



GOVERNMENT OF SĀMOA

SĀMOA EDUCATION SECTOR PLAN JULY 2013 - JUNE 2018

Improved Focus on Access to Education and
Training and Quality Learning Outcomes



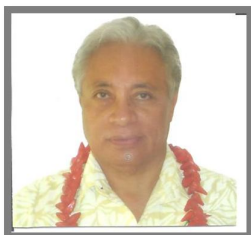
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MESSAGE FROM THE MINISTER OF EDUCATION, SPORTS AND CULTURE



I am very pleased to present this *2013-2018 Samoa Education Sector Plan* [ESP 2013-2018]. This Plan represents a major milestone in the government's policy to transform the education sector into an efficient and relevant mechanism for the development of our country's human resource capital.

The ESP 2013-2018 reflects the government's concern and policies for the educational welfare and development of all our people. It brings together previous macro-level national plans that did not recognise Education as a sector of its own. In doing so, it aims to ensure that education makes a positive and permanent contribution to our national development plans and to achieving the international development goals. Driven by the continuing need for improved access, equity for all and provision of quality educational opportunities, the ESP 2013-2018 also reflects our determination that lasting benefits will only be derived through improved efficiency, effectiveness and value for money.

This document is the strategic plan for the Education Sector from 2013 – 2018. The theme underpinning the strategy is the urgent need to improve the quality of teaching and learning for all Samoans by creating an inclusive education system which provides a quality and balanced education for all.

The plan will respond to changing priorities and conditions and will be updated following annual sector reviews and appraisals.

I wish to take this opportunity to commend this Samoa Education Strategic Plan 2013 – 2018 to all those who support education development in Samoa.

Hon. Magele Mauiliu Magele

MINISTER OF EDUCATION, SPORTS & CULTURE, SAMOA QUALIFICATIONS AUTHORITY & NATIONAL UNIVERSITY OF SAMOA

ACRONYMS AND ABBREVIATIONS

ACEO	Assistant Chief Executive Officer	NCECES	National Council of Early Childhood Education for Samoa
ADB	Asian Development Bank	NCS	National Competency Standards
AMIS	Assessment Management Information System	NER	Net Enrolment Rate
AMP	Annual Management Plan	NFE	Non Formal Education
APTC	Australia-Pacific Technical Centre	NGO	Non Government Organisation
CAP	Community Access Programme	NTDF	National Teacher Development Framework
CAS	Career Advisory Service	NUS	National University of Samoa
CDC	Cabinet Development Committee	OPDC	Oloamanu Professional Development Centre
CEO	Chief Executive Officer	PaBER	Pacific Benchmarking for Education Results
CMAD	Curriculum, Materials & Assessment Division	PPRD	Policy, Planning and Research Division, MESC
CSD	Central Services Division	PSC	Public Service Commission
DPs	Development Partners	PSET	Post School Education and Training
DVC	Deputy Vice Chancellor	PSSC	Pacific Senior School Certificate
ECE	Early Childhood Education	QAD	Quality Assurance Division
EMIS	Education Management Information System	QD	Qualifications Division
ESAC	Education Sector Advisory Committee	SAT	Samoa Tala
ESCD	Education Sector Coordination Division	SDS	Strategy for the Development of Samoa
ESP	Education Sector Plan	SFS	Sosaiete Faiaoga Samoa
ESP II	Education Sector Programme II	SIEDP	Samoa Inclusive Education Demonstration Programme
ESWG	Education Sector Working Group	SOD	School Operations Division
GDP	Gross Domestic Product	SPBEA	Secretariat of the Pacific Board for Educational Assessment
GoS	Government of Samoa	SPECA	Samoa Primary Education Certificate Assessment
IA	Implementing Agency	SPELL	Samoa Primary Education Literacy Level Test
IAD	Internal Audit Division	SQ	Samoa Qualifications
ICT	Information and Communications Technology	SQA	Samoa Qualifications Authority
IE	Inclusive Education	SQF	Samoa Quality Framework
MCIL	Ministry of Commerce, Industry and Labour	SSFSGS	Samoa School Fee Grant Scheme
MDG	Millennium Development Goal	SSLC	Samoa Secondary Leaving Certificate
M&E	Monitoring and Evaluation	SUNGO	Samoa Umbrella Organisation for NGOs
MERD	Monitoring Education Research and Development Division, MESC	SWAp	Sector Wide Approach
MESC	Ministry of Education, Sports and Culture	TA	Technical Assistance
MoF	Ministry of Finance	TVET	Technical and Vocational Education and Training
MSS	Minimum Service Standards	USP	University of the South Pacific
MTEF	Medium Term Expenditure Framework	VC	Vice Chancellor
MWCSD	Ministry of Women, Community and Social Services		

Currency

All currency is in Samoan Tala (SAT) unless otherwise stated.

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EXECUTIVE SUMMARY

Background

The Samoa Education Sector Plan (ESP) brings together the forward plans of the Ministry of Education, Sports and Culture (MESC), the Samoa Qualifications Authority (SQA) and the National University of Samoa (NUS), together with the arrangements for implementing and monitoring these plans. It strengthens Samoa's Sector Wide Approach (SWAp), involving all stakeholders in tackling the developmental needs of the education sector in Samoa. Education is key to the Strategy for the Development of Samoa (SDS), including the need to improve employment prospects¹ and reduce the scarcity of skilled labour that constrains private sector growth.

The education sector comprises: government and non-government primary and secondary schools; early childhood education (ECE); post-school education and training (PSET) of which the largest government provider is NUS²; and the policy, planning and regulation bodies - MESC for schools&ECE, and SQA for PSET.

Primary education is compulsory for 5 to 14 year olds, and almost universal, though still with some vulnerable children out of school. There is a significant drop-out in transition to and within the four years of secondary education, especially for boys. ECE - either mission, community or privately run - is not universal and is constrained by the lack of a developmental policy framework for standards and resourcing. PSET is constrained by high user costs (also affecting schools), by limited pathways into PSET from secondary education and within PSET, and by a lack of recognition of Non Formal Education. But at all levels, the quality of provision is the major problem, including in many cases inadequately motivated and trained teachers. Another problem is inadequate relevance of courses to the Samoan economy and culture. The ESP is designed to tackle these problems directly and through improvements both in sectoral coordination of policy and planning and in sectoral management. The ESP builds both on the MESC, SQA and NUS strategic and corporate plans and on existing projects supported by Development Partners (DPs).

ESP Objectives

The **vision** of the sector plan is that all people in Samoa are educated and productively engaged. The **mission** of the agencies supporting the sector is: to promote the achievement of high quality education and training to meet the national, economic, social, and cultural goals of Samoa. The ESP has 5 goals, with associated Sector Outcomes to be achieved by 2018, as follows:

Goal	Sector Outcomes
1. Enhanced quality of education at all levels.	Improved learning outcomes at all levels
2. Enhanced educational access and opportunities at all levels	At all levels, more students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments
3. Enhanced relevance of education at all levels	Improved employability of school leavers as a result of education and training responding to national economic, social and cultural needs
4. Improved sector co-ordination of Research, Policy and Planning Development	A co-ordinated approach through effective partnerships with key stakeholders ensures newly developed and implemented policies contribute to improved quality across the education sector
	Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector
5. Established Sustainable and Efficient Management of All Education Resources	Education resources are increasingly managed efficiently and sustainably across the sector

¹According to the 2011 Samoa Population and Housing Census, only around 22% of Samoa's total population is engaged in formal paid employment.

²NUS offers both technical and vocational education and training (TVET) and higher education courses

The first 3 Sector Outcomes have been further subdivided in subsector outcomes for: (a) school and ECE levels and (b) PSET.

Programmes and Activities

The ESP contains 22 Programmes of Activities whose Sector Outputs are expected to achieve the above Outcomes. They include programmes targeting specific issues within the specific levels of education, or strengthening research-based systems for planning, monitoring and financing the sector and for general sectoral coordination. Major programmes include the National Teacher Development Framework, school fee-relief grants, and measures to improve quality assurance and access for PSET. Each of these programmes is the overall responsibility of a Lead Division of one of the two regulatory bodies, MESC or SOA. But most programmes also involve other Divisions and/or NUS in their planning, implementation and monitoring. Many of the programmes are currently supported by projects with funding and technical support from one or more DPs.

Implementation Arrangements

The ESP builds on and does not replace existing mechanisms. The respective Lead Division for a Programme will be responsible for the planning, financing, implementation, carrying out monitoring and evaluation (M&E) and reporting on the programme through normal channels. Annual Management Plans (AMPs) and budgets for the programmes will be initially coordinated and consolidated within the respective agency, as usual, by the planning division of the agency.

Sectoral Coordination of these activities will be provided through:

- (a) The **Education Sector Coordination Division** (ESCD) working directly with other Divisions in MESC, SOA and NUS and with DPs and other stakeholders, and through the following Committees;
- (b) The **Education Sector Advisory Committee** (ESAC) comprising senior staff of the three agencies and other Ministries and Stakeholders and meeting quarterly to advise the Minister of Education, Sports and Culture on the strategic direction of the ESP;
- (c) The **Education Sector Working Group** (ESWG) meeting on at least a monthly basis, to coordinate planning, financing, implementation, M&E and reporting to ESAC;
- (d) Informal **Technical Task Forces** in which a range of key stakeholders plan and monitor the progress of specific issues; and
- (e) The **November Annual Review** involving representation from all national stakeholders, reviewing progress in the previous financial year and deciding on any strategic shifts in policies, programmes or budgets for the following financial year in the light of lessons learned.

Financing Arrangements

The Medium Term Expenditure Framework (MTEF) will be updated annually to guide budgeting for the sector. The MTEF will cover ongoing recurrent expenditures, including increases in these expenditures arising from ESP implementation (e.g. from increased teacher salaries and school and PSET grants). It will also include expenses for capacity building activities. There is an emphasis in the ESP on strengthening financial management, auditing and procurement.

Risks and Sustainability

The ESP includes measures to manage the financial, operational and human risks inherent in ESP implementation, and to strengthen sustainability. This includes a particular emphasis on managing the impact of natural disasters to which Samoa is particularly prone.

CHAPTER 1: INTRODUCTION

1.1 Country Context

The Education Sector of Samoa serves a population of 187,820³ on a land area of 2,820 km²(43% arable) comprising the two main islands of Upolu and Savai'i and eight small islands. 76% of the population lives in Upolu, with 20% in the urban area of the capital city, Apia. Although the annual population growth rate is only 0.8%, partly a result of high emigration, around 55% of the population are under 25 and 35% are under 15, putting heavy pressures on the education system.

Samoa is a middle-income country with a per capita GDP of SAT 8,299 in 2011. The Human Development Index rose from 0.688 in 2011 to 0.702 in 2013, placing Samoa 96th out of 187 countries, in the medium human development group⁴. The 2008 Samoa Poverty Report highlighted education in regard to high user costs, over and above school fees. Men are more disadvantaged than women: the Poverty Report commented on 'many young men in the rural areas⁵ being frequently less well educated and thus unable to get anything but the lowest paid employment, if such employment is even available. The cycle of poverty can therefore be perpetuated. Education is therefore one of the most critical issues.'⁶

Only around 22% of Samoa's total population is engaged in formal paid employment. Two-thirds of the potential labour force is absorbed by subsistence village agriculture, a dominant sector in the Samoan economy. Samoa is reliant on foreign imports and has a large trade deficit. The economy is largely driven by tourism (20-25% of GDP), remittances (25% of GDP), and foreign aid. Private sector growth is constrained by a narrow resource base, including a scarcity of skilled labour.

Economic growth, averaging 1.7% per annum, fell following cyclone Evan in December 2012, but is now around 3% for FY 2013/14⁷. Employment has also been affected by a downturn in the manufacturing sector and a reduction of the operations of Samoa's single largest private employer (exporting motor vehicle parts) due to the global downturn and the 2011 Japanese earthquake and tsunami. Agriculture and tourism are seen as offering potential for growth in domestic consumption, exports and employment creation.

Samoa is widely seen as a model Pacific nation in terms of governance. Its policy framework encompasses some of the best in the region, including a comprehensive development strategy backed by an outputs-based budget linked to costed sector plans.

1.2 Samoa's Development Strategy

The Strategy for the Development of Samoa (SDS) is the basis for government ministries, corporations and state owned enterprises to formulate their Corporate Plans and performance targets. The current SDS 2012-2016 has as its theme, "boosting productivity for sustainable development", and its vision is "improved quality of life for all."

Education is crucial to this vision: the seventh SDS Key Outcome is 'Improved Focus on Access to Education, Training and Learning Outcome'. The aim is to increase and broaden access to education, ranging from Early Childhood Education (ECE) to Post School Education and Training (PSET) in both the formal and non-

³Most of the data in this section is from the Samoa Bureau of Statistics 2011 Population and Housing Census

⁴UNDP Human Development Report 2013

⁵This is also a problem in urban areas

⁶'A report on the estimation of basic needs poverty lines, and the incidence and characteristics of hardship & poverty analysis of the 2008 household income and expenditure survey', Samoa Bureau of Statistics, 2008

⁷IMF Country Report 2013

formal institutions as well ensure the gradual integration of Inclusive Education. It is envisaged that the successful implementation of the key strategic areas will lead to improvements in other social areas such as improved nutrition, better livelihood opportunities and ultimately reduced criminal activity.

The Government of Samoa has adopted the concept of sector wide planning with the following advantages:

- Improved planning, management, communication, coordination and monitoring of sectoral activities;
- Integration and linkage of services within the sector;
- Harmonised service delivery and improved efficiency and value for money;
- Providing a strategy for sectoral development and priority setting for government;
- Facilitating international development assistance to support the Government of Samoa priorities
- Providing support to the sector member agencies
- Coherent collective advice to the Ministry of Finance (MoF) on how to best allocate funds to the sector;
- Provision of information and promotion of developmental priorities on behalf of the sector as a whole.

SDS 2012-2016 identifies the Strategic Areas for the Education Sector as follows:

- 1 Progress Quality teaching and learning at all levels;
- 2 Access to relevant education and training opportunities at all levels;
- 3 Strengthen linkages between education and training development to national goals;
- 4 Improve coordination of planning and policy development at all levels; and
- 5 Upgrade facilities and resources and sustain efficient management across the sector.

SDS 2012-2016 also lays an emphasis on the effective implementation of development strategies aimed at seven national development goals. The third of these goals is 'Improved Education Outcomes'. The SDS notes moves toward a sector plan and sector-wide Medium Term Expenditure Framework (MTEF).

The Government of Samoa is also committed to a program of Public Sector Reform based on the Public Administrations Sector Plan for Samoa 1997-2011: *Navigating Potential for Excellence in Services*. Over the years, the scope of institutions and agencies operating in the education sector has increased. The number of Early Childhood Education (ECE) centres has increased. Schools and Post School Education and Training (PSET) providers have expanded the scope of their work to include vocational skills and training.

The Public Sector Reform process involves strengthening performance and management capacity at all levels of government, including the development of performance monitoring approaches. Education is identified as a service, and one of the critical core functions of Government is to ensure that access to quality public education is guaranteed for all Samoans.

1.3 Development of the Education Sector Plan

Prior to 2011, education sector contributions to the SDS were prepared and provided separately by the planning and management units of the Ministry of Education, Sports and Culture (MESC), the Samoa Qualifications Authority (SQA) and the National University of Samoa (NUS).

In November 2011, these major stakeholders in the education sector came together in a consultative meeting to agree on the Key Outcome for the Education Sector⁸ in the 2012-2016 SDS. The MESC ESP II Secretariat, under the chairmanship of the MESC Strategic Adviser, supported the ESWG in compiling and finalising the education sector input to the SDS. An initial draft was revised and submitted to the Head of

⁸Afamasaga G. T. (2011). Education Sector Situational Analysis.

the Education Agencies for their endorsement. Subsequently, this input was incorporated into the Government SDS 2012-2016.

An Education Sector Working Group (ESWG) was formed, comprising representatives of MESC, SQA and NUS. This was an essential step in a sector wide approach to high level national education planning, building on synergies between institutional plans and strengthening the coordination and delivery of educational services by all agencies to the whole of Samoa. Collaborative, sector level working avoids unnecessary duplication and promotes the efficient management of scarce resources. The whole sector comes together to decide how to improve education quality and standards, effective service delivery, the setting of priorities and the facilitation of development partner assistance.

The envisaged role of the ESWG was also to raise awareness and recognition on the importance of education and improve planning, management, communication, coordination and monitoring and evaluation (M&E) of education services to better support sector member agencies. It would also enable collective advice to MoF on how to best allocate funding.

In 2009, MoF revised the Samoa Sector Planning Manual explaining the nature and form of a Sector Plan. All Ministries were required to develop sector-level medium-term (4-5year) strategies and strategic plans based on the overarching Strategy for the Development of Samoa. This would be followed by: (i) strengthening performance monitoring linked to the development of a three-year rolling Medium Term Expenditure Framework (MTEF), which was introduced in 2008/2009; and (ii) developing sector wide strategies and investment plans for all major sectors to be used for setting output targets linked to budget allocations and monitoring sector performance;

The working group continued as the design team, taking the initiative in developing Samoa's first Education Sector Plan (ESP 2012-2016) covering the whole sector, with initial support from the MESC ESP II Secretariat and subsequently the Education Sector Coordination Division (ESCD). Members of the design team are shown in Annex H.

The ESP brought together under five strategic sector-wide goals the Strategic Plans for:

- MESC (Strategic Policies and Plan 2006-2015);
- SQA (PSET Strategic Plan 2008 – 2016) developed prior to the creation of SQA in 2008) and
- NUS (Strategic Plan 2010 – 2020).

The ESP 2012-2016 went through a number of consultative workshops that brought together education stakeholders, representatives of mission and private education institutions, PSET providers and the community. The final review took place in an ESWG workshop conducted with members of the Education Sector Advisory Committee for final endorsement.

The ESP was then submitted to the Cabinet Development Committee (CDC) in April 2013. Subsequent feedback included a suggestion to change the timeframe of the ESP.

The present sector plan 2013-2018 builds on the ESP 2012-2016, feedback from the CDC, and the recommendations arising from its appraisal by MoF and DPs in June 2013, and on the guidance in the 2009 Sector Planning Manual for Samoa. ESP 2013-2018 covers 5 years but it is expected that it will be revised in the light of experience including a mid-term evaluation of its implementation. This may require re-ordering of priorities in the later years.

CHAPTER 2: EDUCATION SECTOR

2.1 Sector Scope and Structure

2.1.1 Scope of the Education Sector

The Education Sector comprises all providers of education and training both formal and non-formal as well as all government agencies that have responsibility for policy, planning, funding and quality assurance. The sector covers four levels of education namely:

- Early Childhood Education (ECE);
- Primary schools;
- Secondary schools;
- Post School Education and Training (PSET), which includes Higher Education.

2.1.2 Education providers

Early childhood education

There are 97⁹ ECE centres with a total enrolment of 1,909 girls and 1,721 boys of ages between 2 to 6. Some ECE centres are owned and run by pastor' wives, some by school boards of the local community and others are privately owned. Some activities in ECE are carried out by the MESC but this sub sector is largely the responsibility of an NGO, the National Council of Early Childhood Education for Samoa (NCECES). The Education Act 2009, which became effective in February 2010, substantially recognizes the formation of regulations for the establishment and registration of ECE Centres.

Primary education from years 1 to 8 is compulsory for children between the ages of 5 and 14 under the Education Act 2009. This is in accordance with Samoa's commitment to the Millennium Development Goal (MDG) of universal completion of primary education. The former year 8 national exam has been replaced by the Samoa Primary Education Certification Assessment (SPECa) which is designed to better fulfil the assessment policy framework that targets assessment as learning. The instrument targets the pedagogical, managerial, and communicative functions of educational assessment. It was also developed to achieve the goal of equity in the Samoa education system. In 2012, there were 18,514 girls and 21,124 boys enrolled in primary education in a total of 171 schools (including joint primary/secondary schools).

Secondary education covers years 9 to 13. Students sit the Samoa School Certificate at the completion of Year 12, after which successful students can attend a further year to sit the Samoa Secondary Leaving Certificate (SSLC) in Year 13. In 2012, there were 8,604 girls and 7,970 boys in a total of 43 secondary schools (including joint primary/secondary schools).

Post-school Education and Training encompasses a diversity of areas that include tertiary education level at university, pre and in-service professional education, technical and vocational education and training, theological and providers of religious instruction, apprenticeship, non-formal and on the job training¹⁰. In 2011, a total number of 2,269 female students and 2,011 male students enrolled in formal PSET providers either registered or listed with SQA.

⁹The data on early childhood, primary and secondary education is from the MESC Education Statistical Digest 2013

¹⁰ PSET Strategic Plan 2008-2016, p.16

Table 1 shows the number of ECE centres, primary and secondary schools and PSET providers according to their ownership.

Level	Type	Government	Mission	Private	Other	Total
ECE Centres			42	35	20 (Community)	97
Schools ¹¹	Primary schools	142	17	6		165
	Secondary schools	24	12	1		37
	Joint Primary/Secondary	-	4	2		6
	Total	166	33	9		208
PSET Providers ¹²	Registered & Listed Formal ¹³	2 ¹⁴	16	9	2 (Regional)	29
	Listed Non Formal ¹⁵			8		8
	Total	2	16	17	2	37

Table 1: ECE Centres, schools and PSET providers in Samoa¹⁶

The two regional PSET providers are the University of the South Pacific (USP) Alafua Campus and the Australian Pacific Technical College (APTC).

The **National University of Samoa (NUS)** is the largest government PSET provider in Samoa. The NUS was established by the Act of Parliament 2006¹⁷ to provide a centre of excellence in the study of Samoa, the Samoan language and culture and tertiary level education that is relevant to the development of the economy and people of Samoa.

The functions of the NUS as stipulated in its governing legislation are

- The provision of education and training, including academic, technical and vocational training and continuing education at appropriate levels responsive to the needs of the people of Samoa
- The establishment of a centre of excellence in the study of the languages and culture and all matters pertaining to Samoa
- The acquisition and transmission of knowledge by teaching, consultancy,
- Community learning and research and
- The promotion of the economic and social development of Samoa¹⁸.

NUS combines the provision of higher education and Technical and Vocational Education and Training (TVET), merging the University with Samoa Polytechnic. NUS now has five Faculties plus the Centre of Samoan Studies and the Oloamanu Centre for Professional Development and Continuing Education. The Faculty of Education is the sole Samoan provider of pre-service teacher training for Samoa's primary and secondary schools, with support for secondary teachers by other four faculties. The Faculty of Applied

¹¹ MESC Statistical Digest 2012

¹² SQA: Post School Education & Training Statistical Bulletin 2012

¹³ Number of registered & listed formal PSET providers as of October 2013

¹⁴ Includes NUS which is both TVET and Higher Education

¹⁵ Number of listed NFL providers as of October 2013

¹⁶ MESC Education Statistical Digest 2013

¹⁷ The Act of Parliament was passed in 1984, and was later amended as the NUS Act 1997, and more recently the National University of Samoa Act 2006 taking into account the merger with the Samoa Polytechnic. It was further amended in 2010.

¹⁸ National University of Samoa. Strategic Plan 2010 – 2020. p. 9.

Sciences, besides provision of higher education for nursing and health science courses, is the main government provider of TVET. Business education is provided through the Faculty of Business and Entrepreneurship. The NUS Centre for Samoan Studies is also the Research Centre of the university as well as providing courses in Samoan Language and Culture. The NUS Oloamanu Centre was established by the university in 2006 to facilitate and provide short-term formal in-country training and professional development, in accordance to training needs analysis by employers in both government and private sector organisations.

2.1.3 Policy, Planning and Regulation

The two key planning and regulatory agencies within the sector are MESC and SQA. The main functions of the agencies are as follows:

MESC is mandated to provide education for primary, and secondary education with support provided for early childhood and special schools. The principal function of the Ministry is to promote and encourage the development and improvement of all phases of education in Samoa. Its domains are in the schools sub sector in primary and secondary education and include mission and private school systems. The general areas of operation are in curriculum development; school assessment; school management and development; school infrastructure; teacher supply and demand; teachers' salaries and conditions of work; and sports and culture. Special Needs Education has become part and parcel of the schools sub sector with the emphasis on Inclusive Education¹⁹.

SQA was first established under the SQA Act 2006 and subsequently under the SQA Act 2010. The latter Act prescribes the functions, powers and duties of the Authority. It is the principal organisation mandated in broad terms to:

- Provide policy advice, monitor and report to government on strategies, priorities, performance, resourcing, and activities of the PSET Subsector
- Quality assure and regulate qualifications and quality standards for PSET in Samoa; and
- Coordinate, monitor and strengthen PSET

These functions (17 altogether) are detailed in the SQA Act 2010. As a statutory body or public beneficial body, SQA is also mandated under the Public Bodies Act 2001 and the Public Finance Management Act 2001.

2.1.4 Development Partners

Support from Samoa's DPs has been long-standing and diverse. The provision of aid covers a wide range of inputs, modalities and subsectors, from pooled funding (from Australia, New Zealand and ADB) through scholarships (both local and overseas) and in-country training and capacity building. Samoa is also home for a broad Pacific initiative in technical training, and a campus of the USP. The aid is provided for schooling, both primary and secondary, as well as PSET.

¹⁹Inclusive education means the inclusion of students with disability within regular classrooms

2.1.5 Government Education Projects currently supported by DPs

These include the following.²⁰

Education Sector Project II (ESP II)

ESP II is the second phase of a programme providing pooled support from the Governments of Samoa, Australia and New Zealand, the Asian Development Bank (ADB) and civil works supported by JICA. In 2012, funds were provided for civil works by JICA at the request of GoS. The goal of ESP II is 'the establishment of a more equitable and effective education system that enhances learning outcomes of young people for further study, work, and adult life'. The project has 5 components as follows:

1. *Curriculum Reform and Assessment System* – to 'ensure that all students have the opportunity to learn and acquire the knowledge, skills and attitudes specified in the national curriculum.'
2. *Developing Effective Teachers*: ensuring that 'teachers are at the core of efforts to improve the quality of education and the level of student learning'. The main outcome of this programme has been the development of a National Teacher Development Framework (NTDF).
3. *Improving Access to Quality Education*: Providing infrastructure in the form of 'improved Secondary School Facilities and a Community Learning Centre.'
4. *Strengthening Capacity to Undertake Research, Evaluation, Policy Analysis and Planning*: 'The outcomes of this component include increased capacity for research and evaluation, the completion of at least five (5) Major Research Studies that contribute to Sector Analysis and Policy Development, and the Completion of specific evaluation studies associated with ESP I and II activities.'
5. *Strengthening Capacity to Implement and Manage Development Projects*: This 'component is associated with Project Management, and in developing MESC's capacity to implement donor-funded programs'. The key outcome will be effective management of ESP II, with the aim of moving towards a Sector-Wide Approach in Education.
6. *Enhanced quality of education by delivering the curriculum, assessment, learning materials, teachers training and learning through Information and Communications Technology (ICT)*. This component, otherwise known as the 'SchoolNET and Community Access project' has 4 subcomponents:
 - i. Improving quality of teaching and learning through e-learning materials and approaches,
 - ii. Increasing access of schools to e-teaching and e-learning tools,
 - iii. Establishing Public-Private partnerships to support SchoolNET and Community Access Program (CAP), and
 - iv. Strengthening education management through ICT systems.

The project ends in December 2014. The final year focuses on completing the outstanding activities such as the initial implementation of the NTDF, implementation of the New Bilingual Primary Curriculum, SchoolNET and preparations for the present Education Sector Plan. The ESP will help the latter through its creation of informal structures for sectoral coordination that are being built on for implementing the present ESP, and in strengthening M&E.

²⁰Quotations are from the list of MESC projects on the website: <http://www.mesc.gov.ws>

Samoa School Fees Grants Scheme (SSFGS)

SSFGS was launched in 2010, with financial and technical support from Australia and New Zealand, to provide grants to primary schools in lieu of school fees. Originally supporting the establishment and implementation of Minimum Service Standards (MSS), its targets are now:

- (a) The reduction of the financial burden of schooling to parents, and
- (b) Transferring part of the responsibility of school performance to schools through reliable funding of school improvement plans to meet MESC's MSS.

The programme involves a transfer of funding from development partners to MESC's budget, with DP funding finishing in financial year 2014-2015.

Samoa Secondary School Fees Grants Scheme

The Secondary scheme was launched in July 2013 to extend SFG to secondary schools with financial support from New Zealand. The programme involves a gradual transfer of funding from development partners to MESC's budget, with DP funding finishing in financial year 2016-2017.

TVET Support Programme

The Programme, supported by the Australian Government, began in May 2011. The TVET Roadmap - the result of a feasibility study funded by Australia - guided the implementation of the programme. The SQA is the coordinating agency as well as an implementer in collaboration with the Ministry of Commerce, Industry and Labour (MCIL), NUS and TVET providers.

The main objective of the TVET Support Programme is to *'increase employability of Samoan women and men, including those with disability, by ensuring the employment readiness of TVET graduates in areas of labour demand as measured by student outcomes and levels of employer satisfaction.*

The overall target of the TVET Programme is an *"Increased number of skilled Samoans available to fill priority workforce needs"* with three key outcomes:

- *Quality Assurance Scheme for the national system TVET Qualifications implemented*
- *Enhanced TVET Training capacity among Government and Mission TVET Providers*
- *Programme for providing Access to TVET Opportunities by those with disabilities*

The TVET Roadmap had identified four (4) Key Result Areas to achieve the overall target and the three broad outcomes:

- *Economic Relevance*
- *Quality*
- *Access*
- *Financial Sustainability*

The programme has been extended to June 2015 under the guidance of the new TVET Roadmap 2.

