



Government of Sāmoa  
Ministry of Education, Sports and Culture

# **CORPORATE PLAN**

**JULY 2012 – JUNE 2015**

*“Ensuring improved opportunities for all”*

## **STATEMENT BY THE MINISTER OF EDUCATION, SPORTS AND CULTURE**

The Ministry of Education, Sports and Culture Corporate Plan July 2012 – June 2015 is developed based on the achievements of the Ministry's Strategic Policies and Plan (SPP) of July 2006 – June 2015.

This Corporate Plan continues on this strength and is based on the targets and priorities for education, sports and culture as specified by the Government of Sāmoa in its Strategy for the Development of Sāmoa 2012 – 2016 vision of *Improved Quality of Life for All*, on the theme "*boosting productivity for sustainable development*", on the Key Outcome of "Improved Focus on Access to Education, Training and Learning Outcomes" (May 2012); and the third phase of the MESC nine-year *Strategic Policies and Plan (SPP) July 2006 – June 2015*. This Corporate Plan will continue to be MESC's instrument for implementation of the many initiatives in the MESC SPP and the newly developed Education Sector Plan 2012 – 2016.

I would like to acknowledge and congratulate everyone who has contributed their time and commitment to the development of this Corporate Plan. I also extend my sincere gratitude to all development partners, organizations and individuals who have supported and continue to support the developments of education, sports and culture.

I commend this document for your understanding of our aspirations and commitment in the next three years. I encourage you to join us in implementing these strategies for developing education, sports and culture in Samoa in the next three years.

Hon. Magele Mauiliu Magele  
**MINISTER OF EDUCATION, SPORTS AND CULTURE**

## ACRONYMS

ADB	Asian Development Bank
AMU	Assets Management Unit
AusAID	Australian Agency for International Development
CEO	Chief Executive Officer
CDC	Cabinet Development Committee
CMAD	Curriculum, Materials and Assessment Division
CSD	Corporate Services Division
DOE	Department of Education
DMRP	Disaster Management Response Plan
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ESCD	Education Sector Coordinating Division
ESP	Education Sector Plan
ESP II	Education Sector Program II
FOE	Faculty of Education
GoFAR	Government Financial and Reporting System
GoS	Government of Samoa
GPI	Gender Parity Index
IA	Internal Assessment
IE	Inclusive Education
ICT	Information and Communications Technology
IST	Inservice Training
MDGs	Millennium Development Goals
MESC	Ministry of Education, Sports and Culture
MoU	Memorandum of Understanding
MSS	Minimum Service Standards
MYSCA	Ministry of Youth, Sports and Cultural Affairs
NAC	National Assessment Council
NARA	National Archives and Records Authority
NCC	National Curriculum Council
NFE	Non Formal Education
NTDF	National Teacher Development Framework
NUS	National University of Samoa
NZAP	New Zealand Aid Programme
OCEO	Office of the Chief Executive Officer
PaBER	Pacific Benchmarking for Education Results
P.E.	Physical Education
PMT	Project Management Team
PPRD	Policy, Planning and Research Division
PRIDE	Pacific Regional Initiative for the Development of Basic Education
PSET	Post School Education and Training
PSSC	Pacific Senior Secondary Certificate
PSC	Public Service Commission
SASNOC	Samoa Association of Sports and National Olympic Committee
SDS	Strategy for the Development of Samoa
SLA	School Library Assistants
SNAPF	Samoa National Assessment Policy Framework
SNCPF	Samoa National Curriculum Policy Framework
SNE	Special Needs Education
SOD	School Operations Division
SPBEA	South Pacific Board for Educational Assessment
SPC	South Pacific Community
SPELL	Samoa Primary Education Literacy Level
SPP	Strategic Policies and Plan
SQA	Samoa Qualifications Authority
SRO	School Review Officer
SSC	Samoa School Certificate
SSfDP	Samoa Sports for Development Project
SSFSGS	Samoa School Fee Relief Scheme
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAid	United States of America Aid Programme
USP	University of the South Pacific

**Contents**

- 1 INTRODUCTION ..... 3**
- 2. MANDATE..... 4**
- 3. VISION AND MISSION ..... 4**
- 4. POLICY AND PLANNING PRINCIPLES ..... 5**
- 5. KEY VALUES ..... 5**
- 6. THE MINISTRY’S GOALS..... 6**
- 7. CORPORATE PLAN OBJECTIVES AND TARGETS..... 7**
- 8. STRATEGIES AND PERFORMANCE MEASURES ..... 9**
- 9. OPPORTUNITIES AND CONSTRAINTS ..... 17**
- 10. MINISTRY OF EDUCATION, SPORTS AND CULTURE ORGANISATIONAL STRUCTURE ..... 20**

# 1 INTRODUCTION

Planning within the Ministry of Education, Sports and Culture (MESC) is a continuous and systematic process. It involves an integrated annual planning and budgeting cycle with monthly reviews and reporting on the Annual Management Plans and Budget Performance Measures.

The key overarching strategic documents that form the basis of this Corporate Plan are the Strategies for the Development of Sāmoa (SDS 2012 – 2016), and the Ministry's Strategic Policies and Plan (SPP) July 2006 - June 2015.

This MESC Corporate Plan 2012 – 2016 supports Government's initiative to improve the quality of education, sports and culture as specified in the Strategy for the Development of Samoa (SDS) 2012 – 2016 vision of "improved quality of life for all" on the theme "boosting productivity for sustainable development".

This MESC Corporate Plan 2012 – 2016 also supports the vision of the Education Sector that "All people in Samoa are educated and productively engaged".

This MESC Corporate Plan concludes the final three years of the Ministry's SPP, and marks the implementation of the third phase. It is the final product of the planning cycle and participatory processes involving wide consultations with stakeholders in May and June 2012.

The Corporate Plan is the Ministry's strategic document for the next three years. It specifies the activities and expected outcomes to be achieved. It also identifies the performance measures for which the Ministry will be held accountable to improve education and sports, and strengthen cultural and traditional values.

## 2. MANDATE

The Ministry of Education, Sports and Culture (MESC) is mandated to carry out its duties and functions under the:

- Ministerial and Departmental Act 2003
- Public Services Act 2004

It also has responsibilities for:

- Strategy for the Development of Samoa 2012 – 2016
- MESC Strategic Policies and Plan July 2006 – 2015
- Education Act 2009
- Education Amendment Act 1992/1993 – Compulsory Primary Education
- Education Sector Plan 2012 – 2016
- Public Service Regulations 2004
- Public Finance Monies Act 2001
- Ministry of Youth, Sports and Cultural Affairs Act 1993
- Cabinet Directives

## 3. VISION AND MISSION

### ***Government Vision for the Ministry***

The Government of Sāmoa recognizes the central role of education, sports and culture in its vision for the social and economic development of Sāmoa. The vision focuses on the achievement of:

***"Improved focus on Access to education, training and learning outcomes"***

*"Achieving the national vision will result in the attainment of Samoa's Millennium Development Goals (MDGs) and targets."*(SDS 2012 - 2016).

### ***The Ministry's Vision***

In light of the Government's vision, the Ministry has developed a vision that reflects all areas pertaining to its work in developing education, sports and culture:

***"A quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices."***(MESC SPP 2006 - 2015, p.4)

### ***The Ministry's Mission***

To achieve the Government and Ministry's vision, a mission statement has been adopted that illustrates the importance of education, sports and culture to the individual, the nation and embraces the idea of personal development.

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

## 4. POLICY AND PLANNING PRINCIPLES

As highlighted in the SPP, the Ministry continues to adopt the following policy and planning principles:

- ✂ **vision**, looking beyond the 'now' and envisaging a desirable future based and guided by current trends and forecasts;
- ✂ **change**, responsive to shortcomings and mindful of desired outcomes;
- ✂ **consultative and participatory to enhance understanding** of issues concerned;
- ✂ **continuity and ensuring sustainability**, building on best practices observed;
- ✂ **strategic direction**, encourages better preparations for effective delivery of education for all learners;
- ✂ **local context and perspective**, enhances change and development; and,
- ✂ the **value of language**, in strengthening the identity of the community.

## 5. KEY VALUES

The key values upon which the Ministry's service delivery is based are as follows:

The concept of **Equity** requires that the system will treat all individuals fairly and justly in the provision of services and opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

**Quality** is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will be pursued.

**Relevancy** implies a system which is meaningful, recognized, applicable and useful to one's life. It should enhance the individual and community well being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual, to the community and to the nation.

**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. Policies which establish these practices and monitor effectiveness will be given priority.

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

**Safety** implies that the 'utmost' care is observed and displayed in the application of procedures and processes and wherever resources are utilized. It also refers to the safe upkeep and storage of information.

**Discipline:** the nature of the teaching profession is the continuous interaction between teachers and their students. And while teachers facilitate learning, at the same time become models of behavior for students; in how they respond and how they do things. All employees of the Ministry must abide by and adhere to the Values and Code of Conduct expressed in the **Public Service Act 2004**.

## 6. THE MINISTRY'S GOALS

In order to facilitate the achievement of the overall vision and mission of the Ministry, in line with the MESC SPP, the Education Sector Plan's overall goals and government's principles of transparency and accountability, the following goals have been set for this Corporate Plan:

- To ensure the principles of equity, quality, efficiency, relevancy, sustainability, safety and discipline are reflected.
- To provide an enriching curriculum that:
  - ▶ combines indigenous and global knowledge within a bilingual structure, and promotes an international standard of academic achievement;
  - ▶ is based on and develops existing knowledge, skills and attitudes; and,
  - ▶ develop an appreciation of the pursuit of knowledge for its own sake.
- To promote the formation of active, interactive and creative pedagogies to:
  - ▶ ensure the systematic presentation of essential knowledge by means of a sound bilingual methodology;
  - ▶ develop the ability to analyze knowledge critically in a learning environment which encourages inquiry, debate and independent thought; and,
  - ▶ stimulate imagination and allow for individual expression.
- To establish just and impartial assessment and evaluation methods which:
  - ▶ seek information which will benefit the student;
  - ▶ recognize and enhance the development nature of all learning; and,
  - ▶ enable equitable access throughout the system.
- To recruit, retain and develop an adequate supply of quality teachers and corporate personnel.
- To nurture, promote, revive and preserve Sāmoan tangible and intangible heritage, language, artistic creativity, cultural values and practices.
- To promote the development of sports through:
  - ▶ professional development and training;
  - ▶ health and physical activities; and,
  - ▶ upgrading sports fields in rural areas.

