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MINISTRY OF
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SAMOA

SURVEY OF THE IMPROVEMENT OF EDUCATION SECTOR IN SAMOA

FINAL REPORT

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APPENDIX 1

THE SAMOAN EDUCATION SECTOR REVIEW

THE SAMOA EDUCATION SECTOR REVIEW

1. Education Policy and Strategies

Education sector policy supports the Government of Samoa's vision, 'Samoa to lead the region in structural and public sector reform, good governance and increasing per-capita incomes, growth in employment and improved health and education standards while incorporating social and cultural values and environmental sustainability.' (Education Mini Summit 1999 and Statement of Development Strategy 2002-2004). The objective is for reform that: (1) improves the efficiency and quality of services delivered by government and (2) strengthens the partnership between public and private sectors.

The Ministry of Education Sports and Culture[1] has been active along both lines. A New Zealand sponsored Education, Policy and Planning Development Project commenced work from late 1993 to 1994 to fully review education policy and to up-grade the Education Information Management System to assist both planning and monitoring. The second stage of the project outputs included the *Western Samoa Education Strategies 1995–2005* and *Western Samoa Education Policies 1995–2005*. The former document has since served as a cornerstone for implementing changes to education to meet the first objective of the reforms. With regard to the second objective, timely consultations with stakeholders have been undertaken.

2. Principles and Strategic Objectives

Education policy seeks to address four guiding principles: equity, quality, relevancy and efficiency. Policy is presently focused on meeting the eight objectives of the Strategic Education Plan:

i Supporting early childhood education.

ii Improving the overall quality of primary education.

iii Increasing access to senior se/condary education by merging two streams into a single stream system and at the same time improve overall quality.

iv Meeting the requirements of special needs education.

v Strengthening teacher education and improving the quality of graduates.

vi Facilitating linkages between secondary schools and post-secondary institutions.

vii Introducing best practice into the department's central management.

viii Providing assistance to school management committees.

[1] Formerly called Department of Education, with the portfolio expanded to also include Sports and Culture in 2003

Both the Ministry of Education Sports and Culture and donors have acted to take components from the strategy, labelled as *component projects.* As a result, considerable donor and development partner support has been attracted to education, particularly since 1998. However, a number of relatively significant donor programmes are about to end and the government is currently looking to determine its priorities[2] for moving forward with education sector reforms with a view to consolidating important achievements made in recent years.

MESC is now in the process of preparing a new mid-term strategy of education sector, called 'Sector Development Plan'. It is expected to be published next year. The study team has interviewed the CEO of MESC about the rough structure of the plan. Please refer to Appendix 2: The Sector Development Plan for the detail.

3. *Samoan Education System*

Mandatory Education

Education is mandatory in Samoa for all persons aged between five and fourteen. But, it is not free. Various NGOs report a small percentage of children (less than two percent) never attending school. They and some education authorities also believe that fees may contribute to the drop-out rate of students who have commenced schooling.

The full extent of fees being a factor compared to other factors such as parental attitudes, the perceived relevance of the curricula, principal and teacher commitment and other variables cannot presently be determined. Certainly, costs are greater and thus potentially more of an issue for secondary and post secondary education. At primary levels, village school fees have often remained static for years. Thus, although these fees are an area of perennial complaint, they do not appear to represent a particularly onerous burden for the majority. A small minority however, may need special assistance.

Early Childhood Education

Presently pre-school education remains the domain of non-government organizations, especially churches. There are 127 pre-school centers operating in Samoa, an increase of 47% since 2000. Some pre-school teacher training is conducted by the University of the South Pacific's Extension Center. Demand for pre-school enrolment is growing with government committed to providing support for curriculum, production of materials and strategic guidance on further development of pre-schooling in Samoa. However, government budget support remains very limited, and although there has been a significant increase in the number of pre-schools over recent years, *sustainability* of pre-schools is a concern. The UNDP has sponsored some limited project support for pre-schools.

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[2] The Government with assistance from the Asian development Bank will be reviewing education sector policies and strategies in 2004 to determine priorities and possible donor/development partner future assistance.

General Overview of ECE in Samoa

The Education Strategies 1995-2005 of Samoa clearly identifies to support of early childhood education as one of the major objectives.

Before the MESC's commitment, this sub-sector had been supported largely by NGOs. Since several years MESC has started the efforts to support this sub-sector by providing funding and some advisory commitment, and intends to enforce the cooperation with NGOs to ensure quality education at pre-school level. MESC currently provides subsidy to selected pre-schools, depending of the enrolment of pupils, under the condition of whether they satisfy the facility guideline prepared by National Council of Early Childhood for Samoa (NCECES). Currently each pre-school is responsible for teacher recruitment and paying salaries to teachers as well as provision/maintenance of school environment (infrastructure/facilities/teaching materials).

National Council of Early Childhood Education for Samoa (NCECES)

There is an NGO which is called National Council of Early Childhood Education for Samoa (NCECES). This NGO is a coordinating body of ECE development with MESC. This council was established 5 years ago in 1998. The member of the council includes some MESC officials.
NCECES developed last year (2003) the curriculum of both pre-school and the training program, as well as facility guidelines (both physical infrastructure and hygiene). The printing the curriculum was funded by Canada.

Based on this guideline, NCECES admits the registration of pre-schools by checking whether they meets the criteria of the guideline. Once admitted, the pre-schools can register to the list of NCECES and receive subsidy from MESC. The amount depends on the number of enrolment of pupils. For example, the school with 80 pupils receives roughly 4,000 tala per year. Currently 124 pre-schools out of 139 have registered and NCECES supervises these 124 pre-schools.

As suggested earlier, except for the subsidy, all the pre-schools have to manage by themselves; they have to pay for pre-school teachers, teaching materials, and school maintenance, etc. Some villages conduct fundraising to support their primary schools; pre-schools have therefore characteristic of being property of villages. As a result, the salary level of pre-school teachers is generally lower than that of primary and secondary teachers.

1-Year Pre-service Training Program and In-service Training Program

NCECES has developed 2 years ago (2002) 2 Training Program: i) 1-year pre-service training program for secondary graduate students and retired teachers to be a pre-school teacher and ii) In-service training program for current pre-school teachers. This is explained in detail in the next section.

The contents of the training curriculum includes; human development, human relations, Special Needs Education, Sign language, Brails (Dots for blind), performing arts, toy playing, etc.

The trainees who belong to the course can practice teaching at the Sogi Pre-school, which is located just besides the training program school block.

NCECES issues a certificate for those who complete the courses. This is regarded as an appropriate national qualification to be a pre-school teacher. The top 5 students of the training course can transfer to FOE of NUS to obtain higher qualification of teaching ECE.

Students pay 140 tala/semester. (280 tala per year), and the trainers of the training course is paid 30 tala/hour.

Pre-school education framework

Pre-schools accept children from 2 and a half years old to 5 years old (before entering primary schools). The facility guideline suggests that teacher student ratio should be less than 1:15. Classroom is largely divided into 2 groups: one for children of 2 and a half to 3 years old, and the other group from 4 to 5 years old.

NCECES has prepared the Pre-school Curriculum for all pre-schools. However currently all the pre-school are not always following the curriculum; for example, Anglican Church pre-school is using the curriculum developed by USP (University of South Pacific). In general the curriculum is rather playing-oriented than study-oriented. But there was playing materials related numeracy and English learning as for the school the study team visited.

Primary Education

Samoa's formal education system is founded on eight years of primary schooling. In 2003, there were 157 primary schools; the majority are government[3] schools (140), 14 Mission schools and only 3 private schools. The majority of schools are run by village committees responsible for setting and collecting school fees, determining how the fees will be spent, construction and maintenance of buildings, teacher housing and the provision of many consumables. Government funding covers the teacher's salary, a low level of consumables and initial sets of school texts on the expectation of textbooks being maintained for a minimum of three to five years. In essence, schools are community-owned. This means that village committees have long taken the lead in determining admission and other school policies. The Ministry of Education Sports and Culture has been attempting to standardize primary school practices since 1996, for example banning corporal punishment. This objective has been taken further under current reform strategies (under institutional strengthening) to develop and disseminate

[3] I.e. government provides teachers only for village owned schools or is responsible for both teachers and buildings.

school policy and management practices (through manuals). Currently the Ministry is in the process of conducting training to all primary and secondary schools on policy and management guidelines.

The Malifa Compound

The principal exception to government support for primary and secondary schools is at the Malifa compound in Apia. Here the majority of all costs are covered by government. Students do pay fees (33 Tala a year) that may be slightly higher than the village school norm. However, no further community inputs in cash or kind are required to subsidize building and maintenance as is the case for village schools.

The general belief is that students receive a better education at Malifa. This is consistent with exam results although the results are also dependant on a pool of highly motivated achievers (both teachers and pupils). The result is a very high pupil to teacher ratio as parents migrate to Apia, at least in part for their children to go to Malifa, have children board with relatives in Apia or have their children commute from villages on Upolu. Some children are reported to have considerable daily travel times in order to attend the most crowded classes in Samoa. Obviously the desire for good quality primary education is driving this behaviour.
To alleviate the tendency for students to migrate to Malifa and to reduce the pupil teacher ratios, the Government, assisted by donors and development partners, has since 2000 commenced the construction and rebuilding of both primary and secondary government school in Malifa and selected key districts throughout Upolu and Savaii. Between 1999 and 2003, The Ministry of Education Sports and Culture recorded an improvement in student to teacher ratio for primary schools (from 36:1 to 26:1) at Malifa which is lower than the average for the Apia Urban Area (32:1) and national average for government schools (29:1).

Languages of Instruction

Primary instruction is given in Samoan to year six with English introduced in year four. Years seven and eight are supposed to be taught totally in English. The year eight final examination is in English with ramifications for those who do poorly. Primary teacher ability in English is obviously one critical variable as is student opportunity to practice English. The urban setting of Apia is definitely advantageous to the present system. A study supported by UNDP on the impact of the present language approach to instruction has been completed and should assist in future solutions to the problem. The NUS also conducted a study to determine the causes of poor performance in basic mathematics and English with the results discussed and shared with senior Ministry officials and other stakeholders.

The results of the pupils and head teachers survey conducted as part of this study indicate that student ability to understand and translate English is a major barrier for most students. The situation is made difficult by the fact that very few opportunities

are available outside the confines of classrooms to learn and practice English. The results of the studies should be studied on full scale when conducting language-related issues.

Secondary Education

Secondary school covers years 9 through to 13 with several major transition points that mark considerable attrition. The exam-based nature and higher fees for secondary school are considered to contribute to the present patterns shown of school transition rates. Total national rates which include both mission and private schools generally are better than government school transition rates, as is to be expected from a higher resource base. Recent improvement to government school transition rates is evident from Year 11 to 12.

As at the end of 2003, there were about 21 secondary schools run through district committees and supported by government in a manner similar to village elementary schools. There are only three private ones. The situation is reversed at the senior secondary level where government operates only four[4] schools (government colleges) and there are 17 non-government ones. In the past, streaming by year eight examination results relegated students with poorer results to junior secondary schools and those with higher marks to senior secondary schools. The junior secondary schools had a separate curriculum generally judged to be far less satisfactory by comparison to senior secondary schools. A new curriculum has been developed and introduced removing dual curriculum although the streaming system presently continues.

Table 1: Transition Rates (%) for Government Schools in Samoa, 1995-2003

	1995	1996	1997	1998	1999	2000	2001	2002	2003
Year 8 – 9	82	76	80	77	80	84	86	86	87
Year 11 – 12	52	57	76	68	77	79	86	91	91
Year 12 – 13	47	40	45	50	52	48	52	51	52

Source: Ministry of Education Sports and Culture (2003).

Brief Comparison of Primary and Secondary Enrolments by Type of Provider

The bulk of primary education (83 percent of all enrolments) is provided through government serviced village primary schools. Government is also the principal provider of secondary education (80 percent of all enrolments) with non-government schools reversing the situation for senior secondary schools through the provision of some 60 percent of all enrolments. In 2003, about 31 percent of Samoa's total

[4] Since 2000, at least 2 more district senior high schools/college have been established under education reform programme to upgrade facilities and to encourage more equitable access to senior high schools throughout Samoa.

population was enrolled for either primary or secondary schools, up from about 29 percent in 1999.

Gender and School Enrolment

The gender balance of school enrolments generally reflects the gender situation presented in the 1991 and 2001 census of 0-14 year olds. The census records 52 percent male and 48 percent female for this age group. Most school enrolments approximate this with variation most evident at secondary mission schools where females are markedly in the majority representing some 58 percent of enrolments (however, the absolute figures are small). In general, there is a slight tendency for females to receive more schooling than males who are more prone to dropping out. Thus senior secondary school has a slightly higher number of females than males. In general terms, gender does not seem to be a major issue with regard to enrolments.

National University of Samoa

Introductory and General Observations

The NUS campus at Lepapa-i-galagala was constructed through bilateral grant aid from the Government of Japan. The campus was opened in 1997. The University Preparatory Year (F7) was immediately relocated to the NUS in 1997 forming the bulk of the students' intake for the new campus. The Teachers Training College, formerly administered under the (then) Department of Education was later also transferred to form the Faculty of Education at the NUS. Whilst the courses offered by the NUS have expanded, albeit only gradually since 1997, the University Preparatory Year continues comprise the bulk of the total annual enrolment.

Unit Costs of Post-Secondary Education

Based on data from 1999, the recurrent expenditure unit costs of post-secondary education have been estimated at around Tala 6,433 for the NUS and Tala 8,369 for the Samoa Polytechnic. These unit costs fluctuate significantly from year-to-year depending on student numbers.

In accordance with Government policy of giving priority to the development of education (and health), the government has provided increasing budgetary support over recent years to the NUS. The subsidies have allowed NUS to carry-out additional improvement (and some maintenance) to the campus. Indeed the NUS was able to accumulate some reserves over the period. Government sponsored NUS students are not expected to repay cost of education to government.

Merge with Samoa Polytechnic

The planned merge is expected to be completed by end 2005. Overall, the NUS expect positive synergies for the sharing of resources including facilities, human resources and equipment. It will also provide an opportunity for rationalizing the provision of courses offered by the two schools. The plan is to merge common schools, such as Mathematics, Commerce, ICT as well administrative services. The trade levels training and vocational will remain the domain the polytechnic arm. As well Certificate courses are likely to be all transferred to the polytechnic. A pathway training process will be developed, allowing for cross credits between the two schools. Students undertaking Degree courses may also participate in vocational training. There will be no changes to entry level requirements for both vocational and university courses. Also the merge is not expected to result in any staff redundancies, at least for a period of two years.

Peace Corp Assistance for Primary and Secondary Teacher Training at NUS

The Peace Corp volunteer workers scheme that substitute teacher's thus allowing local primary and secondary school teachers to attend higher level teacher training at NUS. The two-year training focus on both content and teaching skills with teachers qualifying with a Diploma in Education. Teachers who achieve the Diploma are entitled to an increase in salaries. Teacher training on Special Needs Education is also provided at NUS. There were 5 graduates with Special Needs Education training in 2003. It is noted that that through-put and demand for special needs education training will depend largely on the development of special needs education as part of the national curriculum by the MESC.

MESC Campaign for Recruitment of Teachers

NUS noted that while the campaign to attract more teachers is a positive initiative, the entry standards should not be compromised. In 2004, a high percentage of new teacher recruits could not pass the entry exam and had to be rejected by the NUS.

Teacher Training Cooperation with MESC

NUS cooperate with the MESC on a number of initiatives aimed at providing further training for teachers. For instance in in-service-training, curriculum development, setting of exams and moderation. NUS notes that there is some difference between the NUS and MESC in establishing minimum standards/grades for both pupils and teachers, however, the collaborative efforts is expected to bring about some convergence in setting effective standards.

Teaching Staffs at NUS

At inception of the NUS, the teaching staff included ex-high school teachers. The staff development programme of the NUS has allowed teachers and lecturers to upgrade their skills and qualification to align with the training offered at the NUS. Therefore whilst most of the initial NUS staff had achieved Bachelor degrees, an increasing number have

been able to achieve Masters Degrees with some progressing on to PhD. Currently, 25 of the teaching staff are studying towards Masters Degrees. A target has been set to achieve Masters Degree as a minimum for all teaching staff by 2006.
Local teachers constitute the majority (96%) of the staff. NUS aim to attract overseas teachers to constitute around 15% of the teaching staff. Such an arrangement will allow synergies and exchanges to continually build the skills levels of local staff. A major constraint on teacher recruitment is the levels of remuneration which continue to be tied to the public service human resources policy (administered trough the Public Service Commission and or Cabinet policy/rules).
Although NUS does not belong to any rating system, NUS Bachelor of Commerce is recognized by NZQA (related more to employment rather than to entry to other universities). No specific study has been undertaken yet on the relative quality of NUS graduates. About 206 have been enrolled for the Bachelor of Commerce in 2004 with most already in employment but returning to upgrade skills levels.

