



GOVERNMENT OF SAMOA

Ministry of Education, Sports and Culture
Matagaluega o Aoga, Taaloga ma Aganuu

CORPORATE **P**LAN

2021 - 2024

Education for Sustainable Development

FOREWORD

Message from the Minister of Education, Sports and Culture



The work of the Ministry of Education, Sports and Culture is fundamental in achieving the aim of the Government of Samoa by ensuring “all people in Samoa are educated and productively engaged” (SDS 2016-20, p8). In hind sight education is a lifelong investment. Ultimately, government through the Education Sector is committed to ensuring that every school age child in the country receives the best quality education. In order to ensure that all learners are productively engaged, the need for strategic planning and development which recognizes the totality of a child’s development through cultural ethos, the social, intellectual, religious, and physical elements of education is critical. The Ministry of Education through its Corporate Plan emphasizes the importance of a child’s development and provides opportunities through its key performance indicators to ensure their achievement.

The Ministry’s Corporate Plan 2021 - 2024 reflects an integration of government’s vision and mission into the development of strategic outcomes and key performance indicators. The Ministry’s vision as set out in this Corporate Plan 2021-2024, recognizes the importance of key strategies and major activities set out for the next three years. The focus being Education for Sustainable Development reflects the intent of the Ministry’s five major Goals which is to provide quality education, access and opportunities, relevance and training, community engagement and collaborative partnership as well as effective, efficient and sustainable resource monitoring and management. Through these Goals education will work towards achieving the key national outcomes of “sustainable education” for future generations.

This Corporate Plan closely aligns to the Sector Plan 2021-2024, a strategic plan to ensuring that goals and activities are mapped and curated holistically for sustainability and mobilization of resources both human and financial. With this said, this work is not done in isolation, as the Ministry will continue to work collaboratively with its sector agencies and stakeholders to consolidate a sectoral approach to ensure key activities are effectively implemented. Overall the Ministry’s Corporate Plan 2021 - 2024 reflects the principles of lifelong learning and outlines strategies, activities and performance measures for achieving the five goals and their respective expected outcomes.

I challenge the Ministry of Education, Sports and Culture to ensure that service delivery is fully committed to achieving the five Goals set out in this Corporate Plan. As the lead Ministry for regulating education, it must

embrace challenges in order to find solutions. The ministry must also ensure education is continuously monitored/evaluated by analyzing what has worked or not and critically reflect on current practices to develop strategies and interventions, to deliver innovatively and transformationally quality education to our students. Education is never a sole responsibility of one but many and all if we look deeper into the three core players of education inclusive of the child, teachers and parents. In saying this, I am assured that this Corporate Plan 2021-2024 recognizes the integral role of these key players for the achievement of Goals.

Lastly, I extend my sincere gratitude to all development partners, organizations and individuals who have supported and continue to support the development of education, sports and culture in Samoa. I congratulate the Ministry on the development of this Corporate Plan 2021 – 2024 and wish the Chief Executive Officer and the Management every success in the implementation of this plan.

It is an honour and privilege to approve through this launch on the 29th June 2021 the Ministry's Corporate Plan 2021-2024 for the next three year years.

And may I leave you with a quote that gives meaning to this Corporate Plan and I quote:

"Education is for improving the lives of others and for leaving your community and world better than you found it. "

Marian Wright Edelman

Soifua ma ia manuia



Hon. Loau Solamalemālō Keneti Sio

MINISTER OF EDUCATION, SPORTS AND CULTURE

STATEMENT BY THE CHIEF EXECUTIVE OFFICER



I am pleased to present the Ministry of Education, Sports, and Culture’s Corporate Plan 2021 – 2024. Over the next three years the Ministry’s focus will continue to establish standards and set benchmarks for every goal and activity the Ministry is mandated to perform. We are committed to taking actions to transform how we currently manage and administer education. We must continue to build strong foundations of quality, standards and accountability across the education and training systems within our context. Priorities are proposed in this Corporate Plan to ensure strong governance systems are in place, resources are used wisely, results are reported, and learning is lifelong; all of which are to enable every student in Samoa to be productive and prosperous participants in our society.

The Plan will set the foundation for growth and optimal outcomes in improving access to Early Childhood Education, strengthening Inclusive Education practices in the mainstreamed school system, promoting the use of technology in teaching and learning, strengthening the delivery of TVET subjects in schools, and making sure the capacity of teachers and staff are on par with worldwide education developments. Consequentially, 2021 to 2024 will be a period of change as we work to update our administrative structures, explore how to promote greater sharing in education and ensure that we address the unacceptable levels of educational underachievement that confront and challenge our education system.

With expectations and aspirations rising for parents, students, teachers, and adults, it is vital that the Ministry of Education, Sports, and Culture together with its stakeholders strive to achieve its outcomes effectively and efficiently with the available resources.

This Corporate Plan sets out the key strategies and major activities for each of the 13 Operational Divisions within the Ministry based on the five Overarching Goals:

1. Enhance quality of education at all levels (ECE, Primary and Secondary);
2. Enhance educational access and opportunities at all levels (ECE, Primary and Secondary);
3. Enhance relevance of education and training at all levels (ECE, Primary and Secondary);
4. Strengthen community engagement and collaborative partnerships with all MESC stakeholders to improve educational outcomes at all levels (ECE, Primary and Secondary); and

5. Strengthen the effectiveness, efficiency and sustainable management and monitoring of education resources.

If we are to make a difference in the lives of every child by promoting diversity, social and gender inclusion and equity across all programs and services in the next three years, then join me in building and strengthening core foundations that ensure quality education, high standards of performance and clear levels of accountability.

The plan outlines the strategic direction for the Ministry and is supported by more detailed Annual Management Plans developed at the end of each financial year for implementation in the following year.

I humbly ask every staff and partner in education for your support so that together we achieve our national educational outcomes.



Afamasaga Dr. Karoline Afamasaga-Fuata'i
CHIEF EXECUTIVE OFFICER

Figure 1: MESC Staff



ACRONYMS

CEO	Chief Executive Officer
CDMD	Curriculum Design and Materials Division
CP	Corporate Plan
CSD	Corporate Services Division
DMRP	Disaster Management Response Plan
ECE	Early Childhood Education
ESCD	Education Sector Coordinating Division
ESP	Education Sector Plan
HPE	Health and Physical Education
ICT	Information and Communication Technology
IE	Inclusive Education
MESC	Ministry of Education, Sports and Culture
MSS	Minimum Service Standards
NARA	National Archives and Records Authority
NTDF	National Teacher Development Framework
NUS	National University of Samoa
OCEO	Office of the Chief Executive Officer
PaBER	Pacific Benchmarking for Education Results
PPRD	Policy, Planning and Research Division
PSET	Post School Education and Training
PSC	Public Service Commission
SDS	Strategy for the Development of Samoa
SEMIS	Samoa Education Management Information System
SNAPE	Samoa National Assessment Primary Education
SNJSC	Samoa National Junior Secondary Certificate
SOD	School Operations Division
SPC	Secretariat of the Pacific Community
SPELL	Samoa Primary Education Literacy Level
SQA	Samoa Qualifications Authority
SSC	Samoa School Certificate
SSLC	Samoa Secondary Leaving Certificate
STAP	Science Teachers Accelerated Program
TVET	Technical, and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAid	United States of America Aid Programme
USP	University of the South Pacific

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1. INTRODUCTION

Education and training is the Government’s key priority. It is a critical ingredient in the nation’s overall development of a creative, productive, democratic, and caring society. A quality education system prepares citizens for changing roles in a dynamic social, economic and global technological environment that is constantly changing.

Planning within the Ministry of Education, Sports, and Culture (MESC) is a continuous and systematic process. The Corporate Plan is the Ministry's strategic document for the next three years. It specifies the goals, expected outcomes, strategies and activities to be achieved. It also identifies the key performance measures for which the Ministry will be held accountable to improve education and sports, and strengthen cultural and traditional values.

Monitoring integrates annual planning and budgeting cycles with quarterly reviews and reporting on the Annual Management Plans and Budget Performance Measures. This Plan covers the three years from 2021-2024 but has also developed further the medium term planning perspective beyond 2024.

The key overarching strategic documents informing this Corporate Plan is the Strategy for the Development of Samoa (SDS 2020 - 2025), and the new Education Sector Plan (ESP) 2019 - 2024.

This MESC Corporate Plan –2021-2024 supports the Government’s initiative to improve the quality of education, sports and culture as specified in the SDS 2020 - 2025 vision of “**improved quality of life for all**” and on its theme of “shaping opportunities and sustainable development for prosperity”. In addition, this Corporate Plan also supports the Education Sector vision that “**all people in Samoa are educated and productively engaged**” (ESP 2019-2024, p13). This Sector Plan prioritizes ECE, IE, ICT, TVET, and Professional Development for the workforce.

The development of this Corporate Plan was based on the Planning Framework outlined in the diagram below:



2. MANDATE

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

- Education Act 2009
- Education Amendment Act 2019
- Teachers Act 2016
- Teachers Regulations 2019
- Ministry of Youth, Sports and Cultural Affairs Act 1993

It also has responsibilities for:

- Ministerial and Departmental Act 2003
- Public Services Act 2004
- Public Service Regulations 2004
- Public Finance Management Act 2001
- Strategy for the Development of Samoa 2020 - 2024
- Education Sector Plan 2019 – 2024
- Cabinet Directives

3. VISION and MISSION

Government Vision for Education

The Government of Samoa recognizes the central role of education, sports and culture in its vision for the social and economic development of Samoa. The vision focuses on ensuring that **"all people in Samoa are educated and productively engaged"** as stated below:

Ministry Vision

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

"The Outcomes associated with this National Vision support the Global Sustainable Development Goal 4, which is to ensure inclusive and quality education for all and promote lifelong learning"(SDS 2020 - 2025).

Ministry Mission

The mission of the Ministry is to ***promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all.***

Before a new Corporate Plan (CP) is developed, it is prudent to analyze what has been achieved or not, in the last CP 2018 – 2021 through a SWOT analysis, a reflection of what was done well including highlights and a critical analysis of non-achieved KPIs in order to inform strategies for the new CP 2021-2024.

The Ministry of Education, Sports and Culture will achieve its Vision and Mission through delivery against its five goals and five expected outcomes. Each outcome will be achieved through a set of strategies, with delivery activities that support their accomplishment. How we perform in undertaking those strategies and activities is measured through Key Performance Indicators and targets for each expected outcome.

Effective performance information is important to us because it enables the Ministry to:

- Demonstrate whether the use of public resources is making a difference and delivering on government goals;
- Measure and assess progress;
- Drive desired changes for the efficient and effective delivery of our services;
- Make decisions about how best to deploy our resources to achieve competing priorities; and
- Demonstrate and promote our achievements and explain any variance from expectations.

Planning is the intelligent anticipation of possible future situations, the selection of desirable solutions to be achieved (goals and expected outcomes) and the determination of relevant actions that need to be taken in order to reach those goals and expected outcomes at a reasonable cost.

The next section of the plan records the Methodology used in developing this plan. It contains the:

- Review summary of the CP 2018-2021;
- SWOT Analysis – CP 2018 – 2021; and
- The highlights of the CP 2018-2021.

4. METHODOLOGY – CORPORATE PLAN 2021 - 2024

Strategic planning is important to any organizational work performance because it determines the organization’s success or failure and development of such a plan takes a long process.

The development of this Ministry Corporate Plan started in January 2021 with the series of divisional consultations in reviewing the previous Corporate Plan 2018-2021. The findings of this review phase were presented at the Ministry’s Annual Strategic Seminar in March 2021.

The second round of consultations was started in March 2021 to gauge the views from all the divisions of the ministry in identifying their divisional strategies, activities as well as performance indicators to measure success in the next three years (2021 – 2024).

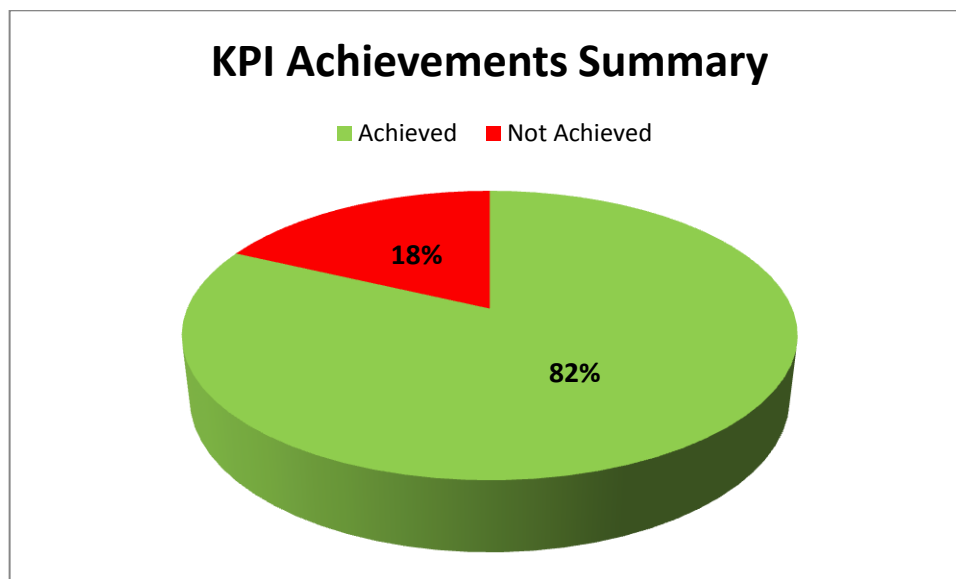
The draft Corporate Plan was again consulted at the different levels of positions within the ministry before the document was finalized through a series of feedback and strategic advices from the Chief Executive Officer and the Ministry’s Core Management Members.

The following sub-sections present the review of the CP 2018-2021 using a SWOT analysis as well as major highlights in the said plan.

4.1 Review Summary of Corporate Plan 2018-2021

The previous Corporate Plan July 2018 – June 2021 recorded (77) Key Performance Indicators for measuring progress of strategies and activities. In this three year period, 82% of these KPIS have been achieved and/or partially achieved, and 18% were not achieved according to planned targets. Figure 2 provides an overview of KPIs in terms of their status, namely, achieved or not achieved at the end of the Corporate Plan (2018-2021). Please refer to Annex 1 for details.

Figure 2: Corporate Plan 2018-2021 KPI Achievement Summary



To determine reasons as to why 18% of KPIs were not achieved, the Ministry conducted a SWOT analysis to clearly identify strengths, weaknesses, opportunities, and threats; to provide an in-depth view of potential opportunities for change and growth. Whereas strength and weakness are classified under internal influence, opportunities and threats are potential external influences which impact on the Ministry's efforts to complete activities contributing to the (18%) not achieved.

4.2 SWOT Analysis - MESC Corporate Plan 2018 – 2021

The Ministry believes that in its previous Corporate Plan (2018-2021), there were challenges and unanticipated threats. For key strengths that were identified, strategies to maximise strengths are provided. Whereas for identified key weaknesses, strategies to minimise weaknesses are proposed. In discussing opportunities as an external influence, strategies to take advantage of them are made explicit. Activities which were affected due to external threats were also identified, with strategies to protect against them clearly provided or re-packaged to achieve the same outcomes. How these challenges will be dealt with during the implementation of the new Corporate plan (2021-2024) are clearly outlined in the SWOT analysis presented in Table 1 below.