## 7. CORPORATE PLAN OBJECTIVES AND TARGETS

### Objectives

1. ***To improve the quality, relevance and scope of education***
  - Improve student and teacher performance
  - Improve curriculum, teaching and learning materials and assessment
  - Improve monitoring and evaluation systems
2. ***To improve health and wellbeing of students through the teaching of health and physical education, quality sports and physical activities***
  - Promote and increase participation in quality sports and physical activities
  - Support and coordinate quality sports and physical activities
3. ***To nurture Samoan cultural heritage and creativity.***
  - Improve preservation of Samoan cultural heritage
  - Preserve, promote, develop and disseminate information of Samoa language, culture and creativity
  - Promote preservation and mapping out of cultural settlements (archeological sites)
4. ***To promote efficient and effective use of resources.***
  - Strengthen the availability, use and maintenance of facilities, equipment and materials
  - Improve information and communication standards and facilities
  - Improve School Staffing
5. ***To improve all business practices, work processes, structures and systems in the Ministry of Education, Sports and Culture to better meet Stakeholders needs.***
  - Strengthen the Ministry of Education, Sports and Culture Management and Systems
  - Strengthen coordination between Private and Public Stakeholders
  - Improve the performance of all schools
  - Improve ICT services for Ministry and all government Schools
  - Strengthen the Ministry of Education, Sports and Culture's capacity to undertake research, monitoring, evaluation, policy analysis, planning, project development and program coordination

### Priority Targets

#### **Education:**

1. Develop and implement the National Early Childhood Education (ECE) Policy by 2015
2. Develop and implement the Inclusive Education (IE) policy by 2015
3. Samoan Language Commission to be independent by 2013
4. Evaluate and review the Bilingual Education Policy by 2015
5. Implement the new bilingual primary curriculum for 7 subject areas by 2013.
6. Review and produce relevant materials to support the new bilingual primary curriculum by 2015
7. Pacific Senior Secondary Certificate (PSSC) fully localised by 2013
8. Develop and implement a new primary assessment tool at the completion of primary education by 2013
9. Implement Item bank for assessment by 2015
10. Trial and evaluate the Pacific Benchmarking of Education Results (PaBER) by 2015
11. Develop e- resources for literacy and vocational subjects for secondary schools by 2015
12. Develop and implement a second stream for Mathematics and Gagana Sāmoa in secondary schools by 2015
13. Evaluate and review the secondary curriculum by 2015
14. Establish an ICT Division by 2015
15. Establish the Education Sector Coordination Unit by 2013
16. Upgrade and Build:
  - Avele College, and 3 Secondary Schools [Lefaga, Aana No.1 & Sagaga]

- Lefaga Secondary School teacher house
  - 4 primary schools [Falevao, Gautavai, Sapapalii & Faleu]
  - Printing Facility
  - MESC Warehouse
17. All Primary schools to have School Library Assistant by 2015
  18. Implement and legalize the National Teacher Development Framework (NTDF) to become the Teachers Act by 2015
  19. Finalize and implement the National Minimum Service Standards (NMSS) in all schools by 2013
  20. Regulation for the Education Act 2009 developed and approved by 2015
  21. Establish MESC Audit Committee by 2013
  22. Develop MESC Communication Strategy by December 2012
  23. All new school buildings completed by 2014 will be insured by 2015
  24. MESC Bill to be passed by Parliament by 2015
  25. Non Formal Education (NFE) Policy in place by December 2012
  26. Improve the percentage of government schools meeting the approved teacher student ratio from 77% in 2011 to 80% in 2015 for primary schools, and 58% in 2011 to 61% in 2015 for secondary schools
  27. National overall retention rate from Year 1 to Year 8 to be improved from 82% in 2011 to 85% by the commencement of the 2015 school year
  28. National overall transition rate from Year 8 to Year 9 to be improved from 87% in 2011 to 89% by the commencement of the 2015 school year
  29. Gender Parity Index (GPI) for primary and secondary enrolment to be within the range of 1.03 to 0.97 or vice versa

**Sports:**

1. 60 additional primary schools to be included in the Fiafia Sports Program by 2015.
2. 3 schools sports fields to be constructed by 2015
3. 36 villages will be included in the Samoa Sports for Development Program by 2015.

**Culture:**

1. Complete the integration of the museum, libraries and archives into the National Culture Centre Architectural design Concept by 2013.
2. Museum Legislation completed by 2013
3. Establish the National Archives and Records Authority (NARA) by 2013.
4. National Culture in Education Strategy developed by 2014
5. Ratify the UNESCO Convention on the Safeguarding of Intangible Cultural Heritage, 2003 by 2013.

## 8. STRATEGIES AND PERFORMANCE MEASURES

### OBJECTIVE 1: TO IMPROVE THE QUALITY, RELEVANCE AND SCOPE OF EDUCATION.

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Improve student and teacher performance (CMAD and SOD)</b>			
Improve the teaching and learning environment	CMAD /SOD	Improved student learning	<ul style="list-style-type: none"> <li>Number of schools meeting MSS</li> </ul>
Strengthen quality feedback and feed-forward	CMAD /SOD	Improved student learning	<ul style="list-style-type: none"> <li>Average scores of internal and external exams improved</li> </ul>
Strengthen interaction strategies between the student and the teacher	CMAD/ SOD	Competent and qualified teachers Improved student learning	<ul style="list-style-type: none"> <li>Number of successfully qualified teachers</li> </ul>
All teachers trained on the effective use of the curriculum and assessment practices	CMAD/SOD	Teachers effectiveness upgraded (high quality of teaching)	<ul style="list-style-type: none"> <li>Teacher professional development strategy in place</li> </ul>
Work collaboratively with NUS, USP, APTC in all areas of pre-service and in service training	SOD/CMAD	Strengthened working relationship with NUS, USP and APTC Accessible quality programs offered.	<ul style="list-style-type: none"> <li>Number of meetings with NUS and other service providers</li> <li>Number of programs offered and DFL programs for teachers</li> </ul>
Graduate teachers trained on the effective use of the curriculum and assessment practices	SOD/CMAD	Graduate teachers have a high level of subject content knowledge and pedagogy	<ul style="list-style-type: none"> <li>All graduate teachers can deliver curriculum and assessment practices effectively</li> </ul>
Teacher professional development strategy developed and effectively implemented and monitored (NTDF)	SOD/CMAD	Effective Pre-service and in-service trainings conducted for all teachers Improved content and pedagogical knowledge for all teachers	<ul style="list-style-type: none"> <li>Number of professional development programs conducted</li> <li>Number of teachers trained</li> </ul>
Develop Teachers Act	SOD	Legalization of NTDF	<ul style="list-style-type: none"> <li>Teachers Act in place</li> </ul>
Implement teacher registration	SOD/CMAD	Meet Registered Teachers Professional standards	<ul style="list-style-type: none"> <li>All government teachers are registered</li> </ul>
Finalize and implement the National MSS for schools by 2013	SOD	Improved quality of education Continuous feedback to schools on their performance Reduced number of under-performing schools	<ul style="list-style-type: none"> <li>Number of high performing schools</li> <li>Number of analytical reports to schools</li> </ul>
<b>Improve curriculum, teaching and learning materials and assessment (CMAD)</b>			
Implement the new Bilingual Primary curriculum	CMAD/SOD	Improved teaching and learning Students levels of competencies in Samoan and English improved	<ul style="list-style-type: none"> <li>Number of schools implementing the bilingual curriculum</li> <li>All schools supplied with the new curriculum statements and teachers manual</li> <li>Number of schools implementing the new Bilingual Education Policy</li> <li>Number of student bilingual books developed for primary</li> <li>Number of schools broadcasts</li> </ul>
Develop and Implement Inclusive Education Policy	CMAD/SOD/PPRD	Improved teaching and learning of students with disabilities Support for Inclusive Schools strengthened	<ul style="list-style-type: none"> <li>Policy developed and implemented</li> <li>Number of schools implementing IE policy</li> <li>Resources and special materials for special needs</li> </ul>

