MINISTRY OF EDUCATION, SPORTS AND CULTURE
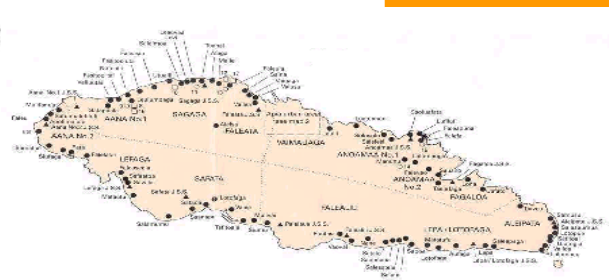
STRATEGIC POLICIES AND PLAN JULY 2006 – JUNE 2015

SAMOA

Ministry of Education, Sports and Culture
Strategic Policies and Plan
July 2006 – June 2015

MESSAGE FROM THE
MINISTER OF EDUCATION, SPORTS AND CULTURE

In line with Government Reforms which started in the early 1990's, the Ministry of Education, Sports and Culture successfully implemented the Education Policies and Strategies 1995-2005. This framework guided public led initiatives at improving education in Samoa over the ten-year period, in five key areas:

- Teacher training standards and quality of teachers;
- Curriculum and teaching materials;
- Education facilities;
- Coordination between private and public stakeholders, and
- Strengthening Department of Education management.

This Ministry of Education, Sports and Culture Strategic Policies and Plan (2006-2015) continues the reform programme with a wider strategic focus on eighteen (18) policy areas.

The preparation of this document involved a wide consultation process with education, culture and sports professionals, other ministries personnel, the general public and development partners.

I believe that the successful implementation of these policies and strategies will build on the achievements of previous years further maintaining and sustaining the momentum of Government reforms, to realise the National vision: *"For every Samoan to achieve a better quality of life"* (SDS/2005-2007).

I present this document to you for your information and understanding of our aspirations and more important I encourage you to join us in implementing these development initiatives.

Hon. To'omata Alapati Po'ese To'omata
MINISTER OF EDUCATION, SPORTS AND CULTURE

30 JUNE 2006

FOREWORD

The Ministry of Education, Sports and Culture (MESC) continues to enjoy priority support from the Government of Samoa.

This document highlights the strategic direction of the Ministry of Education, Sports and Culture for the period, July 2006 to June 2015. The guiding principles of the work of the MESC over this nine (9) year period are; *Equity, Quality, Relevancy, Efficiency* and *Sustainability.*

The overall goal of the MESC is the inclusive development of Education, Sports and Culture that satisfies basic human needs. This means nurturing cultural and spiritual values and attitudes, and developing knowledge, skills, and sporting potential that will prepare capable citizens who contribute to national development and a healthy nation.

To achieve the overall goal, the Ministry has identified eighteen (18) policy areas to pursue the desired outcomes. Building on the gains and lessons learned over the last ten years, the Ministry, stakeholders and development partners through reviews and consultations have identified constraints and specific problems in each policy area. To address these problems, policy statements and strategies have been formulated for all education sub-sectors, culture, physical activity, health and sports.

The future will always hold uncertainties and external factors will be a risk to achieving the Ministry's Vision of: ***A quality holistic education system that recognises and realises the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices***.

The Ministry, however, is confident that successful implementation over the next nine-years will be guaranteed through a clear understanding at all levels from stakeholders, development partners and a committed Ministry with capable human resources, quality leadership and sufficient financial support.

Tautāpilimai Levaopolo Tupae Esera
CHIEF EXECUTIVE OFFICER
MINISTRY OF EDUCATION, SPORTS AND CULTURE

30 JUNE 2006

VISION

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

ACRONYMS

ACEO	Assistant Chief Executive Officer
ACC	Aid Coordination Committee
ADB	Asian Development Bank
AMM	Asset Management and Maintenance
ATLAS	Assessment for Teaching and Learning Administration System
AusAiD	Australian Agency for International Development
AV	Audio-Visual
BELS	Basic Education Life Skills
CCWS	Church College of Western Samoa
CDC	Cabinet Development Committee
CDs	Compact Discs
CEO	Chief Executive Officer
CISCO	Network System Name
CSS	Center for Samoan Studies
CMAD	Curriculum, Materials and Assessment Division
CWD	Children with Disability
DESD	Decade of Education for Sustainable Development
DFL	Distance Flexible Learning
DVD'S	Digital Video Discs
E-Bus	Mobile Computer Laboratory
EA	Executive Assistant
EBU	Education Broadcasting Unit
ECE	Early Childhood Education
EFA	Education for All
ESP	Education Sector Project
FBEAP	Forum Basic Education Action Plan
FOE	Faculty of Education
GoFAR	Government of Samoa Financial and Analytical Reporting
GoS	Government of Samoa
HIV/AIDS	Human Immune Virus/Acquired Immunity Deficiency Syndrome
HIES	Household Income and Expenditure Survey
IA	Internal Assessment
ICT	Information and Communications Technology
IE	Inclusive Education
IHE	Institute of Higher Education
ISP	Institutional Strengthening Project
IST	In-service Training
IT	Information Technology
IOT	Institute of Technology
JICA	Japanese International Cooperation Agency
LAN	Land Area Network
LDC	Least Developed Country
MDG	Millennium Development Goals
MESC	Ministry of Education, Sports and Culture
MNRE	Ministry for Natural Resources and Environment
MOF	Ministry of Finance
MOH	Ministry of Health
MWCSD	Ministry of Women, Community and Social Development
MWTI	Ministry of Works, Transport and Infrastructure
MYSCA	Ministry of Youth, Sports and Culture Affairs
NCECES	National Council for Early Childhood Education in Samoa
NCPF	National Curriculum Policy Framework
NFE	Non Formal Education
NUS	National University of Samoa
NZAiD	New Zealand Agency for International Development
ODA	Overseas Development Assistance
ODL	Open and Distance Learning
OUM	Oceania University of Medicine
PE	Physical Education
PEMP	Primary Education Materials Project

PIB	Project Identification Brief
PO	Principal Officer
PRIDE	Pacific Region Initiative for the Delivery of Basic Education
PPRD	Policy Planning and Research Division
PSC	Public Service Commission
PSET	Post School Education and Training
PSSC	Pacific Senior Secondary Certificate
PTA	Parents and Teachers Association
PWD	People With Disability
SATVETI	Samoa Association of Technical and Vocational Education Training Institutions
SBC	Samoa Broadcasting Corporation
SDS	Strategy for the Development of Samoa
SES	Statement of Economic Strategy
SNAP	Special Needs Assessment Programme
SNE	Special Needs Education
SNEAC	Special Needs Education Advisory Committee
SOD	School Operations Division
SPATS	South Pacific Association of Theological Schools
SPBEA	South Pacific Board for Educational Assessment
SPELL	Samoa Primary Education Literacy Level
SPP	Strategic Policies and Plans
SPREP	South Pacific Regional Environmental Program
SQA	Samoa Qualifications Authority
SRO	School Review Officers
SSECRP	Samoa Secondary Education Curriculum and Resource Project
SWAp	Sector Wide Approach
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Education Fund
USP	University of the South Pacific
WTO	World Trade Organisation

CONTENTS

1   INTRODUCTION

1.1   Background

This document is the product of the Policy and Strategic Plan (PSP) policy development and planning process of the Ministry of Education Sports and Culture (MESC) outlining policies and strategic plan for the period 2006-2015. It follows the first ten-year policy and strategic plan of the Ministry of Education implemented from 1995-2005. It is the result of many deliberations of the MESC Core Executive and MESC Strategic Policies and Plan (SPP) Taskforce, in consultation with stakeholders.

A special feature of this process is the involvement of sports and culture professionals and experts following the formation of the new Ministry of Education, Sports and Culture.

Education sector reviews were conducted by the Japanese International Cooperation Agency (JICA), the Government of Samoa (GoS) and Asian Development Bank (ADB) prior to this process. An evaluation of achievements of the past plan period was conducted by the Pacific Regional Initiative for the Delivery of Basic Education (PRIDE).

While the reviews and evaluation recognised many achievements during the decade 1995-2005, they also identified deficiencies in education that need to be addressed. The key concepts of quality and efficiency remain critical areas requiring urgent attention. Problems of drop out and repeater rates, high turn over of teachers and low literacy rates persist to the present. While improvements have been made in the area of teacher development, there is a recognised need for a comprehensive teacher development and quality improvement program.

1.2   Objectives

The overall aim is to produce policies and plans that will give strategic direction to MESC for the period 2006-2015. It will build upon the strengths of the existing system and learn from lessons of past experiences to enhance the management capacity and service delivery of MESC to improve learning outcomes.

The process aspires to achieve this and the goals of MESC by improving the quality of education while continuing at the same time, to improve equity, relevancy and efficiency. In light of scarce resources, the process will adopt measures for cost effectiveness and sustainability. It will above all ensure the development of resources – human, material and financial – to bring about successful implementation of the policies and plan.

1.3   Methodology

This policy development and planning task is a historical one in that for the first time, it was spearheaded and produced through the concerted effort of teams of Samoan experts and professionals in education, sports and culture.

The policy and planning process began in May 2005 at the completion of information gathering and a series of meetings of the Ministry, ADB, AusAid and NZAid missions. A consultation was also held to identify elements to create a vision for the Ministry for the next nine-years. The consultation also confirmed the values that will form the basis for policy development, planning, implementation and review processes.

In September 2005, a Policy and Strategic Planning Task Force was established to facilitate and coordinate policy and planning development. The first task was to decide on policy areas to be developed that will guide the strategic direction of the Ministry in the next nine-years. Eighteen policy areas were identified. Eighteen policy writers groups were then established from key stakeholders of each policy area recognising that successful implementation of all strategic policies and plans depends on the level of understanding and cooperation of all people concerned.

In October 2005, an initial consultation workshop provided orientation for policy writers and identified policy principles for policy development.

The education sector review in 2004 and subsequent consultations endorsed the key concepts of equity, quality, relevancy, efficiency and sustainability as fundamental and important to the development of the Ministry over the next nine years. The working definitions of these concepts are provided in the subsequent section of this document. A section on Policy Framework gives a broad basis on which policies are formed.

The process has endeavoured to identify what practices to continue and what to change. Analysis has warranted identification of priorities in each policy area that would lead to a framework of strategic priorities, actions and indicators

The problems of each policy area were identified and analysed. It led to the identification of specific and Ministry related policies.

Policy development adopted a consultative and participatory approach. Key stakeholders contributed to policy and strategy development through a series of stakeholder consultation workshops.

Policy writing was an intensive process conducted over nine months. The first draft of the strategic policies and plan document for 2006-2015 was produced in April 2006. Further stakeholder consultations were conducted in May 2006 and the document launched in June.

1.4 Acknowledgement

The Ministry acknowledges the contribution of all the individual educators and representatives of education and training institutions in Samoa, sports personnel, and culture professionals who were members of the policy writing and planning teams. It also recognises the support of both public and private sectors and the wider community. The contribution of all involved has made this policy and planning task a success.

The advisory, technical and funding assistance provided by the Governments of Australia, New Zealand, Japan, the People's Republic of China, Canada, the European Union, the United Nations Agencies, the Pacific Region Initiative for Delivery of Basic Education, the Asian Development Bank are acknowledged with gratitude.

The Ministry commends the Government of Samoa's foresight in recognising the importance of education and according it priority.

2 THE POLICY FRAMEWORK

2.1 Policy Principles

Policy requires **vision** looking beyond the 'now' and envisaging a desirable future based on and guided by current trends and forecasts. Policy anticipates **change** and is a response to shortcomings in current goals and practices to achieve desired outcomes. It demands quality leadership to identify and manage change into the future.

Policy should ensure **continuity and sustainability** by building on the strengths of the existing system and continuing best practices.

Policy provides advice and **strategic direction** leading to a more effective education for all learners.

Policy must recognise the **local context and perspective** within which change and development will occur. It must recognize the importance of culture in education and development.

Policy must recognise the **value of language** in strengthening the identity of the community. Policy must be presented in both the Samoan and English languages.

The policy process should be **consultative, participatory and enhance understanding** of the issues concerned. It requires policy to be clearly articulated to all concerned with decision-making, planning and implementation. It must recognize that political, economic, social and cultural environment determine the acceptance or rejection of policies.

2.2 Key Concepts

Five key concepts form the basis of policies and practices of the Ministry for the next nine years.

Equity calls for the system to treat all individuals fairly and justly in the provision of services and opportunities. It requires that every Samoan is provided with an opportunity for a good education**,** opportunity to participate in sports and to be involved in cultural activities. Policies, strategies and practices, will be identified and articulated appropriately to avoid treatment that may disadvantage any social group. Those, which address existing inequalities in access, treatment and outcome, will be promoted.

Quality is exemplified by high standards of academic achievement, cultural understanding and sensitivity, and social cohesiveness. This implies a solid foundation of worthwhile learning resulting from a complex interplay of professional and technical knowledge and skills and social and cultural practices. It requires high standards of well being of individuals in pursuit of excellence in performance. Core values of the faa-Samoa must underpin academic, social behaviour and cultural excellence. This will better enable the individual to cope with change and relationships in an increasingly complex environment. Policies promoting these will focus on learning institutions be it the classroom, sports field, local environment and community at large.

Relevancy requires that the system is meaningful, recognised, applicable and useful to one's life. In essence, it is a system that is largely localised and contextualised, reflecting the language, cultural, and spiritual values of Samoa. Policy decisions will address what is relevant to the individual learner, to the community and to the nation.

Efficiency means optimum use of human, financial and material resources at all levels, timely and quality service delivery, unhampered communication and coordinated decision-making. Excellence in management practice at all levels needs strong group values that unify people and help align individual efforts to achieving goals. Effective partnership and networking between the Ministry and stakeholders is critical to quality service delivery. Policies which establish these practices and monitor effectiveness, will be given priority.

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability

are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

2.3   Philosophical Understandings About Education

Education is a basic human right and no child should be left out of the system. Samoa recognises that education resulting in productive citizens will make for a progressive nation. Samoa also recognises its commitment to international agreements such as the Education For All declaration (EFA), the Millenium Development Goals (MDGs), the Forum Basic Education Action Plan (FBEAP), the Pacific Region Initiative for the Delivery of Basic Education (PRIDE), the Decade of Education for Sustainable Development (DESD) and the Pacific Plan.

Education is a life-long process and plays a vital role in improving the quality of life. It is a key factor in economic, social and cultural development which involves relationships between the individual, the community and the nation. Education, culture and development are dynamic and interacting processes. The education process also enhances social, political and cultural awareness. It is a process realized through informal, formal and non-formal systems to which the family, traditional village institutions, church, media, community and external interest groups all contribute.

Educational goals, priorities and standards that recognise cultural values will be successful. Individuals, families, communities and all stakeholders must have a shared understanding of these goals.

Change is inevitable. Education must equip the individual to engage confidently in the modern world and a rapidly changing society. Decisions must be made about what should be continued from lessons of past experience, and what should be changed. These decisions demand an environment that recognizes and utilizes the wealth of indigenous knowledge, skills and values.

Quality leadership promotes active partnerships between communities, families, teachers and students in the delivery of education. It allows individuals to recognise their potential as leaders and provides a sense of belonging to a group. Learning institutions must educate and train students to become effective leaders who are capable of making informed judgements.

Educational systems and providers represent the aspirations and needs of the individuals, communities and nation. They need human, financial and material resources to respond effectively to these expectations.

An integrated and holistic approach to education is the only sensible choice in light of scarce national resources and limited budgetary allocations. It is critical that duplication of programs is minimised and resources rationalised in the provision of education.

2.4   Goals of Education

Background

The goals of education inclusive of sports and culture incorporate the findings of the reviews and evaluation of progress in the last ten years as well as feedback from stakeholder consultations. These goals are in line with the global goals of Education For All (EFA), the Millennium Development Goals (MDGs), the Forum Basic Education Action Plan (FBEAP), the Pacific Plan and the Decade of Education for Sustainable Development (DESD).