Samoa Inclusive Education Demonstration Project (SIEDP)

SIEDP is a 5 year, 2009-2014, project with Australian funding to 'demonstrate a model of service provision for girls and boys with disability for inclusive education which can be replicated and supported by the Government of Samoa in its future program development'. Prior to the 5-year program, an Australian managed pilot had examined means of enabling students with disability to make the transition from Primary to Secondary School. MESC is now managing this project and the way forward²¹.

²¹Management of the non-government providers is still under contract to the Australian Government. In the long term MESC should take on full management of this program

The scope of SIEDP includes girls and boys from birth to the end of secondary school. It has a particular focus on inclusion of girls and boys from remote and rural areas²² in Samoa and across a range of disabilities.

The delivery of this program has been unique with the use of service providers that specialise in working with children with disabilities.

The design encompassed a flexible project approach to aid delivery, allowing for further design development in light of program learning over time. In the first year of implementation (2010), work was carried out in the following areas:

- Support, resources and information for parents, families and communities
- Early intervention and support services
- Teacher support and up-skilling
- Further development of an enabling environment in Samoa for inclusive education
- Ongoing program management and learning.

Samoa In-Country Training Programme (SICTP)

The Samoa In-Country Training Programme (SICTP), funded by the governments of New Zealand and Australia, provides high-level practical skills training for the public sector including state corporations, and for the private and non-governmental sectors. Training focuses on enhancing on-the-job performance of the participants and ultimately the sectors. The programme has been in existence in various forms since 1997 and it aims to provide practical skills training to enhance on-the-job performance of participants. Up until 2006, the SICTP was managed through the Samoa Public Service Commission (PSC), and was then moved to the Oloamanu Professional Development Centre (OPDC) of the NUS. The present funding agreement ends 31 October 2013, but is likely to be extended pending moves towards incorporation in wider sector support

Post Cyclone Evan Reconstruction Project

The December 2012 Cyclone Evan destroyed school buildings and other physical assets across the education sector. The Australian and New Zealand Governments and other Development Partners are providing SAT 11 million over two financial years to assist the Government of Samoa with the costs of reconstruction.

School construction projects

These include the JICA-funded *Primary School Improvement* (Grassroots Human Security Projects) and, for example, new school buildings for Falevao and Sapapalii Primary Schools.

2.1.6. Other Stakeholders

Other government ministries play a critical role in supporting the sector. The key ministries for this include the Public Service Commission (PSC), Ministry of Finance (MoF), Ministry of Foreign Affairs and Trade (MFAT) Ministry of Women, Community and Social Development (MWCSD), Ministry of Health, and the Ministry of Commerce, Industry and Labour (MCIL).

Non-government organisations (NGOs) play a prominent role, including religious bodies and professional associations such as the Sosaite Faaoga Samoa (SFS), the Institute of Professional Engineers, and Samoa Institute of Accountants.

Other stakeholders are the students and trainees, their teachers, trainers and lecturers, and all school/college and PSET institution managers and governing bodies.

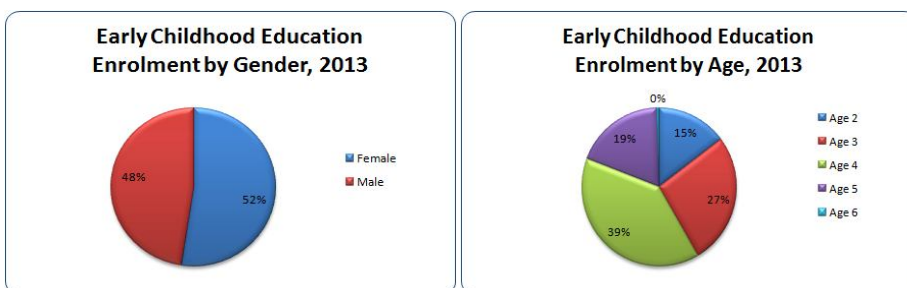
²²Of the total adult (15+) 'disability population' of 2,874 Samoans, 83% (2398 people) live in rural areas. See UNICEF (2006) 'A Situation Analysis of Children, Women & Youth', Table 21.

2.2 Review of Sector Performance²³

This section provides a summary of performance of the sector in recent years, in terms of access and equity, as well as the quality of provision.

Early Childhood Education

MESC statistics show 3,639 enrolments in early childhood education (ECE) in 2013, a 4% increase on 2012. The actual number can be assumed to be higher because of the known existence of community-run, un-registered pre-schools. The two charts below show known enrolments by age and by gender. In 2013, girls' enrolment constituted 52% of the total, so the gender balance is a healthy one.



Graph 1: Early Childhood Education (ECE) Enrolment by Age and Gender, 2013

Little is known yet about how equitable the current provision of ECE provision is or how good the quality of what is offered for those enrolled. Anecdotally, the quality is highly variable and often poor - the result of many contributory factors.

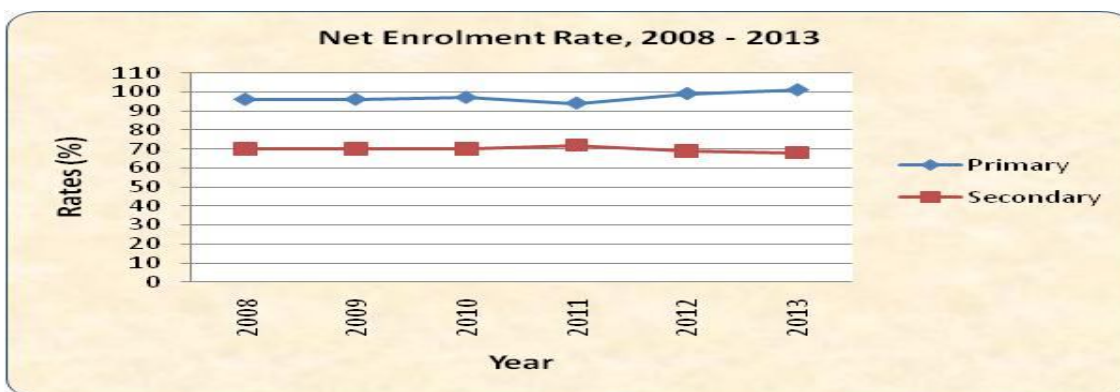
Primary and Secondary Education

The net enrolment rate for the primary level remains very high over the years and Samoa is on track to achieve MDG2 on primary net enrolment by 2015, as the following table and graph show.

School Level	2008	2009	2010	2011	2012	2013
Primary	96	96	97	94	99	101
Secondary	70	70	70	72	69	68

Table 2: Net Enrolment Rates (NERs) for Primary and Secondary Schools

²³ See Annex A Education Sector Situational Analysis, MESC 2011 (excerpt) for discussion of quality and equity issues across the sector



Graph 2: NERs for Primary and Secondary Schools

Most children also go on to complete the full cycle of eight years of primary education. Primary drop-out rates have been low over recent decades, with current MESC data remarkably showing no children at all dropping out in 2013.

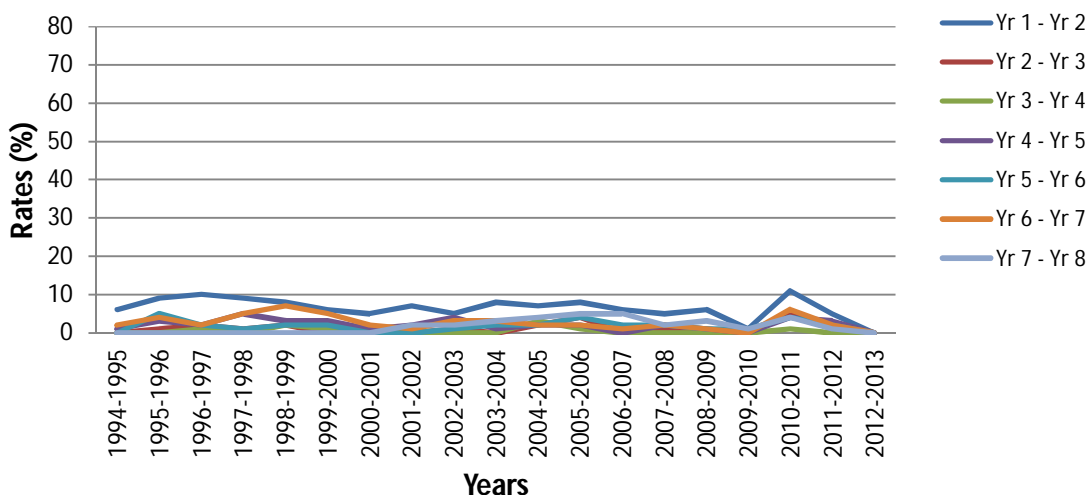
Drop-out rates increase, however, as students enter and progress through the secondary school cycle. The table and graph above show that around 70% of children leave primary school and enter Year 9. Throughout the secondary cycle, drop out is significant, as the table and graphs below show, although, over the long term, a slight decrease is evident. The highest drop-out unsurprisingly occurs from Year 12 to 13, when highly selective assessment (the Samoa School Certificate and the Senior Secondary Leaving certificate) restricts entry for most.

Year	Year Levels											
	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13
1994-1995	6	0	0*	1	0*	2	0*	16	9	5	39	42
1995-1996	9	1	0	3	5	4	0*	20	15	9	38	49
1996-1997	10	2	1	2	2	2	0*	17	5	8	15	49
1997-1998	9	1	0	5	1	5	0*	16	10	9	25	42
1998-1999	8	2	2	3	2	7	0*	15	6	8	17	42
1999-2000	6	0*	1	3	2	5	0*	11	10	12	17	47
2000-2001	5	1	0	1	0*	2	0*	11	10	13	10	44
2001-2002	7	0*	0*	2	0*	1	2	10	9	15	6	39
2002-2003	5	1	0	4	1	3	2	9	4	12	4	38
2003-2004	8	0	0	1	2	3	3	9	11	14	15	31
2004-2005	7	2	3	2	2	2	4	10	9	13	8	39
2005-2006	8	4	1	2	4	2	5	9	9	18	3	41
2006-2007	6	0	0	0	2	1	5	9	8	19	4	39
2007-2008	5	1	0*	2	2	2	2	10	9	20	6	40
2008-2009	6	0*	0*	1	1	1	3	9	9	18	4	39
2009-2010	1	0*	0	0	1	0*	1	9	9	15	6	35
2010-2011	11	5	1	4	4	6	4	12	11	17	12	27
2011-2012	5	1	0	3	2	2	1	12	11	17	5	25
2012-2013	0	0*	0*	0	0	0	0*	10	5	13	7	31

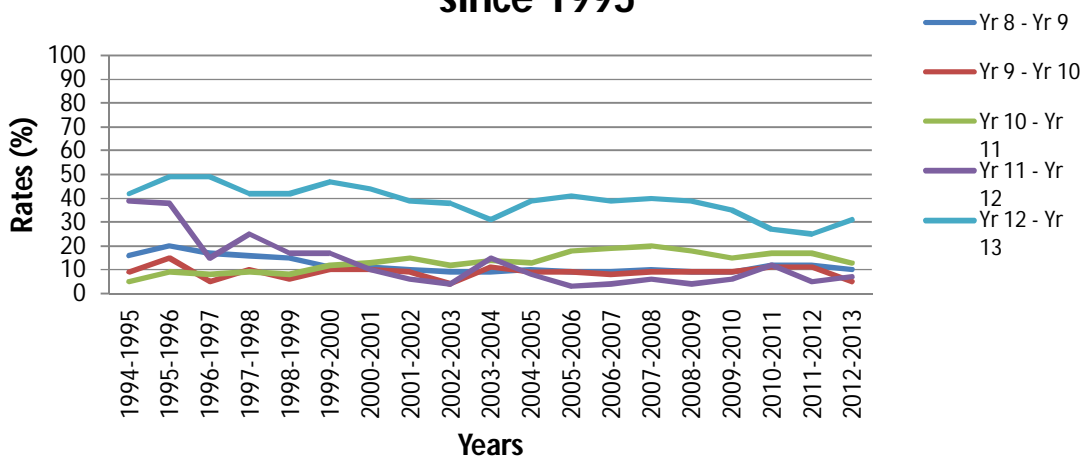
Table 3: Dropout Rates (percentage) by Year Level, 1995 – 2013

*Note: Drop-out Rates marked with * indicate that these were negative rates and are being converted to zero (0s). Negative rates indicate more students enrolled in a given Year Level than those promoted to the given Year Level due to either having a number of transfers, new or repeating students in the given Year Level.*

Dropout Rates (%) of all Primary Schools since 1995



Dropout Rates (%) of all Secondary Schools since 1995

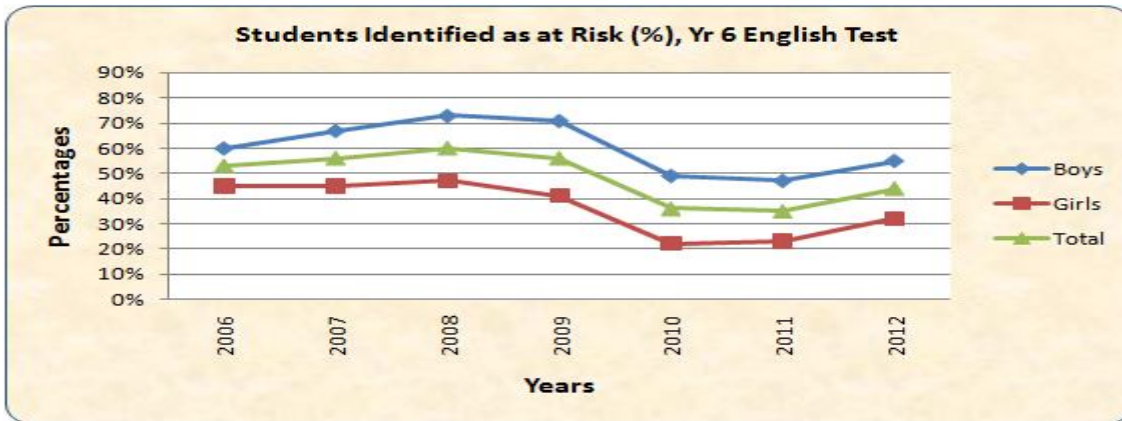


Graphs 3&4: Dropout Rates (%) by Year Level, 1995 – 2013 (Primary and Secondary)

The available data on enrolment and drop-out cannot provide insight into the equity dimension of primary and secondary school access. Reliable analysis is not yet available on where those students not in school or dropping out live (in towns, in rural and remote areas), whether or not they come from economically disadvantaged households, or whether they have disabilities or learning difficulties, for example.

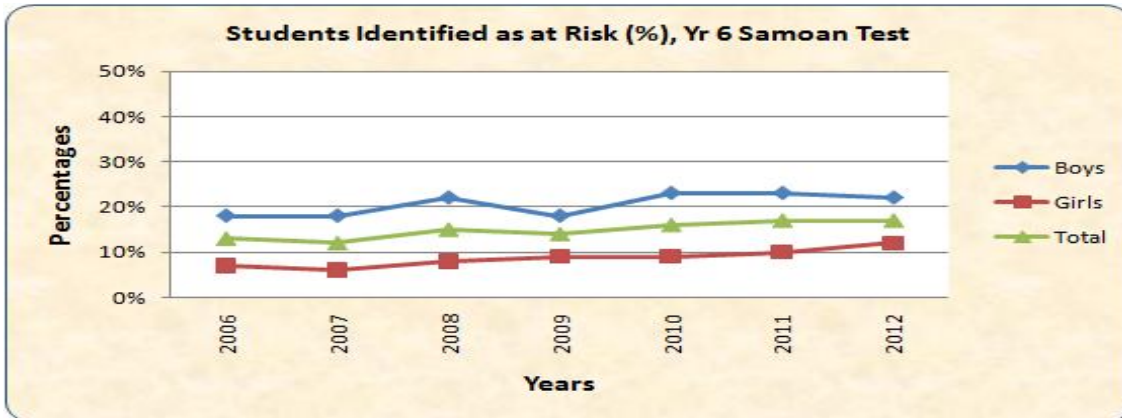
Despite a long history in Samoa of high enrolment and strong family and government commitment to basic education, there has been growing concern in recent years over the quality of primary education. Literacy in both Samoan and English has become a specific concern. The following graphs illustrate the percentage over

the last six years of Year 6 students assessed as “At Risk” in English, Samoan and Numeracy, based on their performance in the SPELL 2 Tests.



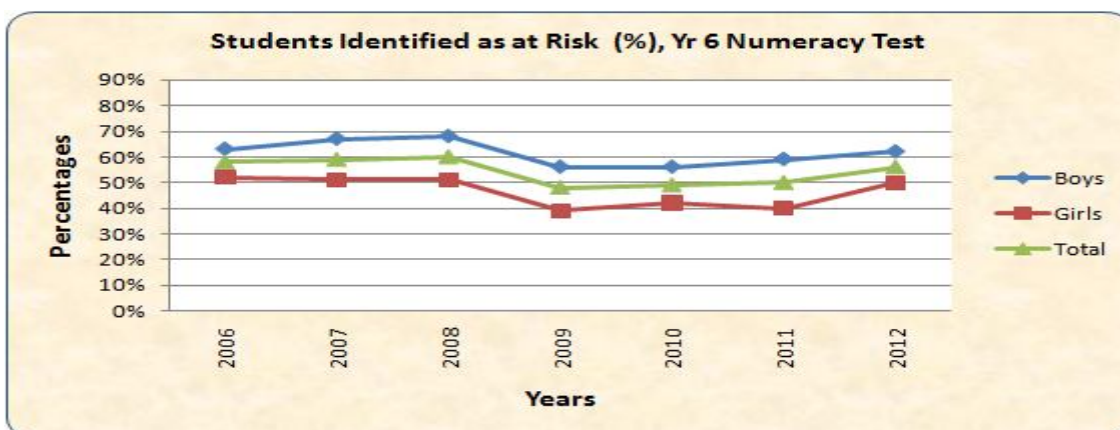
Graph 5: Students at Risk, Year 6 English Test

The percentage of at risk students in the level 2 Samoa Primary Education Literacy Level (SPELL 2) English test has improved since 2008. However, the percentage has increased again in 2012 for both genders reaching the high figure of 44%. Overall boys are more at risk than girls.



Graph 6: Students at Risk - Year 6 Samoan Test

Perhaps not surprisingly, far fewer children are at risk in Samoan language, compared to both English and numeracy. However, it's concerning that the percentage at risk has gradually increased from 13% in 2006 to 17% in 2012. Again, boys are more at risk than girls.



Graph 7 - Students at Risk - Year 6 Numeracy Test

The above graph shows very high numbers at risk in numeracy, with a worrying up-turn in 2012. Boys again are more at risk than girls, with a 2012 figure of 62%. Girls, however, showed the sharper increase in 2012 - from 40% to 50%.

The table and graph below showing Year 8 National Examination scores in the five core subjects over the last eight years reveals variable trends over the years. The most striking feature is the continued downward trend in Samoan since 2009.

Subject	2004	2005	2006	2007	2008	2009	2010	2011	2012
English	40	48	43	44	38	39	43	39	37
Samoan	46	43	52	49	52	54	50	45	43
Mathematics	26	32	33	35	33	29	26	32	28
Basic Science	29	37	33	29	34	39	39	32	35
Social Science	34	36	41	39	43	43	41	43	40

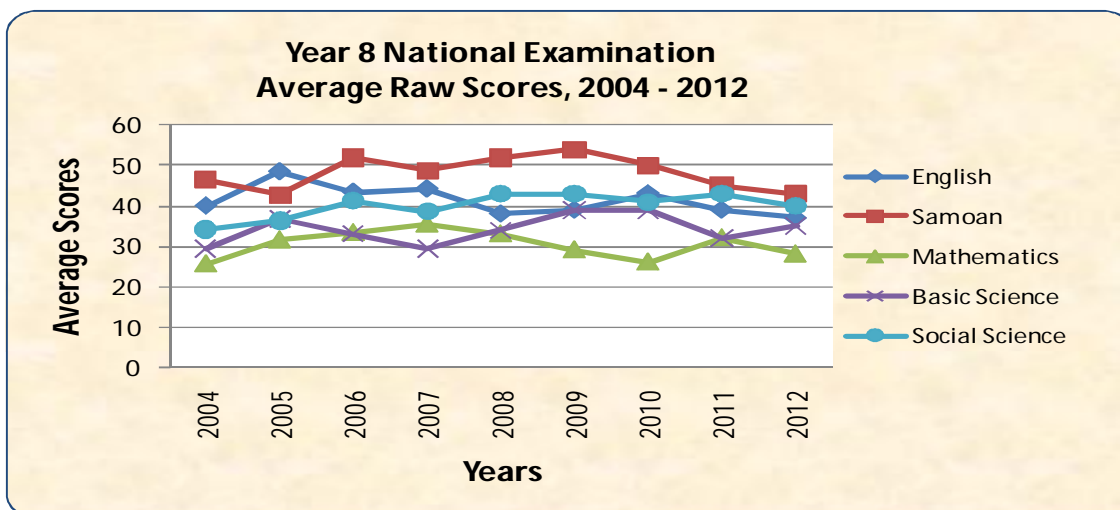


Table 4& Graph 8: Average Raw Score at National Year 8 Examinations All (Government and Non Government) for Core Subjects

At Year 12 School Certificate, results over the last eight years show a slow but steady improvement in English and mathematics, but, in recent years, a slight decline in Samoan. In 2012, with the exception of Agriculture science, Food and Textile Technology, and Visual Arts which all had lower scores, average results across all subjects were closely grouped in the 50 to 60 score range.

Post-School Education and Training

During the years 2007 to 2011, overall PSET enrolment (based on the available data) has been steady with student numbers staying in the 4,000 to 4,500 range. In 2011, there were 4,280 students enrolled in 18 Formal PSET providers (not including APTC). 53% of these were female. NUS has the lion's share of PSET enrolments, around 75% of the entire enrolment in the sub-sector.

Most of the growth in PSET enrolment and participation has taken place with the two largest providers – the NUS and the regional TVET provider APTC. The number of students completing Year 12 or Year 13 at secondary education has increased by 42 per cent over the last decade, with increasing numbers entering some form of PSET.

Enrolments at NUS have continued to expand since its establishment in 1984 with an intake of around just 160 foundation students. The enrolments grew to 1196 in 1999. With the merger of NUS with the Samoa Polytechnic, this increased to 1,766.

NUS have seen considerable growth over the last decade in terms of enrolments, staffing, courses offered and physical infrastructure. From 2003 to 2011, enrolment growth has been approximately 100% (from 1,423 to 2,823 students). In 2011, there were 3,022 students enrolled at NUS, including in the Apprenticeship Scheme. The latest figures (excluding Apprenticeships) are presented in Table 4 below.

NUS Enrolment Numbers 2012 and 2013			
	Female	Male	Total
2012 Semester 2	1,215	811	2,026
2013 Semester 1	1,532	1,223	2,755
2013 Semester 2	1,440	1,144	2,584

Table 4. NUS Enrolment Numbers 2012-2013

The higher transition rates from school education to NUS have been driven by a growth in GoS scholarships. There has been a growth in the Year 13 transition rate to higher education from 57% in 2006 to 90% in 2011.

Other PSET providers, however, have experienced either static or declining enrolments. There are critical issues in PSET with respect to very high wastage, student drop-out and the impact of student fees as a barrier to access across public, private and mission providers. The majority of those failing to complete programmes run by private providers were female (73.2% over 2007-2011), whereas, males constitute the majority of those dropping out of programmes run by mission providers (78% over 2007-2011). Overall drop-out figures are high. In 2011, 1,321 PSET students did not complete their studies, nor enrolled in 2012.

Data currently available (PSET bulletin) is not related to quality of learning outcome and relevance of students skills and knowledge. The level of provision is highly varied and it is generally accepted that both the quality and relevance of students' knowledge and skills is often less than satisfactory. This paucity of reliable data on the quality of much of the PSET sub-sector is being addressed through a range of quality assurance measures, including implementing the Samoa Qualifications Framework (SQF) being introduced by SQA in line with the Samoa PSET Strategic Plan.

2.3 Key development issues, constraints and opportunities

This section considers the key issues arising from the above analysis and identifies, in each case, levers to address the issue. The ESP programmes in Chapter 4 engage with these levers to bring about change.

2.3.1 Quality of Education

Early Childhood Education

The major constraint facing ECE is the lack of a developmental policy framework with which to clarify resourcing, set minimum service standards, ensure providers are registered and quality-assured, and set out a strategic direction for the sub-sector. ECE development in Samoa to-date has been largely piecemeal and uncoordinated. Although there is a national coordinating body it has not had strong and close relations with MESC and has not proved very effective in its operations. Teachers are reportedly poorly paid and many trained ECE teachers are working in the primary subsector where pay and conditions are better. It does not appear that there is a comprehensive system for the early detection of disabilities. An initial high priority will be the development of an ECE policy with MESC.

Primary and Secondary Education

Many schools do not achieve the Minimum Service Standards relating to the quality of learning in the classroom. There are many factors at work. Teacher quality is the major one, but factors such as the learning environment, the effectiveness of the curriculum, the assessment policy, language policy, and the demand-side factors of parents' attitudes to school, community support etc. all play their part in constraining or facilitating good teaching and learning.

Many teachers in primary schools have not had adequate training (at pre-service and in-service levels) and on-going professional support to ensure they have the content, pedagogical and assessment knowledge needed to implement effective literacy and numeracy programmes. The quality of school leavers entering the Faculty of Education at NUS to train as teachers is also a concern, with senior staff expressing serious concerns.

Teachers at all levels face challenges in monitoring and evaluating students' progress and adjusting their teaching accordingly. They also often lack the skills needed to identify and teach learners with special needs. As well as teachers, school principals and head teachers require further development of their leadership and management skills.

While the adequacy of teachers' own knowledge and their teaching skills can be critical constraints, in the Samoan context a strong constraint running in parallel is a frequent lack of commitment, of low morale, and hence low motivation to teach to their best. Teaching for many is not their career of choice but of necessity. Many, if the opportunity arises, leave the profession. Retaining high quality teachers in the system is a problem at both primary and secondary levels.

Post-School Education and Training

Many PSET providers have insufficient organisational capacity to achieve quality standards. They are constrained too by the inadequate knowledge and skills of many PSET lecturers and trainers, and also by a lack of budget to support programmes adequately.

In 2011, 32.9% of the 152 permanent lecturers and trainers at NUS had Masters degrees or PhDs. In 2011, 45.9 % of lecturers and trainers employed by 4 private PSET providers had Diploma or a lower level of

qualification as their highest attained. The figure was 55.4% for those employed in 11 mission PSET providers. The degree holders are largely concentrated in the APTC and the bible/theological colleges.

Learning resource materials and equipment are also central to good quality higher education and TVET in particular. If these resources are lacking in TVET, the learning shifts from an applied/authentic focus to a more theoretical approach. Appropriate ICT support and access to library facilities and resources are all key ingredients of PSET quality. A critical constraint for all PSET providers is a lack of funds (for non-salary expenditure). Without the necessary funding on an ongoing basis, it is extremely difficult to keep equipment up to date.

Potential Levers

Potential levers for tackling these constraints to quality education include:

- Establishing high expectations in terms of expected learning outcomes, quality benchmarks and professional standards;
- Improving capacity for effective teaching & quality leadership;
- Undertaking research, developing policies, strengthening systems, and providing resources and processes to support continuous improvement; and
- Gaining parental and community engagement and ownership for improved learning and accountability;

2.3.2 Access and Equity

Early Childhood Education

As discussed above, ECE development has been largely haphazard to-date and grown to what it is without being underpinned by policy and strategic direction. For these reasons, providing equitable access has not been possible. Most children do not have the opportunity to access ECE. For these children, the constraints may be financial or geographical (no local provision), or concern the perception of quality of local provision, or parents' lack of knowledge of the value of a good early childhood learning experience.

Primary and Secondary Education

The constraints on achieving equity in the provision of primary and secondary schooling remain persistent. Probably the key constraint keeping children out of school or enrolling and then dropping out is related to families' economic situation and the open and hidden costs of educating a child. The affordability of secondary schooling remains a challenge to most parents.

At the primary level, it is recognized that there are still small numbers of hard-to-reach, vulnerable families living very poorly in remote areas who are not sending their children to school.

Reaching all children with disabilities and enrolling them in appropriate education remains a challenge. Today's policy of increasingly including disabled children in mainstream primary and secondary schools brings different potential constraints - teachers not yet with the knowledge and skills (or the professional support) to do justice to the disabled students in their school.

As well as financial constraints, other factors, particularly at the secondary level might concern students or parents' perception of the relevance and quality of what the school can offer. Often there is limited access to

appropriate Maths and Science courses at secondary level, and a shortage of teachers in specialist subjects particularly in Science, ICT and Maths.