Table 1: SWOT Analysis for CP 2018 - 2021

4.2.1 Strengths and Weaknesses (Internal influence)

Key Strengths	Strategies to maximize Strengths
<ul style="list-style-type: none"> • Capacity of staff with skills and knowledge in terms of language and traditional Samoan Culture. 	<ul style="list-style-type: none"> ○ Share the knowledge and delegate work to all staff members. ○ Ensure professional development and learning needs of employees are identified and reflected in future capacity building plans to improve skills and knowledge.
<ul style="list-style-type: none"> • Team work approach. 	<ul style="list-style-type: none"> ○ All AMPs, Individual plans and weekly plans are in place for effective implementation. ○ All team members must understand our goals and are committed to attain them.
<ul style="list-style-type: none"> • Standardizing and Centralizing of Record Keeping already in place. 	<ul style="list-style-type: none"> ○ Maintain awareness programs and trainings with Government ministries and stakeholders.
<ul style="list-style-type: none"> • Scope of work in Sports has expanded over the years. 	<ul style="list-style-type: none"> ○ Maintain partnership with stakeholders and involvement in Sports platform.
<ul style="list-style-type: none"> • Policy implementation. 	<ul style="list-style-type: none"> ○ Enhance monitoring and evaluation processes for effective implementation.

Key Weaknesses	Strategies to minimize Weaknesses
<ul style="list-style-type: none"> • Lack of curriculum support visits to schools. 	<ul style="list-style-type: none"> ○ Empower support visits to all schools for effective use and implementation of the revised curriculum. ○ Use of multimodal learning platforms to deliver online support and training materials, including Moodle.
<ul style="list-style-type: none"> • Lack of specialists staff and specialists in data analysis impact on timely data 	<ul style="list-style-type: none"> ○ Manage staff for effective execution of individual activities. ○ Newly proposed and approved specialist positions to

analysis.	<ul style="list-style-type: none"> ○ conduct Ministry specialized areas of work. ○ On line support provided through EQAP and other international organizations to build in house capacity.
<ul style="list-style-type: none"> ● System for examination data analysis impact on timely reporting for teacher training and feedback to schools for interventional support. 	<ul style="list-style-type: none"> ○ Enhance the use of advanced platform systems to minimize issues in terms of assessments and exam analysis. ○ Cost saving measures to minimize human and financial costs. ○ Assessment systems audit is conducted internally to ensure validity of systems.
<ul style="list-style-type: none"> ● Upgrade of in-house capacity and knowledge in curriculum development including new four year secondary level, and shortage of staff for IE, ECE and TVET. 	<ul style="list-style-type: none"> ○ In-house training and capacity building opportunities provided for staff in the area of curriculum design and development. ○ Positions for IE, ECE and TVET have been approved to support the rising needs of IE, ECE, and TVET.
<ul style="list-style-type: none"> ● System (Centralizing of Record keeping) in place but work is delayed due to specialized staff members in the area of archives. 	<ul style="list-style-type: none"> ○ Propose new staff members – more hands on. ○ More capacity building opportunities.
<ul style="list-style-type: none"> ● Delay in submission of relevant data and documents for decision making. 	<ul style="list-style-type: none"> ○ Enforce and strengthen internal controls and processes. ○ Up-skill staff in data analysis and use of Microsoft and administrative tools.
<ul style="list-style-type: none"> ● Internet Connection at schools is an ongoing concern for the ministry 	<ul style="list-style-type: none"> ○ MESCC to seek all possible avenues and reliable service providers to service the need for schools and the ministry.

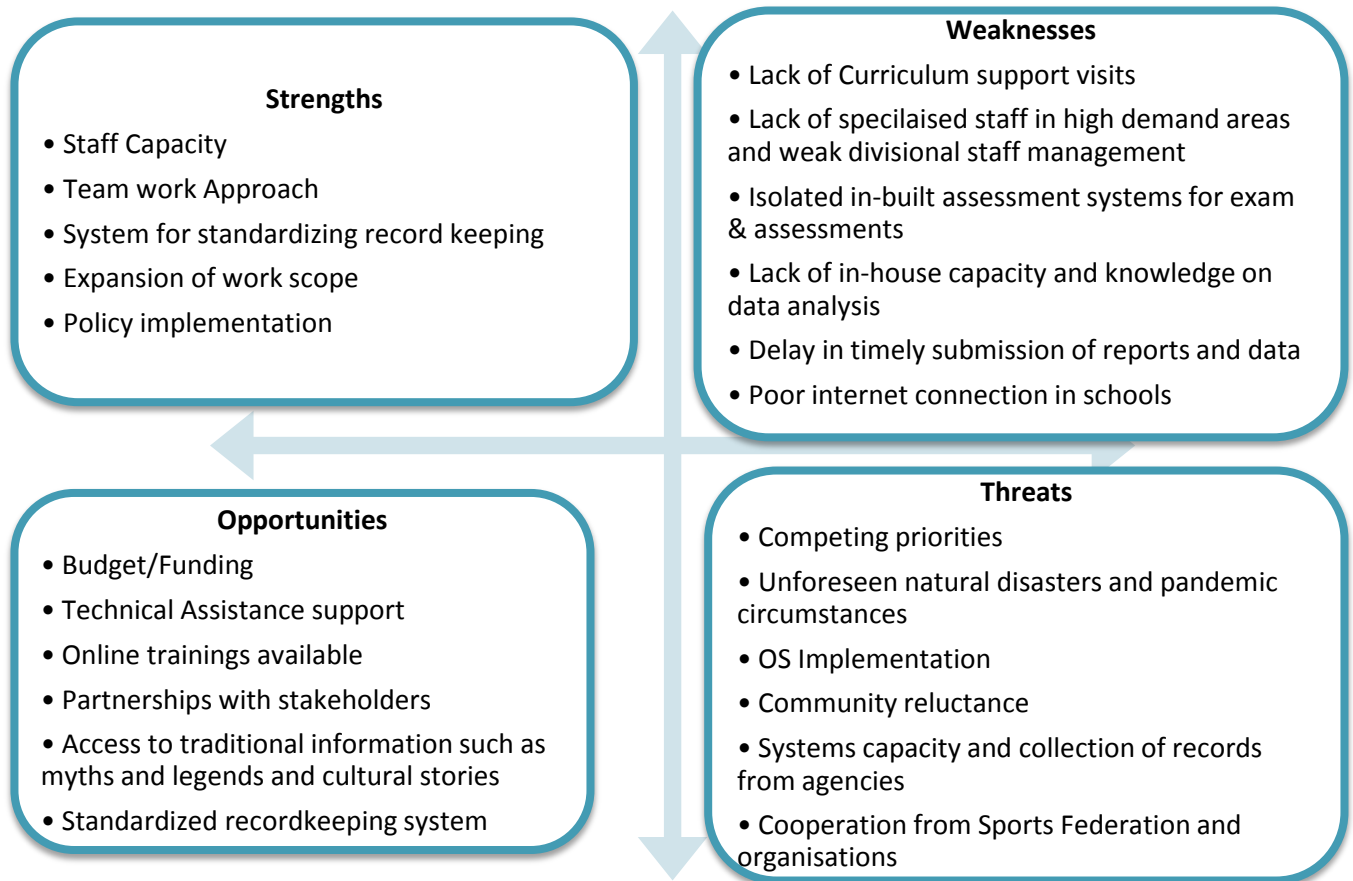
4.2.2 Opportunities and Threats (External influence)

Key Opportunities	Strategies to take Advantage of Opportunities
<ul style="list-style-type: none"> ● Budget Support/Funding. 	<ul style="list-style-type: none"> ○ Ensure compliance with Budget Support time frames and ongoing negotiations with the Ministry of Finance to ensure alignment of Government Budget planning and activities factored under budget support program.
<ul style="list-style-type: none"> ● TA facility for Technical Assistance to support MESCC activities and projects. 	<ul style="list-style-type: none"> ○ Ensure capacity building through transmission of knowledge and skills for sustainability of activities under TA for Ministry staff.
<ul style="list-style-type: none"> ● Online trainings for staff members. 	<ul style="list-style-type: none"> ○ Increase the level of participation in future trainings to build in-house capacity.
<ul style="list-style-type: none"> ● Partnerships with donors and stakeholders. 	<ul style="list-style-type: none"> ○ Maintain partnerships with stakeholders through planning effective implementation and decision making.
<ul style="list-style-type: none"> ● Collect valuable cultural stories through myths and legends from the community to produce SNG publications for Samoan readers. 	<ul style="list-style-type: none"> ○ Promote the importance of preserving our cultural heritage for future generations through SNG series and Samoan readers for students.
<ul style="list-style-type: none"> ● Standardizing Recordkeeping (archival collections) made available to not only Government ministries but also to the private sector, churches and the public (Collective). 	<ul style="list-style-type: none"> ○ Increase awareness and promotional programs for all government bodies and organisations.

Key Threats	Strategies to Protect against Threats
<ul style="list-style-type: none"> • Competing priorities. 	<ul style="list-style-type: none"> ○ Prioritize our planned activities and have in place alternatives for implementing urgent activities. ○ Strategies to merge and integrate activities between divisions and across divisions to ensure activities are not impeded by other competing priorities.
<ul style="list-style-type: none"> • Measles Outbreak & Covid-19 SOE. 	<ul style="list-style-type: none"> ○ Risk management plan for pandemic and disaster emergencies put in place for future unforeseen circumstances. ○ Multimodal learning resources and platforms in place to cater for teaching and learning needs during these times.
<ul style="list-style-type: none"> • Organisational Implementation. 	<ul style="list-style-type: none"> ○ Ministry to put in place workforce plan to forecast a financial scoping for recruitment of necessary positions over a phase to phase approach. ○ Ensure all new recruits for all new positions are assessed to meet all essential criteria. ○ Qualification and experience for new Ministry staff to be in line with degree qualifications and relevant years of experience to comply with PSC requirements.
<ul style="list-style-type: none"> • Reluctance of villages to release their traditional stories (Culture). 	<ul style="list-style-type: none"> ○ Increase awareness programs for community to promote the importance of the Samoa Nei Galo Publication as a teaching and learning resource.
<ul style="list-style-type: none"> • Memory of the World (Nomination) Requirements needs regional (NARA). 	<ul style="list-style-type: none"> ○ Affiliation with relevant stakeholders and country partners to grant access and custodian rights to use archival information.
<ul style="list-style-type: none"> • Collection of records and materials from across Ministries is not compliant with Code of Best Practice. 	<ul style="list-style-type: none"> ○ Increase Awareness/Trainings for all Ministries and organisations ○ Enforce Recordkeeping in all government ministries, corporations and authorities.
<ul style="list-style-type: none"> • Data collection from different Sports Federation and organisations is a huge challenge in achieving KIPs under Sports division. 	<ul style="list-style-type: none"> ○ Establish a database system centralized in the Ministry for collecting, storing and filtering data pertaining to KIPs under sports ○ Build in-house capacity to capture information and data manually for analysis when the need requires.

Provided below in Figure 3 is a summary of the SWOT analysis. The SWOT analysis clearly suggested that in building better systems and a better plan, learning from the weaknesses and building on the strengths of existing systems and practices are pivotal in the successful implementation of its new Corporate Plan 2021-2024.

Figure 3: SWOT Analysis Summary



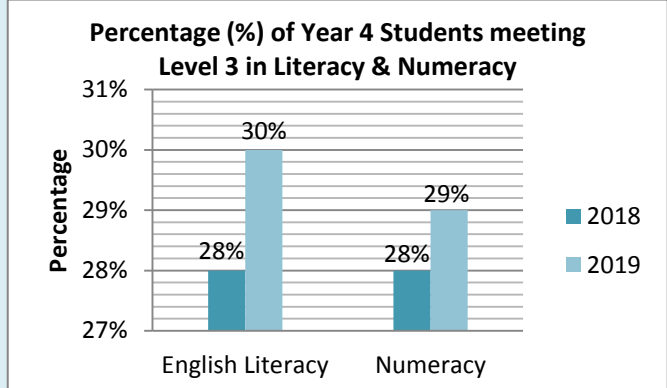
4.2 Highlights of the Corporate Plan 2018-2021:

The following are highlights analyzed from the achievement of set activities in terms of their respective KPIs as follows in terms of Student Achievement, Teacher Quality, Use of ICT tools in education, Inclusive Education, Sectoral Sharing of resources and the International XVIth Pacific Games.

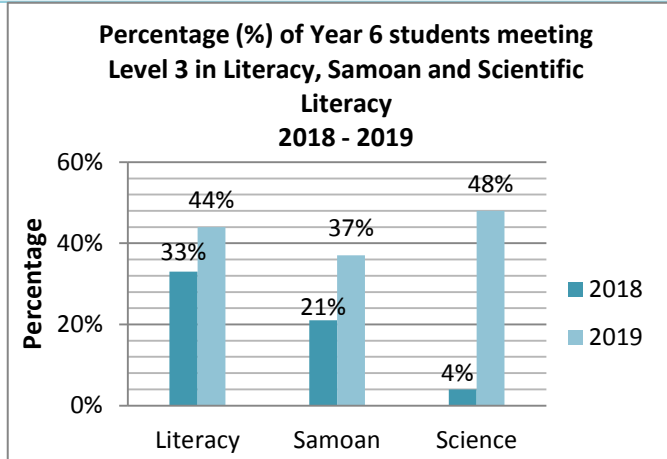
Table 2: CP 2018 - 2021 major highlights

INCREASED STUDENT ACHIEVEMENT:

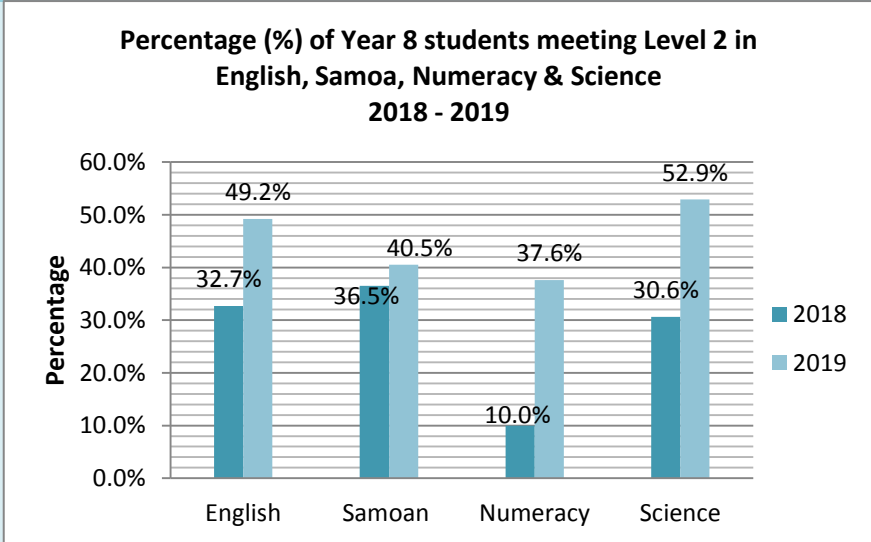
1. Increased the percentage (%) of Year 4 students meeting the minimum Level 3 in Literacy and Numeracy from 2018 – 2019:
 - **English Literacy: from 28% to 30%**
 - **Numeracy: from 28% to 29%**



2. Increased the percentage (%) of Year 6 students meeting the minimum Level 3 in Literacy, Samoan and Scientific Literacy from 2018 – 2019:
 - **Literacy: from 33% to 44%**
 - **Samoan: from 21% to 37%**
 - **Science: from 4% to 48%**



3. Increased the percentage (%) of Year 8 students meeting the minimum Level 2 in English, Samoan, Numeracy and Science from 2018 – 2019:
 - **English: from 32.7% to 49.2%**
 - **Samoan: from 36.5% to 40.5%**
 - **Numeracy: from 10% to 37.6%**
 - **Science: from 30.6% to 52.9%**



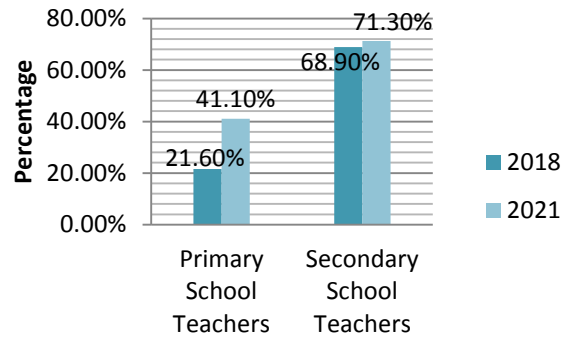
IMPROVED TEACHER QUALITY:

4. Teacher quality has improved based on the number of teachers attaining teaching qualifications through

the STAP and Up-grade programs of the Ministry. The following data is an overview of trends inclusive of both STAP teachers and up-grade teachers' percentages.

