection; • Undertake the development of legislation, policies and procedures; • Strengthen the capacity of archive staff to undertake work of the Archive Unit; • Develop, promote efficient and effective methods, procedures and systems for the creation, management, storage, disposal, preservation and use of Public Records. 	<ul style="list-style-type: none"> • Initiate, develop, coordinate, review and advise upon and assist in implementation of policies, procedures, measures and practices designed to give effect to the declaration in section 5 of the Samoan Language Act as an official language of Samoa. • Generally to promote the Samoan language, and in particular, its use as a living language and as an ordinary means of communication. • Develop a strategic plan and a corporate plan for the commission. • Monitor and advise the implementation of its policies and corporate plan. • Consider and report to the 	

<ul style="list-style-type: none"> • Conduct research and provide advice in relation to the management and preservation of Records of Samoa that may have archival value, whether such records are public or private. • Provide storage, preservation, management and conditions for access to Records of permanent value 	<p>Minister upon any matter relating to the Samoan language that the Minister may refer to the Commission for its advice.</p> <ul style="list-style-type: none"> • Advise the government and the Parliament on Samoan language matters through the Minister. • Carry out consultation on policy development; publicize policies and decisions on the Samoan Language. • Monitor development or changes in the Samoan Language • Provide the interpretation and translation service • Carry out other functions conferred on it under this Act or any other Act. 	

A1.4: Output Structure

The Ministry of Education, Sports and Culture has been delivering its services under 14 Financial Outputs since 2014 as well as offering support services through CSU1, CSU2 and CSU3.

Table 2: MESC Output Structure

Output	Services
Output 1	Policy Advice to the Minister
Output 2	Ministerial Services
Output 3	Teaching Services
Output 4	Teacher Training Services
Output 5	School Management Services
Output 6	Curriculum Design and Materials Services
Output 7	Assessment and Examination Services
Output 8	Policy, Planning and Research Services
Output 9	Asset Management, Procurement and Distribution
Output 10	Public Library Services
Output 11	Sports Development
Output 12	Culture Awareness
Output 12.5	National Archives and Records Services
Output 13	Monitoring, Evaluation and Review Services
Output 14	Education Sector Coordination Services
CSU 1	Finance & Human resource
CSU 2	ICT & Media Services
CSU 3	Printing services

A1.4.1 MESC Workforce

MESC employs a team of educators, teachers, managers, administrators, curators, librarians, and supportive corporate staff. This enables the delivery of the major activities as outlined in the Education Sector Plan 2013-2018 and MESC Corporate Plan 2018-2021.

Table 3: MESC Workforce Composition (All⁵) as of 30 June 2019

Total Number of Staff employed by the Ministry	[including teachers](2033)
Number of Contract Officers	266
Number of Officers	1540
Number of Temporary Employees	227
Number of Wage/Casual Workers	NIL
Number of Males	(611) – 30%
Number of Females	(1422) – 70%

Source: MESC Pelican Database – Payroll

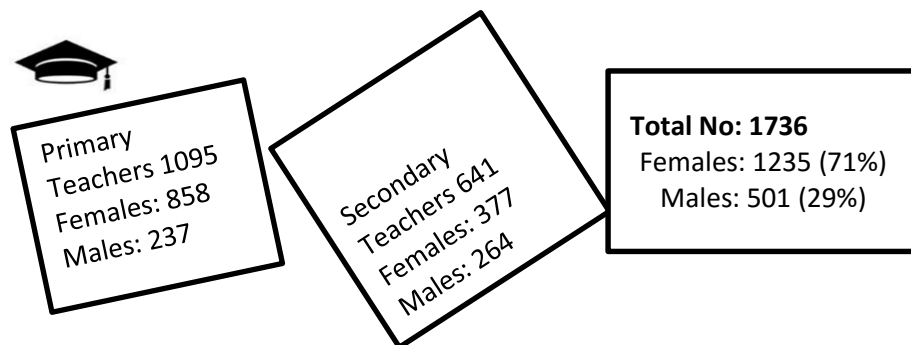
The Ministry of Education remains one of the largest work forces with a total of 2033 employees, of which 1736 are teaching staff and 297 are corporate staff members. A total of 266 contract officers are shown in

⁵ Includes Teachers and Corporate staff

Table 3 with the highest number of them are teaching staff. Currently there are 227 staff members that are categorized as temporary employees.

As of 30th of June 2019, government employed 1736 teachers in its schools. Primary teachers have the higher number compared to secondary, with a higher proportion of females in the teaching force compared to males as shown in Table 4. Of the total number, there were 1095 (63%) primary teachers and 641 (37%) secondary teachers. Female teachers outnumbered their male counterparts at both levels.

Table 4: MESc Workforce Composition – Teaching Staff as of 30 June 2019



Positions of responsibilities include the School Principals and Vice Principals of both primary and secondary schools. A total of 232 teachers holding these positions in both primary and secondary schools are further disaggregated to reflect 143 are Primary Principals, 22 are College Principals with 44 holding Deputy Principal positions in primary and 23 as Vice Principals in Colleges. Amongst primary and college schools, females dominate the positions of responsibilities at 60% compared to 40% males.

Table 5: Positions of Responsibilities in Schools

Positions of Responsibilities	Total No.	Primary	College
School Principals		143 61 Males 82 Females	22 10 Males 12 Females
Deputy Principals		44 13 Males 31 Females	23 8 Males 15 Females
TOTAL	232 92 Males (40%) 140 Females (60%)	187 74 Males (40%) 113 Females (60%)	45 18 Males (40%) 27 Females (60%)

Source: MESc Pelican Database – Payroll

The MESc workforce in Table 6 below comprises Corporate Staff which include contract officers and permanent staff. The majority of the positions within MESc are at officer level and below, with a salary grading of A03 to A11.

Table 6: MESC Workforce-Composition - Corporate Staff as of 30 June 2019

Corporate Staff	No.	Females	Males	Salary Grading
Contract Staff	19	14	5	A17 – CEO2
Principal Officers	53	26	27	A16
Senior Officers	30	15	15	A12 – A14
Officers & others	190	114	76	A03 – A11
TOTAL	292	169(58%)	123(42%)	

Source: MESC Pelican Database – Payroll

An overall total of 292 employees are classified under the Corporate Staff, with 190 of its staff members who are officers or otherwise categorized as other. This account for the highest number of staff, with Principal Officers next highest compared to Senior Officers. The total number of employees in the Ministry is again dominated by females accounting for 58% and males at 42%. Overall there is a 16% gender difference between males and females with, females predominantly higher than males.

The Table 7 below highlights the age composition of all staff including, teaching and corporate staff employed by the Ministry. As it stands, 34% of its workforce are at the age of 30-39, with the second highest of 23% at the age of 40-49. Whereas only 8% are at the age of 60+, the youngest age group of 20-29 years sits at 15%.

Table 7: MESC Workforce Composition by Age as of 30 June 2019

AGE	GENDER			%
	Male	Female	TOTAL	
20 – 29 years	102	201	303	15
30 – 39	194	489	683	34
40 – 49	137	325	462	23
50 – 59	138	280	418	21
60+	40	127	167	8
TOTAL	611 (30%)	1422 (70%)	2033	

Source: MESC Pelican Database – Payroll

A1.4.2 Staff Turn-over

Table 8 below shows the movement of both teaching and corporate staff as of June 30th 2019. A total of 160 new appointments were made, with 115 transfers internally within the teaching force, 33 were promoted and a further 92 were re-employed.

Table 8: Movement of Staff

Transaction Type	No. of Transaction
New Appointment	160
Appointment – Promotion	33
Appointment – Re-employment	92
Appointment – Transfers	115
Termination – Deceased	6
Termination – Dismissal	23
Termination – End of Contract	95
Termination – Resignation	60
Termination – Retirement	12

Source: MESC Pelican Database – Payroll

It is worth noting, that a high number of employees (95) are categorized to have initially ended their contracts with 60 who resigned, and 12 had reached the age of retirement. While these figures are constantly changing over time, a concern is noted with the growing number of employees (23) who were dismissed from the service.

A1.4.3 Cessation of Employees

A further breakdown of the reasons for cessation of service, or termination is noted in Table 9 below.

Table 9: Types of Employment Cessation

Type of Cessation	Number of staff
Total Resigned:	60
• Females	39
• Males	21
Resignation by Classification	46 Teaching Staff (77%) 14 Corporate Staff (23%)
Retirees	12
Terminated on Breached of the Code of Conduct	23
• Teachers	19 Teaching Staff (82%)
• Officers	4 Corporate Staff (18%)

Source: MESC Pelican Database – Payroll

Of the 60 resignations, 77% were teaching staff and 23% from Corporate Staff. The varying reasons for resignations include migration to New Zealand and the Quota Scheme. Resignation of the 12 members noted in Table 9 is due to reaching retirement age. The 23 staff who are categorized as terminated comprises both teachers and corporate staff members due to breaching of the code of conduct, with 82% being teachers and 18% of corporate staff. This is a growing number from the last FY, which reflects that the Ministry is rigorous in its monitoring to ensure that compliance with both internal and external processes.

A1.4.4 Recruitment and Selection

The recruitment and selection process for permanent staff is led by the Corporate Services Division. This is governed by the

Principles set out in the Public Service Act 2004 and the Recruitment and Selection Handbook of the Samoa Public Service 2005. The following 3 principles are enforced by the Ministry in the selection of corporate permanent staff members:

- Merit-based selection
- Advertisement of all vacant positions is open to anyone
- Gender balanced panel for interviews including an independent member from outside of the Ministry

The distribution of teachers to schools is still led by the Ministry through the work of the Posting Committee.

A1.4.5 Appointments made

As shown in Table 10, a total of 37 new staff were appointed into the ministry in this financial year. Of this number, 51% were females and 49% were males.

Table 10: Level of Appointment - Corporate Staff

Type of appointment	Statistics
Total Number of Staff appointed into	37 New Staff

the Ministry	
Total Number of Contract Officers	6 CEO ACEO – SPORTS, PPRD, ICT & MEDIA, AED & CSD
Total Number of Officers	37
<ul style="list-style-type: none"> Occupation and Classification 	<p>School Library Assistant Lotofaga Primary (Lepa), Library Assistant 2, Library Assistant 1</p> <p>Principal System Analyst Officer, Groundsman, Communications Officer, Tea Lady/Cleaner, Senior System Analyst Officer, School Library Assistant (Asaga Primary School)</p> <p>School Library Assistant (Palauli Sisifo College), School Library Assistant (Sili Primary)</p> <p>Accounts Officer (Payable) 1, Accounts Officer (Payable) 3, In Service Training Officer,</p> <p>Assessment Officer 1, First Secretary To Minister, PEO Sectoral Budgeting and Finance,</p> <p>Senior Officer Teacher Development (Sec), Driver, Library Assistant (Savaii)</p> <p>Senior Finance Officer (Grant Coordination), Accounts Officer (Payable) 1, Machine Operator Offset 1, Driver, Records Officer 2, Music Tutor Woodwind, Foreman Carpenter, Foreman Plumber/Welder, Senior Internal Auditor, Driver</p>
Total Number of Males	19 (51%)
Total Number of Females	18 (49%)

Source: MESC Pelican Database – Payroll

A1.4.6 Funding

MESC’s annual activities were funded under the Government of Samoa budget, with the exception of donor funded programs for which the Ministry is the implementing agency. These include:

- the Education Sector Budget Support which has been funded by the governments of Australia (AusAid) and New Zealand (NZAP)
- the Samoa Australia Partnership to support Inclusive Education and Vocational Training.

In addition, the Peoples’ Republic of China and Government of Japan have been assisting through the construction of new school buildings and other assistance like scholarships for primary school students for improvement of the education system in Samoa.

The following table outlines the Ministry’s Expenditure by Output for the Financial Year July 2018 – June 2019.

Table 11: Ministry's Expenditure by Output for the Financial Year ended 30 June 2019

GOVERNMENT OF SAMOA Ministry of Education, Sports & Culture MONTHLY BUDGET COMPARISON REPORT FOR PERIOD ENDING 30 June 2019				
	YTD	UTILISATION %	BUDGET (Revised)	BUDGET (Original)
OUTPUTS PROVIDED BY MINISTRY				
1810 - Policy Advice to the Minister of Education				
Personnel	260,029	100%	260,028	446,234
Operating	289,107	96%	299,925	179,075
Capital	70,888	100%	70,959	-
TOTAL	620,023	98%	630,912	625,309
1820 - Ministerial Support				
Personnel	132,171	100%	132,171	204,901
Operating	394,451	101%	391,515	319,723
Capital	3,243	100%	3,243	-
TOTAL	529,864	101%	526,929	524,624
1830 - Teaching Services				
Personnel	50,735,799	100%	50,733,700	49,829,994
Operating	603,792	82%	737,999	87,417
Capital	88,115	100%	88,115	-
TOTAL	51,427,707	100%	51,559,814	49,917,411
1840 - Teacher Development Services				
Personnel	320,778	100%	320,778	336,210
Operating	168,481	100%	169,112	147,946
Capital	719	100%	719	-

TOTAL	489,978	100%	490,609	484,156
1850 - School Improvement Services				
Personnel	1,988,968	100%	1,988,967	1,824,269
Operating	117,704	99%	118,854	108,532
TOTAL	2,106,672	100%	2,107,821	1,932,801
1860 - Curriculum Services				
Personnel	1,003,625	100%	1,003,625	1,174,052
Operating	266,262	100%	266,969	160,103
TOTAL	1,269,887	100%	1,270,594	1,334,155
1870 - Assessment & Examination Services				
Personnel	1,327,754	100%	1,327,929	1,213,407
Operating	283,655	97%	291,669	270,072
Capital	2,930	100%	2,930	-
TOTAL	1,614,339	99%	1,622,528	1,483,479
1880 - Policy Planning & Research Services				
Personnel	404,268	100%	404,268	426,694
Operating	132,393	93%	142,321	117,321
Capital	6,626	100%	6,626	-
TOTAL	543,287	98%	553,215	544,015
1890 - Assets Management Services				
Personnel	357,624	100%	357,624	465,335
Operating	337,797	99%	340,775	247,203
Capital	12,350	106%	11,620	-
TOTAL	707,770	100%	710,019	712,538
1900 - Public Library Services				
Personnel	272,038	100%	272,039	311,118
Operating	184,832	95%	194,464	194,464
Capital	31,646	100%	31,646	-
TOTAL	488,516	98%	498,149	505,582

1910 - Sports Development Services					
Personnel	275,589		100%	275,590	290,835
Operating	94,829		97%	97,515	97,515
Capital	21,048		100%	21,048	-
TOTAL	391,467		99%	394,153	388,350
1920 - Cultural Development Services					
Personnel	272,168		100%	272,167	374,211
Operating	177,979		98%	181,511	108,761
Capital	34,137		92%	37,181	-
TOTAL	484,284		99%	490,859	482,972
1930 - Monitoring, Evaluation & Review Services					
Personnel	560,911		100%	560,911	520,963
Operating	135,757		98%	138,652	138,996
TOTAL	696,668		100%	699,563	659,959
1940 - Sector Coordination Services					
Personnel	298,123		100%	298,123	290,980
Operating	75,341		79%	95,659	94,981
Capital	10,543		97%	10,900	-
TOTAL	384,007		95%	404,682	385,961
1991 - Central Services Unit 1 - Administration & Budget					
Personnel	589,132		100%	589,133	654,325
Operating	455,680		99%	458,862	428,862
Capital	49,671		99%	50,029	-
TOTAL	1,094,483		100%	1,098,024	1,083,187
1992 - Central Services Unit 2 - Information Technology					
Personnel	523,740		100%	523,741	632,800
Operating	259,778		96%	271,975	215,820
Capital	67,229		100%	67,230	-
TOTAL	850,748		99%	862,946	848,620

1993 - Central Services Unit 3 - Printing Servi				
Personnel	256,645	100%	256,646	279,668
Operating	523,696	99%	529,854	513,244
Capital	11,243	100%	11,245	-
TOTAL	791,584	99%	797,745	792,912
OUTPUTS PROVIDED BY THIRD PARTIES				
A01 - NUS (Samoa Polytechnic & NUS Merged)	11,904,914	100%	11,904,914	11,565,187
A02 - Village School Stationery	1,036,413	94%	1,100,000	1,100,000
A03 - Sports Development Fund	180,000	90%	200,000	200,000
A11 - SQA (Samoa Qualifications Authority)	4,860,986	100%	4,860,986	4,814,786
A16 - Rugby Union, Samoa	350,000	0%	-	-
A17 - Sports Equipment	38,722	97%	40,000	40,000
A19 - Sports Facility Authority, Samoa	1,676,078	100%	1,676,078	1,652,084
A21 - Special Needs Olympics (Paralympics)	50,000	100%	50,000	50,000
A27 - SNA (Samoa Netball Association) Assistance	150,000	100%	150,000	150,000
A69 - One Government School Grant	13,171,780	100%	13,174,600	13,174,600
TOTAL	33,418,893	101%	33,156,578	32,746,657
TRANSACTION ON BEHALF OF THE STATE				
D14 - University of South Pacific	1,499,997	100%	1,500,000	1,500,000
D15 - UNESCO	8,705	79%	11,000	11,000
D16 - Commonwealth Centre of Learning	150,636	96%	156,199	156,199
D69 - UNESCO (Local Costs)	46,881	100%	46,969	46,969
G01 - Government Building	39,500	100%	39,500	39,500
Q01 - VAGST Output Tax	365,777	47%	775,400	775,400
Q04 - Teacher's Higher Education Scheme	977,904	98%	1,000,000	1,000,000
Q31 - Resources for Schools (Agriculture Scien	15,248	15%	100,000	100,000
Q34 - School Broadcast	41,828	77%	54,000	54,000
Q51 - Samoa National Orchestra	18,213	73%	25,000	25,000
R32 - Samoan Language Commission	114,746	95%	120,800	120,800
R33 - Construction of Sports Field	300,000	100%	300,000	300,000
R35 - National Archives & Records Authority - Establishment	423,999	89%	474,223	474,223
S21 - Teachers Annual Conference	49,842	100%	50,000	50,000
Education Sector Budget Support	1,254,419	40%	3,222,784	3,222,784

TOTAL	5,307,695	67%	7,875,875	7,875,875
UNFORESEEN EXPENDITURE				
9704 - EC Unforeseen Expenditure	182,667	90%	203,989	-
	-	0%		
TOTAL	182,667	90%	203,989	-
NON-TAXATION REVENUES				
1860 - Curriculum Services	- 27,931	2793%	- 1,000	- 1,000
1870 - Assesment & Examination Services	- 659,849	83%	- 796,025	- 796,025
1890 - Assets Management Services	- 28,060	70%	- 40,000	- 40,000
1900 - Public Library Services	- 7,619	25%	- 31,080	- 31,080
1920 - Cultural Development Services	- 11,450	1145%	- 1,000	- 1,000
1991 - Central Services Unit 1 - Administration & Budget	- 5	0%	-	-
TOTAL	- 734,915	1	- 869,105	- 869,105
GENERAL LEDGER SUMMARY				
Output Provided by Ministry	64,491,285	100%	64,718,563	62,706,032
Transaction on Behalf of the State	5,307,695	67%	7,875,875	7,875,875
Outputs Provided By Third Parties	33,418,893	101%	33,156,578	32,746,657
TOTAL	103,217,873	98%	105,751,016	103,346,564
SUMMARY BY BUDGET CATEGORY				
CAPITAL - Capital	410,388	99%	413,491	-
OPERATNG - Operating	4,501,535	95%	4,727,631	3,430,035
OVERHEAD - Overhead	-	0%	0	0
PRSONNEL - Personnel	59,579,363	100%	59,577,440	59,275,996
TOTAL	64,491,285	100%	64,718,563	62,706,032

Section A2: Performance Review

This section details the activities conducted under different outputs for the Financial Year 2018 - 2019. The activities highlighted were envisaged as MESC continues to strive to achieve the goals of the Government of Samoa for improved education outcomes, and the Ministry's vision of a "quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices" (MESC Corporate Plan 2018-2021)

A2.1 Achievement Status of KPIs

The table below shows the achievement status of KPIs for this FY 2018-2019 for Outputs 1 – 14. To date 73% of KPIs were achieved, 20% were partially achieved, 5% were not achieved and 2% were labeled as not applicable during the financial year. It must be noted here that for ICT & Media as well as NARA, the activities are outlined in the MESC Annual Management Plan instead of Budget KPIs, given their "support role" across the ministry.

