



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)



SAMOA EDUCATION SECTOR PLAN

JULY 2012 – JUNE 2016

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



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

advice expressed or implied in this document is made in good faith but on the basis that neither the Education Sector nor the Government of Samoa is liable for any person's damage or loss which had occurred consequent upon that person taking (or not taking) an action in respect of any representation, statement, opinion or advice as referred to in the publication

March 2013

This document is copyright. Reproduction of material from the document is, however, welcomed subject to prior written permission from the Education Sector Advisory Council.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

MINISTER OF EDUCATION, SPORTS AND CULTURE

2016 Samoa Education Sector Plan [ESP 2012-16]. 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 2012-16 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 2012-16 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 2012 – 2016. 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 2012 – 2016 to all those who support education development in Samoa.

Hon. Magele Mauiliu Magele

**MINISTER OF EDUCATION, SPORTS & CULTURE, SAMOA QUALIFICATION AUTHORITY &
NATIONAL UNIVERSITY OF SAMOA**



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

AusAID	Australian International Agency for International Development
CAS	Career Advisory Service
CEO	Chief Executive Officer
CLC	Community Learning Centre
DFL	Distance and Flexible Learning
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ESAC	Education Sector Advisory Committee
ESP II	Education Sector Program II
ESWG	Education Sector Working Group
FBEAP	Forum Basic Education Action Plan
GER	Gross Enrolment Rate
GoS	Government of Samoa
ICT	Information and Communications Technology
IE	Inclusive Education
IEP	Inclusive Education Policy
IP	Intellectual Property
ISIS	International Standards Industrial Classification
MDG	Millennium Development Goal
M&EF	Monitoring and Evaluation Framework
MESC	Ministry of Education, Sports and Culture
MoF	Ministry of Finance
MSS	Minimum Service Standards
MTEF	Medium Term Expenditure Framework
MYSCA	Ministry of Youth, Sports and Culture
NAPF	National Assessment Policy Framework
NCECES	National Council for Early Childhood Education Samoa
NER	Net Enrolment Rate
NFE	Non Formal Education
NFEP	NonFormal Education Policy
NGO	Non Governmental Organisation
NTDF	National Teacher Development Framework
NUS	National University of Samoa
NZAP	New Zealand Aid Programme
UPE	Universal Primary Education
PEDF	Pacific Education Development Framework
PSC	Public Service Commission
PSET	Post School Education and Training
QMS	Quality Management System
ROA	Record of Achievement
RPL	Recognition of Prior Learning
SDS	Strategy for the Development of Samoa
ESP 2012-16	Education Sector Plan
SFS	Sosaiete Faiaoga Samoa
SIEDP	Samoa Inclusive Education Demonstration Programme
SPP	Strategic Policies and Plan
SQA	Samoa Qualifications Authority
SQF	Samoa Qualifications Framework
SSC	Sector Steering Committee
SWAp	Sector Wide Approach
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education
VC	Vice Chancellor

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

EXECUTIVE SUMMARY.....	6
INTRODUCTION	9
EDUCATION SECTOR	11
WHAT IS THE SCOPE OF THE SECTOR ?	11
THE KEY IMPLEMENTING AGENCIES IN THE EDUCATION SECTOR	12
1 <i>Policy, Planning and Regulations.....</i>	12
2. <i>The Institutions of Learning</i>	13
3 <i>Other Stakeholders.....</i>	14
ROLE OF DEVELOPMENT PARTNERS.....	14
WHY HAVE AN EDUCATION SECTOR ?	14
DEVELOPMENT MECHANISM FOR THE SAMOA EDUCATION SECTOR PLAN (ESP 2012-16)	14
THE SAMOA EDUCATION SECTOR PLAN	16
VISION AND MISSION	16
GOALS, STRATEGIES AND OUTCOMES	16
KEY CONCEPTS.....	16
RESOURCE REQUIREMENTS	17
GOALS, OUTCOMES, OUTPUTS AND INDICATORS.....	18
GOAL 1 – ENHANCED QUALITY OF EDUCATION AT ALL LEVELS	19
GOAL 2 – ENHANCED EDUCATION ACCESS AND OPPORTUNITIES AT ALL LEVELS.....	27
GOAL 3 – ENHANCED RELEVANCE OF EDUCATION AND TRAINING AT ALL LEVELS	33
GOAL 4 – IMPROVED SECTOR COORDINATION OF RESEARCH, POLICY AND PLANNING DEVELOPMENT.....	37
GOAL 5 – ESTABLISH SUSTAINABLE AND EFFICIENT MANAGEMENT OF EDUCATIONAL RESOURCES.....	42
REFERENCES	45