- **Primary Teachers with degree qualifications increased from 21.6% in 2018 to 41.1% in 2021**
- **Secondary Teachers with degree qualifications increased from 68.9% in 2018 to 71.3% in 2021**

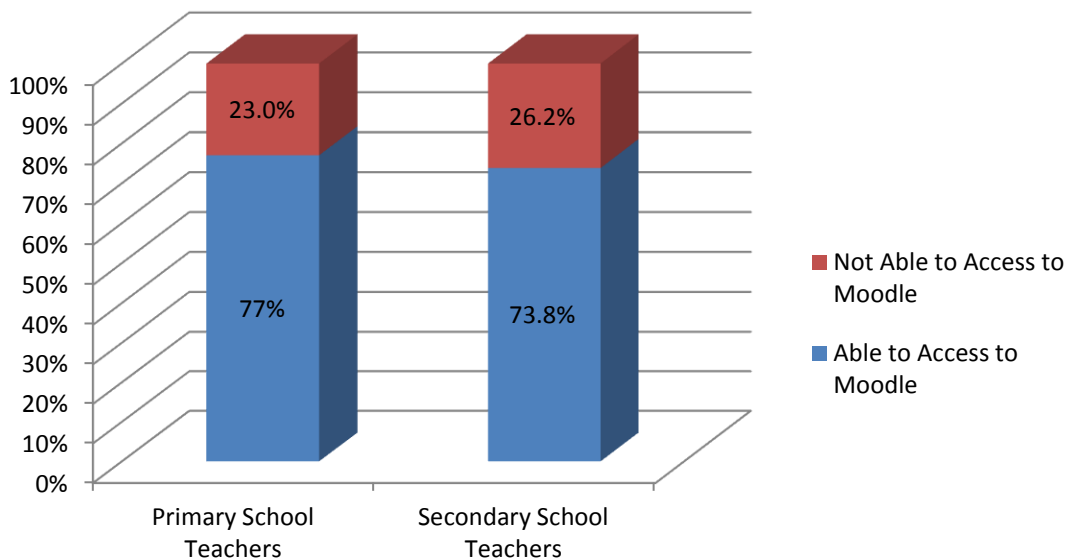
Primary and Secondary Teachers with degree qualifications 2018 - 2021



EXPANDED UTILIZATION OF ICT TOOLS IN EDUCATION:

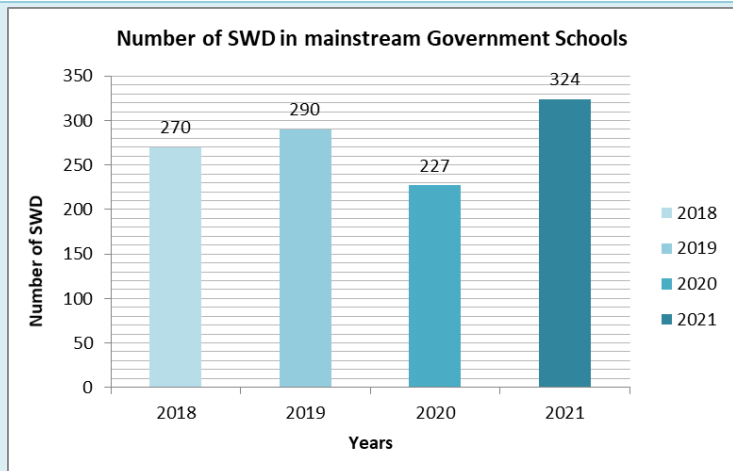
- The use of ICT tools in primary and secondary teaching and learning has taken a multifaceted approach through the establishment of zoom schools, Moodle training, lessons aired on TV and broadcasting. The shift of teaching mode given the impact Measles Epidemic and State of Emergency for CoVID-19, has established a new development of online PD programs. The following is an overview of ICT multimodal learning developments by the Ministry:
 - **77% (828 out of 1078) Primary teachers were able to access the Moodle learning platform and engaged in PD forums and discussions.**
 - **73.8% (327 out of 435) Secondary teachers were able to access the Moodle learning platform and engaged in PD forums and discussions.**

Percentage of teachers who have access to Moodle Platforms



INCREASED INCLUSIVE EDUCATION PARTICIPATION:

6. The number of students with disabilities mainstreamed in government schools is increased from 270 in 2018 to 324 in 2021.



SECTORAL SHARED FACILITY:

7. Scalability of the MESC printer to become an expanded facility for the Education Sector Printing.

SUCCESSFUL INTERNATIONAL XVITH 2019 PACIFIC GAMES:

8. Opening and Closing Ceremonies of the XVIth 2019 Pacific Games.

5. THE CORPORATE PLAN 2021 – 2024

Analysis of the Ministry's achievements and development potential given the SWOT analysis of the previous Corporate Plan 2018-2021 has identified opportunities for improving both the quality and scalability of Ministry's outputs. In addition to the vision and mission in Section 3 above, the SWOT and not-achieved KPI analyses as in Section 4 have collectively informed the development of the new Corporate Plan 2021 – 2024, in terms of its guiding principles, goals and their expected outcomes as provided in Table 3 below.

The need to develop quality and expansion of facilities, and increased number of equipment, materials and services in education, sports and culture remains a constant challenge. For this Corporate Plan, the planned physical facilities include the completion of the Culture and Arts Centre, the construction of the Samoa Sports Academy (HPU) for high performance and elite players, the constructions of new school buildings, and upgrade of existing school buildings. The provision and training of sufficient quality teachers, especially in mathematics, science, expressive arts and TVET subjects, remains a vital issue that requires rigorous monitoring of schools to comply with the approved teacher/student ratios if education outcomes are to be achieved. Opportunities for systems audit to ensure timely reporting is necessary; an area the Ministry is currently investing through its national assessment and curriculum reforms as the two major components of education. Where opportunities arise for best practices and improvement, the Ministry willingly takes the lead informed by the challenges, including achievement trends and analyses as elements of informed decision making.

Corporate Plan 2021 - 2024

VISION	<i>A quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices</i>					
MISSION	<i>Promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all</i>					
GUIDING PRINCIPLES						
<p>Quality: We aim to achieve high standards of academic achievement, cultural understanding and social behaviour</p>	GOALS	Goal 1: Enhance quality of education at all levels (ECE, Primary and Secondary)	EXPECTED OUTCOMES	1. Improved learning outcomes at all levels (ECE, Primary & Secondary)	STRATEGIES	1.1 Strengthening the Implementation and monitoring of quality assurance systems. 1.2 Coordinate and facilitate the development of national curriculum and competency standards 1.3 Develop a committed and competent education workforce at all levels
<p>Equity: We adopt an equitable approach that treats all individuals fairly and justly in the provision of services and opportunities</p>		Goal 2: Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)		2. Increased rates of participation and completion at all levels (ECE, Primary and Secondary)		2.1 Strengthen the implementation and monitoring of Inclusive Education Policy at all levels 2.2 Improve and enforce the use of ICT for teaching and learning 2.3 Ensure 100% coverage of ICT connectivity in schools 2.4 Identify and address the barriers affecting learner participation and engagement 2.5 Implement and monitor the ECE Policy
<p>Relevance: We deliver relevant learning opportunities which are meaningful, recognized, applicable and useful to one's life</p>		Goal 3: Enhance relevance of education and training at all levels (ECE, Primary and Secondary)		3. Increased rates of enrolments, progression, transition, and participation at ECE, Primary and Secondary		3.1 Promote and deliver education and training programs to be accessible remotely 3.2 Strengthen the role of Sports and Culture in education 3.3 Create and promote pathways for employment and further studies

Table 3: Guiding Principles, Goals, Expected Outcomes and Strategies

<p>Partnership: We recognize the value of strong and healthy partnerships with all school community, national and international stakeholders</p>		<p>Goal 4: Strengthen community engagement and collaborative partnership with all MESC Stakeholders to improve educational outcomes at all levels (ECE, Primary and Secondary)</p>		<p>4. Decision making is informed by data analysis, research, policy and reviews</p>		<p>4.1 Strengthen MESC planning, effective monitoring and reporting 4.2 Strengthen coordination of research and policy development 4.3 Improve Education data and information management 4.4 Strengthen MESC engagement with all stakeholders</p>
<p>Sustainability: We manage resources to ensure efficient service delivery, clear communication and coordinated decision-making</p>		<p>Goal 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources</p>		<p>5. All education coordination responsibilities managed efficiently</p>		<p>5.1 Strengthen policies and guidelines governing human, financial, equipment, and e-resources 5.2 Improve MESC response to national disasters and emergencies 5.3 Strengthen financial and risk management, internal auditing and procurement processes of MESC 5.4 Provide and maintain inclusive and safe schools and training facilities 5.5 Improve Printing services 5.6 Improve maintenance services of the ministry 5.7 Improve library services and delivery of literacy programs 5.8 Strengthen archives and record-keeping for good governance 5.9 Safeguarding of archival records through digitization</p>

Cultural Development

The implementation of the approved National Culture Framework and the three associated policies¹ will ensure that culture is recognized as an asset and a sector which contributes to the national economic and social wellbeing of Samoans in Samoa and overseas. It is designed to ensure that the changes are well managed and that they lead to a healthy balanced and happy society. This further confirms the vision that *“Samoan culture is safeguarded and promoted through traditional innovative means, to ensure its continuity in the future”*.

One Government Grant

This new approach is a result of the Public Expenditure Review for Education Sector conducted by the Government of Samoa in 2017 with the assistance by the World Bank. The One Government Grant (OGG) administered through the Ministry of Education, Sports and Culture and the Ministry of Finance continues to rationalize resources so that there is sufficient support and operational funding directed to all government, mission and private schools (early childhood centers, primary and secondary schools, special service providers, and technical vocational schools). The Ministry monitors the operations of funds and ensures compliance with OGG legal and financial requirements to exceed the School Minimum Service Standards to improve learning and teaching.

The Ministry acknowledges the support of the Government of Samoa in providing support through the OGG. In future the Ministry is moving towards consolidating its activities at the macro level of planning to align with the Education Sector Plan to ensure sustainability and feasibility of implementation. This will also see the sustainability of existing and continuing projects funded by other development partners.

Organizational Structure

The overhaul review of MESC’s Organizational Structure since 2016 has provided a greater opportunity for the Management to address the career structure of emerging needs and legislative changes. This has enabled the Ministry to obtain the much needed specialized personnel required for curriculum and assessments as well as the needs of other core educational divisions.

The shortage of qualified teachers and qualified personnel in technical areas continues to be a major constraint in MESC developments. Whilst corporate staff at the Ministry headquarters are slowly recruited, the need for specialized teachers in specialized areas such as mathematics, and sciences are hard sought and also very difficult to sustain in the teaching field.

Other Development Projects

Other projects and initiatives addressing specific needs of education are funded by the European Union, Department of Foreign Affairs and Trade (DFAT-Australia), Ministry of Foreign Affairs and Trade (MFAT-NZ), Government of Japan, the People’s Republic of China, UNICEF, UNESCO and other United Nation Agencies, US Aid, Commonwealth Secretariat, Public Sector Improvement Facility (PSIF), Government of Germany, EQAP and the Secretariat of the Pacific Community (SPC). These projects although not itemized under the Corporate Plan, are linked under the Ministry’s Annual Management Plans contributing to achieving both the project goals and the Ministry’s overall vision of improved education across all levels.

The Corporate Plan 2021 - 2024

The Corporate Plan clearly documents the Ministry’s vision, mission and intended key performance indicators for the next three years (2021-2024). Each key performance indicator is translated into a defined activity or activities at the micro-level planning of the Annual Management Plan for each of the 14 divisions. It is strategic in nature providing forecast of major goals, outcomes, strategies and key performance indicators the Ministry must commit in implementing at the national, cluster, school based and or community level. The Corporate Plan

¹ National Culture in Education Policy, National Cultural Industries Policy & National Heritage Policy

supports the annual budgets of Ministry based on activities for each financial year. The Corporate Plan is administered by the Policy, Planning and Research Division of MESC, with monitoring of activities scrutinized through the Implementation plan and the Consolidated Key Performance Indicators for each of the set activities.

The CP 2021 – 2024 Implementation Plan is provided in Annex 1 which documents the scheduled strategies and activities the ministry will implement in the next three years so that the goals and the expected outcomes stipulated in this plan are met.

Provided in Annex 2 is the Monitoring and Evaluation Framework, which outlines the Key Performance Indicators used by the Ministry to measure results against each goal and expected outcomes to track the progress of the plan's implementation.

Lastly in Annex 3 are the detailed achievements in the last CP 2018 – 2021 while the MESC's current Organizational Structure is provided in Annex 4.

6. ANNEXES

Annex 1: Implementation Plan

This section stipulates the planned activities and initiatives the ministry will implement in the next three years in order to achieve the overall expected outcomes under each of the five overarching goals of this Corporate Plan. It also draws the alignment between the activities and the relevant strategies and expected outcomes under each of the five goals. The Table 2 below also shows the Key Performance Indicators that measure the achievement of each activities and strategies, together with the responsible division leading the implementation of each activity.

