SAMOA EDUCATION SECTOR EVALUATION STUDY

FINAL REPORT

December 2005

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Education is a priority of the Government of Samoa. Education is accepted as a basic human need and right and a tool for developing the basic values, knowledge, attitudes and skills, which young Samoans need for additive education and to become fully functional members of their society. It is also the means through which other human basic needs are met. The provision, for instance of safe drinking water, basic health care services and quality infrastructures and facilities can improve the quality of people's lives only to the extent that their education and understanding would allow them. Education also provides the knowledge, skills, values and attitudes that individuals need to manage complex technical and scientific projects, to further human knowledge, to achieve balance between human resources and natural resources and to maintain their identities and cultures in the fast changing world of today.

The four goals of Samoa Education are: the development of a comprehensive and enriching curricula; the formation of an active, interactive and creative pedagogies; the establishment of just and impartial evaluation and assessment methods; and the promotion of the individual and society through a humane education system. These goals were, in turn, addressed through four key principles: equity, which requires the fair treatment of all individuals in the provision of educational opportunities; quality, which is exemplified through high academic standards, cultural understanding and social behaviour; relevancy, which is defined through a system which is meaningful, recognized, applicable and useful; and efficiency, which is demonstrated through management practices, which ensure optimum use of resources, efficient services delivery, effective communication and coordinated decision-making.

The Study sets out to determine the degree to which these goals of Education are achieved and further, to assess stakeholders' perceptions of how well they have been achieved. Indicators were developed to assist with the verification and evaluation process and a number of key mechanisms for collecting the data needed for these purposes was developed and used. They included documentation review and analyses; surveys; interviews; focus group discussions; and *talanoa* sessions. The data from all these sources were collated, analysed and discussed. The results demonstrated the strong satisfaction of stakeholders with the performance of the Education Sector. But they also gave clear articulations of constraints, lessons learned and priorities that should be addressed in the next ten years, if the gains of the last ten years are to be maintained, sustained, and build on to elevate Samoa to even greater heights of educational achievement.

They also demonstrate Samoa's strong commitment to educational development at both the national and sectoral levels and the building and strengthening of its human resources and capacities. There are evidences also of strong ownership of the national development and educational development processes. Human capacity has been enhanced through the

various interventions of the last ten years and a core group of quite able professionals can be found at all levels of the system who are aware of the challenges and can re-think the strategies and processes.

But the results also demonstrate quite clear understandings at all levels and across all stakeholders of the constraints that must be addressed, the lessons learned from the past, and the directions for the future. Despite their strong endorsement of the Education Sector and its achievements or because of that very awareness, they are critically aware of the steps that must be taken to continue to improve and fully achieve the vision for Samoa, which is for all Samoans to enjoy improved quality of life premised on a competitive economy with sustained economic growth, improved education, enhanced health standards and strengthened cultural and traditional values.

The Recommendations that are made in the Report are in the context of that understanding. All of them emanate directly from the results of the Study and the ideas come from the Samoans themselves. What the Study has attempted to do is to give them some order and coherence.

ACRONYMS

Abbreviations   **Full Titles**

ADB	Asian Development Bank
AIGA	Augmenting Institutions for General Attainment
AUA	Apia Urban Area
AusAID	Australian Agency for International Development
BELS	Basic Education and Life Skills
BEN	Beautiful Expressions of Nature Fine Arts
BNPL	Basic Needs Poverty Line
CEO	Chief Executive Officer
CMAD	Curriculum, Material and Assessment Division
CMU	Curriculum and Materials Unit
DOE	Department of Education
EACC	Education Aid Coordination Committee
EBU	Education Broadcasting Unit
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EICSC	Education Infrastructure Coordination Sub-Committee
EMIS	Education Management Information Systems
ESP	Education Sector Project
ESSP	Education Sector Support Project
EU	European Union
FAO	Food and Agriculture Organisation
FOE	Faculty of Education at NUS
FPL	Food Poverty Line
FY	Fiscal Year
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOS	Government of Samoa
HDI	Human Development Index
HIES	Household and Income Expenditure Survey
HRD	Human Resources Development
ICT	Information and Communications Technology
ISP	Institutional Strengthening Project
IST	In-Service Training
IT	Information Technology
MAFFM	Ministry of Agriculture, Fisheries, Forestry and Meteorology
MDG	Millennium Development Goals
MESC	Ministry of Education, Sports and Culture
MFA	Ministry of Foreign Affairs
MOF	Ministry of Finance
MOH	Ministry of Health
MWCSD	Ministry of Women, Community and Social Development

NCECES	National Council of Early Childhood Education in Samoa
NER	Net Enrolment Rate
NFPL	National Food Poverty line
NGO	Non-Government Organisation
NUS	National University of Samoa
NZAID	New Zealand Agency for International Development
NZODA	New Zealand Overseas Development Assistance
PAH	Participatory Assessment of Hardship
PEMP	Primary Education Materials Project
PGI	Poverty Gaps Index
PIC	Pacific Island Countries
PISA	Programme for International Student Assessment
PMT	Project Management Team
PPRD	Policy, Planning and Research Division
PPTA	Project Preparation Technical Assistance
PS	Primary School
PSC	Public Service Commission
PSEO	Principal Senior Education Officer
PSSC	Pacific Senior Secondary Certificate
PTA	Parents-Teachers Association
PTISTP	Primary Teachers In-service Training Programme
PWD	Public Works Department
ROU	Rest of Upolu
SAT	Samoan Tala
SATVET	Samoa Association of Technical Vocational Educational Training
SDS	Strategy for the Development of Samoa
SEO	Senior Education Officer
SNE	Special Needs Education
SOE	State-owned Enterprise
SP	Samoa Polytechnic
SPBEA	South Pacific Board for Educational Assessment
SPELL	Samoa Primary Education Literacy Level
SRO	School Review Officers
SS	Secondary School
SSC	Samoa Secondary Certificate
SSCE	Samoa School Certificate Examination
SSECRP	Samoa Secondary Education Curriculum and Resources Project
STC	Samoa Teachers College
STEPS	Supporting Teacher Education in Pacific Schools
SUNGO	Samoa Umbrella of NGOs
TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
TSR	Teacher/Student Ratio
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Culture Organisation

UNICEF	United Nations Children's Fund (formerly United Nations International Children's Emergency Fund)
UNDP	United Nations Development Program
USP	University of the South Pacific
VC	Vice Chancellor
VET	Vocational Education and Training
WB	World Bank
WHO	World Health Organisation
WSTPD	Western Samoa Teacher Professional Development

CONTENTS

PART A: THE REPORT

1.   INTRODUCTION

The Samoa Government, through its Ministry of Education, Sports and Culture (MESC) embarked in the last ten years (1995-2005) on a comprehensive and quite ambitious reform program in education, which in many ways spearheaded Samoa's national reform program. Phase 1 is ending and already the Ministry of Education, Sports and Culture is in the process of engaging with its stakeholders in the development of the new strategies for the next ten years. The Government of Samoa (GOS), therefore, through its Ministry of Finance, in collaboration with MESC and a number of development partners, agreed that an evaluation of the performance and cost-effectiveness of the different interventions undertaken in the previous ten years be conducted prior to the development of the new Strategic Plan 2006-2014.

It was further agreed that the evaluation study would be funded through the PRIDE Project, of which Samoa is a beneficiary member state. The PRIDE Project commissioned a team of two to undertake the Evaluation Study, which took place over a total of eleven weeks, with six of those spent in Samoa, between mid-April 2005 and the end of August 2005.

The Evaluation Study will, hereafter, be referred to as either the 'Evaluation' or the 'Study' and the two consultants undertaking the study will be referred to as the 'Team'.

1.1   Purpose of the Study

The purpose of the Evaluation is to investigate and determine the degree to which the educational policies and strategies that have been developed and implemented by the Samoa Government through the Ministry of Education, Sport and Culture (MESC) over the last ten years from 1995 to 2005 have achieved the goals of education. In addition, the Study will seek to assess how well the Education Sector has performed through the perceptions of the major stakeholders in education. The key documents in which these goals, policies and strategies are identified and described are: *MESC Educational Policies, 1995-2005*[1], *Educational Strategies, 1995-2005*[2] and the more recent *Strategy for the Development of Samoa, 2002-2004*[3].

1.2   Terms of Reference

The Terms of Reference for the Evaluation Study, developed by MESC, comprised three stages: the review of documents and preparation; data collection and analysis; and, reporting of the findings. The specific tasks are detailed below:

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[1] MESC Educational Policies, 1995-2005.
[2] Educational Strategies, 1995-2005.
[3] Strategy for the Development of Samoa, 2002-2004.

Stage 1: Review and Preparation

1.1   Review all available documentation relating to education policies 1995-2005 and education strategies 1995-2005 and the activities conducted to implement the strategies. These will include reports from the two PEMP, the SSECRP, ESP I and the Institutional Strengthening Project (ISP).

1.2   Review the recent Sector Review, the proposal for ESPII and the proposed TA for EPSP and interviews conducted with relevant officials.

1.3   Review the MESC education management information system (EMIS) data, especially the data in the PELICAN and MANUMEA databases.

1.4   Develop a detailed approach for evaluation of the 1995- 2005 policies and strategies, and present it for discussion and review by the Ministry of Finance and the Core Executive of MESC. This proposed approach must include a list of evaluative issues and questions addressing each of the goals of the strategy, i.e.:

- development of comprehensive and enriching curricula;
- formation of active, interactive and creative pedagogies;
- establishment of just and impartial evaluation and assessment methods; and
- promotion of the individual and society through a humane education system.

1.5   Identify the indicators, qualitative and/or quantitative, that will be used to address each educative issue and question.

1.6   Specify all data that is currently available for use in establishing a baseline to measure progress in fulfilling the goals and objectives of the Education Policies and strategies 1995-2005.

Stage 2: Data Collection and Analysis

2.1   Identify data and information still required, but not yet available, to measure progress made in fulfilling the goals and objectives of the strategy, and determine how they should be obtained.

2.2   Assess problems encountered with various interventions, delays, constraints to implementation, lessons learned, etc.

2.3   Prepare, pre-test and revise instruments needed to obtain the required data and information (questionnaires, interview formats, focus group discussion questions etc.) and hire and train persons to assist in the data collection, if required.

2.4   With assistance from MESC, make the appropriate protocol arrangements for collection of the data and information, i.e. official letters, permissions from village councils and/or notifications of school visits.

2.5   Data collection and analysis will be conducted by the contractor.

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2.6   Evaluate the performance and cost-effectiveness of different interventions undertaken during the last ten years.

Stage 3: Preparation of the Evaluation Report

3.1   The contractor will prepare a draft report of the evaluation, highlighting the contributing factors and the constraints in attaining goals and objectives of the 1995-2005 policies and strategies, and including recommendations of policies and strategies for the period 2006-2014.

3.2   A review of the report with the Ministry of Finance and the Core Executive of the MESC and development partners will be conducted and the report revised as required.

3.3   The contractor will conduct a seminar reviewing results of the evaluation.

3.4   A final report of activities for submission to the MESC will be prepared.

1.3   Methodology

The Team used three basic strategies to address the specific tasks itemised in the TOR. The first was a documentation review and analysis of all available documents[4] pertinent to the Study. They included: GOS plans, policies, budgets and reports; MESC plans, policies, budgets, reports and reviews of the education sector; donors' strategic plans and aid programs; statistical data; and submissions from communities and organisations.

The second strategy was fieldwork, which consisted primarily of interviews and *talanoa* sessions. The groups and individuals who were engaged in both the interviews and *talanoa* included: MESC officials; GOS officials, particularly from the relevant line ministries involved in the delivery of education and training; MESC officers; NGOs, members of communities; donors; heads of education systems, higher education and training institutions and organisations; private sector and business communities; civil society groups; teachers; parents and students. For convenience and due to time constraints, the interviews were conducted only with those working in Apia.[5]

The *talanoa* was mostly with a selected group of school committees in Apia, Rest of Upolu (RoU) and Savaii. *Talanoa* is a research methodology, based on the widely used Pacific method of informal communication, in which semi-structured, focused group discussions and informal approaches are adopted to suit the context of each group or community, and where the language of the community and their protocols, processes and structures are utilised, thus complying with the protocol of *faaSamoa*. The *talanoa* methodology of engaging communities in the process of development is time-consuming and requires the participation of many people who are well-versed in the languages and social and cultural mores of communities, but the outcomes are far more satisfactory than would be obtained through other more formal means and they more accurately reflect the

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[4] All documents consulted appear in the Bibliography.
[5] The list of interviewees is given in Annex 7.

priorities and concerns of communities. The *talanoa* also included focused discussions with two crucial groups in the MESC who are both heavily engaged in the implementation of the key interventions identified in the education policies and strategic plan documents. These two groups were the curriculum and examinations officers and the school review officers.

Because of the Team's unfortunate lack of competence in the Samoan language and faaSamoa, it was necessary to complement the original two members of the Team with Samoan partners who would provide those particular skills. Two Samoan educators[6] assisted the Team in the *talanoa* sessions with school committees, which were the only sessions that were conducted in the Samoan language. Gender balance was a feature in the composition of the team and, thus, the additional members of the Team also comprised one female and one male.

The third strategy used was the administration of two thousand questionnaires in the English language to eight different groups. Although the questionnaires were different for each group, most of the questions were similar in content and intent. The sampling was purposeful in the sense that schools were selected in accordance with their location, size and enrolment in the target levels, namely, Year 8 and Year 12 in primary and secondary schools respectively. The same schools were selected for administration of the questionnaires to students, teachers, principals, parents and school committees. The questionnaires administered to principals were more widely distributed in terms of number of schools, some of which were not included in the other questionnaires. The details of the distribution, the number of questionnaires administered, and the number returned can be seen in Table 4 below.

1.4   Team Members

The Team members comprised the following:

- Dr 'Ana Maui Taufe'ulungaki, Director of the Institute of Education and de facto, Team Leader
- Mr Abel Nako, private consultant, but formerly Director-General of Education, Ministry of Education, Vanuatu.

Additional members for the *talanoa* sessions were:

- Nuufou Petaia, Consultant Advisor, MESC and, formerly, Principal, Secretariat of the Pacific Commission's (SPC) Community Education and Training Centre, Suva, Fiji.
- Lemalu Siomia Auvele, Principal Education Officer, School Operations, MESC.

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[6] Sa Auvele, also joined the Team for half a day to take the records in the *talanoa* with Apia School Committees.

They complemented the Team in the consultation with communities and provided invaluable skills and knowledge in the facilitation of the *talanoa* sessions since all sessions were conducted in the Samoan language and conformed with *faaSamoa* protocol. They also provided the reports and summaries of the sessions.

1.5   Time-frame for the Study

The Study, as previously mentioned, was undertaken during the period 11 April to 31 August 2005. However, the actual time spent on the Evaluation consisted of six weeks full-time in the field and five weeks of full-time work in the home base of the Team members, a total of eleven weeks.

2.   SAMOA GOVERNMENT AND MINISTRY OF EDUCATION, SPORTS AND CULTURE STRATEGIC GOALS

2.1 The National Vision

The national vision of Samoa drives development in the country in all sectors and the policies and strategies that Samoa has developed and implemented at the national level and in line ministries are aimed at achieving the national vision. The vision articulated by the Government of Samoa in its *Strategy for the Development of Samoa (SDS) 2002-2004* is:

> *For every Samoan to enjoy improved quality of life premised on a competitive economy with sustained economic growth, improved education, enhanced health standards and strengthened cultural and traditional values.[7]*

The SDS document points out that 'the theme "Opportunities for All" reinforces and supports the vision. Every Samoan must have the opportunity to share the benefits of national development'.

2.2 National Strategies

Nine strategic outcomes were identified to guide Samoa's economic development. The first is 'Stable Macroeconomic Framework' and the second is 'Improve Education Standards', which clearly demonstrate Samoa's commitment to improving the quality of life for all Samoans and ensuring the availability of skilled human resources to drive and effect Samoa's development. The remaining seven are:
- Improved Health Standards
- Improve Private Sector Development and Employment Creation
- Enhance Agricultural Opportunities

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[7] Government of Samoa. January 2002. Strategy for the Development of Samoa 2002-2004. Treasury Department, Economic Policy and Planning Division, Private Mail Bag, Apia, Samoa. p.1.

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- Strengthen Social Structure
- Improve Infrastructure and Services
- Improve Opportunities for Tourism Industry
- Enhance Public Sector Efficiency.

The specific strategies for the education sector under the SDS document are itemised in Table 1 below.

Table 1:   Strategies for Education Sector Development[8]

EDUCATION SECTOR DEVELOPMENT: The key strategies for the education sector will focus on improving:		
i. Teacher training standards and quality of teachers	i. ii. iii. iv.	Train teachers in the use of the new curriculum materials for ECE. Provide appropriate learning experiences for special needs students within government schools. Provide in-service training and professional development programs. Upgrade teaching qualifications at NUS with priority given to staff development.
ii. Curriculum and teaching materials	i. ii. iii. iv. v. vi.	Improve curriculum for ECE. Implement Phase II of PEMP. Revise and implement the bilingual policy. Print resources for all secondary year levels. Change all programs to competency-based training at Polytechnic. Continue programs in education, nursing and commerce at NUS.
iii. Education facilities	i. ii. iii. iv. v.	Review all schools in accordance with DOE minimum standards. Provide materials and equipment to schools. Establish a resource centre in Savaii. Establish a cultural centre in NUS. NUS and Polytechnic to ensure effective and efficient use of resources.
iv. Coordination between private and public stakeholders	i. ii. iii. iv.	Continued strengthening of dialogue and coordination amongst public and private schools. Stakeholder consultations on the Education Ordinance 1959 and Compulsory Education Amendment Act 1992/93. Task force established to design and implement awareness programs. In collaboration with EFA, strategies will be designed and implemented for non-

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[8] Compiled from SDS.

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		formal and second chance learning and address improvements in adult literacy.
	v.	Vocational training to continue to be geared towards private sector needs at the Samoa Polytechnic, and NUS will collaborate with professional bodies to ensure appropriateness of programs.
v. Department of Education Management	i.	To be realised through executive management training, school improvement models and school reviews, and training of principals and school committees.
	ii.	Review the department's corporate plan.
	iii.	Special needs education will be addressed including the provision of a mobile special needs unit to support SNE in other locations.
	iv.	ECE to be improved in collaboration with the National Council for ECE.

2.3   Education Policies and Strategies

Although the SDS document was published seven years after the implementation of the education policies and strategies, they are, in fact, consistent with what MESC had already developed and was implementing. Both were guided by the broad philosophy that there are clear relationships between education, culture and development. The links between the SDS and the policies and strategies documents of MESC, and the basic principles that underpin them can be clearly seen in the goals and aims of education as described below. *Strategy for the Development of Samoa for 2002-2004* helped reinforce and refocus the development of the education sector at the national level. Overall, these three documents provided the umbrella framework for the development of education in Samoa to date.

2.3.1   Key Objective of Policies

The key objective of the MESC policies was to 'provide a comprehensive policy and planning framework and information system to increase department policy and planning capability'. The focus was on the need to strengthen existing departmental structures including the Policy and Planning Committee and the Policy Development Unit.

2.3.2   Key Principles

The policies recognised that the new policy framework was about change and the development of new ways to achieve desired ends. But they also underlined the importance of continuity and the need to build on the strengths of the existing systems. The outcomes would lead to more effective education for all learners, bring support to teachers as well as greater professionalism, and underline the fact that education is the core mission of all institutions and would meet the needs of both individuals and society,

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ultimately leading to social integration. The policies also specified that the process would be consultative and participatory, understood by all stakeholders and cognizant of political, economic, social and cultural structures.

2.3.4 Goals and Key Principles of Education

Given this policy framework and the national vision of Samoa, the four goals of Education were identified as follows:

a. ***Development of a comprehensive and enriching curriculum*** which:
   - combines indigenous and global knowledge within a bilingual structure, and promotes an international standard of academic achievement;
   - is based on existing knowledge, skills, attitudes; and
   - develops an appreciation of the pursuit of knowledge for its own sake.

b. ***Formation of active, interactive and creative pedagogies*** to:
   - ensure systematic presentation of essential knowledge by means of a sound bilingual methodology;
   - develop the ability to analyse knowledge critically in a learning environment which encourages inquiry, debate and independent thought; and
   - stimulate imagination and allow for individual expression.

c. ***Establishment of just and impartial evaluation and assessment methods*** which:
   - seek information that benefits the student;
   - recognise and enhance the developmental nature of all learning; and
   - enable equitable access throughout the system.

d. ***Promotion of the individual and society through a humane education system*** aimed at integration and one that will:
   - foster the holistic development and self-esteem of individual students;
   - encourage both a strong sense of indigenous identity and an international perspective;
   - promote the social and cultural foundations of education; and
   - be responsive to economic needs.

These goals were, in turn, addressed through four key principles:

a. *equity*, which requires that all individuals are treated fairly and justly in the provision of educational opportunity;
b. *quality*, which is exemplified by high standards of academic achievement, cultural understanding and social behaviour;
c. *relevancy*, which implies a system which is meaningful, recognised, applicable and useful to one's life; and

    d.   *efficiency*, which is demonstrated by management practices that ensure optimum use of resources, efficient services delivery, unhampered communication and coordinated decision-making.

2.3.5 Aims of Education

These goals were, in turn, translated into aims of Education, with proposed treatments and expected outcomes as shown in Table 2 below.

Table 2:   **Aims of Education for Primary and Secondary Schools[9]**

PRIMARY EDUCATION		
EQUITY ISSUES		
Access	**Treatment**	**Outcome**
Universal provision of, and access to, primary education.	A learning environment which ensures that all students experience both success and freedom to make mistakes.	Frequent testing and monitoring using varied forms of assessment to enable students to make mistakes and teachers to determine assessment effectiveness.
Broad and enriching compulsory education that will enable all students to realise their full potential.	Adequate instructional time in all subject areas.	Assessment measures which take into account different forms of knowledge, development stages of learning and individual differences in achievement.
Broad and enriching compulsory education that will enable all students to realise their full potential.	Participation in activity-based learning programs with an emphasis on problem-solving skills.	National measures of literacy skills in Samoan and English, and numeracy skills at appropriate intervals.
Appropriate educational opportunities for special needs students.	Equitable provision of facilities, equipment and curriculum materials.	Defined measures of achievement for each grade level and across all curriculum areas.
		Availability of special assistance necessary to ensure attainment by all students.
		National evaluation procedure at the conclusion of primary schooling which will provide useful information on the outcome for individual students and the system as a whole.
QUALITY ISSUES		
Academic Achievement	**Cultural Understanding**	**Social Behaviour**
Whole language – reading, writing, speaking and listening. Programs using approved bilingual methodology, producing appropriate levels of literacy in Samoan and English.	Familiarity with Samoan customs, traditions, myths and legends.	Promotion of cooperative learning activities.
Systematic development of computational skills and numeracy concepts.	Knowledge of major events in Samoan history, prior to and since European contact.	Encouragement of tolerance towards others.
Introduction to scientific and technological concepts.	Appreciation of and opportunity to participate in Samoan performing arts.	Development of identification with, and pride in belonging to: *aiga*, church, village and school. Opportunities to interact in socially appropriate ways and to recognise the rights of others.
Skills, knowledge and understanding of the need to protect the natural environment.	Tolerance and understanding of cultural change and cultural differences.	Respect for the importance of religious beliefs and practices in the Samoan context.
Introduction to the processes and methods of social science through the study of		

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[9] Compiled from Education Policy Document.

social groups in Samoa and elsewhere.		
Stimulation of imagination and creativity through the expressive arts.		

RELEVANCY ISSUES

Individual development	Community development	National development
Development of the emotional, spiritual and physical health of every student.	Integration of school life with home and community.	Provision of the generic knowledge, skills, and attitudes that will lead to life-long learning.
Recognition of development stages of learning and individual differences in achievement.	Promotion of community participation in all school programs and activities.	Development of specific knowledge, skills, and attitudes upon which further education and training can be built.
Promotion of self-esteem, individual talents and interests in learning programs based on the student's own experiences.	Curricula which are closely related to the needs and problems within the local environment.	Promotion of national pride.
Encouragement of independent and creative thought, confidence in expression and desire for knowledge.		
Preparation of the individual for progression to higher learning.		

EFFIENCY ISSUES

Effective management	Resources	Facilities
A single-system of management for all primary schools which strengthens the partnership between centralised and school-based structures.	A sufficiently-qualified and trained teaching force to ensure an appropriate teacher:student ratio.	Adequate and equitable provision of buildings, furniture, open play areas, drinking water and toilet facilities in a clean, safe, and hygienic condition at every primary school.
Enforcement of universal primary education.	An adequate supply of graded readers and basic textbooks in Samoan and English to every classroom.	
Recognition and development of leadership qualities and organisational skills among primary school committee members to achieve goals and objectives of school charter.	Provision of pedagogically sound, relevant and physically durable curriculum materials in all subject areas for teachers and students in every classroom.	

SECONDARY EDUCATION

EQUITY ISSUES

Access	Treatment	Outcome
Structures which enable equitable access through the secondary system to all students so that no student enters a course of study which has been defined as terminal.	A comprehensive and enriching programme which provide opportunities and challenges for students of varying interests and abilities and allows for individual differences.	Assessment and evaluation policies, procedures and practices for both school-based assessment and external examinations, which are perceived as fair and objective measures of achievement and reflect principles and purposes of the curriculum.
Access to a comprehensive range of educational experiences which will enable students to make informed choices about their future.	The opportunities for students to achieve educational potential regardless of socio-economic status, gender, geographic location or previous educational experiences.	Valid certification of achievement for all students whether proceeding to further studies, employment in the workforce, community or home.
Equal access to educational programs for special needs students.	Adequate instructional time and effective instruction by well-qualified and trained teachers across all subject areas and at all levels of the system.	Knowledge, skills, attitudes and values that will promote further learning and a constructive and satisfying lifestyle.

QUALITY ISSUES

Academic achievement	Cultural understanding	Social Behaviour
Maintenance of a strong academic curriculum with focus on development of general subjects: languages, mathematics, sciences, social sciences, and arts – as the foundation for further education and training.	An educational program which will sustain and strengthen Samoan culture and heritage in a rapidly changing and multicultural world.	A school program which enhances the range and quality of social participation and promotes appropriate social behaviour in a variety of formal and informal situations.
A critical approach to all subjects and inclusion in academic structures of	Knowledge and understanding of customs and values relating to people and property	Promotion of the social development of the student both as an individual and a

applied subjects as the foundation for further education and training.	in *faaSamoa*.	member of society able to identify with his/her own people and to contribute positively to the community.
Development of competency in analysis and problem-solving.	A sound understanding of the role of the performing and expressive arts in both traditional and modern times and ability in their practice.	Respect for, knowledge and tolerance of the various religious beliefs and practices of the Samoan people.
The enjoyment of ideas and literature.	An understanding of the rituals significant in *faaSamoa* and skill in their performance.	

RELEVANCY ISSUES

Individual development	Community development	National development
A program that enhances the self-concept and human potential of every student and develops self-reliance and independence in thought and action.	Encouragement to learn about and contribute to the development of church, village and other community groups.	A comprehensive program through which students will gain knowledge and skills appropriate to social and economic development and a sense of responsibility towards work.
Acquisition of the essential educational foundation for development into a productive and versatile citizen aware of his or her rights and responsibilities within *faaSamoa*.	Preparation for proper and effective participation as members of the local, national and international community.	A program that enables students to respond positively to community expectations, cultural imperatives, economic conditions and national goals.
A program that ensures each secondary school-leaver has good general knowledge and skills in language, mathematics, the sciences and social sciences.	An appreciation of the need for both continuity and change within the community.	
Applicable practical knowledge and skills.		
Attitudes and values upon which occupation-specific training can be built and an awareness of employment opportunities.		
A program that prepares the individual for further learning.		

EFFICIENCY ISSUES

Effective management	Resources	Facilities
A system of management for all schools which strengthens the partnership between central and school-based structures and is responsive to the needs of teachers and students.	Provision of an adequate body of qualified and trained teachers, well-stocked libraries and science laboratories, textbooks and other teaching materials, sports facilities and equipment that a secondary education system characterised by equity, quality, relevancy and efficiency must have.	Adequate and equitable provision of buildings, furniture, open play areas, drinking water and toilet facilities in a clean, safe and hygienic condition at every secondary level.
	Equitable provision of the above resources to all schools and equal access for all students to the resources provided, and effective and efficient utilisation and management of resources to achieve the goals and objectives stated in the school charter.	

In the ten years of the evaluation period, as shown in Annex 2 and abbreviated in Table 2 above, the MESC developed key strategies aimed at achieving the goals established in the policy document.

In addressing the above educational **aims** and **goals**, eight policy target areas were identified and dealt with accordingly, namely;
- Early Childhood Education
- Primary Education

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- Secondary Education
- Special Education
- Teacher Education and Training
- Post-secondary Education and Training
- Departmental Management
- School Management

In dealing with these eight sectors, seven <u>key target issues</u> emerged:
- Physical facilities
- Staffing
- Curriculum - structure, subject content, mode of delivery and assessment and evaluation
- Teacher development
- Supply of teaching equipment and curriculum materials
- Management - financial accountability, human resource development, quality control and planning
- School - student enrolment, staff and student welfare, school maintenance.

The <u>target issues</u> presented above were to be dealt with globally, which gave rise to the Strategic Plan as outlined in the Education Strategies 1995-2005.

The strategies developed were divided into two implementing phases, the medium term strategies dealing with those activities <u>within the first five years</u> and the long term ones dealing <u>with 2000 and beyond.</u> An important part of the implementation strategy was the identification and design of projects aligned with the policy priorities of MESC phased out within the ten-year period.

In line with the policy framework and the implementing strategies, a series of corporate plans was developed and reproduced, usually on a three-year rolling basis during the course of the ten-year period. Complementing these plans were the annual reports that were presented to Parliament every year since 1995 to report on the achievements as well as problems faced. Both the corporate plans and the annual reports were used as means of reviewing and evaluating the programs via public forums, and staff executive and management meetings. In doing so, the public at large and the stakeholders were kept abreast with progress made and provided with the opportunities to contribute to strategic discussions and decisions.

3. THE CONTEXT OF EDUCATION

3.1 The Samoa National Context

3.1.1 Land and location

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Samoa consists of two large islands, Upolu and Savaii (96 % of the total land area) and eight smaller islands with a total land area of approximately 2,831 square kilometres and an exclusive economic zone covering some 130,000 square kilometres stretching from the north-west towards the direction of south- east.[10] Approximately 20% of the land area is arable[11] and less than 37% of the land area is forested.[12]

The major agricultural produce comes from copra, taro, bananas and *nonu*. The land is predominately volcanic and not easily cultivated. The interior is rugged with few flat areas so most villages are situated along the coast. Being located near the equator between longitudes 168° and 173° degrees West and between latitudes 13° and 15° degrees South of the equator, it has a tropical climate with an average temperature of 26.5° degrees and an annual rainfall of around 2880 mm on average. The rainy season extends from November to April. Samoa is prone to cyclones and active volcanoes also pose a threat, although the volcanoes have not been active since 1911.[13]

Transport and telecommunication infrastructure between the main islands is efficient and well developed. Public utilities are easily accessible except in remote parts of Savaii and the smaller islands.[14]

3.1.2 Population, Religion and Culture

According to the November 2001 census results the population of Samoa is estimated to be 176,848,[15] and the racial make-up is approximately 92.6% Samoan, 7% Euronesians and 0.4% European. This population figure represents an increase of 10% over the last decade. Out of this total, approximately 75.8% are based on the island of Upolu with 22% of the population concentrated in the capital city of Apia (approx 36,000). The population of females was shown to be 48%, a proportion that has been stable for the last three decades, with 41% of the population being now (2005) under the age of 20. The population growth rate was estimated to be at around 1.0% in 2001 and if this trend continues then it is estimated that some 1,500 persons will be added to the total population each year.[16]

A dominating influence is the church with 99.7% of Samoans being Christian. The main denominations consist of: Congregational Christian Church (34.8 %), Roman Catholic (19.6%), Methodist (15%), Latter Day Saints (12.7%), Assembly of God (6.6%) and Seventh Day Adventists (3.5%). Other denominations account for (7.8%).[17]

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[10] Europa Journal. The Far East and Australasia -Regional Surveys of the World -Samoa. Europa Publications, London.
[11] Commonwealth Secretariat Country Profiles - Commonwealth Year Book.
[12] Samoan Millenium Development Goals.
[13] CIA The World Fact Book – Samoa.
[14] The Far East and Australasia 2004 Regional Surveys of the World 35th Ed *The Pacific Islands* Samoa.
[15] November 2001 Census data - Samoa Statistical Services Division, Ministry of Finance, Samoa.
[16] Ibid.
[17] Report of the Census of Population and Housing. 2001. Samoa Statistical Services Division, Ministry of Finance, Samoa.

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The UNDP Pacific Human Development Index (HDI) of 2005 rate Samoa as 74th on the HDI worldwide. The worldwide Human Development Index covers 177 countries, where the best performer in the Asia Pacific region is ranked 25th (Singapore) and the worst 140th. Samoa's ranking over the last 3 years at 70th in 2003 and 75th in 2004 is relatively stable when compared to Fiji's ranking which started at 72nd in 2002, slipped to 81st in 2003 and 2004, and slipped even further to 92nd in 2005. "The UN Human Development Index (HDI) measures poverty, literacy, education, life expectancy, and other factors. It is a standard means of measuring well-being, especially child welfare."[18] Whilst this index has limitations in the measurement of some social aspects it does provide a comparative measure. The Pacific Human Poverty Index (HPI) is not available for more recent data but the nature of communal life and subsistence agriculture in Samoa defines the concept of poverty in terms of hardship rather than extreme deprivation. Samoa ranked fifth on the Human Poverty Index in relation to other Pacific Island Nations in 1999. In the Samoan context, poverty relates to poverty of opportunity in terms of basic health care, education, employment, and governance as well as income levels.[19]

Since that report, Samoa has made significant progress in the achievements of the Millennium Development Goals (MDG). The ADB Report on MDG had this to say:

> '… [Samoa] has made good and steady progress towards the Millennium Development Goals. It has already achieved certain targets such as universal primary education and has made significant improvements in secondary enrolment rates. It has the highest secondary enrolment ratios among PMDCs. Gender disparity in education and literacy rates has been eliminated. Child and maternal mortality rates have decreased and are among the lowest in the PMDCs. Nevertheless, there is no reason for complacency. Efforts need to be strengthened and further attention directed to ensuring that all parts of the population have access to essential and quality education, health care services and safe water supply.' [20]

It suggested that those most affected by hardship include the 'jobless, the disabled, single mothers, the homeless, the landless or those living on leased land, the unskilled; the most vulnerable are children, youth and women'.[21]

Despite the slight slippage in Samoa's HDI ranking, the UNDP 2005 Human Development Report stated that 100% of the people of Samoa have sustainable access to improved sanitation in 2002 and 88% have access to improved water sources. Similarly, life expectancy has improved significantly from 56.1% in the period 1970-1975 to 70 in the period 2000-2005. Expenditure on Education has increased from 3.2% of GDP in

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[18] UNDP Human Development Report 2005.
[19] Strategy for the Development of Samoa 2002-2004.
[20] ADB. 2003. Millennium Development Goals in the Pacific: Relevance and Progress, Manila, Philippines. p.37.
[21] ibid. p.38.

1990 to 4.8% in 2000-02 and from 10.7% of the total spending of Government in 1990 to 14.6% in 2000-02.

3.1.3 The Economy

The small-scale economy relies heavily on external assistance and remittances from Samoans living overseas, and carried a debt of ($503.2 million) in 2001. This was 50.8% of GDP in 2001. The government in 2003 recorded the balance of payments as a small surplus ($0.9 million) with a historically large overall deficit ($33 million) for the year ended June 2004, the largest in five years, and continuing cash flow constraints. Despite this, there is strong economic growth and Samoa has been considered to be progressive with high governance standards. The inflation rate is considered to be low but rose from 4% in March 2004 to 7.9% at the end of the June 2004 quarter. The increase was attributed largely to the effect on food prices of cyclone Heta that struck in January 2004.[22]

Government expenditure budgeted for the financial year 2003/04 was SAT$208,000,000. Revenue for the same period consisted of external grants, non-tax and a total tax income of SAT$318,000,000 with approx 70.8% of income related to tax and 21% to external grants. The level of external grants is expected, on budgeted figures, to rise in the subsequent year to approx 47% of all income received.[23]

Previous studies and census figures indicate that approximately 50% of the adult population is engaged in some form of economic activity with approximately half of these involved with agriculture. Of those in paid employment the areas in which they are employed are: agriculture (33%), manufacturing (10%), public administration (6%), private households (5%), wholesale and retail (5%), fishing (4%), and education (4%).[24] Most paid employment opportunities are in urban Upolu. Tourism is an expanding sector with 88,000 visitors recorded in 2001.

3.1.4 The Social Structure and Political System

Western Samoa, as it was formally known, became independent in 1962. In 1995 it had its name changed to the Independent State of Samoa. It has a constitution, adopted in 1960. There is a constitutional head of state elected by the *Fono* (Legislative Assembly) for five years. The current and first head of state was elected for life. Executive power lies with a cabinet headed by a prime minister supported by the majority of the 49 members of the *Fono* with a five-year term. Ministers are selected by the Prime Minister from supporters in the *Fono*. Forty-seven members of the Fono are elected from amongst

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[22] Central Bank of Samoa, Bulletin, September 2004. pp 5-10.
[23] November 2001 Census data - Samoa Statistical Services Division, Ministry of Finance, Samoa.
[24] ibid.

the *matai* and two are non-Samoan candidates. Cabinet decisions are subject to review by the Executive Council, which is made up of the head of state and the Cabinet itself.[25]

Samoa has a unique identity, characterised by the overriding influence of the extended family, and is reflected, as in most Polynesian societies, in community and societal structures.

