

Samoa Extended School Hours in Government Schools

Evaluation Study – Final Report

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in collaboration with

Policy, Planning and Research Division (PPRD)
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Abbreviations

DFAT	Department of Foreign Affairs and Trade
ESH	Extended School Hours
ESP	Education Sector Plan
ESSP	Education Sector Support Program
MESC	Ministry of Education, Sports and Culture
NUS	National University of Samoa
PaBER	Pacific Benchmarking for Educational Results
PPRD	Policy, Planning and Research Division
SPELL	Samoa Primary Education Literacy levels
TAS	Technical Assistance Support Program

1 Background

This evaluation study has been undertaken with support from the Education Sector Support Program (EESP) Technical Assistance Support (TAS) program. This program is managed by Palladium, funded by the Australia Department of Foreign Affairs and Trade (DFAT), and provides high level, demand-driven advisory support to Samoan task forces and education agencies in their management and implementation of the Samoa's Education Sector Plan (ESP) 2013-2018). All other costs involved in the study have been met by the Ministry of Education, Sports and Culture (MESC).

A cabinet paper of 2013¹ mandated an extension of teaching hours in all government schools – both primary and secondary. These new hours (see Table 1 below) were implemented with immediate effect in 2013 and are thus now in their fifth year of operation.

Table 1 School Hours in Government Schools in Samoa

Previous School Hours (pre 2013)			Extended School Hours (since 2013)			
School Level	School Day	Hours	School Level	School Day	Hours	Increase
Primary Yr 1-8	8am - 1pm	5 hrs	Primary Yr 1 – 3	9am - 2pm	5 hrs	zero
			Primary Yr 4 - 8	9am - 3pm	6 hrs	+1 hour
College Yr 9-13	8am – 2.30pm	6 hrs 30 mins	College Yr 9 – 13	9am - 4pm	7 hrs	+30 mins

This new school hours mandate, referred to in this report as the **Extended School Hours (ESH)**, has proved controversial and often unpopular in practice, with questions raised at both local and national levels about how it is being implemented and whether it is achieving its purpose.

In 2017, these concerns prompted MESC to commission an initial evaluative study of the impact of the ESH. That study², conducted by researchers from the National University of Samoa (NUS), focussed exclusively on teachers' perceptions. Its main research tool was a questionnaire responded to by 694 teachers from 76 primary and secondary schools. This was supplemented by interviews with 15 selected teachers from seven primary and secondary schools around the country. The study found teachers to be overwhelmingly negative towards the ESH (See Table 2 below).

¹ Cabinet Secretariat F.K. (13) 23 (July 2013)

² Epenesa Esera & Su'eala Kolone-Collins. 2017. Teachers Perceptions on the Extended Teaching Hours in Schools. Research Report. MESC.

Table 2 2017 Teacher Questionnaire Results

2017 Teacher Questionnaire Results		
B1	Do you agree with extending school hours?	76.6 % Disagree
B2	Is there a need for extending school hours?	76.6 % Disagree
B3	Has it benefitted students academically?	69.3 % Disagree
B4	Do parents agree with extending teaching hours?	80.9 % Disagree
B5	Do students believe in extending school hours?	90.0 % Disagree
B6	Are there problems in extending school hours?	83.0 % Agree
B7	Does your school have at-risk students in the 2015 SPELL test?	73.6 % Agree
B8	Has the change affected the classroom and school programme (negatively)?	73.1 % Agree
B9	Is there a change (for the better) in students' academic performance?	53.7 % Agree
B10	Do you believe the change supports student learning?	72.0 % Disagree

Recommendations by the NUS researchers included seeking the view of parents and the wider community on the strengths and weaknesses of the extended school hours. Responding to this recommendation, the Policy, Planning and Research Division (PPRD) of MESCC requested in 2018 the services under the TAS program of a Research and Policy Adviser to conduct a much broader evaluation study of the Extended School Hours in Government Schools. This second study, as stipulated in the ESP 2013-2018, was required to reflect the voices of school committees, Parent Teacher Associations (PTAs), parents and also students.

2 Purpose

The purpose of the study (see Terms of Reference at Appendix 9) is to:

- Hear the view of the community and students on the **effectiveness** of extended teaching/learning hours in schools and the positive **contribution, if any, towards student achievement**
- **Evaluate the significance** of extended school hours and provide recommendations to inform decision-making for the Ministry on **whether or not extended school hours should remain**

2.1 Constraints on Achieving the Purpose

The study is seriously constrained by the lack of any documentation in MESC that explains the justification for the cabinet's decision in 2013 to change the school hours. There is no policy document so, technically, the ESH is not a MESC policy. The only document on file is Cabinet Secretariat F.K. (13) 23 (July 2013) which mandates the extended times. There is no other documentation that provides the rationale for the change – what the change was intended to achieve.

Before the Cabinet Decision/FK (13) 23 was implemented, a small MESC survey of school communities' views was conducted in 2013. There is no record in MESC of this survey's findings.

This critical lack of documentation undermines the rigour with which this study can achieve its purpose. Without access to the original rationale for the change, it is not possible to know what criteria should be used for evaluating the effectiveness of the ESH. We can only surmise. Perhaps the main reason was to improve student learning (improved examination results) in core school subjects. Or, perhaps the main reason was to provide a broader education through extra-curricular activities (sports, arts etc).

The extended time in the ESH is actually quite small (see Table 1 above), suggesting that perhaps the purpose was not to provide significant extra learning time but to adjust start and finish times so schools start later (9am).

A further lack of documentation concerns permitted flexibility of implementation. Several respondents referred to schools being given flexibility by MESC in the way they interpreted the ESH. Again, there is no documentation in MESC records of this permission and what it allowed. This again hampers the rigour of the study as the very considerable variations in timings noted in the data below may or may not have been sanctioned by government.

2.2 An Approach to Mitigating the Effect of These Constraints

Effectiveness, for the Purpose of This Study

In the absence of this documentation, the study has adopted a broad working definition of effectiveness to make its findings as useful as possible:

The ESH is being effective if it is having a discernible positive effect on students' education experience and is viewed positively by parents, students and the wider school community.

The study seeks to answer the following three questions:

- To what extent have the new timings been adopted and maintained in the schools?
- What are the views and perceptions of students, the school community and school principals? Do they differ from those of teachers?

- Can we identify positive impacts on students' education experience?

Students' education experience is a deliberately broad term which could incorporate perceived improvement in learning in core subjects as well as, for example, increased access to extra-curricular school activities. The study does not seek to provide evidence on whether or not the extended school hours are having a measurable impact on students' learning. The international research literature is clear that establishing a causal link here is fraught with difficulty as so many other factors are at work.

To answer these three questions adequately, the research team felt that listening to the views of communities and students alone would be insufficient. It was agreed that, in addition, in-depth school visits (involving school principal interviews and classroom observation) were required in order to get a more evidence-based, empirical picture of how the extended hours are actually working in practice. The Evaluation Plan developed by PPRD reflects this more comprehensive approach. The terms of reference for the study were officially amended accordingly. It was also agreed to focus on government schools in this study and not attempt comparisons of school hours with private schools. There are so many other factors at work in private schools (funding levels, students intake, teacher quality etc.) that it would be difficult to draw any firm conclusions.

3 Methodology

3.1 Research Tool Selection

The study used a qualitative research approach. A combination of four research tools was selected to capture as accurate and full a picture as possible. These were:

- questionnaires
- interviews
- focus group discussions
- observation

Observation in classrooms and schools was considered vital to see how schools were implementing the Cabinet Decision/FK (13) 23 in reality – actual school operating hours, and how the school day and the additional teaching time was being used.

Each of these four research tools has its own strengths and weaknesses and can provide data in any setting that may be weak and lacking in validity. Questionnaires, for example, can be problematic in several ways and may not always provide valid data. "Right Answerism" is a common problem. This is where respondents give an answer that may not be truthful but they think will present a positive, socially acceptable, image of themselves. A school student, for example, might exaggerate the amount of time she/he spends on homework.

Focus Groups can be problematic in a different way. Often all voices in the group are not heard, with the resulting problem of data that is not wholly valid. Some participants, for example, may stay silent or be unwilling to air contentious views. They may be shy and feel intimidated. There may be cultural factors here, with deference given to high status participants. To minimise these problems, the PPRD researchers also provided each focus group participant with the key questions in the form of a printed questionnaire.

By using a blend of four research tools it was hoped in this study to mitigate the potential shortcomings of each method by being able to cross-check and corroborate findings from all four tools.

When these findings were gathered and cross-checked, it was then possible to see to what extent they triangulated positively with those of the 2017 study of teachers' views.

The evaluation study was conducted through an inclusive PPRD team approach, supported by the Research and Policy Adviser. This collaborative approach, involving PPRD staff taking responsibility for organizing and conducting the fieldwork, provided the opportunity for the team's professional development as well as provided the timely provision of the necessary data for analysis.

3.2 Sample Selection

An overlapping three-tiered model for sample selection was adopted.

TIER A 52 Schools for Focus Group Meetings

Table 3 Total numbers of government school by type and island

Total Number of Government Schools				
Primary	Upolu	96	144	167
	Savaii	48		
College	Upolu	15	23	
	Savaii	8		

52 schools (45 primary schools and seven colleges) were selected for focus group meetings with school communities. This sample comprised of approximately 30% of the total 167 government schools (see Table 3 above).