Goal 1: Enhance quality of education at all levels (ECE, Primary and Secondary)

Expected Outcome	Strategies	Activities / Initiatives	Key Performance Indicators	Responsible Division
1. Improved learning outcomes at all levels (ECE, Primary & Secondary)	1.1 Strengthening the Implementation and monitoring of quality assurance systems	1.1.1 Implement quality assurance and support for schools to meet improve Minimum Service Standards (MSS) for schools.	<ul style="list-style-type: none"> Percentage (%) of government schools meeting Level 3 of MSS requirements 	MERD, PPRD, SOD
		1.1.2 Ensure school compliance with the Governance Framework and Governance policy	<ul style="list-style-type: none"> Number of consultations and awareness programs conducted on the Education Act 2009 & Education Amendment Act 2019 and School Governance Framework 	SOD
		1.1.3 Provide awareness programs for schools and communities on provisions of the Education Amendment Act 2009 and the Amendment Education Act 2019	<ul style="list-style-type: none"> Number of promotional materials produced and distributed to schools on School Operations polices manuals and legislations. 	

		<p>1.1.4 Ensure national assessments and moderation procedures comply with requirements.</p> <p>1.1.5 Provide quality and timely national assessment reports for ministry and key stakeholders.</p>	<ul style="list-style-type: none"> • Percentage (%) of certificated assessments endorsed by Minister within two months after the end of National examinations and assessments. • Percentage (%) of National assessment reports (primary and secondary), made available to key stakeholders within six weeks of term 1 and within two weeks of being requested by authorized stakeholders, e.g. Peace Corps. • Percentage (%) of SPELL Year 4 primary school children meeting a minimum of Level 3 for Literacy, Numeracy and Science • Percentage (%) of SPELL Year 6 primary school children meeting a minimum of Level 3 for Literacy, Numeracy and Science • Percentage (%) of SPELL Year 2 primary school children meeting a minimum of Level 3 in literacy and numeracy. • Percentage (%) of SNAPE Year 8 primary school children meeting a minimum of Level 3 in English, Samoan, Mathematics, Science, Social Studies, Health & PE and Visual Arts. • Percentage (%) of SNJSC Year 10 secondary students meeting a minimum of Level 3 in all assessed subjects. • Percentage (%) of SSC students meeting a minimum of Level 2 in all examined subjects • Percentage (%) of SSLC students meeting a minimum of Level 2 in all examined subjects. 	OCEO, AED, CDMD
		<p>1.1.6 Develop Rules and Procedures Manual (RPM) for all national assessments.</p>	<ul style="list-style-type: none"> • Rules and Procedures Manual for all national assessments endorsed and operational 	AED
		<p>1.1.7 Finalize National Assessment Policy</p>	<ul style="list-style-type: none"> • Date by which the National Assessment Policy finalized. 	AED
		<p>1.1.8 Develop and implement primary assessment tools</p>	<ul style="list-style-type: none"> • Field test versions for SPELL & SNAPE primary tools developed and implemented. • National Assessment tools (17) developed and implemented. 	

		1.1.9	Implement processes and systems for teacher registration	<ul style="list-style-type: none"> Percentage (%) of all ECE, primary and secondary teachers meeting registration requirements of the Teachers Act 2016 	MERD
		1.1.10	Develop National Competency Standards Framework for all Teachers	<ul style="list-style-type: none"> Date by which the National Competency Standards Framework completed and operational 	
		1.1.11	Conduct Quality Assurance Performance Appraisals for all government Principals, Vice Principals and Teachers.	<ul style="list-style-type: none"> Percentage (%) of government Principals & Vice Principals meeting the Leadership and Management Standards in line with key Performance Plan targets. Percentage (%) of government teachers meeting registered teachers standards Percentage (%) of government teachers in the re-appraised cycle (ISP – Intervention Support Programme) meeting Registered Teacher Standards 	
		1.1.12	Develop database for Quality Assurance Performance Appraisal for all government Principals, Vice Principals and HODs	<ul style="list-style-type: none"> QAPA Database for government principals, vice-principals and HODs developed and operational 	
1.2	Coordinate and facilitate the development of national curriculum and competency standards	1.2.1	Conduct repackaging of secondary existing TVET courses.	<ul style="list-style-type: none"> Repackaging of secondary TVET courses completed by 2023 	CDMD
		1.2.2	Implement four year level curriculum for secondary	<ul style="list-style-type: none"> Four year level curriculum fully implemented by 2024 	
		1.2.3	Conduct the Samoa School Innovations for Literacy Numeracy and Science (SSILNaS) annually	<ul style="list-style-type: none"> Percentage (%) of schools participating in SSILNaS at the national level 	
		1.2.4	Ensure students at all levels have access to sufficient resources, equipment and learning materials	<ul style="list-style-type: none"> Number of ministry-endorsed curriculum supplementary resources, equipment and learning materials distributed 	
		1.2.5	Implement ECE Curriculum statements and Teachers' Manual.	<ul style="list-style-type: none"> Percentage (%) of ECE teachers trained on the use of ECE curriculum statements and teachers manual 	
		1.2.6	Deliver ongoing trainings on the use of curriculum resources and materials.		
		1.2.7	Implement National Curriculum Framework 2020 and Teaching and Learning Policy	<ul style="list-style-type: none"> Number of teachers trained on the use of curriculum resources and implementation of policies 	

		1.2.8	Implement the two stream courses for Secondary Mathematics, Science and English	<ul style="list-style-type: none"> Number of secondary students enrolled in at least two or more of the two stream courses 		
		1.2.9	Develop Bilingual Education Policy based on recommendations from the review	<ul style="list-style-type: none"> New Bilingual Education Policy developed and endorsed 		
		1.2.10	Implement existing curriculum projects	<ul style="list-style-type: none"> Number of projects progress reports completed 		
	1.3	Develop a committed and competent education workforce at all levels	1.3.1	Implement strategies to address teacher shortages in government schools (includes recruitment, deployment, induction, mentoring).	<ul style="list-style-type: none"> Number of teachers recruited for primary and secondary schools % of government schools meeting the student teacher ratio % of compulsory age students attending schools Achievement rates improved and failure rates (below 60% average) at Nus/FOE programmes decreased 	SOD, TDAD
			1.3.2	Monitor School Management Policy, School Staffing Manual and School Management and Organizational manual		
			1.3.3	Increase the supply of qualified teaching staff through pre-service and in-service trainings.		
			1.3.4	Enhance in-service professional development school-based support to build capacity for teaching staff at all	<ul style="list-style-type: none"> Percentage (%) of all teachers engaged in professional development at the national, cluster and school levels Percentage (%) of teachers facilitating and conducting professional development programs at the national, cluster and school level 	TDAD
			1.3.5	Implement National Professional Development Policy through national, clusters and school based.		
			1.3.6	Coordinate and facilitate the Teachers Upgrade Program	<ul style="list-style-type: none"> Percentage (%) of teachers upgraded to a degree qualification Percentage (%) of teachers completing the induction programs 	TDAD
			1.3.7	Implement the sponsorship awareness program for ECE, primary and secondary schools to market the teaching profession		
1.3.8	Coordinate and facilitate the use of ICT&Media tools to deliver teacher trainings	<ul style="list-style-type: none"> Number of teachers engaged in mentoring programs Number of training packages SQA accredited and recognized 	TDAD			
1.3.9	Collaborate with trainers to ensure training packages are accredited and recognize by SQA.					

Goal 2: Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)

Expected Outcomes	Strategies	Activities/Initiatives	Key Performance Indicators	Responsible Division
2. Increased rates of participation and completion at all levels (ECE, Primary and Secondary)	2.1 Strengthen the implementation and monitoring of Inclusive Education Policy at all levels	2.1.1 Build the capacity of teachers and teacher aides to be trained in the IE Handbook in all schools	<ul style="list-style-type: none"> Number of primary and secondary teachers (including principals) receiving training on the IE Handbook 	CDMD, AED
		2.1.2 Coordinate national screening programmes to identify and support children with disabilities	<ul style="list-style-type: none"> Number of Students With Disability attending Primary and Secondary 	
		2.1.3 Develop and implement systems and processes to transition children with disabilities from ECE to primary and Secondary	<ul style="list-style-type: none"> % of students with disabilities transitioning from ECE to primary and to secondary 	
		2.1.4 Monitor and track progress of students with disabilities and review the IE implementation Plan (2016-2020)	<ul style="list-style-type: none"> Number of students with disability who have an IE Plan 	
	2.2 Improve and enforce the use of ICT for teaching and learning	2.2.1 Establish and maintain Moodle learning management platforms for Primary and Secondary Schools	<ul style="list-style-type: none"> Percentage (%) of secondary schools using the Moodle learning management platforms Percentage (%) of Primary schools using the Moodle learning management platforms 	ICT&Media
		2.2.2 Improve connectivity infrastructure to support teaching and learning in a digital environment	<ul style="list-style-type: none"> Percentage (%) of schools which have access to web based technologies and online resources 	
		2.2.3 Facilitate teacher capacity building programmes on digital literacies and the use of e-learning platforms	<ul style="list-style-type: none"> Percentage (%) of teachers and school principals trained on using ICT in teaching and learning and administrative tasks 	ICT&Media, TDAD
		2.2.4 Improve schools access to e-learning platforms developed for Samoa, such as the <ul style="list-style-type: none"> MESC Lifelong learning platform Vaa Moana e-learning platform Pacific e-learning Programme and Open Educational Resources (OER). 	<ul style="list-style-type: none"> Percentage (%) of schools with access to e-learning platforms Percentage (%) of schools using the e-learning content in teaching and learning 	ICT&Media

2.3	Ensure 100% coverage of ICT connectivity in schools	2.3.1	Improve ICT connectivity and network infrastructure across all levels (ECE, Primary and Secondary	<ul style="list-style-type: none"> Percentage (%) of government Secondary schools connected to the MESC Network Percentage (%) of government Primary schools connected to the MESC Network. 	ICT&Media
		2.3.2	Implement video conferencing facilities for all Government schools	<ul style="list-style-type: none"> Percentage (%) of schools with video conferencing capability 	
		2.3.3	Establish MESC (intranet) portal for Schools. School staffing information management system	<ul style="list-style-type: none"> Percentage (%) of schools registered with access to Schools Portal 	
		2.3.4	Improve Live-streaming facilities to enable delivery of lessons over MESC WAN infrastructure	<ul style="list-style-type: none"> Percentage (%) of schools receiving live stream and pre-recorded lesson videos 	
		2.3.5	Facilitate ICT training for school administrators on the effective use of all ICT services (Learning platform, internet, wifi, Moodle, email, VC and etc.) available to schools	<ul style="list-style-type: none"> Number of school administrators trained on the use of ICT services in schools 	
2.4	Identify and address the barriers affecting learner participation and engagement	2.4.1	Administer financial schemes to address fees barrier for vulnerable students	<ul style="list-style-type: none"> Percentage (%) of children commencing Year 1 Primary and completing Year 8 	CSD, PPRD
		2.4.2	Identify and address gender disparity in achievement and participation	<ul style="list-style-type: none"> Percentage (%) of students commencing Year 9 and completing Year 12 	
		2.4.3	Implement initiatives to improve student well-being and engagement	<ul style="list-style-type: none"> Percentage (%) of students commencing Year 9 and completing Year 13 	
2.5	Implement and monitor the ECE Policy	2.5.1	Encourage compliance with the Education Amendment Act 2019	<ul style="list-style-type: none"> Percentage (%) of ECE age students enrolled in ECE Centers 	CDMD, PPRD, TDAD
		2.5.2	Enforce ECE Minimum Service Standards	<ul style="list-style-type: none"> Number of ECE centers meeting MSS 	
		2.5.3	Provide awareness and trainings on ECE MSS	<ul style="list-style-type: none"> Percentage (%) of ECE teachers enrolled to upgrade qualifications 	
		2.5.4	Develop database for ECE MSS	<ul style="list-style-type: none"> ECE database developed 	

Goal 3: Enhance relevance of education and training at all levels (ECE, Primary and Secondary)

Expected Outcome	Strategies	Activities/Initiatives	Key Performance Indicators	Responsible Division
3. Increased rates of enrolments, progression, transition, and participation at ECE, Primary and Secondary	3.1 Promote and deliver education and training programs to be accessible remotely	3.1.1 Monitor the Implementation of the MESC TVET in Secondary Schools Policy	<ul style="list-style-type: none"> Percentage (%) of government secondary schools providing at least 3 TVET programs Date by which the TVET in Secondary Schools Policy fully implemented 	CDMD
	3.2 Strengthen the role of Sports and Culture in education	3.2.1 Construct and upgrade 8 school sports fields	<ul style="list-style-type: none"> Number of sports fields upgraded and completed 	SPORTS
		3.2.2 Re-supply sports equipment to 75 primary schools and 30 ECE centers under Fiafia Sports Program	<ul style="list-style-type: none"> Number of primary and ECE Centers supported with sports equipment under Fiafia Sports 	
		3.2.3 Conduct Special Needs Games Festival annually	<ul style="list-style-type: none"> Number of special needs students participating in Special Need Games Festival 	SPORTS, CDMD
		3.2.4 Establish Samoa Institute of Sports (High Performance Unit)	<ul style="list-style-type: none"> Samoa Institute of Sports (HPU) established 	SPORTS
		3.2.5 Implementation of Sports in Education Policy	<ul style="list-style-type: none"> Percentage (%) of schools participating in competitive sports Percentage (%) of primary teachers certified under Fiafia Sports 	
		3.2.6 Establish and maintain partnerships with the community and national sports bodies		
		3.2.7 Coordinate the completion and commissioning of the National Culture and Arts Center	<ul style="list-style-type: none"> National Culture and Arts Center Building completed and operational 	CULTURE
		3.2.8 Implement National Culture Framework (National Culture in Education Policy, National Cultural Industries Policy and National Heritage Policy)	<ul style="list-style-type: none"> % of cultural heritage and infrastructure safeguarded % ICH and TCH mainstreamed into Formal, Non-formal Learning and School TVET programmes Number of publications (readers) from Samoa 	

			Nei Galo Volumes 1 to 8 series published		
		3.2.9	Implement National Orchestra work plan for the next three years	<ul style="list-style-type: none"> Number of music performances, publications produced that includes music education, compositions, audio and/or visual recordings 	
		3.2.10	Enhance and promote the Museum Collection in Safeguarding Samoa's Cultural Heritage.	<ul style="list-style-type: none"> Number of promotional activities for the Museum to increase public interest Museum website to include online resources for broader and easier access developed and operational Number of Museum Collection increased Number of new Museum partnerships established 	CULTURE
		3.2.11	Sustain and enhance new partnerships		
		3.2.12	Strengthen partnerships and collaboration with local communities, civil societies, government ministries and development donor partners.	<ul style="list-style-type: none"> Number of cultural programmes conducted to promote heritage, culture in education and cultural industries to increase public participation and awareness 	CULTURE
		3.2.13	Recruit new positions for SLC	<ul style="list-style-type: none"> All new positions for SLC are recruited 	SLC
		3.2.14	Develop Regulation for Samoa Language Commission Act 2014	<ul style="list-style-type: none"> Date by which Regulation for Samoan Language Commission Act 2014 finalized 	
		3.2.15	Develop and finalize National Samoan Language Framework	<ul style="list-style-type: none"> Date by which the National Samoan Language Framework is launched 	
		3.2.16	Conduct editing of Samoan Monolingual Dictionary (Faatonuupu o le Gagana Samoa)	<ul style="list-style-type: none"> Date by which the Samoan Monolingual Dictionary (Faatonuupu o le Gagana Samoa) completed and launched 	
	3.3	3.3.1	Promote career options using a range of opportunities including open days, advertising, industry visits and community engagement	<ul style="list-style-type: none"> Number of Career Days, Open Days and awareness programs conducted at the school level 	CDMD, Culture
		3.3.2	Conduct awareness programmes for secondary school students to promote		

different pathways to continue studies at PSET

Goal 4: Strengthen community engagement and collaborative partnership with all MESC Stakeholders to improve educational outcomes at all levels (ECE, Primary and Secondary)

