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MINISTRY OF EDUCATION, SPORTS AND CULTURE
MATAGALUEGA O A'OGA TA'ALOGA MA AGANU'U



ANNUAL REPORT

1 July 2015 – 30 June 2016

December 2016



**GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS & CULTURE**

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

October 2016

Afioga Leaupepe Toleafoa Apulu Fa'afisi
Honorable Speaker of the House
Legislative Assembly of Samoa
MULINUU

In accordance with Section 35 (1) of the Education Ordinance 1959, and Section 17 (1) of the Youth, Sports and Culture Affairs Act 1993/1994, I hereby submit the 2015/2016 Annual Report of the Ministry of Education, Sports and Culture.

A handwritten signature in blue ink, appearing to read 'Loau Solamalemālō Keneti Sio'.

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

ACRONYMS

ADB	Asian Development Bank
ACEO	Assistant Chief Executive Officer
AG	Attorney General
AMP	Annual Management Plan
AusAID	Australian Assistance for International Development
BMG	Behaviour Management Guidelines
CEO	Chief Executive Officer
CMAD	Curriculum Materials and Assessment Division
CP	Corporate Plan
CSD	Corporate Services Division
HRM	Human Resource Management
JCS	Job Classification System
MESC	Ministry of Education, Sports and Culture
MoPP	Ministry of Police and Prisons
NTDF	National Teacher Development Framework
NZAP	New Zealand Aid Programme
NUS	National University of Samoa
PBS	Professional Baseline Standards
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
SDS	Strategy for Development of Samoa
SEN	Student Education Number
SLA	School Library Assistant
SMIPBE	Science and Mathematics Improvement Project for Basic Education
SNAPF	Samoa National Assessment Policy Framework
SOD	School Operations Division
SQA	Samoa Qualifications Authority
SRO	School Review Officer
SSFSGS	Samoa School Fee Grant Scheme

MESC – LEADERSHIP TEAM

2015 – 2016

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

MESC – MANAGEMENT

Dr. Karoline Afamasaga-Fuata’i	CEO, MESC
Leota Valma Galuvao	ACEO, Curriculum Design and Materials
Luātua Seumanutafa Semiperive Epati	ACEO, Sports
Vacant	ACEO, School Operations
Polataivao Manutagi Tiotio	ACEO, Corporate Services
Ma’ina Maaola Field	ACEO, Policy, Planning and Research
Papalii Tu’umatāvai Peone Fuimaono-Solomona	ACEO, Culture
Vau Peseta	ACEO, Monitoring, Evaluation and Review
Fanuaea Amela Silipa	National Archivist / ACEO, National Archives and Records Authority
Fa’atamāli’i Jenny Lauano	ACEO, Teacher Development and Advisory
Maugaoali’i Fa’amanū Diana Mualia	Education Sector Coordinator
Manutulilā Werner Kappus	ACEO, ICT & Media
Funealii Lumā’ava So’oa’emalelagi	ACEO, Assessment and Examinations

ABOUT THIS REPORT

The Annual Report for the 2015/2016 financial year is designed to provide information about the Ministry of Education, Sports and Culture (MESC), its purposes, services and performance against key performance indicators as outlined in the Annual Management Plan 2015/2016 and the Annual Budget.

There are TWO main parts of the report. Part A contains two Sections (Section 1 & 2) and Part B with three Sections (Section 1 – 3):

PART A

Section 1: Overview

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

Section 2: Performance Review

This section of Part A provides highlights on the performance of the Ministry against their planned Key Performance Indicators (KPIs) for the financial year July 2015 – June 2016.

PART B

Section 1: Overview

The overview of Part B provides a short summary of the information included in this report.

Section 2: School Statistics

This section reports on statistics, data and information in schools including students and teachers.

Section 3: Projects

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

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STATEMENT FROM THE CEO

The 2015-2016 financial year has been a very busy time for the Ministry of Education, Sports and Culture (MESC), with a change in leadership whilst maintaining the Ministry's position in ensuring its key priorities are achieved. The review process for the Annual Management Plan is one of the key requirements and a mandatory element of the Ministry's performance. This process is an opportunity to systematically take a step back and reflect. As there is greater emphasis now on more broad-based thinking to ensure that performance is fully aligned to the strategic direction of the Ministry, it is also important to ensure that the focus is improved to reflect changes that have occurred in the Education system, and to take advantage of opportunities whilst fully addressing issues in education.

A key achievement in this year's performance is the recently approved 2016 Teachers Act with an effective date planned for the next financial year. Taking this development further will include formulation of Regulations for the Teachers Act which will be the work of the Teachers' Council once it is established.

In addition, findings from the PaBER project, completed in June 30th, 2016 informed various developments in the Ministry. These PABER-funded activities are currently being implemented with a deadline of up to 31st December 2016 under the direct leadership and monitoring role of CEO MESC.

As a ministry, our key objective is *"... to support a system of education that is holistic and sustainable in order for learners to achieve their full potential spiritually, culturally, intellectually and physically enabling them to make fulfilling life choices."*

Our overarching goal is to *"... improve the quality of teaching and learning at all levels of education and improve educational outcomes over time. This will contribute immensely to Samoa's economic, social and cultural developments."*

This Annual Report of the Ministry of Education, Sports and Culture (MESC) highlights the activities implemented by the Ministry for the Financial Year 2015/2016 and their progress.

The Ministry acknowledges with appreciation the commitment and support extended by the Government and Cabinet, in particular the former Minister of Education, Sports and Culture, Hon. Magele Mauiliu Magele and Associate Ministers, Leapepe Toleafoa Apulu Faafisi and Tu'u'u Anasi'i Leota, the current Minister, Hon. Loau Solamalemālō Keneti Sio and Associate Minister Alai'asa Sepulona Moananu to the education developments and reforms. Last but not least, the ministry is also grateful for the leadership of the former Chief Executive Officer, Matafeo Falana'ipupu Tanielu Aiafi who *invested his full effort in guiding the team in achieving the goals.*

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



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

I submit this report as evidence of the work undertaken and implemented by the MESC for the Financial Period 2015/2016.



Dr. Karoline Afamasaga-Fuata'i
Chief Executive Officer

PART A

Section 1 Overview

1.1 MESC Strategic Overview

MESC is the central agency responsible for education at primary and secondary levels in Samoa. The responsibilities of MESC under the Education Ordinance 1959, and the Ministry of Youth, Sports and Culture Affairs Act 1993 include:

- Promote and encourage the development and improvement of all phases of education in Samoa
- Promote and encourage the development and improvement of all phases of sporting and cultural activities.

The Ministry's work for this Financial Year has been drawn from the Education Sector Plan July 2013 – June 2018 and the Corporate Plan 2015 - 2018.

MANDATE

The mandate of the work of MESC is derived from:

- Strategy for the Development of Samoa (SDS) 2012 - 2016
- Education Act 2009
- Public Service Act 2004
- Public Service Regulations 2004
- Ministerial and Departmental Arrangement Act 2003
- Cabinet Directives
- Ministry of Youth, Sports and Cultural Affairs Act 1993

The Youth, Sports and Culture Affairs Amendment Act 1993 continues to source the activities of the Culture and Sports divisions under the Ministry of Education, Sports and Culture.

VISION AND MISSION

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.

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

EDUCATION VALUES

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

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

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

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

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

SECTOR PLAN GOALS, OUTCOMES AND PROGRAMMES

In order to facilitate the achievement of the overall Education Sector's Vision and Mission as well as the government's principles of transparency and accountability, the following goals and outputs have been set by the Education Sector in its Sector Plan 2013 - 2018:

- **Goal 1 – Enhanced Quality of Education at all levels**

- ▶ **Sector Outcome 1:** Improved student learning outcomes at all levels

Relevant Programmes:

- ❖ National Teacher Development Framework
- ❖ School Level Curriculum Reform
- ❖ Information & Communications Technology in Primary and Secondary
- ❖ School Level Assessment Reform
- ❖ Strengthening the quality and relevance of NUS Education Programmes

- **Goal 2 – Enhanced Educational Access and Opportunities at all levels**

- ▶ **Sector Outcome 2:** At all levels, more students, including those with special needs, have access to quality educational opportunities in a safe, climate-resistant learning environment

Relevant Programmes:

- ❖ Inclusive Education at All Levels
- ❖ Samoa School Fee Grant Scheme (SSFGS)

- **Goal 3 – Enhanced Relevance of Education and Training at all levels**

- ▶ **Sector Outcome 3:** Education and training responsive to national economic, social and cultural needs

Relevant Programmes:

- ❖ Improving the relevance of secondary education
- ❖ National Strategy for Sports in Education
- ❖ National Strategy for Culture in Education

- **Goal 4 - Improved Sector Coordination of Research, Policy and Planning Development**

- ▶ **Sector Outcome 4a:** A coordinated approach through effective partnerships with key stakeholders ensures newly developed and implemented policies contribute to improved quality across the education sector
- ▶ **Sector Outcome 4b:** Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector

Relevant Programmes:

- ❖ Strengthening sectoral coordination of Research, Policy and Planning
- ❖ Policy Development for Early Childhood and School Education
- ❖ Strengthening sectoral capacity for research, evaluation, policy analysis and planning

- **Goal 5 – Established sustainable and Efficient Management of All Education Resources**

- ▶ **Sector Outcome 5:** Education resources are increasingly managed efficiently and sustainably across the sector

Relevant Programmes:

- ❖ Strengthening management capability and Monitoring and Evaluation in education sector agencies
- ❖ Developing financial management, internal auditing and procurements in sector agencies
- ❖ Strengthening the coordination of external support to the sector
- Disaster and Climate Change Resilience at all levels

1.2 Organisation Structure

The Ministry of Education, Sports and Culture (MESC) now has a total of eleven (11) technical divisions and one support services division (Corporate Services Division) all delivering strategic, operational and administrative roles of the Ministry.

Table 1: Divisions of the MESC

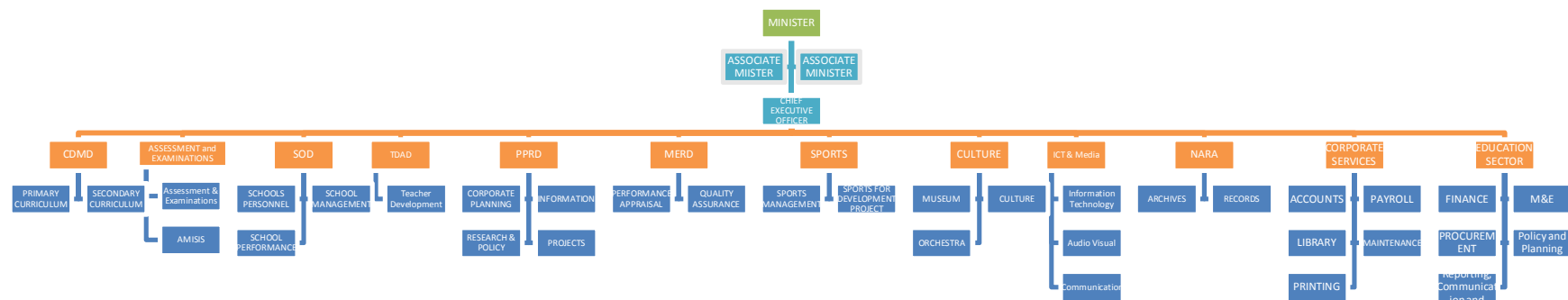
Divisions	Services
Office of the Chief Executive Officer	<ul style="list-style-type: none"> • Provide policy advice and Ministerial support to the Minister of MESC • Conduct internal audit to ensure compliance with Government of Samoa regulations
School Operations Division	<ul style="list-style-type: none"> • Operate a responsive, efficient and equitable staffing operation for teacher recruitment, promotion, transfer and posting • Manage the application of teaching personnel working conditions and entitlements • Manage teaching personnel • Improve school performance through the use of Minimum Service Standards • Strengthen partnership between Government and Communities in the delivery of education • Prepare MESC personnel for start of school year through the Annual MESC Conference
Curriculum Design and Materials Division	<ul style="list-style-type: none"> • Manage the development of curriculum statements and materials to support the teaching of the curriculum • Manage the implementation of the National Curriculum Framework and ensure its review from time to time • Lead and conduct review of curriculum as stipulated in policy • Monitor the implementation of ECE Minimum Service Standards • Manage the implementation of the Inclusive Education Policy
Policy, Planning and Research Division	<ul style="list-style-type: none"> • Manage and ensure timeliness of implementation of all MESC plans • Manage the collection, collation, analysis and presentation of data to management and educational stakeholders for decision making • Lead and manage the conduct of research to support Strategic Planning and Policy development • Coordinate and monitor progress of all development projects implemented by MESC