The *faaSamoa,* which denotes the Samoan way of life, is dominant in managing all aspects of village life, particularly in the rural areas. Two thirds of villages have a population under 500 people. Samoa has 330 villages and one main town. Apia has a population of some 36,000.

Each village *(nu'u)* comprises a group of extended families *(aiga)* with communal ownership being central to each group. The *matai* or chief represents the family at the village council *(fono).* The *matai* is an elected position and can be male or female but candidates for positions often have inherited titles.

There exist other regulatory positions in each village such as the *pulenu'u* (major/police chief) elected every three years and one or more *tulafale* (orators) who liaise and perform ceremonial duties.[26]

Samoa has a mix of parliamentary democracy and constitutional monarchy. There are 13 ministries and the legal system is based on English common law and local custom under the village councils and *matai*. The next election will be held before March 2006.

4.   THE EVALUATION STUDY

The purpose of the Evaluation Study, as previously described, was not only to assess the performance of MESC in the ten year period from 1995-2005 in achieving the goals of education but it also sought to assess the effectiveness of the implementation process. In response to this main task, the Team developed the following investigative and evaluation processes and research framework to guide its work.

4.1.   Key Evaluation Question

The key evaluation question, therefore, emanated from the purpose of the Study: Have the educational policies and strategies, as implemented in the last ten years, achieved the goals of education and how well?

From this key question, others were developed to support the main thrust of the exercise, as seen in the following sub-evaluation questions and issues.

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[25] Europa Publication. 2004. The Far East and Australasia: Regional Surveys of the World - Samoa. 35th Ed.
[26] *Lonely Planet Guide:* Samoa. 1998.

4.2 Sub-Evaluation Questions and Issues

4.2.1 Macro Issues

1. What are people's perceptions and understanding of the national vision and the role of education in achieving this vision? As individuals, family groups, communities, and as a nation?

2. What are people's perceptions of the purposes and goals of education and how do they expect education to achieve these purposes and goals at individual, familial, community and national levels?

3. To what extent are educational policies and strategies effective in achieving national strategic goals and vision, at different levels for different groups within Samoa?

4. Do educational policies and strategies impact on the improvements of livelihoods and standards of living of individuals, families, communities and the nation, and to what extent?

4.2.2 Explicit Review Issues

5. Is the curriculum equitable, of high quality, relevant and efficiently resourced and delivered to all students?

6. Does the pedagogy cater for the needs of all students; systematically develop ***values,***[27] knowledge, skills, and attitudes deemed important by Samoans? Is it relevant to the Samoa context, and is it effectively delivered, monitored and evaluated?

7. Are the evaluation and assessment methods and tools fair and just to all students; are they valid and reliable and measure what they are purported to measure; are they relevant to the needs of students, communities and the nation; and are they administered and managed efficiently at the national and school levels? Do they effectively and satisfactorily measure all stated educational outcomes?

8. Does the education system, as a whole, promote individual and societal well-being? Are the outcomes consistent with the stated goals of education and the national vision and expectations?

The details of the questions relating to each sub-category can be seen in Annex 5.

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[27] Not mentioned in fact in Educational Goals.

4.3.   Study Methods and Approach

As previously mentioned, the Study used three strategies to collect information and data. The first was the review of all documentation. The second was the fieldwork, comprising interviews, focus group discussions and *talanoa* sessions. The third part, which was also a component of the fieldwork, was the administration of 2,000 questionnaires to eight different groups.

4.3.1   Documents Review and Analysis

The documents that were reviewed were mostly provided by MESC but some were also collected by the Team in the field. All these documents were used by the Team initially in the development of the preliminary indicators (see Annex 3) that were used to assess either the successful completion of an intervention or its effectiveness and then, later, in the evaluation process of the Education Sector's performance and implementation of its education policies and strategic interventions.

The results of these analyses are documented in Annex 2 (Policies, Strategies and Implementation Status) and Annex 1 (PRIDE Benchmarks for National Strategic Plans), but they are also discussed in the relevant sections.

4.3.2   Data Collection

The data collected were both quantitative and qualitative, as seen below:

4.3.2.1 Quantitative Data

The quantitative data consisted of both primary and secondary data. The secondary data, as seen below, were collected from a variety of sources but the primary data were from the results of the questionnaires administered to the various groups as shown below:

- **Secondary Data:** Statistical data from MESC databases and other available national statistics; reports; other review reports; other relevant literature.

- **Primary Data: 8 Survey Questionnaires** – (1) **Primary Students Year 8**; (2) **Secondary Students Year 12**; (3) **Post-secondary Students** (Samoa and USP); (4) **Teachers** - primary and secondary; (5) **Principals -** primary and secondary; (6) **Parents -** primary and secondary; (7) **School Committees**; and (8) **Employers.**

4.3.2.2 Qualitative Data

The qualitative data were collected by using three different mechanisms:

- **Semi-structured interviews** with MESC officials, relevant ministries, other education providers and stakeholders at all levels from ECE to tertiary and non-formal education and training.

- **Focus discussion groups** with school review officers and curriculum and examination officers.

- *Talanoa* **sessions** with twelve village school committees in Apia, Rest of Upolu and Savaii.

The semi-structured interviews were conducted with selected individuals in the Apia area only, given the limitations of time available to the Team. The focus discussion groups were conducted with only two groups, who were considered to have played critical roles in the implementation process: the officers of the Curriculum and Examinations Division and the school review officers of the School Operations Division of MESC. The *talanoa* sessions addressed issues that were either identified in the Team's TOR or were considered important by the Team for a fair and valid evaluation of the education sector.

The focus discussion groups were more structured in the sense that the participants were well briefed and were given copies of the questions. While much of the discussion during the session was in plenary, participants were also divided into smaller groups to address specific issues and to report on their views and recommendations to the plenary.

The *talanoa* sessions with members of school committees in Upolu and Savaii were conducted in the Samoan language and followed *faaSamoa* protocol. In the experience of the Team, they were less flexible and fluid than *talanoa* sessions held elsewhere in the region but it was important for the Team to follow accepted *faaSamoa* protocol. The same questions that were used to initiate the focus group discussions were used to start the ball rolling but other issues that emerged were also touched on, thus allowing for a more flexible approach to the discussion.

The five key questions that were posed in all interviews, focus discussions and *talanoa* sessions were similar and were as follows:
1.   What, in your considered view, were the major achievements or successes of Samoa education in the last ten years?
2.   What were the main constraints or problems in Samoa education in the last 10 years and how can they be overcome?
3.   What are the main lessons learned from the past ten years and how can they assist Samoa in its educational development in the next ten years?
4.   What are the main educational needs and priorities of your community for the next ten years?
5.   What priorities should Samoa education address in the next ten years?

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4.4 Theoretical Framework

In order to link the different elements of the Study together to make a coherent and meaningful whole, the Team adapted the theoretical framework[28] below as a guide to its work. The framework makes the assumption that perceptions or people's beliefs and attitudes impact on their behaviour and influence their actions.
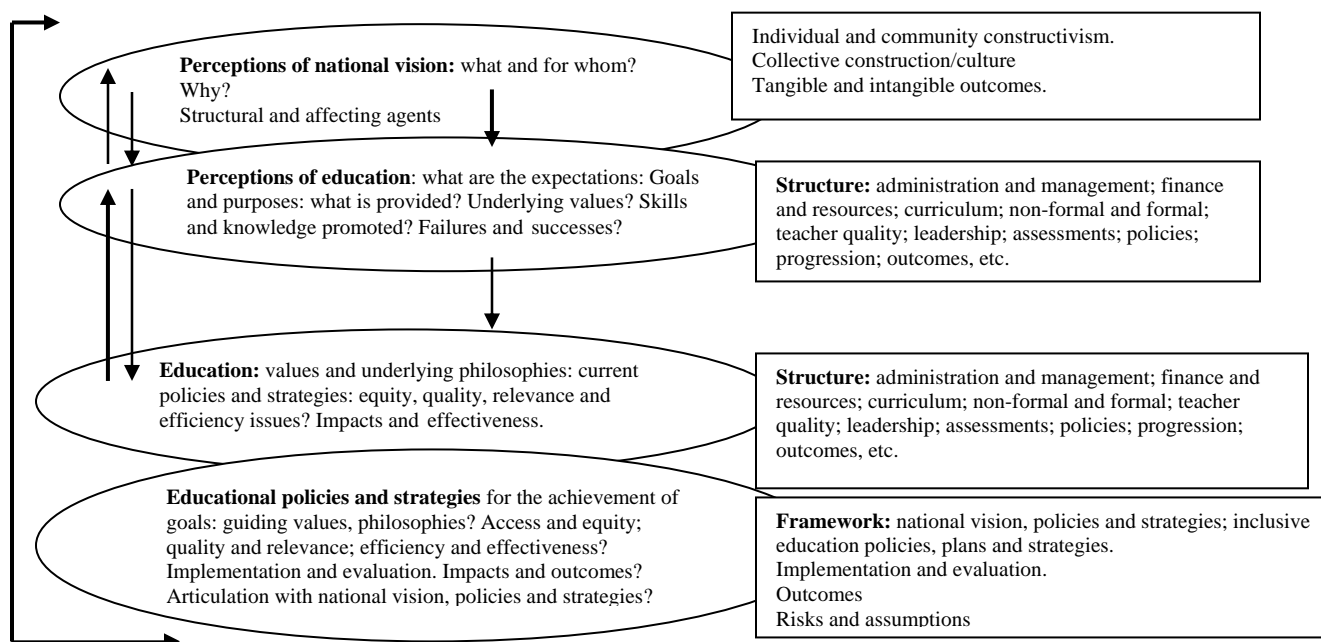
4.5. Constraints

4.5.1 Language Limitation

The Team encountered a few constraints in the conduct of the Study. A major drawback was the Team's inability to speak the Samoan language. However, the assistance in the *talanoa* sessions of two Samoan expert educators alleviated the situation but the Team would have been enriched if a Samoan-speaker had been a full-time member.

4.5.2 Time Constraint

The other major issue was the time frame of the Study. In the original proposal, the Study was estimated to take three months of full-time work by one consultant. In the negotiation stage, the time was reduced to six weeks but a Team of two was proposed and accepted. Given the scope of the Study as set out in the TOR and the amount of information required to be collected and analysed, the Team found it impossible to

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[28] The framework was developed by Dr. Seu'ula Johansson-Fua, Research and Leadership Fellow at IOE.

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complete the Study in the proposed six weeks. In fact, this time was insufficient even to complete the fieldwork. Hence, the questionnaires had to be developed and pilot tested outside of Samoa with a selected group of Samoan students studying at USP. There was no time to translate them into the Samoan language, which made their administration difficult and they had to be distributed only to those who were competent speakers of English. This was particularly true of parents and members of the community. Year 8 students also found difficulty with the level of language used. However, despite these shortcomings, the Team felt confident that the various instruments used to collect data complemented each other and that the outcomes are not only reliable and valid but accurately reflect the perceptions of Samoan stakeholders in education and their assessments of the performance of the Sector.

Due to delays in the printing of the questionnaires, there were delays in the distribution. There were further delays in their collection, which affected the timing of the data analyses and the writing and submission of the draft report.

4.6 Indicators and Evaluation Issues

4.6.1   Measuring Educational Performance[29]

Because education is thought to be the main instrument in promoting human and societal development and because of the enormous investments in education to bring this about, measuring educational performance to assess its ability to deliver effective and efficient services has been a particular interest and concern of countries, particularly of policy-makers who must account for and justify rising expenditures. Educational indicators have been proposed as means of monitoring the performance of the education system and as mechanisms for improving or reforming it. They are designed to provide information about the state of an education system. They act as an early warning device that something may be going wrong, or provide reassurance that everything is functioning smoothly. However, if something is wrong, the indicators themselves do not provide the diagnosis or prescribe the remedy; they are simply suggestive of the need for action. Most educational indicators developed and used by the international community and are adopted at national levels in the Pacific are based on the input-process-output model of education. Traditionally, educational measurements have produced a rather limited number of context variables, a large number of input measures, and a few data on educational processes, student achievement and educational outcomes.

Examples of input measurements are: enrolment figures, public current expenditures as percentage of GNP, number of teachers and their qualifications, number who are trained, and teacher:pupil ratio. Process indicators are usually regarded as measures of the internal features of a school, such as organisational arrangements or the quality of

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[29] Much of this sub-section is adapted from Taufe'ulungaki's paper, 'Pacific Education: Where to Now?' provided as a background paper to the first Colloquium of Pacific Educators hosted jointly by IOE, USP and Victoria University of Wellington and funded by NZODA under the Re-Thinking Pacific Education Initiative (RPEI) Project, 25-27 April 2001.

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teaching and learning, that link inputs to outcomes. Outcome indicators that are often used are literacy and numeracy achievements, and school attainment, which is measured by completion rates. The indicators used in the UNDP and the Chung[30] reports of educational progress in the Pacific in relation to the EFA goals used mostly input and output measures, with a few process indicators that attempted to measure system and school effectiveness and efficiency such as survival, repetition and drop-out rates.

One of the main criticisms of the input-process-output model of education is the assumption that the inputs into and the processes within formal schooling are the only variables that contribute to or determine educational outcomes. This model ignores the larger contexts in which formal schooling occurs and the complex nature of the process. There is no simplistic direct linkage between input, process and outcome, and, therefore, the assumption that manipulating input and process variables will automatically result in changes in outcomes is naïve. It also ignores the contributions of non-formal, informal, and traditional education and limits what counts as 'education' to the narrow academic programs provided by formal education and schooling.

But educational indicators are not the only ones used to measure educational performance. Attempts have also been made to measure the relationship between educational outputs and economic, social and political outcomes. The link between education and economic outcomes is based on the human capital theory. The human capital theory assumes that the primary role of formal schooling is to develop the human capital, or the knowledge and skills, of future workers, and, therefore, the human capital of workers increases their productivity in the workplace, which is, then, rewarded with higher earnings. In human capital theory, formal schooling is the primary mechanism for developing the initial stock of knowledge and skills that entry-level workers bring into the labour market.

A number of criticisms have been levelled against the notion of human capital and its relationship to formal schooling. As with educational indicators, these criticisms suggest that the relationship between education and labour market outcomes is more complex than the simple tenets of the human capital theory suggest. Much of the criticism of the capital human theory relates to its simplistic notion of the relationship between formal schooling and the development of knowledge and skills and productivity in the work place, which is often based on number of years at school. This ignores the qualitative difference in the learning that takes place within schools, irrespective of the number of years of schooling, and the quality of skills learned that might apply at work. It also ignores the fact that schools are social institutions and their primary purpose is to socialise individuals by developing a wide range of both cognitive and non-cognitive abilities and other traits, including proper attitudes and values — e.g. respect for authority, proper behaviour such as punctuality, and even appropriate manners of speech and modes of dress — that will help to make them more productive workers in the large

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[30] Chung, Margaret. 2000. Education for All Assessment:2000. Pacific Regional Report, Suva, Fiji.

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bureaucratic institutions in which most will work (Bowles and Gintis, 1976).

The most fundamental and radical challenge to the human capital role of schooling comes from those who view schooling as the primary mechanism for reproducing the unequal economic and social relations in the larger society, which accounts for the unequal outcomes of education. In this perspective, large social class differences lead to large differences in schooling, such that lower-class students receive less schooling and qualitatively different schooling from upper-class students in order to help prepare them for different positions in the job hierarchy (Weis, 1988). Research also shows that individuals of different social class, race and ethnicity, native language, and gender may have quite different labour market experiences, even if they possess the same educational qualifications.

Since most educational reforms have been predicated on the need to better align the performance of the education system with the economy, much attention has been paid to studies and research on the relationships between educational outputs and economic outcomes. But schools as social institutions are seen to be instrumental also in developing the attributes that promote social and political variables, such as poverty, health, crime, and political participation, and these, as previously argued, are often ignored in formal schooling.

Indicators and measures of educational performance are based on assumptions about the nature of schools and the processes of schooling, the aims of education, the exercise of control, and the underlying social relationships in the domains of policy, practice, outside expertise and the wider public. The issue that is critical here is that indicators emerge out of value-systems and are designed to measure what are considered to be important educational goals within specific social and value systems. Schools, as social systems, operate according to certain basic ideas about what is proper, right and just. Bryk and Hermanson (1994), for example, argue that the structure of American education is largely designed to offer opportunities for individual self-expression, evidence for which can be found in the broad and diverse high school curricula, in students' right to exercise choice in the study programs and teachers' demands to control subject matter and how it is taught. This educational premise has its source in the basic American cultural value of expressive individualism, which influences both the nature of students' engagement in schooling and teachers' willingness to expend effort on their work. Bryk and Hermanson warned, therefore, of the undesirability of importing an indicator model designed for specific social and cultural contexts and using it as an appropriate model in other contexts. They cite the example of comparing American and Japanese school systems. It is argued that the Japanese have larger class sizes and yet they still do better than American schools, which ignored the cultural factors at work. In fact, there are profound differences between the two countries with respect to individual and collective values, individual rights and social responsibilities. To make the American system more like the Japanese would require more than just manipulating conventional instruments of educational policy. It would entail fundamentally changing its value structures.

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The indicators which are being used to measure educational performance both at the regional level and at national levels in the Pacific have largely been imported from elsewhere and very little effort has been made to re-contextualise them. It is often assumed that they are value-free and that they are appropriate for the contexts in which they are applied. To a great extent this assumption is true in the sense that Pacific countries have imported a western model of education and adopted it without due consideration to the contexts in which it is applied nor to the value systems of communities in the region. The indicators have measured basically the success of Pacific countries in implementing a system of education that is based on value systems similar to those from which the indicators were borrowed.

Thus, most research studies, in respect of education and development in the region, have also concentrated largely on documenting the relationships among investments in education, educational attainment and participation, and achievement of economic growth and goals and the benefits that can be reaped from such investments. In more recent years, researchers have also sought to establish clear links between education, economic growth and the achievement of social and human development goals, such as population and health, natural resource management and food security, but the development indicators that are used to measure progress and achievement of countries in education and economic growth reflect a preoccupation with numbers, which relate back to the value of individualism. The Human Development Index (HDI), for instance, is based on three indicators: longevity as measured by life expectancy at birth; educational attainment, as measured by a combination of adult literacy (two-thirds weight) and the combined first, second and third-level gross enrolment ratio (one-third weight); and standard of living as measured by real Gross Domestic Product (GDP) per capita, which is expressed in terms of purchasing power parity (PPP). Similarly, in discussions of educational quality, the indicators which are often cited relate to enrolment figures, adult literacy rates, level of attainment, number of schools, number of teachers, qualifications of teachers, investments in education in relation to the national recurrent expenditure and GDP, material resources, drop-out and completion rates. The values and qualities which are not marketable become invisible and are not counted or acknowledged by economic and development formulas. The values and qualities which are required to develop whole human beings and for citizenship, for instance, are equally ignored because they cannot be measured or are difficult to measure. Thus, education in the Pacific continues to be narrowly defined and academic, focusing on promoting only factual, analytic and numerative intelligence and continues to ignore other forms of intelligence, such as linguistic, spatial, athletic, intuitive, emotional, practical, interpersonal, and musical intelligence, to name a few.

The results, as previously discussed, demonstrate the continuing high costs of educational reforms and the diminishing returns on investments. The conventional response has been to continue to manipulate the input and process variables, e.g. increasing funding to different sectors of education, such as primary education, or vocational and skills training

to improve the alignment of education and economic development, train more teachers or hire better qualified teachers, develop more appropriate and relevant curricula, or improve the efficiency and effectiveness of management systems in attempts to improve educational outputs.

The Team found that, because of the time limitation in which to undertake the Study, they were prevented from developing and exploring alternative indicators that would provide information on the intangible impacts of education, such as social stability and coherency and the strength and resilience of the Samoan culture, values, language, and *faaSamoa*. As Wyatt and Ruby (1988)[31] argue:

> …indicators are simply pieces of information, assumed to be relevant to some individuals, with the primary purpose of serving as a basis for decision-making. They are meaningful only in the context of an explicit or implicit model of how the system fits together. On the basis of such a model, assumptions are made that the indicator can tell us something about the extent to which certain needs are being met or certain goals reached. The usefulness of an indicator is thus fundamentally dependent upon the validity of the assumptions about its relationship to other parameters.

The achievement of policy objectives is not a simple matter for it normally depends, as previously argued, on a number of interdependent factors, relationships among which are complex, and it is often difficult to establish causal links between any two variables. It is also often assumed that numerical indicators are more objective but, in fact, indicators are neither objective nor value-free. They come with assumptions, values, beliefs and judgments of the systems as well as those of the evaluators.

The Team also found that important interventions implemented under the policies and strategies documents had only been implemented in late 2004 and 2005. The Team felt quite strongly that these interventions had yet to have any measurable impact on the performance of the system or of the individuals in it, and that it would be premature to evaluate their impacts, if any, at this stage. As already discussed, there is no straightforward link between inputs, processes and outputs or between educational achievements and their wider contexts.

Thus, one of the major constraints the Team found was the absence of indicators in the education policies and strategies documents against which the success and effectiveness of MESC's performance could be measured. The Team felt strongly that Samoa knows best the kinds of information that it needs to assess progress, implementation and achievements of its own educational goals. Any indicators developed by the Team ideally should have been debated and discussed more widely and at best informed by rigorous application of Samoan values, beliefs, and assumptions. The indicators the Team

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[31] Wyatt, Tim and Alan Ruby (eds.). 1988. Indicators in Education: Papers from the First National Conference. Australian Conference of Directors-General of Education, Meglamedia, Annandale, NSW, Australia.

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identified, based on the policies and strategies documents as means for evaluating the interventions identified under the strategies document, were presented in a matrix to the core management of MESC and they were approved. It also used the benchmarks developed regionally for the PRIDE Project to assess the quality of the policies and strategies documents of member countries in the region, which included Samoa. These are shown in Annexes 1 and 2, as previously indicated. Some of the indicators required verification from existing documents or databases. Some, however, required the probing of stakeholders' perceptions. These formed the bases for the body of the survey questionnaires administered to the eight groups already mentioned.

Given the complexity of developing and finding appropriate, relevant and valid indicators for the Samoa context, the Team focused on assessing stakeholders' perceptions of the education sector's performance, in the belief, supported by research[32], that perceptions, attitudes and beliefs significantly influence behaviour and actions. The gauging of Samoans' perceptions of the education sector's performance can assist the MESC to chart new directions, strengthen partners' and community support, meet perceived priority and emerging needs, and address the key challenges and problems of the previous ten years that have constrained effectiveness and the full achievement of the national vision and educational goals. The outcomes from the surveys can be compared with and used to complement the findings from the documentation review and analysis, the interviews, focus discussion groups and *talanoa* sessions. Despite the misgivings and reservations previously expressed, combined, the findings should support and complement each other to give the MESC sufficient valid and relevant information, among other information and data which they already possess or have access to and which they deem meaningful and useful, on which to base the educational developments and strategies for the next ten years.

4.7 Reliability and Validity Issues

Reliability and validity are essential criteria for judging the quality of research. Reliability is defined by Joppe (2000) as the 'extent to which results are consistent over time and an accurate representation of the population under study'[33]. Validity, on the other hand, is the extent to which the instruments used in a research measure what they were intended to measure. In order to be valid, a test must be reliable, but reliability does not mean that the test is valid. These two terms are traditionally used with quantitative research, whose quality and soundness, is usually judged by using the criteria of reliability, objectivity, internal validity and external validity. Other criteria such as credibility, transferability, dependability and confirmability have been suggested as more appropriate for judging qualitative research.

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[32] Rickshaus.R.M. 2005. Thoughts and Speculation. [http:www.rickshaus.com/docs/opn/thgts/prcptns.htm]. 8th Sept.; Ryckman, R.M. 2004. Theories of Personality. 8th Ed. Wadsworth/Thomson Learning, Belmont.
[33] as quoted by Golafshani, Nahid. 2003. Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, Vol.8 No.4 December 2003, pp.597-607. [http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf]

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In this Study, both quantitative and qualitative approaches were used. Reliability in this Study refers to the *consistency* of the results obtained through the application of the different instruments used in the Study: the documents review analysis, the survey questionnaires, the semi-structured interviews, the focus discussions groups and the *talanoa* sessions with School Committees. The triangulation method is used in this Study as the means for improving the validity and reliability of the Study and the evaluation of the findings. Triangulation is defined as 'a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study' (Creswell and Miller, 2000, p.126).[34] Triangulation strengthens a study by combining methods. This means the use of several kinds of methods or data, including both quantitative and qualitative approaches to understand a particular situation. The use of multiple methods, it is argued, will lead to more valid, reliable and diverse understanding of the Samoa Education Sector. Thus, the Team used a variety of methods to collect data that would provide better understanding of the context under study.

5.   THE FINDINGS

The results of the various instruments used to gather information and collect data are reportedly separately and then, later, in the concluding sub-section, they will be brought together to be used as possible guidelines for the strategies to be developed for the next ten years of educational development.

5.1 Document Review and Analysis

The Ministry of Education developed and produced over the ten year evaluation period an impressive amount of information and data which have documented not only the work carried out in the period, but the progress, achievements, status, and even assessment and evaluation of some of those programs and interventions.[35] In addition, to the policies and strategies documents, Samoa has also developed two three-year corporate plans (2000-2003 and 2003-2006), in which the Government's vision for MESC, the department's mission, policy and planning principles, key values, overall goals, analysis of the sector's performance, opportunities and constraints, objectives, targets, intended outcomes, performance measures, activities and responsibilities are detailed. A full-term review of the first corporate plan and a mid-term review of the second corporate plan were undertaken. Stakeholder consultations on those plans and those reviews were also undertaken and reported on. Annual reports from 1996 to 2005 have highlighted the achievements in Samoa Education for each year. Educational statistical digests have collected and generated basic educational data for policy and planning decisions but they record also the performance of the system in various areas. Three databases also document and record information on the MESC personnel, financial resources, physical facilities, and school data that facilitate information retrieval for decision-making and

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[34] Creswell, J.W. and Miller, D.L. 2000. Determining validity in qualitative inquiry. Theory into Practice, 39(3), pp.124-131.
[35] See the Bibliography.

planning and for management purposes. Draft legislations, additional policy frameworks, guidelines, manuals, action plans, project reports, registers of projects, charters, sector reviews and survey studies have all contributed to the documentation on the progress and achievements of the Samoa education sector in the last ten years.

In more recent times two important and comprehensive studies also undertook reviews of the Samoa Education Study. The first is the joint MESC and JICA Report on the Survey of the Improvement of Education Sector in Samoa, which came out in March 2004 and the other is the joint MESC and ADB Education Sector Review, which came out in September 2004. The first report looked at the major challenges facing Samoa Education, the challenges within key institutions of the Sector, and donor assistance and provided specific recommendations for Education Sector Programs. The second report was a detailed study of the whole Education Sector and key issues that emerged from the analyses: access and equity; quality; efficiency; relevancy; finance; and management. Within each of these issues, the report also examined important sub-issues or factors that pertain to these key issues, such as compulsory education and community participation under access and equity and teacher supply and demand, teacher training programs and institutional capacity, and curriculum, testing and assessment, and achievement under the issue of quality. The report also identified priorities and made recommendations at the end of each sub-section that dealt with a particular issue.

In writing its Report, the Team was of the view that where these reports had adequately dealt with or sufficiently explored a particular issue or sub-issue, such as teacher education and supply and demand the Study would mention the issue but would not go into detailed analyses.

5.1.1 PRIDE Benchmarks

The Team has summarised the findings from these documents under Annexes 1 and 2. Annex 1, as previously mentioned, is a summary of the evaluation of Samoa's education strategies against the regional benchmarks identified under the PRIDE Project for national strategic plans. The benchmarks matrix, which include principles, indicators and status and means of verification, is an evolving process and although the strategic plans of countries are very much internal documents designed to meet their own sets of specific educational needs, nevertheless, the benchmarks provide minimal standards against which countries can measure their own strategic plans.

There are ten benchmarks specified:
- pride in cultural and national identity,
- skills for life and work in a global world,
- alignment with national development plans and national conventions,
- access and equity for students with special needs,
- partnerships with communities and stakeholders,

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- a holistic approach to basic education,
- realistic financial costing,
- use of data in educational planning,
- effective capacity for all educational personnel, and
- framework for monitoring and evaluation.

It can be seen from Annex 1 that Samoa's strategies have met all the benchmarks as identified in the matrix. These were verified through the documents provided and these are listed in the last column. The question of whether these benchmarks have been effectively achieved is a different issue altogether.

5.1.2   The Current Status of the Education Sector

Annex 2 attempts to bring together educational policies, strategies, interventions, time frames, responsibilities, status, and issues. In addition, the Team also reviewed the various documents provided by the Ministry and collected during the fieldwork and have summarised the collated information in the following sub-section.

The Samoa education sector comprises eight years of compulsory primary schooling (ages 5-14 and Years 1-8) and five years of secondary schooling, from Years 9-13. Tertiary education and training include technical training offered by the Samoa Polytechnic and university and teacher-training programs at the National University of Samoa, and at the University of the South Pacific Alafua Campus. Other institutions, such as religious institutions, also offer tertiary training and technical vocational education. The pre-school programs, provided by private individuals and organisations and the community at large outside of the formal education, are administered by the newly established National Council of Early Childhood Education of Samoa (NCECES). Special education, which used to be delivered primarily by NGOs, is now mainstreamed within formal education.

Schools are administered through 22 education districts, and each one is allocated a school review officer (SRO), who provides both administrative and professional support.

Education has been allocated from 15-19% of the total national budget revenue in the last five years out of which salaries absorb up to 95%. However, in reality, approximately 22% of the total national expenditure (1999-2003), based on actual expenditure figures,[36] was allocated to education. Since 1997, the participation (gross enrolment) for primary education has been stable at around 95% to 97% of the age cohort but secondary enrolment has gradually increased from 46% in 1997 to 51% in 2004.[37] From years 1-8 Samoan and English are the medium of instruction. From years 9 to 13 Samoan is offered as a subject and English becomes the sole medium of instruction. The national standard

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[36] Samoa Statistical Services Division, Ministry of Finance, Samoa.
[37] Education Statistical Digest 2004 Ministry of Education Sports and Culture: Part 2 p. 5.

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for student:teacher ratio is 1:30 for primary and 1:20 for secondary, and in 2005, 143 out of the 159 primary schools either met or were above the national standards (90%) and at the secondary level, all 44 schools either met the standards or were above them (100%).[38]

In 2005, there were a total of 203 schools, of which 159 were primary schools, 8 were combined primary and secondary schools, and 36 were secondary schools. Of the 159 primary schools, 140 were government, 13 were mission and 6 were private. In the primary-secondary category, 1 was government, 5 were mission and 2 private. At the secondary level, 24 were government and 12 were mission.

The adult literacy rate is high at 98.7%[39] but recent literacy tests indicate significant problems with the standards being attained in primary schools. In 2003 the Year 4 at-risk students identified by SPELL[40] literacy tests were 51% in English, 29% in Samoan and 32% in numeracy. In the same year the Grade 6 SPELL literacy tests indicated a 55% at-risk students in English, 16% in Samoan and 71% in numeracy. In all instances a greater percentage of boys than girls were identified as at-risk in all SPELL test results.[41] However, in 2004, the results in English at Year 4 were the best recorded for the last seven years with only 13% of the students at risk. However, the results for Samoan and numeracy at this level have not improved. At Year 6, there were some improvements in Samoan and Numeracy with the percentage of those at risk dropping from 16% to 12% in Samoan and from 71% to 67% in numeracy.[42] Despite these results, officially the literacy rate in Samoa is one of the highest in the region. The Team noted the fact that in 2002, the year in which the percentage of at-risk students began rising again, the SPELL tests were revised and the Team speculated that one of the possible reasons for subsequent results is that teachers had previously taught the test format instead of teaching literacy skills. It might be worth investigating whether this is the case or not so that teachers are encouraged to focus on teaching students literacy skills rather than teaching them to do the tests.

Only 13.5% of Samoa's adult population have less than eight years of schooling, although only 10% have had tertiary education.

5.1.2.2 Education For All (EFA) Action Plan

Samoa, after actively participating in the global EFA conferences, completed its EFA Action Plan in 2002. In line with the World Declaration at the EFA Conference in Dakar, Senegal in April 2000, Samoa has undertaken to achieve Education For All goals by 2015. In putting together this plan the EFA national committee characterised those broad

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[38] ibid Part 2 p. 6.
[39] UNDP Human Development Report – Fact Sheet 2004
[40] SPELL is the Samoa Primary Education Literacy Level testing instrument undertaken at grades 4 and 6 and executed by SPBEA.
[41] Education Statistical Digest 2004 Ministry of Education Sports & Culture, Spell Test Results One and Two, Part 2 p. 3-4
[42] Education Statistical Digest 2005, Ministry of Education, Sports and Culture: Part 2 p.3.

issues in moving the education sector forward into the future into four themes,[43] namely, to:

a) review and amend existing education acts and policies to reflect inclusion of ECE and SNE, with the emphasis on free education;
b) include adult education programs and continuing education, including TVET programs;
c) make data collection and research necessary elements to support educational goals as well as review the current curriculum and teacher-training; and,
d) set education standards as benchmarks for access, quality improvement and improved management practices.

Samoa's EFA Action Plan recognises the right to education for all children, including those with disabilities, as a basic human right. However, although Samoa has complied with the requirement for developing a separate stand-alone EFA Action Plan, most of the activities required for achieving the EFA goals are already included in Samoa's National Education Strategic Plan.

5.1.2.4 Early Childhood Education (ECE)

In Samoa early childhood education (ECE) targets children from two and a half years to eight years of age. The operation of the ECE program is administered under the umbrella of the National Council of Early Childhood Education of Samoa (NCECES). This was established in 1998 to provide minimum standards and set guidelines, as well as set new directions for future operations in the development of ECE in the country. These standards are outlined in the *Standards for Samoa Pre-schools* handbook.[44] The Council is represented by a 29-member board that is widely represented by stakeholders of the education sub-sector. As a result, today (2005) some 124 ECE centres have registered with the Council. Out of this total, 58 centres are located on rural Upolu, 24 in Apia, 39 in Savaii, and three in Manono, accommodating up to some 4, 977 children in total. Of these centres, 13 are Catholic-run, 59 community-based and 52 are privately operated, some of which are under church jurisdiction. There are approximately 351 teachers engaged in ECE in these 124 centres.[45]

A range of private, community-based and church groups operate their own centres and up to 60% of these have their own buildings, some 40% are in church halls and women's committee *fales* and 5% in private homes. On average, one childcare centre accommodates 41 children but they range from 17 to 137. Teachers of childcare centres are funded by private and community providers where a single centre is normally assisted by two teacher aides, one trained and one non-trained teacher, and in most cases the latter is on a voluntary basis.

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[43] Samoa National EFA Plan .
[44] Standards for Samoa Pre-schools, National Council of Early Childhood of Samoa Inc 2002.
[45] MESC, ECE database.

All children aged between three and five years have access to an ECE centre whether they are in rural or urban areas. The existing education act coverage excludes ECE but the MESC is fully cognizant of and supports the work of the NGOs and communities in their efforts to deliver ECE through policy coverage via the education policies 1995-2005, training, and some resources provision. This has culminated in some assistance today being rendered to ECE centres by way of small material assistance together with teacher training and grant funds of SAT$3,000,000 in 2004/05, which increased to SAT$4,000,000 in the 2005/6 budget. The establishment of the NCECES is also a direct result of the MESC policy strategy to promote and strengthen ECE in standardising the operation of ECE centres.

In pursuing the standards for pre-schools in Samoa, the NCECES provides information and guidelines on the proper management in operating an ECE centre, outlining requirements to ensure a healthy and a safe learning environment that is both stimulating and challenging for children. With such an important development the MESC and NCECES have investigated the possibility of involving the pre-school program in the first three years of primary schooling, classes 1-3. It is envisaged that such a move would ensure a smooth transition from ECE to formal schooling at primary level.

Another major step forward in the development of ECE was the NCECES merging with the Sogi[46] pre-school establishment in 2004. Following this merge, two key developments evolved: (i) conversion of the current Sogi Pre-School into a model school; and (ii) an ECE and SNE teacher training program was commenced, providing certificate level teacher training. Current practising ECE teachers have been encouraged to enrol and a certain number of students who do well in this program are further encouraged and sponsored by MESC to take up further studies to upgrade themselves to diploma level at the Faculty of Education at NUS. Currently, programs are available both at Certificate and Diploma levels through distance learning at USP via the Samoa sub-centre. To date a good number of ECE trained teachers have graduated from this program and are now engaged in the delivery of the ECE program.