Education is recognized as pivotal and critical in all strategies to address the global problems of environmental degradation, developmental impacts, poverty, hunger, disease especially HIV/AIDS, governance, conflict and war. The Government of Samoa is a partner to many of these global initiatives.

2.4.1   Quality improvement at all levels of education

The Government of Samoa through its SDS is fully committed to the achievement of quality goals which include the improvement of literacy and numeracy, teacher quality, curriculum, materials and assessment policy, management of education, infrastructure, financing, community participation and support, and monitoring and evaluation.

The ultimate goal of education for Samoa in the next nine years is for all learners to access good quality education.

2.4.2   Achievement of universal primary education
Samoa has a primary gross enrolment rate of 97% and a net enrolment rate of 69%. These rates will be improved by the year 2015. This is in line with the EFA initiatives, MDGs and FBEAP.

2.4.3   Expand and improve early childhood education
The SDS and these education policies and strategies will promote further expansion and improvement in early childhood education through seeking and strengthening community support.   Both EFA goals and the FBEAP goals emphasize the development of early childhood education.

2.4.4   Improve adult literacy and access to life skills and continuing education for adults and youth.
Samoa recognises the importance of life skills training and continuing education. These will be addressed though both formal and non-formal sectors. This goal is highlighted by the EFA, MDGs and FBEAP initiatives.

2.4.5   Eliminate gender disparities in schools and achieve gender equity
An emerging characteristic of education in Samoa is that as a group, girls are performing better than boys. This situation needs to be addressed as it impacts on the make up of the work force and all other aspects of society.   The need to eliminate gender disparities in schools and achieve gender equity are also EFA and Millennium Development goals.

2.4.6   Poverty reduction, development of good governance, elimination of disease, and achievement of environmental sustainability.
These are at the core of any educational system particularly in the learning outcomes of programmes and courses in school or post school education and training curricula.

2.5 Aims of Education in Samoa

2.5.1   Equity
2.5.1.1 Early Childhood Education
Opportunities are available and attendance at Pre-school is encouraged.

2.5.1.2 Primary
Access: Universal provision and access to primary education with a broad and enriching curriculum to enable all students to realize their full potential; monitor and enforce compulsory education; provide and ensure an accommodating learning environment for all students; provision of an adequate supply of teachers; assess and examine areas that prohibit access of all to primary education.

Treatment: A learning environment which ensures all students experience both success and freedom to make, and learn from mistakes; adequate instructional time in all subject areas; relevant formative and summative assessment tools; participation in activity-based learning programmes with an emphasis on problem solving skills; promote bilingual learning and teaching; equitable provision of facilities, equipment and curriculum materials; nurture real life experiences of both students and teachers that would enhance learning and teaching; encourage dynamic responses from students and take them as positive learning experiences that students can foster; allow students to recognize own self development but also fit in with the school's development; enhanced community awareness programs to promote the value of education and the importance of supportive education within the families; recognize the differences in children and their prior learning.

*Outcome***:** An improvement of gross enrolment from the current 97% to 100%; net enrolment from 69% to 85%; 10% increase in retention rate.

2.5.1.3 Secondary

Access: Structures which will enable equitable access through the secondary system for all students including appropriate curriculum; access to adequate number and quality of teachers; access to a comprehensive range of educational experiences which will enable students to make informed choices about their future.

Treatment: Allows for individual differences; the opportunity for all students to achieve educational potential regardless of social-economic status, gender, geographic location or previous educational experiences; adequate instructional time and effective instruction by qualified and trained teachers across all subject areas and at all levels of the system; the teachers and community to act as role models to maintain a positive profile for children; assessment and evaluation policies, procedures and practices, which are fair and objective measures of achievement of purposes of curriculum; promote bilingual learning and teaching ; provides a holistic approach to education

Outcome: An improvement in gross enrolment, net enrolment and reduction in drop out rates; valid certification of achievement for all students whether proceeding to further studies, employment, community or home; knowledge, skills, attitudes and values that promote further learning and a constructive and satisfying lifestyle;

2.5.1.4 Post School Education and Training (PSET)

Access: Promote appropriate education, skills training and professional development opportunities; expand the post-school education sector and ensure flexible educational pathways for all people.

Treatment: Ensure that post-school education accommodates the needs of the community; a learning environment that will support and provide equal opportunities for all students in the formal and non-formal systems; empower and encourage students completing secondary education to go through post school training.

Outcome: Provision of a diverse range of programmes to accommodate human resource development, market and employment needs; empower graduates who are gainfully employed; enhance provision for livelihood opportunities, self employment and income generation in the private and public sectors.

2.5.2 Quality
2.5.2.1 Early Childhood Education

Pre-schools must meet the approved minimum standards for safety of children; the availability of hygienic bathrooms and clean water; compliance with teacher-student ratio.

2.5.2.2 Primary

Academic achievement: Achieved appropriate levels of literacy in Samoan and English; the systematic development of numerical concepts and mathematical computational skills; creating sound philosophy about health and hygiene; introduction to scientific and technological concepts, skills and knowledge about global warming; an understanding of the need to protect and sustain the natural and cultural environment; introduction to the processes and methods of social science through the study of social and ethnic groups in Samoa and elsewhere; stimulation of imagination and creativity through the expressive arts; qualified trained teachers.

Cultural understanding: Appreciation of family history, cultural norms and behaviour inherent in the *aiga* and village systems.

Social behavior: Promotion of group cohesion and collaborative effort in tune with Samoan practice; recognition of leadership, authority and respect; working co-operatively in learning activities and encouragement of tolerance towards others; development of identification with, and pride in belonging to, aiga, church, village, school and country; opportunities to mix with people and interact in socially acceptable ways and recognizing the rights of others; respect for the importance and place of religious beliefs and practices in the Samoan context.

2.5.2.3 Secondary
Academic Achievement: Maintenance of a strong academic curriculum with focus on the development of general education in languages, mathematics, science, social science and arts as the foundation for intellectual development; flexibility to choose from pathways of courses based on interest with a view to employment; a critical approach to all subjects; inclusion in academic course structures of applied subjects as the foundation for further education and training; development of competencies in analysis and problem solving; skills in decision making; the enjoyment of ideas, drama and literature; knowledge and experience of music, art and aesthetics providing for the creative use of imagination and individual expression; appreciation of group values; knowledge of cultural values in a changing society; introduction to research and simple project design; an increasing engagement in more complex intellectual skills; effective curriculum and support material; appropriate assessment mechanisms; enhance the capacity of schools to provide good quality education; qualified trained teachers.

Cultural Understanding: Educational programmes which will maintain, sustain and strengthen Samoan culture and heritage in a changing and multicultural world: knowledge and understanding of customs and values relating to people and property in faa-Samoa; a sound understanding of the role, value and practise of the performing and expressive arts in both traditional and modern times and ability in their practice; an understanding of the rituals significant in fa'aSamoa and skill in their performance; sound understanding of culture, customs and values of other ethnic groups integrated into Samoan society; appreciation of cultural values and skills in traditional sports; knowledge and appreciation of Samoan art.

Social Behavior: Educational programmes which enhance the range and quality of social participation and promote appropriate social behavior in a variety of formal and informal situations; promotion of the social development of the student both as an individual and a member of society, able to identify with his or her own people and to contribute positively to the community; respect for knowledge and tolerance of the various religious beliefs and practices of the Samoan people.

2.5.2.4 Post Education and Training
Academic Achievement – Education and training programmes of high standards of academic and technical content compliant with accreditation standards of the Samoa Qualifications Authority; learning and teaching materials that meet quality assurance measures; highly coordinated providers with appropriate program standards; well integrated tertiary standards with sufficient resources; basic and advanced levels of research, information gathering and analysis; critical thinking and interpretation of theory; competence and understanding in the use of information and communications technology; competence in application of ideas and interpretation of hypothetical situations; advanced knowledge, scholarship and intellectual development; appropriate employment related skills.

Cultural understanding – Sound knowledge and understanding of Samoan culture and competence in its practice; understanding and tolerance of diverse minority cultures in the country; an understanding of rituals significant in the faa-Samoa and skill in their performance; understanding and appreciation of leadership role in culture and how culture affects leadership style and quality.

Social behaviour – Leadership quality and skill; enhanced social harmony and community participation; self-esteem and confidence to lead and make decisions; appropriate social behaviour acceptable to Samoan community; respect and tolerance of the various religious beliefs of the Samoan people; respect of culture and the faa-Samoa.

2.5.3   Relevance
2.5.3.1 Early Childhood Education
Appropriate resources and experiences that reflect the child's home environment; involvement of parents in the children's education; Parents and Teachers Associations (PTA) to assist ECE Centres.

2.5.3.2 Primary
Individual Development: Ensure a healthy learning environment for all students; recognize the different stages of learning for all students; implement appropriate assessment methods;

promote student self-esteem and talents through practical experiences; encourage independent and creative thinking, confidence in expression and desire for knowledge; prepare individual for higher learning; promote individual physical, spiritual and mental well-being.

Community Development: Promote community participation in school programs and activities; curricula that is closely attuned to community needs and parental expectations.

National Development: Provide appropriate basic learning skills, knowledge and attitudes that will contribute to lifelong learning and national development.

2.5.3.3 Secondary

Individual Development: Enhance student confidence and potential through appropriate programs; develop self-reliance and independence through practical expressions and experiences; ensure appropriate learning developments for students to recognize their roles and responsibilities within the faa-Samoa; ensure school-leavers are well equipped with the basic skills and knowledge in preparation for further education and employment.

Community Development: Encourage to learn and contribute to the development of churches, villages and other community groups; preparation for proper and effective participation as a member of the local and national community; learn to appreciate continuity and change within communities; tolerance and understanding of others in the community.

National Development: Comprehensive programs in which students will gain the knowledge and skills appropriate to social and economic development of the country; ensure practical programs for students to respond constructively to community expectations, cultural imperatives, economic conditions and national goals.

2.5.3.4 Post School Education and Training:

Individual Development: Acquire essential education to be a productive citizen aware of their position and responsibilities within the *aiga* and the faa-Samoa; appropriate levels of learning to meet professional and personal needs; provide applicable practical knowledge and skills.

Community Development: Learn to appreciate change and developments; promote effective participation as a member of the local, national and international community; appropriate learning to address social issues related to the local environment.

National Development: Provide applicable practical knowledge and skills to foster social and economic development; promote appropriate education, skills training and professional development opportunities to meet the demands of the labor market; practice of tolerance and understanding to promote peace.

2.5.4   Efficiency
2.5.4.1 Early Childhood Education
Providers should ensure that resources are utilised effectively and efficiently. Community support should be encouraged.

2.5.4.2 Primary
Effective management: A standardized management system for all primary schools which strengthens the partnership between centralized and school-based structures; enforcement of universal primary education; recognition and improvement of management and leadership qualities and orgnisational skills among school communities to enable the realization of objectives and goals;

Resources: A sufficient number of well-qualified trained teachers to ensure adherence to the approved teacher-student ratio; an adequate supply of relevant and durable curriculum materials in all subject areas, for all teachers and students.

Facilities: Adequate and equitable provision of buildings, furniture, equipment, open play areas and security fence, drinking water and toilet facilities in a clean, safe and hygienic environment.

2.5.4.3 Secondary
Effective management: A standardised system of management for all schools which strengthens the partnership between central and school-based structures and is responsive to the needs of teaching and learning processes.

Resources: Provision of an adequate pool of qualified and trained teachers; well equipped libraries, technical workshops and science laboratories; adequate supply of curriculum materials and sports facilities and equipment; effective and efficient utilization and management of resources.

Facilities: Sufficient and equitable provision of buildings, furniture, equipments, security fence and open play areas, drinking water and toilet facilities in a clean, safe and hygienic environment.

2.5.4.4 Post School Education and Training
Effective management: Efficient management to achieve institutional goals for all PSET providers; provider compliance with SQA accreditation and quality assurance measures; sound recognition of qualification levels in terms of outcomes.

Resources: Adequate pool of well-qualified and sufficiently trained teachers; appropriate resources and adequate financial assistance; effective and efficient utilization and management of resources; enhance capacity for revenue generation.

Facilities: Appropriate buildings, furniture, equipment, security fence, drinking water and toilet facilities in a clean, safe and hygienic environment.

2.5.5 Sustainability
2.5.5.1 Early Childhood Education
Government will continue to support the development of ECE. Parents, community and development partners are encouraged to continue their current role in the development of ECE.

2.5.5.2 Primary
Management: Strengthen management and leadership skills both in the Ministry and schools to ensure balanced and continual development; enhance community understanding of management plans; ensure connection between school plans and Ministry annual management plans; continuous review and re-engineering of existing policies, procedures, processes and systems to accommodate environmental, organizational and global changes; on-going capacity building.

Resources: Provision of capacity building programs through in-service training and workshops; continuation of scholarship scheme for teacher trainees at primary level; provision of adequate materials and equipment; provision of school stationery for government schools.

Facilities: Enforce the Building Standards set by the Ministry; all newly built facilities insured; ownership to be clearly defined; encourage compliance with asset management and maintenance scheme; all facilities should have special needs access.

Partnership: Strengthen partnership for development with communities including the private sector and business community; greater participation by non-government partners can increase the level of financial, material and human resources available to facilitate the relevance and effectiveness of learning processes.

2.5.5.3 Secondary Education
Management: Continuation of seminars with community representatives to improve management and leadership skills for effective management of schools; strengthen management and leadership skills both in the Ministry and schools; enhance understanding

and implementation of management plans; ensure connection between school and annual management plans; on-going capacity building.

***Resources*:** Enhance opportunities for secondary teacher development and the provision of adequate number of teachers; promote different methodologies for capacity building; improve measures for monitoring; continuation of scholarship scheme for teacher trainees at secondary level; provision of school stationery and equipment to government secondary schools; provision of curriculum materials to all schools.

***Facilities*:** Enforce adherence to Building Standards set by the Ministry; all newly built facilities insured; ownership must be clearly defined; encourage compliance with asset management and maintenance scheme; all facilities have special needs access.

***Partnership*:** Strengthen partnership for development with communities including the private sector and business community; greater participation by non-government partners can increase the level of financial, material and human resources available to facilitate the relevance and effectiveness of learning processes.

2.5.5.4 Post Secondary Education & Training (PSET)
***Management*:** encourage compliance with PSET Strategic Plan.

***Resources*:** PSET providers to consider methods of revenue generation for sustainability of service provision.

***Facilities*:** PSET providers to ensure adequate facilities for effective delivery of programmes.

***Technology*:** PSET providers to ensure continuous implementation of TVET through open and distance learning; improve web pages to support research; expand satellite programs for classroom teaching and learning; improve networking for information sharing.

***Partnership*:** Close cooperation with MESC and other ministries; continue to utilise community ability to develop an enabling environment to cater for PSET learning; seek assistance for funds, materials, and human resources from funding agencies; ensure PSET system is relevant, effective and considers global changes; strengthen partnership with donor agencies and communities for educational development.

3 EDUCATION POLICIES 2006-2015

3.1 POLICY, PLANNING AND RESEARCH SERVICES

3.1.1 BACKGROUND

Quality research and accurate information analysis provide the basis for informed decision making.

The Policy, Planning and Research Division (PPRD) of the Ministry is responsible for conducting research, coordinating the development of policies and the implementation of plans, the monitoring of projects and the gathering and analyzing of information.

In recognition of the importance of these functions and to meet the growing needs of the Ministry in this area, additional personnel have been recruited. The Division was further strengthened through capacity building provided by the Government of Australia as part of the *Education Institutional Strengthening Program* (ISP) *1999- 2004*.