The 52 schools were selected to achieve a balance of the following criteria:

- Primary/secondary
- Rural/urban
- District
- Size of roll
- Upolu / Savai'i islands

45 school community focus groups were held (seven communities did not respond) with a total of 619 participants. Participants included school committee members, parents, and community group leaders)

TIER B 20 Schools for student questionnaires

Of these 52 schools, 20 of them were selected (using the same criteria) to also complete student questionnaires.

In primary schools, one Year 8 Class completed questionnaires
In secondary schools, one Year 10 Class completed questionnaires

358 Year 8 and 151 Year 10 students completed questionnaires, totalling 509 students.

TIER C 10 Schools for Case Studies

Of these 20 schools, ten were selected (using the same criteria) for case study visits and were thus targeted in depth by:

- Day-long PPRD research team visits (principal interviews and class observations)
- Student questionnaires completed under PPRD guidance
- Focus Group meeting held with the school community

The rationale for this approach was that during the in-depth case study visits to the ten schools, the PPRD research team were able to probe further with students and the community on their previous responses in focus group meetings and in questionnaires.

The table below summarizes this three-tiered approach.

Table 4 Target Stakeholders, research tools and sample sizes

Target Stakeholders and Research Tools		Sample Size
Target: School Communities Tool: Focus Group Discussion		52 School Communities (school committees, parents, community groups and leaders)
Target: School Students Tool: Questionnaire		20 Schools 1 class per school. Approx. total 500 students
Target: Whole Schools Tool: Case Study Visits to Schools <ul style="list-style-type: none"> • Classroom and School Observation • School Principal Interviews 		10 Case Study Schools

The 52 Sample Schools List at Appendix 2 below provides the names and island location of the schools selected and which research tools were used in each one. It also shows total numbers of student questionnaires completed and total number of community members who attended the focus groups.

3.3 The Evaluation Process

Initial Planning

This was undertaken in late April 2018 at PPRD and an Evaluation Plan was agreed. This included an Evaluation Study Schedule that set out key activities, responsibilities and deadlines from April to completion in July 2018.

Development of Research Tools

Tools were fully developed during May 2018. The Research and Policy Adviser prepared initial drafts in consultation with PPRD staff. Final drafts were then translated into Samoan as necessary and then piloted in selected schools in or near Apia prior to finalization.

The suite of research tools specifically developed for this study comprises of:

- ✓ Focus Group Discussion Guide
- ✓ Focus Group Record of Discussion
- ✓ Student Questionnaire
- ✓ Student Questionnaire Class Response Summary
- ✓ School Observation Checklist
- ✓ Class Observation Checklist
- ✓ Head Teacher Interview Question Schedule
- ✓ Case Study Guidance Notes for PPRD Researchers

Examples of these tools are at Appendices 3 - 6.

Data Collection Fieldwork

Data collection was undertaken by the PPRD staff under the guidance of the Research and Policy Adviser, who joined the teams in the field for the ten case study visits.

The community focus group meetings were facilitated at each of the 45 schools by a team of two PPRD researchers – a facilitator and a recorder.

Student questionnaires were completed in the 20 schools in controlled conditions as group exercises in the classrooms, facilitated by PPRD researchers. PPRD researchers combined this task with the community focus group discussions in one school visit.

Case Study visits to the ten schools were whole-day visits. PPRD teams (of two to four members) arrived in time to record the school starting times and to observe how the school operated through the whole day, noting interval times and closing times. School Principals were formally interviewed by a team of two PPRD researchers – an interviewer and a recorder. Classroom observation and overall school operations observations were carried out throughout the day, using the checklist tools provided.

Analysing the data

The initial analysis was undertaken in mid-June by the Research and Policy Adviser, then discussed by the PPRD team ahead of a presentation of key findings to the MESC Core Executive. The final report was completed in July 2018.

4 Analysis and Findings

4.1 To what extent have the new timings been adopted and maintained in the schools?

There are two areas of interest here:

- The length of the school day
- The timing of the school day – what time the schools start and finish

4.1.1 Length of the School Day

For the purposes of this study, the school day refers to the length of day from the when a school starts in the morning to when it finishes in the afternoon. It includes lunch interval time.

Table 5 below highlights the past and present official hours in primary schools.

Table 5 Official Primary Year 1-8 Length of School Day in Samoa

Previous School Hours (pre 2013)			Extended School Hours (since 2013)			
School Level	School Day	Hours	School Level	School Day	Hours	Increase
Primary Yr 1-8	8am - 1pm	5 hrs	Primary Yr 1 – 3	9am - 2pm	5 hrs	zero
			Primary Yr 4 - 8	9am - 3pm	6 hrs	+1 hour

The following two tables show the data on this provided by the focus group community discussions. Data from the Table 6 is summarized in the Table 7.

Table 6 Primary Year 1-8: Length of School Day in 41 Sample Schools, Compared with Official School Hours

45 Primary Schools	Focus Group Response	ExtendedTime (based on focus group response)
Salelologa PS	6 hrs	+1 hour
Tufutafoe PS	6 hrs 10 mins	+1 hour 10 mins
Salailua PS	6 hrs	+1 hour
Vaivase PS	6 hrs	+1 hour
Faleasi'u PS	5 hrs 30 mins	+30 mins
Sapunaoa Primary	6 hrs	+1 hour
Lotofaga Primary	5 hrs	-1 hour under official hours. Zero extended time
Lalomalava PS	5 hrs	-1 hour under official hours. Zero extended time
Samalaeulu PS	5 hrs	-1 hour under official hours. Zero extended time
Faiaai/Fogatuli PS	6 hrs	+1 hour
Vailele PS	5 hrs	-1 hour under official hours. Zero extended time
Vaigaga PS	5 hrs	-1 hour under official hours. Zero extended time
Utualii PS	5 hrs 30 mins	+ 30 mins
Siumu PS	No Data	No Data
Sapapalii PS	6 hrs	+1 hour
Sa'asa'ai PS	7 hrs	+2 hours
Lano PS	5 hrs 30 mins	+30 mins
Saleaula PS	5 hrs 15 mins	+15 mins
Samauga PS	6 hrs	+1 hour
A'opo PS	6 hrs	+1 hour
Sataua/Fagasa PS	6 hrs	+1 hour
Gautavai PS	5 hrs 15 mins	+15 mins
Satupaitea PS	5 hrs 15 mins	+15 mins
Palauli PS	6 hrs 15 mins	+1 hour 15 mins
Fagalii PS	5 hrs 30 mins	+30 mins

Salelesi PS	6 hrs	+1 hour
Vaitele PS	6 hrs	+1 hour
Vailoa PS	5 hrs 30 mins	+30 mins
Malie PS	6 hrs	+1 hour
Tuanai PS	NO DATA	NO DATA
Faleatiu PS	6 hrs	+1 hour
Satapuala PS	6 hrs	+1 hour
Mulifanua PS	5 hrs 30 mins	+30 mins
Apolima-uta PSy	6 hrs 30 mins	+1 hour 30 mins
Pata PS	6 hrs 30 mins	+1 hour 30 mins
Savaia PS	6 hrs	+1 hour
Matautu PS	5 hrs 45 mins	+45 mins
Salamumu PS	6 hrs	+1 hour
Sataoa PS	6 hrs 30 mins	+1 hour 30 mins
Vaie'e PS	No Data	No Data
Matatufu PS	5 hrs 30 mins	+30 mins
Lalomanu PS	6 hrs	+1 hour
Ti'avea PS	6 hrs	+1 hour
Lufilufi PS	5 hrs 30 mins	+30 mins
Ta'elefaga PS	No Data	No Data

Table 7 Summary of results from Table 6 above.
Length of School day: Primary schools Year 1-8

18 primary schools are following the official length of day hours	44%
6 primary schools are doing more than the official hours	14.6%
17 primary schools are doing less than the official hours	41.4%

The table above shows that less than half of the 37 primary schools for which data was provided are following length of day required by the extended school hours policy. A very large proportion (41%) are doing less than the official six hours.

The ten Case Study visits provided the opportunity for the PPRD team to observe the actual length of the school day in those schools. When these results were cross-checked with the data from focus groups above, in some cases the focus group data was clearly inaccurate. In Tufutafoe primary school, for example, the focus group gave 6 hours 10 minutes as the length of school day, while the PPRD observers recorded a 7 hour 30 minutes day.

Table 8 below shows the data obtained through observation at the seven case study primary schools.

Table 8 Official and Observed Length of School Day in the Seven Case Study Primary Schools

Salelologa Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	8.30am – 1.30pm	Correct Length.
5 hours	5 hours	5 hours	

Salelologa Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	8.30am – 2.30 pm	+1 hour i.e. correct length
5 hours	6 hours	6 hours	

Tufutafoe Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	7am – 1.30pm	+ 1 hour 30 mins i.e. over correct length
5 hours	5 hours	6 hours 30 mins	

Tufutafoe Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	7am – 2.30pm	+ 1 hour 30 mins i.e. over correct length
5 hours	6 hours	7 hours 30 mins	

Salailua Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	8am – 1pm	Correct Length
5 hours	5 hours	5 hours	

Salailua Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	8am -2pm	+1 hour
5 hours	6 hours	6 hours	i.e. correct length

Vaivase Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	9am – 2pm	Correct length
5 hours	5 hours	5 hours	

Vaivase Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	9am – 2.30 pm	+ 30 mins
5 hours	6 hours	5 hours 30 mins	i.e. under correct length

Faleasi'u Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	8.30am - 1.30pm	Correct hours
5 hours	5 hours	5 hours	

Faleasi'u Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	8.30-2pm	+ 30 mins
5 hours	6 hours	5 hours 30 mins	i.e. under correct length

Sapunaoa Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	8.30am - 2pm	+ 30 mins
5 hours	5 hours	5 hours 30 mins	i.e. over correct length

Sapunaoa Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	8.30- 3pm	+ 1 hour 30 mins i.e. over correct length
5 hours	6 hours	6 hours 30 mins	

Lotofaga Primary Year 1-3			
Pre-2013 Official Hours	Official extended hours	Hours observed by researchers	Actual extended time
8am – 1pm	9am – 2pm	8.30am – 1.30pm	Correct hours
5 hours	5 hours	5 hours	

Lotofaga Primary Year 4 -8			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 1pm	9am – 3pm	8.30-2.30pm	+ 1 hour i.e. correct length
5 hours	6 hours	6 hours	

Table 9 below highlights the past and present official hours for secondary schools.