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
		Better understanding of roles and coordination of support between MESC and service providers	education students
Develop and implement Early Childhood Education(ECE) Policy	CMAD/PPRD	Improved quality of ECE programs Well defined roles and responsibilities of stakeholders concerned with the delivery of ECE program	<ul style="list-style-type: none"> <li>• Policy developed and implemented</li> <li>• Number of ECE centres implementing the ECE policy</li> </ul>
Implement the review of the Samoa National Curriculum Policy Framework	CMAD/SOD	National Curriculum Policy Framework is aligned to the new Assessment Policy Framework  Teachers, parents and students are well informed of the goals, principles and values that underpin curriculum developments  Teachers, parents and students are aware of the subjects offered in all levels of education and the different pathways that students can take	<ul style="list-style-type: none"> <li>• Number of schools implementing the revised SNCPPF</li> </ul>
Implement the Samoa National Assessment Policy Framework	CMAD/SOD	Improved assessment practices in schools Improved accountability of schools to the school communities Improved student learning	<ul style="list-style-type: none"> <li>• Number of schools implementing the policy</li> <li>• SPELL batteries are reviewed</li> <li>• Item banks developed and implemented</li> <li>• Appropriate Assessment Tool for Year 8 developed</li> <li>• PSSC localized (Year 13)</li> <li>• Trial of the PaBER (<i>Pacific Benchmarking of Education Results</i>)conducted</li> </ul>
Continue to produce more resources for Bilingual education	CMAD/SOD	Availability of resources Improved literacy level of students	<ul style="list-style-type: none"> <li>• Number of readers developed</li> <li>• Number of e- resources for literacy and vocational subjects for secondary schools developed</li> </ul>
Continue the Mathematics and Science project	CMAD/SOD	Improved teaching and learning of mathematics and science	<ul style="list-style-type: none"> <li>• Number of schools implementing the project</li> <li>• Number of teachers trained</li> <li>• Average School Certificate results</li> </ul>
Continue to strengthen Literacy Task Force in schools	CMAD/SOD	Improved literacy level/Reduced the number of at risk students	<ul style="list-style-type: none"> <li>• Number of schools visited</li> <li>• SPELL results improved</li> <li>• Number of interventions developed and implemented</li> </ul>
Implementation of Running Record in Samoan and English	CMAD/SOD	Improved literacy levels of students	<ul style="list-style-type: none"> <li>• Number of teachers trained</li> <li>• Number of Running Record guidelines distributed</li> <li>• Number of schools using running records to monitor students' literacy</li> </ul>
<b>Improve monitoring and evaluation systems (CMAD &amp; SOD)</b>			
Improve in-service training program to cater for the need identified by teachers	SOD/CMAD	Teachers effectiveness upgraded	<ul style="list-style-type: none"> <li>• Number of training program identified to address underperforming schools</li> </ul>
Ensure the impact of all teaching and learning process in the classroom	SOD/CMAD	Continuous feedback to teachers of their performance and school performance	<ul style="list-style-type: none"> <li>• Number of high performing schools acknowledged</li> <li>• Number of strategies identified and used to address the needs</li> </ul>
Ensure that the monitoring and evaluation of school based and national levels are strengthened	SOD/CMAD	Effective school based and national level monitoring and evaluation	<ul style="list-style-type: none"> <li>• Number of students passing national exams</li> </ul>

**OBJECTIVE 2: TO IMPROVE HEALTH AND WELLBEING OF STUDENTS THROUGH THE TEACHING OF HEALTH AND PHYSICAL EDUCATION, QUALITY SPORTS AND PHYSICAL ACTIVITIES**

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Promote and increase participants in quality sports and physical activities (SPORTS)</b>			
Register all school athletes under the Sports Injuries Compensation Scheme	SPORTS	Increased awareness of school athletes on the sports injury compensation scheme	<ul style="list-style-type: none"> <li>Number of registered athletes under the scheme</li> </ul>
Promote sports as a career	SPORTS	Increased interest in sports as a career.	<ul style="list-style-type: none"> <li>Number of qualified sports specialist</li> </ul>
Construct and upgrade sports field	SPORTS	Access to quality sports fields	<ul style="list-style-type: none"> <li>Number of sports fields constructed and utilized</li> </ul>
Assist in the certification of coaches, referees and sports administrators	SPORTS	Enhanced quality of coaching, refereeing and sports administration	<ul style="list-style-type: none"> <li>Number of certified coaches, referees and sports administrators</li> </ul>
Provide relevant sports equipment for Fiafia Sports and village based sports programs.	SPORTS	Access to quality sports equipment	<ul style="list-style-type: none"> <li>Number of schools and villages utilizing sports equipment</li> </ul>
Coordinate Volunteer Recognition Scheme	SPORTS	Increased community participation in sports programs	<ul style="list-style-type: none"> <li>Number of volunteers (village sports leaders)</li> </ul>
Assist secondary schools in implementing sporting activities	SPORTS/CMAD	Improved quality of sports programs in secondary schools	<ul style="list-style-type: none"> <li>Number of secondary schools with sports programs</li> </ul>
<b>Support and coordinate quality sports and physical activities (SPORTS)</b>			
Implement Fiafia Sports Program in 60 primary Schools	SPORTS	Quality sports programmes in primary schools	<ul style="list-style-type: none"> <li>Number of primary schools running quality sports program</li> </ul>
Conduct Sports Education Management trainings for 75 primary school teachers	SPORTS	Improved teacher knowledge in Sports Education Management (marketing, management and administration)	<ul style="list-style-type: none"> <li>Number of trained teachers</li> </ul>
Assist in the Games Festival for people with Special Needs	SPORTS	Increased participation of Special Needs schools and organizations in sports	<ul style="list-style-type: none"> <li>Number of Special Needs Schools and organizations participate in Special Needs Games Festival</li> </ul>
Work in collaboration with SASNOC in coordinating the Samoa Games	SPORTS	Increased elite athletes identified for National teams	<ul style="list-style-type: none"> <li>Number of sports and athletes participating in the Samoa Games</li> </ul>
Coordinate trainings to up-skill village leaders to organize quality sports and physical activities programs	SPORTS	Effective village sports leaders	<ul style="list-style-type: none"> <li>Number of village sports leaders trained</li> </ul>
Implement Samoa Sports for development program in 36 villages	SPORTS	Increased community involvement in Samoa Sports for Development Program (SSfDP)	<ul style="list-style-type: none"> <li>Number of villages conducting sports programs and activities</li> </ul>

### OBJECTIVE 3: TO NURTURE SAMOAN CULTURAL HERITAGE AND CREATIVITY

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Improve preservation of Samoan cultural heritage (CULTURE)</b>			
Implement National Culture Policy	CULTURE	Effective implementation of National Culture Policy	<ul style="list-style-type: none"> <li>National Culture Policy implemented</li> </ul>
Develop National Culture in Education Strategy	CULTURE	National Culture in Education Strategy	<ul style="list-style-type: none"> <li>National Culture in Education Strategy developed</li> <li>Culture in Education strategies linked to the Education Sector Plan (ESP)</li> </ul>
Convene NARA Board to implement the establishment of the National Archives and Records Authority	CULTURE	NARA to be open to the public	<ul style="list-style-type: none"> <li>NARA established</li> </ul>
Formalize partnership with registered stakeholders	CULTURE	Strengthened partnership networks	<ul style="list-style-type: none"> <li>Number of partnership agreements/MOUs signed</li> </ul>
Develop and implement Monitoring and Evaluation Framework.	CULTURE	Effective monitoring and evaluation of National Cultural Policy and other activities	<ul style="list-style-type: none"> <li>Number of activities monitored and evaluated</li> <li>Monitoring and Evaluation Framework developed</li> </ul>
Complete the museum legal framework	CULTURE	Legalized the museum framework	<ul style="list-style-type: none"> <li>Museum legislation developed</li> <li>Number of museum policies developed</li> </ul>
<b>Preserve, promote, develop and disseminate information of Samoa language, culture and creativity (CULTURE)</b>			
Improve infrastructure of the museum and archives	CULTURE	Safeguarding and preservation of museum collections improved	<ul style="list-style-type: none"> <li>Museum buildings renovated and extended</li> <li>Archive buildings renovated and extended</li> <li>Number of old showcases being replaced</li> </ul>
Conduct digitization of archival records	CULTURE	All archival records are preserved and conserved and made available for research	<ul style="list-style-type: none"> <li>Number of archival records digitally preserved and conserved</li> <li>Number of archival records being items listed</li> </ul>
Convene forums for records managers to ensure the strengthening of public records management	CULTURE	Improved management of public records management	<ul style="list-style-type: none"> <li>Number of forums held for records managers</li> </ul>
Promote the museum collection	CULTURE	Enhanced public awareness of the museum	<ul style="list-style-type: none"> <li>Number of awareness, educational, outreach programmes and exhibitions conducted</li> </ul>
Improve management of the museum collection	CULTURE	Improved cataloguing system	<ul style="list-style-type: none"> <li>Number of Registers/Inventories</li> <li>Inventories database developed</li> </ul>
Disseminate traditional knowledge and skills (weaving, carving, siapo and elei making)	CULTURE	Improved Traditional knowledge and skills	<ul style="list-style-type: none"> <li>Number of vocational workshops conducted</li> <li>Number of students trained</li> </ul>
Conduct research and collection of oral traditions (intangible cultural heritage) for preservation and dissemination	CULTURE	Preserved and documented audiovisual materials  Availability of publications	<ul style="list-style-type: none"> <li>Number of audiovisual materials produced and acquired by the Museum of Samoa for showcasing and preservation</li> <li>Number of intangible and tangible cultural heritage recorded and made available for public information (Samoa Nei Galo/Monolingual Dictionary)</li> </ul>
<b>Promote preservation and mapping out of cultural settlements (archeological sites) (CULTURE)</b>			
Conduct mapping out of cultural settlements for preservation	CULTURE	Cultural settlements identified	<ul style="list-style-type: none"> <li>Number of cultural settlements identified and preserved</li> <li>Number of site visits recorded in inventory</li> </ul>