Expected Outcome	Strategies	Activities/Initiatives	Key Performance Indicators	Responsible Division	
4 Decision making is informed by data analysis, research, policy and reviews	4.1 Strengthen MESC planning, monitoring and reporting	4.1.1 Monitor Government / MESC planning framework, implementation and progress towards achieving expected outcomes and annual targets	<ul style="list-style-type: none"> Number of MESC Quarterly Reports endorsed and submitted to ESCD on the second month of the quarter for the Sector reports Annual Reports submitted to Cabinet by October every year Number of Sector Reports endorsed by ESAC in a timely manner 	PPRD, ESCD	
		4.1.2 Monitor Policy Implementation in collaboration with relevant Divisions	<ul style="list-style-type: none"> Percentage of policy KPIs implemented and updated Number of progress reports compiled from the implementation of the Consolidated Policy KPIs 	PPRD and relevant divisions	
	4.2 Strengthen coordination of research and policy development	4.2.1 Monitor and review implementation of MESC research priority areas stipulated in the Education Sector Research Strategy and action plan	<ul style="list-style-type: none"> Number of research initiatives identified and conducted from the national assessment trends analyses 	PPRD	
		4.2.2 Collaborate with MESC stakeholder in the development and review of relevant policies	<ul style="list-style-type: none"> Number of new policies developed and endorsed by Cabinet Number of policies reviewed 	PPRD	
	4.3 Improve Education data and information management	4.3.1 Implement SEMIS Data Center Infrastructure	<ul style="list-style-type: none"> SEMIS Data Center Infrastructure is completed. 	<ul style="list-style-type: none"> Percentage (%) of users on Software license Plan Percentage (%) of schools on Software license Plan Number of staff engaged and have received capacity building for SEMIS implementation 	ICT & Media, ESCD
		4.3.2 Implement standardized solution for MESC Office administration software and licensing. (E.g. Microsoft 365 and licensing)			
		4.3.3 Build MESC capacity to support the implementation of SEMIS			

		4.3.4 Improve data collection through electronic submission (e.g. between MESC and schools)	<ul style="list-style-type: none"> Percentage (%) of schools submitting their SEN and CENSUS forms electronically 	PPRD, ICT&Media
		4.3.5 Prepare Education Statistical Digest on an annual basis	<ul style="list-style-type: none"> Number of analytical reports prepared to inform management decisions as required Education Statistical Digest prepared and published on an annual basis 	
		4.3.5 Promote the use of ICT in education through targeted advertisements, ministry website, social media, promotional videos, posters and activities.	<ul style="list-style-type: none"> Number of promotional materials and advertisements developed and disseminated: <ul style="list-style-type: none"> Promotional videos Advertisement Posters/flyers ICT in education activities 	ICT & Media
		4.3.6 Implement ICT Literacy activities and training programs for teachers.		
	4.4 Strengthen MESC engagement with all stakeholders	4.4.1 Implement strategies to increase participation and community engagement in the ministry's developments and decision making	<ul style="list-style-type: none"> Number of awareness programs conducted with communities and stakeholders involved Ministry's developments and decision making informed by consultations with communities and stakeholders 	ALL Divisions
		4.4.2 Implementation of the "Faailo Ao" TV program for improved public awareness and stakeholder's engagement with education.	<ul style="list-style-type: none"> Number of "Faailo Ao" episodes developed for educational awareness. Number of awareness programs and information disseminated to stakeholders 	ICT&Media, ESCD
		4.4.3 Implement Sector Communication Strategy 2021		
		4.4.4 Establish and coordinate annual Education Sector development partner round table meetings to share information on planning and progress	<ul style="list-style-type: none"> Annual Round Table meetings with Development Partners 	ESCD
		4.4.5 Convene public consultation meetings for the annual review of the ESP	<ul style="list-style-type: none"> Sector Annual Review Report completed according to schedule 	ESCD

Goal 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources.

Expected Outcomes	Strategies	Activities/Initiatives	Key Performance Indicators	Responsible Division
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5	All education coordination responsibilities managed efficiently	5.1 Strengthen policies and guidelines governing human, financial equipment and e-resources	5.1.1	Develop and implement a MESC Capacity Development Plan	<ul style="list-style-type: none"> Capacity development plan for MESC completed and operational 	CSD, ESCD, OCEO
			5.1.2	Conduct induction training for new recruits	<ul style="list-style-type: none"> Number of induction trainings conducted 	CSD
			5.1.3	Conduct staff performance appraisals	<ul style="list-style-type: none"> Performance plans and appraisals at an annual basis completed for all staff 	
			5.1.4	Conduct training needs analysis on a yearly basis to identify training programs	<ul style="list-style-type: none"> Number of trainings / professional developments conducted for MESC staff 	
			5.1.5	Coordinate the implementation of Sector Capacity Development Plan	<ul style="list-style-type: none"> Quarterly reports on implementation of sector capacity development plan 	ESCD, CSD
			5.1.6	Strengthen ESCD capability to meet sector expectations and coordination responsibilities	<ul style="list-style-type: none"> Number of trainings conducted for ESCD and MESC Staff 	
			5.1.7	Training of MESC staff and school Principals on Asset Management	<ul style="list-style-type: none"> Number of TA requests administered and completed according to schedule 	
			5.1.8	Process insurance of government school buildings	<ul style="list-style-type: none"> % of government school buildings insured and climate resilient 	CSD
	5.2	Improve MESC response to national disasters and emergencies	5.2.1	Conduct annual awareness programs for MESC and Schools on disaster responsiveness	<ul style="list-style-type: none"> Number of awareness programs conducted annually on climate resilience 	ESCD, CSD
			5.2.2	Finalize and implement a MESC Disaster Response Management Plan	<ul style="list-style-type: none"> Date by which the MESC Disaster Response Management Plan completed and implemented 	
			5.2.3	Develop and implement a Sector Climate Change and Disaster Risk Resilience Strategy (SCCDRRS)	<ul style="list-style-type: none"> SCCDRRS completed and implemented 	
	5.3	Strengthen financial and risk management, internal auditing and procurement processes in MESC	5.3.1	Review and update Medium Term Expenditure Framework (MTEF) annually to inform work plans and budgets	<ul style="list-style-type: none"> MTEF revised annually to meet MoF requirements and planning cycle due dates 	ESCD, CSD, OCEO
			5.3.2	Implement risk management strategies through sector monitoring of IA implementation of audit report recommendations, procurement plans and IA disaster risk management plans.	<ul style="list-style-type: none"> Sector management documents (risk management, MEL, sector work plans and budgets) revised annually Internal Audit reports meet expected standards for financial management 	
			5.3.3	Strengthen financial management processes for the disbursement and acquittal of financial	<ul style="list-style-type: none"> MESC Quarterly financial reports made available for the Sector Quarterly Reporting in a timely manner 	

		expenditure each quarter			
5.4	Provide and maintain inclusive and safe schools and training facilities	5.4.1	Ensure compliance of education and training facilities with Occupational, Safety and Health (OSH) legislation.	<ul style="list-style-type: none"> Number of awareness programs conducted on OSH Legislation 	CSD
		5.4.2	Encourage schools' management to ensure teaching and learning environments are safe, non-violent and healthy for all learners	<ul style="list-style-type: none"> Percentage (%) of government schools meeting Domain 1 & 2 of MSS 	SOD, PPRD
		5.4.3	Implement the OGG Manual of Operations	<ul style="list-style-type: none"> Percentage (%) of schools who comply with the OGG Manual of Operation Requirements 	CSD
		5.4.4	Build identified new school buildings and renovate selected school buildings	<ul style="list-style-type: none"> New school buildings established and existing schools upgraded or renovated 	CSD, SOD
5.5	Improve Printing services	5.5.1	Conduct ongoing trainings for Printing staff	<ul style="list-style-type: none"> Number of trainings conducted for Printing staff 	CSD
		5.5.2	Conduct Medical check-up for Printing staff	<ul style="list-style-type: none"> Medical check-up conducted on a six monthly basis 	
5.6	Improve maintenance services of the ministry	5.6.1	Ongoing maintenance services	<ul style="list-style-type: none"> Number of maintenance activities conducted 	
		5.6.2	Management of MESC headquarters and library services		
5.7	Improve library services and delivery of literacy programs	5.7.1	Develop literacy programs for students	<ul style="list-style-type: none"> Number of literacy programs conducted in the public libraries 	CSD
5.8	Strengthen	5.8.1	Implement the National Archives and Records	<ul style="list-style-type: none"> Number of public entities and organizations 	NARA

	recordkeeping and archives for good governance	5.8.2 Framework and related policies (Record-keeping, Archive & Digitization) Conduct trainings on record-keeping for government ministries, public entities and NARA staff.	5.8.3 Appraisal and Repository of archival materials	5.8.4 Subscribe Constitution of Samoa into the memory of the world	implementing recordkeeping system and transferring archival records	<ul style="list-style-type: none"> Number of boxes of archival materials received and archived Number of archival materials safeguarded Constitution of Samoa inscribed into the Memory of the World 	
	5.9 Safeguarding of archival records through digitization	5.9.1 Digitize at risk and identified collection	5.9.2 Identify and develop an offsite location for backup storage of Archival materials			<ul style="list-style-type: none"> Number of at risk archival materials (boxes) digitized and stored Offsite location for backup storage of Archival materials identified and operational 	NARA

Annex 2: Monitoring and Evaluation Framework

Monitoring and evaluation are important management tools to track progress and facilitate decision making. By closely examining our work, our ministry designed programs and activities that are effective, efficient, and yield powerful results for the community at large. Below is the Monitoring and Evaluation Framework that will be used to measure the results against each of the five overarching goals of this Corporate Plan.

Outcomes	Indicators	Baseline Data	Year 1 Target (June 2022)	Year 2 Target (June 2023)	Year 3 Target (June 2024)	Means of Verification	Responsible Division
Goal 1: Enhance quality of education at all levels (ECE, Primary and Secondary)							
1. Improved learning outcomes at all levels (ECE, Primary & Secondary)	1. Percentage (%) of government schools meeting Level 3 of MSS requirements	2020: 2% MS ² , 40% MMS ³ , 50% PMS ⁴ , 8% BS ⁵	1% increase of baseline (MS & MMS)	2% increase of baseline (MS & MMS)	10% increase of baseline (MS & MMS)	MSS Reports	MERD, PPRD, SOD
	2. Number of consultations and awareness programs conducted on the Education Act 2009 & Education Amendment Act 2019 and School Governance	2 (2020)	2	2	2	SOD quarterly reports	SOD

² Meet Standards

³ Mostly Meet Standards

⁴ Partially Meet Standards

⁵ Below Standards

Framework						
3.	Number of promotional materials produced and distributed to schools on School Operations polices manuals and legislations.	N/A	Produce promotional materials on an annual basis	Produce promotional materials on an annual basis	Produce promotional materials on an annual basis	SOD Quarterly progress reports
4.	Percentage (%) of certificated assessments endorsed by Minister within two months after the end of National examinations and assessments	N/A	Establish baseline	100%	100%	Assessment / National Examination Results Reports AED
5.	Percentage (%) of National assessment reports (primary and secondary), made available to key stakeholders within six weeks of School Term 1 and within two weeks of being requested by authorized stakeholder, e.g. Peace Corps.	N/A	Establish baseline	100%	100%	Assessment / National Examination Results Reports AED
6.	Percentage (%) of SPELL Year 4 primary school children meeting a minimum of Level 3 for Literacy and Numeracy	2019 English Male: 29%	1% increase of baseline	2% increase of baseline	3% increase of baseline	Assessment and Examination reports Statistical Digest AED, CDMD, OCEO
		Female: 47%	1% increase of baseline	2% increase of baseline	3% increase of baseline	
		2019 Samoan Male: 22%	7% increase of baseline	8% increase of baseline	9% increase of baseline	
		Female: 23%	16% increase of baseline	17% increase of baseline	18% increase of baseline	
		2019 Numeracy Male: 25%	1% increase of baseline	2% increase of baseline	3% increase of baseline	
7.	Percentage (%) of SPELL Year 6 primary school children meeting a minimum of Level 3 for Literacy and Numeracy	2019 English Male: 58%	1% increase of baseline	2% increase of baseline	3% increase of baseline	Assessment and Examination reports Statistical Digest AED, CDMD, OCEO
		Female: 30%	9% increase of baseline	10% increase of baseline	11% increase of baseline	
		2019 Samoan	35% increase of baseline	36% increase of baseline	37% increase of baseline	

		Male: 27%					
		Female: 47%	37% increase of baseline	38% increase of baseline	39% increase of baseline		
		2019 Numeracy Male: 9%	33% increase of baseline	34% increase of baseline	35% increase of baseline		
		Female: 13%	49% increase of baseline	50% increase of baseline	51% increase of baseline		
8.	Percentage (%) of SPELL Year 2 primary school children meeting a minimum of Level 3 in literacy and numeracy.	2019 Gagana Samoa: 63%	Establish baseline by gender	1% increase of baseline	2% increase of baseline	Assessment and Examination reports	AED, CDMD, OCEO
		2019 Numera: 45%	Establish baseline by gender	1% increase of baseline	2% increase of baseline	Statistical Digest	
9.	Percentage (%) of SNAPE Year 8 primary school children meeting a minimum of Level 2 in English, Samoan, Mathematics and Science.	2019 English Male: 33.7%	1% increase of baseline	2% increase of baseline	3% increase of baseline	Assessment and Examination reports	AED, CDMD, OCEO
		Female: 64.8%	1% increase of baseline	2% increase of baseline	3% increase of baseline	Statistical Digest	
		2019 Samoan Male: 27%	1% increase of baseline	2% increase of baseline	3% increase of baseline		
		Female: 53.9%	1% increase of baseline	2% increase of baseline	3% increase of baseline		
		2019 Maths Male: 29.4%	1% increase of baseline	2% increase of baseline	3% increase of baseline		
		Female: 45.8%	1% increase of baseline	2% increase of baseline	3% increase of baseline		
		2019 Science Male: 43.5%	1% increase of baseline	2% increase of baseline	3% increase of baseline		
		Female: 62.4%	1% increase of baseline	2% increase of baseline	3% increase of baseline		