5.1.2.5 Primary Education

Primary schooling is from classes 1-8 and is compulsory for children between the ages of five and 14 years. The Census for 2001 shows that 94% of all children between the age of five and nine years are attending school, as well as 96% of those aged between ten and 14 years.[47] Students sit a national exit examination at the end of Year 8 to determine entry into secondary schools. In 2005 the total enrolment for primary schools was 40,074, both in public and private schools. As previously, mentioned, there were a total of 140 public

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[46] SOGI is a pre-school compound built in 1978.
[47] Report of the Census of Population and Housing. 2001. p.101. Samoa Statistical Services Division, Ministry
 of Finance, Samoa.

schools, 13 mission schools and 6 private schools. In addition, there are 8 schools that are classified as primary-secondary.[48]

As also mentioned, the 2005 data show enrolment has increased steadily each year since 1996 with an average of around 1% increase in the number of students per year, which mirrors the annual population growth rate of 1%. The enrolment ratio between males and females is 49% females and 51% males.[49] Repetition and dropout rates are minimal but are most evident in Year 1 and Year 8 with repeaters at Year 1 of 4.1% and at Year 8 of 2.3% (105 students), which is an improvement from 3.4% (148 students in Year 8) in 2004.[50] In the years between, the numbers are insignificant. It appears that the number of Year 8 repeaters has declined over the last two years and also generally over the other year levels.[51]

A total number of 1260 trained primary teachers was recorded in 2005 teaching in the system in public, private and mission schools. There were 23 graduates of the Diploma of Education (Primary) in 2003 from the Faculty of Education at NUS.[52] The 159 registered primary schools are scattered around the 22 education districts with the majority of schools being within the Upolu region (78), followed by Savaii region (51) with the remainder in Apia urban (30).[53]

The student:teacher ratio in all primary schools has steadily increased from 23.8 in 1995 to 32:5 in 2005[54] reflecting the decline in primary teacher numbers in the system and the move towards the national standard ratio set of 1:30. The lowest ratios, not surprisingly, are among the districts of the Savaii Island and the mission schools.

The curriculum in primary consists of 26 themes in years 1-3 and five core subjects in years 4-8 namely, English, Samoan, Mathematics, Social Science and Science. Teaching materials were developed in the 1970s. Since then some revision has been undertaken although this was not significant in terms of reforming the primary curriculum framework itself. However, notable progress was made with the Primary Education Materials Production projects, PEMP I (1996-1999) and PEMP II (2000-2004) funded jointly by AusAID and the Samoan Government. The project assisted with curriculum materials production and teacher training and related professional development training.[55] These materials have contributed to revised learning and assessment methods and moves towards a more child-centered learning approach. It is considered that this project has made identifiable positive impacts on educational outcomes at primary level in general. Other funding agencies such as the European Union (EU) and the Japanese International

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[48] Education Statistical Digest. 2005. Ministry of Education Sports and Culture. Part 1 p.1.
[49] ibid Part 1 p.6.
[50] ibid Part 1 p.8 of 2004 and 2005.
[51] ibid Part 1 p.8 of 2004 and 2005.
[52] Samoa Education Sector Study Final Report March 2004 JICA Samoa Office. p.5
[53] Education Statistical Digest. 2005. Part 1 p.1.
[54] ibid Part 1 p.14.
[55] Samoa Primary Education Materials Project Phase II – Activity Completion Report. 20 January 2005.

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Corporation Agency (JICA) have also provided assistance to selected schools in terms of building materials and this kind of assistance looks set to continue into the future.

5.1.2.6 Secondary Education

The Samoan secondary program covers five years from Years 9-13 with only certain senior secondary colleges, both public and private, offering the full program up to Year 13. For example, there are only seven Government schools offering Year 13 programs. There are two exit examinations at this level, the Samoan National School Certificate before moving into Year 13, and at the end of Year 13 students sit the Pacific Senior Secondary School Certificate (PSSC) that is administered by the South Pacific Board of Educational Assessment (SPBEA) as a pre-requisite to enrolment at tertiary level, whether it be at NUS or overseas.

As per MESC policy, like all other government schools, all secondary schools are administered exclusively by the communities via their respective school councils. Apart from teachers' salaries and supply of curriculum materials, communities are expected to fund all other operations by way of school fundraising and revenues from school fees, with the exception of five senior secondary colleges, one on Savaii and four on Upolu, which are fully funded by the government.

In 2005 there was a total of 24 government-run secondary schools and 12 mission secondary schools, although, in addition, there were 8 primary-secondary schools, one of which is government-run, 5 are mission schools and 2 are private. The total enrolment was 14,900 students for all these schools, which was an increase from the 14,766 enrolled in 2004.[56] There were 663 teachers in secondary schools in 2005, a decline of 59 teachers from the 722 of 2004 and 107 in primary–secondary schools.[57] The national teacher:student ratio standard of 1:20 is apparently being met by 17 out of 24 government schools, and it appears that mission and private schools in the main are also compliant with this standard.[58] In government schools the student:teacher ratio has decreased over the last two years from 20:6 in 2002 to 19:1 in 2004 but has increased to 21.2 in 2005.[59] There has been a proportional increase in the number of secondary teachers from 2002 to 2004 but decreasing again in 2005.[60]

The restructure of the curriculum to mainstream, or single stream, the academic and applied subjects, has resulted in the following subjects being offered in the secondary schools: English, Samoan, Mathematics, Geography, History, Biology, Chemistry, Physics, Science, Agriculture Science, Accounting, Economics, Typing, Food Nutrition and Wood Technology. In this new program students will study a core of subjects and be

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[56] Education Statistical Digest. 2005. Ministry of Education Sports and Culture. Part 1 p.3.
[57] ibid Part 1 p.12.
[58] ibid Part 2 p.6.
[59] ibid Part 2 p.14.
[60] ibid Part 1 p.12.

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given the choice of electives in applied subjects in areas of vocational and academic interest.

This restructure derived from the assistance of the Samoa Government jointly with NZODA, which funded the Samoa Secondary Education Curriculum and Resources Project (SSECRP), which was carried out in two phases.

Phase I ran from July 1997 to June 2001. The objectives of this were to:
- develop a single stream curriculum for Years 9-13 for nine core and applied subjects;
- develop and publish curriculum statements for years 9-12;
- develop and publish resource materials to support curriculum statements, provide in-service training to introduce the curriculum and resource materials; and
- transfer skills and knowledge to Department of Education staff.

Phase II ran from July 2001 to August 2004. Basically its aim was to complete the process of developing and implementing a comprehensive single stream curriculum for secondary education in Samoa for Years 9-13 in accordance with the policies of the Government of Samoa. However, the objectives were slightly adjusted to:
- develop and produce high quality and relevant student texts for all schools on an equitable basis;
- develop curriculum statements required to broaden and extend the single stream curriculum;
- support Samoa DOE in service training strategy to introduce and implement the single stream curriculum for all schools and all teachers;
- manage and monitor project efficiency and effectiveness in accordance with NZODA guiding principles and Samoa DOE policies and procedures.[61]

The project completion report of the SSECRP of August 2004 presented a very detailed and comprehensive summary of the achievements of these projects. In summary, the curriculum statements planned to date have all been completed. Teacher guides have been formulated in line with curriculum statements produced for subjects where these were deemed appropriate. All student texts planned for production have now all been delivered to schools and some off-the-shelf texts were purchased and learning guides produced for these.[62] In-service training has been carried out with principals and SROs. Train-the-trainer workshops have developed a pool of trainers, and modules have been developed and printed in nine subject areas as a resource for teachers.

The potential to raise student achievement has been claimed to arise from the substantial number of new resources giving comprehensive cover of the curriculum in sufficient numbers and with resources for teacher support.

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[61]Samoa Secondary Education Curriculum and Resources Project Phase Two Project Completion Report, August 2004. pp.48-70
[62] ibid pp.vii – ix

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Greater clarity of the relationship between teaching, learning and achievement has been claimed as the impact of curriculum statements and the outcomes-based approach on assessment. It is claimed that better assessment practices have been stimulated by the curriculum statements, and that the links between curriculum and assessment are more transparent and have been perceived as motivational to teachers.

In addition, it was stated that equity had been enhanced by the greater offering of a wider range of subject areas in all year levels and that efficiency in management and monitoring of secondary education had been improved with the in-service training of principals and SROs.[63]

In conclusion, after noting all these achievements, the project acknowledges that it is difficult to quantify these claims and that sustainability issues remain. As the Team previously noted, the Project was only completed in 2004, and the impacts from its activities are difficult to measure at this stage, even if it were possible to measure direct linkages between the activities of the Project with certain educational outcomes, such as higher examination results. A quick examination of Year 12 raw marks average, for instance, indicates no consistent patterns of improvement over the life-time of the Project, but this is an unfair assessment as other factors impinge on examination results and examinations, by themselves, are by no means the most effective measures of quality achievements of either a project or an education system.

5.1.2.7 Tertiary Education

Tertiary education in Samoa involves mainly those institutions such as the Samoa National University (NUS), and the University of the South Pacific Alafua Campus, which has now merged with its Extension Services. Other institutions that are considered to form part of tertiary training include: Le Amosa Institute, Malua Theological College, and Piula Theological College.

Having been established by an Act of Parliament in 1984, NUS has since expanded in scope to include the Faculty of Arts, the Faculty of Commerce, the Nursing School, the Faculty of Education and the Institute of Samoan Studies. Plans are now under way to amalgamate with the Samoa Polytechnic by 2006 with assistance from the Japanese Government (JICA).

NUS currently offers credit programs at diploma and degree levels, with the faculties of Science and Commerce also offering some certificate courses. The Institute of Samoan Studies, besides offering Community Courses in the area of Samoan Language and Culture, also co-ordinates and encourages research while at the same time disseminates knowledge of Samoan Studies through seminars, conferences and publications.

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[63] ibid p.x.

NUS, as a statutory body, is governed by its own council which consists of members representing the relevant stakeholders, with His Highness, Susuga Malietoa Tanumafili II as the Chancellor. The chair of the council is the Hon. Minister for Education who is at the same time the Pro-Vice Chancellor. The Vice-Chancellor is the principal executive officer who manages the day-to-day running and the academic affairs of the university. There is a senate that consists of the Vice-Chancellor as chair and the academic staff and student representatives. The faculties are each headed by a dean who is normally assisted by heads of departments in administering the affairs of the respective faculties.

NUS is not self-funding and depends on an annual grant from the government of about SAT$5,300,000[64] as well as on-course fees collected to fund its operations. On average, students pay around SAT$120 per course per semester which is considered low if NUS is to sustain its operations financially, should government decide to cut down on its funding.

The University of the South Pacific (USP) Alafua Campus in Apia is the second institution that offers tertiary programs in Samoa. This campus houses the School of Agriculture, the USP Samoa Centre, and the Institute of Research and Extension in Tropical Agriculture. The Alafua Campus offers face-to-face teaching of Agriculture courses, distance and flexible learning of all University programs as well as research and consultancy work.

5.1.2.8 Technical, Vocational Education and Training (TVET)

Technical and vocational training is offered by a number of institutions in Samoa from very broad-based to very specialised training.

Samoa Polytechnic in this respect is the main deliverer institution and is currently offering certificate and a two-year level diploma courses in its three faculties: the School of Business and General Studies, the School of Technology, and the School of Maritime Training. The institution also offers short-term community-based courses tailored on a needs basis.

The Samoa Polytechnic, like NUS, relies on a government grant of about SAT$3.5 million per annum plus revenue collected from course fees to fund its operations. The entry requirement for students is a pass of grade 5 in English and any other two subjects.

The Samoa Polytechnic is a member of both the Pacific Association of Technical, Vocational Education and Training (PATVET) and the Samoa Association Technical, Vocational, Education and Training (SATVET). Membership of such bodies is essential

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[64] Approved estimates of receipts and payments of the Government of Samoa for the financial year ending 30th June 2004, p.3.

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at this stage in terms of identifying new strategies and consolidating the efforts of developing TVET into the future.

Other technical education and vocational training providers currently practising in Samoa include: the Don Bosco Technical Centre, the Church College of Samoa, Uesiliana Vocational Centre, Methodist Laumua o Punaoa Technical Creative Centre, YMCA, Marist Centre for Special Learning, Tuasivi College, Beautiful Expressions of Natarue Fine Arts (BEN), Pope John Paul VI College, Loto Taumafai Education Centre for the Disabled, Tesese Secretarial Training School, the Rhema Bible Training School and a few other Bible Training institutions.

As is evident by the name status, these various institutions offer a whole range of courses from broad-based programs to very specialised training in the vocational training sector.

The Samoan Government, although it does not have a clear specific policy on TVET, as yet, is engaged in the TVET programs through the various institutions mentioned above, with Samoa Polytechnic taking the lead role through its involvement with SATVET. The Samoa Polytechnic is also acting to facilitate staff development for these providers and will continue to do so into the future. The non-government institutions are, therefore, not regulated. However, the newly established Samoa Qualification Authority (SQA) is now approved and established by Government to take on the role of validation of certifications provided by the various TVET institutions.[65]

The SQA is chartered with the task to develop pathways for students into technical and professional education and, thus, develop connections between the senior school curriculum and vocationally oriented programs offered within vocational and higher education.[66]

5.1.2.9 Special Needs Education (SNE)

Students with special needs are those who are characterised as "Students whose health, abilities, performance or behaviour is significantly different from their peers". This includes students who are talented and gifted as well as those with high learning needs. While the vast majority of such students can be assisted with additional support as part of their regular classroom experience, a small number of students have disabilities or impairments that require ongoing specialist support and access to highly specialised programs and facilities".[67] The five areas of disability and impairment identified by the new curriculum policy framework are physical, hearing, intellectual, visual and severe behaviour disorders, and criteria have been developed to identify students with specific special needs.

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[65] Pacific Association of Technical and Vocational Education and Training (PATVET) A review of the TVET policy and Planning in the Pacific Islands. John Bartram July 2004. p.14-15.
[66] Samoa Secondary Education Curriculum and Resources Project Phase Two Project Completion Report, August 2004. p.35.
[67] National Curriculum Policy Framework and National Special Needs Policy, Final Report, April 2005. p.6.

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MESC recognises the right of children with disabilities to an appropriate education as a basic human right as per the EFA Plan of Action- Priority 1.[68]

In special needs education (SNE), training was traditionally provided by the NGOs until 1995 when the MESC by way of a policy framework started to draw some serious attention to the development of SNE. Funding resources were mobilised through international funding agencies and the Samoa Government.

In 1997 the Augmenting Institutions for General Attainment project (AIGA) funded by ADB was initiated to accommodate the SNE program. A special committee was set up to oversee the implementation of this program via the project. The, then, Samoa Teachers' College was mandated to deliver teacher-training programs in this special field of learning.

As part of the AIGA project, an initial survey was carried out on the number and status of special needs children and selected units in certain schools were identified to pilot the SNE program. To date, six identified primary schools were set up with special units for special education training. Currently there are over 2000 students identified as special needs students. Approximately 100 of these are enrolled in special education units with application made to open additional special education units. There has been agreement for Samoa to be one of the Pacific nations trialling an inclusive education program for UNESCO.[69]

Another important development is the pre-service teacher-training program now established at NUS from which a good number of teachers have graduated in recent times.

The new proposed curriculum policy framework has outlined the responsibilities of the MESC Central Office, the CMAD office, SROs, principals and teachers and provides guidelines in seven key areas:
- identification and assessment,
- the school curriculum,
- partnerships in education,
- the learning environment,
- evaluation and improvement,
- reporting, and
- professional development.

This new policy framework outlines the aim to have as many students as possible attending mainstream schools with the provision of additional resourcing and access to

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[68] Education for All: Samoa National Plan. 2002. Ministry of Education, Sports and Culture, p.16.
[69] National Curriculum Policy Framework and National Special Needs Policy, Final Report, April 2005. Annex 19, p. 2.

specialised facilities and programs where needed, based on assessment and identified criteria. Students with severe disabilities and/or impairments requiring highly specialised support not available in mainstream schools will have access to specialised settings and additional resources through the disability and impairments programs.

5.1.2.10 The Samoa New Proposed National Curriculum Policy Framework

Since 1972 the Samoa Curriculum Framework had never been revised in its entirety until the PEMP (Primary) and the SSECRP (Secondary) projects, when some serious revision began to happen. The PEMP I and II projects have provided an integrated approach to curriculum delivery, and quality materials for use in primary schools have been provided. However, there are commonly held views that, due to a lack of overview, these materials are difficult to place within a Year 1 to 8 curriculum framework. A similar situation exists with the secondary curriculum Year 9-13, despite the positive impact of the SSECRP I and the SSECRP II projects, which have contributed comprehensively in terms of curriculum materials and teacher training provided for secondary schools. The commonly held view is that, despite these laudable efforts with these different projects, there remains a strong need for curriculum reviews or a comprehensive reform of the curriculum to be undertaken from Years 1-13, taking into account the pre-school, special education, primary, secondary, tertiary and TVET sector where both government and non-government schools can be strengthened to produce the required outcomes. It was identified that no national curriculum framework existed for Years 1-13, and although there exist clear coherent curriculum statements for Years 9-13 there were no equivalent statements for Years 1-8, which has implications for coherent global assessment and evaluation practices and procedures.[70]

A national curriculum policy is, therefore, proposed.[71] This is in line with the Government national vision with a view to improving teacher quality, improving curriculum and teaching materials, and improving educational facilities through which students will obtain a higher quality education. This new policy framework is further supported by the MESC Bill of 2004, which made specific provisions for the following:
- to promote and encourage the development and improvement of all phases of education in Samoa, including non-formal education;
- to assist the Minister to regulate all phases of education in Samoa;
- to support teachers to fulfill their duty of care to students and to otherwise seek to protect the welfare of students in early childhood education centres, school and post-secondary institutions;
- to set a national curriculum framework for schools;
- to set a national assessment framework for schools;
- to assist the Minister to regulate the granting of qualifications in schools; and

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[70] National Curriculum Policy Framework and National Special Needs Policy, Final Report, April 2005. p.5.
[71] ibid p.6.

- to develop and monitor compliance with appropriate educational standards in schools.[72]

Proposed Curriculum Policy

Deriving from the key principals of equity, quality, relevancy and efficiency, the new curriculum policy framework is premised on curriculum policies covering all learning subject areas which include: Samoan, English, Social Sciences, Mathematics, Science, Health and Physical Education and the Performing and Visual Arts.

This is considered to provide a broad and balanced education in seven learning areas. Students in Years 9 to 11 will undertake the above compulsory subjects for a minimum of 25 hours per week with optional subjects which may include Food and Textile Technology, Design Technology, Information and Communications Technology, Agriculture Science, and Business Studies.

In the senior secondary Years 12 and 13, the subjects offered are: English (compulsory), Samoan, History, Biology, Chemistry, Physics, Science (Year 12 only), Mathematics, Accounting, Economics, Typing (Year 12 only), Development studies (Year 13 only), Agricultural Science, Computer Studies, Geography, Food and Textile Technology (Year 12 only), Design Technology (Year 12 only), Design and Technology (Year 13 only), Physical Education and Health and The Arts.

Students will take four subjects plus English at Years 12 and 13 with a minimum of 5 hours per week.

The focus in each learning area is on 'key learning outcomes' that outline what the student is expected to **know, to be able to do** and **to value.**

For each learning area these key learning outcomes describe the **content of the curriculum** and are referred to as **content standards.** As well **performance standards** will measure student progress against expectations and clarify the level of achievement expected at different stages of schooling. A central feature of this new curriculum policy framework is the development of clear statements of the outcomes required of all students in all subjects and at all levels in Years 1-13.[73]

Proposed Curriculum Principles

The following principles have been developed which give direction and consistency for the development of the programs and related policies and are summarised as:

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[72] ibid p.6.
[73] National Curriculum Policy and Framework and Special Needs Policy, Final Report, April 29 2005. Samoa Ministry of Education, Sports and Culture.

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- all students can be successful learners;
- students need to be engaged;
- programs must be planned;
- programs must develop the whole person;
- assessment must inform practice;
- teachers make a difference;
- community involvement assists learning; and,
- a sustainable future.

Proposed Curriculum Goals

The goals associated with this new framework are summarised as follows:
- to ensure that all students achieve acceptable standards in all subjects and the schools establish high expectations for all students;
- to equip students to take an active role in the development of a just and prosperous society that builds on a rich cultural heritage and maximises future local and international opportunities;
- to ensure that indigenous and global knowledge occur within a bilingual language structure that develops existing knowledge, skills and values;
- to ensure that the total needs of all students, including the academic, physical, spiritual, cultural and social needs, are met through the programs and activities provided by schools;
- to develop in students an understanding of music, art and aesthetics and provide for the creative use of imagination and individual expression;
- to foster the development of each teacher's skills, knowledge and attributes so that they are able to maximise the learning potential of all students through teaching approaches that encourage enquiry, problem-solving, debate and independent thought.[74]

As well as achieving curriculum coverage and balance, this framework looks at the input of curriculum principles and goals with essential skills and values across the learning areas with classroom assessment and national exams aiming to give an outcome that all students experience success, socially, culturally and academically.[75]

Essential Skills in the Curriculum

The essential skills across all subject areas are defined as communicating effectively, solving problems, utilising aesthetic judgment, developing social and cultural skills and attributes, managing oneself and work and study skills, integrating knowledge and effectively using technology.

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[74] ibid pp.5-6.
[75] ibid p.11.

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The vision for the Samoan education system is bilingualism, with Samoan language as the first language of the majority of its citizens, and its usefulness for social, academic and economic advancement, as well as the need to acquire English.[76]

Values in the Curriculum

Values in the curriculum that are outlined as underpinning the Samoan curriculum are: fairness, honesty, excellence, responsibility, respect and tolerance.

Other specific policy areas

Further specific policy areas targeted in this new curriculum framework pertain to:
- language and bilingualism;
- language of instruction;
- subjects to be offered at each year level and time allocation for each subject and year level such as early primary (Years 1-3), primary (Years 4-8), secondary (Years 9-11), senior secondary (Years 12-13);
- early childhood education;
- students with special needs;
- student progression policy;
- assessment and reporting;
- school, national and international examinations;
- curriculum planning and review at school and national level;
- school improvement plans;
- role of parents and communities;
- homework policy;
- pathways for students after completing school;
- non-formal education and TVET and the new Samoan Qualifications Authority (SQA);
- students seeking re-enrolment;
- approaches to teaching and learning;
- guidelines for developing new curriculum materials;
- guidelines for introducing new subjects into the curriculum.

The Team has dwelled at length on the curriculum framework because it is a development that has provided the missing link in Samoa's educational development in the last ten years. It provides a coherent framework that ties the whole system together into a holistic and meaningful whole, and further, has provided clear pathways into future developments.

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[76] ibid p17.

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5.1.2.11 Management at the National and School Levels

The management, planning and research capabilities of the Ministry were considerably strengthened in the Institutional Strengthening Project (ISP), which was implemented in three continuous phases from 1999 to 2004. Through this project, corporate plans for the Ministry were developed, and restructuring and training provided to senior executives and officers. Each unit was reviewed in terms of the overall structure and terms of reference were prepared for each unit as well as job descriptions for each post. Later in the project, training was provided to middle-level personnel on project development and management and related areas. Clear career paths were established and performance monitoring systems established. Opportunities were provided for further professional upgrading. To further decentralisation plans, a deputy director post was established for Savaii, and resources for teachers and students were prepared and distributed to schools.

As previously mentioned, two corporate plans were produced, implemented and reviewed; the Department of Education was merged with the Department of Sports and Culture in May 2003, with seven divisions adopted with revised job descriptions; resources were provided via the SSECRP; annual reports were produced with relevant data; and the *School Operations Handbook* was developed, printed and distributed. It contains the *School Improvement Manual*, the *School Management and Organisation Manual* and the *Guidelines for Leave Application*.

At the school level, the School Management Improvement Project provided training in sound school management practices; established a program for the preparation of school management manuals; provided advice to school inspectors and school management committees regarding the preparation and introduction of school charters, and provided training in budgeting and financial control.

In addition to these developments, data management was expanded and improved. The MESC currently has four main databases. One is the MANUMEA database, which stores basic school census data, collected in March of every year, and which has information such as enrolment figures, types of school facilities, resources, and curriculum areas. It is under the management of the Planning and Research Division of the Ministry. The PELICAN database is under the management of the School Operations Division and stores information pertinent to all MESC personnel, such as staff, and includes qualifications, age, years of service, salary levels, in-service training undertaken, and entitlements. The FROG is the database on all the financial and resources allocations of the MESC. It includes information on the budget, finances, assets, registrations and procurement and is under the management of the Accounting Division. The Curriculum and Examinations Unit also operates the ATLAS database on all examinations results, such as the SPELL tests, School Certificate and PSSC results. A small database SNAP records information on all children in Samoa with special needs. Operating manuals were prepared for all these databases in Phase 2 of the ISP project. These databases are well-kept and managed and up-to-date but they are not linked to or are readily accessible to

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other sections of the MESC. While information is readily retrieval under the MANUMEA database and Examinations database, it appears to be more difficult with the PELICAN, FROG and ATLAS databases, but this might be due to confidentiality issues rather than matters of efficiency. Some of the computer packages used are quite complicated and very few are trained to use them, which raises the issue of sustainability. Another issue is the capability of the system for high-level analytical skills in the manipulation of the data to provide accessible and useful information, which would support an argument for a centralised database which links all the databases together into one interactive system. Such a system would allow for the production of data for more effective planning purposes and for international requirements. Two examples would serve to illustrate the point.

One of the interviewees mentioned that, to her knowledge, before the new salary adjustments in July 2005, 468 teachers or 30% of the entire Government teaching force were paid at Level 1, the lowest salary level for teachers. The Team was unable to substantiate this claim, as the data were not readily retrievable from the system but, again, it could have been a confidentiality issue. Such a figure, if verified, could have explained teacher shortage and the difficulty of retaining quality trained teachers in the Sector and the recurring difficulty of recruiting quality school leavers to the teaching profession.

It was also noted that school enrolments by age for any particular year, while available in the database, are not reported in the Annual Statistical Digest. While it may not be of interest to the general public, it is important information, particularly in attempts to compare Census figures with school enrolment figures. For instance, the Team noted the conflicting views on the figures on access and participation, particularly at primary level, where Samoa has been assumed to have achieved universal participation. The Draft Education Sector Review of September 2004 prepared for the MESC and ABD stated on page 33 that 'thirty per cent of the primary school age population remains out of school'. While the Team supports the report's call for awareness programs and the continuing provision of adequate quality facilities, relevant quality curriculum, trained teachers, sufficient teaching and learning resources, and safe, secure, and clean environments as means for increasing participation, it also noted that the 30% figure appears excessive in terms of its own calculation as demonstrated in Table 3 below.

From this table it could be said that most of the absentees overall could be accounted for by those who have yet to attend school. In Annex 8, it can be seen that children continue to enter Class 1 at even age ten, which could be explained as the impact of the Compulsory School Bill and more awareness programs for parents and communities on the importance of schooling.

Table 3: Comparison by Age Group of the 2001 Census Figures with 2005 Enrolment Data for Primary Education

Age	Census Figures 2001*	MESC 2005 Enrolment Figures	Difference	Percentage Deemed to be in School
5	5193	3810	-1383	73.37
6	5224	4759	-465	91.10
7	5011	4947	-64	98.7
8	5118	5264	+146	102.85
9	5505	5172	-333	93.95
10	5168	4920	-248	95.20
11	4884	4704	-180	96.27
12	4640	4366	-274	94.09
13	4733	3754	-979	79.30
14	4315	3719	-596	86.18
Total	49791	45415	-4376	**91.21**

*Age extrapolated from 2001 Census Figures. If all have lived, etc. they would be that age in 2005. The assumptions are that the Census figures would remain constant and Education figures are accurate.

5.1.3   Summary

The document review and analysis has confirmed that the interventions the Samoa education sector has developed and implemented were completed as planned. As previously described, they comprehensively covered ECE to management activities and the interventions include: ECE development; primary school refurbishment and curriculum, radio programs and model schools; Malifa Primary School restructuring; secondary schools refurbishment; centrally-based science workshops at Malifa; establishment of resource centres at Upolu and Savaii; science education projects for the junior secondary schools; expansion of senior secondary schools by upgrading junior into senior secondary schools; the development of the single-stream comprehensive curriculum; the upgrading of secondary teachers' qualifications; special education development; teacher education and training; post-secondary and training development; departmental management and school management improvement. These comprehensive interventions were completed, with only some minor exceptions.

The perceptions of the stakeholders on how well these have been achieved are considered in the other mechanisms used in the Study.

5.2   Quantitative Data

5.2.3   Survey Questionnaires

As previously described, eight questionnaires were administered to eight different groups. The returns from the questionnaires were disappointing but due to the time-constraint, it was not possible to allow more time for the returns of the questionnaires. The delays were also understood to be an aspect of the language difficulty experienced by certain groups, chief among which were the Year 8 primary school students, parents and school committee members. Table 4 below shows the number distributed to each group and the number returned.

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The Team was disappointed that only one questionnaire, and incomplete at that, was returned from those distributed to the Employers, which necessitated the exclusion of this group from the Study. However, the Team felt that since Employers were represented in other groups, such as parents, school committees and those interviewed, the views of this sector would not differ markedly from those groups surveyed.

Table 4: Number of Questionnaires Distributed and Number Returned

Survey Groups	Number of Questionnaires Distributed	Number of Questionnaires Returned	Percentage of Total
Primary Students Year 8	500	375	75%
Secondary Students Year 12	500	227	45.4%
Post-Secondary Students Samoa	50	10	100%
Post-Secondary Students USP	50	50	20%
Teachers	250	150	60%
Principals	50	29	58%
Parents	500	261	52.2%
School Committees	50	14	28%
Employers	50	1	2%
Total	**2000**	**1117**	**55.85%**

Although there were eight different groups, the questionnaires were, in fact, almost identical in content and coverage and were designed to assess the different groups' perceptions of the performance of the education sector and the degree of effectiveness in which the four goals of education were achieved. Obviously, the questions were based on the four goals of education, namely, a comprehensive and enriching curriculum, interactive and creative pedagogies, just and impartial evaluation and assessment methods, and the promotion of the individual and society through a humane education system and the four key principles under which they were treated: equity, quality, relevancy and efficiency.

Each questionnaire was in two parts. Part A was aimed at obtaining personal information such as age, sex, place of birth, employment, and education. There were also open-ended questions which sought to obtain information on what respondents considered to be the five most important achievements of the evaluation period; what they thought were the main obstacles to the effective implementation of the policies and strategies and lessons learned; and the priority areas that the education sector should focus on in the next ten years. There were slight variations in this section for each group. For instance, in the principals' and teachers' questionnaires an additional question asked what they thought were the main obstacles to the effective implementation of the bilingual approach and methodology. With the school committees and parents, a question on their main contributions to their schools was also included.

Part B of all questionnaires consisted of statements that reflect perceptions of Samoa education and its performance. Respondents were required to circle their rating of each

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statement in five categories: Poor, Below Average, Average, Above Average, and Excellent. Each category was given a numerical value, with 1 to 'Poor' and 5 to 'Excellent' as follows:

Category of Ratings:	*Poor*	*Below*	*Average*	*Above*	*Excellent*
	1	*2*	*3*	*4*	*5*

5.2.1.1 The Analyses

Because of the large amounts of data generated by the survey questionnaires, despite the fact that only half were returned, the severe limitations imposed by the time frame of the Study, and the delays in the return of the questionnaires, the data were subjected only to simple analyses. In Part B, the questions were divided into the sixteen categories and each category was tabulated for frequencies and percentages. These were then cross-tabulated with the variables in Part A, such as sex and birth place. After the first round of analyses, the results were scrutinised and it was found that the results would be more meaningful if the rating categories 1 and 2, and 4 and 5 were combined. Thus, 1 and 2 became 1, 3 remained as it was, and 4 and 5 became 3. The frequencies and percentages tables were re-calculated. It was also found after the initial sets of cross-tabulations that only two variables produced any meaningful differences and these were sex and birth place. Thus, these were the only two personal variables that were used for cross-tabulations with the re-calculated ratings categories. The results are summarised and described below. The open-ended questions in Part A will be discussed together with the other qualitative data collected by the Study.

5.2.1.2 Results and Discussions of the Findings

Despite the poor returns, the Team is confident that the results of the Survey reflect the valid perceptions of the Samoan stakeholders in relation to the performance of the education sector. This can be seen in subsequent discussions of the results obtained through the other data-gathering mechanisms used by the Study. There is a high degree of correlation between responses obtained in the Survey and the results from the interviews, focus discussion groups and *talanoa* sessions.

The Survey questions, as previously mentioned, were grouped under sixteen categories as shown in Table 5 below:

Table 5:   The Sixteen Categories of Stakeholder Perceptions Surveyed in the Study

Categories	Equity	Quality	Relevancy	Efficiency
Curriculum	1	2	3	4
Pedagogies	5	6	7	8
Assessment	9	10	11	12
Humane Education	13	14	15	16

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The responses for the different groups were summed for each category and are summarised in Table 6 below, excepting for the employers' group, which was dropped from the calculation because only one incomplete questionnaire was returned.

Table 6: Summary of Survey Responses for All Groups except Employers

Category	E			Q			R			E		
	1-2	3	4-5	1-2	3	4-5	1-2	3	4-5	1-2	3	4-5
Primary Students Year 8												
Curriculum	8.92	17.09	73.99	1.52	9.54	88.94				20.93	24.71	54.36
Pedagogies	7.12	23.36	69.52				6.81	15.18	78.01			
Assessment	2.47	12.90	84.64	100	0	0						
Education												
Secondary Students Year 12												
Curriculum	7.06	16.07	76.88	5.75	13.76	80.50	11.52	19.35	69.12	24.20	17.58	58.22
Pedagogies	12.18	18.7	69.74	16.87	22.19	60.94	8.82	17.19	73.99	15.86	22.76	61.38
Assessment	9.04	16.63	74.32	12.68	19.10	68.21	11.78	12.98	68.94	12.43	18.88	68.69
Education	10.03	15.81	74.16	14.25	16.68	69.07	7.99	13.01	79.00	5.02	8.90	86.07
Post-Secondary Students in Samoa												
Curriculum	16.82	14.95	68.22	7.50	19.17	73.33	58.00	10.00	32.00	36.67	30.00	33.33
Pedagogies	6.41	39.74	53.85	10.00	60.00	30.00	20.29	24.64	55.07	66.67	00.00	33.33
Assessment	35.44	34.18	30.38	75.86	1.72	22.41	71.67	20.00	8.33	72.50	25.00	2.50
Education	0.00	43.02	56.98	21.11	15.56	63.33	20.00	58.00	22.00	15.00	20.00	65.00
Total												
Post-Secondary Students at the University of the South Pacific												
Curriculum	7.71	26.43	65.85	5.76	31.41	62.83	13.11	41.39	45.49	17.01	48.30	34.69
Pedagogies	8.93	35.71	55.36	13.27	57.65	29.08	8.48	35.09	56.43	15.17	48.28	36.55
Assessment	8.18	34.58	57.24	13.28	39.00	47.72	8.65	42.91	48.44	20.14	42.86	36.73
Education	14.44	34.92	50.63	14.17	41.18	44.65	14.48	37.24	48.28	13.61	36.05	50.34
Teachers												
Curriculum	3.00	22.86	74.14	3.43	29.67	66.90	10.98	32.27	56.75	8.05	33.56	58.39
Pedagogies	2.19	27.80	70.01	3.76	31.29	64.94	1.93	24.10	73.97	9.91	30.18	59.91
Assessment	1.19	20.48	78.33	6.18	28.44	65.38	4.04	28.52	67.44	2.94	27.63	69.43
Education	4.87	25.29	69.84	7.10	30.11	62.79	2.94	18.31	78.76	1.37	18.15	80.48
Principals												
Curriculum	6.15	33.50	60.34	8.70	39.75	51.55	9.48	52.59	37.93	12.07	56.90	31.03
Pedagogies	3.04	44.78	52.17	9.41	52.94	37.65	4.38	21.17	74.45	16.67	36.90	46.43
Assessment	3.67	24.31	72.02	11.25	27.50	61.25	6.55	36.90	56.55	8.04	33.93	58.04
Education	10.08	33.06	56.85	12.45	31.12	56.43	3.70	23.15	73.15	11.11	16.67	72.22
Parents												
Curriculum	9.61	29.46	60.93	9.73	25.74	64.53	23.39	34.70	41.91	16.34	41.25	42.41
Pedagogies	12.74	31.62	55.63				8.32	26.13	65.55	19.20	34.37	46.43
Assessment	8.21	25.72	66.07	15.73	30.24	54.03	8.84	26.53	64.62	10.27	36.19	53.54
Education	10.45	26.51	63.03	11.62	30.04	58.34	7.23	24.90	67.87	4.99	24.55	70.46
School Committees												
Curriculum	3.47	17.33	79.21	1.37	24.66	73.97	4.00	32.00	64.00	3.85	38.46	57.69
Pedagogies	00.00	27.69	72.31	3.85	46.15	50.00	0.00	21.54	78.46	0.00	30.77	69.23
Assessment	2.22	24.44	73.33	2.74	24.66	72.60	1.28	23.08	75.64	1.96	15.69	82.35
Education	5.77	24.04	70.19	3.85	33.65	62.50	1.92	13.46	84.62	0.00	20.00	80.00

What emerged clearly from the study were strong positive approval ratings in almost all categories for most groups. It would appear from the Survey that most education

stakeholders in Samoa perceive the education sector to be performing what it is expected to do and is doing it well. In most categories in most groups, the rating for the performance of the sector was above average and better. However, there are exceptions and these are the categories that warrant attention. Three groups, the primary, the secondary students and the teachers give education high positive ratings, particularly the Year 12 secondary school students, where 70 per cent and above of the students give education a performance rating of above average and better. The primary students and teachers also do so except in one category and that is the sector's performance in providing a humane education through the curriculum. Only over half of the respondents gave a rating of above average and better.

