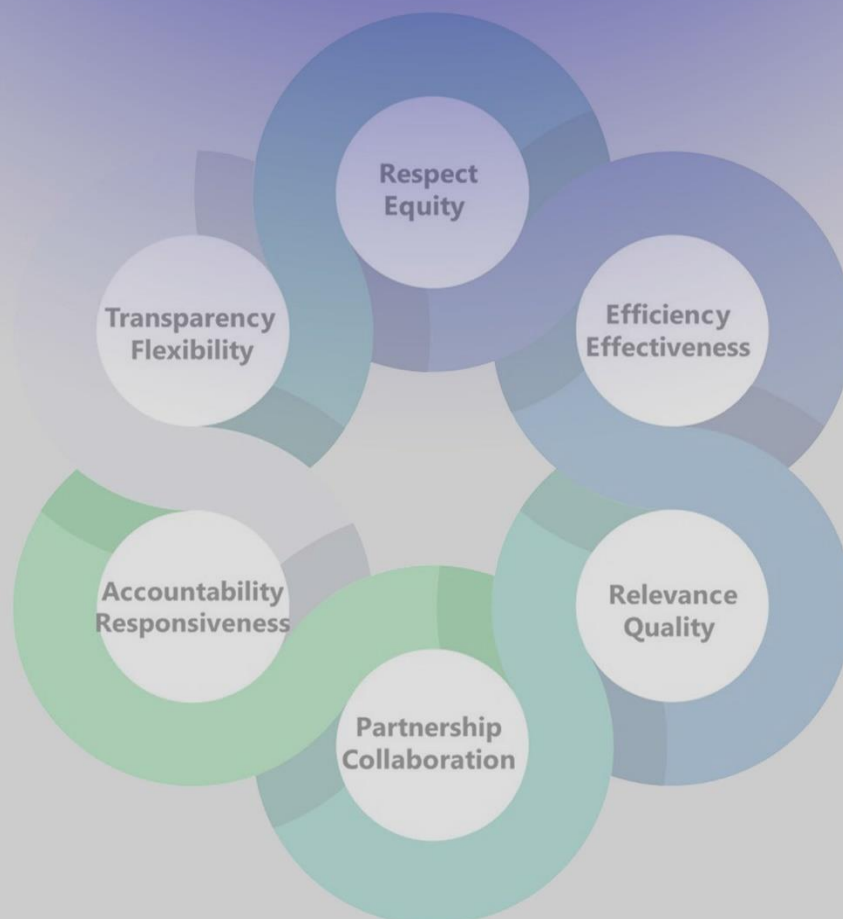




EDUCATION SECTOR PLAN

2019-2024

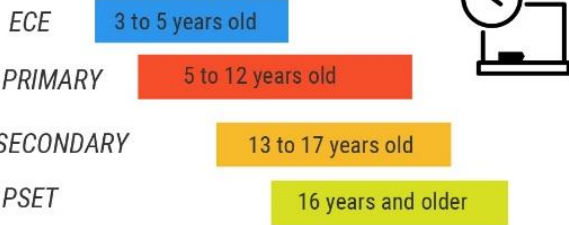




Education in SAMOA



Age group by Education Level



Education and training providers	126	EARLY CHILDHOOD EDUCATION CENTRES
	168	PRIMARY SCHOOLS
	42	SECONDARY SCHOOLS
	26	POST SCHOOL EDUCATION AND TRAINING CENTRES

	Government schools	Mission schools	Private schools	Other
ECE	0	79	47	0
Primary	144	18	6	0
Secondary	23	16	3	0
PSET	3	17	2	4

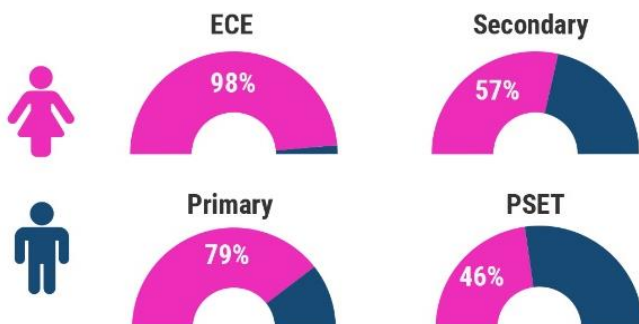
Government spending on Education

\$109,517,345 WST

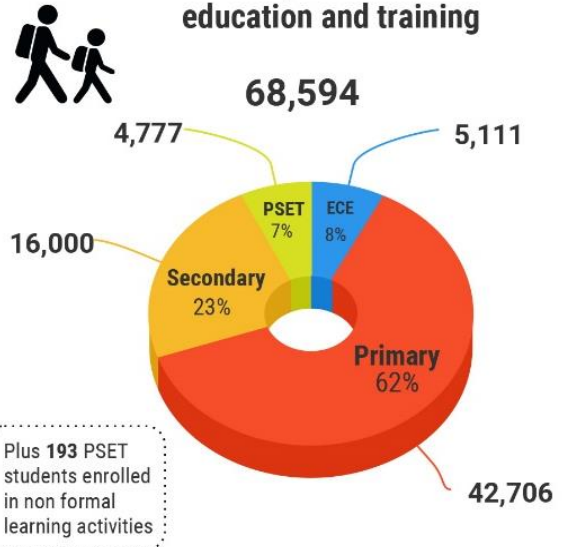
14.7% of total government budgeted expenditure (FY 2019/20)



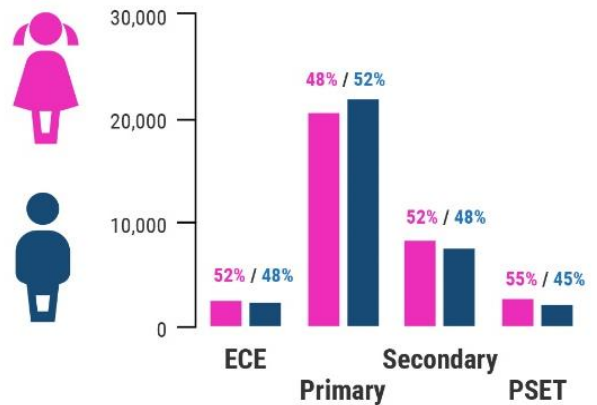
Gender balance of teachers, lecturers and trainers



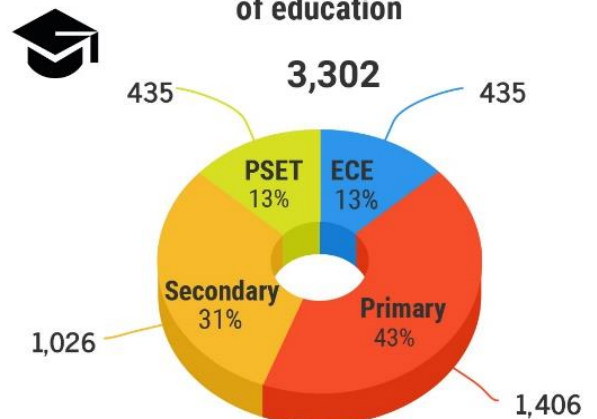
Student Population in formal education and training



Gender balance of students



Number of teaching staff by level of education



Abbreviations

APTC	Australian Pacific Training Coalition
ACEO	Assistant Chief Executive Officer
AMP	Annual Management Plan
ARR	Annual Review Report
CD	Capacity Development
CEO	Chief Executive Officer
CSD	Corporate Services Division
DFAT	Department of Foreign Affairs and Trade (Australia)
DP	Development Partner
ECE	Early Childhood Education
EMIS	Education Management Information System
EPPD	Economic Policy and Planning Division (MoF)
ESAC	Education Sector Advisory Committee
ESCD	Education Sector Coordination Division (MESC)
ESP	Education Sector Plan
ESSP	Education Sector Support Programme
ESWG	Education Sector Working Group
FESA	Fire and Emergency Services Authority
GDP	Gross Domestic Product
GoS	Government of Samoa
HE	Higher Education
IA	Implementing Agency
ICT	Information and Communication Technology
IE	Inclusive Education
IEP	Inclusive Education Plan
IVP	Independent Verification Process (reports)
JFA	Joint Funding Agreement
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MCIL	Ministry of Commerce, Industry and Labour
MCIT	Ministry of Communication, Information and Technology
MEL	Monitoring, Evaluation and Learning
MESC	Ministry of Education, Sports and Culture
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
MNRE	Ministry of Natural Resources and Environment
MoF	Ministry of Finance
MoH	Ministry of Health
MoP	Ministry of Police
MPE	Ministry for Public Enterprises
MSS	Minimum Service Standards
MTEF	Medium-term Expenditure Framework
MWCSD	Ministry of Women, Community and Social Development
MWTI	Ministry of Works, Transport and Infrastructure
NCECES	National Council of Early Childhood Education Samoa
NFL	Non-formal Learning
NTC	National Teachers Council
NTDF	National Teacher Development Framework
NUS	National University of Samoa
ODFBL	Online Distance Flexible Blended Learning
OGG	One Government Grant
PacREF	Pacific Regional Education Framework 2018–2030
PEO	Principal Education Officer

PER	Public Expenditure Review
PFM	Public Financial Management
PHES	Pacific Heads of Regional Education Systems
PO	Principal Officer
PPRD	Policy, Planning and Research Division (MESC)
PSC	Public Service Commission
PSET	Post School Education and Training
QA	Quality Assurance
RCC	Recognition of Current Competencies
RG	Reference Group
RPPD	Research, Policy and Planning Division (SQA)
SATVETI	Samoa Association of Technical Vocational Education and Training
SBS	Samoa Bureau of Statistics
SDG	Sustainable Development Goal
SDS	Strategy for the Development of Samoa 2016–2020
SEMIS	Samoa Education Management Information System
SPECA	Samoa Primary Education Certificate of Attainment
SPELL	Samoa Primary Education Literacy Level
SQA	Samoa Qualifications Authority
SQF	Samoa Qualifications Framework
SSC	Samoa School Certificate
SSILNaS	Samoa School Innovations for Literacy, Numeracy and Science
SSLC	Samoa Secondary Leaving Certificate
STEM	Science, Technology, Engineering and Mathematics
SUNGO	Samoa Umbrella Non-Government Organisations
TA	Technical Advisor
TDAD	Teacher Development and Advisory Division (MESC)
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
VC	Vice Chancellor

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Minister's foreword



I am very pleased and proud to present the Education Sector Plan (ESP) for 2019 to 2024. This is our second ESP, and it synergises efforts by the whole Education Sector and its stakeholders to improve the quality of life of Samoans, through improving educational achievement standards and increasing productive engagement. The plan amalgamates the strategic and corporate plans of three Implementation Agencies (IAs) — the Ministry of Education, Sports and Culture (MESC), the National University of Samoa (NUS) and the Samoa Qualifications Authority (SQA).

The *Education Sector Plan 2019–2024* weaves the direction of Government, regional and international policies to address social and welfare issues for Samoans with the intention of establishing a knowledgeable economy. The rapid development of technology, and globalisation, requires our education system to be high quality, as Samoans mobilise for education and employment opportunities and exposure to the global market.

In the last five years we have developed and implemented systems, processes and strategies to improve our Education Sector. However, we need to continually improve access to inclusive, quality and relevant education to prepare our people to compete in the national, regional and international global market.

Within the next five years I hope that we have improved learning outcomes at all levels, high rates of participation and retention across a diverse student cohort and high levels of employment of PSET graduates. The successful implementation of this plan largely depends on the Education Sector working collaboratively and engaging its stakeholders.

I wish to acknowledge with sincere gratitude the contribution of everyone involved in developing the ESP (2019–2024). To our Development Partners, on behalf of the Government of Samoa, I thank you sincerely and acknowledge your continuous support and genuine willingness over the years to work in partnership to develop education in Samoa. I would particularly like to acknowledge the Governments of Australia and New Zealand as key Development Partners in the lifetime of the first ESP. I hope that we will continue our journey side by side. Lastly, I would like to wish our Education Sector and stakeholders all the best in the next five years.

I pray for God's guidance upon us all.

Faafetai tele lava

A handwritten signature in black ink, appearing to read 'Solamalema Loau Keneti Sio'. The signature is fluid and cursive, with a large initial 'S'.

Afioga Hon. Solamalema Loau Keneti Sio

Hon. Minister of Education

Acknowledgements

The ESP Planning Committee wish to thank the many people that contributed to the development of ESP (2019–2024) through the consultation, drafting and design process: the IAs’ management and staff, school and PSET communities and sector stakeholders. We wish to acknowledge the generous support of Australia’s Department of Foreign Affairs and Trade and New Zealand’s Ministry of Foreign Affairs and Trade, which allocated funds for TA to provide specialist advice and assist the ESP Planning Committee. The TA and ESP Planning Committee members are listed below.

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Executive summary

The *Education Sector Plan 2019–2024*, or ESP Plan (2019–2024), follows ESP (2013–2018) and combines the plans of three implementing agencies (IAs):

- Ministry of Education, Sports and Culture (MESC)
- National University of Samoa (NUS)
- Samoa Qualifications Authority (SQA).

ESP (2019–2024) covers the period from July 2019 to June 2024. It aligns with national, regional and global plans and reflects the views of the Education Sector’s stakeholders. To make sure the ESP stays on schedule, responds to what Samoa needs and changes course when necessary, it will be reviewed at three points: annual, mid-point and final.

Samoa’s Education Sector is made up of Government and non-Government primary and secondary schools; early-childhood education (ECE); and post-school education and training (PSET), which includes NUS for higher education (HE), and policy, planning and regulation bodies (MESC for early-childhood, primary and secondary education, and SQA for PSET). Samoa has 362 providers of ECE centres, schools and PSET. They are responsible for providing quality education services to almost 64,000 students (approximately 33% of Samoa’s population).

ESP (2019–2024)’s five goals are similar to ESP (2013–2018)’s goals, but the goals and expected outcomes are now more clearly defined. Goals 1 and 2 focus on the quality of teaching and learning from ECE to PSET, including inclusive education (IE); goal 3 focuses on supporting students to transition from school to employment or further education; goals 4 and 5 focus on creating the right environment for quality education and training, by planning, governing and managing resources effectively (See Table 1, page 14).

ESP (2019–2024)’s expected outcomes support SDG goal 4: “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”¹ ESP (2019–2024) also aligns with the Pacific Regional Education Framework (PacREF)’s four key policy areas.

The annual reviews and external evaluation of ESP (2013–2018) gave the Education Sector opportunities to learn lessons, identify problems and implement recommendations to improve performance. Some of the lessons learned, which will improve ESP (2019–2024)’s implementation, are to:

- develop a realistic monitoring, evaluation and learning (MEL) framework
- update the medium-term expenditure framework (MTEF) every year
- improve how data is collected and managed
- make planning and reporting more streamlined
- engage stakeholders
- work collaboratively to achieve ESP (2019–2024)’s goals
- focus on ESP (2019–2024)’s priorities
- improve the quality of teaching at every level of the education system
- build the skills and capacity of schools, other education providers and the Education Sector to deliver education services, and coordinate and manage their resources.

¹ Sustainable Development Goals. (n.d.). Sustainable Development Goal 4 (SDG 4). Retrieved from <https://sdg4education2030.org/the-goal> on 11 September 2019.

ESP (2019–2024) plans to build on ESP (2013–2018)’s achievements, while addressing its shortcomings and applying lessons learned from it.

ESP (2019–2024) has five priorities:

- Inclusive education (IE)
- ECE
- Technical and vocational education and training (TVET)
- Information and communication technology (ICT)
- Capacity development (CD) of staff.

The priorities are based on lessons learned from ESP (2013–2018), the Government of Samoa’s priorities in *Strategy for the Development of Samoa 2016–2020* (SDS), feedback from stakeholders, and the contributions that stakeholders will make to achieving its goals and outcomes.

ESP (2019–2024) will use and develop each IA’s existing mechanisms for managing their resources. Each IA is responsible for planning, financing, implementing, monitoring, and evaluating and reporting on its contributions to ESP (2019–2024).

The Education Sector Coordination Division (ESCD) will coordinate activities in the Education Sector, by working with the IAs’ focal points and staff, Development Partners (DPs) and other Education Sector stakeholders. There are three forums for discussing the ESP (2019–2024) and making decisions:

- the Education Sector Advisory Committee (ESAC)
- the Education Sector Working Group (ESWG)
- Reference Groups (RG).

The ESAC members are senior staff of the three IAs, other ministries, DPs and other stakeholders. The ESAC meets at least quarterly (it may also have other special meetings) to advise the Minister of Education, Sports and Culture on the ESP’s strategic direction.

The ESWG members are the IAs’ focal points, plus representatives of the Ministry of Finance (MoF) and Samoa’s DPs. The ESWG meets at least monthly to coordinate matters related to planning, financing, implementing, monitoring and evaluating the ESP. The ESWG reports to the ESAC.

The Education Sector will establish RGs when it needs to engage selected key stakeholders in planning and monitoring the progress of specific matters related to the ESP. Some RGs are already well established (they were previously called taskforces); others will be revived. We expect to need RGs for literacy, numeracy, ECE, IE, teacher excellence and TVET.

Every November the Education Sector will present an annual review of the ESP (2019–2024) to Education Sector stakeholders in Samoa. This will be a report that reviews progress made in the previous financial year and notes any changes to policies, programmes or budgets that will be made in the next financial year.

The MTEF (see page 86), which is included with ESP (2019–2024), guides the Education Sector’s budget. It will also be reviewed each year. The MTEF covers recurrent costs, the costs of developing new initiatives related to the ESP (2019–2024)’s five priorities, and the costs of strengthening ESP (2013–2018)’s activities. ESP (2019–2024) emphasises strengthening the Education Sector’s financial management, auditing and procurement.

ESP (2019–2024) has a risk matrix (see pages 59 and 81) with measures to manage implementation risks and make its achievements more sustainable. Led by the ESCD, the ESWG will update the risk matrix every year during the annual review.

ESP (2019–2024) has a MEL framework (see pages 64 and 107) that uses indicators to track progress towards its outcomes and outputs. The MEL framework applies lessons learned from ESP (2013–2018) to make it simpler, realistic and reliant on easily accessible data. The MEL framework’s targets are achievable; the indicators are measurable; and the data for measuring progress is readily available.

ESP (2019–2024) reflects hours of dialogue and debate between the Education Sector’s stakeholders and IA focal points and their management teams. As the Education Sector gets ready to implement Samoa’s second ESP, there’s strong evidence of a shared commitment to working together to improve how the Sector performs.

Chapter 1: The Education Sector strategic direction

ESP (2019–2024) is Samoa’s second five-year strategy for its Education Sector. The strategic direction is designed to address the Education Sector’s priorities, and recommendations and lessons learned from ESP (2013–2018). ESP (2019–2024) aligns with national, regional and global plans and reflects the views of the Education Sector’s stakeholders.

1.1 Vision, mission and guiding principles

ESP (2019–2024) reflects priorities identified in the SDS and the IAs’ corporate and strategic plans.

Our vision: All people in Samoa are educated and productively engaged.

Our mission statement: To deliver and promote high quality education and training to meet the national, economic, social and cultural goals of Samoa.

Our guiding principles: To use the IAs’ principles and values (see Figure 1) to make decisions, address the diverse learning needs of all students and focus on the quality, access and relevance of education.

Guiding Principles



Figure 1: Guiding principles for the Education Sector

1.2 Goals and expected outcomes

ESP (2019–2024)’s five goals are similar to ESP (2013–2018)’s goals, but the goals and expected outcomes are now more clearly defined. Goals 1 and 2 focus on the quality of teaching and learning from ECE to PSET, including IE; goal 3 focuses on supporting students transition from school to employment or further education; goals 4 and 5 focus on creating the right environment for quality education and training, by planning, governing and managing resources effectively (see Table 1).

Table 1: ESP (2019–2024) goals and expected outcomes

Sector Goals		Expected Outcomes
1	Enhance the quality of education and training for all learners	Improved learning outcomes at all levels
2	Provide everyone with access to good quality education and training opportunities	Increased rates of participation and completion at all levels
3	Make education and training more relevant to national needs and the labour market	Increased rates of employment for graduates
4	Improve the effectiveness of sector planning, monitoring and reporting	More decision making is informed by data analysis, research, policy and reviews
5	Develop ways to manage the education sector's resources sustainably	All education sector coordination responsibilities managed efficiently

ESP (2019–2024)'s outcomes will contribute to achieving its five goals. Each year the Education Sector will make a detailed plan and budget to implement the ESP, which makes sure its activities and outputs are scheduled in ways that will achieve the expected outcomes and goals. Each year the Education Sector will measure the ESP (2019–2024)'s progress using the MEL framework. See Chapter 4 (page 43) for more details on how the goals will be achieved.

1.3 Education Sector performance between 2013 and 2018

The annual reviews and external evaluation of ESP (2013–2018) gave the Education Sector opportunities to learn lessons, identify problems and implement recommendations to improve performance.

1.3.1 Evaluation reports

ESP (2013–2018) was reviewed each year to assess its progress towards its goals, identify challenges and recommend ways to address them. Each annual review report (ARR) was distributed to the Sector's stakeholders and made available on MESC's website www.mesc.gov.ws

Independent review teams evaluated ESP (2013–2018) in April 2017 and December 2018.

ESP (2013–2018) was supported by the Education Sector Support Programme (ESSP). The ESSP was designed to prioritise the ESP's components that the Governments of Australia and New Zealand funded using budget support. The ESSP initially funded the cost of implementing the Education Sector's workplans between June 2015 and June 2019 and was subsequently extended until June 2020.

The ESSP's agreement emphasises regular monitoring to help meet agreed performance and process indicators. Samoa's MoF and DPs agree when the ESSP funds can be released. The disbursement of ESSP funds was conditional on 1) an annual internal assessment of fixed process indicators (70% of ESSP funding), and 2) an annual external assessment of progress towards nine key performance indicators (KPI) (30% of ESSP funding).

The ESSP was evaluated in April 2017 and November 2018.²

² Allen+Clarke. (2018). *Evaluation of the Samoa Education Sector Support Programme: Final Evaluation Report*. Ministry of Foreign Affairs and Trade: Wellington, New Zealand. Retrieved from <https://www.mfat.govt.nz/assets/Aid-Prog-docs/Evaluations/2019/Evaluation-Report-Samoa-ESSP/Final-Evaluation-Report-Samoa-ESSP-2019.pdf> on 17 August 2019.

1.3.2 Main achievements of ESP (2013–2018)

ESP (2019–2024) plans to build on the achievements of ESP (2013–2018), while addressing its shortcomings and applying lessons learned from its ARR and external evaluations.

ESP (2013–2018)’s monitoring and evaluation (M&E) framework was designed to measure the strategy’s progress and performance. While the Education Sector was implementing ESP (2013–2018) it recognised the M&E framework was imperfect; for the first three years it was not used effectively in the ARRs to measure progress. However, in 2018 34 KPIs were reviewed: 16 had been achieved, 15 had been partially achieved and 3 had not been achieved. The KPIs that hadn’t been achieved either had indicators that could not be measured or had indicators that did not align with international standards (see Table 2).

Table 2: Assessment of ESP (2013–2018)’s indicators in ARR 2018 (no indicators)

Status of ESP 2017–18 Indicators				
Goals	No. of indicators	Achieved	Partially achieved	Not achieved
1	12	5	5	2
2	13	5	7	1
3	3	2	1	0
4	2	1	1	0
5	4	3	1	0
Total	34	16	15	3

The Education Sector has recognised the flaws of the M&E framework and addressed them by developing a simpler, realistic framework that will measure ESP (2019–2024)’s progress and performance more accurately. See section 1.3.3 (page 19) for more details of the lessons learned.

The ESSP was funded by a mixed-funding modality. It includes performance-linked contributions based on nine KPIs selected from the Education Sector’s 34 KPIs. The nine KPIs measure areas that are critical to the Education Sector’s progress. The nine KPIs are:

- i. achievement rates in literacy
- ii. achievement rates in numeracy
- iii. completion rates for primary education
- iv. rates of transition between school to PSET
- v. progression from PSET to employment
- vi. number of children with a disability who are enrolled in Government schools
- vii. number of teachers who are meeting teacher performance standards
- viii. number of schools that are meeting minimum service standards (MSS) for literacy and numeracy
- ix. number of accredited programmes provided by PSET providers.

At first, weaknesses in data collection and analysis made it difficult to determine progress towards these KPIs. However, as the Sector improved its data collection and reporting, it became easier. Over the course of three years, the independent verification progress (IVP) reports show that the number of KPIs achieved increased from 1.5 to 5 (see Table 3).

Table 3: Assessment of ESSP's KPIs between 2014 and 2017

Summary of Independent Verification Progress Reports (2014–17)				
	KPI	2014/15	2015/16	2016/17
1	Literacy (English and Samoan) achievement rate	Not Achieved	Partially Achieved	Partially Achieved
2	Numeracy achievement rate	Not Achieved	Not Achieved	Partially Achieved
3	Primary education completion	Not Achieved	Partially Achieved	Partially Achieved
4	Transition from Yr 13 to PSET	Not Achieved	Achieved	Not Achieved
5	Progression from PSET to employment	Partially Achieved	Not Achieved	Not Achieved
6	Students with a disability enrolled in school	Not Achieved	Achieved	Partially Achieved
7	Teachers meeting performance standards	Not Achieved	Achieved	Achieved
8	Schools meeting MSS	Not Achieved	Achieved	Achieved
9	Accredited PSET programmes available	Achieved	Not Achieved	Achieved
	Total	1.5	5	5

The next section uses analysis and findings in *Review of the Education Sector Plan (2013–2018)* and ARR 2018. Statistics about achievements in schools during 2017 are available in Appendix 1 (page 71). This data has been used to set baselines in the ESP (2019–2024) MEL framework. We expect that progress towards targets will be used to develop the ESP (2019–2024)'s annual workplans and budgets.

Goal one: Enhanced quality of education at all levels

ARR 2018: 3 of 12 KPIs achieved

The Education Sector has made significant gains in developing IE and ECE. These include establishing IE champion schools to model inclusion and the key role that communities play; and developing a new ECE curriculum statement and teachers' manual.

None of the KPIs for primary and secondary education were achieved. All recent internal and external evaluation reports show lower than expected levels of achievement in literacy, numeracy and senior secondary results.