> **Vision**
>
> Effective policy, planning and research services to enhance the Ministry's performance

3.1.2 SPECIFIC PROBLEMS

- The work of PPRD requires producing a substantial amount of documents in any one year. There is one Research and Policy Officer, one Planning Officer, one Information Analysis Officer and one Projects Coordination Officer. For PPRD to provide effective and efficient services, it is crucial that it is adequately resourced.

- Policy and planning are informed by research that requires collection of relevant and accurate analysis and reporting. Further capacity building is required in these areas.

3.1.3 POLICY STATEMENTS

Capacity in policy development, research, planning, information analysis and project coordination, performance monitoring and evaluation will be strengthened.

The production of key educational statistics will be improved through the use of a variety of data gathering tools.

The structure of the division will be reviewed to reflect its functions.

Strategies relating to Policy, Planning and Research Services may be found at Section 4.1

3.2 EARLY CHILDHOOD EDUCATION

3.2.1 BACKGROUND

The Education Policies 1995-2005 recognised the importance of early childhood learning. For all children, the home provides the basis for pre-school learning but increasingly, early childhood education centres are being established to complement the role of the family and local community.

> **Vision**
>
> A quality early childhood education for all children between the ages of 3 – 5 in Samoa.

The National Council for Early Childhood Education in Samoa (NCECES) was established in 1998. In 2004, the NCECES merged with the Sogi Preschool Association. The former Sogi Preschool now operates as the Sogi Model Preschool under the auspices of the NCECES. Links with the Samoa Umbrella for Non-government Organisations (SUNGO) and Komiti Tumama have enabled NCECES to access funds for training and other resources.

A one-year (2 semesters) teaching certificate in Early Childhood Education (ECE) with studies in Special Needs is administered by the NCECES.

Since 1999 government support to ECE has increased. In 2000, an ECE Coordinator was appointed to work in the Ministry. All registered ECE centres are eligible to receive financial assistance from the Government through the annual Government grant.

Church and village leaders have been instrumental in encouraging parents and the communities to play an active role in early childhood learning.

The University of the South Pacific (USP) offers training for ECE teachers. In 1999 the Faculty of Education offered specialisation in ECE. In 2004 MESC sponsored the first group of ECE trainees for the Diploma of Education Programme at NUS.

There is now a Minimum Standards Guideline that ECE centres must adhere to.

3.2.2 SPECIFIC PROBLEMS
- Funding to support ECE initiatives and development is a concern. Remuneration for ECE staff has been a long-standing issue with some centres being able to afford salaries for staff while others depend on voluntary services.

- Inadequate supply of preschool teachers to meet the needs of Early Childhood Centres.

- The quality of Pre-school teachers is a problem in many centres. There is an increasing demand for opportunities for further training locally or overseas.

- Most ECE centres do not meet the approved minimum requirements.

3.2.3 POLICY STATEMENTS
The establishment of one ECE centre in a village will be encouraged.

Parents will be encouraged to enrol children between the ages of 3 – 5 years old at an ECE centre.

The Ministry will explore ways to fund ECE teachers' salaries.

Teachers in ECE centres will be encouraged to enrol in ECE programmes offered by the NCECES, USP and the NUS.

All ECE programmes should be guided by the approved National Curriculum.

MESC will conduct in-service training for ECE in collaboration with NCECES.

MESC and NCECES will collaborate in monitoring the quality of ECE centres.

Strategies relating to Early Childhood Education development may be found at Section 4.2

3.3 PRIMARY EDUCATION

3.3.1 BACKGROUND
Primary education covers an eight-year cycle from Years 1 – 8. Under the Education Amendment Act, education is compulsory for children aged 5-14 or until completion of Year 8.

All government primary schools are village owned and managed by school committees. The committee is responsible for school buildings, equipment and furniture and collection of school fees. The Ministry is responsible for recruiting and paying teachers, providing school stationery and curriculum materials, assessment and examinations and teacher in-service training and development.

Vision
A quality primary education system that will ensure all students are successful learners regardless of their abilities.

A School Review Officer in each of the twenty-one educational districts supports government teachers and school communities in the implementation of all educational services.

The Curriculum, Materials and Assessment Division designs, develops and revises curriculum and support materials. Each subject area has a Curriculum Officer within the Division and a subject committee comprising of selected teachers from government, mission and private schools, School Review Officers, USP and the National University of Samoa who have in-depth knowledge of the subject areas they are involved in.

A total of 159 primary schools are located throughout the country with 141 government schools, 13 mission schools and 6 private schools. In addition, 8 schools cover both the primary and secondary levels and they are categorised as primary-secondary schools.

The 2005 school census data showed a total of 40,074 children attending primary school. Data show a steady increase in enrolment each year since 1996 with an average of around 1%. The enrolment ratio with regards to gender is 49% females and 51% males.

Repetition and drop out rates are most evident in Year 1 and Year 8. However, the number of Year 1 and Year 8 repeaters has declined over the last 2 years as well as in the other year levels.

The Government approved teacher-student ratio for primary schools is 1:30. The teacher-student ratio in all primary schools since 1996 has increased from 1:24 to 1:33.

3.3.2 SPECIFIC PROBLEMS
- The number of new entrants has increased and there has been an improvement in retention rates. This has not been matched by a corresponding increase in teacher numbers.

- There is still a general lack of creativity in the teaching approaches despite a significant number of professional development programs conducted throughout the years. Most teachers still dominate the teaching and learning process while students various learning styles are not well catered for.

- The community of a school is inclusive of all agencies that provide input into the education of the children at the school. At the village level, it includes the parents, the extended families, the church and the various groups within the village. Current participation by the community concentrates on the physical maintenance of these aspects. Community participation needs to be active and continuous. The accountability to the community requires that the school provides transparent feedback on student achievement. The community should be empowered to seek explanations from the schools for the failure of students to achieve the expected standards.

- Very little monitoring and evaluation of literacy practices and achievement is carried out at the classroom level and at whole school level. Reporting of literacy achievement is based mainly on national tests at Year 4 and Year 6.

3.3.3 POLICY STATEMENTS
Primary education will ensure that students are at the center of the teaching and learning process.

New Primary curriculum will be developed in seven learning areas. Samoan, English, Social Science, Mathematics, Basic Science, The Arts, Physical Education and Health.

Curriculum Statements will integrate values articulated in the National Curriculum Policy Framework (NCPF). It will identify educational outcomes to be achieved and will provide advice to assist students experiencing learning difficulties.

Curriculum support materials in the form of Teacher Manuals will be developed at each year level and provide teachers with sequenced instructional activities related to each achievement objective.

Curriculum support materials will also include revision of Primary Education Materials Project (PEMP) units, to reflect the new subject statements with further units being written to cover learning over the full school year and alternate units to support teachers of composite classes.

Collaborative relationships between families, communities and schools to enhance the achievement of learners especially in numeracy and literacy will be encouraged and supported.

Ongoing support for teachers through monitoring and advisory visits will be provided.

Professional development for teachers will continue.

The Compulsory Education Legislation will be enforced.

Strategies relating to primary education development may be found at Section 4.3

3.4   SECONDARY EDUCATION

3.4.1   BACKGROUND
Secondary education covers five years from Year 9 to Year 13. Like primary schools, the Ministry is responsible for the recruitment of teachers and their salaries, the supply of stationery, curriculum materials, assessment and examinations and teacher in-service training. The school committees are expected to fund all other operating costs from school fees and fund raising activities.

> **Vision**
>
> A quality secondary education system that will provide a wide range of options for future study and career choices.

Entrance to secondary education is determined by the National Examination at Year 8.   The top achievers in government schools go to Samoa College, while the next group in Savaii are offered places at Vaipouli College and the next group for Upolu go to Avele College. The rest of the students go into the secondary school or college within their district. It is highly likely that the Year 8 National Examination will be phased out within the next nine-year period.

The increase in the number of students qualifying for Year 13 from the Samoa School Certificate Examination has resulted in the upgrading of district secondary schools to college level.   These are – Aana 1, Amoa, Anoamaa, Asau, Faleata, Leifiifi, Lepa/Lotofaga, Mataaevave, Palalaua, Palauli, Palauli-i-Sisifo, and Vaimauga. In total there are twenty-five government run secondary schools and twelve mission secondary schools. In addition, there are seven primary-secondary schools, five of which are mission schools and two are private.

In 2005, the total number of students in secondary schools was 14,900. A total of 663 teachers were employed in secondary schools throughout the country.

Under Phase 1 of the Education Sector Project, 12 government school buildings were upgraded. Some secondary schools were partly upgraded through funding from donors and will be addressed under Phase 2 of the Education Sector programme, which will start in the second half of 2006.

3.4.2   SPECIFIC PROBLEMS
- Limited community ability to provide the required consumables for practical subjects.

- The shortage of teachers especially in the specialised subject areas such as Mathematics, Science, Agricultural Science and other vocational subjects remains a concern. As a result, not all schools are able to offer all subjects available in secondary education, which is a great barrier to the achievement of the goal of equity in the system.

- Classroom practices do not appear to have changed substantially despite recent reforms in pedagogies and assessment practices.   This whole area needs to be further strengthened through regular on site training, demonstrations, professional support and mobilisation of community and parental support and awareness programmes.

3.4.3   POLICY STATEMENTS

In the medium term, an evaluation of the quality of implementation of the new secondary curriculum and support materials will be conducted.

Regular monitoring and on site support for teachers in the implementation of the curriculum and support materials will be strengthened.

The teaching of vocational subjects will be strengthened to provide a wide range of options for employment and further studies.

Career counselling will be strengthened.

An itinerant arrangement of teachers will be explored where there is a serious shortage of teachers.

Strategies relating to secondary education development may be found at Section 4.4

3.5   POST SCHOOL EDUCATION AND TRAINING (PSET)

3.5.1   BACKGROUND

Within the last ten years, there have been many developments that required changes in the post school education and training sub-sector to meet new demands for human resources to achieve development goals. Of equal importance is the fact that it must enable people in a society to have improved quality of life.

From the policies of the last ten years (1995-2005), the following statement still applies:
"*A national post secondary [school] system should be concerned with the advance of knowledge, scholarship and intellectual development on the one hand and employment related skills development on the other. Different institutions within Samoa's post secondary [school] system will accord different weightings to these interests depending on the specific aims and character of the institution.*"

> **Vision**
>
> A post school education and training sub sector that is well coordinated with adequate provision to meet the needs of society and all the people of Samoa.

Post school education and training encompasses a diversity of areas that include tertiary level education at university, pre and in-service teacher education, technical and vocational education, professional education, non-formal and on the job training. Each of these areas are wide in scope and require specific policies. However, it is important that an overview of the sub sector is conceptualized to enable a clear view of how initiatives in one area affect the others and in order to clarify priorities and maximize the use of scarce resources.

Tertiary education encompasses university education at the NUS, USP, Malua, Piula and Moamoa Theological Colleges, the Le Amosa o Savavau and the Oceania University of Medicine (OUM). Pre-service teacher education is carried out at NUS and USP as well as some non-Government organizations such as NCECES while in-service teacher education is done by the MESC or other organizations. The Theological Colleges of Malua, Piula and Moamoa also teach Diploma and Degree Programmes in theology, which are accredited by the South Pacific Association of Theological Schools (SPATS). Technical and vocational education is carried out in institutions such as Don Bosco Technical School, the Laumua o Puna Oa Technical Centre and at the Institute of Technology at NUS. Professional education and training is carried out at the Centre for Professional Development at NUS or by the Public Service Commission in collaboration with formal institutions or with private organizations. Non formal education is carried out in a variety of settings while on the job training includes apprenticeship schemes or training that is carried out within corporations, companies, businesses or industry.

Policies that integrate all these areas of education and training will provide a large variety of pathways to enable the achievement of targeted educational goals as well as lifelong learning for all members of the community.

3.5.2 PRINCIPLES
The following are key principles that underpin the selection of policies and strategies for post school education and training.

i. Education must relate to what sustains life, not just the market demands in terms of employment. This perspective promotes a vision of development that is not restricted to economic growth, the market economy and waged employment but is people centred and places an emphasis on improved quality of life. It recognizes the role of all post school education and training leading to an improvement in livelihoods for individuals and across communities.

ii. Improved quality of life for all can be achieved only through a diversity of provision and delivery modes within a holistic education system that recognizes the integration of formal education, non-formal education and informal education in the life of an individual and communities.

iii. Post school education and training encompasses diversity of areas that include tertiary level education at university, pre and in-service teacher education, technical and vocational education, professional education, non-formal and on the job training. Policies that integrate all of these aspects of education and training provide for the articulation of a large variety of pathways that would enable the achievement of targeted educational goals as well as life long learning for all members of the community.

iv. Policies must be linked to national development strategies, resource allocations and other policy commitments. They should recognize different levels and categories of post school education and training including urban, rural, second chance, skills training, social justice, community enhancement and cultural continuity, personal development, professional training and supplementary education. Where income generation and employable skills is the focus, the policies should include the identification and development of markets.

v. The public and private sectors and non-government organizations all play major roles in the provision of post school education and training. Policies should be developed recognizing the need to work out functional or organizational relations among providers while safeguarding the autonomy and the special nature of individual providers. In this way, the integration of all PSET education and training would enable the maximum use of resources.

vi. Policies should be accompanied by the development of a plan of action with commitment by the various stakeholders to contribute to the resourcing of parts of the plan based on their existing capacities.

3.5.3 SPECIFIC PROBLEMS
- In the last ten years, significant achievements were made in the integration of tertiary education, the expansion of technical and vocational education and general awareness of the population of the importance of non-formal education, second chance learning and skills development in raising the general level of education in Samoa. International initiatives through UNESCO's Education For All and UN's Millennium Development Goals have made significant contributions to these achievements. Key issues still remain however.

- Lack of coordination or inefficiencies of links between secondary schools and PSET; between PSET and employment and between PSET and community needs. In general, PSET provision lack coordination and indeed there is no shared strategic direction for the sub-sector.

- There is a need to establish appropriate policies, procedures and processes to ensure maintenance of relevant standards and quality provision and learning outcomes of PSET

- The whole issue of cost and related questions of affordability and economic sustainability of provision require policies that are precise, focused and integrated. Policies should also

enable the government, development partners, private employers and community to work collaboratively to provide these resources.

- Currently, Samoa is open to any investor or service provider who wishes to set up an educational institution in Samoa whether at ECE, primary, secondary or tertiary level. The government is also in the process of preparing accession to joining the WTO. It is imperative that pertinent issues are addressed to determine desired policies to achieve what is in the best interests of the people of Samoa in relation to the cultural and social impacts of open trade in educational services. PSET is one sub sector that might be opened to free trade to minimize the costs to the government and the community. Policies to provide conditions of compliance should be established for educational service providers particularly external providers in order to operate in Samoa. Quality assurance, accreditation, and audit standards and criteria should also be developed.

- Modes of teaching and learning must be flexible for PSET to reach all people. Formal settings and face to face modes of delivery often require substantial capital outlay and recurrent expenses. Flexible mode including distance learning must be explored with appropriate policies put in place.

- In the area of non-formal education, there is minimal information available due to limited capacity to set up, maintain and keep good databases. This information is critical in analysis and policy formulation. This is a common weakness for some major and most minor PSET providers in Samoa.

Strategies relating to post secondary education and training development may be found at Section 4.5

3.5.4 GOAL
The goal for post school education and training in the next nine years is quality improvement and access in the following areas.
1. Higher Education or University Education
2. Teacher Education and Training
3. Technical and Vocational Education
4. Non Formal Education

3.5.5 TERTIARY EDUCATION

The last ten years saw the mergers between the National University of Samoa and the School of Nursing in 1994, the Teachers College in 1996, and with the Samoa Polytechnic in 2006. The Society of Accountants programme for the education and training of accountants was also incorporated into the University when it set up its Faculty of Commerce in 1996. The Samoa Polytechnic and the Marine School merged in 1998. The National University of Samoa is now a tertiary institution, which caters for a wide variety of career pathways that should contribute greatly to meeting the human resource needs of Samoa. In addition, the USP Alafua campus (face-to-face, agriculture and food technology, distance and flexible learning programmes), the Le Amosa o Savavau and the Oceania University of Medicine (online learning, set up by statute in 2004) have also found some niche markets. The types of Universities already in existence indicate that at tertiary level, there are prospects for opening up this level to international trade in educational services.

