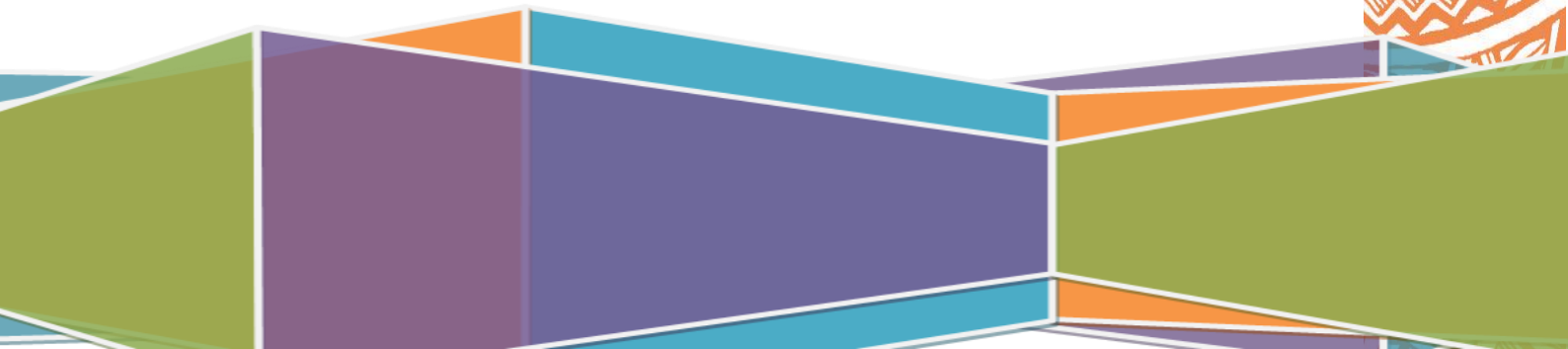




Government of Samoa
Ministry of Education, Sports and Culture

National Sports in Education Policy

2018 - 2023



National Sports in Education Policy

2018 – 2023

MINISTRY OF EDUCATION, SPORTS AND CULTURE

ACKNOWLEDGEMENT

The Ministry would like to acknowledge the work of Mrs Candice Apelu Mariner in conducting the review of the 2010 National Sports Policy (Samoa National Sports Policy Review Report 2017).

The review was undertaken in collaboration with key stakeholders such as the Samoa Association of Sports and National Olympic Committee, National Sports Federations, other Government Agencies, Donor Agencies, Civil societies, Private Sector and led by the Sports Division staff of the Ministry.

The completion of the review has led to the development of the National Sports in Education Policy in which the Consultant, Ministry of Education, Sports and Culture and several stakeholders became actively involved with.

LIST OF ACRONYMS

AED	Assessment and Examinations Division
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
CSLP	College Sports Leadership Programme
EFA	Education for All
EI	Education International
EMIS	Education Management Information System
ESCD	Education Sector Co-ordination Division
ESP	Education Sector Plan
FOE	Faculty of Education
HPE	Health and Physical Education
ICT	Information, Communication and Technology
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NPDP	National Professional Development Policy
NSEP	National Sports in Education Policy
NSF	National Sports Framework
NSFs	National Sports Federations
NTDF	National Teacher Development Framework
NUS	National University of Samoa
ODL	Online Distance Learning
PD	Professional Development
PE	Physical Education
PPRD	Policy, Planning, Research Division
PSC	Public Service Commission
SAMP	School Annual Management Plan
SASNOC	Samoa Association of Sports and National Olympic Committee
SDS	Strategy for the Development of Samoa
SFS	Sosaiete Faiaoga o Samoa
SIP	School Improvement Plan
SIs	School Inspectors
SMOM	School Management and Organisation Manual
SNSPRR	Samoa National Sports Policy Review Report
SOD	School of Operations Division
SPBEA	South Pacific Board for Educational Assessment
SSC	Samoa School Certificate
SSLC	Samoa Secondary Leaving Certificate
SSPA	Samoa Secondary Principal Association
SPSPA	Samoa Primary School Principals Association