The bilingual primary school curriculum was implemented in schools during the period covered by ESP (2013–2018). This curriculum has different expectations of teachers and learners. For example, the curriculum's approach emphasises active, student-centered learning activities for most subjects, and expresses learning outcomes as standards for each student to reach. Implementing the curriculum remains a challenge for the Ministry's training programme to overcome nationally and in school clusters. ESP (2019–2024)'s focus on developing teachers (using in-service and pre-service training), curriculum and quality assurance (QA) aims to address these problems and improve student learning outcomes.

The number of PSET providers and accredited programmes increased sufficiently to meet the targets, but rates of participation in the programmes remained low. ESP (2019–2024) is designed to create more pathways and opportunities for students to progress from secondary school to PSET, but more work is needed to overcome the barrier of fees and make the programmes more relevant to preparing students for employment. The Education Sector will continue to up skill PSET lecturers and trainers and help PSET providers meet the QA standards for registering and accrediting their programmes.

Goal two: Enhanced educational access and opportunities at all levels

ARR 2018: 7 of 13 KPIs achieved

Although there were some challenges defining KPIs for this goal, accurate data was available to measure them. The rates of enrolment and completion indicate that more people participated in education at every level.

The review of the first ESP revealed a significant equity issue regarding the education of males. More males than females drop out of primary and secondary school. Their achievement levels in literacy and numeracy subjects are also lower, and this gap is widening. Female enrolment in the Samoa Secondary Leaving Certificate (SSLC) examination, and representation at higher education (HE), exceeds that of males. Though much anecdotal evidence is available, it is essential to research the reasons why male students are not engaging with school in the Samoan context. There may be a need to adjust teaching methods and seek alternative curriculum materials or approaches. The advent of TVET at secondary level may provide better pathways for students and help them see the relevance of staying in school and gaining some qualifications.

The constraints on achieving equitable provision of ECE, primary and secondary schooling persist and are the same now as they were during the first ESP. The family economic situation is the most likely reason for students not attending school or dropping out after enrolling. The affordability of secondary schooling remains a challenge for most parents. There are still small numbers of hard-to-reach, poor, vulnerable families in remote areas who are not sending their primary-school-aged children to school.

IE seeks to mainstream students with a disability in regular schools. More students with a disability now participate at primary level, due to initiatives taken during the first ESP, but numbers are still very low at secondary level and TVET. The inclusion of students with a disability in mainstream classes requires appropriate facilities and special resources as well as training for teachers to support these learners. The options for learners with a disability to be admitted to PSET are also limited by the lack of facilities and trainers who are sufficiently confident and capable to work with students with special learning needs.

EXTRACT FROM ESP
REVIEW REPORT

The ESP was extremely complex in that it had five high level goals, 22 programmes with both sectoral and sub-sectoral outcomes underpinned by achievement indicators which functioned as the main progress benchmarks. It was also implemented across three agencies which added further challenges. During the implementation it was apparent that there were short-comings in the accuracy of the data that was collected and reported which in turn resulted in problems with the analysis and interpretation of the results.

Adam Smith International. (2018). *Review of the Samoa Education Sector Plan (2013–2018)*. P. 14.

ARR 2018: 2 of 3 KPIs achieved

The improved employability of school leavers is measured by assessing the percentage of PSET graduates who find employment within six months of completing their training. SQA conducts tracer studies triennially to monitor the labour-force-development needs of the economy.

The Review of the Education Sector Plan (2013–2018) looks at how tracer studies were used to track PSET graduates, and the links between PSET programmes and the skills that industries and professions need. There is promising data showing that PSET programmes are becoming more relevant to national economic, cultural and social needs, and that links between training and industry are improving, but more work is needed in this area.

Students who leave secondary education before year 10 may shift to vocational institutions for further studies, but this isn't reported. Enrolment data indicates that many students fail to reach year 13 and drop out of secondary education. It's likely that some enrol at TVET institutions and others take part in non-formal learning (NFL) programmes. Work is underway to improve data collection in this area.

One of ESP (2013–2018)'s key outcomes was: "Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market". This outcome was assessed by investigating whether employers of PSET graduates were satisfied with how the graduates applied their knowledge and skills at work. This data was collected using a survey, which showed that 96% of the employers who responded were satisfied with their graduates. More tracer studies are planned to monitor this initial finding and to collect more information about employers and graduates.

Goal 4: Improve Sector coordination and research, policy and planning

ARR 2018: 1 of 2 KPIs achieved

The Education Sector faced considerable challenges achieving its goal of improving how the Sector is coordinated and managed. A Sector research strategy has been developed, which is a significant gain, and IAs are collaborating more on developing education policies. The ARR shows significant improvements in the disaggregation, accuracy and reporting of data by all IAs, but this needs further attention. By establishing the Samoa Education Management Information System (SEMIS), ESP (2019–2024) aims to make data management more efficient.

Goal 5: Established sustainable and efficient management of all education resources

ARR 2018: 3 of 4 KPIs achieved

The Education Sector faced considerable challenges establishing financial management, procurement and auditing processes, which would function efficiently across the sector rather than having separate processes for each IA. The MTEF was not updated each year; this had a big impact on planning and budgeting. Data management and timely reporting was also a problem. Achievements in this area were affected by staff turnover in IAs,

**EXTRACT FROM IVP REPORT
2018**

The most effective indicators are those expressed in ways that they can be easily understood, reflect valued outcomes and make clear the relationship between the indicator and initiatives to improve education quality in Samoa. Many of the indicators currently reported are useful in this way but there is more work to be done to ensure their meaning is understood and initiatives to drive the improvements can achieve their goals.

Pongj, V. & von Dadelszen, J. (2018). *IVP Recommendations Report*. P. 9

unfilled staff positions at ESCD (until 2018), not enough capacity to monitor, analyse and report on data and not having a robust M&E process.

1.3.3 Lessons learned

While ESP (2013–2018) was being implemented, internal monitoring and external evaluations identified lessons that have influenced ESP (2019–2024). The biggest lesson is using KPIs and targets to improve the quality and accuracy of reports. ESP (2013–2018) had an M&E framework to assess progress towards its expected outcomes and outputs. In the first year the Sector realised that the M&E framework was flawed. Many of the KPIs were unachievable because the indicators could not be measured. Other KPIs needed data that was unavailable, and some KPIs did not align with international standards. In ESP (2013–2018)’s first three years the M&E framework wasn’t used in the ARR. IVP reports recommended changing some KPIs. After this the Education Sector tried to use the M&E framework more. However, the M&E framework still proved to be an ineffective tool to measure progress within the Education Sector. This problem is mentioned in *Review of the Education Sector Plan (2013–2018)*, which says it had a negative impact on how progress was perceived and reported.

During the development of ESP (2019–2024), the Education Sector put a lot of effort into developing realistic indicators, improving the reliability of data and using a mix of output and outcome indicators to measure progress. Establishing the SEMIS is expected to strengthen the relationship between planning, monitoring and reporting.

The lessons learned, which will improve ESP (2019–2024)’s implementation, are:

- develop a realistic MEL framework
- update the MTEF every year
- improve how data is collected and managed
- establish processes to share data and information
- make planning and reporting more streamlined
- engage stakeholders
- work collaboratively to achieve ESP (2019–2024)’s goals
- focus on ESP (2019–2024)’s priorities
- improve the quality of teaching at every level of the education system
- build the skills and capacity of schools, other education providers and the Education Sector to deliver education services, and coordinate and manage their resources.

Review of the Education Sector Plan (2013–2018) and *Evaluation of the Samoa Education Sector Support Programme: Final Evaluation Report* make recommendations for ESP (2019–2024). These recommendations cover improving literacy and numeracy, focusing more on managing schools, increasing stakeholders’ participation in all parts of the education system, formalising ECE, strengthening the governance of the strategy, and making the Sector more accountable for achieving outputs and outcomes. These recommendations, and how they are addressed in ESP (2019–2024), are summarised in Appendix 2 (page 76) and described in Chapter 3 (page 30) and Chapter 4 (page 43).

1.3.4 Developing ESP (2019–2024)

The ESP Planning Committee started developing ESP (2019–2024) in late 2018, once the final review of ESP 2013–2018 was complete. Over the next six months it conducted a series of workshops and consulted with a wide range of stakeholders. It drafted and revised documents and plans to integrate their feedback and reflect their proposed initiatives. Overall, stakeholders strongly support the Education Sector continuing in its current direction.

Samoa's policy framework is one of the best in the region. Samoa has a comprehensive development strategy backed by an outputs-based budget that is linked to costed Sector Plans. Samoa is an integral member of the Pacific community and participates actively in the Pacific Heads of Regional Education Systems (PHES).

When they developed ESP (2019–2024), the Education Sector's stakeholders aligned it with the 2030 global and regional goals for education and national priorities in the SDS. The ways that ESP (2019–2024) aligns with the global and regional vision for education, and with national and sector goals and outcomes, is shown in Table 4 (page 24).

ESP (2013–2018) was implemented between July 2013 and June 2018. Because of delays in reviewing ESP (2013–2018) and developing ESP (2019–2024), ESP (2013–2018)'s activities have continued during 2018/19.

ESP (2019–2024) will start in July 2019 and end in June 2024. During this period several other strategies will be reviewed and updated (see Table 4, page 24). The IAs know it is important that they synchronise the timeframes of their corporate and strategic plans, so that they are guided by national plans and their sequencing of activities is appropriate.

ESP (2019–2024) summarises the objectives and outcomes of the IAs. Their detailed implementation plans, which are documented in their corporate and annual management plans, align with Government of Samoa (GoS)'s planning and budgeting processes.

ESP (2019–2024) allows Samoa's DPs to help GoS fund the costs of implementing improvements to education, using modalities like sector budget support, grants, loans or in-kind assistance.

Chapter 2: The Education Sector context

2.1 Country context

Samoa's population is 195,979.³ It has a land area of 2,820 square kilometres (43% of this land is arable) on its two main islands (Upolu and Savai'i) and eight small islands. About 77% of Samoa's population live in Upolu, of which 25% live in the capital, Apia. Around 56% of the population are under 25 years and 38% are under 15 years. This puts heavy pressure on Samoa's education system. Emigration accounts for a low annual average population growth rate of 0.9%.

Samoa is a middle-income country. In 2017 its per capita GDP was SAT 11,030⁴ (USD\$5,700) based on purchasing power parity. In the same year it ranked 104, out of 189 countries and territories, in the medium human development group on the human development index.⁵ The *Samoa Hardship and Poverty Report: Analysis of the 2013/2014 Household Income and Expenditure Survey*⁶ refers to food and basic-needs poverty being higher among people with a low level of primary and secondary education. Men living in urban areas who haven't had PSET are the most vulnerable to poverty. In Apia's urban area around 28% of women (compared with 16.1% nationally) and 30% of men (compared with 16.5% nationally) who have only primary education are below the basic-needs poverty line.⁷

Around 37% of Samoa's working age population has formal paid employment,⁸ while the rest work in subsistence village agriculture; a dominant sector in the Samoa's economy. Samoa relies on imports and has a large trade deficit. The economy is largely driven by tourism (up to 25% of GDP), remittances (up to 25% of GDP) and foreign aid. Private-sector growth is constrained by a narrow resource base and insufficient skilled labour.

Samoa's economic growth peaked at 8.1% in 2015/2016 due to sharp improvements in its fishing and construction industries and a couple of one-off major sporting events. Growth settled back at 2.5% in 2016-2017 and reduced to 1.8% in 2017-2018. It was expected to rise to 3.3% in 2018/2019. In August 2017 employment suffered a downturn when the Yazaki manufacturing plant closed, but it is expected to recover now that businesses occupying the former Yazaki building are scaling up their operations. In February 2018 Cyclone Gita also affected employment. Construction, agriculture and tourism are seen to offer potential for growth in domestic consumption, exports and employment creation.

In the 2019/2020 budget address, the Minister of Finance noted risks to Samoa from changes in the global economy (changes in labour market conditions and inflation rates with its major trading partners) and climate change.

As a small island country, Samoa is vulnerable to natural disasters. It experiences frequent cyclones and flooding that cause severe damage to its transportation and communication infrastructure, agriculture, energy and tourism industries, and its education services. The state of the economy closely

³ Most of the data in this section comes from the Samoa Bureau of Statistics, *Population and Housing's 2016 Census and Statistical Abstract 2017*. These documents are available from www.sbs.gov.ws

⁴ Samoa's currency is tala or SAT.

⁵ United Nations Development Programme. (2018). *Human Development Indices and Indicators: 2018 Statistical Update*. Retrieved from http://www.hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

⁶ Samoa Bureau of Statistics & UNDP Pacific Centre. (2016). *Samoa Hardship and Poverty Report: Analysis of the 2013/2014 Household Income and Expenditure Survey*. Retrieved from <https://www.sbs.gov.ws/digi/Samoa%20Hardship%20and%20Poverty%20Report%20FINAL%20-%20Jun27-2016.pdf>

⁷ Ibid.

⁸ Samoa Bureau of Statistics, Ministry of Commerce, Industry and Labour, and International Labour Organisation. (2017). *Samoa Labour Force Survey 2017*. Unpublished.

mirrors the cycle of devastation, reconstruction and recovery that follows a natural disaster. This was experienced after the Pacific tsunami in 2009 and Cyclone Evan in 2012. The Ministry of Natural Resources and Environment has led significant improvements to how disaster risk management programmes are coordinated, developed and implemented to minimise the impact of severe weather events.

2.2 Government of Samoa priorities

The SDS outlines GoS's development priorities from 2016 to 2020. It provides a base for Samoa Government's Sectors and organisations to make their corporate plans and set performance targets. SDS's theme is: "...accelerating sustainable development and broadening opportunities for all" and its vision continues to be to strive for: "...an improved quality of life for all".

GoS has started consulting on a longer-term planning approach to identify key economic sectors with the potential to transform Samoa's growth path by 2040. GoS's vision *Samoa 2040* "takes a longer term perspective that is central to our development agenda."⁹ *Samoa 2040* has seven themes for creating longer and more sustained growth: enhancing digital connectivity development; raising tourist numbers and spending; greater labour mobility; boosting agriculture; resilient development; a safe and secure Samoa; and effective investment in human capital.

Education is crucial to achieve *Samoa 2040*'s vision. Education is part of 14 SDS outcomes in four priority areas: economic, social, community and environmental improvement. Gender, human rights, climate and disaster resilience are integrated into the SDS, as are GoS's commitments to international protocols and agreements, including the United Nations Resolution 70/1: Transforming our world: the 2030 Agenda for Sustainable Development.

The SDS's key outcome for education — "quality education and training improved" — aims to increase and broaden access to education so that everyone in Samoa is educated and productively engaged. SDS's outcomes include:

- improved quality of teaching and learning so that, for example, increased proportions of year 4 and year 6 pupils meet the minimum national level for literacy and numeracy, and increased proportions of male and female PSET students graduate with nationally and internationally recognised qualifications
- increased access to education and training opportunities especially for vulnerable groups by, for example, helping education and training providers meet standards and quality assure their programmes, and ensuring that every child that enters year 1 can complete year 8
- education and training programmes that align with human-resource-development needs and priorities, so that employment opportunities increase
- improved preparedness for, and resilience to, climate change and natural-disaster emergencies.

⁹ Hon. Sili Epa Tuioti, Minister of Finance. (2019, 29 May). 2019/20 Budget Address. Retrieved from <https://www.mof.gov.ws/Services/Budget/BudgetAddress/tabid/5734/Default.aspx> on 16 September 2019.

2.3 Global and regional education frameworks

Agenda 2030 lists 17 SDGs and 169 targets, to meet by 2030, to wipe out poverty by making the world more economically, socially and environmentally sustainable. Education is central to Agenda 2030, especially SDG 4 — quality education. SDG 4 aims, “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

SDG 4’s targets and indicators cover access to education; participation in education, ECE, school education, TVET and HE; skills; gender equality; education infrastructure; and teacher training.

PacREF 2018–2030’s *Moving Towards Education 2030* outlines an agenda for the Pacific that will transform and sustain education in the region. It aligns with SDG 4 and *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*.¹⁰ PacREF 2018–2030, developed by PHES, promotes equitable access to high quality education for all Pacific Islanders. It has four policy areas:

- quality and relevance
- learning pathways
- student outcomes and wellbeing
- teacher professionalism.

PacREF 2018–2030’s priorities promote human rights, gender equality and inclusion, which are values embedded in these documents:

- *Pacific Leaders Gender Equality Declaration*
- *Pacific Platform for Action on Gender Equality and Human Rights*
- *Pacific Framework for the Rights of Persons with Disability*
- *The Framework for Resilient Development in the Pacific*.

Regional institutions and partners have committed to support PacREF 2018–2030. These organisations include:

- University of the South Pacific (USP)
- South Pacific Commission (Educational Quality Assessment Programme)
- UNESCO
- UNICEF
- Australian Pacific Training Coalition (APTC).

This range of support is expected to provide a sustainable and affordable way to implement PacREF 2018–2030.

¹⁰ UNESCO., UNDP., UNFPA., UNHCR., UNICEF., UN Women., World Bank Group. & ILO. (2016). *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*. Retrieved from http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Table 4: Education Sector planning framework

Education Sector Planning Framework				
Global	United Nations Agenda 2030 for Sustainable Development Goal 4 Quality Education			
Regional	Pacific Regional Framework for Education 2018-30: Key Principles Quality and Relevance - Learning Pathways - Students Outcomes and Wellbeing -Teacher Professionalism			
National	Strategy for the Development of Samoa 2016-2020: Key Outcome 7 Teaching and learning quality improved - Access to education and training - Education and training development aligned to national HRD priorities Improved climate and disaster resilience			
	Education Sector Plan 2019-24: Vision All people in Samoa are educated and productively engaged			
			PSET Strategic Plan 2016-2020: Vision Relevant and quality assured PSET is inclusive for all learners in Samoa	
Sector	ESP Goals	MESC Corporate Plan	SQA Corporate Plan	NUS Strategic Plan
	2019-2024	2018-2021	2017-2020	2018-2021
	1.Enhance the quality of education and training for all learners	1. Enhance quality of Education at all levels	1. To regulate and quality assure PSET	1. Safeguard Samoa's Cultural Heritage.
	2.Provide everyone with access to good-quality education and training opportunities	2. Enhance educational access and opportunities at all levels	2.To enhance relevance of PSET and access to PSET opportunities	2. Uphold excellence in teaching and learning
	3. Make education and training more relevant to national needs and the labour market	3. Enhance relevance of education and training at all levels	3. To conduct research and formulate policy to provide sound PSET policy advice	3. Strengthen research relevant to national needs
	4.Improve the effectiveness of sector planning, monitoring and reporting	4. Strengthen community engagement and collaborative partnerships	4. To provide strategic leadership and strengthen networking amongst PSET sector	4. Commitment to partnership and engagement
	5. Develop ways to manage the education sector's resources sustainably	5. Establish sustainable and efficient management of all education resources to meet service delivery expectations	5. To achieve effectiveness, efficiency and sustainability of resources.	5. Creating universal design for a digital environment

2.4 Education Sector structure

The Education Sector is made up of organisations that provide formal and non-formal education and training, and Government agencies that are responsible for education policy, planning, funding and QA.

The Sector covers four levels of education:

- ECE
- primary schools
- secondary schools
- PSET (HE, TVET and NFL).

The Sector has three IAs: MESC, NUS and SQA.

Table 5 shows the numbers of ECE centres, schools and PSET training facilities that were being managed by different types of education providers in 2018.

Table 5: Education facilities by type of education provider in 2018 (n° facilities)

Education Level	Type of Institution	GoS	Mission	Private	Other	Total
ECE	ECE centres	-	79	47	-	126
Schools	Primary schools	144	18	6	-	168
	Secondary schools	23	16	3	-	42
PSET facilities	Registered providers	3	17	2	4	26
Total		170	130	58	4	362

The Education Sector is responsible for providing good quality education services to almost 69,000 students - approximately 35% of Samoa's population. Table 6 shows the number of students that were enrolled in the different levels of education in 2018.

Table 6: Students enrolled in different levels of education in 2018 (n° students)

Enrolment	Female	Male	Total
ECE	2,654	2,457	5,111
Primary	20,637	22,069	42,706
Secondary	8,298	7,702	16,000
PSET	2,698	2,079	4,777
Total	34,287	34,307	68,594

2.4.1 ECE

In 2018 Samoa had 126 ECE centres which had 5,111 children, aged between two and six years, enrolled (see Table 5 and Table 6). The Education Amendment Act 2019 legislates that children must enter ECE by the time they are four years old. This reinforces the importance of ECE to a child's development. The number of children enrolled in ECE is expected to increase over the next five years, as the Act is enforced.

The National Council of Early Childhood Education Samoa (NCECES) is an NGO that guides how ECE centres operate. Village and community organisations used to actively provide ECE but have not done so in the last five years. Since the Education Act 2009 was passed, MESC's role in ECE has grown. It now includes developing regulations for establishing and registering ECE centres, assisting with resources for the ECE curriculum and training ECE teachers.

2.4.2 Primary education

Primary education covers year 1 to year 8. In 2018, 42,706 students were enrolled in 168 primary schools (see Table 5 and Table 6). There were 1069 teachers at these schools.

Until recently it was compulsory for children between 5 and 14 years to attend school. The Education Amendment Act 2019 lowered the compulsory age for starting school to four years, to enforce parents to enrol children in ECE. It also extended the earliest age for leaving secondary education from 14 years to 16 years. The compulsory age at which children must start primary education remains five years.

There are two types of primary level national assessments: Samoa Primary Education Literacy Level (SPELL) and Samoa Primary Education Certificate of Attainment (SPECA). Each year, 17 national assessment tools are used:

- SPELL year 2 (Gagana Samoa and Numeracy)
- SPELL year 4 (Gagana Samoa, English, Numeracy and Science)
- SPELL year 6 (Gagana Samoa, English, Numeracy and Science)
- SPECA year 8 (Gagana Samoa, English, Mathematics, Science, Social Studies, Health & Physical Education, Visual Arts).

SPELL

SPELL is a diagnostic and competency-based tool that is used to make sure children are literate and numerate by the end of their primary schooling.

In 2017 MESC piloted a series of diagnostic tests for all children in years 1, 2, 3 and 5. This pilot was in addition to SPELL for years 4 and 6. These tests were a way to better diagnose a child's learning gaps early in their schooling life. The tests were intended to improve achievements at the national tests in years 4, 6 and 8, and improve the Samoa School Certificate (SSC) and Samoa Secondary Leaving Certification (SSLC) results. As a result of the pilot, a national assessment was added for year 2; Science was retained as part of the national assessment for year 6; and Science literacy was piloted as part of the national assessment for year 4. The results of the national tests in 2018 have set the baselines for ESP (2019–2024).

SPECA

SPECA had been used to test aptitude for five years until, in 2017, its focus changed to testing achievement. This change met with overwhelming support from teachers, parents and students. While it had been useful to measure aptitude, this change meant that teachers, parents and students would know students' achievements at the end of primary school before they started secondary school.

2.4.3 Secondary education

Secondary education covers year 9 to year 13. In year 12, students complete internal assessments and a national examination for the SSC. Students who meet expected levels of achievement in the SSC examination can progress to year 13 and sit the SSLC examination. In 2018, 16,000 students were enrolled in 42 secondary schools (see Table 5 and Table 6). There were 1026 teachers at these schools.

2.4.4 PSET

PSET includes a wide range of education and training. Students who receive the SSLC in year 13 can join a one-year programme, provided by NUS, to prepare them for undergraduate studies at NUS and regional institutions in Fiji, New Zealand and Australia. NUS also offers a Preliminary Certificate in TVET: a bridging programme that creates a pathway for learners who do not meet entry requirements for PSET.

Year 12 and 13 school leavers have access to a wide range of TVET programmes and NFL activities that have met SQA's QA standards. NFL offers an alternative to TVET and HE.

In 2018, 193 learners (50 % female) were enrolled in 116 NFL activities. The continuing provision and uptake of NFL activities reflects strong support for lifelong learning in Samoa (see Table 7).

Table 7: Students enrolled on different PSET courses between 2014 and 2018 (n° students)

PSET Enrolments	2014	2015	2016	2017	2018
Non-formal learning		780	953	336	193
Certificates	3,167	3,119	2,929	2,626	2,247
Diplomas	556	617	519	430	443
Bachelor degrees	1,759	1,749	1,826	1,810	1,920
Graduate diplomas and certificates	39	22	37	25	25
Postgraduate diplomas and certificates	146	118	101	105	112
Master degrees and PhDs					30
Total	5,667	6,405	6,365	5,332	4,970

In 2018 there were 26 registered formal PSET providers, which included three universities, 10 faith-based organisations and 13 TVET providers. In addition to NUS, there are two regional organisations that provide PSET: USP's Alafua Campus and APTC (see Table 5).

In 2018, 4,777 students (55% female) were enrolled in a PSET course, of which 61% were enrolled in undergraduate degree programmes. Table 8 gives the number of students enrolled in different types of PSET between 2014 and 2018. This data excludes NFL.

Table 8: Students enrolled on different PSET provider programmes (n° students)

PSET Enrolments 2014-2017 by different provider type					
	2014	2015	2016	2017	2018
Universities	3,861	3,924	3,811	3,424	3,756
TVET providers	1,735	1,478	1,273	1,272	756
Religious providers	306	383	369	304	265
Total	5,902	5,785	5,453	5,000	4,777

2.5 Implementing agencies

The Education Sector's three main IAs are MESC, NUS, and SQA.

MESC and SQA are the Education Sector's main planning and regulatory agencies. MESC is legislated to promote and encourage all aspects of Samoa's education to develop and improve. It has broad powers to make policies, plans, regulations and other organisational tools to oversee and execute ECE, primary and secondary education. Although it is regarded as the core of the Education Sector, MESC will collaborate closely with SQA and NUS to make progress towards ESP (2019–2024)'s expected outcomes. Table 9 shows the roles and responsibilities of the IAs. Chapter 4 (page 55) contains more information on how ESP (2019–2024) will be governed.