The responses from the post-secondary students in both Samoa and those attending USP have some differences. In the responses of the Samoa post-secondary students, only 30 per cent thought the education sector was performing above-average or better in the Assessment/Equitable category. Another 35 per cent gave a rating of below average. In fact, in terms of Quality, Relevancy, and Efficiency, the rating was below average at 75.86%, 71.67% and 72.50% respectively for that goal. With the USP students, more than 30% of the students gave average rating only in 15 out of the 16 categories and in the Quality of the Pedagogies 57.65% gave an average rating. In terms of Relevancy and Efficiency in all four goals of education, more than 35% gave ratings of only average. In fact in the Efficiency category, the highest percentage of the responses was in the Average rating, except in the education goal category. Similarly, more than 30% of the school principals gave only average ratings in 11 out of the 16 categories and in three categories, more than 50% gave the system only average performance and they are in the Quality of the Pedagogies, the Relevancy of the Curriculum and Efficiency of the system in delivering the curriculum.

The parents gave largely above-average ratings except in the Relevancy area where 23.39% gave a rating of below average for the Curriculum category and 34.70% as only average. More than 30% of the respondents gave only average ratings in terms of the ability of the Curriculum, Pedagogies and Assessment to provide efficient educational services. School committees were also largely positive. The exceptions came in Quality of the Pedagogies, where 46.15% gave only average ratings, and in the Efficiency of the Curriculum where 38.46% gave an average rating.

In terms of differences in the responses between the two sexes, there were some interesting differences. The Team noted categories where there were more than 5% differences in the percentage. In the primary students' responses, the categories where there were more than 5% differences in the responses of the two sexes were: Curriculum Equity, Curriculum Quality, and Curriculum Efficiency. In all cases, the females gave a higher rating. There were no significant differences in the responses of the two sexes in the secondary students' survey. In the responses of the post-secondary students in Samoa, significant differences occurred in Curriculum Quality, Curriculum Relevancy, and Curriculum Efficiency. In the first two, females recorded higher ratings but in the last

category, 44.44% of the males had above-average ratings, while 38.10% of the females gave a below-average rating. In Pedagogies Quality, although the highest percentage in both sexes gave average ratings, the female percentage was significantly higher. The reverse was true in the above-average rating the group gave for Pedagogies Relevancy. Similarly in Assessment Quality, Relevancy and Efficiency, a higher percentage of females gave below average ratings. Among the Samoan students at USP, there were also significant differences in the ratings given by the two sexes in Curriculum Relevancy, Pedagogies Quality, Assessment Equity, Relevancy and Efficiency, and in Education Equity, Relevancy and Efficiency. In all cases, females gave higher rates of approval.

Similarly, in the teachers' survey, in the eight categories where there were significant differences in the responses of the two sexes, it was the females who gave the higher ratings. Among principals, it was more mixed, and in the seven categories where there were significant differences, the males gave higher ratings in three and the females in four. The parents were a more homogenous group, with significant differences in only four categories, and in all cases, a greater percentage of males gave the higher ratings. The school committees exhibited the most differences, with significant differences found in fifteen of the sixteen categories and in all cases, a higher percentage of males was not only represented in each rating but gave higher ratings as well.

There is no clear pattern in the responses of the two sexes. However, it would appear that females in the system tend to give a higher rate of approval, while males outside of the system tend to give a higher rating.

In terms of birthplace, there were fewer differences in the ratings. Among primary, secondary school, post-secondary students, teachers and parents, where there were differences, the rural born tended to give higher ratings. The only group which exhibited significant differences were the principals, where significant differences were found in all sixteen categories. In six categories, the highest percentage among the urban born gave only average ratings. These were in Curriculum Quality, Pedagogies Equity, Pedagogies Efficiency, Education Equity, Education Quality, and Assessment Efficiency. Again in this group, the tendency is for the rural-born to give higher ratings of approval.

Overall, therefore, the Education System was rated as effective and successful in achieving the goals of education. Nevertheless, there were areas that would warrant attention by MESC. They include the Efficiency of the System in delivering the goals of education, the Quality of the Curriculum and Pedagogies and their Relevancy. The below-average ratings by the post-secondary students in Samoa of Assessment in terms of Quality, Relevancy and Efficiency is of some concern but the total number of students is quite small and the results are not supported by responses from the other groups surveyed.

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5.3   Qualitative Data

The qualitative data were collected using three different sources: the semi-structured interviews; the focus discussion groups; and the *talanoa* sessions. The results from these sources are discussed below under the main headings of the perceived main achievements of the last ten years; the main constraints to implementation and the lessons learned; and the priorities for the next ten years. The results from each source are discussed separately under each of these categories.

5.3.3   Main Achievements of Samoa in the Last 10 Years

5.3.3.1 Focus Discussion Groups

Two focus discussion groups were conducted, as previously described with the school review officers and the education officers of the Curriculum and Examinations Unit. The responses from both groups were remarkably similar. The main achievements include nearly all the interventions of the last ten years and their outcomes. Of particular interest was the focus on capacity building at the management level, school level and student level, where more opportunities have become available with the upgrading of junior secondary schools to high school level and colleges and the introduction of the single-stream curriculum, with expanded offerings. Clear policies, frameworks, processes and outputs have been established, training provided and support services strengthened. It was appreciated that Samoans have taken ownership of their system in the process and are now more than capable of charting their own educational developments. Partnership has improved with all stakeholders and communication linkages have improved and are growing in strength. There is political commitment and will to build on the successes. The system is well managed and monitored and it can be said that there is a holistic, integrated system in place to serve as the foundation for further development.

Also prioritised were the upgrading of physical facilities, the availability of quality curriculum materials, science and library books, and the other resources needed to support the achievement of an equitable, quality, relevant and efficient education system. Some of the interventions are mentioned below.

- Success of Year 12 in secondary schools. Significant improvements in the SC access, participation and results, relating to the upgrading of junior secondary schools to senior high schools with Year 12 added on.
- The success of materialising the curriculum because of so many projects providing assistance to early childhood education, primary, and secondary schools, etc. Improved teaching materials and programs, which, in turn, are linked to improved training and the changes brought about by the School Management Project.
- The improvement in the quality of teacher-training partly due to the amalgamation of the teacher-training college and the National University of Samoa. Improved facilities, equipment, school buildings, furniture, and materials. Lots of new schools

built also providing access to rural children to better quality education. Improved professional development of teachers at the national level as well as within classrooms. For instance, more in-service training provided to teachers.

- More regular monitoring and assessment, such as those by SROs – on a fortnightly, monthly, termly, mid-year, and yearly, etc. basis.
- Good relationships of teachers and communities – better than before. Parents understand better what needs to be done for the schools. Before there were some barriers.
- The ability of Samoa to attract funding, which has resulted in significant improvements in access and performance in Years 12 and 13. Colleges have been built in the rural areas, giving greater opportunities to rural children at the secondary and post-secondary levels.
- The upgrading of resources in terms of buildings and facilities; the decentralisation of quality facilities, which translates into quality education, through working in co-operation and partnerships with donors, overseas consultants, and workshops and other forms of training.

5.3.3.2 Talanoa Sessions[77]

Naturally the focus of the *talanoa* sessions was in the role of the school committees. Hence, it was agreed that the establishing of school committees was a major success for schools. This greatly enhanced school management at local level by giving effect to an active and efficient body to support school operations. The main elements that have contributed to this include well-defined TORs for committees, clear duties and responsibilities, and a contract that essentially binds the committee to accountability and transparency. Improvements in the school management system have strengthened partnerships between staff, school committee, the parents and community. Ultimately, the parents and community have gained a much better insight into the work of the school and have adopted a sense of ownership, whereas previously they felt alienated. There were comments about the increased efficiency in the Ministry's delivery system of teaching/learning materials to schools and improvements in teaching, as evident in the number of students that have gone on from primary to secondary and tertiary education. Members felt that frequent in-service teacher-training by MESC has resulted in the upgrading of teachers' skills, effective classroom teaching and methodologies, which have expanded to include special needs education. The literacy program is one successful initiative that has led to improved reading.

Another major success in education has been the increase in the number of colleges on Savaii. Under this initiative, junior secondary schools have been upgraded to colleges providing an increase in subjects offered and improved school buildings. The establishment of colleges on Savaii has meant increased and easy access for local

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[77] Nuufou Petaia and Lemalu Siomia Auvele took the records of the *talanoa* sessions and Nuufou Petaia wrote the sections on the *Talanoa* sessions.

students to secondary education on their home ground. This is cost-effective and students are not taken away from their home environment.

The improvements and expansions in the tertiary institutions NUS, USP and the Polytechnic, have meant better post-secondary opportunities for students. Another new development seen as a success is the introduction of computing into some schools.

5.3.3.3 Survey Data — Open-ended Questions

The responses are described under each main group, wherever this is feasible. The community leaders prioritised the same issues previously mentioned in the *talanoa* sessions and focus discussion groups. Of particular interest were the development of school facilities such as buildings, playgrounds, school halls, toilets, water tanks, etc., which have improved both students' and teachers' performance. The improved communications with schools and better working relationships were also prioritised. They believe that these have resulted in increased participation in primary education and greater commitment from communities and parents to support formal education.

The primary students mentioned most often perceived improvement in literacy and numeracy skills, better discipline and improved relationships between communities and schools and better understanding between students and teachers. Also high in the priorities were better trained teachers, improved school facilities and resources, better curriculum materials and new teaching practices, safer and more stimulating learning environments, greater opportunities available, better standards, wider use of English, enjoying school and even learning to think for themselves. These successes were also echoed by secondary students in their rankings of successes. Again the high visibility of improved school facilities and resources was mentioned, and the availability of greater opportunities not only at secondary level but also at university level with the establishment of NUS. The education system was considered better aligned with the demands of the work place, and the introduction of ICT and computers in most schools was also high on the list. More subjects were introduced which again increased opportunities in diverse areas. Again the increase in the number of better-qualified teachers was considered a considerable asset and the fact that good teachers were equitably distributed in the system was much appreciated.

With the post-secondary students, their obvious priority was opportunities for work and they believe the education system has provided those. There is greater transparency and accountability in the management; and the quality of teachers has significantly improved, resulting in quality teaching and learning. The curriculum has been revised and improved and adequate resources have been provided to schools.

Teachers highlighted the achievements of the various projects that have been implemented by the MESC, such as the ISP, PEMP, and BELS. But they also mentioned all the other activities that had been mentioned by other groups already. They also

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indicated that the bilingual methodology and approach have proven most useful and is benefiting students and raising levels of literacy and quality of learning in the schools. The system has improved overall in all areas from central to school management; in facilities and resources; quality of curriculum, monitoring and assessment, ownership of the system, funding, opportunities available, public relations, school environment, networking among teachers, support services, and communications and partnerships at all levels.

The parents focused on school improvement aspects, and the quality of the education system but they also highlighted school facilities, compulsory education, greater opportunities for students, and all the other associated developments that have taken place in the last ten years. They were the only group, which mentioned the improvements in students' knowledge and skills in *faaSamoa*, language and culture. They also valued the expansion of the school curricula to include subjects such as Art and Music but at the same time they also acknowledged the improvements in all curriculum areas, teaching and learning qualities, and the new emphases in interactive pedagogies, which have contributed to improved literacy skills and learning outcomes. They also mentioned the special efforts to provide special education for those with special needs and the support given to early childhood education. They also believed that examinations results have improved at both primary and secondary levels.

Principals, as expected, focused on the achievements at the management level, which have resulted in clear policies, plans, manuals, processes, and outcomes. From these have come the other associated successes, such as improved facilities and resources; better and fairer distribution and management of resources; decentralisation of control; reformed curricula with all the support resources and training; improved teacher education and training, resulting in improved teaching, attitudes and commitment; more innovative classroom practices; adequate quality resources; and better student results and outcomes, which also come with improved community support and participation.

It can be seen from these comments that all groups believe that education has performed effectively and has made notable achievements in the ten-year period of the Study, which are visible and are readily perceived by stakeholders.

5.3.4   Main Constraints and Lessons Learned

Again, the main constraints and lessons learned are also discussed under each main data gathering mechanism.

5.3.4.1 Focus Discussion Groups

Both groups were in general agreement on the main constraints and lessons learned in the Study period. These relate to areas the groups felt would need additional support or re-thinking in the next development phase. For instance, the student:staff ratio policy is yet

to be effectively implemented in the schools. Where numbers are small, schools are allocated only enough teachers to meet the staffing ratio policy, but in reality the number of levels in the school could still be eight, for instance at the primary level. This means that teachers may have to teach two or three different levels, which could affect teaching and learning, especially if the teacher has no experience of multiple or composite class teaching.

Limited financial resources, especially in the rural areas, was another constraint and it was recommended that awareness and training programs need to be provided to ensure that schools and communities know how to budget. This also impacts on the work of the SROs, such as inadequate support for transport. The recommendation is that either transport is provided or transport allowances are increased to allow SROs to reach schools more regularly.

The shortage of teachers continues to be a major constraint. This hampers the movement of teachers, for example. Low pay of teachers was a related concern, which results in failure to attract quality students and teachers into the profession. It was recommended that the number of teacher trainees be increased in the Faculty of Education at NUS and that a balance in the training of teachers in the different subject areas, particularly in science at the secondary level, is effected. One way of attracting and retaining quality teachers is to increase the salary and simultaneously improve working conditions. Concern also was raised about the quality of pre-service training at NUS, and particularly its ability to align its programs with the new developments in the Ministry. This was also related to the teaching of literacy and numeracy at the primary level and the preparation of teachers by NUS to effectively teach these areas.

It was mentioned also that communication with schools about such things as changes relating to school committees, transfer of teachers, etc., could be improved. Weak partnership between the communities and the Ministry, schools and communities also need to be strengthened. For instance, teachers may request financial assistance but the school committees may refuse. It is only recently that PTAs have been established and are beginning to work together with schools. Thus, there is still in some schools a lack of co-operation between schools and communities. It is difficult, therefore, to request committees to donate funds to buy resources for the schools. To overcome these constraints there is a need for awareness programs and for greater transparency and accountability in decision-making.

Irregularity of supervision, especially assessment and evaluation by SROs, PROs, etc., is another weak link, which needs to be strengthened.

Another concern related to the use of external consultants with no understanding of the Samoa contexts and the need, therefore, to develop and use the expertise within Samoa to benefit its own educational developments. Staff have been trained over the last ten years

and they now have the capabilities and skills, and further, have full understanding of the needs of the Samoa education sector.

A major concern was the availability of funding to sustain activities in the long-term. However, there was concern too that possibly there have been too many changes and the system needs to consolidate the gains that have been made.

Some of the lessons that have been learned include the understanding that only limited funding is available for education and, therefore, there is a need to use resources wisely, not only to ensure that more funding can be gained from donors but also to learn how to manage with little.

Although there is more training now available, adequate monitoring is still lacking. But there are improvements. For instance, the Literacy Taskforce is now going out to schools to monitor progress and implementation. This is a good initiative and should be strengthened and the scope widened. More funding should be made available to SROs and for implementation within schools. The curriculum standards and benchmarks need to be monitored to ensure they are met each year.

The limited communication between community and teachers is an obstacle to effective schooling and the achievement of quality education and, therefore, efforts must be made to develop effective communication.

Managing the resources and facilities provided to schools is an issue that needs to be addressed. The school management model, with its nine factors:
- facilities and equipment;
- professional development;
- leadership;
- monitoring and assessment;
- school management and organisation;
- home, school and community partnership;
- intervention and special assistance;
- classroom teaching and programs and materials; and,
- standards and targets,

provides guidelines which should be used to improve implementation and quality of delivery. It would improve transparency in decision-making and accountability, which is about making decisions in an open way and explaining the reasons for actions taken and taking responsibility for these actions. It will also improve efficiency, which is about achieving good results for Samoa in an economical way. What Samoa did yesterday gives it the best knowledge to support tomorrow's development.

5.3.4.2 Talanoa Sessions

The respondents in their answers to this question focused still on the local level instead of the bigger picture at national level and the country as a whole. However, one would need to take these as a set of nation-wide concerns. Committee members of Faga Primary school professed there were many problems but did not elaborate on these. A certain hesitancy was sensed of committee members being reluctant to express their views openly on this question. They talked only of the lack of funding during the time of the previous school committee. At Salelologa Primary School, committee members and the principal indicated that staff shortage is a main concern. This is aggravated by the fact that many teachers are taken away by lengthy travels and other personal reasons. Staff attendance at times is poor. In some schools, the pupil: teacher ratio remains high and this has given rise to the need for more classrooms and subsequently more teachers. The shortage appeared critical in one school (Saipipi) where apparently teachers are required to take two classes in a day and, as a result, some subjects in the timetable are not taught. Where there are composite classes, the pupil:teacher ratio remains the same as for regular single stream classes and teachers find this an overload. Teachers would like the MESC to review this policy and consider lowering this ratio.

Some principals claimed that having inexperienced teachers on the staff was a problem and they welcome ongoing in-service training especially where it provides young teachers with skills on how to improvise where there is resource shortage. At Amoa College, student numbers have increased with the expansion in specialised courses. This has given rise to the need for trained teachers in the new specialised courses. One school noted that, whilst there is the continual need for in-service teacher training, too many of these educational projects and in-service training commitments all going at once has resulted in less time given to teaching and has also placed great demands on teachers and even school review officers. This, then, is a problem.

Two schools raised concern over the existing discipline policy, claiming this to be inappropriate, and would like MESC to reconsider a change, since parents' complaints have become disruptive to staff and the school. Committee members in one school noted that teacher attitude, too, is a concern in this matter.

All school committees attested in Question 1, to 'good changes in the schools', with answers ranging from effective classroom teaching to improved teaching methods, a successful literacy programme and the increase in the number of pupils going on to higher educational levels. However, the Safotulafai Committee came out very strongly in reply to Question 2, on the issue of quality, pointing to the lack of progress in pupil performance over the years in their school, as evident in the low number of pupils that qualify for secondary level. Members professed, however, that the reasons for this are not clear but there can be many factors at play.

About 50% of the schools felt there was still the need for the Ministry to improve efficiency of its services in supplying resources to schools. This is a management issue.

Again while committees agreed there have been great improvements in their operations, about 50% of the school committees indicated that there were still struggles, including the challenge of raising adequate funds for school developments. Amoa College has found that the upgrade to college status has provided added responsibility for the school committee in terms of increased financial commitments to support implementation of the additional courses.

In terms of student selection from primary into secondary, the education system is still highly selective, examination-oriented and discriminatory in its practice. The Amoa School Committee proposes that since colleges have been built on Savaii for local students, these colleges should, then, be given the chance to take their own best candidates through to completion of the secondary education cycle at 'home'. The colleges do have staff with the capability. This way, staff capability is constantly challenged and improved and class sizes at senior level are kept small. Currently, the old system of the Apia government colleges taking the top students continues.

One school committee claimed that a problem with tertiary education was the high cost of tuition and related fees. Thus, it proposed, that government considers either creating a mechanism for student loans or providing adequate full scholarship support for all students at tertiary institutions, or at least subsidised fees.

Finally, one school committee raised concern over the erratic attendance of students at school coupled by the weak monitoring of non-attendance. It recommended that the compulsory education policy and school attendance monitoring measures be strongly reinforced.

In terms of lessons learned, School committees find the existing programs in schools relevant and would like to see these continue and expand in future. All agreed on the benefits of school committees since they became established formally. Committees have improved in efficiency and in their relationship with the community as a whole and with staff. They would like to see this partnership continue and to ensure best results, the policy on school committee membership needs to be revised to include a maximum term of service of members. Parental support to school activities has been immensely beneficial and must be encouraged.

As earlier mentioned, teacher attitude is a factor in the disciplining of students, causing friction between staff and parents. It was suggested that this attitudinal problem must be addressed through in-service training. Because of the prevalent situation of many students not attending class, the compulsory education policy must be implemented and reinforced.

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In two schools, teachers have found the number of teaching hours limited, hence, not all subjects are covered adequately. As well, students have very limited time to do studies at home because of domestic responsibilities. One school has suggested, therefore, an increase of five and six teaching hours for primary and secondary levels respectively.

With regard to teacher shortage, one school suggested that the Ministry review the policy on teacher allocation and postings to ensure an appropriate distribution of teachers to schools.

Given the change in profile of the new colleges, Amoa proposed that Government take on recurrent costs for all colleges in addition to Avele, Samoa and Vaipouli Colleges. With the situation at present of sparse classroom furnishings, Amoa requires MESC to monitor furnishing requirements for schools (e.g. furniture under ADB phase 1 project yet to be supplied) and suggests that there be a maintenance scheme to replace/repair equipment and machines.

On tertiary education, there is the concern that students have been required to bear additional study costs, in particular for conducting research. Parents ultimately will pay. One committee suggested that for such activities, the relevant tertiary institution or program meet these costs.

To sum up, as Sa'asa'ai Primary put it, goals and objectives not achieved in the last ten years need to be reviewed as to why they were not, and revised or alternative approaches towards achievement considered.

5.3.4.3 Survey Data Open-ended Questions

It was interesting to note that the responses obtained in the survey echoed those already mentioned in the *talanoa* sessions. Primary school children, despite their youth and difficulty with the English language had no difficulty in listing their concerns. The highest priority was given to lack of funding, particularly parents' capacity to support their children's education in their everyday needs, such as no money for lunches or fees. This was also related to lack of parental and community support. Next was the lack of adequate resources in schools, despite MESC efforts to distribute curriculum materials and support resources. Another major concern was the Samoan language and the lack of competence in English. Many students expressed the view that using Samoan was detrimental to their progress in school. There also appears to be some difficulties experienced by students in their relationships with teachers, who are described as being too strict. Corporal punishment was mentioned by many, *faaSamoa* and home responsibilities, which interfere with school work.

Secondary students prioritised the lack of adequate numbers of teachers, lack of adequate resources, such as textbooks and stationery, finance, adequate feedback from schools to parents. Post-secondary students feel that lack of adequate numbers of teachers and

resources remain key areas of concern and are barriers to the achievement of quality education.

The teachers supported these views and rated teacher shortage, low salaries and inadequate textbooks and stationery as the main barriers. In addition to adequate numbers, teacher qualities, attitudes, and teacher overloads are areas of concern. Language abilities of students were also cited as barriers, and lack of community support as well as community interference were also cited. The training of teachers and the role of NUS were also questioned, particularly the lack of preparation in the bilingual methodology and approach.

Principals support the lack of funds as the number one barrier but lack of adequate teachers was another major concern. Again, training of teachers at NUS has raised concerns about its adequacy and quality. The new curriculum has brought many changes and the teachers are struggling to cope and implement all the changes. Resources to support these changes are inadequate and community support is struggling to cope with the demands. There was also a need to support students both in the school and in the home and communities to cope with the increasing changes in the system as well as in the larger society.

Parents, on the other hand, cite the absence of early Samoan language education, as was carried out in the old days, as a barrier to achieving quality education in the early years. But they support the call for more teachers and overseas training for teachers and greater input of resources into the school system. They all support the development of better relationships between schools and communities, and teachers and parents, and reducing the number of home chores and community activities that distract students from effective learning. They also support the call for longer school hours, as they believe there is not enough time to teach all the subjects effectively.

The community leaders have similar views and rank teacher shortage as the priority, as well as the inequitable development of rural and urban schools. These are linked to lack of ability to train teachers with content knowledge, and lack of facilities, teaching aids and learning resources. Limited financial resources and lack of communication were also areas of concern. This is linked to inadequate community support and parental involvement in schools.

5.3.5   *Focus and Priorities for the Next Ten Years*

5.3.5.1 *Semi-Structured Interviews*

The interview of relevant officials and individuals took place over the six-week period of the field work. Although the interviews went well, the Team was unable to see some individuals, some of whom were important to the Study, because of the time-constraint. The list of those that the Team was able to consult is given in Annex 7.

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The interviews were semi-structured in the sense that questions were posed which the Team deemed relevant to the purposes of the Study but some of the questions were also exploratory in the sense that they were intended to further and deepen the Team's understanding of the contexts of education in Samoa.

The responses are summarised in terms of the main issues that emerged from the various discussions. No attempt is made to quantify them. Rather the summary seeks to highlight key educational issues that reflect the concerns of the individuals interviewed.

5.3.1.1 Consolidation and Critical Reflection

In the views of the interviewees, the last ten years have seen profound changes in the Samoa education system. Excellent work has been undertaken by competent and capable senior staff but as with all changes, the system as well as the professionals working in it, need time to consolidate the gains that have been made, review, reflect, and learn from the mistakes; build on the successes and institutionalise the changes. The synergy from the changes and the benefits need time to filter through the entire system, particularly for those in the 'coal-face' so to speak. Some of the processes and procedures have only been in place for a year or two, while other activities have been ongoing and are being revised and improved as implementation progresses. The consensus is that it is, perhaps, premature at this stage to expect significant and measurable gains.

There is, for instance, some concern that, despite the vast number of institutional changes and new developments that have all taken place more or less concurrently, generating a vast amount of paper work; that despite increased capacity and the investment of substantial financial and materials resources, these reforms have yet to be reflected in students' performance and outcomes as measured by exams, and other data, particularly at the primary level. While these concerns are legitimate, the Team concurs with the general view that individuals in the system need time to absorb the changes, to understand them, internalise them, and then, effectively implement and take ownership of them. Continual on-the-ground support is needed to ensure that schools, teachers, students, parents, and communities can achieve the desired transformation.

5.3.1.2 Implementation and Monitoring

A major concern relates to the continuing challenge of ensuring effective implementation and the need, therefore, for continuing and systematic monitoring and in-school support of the implementation process. The weak link in the chain from policies to strategies to action to outcomes, especially in the curriculum area, is, in the view of many, the teacher, who is expected to make sense of all the changes and translate them into effective learning programs. From what the Team understand, teacher support is there but needs strengthening, particularly in developing quality teaching and learning activities, which are supported by quality and adequate resources.

5.3.1.3 Continuing Capacity Building and Teacher Upgrading Programs

The consensus is that there is a continuing need for capacity-building at all levels, given the high mobility of staff and vulnerability of quality human resources, particularly of teachers. Quality human resources are obviously critical to the sustainability of the gains made by Samoa education in the last ten years. Although acknowledgement is made of the significant training that has been provided throughout the ten-year period and the fact that the MESC has some highly competent professionals manning its various divisions, to maintain the momentum needs continual upgrading of middle-management level staff, particularly SROs and school principals, who provide the critical on-the-ground support to teachers. There was also concern about the ability of the system to recruit and retain quality staff at the senior level and this is an area that should also be given some consideration. There was also recognition that the contract system currently used with staff is creating flexibility and is assisting to raise the threshold level of performance, but there was concern that it could also adversely affect continuity and sustainability in small systems with limited skilled human resources.

The concerns over capacity building are also linked to the related issue of teacher shortage at primary and in specialist areas at the secondary level. Another related issue is the quality of teacher trainees and their level of commitment to the teaching profession. Concerns were raised that teaching was considered a second-class profession and that very few, if any, of the top students are recruited into teaching. But the reluctance and disinterest of the best students in teaching could be related to the conditions of service of teachers, the remuneration packages which they are offered in comparison with other sectors, and perceptions by the public regarding their status. The consensus was that teachers' conditions of service, which include their salaries, leave entitlements and benefits, allowances, pension schemes, staff accommodation, etc. must be considered together.

5.3.1.4 Bilingual Policy and Literacy and Numeracy Achievements

Another major issue that concerned many was the continuing increase in the number of students at-risk in literacy and numeracy achievements, as measured by the SPELL tests, which, in turn, has raised concerns about the bilingual policy and methodology. It is obvious that there is a need for continuing dialogue and more research on the required competence threshold that students must achieve in academic English to facilitate effective learning in that medium. At the same time, there is a need to provide additional support for the teaching of the Samoan language as indications so far demonstrate continuing under-achievement, which could be a significant factor in the ineffective mastery of the English language. The Team is aware of the distribution of new curriculum materials to schools and the improvements in school libraries but these new resources have yet to have measurable impacts on literacy and numeracy achievements.

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The under-achievements in literacy, numeracy and the sciences continue to be a challenge. The continuing disparities in the performance of boys and girls is also a growing concern.

5.3.1.5 Sustainability Issues

Sustainability of project activities and maintenance of physical facilities, equipment and resources provided under external aid assistance or loans, given the tight constraint of local budget and community support was another major concern. But linked to this was also a concern over the continuing heavy reliance on donor support for development activities, which might have quite unexpected and unforeseen results. For instance, it was noted by many that, while the education policies and strategies emphasised the importance of achieving balance between indigenous *faaSamoa* and international perspectives, the skills, knowledge, attitudes, and 'hidden values' promoted or espoused by the curriculum and pedagogies goals are heavily western in orientation and emphases.

5.3.1.6 Efficiency and Effectiveness

Concern was expressed that efficiency was not synonymous with effectiveness. While the system could be efficient, with all the policies, processes, and procedures in place, it cannot become effective unless the individuals in the system (students, teachers, principals, managers, school committees, communities, etc.) are committed to the changes, adopt them and implement them as they were meant to be implemented. Effectiveness is a key element in the achievement of quality and, hence, it is a must if the desired changes are to be achieved. In addition, it was noted that commitment must also be added for effective acquisition of the desired values, knowledge, attitudes and skills.

The system appears quite efficient but effective implementation will continue to be a challenge.

5.3.1.7 Community Support and Participation

It was noted by many that community support and participation in educational development is essential to the achievement of a quality education system. Laudable efforts have been made to provide training to village school committees and it was clear from the visits to selected school communities that their participation was more than the means for improving financial support, provision of school resources and maintenance of facilities. The communities that the Team were engaged with were strongly supportive of their schools and were actively involved in most schools matters, including classroom teaching and learning.

5.3.1.8 Special Needs Students and Early Childhood Education

It was noted also by many of those interviewed that Samoa has made the courageous decision to mainstream special needs education and this excellent initiative will need to continue to be supported and expanded and, perhaps, to consider support for gifted and talented children as well as those with learning disabilities. But resourcing these additional programs will be a major challenge. It was suggested that strengthening mentoring programs and sponsorships should continue. There was also perhaps a need to undertake some research on whether children who have attended ECE were better prepared to learn at primary level than those who have not attended such programs. Professor Wadan Narsey's research on the impacts of ECE on later performance at primary and secondary schools would be pertinent in this case.[78]

5.3.1.9 Focus Discussion Groups

Development of vocational subjects was the key issue here. It was agreed that they should be improved by upgrading facilities to better prepare students for their future careers. New subjects have been added recently such as visual arts but, need, perhaps more subjects in areas of work demands. Teachers also need to be trained as there are insufficient teachers in these areas. It would also open up more opportunities for students at risks.

In terms of academic subjects, MESC has just started to review the primary curriculum and there is a need to complete this activity.

There is an urgent need to increase the number of teachers, especially in the science area and to improve the balance of teachers at FOE. This would lead, down the line, to more doctors, etc. Providing sufficient numbers of teachers to meet the number of students in schools is a related issue. In other words, improve the staff:pupil ratio and reduce composite and multiple classes. Also focus on the improvements of all aspects of teacher conditions, such as salaries and housing. But there is a need also to improve human capacities in all areas and levels of the system, such as leadership in schools, and the partnership between schools, home and communities.

By improving the quality of education locally, more opportunities will be available for young people and therefore, if more overseas links are created, more opportunities will be available to young people to study and train overseas. However, there is also an urgent need to focus on literacy and numeracy skills since they are the foundation on which all else depends in education.

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[78] Narsey, Wadan. 2004. Academic Outcomes and Resources for Basic Education in Fiji. Institute of Education, University of the South Pacific, Suva Fiji. He found that pre-schoolers do subsequently perform better relative to those who did not attend pre-school but the difference are far more significant for children from poorer families than for children from average or well-to-do families. The differences persist over time.

Continuous monitoring of the system is necessary as well as providing sufficient quality resources to support teaching and learning.

5.3.1.10 Talanoa Sessions

The needs provided here are not organised in any order of priority but all are considered priority areas. Sometimes, committee members mixed responses about basic school needs with general community needs. Essentially, committee members discussed issues critical to their communities, suggesting that these could be addressed by education through school and out-of-school curricula.

Information technology (IT) and computing appear popular programs, including teacher and trainer training in IT for primary and secondary schools. Recognising that the country's population is largely rural and dependent on subsistence agricultural production, agriculture was suggested a necessary course. Earlier, however, the Salelologa School Committee stated that the high education and living costs had not been assisted by agriculture over the years due to the lack of markets for agricultural products. Livelihood skills courses and projects are essential and could include art and craft (carving, weaving, shell craft etc) in schools.

There is a real need for technical trades skills training in the community for out-of-school youth. As well, there is a need to increase access of college students to polytechnics and universities. For those that attend tertiary education in Apia, the idea of providing youth hostels, to help Savaii parents particularly with accommodation of their children, needs serious attention.

Community programs after hours for youth, cultural enhancement and (adult) community are very much needed. With changes in time and foreign influences, it is imperative to reinforce culture programs in schools. For out-of-school youth, non-formal training on life and livelihood skills such as art and craft is seen as a priority to involve the many unemployed youth. For the Salelologa area, the committee felt that of topmost priority was the critical issue of youth and drugs, and the directly related need for family/parental and community awareness education and counseling on this issue.

Iva Primary saw the promotion of sports education as another area to provide (employment) opportunities for young people. Safotulafai Primary committee members were very keen to see the pastor's school programme on reading and writing revived, to complement efforts in literacy and numeracy in secular schools. As well, Christian values should be introduced as a course in schools. Since the Ministry now has some jurisdiction on private schools including church ones, this issue should be easy to float and pursue.

Saipipi Primary felt that ensuring quality education is a key priority. Amoa continues to prioritise improved pedagogy. Sa'asa'ai gave a timely reminder that targeting slow

learners should be a priority and for the Ministry to provide equal opportunities to schools to access resources and aid from projects.

The priorities for school committees for the next ten years are listed below.
- Improve human resources; **Raise teacher salaries** (75%)
- Improve teacher education (25%)
- Improve pedagogy (25%)
- Improve literacy programme (12.5%)
- Teacher allowances to be non-taxable (12.5%)
- Provide out of school youth programs (50%)
- Continue to improve resource provision (this includes upgrading/construction of school buildings) (50%)
- Rejuvenate pastors' schools (25%)
- Increase education budget to improve services to schools (25%)
- Establish Polytechnic on Fa'asalele'aga, Savaii to teach livelihood/life skills (25%)
- Enhance pre-schooling (12.5%)
- Provide IT in primary schools (12.5%)
- Ensure efficiency of school committees by limiting term in office (12.5%)
- Establish education office on Savaii (12.5%)
- Include Christian values in school curricula (12.5%)
- Enforce compulsory education (12.5%)
- Review curricula – there are parts irrelevant (12.5%)
- Revamp volunteer assistance schemes to schools e.g. Peace Corps Volunteer (12.5%)
- Upgrade all secondary schools to become colleges (12.5%)
- Introduce leadership training into schools and for committees (12.5%)
- Review percentage of financial responsibility required of communities – too much expected of communities (12.5%)
- Establish a scheme to re-employ retired teachers to compensate teacher shortage (12.5%)

There was a proposal for the Ministry to provide a sitting allowance for school committee members (37.5%) at meetings. This reaction, however, was prompted by SRO, not one initially raised by committee members.

5.3.1.11 Survey-Data Open-ended Questions

The community leaders identified improving all rural and urban schools as the first priority and to re-think a new pedagogy to reflect the IT age. But provision of quality teachers remains a major issue as well as instilling of local values and traditional education in the children. There was also concern that consolidation was needed to

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ensure that foundations built in the last ten years were maintained and sustained. They included continuing the training and provision of quality teachers and upgrading their conditions of service, enhancing the curriculum, effective monitoring of the system, improving parental and community participation, and making Samoan compulsory.

Resources were the main concern of primary school students and continuing improvements of facilities and the school environment. Increasing the number of teachers and improving teaching methods continue to be areas of concerns. Improving also students' learning outputs was targeted and school fees were recommended to be abolished and transport for students to be free. The students even wanted the Samoan culture to be kept alive in Samoan classrooms.

For secondary school students, they wanted, naturally, the development of tertiary institutions to provide more opportunities at this level. This was followed by continuing improvements in school facilities and resources, and increasing the number of teachers and enhancing their quality through better recruitment and pre-service training and support given to serving teachers. The issue of equity was raised and the concern was for all students to be given the same opportunities.

Post-secondary students proritised inclusive education, the curriculum, teachers, and second-chance education.

Teachers were clearly conscious of their critical role in the system and prioritised teachers: their training, conditions of service, and support. The issue of NUS and training of teachers was also raised with many recommending that the two be separated. School facilities and resources came next but there were also concerns about improving teaching methods and raising literacy levels and educational standards. They also raised issues of employment opportunities, community and parental support, and equitable development in rural and urban schools. Management was another major issue with recommendations for consolidation and simplification. The importance of students knowing their language and *faaSamoa* was raised by many.

The principals highlighted effective administration as the priority issue. They also raised the issue of culture in schools and recommended strongly that cultural policies and strategies be developed and cultural practices in schools enforced. They also recommended that Government fully fund all schools. Teacher quality and supply remained a major issue with the associated variables such as allowances, salaries, housing and scholarships. Teachers were acknowledged as the key to the achievement of quality education. Adequate numbers of teachers in certain subject areas such as the sciences was another concern. Allied to this were recommendations for increased numbers of technical and vocational schools to provide more opportunities, in areas such as sports and special trades. The recommendations in the curriculum area supported this with calls for vocational education and curricula, computer studies, resources to support literacy and numeracy skills development. Thus, curriculum changes and providing adequate

quality resources to support them continue to be targeted. Classroom practices, student achievements, and community participation were also recommended priority areas. Continuing the provision of adequate facilities and resources was again highlighted.