Table 12: Status of KPIs by each Divisional Output as of June 30, 2019

Status of KPIs under each Divisional Outputs in FY2018-2019					
Outputs	Number of KPIs under each status per Output				
	Achieved	Partially Achieved	Not Achieved	Not Relevant	Total
Output 1: OCEO	9	-	-	-	9
Output 2: OCEO	2	-	-	-	2
Output 3: SOD	4	1	-	-	5
Output 4: TDAD	7	-	-	-	7
Output 5: SOD	4	2	-	-	6
Output 6: CDMD	10	5	1	-	16
Output 7: AED	11	-	3	1	15
Output 8: PPRD	9	-	-	-	9
Output 9: CSD	7	1	1	2	11
Output 10: CSD	1	1	-	-	2
Output 11: Sports	8	-	-	-	8
Output 12: Culture	6	1	-	-	7
Output 12.5: NARA	4	1	2	-	7
Output 13: MERD	5	4	1	-	10
Output 14: ESCD	5	3	-	-	8
CSU 1: CSD	6	-	-	-	6
CSU 2: ICT & Media	3	11	-	-	14
CSU 3: CSD	8	-	-	-	8
Total	109	30	8	3	150
%	73%	20%	5%	2%	100%

A2.2 Achievements by MESC Corporate Plan Goals:

This section provides the status of the ministry's performance in relation to the implementation of each of the five goals stipulated in the Education Sector Plan 2013-2018 and relevant programmes.

Goal 1: Enhanced Quality of Education at all levels

Under Goal 1, there are 5 major Expected Outcomes. These outcomes are achieved through various strategies and activities or initiatives conducted under the work of 13 respective divisions of the Ministry.

Achievements by Expected Outcomes for Goal 1:

Expected Outcome 1:	
Student performance is improved in all areas (spiritual, social, physical, cultural and academic)	
Strategies:	Strengthen support to improve the implementation of all curriculum
	Strengthen quality assessment processes and timely reporting

1.1 School- level Curriculum Support and Resource development

At the end of this financial year, 347⁶ supplementary resources had been developed, quality assured, printed and distributed to assist teaching and learning in Early Childhood Education centers, primary and secondary schools. The resources include materials to assist the teaching of students with disabilities in classrooms and these were shared at the National Training in April 2019.

A total of 56 (44%) ECE Centers were visited and provided support through provision of resources, creating recipes, organizing learning corners inside and outside of classrooms. Copies of the ECE Curriculum Statements and Teachers' Manuals were shared during the national training in April 2019. The ECE teachers in both Upolu and Savaii received training on how to use these documents in their classrooms. For instance, more than 80% of ECE teachers participated at these National trainings. Training on the rest of the documents will be the focus of the next national training for ECE teachers.

Similarly for Primary and Secondary, the national training of teachers coordinated by TDAD was an opportunity for the curriculum team to train teachers on various aspects of curriculum and provide resources. Training by the curriculum team included training of teachers in the following areas:

- Year 1, 2 & 3: Literacy and Numeracy;
- Year 4, 5 & 6: Unpacking the curriculum, use of the Study Technology tool to improve reading, use of key words and linking learning outcomes to assessments; and
- Year 7 & 8: Unpacking the curriculum, teaching strategies, use of key words and linking learning outcomes to assessments.

The usual support as provided by the Curriculum Officers, included strengthening strategies in writing, reading programs and vee diagrams, covered 60 (36%) primary schools in both Upolu and Savaii. These schools also received resources to help with their teaching and learning.

For the secondary level, curriculum support was provided during the national training in April 2019 on the unpacking of the curriculum, teaching strategies to target specific learning outcomes, and assessments. The

⁶ ECE-29, IE-103, Primary-98, Secondary-110, Literacy & Numeracy Specialists-7

Curriculum Officers for English, Food and Textiles Technology, History & Geography, Agricultural Science, Health and PE, Mathematics and Visual Arts led the training for their subject areas.

School visits to provide support to teachers were carried out for secondary schools during this financial year. This included support for the teaching of vocational subjects such as Food and Textiles Technology, Visual Arts, Agricultural Science and Health & P.E. The secondary team visited 21 (91%) government secondary schools. In addition, support was provided to Vaimauga College for Agricultural Science by the relevant Curriculum Officer as they do not have a teacher for this subject.

The Nelson Public Library continued implementing relevant programs as described below, to support curriculum and reading for the students who visited the library.

1. The library reading programs implemented during this financial year drew the interest of many students with an average of 49 students per week joining the program;
2. The usage level of materials in the Pacific Room is recorded at an average of 154 per month. This was mainly for Researches, Internal Assessment work for History & Samoan (Year 12 & 13); and
3. The American Corner activities have also been very successful through:
 - Turn a Life Program - This program catered for child vendors with a noticeable increase in the number of participants at an average of 134 students per month; and
 - Samoa Gridiron - This program attracted more college students for their English, Mathematics and American football tutorials with an average of 104 participants per month.

The review of the draft National Curriculum Framework (NCF) was tabled in Core Management on the 5th June, 2019. NCF outlines curriculum policies to ensure that all young people are well prepared academically, socially and culturally and have the knowledge and wide range of skills needed to ensure that they can all contribute positively to the local and broader community in which they live. While this is yet to be completed, the progress of this work is noted in the work achieved for this FY. A draft Literacy Policy is being developed to guide initiatives for the improvement of literacy across all levels in both Samoan and English languages. Through the Vaa Based Environmental Education Campaign project, Year 7 teachers and students of primary schools in Aleipata and Aiga i le Tai districts participated in a program that focussed on increasing environmental literacy of local communities and at the same time support environmental conservation and enhance sustainable management of Samoa's natural resources. The Curriculum Officer for Social Studies Primary took part in both programs.

In addition, more than 300 students participated in the Samoa Schools Innovation for Literacy, Numeracy and Science (SSILNaS) national competition held at MESC on 17 - 18 September 2018. Other curriculum focussed programs held in August/September 2018 included the SBC TV 1-MESC Battle of the Minds 2018 initiative which involved 6 colleges (3 Government, 2 Private, and 1 Mission).

All these different initiatives implemented by the ministry during this financial year were part of the ministry campaign to improve the delivery of the curriculum in schools, and most importantly to improve the performance of students in all areas of life (spiritual, social, physical, cultural and academic).

1.2 Quality Assessment and Reporting

The MESC executed different programs through the Assessment Division in order to accommodate current assessment reforms, as well as strengthening the quality of assessment practices and timely reporting.

In accordance with a fully outcomes based education system, national assessments have changed to suit the detailed reporting needs and the focus on outcomes of student learning. Following the pilot testing of primary levels (Year 1, 2, 3 & 5) in 2017, the Ministry confirmed national diagnostic testing at Years 2, 4 & 6 SPELL and these have been renamed from SPELL 1 & 2 to SPELL Year 2, SPELL Year 4 and SPELL Year 6 to reflect this. The tools have been carefully developed based on results from last year (2017) and the measurements gained. The Ministry has developed these in-house as capacity development and to ensure confidentiality. Results from these SPELL tests will be used as the baseline.

SPECA Year 8 is also being tested in all 7 curriculum subjects (Health and PE, Visual Arts, Samoan, English, Mathematics, Science and Social Studies). All these reforms were implemented in the 2018 national examinations.

The recruitment of qualified personnel to develop national secondary examinations has been quite successful this year. For example, all 17 secondary subjects have at least 1 qualified examiner majoring in the subject area to undertake this task. In May 2019, 100% of the examiners and moderators for SSC & SSLC have been allocated.

Work conducted by the Assessment Division in soliciting qualified Moderators to moderate Internal Assessment Tasks for SSC and SSLC have been on-going. Since Samoa adopted the Outcomes Based Assessment approach, 6 subject panels to critique and contribute to the development of internal assessments have been established. Moderation and follow up of IA tasks commenced in May 2019 and are on-going.

The critical fixed assets for the implementation of various exam processes were purchased via Budget Support. The procurement of these new resources will minimize the issues and improved our assessments and exams processes. The procured resources included 9 computers and software (soon to arrive) for operations and administration within AED.

The timely release of 2018 SPELL & SPECA primary diagnostic reports (ISAM – individual student assessment maps, national and school variable maps, school lists, and learning outcomes/descriptors) to all schools was a major improvement compared to the previous years’ reporting. These reports identify learning gaps and provide key information for teachers in planning and designing intervention strategies. These reports are also useful for parents so that they may better help their child. Furthermore, they empower students and support good learning. From a national perspective, these reports provide essential diagnostic information to inform the design of curricular, pedagogical and assessment interventions.

Expected Outcome 2:	
Teacher quality and performance is improved in all areas (knowledge, practice and attributes)	
Strategies:	Strengthen professional development programs to improve teaching and learning at all levels
	Improve teacher performance at all levels

1.3 Professional Development Programs

To ensure that the quality and performance of teachers are improved continuously in all areas of teaching (knowledge, practice and attributes), the Teacher Development and Advisory Division continues to



collaborate with various divisions such as CDMD, and AED in delivering quality professional development programs through National, Cluster and School Based PDs.

1.3.1 School Based Professional Development Programs

School-based professional support visits were planned to be conducted in this financial year for 48 (33%) government primary and 23 (100%) secondary schools (targets). These were completed for 100% of the total targeted number of primary schools (48 primary schools 48/48= 100%) and 83% (19 out of 23) of the targeted secondary schools Due to practices for the Pacific Games Opening and Closing ceremonies, Faleata College, Vaimauga College, Avele College and Samoa College were not able to conduct their PDs on the scheduled dates. These schools requested their PD’s to be postponed to August 2019.

Schools facilitated their own PDs based on the needs of their schools. A range of topics were discussed which included policy implementation, assessment results, ICT skills, and content areas. There were also a few PD support visits (60 to primary schools in Upolu and Savaii and 56 to ECE Centers) that the Curriculum Officers assisted in providing feedback regarding lesson delivery and content areas. The first half of the PD sessions were facilitated by schools and the second half of the sessions were facilitated by TDAD to discuss the National Teacher Development Framework 2018 (NTDF) and the National Teacher Development Policy 2018 (NPDP). These policies were rolled out in February 2019 and it identified the links of the school PDs and the NTDF as well as the NPDP.

However, one of the challenges noted in most of the secondary school PDs was their inability to identify the teaching strategies they used in their content lessons so that teachers in other areas can adapt them for their teaching. Their PDs mostly focused on their subject areas which did not hold much interest to other teachers. TDAD advised that content PDs should be facilitated in their Department meetings but school wide PDs should center on areas that will engage all teachers including areas recommended by their



Principals. Examples of PD sessions are identified in the NPDP and were referenced in the TDAD session. Principals of these schools requested the TDAD to model a school based PD which will run in Quarter 3 of the FY19/20.



1.3.2 National Training Programs and Workshops Principals

Awareness workshops were conducted for all⁷ Principals, School Committees and those in positions of responsibilities to help them understand HR Working Conditions and the One Government Grant. The focus of the ONE GOVERNMENT GRANT

⁷ Primary schools PoRs – 144/144
Secondary schools PoRs – 23/23



workshop was to provide Financial Management and Training skills for Principals in Budgetary requirements of the Grant. The focus of the Working Conditions and Entitlement workshop were to inform Principals of the conditions and compliance process in line with PSC requirements. The TDAD team worked collaboratively with the Corporate Services Division (Human Resources, Finance) and the School Operations Division to provide this awareness for the Principals and School Committee members in both Upolu and Savaii.

Teachers

Training for all primary and secondary teachers was conducted in April 2019. Subjects for primary teachers included Science, Mathematics, Phonics and Decoding for Early Primary, ICT in Primary, Improving dictionary skills and teaching strategies for higher level thinking. For Primary level, 93% (981/1054) of primary teachers and 48% (291/606) of secondary teachers participated in the national training. Participants included both Upolu and Savaii teachers and principals. The national training was rolled out using a cluster model where teachers were trained in their clusters. This helped reduce the number of teachers participating in a session compared to trying to accommodate more than 100 teachers in a session.

Training was conducted by MESC team members from the Assessment, ICTM, Curriculum, and the Corporate Services Divisions. Trainers from the National University of Samoa (NUS), Samoa Rugby Union (SRU) and other private organizations assisted in providing training for the secondary teachers in Physics, Chemistry, Geography, History, Health & PE, Accounting and Mathematics.

Some highlights shared by primary teachers were in the areas of phonics and decoding in the early primary, and the use of ICT in the classrooms for teaching. Teachers noted that the one day of intense training for their districts was much more effective than coming to the MESC Headquarters and being trained with a huge group of teachers. Small groups afforded them the opportunity to interact more with the trainers and their fellow colleagues.



Teachers requested for additional training in the areas of ICT and additional resources and handouts on training. TDAD has been working with ICT to edit and upload training videos on the MESC website so teachers can access training materials.

Trainings on Literacy and Numeracy was also held for Year 4, 6 & 8 teachers of four districts in Savaii (Palauli, Savaii Sisifo, Faasaleleaga I and Itu o Tane II) from 14 to 17 August 2018

1.4 Teacher Performance and Professional Standards

The Quality Assurance and Performance Appraisal systems (QAPA) in place for Principals, and teachers are an ongoing activity conducted by the Monitoring, Evaluation and Review Division.

Leadership skills and competencies of Principals and Vice Principals were appraised using the Leadership and Management Standards, compliance with the Minimum Service Standards and achievement or not of their Individual Performance Targets.

- 89 Primary Principals appraised;
- 8 Primary Vice Principals appraised;
- 13 Secondary Principals appraised;
- 4 Secondary Vice Principals appraised.

A total of 229 primary teachers were appraised in this financial year (43 males and 186 females). From the 43 male teachers appraised, only 35% were found Proficient and have met the standards. For Female teachers, 52% of the 186 appraised were found Proficient and have met the standards.

For Secondary, 166 teachers completed their appraisal processes. Eighty six percent (86%) of the 56 Secondary male teachers appraised were found proficient and have met the standards. From the 86% of male teachers who were found proficient, 4% (2) achieved Exemplary proficiency which is a huge achievement for male teachers. In comparison, ninety one percent (91%) of 110 Secondary female teachers appraised were found proficient and have met the standards.

The re-appraisal of teachers who were not proficient in their previous appraisals was also an on-going activity. These teachers were referred to the ISP (Intervention Support Program) led by the Teacher Development Division. Thirty-two (32%) of the 22 re-appraised Primary Male teachers in this FY were found Proficient and have met the standards and 51% of the 125 Re-appraised Primary Female teachers were found Proficient and have met the standards.

The Establishment of the Teachers Council on the 28th February 2019 was spearheaded by the Ministry as part of the ongoing work of the MERD division. There were 2 Council meetings held in the last quarter of the FY with 3 large scale awareness programs conducted for Upolu (1) and for the island of Savaii (2). These awareness programs for primary and secondary school principals and teachers focused on the application and registration processes and completion of forms as well as the registration fees.

In addition, as part of the efforts towards appreciating and celebrating teachers, the official ‘Teachers Day 2018’ brought together all teaching staff and partners to take part and support the first ever ‘Teachers Pageant 2018’ held at the EFKS hall on the 5 October 2018. It was the first time the Ministry had initiated such an event and the turnout was a success. Because it was also aired on national television, the public feedback for this event was mostly positive due to its entire focus on the importance of being a ‘Teacher.’

Expected Outcome 3: Effective school governance and leadership improved.	
Expected Outcome 4: Active school community participation and engagement improved	
Strategy	Strengthen school governance and management

1.5 School Support Services and Community Engagement

The work of the School Operations Division in supporting effective school governance and community participation and engagement across primary and secondary schools is on-going.

Throughout this reporting period, continuous monitoring of community compliance with the Education Amendment Act 2019 has improved with the support of the School Inspectors. Noticeable improvement has been made in the compliance and ability of schools to meet the requirements of the Minimum Service

Standards with 82% of Primary Schools meeting the MSS (3%- Meet standard, 60% - Mostly Meet Standard, 19% partially meet standard). School Inspectors are working with the principals and committees of the 4% identified as below standard and the 14% non-compliant in submitting their School Self Evaluation Forms. For Colleges, 91% were identified as meeting the MSS (4% Meet Standard, 70% Mostly Meet Standard, 17% partly Meet Standard) while two colleges were identified as non-compliant in submitting their School Self Evaluation Forms.

XVIth Pacific Games 2019 Adopt a Country Initiative

It is worth noting here, the successful integration of the Minimum Service Standards criterion in the Adopt a Country Initiative led by the School Operations Division during the Pacific Games 2019 (PG-2019). The overall aim of the program was to encourage school communities (students, teachers, parents, school committees/boards and wider community) involvement and active participation in celebrating Samoa hosting the XVI Pacific Games in July 2019. Further, the program was designed to broaden students understanding, knowledge and appreciation of the different cultures and traditions that define the essence of the Pacific. The program was linked to the Minimum Service Standards and aligned to the School Curricula – English, Social Studies, Geography, History, Design Textile & Technology, Visual Art and Music. It also complemented existing MESC and school led programs such as the Samoa Innovation in Literacy, Numeracy and Science (SILNAS) program, English Day, Culture Day and International Day to name a few. The program was divided into three categories:

a) School Environment that best depicts the Spirit of the 2019 Pacific Games

- garden showcasing and/or promoting the PG with special focus on the school's adopted country;
- environment must reflect the idea/theme of 'greening the games' by promoting clean, healthy & sustainable environments i.e. recycling and vegetable garden.

b) Country Chants/Faapisapisao that best depicts the Spirit of the 2019 Pacific Games

- School chant must encourage & echo the spirit of the Games;
- Chant must also pay tribute to the school's adopted country's culture and customs.

c) Posters/Art work that best showcase and promote the Spirit of the 2019 Pacific Games

- School use recycle resources (paper, plastic etc) and other objects/items from their environment to create and design art work depicting their adopted country's culture.

In implementing the program, 24 countries (including Samoa) were allocated to 210 Government, Mission and Private schools (primary and secondary) to champion. The planning, developing and organising of each country tribute was left to the school principals and teachers under the guidance of the School Inspectors. The planning and implementation of the program started from September 2018 to February 2019.

Monitoring visits were conducted from May to June 2019. During these visits, a total of 1,300 students from 22 Primary Schools and 2 Colleges were selected to represent Samoa at the Welcome & Flag Raising Ceremonies coordinated by Teacher Development and Advisory Division. Each of the 24 schools paid tribute to their adopted countries by singing their respective National Anthems and performing short traditional dances.



Expected Outcome 5: Transformational and innovative pedagogy and learning including the use of ICT tools improved.	
Strategy	Strengthen the use of ICT resources and tools to improve teaching and learning

Decentralization of School Leadership and Management to Communities

The involvement of communities in schools was not formalized (in written school agreement) until early 2002 as a result of the Department of Education’s Institutional Strengthening Program (ISP), (May 1999-November 2004)⁸. School agreements between the School Committees and the Government containing expectations of each party in education were signed during the ISP period. The implementation of agreements is monitored through assessment of schools’ performance against Minimum Service Standards (MSS) annually.

⁸ UNESCO, (2007). Education for All mid-decade assessment report; Samoa 2007. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000221800> on 17 December 2019.

There have been significant changes to school operation since formalization of School Committee involvement in school governance (leadership and management).

Before decentralization of school leadership and management	Since decentralization of school leadership and management
Unwritten duties and responsibilities for School Committees – <i>Inconsistency in decision making, support not given where needed.</i>	School Agreements contain expectations for the Government and School Committees in the operation, management and leadership of schools. School Committee Executives have a term of three years.
School developments not reported to Village Council – <i>Limited information available to Village Council.</i>	Village Councils are informed of school developments. School Committees are to report to Village Councils as part of their duties.
Involvement was mainly on collection of school fees – <i>Limited involvement in education programs.</i>	School Committees are involved in school projects, development and implementation of school annual plans, recruitment of potential parents and youths to assist with school programs such as reading, classroom management (teacher aides), culture days, sports days, speech competition, Samoa School Innovations for Literacy, Numeracy and Science (SSILNaS), health programs etc... School Committees are involved in managing the One Government Grant for school activities to meet MSS, procurement, and teaching and learning programs.
Limited enforcement compulsory education – <i>Compulsory school age children either not enrolled in schools or delayed start of learning.</i>	School communities are engaged in promoting and encouraging parents to send children to schools through the School Committee, Village Council.
School leadership and management dominated by school principals – <i>Limited support from community.</i>	Leadership and management of schools involves the school principals and School Committees. School communities are involved in driving activities to meet Minimum Service Standards
School Committees comprised of mainly men (some beyond 75) – <i>No gender balance and difficulty in documenting decision making and reporting.</i>	Women are represented in School Committees. Able and literate village representatives are members of School Committees.