Table 9: IA roles and responsibilities

IA Roles and Responsibilities			
Role or responsibility	MESC	NUS	SQA
Delivering education services	ECE centres Primary schools Secondary schools	HE TVET NFL professional development and continuing education	
Registering teachers	ECE centres Primary schools Secondary schools	-	
Registering TVET trainers	-	-	TVET
Assuring quality of programmes and curriculum	ECE centres GoS primary and secondary schools	TVET HE (external reviews)	PSET (HE and TVET NFL)
Developing national policies	ECE centres Primary schools Secondary schools Sports Culture	-	PSET
Registering schools and providers	ECE centres Primary schools Secondary schools (GoS, mission and private)	-	PSET
Training teachers	In-service training	Pre-service training	-
Engaging with other education sector stakeholders	School committees National Teachers Council National Council for ECE Education boards of religious and private schools	APTC	SATVETI Private sector and industry Government ministries
	MoF MWCD PSC	MPE	MPE
	Sector Reference Groups		
	DPs UN and Regional Agencies		

Each IA is a public body, established and empowered by an Act of Parliament with a mandate of functions, responsibilities, power and authority.

MESC is a ministry within the public service. Its legal mandate is discharged through the Public Service Commission (PSC) for administrative authority, and through MoF for budget and finance authority. The MESC CEO reports to the Minister of Education for policy matters, to the PSC on matters related to managing MESC and its personnel, and to MoF for matters related to complying with the Public Finance Management Act 2001.

The NUS is an autonomous organisation with its own governing body — the NUS Council. It receives an annual grant from the GoS that it supplements with student fees and other revenue. The NUS reports to the Ministry for Public Enterprises (MPE).

SQA is a public corporation with a board of directors. It is funded by an annual Government grant. SQA can charge fees for its services and keep its revenue. SQA reports to the SQA Board. NUS and SQA are both treated as “beneficiary public bodies” under the Public Bodies (Performance Accountability) Act 2001. Among other things, this means they are exempt from paying a dividend to the GoS, which other public corporations are required to do. MESC is subject to MoF’s financial controls for its expenditure. In the past, this has impacted on implementing the ESP. Their different reporting requirements mean NUS and SQA have more flexibility over their budgets and expenditure than MESC does.

2.6 Development partners

The Education Sector has strong financial and in-kind support from a range of DPs, including bilateral, multilateral, international and regional organisations.

Between 2013 and 2018, the Governments of New Zealand and Australia, through a harmonised programme, provided budget support; project funding for IE, a high-tech youth-network studio, a pilot of TVET in secondary schools; and a TA facility that provided specialists for the Sector’s priorities.

The Republic of China has contributed a range of education resources (including electronic teaching platforms) and scholarships; it has also rebuilt schools and other essential infrastructure.

The Government of Japan has renovated schools and provided volunteer teachers and furniture. The United States of America has constructed primary and secondary schools and provided Peace Corp volunteers.

The World Bank has contributed technical assistance for the *Samoa Early Grade Reading Assessment Results Report* under the Pacific Early Assessment on Reading and Literacy and the Global Safer Schools Assessment. These have given useful insights into Samoa’s policy decisions, such as on ECE. The World Bank has also helped the GoS prepare a public expenditure review (PER) of the Education Sector. The findings of the PER informed decisions on future expenditure.

Other DPs support the Education Sector through small grants for school communities and PSET providers. A generous allocation of regional and international scholarships gives many Samoans the opportunity to continue learning.

Chapter 3: The Education Sector priorities and theory of change

3.1 Theory of change

A theory of change (ToC) attempts to answer three questions (see Figure 2):

1. Where are we? (our current situation, problems and needs)
2. Where do we want to go? (our vision, goals, and desired impact)
3. How do we get there? (our activities, strategies and inputs)

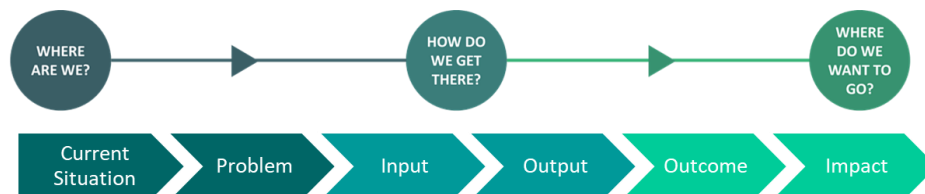


Figure 2: A theory of change

A ToC describes problems, activities, inputs, outputs, outcomes and impact. These terms are explained in the text box below.

Questions to Ask When Preparing a Theory of Change
Problem: What issues are we trying to address?
Activities: What activities and strategies are we committed to use?
Inputs: What resources do we need to implement our activities and strategies?
Outputs: What, and how many, activities are we planning? How much progress do we expect to make?
Outcomes: What intermediate and long-term benefits do we expect from our planned activities?
Impact: What changes do we expect to see in organisations, communities or systems as a result of achieving our outcomes?

To achieve ESP (2019–2024)’s vision that all people in Samoa are educated and productively engaged, the Education Sector needs a high-quality education and training system that can produce:

- improved learning outcomes at all levels
- increased rates of participation and completion at all levels
- increased rates of employment for graduates
- more decision making informed by data analysis, research, policy and reviews
- all Education Sector coordination responsibilities managed efficiently.

From 2019 to 2024, the ESP will strengthen the education and training system by consistently improving quality, access and relevance (captured in goals 1, 2 and 3) that directly involve students at all levels. Achieving goals 1, 2 and 3 relies on a strong enabling environment (including strong policies and processes), which is reflected in goals 4 and 5.

The ESP (2019–2024) has five goals, 17 strategies and 69 activities, which, if they are achieved by 2024, will collectively develop a high-quality education and training system for Samoa. ESP (2019–2024)’s ToC explains the logic, risks and assumptions that underpin its goals, strategies and priorities (see Figure 3).

As with any plan, ESP (2019–2024) has risks. Its strategies are not guaranteed to achieve the expected outcomes, and the Education Sector will need to monitor progress carefully. Here are the main risks:

- Achievements in some goals could negatively affect other areas in the short term. For example, encouraging more students to take part in

education and training, by having a more diverse and inclusive student cohort, could initially limit overall improvements to student achievement results.

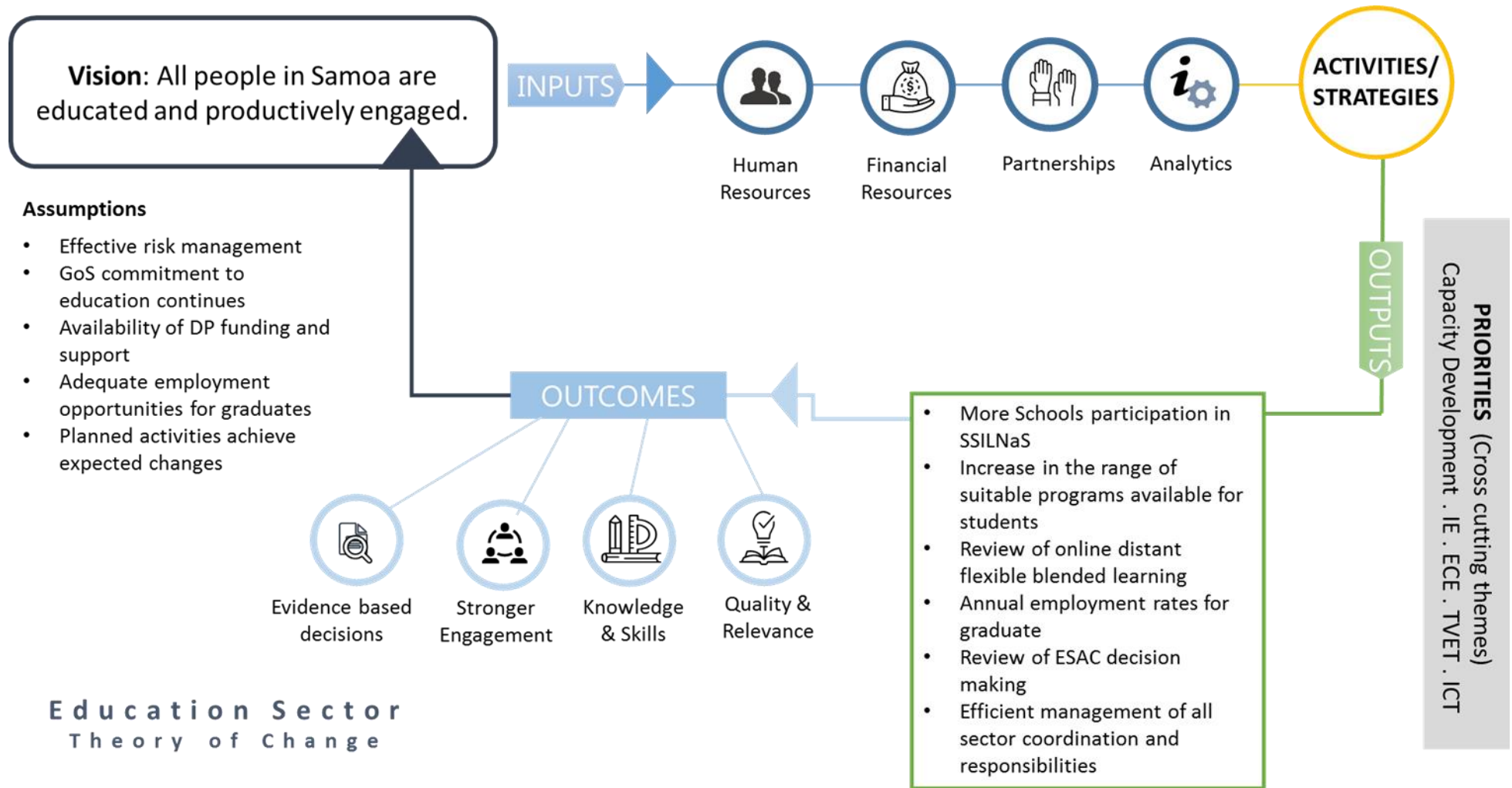
- Factors beyond ESP (2019–2024)’s control, such as employment opportunities for graduates and the number of students that finish their education and training, could negatively affect the Sector achieving some of ESP (2019–2024)’s indicators.
- Variation in the speed that strategies can be developed and delivered could affect the Sector achieving ESP (2019–2024)’s outcomes.

When the Education Sector developed ESP (2019–2024)’s ToC it made several assumptions about how the plan will work (see Figure 3 and Table 10). Figure 3 shows the main components of the plan and the logical connections between them. It shows that achieving long-term outcomes depends on achieving the outputs and intermediate outcomes. In other words, if this is successfully implemented, then that will happen. The MEL framework shows how events are logically sequenced. It makes sure that the most relevant activities and expected outcomes, and their indicators and targets, are being tracked at the most appropriate times.

Table 10: Assumptions that underpin ESP (2019–2024)’s expected outcomes

Expected Outcomes		Assumptions
1	Improved learning outcomes at all levels	That activities will improve learning at all levels. (Note: Activities include a high-quality curriculum, competency standards and resources; better facilities for learning; and an adequate supply of qualified teachers and trainers.)
2	Increased rates of participation and completion at all levels	That GoS’s commitment to free education at the primary and secondary levels will continue through the One Government Grant Scheme.
		That the Samoa National Broadband Highway will provide cheaper access to, and wider coverage of, ICT.
		That funding will be available to establish enough facilities and employ enough teaching staff.
3	Increased rates of employment for graduates	That there will be enough employment opportunities available for school leavers and PSET graduates.
4	More decision making is informed by data analysis, research, policy and reviews	That establishing SEMIS will improve IAs’ capacity to plan, monitor and report.
5	All Education Sector coordination responsibilities managed efficiently	That investing in building the capacity of leaders and managers will strengthen how resources are managed in schools and training facilities.
All		That DPs continue to provide budget support and in-kind assistance to implement the ESP.
		That the risk-mitigation strategies are effective.

Figure 3: ESP (2019–2024) theory of change



3.2 Sector goals and strategies

3.2.1 Goal 1: Enhance the quality of education and training for all learners

The quality of education and training can best be improved by targeted strategies. Better teaching, a stronger curriculum and more effective QA are the critical factors for improving students' experience.

Strategy 1.1: Implement and monitor quality assurance systems

IAs will continue to implement and monitor QA systems, to make sure schools comply with MSS and teachers meet requirements for registration. PSET providers must comply with quality standards to be registered, and for their programmes to be accredited by SQA.

Strategy 1.2: Coordinate and facilitate the development of national curriculum and competency standards

The Sector will continue to build capacity and equip teachers to deliver the curriculum at ECE, primary and secondary levels. The Sector plans to repackage the TVET curriculum. The Samoa School Innovations for Literacy, Numeracy and Science (SSILNaS) will continue nationwide as an annual event.

Strategy 1.3: Develop a committed and competent education workforce at all levels

At the ECE, primary and secondary levels, ESP (2019–2024) focus on equipping teachers with the right skills and attitude to teach the curriculum and overcome low levels of numeracy and literacy. NUS, in collaboration with MESC, is planning various interventions (such as workshops and formal qualifications) to build the capacity of trainee and existing teachers through pre-service and in-service training.

3.2.2 Goal 2: Provide everyone with access to good quality education and training opportunities

Four strategies will be used to make education and training as inclusive as possible and increase students' participation at all levels of the education system. The rationale for these strategies includes the following beliefs:

- All children, including children with a disability, have a fundamental right to the same education opportunities. This is a core principle of ESP (2019–2024).
- New technology motivates students and teachers and creates new ways to retain students in education and help them improve.
- Barriers to students taking part in, and learning from, education are complex and hard to identify. To make progress, more research, piloting of activities and careful review and learning from pilot activities is needed.
- ECE practices and quality are very inconsistent and need more attention.

Strategy 2.1: Implement and monitor inclusive-education policy

ESP (2013–2018) identifies several constraints to making good quality education and training opportunities accessible to all children. There are still too few students with a disability in secondary schools. Teachers will need extensive support to develop the capacity to teach students with a disability in mainstream primary and secondary schools.

Several activities will be used to prioritise IE. These include developing teachers' capacity to meet IE standards, developing programmes to identify students with a disability and support them to participate fully in all school activities, and developing a process to make sure that students with a disability transition from ECE to primary school and beyond.

Strategy 2.2: Increase the use of ICT for teaching and learning

Making more use of ICT during teaching and learning is another strategy to make education and training more inclusive. Students can access resources, and communicate with teachers and others, using the internet regardless of their

location. For this strategy to work, ESP (2013–2018) will prioritise improving the platform and infrastructure, so that online learning and teaching can occur.

Strategy 2.3: Identify and address the barriers affecting learner participation and engagement

The Sector plans to continue providing free education for students at ECE, primary and secondary schools through the One Government Grant (OGG) scheme. This scheme addresses the problem that many parents can't afford the cost of sending their children to school. At every level, a family's economic situation is the most likely reason for a student to not enrol in school or drop out after enrolling. The PSET Support Fund provides financial assistance to students who can't afford to pay fees.

IAs will research the barriers to students taking part, and remaining, in education and training and will look for feasible solutions to overcome these barriers. The research will identify ways to overcome disparities between male and female educational achievement, and initiatives to improve students' wellbeing.

Strategy 2.4: Implement and monitor the ECE policy

The Sector will encourage parents to comply with the Education Amendment Act 2019, which makes attendance at school compulsory from four years old. The Sector will need to invest significantly in ECE centres, to have enough to meet ECE MSS, and in upgrading teachers to meet professional requirements.

3.2.3 Goal 3: Make education and training more relevant to national needs and the labour market

The Sector will use three strategies to increase the number of graduates that gain employment. The rationale for these strategies includes the following beliefs:

- Graduate employment is a key indicator that education is relevant.
- Current education and training options do not fully correspond with what employers need.
- The education system is responsible for helping to achieve good employment outcomes, but it also helps develop healthy, well-balanced citizens.
- Links between education pathways and employment outcomes are not clear and not well understood.

Strategy 3.1: Promote and deliver education and training programmes

ESP (2013–2018) faced two main barriers to making PSET programmes relevant to the labour market: insufficient demand for PSET graduates and students who lack work-ready skills that meet employer expectations.

TVET is one of the Sector's five priorities and the *TVET National Strategy and Policy Framework* identifies planned initiatives. The Sector can make sure that TVET programmes are good quality and relevant by registering PSET providers every year; recognising NFL activities and accrediting programmes; engaging regularly with industry stakeholders; and using the results of tracer studies, employers' surveys and labour market analysis to inform decisions.

Strategy 3.2: Strengthen the role of sports and culture in education

The Sector perceives that giving sports and culture a stronger role in education will encourage entrepreneurship and make better use of sporting talent. This could provide ways into employment for some students.

Strategy 3.3: Create and promote pathways for employment and further study

The Sector will use open days, career counselling, community events, maps of approved pathways from secondary school to PSET, and the Recognition of Current Competencies (RCC) policy to make education and training more relevant to national needs and the labour market.

3.2.4 Goal 4: Improve the effectiveness of Sector planning, monitoring and reporting

Three strategies will be used to make sure that decisions are informed by data, research and policy. The rationale for these strategies includes the following beliefs:

- The Sector finds planning, monitoring and reporting challenging, but improving it is essential for a strong education system.
- A strong information management system will make a big difference to how the Sector's activities are coordinated.
- IAs sometimes act independently of each other but recognise they, would get better results if they coordinated their activities and worked together.
- IAs need targeted capacity building to make their planning, monitoring and reporting consistent.

Strategy 4.1: Strengthen IA and Sector planning, monitoring and reporting

The Sector has work planned to strengthen the weaknesses of planning, monitoring and reporting, and enable it to function as a Sector rather than three individual agencies. Building the capacity of IA staff is part of this strategy.

Strategy 4.2: Strengthen Sector coordination of research and policy development

The Sector will continue to conduct research in priority areas identified in the Sector Research Strategy. Work is planned to develop and finalize Sector policies in climate change and disaster risk resilience, ICT and TVET.

Strategy 4.3: Improve IA and Sector data and information management

The Sector needs a good information management system to help coordinate the Sector's activities and achieve better results. Currently, each IA has its own system, which undermines a Sector approach.

3.2.5 Goal 5: Develop ways to manage the Education Sector's resources sustainably

The Sector will use four strategies to manage its resources sustainably. The rationale for these strategies includes the following beliefs:

- Effective leaders and managers develop and deliver better systems, processes and policies.
- Safe and secure physical environments are critical for students to succeed.
- Effective communication within the Sector will lead to stakeholders and organisations working together and coordinating their activities.

Strategy 5.1: Strengthen management and leadership capability of IAs, schools and PSET providers

Developing the capacity of leaders and managers will help them make decisions that reflect sound sustainable management of resources. The Sector plans to achieve this by implementing a capacity building plan for IAs; strengthening ESCD's capability to meet the Sector's expectations and fulfill its coordination responsibilities; and improving how schools and PSET providers are led and managed.

Strategy 5.2: Strengthen Sector engagement with all stakeholders

Improving engagement with the Sector's stakeholders is another way to ensure that resources are managed sustainably and that learning programmes stay relevant. The support of DPs and school communities, plus the insight of the stakeholders through RGs, will contribute to successfully implementing this strategy.

Strategy 5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs

Improving IAs' financial management, risk management, internal auditing and procurement processes is another strategy to ensure the Sector's resources are managed sustainably. The Sector plans to introduce stronger processes for disbursing and acquitting financial expenditure. It will also review the MTEF each year and implement and update risk management strategies.

Strategy 5.4: Provide and maintain inclusive and safe schools and training facilities

Providing and maintaining safe schools and training facilities that everyone can access is an integral part of managing resourcing sustainably, particularly when the effects of climate change are uncertain. The Sector is committed to improving ICT connectivity and network infrastructure; managing funds to assist schools and education providers meet MSS and PSET QA standards; and ensuring education and training facilities comply with occupational health and safety laws.

3.3 Sector priorities

ESP (2019–2024) has five goals, 17 strategies and 69 activities, which are presented in Chapter four (page 43).

ESP (2019–2024) has five priorities:

- IE
- ECE
- TVET
- ICT
- Capacity development (CD) of the teaching workforce and IA staff.

In addition to these priorities, the Sector will continue implementing and strengthening initiatives established by ESP (2013–2018) until they meet the quality standards. For planning purposes, these are described as “general”, but they are critical to achieving the expected outputs and outcomes of ESP (2019–2024).

The next section summarises each priority and shows how it connects with ESP (2019–2024)'s goals and strategies. Some strategies for improving student outcomes and developing teachers apply to more than one priority. Each summary includes the estimated cost to implement the priority, and the indicators that will be used to measure progress each year. More details of the costs are included in Chapter five (page 61). Details of the MEL approach are included in Chapter six (page 64).

Each priority's activities will be included in a workplan and budget that will be submitted to ESAC each year. RGs will make sure these plans and budgets stay on track to achieve expected outputs and outcomes.

3.3.1 IE

The IE priority's strongest link is with Goal 2: provide *everyone* with access to good quality education and training opportunities without discrimination or restriction. It also links with Goal 5, as it includes ensuring that schools and facilities are inclusive and safe.

ESP (2013–2018) made good progress in this area, but IE remains a priority for the Education Sector. ESP (2019–2024) intends to consolidate existing programmes and establish new activities to help students with a disability.

The strategies for the IE priority are designed to ensure students with a disability are actively included in the education system (see text box below).

ESP (2019–2024) Strategies Aligned with IE
1.1: Implement and monitor quality assurance systems
1.2: Coordinate and facilitate the development of national curriculum and competency standards
1.3: Develop a committed and competent education workforce at all levels
2.1: Implement and monitor Inclusive Education policy
5.1: Strengthen management and leadership capability of IAs, schools and PSET providers
5.4: Provide and maintain inclusive and safe schools and training facilities

MESC’s *Inclusive Education Policy* covers training teachers and teacher aides in IE principles, and equipping them with skills to provide support programmes and introduce inclusive education plans (IEP) for students with a disability. The Sector will continue helping schools and providers meet MSS, so that students with a disability can access facilities.

Around 85% of children with a disability are thought to live in rural areas of Samoa. They have either never gone to school or have attended for only limited periods. The Sector has piloted work focused on including boys and girls with a disability, from rural and remote areas, in primary and secondary schools. It has also given institutions guidance on how to handle students’ needs, so they stay in school and receive an education.

The cost of implementing the IE priority is estimated to be SAT 8 million (refer to Chapter 5, page 62 for full details of the budget). This cost includes developing the capacity of teachers and teacher aides to teach students with a disability; upgrading facilities to meet requirements; and strengthening the delivery of programmes.

This priority will be measured by indicators including enrolment rates, training delivered and the number of students who have an IEP. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

3.3.2 ECE

The ECE priority’s strongest link is with Goal 1: enhance the quality of education and training for all learners. It also links with Goal 2. ECE is a priority for two reasons. Firstly, inclusive access to good quality education and training covers all students, including four-year old children, so it needs to be incorporated into the education system. Secondly, children who attend preschool are thought to perform better in their first year of primary school, compared with children who do not attend.

The ECE policy and the Education Amendment Act 2019 have paved the way to make faster progress with ECE (refer to Section 2.4.1, page 25 for more details). The Sector already has an ECE curriculum. It is now helping existing and prospective ECE teachers develop their capacity to deliver the curriculum.

The strategies for the ECE priority are shown in the text box below.

ESP (2019–2024) Strategies Aligned with ECE
1.1: Implement and monitor quality assurance systems
1.2: Coordinate and facilitate the development of national curriculum and competency standards
1.3: Develop a committed and competent education workforce at all levels
2.4: Implement and monitor the ECE policy

Over the next five years the Sector will use the OGG Scheme, and other means, to help ECE centres meet ECE MSS on teacher training, curriculum development, teacher and ECE centre registration.

Preschool facilities will continue to be mostly managed by private providers. However, the Sector can assist with the cost of upgrading facilities and resources to meet the ECE policy's MSS.

The cost of implementing the ECE priority is estimated to be SAT 21.5 million (refer to Chapter 5, page 62 for full details of the budget). The biggest cost item is ECE teacher salaries (SAT 17.6 million). Other costs include upgrading ECE facilities to meet the ECE policy's MSS and developing the capacity of existing and prospective ECE teachers.

This priority will be measured by indicators including ECE enrolment rates, the number of graduates qualified to teach ECE and the number of ECE centres that meet MSS. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

3.3.3 TVET

TVET is a critical tool for improving productivity and reducing Samoa's high unemployment, especially that of youth and school leavers. By developing TVET, the Sector intends to meet demands from the domestic and international labour markets.

The TVET priority's strongest link is with Goal 3: make education and training more relevant to national needs and the labour market. It also links with Goal 1, Goal 2 and Goal 5. The strategies for the TVET priority are shown in the text box below.

ESP (2019–2024) Strategies Aligned with TVET
1.1: Implement and monitor quality assurance systems
1.2: Coordinate and facilitate the development of national curriculum and competency standards
1.3: Develop a committed and competent education workforce at all levels
2.3: Identify and address the barriers affecting learner participation and engagement
3.1: Promote and deliver relevant programmes
3.3: Create and promote pathways for employment and further study
5.1: Strengthen management and leadership capability of IAs, schools and PSET providers
5.4: Provide and maintain inclusive and safe schools and training facilities

These strategies include a diverse range of activities to strengthen all aspects of TVET and present TVET as a credible pathway for students. The strategies align with the *TVET National Strategy and Policy Framework*, which is expected to be approved by June 2020. This document details how the strategy and policy will be implemented. The TVET RG will monitor its progress.

The cost of implementing the TVET priority is estimated to be SAT 13.4 million (refer to Chapter 5, page 62 for full details of the budget). The biggest cost item is the PSET Support Fund, which will absorb about 80% of this cost. It is used to help PSET providers with:

- TA to help them meet accreditation and registration requirements
- tuition fees for vulnerable students
- consumables, including equipment, to help them meet accreditation requirements
- capacity development to help TVET trainers meet professional standards.

Other costs relate to the processes for accrediting programmes and registering providers.

The revival of the SATVETI, and close liaison between TVET providers and industry panels, will help ensure that TVET programmes are relevant for students and help them secure employment.

Over the next five years the TVET curriculum for secondary schools will be repackaged and rolled out. This will extend the options available to students. This initiative responds to the rising number of school dropouts, especially young men. Many are unemployed because they do not have relevant qualifications and skills for further study or employment.

This priority will be measured by indicators including PSET graduate employment rates, the number of programmes accredited, the number of qualifications recognised and progress with establishing TVET in secondary schools. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

3.3.4 ICT

The ICT priority's strongest link is with Goal 2: provide everyone with access to good quality education and training opportunities. It also links with Goal 4 and Goal 5.

The strategies for the ICT priority are shown in the text box below.