Corporate Services Division	<p>Provide support services to the MESC in:</p> <ul style="list-style-type: none">• Budget Financial Management• Administration and HRM Services• Asset Management• Printing and Publications• Maintenance• Library Services
Sports Division	<p>Promote and develop sports and physical activity:</p> <ul style="list-style-type: none">• in schools• for people with special needs• participation in quality sports and physical activities in villages
Culture Division	<ul style="list-style-type: none">• Promote and safeguard tangible and intangible heritage through cultural advances in policy, education and creativity for economic and social development• Manage and operate the Museum of Samoa• Develop the National Orchestra of Samoa
National Archives and Records Authority	<ul style="list-style-type: none">• Collect, preserve and conserve archival collection• Strengthen public records management across all government ministries, authorities and agencies• Provide materials and maintain equipment and facilities for safeguarding of archival collection• Undertake the development of legislation, policies and procedures• Strengthen the capacity of archive staff to undertake work of the Archive Unit
Monitoring, Evaluation and Review Division	<p>Improve student and teacher performance through the provision of:</p> <ul style="list-style-type: none">• Professional teacher standards for primary and secondary school teachers• Leadership and management standards for all principals• Performance appraisal system for primary and secondary school teachers• Monitoring, evaluation and review framework for teacher performance• A teacher registration system for both primary and secondary teachers

Education Sector Coordination Division	<ul style="list-style-type: none"> • Strengthen coordination within the Education Sector for the effective implementation of the Education Sector Plan • Implement the Sector governance structure, and establish communication mechanisms with and between key sub-sector agencies • Ensure the development of effective systems to strengthen management capacity, monitoring and evaluation in the sector
Teacher Development and Advisory Division	<ul style="list-style-type: none"> • Coordinate teacher in-service training and teacher professional development • Coordinate and facilitate leadership training for principals and positions of responsibilities • Coordinate teacher qualification upgrade programs • Liaise with tertiary service providers on delivery modes of courses to address accessibility challenge for teachers • Liaise with SQA to ensure training programs provided for teachers fall within recognition of prior learning or are accredited
Assessment and Examinations Division	<ul style="list-style-type: none"> • Ensure that assessment is consistent with national policies and objectives • Manage the implementation of the National Assessment Framework and ensure its review from time to time • Provide support to schools on assessment and examinations • Manage assessment and examinations processes at the national level and ensure alignment with curriculum
ICT & Media Division	<ul style="list-style-type: none"> • Ensure effective and efficient ICT services for the ministry and schools • Ensure that communications are delivered efficiently within the ministry, amongst all stakeholders and the public of all the Ministry's developments as well as its direction • Provide audiovisual recordings, production of advertisement materials for the promotion of MESC and promote cultural and educational programmes for public information • Information and Communications Technology

There are constant reforms taking place to support the development of the new outcomes-based curriculum for both primary and secondary, as well as different interventions and programmes to improve Literacy and Numeracy in schools. The Ministry continues to identify challenges in meeting its set targets and activities, as it strengthens its capacity to provide adequate support and monitoring to empower teaching and learning across all levels.



Note:

The organisation structure only shows Principal level up indicating Units within Divisions. The Units are led by Principal Officers.

Two additional Outputs (Output 13 & 14) have been approved by MoF and PSC since the financial year 2014/2015 and MESC has now been delivering its services under 14 financial outputs.

Table 2: MESC Output Structure

Output	Services
Output 1	Policy Advice to the Minister
Output 2	Ministerial Services
Output 3	Teaching Services
Output 4	Teacher Training Services
Output 5	School Management Services
Output 6	Curriculum Development Services
Output 7	Assessment and Examination Services
Output 8	Policy, Planning and Research Services
Output 9	Asset Management, Procurement and Distribution
Output 10	Public Library Services
Output 11	Sports Development
Output 12	Culture Awareness
Output 13	Monitoring, Evaluation and Review Services
Output 14	Education Sector Coordination Services

1.3.1 MESC Workforce:

MESC employs a team of educators, teachers, managers, administrators, curator, librarians and supportive corporate staff. This enables the delivery of the major activities as outlined in the Education Sector Plan 2013 – 2018 and MESC Corporate Plan 2015-2018.

Table 3: MESC Workforce Composition (All¹) as of 30 June 2016

Total Number of Staff employed by the Ministry	1872 [including teachers]
Number of Contract Officers	202
Number of Officers	1466
Number of Temporary Employees	201
Number of Wage/Casual Workers	3
Number of Males	558
Number of Females	1314

Source: MESC Pelican Database – Payroll

From July 2015 – June 2016, there were 1622 teachers teaching in government schools. Of the total number, there were 1082 primary teachers and 540 secondary teachers. Female teachers outnumbered their male counterparts at both levels.

Table 4: MESC Workforce Composition – Teaching Staff as of 30 June 2016

Teachers	No	Females	Males
Primary	1082	846	236
Secondary	540	323	217
TOTAL	1622	1169	453

Source: MESC Pelican Database – Payroll

Table 5 shows the total number of corporate staff. Corporate Staff include contract officers, permanent staff and casual / wage workers. The majority of the positions within MESC are at officer level and below, with a salary grading of A03 to A11.

¹ Includes teachers and corporate staff

Corporate Staff as of 30 June 2016

Corporate Staff	No.	Females	Males	Salary Grading
Contract Staff	15	13	2	A17 – CEO2
Principal Officers	32	19	13	A16
Senior Officers	24	10	14	A12 – A14
Officers & others	176	103	73	A03 – A11
Casuals	3	-	3	WW1
TOTAL	250	145	105	

Source: MESC Pelican database – Payroll

In this reporting period, employees by far were predominantly females. While there was a large number of female employees in the teaching force, positions of responsibilities were predominantly held by males. The majority of employees were within the 30 – 49 years of age range.

Table 6: MESC Workforce Composition by Age as of 30 June 2016

AGE	GENDER		
	Male	Female	TOTAL
< 20 years	NIL	NIL	NIL
20 – 29 years	104	271	375
30 – 39	170	356	526
40 – 49	154	324	478
50 – 59	107	268	375
60+	23	95	118
TOTAL	558	1314	1872

Source: MESC Pelican Database – Payroll

1.3.2 Staff Turn-over

Table 7 shows that there was a lot of movement within the ministry. There were 119 new appointments whilst those dismissed from the service stood at 19.

Table 7: Movement of Staff

Transaction Type	No. of Transaction
New Appointment	119
Appointment – Promotion	12
Appointment – Re-employment	90
Appointment – Transfers	109
Termination – Deceased	11
Termination – Dismissal	19
Termination – End of Contract	84
Termination – Resignation	85
Termination – Retirement	14

This year, 85 staff both from corporate and teaching services resigned with two new contract officers being recruited. At the same time, 14 staff members resigned as they had reached retirement age.

Table 8: Types of Employment Cessation

Type of Cessation	Number of staff
Total Resigned: <ul style="list-style-type: none"> Females Males 	85
Resignation by Classification	56 Teaching Staff 29 Corporate Staff
Retirees	14
Terminated on Breached of the Code of Conduct <ul style="list-style-type: none"> Officers Contract Employees Temporary employees 	19 8 Teaching Staff 4 Corporate Staff 6 temporary 1 Contract
Cease as a result of disability <ul style="list-style-type: none"> Officers Contract Employees Temporary employees 	NIL

Source: MESC Pelican Database – Payroll

Of the 85 resignations, 65.9% were teaching staff and 34.1% from Corporate Staff. There were 14 retirees who were all teaching staff and 19 staff were terminated. No one was terminated as a result of disability.

1.3.4 Recruitment and Selection

The recruitment and selection process is governed by the principles set out in the Public Service Act 2004 and the Recruitment and Selection Handbook of the Samoa Public Service 2005 which includes:

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

1.3.5 Appointments made

Table 9: Level of Appointment – Corporate Staff

Type of appointment	Statistics
Total Number of Staff appointed into the Ministry	30 New Staff
Total Number of Contract Officers	4 CEO ACEO – PPRD ACEO – AED ACEO – ICT & Media
Total Number of Officers <ul style="list-style-type: none"> Occupation and Classification 	22 SLA (Alofi-o-Taao Coll), SLA (Palauli Sisifo Coll), SLA (Gagaemalae Pri), Payroll Off, Building & Maintenance Manager, Receptionist, Sports Off, Snr Payroll Off, Principal QA-Pri, Secondary Curriculum Off-Maths, SLA (Safotu Pri), SLA (Lotofaga Pri-Lepa), SLA (Anoamaa Coll), PEO- Sectoral Procurement & Contract Management, Snr Typist (Palalaua Coll), Nightwatchman (Samoa Coll), Payroll Off, PEO-Sectoral Reporting Communication Advocacy, PEO-Sectoral Budgeting & Finance, SLA (Samoa Coll), SLA (Asaga Pri), Nightwatchman (MESC)
Total Number of Temporary Employees	4 – Ministerial Staff political appointments

Total Number of Males	8
Total Number of Females	22

Source: MESC Pelican Database – Payroll

1.3.6 Training

In ensuring the capability of the Ministry to perform its mandated functions as the provider of education in Samoa, trainings and workshops both in-country and overseas were sought to provide support for staff capacity building, skills development and professional improvement throughout the reporting period.

Trainings attended included:

- UNESCO Workshop on Education Statistical Analysis
- PaBER Preliminary Research Data Analysis
- PaBER Institutional Policy Capacity Analysis
- Workshop on the Pacific Agreement on Closer Economic Relations
- Resilience Profiling Workshop to share experiences on decision making in the Public Sector, what has been the dominant policy challenges over the past years and also on the role of the Government in the resilience of the country
- Pacific Islands Leadership Program training
- Building and Designing of ICT Infrastructure in Rural areas
- Voice of the Athlete Training course
- Promotion of Shibushi Model (Waste Minimization without incinerating Training
- Skills to be an effective Team Leader
- Training on Procurement & Contract Guidelines (MOF)

1.3.7 Funding

MESC's annual activities were funded under the Government of Samoa budget, with the exception of donor funded programs for which the Ministry is the implementing agency. These include the Education Sector Programme II which has been funded by the governments of Australia (AusAid), New Zealand (NZAP) and a loan from the Asian Development Bank (ADB). The SchoolNet project has been funded by a grant from ADB, while the German Administration Records Digitisation has been funded by the Federal Republic of Germany. The Samoa Sports for Development Programme was funded by Australia Sports Outreach/AusAID while the Samoa School Fee Grant Scheme (both primary and secondary) was funded by the governments of New Zealand and Australia.

MESC continued to receive financial assistance through the Samoa Australia Partnership to support Inclusive Education and Vocational Training. Similarly, the Government of Japan has continued to support the Science and Mathematics Improvement Project for Basic Education [SMIPBE] for primary and secondary education, while the Peoples' Republic of China has been assisting through the construction of new school buildings.