Table 9 Official Secondary Year 9-13 Length of school day

Previous Teaching Hours (pre 2013)			Extended Teaching Hours (since 2013)			
School Level	School Day	Hours	School Level	School Day	Hours	Increase
College Yr 9-13	8am – 2.30pm	6 hrs 30 mins	College Yr 9 – 13	9am - 4pm	7 hrs	30 mins+

The following table provides school hours data from the four secondary college focus group meetings.

Table 10 Secondary Year 9-13: Length of School Day in 4 Sample Schools, Compared with Official School Hours

7 Colleges	Focus Group Response	Actual Extended Time (based on Focus Group response)
Safata College	5 hrs 45 mins	- 45 minutes (under pre-2013 hours)
Alofi o Taoa College	7 hrs	+ 30 minutes
Savaai Sisifo College	6 hrs	-30 minutes (under pre-2013 hours)
Vaimauga College	6 hrs 40 mins	+ 10 minutes
Anoamaa College	No Data	No Data
Aana College	No Data	No Data
Faleata College	No Data	No Data

This table reveals only one of the four colleges is doing the official seven hours. Three colleges are doing less than the official hours. Two of these are even below the pre-2013 hours.

Three of these colleges were Case Study schools. When the above data from focus groups was cross-checked data from data provided from observation at these schools by the PPRD team, it was possible fill a data gap for Faleata College.

Cross-checking again revealed weaknesses in the focus group data. For Safata College, the focus group gave 5 hours 40 minutes as the length of school day, while the PPRD observers recorded a 7 hour 10 minutes day.

The table below shows the data obtained through observation at the three case study colleges.

Table 11 Official and Observed Length of School Day in the 3 Case Study Colleges

Faleata College Year 9 - 13			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 2.30 pm	9am – 4pm	8am – 3pm	+30 mins
6 hours 30 mins	7 hours	7 hours	i.e. correct hours

Alofi o Taoa College Year 9 - 13			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 2.30pm	9am – 4 pm	8am – 3.30pm	+ 1 hour
6 hours 30 mins	7 hours	7 hours 30 mins	i.e. over correct hours

Safata College Year 9-138			
Pre- 2013 Official Hours	Official extended hours	Current hours observed by researchers	Actual extended time
8am – 2.30pm	9am – 4 pm	8.30 – 3.40	+ 40 mins
6 hours 30 mins	7 hours	7 hours 10 mins	i.e. over correct hours

4.1.2 School Start and Finish Times

The following set of tables show the start and finish times provided by the 45 focus group responses.

Table 12 School Start Times Year 1. 41 Primary Schools

	School Start Time	No. of Schools
	7.00 am	1
	7.45 am	1
	8.00 am	2
Most common time	8.30 am	26
	8.35 am	1
	8.45 am	7
Official Start Time	9.00 am	3
		Total 41

The table above shows that only three out of 41 primary schools start as late as 9am, with 8.30am being the most common time.

Table 13 School End Times for Year 8. 41 Primary Schools

	School End Time	No. of Schools
	1.00pm	2
	1.30 pm	3
	2.00 pm	12
	2.30 pm	17
	2.45 pm	1
Official End Time	3.00 pm	6
		Total 41

The table above shows that only six out of 41 schools end as late as 3pm, with the common times being 2pm or 2.30pm.

Table 14 College Start Times Year 9. 4 Colleges

	College Start Time	No. of Colleges
	8.30 am	1
	8.45 am	1
Official Start Time	9.00 am	2
		Total 4

The table above shows that two out of the four colleges start at 9am.

Table 15 College End Times Year 13. 4 Colleges

	College End Time	No. of Colleges
	2.30 pm	1
	3.00 pm	1
	3.30 pm	1
	3.40 pm	1
Official End Time	4.00 pm	0
		Total 4

This table shows that none of the four colleges end as late as 4pm.

What Patterns or Themes can be identified from this data?

The data presented above drawn from focus group meetings and case study visits reveals some clear patterns and themes.

- There is considerable variation in practice in both length of school day and start / finish times. Most schools are not following the ESH cabinet decision
- Of the schools not following the official length of day hours, most have a shorter day
- Most schools (whatever the length of their day) are starting earlier and finishing earlier than the official times.
- Many schools adjust their school day to account for daylight saving.
- Several primary schools adapt to the cabinet decision by starting “unofficially” much earlier (for example, with reading classes as early as 7am) and then having an official start and assembly at, say, 8.30am.
- School communities were generally unaware of what the official school hours are, and sometimes not clear on their own school’s timings.

4.2. What are the views and perceptions of students, school principals and school communities?

4.2.1 Students

The following analysis examines the data provided by the 358 Year 8 primary and 151 secondary Year 10 student questionnaires.

Limitations of the student questionnaire data

During the planning stage, it was recognized that using questionnaires with students in Samoan schools would require the presence of PPRD team members in classrooms during completion to guide and support students who would be unfamiliar with the approach, perhaps find the questions unclear or confusing, or had difficulty with reading. To make the task as accessible for students as possible the questionnaires were printed in Samoan language. They were all completed as a class exercise under PPRD supervising and on hand to provide guidance and clarification.

Unfortunately, this level of support did not prove adequate to avoid several weaknesses in the validity of the data. Here are two examples:

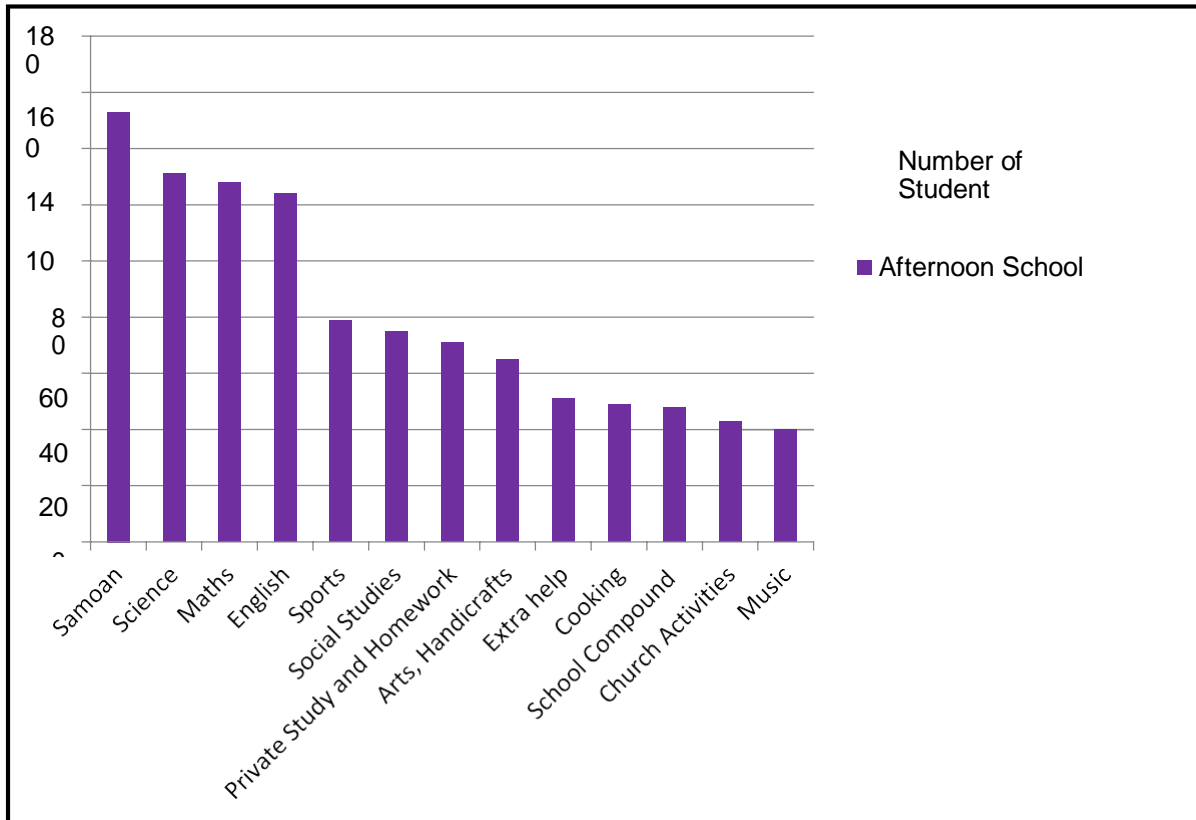
- Responses from within a class sometimes provided conflicting, contradictory data. In one Year 8 class, 26 students said community members did not help in the afternoons, while 21 said they did. Neither of these figures can be considered valid. In another class, 19 students said school began at 8.00, while 21 said it started at 8.30am.
- A common feature was likely “right answerism” – where students probably answered some questions in the way they think they should as a “good” family member or “good” student. This was especially true regarding what students did when they got home in the afternoons. In the 14 primary year 8 classes, the overwhelming majority said they finished their homework at school. Contradicting this, most said in a later question that their main activity at home after school was homework.