ESP (2019–2024) Strategies Aligned with ICT
1.3: Develop a committed and competent education workforce at all levels
2.2: Increase the use of ICT for teaching and learning
4.3: Improve IA and Sector data and information management
5.4: Provide and maintain inclusive and safe schools and training facilities

Using ICT can improve students' access to good quality education and training. They can access course materials and submit assessments online; they do not need to be physically at a school, they can work at a time that is convenient to them, and they can communicate with teachers and trainers outside official school hours. Work is underway to convert NUS programmes to Online Distance Flexible Blended Learning (ODFBL) (baselines and targets are identified in the MEL). TVET does not yet have flexible-delivery course offerings, but there are plans to move TVET into ODFBL delivery.

Developing teachers' and trainers' capacity is important, so they are well acquainted with the technology and the pedagogy needed to integrate ICT into teaching and learning.

The Sector plans to use ICT to improve information management, so it can make evidence-based decisions. Over the next five years it will build the SEMIS infrastructure. SEMIS will analyse, disseminate and store Education Sector data. Once relevant information and analysed data is available, education managers will be in a better position to make effective decisions.

The cost of implementing the ICT priority is estimated to be SAT 7.3 million (refer to Chapter 5, page 62 for full details of the budget). The major cost items are infrastructure, to apply ICT, and SEMIS.

The Sector expects the ICT investment to take time to achieve results. However, its progress will be measured through three outputs: online and distance learning reviewed; SEMIS established; and an Education Sector ICT policy developed. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

3.3.5 CD of staff

The CD priority's strongest link is with Goal 1: enhance the quality of education and training for all learners. It also links with Goal 4 and Goal 5.

Despite numerous initiatives implemented under ESP (2013–2018), the *Review of the Education Sector Plan (2013–2018)* revealed disappointing results for numeracy and literacy at primary and secondary levels, and in Mathematics and Science subjects at secondary level. There may have been factors beyond the Sector's control that contributed to these results; however, the Sector knows that inadequate teaching staff capacity is one of the main causes.

Given these results, over the next five years the Sector will provide continual focused capacity building for trained, qualified staff, which is expected to improve the quality of teaching and learning outcomes at all levels.

The CD priority extends to support and management staff in IAs, schools and PSET providers. Developing their capacity, in areas like planning, budgeting, coordination, monitoring and evaluation, is necessary to sustain and continue ESP (2019–2024)'s initiatives.

The strategies for the CD priority are shown in the text box below.

ESP (2019–2024) Strategies Aligned with CD
1.3: Develop a committed and competent education workforce at all levels
4.1: Strengthen IA and Sector planning, monitoring and reporting
5.1: Strengthen management and leadership capability of IAs, schools and PSET providers
5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs

The MESC's *Professional Development Strategy* incorporates several major interventions to upgrade teachers. NUS offers qualifications in teaching at ECE, primary and secondary levels, as well as in IE. These qualifications are courses tailor-made to ECE, primary school and secondary school teachers. The courses are currently funded by the Teacher Upgrade Programme. These qualifications provide teachers with the skills they need to teach numeracy, literacy and Science at primary and secondary levels.

The Education Sector also provides primary school and secondary school teachers with in-service training to develop their skills to teach literacy, numeracy, Mathematics and Science; use assessment tools; and teach a bilingual curriculum in primary schools.

TVET programmes are quality assured. To meet and maintain Samoa Professional Standards for TVET trainers, staff who teach TVET must upgrade their teaching qualification. Through the PSET Support Fund, TVET trainers can access funding to attend training and help them meet TVET teaching and assessment requirements. Subject to the availability of funding, lecturers and trainers could have the opportunity to take up an overseas workplace attachment at a relevant institution to maintain their skills and knowledge.

Japan, China, Australia, New Zealand and the United States of America have volunteer-sending programmes that will actively support the Sector to implement ESP (2019–2024). In 2017/18, 52 international volunteers worked in primary and secondary schools throughout Samoa. Specialist volunteers and TAs work in IAs to develop staff capacity to implement ESP priorities. Between 2017 and 2019, 32 short-term assignments for TA were funded by budget support, and 19 were funded by the TA facility. The Education Sector relies on DP funding for its TAs. In the short term, the Sector expects it will continue to need volunteers and TAs in each of ESP (2019–2024)'s five priorities. Investing in developing the

Sector’s capacity is designed to reduce Samoa’s reliance (and the associated expense) on external advisers in the long term.

The cost of implementing the CD priority is estimated to be SAT 11.3 million (refer to Chapter 5, page 62 for full details of the budget). Over 3,600 teaching staff are expected to benefit from this investment.

This priority will be measured by the number of teachers and TVET trainers that meet professional standards. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

3.3.6 General

The ESP (2019–2024) builds on many existing initiatives that were developed during the ESP (2013–2018). The general strategies include activities to help deliver good quality education services, and strengthen systems and processes, so that the Sector can make informed decisions, and coordinate and govern itself.

The general strategies are shown in the text box below.

ESP (2019–2024) General Strategies
1.1: Implement and monitor quality assurance systems
1.2: Coordinate and facilitate the development of national curriculum and competency standards
1.3: Develop a committed and competent education workforce at all levels
3.2: Strengthen the role of sports and culture in education
4.1: Strengthen IA and Sector planning, monitoring and reporting
4.2: Strengthen Sector coordination of research and policy development
5.1: Strengthen management and leadership capability of IAs, schools and PSET providers
5.2: Strengthen Sector engagement with all stakeholders
5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs

In the MTEF these strategies are grouped under the label “General”. In annual workplans and budgets they will align with ESP (2019–2024)’s goals and other strategies. They will include initiatives to support:

- teaching literacy and numeracy
- assessing rates of achievement
- managing and monitoring sector resources
- assuring quality of teaching programmes and activities
- building and maintaining infrastructure
- developing sports and culture in education
- developing policies
- coordinating the Sector’s activities
- conducting research
- engaging stakeholders.

The National Teacher Development Framework (NTDF) is a comprehensive system to manage schoolteachers. It includes activities to implement legislation and policy on teacher registration, appraisal, remuneration and professional development.

The national schools QA mechanisms regulate MSS in four areas:

1. School environment, hygiene and safety
2. School partnerships, governance and management
3. Teacher quality
4. Student achievement.

The national PSET QA system covers registering providers; accrediting programmes; auditing quality; recognising NFL activities; and registering qualifications in the Samoa Qualifications Framework (SQF). NUS has an HE QA system that uses external reviews to ensure the international academic community accepts its standards.

The curriculum development work programme will help all primary and secondary school teachers improve literacy and numeracy. At primary level, ESP (2019–2024) will continue to implement the bilingual curriculum and use an outcomes-based, learner-centered approach in classrooms. At secondary level, the Sector plans to use special interventions to raise learning outcomes in Mathematics and Science. Student performance will be influenced by many factors and making progress in student achievement at the national level takes time. The MEL will monitor progress on an annual basis, but target setting needs to allow enough time for improvements in the learning experience to take effect.

The cost of implementing the general strategies is estimated to be SAT 22 million (refer to Chapter 5, page 62 for full details of the budget).

This priority will be measured by indicators including students' achievement, schools participating in SSILNaS, monitoring and reporting improvements, key policies and plans developed, stakeholders participating in consultation and awareness, and ESP (2019–2024)'s MEL framework, MTEF and risk matrix being updated annually. For more details refer to the MEL framework in Chapter 6 (page 64) and Appendix 5 (page 107).

Chapter 4: The Education Sector approach to achieving its vision

4.1 ESP (2019–2024) goals

ESP (2019–2024) has five goals. Each goal has outputs and short-term outcomes that the Sector expects to achieve within the next five years. If this happens, it should lead to a robust, effective Education Sector for Samoa, and good progress towards the SDS and the SDGs.

Table 11 to Table 15 are implementation plans for each of ESP (2019–2024)'s five goals. For each goal, the implementation plan shows:

- the expected outcome
- the KPIs that will be used to measure the outcome or output
- the strategies that will be used to achieve the outcome
- the activities that will be used to implement the strategy
- the quarters and years in which the activities will be implemented
- the IAs responsible for the activities
- the stakeholders that will be involved in the activities.

Table 11: ESP (2019–2024) Goal 1 implementation plan

Goal 1: Enhance the quality of education and training for all learners																							
Outcome: Improved learning outcomes at all levels																							
KPI No.	Outcome indicator																						
1	Percentage (%) of year 4 primary school children at Government schools meeting a minimum of Level 3 for literacy and numeracy																						
2	Percentage (%) of year 6 primary school children at Government schools meeting a minimum of Level 3 for literacy and numeracy																						
3	Number of PSET-accredited programmes delivering National Competency Standards (NCS) in generic skills (literacy and numeracy)																						
4	Percentage (%) of SSC students meeting a minimum of Level 2 in English and Samoan																						
5	Percentage (%) of SSC students meeting a minimum of Level 2 in Mathematics and Science																						
7	Percentage (%) of all primary and secondary teachers meeting registration requirements of the National Teachers Council																						
8	Percentage (%) of TVET lecturers and trainers meeting TVET Professional Standards																						
9	Number of NUS graduates qualified to teach at ECE, primary and secondary levels																						
KPI No.	Output indicator																						
6	Percentage (%) of schools (primary and secondary) participating in SSILNaS at the national level																						
Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
1.1: Implement and monitor quality assurance systems	1.1.1: Improve QA and support for schools to meet MSS																					MESC	MoH, school committees, all schools
	1.1.2: Ensure national and workplace assessment and moderation procedures comply with requirements																					MESC, NUS, SQA	Schools, PSET providers, employers, industries
	1.1.3: Implement processes and systems for teacher and TVET trainer registration and performance appraisal																					MESC, NUS, SQA	PSET providers
	1.1.4: Implement QA policies and procedures for PSET providers																					NUS, SQA	PSET providers

Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders	
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4			
1.2: Coordinate and facilitate the development of national curriculum and competency standards	1.2.1: Finalise the review and revision of secondary school curriculum (including repackaging TVET subjects)																					MESC	Reviewers and schools	
	1.2.2: Conduct the SSILNaS annually																						MESC	Schools
	1.2.3: Ensure students at all levels have access to sufficient resources, equipment and learning materials																						MESC, NUS, SQA	Schools
	1.2.4: Implement ECE Curriculum Guidelines and Teachers' Manual																						MESC, NUS	ECE providers, NCECES
	1.2.5: Facilitate the development and application of Samoa Qualifications and NCS																						NUS, SQA	Private sector, all GoS agencies, PSET providers, employers, industries
	1.2.6: Deliver ongoing training on the use of curriculum resources and materials																							MESC, NUS
1.3: Develop a committed and competent education workforce at all levels	1.3.1: Increase the supply of qualified teaching staff through pre-service and in-service training																						MESC, NUS, SQA	MFAT, PSC
	1.3.2: Enhance in-service professional development school-based support to build capacity for teaching staff at all levels																						MESC, NUS	Schools
	1.3.3: Implement strategies to address teacher shortages in Government schools (includes recruitment, deployment, induction and mentoring)																						MESC	PSC, schools, NUS

Table 12: ESP (2019–2024) Goal 2 implementation plan

Goal 2: Provide everyone with access to good quality education and training opportunities																							
Outcome: Increased rates of participation and completion at all levels																							
KPI No.	Outcome indicator																						
10	Percentage (%) of ECE age students enrolled in ECE																						
11	Percentage (%) of children commencing year 1 primary and completing year 8																						
12	Percentage (%) of students commencing year 9 and completing year 12 Percentage (%) of students commencing year 9 and completing year 13																						
13	Gross enrolment in formal PSET (ratio and numbers)																						
14	Gross graduation in formal PSET (ratio and numbers)																						
17	Number of ECE centres meeting MSS																						
18	Number of students with a disability enrolled at all levels																						
19	Number of primary and secondary teachers (including principals) receiving training on the IE Handbook																						
20	Number of students with a disability who have a current IEP																						
KPI No.	Output Indicator																						
15	Number of PSET courses available through flexible delivery modes																						
16	Review of Online Distance Flexible Blended Learning (ODFBL) effectiveness completed																						
Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
2.1: Implement and monitor Inclusive Education policy	2.1.1: Build the capacity of teachers and teacher aides to meet IE standards in all schools																					MESC, NUS	IE Providers, APTC
	2.1.2: Develop national screening programmes to identify and support children with disabilities																					MESC,	IE providers, MOH, MWCS D
	2.1.3: Develop and implement systems and processes to transition children with a disability from ECE to PSET																					MESC, NUS, SQA	Schools, IE providers, MWCS D, MoH, PSET providers
	2.1.4: Monitor progress and update the IE implementation Plan (2016–2020)																					MESC, NUS, SQA	IE providers, MWCS D, MoH, MoF, PSET providers

Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
2.2: Increase the use of ICT for teaching and learning	2.2.1: Establish and maintain online distance learning platforms across the Sector																				MESC, NUS, SQA	MCIT, PSET providers	
	2.2.2: Improve infrastructure to support teaching and learning in a digital environment																					MESC, NUS, SQA	MCIT, PSET providers
	2.2.3: Deliver capacity building programmes for teaching staff on using ICT in learning environments																					MESC, NUS, SQA	MCIT, PSET providers
	2.2.4: Establish access to e-library resources to assist teaching and learning																					MESC, NUS, SQA	UNESCO, MCIT, PSET providers
2.3: Identify and address the barriers affecting learner participation and engagement	2.3.1: Administer financial schemes to address the fee barrier for vulnerable students																					MESC, NUS, SQA	DPs, MoF, PSET providers
	2.3.2: Identify and address gender disparity in achievement and participation																					MESC, NUS, SQA	DPs, MoF, PSET providers
	2.3.3: Implement initiatives to improve student wellbeing and engagement																					MESC, NUS, SQA	DPs, MoF, PSET providers
	2.3.4: Develop and implement bridging programmes to support student transition to PSET																					MESC, NUS, SQA	PSET providers
2.4 Implement and monitor the ECE policy	2.4.1: Encourage compliance with the Education Amendment Act 2019																					MESC, NUS, SQA	ECE providers, MWCSD, MoP, school committees
	2.4.2: Promote and regulate ECE MSS																					MESC, NUS, SQA	ECE providers, NCECES

Table 13: ESP (2019–2024) Goal 3 implementation plan

Goal 3: Make education and training more relevant to national needs and the labour market																							
Outcome: Increased rates of employment for graduates																							
KPI No.	Outcome indicator																						
21	Percentage (%) of employed PSET graduates who found employment within six months of completion																						
23	Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace																						
24	Number of PSET programmes accredited by SQA																						
26	Percentage (%) of Government secondary schools providing at least three repackaged TVET programmes																						
27	Percentage (%) of PSET graduates with nationally and regionally recognised qualifications																						
KPI No.	Output indicator																						
22	Process to report on graduate employment outcomes each year established and implemented																						
25	TVET pilot in secondary schools completed																						
28	Samoa Institute of Sport established																						
Strategies	Activities	2019/20				2020/21				2021/20 22				2022/23				2023/24				Responsible IAs	Key stakeholders
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
3.1 Promote and deliver relevant programmes	3.1.1 Increase the number of accredited PSET programmes and recognised non formal learning activities available																					MESC, NUS, SQA	PSC, SBS, PSET providers, All Government Agencies, Private Employers
	3.1.2 Finalise and monitor the implementation of the National TVET Strategy and Policy Framework																					MESC, NUS, SQA	All GoS agencies
	3.1.3 Strengthen existing and build new partnerships with stakeholders to ensure training is relevant to industry needs																					MESC, NUS, SQA	Private sector, All GOS agencies
	3.1.4 Apply research findings (tracer studies, employer surveys, labour market analysis) to continuously improve the delivery and relevance of programmes																					MESC, NUS, SQA	MCIL, PSC, SBS, private sector, All Government agencies

3.2 Strengthen the role of sports and culture in education	3.2.1 Establish and maintain partnerships with the community and national sports bodies																						MESC, NUS, SQA	MWCSD, Sports bodies, SASNOC, MOH, PSC	
	3.2.2 Formalise the learning of Traditional Skills and Knowledge																						MESC, NUS, SQA	MWCSD, providers	PSET
	3.2.3 Implement the National Culture Framework																						MESC, NUS, SQA	MWCSD	
	3.2.4 Implement the Sports in Education Policy																						MESC, NUS, SQA	SSFA, Sports bodies, SASNOC,	
	3.2.5 Establish the Samoa Institute of Sports																						MESC, NUS, SQA	MOH, MWCSD	
3.3 Create and promote pathways for employment and further study	3.3.1 Promote career options using a range of opportunities including open days, advertising, industry visits and community engagement																						MESC, NUS, SQA	PSC, MCIL, MWCSD, Schools, providers	PSET
	3.3.2 Develop the pathway from secondary schools to PSET																						MESC, NUS, SQA	PSC, MCIL, providers	PSET
	3.3.3 Implement the Recognition of Current Competencies (RCC) policies and processes																						NUS, SQA	PSET providers; all Government agencies	
	3.3.4 Strengthen systems and processes to recognise foreign qualifications in Samoa																						SQA	PSET providers; all Government agencies	

Table 14: ESP (2019–2024) Goal 4 implementation plan

Goal 4: Improve the effectiveness of Sector planning, monitoring and reporting																							
Outcome: More decision making is informed by data analysis, research, policy and reviews																							
KPI No.	Outcome indicator																						
31	Sector implementation of workplans and expenditure monitoring submitted to ESAC, within a month of expected timeframes																						
KPI No.	Output indicator																						
29	ESAC decision-making processes reviewed																						
30	SEMIS project delivered																						
32	Sector research strategy and action plan reviewed																						
33	Sector ICT policy finalised																						
34	Sector climate change and disaster risk resilience strategy finalised																						
Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
4.1: Strengthen IA and Sector planning, monitoring and reporting	4.1.1: Monitor planning, implementation and progress towards achieving expected outcomes and annual targets																				MESC, NUS, SQA	MoF	
	4.1.2: Maintain reporting and planning schedules detailed in ESP (2019–24)																					MESC, NUS, SQA	
	4.1.3: Establish effective Sector monitoring and evaluation processes																					MESC, NUS, SQA	
4.2: Strengthen Sector coordination of research and policy development	4.2.1: Develop and implement a Sector climate change and disaster-risk-resilience strategy to reflect IA and national action plans																					MESC, NUS, SQA	MNRE
	4.2.2: Monitor and review implementation of Sector research strategy and action plan 2017–2020																					MESC, NUS, SQA	
	4.2.3: Disseminate the findings of Sector research and reviews																					MESC, NUS, SQA	PSET providers, private and church schools, DPs, all GoS ministries
	4.2.4: Collaborate with Sector stakeholders to develop and review Education Sector policies																					MESC, NUS, SQA	PSET providers, private and church schools, DPs, all GoS ministries

Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
4.3: Improve IA and Sector data and information management	4.3.1: Design and deliver the SEMIS project																				MESC, NUS, SQA	MCIT	
	4.3.2: Build Sector capacity to support the implementation of SEMIS																					MESC, NUS, SQA	
	4.3.3: Publish statistical digest annually																					MESC, NUS, SQA	SBS, PSET providers, ECE providers
	4.3.4: Implement the Record of Achievement for PSET																					NUS, SQA	PSET providers
	4.3.5: Develop and implement ICT Sector policy																						MESC, NUS, SQA

Table 15: ESP (2019–2024) Goal 5 implementation plan

Goal 5: Develop ways to manage the Education Sector’s resources sustainably																							
Outcome: All Education Sector coordination responsibilities managed efficiently																							
KPI No.	Outcome indicator																						
35	Improved stakeholder engagement in all Education Sector activities																						
KPI No.	Output indicator																						
36	MTEF revised annually to meet MoF requirements and planning cycle due dates																						
37	Sector management documents (risk management, MEL, sector workplans and budgets) revised annually																						
38	New schools established and existing schools upgraded or renovated																						
Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
5.1: Strengthen management and leadership capability of IAs, schools and PSET providers	5.1.1: Develop and implement a Sector capacity-development plan for IA staff																					MESC, NUS, SQA	PSC
	5.1.2: Strengthen ESCD capability to meet Sector expectations and coordination responsibilities																					MESC, NUS, SQA	
	5.1.3: Review the Education Act to clarify legal responsibilities for Sector governance																					MESC, NUS, SQA	Office of Attorney General (OAG)
	5.1.4: Improve the effectiveness of management and leadership in schools and PSET providers																					MESC, NUS, SQA	PSET providers, PSC
5.2: Strengthen Sector engagement with all stakeholders	5.2.1: Finalise and implement the Sector communication strategy																					MESC, NUS, SQA	MCIT
	5.2.2: Establish and coordinate annual Education Sector DP roundtable meetings to share information on planning and progress																					MESC, NUS, SQA	DPs
	5.2.3: Convene public consultation meetings for the annual review of the ESP																					MESC, NUS, SQA	

Strategies	Activities	2019/20				2020/21				2021/20				2022/23				2023/24				Responsible IA	Key stakeholders
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs	5.3.1: Strengthen financial management processes for the disbursement and acquittal of financial expenditure each quarter																				MESC, NUS, SQA	MoF	
	5.3.2: Review and update the MTEF annually to inform workplans and budgets																					MESC, NUS, SQA	MoF
	5.3.3: Implement risk management strategies by monitoring that IAs implement audit report recommendations, procurement plans and IA disaster risk management plans.																					MESC, NUS, SQA	Audit Office
5.4: Provide and maintain inclusive and safe schools and training facilities	5.4.1: Ensure that education and training facilities comply with occupational health and safety legislation.																					MESC, NUS, SQA	MCIL, Ministry of Health (MOH), MWTI, MNRE, FESA
	5.4.2: Encourage school and PSET managers to ensure teaching and learning environments are safe, non-violent and healthy for all learners																					MESC, NUS, SQA	MoH, MoP, FESA
	5.4.3: Manage support funds to assist schools and education providers meet MSS and PSET QA standards																					MESC, NUS, SQA	PSET providers
	5.4.4: Ensure all TVET trainers and teachers have current first aid qualifications																					MESC, NUS, SQA	Red Cross; TVET providers, MOH
	5.4.5: Improve ICT connectivity and network infrastructure across the Sector																						MESC, NUS, SQA

4.2 Measuring results

Achieving the Education Sector’s vision relies on achieving ESP (2019–2024)’s five goals. The Sector will use two tools to plan and monitor progress towards the goals:

Monitoring, evaluation and learning framework

The MEL framework contains KPIs that will help the Sector lead and manage ESP (2019–2024). The MEL framework will ensure the Sector stays accountable to the public for what ESP (2019–2024) is implementing and achieving. It will also help the Sector assess students’ learning outcomes and learn lessons about what works.

The MEL framework should give IAs information they need to make sound decisions, while also ensuring they are transparent about, and accountable for, how ESP (2019–2024)’s activities are being implemented.

Medium-term expenditure framework

The MTEF describes how ESP (2019–2024) funds are allocated. It will help the Sector ensure that allocated funding is available, sustainable and transparent. The MTEF will ensure the Sector stays accountable to the public for what ESP (2019–2024) is spending.

The implementation plans for each goal, the MEL framework and the MTEF are the tools the Sector will use to ensure there is enough funding allocated to achieve the Sector vision, and measure results.

4.3 Integrating the Sector strategies and activities

Implementing ESP (2019–2024) relies on aligning and integrating its strategies and activities with the IAs’ strategic, corporate and annual plans (see Table 4 and Figure 4).

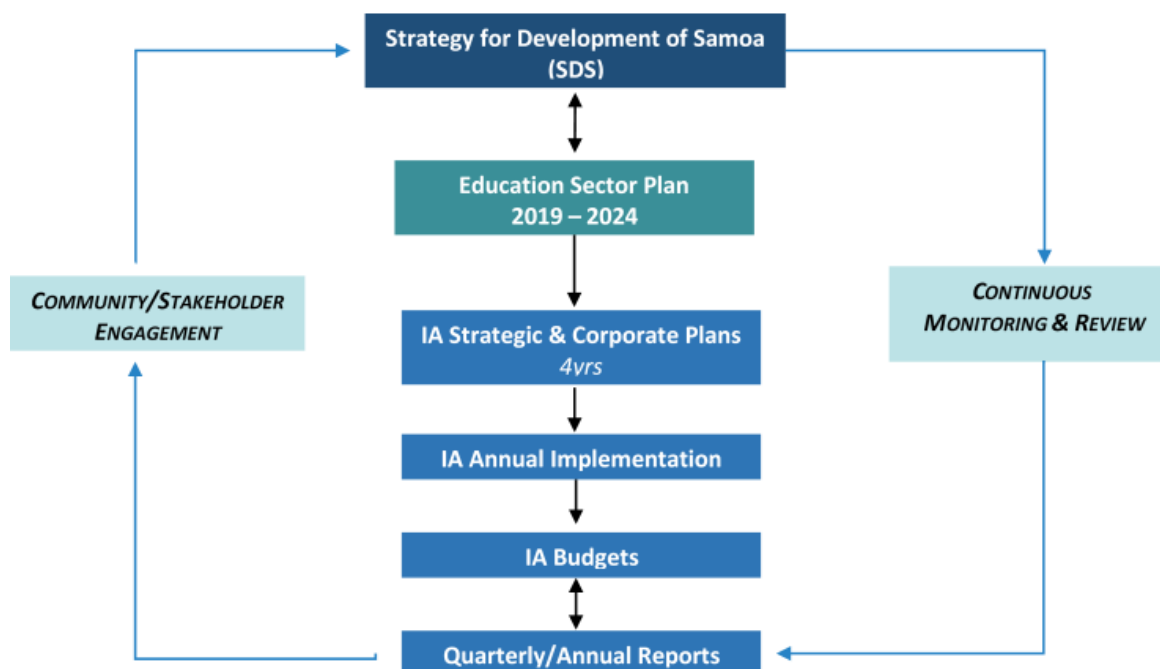


Figure 4: Process for aligning ESP (2019–2024) with SDS and IAs’ plans

Although Figure 4 does not show the IAs’ planning processes, the Sector collectively understands that IAs’ strategic, corporate and annual plans will be guided by ESP (2019–2024)’s strategies and activities. The process described in Figure 4 will enable IAs to identify and adopt the strategies and activities that they are responsible for implementing.

Each IA will use the existing budget process to submit its estimated budget for implementing the activities in its annual plan. These plans are collated in a Sector workplan and budget that is approved by the ESAC and submitted to MoF.

Each quarter IAs will submit a progress report and financial acquittal to the ESCD that will be summarised in a Sector quarterly progress report and submitted to the ESAC for approval. Chapter 6 (page 64) gives more details about monitoring and reporting.