The following table outlines the Ministry's Expenditure by Output for the Financial Year July 2015 – June 2016



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Output for the financial year ended 30 June 2016

STATEMENT OF MINISTRY RECEIPTS BY REPORTING CATEGORY						
AND EXPENDITURE BY OUTPUT						
APPROPRIATION ACCOUNT						
<u>for the financial year ended 30 June 2016</u>						
			2016	Original Estimate	Final Estimate	(Over)/Under
						2015
EDUCATION, SPORTS & CULTURE			\$	\$	\$	\$
RECEIPTS						
Ordinary Receipts						
Other Revenues						
		Fees & Other Charges	767,748	1,292,460	1,292,460	524,712
TOTAL RECEIPTS			767,748	1,292,460	1,292,460	524,712
PAYMENTS						
Outputs						
1.0	Policy Advice to the Responsible Minister		640,528	647,866	643,520	7,338
2.0	Ministerial Support		469,003	407,721	481,118	(61,282)
3.0	Teaching Services		41,776,792	39,376,858	41,724,194	(2,399,934)
4.0	Teacher Development Services		619,338	621,863	603,607	2,525
5.0	School Improvement Services		1,415,114	1,630,814	1,418,172	215,700
6.0	Curriculum Services		1,263,438	1,506,355	1,272,038	242,917
7.0	Assessment & Examination Services		1,357,314	1,642,479	1,364,230	285,165
8.0	Policy Planning & Research Services		658,627	674,266	662,204	15,639
9.0	Asset Management Services		935,246	1,004,319	942,937	69,073

		561,899	625,056	564,962	63,157	570,014
		540,858	553,702	541,128	12,844	468,650
		673,791	655,802	676,270	(17,989)	724,572
13.0	Monitoring, Evaluation and Review Services	588,353	613,872	589,770	25,519	462,245
14.0	Sector Coordinating Services	434,111	449,454	439,185	15,343	264,682
Total Outputs		51,934,410	50,410,427	51,923,336	(1,523,983)	51,241,489
Third Party Outputs						
	Grants and Subsidies					
	Private & Mission Schools Grant	5,999,703	6,000,000	6,000,000	297	5,999,500
	National University of Samoa	11,046,789	11,046,789	11,046,789	0	11,888,120
	Village School Stationery	1,500,000	1,500,000	1,500,000	0	1,500,000
	Samoa Qualifications Authority	2,760,375	2,760,375	2,760,375	0	2,906,355
	Samoa Sports Facility Authority	1,997,236	1,997,236	1,997,236	0	1,833,666
		23,304,103	23,304,400	23,304,400	297	24,127,641
	Other Sports Activities					
	International/National Sports Activities	322,000	500,000	322,000	178,000	496,637
	Samoa Rugby Union	350,000	350,000	350,000	0	350,000
	Sports Equipment	42,153	50,000	50,000	7,847	115,000
	Special Needs Olympics (Paralympics)	50,000	50,000	50,000	0	50,000
	Assistance to Samoa Netball Association	150,000	150,000	150,000	0	150,000
	Special Needs & School Reports	34,402	50,000	50,000	15,598	0
	Youth Games (Nanjing, China)	0	0	0	0	288,645
	Commonwealth Games - Glasgow, Scotland	0	0	0	0	600,000
	South Pacific Games 2015 - PNG	500,000	500,000	500,000	0	0
		1,448,555	1,650,000	1,472,000	201,445	2,050,282
Total Third Party Outputs		24,752,658	24,954,400	24,776,400	201,742	26,177,923
Transactions on Behalf of State						
	Membership Fees and Grants					

			1,000,000	1,000,000	1,000,000	0	599,312
		Scientific and Cultural Organisation	8,796	11,000	11,000	2,204	8,301
		United Nations Educational, Scientific and Cultural Organisation (UNESCO) - Local Costs	0	26,969	26,969	26,969	25,853
		South Pacific Board for Educational Assessment	0	75,000	75,000	75,000	0
		Commonwealth Centre of Learning	156,199	156,199	156,199	(0)	138,681
			1,164,995	1,269,168	1,269,168	104,173	772,147
		Counterpart Costs to Development Projects					
		ADB/Education Sector Infrastructure Project	19,783	0	0	(19,783)	431,704
		Inclusive Education Project	0	0	0	0	22,643
		Science & Maths Improvement Project for Basic Education (SMIPBE)	0	0	0	0	66,821
		JICA Project - Maths Project for Primary Schools	23,439	25,000	25,000	1,561	24,440
		SchoolNet Counterpart Costs	155,446	155,770	155,770	324	50,106
			198,668	180,770	180,770	(17,898)	595,714
		Rents and Leases					
		Rent Government Building (MESC)	34,348	39,500	39,500	5,152	39,500
		Government Policies / Initiatives					
		Construction of Sports Fields	319,291	400,000	400,000	80,709	780,007
		NUS-Sponsored Students (Peace Corps Prog & FOE Students)	500,000	0	500,000	(500,000)	587,675
		School Broadcast	92,803	104,000	104,000	11,197	85,690
		Resources for Schools (Agriculture Science, Food & textiles Technology & Design technology)	280,126	280,440	280,440	314	280,128
		Samoa Language Commission	38,632	40,800	40,800	2,168	28,649
		School Fee Relief Scheme (AusAID/NZAID)	29,426	30,000	30,000	574	28,525
		Christian Education	37,314	50,000	50,000	12,686	46,157
		Samoa National Orchestra	0	0	0	0	49,371
		Establishment of the National Archives & Records Authority	528,977	530,421	530,421	1,444	517,214
			1,826,568	1,435,661	1,935,661	(390,907)	2,403,416
		VAGST Output Tax	667,606	784,438	784,438	116,832	641,656
		Total Transactions on Behalf of State	3,892,185	3,709,537	4,209,537	(182,648)	4,452,433

TS & CULTURE

RECEIPTS OVER PAYMENTS

GOVERNMENT DEVELOPMENT PROJECTS

External Receipts

Grants - GDP

School Fee Scheme AUSAid & NZAid (Other)

Virtual Gallery on "Heritage Buildings in Samoa & Ratification of the 2003 Convention, Safeguard Intangible Cultural Heritage (UNESCO)

Rosebud Trust - Manumalo Baptist School (Other)Education Sector Support Programme (Other)

Loans - GDP

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Payments

Donor funded

funded

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Country	Year	Value
China	2014	1.00
China	2015	1.00
China	2016	1.00
China	2017	1.00
China	2018	1.00
China	2019	1.00
China	2020	1.00
China	2021	1.00
China	2022	1.00
China	2023	1.00
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China	2454	1.00
China	24	

RECEIPTS OVER PAYMENTS

This section details the activities conducted under different outputs for the Financial Year 2015/2016. The activities highlighted were envisaged as MESC continues to strive to achieve the goals of the Government of Samoa for improved education outcomes, and the Ministry's vision of a "... *quality holistic education system that recognises and realises the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices,*" (MESC Corporate Plan 2015-2018)

This section provides matrices explaining the progress of the Ministry's Performance Indicators by Output as well as highlighting key achievements under each Output.

Progress of the Ministry's Performance Measures/Indicators and other major Highlights from July 2015 – June 2016

Output 1: POLICY ADVICE TO THE RESPONSIBLE MINISTER

Output Manager: Chief Executive Officer

Description: The CEO will advise the Minister on appropriate legislation and policy options, reports and Cabinet submissions to promote and develop education, sports and culture based on the key values of *EQUITY, QUALITY, RELEVANCY, EFFICIENCY and SUSTAINABILITY*. The CEO will lead and manage reforms, strengthening performance and service delivery in the Ministry.

Performance Measures/Indicators:	Progress:
Improve 'at risk' students literacy and numeracy results for SPELL 1 & 2	Equating process to be implemented which will enable a valid comparison between 2012 & 2015 SPELL results. This will be fulfilled early October 2016. Once this is completed, 2015 will then become the new baseline year.
Number of schools achieving the National Minimum Service Standards	140 schools achieved National Minimum Service Standards during the reporting period
Number of Policy Papers submitted to the Minister for endorsement	<p>Ongoing monitoring role is seen by the active participation of the CEO in Cabinet Development Committees, attendance and participation in discussions in the Education Sector Advisory Committee on quarterly meetings as well as in Parliament sessions as and where required.</p> <p>MESC policy development and review are works-in-progress.</p> <p>ECE policy has been developed and tabled at ECE Taskforce meeting. Taking into consideration recommendation from CORE, consultations with ECE teachers scheduled for beginning of FY16-17</p> <p>Violence Free Schools policy has been developed with reference to the mini survey reflected in the policy. Finalisation of this policy is in progress in consultation with the newly established School Violence Taskforce.</p> <p>Culture Policy will be completed and launched in December 2016.</p>



	<p>Inclusive Education Policy endorsed by Cabinet in December 2015.</p> <p>ICT policy still in progress.</p> <p>Process for the establishment of Registrar's position for the Teachers' Council is under negotiation with PSC given the recently approved 2016 Teachers Act with an effective date planned for the next financial year. Formulation of Regulations for the recently approved Teachers Act 2016 will be the work of the Teachers Council once it is established</p>
Date by which the Education Sector Plan governance and coordination structures is in place	The Education Sector Plan governance and coordination structures are already in place. The ESP was launched in January 2014.
Percentage of Sector wide commitment to the delivery of the Education Sector Plan (ESP)	<p>Although the majority of the activities in the ESP have been implemented, there are key indicators/ activities that are behind schedule due to the budget support funds. Majority of these key indicators/activities are in the MTEF (Mid-term Expenditure Framework).</p> <p>Most of the activities are in progress until 2018</p>
Percentage of students passing Year 12 and Year 13 National Examinations for Science and Maths	<p>Science and particularly Maths have not achieved pass rates (however, not totally surprising given the changes and developments in the Outcomes Based approach. There should be a positive increase for 2016 results.</p> <p>Curriculum and Assessment Training still work in progress.</p>
Number of teachers trained in Maths and Science	<p>58 teachers were able to attend an intensive 'Bootcamp' at USP Fiji as part of the Bachelor of Science Program. This was the first time teachers in an upgrade program had received the opportunity to be exposed to different teaching and learning styles for Science Education. Through this opportunity, more teachers have expressed an interest to apply for the 2nd cohort of the STAP program scheduled to begin in January 2017.</p>

Output 1 Additional Highlights:

- Quarterly Audit reports prepared and submitted to Core Executive**

Four quarterly reports were planned to be produced. However, 3 out of 4 reports were submitted for Core Executive's attention and information. This is part of the monitoring role of the Office of the CEO, to ensure government policies and regulations are strictly followed by the Ministry. All audit exercises and spot checks aimed at detecting and preventing fraud and risk, testing internal controls, and monitoring compliance with Ministry's policy and government regulations. The internal audit function was also tasked with examining policies and procedures on a regular basis to ensure that the Ministry minimized its exposure to fraud and other losses.



r-Sept) due to absence of the Internal Auditor on overseas study

leave.

- **Coordinate and conduct meetings for Core Executive and Full Executive**

Core Executive/or MESC management were scheduled to meet once every fortnight in the first half of the FY. The importance to report on the progress of divisional work for uniformity of understanding of what is happening in the Ministry as a whole and most importantly to discuss any issues that hinder progress of work and solutions for improvement and way forward.

A total of 14 meetings were recorded for this period July 2015 to January 2016. However, with the appointment of the new CEO in February 2016, Core Management Meetings were held every week to track the performance of divisions and to resolve emerging issues causing delays in the implementation of divisional tasks. It also provided the opportunity to all management members to co-construct solutions, collaboratively develop strategies to enable timely progress of activities, and develop, establish and review guidelines for data analysis and improved reporting. A total of 23 Core Management Meetings were recorded in this period: February 2016 to June 2016.