NUS now has five faculties, namely, Arts, Commerce, Education, Nursing and Science under the Institute of Higher Education (IHE) and three schools namely, Business and General Studies, Engineering and Maritime under the Institute of Technology (IOT). Programmes taught include certificates, diplomas and degrees. Some post graduate studies have started.

USP offers degree and post graduate studies in arts, science, law, and commerce by distance and flexible learning as well as agriculture and continuing education in the face to face mode.

3.5.6 Higher Education

3.5.6.1 BACKGROUND

Almost all of the Higher Education or University Education for Samoans is provided by the National University of Samoa (NUS), the Oceania University of Medicine (OUM), the Le Amosa o Savavau University, the Regional University of the South Pacific and New Zealand and Australian Universities.

> **Vision**
>
> Higher Education characterised by high and relevant standards of quality with clearly articulated pathways to opportunities for knowledge and skills development.

3.5.6.2 SPECIFIC PROBLEMS

- Good quality Higher Education provision is limited by the levels of resources, both human and financial.

- Higher Education in Samoa is expensive which becomes a barrier to entry for a lot of learners.

- As Samoa prepares for accession to the World Trade Organisation, it is likely that the area of higher education will be opened to free trade in services. Protective measures should be in place to ensure internationally recognised programmes in all Higher Education institutions in Samoa.

- Rapid growth in enrolment at NUS has made it necessary to plan the relocation of foundation programmes to the school system.

3.5.6.3 POLICY STATEMENTS

The quality of university education in Samoa is severely limited by the constraints of resources. It is important therefore to ensure that providers are not duplicating programmes and functions.

Higher Education providers should be coordinated in order to ensure the highest and relevant standards in all programmes offered for the people of Samoa.

All Higher Education providers will comply with the registration and accreditation standards prescribed by the Samoa Qualifications Authority.

Should Higher Education be opened to trade in services, this will be governed by:
- Clear processes and conditions for registration and accreditation
- Accession to relevant processes of quality assurance
- Accession to processes of integration and compliance
- Agreement to public scrutiny of financial status and programme quality.

A plan for the incorporation of the foundation programme into the school system will be developed and implemented.

Strategies relating to higher education development may be found at Section 4.5.1

3.5.7 TEACHER EDUCATION AND TRAINING

3.5.7.1 BACKGROUND

Teacher education and training in Samoa is carried out in various settings. Pre-service teacher education is provided mainly at NUS in the Faculty of Education with some trainees also studying at the USP. Some pre-service training for pre schools are also conducted by USP and NGOs. Graduates from the teacher education programmes are fully absorbed into the school system every year yet there is a chronic shortage of teachers in Samoa.

> **Vision**
>
> Sustainable, creative and on-going teacher education programmes (pre and in service) that produce good quality and committed teachers.

In-service teacher education is conducted mainly by the Ministry of Education, Sports and Culture under the direction and supervision of the School Operations Division (SOD) and Curriculum Materials and Assessment Division (CMAD) in conjunction with any initiatives in curriculum development projects. Opportunities for in service education and training are also accessed by teachers who go back to university to upgrade their qualification towards a degree at the NUS, overseas on a government scholarship or the USP by distance mode.

A range of qualifications exist for qualified teachers with some holding a Diploma of Education while others hold a bachelors degree plus a teaching diploma or a Graduate Diploma of teaching. There are many mature teachers who hold only a primary teaching diploma from the former Teachers College before amalgamation with the NUS.

The main qualification for teachers in Samoa is the Diploma in Education and while it is not yet a policy to make a degree a minimum qualification for teachers the trend is towards that direction in the next nine years.

3.5.7.2 SPECIFIC PROBLEMS
- The main issue for teacher education and training is the provision of consistently good quality pre-service programmes that are relevant and effective in meeting the needs of teacher trainees so that they can be effective teachers who are able to make children enjoy learning.

- There is also a need to provide good quality in-service training programmes that cater for the professional development of teachers.

- It is also important to improve all processes of programme planning, design, implementation and review so that they comply with established standards. The relationship between pre and in-service training and the continuous professional development of teachers must also be clearly articulated. All these should be set out in a National Teacher development Framework.

3.5.7.3 POLICY STATEMENTS
Teacher education and training comprises; pre-service training; a probationary period and continuous in-service training.

Programmes for new teachers to be regularly reviewed and supported.

Continuous support for teachers will be provided through regular and accredited in-service programmes.
These policies are further extrapolated in Policy 3.15.3: Quality of Teaching Services.

Teacher education programmes will be of the best quality.

Teacher education will be on-going and in-service training accessible for professional development and lifelong learning.

A National Teacher Development Framework will be developed for the effective coordination of all teacher education programmes.

SQA guidelines on quality assurance measures, standards and compliance frameworks and accreditation of programmes will be adhered to.

Strategies relating to teacher education and training may be found at Section 4.5.2

3.5.8 TECHNICAL AND VOCATIONAL EDUCATION (PUBLIC AND PRIVATE)

3.5.8.1 BACKGROUND
Post school technical and vocational education and training in Samoa comprises a range of programs with courses offered at different levels. Training is offered at tertiary technical and

vocational institutes, the main one being the Institute of Technology of the National University of Samoa, previously known as Samoa Polytechnic. It is also offered in secondary schools and colleges as practical subjects including agriculture, food and textiles technology, arts and crafts and design technology to name a few. Don Bosco – a vocational centre owned and operated by the Catholic Church, Laumua o Punaoa Technical Centre and Uesiliana College owned and run by the Methodist Church and the Leulumoega School of Fine Arts, are examples of main non-government owned institutions.

> **Vision**
>
> Quality technical, vocational and applied educational programmes to enable people to be gainfully employed in order to meet the skills requirements of industry and commerce in Samoa.

The former Samoa Polytechnic now the Institute of Technology (IOT) of NUS will continue to offer courses at certificate and diploma levels for a variety of programmes in the trades and other vocations. There is scope for developing degree programmes in some areas in the next nine years as well as including other trades not currently served by existing programmes.

Another important milestone for the development of TVET in Samoa is the establishment of the Samoa Association of Technical and Vocational Education Training Institutions (SATVETI) which is a national association firmly committed to the development of effective TVET for Samoa.

3.5.8.2 SPECIFIC PROBLEMS

- The main problem continues to be that of accessibility. This includes the distance of provider institutions from target students, cost of training including expensive infrastructures and provision of appropriate pathways for all kinds of clientele.

- Technical and vocational education by nature requires much capital investment. Resources must be allocated to enable the provision of TVET at strategic locations including the use of Overseas Distance Learning (ODL) to reach as many clients as possible.

- There is a danger in the merging of the NUS and Samoa Polytechnic in that TVET courses may lose their identity and vigour in a higher education institution. This must be avoided at all costs and appropriate policies at NUS must be put in place.

3.5.8.3 POLICY STATEMENTS

The links and pathways between non-formal providers, technical schools and institutes, the NUS-IOT will be supported to meet labour market needs of the country.

Institutions demonstrating best practice through effective mechanisms to gain funding and other resources will be considered for support.

The Ministry will support effective policies and strategies for all SATVETI institutions.

Strategies relating to teacher education and training may be found at Section 4.5.3

3.5.9 NON-FORMAL EDUCATION

3.5.9.1 BACKGROUND

The Government of Samoa made an important commitment to formulate a non-formal education (NFE) policy when it commissioned a study of NFE in Samoa, through MESC, in 2005.

The study found that:
- formal modern education is relatively recent, and was preceded by enduring village-based traditional forms of education aimed at sustaining livelihoods, cultural continuity and social cohesion. These village-based forms of education

continue. As well, there were non-community based education providers who also delivered programmes aimed at improved quality of life.

- non-formal education has a legitimacy of its own. It is not self-targeted to the vulnerable and most disadvantaged. It is and must be viewed as an education and learning channel that is good for all, from individuals to whole communities.
- non-formal education promotes individual and community sustainability. Sustainability relates to ways of thinking about the world, and forms of social and personal practice that lead to transformations in the way people think about themselves, in the ways they live, and in the ways they use resources and the environment.
- providers of NFE include public sector ministries or agencies, private non-profit or for-profit organisations, village-based organisations, national service organisations, trade unions, special-interest providers, and school-based providers.
- the types of programmes identified were of six broad types: second chance education, education for social justice, personal development activities, professional training, community enhancement and cultural continuity, and supplementary education.

> **Vision**
>
> A strengthened non-formal education system that is recognised as a legitimate form of education providing integrated and coordinated programmes, aimed at improving the quality of life, and enabling individuals and communities to achieve a sustainable future.

3.5.9.2 SPECIFIC PROBLEMS

- Some of the concerns that exist in NFE include the need for NFE to be seen as a legitimate part of the holistic and integrated education system.

- There is a need to articulate what non-formal education is because it relates to decisions about planning, delivery, resourcing and evaluation.

- Quality assurance arrangements including quality of provider, quality of trainers, quality of programme planning, resources and delivery of training need to be developed and implemented.

- An appropriate and efficient information system needs to be developed and maintained to enable analysis, planning and evaluation at both the national and provider level.

- While co-ordination mechanisms exist among non-formal education providers with a common interest, in general however, the existing relations among non-formal education providers and programmes, between non-formal education and formal education are informal and ad hoc with the risks of fragmentation and duplication.

3.5.9.3 POLICY STATEMENTS

The MESC and SQA will encourage and support the development of co-ordinated quality provision of NFE.

In consultation with NFE stakeholders, the MESC will facilitate the establishment and implementation of consultative processes and structures designed to work out functional relationships between the non-formal and formal sectors. This includes resource distribution, policy coordination and implementation.

NFE stakeholders in consultation with SQA will establish standards and mechanisms to ensure quality of the providers, trainers, programmes, planning, resources and delivery.

An appropriate and efficient information system at both provider and national level needs to be developed and maintained to enable analysis, planning and evaluation. The information system will enable linkages between providers and coordinating agencies.

Consistent with the key concepts of equity, quality, relevancy, efficiency and sustainability, MESC will in consultation with stakeholders develop a funding policy for NFE that is criterion based, fair and transparent.

Strategies relating to teacher education and training may be found at Section 4.5.4

3.6 SPECIAL NEEDS EDUCATION

3.6.1 BACKGROUND
The education of children with disabilities has until recently been the main task of non-government organisations (NGOs). Since parliament passed the Compulsory Education Act in 1991/1992 the Ministry of Education's ten-year policies and strategies (1995-2005) made considerable effort to support the inclusion of children with disabilities in educational settings.

Samoa is now embarking on a process of introducing inclusive education. The MESC will move to put into place systems of support that will accommodate all children, including children with disabilities. This involves changes and modifications in policy, structures, content approaches and strategies, teacher training and professional development.

> **Vision**
>
> A national education system supporting sustainable quality inclusive education and sports for all persons with special needs.

Loto Taumafai early intervention program is an initiative that is now in its second year of operation supporting 120 families with children with disabilities and follows a community based approach.

The Special Needs Education Advisory Committee (SNEAC) was established in 1998 and provides advice to the Chief Executive Officer of the Ministry of Education, Sports and Culture in relation to Special Needs and Inclusive Education and the needs of students and their families.

In 2000 the first group of student teachers with special needs education training graduated from the Faculty of Education (FoE) of the National University of Samoa. Currently the total number of student teachers that have graduated from the Faculty of Education with special education training is approximately 40. Every student enrolled in the Faculty of Education is required to take the core course "Inclusive Education". Eligible primary level student teachers that wish to specialise in the area of special needs education may enroll in the Diploma in Education majoring in Special Needs Education. NUS embarked on a professional staff development program and two NUS lecturers are currently pursuing studies in special needs education at the postgraduate level.

The SNE Coordinator post was established within the MESC organisational structure in 2001 to provide support and advice in the development of a national system to increase the access and quality of education for children with disabilities. This has involved in-service teacher training, provision of regular support for SROs, principals, SNE teachers and students in schools, coordination of public awareness for parents and communities concerning the rights and needs of children with disabilities and contributing to the formulation of MESC policies to ensure they are inclusive.

The Government's commitment to the development of special needs education is through an annual grant that has been increasing gradually over the decade for non-government SNE providers.

The Ministry of Education, Sports and Culture supports and encourages sports development programs for people with special needs. One of the major achievements was the completion of the "Samoa Sports Ability Workshop" for people with special needs, conducted by Officials from the Australian South Pacific Sports Programme in collaboration with the Sports Division. The workshop resulted in the establishment of the Samoa Sports Ability Advisory Committee, consisting of members from all special needs schools and organisations to advise the Sports Division on programs and activities for people with special needs.

3.6.2   SPECIFIC PROBLEMS

- There is a need to develop understanding about Inclusive Education approaches.

- There is a need to encourage children, youths and adults with disabilities to access quality education. This includes village educational settings and National institutions.

- Studies have shown that girls and women with disabilities have lower attendance rates at educational settings.

- Rates of mortality for children with disabilities in Samoa are high due to lack of early detection and intervention.

- Referral links for children with disabilities and their families between Health, Education and Community based non-government organisations (NGOs) are weak.

- Special needs teachers being placed in special needs units have faced many challenges in establishing inclusive best practice without consistent on site support.

- Many schools are attempting to provide physical access but there are no national guidelines on specifications for ramp gradients, door widths, railings and ablution facilities.

- There is a need for the MESC to work closely with the Ministry of Health (MoH) in the training of district nurses in the identification of special needs students in the rural and urban areas.

- Whilst the Government provides a grant for "Special Needs Education" mainly to non-government organisations there is a need to review the allocation of this assistance.

- The MESC needs to build efficient systems to maintain comprehensive data on children with disabilities, which can be used for planning appropriate early intervention and educational provision, resources and support services.

- There is a need for Action Research on Inclusive Education to develop a broader range of strategies for implementing Inclusive Education.

- There is a need to develop a comprehensive system of support for inclusive education.

- Low participation of people with disabilities in sports.

3.6.3   POLICY STATEMENTS

Facilitate the enrolment and participation of children with disabilities. Special attention will be given to girls and women with disabilities.

Develop sound knowledge of best practice for inclusive education.

Work in collaboration with Loto Taumafai Early Intervention Program and the Ministry of Health (MoH), to ensure future sustainability of early intervention for children with disabilities.

Capacity building for the Special Needs Education Advisory Committee will be encouraged.

There will be on-going support for Special Needs teachers.

The MESC will support public awareness programmes on inclusive education and people with disabilities, with particular emphasis on girls and women.

In collaboration with the Ministry of Works, Transport and Infrastructure (MWTI) national guidelines for appropriate accessible educational and public facilities will be enforced.

Document, record and adopt appropriate models of good practice for educational and sporting provision.

Development of sign language in teacher education and training.

Strategies relating to special needs education may be found at Section 4.6

3.7 SPORTS IN EDUCATION

3.7.1 BACKGROUND
Prior to 2003, the Sports Division was part of the Ministry of Youth Sports and Cultural Affairs before the merging with the Department of Education.

The Division strongly believes that it is a fundamental objective of the education system to nurture an inquiring mind in a healthy and fit body. The fostering of lifelong interest in sport, the adopting of a healthy and active lifestyle, and the future emergence of elite athletes will depend on the development of a structured approach to sports, health and physical education in schools, that is highly driven and supported by all stakeholders.

> **Vision**
>
> A dynamic education system in which every student actively participates in Physical Education and Health, Physical Activity and Sports as part of their educational development and experience.