The parents focused on the Government providing sufficient funds to support all these developments. But while they called for greater Government funding and for Government to continue to prioritise education, they recommended at the same time that no fees be paid until tertiary level. Teachers were considered a priority and there are recommendations for improved salaries, new incentives and rewards as well as scholarships for studies abroad. Focusing on *faaSamoa* was recommended as a very strong base for language and cultural learning. Village councils were urged to establish systems for teaching the Samoan language and culture. Decentralisation of tertiary education was recommended with NUS campuses to be established in Savaii. Improvement in school facilities was highlighted, as were resources for schools, particularly for rural schools. Curriculum reforms continue to a priority and there was strong recommendation for use of Samoan as the medium of instruction at all levels. Classroom practices were also highlighted, particularly the need to re-think strategies and for more time to implement the new programs and the need to increase the number of school hours. Improving assessment and monitoring of student learning and of the system as whole were also targeted. Vocational and technical training was also prioritised, focusing on work experience and the world of work. Community participation and involvement was again a priority issue as was the need for developing effective partnerships.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Summing Up

The main goals of the last ten years were: the development of a comprehensive and enriching curriculum; the formation of active, interactive and creative pedagogies; the establishment of just and impartial evaluation and assessment methods; and the promotion of the individual and society through a humane education system. These goals were, in turn, addressed through four key principles: equity, which required the fair treatment of all individuals in the provision of educational opportunities; quality, which is exemplified through high academic standards, cultural understanding and social behaviour; relevancy, which is defined through a system which is meaningful, recognised, applicable and useful; and efficiency, which is demonstrated through management practices, which ensure optimum use of resources, efficient services delivery, effective communication and coordinated decision-making.

The Study set out to determine the degree to which these goals of education were achieved and, further, to assess the effectiveness of their achievements. Indicators were developed to assist with the verification and evaluation process and a number of key mechanisms for collecting the data needed for these purposes were developed and used.

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They included documentation review and analysis; surveys; interviews; focus group discussions and *talanoa* sessions. The data from all these sources were collated, analysed and discussed. They all demonstrated the strong satisfaction of stakeholders with the performance of the education sector. They also, however, gave clear articulations of constraints, lessons learned and priorities that should be addressed in the next ten years, if the gains of the last ten years are to be maintained, sustained, and built on to elevate Samoa to even greater heights of educational achievement.

They also demonstrate Samoa's strong commitment to educational development at both the national and sectoral levels and the building and strengthening of its human resources and capacities. There are evidences also of strong ownership of the national development and educational development processes. Human capacity has been enhanced through the various interventions of the last ten years and a core group of quite able professionals can be found at all levels of the system who are aware of the challenges and can re-think the strategies and processes.

The results also demonstrate quite clear understandings at all levels and across all stakeholders of the constraints that must be addressed, the lessons learned from the past and the directions for the future. Despite their strong endorsement of the education sector and its achievements, or because of that very awareness, they are critically aware of the steps that must be taken to continue to improve and fully achieve the vision for Samoa, which is for all Samoans to enjoy improved quality of life premised on a competitive economy with sustained economic growth, improved education, enhanced health standards and strengthened cultural and traditional values.

The recommendations that follow are, therefore, given in the context of that understanding. All of them emanate directly from the results of the Study and the ideas come from the Samoans themselves. What the Study has attempted to do is to give them some order of priority and coherence. In fact, the recommendations are not very different from the issues raised at the very beginning of the Study after the semi-structured interviews, excepting that the order of priority has changed and new issues have been included.

6.2   Recommendations

6.2.1   Capacity Building and Human Resources Development

Developing the human resources and capabilities to drive Samoa's development remains the key priority. It includes continuing the education and training of MESC personnel but particularly focusing on the recruitment for pre-service training and education of teachers, improving their conditions of service and salaries, providing teachers with sufficient professional support and pastoral care in the field, and providing non-monetary incentives and rewards. Rigorous awareness programs are needed to raise their status and project the service as an attractive and valued profession. Direct recruitments from

schools of good students could be used with the assistance of principals and teachers to identify prospective trainees. Communication linkages and partnerships need to be strengthened with NUS to ensure complementarity and alignment of teacher training programs with the changes in the curriculum, pedagogies and assessment. SROs and other support services need also to be strengthened to provide the support and monitoring required.

The key staff of the MESC are very capable but comprise a small pool and are, therefore, vulnerable to change and a high mobility rate. Sustaining activities require competent staff, and, therefore, there is a strong need to provide the required training, not only to the key staff but to those also who are deemed capable of doing the work if given the necessary training. In small systems, educating and training staff to be multi-skilled is a strategy that could alleviate staff losses in key skilled areas.

6.2.2   Technical and Vocational Education and Training

Samoa is already developing good technical and vocational programs in a number of areas, some of which are quite innovative. But stakeholders see this as an area where opportunities for education and training could be increased for young people in the system, out-of-school youth, second-chance education and adults in communities. New areas that could be included are sports, art and craft, and cultural enhancement programs. New programs include computers, and ICT. Delivery mechanisms could include a variety of methods, including distance and flexible learning. More flexible delivery systems could be used in the rural areas with the support of communities and short-term courses directly targeting specific skills that could be used immediately in contexts or in village and home situations might be more beneficial in some program areas.

Clearer linkages between the formal and informal and non-formal sectors and the formal curricula would be useful at least in dispelling the myth of vocational and technical education as a second-rate option for the low ability groups. Clearer linkages also with the world of work need to be promoted and encouraged.

6.2.3   Resources and Sustainability Issues

Supporting and resourcing education continue to be challenges. While Government is expected to increase funding, Samoa's capability in this area is limited and reliance on donor funding will continue for some time. Partnerships with communities and parents have developed to quite an advanced stage and further evolution will be difficult as the communities' capacity for major resource funding is already severely limited. Stakeholders are expecting and demanding increased funding and sustained resources input into all areas, from facilities development to supplies of textbooks and curriculum materials and equipment. But such expectations might be too unrealistic, given Samoa's economic status. Making the best use of limited resources and developing innovative

ways to reduce dependence on expensive resources and achieving the same or better results with less are options that need to be explored and strengthened.

6.2.4 Curriculum, Pedagogies, Assessment and Monitoring Issues

The curriculum, its underlying values, educational philosophies and beliefs, pedagogies, processes and associated assessment and monitoring procedures, is the soul of an education system. Samoa has initiated a number of key reforms in its curriculum, culminating in the development of its Curriculum Policy Framework. But it is evident from the Study that there is room for improvement. One of the worrying concerns is the seeming neglect of *faaSamoa* and the Samoan language, despite their being allocated priority status, and the continuing ambivalent attitudes towards them of stakeholders, including the students themselves, who see them as barriers rather than assets. Classroom practices do not appear to have changed substantially, despite the reforms in the pedagogies and assessment practices. Thus, literacy and numeracy results and students' achievements in certain areas remain low. This whole area needs to continue to be strengthened through training, demonstrations, professional support and mobilisation of community and parental support and awareness programmes. Shortage of time in which to effectively teach the curriculum has been a concern and is an issue that Samoa could choose to address in the next ten years. Developing alternative assessment methods to complement examinations and which would meaningfully reflect Samoa's aspirations and educational outcomes will pose a challenge for the next ten years.

6.2.5 Decentralisation and Management Issues (Including Consolidation and Critical Reflection)

The concern expressed by many is for equitable sharing of opportunities between rural and urban areas and creating more opportunities through a quality education system for Samoa's young people. It means building on the achievements of the last ten years and critically reflecting on the successes and achievements as well as on the constraints and lessons learned. They relate to management issues and decision-making processes, which are consultative and participatory and takes cognizance of Samoa's context, its vision and priorities and its capabilities to serve its people with fairness and just development, where the benefits are shared equally.

Decentralising services could be one way of achieving this, although it would make management issues more difficult. In a small system, centralisation appears to be the less costly option but can be subject to over-control and a top-heavy bureaucracy. Samoa has already begun this process with the devolution of functions and responsibilities to school committees, for example, but perhaps this process could be strengthened over the next ten years, which could result in more benefits shared, more opportunities created, greater relevancy and worthwhile goals and curriculum contents, more effective implementation and processes, and certainly, a greater sense of ownership.

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PART A: THE REPORT

ANNEX 1

PRIDE BENCHMARKS FOR NATIONAL STRATEGIC PLANS

BENCHMARKS FOR NATIONAL STRATEGIC PLANS: SAMOA			
Benchmarks	**Principles**	**Indicators**	**Status and Means of Verification**
1. Pride in cultural and national identity	The Plan builds on a strong foundation of local cultures and languages, thus enabling students to develop a deep pride in their values, traditions and wisdom, and a clear sense of their own local cultural identity as well as their identity as citizens of the nation.	- A statement demonstrating development of a national language policy, including vernacular language(s)	- Education Policies, 1995-2005, pp. 11,19 (Jul,1995).Service Charter (1st Oct.2004). Corporate Plan,2003-2006 Goals p.7. Draft Education Sector Review, pp.29-30,Sept. 2004.Draft Legislation, National Language Commission, 2004.Project Completion Report, Samoa Secondary Education Project Phase II, pp. 33-38.
		- A statement showing development of policies or regulations on citizen-building activities, e.g, students learning the National Anthem, flag raising ceremonies.	- Education Policies 1995- 2005, pp. 5, 7,9 10,11,12, 19. Corporate Plan, July 2003 to June 2006, Objectives, pp. 9, 11. MESC Service Charter, Oct. 2004, pp.1
		- A specific objective or strategy in the Plan referring to the teaching of local languages and cultures in school.	- Education Policies,1995-2005, pp.19,Corporate Plan, July 2003 to June 2006,p. 11. Draft Education Sector Review, Sept. 2004, pp. 29-30.
2. Skills for life and work in a global world	The plan contains strategies for the systematic teaching of literacy, numeracy, ICT and English language, together with life and work preparation skills, thereby, equipping all students to take their place in a global world with ease and confidence.	- Clear statements of curriculum outcomes in the teaching of literacy, numeracy, ICT, and English across all levels	- Education Policies,1995-2005,pp.10-14. New Draft Curriculum Policy Framework, 2004. Newly established Literacy Task Force.
		- Clear statement on strategies for the development of life and work preparation skills, including TVET	- Samoa National EFA Plan, p.26. Draft Education Sector Review, Sept. 2004,

		programs.	Samoa Education Sector Project II pp.15, 78-79. Relations with SATVET via Samoa Polytechnic and Vocational Schools and Chamber of Commerce.
3. Alignment with National Development Plan& Regional and National conventions	(i) The Plan is fully consistent with the goals and strategies of the most recent National Development Plan. (ii) The Plan is consistent with the goals and strategies of regional and international conventions	- Evidence of dovetailing of objectives and strategies with the most current National Development Plan - The Plan contains a statement of commitment to regional conventions such as FBEAP and international commitments such as EFA and the Millennium Goals.	- Strategy for the development of Samoa,2002-2004, pp.9-10, 31. Samoa National EFA Plan. - Samoa National EFA Plan, pp.14, 15 (Millennium Development Goals and BEAP).Corporate Plan Full Term Review, July 2000-June 2003, pp. 18, 19.(June,2003)
4.Access and equity for students with special needs	In order to ensure access and equity, the Plan contains strategies for the teaching of vulnerable students, including those from low socio-economic urban groups, those in remote and isolated areas, those with disabilities, female students, and school drop-outs and push outs.	- A specific objective in the Plan referring to meeting the needs of vulnerable students - Clear statements of strategies to improve educational opportunities for vulnerable students through more effective teacher training, improvement of infrastructure, resourcing and programs - The existence and development of appropriate policies or legislation.	-Education Strategies,1995-2005,Objectives,pp. 3,6, 15. Education Policies, 1995-2005, pp. 31. - Samoa National EFA Plan, pp. 16, 23. Education Strategies, 1995-2005,pp.3, 15. Teachers' Manual-Including Children with Special Learning Needs In All Schools. Commercial Printers, Apia, Samoa, December, 2002. - Draft Education Bill-v13, Division 3, Section 19.
5. Partnerships with communities and stakeholders	The plan shows clear evidence that it was developed using consultative and participatory processes in the broader context of civil society, including parents, students, private providers of education, NGOs, employers and other community and private sector groups.	- Strategies outlining consultative meetings with key stakeholder groups and community leaders - Strategies outlining participation of stakeholders and the community in policy development.	- Education Strategies, 1995-2005, pp. 18, 21. Stakeholders Consultation workshop on the Corporate Plan, July, 200- JUNE 2003, Friday 2nd May, 2003. - Stakeholders Consultation workshop on the Draft Corporate Plan, 2003-2006. Outstanding relations with Donor agencies-NZAID, AUSAID, ADB, JICA etc.
6. A holistic approach to Basic Education	(i) The Plan addresses the challenges of effective articulation between each level	- The written curriculum framework states the linkages between early childhood and primary sectors	- Education Policies, 1995-2005, pp. 5.and pp. 10-18. Mid-term review of the Corporate Plan, July 2003 –

	of education; from pre-school/ early childhood to elementary/primary, to secondary, and from secondary to TVET (ii) The Plan addresses the challenges of articulation between education and the world of work, not only in the context of paid employment but also of self -sufficiency, self reliance and self- employment. (iii) The Plan demonstrates effective articulation between formal and non-formal education.	- TVET oriented programs are included as part of the school curriculum - An appropriately supply of qualified and trained teachers is available for different school levels - Pathways between school and post-school are clearly articulated through programs and a quality communication strategy - National curriculum provides for education from early childhood to secondary that can be used in the Formal and Non- Formal sectors.	June 2006-Objective 1,Appendix, 6. New National Curriculum Framework, 2004. Establishment of the, National Training Council and the Samoa Qualification Authority, 2004. - Education Policies,1995-2005,pp.6-8. - Education Policies, 1995-2005, pp.32-32, pp.39-40. USP Centre, Extension Courses. - Education Policies, 1995-2005, pp.22-28 and pp.33-34. - Corporate Plan, July 2003- June 2006, p.9. Annual Strategic Seminar, Report, 2005, 24th – 3rd March, Vaisala Hotel(Savaii) and Avele College,Vailima)
7. Realistic financial costing	The Plan has been carefully costed, and is realistic in terms of current and projected levels of national budgets and donor funding for the education sector.	- Evidence of robust budget preparation, i.e , costings, cost-sharing, consultation, analysis - Evidence of an efficient financial management system in place, e.g, disbursement, accountability, monitoring, cost- sharing.	- Education Strategies, 1995-2005, pp 21- 59. Corporate Plan, June 2003-July 2006, p. 18. -MESC FROG Finance system.
8. Use of data in educational planning	The Plan is based on recent educational data that have been systematically collected, analysed, managed and reported.	- Evidence of a trained data management officer or Unit - Existence of an Education Management Information System(EMIS)	- MESC Information Communication Technology Master Plan, 2004-2007- User Policies Procedures and Standards. Education Statistical Digests, MESC.2002,2003,2004. - PELICAN, FROG, MANUMEA III, ATLAS 2000, SNAP
9.Effective capacity for all education prsonnel	The implications of the Plan for the training of education personnel are addressed and effective training strategies developed, especially for:	- Indication of levels and numbers of education personnel to be trained	- Activity Completion Report, Samoa Primary Education Project, Jan. 2005, pp. 3-27. Project Completion report, Samoa Secondary Education Project, pp.

	(i) the pre- and in-service education for teachers; (ii) education leaders, with a focus on ensuring that staff are conversant with and committed to the Plan; (iii) education planners; and (iv) data managers.	- Clear strategies for both pre- and in-service teacher training - Evidence of capacity building programs in place	3-45, August, 2004. - Education Strategies 1995-2005, pp. 16-17. Education Policies, 1995-2005, pp. 32-35. - Education Policies, 1995-2005, pp. 35-39. Project Completion Report, Samoa Secondary Education Curriculum and Resources Project, Phase II pp. 13-31, August, 2004. Activity completion Report, samoa Primary Education Materials Project, Phase II, January, 2005 pp. 24-27.
10. Framework for monitoring and evaluation	The plan contains a monitoring and evaluation framework that allows outcomes- based judgements to be made about the effectiveness of education provisions at all levels, and in all areas of the curriculum.	- Evidence of national assessment framework to assess student achievement - Performance management system (PMS) for staff - Evidence of a reporting system	- Standards for Samoa Pre-Schools, National Council of Early Childhood Education, 2002. SPELL test - School Operations Handbook, MESC, July, 2004. Teacher Appraisal system, by SROs - Annual Report, 1996; Annual Report, January; 1997-June, 1998, Annual Report; July 1998- June 1999; Annual Report, July 1999- June 2000; Annual Report, June 2000- July, 2001; Annual Report July, 2001- June 2002; Annual Report July 2002- June 2003; Annual Report July 2003 – June 2004.

ANNEX 2

POLICIES, STRATEGIES AND IMPLEMENTATION STATUS

Policies and Planning Initiatives	Strategies	Implementation				Current Status, Date of Completion and Sources of Verification	Issues and Challenges
		Interventions	Plan Phase	Funding	Action		
EARLY CHILDHOOD EDUCATION							
		Project 1.01 Early-Childhood Education Development					
An early childhood education working party will be formed under the guidance of the Pre-Schools Association to consider issues and to formulate appropriate aims and policies and well-defined aims for early childhood education incorporating the key organizational concepts of equity, quality, relevancy and efficiency, should be developed including: -decisions regarding registration of early childhood centers and regulatory mechanisms necessary to ensure the educational, social and physical welfare of pre-school children.	• Establishment of working party under guidance of the Pre-Schools Association to advise on issues relating to the sector: membership of the working party will include representatives from the department of Health and Ministry of Women's Affairs.	Establish working party under guidance of PSA	1/ 1995	DOE	CDU WSTC PSA	MESC Annual Reprt 1997/98 [1]Working Party formed and progress reported. W/Party submitted report to DOE. DEC. 1997. 2001/02 recorded the establishment of the National Council for ECE together with setting up of the Curriculum Committee. Submitted report to DoE Dec.'97. Developed guidelines for ECE '88/99. NCECEs legally registered '98 (29 persons). • Basic standards est. and pub. '02. **ADB:** 2004 merged with Sogi pre-school and made it its HQ and training center. Sogi becomes model school. • 1-yr teaching cert. in Early Childhood Education with studies in Special Needs: 11 subjects: 70 enrolled in 2003: 50 in 2004. • Top 5 enrolled in NUS Dip.Ed. Primary. • USP also offers certificate courses in ECE. • Development of minimum professional qualifications for early childhood teacher.	• Minimal resources/teaching/learning equipment and art materials • Need for further training and educational opportunities • Lack of modernized NCECES building • Model school housed in facilities not up to prescribed standards. • Infrastructure not developed to achieve chn's security. • Shortage of teaching staffs at 1-yr training center. • Facilities very poor at 1-yr training center • Teachers salary very low. • Gap between bilingual policy and learning outputs • Common ECE curriculum not nationally adopted. • General shortage of funds for management.

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[1] Annual Reports

						MESC[2] • Education Bill covers registration, enrolment and attendance requirements, student and staff welfare; teacher qualifications; curriculum and teaching standards. 1999/2000 NCECEC Education Curriculum Committee was set up[3] • NCECES Standards Handbook 1998 and Teacher's Manual introduced in December, 2002[4]. Registration, staffing, facilities, school management. • Curriculum guidelines set and issued by Ministry./'01-02	
decisions regarding registration of early childhood centers and regulatory mechanisms necessary to ensure the educational, social and physical welfare of pre-school children.	• Establishment of an advisory service for parents as first teachers: publication of Samoan language 'village pre-school materials'.	Establish advisory service for parents as first teachers: publication of Samoan language 'village pre-school' materials.	1 and 2/1995-1999	DOE	CDU WSTC PSA	• Workshops provided for parent helpers however an advisory service is still to be provided for parents as first teachers[5]. • AIGA project '00/01 • Introduction of the Standards for Samoa Pre school Handbook in 2002 via the establishment of NCECES in 1998. Compulsory requirement to register all ECE centers with NCECES[6].	
Staffing issues including teacher-student ratios, teacher qualifications, staffing needs, training options and criteria for entry – development of appropriate pre and in-service	• Grants for selected recipients in early childhood education courses through the University of the South Pacific Extension Centre, Malifa: programmes available include a ten-course Diploma in Non-Formal	Establish system of grants for USP courses	1/1995	DOE	PPC	• Top 5 students from 1 yr training at SOGI were enrolled at NUS Dip Ed in Primary with scholarship funding support from MESC[7] 2002/2003.	

[2] GoS, MESC. 24 Feb& 3 Mar 2005. Annual Strategic Seminar Report. Vaisala Hotel, Savaii and Avele College, Vailima.

[3] Annual Report, July 1999- June 2000. Summary of Achievements, p. 9.

[4] Including Children With Special Learning Needs in All Schools- Teachers' Manual

[5] Annual Strategic Seminar Report, 2005 p.28

[6] Standards for Samoa Pre-Schools, NCECES,2002

[7] Samoa Education Sector Review- ADB TA No.4256-SAM, p.9

Teachers College courses and/or provision of training grants for selected recipients to enroll in existing programmes, for example, through the University of the South Pacific Extension Centre.	Early Childhood Education and a continuing education Pre-School Teachers' Certificate.						• '98/99 USP and NGO conducted series of training and reported progress and achievements as per Annual Report 2002/03 p.35.
Development of curriculum guidelines for use in early-childhood centers and in training/education courses with assistance from the department's CDU.	• Funding for translation of the Pre-School Teachers Certificate programme into the Samoan language; availability of the program in Samoan is seen as a positive way of promoting early childhood education in rural areas.	Translate Pre-school Teachers' Certificate Course into Samoan language	2/1996	DOE	CDU		AIGA Project '00/01. Policy on Bi-Lingual Methodology was produced during 1st quarter of 2001/2002 Financial Year. ECE and SNE policies were also launched in 2002[8]. Translation of Teachers' Certificate Course into Samoan Language not evident as yet.
The developmental needs and abilities of pre-school children and provision of appropriate learning activities within a relaxed and secure environment shoul dbe the basis upon which curriculum guidelines are developed.	• Funding for attachment of pre-school teachers from rural areas at established Apia pre-schools for three-week periods.	Attachment at established Apia pre-schools for teachers from rural areas	2/1996-1999	DOE	CDU PSA		
Longer-term assistance	• The introduction of pre- and in-service training courses at the Faculty of Education, NUS	Introduce pre- and in-service courses at NUS	3/2000-2004	NUS	NUS		70 student teacher trainees were enrolled in the teacher certificate one- year program in ECE and SNE at the Sogo premises in 2003 and some 50 in 2004. Top 5 were further sponsored to study at NUS by MESC in the Diploma program. Also specialist education qualifications in ECE in both certificate and diploma level are available via distance learning at the USP Alafua sub- center[9].
	• Production of early childhood education materials by the CDU.	Production of early childhood materials by CDU	3/2000-2001	DOE	NUS		AIGA Project '99/00. Curriculum statements for ECE and Curriculum Support Materials were produced and implemented during 2001/2002[10].

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[8] Annual Management Plan Review, 1st July 2001- 3oth June 2002
[9] Samoa Education Sector Review-ADB TA No. 4256-SAM p. 9
[10] Corporate Plan Full-Term Review 1st July2001 – 30th June 2002, Output 6.

PRIMARY EDUCATION							
		Project 2.01 Primary Schools Refurbishment					
Provision of adequate physical facilities through the establishment of minimum standards regarding buildings, furniture, equipment, playground areas, toilet and water supplies; collation of information on current provision of the above, identification of needs and a plan to implement minimum standards.	**Infrastructure:** • Total enrolment figure for any primary should not exceed 750 • Maximum classroom-student ratio will be 1:40 single; 1:30 dual; 1:25 for multi-grade classes for average sized classrooms of 7.2mx8m • Retrofitting project to ensure that the schools that were reconstructed in 1990 and 1991 to building-code standard. • Programme to ensure that furniture, toilet and water supplies and routine maintenance carried out. • Appropriately-equipped demonstration (model) schools will be established in selected schools to provide practical teaching facilities.	Prepare schedule of minimum standards regarding school infrastructure Identify needs and prepare programme to equip all schools with furniture and equipment, toilet facilities and water supplies as specified according to minimum standards Establish and implement project	1/1995 1/1995 2/1996-1999	DOE DOE DOE	SU SU SU	In 2003 only two schools in Apia urban had over 750 students. In the same year 68% of the total government schools met the standard of 30:1. Overcrowding at Malifa compound was relieved through ESP I project with objective to further redistribute overcrowding students evenly to other schools[11]. Curriculum support materials were produced for both Infant Primary and Middle and Upper primary during period 2000/2001. Work plan was prepared for the production of teacher manuals and pupils work books for the 9 themes in Yr.1-3 during the same period. For yr. 4-8 the new curriculum materials were introduced followed by teacher training during the same period, 2000/2001[12].	• Variations in application of policy due to varying sizes of schools and availability of teachers. • Support and maintenance of schools depend on the commitment of school committees and village communities. Disparities could occur depending on the capacities of communities.
		Project 2.02 Primary Education Development					
Enforcement of established teacher-student ratios and in particular the redistribution of Malifa compound pupils.	**Curriculum:** Curriculum review , consolidation and development to: • Produce good quality, printed curriculum and other materials in the core primary school subjects (Years 1-8) of Samoan language and culture (including a monolingual Samoan dictionary and grammar), English, mathematics, science and social science. • Prepare back-up educational programmes and provide appropriate facilities. • Provide in-service training for teachers specifically to introduce the materials • Improving delivery methods and	Produce good quality, printed curriculum and other materials in the core primary school subjects (Years 1-8) of Samoan language and culture (including a monolingual Samoan dictionary and grammar), English, maths, science and social science Prepare back-up educational broadcasting programs	1&2/1995-1999 1&2/1995-1999	AIDAB proposal submitted do	CDU CDU	PEMP 1 and 2 Projects '96/03 have proven great success in strengthening the curriculum in Yr. 1-8 in particular, production of Teacher Manuals and Student Hand book, in-service and pre- service training, and Staff development. However, it was acknowledge that a cultural risk was identified to do with Samoan values as not being properly accommodated where as for Samoan language and literacy, culture and Arts seems to have been adequately covered [13]. As of March 2005 three workshops were conducted on mono lingual dictionary including compilation of all Samoan glossaries and theme	• Implementation of bilingual policy continues to be a concern. • Low teacher status and salary. • Loss of teachers to better paid jobs. • Late development of curriculum statements, etc. may have affected quality of implementation of curriculum. • In-service training may be too short if school support is lacking to shift teachers' practices and beliefs. • On the other hand, it is believed that there is too

[11] Samoa Education Sector Review- ADB TA No. 4256-SAM p. 11
[12] Corporate Plan Full Term Review, July 2002- June2003, Output 5.
[13] Samoa Primary Education Materials Project- Phase II Completion report, 2005,pp6-17.

	strengthening literacy and numeracy skills • Relocation of the Educational Radio within the CDU to strengthen the role of the medium. • Establishment on Upolu and Savaii of resources centers to provide curriculum, teaching and learning materials in all subjects	and provide appropriate facilities. Provide inservice training for teachers specifically to introduce the materials.	2/1996-1999	do	WSTC	dictionaries and a common database was introduced [14]. Production in broadcasting continued throughout 2002/2003[15]. A total number of 2,753 teachers have received in-service training through PEMP I and II. PEMP also introduced into the in-service program a more child-centred form of learning and the related student assessment methods. However it was claimed that the learning materials were still based on the old curriculum [16]. As of March 2005 the Broadcasting unit has been transferred to CMAD[17].	much training and not sufficient monitoring and in-school support or insufficient time for teachers to spend in the classroom. • Time in school may too short for effective teaching and leaning, as compared to other Pacific countries. • Staff houses may provide an incentive for teachers posted to the rural areas. • Better teacher package might be needed to recruit good quality trainees and retain them.
		Project 2.03 **Educational Radio Relocation** Relocate Educational Radio to CDU	1/1995	DOE	CDU SU		
		Project 2.04 **Establishment of Demonstration (Model) Schools** Prepare plan to establish appropriately equipped demonstration (model) schools in selected locations to provide practical teaching facilities	1/1995	DOE	WSTC	Five schools were selected as pilot schools for Student based Assessment (SBA) in 2002[18]. ADB Report Full-Term Review Corporate Plan. MESC Annual Report 2000/03.	
		Establish appropriately equipped demonstration (model) schools in selected locations to provide practical teaching facilities.	2/1996-1999	do	WSTC SU	ADB Report MESC Annual Report '96 PEMP 1/'96/99	

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[14] Annual Strategic Seminar Report, 2005,p. 37.
[15] Corporate Plan Full term Review, July 2002- June2003, Output 6
[16] Samoa Education Sector Review- Project II ADB TA No. 4256-SAM, 2004, p.12
[17] Annual Strategic Seminar Report, 2005 p.28
[18] Corporate Plan Full Term Review- July2000-June 2003, Output 7.2

Increased resourcing for rural schools where multi-grade classes are taught.	**Teaching staff** • Baseline teacher-student ratios of: Single grade 1:30 and 1:40 Dual grade 1:25 and 1:30 Multi-grade 1:20 and 1:25 For class 1 and for un-certificated teachers, number should be less than maximum for each category • Pre and in-service training to supplement efforts by the Teachers' College and CDU will be part of Project.					EPLDP- 1997/98 BELS PEMP 1 and 2, AIGA project, 1999/03 BELS Project, STEPS Project, School Improvement Project/'96/2005	• Some difficulties in implementing due to variations in school sizes and teacher availability.
A review and development of curriculum materials across years 1-8 with a focus in literacy in Samoan and English.	**Rural Primary Schools** • Capacity adequate for any expected growth during this period.						
		Project 2.05 Malifa Primary School Restructuring					
Establishment of national learning standards and development of assessment methods with which to measure achievement and diagnose learning needs.	**Malifa Primary School** • Introduction of new enrolment policies, criteria to be established. • Responsibility for school management to be devolved from the department to a formally constituted school comimittee: free the school from centralized control allowing committee to set budgets, levy fees and be fully accountable for the financial management and administration of the physical facilities. • Department continue to be responsible for appointment of teachers and payment of salaries. • Department will refurbish all existing 67 classrooms, toilets and facilities to required standards priori to handling responsibility for school management to the committee. • Relocation of department's offices to the National University buildings following the university's move to Vaivase in 1997: more room for school and to establish own identity.	**Part A** Introduce new enrolment criteria, children from Malifa area only. Establish Malifa School Management Steering Committee Malifa School Management Committee to assume responsibility for school School management Training Programme to provide workshops in school management for committee members and advice on developing school charter.	1/1995 1/1995 2/1996-1999 2/1996	DOE Do Do ?Overseas aid	P&T P&T P&T P&T		

		Project 2.06: Part B Identify refurbishment and equipment needs, and prepare schedules according to set standards for rehabilitation of all (67) Malifa classrooms, playing areas, toilet facilities and water supply; all classrooms to be adequately furnished and equipped.	2/1997	DOE	SU	Full-term Review Corporate Plan 2000-2003. And as per action undertaken in accordance with Malifa Strategy Schedules with the ADB Project, 2000/2001 and MESC Annual Report progress of the same period..	
		Establish and implement project	2/1998-1999	?Overseas aid	SU	ESP I Project 1999/00	
Provision of pre and in-service teacher education with a focus on literacy development and bilingual methodology.							
SECONDARY EDUCATION							
		Project 3.01 Secondary schools Refurbishment					
Provision of adequate facilities through establishment of minimum standards regarding buildings, furniture, equipment, playground areas and facilities and water supplies, collation of information on current provision of the above, identification of needs and implementation of minimal standards.	**Infrastructure** • Total enrolment for any secondary school not to exceed 750 with maximum classroom-student ratio of 1:40 for average sized classrooms (7.2mx8m). • All junior secondary schools are in good physical condition but identified needs include: - Desks, benches, and other appropriate furnishings at most schools. -The centrally-based workshop to be based at Malifa to facilitate the purchase by schools of science equipment and supplies. - establishment on Upolu and Savaii of resource centers to provide curriculum, teaching and learning materials in all	Prepare schedule of minimum standards for secondary schools regarding furniture and equipment, toilet facilities, water supplies and recreational areas. Identify needs and prepare programme to equip all schools as above. Establish and implement project.	1/1995 1/1995 2/1996-1997	DOE Do Overseas aid	SU SU SU	ADB Report Recorded as achievements of Corporate Services as per outputs 9.1 and 9.2 as result of the SSECRP Project and ESP I 1999/00 and 2003/2004 [19]. Teacher/Student ratio started to be addressed 1997/98. As per Annual Report. ADB Report [20].	

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[19] Corporate Plan Mid-Term Review July 2003-December 2004.
[20] Samoa Education Sector Review Project II-ADB TA No. 4256-SAM p.13
[21] Annual Strategic Seminar Report 2005 p.28.
[22] Corporate Plan Mid-Term Review July 2003 – December 2004.

subjects.		**Project 3.02 Re-establish Centrally-based Science Workshop, Malifa** Conduct analysis and prepare schedule	1/1995	DOE	CDU WSTC	As of 2005 Resource center in Savai'i has been established and work will begin soon on Upolu center[21].
		Establish and implement project	1/1995	Overseas aid	CDU WSTC	As per achievements of output 9 of Corporate Services, July 2004-June 2004 [22].
		Project 3.03 Establishment of Resource Centres, Upolu and Savaii Conduct needs analysis and prepare schedule	1/1995	DOE	CDU WSTC	ADB Report- Rosource center for Savaii has been established by 2005 and funding is being sourced for the Upolu Resource center.
		Establish and implement project	2/1996-1997	Overseas aid	CDU SU	ADB Report
	Project 3.06 Science Education Project: Junior Secondary Schools					
Provision of libraries and science laboratories for every secondary school.		Provide laboratory infrastructure and equipment at 22 schools.	1&2/1995-2001	World Bank proposal $US250,000 submitted	CDU SU	ADB Report Textbooks were adequately printed for all science subjects in all schools[23]. Science equipment provided to 19 Sec. Schools under ADB funding including library materials to all schools as of 2005 [24].
		Provide assistance to non-government schools as nominated by individual mission directors of education.	2/1997-2001	do	CDU	Grants have been allocated to Non government schools from the recurrent MESC allocation as per Annual Report 1998/99.[25].
		Conduct workshops and in-service training for 40 government and non-government teachers.	1&2/1995-2001	do	CDU	Budget allocation was provided to Non- Government schools and distribution of curriculum materials, participation in regional assessment and evaluation procedures and teacher pr-service

[23] SSECRP Project Phase Two- Project Completion Report.
[24] Annual Strategic Seminar Report 2005 p.29
[25] ADB Report p.87

		Project 3.07 Library Facilities Project: Junior Secondary Schools Provide library infrastructure and materials at 22 secondary schools.	1&2/1995 -1996	World Bank proposal $US150, 000 submitted	CDU SU	and in-service training were provided to both sectors [26]. MESC Annual Report 2001/02. Library resources adequately addressed for Apia and salafai cen[27]tres .	
		Provide assistance to non-government schools as nominated by individual mission directors of education.	1/1995	do	CDU	Ongoing assistance has been provided to Non Government Schools. Have been addressed under the SSECRP program.	
	•	**Project 3.08 Expansion of Senior Secondary Places**					
Expansion of senior secondary school places, initially at Leifiifi and Mataaevae junior secondary school, and later through the progressive upgrading of other selected junior secondary schools to district high schools.	• Leifiifi Junior Secondary school – no increase in enrolment to be permitted • 13 classrooms needed to reduce classroom-student ratio from 1:59 to 1:40. • All 25 classrooms to be repaired. • Toilet facilities inadequate and need maintenance. • Transfer of College to Vaivase in 1997 and adaptation of College facilities together with introduction of Year 13 will raise school to senior secondary school status.	Upgrade Leifiifi and Mataaevave junior secondary schools to senior secondary level as results and demand indicate following introduction of proposed single-stream curriculum throughout Years 9-11. Upgrade of further junior secondary schools to senior secondary level as results and demand indicate.	3/2000-2004 3/2001-2004	?Overseas aid do	CDU P&T SU CDU P&T SU	ADB Report Full-Term Review Corporate Plan 2001/02. As per achievements of Output. 9 of Corporate Services Division. Corporate Plan Full term Review July 2001- June 2002[28]. Please refer as above.	• More places available in schools but drop-outs continue to be significant. • Continuing shortage of teachers in specialist areas: sciences, maths, and commerce and in the applied areas. • Anomalies in salaries of teachers could affect teachers' morale and commitments. • Continuing difficulties with recruiting bright young people into teaching. • Salaries lower compared to other forms of employment.

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[26] Ibid p.3
[27] Corporate Plan Full Term Review July 2000 – June 2003 as per Output 9
[28] Corporate Plan Full-Term Review July 2002-June 2003.