## OBJECTIVE 4: TO PROMOTE EFFICIENT AND EFFECTIVE USE OF RESOURCES

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Strengthen the availability, use and maintenance of facilities, equipment and materials (CSD)</b>			
Undertake a review of all schools' facilities in accordance with the Ministry's approved minimum standards	CSD/AMU	Schools and MESC facilities meet an established set of facility standards	<ul style="list-style-type: none"> <li>Number and % of schools that comply with the minimum facility standards prescribed in the Educational Facilities Handbook</li> </ul>
All ESP (Phase 2) building construction conform to approved minimum standards	CSD/AMU	Improved teaching and learning environment	<ul style="list-style-type: none"> <li>ESP II/ ADB and other MESC facilities completed according to schedule</li> </ul>
Resource materials distributed to all schools	CSD/AMU	Schools equipped with quality resource materials and within time schedule	<ul style="list-style-type: none"> <li>Number of resource materials and furniture provided to schools (AMU)</li> </ul>
Upgrade Avele College, 3 Secondary schools (Sagaga, Lefaga and Aana), and 4 Primary Schools (Falevao, Gautavai, Faleu and Spapalii)	CSD/AMU	Improved teaching and learning environment in the schools	<ul style="list-style-type: none"> <li>Avele College upgrade completed</li> <li>Secondary Schools                             <ul style="list-style-type: none"> <li>Sagaga Secondary School upgraded</li> <li>Lefaga Secondary School upgraded</li> <li>Aana No. 1 Secondary School upgrade completed</li> </ul> </li> <li>Primary Schools:                             <ul style="list-style-type: none"> <li>Falevao Primary completed</li> <li>Gautavai Primary completed</li> <li>Faleu Primary completed</li> <li>Sapapalii Primary completed</li> </ul> </li> </ul>
Upgrade new Teacher house for Lefaga District.	CSD/AMU	Increased teacher mobility to rural area	<ul style="list-style-type: none"> <li>Teacher house upgrade completed</li> </ul>
Upgrade library facilities in all Secondary Schools and Colleges	CSD/AMU	Quality library facilities available in schools	<ul style="list-style-type: none"> <li>Library facilities in secondary schools and colleges upgraded</li> </ul>
Undertake a review of the Educational Facilities Handbook (Maintenance Plan)	CSD/AMU	Minimum Standards for Building facilities	<ul style="list-style-type: none"> <li>Education Facilities Handbook reviewed</li> </ul>
Conduct 3 Block Courses for SLAs (School Library Assistants)	CSD	Improved library management and resources	<ul style="list-style-type: none"> <li>All primary schools to have SLAs</li> </ul>
Upgrade and maintain public libraries	CSD	Encouraged public access to library services	<ul style="list-style-type: none"> <li>Public library upgrade and maintenance conducted</li> </ul>
Maintain and effectively utilize Resource Centres	CSD	Resource Centres equipped with resources for teacher use	<ul style="list-style-type: none"> <li>Number of teachers using the resource centre</li> <li>List of resources available at the resource centres</li> </ul>
Construct new Printing Facility	CSD/AMU	Improved printing and publishing services	<ul style="list-style-type: none"> <li>Printing facility completed and fully resourced</li> </ul>
Construct MESC Storage Facility	CSD/AMU	Improved storage facility	<ul style="list-style-type: none"> <li>MESC Warehouse / storage completed</li> </ul>
Establish MESC Audit Committee	OCEO	Enhanced compliance with Audit guidelines and standards	<ul style="list-style-type: none"> <li>MESC Audit Committee endorsed</li> </ul>
Review MESC Disaster Management Response Plan (DMRP)	OCEO	Disaster Awareness and Risk Reduction promoted	<ul style="list-style-type: none"> <li>MESC DMRP revised</li> </ul>
<b>Improve information and communication standards (CSD)</b>			
Ensure the appropriate management and monitoring of all ICT assets	CSD	Improved ICT assets monitoring system and effective hardware replacement plan.	<ul style="list-style-type: none"> <li>ICT assets monitoring system completed and implemented.</li> </ul>
Review ICT policies and procedures to ensure security and reliability of all Information systems.	CSD	Security and reliability of information systems improved.	<ul style="list-style-type: none"> <li>ICT policies and procedures are reviewed and implemented accordingly.</li> </ul>
Develop and implement MESC Communication Strategy	OCEO	Increased public awareness on education, sports and culture	<ul style="list-style-type: none"> <li>MESC Communication Strategy completed and implemented</li> </ul>

<b>Improve School Staffing (SOD)</b>			
Ensure all government schools are staffed according to the approved policy	SOD	Teacher shortage minimized	<ul style="list-style-type: none"> <li>• Number of schools staffed to the approved policy</li> </ul>
Policies on bonding and transfers implemented	SOD	Increased the number of teachers recruit	<ul style="list-style-type: none"> <li>• Bonding and Transfer policies developed</li> <li>• Bonding and Transfer policies implemented</li> </ul>
Marketing the teaching career	SOD	Increased number of teachers in the teaching profession	<ul style="list-style-type: none"> <li>• Number of teacher recruits on an annual basis</li> </ul>

**OBJECTIVE 5: TO IMPROVE ALL BUSINESS PRACTICES, WORK PROCESSES, STRUCTURES AND SYSTEMS IN THE MINISTRY TO BETTER MEET STAKEHOLDERS NEEDS**

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Strengthen the Ministry of Education, Sports and Culture Management and Systems (CSD)</b>			
Review data collection methodology and management	PPRD	Effective use of information collected in planning and decision making	<ul style="list-style-type: none"> <li>School Census trainings conducted</li> <li>SEN process updated regularly</li> <li>SEN trainings conducted</li> </ul>
Manage and maintain education data	PPRD/CSD	Improved access to information and data	<ul style="list-style-type: none"> <li>MESC EMIS accessible to relevant users</li> </ul>
<b>Strengthen Co-ordination between Private and Public Stakeholders</b>			
Improve coordination and foster partnership between private, mission and government schools education systems	SOD/PPRD	<p>Strengthened working Partnership</p> <p>An effectively managed Education system</p>	<ul style="list-style-type: none"> <li>Number of meetings conducted</li> <li>Number of consultative awareness involved</li> </ul>
<b>Improve performance of all schools (SOD)</b>			
Conduct leadership and management trainings for positions of responsibilities	SOD	<p>Improved school management and leadership skills</p> <p>All Principals and those in position of responsibilities are trained in leadership skills</p>	<ul style="list-style-type: none"> <li>All government schools trained in the Minimum Service Standards</li> <li>All government schools to implement the School Annual Management and School Improvement Plan</li> <li>Number of school principals and position of responsibilities trained</li> </ul>
Develop, implement and enhance systems to support teachers	SOD	Retention of teachers and an attractive career pathways	<ul style="list-style-type: none"> <li>Number of teachers retained in the system</li> <li>Samoa Education Award conducted annually</li> </ul>
External review of every school once every 3 years	SOD	School Performance improved	<ul style="list-style-type: none"> <li>School Performance database developed</li> <li>External Reviewers reports submitted to central office</li> </ul>
Review and translate the School Operations Handbook	SOD	Enhanced school management knowledge	<ul style="list-style-type: none"> <li>School Operations Handbook implemented and reviewed</li> <li>Every school has a copy of the handbook</li> </ul>
<b>Improve ICT services for Ministry and all government Schools (CSD)</b>			
Review ICT strategy for the Ministry and government schools.	CSD	Ministry and schools conformed to all MESC ICT standards.	<ul style="list-style-type: none"> <li>ICT strategy is reviewed and implemented</li> </ul>
Strengthen ICT Human Resource capacity to enable effective and sustainable ICT support for Ministry & school's IT infrastructures.	CSD	<p>Increased human resource capacity</p> <p>Improved helpdesk support service for Ministry and school ICT needs.</p>	<ul style="list-style-type: none"> <li>All vacant positions are occupied.</li> <li>School-wide helpdesk support system is established.</li> </ul>
Ensure appropriate management of Ministry ICT assets.	CSD	Systems in place to monitor the efficiency of outsourcing	<ul style="list-style-type: none"> <li>ICT assets management system is established</li> </ul>
Manage and maintain MESC website.	CSD	Highly informative, up to date and quality medium for awareness	<ul style="list-style-type: none"> <li>Number and types of users accessing the MESC website</li> <li>Types of information accessed through the website</li> <li>MESC Website maintained and updated</li> </ul>
Upgrade and sustain ICT datacenter/infrastructure	CSD	Reliable and secure network system	<ul style="list-style-type: none"> <li>MESC network infrastructure is upgraded</li> </ul>
Establish school-net in all secondary schools	CSD	<p>Increased awareness of ICT</p> <p>Strengthening of the technological learning resources for schools</p>	<ul style="list-style-type: none"> <li>Number of schools with access to the SchoolNet Educational Portal.</li> <li>Number of Schools utilizing email systems</li> </ul>

STRATEGIES and ACTIVITIES	RESPONSIBLE DIVISION	EXPECTED OUTCOMES	KEY PERFORMANCE MEASURES
<b>Strengthen the Ministry of Education, Sports and Culture capacity to undertake research, monitoring and evaluation, policy analysis, planning, project development and program coordination</b>			
Ensure coordinated planning and policy development to meet priorities as set out by Government	OCEO/ PPRD	Effectively coordinated MESC Plans	<ul style="list-style-type: none"> <li>GoS planning cycle is adhered to</li> <li>Mid-Term review of CP 2012-2015 completed</li> <li>Full-Term review of CP 2012 – 2015 completed</li> <li>Quarterly reviews of AMPs conducted</li> <li>Full Term review of the MESC SPP 2006 – 2015 conducted</li> <li>MESC SPP 2015 – 2024 completed</li> </ul>
Monitor the implementation of the nine-year Strategic Policies and Plan (SPP) 2006 – 2015 of the Ministry	OCEO/ PPRD	Effectively coordinated and managed plans	<ul style="list-style-type: none"> <li>Third phase(2012 – 2015) of the SPP implemented</li> </ul>
Coordinate the process for submission and approval of the MESC Bill by Parliament by 2015	OCEO/ PPRD	Clearly articulated MESC roles and responsibilities	<ul style="list-style-type: none"> <li>MESC Bill approved by Parliament</li> <li>MESC roles and responsibilities clearly stated</li> </ul>
Conduct research and evaluation programs	PPRD	Research findings used for sound decision making	<ul style="list-style-type: none"> <li>Research and Policy Agenda / Strategy developed</li> <li>Literacy Study in Primary Schools completed</li> <li>Socio-Economic Survey for Primary Schools completed</li> <li>Year 13 Tracer Study completed</li> <li>MESC Research Guidelines reviewed</li> </ul>
Strengthen capacity in policy development, research and information analysis	OCEO/ PPRD	Effectively implemented Strategic Policy, Research and Projects Framework	<ul style="list-style-type: none"> <li>Strategic Policy, Research and Projects Framework reviewed</li> <li>MESC Strategic Seminar conducted annually</li> <li>NFE Policy completed</li> </ul>
Coordinate monitoring and evaluation of all Development Projects	PPRD	Overarching strategic planning for the Ministry's development projects continuing	<ul style="list-style-type: none"> <li>Quarterly projects progress reports submitted to management for decision making</li> <li>CDC progress reports submitted</li> </ul>
Obtain Cyclone Proof Certificate for insurance purpose of selected government school buildings	PPRD	Minimized risks to government as a result of damaged school buildings	<ul style="list-style-type: none"> <li>Number of government school buildings receiving Cyclone Certificates</li> </ul>
Develop and implement Regulations for the Education Act 2009	OCEO/ SOD/ PPRD	Effective implemented Education Act	<ul style="list-style-type: none"> <li>Regulations developed</li> <li>Regulations approved and implemented</li> </ul>
Set up the Education Sector Coordination Division (ESCD)	OCEO	Coordinated education sector programs	<ul style="list-style-type: none"> <li>ESCD established</li> <li>Education Sector Plan developed and implemented</li> </ul>

## **9. OPPORTUNITIES AND CONSTRAINTS**

### **9.1 OPPORTUNITIES**

An analysis of the Ministry's development potential identified opportunities for improving both the quality and quantity of the Ministry's outputs.