Questionnaire Responses

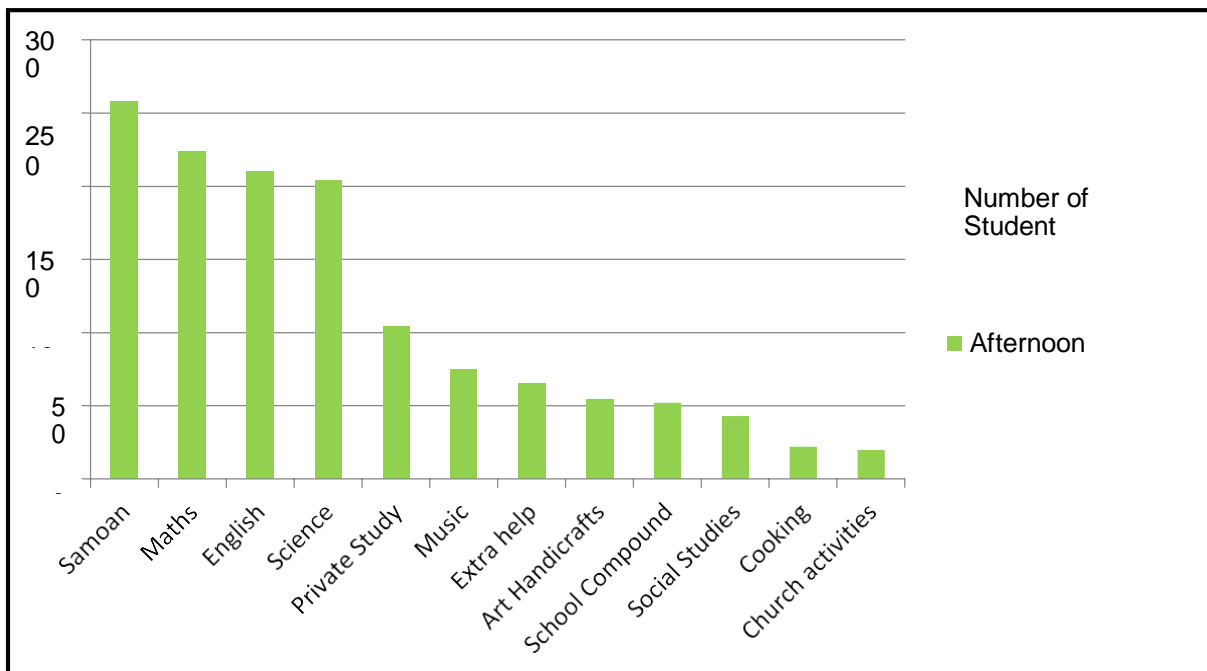
Despite the above shortcomings, some clear patterns can still be reliably identified in the data. The following charts and commentary focus on the major questions. For the data on other questions, see Appendices 7 and 8.

The two charts below show the responses to the question, “What activities do you do at school in the afternoon?”

**Chart 1 Afternoon Subjects/Activities:
Questionnaire responses from six Year 10 Classes**



**Chart 2 Afternoon Subjects/Activities:
Questionnaire responses from 14 Year 8 Classes**



The striking feature in both the primary schools and the colleges is the dominance of the core academic subjects of Samoan, Maths, English and Science. The picture is of those subjects continuing from the morning and dominating afternoon teaching and learning.

School compound cleaning and maintenance is a clearly featured activity in both primary and secondary schools.

Sport features strongly in primary school responses but less so in the colleges.

The table below shows the total responses to the question, “Do any community members come to help with afternoon activities?” The numbers suggest that very few community member help in schools in the afternoons. In the colleges, any help provided was to support mainly Samoan, English and maths.

Table 16 Student responses: Do community members help in the afternoons?

Student Group	YES	NO
Primary Year 8s	53	276
College Year 10s	11	144

The two charts below show the responses to the question, “Which afternoon activities would you like to do MORE of?”

Chart 3 Which Afternoon Subjects/Activities would students like to do more of? Questionnaire responses from six Year 10 Classes

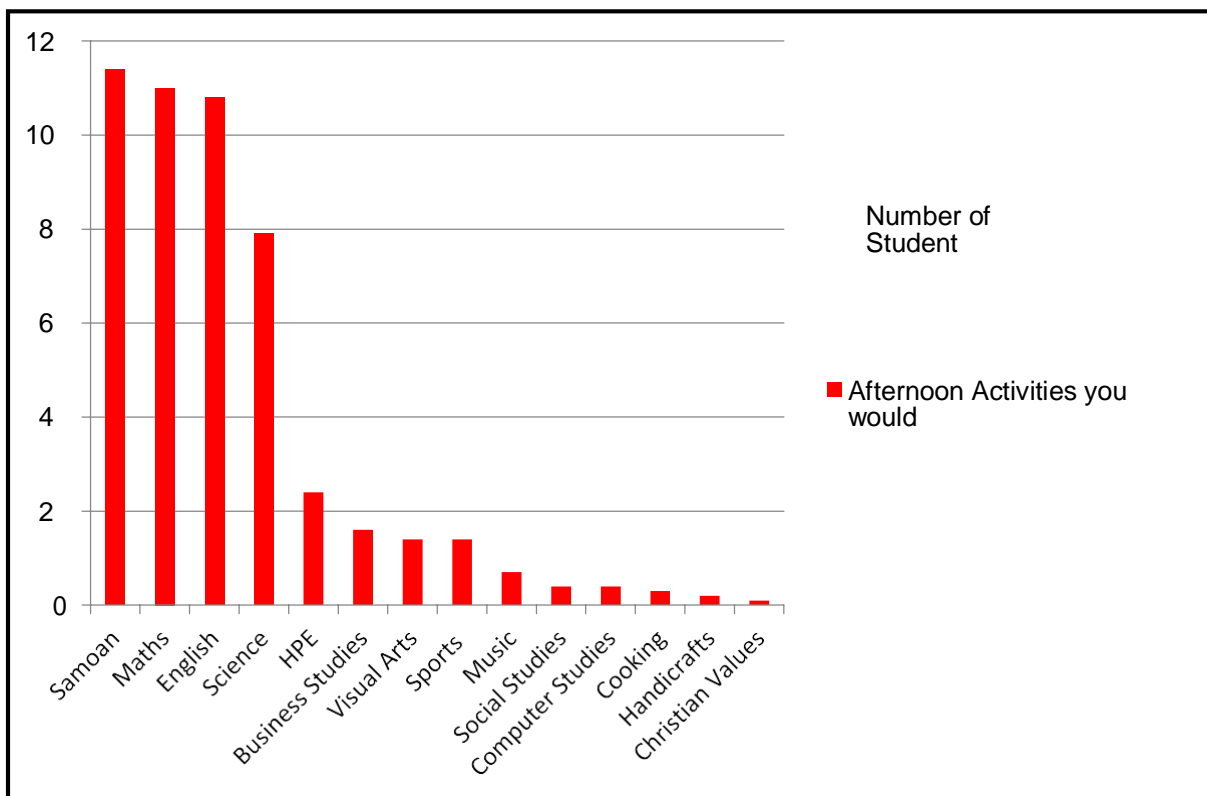
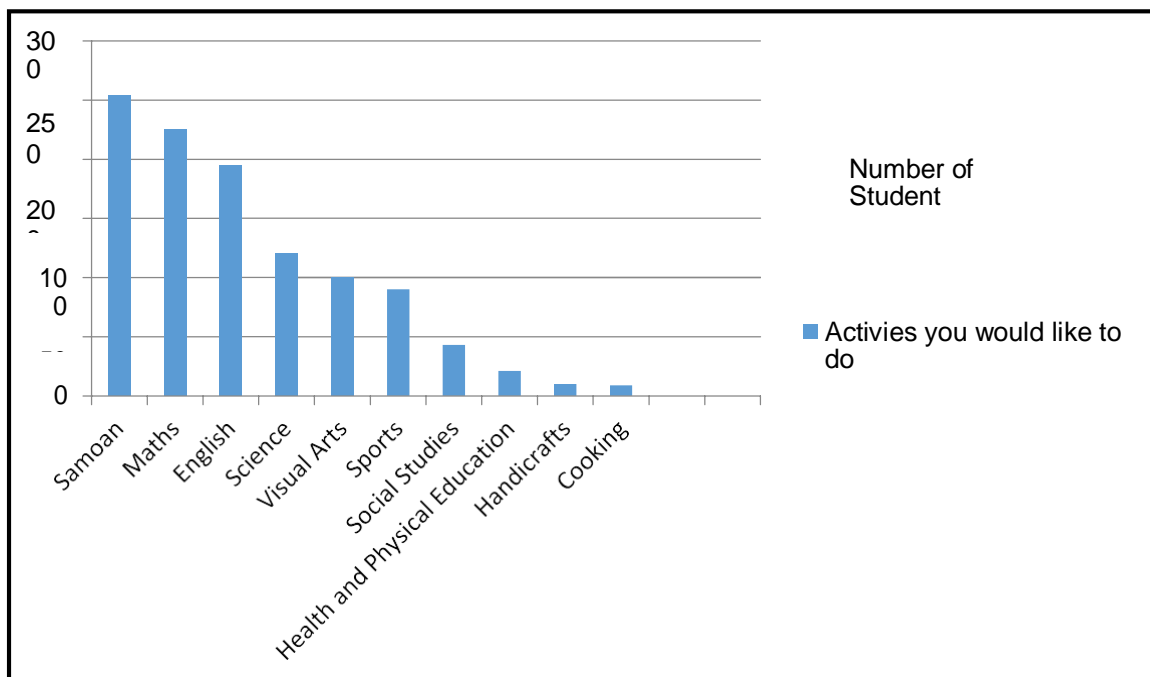


Chart 4 Which Afternoon Subjects/Activities would students like to do more of? Questionnaire responses from 14 Year 8 Classes



Perhaps surprisingly, both primary and secondary students name the same four core academic subjects as what they would like to do more of. There may be an element of right answerism here. On the other hand, perhaps students feel the pressure of looming exams and feel they need more time on these subjects.