Full Executive is a bigger group compared to Core Executive. It has a total membership of 52 Principal Officers with MESC Management inclusive. Meetings were scheduled to be held once every month of the 12-month period. The agenda is standard and most important matters to be discussed here addressed budget monthly issues as well as progress of the staff turnover and recruitment from time to time.

- **Ongoing monitoring role on the implementation of MESC Programs and Projects**

The ongoing monitoring role on the implementation of MESC programs and projects is evident in respective forums that identified information on what is working well, what needs improving, and where particular challenges are arising.

- (i) PaBER project. The project was completed in June 30th, 2016 with its various reports now officially released. A number of activities were developed directly informed by the evidence generated by PABER. These PABER-funded activities are currently being implemented with a deadline of up to 31st December 2016 under the direct leadership and monitoring role of CEO MESC.
- (ii) Education Sector Plan 2013-2018 Two annual reviews have been completed already with the annual review of the FY 2015/2016 currently in progress with the Medium Term Review occurring back to back.
- (iii) Samoa School Fee Grant (SSFSGS) implementation continued for primary and secondary school grants with an increasing input of MESC, financially and personnel wise, for the secondary grant as planned while the primary school grant is already fully localised.
- (iv) Literacy Programmes. Literacy Interventions have taken place to improve student learning outcomes. These include the annual Literacy week held in July 2015.
- (v) Education Act 2009 & Regulations. Progress has been made on the revisions of the regulations to the Compulsory Education Act 2009 to ensure that all children are attending school. MESC is collaborating with Police and village mayors to help enforce the Compulsory Education provision in the 2009 Act.

Output Manager: Chief Executive Officer

Description: Provision of support services to the Minister of Education, Sports and Culture

Performance Measures/Indicators:	Progress:
Number of new educational developments identified	<p>Nationalisation of Literacy Week in Reading, Writing in English, Samoan and Numeracy. School of Languages to add new courses.</p> <p>PaBER research project conducted and completed in June 2016. A National campaign through lots of consultations with stakeholders/principals/teachers was underway to address the issue of school violence in both Savaii and Upolu.</p>
Number of policy initiatives	<p>A policy review is essential to be in line with key recommendations from current SPELL and PaBER findings.</p> <p>A two-day policy review was conducted in April 15-16, 2016 to align existing policies with current reforms. More review to be conducted in the new FY.</p>

Output 3: TEACHING SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Description: Provision of quality teaching services through allocating and managing teachers equally and effectively to schools both in Upolu and Savaii

Performance Measures/Indicators:	Progress:
Number of qualified teachers oriented and posted to secondary schools	<p>Less than 1% teachers were posted to Colleges in both Upolu and Savaii.</p> <p>No graduates from NUS-FOE for 2015-2016. Minimum Qualification for Teaching shifted from Diploma to BED since 2013 but only shifted back to Diploma in beginning of 2016.</p>
Number of qualified teachers oriented and posted to primary schools	<p>No teachers posted to Primary Schools due to the change in Requirements for Teaching Employment.</p> <p>The approvals to re-employ teachers with diploma holders have contributed to the achievement of this indicator.</p>
Number of Consultations with those in positions of responsibility on Performance Agreements to meet priority targets of respective schools.	Consultations are conducted once new Principals are on board.
Number of New initiatives for Teachers (designated posts of responsibilities)	<p>HOD positions are now reshuffled from each subject to departments.</p> <p>Contracting of Positions of Responsibilities.</p> <p>Entitlements and Benefits</p>



- **Management of Primary/College Teaching Personnel.** The Personnel Team conducted spot checks within 164 Schools and the data collected was useful for reallocation of teachers.
- **Recruitment and Selection:** There were 73 new teachers recruited throughout this reporting period ranging from Degree holders of various disciplines to Diploma in Education. Of the total number, there were 48 College teachers and 25 Primary. Extension of service for 55 year olds and above is ongoing, seeking CEO's approval if any is below 60 years and PSC for 60 years and above.
- **Update Positions Of Responsibilities (POR):** As of date, only 2 more Principals' positions are left (Asau PS & Ulutogia PS). Deputy Principals and First Assistants will soon be advertised as update has already been sent to PSC for advertisement.
- **Manage Staffing Entitlement:** Pre-contracts and Long service benefits for all Contract positions and most teachers have been compensated and some in portion due to funding issues.
- **Recommended salary and Allowance Entitlement:** Teacher salary adjustments have been implemented and paid out based on qualification achieved. Teachers' overnight allowances for participation in events pertinent to the Ministry have been paid out as well as to HOD allowances for College teachers.
- **Management of Performance Agreement:** Reinforcement of AMP and SIP submission is a success, and these will be analysed to gauge the linkage of the two plans in relation to achievement of Principals' Performance targets by the end of the calendar year 2016/contract.
- **Capacity building for Personnel:** Overseas trainings, on-the-job trainings and workshops have been done and is ongoing for Teachers and Support Staff.

Output 4: TEACHER TRAINING SERVICES

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

Description: Provision of quality teaching services through allocating and managing teachers equally and effectively to schools both in Upolu and Savaii

Performance Measures/Indicators:	Progress:
Number of schools supported through school-based professional development	All secondary schools (17) and primary schools (20) in tier 1-TDAD supported school-based PD's and also provided training for applicable areas. A lot of time was spent in Fagaloa district and in Savaii districts.
Number of school principals and those in positions of responsibility trained in leadership and management roles	55 principals and those with positions of responsibility were trained in the Induction program for new (1-3 years) principals. These Induction trainings for new principals and positions of responsibility were started at the beginning of 2016 calendar year.
Number of mentor teachers trained to support new teachers	Mentors have met several times to discuss building a robust program for NUS graduates who will enter the teaching force in May 2017. MESC is reviewing previous mentoring package that was developed under the ESP2 project to ensure it reflects the current needs of the teachers. Training should begin the last few weeks of term 4 (Nov-Dec 2016).

in Science and Maths	trained	Training conducted by Professor Karoline Afamasaga Fuata'I (NUS) and Professor Monroe (BYU- Provo) for Numeracy for primary teachers. JICA volunteers/mission teachers facilitated national secondary training in Sept 2015 for Science and Math teachers. Additional trainings were conducted by districts during school holidays. Overall teacher participation: Secondary - 51 General Science, 14 Chemistry, 18 Biology, 10 Physics Primary - 400 in Upolu and 150 in Savaii
Number of teachers enrolled in a tertiary institution to upgrade teaching qualification to a Bachelor level		160 teachers in upgrade program as of semester 2 of 2015, 98 enrolled for semester 1 of 2016 and 40 primary teachers who started the Savaii Correspondence Paper.

Output 4 Additional Highlights:

- **Launch of the Teacher Correspondence Upgrade Program (TCUP) for Savaii Teachers.**

This program was launched by the former Minister of Education, Sports and Culture, Honorable Magele Mauiliu Magele in which he spoke on the importance of this milestone that MESC and NUS have achieved to provide courses to Savaii teachers through distance learning. He also encouraged MESC and NUS to strengthen their partnership and collaboration to provide this opportunity to the rural secondary and primary teachers.

- **Upgrade of Science and Math teachers through the Science Teachers Accelerated Program (STAP) at the University of the South Pacific-**

58 teachers were able to attend an intensive 'Bootcamp' at USP Fiji as part of the Bachelor of Science Program. This was the first time teachers in an upgrade program had received the opportunity to be exposed to different teaching and learning styles for Science Education. Through this opportunity, more teachers have expressed an interest to apply for the 2nd cohort of the STAP program scheduled to begin in January 2017.

- **NUS Sponsorship Policy**

As per terms of FK and recommendation from the Ministry of Finance for the NUS Sponsorship funds, the MESC through the Teacher Development and Advisory Division was instructed to complete a TOR for a Sponsorship Committee, convene the Sponsorship Committee and draft a Sponsorship Policy to guide NUS sponsorships for Education. If MESC did not meet these terms, the \$1million would be taken away from the MESC budget and transferred to MFAT's Scholarship Budget for the 16/17 financial year. The NUS Sponsorship Policy was approved by cabinet in December 2015 and the Sponsorship Committee has met twice. Another meeting is scheduled for January 2017 to endorse applications for the Foundation Program. This is the first time the MESC has a policy to guide the NUS sponsorship program the government started almost 20 years ago.

- **Point System for Professional Development program for teachers and principals**

Through observation and feedback from 14/15, TDAD in collaboration with JICA and Peace Corps rolled out a Professional Development model for schools to conduct effective interactive professional development programs. As an incentive to encourage principals and teachers to conduct and participate in professional development programs, a PD point system was created and endorsed by the previous MESC CEO, Afioga Matafeo Tanielu Aiafi. Teachers/schools and districts to first reach 80 points will be recognized and will receive awards during the Teacher's Day in October. Teachers need to provide evidence of PD, and student samples to ensure the PD points for teachers reflect student learning in the classrooms.



RVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Description: Provision of school improvement initiatives based on the School Improvement Model

Performance Measures/Indicators:	Progress:
Number of schools that comply with the Minimum Service Standards.	<p>For this financial year, 140 schools have complied with the MSS. The SOD is still working on areas needed for improvement in the other 26 schools.</p> <p>SSFGS has been of great assistance to many if not all for the 167 government schools in total. Of the total number of schools, 148 schools used their allocations for repaired work while 10 schools underwent major renovations by means of either an additional block (classrooms & sanitation) or a new hall. The 20% increase in allocations this year towards Repair and Maintenance has been a huge help for schools.</p> <p>Contributing to this achievement is the collaborative work between the SSFGS Team Leader and SOD staff who were able to identify areas that needed improvement in schools. These recommendations were made possible through the monitoring visits conducted to all 167 schools.</p> <p>During this financial year period, nine (9) new school buildings were built in partnerships with donors such as JICA, China, etc.</p>
Number of workshops conducted with School Committees on all School Improvement processes	<p>In addition to individual school committee meetings and consultations conducted, two workshops were conducted for Upolu and Savaii. Through these meetings and workshops, School Committee members were reminded of their responsibilities and roles as stipulated in the Education Act 2009, Minimum Service Standard for Schools (MSS) and the SSFGS Operational Manual.</p> <p>School Committee representatives were also invited to The MESC Annual Conference in January 2016. Here, School Committee representatives were also given the opportunity to present on good governance and management of schools.</p> <p>Improvement in most of the school buildings and environment is measured through active participation of School Committees in collaboration with the Ministry.</p>
Number of students enrolled in school for the first time who are supported with targeted interventions	Compulsory Education continues with its enforcement programmes up to now.

Compulsory Education Programme:

- Continuous spot checks conducted for both Upolu and Savaii on a weekly basis. This year, the contribution by the two Ministries; Ministry of Police and Ministry of Women, Youth and Social Development through Pulenu'u has improved the level of compliance in communities. The Taskforce took the initiative of strengthening partnerships with Pulenu'u and Principals by adopting the 'door to door' strategy whereby the reported family would be visited and consulted. The net enrolment rate for Primary Schools from 2014 (99%), 2015 (100%) and 2016 (100%) remains stable and indicates the high level of participation of official compulsory aged students in Primary Education. This trend is also supported by the SSFGS provision for all Primary children in Samoa.

Output 6: CURRICULUM DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Office – Curriculum, Materials & Assessment

Description: Provision of improved teaching and learning at all levels through quality and support materials, and also School broadcasts where appropriate.