4.4 Working together

This section describes the structures and processes that the Sector and IAs will use to work together to implement and monitor ESP (2019–2024).

4.4.1 The Education Sector governance structure

The Education Sector’s governance structure defines the processes for making decisions (see Figure 5) and the roles and responsibilities of the Sector’s stakeholders (see Figure 6). This structure will be used to govern ESP (2019–2024). The Sector uses a participatory approach to make decisions, which means there’s good coordination on policy and administrative matters.

ESP 2019 – 2024 GOVERNANCE STRUCTURE



Figure 5: ESP (2019–2024) governance structure

Figure 5 shows that the ESCD coordinates the Sector’s policies. It channels policies from IAs through a hierarchy of committees that vet and approve them. Using the hierarchy minimises conflicts between policies and maximises the benefits of policies to IAs and other stakeholders.

The Education Sector intends to amend the Education Act to clarify the roles of committees and the IAs. This would give ESP (2019–2024) clear lines of authority and accountability (refer to activity 5.1.3, page 52).

4.4.2 ESAC

The ESAC is the Sector’s main advisory body. It meets quarterly in January, April, July and October. The ESAC considers the ESG’s reports and proposals and advises the Minister of Education, Sports and Culture on any problems, proposals or policy matters. Table 16 shows the ESAC’s members. The ESAC’s responsibilities are presented in Figure 6, page 57.

Table 16: ESAC and ESWG members

Members of the ESAC and ESWG			
Type of organisation	Organisation	Representative on ESAC	Representative on ESWG
IA	MESC	CEO	PPRD ACEO CSD ACEO
	NUS	VC	Director Planning Director Finance
	SQA	CEO	RPPD ACEO CSD ACEO
	ESCD	Education Sector Coordinator (ESC)	ESC(Chair) ESCD team
GoS	MCIL	CEO	-
	MoF	CEO	PO EPPD
	MoH	CEO	-
	MPE	CEO (Chair)	-
	MWCSD	CEO	-
	PSC	Chair	-
DP	MFAT	First Secretary NZHC	Programme Manager
	DFAT	First Secretary AHC	Programme Manager
	World Bank	Samoa Liaison Office	-
Stakeholders	SUNGO	Representative	-
	Private/Mission Schools	Representative	-
Observers	APTC	Country Director	-
	NCECE	Nominated Representative	-
	IE	Nominated Representative	-
	Other	-	IA staff RG Chairs

4.4.3 ESWG

The ESWG coordinates the Sector’s activities and the IAs’ planning, budgeting, monitoring and reporting. It endorses reports to the ESAC and provides it with the information it needs for its meetings. Table 16 lists the members of the ESWG.

Each IA has two focal points who are members of the ESWG. Their contributions are critical to the Sector’s governance. The focal points are responsible for their IA’s planning, monitoring, reporting and financial management of ESP (2019–2024). They also participate actively in Sector activities.

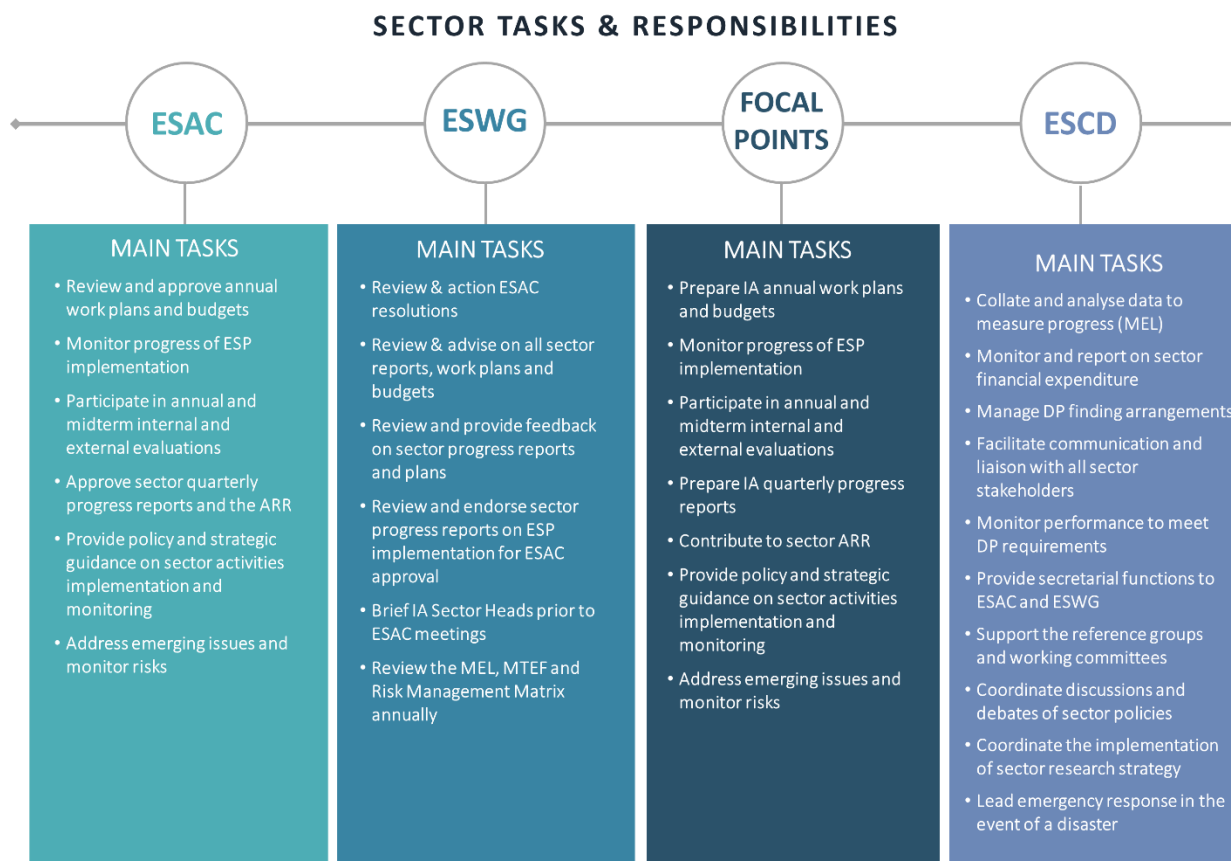


Figure 6: Sector tasks and responsibilities

4.4.4 ESCD

The ESCD, located in MESC, has been established to coordinate IAs and Sector stakeholders and provide opportunities for them to work together.

ESP (2019–2024)’s strategies and activities often involve more than one IA. Through the ESWG, the ESCD coordinates each of ESP (2019–2024)’s five priorities (refer to Chapter 3, page 36) to make sure they are implemented effectively.

The ESCD’s main tasks are shown in Figure 6. The Sector’s coordination responsibilities include communication, policy development, research, planning, reporting, MEL, financial and risk management. The ESCD also supports the Sector’s governance and leads the Sector’s response in the event of a disaster.

4.4.5 Reference Groups

The RGs are groups of stakeholders that have a common interest in an aspect of ESP (2019–2024). The reason for including RGs in ESP (2019–2024)’s governance structure is to encourage stakeholders to work together, communicate meaningfully and share the same vision for Samoa’s education. Reviving RGs and, as required, working committees, is a pragmatic way of ensuring that the Sector’s planning and implementation meet current needs. RGs also provide a forum for identifying new initiatives.

The RGs will concentrate on six themes (see Figure 7).

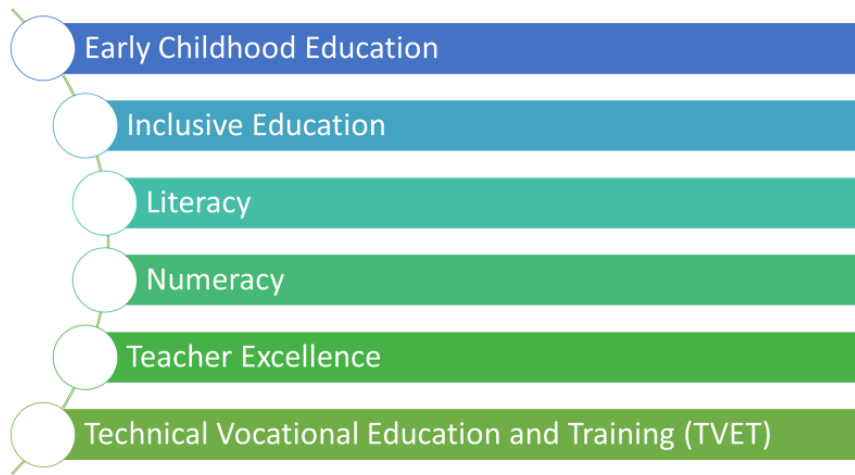


Figure 7: ESP (2019–2024) RG themes

Each RG will identify how it can help the Sector achieve ESP (2019–2024)’s expected outcomes. Each RG will meet at least twice each year; it will establish and dissolve working committees when it needs to. The frequency of meetings may vary from year to year, depending on the IAs’ workplans, annual targets and KPIs, and what the Sector needs.

4.5 Reporting on ESP (2019–2024)

The ESP (2019–2024)’s reporting process, shown in Figure 8, aligns with GoS’s monitoring and review process.

IAs are responsible for delivering ESP (2019–2024) strategies and activities assigned to them. They are held accountable for this through a series of reports and reviews.

Quarterly Sector progress reports

Every quarter each IA will report on its progress to the ESCD. The ESCD prepares a summary report for submission to the ESWG and then the ESAC.

Annual review reports

At the end of every financial year the Sector reviews and reports on progress and performance against what’s planned in ESP (2019–2024). These ARR’s are presented for public consultation and then to the Minister of Education, Sports and Culture.

ESP (2019–2024) annual workplan and budgets

Every year the Sector schedules activities in an annual workplan and allocates funding in an annual budget to implement the workplan. The annual workplan and budget are based on available funding and the results of the annual review.

ESP (2019–2024) MEL framework

Every year the MEL framework is revised using the results of the annual review.

Independent mid-term review

In 2021/22 external personnel will review the ESP (2019–2024)’s progress and performance and report to the ESAC.

Independent final review

In ESP (2019–2024)’s final year, external personnel will review its progress and performance and report to the ESAC. This review will inform the design of the next ESP.

ESP 2019 – 2024

ANNUAL PLANNING AND REPORTING SCHEDULE

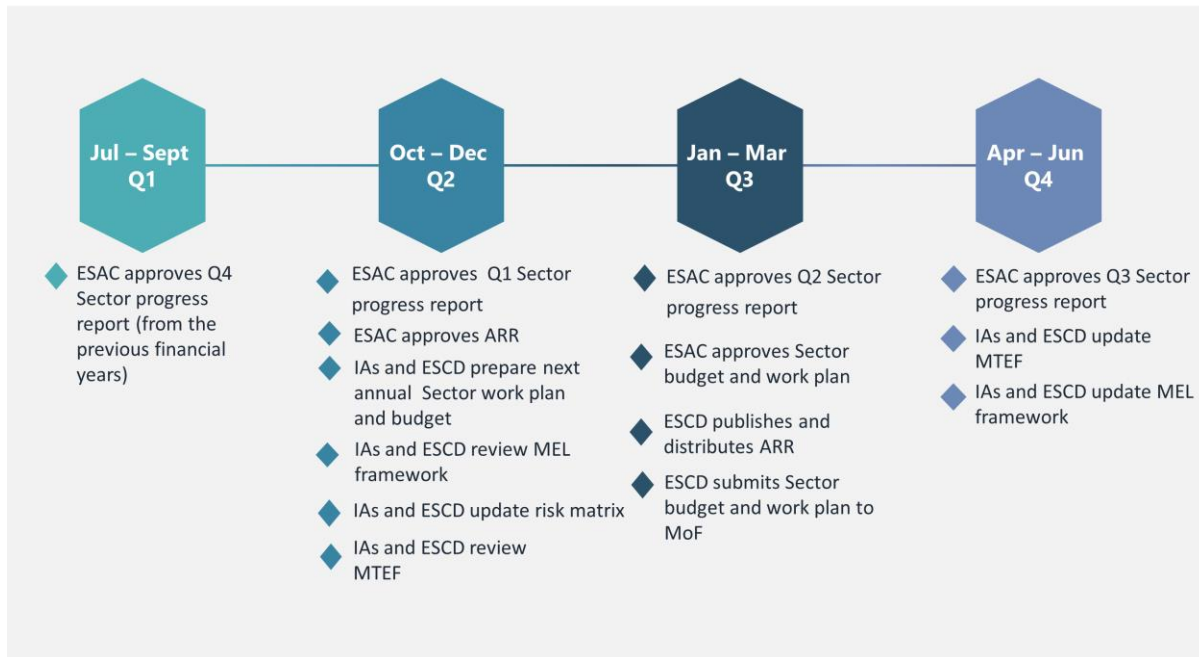


Figure 8: ESP (2019–2024) annual planning, budgeting and reporting schedule

4.6 Managing risks

ESP (2013–2018) revealed several major internal and external risks to implementing an ESP effectively and efficiently. These risks must be monitored regularly, so that IAs can proactively manage them. ESP (2019–2024)’s risk matrix (see Appendix 3, page 81) lists the potential risks and options to mitigate their effects.

4.6.1 Institutional risks

Among the several institutional risks that ESP (2013–2018) faced, the main one is IAs not being committed to implement, monitor and report on ESP (2019–2024), because of competing commitments within their agency. Reviews of ESP (2013–2018) show this was a major concern.

Holding IAs accountable through their reporting requirements is one way to manage this risk. IAs must provide quarterly reports to the ESAC and the Sector must provide annual reports to the Minister of Education, Sports and Culture (refer to Section 4.5, page 58 for a description of these reports). Having the ESCD to systematically monitor reporting, and pressure IAs to comply with the requirements, is a second way to manage this risk.

The Sector used a very collaborative process to develop ESP (2019–2024) (see Section 1.3.4, page 19 for more details). Not only were the IA focal points directly involved in the whole process, but the IA managers also had opportunities to examine, and comment on, the Sector’s direction, strategies and activities over the next five years. This process helped IAs “own” and “buy into” ESP (2019–2024).

4.6.2 Economic risks

The main economic risk to ESP (2019–2024) is that GoS expenditure on education will be reduced following an economic crisis or change in political priorities. To mitigate this risk, the Sector will reprioritise activities and budget according to funds available. This will be informed by the MTEF and regular roundtable meetings with DPs.

4.6.3 Environmental risks

The main environmental risk to ESP (2019–2024) is a natural disaster. This risk has arisen in recent years, and damaged infrastructure and facilities have disrupted the Sector’s normal operations. The financial costs of recovering from a disaster can be substantial. To manage this risk, the Sector plans to develop a climate change and disaster risk resilience strategy during the next five years (refer to activity 4.2.1, page 50).

4.6.4 Financial management and procurement risks

The current public financial management (PFM) and procurement guidelines and practices are out of date, and this affected how ESP (2013–2018) was implemented. The biggest challenge to ESP (2019–2024) is delays to disbursing funds to IA and procuring the items and personnel needed to implement ESP (2019–2024)’s activities. This challenge partly exists because of inconsistent procurement requirements. This problem particularly affects MESC because it must comply with the MoF’s financial requirements. While NUS and SQA are in a different position, they must use MoF’s requirements when they procure items that cost more than SAT 250,000.

The MoF’s PFM reform will help mitigate this risk. The Sector is also considering recruiting a procurement specialist to develop the capacity of Education Sector personnel who are responsible for procurement, and to help MoF improve its PFM.

4.6.5 Education Sector reform risk

The ESP (2019–2024) will introduce changes to the Education Sector that will require teachers to change their behaviour and schools to invest more of their resources. ECE Centres will have to meet MSS (the MSS are set out in the ECE policy); schools will have to make physical changes to accommodate students with a disability; TVET providers and schools will implement the National TVET Strategy and Policy Framework¹¹; and teachers will have to use a revised curriculum and other classroom tools like ICT. The risk that the Sector can’t make these changes will be managed by continually developing the capacity of the Sector workforce.

4.6.6 Risk matrix

ESP (2019–2024)’s risk matrix (see Appendix 3, page 81) will be reviewed every year. The Sector must record new or emerging risks that were identified during ESAC and ESWG meetings, in audit reports or in other financial statements. The Sector will inform its main stakeholders about ESP (2019–2024) at ESAC meetings and during ESP (2019–2024)’s annual reviews.

¹¹ The National TVET Strategy and Policy Framework has not yet been finalised

Chapter 5: ESP (2019–2024) MTEF

5.1 Overview

An MTEF is an annual, rolling medium-term (three to five years) financial planning tool used to allocate funds for recurrent and development costs. Expenditure decisions have multi-year implications, so they must align with resources that are available in the medium term. Good financial planning involves factoring the fiscal situation and available resources into plans and budgets, to make sure that spending can be sustained. Individual project and programme budgets need to be reconciled with expenditure limits that are set by the GoS, which include those outlined in the SDS and the Fiscal Strategy Statement tabled with the annual GoS Budget.

To develop the ESP (2019–2024) MTEF, the Sector:

- studied the national requirements (*Sector Planning Manual for Samoa* and *Samoa Monitoring Evaluation Reporting Framework Manual*)
- estimated the cost to implement the activities for each of ESP (2019–2024)’s goals and strategies (see Table 11 to Table 15, pages 44 to 52) and Appendix 4, page 86)
- collated the costs by financial years, IAs, outputs, and priorities
- determined what the IAs can fund from their recurrent budgets or with existing funding from DPs
- calculated the funding gap that DPs need to cover through grants, loans or in-kind assistance.

ESP (2019–2024)’s MTEF (see Appendix 4, page 86) provides the following information.

5.1.1 *Estimated recurrent costs*

The MTEF shows the estimated costs of funding operating costs and salaries each year (see Table 17, with further details provided in Appendix 4, page 86).

These costs are presented as:

- MESC recurrent expenditure by outputs reported to MoF
- estimated cost of outputs provided by third parties (this excludes SQA’s and NUS’s budgets, which are shown separately as outputs reported to MoF)
- estimated cost of transactions on behalf of the state (this includes the cost of providing counterparts for DP projects).

5.1.2 *Estimated development costs*

The MTEF shows the estimated costs of new initiatives and ongoing activities designed to achieve ESP (2019–2024)’s goals. In the MTEF, these costs are shown by IA, output and financial year (see Table 17, with further details provided in Appendix 4, page 86).

The IAs provided their estimated development expenditure for each of ESP (2019–2024)’s five priorities (IE, ECE, TVET, ICT and CD of staff) and its general strategies (see Table 20, page 63) with further details provided in Appendix 4, page 86)

These estimates include the 2019/2020 costs of continuing Sector activities commenced during ESP (2013–2018). These activities are funded by the remaining allocation of budget support (SAT 5,367,601).

Once expenditure is approved, the MTEF will use sub-output level codes to distinguish between GoS and DP funded components of the same output. Although SQA and NUS use different accounting software to MESC, they will separate the different expenditure categories in their financial reports.

5.2 Finance plan

Table 17 shows the ESP (2019–2024)’s estimated funding gap by financial year. This is calculated by subtracting GoS and DP estimated funding contributions from the estimated total cost (recurrent costs plus development costs).

Table 17: ESP (2019–2024) estimated funding gap

Estimated Education Sector Expenditure, Funding available and Funding gap						
Type of cost	2019/20	2020/21	2021/22	2022/23	2023/24	Total
Recurrent costs	92,232,386	90,469,784	91,548,517	91,416,896	91,145,066	456,812,650
Development costs	15,078,934	22,992,057	16,360,278	15,055,376	14,433,173	83,919,818
Total required for ESP implementation	\$107,311,320	\$113,461,841	\$107,908,795	\$106,472,272	\$105,578,239	\$540,732,467
Government funding	92,232,386	90,469,784	91,548,517	91,416,896	91,145,066	456,812,650
Foreign Aid/ Loan Funding	5,367,601	-	-	-	-	5,367,601
Development costs - buildings	-	7,000,000	-	-	-	7,000,000
Development costs - ECE salaries	3,481,215	3,481,215	3,575,255	3,575,255	3,575,255	17,688,195
Total funding available	\$101,081,202	\$100,950,999	\$95,123,772	\$94,992,151	\$94,720,321	\$486,868,446
Funding Gap	\$6,230,118	\$12,510,842	\$12,785,023	\$11,480,121	\$10,857,918	\$53,864,022

ESP (2019–2024)’s ToC assumes there will be enough funding to implement all the planned activities. The Sector assumes that the GoS will continue to fund education at the current level and that DPs will continue to provide budget support to implement ESP (2019–2024) (see Section 2.6, page 29). However, the Sector recognises there is a risk of not having enough funding for ESP (2019–2024). This risk, and risk mitigation strategies, are described in ESP (2019–2024)’s risk matrix (see Appendix 3, page 81).

The Governments of New Zealand and Australia committed SAT 35 million to ESP (2013–2018) and have extended their Joint Financing Agreement (JFA) to June 2020. The JFA provides a mixed modality of budget support and ring-fenced funding for IE, which enables IAs to implement planned activities. Work is underway to determine the scope of their financial support for ESP (2019–2024). However, the Sector expects their contribution will not be enough to cover the funding gap.

The GoS, led by MFAT and MoF, will talk to other DPs to explore additional funding options for the Education Sector.

The MTEF shows the estimated recurrent costs and development costs of each ESP (2019–2024) goal (see Appendix 4, page 86).

Table 18 shows the total development cost of each goal, by financial year.

Table 18: ESP (2019–2024) estimated development costs of each goal (SAT)

Estimated Education Sector Expenditure							
Goal	2019/20	2020/21	2021/22	2022/23	2023/24	Total	%
1	6,378,948	7,673,815	7,975,855	7,740,855	7,695,855	37,465,328	45%
2	1,835,713	2,729,436	2,690,436	2,660,436	2,834,024	12,750,045	15%
3	2,304,772	7,707,806	570,287	594,115	559,547	11,736,527	14%
4	970,355	2,501,000	3,003,600	1,941,660	1,101,206	9,517,821	11%
5	3,589,146	2,380,000	2,120,100	2,118,310	2,242,541	12,450,097	15%
Total	\$15,078,934	\$22,992,057	\$16,360,278	\$15,055,376	\$14,433,173	\$83,919,818	100%

Table 19 shows each IA’s total development costs, by goal.

Table 19: ESP (2019–2024) estimated development costs of each goal by IA (SAT)

Estimated Education Sector Expenditure							
IA	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Total	%
MESC	33,630,195	9,145,809	8,755,323	7,497,160	3,041,951	62,070,438	74%
NUS	1,530,000	2,243,236	2,601,204	1,056,306	2,275,500	9,706,246	12%
SQA	2,305,133	1,361,000	380,000	964,355	7,132,646	12,143,134	14%
Total	\$37,465,328	\$12,750,045	\$11,736,527	\$9,517,821	\$12,450,097	\$83,919,818	100%

Table 20 shows the total development cost of each priority, by financial year. The total required to implement ESP (2019–2024), is the sum of the estimated development costs plus the appropriate fraction of recurrent costs (see Appendix 4, page 86).

Table 20: ESP (2019–2024) estimated development costs of each priority (SAT)

Estimated Education Sector Expenditure							
Priority	2019/20	2020/21	2021/22	2022/23	2023/24	Total	%
ECE	3,782,839	4,191,839	4,508,879	4,520,879	4,528,279	21,532,715	26%
TVET	-	3,216,000	3,433,000	3,385,000	3,397,000	13,431,000	16%
IE	250,000	2,004,412	1,944,412	1,859,412	1,948,000	8,006,236	10%
ICT	205,000	2,275,000	2,585,000	1,505,000	725,000	7,295,000	9%
CD	1,000,000	2,660,000	2,530,000	2,530,000	2,530,000	11,250,000	13%
General	9,841,095	8,644,806	1,358,987	1,255,085	1,304,894	22,404,867	27%
Total	\$15,078,934	\$22,992,057	\$16,360,278	\$15,055,376	\$14,433,173	\$83,919,818	100%

5.3 Financial management, monitoring and reporting

The MoF Finance One accounting system can already produce monthly or quarterly reports of actual expenditure against budget. However, SQA and NUS use commercial off-the-shelf software (Attache and Quick Books respectively), so their financial reports can’t be directly compared with those produced by MoF. Attache and Quick Books are not designed to manage Government budgets, because budget monitoring, and reporting expenditure and commitments against budget, are not standard reports.

NUS and SQA will prepare additional Excel reports by output, so that the ESCD can monitor their expenditure against budget, and report on this to the ESAC. As an integral part of the ARR, the ESCD will submit, to the ESAC, a Sector Annual Financial Management Report that includes audit reports for MESC, NUS and SQA.

Each year, as priorities are implemented and new initiatives are identified, the Sector will review and update the cost assumptions in the MTEF (see Figure 8). The Sector will provide an update to MoF’s Forward Estimates twice each year. This can result in GoS approving supplementary budgets.

Chapter 6: The Education Sector’s approach to measuring progress

6.1. MEL

The Sector uses the term ‘MEL’ rather than ‘M&E’. MEL emphasises continuous learning and improvement, whereas M&E suggests a process that is only used to report on performance. The MEL terms the Sector uses are explained in the text box below.

Definitions of MEL Terms
Results statement: A simple statement of a planned outcome or output
Key performance indicator: A measure of an intended outcome or output
Unit of measurement: The standard that will be used to measure an indicator (such as number or percentage)
Baseline value: A starting point that can be used to compare with actual outcomes or outputs
Target: A level or situation that the Sector intends to achieve
Calculation method: An explanation of the method that will be used to calculate the data required to measure progress
Data collection: The agency or agencies responsible for gathering and supplying data

The purpose of the ESP (2019–2024) MEL framework is to help the ESAC and IAs lead and manage ESP (2019–2024) effectively, help the Sector identify lessons learned, and make the Sector accountable to stakeholders for what ESP (2019–2024) is achieving.

The MEL framework aims to:

- provide the ESAC and IAs with timely and evidence-based information to make operational and strategic decisions
- provide stakeholders (including DPs) with information about how funding is being used and what outcomes are being achieved
- enable the ESAC, ESWG, ESCD and IAs to identify and apply lessons learned to ongoing activities.