Social studies seems to have a low status in students' minds in both primary and secondary schools, but particularly in the latter.

Computer studies is a low priority for secondary students.

Perhaps surprisingly, sport is also a fairly low priority, again particularly at the secondary level.

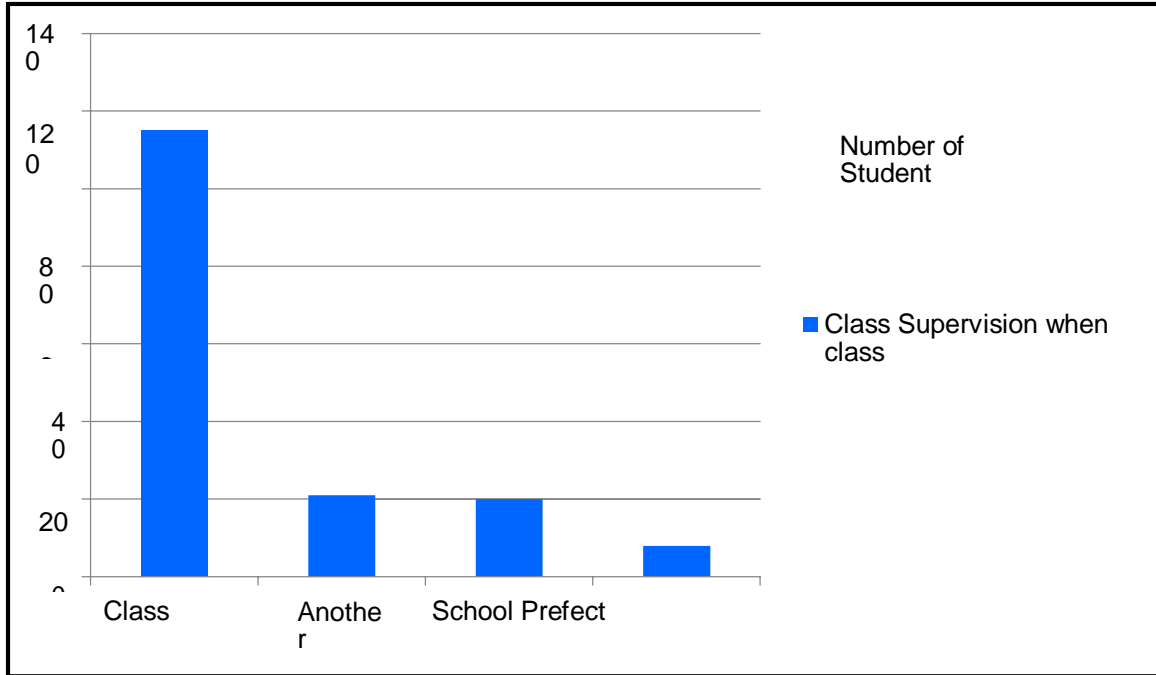
The table below shows the numbers of student responses to the question: "In the afternoon, do you have a teacher with you in the classroom?"

Table 17 Teacher presence in the classroom in the afternoon: Questionnaire responses from Year 10 and Year 8 Classes.

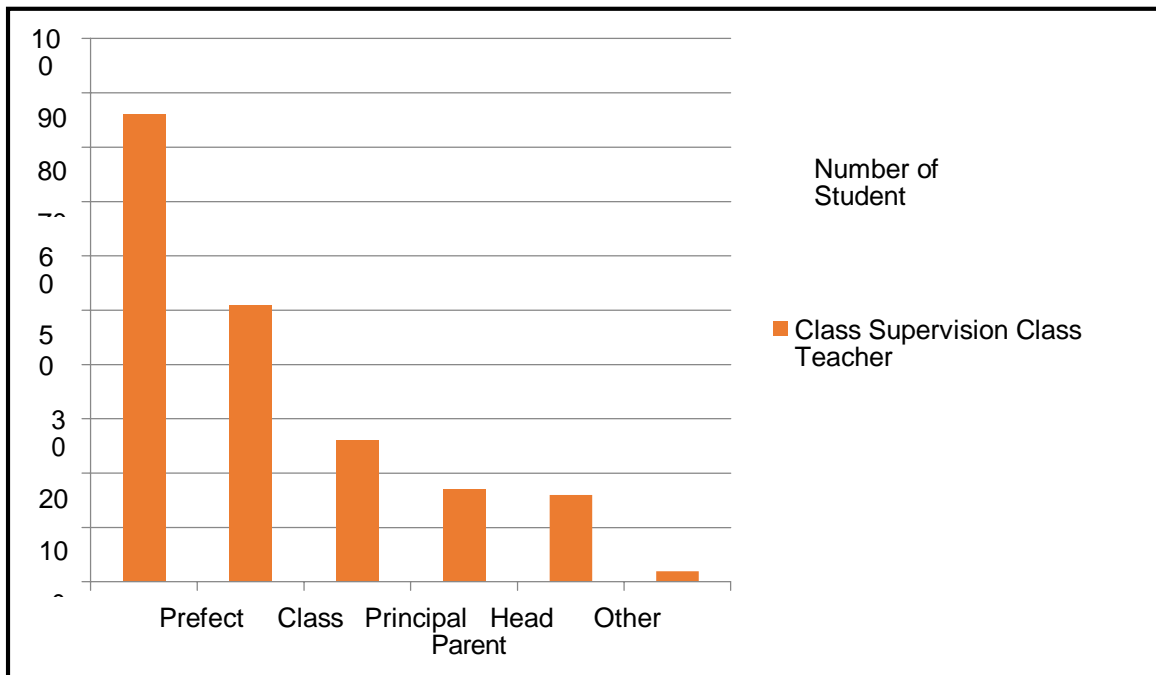
Teacher Present in Classrooms in the Afternoon				
	All the Time	Most of the Time	Some of the Time	None of the Time
Year 10	79	31	44	12
Year 8	186	92	62	42

The following two charts show who the students say supervises them when the teacher is not in the classroom.

**Chart 5 Who supervises when the teacher is not present?
Questionnaire responses from six Year 10 Classes.**



**Chart 6 Who supervises when the teacher is not present?
Questionnaire responses from 14 Year 8 Classes.**



Clearly there are significant periods when teachers are not in their classrooms. The data does not, however, tell us how often, for how long, and what they are doing. When classes are left without their teacher, in both primary and secondary schools they left under the supervision of mainly senior students, or are left unsupervised.

Table 18 Is the school afternoon the right length? Questionnaire responses

	Too Short	Too Long	Just right
Primary	21	68	231
Secondary	0	57	75

While most students said the afternoon length was just right, a significant proportion, particularly at the secondary level, said it was too long.

The two charts below show the reasons given for the afternoon being too long.

Chart 7 Reasons given for saying afternoons are too long: Questionnaire responses from six Year 10 Classes.