Special Needs Education

SNE Overview in Samoa

Along with ECE, the 10-year education strategy plan (1995-2005) stipulates clearly to promote the development of SNE to achieve equity of access to education for handicapped children.

Before MESC's commitment to SNE, NGOs has been the major actor to deal with education for handicapped students/pupils. Under the above written statement and as being a member country of EFA (Education for ALL), MESC launched 6 special needs education units at selected primary schools 3 years ago. The special units have been set up as a part of existing primary schools, using a separate classroom from the normal ones. This has been supported by UNDP financially and technically under the AIGA project.
There will be additional 4 units this year (2004), as there are 4 new graduates from FOE of NUS who studied SNE; the increase of the unit depends on the number of the graduates. According to CMAD, MESC intends to continue the slow but gradual expansion of the SNE unit until all the primary schools have a SNE unit.

Blind Society

The society was established in 1991 as an NGO. It can be said that this society is the only body in Samoa which has contributed for enhanced life and education for blind people (children and adults).

Since 1996 the Samoan Government gives subsidy to the Blind Society, and this year almost 80 % of the fund is provided from the government (about 40,000 tala/year). The fund is used for the facility maintenance and paying salaries to those who work for the society.

The society has equipment to produce materials in Braille, and is producing some materials for pupils to learn school materials (essential part of the textbooks). UNESCO has provided the society with equipment such as computers for blinds and CCT which is a machine to enlarge the words to facilitate reading for those who have weak eye sight. UNESCO also provided a special printing machine which transfer the words typed in usual letter into Braille words. Some Australian blind society has provided the society with special paper for Braille material, which is very costly. This might have effects to increase materials in Braille.

The society is accepting blind pupils across the country to teach them how to read Braille for a certain period (about 6 months). Currently 1 teacher is teaching about 5 pupils at a room of the society as of March 2004. There are 2 other teachers now teaching blind pupils in Savai'i.

The Blind society is sending a lecturer and providing materials for teaching Braille and teaching methodology to SNE program of FOE at NUS, as there is no teacher who can teach for blind children at the program.

The Blind Society has identified a serious shortage of fund to further proliferation of education for blind adults as well as children. The society has just started proliferation of Braille materials thanks to provision of equipment and materials from outside support. But they are in general costly. Therefore in terms of sustainability, development of Braille materials need continuous fund either from MESC or outside support.

SNE Program at FOE of NUS

There is a program for teaching SNE among the programs of FOE. Students at FOE have to take at least one unit from SNE program to graduate from FOE. At the same time they can take SNE as a major of FOE, who are going to be a teacher for SNE. Ms. Rrasela Tufue is responsible for the program. Students in this program can learn basic teaching methodology for various handicaps such as blind, deaf, and slow learners, etc.

There is cooperation with NGOs such as blind society, which provides FOE with some materials for blind and instruction on how to use them.

The program covers teaching methodology to various handicap pupils, however they are all basic knowledge; taking for example sing language and teaching for blind, the program teaches very basic knowledge, which are taught by the teacher at FOE and visiting lecturers from NGOs.

MESC is in the process of monitoring the progress of SNE unit, modifying the curricula to suit more to SNE pupils.

4. *Summary of Key Statistical Data of Samoan Education Sector*

An overview of key statistical data on Samoa education sector is as follow:

Table 2: Summary of Statistical Data on Samoan Education Sector

Indicator	Latest Data	Comments
Adult Literacy (national)	98% (1995)	Relative to other Pacific Island Countries, Samoa has high literacy rates.
Primary School Enrolment Ratio	107% (1990-1996)	Second behind Fiji islands amongst Pacific Island Countries.
School Distribution	Apia Urban: 23% Rest of Upolu: 47% Savaii: 30% (2003)	There is relatively adequate access to schools throughout Samoa.
Average Size of Government Schools	Apia Urban: 747 Rest of Upolu: 220 Savaii: 342	There are apparent variations in perceptions of quality with most parents wanting to send their children to urban based schools.
Total Enrolment and Teachers	Enrolment 54,488 (2003) Teachers 2,137 (2003)	About 31% of national population, represented equally by males and females at primary level, but with slightly more females at secondary levels. The national student-teacher ratio is 25 in 2003.
Provision of Primary and Secondary Schools by Provider	83% by Government and 17% by Mission and Private for primary schools. 58% by government and 42% by Mission and private schools for secondary schools.	Mission and Private schools play an important part in the provision of secondary schools education in Samoa. The responsibility of the task of development of basic literacy and numeracy at the primary levels remains with government.
School Repeaters	Primary Schools 1-2% Secondary 2-4%	School Repeaters for primary schools have fluctuated around 1-2% of total annual enrolment while repeaters of secondary schools have varied around 2-4% over the period 1994-2003.
Transition Rates 2003	Year 8-9: 87 Year 11-12: 91 Year 12-13: 52	There is a significant difference in transition rates between primary and secondary school level with a significant decline between Year12 and Year 13. The transition rate for Year11-12, however, has shown some improvement in recent years.
School Drop Outs 2003	Year 8-9: 9% Year 10-11: 12% Year 12-13: 38%	The significant drop out rates occur in Year 8-9, 10-11 and 12-13

5. *Education Sector Administration Structure*

The Table below summarizes the administration of the education sector as a whole.

Table 3: Summary of Education Sector Administration

Level	Content	Responsibility
National Planning	✓ Planning for development of national economy as documented in Statement of Development Strategy 2002-2004	Coordinated principally by the Ministry of Finance in collaboration with other government Ministries and consultation with the private sector, NGOs, donors and development partners.
Sector Planning, Policy and Strategy	✓ Framework developed through the *Ministry of Finance and documented* in Sector Planning Manual. ✓ The education sector plan encompasses an assessment of strengths, weakness, opportunities and threats and sets policies and strategies for the development of the sector.	Minister of Education *The lead role is taken by the Ministry of* Education, Sports and Culture in collaboration with the Ministry of Finance and in consultation with all key stakeholders.
Government Ministry and Government Schools	✓ Management and administration of government schools, including teacher recruitment and training, national curriculum development, stationary, including the administration of government subsidies to non-government schools. ✓ Also for finance and infrastructure developments. ✓ Seek assistance of donors and development partners for assistance in key areas of education sector which may also include assistance to non-government schools. ✓ Development of Ministry Corporate Plans, Annual Plans, School Management Manuals. ✓ Central data storage and management for government and non-government schools.	Minister of Education Ministry of Education, Sports and Culture. Schools Committees/Village or Districts are primarily responsible for construction of village schools, setting and collection fees, maintenance and some support to teachers in the management and administration of schools.
Mission and *Private Schools*	✓ Administration and management of non-government schools, including own teacher recruitment and training, infrastructure, and finance. Curriculum is provided through the Ministry of Education, Sports and Culture, whilst non-government schools set own school policy and management.	Education Boards of various missions and Private schools. School Committees and Parents Associations provide assistance in management and administration of schools.

6. *Organization Structure and Institutional Strengthening Project*

Responsibilities

The Ministerial responsibility for education at the national level is the portfolio of the Minister of Education Sports and Culture. The Ministry is responsible for sector policy and management of government primary and secondary schools. Mission and private schools have own independent management and administrative structure affiliated only to the Ministry mainly in respect of national curriculum and other national schools policy and activities. The NUS and SP are owned and managed by government under independent legislations.

Structure and Key Outputs of the MESC

The main outputs/functions of the Ministry include:

- Education sector policy development and advice to Minister and Government;
- Teaching and Teacher development;
- Curriculum, Assessment and Examination;
- Asset Management and Procurement;
- Management of Public Libraries;
- Sports development and education programmes;
- Cultural Awareness and promotion;
- Museum and Archives maintenance;
- Administer grants to higher level institutions, NUS and SP and also to non-government schools;

The Institutional Strengthening Project (ISP) of the MESC is an important component of education sector reforms which aims to improve strategic and corporate management of the Ministry and schools. The ISP has been funded principally under AusAID in a coordinated effort with the Asian Development Bank (infrastructures) and other donors including NZAID. Through the ISP, the Ministry provide trainings to teachers and MESC officials on improved school management, best practices in corporate culture as well as subjects/curriculum matters. ISP is a coordinating body across MESC implementation of training conducted by the relevant divisions, depending on the topic of training; (eg. teacher subject issue training is conducted by CMAD and school management training or planning is by either School Operations or Policy Planning and Research Division). Monitoring is critical is critical to ensure training are effective and institutionalised.

7. *Education Finance*

For Missions and private schools, the schools are run by the respective Mission and private institution and supported by parents associations or school committee. Compared to government/village schools, the fees are relatively higher in Mission and private schools. Government provides an annual subsidy, normally based on level of school and numbers of enrolment to Mission and private schools.

The Government of Samoa dedicates a substantial portion of recurrent expenditure to education with proportionally large increases over recent years. There are four principal sources of funding for public education in Samoa: (1) MESC recurrent expenditure (2) donor funding through the MESC (3) School fees and community contributions (4) Scholarship funds from donors administered through the Public Service Commission.

Using data from 2000 Budget the approximate unit costs for government primary and secondary education have been estimated to range from about Tala 460 for village primary schools (including Malifa); about Tala 1000 for secondary schools with government colleges slightly higher (than Tala 1000).

The higher comparative costs for government colleges arises because of the more highly qualified teachers who command larger salaries on average than do teachers at secondary schools. School fees accounted for some 13 percent (or SAT$3.3 million) of recurrent expenditure for primary and secondary public schooling. Community contributions to schools in cash or kind are additional to this with the wealth of individual communities a factor in school quality.

At the post-secondary/tertiary level, unit costs per student will vary considerably on a year-to-year basis if student numbers continue to fluctuate significantly. For 1999-2003, the unit costs per full-time equivalent student for NUS and Samoa Polytechnic have been estimated at around Tala 6,433 and Tala 8369 respectively.

Summary of Ministry of Education Sports and Culture Budget 2003/2004

The Ministry budget for 2003-2004 is the first combining education, sports and culture responsibilities under the Ministry. Outputs delivered by third parties refer to services whose responsibility fall outside of core functions of the Ministry, such as National University of Samoa and Samoa Polytechnic, with funding channelled through the Ministry budget. Transactions on behalf of the state mainly represent payments for national affiliations, such as memberships to international forums (such as UNESCO) and regional commitments (such as University of the South Pacific). Of the total budget allocation to Ministry *outputs* in 2003-2004, about 80% (Tala 20.3million) is allocated to salaries and wages with the balance (Tala 5 million) allocated to overheads and capital costs. Generally, the allocation for personnel costs includes a provision for sufficient teacher vacancies with the provision rarely utilized during the year reflecting difficulties in filling vacancies and high turnover of teachers. For the 2003-2004 budget, a further Tala 406,000 is appropriated under Transactions on Behalf of State to meet teacher retirement benefits. The output based budget system attempts to provide costing

for services (with corresponding performances measures) provided by each government Ministries with the aim of improving accountability and transparency of government services.

Table 4: Summary of budget 2003-2004

Services	2002-2003	2003-2004	Percentage of Total
Outputs	27,179,796	25,344,612	52%
Outputs Delivered by Third Parties	12,296,924	12,849,823	26%
Transactions on Behalf of State	10,094,661	10,480,053	22%
Total	**49,571,381**	**48,674,488**	**100%**

8. School level Administration (role of Principals and School Committee)

The village schools whose teachers are provided by government are administered jointly by the school committee, Head Teachers and District SRO's.

The primary responsibility of Heat Teachers (and teachers) confine to areas of teaching and teaching materials. The construction, maintenance, setting of fees and setting policy for enrolment, as well as the provision of support (in-kind or cash) for schools activities are the main responsibilities of Schools committee.

The administration and monitoring of schools management is conducted by the Ministry through district SRO. The district SRO's monitors the performance of the Head Teachers and collaborate closely with school committees on all aspects of school development. There are currently only 14 SRO serving 21 districts; however, the Ministry has been able to secure additional resources for the recruitment of additional staff in line with the number of school districts.

For Mission and private schools, these are managed through education boards usually headed by an appointed Director for all schools who work closely with school principals and teachers in the management and administration of schools. Typically the mission and private schools are supported by parents support groups as opposed to village school committees in the case of government schools. He monitoring and evaluation of schools and teacher performance is conducted directly by the Boards of educations through the office of Directors of education. Non-government schools may approach donors for assistance directly, however, projects may also require to be reviewed by the

Ministry of Education, Sports and Culture to ensure that overall donor support are consistent with government policies and strategies for the development of the sector.

9. *Donor Assistance to Samoan Education Sector (See Chapter 6 for Details)*

A substantial proportion of donor resources are dedicated to supporting education in Samoa. At the grass-root level, the European Union and JICA provide assistance to villages in rural areas in the construction of school building, procurement of equipment and services, such as water tanks. A Canadian fund also support school equipment such as vehicles and textbooks.

Australian and New Zealand who provide the bulk of cumulative donor assistance focus primarily on technical assistance to develop policy and development strategies, education materials and direct funding of scholarships for higher level education (universities in Australia and New Zealand).

Other development partners, in particularly, the Asian Development Bank and World Bank provide grant or loan funded projects for sector planning and infrastructure. The ADB and World Bank, working together with AusAID are the principal partners in the education sector reforms implemented since 1998 with the ADB funding new primary and secondary school buildings in Malifa and throughout Samoa. The coordination of overall donor programmes has been aimed at supporting the national and education sector policies and strategies in consultation with the Ministry. The Ministry is responsible for proposing priority projects to Cabinet Development Committee including means for financing (government budget, donor grant or loan).

APPENDIX 2

THE SECTOR DEVELOPMENT PLAN

Sector Development Plan

Following the 10-year development plan (1995-2005) as well as Corporate Plan (2003-2006), MESC is now preparing the new mid-term education development plan, which is called 'Sector Development Plan'.

Although it is now the rough structure, CEO of MESC has revealed the major skeleton of the Plan.

The Plan is composed of roughly 10 chapters. What follows explains each of them.

1. **ECE development**

2. **SNE development**

As stipulated in 10-year strategy and in line with EFA goals, MESC continues to promote ECE and SNE development in cooperation with NGOs.

3. **Quality provision of Materials, Development of Assessment and Curriculum Framework**

To improve the quality of education, MESC tries to promote material provision. At the same time, MESC intends to ameliorate assessment and curriculum framework, and tackle the problem of numeracy and literacy.

4. **Integration of vocational education into secondary education**

MESC intends to promote not only academic learning but vocational/practical learning at secondary level; MESC will incorporate vocational trainings into the current curriculum of secondary education. The training includes technology teaching, food, textile, design, etc.

5. **Development of Country Learning Center**

MESC tries to promote the so-called 'second chance learning' under the framework of non-formal education. This center will target dropouts, adults and children with disabilities. This institution intends to facilitate them to transfer from non-formal to formal institution such as secondary schools.

6. **Amelioration of Teacher Training and Teacher Quality**

MESC continue to conduct series of training to enhance quality of teachers for

better quality learning.

7. Improvement of School Management (School Improvement Plan)

MESC intends to continue training targeting principals to enhance school management capability, which has been conducted under ISP project.

8. Arrangement of Legislation (Bill for MESC)

MESC is now preparing bills to legislate MESC after the inclusion of sports and culture.

9. Development of Counseling Services for Primary and Secondary Students

MESC will promote counseling service targeting primary and secondary students, by setting up new unit under School Operations Division (probably). Students can consults the unit about general social problems and future career, etc.

10. Value Education and Education of Peace and Tolerance

MESC will try to promote value education which means to contribute to enhancing social cohesion, harmonization of traditional and modern values through holistic approach, to make Samoan good citizens, and promote peach and tolerance. The study on UN system is included in education.

APPENDIX 3
CASE STUDIES

Primary and Secondary Schools

Case study 1: Salamumu Primary School (Rest of Upolu area)

Date of visit: Thu. 19th February 2004

Interviewee: Ms. Ve'e Mu (Principal)

1. General Description

This school is located in the remote Rest of Upolu area, far from Apia (40 min. by car). There are about 80 pupils. Although there are 8 classrooms (1 classroom for 1 year), however as there are only 4 teachers including a principal, the teachers use mixed class teaching methodology; each teacher covers 2 grades. The general situation of infrastructure of the school is not bad, except for some facilities such as desks and chairs.