10. Percentage (%) of SNJSC Year 10 secondary students meeting a minimum of Level 3 in all assessed subjects.	N/A		Establish baseline	1% increase of baseline	Assessment and Examination reports Statistical Digest	AED, CDMD, OCEO
11. Percentage (%) of SSC students meeting a minimum of Level 2 in all examined subjects	2019	1% increase of baseline	2% increase of baseline	3% increase of baseline	Assessment and Examination reports Statistical Digest	AED, CDMD, OCEO
12. Percentage (%) of SSLC students meeting a minimum of Level 2 in all examined subjects	2019	1% increase of baseline	2% increase of baseline	3% increase of baseline	Assessment and Examination reports Statistical Digest	AED, CDMD, OCEO
13. Rules and Procedures Manual for all national assessments endorsed and operational	N/A	Fully endorsed by 2022			AED progress reports (Endorsed RPM)	AED
14. Date by which the National Assessment Policy is finalized.	N/A	Completed by June 2022			AED progress reports (Endorsed Policy)	AED
15. Field test versions for SPELL & SNAPE primary tools developed and implemented.	N/A	Establish item bank, and have at least number of items per tool, deposited.	Increase item banks per subject, per level by 20%	Increase item banks per subject, per level by 20%	Item Bank reports by subject and level.	AED
16. National Assessment tools (17) developed and implemented	N/A	17 Tools developed and implemented	17 Tools developed and implemented	17 Tools developed and implemented	SPELL & SNAPE Tools	AED
17. Percentage (%) of all ECE, primary and secondary teachers meeting registration requirements of the Teachers Act 2016	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	MERD Teacher Registration Report	MERD
18. Date by which the National Competency Standards Framework (NCSF) completed and operational	N/A	NCSF completed and endorsed	Implementation of the framework	Implementation of the framework	MERD Progress reports, MESC Annual Reports	MERD
19. Percentage (%) of government Principals & Vice Principals Leadership and Management Standards in line with key Performance Plan targets.	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	MERD Progress reports, MESC Annual Reports	MERD
20. Percentage (%) of government teachers meeting registered teachers standards	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	MERD Progress reports, MESC Annual Reports	MERD

21. Percentage (%) of government teachers in the re-appraised cycle (ISP) meeting Registered Teacher Standards	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	MERD Progress reports, MESC Annual reports	MERD
22. QAPA Database for government principals, vice-principals and HODs developed and operational	N/A	QAPA database for positions of responsibilities completed and endorsed	Database implemented	Database implemented	MERD Progress reports, MESC Annual Reports	MERD, ICT&Media
23. Repackaging of secondary TVET courses completed by 2023.	N/A		Repackaging of TVET courses completed and endorsed	Implement the repackaging of TVET courses	CDMD Progress reports, MESC Annual Reports	CDMD
24. Four year level curriculum fully implemented by 2024	N/A	Start implementation of Four Year Level	Implementation by phases (1, 2 and 3) continued	Four Year level curriculum Phase 1 fully implemented	CDMD Progress reports, MESC Annual Reports	CDMD
25. Percentage (%) of schools participating in SSILNaS at the national level	79% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CDMD Progress reports, MESC Annual Reports	CDMD
26. Number of ministry-endorsed curriculum supplementary resources, equipment and learning materials distributed	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CDMD Progress reports, MESC annual reports	CDMD
27. Number of ECE teachers trained on the use of ECE curriculum statements and teachers manual	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	CDMD Progress reports, MESC Annual reports	CDMD
28. Number of teachers trained on the use of curriculum resources and implementation of policies	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Training Reports	CDMD, TDAD
29. Number of secondary students enrolled in at least two or more of the two stream courses	N/A		Establish baseline	1% increase of baseline	CDMD Progress reports	CDMD
30. New Bilingual Education Policy developed and endorsed	N/A	New Bilingual Education policy completed and endorsed	Implementation of policy	Implementation of policy	CDMD Progress reports	CDMD
31. Number of projects progress reports completed	N/A	100% completion of annual progress reports	100% completion of progress reports of	100% completion of progress reports of	CDMD Progress reports	CDMD

			of implemented projects	implemented projects	implemented projects		
	32. Number of teachers recruited for primary and secondary schools	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	SOD Quarterly Progress reports	
	33. % of government schools meeting the student teacher ratio	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	SOD Progress reports	SOD
	34. % of compulsory age students attending schools	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	SOD Progress reports	SOD
	35. Achievement rates improved and failure rate (below 60% average) at Nus/FOE programme decreased	27% (Semester 2, 2020)	25%	23%	21%	TDAD Quarterly Progress Reports	TDAD
	36. Percentage (%) of all teachers engaged in professional development at the national, cluster and school levels	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	TDAD Training reports	TDAD
	37. Percentage (%) of teachers facilitating and conducting professional development programs at the national, cluster and school level	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	TDAD Progress reports	TDAD
	38. Percentage (%) of teachers upgraded to a degree qualification	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	TDAD Progress reports	TDAD
	39. Percentage (%) of teachers completing the induction programs	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	TDAD Progress reports	TDAD
	40. Number of teachers engaged in mentoring programs	N/A	Establish baseline	Increase baseline by 5 teachers	Increase baseline by 10 teachers	TDAD Progress Reports	TDAD
	41. Number of training packages SQA accredited and recognized.	N/A			1 Training package accredited by SQA	TDAD Progress reports	TDAD
	42. % of courses mapped and aligned with Teachers Graduate Standards	94% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	MERD Progress reports	MERD

Goal 2: Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)

Increased rates of participation and completion at all levels (ECE, Primary and	43. Number of primary and secondary teachers (including principals) receiving training on the IE Handbook	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CDMD Progress reports	CDMD
	44. Number of Students With Disability attending Primary and Secondary	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	CDMD Progress reports	CDMD
	45. % of students with disabilities transitioning from ECE to primary and to	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CDMD Progress reports	CDMD

Secondary)	secondary.						
46.	% of students with disabilities transitioning from ECE to primary and to secondary	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CDMD Progress reports	CDMD
47.	Number of students with disability who have an IE Plan.	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CDMD Progress reports	CDMD
48.	Percentage (%) of secondary schools using the Moodle learning management platforms.	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT&Media Progress reports	ICT & Media
49.	Percentage (%) of Primary schools using the Moodle learning management platforms	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT&Media Progress reports	ICT & Media
50.	Percentage (%) of schools which have access to web based technologies and online resources.	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT&Media Progress reports	ICT & Media
51.	Percentage (%) of teachers and school principals trained on using ICT in teaching and learning and administrative tasks	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
52.	Percentage (%) of schools with access to e-learning platforms.	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT&Media Progress reports	ICT & Media
53.	Percentage (%) of schools using the e-learning content in teaching and learning	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT&Media Progress reports	ICT & Media
54.	Percentage (%) of government Secondary schools connected to the MESCS Network.	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
55.	Percentage (%) of government Primary schools connected to the MESCS Network.	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
56.	Percentage (%) of schools with video conferencing capability	N/A	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
57.	Percentage (%) of schools registered with access to Schools Portal	N/A	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
58.	Percentage (%) of schools receiving live stream and pre-recorded lesson videos.	N/A	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media
59.	Number of school administrators trained on the use of ICT services in schools	N/A	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT&Media Progress reports	ICT & Media

	60. Percentage (%) of children commencing Year 1 Primary and completing Year 8	81% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Education Statistical Digest	PPRD
	61. Percentage (%) of students commencing Year 9 and completing Year 12	53% (2019)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Education Statistical Digest	PPRD
	62. Percentage (%) of students commencing Year 9 and completing Year 13	53% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Education Statistical Digest	PPRD
	63. Percentage (%) of ECE age students enrolled in ECE Centers	20% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Education Statistical Digest	PPRD
	64. Number of ECE Centers meeting MSS	50% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CDMD quarterly reports	CDMD
	65. Percentage (%) of ECE teachers enrolled to upgrade qualifications	4.5% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	TDAD progress reports	TDAD
	66. ECE database developed	N/A	Consultation and development stage	Consultation and development stage	Development and finalization stage	CDMD progress reports	CDMD
Goal 3: Enhance relevance of education and training at all levels (ECE, Primary and Secondary)							
Increased rates of enrolments, progression, transition, and participation at ECE, Primary and Secondary	67. Percentage (%) of government secondary schools providing at least 3 TVET programs	96% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CDMD quarterly reports	CDMD, PPRD
	68. Date by which the TVET in Secondary Schools Policy fully implemented	N/A	Implemented	ongoing	ongoing	CDMD quarterly reports	CDMD
	69. Number of sports fields upgraded and completed	2 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Sports quarterly reports	Sports
	70. Number of primary and ECE Centers supported with sports equipment under Fiafia Sports	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Sports quarterly reports	Sports
	71. Number of special needs students participating in Special Need Games Festival	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Sports quarterly reports	Sports
	72. Samoa Institute of Sports (HPU) established	N/A	Discussion and planning stage	Development and finalization of concept towards establishment	HPU established by 2024	Sports quarterly reports	Sports
	73. Percentage (%) of schools participating in competitive sports	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Sports quarterly reports	Sports
	74. Percentage (%) of primary teachers certified under Fiafia Sports	6.8% (2021)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Sports quarterly reports	Sports
	75. National Culture and Arts Center	N/A	Completed and	In operation and	In full operation	Culture quarterly	Culture

	Building completed and operational		operational by 2022	maintained	and maintained	reports	
76.	% of cultural heritage and infrastructure safeguarded	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Culture quarterly reports	Culture
77.	% ICH and TCH mainstreamed into Formal, Non-formal Learning and School TVET programmes	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Culture quarterly reports	Culture
78.	Number of publications (readers) from Samoa Nei Galo Volumes 1 to 8 series published	2021	1% increase of baseline	2% increase of baseline	3% increase of baseline	Culture quarterly reports	Culture
79.	Number of music performances, publications produced that includes music education, compositions, audio and/or visual recordings	26 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Culture quarterly reports	Culture
80.	Number of promotional activities for the Museum to increase public interest	40 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Culture quarterly reports	Culture
81.	Museum website to include online resources for broader and easier access developed and operational	N/A	Establish baseline (number of online resources developed)	1% increase of baseline	2% increase of baseline	Culture quarterly reports	Culture
82.	Number of Museum collection increased	2020	1% increase of baseline	2% increase of baseline	3% increase of baseline	Culture quarterly reports	Culture
83.	Number of new Museum partnerships established	N/A	1	1	1	Culture quarterly reports	Culture
84.	Number of cultural programmes conducted to promote heritage, culture in education and cultural industries to increase public participation and awareness	15 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	Culture quarterly reports	Culture
85.	All new positions for SLC are recruited	N/A	50% of new positions recruited	75% of new positions recruited	100% of new positions recruited	SLC quarterly reports	SLC
86.	Date by which Regulation for Samoan Language Commission Act 2014 is finalized	N/A	50% completed	75% completed	100% completed	SLC quarterly reports	SLC
87.	Date by which the National Samoan Language Framework(NSLF) is launched	N/A	Editing and finalization	NSLF completed and launched	NSLF publicly available for use	SLC Progress reports	SLC
88.	Date by which the Samoan Monolingual Dictionary (Faatonuupu o le Gagana	N/A	100% completed by 2022	Launched by 2023	Available for public use	SLC quarterly reports	SLC

	Samoa) completed and launched						
	89. Number of Career Days, Open Days and awareness programs conducted at the school level	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Culture & CDMD quarterly reports	CDMD, Culture
Goal 4: Strengthen community engagement and collaborative partnerships with all MESC stakeholders to improve education outcomes at all levels (ECE, Primary and Secondary)							
More decision making is informed by data analysis, research, policy and reviews	90. Number of MESC Quarterly Reports endorsed and submitted to ESCD on the second month of the quarter for the Sector reports	4 (2020)	100% completion and on target	100% completion and on target	100% completion and on target	AMP Quarterly review reports MESC Policy Register	PPRD
	91. Annual Reports submitted to Cabinet by October every year	October (2020)	100% completion	100% completion	100% completion	Annual Reports 21/22, 22/23, 23/24	PPRD
	92. Number of Sector Reports endorsed by ESAC in a timely manner	N/A	100% completion	100% completion	100% completion	PPRD quarterly reports	PPRD
	93. Percentage of policy KPIs implemented and updated	N/A	50%	75%	100%	Consolidated M&E Framework KPI Progress Report	PPRD
	94. Number of progress reports compiled from the implementation of the Consolidated Policy KPIs	N/A	100% completion	100% completion	100% completion		PPRD
	95. Number of research initiatives identified and conducted from the national assessments trend analyses	2 (2019)	1% increase of baseline	2% increase of baseline	3% increase of baseline	PPRD quarterly reports	PPRD
	96. Number of new policies developed and endorsed by Cabinet	8 (2019)	1% increase of baseline	2% increase of baseline	3% increase of baseline	PPRD quarterly reports	PPRD
	97. Number of policies reviewed	3 (2019)	1% increase of baseline	2% increase of baseline	3% increase of baseline	PPRD quarterly reports	PPRD
98. SEMIS Data Center Infrastructure is completed	N/A	Development and deliberation phase	Remaining phases completed	Implementation	ICT & Media quarterly reports	ICT & Media, ESCD	
99. Percentage (%) of users on Software license Plan	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT & Media quarterly reports	ICT & Media, ESCD	
100. Percentage (%) of schools on Software license Plan	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT & Media quarterly reports	ICT & Media, ESCD	
101. Number of staff engaged and have received capacity building for SEMIS implementation	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ICT & Media quarterly reports	ICT & Media, ESCD	
102. Percentage (%) of schools submitting their SEN and CENSUS forms electronically	26% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	PPRD quarterly reports	PPRD	