The need to develop quality and quantity of facilities, equipment, materials and services in education, sports and culture remains a constant challenge. For this Corporate Plan, planned physical facilities includes the Ministry's Printing house, Storage, Museum and NARA buildings, and the upgrade of Colleges, secondary school buildings, teacher houses and sports fields. The provision and training of good teachers, especially in mathematics, science, agricultural science, arts and vocational subjects, remains a vital issue to meet the approved teacher/student ratios of 1:30 (primary level) and 1:20 (secondary level). The Ministry is also developing major reforms for primary curriculum and the national assessment system.

#### **Strategy for the Development of Sāmoa**

The SDS July 2012– June 2016, reiterates the importance of education as one of the key priority outcomes to guide the development of the Samoan economy towards achieving the Government's vision of **Improved Quality of Life for All**. The theme for 2012 – 2016 focuses on *"boosting productivity for sustainable development."*

#### **Strategic Policies and Plan**

This Corporate Plan derives from the third phase of the Ministry's nine-year Strategic Policies and Plan (SPP) July 2006- June 2015. In addition, results from the Full Term Review of the Ministry's Corporate Plan 2009 – 2012 also contributed to the development of this Corporate Plan.

#### **Education Sector Plan**

The education sector is the provider of education services to three subsectors namely early childhood, primary, secondary and post school education and training [PSET]. Schools include primary and secondary where as PSET consists of formal and non-formal TVET.

Setting up the education sector was an essential step forward in bringing together the work of the education sector to the macro-level national strategies and priorities, and to strengthen the synergies, coordination and delivery of educational services by all agencies to the country and community. This also highlights that the development of the education sector raises awareness and recognition of the importance of education. This will assist to improve education quality and standards; effective service delivery; create a priority setting method for education development; and facilitate development partner assistance.

#### **Sports Development**

The launching of the Samoa Sports Policy laid the foundation to guide, direct and encourage our sportsmen and women, sports administrators and practitioners and the general public towards increased participation and improved sporting performance and attainment locally, regionally and internationally. The vision was for *"every Samoan to be physically active, participate and reach their full potential in their chosen sport, resulting in a healthy and thriving country"*.

The Samoa Sports for Development Programme (SSfDP) continues its implementation with the focus on *"increasing participation of village communities in regular, quality sport and physical activities facilitated by village-based facilitators"*.

#### **Cultural Development**

The Samoa National Culture Policy will ensure that culture is recognized as an asset and a sector which contributes to the national economic and social wellbeing of Sāmoans in Sāmoa and overseas. It is

designed to ensure that the changes are well managed and that they lead to a healthy balanced and happy society. This further confirms the vision that *“Sāmoan culture is nurtured, maintained, preserved, disseminated and utilized through innovative and creative educational experiences for all learners”* with a mission *“to protect, preserve and promote Sāmoa’s traditional and modern cultural heritage”*.

### **Education Sector Program II**

Government is co-financing with ADB, AusAid and NZAid a major program to realize a wide range of needs identified in reviews and evaluations. The components of the program include the reform of primary curriculum and national assessment, teacher development, the provision of better School and Ministry facilities, the development of extended learning concepts such as community learning centres, and the strengthening of research, evaluation and building the capacities of the Ministry.

### **Samoa School Fee Grant Scheme (SSFGS)**

Funded by the governments of Australia, New Zealand and Samoa, the SSFGS’s purpose was 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.

### **Organisational Structure**

The MESC Organisational Structure in this Corporate Plan reflects the outputs required of the Ministry and is in accordance with its mission and goals. The responsibility of each Division is clearly specified and the output Manager is identified to enhance the measurements of the Ministry’s performance in achieving its core functions.

### **New MESC Headquarters**

The dedication of the new MESC Headquarters in February 2010 has made it possible to house the whole Ministry resulting in streamlining all systems and processes leading to efficient and effective service delivery.

### **Other Development Projects**

Other projects and initiatives addressing specific needs are funded by the European Union, Japan, and the People’s Republic of China, Canada Fund, UNESCO and other United Nation Agencies, USAid, Commonwealth Secretariat, Public Sector Improvement Facility (PSIF), Government of Germany, South Pacific Board of Education Assessment (SPBEA) and the Secretariat of the Pacific Community (SPC); NZAP and AusAID.

### **The Corporate Plan**

The Corporate Plan clearly documents and explains the basis of the policies and strategies underlying each of the MESC outputs. It sets forth the objectives and the performance measures associated with them and will indicate MESC priorities. It will provide the supporting documentation needed to explain and justify the MESC budget. In addition it will promote a more efficient and equitable use of resources as a result of the coordination and support that it engenders within the MESC. It will facilitate sustainable development through linking the budget to plan implementation, and will generate a sense of ownership on the part of staff that is responsible for preparing the plan.

## **9.2 CONSTRAINTS**

### **Financial Resources**

The major constraint on the MESC continues to be the level of available financial resources. As the largest government Ministry in Samoa it receives a significant percentage of both budget and donor funds. However, given its responsibilities, these do not match the requirements needed to meet all of its responsibilities.

### **Physical Facilities**

The physical facilities for schools require maintenance and upgrading and do not all meet the minimum standard requirements for such facilities.

### **Development Projects**

Almost all of the MESC developments are donor funded. Hence the degree of donor support to the MESC is still critical in supporting the MESC management in educational terms. Any reduction of donor support would place serious limitation on the Ministry in achieving its ambitious programmes.

However, there is the need for the Government of Samoa to assist financially in sustaining the benefits and the objectives of the MESC once each project is completed. This has been an on-going request by the MESC and the Ministry is receiving great support.

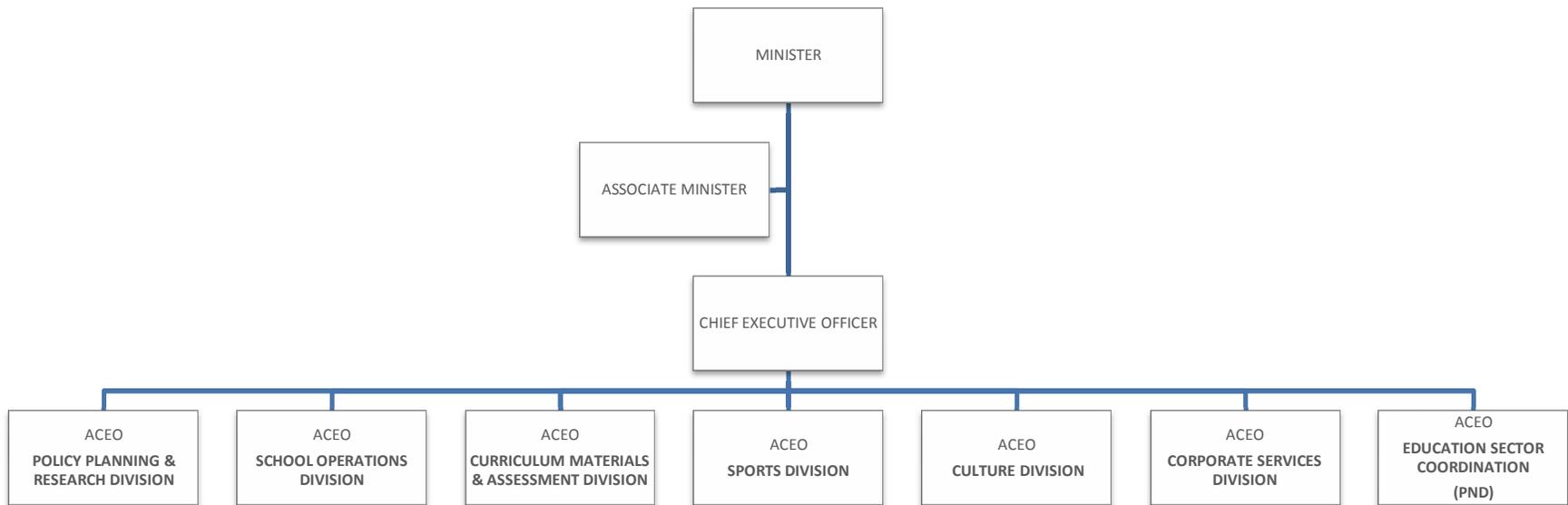
It is also important to note that donor support largely depends on circumstances both within Samoa but more often on circumstances elsewhere in the world or in the donor country itself.

### **Human Resources**

The shortage of qualified teachers and qualified personnel in technical areas continues to be a major constraint in MESC developments.