Teachers are eager to teaching pupils; for those pupils who have difficulty in following the classes, teachers takes time to review what is learned at least 3 times. This efforts results in, it seems, the 100 % of transition rate to secondary school including 1 pupil going to Samoa College.

2. Major Problems identified

a. Shortage of Facilities

The school is in short of desks and chairs; in some classes pupils are sitting on the floor without any desks and chairs. There is no school fence, and no phone to contact SROs or MESC. The water supply system is put in place but it does not work regularly. There is electricity working but the school can not afford to bud light bulb.

b. ***Shortage of teachers*** (*4 teachers for 8 classes; each teacher covers 2 classrooms*): mixed classroom

3. Teacher Training and Teaching Methodology

Teachers have received enough training from MESC, including not only subject matters but also teaching methodology and how to teach mixed classroom as well as SNE.

Mixed classroom teaching module has been prepared by MESC with AusAID support.

Some teachers have participated in a training to teach pupils who need special support such as mentally and physically handicapped children. UNDP has conducted needs survey as well as training for Special Needs Education for teachers.

4. School Committee

- ✓ School Committee is composed of a principal and 3 matais: 1 matai from each family.
- ✓ School Committee has prepared/funded a road leading to a resort beach. Those who

want to use this road have to pay some amount. This is collected by School Committee, and contributes to school improvement purpose, for example facility maintenance.

- ✓ School Committee also mobilizes the villages to raise funds for special occasions.
- ✓ School Committee collect 5 tala/year to parents as school fees.

5. Observations/Some Remarks

- ✓ **High rate of transition** from primary to secondary schools; there were 8 students of year 8 last year (2003): all of them went to secondary school, out of which 1 to Samoa College, 2 to Avele College and 5 to local junior secondary schools.
- ✓ There is **no pupils who dropped out and repeated.**
- ✓ There are **more girls** than boys, and girls are generally more capable than boys in terms of learning achievement.
- ✓ A **SRO (School Review Officer)**, who is in charge of school monitoring, and who belongs to School Operations Division of MESC, visits once a week and supports actively teachers; he/she sometimes teaches pupils.
- ✓ MESC distributes a table of **annual school schedule** to each school.
- ✓ There are **radio programs of lessons on English and Mathematics.** It seems that teachers incorporate this radio program into part of their classroom teaching.
- ✓ This school is one of remote area small school but **principals and teachers are eager to teach pupils**, taking care of not having dropouts or repeaters giving enough time for revision.
- ✓ There is an **active support from parents**; they are providing teachers with breakfast and lunch.
- ✓ Principal herself is in charge of teaching, being responsible for 2 different classes; she teaches as well as conducts school management.
- ✓ There is lots of **migration**: many case parents bring their children with them. This might be one of reasons of low transition rate or dropouts at national level.
- ✓ **System of transition to secondary schools**: according to the principal, once you sit the exam, you can go to secondary schools, but good schools might refuse you if you had bad exam score, in this case you would go to a nearby local junior secondary school.
- ✓ There is no compulsory education, even in primary level in Samoa.
- ✓ *There is* **no phone, no school fence** *in this school.*

Case Study 2: Vailoa Primary School (Apia Urban area)

Date of visit: Wed. 11 February 2004

Headteacher: Mr. Paulo

1. General Description

This school is located 5-10 min. by car, in Apia Urban areas. There seems to be necessary school facilities including school fence and school infrastructure. School Committee is active; at least once a week, members of SC visit school and discuss with the principal about school.

2. Major Problems Identified

a. The principal has emphasized the **bad conditions of school infrastructure** (classrooms) which is very old. (However it is average condition and it is not very bad condition to the surveyor.)

b. The **textbooks** they are using are very old. The textbooks here in Samoa are property of schools and generally not allowed for pupils to bring the textbooks back home. Therefore they are shared by pupils and used very frequently and become used soon. As MESC does not replace them to new ones, sometimes SC has to buy the new ones at bookshops. However due to budget constraints, this does not often happen.

3. Teacher Training and Teaching Methodology

Most of the teachers in this school have participated in INSET which MESC has held.

4. School Committee

- ✓ The major positions of School Committee (S.C.) are a) President; b) Secretary and c) Treasurer. It is often the case that matais takes major roles within SC. In this school, matais are appointed as a President, Secretary as well as Treasurer. They often visit school and talk to the principal.
- ✓ The treasurer manages all the financial operations.
- ✓ The amount of school fees is decided by the S.C.

5. Observations/Some Remarks

- ✓ It seems that the treasurer of SC might need more financial management expertise to maximize the effectiveness and efficiency of their budget and to enhance transparency and accountability.
- ✓ Students are not allowed to bring the textbooks back home, while each students seems to have their own notebooks which they can bring back home.

Case Study 3: Vaimauga College (Rest of Upolu area)

Date of visit: Thu. 12 February 2004

Headteacher: Mr. Milikini Tel: 30816

1. General Description

This is located in Rest of Upolu area, 30 min. by car. The infrastructure of the College is constructed by ADB support; this is a building of 2 stories and is relatively new. Not only school infrastructure but also other school facilities such as desks and chairs seem to be appropriate and sufficient. There is also a kind of kiosk (small stand) financed by UNESCO.

2. Major Problems Identified

- ✓ **Shortage of textbooks**; MESC provides schools with teaching and learning materials such as textbooks but MESC does not often replace the old ones to new ones, therefore, when the textbooks become bad conditions, S.C. has to go to bookshops and buy the new ones, spending their own budget.
- ✓ **Mathematics Education**; There seems to be 3 major problems of low level of achievement in Mathematics or Numeracy: a) Teachers capability; b) Lack of teaching aids; and c) No interests of students in this subject.
- ✓ **School Financial Management**; even if the SC and principle prepare school annual financial plan, the problem is unplanned spending of money, which results in the shortage at the end of every term or at the end of every year. At school level, the training on planning and corresponding financial management is thought to be required to make the school management stable.
- ✓ **Burden on parents in financial terms**; parents are expected to pay not only the school fees every term but also to provide foods or money for some special occasions, therefore, at schools in rural poor areas, it seems that parents are under pressure to support their school.

3. Teacher Training/Teaching Methodology

- ✓ It seems that MESC is very active in providing teachers with in-service training, encouraging teachers to have a new skills/expertise; every term, special teacher training for all the teachers in each subject is conducted by MESC, and this learning seems to be shared with students.

4. School Committee

- ✓ School Committee (S.C.) is composed of President, Secretary and Treasurer and the other members. The current member is: a headteacher as teachers' representative and 2 representatives from each village; as there are 5 villages, which are the catchments areas, there are 10 people. However they are not always the representatives of parents.
- ✓ Major roles of S.C. are: a) Collecting School Fees; b) Preparing Expenditure Planning;

c) Repairing the school facilities; and d) Funding for construction/maintenance of the school infrastructure.

- ✓ School Committee decide on the amount of school fee
- ✓ For those families who can not afford, the Committee send letters and after interview allows them to pay late. If not paid, the students have to leave schools. That suggests that one of the reasons for dropout and low level of transition is the high school fees.
- ✓ But usually the amount is set so that parents can pay if they put education in relatively high priority.

5. Observations/Some Remarks

- ✓ MESC gives guideline on the allocation of S.C.'s budget use: 50 % for school materials, 20 % for maintenance, 10 % for electricity, 10 % for water and 10 % for sports equipment.

(About Annual School Plan)

- ✓ **MESC and AusAID** conduct **School Improvement Program**, whereby, principals are encouraged to prepare an annual school plan, considering development such as facility maintenance, as well as learning material improvement.
- ✓ The principal, once prepared the plan, send it to MESC and prepare 1 copy to his/her S.C. as a request concerning the use of school budget, which is collected by S.C. as school fees. However, S.C. does not always follow principal's request.
- ✓ S.C. is requested to prepare a statement every term on how to spend the school fees collected. But it does not always be respected, or observed.

Following matrix is the summary of the problems identified through the interview to the principals of the 3 schools.

Table 4-3: Major problems identified through interviews to the principals of the 3 schools (prepared based on the List of Survey Data)

Key Issues	Major Problems identified by the Principals
(A. equity)	
A-1 Community Support	✓ High rate of school fees (secondary)
(B. quality)	✓
B-1 Teaching and Learning Materials	✓ Shortage of textbooks
B-2 School Environment	✓ Shortage of facilities (classrooms, desks, chairs, water supply, school fence, phones)
B-6 Teachers' Status	✓ Shortage of teachers
(C. Relevancy)	✓
C-3 Subject Issue	✓ Mathematics Education
(D. Efficiency)	✓
D-5 School Management and Planning (School Committee)	✓ School Financial Management ✓ Shortage of School Budget

APPENDIX 4
CASE STUDIES

Pre-schools

Case Study 1: Sogi Pre-school, Apia Urban

Date of visit: Mon. 1st Mar. 2004
Interviewee: Mrs. Silafaga Malaga (head of training course), Principal, Training course trainees, and parents

General Description

This school is located in Sogi, and besides the school is a pre-school teacher training center sharing the same property. Trainees of the training center can practice what they learn at the pre-school.
There are 15 pre-school teachers, and about 50 pupils who are divided into 2 classes: one for 2 & 1/2 to 3, the other 3 to 5, however there is no partition to divide the 2 classes. They share an open big space.

During the classroom observation, the teachers have taught children very basic English and very basic numeracy.

Subsidy/Financial Management

The pre-school receives 2,000 tala/year as subsidy from the government. From this year teachers are paid from NCECES. Before, PTA of the pre-school fundraised for paying teachers salary. School facilities and equipment are covered by the school fees.

School Fees

Parents pay 70 tala per term; this is more expensive than average primary school fees (10—30 tala per term).

Case Study 2: Anglican Church Pre-school, Apia Urban

Date of visit: Wed. 3rd Mar. 2004
Interviewee: Mrs. Netina Schmidt, tel 23602

General Description

This pre-school is administered by Anglican Church. There are 5 teachers and about 40 pupils composed of 3 different groups.

As part of the principle of the pre-school, there are lots of hand-made playing/learning materials which are prepared by the teachers. This school is promoting bilingual education; teachers try to talk to the pupils in both English and Samoan languages. When the study team member talked to them, they answered in English (simple English such as hello, bye, etc.).

School Environment

The school environment of Anglican Church Pre-school is quite good; classroom is clean and proper. The principal has a leadership and has her own principle, and teachers seems to be active. This might be related to as one reason higher salary to teachers and expensive school fees.
English is actively taught at this pre-school. When the study team tried to talk to the pupils in English, they answered in English (Bye, hello, etc.)

Teacher Training

All the teachers have participated in the training prepared by the NCECES according to the principal.

Curriculum

The pre-school adopts the curriculum prepared by USP which promotes the use of locally prepared materials by teachers, instead of buying modern tools. The pre-school uses teaching and playing tools prepared by teachers.

Subsidy/Financial Management

As the school belong to the Anglican Church, the school receives subsidy from the Church as well as the government. Therefore the school can pay teachers more salaries than other average pre-schools according to the principal, however compared with primary level, the amount of the salaries here is absolutely less than that at primary and secondary level.

School Fees: 150 tala/term (3 terms/year) and 20 tala for new comer as registration fees. This is quite expensive for average parents to pay, and compared with primary school fees. It seems to be above the capacity of average Samoan family can afford.
Subsidy from MESC: last year received 4,500 tala/year.
Church donation: 10,000 tala/year
School Fees: 30,000 tala/year

This is the total revenue of the pre-school and this amount also covers the school maintenance fees as well as teachers salary.

The pre-school pays teachers 100 tala/week, which is in absolute term not expensive but if compared with other pre-schools, not bad.

APPENDIX 5
CASE STUDIES

Primary School with Special Needs Education Unit

Case Study1: Sataua Primary School Special Education Unit, Savai'i

Date of visit: Wed. 24th of February 2004
Interviewee: Principal Mrs. Malolo and SRO Tufuga

General Description

2 years ago a new teacher (a new graduate of FOE with SNE study) was assigned to this school. This is when the SNE Unit started. This is the 3rd year since the introduction of SNE at national level.

There are 8 pupils all of whom are in year 3; that suggests that when the SNE unit started they were in year 1. Most of them are deaf pupils and some are slow learners. On the day of the visit 6 were present and 2 were absent. According to the principals, it is due to the transport problem. This will be discussed later.

They are mostly deaf pupils and some slow learners; there are no blind pupils and no pupils of other year. This suggests that most of pupils who have any kind of disadvantages are still enclosed at their homes.

The lessons was taught at a separate classroom at the first 2 years, and from this year (3rd year), the pupils of SNE unit are included in the normal classroom. (MESC's policy in a mid- or long-term is a inclusive education where both normal and handicapped pupils are mixed and taught by a teacher who has learned how to teach both of them at a same time.)

Curriculum/Materials

At classroom, they are using the same textbooks as the normal pupils. This suggests that they are following the same curriculum as the normal pupils. In terms of teaching aides and teaching and learning materials, there seems to be not any of them specifically for pupils of SNE. It has been identified by the principals and the teacher of SNE unit that special materials for slow learners (some reading books as well as puzzles and shapes) are required, but not any special readings are available actually; actually MESC is not producing materials

for them. Not only for SNE pupils but in general for pupils, textbooks as well as teaching and learning materials are not enough; there is not enough fund for re-printing.

Limited Access to Handicapped Pupils

According to the study of UNDP, it is observed that about 5 – 10 % of pupils have some kinds of handicap. Actually there are 8 pupils enrolling at Sataua Primary School, which is very small number. There can be some reasons for this; one is the limited access to transport, and another is the limited access to blind pupils (no materials and no teacher available for blind for example). Even for deaf pupils, book for sign language not available. The teacher is creating the language to communicate with the pupils. There is wide variety of handicaps, but currently the school can accept deaf and slow learners.

School Management

School Records are well kept for each class by teachers and principals; it depends on principals whether they are keeping students' record or not. There is no common format for school management. This depends on the capacity and morale of principals. But ISP/CMAD is promoting enhanced school management targeting principals, including textbook management, student record management, etc.

Donor Assistance in SNE

Major actor in SNE has been UNDP. UNDP has operated AIGA project (Augmenting Institutions for General Attainment) and 1 component of the project has been Special Needs Education. AIGA project ended in December 2003. UNDP has conducted needs survey as well as in-service teacher training for SNE, and supported the establishment of the current 6 SNE units. However UNDP has no plan for further activities in SNE after its completion.