	103. Number of analytical reports prepared to inform management decisions as required	1 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	PPRD quarterly reports	PPRD
	104. Education Statistical Digest prepared and published on an annual basis	Feb (2021)	Digest published by Feb 2022	Digest Published by Feb 2023	Digest Published by Feb 2024	PPRD quarterly reports	PPRD
	105. Number of promotional materials and advertisements developed and disseminated: - Promotional videos - Advertisement - Posters/flyers - ICT in education activities	N/A	1% increase of baseline	2% increase of baseline	3% increase of baseline	ICT & Media quarterly reports	ICT & Media
	106. Number of awareness programs conducted with communities and stakeholders involved	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Annual Report	ALL Divisions
	107. Ministry's developments and decision making informed by consultations with communities and stakeholders	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	Annual Report	ALL Divisions
	108. Number of "Faailo Ao" episodes developed for educational awareness.	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ESCD/ ICT & Media quarterly reports	ICT & Media, ESCD
	109. Number of awareness programs and information disseminated to stakeholders	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	ESCD/ ICT & Media quarterly reports	
	110. Annual Round Table meetings with Development Partners	2020	Annual Round Table meeting	Annual Round Table meeting	Annual Round Table meeting	ESCD quarterly reports	ESCD
	111. Sector Annual Review Report completed according to schedule	N/A	100% completion	100% completion	100% completion	ESCD quarterly reports	ESCD
Goal 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources							
All education coordination responsibilities managed efficiently	112. Capacity development plan for MESC completed and operational	N/A	100% completed by 2022	Operational	Operational	CSD quarterly reports	CSD
	113. Number of induction trainings conducted	2 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CSD quarterly reports	CSD
	114. Performance plans and appraisals at an annual basis completed for all staff	N/A	100% completion	100% completion	100% completion	CSD quarterly reports	CSD
	115. Number of trainings / professional developments conducted for MESC staff	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	CSD quarterly reports	CSD
	116. Quarterly reports on implementation of	N/A	100% completion	100% completion	100% completion	ESCD quarterly	ESCD

sector capacity development plan						reports	
117. Number of trainings conducted for ESCD and MESC Staff	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	2% increase of baseline	ESCD & CSD quarterly reports	ESCD, CSD
118. Number of TA requests administered and completed according to schedule	2021	As required	As required	As required	As required	ESCD quarterly reports	ESCD
119. % of government school buildings insured and climate resilient	98% (2020)	As per identified need	As per identified need	100% by 2024	100% by 2024	CSD quarterly reports	CSD
120. Number of awareness programs conducted annually on climate resilience	N/A	Annually	Annually	Annually	Annually	CSD quarterly reports	CSD
121. Date by which the MESC Disaster Response Management Plan completed and implemented	N/A	Drafting and finalization stage	Completed by 2023	Implemented by 2024	Implemented by 2024	CSD quarterly reports	CSD
122. SCCDRRS completed and implemented	N/A	Drafting and finalization stage	Completed by 2023	Implemented by 2024	Implemented by 2024	ESCD quarterly reports	ESCD
123. MTEF revised annually to meet MoF requirements and planning cycle due dates	N/A	Revised Annually	Revised Annually	Revised Annually	Revised Annually	ESCD quarterly reports	ESCD
124. Sector management documents (risk management, MEL, sector work plans and budgets) revised annually	N/A	Revised Annually	Revised Annually	Revised Annually	Revised Annually	ESCD quarterly reports	ESCD
125. Internal Audit reports meet expected standards for financial management	N/A	Financial management issues reduced to 0%	Financial management issues reduced to 0%	Financial management issues reduced to 0%	Financial management issues reduced to 0%	OCEO quarterly reports	OCEO
126. MESC Quarterly financial reports made available for the Sector Quarterly Reporting in a timely manner	N/A	Quarterly	Quarterly	Quarterly	Quarterly	CSD quarterly reports	CSD
127. Number of awareness programs conducted on OSH Legislation	N/A	Annual	Annual	Annual	Annual	CSD quarterly reports	CSD
128. Percentage (%) of government schools meeting Domain 1 & 2 of MSS	2021	1% increase of baseline	2% increase of baseline	3% increase of baseline	3% increase of baseline	PPRD & SOD MSS Verification reports	PPRD, SOD
129. Percentage (%) of schools who comply with the OGG Manual of Operation Requirements	100% (2020)	100%	100%	100%	100%	CSD quarterly reports	CSD
130. New school buildings established and existing schools upgraded or renovated	9 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	3% increase of baseline	SOD & CSD quarterly reports	SOD, CSD
131. Number of trainings conducted for	N/A	Establish baseline	1% increase of	2% increase of	2% increase of	CSD quarterly	CSD

Printing staff			baseline	baseline	reports	
132. Medical check-up conducted on a six monthly basis	N/A	50% completion	75% completion	100% completion	CSD quarterly reports	CSD
133. Number of maintenance activities conducted	100% (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CSD quarterly reports	CSD
134. Number of literacy programs conducted in the public libraries	40 (2020)	1% increase of baseline	2% increase of baseline	3% increase of baseline	CSD quarterly reports	CSD
135. Number of public entities and organizations implementing recordkeeping system and transferring archival records	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	NARA quarterly reports	NARA
136. Awareness programs and workshops for government ministries and public entities conducted	N/A	3 awareness programs and workshops per year	3 awareness programs and workshops per year	3 awareness programs and workshops per year	NARA progress reports	NARA
137. Number of boxes of archival materials received	93 (2020)	Establish baseline	1% increase of baseline	2% increase of baseline	NARA quarterly reports	NARA
138. Number of archival materials safeguarded	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	NARA quarterly reports	NARA
139. Constitution of Samoa inscribed into the Memory of the World	N/A	Planning and development	Completed by 2023		NARA quarterly reports	NARA
140. Number of at risk archival materials (boxes) digitized and stored	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	NARA quarterly reports	NARA
141. Offsite location for backup storage of Archival materials identified and operational	N/A	50% completion	100% completion	Operational	NARA quarterly reports	NARA

Annex 3: Review Summary of the Corporate Plan 2018-2021.

#	Indicators	Progress	Status
1	% of ECE children meeting school readiness requirements	<ul style="list-style-type: none"> No progress 	Not Achieved
2	% of Year 4 government primary school children meeting a minimum of Level 3 in literacy, numeracy and scientific literacy	<ul style="list-style-type: none"> English Literacy: 2% increase from 28% (2018) to 30% (2019). Mathematics: 1% increase from 28%(2018) to 29%(2019) Samoan: 24% decrease from 46%(2018) to 22%(2019) 	Achieved
3	% of Year 6 government primary school children meeting a minimum of Level 3 in literacy, numeracy and scientific literacy	<ul style="list-style-type: none"> English Literacy: 14% increased from 33%(2018) to 44%(2019) Numeracy: 10% decreased from 21%(2018) to 11%(2019) Samoan: 16% increased from 21%(2018) to 37%(2019) Science: 44% increased from 4%(2018) to 48%(2019) 	Achieved
4	% of Year 2 government primary school children meeting a minimum of Level 3 in literacy, numeracy and scientific literacy	<ul style="list-style-type: none"> Samoan: increased from 54%(2018) to 63%(2019) Numeracy: 3% decreased from 48%(2018) to 45%(2019) 	Achieved
5	% of government schools meeting MSS requirements	<p>Self-Evaluation (SOD)</p> <ul style="list-style-type: none"> 0% MS 83% (139) MMS 16% (27%) PMS 1% (1) BS <p>National Verification (PPRD)</p> <ul style="list-style-type: none"> 2% (3)MS 40% (66) MMS 50% (85) PMS 8% (13) BS 	Achieved
6	% of compulsory age students attending schools	<ul style="list-style-type: none"> 98% achieved. 48815 out of 49791 students. 	Achieved
7	% of Year 8 government primary school children meeting a minimum of Level 2 in Samoan, English, Mathematics, Science	<ul style="list-style-type: none"> English: Increased from 32.8%(2018) to 49.2%(2019) Samoan: Increased from 36.5%(2018) to 40.5%(2019) Mathematics: Increased from 10.8%(2018) to 37.6%(2019) Science: Increased from 30.6%(2018) to 52.9%(2019) 	Achieved
8	% of SSC & SSLC students in government colleges meeting a minimum of Level 2 in Samoan, English, Mathematics, Biology, Chemistry, Physics	<p>SSC:</p> <ul style="list-style-type: none"> English: Increased from 34% to 50% (2019) for males and from 47% to 58% (2019) for females Samoan: 80% achieved in 2018. No exam in 2019 due to Measles Outbreak. Mathematics: Increased from 5% to 11% (2019) for males and from 5% to 9% (2019) for females 	Achieved
9	% of assessment reports endorsed by Minister within one month after official release of results.	<ul style="list-style-type: none"> 100% of reports were endorsed by the Minister. 	Achieved

10	<i>% of National assessment reports (primary and secondary), made available to key stakeholders within one month after official release of school results.</i>	<ul style="list-style-type: none"> 100% of National Assessments reports made available to key stakeholders. 	Achieved
11	<i>% of secondary schools providing all TVET programs</i>	<ul style="list-style-type: none"> 9% achieved. Only 2 out of 23 colleges providing all TVET programs (Avele & Leifiifi) 	Achieved
12	<i>% of government schools meeting the minimum number of students in a class (primary and secondary 1:30)</i>	<ul style="list-style-type: none"> Overall: 59% achieved 55.2% (80) of primary schools have met the STR (1:30) 87% (20) of government secondary schools have met the STR (1:20) 	Achieved
13	<i>Annual monitoring of the ICT Master Plan implementation is on track to meet timeframes and targets.</i>	<ul style="list-style-type: none"> Contract signing after TA confirms dates. Deferred to recruitment 	Not Achieved
14	<i>% of primary school teachers trained in the use of ICT in teaching.</i>	<ul style="list-style-type: none"> 100% of teachers were trained in the use of ICT in teaching 	Achieved
15	<i>Number of production material disseminated to schools.</i>	<ul style="list-style-type: none"> 316 La Oso episodes produced and televised. 244 lessons broadcasted on TV. 268 lessons broadcasted on radio. 	Achieved
16	<i>Number of lessons streamed over the network.</i>		Achieved
17	<i>Number of teacher training materials available through ICT and Media (flash drives)</i>	<ul style="list-style-type: none"> 828 out of 1078 primary teachers or 77% were able to access the Moodle learning platform and engage in PD forums and discussions. 250 out of 1078 primary teachers or 23% were not able to access the Moodle learning platform. 327 out of 435 secondary teachers or 73.8% were able to access the Moodle learning platform and engage in PD forums and discussions. 138 teachers from 22 primary schools have started the 'Learning to Learn' online course. 	Achieved
18	<i>% of all teachers engaged in professional development at the national, cluster and school levels</i>	<ul style="list-style-type: none"> 100% achieved 	Achieved
19	<i>% of teachers facilitating and conducting professional development programs at the national, cluster and school level.</i>	<ul style="list-style-type: none"> 38% (647 out of 1718 government teachers) facilitating PDs at the school and cluster level. 	Achieved
20	<i>% of teachers upgraded to a degree qualification</i>	<ul style="list-style-type: none"> 52% of teachers were upgraded 	Achieved
21	<i>% of teachers in the ISP re-appraised and meeting Professional Teachers Standards</i>	<ul style="list-style-type: none"> 55.4% (162 out of 292) of teachers have met standards 	Achieved
22	<i>% of teachers completed the induction programs</i>	<ul style="list-style-type: none"> 100% of 331 new teachers completed their induction programs 	Achieved
23	<i>Number of teachers engaged in mentoring programs</i>	<ul style="list-style-type: none"> Mentoring framework has been approved by CEO in Feb 2020. It was planned to roll out in April 2020 during the National trainings. 	Achieved
24	<i>% of all teachers meeting registration requirements of the National Teachers Council</i>	<ul style="list-style-type: none"> 69% teachers have been approved by the STC to be registered under full registration. A total of 714 have paid their registration. 	Achieved
25	<i>% of government principals, deputy principals and teachers meeting</i>	<ul style="list-style-type: none"> Drafts of NCSF, professional standards for principals and teachers tabled in Core 18th March, 2021. 	Not Achieved

	<i>requirements of the Standards Competency Framework</i>		
26	<i>% of Principals & Vice Principals meeting the Key Performance Standards</i>	<ul style="list-style-type: none"> A total of 242 Principals appraisals and 73 vice principals appraisals completed in this period. 	Achieved
27	<i>% of teachers meeting professional standards</i>	<ul style="list-style-type: none"> 70% (689 out of 983) of teachers have met teachers standards 	Achieved
28	<i>% of courses mapped and aligned with Teachers Graduate Standards</i>	<p>94% achieved</p> <ul style="list-style-type: none"> 106 out of 113 courses mapped and aligned with TGS 	Achieved
29	<i>% of schools participating in competitive sports</i>	<ul style="list-style-type: none"> Prime Minister's Cup: 66% of all primary schools Athletics: 93% of all secondary schools Weightlifting 22% of all secondary schools 	Achieved
30	<i>% of primary teachers certified under Fiafia Sports</i>	<ul style="list-style-type: none"> 3.3% increased from 3.5 to 6.8% of teachers certified under Fiafia Sports 	Achieved
31	<i>Number of active agreements with school communities and sports bodies signed</i>	<ul style="list-style-type: none"> 8 agreements signed for maintenance of sports fields 5 schools communities and 1 village signed agreements and receive financial assistance to upgrade sport fields 	Achieved
32	<i>% of IE teachers enrolled to upgrade qualifications</i>	<ul style="list-style-type: none"> Discussions were made between the NUS and MESC regarding offering an Inclusive Education Course at NUS. However, there were no Lecturers at NUS who have the expertise to deliver courses with an IE focus, hence the reason why this initiative is not progressing. Ongoing discussions are still happening at the Sector Level to move this program forward 	Not Achieved
33	<i>Number of students with disability enrolled in primary and secondary schools by gender</i>	<ul style="list-style-type: none"> Data from 2018-2021 (AR) 2018 – 270 2019 - 290 2020 - 227 2021 – 324 	Achieved
34	<i>% of Teachers engaged in Inclusive Education Training.</i>	<p><u>100% achieved</u></p> <ul style="list-style-type: none"> In 2019: 71 teachers trained on IE Policy. 293 teachers (Year 4, 5 & 6) were trained on inclusive education practices and strategies to assist teaching students with disabilities. In 2020: Handbook training was done using on-line resources and TDAD online mode. This covers national level under the delivery mode (Moodle platform) used by TDAD. Other training on IE model was done for Special Schools. 	Achieved
35	<i>% of Schools using the Assessment Matrix</i>	<p>1.1% achieved</p> <ul style="list-style-type: none"> The Inclusive School Self-Assessment Matrix was completed in August 2018. Piloting of this matrix within schools was introduced in 2 schools (Saanapu & Aeale). The continuation to other schools was disrupted by Measle outbreak in November 2019 and then the outbreak of COVID-19. 	Not Achieved
36	<i>% of teacher aides meeting Teacher Aides Standards</i>	<ul style="list-style-type: none"> The TOR is in place and it's finalized. The delay of hiring of the consultant is due to SOE lockdown. 	Not Achieved
37	<i>% of teachers enrolled to upgrade qualifications with an IE focus</i>	<ul style="list-style-type: none"> Only 3 Teacher Aides in government schools who passed the Literacy and Numeracy Assessment at APTC 	Not Achieved

		and started in Semester one 2020.																																																													
38	% of children commencing Year 1 Primary and completing Year 8 by gender	Data from 2018-2020 (Digest) <ul style="list-style-type: none"> 2018 - 86% 2019 – 87% 2020 – 81% 	Achieved																																																												
39	% of ECE teachers enrolled to upgrade qualifications	<ul style="list-style-type: none"> In 2019, a total number of 18 ECE teachers enrolled at the NUS. 4.5 % of ECE teachers enrolled to upgrade qualifications. In 2020, 71 new applications were approved. 	Achieved																																																												
40	% of ECE age students enrolled in ECE Centres	<p>2018:</p> <table border="1"> <thead> <tr> <th>Age</th> <th>M</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>10%</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>3</td> <td>26%</td> <td>28%</td> <td>27%</td> </tr> <tr> <td>4</td> <td>29%</td> <td>35%</td> <td>32%</td> </tr> <tr> <td>5</td> <td>16%</td> <td>19%</td> <td>17%</td> </tr> </tbody> </table> <p>2019:</p> <table border="1"> <thead> <tr> <th>Age</th> <th>M</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5%</td> <td>8%</td> <td>6%</td> </tr> <tr> <td>3</td> <td>22%</td> <td>24%</td> <td>23%</td> </tr> <tr> <td>4</td> <td>28%</td> <td>29%</td> <td>28%</td> </tr> <tr> <td>5</td> <td>12%</td> <td>13%</td> <td>13%</td> </tr> </tbody> </table> <p>2020:</p> <table border="1"> <thead> <tr> <th>Age</th> <th>M</th> <th>F</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>3</td> <td>11%</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>4</td> <td>2%</td> <td>25%</td> <td>23%</td> </tr> <tr> <td>5</td> <td>24%</td> <td>29%</td> <td>26%</td> </tr> </tbody> </table>	Age	M	F	Total	2	10%	12%	11%	3	26%	28%	27%	4	29%	35%	32%	5	16%	19%	17%	Age	M	F	Total	2	5%	8%	6%	3	22%	24%	23%	4	28%	29%	28%	5	12%	13%	13%	Age	M	F	Total	2	1%	1%	1%	3	11%	12%	11%	4	2%	25%	23%	5	24%	29%	26%	Not Achieved
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41	Number of ECE centres/classrooms established and meeting MSS	<ul style="list-style-type: none"> 50% of ECE Centers have met MSS 	Achieved																																																												
42	% of schools which have access to ICT services from MESCS.	<ul style="list-style-type: none"> To date, 40% of government primary schools have healthy connections and 17% using Wi-Fi connections. For Secondary, 70% government schools (16 schools) are connected to SchoolNet 	Achieved																																																												
43	% of schools which have access to mobile and web technologies	<ul style="list-style-type: none"> 40% (58) of primary schools have access to web technologies via SNBH. 29% (10) of Secondary Schools have access to the web via the SchoolNet. 	Not Achieved																																																												
44	% of schools which effectively use ICT for administrative tasks	<ul style="list-style-type: none"> 30% (44) of primary schools are actively and effectively using ICT. 14% (5) of Secondary Schools are active and effective. 	Not Achieved																																																												
45	% of schools which effectively use ICT in the classroom.	<ul style="list-style-type: none"> 30% (44) of primary schools are actively and effectively using ICT. 14% (5) of Secondary Schools are active and effective. 	Not Achieved																																																												
46	% of schools receiving live stream lessons	<ul style="list-style-type: none"> Preparations for live streaming lessons between the CDMD and ICT&Media are still ongoing. There are more areas that the Curriculum Team need to consider in terms of preparation before actually moving towards this live streaming approach. 	Not Achieved																																																												
47	% of schools receiving pre-recorded lessons	<ul style="list-style-type: none"> 80% of primary schools receive pre-recorded lessons through the Digital TV and access to internet. 	Achieved																																																												