Through sports, physical education and physical activities, students are taught essential values and life skills such as teamwork, self-confidence, discipline, respect, fair play and improves tolerance. Participation in sports, physical activities, physical education and health, improves a child's ability to learn, increases concentration, attendance and overall achievement.

This belief is reflected in the work of the division over the last 3 years including, coordinating the coaches' accreditation scheme for Secondary P.E teachers, supporting sports development programs for people with Special Needs, upgrading of Sports Fields in the various districts both in Upolu and Savaii and coordinating the provision of financial assistance to School Sports Teams that travel overseas to compete in International Tournaments.

3.7.2 SPECIFIC PROBLEMS:
- The absence of policies to guide Sports development is a major problem. This has led to fragmented administration and duplication of responsibilities.

- The lack of maintenance of Sports Fields upgraded and built by the Ministry in the different districts is another problem, which has resulted in most of these fields not being used. The Ministry is now trying to focus on upgrading Sports Fields within the schools, where they will be responsible for maintenance.

- The shortage of personnel has limited the ability of the Sports Division to carry out and sustain planned programmes.

- In schools there is little emphasis placed on Physical Education and Health. Students from Years 9 – 11 spend 1 period a week on P.E and Health, in Years 12 and 13 P.E and Health is optional.

3.7.3 POLICY STATEMENTS
All students must be encouraged to participate in physical education, physical activity and sports.

A National Schools Sports Policy will encompass the development, promotion and creation of initiatives and programs for sports and physical activity in the Primary and Secondary Schools.

Every primary school to have a Sports Coordinator to coordinate and implement the Fiafia sports Program.

All Primary Schools to be encouraged to hold regular sports tournaments at the district level.

Physical Education and Health should be compulsory for 2 hours a week from Years 1-8.

Physical Education and Health at secondary school should be compulsory for 1 hour a week for Years 9-13

Physical Education and Health be made an examinable subject in Year 12-13

Secondary schools to be encouraged to hold regular sports tournaments at the district level

Encourage participation, safety and excellent performance in sports.

Appropriate sport infrastructure will be developed.

Participation in sports by students with special needs create positive peer interaction, empowerment, greater self-confidence, strengthen mental and physical aptitudes, and rehabilitation will be promoted.

Sports tournaments for students with special needs will be encouraged

The division of Sports will coordinate the training and accreditation of teachers as coaches and referees in various sports disciplines.

The Division will coordinate Fiafia Sports in Primary Schools and help support the organisation of school tournaments.

The Division will encourage sports as a career at the Primary and Secondary levels.

To adequately improve the standard of school sports and efficiency in implementing programs, training and development opportunities must be made available.

All school athletes participating in National Schools Sports Competitions should be registered under the Sports Injury Compensation Scheme. .

Participation in sports will be encouraged to improve health and well being, extend life expectancy and reduce the likelihood of non-communicable diseases.

Strategies relating to sports development may be found at Section 4.7

3.8 CULTURE IN EDUCATION

3.8.1 BACKGROUND

Samoan culture influences all areas of Samoan life. All parts of society are involved, from the government to the churches, from the schools to the village people and indeed all the children of Samoa.

The MESC through the Culture Division is responsible for the coordination, planning, and implementation of cultural development projects and programmes. The Culture Division was previously with the Ministry of Youth, Sports and Culture (MYSCA) until 2003.

> **Vision**
>
> Samoan culture is nurtured, maintained, preserved, disseminated, and utilised through innovative and creative educational experiences for all learners.

Public, private and mission schools teach Samoan language, culture, art and history. Samoan language is also used to teach other subjects from Year 1 to Year 6 at primary level. Schools organise special events such as Culture Days, Samoan Dance competitions and Samoan Speech Competitions.

The National University of Samoa Centre for Samoan Studies conducts research, study and teach Samoan Language, Culture and History. The Faculty of Education trains visual and performing arts teachers.

The development of the National Culture Policy is at its final stages. The National Culture Policy provides for the enhancement of culture in education The implementation of the policy should be the responsibility of several organisations such as Samoa Tourism Authority (STA), Ministry for Women, Community and Social Development (MWCSD), Ministry of Natural Resources, Environment and Meteorology (MNREM), the NUS and MESC.

The National Archives Project is developing proposals for a National Archives institution and repository including Archives legislation and procedures, cooperation of public records managers, rescue and accessioning of historical archives at risk, and the construction of a safe archives building.

Since its opening in May 1999, the Museum of Samoa in the historical Court House in Apia collects and preserves material heritage and informs the public about Samoan culture, history and nature. The museum has the potential to provide unique educational experiences for all in Samoa.

To preserve and nurture Samoan language, a national monolingual dictionary is being developed. A Monolingual dictionary for Primary Schools was launched in 2000 and is now used in schools. In addition four theme booklets have been compiled and published. A common database for all glossary developers is now in place.

The Ministry collects legends in both audio and visual recordings. These are also released in Samoan and English. Four volumes have been published and are widely used in schools. Two other volumes are being developed. Videos of sites of cultural significance are also recorded.

3.8.2 SPECIFIC PROBLEMS
- Records, artifacts, and historical sites will deteriorate through the lack of safe storage, and negligence.

- Globalisation has changed elements of Samoan culture, threatening indigenous knowledge, skills and values from being passed on.

- The quality of the arts and crafts has been threatened by the use of new technology and the introduction of foreign elements to our performing arts.

- Specific cultural programmes in schools are optional which often lead to neglect by many teachers.

3.8.3 POLICY STATEMENTS
The Ministry will pursue the development of a National Archives Institution and Museum.

A National Culture Centre will be developed in collaboration with other relevant ministries.

There will be a close working relationship between Culture Division, NUS Centre of Samoan Studies, Language Commission and CMAD regarding the development of the monolingual dictionary, and research in the use and maintenance of language.

Integrate the development of culture and arts and crafts in the curriculum for school programmes, and non-formal provision.

Legal protection of cultural elements (Copyright Act, Heritage protection, Archives legislation) to be enacted.

Endangered heritage will be recorded for public awareness, education and preservation.

Strategies relating to culture and development may be found at Section 4.8

3.9 LANGUAGE POLICIES IN EDUCATION

3.9.1 BACKGROUND

There are at least two essential ideas that underpin any consideration of language policies in education. The first is that language is a fundamental factor in the interplay between education, culture and participation in society. The second is that languages in education influence language status and language structures. Language communication forms refer to oral, written, sign and braille.

The vernacular language of the people of Samoa is Samoan while English is their second language. However, with the establishment of formal education, the English language has become the language of access to educational opportunities and subsequent economic choices. This has affected the role of Samoan language in learning and limited the opportunities for it to expand its vocabulary, structures and textual features needed to be fully functioning for school learning. Yet the Samoan language is essential to the cultural identity and well being of Samoans.

> **Vision**
>
> An education system that is committed to the advancement and maintenance of Samoan language status, and the development of people who are bilingual in Samoan and English.

Hence it is generally accepted that a prime objective of the Samoa education system should be the production of individuals, fully literate in both Samoan and English.

From the policies of 1995-2005 it was recognized that "a prime objective of the Samoan education system should be bilingualism, the development of bilingual individuals, fully literate in Samoan and English". The intent of the previous policy was clearly that of additive bilingualism – the development and maintenance of both Samoan and English languages. However in the language policy implementation tasks of the past ten years, the practice was that of transitional bilingualism in which Samoan language was used to support the development of English before English became the sole medium of instruction.

Transitional bilingualism relegated Samoan to a lesser status than English in the perception of all people including teachers and learners. At the same time, learners were put in a position to learn in a language in which they had not acquired proficiency while their first language was removed as a prop, which could be used to learn the second language.

Therein, lay the difficulties and the challenges of implementing an effective bilingual programme in order to produce bilingual people.

Cabinet has approved the establishment of the Samoan Language commission to develop appropriate guidelines for Samoan language.

3.9.2 SPECIFIC PROBLEMS

- The practice in previous years was that of transitional bilingualism.

- The intention of the policy was that Samoan literacy would be established first in years 1-3 and that English would be introduced in year 4 as a subject. The medium of instruction was Samoan up to year 6. At year 7, the medium of instruction switched to English with Samoan as a subject only for two years before a national examination was sat in year 8 in English and is the medium of instruction throughout secondary level. The practical effect of this is:
    - Samoan was perceived to be of a lesser ideological and practical value.
    - English was assumed to be the better language for learning.
    - Learning in English was not supported by the use of the first language.
    - Overall Language learning is of very low quality.
    - The opportunities for using Samoan to develop cognition became limited.
    - People came to believe that Samoan could not be used in learning.
    - Language expansion became limited in both languages as teachers devoted more time to the acquisition of the English language rather than development of thinking in both languages.

- The development of bilingualism has been hampered by inconsistencies in the standard of the Samoan language particularly in the use of diacritics in written Samoan, the creation of new vocabulary and persistent use of English terms within Samoan written texts. When English terms are not systematically assimilated into Samoan but are used unchanged, people acquire negative attitudes about the capacity of the Samoan language to express the technical concepts of different disciplines.

4.9.3   POLICY STATEMENTS

Students to be fully literate in Samoan and English and to be able to communicate effectively in any situation or community where either of the languages is used.

Children to have the opportunity to explore ideas and concepts in their first language so that knowledge and understanding build on the language of the home and family.

Research will continue in order to ensure that bilingual policies are evaluated and findings used to develop better and more effective practices.

All policy and practice by the Ministry of Education, Sports and Culture will uphold the status of Samoan language as the first language of the Samoan people and its usefulness for social, academic and economic advancement.

Samoan and English will be used as the medium of instruction in an arrangement that allows language and thinking skills to be developed in both languages while ensuring Samoan language maintenance. The NCPF outlines the required arrangement for bilingual education.

An integrated approach to teaching is encouraged where literacies in both languages are developed and supported by rich and varied resources and taught by teachers who are also competent in both languages.

Quality printed materials in both languages will be provided.

The development, production and distribution of high quality teacher and student curriculum materials in all subject areas and all levels of primary school will be planned and implemented at the earliest opportunity to support bilingual education.

In oral Samoan language presentations the practice of using English words unchanged will be discouraged. English translations will be available for record keeping and non-Samoan speakers.

Strategies relating language development may be found at Section 4.9

3.10 LIBRARY SERVICES

3.10.1 BACKGROUND

There is a public library in Apia which is the Nelson Memorial Public Library (NMPL), and a Savaii Library at Salelologa. The rest belong to institutions and government ministries.

The NMPL was established in 1959. The other libraries such as the USP Alafua library, Legislative, NUS and Samoa Polytechnic emerged over the years.

> **Vision**
>
> Library services responsive to the needs of schools to enhance information literacy and learning for all.

The Robert Louis Stevenson School Virtual library at Tafaigata, and the CCWS Pesega Library are well resourced.

Special libraries, such as MNREM, SPREP, UNDP and UNESCO, are all automated and serving their own organisations as well as researchers.

Libraries in Samoa have developed some capacity in transforming some of their traditional services to electronic means. The NMPL also provides essential library services to schools by providing library training and setting up their library catalogues.

Nineteen schools (7 primary and 12 secondary / college libraries) have been established under the ADB/ESP project and ongoing training and assistance are still provided for by the NMPL. Those school libraries have now been equipped with excellent resources and computers for staff and student use.

The USP Alafua library is completely automated and uses the Athena Software which is linked to the main library in Suva and serving the Pacific regional communities. The NUS and SP library merged in 2006 and uses the Inmagic Database Textworks for their library catalogues.

3.10.2. SPECIFIC PROBLEMS

- Limited student access to libraries does not encourage a reading culture.

- Financial and resource constraints often hamper training opportunities and library automation. Most libraries in Samoa do not have access to the expertise and technical skills required for the operation of modern library services.

- Lack of trained and qualified librarians due to:
    - Lack of marketing and promotion of librarian as a career
    - Lack of In-service training for librarians causing a poor image of librarians as a career.
    - Poor salaries for librarians, and;
    - Lack of scholarships in library training.

- While many schools now have libraries, they often lack the services of a qualified librarian and the financial means for the procurement of library resources.

3.10.3 POLICY STATEMENTS

Access to library services will be enhanced through improved library and internet facilities, appropriate opening hours, and a mobile library.

Inform the community about library resources and services.

Ensure that the selection, acquisition and cataloguing of resources are of high quality and in a variety of formats that respond to and meet community needs.

Provide appropriate and relevant computer technology and training necessary to ensure that both the community and schools have access to timely, relevant and up-to-date information.

There will be qualified teacher librarians and on-going support to school libraries.

The activities and standard of library services will be continually monitored to ensure that libraries maintain and deliver quality services to the community.

Strategies relating to library services may be found at Section 4.10

3.11 CURRICULUM

3.11.1 BACKGROUND

The Samoan curriculum is the official policy for teaching, learning and assessment in Samoan schools. It sets out national directions for schooling and provides for consistency in classroom programs throughout the country. The Samoan curriculum comprises a set of national curriculum statements, which define the learning principles and achievement aims and objectives for each of the learning areas, which all schools in Samoa are required to follow.

National Curriculum and support materials are designed and produced by the Ministry for all schools from Years 1-13. Each subject has an established committee of selected people with in depth knowledge of the subject area. Membership of these committees include teachers from government, mission and private schools and lecturers from tertiary institutions and vocational schools.

Seven Learning Areas that describe the Samoan curriculum are – Samoan, English, Social Science, Mathematics, Science, Physical Education and Health, and Performing and Visual Arts. In order to achieve a broad and balanced education, students are expected to study all seven learning areas from Year 1 to Year 11 with some specialisation thereafter.

The focus in each learning area is on the attainment of key learning outcomes that highlight *what students are expected to know, what students are expected to be able to do and what students are expected to value.*

> **Vision**
>
> A broad and balanced curriculum that encompasses the full range of academic, social, and cultural knowledge, understanding and skills which are essential for today's and tomorrow's world.

The School Review Officers and Curriculum Officers provide ongoing support for teachers in the implementation of the curriculum.

The Secondary curriculum recently completed a review and new curriculum statements in all subject areas including additional subjects such as Computer Studies for Year 12, P.E and Health, Visual Art, Performing Art and Music are now being implemented in secondary schools and colleges.

The Primary Education Materials Project (PEMP) focussed on the development of resource materials to support the primary curriculum for Years 1-8.

A National Curriculum Policy Framework has been developed consisting of policies for learning areas, curriculum coverage, subjects for each year level and time allocation for each subject area, language and bilingualism, approaches to teaching and learning, process for developing curriculum materials, process for introducing new subjects into the curriculum, students with special needs, early childhood education, assessment, pathways for students and progression.

A National Curriculum Council was established in 2004 to provide advice on issues relating to curriculum. The council played a major role in the development of the National Curriculum Policy Framework.

3.11.2 SPECIFIC PROBLEMS
- For primary education, the existing curriculum has to be reviewed. This needs to be urgently addressed for quality primary education.

- The adequacy of content knowledge of primary and secondary teachers as well as quality of pedagogical approaches to deliver the curriculum is an issue especially for subject areas like Mathematics and Science.

- The relationship between the Ministry and the National University of Samoa in particular the Faculty of Education needs to be strengthened so that the teacher trainees are familiar with the content of the primary and secondary curriculum and resource materials.

3.11.3 POLICY STATEMENTS
Curriculum Principles
The following principles will provide direction and consistency for teaching and learning programs. They are based on the premises that the individual student is at the center of all teaching and learning, and that the curriculum will be of the highest quality.
- All students can be successful learners regardless of their abilities when they are provided with sufficient time and support.

- The Samoan Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles.

- The Samoan Curriculum recognises that for students to be successful, programs must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.

- The Samoan curriculum recognises that programs must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed to prepare them for work and further study.

- The Samoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that will help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

- The Samoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

- The Samoan Curriculum recognises that fa'a-Samoa must be upheld and that the community, families and parents play a large role in the education of students.