APPENDIX 6

LIST OF SURVEY DATA

Target group for the survey / Key Values and Issues	MESC officials	Head Teachers	Students of year 8 and year 12	Heads of SP & NUS
(A. equity)				
A-1 Community Support (eagerness of parental and community support)		X	X	
A-2 Regional Gap	X	X		
A-3 Gender Gap	X	X		
(B. quality)				
B-1 Teaching and Learning Materials	X	X	X	
B-2 School Environment	X	X	X	X
B-3 Teaching Methodology	X		X	X
B-4 Teacher Training	X	X		
B-5 Evaluation and Assessment (Use of Continuous Assessment)	X	X	X	X
B-6 Teachers' Status	X			
B-7 Teachers' Quality	X	X		X
B-8 Minimum Standards of Education	X			
B-9 Examination	X	X	X	
B-10 Student/Teacher Satisfaction			X	
(C. Relevancy)				
C-1 Curriculum	X			
C-2 Relation to Labor Market				X
C-3 Subject Issue (Bilingual and Math Education)	X	X	X	
(D. Efficiency)				
D-1 Student Attitudes/ Performance	X	X		
D-2 Central Administration Management	X			X
D-3 Education Finance	X			X
D-4 Donor Coordination	X			X
D-5 School Management and Planning (School Committee)		X		

APPENDIX 7

LIST OF QUESTIONS TO MAJOR EDUCATION INSTITUTIONS

List of Questions to Student

Key Value	Key Issues	Key Indicators
A. Equity	**A-1 Community Support (Eagerness of parental & community support)**	➢ Extent of community's visit or participating in school activities ➢ Support of parents to children at home (homework, etc.) ➢ Parent' and Community willingness of contribution to school
	A-2 Community-related statistical data (Infrastructure conditions)	➢ Frequency of use of school infrastructure, equipment and facilities
B. Quality	**B-1 Teaching and Learning Materials**	➢ Availability of textbooks ➢
	B-3 Teaching Methodology	➢ Availability of INSET by subject ➢ Teachers' method of teaching: Lecture style or interactive teaching) ➢ Use of teaching aids ➢ Teachers support in case of difficulty ➢
	B-5 Evaluation and Assessment (Use of continuous assessment)	➢ Regular mini-test at the school ➢ Taking register at the school ➢ Use of evaluation card by trimester (semester) ➢ Teachers' visit to students' houses
	B-10 Students' satisfaction	➢ How many hours of study per day ➢ Eagerness to study ➢ Extent of interest in school and study
		➢
		➢
C. Relevancy	**- Subject issue (for each subject including math, samoan and English)**	➢ Difficulty in learning each subject ➢ Likeness of each subject ➢ Availability of teacher for each subject
		➢

List of Data to be collected from Samoa Polytechnic

Key Value	Key Issues	Key Indicators	Questions
B. Quality	B-1 Teaching and Learning Materials	➢ Availability of textbooks, teaching aids, other equipment for teaching and learning process ➢ **What are major problems about teaching and learning materials?**	Interview
	B-2 School Environment	➢ Availability and Conditions of school facilities: **Setting of Minimum Facility Standard, Procurement Policy?** ➢ No. of teachers by department ➢ No. of students by sex and by department ➢ Teacher student ratio by department ➢ Classroom student ratio by department ➢ **What are major problems about school environment?**	*School Records* Interview
	B-7 Teachers' Quality	➢ Highest qualification among teachers (bachelor/master/doctor, etc.): qualification of teachers ➢ No. (%) of foreign teachers ➢ **What are major problems about teachers' quality?**	*School Records* Interview
C. Relevancy	C-1 Curriculum/Syllabus	➢ **What are major problems about the current curriculum/syllabus of each Department of SP? (relevancy)**	Interview
	C-2 Relation to Labor Market	➢ No. of graduates per year per department : **List of Graduates of yr 2003 (name, school, qualification, current job)** ➢ The current job of the graduates of 2003 ➢ **What do you think about the relevancy of the curriculum of each department to the labor market in Samoa?** ➢ **What are major problems about relation to labor market?**	*School Records* Interview
D. Efficiency	D-2 School Administrative Management (School Planning and Administration)	➢ School Administrative Structure: **Availability of School Development Policy?** ➢ **Data Management**: What kind of data collected, How the past data is stored, how the recent data is collected and processed, Computerized? Any software used? ➢ Availability of **Teacher Quality Improvement** (if so, compare plan and implementation.) ➢ **Teachers' recruitment policy, School Staffing Policy** ➢ Availability of **multi-year strategic plan** ➢ Availability of **School Development Plan** (Action Plan), ➢ The **process** of preparing School Development Plan; How the plan is prepared? ➢ **What are major problems about school planning and administration?**	Interview
	D-3 School Finance	➢ **Unit cost** per student by department ➢ Actual **financial situation** (severe situation?) ➢ **Subsidy** from where ➢ How to **raise fund** (from where?) ➢ Expenditure on teacher's compensations as a % of total expenditure ➢ Summary of Budget (Income and Outgoing)	*Statistical Data*
		➢ Budget execution system and auditing system/structure ➢ How to promote accountability and transparency ➢ The process of preparing annual budget ➢ **What are major problems about School Finance?**	Interview
	D-4 Donor coordination	➢ The summary of Donor activity on your school ➢ **What are major problems about donor support?**	Interview

List of Data to be collected from School Head (for Pre-schools)

Key Value	Key Issues	Key Indicators	Questions
A. Equity	**A-1Community Support (Eagerness of parental & community support)**	➢ **What kind of contribution** from community? (Money, materials, infrastructure, facilities, as well as their regular maintenance and labor) ➢ The **rough amount** or extent of the above contribution ➢ **Eagerness of parental support** (from 1. very poor to 5. very eager) ➢ **Level of Wealth of community** (from 1. very poor to 5. very rich)	**Interview**
		➢	
B. Quality	**B-1 Teaching and Learning Materials**	➢ Availability of textbooks, if any ➢ Availability of Toys (and its hygiene, conditions) ➢ Variety of Tools to play and to study, including toys	**Interview**
	B-2 School Environment	➢ Availability of Classroom (and its conditions and safety care) ➢ Availability of Latrine (for boys and girls) (and its conditions/hygiene) ➢ Availability of drinkable water supply (and its condition/hygiene) ➢ Availability of Electricity ➢ Availability of Play Ground (and its condition and safety care) ➢ Availability of School Walls (fence) (and its conditions) ➢ Extent of hygiene of Infrastructure/Facilities/Toys ➢ No. of teachers ➢ No. of children by sex ➢ Teacher children ratio ➢ Children classroom ratio of the school ➢ Children Latrine ratio	**Interview**
	B-3 Teaching Methodology	➢ Have you learned any teaching methodology for pre-school children?	
	B-5 Evaluation and Assessment (use of continuous assessment)	➢ Availability of any kind of continuous assessment actually used ➢ No. of visit by MESC officials for monitoring	**Interview**
	B-7 Teachers' Quality	➢ Availability of qualification to be a pre-school teacher ➢ % of qualified teacher ➢ No. of teachers who have participated in INSET	**Interview**
D. Efficiency	**D-5 School Management and Planning (School Committee)**	➢ Availability of School Record ➢ Availability of School Plan (what it is like and who prepare it) ➢ Availability of Maintenance Plan of school infrastructure, facilities and equipment ➢ Availability of School Committee ➢ What kind of role School Committee has? ➢ Member & Role of School Committee and Community ➢ School Fee	**Interview**

List of Data to be collected from School Head (largely for primary and secondary)

Key Value	Key Issues	Key Indicators	Questions
A. Equity	A-1Community Support (Eagerness of community support)	➢ What kind of contribution from community? (Money, materials, infrastructure, facilities, as well as their regular maintenance and labor)	Interview
B. Quality	B-1 Teaching and Learning Materials	➢ Pupils are allowed to bring back the textbooks back home? ➢ Availability of textbooks (% of student with own textbooks) ➢ Availability of teaching guide (% of teachers with own teaching guide)	*School Records*
		➢	
	B-2 School Environment	➢ Availability of Classroom (and its conditions) ➢ Availability of Laboratory (and its conditions) (how often used) (availability of laboratory kits) ➢ Availability of Latrine (for boys and girls) (and its conditions) ➢ Availability of drinkable water supply (and its conditions) ➢ Availability of dormitory (for boys and girls) (and its conditions) ➢ Availability of teacher room (and its conditions) ➢ Availability of electricity ➢ Availability of Sports Ground (and its condition) ➢ Availability of IT facilities (how many PC) (and its conditions) ➢ Availability of Library (and its conditions) ➢ Availability of School Walls (fence) (and its conditions) ➢ No. of teachers by subject (esp. Samoan, English and Math) and by sex ➢ No. of students by sex and by grade ➢ Teacher student ratio by subject ➢ Student classroom ratio of the school	*School Records*
	B-4 Teacher Training	➢ No. of teachers by subject who have participated in INSET (and subject and expertise)	Interview
	B-5 Evaluation and Assessment (use of continuous assessment)	➢ Regular mini-test at the school ➢ Taking register at the school ➢ Use of evaluation card by trimester (semester) ➢ Availability of any other kind of continuous assessment actually used ➢ Teachers' visit to students' houses ➢ No. of visit per month for monitoring by MESC officials	Interview
	B-7 Teachers' Quality	➢ % of qualified teacher at school ➢ Highest qualification of teachers	*School Records*
	B-9 Examination	➢ Examination pass rate at yr 8,12 of the school ➢ Mean Test Score of Math, Samoan and English	*School Records*
C. Relevancy			
	C-3 Subject Issue (Bilingual Education and Math Education)	➢ Availability of teacher in the subjects: Refer to School Environment ➢ Exam pass rate of the Subjects	*School Records*
		➢ What's the problem of Bilingual Education and Math Education? ➢ Why students are not very good at the subjects?	Interview
D. Efficiency	D-1 Student and Teacher Attitudes/ Performance	➢ Attendance Rate by grade ➢ Transition rate by grade ➢ Repetition rate by grade ➢ Dropout rate by grade ➢ Teachers absence	*School Records*
		➢ The reasons of dropout and repetition (Why?)	Interview
	D-5 School Management and Planning (School Committee)	➢ Availability of School Record ➢ Availability of School Plan (Who prepare and what it is like) ➢ Availability of Maintenance Plan of school infrastructure, facilities and equipment ➢ Availability of School Committee ➢ What kind of role School Committee has? ➢ Member School Committee ➢ School Fees and Book Fees ➢ Who manage financial issues?	Interview

List of Data to be collected from MESC

Key Value	Key Issues	Key Indicators	Questions
B. Quality	B-1 Teaching and Learning Materials	➢ Availability (%) of textbooks, teaching guides and teaching aids ➢ Any shortage in procurement of textbooks/guides and teaching aids? ➢ Any procurement plan (Record of procurement) ➢ Distribution system of the textbooks/guides and any teaching aids?	Interview
	B-2 School Environment	➢ Minimum Facility Standards (what?)	Interview
		➢ No. (%) of school with Library by district and by sub-sector ➢ No. (%) of secondary school with Laboratory ➢ No. (%) of school with IT facilities by district ➢ No. (%) of school with water supply by district ➢ No. (%) of school with hostel by district ➢ No. (%) of school with teachers room by district and by sub-sector ➢ No. (%) of school with electricity by sub-sector and by district ➢ No. of teachers by education district and by sex ➢ No. of teachers by subject (esp. Samoan, English and Math) ➢ No. of students by district and by sex ➢ No. of students by grade and by sub-sector ➢ Teacher student ratio by district and by sub-sector ➢ Student classroom ratio by sub-sector and by district ➢ Student desk ratio by district and by sub-sector ➢ NER (national level) as well as by district ➢ GER (national level) as well as by district	*Statistical Data*
	B-3 Teaching Methodology	➢ Availability of section in MESC to develop teaching methodology ➢ Availability of Modules of Teaching Methodology by subject and by sub-sector ➢ Availability of implementation plan or schedule of the Methodology ➢ Typical teaching methodology at schools: Lecture style or interactive teaching?	Interview
	B-4 Teacher training	➢ Availability of INSET (training schedule/ plan,) by subject and by sub-sector ➢ Availability of the INSET Trainers (how to recruit them?) ➢ Past record of INSET training (no. of trainees by yr and by subject, duration) ➢ Availability of INSET for school management/curriculum reform	Interview
	B-5 Evaluation and Assessment (use of continuous assessment)	➢ Any policy for students' continuous assessment for each sub-sector ➢ How is continuous assessment considered when entering university? (To what extent results of continuous assessment is respected in entering univ. of passing exams (SPPC, NE etc.) ➢ No. of visit per month for monitoring by MESC officials	Interview
	B-6 Teachers' Status(as preferred career) (Faculty of Education of NUS)	➢ Salary Level of teacher compared with other employments ➢ No. of teacher employment/year	*Statistical Data*
	B-7 Teachers' Quality	➢ % of qualified teacher ➢ Any policy to increase qualified teachers? ➢ Availability of qualification to be a teacher of each sub-sector	Interview
	B-8 Setting of Minimum Standards/Norms	➢ What is Minimum Standards/Norms in Samoan Education (its contents)	Interview
	B-9 Examination	➢ Exam pass rate of yr 8 and 12 nationally (Samoan, English and Math) by sex and by district ➢ Mean test score of Math, English and Samoan)	*Statistical Data*
C. Relevancy	C-1 Curriculum/Syllabus	➢ Availability of Curriculum statement at each subject at each sub-sector ➢ Availability of National Curriculum Framework (what is the purpose of the framework?) ➢ What's the point for curriculum reform and its progress? (esp. considering Math and Bilingual Education) ➢ What are major problems of the current curriculum/syllabus?	Interview
	C-3 Subject Issue (Bilingual Education and Math Education)	➢ What's the problem in language education and mathematics education? ➢ Why students are not good at such subjects as Samoan, English and Math?	Interview
D. Efficiency	D-1 Students' attitude/performance (including gender issues)	➢ Attendance Rate by sex and by district ➢ Transition rate (to higher grade as well as to higher sub-sector) by sex ➢ Dropout rate by sex and by district ➢ Repetition rate by sex and by district	*Statistical Data*
	D-2 Central Administrative Management (Education Planning and administration)	➢ Ministry's Administrative Structure (centralized or decentralized?) ➢ Availability of any kinds of training for MESC officials ➢ Data Record Management (How the past data is stored. how the recent data is collected and processed?) (computerized? Any software used?) ➢ Availability of Teacher Development Policy (if so, compare plan and implementation.) (teacher shortage information by school) ➢ Teachers' deployment policy (any principle or norm?) ➢ School Census (data) collecting system from each school ➢ The process of preparing National Education Planning (Decentralized?) ➢ Availability of multi-year plan at national level ➢	Interview
	D-3 Education Finance	➢ Unit cost per student and per sub-sector ➢ Public Expenditure on education as a % of GNP ➢ Expenditure on education as a % of total public expenditure ➢ Public Expenditure on each education sub-sector as a % of total public expenditure on education ➢ Expenditure on teacher's compensations as a % of total public expenditure on education ➢ Summary of National Education Budget	*Statistical Data*
		➢ Budget execution and auditing system/structure ➢ The process of preparing annual budget	Interview
	D-4 Donor Coordination	➢ The summary of Donor activities in the whole education sector	Interview

Regarding the statistical figure, we would like to collect that of the last 5 years (1999-2003, or 1998-2002)

List of Questions to Vice Chancellor, National University of Samoa

✓ What do you think are major problems for enhanced quality learning?

Key Value	Key Issues	Key Indicators
B. Quality	**B-1 Teaching and Learning Materials**	➢ Availability of textbooks, teaching aids (especially consumables for practice) ➢ How students manage to get textbooks which are expensive? ➢ **What's major problem about teaching and learning materials?**
	B-2 School Environment	➢ Availability of Classroom/Lecture rooms (and its conditions) ➢ Availability of facilities and equipment necessary for learning, (ex. Laboratory, laboratory kits, etc.) (and its conditions) ➢ Availability of drinkable water supply (and its conditions) ➢ Availability of dormitory (for male and female) (and its conditions) ➢ Availability of Sports Ground (and its condition) ➢ Availability of IT facilities (how many PC) (and its conditions): Access fo students to IT (computers) ➢ Availability of Library (and its conditions)/books ➢ Availability of School Walls (fence) (and its conditions) ➢ No. of teachers by department/school ➢ No. of students by sex and by department/school ➢ Teacher student ratio by department/school ➢ Classroom student ratio by department/school ➢ **What are major problems about school environment?**
	B-3 Teaching Methodology	➢ What's typical teaching methodology?