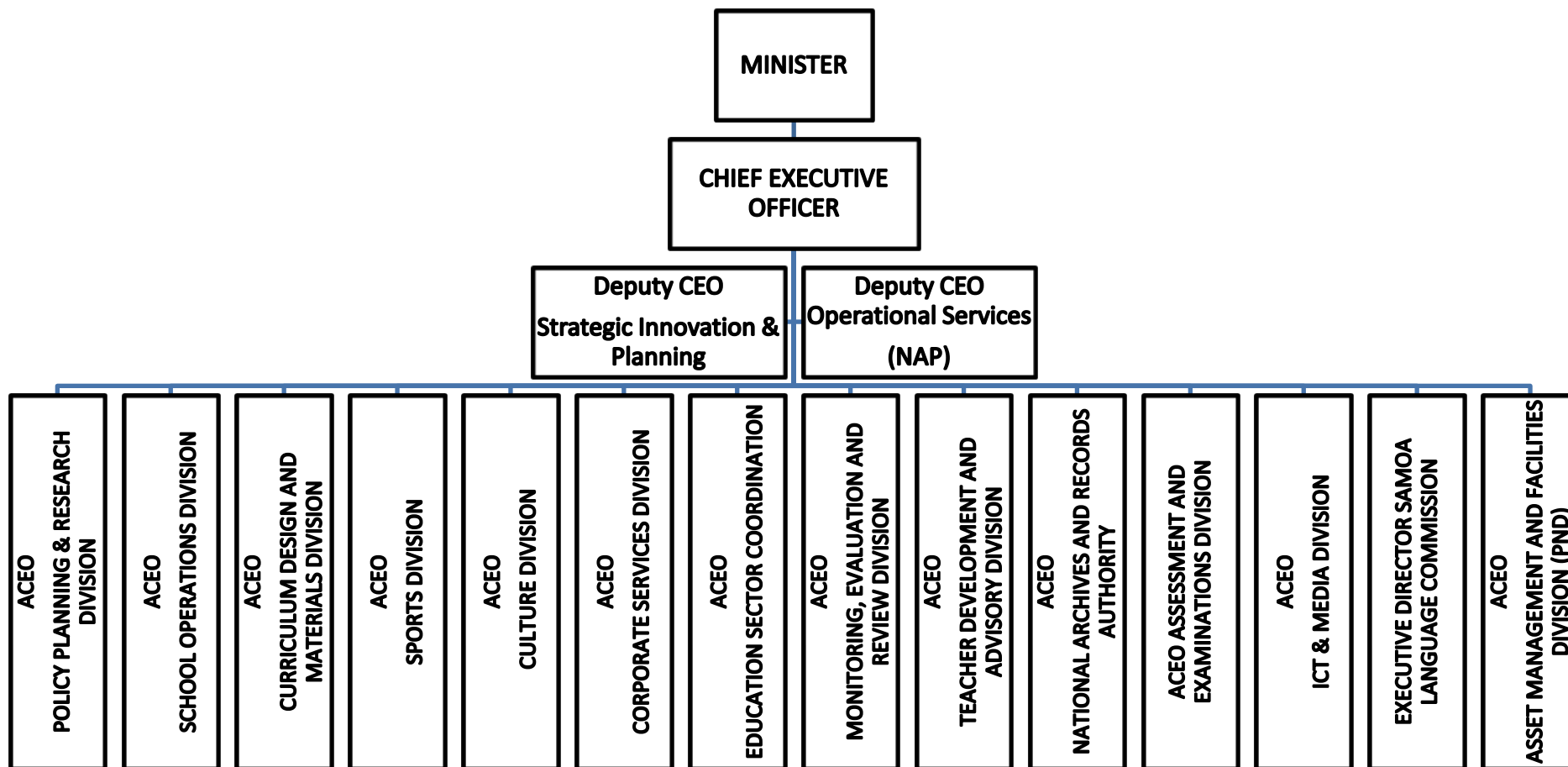
48	<i>Number of visits (Hits) on the intranet portal</i>	- A total of 19,756 hits on our Web portal with e-learning content.	Achieved
49	<i>Number of schools using video conferencing</i>	- VC equipment is being procured for 50 schools. - 50 x Speakers - 50 x webcams - Technical VC testing at the selected 50 schools is now completed and ready for installation.	Achieved
50	<i>% of secondary schools providing at least 3 TVET programs</i>	• 96% of government secondary schools • 22 out of 23 government secondary schools	Achieved
51	<i>Date by which the MESc pilot for TVET in secondary schools completed</i>	• Received FK approving the 4 Year Level. Developed work plan for TVET pathway. • ToR for TA is in place to repackage existing TVET courses and develop new courses.	Achieved
52	<i>National Culture Centre Building completed</i>	• The construction of Culture Center is completed	Achieved
53	<i>Number of Cultural Heritage sites preserved</i>	• A total of 20 cultural heritage sites preserved.	Achieved
54	<i>Number of music publications produced that includes music education, compositions, audio and/or visual recordings</i>	• 800 theory and performance master classes completed. • 10 compositions, audio and visual recording completed	Achieved
55	<i>% of publications (readers) from Samoa Nei Galo Volumes 1 to 8 series</i>	• Editing of 20 stories for Samoa Nei Galo Series Vol 9 is completed. • Write up of 20 stories for Samoa Ne'i Galo Vol 10 is completed • The second review of 40 Samoan stories for Samoa Nei Galo Volume 9 & 10 is completed	Achieved
56	<i>Annual monitoring of policy, planning & research development and implementation is on track to meet timeframes and targets</i>	<ul style="list-style-type: none"> • 10 quarterly reports completed and endorsed by the Core Executive. • 3 Annual Reports approved by the Cabinet and submitted to Parliament. • 8 policy documents approved by Cabinet as per FK (18) 41 & FK (18) 45: <ul style="list-style-type: none"> - National Sports Framework - National Sports Policy - National ICT in Education Policy - National Culture Framework - National Culture in Education Policy - National Heritage Policy - National Cultural Industries Policy - National Schools TVET Policy • 2 frameworks endorsed by Core Management in Feb, 2020. <ul style="list-style-type: none"> - National Curriculum Framework - National Archives & Records Framework • Policy review – Sponsorship Policy • Other policies are in progress <ul style="list-style-type: none"> - National Teaching & Learning Policy - National Assessment Policy - NARA Policies 	Achieved
57	<i>Number of research initiatives identified</i>	• 5 researches conducted:	Achieved

	<i>from the trend analyses conducted</i>	<ul style="list-style-type: none"> - Reasons students in Samoa Do Not Complete Secondary - Tablets & Aptus Evaluation Study - Rationalization of schools (Teacher Workforce) Situational Analysis - Rapid Assessment Survey - Gender Achievement Gap Research 	
58	<i>Number of recommendations made as a result of an effective project management</i>	<ul style="list-style-type: none"> • The coordination and monitoring of MESC projects were delegated to each implementing division. • Recommendations from each projects are used to improve service delivery in different areas of education depending on the nature and the purpose of a project. 	Not Achieved
59	<i>% of schools submitting their SEN and CENSUS forms electronically</i>	<ul style="list-style-type: none"> • 96% of schools submitted their SEN forms electronically • 98% of schools submitted their Census forms electronically 	Achieved
60	<i>Increased level of community engagement in cultural activities</i>	<ul style="list-style-type: none"> • The Samoa Ne'i Galo Festival for Colleges was conducted on the 5th September 2018 during the Teuila Festival Week. • The Museum of Samoa in partnership with MOH staged a pictorial exhibition on the mass grave site at Vaimoso (Spanish Influenza) • Opening and Closing Ceremonies of 2019 Pacific Games • 449 number of student research conducted by the Museum of Samoa in financial year 19-20 • Consultations for SNG Volume 11 and artifacts and cultural heritages 	Achieved
61	<i>Number of national and international locations and audiences of the orchestra marketing programs</i>	<ul style="list-style-type: none"> • A total of 54 public performances conducted. 	Achieved
62	<i>Number of analytical reports prepared to inform management decision making</i>	<ul style="list-style-type: none"> • Completed one Analytical Report for Apia Primary School in collaboration with SOD and submitted to Core and Minister for decision making on 16th March 2020. 	Achieved
63	<i>Number of promotional material and advertisements disseminated.</i> <ul style="list-style-type: none"> • Promotional videos • Advertisements • Posters/flyers • ICT in education activities 	<ul style="list-style-type: none"> • 20 promotional videos • 46 public notices and advertisements • 34 press release • 21 website news items • 4 Awareness pamphlets • 5 posters • 5 banners • 2 media negotiations 	Achieved
64	<i>% of government school buildings insured</i>	<ul style="list-style-type: none"> • 163 (98%) schools covered under the Insurance coverage for government with the total insured amount of \$97,215,418. • 106 schools in Upolu (15 colleges, 91 primary) 57 schools in Savaii (8 colleges, 49 primary) 	Achieved
65	<i>Number of awareness programs conducted on a six monthly basis on climate resilience</i>	<ul style="list-style-type: none"> • 3 trainings completed • Training on 2030 Sustainable Development Goals and how libraries can be involved in times of disasters • First Aid Training was conducted for MESC staff as of 	Achieved

		<ul style="list-style-type: none"> 12-17 June 2020. FESA training on fire warden conducted in Jan 2021 	
66	<i>Recommendations of the MESC Organization Structure review report implemented</i>	<ul style="list-style-type: none"> Proposal submitted to MOF & PSC on 3rd December 2019 for their review and reports to Cabinet. Consultations with PSC and MOF thus approval has been received from PSC as of 12 June 2020. Critical Positions approved by PSC for Assessment and Curriculum Divisions. 	Achieved
67	<i>Internal Audit reports meet expected standards for financial management</i>	<ul style="list-style-type: none"> A total of 70 Spot Checks were conducted in 18/19 Daily checking of proposals, pre-auditing of payment over \$3000, payment prior to CEO approval and All TY15 for CEO approvals 12 Audit assignments performed due to the need to enforce ministry internal controls and also compliance to Government laws and regulations. full pre-auditing of ministry payments 14 special investigations were completed in FY19/20. 	Achieved
68	<i>Sector Printing facilities established and operational</i>	<ul style="list-style-type: none"> New Printing building was officially opened in January 2020 	Achieved
69	<i>New printing machines procured</i>	<ul style="list-style-type: none"> Printing machines were procured and operated 	Achieved
70	<i>Phase 3 of ESMIS completed and operational</i>	<ul style="list-style-type: none"> The VEMIS fact finding visit for the sector was scheduled for FY19/20. SEMIS report was endorsed by ES ICT Sub-Committee in April 9, 2020 and ESWG on Thursday 7th May 2020. The trip was postponed due to the Corona Virus Pandemic. It is now deferred to take place in the new financial year depending on the clearance of COVID19 pandemic 	Not Achieved
71	<i>Annual monitoring of the Education Sector Plan implementation is on track to meet timeframes and targets</i>	<ul style="list-style-type: none"> All 3 Education Implementing Agencies have been informed of timeline for each quarter's progression reports. Education Sector Plan (ESP) 2019-24 was officially launched in Feb 6, 2020 ESAC approved Education Sector Quarterly Progress Reports: <ul style="list-style-type: none"> Quarter 2 (FY 17/18) approved in July 26 2018 Quarter 3 & 4 (FY 17/18) approved 18 October 2018 Quarter 1 & 2 (FY 18/19) approved 28 February 2019 Quarter 3 & 4 (FY 18/19) approved 31 October, 2019. Education Sector Consolidated Work Plan for FY 2019/2020 approved 28 February 2019 Sector ARR18/19 has been approved in March 26, 2020. Q1-Q2-Q3 (FY 19/20) approved in August 14 2020 	Achieved
72	<i>Number of contracts (TA Facility) administered and completed according to schedule</i>	<ul style="list-style-type: none"> A total of 45 TAs (TA Facility) working with the Education Sector 24 TAs completed their assignments according to 	Achieved

		schedule.	
73	<i>NARA fully established and operational</i>	<ul style="list-style-type: none"> NARA division is established and operational. 	Achieved
74	<i>% of government ministries and agencies with archival materials transferred to NARA (more people with access to archival collection)</i>	<ul style="list-style-type: none"> 7 Ministries with a total number of 753 boxes transferred archival materials to NARA: <ul style="list-style-type: none"> OEC – 319 boxes NHS/MOH – 20 boxes MPMC – 262 boxes MESC – 13 boxes (Audiovisual) MNRE – 23 boxes AG – 66 boxes Cabinet – 50 boxes 	Achieved
75	<i>OGG Manual of Operations developed</i>	<ul style="list-style-type: none"> Manual has been developed and completed in FY 18/19 for operation purposes. 	Achieved
76	<i>Number of awareness programs conducted</i>	<ul style="list-style-type: none"> 4 awareness and consultation programs completed 	Achieved
77	<i>% of schools comply with the Manual of Operations Requirements</i>	<ul style="list-style-type: none"> All School Committees and Principals were trained on payment procedures of OGG 100% of schools were complied with the OGG requirements. 	Achieved

Annex 4: Ministry of Education, Sports and Culture Organizational Structure



NAP – Newly Approved Position

PND – Proposed New Division