		Project 3.04 Secondary Education Development: Single-stream, Comprehensive Curriculum (Part A)					
Upgrading to years 9-11 curricula in the core subjects – Samoan, English, mathematics, science and social science. Development of an integrated years 9-13 curricula in Samoan and applied subjects – home economics, industrial arts, agricultural science and business studies. Cataloguing of standardized lists of equipment and materials for all subjects.	**Curriculum** • Introduction of a single stream, comprehensive curriculum will involve a major review of all subjects. • Emphasis in the medium term will be on reviewing the core academic subjects –Samoan, English, maths, science and social science for years 9-11 and providing a range of applied subjects Years 9-11. • In the longer term, Samoan language and applied subjects will be developed to Year 13 level. • Applied subjects will include Agricultural Science, Business Studies, Home economics, Industrial Arts. • Programme to be introduced to Years 9-11 at the 3 senior colleges – Avele, Samoa and Vaipouli. • Avele College to become co-educational to provide more opportunities for girls.	Review existing and develop where needed, curriculum and materials in the core junior secondary school (Years 9-11) subjects, and applied subjects. Provide in-service training for teachers specifically to introduce the materials. **Project 3.05 Part B Secondary Education Development: Single-stream, Comprehensive Curriculum.** Review existing and further develop where needed curriculum and materials in all senior secondary school (years 12-13) subjects, including applied subjects.	1,2&3/19 95-2001 2&3/1997 -2001 2&3/1999 -2004	?Overseas aid do Do	CDU CDU CDU	ADB Report Full-Term Review Corporate Plan SSECRP I and II Completion Reports. Annual Strategic Seminar Report, 2005 [29]. In=Service Training as recrded in Annual Reports between 1999/2003. Single Stream Curriculum started to be addresses as per Annual Report 2000/01. As above and as part of the SSECRP project phase I as recorded in Annual Reports 2000/01 and 2001/04.	• Implementation of bilingual policy continues to be a concern. • Could Samoan be considered as a medium for SC, PSSC and other examinations? • Continuing low status of Agriculture Sc.
Inclusion of applied subjects as examinable subjects in the Western Samoa School Certificate and Pacific Senior Certificate examinations.							
		Project 3.09 Secondary Teachers Qualifications Upgrading					
Provision of pre-service teacher education programmes and in-service teacher upgrading in response to identified needs – curriculum and resource development, assessment and evaluation.		Formulate and establish programme to enable primary-only trained teachers to upgrade existing qualifications to secondary level.	1,2&3/19 95-2004	Overseas aid	CDU P&T WSTC		• What other incentives are there to attract and retain bright young people in the teaching service?

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[29] Annual Strategic Seminar Report 2005 p.29

Enforcement of staffing formulae and the collation of information on staffing needs by subject, including applied subject options. Teacher incentives and improved working conditions.	**Teaching Staff** • Base teacher ratio will be 1:25 or 1:20 in schools with an enrolment of less than 200. • Each staff member expected to teach 80% of total teaching periods with appropriate reductions for extra responsibilities and examination classes. • A programme will be established to enable primary-only trained teachers to upgrade their teaching qualifications.					ADB Report	• This policy would continue to be difficult to implement fully so long as there is shortage of teachers in critical areas.
SPECIAL EDUCATION							
	•	**Project 4.01 Special Education Development**					
Supplement and support for existing community initiatives.	• Provision of grants to existing special education institutions.	Establish a working party to coordinate the department's special education initiatives.	1/1995	DOE	CDU WSTC	ADB Report MESC Annual Reports and Corporate Plan Full term Review 2000/2003.	
	•					As of 2000/2003 a Special Needs Advisor was appointed and database on special needs nationally and in schools were re-assessed. A Special Needs coordinator was established in MESC curriculum Unit. 5 Special units at Magiagi, Aleipata, Asau and Safotu.In-[30] service training for regular teachers for Vailele,Magiagi, Letogo, Laulii, Falefitu and the NGOs. New initiatives include; Tanugamanono, Moataa and Sagaga. Sign Language classes were conducted for Savaii teachers and parents. Four disability workshops for head teachers, infant mistresses, school committee and parents. Ongoing monthly in-service training for the special education cell group.[31]	

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[30] Achievements for output 6 –Curriculum Materials and Assessment, Corporate Plan Full Term Review July 2002-June 2003.

Identification of special-needs children by location and type of need, expert assessment of, and provision for, their learning requirements.	• Appointment to the Teachers' College of a Special Education lecturer to coordinate pre- and in-service special education courses and resources.	Evaluate results of survey currently being conducted by department to determine extent of special education needs by children now attending primary schools and those who have not been enrolled due to a lack of facilities and/or teachers with the necessary skills.	1/1995	Do	PDU P&T		
Identification of special needs children by location and type of need, expert assessment of, and provision for, their learning requirements.	• Provision of fellowships to enable specialist study and/or training in special education by Teachers' College staff: a well-established training programme is currently available through the Teachers' College at Suva, Fiji.	Appoint WSTC Special Education lecturer to coordinate pre- and –inservice special education courses and resources.	2/1996	WSTC/NUS	WSTC		
Training of special-needs educators through pre- and in-service teacher education.	• Inservice workshops for mainstream-teacheres required to teach disabled and slow-learner students and for teachers in existing special-needs institutions.	Provide fellowships to enable study by WSTC staff at Teachers College, Suva.	2&3/1997 -2000	Overseas aid	WSTC NUS		
The increasing demand for special education at secondary and post-secondary levels.	• Establishment of special classes, and appropriate infrastructure, to provide for special needs children in existing primary and secondary schools in both rural and urban areas, where appropriate.	Establish special classes, and appropriate infrastructure to provide for special needs children in existing schools.	2&3/1997 -2000	DOE	P&T	Refer above and ADB Report p.40[32]. Also refer to AIGA project achievements of 1997, ESP Project of 2000. Special SNE units were established in selected schools. Refer also ADB Report p. 19-20. Refer as above	

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[31] Corporate Plan Full- Term Review, July 2000- June 2003.
[32] Samoa Education Sector Review Project II, ADB No. 4256-SAM p.40.

TEACHER EDUCATION AND TRAINING							
		Project 5.01 Teacher Education and Training					
Merger of TC and NUS to be completed by 1998.	• **Infrastructure Maintenance only**	**Short-term Strategies** Appoint principal as member of department's executive, directly accountable to the Director of Education**.**	1/1995	DOE	PPC	Extensive teacher- training including pre-service and in-service training have taken place with the support of various projects. However research into special programmes may still need to be investigated. MESC Annual Reports 1999/00 and 2000/01. ADB Report[33]	• Have yet to see FOA and NUS staff.
		Research into appropriate programmes in special and early childhood education and applied subjects.	1&2/1995 -1997	Do	CDU WSTC		
		On-going curriculum review and development under the TEQIP project	1&2/1995 -1997	NZODA Ongoing	WSTC		
		Implement Diploma of Education programme for primary trainees.	1&2/1995 -1997	DOE	WSTC	EPLDP In-Service training for Early Primary teachers 1997/98.	
		Consolidate and strengthen Diploma of Education programme for secondary school trainees.	1&2/1995 -1997	Do	WSTC	As above	
		On-going professional development and upgrading of identified staff under the TEQIP project.	1&2/1995 -1997	NZODA On-going	WSTC	As above	

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[33] Ibid pp. 59-62.

		All in-service students for Diploma of Education programmes (primary and secondary) to be recruited from Year 13 with a maximum Pacific Senior Secondary Certificate aggregate of 23 including no more than 5 in English.	1&2/1995 -1997	DOE	WSTC	ADB Report . Extensive In-Service Training begun after PEMP I and II as recorded in Annual Report 2001/2002.	
		Medium-Term Strategies On-going curricula review of all programmes and courses.	2/1996- 1997	Do	WSTC		
		Develop and implement programmes/curricula in special education, early childhood education and applied subjects.	1&2/1995 -1997	Overseas aid	WSTC		
		Develop and implement programmes for improvement of bilingual literacy.	2/1996- 1997	Do	WSTC		
		Develop and implement one-year graduate Diploma of Teaching programme for Years 12 and 13.	1&2/1995 -1997	DOE	WSTC		
		Develop appropriate in-service programmes for teachers in response to identified needs from time to time.	1&2/1995 -1997	Do	WSTC		

		Develop on-going relatinship with CDU and other training units within the department in development, trial and evaluation of school curricula and in-service training of teachers.	2/1996-1997	Future NUS Budgets	WSTC	Merging of NUS and Teachers College in 1997 and since NUS has been providing diploma and Short Courses for teachers.	
		Appoint staff for early childhood, special education and proposed range of applied secondary level subjects, and to teach graduate programme, Years 12 and 13.	1&2/1995-1997	DOE and Future NUS budgets	P&T WSTC	ECE and SNE Coordinator appointed to CMAD as reported in Annual Report 2000/01.	
		Provide opportunities for staff to gain further qualifications			P&T WSTC	As above	
Short (1995) and medium-term (1996-97) pre-merger strategies only identified.	**Curriculum** • On-going review and development of under the Teacher Education Quality Improvement Project (TEQIP). • Research into special and early childhood education programmes and applied subjects – agricultural science, business studies, home economics, industrial arts, and art and music. • Implementation of the Diploma of Education programme for primary trainees. • Strengthening of the Diploma of Education programme for secondary trainees.					Merging of Samoa Teachers College and NUS in1997 enabled the FOE in intesify its diploma and short courses programs.	
Ongoing curricula review of all programmes and courses.	**Lecturing staff** • On-going professional development and upgrading of staff will continue under the TEQIP.						

Development and implementation of programmes/curricula in edarly childhood, special education and applied subjects.	**Management** • Principal to be member of the department's executive, accountable to the Director.			
Development and implementation of programnmes for the improvement of bilingual literacy. Development and implementation of a one-year graduate Diploma of Teaching for Year 12 and 13 levels. Development of in-service programmes for teachers in response to identified needs. Development of an on-going relationship with the Curriculum Development Unit and other training units within the department in the development, trial and evaluation of school curricula an din-service training for teachers. Appointment of staff for early childhood and special education, proposed range of applied subjects at secondary level, and to teach the graduate programme for Years 12 and 13 Provision of opportunities for appropriate staff to gain further qualifications.	**Student Intake** • All pre-service students for the Diploma of Education programmes (both primary and secondary) will be recruited from Year 13, with a maximum Pacific Senior Secondary Certificate aggregate of 22, including no more than 6 in English.		ADB Report[34] ADB Reprot[35] ADB Report pp.59-67. As above	

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[34] Samoa Education Sector Review, Project II ADB TA No. 4256-SAM pp.59-61
[35] Ibid pp. 62-67.

POST-SECONDARY EDUCATION AND TRAINING							
		Project 6.01: Post-secondary and Training Development					
Introduction of Polytechnic Master Plan and merger with Marine Training School.	• High level working group be set up to examine nation's longer-term needs in post-secondary education before further steps are taken in university relocation or implementation of Polytechnic Master Plan.	Establish working party to examine the nation's longer-term needs in post-secondary education and training and associated budget issues.	1/1995	DOE	PPC	ADB Report [36]. Cuuriculm Committee established and work throughout 2004/05 on the New Curriculum Policy Framework and Special Needs Education Policy.	
		Form National Training Council consiting of employer organizations, government, unions and educational institutions to monitor standards of technical and vocational courses, to set policies covering all aspects of post-secondary education and training.	1&2/1995 -1997	Do	PPC	Interim Committee was set up for the Samoa Qualification Authority I 2004/ 2005 assuming such responsibilties.	
		Consider introduction of short-term Teachers College courses for technical and vocational trainers.	1&2/1995 -1997	Do	PPC WSTC		
						The Samoa Qualification Authority is being established with an Interim Board 2005, as well as the Samoa Association of Technical, Vocational and Education and Training(SATVET) was established, 2004, to take care of developments in the TVET sector [37]. Also this is being addressed in the new Curriculum Policy Frame work[38].	• Samoa Qualifications Authority is a new development and is still in the process of being established. • Merger of Samoa Polytechnic and NUS may be a cause of concern that focus and priorities of tech/voc could be lost in a university setting.

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[36] Samoa Education Sector Review-ADB TA No. 4256-SSAM pp.15-18.
[37] Samoa Education Sector Review- ADB TA No.4256-SAM pp.14-15.
[38] National urriculum Policy Framework and National Special Needs Policy, Final Report , April, 2005.

Relocation and merger of NUS and WSTC. NUS has merged already with Nurses Training School.	• A National Training Council consisting of employer organizations and representatives of all rfelevant government and non-government institutions to be formed.						
	• A steering committee will be responsible for formulation of general aims and policies which will encompass all aspects of post-secondary sector: university, polytechnic, vocational, non-formal and on-the-job training.					As above. Being addressed in the new Curriculum Policy Framework by the Curriculum Steering Committee. June 2005	
	• Strengthen linkages and coordination to ensure that: -limited resources are not dissipated through unnecessary course duplications. -secondary school leavers have the subject knowledge, skills, attitudes required for further education and training. -those entering the workforce have the knowledge and skills required by the labour market.					The proposed merge of the Samoa Polytechnic and NUS in 2006 will be a way of rationalizing resources in this respect.	
	• Autonomy will be given to institutions as is practicable for operation and management decisions and efficient resource use. Care to ensure that council does not conflict with this autonomy.					As of 2005 all schools were administered by their own School Councils except for a few in the Malifa area.	
	• Role of non-government and opportunities for those without formal entry qualifications will be given attention.					This is being coordinated by SATVET at this stage and the SQA will play a more significant role in terms of quality control.	• Need to continue the strengthening partnership with non-government and NGOs education and training providers.
	• Introduction of short-term Teachers College courses for technical and vocational trainers will also be considered.						

DEPARTMENT MANAGEMENT

		Project 7.01 Departmental Management						
More effective and efficient in its administration, requiring a less bureaucratic structure with clearer lines of communication.	• Development of corporate plan for the department, including a mission statement	Institutional strengthening Project is proposed. In addition to development of corporate plan and departmental restructuring, will also include workshops for executives and officers.	1/1995	NZODA existing funds/ PSC courses	PPC	ISP I and II implemented from May1999-July2002 and from July 2002-November 2004, ADB Report[39]. Full-Term Review Corporate Plan July 2002 – June 2003. MESC Annual Reports. Corporate Plans were produced since 2000.	• Need to sustain and maintain gains made. • Continuing capacity building and widen base of competence. • Dependence on external donors for most of developmental activities is a cause for concern.
	• Introduction or a revised organizational structure, terms of reference for individual units and job description for each position.	Review organizational structure and terms of reference for individual units: prepare job descriptions for each position.	1&2/1995 -1996	Do	PPC	Department of Education merged with Department of Sports and Cu;lture in May 2003. A revised organizational struture with seven divisions was asopted with revised job descriptions-ADB Report p.23.	• Need to re-examine hidden 'values' being promoted in curriculum and management practices. • Need to ensure that the important links in the chain from policies to implementation are recognized and strengthened
	• Provision of further training to senior and middle level executives to enhance career development opportunities.	Provide further training to senior and middle-level executives on development project management and related areas.	1&2/1995 -1997	Do	PPC	The ISP project funded by Gos/AUSAID was to strengthened middle level management running from 1999 right through to 2004 with 2 phases.	
	• Establishment of a National Examination Board.	Establish clearly defined career paths and performance monitoring systems for all education workers.	1&2/1995 -1997	Do	PPC	Corporate Plan Full Term Review July 2002 – June 2003 as per the achievements of Corporate Services, Personnel and Training and School Operations.	
	• Establishment of a Savai regional office under the control of a deputy director to facilitate decentralization.	Through accrediation, provide increased professional opportunities and incentives.	1&2/1995 -1997	Do	PPC		

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[39] Samoa Education Sector Review Project II- ADB TA No. 4256-SAM p.22.

	• Preparation of resource development, production and distribution schedules for essential texts and teacher and student curriculum materials, and a system that will facilitate prompt responses to school requests for materials.	Establish National Examination Board	1/1995	Do	PPC		
		Establish a regional office on Savaii under the control of a deputy director to facilitate decentralization.	1&2/1995 -1996	Do	PPC		
	• Refurbish and transfer the department's offices to the National University buildings following the move by the University to Vaivase (1998).	Prepare resource development, production, and for essential texts, teacher and student curriculum materials;	1&2/1995 -1996	Do	PPC	As per achievements of Curriculum materials and Assessment and School Operations via the SSECRP project outline in Corporate Plan Full Term Review, July 2002 – June 2003.	
SCHOOL MANAGEMENT							
		Project 8.01 School Management Improvement					
Introduction of a school management manual to guide the implementation of the school-based management restructuring.	Programme established for the preparation and introduction of the school management manual. Issues to be covered include: • Formation of a school management committee (Komiti Faatino o Aoga) at each school. • Development of a school charter Feagaiga o Aoga by the committee stating the principles by which the school will be managed: the charter will establish the legal basis for the committee. • Guidelines for school management, including budgeting and financial control advice. • Details of the responsibilities of the committee regarding property	Intended that a School Management Improvement Programme be established to provide training in sound school management practices at rural school level. Establish a programme for preparation and introduction of school management manuals to school committees Kmiti Faatino o Aoga. Provide advice and training to school	 1/1995 1&2/1995 -1996	 DOE NZODA existing	 P&T P&T	ADB Report MESC Annual Reports School Operation Handbook, July 2004. Volume contains School improvement Manual, School Management and Organization Manual, and Guidelines for Leave Applications. Refer to School Operations Hand book, July 2004.	• School communities and committees must also be involved in decisions relating to what to teach, etc. in addition to providing effective facilities maintenance support.

	maintenance, capital improvements, and the provision and safe-keeping of equipment and materials. • A specification of the management responsibilities of the committee and professional roles and responsibilities of the principal and teaching staff. • At senior level, existing management will be strengthened through increased parent and wider community involvement.	inspectors and management committees regarding preparation and introduction of school charters Feagaiga mo Aoga		funds/PSC courses		
		Provide school management training - including budgeting and financial control – to school inspectors and committees.	1&2/1995 -1996	Do	P&T	Refer to School Operations Handbook, 2004.
Establishment of criteria for school grading and merit awards for teachers.		Establish and implement criteria for school grading and merit awards for teachers.	1&2/1995 -1996	DOE	P&T	

Evaluation of the Samoa Education Sector Policies and Strategies 1995-2005.

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ANNEX 3

KEY INDICATORS MATRIX

Key Concepts	Equity	Quality	Relevancy	Efficiency
Goals of Education	**Indicators**	**Indicators**	**Indicators**	**Indicators**
Development of Comprehensive and enriching curriculum				
• Combines indigenous and global knowledge within a bilingual structure and promotes an international standard of academic achievement.	• Quality curriculum materials providing equitable coverage of both, with clear statements, standards and outcomes for each subject at each level. • Evidence of effective implementation of bilingual policy by teachers in schools. • Adequate number of teachers competent in both indigenous and global knowledge and able to deliver them effectively. • Adequate allocation of time and resources in schools for coverage of both. • Evidence of needs of all students being met at all levels.	• Curriculum policies and frameworks, with clear statements, outcomes, and standards for each subject at each level. • Quality and durable curriculum materials, resources, etc. available in adequate numbers for all subjects for all students. • Adequate printed materials in Samoan and English as per requirement of bilingual policy. • Sufficient time in the time-table to teach both. • External examination results demonstrating high achievements in both. • Satisfaction of parents, communities, etc. with understanding and practices by students of fa'aSamoa.and competence in English. • Number of students pursuing further studies. • Participation, retention, transfer, transition and completion rates at all levels.	• Satisfaction of stakeholders with educational provision and its outcomes. • Evidence of improved or increased community support and participation in school activities. • Clear support and participation by private sector and other stakeholders of educational activities. • Evidence of more opportunities and choices available to school leavers.	• Language policy and legislation in place. • Provision of adequate human and financial resources to schools. • Evidence of adequate physical facilities (buildings, furniture, open play areas, drinking water and toilet facilities in a clean, safe, and hygienic condition in every school. • Evidence of quality and relevant materials and support teaching/learning resources and equipment available in sufficient quantities in all subject areas at all levels. • Universal access to basic education (Year 1-13).
• Based on and develops existing knowledge, skills, and attitudes.	• Early primary curriculum (Years 1-3) based on Samoan context. • Recognition of Samoan as the dominant language in the early years of formal school and use of Samoan language as medium of instruction in primary schools as well as use of Samoan communicative conventions. • Use of teaching and learning styles familiar to the students.	• Clear statements and curriculum materials to support them on what knowledge, skills, and attitudes students are expected to acquire in each subject and at each level. • High achievement in literacy and numeracy in Class 4 and at the end of each level. • Healthy children eager to learn at all levels. • Baseline data on what children bring with them to learning process. • Clear articulation of programmes	• Universal participation in education. • Experts in fa'aSamoa in communities utilized by schools. • Evidence of ready transition by children from village life to formal schooling.	• Evidence of clear linkages between schools and communities; education and private sector; education and national strategic goals. • Resources to support implementation, monitoring and supervision. • Evidence of alignment with National vision and strategic plans. • Evidence of consultation processes and mechanisms for active participation of stakeholders in decision-making and policy and

		from one level to the next and from formal schooling to further studies, workforce, community, and home?		strategic development.
• Develops an appreciation of the pursuit of knowledge for its own sake.	• Clear evidence of equitable treatment of knowledge creation in indigenous as well as global matters.	• Research policy framework. • Number of published research reports. • Evidence of use of research findings in policy and strategic plan development. • Evidence of research culture developed among teachers and practiced within classrooms by both teachers and students. • Number of teachers and other educators trained in research skills. • Number of students participating in research activities.	• Number of applied research projects undertaken by local people and results used to improve practices.	• Resources and support provided within the system to promote knowledge creation, specially indigenous knowledge.
Formation of active, interactive and creative pedagogies				
• Ensure systematic presentation of essential knowledge by means of a sound bilingual methodology.	• Evidence of use of both Samoan and western values to inform teaching, learning and thinking styles, processes used and recognized. • Clear statement of what language to use for what purposes, for which subjects and for how long. • Evidence of bilingual methodology being used effectively by teachers. • Research into competence threshold needed to switch from a Samoan language medium to an English language medium.	• See above for curriculum statements, framework, etc. • Clear curriculum framework, scope and sequence and clear articulation between levels in all subject matters. • Clear statement of what is deemed 'essential' knowledge and evidence of adequate coverage at all levels. • Adequate supply of good quality and durable curriculum materials in all subject areas of 'essential' knowledge. • Quality Teachers' and Students' Workbooks in all subject areas at all levels. • Trained teachers in all subject areas. • Adequate resources and equipment to support teaching and learning. • High achievements in all essential areas of knowledge in external examinations.	• Evidence of materials relevant to Samoan context. • Evidence of students actively engaged in learning. • Evidence of varieties of teaching methodologies used to meet needs of all students. • Perceptions of students, teachers, parents, communities, and employers of the success of bilingual methodology.	• Evidence of adequate resources, facilities, etc. available in schools to support effective implementation. • Evidence of adequate monitoring and supervision of implementation.
• Develop the ability to analyse knowledge critically in a learning environment which encourages	• Evidence of provision of learning environment where students are free to make mistakes and	• Adequate number of teachers competent in promoting and teaching of critical thinking	• Demonstrated evidence of applications of critical thinking in schools as well as in communities.	• Evidence of more open style of management, consultative and participatory approaches to

inquiry, debate and independent thought.	encouraged to think for themselves. • Equitable distribution of teachers who can promote critical thinking. • Equitable distribution of learning materials designed to promote critical thinking.	effectively in classrooms. • Adequate supply of learning materials promoting the teaching and acquisition of critical thinking. • Demonstrated effective use of a pedagogy that promote acquisition of critical thinking.	• Evidence of a more open approach to public debate and acceptance of dissentions.	decision-making.
• Stimulate imagination and allow for individual expression.	• Evidence of students being given the opportunity to be different and to develop individual skills and talents. • Provision of programmes to meet the needs of different groups within the school system, such as SNE.	• Number of different subjects offered in the curriculum. • Number of different subjects offered in the external examinations. • Number of different activities and programmes available within schools to meet individual needs. • Number of students undertaking special programmes tailored to meet individual needs.	• Number of programmes included to meet demands by communities, private sector, and other stakeholders. • Support provide by stakeholders for special programmes.	• Resources and financial support provided to meet individual needs. • Evidence of mentoring and other special support to meet special needs.
Establishment of just and impartial evaluation and assessment methods.				
• Seek information which will benefit the student.	• Evidence that all students are treated fairly and justly by assessment and evaluation methods. • Clear progress reports and accurate reporting of achievements to school management, students and parents.	• Number of students who transfer from one level to another. • Number of students who complete each level and are considered 'capable'. • Number of teachers trained and competent in classroom assessment and evaluation. • Evidence of remedial measures designed to support students 'at risks'. • Number of subjects examinable in Samoan at each level.	• Evidence that tests instruments and reporting mechanisms are consistent with Samoan context and accepted by communities as fair and impartial.	• Robust examination systems, both at the national and school-level that monitor and assess progress and achievements of systems and individuals for both diagnostic, remedial and selection purposes for all educational outcomes at each level. • Support resources for remedial purposes. • Fair and just reporting system in place that recognizes individual talents and interests. • Effective communication strategy with all stakeholders but particularly parents and communities.
• Recognize and enhance the development nature of all learning.	• Evidence that test instruments are appropriate for each subject at each level.	• Curriculum materials which are designed sequentially and builds on previous learning and developmental stages. • Pedagogy used recognizes this. • Teachers trained and competent to implement this effectively in classrooms. • Number of students deemed 'capable' in each subject at each	• Communities and parents aware of developmental nature of learning. • Parental support of student learning and different rates of development.	• The existence of monitoring and supervision mechanisms of implementation and provision to support different rates in which children develop. • Mechanisms for identify chn with different learning needs. • Teachers trained to effectively identify those with different learning needs.

		developmental stage. • Evidence of remedial measures to support those who are not. • Existence of different programmes for those with different needs.		• Teachers trained in providing such assistance.
• Enable equitable access throughout the system.	• Evidence of equitable access to all levels: rural versus urban; boys versus girls; 'normal' versus special needs; socio-economic groups; government versus non-government, etc. • Participation rate as opposed to access.	• Enrolment figures at all levels. • Drop-out/push-out rates. • Transfer and transition figures at each level. • Percentage of each cohort who enter and complete each level.	• Percentage of school leavers who enter the workforce each year, continue on to higher education or return to communities. • Evidence of increased opportunities and choices available to individuals.	• Legislation that enforces compulsory education and mechanisms to monitor and enforce it. • Financial provision to support universal basic education (Year 1-13), ECE and SNE. • Sufficient facilities, teachers, equipment, curriculum, materials, places, etc. to provide universal basic education at ECE, Primary and secondary levels. (list of minimal requirements, basic standards, etc., class size, etc. as well as enforcement procedures, etc.) • Established quality and comprehensive database to monitor access, participation, transfer, transition, drop-out/push-out, completion at each level from ECE to tertiary and employment rates.
Promotion of the individual and society through a humane education system aimed at integration.				
• Foster the holistic development and self-esteem of individual students.	• Existence of programmes and activities that promote holistic development.	• Curriculum materials that cater for holistic development of individual from ECE to tertiary level and include development of values, skills, knowledge, attitudes deemed meaningful and worthwhile by Samoa society, such as performing and expressive arts, music, Sports, tech/voc, ICT, etc. • Clear articulation between each level • Sufficient numbers of trained and competent teachers at each level and for each subject and programme areas. • Sufficient amount of time in time-	• Perceptions of students, parents, communities, employers, etc. • Smooth articulation between school and work and community. • Evidence of greater participation by graduates in community and national activities. • Evidence of increased economic productivity, greater social coherency and political stability. • Evidence of improved health, and reduced crime rate, especially by youth, lower suicide rate, better governance, rise in employment, etc.	• Provision of adequate quality resources, facilities, teachers, curriculum materials, etc. and also to support 'extra-curricular' activities. • Existence of quality assurance system to monitor quality and effectiveness not only of the students but of the system as a whole and of the staff and teachers.

		table to accommodate all these. • Quality assessment to determine achievement in each area in each level. • Retention rate in school at each level. • Number of students who pass in external examinations. • Number of programmes available in schools in 'non-academic' areas – music, sports, performing arts, voc/tec, ICT, etc.. • Number of students engaged in extra-curricula activities. • Clear articulation between school and work and community.		
• Encourage both a strong sense of indigenous identity and an international perspective.	• Evidence of equal recognition and support given to both within the formal educator sector and in the larger society.	• Clear curriculum frameworks, policies, statements, standards and materials supporting and promoting both. • Quality curriculum materials, resources, equipment, facilities, supporting both. • Number of trained and competent teachers in both. • Number of students who perform well in both. • Examinations available in both. • Number for activities in schools that promote pride in fa'aSamoa as well as developing international perspectives.	• Opportunities and choices available in both. • Number of students opting to pursue careers in both. • Students, communities, employers, teachers, etc. perceptions. • Evidence of increasing numbers of Samoans moving freely and smoothly between the two and achieving success in both worlds.	• Policies and legislations supporting both. • Provision of all resources, human and materials, necessary to support the achievements of both. • Formal assessments that recognizes and rewards achievements in both. • Number of international and regional conventions MESC and Samoa Government are signatories to. • Number of national activities promoting national pride and identity that education system is part of.
• Promote the social and cultural foundations of education.	• Evidence of recognition and preeminence of fa'aSamoa and Samoan language and culture in schools at all levels.	• Achievements in fa'aSamoa formally recognized in examinations and reward systems in schools for promotion, scholarships, teaching time, etc. • Number of publications in fa'aSamoa and Samoan language. • Number of research work undertaken by Samoans in fa'aSamoa. • Number of teachers employed who are experts in social and cultural matters. • Percentage of curriculum devoted to social and cultural matters.	• Degree and level of participation of communities in school activities, decision-making, and development of policies and strategies. • Degree to which local expertise is utilized and recognized in formal schooling. • Perceptions of students, teachers and communities of students' ability to behave appropriately and competently in fa'aSamoa in any given context.	• Provision of adequate, trained and competent teachers in these areas. • Provision of quality curriculum materials with clear outcomes and standards in these areas. • Provision of relevant monitoring, supervision, and assessment mechanisms.

		• Allocation of sufficient time in the time-table. • Effective assessments relating to both.		
• Be responsive to economic needs.	• Existence of clear pathways to the world of work in all areas. • Provision of education, training, and opportunities in all areas of students' abilities and interests.	• Specification of values, knowledge, skills and attitudes related to the work situation. • Availability of foundational subjects in schools, with clear links to specific career paths. • Quality curriculum and competent teachers who can adequately prepare students for the world of work, in terms of values, knowledge, skills and attitudes. • Degree of flexibility within the system to respond to work demands and priorities of the formal employment sector.	• Appropriate values, skills, knowledge and attitudes for work in Samoa and offshore. • Number of school leavers who readily find jobs on graduation from school. • The percentage of graduates who are actually employed or find work in what they were educated and trained to do. • Job satisfaction as expressed by school leavers, employers, customers and communities.	• Formal linkages with employment and private sector as well as subsistence economy. • Consultative mechanisms with all stakeholders. • Membership of key stakeholders in education committees, boards, councils and various educational executive and advisory bodies. • Membership of education sector in relevant government bodies relating to economic development, employment and the world of work. • Employment and apprenticeship schemes. • Dovetailing of Educator Sector Strategic plan with national strategic plan and other such plans. • Availability of career counseling within schools.

ANNEX 4

Questionnaire Identification No:_____

SAMOA EDUCATION SECTOR REVIEW

Survey Questionnaire: **GENERIC QUESTIONNAIRE**

Region:_____   **Date of Survey:**_____

Education District:_____   **Survey Administrator:**_____

Village:_____

TICK OR FILL IN WHERE APPROPRIATE

Part A: **Background Data**

1.   Date of Birth: _____/_____/19_____

     Date   Month   Year

2.   Sex: Female   Male

3.   Birth Place: Country   Village/Town/Island

     _____

4.   Nationality: _____

5.   Institution Attending: _____

6.   Course/Programme: _____

7.   Years Attended/Attending: _____

8.   Year Expected to Graduate: _____

9.   Year left High School: _____

10.   Year Entered Current Institution: _____

11.   Were you employed before entering this institution? If so, state where and length of

     employment.   _____

12.   Who is sponsoring your studies?   _____

13.   List in order of importance what you think are the five most important achievements of the Samoa education system in the last 10 years.

_____

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14. List in order of importance what you think were the five main obstacles to the achievements of quality education in the last 10 years.

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15. List in order of priority the five areas that you think Samoa education should focus on in the next ten years.

_____

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_____

16. List your 5 main contributions to Education in the last five years.

17. List the 5 main obstacles in the implementation of the bilingual methodology and approach.

PART B:

INSTRUCTION: CIRCLE THE ANSWER OF YOUR CHOICE

EG.

How do you rate the performance of the Samoan Rugby A Team against Fiji and Tonga?

	Poor	*Below*	*Average Average*	*Good*	*Excellent*
	1	*2*	*3*	*4*	*5*

WHAT IS YOUR HONEST RATING OF THE FOLLOWING?

		Poor	**Below**	**Average**	**Good**	**Excellent**
1.	The success of the Samoan education system in teaching:					
	f'a'aSamoa	1	2	3	4	5
	Global knowledge.	1	2	3	4	5
2.	The standards of education in Samoa in comparison with those in NZ and Australia.	1	2	3	4	5
3.	The success of teachers in teaching:					
	Samoan	1	2	3	4	5
	the English language.	1	2	3	4	5
4.	Your own competence in:					
	the Samoan language	1	2	3	4	5
	fa'aSamoa	1	2	3	4	5
	English	1	2	3	4	5
	Global knowledge.	1	2	3	4	5
5.	The success of the Samoan education system in meeting your own personal needs.	1	2	3	4	5
6.	The priorities given in the schools to:					
	fa'aSamoa	1	2	3	4	5
	Samoan language	1	2	3	4	5
	English	1	2	3	4	5
	Global knowledge.	1	2	3	4	5
7.	Your own knowledge of Samoan values.	1	2	3	4	5

8.	The competence in Samoan of your:					
.	Primary teachers;	1	2	3	4	5
	Secondary teachers;	1	2	3	4	5
	post-secondary teachers.	1	2	3	4	5
9.	The competence in English of your:					
	Primary teachers	1	2	3	4	5
	Secondary teachers	1	2	3	4	5
	Post-secondary teachers.	1	2	3	4	5
10.	Your own commitment to Samoa and fa'aSamoa.	1	2	3	4	5
11.	Satisfaction with the Samoan education system of:					
	Yourself	1	2	3	4	5
	Your parents	1	2	3	4	5
	Your community.	1	2	3	4	5
12.	Eagerness of the following to go to school:					
	Yourself	1	2	3	4	5
	Children in your community.	1	2	3	4	5
13.	Your ability to adapt from:					
	home to school	1	2	3	4	5
	primary to secondary;	1	2	3	4	5
	secondary to post-secondary	1	2	3	4	5
	school to work.	1	2	3	4	5
14.	The success of your teachers in teaching you research skills.	1	2	3	4	5
15.	Your own ability to undertake research.	1	2	3	4	5
16.	The overall quality of the learning materials used in schools.	1	2	3	4	5
17.	Your own participation in school activities after you left school.	1	2	3	4	5
18.	The level of community support for school activities.	1	2	3	4	5
19.	The opportunities available to school leavers in in Samoa.	1	2	3	4	5

20.	The number of research activities undertaken in schools by teachers.	1	2	3	4	5
21.	The number of research activities undertaken in schools by students.	1	2	3	4	5
22.	Participation of communities in school activities.	1	2	3	4	5
23.	Adequacy of resources in schools to support teaching and learning.	1	2	3	4	5
24.	Adequacy of resources to support the teaching of of fa'aSamoa.	1	2	3	4	5
25.	Your knowledge of Samoan and western values.	1	2	3	4	5
26.	The success of the school in teaching you these values.	1	2	3	4	5
27.	The ability of your teachers to teach Samoan and English well.	1	2	3	4	5
28.	The schools' willingness to accept your mistakes and help you think for yourself.	1	2	3	4	5
29.	Your teachers' ability to think critically.	1	2	3	4	5
30.	Your own ability to think critically.	1	2	3	4	5
31.	The opportunities given you by the school to develop your individual talents and skills.	1	2	3	4	5
32.	The availability of different programmes in schools to meet the different needs of students.	1	2	3	4	5
33.	Number of teachers in schools who can teach critical thinking well.	1	2	3	4	5
34.	Ready availability of teaching and learning materials in schools to promote critical thinking.	1	2	3	4	5
35.	Frequency of use of teaching methods that promote critical thinking.	1	2	3	4	5
36.	Number of different activities and programmes in schools available to meet individual needs.	1	2	3	4	5

37.	Usefulness of knowledge and skills taught in schools to Samoans living in Samoa.	1	2	3	4	5
38.	Relevancy of teaching and learning methods used in schools to Samoan students.	1	2	3	4	5
39.	Usefulness to Samoans of learning both Samoan and English in schools.	1	2	3	4	5
40.	Usefulness of critical thinking to life in Samoa.	1	2	3	4	5
41.	Relationships of schools with their communities.	1	2	3	4	5
42.	Willingness of schools to accept different views.	1	2	3	4	5
43.	Availability of programmes in schools that meet the needs of everyone.	1	2	3	4	5
44.	Adequacy of monitoring of education system to ensure that it does what it is expected to do.	1	2	3	4	5
45.	Participation of communities in decisions about what should be taught and how it should be taught in schools.	1	2	3	4	5
46.	Adequacy of financial and other resources in schools to support individual needs of students.	1	2	3	4	5
47.	Fairness of assessment and evaluation methods to all students.	1	2	3	4	5
48.	Your understanding of the your progress reports given to you in school.	1	2	3	4	5
49.	Your parents understanding of the school reports of your progress in school.	1	2	3	4	5
50.	Adequacy of support given to you in school to to address any learning problems you had.	1	2	3	4	5
51.	The importance given by schools to programmes and activities not examined externally.	1	2	3	4	5
52.	Appropriateness of tests in each subject at each level.	1	2	3	4	5

53. Adequacy of evaluations to measure your progress:
in each subject   1   2   3   4   5
at each level.   1   2   3   4   5

54. Availability of opportunities to allow   1   2   3   4   5
any student in Samoa to go to the school
he or she wants and do the programmes
she or he wants.