Performance Measures/Indicators:	Progress:
Date by which a final draft of Early Childhood Education policy is produced	A draft policy is in place and consultations are to start towards the end of 2016.
Date by which the ECE Minimum Services Standards are finalized and launched (MSS have been finalized, awaiting printing for launch)	ECE MSS was launched in June 2015
Number of schools visited to support implementation of the new primary curriculum	27 primary schools visited during 2015-2016
Number of e-resources developed to support curriculum delivery	E-resources developed for both primary and secondary schools Only used some e-resources during T.V educational Programs for Just Primary Science, Visual Arts and Reading both in English and Samoan language
Number of Primary and Secondary teachers trained and evaluated on the content and pedagogy for Science and Mathematics	110 Primary Teachers and 100 Secondary Teachers undergone the trainings conducted by TDAD during this reporting period
Number of schools visited to support effective implementation of the revised Secondary Curriculum	21 schools visited
Number of primary schools receiving intervention strategies through the work of the Literacy Taskforce	More than 100 primary schools received interventions during the 2015 Literacy program.
Number of teachers trained on the revised secondary curriculum	More than 500 Year 12 and 13 teachers were trained for the New Outcomes Based curriculum but have yet to conduct trainings for other levels
Date by which three more Foreign Languages are taught at the Samoa School of Languages	The three languages are Japanese, English and Samoan. This is not yet complete as we are awaiting approval by SQA Board of the respective curriculum



- **Support visits**

Focused on schools where there are a high numbers of students with difficulties in literacy and numeracy as shown in the SPELL Results for 2014. Visits conducted for 27 Primary schools and 21 colleges to provide support on curriculum implementation. To maximise the use of resources, school visits for primary schools included coverage of ECE centres in the visited districts, children with disabilities and schools under the Home-School Partnership program for literacy and numeracy. Other than providing teaching strategies, support included sharing of additional materials to supplement teaching for subjects in particular Science, Maths, Visual Arts, Social Studies, Health and PE.

To reinforce implementation and monitoring of curriculum, templates for lesson plans and timetables re-sent to all schools to ensure consistency in the use of these and shared with MERD for their monitoring. These were also shared as well with FoE NUS to reinforce during their in-service programs as well as gain familiarity for teacher trainees.

The video conferencing facility provided through the SchoolNet project has been utilised by Curriculum Staff to support secondary teachers in Savaii to respond to requests by teachers.

- **Primary Maths & Science Project**

Since the start of this Japan funded project in 2014, teachers in the 33 pilot schools have shown a lot of appreciation through the professional support provided by the visiting professors from Japan on more effective ways to teach Maths and Science for primary students. Through this project, teachers have been trained on how to develop supplementary resources and varying their methodologies to improve teaching of Science and Mathematics.

- **Interventions for Literacy in ECE, Primary and Secondary schools**

One highlight was the increased visibility and publicity for the Ministry's interventions for literacy as well as the increase in coverage with the inclusion of schools in the rural areas and on Savai'i. The National Literacy Week in 2015 was preceded by competitions at the Zone/District levels - improved participation rates of schools in both Upolu and Savaii. At the zone competitions which took place from 6th to 10th July, students in both primary and secondary levels promoted the theme "Read to succeed" in the categories they competed in. Taking a thematic approach, the program included an increased number of literacy focused activities through painting, drawing, music, dancing, acting through book character and much more.

One other significant highlight of the continuous support for literacy and numeracy across the curriculum is the production of television programme for the 'Laoso O A'oa'oga Fou'. Since 2014, more than 120 episodes of 15 minutes have been produced and broadcasted on TV1 to assist curriculum delivery.

- **The Inclusive Education Policy**

The policy was endorsed by Cabinet in December 2015. Strengthened partnerships with NGOs (SENESE, Loto Taumafai and Fia Malamalama) to support children with disabilities. Awareness and understanding of Inclusive Education promoted through the "E te Silafia" Programme on TV 1 in November 2015. This was an opportunity to inform the community of the services provided by service providers as well as the special schools for children with disabilities.

Workshop held in November 2015 to empower staff of CDMD with the knowledge and skills on working with students with disabilities and learning difficulties. The IE Unit used the opportunity to work with staff of the division to go through the IE Policy and identify ways to improve the implementation of the Policy, and taking a more proactive and inclusive approach in the work of the division.



Education (ECE) the Minimum Service Standards document was launched by the Prime Minister, Hon Tuilaepa Sailele Malielegaoi on 20th July 2015. Consultations to raise awareness and understanding of the ECE MSS were held in November 2015.

At the request of the Ministry of Education, Sport and Culture (MESC), the World Bank agreed to provide assistance to carry out a survey assessing the levels of school readiness in children ages 3-5 using the Early Human Capability Index (EHCI). In September 2015, consultations commenced on the design and survey implementation logistics. The tool, which has been adapted by MESC and the World Bank for use in Samoa, measures levels of child development in all domains, with the results expected to inform policy decisions in MESC and development of a country education roadmap of actions and activities for school readiness, with actions that are sustainable in budgetary, policy and program terms. The results will also be disseminated to communities, giving them information with which to make decisions on early childhood care and education opportunities in their own communities.

- The survey has now been completed for all ECE centres in Savai'i and MESC staff have been heavily involved in the design of the instruments, translation of the tools as well as organising the logistics for ease of implementation.

Output 7: ASSESSMENT AND EXAMINATION SERVICES

Output Manager: Assistant Chief Executive Officer – Curriculum, Materials and Assessment

Description: Providing effective and high quality Examination and Assessment services. This is done by having good Examiners and Moderators, error free examination papers, and effective Internal Assessment programs.

Performance Measures/Indicators	Progress
Number of new Year 12 and Year 13 teachers trained on SSC and SSLC IA requirements	100 % achieved. Trainings and workshops have contributed towards the achievement of this KPI however, in ensuring teachers are retaining info, process uses smaller groups and where possible (e.g. school visits), reinforced/supported.
Number of selected and qualified personnel trained in the production of national examination papers	100% achieved. The pool of available examiners is limited however, the same pool are becoming very proficient in the application of Outcomes Based approach for examinations
Number of selected personnel trained on moderating SSC and SSLC Internal Assessments	Due to the changes in examinations and internal assessments, all moderation was conducted by an independent body (EQAP)
Number of personnel trained on supervising national examinations	100% achieved. The pool of personnel is smaller than the target stated. This number will be decreased for 2016/2017 to 500
Number of personnel trained on marking national examinations	100% achieved. Target to change to 100 - adequate number. This is an excellent training whereby MESC are ensuring profiles of scoring panels meet min. In doing so, sustainability and quality are supported
Number of primary teachers trained on appropriate and effective school based assessment methods	15% achieved - Changed strategy i.e. started with schools not achieving. Need to develop strategy based on recommendations.

appropriate and effective school-based assessment methods	Need major works in the areas of formative assessment (classroom based assessment). Emphasis in schools is still largely summative.
Number of schools verified for SSC and SSLC IA programs implementation	All relevant Schools were Verified for SSC and SSLC
Number of Primary and Secondary teachers trained on the outcomes based approach for Assessment	Trainings conducted by EQAP Advisers Not achieved - back to the drawing board. Need to factor in classroom based assessment

Output 7 Additional Highlights:

1. Major, outcomes based education developments, achieved through 2015 National SPELL Tests

- SPELL items for all Year 4 and Year 6 test tools (8 in total) were aligned to the current 2011 primary curriculum. In previous years, SPELL items were never aligned to the curriculum.
- Benchmarking for literacy and numeracy at Year 4 and Year 6 are in place for the first time in more than 50 years, enabling (i) valid achievement comparisons from year to year and (ii) development of standardised levels for reporting.
- Training conducted for 40 participants (local academics, MESC personnel [curriculum and assessment], primary teachers and principals) in the full process of setting benchmarks².
- 2015 becomes the new baseline year thereby, enabling more accurate and informative reporting, especially for intervention.

2. Integration of SPELL and PILNA tools

- Both are diagnostic tests; one is nationwide, whilst the latter is regional. Essentially 'killing two birds with one stone' where students sit one test, as opposed to two. The data was analysed and interpreted with no negative impact on the results. The separation of results and analysis for each test was achieved with little difficulty.
- With the benchmarking and levels in place, comparison of achievement results is now more reliable and valid. Results enable immediate intervention to take place.

3. Automation of reporting for SSC and SSLC

- 100% achieved for the exam component only (internal assessment component is targeted for 2016 exam).
- Enable progressive reporting for Monitoring and policy development.

4. Trainings on IA Programs

for SSC and SSLC teachers conducted (more than 200) – alignment of IA practices to OB approach. Enable OB reporting of IA.

5. Trainings for external examiners and moderators

Develop wider pool of examiners and moderators for OB approach – 100% increase.

- Training support programs, specifically targeting the low performing districts as per SPELL results. Trainings for Asau 1 & 2 districts completed

² 5 x levels of student achievement and the 3 x levels for reporting student performance



SEARCH SERVICES

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

Description: The development and provision of Policy, Plans and Research Service for the Ministry

Performance Measures/Indicators:	Progress:			
Improved relevance of education leads to better student retention and transition to secondary schools and tertiary education		2013	2014	2015
	Yr8-yr9:	89%	94%	93%
	Yr 12-yr13:	66%	70%	65%
	YR 13 – NUS:	67%	68%	
	For 2016: Y8-9: 90%; Y12-13: 70%; Yr13-NUS: N/A			
	Transition of Y8 to Y9 is still less than target while Y12-13 transition meets the target. There are ongoing issues with data sharing across the sector and there is a need for an integrated sector-wide database to break this barrier.			
Number of research conducted into strategies to improve literacy and numeracy outcomes at all levels of primary and secondary.	<p>PaBER Research Report completed and findings presented by CEO to Local and overseas conferences. The Research project was completed in the financial year as planned and the report was also submitted to MESC in May 2016 by the Consultant, Dr. Karoline Afamasaga Fuata’i.</p> <p>Since PaBER, a two-day workshop was conducted in April 2016, to focus on reviewing prioritised policies and Frameworks as per recommendations in the PaBER report, particularly those within the 4 Policy Domains, namely assessment, Teacher Quality, Curriculum and Governance. Prioritised policies included the Education ACT 2009, National Assessment Policy Framework, Assessment Rules & Procedures, Examination Operations Manual, National Teacher development Framework, Performance Standards,</p> <p>Professional and Leadership Standards, Performance Appraisals for Samoan Teachers, School Management & Organisational Manual, and Minimum Services Standards.</p>			
Number of Policy documents developed	<p>ECE Policy was developed and Finalisation of this policy is scheduled for the beginning of new FY. This policy will be more informed by results of the School Readiness survey funded by the world Bank.</p> <p>National Violence Free School Policy has been developed with assistance of a TA in 2015 in collaboration with DFAT. The process for this development included consultations with</p>			



	<p>stakeholders around Upolu. These dialogue opportunities generated valid comments from the stakeholders and school principals of both Upolu and Savaii. The biggest debate was around the perception of Samoan people on corporal punishment as this has been an ongoing issue in schools.</p> <p>A Draft of the “Violence Free” policy was presented to Core Executive meeting in June 2016 for feedback.</p> <p>Inclusive Education policy was approved by Cabinet in December 2015.</p>
Date by which the MESC Corporate Plan 2015-2018 is completed and launched	MESC Corporate Plan 2015 – 2018 completed and launched in August 2015
Date by which the Annual Report 2014/2015 submitted to Parliament	Annual Report 2014/2015 submitted to Cabinet and Parliament in February 2016

Output 8 Additional Highlights:

- First Draft of the Education Statistical Digest 2016 has been completed with the inclusion of new data/information as per IVP recommendations in working progress. A highlight for this year’s Statistical Digest is developing a working partnership with the local office of UNESCO through several collaborations on data analysis.
- Student lists for National Examinations updated with a 100%. These Student Lists are collated by PPRD using the information collected from the Annual SEN Registration conducted in February, the same time as School Census. Schools make amendments from time to time, and submit this updated information to Assessment and Examination Divisions according to schedule.
- Verification Site visits to all pre-schools for the Government Grant conducted in April and November, 2015. There are always two site visits to all ECE Centres on Upolu and Savaii within the Financial Year for verification purposes and confirmation of student enrolment. These two visits were conducted according to schedule
- Four Quarterly Reviews of AMP2015-2016 were conducted. CPC meetings held on a quarterly basis and divisions are responsible for presenting their quarterly reviews at these meetings after their internal reviews at the divisional level. All four quarterly reviews were conducted according to schedule and Review reports and summaries submitted to Core Executive meetings as well as the Full Executive when they meet
- Annual Strategic Seminar conducted and Report submitted to Core Executive. The Strategic Seminar was conducted in February 2016 and the Report was tabled at Core Executive meeting in May 2016
- Quarterly Progress reports on status of MESC Development Projects prepared and included in progress reports to CORE. These reports are compiled from quarterly site visits conducted within the financial year as well as Progress Reports from each MESC Development Projects submitted to PPRD.
- National Violence Free School Policy has been developed with assistance of a TA in 2015 in collaboration with DFAT. The process for this development included consultations with stakeholders around Upolu. These dialogue opportunities generated valid comments from the stakeholders and school principals of both Upolu and Savaii. The biggest debate was around the perception of Samoan people on corporal punishment as this has been an ongoing issue in schools.