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

The Government of Samoa is committed to sector planning and using sector wide approaches (SWAp) for development purposes. To this end, a Manual / Guidelines for the whole of sector planning for the public sector was developed in 2003 and revised in 2009. Whilst the concept of a sector wide approach remains exploratory and rudimentary in Samoa, the instruction of Government is clear.

Education planning and development in the next four years must use a sector wide approach (SWAp). This means: (a) the education sector must be identified and defined; (b) stakeholders in the sector must be part of educational planning and development; (c) an institutional structure must be established for sector planning, development, implementation, monitoring and evaluation for all educational activities in the provision of educational services in Samoa.

The Education Sector Plan (ESP) July 2012 – June 2016 has been developed by a Working Group made up of representatives from the key Government agencies comprising of the Ministry of Education, Sports and Culture (MESC), the Samoa Qualifications Authority (SQA) and the National University of Samoa (NUS). The ESP translates the Strategy for the Development of Samoa (SDS) into goals, objectives and strategies for the education sector. It needs to be noted at the outset the intention of the sector to include early childhood education (ECE) under the auspices of the MESC by 2016.

The key guiding principles for the Education Sector Plan are *equity, quality, relevancy; efficiency and sustainability*. These key guiding principles shape the five goals adopted for the first Education Sector Plan.

Goals, Strategies and Outcomes

- 1 **Goal 1:** Enhanced quality of education at all levels

Strategy: Progress Quality teaching and learning at all levels

Outcome: Improved teaching and learning outcomes at all levels.

- 2 **Goal 2:** Enhanced educational access and opportunities at all levels

Strategy: Increase access to relevant education and training opportunities at all levels

Outcome: All students including those with special needs have access to quality learning opportunities at all levels.

- 3 **Goal 3:** Enhanced relevance of education and training at all levels

Strategy: Strengthen linkages between education and training to national development goals

Outcome: Quality education and training responding to the national economic, social and cultural needs of the people of Samoa

- 4 **Goal 4:** Improved sector coordination of research, policy and planning development.

Strategy: Sector-wide approach to education planning and development

Outcome: Effective policy development, planning and budgeting across the sector

- 5 **Goal 5:** Establish sustainable and efficient management of all education resources

Strategy: Upgrade facilities and resources and sustain efficient management across the sector

Outcome: Education resources are managed efficiently and sustainably across the sector

The Education Sector Working Group

The Education Sector Working Group (ESWG) was established in November 2011 as an interim measure, to coordinate and take the work of the sector forward in anticipation of pivotal decisions

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Framework for sector coordination. Since then, the work of the
group has been focused on developing a combined SDS input and the development of the ESP

Setting up a sector planning working group was an essential step forward in bringing together the work of the education sector to the macro-level national strategies and priorities, and to obtain the synergies to strengthen the coordination and delivery of educational services by all agencies to the whole of Samoa. Sector planning highlights the importance of collaborative and well coordinated development to avoid the duplication and enable efficient management of scarce resources. The whole sector come together to decide and assist to improve education quality and standards; effective service delivery; create a priority setting method for education development; and facilitate development partner assistance.

The MESC Strategic Policies and Plan: July 2006-June 2015 guided educational development from 2006 to 2011 as the Education Sector Plan with 18 policy areas from early childhood education to primary, secondary and post school education and training (PSET). The current five Goals of the ESP 2012-16 have been informed by the 18 policy areas of the MESC Strategic Policies and Plan 2006-2015, the Samoa Development Strategies 2012-2016, the PSET Strategic Plan 2008-2016 and the NUS 2010-2020 Strategic Plan.