55. Teachers competence in assessment and evaluation. 1   2   3   4   5

56. Capability of school leavers when they leave the   1   2   3   4   5
education system.

57. Availability of remedial programmes in schools   1   2   3   4   5
to help the weaker students.

58. Adequacy of number of subjects examined in
Samoan in:
Year 8   1   2   3   4   5
Year 12.   1   2   3   4   5

59. Consistency of exams with what have been taught   1   2   3   4   5
in schools.

60. Acceptance by communities of exams as fair and   1   2   3   4   5
just.

61. Acceptance by communities of reporting systems   1   2   3   4   5
used by schools.

62. Parents' and communities' understanding of the   1   2   3   4   5
development nature of learning and thinking.

63. Support by parents of students with different   1   2   3   4   5
rates of learning.

64. Opportunities and choices available to students   1   2   3   4   5
after leaving school.

65. Recognition of individual talents by the   1   2   3   4   5
assessment and evaluation methods.

66. Effectiveness of communication systems with   1   2   3   4   5
parents and communities.

67.	Capacity of education system to identify children with different learning needs.	1	2	3	4	5
68.	Ability of teachers to provide assistance to children with different learning needs.	1	2	3	4	5
69.	Availability of programmes, such as music, sports, vocational/technical education, performing arts, Samoan culture, etc. in schools.	1	2	3	4	5

70. Popularity of such programmes with:

		1	2	3	4	5
	Students	1	2	3	4	5
	Teachers	1	2	3	4	5
	Parents	1	2	3	4	5
	Communities	1	2	3	4	5

71. Support for teaching and learning fa'aSamoa in schools by:

		1	2	3	4	5
	Students	1	2	3	4	5
	Teachers	1	2	3	4	5
	Parents	1	2	3	4	5
	Communities	1	2	3	4	5

72.	Your satisfaction with the quality of education you received in Samoa.	1	2	3	4	5
73.	The participation of communities in teaching fa'aSamoa in schools.	1	2	3	4	5
74.	The amount of time spent by schools on teaching fa'aSamoa.	1	2	3	4	5
75.	The importance attached by schools to teaching fa'aSamoa.	1	2	3	4	5
76.	Availability of sufficient books and learning materials in Samoan language.	1	2	3	4	5

77. The success of schools in preparing you for:

		1	2	3	4	5
	World of work	1	2	3	4	5
	Life in Samoa	1	2	3	4	5
	Life in the village	1	2	3	4	5
	Life beyond Samoa	1	2	3	4	5

78.	Success of schools in preparing good citizens.	1	2	3	4	5

79.	Contribution of education system to making Samoa a better place to live.	1	2	3	4	5
80.	Success of education system in creating better opportunities for the people of Samoa.	1	2	3	4	5
81.	Success of schools in teaching students how to behave appropriately in all situations.	1	2	3	4	5
82.	Number of school leavers who find jobs after leaving school.	1	2	3	4	5
83.	Success of education system in promoting your love of Samoa and pride in your culture.	1	2	3	4	5
84.	Ready availability of information about work, jobs and careers in schools.	1	2	3	4	5

85. Your satisfaction with the quality of:

teaching	1	2	3	4	5
the learning materials used in your school	1	2	3	4	5
teaching methods used in your school	1	2	3	4	5
the communication methods you are using.	1	2	3	4	5

86. Your understanding of the:
National vision for Samoa
National Strategic Plan for Samoa
The MESC Strategic Plan
The MESC Educational Policies
The MESC Corporate Plan
The School Manual and Handbook

87. Your satisfaction with the quality of support given you by:

SROs	1	2	3	4	5
MESC	1	2	3	4	5
Other teachers	1	2	3	4	5
Parents	1	2	3	4	5
Community	1	2	3	4	5

88. Your satisfaction with what you are given:

Salary	1	2	3	4	5
Housing	1	2	3	4	5
Allowances	1	2	3	4	5
Support resources	1	2	3	4	5
Curriculum materials	1	2	3	4	5
Bilingual methodology and approach	1	2	3	4	5

Training at the Teachers' College	1	2	3	4	5
In-Service training during the year	1	2	3	4	5
Physical facilities	1	2	3	4	5
Equipment	1	2	3	4	5

89. Your understanding of the:

National vision for Samoa	1	2	3	4	5
National Strategic Plan for Samoa	1	2	3	4	5
The MESC Strategic Plan	1	2	3	4	5
The MESC Educational Policies	1	2	3	4	5
The MESC Corporate Plan	1	2	3	4	5
The School Manual and Handbook	1	2	3	4	5

ANNEX 5

KEY REVIEW SUB-QUESTIONS AND ISSUES

Key Concepts	Equity	Quality	Relevancy	Efficiency
Goals of Education				
Development of Comprehensive and enriching curriculum				
• Combines indigenous and global knowledge within a bilingual structure and promotes an international standard of academic achievement.	Is there equity in the treatment of the two languages and cultural systems: values promoted; knowledge content; materials provided and available; usage; communications conventions; sources of expertise; etc. Is there equity in the provision of teachers competent in both? Is there equity in the assessment methods used to measure both? Is there equity in the outcomes – are students equally conversant with both – values, knowledge, skills and attitudes acquired? Are all courses or programmes equitably accessible to all students, including special needs students? Are all ability groups, interests, orientation, gifts, etc. sufficiently catered for within the system? Are there sufficient numbers of competent and trained teachers in all these areas to cater for different needs? Are assessments fair and just to all ability and interest groups? Whose values, knowledge, skills and attitudes are assessed and reported on, and formally recognised? Is the curriculum addressing gender issues, rural/urban differences, different socio-economic groups, and needs of both government and n on-government	Is there evidence of quality in terms of **input:** learner and community, learning environment – culture-sensitive, gender-sensitive, healthy, safe and secure for chn, helps them learn have adequate facilities, access to physical exercise, adequate hygiene and sanitation facilities – clean water and health services, reasonable class sizes, policies that promote physical, mental and spiritual health, chn free to learn, have adequate learning resources in botrh Samoan and English, gives chn time to thin k and space to create; **content:** relevant, cultural and gender sensitive curricula, a mirror of what goes on in the community and a window into the rest of the world, a better more peaceful future for all people, ensures that learners have internalized own Samoan values; can read, use numbers, and be able to use life skills in real life; have Samoan values and knowledge, social responsibilities, know about rights, environment protection, sustainability, heath and peace issues; **processes:** teachers, classroom management, assessment, technology, language, and teaching practices; and **output**: healthy chn who have internalized Samoan values and practices; can read and write critically, access maths and technology and other life skills, etc.	Is there evidence that the curriculum relevant to individuals, communities and the nation? Do individuals have greater choices and opportunities to careers, further education, employment, life choices, better standards of living, identities as Samoans and as citizens of the Pacific and the world? Is there evidence that life in general has improved in communities and for Samoans as a whole? Has the quality of schools leavers improved according to employers, families and communities? Has it increased self-confidence and self-esteem as Samoans, as members of their own aiga and communities, and as members of the human family? Has it promoted understanding and tolerance of differences and others? - different ethnic groups, values, cultures, behaviours, religious beliefs and practices? Has it encouraged independent and creative thinking and a firm foundation for further learning? Are parents, communities and other stakeholders actively participating in decisions on what is taught in schools, how it is taught and learned, how it is measured, and what the outcomes are?	Is there evidence that the system is managed effectively: centrally, district and school levels? Is there evidence that all chn have access to schools, participate effectively, and acquire the educational goals specified? Are school committees fully conversant, supportive, skilled and actively participating in the new changes? Are there sufficient numbers of teachers skilled and competent in all areas of the curriculum and in the bilingual methodology and structure? Are enough quality and relevant materials and support teaching/learning resources and equipment available in sufficient quantities in all subject areas for all students at all levels? Is the pedagogy consist with educational principles and philosophy, goals,and curriculum and are all teachers fully competent in it? Are the facilities (buildings, furniture, open play areas, drinking water and toilet facilities in a clean, safe, and hygienic condition at every school?

	students?			
• Based on and develops existing knowledge, skills, and attitudes.	How much recognition and use is made of learners' existing and prior learning and knowledge, skills, values and attitudes? Is there equity in he valuing of what chn bring: language, culture, values, thinking processes, learning styles, experiences? Are chn physically and psychologically healthy, well-nourished, ready to participate and learn, and supported by families and communities?	Has there been a study to determine what Samoan chn children actually bring with them to the formal teaching/learning process, on which to base additive education? Is there smooth articulation of programmes from one level to the next and from formal schooling to further studies, workforce, community, and home?	Are there any significant gaps or barriers between the formal school context and those from which the chn come in terms of values, skills, attitudes, knowledge, communicative conventions? If so, how are these being addressed in the formal school system – by school management and within classrooms? Are teachers competent to identify and address such gaps and/or barriers? Are parents and communities aware of such possible gaps and/or barriers? What links are there between schools and parents/communities to address these issues?	How effective are these issues being addressed within schools? What mechanisms have been established to assist greater participation of communities in transition of their children from village to formal schooling?
• Develops an appreciation of the pursuit of knowledge for its own sake.	Whose knowledge; who creates it, validates and transmits it? Whose is considered more important? Whose is examined and given recognition? Whose is reported on progress reports?	What counts as knowledge? Who validates knowledge creation within schools? What are the processes and who are the acknowledged sources of authority? Who is responsible for transmission? Whose thinking processes and styles are promoted? What priority is given in the time-table and formal school time to teaching and practice of fa'aSamoa, sports, music, expressive and performing arts, and religious beliefs, other cultures?	Who decides on what is relevant and what is not? Who decides what gets included in the curriculum and taught in schools? Who decided what should be formally examined or counted as 'academic' achievement' and important outcomes?	What resources and support are provided within the system and within schools to support knowledge creation, especially indigenous knowledge? What policies and procedures have been established for creation, validation, and transmission of knowledge?
Formation of active, interactive and creative pedagogies				
• Ensure systematic presentation of essential knowledge by means of a sound bilingual methodology.	Are Samoan thinking, teaching and learning styles, communicative conventions, values and processes	Has any research been carried out to determine the competence threshold that students should achieve to be able to	How widespread is the use of English outside of the formal sector, business, and Government?	How well do the central and school managements monitor and supervise practices in the classrooms?

	recognized and used equitably within formal schooling? Who decides what essential knowledge should be taught? What are the components and contents of such essential knowledge? Is the bilingual methodology based in sound research principles and findings within the Samoa context? Which language is used to transmit important knowledge? What is the common practice within the average classroom, at different levels? Is there equity in emphases on development of economic as well as social capitals?	switch successfully to learning in English – both passive and active language competencies? Age level? Class level? Different subjects and content matter? Was the bilingual methodology currently being promoted and used piloted, tested, etc. before being nationally recommended and implemented? What have been the achievements and outcomes, according to students, teachers, communities, employers, and the assessments?	What are the expectations of different stakeholders? Are school leavers considered competent in the practices of fa'aSamoa and the high language of rituals and ceremonies? How well can students articulate acquired knowledge, skills, attitudes and values in both languages in contexts?	Are there any intervention measures that in place to address implementation challenges? What additional resources have been required to ensure effective implementation? Have there been evaluations of such measures and their effectiveness?
• Develop the ability to analyse knowledge critically in a learning environment which encourages inquiry, debate and independent thought.	What about other thinking abilities? The abilities which involve thinking holistically, randomly, ability to synthesize, cyclical and intuitive thinking, context-specific and spatial (instead of temporal)? Are there equitable emphases on development of group learning, collective vision and intelligence instead on just rights, individuals, competition? Are there equitable emphases on athletic, intuitive, emotional, practical, interpersonal and musical intelligences as well as analytical, numerical, linguistic and factual intelligences? Are aesthetics, feelings, creativity, skills of imagination and synthesis equally important as logical thinking, analysis and accuracy?	Are these reflected in the outcomes of education: graduates who can crunch numbers, analyze facts, argue logically, find problems and implement logical solutions as well as think intuitively, have cultural values and feelings, and can use their senses and imagination?	Are these abilities needed at individual, community and national levels? Can students move comfortably in both worlds and seamlessly from one to the other? How are these assessed in the formal school system? Are both assessed at all or taught? Is there a need for both and therefore, balanced graduates, not just linguistically but in thinking processes and outcomes?	Is the system capable of providing and supporting both? Is there evidence that it has been providing support to promote both?
• Stimulate imagination and allow for individual expression.	Is there room too for collective imagination and group expression? What is the common practice in	Are both reflected in outcomes and achievements? Are both taught in schools?	Are both needed and relevant to the needs of individuals, groups and that of the nation?	Does the system promote, support, monitor and assess both?

	classrooms?			
Establishment of just and impartial evaluation and assessment methods.				
• Seek information which will benefit the student.	Do all students benefit? Of differing abilities, interests, and orientations? Benefit the students in what ways? Do those with greater needs command greater resources input?	Are the achievements of differing gifts recognized as different but legitimately equal in quality?	Relevant to the student, obviously, but to the larger scheme of things? Community and national expectations? How are these reconciled?	What is the capacity of the system and schools to support individual as well as collective developments?
• Recognize and enhance the development nature of all learning.	This assumes that learning is linear and hierarchical? What about holistic learning and the connectedness of all knowledge?	Are achievements in school expected to be developmental as well? In all aspects?	How is this contextualised in the curriculum and in assessment?	If learning is developmental, it can be assumed that children develop differently and at different paces? How are individual rates catered for within the system and within schools?
• Enable equitable access throughout the system.	Are assessments used to exclude and constraint access and progress of students from one level to another? Can they be used to select a privileged few to benefit from opportunities and exclude the majority?	How is quality in assessment determined? If students have failed to achieve certain prescribed standards, what support is available within the system to ensure achievement of the standards by those students?	Are the assessment methods, instruments, etc. fair and relevant to all groups at all levels? Are there alternative assessment methods available for those students, such as using the Samoan language or practical and group exercises and projects for those with less facility in the English language?	Is there capacity and resources in the system and schools to address different and varying assessment needs? Is it realistic to expect and develop such capacity?
Promotion of the individual and society through a humane education system aimed at integration.				
• Foster the holistic development and self-esteem of individual students.	This is contradicted in the pedagogy promoted where the emphases are on individual rights and benefits and on certain types of thinking and learning.	How does this fit in with the development of standards that are expected at each level and subject areas? What happens to students who fail to measure up within the time period allowed? How are holistic development and self-esteem measured? What are the standards and benchmarks?	How do these relate to the larger societies and communities? Is holistic development a desirable characteristic of development in general for communities and the nation? If so, are the emphases on individual development and achievements, leading to competition and consumerism, appropriate as the main emphases in the curriculum, pedagogy and assessment used in schools?	Are these counted as part of the 'academic' achievements of chn? Are teachers competent to develop these? Are the curricula organized in such ways as to develop these? What about assessments?
• Encourage both a strong sense of indigenous identity and an international perspective.	Is this equitable? Do students, teachers, parents and communities have this perception? Do students believe that both are given equitable emphases in their school programmes?	Are these achievements valued equally and recognized in terms of opportunities available, choices, and rewards? Are existing assessment tools appropriate to measure these? How are they measured, and reported on?	What are the benefits to individuals, communities and the nation?	Is there evidence that the system values both and supports both, in terms of funding, resources allocated, time spent on them, and rewards for achievement?

		Do students leave the school system strong in both?	What rewards are attached to both?	
•	Promote the social and cultural foundations of education.	What are these social and social foundations and ho are they manifested in education? In management, school culture, time-table, curriculum, materials pedagogy, assessment, outcomes?	Are these counted as 'achievements' and formally assessed? If not, why not? How else are they recognized and achievements measured?	How widespread is the acceptance by students, parents, communities, etc that these are essential foundations of learning? Do communities, etc contribute actively and in what form to the identification and development of social and cultural foundations – values, language, thinking, attitudes, skills, knowledge, etc.?	How proactive is the system and schools in identifying such social and cultural foundations? What are the mechanisms that exist for greater collaboration between communities and schools and for sharing?
•	Be responsive to economic needs.	Do schools aim at meeting economic needs or providing a good foundation for further learning, life-long learning and training? What is the balance of emphases in schools, curriculum, etc.?	How much of academic achievements are aimed at promoting economic development? What are the knowledge contents, skills, values and attitudes considered most conducive to economic development? Do these include those needed for subsistence and sustainable development in communities? Social and political coherency? Cooperative and communal living and sharing? Connectedness and building strong relationships which are needed for successful community living.	Are these equally relevant to individual, communal and nation building? Should the aim be flexibility?	Is the system geared towards development of social or economic capital? Which is considered more important or is balance the intention?

ANNEX 6

Equity

A1

Sex	A1: 1-2	A1: 3	A1: 4-5	Total
1	6.79%	28.39%	64.82%	100.00%
2	8.75%	24.25%	67.00%	100.00%
Total	7.71%	26.43%	65.85%	100.00%

B1

Sex	B1: 1-2	B1: 3	B1: 4-5	Total
1	7.69%	37.50%	54.81%	100.00%
2	10.33%	33.70%	55.98%	100.00%
Total	8.93%	35.71%	55.36%	100.00%

C1

Sex	C1: 1-2	C1: 3	C1: 4-5	Total
1	2.16%	29.87%	67.97%	100.00%
2	15.23%	40.10%	44.67%	100.00%
Total	8.18%	34.58%	57.24%	100.00%

D1

Sex	D1: 1-2	D1: 3	D1: 4-5	Total
1	9.97%	33.53%	56.50%	100.00%
2	19.40%	36.45%	44.15%	100.00%
Total	14.44%	34.92%	50.63%	100.00%

Quality

A2

Sex	A2: 1-2	A2: 3	A2: 4-5	Total
1	5.26%	31.58%	63.16%	100.00%
2	6.32%	31.23%	62.45%	100.00%
Total	5.76%	31.41%	62.83%	100.00%

B2

Sex	B2: 1-2	B2: 3	B2: 4-5	Total
1	9.62%	60.58%	29.81%	100.00%
2	17.39%	54.35%	28.26%	100.00%
Total	13.27%	57.65%	29.08%	100.00%

C2

Sex	C2: 1-2	C2: 3	C2: 4-5	Total
1	5.38%	44.62%	50.00%	100.00%
2	22.52%	32.43%	45.05%	100.00%
Total	13.28%	39.00%	47.72%	100.00%

D2

Sex	D2: 1-2	D2: 3	D2: 4-5	Total
1	7.81%	45.31%	46.88%	100.00%
2	20.88%	36.81%	42.31%	100.00%
Total	14.17%	41.18%	44.65%	100.00%

Relevancy

A3

Sex	A3: 1-2	A3: 3	A3: 4-5	Total
1	11.63%	37.98%	50.39%	100.00%
2	14.78%	45.22%	40.00%	100.00%
Total	13.11%	41.39%	45.49%	100.00%

B3

Sex	B3: 1-2	B3: 3	B3: 4-5	Total
1	6.08%	34.25%	59.67%	100.00%
2	11.18%	36.02%	52.80%	100.00%
Total	8.48%	35.09%	56.43%	100.00%

C3

Sex	C3: 1-2	C3: 3	C3: 4-5	Total
1	4.64%	40.40%	54.97%	100.00%
2	13.04%	45.65%	41.30%	100.00%
Total	8.65%	42.91%	48.44%	100.00%

D3

Sex	D3: 1-2	D3: 3	D3: 4-5	Total
1	5.84%	37.01%	57.14%	100.00%
2	24.26%	37.50%	38.24%	100.00%
Total	14.48%	37.24%	48.28%	100.00%

Efficiency

A4

Sex	A4: 1-2	A4: 3	A4: 4-5	Total
1	14.10%	47.44%	38.46%	100.00%
2	20.29%	49.28%	30.43%	100.00%
Total	17.01%	48.30%	34.69%	100.00%

B4

Sex	B4: 1-2	B4: 3	B4: 4-5	Total
1	10.26%	48.72%	41.03%	100.00%
2	20.90%	47.76%	31.34%	100.00%
Total	15.17%	48.28%	36.55%	100.00%

C4

Sex	C4: 1-2	C4: 3	C4: 4-5	Total
1	8.65%	46.15%	45.19%	100.00%
2	33.70%	39.13%	27.17%	100.00%
Total	20.41%	42.86%	36.73%	100.00%

D4

Sex	D4: 1-2	D4: 3	D4: 4-5	Total
1	6.41%	33.33%	60.26%	100.00%
2	21.74%	39.13%	39.13%	100.00%
Total	13.61%	36.05%	50.34%	100.00%

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

	A1			
Sex	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	18.00%	13.33%	68.67%	**100.00%**
2	14.06%	18.75%	67.19%	**100.00%**
Total	16.82%	14.95%	68.22%	**100.00%**

	B1			
Sex	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	3.70%	42.59%	53.70%	**100.00%**
2	12.50%	33.33%	54.17%	**100.00%**
Total	6.41%	39.74%	53.85%	**100.00%**

	C1			
Sex	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	38.18%	32.73%	29.09%	**100.00%**
2	29.17%	37.50%	33.33%	**100.00%**
Total	35.44%	34.18%	30.38%	**100.00%**

	D1			
Sex	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	0.00%	42.37%	57.63%	**100.00%**
2	0.00%	44.44%	55.56%	**100.00%**
Total	0.00%	43.02%	56.98%	**100.00%**

Quality

	A2			
Sex	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	9.52%	14.29%	76.19%	**100.00%**
2	2.78%	30.56%	66.67%	**100.00%**
Total	7.50%	19.17%	73.33%	**100.00%**

	B2			
Sex	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	10.71%	64.29%	25.00%	**100.00%**
2	8.33%	50.00%	41.67%	**100.00%**
Total	10.00%	60.00%	30.00%	**100.00%**

	C2			
Sex	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	80.49%	2.44%	17.07%	**100.00%**
2	64.71%	0.00%	35.29%	**100.00%**
Total	75.86%	1.72%	22.41%	**100.00%**

	D2			
Sex	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	20.63%	15.87%	63.49%	**100.00%**
2	22.22%	14.81%	62.96%	**100.00%**
Total	21.11%	15.56%	63.33%	**100.00%**

Relevancy

	A3			
Sex	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	60.00%	8.57%	31.43%	**100.00%**
2	53.33%	13.33%	33.33%	**100.00%**
Total	58.00%	10.00%	32.00%	**100.00%**

	B3			
Sex	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	22.45%	24.49%	53.06%	**100.00%**
2	15.00%	25.00%	60.00%	**100.00%**
Total	20.29%	24.64%	55.07%	**100.00%**

	C3			
Sex	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	76.19%	19.05%	4.76%	**100.00%**
2	61.11%	22.22%	16.67%	**100.00%**
Total	71.67%	20.00%	8.33%	**100.00%**

	D3			
Sex	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	20.00%	60.00%	20.00%	**100.00%**
2	20.00%	53.33%	26.67%	**100.00%**
Total	20.00%	58.00%	22.00%	**100.00%**

Efficiency

	A4			
Sex	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	38.10%	33.33%	28.57%	**100.00%**
2	33.33%	22.22%	44.44%	**100.00%**
Total	36.67%	30.00%	33.33%	**100.00%**

	B4			
Sex	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	66.67%	0.00%	33.33%	**100.00%**
2	66.67%	0.00%	33.33%	**100.00%**
Total	66.67%	0.00%	33.33%	**100.00%**

	C4			
Sex	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	75.00%	25.00%	0.00%	**100.00%**
2	66.67%	25.00%	8.33%	**100.00%**
Total	72.50%	25.00%	2.50%	**100.00%**

	D4			
Sex	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	21.43%	14.29%	64.29%	**100.00%**
2	0.00%	33.33%	66.67%	**100.00%**
Total	15.00%	20.00%	65.00%	**100.00%**

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

A1

Sex	A1: 1-2	A1: 3	A1: 4-5	Total
1	18.00%	13.33%	68.67%	100.00%
2	14.06%	18.75%	67.19%	100.00%
Total	16.82%	14.95%	68.22%	100.00%

B1

Sex	B1: 1-2	B1: 3	B1: 4-5	Total
1	3.70%	42.59%	53.70%	100.00%
2	12.50%	33.33%	54.17%	100.00%
Total	6.41%	39.74%	53.85%	100.00%

C1

Sex	C1: 1-2	C1: 3	C1: 4-5	Total
1	38.18%	32.73%	29.09%	100.00%
2	29.17%	37.50%	33.33%	100.00%
Total	35.44%	34.18%	30.38%	100.00%

D1

Sex	D1: 1-2	D1: 3	D1: 4-5	Total
1	0.00%	42.37%	57.63%	100.00%
2	0.00%	44.44%	55.56%	100.00%
Total	0.00%	43.02%	56.98%	100.00%

Quality

A2

Sex	A2: 1-2	A2: 3	A2: 4-5	Total
1	9.52%	14.29%	76.19%	100.00%
2	2.78%	30.56%	66.67%	100.00%
Total	7.50%	19.17%	73.33%	100.00%

B2

Sex	B2: 1-2	B2: 3	B2: 4-5	Total
1	10.71%	64.29%	25.00%	100.00%
2	8.33%	50.00%	41.67%	100.00%
Total	10.00%	60.00%	30.00%	100.00%

C2

Sex	C2: 1-2	C2: 3	C2: 4-5	Total
1	80.49%	2.44%	17.07%	100.00%
2	64.71%	0.00%	35.29%	100.00%
Total	75.86%	1.72%	22.41%	100.00%

D2

Sex	D2: 1-2	D2: 3	D2: 4-5	Total
1	20.63%	15.87%	63.49%	100.00%
2	22.22%	14.81%	62.96%	100.00%
Total	21.11%	15.56%	63.33%	100.00%

Relevancy

A3

Sex	A3: 1-2	A3: 3	A3: 4-5	Total
1	60.00%	8.57%	31.43%	100.00%
2	53.33%	13.33%	33.33%	100.00%
Total	58.00%	10.00%	32.00%	100.00%

B3

Sex	B3: 1-2	B3: 3	B3: 4-5	Total
1	22.45%	24.49%	53.06%	100.00%
2	15.00%	25.00%	60.00%	100.00%
Total	20.29%	24.64%	55.07%	100.00%

C3

Sex	C3: 1-2	C3: 3	C3: 4-5	Total
1	76.19%	19.05%	4.76%	100.00%
2	61.11%	22.22%	16.67%	100.00%
Total	71.67%	20.00%	8.33%	100.00%

D3

Sex	D3: 1-2	D3: 3	D3: 4-5	Total
1	20.00%	60.00%	20.00%	100.00%
2	20.00%	53.33%	26.67%	100.00%
Total	20.00%	58.00%	22.00%	100.00%

Efficiency

A4

Sex	A4: 1-2	A4: 3	A4: 4-5	Total
1	38.10%	33.33%	28.57%	100.00%
2	33.33%	22.22%	44.44%	100.00%
Total	36.67%	30.00%	33.33%	100.00%

B4

Sex	B4: 1-2	B4: 3	B4: 4-5	Total
1	66.67%	0.00%	33.33%	100.00%
2	66.67%	0.00%	33.33%	100.00%
Total	66.67%	0.00%	33.33%	100.00%

C4

Sex	C4: 1-2	C4: 3	C4: 4-5	Total
1	75.00%	25.00%	0.00%	100.00%
2	66.67%	25.00%	8.33%	100.00%
Total	72.50%	25.00%	2.50%	100.00%

D4

Sex	D4: 1-2	D4: 3	D4: 4-5	Total
1	21.43%	14.29%	64.29%	100.00%
2	0.00%	33.33%	66.67%	100.00%
Total	15.00%	20.00%	65.00%	100.00%

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

		A1		
BPlace	A1: 1-2	A1: 3	A1: 4-5	Total
1	10.25%	28.09%	61.66%	100.00%
2-3	4.83%	24.55%	70.62%	100.00%
Total	7.71%	26.43%	65.85%	100.00%

		B1		
BPlace	B1: 1-2	B1: 3	B1: 4-5	Total
1	10.58%	31.73%	57.69%	100.00%
2-3	7.07%	40.22%	52.72%	100.00%
Total	8.93%	35.71%	55.36%	100.00%

		C1		
BPlace	C1: 1-2	C1: 3	C1: 4-5	Total
1	9.42%	31.39%	59.19%	100.00%
2-3	6.83%	38.05%	55.12%	100.00%
Total	8.18%	34.58%	57.24%	100.00%

		D1		
BPlace	D1: 1-2	D1: 3	D1: 4-5	Total
1	16.30%	33.23%	50.47%	100.00%
2-3	12.54%	36.66%	50.80%	100.00%
Total	14.44%	34.92%	50.63%	100.00%

Quality

		A2		
BPlace	A2: 1-2	A2: 3	A2: 4-5	Total
1	7.21%	33.44%	59.34%	100.00%
2-3	4.10%	29.10%	66.79%	100.00%
Total	5.76%	31.41%	62.83%	100.00%

		B2		
BPlace	B2: 1-2	B2: 3	B2: 4-5	Total
1	15.38%	58.65%	25.96%	100.00%
2-3	10.87%	56.52%	32.61%	100.00%
Total	13.27%	57.65%	29.08%	100.00%

		C2		
BPlace	C2: 1-2	C2: 3	C2: 4-5	Total
1	17.32%	39.37%	43.31%	100.00%
2-3	8.77%	38.60%	52.63%	100.00%
Total	13.28%	39.00%	47.72%	100.00%

		D2		
BPlace	D2: 1-2	D2: 3	D2: 4-5	Total
1	14.74%	40.53%	44.74%	100.00%
2-3	13.59%	41.85%	44.57%	100.00%
Total	14.17%	41.18%	44.65%	100.00%

Relevancy

		A3		
BPlace	A3: 1-2	A3: 3	A3: 4-5	Total
1	13.85%	38.46%	47.69%	100.00%
2-3	12.28%	44.74%	42.98%	100.00%
Total	13.11%	41.39%	45.49%	100.00%

		B3		
BPlace	B3: 1-2	B3: 3	B3: 4-5	Total
1	10.44%	31.32%	58.24%	100.00%
2-3	6.25%	39.38%	54.38%	100.00%
Total	8.48%	35.09%	56.43%	100.00%

		C3		
BPlace	C3: 1-2	C3: 3	C3: 4-5	Total
1	11.76%	40.52%	47.71%	100.00%
2-3	5.15%	45.59%	49.26%	100.00%
Total	8.65%	42.91%	48.44%	100.00%

		D3		
BPlace	D3: 1-2	D3: 3	D3: 4-5	Total
1	15.48%	35.48%	49.03%	100.00%
2-3	13.33%	39.26%	47.41%	100.00%
Total	14.48%	37.24%	48.28%	100.00%

Efficiency

		A4		
BPlace	A4: 1-2	A4: 3	A4: 4-5	Total
1	17.95%	47.44%	34.62%	100.00%
2-3	15.94%	49.28%	34.78%	100.00%
Total	17.01%	48.30%	34.69%	100.00%

		B4		
BPlace	B4: 1-2	B4: 3	B4: 4-5	Total
1	15.79%	44.74%	39.47%	100.00%
2-3	14.49%	52.17%	33.33%	100.00%
Total	15.17%	48.28%	36.55%	100.00%

		C4		
BPlace	C4: 1-2	C4: 3	C4: 4-5	Total
1	23.08%	37.50%	39.42%	100.00%
2-3	17.39%	48.91%	33.70%	100.00%
Total	20.41%	42.86%	36.73%	100.00%

		D4		
BPlace	D4: 1-2	D4: 3	D4: 4-5	Total
1	15.38%	29.49%	55.13%	100.00%
2-3	11.59%	43.48%	44.93%	100.00%
Total	13.61%	36.05%	50.34%	100.00%

Notes: A = Curriculum
         B = Pedagogies
         C = Assessment
         D = Humane Education

	A1			
BPlace	A1: 1-2	A1: 3	A1: 4-5	Total
1	11.01%	19.87%	69.12%	100.00%
2-3	7.17%	14.75%	78.08%	100.00%
Total	8.92%	17.09%	73.99%	100.00%

	A2			
BPlace	A2: 1-2	A2: 3	A2: 4-5	Total
1	1.49%	12.92%	85.59%	100.00%
2-3	1.55%	6.72%	91.73%	100.00%
Total	1.52%	9.54%	88.94%	100.00%

	A3			
BPlace	A3: 1-2	A3: 3	A3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	A4			
BPlace	A4: 1-2	A4: 3	A4: 4-5	Total
1	18.59%	32.05%	49.36%	100.00%
2-3	22.87%	18.62%	58.51%	100.00%
Total	20.93%	24.71%	54.36%	100.00%

	B1			
BPlace	B1: 1-2	B1: 3	B1: 4-5	Total
1	9.40%	21.63%	68.97%	100.00%
2-3	5.22%	24.80%	69.97%	100.00%
Total	7.12%	23.36%	69.52%	100.00%

	B2			
BPlace	B2: 1-2	B2: 3	B2: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	B3			
BPlace	B3: 1-2	B3: 3	B3: 4-5	Total
1	9.75%	16.04%	74.21%	100.00%
2-3	4.39%	14.47%	81.14%	100.00%
Total	6.81%	15.18%	78.01%	100.00%

	B4			
BPlace	B4: 1-2	B4: 3	B4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	C1			
BPlace	C1: 1-2	C1: 3	C1: 4-5	Total
1	3.26%	14.20%	82.54%	100.00%
2-3	1.81%	11.83%	86.36%	100.00%
Total	2.47%	12.90%	84.64%	100.00%

	C2			
BPlace	C2: 1-2	C2: 3	C2: 4-5	Total
1	100.00%	0.00%	0.00%	100.00%
2-3	100.00%	0.00%	0.00%	100.00%
Total	100.00%	0.00%	0.00%	100.00%

	C3			
BPlace	C3: 1-2	C3: 3	C3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	C4			
BPlace	C4: 1-2	C4: 3	C4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	D1			
BPlace	D1: 1-2	D1: 3	D1: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	D2			
BPlace	D2: 1-2	D2: 3	D2: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	D3			
BPlace	D3: 1-2	D3: 3	D3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	D4			
BPlace	D4: 1-2	D4: 3	D4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Equity

A1

Sex	A1: 1-2	A1: 3	A1: 4-5	Total
1	7.10%	16.60%	76.30%	**100.00%**
2	11.00%	17.74%	71.26%	**100.00%**
Total	8.69%	17.06%	74.25%	**100.00%**

B1

Sex	B1: 1-2	B1: 3	B1: 4-5	Total
1	6.62%	22.83%	70.55%	**100.00%**
2	7.51%	22.87%	69.62%	**100.00%**
Total	6.98%	22.85%	70.18%	**100.00%**

C1

Sex	C1: 1-2	C1: 3	C1: 4-5	Total
1	1.74%	12.61%	85.65%	**100.00%**
2	3.55%	12.71%	83.73%	**100.00%**
Total	2.46%	12.65%	84.89%	**100.00%**

D1

Sex	D1: 1-2	D1: 3	D1: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

Quality

A2

Sex	A2: 1-2	A2: 3	A2: 4-5	Total
1	0.63%	7.96%	91.40%	**100.00%**
2	3.10%	12.26%	84.64%	**100.00%**
Total	1.62%	9.69%	88.68%	**100.00%**

B2

Sex	B2: 1-2	B2: 3	B2: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

C2

Sex	C2: 1-2	C2: 3	C2: 4-5	Total
1	100.00%	0.00%	0.00%	**100.00%**
2	100.00%	0.00%	0.00%	**100.00%**
Total	100.00%	0.00%	0.00%	**100.00%**

D2

Sex	D2: 1-2	D2: 3	D2: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

Relevancy

A3

Sex	A3: 1-2	A3: 3	A3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

B3

Sex	B3: 1-2	B3: 3	B3: 4-5	Total
1	5.42%	15.12%	79.46%	**100.00%**
2	8.56%	16.10%	75.34%	**100.00%**
Total	6.67%	15.51%	77.82%	**100.00%**

C3

Sex	C3: 1-2	C3: 3	C3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

D3

Sex	D3: 1-2	D3: 3	D3: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

Efficiency

A4

Sex	A4: 1-2	A4: 3	A4: 4-5	Total
1	20.74%	18.89%	60.37%	**100.00%**
2	21.13%	32.39%	46.48%	**100.00%**
Total	20.89%	24.23%	54.87%	**100.00%**

B4

Sex	B4: 1-2	B4: 3	B4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

C4

Sex	C4: 1-2	C4: 3	C4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

D4

Sex	D4: 1-2	D4: 3	D4: 4-5	Total
1	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
2	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**
Total	#DIV/0!	#DIV/0!	#DIV/0!	**#DIV/0!**

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

Sex	A1			
	A1: 1-2	**A1: 3**	**A1: 4-5**	**Total**
1	10.04%	28.86%	61.09%	100.00%
2	9.04%	30.24%	60.72%	100.00%
Total	9.61%	29.46%	60.93%	100.00%

Sex	B1			
	B1: 1-2	**B1: 3**	**B1: 4-5**	**Total**
1	13.91%	31.27%	54.82%	100.00%
2	11.23%	32.09%	56.68%	100.00%
Total	12.74%	31.62%	55.63%	100.00%

Sex	C1			
	C1: 1-2	**C1: 3**	**C1: 4-5**	**Total**
1	8.30%	28.22%	63.49%	100.00%
2	8.09%	22.48%	69.42%	100.00%
Total	8.21%	25.72%	66.07%	100.00%