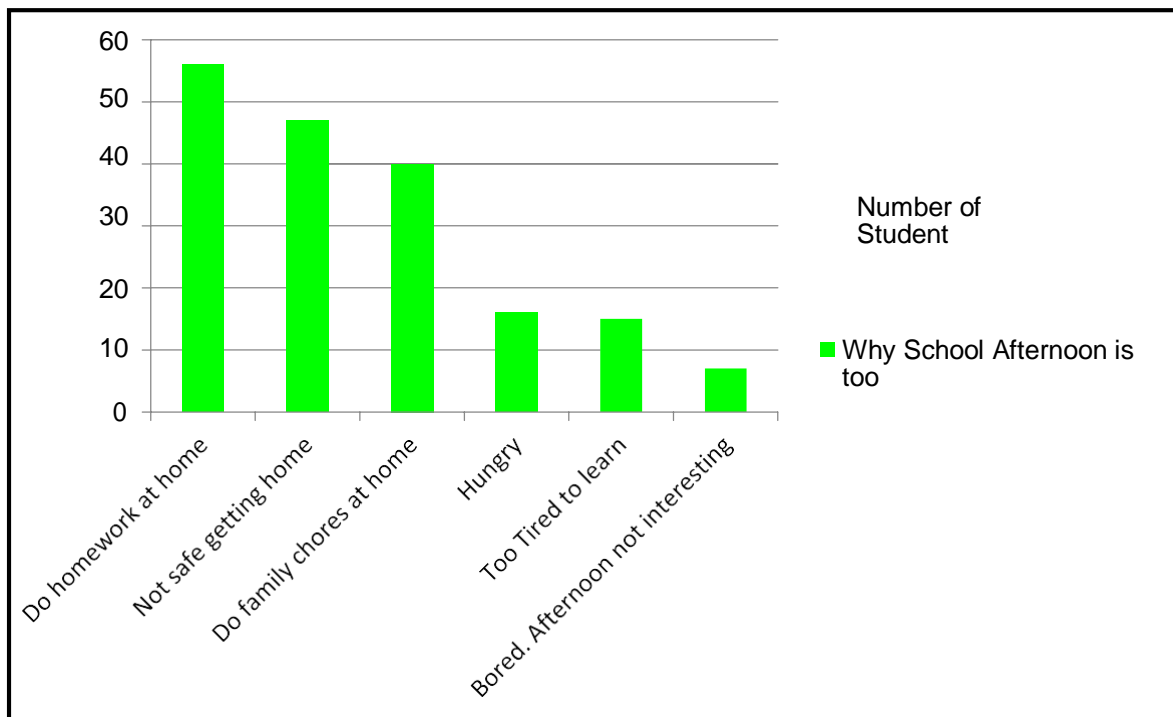
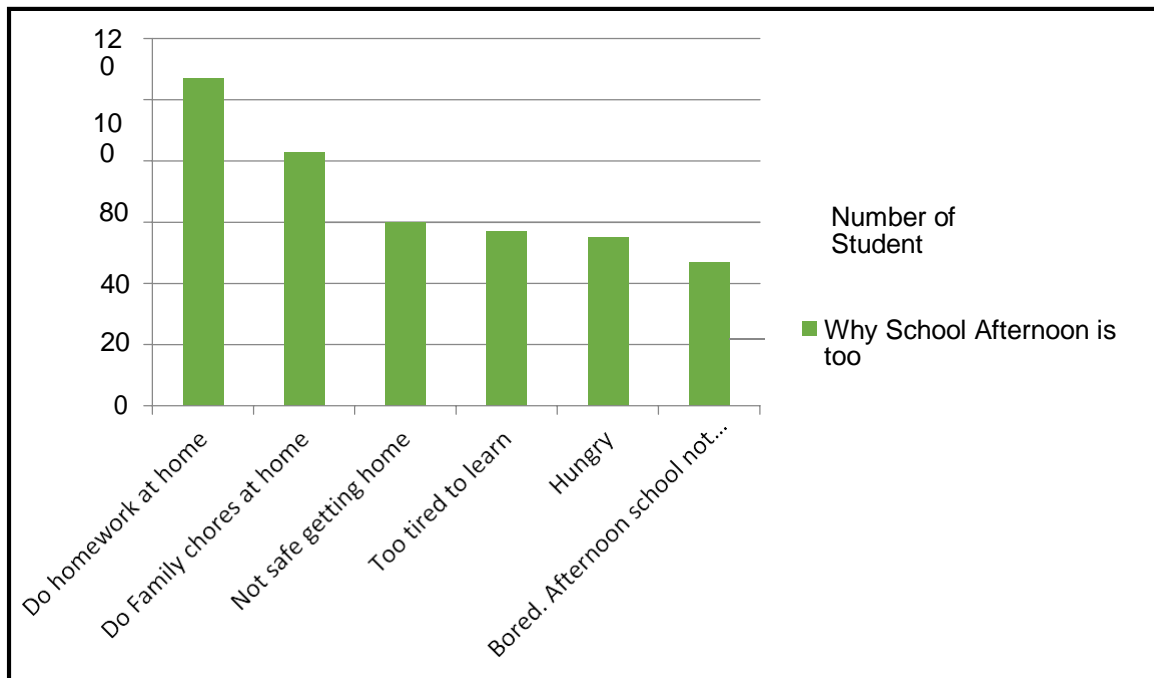


Chart 8 Reasons given for saying afternoons are too long:
Questionnaire responses from 14 Year 8 Classes.



These charts show that in both primary and secondary schools, students' main reasons to go home earlier are to get on with family chores and homework. Establishing how far this is valid data and how far these responses are exaggerated (right answerism) cannot be determined from this data.

Patterns and Themes from Student Responses

- In both primary and secondary schools, students report that teaching and learning is dominated by the core academic subjects all day. Samoan, maths, English and science (and social studies but less so) continue from the morning into the afternoon. Students see this as the norm and would prefer even more of their afternoon time spent on these subjects.
- Involvement of community members supporting activities at school in the afternoons appears negligible.
- Students in many primary and secondary schools are required to do school compound cleaning during school hours.
- There are significant times when teachers are not in their classrooms in the afternoons. When classes are left without their teacher, they are left under the supervision of mainly senior students or a chosen class member, or are left completely unsupervised. This data suggests that "time on task" – when students are actively learning – may be considerably less than is assumed in the afternoons.
- A significant number of students at both primary schools and the colleges cite safety travelling home as a serious concern.

- Becoming tired and also becoming hungry feature significantly.
- In the primary schools, boredom with school afternoon lessons is an issue for many children.

4.2.2 School Principal Interviews in Ten Schools

The ten school principal interviews drew out a wide range of views. There were differing views on whether the extended hours should be kept as it is, abandoned, or modified. Most wanted to go back to the old hours or at least start the day earlier and be allowed to adjust for daylight saving.

None of the principals could identify any specific strategy they had devised for using the extended time in new ways. This finding is not surprising as the actual amount of extended time is small and, as several pointed out, no guidance or resources were provided to develop different afternoon activities. Most principals could not identify any new activities in their school that had been made possible by extended hours

Most principals had serious concerns about the later finishing times – for both students and their teachers. Safety for girls travelling home was highlighted. Also difficulty of catching buses was an issue for both students and teachers who lived far from the school.

Several principals (both primary school and college) talked of student tiredness and lethargy after the lunch interval, with students frequently falling asleep in the hot classrooms. It was not unusual for some students to just go home after the interval.

Principals recognized too that teachers became tired and less effective, with little time and energy after school to prepare lessons. Several said their teachers were “lazy” in the afternoons.

A common remark was that there should be less calls on teachers’ time after school from MESC meetings, inspector visits etc.

4.2.3 School Communities

The following section examines the responses of the 45 focus groups concerning the pros and cons of the ESH.

For some groups there was clearly not a consensus reached. The data here represent the majority view. Several groups identified that both the old and the new hours have their own advantages and disadvantages. Again, the data here represents the majority view reached.

Table 19 Are your school’s children benefitting from the school day?

YES	NO
17	28
38%	62%

Table 20 Does the extended school day benefit parents and the community?

YES	NO
17	28
38%	62%

Table 21 Which of these 3 options below is the best for your school?

1 Keep the extended school hours policy as it is	17	38%
2 Go back to the old school hours	28	62%
3 Keep the extended school hours but modify it	0	0%

The tables above show that a large majority of community groups believe that neither students nor the school community are benefitting from the extended school hours and recommend returning to the previous hours. Many groups recommended, however, that flexibility should be allowed regarding daylight saving.

Several of those groups which voted to keep the extended hours are from schools that in reality start much earlier than the official 9am start time. Some start “unofficially” with reading programmes as early as 7 am.

Parents and other community members were generally unaware of the extended hours and felt they had not been consulted on it.

The community groups mostly perceive the extended hours as a shift forward in start and finish times, rather than providing additional learning time. That shift, rather than the length of the day, is what troubles them most.

What are the benefits to children of extended hours?

Few clear benefits were identified. The most common response was that the longer day provided more time for learning and therefore higher student achievement. Reading was the subject highlighted most, with parents saying their child’s reading had improved. However, as mentioned above, some schools are running early reading lessons before the “official” school day starts. So, if there is improved reading, it may be in spite of the extended school hours - not because of it.

What are the disadvantages to children and parents of extended hours?

There are several major concerns common to the responses of the 62% of groups preferring the old hours. They concern their children’s physical and mental welfare.

A The major concern was children’s safety and well-being travelling to and from school.

Many children come on an early bus (because there is only one bus) and wait idly around school for up to two hours. One group said college students sometimes were going to town first to hang around with friends before school.

The journey home from school was what worried parents most, especially for girl students. Early buses are often missed because of the late school hours, with children facing long walks home with the dangers of meeting trouble or an accident. This affects poorer families in rural areas most, where they may not have their own vehicle and cannot afford taxi fares.

Children catching late afternoon buses risk harassment from drunks and even physical or sexual abuse.

B Another dominant concern is that the later finishing time is resulting in students becoming fatigued and listless in the classroom by the afternoon. Often this tiredness is worsened by hunger, especially for those students who are not given breakfast at home or who do not bring money to buy lunch. This tiredness and hunger affects their capacity to concentrate and learn. This tiredness is also worsened by the increasing heat in classrooms during the day.

This tiredness is also affected by students' often very early arrival at school, especially in rural areas. Those students who arrive very early and play or hang out outside at school for a lengthy period finally start lessons hot, sweaty and already tired.

Some groups commented too on teachers' tiredness and also hunger, and the effect of this on their teaching.

C A third common concern is that children arriving home late and tired has a negative effect on their home life. Many are too tired to benefit fully from pastor school and other church activities. Many are too tired to engage properly with family life, including doing their usual chores.