Table 13: Changes since decentralization of school leadership and management

The Ministry and its stakeholders have invested time, effort and resources towards improving students learning outcomes. The impact to student learning outcomes takes time as there are numerous dependent factors such as teacher capacity and capability, curriculum, teaching and learning resources, physical resources, financial resources, assessment, governance and community support.

1.6 Information Communication Technology

The ICT and Media Division is mandated to ensure that ICT resources and tools to improve teaching and learning are strengthened and sustained.

The implementation of the raspberry device was conducted for the financial year ending 2018, with a total of 1500 tablets distributed to 75 primary schools and 35 raspberry devices distributed to 75 primary schools.

The work to study the impact of this initiative in improving literacy and numeracy was conducted in this financial year by a Team of consultants and we are currently awaiting a final report. The findings and recommendations from this study will inform future initiatives by the ministry in strengthening the use of ICT resources and tools to improve teaching and learning at schools.

An additional 140 teachers were trained to use resources on the tablets to encourage integrating e-resources in their teaching. Teachers were also trained to navigate their way through the APTUS equipment and resources to strengthen literacy and reading in their classrooms. The MESC through TDAD and ICT will follow up in Q3 to assess the impact if any, on the teaching and learning through the use of technology.

Enabling video streaming and video conferencing technologies are a crucial part of the ICT activities. Various factors often hinder the use of these services including the need for supporting equipment for these services. The procurement of live streaming equipment⁹ is completed while the installation and testing of live streaming lessons are now rescheduled to be completed in the new financial year.

The on-going need for visual and media resources to complement the teaching of primary curriculum is promoted through the La Oso o A'oa'oga Fou program, televised over TV1's network from Monday to Thursday every week at 9:00am.

Other task by the Ministry during this financial year includes the completion of the comprehensive study on the use of ICT in secondary teaching. This study would provide the Ministry with essential information on the contribution and outcomes of the use of ICT in teaching and learning. The data was collected through web-based questionnaires and the ICT teams is currently working on finalizing the report.

While the Review of the MESC Communication Strategy is work in progress, 95% of the work has been completed with a presentation to CORE Management already conducted. The ICT Master Plan and ICT infrastructure Audit are also yet to be fully completed activities however progress has been made towards full completion in the next Financial Year.

In May 2019, the ICTM Division and MESC Management Team visited the Ministry of Education, Heritage and Arts (MEHA) in Fiji to understudy the FEMIS in efforts to develop a consolidated Education Management Information System. Since then, progress has been made in the development of a TOR for FIJI IT specialists to support MESC in the design and plan for the SEMIS development. Much of this work is anticipated to be in full swing at the end of the next Financial Year 2019-2020 and beyond.

Goal 2: Enhanced Educational Access and Opportunities at all levels

Under Goal 2, there are 5 major Expected Outcomes. These outcomes are achieved through various strategies and activities or initiatives conducted under the work of 13 respective divisions of the Ministry.

⁹ 1. 4 x Logitech PTZ 2.0 Pro video, 2. 4 x Control Board for PTZ 2.0 Pro, 3. 4 x extension microphones and remote control, 4. 3 x TrueConf Server and client software and licenses, 5. 3 x HDMI converters, 6. 3 x USB3.0 active extensions

Achievements by Expected Outcomes for Goal 2:

Expected Outcome 1:	
Increased student participation in sports at all levels paving career pathways and reduced health issues.	
Strategy	Strengthen the role of sports in education and enhance partnership with the community and national sports bodies

2.1 Sports in Education

The role of Sports in Education is becoming more and more important in this day and age. The activities conducted by the Sports Division not only focused on sports in education but also on empowering partnership with the community and national sporting bodies.

A growing number of annual inter-school tournaments are continually supported by the Ministry through its funding capacity. As of June, 2019, 17¹⁰ school tournaments were supported by the Ministry.

In May 2019 the Games Festival for students with disabilities was conducted, and it was a successful event. A total of 260 participants (people with disabilities) participated in the Special Needs Games Festival. In this financial year, a total of 8 sports organizations have met requirements and received financial assistance from the Ministry (Cricket, Tennis (2), Weightlifting (2), Volleyball, Marist Sports Club 7s, and Samoa Touch).

Under the Fiafia Sport Program of the Ministry, training for 97 teachers, were conducted and certified at the completion of this program. This support will enable teachers to train and become certified coaches to teach HPE in schools. Sports equipment was also distributed to 25 selected schools in this financial year to support the enhancement of sports within schools.

The upgrade of sports fields is also serviced under the activities of the Sports divisions. For this reporting period, there were two¹¹ sports fields upgraded. Remaining funds were approved by Cabinet to be utilized in



hosting the Pacific Sports Ministers' meeting and Officials Roundtable during the Pacific Games and ¹²Pacific Games Torch Relay around Samoa.

2.2 Pacific Islands Sports Ministers Meeting and Officials Roundtable

It is worth noting here the success of the Pacific Sports Ministers meeting and Official Roundtable held on the 5th and 6th of July 2019, prior to the Pacific

¹⁰ Weightlifting, Athletics, Rugby (3), Soccer (3), Cricket (3) Netball (2), Cricket (2), Tennis (2) and Volley ball

¹¹ Faleapuna Primary School and Laumoli Primary School

¹² Pacific Games Torch Relay around Samoa (24th June - 6th July)

Games. This activity was led by the Sports Division in collaboration with a team of MESC officials.



The **2nd Pacific Sports Policy Roundtable** was co-hosted by the Ministry of Education, Sports and Culture and UNESCO. The Sports Policy Roundtable brought together stakeholders from government, civil society and sporting organizations for a joint dialogue on the objective “To explore multi-sectoral actions at both the national and regional level to maximize the contribution of Sports for development”. The outcome of discussions was then submitted as recommendations for endorsement by the Pacific Sports Ministers during the Ministerial Meeting.

2.3 XVith Pacific Games 2019 Torch Relay

The Torch Relay was officially launched on the 24th of June with a Special Mass at the Immaculate Conception Cathedral Mulivai. The Minister of Education, Sports and Culture, Hon. Loau Solamalemālō Keneti Sio had the honour of lighting the Torch to kick start the two weeks long event around Savaii, Manono and Upolu. Approximately seven hundred and forty-three (743) students from all Government schools and a few mission and Private schools plus sixty-three (63) representatives from the Pacific Games sponsors participated by carrying the Torch around the three islands.

This was one of the very first and most significant events of the Pacific Games and most of the preparations and planning were carried out at this reporting period.

From the quarterly reviews conducted throughout this financial year, it was noticed that not only the students participated in sporting events were increased if compared to the previous years, but the number of sports organizations interested in conducting sports programs in schools were also increased from six (6) last year to eight (8) this year. In addition, not only the participation of students in sports were increased immensely in this financial year, but the community support through the Pacific Games Torch Relay around the country was extraordinary.



Expected Outcome 2: Increase participation and achievement of students with disability in the mainstream system (primary and secondary)	
Expected Outcome 3: Improved data collection and reporting system for Inclusive Education	
Expected Outcome 4: Increased participation of ECE children in ECE Centers	
Strategy:	Increase awareness and practice of Inclusive Education in schools including ECE

2.4 Inclusive education at all levels

The inclusion of students with disabilities in mainstream education is one of the Ministry’s priority targets to ensure a provision of a curriculum and assessment that promotes equity of achievement in learning, enabling them to make fulfilling life choices. The Inclusive Education (IE) Policy for Students Living with Disability 2015 is in place to provide a framework to improve educational opportunities for children living with disabilities in early childhood, school and post-school subsectors.

The mid-term Review of the IE Policy Implementation Plan was held on 22 & 23 October 2018. The workshop was attended by stakeholders from the Inclusive Education Working Group and other key agencies, including MESCS, SENESE, Loto Taumafai, NOLA, Aoga Fiamalamalama, Samoa Blind Persons Association, Deaf Association Samoa, National University of Samoa, Samoa Qualifications Authority, Australia Pacific Training Coalition (APTC), Ministry of Women, Community and Social Development, Samoa Bureau of Statistics and Australia’s Department of Foreign Affairs and Trade. From the review, it was apparent that there has been a real shift in people’s mindsets and the need to drive inclusive education within their respective work areas. The importance of collaborative work was one of the key lessons learned for the successful achievement of the Inclusive Education Policy Implementation Plan.

The importance of curriculum support for ECE and IE continues to be an important area for curriculum development. The Inclusive Champion School model adopted by the Ministry for six¹³ primary schools in Upolu continues to support inclusive education practices and strategies to assist teaching students with disabilities. In July – September 2018, 71 teachers were trained on the IE Policy and 30 Teachers were trained in Understanding IE, Lesson Structure and resource making in February 2019. During the April 2019 National training, 293 teachers (Year 4, 5 & 6) were trained on IE practices and strategies to assist teaching and learning for students with disabilities. Teachers for other levels will be trained at the next national training.

Data collected from the visits conducted by the CDMD IE Unit, indicated that a total of 290 students with disabilities are currently enrolled in mainstream government schools. From this total, there were 190 males (60%) (Primary-186, Secondary-4) and 100 females (40%) (Primary-95, Secondary-5). Of this number, 144 (50%) have been diagnosed as having severe disabilities.

¹³ Moataa, Falefa, Siumu, Vaimea, Faleula and Saanapu.

The attainment of data by gender¹⁴ for primary and secondary students with disabilities is a step forward in monitoring the growth and percentages of students enrolled in an inclusive learning environment.

The table below shows the total number of students with disability enrolled in primary schools over the last five years.

Table 14: Students with Disability enrolled in Primary Education

Gender	2015	2016	2017	2018	2019
Male	95	100	90	166	95
Female	71	54	50	92	186
TOTAL	166	154	140	258	281

Since the establishment of the Inclusive Education Champion School model by the Ministry (to ensure all students benefitted from a quality education), several training sessions have been held for teachers at 6 primary schools which have students with disabilities. Ongoing in-service training, awareness programs and interventions were provided to teachers including information to improve their professional knowledge and understanding of essential disability information to develop their capacity to identify 'students with disabilities'.

The collection of disability data is dependent on teacher knowledge of the students as there are no specialists or formal diagnosis assessments available. The Ministry has put in place a revised form in collaboration with MWCS¹⁵ to identify disability areas for students in mainstream classrooms.

2.5 Early Childhood Education

The importance of ECE participation for all children of Samoa is now mandated under the Education Amendment Act 2019 to be 4 years of age.

The role of the Ministry through the ECE Policy is not only to improve ECE participation but to also provide training and curriculum resource support. Notable in this financial year is the support provided to more than 80% of ECE teachers during the National Training 2019. The focus of this training was on the effective use of the ECE Teachers Manual and Curriculum Statements to inform their planning of students' learning programs. To further support curriculum teaching, a total of 20 ECE supplementary resources¹⁶ were provided to ECE Centers.

**Expected Outcome 5:
Improved access to ICT infrastructure and e-resources**

¹⁴ Primary: 95 Females, 186 Males; Secondary: 5 Females, 4 Males, **Total** = 290

¹⁵ Ministry of Women Community and Social Development

¹⁶ video clip of phonics, scripts converted into audio visual lessons, Taiala o Mataupu Aoaoia, Tomatau mo faiaoga, ECE loose part resource box, ECE teacher training resource , ECE IEP tool, ECE Math game, ECE literacy Games (both in Samoan & English)

Strategies:	Improve access and connectivity tot MESC ICT infrastructure
	Improve education utilization of the Samoa National Broadband High way SNH infrastructure

2.6 Information Communication Technology

The role of the Ministry in supporting access and connectivity to schools comes with infrastructural maintenance and hardware replacement needs in order to provide efficient services to cater for all government primary and secondary schools.

The Ministry noted that despite efforts to provide SchoolNet support and equipment to schools, some schools were not taking full responsibility and ownership to manage and use these equipment and e-resources to support teaching of the curriculum. On the other hand, 14% of schools were affected by Infrastructure related issues on the wider SNBH network. The maintenance and restoration of these infrastructure related issues is the legal obligation of the Computer Services Limited (CSL) who is contracted by government through MCIT to manage the SNBH network infrastructure. The MESC ICT support team operates within the demarcation points stipulated under CSL’s Scope of Services. Consequently, MESC ICT support service is restricted to the schools’ local area networks and the MESC data center. Therefore, when the SNBH infrastructure faces technical issues that affected school connectivity, MESC reported to CSL for support and sometimes the support may take time. In moving forward, MESC ICT will continue to work collaboratively with CSL and MCIT to improve schools’ connectivity and ultimately overcome the recurring challenges of the SNBH infrastructure. In this financial year, progress to identify connectivity to schools and also equipment needing replacement are noted below:

- For primary schools, a total number of 87 schools (60.4%) have healthy and working connectivity to PrimaryNet, 35 schools (24.3%) have faulty SNBH equipment needing replacements. Of the remaining schools, 12 schools (8.3%) require new installations and 10 schools (6.9%) require relocation or new installation due to newly constructed school buildings. The 35 schools with faulty SNBH equipment is 29 more schools since the ministry’s previous support visit in March, of 2019. The increase of 29 may seem intense and unusual but are quite realistic occurrences when power issues are relatively frequent and become damaging to the connectivity equipment. For example, 45% of the 29 schools were affected by infrastructure faults due to problems with the wireless tower. The faulty tower consequently affected a significant portion of the infrastructure as multiple schools are connected to it. The 55% of the rest of the 29 schools were due to faulty connectivity equipment such as switches and power adaptors;
- For Secondary, 15 colleges (37.5%) have healthy and working SchoolNet learning Centre and 2 colleges (5%) are connected to the Virtual SchoolNet Learning Centre at MESC while awaiting server repairs, hence a total of 17 colleges (42.5% of 40 colleges) have access to SchoolNet resources. Of the rest of the 23 colleges, 20 colleges (50% of 40 colleges) have no connectivity to internet and

SchoolNet datacenter due to infrastructure faults while 3¹⁷ colleges (7.5% of 40 colleges) are no longer using SchoolNet learning Centres by choice with all the equipment packed into storage.

Overall, 60.4% of primary schools and 42.5% of colleges have working connectivity to PrimaryNet and SchoolNet respectively.

Goal 3: Enhanced Relevance of Education and Training at all levels

Under Goal 3, there are 4 major Expected Outcomes. These outcomes are achieved through various strategies and activities or initiatives conducted under the work of 13 respective divisions of the Ministry.

Achievements by Expected Outcomes for Goal 3:

Expected Outcome 1: Increased number of schools offering additional TVET programs	
Expected Outcome 2: Improved completion and progression rate at secondary level	
Strategy:	Improve TVET pathways for students

3.1 TVET Pathways in Schools

The Ministry continues to prioritize the importance of TVET pathways for secondary schools across Samoa. The expectations of the Ministry through TVET, is to ensure that students are well equipped with the necessary skills for transitional learning to higher education or for pathways leading to post-secondary education.

The Curriculum division continues to support schools already offering TVET subjects through teacher training and curriculum school support visits. Curriculum Officers for Food and Textiles Technology, Health and PE, Agricultural Science and Visual Arts provided training for teachers during the national trainings held in April 2019. To date, a total of 23 government colleges offer a number of TVET subjects with 1 college offering a full range of TVET subjects.

National TVET Exhibitions for 2018 were held at the college level. This is part of the Ministry's move for increased school based ownership and principals and teachers to drive and manage their activities at the school level. Parents and members of the community were invited by the colleges to participate and witness the projects students worked on during the year as part of their internal assessments.

Expected Outcome 3: Increased number of students taking music classes	
Expected Outcome 4: Increased number of cultural heritage preserved and a high standard facility available	
Strategies:	Strengthen the Cultural Sector
	Preserve Cultural Heritage (sites, artifacts and natural resources for ICH and TCH)

3.2 National strategy for Culture in Education

¹⁷ Leulumoega College, RLSS & Wesley College

The Museum of Samoa (MOS) preserves, promotes and educates on heritage, art, history and culture. It conducts activities to increase public interest and research on our people and history. The following activities were conducted at the Museum of Samoa for this financial year:

Activities	Activities Details	Total
Museum Visitors	July 2018 to June 2019	5,717
Exhibitions	(i) Samoa Teachers' Cultural Group Exhibition – the first MOS researched and produced Exhibition. (ii) Australian Travelling Exhibition-Yiwara Kuu: Canning Stock Route Exhibition - visited by the Governor General of Australia Sir Peter John Cosgrove and Australian Minister for International Development and the Pacific Hon. Concetta Fierravanti-Wells. (iii) Dorothea Heimrod's view of Samoa in the 1900's organized by the MOS and the Niggermann family in Germany; (iv) "The Spanish Influenza" Exhibition at Vaimoso in collaboration with MOH during the official remembrance of the 100th Anniversary of the Influenza Epidemic in Samoa (1918-2018).	4
Museum Talks	(i) Prof Isao Hayashi and Dr Mariko Murata of Kansai University, Osaka Japan on <i>"The extensions of Museum in Japan : Popular culture, participatory art, and cultural diversity"</i> (ii) Dr Ryuichi Tanigawa of Kanazawa University, Ishikawa Japan on <i>"Colonial Architecture as Heritage"</i> (iii) Tuatagaloa Aumua Ming Leung Wai, Dr Taomi Tapu-Qiliho and Togialelei Dr Safua Akeli-Amaama Panel Session during the History of the Chinese in Samoa Exhibition <i>"Dragons in Paradise"</i> ;	3
Tours, Workshops & Research	(i) Guided school tours; (ii) Outreach educational programs; (iii) Research services on heritage and history;	31 10 323

The Ministry continues to develop cultural programs to promote and increase public participation and awareness on heritage, culture and the arts. For this reporting period, there were 10 cultural programs conducted and 20 stories have been edited for SNG Volume 9 and 20 new stories have also been written for SNG Volume 10.

The 5th Annual Samoa Ne'i Galo cultural festival for Colleges was conducted on the 5th September 2018 during the Teuila Festival Week. This initiative which started in 2014 is led by the Culture Division to support the teaching and learning of Samoan Language and Culture in Secondary Schools.

The development of Samoan readers for Years 1-8, as supplementary resources to support the teaching of Samoan Literacy in schools, is yet to be completed. While this is noted, the recruitment of the TA to conduct this work was initiated in quarter four of this FY (2018/2019) with full completion of the work to be anticipated for the end of this year (2019).

The Samoan Language Commission established in 2014 under the auspices of the Ministry continues to contribute widely to the sustainability and perseverance of the Samoan language. Through the leadership of its Board, two Board meetings were conducted and a new member of the Board was endorsed.

Progress towards the finalization of the Monolingual Dictionary Project is ongoing with completion of Phase 1 expected in the beginning of the new FY 2019/2020. The first report of the first 8 letters of the Samoan Alphabet was tabled at Core Management early in March 2019. Since then, meetings were held by a Review Committee for Samoan Language Commission to review the words collated in the final report of Phase 1 MDP and is on-going.

XVIth Pacific Games 2019

It is worth noting here the work led by the Culture Division and Samoan Language Commission Director in co-chairing the Opening and Closing Ceremonies of the XVIth Pacific Games 2019 with the support of the Ministry as a whole. Much of the cultural activities and dances witnessed during the Opening and Closing Ceremonies were enactments of Samoa's historical and cultural heritage.



The National Orchestra also a Unit under the Culture Division led preparations in music and the choir composition for the Opening and Closing Ceremonies. The role played by the National Orchestra in the preparations of compositions, rehearsals, recordings and performances for the Opening and Closing Ceremonies of the XVIth Pacific Games 2019 were activities that encompassed, music education as part of the National Orchestra work plan.

The Ministry was tasked to coordinate the Opening and Closing Ceremonies of the Pacific Games however, the preparation of both events was a huge undertaking by the Ministry and therefore a committee was established under the co-chairmanship of the Culture Division and Samoan Language Commission to coordinate and facilitate all planned activities for the Opening/Closing Ceremonies assisted by other ACEOs leading Opening/Closing Ceremonies sub-committees while overall oversight was provided by the Core Management Team.