There is a significant equity issue inside schools too. There is growing concern about the education of boys. Boys are over-represented in literacy and numeracy at risk categories and in dropout rates at both primary and secondary levels. The trend of boys outnumbering girls at secondary school has been evident since 1996 and it is still continuing. Sixty three per cent of boys attend secondary education, compared with 78 per cent of girls. Girls also make up the majority (59%) of enrolments in the SSLC Examination. Key factors to consider in educating boys will be engaging them and motivating them to want to learn through the use of appropriate teaching methods and relevant curriculum materials. It will also be important to gain the support of parents and the wider community. Often it is not that students can't learn, it is that they don't want to or can't see the point and limited pathways from secondary to PSET may also be a factor.

Post-School Education and Training

The constraints affecting young people from all backgrounds enrolling and completing PSET programmes are not yet fully understood and documented. There are pathways and opportunities from secondary to PSET but there are constraints with tuition fees being the main barrier. Other constraints include the following:

- fee levels that preclude students from poorer families;
- family and student limits on mobility;
- perceived relevance of programmes and associated weakened industry linkages;
- perceived low value of learning through non-formal education;
- Insufficient numbers of qualified teachers and trainers at all levels, restricting what programme can be offered; and
- Limited learning pathways from secondary to PSET, and within PSET.

Potential levers

Potential levers for tackling these constraints to access and equity include:

- Increasing the number and improving the location of institutions;
- Reducing user costs;
- Increasing the supply of teachers, trainers and lecturers;
- Creating diverse pathways from schools to PSET and within PSET;
- Increasing professional development opportunities for teachers; and
- Working with relevant partner organisations to ensure inclusivity at all levels of education.

2.3.3 Relevance

Early Childhood Education

Little concrete evidence is currently available about the relevance of the current provision of ECE to the needs of children entering primary school. ECE Curriculum Guidelines, for example, are in place but due for review and revision. It is not clear to what extent ECE teachers follow the present Curriculum Guidelines in their classrooms. It is also not known to what extent appropriate and relevant learning materials are available. The interface with current ECE teaching and learning with the new bi-lingual primary curriculum remains unclear.

Primary and Secondary Education

A more relevant, bi-lingual primary school curriculum is currently being implemented in schools. It includes instructional materials that emphasise more active, student-centred learning activities. This new curriculum will be evaluated under ESP in terms of its quality and relevance to the needs of the students. At present, a major constraint is that pre- service teacher education at NUS is not fully aligned to the new primary curriculum. A review of the secondary curriculum is underway to accommodate recent developments in ICT and the localization of the Pacific Senior School Certificate examination. To ensure the on-going relevance of the secondary curriculum, a review will be completed in January 2014 and any changes will be implemented soon after. The impact evaluation is scheduled for 2017/2018.

There is also planning underway to review and cost the teaching of TVET subjects in secondary schools. This will be followed by developing and rationalising a schools' TVET programme to ensure more effective use of expensive infrastructure and consumable resources across secondary schools, and a more relevant education for students.

There is also a shortage of teachers at secondary level in specialist subjects particularly in Science, ICT and Maths. Addressing this shortage in the medium term is crucial given these are particularly relevant subjects for future employment.

Post School Education and Training

In PSET, relevance refers to the overall match between demand for, and supply of, skills. A number of recent studies point to a mismatch between demand and supply manifesting in a critical skills shortages within Pacific Island Countries. These skill shortages impact negatively on economic and social development, and the overall balance between demand and supply of skills is subject to short-term cyclical macro economic factors.

In Samoa, linkages are weak between PSET programmes and skills needs of industries and professions. There is an absence of data to inform the relevance of PSET programmes to the national needs for economic, cultural and social development.

Potential levers

Potential levers for tackling these constraints to relevance include:

- Aligning the curriculum, pedagogy and assessment with the cultural context of the students;
- Providing more appropriate teaching materials and resources;
- Providing new PSET programmes that respond more directly to national needs; and
- Undertake research to ensure more relevant learning at all levels.

2.3.4 Policy, Planning and Research

The core agencies of government in the education sector all have their own structures of governance but there needs to be an effective sector-wide system of coordinated policy, planning and research. The sector does not have an integrated information management system for sector coordination, or capacity in analysis, interpretation and use of data. The sector does not have a sector research strategy, or capacity in sector wide research, policy and development planning.

Potential levers

Potential levers for tackling these constraints to policy and planning include:

- The creation of an institutional structure and source of capacity development for sector coordination, planning and policy development;
- The creation of an integrated Education Sector Management Information System (EMIS);
- Developing capacity in the interpretation, analysis and use of data at all levels;
- Establishing an education sector research strategy and a shared information portal for education sector data; and
- Nation-wide sharing of information/data to inform decision making at all levels of government.

2.3.5 Sustainable management

The impact of resource allocation on student learning outcomes at all levels is not evident. There is a duplication of resource allocation, including a number of school grants that are not coordinated. The sector also needs to have a sector-wide resourcing policy that links resources with student learning outcomes.

The government has invested in school grants for ECE centres, mission and private schools for a number of years with minimum accountability requirements. Australia is also assisting the resourcing of PSET through access grants. Recently, the government with development partners has provided grants for primary and secondary government and mission schools to replace school fee income and facilitate achievement of the Minimum Service Standards. There is a need to strengthen accountability at all schools and PSET learning institutions for the achievement of minimum service standards and effective educational performance.

An additional concern is the long-term sustainability of grant funding. This is a priority to be addressed by the sector.

There is weak monitoring and evaluation across the sector. Each of the sub-sectors has its own system for monitoring and evaluation but these need to be better coordinated and also strengthened.

Another constraint is the present lack of coordination of the various bilateral and multilateral interventions across the sector.

All these constraints highlight the need to build the capacity to manage sector resources and report effectively on financial progress and needs.

Potential Levers

The potential levers for tackling these management constraints include:

- Establishing a sector wide resourcing policy linked to student learning outcomes;
- Provide more effective mechanisms for coordinating resource requirements and provision including more effective budgetary mechanisms within the sector;
- Strengthening monitoring and evaluation across the sector;
- Upgrading facilities and resources for sustaining efficient management across the sector;
- Making more effective use of internal and external resources; and
- Developing skills in leadership and management especially financial management.

CHAPTER 3: GOALS AND OBJECTIVES

3.1 Vision, Mission and Guiding Principles

The **vision** of the sector plan is that all people in Samoa are educated and productively engaged

The **mission** of the agencies supporting the sector is: to promote the achievement of high quality education and training to meet the national, economic, social, and cultural goals of Samoa

The **guiding principles** of the sector plan are those of the MESC Strategic Policy and Plan and the first five guiding values of the SQA Corporate Plan, namely:

- **Quality:** high standards of student learning and achievement at all levels of education.
- **Equity:** universal access to primary education; equality of opportunity and an environment conducive for learning for all students taking into account gender, social background and other factors; the inclusion of students with disabilities in mainstream education; equitable distribution of all resources and provision of a curriculum and assessment that promote equity of achievement in learning.
- **Relevance:** all learning contributes to individual, community and national development.
- **Efficiency:** effective provision and management of resources required for effective learning including teachers and all other aspects of the learning environment.
- **Sustainability:** the management of human, financial and material resources to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good of the community and national development will be promoted.

3.2 Sector Goals

This sector plan has 5 goals, which together will achieve the sector's Vision and Mission:

GOAL 1:	Enhanced quality of education at all levels
GOAL 2:	Enhanced educational access and opportunities at all levels
GOAL 3:	Enhanced relevance of education and training at all levels
GOAL 4:	Improved sector coordination of research, policy and planning development
GOAL 5:	Establish sustainable and efficient management of all education resources

3.3 Relationship between the ESP Goals and existing strategies within the sector

There is a direct relationship between the ESP goals, and the 2012-2016 SDS guiding principles and strategic objectives as shown in Table 6 below:

GOAL/SDS NO.	SDS GUIDING PRINCIPLE	ESP GOAL	SDS STRATEGIC OBJECTIVE
1	Quality	Enhanced quality of education at all levels	Progress Quality teaching and learning at all levels
2	Equity	Enhanced educational access and opportunities at all levels	Access to relevant educational and training opportunities at all levels
3	Relevance	Enhanced relevance of education and training at all levels	Strengthen linkages between education and training development to national goals
4	Efficiency	Improved sector coordination of research, policy and planning development	Improve coordination of planning and policy development at all levels
5	Sustainability	Establish sustainable and efficient management of all education resources	Upgrade facilities and resources and sustain efficient management across the sector

Table 6: Link between Guiding Principles, goals and SDS strategic objectives

There is also a direct relationship between the ESP Goals and the MESC, SQA and NUS strategic objectives, as shown in table 7 below:

ESP Goal	MESC Aim	SQA (PSET) Strategic Objectives	NUS Strategic Goal
1. Quality	Quality	4. Assured quality and international recognition for Samoan qualifications, learning and skills	1. Commit to quality and creativity in education 3. Nurture versatile, innovative and high calibre staff
2. Access and opportunities	Equity	3. Increased access to learning for all Samoans. 5. Traditional knowledge, skills and values are included in formal qualifications.	
3. Relevance	Relevance	2. Increased relevance of PSET to national strategies.	4. Foster partnerships and community engagement
4. Research, Policy & Planning	Efficiency	1. Enhanced PSET [integrated planning and development]. 6. Access to integrated PSET information. 8. A research informed learning environment. 9. Implications of Regional and International Agreements for PSET are understood.	2. Recognised nationally and internationally as the premier research institute in Samoa
5. Sustainable and efficient management	Sustainability	7. Dynamic sector development [enabling environment for new programmes]	5. Optimise the use of existing resources and diversify sources of funds

Table 7: Link between ESP goals and sector agency strategic objectives

3.4 Outcomes and Targets

3.4.1 Logical Framework and terminology for the ESP

The ESP Logical Framework is at Annex A. This describes the progression of the ESP in terms of programmes and their outputs leading to outcomes and the ESP Goals.

The ESP outcomes are the expected benefits that ESP will bring to children, students, teachers and others. Achieving these outcomes will contribute to reaching the 5 goals. The ESP will be monitored on progress towards these outcomes (see Monitoring and Evaluation Framework at Annex F).

The ESP outputs are the tasks that have to be achieved over the 5 years of the plan in order to reach the 20 outcomes. The outputs will be delivered under programmes (see section 4). 5-year implementation plans (section 6.5 and Annex E) set out the sequenced Activities under each programme to achieve these ESP outputs.

Note that these ESP Outputs are not the same as the Implementing Agency (IA) Outputs used by MESC, SOA and NUS for reporting progress against their output-based budgets. However, the ESP programmes also contribute to the IA outputs as shown in section 5 and annexes C and D.

3.4.2 Sector Outcomes and Targets

The sector outcomes to be achieved by 2018 are shown in table 8 below, together with indicators of achievement and 2018 targets.

Goal	Sector Level Outcome	Indicators of Achievement	Baseline	2018 Target
1. Enhanced Quality of Education at All Levels	SO1. Improved learning outcomes at all levels	% of children categorized as <i>At Risk</i> in English and Samoan Literacy at Years 4 and 6, by gender <i>[SPELL Results, Baseline 2012]</i>	Yr 4 English: Girls 18 % Boys 35% Yr 4 Samoan Girls 12% Boys 21% Yr 6 English Girls 32% Boys 55% Yr 6 Samoan Girls 12% Boys 22%	Girls 6% Boys 23% Girls 1% Boys 9% Girls 20 % Boys 43% Girls 1% Boys 16%
		% of children categorized as <i>At Risk</i> in Numeracy at Year 4 and 6, by gender <i>[SPELL Results, Baseline 2012]</i>	Yr 4 Numeracy: Girls 23 % Boys 32% Yr 6 Numeracy Girls 50% Boys 62%	Girls 5% Boys 10% Girls 38% Boys 50%
		Literacy levels (English and Samoan) at years 12 and 13 <i>[Baseline 2010]</i>	Yr 12 English 46%, Yr 12 Samoan 42% Yr 13 English 45% Yr 13 Samoan 57%	60% 80% 55% 75%
		% of PSET students graduating with nationally internationally recognised qualifications	Baseline to be established in year 1 (PSET Bulletin 2013 data)	Male 12% Female 5%
		% of Samoan qualifications recognised nationally and internationally	Nationally: 17% Internationally: 0%	40% 17%

2. Enhanced Educational Access and Opportunities at all Levels	SO2. At all levels, more students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments	Net enrolment rate for primary education by gender [MDG2]	Boys%, Girls % Total 97%	Total 99.8%
		% of children enrolling in year 1 who complete year 8, by gender [Primary completion rate MDG2]	Boys%, Girls % Total 82%	Total 95%
		Net enrolment rate for secondary education, by gender	Boys%, Girls % Total 72%	Total 85%
		Transition rate to secondary education, by gender [GPE]	Male% Female%	
		Secondary Completion Rate, by gender [GPE]	Male% Female%	
		Transition rate from secondary to PSET by gender	Male% Female%	
		Enrolment rate within formal PSET	Male 47% Female 53%	
3. Enhanced Relevance of Education and Training at all Levels	SO3. Improved employability of school leavers as a result of education and training responding to national economic, social and cultural needs	Parents of secondary school leavers' level of satisfaction with the relevance of their children's knowledge and skills to the national economic, social and cultural needs	Baseline to be established in year 1 (design and conduct baseline survey of parents, define targets and annual monitoring instrument)	
		Employers of school leavers' and PSET graduates level of satisfaction with the relevance of their knowledge and skills to the workforce	Baseline to be established in year 1 (design and conduct baseline survey of parents, define targets and annual monitoring instrument)	
		% of PSET graduates finding employment on exit	31% (2011)	70%
4. Improved sector Coordination of Research, Policy and Planning Development	SO4a. A coordinated approach through effective partnerships with key stakeholders ensures newly developed and implemented policies contribute to improved quality across the education sector	Proportion of new education policies effectively implemented, monitored and reviewed	ESCD (with the Policy, Planning and Research Division [PPRD]) develop Policy monitoring tool and process in year 1	
	SO4b. Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector	The extent to which future policy and planning documents across the sector articulate clearly the evidence and analysis upon which they are based		
5. Established Sustainable and Efficient Management of All Education Resources	SO5. Education resources are increasingly managed efficiently and sustainably across the sector	Level of satisfaction of the Ministry of Finance with financial management, auditing and procurement in MESC, SQA and NUS	Baseline survey in Year 1. Devise monitoring tool with sliding scale and targets	
		Level of satisfaction of senior management of MESC, SQA and DPs with the quality and effectiveness of monitoring and evaluation processes across the sector	Baseline survey in Year 1. Devise monitoring tool with sliding scale and targets	

Table 8: Sector Level Outcomes and Targets

3.4.4 ESP Subsector Outcomes

Subsector Outcomes have been defined for the first three Sector Outcomes as shown in Table 9. They form an intermediate step towards achieving the Sector Outcomes. The indicators and targets used to monitor all outcomes during the course of the ESP are shown in the Monitoring & Evaluation Framework at Annex F.

Sector Outcomes	Subsector Outcomes
SO1. Improved student learning outcomes at all levels,	ECE, Primary and Secondary Education
	O1.1 Improved literacy and numeracy outcomes at all levels, with boys and girls each achieving to agreed National Benchmarks
	O1.2 Early childhood providers and primary and secondary schools increasingly meet national Minimum Service Standards
	O1.3 Professionally more competent teaching force at all levels, especially in the teaching of literacy and numeracy
	O1.4 Improved teacher morale and retention resulting from improved remuneration and professional development
	PSET
	O1.5 Improved quality of PSET programmes
	O1.6 Professional development for NUS lecturers results in more relevant and effective teacher education
	O1.7 Increased provision by NUS of high quality, accessible and relevant courses, prioritizing teacher education
SO2. At all levels, more students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments	ECE, Primary and Secondary Education
	O2.1 More students, including those from disadvantaged and vulnerable backgrounds, enrol and complete early childhood, primary and secondary schooling
	O2.2 More children with disabilities enrol and complete their early childhood, primary and secondary schooling in mainstream schools
	PSET
	O2.3 More students, including those from disadvantaged backgrounds, enrol and complete PSET
	O2.4 More students with disabilities undertake and complete accessible and relevant PSET
SO3. Education and training responsive to national economic, social and cultural needs	ECE, Primary and Secondary Education
	O3.1 TVET initiatives in secondary schools lead to improved student retention and transition to PSET
	PSET
	O3.2 Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market

Table 9: Subsector Outcomes

CHAPTER 4: PROGRAMMES AND OUTPUTS

The following programmes and their ESP outputs are designed to achieve the intended ESP outcomes.

4.1 Programmes targeting Goal 1

Programme 1.1: National Teacher Development Framework

The quality of the teaching force is one of the main factors determining student-learning achievement. A National Teacher Development Framework (NTDF) is a comprehensive system for development and management of high quality schoolteachers. It includes the development and implementation of legislation governing registration, standards, remuneration and a professional development strategy. It aims to improve quality by improving teachers' commitment, motivation and morale as well as their professional skills.

Lead: MESC School Operations Division (MESC SOD)

Other contributors: NUS Faculty of Education (with USP and APTC)

Levels of Education: Primary, Secondary

Implementing Agency (IA) Outputs: MESC 3 (salary increase) and 4 (Teacher Development)

Current external support: Part funded under ESP II until December 2014.

ESP Outputs expected by 2018:

- Teachers Act passed
- Standards for teacher registration implemented, including performance appraisal for all teachers
- Enhanced remuneration package for teachers implemented
- Teachers professional development strategy developed, implemented and monitored

Programme 1.2: School Level Curriculum Reform

This programme will provide curriculum-related professional support for early childhood, primary and secondary school teachers. The initial focus will be on ensuring effective implementation of the new bilingual curriculum now in place in primary schools. This new primary curriculum is outcomes based and places the student at the centre of all teaching and learning. Training of teachers on the new curriculum is continuing through a contracted team of Core Trainers working alongside MESC's curriculum officers. On-going support is needed for teachers to effectively deliver the new curriculum.

At secondary level, the programme will provide support to the localisation of the Pacific Secondary School Certificate and evaluation and revision of the secondary curriculum. The Curriculum Guidelines for early childhood will be revised and implemented.

Lead: MESC Curriculum, Materials and Assessment Division (MESC CMAD)

Other contributors: NUS, USP

Levels of Education: Primary, Secondary

IA Output: MESC 6

Current external support: Part funded under ESP II until December 2014

ESP Outputs expected by 2018:

- Curriculum-related professional development for early childhood, primary and secondary teachers implemented and evaluated
- Curriculum guidelines for early childhood education revised and implemented
- Secondary curriculum reform completed and implemented

Programme 1.3: Information & Communications Technology in Primary and Secondary Schools

This programme will build on and consolidate the progress already made in secondary schools through the SchoolNET programme. In the first year a baseline study will be undertaken to take stock of progress and enable evidence-based planning for consolidation and expanding of the initiatives in place. The integration of ICT and multimedia tools in secondary subjects will increase. This will include E-learning packages being developed, initially for Year 12 and 13 students.

An ICT in Education policy will be developed and a Sector ICT Master Plan devised, targeting both primary and secondary schools. A professional development programme will then be implemented, supporting teachers in increasingly integrating ICT in their classrooms.

Lead: MESC CMAD

Other contributors: NUS

Levels of Education: Primary, Secondary

IA Output: MESC 6

Current external support: Funded under ESP II until 31 December 2014.

ESP Outputs expected by 2018:

- On-going ICT initiatives in secondary schools consolidated and expanded
- A sector ICT Master Plan devised, with targeted implementation in both primary and secondary schools

Programme 1.4: School Level Assessment Reform

An important milestone was reached when the National Assessment Framework Policy was launched in October 2010 as an output of ESP II. Together with the development of the Assessment Management Information System (AMIS) in 2010, these policies should provide the enabling environment within which teachers will be supported to: (a) use assessment *for* learning; and also (b) assessment *as* learning to enrich students learning experiences in the schools and to ensure that standards in learning achievement are met.

Another key reform in this area has been the adoption in 2011 of a benchmarking approach through the Pacific Benchmarking for Education Results programme (PaBER), a regional initiative aimed to improve literacy and numeracy in early primary years of school.

The new Year 8 Assessment, SPECA, replacing the examination, will require professional support for teachers and head teachers.

Lead: MESC CMAD

Other contributors: NUS

Levels of Education: Primary, Secondary

IA Output: MESC 7

Current external support: Funded under ESP II until December 2014 and PaBER until 30 June 2015.

ESP Output expected by 2018:

- National Assessment Policy Framework fully implemented and national benchmarks for literacy and numeracy developed

Programme 1.5: PSET Quality Assurance

Through this programme, SQA will implement the national quality assurance system for PSET. This will include: the registration of PSET Providers; accreditation of programmes; quality audit; recognition of non-formal learning activities; and the registration of qualifications on the Samoa Qualifications Framework (SQF).

SQA will also implement a strategy for achieving international recognition of Samoa Qualifications and introduce measures to facilitate recognition in Samoa of foreign qualifications.

Under this programme, NUS will implement a quality assurance system for its higher education programmes.

Leads: SQA Quality Assurance Division (QAD) and NUS Deputy Vice Chancellor (DVC)

Other Contributors: Other PSET providers

Levels of Education: PSET

IA Output: SQA 2 and NUS 2

Current external support: Part-funded under the TVET Roadmap Stage 2 (TVET Roadmap II) project to 30 June 2015

ESP Outputs expected by 2018:

- National Quality Assurance system implemented
- Strategy implemented for international recognition of Samoa qualifications
- Foreign Qualifications Recognition services implemented
- NUS quality assurance system implemented for higher education programmes

Programme 1.6: Professional Development for PSET Lecturers and Trainers

Ongoing improvement in the quality of teaching by PSET providers requires a source of high quality professional development for all PSET lecturers and trainers, including qualification upgrades. This programme includes a major focus on improving the quality of teacher education at NUS through ensuring lecturers working with Samoa's future teachers are fully conversant with best practice, especially (but not only) relating to primary level Literacy and numeracy). After a needs analysis, a comprehensive professional development programme will be undertaken. It is hoped that lecturers will then be better able to themselves model effective pedagogy in their own teaching approach in NUS classrooms.

TVET lecturer and trainers are the other focus of this programme. Professional standards will be devised and implemented and a programme of professional development undertaken, targeting priority needs.

Lead: SQA Qualifications Division (QD) and NUS DVC

Other Contributors: Other PSET providers

Levels of Education: PSET

IA Output: SQA 2 and NUS 2

Current external support: Part-funded under the TVET Support Programme and SICTP to 30 June 2015.

ESP Outputs expected by 2018:

- NUS Lecturer qualifications and skills up-graded, prioritising the needs of teacher trainees (focussing on literacy and numeracy and the new primary curriculum)
- Professional standards for TVET trainers established
- Professional development for TVET trainers implemented

Programme 1.7: Strengthening the quality and relevance of NUS Education Programmes

NUS teacher education curriculum and the curriculum delivered in schools need to be better aligned. This is the core focus of this programme: ensuring that NUS course content provides new teachers with essential knowledge and skills, particularly (but not only) those related to improving literacy and numeracy outcomes. Course development will include flexible learning packages for selected courses as a means to improving completion and graduation rates.

Lead: MESC SOD and NUS DVC

Other Contributors: SQA

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 6 and NUS 2.

Current external support:

ESP Outputs expected by 2018:

- NUS teacher education courses revised to better align with school curriculum and especially to ensure graduates have best practice knowledge and skills to improve literacy and numeracy in schools
- Flexible learning packages for selected courses

4.2 Programmes targeting Goal 2

Programme 2.1: Inclusive Education at All Levels

This programme is designed to reach those children and young people currently not in education. This includes those with disabilities, and also those from families living in disadvantaged circumstances who have not been able to ensure their children's participation in education. Work to date on a pilot basis has focused on primary and secondary level education across Samoa, and on the inclusion of boys and girls with disabilities from rural and remote areas. It is estimated that 85 per cent of children with a disability live in rural areas and have either never gone to school or have only attended for limited periods.

Besides facilitating access to mainstream schools for children with a disability, this programme will ensure that institutions are equipped to handle the children's needs to retain them and provide a quality education.

Ensuring national Minimum Service Standards (MSS) are increasingly met by both primary and secondary schools is a major focus of this programme, thereby improving the demand for enrolment from groups currently excluded. MSS will also be developed and implemented for ECE providers to improve inclusion.

Lead: MESC SOD

Other contributors: SQA, NUS, APTC Inclusive Education Service Providers

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 5

Current external support: Funded under the Samoa Inclusive Education Demonstration Programme (SIEDP) until 30 June 2014.

ESP Outputs expected by 2018:

- Compulsory education provision in the Education Act 2009 reviewed and regulations developed
- Minimum Service Standards (MSS) for primary and secondary fully implemented, monitored and evaluated
- MSS for early childhood education developed and implemented

Programme 2.2: School Fee Relief Grants (SSFGS)

The SSFGS for primary schools started in July 2010. The program aims to increase primary school enrolment and retention by removing cost barriers to enrolment and to assist schools in meeting the Minimum Service Standards (MSS) stipulated by the Ministry. The SSFGS benefits primary students in 142 Government, 15 Mission and 3 Special Schools.

The extension of the Samoan Schools Fees Grant Scheme to secondary schools, supported by an agreement between the Samoan and New Zealand Prime Ministers, offers an opportunity in the short term to make significant advances on similar issues such as financial barriers, student low retention rates, the quality and relevance of resources and so forth. The SFGS for secondary schools started in August 2013.

Lead: MESC SOD

Other contributors:

Levels of Education: Primary, Secondary

IA Output: MESC 5

Current external support: Funded under the Samoa School Fee Grants Scheme (SSFGS) at primary level until 30 June 2015 and at secondary level to 30 September 2018.

ESP Output expected by 2018:

- School Fee Relief Grants Schemes effectively delivered in all primary and secondary schools
- School Fee Relief Grants Schemes effectively monitored and reviewed

Programme 2.3: PSET Access Measures

The Current PSET Access Grant (under the TVET Support Programme) ends in June 2015. The first three years of the ESP will see the continuation of the Small Grant Scheme for Non-formal Education and Non-Government Providers and the development and implementation of other mechanisms to improve access to PSET. The efficiency and transparency of processes will be continually monitored through quarterly site visits. Also the impact on enrolment and retention of students will be assessed. An evaluation of the scheme in 2015 is planned, after which GOS and development partners will consider the future of the scheme.

A Careers Advisory Service (CAS) will be established and a process for the Recognition of Current Competencies (RCC). This will be an important step in the development of more flexible learning pathways for PSET students to follow. NUS and TVET providers will collaborate in developing more PSE choices.

The NUS Oloamanu Centre will also continue to provide demand-led short-term training for the public sector, private sector and Civil Society using the SICTP model.

Lead: SQA Research, Policy and Planning Division (SQA RPPD) and NUS Oloamanu Centre

Other contributors: Other PSET Providers

Levels of Education: PSET

IA Output: SQA 3 and NUS 11

Current external support: Part-funded under the TVET Support Programme to 30 June 2015 and the SICTP project to 30 June 2014.

ESP Outputs expected by 2018:

- Develop, implement, monitor and evaluate the PSET Access Grant
- Effective Career Advisory Service established
- Effective process for Recognition of Current Competency established
- More flexible PSET Learning Pathways established

4.3 Programmes targeting Goal 3

Programme 3.1: Improving the relevance of secondary education

Under this programme a feasibility study on developing TVET in secondary schools will be conducted. Findings of this study will inform the development and implementation of a policy that will ensure the provision of quality, relevant and sustainable TVET programs in schools.

Lead: MESC CMAD

Other contributors: SQA, NUS

Levels of Education: Secondary

IA Output: MESC 6

Current external support:

ESP Output expected by 2018:

- Feasibility study of TVET in schools completed and policy recommendations implemented

Programme 3.2: Development and application of national qualifications and programmes relevant to Samoa Economy

This programme will coordinate & facilitate the development and application of National Competency Standards (NCS) and Samoa Qualifications (SQs). SQA will also:

- manage and administer the Records of Achievement;
- undertake PSET Tracer Studies and employers satisfaction surveys.

Course development at NUS will include flexible learning packages for selected courses as a means to improving completion and graduation rates. Special attention will also be paid to developing new academic and TVET courses that are more relevant to the needs of the professions and trades that look to employ graduates.

Lead: SQA Qualifications Division (SQA QD) and NUS DVC

Other contributors: Other PSET providers

Levels of Education: PSET

IA Output: SQA 4 and NUS 2

Current external support: Funded under the TVET Support Programme Roadmap until 30 June 2015

ESP Outputs expected by 2018:

- SQs and NCS for priority sectors developed and applied in PSET
- Findings from tracer studies and employer Surveys used to inform PSET policy and practice
- TVET providers supported to offer NCS and SQs
- New courses developed at NUS relevant to development and market needs
- Flexible delivery modes developed for selected NUS programmes
- Increased quality and relevance of NUS programmes to the needs of all professions and trades

Programme 3.3: National Strategy for Sport in Education

Under this programme, the Fiafia Sports programme will continue to be extended to involve more primary schools (60 more by 2015 is the interim target). More villages will become involved in the Samoa Sports for Development Programme (36 villages and 3 new sports fields by 2015 are the interim targets). Sports Education management training will be conducted for primary school teachers. Village leaders will be trained and up-skilled in organizing quality sports programmes and physical activity programmes. The participation in sports of children with special needs will be improved through the Games Festival for people with special needs.

Lead: MESC Sports Division

Other contributors: Other Sports Service Providers

Levels of Education: Primary, Secondary

Implementing Agency Output Number: MESC 11

Current support and status: Sports for Development Project

ESP Outputs expected by 2018:

- Increased numbers of schools and village communities engaged in organised sport.