SQA	Samoa Qualifications Authority
SSLC	Samoa Secondary Leaving Certificate
TDAD	Teacher Development and Advisory Division
TIP	Talent Identification Programme
TMIS	Teacher Management Information System
UNESCO	United Nations Educational, Scientific and Cultural Organisations

DEFINITION OF TERMS

High performance/Elite sport	Institutionalised and competitive sports, typically involving talent identification, athlete development, sports science and national representation.
Physical activity	an umbrella term that encompasses a wide variety of activities, and there are many ways to be physically active for example, walking, running, doing housework, weeding, cutting the grass, playing with the kids, or dancing. There are also more structured ways to engage in physical activity such as playing organised games such as lape, togi togi ga í'a and sports.
Physical education	Participation in physical activity and sports in order to learn skills and develop through movement which goes beyond physical activity and sports. It is delivered and experienced as a timetabled lesson in school settings. In addition, physical education encompasses activities and experiences that allow the development of fundamental movement skills; develop and improve cognitive performance; and enhance mental and physical health and self-esteem.
Physical literacy	is mastering of the fundamental movement and sports skills that allow young people to understand their environment and be able to think creatively. This allows them to be more confident and be in control of their sporting and activities levels. It allows them to be more confident in their movement and approach to sports participation.
Recreation	A human activity requiring physical exertion and sometimes physical skill, which by its nature or setting is participative. Samoans enjoy recreational activities such as walking, swimming, dancing.
School Sports	refers to organised learning through sports specific experiences that is co-curricular or delivered outside of the P.E Curriculum. School sports is an extension of the learning done in the classrooms and is the link between in-class learning and the community through National Sports Federations and other organised sporting organisations.
Sports for Development	using sports as a medium to promote and achieve social, health, educational and economic outcomes.
Sports	The use of relatively complex physical skills by individuals whose participation is motivated by a combination of personal enjoyment and external rewards. Activities that involve teams such as rugby, netball, volleyball, and soccer are sports, as are individual activities such as boxing, squash and weight-lifting.
Unified Sports Calendar	Sporting bodies schedule of sports for Terms 1 – 3 of a school year.

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FOREWORD



I am pleased to present the National Sports in Education Policy 2018-2023 reflecting the aspirations and the vision within the Samoa National Sports Framework 2018-2028 for all Samoans who are engaged in formal or non-formal education settings.

This policy is transformational in nature and takes a holistic approach whereby all sporting and physical activity programmes take into consideration the best interests of the individual to ensure the personal experience gained in all sports, physical education and physical activity programmes is quality plus, or as one journeys through formal and non-formal education settings.

This document provides a platform for a more integrated approach to sports, physical activity and physical education within our education sector. This emphasises Government's commitment to ensure stronger pathways are in place to enhance our children, young people and all individuals, to successfully achieve along the sports continuum, at all levels.

We promote, encourage and provide a range of opportunities for our teachers, sports administrators, coaches, key sports in education stakeholders to be well supported, connected and well resourced.

This Policy aims to address, manage and promote opportunities central to supporting our future leaders of Samoa, our future sportsmen and women alongside physically active and physically educated Samoan students.

Hon. Loau Solamalemalo Keneti Sio
Minister of Education, Sports and Culture

1. INTRODUCTION

The National Sports in Education Policy (NSEP) 2018-2023 aims to increase participation and involvement of all students to thrive, engage and become physically literate regardless of age and abilities through the provision of quality sports programmes alongside Health and Physical Education (HPE) right from Early Childhood Education (ECE), primary, secondary levels and within non-formal education settings.