The planning of the PG2019 Opening/Closing Ceremonies took place in Quarter 1 of FY2018/2019 and the implementations of the plan started in February/March 2019.

These Opening/Closing Ceremonies activities included the return of thirty-eight (38) local choreographers and members of the Artistic Team from participating in a technical training held in China for 3 weeks. The training was part of the Government of China’s assistance to the Government of Samoa for the Pacific Games. The training aimed to build capacity of our local dancers in choreography and calisthenics in large scale productions.

Sixteen (16) Government and Mission colleges were invited to participate as performers for the Opening and Closing Ceremonies. The Artistic Concept of both the Opening and Closing Ceremonies was developed and designed by the Artistic Director and performed by more than 3,000 students. The performance was divided into 3 Acts in the Opening and the final Act in the Closing. The Artistic Team consisted of the Artistic Director, Music Director, Choreography Director, Le Tiumasalasala Dance Group, S.P.A.C.E, Re-Present and the Samoa Teachers Cultural Group. The following schools and church choirs participated in the Opening and Closing Ceremonies.

Table 15: Schools and Church Choirs participated in the PG Opening and Closing Ceremonies

1.	Leifiifi College	11	Chanel College
2	Vaimauga College	12	Safata College
3	Avele College	13	Aleipata College
4	Samoa College	14	Lepa/Lotofaga College
5	Maluafofu College	15	Paul VI College
6	St Mary’s College	16	Sagaga College
7	Papauta Girls College	17	Don Bosco Technical Center - Choir
8	LDS Pesega College	18	EFKS Apia – Choir
9	Anoamaa College	19	EFKS Saolufata – Choir
10	St Joseph’s College	20	LDS Apia Stake – Choir

The role played by the National Orchestra in the preparations of compositions, rehearsals, recordings and performances for the Opening and Closing Ceremonies of the XVIth Pacific Games 2019 were activities that encompassed music education as part of the National Orchestra work plan. Other activities of the Opening and Closing Ceremonies included the supply of fireworks and all its logistics requirements, the procurement of assets and supply of Sound and Light, Recording equipment, PA systems, Technical Assistant for Opening and Closing and the official Opening and Closing programmes.

The Chinese fireworks team experts, Props and materials for students uniforms, the technical training for local choreographers and the 10 Chinese technical experts who assisted our local team during school practices were all part of the Chinese Government assistance to Samoa for the Pacific Games 2019.

Goal 4: Improved Sector Coordination of Research and Policy Planning

Under Goal 4, there are 5 major Expected Outcomes. These outcomes are achieved through various strategies and activities or initiatives conducted under the work of 13 respective divisions of the Ministry.

Achievements by Expected Outcomes for Goal 4:

Expected Outcome 1: Improved community and donor partners engagement in education consultations	
Expected Outcome 2: Increased stakeholders satisfaction of education programs	
Expected Outcome 3: Informed decision making based on improved data collection, management and analysis	
Strategies:	Strengthen the coordination and development of policy, planning project, research information, and monitor policy implementation
	Improve data collection methodologies

4.1 Strengthening sectorial coordination of research, policy and planning

The work of the PPRD, in spearheading the development of Policies and Frameworks in collaboration with relevant divisions is ongoing. For this financial year, there were 8¹⁸ policy documents approved by Cabinet as per FK (18) 41(28 November 2018) & FK (18) 45 (20 December 2018) indicating the completion of ministry activities that began in previous FYs. The development and completion of other policy¹⁹ documents is ongoing and the Ministry is targeting to be completed in the next financial year.

Efforts by the Ministry to obtain evidence to inform the design of strategies and interventions led to research activities as reflected in the PPRD work-plan. For example, first was a survey to determine contributing factors to high dropout rates at early and senior secondary level. Secondly, a study was conducted to evaluate the progress and extent of the use of tablets, Aptus and e-resources in classrooms as part of the Transforming Education Innovatively in Samoan Schools (TEISS) initiative since it was launched in 2017. Thirdly, a study was conducted to rationalise the distribution of the teaching workforce to schools across the country based on needs rather than convenience.

The progress of these studies are briefly described below:

- At this point, a draft report of the Secondary Level Dropouts Study was tabled at the Core Management Meeting of the 5th June 2019. An analytical report to triangulate findings from the different data sources is in the pipeline and will be considered in the beginning of the next financial year;
- The Tablets and Aptus Evaluation Study of the TEISS Initiative was led by a NUS (TA) with the assistance of MESC-PPRD team in the administration of questionnaires in schools. The interviews for students and teachers and site observations were conducted by the NUS Research Team in June 2019. The Ministry is currently awaiting a final report from the TA; and
- For the Rationalization of Schools Study, the TA's work in conducting a situational analysis to determine recommendations to inform decision making is completed. This situational analysis explored and investigated the current distribution of the school age population and the current state

¹⁸ National Sports Framework, National Sports in Education Policy, National ICT in Education Policy, National Culture Framework, National Heritage Policy, National Cultural Industries Policy, National Culture in Education Policy & National Schools TVET Policy

¹⁹ National Curriculum Framework, National Literacy Policy & National Archives and Records Framework

of teacher supply and demand across government schools. The status of this activity is partially completed with the administration of the survey. The TA will present his findings to Core Management in the beginning of the next financial year.

4.2 SEN & CENSUS 2019

In order to maximize the level of informed MESC decisions based on evidence, improved data collection and analysis is vital, hence there is a need to improve the management of the information system in the ministry as well as at the school level. Subsequently, the ministry and the education sector in the past few years initiated the development of an Integrated Management Information System. Along the same lines, MESC Management proposed a ministry study tour, funded by the budget support, to understudy the Fiji FEMIS to assess its potential relevance and applicability to improve the efficiency and the effectiveness of SEN and CENSUS collection.

The work of PPRD in collating and analyzing data to inform the Statistical Digest is on-going. CENSUS and SEN Forms distributed to schools were printed and downloaded from EMIS and SEMMIIS systems and distributed to all schools via emails however, there were still some schools that do not have access to emails, hence hard copies were distributed via MESC mail system to the needed schools. As of June 2019, 82% (174 of the total schools 212) had submitted their CENSUS forms. Of this 174 schools, 46% submitted their CENSUS forms through emails, 3% submitted using flash drives and 51% submitted hard copies.

For SEN Forms, 94% (199 out of 212 schools) submitted their forms by the end of June. Of this 199 schools, 50% submitted their forms through emails, 10% submitted their forms using flash drives and the rest (40%) used hard copies for their submissions. The majorities of the schools do not have good internet connections (see Section 2.6 on school connectivity) and this has a huge negative impact in the collection of school data. It is the expectation of the ministry and the sector that if we have this SEMIS set up and running, most of the data collection issues should be resolved.

Expected Outcome 5: Increased awareness of stakeholders on ICT in Education	
Strategy:	Implement ICT in Education campaign to improve ICT literacy, ICT visibility and schools

4.3 Awareness for stakeholders on ICT in Education

To increase awareness of stakeholders on ICT in Education, the ICTM division conducts PD capacity building training workshops, site visits to monitor connectivity and so forth as described below.

The ICT in Education awareness campaign is a vital part of the Ministry’s plan for integrating ICT into the classroom teaching and learning activities. The ICT in Education Master Plan is being developed to include a detailed implementation strategy for the ICT in education campaign.

Some of the activities the Ministry conducted during this financial year included the dissemination of press releases, website news items, press conferences, posters and Banners, development of promotional videos, advertisements, and public notices. These promotional materials and advertisements served as continuous awareness activities to keep the public informed of important events coordinated by the Ministry.

The ICT and Media division conducted a survey on the use of ICT in secondary schools, and the final report of findings for the Study is work in progress and is anticipated to be completed by FY2019/2020.

Goal 5: Established Sustainable and Efficient Management of All Education Resources

Under Goal 5, there are 6 major Expected Outcomes. These outcomes are achieved through various strategies and activities or initiatives conducted under the work of 13 respective divisions of the Ministry.

Achievements by Expected Outcomes for Goal 5:

Expected Outcome 1: Responsiveness and resilience to climate change improved	
Strategy:	Enhance awareness of MESC and Schools on disaster responsiveness

5.1 Awareness on disaster responsiveness

A two-day workshop/training for all School Library Assistants, NMPL²⁰ Staff and few from the Special Libraries²¹ was held in July 11-12. The training was based on the 2030 Sustainable Development Goals and how libraries can be involved in times of disasters. In August 2018, an exhibition on Climate Change through Arts at the main study area of the Nelson Memorial Public Library was held for the public especially school children. This three-day exhibition culminated in a presentation by Christine Germano on climate change and its impact on the livelihood of the Pacific Island nations.

The Ministry is planning to conduct awareness training for teachers and communities in responding to natural and man-made disasters. These trainings remain a key priority of the Ministry as it is important that all MESC staff as well as the wider community are aware of ways to effectively respond to the magnitude of natural and man-made disasters. The Ministry is looking into integrating these awareness programs as part of the trainings offered by the Corporate Services Division to the Ministry and schools for the next financial year.

Despite not having the awareness programs conducted by MESC for schools specifically on disaster awareness and resilience, the majority of schools, nonetheless nationwide renovated their school buildings as part of the Greening category of the Adopt a County Event for the Pacific Games 2019.

The ministry began maintenance of its headquarters' front veranda and foyer in December 2018 with 90% of this work already completed together within the reviewed period with works to be done for the NARA building following completion of the veranda. These are efforts by the Ministry to improve safety in the work environment and to ensure compliance with working conditions requirements.

In addition, there is also a 98% completion in the number of schools insured by MOF. The concern is the

²⁰ Nelson Memorial Public Library

²¹ Salafai Public Library and Farmers Atua Public Library

damaging effects that natural and manmade disasters may have on school buildings so it is important that MOF is committed to ensure that 100% of school buildings are insured by the end of the FY 2019/2020.

Expected Outcome 2: Sustainable and efficient management of all resources achieved	
Strategies:	Strengthen management of MESC resources
	Strengthen systems and processes to manage the One Government Grant OGG

5.2 One Government Grant (OGG)

The OGG services all schools in Samoa (a total of 336 schools), including Early Childhood Centers, in order to support the improvement of teaching and learning across all domain areas of the Minimum Service Standards. The OGG is managed under the One Government Grant Unit within the Corporate Service Division of the Ministry.

A total of 2 trainings/consultations were conducted for (1) Savaii and (1) Upolu in collaboration with the Teachers Council awareness. This training was facilitated by MESC with the assistance of the Ministry of Finance.

Due to various issues that arose with the implementation of the OGG Manual of Operations in schools, MESC and Ministry of Finance will work collaboratively to provide additional awareness/consultations so that school committees and principals involved fully understand that it is important that the practice of their roles and responsibilities are compliant with the terms of the signed financing agreements.

To date, 86 schools have yet to sign financing agreements with the Government of Samoa. These include 39 ECE, 26 primary schools, 16 secondary schools, 1 TVET and 4 special needs schools. The Ministry will be in contact to have this addressed in the first two quarters of the next financial year before the 60% disbursement in December 2019 of the FY 2019/2020 One Government Grant.

Overall, the ministry has achieved its expected outcome of sustainable and efficient management of all resources through the implementation of its strategies as listed above. It is important to note that over the financial year through the implementation of its activities, there is demonstrated improvement with the processes of payments and TYs through the pre-audit function carried out internally in the ministry to ensure compliance with government guidelines and processes. Discussions of detailed budget reports in management and executive forums for monitoring purposes enabled core management to make informed decisions. There were no disciplinary cases on mis-use of funds noted during this financial year, indicating that despite induction programs not implemented by the ministry very often, staffs were aware of the working conditions and entitlements. The high number of advice and correction of leave-related matters indicated that there needs to be better quality assurance of leave information before posting updates on relevant HR systems.

As a result of the high turnover of principals and school committee members managing the One Government Grant for various schools, different strategies for raising awareness need to be adopted. With additional programs rolled out to the various stakeholders, the ministry anticipates improved compliance with the

various financial requirements as per the manual of operations to ensure the achievement of the key objectives of the OGG.

Expected Outcome 3: Efficient and effective service delivery achieved	
Expected Outcome 4: Mechanisms for effective communication and coordination improved	
Expected Outcome 5: Informed decision making across the sector improved	
Strategies:	Improve Education Sector Printing Facilities
	Strengthen archives and record-keeping for good governance
	Strengthen sector coordination and management of Development Partner support

5.3 New Printing Facilities

The Printing Service under the Corporate Service Division continues to also support the printing needs of the Ministry, National Examination and government schools at large.

Early stages of the procurement process took place in late April 2019 with the advertisement sent out to interested bidders for construction of the education sector printing building. The evaluation report was submitted to the Tenders Board and a Conveyance was issued late June 2019 with the recommendation to retender the said works using the limited bidding method.

As of June 30, 2019, the process had not been completed yet and the Ministry continued to pursue the procurement process until an award is made and the construction works can begin.

While awaiting the construction of the new printing facilities, the Printing Staff continued the printing services for the Ministry and schools by printing all educational support materials for the Ministry and all schools, compiling and collating other reports/materials required by the ministry as well as carrying out the ongoing maintenance of the printing facilities/machines.

5.4 National Archives and Records Services (NARA)

NARA provides services to all government ministries and corporations through its archive record-keeping activities. In this financial year, there were 400 archive boxes identified and transferred from OEC, NHS, MPMC and MESC to NARA for storage.

The following are some of the NARA normal activities conducted on a daily basis:

- Standardizing recordkeeping system across government Ministries and Agencies;
- Transferring of the Prime Minister's collection from the old Court House to be digitized;
- Making available files requested by researchers; and
- Entering the archives files into the system

Strengthening of archives and record keeping function of the ministry through NARA is one of the major contributing factors to the effectiveness and efficiency of service provided by the ministry to its partners and

stakeholders. Government ministries and agencies are now well aware of the importance of having proper record keeping systems in place.

5.5 Annual Sector Work Plan and Budget (FY2019-2020)

The coordination of planning and budgeting for the education sector continues by working closely with Implementing Agencies (MESC, SQA and NUS) focal points who are key members of the Education Sector Working Group. The Education Sector Work Plan and Budget FY2019-2020 was approved by the Education Sector Advisory Committee (ESAC) and submitted to the Ministry of Finance (MoF) on 10 May 2019. This was based on interim funding secured for Budget Support while the new ESP 2019-2024 was being developed.

The remaining Budget Support funds for FY2018-2019 were transferred to a Special Purpose Account to complete activities that have started by the Quarter 2 of FY2019-2020. The Ministry is committed to complete the planned activities and fully utilize the funds in accordance to the ESAC approved work plan.

5.6 New Education Sector Plan (ESP) 2019-2024

The ESP Planning Committee was established and started its work with a team of TAs to finalize the new ESP 2019-2024. The team consisted of a Sector Planning Advisor, Monitoring and Evaluation Specialist and Medium-Term Expenditure Framework Specialist. The TAs were funded under the TA Facility, Governance Facility and Budget Support. There were two ESAC, two Sector Heads and ESAC Chair and 23 ESP Planning Committee meetings held. This shows the involvement and commitment of the sector in the development of the new ESP. It should be noted also that this development work built upon the work completed in the previous financial year by a team of TAs to review the first education sector plan.

Stakeholders' consultations for the development of the new sector plan were held in both Upolu and Savaii for Government Agencies, Private Sector, Non-Government Organizations, Professional Bodies, Schools, and Post School Education and Training Providers. There were four half day sessions in Upolu and one in Savaii. The support from stakeholders was noted in their comments, proposed initiatives and feedback received.

The finalization of the new ESP is planned for completion in Quarter 1 of the next FY. The finalization process involved a series of ESP Planning Committee meetings and efforts to revise the plan so that the stakeholders' feedback and proposed initiatives were integrated. In addition, ESWG and the ESAC members' feedback and advice have contributed a lot to finalizing the new ESP.

5.7 Education Technical Facility

At the end of this financial year, the Education Sector had a total of 51 TAs funded under the TA Facility and Budget Support. Of the 51 total number of TAs, 19 (37%) were funded under the TA Facility and 32 (63%) under the Budget Support.

For MESC, there were 20 TAs planned for the Ministry within this financial year, 5 under TA Facility and 15 under Budget Support. As of June 2019, 2 (10%) TAs completed their assignments, 2 (10%) TAs in recruitment, 9 (45%) TAs in Drafting TOR process and 6 (30%) TAs with assignments in progress. One TA is deferred to next FY including those with ToRs in drafting process.

5.8 Education Sector Management Information System (ESMIS)

Recruitment was completed for a TA to develop the project design for the ESMIS. However, the successful candidate turned down the offer due to unavailability for the project's proposed timeframe. The sector study tour visit to Fiji to observe and be exposed to the Fiji Education Management Information System (FEMIS) in May resulted in a shift of direction as the sector was convinced that having a Samoa Education Management Information System (SEMIS) – a contextualized version of FEMIS is the relevant solution for the Sector to address data management and reporting issues as identified in the Samoa Education Data Quality Evaluation Report 2017 and PaBER Report 2015. With this shift, the ToR will be revised for the recruitment of TAs in the next FY including working alongside the FEMIS team.

Further, it was also identified that there is a need to observe and examine the Vanuatu Education Management Information System (VEMIS), an improved version of FEMIS with the financial module being strengthened. This was identified as the strategy for managing and monitoring the OGG. The VEMIS fact finding visit for the sector is scheduled for Quarter 2 of the next FY.

5.9 Education Sector Communication Strategy

Recruitment has started for a TA funded under Budget Support to review the Education Sector Communication and Information Sharing Strategy to inform the development of an Education Sector Communication Strategy. Due to the limited number of Expression of Interests received, this work is deferred to Quarter 2 of the next FY.

Having this Sector Communication Strategy in place and implemented will strengthen sector communication and improve coordination not only within the sector implementing agencies but also among its stakeholders and donor partners.

A2.3 Achievements as per MESC Divisional Outputs

The following section provides matrices explaining the progress of the Ministry's Performance Indicators by Output as well as highlighting key achievements under each Output from July 2018 – June 2019.

Output 1: POLICY ADVICE TO THE RESPONSIBLE MINISTER

Output Manager: Chief Executive Officer

Key Performance Indicators:	Target	Status:	Progress
1. Number of Progress reports submitted to CEO by TDAD on the Development and Implementation of the 2018 National Program Framework for Teachers Qualification Upgrade Program.	3	Achieved	Implementation of the teachers upgrade program started as of the end of Semester 1, 2019 (end of Q3). A total of 406 teachers are in the upgrade program (351 in NUS, 55 in USP STAP) which is 47% of the 860 teachers to be upgraded. 270 teachers over the age of 55years aren't included in the 860. Number of reports to OCEO by TDAD exceeded the target.