Sex	D1			
	D1: 1-2	**D1: 3**	**D1: 4-5**	**Total**
1	11.34%	27.52%	61.14%	100.00%
2	9.26%	25.16%	65.58%	100.00%
Total	10.45%	26.51%	63.03%	100.00%

Quality

Sex	A2			
	A2: 1-2	**A2: 3**	**A2: 4-5**	**Total**
1	10.67%	26.22%	63.11%	100.00%
2	8.53%	25.12%	66.36%	100.00%
Total	9.73%	25.74%	64.53%	100.00%

Sex	B2			
	B2: 1-2	**B2: 3**	**B2: 4-5**	**Total**
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Sex	C2			
	C2: 1-2	**C2: 3**	**C2: 4-5**	**Total**
1	16.12%	31.54%	52.33%	100.00%
2	15.20%	28.52%	56.29%	100.00%
Total	15.73%	30.24%	54.03%	100.00%

Sex	D2			
	D2: 1-2	**D2: 3**	**D2: 4-5**	**Total**
1	11.05%	30.60%	58.35%	100.00%
2	12.38%	29.28%	58.34%	100.00%
Total	11.62%	30.04%	58.34%	100.00%

Relevancy

Sex	A3			
	A3: 1-2	**A3: 3**	**A3: 4-5**	**Total**
1	25.61%	36.33%	38.06%	100.00%
2	20.54%	32.59%	46.88%	100.00%
Total	23.39%	34.70%	41.91%	100.00%

Sex	B3			
	B3: 1-2	**B3: 3**	**B3: 4-5**	**Total**
1	8.28%	27.03%	64.69%	100.00%
2	8.38%	24.96%	66.67%	100.00%
Total	8.32%	26.13%	65.55%	100.00%

Sex	C3			
	C3: 1-2	**C3: 3**	**C3: 4-5**	**Total**
1	7.81%	28.17%	64.02%	100.00%
2	10.22%	24.35%	65.43%	100.00%
Total	8.84%	26.53%	64.62%	100.00%

Sex	D3			
	D3: 1-2	**D3: 3**	**D3: 4-5**	**Total**
1	6.96%	27.15%	65.89%	100.00%
2	7.59%	21.84%	70.57%	100.00%
Total	7.23%	24.90%	67.87%	100.00%

Efficiency

Sex	A4			
	A4: 1-2	**A4: 3**	**A4: 4-5**	**Total**
1	17.93%	42.76%	39.31%	100.00%
2	14.29%	39.29%	46.43%	100.00%
Total	16.34%	41.25%	42.41%	100.00%

Sex	B4			
	B4: 1-2	**B4: 3**	**B4: 4-5**	**Total**
1	18.98%	35.42%	45.60%	100.00%
2	19.47%	33.04%	47.49%	100.00%
Total	19.20%	34.37%	46.43%	100.00%

Sex	C4			
	C4: 1-2	**C4: 3**	**C4: 4-5**	**Total**
1	11.40%	40.00%	48.60%	100.00%
2	8.78%	31.18%	60.05%	100.00%
Total	10.27%	36.19%	53.54%	100.00%

Sex	D4			
	D4: 1-2	**D4: 3**	**D4: 4-5**	**Total**
1	5.17%	23.79%	71.03%	100.00%
2	4.74%	25.59%	69.67%	100.00%
Total	4.99%	24.55%	70.46%	100.00%

Notes: A = Curriculum
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Equity

	A1			
BPlace	A1: 1-2	A1: 3	A1: 4-5	Total
1	7.89%	16.93%	75.18%	**100.00%**
2-3	6.45%	15.43%	78.12%	**100.00%**
Total	7.06%	16.07%	76.88%	**100.00%**

	B1			
BPlace	B1: 1-2	B1: 3	B1: 4-5	Total
1	16.56%	16.41%	67.02%	**100.00%**
2-3	8.91%	19.31%	71.77%	**100.00%**
Total	12.18%	18.07%	69.74%	**100.00%**

	C1			
BPlace	C1: 1-2	C1: 3	C1: 4-5	Total
1	9.69%	15.85%	74.46%	**100.00%**
2-3	8.55%	17.23%	74.22%	**100.00%**
Total	9.04%	16.63%	74.32%	**100.00%**

	D1			
BPlace	D1: 1-2	D1: 3	D1: 4-5	Total
1	10.45%	14.95%	74.61%	**100.00%**
2-3	9.73%	16.45%	73.83%	**100.00%**
Total	10.03%	15.81%	74.16%	**100.00%**

Quality

	A2			
BPlace	A2: 1-2	A2: 3	A2: 4-5	Total
1	6.94%	15.92%	77.14%	**100.00%**
2-3	4.86%	12.15%	83.00%	**100.00%**
Total	5.75%	13.76%	80.50%	**100.00%**

	B2			
BPlace	B2: 1-2	B2: 3	B2: 4-5	Total
1	19.93%	24.91%	55.16%	**100.00%**
2-3	14.59%	20.16%	65.25%	**100.00%**
Total	16.87%	22.19%	60.94%	**100.00%**

	C2			
BPlace	C2: 1-2	C2: 3	C2: 4-5	Total
1	14.75%	19.49%	65.76%	**100.00%**
2-3	11.16%	18.82%	70.03%	**100.00%**
Total	12.68%	19.10%	68.21%	**100.00%**

	D2			
BPlace	D2: 1-2	D2: 3	D2: 4-5	Total
1	16.20%	17.29%	66.51%	**100.00%**
2-3	12.83%	16.23%	70.94%	**100.00%**
Total	14.25%	16.68%	69.07%	**100.00%**

Relevancy

	A3			
BPlace	A3: 1-2	A3: 3	A3: 4-5	Total
1	15.83%	23.38%	60.79%	**100.00%**
2-3	8.31%	16.35%	75.34%	**100.00%**
Total	11.52%	19.35%	69.12%	**100.00%**

	B3			
BPlace	B3: 1-2	B3: 3	B3: 4-5	Total
1	10.13%	19.40%	70.47%	**100.00%**
2-3	7.85%	15.54%	76.60%	**100.00%**
Total	8.82%	17.19%	73.99%	**100.00%**

	C3			
BPlace	C3: 1-2	C3: 3	C3: 4-5	Total
1	12.47%	15.45%	72.09%	**100.00%**
2-3	11.27%	22.13%	66.60%	**100.00%**
Total	11.78%	19.28%	68.94%	**100.00%**

	D3			
BPlace	D3: 1-2	D3: 3	D3: 4-5	Total
1	10.93%	13.07%	76.00%	**100.00%**
2-3	5.79%	12.97%	81.24%	**100.00%**
Total	7.99%	13.01%	79.00%	**100.00%**

Efficiency

	A4			
BPlace	A4: 1-2	A4: 3	A4: 4-5	Total
1	27.96%	15.59%	56.45%	**100.00%**
2-3	21.43%	19.05%	59.52%	**100.00%**
Total	24.20%	17.58%	58.22%	**100.00%**

	B4			
BPlace	B4: 1-2	B4: 3	B4: 4-5	Total
1	20.97%	22.58%	56.45%	**100.00%**
2-3	12.05%	22.89%	65.06%	**100.00%**
Total	15.86%	22.76%	61.38%	**100.00%**

	C4			
BPlace	C4: 1-2	C4: 3	C4: 4-5	Total
1	14.38%	16.81%	68.81%	**100.00%**
2-3	11.00%	20.39%	68.61%	**100.00%**
Total	12.43%	18.88%	68.69%	**100.00%**

	D4			
BPlace	D4: 1-2	D4: 3	D4: 4-5	Total
1	6.42%	10.16%	83.42%	**100.00%**
2-3	3.98%	7.97%	88.05%	**100.00%**
Total	5.02%	8.90%	86.07%	**100.00%**

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

	Equity					Quality					Relevancy					Efficiency			

		A1		
Sex	A1: 1-2	A1: 3	A1: 4-5	Total
1	6.75%	15.24%	78.01%	**100.00%**
2	7.43%	17.01%	75.56%	**100.00%**
Total	6.96%	15.81%	77.23%	**100.00%**

		A2		
Sex	A2: 1-2	A2: 3	A2: 4-5	Total
1	4.77%	13.55%	81.69%	**100.00%**
2	7.76%	13.58%	78.66%	**100.00%**
Total	5.73%	13.56%	80.71%	**100.00%**

		A3		
Sex	A3: 1-2	A3: 3	A3: 4-5	Total
1	10.38%	19.87%	69.76%	**100.00%**
2	13.15%	18.78%	68.08%	**100.00%**
Total	11.26%	19.52%	69.22%	**100.00%**

		A4		
Sex	A4: 1-2	A4: 3	A4: 4-5	Total
1	23.36%	19.08%	57.57%	**100.00%**
2	24.31%	14.58%	61.11%	**100.00%**
Total	23.66%	17.63%	58.71%	**100.00%**

		B1		
Sex	B1: 1-2	B1: 3	B1: 4-5	Total
1	12.84%	18.79%	68.37%	**100.00%**
2	11.18%	16.57%	72.26%	**100.00%**
Total	12.31%	18.08%	69.62%	**100.00%**

		B2		
Sex	B2: 1-2	B2: 3	B2: 4-5	Total
1	18.78%	20.96%	60.26%	**100.00%**
2	13.49%	23.72%	62.79%	**100.00%**
Total	17.09%	21.84%	61.07%	**100.00%**

		B3		
Sex	B3: 1-2	B3: 3	B3: 4-5	Total
1	7.93%	16.38%	75.69%	**100.00%**
2	10.11%	18.82%	71.07%	**100.00%**
Total	8.63%	17.16%	74.21%	**100.00%**

		B4		
Sex	B4: 1-2	B4: 3	B4: 4-5	Total
1	15.67%	25.00%	59.33%	**100.00%**
2	16.67%	18.06%	65.28%	**100.00%**
Total	15.99%	22.75%	61.26%	**100.00%**

		C1		
Sex	C1: 1-2	C1: 3	C1: 4-5	Total
1	8.15%	16.20%	75.66%	**100.00%**
2	11.02%	16.63%	72.35%	**100.00%**
Total	9.04%	16.33%	74.63%	**100.00%**

		C2		
Sex	C2: 1-2	C2: 3	C2: 4-5	Total
1	13.17%	18.00%	68.83%	**100.00%**
2	11.89%	20.15%	67.96%	**100.00%**
Total	12.77%	18.67%	68.56%	**100.00%**

		C3		
Sex	C3: 1-2	C3: 3	C3: 4-5	Total
1	11.76%	20.26%	67.97%	**100.00%**
2	11.68%	17.15%	71.17%	**100.00%**
Total	11.74%	19.30%	68.96%	**100.00%**

		C4		
Sex	C4: 1-2	C4: 3	C4: 4-5	Total
1	12.90%	20.21%	66.89%	**100.00%**
2	11.47%	15.00%	73.53%	**100.00%**
Total	12.45%	18.59%	68.96%	**100.00%**

		D1		
Sex	D1: 1-2	D1: 3	D1: 4-5	Total
1	10.33%	16.44%	73.24%	**100.00%**
2	9.46%	13.46%	77.08%	**100.00%**
Total	10.06%	15.51%	74.44%	**100.00%**

		D2		
Sex	D2: 1-2	D2: 3	D2: 4-5	Total
1	14.18%	16.62%	69.20%	**100.00%**
2	13.79%	16.63%	69.57%	**100.00%**
Total	14.06%	16.62%	69.32%	**100.00%**

		D3		
Sex	D3: 1-2	D3: 3	D3: 4-5	Total
1	6.58%	13.16%	80.26%	**100.00%**
2	10.84%	12.59%	76.57%	**100.00%**
Total	7.94%	12.98%	79.08%	**100.00%**

		D4		
Sex	D4: 1-2	D4: 3	D4: 4-5	Total
1	4.29%	9.57%	86.14%	**100.00%**
2	6.94%	8.33%	84.72%	**100.00%**
Total	5.15%	9.17%	85.68%	**100.00%**

Notes: A = Curriculum
           B = Pedagogies
           C = Assessment
           D = Humane Education

Equity

A1

Sex	A1: 1-2	A1: 3	A1: 4-5	Total
1	24.14%	48.28%	27.59%	100.00%
2	0.00%	12.14%	87.86%	100.00%
Total	3.47%	17.33%	79.21%	100.00%

B1

Sex	B1: 1-2	B1: 3	B1: 4-5	Total
1	0.00%	70.00%	30.00%	100.00%
2	0.00%	20.00%	80.00%	100.00%
Total	0.00%	27.69%	72.31%	100.00%

C1

Sex	C1: 1-2	C1: 3	C1: 4-5	Total
1	14.29%	35.71%	50.00%	100.00%
2	0.00%	22.37%	77.63%	100.00%
Total	2.22%	24.44%	73.33%	100.00%

D1

Sex	D1: 1-2	D1: 3	D1: 4-5	Total
1	37.50%	62.50%	0.00%	100.00%
2	0.00%	17.05%	82.95%	100.00%
Total	5.77%	24.04%	70.19%	100.00%

Quality

A2

Sex	A2: 1-2	A2: 3	A2: 4-5	Total
1	10.00%	40.00%	50.00%	100.00%
2	0.00%	22.22%	77.78%	100.00%
Total	1.37%	24.66%	73.97%	100.00%

B2

Sex	B2: 1-2	B2: 3	B2: 4-5	Total
1	25.00%	25.00%	50.00%	100.00%
2	0.00%	50.00%	50.00%	100.00%
Total	3.85%	46.15%	50.00%	100.00%

C2

Sex	C2: 1-2	C2: 3	C2: 4-5	Total
1	18.18%	36.36%	45.45%	100.00%
2	0.00%	22.58%	77.42%	100.00%
Total	2.74%	24.66%	72.60%	100.00%

D2

Sex	D2: 1-2	D2: 3	D2: 4-5	Total
1	25.00%	62.50%	12.50%	100.00%
2	0.00%	28.41%	71.59%	100.00%
Total	3.85%	33.65%	62.50%	100.00%

Relevancy

A3

Sex	A3: 1-2	A3: 3	A3: 4-5	Total
1	25.00%	50.00%	25.00%	100.00%
2	0.00%	28.57%	71.43%	100.00%
Total	4.00%	32.00%	64.00%	100.00%

B3

Sex	B3: 1-2	B3: 3	B3: 4-5	Total
1	0.00%	70.00%	30.00%	100.00%
2	0.00%	12.73%	87.27%	100.00%
Total	0.00%	21.54%	78.46%	100.00%

C3

Sex	C3: 1-2	C3: 3	C3: 4-5	Total
1	8.33%	41.67%	50.00%	100.00%
2	0.00%	19.70%	80.30%	100.00%
Total	1.28%	23.08%	75.64%	100.00%

D3

Sex	D3: 1-2	D3: 3	D3: 4-5	Total
1	12.50%	37.50%	50.00%	100.00%
2	0.00%	9.09%	90.91%	100.00%
Total	1.92%	13.46%	84.62%	100.00%

Efficiency

A4

Sex	A4: 1-2	A4: 3	A4: 4-5	Total
1	25.00%	50.00%	25.00%	100.00%
2	0.00%	36.36%	63.64%	100.00%
Total	3.85%	38.46%	57.69%	100.00%

B4

Sex	B4: 1-2	B4: 3	B4: 4-5	Total
1	0.00%	50.00%	50.00%	100.00%
2	0.00%	27.27%	72.73%	100.00%
Total	0.00%	30.77%	69.23%	100.00%

C4

Sex	C4: 1-2	C4: 3	C4: 4-5	Total
1	12.50%	50.00%	37.50%	100.00%
2	0.00%	9.30%	90.70%	100.00%
Total	1.96%	15.69%	82.35%	100.00%

D4

Sex	D4: 1-2	D4: 3	D4: 4-5	Total
1	0.00%	50.00%	50.00%	100.00%
2	0.00%	14.29%	85.71%	100.00%
Total	0.00%	20.00%	80.00%	100.00%

Notes:　A = Curriculum
　　　　B = Pedagogies
　　　　C = Assessment
　　　　D = Humane Education

Equity

	A1			
BPlace	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	9.20%	35.71%	55.09%	100.00%
2-3	9.49%	26.94%	63.57%	100.00%
Total	9.40%	29.69%	60.91%	100.00%

	B1			
BPlace	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	14.43%	31.96%	53.61%	100.00%
2-3	12.27%	31.71%	56.02%	100.00%
Total	12.94%	31.79%	55.27%	100.00%

	C1			
BPlace	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	7.01%	30.13%	62.86%	100.00%
2-3	9.08%	23.86%	67.05%	100.00%
Total	8.44%	25.80%	65.76%	100.00%

	D1			
BPlace	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	11.65%	26.32%	62.03%	100.00%
2-3	10.30%	27.04%	62.66%	100.00%
Total	10.71%	26.82%	62.47%	100.00%

Quality

	A2			
BPlace	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	10.64%	25.17%	64.19%	100.00%
2-3	9.21%	26.52%	64.26%	100.00%
Total	9.65%	26.11%	64.24%	100.00%

	B2			
BPlace	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

	C2			
BPlace	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	15.22%	29.62%	55.16%	100.00%
2-3	15.87%	30.67%	53.46%	100.00%
Total	15.67%	30.35%	53.98%	100.00%

	D2			
BPlace	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	14.63%	26.22%	59.15%	100.00%
2-3	10.46%	32.37%	57.16%	100.00%
Total	11.72%	30.53%	57.76%	100.00%

Relevancy

	A3			
BPlace	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	25.97%	34.42%	39.61%	100.00%
2-3	22.90%	34.78%	42.32%	100.00%
Total	23.85%	34.67%	41.48%	100.00%

	B3			
BPlace	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	8.57%	30.91%	60.52%	100.00%
2-3	8.55%	23.79%	67.67%	100.00%
Total	8.55%	25.98%	65.47%	100.00%

	C3			
BPlace	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	9.63%	24.33%	66.04%	100.00%
2-3	8.51%	27.90%	63.59%	100.00%
Total	8.85%	26.80%	64.34%	100.00%

	D3			
BPlace	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	7.73%	21.82%	70.45%	100.00%
2-3	6.92%	25.69%	67.39%	100.00%
Total	7.16%	24.52%	68.32%	100.00%

Efficiency

	A4			
BPlace	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	17.95%	47.44%	34.62%	100.00%
2-3	15.70%	38.95%	45.35%	100.00%
Total	16.40%	41.60%	42.00%	100.00%

	B4			
BPlace	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	18.70%	39.57%	41.74%	100.00%
2-3	20.00%	31.54%	48.46%	100.00%
Total	19.60%	34.00%	46.40%	100.00%

	C4			
BPlace	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	12.63%	34.13%	53.24%	100.00%
2-3	9.53%	37.39%	53.08%	100.00%
Total	10.46%	36.41%	53.13%	100.00%

	D4			
BPlace	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	6.16%	25.34%	68.49%	100.00%
2-3	4.69%	24.93%	70.38%	100.00%
Total	5.13%	25.05%	69.82%	100.00%

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

	A1			
BPlace	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	5.73%	49.68%	44.59%	**100.00%**
2-3	6.31%	27.57%	66.12%	**100.00%**
Total	6.15%	33.50%	60.34%	**100.00%**

	B1			
BPlace	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	4.69%	57.81%	37.50%	**100.00%**
2-3	2.41%	39.76%	57.83%	**100.00%**
Total	3.04%	44.78%	52.17%	**100.00%**

	C1			
BPlace	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	7.27%	27.27%	65.45%	**100.00%**
2-3	2.45%	23.31%	74.23%	**100.00%**
Total	3.67%	24.31%	72.02%	**100.00%**

	D1			
BPlace	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	20.63%	46.03%	33.33%	**100.00%**
2-3	6.49%	28.65%	64.86%	**100.00%**
Total	10.08%	33.06%	56.85%	**100.00%**

Quality

	A2			
BPlace	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	4.44%	60.00%	35.56%	**100.00%**
2-3	10.34%	31.90%	57.76%	**100.00%**
Total	8.70%	39.75%	51.55%	**100.00%**

	B2			
BPlace	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	4.35%	73.91%	21.74%	**100.00%**
2-3	11.29%	45.16%	43.55%	**100.00%**
Total	9.41%	52.94%	37.65%	**100.00%**

	C2			
BPlace	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	12.50%	42.50%	45.00%	**100.00%**
2-3	10.83%	22.50%	66.67%	**100.00%**
Total	11.25%	27.50%	61.25%	**100.00%**

	D2			
BPlace	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	18.87%	52.83%	28.30%	**100.00%**
2-3	10.64%	25.00%	64.36%	**100.00%**
Total	12.45%	31.12%	56.43%	**100.00%**

Relevancy

	A3			
BPlace	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	12.50%	62.50%	25.00%	**100.00%**
2-3	8.33%	48.81%	42.86%	**100.00%**
Total	9.48%	52.59%	37.93%	**100.00%**

	B3			
BPlace	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	2.86%	40.00%	57.14%	**100.00%**
2-3	4.90%	14.71%	80.39%	**100.00%**
Total	4.38%	21.17%	74.45%	**100.00%**

	C3			
BPlace	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	2.38%	57.14%	40.48%	**100.00%**
2-3	7.94%	30.16%	61.90%	**100.00%**
Total	6.55%	36.90%	56.55%	**100.00%**

	D3			
BPlace	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	0.00%	45.83%	54.17%	**100.00%**
2-3	4.76%	16.67%	78.57%	**100.00%**
Total	3.70%	23.15%	73.15%	**100.00%**

Efficiency

	A4			
BPlace	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	18.75%	62.50%	18.75%	**100.00%**
2-3	9.52%	54.76%	35.71%	**100.00%**
Total	12.07%	56.90%	31.03%	**100.00%**

	B4			
BPlace	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	19.05%	42.86%	38.10%	**100.00%**
2-3	15.87%	34.92%	49.21%	**100.00%**
Total	16.67%	36.90%	46.43%	**100.00%**

	C4			
BPlace	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	10.71%	50.00%	39.29%	**100.00%**
2-3	7.14%	28.57%	64.29%	**100.00%**
Total	8.04%	33.93%	58.04%	**100.00%**

	D4			
BPlace	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	16.67%	33.33%	50.00%	**100.00%**
2-3	9.52%	11.90%	78.57%	**100.00%**
Total	11.11%	16.67%	72.22%	**100.00%**

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

	A1			
Sex	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	6.95%	33.44%	59.60%	**100.00%**
2	5.30%	33.57%	61.13%	**100.00%**
Total	6.15%	33.50%	60.34%	**100.00%**

	B1			
Sex	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	2.54%	48.31%	49.15%	**100.00%**
2	3.57%	41.07%	55.36%	**100.00%**
Total	3.04%	44.78%	52.17%	**100.00%**

	C1			
Sex	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	0.93%	25.23%	73.83%	**100.00%**
2	6.31%	23.42%	70.27%	**100.00%**
Total	3.67%	24.31%	72.02%	**100.00%**

	D1			
Sex	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	10.66%	25.41%	63.93%	**100.00%**
2	9.52%	40.48%	50.00%	**100.00%**
Total	10.08%	33.06%	56.85%	**100.00%**

Quality

	A2			
Sex	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	12.94%	34.12%	52.94%	**100.00%**
2	3.95%	46.05%	50.00%	**100.00%**
Total	8.70%	39.75%	51.55%	**100.00%**

	B2			
Sex	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	2.33%	67.44%	30.23%	**100.00%**
2	16.67%	38.10%	45.24%	**100.00%**
Total	9.41%	52.94%	37.65%	**100.00%**

	C2			
Sex	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	11.25%	26.25%	62.50%	**100.00%**
2	11.25%	28.75%	60.00%	**100.00%**
Total	11.25%	27.50%	61.25%	**100.00%**

	D2			
Sex	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	10.48%	32.26%	57.26%	**100.00%**
2	14.53%	29.91%	55.56%	**100.00%**
Total	12.45%	31.12%	56.43%	**100.00%**

Relevancy

	A3			
Sex	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	8.33%	48.33%	43.33%	**100.00%**
2	10.71%	57.14%	32.14%	**100.00%**
Total	9.48%	52.59%	37.93%	**100.00%**

	B3			
Sex	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	2.86%	31.43%	65.71%	**100.00%**
2	5.97%	10.45%	83.58%	**100.00%**
Total	4.38%	21.17%	74.45%	**100.00%**

	C3			
Sex	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	4.76%	30.95%	64.29%	**100.00%**
2	8.33%	42.86%	48.81%	**100.00%**
Total	6.55%	36.90%	56.55%	**100.00%**

	D3			
Sex	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	0.00%	26.79%	73.21%	**100.00%**
2	7.69%	19.23%	73.08%	**100.00%**
Total	3.70%	23.15%	73.15%	**100.00%**

Efficiency

	A4			
Sex	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	20.00%	53.33%	26.67%	**100.00%**
2	3.57%	60.71%	35.71%	**100.00%**
Total	12.07%	56.90%	31.03%	**100.00%**

	B4			
Sex	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	11.90%	42.86%	45.24%	**100.00%**
2	21.43%	30.95%	47.62%	**100.00%**
Total	16.67%	36.90%	46.43%	**100.00%**

	C4			
Sex	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	3.57%	35.71%	60.71%	**100.00%**
2	12.50%	32.14%	55.36%	**100.00%**
Total	8.04%	33.93%	58.04%	**100.00%**

	D4			
Sex	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	10.71%	17.86%	71.43%	**100.00%**
2	11.54%	15.38%	73.08%	**100.00%**
Total	11.11%	16.67%	72.22%	**100.00%**

Notes: A = Curriculum
            B = Pedagogies
            C = Assessment
            D = Humane Education

Equity

	A1			
Bplace	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	1.67%	22.71%	75.61%	100.00%
2-3	3.82%	22.67%	73.51%	100.00%
Total	3.05%	22.68%	74.26%	100.00%

	B1			
Bplace	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	1.36%	26.53%	72.11%	100.00%
2-3	2.78%	29.07%	68.15%	100.00%
Total	2.28%	28.18%	69.54%	100.00%

	C1			
Bplace	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	1.00%	20.15%	78.86%	100.00%
2-3	1.38%	19.53%	79.09%	100.00%
Total	1.24%	19.75%	79.01%	100.00%

	D1			
Bplace	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	4.87%	26.11%	69.03%	100.00%
2-3	5.05%	24.87%	70.08%	100.00%
Total	4.98%	25.32%	69.69%	100.00%

Quality

	A2			
Bplace	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	1.69%	32.09%	66.22%	100.00%
2-3	4.21%	27.78%	68.01%	100.00%
Total	3.30%	29.34%	67.36%	100.00%

	B2			
Bplace	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	3.57%	30.00%	66.43%	100.00%
2-3	4.12%	32.21%	63.67%	100.00%
Total	3.93%	31.45%	64.62%	100.00%

	C2			
Bplace	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	5.15%	29.55%	65.29%	100.00%
2-3	6.73%	27.10%	66.17%	100.00%
Total	6.17%	27.97%	65.86%	100.00%

	D2			
Bplace	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	5.71%	32.26%	62.03%	100.00%
2-3	8.21%	28.51%	63.28%	100.00%
Total	7.31%	29.86%	62.83%	100.00%

Relevancy

	A3			
Bplace	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	6.08%	34.46%	59.46%	100.00%
2-3	13.92%	31.14%	54.95%	100.00%
Total	11.16%	32.30%	56.53%	100.00%

	B3			
Bplace	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	1.63%	24.80%	73.58%	100.00%
2-3	2.22%	22.84%	74.94%	100.00%
Total	2.01%	23.53%	74.46%	100.00%

	C3			
Bplace	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	3.73%	28.81%	67.46%	100.00%
2-3	4.30%	27.66%	68.04%	100.00%
Total	4.10%	28.07%	67.83%	100.00%

	D3			
Bplace	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	2.49%	20.40%	77.11%	100.00%
2-3	3.38%	16.34%	80.28%	100.00%
Total	3.06%	17.81%	79.14%	100.00%

Efficiency

	A4			
Bplace	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	5.88%	35.29%	58.82%	100.00%
2-3	9.78%	32.61%	57.61%	100.00%
Total	8.39%	33.57%	58.04%	100.00%

	B4			
Bplace	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	7.48%	35.37%	57.14%	100.00%
2-3	11.85%	25.93%	62.22%	100.00%
Total	10.31%	29.26%	60.43%	100.00%

	C4			
Bplace	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	2.51%	32.66%	64.82%	100.00%
2-3	3.08%	23.81%	73.11%	100.00%
Total	2.88%	26.98%	70.14%	100.00%

	D4			
Bplace	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	0.99%	21.78%	77.23%	100.00%
2-3	1.68%	15.64%	82.68%	100.00%
Total	1.43%	17.86%	80.71%	100.00%

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

Equity

	A1			
Sex	**A1: 1-2**	**A1: 3**	**A1: 4-5**	**Total**
1	2.72%	23.24%	74.04%	100.00%
2	3.58%	22.09%	74.34%	100.00%
Total	3.00%	22.86%	74.14%	100.00%

	B1			
Sex	**B1: 1-2**	**B1: 3**	**B1: 4-5**	**Total**
1	1.73%	26.69%	71.58%	100.00%
2	3.10%	30.00%	66.90%	100.00%
Total	2.19%	27.80%	70.01%	100.00%

	C1			
Sex	**C1: 1-2**	**C1: 3**	**C1: 4-5**	**Total**
1	0.76%	19.54%	79.70%	100.00%
2	2.06%	22.37%	75.58%	100.00%
Total	1.19%	20.48%	78.33%	100.00%

	D1			
Sex	**D1: 1-2**	**D1: 3**	**D1: 4-5**	**Total**
1	2.87%	23.54%	73.59%	100.00%
2	9.00%	28.91%	62.09%	100.00%
Total	4.87%	25.29%	69.84%	100.00%

Quality

	A2			
Sex	**A2: 1-2**	**A2: 3**	**A2: 4-5**	**Total**
1	2.46%	27.24%	70.30%	100.00%
2	5.42%	34.66%	59.93%	100.00%
Total	3.43%	29.67%	66.90%	100.00%

	B2			
Sex	**B2: 1-2**	**B2: 3**	**B2: 4-5**	**Total**
1	3.90%	30.50%	65.60%	100.00%
2	3.50%	32.87%	63.64%	100.00%
Total	3.76%	31.29%	64.94%	100.00%

	C2			
Sex	**C2: 1-2**	**C2: 3**	**C2: 4-5**	**Total**
1	4.67%	28.03%	67.30%	100.00%
2	9.29%	29.29%	61.43%	100.00%
Total	6.18%	28.44%	65.38%	100.00%

	D2			
Sex	**D2: 1-2**	**D2: 3**	**D2: 4-5**	**Total**
1	7.18%	26.15%	66.67%	100.00%
2	6.94%	38.05%	55.01%	100.00%
Total	7.10%	30.11%	62.79%	100.00%

Relevancy

	A3			
Sex	**A3: 1-2**	**A3: 3**	**A3: 4-5**	**Total**
1	9.56%	31.06%	59.39%	100.00%
2	13.89%	34.72%	51.39%	100.00%
Total	10.98%	32.27%	56.75%	100.00%

	B3			
Sex	**B3: 1-2**	**B3: 3**	**B3: 4-5**	**Total**
1	1.87%	22.61%	75.52%	100.00%
2	2.05%	27.05%	70.90%	100.00%
Total	1.93%	24.10%	73.97%	100.00%

	C3			
Sex	**C3: 1-2**	**C3: 3**	**C3: 4-5**	**Total**
1	3.45%	25.91%	70.64%	100.00%
2	5.23%	33.80%	60.98%	100.00%
Total	4.04%	28.52%	67.44%	100.00%

	D3			
Sex	**D3: 1-2**	**D3: 3**	**D3: 4-5**	**Total**
1	2.08%	17.66%	80.26%	100.00%
2	4.64%	19.59%	75.77%	100.00%
Total	2.94%	18.31%	78.76%	100.00%

Efficiency

	A4			
Sex	**A4: 1-2**	**A4: 3**	**A4: 4-5**	**Total**
1	7.00%	33.00%	60.00%	100.00%
2	10.20%	34.69%	55.10%	100.00%
Total	8.05%	33.56%	58.39%	100.00%

	B4			
Sex	**B4: 1-2**	**B4: 3**	**B4: 4-5**	**Total**
1	9.34%	26.30%	64.36%	100.00%
2	11.03%	37.93%	51.03%	100.00%
Total	9.91%	30.18%	59.91%	100.00%

	C4			
Sex	**C4: 1-2**	**C4: 3**	**C4: 4-5**	**Total**
1	2.58%	26.03%	71.39%	100.00%
2	3.66%	30.89%	65.45%	100.00%
Total	2.94%	27.63%	69.43%	100.00%

	D4			
Sex	**D4: 1-2**	**D4: 3**	**D4: 4-5**	**Total**
1	1.55%	14.95%	83.51%	100.00%
2	1.02%	24.49%	74.49%	100.00%
Total	1.37%	18.15%	80.48%	100.00%

Notes: A = Curriculum
B = Pedagogies
C = Assessment
D = Humane Education

ANNEX 7

LIST OF PEOPLE INTERVIEWED

Name	Title	Organisation
Elaine Lameta	Private Consultant	Language Commission
Father Mosese Vitolio Tui	Principal	Don Bosco Technical Centre
Setefano Tupufia	Education Project Officer	European Union
Utumoa Seupule	ECE Coordinator	Ministry of Education
Mailo Pesamino	SNE Coordinator	Ministry of Education
Tavis Leota	Programme Officer	JICA
Fepulea'i Sinapi Moli	CEO	National Training Council – Samoa Qualifications Authority
Lufilufi Taulealo	ACEO School Operations	MESC
Leota Valma Galuvao	Programme Officer	AusAid – Australian High Commission
Gauna Wong	PEO Secondary Curriculum	MESC
Silia Pausisi	PEO Primary Curriculum	MESC
Leatuaolevao Ruby Va'a	Centre Director	USP, Alafua
Samau Lemalu Tate Simi	CEO	Ministry of Commerce, Industry and Labour
Sala Perive Tanuvasa	CEO	Samoa Polytechnic, Vaivase
'Aeau Chris Hazelman	Director	Catholic Education, Mulivai
Marie Bentin-To'alepaili'i	ACEO	Planning, Policy and Research Division, MESC
La'ititi Su'a	ACEO	Corporate Services, MESC
Tafa	Sports	MESC
Puluai	SQA	MESC
Lauitiiti Ma'ia'i	Labour Market Officer	Samoa Qualifications Authority

Doreen Roebeck-Tuala	ACEO, CDU and Assessment Officers	MESC
Gatoloaifa'aana Tili Afamasaga	Dean	Faculty of Education, National University of Samoa
Delphina Lee	Principal Culture Officer	MESC

List of Schools

1. Vaivase Primary School

2. Moata'a Primary School

3. Vaisea Primary School

4. Lalomanu Primary School

5. Lotofaga Primary School

6. Salelologa Primary School

7. Iva Primary School

8. Lalomalava Primary School

9. Safotulafai Primary School

10. Faga Primary School

11. Sa'asa'ai Primary School

12. Saipipi Primary School

13. Amoa College

ANNEX 8

PRIMARY ENROLMENT BY AGE, BY LEVEL AND BY GENDER
Year 2005

Age	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Grand Total		
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Total
5+	1765	1697	175	173	0	0	0	0	0	0	0	0	0	0	0	0	1940	1870	3810
6+	948	768	1352	1335	200	155	0	0	0	0	0	0	0	0	0	0	2500	2258	4758
7+	143	110	895	745	1294	1257	242	236	7	18	0	0	0	0	0	0	2581	2366	4947
8+	22	11	230	157	928	816	1277	1307	223	285	3	5	0	0	0	0	2683	2581	5264
9+	2	1	40	24	235	193	923	796	1217	1215	267	254	3	2	0	0	2687	2485	5172
10+	3	1	4	0	43	19	240	150	847	776	1203	1142	242	235	9	0	2591	2323	4914
11+	0	0	0	0	5	2	44	21	236	169	836	754	1067	1100	205	263	2393	2309	4702
12+	0	0	0	0	2	1	6	1	19	19	211	180	756	744	1071	1034	2065	1979	4044
13+	0	0	0	0	1	1	1	1	7	3	31	23	212	168	737	677	989	873	1862
14+	0	0	0	0	1	0	1	1	0	0	4	8	19	43	217	300	242	352	594
Total	2883	2588	2696	2434	2709	2444	2734	2513	2556	2485	2555	2366	2299	2292	2239	2274	20671	19396	40067
Grand Total	5471		5130		5153		5247		5041		4921		4591		4513		40067		

SECONDARY ENROLMENT BY AGE, BY LEVEL AND BY GENDER
Year 2005

Age	Level 9		Level 10		Level 11		Level 12		Level 13		Grand Total		
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Total
11+	1	1	0	0	0	0	0	0	0	0	1	1	2
12+	129	172	7	14	0	0	0	0	0	0	136	186	322
13+	781	781	132	193	2	3	0	0	0	0	915	977	1892
14+	783	660	649	715	103	156	30	29	0	0	1565	1560	3125
15+	254	241	611	590	509	616	125	209	15	42	1514	1698	3212
16+	42	33	221	154	555	590	423	552	95	129	1336	1458	2794
17+	1	2	39	30	199	178	495	588	208	304	762	1102	1864
18+	0	0	5	1	31	27	283	223	291	289	610	540	1150
19+	0	0	0	0	1	2	67	57	99	81	167	140	307
20+	0	0	0	0	0	0	0	8	0	12	0	20	20
Total	1991	1890	1664	1697	1400	1572	1423	1666	708	857	7006	7682	14688
Grand Total	3881		3361		2972		3089		1565		14688		