School is the first point of contact and exposure to sports for most of Samoa's young people, where the basics of sports and physical education are taught and experienced. Students spend a significant amount of their childhood and teenage years in schools and therefore, a solid foundation in establishing positive attitudes, active lifestyles through sports and recreational opportunities should be encouraged and supported. Research has proven time and time again that using sports as a context for learning and student engagement not only improves a child's ability to learn, but increases and improves concentration and overall academic achievement.

This policy document calls upon the full support of all educators, leaders, parents, churches, villages, sports organisations and community. This is to ensure, all Samoan young people gain physical literacy and sports skills whether they are in school or not. Moreover, creating strong links between schools, community and sports clubs opens up opportunities for all to participate.

HPE is a subject offered as part of the Samoa National Curriculum and is taught from ECE levels through to Colleges right through to SSC Year 12 and SSLC Year 13, as an optional examinable subject.

There are a number of well established and structured competitions at secondary schools and an increase in sports offered at secondary level over the past few years. This needs to be further encouraged and enhanced, with stronger linkages to National Sports Federations (NSFs) and club level tournaments as the way to establish a structured Talent Identification Pathway in schools. This also highlights the need for NSFs to have club competitions that allow young people seamless transition to further develop skills and participate in a competitive environment that runs parallel to the HPE Curriculum taught in schools.

2. PURPOSE

The purpose of the NSEP is to provide an integrated and systematic approach alongside the National Sports Framework (NSF) to the development of sports, physical activity and HPE curriculum in Samoa. This is to ensure we better engage and enhance students' learning through sports from their entry point into formal education through ECEs, Primary and College to when they exit the education continuum.

3. GUIDING PRINCIPLES

This policy is guided by the vision that *“Thriving, engaged and physical literate Samoan children and young people regardless of age, gender and ability supported by skilled teachers, coaches, sports administrators within formal and informal education settings.”* (National Sports Framework 2018-2028)

It is also underpinned by the following guiding principles as stipulated in the NSF.

3.1 Participation

Students in Samoa are given every opportunity to participate in sports right from a young age within formal and non-formal education settings. This is to be achieved through fostering an enabling environment and pathway to see them flourish and succeed in all areas of Sports. Whether it be as a career pathway or leading an active or using sports to achieve maximum health and wellbeing.

3.2 Rule of Law

Government Agencies, Samoa Association of Sports and National Olympic Committee (SASNOC), NSFs, Community Sports providers and other stakeholders across the education sector are subject to and accountable to upholding and adhering to lawful practices including relevant legislations and the common law.

3.3 Transparency

The Samoa sports and education stakeholders serve the needs of the entire Samoan community within formal and non-formal education settings in a timely, open, appropriate and receptive manner.

3.4 Responsiveness

Systems level changes in the Samoan sports and education sector (Government Agencies, SASNOC, NSFs, Community Sports Clubs) has in place best practice models to encourage achievement and full participation in sports at all levels.

3.5 Consensus Oriented

NSEP stakeholders have a clear understanding of the mandates of each party for a more coordinated, transparent and clear guidance on roles and responsibilities of each and collaborative decision making.

3.6 Equity and Inclusiveness

Sports through physical education and physical activity programmes, services and systems have developed accessible, inclusive and sustainable infrastructure. This is to ensure every student including the most vulnerable is given opportunities to participate at all levels.

3.7 Effectiveness and Efficiency

Sports development practices, services and programmes follow a due diligence process that ensures resources, people and time is well utilised. The aim is to ensure the best possible results for all students, in formal and non-formal education settings.

3.8 Accountability

Contemporary management practices are widely adopted by all organisations delivering sports, physical education and physical activities in relation to planning, financial accountability, human resource management, customer focus and capacity building.

3.9 Student-focused

We need to focus on promoting student-focused or student-centred learning and empowerment through our NSEP. This means understanding issues that impact our students and targeting them as our investment.

3.10 Leadership

The NSEP requires leadership. This can be in one of two ways. We can lead and drive change, or we can build upon and support our key stakeholders and networks. We can draw on each other's strengths and leverage off each other to get the best outcomes for our students.