Key Performance Indicators:	Target	Status:	Progress
2. Number of Progress reports submitted to CEO by MERD on the development and finalization of Regulations for Teachers Act 2016.	3	Achieved	The Teachers Act 2016 is now in process for implementation and roll out. Numerous awareness programs have been conducted nationwide. The Teachers Regulation 2015 is in place but awaiting approval of fees from the Revenue Board. Number of reports to OCEO by MERD exceeded the target.
3. Number of progress reports submitted to CEO by CSD on the review of MESC's Organizational Structure by the TA before Core Management endorsement.	3	Achieved	Number of progress reports and CM discussions exceeded the target number. The Core Management endorsed the re-structuring of 12 out of 13 divisions in its meeting on June 6, 2019 with the exception of Corporate Services which was referred back to divisional level to give the new ACEO CS the opportunity to re-discuss with her staff. The final version of the ministry's restructuring and a PK is to be finalized and is targeting the end of August 2019 for submission to Cabinet.
4. Number of progress reports submitted by CSD to OCEO on the development and finalization of a Career Structure for MESC Specialists by the end of the financial year	3	Achieved	The Career Structure for MESC Specialists was part of the OS Review conducted by the TA. The structure of Specialists and upgraded positions are incorporated into the ministry's revised organizational structure and this will be part of the submission to Cabinet for approval before the end of August 2019.
5. Number of Spot Checks conducted to Strengthen Internal Auditing and Controls	8	Achieved	<p>A total of 70 Spot Checks were conducted during the Financial Year which included:</p> <ul style="list-style-type: none"> - Petty cash - Motor vehicle - cash count - investigations - payment pre-auditing (TY1, TY11A&B, TY15) <p>Auditing:</p> <ul style="list-style-type: none"> - Receipting - System posting - Lodgement - Banking - Duplicates - Division Operation Procedures - Current Controls - Flow Chart & etc <p>Daily checking of proposals, pre-auditing of payment over \$3000, payment prior to CEO approval and All TY15 for</p>

Key Performance Indicators:	Target	Status:	Progress
			CEO approvals
<p>6. Number of progress reports submitted to CEO by PPRD and the relevant content Division on the finalization of policy papers that MESC needs to complete within FY18/19:</p> <ul style="list-style-type: none"> - Education Sector Plan (Second one) - Annual Review Report FY2017/2018 - National Curriculum Framework, National Teaching and Learning Policy, Secondary Schools Vocational Education Policy and Strategy, Literacy Policy, Numeracy Policy, Bilingual Policy - National Assessment Policy - National Culture Framework, National Culture in Education Policy, National Cultural Industries Policy, National ICH Policy - National Sports Framework, National Sports in Education Policy - National ICT in Education Policy 	8	Achieved	<p>There were 8 policy documents endorsed by cabinet in November & December 2018 - FK (18) 41 & FK (18) 45:</p> <ol style="list-style-type: none"> 1. National Sports Framework 2. National Sports in Education Policy 3. National ICT in Education Policy 4. National Culture Framework 5. National Heritage Policy 6. National Cultural Industries Policy 7. National Culture in Education Policy 8. National Schools TVET Policy <p>The MESC Annual Report 2017/2018 was approved by Cabinet in March 2019 and submitted to Parliament straight away</p> <p>Core Management was regularly updated by PPRD and relevant divisions on the progress of the policy developments and other MESC reports during the financial year. Policy documents under developments include:</p> <ol style="list-style-type: none"> 1. Education Sector Plan 2019-2024 is in its finalization stage. The Sector is intending to launch the new Sector Plan in August 2019 2. Drafts are in place for the National Curriculum Framework and the National Literacy Policy for completion before the end of July 2019. 3. The Teaching and Learning Policy will be developed in the next quarter. 4. The review of the Bilingual Education Policy has been completed and the TA will present this work to Core before the end of July 2019. 5. NARA Framework and related policies are still being developed at divisional level at this point.
<p>7. Number of progress reports submitted to CEO by NARA on transferring 100% of identified materials within a ministry to NARA (for up to 5</p>	3	Achieved	<p>Weekly updates and reports were submitted to CM for discussion. Reports provided by NARA exceeded the target</p>

Key Performance Indicators:	Target	Status:	Progress
ministries/agencies)			
8. Number of progress reports submitted to OCEO by NARA on their progress towards digitizing 20% of the Ministry of Prime Minister and Cabinet collection from the old Court House	3	Achieved	30,000 images were captured during the financial year which is about 20% of the collection from MPMC. These images have been cleaned and have gone through the process of listing and data entry before they are actually digitized.
9. Number of progress reports submitted by ICTMD and the relevant Division to the CEO on the review of the existing databases and development of an integrated EMIS to unite existing standalone divisional databases	3	Achieved	MESC CEO and group of MESC and SQA ACEOs, representing the Education Sector, visited with the Fiji Ministry of Education Permanent Secretary and her FEMIS team from May 20 to 26, 2019 in Suva, Fiji. The team had the opportunity to view the full capabilities of the FEMIS from collecting data at school level and how this is centrally managed, analyzed and re-presented in summary forms and reports to inform both ministry and school data-driven decisions and needs. The Team also visited with EQAP to view their PacSIMs examination management system. An Action Plan for next steps is being finalized to be incorporated into the new Education Sector Plan to be finalized end of August 2019

Output 2: MINISTERIAL SUPPORT

Output Manager: Chief Executive Officer

Key Performance Indicators:	Target	Status	Progress
1. Percentage of visitors/customers satisfied with the service provided	100%	Achieved	Visitors and customers are satisfied with the service provided at the Ministers office indicated by zero complaints submitted to the Ministers office
2. Date by which the work plan for Education Cabinet Advisory Committee is submitted to Cabinet	Dec 2018	Achieved	The Education Cabinet Advisory Committee work plan was prepared by the School Operations Division and completed in December 2018

Output 3: TEACHING SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Key Performance Indicators:	Target	Status	Progress
1. Number of qualified teachers posted to secondary schools to meet current school needs	60	Achieved	By the end of the FY18-19, only 65 teachers were posted to teach in various government schools. However 11 of this 65 resigned after only serving a few days due to location and new employment offers.
2. Number of qualified teachers posted to primary schools to meet current school needs	60	Partially achieved	By the end of the FY18-19 only 58 teachers were posted to selected Primary schools from July 2018 - June 2019.
3. Percentage of government secondary schools meeting the student teacher ratio	60%	Achieved	By the overall measure of 1:30 ratio, all 23 government colleges meet the International STR of 1 teacher per 30 students. However, based on subject needs in the 4 learning areas of each of the 23 government colleges there is still need for teaching staff for Vocational (in the areas of Agricultural Science, Design technology & Visual Arts), as well as Science (in the areas of Biology, Chemistry & Physics) and Commerce (in the areas of Accounting & Economics).
4. Percentage of government primary schools meeting the student teacher ratio	50%	Achieved	As of June 30th 2019, 73 of the 144 (51%) government primary schools have met the student teacher ratio of 1:30.
5. Number of Contract school principals and Vice Principals recruited	Principals 30, Deputy Principals (FA) 4	Achieved	63 Principals and Deputy Principals recruited during FY18-19

Output 4: TEACHER TRAINING SERVICES

Output Manager: Assistant Chief Executive Officer – Teacher Development and Advisory

Key Performance Indicators:	Target	Status	Progress
1. Percentage of government schools supported through school-based professional development	50%	Achieved	100% (48/48) of the planned primary schools to be supported through school-based professional development programs completed in this financial year (2018/2019). For Colleges, 83% (19/23) of government colleges were supported through school-based professional development programs. The four colleges (Faleata, Avele, Vaimauga and Samoa College) were not able to include in

Key Performance Indicators:	Target	Status	Progress
			the SBPD due to their busy schedule in Pacific Games preparations
2. Percentage of school principals and those in positions of responsibility trained in leadership and management roles	100%	Achieved	<p>Primary Schools: 144/144 (100%) of government primary schools' positions of responsibility completed their trainings on Leadership, working conditions and One Government Grant during this financial year.</p> <p>College Principals: As of June 2019, 23/23 (100%) of government colleges' positions of responsibility completed their trainings on leadership, working conditions and One Government Grant.</p>
3. Percentage of primary teachers trained in Science and Mathematics	100%	Achieved	<p>As of June 2019, 93% (981/1054) of Primary teachers were trained in both Science and Mathematics, but 21% (221/1054) were trained for SPELL Mathematics only. These national trainings were conducted by the MESC CEO (Afamasaga Dr. Karoline Afamasaga-Fuatai) with the assistance of AED and CDMD staffs in February and April 2019</p> <p>76 (7%) primary teachers were trained in Mathematics at the Cluster level</p>
4. Number of secondary teachers trained in Science and Mathematics	150	Achieved	<p>As of June 2019, 291/606 (48%) of secondary teachers were trained in Math and Science</p> <p>The Year 9-11 Maths teachers from Mataaeveve, Palauli and Amoa Colleges were trained by the Maths Chinese Volunteers who are currently teaching at Samoa College and Leifiifi College.</p>
5. Percentage of teachers enrolled in a tertiary institution to upgrade teaching qualification to a Bachelor level	45%	Achieved	<p>As of Semester 1, 2019 47% of the 860 teachers to be upgraded were enrolled in NUS upgrade programs and in STAP 2.</p> <ul style="list-style-type: none"> - 351 teachers enrolled in NUS upgrade program - 55 teachers in STAP 2. <p>Note: 270 teachers over the age of 55 are not included in the 860 total.</p>
6. Failure rate (below 60% average) at NUS/FOE Programme decreased	15%	Achieved	<p>From the 387 students who were sponsored in Semester 2, 2018, 82% achieved the 60% average and above. 18% did not achieve the 60% average</p>
7. Date by which the Development of a National Policy	Dec 2018	Achieved	<p>National Program Framework for Teachers Qualification Upgrade completed and endorsed by Core Executive in March 2019.</p>

Key Performance Indicators:	Target	Status	Progress
Framework for Teachers Qualification Upgrade Program completed			Implementation is ongoing

Output 5: SCHOOL MANAGEMENT SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Key Performance Indicators:	Target	Status	Progress
1. Percentage of community compliance with the compulsory education age provision of the Education Act 2009	50%	Achieved	<p>Amendment Education Act 2019 passed in parliament. Continuous monitoring of the compulsory education age conducted by School Inspectors in their respective districts (100%).</p> <p>Compulsory Education Posters, brochures and pamphlets completed and were distributed to all government, mission and private schools during the Annual Teachers Conference that took place in January 2019.</p> <p>The ministry is working collaboratively with the Ministry of Women, Community and Social Development through Sui o le Nuu and Sui Tamaitai in enforcing the compulsory education age at the village level</p>
2. Date by which the MESC Annual Conference Report submitted to Core Executive	April (2019)	Partially achieved	The MESC Annual Conference was conducted in January 2019 and the report is 75% completion which will be submitted to Core Management in the first quarter of FY 2019/2020
3. Percentage of Government primary schools meeting the Minimum Service Standards	50%	Achieved	<p>MSS database for data entry and analysis is in place. Data entered in database include those of School MSS Self Evaluations and School Inspectors assessment. Trainings for relevant staff to conduct the verification on the MSS completed.</p> <p>82% of government Primary Schools have met the SMSS (3%- Meet standard, 60% - Mostly Meet Standard, 19% Partly meet standard). 4% of Primary Schools are below standards whereas the 14% did not submit their School Self Evaluation Forms</p>
4. Percentage of Government secondary schools meeting the Minimum	50%	Achieved	MSS database for data entry and analysis is in place. Data entered in database include those of School MSS Self Evaluations and School Inspectors assessment. Trainings for relevant staff to conduct the verification on the MSS completed.

Key Performance Indicators:	Target	Status	Progress
Service Standards			91% of government colleges have met the SMSS (4% Meet Standard, 70% Mostly Meet Standard, 17% partly Meet Standard). 2 Secondary schools did not submit their School Self Evaluation forms despite the numerous efforts through phone calls and SI to provide these documents to SOD.
5. Date by which the MSS Database is completed and fully functional.	Feb 2019	Achieved	The MSS Database was completed and operational in March 2019
6. Date by which the situational analysis on rationalization of primary schools completed	Dec 2018	Partially Achieved	The TA (John Petit) started his work in May 2019 on the situational analysis to explore and investigate the impact of teacher shortages on the quality of education. The survey is completed and the final Report will be presented to MESC Core Management in the first quarter of FY 2019/2020.

Output 6: CURRICULUM DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Curriculum, Design & Materials

Key Performance Indicators:	Target	Status	Progress
1. Percentage of Government Teachers Trained on the new Inclusive Education Policy	30%	Achieved	71 teachers were trained in July and September 2018 on the Inclusive Education Policy 30 Teachers were trained in Understanding Inclusive Education, Lesson Structure and resource making in February 2019 A Mid-Year Review Workshop for the Inclusive Education Implementation Plan was conducted on the 22nd and 23rd October 2018 by the IE technical advisor from Australia. During the April 2019 training, 293 teachers (Year 4, 5 & 6) were trained on inclusive education practices and strategies to assist teaching students with disabilities. Teachers for other levels will be trained at the next national training. As part of the Inclusive Education Champion School model, several training sessions have been held for teachers at 6 primary schools where students with disabilities are at. The six primary schools are Moataa, Falefa, Siumu, Vaimea,

Key Performance Indicators:	Target	Status	Progress
			Faleula and Saanapu.
2. Percentage of ECE teachers supported through school visits	60%	Achieved	<p>56 ECE Centers were visited and provided support through provision of resources, creating recipes, organising learning corners inside and outside of the classrooms.</p> <p>20 ECE teachers visited the office and the ECE coordinator continued to provide them with required support.</p> <p>85% of ECE Teachers participated at the National training for ECE teachers carried out on the 29th and 30th January 2019. Resources were given out to all participants whereas the teachers who did not attend the training had special sessions with the ECE coordinator at MESC and also received resources.</p> <p>More than 80% of ECE teachers received support during the April National Training. Teachers were trained on how to use the ECE Teachers Manual And Curriculum Statement.</p>
3. Percentage of government primary and secondary schools supported through school visits.	50%	Achieved	<p>60 primary schools in Savaii and Upolu were visited and received support from the Curriculum Officers in strengthening strategies in writing, reading programs, and vee diagrams.</p> <p>There were 60 schools received resources to help with the teaching and learning. These schools were also trained on how to design framework and blueprint using the SOLO taxonomy tool to assist with their school based assessment</p> <p>There were no Support visits conducted in the last three quarters of the FY 2018/2019, however the support was provided to 42 school principals and 58 teachers who sought assistance from the Curriculum Officers regarding content of the curriculum. Activities and resources were issued to these teachers.</p> <p>23 government secondary principals visited the division for support and secondary team provided their usual support by giving the resources such as unpacking of the curriculum and text books</p> <p>6 primary schools and 11 colleges were supported by curriculum officers as part of the School and cluster PDs coordinated by TDAD (10) and school request (1).</p>

Key Performance Indicators:	Target	Status	Progress
			<p>77 teachers were supported through ISP training.</p> <p>CDMD selected staff went out with TDAD to support PD sessions at some of the schools. Other supports were provided during the April 2019 national training. Supplementary resources were distributed for all subjects as well as literacy and numeracy.</p> <p>Secondary schools - The secondary team visited 21 secondary schools (90%). In addition, support has been provided to Vaimauga College for Agricultural Science by the relevant curriculum officer as they do not have a teacher for this subject.</p>
<p>4. Percentage of schools (primary & secondary) involved in the Ministry's program of Samoan Schools Innovation, Literacy, Numeracy and Science (SSILNaS)</p>	<p>90%</p>	<p>Achieved</p>	<p>30 Primary Schools and 16 Colleges participated in the National SSILNaS in September 2018.</p>
<p>5. Number of supplementary resources developed, quality assured and printed by each unit for schools: ECE: 10, Inclusive Education 20, Primary 130, Secondary 140</p>	<p>300</p>	<p>Achieved</p>	<p>360 Supplementary resources were developed during this financial year for Early Childhood Education, Inclusive Education, Primary and Secondary Schools. The resources developed include a range of different text types as well as video clips, posters and audio lessons as listed below:</p> <p><u>Early Childhood Education = 29</u></p> <ul style="list-style-type: none"> • 1 video clip of phonics • 4 scripts converted into audio visual lessons • 1 Taiala o Mataupu Aoaoina • 1 Tomatau mo faiaoga • 4 ECE loose part resource box • 6 ECE teacher training resource • 1 ECE IEP tool • 5 ECE Math games • 6 ECE literacy Games (both in Samoan & English) <p><u>Inclusive Education = 103</u></p> <ul style="list-style-type: none"> • 10 English language indoor games • 10 Math indoor games • 20 Literacy (English & Samoan) Handouts

Key Performance Indicators:	Target	Status	Progress
			<ul style="list-style-type: none"> • 10 Numeracy Handouts • 1 Essay & Persuasive writing resource guides • 1 Booklet for Year 3 (Samoan) • 20 Science Handouts • 10 Training materials • 20 Posters • 1 IE Handbook <p><u>Primary: 98</u></p> <ul style="list-style-type: none"> • 7 Lists of Key Words • 16 Booklets (key words, poems, reading activities) • 11 Readers • 21 Audio/Visual resources • 14 Posters • 10 Vee Maps • 19 Training Resources/Materials <p><u>Secondary: 122</u></p> <ul style="list-style-type: none"> • 17 List of Key words • 14 Textbooks/Handbooks • 13 Posters • 22 Handouts/Notes • 6 Powerpoint presentations • 24 E-resources • 6 Annual/Lesson Plans • 3 Brochures • 13 Vee-Maps • 4 Concept Maps <p><u>Literacy and Numeracy Specialists: 8</u></p> <ul style="list-style-type: none"> • 3 SSILNaS Booklets • 1 Year 1 -3 Tusi Aoaoina o Leo • 1 Poster on Reading and Phonics • 1 Year 7 & 8 training resource for Mathematics Curriculum • 2 Readers
6. Date by which the exhibitions are held for secondary	December (2018)	Achieved	Exhibition was held at school based level in October/November 2018.

Key Performance Indicators:	Target	Status	Progress		
Technical & Vocational, Education and Training (TVET) courses					
7. Number of children with disability enrolled in mainstream government schools	Male - 110 Female - 60	Achieved	<p>Data for students with disabilities based on school visits conducted by MESC and IE staff this year:</p> <p>Primary:</p> <ul style="list-style-type: none"> Female = 95 Male = 186 <p>Secondary:</p> <ul style="list-style-type: none"> Female = 5 Male = 4 <p>Total = 290</p> <p>Of this number, 144 (51%) have been diagnosed as having severe disabilities.</p>		
8. Percentage of year 4 (SPELL 1) primary school children meeting a minimum of Level 3 for Literacy and Numeracy by gender	English: Female - 43%	Partially achieved	English Literacy:	Female 37%	Male 21%
	Male - 33%		Samoan Literacy:	12%	6%
	Samoan: Female - 47%		Numeracy:	33%	24%
	Male - 60%				
	Numeracy : Female - 60%				
	Male - 51%				
9. Percentage of year 6 (SPELL 2) primary school	English: Female – 35%, Male	Partially Achieved	English Literacy:	Female 45%	Male 23%

Key Performance Indicators:	Target	Status	Progress		
children meeting a minimum of Level 3 for Literacy and Numeracy by gender	- 23%		Samoan Literacy:	57%	33%
	Samoan: Female – 68%, Male – 48%		Numeracy:	25%	17%
	Numeracy : Female – 67%, Male 56%				
10. Date by which the review of the Samoa National Curriculum Policy Framework completed	Dec-18	Achieved	Review of Samoa National Curriculum Policy Framework completed which was done internally by the division with the assistance provided by the relevant divisions		
11. Date by which the Literacy Policy is completed.	Dec-18	Partially achieved	Draft Policy is in place and presented to Core management in May 2019. Awaiting the finalisation of the National Curriculum Framework		
12. Date by which the Development of the Teaching and Learning Policy completed	Jun-19	Not achieved	Awaiting the finalization of the National Curriculum Framework		
13. Date by which the development of the Curriculum Framework completed	Jun 19	Partially achieved	The Draft National Curriculum Framework has been tabled at Core Executive on 5th June 2019 and referred back to CDMD and PPRD for further development. Incorporation of comments from Core members is currently in progress and targeting the finalization of this Framework in the first quarter of FY 2019/2020		
14. Date by which the review of the Bilingual Education Policy completed	Jun 19	Achieved	Bilingual Education Policy Review completed and the TA will present their final Report to MESC Core management in the beginning of FY 2019/2020		
15. Date by which the secondary curriculum is completed.	Feb-19	Achieved	Review has been completed for all subjects at the end of June, 2019. Next step is consultations with teachers and key stakeholders.		
16. Date by which the development of	Jun 19	Achieved	The Inclusive School Self-Assessment Matrix was completed in August 2018.		