Programme 3.4: National Strategy for Culture in Education

During the first two years of the ESP, the National Culture in Education Strategy will be finalized and implementation begun. A monitoring and evaluation framework will be developed to allow on-going assessment of implementation and impact of the strategy.

The National Archives and Records Authority (NARA) will be established and open to the public. The Museum legal framework will be completed, and the museum will be integrated with NARA and with the library service.

Lead: MESC Culture Division

Other contributors:

Levels of Education: Primary, Secondary

Implementing Agency Output Number: MESC 12

Current support and status:

ESP Outputs expected by 2018:

- National Culture in Education Strategy developed and implemented

4.4 Programmes targeting Goal 4

Programme 4.1: Strengthening sectoral coordination of Research, Policy and Planning

The Education Sector Coordination Division (ESCD) will strengthen sector coordination on a number of fronts. It will articulate and implement the sector governance structure, and establish coordination and communication mechanisms with and between the key sub-sector agencies. A priority will be to build new working partnerships with significant agencies and players that operate outside the formal education structure.

Lead: Education Sector Coordination Division (ESCD)

Other contributors: MESC Policy Planning and Research Division (PPRD), SOA RPP, NUS Centre for Samoan Studies

Levels of Education: Primary, Secondary, SET

IA Output: MESC 13²⁴

Current external support: None

ESP Outputs expected by 2018:

- Education Sector Coordination Division (ESCD) fully established and performing its mandated functions effectively
- Effective Partnerships with key stakeholders especially those outside the formal education system
- Annual review processes institutionalised and MTEF updated annually

Programme 4.2: Policy Development for Early Childhood and School Education

Under this programme new policies will be developed and existing policies reviewed and revised.

New policy areas to be developed including Early Childhood Education (and the related Minimum Service Standards) and TVET in secondary schools. Policy reviews required include Inclusive Education, on Formal Education and Bilingual Education.

Lead: MESC PPRD

Other contributors: MESC CMAD, NUS

Levels of Education: Primary, Secondary

IA Output: MESC 8

Current external support: None

ESP Outputs expected by 2018:

- Planned new policies developed and implemented.
- A policy, monitoring and review process established

²⁴New MESC Output for ESCD to be created for the 2014-2015 budget

Programme 4.3: Policy Development for PSET

A range of new PSET policy development, and also reviews of current policies, is planned under this programme. New policy areas include Non-Formal Education, PSET Learning Pathways, and policy to underpin NCS and SQs. The policy basis for a PSET funding mechanism is also required. A policy monitoring and review process also will be established.

Lead: SQA RPP

Other contributors: NUS and other PSET stakeholders

Levels of Education: PSET

IA Output: SQA 3

Current external support: None

ESP Outputs expected by 2018:

- Planned new PSET-related policies developed and implemented, and a policy monitoring and review process established

Programme 4.4: Strengthening sectoral capacity for research, evaluation, policy analysis and planning

NUS will lead in the development of an Education Sector Research Strategy and an Action Plan to operationalize it. This will involve identifying research priorities at both sub-sector and whole sector levels. Mechanisms will be developed and coordinated by ESCD to ensure research findings and analysis are systematically used to inform policy and practice across the sector.

Lead: ESCD and NUS DVC

Other contributors: MESC PPRD, SQA RPPD

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 13 and NUS 2

Current external support: Funded under ESPII until 31 December 2014.

ESP Output expected by 2018:

- Education Sector Research Strategy developed and implemented

4.5 Programmes targeting Goal 5

Programme 5.1: Strengthening management capability and Monitoring and Evaluation (M&E) in education sector agencies

On the management side, this programme will emphasise the development of effective systems for asset maintenance and other means of strengthening sustainability. In regard to M&E, an initial priority is strengthening of the management information systems in each of the key sub-sector agencies. This is an essential prerequisite for the sector, through ESCD, to have ready access to credible and comprehensive information to inform policy and, vitally, to ensure effective M&E of the ESP. Each agency also has its own system for M&E. These will be strengthened as required, with their outputs feeding into the ESP M&E Framework which will be used to monitor ESP's high level outcomes by the dedicated M&E Unit established in ESCD. An important challenge will be for this unit to ensure reporting, dissemination and stakeholder consultation mechanisms are both effective and transparent.

Lead: ESCD

Other contributors: MESC CSD, SOA CSD

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 13

Current external support: none

ESP Outputs expected by 2018:

- Effective systems for asset management in place
- Effective Education Management Information System (EMIS) in place
- Effective ESP Monitoring and Evaluation processes in place

Programme 5.2: Developing financial management, internal auditing and procurement in sector agencies

Effective sector-level budgeting and financial reporting to ESWG is at the heart of this programme. A sector Resourcing Policy will be developed, and Capability Plans articulated for each of the three key agencies. Procurement systems will be aligned with the national regulatory framework and Annual Procurement Plans prepared and approved.

Lead: ESCD

Other contributors: MESC CSD, SOA CSD

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 13

Current external support:

ESP Outputs expected by 2018:

- Effective sector level budgeting and financial reporting to the ESWG on a monthly basis, and to the ESAC on a quarterly basis
- A sector Resourcing Policy Framework in place and operational
- Effective internal audit approach in each of the three key agencies
- Capability Plans in place for each of the three key agencies
- Sub-sector Procurement processes aligned with national regulatory framework, IA procurement plans and IA procurement databases
- Annual procurement plans prepared and approved by ESAC prior to start of new financial year

Programme 5.3: Strengthening the coordination of external support to the sector

Aside from the large-scale externally supported programmes in the sector such as ESPII, there are other activities and interventions that are often not coordinated well within the sector to maximize their benefit. It will be important to improve the coordination, for example, of the various physical infrastructure improvement projects, some on-going, some responding in the shorter term to natural disasters. The ESCD will play a vital new role here.

There are also initiatives derived from multilateral agencies, such as the Pacific benchmarking of Education for Results (PaBER) which has developed from global World Bank interventions. Similarly, Pacific regional organizations (e.g. SPBEA) lead on education interventions that regularly involve Samoa. The ESP presents for the first time the opportunity for the education sector to better coordinate such interventions. Better coordination of these important initiatives will lead to increased impact on the system.

Lead: ESCD

Other contributors: MESC CSD, SQA CSD, Bilateral and multilateral agencies

Levels of Education: Primary, Secondary, PSET

IA Output: MESC 9

Current external support: Part funded under ESP II until December 2014. School construction projects, including Primary School Improvement (Grassroots Human Security Projects)

ESP Outputs expected by 2018:

- All government and development partner-supported infrastructure improvement initiatives coordinated effectively
- All support from bilateral and multi-lateral agencies and regional organisations effectively coordinated

Programme 5.4: Disaster and Climate change Resilience at all levels

In the light of recent natural disasters that have had serious effects on the education sector, it is timely to develop a Sector Strategy for disaster and climate change resilience. This will include better planning for future natural events, ensuring the Minimum Service Standards concerning the physical safety and well-being of children and young people are increasingly enforced, and that awareness-raising of climate change effects and responses is increased at all levels (including in school classrooms).

Lead: ESCD

Other contributors: MESC CSD, SQA CSD, bilateral and multilateral agencies

Levels of Education: Primary, Secondary, SET

IA Output: MESC 9

Current external support: Funded under the Post Cyclone Recovery Programme until 2017.

ESP Output expected by 2018:

- Sector strategy for disaster and climate change resilience developed and implemented

CHAPTER 5: RESOURCE REQUIREMENTS

5.1 Overview - Medium Term Expenditure Framework

5.1.1 Medium Term Expenditure Framework for the 2013-2014 Budget

A Medium Term Expenditure Framework (MTEF)²⁵ for 2012 to 2016 was developed concurrently with the development of the 2012-2016 ESP as preparation for the 2013-2014 budget. The aim was to link the existing forward estimates with the additional costs of the ESP activities, though the concurrent development of the MTEF and ESP meant that there could not be full consistency between the two. The MTEF 'brought together financial and expenditure planning data and attempted to estimate total planned expenditures from all sources of finance available, primarily the ESP 2012 – 2016, a few corporate plans and some costed development programs such as ESP II, SchoolNet, and a pilot MTEF developed in February 2010 which was based on a survey of 37 schools (29 primary and 8 secondary schools). In the absence of an agreed Education Sector Plan in early 2012, the initial baseline costs for the MTEF were developed from existing budget estimates and actual spending of the three key sector agencies MESC, SOA and NUS over the last five years. Based on the analysis of the budget structure for all three key agencies, a draft framework for costing the existing sector policies and strategies was presented to the sector working group in January 2012.'²⁶

The 2012-2016 MTEF provides:

- A table of estimated recurrent expenditure per year, not including additional expenditures from technical support, training and other additional costs implicit in the ESP. These set out in terms of:
 - MESC recurrent expenditures by 'Output Numbers' (i.e. the Implementing Agency outputs for budget reporting to MoF). They include a link to the 'sector outputs' (now the sector goals).
 - Estimates of 'outputs provided by third parties' which include the budgets for SOA and NUS as single lines, not broken down by outputs or goals;
 - Estimates for 'transactions on behalf of the state' including 'counterpart costs to development projects'.
- Tables of 'Development Expenditure Estimates' by year and sector goal based on the technical support, training and other additional costs implicit in the ESP. These 'development estimates' were seen as additional to existing funded projects, forming 'below the line' non-vireable, externally funded expenditures in the forward estimates. (Samoa does not have a Government of Samoa [GoS] domestically funded development budget.)

These 'recurrent' and 'development' expenditure tables are summarised in annexes C and D of the present sector plan. The MTEF was developed prior to the ESP, so the link between the ESP programmes and the sums in the table in Annex D are indicative based on similarities in the activities. It is also not clear which of the activities covered by the 2012-13 have now been completed and which have not yet commenced. Thus a further version of the MTEF is required for the 2014 budget estimates.

Although the 2012-2016 MTEF made medium term projections of funding sources and of expected ESP program expenditures, it did not clearly identify funding gaps.

²⁵Report of the Technical Assistance for the Establishment of the Education Sector Medium Term Expenditure Framework, March 2013

²⁶Ibid, page 5

5.1.2 MTEF and the Forward Estimates for the 2014-2015 Budget

Given the establishment of the Education Sector Coordination Division of MESC (ESCD), an additional MESC Budget Output 13 'Education Sector Coordination' will be created for the three-year forward estimates 2014/15 – 2016/17 in the December 2013 mid year updates required by MoF.

In addition, sub-output cost centre or 'Management Unit'²⁷ Level' codes will be used to:

- a. distinguish between ESP programmes falling under the same MESC budget output and;
- b. distinguish between the ESP programme expenses and those of other ongoing expenditures under the MESC outputs;
- c. distinguish between government funded and DP funded components of each output.

SQA and NUS do not use the MoF Finance One accounting system, but use 'MYOB' and 'Attache' accounting systems respectively for their general ledger and payments recording functions. They also use Excel spreadsheets to supplement their financial reporting needs for management and their Board and Council. The structure of the budgets and financial reporting options for SQA and NUS are discussed further below.

An updated MTEF will be commissioned by ESCD in time for the 2014-2015 budget estimates, building on the Finance Plan in section 5.4 below.

5.2 Capacity Development

Capacity building will be required for the implementation of the ESP. Annual Management Plans (AMPs) will need in some cases to include, for example, advisory support, training and scholarships plus research, evaluation and analysis. This may be put in place through systems capitalising on existing skills within the sector, including contracting support from NUS or other providers of technical expertise. It may also require external national or international technical assistance and external scholarships. The 2013-2014 MTEF 'development expenses' (Annex D) included such annual technical support required for implementing the ESP.

Much of this technical support is currently provided through projects supported by development partners, either through funding or 'in kind' support.

This is part of the overall programme expenditure, included in the 'total required for ESP implementation' in section 5.4 below. Where not funded by donor projects, it will need to be covered by the MESC or SQA government budget. In the absence of such future funding, it will become part of the 'funding gap'.

²⁷The GoS chart of accounts as configured on the Finance One financial management information system, has fields for Output, Sub Output, as well as a cost centre or 'management unit' field within sub output. The MoF Accounts Division and Budget Division recommended use of this 'management unit' field to allow separate tracking of DP-funded activities within existing MESC outputs, i.e. separate from the existing GoS funded activities in those outputs. This will allow MoF, using Finance One report writer, to provide MESC ESCD with quarterly financial reporting of DP-funded expenditures.

5.3 Additional recurrent costs resulting from ESP policies and strategies

Many aspects of the ESP imply additional future expenses. Many of these are currently included in projects funded by DPs. In future they will need to be included in the MESC and SQA budgets. Examples include:

- The projected 20% increase in the cost of teacher salaries under the NTFD was estimated by the 2013-14 MTEF to cost an additional SAT 838,000 per annum at primary level and SAT 444,000 per annum at secondary level.
- The annual costs of student grants currently funded through the School Fee Grants are around SAT4.44million at primary level and SAT 3.4 million at secondary level respectively.
- The SQA Access Grants for PSET will cost around SAT500,000 per annum.
- The additional salary and operating costs in the ESCD will require in the order of an additional SAT800,000 per annum.

Additional recurrent costs of this nature were included as 'development costs' in the MTEF, separate from the 2013-2014 budget recurrent budget entries. However, in future MTEFs, they will be included in the 'total required for ESP implementation' and included in the MESC and SQA (recurrent) budgets for outputs as the DP funding for each project comes to an end.

5.4 Financing Plan

Estimated support from MESC, SQA and NUS budgets and from existing DP support, and resulting funding gaps for the first 3 years of the ESP are set out in Table 10 below. The third year column could be used as an initial estimate for the final two years.

The financing plan is set out in terms of the existing Implementing Agency budget outputs. This allows ESP planning, financing monitoring and reporting to fit within this existing budgeting system. In this approach, the 'total required for ESP implementation of programme' is the sum of:

- (a) Estimates of the development costs for that programme using figures from the respective years of the existing MTEF in Annex D, plus:
- (b) The appropriate fraction of the relevant IA output budgets in the MESC, SQA and NUS medium term budget forward estimates as set out in Annex C.²⁸

The available funding is:

- (a) The GoS budget, including the appropriate GoS counterpart cost payments and GoS initiatives; and
- (b) Ongoing Foreign Aid/Loan funded expenditures forming part of existing DP-funded projects.

The difference between the total required and the funding available is shown as the 'funding gap'.

The figures used for Table 10 are based on the MTEF that did not use the present ESP as a starting point. Also, the division of IA budget outputs in this way is not an accurate way of estimating the overall cost and GoS funding. In addition, some of the costing assumptions in the MTEF need re-examining. Thus, whilst the figures in Table 10 and Annexes C and D on which they are based, show the process of allocating ESP costs to MESC, SQA and NUS IA Outputs, the actual figures are merely indicative of the scale of the ESP costs. An MTEF update is needed to give a more accurate view of the financing plan.

²⁸For the purposes of this plan it is assumed that the ESP activity programmes and their linked recurrent costs cover, in total, all the IA outputs for the responsible MESC and SQA Divisions and NUS Departments (in the latter case just the DVC and Oloamanu Centre) and divided equally between the responsible divisions.

Table 10: Indicative Financing Plan by programme based on the March 2013 MTEF

Programme		IA Output	Cost/financing (SAT)	2013-2014	2014-2015	2015-2016
1.1	NTDF	MESOC 3	Developmental costs	1,282,000	1,282,000	1,282,000
			Total required for ESP implementation ²⁹	42,373,164	47,310,253	46,815,809
			Government Funding	41,091,164	46,028,253	45,533,809
			Foreign Aid/Loan Funding	1,060,000	0	0
			Funding gap	222,000	1,282,000	1,282,000
		MESOC 4	Developmental costs	1,451,660	955,010	582,000
			Total required for ESP implementation	1,839,533	1,339,726	957,980
			Government Funding	387,873	384,716	375,980
			Foreign Aid/Loan Funding	0	0	0
			Funding gap	1,451,660	955,010	582,000
1.2	School level curriculum reform	MESOC 6	Developmental costs	828,000	1,001,040	100,000
			Total required for ESP implementation	1,391,545	1,495,523	576,993
			Government Funding	563,545	494,483	476,993
			Foreign Aid/Loan Funding	225,000	225,000	225,000
			Funding gap	603,000	776,040	(125,000)
1.3	ICT in primary and secondary schools	MESOC 6	Developmental costs	708,000	232,000	100,000
			Total required for ESP implementation	1,271,545	726,483	576,993
			Government funding	563,545	494,483	476,993
			Foreign Aid/Loan Funding	270,000	0	0
			Funding gap	438,000	232,000	100,000
1.4	School level assessment reform	MESOC 7	Developmental costs	793,000	1,205,000	264,000
			Total required for ESP implementation	1,949,338	2,250,780	1,220,781
			Government Funding	1,156,338	1,145,780	956,781
			Foreign Aid/Loan Funding	30,000	0	0
			Funding gap	763,000	1,205,000	264,000
1.5	PSET Quality Assurance	SQA 2 + NUS 2	Developmental costs	140,970	160,250	0
			Total required for ESP implementation	1,265,301	1,227,947	1,086,525
			Government Funding	1,124,331	1,067,697	1,086,525
			Foreign Aid/Loan Funding	0	0	0
			Funding gap	140,970	160,250	160,250
1.6	Professional development for PSET Lecturers and Trainers	SQA 4 + NUS 2	Developmental costs	633,539	392,539	392,539
			Total required for ESP implementation	1,138,538	898,513	895,237
			Government Funding	504,979	506,737	496,673
			Foreign Aid/Loan Funding	707,451	855,405	0
			Funding gap	(-73,912)	(-462,866)	392,539
1.7	Strengthening quality and relevance of NUS Education Programmes	MESOC 4 + NUS 2	Developmental costs	100,000	264,000	264,000
			Total required for ESP implementation	609,745	770,737	760,673
			Government Funding	509,745	331,427	322,692
			Foreign Aid/Loan Funding	0	0	0
			Funding gap	100,000	264,000	264,000
TOTALS FOR GOAL 1			Total development costs	5,953,069	5,472,599	3,144,789
			Total required for ESP implementation	51,006,843	55,335,522	51,874,195
			Government Funding	45,687,313	50,255,502	49,121,945
			Foreign Aid/Loan Funding	2,292,451	1,080,405	225,000
			Funding gap	3,660,618	4,392,154	2,919,789

²⁹Cost of the ESP activities for the programme plus appropriate fraction of relevant, existing IA output budget

Programme		IA Output	Cost/financing (SAT)	2013-2014	2014-2015	2015-2016
2.1	Inclusive education at all levels	MESC 5	Developmental costs	250,000	186,000	100,000
			Total required for ESP implementation	1,320,913	1,213,875	1,123,086
			Government Funding	1,070,913	1,027,875	1,023,086
			Foreign Aid/Loan Funding	25,000	0	0
			Funding gap	225,000	186,000	100,000
2.2	School fee relief grants	MESC 5	Developmental costs	7,599,800	7,599,800	7,599,800
			Total required for ESP implementation	8,670,713	8,627,675	8,622,886
			Government Funding	1,070,913	1,027,875	1,023,086
			Foreign Aid/Loan Funding	7,967,464	8,397,464	6,024,650
			Funding gap	(-367,664)	(-797,664)	1,575,150
2.3	PSET Access measures	SQA 3 + NUS !!	Developmental costs	1,514,000	1,414,000	1,414,000
			Total required for ESP implementation	2,864,857	2,623,046	2,575,368
			Government Funding	1,350,857	1,209,046	1,161,368
			Foreign Aid/Loan Funding	378,091	466,306	0
			Funding gap	1,135,909	947,694	1,414,000
TOTALS FOR GOAL 2			Developmental costs	9,363,800	9,199,800	9,113,800
			Total required for ESP implementation	12,856,483	12,464,595	12,321,340
			Government Funding	3,492,683	3,264,795	3,207,540
			Foreign Aid/Loan Funding	9,370,555	8,863,770	6,024,650
			Funding gap	993,245	336,030	3,089,150
3.1	Improving relevance of secondary education	MESC 5	Developmental costs	5,100,000	4,800,000	6,549,987
			Total required for ESP implementation	5,663,545	5,294,483	7,026,980
			Government Funding	563,545	494,483	476,993
			Foreign Aid/Loan Funding	0	0	0
			Funding gap	5,100,000	4,800,000	6,549,987
3.2	Develop PSET qualifications	SQA 4 +NUS 2	Developmental costs	1,328,000	1,337,000	1,337,000
			Total required for ESP implementation	1,863,447	1,873,479	2,001,871
			Government Funding	531,447	536,479	532,871
			Foreign Aid/Loan Funding	397,870	62,696	0
			Funding gap	930,130	1,274,031	1,469,000
3.3	Sport in Education	MESC 11	Developmental costs	0	0	0
			Total required for ESP implementation	587,940	569,943	556,676
			Government Funding	587,940	569,943	556,676
			Foreign Aid/Loan Funding	0	0	0
			Funding gap	0	0	0
3.4	Culture in Education	MESC 12	Developmental costs	746,000	100,000	100,000
			Total required for ESP implementation	1,844,714	1,036,522	1,031,558
			Government Recurrent Budget	1,098,714	936,522	931,558
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	746,000	100,000	100,000
TOTALS FOR GOAL 3			Developmental costs	6,428,000	6,137,000	8,018,987
			Total required for ESP implementation	8,114,932	7,737,905	9,585,526
			Government Recurrent Budget	1,686,932	1,600,905	1,566,539
			Foreign Aid/Loan Funded	397,870	62,696	0
			Funding gap	6,030,130	6,074,304	8,018,987

Programme		IA Output	Cost/financing (SAT)	2013-2014	2014-2015	2015-2016
4.1	Sectoral coordination of research and policy	MESC 13 (New output to be created)	Developmental costs	1,849,940	1,321,940	1,465,000
			Total required for ESP implementation	1,849,940	1,321,940	1,465,000
			Government Recurrent Budget	0	0	0
			Foreign Aid/Loan Funded	150,000	150,000	0
			Funding gap	1,699,940	1,171,940	1,465,000
4.2	Policy development for school education	MESC 8	Developmental costs	539,840	482,000	232,000
			Total required for ESP implementation	1,219,790	1,154,209	890,937
			Government Recurrent Budget	679,950	672,209	658,937
			Foreign Aid/Loan Funded	30,000	20,000	0
			Funding gap	509,840	462,000	232,000
4.3	Policy development for PSET	SOA 3	Developmental costs	0	0	0
			Total required for ESP implementation	684,701	541,785	501,096
			Government Recurrent Budget	684,701	541,785	501,096
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	0	0	0
4.4	Strengthening capacity for research, planning	MESC 13 + NUS 2	Developmental costs	200,000	200,000	200,000
			Total required for ESP implementation	352,340	352,527	350,866
			Government Recurrent Budget	152,340	152,527	150,866
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	200,000	200,000	200,000
TOTALS FOR GOAL 4			Developmental costs	2,589,780	2,003,940	1,897,000
			Total required for ESP implementation	4,106,721	3,370,461	3,207,899
			Government Recurrent Budget	1,516,991	1,366,521	1,310,899
			Foreign Aid/Loan Funded	180,000	170,000	0
			Funding gap	2,409,780	1,833,940	1,897,000
5.1	Strengthen management capacity and M&E	MESC 13	Developmental costs	723,000	843,500	964,000
			Total required for ESP implementation	723,000	843,500	964,000
			Government Recurrent Budget	0	0	0
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	723,000	843,500	964,000
5.2	Strengthen financial management	MESC 13	Developmental costs	413,000	413,000	413,000
			Total required for ESP implementation	413,000	413,000	413,000
			Government Recurrent Budget	0	0	0
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	413,000	413,000	413,000
5.3	Strengthening coordination of external support	MESC 9	Developmental costs	960,859	960,859	1,441,288
			Total required for ESP implementation	1,934,935	1,928,728	2,397,577
			Government Recurrent Budget	974,077	967,869	956,289
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	960,859	960,859	1,441,288
5.4	Disaster and climate change resilience	MESC 9	Developmental costs	960,859	960,859	1,441,288
			Total required for ESP implementation	1,934,935	1,928,728	2,397,577
			Government Recurrent Budget	974,077	967,869	956,289
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	960,859	960,859	1,441,288
TOTALS FOR GOAL 5			Developmental costs	3,057,717	3,178,217	4,259,575
			Total required for ESP implementation	5,005,870	5,113,955	6,172,153
			Government Recurrent Budget	1,948,153	1,935,738	1,912,578
			Foreign Aid/Loan Funded	0	0	0
			Funding gap	3,057,717	3,178,217	4,259,575
All programmes (totals)			Developmental costs	27,392,366	25,991,516	26,434,151
			Total required for ESP implementation	81,090,899	84,022,438	83,161,113
			Government Recurrent Budget	54,332,072	58,423,461	57,119,501
			Foreign Aid/Loan Funded	11,240,876	10,176,871	6,249,650
			TOTAL FUNDING GAP	16,151,490	15,814,645	20,184,501

5.5 Updating the MTEF

The earlier MTEF 2012-2016 was prepared and completed prior to finalisation of the ESP. Although it projected funding levels from different funding sources, and estimated GoS funded expenditures, donor funded project expenditures and ESP programme expenditures, it did not arrive at a funding gap.

Now that an agreed ESP has been finalised, the MTEF can be updated and finalised. The new MTEF will need to reflect the revised ESP duration (2013-2018), the revised set of ESP programmes, revised donor funded project expenditures, and revised GoS Forward Estimates projections of GoS funded expenditures. Most importantly, the revised MTEF will need to clearly identify the funding gap in each year. Because this revised MTEF based on ESP policies and programmes will be used to update the Forward Estimates for 2014/15-2016/17, the MTEF needs to be updated urgently, i.e. before end of 2013. MoF will issue the mid year update of the Forward Estimates in November 2013, for completion by December 2013.

5.6 Implementing Agency Forward Estimates, and Sector Forward Estimates

The MoF-led GoS planning and budgeting systems require twice-yearly updates to Forward Estimates. Further, for SWAp arrangements, an additional sector level set of Forward Estimates also need to be prepared, in addition to those prepared by the three Implementing Agencies (MESC, NUS and SOA).

At the time of writing of this ESP, there is no Education sector Forward Estimate template in existence. This will be developed by ESCD who will ensure that the sector level Forward Estimates are consistent with the Forward Estimates for the three Implementing Agencies.

Technical assistance will be secured to work with the ECSD to:

- i. Update the MTEF 2014-2018;
- ii. Prepare Forward Estimates templates for the Education Sector for 2014/15-2016/17, and
- iii. Build capacity in the ESCD to monitor, coordinate and support the maintenance of these Forward Estimates.

5.7 Financial Management Reporting

The MoF '*Finance One*' system already produces financial reporting of actual expenditure against budget. This can be produced monthly or quarterly. However, for SQA and NUS, the Public Financial Management (PFM) risk assessment in 2012 identified the lack of budget comparison reporting as a risk that needed to be addressed. The commercial off the shelf software used by these implementing agencies ('*MYOB*' and '*Attache*') are not geared towards government budget control and budget monitoring, and reporting of expenditure and commitments against budget is not a standard report. These two agencies therefore need to prepare additional Excel based reports by Output and Management Unit to ensure that the Education Sector as a whole can provide quarterly reporting against budget to the ESCD and other stakeholders.

The ESC will provide ESAC meetings with consolidate quarterly statements of expenditures from MESC, SOA and NUS for the budget outputs that include ESP activities and consolidated annual accounts to the ESAC for the Annual Review. The ESC will also provide the ESAC meeting prior to the Annual Review with an Annual Financial Management Report include reports from the MESC, SQA and NUS Internal Auditors and reports on Follow-up Actions.

CHAPTER 6: MANAGING IMPLEMENTATION

6.1 Managing Implementation at Agency Level

6.1.1 Institutional arrangements and procedures within MESC

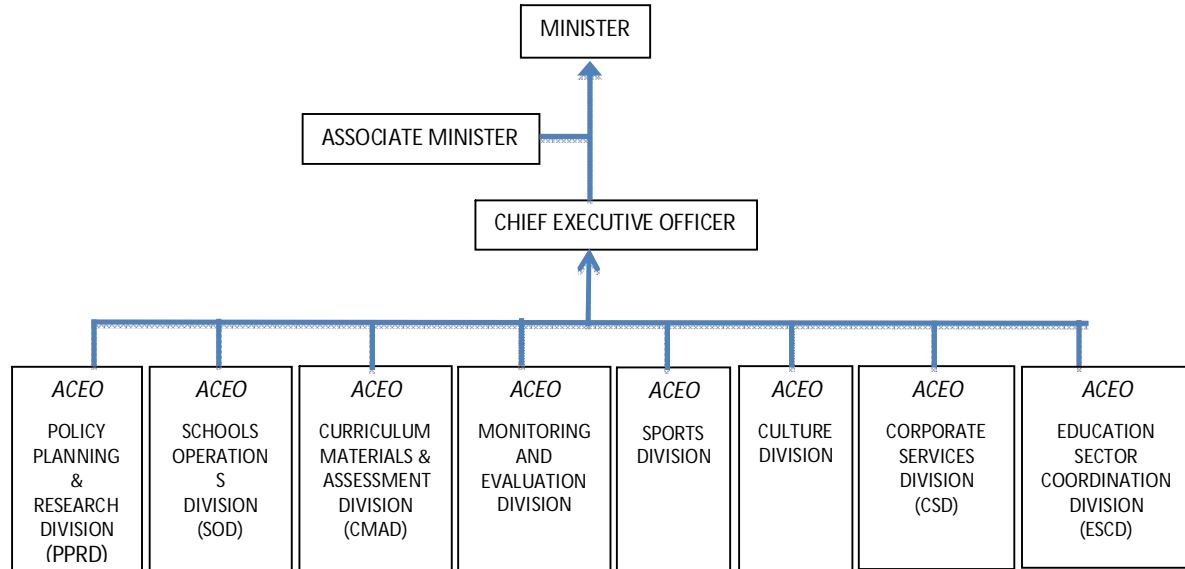


Figure 1: Organogram for MESC.