3.11 Learning through Life Course

We know that our ability to impact young people and youth lives will take place all throughout their learning life course. Research shows that focusing our resources and investment on students is one of the best ways to promote physical literacy in our formal and non-formal school settings. We need to prioritise our investment and resources into the early stages of learning such as ECE.

3.12 System Thinking

We need to consider priorities and opportunities from a system's perspective. We need to understand who our key stakeholders are, their role and mandate and approach

sports, physical education and physical activity opportunities from a collective and integrated perspective.

3.13 Using the Best Information

The NSEP needs to draw on the best information and evidence we have to understand issues and inform how we address issues. This means that we look at research, previous experience; evaluation outcomes and gathering our sports in education community voice.

3.14 Value

The NSEP is about adding value. We need to understand what our partners and networks are currently doing, understand the need in our community and draw on our community and networks to tell us where we can make a difference. We want to avoid duplicating programmes or only investing for the short-term.

4. POLICY STATEMENTS

This policy is transformational in nature and takes a student-centred approach. All sporting and physical activity programmes should take into consideration the best interests such as development, safety, inclusiveness, equity and rights of students. This will enable them to experience quality sports, physical education and physical activity programmes in formal and non-formal education settings.

4.1 Early Childhood Education

Strengthen and enhance students' brain development, cognitive thinking, fundamental skills and preparing them for formal learning through physical activity programmes. Ensure the provision of sufficient resources and effective trainings for both parents and teachers in teaching physical activity for optimal health and well-being across the lifespan of the students.

4.2 Primary School Competition

Establish a structured sporting competition for primary schools by setting up a primary school sports association/committee that will work with national sports organisations to run regular sporting tournaments.

4.3 Secondary School Competition

Enforce secondary schools sports competition by providing better support through resourcing and also connecting with NSFs to create alignment and synergy between better investment and training programmes. Furthermore, athlete development pathways are in place and transition of talented school athletes is encouraged through to club and international levels.

4.4 Curriculum Links

HPE should be taught at all levels of the education system.

4.5 Teacher Training for HPE

Provide HPE teacher training through provision of resources and tools of practice to support and implement teaching in the classroom in addition to attending professional development opportunities.

4.6 Student Sports Leadership Programme

Establish Student Sports Leadership Programmes that are linked to the HPE Curriculum strands to assist schools and teachers utilising the potential of students to lead with the right mentoring and provision of support.

4.7 Career Pathways

Promote sports as a viable career option at a school level not just as an athlete but as an administrator, sports official and volunteers for teachers and support staff.

4.8 Infrastructure

Provide support for infrastructure and resources such as playing fields, sports equipment and resource materials to improve and develop existing sports and physical education programmes.

4.9 Related Documents

RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Asset Management Policy 2018	Ministry of Education, Sports and Culture	2018
Behaviour Management Guidelines 2010	Ministry of Education, Sports and Culture	2010
Bilingual Education Policy 2011	Ministry of Education, Sports and Culture	2011
Corporate Plan July 2015 - June 2018	Ministry of Education, Sports and Culture	2018
Early Childhood Education Minimum Service Standards 2015	Ministry of Education, Sports and Culture	2015
Early Childhood Education Policy in Samoa 2017	Ministry of Education, Sports and Culture	2017
Education Act 2009	Ministry of Education, Sports and Culture	2009
Government Teachers Appraisal Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Inclusive Education Policy 2016	Ministry of Education, Sports and Culture	2016
Samoa National Curriculum Policy Framework 2006	Ministry of Education, Sports and Culture	2006
National Professional Development Policy 2018-2023	Ministry of Education, Sports and Culture	2018