The following principles underpin the sector’s approach to MEL:

- Involve IA staff and other stakeholders in practical discussions, so that MEL is participatory, meaningful and inclusive, and all stakeholders to have ownership of the conclusions about how ESP (2019–2024) is performing and progressing.
- Integrate, use and develop IA systems to collect, manage, analyse and use data.
- Encourage initiatives that allow information to flow, so that organisations receive feedback on the data they contribute, which they can use to improve the quality and reliability of their data.
- Use qualitative and quantitative data, and various monitoring and evaluation methods, to suit specific needs and opportunities.
- Meet the reporting requirements of the GoS and DPs.
- Comply with internationally recognised standards for ethics and evaluation.

6.2. MEL context

In recent years, the IAs have learnt a lot about the most effective ways to use MEL for Education Sector planning. Section 1.3.3 (page 19) explains that MEL is the key lesson learned during ESP (2013–2018). The Sector will also apply these other lessons learned and good practice guidelines to its MEL:

- Identify realistic KPIs and targets. ESP (2013–2018), and its M&E framework, covered almost every educational scenario, so MEL was too ambitious and unrealistic.
- Use a simple, streamlined MEL framework. ESP (2013–2018) reviews recommended creating a useful accessible tool that everyone can use.
- Make the MEL framework a ‘living’ document. The MEL framework needs to change, as circumstances change, and new information becomes available.
- Select indicators carefully and make them SMART.¹² The ESP (2013–2018) M&E framework had indicators that could not be measured or were inappropriate; baseline data or targets missing; and targets that were unrealistic.
- Include priority outputs and intermediate outcomes in the MEL framework. Many indicators in the ESP (2013–2018) M&E framework measured long-term outcomes. While these are important to monitor, measuring priority outputs and intermediate outcomes allows the sector to check that intermediate steps towards long-term outcomes are efficient and effective.¹³
- Choose indicators that best measure whether ESP (2019–2024) is on track. Many factors influence education goals, and many of these can’t be controlled by IAs, so it can be difficult to measure which strategies and activities cause achievements. A programme’s logic and ToC should make the connections between activities and long-term outcomes clear and explicit; these connections help identify the best indicators.
- Consider time lags when setting targets. The time between achieving intermediate outcomes, such as higher completion rates, and seeing the benefits, such as better student learning outcomes, can take several years.
- Use a strengths-based approach to track improvement and growth, rather than focus on reducing or avoiding failures or weaknesses.
- Support IAs to monitor and report on ESP (2019–2024)’s performance. Staff need to understand what they are required to do, and when it needs to be done, and be confident they have the skills and knowledge they need.
- Carefully consider how to track progress with developing capacity. It can be difficult to measure, and report on, the effectiveness of professional development programmes.
- Build on ESP (2013–2018)’s important achievements and continue monitoring existing outputs, such as key education policies and research activities.

ESP (2019–2024)’s MEL framework is based on the plan’s ToC (see Figure 3, page 32). The ToC shows the logical connections between goals, the actions chosen to achieve goals, and the intermediate outcomes and outputs that are expected to lead to the goals.

Disaggregation is an important element of presenting data that can be used to make judgements and decisions. Although the ESP (2019–2024) KPIs do not explicitly state “by gender”, the Sector understands that gender is a key variable, so all data collected will be disaggregated by gender.

¹² SMART refers to specific, measurable, achievable, relevant and timebound.

¹³ An example is students’ underachievement at primary, secondary and PSET levels. ESP (2019–2024) will use various strategies and activities to overcome underachievement, so the MEL Framework needs to measure outputs and intermediate outcomes that check how efficient and effective these strategies and activities are.

The MEL framework sets out indicators and targets for each outcome and output (see Appendix 5, page 107).

The MEL has a mixture of outcome indicators and output indicators, so the indicators that are formally reviewed each year will vary. For example, while there are 38 indicators in the MEL, only 22 will be formally reviewed in the first year. However, it will still be beneficial to informally check every indicator every year, to make sure they are on track.

The details of the KPI, targets and method of calculation are provided in Appendix 5, page 107. Table 21 shows details from the MEL framework for year one. Each year, when the MEL framework is reviewed, this table will be updated, to show expected results for the following year, and inserted into the ARR.

Table 21: Year one indicators for ESP (2019–2024)’s outcomes and outputs (no indicators)

Number of indicators to measure outcomes and outputs in year one						
Goal	Long-term outcome	Expected results in year one		2019/20		
		Intermediate outcome	Output	Outcome indicator	Output indicator	Total
1	Improved learning outcomes at all levels	Improved learning outcomes Improved quality of teaching Improved supply of qualified teaching staff	More schools participating in SSILNaS	5	1	6
2	Increased rates of participation and completion at all levels	Increased participation and completion rates Greater access for students with a disability	More PSET ODFBL available Review of ODFBL underway	6	2	8
3	Increased rates of employment for graduates	Increased % of PSET graduates with knowledge and skills relevant to the Samoa job market Increased availability of accredited PSET programmes Increased range of suitable qualifications available for students		3	0	3
4	More decision-making is informed by data analysis, research, policy and reviews	Improved sector monitoring and reporting	Feasibility study for SEMIS project completed	1	1	2

Number of indicators to measure outcomes and outputs in year one						
Goal	Long-term outcome	Expected results in year one		2019/20		
		Intermediate outcome	Output	Outcome indicator	Output indicator	Total
5	All education sector coordination responsibilities managed efficiently	Increased stakeholder participation	MTEF revised annually to meet MoF requirements and planning cycle due dates Sector management documents (risk management, MEL, sector workplans and budgets) revised annually	1	2	3
				15	6	22

6.3. Responsibilities for MEL

The IA focal points, supported by the ESCD, are responsible for monitoring KPIs and reporting progress towards targets. Within each IA, every month the planning divisions will use this information to review their annual management plans (AMP) and budget-performance measures. Each quarter, IAs will submit progress reports to the ESCD, which will include data as it becomes available.

At MESC, the PPRD is responsible for collating data to monitor all activities relating to schools. To do this, it will use the MESC's management information system plus additional data related to assessment, teacher appraisals, professional development and school operations.

At SQA, the RPPD is responsible for collating data to monitor all activities related to QA, research, enrolment and achievement at PSET level, which includes NUS as a PSET provider.

At NUS, the Governance, Planning and Policy Department is responsible for collating data relating to student enrolment and achievement, with a specific focus on teacher graduates and QA.

At Sector level, the ESCD is responsible for collating all data to monitor ESP (2019–2024) using the MEL framework. When SEMIS is established, data will be entered by each IA and shared with the other IAs. To do this, the ESCD needs to share information with the IAs. Because this information is confidential, a memorandum of understanding between the IAs will be agreed. The ESCD will use this information to draft reports to the ESAC and the Cabinet Development Committee.

6.4. Evaluation questions

Setting out relevant evaluation questions is an important part of the MEL framework. Considering ESP (2019–2024)'s key outputs and outcomes, and thinking about the best questions to ask to monitor their progress, is a good way to identify the focus for evaluations.

Evaluation questions can be pitched at three levels:

- *Key evaluation questions* deal with matters related to governance, effectiveness, appropriateness or relevance, efficiency, legacy, impact, and crosscutting issues.
- *Outcome evaluation questions* deal with progress towards achieving ‘end-of-Sector-Plan’ outcomes and identifying unplanned outcomes.
- *Specific evaluation questions* ask questions such as: Was a named input delivered? Was a named activity undertaken? Was a named output achieved? or Are you confident that a named output will be achieved?

These evaluation questions will be useful for considering ESP (2019–2024)’s overall progress:

- What progress has been made towards expected outcomes?
- What changes have occurred as a result of interventions?
- Have achievements addressed the identified needs?
- To what extent have activities and outputs been delivered on time and cost-effectively?
- Has ESP (2019–2024) met the needs of its intended beneficiaries?
- Did actions comply with the responsibilities, practices, policies and procedures set out by the GoS?
- Will ESP (2019–2024) have any ongoing impact? Why or why not?

The next section lists evaluation questions that will be useful for considering progress towards each of ESP (2019–2024)’s goals.

Goal 1 evaluation questions

- What improvements have been made with learning outcomes?
- How have teaching quality QA systems been strengthened? What impact has this had on the quality of teaching?
- Have planned in-service teacher programmes been delivered? Has this training been effective?
- What improvements have been made to curricula? Have the planned outcomes been achieved? What have been the main challenges?
- Have the planned activities and outputs been delivered on time and cost-effectively?

Goal 2 evaluation questions

- What improvements have been made to participation and completion rates, particularly those related to ECE and IE?
- Are there now more courses available through flexible delivery? Have ODFBL courses been successful?
- Have the planned new ECE centres and classrooms been delivered?
- Has the planned IE training been delivered? Has this training been effective? Have the activities and outputs been delivered on time and cost-effectively?

Goal 3 evaluation questions

- What changes have been made to graduate employment rates?
- Are more accredited PSET programmes available?
- Has the TVET pilot been completed? What lessons can we learn from the pilot?
- How have secondary-school students benefited from increased access to TVET programmes?
- Has the percentage of PSET graduates with nationally and regionally recognised qualifications increased?
- Has the Samoa Institute of Sport been established on time and cost-effectively?

Goal 4 evaluation questions

- Are decisions now more informed by data analysis, research and policy?
- How has the Sector's communication and reporting improved?
- In what ways are the Sector's information management systems more effective?
- Has the ESAC decision making review been completed? Have the recommendations been acted on?
- Has the SEMIS pilot been completed? Have the lessons learned been implemented?
- Has the research strategy review been completed? Have the recommendations been acted on?
- Has the ICT policy been completed? Has it had a positive impact on practice?
- Has the Sector's climate change and disaster-risk-resilience strategy been completed? How has it been implemented?

Goal 5 evaluation questions

- Are all the Sector's coordination responsibilities being efficiently and effectively managed?
- Has the Communications Strategy been updated? Is the strategy being used to improve communication?
- Is stakeholder engagement stronger?
- Are DP roundtable meetings being held each year?
- Has the Sector's capacity building plan for IA staff been completed? Is it being implemented?

6.5. Annual review

Each November the Sector will present the ARR to ESAC and stakeholders. The Education Sector Coordinator will provide participants with these documents before each annual review consultation meeting:

- A report on the Sector's performance since the last annual review. This report will include data on progress against the MEL framework; analysis of major problems to overcome in the next year; recommended actions to be discussed during the review; and recommended changes to the MEL framework.
- A financial report that shows how the Sector financed its expenditure. This report will compare the previous year's budgeted with actual expenditure using an accounts format agreed with MoF and DPs.
- An updated MTEF and risk matrix.

6.6. Mid-term review

The annual review scheduled between October and November 2022 is expected to include a mid-term review of ESP (2019–2024), which will cover 2019 to 2022. Stakeholders will be invited to contribute to an independent review of how ESP (2019–2024) is being implemented.

The mid-term review will focus on measuring outcomes, effectiveness, efficiency, equity, intermediate impact, lessons learned and sustainability. The ESWG will design terms of reference that identifies the review's scope. The ESCD will be responsible for contracting an external review team.

The Sector expects that DPs will conduct appropriately timed, independent evaluations of the projects and programmes they fund, and share the findings at ESP (2019–2024)'s annual reviews.

6.7. End-of-term review

An end-of-term review of ESP (2019-2024) is expected to take place during the second quarter of year 5 (between October and December 2023). This timing will

allow the Sector to include the review's findings and recommendations in its plans for the next five-year ESP.

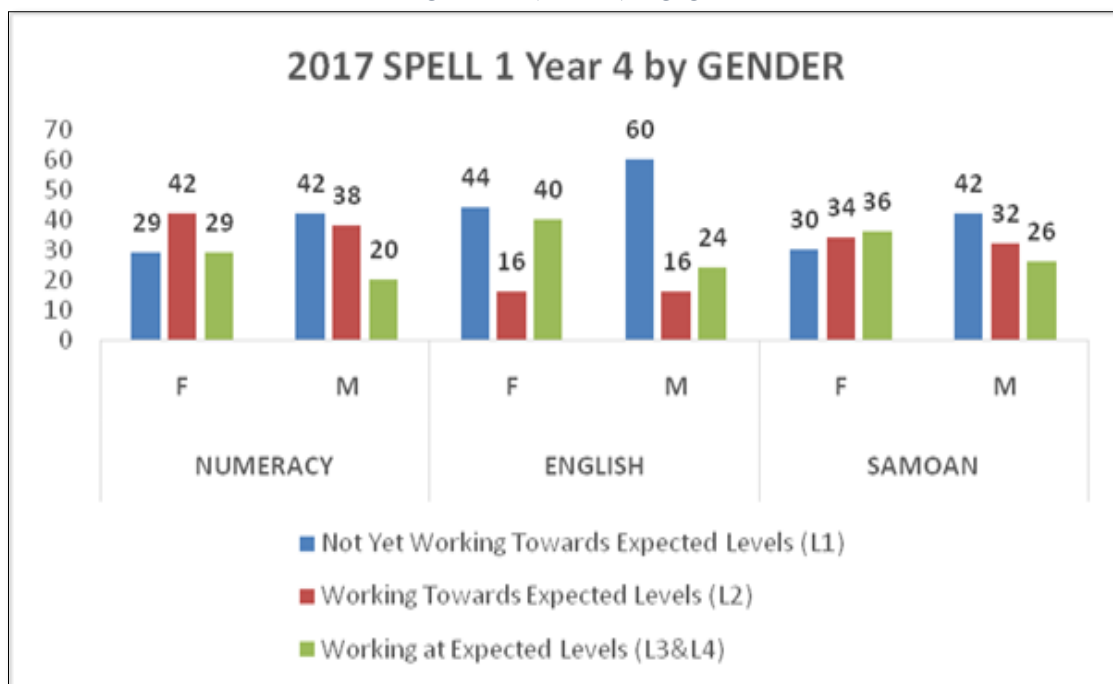
It is vital that the Sector allows adequate lead-in time for the external review to be designed and carried out. The Sector expects that the end-of-term review will be finalised with sufficient time to complete ESP (2025–2030)'s design before the ESP (2019–2024)'s funding arrangements end.

Appendix 1: School Achievement Rates in 2017

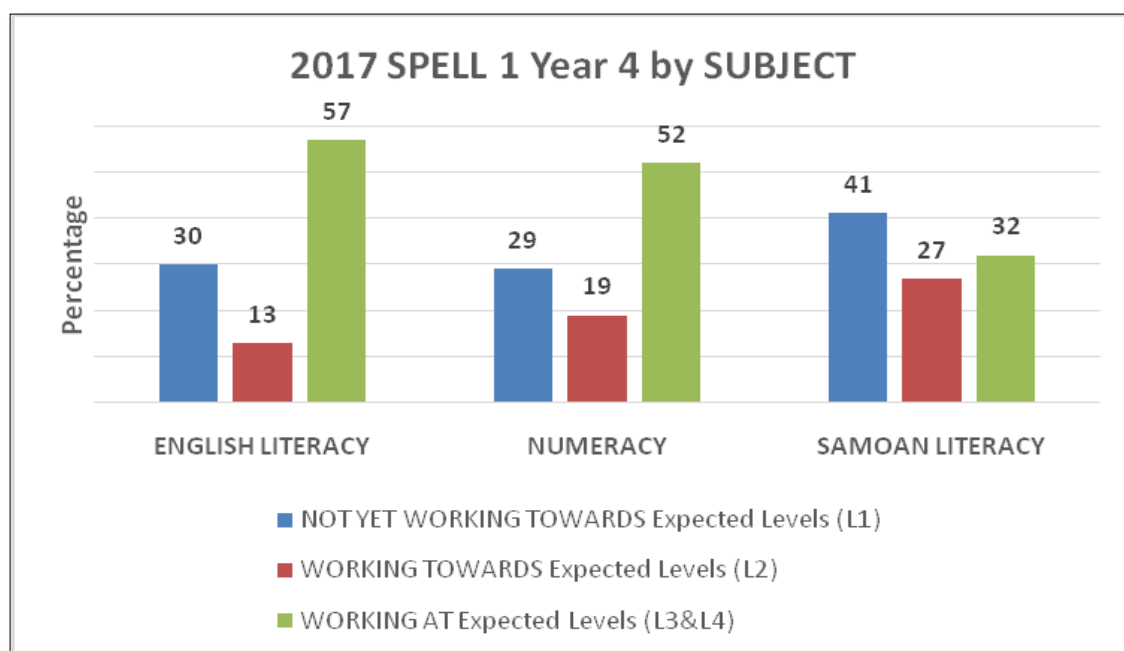
Source: MESCS. (2018). Education Statistical Digest.

SPELL

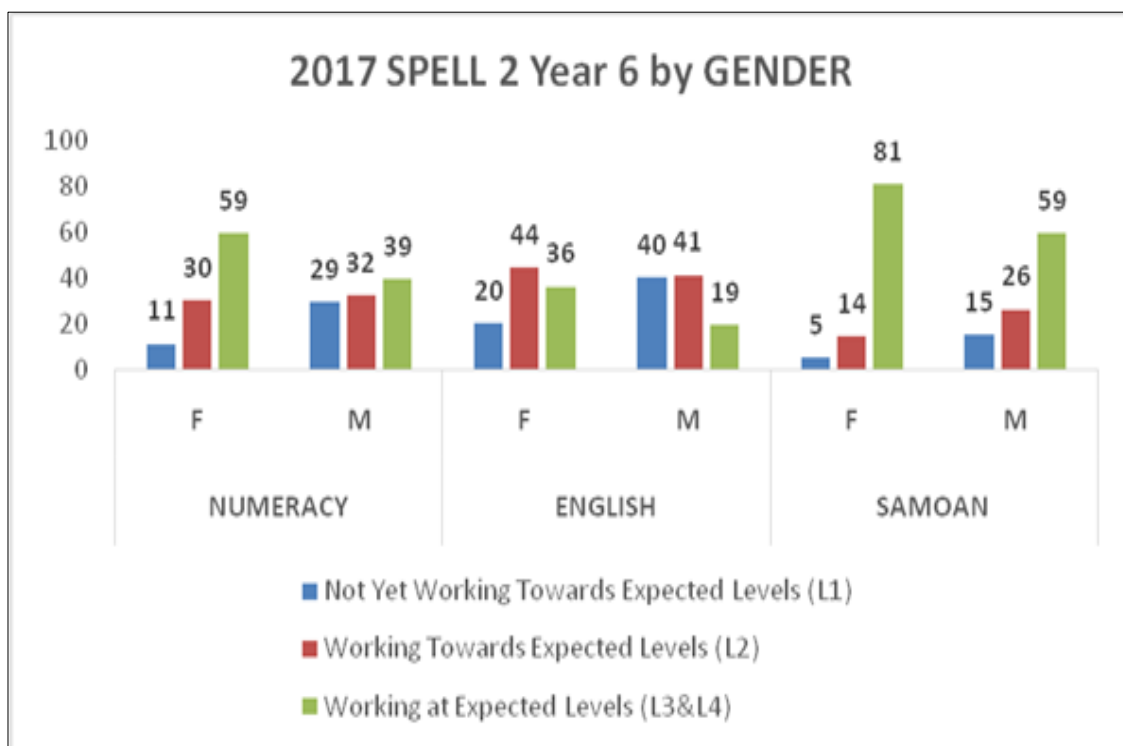
SPELL 1 assessment results, year 4 (2017) by gender



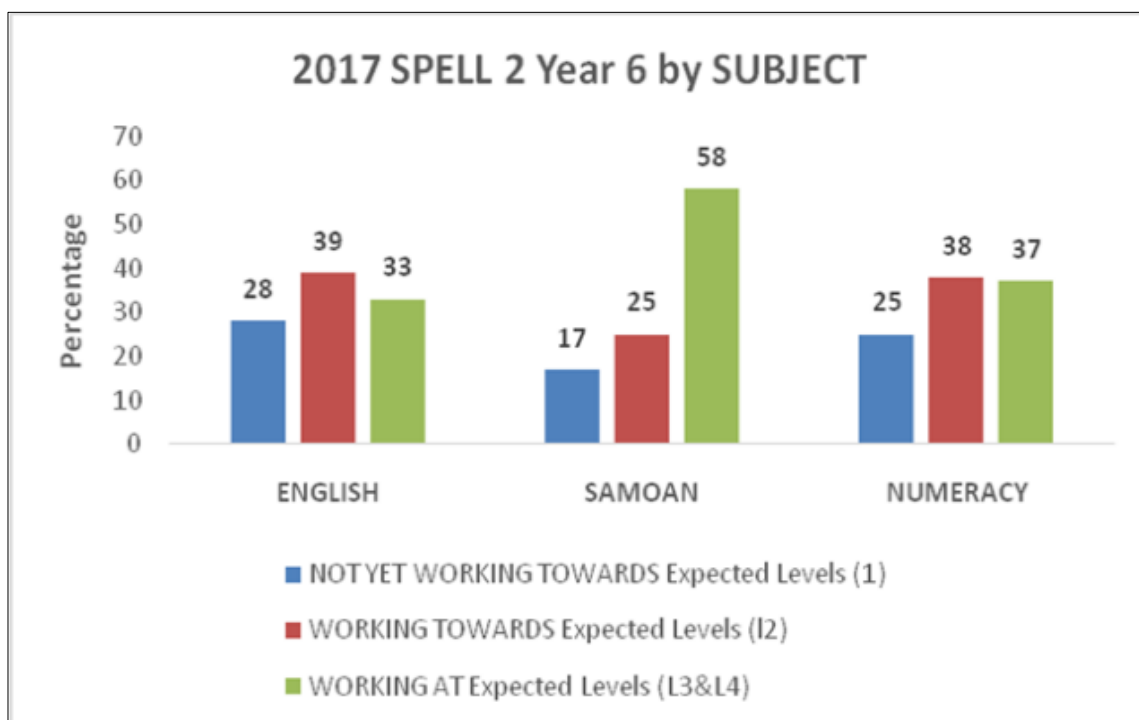
SPELL 1 assessment results, year 4 (2017) by subject



SPELL 2 assessment results, year 6 (2017) by gender



SPELL 2 assessment results, year 6 (2017) by subject



SPECA

SPECA assessment results, year 8 (2017) (percentage of students)

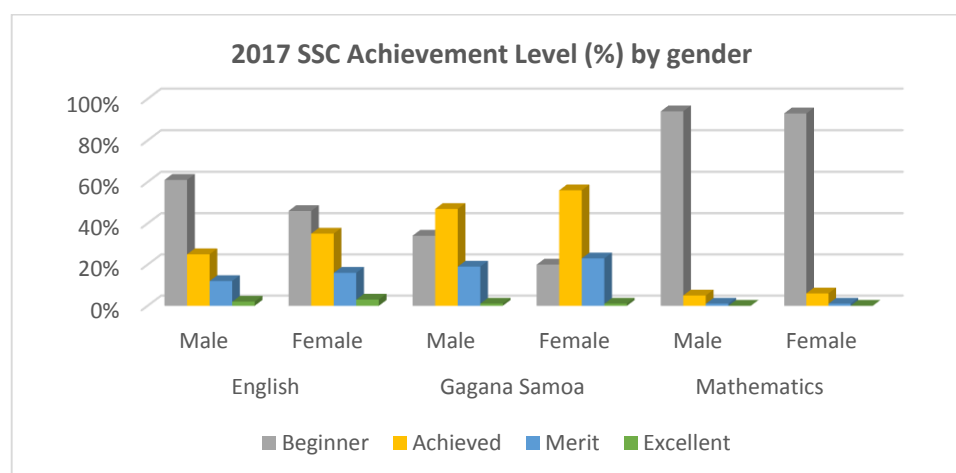
Year 8 SPECA Assessment (2017)					
Subject	Gender	Beginning	Achieved	Merit	Excellence
		< 50%	50-69%	70-84%	85-100%
English	Male	90.2	7	2.1	0.8
	Female	74.3	15.4	6.8	3.5
Mathematics	Male	98.9	0.7	0.1	0.3
	Female	96.9	2.4	0	0
Samoan	Male	91.1	8	0.9	0
	Female	74.4	22.3	3.1	0.2
Science	Male	91.2	6.7	1.6	0.5
	Female	79.6	15.5	3.8	1.1
Health & Physical Education	Male	99.3	0.6	0	0
	Female	97.8	2.1	0	0
Visual arts	Male	82.2	13.9	3.3	0.5
	Female	63.6	25.9	8.1	2.4
Social science	Male	99.3	0.7	0	0
	Female	97.3	2.5	0.1	0

Samoa School Certificate

SSC achievement rates (2015 to 2017) (number and percentage of students)

Samoa School Certificate Achievement Rate							
Subject	Gender	2015		2016		2017	
		Students	% Pass Rate	Students	% Pass Rate	Students	% Pass Rate
English	Male	1,041	32	1,080	49	932	39
	Female	1,395	41	1,417	71	1,309	54
	Total	2,436	49	2,497	65	2,241	54
Mathematics	Male	770	14	753	11	758	6
	Female	1,015	15	1,025	9	1,081	7
	Total	1,785	18	1,778	12	1,839	8
Gagana Samoa	Male	804	62	800	61	746	66
	Female	1,068	79	1,104	76	1,064	80
	Total	1,872	80	1,904	77	1,810	81
Biology	Male	216	36	198	26	213	26
	Female	291	41	353	25	341	25
	Total	507	47	551	31	554	32
Chemistry	Male	168	23	187	28	175	31
	Female	244	20	275	22	283	33
	Total	412	29	462	28	458	38
Physics	Male	119	35	136	58	105	80
	Female	126	26	119	56	113	79
	Total	245	41	255	64	218	86

SSC achievement rates, year 12 (2017) by gender

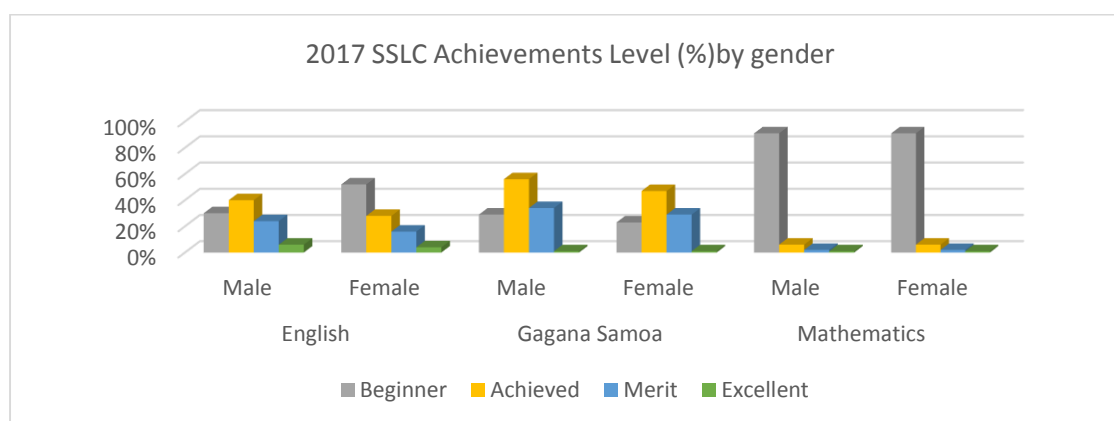


Samoa School Leaving Certificate

SSLC achievement rates (2015 to 2017) (number and percentage of students)