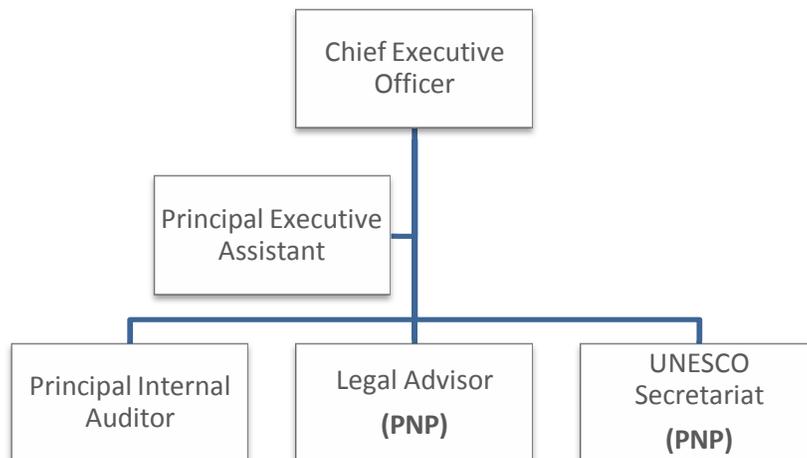
# 10. MINISTRY OF EDUCATION, SPORTS AND CULTURE ORGANISATIONAL STRUCTURE

**PROPOSED Organisiational Structure attached**



**PND – Proposed New Division**

## OFFICE OF THE CHIEF EXECUTIVE OFFICER (OCEO)

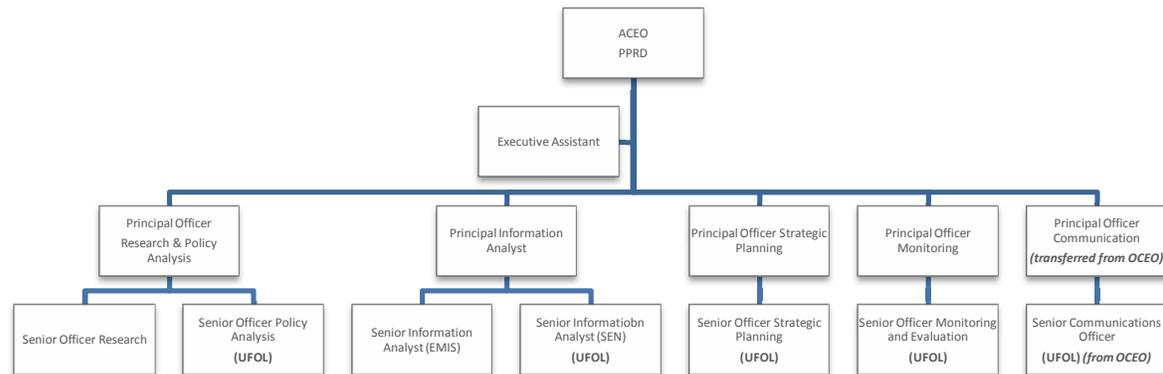


### PNP – Proposed New Position

### FUNCTIONS

- Ensure efficient liaison with the officer of the Minister of Education Sports & Culture;
- Ensure coordination of the CEO's appointment;
- Ensure efficient flow of correspondence to and from the CEO;
- Ensure effective liaison with the community;
- Ensure effective coordination of UNESCO National Commission activities;
- Ensure efficient coordination of the Executive Committees;
- Ensure efficient and effective use of resources and advice on processes and systems;
- Provide legal advice and service to the Ministry and to the CEO;
- Provide policy advice to the Minister;
- Timely submissions of briefing statements to the Minister and CEO;
- Provide MESC representation on official and community committees as needed;
- Conduct internal audit procedures and prepare quarterly reports;
- Coordinate the implementation of the Education Sector Project;
- Ensure timely reports on the Education Sector Project;

# POLICY PLANNING AND RESEARCH DIVISION



## UFOL – Upgrade from Officer Level

## FUNCTIONS

### STRATEGIC PLANNING UNIT

- Manage and ensure timeliness of:
  - The corporate planning cycle as stipulated by the central agencies;
  - The development of annual management plans for all divisions;
  - The conduct of quarterly reviews of the MESC Annual Management Plans;
- Manage and ensure the implementation of all MESC plans through:
  - Constant monitoring and review;
  - Regular meetings of the corporate planning committee;
- Ensure all plans are interlinked;
- Ensure that the MESC Annual Reports are produced and tabled in parliament.

### RESEARCH & POLICY ANALYSIS UNIT

- Lead and manage the conduct of research according to the MESC research guidelines and ethics;
- Recommend key research issues to management;
- Conduct research according to prioritized issues from management;
- Conduct policy development and analysis;
- Manage the conduct of policy development through the:
  - Establishment of working parties;
  - Provision of guidance and mentoring;
  - Presentation of policy papers for management decision;
  - Publication and distribution of final approved policy.
- Assist in the development of the MESC annual report.

### INFORMATION ANALYSIS UNIT

- Manage the collection, collation, analysis and presentation of data to management and educational stakeholders;
- Provide data support to strategic planning and management decision making;
- Produce and present analytical reports to inform research and policy development;
- Provide data to ensure proper allocation of resources to schools;
- Conduct the annual school census;
- Develop and produce the MESC annual statistical digest;
- Update school profiles;
- Update the student education number (SEN) register;
- Provide data for efficient planning and utilization of resources and effective performance monitoring;
- Produce the annual school term calendar;
- Assist with the development of the MESC annual report

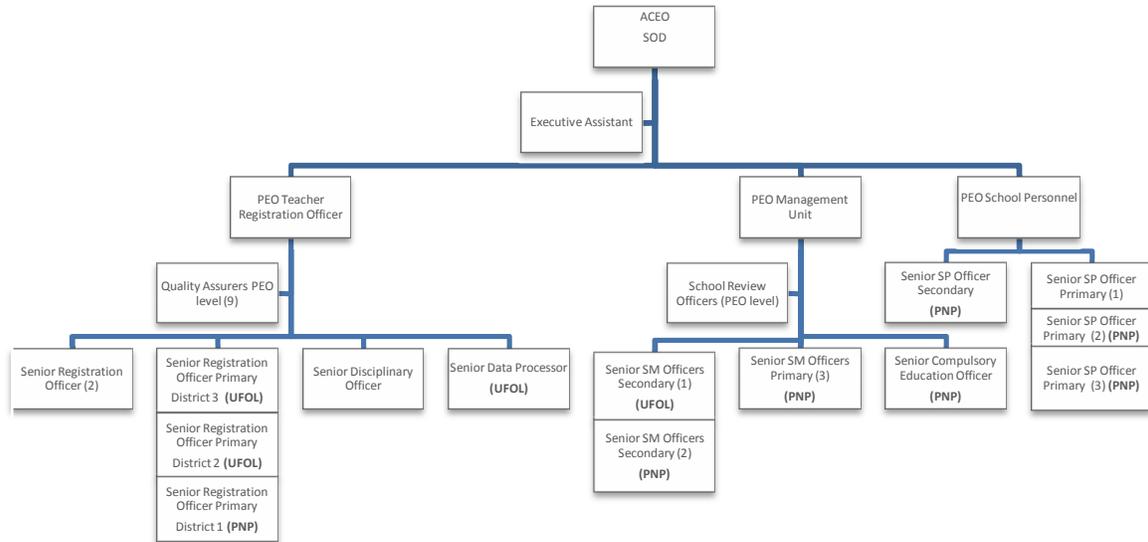
**PROJECT COORDINATION UNIT**

- Manage the monitoring and reporting processes of all MESC projects to MESC Management and CDC;
- Present Project Briefs for decision of Management;
- Provide summaries of progress and emerging issues related to project implementation;
- Evaluate impact of projects in contributing to MESC Goals and Objectives;
- Monitor the implementation of all MESC projects/programmes and submit quarterly reports to Management;
- Update the MESC Projects Management Database;
- Coordinate donor linkages.

**COMMUNICATION UNIT**

- Produce radio, television programs, press releases, newspaper inserts and MATAOAOTA'ANU'U Newsletter;
- Spokesperson for the Ministry on education, sports and culture issues;
- Implement the MESC Communication Strategy;
- Represent the MESC on official and community committee.

# SCHOOL OPERATIONS DIVISION



**UFOL – Upgrade from Officer Level**

**PNP – Proposed New Position**

## FUNCTIONS

### TEACHER REGISTRATION UNIT

- Establishment of Teacher Registration System
- Implement Teacher Registration System to all teachers in Samoa (Government, Mission, Private and Special Schools)
- Monitor the Implementation of the Professional Baseline Standards
- Monitor and implement new Induction Framework
- Manage the Code of Ethics for the Teaching Profession

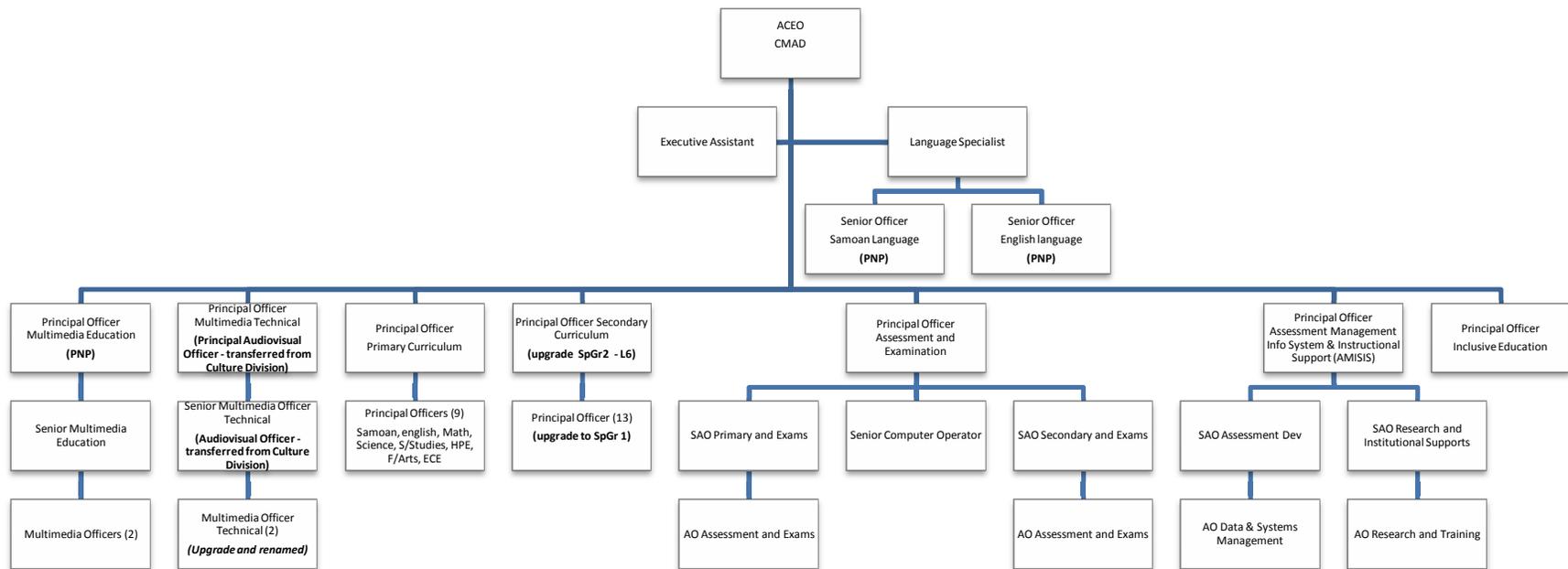
### SCHOOL MANAGEMENT UNIT

- Implement the Minimum Service Standards (MSS) in Schools
- Regulating the performance of all schools in Samoa to ensure compliance with MSS
- Management of Contracts for Teaching Personnel (Positions of Responsibility)