National Safe Schools Policy 2017	Ministry of Education, Sports and Culture	2017
National Sports Framework 2018-2028	Ministry of Education, Sports and Culture	2018
National Teacher Development Framework 2018-2028	Ministry of Education, Sports and Culture	2018
Public Service Commission Act 2004	Public Service Commission	2004
Samoa National Sports Policy Review Report 2017	Ministry of Education, Sports and Culture	2017
Samoa National Assessment Policy Framework 2010	Ministry of Education, Sports and Culture	2010
Samoa Professional Standards for Principals 2014	Ministry of Education, Sports and Culture	2014
One Government Grant Manual of Operations	Ministry of Education, Sports and Culture	2018
Samoa School Nutrition Standards 2011	Ministry of Education, Sports and Culture	2011
School Governance Framework 2018-2028	Ministry of Education, Sports and Culture	2018
School Governance Policy 2018-2023	Ministry of Education, Sports and Culture	2018
School Management and Organisation Manual 2017	Ministry of Education, Sports and Culture	2017
School Management Policy 2018-2023	Ministry of Education, Sports and Culture	2018
School Staffing Manual 2017	Ministry of Education, Sports and Culture	2017
Teachers Act 2016	Ministry of Education, Sports and Culture	2016
The Minimum Service Standards for Primary and Secondary Schools in Samoa 2016	Ministry of Education, Sports and Culture	2016
TVET Consumables for Secondary Schools Policy 2017	Ministry of Education, Sports and Culture	2017
Youth, Sports and Cultural Affairs Act 1993	Ministry Education, Sports and Culture	1993

5. APPLICATION AND SCOPE

The NSEP is derived from the NSF. This broadly establishes that MESC is responsible for policy development for sports in education, regulatory functions, monitoring, and evaluation. The ECE Centres, schools and their partners are the implementers.

The NSEP applies to all ECE Centres as well as Government, Mission and Private Schools and Colleges. This policy applies only to schools sports fields.

6. ROLES AND RESPONSIBILITIES

This section describes key roles and responsibilities that contribute to sports development across all levels (ECE, Primary and Secondary).

6.1 ECE Settings

This NSEP policy for ECE contributes to enhancing students' brain development, healthy cognitive thinking and preparing them for formal learning through sports and physical activity programmes. It takes into consideration the critical role of movement through play and being physically active. This can be done resources and training aimed at encouraging parents and teachers to provide relevant activities that can be used as part of everyday learning.

MESC and NCECE will be responsible in the implementation of the following roles:

6.1.1 Mapping of Existing "Structured & Un-structured" Play Programmes

- Carry out a stock-take of current "Play" and Physical Activity/Sports programmes currently undertaken at ECE level
- Identify current resources available to encourage Play and movement at ECE level
- Write up report and recommendations

6.1.2 Design an Integrated Fit for purpose Play Programme

- Design a structured "Play" curriculum/programme that can be easily integrated at ECE
- Develop resources in Samoan
- Carry out activities to encourage physical activity both in ECE centres and in students' homes

6.1.3 Implement the New Play Programme

- Conduct training workshops for ECE schools for resources and programme roll out of new Play Programme

6.1.4 Conduct Research

- Conduct research to determine effectiveness of the new Play Programme
- Implement findings of research already conducted

6.1.5 Growth in ECE Sporting Programmes

- Connect with relevant NSFs and Sports clubs who run Under 5 structured sports competitions to introduce structured competitions for all ECE centres.

6.2 Primary School Settings

At primary level, this policy focuses on the important role of encouraging learning through fundamental movement skills, and creating an environment where students are introduced to quality sporting activities and competitions. This includes working with National Sports organisations and the Samoa Primary School Principals Association (SPSPA) to provide regular opportunities for sporting participation. This complements the in-school and in-classroom learning as stated in the HPE Curriculum to develop physically healthy students and enhance sporting experiences.