Samoa School Leaving Certificate Achievement Rate							
Subject	Gender	2015		2016		2017	
		Students	% Pass Rate	Students	% Pass Rate	Students	% Pass Rate
English	Male	842	44	732	44	772	48
	Female	1,169	62	1,073	59	1,135	70
	Total	2,011	62	1,805	61	1,907	68
Mathematics	Male	549	5	461	8	535	9
	Female	719	8	646	7	765	9
	Total	1,268	9	1,107	10	1,300	11
Gagana Samoa	Male	599	86	532	86	555	77
	Female	859	84	799	98	876	91
	Total	1,458	90	1,331	96	1,431	93
Biology	Male	186	34	160	20	151	41
	Female	272	37	238	16	271	42
	Total	458	45	398	23	422	50
Chemistry	Male	164	30	115	21	138	32
	Female	212	45	178	16	205	23
	Total	376	48	293	24	343	35
Physics	Male	98	50	94	41	122	65
	Female	98	51	88	21	108	71
	Total	196	64	182	36	230	77

SSLC achievement rates (2017) by gender



Differences in the achievements of males and females, year 6 (2017)

Gender Achievement Gap (GAG) in Year 6									
Year	Numeracy			English			Samoan		
	Male pass rate (%)	Female pass rate (%)	GAG (%)	Male pass rate (%)	Female pass rate (%)	GAG (%)	Male pass rate (%)	Female pass rate (%)	GAG (%)
2015	45	56	11	12	24	12	37	57	20
2016	50	58	9	36	54	17	52	69	17
2017	39	59	20	19	36	17	59	81	22

Appendix 2: Summary of Recommendations from Reviews of ESP (2013–2018) and ESSP

ESP (2013–2018) Review Report Recommendations			
#	Recommendation (reviewed by the ESAC on 25 February 2019)	ESP (2019–2024) strategy number	ESP (2019–2024) planned activity
1	Current legislation contains no provisions regarding the management of the education sector. This means that the authorities and responsibilities of ESAC, the body that is supposed to oversee sector planning and implementation are not spelt out, and this lack of clearly defined authority and responsibility contributes greatly to the poor performance of the sector. On the basis of this report, the ESAC should therefore prepare a submission to Cabinet that advocates policy and legislative change that will assign formal authority to ESAC that is commensurate with its responsibilities.	5.1	Review the Education Act to clarify legal responsibilities for Sector governance.
2	MESC to prioritise the development of a well-resourced continuing professional development (CPD) program for teachers and school principals that focuses on improving the quality of teaching and learning of literacy and numeracy across all levels.	1.3	Enhance in-service professional development and school-based support to build capacity of teaching staff at all levels.
3	MESC to allocate funding directly to principals of five selected schools to conduct pilot programs of school-based professional development involving whole school staff (especially for primary schools) to plan and conduct additional training that is focused on alternative approaches to teaching literacy (reading and written expression) and numeracy (functional computation/arithmetic).	1.3	Enhance in-service professional development and school-based support to build capacity of teaching staff at all levels.
4	MESC to provide urgent and rapid training for school principals and/ or senior school managers in school-based management (SBM) and in mentoring staff in new teaching approaches for teaching literacy and numeracy; formative (diagnostic) assessment of learning progress strategies for mainstreaming students with special learning needs.	1.3	Enhance in-service professional development and school-based support to build capacity of teaching staff at all levels.
5	MESC to provide additional resources to teachers to assist them with delivering an outcomes-based curriculum that emphasises activities promoting reading and writing (years 1–6) and simple numeracy (years 1–6) and that is more appropriate to the interests of today’s generation of learners.	1.2	Ensure students at all levels have access to sufficient resources, equipment and learning materials.
6	MESC to provide capacity building programs for inspectors and other senior MESC educators to change their role to that of professional mentors giving methodological support to school principals and teachers for successful implementation of school-based training.	1.3	Enhance in-service professional development and school-based support to build capacity of teaching staff at all levels.

ESP (2013–2018) Review Report Recommendations

#	Recommendation (reviewed by the ESAC on 25 February 2019)	ESP (2019–2024) strategy number	ESP (2019–2024) planned activity
7	MESC and NUS to devise a strategy to increase the number and quality of teachers able to teach secondary STEM subjects. Consideration could be given to targeted scholarships, rapid-teacher training for qualified professionals wishing to transfer into the teaching service.	1.3	Increase the supply of qualified teaching staff through pre-service and in-service training. Implement strategies to address teacher shortages in GoS schools (includes recruitment, deployment, induction and mentoring).
8	SQA continue to conduct tracer studies that monitor the employment rates of TVET graduates to ensure that programs match the needs of industry.	3.1	Apply research findings (tracer studies and employer surveys) to continuously improve the delivery of TVET.
9	Participation rates in TVET programs continue to be monitored to satisfy SQA’s quality assurance processes.	4.1	Monitor planning, implementation and progress towards achieving expected outcomes and annual targets.
10	MESC update the checklist of essential ECE facilities necessary in ECE venues to match the ECE draft curriculum, and prepare for an expanded ECE cohort in 2018-20.	2.4	Promote and regulate ECE MSS.
11	MESC consider the establishment of inclusive education as a separate division with appropriate staff to administer the expansion of IE within ECE, primary and secondary education.	2.1	Implement and monitor IE policy.
12	SQA and NUS actively encourage the enrolment of students with disabilities in PSET and seek ways to provide resources and facilities to support their study.	2.1	Develop systems and processes to transition children with a disability from ECE to PSET.
13	MESC, NUS and SQA prioritise the research projects to identify why males are dropping out of secondary schooling and failing to progress to PSET; why females do not enroll in TVET; and why low numbers of males are enrolling in higher education.	2.3	Identify and address gender disparity in achievement and participation.
		4.2	Monitor and review implementation of Sector research strategy and action plan.
14	A sustainable, effective, and efficient management system of all education sector resources should be established within ESCD and funded through the ESP.	5.3	Strengthen financial management processes for the disbursement and acquittal of financial expenditure each quarter. Review and update MTEF annually to inform workplans and budgets. Implement risk management strategies through Sector monitoring of IAs’ implementation of audit report recommendations, procurement plans and disaster risk management plans.

ESP (2013–2018) Review Report Recommendations

#	Recommendation (reviewed by the ESAC on 25 February 2019)	ESP (2019– 2024) strategy number	ESP (2019–2024) planned activity
15	Monitoring and evaluation systems should be strengthened both within each of the three education sector agencies and in the interface with the sector M&E using TA support from ESCD and possibly from outside sources.	4.1	Establish effective sector monitoring and evaluation processes.
16	Financial management, internal auditing and procurement processes should be strengthened in the three education sector agencies using TA support possibly funded by external sources.	5.3	<p>Strengthen financial management processes for the disbursement and acquittal of financial expenditure each quarter.</p> <p>Implement risk management strategies through sector monitoring of IAs' implementation of audit report recommendations, procurement plans and disaster risk management plans.</p>

ESSP Review Recommendations			
#	Recommendation	ESP (2019–2024) strategy number	ESP (2019–2024) planned approach
1	Continue to use a sector budget support modality to deliver any future ESSP type funding with the following conditions:		This will depend on design of the ESSP
	a better alignment between the ESSP reporting and planning timelines and the established timelines of the GoS Budget process	-	This will be factored into future financing agreements.
	b expert guidance in the development of performance indicators for any future ESP, and selection for inclusion in an ESSP, to ensure the KPIs are SMART (specific, measurable, achievable, relevant and time- bound), and that the required evidence is able to be collected and reported	MEL framework	Lessons learned from M&E of ESP (2013–19) have been factored into the ESP (2019–24) MEL framework.
	c accountability requirements satisfied by regular reporting against appropriate KPIs	-	This will be factored into future financing agreements.
	d the ‘fixed tranche’ component of the education sector budget support modality should be delivered annually in total if a reasonable proportion of any fixed process indicators are met.	-	
2	Continue to use an Independent Verification Process for a small number of agreed KPIs, with the following conditions:		This will depend on design of the ESSP
	a Participation rates in TVET programs continue to be monitored to satisfy SQA’s quality assurance processes	MEL framework	This has been included as a Sector KPI.
	b Specify the steps for the release of funding, including whether any IA is entitled to a share of the funding disbursed.	-	This will be factored into future financing agreements.
3	Prepare a capacity development plan for staff of GoS agencies with involvement in all levels of the education sector (e.g., MESC, SQA, NUS) to ensure those working in these agencies have the necessary skills to support future planning and reporting. This plan would sit alongside the National Teacher Development Framework, and include capacity development plans for the ECE, PSET/TVET and IE sectors.	5.1	Develop a sector capacity building plan(ESCD)
4	Improve the processes for engaging technical assistance to ensure timely recruitment and engagement with a focus on capacity development in priority areas. For example, resourcing a reading specialist in the Education Faculty of NUS to help ensure teachers (participating in pre-service and in-service training) have the skills required to teach reading.	To be confirmed	To be confirmed
5	Support current work to develop a Samoa Education Data Quality Improvement Plan, and support implementation of the plan in order to strengthen data collection and analysis, monitoring, and reporting.	4.3	Design and deliver SEMIS project

ESSP Review Recommendations			
#	Recommendation	ESP (2019–2024) strategy number	ESP (2019–2024) planned approach
6	Update, rationalise and simplify the M&E Framework to ensure that it can be used effectively, and consider whether it gives the necessary focus to the range of activities across the education sector (e.g. ECE, IE, primary, secondary, formal, and informal PSET and TVET).	MEL framework	Refer to Chapter 6 (page 64)
7	Improve the integration of MTEF update processes with other reporting to ensure the necessary updates actually occur.	MTEF	Refer to Chapter 6 (page 64)

Appendix 3: Risk matrix

	Risks and Challenges	Likelihood	Implications	Remedial Measure or Strategy	Risk Level
1	Institutional risks				
1.1	Lack of commitment by IAs to implement Sector strategies and activities, due to their having competing commitments.	Likely	Lack of progress towards achieving ESP (2019–2024)’s outcomes and goals.	ESAC, Minister and Cabinet to hold heads of IAs accountable for their commitment to deliver ESP (2019–2024)’s activities agreed in their annual workplans. Reprioritise activities and budget.	High
1.2	Change of leadership, staff turnover and organisational restructuring within IAs.	Possible	IAs’s implementation, management and monitoring of ESP (2019–2024) is disrupted. Transition time, needed by staff to adjust to new roles and responsibilities, causes delays.	IAs reflect deferred, delayed and reprioritised activities in their annual workplans, and MEL framework and MTEF updates. IAs reallocate duties to cover any vacancies. Provide new leaders with a Sector briefing. Implement a Sector capacity development plan to prepare staff to step into new roles.	Medium
2	Economic risks				
2.1	Reduced GoS financial commitment to ESP (2019–2024), following a crisis or change to priorities.	Likely	Limited or no progress towards achieving ESP (2019–2024)’s outcomes and goals.	Reprioritise activities and budget according to funds available (this will be informed by the MTEF).	High

Risks and Challenges		Likelihood	Implications	Remedial Measure or Strategy	Risk Level
2.2	Reduced funding and in-kind assistance from DPs.	Possible	ESP (2019–2024)'s activities are not fully implemented, and outcomes are not achieved.	Establish regular roundtable meetings with DPs. Use ESP (2019–2024) planning tools to reprioritise activities and reflect this in the implementation plans, MTEF and MEL framework	High
3	Environmental risks				
3.1	Natural disasters, exacerbated by climate change, destroy educational buildings, equipment and materials.	Likely	Children and young people have reduced access to education programmes. Programmes are of a lesser quality, due to losing equipment, materials and facilities. Funding is diverted from away from ESP (2019–2024) to pay for reconstruction activities.	Prepare and implement a Sector climate change and disaster risk resilience strategy.	High
4	Education reform and work conditions risks				
4.1	Teachers and support staff who are coping with new initiatives have low morale and confidence.	Likely	Teachers and support staff are not committed to achieving ESP (2019–2024)'s goals and outcomes and may resign from their roles.	Implement and monitor the NTDF. Develop and implement a Sector capacity development plan. Strengthen in-service training.	Medium

Risks and Challenges		Likelihood	Implications	Remedial Measure or Strategy	Risk Level
4.2	Qualified staff leave for better salaries and employment opportunities, such as labour mobility schemes in Australia and New Zealand, or roles in other Government agencies or private companies.	Likely	Fewer qualified teachers and more teaching vacancies negatively affects the ratio between pupils and teachers.	Continue to use existing incentives (these include scholarships and online learning) to motivate and retain existing teachers and attract new teachers to the service.	Medium
5	Financial management and procurement risks				
5.1	Outdated public financial management and procurement guidelines lead to a lack of transparency about how contracts are awarded and insufficient feedback to bidders.	Possible	Delays procuring services and goods required to implement activities. Reduced competition, increased inefficiency and less value for money.	Strengthen internal controls and update Public Finance Management Guidelines. Assess IAs' procurement processes each year. Continue annual external audits. Build and maintain the Sector's procurement capacity so it can attract and retain specialist staff. MoF and financial institutions (World Bank and ADB to conduct refresher training.	Low

Risks and Challenges		Likelihood	Implications	Remedial Measure or Strategy	Risk Level
5.2	<p>Sector entities do not operate under a coordinated procurement plan.</p> <p>Approved budget estimates aren't enough to resource the approved ESP (2019–2024).</p>	Likely	IAs' procurement plans may not reflect ESP (2019–2024)'s needs, delaying procurement and affecting the implementation of activities.	<p>Use procurement advisory support to coordinate the IAs' corporate service units to implement procurement risk-mitigation measures.</p> <p>MoF's Procurement Division to provide training and capacity building to IAs and other relevant agencies.</p> <p>Ensure Sector MTEF and MoF Financial Estimates submission (for sector and Agencies) needs to reflect ESP strategies</p>	Medium
5.3	IAs have fragmented procurement records and no procurement statistics database.	Likely	IAs' managers have poor oversight of procurement.	<p>Develop a register of TAs and contractors that records the quality of their performance.</p> <p>Regularly update the asset register and provide managers with a quarterly summary report of assets.</p>	Medium
5.4	Procurement duties and responsibilities are not segregated.	Likely	Cases of misappropriation may not be detected.	NUS to review and implement financial and procurement guidelines.	Low

	Risks and Challenges	Likelihood	Implications	Remedial Measure or Strategy	Risk Level
5.5	The ESCD is unable to present consolidated financial quarterly reports for the Sector, because financial reporting formats from commercial MYOB and Quick Books accounting packages (these are the packages used at NUS and SQA) aren't suited to monitoring actual expenditure against budget.	Possible	The disbursement of funds is affected, because quarterly reports don't meet MoF's requirements and/or DPs' funding conditions.	Rigorously monitor expenditure and ensure compliance with MOF and sector requirements. Ensure reporting across all IAs is consistent.	High

Appendix 4: Medium Term Expenditure Framework

Recurrent expenditure (SAT): MESC

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to the responsible Minister	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	936,433	934,398	935,439	935,423	935,087
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
2	Ministerial support	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	607,885	614,229	511,826	577,980	568,011
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
3	Teaching services	1	1.3: Develop a committed and competent education workforce at all levels	57,240,342	56,456,279	57,440,113	57,045,578	56,980,657
4	Teacher development and advisory support services	1	1.3: Develop a committed and competent education workforce at all levels	722,263	707,219	715,618	715,033	712,623
		3	3.3: Create and promote pathways for employment and further study					
		5	5.1: Strengthen management and leadership capability of IAs, school and PSET providers					
5	School improvement services	1	1.1: Implement and monitor quality assurance systems	2,539,056	2,495,381	2,533,198	2,522,545	2,517,042

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
6	Curriculum design and materials services	1	1.1: Implement and monitor quality assurance systems	1,720,902	1,698,045	1,719,209	1,712,718	1,709,991
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.1: Implement and monitor inclusive education policy					
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		2	2.4: Enforce and monitor the ECE policy					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					
		5	5.2: Strengthen Sector engagement with all stakeholders					
5	5.4: Provide and maintain inclusive and safe schools and training facilities							
7	Assessment and examinations services	1	1.1: Implement and monitor quality assurance systems	2,097,195	1,055,830	1,062,501	1,405,176	1,174,502
		4	4.3: Improve IA and Sector data and information management					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
8	Policy planning and research services	1	1.1: Implement and monitor quality assurance systems	687,893	683,308	693,069	688,090	688,155
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
9	Asset management services	4	4.2: Strengthen Sector coordination of research and policy development	1,009,995	1,002,744	1,013,545	1,008,761	1,008,350
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
10	Public library services	1	1.2 Coordinate and facilitate the development of national curriculum and competency standards	641,795	639,313	646,615	642,574	642,834
11	Sports development services	1	1.3: Develop a committed and competent education workforce at all levels	588,804	563,590	571,081	574,492	569,721
		3	3.2: Strengthen the role of sports and culture in education					
12	Cultural development services	1	1.3: Develop a committed and competent education workforce at all levels	651,180	663,385	647,127	653,897	654,803
		3	3.2: Strengthen the role of sports and culture in education					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
13	Monitoring, evaluation and review	1	1.1: Implement and monitor quality assurance systems	767,937	739,967	751,529	753,144	748,213
		1	1.3: Develop a committed and competent education workforce at all levels					
		4	4.3: Improve IA and Sector data and information management					
14	Sector Coordination Services	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	587,602	597,061	592,852	592,505	594,139
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs					
Total MESC appropriation (all IA outputs)				70,799,283	68,850,747	69,833,720	69,827,917	69,504,128
Outputs provided by third parties (excluding SQA and NUS)				16,966,684	16,966,684	16,966,684	16,966,684	16,966,684
Transactions on behalf of the State				4,904,104	4,892,854	4,892,854	4,896,604	4,894,104
Total appropriations				110,319,905	107,090,259	108,073,232	108,071,179	107,744,890

Recurrent expenditure (SAT): SQA

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to the responsible Minister and Board	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	777,078	765,080	727,681	756,613	749,791
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
2	Quality assurance	1	1.1: Implement and monitor quality assurance systems	674,772	711,179	706,909	697,620	705,236
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
3	Research, policy and planning	3	3.1: Promote and deliver education and training programmes	549,782	578,563	571,296	566,547	572,136
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
4	Qualifications	1	1.1: Implement and monitor quality assurance systems	824,541	847,972	862,363	844,959	851,765
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.2: Increase the use of ICT for teaching and learning					
		3	3.1: Promote and deliver education and training programmes					
		3	3.2: Strengthen the role of sports and culture in education					
		3	3.3: Create and promote pathways for employment and further study					

Output	Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
	4	4.3: Improve IA and Sector data and information management					
	5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
	5	5.2: Strengthen Sector engagement with all stakeholders					
	5	5.4: Provide and maintain inclusive and safe schools and training facilities					
Total SQA appropriation (all IA outputs)			2,826,172	2,902,795	2,868,250	2,865,739	2,878,928

Recurrent expenditure (SAT): NUS

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to the responsible Minister and Council	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	766,228	770,906	775,583	770,905	772,465
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
2.1	Deputy VC support services	1	1.1: Implement and monitor quality assurance systems	286,395	288,184	289,972	288,184	288,780
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		4	4.3: Improve IA and Sector data and information management					
		5	5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs					
5	5.4: Provide and maintain inclusive and safe schools and training facilities							
2.2	Deputy VC academic and research	3	3.3: Create and promote pathways for employment and further study	272,430	274,091	275,752	274,091	274,645
3	Director Governance, Policy and Planning	1	1.1: Implement and monitor quality assurance systems	672,010	676,118	680,226	676,118	677,488
		4	4.2: Strengthen Sector coordination of research and policy development					
4	Student Support Services Unit	2	2.3: Identify and address the barriers affecting learner participation and engagement	1,006,697	1,014,027	1,021,353	1,014,026	1,016,468

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
5	Faculty of Business & Entrepreneurship	3	3.1: Promote and deliver education and training programmes	2,287,475	2,288,487	2,304,498	2,293,487	2,295,491
6	Faculty of Arts	3	3.1: Promote and deliver education and training programmes	2,324,027	2,335,194	2,352,354	2,337,192	2,341,580
7	Faculty of Education	2	2.4: Enforce and monitor the ECE policy	1,907,094	1,911,069	1,925,045	1,914,403	1,916,839
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
8	Faculty of Technical Education	1	1.2: Coordinate and facilitate the development of national curriculum and competency standards	1,426,134	1,435,585	1,445,043	1,435,588	1,438,739
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.1: Implement and monitor inclusive education policy					
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
9	Faculty of Science	3	3.1: Promote and deliver education and training programmes	2,951,229	2,963,521	2,985,805	2,966,852	2,972,059
10	Centre of Samoan Studies	3	3.1: Promote and deliver education and training programmes	1,211,099	1,239,473	1,247,846	1,232,806	1,240,041
11	Oloamanu Centre for Professional Studies and Continuing Education	5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers	548,763	552,139	555,514	552,139	553,264
12	Faculty of Health Sciences	3	3.1: Promote and deliver education and training programmes	1,927,570	1,940,451	1,953,339	1,940,453	1,944,748
13	Academic Quality Unit	1	1.1: Implement and monitor quality assurance systems	332,763	335,182	337,601	335,182	335,988
		3	3.3: Create and promote pathways for employment and further study					
14	School of Maritime Training	3	3.1: Promote and deliver education and training programmes	687,019	691,815	696,615	691,816	693,415
Total NUS appropriation (all IA outputs)				18,606,932	18,716,242	18,846,545	18,723,242	18,762,010

Development expenditure (SAT): MESC

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to the responsible Minister and Board	-	-	-	-	-	-	-
2	Quality assurance	-	-	-	-	-	-	-
3	Teaching services	1	1.3: Develop a committed and competent education workforce at all levels	3,481,215	3,481,215	3,575,255	3,575,255	3,575,255
4	Teacher development and advisory support services	1	1.3: Develop a committed and competent education workforce at all levels	1,224,000	2,592,000	2,462,000	2,462,000	2,462,000
		3	3.3: Create and promote pathways for employment and further study					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
5	School improvement services	1	1.1: Implement and monitor quality assurance systems	126,000	60,000	60,000	60,000	60,000
6	Curriculum design and materials services	1	1.1: Implement and monitor quality assurance systems	691,624	3,081,624	3,297,624	3,014,624	3,077,024
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.1: Implement and monitor inclusive education policy					
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
		2	2.4: Enforce and monitor the ECE policy					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
7	Assessment and examinations services	1	1.1: Implement and monitor quality assurance systems	120,000	20,000	20,000	20,000	20,000
		4	4.3: Improve IA and Sector data and information management					
8	Policy planning and research services	1	1.1: Implement and monitor quality assurance systems	1,036,189	25,000	15,000	40,000	20,000
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
9	Asset management services	2	2.2: Increase the use of ICT for teaching and learning	165,000	-	-	-	-
		3	3.1: Promote and deliver education and training programmes	-	4,000,000	-	-	-
		3	3.2: Strengthen the role of sports and culture in education	-	3,000,000	-	-	-
10	Public library services	-	-	-	-	-	-	
11	Sports development services	1	1.3: Develop a committed and competent education workforce at all levels	640,568	64,806	72,287	81,115	91,547
		3	3.2: Strengthen the role of sports and culture in education					
12	Cultural development services	1	1.3: Develop a committed and competent education workforce at all levels	220,000	120,000	50,000	60,000	40,000
		3	3.2: Strengthen the role of sports and culture in education					
13	Monitoring, evaluation and review	1	1.1: Implement and monitor quality assurance systems	395,000	2,360,000	2,630,000	1,520,000	740,000
		1	1.3: Develop a committed and competent education workforce at all levels					
		4	4.3: Improve IA and sector data and information management					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
14	Sector coordination services	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	725,000	356,000	346,100	286,110	352,001
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.3: Strengthen financial and risk management, internal auditing and procurement processes in IAs					
Subtotal: development cost of MESC outputs				8,824,596	19,160,645	12,528,266	11,119,104	10,437,827

Development expenditure (SAT): SQA

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to responsible Minister and Council	-	-	-	-	-	-	-
2	Quality assurance	1	1.2: Coordinate and facilitate the development of national curriculum and competency standards	716,500	50,000	50,000	50,000	50,000
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
3	Research, policy and planning	3	3.1: Promote and deliver education and training programmes	3,189,818	-	-	-	-
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
4	Qualifications	1	1.1: Implement and monitor quality assurance systems	124,817	1,520,000	1,962,000	2,134,000	2,296,000
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.2: Increase the use of ICT for teaching and learning					
		3	3.1: Promote and deliver education and training programmes					
		3	3.2: Strengthen the role of sports and culture in education					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
		3	3.3: Create and promote pathways for employment and further study					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
Subtotal: development cost of SQA outputs				4,031,134	1,570,000	2,012,000	2,184,000	2,346,000