- The Samoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

The goals associated with the curriculum are:
- To ensure that all students achieve acceptable standards in all subjects and that schools establish high expectations for all students.

- To equip students to take an active role in the development of a just and prosperous society that builds on a rich cultural heritage and maximises future local and international opportunities.

- To ensure that indigenous and global knowledge occurs within a bilingual language structure that develops existing knowledge, skills and values.

- To ensure that the total needs of all students including the academic, physical, spiritual, cultural and social needs are met through the programs and activities provided by schools.

- To develop in students an understanding of music, art and aesthetics and provide for the creative use of imagination and individual expression.

- To foster the development of teacher's skills, knowledge and attributes so that they are able to maximise the learning potential of all students through teaching approaches that encourage enquiry, problem solving, debate and independent thought.

Curriculum Values

Values are the internal beliefs and attitudes held by individuals and groups that are used in responding to every-day events. The school curriculum will help individuals to develop and clarify their own beliefs and values. The values that underpin the Samoan Curriculum include;

Fairness, Collaboration, Acknowledgement, Consultation and Consensus in order to ensure that;
decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just

Love and Honesty, in order to ensure that;
there is consistency, love and sincerity in what is said and done.

Wisdom and Excellence, in order to ensure that;
high achievement is valued and celebrated.

Responsibility, Hospitality and reciprocity, in order to ensure that;
students are responsible for their actions and take actions to assist others.

Honour and Respect, in order to ensure that;
others are treated with consideration and sensitivity, the physical environment is maintained and cultural, spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that;
the differences and diversity within society is respected and accommodated.

Based on these principles, goals and values, new curriculum will be developed and implemented for primary education.

Time allocation for all subjects specified in the NCPF will be enforced.

In the medium term, the Secondary Curriculum will be reviewed to ensure it reflects these principles, goals and values.

Curriculum for all subject areas will be reviewed regularly to ensure quality and relevance are maintained.

The partnership with the Faculty of Education will be strengthened to ensure teacher trainees are familiar with the content and structure of the curriculum for primary and secondary education.

The new Primary curriculum and related instructional materials will emphasise more active, child centred learning activities in the classroom, strengthening of pedagogical teaching skills and classroom assessment techniques essential for high quality teaching and learning and will be consistent with the bilingual education policy.

Strategies relating to curriculum development may be found at Section 4.11

3.12 TEACHING AND LEARNING MATERIALS

3.12.1 BACKGROUND
The Ministry through the Curriculum, Materials and Assessment Division (CMAD) provides the curriculum and relevant support materials for all schools. At the primary level, these materials include, schemes for each of the subject areas, teacher manuals, student books, in-service training modules, science kits, resource kits consisting of readers, CDs and hands on activities for students as well as radios and CD players. Curriculum materials for the secondary level include curriculum statements for all subject areas, student books, teacher guides, learner's guides, off the shelf texts and in-service training modules.

> **Vision**
>
> Schools are sufficiently resourced for effective and quality delivery of the curriculum.

The current materials and equipment were developed and procured mainly through development projects funded by various donors. For sustainability, schools are responsible for the maintenance of the equipment but the Ministry resupplies all books after every 5 years.

Government schools that were covered under ESP 1 received extra materials and equipment to support the implementation of the curriculum.

Implementation of the curriculum materials is monitored internally by the school principals and Heads of Departments and externally by School Review Officers and Curriculum Officers.

The potential to raise the students' achievements is anticipated as a result of the substantial number of new resources being provided for the effective implementation of the curriculum.

A significant number of workshops had been and will continue to be conducted to ensure the effective use of these materials and equipment. As well, monitoring visits by the Curriculum Officers and School Review Officers are conducted regularly to support teachers in the use of resources.

Over the last two years, the Ministry has increased its spending on procuring books produced by local writers to support the teaching of literacy.

3.12.2 SPECIFIC PROBLEMS

- To support the teaching of literacy, more quality readers are required. These are generally in short supply.

- A number of schools are not taking proper care of materials and equipment and as a result, some of these are lost or damaged after a short period of time in the schools.

- While the Ministry is encouraging the teaching of the practical subjects in secondary schools, the School committees cannot afford the required consumables for practical tasks. As a result, most of the teaching is on theory alone that limits the understanding of the students in the topics taught.

- The supply of learning materials to schools to date has largely dependent on projects funded by donor agencies. Present quantities are insufficient with the increase in retention rates. Books are typically shared, remain in schools and generally not available for homework and personal study purposes.

3.12.3 POLICY STATEMENTS

For effective implementation of the curriculum, schools need an adequate supply of teaching and learning materials.

In the medium term, all schools will develop and implement a policy on the use, safe and secure storage, and maintenance of materials and equipment.

Government schools will be re-supplied with written curriculum materials every three to five years. These include Teacher manuals, student books and learners guides. There will also be an annual supply of consumable materials for Science and Vocational Subjects.

For a more effective and sustainable implementation of the curriculum, teachers will be trained on how to develop their own curriculum materials through a research-based approach. These materials can then be reproduced and shared with other teachers and schools.

The MESC's capacity for producing printed and audio-visual learning materials will be improved. The development of readers in Samoan and English for Early Primary is an important objective in primary education. The readers will cover a range of topics, which will thematically link with other subjects.

Strategies relating to teaching and learning materials may be found at Section 4.12

3.13 ASSESSMENT AND SCHOOL QUALIFICATIONS

3.13.1 BACKGROUND

Samoa Primary Education Literacy Levels (SPELL) Tests are conducted at Year 4 and Year 6. These tests are for determining and monitoring the standard of literacy at these stages of primary education. The areas covered in these tests are Samoan, English and Numeracy.

The Ministry has completed revisions of the SPELL tests to be more informative. Two trials have been completed and the tests are ready to be implemented.

> **Vision**
>
> A national assessment system that supports learning and recognises achievement described by the curriculum framework, and which facilitates recognition of achievement by post-school stakeholders.

Achievements in the SPELL tests have improved over the last 3 years. There's been a steady reduction in the number of students considered to be "at risk" especially at Year 4. A Literacy Taskforce was established in August 2004 to support teachers in raising the achievement levels of students in literacy and numeracy.

The eight-year primary cycle culminates in the Year 8 National Examination covering Samoan, Mathematics, Science, Social Science and English. Except for Samoan, all other examinations are in English. The main purpose of this examination is for selecting students into secondary schools and colleges.

At the Secondary level, a national examination is conducted at Year 12, which serves two purposes. One is to certify students who leave at this level for other institutions or work and to select students for Year 13. All Samoa School Certificate Examination subjects now have Internal Assessment (IA) components as a result of the recent reform of the secondary curriculum.

Students who make it to Year 13 sit the Pacific Senior Secondary Certificate Examination administered by the South Pacific Board for Educational Assessment based in Fiji. This is a regional examination, which is used to select students into Tertiary institutions.

Cabinet in 2003 approved the establishment of a National Assessment Council as an advisory body to the Ministry to ensure that the assessment policies are consistent with developments in national curriculum, regional assessment initiatives, tertiary and vocational education as well as employment.

3.13.2 SPECIFIC PROBLEMS
- The Year 8 examination is seen as a barrier to the goal of equity in the Samoan education system. The medium for the examination is English. Currently students sitting the examination have had approximately 2 years of English medium of instruction. This is about the amount of time it needs for a person to be able to use a second language for social purposes. To be able to use a second language for academic purposes, as is required in this examination takes a minimum of six years of instruction. Hence the Year 8 currently discriminates in favour of those who have had most exposure to English against those with less exposure to English.

- The current system privileges the learning of facts and a teacher dominated pedagogy. This is seen as a key barrier to the achievement of ***active, interactive and creative pedagogies*** as stated in the 1995-2005 Education Policies.

- Assessment and reporting are key elements of teaching and learning and the capacity of teachers to provide fair and accurate assessments of student achievement is central to effective classroom practice and in the reporting of the achievement of students. Teachers need to ensure that students receive immediate feedback on areas that need improvement for assessment to achieve its full potential.

- Teachers have limited skills in analysing test results and using the information to inform teaching practice.

- Boys achievements is a concern. The girls continue to perform better than the boys in all subject areas as indicated from the results of the external examinations as well as internal school assessment programmes.

- Achievement in Science and Mathematics is also a concern. As well, there has been a decrease in the number of students opting for Science and Mathematics in the higher levels.

- The information database, which provides a link to SPBEA, is old and continues to present problems.

3.13.3 POLICY STATEMENTS

Assessment and school qualification policies will be reviewed including the purpose and continuing use of the Year 8 National examination.

A National Assessment Policy Framework will be redeveloped and implemented. The National Assessment Policy Framework will include assessment policies at the school level.

The policy framework will include assessment modes that reflect current assessment reforms.

The Policy Framework will reflect the bilingual education policy.

The National Assessment Framework will consider the proposed changes to the PSSC administration, the introduction of the Regional Form 7 Examination, the links to post school and the work of the Samoa Qualifications Authority.

Information systems development will be undertaken with reference to regional and national requirements.

Literacy and numeracy assessment at the secondary school level will be explored.

Strategies relating to assessment and schools qualifications may be found at Section 4.13

3.14 INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) IN EDUCATION

3.14.1 BACKGROUND

Two broad functions in the area of Information and Communications Technology (ICT) are the provision of ICT support and services, and the provision of ICT training and education.

Radio broadcasting has proved effective, and has been used widely as an educational tool in direct class teaching, school broadcasting and general educational programmes. The Education Broadcasting Unit (EBU) broadcasts education programmes to schools through the Samoa Broadcasting Corporation (SBC) channels and produces CDs for school use.

> **Vision**
>
> Educational planning and management, teaching and learning that is enhanced through the use of cost effective ICT.

The Ministry has made significant investments in computer hardware, software and training and it now has a fully integrated computerised system. It utilises Ministry specific as well as Government-wide management information systems. These include:

- Pelican – The Ministry's personnel information system
- Manumea – The system that records and compiles the Schools Census information.
- ATLAS 2000 – The system used for National Assessments.
- SNAP – The Special Needs Assessment Program database which records information on those with special needs.
- GoFAR – The Government of Samoa Financial and Analytical Reporting system
- The Public Service Recruitment and Selection system.

As ICT becomes increasingly important in planning, management and the delivery of educational services, the use of sustainable and cost-effective technologies is essential.

In the area of education and training, Samoa recently designed and developed a National Computer Studies curriculum for Year 12 and 13, which was implemented in 2005 by some secondary schools. Computer Studies will be examined in the Year 12 Samoa School Certificate examinations commencing in 2006. Year 13 Computer Studies is examined in the regional PSSC examination. To facilitate access to a wide variety of useful resources, the MESC is currently developing a website to post information online.

At the post secondary level, the NUS offers formal courses in computing and technical training through its CISCO Academy. Other vocational training centres also offer computer courses.

Basic computer training is currently provided for new entrants into the Faculty of Education and it will be strengthened with the merge of NUS and Samoa Polytechnic. There have also been a series of short-term courses for teachers in the areas of computer literacy and curriculum development.

The integration of computer and communications technology into education is still in its initial stages and implemented through a variety of projects such as Schoolnet and the UNDP proposed funded e-bus.

3.14.2 SPECIFIC PROBLEMS
- The resource intensiveness and the dynamic nature of ICT lead to critical problems of sustainability and maintenance. These specific problems are:
  - Sustainability of the MESC management information systems
  - Database Development and maintenance
  - Development of the MESC ICT Infrastructure
  - Identifying standards and maintaining systems of process re-engineering
  - Impact of Government of Samoa Reforms
  - Integration of ICT into Schools
  - Curriculum development
  - Training and professional development
  - Data Backup and Disaster Recovery
  - Policies and Procedures

- In the area of teacher training, new technologies have introduced new ways of teaching. Training must provide teachers with the knowledge of the basics of computer use. It must be emphasised that new teaching approaches and methodologies in ICT go beyond computers, incorporating new communication technologies and multimedia for learning.

- There is an emphasis to integrate ICT into general education. This impacts on curriculum development and delivery, pedagogical practices of teachers and learning needs of students.

- Curriculum development is not accompanied by a systematic teacher training program and provision of equipment and other support facilities in schools.

- There is a shortage of competent maintenance service providers.

- There is a shortage of personnel in the ICT unit to adequately deliver services to the whole Ministry.

- The dynamic nature of technology has also meant that there is a need to regularly upgrade and revise curricula content and teacher training to avoid obsolescence. This essentially requires substantial financial resources.

3.14.3 POLICY STATEMENTS
To standardise hardware and software for use in the schools; provide for sustainable preventative maintenance and replacement; and organisational support and procedures.

Reliable communication systems through networking both electronic and other means between all levels of education will be established.

The Ministry will take a more strategic approach to the management of information communications technology so that it can be fully utilised in the delivery of information and education services.

The Ministry will **centralise the collection and storage of its planning data**. The School Census forms will be improved to ensure that data is collected in the form that is required for the Information System – Manumea.

The Ministry will **review its current processes and practices in Records management and the archiving** of both paper and electronic information. A **computerised records management system** will be put in place that will allow for efficient access to and retrieval of documents and other information. A file audit will be conducted in all divisions to be accompanied by a **training of filing clerks**.

The **timely collection of data** will be supported by a strong research capacity that will drive policy development and disseminate findings.

The functions and structure of the ICT Unit will be reviewed to reflect its responsibilities of monitoring and management of ICT at the central office and schools.

The Ministry will encourage the provision of access and training to teachers and students; and the integration of ICT into the curriculum resulting in changes to learning and teaching pedagogies.

The Ministry will establish processes that will ensure the provision of technology rich environments in pilot schools before implementation in all schools.

The Ministry will provide support for those schools that are able to obtain ICT resources through other means.

Provision of professional development for teachers to use ICT in classroom learning will be supported through pre-service and in-service training.

Provision of professional development for technicians on preventative maintenance will be conducted.

The school-based ICT centre model will be piloted in the short-term with a commitment to nation-wide implementation.

Individual school deployment is optional where it is available, but every effort must be made to comply with the established national standards of hardware and software.

Strategies relating to information and communications technology may be found at Section 4.14

3.15 QUALITY OF TEACHING SERVICES

3.15.1 BACKGROUND

The quality of teaching services is the product of a combination and interaction of numerous factors including the quality of intake into teacher-training institutions, teacher training programs, resources available, work environment, working conditions and entitlements, teacher support systems, and personal qualities.

<div style="border:1px solid black; padding:8px;">

Vision

An attractive, dynamic and motivated teaching profession of qualified, trained and committed teachers who are able to encourage and improve student learning.

</div>

The Teachers' Training College became the Faculty of Education of the National University of Samoa in 1996 heralding improvements in the teacher training programs. With recent developments at the National University, the teacher training program now comprises one year at Foundation level and a two-year Diploma course which staircases into two further years to complete the Bachelor of Education for both Primary and Senior Secondary Teaching. Specialisation at Primary level includes Early Childhood Education and Special Needs Education. Teachers also take University courses to improve their qualifications and there are now a number of primary teachers with Bachelor of Education degrees.

Development projects such as PEMP I & II, SSECRP and ESP I provided funding and extensive training for teachers in new curriculum initiatives, and quality teaching methods. This complemented training conducted by schools and districts as part of their professional development programs for teachers on needs identified from monitoring.

The AUSAid funded Education Institutional Strengthening Project introduced systems and processes in school staffing, school management, school improvement, and performance appraisal all aimed at improving school performance. Other systems and processes were introduced to provide support and improve the quality of service provided not only to teachers and schools but also to the public.

In-service training is conducted by the Ministry through coordination by the School Operations Division and the CMAD of the Ministry. Routine programs to improve the quality of teaching service include managing training to upgrade content knowledge; block course training in pedagogy, training by subject clusters; school-based training; internal school-based monitoring of the quality of teaching and learning; and teacher performance appraisal.