MESC and SPSPA will be responsible in the implementation of the following roles:

6.2.1 Establish structured sporting competitions in Primary Schools

- Sports Division at MESC to Chair and provide Secretariat support to SPSPA
- The SPSPA will coordinate sports competitions during school terms with assistance from NSFs
- Work collaboratively to set up a unified Sports Calendar
- Undertake future collective sporting and physical activity programme planning
- Establish district sporting inter-zone sub-committees

6.2.2 Establish Talent Identification Programme

- Develop a process/programme to identify talented young students at all levels
- Establish a database of elite primary school sports athletes, coaches and administrators
- Develop a plan to support pathways for talented young students

6.2.3 Conduct Research & Evaluation

- Track participation rates of students in sports and physical activity programmes at all levels
- Monitor compliance against health, gender equality, inclusiveness, safety principles
- Set up a schools database that can be used to draw data on level of participation, changes in health and overall wellbeing including educational successes from participating in sports and physical activity

6.2.4 Provide Facilities & Equipment

- Establish a budget to procure equipment and upgrade sports facilities
- Review current facility usage
- Ensure safety of facilities and equipment needed for district and major sporting competitions
- MESC provides Contestable Funding with criteria established for schools to apply to for upgrading and equipment replacement needs

6.2.5 Upgrade and Maintain Infrastructure

- School committees to maintain schools sports fields regularly
- MESC provides Contestable Funding with criteria established for schools to apply to for upgrading and maintaining infrastructure

6.2.6 Ensure Safety

- Develop Health and Safety Procedures for all sporting programmes in schools
- Enforce Health and Safety Procedures

6.2.7 Strengthen National Sports Federations Engagement

- MESC and SPSPA need to work closely with the NSFs to ensure that school sports are aligned and connected to programmes NSFs run outside of schools

6.2.8 Establish Primary School Coach & Athlete Leadership Programme

- Establish a Sports Leadership and Mentoring Programme for primary school teachers who want to focus on coaching as well as recognising leadership skills of Year 6, 7 & 8 students with leadership potential

6.3 College Settings

Establish structured pathways for students who wish to pursue a career in sports at all levels. At the same time provide opportunities for all students in colleges to participate in quality sports and physical activities that enhance and teach values. This includes teamwork, leadership, respect, confidence and good sportsmanship. In addition, this will provide working opportunities with National Sports organisations and Colleges alongside the HPE Curriculum. This complements the in-school and in-classroom learning as stated in the HPE Curriculum to develop physically healthy students and enhance sporting experiences. It will also establish better pathways for sporting achievement for not only athletes but teachers and those wanting to pursue higher coaching and administrative career in sports.

MESC in collaboration with Samoa Secondary Principal Association (SSPA) will be responsible for the implementation of the following roles:

6.3.1 Strengthen Samoa Secondary Principal Association

- Assist the SSPA to improve and streamline operational efficiency
- The SSPA will coordinate sports competitions during school terms with assistance from NSFs
- Work collaboratively to set up a unified Sports Calendar
- Undertake future collective sporting and physical activity programme planning
- Establish district sporting inter-zone sub-committees
- Establish a database of elite college sports athletes, coaches and administrators

6.3.2 Develop College Sports Talent Identification Programme

- Develop and implement a Talent Identification Programme (TIP)
- TIP to establish together with particular NSFs to create better pathways from college sports competitions to club and national sports competitions
- TIP to consider the coaches, trainers and managers not just athletes and creating pathways for them to get into club and national sports competitions

6.3.3 Establish Volunteer Initiatives

- Establish initiatives to encourage students, teachers and communities to become volunteers

6.3.4 Support College Sports Awards

- Establish a yearly College Sports Awards to acknowledge sporting excellence at all levels in Colleges
- Develop categories and criteria

6.3.5 Provide Facilities & Equipment

- Establish a budget to procure equipment and upgrade sports facilities
- Review current facility usage
- Ensure safety of facilities and equipment needed for district and major sporting competitions
- MESF provides Contestable Funding with criteria established for schools to apply to for upgrading and equipment replacement needs