Key Value	Key Issues	Key Indicators
		➢ Training available for teachers on teaching methodology (eg. Principles of good teaching) ➢ **What are major problems about teaching methodology?**
	B-4 Teacher Training	➢ Enough training to use the education facilities/equipment? ➢ Training on both subject matter and teaching methodology? ➢ Any policy to support teachers with not enough qualifications? ➢ **What are major problems about teacher training?**
	B-7 Teachers' Quality	➢ What are qualifications of teachers (bachelor/master/doctor, etc.): List of teachers/qualifications available? ➢ Any policy for those who have not enough qualification? ➢ No. (%) of foreign teachers ➢ **What's major problem about teachers' quality?**
C. Relevancy	**C-1 Curriculum**	➢ **How the curriculum of NUS was developed?** ➢ **What are problems about Curriculum/Syllabus in NUS?**
	C-2 Relation to Labor Market	➢ No. of graduates per year per department/school ➢ % of students of Faculty of Education, NUS who become teacher (NUS only) ➢ no. of FOE students who can cover Special Needs Education? ➢ Any cooperation with Samoa Polytechnic and MESC? ➢ **What's major problem about relation to labor market?**

Key Value	Key Issues	Key Indicators
D: Efficiency	**D-2 School Administrative Management (School Planning and administration)**	➢ School Administrative Structure ➢ How many foreign people (expatriates) are working in the administrative section? ➢ School Data Management: What kind of data collected, How the past data is stored, how the recent data is collected and processed, Computerized? Any software used? ➢ Availability of Teacher Development Policy (if so, compare plan and implementation.) ➢ Teachers' recruitment policy ➢ Availability of multi-year plan at national level ➢ Availability of School Development Plan (Action Plan), ➢ The process of preparing School Development Plan; How the plan is prepared? ➢ **What's major problem about school planning and administration**
	D-3 School Finance	➢ Unit cost per student by department/school ➢ Actual financial situation (severe situation?) ➢ % of Subsidy from Government, School Fee and any other source? ➢ How to raise fund (from where?) ➢ Summary of Budget (Income and Outgoing)
		➢ Budget execution situation and auditing system/structure ➢ How to promote accountability and transparency ➢ The process of preparing annual budget
	D-4 Donor coordination	➢ The summary of Donor activity on your school

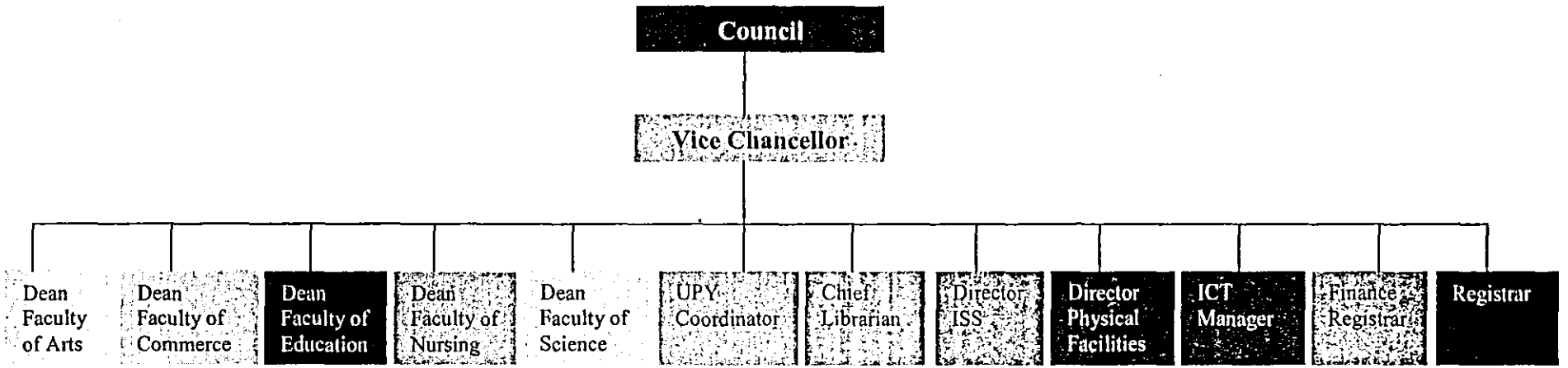
APPENDIX 8

DATA FROM NATIONAL UNIVERSITY OF SAMOA

National University of Samoa
Organisation Structure

Chart 1: Overall Structure

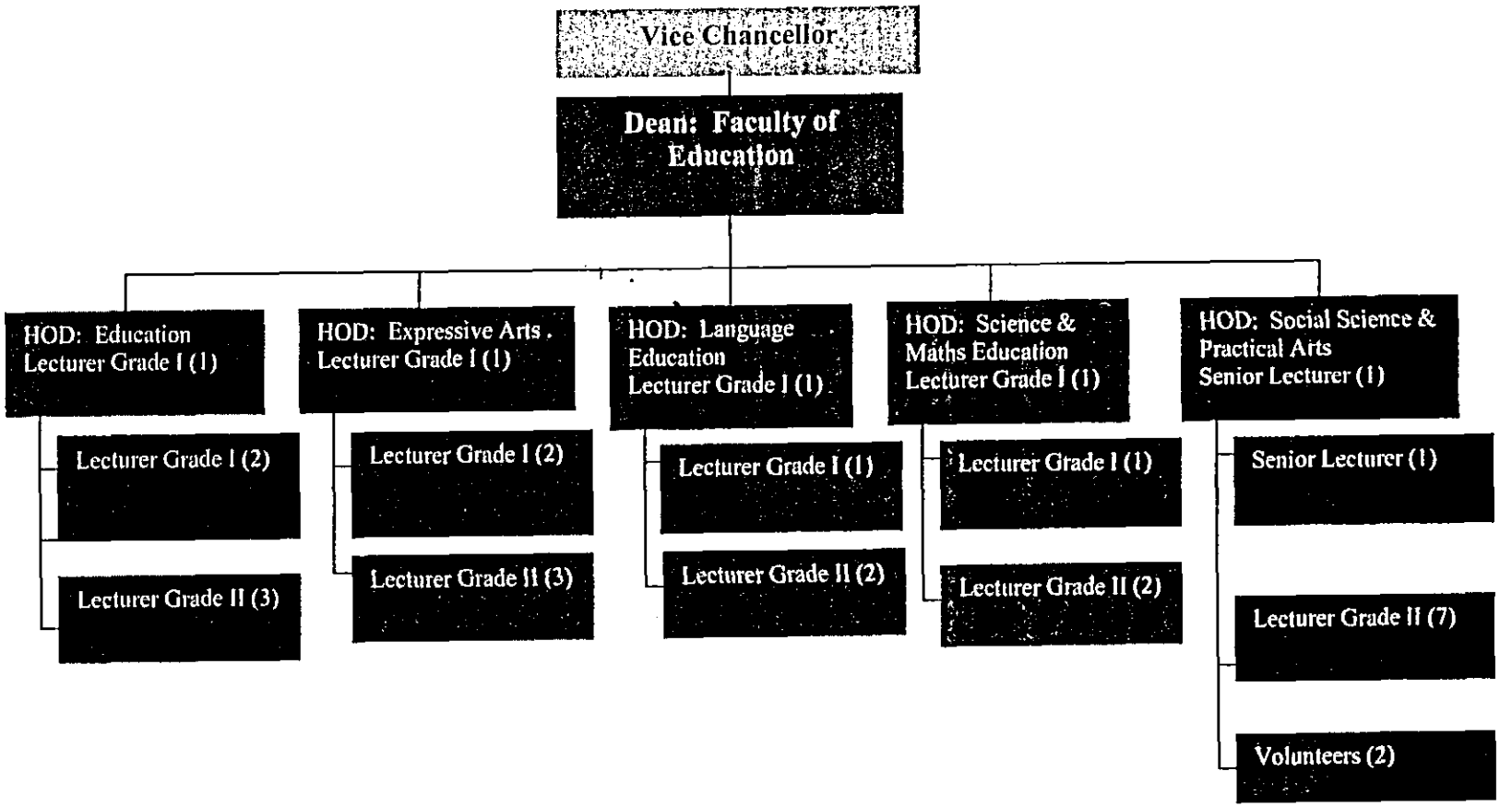
Prepared by the office of the Registry, NUS



National University of Samoa
Organisation Structure

Chart 4: Faculty of Education

Prepared by the Office of the Registry, NUS



Year 2003 Graduants

Program	Number of Graduants
UPY ARTS	63
UPY COMMERCE	65
UPY SCIENCE	55
BASIC CERTIFICATE IN SCIENCE	3
CERTIFICATE IN COMMERCE	45
CERTIFICATE IN DENTAL HYGIENE	2
CERTIFICATE IN COMPUTER STUDIES	10
CERTIFICATE IN MATH	3
CERTIFICATE IN SCIENCE	9
DIPLOMA IN ARTS	12
DIPLOMA IN ACCOUNTING	36
DIPLOMA IN EDUCATION (PRIMARY)	23
DIPLOMA IN EDUCATION (SECONDARY)	33
DIPLOMA IN NURSING	29
DIPLOMA IN COMPUTING	6
BACHELOR OF ARTS	14
BACHELOR OF COMMERCE	53
BACHELOR OF EDUCATION	6
BACHELOR OF NURSING	28
BACHELOR OF SCIENCE	3
POST GRAD. CERTIFICATE IN HEALTH	18
POST GRAD. DIPLOMA IN NURSING	8
TOTAL	524

Student Enrolments (1996-2004(semester one))

	1996	1997	1998	1999	2000	2001	2002	2003	2004
BA	67	65	62	68	83	75	70	161	99
BasicCertNurs				18	36	31	6		
BasicCertSci				20	20	18	17		
BCom			30	49	67	112	131	318	203
BEd						54	27	64	45
BNur							52	101	53
BSci						20	30	43	28
CertCom	130	140	195	150	158	144	138	309	189
CertCompSt	24	20	7	71	69	72	81	60	30
CertDentHy							6	8	1
CertMaths	5	3	12	17	21	6	6	6	3
CertSci			25	14	22	14	8	23	25
DipDentTher							7	10	10
DipAcc	69	76	64	78	91	122	124	164	3
DipArts			12	13	16	11	18	41	95
DipComp						1	7	18	23
DipEd		181	219	141	266	267	277	566	233
DipEnvSt						1	2		1
DipMaths	3	3	0	2	0	1	1	2	1
DipNurs	31	22	24	11	31	40	78	130	29
DipTchg			2	1	6	10	2	2	0
NAw				4	36	45	55	156	139
PGDipNurs							11	16	7
UPY	152	155	180	203	207	207	234	493	6
BCSc								18	23
DB&F								6	31
PGCH								22	0
DSFE									17
FCA									97
FCC									81
FCE									106
FCG									53
FCN									22
FCS									65
GDE									3
Total	481	665	832	860	1129	1251	1388	2737	1721

2003-2004 Program Figures (By Gender)

	2003					2004		
	SEMESTER ONE		SEMESTER TWO			SEMESTER ONE		
Program	female	male	female	male	Total	female	male	Total
Bacholar of Arts	44	45	44	28	161	58	41	99
Bacholar of Commerce	78	80	89	71	318	117	86	203
B cholar Computer Science	4	6	6	2	18	13	10	23
B cholar of Education	19	13	22	10	64	26	19	45
Bacholar of Nursing	32	31	29	9	101	45	8	53
B cholar of Science	12	11	11	9	43	12	16	28
C tificate of Commerce	79	81	100	49	309	119	70	189
Certificate of Computer Science	12	20	10	18	60	7	23	30
CDH	4		4		8	1		1
C tificate of Mathematics		2		4	6		3	3
Certificate of Science	1	10	2	10	23	19	6	25
Diploma of Accounting	42	48	47	27	164	2	1	3
D loma of Arts	6	14	9	12	41	69	26	95
D &F			5	1	6	12	19	31
Diploma of Computers	4	5	5	4	18	19	4	23
D T	2	3	3	2	10	6	4	10
D loma of Education	126	168	174	98	566	151	82	233
Diploma of Mathematics		1		1	2		1	1
Diploma of Nursing	32	36	50	12	130	20	9	29
D loma of Teaching		1		1	2			0
Non Award	34	55	39	28	156	65	74	139
PGCH			10	12	22			0
F DN	6	5	5		16	4	3	7
L Y	130	129	146	88	493	4	2	6
DESc							1	1
D FE						6	11	17
F A						55	42	97
FCC						63	18	81
FCE						68	38	106
F G						27	26	53
F N						15	7	22
FCS						29	36	65
C E						2	1	3

NUS Staff as of 1st of March, 2004

	Number of Staff
Faculty of Arts	
English Department	10
Volunteers	3
History Department	3
Samoan Department	6
Sociology/Geography	5
Faculty of Commerce	
All Disciplines	7
Volunteer	1
Faculty of Education	
All Disciplines	21
Volunteer	3
Facutly of Nursing	
All Disciplines	7
Facutly of Science	
Computing	6
Volunteer	1
Maths & Stats	5
Science	7
Total teaching staff	77
Volunteers	8
Comparable Staff	19
Volunteers	2
Support Staff	37

Total NUS staff	133
Volunteer	10

10/03/2004

B-3 Teaching methodology

1. **Typical teaching method**

1) Faculty of Education
   - Large classes
     1 lecture/week + 3 tutorials/week.
     Tutorials are workshops – tasks, demonstrations, presentations.
   - Skill based demonstrations with students.
   - Field based learning in schools supervised by FOE teachers.
   - Practical laboratories work
   - Physical education

2) Other Faculties
   - 1 or 2 lecture/week
   - 3 tutorials/week
     Interactive teaching, discussions

2. Training available for teachers on teaching methodology
   Cooperation with Christchurch College of Education,
   Master of Teaching and Learning program:
   9 members of staff are involved (5 FOE, 2 FOA and 2 FOS)

3. Major problem about teaching methodology
   There is a tendency of transmission of knowledge.

B-4 Teacher's Training

Any teacher's training is not conducted in NUS.

B-7 Teacher's Quality

1. Qualification of teachers → see NUS Calendar 2004
2. Policy for upgrading qualification of teachers
3. Number of foreign teachers: 13 (15%)

(B-3, B-4: Based on interview to Ms Gatoloaifaaana Tilianamua Afamasaga, Dean of Faculty of Education)

Information Technology of NUS facilities

2003/6/5

Room	Equipment	Furniture
Directors Office	1 PC	2 desks, 2 chairs, 1 bookshelf, 1 filing cabinet
Multi-media service	5 PC	5 desks, 5 chairs, bookshelves, 1 filing cabinet
Multi-media studio	Multimedia Equipment	work benches for equipment
Systems Administration Services	4 PC	4 desks, 4 chairs, bookshelves, 1 filing cabinet
Server room	8 Servers, swiches	
Technical Services	5 PC	5 desks, 5 chairs, bookshelves, 1 filing cabinet
Workshop space		work benches for equipment
Storage		shelves
User Services	3 PC	3 desks, 3 chairs, bookshelves, 1 filing cabinet
Computer Lab	21 PC, Projector, Screen	computer desks for 20 students, 20 chairs, one computer desk for the lecturer and a chair
Computer Lab 2	21 PC, Projector, Screen	computer desks for 20 students, 20 chairs, one computer desk for the lecturer and a chair
Network Training Lab	21 PC	Computer desks for 21 students, 21 chairs
Seminar room	1 PC, Projector, Screen	Chairs for 61 people, desks for presenter
Seminar room 2	1 PC, Projector, Screen	Chairs for 61 people, desks for presenter

Workstations in NUS (July 2002)

Maker	Model No.	Processor	Number
COMPAQ	EC/p533#/813/6/64c/AUST	Pentium3	1
COMPAQ	ENS/91.1/20e/6/256C/AUST	Pentium3	54
DELL	DCS	Pentium3	1
DELL	optiplex GX1	Pentium3	1
DELTACOM		Celeron	3
Digital	B16WW	PentiumPro	10
Explorer		Pentium3	1
FUJITSU		Celeron	1
FUJITSU		Celeron	1
FUJITSU	X05-59723D	Celeron	1
Hyundai	HPCT95216BN302	PentiumPro	1
Hyundai	multi cav tawer 9520	PentiumPro	6
IBM	2144-Z27	PentiumPro	1
IBM	2176-Z63	PentiumPro	1
IBM	6282-93A	PentiumPro	4
ANZ		Athlon	1
ANZ		PentiumPro	1
MAXKAR		Celeron	1
MAXKAR		Celeron	1
MB Technology		Celeron	1
MPB Technology	A143569	Celeron	1
MPB Technology	A20575-001	Celeron	1
NEC Direct	14E4220T/75A	PentiumPro	1
NHC hospital System		Pentium3	1
NTPG	600222	Celeron	1
OTLRA		Celeron	13
OTLRA		Pentium3	2
VideoGuys	N1613	Pentium3	1
(No Brand)		Pentium4	1
(No Brand)	Z01214031	PentiumPro	1
Total			115

Availability of textbooks, teaching aids (especially consumables for practice.)

The sort of textbooks they sell at the Bookshop of NUS are the ones that are either b
ordered from overseas (e.g. New Zealand) or otherwise from the local Bookshops by
teaching staff of NUS. However, they also sell readers from the lecturers of each cou
they make photocopies here at NUS, at the Resource Centre and then sell them to stu
$55 ST per Reader.

Availability of Drinkable water supply

There are - 4 Boilers
- 4 sink (drinkable water)

Otherwise the students buy cold drinkable spring water from the cafeteria.

Availability of Sports Ground

The Sports Grounds are open to anyone under the NUS. However the sports equipments are under the control of the Physical Education and Sports Staff of Faculty of Education

Dormitory

		Rent ($ST)/Month
Houses for Staff of NUS	2	700 each
4 complex (8 Units each)	32 Units	$700 ST/Month

(16 units could at most shared by 4 students and also share the payments)
Therefore 4 students in 1 unit is $175 ST/Month/student

Houses being renovated (in 2 weeks) 4

Note: By the end of April to the beginning fo March, the whole dormitory will renovated and will be coming in and the dormitory will be up-running for both staff and students of NUS.