VICES

Output Manager: Assistant Chief Executive Officer– Corporate Services

Description: Provision of educational resources for the Ministry and Schools, and facilitating the construction process of the Ministry's Infrastructure facilities through effective procurement process and competent management strategies.

Performance Measures/Indicators:	Progress:
Date by which stationery supplies to schools is completed	Stationeries distributed to all schools according to schedule
Date by which the Risk Management Framework is developed	Draft Framework completed
Date by which a Service Continuity Plan for Printing is developed	Work in progress towards development of this Service Continuity Plan for Printing facility.
Percentage of school fees and examination fees collected for Year 12 and Year 13 from	Collections started in February 2016 - start of Term1. Percentage of school fees for students enrolled during school terms collected. Other students dropped out during the year
Date by which all Project assets are transferred and entered onto the ministry register	Delayed in receiving Assets report from the ESP2 Project. Transferred in January 2017.

Output 9 Additional Highlights:

- Ongoing maintenance services of MESC headquarter facilities and compound. Facilities include offices, toilets, grounds lawn mowing, gardening, Salafai & Nelson Library, Leififi College & Samoa College as requested.
- SSFG Assets have been fully transferred to MESC
- 10 computer kiosks have been completely set up and only left now are new computers.
- A Quarterly Asset Report for MESC Asset Registration compiled and distributed to all divisional Output Managers for review and feedback.
- Ongoing procurement and distribution of goods and services as requested by output managers.
- Maintenance works for Samoa College, Avele College and Leififi conducted accordingly.
- Procurement of safety gear which includes safety overalls, boots, vests and gloves for maintenance staff carried out.

CSU 1: FINANCIAL ADMINISTRATIVE SERVICES

Output:	Highlights:
Financial and Administrative Services	<ul style="list-style-type: none"> • Liaised with MOF and PSC regarding Pre-Contract Payout Plans. At the same time Payout Plans for Long Service Entitlements and payout have been prepared and submitted to MOF as well as processing TY15s for approved Contractual salaries.



grievances and Appeals relating to the Ministry issues relating to Corporal Punishments, complaints with operations. HR steps in to mediate and resolve issues before escalating to the next level management.

HR reports on Recruitment and Selection process presented to the Full Executive. These were presented at Full Executive meetings. The reports contained:

- ❖ The number of Vacancies
- ❖ Staff Turnover
- ❖ The cost of unspent funds from vacant positions

- **Induction Workshop for MESC Staff**

The Induction Workshop program was held for 3 days in 2015 to address the New Changes in the Public Servant Working Conditions 2015.

The workshop was split into four groups and sessions were held throughout each of the 3 days.

The presentations covered:

- ❖ the awareness of staff on strategic plans presented by representative from PPRD,
- ❖ the MESC Service Charter, and changes on the Working Conditions 2015- presented by CSD
- ❖ Records Management-Presented by ACEO NARA
- ❖ ICT Policies-presented by ACEO ICT and Media
- ❖ Building Rules-Presented by CSD

The workshop was well attended by staff, and the presentations generated lots of discussions. In particular, the NARA Records Management presentation with their vision and rationale which underpinned the establishment of the Records Authority.

CSD presenters on the other hand placed emphasis on the importance of PSC Working Conditions 2015, and Occupational Health and Safety in the Workplace. CSD detailed the **BUILDING RULES AND REGULATIONS** to safeguard Government Assets. Presented also was procedures which defined “**SAFETY ZONES**” for MESC staff should there be an emergency. In the presentation the participants were informed of the issues on **SMOKING AREAS and Out of Bound areas**.

The 3rd day of the Induction Workshop focused on the inclusion of External Speakers from **Ministry of Commerce, Industry and Labour, and Fire and Emergency Services Authority** presented on the importance of compliance to the Occupational Health and Safety Regulations and Act now enforced and to be practiced in Government Ministries. Speaker from MCIL enforced and placed the emphasis for Government Ministries to supply safety gear and equipment to avoid mishap or injuries to the employee. Following the speaker from FESA who demonstrated the use of a **FIRE EXTINGUISHER**.

CSD also held short term training conducted by FESA with MESC representatives from each division as “**MESC FIRE WARDENS**” in a fire emergency. The DRILL application was an effective exercise for MESC staff to gauge their understanding of the Building Rules.



**ted secondment opportunities and further studies for
staff development.**

MESC has been working collaboratively with the Chinese Embassy which provided overseas trainings for teachers and Corporate Staff. More than 20 participants have gained exposure to and experienced a different level of training. In addition, other donors such as JICA funded programs to support teachers particularly to build on teacher capacity³.

In-country trainings offered by PSC which is now a Non Formal Education Provider have helped with staff professional development and capacity building.

CSU 2: BUDGET PLANNING, IMPLEMENTATION, REPORTING & MONITORING SERVICES

Output:	Highlights:
Budget planning, implementation, reporting and monitoring services	<ul style="list-style-type: none"> • MESC Annual Budget for FY2015-2016 prepared and finalised • Ongoing implementation and monitoring of internal control system • MESC Annual Budget for FY2015-2016 prepared and finalized • Ongoing implementation and monitoring of internal controls in processing payments documents checked and daily receipting. • MESC monthly budget summary reports submitted to Full Executive and updated transactions list to Output Managers. • Aggressive approach with the Collection of National Examination Fees.

CSU 3: PRINTING SERVICES

Output:	Highlights:
Printing Services	<ul style="list-style-type: none"> • Printed 100% of the Educational support materials for the Ministry and government schools according to schedule. • National Examination (SPELL 1&2, SPECA, SSC & SSLC) scripts were printed according to schedule. • On the job training conducted for four (4) new recruits

ICT & MEDIA SERVICES

Output:	Highlights:
ICT & Media Services	<ul style="list-style-type: none"> • ICT resources (software / hardware) installed for the Ministry and schools, regular maintenance of all MESC information systems conducted. There are about 120 computers installed and networked in the Ministry. The MESC information systems involve EMIS School & Teacher database, SEMMIIS Assessment database, MESC website, email systems & SchoolINET e-resources

³ See also Curriculum Design and Materials Report above

		g maintenance of SchoolNet and Primarynet connectivity and shared services in schools. All schools are connected to the MESC Data Centre for internal messaging; the colleges are provided with supervised Internet access as well.
		<ul style="list-style-type: none"> • Review of Disaster Management Plan (DMP) conducted and implemented. A Reviewed Copy of the DMP is in place with simplified English / Samoan versions for schools
		<ul style="list-style-type: none"> • Service agreements with media service providers for the Ministry were established to raise awareness for the Ministry's various activities, i.e. Literacy & Numeracy Week
		<ul style="list-style-type: none"> • Media support for cultural events, conferences and workshops is provided by the Multimedia & Audiovisual Unit. All footage is archived. Furthermore a weekly TV school program (Le la oso o A'oa'oga) is being produced for broadcasting on TV1.

Output 10: **PUBLIC LIBRARY SERVICES**

Output Manager: Principal Librarian

Description: Provision of public library to the country through the provision of all required library equipment, materials, text books, references

Performance Measures/Indicators:	Progress:
Number of relevant Literacy Programs implemented to support curriculum and reading	<p>Conducted reading Activities for both the Junior Section and American Corner from July 2015 during Literacy Week until November 2015.</p> <p>Literacy Reading weekly program for students Age 5-7yrs; Vendors Reading programs; Seminar on Education Literacy by US Embassy; USE Educational programs for 33 schools; Pacific Room Research corner for students Internal Assessments researches and Annual Literacy Week events in schools.</p>
Date by which the Nelson Memorial Library internet kiosk is opened to the public	The Internet-Kiosk room has already been developed but no resources to implement due to budget constraints.
Number of Professional Development intervention programs (training, workshops)	<p>Completed 4 trainings for all Librarians during Literacy Week and school holidays.</p> <p>Staff attended at least 6 different workshops during the last FY.</p>
Number of new developments in public libraries	<p>Secondment of 6 Librarians to NUS Library for capacity building.</p> <p>Sealed all of Nelson Library for the new air conditions.</p> <p>Ongoing reading activities for selected 5-7 year olds.</p> <p>Quarterly cleaning for Nelson Library with Salafai Library included.</p> <p>Vendors Reading program introduced</p>

Output: 10	Additional Highlights:
Public Library Services	<ul style="list-style-type: none"> An Internet Policy guideline for the use of the Library internet kiosk has been developed and in place. Digitisation of 30 bound newspapers from 1902 – 1969 completed and archived in collaboration with NARA. Once digitised, these materials will be made available to the Public Library Services for Library patrons usage as already arranged with NARA. 200 new reading materials were provided by the Literacy Committee for the 3 Public Libraries while 100 new materials were donated by the US embassy for the American Corner. Five (5) trainings on library skills for new recruits (2 library staff & all SLAs referred by SOD). Practical refresher trainings for SLAs during the school holidays this year were conducted. Free registration allowed for children during the Literacy Week to encourage their use of the library proved to be a success throughout this week.

Output 11: SPORTS DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Sports

Description: Coordinate and support program that enhance sports development at all levels. Provide financial assistance and technical materials to develop sports at all levels. Undertake research, policy development and planning to improve delivery of sports development programs and the sports sector. Assist in the establishment of new and the maintenance of existing sports facilities. Provide counseling and treatment.

Performance Measures/Indicators:	Progress:
Medals expected to be won by Samoa at the Pacific Games in PNG - Aug/Sept 2015	Did not achieved the number of medals expected from the South Pacific Games.... Gold Medal - 17 Silver Medals - 23 Bronze Medals - 11
Number of Sports field to be upgraded in the rural areas	A total of 5 sports fields being upgraded during the reporting period (Saleimoa, Faleata, Safotu, Salailua and)
Number of schools trained and fully equipped with sports equipments under Fiafia Sports Program	30 schools being trained and received sports equipments. Conducted ongoing training for teachers on Implementation of Fiafia Sports Programs in Primary schools. The implementation of the Fiafia Sports Programme in schools takes place when teachers from these schools take part in the training programme. At the completion of Fiafia Sports Programme, schools are presented with sports gear for their use during the implementation process. While there

	were challenges with clearance of equipment, schools were provided with the opportunity to learn new/additional skills to their existing repertoire of skills for the development of sports in schools and now have quality sports equipment for their use.
Sports Organization that has met the requirements and receive financial assistance to compete at International Competition	Incomplete as the number of sport bodies received funds were less than 14 due to strict guidelines set by Cabinet and the Ministry for releasing these funds

Output 11 Additional Highlights:	
<ul style="list-style-type: none"> Awareness programs on Sports Injuries Compensation Scheme were conducted Registered all school athletes under Sports Injuries Compensation Scheme. For this scheme, the Division submitted injury claims to MOF and Cabinet. The Sports injury scheme aims at covering students only from schools that participate in school competitions. In some cases, schools have to change their sports calendar to fit into the academic calendar programme. Conducted the monitoring visits for Special Needs schools Sports fitness and educational training program for P.E Teachers conducted. The exposure of more schools to the Fiafia sports Programme is enabling more teachers to gain appropriate skills to coach. It is evident that more schools are now involved in Fiafia Sports, and the number of trained teachers to coach sports is also increasing. With more sports fields developed, more students and community members now have access to quality sports fields. This means that more schools have the opportunity to further develop their Health and PE outdoor programmes and activities. The SSFDP has benefited more villages with the additional 48 villages being introduced to the programme showing that these villages now have access to different sports activities/plans attached to the programme. Assisted the coordination of School sports competitions where competition finals were held and completed in September 2015. 	