Key Performance Indicators:	Target	Status	Progress
the Inclusive School Self-Assessment Matrix is completed			

Output 7: ASSESSMENT AND EXAMINATION SERVICES

Output Manager: Assistant Chief Executive Officer –Assessment and Examination

Key Performance Indicators:	Target	Status	Progress
1. Percentage of Primary and Secondary teachers trained on the outcomes based approach for Assessment	40%	Achieved	The total package of the outcomes based approach, is a collaborative effort of 3 Divisions: TDAD who deal with the logistics and identifying training needs of teachers, CDMD who deal with the content of assessment for learning, and AED who provide the information and analysis of results to improve literacy and numeracy levels. AED staff participated in leading assessment training on outcomes based approach during all National trainings. These trainings were well received (refer to TDAD for national training evaluations). As AED's prime focus is with national assessments, the development of tools, implementation, collection and the analysis of national results for Primary and Secondary, these 3 KPI's have been removed as their focus is on teachers conducting of assessment in the classroom (CBA/formative assessment). For 2018/19 the number of qualified personnel for the development of tools at secondary, has increased such that all subjects have at least 1 professional who is able to undertake the task. 2018/19 is the first year since Samoa adopted the Outcomes Based Assessments (OBA) in which we have set up subject panels (6) for the critique and contribution of teachers to the development of internal assessments. Writing of IA Tasks in 7 subjects (Samoan, English, Math, Bio, Chemistry, Physics, Music) completed and workshops
2. Percentage of primary teachers trained on appropriate and effective school based assessment methods	60%	Achieved	
3. Percentage of secondary teachers trained on appropriate and effective school based assessment methods	75%	Achieved	
4. Number of suitably qualified personnel for the production of national examination papers	40	Achieved	
5. Number of suitably qualified personnel for the development and moderating of IA tasks for SSC and SSLC.	35	Achieved	

Key Performance Indicators:	Target	Status	Progress
			held in February/March 2019 for all SSC/SSLC teachers of respective subjects. Moderation and follow up of IA tasks were conducted in May/June 2019
6. Number of personnel trained on marking National Examinations	100	Achieved	This area has shown much improvement with the consolidation of marking criteria, responsibilities and accountability of scorers to all tasks undertaken. Furthermore, the efficiency and timeliness of scoring are now meeting set targets.
7. Number of personnel trained as Supervisors for National Examinations	300	Achieved	40 teachers trained for SSC supervision and 41 trained for SSLC supervision for 2018 Secondary Examinations For Primary, 621 trained for Year 2 supervision, 234 for Year 4 SPELL, 224 for Year 6 SPELL and 225 for Year 8 SPECA. The target for training and implementation of supervision is improved efficiency and reliability. In many respects this has been achieved however, equity of remuneration will/has impact on the level of supervisory experience a supervisor has.
8. Percentage of Year 8 teachers trained on new SPECA requirements	1	Achieved	This KPI has been addressed through the inter-collaborative efforts of CDMD, TDAD, AED and school inspectors i.e. curriculum, training and assessment.
9. Date by which the National Examination Results released to schools	SPELL 1& 2 – Feb 2019	Achieved	Much improved performance in terms of quality of outputs to schools and teachers. In addition, timeliness has also improved with schools receiving their results in March. New FY, AED will improve further with the ultimate target of being ready at the start of the new school year.
	SPECA – December 2018		Completed and released in December 2018
	SSC & SSLC – Jan 2019		National Examinations - SSC & SSLC; meeting set timelines but still a tight squeeze.

Key Performance Indicators:	Target	Status	Progress
10. Date by which the assessment reports endorsed by Minister and made available to stakeholders	SPELL 1& 2 – Mar 2019 SPECA – Jan 2019 SSC & SSLC – Feb 2019	Achieved	Results of all National Examinations are given to the Minister for endorsement before releasing - these were done on time however, the lessons learnt from past years' experience have now assisted AED with finalizing Ministers reports for presentation purposes and ease of reference.
11. Percentage of Year 13 students qualified for NUS	52%	Achieved	58% of the students who sat SSLC 2018 qualified for NUS This result refers to students who have gained the minimum aggregate total of 200 to enter a Foundation programme. In terms of the number of student who gain the minimum aggregate total of 140 (to enter a Certificate programme), the percentage of Year 13 students qualifying for NUS increases to more than 70%.
12. Date by which the development of the Assessment Policy completed.	Jun 2019	Not achieved	Work for the Assessment Policy will commence next Quarter, with the Curriculum Framework now in place.
13. Date by which the development of Rules and Procedures for all national assessments and examinations completed	Jun 2019	Not achieved	This is in a better position to commence in the next Quarter/new FY, given processes have had time to consolidate and for reflection to take place.
14. Date by which the development of new assessment tools for primary and ECE completed	Jun 2019	Not achieved	Better suited to start with the new organizational structure in place as this allows for better focus from the Unit who will have the required skills-set and who's main purpose is the development of tools.
15. Date by which the National Assessment Council is reactivated	Jun 2019	Not applicable	With a Curriculum Framework in place, assessment is clearly described, outlined and able to be monitored with clarity and purpose. All functions of the Council outlined in the National Assessment Policy Framework (2010), is addressed in the Curriculum Framework and through the Assessment Policy (yet to be completed). As such, there is no further need for the Council which since 2010, has only

Key Performance Indicators:	Target	Status	Progress
			met twice.

Output 8: POLICY, PLANNING AND RESEARCH SERVICES

Output Manager: Assistant Chief Executive Officer – Policy, Planning and Research Services

Key Performance Indicators:	Target	Status	Progress
1. Number of new Policy documents developed and finalized (Curriculum Framework & National Schools TVET Policy)	2	Achieved	<p>100% completion</p> <p>8 policy documents approved by Cabinet as per FK (18) 41 & FK (18) 45:</p> <ul style="list-style-type: none"> • National Sports Framework • National Sports Policy • National ICT in Education Policy • National Culture Framework • National Culture in Education Policy • National Heritage Policy • National Cultural Industries Policy • National Schools TVET Policy <p>The Draft National Curriculum Framework has been tabled at Core Executive on 5th June 2019 and referred back to CDMD and PPRD for further development. Incorporation of comments from Core members by CDMD is currently in progress and targeting the finalization of this Framework in the first quarter of FY 2019/2020</p> <p>The Draft National Literacy Policy was tabled at Core meeting in May 2019 and Core advised the developers (CDMD & PPRD) to await for the finalization of the National Curriculum Framework before proceeding with other related policies (Literacy, Assessment, Numeracy, etc)</p>
2. Number of Policy documents reviewed, discussed and endorsed by MESC Core Executive (Assessment Policy Framework, Curriculum Policy Framework, Bilingual Policy, National Sports Policy)	4	Achieved	<ol style="list-style-type: none"> 1. The Review of the National Sports Policy was done by the TA and it was used by the Ministry in developing the completed National Sports Framework as well as the National Sports in Education Policy which were both approved by Cabinet in this financial year 2. Review of Samoa National Curriculum Policy Framework and the Assessment Policy Framework completed which were done internally by CDMD and AED with the assistance provided by the relevant divisions 3. The review of the Bilingual Education Policy has been completed and the TA will present this work to Core in

Key Performance Indicators:	Target	Status	Progress
			<p>the first quarter of FY 2019/2020</p> <p>The Core discussions and the collaborative effort by the ministry during this financial year were focussed on the policy documents approved during the financial year (Sports and Culture Frameworks and Policies, ICT in Education Policy and Schools TVET policy)</p>
3. Number of Research initiatives conducted and reports submitted to MESC Core Executive	2	Achieved	<p>A total of 2 researches were conducted and completed throughout this financial year and 1 in progress for completion:</p> <ul style="list-style-type: none"> • Reasons students in Samoa do not complete Secondary • Tablets & Aptus Evaluation Study • Rationalization of schools (Teacher Workforce) Situational Analysis <ol style="list-style-type: none"> 1. Reasons students in Samoa do not complete secondary: Conducted by PPRD Staff. The Draft Report has been tabled at Core Executive on the 5th June 2019. Final Report now in the pipeline 2. Tablets and Aptus TEISS Evaluation Study: contract signed and administration of questionnaires has been conducted by PPRD Team with the assistance by one ICT Staff member Interviews and observations for teachers and students were conducted by the NUS Research Team on the last week of the schools Second Term. Awaiting the report from the TA 3. Rationalization of Schools Study: The situational analysis to explore and investigate the impact of teacher shortages on the quality of education is half done with the implementation of the survey completed. The presentation to Core Management will be done in the first quarter of FY 2019/2020 before finalization of the report
4. Number of AMP quarterly reports completed and endorsed by Core Executive	4	Achieved	<p>4 quarterly reviews completed and endorsed by Core Management:</p> <ul style="list-style-type: none"> • 4th Quarter Review Report (FY17/18) • 1st Quarter Review Report (FY18/19) • 2nd Quarter Review Report (FY18/19) • 3rd Quarter Review Report (FY18/19)
5. Date by which the Annual Report 2017/2018 submitted to Cabinet Sub-	Dec 2018	Achieved	<p>MESC Annual Report 2017/2018 was approved by Cabinet on 31st January 2019 (FKK (19) LL1) and submitted to Legislative for Parliament on 22nd March 2019.</p>

Key Performance Indicators:	Target	Status	Progress
Committee			
6. Date by which the Education Statistical Digest 2018 is published	Aug 2018	Achieved	Education Statistical Digest 2018 was published and distributed to Schools and stakeholders in January 2019 during the MESC Annual Conference
7. Number of Schools' SEN Lists finalized for National Assessments	211	Achieved	SEN Amendment Lists for National Examinations 2018 completed and submitted to AED in Quarter 1. Distribution of SEN Lists for 2019 completed in Quarter 2.
8. Date by which the Government Grant is distributed to Non-Government Schools and ECE Centers	Mar-19	Achieved	Due to the establishment of OGG Unit under CSD, all relevant processes were transferred to CSD. Only verification visits for ECE enrolments conducted by PPRD. Verification visits for ECE enrolments were conducted in Quarter 2 (October - November 2018) and Quarter 4 (April - May 2019). Special Schools and vocational schools were also covered during these Verification Visits
9. Number of existing Projects monitored and reported to Management	11	Achieved	Ongoing monitoring of 17 existing MESC projects were done by PPRD from July - December 2018 and progress reports provided. During the MESC Annual Strategic Seminar in March 2019, it was announced and formally endorsed by MESC Full Executive members that the monitoring and reporting of projects progress are now given to implementing divisions to report directly to the CEO and Core Management. However, PPRD should still collate a matrix of projects including the status of each.

Output 9: ASSETS MANAGEMENT SERVICES

Output Manager: Assistant Chief Executive Officer– Corporate Services

Key Performance Indicators:	Target	Status	Progress
1. Date by which the distribution of stationeries to government schools completed.	Mar 2019	Not Applicable	Activity not valid due to introduction of one government grant. Stationary is inclusive in the OGG
2. Date by which the stock take report for stationery supplies is finalized and	May 2019	Achieved	The Asset Registration is updated on a quarterly basis and stationery supplies are included. Asset Registration report submitted

Key Performance Indicators:	Target	Status	Progress
submitted to MESC Core Executive			
3. Percentage of schools and communities covered in the roll out of training for teachers and communities in responding to natural and man-made disasters	50% by June 2019	Not achieved	This activity was not possible under the financial year due to turn over of key staff and ad-hoc work commitments. The ministry's commitments in preparation for the Opening and Closing Ceremonies were another major contributing factor. Planning to roll out the trainings in the next financial year
4. Percentage of examination fees collected for Year 12 and Year 13 students	100%	Partially achieved	As of June 2019, the actual collection recorded for 2018 examination fees was 70%
5. Date by which a comprehensive review of MESC's Organizational Structure will be approved	Dec 2018	Achieved	<p>Review of MESC OS was completed in November 2018 and final report submitted and endorsed by Core Management in December 2018</p> <p>Numerous discussions carried out at the MESC Core management on responses to the TA OS Review Recommendations</p> <p>The Core Management endorsed the re-structuring of 12 out of 13 divisions in its meeting on June 6, 2019 with the exception of Corporate Services which was referred back to divisional level to give the new ACEO CSD the opportunity to re-discuss with her staff.</p> <p>The Ministry is working towards redirecting its priority and at the same time earmarked funds to finance costs implications as a result of the new proposed organisational structure. The final version of the ministry's restructuring and a PK is to be finalised and targeting the end of August 2019 for submission to Cabinet</p>
6. Percentage of maintenance works for headquarters carried out and completed	100% by June 2019	Achieved	<p>100% completion of maintenance work planned for the financial year.</p> <p>In order for the MESC service to improve to cater for the need, the following specific maintenance works were conducted during the financial year:</p> <ul style="list-style-type: none"> •new tiling of MESC foyer

Key Performance Indicators:	Target	Status	Progress
			<ul style="list-style-type: none"> •Maintenance of the Orchestra Building Learning Centre (Old CMD Building) •Renovation of SchoolNet Building •Maintenance of Museum Office •Maintenance of NARA Building •Maintenance works conducted for the entrance road between the Credit Union and Orchestra Building
7. Date by which the development of a Consolidated Resourcing Policy for the One Government Grant completed	Dec 2018	Not Applicable	The activity is not applicable because all requirements for One Government Grant is included in the Manual Of Operations
8. Date by which the Manual of Operations for the One Government Grant revised and implemented	Dec 2018	Achieved	<p>The Manual of Operations for One Government Grant was revised during this financial year and approved by Cabinet (FK (19) 15).</p> <p>There were 2 Awareness programs conducted for both Upolu and Savaii with the assistance from MOF</p> <p>The implementation of the revised manual is ongoing</p>
9. Number of awareness programs conducted on a six monthly basis on climate resilience	Dec 2018	Achieved	There were two awareness programs conducted for schools during this financial year on Climate resilience
10. Date by which the new printing machines procured	June 2019	Achieved	The Printing machines are ready for shipment from Japan under JICA assistance, but awaiting the construction of the new Printing House to accommodate the new printing machines
11. Percentage of government school buildings insured	100%	Achieved	163 (98%) schools covered under the Insurance coverage for government with the total insured amount of \$97,215,418

Output 10: PUBLIC LIBRARY SERVICES

Output Manager: Principal Librarian

Key Performance Indicators:	Target	Status	Progress
1. Number of relevant Literacy Programs implemented to support curriculum and reading	2	Achieved	<p>Number of Literacy programs implemented by the Nelson and the Salafai Public Libraries to support teaching of the curriculum and readings exceeded the target for the financial year:</p> <p>American Corner reading programs:</p> <ul style="list-style-type: none"> • Turn a Life Program - This program catered for child vendors and here was an increase in the number of participants of an average of 134 students per month • Samoa Gridiron - This program attracted more college students for their English, Maths and American football tutorials with an average of 104 participants per month • Reading and literacy programs for primary students conducted on a weekly basis on Tuesdays and Thursdays • The Pacific and Samoan Collection room is one of the popular spaces in the library for researchers and students • English Tutorials were also offered for students at the Nelson Public Libraries <p>All these programs are on-going initiatives implemented by the Public Libraries to provide support for students in their subject areas and to improve literacy in Samoa</p>
2. Date by which the new developments in public libraries completed (Internet Cafe in the Nelson Public Library)	June 2019	Partially achieved	All equipment of the Internet Café were installed and set up but currently awaiting the connection and the finalization of the Charging scheme for the internet use. ICT & Media Division and CSD are working towards completion of this activity

Output 11: SPORTS DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Sports

Key Performance Indicators:	Target	Status	Progress
1. Number of Sports fields to be upgraded	2	Achieved	There were two (2) sports fields upgraded during the financial year (Faleapuna Primary and Laumoli Primary).

Key Performance Indicators:	Target	Status	Progress
in the rural areas			The remaining funds was approved by Cabinet to host the Pacific Sports Minister's' meeting and Officials Roundtable during the Pacific Games which were both completed successfully
2. Number of Schools trained and fully equipped with sports equipment under Fiafia Sports Program.	25	Achieved	Teachers from 25 schools were trained and received equipment from the Fiafia Sports Program during this financial year. The schools include: Le Amosa, SENESE, Fiamalamalama, George Brown, St Josephs, St Theresa, LDS Middle School, Ah Mu Academy, Peace Chapel, Pesega Fou, Robert Louis, All Saints Anglican, Divine Mercy, Marist School, St Mary's, Manumalo, Samoa Primary, Vaiala Beach School, St Joan of Arc, Sauniatu, Paul V1, St Peters, Babtist Church, Montessari and Special Olympics. The trainings provided for teachers and distribution of these sports equipment to schools have contributed largely in in the development of sports in education
3. Number of Sports organizations that have met the requirements and receive financial assistance to compete at International Competitions.	8	Achieved	A total of 8 sports organizations met requirements and received financial assistance in this FY (Cricket, Tennis (2), Weightlifting (2), Volleyball, Marist Sports Club 7s, Samoa Touch)
4. Number of schools participating in Zonal Athletics and PMs cup championship	23 Secondary 142 Primary	Achieved	113 Primary schools and 24 secondary schools participated in the athletics and the Prime Minister's Cup Championship
5. Number of Annual inter-school tournaments supported by MESC (<i>rugby, netball, boxing, weightlifting, cricket, basketball,</i>	11	Achieved	There were 17 tournaments supported by MESC throughout this financial year: - Weightlifting, Athletics, Rugby (3), Soccer (3), Cricket (3) Netball (2), Cricket (2), Tennis (2) and Volley ball

Key Performance Indicators:	Target	Status	Progress
<i>national rugby league, volleyball, touch rugby and soccer)</i>			
6. Number of Special Needs students participating in the Special Needs Games Festival	300	Achieved	There were 260 participants (people with disabilities) for the Games Festival in May 2019. It was a successful event and preparations for this Games Festival started in November 2018
7. % of primary teachers certified under Fiafia Sports		Achieved	A total of 97 teachers were trained and certified under Fiafia Sports program during this financial year
8. Number of active agreements with school communities and sports bodies signed	As requested	Achieved	<p>There were no formal agreements signed with the school communities during this quarter, but assistance was provided by the Sports Division Team for the following sports competition at the school level upon request:</p> <ul style="list-style-type: none"> - Cricket, Soccer, Netball, Rugby, Rugby League, Athletics, Weightlifting and Boxing. <p>There is a need to review the wording of this KPI for the next financial year, because the ministry do not sign agreements with school communities but provide assistance in administration of Sports competition when requested</p>

Output 12: CULTURAL DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Culture

Key Performance Indicators:	Target	Status	Progress
1. Number of cultural programmes conducted to promote heritage and increase public participation and awareness.	10	Achieved	<p>There were 10 cultural programmes conducted during this financial year to promote heritage and increase public participation and awareness:</p> <ul style="list-style-type: none"> • MESC Culture Division presented at the Samoa Conference on ICH Safeguarding Measures; • Samoa Ne'i Galo 2018 completed; • Completed editing of 20 stories for Samoa Nei Galo Series Vol 9;

Key Performance Indicators:	Target	Status	Progress
			<ul style="list-style-type: none"> • Completed collection of 20 stories for Samoa Ne'i Galo Series Vol 10; • Completed Mini Demonstration of Opening and Closing of the Pacific Games 2019; • Negotiations and Seeking quotations for illustrations of Samoa Ne'i Galo Vol 9 Series. • Completed 4 soft copies of Mafuaala O Upu (Thematic Dictionaries); • Completed TOR process for Budget Support Activity (TA for Primary Readers). • Recruitment of TA to collect and compile primary readers completed; • Completed writing up of 20 stories for Samoa Ne'i Galo Vol 10 <p>Preparations for the 2019 Pacific Games Opening and Closing Ceremonies were a huge undertaking of this division and the whole of the MESC. All other divisional work were on hold due to the preparations for these ceremonies</p>
2. Number of public performances of the National Orchestra and choir of Samoa	20	Achieved	<p>There were 15 formal public performances conducted during this financial year to promote the National Orchestra and Choir.</p> <p>In addition, the compositions, rehearsals, recordings and performances of the National Orchestra for the Opening and Closing Ceremonies of the XVIth Pacific Games 2019, have exceeded the planned number of performances:</p> <ul style="list-style-type: none"> •1 x Star Search Final 2018 •3 x Official invitations •1 x NUS SAMOA Conference •1x Samoa Ne'i Galo Festival 2018 •1 x SSILNaS Literacy Week 2018 •1 x Public Service Day •1 x Samoa Commercial Bank Christmas Performance •1 x Samoa Rugby Union at St Therese

Key Performance Indicators:	Target	Status	Progress
			<ul style="list-style-type: none"> •1 x Samoa Victim Invitation Performance •1 x Royalty Performance •1 x Hon. Fiame invitation performance held at Samoa College •1 x Taumeasina Dinner with the PM performance Feb 2029 •1 x 24 Anthems Performance at the MESC Foyer in March 2019.
3. Number of promotional activities for the Museum to increase public interest	30	Achieved	<p>The Museum of Samoa have conducted numerous activities during this financial year to promote and to increase the public interest for the Museum. The number of activities conducted have exceeded the planned (30) number for the whole financial year:</p> <ol style="list-style-type: none"> 1. There were 4 Exhibitions conducted (i) Samoa Teachers' Cultural Group Exhibition (ii) Australian Travelling Exhibition-Yiwara Kuu: Canning Stock Route Exhibition (iii) Dorothea Heimrod's view of Samoa in the 1900's" organized by the MOS and the Niggermann's family in Germany (iv) The Spanish Influenza" Exhibition at Vaimoso in collaboration with MOH during the official remembrance of the 100th Anniversary of the Influenza Epidemic in Samoa (1918-2018) ; 2. There were 10 Outreach Educational Programs conducted which include Fagalii Primary School, visual arts and the use of ancient tools in making siapo and elei at Falelatai and Saleaula, My First time in a Museum workshops for Marist Brothers School, and so forth; 3. There were 3 Museum Talks during the financial year by Prof Isao Hayashi, two professors from Japan on "The extensions of Museum in Japan: Popular culture, participatory art, and cultural diversity" as well as the Panel Session during the History of Chinese in Samoa Exhibition; 4. There were 26 Guided School Tours that happened during this financial year for schools and students; 5. The Museum of Samoa in partnership with MFAT and HE Zbigniew Gniatkowski (Poland's Ambassador to Samoa) hosted the celebration of Poland's 100th years of Independence.