### SCHOOL PERSONNEL UNIT

- Management of Contracts for Teaching Personnel (Positions of Responsibility)

# CURRICULUM MATERIALS AND ASSESSMENT DIVISION (CMAD)



PNP – Proposed New Position

## **FUNCTIONS**

### **Ensure the development of curricula for all levels of schooling that is consistent with national objectives:**

- Develop the National Curriculum Policy Framework for approval by the National Curriculum Council
- Work with the NCC to ensure regular reviews of the National Curriculum Policy Framework and curriculum statements
- Provide executive support to the NCC
- Manage the development and review of curriculum statements for all subject areas
- Provide ongoing support for teachers for effective implementation of the National Curriculum Policy Framework and curriculum statements through network meetings and monitoring visits
- Provide detailed reports of visits, network meetings and training highlighting issues and recommendations for the MESCC Executive
- Liaise with PEO Teacher Development to schedule and conduct training for Principals, SRO's and teachers on the use of the National Curriculum Policy Framework and curriculum statements.

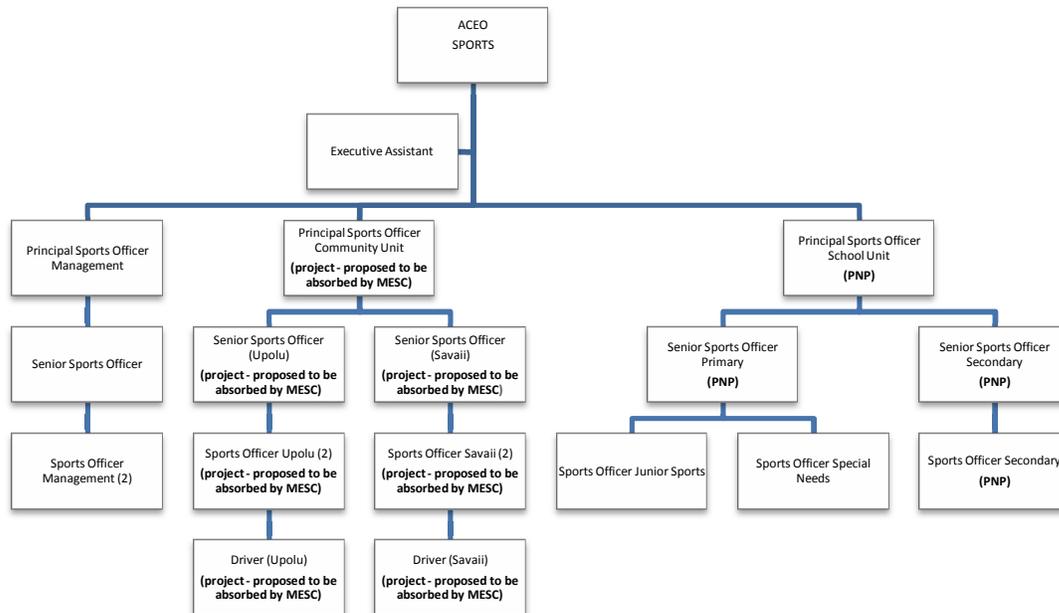
### **Ensure the provision of materials to support the teaching of the curriculum**

- Manage the development of curriculum support materials including multimedia resources efficiently and according to the agreed development schedule and Materials Production Plan
- Establish and maintain subject committees
- Conduct regular reviews of support materials to ensure consistency with the curriculum statements and according to the procedures specified in the Review and Evaluation Plan
- Liaise with PEO Teacher Development to schedule and conduct in-service training for Principals, SROs and teachers on effective use of support materials and equipment
- Conduct monitoring visits to ensure effective implementation of support materials and equipment
- Develop intervention strategies for systems wide improvement

### **Ensure assessment is consistent with national policies and objectives:**

- Manage the administration of national assessments efficiently and according to agreed schedule
- Work with the National Assessment Council to conduct regular reviews of the Samoa National School Assessment Policy Framework
- Recruit and train examiners, moderators, supervisors and examination markers
- Liaise with PEO Teacher Development to schedule and conduct training for Principals, SRO's, examiners, markers and teachers on assessment to support teaching and learning
- Liaise with School Operations on the administration of SPELL tests, Year 8, Year 12 and Year 13 national examinations
- Co-ordinate the development and regular reviews of subject specifications and prescriptions
- Conduct analysis of national assessment results data and provide statistical reports in coordination with PPRD
- Develop and manage item bank system
- Conduct validity studies of assessment tools
- Conduct standardization of assessment items
- Monitor and evaluate all assessment programs and activities

# SPORTS DIVISION (SPD)

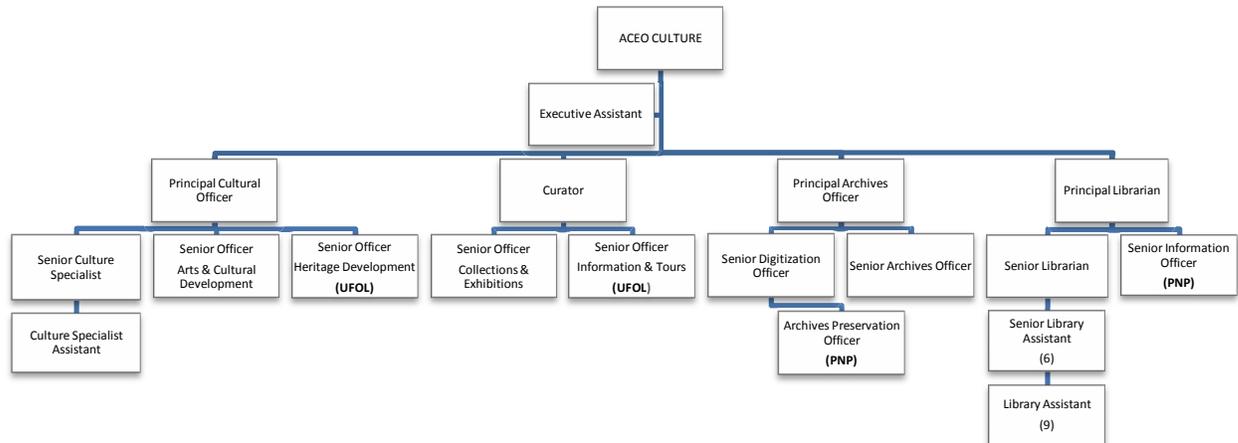


## PNP – Proposed New Position

### FUNCTIONS

- Develop, monitor and evaluate the strategic implementation of the National Sports Policy.
- Monitor, evaluate and review the implementation of Health & Physical Education in Primary and Secondary schools.
- Conduct OR coordinate coaching and refereeing in-service training for teachers to effectively implement the Health & P.E. Curriculum.
- Promote and develop sports and Health & P.E programs for Special Needs schools.
- Coordinate and fund the accreditation and certification of coaches and referees in the communities to be in accordance with International Standards.
- Coordinate and encourage widespread participation in quality Sports and Physical Activities at all levels.
- Coordinate OR conduct sports management and administration seminars to establish accountability and transparency within Sports Associations.
- Encourage and promote quality competitions on a provincial and national level for schools and communities.
- Coordinate, administer and review the Sports Compensation Scheme.
- Construct new and upgrade existing sports facilities in accordance with international standards.
- Procure and distribute appropriate sports equipment.
- Liaise and strengthen collaboration and partnership with SASNOC to ensure Government support to host national and international sport events
- Provide appropriate technical and financial assistance for Elite Athletes and National Teams for international competitions

# CULTURE DIVISION



**UFOL – Upgrade from Officer Level**  
**PNP – Proposed New Position**

## FUNCTIONS

### Culture Awareness

- Identify critical policy concerns on arts, culture and heritage for research and policy development.
- Coordinate new research and identify existing research data to support policy development.
- Develop, coordinate, monitor, review and evaluate the implementation of national culture, arts and heritage policies.
- Identify and define the cultural sector.
- Propose strategies to strengthen cross-sector collaboration and partnership.
- Preserve oral traditions by publishing the Samoa Ne'i Galo series and disseminate.
- Ensure the development of the National Culture Centre is complete to accommodate the safeguarding of Samoa's tangible and intangible cultural heritage
- Propose regional and international cultural, art festivals and events for Samoa to attend and coordinate representation.
- Propose relevant international conventions and agreements Samoa can ratify and be signatory to.