The 1995-2005 Education Policies and Strategies set teacher-student ratios at 1:30 for primary schools and 1:20 for secondary schools. Special provisions apply for small schools.

In 2005 the overall teacher-student ratio for government primary schools was 1:33. The severe shortage of teachers is in Upolu schools. All districts on the north coast from Anoama'a to A'ana II had teacher-student ratios ranging from 1:35 to 1:53.

The 2005 overall teacher-student ratio of 1:22 for secondary school does not reflect the shortage of teachers in specific subject areas. Generally speaking there is a shortage of teachers in all subject areas but especially in Mathematics, Science, pure sciences and Agricultural Science.

Efforts to improve teaching services have been an on-going process and over the last ten years considerable improvements have been made.

The quality of Teacher Trainee intake in terms of PSSC achievement has improved.

The number of qualified teachers as a percentage of all teachers has steadied at around 94%. A qualified teacher is defined as a teacher who has a formal qualification from a teacher training institution such as the FoE (NUS) and a Trained Teacher's Certificate.

The Ministry initiated negotiations with the Public Service Commission on the establishment of a Pool of Relieving Teachers to address the short-term needs due to absence on maternity and other leave. Commission initial response was very favourable and the Ministry will continue to pursue this with the Public Service Commission.

3.15.2 SPECIFIC PROBLEMS

- There are many teacher development activities taking place in Samoa. These must be coordinated to address problems and to maximise the use of scarce resources.

- High rates of teacher attrition from the service threaten the quality of teaching and learning.

- The shortage of teachers in certain subject areas in secondary schools needs to be addressed.

- Aligning pre-service and in-service training programs with the identified needs of teachers need to be actively pursued.

- Improving entry criteria to teacher training and attracting the best people to become teachers.

- There should be teacher support systems in place to ensure continuous professional development of teachers and improvement in their conditions of work.

- Access to education is heavily influenced by the availability or otherwise of qualified teachers.

- There is a need to rationalise resource allocation to ensure the optimum use of what is available. Schools should consider the range of subjects to be offered in relation to the availability of qualified teachers. The proposed expansion of Year 13 to all secondary schools and the pending relocation of Form 7 from the National University to schools pose a real concern in terms of available resources.

- Apart from the obvious locations that are unattractive to teachers, there is always a problem of matching the schools' needs for teachers and teacher inclinations and preference for where they want to teach.

- Teachers in the rural areas do not have the same opportunities for professional development as teachers in the urban area.

- Securing accommodation for teachers in rural areas is difficult.

3.15.3 POLICY STATEMENTS

The expected characteristics of quality teachers are those who are competent, proactive, respectful, ethical, tolerant, accountable, honest, impartial, loyal, willing, loving, prepared, balanced, aspiring, innovative and creative.

A national teacher development framework will be established to guide teacher development policy and to monitor the implementation of quality programmes.

Teachers will be supported through regular in-service training programmes.

The shortage of teachers in subject areas in secondary schools will be addressed.

All teachers sponsored by MESC will be bonded for a period of time equivalent to the length of time spent on training.

A teacher with a current bond obligation is not eligible to apply for further studies until the bond obligation is served.

Teachers will be required to remain in a school for a minimum of three years before they seek a transfer to another school.

The holder of a position of responsibility will hold that post for a minimum time of three years before they are eligible to apply for another position or a transfer to a different location.

Teachers will progress in the approved Public Service Commission Teaching Career and Salary Structure based on continuous excellent performance over a three-year period.

Teachers' outstanding performance will be recognised through special merit awards and further training opportunities.

A system of incentives and awards will be developed and implemented to attract and retain teachers in the service.

Standards for pre-service qualifications for teachers will be consistently reviewed over the next 9 years.

All teachers in the public sector will hold a professional qualification in teaching.

Professional development courses for teachers will be offered via open and distance learning.

Strategies will be developed to address the mismatch between locations of need and teacher preferences.

Strategies will be developed to address the shortage of primary teachers.

Monitoring and evaluation of all teacher development activities will be reviewed and strengthened.

University graduates will acquire teacher-training qualifications before entering the teaching service.

Strategies relating to the quality of teaching services may be found at Section 4.15

3.16 ASSET MANAGEMENT AND MAINTENANCE

3.16.1 BACKGROUND
The management of assets and maintenance of school buildings is the responsibility of villages and communities. The commitment made by the school communities towards these activities is significant.

The donor agencies provided substantial financial assistance and resources ranging from furniture, readers, science equipment, building materials and water tanks.

> **Vision**
>
> An education system where all learners will have equal access to adequate quality facilities, furniture, equipment and related materials to meet their learning needs.
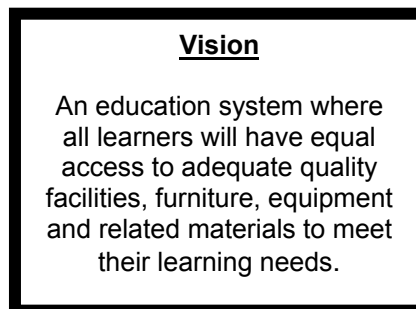
Asset management is one of the functions of the Corporate Services Division.

The Insurance Policy Scheme to cover all government schools is being proposed.

The School Facility Planning Handbook was produced under the Education Sector Project I. It provides guidelines for school communities for construction and maintenance of school facilities.

3.16.2 SPECIFIC PROBLEMS
- The MESC does not have the personnel to efficiently perform asset management functions.

- The Ministry's current asset management system (Asset Tracker) does not have the capacity to capture and report all necessary asset data for procurement and asset replacement purposes.

- The existing storage space is not sufficient to store all MESC assets, hardware, stationery supplies and equipment.

- The National Procurement Procedure is a constraint.

- Insufficient recurrent budget to finance the procurement and maintenance of capital works, furniture and equipment**.**

3.16.3 POLICY STATEMENTS
Establish a MESC Asset Management Policy. To implement an asset management system to accurately record, report and monitor all Ministry assets.

Ensure all government school facilities and assets are insured.

Improve cyclone resistant storage space for all MESC stores, hardware, stationery supplies and equipment.

Review the MESC procurement procedure to reflect compliance with the National Procurement Procedure.

Enhance opportunities for capacity building in asset management and maintenance This will provide opportunities for all staff to carry out their duties to meet acceptable standards.

Establish an Assets Management and Maintenance division. Review the roles, functions and structure to reflect the crucial role of monitoring and managing all assets of the Ministry.

Strategies relating to assets management and maintenance may be found at Section 4.16

4.17 MANAGEMENT OF EDUCATION

4.17.1 BACKGROUND
Since the launch of the first Government Statement of Economic Strategy (SES) for Samoa in 1996, education was identified and still is recognised as one of the key priorities for further development.

The 1995-2005 Education Policies and Strategies identified weaknesses in the management and administration of education which needed to be addressed.

In light of these, the Department of Education, with AUSAid

> **Vision**
>
> A Ministry with a management and work culture that will enable the most effective delivery of quality service in all areas of its mandate.

support from 1999 to 2004 implemented an Institutional Strengthening Programme (ISP). The programme focus was essentially to support and build the institutional capacity of the department. Policies and procedures were formulated, assessed and further strengthened to meet current and anticipated needs. Written procedures and processes, manuals and guides were developed to improve operations and management. These included the MESC Policies and Procedures Manual on financial and administration matters; the Corporate Planning and Annual Management Plan Guides; manuals for School Management, School Improvement, and School Staffing and the Ministry's Performance Management Framework.

The School Operations Handbook now presents the School Management Manual, School Improvement Manual, School Staffing Manual and the Performance Appraisal Manual for School Personnel in one volume for all Government schools.

The Performance Appraisal system originally developed for senior management positions only has now been further developed to be used for all Ministry personnel.

The professional development of corporate staff and teachers continues and there has been a marked increase in opportunities for professional development.

In 2003 as a result of the government reforms, the Sports and Culture sections of the Ministry of Youth, Sports and Culture merged with the Department of Education to form the Ministry of Education, Sports and Culture.

Planning
Over the past decade, the Ministry has been guided by the Education Policies and Strategies 1995 – 2005 from which the two Corporate Plans (2000 – 2003 and 2003 – 2006) were drawn, in line with the requirements of Government reforms. The Capability Plan, initiated by the Public Service Commission provides for increasing the Ministry's overall capability to perform its core functions. The Corporate Plan and Capability Plans are implemented through Annual Management Plans, which coincide with the Government budget cycle.

Central Management
The Organisation Structure is headed by the Chief Executive Officer who is supported by six Assistant Chief Executive Officers for School Operations; Curriculum, Materials and Assessment; Policy, Planning and Research; Corporate Services; Sports; and Culture. All these officers with the addition of the Chief Executive Officer of the Samoa Qualifications Authority, the Education Consultant, the Project Manager of the Education Sector Project Phase I and the Dean of the Faculty of Education (FoE) of NUS form the Ministry's Core Executive. The Full Executive is the Core Executive and all those at the Principal Officer level.

The Service Charter provides information on the Ministry's core functions, roles of management and staff, and identifies its clients.

Divisions

The functions of each of the six divisions in the Ministry are set down in the Corporate Plan and each division is headed by an Assistant Chief Executive Officer. The Annual Management Plan and approved budget for the division determine their work program each year. Every Ministry staff member has an Annual Performance Plan which contributes to achievement of the Division's Annual Management Plan activities, and upon which his/her performance appraisal is based.

The School Review Officers

A School Review Officer is appointed to each of the twenty-one (21) school districts. The School Review Officers are the managers at the district level. They perform a vital role in ensuring that all policies on curriculum, assessment, teaching, student and staff administration, school management, and school improvement are implemented through monitoring, reporting and providing assistance to all schools in the district. They deal with the communities on all issues that may arise regarding the students, teachers or the school.

There are 141 primary schools and 25 secondary schools in the government education system.

School Management

The School Management Manual outlines the partnership between the Ministry and communities in the management of government schools. It details the roles and responsibilities of the school principals as representatives of the Ministry, and the school committees, who represent the villages in the case of primary schools and the districts, for secondary schools. Extensive training was conducted for all school committees in the areas of school management and school improvement. While considerable achievements have been made, there are areas that still need to be addressed. One of these is the frequent change in school committee members, which results in a constant need for training.

3.17.2 SPECIFIC PROBLEMS

- Despite substantial investments in school improvement and strengthening of management capacity, there are still areas for further development.
  - Personnel retention remains a problem.
  - Personnel capability and succession planning need to be developed further.
  - The organisation structure does not adequately provide for the growing needs of the organisation.
  - Management needs to be improved at all levels.
  - Community awareness programmes need to be more frequent.
  - Constant changes in school committees hinder sustainability in management.
  - Compulsory Education implementation is ineffective.
  - School Review Officer (SRO) capabilities need to be upgraded and their status recognised.

3.17.3 POLICY STATEMENTS

Areas that were not adequately provided for and thus contributed to low achievement will be identified and addressed.

The management of schools will be reviewed.

Personnel capability and succession planning will be addressed.

The organisation structure will be reviewed to meet the expanding needs of the Ministry.

School Review Officers will be supported and recognised in their roles.

Management at all levels will be strengthened.

The partnership with school committees and school communities will be further strengthened.

The requirements of the Compulsory Education legislation will be enforced.

Strategies relating to the management of education may be found at Section 4.17

3.18 FINANCING APPROACH

3.18.1. BACKGROUND
The Education Policies and Strategies 1995-2005 was the framework that guided public led initiatives aimed at improving education in Samoa.

At the completion of this Plan in 2005, forty-two development projects and programs had been implemented. A number of these were financed through bilateral and multilateral assistance. Key development partners in the education sector have been AusAid, Canada Fund, the European Union, JICA, NZAid, Peoples' Republic of China, and United Nations Agencies.

Vision
Cost effective and sustainable financing of education services to meet the needs of a learning community.

Government has played an integral role in coordinating and financing recurrent costs in the education sector. Government also provides an annual grant to assist mission and private schools.

In 1999 the government took an unprecedented step when it obtained a soft term loan from ADB for educational development.

The executing agency in coordinating the loan has been the Ministry of Finance whilst the MESC was the implementing agency. The first ADB Loan for the ESP I was used to build new school facilities, rehabilitation of existing buildings and structures and supply of curriculum resources for prioritised selected schools. In addition, loan funds were also used to conduct Teacher In-service Training for both Primary and Secondary school teachers.

It should be noted that each development partner concentrated on specific areas of focus. In recent years, there has been an increasing trend in multi donor programs. Such development projects included the Basic Education Life Skills (BELS) regional project, which was funded by AusAID, UNDP, UNESCO, and UNICEF. The involvement of multilateral development partners in comprehensive programs has led to the development of sector wide consultation in education. It is envisaged that this would be the trend in the future, guided by the newly developed education plan to improve donor coordination.

Five development projects approved for implementation were deferred due to financial constraints. These projects include; the Ministry's Headquarters, E-Bus, National Archives building, Culture Centre and Museum building and Mobile Library.

3.18.2 SPECIFIC PROBLEMS
• The percentage spent by households (HIES) on education is quite low when compared to other household commitments.

• There has been an increasing demand to increase funding for post school education. As a result development in other levels of education such as primary, secondary and special needs are being capped.

• Increasing competition between regions, countries and also within sectors for donor assistance.

• Significant increase in tuition and related fees for Post School Education namely NUS and USP.

• The government GoFAR financial system does not have the capacity to produce the required reports for effective decision making.

- Insufficient recurrent budget to finance maintenance, curriculum materials and learning resources especially in the primary and secondary sub-sectors.

3.18.4 POLICY STATEMENTS

Household and community commitment to finance education, sports and cultural programmes will be encouraged.

Equitable allocation of resources (funds) across the sector will be supported.

Coordination in financing education between government, donors and communities in accordance with harmonisation principles will be strengthened.

Strategies relating to financing education and training may be found at Section 4.18

4 EDUCATION STRATEGIES 2006 – 2015

Strategies are set out in three phases.