(Based on an interview with Joe Tupa'i Toefilo the acting manager of Physical Facilities)

APPENDIX 9

DATA FROM SAMOA POLYTECHNIC

Thu. 19th Feb. 04

from CEO of Samoa Polytechnic

B-2	Number of teachers by Department		
	School of Commerce and General Studies		
1	Communication Studies Department	3	
2	Business Studies Department	2	
3	Secretarial Studies	3	
4	Accounting	1	
5	Maths Department	3	
6	Computing Department	2	
7	IT	2	JOCV/Peace Corp
8	Hospitality & Tourism	4	
9	Journalism	1	
	School of Technology		
1	Refrigeration & Air conditioning Dept	3	
2	Electrical Dept	2	
3	Radio Electronics	3	1 JOCV
4	Automotive	4	1 JOCV
5	Fitting & Machining	3	
6	Plumbing & Sheetmetal	3	
7	Welding & Fabrication	3	
8	Construction & Joinery	3	
9	Horticulture	2	
	School of Maritime Training		
1	Nautical	3	
2	Marine Engineering	2	
3	Fisheries	1	

B-2	Number of Students by Sex and by Department		
	School of Commerce and General Studies		
1	Diploma of Secretarial Studies Year 1	32	F = 25 / M = 28
2	Diploma of Secretarial Studies Year 2	21	F = 18 / M = 3
3	Diploma of Business Studies Year 1	39	F = 20 / M = 19
4	Diploma of Business Studies Year 2	22	F = 15 / M = 7
5	Certificate of Achievement in Journalism	22	F = 16 / M = 6
6	Certificate in Computer Operating	34	F = 20 / M = 14
7	Certificate of Tourism and Hospitality	44	F = 38 / M = 15
	School of Technology		
1	Diploma in Radio & Electronics Year 1	16	F = 0 / M = 16
2	Diploma in Radio & Electronics Year 2	15	F = 1 / M = 14
3	Intermediate Certificate in Welding & Metal Fabrication Year 1	15	F = 0 / M = 15
4	Intermediate Certificate in Welding & Metal Fabrication Year 2	16	F = 0 / M = 16
5	Intermediate Certificate in Automotive Engineering Year 1	18	F = 1 / M = 17
6	Intermediate Certificate in Automotive Engineering Year 2	20	F = 0 / M = 20
7	Intermediate Certificate in Refrigeration & Air Condition Year 1	11	F = 0 / M = 11
8	Intermediate Certificate in Refrigeration & Air Condition Year 2	11	F = 1 / M = 10
9	Intermediate Certificate in Fitting & Machining Year 1	15	F = 0 / M = 15
10	Intermediate Certificate in Fitting & Machining Year 2	15	F = 0 / M = 15
11	Intermediate Certificate in Electrical Engineering Year 1	19	F = 1 / M = 18
12	Intermediate Certificate in Electrical Engineering Year 2	18	F = 0 / M = 18
13	Intermediate Certificate in Plumbing & Sheetmetal Year 1	17	F = 2 / M = 13
14	Intermediate Certificate in Plumbing & Sheetmetal Year 2	15	F= 0 / M = 15
15	Certificate of Full Technology in Plumbing & Sheetmetal Year 3	13	F = 2 / M = 11
16	Intermediate Certificate in Carpentry & Joinery Year 1	23	F = 0 / M = 23
17	Intermediate Certificate in Carpentry & Joinery Year 2	17	F = 1 / M = 16
18	Certificate in Tropical Horticulture	20	F = 8 / M = 12
	School of Maritime Training		
1	Certificate of Achievement in Maritime Training (Rating 1)	36	F = 0 / M = 36
	Total		**F = 171 / M = 382**

B-7 Highest qualification among teachers

1 Post Graduates in Distance Education
2 Bachelor of Science
3 Bachelor of Art
4 NZCE
5 Due Completion Certificate
6 Certificates

Number of foreign teachers (%)

5.8% as full time teachers
7.8 % volunteers (JOCV / Peace Corp)

C-2

SAMOA POLYTECHNIC
2003 GRADUATES

Name of Programs	No. of Graduates	Students already employed
School of Technology		
Diploma of Radio & Electronics	12	12
Certificate of Competency in Trade Technology – Plumbing & Sheetmetal	11	8
Intermediate Certificate in Plumbing & Sheetmetal	7	4
Intermediate Certificate in Refrigeration & Air Conditioning	9	8
Intermediate Certificate in Carpentry & Joinery	12	10
Intermediate Certificate in Electrical Engineering	9	8
Intermediate Certificate in Welding & Fabrication	13	13
Intermediate Certificate in Fitting & Machining	9	9
Intermediate Certificate in Automotive Engineering	15	8
Certificate in Tropical Horticulture	9	8
School of Commerce & General Studies		
Diploma of Secretarial	9	8
Diploma of Business (Tourism)	25	19
Certificate in Computer Operating	28	26
Certificate in Tourism & Hospitality	33	21
Certificate in Journalism	13	8
School of Maritime Training		
Certificate of Achievement in Maritime Training Rating 2	30	25
Certificate of Achievement in Navigational Watchkeeping	15	15
Certificate of Achievement in Qualified Fishing Deckhand	13	12
Certificate of Achievement in Master Class 5	5	5
Certificate of Achievement in Engineering Class 5	4	4

2003 GRADUATES

SCHOOL OF COMMERCE & GENERAL STUDIES

Diploma of Secretarial

1. **Eleni Doreen Seupule (Top Student)**
2. Aloali'I Tu'ulua
3. Enoka Aperaamo
4. Faileloto Mapusua
5. Filifilia Aisaka Tu'ulua
6. Irene Ruti Sititi
7. Vaotupua Momoemausu Faioloa
8. Salamanaia Galumalemana
9. Taasē Ainuū

Diploma of Business (Tourism)

1. **Kilisitina Talosaga (Top Student)**
2. Andrew Ah Van
3. Camilla Aofia
4. Fialogo Matautia
5. Finephilin Tevita
6. Fitialo Afereti
7. Fouaina Ioelu
8. Frances Brown
9. Hana Lino
10. Junior Alenepi
11. Larry Faamausili Seiuli
12. Leuatea Lafililo Itula
13. Marina Taualii Ikenasio
14. Misimoa Sopo
15. Nganuku Gordlina
16. Pato Kelemete
17. Salometaioa Peteli
18. Sam Mamaia
19. Sefo Lemo
20. Tetafay Tulua
21. Theodorus R. Leilua
22. Utauta Asaelu
23. Rhoda Lee-Chee
24. Tania Ainuū
25. Samasoni Mauli'o

Certificate in Computer Operating

1. **Sakaria Lilo Fereti (Top Student)**
2. Drinner Talafu
3. Faainuinu Siu Faumui
4. Faavae Faumui Kolio
5. Filiorosa Masofa
6. Gwen Lelauloto
7. Ioana Tuimavave
8. Kirisitina Jucil Setema
9. Laurel Tia
10. Lili Panapa
11. Lolo'u Iiga Tanielu
12. Mareta Sefo
13. Mataitusi Faalavaau
14. Paniani Junior Paniani
15. Pisa Toa
16. Raimoni Sheppard
17. Regina Bahn
18. Silivia Leilua
19. Stan Silao Falaniko
20. Tagimaiala Lealofi
21. Tiare Tafeamali'i
22. Agaiotupu Leaupepe
23. Amia Taufailematagi Tumua
24. Angeline Ripine
25. Ioana Fofoa
26. Ruti Solomona
27. Laifa Vaoiva Moemalo
28. Travis Sonny James Ginnen

Certificate in Tourism & Hospitality

Food & Beverage Service

1. **Kirisimasi Vaaelua (Top Student)**
2. Aaone Sitafine
3. Elisapeta Kiso
4. Gaualofa Su'a
5. Kisona Feni
6. Loleni Ioane
7. Tele Salesa
8. Tuliloa Eteuati

Front Office Housekeeping

1. **Krystle Meleisea (Top Student)**
2. Fofoa Fausia Pelese
3. Ioane Faleao Samanā
4. John Tafuna'i
5. Mativa Auva'a Lalomauga
6. Sera Taumasina Pio
7. Sosefina Mata'ia Su'e
8. Peto Shanna Lopa
9. Faau Sia Uili
10. Iulia Ieru

Cookery

1. **Tineker Fabricius (Top Student)**
2. Aso Taito'a
3. Dana Ah-Young
4. Papu Kitiona
5. Talosaga Tiara Malama
6. Tavale U. Siliato

Tour Guiding

1. **Suliveta Fealofani (Top Student)**
2. Aloafou Savaliga
3. Carrie Lui
4. Hini Fetineia'i
5. Moira Eseese
6. Nato Toleafoa
7. Nuufou Collins
8. Pogai Fonotī
9. Suisamoa Tautunu

Certificate of Achievement in Journalism

1. Tina Lale
2. Aiva Toa
2. Ani Vili
3. Ketesemane Tagiilima
4. Malvinas Tu'uau
5. Melesete Leitu
7. Noataga Mau
8. Raselama Valele
9. Selina Misa Tautogi
10 Tereise Uatea Leali'ie'e
11.Vipula Lalomauga
12.Maria Pereira
13. Aniva Tupai

SCHOOL OF TECHNOLOGY

Diploma of Radio and Electronics

1. **Faaleaga Aisa (Top Student)**
2. Alec Junior Latu
3. Benjamin Mac Fepulea'i Patū
4. Damaris Sagaga
5. Fa'amatala Ainuū
6. George Bartley
7. Iele Eli
8. Ishmael Taulai
9. Patrick So'oalo
10. Pouafe Junior Pouafe
11. Tualagi Mose
12. Noel Tiatia

Certificate of Competency in Trade Technology Plumbing & Sheetmetal

1. **Niue Titi (Top Student)**
2. Asufa'aniutū Semi
3. Douglas Lole Soali'i
4. Etuale Lelei
5. Fa'avaeolefalesā Lotoaso
6. Iosefa Metusela
7. Ropeti Fili Oto
8. Salafai Taope
9. Sussie Lilo Samasoni
10. Tuaumu Apisaloma
11. Jerome Taua

Intermediate Certificate in Plumbing & Sheetmetal

1. **Michael Mika (Top Student)**
2. Enoka Kipisi
3. Matthew Lavea
4. Neemia Papali'i
5. Sina Leasi Tui
6. Tiamatautu Fili
7. Tonny Malau
8. Tuaumu Apisaloma

Intermediate Certificate in Refrigeration & Air Conditioning

1. **Von Schuster** (Top Student)
2. Alapati Ta'a Molilupe
3. Iakopo Atapana
4. Iupeli Ioane
5. Kuini Maiava Afaese
6. Matini Levi
7. Solomona Iulio
8. Toelupe Leausa
9. Viiga Sio

Intermediate Certificate in Carpentry & Joinery

1. **Faitele Puaina** (Top Student)
2. Chris Roberts
3. Graeme Aumalaga
4. Jules Soti
5. Koneferenisi Mau
6. Leilani Savea
7. Moaila Moaila
8. Paulo Mikaele
9. Posenai Duffy
10. Sioneupolu Fuimaono
11. Sitivi Malielegaoi
12. Situa Foti Afioga

Intermediate Certificate in Electrical Engineering

1. **Fogamataiva Alipia** (Top Student)
2. Ioakimi Manuele
3. Isaako Pulega
4. Michael Solialofi Oti
5. Moefiti Moananu Ma'a
6. Olataga S. Lesatele
7. Raeli Aia
8. Saolotoga F. Lameko
9. Tuvalu Feitea'i

Intermediate Certificate in Welding & Metal Fabrication

1. **Iosefo Faiumu** (Top Student)
2. Aifao Tiatia Manuao
3. Elifasa Fa'aso'otauloa
4. Junior Si'inei
5. Kovati Amerika
6. Pesamino Faletagaloa
7. Pouesi Joe Laulala
8. Reopoamo Ioane
9. Simaika Tiatia
10. Sione Matamua Taua'iloto
11. Vaovaoa Masua
12. Visesio Lui Tupa'i
13. Yonny Fuimaono

Intermediate Certificate in Fitting & Machining

1. **Siaki Pilia'e** (Top Student)
2. Bob Tautalagia
3. Ena Lasalo
4. Liuteine Neufeldt
5. Meipo Lomiga
6. Sauao Fuimaono
7. Selulo Ameto
8. Sione Belford
9. Tagiilima T. Alama

Intermediate Certificate in Automotive

1. **Mafi Maimai** (Top Student)
2. Filisi Tutaia
3. Fritz Rasch
4. Lene Tariu
5. Popole Tuisamoa
6. Solomona Solomona
7. Sosaiete Fereti
8. Tagisia Lepale
9. Tautua Isaia
10. Timothy Sepasetiano Papali'i
11. Tuitava'ilau P. Vaai
12. William Suafa'i Sasulu
13. Chris Sefo
14. Peti John
15. Saumotu Gasio

Certificate in Tropical Horticulture

1. Akenese Peko Faivai
2. Feaunati Leulua'iali'i
3. Imeleta Pulea Iese
4. Faafo'i Ioane
5. Loise Nu'ulua
6. Morini Tauafiàfi
7. Peniamina Aiomanu
8. Tu'umuli Ene
9. Veronika Folau

SCHOOL OF MARITIME

Certificate of Achievement in Maritime Training (Rating 2)

1. Atapana Lau
2. Enekosi Si'u
3. Faifua Aufaga
4. Falefitu Su'a Masoe
5. Faleolupe Ai'i
6. Faofua Lotu
7. Farani T. Ropati
8. Hamatupu Ete
9. Hans Poe Nielsen
10. Iopu Tevaga
11. Lafitaga Lealaua
12. Lalopu'a Poumale
13. Maelisala Fui
14. Motu Motu Manusina
15. Nopene Sagato
16. Puia'i Lemalu
17. Sale Faletui
18. Saunoa Afamasaga Mataio
19. Tasesa Faasumuaga Auelua
20. Tony Faia Tuneva
21. Lee Liu Chan
22. Ropati Lofipō
23. Peko Viki
24. Semitone Laupati

Certificate of Achievement in Nautical Watchkeeping (Rating 1)

1. Afele Talataina
2. Aloese Sale
3. Esera Fau
4. Evagelia Saulia
5. Misikea Leiataua
6. Viane Tavita
7. Tulivae Evagelia

Certificate of Achievement in Marine Engineering Class 5

1. Ah-Luni Onosa'i
2. Vaaiga A. Autagavaia

Certificate of Achievement in Qualified Fishing Deckhand

1. Jabez Bryce
2. Esera Randolf Faafia
3. Kamaliele Fidow
4. Paulo Loulanting
5. Viliamu Laupati
6. Harema Nomineta
7. Eddie Low Lee-Chee

Certificate of Achievement in Master Class 5

1. Caesar Utufua
2. Sola Tuala
3. Matele Ievali
4. Suaese Tui
5. Otehia Buka

D2: School Administrative Management (School Planning and Administration)

School Administrative Structure: Availability of School Development Policy:	refer to organization chart Master Plan (10yerars)
School Data Management	Student management system A customized computerized system, to keeps results only, goes back as far as 1997, before that, records were kept manually. SP is considering a complete package for student management system, where to keep all the relevant information such as student information, enrolment details, exam results, fees etc
Teacher Quality Improvement How to monitor? (plan vs action)	To improve on the quality of teachers, SP has the Staff Development programme, CAT, and continuing in-house training. Overseas opportunities are also capitalized on, once available. Corporate plan, which covers staff development, is review quarterly to check on the progress of implementation. Student first, mid term and final impression surveys, as well as course evaluations help determine the quality of delivery IAPs is another medium of information flow.
Staff Recruitment Policy	HR Policy forms part of the Corporate Services Policies and Procedures.
Multi year plan	Master plan, and corporate plan are multi year plans. Annual plans are for 12 months.
School Development plan	Master plan, and corporate plan
How plans are prepared?	Master Plan involved outside consultants Corporate plan is developed based on the master plan, and involve staff members, IAPs, stake holders, etc.
Problems	Staff must work together to achieve the objectives of the plan, sometimes when staff have a change of ideas, it may delay achievement of plans Lack of resources is another reason why a plan may be difficult to implement, especially with SP depending a lot on outside agents for funding