6.3.6 Upgrade and Maintain Infrastructure

- School committees to maintain schools sports fields regularly
- MESF provides Contestable Funding with criteria established for schools to apply to for upgrading and maintaining infrastructure

6.3.7 Ensure Safety

- Develop Health and Safety Procedures for all sporting programmes in schools
- Enforce Health and Safety Procedures

6.3.8 Conduct Research & Evaluation

- Track participation rates of students in sports and physical activity programmes at all levels
- Monitor compliance against health, gender equality, inclusiveness, safety principles
- Set up a schools database that can be used to draw data on level of participation, changes in health and overall wellbeing including educational successes from participating in sports and physical activity

6.3.9 Establish College Sports Leadership Programme

- Establish a College Sports Leadership Programme (CSLP)
- CSLP to follow the core principles of the Beyond the Goal Post Programme already in place
- CSLP to nurture our young leaders to be positive role models and potential leaders through sports
- CSLP to focus on students giving back to the community through a “service through sports” aspect of the programme. This can include students becoming mentors for primary school students and be able to support teachers and others in the community with events and programmes

6.3.10 Establish Training, Mentoring & Scholarship Programme

- Provide support such as resources, training and guidance to HPE Curriculum.
- Support teachers and those who coordinate sports and physical activities within the schools
- Establish a coaching mentoring programme whereby school sports coaches and administrators are well supported through opportunities to up-skill, resources available and funding to attend trainings
- Provide a minimum of 5 financial scholarships for students who have the potential to excel in their sports of choice, but do not have the means to buy appropriate gear, or transport to training venue and overall costs of participation

7. MONITORING, EVALUATION AND REPORTING

ECE and/or School principals are responsible for ensuring Sports are monitored and evaluated to ensure effective and efficient implementation of the NSEP.

This will be reflected in the Monitoring and Evaluation Framework (*Appendix 3*) as part of the MESC Strategic and Annual Plans.

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APPROVED BY THE HON. MINISTER OF EDUCATION, SPORTS AND CULTURE

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Signature

Loau Solamalemālō Keneti Sio

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Date

9. APPENDICES

Appendix 1: Risk Management Plan

Risk/Activity	Risk Level	Implications	Mitigation Plan
Full understanding of NSEP	Moderate to High	Inconsistency of implementing the policy	<ul style="list-style-type: none"> • Conduct/strengthen awareness workshops of the purpose of the NSEP
Full understanding of new policies and frameworks generated from NSEP	Moderate to High	Inconsistency of implementing the policy	<ul style="list-style-type: none"> • Conduct awareness workshops of new policies and frameworks generated from NSEP with MESC staff, principals and teachers, NFs and other relevant stakeholders • Ensure appropriate communication within the school and community and encourage support of all involved.
Avoid guidelines stated in policy	Moderate to High	Policy objectives will not be achieved	<ul style="list-style-type: none"> • Ensure that all relevant members and parties involved should understand the policy contents.
Monitoring	Moderate to High	Policy issue areas cannot be solved	<ul style="list-style-type: none"> • Monitor schools for changes that reflect the NSEP is integrated in school planning.
Policy objectives not filtered down to the implementers of the NSEP	Moderate to High	Policy objectives will not be achieved	<ul style="list-style-type: none"> • Ensure correct and open communication from the MESC office to principals and teachers.
Resistance of staff to change past practices	High	Ineffective implementation of the policy Minimal and no improvement from policy implementation overtime	<ul style="list-style-type: none"> • Change the mindset of staff, principals and teachers, NFs and relevant stakeholders through correct and open communication by building relationships of trust. • Ensure senior management is of the same understanding of the NSEP and additional policies and frameworks derived from NSEP