Development expenditure (SAT): NUS

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
1	Policy advice to responsible Minister and Council	-	-	-	-	-	-	-
2.1	Deputy VC support services	-	-	-	-	-	-	-
2.2	Deputy VC academic and research	3	3.1: Promote and deliver education and training programmes	395,000	136,000	77,600	79,860	97,846
		3	3.3: Create and promote pathways for employment and further study					
		4	4.2: Strengthen Sector coordination of research and policy development					
3	Director Governance, Policy and Planning	4	4.1: Strengthen IA and Sector planning, monitoring and reporting	365,000	185,000	75,000	80,000	80,500
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.1: Strengthen IA and Sector planning, monitoring and reporting					
		4	4.2: Strengthen Sector coordination of research and policy development					
		4	4.3: Improve IA and Sector data and information management					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.2: Strengthen Sector engagement with all stakeholders					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
4	Student Support Services Unit	1	1.3: Develop a committed and competent education workforce at all levels	50,000	50,000	50,000	50,000	50,000
5	Faculty of Business and Entrepreneurship	-	-	-	-	-	-	-
6	Faculty of Arts	-	-	-	-	-	-	-
7	Faculty of Education	2	2.1: Implement and monitor inclusive education policy	17,500	249,412	206,412	206,412	140,000
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		2	2.4: Enforce and monitor the ECE policy					
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
8	Faculty of Technical Education	1	1.2: Coordinate and facilitate the development of national curriculum and competency standards	150,000	1,206,000	981,000	961,000	911,000
		1	1.3: Develop a committed and competent education workforce at all levels					
		2	2.2: Increase the use of ICT for teaching and learning					
		2	2.3: Identify and address the barriers affecting learner participation and engagement					
		3	3.1: Promote and deliver education and training programmes					
		3	3.3: Create and promote pathways for employment and further study					

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
		5	5.1: Strengthen management and leadership capability of IAs, schools and PSET providers					
		5	5.4: Provide and maintain inclusive and safe schools and training facilities					
9	Faculty of Science	1	1.3: Develop a committed and competent education workforce at all levels	17,500	25,000	20,000	15,000	10,000
		1	1.2: Coordinate and facilitate the development of national curriculum and competency standards					
		3	3.1: Promote and deliver education and training programmes					
10	Centre of Samoan Studies	-	-	-	-	-	-	-
11	Oloamanu Centre for Professional Studies and Continuing Education	1	1.3 Develop a committed and competent education work force at all levels	30,000	100,000	100,000	100,000	100,000
		2	2.3 Identify and address the barriers affecting learner participation and engagement					
		3	3.1 Promote and deliver relevant programmes					
		5	5.1 Strengthen management and leadership capability for implementing agencies, school and PSET providers					
12	Faculty of Health Sciences	3	3.1: Promote and deliver education and training programmes	1,158,204	-	-	-	-

Output		Goal	Strategy	2019/20	2020/21	2021/22	2022/23	2023/24
13	Academic Quality Unit	1	1.1: Implement and monitor quality assurance systems	40,000	310,000	310,000	260,000	260,000
		3	3.3: Create and promote pathways for employment and further study					
14	School of Maritime Training	-	-	-	-	-	-	-
Subtotal: development cost of NUS outputs				2,223,204	2,261,412	1,820,012	1,752,272	1,649,346
Total: development costs of all IAs				15,078,934	22,992,057	16,360,278	15,055,376	14,433,173

Appendix 5: Monitoring, Evaluation and Learning Framework

MONITORING, EVALUATION AND LEARNING FRAMEWORK 2019-2024												
Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 1: Enhance the quality of education and training for all learners												
Int. Outcome: Improved learning outcomes	1.1.1 1.2.2 1.2.3	1. Percentage (%) of Year 4 primary school children at Government Schools meeting a minimum of Level 3 for Literacy and Numeracy	Percentage (%) of students	Assessment data 2017-18:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Annual	Percentage (%) of students completing Year 4 (disaggregated by gender) who achieved L3 or higher in Literacy and Numeracy at the end of Year 4 (using assessment data 2017-18 as the baseline) If 3, 4 or 5 targets are met, it will be assessed as partially achieved	MESC
				Year 4 English	Year 4 English	Year 4 English	Year 4 English	Year 4 English	Year 4 English			
				Boys: 24%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%			
				Girls: 40%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%			
				Year 4 Samoan	Year 4 Samoan	Year 4 Samoan	Year 4 Samoan	Year 4 Samoan	Year 4 Samoan			
				Boys: 26%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%			
				Girls: 36%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%			
				Year 4 Numeracy	Year 4 Numeracy	Year 4 Numeracy	Year 4 Numeracy	Year 4 Numeracy	Year 4 Numeracy			
Boys: 20%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%							
Girls: 29%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%							
Int Outcome: Improved learning outcomes	1.1.1 1.1.2 1.1.3	2. Percentage (%) of Year 6 primary school children Government Schools meeting a minimum of Level 3 for Literacy and Numeracy Note: The Pacific Island Literacy and Numeracy Assessment (PILNA) will take place in years 2 and 5 of this plan. The PILNA looks at English language literacy and numeracy in Grades 4 and 6. The results of this assessment may prove useful in benchmarking and provision of supporting evidence.	Percentage (%) of students	Assessment data 2017-18:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Annual	Percentage (%) of students completing Year 6 (disaggregated by gender) who achieved L3 or higher in Literacy and Numeracy at the end of Year 6 (using assessment data 2017-18 as the baseline) If 3-5 targets are met, it will be assessed as partially achieved	MESC
				Year 6 English	Year 6 English	Year 6 English	Year 6 English	Year 6 English	Year 6 English			
				Boys: 19%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%			
				Girls: 36%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%			
				Year 6 Samoan	Year 6 Samoan	Year 6 Samoan	Year 6 Samoan	Year 6 Samoan	Year 6 Samoan			
				Boys: 59%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%			
				Girls: 81%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%			
				Year 6 Numeracy	Year 6 Numeracy	Year 6 Numeracy	Year 6 Numeracy	Year 6 Numeracy	Year 6 Numeracy			
Boys: 39%	Boys: 1%	Boys: 2%	Boys: 3%	Boys: 4%	Boys: 5%							
Girls: 59%	Girls: 1%	Girls: 2%	Girls: 3%	Girls: 4%	Girls: 5%							

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 1: Enhance the quality of education and training for all learners												
Int Outcome: Improved learning outcomes	1.1.1 1.1.2 1.1.3	3. Number of PSET accredited programmes delivering NCS in generic skills (literacy and numeracy)	Number of programmes	NA	NA	NA	NA	Establish baseline	Increase on baseline to be confirmed	Twice Year 4 Year 5	Number of accredited PSET programmes delivering NCS in generic skills (literacy and numeracy)	NUS, SQA
Int Outcome: Improved learning outcomes	1.1.1 1.1.2 1.2.3	4. Percentage (%) of SSC students meeting a minimum of L2 in English and Samoan	Percentage (%) of students	Assessment data 2017-18:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Annual	Percentage (%) of students completing SSC (disaggregated by gender) who achieved L2 or higher in English and Samoan (using assessment data 2017-18 as the baseline). If 2 or 3 targets are met, it will be assessed as partially achieved	MESC
				English	English	English	English	English	English			
				Male 34%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
				Female 47%	Female: 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%			
				Samoan	Samoan	Samoan	Samoan	Samoan	Samoan			
				Male 62%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
Female 72%	Female: 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%							
Int Outcome: Improved learning outcomes	1.1.1 1.1.2 1.2.3	5. Percentage (%) of SSC students meeting a minimum of L2 in Maths and Science	Percentage (%) of students	Assessment data 2017-18:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Increase on baseline:	Annual	Percentage (%) of students completing SSC (disaggregated by gender) who achieved L2 or higher in Maths and Science subjects (using assessment data 2017-18 as the baseline). If 4- 7 targets are met, it will be assessed as partially achieved	MESC
				Mathematics	Mathematic	Mathematic	Mathematic	Mathematic	Mathematic			
				Male 5%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
				Female 5%	Female: 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%			
				Biology	Biology	Biology	Biology	Biology	Biology			
				Male 8%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
				Female 10%	Female: 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%			
				Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry			
				Male 10%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
				Female 16%	Female 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%			
				Physics	Physics	Physics	Physics	Physics	Physics			
				Male: 36%	Male: 1%	Male: 2%	Male: 3%	Male: 4%	Male: 5%			
Female 38%	Female: 1%	Female: 2%	Female: 3%	Female: 4%	Female: 5%							
Output: More schools participate in SILNaS	1.2.2	6. Percentage (%) of schools (primary and secondary) participating in SILNaS at the national level	Percentage (%) of Schools	2017-18 data	1 % increase on baseline	2 % increase on baseline	3 % increase on baseline	4 % increase on baseline	5 % increase on baseline	Annual	Number of schools participating in SSILNaS divided by the total number of schools (primary & secondary), multiplied by 100	MESC
				Total: 23.3%	Total: 24%	Total: 25%	Total: 26%	Total: 27%	Total: 28%			
				Primary: 19.6%	Primary: 21%	Primary: 22%	Primary: 23%	Primary: 24%	Primary: 25%			
				Secondary: 38%	Secondary: 39%	Secondary: 40%	Secondary: 41%	Secondary: 42%	Secondary: 43%			

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values						Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5				
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24				
Goal 1: Enhance the quality of education and training for all learners													
Int Outcome: Improved quality of teaching	1.1.1 1.1.3 1.2.6 1.3.1 5.1.4	7. Percentage (%) of all primary and secondary teachers meeting registration requirements of the National Teachers Council	Percentage (%) of teachers	NA	Establish baseline	1% increase on baseline	2% increase on baseline	3% increase on baseline	4% increase on baseline	Annual	Number of teaching staff meeting the registration requirements, divided by the total number of teaching staff, multiplied by 100.	MESC	
Int Outcome: Improved quality of teaching	1.2.6 1.3.1 1.3.2 5.1.4 5.4.4	8. Percentage (%) of TVET lecturers and trainers meeting TVET Professional Standards	Percentage (%) of TVET lecturers and trainers	NA	Establish baseline	1% increase on baseline	2% increase on baseline	3% increase on baseline	4% increase on baseline	Annual	Number of TVET lecturers and trainers meeting requirements of TVET Professional Standards, divided by the total number of lecturers and trainers, multiplied by 100.	SQA, NUS	
Int Outcome: Increased supply of qualified teaching staff	1.3.1 1.3.3 2.2.1 2.2.2 2.2.4	9. Number of NUS graduates qualified to teach at ECE, primary and secondary levels	Number of graduates	B.Ed Primary	B.Ed Primary	B.Ed Primary	B.Ed Primary	B.Ed Primary	B.Ed Primary	Annual	Number of NUS graduates across Faculty of Education and Faculty of Science programmes B.Ed or B.Science(Secondary teaching), Graduate Diploma If 6-11 targets are met, it will be assessed as partially achieved	NUS	
Total: 107	Total: 125	Total: 130	Total: 135	Total: 140	Total: 150								
Male: 26	Male: 50	Male:55	Male: 65	Male: 70	Male: 75								
Female: 81	Female: 75	Female: 75	Female: 70	Female: 70	Female: 75								
B.Ed Secondary	B.Ed Secondary	B.Ed Secondary	B.Ed Secondary	B.Ed Secondary	B.Ed Secondary								
Total: 40	Total:45	Total: 50	Total: 55	Total: 60	Total: 65								
Male: 19	Male: 22	Male: 25	Male: 28	Male: 30	Male: 32								
Female: 21	Female:23	Female: 25	Female: 27	Female: 30	Female: 33								
Graduate Diploma	Graduate Diploma	Graduate Diploma	Graduate Diploma	Graduate Diploma	Graduate Diploma								
Total: 7	Total: 10	Total: 15	Total: 20	Total: 25	Total: 30								
Male: 3	Male: 5	Male: 7	Male: 8	Male: 12	Male: 15								
Female: 4	Female:5	Female: 8	Female: 12	Female: 13	Female: 15								
B.Sci Secondary	B.Sci Secondary	B.Sci Secondary	B.Sci Secondary	B.Sci Secondary	B.Sci Secondary								
Total: 6	Total: 7	Total: 8	Total: 9	Total: 10	Total: 11								
Male: 3	Male: 4	Male: 4	Male: 5	Male: 5	Male: 6								
Female: 3	Female:3	Female: 4	Female:4	Female: 5	Female: 5								
			B.Ed (ECE)	B.Ed ECE	B.Ed ECE								
			Establish baseline in first graduation year, and set targets for Years 4 and 5	Total: 25	Total: 30								
				Male: 15	Male: 18								
				Female: 10	Female: 12								

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 2: Provide everyone with access to good quality education and training opportunities												
Int Outcome: Increased rates of participation and completion	1.2.4 2.4.1	10. Percentage (%) of ECE age students enrolled in ECE	Percentage (%) of students	Total: 29%	Total: 35%	Total: 45%	Total: 60%	Total: 70%	Total: 80%	Annual	Divide the number of students enrolled who are of the official ECE age group by the population for the same age group and multiply the result by 100.	MESC
				Males: 27%	Males: 35%	Males: 45%	Males: 60%	Males: 70%	Males: 80%			
				Female: 32%	Female: 35%	Female: 45%	Female: 60%	Female: 70%	Female: 80%			
Int Outcome: Increased rates of participation and completion	2.3.2 2.3.3	11. Percentage(%) of children commencing Year 1 Primary and completing Year 8	Percentage (%) of students	Total: 77%	Total: 80%	Total: 83%	Total: 85%	Total: 86%	Total: 87%	Annual	Divide the number of graduates from primary education in a given year by the difference between enrolment in the last grade in the same year and repeaters in the last grade in the following year, and multiply the result by the survival rate to the last grade of primary education in the given year and multiply the result by 100.	MESC
				Males: 78%	Males: 80%	Males: 83%	Males: 85%	Males: 86%	Males: 87%			
				Female: 76%	Female: 80%	Female: 83%	Female: 85%	Female: 86%	Female: 87%			
Int Outcome: Increased rates of participation and completion	2.3.2 2.3.3	12. Percentage(%) of students commencing Year 9 and completing Year 12, and Year 13 Note: Two categories: a. Percentage of students commencing Year 9 and completing Year 12 b. Percentage of students commencing Year 9 and completing Year 13 The Year 12 cohort completion rate provides a broad picture of retention across 4 of the 5 years at secondary school, providing an indication of the extent to which students are retained over these four years. The Year 13 cohort completion rate completes the picture of student participation in secondary school.	Percentage (%) of students	Year 12	Year 12	Year 12	Year 12	Year 12	Year 12	Annual	a. Divide the number of graduates from SSC in a given year by the difference between enrolment in the last grade in the same year and repeaters in the last grade in the following year, and multiply the result by the survival rate to the last grade of SSC in the given year and multiply the result by 100. If 2 or 3 targets are met, it will be assessed as partially achieved b. Divide the number of graduates from SSLC in a given year by the difference between enrolment in the last grade in the same year and repeaters in the last grade in the following year, and multiply the result by the survival rate to the last grade of SSLC in the given year and multiply the result by 100. If meet 2 or 3 targets, its partially achieved	MESC
				Total: 53.7%	Total: 54%	Total: 55%	Total: 56%	Total: 57%	Total: 58%			
				Males: 43%	Males: 44%	Males: 45%	Males: 46%	Males: 47%	Males: 58%			
				Female: 65.2%	Female: 66%	Female: 67%	Female: 68%	Female: 69%	Female: 70%			
				Year 13	Year 13	Year 13	Year 13	Year 13	Year 13			
				Total: 45.7%	Total: 47%	Total: 48%	Total: 49%	Total: 50%	Total: 51%			
				Males: 26.2%	Males: 28%	Males: 29%	Males: 30%	Males:31%	Males: 32%			
				Female: 45.7%	Female: 46%	Female: 47%	Female: 48%	Female:49%	Female: 50%			

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 2: Provide everyone with access to good quality education and training opportunities												
Int Outcome: Increased rates of participation and completion	2.3.1 2.3.2 2.3.3	13. Gross Enrolment in formal PSET (ratio and numbers)	Percentage (%) of students	Male 20.5% (1436 students)	Male 22%	Male 23%	Male 24%	Male 25%	Male 26%	Annual	Total number of enrolments divided by the total population aged 18-23 years old, in that given year, multiply the result by 100	SQA
				Female 19.7% (1190 students)	Female 21%	Female 22%	Female 23%	Female 25%	Female 26%			
Int Outcome: Increased rates of participation and completion	2.3.1 2.3.2 2.3.3 2.3.4	14. Gross Graduation in formal PSET (ratio and numbers)	Percentage (%) of students	Male 38.2% (1726 students)	Male 39%	Male 40%	Male 41%	Male 43%	Male 44%	Annual	Total number of graduates, divided by the total population (over 18 years old) in that given year, multiplied by 100	SQA
				Female 39.5% (861 students)	Female 41%	Female 42%	Female 42%	Female 43%	Female 44%			
Output: Courses available through flexible delivery modes	2.2.1 2.2.2 2.2.3 2.2.4 2.2.5	15. Number of PSET courses available through flexible delivery modes	Number of courses available in ODFBL mode	NA	6	12	18	24	30	Annual	Number of courses available to students via ODFBL mode per academic year.	NUS
Output: Review report	2.2.1	16. Review of Online Distance Flexible Blended Learning (ODFBL) completed	Completion of outputs	NA	ToR for external review approved	Review report presented	NA	NA	NA	Twice Year 1 Year 2	TOR approved. Report approved.	NUS
Int Outcome: Greater access for young people to education	2.4.2	17. Number of ECE centres meeting MSS	MSS Data	NA	Establish baseline	5% increase on baseline	10% increase on baseline	15% increase on baseline	20% increase on baseline	Annual	Number of ECE centres meeting Minimum Services Standard	MESC

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 2: Provide everyone with access to good quality education and training opportunities												
Outcome: Greater access to education for young people with a disability	2.1.2 2.1.3 2.2.1 2.2.2 2.2.3 5.4.5	18. Number of students with a disability enrolled at all levels	Number of enrolled students with a disability	Total: 270 (2017 enrolment data)	Increase 1% of baseline	Increase 2% of baseline	Increase 3% of baseline	Increase 4% of baseline	Increase 5% of baseline	Annual	Number of students with a disability enrolled in all levels including students enrolled at special school	MESC
				Primary: 258	Primary:	Primary:	Primary:	Primary:	Primary:			
				Male: 166	Male:	Male:	Male:	Male:	Male:			
				Female: 92	Female:	Female:	Female:	Female:	Female:			
				Secondary: 12	Secondary:	Secondary:	Secondary:	Secondary:	Secondary:			
				Male: 6	Male:	Male:	Male:	Male:	Male:			
				Female: 6	Female:	Female:	Female:	Female:	Female:			
	PSET	PSET	PSET	PSET	PSET							
	Establish baseline	Increase 1% of baseline	Increase 2% of baseline	Increase 3% of baseline	Increase 4% of baseline	(PSET to be added from Yr2, once data collection procedures have been put in place)	SQA NUS					
Int Outcome: Improved quality of teaching	2.1.1	19. Number of primary and secondary teachers (including principals) receiving training on IE practices	Staff participation in IE training	NA	Establish baseline	At least 5% increase on baseline number	At least 10% increase on baseline number	At least 15% increase on baseline number	At least 20% increase on baseline number	Annual	Number of primary and secondary school teachers who have attended IE practices training in a given year minus the baseline number, then divide result by baseline and multiply by 100	MESC NUS
					Primary:5%	Primary: 10%	Primary: 15%	Primary:20%				
					Secondary: 5%	Secondary:8 %	Secondary: 10%	Secondary: 15%				
Int Outcome: Improved support for students with a disability	2.1.4	20. Number of disability students with a current IEP	Number of students	NA	Establish baseline	Increase of 5% on baseline	Increase of 10% on baseline	Increase of 15% on baseline	Increase of 20% on baseline	Annual	Total number of students with an IEP	MESC NUS

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 3: Make education and training more relevant to national needs and the labour market												
Int Outcome: Increased rates of employment for graduates	3.1.4 3.3.1 3.3.4	21. Percentage (%) of employed PSET graduates who found employment within 6 months of completion	% of graduates	2018-19 Tracer Study – 34%	NA	NA	40%	NA	NA	Once Year 3	Number of recent, employed PSET graduates finding employment within 6 months of graduation, divided by the total number of employed graduates responding to the survey	SQA
Output: Annual Employment rates for graduates	3.1.4	22. Process for PSET providers to report on graduate employment outcomes each year established and implemented	Completion of output Employment outcomes	NA	NA	Annual PSET-wide graduate employment/destination process established	Baseline established	2% increase on baseline	4% increase on baseline	Annual	Year 2 MoC: Established process Year 3-5 MoC: Number of PSET graduates from the previous year finding employment within 6 months of graduation, divided by the total number of graduates responding to the survey	SQA & NUS
Int Outcome: Increased percentage (%) of PSET graduates with knowledge and skills relevant to the Samoa job market	3.1.1 3.1.2	23. Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace	Percentage of satisfied employers	98%	95%	NA	NA	95%	NA	Twice Year 1 Year 4	The number of employers indicating their satisfaction with graduate knowledge and skills, divided by the total number of employer respondents, multiplied by 100	SQA
Int Outcome: Increased availability of accredited PSET programmes	3.1.1 1.1.4 3.3.3 5.4.1 5.4.2 5.4.3 5.4.4	24. Number of PSET programmes accredited by SQA	Number of accredited programmes available	34	36	40	42	46	50	Annual	Total number of accredited programmes.	SQA

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 3: Make education and training more relevant to national needs and the labour market												
Output: Increase in the range of suitable programs available for students	1.2.1 3.1.2 5.4.1	25. TVET pilot in secondary schools completed	Completion report	NA	NA	NA	Completion in 2021 Q2 (Dec 2021)	NA	NA	Once Year 3	Completion Report approved	MESC NUS
Int Outcome: Increased relevance and range of TVET programmes for Secondary students	1.2.1	26. Percentage (%) of Government Secondary schools providing at least 3 repackaged TVET programmes	Percentage of Schools	NA	NA	NA	Establish baseline in Year 3	10%	20%	Three Year 3 Year 4 Year 5	Number of schools providing at least 3 repackaged TVET programmes, divided by total number of secondary schools, multiplied by 100	MESC
Int Outcome: increase in the range of suitable qualifications available for students	3.1.1	27. Percentage (%) of PSET graduates with nationally and regionally recognised qualifications	Percentage of graduates	2017 enrolment data	Increase 1% of baseline	Increase 2% of baseline	Increase 3% of baseline	Increase 4% of baseline	Increase 5% of baseline	Annual	Number of PSET graduates with nationally and regionally recognised qualifications, divided by the total number of PSET graduates, multiplied by 100	SQA
Total: 16%	Total: 17%	Total: 18%	Total: 19%	Total: 20%	Total: 21%							
Male:18%	Male:19%	Male:20%	Male:21%	Male:22%	Male:23%							
				Female:15%	Female:16%	Female:17%	Female:18%	Female:19%	Female:20%			
Output: Institute of Sport	3.2.1 3.2.4 3.2.5	28. Samoa Institute of Sport established	Completion of outputs	NA	NA	Institute of Sports design completed and approved	NA	NA	Completion in 2024	Twice Year 2 Year 5	Approved design Official opening	MESC

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 4: Improve the effectiveness of sector planning, monitoring and reporting												
Output: review report	4.1.3 5.1.3	29. ESAC decision-making processes reviewed	Completion of outputs	NA	NA	ToR for external reviewer completed and approved	Report completed (Q2)	NA	NA	Twice Year 2 Year 3	Approved TOR Approved review report on ESAC decision making process	MESC NUS SQA
Output: pilot completion	4.3.1 4.3.2 4.3.4 5.4.5	30. SEMIS project delivered	Completion of output	NA	Feasibility Study	NA	Internal review	NA	Completion of SEMIS pilot	Three Year 1 Year 3 Year 5	Feasibility study completed Internal review report Pilot completed	MESC NUS SQA
Int Outcome: More decision making is informed by data analysis, research, policy and reviews	4.1.1 4.1.2 4.1.3	31. Sector planning, budgeting and reporting documents submitted to ESAC, within a month of expected timeframes	Date of submission	20%	50%	60%	70%	80%	90%	Annual	Number of quarterly/annual reports and workplans/budgets approved to ESAC within one month of due dates divided by total number of documents multiplied by 100 See Figure 8	MESC NUS SQA
Output: review report	4.2.2 4.2.3	32. Sector research strategy and action plan reviewed	Completion of outputs	NA	NA	ToR for reviewer approved & recruitment completed	Report completed (Q1)	NA	NA	Twice Year 2 Year 3	Approved TOR	MESC NUS SQA
Output: policy	4.2.4 4.3.5	33. ICT sector policy finalised	Completion of output	NA	NA	Policy completed Q1	NA	NA	NA	Once Year 2	Approved ICT policy	MESC NUS SQA
Output: strategy	4.2.1 4.2.4	34. Sector climate change and disaster risk resilience strategy finalised	Completion of output	NA	NA	Strategy completed Q3	NA	NA		Once Year 2	Completed sector climate change and disaster risk resilience strategy	MESC NUS SQA

Expected Results	Strategy	Result Indicator	Unit of Measurement	Baseline value	Target values					Frequency	Method of Calculation (MoC)	Data Source
				2017/18	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
					FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24			
Goal 5: Develop ways to manage the education sector's resources sustainably												
Outcome: All education sector coordination responsibilities managed efficiently	5.1.2 5.2.1 5.2.2	35. Improved stakeholder engagement in all education sector activities	Activity attendees	53% (from 2018-19 ARR)	Minimum 60% participation rate	Minimum 60% participation rate	Minimum 60% participation rate	Minimum 60% participation rate	Minimum 60% participation rate	Annual	Number of attendees at ARR consultation, sector reference groups, ESAC, ESWG and DP roundtable – divide by the total number of invitees, then multiply by 100	MESC NUS SQA
Output: Strengthened financial management	5.2.3 5.3.1 5.3.2 5.3.3	36. MTEF revised annually to meet MoF requirements and planning cycle due dates	Completion of output	NA	Reviewed & revised MTEF approved	Reviewed & revised MTEF approved	Reviewed & revised MTEF approved	Reviewed & revised MTEF approved	Reviewed & revised MTEF approved	Annual	Revised MTEF approved by ESAC	MESC NUS SQA
Output: Maintain efficient management of all sector coordination responsibilities	5.1.2	37. Sector management documents revised annually 1. Risk Management 2. MELF 3. Sector workplans and budgets	Completion of output	NA	All documents reviewed and updated	All documents reviewed and updated	All documents reviewed and updated	All documents reviewed and updated	All documents reviewed and updated	Annual	Revised Risk Matrix, MELF and MTEF approved by ESAC	MESC NUS SQA
Output: New schools	1.1.1 2.2.2 2.2.4 5.4.3	38. New schools established and existing schools upgraded or renovated	Completion of output	NA	Baseline data determined in Year 1	Increase of 1 from baseline	Increase of 2 from baseline	Increase of 3 from baseline	Increase of 4 from baseline	Annual	Number of new/upgraded schools	MESC