Key Performance Indicators:	Target	Status	Progress
			6. The Museum of Samoa in partnership with Ms Ronna Lee produced an Exhibition called "The Dragons in Paradise".
4. Date by which the National Culture Framework finalized and implemented	Dec 2018	Achieved	All the four Policy Documents (National Culture Framework 2018-2028, National Heritage Policy 2018-2028, National Cultural Industries Policy 2018-2028 and National Culture in Education Policy 2018-2028) were approved by Cabinet in December 2018 (FK (18) 45)
5. Date by which the Samoan Language Commission fully established	Jun 2019	Achieved	Executive Director of Samoan Language Commission was on board during this financial year. The fully establishment of the Samoan Language Commission in terms of recruiting other staff members is currently awaiting for the approval of the MESC revised Organizational Structure. The Samoan Language Commission Amendment Bill 2018 was passed in Parliament in 2019.
6. Date by which the Samoa Ne'i Galo for Colleges conducted	Sept 2019	Achieved	The Samoa Ne'i Galo Festival for Colleges was conducted on the 5th September 2018 during the Teuila Festival Week.
7. Date by which the Samoa Monolingual Dictionary is launched	Dec 2018	Partially achieved	The TA had submitted her first initial report for the first 8 letters of the Samoan Alphabet for the Monolingual Dictionary. The Review committee conducted 3 meetings to consider the definitions of 3 letters (i.e.g). The definitions of the words for the other 5 letters is completed and yet to be reviewed. The TA final report will be submitted in the beginning of FY 2019/2020

Output 12.5: NATIONAL ARCHIVES AND RECORDS AUTHORITY

Output Manager: Assistant Chief Executive Officer – NARA

Key Performance Indicators:	Target	Status	Progress
1. Percentage of archive materials within Ministries/Agencies to be identified and transferred to NARA	As Requested	Achieved	There were 400 archive boxes identified and transferred from OEC, NHS, MPMC and MESC to NARA for storage. It is hard to calculate the percentage of these collections as these are transferred on a requested basis, therefore there is a need to reword the KPI for the new Financial year.

Key Performance Indicators:	Target	Status	Progress
2. Standardizing recordkeeping system across government Ministries and Agencies	As Requested	Achieved	<p>The standardized record-keeping system is currently in place across all Government Ministries and Agencies. However, there are still issues that must be addressed particularly around the need to put in place capacity building opportunities or training to improve the understanding of record keeping staff on how to properly use this system</p> <ul style="list-style-type: none"> • A Refresher Training was conducted for records staff of OEC in November 2018 to assist them with preparation of archives files before transferring to NARA. • As part of standardizing recordkeeping practices within ministries, a Record Keeping Training was conducted in Savaii on the 14th and 15th of March 2019 where more than forty government officials participated • A Refresher training is also planned for new MPMC staffs assigned to assist with the transferring of archives process
3. Develop recordkeeping procedures, policies and frameworks.	As requested	Not achieved	<p>Currently, there are internal procedures already in place for all Government Ministries and Agencies, but it needs to be reviewed to reflect changes made in the Code of Best Practice. In the meantime, NARA is working towards formulating a 'National Archive Framework' and related policies for digitization, recordkeeping and archives. The development of the Framework is in progress and will be completed in the first two quarters of the new FY 2019/2020</p>
4. Percentage of the Prime Minister's collection from the old Court House digitized	30,000 images digitized	Partially Achieved	<p>73% of the target number of images to be captured was achieved during this FY. Electricity shortage for almost 2 months and involvement of NARA staff in the Pacific Games (Mainly Torch Relay) are major contributing factors for the drop of image captured during the last two quarters of the financial year</p>
5. Date by which the Code of Best Practice Framework and Policy completed	N/A	Not Achieved	<p>The Code of Best Practice completed but put on hold as the change of focus on developing the National Archives Framework is currently in progress</p>
6. Number of files requested for research	As Requested	Achieved	<p>A total of 342 files were requested for almost 20 researches during the financial year which shows an increase in the number of researchers using the Archives compared to previous financial years.</p>

Key Performance Indicators:	Target	Status	Progress
7. % of archives files entered into the system	5000	Achieved	A total of 5,200 files were entered into the system in this financial year.

Output 13: MONITORING, EVALUATION AND REVIEW DIVISION

Output Manager: Assistant Chief Executive Officer – Monitoring Evaluation & Review Division

Key Performance Indicators:	Target	Status	Progress
1. Percentage of contracted Principals performance measured against set targets and the Leadership and Management Standards	Primary – 60% Secondary – 55%	Achieved	100% (89/89) completion of Primary Principals planned to be appraised in this financial year. For Secondary Principals: Of the 18 Secondary Principals planned to be appraised during financial year, 72% (13) Principals appraisals were completed due to the Ministry's preparations for PG.
2. Percentage of contracted Vice Principals performance measured against set targets and the Leadership and Management Standards	Primary – 26% Secondary – 62%	Partially achieved	Primary: As of June 2019, 100% (8/8) of the planned Vice Principals to be appraised against set targets and leadership and management standards in this financial year were completed. Secondary: 44% (4/9) of planned Vice Principals to be appraised in this financial year have completed the appraisal process. The short fall was due to the commitment by the Ministry in preparations for the Pacific Games Opening and Closing Ceremonies. The remaining 5 Secondary Vice Principals will be appraised in the beginning of the new FY 2019/2020
3. Percentage of primary teachers meeting performance standards by gender	Male – 65% Female – 85%	Partially achieved	From the 43 Male teachers appraised in this financial year, only 35% were found Proficient and have met the standards. For Female teachers, 52% of the 186 appraised in this financial year were found Proficient and have met the standards.
4. Percentage of secondary teachers meeting performance standards by gender	Male – 76% Female – 91%	Achieved	86% of 56 Secondary male teachers appraised in this financial year were found proficient and have met the standards. From the 86% of male teachers who were found proficient, 4% (2) were found Exemplary performance which is a huge achievement for male teachers.

Key Performance Indicators:	Target	Status	Progress
			91% of 110 Secondary female teachers appraised in this FY were found proficient and have met the standards.
5. Percentage of primary teachers meeting standards after re-appraised cycle by gender	Male – 60% Female – 60%	Partially achieved	32% of the 22 Re-appraised Primary Male teachers in this FY were found Proficient and have met the standards. 51% of the 125 Re-appraised Primary Female teachers in this FY were found Proficient and have met the standards. The 6 teachers (1 male, 5 female) that remained Not Proficient after their 2nd reappraisals, and two female teachers who were reappraised for the 3rd time but still not Proficient will be referred to TDAD for the relevant PD support that they need
6. Percentage of secondary teachers meeting standards after re-appraised cycle by gender	Male – 60% Female – 60%	Achieved	82% of the 11 male secondary teachers re-appraised in this FY were found Proficient and have met the standards 86% of the 22 re-appraised Secondary Female teachers in this FY were found Proficient and have met the standards
7. Date by which the Review of the Registered Teacher Standards endorsed and implemented	Aug 2018	Achieved	Registered Teacher Standards have been endorsed by Core Management at its meeting February, 2019. Recommendations made for next step is to table it at the Teachers Council for endorsement before awareness and implementation. Pending approval of Council members for tabling.
8. Date by which Teachers Council is convened and operational	Jun 2019	Achieved	The Teachers Act commencement date was approved by the Minister to be the 28 Jan 2019, which was also the official establishment of the Teachers Council. Two Council meetings have been held together with 2 country wide awareness programs in Savaii (20th March 2019) and Upolu (22nd March 2019)
9. Date by which the Regulations for Teachers Act 2016 approved and launched	Dec 2018	Partially achieved	The National Revenue Taxation Statement Submission will be tabled with the Revenue Board in July 2019. Once the Conveyance is received, MERD will move to liaise with the AG's office on finalizing the Regulations 2015 for Cabinet and Head of State approvals. After approval, Teacher Registration will begin utilizing the endorsed fees as in the Regulations
10. Date by which the mapping matrix for Graduate Teacher	Mar 2019	Not achieved	The secondary mapping matrix has yet to commence. TA will be in country by August 2019 to present the report. Delay in the report is due to the lack of coordination from

Key Performance Indicators:	Target	Status	Progress
Standards finalized			NUS lecturers.

Output 14: SECTOR COORDINATION SERVICES

Output Manager: Education Sector Coordinator

Key Performance Indicators:	Target	Status	Progress
1. Date by which the Sector Communication and Information Sharing Strategy (CISS) is approved by ESAC	March 2019	Partially achieved	<p>Research, Planning & ICT combined sub committees met 3 times (3 & 10 August, 19 September) to discuss recommendations from SEDQAR, & ESMIS. An Implementation Plan (IP) is in place with timeframes as instructed by ESAC at its July 2018 meeting. The meeting noted difficulties faced by IAs in implementing the ESCISS IP as a result of IP not being clarified.</p> <p>It was identified that there is a need for a TA to review and develop a sector communication strategy (communication is the highway for all activities-urgent).</p> <p>As of June 2019, Procurement of TA is in progress. Targeting the TA to start in August and complete the work in October 2019</p>
2. Date by which the Conceptual Design (Phase 2) is approved by ESAC	June 2019	Partially achieved	<p>The Identified TA to do the work was not available to take on the project after the recruitment process.</p> <p>However, this coincided with the change of focus as a result of the Study Tour in May 2019 on FEMIS used by the Ministry of Education in Fiji.</p> <p>The Education Sector (Samoa) is now in the process of adopting the FEMIS system, and the TOR will be revised for recruitment in the first quarter of the next FY to reflect the change of focus for this system</p>
3. Date by which the Education Sector Annual Review Report 2017-18 is approved by ESAC	Nov-18	Achieved	The Education Annual Review Report 2017-18 was approved by ESAC on 3/12/2018.
4. Date by which the review of ESP 2013/18 is approved by ESAC	Nov-18	Achieved	<p>ESAC approved the review of ESP 2013/2018 on 28 Feb 2019</p> <p>Due to the urgency of the work, the revised TOR was approved by ESAC July 2018.</p>

Key Performance Indicators:	Target	Status	Progress
			<p>This revised TOR was informed by the TOR for the Mid-Term Review as it is very clear focused and it uses the values that are in the ESP with regards to the impact and the effectiveness of the implementation of the plan and results achieved. It was also approved by ESAC to request support from DFAT Governance Facility for the review.</p> <p>The TA Team was on board in October/November 2018 and their work was completed in November/December 2018.</p>
5. Date by which the new ESP 19/24 is approved by ESAC	Mac-19	Partially achieved	<p>The ESP 2019-2024 draft was in place and presented to ESAC in June 2019. More work to be done to complete the full ESP and are planning to complete and launch the Plan in the first quarter FY 2019/2020.</p>
6. DP programme of support confirmed for FY 19-20	Jun-19	Achieved	<p>Funding for FY2019-2020 was confirmed in May 2019</p> <p>Approval of ESSP & JFA extension to December 2019 was received in Jan 2019. Education Sector has until June 2020 to utilize ESSP funds. DPs at ESAC 28 Feb 2019 confirmed transitional funds of SAT\$2m.</p> <p>Draft ToR for next ESSP Design submitted to ESWG, a confirmation of continuous support from Australia and NZ.</p>
7. Quarterly reports (3) approved by ESAC (update on risk management, M&E, MTEF, Procurement, Policy Development)	June 2019	Achieved	<p>ESAC approved five (5) Education Sector Quarterly Progress Reports and Education Sector Consolidated Work Plan for FY 2019/2020 during this financial year:</p> <ul style="list-style-type: none"> • Quarter 2 (FY 17/18) - 26th July 2018 • Quarter 3 & 4 (FY 17/18) - 18th October 2018 • Quarter 1 & 2 (FY 18/19) - 28th February 2019 • Education Sector Consolidated Work Plan for FY 2019/2020 - 28th February 2019
8. Coordination of TA Facility addresses IA requests within expected time frames	June 2019	Achieved	<p>After 12months of this FY, the Education Sector has a total of 51 TAs funded under the TA Facility and Budget Support. Of the 51 total number of TAs, 19 are funded under the TA Facility and 32 under the Budget Support.</p> <p>MESC:</p> <p>Total TAs: 20 (5 under TA Facility & 15 under Budget Support)</p> <ul style="list-style-type: none"> • TBC: 1 • Drafting ToR: 9 • Recruitment in Process: 2

Key Performance Indicators:	Target	Status	Progress
			<ul style="list-style-type: none"> • Assignment in Process: 6 • Complete: 2 • Inclusive of this 20 are TAs yet to be confirmed by MESC whether these TAs will be recruited this FY or not <p><u>NUS:</u></p> <p>Total TAs: 16 (6 under TA Facility & 10 under Budget Support</p> <ul style="list-style-type: none"> • TBC: 7 • Drafting ToR: 3 • Recruitment in Process: 0 • Assignment in Process: 4 • Complete: 2 <p><u>SQA: 4</u></p> <p>SQAs TAs are all funded under Budget Support and all assignments by TAs are completed</p>

CSU 1: FINANCIAL ADMINISTRATIVE SERVICES

AMP Activities	Progress
1. Monitor administrative and financial procedures for MESC	<p>Payments for ministry procurement process are on-going. The following are the number of Payments for each of the last three months of the financial year:</p> <ul style="list-style-type: none"> • April - 264 • May - 263, • June - 230
2. Effective administration of records and archive systems	<p>If the required resources are in place to carry out the duties, the administration of records and archives are delivered to the expected standards (i.e. Records Unit operates on one computer for 5 staff)</p> <ul style="list-style-type: none"> • Savaii Mail Delivery Report – 434 • Outgoing Memo -6 • Upolu Mail Delivery Report – 918 • Filling daily
3. Monitor the Human Resources function of the ministry	<p>Monitoring is on-going during the process of Recruitment and Selection and daily checking and reporting to OCEO of the Attendance book.</p> <p>On-going advice provided to CEO and Output Managers on HR matters as and when needed.</p>

AMP Activities	Progress
	<ul style="list-style-type: none"> • Recruitment & Selection – 16 • Leave Update 12,156 (2,026 staff 6 pay periods) • Disciplinary Cases – 0 • Induction Program – 0 • TY15 A New Appointment = 39 • TY15 A Promotion = 10 • TY15 A Allowances/Salary Adjustments = 239 • TY15 A Advice and Correction = 108 • TY15 A Retirees/Extension of Service = 30 • TY15A Reappointment = 21 • TY15A Transfer = 12 • TY15 B Leave & Resumption = 88 • TY 15C Deceased = 1 • TY15C = Dismissal = 3 • TY15C End of Contract = 21 • TY15C Resignation = 11 • TY15C Retirement = 2
4. Training and up-skilling of staff	<p>Selected staff from MESC attended on-going trainings through PSC from time to time for both local and overseas as well as on-the-job trainings</p> <ul style="list-style-type: none"> • R &S Training - 2 staff • Finance One Training - 2 staff • Customer Service Training - 1 staff • Disaster Management Training - 2 staff
5. Audit of internal systems and processes	Audit of internal systems and processes is on-going daily during the process of payments and checking to ensure proper certification and completion of forms are in place and the same applies to TY15s for payroll salaries processes.
6. Provide financial, budget planning, reporting and monitoring services for the Ministry	Budget reports are produced on a monthly basis for Management and Full Executive meetings. Financial advice is given to Output Managers as requested; and monitoring of spending is in progress accordingly.

CSU 2: ICT & MEDIA SERVICES

Output Manager: Assistant Chief Executive Officer– ICT & Media Services

Key Performance Indicators:	Target	Status	Progress
1. Improve government primary schools connectivity to PrimaryNET	90%	Partially achieved	As of June 2019: 61.0% (87) of schools have healthy and working connectivity to PrimaryNet.

Key Performance Indicators:	Target	Status	Progress
services.			<p>23.8% (34) of Schools with faulty SNBH equipment needing replacements.</p> <p>8.2% (12) of schools requiring new installation. Missed out in the initial project roll-out.</p> <p>7% (10) of Schools requiring relocation/new installation because of newly constructed buildings or construction is in progress</p>
2. Improve Secondary schools connectivity to SchoolNET services.	100%	Partially achieved	<p>As of June 2019:</p> <p>38% (15) have healthy and working SchoolNET learning center.</p> <p>5% (2) are connected to Virtual SchoolNet Learning Center.</p> <p>50% (20) of Colleges have NO connectivity to internet and SchoolNET datacentre due to infrastructure faults.</p> <p>8% (3) Colleges are no longer using the schoolnet learning center. Equipment packed to storage space. (Leulumoega Fou College, RLSS, Wesley College).</p>
3. Date by which a comprehensive baseline study on the use of ICT in secondary teaching completed	Dec 2018	Partially achieved	<p>Questionnaires for the "Study on the use of ICT in Secondary teaching" have been collected with a responsive rate of 73%.</p> <p>Report of the Study is in progress and about 75% complete.</p>
4. Implement streaming lessons initiative for government primary schools	Dec 2018	Partially achieved	<p>All procurements for the Live Streaming equipment are completed.</p> <p>Installations and testing of live streaming lessons initiative is now rescheduled for next quarter in August 2019.</p> <p>Equipment (Hardware and Software) received are:</p> <ol style="list-style-type: none"> 1. 4 x Logitech PTZ 2.0 Pro video 2. 4 x Control Board for PTZ 2.0 Pro 3. 4 x extension microphones and remote control 4. 3 x TrueConf Server and client software and licenses

Key Performance Indicators:	Target	Status	Progress
			<p>5. 3 x HDMI converters</p> <p>6. 3 x USB3.0 active extensions</p>
5. Implement streaming lessons initiative for government secondary schools	Dec 2018	Partially achieved	Installations and testing of live streaming lessons initiative is now rescheduled for next quarter in August 2019
6. Improve the TV program coverage and airtime.	<p>80% coverage</p> <p>2 hours a week</p>	Achieved	<p>La Oso o A'oa'oga is televised over TV1's network from Monday to Thursday every week at 9:00am.</p> <p>For Term 1 (2019), 40 episodes were planned but only 39 (98%) episodes were produced and televised.</p> <p>For Term 2 (2019), 40 La Oso episodes were planned as per TOMATAU and 40 La Oso episodes have been produced and aired/televised.</p>
7. Improve school awareness of TV program and TV schedule	<p>Timely Tomatau distribution</p> <p>Tomatau advertised on TV and social media</p>	Partially achieved	Tomatau for Term 1 & 2 were printed and distributed during training week (School Holidays). The slight delay in distribution is due to the finalisation of subjects and targeted year levels. This step of the process is critical to ensure there is a reasonable coverage of all 7 subjects and all year levels from 1-8
8. Number of training based AV materials disseminated to schools.	4	Partially achieved	<p>Training videos for all training programs in the previous and current have been produced and stored.</p> <p>Dissemination of these training video has NOT happened. CDMD/TDAD is yet to screen these videos for quality.</p>
9. Number of promotional materials and advertisements disseminated	<p>4 promotional videos</p> <p>4 public advertisements</p> <p>4 posters</p> <p>4 banners</p>	Achieved	<p>The following promotional materials and advertisements were produced and disseminated during the financial year:</p> <ul style="list-style-type: none"> • 12 promotional videos • 4 public advertisements • 4 posters • 4 banners • 4 Awareness pamphlets • 15 press release's • 21 website news items • Press conferences