Output 12: CULTURAL DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Culture

Description: Promoting, protection, preservation, development, collection and recording of Samoan Culture, Heritage, Documents and Artifacts for all people of Samoa.

Performance Measures/Indicators:	Progress:
Number of cultural programmes conducted to promote heritage and increase public participation and awareness	100% achieved - 30 programmes (3 national Heritage workshops; 12 media Publications; 13 Workshops; 2 Vocational Trainings)
Number of audiovisual materials preserved and promoted	Activity was deleted this FY due to move of Audio Visual to new Division - IT & Multimedia.
Number of official performances of the National Orchestra of Samoa	140% achieved - 14 (6 School Workshops & Performances; 6 Public Performances; 2 Marketing Performances)

Museum	113% achieved - 30 activities (3 Exhibitions; 4 Museum Talks, 4 Research; 1 International Museum Day; 12 Tours; 5 formal Partnerships; 5 Workshops)
to increase public interest and number of visitors to the Museum	
Number of secondary schools participating in the Aganuu Festival	0% achievement- Activity deferred to the Teuila Festival due to preparations and attendance to the 12th Festival of Pacific Arts and Culture in May 2016.

Output 12 Additional Highlights:

- Samoa became the first Pacific Island State/Pacific SIDS to be party to the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.
- Samoa submitted the only application from the Pacific Region to the International Fund for Cultural Diversity (IFCD) to develop a Youth Program in Cultural Entrepreneurship Development.
- MESC organised and led Samoa's official delegation of 68 people from Samoa and London, to the 12th Festival of Pacific Arts and Culture (FestPAC) in Guam from the 22nd May - 4th June 2016.
The Festival was attended by 27 Pacific Island countries and territories and showcased approximately 38 different Arts and Crafts ranging from body art and healing, to traditional inter-island navigation. Samoa's 68 member delegation participated in 32 of these different arts.
- MESC completed the required components of the 3 year Pacific Project on the Enhancement of the Cultural Industries funded by EU, SPC, Pacific Forum and the Government of Samoa.
- Hosted 3 Regional and National Workshops on the different forms of Heritage (Intangible and Tangible) as well as Cultural Industries Development, as part of Samoa's obligations under the 2003 UNESCO Convention on the Safeguarding of Intangible Cultural Heritage (ICH) and the 2005 UNESCO Convention on the Promotion of Cultural Diversity. The national objective is to draft nominations for ICH World Listing and World Heritage for Samoa.
- Completed the Thematic and Cultural Landscape Analysis at Fagaloa Bay/Uafato Tiavea Conservation Zone Field Work in collaboration with MNRE and the NZ Unitech Institute of Technology Auckland, as part of Samoa's preparations for Heritage Nominations for Samoa.
- Conducted the first National Survey on the "le Samoa" as part of the Intangible Heritage Safeguarding programme.
- Completed the Conceptual Design for the proposed new Museum of Samoa. Proposal for funding was put forth to the Government of Japan.
- Collaborated with the New Zealand High Commissioner and her Office to host the weeklong Siva Tau Exhibition at the Old Court House to commemorate the All Blacks first visit to Samoa.
- Secretariat to the Samoa Language Commission.
 - a. Draft Corporate Plan completed.
 - b. Organisational Structure completed.
 - c. Executive Director TORs completed.
 - d. Proposals to PSC and MOF on Organisational Structure and Personnel completed.
 - e. 4 Public Consultations with the Community (Upolu & Savaii) and the Media on the Use of Diacritics completed.
 - f. National Survey (Upolu & Savaii) on the Use of Diacritics completed and analyzed.

Output Manager: Assistant Chief Executive Officer – NARA

Description: Collect, preserve and conserve archival collection, Strengthen public records management across all government Ministries, Authorities and Agencies, Provide materials and maintain equipment and facilities for the safeguarding of archival collection

Output 12.5 Highlights:

- Management of Archives Records were strengthened through preservation and conservation as well as other related tasks conducted

There were 60,000 images captured through digitisation. These images were quality assured and controlled before they were transferred to hard drives for onward transfer to Archive Germany and New Zealand Archives for safe keeping and also for backup purposes. This is one of the requirements stipulated in the Digitisation Project contract.

The Germany /Samoa digitisation Project has been completed and the collection has been researched for possible 'at risk records' to be digitised next.

The 60,000 images digitised were also treated, cleaned and 'preserved' using specialised materials before they were actually digitised. The process had to be done to eliminate more damage to the at risk records.

- Draft Framework for Recordkeeping developed

The Framework has been approved by the NARA Board for implementation by All Government ministries and Agencies.

- Materials and equipment to improve the preservation of archival records procured.

Special Archival Materials eg. Acid free folders, masks. Brushes. Metal shelves, etc were purchase and now use by staff. These specialized material are required by NARA staff due to the nature and the vulnerability of the collection and also to meet International Standards require for people working with Archival records

- Special cameras were purchase through the project by the German Government and special trainings were conducted through Archives New Zealand on how to operate these special equipments. Visits to monitor the implementation of Standardised Record system

The Records Management team were out in the field to visit all Ministries and Agencies in February and July. They were able to identify weaknesses encountered by Ministries and Agencies during the Implementation of the Code of Best Practices and the Common Administrative Schedules. The weaknesses identified will help the NARA team during the review of both documents.

- Repository of Archival Materials.

NARA accepted repository from Ministries and have started with MESC and the Ministry of the Prime Minister. The Cabinet has also deposited part of their collection to the Archive.

- Memory of the World.

Samoa became a member of the Memory of the World in 2014 and NARA was able to inscribe one inscription on to the sight. Collaborations with MOWCAP and National Archives were conducted to research the next Nomination on to the Memory of the World. Staff from NARA joined the Committee and would continue to do so through partial funding from UNESCO.

MANAGEMENT AND REVIEW DIVISION

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

Description: Improve student and teacher performance through the provision of Professional teacher standards for primary and secondary school teachers, leadership and management standards for all principals, performance appraisal system for primary and secondary school teachers, monitoring, evaluation and review framework for teacher performance and a teacher registration system for both primary and secondary teachers.

Performance Measures/Indicators:	Progress:
Number of primary teachers performance measured against the Registered Teacher Standards through Quality Assurance Performance Appraisal	285 teachers were appraised including (84) re-appraised teachers)
Number of secondary teachers performance measured against the Registered Teacher Standards through Quality Assurance Performance Appraisal	175 secondary teachers appraised including (12 re-appraised)
Number of teachers with roles of responsibilities measured against the Registered Teacher Standards through the Quality Assurance Performance Appraisal both primary and secondary	106 Infant Supervisors appraised and 100 Head of Departments appraised
Number of contracted Principals performance measured against set targets and the Leadership and Management Standards	28% principals appraised who are due for first 18 months review appraised (4 College Principals only) 12 Principals/Vice Principals combined have been appraised (2 delayed due to contractual arrangements)
Number of workshops to facilitate the renew of the Master and Registered Teacher Standards	2 workshops conducted for review of Master Standards to become standards for HOD and Infant Supervisor The review of the Master Teacher Standards which is now replaced by Lead Teacher Standards for teachers with Roles of Responsibilities has been achieved. This has led to standards for Infant Supervisors specializing in teaching the lower primary Year 1-year 3 levels and Standards for Head of Departments in secondary schools. Standards have been tabled in CORE Management and will be implemented given an approved timeframe



- **Conduct QAPA and monitoring of Primary/Secondary teachers performance (Inducted in 2005-2009) as Cohort 1A**

A total of 171 primary teachers were targeted for appraisals but 143 were appraised.

A total of 111 secondary teachers were targeted for appraisals and only 79 teachers were appraised.

- **Conduct QAPA and monitoring of teachers performanceLT1 (Teachers with roles of responsibilities)**

A total of 169 Infant Supervisors were targeted for appraisals in Term 4. Of this number 113 teachers were appraised.

- **Guidelines for Induction**

Develop guidelines with relevant divisions and stakeholders for induction, programmed for new Beginning Teachers for Induction

- **Conduct QAPA and Monitoring of principal performance for contracted principals Cohort 1Pc & Cohort 2PC Secondary Savaii/Upolu**

Given the contractual timeframes for Principals, only 14 principals were scheduled for the third quarter. However, only 7 contracted principals were appraised. Appraisal of Principals is evaluated against the Minimum Service Standards, the Leadership and Management Standards and their Individual Performance Plans.

- **Conduct QAPA and Monitoring of Primary & Secondary teachers performance Cohort 1 &2 (Teachers Inducted2010/2012)**

This cohort of teachers will have undergone the appraisal twice since 2014. These are teachers who have been given an extension period after the first initial QAPA, as have been identified as not meeting the requirement of the standards.

A total of 84 primary teachers with 41 from Cohort 1⁴ 23 from Cohort 2⁵ and 20 from Cohort 3⁶ were re-appraised early in Term 1 of 2016.

For secondary, a total of 13 teachers from Cohort 1, 9 from cohort 2 and 7 from cohort 3 were re-appraised.

- **Conduct QAPA and Monitoring for Cohort 5 (Inducted in 2014)**

A total of 146 teachers were targeted for primary with only 133 appraised in Term 2 of 2016.

For secondary teachers only 3 were appraised during this time.

- **Teachers Inducted in (1996-1990) Secondary Upolu**

Conduct QAPA and Monitoring of Teachers performance for Cohort 3A .
25 Secondary teachers were targeted and 17 were appraised

- **Cohorts for Inducted Teachers in (1996-1990)Secondary Savaii**

⁴ Cohort 1 teachers inducted in 2010

⁵ Cohort 2 teachers inducted in 2012

⁶ Cohort 3 teachers inducted in 2011

Cohort 5/3A

18 teachers were targeted, and 15 were appraised

Achieving the QAPA for selected and targeted teachers in the last quarterly review has been a major achievement for MERD. It is an achievement in the sense that teacher needs will then be identified and provided to TDAD for intervention support programmes and professional development and training. The data from the QAPA has been invaluable in ensuring targeted support is provided accordingly.

The Appraisal will continue to be MERD's core deliverable as the work involves strategic planning of cohorts both in numbers and by location or schools. This has been a huge challenge for MERD given the shortage of staff compared to the number of teachers per cohort. However, this has not hindered efforts to achieve targeted numbers as reflected in the various quarterly reviews.

The growing number of teachers appraised over various quarters is a reflection of work in progress by MERD.

Output 14: SECTOR COORDINATION SERVICES

Output Manager: Assistant Chief Executive Officer – Education Sector Coordination Division

Description: Strengthen coordination within the Education Sector for the effective implementation of the Education Sector Plan, implement the Sector governance structure, and establish communication mechanisms with and between key sub-sector agencies and ensure the development of effective systems to strengthen management capacity, monitoring and evaluation in the sector.