Appendix 2: Implementation Plan

Phase	ACTION	TIMEFRAME	RESPONSIBILITY
Awareness and Endorsement	Workshops with key education stakeholders School Inspectors <ul style="list-style-type: none"> • Principals • HPE & Teachers & Curriculum Officers • School Sports Coordinators • School Committee and Boards -identify key professional development needs	October – December 2018	MESC Sports Division
Implementation & Transition Phase	Sports in Education Taskforce established to focus on working with ECEs, Primary School Sports Association and College Sports Association During Transition period, Sports & Recreation Taskforce to assist MESC to identify main stakeholders under each of the 3 priority areas to ensure key partnerships are in place to deliver and implement policy Ongoing professional development, training and resource identification	August 2018 – June 2019	MESC Sports Division, CMAD, PPRD, Principals, SASNOC, NSF, co-opted members when required with the right skill sets
Monitoring and Evaluation	Regular monitoring	On-going	MESC Sports MESC Key Divisions

Appendix 3: Monitoring & Evaluation Framework

MONITORING & EVALUATION FRAMEWORK

National Sports in Education Policy 2018 - 2023

TARGET	SDG INDICATOR	SDS KEY OUTCOME	Goal	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Means of Verification	Policy Documentation	Responsible division	
		KO 7: Quality Education and Training Improved: <i>All people in Samoa are educated and productively engaged</i>	Goal 2: Enhance Educational Access and Opportunities at all Levels	ECE development for formal learning through physical activity programmes	Increased number of ECE children involved in physical activity/sports programmes and recreation	% of ECE Centres implementing the 'Fit for Purpose' Play Programme	N/A	Establish baseline Yr 1	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	ECE Visits	ECE Curriculum National Sports Framework 2018 – 2028	CDMD SOD Sports	
				Sports Development in Schools	Established SPSSA (Samoa Primary Schools Association) in schools	% of schools sports competitions during school hours	36%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Sports Database	National Sports Framework 2018 – 2028	Sports SOD OCEO	
				Sports Development in Schools	Strengthened school sports competitions	% of schools participating in competitive sports in primary schools	36% (Netball & Soccer, Rugby, English Cricket)	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Schools Sports Program	Teams Registration	National Sports Framework 2018 -2028	Sports SOD CDMD
				Sports Development in Schools	Improved sports development	% of children participating in sports and	50%	70%	80%	100%	100%	100%	Sports database	National Sports Framework	Sports SOD OCEO	

		in schools	physical activities								2018 -2028	
	Sports Development in Schools	Improved sports development in schools	% of national sports federations and sports clubs assisting schools with structured sports competitions	36% (Netball, Rugby, Soccer, English Cricket, Tag. Touch, Swimming Volleyball Basketball Weightlifting, boxing etc)	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Curriculum school visits SOD visits to schools Sports school visits	National Sports Framework 2018 -2028	CDMD SOD Sports
	Sports Development in Schools	Strengthened students sporting experience	% of students participating in talent identification programme	N/A	Establish baseline Yr 1	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Reports Schools Teams Registration	National Sports Framework 2018 -2028	Sports SOD OCEO
			% of schools participating student sports leadership programmes	N/A	Establish baseline Yr 1	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	School Programmes School Visits	National Sports Framework 2018 -2028	Sports SOD OCEO
	Sports Fields	Safe and secure assets and facilities	Number of sports fields developed and upgraded	52 Sports Fields Develop	35%	40%	50%	60%	70%	Visits	National Sports Framework 2018 -2028	Sports OCEO SOD ESCD
	Curriculum Development	Strengthen HPE as a curricular subject in schools	% of students access/interest in sports programmes	N/A	Establish baseline Yr 1	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	School Reports School Visits Schools Teams Registration	National Sports Framework 2018 -2028	Sports SOD CDMD

			% of schools teaching HPE as a compulsory and examinable subject	21% (schools currently doing this)	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Curriculum school visits School Visits School / Principal Reports	HPE Curriculum National Sports Framework 2018 -2028	CDMD Sports SOD
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