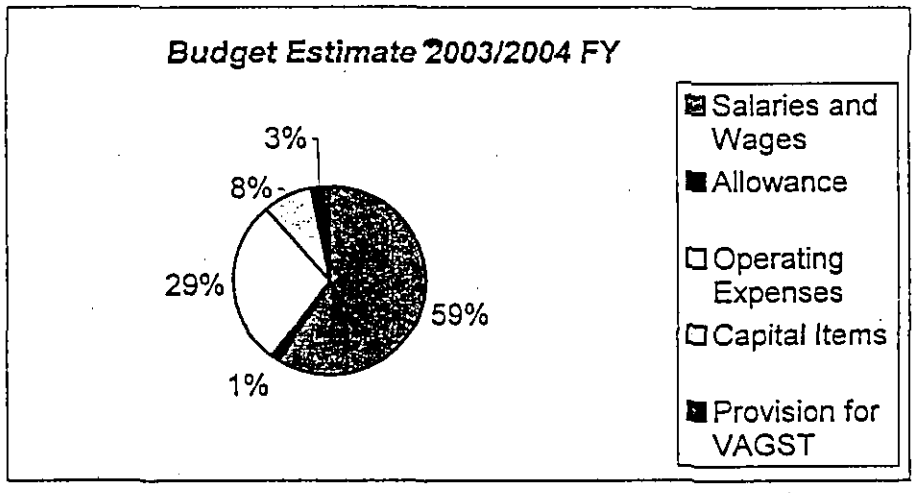
D3: School Finance

Unit Cost per students	The average cost per student according to the Master Plan is $7,061.00. (p24 of MP) The program committee is working on the breakdown of the cost per EFTS per program.
Current financial position	SP is coping with the limited funds it has at its disposal. Proper planning and sound financial management are the main reason why SP is managing with the given resources. Unfortunately quality of training program may be compromised
Subsidy??	Of the total operating budget for this financial year 2003/04, 89 percent is funded by MOF and 11 percent from fees etc. Aid Donors normally donate equipment and other capital items
Funds raising:	Other than program fees, student works especially at the trade area can also generate revenue for SP. Consultancy and other entrepreneurial activities. Training program to be offered in modular form, and therefore sell per module.
Personnel costs	Of the total expenditure, around 64 percent goes on staff salaries.
Budget	attached
Budget execution	Once government grant is finalized, SP then revise the whole budget estimates, and resubmit to Council a revised budget based on available funds. Monthly reports are prepared, quarterly report are also compiled and submitted to Council. These reports will show how spending is done compared to budget. Audit at the end of every financial year will also report any inconsistency between actual spending and budgeted spending.
Accountability & Transparency	Through Corporate Plan and Annual Plans all individuals are made responsible for their actions and accountable for the

	resources within their area. Corporate Services Policies and Procedures, and Academic Policies are all in place so that they are transparent to everyone. Auditing and all the other monitoring system in place are designed to promote transparency and accountability in the workplace.
Budget preparation	Every department/division has to prepare its own individual budget. The Schools will compile its budget based on individual budget from departments. The SP will prepare its budget based on school budgets Budget proposal is send to MOF, the screening takes place, and then Cabinet to approve budget estimates for government as a whole.
Problems with finance	Same problem every year that what SP asked for during budget proposal is always reduced significantly due to overall economic conditions prevailing in Samoa. The final amount approved therefore does not adequately fund operation, the compromise is always on the quality of the graduate at the end.

SAMOA POLYTECHNIC : APPROVED BUDGET
ESTIMATE OF INCOME & EXPENDITURES
2003/2004 FY

Year 2002/2003	INCOME:	Year 2003/2004	%increase or decrease
2,650,000	*Government Grant*	3,073,399	*15.98%*
402,340	Students Fees & Other Cost Recoveries	413,575	*2.79%*
76,588	VAGST Receivable	113,511	
$ 3,128,928		$ 3,600,485	*15.07%*
	EXPENDITURES:		
1,390,267	*Personnel*	1,361,834	*-2.05%*
735,951	*Overheads*	761,258	*3.44%*
2,126,218	Salaries and Wages	2,123,092	*-0.15%*
40,245	Allowance	43,776	*8.77%*
810,077	Operating Expenses	1,028,469	*26.96%*
75,800	Capital Items	291,637	*284.75%*
76,588	Provision for VAGST	113,511	*48.21%*
3,128,928		3,600,485	*15.07%*



APPENDIX 10

RAW DATA FOR SP TRACER SURVEY

(a) Graduation Year:	2	2002
	3	2003

(b) School	A	School of Technology
	B	School of Commerce & General Study
	C	School of Maritime

c) Qualification	A1	Diploma of Radio and Electronics
	A2	Certificate of Competency in Trade Technology - Plumbing and Sheet Metal
	A3	Intermediate Certificate in Plumbing and Sheet Metal
	A4	Intermediate Certificate in Refrigeration and Air Conditioning
	A5	Intermediate Certificate in Carpentry and Joinery
	A6	Intermediate Certificate in Electrical Engineering
	A7	Intermediate Certificate in Welding and Metal Fabrication
	A8	Intermediate Certificate in Fitting and Machining
	A9	Intermediate Certificate in Automotive Engineering
	A10	Certificate in Tropical Horticulture
	B1	Diploma of Secretarial
	B2	Diploma of Business (Tourism)
	B3	Certificate in Computer Operating
	B4	Certificate in Tourism and Hospitality
	B5	Certificate in Journalism (media)
	C1	Certificate of Achievement Maritime Training Rating 2
	C2	Certificate of Achievement in Navigational Watchkeeping
	C3	Certificate of Achievement in Qualified Fishing Deckhand
	C4	Certificate of Achievement in Master Class 5
	C5	Certificate of Achievement in Engineering Class 5

d) Availability of current Job	1	Yes, available
	2	Not Available

(e) Industry Refer to the ILO category attached

(f) Occupation Refer to the ILO category attached

(g) Position

Table. Summary of Those employed: School of Commerce and General Studies

	Name	Year Grad	School	Course	Employed	Sector	Occupation	Date of Su
1	Aloalii Tuuli	2003	School of Comme	Diploma of Secretariat	Yes	Telecomunications	Accountant	2004/3/3
1	Enoka Apera	2003	School of Comme	Diploma of Secretariat	Yes	NGOs	Office Assistant	2004/3/3
1	Filifilia Aisa	2003	School of Comme	Diploma of Secretariat	Yes	NGOs	Office Assistant	2004/3/3
1	Vaotupua M	2003	School of Comme	Diploma of Secretariat	Yes	Barristers & Solicitors	Office Assistant	2004/3/3
1	Salamanaia (	2003	School of Comme	Diploma of Secretariat	Yes	Tourism	Office Assistant	2004/3/3
1	Taase Ainuu	2003	School of Comme	Diploma of Secretariat	Yes	Media	Office Assistant	2004/3/3
8								
1	Kirisimasi Vaaelua	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Aaone Sitafine	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Elisapeta Kiso	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Gaualofa Sua	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Kisona Feni	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Loleni Ioane	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Tele Salesa	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Tuliloa Eteuati	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Sera Taumasina Pio	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Sosefina Matai'a Su'e	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Tineker Faricius	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Aso Taito'a	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Dana Ah Young	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Papu Kitiona	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Talosaga Tiara Malama	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Tavale U Siliato	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Suliveta Fealofani	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Kitchen & Bar Assistan	2004/3/3
1	Moira Eseese	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Tour Guide	2004/3/3
1	Nuufou *Collins*	2003	School of Commerce	in Tourism and Hospitality	Yes	Tourism & Hospitality	Tour Guide	2004/3/3
19								
1	Ketesemane Vili	2003	School of Comme	Certificate in Journalism	Yes	Tourism & Hospitality	Office Assistant	2004/3/3
1	Malvinas Tu'uau	2003	School of Comme	Certificate in Journalism	Yes	Media	Reporter	2004/3/3
1	Selina Misi Tautogi	2003	School of Comme	Certificate in Journalism	Yes	Media	Reporter	2004/3/3
3								
1	Andrew Ah	2003	School of Comme	Diploma in Business	Yes	Retailer	Office Assistant	2004/3/3
1	Fouaina Ioelu	2003	School of Comme	Diploma in Business	Yes	Manufacturing	Office Assistant	2004/3/3
1	Hana Lino	2003	School of Comme	Diploma in Business	Yes	Finance	Accounts Assistant	2004/3/3
1	Junior Alenepei	2003	School of Comme	Diploma in Business	Yes	Tourism & Hospitality	Office Assistant	2004/3/3
1	Nganuku Gordlina	2003	School of Comme	Diploma in Business	Yes	Construction	Accountant	2004/3/3
1	Salometaioa Peteli	2003	School of Comme	Diploma in Business	Yes	Finance	Office Assistant	2004/3/3
1	Sam Mamaia	2003	School of Comme	Diploma in Business	Yes	Finance	Office Assistant	2004/3/3
1	Rhoda Lee Chee	2003	School of Comme	Diploma in Business	Yes	Public Sector	Office Assistant	2004/3/3
1	Tania Ainuu	2003	School of Comme	Diploma in Business	Yes	Public Sector	Records Clerk	2004/3/3
9								
1	Sakaria Lilo Fereti	2003	School of Commerce	in Computer Operating	Yes	Justice Department	Records Officer	2004/3/3
1	Drinner Talafu	2003	School of Commerce	in Computer Operating	Yes	Justice Department	Records Officer	2004/3/3
1	Faavae Faumui Kolio	2003	School of Commerce	in Computer Operating	Yes	Insurance	Records Officer	2004/3/3
1	Gwen Lelauloto	2003	School of Commerce	in Computer Operating	Yes	Public Sector	Office Assistant	2004/3/3
1	Ruti Solomona	2003	School of Commerce	in Computer Operating	Yes	Private Sector	Records Clerk	2004/3/3
5								
42								

	Name of Graduates	(a) Graduation Year	(b) School	(c)Qualification	Availabi of Job	(e) Industry	(f) Occupation	(g) What Position?	Date of Survey
		Table. Summary of Those employed: School of Maritime Training							
	Name	Year Gradua	School	Course	Employn	Sector	Occupation	Position	Date of Su
1	Hans Poe Nielsen	2003	School of Maritime	Certificate of Achievement Maritime Training Rating 2	Yes	Health	Office Assistant	Junior Office assistant	2004/3/4
1	Afele Talataina	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Aloese Sale	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Original Seaman	2004/3/4
1	Esera Fau	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Evagelia Saulia	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Misikea Leiataua	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman		2004/3/4
1	Viane Tavita	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Tulivae Evagelia	2003	School of Maritime	Certificate of Achievement in Navigational Watchkeeping	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Jabez Bryce	2003	School of Maritime	Certificate of Achievement in Qualified Fishing Deckhand	Yes	Shipping Services	Seaman		2004/3/4
1	Caesar Umfua	2003	School of Maritime	Certificate of Achievement in Master Class 5	Yes	Shipping Services	Seaman	Able bodied Seaman	2004/3/4
1	Sola Tuala	2003	School of Maritime	Certificate of Achievement in Master Class 5	Yes	Shipping Services	Seaman	3rd Officer	2004/3/4
1	Matele Ievali	2003	School of Maritime	Certificate of Achievement in Master Class 5	Yes	Shipping Services	Seaman	3rd Officer	2004/3/4
1	Suaese Tui	2003	School of Maritime	Certificate of Achievement in Master Class 5	Yes	Shipping Services	Seaman	Fitter	2004/3/4
1	Otchia Buka	2003	School of Maritime	Certificate of Achievement in Master Class 5	Yes	Shipping Services	Seaman	3rd Officer	2004/3/4
1	Ah- Luni Onosa'I	2003	School of Maritime	Certificate of Achievement in Engineering Class 5	Yes	Shipping Services	Seaman	Self employed	2004/3/4
1	Vaaiga A. Autagavaia	2003	School of Maritime	Certificate of Achievement in Engineering Class 5	Yes	Shipping Services	Seaman	Self employed	2004/3/4
16									

	Name of Graduates	(a) Graduation Year	(b) School	(c)Qualification	(d) Availability of Job	(e) Industry	(f) Occupation Post	Date of Survey
		Table. Summary of Those employed: School of Technology						
	Name	Year Graduated	School	Course	Employed	Sector	Occupation	Date of Su
1	Faaleaga Aisa	2003	School of Technology	Diploma of Radio and Electronics	Yes	Airconditioning	Technician	2004/3/3
1	Alec Junior Latu	2003	School of Technology	Diploma of Radio and Electronics	Yes	Radio	Technician	2004/3/3
1	Benjamin Mac Fepulea'I Patu	2003	School of Technology	Diploma of Radio and Electronics	Yes	Radio	Technician	2004/3/3
1	Damaris Sagaga	2003	School of Technology	Diploma of Radio and Electronics	Yes	Technology/CSL	Technician	
1	George Bartley	2003	School of Technology	Diploma of Radio and Electronics	Yes	Electronics	Technician	2004/3/3
1	Ishmael Taulai	2003	School of Technology	Diploma of Radio and Electronics	Yes	TV/PROCOM	Technician	2004/3/3
1	Patrick Sooalo	2003	School of Technology	Diploma of Radio and Electronics	Yes	Telecommunication	Technician	2004/3/3
1	Noel Tiatia	2003	School of Technology	Diploma of Radio and Electronics	Yes	TV/PROCOM	Technician	2004/3/3
1	Niue Titi	2003	School of Technology	Certificate of Competency in Trade	Yes	Water	Plumber	2004/3/3
1	Douglas Lole Soalii	2003	School of Technology	Certificate of Competency in Trade	Yes	Construction	Plumber	2004/3/3
1	Faavaeolefalesa Lotoaso	2003	School of Technology	Certificate of Competency in Trade	Yes	Water	Plumber	2004/3/3
1	Ropeti Fili Oto	2003	School of Technology	Certificate of Competency in Trade	Yes	Construction	Plumber	2004/3/3
1	Sussie Lilo Samasoni	2003	School of Technology	Certificate of Competency in Trade	Yes	Water	Plumber	2004/3/3
1	Tuaumu Apisaloma	2003	School of Technology	Certificate of Competency in Trade	Yes	Caretaker	Plumber	2004/3/3
1	Von Schuster	2003	School of Technology	Intermediate Certificate in	Yes	Construction/Aircon	Technician	2004/3/4
1	Alapati Ta'a Molilupe	2003	School of Technology	Intermediate Certificate in	Yes	Airconditioning/Refi	Technician	2004/3/4
1	Iupeli Ioane	2003	School of Technology	Intermediate Certificate in	Yes	Airconditioning/Refi	Technician	2004/3/4
1	Matini Levi	2003	School of Technology	Intermediate Certificate in	Yes	Airconditioning/Refi	Technician	2004/3/4
1	Toelupe Leausa	2003	School of Technology	Intermediate Certificate in	Yes	Airconditioning/Refi	Technician	2004/3/4
1	Viiga Sio	2003	School of Technology	Intermediate Certificate in	Yes	Airconditioning/Refi	Technician	2004/3/4
1	Faitele Puaina	2003	School of Technology	Intermediate Certificate in	Yes	Education	Teacher	2004/3/4
1	Konferenisi Mau	2003	School of Technology	Intermediate Certificate in	Yes	Construction	Carpenter/Joinery	2004/3/4
1	Leilani Savea	2003	School of Technology	Intermediate Certificate in	Yes	Carpentry	Carpenter/Joinery	2004/3/4
1	Moaila Moaila	2003	School of Technology	Intermediate Certificate in	Yes	Carpentry	Carpenter/Joinery	2004/3/4
1	Paulo Mikaele	2003	School of Technology	Intermediate Certificate in	Yes	Construction	Carpenter/Joinery	2004/3/4
1	Sioneupolu Fuimaono	2003	School of Technology	Intermediate Certificate in	Yes	Shipping		2004/3/4
1	Sitivi Malielegaoi	2003	School of Technology	Intermediate Certificate in	Yes	Carpentry	Carpenter/Joinery	
1	Fogamataiva Alipia	2003	School of Technology	Intermediate Certificate in Electrical	Yes	Electricity	Electrician	2004/3/5
1	Ioakimi Manuele	2003	School of Technology	Intermediate Certificate in Electrical	Yes	Electricity	Electrician	2004/3/5
1	Iosefa Faiumu	2003	School of Technology	Intermediate Certificate in Welding	Yes	Shipping	Welder	2004/3/4
1	Aifao Tiatia Manuao	2003	School of Technology	Intermediate Certificate in Welding	Yes	Manufacturing	Welder	2004/3/4
1	Elifasa Fa'aso'otauloa	2003	School of Technology	Intermediate Certificate in Welding	Yes	Manufacturing	Welder	2004/3/4
1	Pesamino Faletagaloa	2003	School of Technology	Intermediate Certificate in Welding	Yes	Engineering	Welder	2004/3/4
1	Pouesi Joe Laulala	2003	School of Technology	Intermediate Certificate in Welding	Yes	Shipping	Welder	2004/3/4
1	Sione Matamua Taua'iloto	2003	School of Technology	Intermediate Certificate in Welding	Yes	Manufacturing	Welder	2004/3/4
1	Visesio Lui Tupa'I	2003	School of Technology	Intermediate Certificate in Welding	Yes	Electricity	Welder	2004/3/4
1	Yonny Fuimaono	2003	School of Technology	Intermediate Certificate in Welding	Yes	Manufacturing	Welder	2004/3/4
1	Bob Tautalagia	2003	School of Technology	Intermediate Certificate in Fitting	Yes	Manufacturing	Machine Operator	2004/3/3
1	Ena Lasalo	2003	School of Technology	Intermediate Certificate in Fitting	Yes	Shipping	Machine Operator	2004/3/3
1	Seiulo Ameto	2003	School of Technology	Intermediate Certificate in Fitting	Yes	Construction	Machine Operator	2004/3/3
1	Sione Bedford	2003	School of Technology	Intermediate Certificate in Fitting	Yes	Shipping	Machine Operator	2004/3/3
1	Filisi Tutaia	2003	School of Technology	Intermediate Certificate in	Yes	Automotive	Mechanic	2004/3/3
1	Fritz Rasch	2003	School of Technology	Intermediate Certificate in	Yes	Automotive	Mechanic	2004/3/3
1	Lene Tariu	2003	School of Technology	Intermediate Certificate in	Yes	Education	Teacher	2004/3/3
1	Popole Tuisamoa	2003	School of Technology	Intermediate Certificate in	Yes	Shipping	Mechanic	2004/3/3
1	Solomona Solomona	2003	School of Technology	Intermediate Certificate in	Yes	Automotive	Mechanic	2004/3/3
1	Timothy Sepasetiano Papali'I	2003	School of Technology	Intermediate Certificate in	Yes	Automotive	Mechanic	2004/3/3
1	William Suafa'I Sasulu	2003	School of Technology	Intermediate Certificate in	Yes	Automotive	Mechanic	2004/3/3
1	Akenese Peko Faivai	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3