Key Performance Indicators:	Target	Status	Progress
	4 Awareness pamphlets		<ul style="list-style-type: none"> • Posters • 1 Banner • 1 advertisement video • 12 Public notices • media negotiating packages • 3 official speeches (umusaga)
10. Date by which the Review of the MESC Communication Strategy completed	Mar 2019	Partially achieved	<p>The assignment for the review of the MESC Communication Strategy is in progress. Review is about 95% complete.</p> <p>TA contract is being finalised for signing before the end of July.</p>
11. Date by which the MESC ICT Master Plan for the integration of ICT in education finalized	Apr 2019	Partially achieved	<p>The assignment for the development of the ICT Master Plan for the next 3 years is in progress. ICT Master is about 90% complete.</p> <p>Contracts for both ICT Infrastructure audit and ICT Master plan are being finalized for signing before the end of July.</p>
12. Recruit a TA to develop an Integrated Education Management Information system for MESC.	Mar 2019	Partially achieved	<p>The Education Sector Team visited the Fiji FEMIS in May 2019 for improvement of education management information system</p> <p>TOR for FIJI IT specialists is 90% complete.</p> <p>ICTMD is communicating with MEHA FIJI to finalize technical assessment and Design Plans for the SEMIS development.</p>
13. Date by which the Study on the Use of tablets and Aptus in primary schools is completed.	Apr 2019	Achieved	<p>Scheduled Study tasks and activities are completed.</p> <p>MESC is awaiting study report of findings from TA.</p> <p>Contract for this assignment was signed which was handled by PPRD.</p>
14. Develop video tutorials for teachers on the use of ICT's in the classroom.	4 tutorials - PrimaryNet 4 tutorials - Tablets 4 tutorials	Partially achieved	<p>Training for staff was conducted on the production of video tutorials.</p> <p>Currently finalizing and completing the scripting and storyboarding process for all training areas.</p>

Key Performance Indicators:	Target	Status	Progress
	Aptus 4 tutorials - SchoolNET e-resources		

CSU 3: PRINTING SERVICES

AMP Activities	Progress
1. Print all educational support materials for the Ministry and all schools	<ul style="list-style-type: none"> • 55 lesson plans for 6 schools and Trainer Toolkit for 2 schools • 17 Education Support Materials for CDMD and 2 Printed Resources for SOD • 4,970 of Primary School Exams (Falefa, Afega & Leauvaa) • 2,047 Primary Certificate (Faleasiu, Savaia, Vaimea & Uafato) • 4,790 copies of CDMD documents • 390 copies of ICT support materials • 510 copies of SOD support materials • 850 copies of AED 2018 SSC Exams Rubrics/Feedback • 900 copies of AED 2018 SSLC Exams Rubrics/Feedback • 400 copies of AED 2018 Primary Exams Feedback program • 400 copies of AED 2019 IA Programs • 5,404 copies of lesson plans/textbooks printed for schools • 141 lesson plans • 4,962 school reports • 15 OGG manuals for Moataa P/S • 9,410 printed copies of CDMD various documents • 750 printing copies of ICT Tomatau mo Aoga • 420 printed copies of PPRD documents • 39 copies for Sector • 415 copies for SOD • 275 printed copies of Sports documents • 1760 copies printed for TDAD documents
2. Printing of YEAR 8 SPECA	<p>Completed printing of SPECA examination scripts for 7 subjects (English, G. Samoa, Maths, HPE, Visual Arts, Social Studies and Science) Collated and bounded 43,507 scripts for all Year 8 exams.</p> <p>Reprinting of 4,850 SPECA scripts for 7 subjects was also completed before the SPECA examinations</p>
3. Printing of Samoa School Certificate – SSC (Year 12) Examination	<ul style="list-style-type: none"> • 17,144 Exam scripts for 17 subjects • 5,000 Test booklet envelopes • Completed printing of 2,000 covers of 2018 SSC Certificate
4. Printing of SPELL Yr 2, Yr 4 & Yr 6	<p>1. Completed printing, collating and binding of 37,113 scripts for 2 subjects of SPELL Year 2 (Samoa, Numera Taiala & Pepa Tali)</p>

AMP Activities	Progress
Examination	<ol style="list-style-type: none"> 2. Completed printing, collating and binding of 31,830 scripts for 4 subjects of SPELL Year 4 (English Literacy, Numeracy, G. Samoa & Science) 3. Completed printing 4 subjects (English Literacy, Numeracy & Science) for SPELL Year 6 Tools. Completed collating and binding 30,056 scripts for SPELL 2 tests
5. Print Samoa Secondary Leaving Certificate - SSLC (Yr 13) Examination scripts	<ol style="list-style-type: none"> 1. 13,175 Exam scripts for 18 subjects were printed on time 2. 5, 000 Test booklet envelopes were printed
6. Print, compile and collate other reports/materials	<p>All other reports and materials requested by different MESC divisions were printed, compiled and collated according to the requested timeframe. The following is a summary of the printing which took place in this financial year:</p> <ol style="list-style-type: none"> 1) CDMD: 5 numbers of Inclusive Education Report, 2 Visit Work Plan, 427 copies of reports and presentations, 4027 copies of training documents, feedback reports and manuals; 2) SOD: 6 Schools Inspector Monthly Report & Action Plan, 125 copies of Posting Committee Reports, 5971 copies of 2019 conference reports and documents; 3) CSD: 12 Printed works plans, 5077 copies of CSD reports and Seminar documents/records and 2846 copies of additional printed documents; 4) PPRD: 7 copies per policy (28 total) for ICT Policy 2018-2023, Sports Policy, Culture Policy, TVET Policy & Cultural Industries Policy, 7 copies of National Sports Framework, 7 copies of Culture Framework, 14 copies of Annual Report 2017/2018, 2635 copies of policies, frameworks and reports; 5) Culture: 3 printed resources, 667 copies of printed documents for Culture Division; 6) OCEO: 7 copies of Annual Report, 9 copies of reports and contracts and 20 copies of documents for Numeracy and Literacy 7) AED: 5000 copies of SPECA Certificate template, 5000 results templates; 8) MERD: 1200 copies of policy documents, 642 copies of meeting documents and manuals 9) Sports: 415 copies of Sports policies and calendars 10) ICT & Media: 290 copies of ICT policy, 625 copies of manuals and training materials
7. Maintenance of machines	Full service of all printing machineries completed in August 2018 and March 2019. These regular services are very crucial for all machines to get ready for printing of National Examination papers
8. Medical check-up for all printing staff	Completed medical check-up for all 10 Printing Staff in August 2018

PART B: SCHOOL STATISTICS AND DEVELOPMENT PROJECTS

This part of the report provides statistical and relevant information on MESC for the period July 2018 – June 2019. The mandate of the ministry and schools under its jurisdiction are herein referred to in this part of the report.

Section B1: School Statistics

B1.1 Schools

The total number of schools in Samoa as of 30 June 2019 is 212. Two new schools established this year namely St Peter Chanel Primary School and Manumalo Learning Center, Poutasi. Out of 212 schools, 167 of them are government schools (79%), 36 are mission schools (17%), and only 9 are private schools (4%). This is further illustrated in 15.

Table 16: Number of Schools by District and by Controlling Authority, as of March 2019

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
Apia Urban													
Faleata	10		1	11	1	1	5	7	5	2		7	25
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	21		5	26	6	2	7	15	7	2		9	50
Rest of Upolu													
Aana No. 1	9		1	10	1	1	1	3					13
Aana No. 2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No. 1	4		1	5									5
Anoamaa No. 2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11	1			1					12
Lefaga	4		1	5									5
Lepa/Lotofaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	7	1	3	11					96
Savaii													
Faasaleleaga No. 1	6		1	7	2		2	4					11
Faasaleleaga No. 2	6		1	7	2	1		3					10
Itu Asau No. 1	5		1	6									6
Itu Asau No. 2	4			4	1			1					5
Itu-o-Tane No. 1	5		1	6									6
Itu-o-Tane] No. 2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisiifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
Grand Total	144		23	167	19	4	13	36	7	2		9	212

B1.2 School Enrolment

Table 16 shows school enrolment by each year level as of March 2019 in comparison to 2018. Primary education enrolment has increased this year compared to 2018. All year levels have increased this year except year 2 level. In total, an increase of 2% (43546 students) when compared to 42706 students in 2018.

For secondary level, an increase in the overall number of students enrolled from 16000 in 2018 to 16365 in 2019, thus participation rate is increasing. All year levels increase except a decrease in year 11 level.

Table 17: School Enrolment by year level as of March 2018 and 2019

School Level	Year Level	2018	2019
Primary	Yr 1	6122	6282
	Yr 2	5912	5882
	Yr 3	5435	5795
	Yr 4	5397	5410
	Yr 5	5242	5261
	Yr 6	5015	5211
	Yr 7	4874	5018
	Yr 8	4709	4687
Total		42706	43546
Secondary	Yr 9	4107	4334
	Yr 10	3784	3897
	Yr 11	3080	3002
	Yr 12	2967	2889
	Yr 13	2062	2243
Total		16000	16365

Source: MESC Manumea Database, EMIS

Table 18: School Enrolment by Controlling Authority as of March 2018 and 2019

		2018				2019			
		Controlling Authority			2018 Total	Controlling Authority			2019 Total
	Gender	Government	Mission	Private	2018 Total	Government	Mission	Private	2019 Total
Primary	Male	17821	3144	1104	22069	18211	3207	1016	22434
	Female	16335	3182	1120	20637	16845	3266	1001	21112
	Total	34156	6326	2224	42706	35056	6473	2017	43546
Secondary	Male	4782	2706	214	7702	4848	2790	129	7767
	Female	5029	3069	200	8298	5200	3275	123	8598
	Total	9811	5775	414	16000	10048	6065	252	16365

Table 17 shows gender disaggregation, where male students are dominating at primary level and vice versa for secondary education. An increase of 5% of students attending government and mission primary schools

this year while private schools show a huge decline of 10%. For secondary education, the number of male and female students enrolled both increased, thus the overall secondary enrolment increased as shown in Table 15. Out of the three controlling authorities, government continues to lead in enrolment for both primary and secondary education.

B1.3 Teachers

Table 19: Number of Teachers²² by Gender by Controlling Authority, March 2018 and 2019

School Status	Gender	Year	
		2018	2019
Government	Males	453	501
	Females	1234	1235
	Total	1687	1736
Mission	Males	234	193
	Females	370	401
	Total	604	594
Private	Males	46	35
	Females	96	97
	Total	142	132
Total Sum of Males		733	729
Total Sum of Females		1700	1733
Total Sum of All Teachers		2433	2462

Source: MESC Manumea Database, EMIS

Table 18Table 19: Number of Teachers by Gender by Controlling Authority, March 2018 and 2019 shows an increase in the number of teachers employed in 2019 compared to 2018. Government school teachers are increasing while private and mission school teachers slightly decline. Even though there is an increase, the Ministry however have in place interventions and marketing strategies (such as scholarships with NUS) to encourage students and eligible members of the public to choose teaching as their preferred profession and to remain in the workforce once recruited. The teaching workforce is predominantly made up of female teachers across the three controlling authorities (government, mission, private). Government authority continues to employ the highest number of teachers.

²² The number of teachers presented in Table 16 were collected from the School Census Forms in March 2019

Section B2: Projects

Table 20: Status of Development Projects Implemented by MESC

STATUS OF ALL PROJECTS IMPLEMENTED BY MESC DURING JULY 2018 – JUNE 2019.

Project Name	Project Status	% Completed	As of June 2019
1. Samoa Arts and Culture Center	<p>Phase 1 : Preparation Phase (completed) Involved negotiations on the Concept, Construction Drawings, Legal documentations, Bi-lateral negotiations/agreements between GoS and Provincial Government of Huizhou and the Central Government of the People’s Republic of China. This Phase was led by MESC in collaboration with MFAT and included the following Ministries and Corporations - MNRE, MFAT, EPC, SWA, MWTI, MfR, LTA, OAG, SFESA, MOF and Bluesky. This was done in collaboration with the Chinese Embassy in Samoa and the Government of the Municipality of Huizhou in Guangdong China.</p> <p>Phase 2 : Construction Phase (40% completed) The Groundbreaking Ceremony for the SACC was held on 11th May 2018. Construction work on the site commenced in December 2018. If all goes to plan, the SAAC is anticipated to be completed by March 2020. As of 30th June 2019, about 80% of the structure of the SAAC building was completed. Construction continues with spot checks from engineers from MWTI.</p> <p>Phase 3 : Establishing the SACC Moving of relevant services to the new building is anticipated to be done from June-December 2020</p>	50%	Work in progress
2. Printing Building	<p>\$1,000,000 has been approved under the Education Sector Budget Support in FY 18/19 to improve the infrastructure of the Printing Building.</p> <p>\$6,800,000 donor Aid-in-Kind from the Japanese Government has been received to procure the new printing machines. These new printing machines have been procured already and are awaiting shipment to coincide with completion of renovations.</p> <p>Early stages of the procurement process took place in late April 2019 with the advertisement</p>	20%	Work in progress

	sent out to interested bidders for construction of the education sector printing building. The evaluation report was submitted to the Tenders Board and a Conveyance was issued late June 2019, with the recommendation to retender the said works using the limited bidding method. As of June 30, 2019, the process has not been completed yet and the Ministry continues to follow the procurement process until an award is made and the construction works can begin		
3. Establishment of Alataua i Sisifo College	The first Cabinet approved project currently in line is the establishment of Alataua Sisifo College in Neiafu and this project is on the prioritized list of new schools to build as soon as funds are secured for the new construction.	4%	Still in search of funds
4. Establishment of Faleata No. 2 College	Faleata No. 2 College is another new college with Cabinet approval [FK 17(11)] and this college awaits funds and confirmation of location.	3%	Still in search of funds
5. Establishment of Vaitele Fou No. 2 Primary School	This is the third pipeline project for new schools which is awaiting funds. The establishment of another Vaitele Fou Primary School was approved by Cabinet [FK (17)07], an effort to address overcrowded classrooms in the existing primary school.	3%	Still in search of funds
6. China Guangdong (Huizhou) Friendship Program	2018 marks the third and final year of the Guandong (Huizhou) Friendship Program which has seen a total of 2,436 students benefitting from the Huizhou friendship program in the past two years. This year (2018) 1,439 additional students from the selected primary schools and colleges were given scholarships under this program. A delegation of 8 students and 3 teachers from Samoa College travelled to China in this financial year as part of the 2018 Exchange Programme between Huishou Hualuageng Secondary School and Samoa College. This was the second time Samoa had groups of students travelled to China under this friendship programme. A special ceremony was held on the 3 rd October 2018 at MESC to celebrate the completion and the handover of this Friendship program	100%	Completed
7.Reconstruction of Faleatiu Primary School	Faleatiu Primary School received fund assistance worth SAT\$223,250.00 to carry out reconstruction of classroom floors, ceilings and lightings for its existing school building and staff room, a computer lab and a toilet block. This assistance was to address very poor conditions with incomplete Construction, missing ceilings, poor lighting in most classrooms, insufficient and unhygienic toilets which do not meet Minimum Service Standards (MESC, 2010) The school building was officially opened on the 8 th March 2019	100%	Completed
8.Reconstruction	The Reconstruction Project for Satuimalufilufi Primary School is worth SAT \$421,914.00 which	100%	Completed

of Satuimalufilufi Primary School	renovated its existing deteriorating school building from past cyclones. This includes 8 new classrooms, a staff room, a library or computer lab and a toilet block. The new school building was officially launched on 18 th March 2019.		
9. Reconstruction of Sagone Primary School	The Reconstruction Project for Sagone Primary School is valued at SAT \$285,778 to carry out reconstruction of a more spacious and safer school building at a new location which includes 8 new classrooms, a staff room, a library/ computer lab and a toilet block. This project is part of the much needed renovation of its 65 year old school building. The new school building was officially launched on January 4 th 2019	100%	Completed
10. Uafato Primary School (New Project)	The school building when visited by the Disaster Management Committee (ACEO DMO-Amituanai Lameko Simanu, PREP Project Manager-Ane Moananu, M&ESpecialist MNRE-Maliliga Peseta-Vasa, PREP Procurement Officer Lina Esera, MESC Building Manager Si'a Latu, Acting ACEO SOD-Nimera Taofia, Sector Coordinator-Tapaautasi Kovi Aiolupotea and PEO ESCD-Aliitasi Su'a) noted the concerns that it is vulnerable to hazards and disasters given that the school building's front has the sea with its rocky backyard. The Committee recommended relocating the school building to higher grounds for safety.	1%	Work in progress
11. Ta'elefaga Primary School (New Project)	The School was visited by the Disaster Management Committee and noted the high risk of its location given that there is an EPC hydro power station pipe right behind the school building. Also noted by the DMO Committee, the school building is also easily flooded during heavy rainfall giving the school students and teachers an unhealthy smell. The Committee recommended relocating the school to higher and safer grounds. The new school building was officially launched on the 26 th April 2019.	100%	Completed
12. Neiafu Primary School (New Project)	The school was visited by the Disaster Management Committee where recommendation for relocation was also put forward after noticing from the visit the location of the school building is vulnerable to natural hazards and disasters. One of the Neiafu families agreed to build the new school building on their land. Later on, the Ministry received a letter from chiefs of this same family to withdraw their family's land from the agreement. Negotiations on the land issue at hand is done at the village level in collaboration with the School Committee.	1%	Work is in planning phase
13. Family Life Education (FLE)	This is a project executed under the Curriculum and Materials Division in collaboration with the UNFPA and partners. Activities are included in an approved work plan to reinforce and strengthen the integration of Family Life Education in the curriculum (Health and PE for	Ongoing	Work in progress

	<p>primary and secondary schools) as well as relevant programs run by the Ministry as well as including students with disabilities in the mainstreamed schools.</p> <p>The FLE project is now in its second phase of implementation. A TA was engaged to conduct a situational analysis on the scope of FLE content coverage and delivery in schools. The report and findings will go through a validation process before it goes through consultations with relevant stakeholders.</p>		
14. Inclusive Education	This ongoing project has been reported over the last five years. Funds are received from the Australian Government to support the implementation of the I.E Policy through the work done by special schools and service providers (SENESE and the Samoa Blind People’s Association). Students with disabilities are supported through this project. For the way forward, funds will be channelled through the Education Sector Budget Support Program instead of previous arrangement where funds were earmarked and channelled through a special account at MoF.	Ongoing	Work in progress
15. Phonics Samoa (EQAP)	10 pilot schools. This is a new project implemented through the CDMD in collaboration with EQAP (Fiji). The project will officially start next year. Staff are working with EQAP staff to finalise the resources. An agreement has been signed between EQAP and MESC.	5%	Yet to commence
17. Applied Scholastics Project	6 pilot schools. This is a project under CDMD and implemented in collaboration with the Applied Scholastics International Organisation in Missouri, USA. No funds are channelled through to GoS for this project. However in-kind support has been provided including opportunities to train selected staff (MESC and teaching personnel), renovation of the Learning Center, supplies of teaching and learning materials and furniture for the center.	20%	In progress
18. Global Partnership for Education/ PACRef	This project is in the design phase. Samoa is one of the 8 Pacific countries that will benefit from this project. MESC works in collaboration with the PacREF unit in Fiji on this project.	2%	Application phase in progress
19. E-learning (NZMFAT)	This project targets the development of STEM in secondary schools, specifically focusing on Year 10. CDMD as the focal point is working with NZMFAT on this project for development of e-learning resources for Science. ACEO for CDMD is the MESC representative in the Project Steering Committee.	10%	In progress
20. Women in Science and Technology (UNESCO)	CDMD as the focal point is working closely with the UNESCO local office in implementing this short term activity. Selected female students from 10 colleges will join a workshop on 22 nd November this year, and the aim is to encourage and instil a passion in female students to take an interest in Science and hopefully pursue a career in this area.	60%	A one off activity and will be completed after the activity on

			22 nd November
21. Financial Literacy (FinED)	This is another project coordinated through CDMD and the focus is on integrating financial literacy into the curriculum. Work is done in collaboration with the Central Bank of Samoa and work is in progress for the finalisation of a Financial Literacy Framework to guide the implementation and monitoring of this work.	5%	Work in progress
22. Japanese Funds in Trust (JFIT)	JFIT is a project in partnership with UNESCO but MESC is contracting Environment International to carry out most of the four work sets for this project. The project will focus on: <ul style="list-style-type: none"> • Providing technical assistance to MESC in developing resources predominantly linking to science and social science; • Providing support to MESC in the desk top publishing of all resources to ensure consistency of style and presentation; • Provide support to MESC in organizing of a workshop to introduce the resources developed and capacity build teachers and community groups on their use; • The contract will be signed by the end of the first week of November and activities will be completed by July 2020 	20%	Work in progress

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