Phase 1:   July 2006 – June 2009
Phase 2:   July 2009 – June 2012
Phase 3:   July 2012 – June 2015

4.1 POLICY, PLANNING AND RESEARCH SERVICES
Policies relating to policy, planning and research development may be found at Section 3.1

Strategies	PHASE 1	PHASE 2	PHASE 3
Strengthen capacity in policy development, research and information analysis	▓	▓	▓
Review the functions and structure of the PPRD division	▓	▓	▓
Review data collection methodology	▓	▓	▓
Strengthen the monitoring of Development Projects	▓	▓	▓
Strengthen coordination of all MESC Plans	▓	▓	▓

4.2 EARLY CHILDHOOD EDUCATION
Policies relating to early childhood education may be found at Section 3.2

Strategies	PHASE 1	PHASE 2	PHASE 3
Closely monitor adherence to approved ECE Standards	▓	▓	▓
Enforce ECE age requirement	▓		
Support on-going professional development for pre-school teachers	▓	▓	▓
Consolidate ECE Teacher Education programmes by NUS and NCECES		▓	
Support on-going monitoring of ECE programmes	▓	▓	▓

4.3 PRIMARY EDUCATION
Policies relating to primary education development may be found at Section 3.3

Strategies	PHASE 1	PHASE 2	PHASE 3
Develop new curriculum for – Samoan, English, Mathematics, Science, Social Science, Arts, P.E and Health.		X	
Develop Teacher Manuals to support curriculum delivery at all year levels	X	X	
Revise Curriculum Support Materials including PEMP Units	X	X	
Conduct in-service training for SROs, trainers and primary teachers on the curriculum and support materials	X	X	
Develop a strategic plan for student materials production.	X	X	X
Produce graded readers to support the Bilingual Policy and improve student literacy levels.	X	X	X
Enhance family, community and school partnerships to support and strengthen the achievement of learners in literacy and numeracy.	X	X	X
Enforce Compulsory Education Legislation	X	X	X
On-going support for teachers through monitoring visits	X	X	X
Provide on-going professional development programs for teachers	X	X	X

4.4 SECONDARY EDUCATION
Policies relating to secondary education development may be found at Section 3.4

Strategies	PHASE 1	PHASE 2	PHASE 3
In the medium term, an evaluation of the quality of implementation of the new curriculum will be conducted and findings will inform further support for teachers	X		
Review the content of the curriculum to ensure quality and relevancy	X	X	X
Strengthen the teaching and learning of vocational subjects	X	X	X
Review the medium of instruction in secondary education to reflect emphasis on bilingual education	X		
Continue the Mathematics and Science improvement project will continue.	X	X	X
Upgrading of teacher content knowledge and pedagogical approaches in collaboration with the National University of Samoa will be strengthened.	X	X	X
Encourage Career Counselling in schools.	X	X	X

4.5   POST SECONDARY EDUCATION AND TRAINING
Policies relating to post secondary education and training may be found at Section 3

Strategies	PHASE 1	PHASE 2	PHASE 3
The Ministry of Education, Sports and Culture in collaboration with the NUS, SQA and other relevant stakeholders to develop a PSET Strategic Plan to address all issues identified.	■	■	■

4.5.1   HIGHER EDUCATION or UNIVERSITY EDUCATION
Policies relating to higher education may be found at Section 3.5.1

Strategies	PHASE 1	PHASE 2	PHASE 3
Establish an integrative mechanism for coordination of higher education in Samoa		■	
Enforce quality assurance measures and the required regulations and conditions for any higher education provider whether local or external who establishes a university in Samoa.	■	■	■

For other related strategies refer to 4.15

4.5.2   TEACHER EDUCATION AND TRAINING
Policies relating to teacher education and training may be found at Section 3.5.2

Strategies	PHASE 1	PHASE 2	PHASE 3
Ensure consultation and cooperation with the Faculty of Education (NUS) in line with policies on teacher education and training.	■	■	■
Explore ways of accessing professional assistance in programmes to improve teacher education and training.		■	

4.5.3   TECHNICAL AND VOCATIONAL EDUCATION
Policies relating to technical and vocational education may be found at Section 3.5.3

Strategies	PHASE 1	PHASE 2	PHASE 3
Support SATVETI to be instrumental in the implementation of activities, and advise on policies	■	■	■
Support SQA and SATVETI to collaborate on the provision and implementation of the quality assurance measures for all programmes		■	
Provide support for effective SATVETI policies and strategies		■	

4.5.4   NON-FORMAL EDUCATION
Policies relating to non formal education may be found at Section 3.5.4

Strategies	PHASE 1	PHASE 2	PHASE 3
Establish consultative processes and structures to define functional relationships between the non-formal and formal sectors		■	■
Establish and implement the coordinating structure and mechanism	■	■	
Establish quality assurance arrangements and support with SQA	■		

	PHASE 1	PHASE 2	PHASE 3
Implement quality assurance arrangements with SQA		▓	▓
Develop national data-base specifications for non-formal education	▓		
Implement national database for non-formal education		▓	▓
Implement provider-level databases for non-formal education		▓	▓

4.6   SPECIAL NEEDS EDUCATION
Policies relating to special needs education may be found at Section 3.6

Strategies	PHASE 1	PHASE 2	PHASE 3
Conduct a systems analysis within MESC to determine the efficacy of existing support systems		▓	
Coordinate the development of a comprehensive support program for effective learning, teaching and participation of SNE learners and teachers.	▓		
Develop relevant training programs for SNE providers and district nurses on SNE/Inclusive education	▓	▓	▓
Propose scholarship support for SNE providers and district nurses on SNE/Inclusive education	▓	▓	▓
Develop and implement a capacity building programme for SNEAC	▓	▓	▓
Strengthen partnership between providers, stakeholders, parents, NGOs and Media to promote awareness on people with disabilities.	▓	▓	▓
Establish a system for the identification of, enrolment and participation of eligible students in schools, sports and all other activities where appropriate.	▓	▓	▓
Establish an Early Intervention Committee to monitor and maintain the implementation of early intervention processes.	▓		
Provide quality resource support to SNE systems and processes.	▓	▓	▓

4.7   SPORTS IN EDUCATION
Policies relating to sports development may be found at Section 3.7

Strategies	PHASE 1	PHASE 2	PHASE 3
National Sports Policy developed and implemented	▓		
Develop and implement a Disability Sports policy		▓	
Recruit a Disability Sports Officer		▓	
Develop and implement National School Sports Policy		▓	
Re-establish and Implement Fiafia Sports Programme	▓	▓	▓
Develop and implement Fiafia Sports Manual	▓	▓	▓
In consultation with CMAD, review Primary Physical Education and Health Curriculum	▓	▓	▓
In consultation with CMAD, Physical Education and Health be made an examinable subject in National examinations	▓	▓	▓
In consultation with CMAD review Secondary Physical Education and Health Curriculum	▓	▓	▓
Train Sports Coordinators at School Level	▓	▓	▓
Coordinate and assist in an accreditation programme to certify teachers in generic coaching and First Aid skills	▓	▓	▓

Strategies	PHASE 1	PHASE 2	PHASE 3
Schools to have qualified PE teachers	X	X	X
Work with Tertiary level student associations to establish a student/athlete training program to sustain athlete performance and competition	X	X	X
Assist in the on-going preparations for the Samoa Sports Ability Games Festival	X		
Develop and implement a schedule to promote awareness of disability sports in association with SNE providers	X	X	X
Establish a schedule for accreditation of coaches	X	X	X
Provide in-service training for sports division personnel on sports management and related areas	X	X	X
Provide opportunities for personnel to upgrade skills and pursue academic qualifications.	X	X	X
Recruit qualified personnel	X		
Upgrade schools sports facilities		X	X
Provide sports resources for schools	X	X	X
Set up and develop a database to track elite athletes at the school level	X	X	X
Increase funding for Sports development in schools	X		

4.8   CULTURE IN EDUCATION
Policies relating to culture development may be found at Section 3.8

Strategies	PHASE 1	PHASE 2	PHASE 3
Develop and implement the Culture Policy	X	X	X
Strengthen the capacity of MESC Culture Division	X	X	X
Establish a National Cultural Centre to incorporate Museum and Archives	X	X	X
Increase funding for Cultural development in schools	X		
Strengthen records and archives management:	X	X	X
Preserve copies of archival documents in the custody of MESC	X		
Preserve heritage artifacts and documents:	X	X	X
Record cultural traditions, including oral history, dance, music, language and oratory:	X	X	X
Continue Samoa Nei Galo initiative of recording and publishing oral traditions	X	X	X
Develop Samoan Monolingual Dictionary	X	X	X
Nurture traditional entertainment and traditional sports.		X	X
Develop tools for teaching of language and culture.	X	X	X
Support the protection and sustainability of natural resources for cultural activities.			
Strengthen partnerships with NUS Centre for Samoan Studies.	X	X	X

4.9 LANGUAGE POLICIES IN EDUCATION
Policies relating to language development may be found at Section 3.9

Strategies	PHASE 1	PHASE 2	PHASE 3
Establish the Samoan Language Commission	▓		
Establish appropriate research to refine language policies	▓		
Conduct regular surveys of commuity language attitudes and language usage	▓		
Publish appropriate documents and disseminate policies	▓	▓	▓
Develop bilingual primary curriculum materials and assessment strategy	▓		
Implement pre-service and in-service teacher development programmes on bilingual methodology		▓	▓
Monitor and Evaluate the implementation of the Bilingual Policy		▓	▓
Provide professional development for Ministry staff	▓	▓	▓
Implement a professional development programme on Samoan language usage in oral and written communication		▓	
Procure technical expertise in Samoan language and language research as required.		▓	
Support the development of the Samoan Monolingual Dictionary	▓	▓	

4.10   LIBRARY SERVICES
Policies relating to library services may be found at Section 3.10

Strategies	PHASE 1	PHASE 2	PHASE 3
Establish libraries in 20 Primary schools (10 Upolu, 10 Savaii)	▓	▓	▓
Establish libraries in the rest of secondary schools	▓	▓	▓
Ensure support from the public library to school libraries	▓	▓	▓
Provide training for school librarians including the use of the Dewey decimal classification system.	▓	▓	▓
Encourage teacher training in the use of the Dewey decimal classification system	▓		
Improve Salelologa library resources	▓		
Develop a library publication such as a newsletter for all public and school libraries	▓		
Procure Mobile library		▓	▓
Develop and implement a planning framework for the development of information technology in school libraries.	▓		
Encourage librarian and teacher literacy in ICT.	▓		
Encourage the use of new technologies in libraries and improve provision of online services to clients	▓	▓	▓
Promote community awareness about library services through activities such as Open Day, Library Week, Online Demonstration and School Visits to major libraries.	▓	▓	▓
Review the salary scale of all librarians in the public service.	▓		
Plan and implement professional development programs for staff.	▓	▓	▓
Adapt work practices in line with future direction of library services		▓	

Strategies			
Foster and strengthen networks within the library profession			
Compile a signle volume of all library catalogues and other relevant informational databases in Samoa			

4.11   CURRICULUM
Policies relating to curriculum development may be found at Section 3.11

Strategies	PHASE 1	PHASE 2	PHASE 3
Ongoing review of the curriculum			
National Curriculum Policy Framework implemented and monitored			
New Primary Curriculum developed and implemented			

4.12   TEACHING and LEARNING MATERIALS
Policies relating to teaching and learning materials may be found at Section 3.12

Strategies	PHASE 1	PHASE 2	PHASE 3
Develop a strategic plan for continuous production of graded readers in Samoan and English.	■		
Procure and distribute annual supplies of consumables for Science and vocational subjects for secondary schools	■	■	■
Procurement of additional reading materials produced by local writers	■	■	■
Reprint of curriculum statements and support materials annually	■	■	■
Improve the Education Broadcasting Unit capacity to produce multi media materials		■	
Training program for teachers will be designed and developed to produce their own curriculum materials		■	
Resource centres will be equipped and provided with sufficient resource materials for teachers.	■	■	■

4.13   ASSESSMENT and SCHOOL QUALIFICATIONS
Policies relating assessment and school qualifications may be found at Section 3.13

Strategies	PHASE 1	PHASE 2	PHASE 3
The assessment and school qualification policies and systems will be reviewed including the purpose and continuing use of the Year 8 Examination.	■	■	
A National Assessment Policy Framework will be developed	■		
The current functions, administration structures and processes of the Assessment Unit will be reviewed.	■	■	
An alternative database for analysing examination results will be explored	■		
Literacy taskforce to develop appropriate intervention strategies to ensure achievement of learning objectives by all students and in particular boys.	■	■	■
Localise Year 13 Examination		■	■
Conduct literacy survey at secondary schools		■	■

4.14 INFORMATION AND COMMUNICATIONS TECHNOLOGY IN EDUCATION
Policies relating to information and communications technology may be found at Section 3.14

Strategies	PHASE 1	PHASE 2	PHASE 3
Maintain and review data backup and disaster recovery procedures	X	X	X
Standardisation of the MESC hardware and software to be pursued wherever practical	X		
Review, monitor and maintain the MESC data systems	X	X	X
Establish an ICT Division		X	
Develop a computerised records management system.		X	
Expand the MESC local and wide area networks	X	X	X
Develop and document a Ministry Information Technology Plan		X	X
Develop and implement training programmes for teachers in the teaching of ICT	X	X	X
Develop and implement training programmes for teachers in the use of ICT as a tool to assist in the teaching and delivery of curriculum		X	X
Develop and conduct seminars and workshops to enhance IT management skills of school leaders	X	X	X
Assist in the review of the Computer Studies curriculum for Year 12 and 13	X	X	X
Assist in the development of Computer Studies curriculum for Years 9 - 11	X		
Assess status and effectiveness of ICT integration through evaluative studies		X	
Prepare and onduct research on changes in teacher roles accompanied by integration of ICT into teaching		X	
Establish a centralised Education Management Information system	X	X	X

4.15 QUALITY OF TEACHING SERVICES
Policies relating to the quality of teaching services may be found at Section 3.15

Strategies	PHASE 1	PHASE 2	PHASE 3
Aggressive marketing and promotion of teaching as a career	X	X	X
Improve processes of teacher recruitment	X	X	
Establish and implement National Teacher Development Framework	X		
Strengthen teaching of new primary curriculum	X	X	X
In consultation with CMAD arrange pre-service and in-service training in response to new curriculum initiatives	X	X	X
Provide continuous professional development of teachers in consultation with CMAD and other relevant raining providers	X	X	X
Encourage the establishment of subject-focused professional associations for teachers		X	
Support access to teacher training programs through Open Distance Learning (ODL)/Distance Flexible Learning (DFL)		X	X
Ensure SQA accreditation of teacher education programs	X		
Review and revise Performance Appraisal documentation of school personnel	X	X	X
Conduct review of schools in accordance with the School Review cycle	X	X	X

Strategies	PHASE 1	PHASE 2	PHASE 3
Continuation of Literacy Task Force work	█	█	█
Provide Fast Track training for additional primary teachers	█	█	█
Develop incentives of awards to retain teachers	█	█	█
Ensure all government teachers have a teaching qualification.	█	█	█
Conduct training on multi-grade teaching	█	█	█
Provide fellowships and alternative ways of deploying secondary teachers in areas of critical need	█	█	█
Develop and implement teacher bond	█	█	█
Teachers to be trained to develop support teaching resources	█	█	█
Review and implement the monitoring and evaluation of teacher development activities.	█	█	█

4.16   ASSET MANAGEMENT AND MAINTENANCE
Policies relating to assets management and maintenance may be found at Section 3.16

Strategies	PHASE 1	PHASE 2	PHASE 3
Establish Asset Management and Maintenance Division		█	
Build cyclone proof storage facilities that meet international standards for loading and unloading of resources and equipment		█	█
Review the School Facility Planning Handbook.	█		
Ensure communities comply with the Building standards and codes specified in the School Facility Planning Handbook	█		
Assist School Committees to review and develop their maintenance plan	█	█	█
All government school facilities and assets are insured.	█	█	█
Construct MESC Headquarters	█		
Construct 3 colleges, 9 secondary schools, 1 Community Learning Centre and 4 teacher houses.	█	█	█

4.17 MANAGEMENT OF EDUCATION
Policies relating to the management of education may be found at Section 3.17

Strategies	PHASE 1	PHASE 2	PHASE 3
Identify areas for improvement and training needs of corporate staff at all levels	█		
From training needs identified, design and conduct training	█		
Review Ministry Organisational Structure	█	█	█
Review and implement Ministry's Capability Plan	█	█	█
Develop incentives to improve performance.	█	█	
Review management of schools	█	█	
Review partnership with School Committees	█	█	
Explore and implement ways for further cooperation with school communities	█	█	

Strategies	PHASE 1	PHASE 2	PHASE 3
Explore avenues for revival of greater commitment to A'oga Faife'au			
Strengthen enforcement of Compulsory Education Legislation			
Provide training and support to improve SRO capabilities			

4.18 FINANCING APPROACH

Policies relating to financing education development may be found at Section 3.18

Strategies	PHASE 1	PHASE 2	PHASE 3
Review internal control systems and procedures			
Conduct training programmes			
Conduct awareness training programs on preparing financing plan for schools and communities			
Support Sector Wide Approach (SWAp) in the design and implementation of programmes			
Rationalise primary schools in the rural areas and avoid the high operation costs of running primary schools with insufficient pupil levels			
Strengthen scholarship support for tertiary education			
Encourage tertiary institutions to be self-sufficient from Government Assistance (Grant)			
Explore ways to provide assistance to disadvantaged families who cannot send their children to continue their education			
Explore Pululima o Fanau - increase both community and household contribution/commitment to education, sports and cultural programmes			
Encourage communities to contribute financially to the procurement of text books and other educational support materials			

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