4.3 Can we identify positive impacts on students' education experience?

The classroom observations in the ten case study schools provided the best opportunity to try to identify any impact on students' education experience.

It soon became very clear during the field work that the considerable variation from school to school of actual school timings and length of day would make it difficult to identify reliably any effects on students' education experience.

In addition, the extra teaching/learning time provided through the ESH was indeed very small and so, even when it was implemented by a school, it was likely to have little observable effect on the type and quality of the afternoon activities.

The basic timetable in observed schools continued as normal in the afternoon – i.e. more of the same. Students, the community and principals were unable to identify any significant benefit or change in the way the school operated or the quality of students' experience. This was confirmed by PPRD observations.

None of the observed primary schools taught the visual arts and health and physical education timetabled for the afternoons. Instead, they carried on with core academic subjects. This suggests that a narrowing of the actual curriculum is happening, with the important broader curriculum being squeezed out.

It was observed that the later finishing times under the ESH were having a negative effect on students' education experience. Students' tiredness and falling asleep, hunger, lethargy, and casual absenteeism after the lunch interval were all factors working against a positive education experience. This was made worse by teacher tiredness and lethargy. Teachers absenting themselves from their classrooms reduced effective "time on task" for students.

To summarize, no positive impact on students' education experience could be discerned. On the contrary, some significant negative factors were at work.

4.4 Classroom Observations – Related Issues

The following observations were made by the research team in the seven case study primary schools.³ They do not directly concern the extended hours question but are highly relevant to the discussion.

- Some classes were very over-crowded, with the heat of the day making things worse.
- Some teachers had three year groups to manage in their classroom. Lessons observed in these classrooms were mostly teacher-centred lessons to the whole class. There was little evidence of differentiated teaching to address the considerable age and ability differences.
- Several schools had insufficient or even no desks and chairs in some classrooms.
- Computer technology was available in schools but no use by students or teachers was observed.
- There was some evidence of school grant money spent on learning materials (for example, maths books and reading boxes) but in this small sample of schools the overall impression was a lack of attractive, relevant and useable teaching and learning resources.
- Several schools ran early morning reading programmes before school "officially" started. One school had children and teachers there at 7am, sitting on the cool verandah, with teachers keeping running records of reading progress for each child.
- In some schools, parents helped with reading. In one class observed, the teacher left the room and three parents in turn took a mini-lesson in reading from the front of the class, using visual aids they had prepared themselves. Their teaching style mirrored that of the teacher i.e. chant/repeat rote learning. Some principals were unhappy with this trend of parents "taking over" as teachers and had stopped parental help in the classroom.
- There was little evidence of the outcomes-based curriculum introduced by MESC several years ago being adopted in the way intended in these schools. Similarly classroom-based student assessment was not been carried out. Most teachers were teaching in a highly traditional style – standing by the blackboard with chalk,

³ These comments are based on a very small selection of schools and may not truly reflect the national picture.

engaging with children often only through a “shout and shout back” of words or phrases in Samoan or English, and asking closed questions with one right answer. There was no open-ended questioning or discussion. Some PPRD researchers commented that they observed this teacher-centred approach continued in the secondary colleges visited. It is important to highlight here, however, that this was a small sample of just ten schools with a day spent in each. We therefore cannot generalize from this and comment on the national picture. These observations do, though, suggest it is vital to review the impact of these reforms more widely.

The primary curriculum approach adopted in the MESC reform requires teachers to decide learning outcomes and plan lessons to achieve them. They have Teachers’ Guides to help them but there was little evidence in this small sample of one-day visits to ten schools of teachers having absorbed this very different way of working. Their task is made immeasurably harder by the serious lack of relevant, useable teaching and learning resources in the classrooms. Perhaps not surprisingly, most teachers have reverted to familiar chalk/talk teacher dominated lesson delivery, with all its limitations.

The team’s observations echo the analysis in the 2017 PaBER⁴ report on Samoa:

“Most teachers lack the skills, knowledge and confidence to deliver a bi-lingual, student-centred, outcomes-based curriculum in numeracy and literacy”

- Samoan language was the dominant language of instruction at the higher primary years, in spite of the bi-lingual policy. Some teachers observed were clearly not comfortable using English.

5 Conclusions and Recommendations

The study has focussed on three questions:

- To what extent have the new timings been adopted and maintained in the schools?
- What are the views and perceptions of students, school principals and school communities? How do they fit with those of teachers?
- Can we identify positive impacts on students’ education experience?

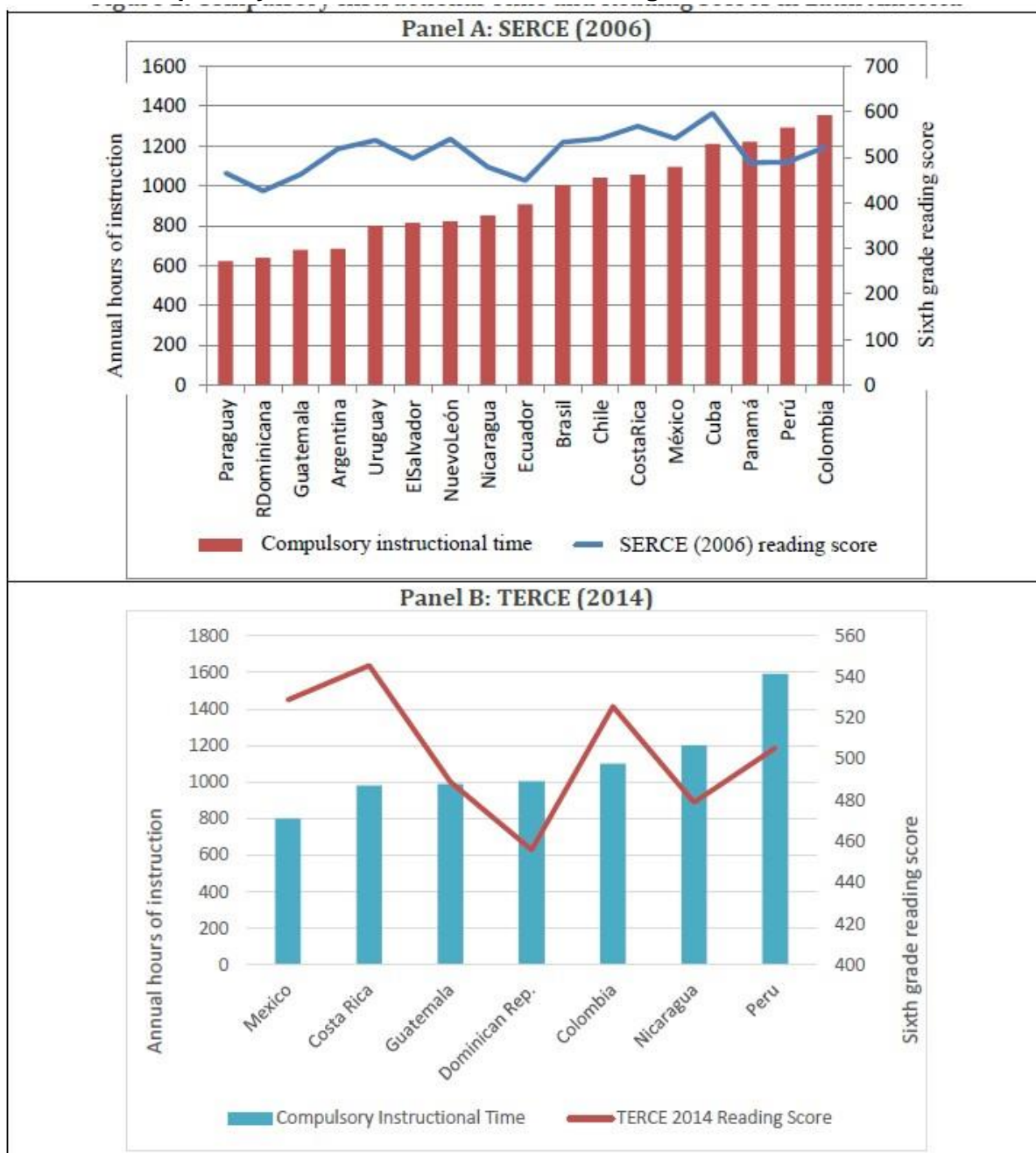
When the evidence gathered on these questions is combined and cross-checked, the following overall conclusions can be drawn:

1. The extra length of the school day introduced by the ESH was actually very small and so identifying any positive impact was problematic. Despite the MESC policy, many schools were choosing to use a shorter day.

⁴ PaBER is the Pacific benchmarking for Educational Results Program. It focusses on Samoa, Papua New Guinea and the Solomon Islands.

2. Students, the community, principals and PPRD researchers were unable to identify any significant benefit or positive change in students' education experience as a result of the extended school hours.
3. The core academic subjects dominate the whole school day in both primary and secondary schools, with other subjects and extra-curricular activities, while listed on timetables, often squeezed out. The reasons for this phenomenon are not clear. It may be to do with examination pressures but could also concern teacher competence and confidence, or the quality and availability of suitable teaching and learning resources.
4. Classroom observations suggested that the quality of teaching and learning inside the whole school day, whatever its precise length, was often worryingly poor. The common teaching style was wholly teacher-centred, with a frequent reliance on rote learning through chanted call and response.
5. Reduced "time on task" – the time when students are paying attention and engaged in learning – is an issue in schools, particularly due to teachers absenting themselves from the classroom but also due to, for example, school compound cleaning duties.
6. International research on extending the school day confirms this study's conclusion. There is no evidence that the lengthening the school day leads, in itself, to improved learning outcomes. Chart 9 below makes this point powerfully. It shows data from two studies from Latin America (one in 2006 and a later one in 2014) which plot students reading levels against annual school hours. In both tables the jagged reading score line bears no relationship with countries' annual school hours. Mexico has high reading scores but short (800) school hours. By contrast, Peru has lower reading scores but much longer (1600 hours) school hours – double the hours of Mexico.