	Name of Graduates	(a) Graduation Year	(b) School	(c)Qualification	(d) Availability of Job	(e) Industry	(f) Occupation Posit	Date of Survey
1	Feaunati Leulua'iali'I	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Imeleta Pulea Iese	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Faafo'I Ioane	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Loise Nu'ulua	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Morini Tauafiafi	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Peniamina Aiomanu	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Tu'umuli Ene	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
1	Veronika Folau	2003	School of Technology	Certificate in Tropical Horticulture	Yes	Agriculture	Research Officers	2004/3/3
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APPENDIX 11

SAMPLE QUESTIONNAIRE FOR HEAD TEACHERS

- Region: ( )	- School Type: ( )
- Education District: ( )	
- Village ID: ( )	- Date of Survey: ( )
- Sub-sector: ( )	- Name of Interviewer: ( )

Questionnaire to Headteacher of Primary and Secondary School

Identity:

I. **Village Name** :.....

II. **School Name** :.....

III. **Name of Headteacher** :.....

A. Equity Issue

A-1Community Support (Eagerness of parental & community support)

1. How often have the following items been contributed for your school from the community/parents? **Please circle the most appropriate number.** If some of the items below are **not available, please circle 1 'Never'.**

	Never	Seldom	Sometimes	Often
a. Cash contribution	1	2	3	4
b. In-kind contribution (ex. Food and materials)	1	2	3	4
c. Construction of School Facilities (Classroom, teachers' houses, etc.)	1	2	3	4
d. Maintenance of School Facilities	1	2	3	4
e. Cleaning up of schools	1	2	3	4
f. Working as a guardian of school facilities	1	2	3	4

B. Quality Issue

B-1 Teaching and Learning Materials

2. Are students allowed to bring back the textbooks back home? **Circle the appropriate answer.**

1. No **2.** Yes, but only some textbooks are allowed **3.** Yes

3. How many textbooks and teaching guides are available for the following core subjects in your school? **Please fill in the figure in the following table.**

	Samoan	English	Math	Total
No. of sets of textbooks available for yr 8 or yr 12				
No. of sets of teaching guides for yr 8 or yr 12				

B-2 School Environment

4. How many classrooms and desks are there in your school? **Please fill in the figure in the following table.**

	Number
No. of Classroom	
No. of Desks	

5. How many students are there in your school by sex? **Please fill in the following table.**

	Total no. of students	No. of student of yr 8 or yr 12
Boys		
Girls		
Total		

6. How many teachers are there in your school by subject and by sex? **Please fill in the figure in the following table.**

	Samoan	English	Math	The other subjects	Total
Male					
Female					
Total					

7. How is the condition of the following facilities in your school? Please **circle the most appropriate number.**
   If these facilities below are **not available**, please **circle 1 'Not Available'**.

	Not Available	Very bad condition	bad condition	Satisfactory	good condition
a. Classroom.....	1	2	3	4	5
b. Teachers Room.....	1	2	3	4	5
c. Library.....	1	2	3	4	5
d. Laboratory.....	1	2	3	4	5
e. Laboratory Kits.....	1	2	3	4	5
f. Toilet.....	1	2	3	4	5
g. Drinkable Water Supply.....	1	2	3	4	5
h. Dormitory.....	1	2	3	4	5
i. Sports Ground.....	1	2	3	4	5
j. IT rooms.....	1	2	3	4	5
k. Computers in IT rooms.....	1	2	3	4	5
l. Electricity.....	1	2	3	4	5
m. School Fence.....	1	2	3	4	5
n. Blackboard.....	1	2	3	4	5
o. Photocopier.....	1	2	3	4	5
p. Desks for students.....	1	2	3	4	5
q. Chairs for students.....	1	2	3	4	5

	Not Available	Very bad condition	bad condition	Satisfactory	good condition
r. Textbooks for students.....	1	2	3	4	5
s. Teachers Guides.....	1	2	3	4	5
t. Teaching materials.....	1	2	3	4	5

B-4 Teacher Training

8. How many teachers have participated in any kind of In-service training? Please **state the number of teachers below.**
   If there is **no teacher** who has participated in the training, please **write '0'** .

.....(persons)

B-5 Evaluation and Assessment (use of continuous assessment)

9-1. How often are the following student evaluation tools used in your school?
Please choose and circle the most appropriate number.
If they are **not available,** please **circle 1 'Not Available'.**

	Not Available	Seldom	Sometimes	Often	Always
a. Mini-test after studying each chapter of subject	1	2	3	4	5
b. Register to check attendance, etc.	1	2	3	4	5
c. Evaluation Card distributed at the end of every trimester to each student	1	2	3	4	5
d. Visit to students' houses	1	2	3	4	5

9-2. If there are any other kinds of continuous assessment of students, please state them below.

.....

10. How many times do the MESC officials visit your school per month for school monitoring? **Please circle the most appropriate number.**

    1. Never

    2. 1 - 2 times

    3. 3 - 4 times

    4. 5 - 6 times

    5. More than 7 times

B-7 Teachers' Quality

11. How many teachers in your school have appropriate qualification to be a teacher?

    .....**(persons)**

B-9 Examination

12. How many % of students sat the **National Exam last year (2003) for the following subjects?**
    In case of **Primary School** please state the % of student of **year 8.**
    In case of **Secondary School**, please state the % of student of **year 12.**

	Samoan	**English**	**Math**
% of student	(%)	(%)	(%)

13. What is the **average score** for the following subject at the **National Exam of the previous year (2003)?**
    In case of **Primary School** please state the score of student of **year 8.**
    In case of **Secondary School,** please state the score of student of **year 12.**

	Samoan	English	Math
Student Average Score			

C. Relevancy

C-3 Subject issue (Bilingual Education and Math Education)

14. **(Questions only for primary school headteachers)**
    What is % of student of yr 4 and 6 identified as at risk at SPELL test in the previous year (2003)

Student of Year 4

	Samoan	English	Numeracy
% of Student	(%)	(%)	(%)

Student of Year 6

	Samoan	English	Numeracy
% of Student	(%)	(%)	(%)

15. What do you think is the major problem in Bilingual and Math Education? **Please state below the reasons for each subject.**

Bilingual Education:.....

Math Education: .....

D. Efficiency

D-1 Student and Teacher Attitudes/Performance

16. What % of students continued **from Year 8 to Year 9 in case of primary school** and **from Year 12 to Year 13 in case of secondary school** last year (2003)?

	% of students
% of Student	(%)

17. How many students dropped out in your school **last year (2003)**? **Please fill in the number in the following table.**

	Number of dropouts
Boys	
Girls	
Total	

18. What do you think are the major reasons of the dropouts? **Please state the reasons below.**

.....

19. How many students repeated in your school in the **previous year (2003)**?
Please fill in the number in the following table.

	Number of Repeaters
Boy	
Girl	
Total	

20. What do you think are the major reasons of the repeating?
Please state the reasons below.

.....

21. How many students were present in your school on the **Census Day 2003**?

	Number of students
Boy	
Girl	
Total	

D-5 School Management and Planning (School Committee)

22. Are the following available in your school? **Please circle the most appropriate answer.**

	Available	Not Available
a. School Records.....	1	2
b. Annual School Plan.....	1	2
c. Maintenance plan of school facilities.....	1	2
d. School Committee.....	1	2

23. Who prepares the school plan of your school? **Please circle all the appropriate numbers. It can be more than 1 answer.** If annual school plan is **not available** in your school, please circle **0. Not Available**.

0. Not Available
1. Headteacher
2. Teacher Representatives
3. School Committee
4. Student Representatives
5. Others (Please state:.....)

24. How much are the annual school fees per student of yr 8 or yr 12 in your school? Please state the amount below.

School Fees: .....Tala

25. Who are the members of School Committee? **Please circle all the appropriate numbers. It can be more than 1 answer.** If School Committee is **not available** in your school, please circle **0. Not Available**.

0. Not Available
1. Headteacher
2. Teacher Representatives
3. Parents Representatives
4. Student Representatives
5. Community Representatives
6. Others (Please state:.....)

26. What are the roles of School Committee? **Please circle all the appropriate numbers. It can be more than 1 answer.** If School Committee is **not available** in your school, please circle **0. Not Available**.

0. Not Available
1. To decide on the amount of school fees
2. To prepare annual school plan
3. To manage financial issues (ex: accounting of school management)
4. To organize the school facility construction
5. To prepare maintenance plan of school facilities
6. Others (Please state:.....)

This is the end of the questionnaire.
Thank you very much for your cooperation.

APPENDIX 12

SAMPLE QUESTIONNAIRE FOR STUDENTS OF YEAR 8 & 12

- Region: ( )	- School Type: ( )
- Education District: ( )	
- Village ID: ( )	- Date of Survey: ( )
- Sub-sector: ( )	- Name of Interviewer: ( )

Questionnaire to Students of Yr 8 &12

- ✓ ***This survey shall be completed by students of year 8 and 12 for sampled primary schools and secondary schools in Samoa.***
- ✓ ***If you have any questions on how to fill out this questionnaire, please ask the surveyor(s) for assistance.***

Identity:

I. Village Name :.....

II. School Name :.....

III. Student Name :.....

IV. Grade :.....

V. Age :.....

VI. Sex (boy or girl) :.....

A. Equity Issue: Support from Your Community/Your Parents

1. Do you agree with the following statements about your parents? **Choose and circle the most appropriate number.**

	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
a. Your parents feel happy that you go to school every day.....	1	2	3	4	5
b. Your parents feel free to visit school at any time.....	1	2	3	4	5
c. Your parents welcome school staff to visit your home.....	1	2	3	4	5
d. Your parents often participate in school activities.....	1	2	3	4	5
e. Your parents are willing to help you with school homework at home.....	1	2	3	4	5

	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
f. Your parents participate in school committee.....	1	2	3	4	5
g. Your parents are willing to support your school.....	1	2	3	4	5
h. Your community/village is willing to support your school.....	1	2	3	4	5

B. Quality Issue

About your teachers

Teaching aids (Instructional material)

2. Do you agree with the following statements? **Please circle the most appropriate number.**

	Never	Seldom	Some-times	Often	Always
a. Teachers use blackboards or whiteboards.....	1	2	3	4	5
b. Teachers use textbooks/teaching guide.....	1	2	3	4	5
c. Teachers use photos/picture/charts.....	1	2	3	4	5
d. Teachers use a ruler.....	1	2	3	4	5
e. Teachers use hand-made materials.	1	2	3	4	5
f. Teachers use radio/tape recorder.....	1	2	3	4	5
g. Teachers use TV/Video.....	1	2	3	4	5

Teaching- Methodology

3. How are the lessons conducted in your classroom? **Please circle the most appropriate number.**

	Never	Seldom	Sometimes	Often	Always
a Teachers try to talk with every students rather than giving just lecture.....	1	2	3	4	5
b. You have opportunities to raise questions or opinions during the class.....	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
c. There is a classroom discussion.....	1	2	3	4	5
d. Teachers respond to students' questions and opinions.....	1	2	3	4	5
e. Teachers prepare the teaching plan before the class.....	1	2	3	4	5
f. Teacher's explanation at class is clear.....	1	2	3	4	5
g. Teachers give me feedback about my work..	1	2	3	4	5
h. You are allowed to bring textbooks back home.....	1	2	3	4	5
i. Teacher is friendly to all the students.....	1	2	3	4	5
j. I feel that teachers treat me fairly and honestly.....	1	2	3	4	5

Continuous assessment

4. How does your teacher assess your pedagogical achievements? **Please circle the most appropriate number.**

	Never	Seldom	Some-times	Often	Always
a. Your teacher uses a register every morning.....	1	2	3	4	5
b. Your teacher gives you a mini-test for each subject regularly.....	1	2	3	4	5
c. Your teacher gives you an evaluation card at the end of every trimester.....	1	2	3	4	5
d. Your teacher visits your house and talk with your parents.....	1	2	3	4	5

About you

5. How many hours **per week** do you **study** at home on average? **Circle the most appropriate number.**

1. 0~30 min. **2.** 30min.~1 hour **3.** 1 hour~2 hours **4.** more than 2 hours

6. How far in school do you think you will get? **Circle the most appropriate number.**

Will not finish the primary school..... 1
Will graduate the primary school, but won't go any further... 2
Will attend college, but won't go any further..... 3
Will attend university..... 4

7. Please read each of the following statements about the 3 core subjects and **circle the most appropriate number** that represents your response.

	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
a. I like my school.....	1	2	3	4	5
b. The school is useful to satisfy my academic curiosity.....	1	2	3	4	5
c. The school is useful for me to gain vocational skills and my future career.....	1	2	3	4	5
d. I am eager to study at school.....	1	2	3	4	5
e. I am eager to study at home.....	1	2	3	4	5

C. Relevancy Issue (Curriculum: Samoan, English and Mathematics)

8 Please read each of the following statements and **circle the most appropriate number** that represents your response.

Samoan	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
a. I like to attend the class.....	1	2	3	4	5
b. I have difficulty in following the class.....	1	2	3	4	5
c. I think that our teacher teaches us well in order for us to understand the subject.....	1	2	3	4	5
d. I study the subject at home.....	1	2	3	4	5

	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
e. I need to study much harder than now to pass the exam (National Exam or SSC)...	1	2	3	4	5
f. The subject is useful for me in my future career.....	1	2	3	4	5

English	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
a. I like to attend the class.....	1	2	3	4	5
b. I have difficulty in following the class.....	1	2	3	4	5
c. I think that our teacher teaches us well in order for us to understand the subject.....	1	2	3	4	5
d. I study the subject at home.....	1	2	3	4	5
e. I need to study much harder than now to pass the exam (National Exam or SSC)...	1	2	3	4	5
f. The subject is useful for me in my future career.....	1	2	3	4	5

Mathematics	Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
a. I like to attend the class.....	1	2	3	4	5
b. I have difficulty in following the class.....	1	2	3	4	5
c. I think that our teacher teaches us well in order for us to understand the subject.....	1	2	3	4	5
d. I study the subject at home.....	1	2	3	4	5
e. I need to study much harder than now to pass the exam (National Exam or SSC)...	1	2	3	4	5
f. The subject is useful for me in my future career.....	1	2	3	4	5

Thank you very much for your cooperation.

APPENDIX 13

RAW DATA OF QUESTIONNAIRE SUMMARY

(CD ROM PROVIDED SEPARATELY)