Performance Measures/Indicators:	Progress:
Date by which Sector Communication Strategy is finalized	The Communication and Information sharing Implementation Plan is yet to be implemented. Commencement date October 2016
Date by which a situational analysis for existing education information system is finalized	This initiative was put on hold by the ESAC chair and the heads of the 3 implementing agencies to re-assess.
Date by which the Annual Review is conducted	ESAC endorsed the Education Sector's Annual Review 2015/2016 to be deferred to February 2018. Annual Reviews FY2013/2014 and FY2014/2015 have been completed. The Mid-term Review (3rd AR) will be conducted in October 2016.
Number of meetings to coordinate Mid-term Review of the ESP	Two meetings completed to recruit a consultant to assist the Education Sector with the Mid-term Review.
Date by which MTEF is revise and updated	The (operating) MTEF is updated on a quarterly basis. A consolidated (NUS, MESC & SQA) MTEF was developed in December 2015. However, it's ongoing
Date by which the Sector resourcing policy framework is in place	In the process of recruiting a consultant to develop the framework.
Number of Quarterly Progress Report to the Education Sector Advisory Committee (ESAC)	4 Quarterly Reports have been tabled and endorsed by ESAC. This is mandatory and up-to-date on a quarterly

	basis. Jan-March 2016 Quarterly Report already approved by ESAC on 4 August 2016. April-June 2016 is yet to be tabled at the next ESAC.
Monthly meetings for the Education Sector Coordination working group	These meetings are mandatory on a monthly basis with the inclusion of special meetings

Output 14 Additional Highlights:

- The Education Sector Coordination Division carried out a thorough mapping exercise in the probability to strengthen the sectoral coordination division and to build effective relationships within and across the education sector. The Education Sector Plan (ESP) delineates the main requirements of the Education Sector Coordination Division (ESCD) to lead and develop a comprehensive approach or mechanism to improve the quality of processes and procedures across the education sector taking into consideration existing policies across the three implementing agencies and the MOF.

The mapping exercise was conducted to provide an insight of what the education sector required to strengthen and produce a sustainable approach to assist the three implementing agencies with their day-to-day processes and procedures and how the impact will affect the sector as a whole.

The highlight of this exercise will lead to the development of an Education Sector Communication and Information Sharing Strategy and Implementation Plan.

- The development of the Communication and Information Sharing Strategy (CISS) has a direct link to Outcome 4.4 under this goal and will assist the education sector with its Education Sector Research Strategy initiative. Internal discussions have already started regarding its objectives and a sub-committee will be formalized in the next quarter.
- The following key sectoral positions were recruited during this period:
 - a. PEO – Budgeting and Finance
 - b. PEO Reporting and Communication Advocacy
- Discussions have begun between the education sector and the Disaster Management Office in collaboration with the Ministry of Environment to assist the education sector with the integration and mainstreaming of initiatives with respect to disaster resilience. This initiative comes from the national directives in the Strategy for the Development of Samoa (SDS) to mainstream approaches to disaster prevention, preparedness and recovery.
- A consultant was procured to assist the sector with the development of the sector's communication and information sharing strategy and implementation plan 2015-2016. There was a huge emphasis on streamlining internal communication channels and processes amongst the implementing agencies which will help eliminate the gaps of information sharing within and across the education sector and key stakeholders. "The Samoan Education Sector's Communication and Information Sharing Strategy (CISS) provides a framework for open communication and information sharing within and across the Sector.

The Strategy is a high level strategic document providing a 'guide' for how information sharing occurs



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- ESCD developed a policy registration tool to track all of its existing and newly developed policies. This registration tool will help avoid the duplication of existing policies across the sector and may also assist in the development of new policies when required.
- A three days workshop was carried out by the DMO and MNRE which was a success. The outcome of this workshop will have an enormous impact on program 5.4 in regards to the mainstream approaches to prevent disaster, preparedness and recovery across all schools in Samoa.

Section 1 Overview

This part of the report provides statistical and relevant information on MESC for the period July 2015 – June 2016. The mandate of the ministry and schools under its jurisdiction and constitute MESC are herein referred to in this part of the report.

Section 2 School Statistics

2.1 Schools

The total number of schools in Samoa as of 30 June 2016 is 210. One new school established and registered is Moamoa & Tauao'o Primary School. Out of 210 schools, 167 of them are government schools (80%), 34 are mission schools (16%), and only 9 are private schools (4%). This is further illustrated in Table 12.

Table 12: Number of Schools by District and by Controlling Authority, 2016

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
Apia Urban													
Faleata	10		1	11	1	1	4	6	4	2	1	7	24
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	21		5	26	6	2	6	14	6	2	1	9	49
Rest of Upolu													
Aana No. 1	9		1	10	1	1	1	3					13
Aana No. 2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No. 1	4		1	5									5
Anoamaa No. 2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11									11
Lefaga	4		1	5									5
Lepa/Lotofaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	6	1	3	10					95
Savaii													
Faasaleleaga No. 1	6		1	7	2		2	4					11
Faasaleleaga No. 2	6		1	7	2	1		3					10
Itu Asau No. 1	5		1	6									6
Itu Asau No. 2	4			4	1			1					5
Itu-o-Tane No. 1	5		1	6									6
Itu-o-Tane] No. 2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
Grand Total	144		23	167	18	4	12	34	6	2	1	9	210

Source: MESC Manumea Database

Table 13: School enrolment by year level as of March 2015 and 2016

School Level	Year Level	2015	2016
Primary	Yr 1	5896	5946
	Yr 2	5504	5544
	Yr 3	5378	5503
	Yr 4	5181	5316
	Yr 5	5081	5182
	Yr 6	4958	5138
	Yr 7	4639	4870
	Yr 8	4613	4569
Total		41250	42068
Secondary	Yr 9	4262	4200
	Yr 10	4046	3943
	Yr 11	3182	3085
	Yr 12	2997	3175
	Yr 13	2255	2122
Total		16742	16525

Source: MESC Manumea Database

Table 13 shows school enrolment by year level as of March 2016 in comparison to 2015. Primary education shows a 2% increase in the total number of students enrolled from 41250 students in 2015 to 42068 students in 2016. This compensates with the increasing number of students in every year level despite a small decline in year 8 level, thus participation rate in primary education is slightly higher this year. Secondary enrolment on the other hand had slightly decreased from 16742 students in 2015 to 16525 in 2016, indicating decline in all year levels except year 12.

Table 14: School Enrolment by Controlling Authority as of March 2015 and 2016

		2015				2016			
		Controlling Authority				Controlling Authority			
	Gender	Government	Mission	Private	2015 Total	Government	Mission	Private	2016 Total
Primary	Male	17688	2660	1067	21415	17847	2800	1040	21687
	Female	15990	2805	1040	19835	16430	2935	998	20381
	Total	33678	5465	2107	41250	34277	5753	2038	42068
Secondary	Male	4878	2872	230	7980	4911	2849	209	7969
	Female	5060	3490	212	8762	5266	3073	217	8556
	Total	9938	6362	442	16742	10177	5922	426	16525

Source: MESC Manumea Database

Table 14 shows gender disaggregation, where male students *dominate at primary level and vice versa for secondary education*. Data shows that there is an increase in the number of students attending primary level education this year compared to 2015. Males still outnumbered females even though the number of females

education, the number of male and female students enrolled both decreased, thus the overall secondary enrolment declined as shown in Table 13. Out of the three controlling authorities, government continues to lead in enrolment for both primary and secondary education.

2.3 Teachers

Table 15: Number of Teachers by Gender by Controlling Authority

School Status	Gender	Year	
		2015	2016
Government	Males	466	449
	Females	1175	1172
	Total	1641	1621
Mission	Males	234	214
	Females	348	356
	Total	582	570
Private	Males	38	37
	Females	108	103
	Total	146	140
	Total Sum of Males	738	700
	Total Sum of Females	1631	1631
	Total Sum of All Teachers	2369	2331

Source: MESCC Manumea Database

Table 15 shows a decrease in the number of teachers employed in 2016 compared to 2015. This indicates that they retired, change their profession or migrated overseas. This decline contributes to the long standing issue of the shortage of teachers, and the Ministry already in place interventions and strategies for students such as scholarships with NUS so that they choose teaching as their profession and remain in the workforce. The teaching workforce is predominantly made up of female teachers across the three controlling authorities (government, mission, private). Government authority continues to employ the highest number of teachers.

STATUS OF ALL PROJECTS IMPLEMENTED BY MESC DURING JULY 2015 – JUNE 2016.

#	Project Name	Descriptions/Goals	Donor	%Completed	Status
1	Education Sector Programme II	The programme is a combination of infrastructure-based activities and funding research studies (originally the ADB project), and activities focusing on curriculum development and teacher training (originally the AusAID/NZAID project).	ADB, AusAID, NZAID & GoS	100%	Completed
2	Insurance of Government School Buildings	To ensure that the risk to Government as a result of damages to school buildings is minimised	GoS	100%	Completed
3	Samoa Sports for Development Programme	To increase capacity to deliver inclusive sports-based program that contribute to social development.	Australian Sports Outreach Program/ AusAID	100%	Completed
4	German Administration Records Digitization	Production of digital copies of the German Administration period records held in the custody of the Museum/Archives of Samoa.	Federal Republic of Germany	75%	In progress
5	Samoa School Fee Grant Scheme (Primary Schools)	To ensure that the financial barriers to primary school attendance are removed; that all Samoan primary schools are able to offer quality education; that all Samoan children achieve high learning outcomes; and that all Samoan children complete a full cycle of primary schooling.	Australia, New Zealand & GoS	100%	Completed
6	Samoa National Culture Centre	The building will be a Government Building of Cultural significance to Samoa to act as a platform for all local and international artists to exhibit, stage and produce their artistic creations. It will also coordinate and manage Samoa's cultural priorities nationally and internationally on areas of heritage, culture and the arts.	No Donor identified	5%	Seeking funds
7	Printing Building	To provide high standard facility that reduces health issues from breathing and smelling of dangerous chemicals within and outside the Printing House.	No Donor identified	13%	Seeking funds



		demonstrate a model of service provision for and boys with disability for inclusive education which can be sustained and supported by the Government of Samoa in its future program development.	AusAID	100%	Completed
9	Sagaga Secondary School – New School Building	Construction of new classroom building	Community	100%	Completed
10	Cyclone Evan Recovery Programme	Education recovery and reconstruction needs include school repairs and reconstruction, to “build back better” standards, as well as replacement of furniture and learning materials.	AusAID	93%	In progress
11	Samoa School Fee Grant Scheme (Secondary Schools)	Financial barriers to participation can be addressed by removing student fees	New Zealand & GoS	30%	In progress
12	Faleasiu Primary School	Construction of the new classroom building	Government of Japan	100%	Completed
13	Siumu Primary School	Construction of the new L-Shape two storey building	Government of China	100%	Completed
14	Lotofaga Safata Primary School	Construction of the new classroom building	Government of Japan	100%	Completed
	Tafua Primary School	Construction of the new classroom building	Government of Japan	100%	Completed
	Palauli Primary School	Construction of the new classroom building	Government of Japan	100%	Completed
15	Vaimoso Primary School	Construction of the new L-Shape 10 classroom building	Government of Japan	100%	Completed
16	Primary Maths and Science Project	The development of problem solving lessons in Primary Science and Mathematics Education	Government of Japan	50%	In progress
17	SchoolNet	The Project will assist the Ministry of Education Sports & Culture in achieving a more equitable and effective ICT – enhanced the education system and promote life long learning. The project will also enhance learning outcomes of Secondary students and to improve knowledge sharing through ICT.	ADB Grant & GoS	100%	Completed

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