Chart 9 Compulsory Instructional Time and Reading Scores in Latin America⁵



Source: Authors' construction, with data from Second Regional Comparative & Exploratory Study (SERCE) in 2006 and TERCE in 2014.

Such research underlines the point that in schooling quality is more important than quantity. The quality of the interaction between students and teachers during the school day is more important than how long the children are in the classroom. Schools systems acknowledged as some of the best in the world have remarkably short annual hours. Finland, for example, works on 600 hours per year but the quality of teaching and support in the school is very high.

⁵ Source: Alfaro, P., Evans, D. & Holland, P. 2015. Extending the School Day in Latin America and the Caribbean. World Bank Group.

Some researchers claim that extending the school day has been used by some policy-makers as a potential “quick fix” to avoid making sustained, difficult changes to the quality of teaching and learning in the classroom.

The table below shows the official total school hours in a year for Samoan government schools.

Table 22 Government School in Samoa: Official Hours: Year Total ⁶

SAMOA				
Official extended school hours: school year totals by level				
	School Day	Hours per day	Hours per week	Hours per 40 week school Year
Primary Yr 1 – 3	9am - 2pm	5	25	1,000
Primary Yr 4 - 8	9am - 3pm	6	30	1,200
Colleges Yr 9 – 13	9am - 4pm	7	35	1,400

The box below shows comparable figures from a small sample of other countries.

New Zealand: School usually starts at 9:00am and ends at 3 or 3:30pm. (4 term- year)
6 or 6hrs 30 mins per day

Australia: Typical school day is 9 a.m. to 3:30 pm (4 terms of 9-11 weeks per year).
6 hrs 30 mins per day

USA: Average school day is **6hours 30 mins** for 180 days a year (1,170 hours).

UK: Typical school day at primary and secondary is 9.am to 3.00pm or 3.30pm
6 hrs or 6 hrs 30 mins per day

These hours include intervals. Most schools have a short mid-morning break (approx. 15 mins) plus a longer lunchtime break (typically 45 mins to 1 hour).

Actual lesson time is therefore approx. 5hrs to 5hrs 30 mins.

Samoa’s current official length-of-day school hours are broadly in line with or exceed international norms. Given the international evidence, there would be no logic in extending the Samoan school day further to improve learning outcomes and the broader education experience.

⁶ MESC 2018 School Calendar 4 terms of 10 weeks each. These figures do not take into account public holidays

Recommendation 1**Length of School Day**

All government primary and secondary schools should adopt a six-hour school day.

7 The system introduced by the extended hours policy of having three different finishing times depending on school level has proved problematic in practice. It creates difficulties with transport (limited buses leading to missed buses and road danger for children, problems for parents collecting children of different ages etc.). The different finishing times also make it difficult to plan after-school teacher development activities.

Recommendation 2**Alignment of School Finishing Times**

The system of three different school finishing times established under the ESH should be abandoned. School day start and finishing times for all primary and secondary students in each school district should be aligned.

8 Schools and communities would prefer a school day that starts and finishes earlier than the current official hours. Their reasons are sound and are about children's safety and well-being, and their physical readiness to actively learn. Their reasons are also about teachers' well-being and their physical readiness, and motivation to teach well all day. An earlier finish to the school day would also affect home life positively, with students having more energy left for activities in the home and in the community.

These conclusions align fully with those of the 2017 study by NUS researchers of teachers' perceptions of the extended school hours in practice. The teachers highlighted student fatigue, apathy and lack of interest in the afternoons. This affected students' behaviour and also impacted on teachers' motivation levels.

9 Each school district and its community has a definite view of when is the most appropriate time, given local factors, for their schools to start in the morning. It would seem wise for government to allow this flexibility at the district level.

Recommendation 3**Authority at District Level to Determine locally-appropriate School Start / Finish Times.**

With the proviso that schools follow the official six-hour day, school districts, in consultation with school committees and parents, should have the authority to decide start and finish times for their schools to suit the local situation. This should include adjusting times for daylight saving periods if desired.

Schools districts should submit their agreed timings to MESC annually. Districts should not alter those timings within the school year.

Expected preferences: 7.30 am – 1.30pm, 8 am - 2 pm, or 8.30 am – 2.30pm

10 The table below shows the length and timing of interval breaks in 44 schools. What is clear is that 30 minutes is the norm and it is normally taken at 11am or 11.30am. Observations in case study schools found schools keeping regularly to this 30 minute break.

Table 23 Lunch Interval Times in 44 schools (Data from Community Focus Groups)

Interval Times	Length	No. of Schools
11.00 am - 11.30 am	30 mins	20
11.00 am - 11.40 am	40 mins	1
11.15 am – 11.45	30 mins	1
11.30 am - 12.00 pm	30 mins	21
12.00 am - 1.00 pm	1 hr	1
		Total 44

This break of only 30 minutes in the school day is very short by international standards. A mid-morning short break of 15 or 20 minutes followed by a lunch break of between 45 minutes and one hour is a typical pattern. Given the hot climate in Samoa, rather than extending the lunch break, introducing a short refresher break mid-morning might have a positive effect on students' and teachers' energy levels. It would provide time to have a drink and possibly a snack, as well as time to use the lavatory.

Recommendation 4

Additional Short Interval in the Mornings

School committees should be allowed the flexibility to introduce an additional short (15 minute) mid-morning interval in their school.

Recommendation 5

Development of a New School Hours Policy

Based on these recommendations, a new school hours policy should be developed. A review of the policy after 5 years of implementation should be incorporated in the next sector plan.

11 Students' difficulty in completing the questionnaires is in itself an unplanned research finding. Their difficulty could be symptomatic of the schools' narrow curriculum focus and also the prevailing teaching styles which do not encourage and develop discussion and creative thinking. Reading for understanding was clearly a problem for some students when completing the questionnaire. Being asked to express their own views and opinions was also problematic for many.

12 In primary schools, there was little evidence of the MESC student-focussed outcomes-based curriculum and student assessment being used effectively by any teachers. The traditional "talk and chalk" teaching style mentioned above remained the approach in the classrooms observed. This led to the conclusion that MESC energies should focus

energetically on issues such as these and that the length of the day, as long as it was within acceptable norms and effectively monitored, was almost a distracting issue.

The school hours issue should not divert attention and energy from the task of improving teacher/student learning interactions in the classroom.

Recommendation 6

Focussing on the quality of teaching and learning

The recommendations above concerning school hours should be addressed immediately to help ensure that students and their teachers are refreshed, energetic and ready to learn throughout the school day.

Regarding curriculum and classroom-based assessment, it is recommended that the suggestions set out in the PaBER report be addressed as a priority.

13 There are several important questions that this study has not been able to answer and these could usefully be the subject of further research.

Teachers are sometimes absent from their classrooms, particularly in the afternoons. Classes are left under the supervision of senior students or class captains. At times they are left completely unsupervised. It is not known when, why and for how long teachers leave their classrooms. Further research is needed here. What is clear is that this trend is reducing students' "time on task" – time where they are actively engaged in learning.

Another unanswered question is why teachers in the afternoons are tending to squeeze out timetabled non-core subjects such as visual arts and health and physical education. What is driving the all-day emphasis on core academic subjects? Is it desirable? Is it effective?

Another research focus could be on private schools in Samoa. In those schools that are doing better than government schools within the same or similar hours, are there any lessons to be learned that are transferrable to the government sector?

Recommendation 7

Further Research

It is recommended that further research to better understand what is happening in Samoa's classrooms would be useful.

Structured observation by trained researchers would be the most fruitful research method, along with structured interviews.

**Decision by the Core Executive Management at its meeting on
Friday 17 August 2018 @1pm**

Decision Made	Action to be taken	Responsible Division
Recommendations 1 & 4	<p>Introduce 15minutes mid morning break and encourage students to wear hats (pulu lafala) and sun screens (coconut oil) only during intervals/breaks.</p> <p>The lunch break should then be 30minutes</p> <p>The duration of school should be six hours.</p>	<p>SOD to communicate the change through school principals and committees as well as parents.</p> <p>CDMD – Curriculum HPE to integrate sports playground</p>
Recommendations 2 & 3	<p>Starting times – 8.00am, 8.30am, 9.00am Finishing times – 2.00pm, 2.30pm, 3.00pm</p> <p>The above starting and finishing times should be given to districts to decide from and to abide by</p>	<p>SOD</p> <p>Note: CDMD to provide required hours for teaching each subjects please</p>
Recommendations 5	Endorsed	SOD to revise school hours in the School Management and Organization Manual to reflect the new school hours
Recommendations 6 & 7	<p>Structure research paper for Sector Heads (MESC, SQA, NUS) to consider funding</p> <p>Actions and Recommendations from the PaBer Survey Report to be updated as to which have been done, and the ones which haven't been considered yet</p>	<p>PPRD SOD TDAD CDMD AED</p>