Planning

The basis for planning all MESC activities is the 3 year MESC Corporate Plan (Current Version 2012-2015). This is based on the third cycle of the 9-year MESC Strategic Plan 2006 – 2015. The Corporate Plan provides detailed Strategies and Objectives, with expected outcomes and performance measures, for each MESC Strategic Objective. MESC Divisions, in some cases jointly, are assigned responsibility for each Strategic Objective. The Head (Assistant Chief Executive Officer – ACEO) of the Division uses the Strategies as the basis for developing the Division’s Annual Management Plan (AMP) and submits the AMP to the ACEO of the Policy, Planning and Research Division (PPRD) who is responsible to the Chief Executive Officer (CEO) for harmonising and consolidating the AMPs into the corporate AMP.

Budgeting

Each Division is responsible for costing its AMP and submitting an annual budget to the ACEO of Corporate Services Division (CSD). The structure of the budget is based on the Sector Outputs for reporting to MoF. ACEO CSD is responsible for coordinating budget planning, preparation, presentation through the MESC CEO and Minister, and distribution.

Financing

All financial transactions are handled by CSD in liaison with the ACEO requiring goods or services to be funded for the implementation of the AMP.

Monitoring and Reporting

PPRD is responsible for ensuring the implementation of all MESC plans through constant monitoring and review and through regular meetings of the corporate planning committee. (N.B. The Monitoring, Evaluation and Review Division, MERD, is responsible for monitoring schools, not the work of MESC.)

The Annual Management Plans and Budget Performance Measures of all divisions are reported on and reviewed on a monthly basis through meetings of the Assistant Chief Education Officers (ACEOs) chaired by the ACEO PPRD, and more fully on a quarterly basis.

PPRD is responsible for collecting and analysing all data and information relating to the work of the Ministry, including conducting an annual school census, and informing all stakeholders through analytical report and by producing the MESC Annual Statistical Digest and the MESC Annual Report.

PPRD is also responsible for monitoring and reporting to the CEO and CDC on all MESC projects, including the production of project briefs and evaluations and the updating of the MESC Projects Management Database.

6.1.2 Institutional arrangements and procedures within SQA

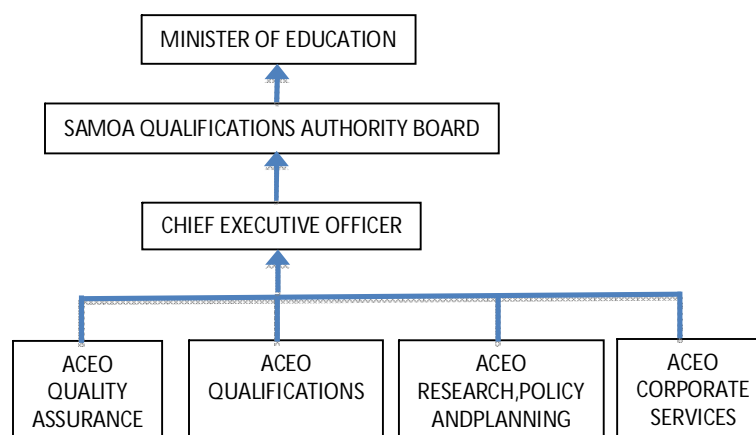


Figure 2: Organogram for SQA.

Planning: The basis for planning all SQA activities is the 3 year SQA Corporate Plan (Current Version 2012-2015). This is based on the third cycle of the PSET Strategic Plan 2008 – 2016. The Corporate Plan provides detailed Strategies and Objectives, with expected outcomes and performance measures, for each SQA Strategic Objective. The Head of each Division uses the Strategies, as they relate to that Division, as the basis for developing the Division’s Annual Management Plan (AMP) and submits the AMP to the ACEO of the Research, Policy and Planning Division (RPPD) for coordination. The RPPD is responsible for monitoring and review of the AMPs on a quarterly and annual basis.

Budgeting: Each Division is responsible for costing its AMP and submitting an annual budget to the ACEO of Corporate Services Division (CSD). Whilst SQA funding is included in the national budget estimates as a single line item, the structure of the budget is based internally on the Sector Outputs for reporting to MoF, i.e. the SQA Divisions. ACEO CSD is responsible for coordinating budget planning, preparation, presentation through the CEO and Minister, and distribution.

Financing: All financial transactions are handled by CSD in liaison with the ACEO requiring goods or services to be funded for the implementation of the AMP.

Monitoring and Reporting: RPPD is responsible for ensuring the implementation of all SQA AMPs through quarterly reviews. The AMPs and Budget Performance Measures of all divisions are reported on and reviewed on a monthly basis.

SQA produces Annual Reports and Quarterly Progress Reports including financial statements to MOF.

RPPD is responsible for collecting and analysing all data and information relating to the work of SQA, and informing all stakeholders through analytical reports and by producing the SQA Post School Education & Training Statistical Bulletin and the SQA Annual Report.

RPPD is also responsible for monitoring and reporting to the CDC on all SQA projects.

6.1.3 Institutional arrangements within NUS

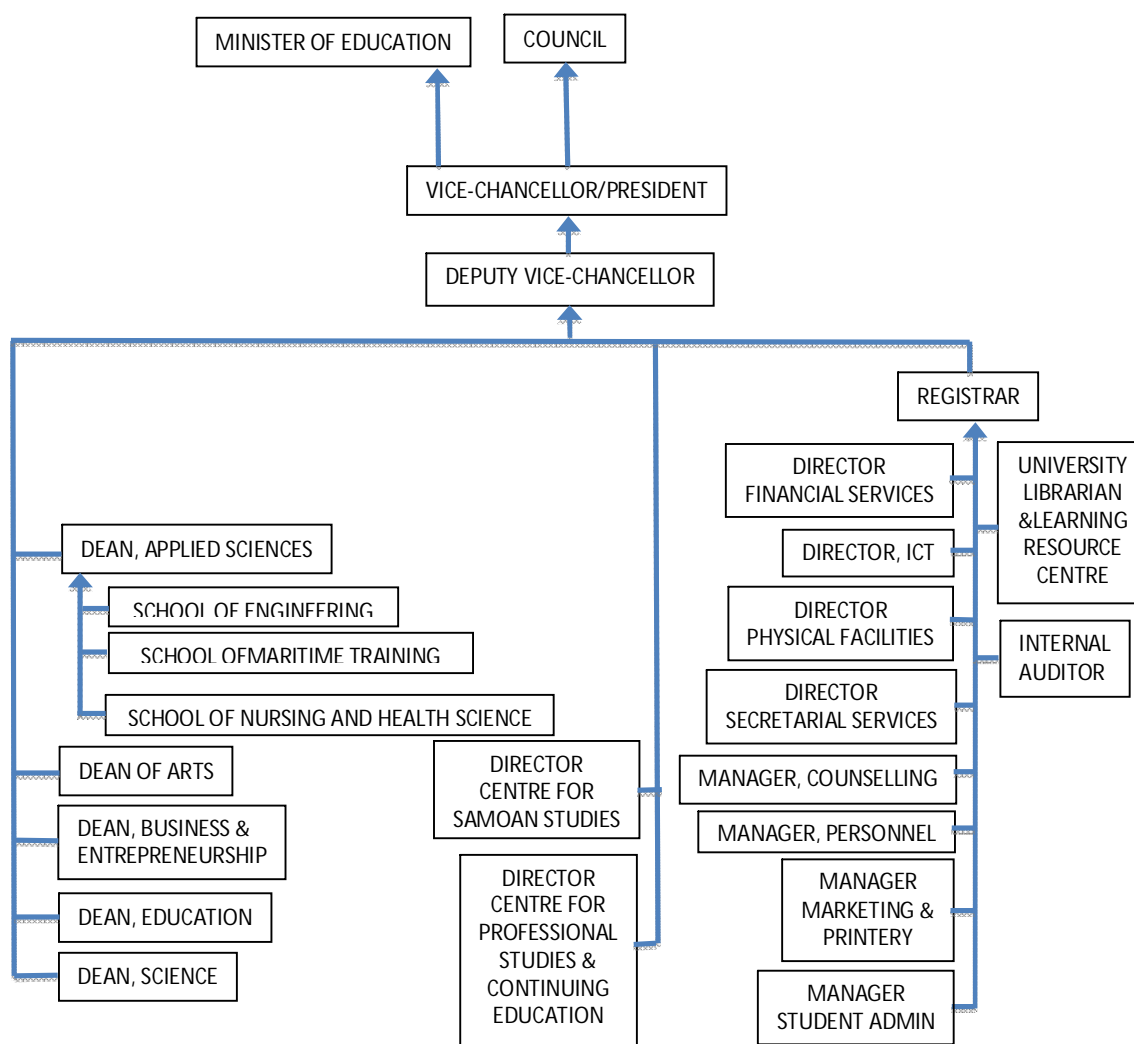


Figure 3: Organogram for NUS.

Planning: NUS planning is based on the NUS Strategic Plan 2010-2020 and 3 year NUS Corporate Plans. The Strategic Plan identifies 5 goals based, respectively, on: quality and creativity in teaching and learning; development of research; staff development; establishing partnerships and community engagement;

efficient resource deployment. The budget-holders - Deans of Faculties and Heads of Departments - are responsible for developing annual plans for their Faculty or Department. The plans are discussed in the light of available financing by 'planning and budget' meetings between these budget holders and senior staff of the University Finance Department.

Budgeting:The University Budget is financed mainly by a government grant and therefore is developed in accordance with guidelines and the framework set by the Ministry of Finance. The university provides income from its own sources as well and these include student fees, rental income and some donations from donor partners.

The draft budget is discussed and debated by the Vice Chancellor's Committee before it is submitted to the Finance Committee for its scrutiny and approval of Council. The budget proposal is then submitted to the Ministry of Finance to bid for approval of an appropriate government grant.

Not everything submitted in the budget is going to be funded by the grant hence a recast budget is again discussed at the Vice Chancellor's Committee and submitted to Finance & Council for final approval once the government grant is official.³⁰

The budget outputs essentially correspond to the Faculties and Departments of the NUS. In putting together the budget, the University separates off funding for non-teaching departments such as the administrative departments, for internal research grants and for the mainly-externally-funded Centre for Professional Studies and Continuing Education (Oloamanu Centre) that is not funded by the university on a per-student basis. The remaining funds are allocated to teaching departments on the basis of weighted full-time-equivalent student numbers, the weighting giving additional funds to those departments requiring more expensive equipment.

Financing: Apart from petty cash items, only the Purchasing Officer on behalf of the Director, Financial Services has the authority to place orders for goods and services on behalf of the University and therefore commit the University to expenditure of a non-salaried nature. Only Heads of Departments and other designated Budget holders have authority to initiate a Purchase Order, which have to be co- authorised by the Dean of Faculty for academic departments

Monitoring and Reporting: The NUS Strategic Plan 2010-2020 states that: 'Monitoring and Evaluation is an integral component of the implementation of the Strategic Plan 2010 – 2020. Monitoring processes will begin after the initial implementation of the plan. Effective monitoring mechanisms will be put in place in the form of a Monitoring & Evaluation Framework.' The University does not have an identified department responsible for monitoring and evaluation, but individual departments are expected to monitor the outputs for their department and high level monitoring and evaluation are among the tasks of the Vice Chancellor's Committee and Council. Financial reporting operates through the Director Finance, and the University produces an annual report.

³⁰NUS Strategic Plan 2010-2020, p.22

6.2 Institutional Arrangements for a Sector-Wide Approach

6.2.1 Education Sector Coordination Division

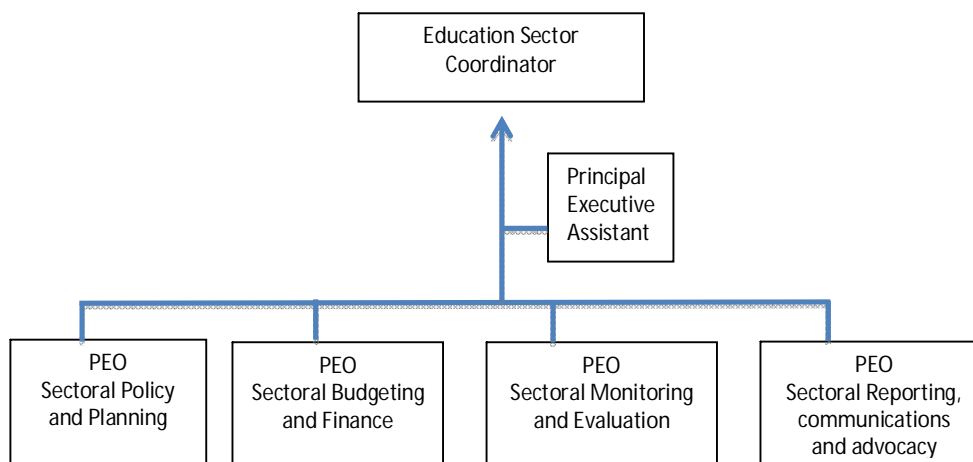


Figure 4: Organogram for ESCD

The Education Sector Coordination Division (ESCD) located in MESC has been established to coordinate the planning, budgeting, financing and monitoring and reporting of MESC, SQA and NUS. ESCD is responsible for ensuring that annual management plans are in line with the ESP, for overseeing sectoral monitoring and evaluation, and producing the annual MTEF. ESCD takes the lead on two coordinating programmes (4.1 and 4.4) and the goal 5 sector strengthening programmes. The ESCD is also responsible for general communications with other stakeholders, notably development partners. It services the sector coordinating committees, and coordinates reports, preparations and follow-up to the annual ESP reviews.

Tasks of the ESCD include the following:

- i. Servicing the Education Sector Advisory Committee and Education Sector Working Group, and facilitating preparations for, and follow up to, the Annual Reviews;
- ii. Liaising with planning divisions and those responsible for the individual programmes to ensure coherent and coordinated Annual Management Plans in line with the ESP objectives and outputs, and support prioritisation to fit budget allocations;
- iii. Updating the MTEF and liaising with budgeting units and those responsible for costing the individual programmes to ensure coherence between development budgets, their compatibility with the MTEF, and to check for any unexpected changes in recurrent budgets that also affect the MTEF;
- iv. Developing a sectoral Electronic Management Information System (EMIS) and working with monitoring units to ascertain ongoing progress against the M&E framework;
- v. Preparing reports, including liaising with Finance units in Implementing Agencies to prepare consolidated Education Sector quarterly financial reports of actual expenditure against budget;
- vi. Checking progress against timed benchmarks for completion of activities, and providing sector progress reports, including quarterly financial reports in liaison with Corporate Services Divisions and other divisions;
- vii. Liaising with the appropriate units in the three agencies to monitor planning and progress on Development Partner Projects and other outputs provided by third parties, encouraging their consistency with the ESP;

- viii. General liaison with development partners and other stakeholders, linking them with the individuals in sector agencies for specific issues, provide briefing and information on sectoral issues;
- ix. Ensuring effective publicity and advocacy for the ESP in liaison with the Implementing Agency information/communication units.

At present, only the ACEO of the ESCD has been appointed: the Education Sector Coordinator. The other posts shown in Figure 4 need to be filled as soon as possible with highly skilled staff to support the Education Sector Coordinator in these tasks to support the three implementing agencies,

6.2.2 Coordination of programme implementation

Whilst ESCD is key to the Sector-Wide Approach, its task is coordination, not programme implementation. The exception is with the three sector-coordination/strengthening ESP programmes in which ESCD has the lead.

Sector Wide operations in the implementation of the ESP will coordinate and not supplant existing mechanisms:

- Each Implementing Agency and Division identified as responsible for a programme will be responsible for the planning, financing, implementation, carrying out monitoring and evaluating (M&E) and reporting on the programme through normal channels.
- AMPs and budgets for the programmes will be initially coordinated and consolidated within the respective agency, as usual, by the planning department of the agency: MESC PPR, SQA DPP and the NUS Deputy Vice Chancellor.
- The ACEO ESCD will be responsible **ONLY** for programmes and related project support for which ESCD has the lead. The ACEO will **not** chair meetings, or normally attend meetings, that deal with just one of the programme or its project support, except for these programmes where ESCD has the lead.
- Development Partners financing a project that supports just one of the programmes will liaise **only** with the ACEO responsible for that programme and **not** with the ACEO ESCD. The only situation in which DPs should liaise with the ESCD is:
 - (a) where ESCD has the lead, or
 - (b) for funding that involves more than one programme and more than one lead department (as with ESP II and sector budget support);
 - (c) for ESP issues that are not confined to a single programme.

6.2.3 Coordination Structure for the ESP

Figure 5 below shows the coordination structure for the ESP. The right hand side refers to the MESC, SQA and NUS systems for implementing the ESP. The left hand side shows the operation of the MESC Education Sector Coordination Division, and the MoF Division of Sectoral Coordination. The Minister of Education has overall responsibility for the sector and the implementation of the ESP. Development Partners provide their key support for the implementation of the ESP. At the centre of the structure are a number of coordinating committees: the Education Sector Advisory Committee, the Education Sector Working Group and other less formal committees referred to as Technical Task Forces.

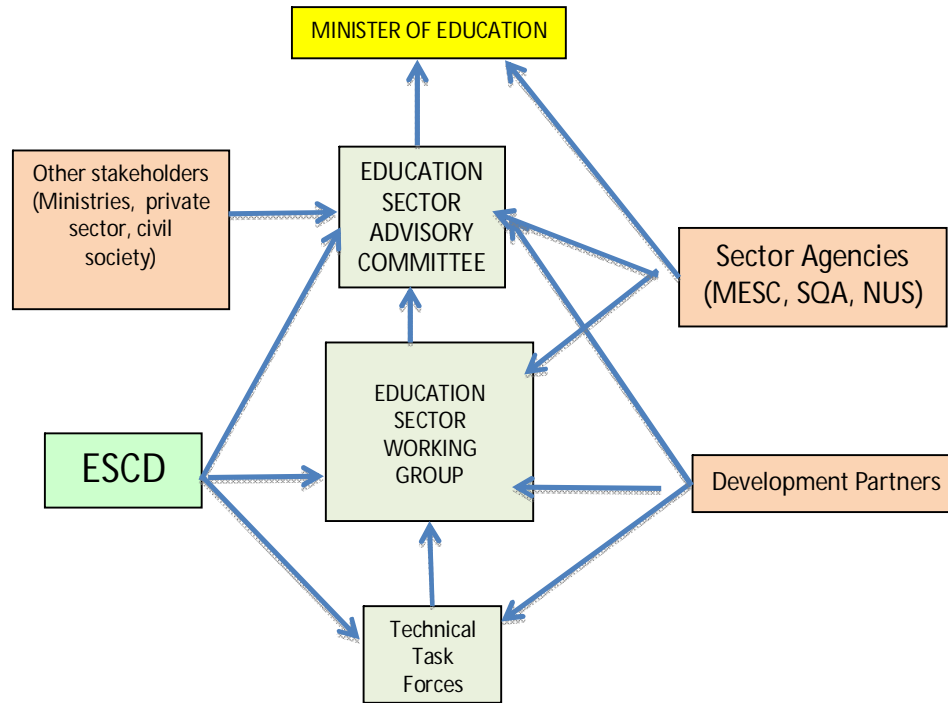


Figure 5: Organogram for ESP Coordination Structures

6.2.4 Balancing the needs of efficiency and wide stakeholder involvement

Coordination committees need to be small to operate efficiently. At the same time, the ESP needs to capitalise on the experience and expertise of a wide cross-section of stakeholders.

The coordination structure takes this into account by having:

- (a) a small ESWG that is key to the day to day operation of the ESP;
- (b) a wide stakeholder participation in the annual review;
- (c) an ESAC with representation from several stakeholder groups, that is at the same time small enough to be operational in preparing for and following up on the Annual Review deliberations and undertake key tasks in the annual strategic level supervision of the ESP;
- (d) open, informal tasks forces focusing on key interest groups.

Thus all Development Partners are free to attend the Annual Review for the high-level strategy discussions, and take part in Task Forces for specific issues. However, their participation in the ESAC is only through a single representative. DPs may need to have occasional informal meetings to select and obtain feedback from their representative.

DPs can also liaise with the ESCD. But given the number of tasks to be covered by the limited staffing of the ESCD (especially in the current absence of ESCD staff other than the Sector Coordinator), they should confine project-specific discussions to other staff of MESC or SQA taking the lead in that programme area.

6.2.5 Education Sector Advisory Committee (ESAC)

ESAC will meet on a quarterly basis (January, April, July and October) to provide advice through its Chair to the Minister of Education on matters pertaining to the strategic direction of the ESP.

Membership of ESAC is proposed:

Chair	Appointed by Cabinet
CEO	MESC
CEO	SQA
Vice Chancellor	NUS
CEO	MoF
CEO	MoH
CEO	MWCSD
CEO	PSC
CEO	MCIL
CEO	Samoa Umbrella for NGOs (SUNGO)
Representative	Development Partners
ESAC Secretariat	Education Sector Coordinator

Others as appropriate by invitation of the Chair.

The ESAC will undertake the following tasks:

- i. Monitor the progress of the ESP at a strategic level against the ESP objectives and Implementation Plan, making use of reports from the Education Sector Working Group (ESWG) and other available evidence;
- ii. Consider and approve ESWG reports to the annual and mid-year reviews and the annual MTEF updates;
- iii. Approve education sector program progress reports, endorse proposed operational plans and support the development of program budgets;
- iv. Provide overall policy and strategic guidance on education sector program implementation and propose corrective action, if needed;
- v. Ensure that externally supported education sector programs are in accordance with Samoan policies, priorities and plans;
- vi. Propose the resolution of such issues and conflicts that may arise from time to time;
- vii. Provide advice to Development Partners on implementation of activities.

The ESAC will consider the reports and proposals from the ESWG and will advise the Minister of Education on any concerns or proposals, and especially policy issues that have arisen from the Committee's deliberations.

Each quarterly meeting of the ESAC will have some specific functions, as follows:

January Quarterly ESAC meeting:

The main task of the January ESAC meeting is to provide the necessary guidance to enable the sector MTEF to be updated. By the time of the January steering committee, the sector co-ordination division will have consulted with the sub-sector working groups on the conclusions of the annual review, and will circulate two weeks before the meeting their suggestions for priorities for implementation in the coming year, together

with any other adjustments to policies strategies and goals arising from the annual review. These will be discussed and agreed in the meeting.

The quarterly sector wide financial and performance reports for the quarter ending in December will be prepared by ESCD, based on information from the ESWG, and reviewed during the meeting. Any issues arising from the review will be taken into account in the updating of the MTEF. For example, the implications of any slippage in implementation in the first two quarters will be reviewed, identifying actions to catch up time or, if that is not feasible, the implications for priorities and possibly for expenditure ceilings in the following year.

The meeting will agree the minimum required level of sector funding from GoS sources in the coming year, calculated by adjusting the figures in the financing plan for actual inflation since it was prepared.

DPs providing any budget support will confirm their financing for the following financial year either before or during this meeting, to inform the MTEF and to be passed to MoF to inform the setting of education sector ceilings in the budget call circular. The budget support commitment will be subject to later assessment that the updated MTEF and the April sector budget proposal reflect the agreed priorities, and that expenditure is on track for MoF to acquire the funds.

The audited accounts of the MESC, SQA, and NUS will be circulated in advance of the meeting, and the meeting will aim to agree follow up action to be taken with respect to audit recommendations.

April Quarterly ESAC Meeting

This meeting will, amongst other tasks,

- a. Review quarterly financial and performance reports for the quarter ended in March.
- b. Review the proposed sector budget and implementation priorities for the following financial year, to confirm that they reflect the priorities agreed in the annual review, and remain realistic in the light of implementation progress in the current year.
- c. Review progress in implementing the agreed audit recommendations. This would be a standard item in quarterly meetings until action is complete.
- d. DPs providing budget support will confirm that their funds for the following year will be paid in full in July if the proposed budget is in line with expected priorities, and if implementation of the sector plan and of the specific priorities being tracked by budget support donors is on track. If implementation is behind schedule, raising doubts as to whether the level of expenditure in the coming year will reach the agreed level on which donor commitments were based, the budget support donors may declare an intention to hold back disbursement of a portion of their funding until later in the year. The idea would be to review actual implementation and expenditure in subsequent quarterly meetings, and to disburse the balance of the funds if and when expenditure on the agreed priorities picks up sufficiently to indicate a need for them.

July Quarterly ESAC Meeting

This meeting will, amongst other tasks:

- e. Review quarterly financial and performance reports to end June, covering cumulative performance for the previous year.
- f. Review the approved budget for the current year, and the implications of any changes made since the budget submission by the sector.
- g. Discuss preparations for the annual review in November, including issues to be addressed, approach, required preparation and responsibility for doing it, and agenda.

October Quarterly ESAC Meeting

This will focus on final preparations for the November Annual Review

6.2.6 Education Sector Working Group (ESWG)

ESWG will meet on a monthly basis to coordinate the planning, budgeting, monitoring and evaluation of the three agencies MESC, SQA and NUS, and to provide information required for meetings of the ESAC.

Membership of the ESWG will be as follows:

Education Sector Coordinator (Chair)
ACEO Policy, Planning and Research Division, MESC
ACEO Research, Policy and Planning Division, SQA
Deputy Vice Chancellor, NUS
ACEO, Economic Planning and Policy Division, MoF
DP Representatives

The ESWG will meet, as needed and on at least a monthly basis, to coordinate planning, financing, implementation, M&E and reporting. The ESWG will report to the Education Sector Advisory Council (ESAC) on sectoral plans, performance, expenditures and other issues as appropriate. It will also seek approval of any joint proposals from the three agencies.

6.2.7 Technical Task Forces

These are informal meetings held to cover specific issues, involving stakeholders with a particular interest in that area. There could, for example, be a task force on early years learning, and might involve members of, say, MESC CMAD and SOD, ECE stakeholders, and a number of DPs with a special interest in this area. Another task force could be for TVET, involving representation from MESC, SQA, NUS, DPs with a special interest in this area, and key stakeholders from the labour market. Groups of DPs providing broad sector support could be another task force. In most cases, the ESCD will also be a member of, and perhaps lead, the task force, and the task force itself will contribute to the discussions of the ESWG, ESAC and Annual Review.

6.3 Sectoral Planning and Budgeting

6.3.1 Prioritisation between programmes

The ESAC may place a priority on particular ESP programmes in any year, ensuring that these priority programmes have first call on funds where overall resources are constrained, and that their activities are

implemented at the earliest opportunity. Programmes could be prioritised on the basis of a number of considerations, for example:

- Programmes that are particularly effective in achieving the key ESP targets;
- Programmes where there has been particular slippage that has hindered the overall effectiveness of the ESP in achieving its targets;
- Programmes that have received unexpected additional resources from DPs, enabling them to proceed at a faster pace than envisaged.

6.3.2 Planning and prioritisation within programmes

Members of the ESWG will provide the ACEO ESCD at the earliest opportunities with copies of relevant documents, especially agency strategies and corporate plans. The ESWG will meet in December, following the Annual Review and before the start of preparing Annual Management Plans (AMPs), to reach agreed positions on how to incorporate the ESP development programmes and their integration into overall agency planning. Planning for the ESP will take account of the MTEF indications of expected annual expenditure.

The ESWG will also meet during preparation of the AMPs to enhance coherence and coordination of the agency plans in relation to the ESP.

The Planning Divisions of MESC, SQA and NUS will send approved composite AMPs to the ACEO ESCD at the earliest opportunity, for the latter to combine in a summarised overall ESP Annual Implementation Plan.

6.4 Procurement and Audit Arrangements

Some of the most significant fiduciary risks for both GoS and the DPs are in the areas of procurement and audit. Apart from the implementation of risk mitigation measures by GoS MoF and MESC, it is also appropriate to set out clearly the institutional arrangements for the sector that are envisaged in these two areas.

6.4.1 Procurement Arrangements

Consistent with the principles of sector budget support, procurement required to implement the ESP and the AMPs of the sector IAs, and should be carried out by the IAs themselves following the GoS regulatory requirements and guidelines for procurement. Where necessary, the ESP and ESP resources can be used to help build procurement capacity in the three IAs. For this reason the structure of the ESCD (see section 6.2.1) provides for a Procurement Support and Coordination position. This position will work cooperatively with the Corporate Services Divisions of MESC, SQA and NUS to ensure that procurements and tenders are planned early, consistent with the ESP and AMPs, and that procurements are carried out in accordance with the GoS regulatory framework to achieve value for money etc. This position will also work with MoF Procurement Division to ensure that any capacity weaknesses in the IAs are addressed early, and to monitor progress of tender panels etc.

Whilst the IAs will carry out the bulk of procurements in support of the ESP, there may be some procurement for the ESCD itself. The ESCD Procurement Support and Coordination position will work with MESC CSD to carry out these procurements which will be charged against the new MESC Output for the ESCD.