### Museum of Samoa

- Act as a repository of knowledge about the Samoan material and intangible culture, and its environment
- Serves to interpret, preserve and promote the material and intangible culture of Samoa and those of its neighboring island nations
- Promotes the importance of preservation and conservation of the natural environment of Samoa to and for its people
- Establishes the importance of spreading knowledge about Samoa's material and intangible culture through school curriculum, cultural tourism, and advocacy.
- Alerts people to issues relating to Samoa's cultural heritage such as monuments in peril, fading skills of sailing, handicrafts, afa netting etc

- Serves to expand and acts as a source of such knowledge by means of research i.e working with relevant universities, related organizations, members of the general public and/or hosting seminars, etc.
- Collaborates with other museums worldwide and other regional and international organizations to further enhance its purposes and objectives set to benefit Samoa and its developments

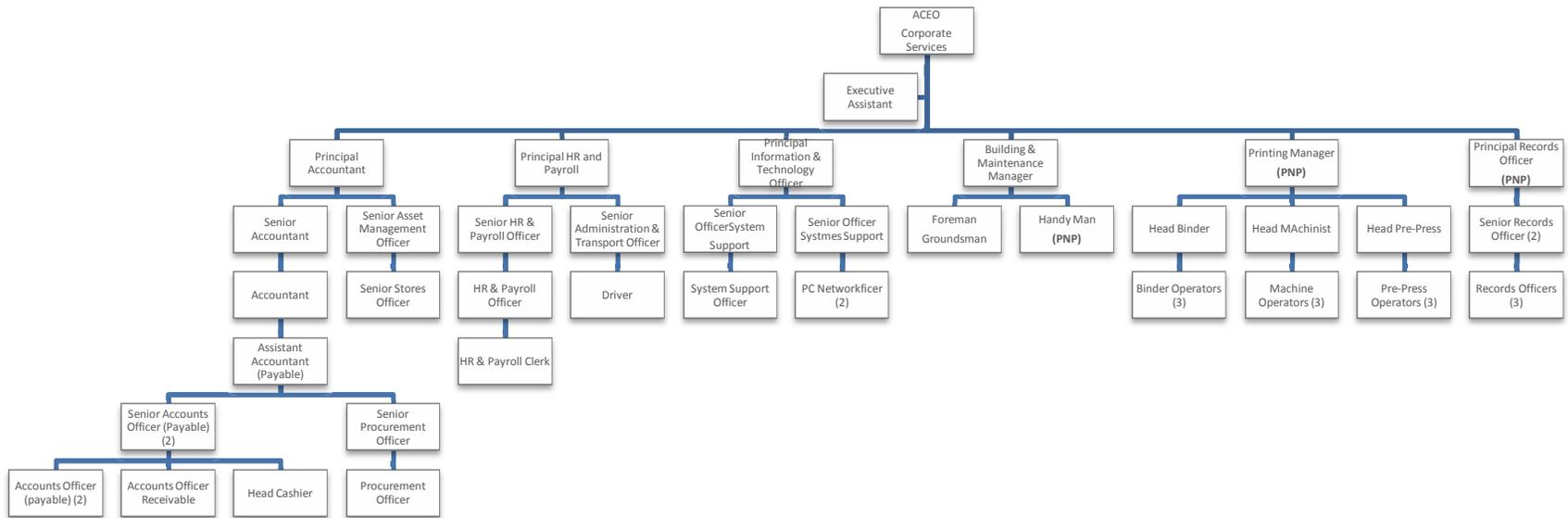
#### **Archives Unit**

- Develop, promote efficient and effective methods, procedures and systems for the creation, management, storage, disposal, preservation and use of Public Records.
- Provide storage, preservation, management and conditions for access to Records of permanent value in the Authority's possession according to the provisions of the Act
- Conduct research and provide advice in relation to the management and preservation of Records of Samoa that may have archival value, whether such records are public or private.
- Seek to obtain custody and management of resources or material not in the custody of a Public Body and which in the opinion of the Authority, forms part of the archival resources and ought to be in the custody of the Authority.

#### **Public Library Services**

- Provide public library services to schools and community
- Provide all required library materials, text books and references for schools and community
- Investigate and research enhancement to the libraries for better delivery of services
- Conduct staff training on library skills
- Oversee the repairs and maintenance requirements for libraries
- Develop a system for the archival of outdated library materials, text books and references
- Maintain and review library computerize catalogue system

# CORPORATE SERVICES DIVISION (CSD)



**PNP – Proposed New Position**

## **FUNCTIONS:**

### **Co-ordinate budget planning, preparation, presentation and distribution:**

- Liaison with Ministry of Finance, Public Service Commission and Public Accounts Committee on financial budgetary matters;
- Provide regular and accurate financial budget reports to Output Managers and Full Executive members on a timely manner;
- Provide financial advice on the trends and impacts of expenditure and revenue according to the approved budget;
- Monitor output expenditures to ensure compliance with budgetary recommendations; and to review financial transactions and codes for conformance to standard procedures and accounts, and
- Provide efficient and effective financial records management.

### **Manage financial transactions on behalf of the Ministry in an efficient and effective manner:**

- Implement and monitor system controls of the Financing Reporting System (GoFAR – Finance One);
- Operate and monitor systems to control and record revenues and expenditures;
- Maintain accurate and up-to-date financial reports;
- Comply with the Acts and legislation of the GoS financial and budgeting reforms; and,
- Review and establish efficient work flow procedures for the Ministry

### **Ensure effective and efficient administration within the Ministry:**

- Ensure compliance with up-to-date GoS requirements;
- Maintain a close liaison with PSC and Ministry of Finance on HR matters.
- Regularly monitor data entry procedures and maintain accurate payroll records and systems [GOFAR-People One and Pelican];
- Maintain, review and establish efficient work flow patterns;
- Monitor the implementation of MESC standard formats, templates, and procedures manuals;
- Maintain accurate and up-to-date payroll and administration records;
- Conduct mail delivery to all schools in Savaii and Upolu; and,
- Ensure effective allocation of transport services to all MESC divisions.

### **Manage MESC's corporate personnel functions**

- Co-ordinate recruitment, appointment, resignations, retirements and assessment of corporate and teaching staff;
- Identify training needs and budget, and schedule relevant training;
- Collate and facilitate the preparation of performance plans and succession planning;
- Monitor the recruitment and selection systems and processes and report monthly;
- Maintain accurate and up-to-date information for all corporate and teaching staff personnel files;
- Maintain and review the central registry filing system;
- Maintain accurate and up-to-date records of all correspondence for the Ministry; and,
- Ensure the archives room is well maintained and kept clean at all times.

### **To ensure efficient and effective printing services for the Ministry and all schools.**

- To print all educational support materials for the Ministry and all schools in a timely and efficient manner
- To print, compile and collate other reports as recommended by the Core Executive;
- Liaise with School Operations and the Curriculum, Materials and Assessment Division for printing requests;
- Maintain accurate records of printing requests;
- Conduct periodic maintenance work of all printing machines and coordinate servicing of the machines;
- Review and record the performance of the printing machinery; and,
- Conduct staff training on all printing machinery.

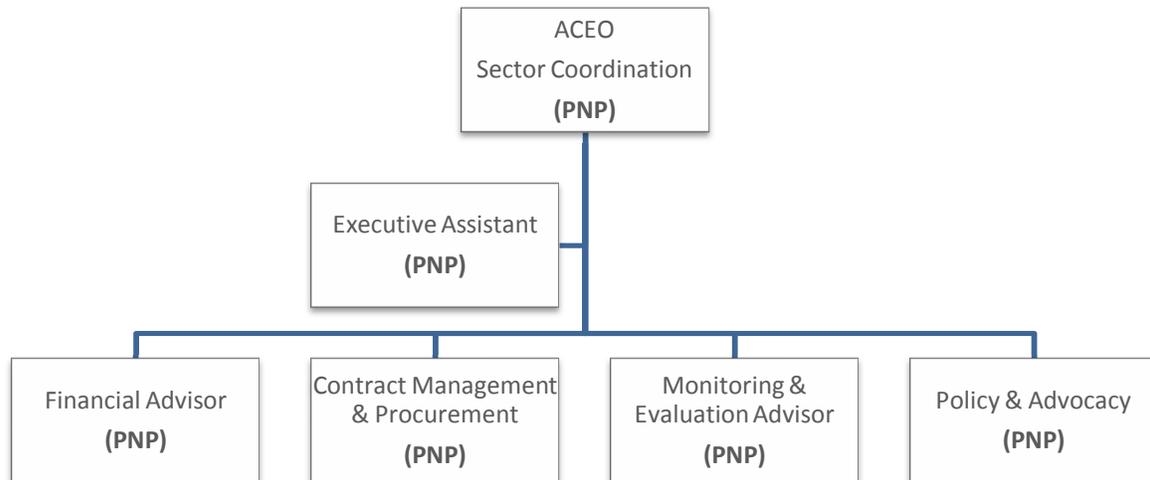
### **Proposed ICT Division**

#### **Ensure efficient and effective ICT services:**

- Conduct, review and research ways to use ICT effectively as a tool for information dissemination;
- Develop strategies to assist users to assessing information and communications technology for the Ministry;
- Develop and present to Management policies for the use and procurement of ICT equipment
- Coordinate plans and training for the use of ICT as a teaching and learning tool;
- Develop an ICT Strategic Plan for the development of knowledge and understanding of ICT for the Ministry and school;
- Set up the Central Office as the hub for information management and dissemination through ICT;
- Work collaboratively with the School Operations Division and CMAD in the management of ICT;

- Oversee the security of ICT equipment at all times and especially in times of emergencies;
- Manage the security of information through technology;
- Prioritise and reallocate ICT equipment and machines according to needs;
- Provide relevant documentation to support the procurement of new machines;
- Identify staff and teacher needs;
- Conduct training and record level of trainings offered;
- Monitor and review ICT activities

# EDUCATION SECTOR COORINATING DIVISION (ESCD)



## PNP – Proposed New Position

### FUNCTIONS

- Strategic Planning
  - lead strategic planning for the sector,
  - negotiating agreed national priorities and outcomes,
  - developing and monitoring outcome performance measures,
  - monitoring performance assessment frameworks against which development partners will assess releases of budget support
- Strategic financial management
  - lead preparation and management of education sector medium term expenditure frameworks,
  - securing GOS and development partner funds through contestable budget processes
- Management of procurement, including consultancies, minor works and for goods and services.
- Coordinate the activities of sector education institutions and other stakeholders in implementing the vision of the education sector
- Facilitate the processes and systems for the budget support framework
- Ensure compliance with financial, contractual and administrative procedures of the GoS and other financing organisations
- Manage, coordinate and provide the linking mechanisms between participating ministerial entities and sector partners involved in the Education Sector and to improve and harmonize the effectiveness of donor aid and education systems performance
- Implement the Education Sector budget support modality