6.4.2 Audit Arrangements

Again, to the maximum extent possible, the ESP will rely on GoS audit frameworks for both internal and external audit.

Controller and Auditor General

In GoS, under the Constitution and under the Audit Act, the Controller and Auditor General is in fact charged with the dual responsibilities for being both auditor general and controller. As controller, he has the right to pre audit any payment transactions prior to payments being made to suppliers. The Controller and Auditor General currently exercises this right in respect of every payment made through the Ministry of Finance, including payments funded by DPs through projects or budget support programs. This requirement to check all payment vouchers is also repeated in the Public Finance Management Act.

Internal Auditors

MESC and NUS currently have their own internal auditors, and SQA are in the process of filling a new internal audit position (as at October 2013). The MoF also has its own Internal Audit and Investigation Division, which is responsible for internal audit across all government agencies. The MoF Internal Audit Division (IAD) has no legislative oversight of the IADs in line ministries. However, in practice, through the Internal Audit Forum, MoF does exercise a degree of leadership and oversight to ensure consistency of standards, audit practices, audit plans etc. It is important that this oversight continue to be exercised in respect of the internal audit function in the three IAs. Experience in other jurisdictions is that agency level internal audit units can be focussed on transaction (i.e. receipts and payments) processing, even becoming part of the payment approval process, and lose sight of their broader responsibility for risk management, developing risk based internal audit work plans, and carrying out audits in accordance with those plans.

For the ESP, the high risk areas for GoS and DP funds will be in areas of procurement of consultancy services, procurement of works, and cash advances or imprests for workshops etc. The capacity of internal audit units to audit procurement and tender processes is therefore important. The MoF led revised GoS procurement regulatory framework will be completed by end of 2013, and the follow on procurement capacity building program will also commence late in 2013. This will provide the regulatory, policy and procurement framework against which audits can be carried out – provided the internal auditors themselves are thoroughly familiar with that framework. MoF Procurement Division has indicated that all internal auditors will participate in the procurement-training program to commence late in 2013.

One of the weaknesses identified in the procurement risk assessment was the lack of systematic follow up on internal audit findings. Copies of MESC, NUS and SQA internal audit reports, management letters and IA responses to management letters should be provided to MoF IAD. Similarly, copies of risk based annual internal audit plans and quarterly progress reports against those plans should be provided to MoF IAD by the internal audit units of the three IAs.

6.5 Initial 5-year implementation plan

The Implementation Plan for the ESP 2013-2018 is set out for each ESP goal, ESP programme and ESP output in Annex E.

CHAPTER 7: MONITORING AND EVALUATION

7.1 ESP Performance Monitoring

Effective monitoring of the ESP at all levels is vital to ensure that:

- (i) Resources provided for the ESP are being directed efficiently both to the implementation of the development programmes and to meet the ongoing recurrent expenditure needs of the sector;
- (ii) Programmes and activities are taking place as and when intended;
- (iii) The programme outputs are being achieved as and when intended;
- (iv) Programmes are achieving the programme objectives.

The detailed Monitoring and Evaluation (M&E) Framework is found at Annex F, which sets out indicators and targets by Goal and Strategic Outcomes.

Lead MESC and SQA Divisions for each ESP programme, and NUS Departments responsible for elements of those programmes, will monitor the programmes against the respective indicators and targets on an ongoing basis. MESC and SQA lead divisions for each programme will use this information as part of their monthly reviewing of their AMPs and Budget Performance Measures, and as part of their quarterly meetings with the respective Planning Division. Implementing Divisions in MESC and SQA and the relevant budget centres in NUS will also use this information to provide their respective Planning Division (the Deputy VC's Office for the university, or the Finance Director for financial reporting) with the data they need for monitoring the programme at agency level.

MESC PPRD is responsible for collating monitoring data for ESP activities relating to schools, including making use of the MESC MIS and other schools monitoring information managed by the MESC Monitoring and Evaluation Division. SQA RPP is similarly responsible for collating monitoring data for post-school ESP activities, including those of NUS forming part of the ESP programmes. MESC, SQA and NUS will use the relevant parts of this information for the monthly ESWG meetings with the Education Sector Coordinator.

MESC ESCD is responsible for collating the overall monitoring information on the ESP in terms of the M&E framework, and entering the relevant data onto a sector-wide MIS. ESWG will use this information for reporting to the Education Sector Advisory Committee for strategic level monitoring and reporting to the Annual Review.

7.2 Annual Review

Each November, the Minister of Education will convene and lead the Annual Review of the education sector. This will involve representation from all national stakeholders, and all Development Partners. Before the annual review, the Education Sector Coordinator will circulate to those attending the review meeting:

- i. A report on performance in the education sector since the last Annual Meeting. This will include data showing progress against the overall performance assessment framework included in the ESP, including any data identified by DPs as part of their own monitoring requirements. The report will include an analysis of major issues to be addressed for the coming year, and recommendations on actions to be taken, for discussion during the review.

- ii. A financial report, showing how sector expenditure was financed and providing a comparison of budgeted and actual expenditure in the previous year, using the format for annual accounts agreed with the MoF. The format of the report will have been discussed with DPs to ensure it meets their needs in terms of financial monitoring.
- iii. Outline of any proposed changes to the forward plan, including any necessary revisions to targets and indicators in the light of experience, major expenditure priorities for the coming year, and proposed funding from GoS and project sources and from any budget support. This may confirm the targets and financing included in the original plan, but in practice some divergence is likely to occur.

The review will agree issues needing to be addressed and what should be done about them, any revisions to targets and indicators for the following year, and major priorities and expected shifts in the make-up of the budget for the following year. The review will also provide confirmation that spending commitments have been met in the previous year.

Because the review itself will involve all stakeholders, it will be followed by an ESAC meeting to agree the action plan for implementing the conclusions reached at the review.

7.3 Mid-Term Review and Evaluation

The Annual Review in 2016 should be in the form of a Mid Term Review of the ESP from 2013 to 2016. As part of this, Development Partners and other stakeholders will be invited to contribute to an Independent evaluation of the implementation of the Sector Plan. Specific Terms of Reference will be designed to identify the scope of the evaluation process, focussing on measures of outcomes, effectiveness, efficiency, equity, intermediate impact, lessons learned and sustainability.

Development Partners are also invited to support appropriately-timed independent evaluations of constituent projects and programmes that they are supporting with grants and loans, and support consideration of the finding at the ESP annual reviews.

CHAPTER 8: RISK MANAGEMENT AND SUSTAINABILITY

8.1 Risk Management

There are a number of major risks to the effective and efficient implementation of this sector plan. These include:

- (a) Natural disasters, global economic crises and other macroeconomic instabilities significantly reducing the funding available for the programmes;
- (b) Institutional changes making the ESP implementation, monitoring and coordination arrangements ineffective in their present form;
- (c) Inadequate commitment to ESP implementation, monitoring and coordination within the sector agencies;
- (d) Constraints on human resources, such as failure to fully staff the ESCD or high staff shortages or staff turnover in the sector agencies leading, in turn, to excessive workloads, lowered staff competence and morale, and inefficiencies in implementation, monitoring and coordination;
- (e) Financial management and procurement systems being inadequate to ensure the effective utilisation of resources and secure funding to the budget from DPs.

The risk management matrix for the ESP is attached as Annex G. The financial and procurement risks have been extracted from the earlier Fiduciary Risk Assessment and Procurement Risk Assessment carried out with Australian support in 2012. Some of these fiduciary and procurement risks are critical to the proposed ESP and implementation of the risk mitigation measures is likely to be a prerequisite for any future DP Budget Support.

Meetings of the EAC and the ESWG will include a standing agenda item "Progress Report on Risk Management Matrix". Progress Reporting on Risk Management will be based on the matrix in Annex G with additional columns for actual progress, target dates, responsibilities, and traffic light indicators to indicate whether implementation is on track.

8.2 Annual Review of the Risk Management Matrix

In addition to the regular reporting against the risk management matrix at ESAC and ESWG meetings, the risk management matrix should be reviewed annually as part of the ESP Annual Review Process. This would include a review of the relevance of the risks identified and their rating in terms of probability and impact, as well as the appropriateness or risk mitigation measures. The review should also identify new or emerging risks that were not identified during the design process. These new or emerging risks would be evident from audit reports, and from minutes of ESAC and ESWG meetings.

Responsibility for monitoring the risk management matrix will rest with the PEO Sectoral Monitoring and Evaluation. The PEO will monitor the matrix and provide reports to the ESWG and the ESAC in the format discussed above, i.e. responsible officer with actual progress against target dates, and traffic light indicators on whether implementation of the risk mitigation measures are on track. Similarly, the PEO Sectoral Monitoring and Evaluation will be responsible for carrying out the annual review of the risk management matrix as part of the broader process for annual review of the ESP.

The Development Partners will be kept up to date on progress on the risk management matrix through their participation in the ESWG meetings and through their involvement in the ESP annual review.

8.3 Sustainability

Besides the risks to the implementation of the sector plan, there are threats to the sustainability of its impact. Some measures are in place and others need to be taken to strengthen long-term sustainability:

a. Financial sustainability;

The MTEF, based on the sector plan and implementation agency outputs, facilitates long term planning and provides a mechanism for prioritising cross-sectoral and implementing agency activities in relation to financial resources available in the future.

b. Sustainability of systems and procedures

The ESP is based on long-standing implementation agency plans, and the ESP and sector coordinator support and coordinate these plans rather than replacing them. Thus the ESP is building on and not replacing well-established and thus inherent sustainable systems and procedures.

c. Human sustainability

The ESP builds in measures to strengthen the retention of human resources needed for long term sustainability. Examples include the increase in teacher salaries to increase retention and morale in what is currently in many cases a high-turnover, low morale profession. Another example is the establishment of a permanent division of the ministry to coordinate and strengthen the future implementation of the ESP, namely the Education Sector Coordination Division of the MESDC.

d. Environmental sustainability

Samoa is highly susceptible to natural disasters, which can have a significant impact on pupil attendance and learning achievement in affected schools. The ESP will emphasise, especially in the design of infrastructure development, a concern for the safety of children and resilience against natural disasters.

Annex A: Situational Analysis

Excerpt from the Analysis prepared by GTTAfamasaga, Strategic Adviser, MESC, February 2011

Equity and Quality

Equity

"calls for the system to treat all individuals fairly and justly in the provision of services and opportunities. It requires that every Samoan is provided with an opportunity for a good education, opportunity to participate in sports and to be involved in cultural activities. Policies, strategies and practices are to be articulated properly to avoid treatment that may disadvantage any social group. Those which address existing inequalities in access, treatment and outcomes are promoted." [MESC SPP 2006-2015]

3.1.1 Gross Enrolment Rates, Net Enrolment Rates³¹

These two rates indicate access to and participation in education. The primary total GER and NER are 106% and 98% respectively for the age cohort of 5-12 years of age in 2010. The gender disaggregated figures show that GER for male is 106% and 107% for female, while NER is 96% for male and 99% for female.

The total GER for secondary level is 81% and 73% for male and 89% for female while the total NER is 70% and 63% for male and 78% for female, calculated on the 13-17 years of age cohort.

3.1.2 Special Needs Enrolments

Enrolment figures of children with special needs are obtained from the enrolments in the special schools. This has noted a steady increase from 123 students in 2006 to 237 in 2010. With the advent of inclusive education, it is anticipated that most of those children with special needs will be counted as part of the school enrolments. The Samoa Inclusive Education Demonstration Programme (SIEDP) is addressing the general strategies for inclusive education in Samoa. A second phase of this programme anticipates a greater leadership and management role for MESC. Further discussion is provided later in this paper.

Clearly there are improvements to be made in both GER and NER at primary and secondary levels. While GER and NER can both be improved for boys and girls, that of boys need to be addressed more urgently and will require some creative strategies to encourage them to stay and participate in school.

3.1.3 Drop Out rates, Transition Rates and Completion Rates

Students drop out at all class levels but of concern are the drop out rates at year 1 at 11, and year 8 at 12. The high drop out rate at year 1 is not new as it was first pointed out in 2004³² yet the trend has continued and no satisfactory explanation or intervention to address this has been offered. At primary level, except for the transition rate from year 1 to 2, the rates for all levels are quite high. The transition from year 8 to 9 has shown a decrease since 2008 (90% to 85% in 2011) which is of concern. If universal

³¹From MESC Manumea Database 2010

³²Education Review Report 2004 (ADB)

primary education is to be met by 2015, there must be significant improvements made in all these rates. The implementation of the Compulsory Education Act which came into force in 2009 including strategic interventions such as the outcomes based primary curriculum developed under ESP 2 and the introduction of the School Fee Grant Scheme in 2010 to enable children to stay at school are positive interventions that must be considered as of critical importance in the next five years.

The corollary is that when large numbers of children drop out in the school system, initiatives must be taken to enable them to gain generic skills of literacy and numeracy and vocational skills for employment in order to have opportunity for a good quality of life. Meeting the educational needs of such a cohort of out of school youth must address second chance learning and must be part of educational development especially for the PSET sub sector.

Enrolments at NUS have continued to expand since its establishment in 1984 with an intake of around 160 foundation students. The enrolments in 1999 totalled 1196 and with the merger between NUS and the Samoa Polytechnic this increased to 1,766. By the first semester 2011, this number has reached 2,968. This is an increase of 160 percent in five years. As per NUS policy, the lecturer: student ratio is calculated from Equivalent Full Time Students Units (EFTSU) which is 1:15.5 EFTSU. On that basis, the university should have a teaching staff of 193 lecturers but as noted below the current staff is 141 full time and 28 part time.

3.1.4 Samoa Inclusive Education Demonstration Programme

The SIEDP commenced implementation in 2010 and since then it has made substantial progress. The implementation of year 1 and 2 activities by the NGOs such as *SENESE* and *LotoTaumafai* has been very positive. Through their activities, there is increased awareness of e.g. disability in the community and participation from a wide range of stakeholders including parents of children with disabilities. On the other hand *LotoTaumafai* has successfully launched an awareness program on television, for cerebral palsy.

MESC ownership and commitment to this program is significant given the objective of this program which is to demonstrate a model of service provision for girls and boys with disability for inclusive education which can be replicated and supported by the Government of Samoa in its future program development that inclusive education will be brought into the education sector wide approach and therefore move from a specific project to be part of the overall core business of MESC. In September 2011, a mission was conducted to design the next phase of SIEDP. The findings of the mission noted that there has been good progress in some but not all of the areas of the program.

To date, there is considerable understanding and recognition within the MESC of the importance and value of inclusive education. In addition there are emerging opportunities, for example within curriculum development, for inclusive education to be mainstreamed within the Ministry. Important processes to build the enabling environment for inclusive education are under way and/or are soon to commence³³.

However there are some challenges and these were identified by the mission conducted in September 2011 to develop the next phase of the program.

³³ These include the review of the current Special Needs Policy to develop an inclusive education policy, the recently released (27 September 2011) National Teacher Development Framework, and the current revision of the organisational structure of MESC which will better position inclusive education within the Ministry. In addition, a situational analysis of the educational needs of children with a disability is planned.

- While the work of NGOs in Samoa has started to demonstrate how children with a disability can be provided with inclusive educational opportunities, it is clear that MESC are currently not in a position to undertake full management of SIEDP or transition the program to mainstream work.
- Service provider reporting indicates good achievement of activities and outputs but provides limited information about outcomes. There also appears to have been limited opportunity for analysis. It is noted that there is no overall program report available. The situation is not a reflection upon program achievements which are considerable, but SIEDP is not in the position to identify its overall outcomes against objectives as required by the performance assessment framework currently being developed by the Government of Samoa. Significantly, without analysis and the research which was intended as part of SIEDP, the program will not be on track to meet its overall objective of demonstrating and developing an appropriate model of service provision which can be sustained and supported by the Government of Samoa.
- While the program has achieved good coordination between service provider stakeholders and has encouraged partnerships between stakeholders in Samoa and elsewhere, it is clear that it is important to further this process of coordination and cooperation. In particular coordination with the Ministry of Health, National Health Service, the Ministry of Works, Transport and Infrastructure, the Ministry of Women, Community and Social Development, the Ministry Commerce, Industry and Labour, the Attorney Generals, the Public Service Commission as well as the MESC and other stakeholders, is required to achieve the full range of objectives under this program. The MESC Inclusive Education Advisor position created in year 2 of the SIEDP, has responsibility to facilitate this coordination.

It is critical for MESC to address the concerns highlighted and work on implementing the recommendations agreed at the mission.

3.1.5 Early Childhood Education

Early Childhood Education (ECE) in Samoa refers to the education of children from ages 3 to 7 years. The term includes pre school education (3 to 5 years of age) as well as the first three years of primary schooling or early primary schooling (ages 5 to 7 years old).

In 1998, the Faculty of Education at the National University of Samoa set up a training specialisation in the Diploma of Education programme for primary teachers to specifically address teacher training in this area. Graduates from this specialisation would practically be able to teach at any pre school or in the first three years of primary schooling.

Two years after the establishment of the above programme, the National Council of ECE (NCECE) centres set up their own training programme for pre school teachers. This programme provided basic training for pre school teachers and was designed to staircase into the NUS-FOE programme. This programme was set up to provide some training for the mothers and other women who were running pre schools all over Samoa.

From 2000, it became apparent that graduates from the NUS-FOE were being absorbed into the primary schools including those people who came by way of the NCECE pre school training. The main reason was plain to see. The salaries in the primary schools were much better than in the pre schools where the kind of salary was dependent on the pre school board or the church mission education office. Salaries at

pre school level in Samoa continue to lack uniformity and continue to be low. In spite of the specialised training provided by the FOE at NUS, teachers at pre school level continue to be mostly unqualified.

Preschools continue to be run by the missions and other non government bodies. Funding for each school is obtained through fees and fund raising. A small grant is given by Government on an annual basis and is distributed with the support of the NCECE.

In 1999 a manual was developed setting out the minimum requirements for pre school centres in Samoa. This Manual has been used by the NCECE to monitor the setting up of pre schools in Samoa. The Manual however does not set any clear standards for pre school teachers. However, the issue of professional standards for teachers has been addressed by the MESC and there are now professional standards in place.

The quality of teachers is crucial in any educational enterprise. It is critical that some firm commitment by Government should be made towards the development of pre schools especially if the intention is to enable all children between 3 and 5 years old to attend in the next five years. At the recent consultations of the outcomes of education for the next SDS 2012-2015, many people have expressed the wish for Government to take more responsibility for ECE including attaching pre-schools (ages 3-5) to primary schools in all villages.

Quality

" is exemplified by high standards of achievement, cultural understanding, and sensitivity and social cohesiveness. This implies a solid foundation of worthwhile learning resulting from a complex interplay of professional and technical knowledge and skills and social and cultural practices. It requires high standards of well being of individuals in pursuit of excellence and performance. Core values of the faa-Samoa must underpin academic, social behaviour and cultural excellence. This will better enable the individual to cope with change and relationships in an increasingly complex environment. Policies promoting these will focus on learning institutions, be it the classroom [at school, at university], sports field, local environment and community at large." [MESC SPP 2006-2015]

3.2.1 Literacy and Numeracy

At primary level, the MESC has been using the SPELL test to diagnose the levels of literacy (in both English and Samoan) and numeracy after four years and six years of schooling. Performance in the test identify students who are at some risk of achieving learning outcomes as literacy and numeracy are such basic generic skills required for progress in school..

The results have consistently shown high percentages of at risk children at both levels. In SPELL 1 (year 4) significant improvement was noted from 2009 (27%) to 2010 (17%) in Samoan literacy, while some slight improvements were noted for numeracy from 2008 (27%) to 2009 (22%) and 2010 (19%). Significant improvement is also noted in English literacy from 2009 (35%) to 2010 (23%).

In SPELL 2, the percentage of at risk children in Samoan has been relatively low compared to the rates for English literacy and numeracy both of which have been very high. However, from 2009(14%) to 2010 (16%) a small increase in the percent of at risk children is noted. Percentage of at risk children in numeracy however have been quite high with 59% in 2008, 48% in 2009 and 49% in 2010 mirrored by the figures for English literacy with 59% in 2008, 56% in 2009 and 35% in 2010.

The pattern for worse result in year 6 as compared to year 4 have been a feature of the SPELL test results in the last five years and seem to testify to a) lack of effective intervention strategies b) apathy in schools c) lack of any real strategy to address the issues, or maybe d) SPELL is not a valid or reliable survey tool.

The figures may camouflage individual school differences and provided the SPELL instrument is valid and reliable, what is important is that each school has the information of their performance in SPELL in the last five years. Thus SPELL achievement may be used as a baseline set of information for all primary schools to determine improvement in literacy and numeracy.

A few interventions to address the children at risk in schools have been in operation in the last five years and include the development of reading plans in schools and the 'reading mums' programme. However, it is not clear how these programmes were monitored and indeed how effective these programmes have been. The work of the literacy task force has not been definitive in the teaching of phonics and the strengthening of the use of running records in reading programmes, in terms of helping to improve literacy and numeracy. The percentage of students at risk while showing some minimal changes have continued to be unacceptably high.

In the last two years, the MESC CMAD has been exploring other alternative tests to the SPELL. Decisions will have to be made on a timely basis to address this need for good tests to provide reliable information about students learning outcomes at different points in the system. The implementation of the National Assessment Policy Framework will also require focused attention in order to efficiently evaluate student learning outcomes in the schools.

3.2.2 Student achievement in the national exams

The main exams in the system that test student achievement have been the Year 8 Exam, the Year 12 Samoa School Certificate(SSC) and the Year 13 Pacific Senior Secondary Certificate Examination (PSSC). For the Year 8 national exam, the pass rates (English plus three best subjects to be above the total aggregate of 200), have been fluctuating around 54% since 2006, with a slight increase in 2009 to 57% and a drop to 38.2% in 2010. This exam has been used mainly by the MESC for selection into its three main colleges, Samoa, Avele and Vaipouli. Mission and private secondary colleges tend to have their own selection tests while one private school does not select its students.

While the pass rates in the Year 8 exam could have greatly improved in the last five years, the fact that this did not happen point to some possible explanations, a) that schools did not use these results to plan effective strategies to enable better learning outcomes b) that the schools did not consider these results seriously c) that the exam was invalid and unreliable. Whatever the reason, the exam has had limited usefulness compared to its cost and the decision to phase it out at the end of 2011 is a wise one. Should there be another tool to find information about learning achievement? If so, the form and format of such diagnostic tools should be considered very seriously and in a timely manner.

The pass rates in the SSC have averaged around 45% from 2006 to 2008 and in 2009, it increased to 57.4% and then in 2010, there was a dramatic increase to 74% which seem to suggest greatly improved learning achievement at this level. The pass rates in PSSC have also shown increased improvement from 2006 (40.2%) to 55.8% (2010).

Whatever the main purposes for national testing, targets and goals of achievement must be clearly delineated in development plans.

An important milestone in assessment was reached when the National Assessment Framework Policy was launched in October 2010 as an output of ESP 2. Together with the development of the Assessment Management Information System (AMIS) in 2010, these policies should provide the enabling environment within which teachers would be supported to use assessment of learning, assessment for learning and assessment as learning to enrich students learning experiences in the schools and to ensure that standards in learning achievement are met.

Data and information about the learning achievements of the students at the foundation programmes at the NUS, other academic programmes as well as learning outcomes in the TVET area in other PSET providers must all be part of this baseline. In time, the Record of Achievement (ROA) which is one of the key responsibilities of the SQA will contribute significantly to this information.

Annex B: Logical Framework

ESP Goals	ESP Sector Outcomes	ESP Sub-sector Outcomes	ESP Programmes	ESP Outputs by 2018
Goal 1 Enhanced Quality of Education at all Levels	SO1 Improved student learning outcomes at all levels.	Early Childhood, Primary and Secondary Education O1.1 Improved literacy and numeracy outcomes at all levels, with boys and girls each achieving to agreed National Benchmarks O1.2 Early childhood providers and primary and secondary schools increasingly meet national Minimum Service Standards O1.3 Professionally more competent teaching force at all levels, especially in the teaching of literacy and numeracy O1.4 Improved teacher morale and retention resulting from improved remuneration and professional development	1.1 National Teacher Development Framework	1.1.1 Teachers Act passed
				1.1.2 Standards for teacher registration implemented, including performance appraisal for all teachers
				1.1.3 Enhanced remuneration package for teachers implemented
				1.1.4 Teachers professional development strategy developed, implemented and monitored
			1.2 School-Level curriculum reform	1.2.1 Curriculum-related professional development for early childhood, primary and secondary teachers implemented and evaluated
				1.2.2 Secondary curriculum reform completed and implemented
				1.2.3 Curriculum Guidelines for early childhood education revised and implemented
			1.3 Information and Communications Technology in secondary schools	1.3.1 On-going ICT initiatives in secondary schools consolidated and expanded
				1.3.2 A sector ICT Master Plan devised, with targeted implementation in both primary and secondary schools
			1.4 School-level assessment reform	1.4.1 National Assessment Policy Framework fully implemented and national benchmarks for literacy and numeracy developed

ESP Goals	ESP Sector Outcomes	ESP Sub-sector Outcomes	ESP Programmes	ESP Outputs b
Goal 1 (Continued)		Post Secondary Education and Training O1.5 Improved quality of PSET programmes O1.6 Professional development for NUS lecturers results in more relevant and effective teacher education O1.7 Increased provision by NUS of high quality, accessible and relevant courses, prioritizing teacher education	1.5 PSET quality assurance	1.5.1 Quality assurance 1.5.2 Strategy implementation 1.5.3 Foreign Qualification 1.5.4 NUS quality assurance higher education programme
			1.6 Professional development for PSET lecturers and trainers	1.6.1 Lecturer qualification 1.6.2 Professional literacy and numeracy 1.6.3 Professional development
			1.7 Strengthening the quality and relevance of NUS Education Programmes	1.7.1 NUS teacher education align with school curriculum 1.7.2 Flexible delivery courses 1.7.3 NUS graduates have better literacy and numeracy skills

ESP Goals	ESP Sector Outcomes	ESP Sub-sector Outcomes	ESP Programmes	ESP Outputs b			
Goal 2 Enhanced Educational Access and Opportunities at all Levels	SO2 At all levels, more students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments	Early Childhood, Primary and Secondary Education O2.1 More students, including those from disadvantaged and vulnerable backgrounds, enrol and complete early childhood, primary and secondary schooling O2.2 More children with disabilities enrol and complete their early childhood, primary and secondary schooling in mainstream schools Post Secondary Education and Training O2.3 More students, including those from disadvantaged backgrounds, enrol and complete PSET O2.4 More students with disabilities undertake and complete accessible and relevant PSET	2.1 Inclusive education at all levels	2.1.1 Compulsory e Act 2009 reviewed 2.1.2 Minimum Ser and secondary fully evaluated 2.1.3 MSS for ECE			
			2.2 School Fee Relief Grants (SSFGS)	2.2.1 School Fee Re delivered in all prim 2.2.2 School Fee Re and reviewed			
			2.3 PSET Access Measures	2.3.1 PSET Access monitored and eval 2.3.2 Effective Care 2.3.3 Effective pro Competency establ 2.3.4 More flexible established			
			3.1 Improving the relevance of secondary education	3.1.1 Feasibility stu and policy recomm			
			3.2 Development and Application of national qualifications and courses relevant to the Samoan economy	3.2.1 Samoa Qualifi Competency Stand developed and app 3.2.2 Findings from Surveys used to inf 3.2.3 New courses o development/mark 3.2.4 TVET provider 3.2.5 Flexible delive NUS programmes 3.2.6 Increased qua programmes to the			
			3.3 National strategy for sport in education	3.3.1 Increased nun communities engag			
			3.4 National strategy for Culture in education	3.4.1 National Cult developed and imp			
			Goal 3 Enhanced Relevance of Education and Training at all Levels	SO3.Improved employability of school leavers as a result of education and training responding to national economic, social and cultural needs	Early Childhood, Primary and Secondary Education O3.1 TVET initiatives in secondary schools lead to improved student retention and transition to PSET Post Secondary Education and Training O3.2 Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market	3.1 Improving the relevance of secondary education	3.1.1 Feasibility stu and policy recomm
						3.2 Development and Application of national qualifications and courses relevant to the Samoan economy	3.2.1 Samoa Qualifi Competency Stand developed and app 3.2.2 Findings from Surveys used to inf 3.2.3 New courses o development/mark 3.2.4 TVET provider 3.2.5 Flexible delive NUS programmes 3.2.6 Increased qua programmes to the
						3.3 National strategy for sport in education	3.3.1 Increased nun communities engag
						3.4 National strategy for Culture in education	3.4.1 National Cult developed and imp
						3.3 National strategy for sport in education	3.3.1 Increased nun communities engag
3.4 National strategy for Culture in education	3.4.1 National Cult developed and imp						

ESP Goals	ESP Sector Outcomes	ESP Programmes	ESP Outputs b
Goal 4 Improved Sector Co-ordination of Research, Policy and Planning Development	SO4a A coordinated approach through effective partnerships with key stakeholders ensures newly developed and implemented policies contribute to improved quality and access across the education sector SO4b Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector	4.1 Strengthening sectoral coordination of research, policy and planning	4.1.1 Education Sec fully established and functions effectively 4.1.2 Effective Part especially those ou 4.1.3 Annual Review MTEF updated annu
		4.2 Policy development for early childhood and school education	4.2.1 Planned new implemented. 4.2.2 A sector policy established
		4.3 Policy development for PSET	4.3.1 Planned new implemented, and a process established
		4.4 Strengthening sector capacity for research, evaluation, policy analysis and planning	4.4.1 Education Sec and implemented
		5.1 Strengthening management capability and M&E in education sector agencies	5.1.1 Effective syste 5.1.2 Effective Educ System (EMIS) in pl 5.1.3 Effective ESP processes in place
Goal 5 Established Sustainable and Efficient Management of All Education Resources	SO5 Education resources are managed efficiently and sustainably across the sector	5.2 Developing financial management, internal auditing and procurement in sector agencies	5.2.1 Effective sec reporting to the ES EAC on a quarterly 5.2.2 A sector Resc and operational 5.2.3 Effective inter three key agencies 5.2.4 Capability Plan agencies 5.2.5 Sub-sector Pr national regulatory and IA procuremen 5.2.6 Annual procur approved by EAC pr financial year

ESP Goals	ESP Sector Outcomes	ESP Programmes	ESP Outputs b
Goal 5 (Continued)		5.3 Strengthening the coordination of external support to the sector	5.3.1 All government supported infrastructure coordinated effectively 5.3.2 All support from agencies and regions coordinated
		5.4 Disaster and climate change resilience at all levels	5.4.1 Sector strategy resilience developed

Annex C: MTEF 2012-2016 Recurrent Expenditures

The following is a summary of tables in the MTEF, revised to align with the 2013-2018 ESP programmes

Implementing Agency (IA) Outputs		GOAL	ESP Programme	2013-2014	2014-2015	2015-2016
MESC OUTPUTS						
MESC 3	Teaching Service	1	1.1 NTDF (salary increase)	41,091,164	46,028,253	45,533,809
MESC 4	Teacher Development Services	1	1.1 NTDF (Teacher Development)	775,745	769,431	751,960
			1.7 Strengthening the quality of NUS Education programmes			
MESC 5	School Improvement Services	2	2.1 Inclusive Education all levels	2,141,826	2,055,749	2,046,172
			2.2 School Fee Relief Grants, Planning & Research			
MESC 6	Curriculum Services	1	1.2 School Curriculum Reform	1,690,634	1,483,448	1,430,978
			1.3 ICT in secondary schools			
		3	3.1 Improving relevance of secondary education			
MESC 7	Assessment & Examinations	1	1.4 Schools Assessment Reform	1,156,338	1,145,780	956,781
MESC 8	Policy	4	4.2 Policy Development for ECE and School Education	676,950	672,209	658,937
MESC 9	Assets Management Services	5	5.3 Strengthening coordination of external support to the sector	1,948,153	1,935,738	1,912,578
			5.4 Disaster and climate change resilience at all levels			
MESC 11	Sports Development Services	3	3.3 National Strategy for Sport in Education	587,940	569,943	556,676
MESC 12	Cultural Development Services	3	3.4 National Culture Policy	1,098,714	936,522	931,558
MESC 13	ESCD (new output for 2014)	4	4.1 Strengthening sectoral coordination 4.4 Strengthening research, policy analysis and planning	No figures as output not present for 2012 MTEF		
		5	5.1 Strengthening management capability and M&E 5.2 Developing FM, internal auditing & procurement			
SUBTOTAL TOTAL MESC OUTPUTS				53,133,211	57,551,813	56,712,495
SUBTOTAL OUTPUTS PROVIDED BY THIRD PARTIES				13,215,392	11,815,392	12,115,392
SUBTOTAL TRANSACTIONS ON BEHALF OF THE STATE				24,054,664	12,379,529	12,380,429
TOTAL APPROPRIATIONS				103,846,755	89,401,772	88,353,552
SQA OUTPUTS						
SQA 2	Quality Assurance	1	1.5 PSET Quality Assurance	1,002,459	945,675	965,832
SQA 3	Research, Policy & Planning	2	2.3 PSET Access Measures	1,369,402	1,083,570	1,002,192
		4	4.3 Policy Development PSET			
SQA4	Qualifications	3	1.6 Professional Development for PSET Lecturers & Trainers	766,214	767,904	764,010
			3.2 Development of relevant PSET qualifications/courses			
TOTAL SQA APPROPRIATIONS (All IA outputs)				4,411,077	4,005,530	3,923,936
NUS 2	Polic Advice to Vice Chancellor	1	1.5 PSET Quality Assurance	609,360	610,108	603,463
			1.6 Professional Development for PSET Lecturers & Trainers			
			1.7 Quality NUS Education Prog's			
		3	3.2 Development of relevant PSET qualifications & courses			
		4	4.4 Strengthening research, policy analysis and planning			
NUS 11	Oloamanu Centre	2	2.3 PSET Access Measures	666,156	667,261	660,272
TOTAL NUS APPROPRIATIONS (All IA outputs)				18,106,388	17,977,793	17,884,526

Annex D: MTEF 2012-2016 'Development' Expenditures

IA Outputs		GOAL	ESP Programme	2013-14	2014-15	2015-16
MESC OUTPUTS						
MESC 3	Teaching Service	1	1.1 National Teacher Development Framework (Salary increase part)	1,282,000	1,282,000	1,282,000
MESC 4	Teacher Development Services	1	1.1 NTDF (Teacher development)	1,451,660	955,010	582,000
			1.7 Strengthening the quality & relevance of NUS Education Programmes	100,000	264,000	264,000
MESC 5	School Improvement Services	2	2.1 Inclusive Education	250,000	186,000	100,000
			2.2 School Fee Grants	7,599,800	7,599,800	7,599,800
MESC 6	Curriculum Services	1	1.2 School level Curriculum Reform	828,000	1,001,040	100,000
			1.3 ICT in secondary schools	708,000	232,000	100,000
			3.1 Improving relevance of secondary education	5,100,000	4,800,000	6,549,987
MESC 7	Assessment & Examinations	1	1.4 Schools Assessment Reform	793,000	1,205,000	264,000
MESC 8	Policy, Planning & Research	4	4.2 Policy Development for School Education	539,840	482,000	232,000
MESC 9	Assets Management Services	5	5.3 Strengthening the coordination of external support to the sector	1,921,717	1,921,717	2,882,575
			5.4 Disaster and climate change resilience at all levels			
MESC 11	Sports Development Services	3	3.3 National Strategy for Sport in Education	No activities envisaged in 2012 MTEF		
MESC 12	Cultural Development Services	3	3.4 National Strategy for Culture in Education	746,000	100,000	100,000
MESC 13	ESCD (new output)	4	4.1 Strengthening sectoral coordination	1,849,940	1,321,940	1,465,000
			4.4 Strengthening sectoral capacity for research, evaluation, policy analysis and planning	100,000	100,000	100,000
		5	5.1 Strengthen management capability and M&E in education sector agencies	723,000	843,500	964,000
			5.2 Develop financial management, internal auditing and procurement in sector agencies	413,000	413,000	413,000
SQA OUTPUTS						
SQA 2	Quality Assurance	1	1.5 PSET Quality Assurance	140,970	160,250	
SQA 3	Research, Policy & Planning	2	2.3 PSET Access Measures	1,514,000	1,414,000	1,414,000
		4	4.3 Policy Development PSET	Not 2012 MTEF activities		
SQA4	Qualifications	1	1.6 Professional Development for Lecturers and Trainers	Seen as just an NUS activity in the 2012 MTEF		
		3	3.2 Development of PSET qualifications and courses relevant to Samoa Economy	746,000	591,000	1,205,000
NUS OUTPUTS						
NUS 2	Policy advice to the Vice Chancellor	1	1.5 PSET Quality Assurance	Budget included in SQA in MTEF		
			1.6 Professional Development for Lecturers and Trainers	633,539	392,539	392,539
			1.7 Quality NUS Education Prog's	Budget included in SQA in MTEF		
		3	3.2 Development of PSET qualifications and courses	582,000	746,000	264,000
		4	4.4 Strengthening research, policy analysis and planning	100,000	100,000	100,000
NUS 11	Oloamanu Centre	2	2.3 PSET Access Measures	Not 2012 MTEF activities		

Annex E: ESP Implementation Plan

5-year Implementation Plan for Goal 1

Goal 1 Enhanced Quality of Education at All levels						
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity	2017/2018 Activity
1.1 National Teacher Development Framework (NTDF)	1.1.1 Teachers Act passed	Development of the Teachers Act	Consultations with all stakeholders	Teachers Act Passed	Implementation of Act	Implementation of Act
	1.1.2 Standards for teacher registration implemented, including performance appraisal for all teachers	Develop Teacher Induction Framework to support new teachers Commence implementation of Teachers Self-Assessment Appraisal (SAP)	Commence implementation of Quality Assurance Performance Appraisal (QAPA) Commence implementation of Teacher Induction Framework	Continue implementation of SAP and QAPA Continue implementation of Teacher Induction Framework	Continue implementation of SAP QAPA implemented for 50% of teachers Master Teacher Standards implemented Continue implementation of Teacher Induction Framework	Evaluate effectiveness of SAP and QAPA Master Teacher Standards implementation continued Evaluate effectiveness of the Teacher Induction Framework
	1.1.3 Enhanced remuneration package for teachers implemented	Remuneration package and attractive career pathway framework developed and submitted to PSC	Commence implementing the improved teachers salary package	Commence implementing of designated positions of responsibility, including school-based mentors	Continue roll out of remuneration packages	Continue roll out of remuneration packages

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
	1.1.4 Teachers professional development strategy developed, implemented and monitored	<p>Development of Teacher Professional Development Framework</p> <p>Convene the In Service Training Committee (ISTC)</p> <p>Deployment of providers of professional development for teachers</p> <p>Development of professional development packages and materials:</p> <p>i. Leadership and management programmes</p> <p>ii. Mentor programmes</p> <p>iii. Heads of Department programmes</p>	<p>Teacher development programmes developed and resources deployed</p> <p>Teacher development for TVET and specialised subjects including Science and Mathematics</p> <p>Support school-based professional development in 50% of schools</p> <p>Identify and commence training of first tranche of:</p> <p>i. school-based Teacher Mentors</p> <p>ii. Leadership and management</p> <p>Commence teacher qualifications up-grade from T. Cert to Diploma level and from Diploma to Bachelor level</p> <p>Delivery of leadership and management training for principals commenced</p> <p>On-going professional support for principals</p>	<p>Continue with Professional Development for teachers conducted by appropriate and certified providers</p> <p>Continue with upgrading qualifications of teachers</p> <p>Continue training of school-based Teacher Mentors and leaders</p> <p>Delivery of training for principals roll out</p> <p>On-going professional support for principals, mentors and leaders</p>	<p>Continue with teacher qualification upgrade</p> <p>Continue with professional development of teachers</p> <p>Continue training of school-based Teacher</p> <p>Delivery of training for principals roll out</p> <p>On-going professional support for principals Mentors and leaders</p> <p>Evaluation instruments designed</p>

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
1.2 School-Level curriculum reform	1.2.1 Curriculum-related professional development for early childhood, primary and secondary teachers implemented and evaluated	Implementation of the new Primary Curriculum	Implementation of the new Primary Curriculum Produce and deploy relevant materials to support the new bilingual primary curriculum	Support and monitor the implementation of the new Primary Curriculum Independent Monitoring and evaluation of the new primary curriculum	Support and monitor the implementation of the new Primary Curriculum reform
	1.2.2 Secondary curriculum reform completed and implemented	Review of secondary curriculum implemented	Commence addressing findings of Curriculum Review Two streams of Maths and Samoan developed	Two streams of Maths and Samoan trialled and implemented Support and monitor the implementation of the revised Secondary Curriculum	Support and monitor the implementation of the revised Secondary Curriculum
	1.2.3 Curriculum Guidelines for early childhood education revised and implemented	Consultations commenced	Commence addressing review findings. Develop revised ECE Curriculum Guidelines (aligned with findings of ECE situational analysis and emerging policy)	Support and monitor the implementation of the revised ECE Curriculum Guidelines	Support and monitor the implementation of the revised ECE Curriculum Guidelines
1.3. Information and Communications Technology (ICT) in Primary and Secondary Schools	1.3.1 On-going ICT initiatives in secondary schools consolidated and expanded 1.3.2 A sector ICT Master Plan devised, with targeted implementation in both	Integration of ICT and multimedia tools in all subjects Comprehensive baseline study on the use of ICT in secondary teaching conducted and evaluated, including	Continue integration of multimedia tools in secondary schools Develop and deploy e-resources for subjects in Yr 12 and Yr 13 Commence training	Monitor the implementation of e-resources Continue training teachers on the use of e-resources	Monitor the implementation of e-resources Continue training teachers on the use of e-resources

Education Sector Plan (July 2013 – June 2018)

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
	primary and secondary schools	options for sustainable implementation of a Sector ICT Master Plan for the integration of ICT in education to enhance teaching and learning outcomes	teachers on the use of e-resources Commence professional development for ICT integration in curriculum implementation for primary and secondary teachers ICT in Education policies and procedures developed	Continue roll-out of professional development for ICT integration in curriculum implementation for primary and secondary teachers Implementation of ICT in Education policies and procedures	Continue roll-out of professional development for ICT integration in curriculum implementation for primary and secondary teachers Implementation and monitoring of ICT in Education policies and procedures
1.4 School-level assessment reform	1.4.1 National Assessment Policy Framework fully implemented and national benchmarks for literacy and numeracy developed	Full localisation of PSSC Commence implementation of SPECA at Year 8. PaBER implementation continues Commence the Home-School Literacy Partnership programme implementation National Implementation of the student portfolios Identify appropriate instrument for assessing school readiness of children completing early childhood education (sample cohort to be monitored over the ESP)	Implement school based assessment policy areas PaBER implementation continues Monitor and evaluate implementation of the student portfolios. School based training in assessment continues Roll out continues of the Home-School Literacy Partnership programme National benchmarks for literacy and numeracy finalized and implemented	PaBER review School based training in assessment continues Support and monitoring of the Home-School Literacy Partnership programme	Evaluation of the SNAP PaBER implementation continues School based training in assessment continues Support and monitoring of the Home-School Literacy Partnership programme

Goal 1 Enhanced Quality of Education at All levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
1.5 PSET quality assurance	1.5.1 Quality Assurance System Implemented	Review and implement Quality Assurance Policies and Guidelines	Implement Quality Assurance Policies and Guidelines	Implement Quality Assurance Policies and Guidelines	Implement Quality Assurance Policies and Guidelines
		Register formal PSET providers	Register formal PSET providers	Register formal PSET providers	Register formal PSET providers
		Conduct Annual registration renewal for formal PSET providers	Conduct Annual Registration Renewal for Formal PSET Providers	Conduct Annual Registration Renewal for Formal PSET Providers	Conduct Annual Registration Renewal for Formal PSET Providers
		Conduct programme accreditation	Conduct programme accreditation	Conduct programme accreditation	Conduct programme accreditation
		Recognition of Non-Formal learning (NFL) Activities	Recognition of Non-Formal learning (NFL) Activities	Recognition of Non-Formal learning (NFL) Activities	Recognition of Non-Formal learning (NFL) Activities
		Register Qualifications on the Samoa Qualifications Framework	Register Qualifications on the Samoa Qualifications Framework	Register Qualifications on the Samoa Qualifications Framework	Register Qualifications on the Samoa Qualifications Framework
		Provide PSET Support Services	Provide PSET Support Services	Provide PSET Support Services	Provide PSET Support Services

Education Sector Plan (July 2013 – June 2018)

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
	1.5.2 Strategy implemented for international recognition of Samoa qualifications	Implementation of Strategy for Recognition of Samoa Qualifications	Implementation of Strategy for Recognition of Samoa Qualifications	Implementation of Strategy for Recognition of Samoa Qualifications	Implementation of Strategy for Recognition of Samoa Qualifications
		Phase 1 Activities: Self-assessment of SQA against Guidelines of Best Practices by INQAAHE Peer review of SQA's self-assessment	Phase 1 Activities continue External review of SQA by INQAAHE Phase 2 Activities start Develop and implement plan for SQF mutual recognition with PQF	Phase 2 Activities continue Facilitate comparability exercise for SQF with frameworks for New Zealand and Australia and develop and implement plan for mutual recognition	
	1.5.3 Foreign Qualifications Recognition services implemented	Provide efficient foreign qualification recognition services Review FQRS fees	Provide efficient foreign qualification recognition services	Provide efficient foreign qualification recognition services	Provide efficient foreign qualification recognition services Review foreign qualifications recognition service and fees
	1.5.4 NUS quality assurance system implemented for higher education programs	Commence internal audits of HE programmes Commence external QA reviews of HE programmes	Continue internal audits and external reviews of HE programmes Conduct graduate surveys	Continue internal audits and external reviews of HE programmes Develop and implement plan for supporting CSS	Continue QA reviews of HE programmes, aspiring to increased international recognition of NUS HE qualifications Develop research publication, professional association membership, peer partnerships with other universities etc.

Education Sector Plan (July 2013 – June 2018)

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
1.6. Professional development for PSET lecturers and trainers	1.6.1 NUS Lecturer qualifications and skills up-graded, prioritizing the needs of teacher trainees (focussing on literacy and numeracy and the new curriculum)	Training Needs Analysis conducted conducted with NUS lecturers	Based on the needs analysis, a NUS staff professional development plan developed NUS HR Plan developed and updated 80% of staff to have a minimum of a tertiary teaching qualification and masters degree or other relevant qualifications by 2014	Implementation of the NUS staff professional development plan Support for staff needing to complete masters degrees or other relevant qualifications	Continued implementation of the NUS staff professional plan Support for NUS staff needing to complete masters degrees or other relevant qualifications
	1.6.2 Professional standards established for TVET trainers	Establish professional standards for TVET trainers	Implement professional standards for TVET trainers	Implement professional standards for TVET trainers	Implement professional standards for TVET trainers
	1.6.3 Professional development for TVET trainers implemented	Professional development Needs Analysis for TVET trainers	Professional development for TVET trainers in targeted fields Monitor impact on student outcomes	Professional development for TVET trainers in targeted fields Monitor impact on student outcomes	Evaluation of PD programme impact on TVET student outcomes Establish medium-long term professional development strategy for TVET trainers

Goal 1 Enhanced Quality of Education at All levels					
Programme	Output	2013/2014 Activity	2014/2015 Activity	2015/2016 Activity	2016/2017 Activity
1.7 Strengthening the quality and relevance of NUS courses	1.7.1 NUS teacher education courses revised to better align with school curriculum and especially to ensure graduates have best practice knowledge and skills to improve literacy and numeracy in schools	Build on existing collaborative relationship between NUS and MESCCMAD for curriculum development to ensure on-going two-way feedback to improve alignment with new and revised curriculum	On-going feedback on alignment informs revision of course content and delivery approach	On-going feedback on alignment informs revision of course content and delivery approach	On-going feedback on alignment informs revision of course content and delivery approach
	1.7.2 Flexible delivery modes developed for education courses	Develop an action plan to devise flexible delivery options	Commence designing flexible learning packages (including online and DFL) for courses in teacher education.	Continue designing flexible learning packages Commence offering courses in flexible mode, monitor & support	Continue to roll out Evaluate success of first courses, comparing effectiveness and results with the traditional face-to-face mode

5-Year Implementation Plan for Goal 2

Goal 2 Enhanced Educational Access and Opportunities at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
2.1 Inclusive education at all levels	2.1.1 Compulsory education provision in the Education Act 2009 reviewed and regulations developed	Consultations commenced	Consultations completed	Amendment to the Act passed in Parliament	Implementation continues
	2.1.2 Minimum Service Standards (MSS) for primary and secondary fully implemented, monitored and evaluated	MSS finalized and endorsed by cabinet for all government schools	Implementing and monitoring MSS for all schools Workshop materials developed for community-related standards	Implementing and monitoring MSS for all schools Workshops implemented	Implementing and monitoring schools Workshop implementation
	2.1.3 Minimum Service Standards for early childhood education developed and implemented	Consultations commenced	Consultations completed. Standards developed, informed by ECE situational analysis and newly developed ECE policy Implementation strategy devised and implementation begun	MSS implementation, monitoring and review continues	MSS implementation, monitoring continues
2.2 School Fee Relief	2.2.1 School Fee Relief	Continued SSFGS	SSFGS implementation	SSFGS implementation	SSFGS implementation

Goal 2 Enhanced Educational Access and Opportunities at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
Grants (primary and secondary)	Grant Schemes effectively delivered in all Government and Mission primary and secondary schools	implementation in primary schools SSFGS implementation begins in secondary schools	continues	continues	continues
	2.2.2 School Fee Relief Grant Schemes effectively monitored in all Government and Mission primary and secondary schools	Regular monitoring of SSFGS implementation in primary schools Preparations for and initial implementation of monitoring of secondary school grants	SSFGS monitoring and evaluation continues Evaluate impact of primary scheme. Modification as necessary	SSFGS monitoring and evaluation continues Mid-term review of secondary scheme. Modification as necessary	SSFGS monitoring and evaluation
2.3 PSET Access Measures	2.3.1 Develop, implement, monitor and evaluate the PSET Access Grant	Administration, monitoring and evaluation of the Small Grant Scheme for Non Formal Education & Non Government providers Develop, implement and monitor the application of Small Grant for registered training providers to deliver accredited programmes in the community Develop, implement and monitor mechanism to encourage registered training providers to attract female enrolments in non-traditional trades training Develop, implement and	Manage and monitor the implementation of the Small Grant Scheme for Non Government & Non Formal Providers Implement and monitor the application of Small Grant for registered training providers to deliver accredited programmes in the community Implement and monitor mechanism to encourage registered training providers to attract female enrolments in non-traditional trades training Implement and monitor	The PSET Access Grant is under the TVET Support Programme which ends in June 2015. Evaluate impact of the Access Grant scheme	

Goal 2 Enhanced Educational Access and Opportunities at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
		<p>monitor mechanism to encourage training providers to deliver on the job trainings in skills demand areas from their accredited programmes</p> <p>Management the process of approval applications for the Access Grant</p> <p>Conduct quarterly visits to monitor and evaluate the Access Grant effectiveness</p>	<p>mechanism to encourage training providers to deliver on the job trainings in skills demand areas from their accredited programmes</p> <p>Management the process of approval applications for the Access Grant</p> <p>Conduct quarterly visits to monitor and evaluate the effectiveness of the Access Grant</p>		
	2.3.2 Career Advisory Service effectively established	<p>Provide Career Advisory Services (CAS)</p> <p>Commence CAS school visits</p>	Provide Career Advisory Services	<p>Provide Career Advisory Services</p> <p>Evaluate impact of CAS and review provision</p>	Provide Career Advisory Services
	2.3.3 Process for Recognition of Current Competency effectively established		<p>Design a process for Recognition of Current Competency (RCC)</p> <p>Produce training manual for RCC training</p> <p>Conduct training for TVET providers – in three clusters</p> <p>Produce RCC information package for TVET providers</p>	<p>Implement Recognition of Current Competency</p> <p>RCC enables NUS to develop partnerships with other PSET providers to enable pathways to TVET or higher education</p>	Evaluate effectiveness of RCC process and modify as needed
	2.3.4 More flexible PSET Learning Pathways established			Conduct situational analysis on current Learning Pathways	Establish pathways for development of Learning Pathways throughout the sector from schools

5-Year Implementation Plan for Goal 3

Goal 3 Enhanced Relevance of Education and Training at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
3.1 Improving the relevance of secondary education	3.1.1 Feasibility study of TVET in schools completed and policy recommendations implemented	Feasibility study commenced	Developing policy based on findings of the feasibility study Develop program to support TVET in schools	Commence implementation of TVET program	Support and monitor continues
3.2 Development and application of PSET qualifications and courses relevant to the Samoan economy	3.2.1 Samoa Qualifications (SQs) and National Competency Standards (NCS) for priority sectors developed and applied in PSET	Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors for application in PSET Coordinate Application of SQs & NCS in PSET. Develop and implement Moderation system Promote application of Generic Skills NCS in PSET programmes	Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors for application in PSET Coordinate Application of SQs & NCS in PSET Monitor application of NCS & SQs in PSET	Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors for application in PSET Coordinate Application of SQs & NCS in PSET sub-sector. Monitor application of NCS & SQs in PSET	Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors for application in PSET Coordinate Application of SQs & NCS in PSET Monitor application of NCS & SQs in PSET

Goal 3 Enhanced Relevance of Education and Training at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
	3.2.2 Findings from tracer studies and employer Surveys used to inform PSET policy and practice	Conduct a survey of employers' satisfaction with regards to graduates performance (based on findings from the FY 2012.13 Tracer Study)		Conduct a PSET Tracer Study of graduates from formal PSET providers in 2012, 2013 & 2014	Conduct a survey of employers' satisfaction with regards to graduates performance (based on findings from the tracer study conducted in FY 2012.13)
	3.2.3 New courses developed at NUS relevant to development and market needs	<p>Commence development of new academic and TVET programmes relevant to national needs and priorities.</p> <p>Commence development of Diploma level programmes for TVET, also MEd and MA.</p> <p>TVET programmes (certificate & diploma) to be linked to National Competency Standards & workforce needs</p> <p>Feasibility study to examine best options to deliver agricultural and other courses relevant to development needs</p> <p>Continue support to TVET through funding for professional development. Identify funding for TVET Consumables for the School of Applied Science</p>	<p>NUS Implementation and continuous monitoring and evaluation of new courses</p> <p>Development of new courses e.g. Bachelors in Tourism</p> <p>Develop:</p> <p>i. learning support for all students including those with special needs</p> <p>ii. Students learning centre</p> <p>iii. Student health and welfare</p> <p>Strengthen QA for all programmes (Registration and accreditation)</p> <p>Continuation of support to the TVET area through professional development and consumables</p>	<p>Additional programmes developed at NUS in higher education linked to national needs</p> <p>New courses delivered and monitored</p> <p>Consumables budget of NUS fully accommodates TVET needs</p> <p>NUS programmes fully audited for response to national needs.</p> <p>i.e. Form 7 (Foundation programme) in schools</p> <p>Review of certificate level 1 programmes with a view to shift to other PSET providers</p>	<p>Additional programmes developed at NUS in higher education linked to national needs</p> <p>New courses delivered and monitored</p> <p>NUS programmes audited for response to national needs.</p>

Goal 3 Enhanced Relevance of Education and Training at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
	3.2.4 TVET providers supported to offer NCS and SQs	Continue support to TVET through professional development and consumables.	Continue support to TVET through professional development and consumables.	Continue support to TVET through professional development and consumables.	Continue support through professional development and consumables.
	3.2.5 Flexible delivery modes developed for selected NUS programmes	Identify and prioritize courses according to national need and develop an action plan to devise flexible delivery options	Commence designing flexible learning packages (including online and DFL) for courses in teacher education, science, mathematics and others	Continue designing flexible learning packages Commence offering courses in flexible mode, monitor & support	Continue to roll out Evaluate success of courses, compare effectiveness and with the traditional face mode
	3.2.6 Increased quality and relevance of NUS programmes to the needs of all professions and trades	Development of new academic and TVET programmes according to national needs and priorities Diploma level programmes for TVET MEd and MA. Continuation of support to the TVET area through funding for Professional development Consumables for the School of Applied Science	Develop learning support for all students including those with special needs, with students learning centre and student health and welfare Continue support to the TVET area through Professional development and Consumables Strengthen QA for all programmes Registration and accreditation	Consumables budget of the NUS fully accommodates TVET needs	NUS programmes audited for responsiveness to national needs. i.e. Form 7 (Foundational programme) in school Review of certification programmes with shift to other PSET Consumables budget NUS fully accommodates TVET needs

Goal 3 Enhanced Relevance of Education and Training at all Levels					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
3.3 National strategy for sport in education	3.3.1 Increased numbers of schools and village communities engaged in organized sport	<p>Continue extending the Fiafia Sports Programme to more primary schools (at least 60 more schools to be included by 2015)</p> <p>Continue involving more village communities in the Samoa Sports for Development Programme (in 36 villages by 2015)</p>	<p>Continue extending the Fiafia Sports Programme to more primary schools</p> <p>Continue involving more village communities in the Samoa Sports for Development Programme</p>	<p>Continue extending the Fiafia Sports Programme to more primary schools.</p> <p>Set new target for 2015 to 2018</p> <p>Continue involving more village communities in the Samoa Sports for Development Programme</p> <p>Set new target for 2015 to 2018</p>	<p>Continue extending Fiafia Sports Programme to more primary schools</p> <p>Continue involving village communities in Samoa Sports for Development Programme</p>
3.4 National culture in education strategy	3.4.1 National Culture in Education Strategy developed and implemented	<p>Conduct research and consultations for the development of the National Culture in Education Strategy</p> <p>Complete the museum legal framework</p> <p>Establish National Archives and Records Authority (NARA)</p> <p>Ratify the UNESCO Convention on the Safeguarding of Intangible Cultural Heritage</p>	<p>National Culture in Education Strategy finalized and action plan Developed.</p> <p>Complete the integration of the museum, libraries and archives into the National Culture Centre architectural design concept</p>	Implement strategy and monitor progress	Implement strategy and monitor progress

5-Year Implementation Plan for Goal 4

Goal 4 Improved Sector Coordination of Research, Policy and Planning Development					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
4.1 Strengthening sectoral coordination of research, policy and planning	4.1.1 Education Sector Coordination Division (ESCD) fully established and performing its mandated functions effectively	<p>Education Sector Governance & Institutional Arrangements developed and endorsed</p> <p>Establish sector coordination mechanism</p> <p>Develop the sector communication Strategy</p> <p>Strengthening sub sector coordination linking to sector coordination</p> <p>Develop, monitor & review PSET strategic plans</p>	<p>Implementation</p> <p>Coordination of M & E</p> <p>Communication to all stakeholders</p> <p>Strengthening sub sector coordination linking to sector coordination</p> <p>Develop, monitor & review PSET strategic plans</p> <p>Schools sub sector separation of functions : Policy & regulations and Operations</p> <p>Development of a tertiary sub sector strategy</p> <p>Consultations, Design, Agreements, priorities</p>	<p>Implementation</p> <p>Coordination of M & E</p> <p>Communication to all stakeholders</p> <p>Develop, monitor & review PSET strategic plans</p> <p>Agreements and decisions at appropriate levels on priorities and implementation</p>	<p>Evaluation of the role functions of the ESAC</p> <p>Coordination of M & E</p> <p>Communication to all stakeholders</p> <p>Develop, monitor & review PSET strategic plans</p> <p>Action Plan: schedule Targets</p> <p>Review of education arrangement, roles and functions and development Priorities</p>
	4.1.2 Effective partnerships with key stakeholders especially those outside of the formal system	Conduct Review to inform potential partnerships with key stakeholders/ organisations outside of the formal system	<p>Development of partnerships to support implementation of sector plan</p> <p>Commence implementation</p>	Partnership strengthening	Partnership strengthening
	4.1.3 ESP Annual	Conduct ESP Annual	Conduct ESP Annual Review	Conduct ESP Annual Review	Conduct ESP Annual

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Goal 4 Improved Sector Coordination of Research, Policy and Planning Development					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
	Review processes institutionalised and MTEF updated annually	Review and update of MTEF Review and address findings accordingly	and update of MTEF Review and address findings accordingly	and update of MTEF Review and address findings accordingly	Review and update of MTEF Review and address findings accordingly
4.2 Policy development for early childhood and school education	4.2.1 Planned new policies developed and implemented 4.2.2 A sector policy, monitoring and review process established	Policy Review, Formulation and Consultations: i. Early Childhood ii. Education (ECE) iii. MSS for ECE iv. Inclusive Education v. Bilingual Education vi. Enforcement of the regulations of the Education Act 2009 Develop Regulations for the Education Act 2009 Prioritize policy development and devise action plan Situational Analysis of Early Childhood Education in Samoa to inform policy development	Development of Implementation Plans for each of the policy areas, costing and implementation. Development of policy monitoring and review process Strengthen linkages between NCECES and MESC Transition to full management and implementation of SIEDP by MESC	Implementation and monitoring of all developed policies Strengthen partnership with NFE providers SIEDP Coordinator becomes a MESC permanent position IE research based on outcomes of the Situational Analysis continues	Implementation and monitoring of all developed policies continues Review of Bilingual Education Policy IE research based on outcomes of the Situational Analysis continues

Goal 4 Improved Sector Coordination of Research, Policy and Planning Development					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
4.3 Policy development for PSET	4.3.1 Planned new PSET-related policies developed and implemented, and a policy monitoring and review process established	Policy Review, Formulation and Consultations: i. Non Formal Education ii. Learning Pathways iii. NCS and SQs in PSET	Formulate PSET funding mechanism and develop costed Implementation Plan	Implementation and monitoring of NFE policy & PSET funding mechanism	Formulate and implement policy on NCS and SQs in PSET
4.4 Strengthening sector capacity for research, evaluation, policy analysis and planning	4.4.1 Education Sector Research Strategy developed and implemented	Development of an Education Sector Research Strategy, and an Action Plan for implementation. Identify research priorities by sub-sector and whole of sector Research strategy to include mechanisms for using research findings and analysis to inform policy and practice across the sector	ESCD coordinates a new research programme to inform policy: quality, access, relevance, efficiency, and sustainability across the sector Conduct or identify opportunities for capacity training of responsible staff on education research, policy and information analysis for wider sector	Continue research programme Continue capacity training for responsible staff on PSET research, policy and information analysis Support and quality assure new PSET research	Continue research programme Support and quality assure new PSET research

5-Year Implementation Plan for Goal 5

Goal 5 Established Sustainable and Efficient Management of all Education Resources					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
5.1 Strengthening management capability and M&E in education sector agencies	5.1.1 Effective Education Sector Management Information System in place	<p>Assess current status of management information systems in MESCC, NUS and SQA (situational analysis)</p> <p>Identify prioritized strategies to strengthen sub-sector EMIS capacity</p> <p>Development of the sector management information system</p> <p>Analysis and reporting</p> <p>Dissemination of information</p>	<p>Commence strengthening of EMIS, data analysis and reporting at sub sector level</p> <p>Data Gathering across the sector</p> <p>Analysis and reporting</p> <p>Information Dissemination</p>	<p>Continue to strengthen EMIS, data analysis and reporting at sub sector level</p> <p>Data gathering across the sector</p> <p>Analysis and Reporting</p> <p>Dissemination</p>	<p>Continue to strengthen EMIS, data analysis and reporting at sub sector level</p> <p>Data gathering across the sector</p> <p>Analysis and Reporting</p> <p>Dissemination</p>
	5.1.2 Effective ESP Monitoring and Evaluation processes in place	<p>Establish M & E Unit in ESCD</p> <p>Develop an ESP Monitoring and Evaluation Work Plan:</p> <p>i. Identify and prioritize tasks to establish and then run an effective M&E process for ESP</p> <p>ii. Establish institutional roles and responsibilities</p>	<p>Implement M&E Work Plan</p> <p>Ensure reporting, dissemination and consultation mechanisms are transparent and effective</p> <p>Process in place for reporting findings to all stakeholders, and for ensuring feedback from stakeholders, validating and reviewing findings</p>	<p>Implement M & E Work Plan</p> <p>ESCD establishes transparent mechanisms for using the ESP M&E findings to systematically inform policy, decision - making, and resource allocation across the sector</p>	<p>Implement M & E Work Plan</p>

Goal 5 Established Sustainable and Efficient Management of all Education Reso					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
		iii. Decide sequence and time line for completion of tasks Establish baseline evidence where needed to inform the ESP Monitoring and Evaluation Framework Establish process for addressing "Key Evaluation Questions" (reporting at Annual Review etc.)			
	5.1.3 Effective management and leadership skills and knowledge in the sector	Sector Human Resourcing Plan	Develop program to address HR needs across the sector?		
5.2 Developing financial, internal auditing and procurement in sector agencies	5.2.1 Effective sector-level budgeting and financial reporting to the ESWG on a monthly basis, and to the EAC on a quarterly basis	Establish networks with IAs CSSD units and agree on formats for <ul style="list-style-type: none"> • FE and Budget Submissions • Submission of financial reports to ESCD and for consolidation by ESCD 	Prepare annual sector budget and ensure consistency with IA budgets Submit quarterly financial reports to EAC	Prepare annual sector budget and ensure consistency with IA budgets Submit quarterly financial reports to EAC	Prepare annual se budget and ensure consistency with I budgets Submit quarterly f reports to EAC

Goal 5 Established Sustainable and Efficient Management of all Education Reso					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
	5.2.2 A sector Resourcing Policy Framework in place and operational	Develop a sector resourcing policy framework			
	5.2.3 Effective internal audit approach in each of the three key agencies	Internal auditors to be appointed for SQA	Design a risk based internal audit approach for the sector, and ensure IA audit plans support this	ESCD coordinates IA audit plans and monitors implementation in cooperation with MoF IAD	ESCD coordinates plans and monitors implementation in cooperation with IAD
	5.2.4 Capability Plans in place for each of the three key agencies	Develop capability plans for all sub sectors MESC, NUS, SQA			
	5.2.5 Sub-sector Procurement processes aligned with national regulatory framework, IA procurement plans and IA procurement data bases	Tailor each sub sector's Financial Procedures Manual and Procurement Manual to the national regulatory framework for procurement (MESC, NUS, SQA)	All procurement and internal audit staff in each sub sector IA trained in the new national procurement regulatory framework		

Goal 5 Established Sustainable and Efficient Management of all Education Reso					
		2013/2014	2014/2015	2015/2016	2016/2017
Programme	Output	Activity	Activity	Activity	Activity
	5.2.6 Annual procurement plans prepared and approved by EAC prior to commencement of new financial year	Annual procurement plans prepared prior to commencement of FY	Annual procurement plans prepared prior to commencement of FY	Annual procurement plans prepared prior to commencement of FY	Annual procurement plans prepared prior to commencement of FY
5.3 Strengthening the co-ordination of external support to the sector	5.3.1 All government and development partner-supported infrastructure improvement initiatives co-ordinated effectively 5.3.2 All support from bilateral and multilateral agencies and regional organizations effectively co-ordinated	Develop standards for infrastructural improvement initiatives Develop policy for monitoring and implementation of other support to the sector	Conduct consultations on standards Conduct consultations and implement		
5.4 Disaster and climate change resilience at all levels	5.4.1 Sector Strategy for Disaster and Climate Change Resilience developed and implemented	Develop a Sector Strategy to improve Disaster Preparedness and Climate Change resilience across the sector	Conduct consultations on Sector Strategy & implement		

Annex F: Monitoring and Evaluation Framework

Outcomes	Indicators	Baseline Data	Target Yr 1	Target Yr 2	Target Yr 3	Target Yr 4	2012 Yr
Goal 1 Enhanced Quality of Education at all Levels Key Evaluation Questions include: <ul style="list-style-type: none"> • What is the geographic and socio-economic distribution of children in the "At Risk" category in their SPELL results? Is ESP any issues here? • Do schools that meet national Minimum Service Standards have proportionately fewer students in the "At Risk" category? • Are NTDF remuneration packages and career path incentives leading to improved morale and better performance by teachers? 							
Sector Outcome SO1. Improved learning outcomes at all levels	% of children categorized as At Risk in English and Samoan Literacy at Years 4 and 6, by gender	SPELL Yr 4 2012 English Girls 18 % Boys 35 % SPELL Yr 4 2012 Samoan Girls 12 % Boys 21 % SPELL Yr 6 2012 English Girls 32 % Boys 55 % SPELL Yr 6 2012 Samoan Girls 12 % Boys 22 %	18 % 35 % 12 % 21 % 32 % 55 % 12 % 22 %	15 % 32 % 9 % 18 % 29 % 52 % 9 % 19 %	12 % 29 % 6 % 15 % 26 % 49 % 6 % 22 %	9 % 26 % 3 % 12 % 23 % 46 % 3 % 19 %	6 23 1 9 20 43 1 16

	% of children categorized as At Risk in Numeracy at Year 4 and 6, by gender	SPELL Yr 4 2012 Numeracy Girls 23 % Boys 32 % SPELL Yr 6 2012 Numeracy Girls 50 % Boys 62 %	16 % 26 % 50 % 62 %	13 % 22 % 47 % 59 %	10 % 17 % 44 % 56 %	8 % 14 % 41 % 53 %	5 10 38 50
	Number of students passing Year 12 National Examinations in Maths and Science	Baseline and targets to be established in Year 1					
	Literacy levels (English and Samoan) at Years 12 and 13	Baseline to be up-dated in Year 1 and targets revised Yr 12 2010 English 46% Samoan 42 % Yr 13 2010 English 45 % Samoan 57 %	46 % 42 % 45 % 57 %	49 % 50 % 47 % 60 %	53 % 60 % 49 % 64 %	57 % 70 % 51 % 67 %	60 80 55 75
	% of PSET students graduating with internationally recognised qualifications	Male: Female: Baseline and targets to be established in Year 1					M F
	Percentage of Samoan Qualifications recognised nationally and internationally	Nationally 17% Internationally 0%	N. 22% I. 3%	N. 27% I. 7%	N. 32% I. 11%	N. 36% I. 14%	N. I.

Sub-Sector Outcomes						
O1.1 Improved literacy and numeracy outcomes at all levels, with boys and girls each achieving to agreed national benchmarks	Assessment of school readiness of children completing early childhood education Achievement gap between girls and boys: literacy and numeracy at Year 6	Baseline and targets to be established in Year 1 Literacy Yr 6 % Gap date Numeracy Yr 6 % Gap date	Sample cohort assessed using recognized instrument.			
O1.2 Early childhood providers and primary and secondary schools increasingly meet national Minimum Service Standards	% of primary schools meeting those Minimum Service Standards identified as key to achieving improving the teaching of literacy and numeracy	Qualitative Research in Year 1 (interviews) to establish baseline and targets to be monitored through interviews and observation with a sample cohort of teachers in ESP Year 3 and Year 5. Targets may relate to teacher attendance, lesson preparation and follow-up, engagement with parents and community about students' learning, engagement in out-of-school activities with students, career aspirations, attitudes to work, to students, to colleagues etc.				
O1.3 Professionally more competent teaching force at all levels, especially in the teaching of literacy and numeracy	Professional development brings observable improvement in primary teachers' performance in the teaching literacy and numeracy	In Year 1, findings of ESPII qualitative classroom research: 1. Teacher Effectiveness Study 2. Causes of Low Achievement Study will be used to establish baseline and set ESP targets to be monitored in ESP Year 3 and Year 5 through observation and interview. e.g. 10 % of primary teachers in sampled schools achieving six ESP targets. Targets may relate to: i. teachers' planning regularly and working to the planning ii. teachers using classroom assessment to inform planning iii. teachers engaging children in active learning processes iv. teachers differentiating tasks according to children's ability				

O1.4 Improved teacher morale and retention resulting from improved remuneration and professional development.	Teacher morale and attitudes regarding their career choice and aspirations	Qualitative Research in Year 1 (interviews) to establish baseline and targets to be monitored through interviews and observation with a sample cohort of teachers in ESP Year 3 and Year 5. Targets may relate to teacher attendance, lesson preparation and follow-up, engagement with parents and community about students' learning, engagement in out-of-school activities with students, Career aspirations, attitudes to work, to students, to colleagues etc.				
	Annual retention rates of primary and secondary school teachers	Baseline and targets to be established in Year 1	Primary: Secondary:			
O1.5 Improved quality of PSET programmes	Student completion/certification rates	Baseline and targets to be established in Year 1				
	Lecturer/ trainer retention rate					
O1.6 Professional development for NUS lecturers results in more relevant and effective teacher education	Observable improvement in NUS lecturers' classroom performance regarding best practice in teaching literacy and numeracy at the primary level	Conduct qualitative research (observation and interviews) in NUS classrooms to establish baseline and targets to be monitored in ESP Year 3 and Year 5 e.g. 10 % of Faculty of Education lecturers achieve the six ESP targets Targets may relate to: i. Lecturers planning regularly and working to their planning ii. Lecturers using classroom assessment to inform planning iii. Lecturers modelling through their own teaching best practice for the school classroom (e.g. engaging students in active learning processes iv. Lecturers differentiating tasks according to students' ability				
	Faculty of Education Graduation % rates (completion)	NUS to provide baseline and targets to be established in Year 1				
O1.7 Increased provision by NUS of high quality, accessible and relevant courses, prioritizing teacher education	% of revised teacher education courses at NUS assessed by peer reviewers as representing international best practice	NUS to provide baseline and set targets				

Goal 2 Enhanced Educational Access and Opportunities at all Levels

Key Evaluation Questions include:

- To what extent have secondary completion rates improved amongst children from households in the lowest socio-economic?
- Are young people from these disadvantaged families increasingly able to access post-secondary education or training?
- Are mainstream primary and secondary schools able to meet the learning needs of children with disabilities?
- Are disabled young people increasingly able to enrol in relevant and appropriate post-secondary education or training?

Sector Outcome							
SO2. At all levels, more students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments	Net enrolment Ratio for primary education, by gender (MDG 2)	Total 97% (101% MESC Stats Digest 2013)	97 %	98 %	99 %	99.5 %	99.5 %
	Percentage of children commencing Year 1 Primary and completing Year 8, by gender (Primary Completion Rate MDG2)	Total 81.8% in 2008 (GoS/Australia Partnership document)	82 %	83 %	86%	90 %	90 %
	Net enrolment ratio for secondary education, by gender	Total 68% 2013	72%	72 %	75 %	80 %	80 %
	Transition rate to Secondary, by gender (Global Partnership for Education)	Baselines and targets to be established in Year 1					
	Secondary Completion Rate, by gender (Global Partnership for Education)	Baselines and targets to be established in Year 1					
	Transition rate from secondary to PSET by gender	Baselines and targets to be established in Year 1					
	Enrolment rate within formal PSET	Male 47% Female 53%					
Sub-Sector Outcomes							
O2.1 More students, including those from disadvantaged and vulnerable backgrounds, enrol and complete early childhood, primary and secondary schooling	Primary Out of School Rate, by gender (Global Partnership for Education) Secondary Out of School rate, by gender	Baselines and targets to be established in Year 1					

O2.2 More children with disabilities enrol and complete their early childhood, primary and secondary schooling in mainstream schools	Numbers of children with disability enrolled in mainstream schools, by gender	105 children in 2010 Targets to be established in Year 1					
O2.3 More students, including those from disadvantaged backgrounds, enrol and complete PSET	Numbers enrolled in PSET institutions, by gender	Baselines and targets to be established in Year 1					
O2.3 More students with disabilities undertake and complete accessible and relevant PSET	Numbers of students with disabilities enrolled in PSET institutions, by gender	Baselines and targets to be established in Year 1					

Goal 3 Enhanced Relevance of Education and Training at all Levels

Key Evaluation Question:

- Has increasing the relevance of postsecondary education and training translated into increasing numbers of young people

Sector Outcome SO3. Improved employability of school leavers as a result of Education and training responding to national economic, social and cultural needs	Parents of secondary school leavers' level of satisfaction with the relevance of their children's knowledge and skills to the national economic, social and cultural needs Employers of school leavers' and PSET graduates' level of satisfaction with the relevance of their knowledge and skills to the workplace	Baseline to be established during Year 1. Design and conduct baseline survey of parents Define targets for ESP Years 3 and 5 Conduct monitoring interviews in Years 3 and 5. Baseline to be established during Year 1. Design and conduct baseline survey of employers Define targets for ESP Years 3 and 5. Conduct monitoring interviews in Years 3 and 5					
	% of PSET graduates finding employment on exit	31% (2011)	38%	46%	54%	62%	70%

Sub-Sector Outcomes						
O3.1 TVET initiatives in secondary schools lead to improved student retention and transition to PSET	Transition rate from secondary school to post-school TVET institutions	Baseline and targets to be established in Year 1				
O3.2 Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market	Samoa job vacancy rate as % of total employment	4% 2007				
	% of Samoa employers identifying skills shortages	30% 2007 (GoS /Australia Partnership document)				
<p>Goal 4 Co-ordination of Research Improved Sector, Policy and Planning Development</p> <p>Key Evaluation Question:</p> <ul style="list-style-type: none"> Is the new, coordinated, whole-of- sector approach improving the quality of education research, policy and planning? 						
Sector Outcomes SO4a A coordinated approach, through effective partnerships with key stakeholders, ensures newly developed and implemented policies contribute to improved quality and access across the education sector	Proportion of new education policies effectively implemented, monitored and reviewed	ESCD (with PPRD) develop Policy monitoring tool and process in Year 1				
SO4b Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector	The extent to which future policy and planning documents across the sector articulate clearly the evidence and analysis upon which they are based. Staffing levels of ESCD ESP Annual Reviews completed MTEF Updated annually Annual up-dating of ESP Implementation Plans	<p>Annual Reviews will review progress on the link between evidence and policy and planning</p> <p>Baseline and staffing targets to be established in Year 1</p> <p>By November each year, copy of Annual Review Report produced</p> <p>MTEF up-dated by March each year based on outcomes of the Annual Review, and the January ESAC meeting</p> <p>Implementation Plans up-date by March each year based on outcomes of the Annual Review</p>				

Goal 5 Established Sustainable and Efficient Management of All Education Resources

Key Evaluation Questions:

- Is the sector managing its resources more efficiently and so delivering a better service across the country?
- Is sector coordination ensuring that all financial, procurement, and auditing processes increasingly meet the standards required by Finance and development partners under the budgetary support model?

Sector Outcome SO5 Education resources are increasingly managed efficiently and sustainably across the sector	Actual Expenditure Outturn for the Sector as % of Budget <ul style="list-style-type: none"> • Recurrent SIG • Recurrent ESSP • Projects 	Baseline survey in Year 1 of year 0 (i.e. 2013/14).					
	No. of Annual Audit Plans for the three IAs approved by MoF IAD before commencement of FY	Baseline survey in Year 1.	3	3	3	3	3
	No. of Quarterly progress reports against Audit Plans by the three IA Internal Auditors to their CEOs and copied to MoF IAD	Baseline survey in Year 1)	4 for each IA	4 for each IA	4 for each IA	4 for each IA	4 IA
	Annual procurement plans prepared by each of the three IAs and the ESCD and submitted to ESWG before start of financial year	Baseline survey in Year 1	4	4	4	4	4

Annex G: Risk Matrix

Risks/Challenges	Implications	Remedial Measures/ Strategy
Economic, Environmental and Institutional Risks		
1. Deterioration of the Samoan economy, changes in the status of key development partner funding, reduction in GoS commitment to education as opposed to other sectors, or other threat to the education budget.	Inability to fund and therefore deliver the planned education services and ESP activities.	<p><i>Effective Education Sector Advisory Committee able to adapt promptly to changing financial situation.</i></p> <p><i>Maintain a close link between the ESP, and the evolving Samoan Development Strategy and national macroeconomic strategy.</i></p> <p><i>Strengthen the relationship between school and PSET programmes to support the economy.</i></p> <p><i>Maintain a strategic overview of the ESP and prioritise its activities to ensure effectiveness and efficiency in changing financial conditions.</i></p> <p><i>Ensure systems in place to facilitate development partner support.</i></p>
2. Natural disasters, exacerbated by climate change, can lead to heavy destruction of educational buildings, equipment and materials	<p>Reduced access for children and young people to education programmes.</p> <p>Reduction in the quality of programmes due to loss of equipment, materials and facilities.</p> <p>Loss of funding for the ESP in order to fund reconstruction activities.</p>	<p><i>Improved strategic planning for natural disasters and climate change to ensure resilience levels (ESP Programme 1.7)</i></p>
3. Institutional changes affect the Implementing Agencies and the relevance of specific aspects of ESP structures for implementation management and monitoring	Weakened implementation and monitoring of the ESP	<p>ESP updated as needed to reflect institutional changes.</p> <p>EASC provides prompt guidance on adapting to the institutional changes.</p>
4. Decline in effectiveness and morale of personnel implementing the ESP due to poor employment conditions, high staff turnover and staffing vacancies, excessive workloads, insufficient staff development and other factors	<p>Inadequate commitment to ESP implementation, monitoring and coordination within the sector agencies</p> <p>Inadequate commitment by teachers and lecturers due to poor remuneration packages and inadequate staff development</p>	<p>Ensure that the Coordination Unit is fully staffed as soon as possible</p> <p>Ensure all relevant staff are trained in monitoring and evaluation</p> <p>MESC to incorporate research and evaluation training into an induction programme to counter employee turnover and enhance skills and knowledge of staff</p> <p>Ensure prompt implementation of the National Teacher Development Strategy including its enhanced remuneration package for teachers.</p>

Main PFM & Procurement Risks		
<p>5. No recent assessment of procurement systems</p> <p>Lack of procurement skills and expertise</p> <p>Lack of transparency on award of contracts and feedback to bidders</p>	<p>Out of date framework weakens internal control & limits scope for procurement audit</p> <p>Results in inefficiencies in procurement, and can invalidate procurement processes</p> <p>Reduces competition, increases inefficiencies and limits value for money</p>	<p><i>MAPS assessment of procurement regulatory framework and capacity and validated</i></p> <p><i>Part K of Treasury Instructions to be approved by MoF CEO and published</i></p> <p><i>Revised SBDs, RFQ and Contracts to be finalised and approved by MoF</i></p> <p><i>Based on updated regulatory framework, procurement training across all government agencies, and including to internal auditors</i></p>
<p>6. Lack of understanding of the role of internal audit</p> <p>Lack of follow up on audit recommendations- procurement improvements are not realised.</p>	<p>CEOs and Vice Chancellor not aware of their responsibility for internal controls, and of role of internal audit to provide assurance on internal control framework and compliance.</p> <p>Currently audit recommendations are not systematically addressed by CEOs and VC, leaving weaknesses in place</p>	<p><i>Internal audit capacity should be in place in each of the three implementing agencies, with SQA position yet to be filled</i></p> <p><i>Internal audit adviser in MoF IAD to support implementation of Strategic Plan, functioning Internal Audit Forum, and participation of SQA internal auditors in the Forum</i></p>
<p>7. Sector entities not operating under a coordinated procurement plan.</p> <p>No capacity yet in MESC ESCD to update MTEF or FE templates, or coordinate FE for three IAs</p> <p>No capacity yet in MESC ESCD to implement a results framework and implement an M&E framework</p>	<p>Procurement plans of 3 IAs may not reflect needs of ESP; and procurement plan implementation delays may adversely impact ESP implementation;</p> <p>Sector MTEF and MoF FE submission (for sector and 3 IAs) need to reflect revised ESP programmes, otherwise Approved Estimates may not adequately resource the agreed ESP</p> <p>The ESP results framework will not be reflected in Approved Estimates Performance Framework, or data collection systems may not be in place or may not function to support the ESP results framework</p>	<p><i>Education Sector Coordination Division established in MESC with key roles: Coordinator, Planning/Budgeting & Finance, M&E, and Procurement</i></p> <p><i>Procurement Advisory Support will need to coordinate implementation of procurement risk mitigation measures across the corporate service providers</i></p> <p><i>The training and capacity building to cover all key implementing agencies: MESC, NUS, SQA and other relevant agencies (refer Appendix 7 in Volume 2)</i></p> <p><i>ESP ESCD and 3 IAs work with MoF to ensure consistency of sector MTEF framework requirements</i></p>
<p>8. SQA and NUS, as SOEs, NOT obliged to follow GoS procurement framework. NUS & SQA Financial Procedures Manuals not clear on a number of issues</p>	<p>Gaps and weaknesses in existing manuals and procedures in NUS and SQA may result in inefficiencies, poor value for money, and risk of misprocurement</p>	<p><i>NUS and SQA Financial Policies and Procedures Manuals need to be brought into line with revised Treasury Instructions, including new procurement framework</i></p>

Other PFM and Procurement Risks		
9. Lack of skills and expertise in procurement. Procurement is regarded as a clerical function rather than as a profession	Inefficient procurement, poor value for money procurement, and failure to comply with regulatory requirements and good procurement practice	MoF Procurement Division to work with NUS or USP to develop a co to help professionalise procurement across GoS
10. SSFGS Operations Manual is not consistent with procurement legal framework	Gaps and weaknesses in existing manuals and procedures may result in inefficiencies, poor value for money, and risk of mis procurement	SSFGS Manual needs to be updated and brought into line w Instructions, including new part K.
11. Fragmented procurement record. NO database of annual procurement statistics in the 3 IAs	Fragmented procurement records and lack of centralised database in each IA results in poor management oversight of procurement.	Introduce a centralized filing/ record keeping system within each history of all records in chronological order specific to a particular o set up appropriate IA databases that can be consolidated into a se using existing, or by providing new software
12. In NUS, individuals with authority to procure may also have authority to pay	This lack of separation of duties increases chance of undetected misappropriation	Ensure that individuals with authority to procure are separate from to pay in order to improve probity. NUS Policies and Procedures Ma
13. MESG - Poor supply chain management of bulk supplies	Results in over ordering, poor warehousing contaminating goods, especially school stationery	MESG - Better warehousing facilities and software tools to manage
14. NUS & SQA – financial reporting formats from commercial MYOB and Attaché accounting packages not suited to monitoring actual spending against budget	ESCD will not be able to consolidated reporting for the sector from 3 IAs for quarterly financial reports to EAC and DPs unless formats are consistent across all 3 IAs	NUS and SQA need to adapt their financial reporting to include act budget, by Output. Where ESSP funding is used to support im Programmes, this reporting must also separately identify ESSP fun each Output
15. MESG ACEO Corporate Services Support Division not connected to Finance One	Head of Corporate Services not in a position to monitor budgets of Output Managers, or to check TY1s and TY11s to regularity and probity	MESG IT and MoF IT and MoF Application Support need to jointly and ensure ACEO is connected and has appropriate user access righ
16. Internal Auditors in the 3 IAs not trained on new GoS procurement regulatory framework	Internal audit of procurements need be carried out against approved policies and procedures. If not understood by internal auditor, the audits will not be carried out or will not be effective	MoF Procurement Division to include all internal auditors in the programme for the revised procurement regulatory framework, bid etc
Short Term		
17. Effective implementation of the ESP Monitoring and Management Frameworks	Gaps in planning and implementation of MTEF process.	Government agencies to: 1. ensure consistent representations on ESAC and working committe 2. ensure that these committees have clear Terms of References. 3. incorporate MTEF work into current work commitments given se 4. ensure commitments to broader MTEF training and capacity stre
18. Securing sustainable financing modalities	Delay in mobilisation of budget support and phasing out of key development projects such as ESP II and Schoolnet will impact on the predictability of funding to the sector.	Government to reconfirm availability of resources from both development budget over the next four years

Annex H: ESP Development Team

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