Government Reforms started in the early 1990s with the aim of redefining the roles and responsibilities of the public service, and improving efficiency and quality services to stakeholders. This gave rise to the establishment of the Ministry of Education, Sports and Culture (MESC) with the amalgamation of Sports and Culture from the former Ministry of Youth, Sports and Culture Affairs (MYSCA) with education. A further review of the realignment of government ministries was conducted in 2011, and for the next three years, Sports and Culture will continue as Sports in education and Culture in education in the MESC.

Support for the ESWG was provided by the ESP II Secretariat under the chairmanship of the MESC Strategic Adviser. Education sector planning and coordination will eventually be the responsibility of a Sector Coordination Unit which will be accountable directly to the Samoa Education Advisory Committee led by a Cabinet appointed Chairperson.



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

MISSION: All people in Samoa are educated and productively engaged.

MISSION: To promote the achievement of high quality education and training to meet the national, economic, social, and cultural goals of Samoa

GUIDING PRINCIPLES

EQUITY

QUALITY

RELEVANCY

EFFICIENCY

SUSTAINABILITY

EDUCATION SECTOR GOALS

Enhanced quality of education at all levels

Enhanced educational access and opportunities at all levels

Enhanced relevance of education and training at all levels

Improve coordination of research, policy and planning development

Establish sustainable and efficient management of all the education resources

STRATEGIES

progress quality teaching and learning at all levels

Increase access to relevant educational and training opportunities at all levels

strengthen linkages between education and training to national development to goals

sector-wide approach to education planning and development

upgrade facilities and resources and sustain efficient management across the sector

OUTCOMES

Improved teaching and learning outcomes at all levels

All students including those with special needs have access to quality learning opportunities at all levels

Quality education and training responding to the national economic, social and cultural needs of the people of Samoa.

Effective policy development, planning and budgeting across the sector

Education resources are managed efficiently and sustainability across the sector

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

In the education sector took an unprecedented step in the preparation of their input to the Government of Samoa Strategy for the Development of Samoa (SDS) 2012 – 2016. Instead of preparing as autonomous entities and separately in their own individual planning and management units, the three entities came together in a consultative meeting to agree on a Key Outcome for the Education Sector¹ in the next SDS. This was identified as Key Outcome 7: **Improved Focus on Access to Education and Training and Quality Learning Outcomes.**

A Working Group which came to be known as the Education Sector Working Group (ESWG) was thus formed to raise awareness and recognition on the importance of education and improve planning, management, communication, coordination and monitoring of education services to better support sector member agencies and collectively advise the Ministry of Finance (MoF) on how to best allocate funding.

The education sector is the provider of education services to four subsectors namely early childhood education, primary and secondary schools, and post school education and training [PSET]. The PSET subsector includes all forms of education and training activities outside the formal school system utilising a structured mode of delivery. Thus PSET comprises university education, technical vocational education and training (TVET), pre and in-service teacher education and training, theological colleges and providers of religious instruction, non formal education (NFE) and on the job training². The three principal government agencies that serve the totality of the education sector are the Ministry of Education, Sports and Culture (MESC), National University of Samoa (NUS) and the Samoa Qualifications Authority (SQA). Other providers are mission and private schools. Other stakeholders include Non-Government Organisations (NGOs), PSC, MOF, MFAT and key government ministries that are engaged in the support of education services, and would play critical roles in the efficient implementation of the ESP. Regional providers such as the University of the South Pacific (USP) and the Australian Pacific Technical College (APTC) also play an important role in the education of the people of Samoa.

The Education Sector Plan covers the fiscal years from July 2012 – June 2016, and complements the three Strategic Plans for the three main agencies, namely MESC, SQA and NUS.

Strategy for the Development of Samoa

The Government of Samoa has defined the direction of its national reforms over many years through a series of policy documents with several names, but is currently known as the Strategy for the Development of Samoa (SDS). Using the national development plans, government ministries, corporations and state owned enterprises formulate their corporate plans and performance targets.

The current SDS 2012-2016 has as its theme, “boosting productivity for sustainable development”, and its vision “improved quality of life for all.”³ It is intended that the achievement of the vision will result in the attainment of the Millennium Development Goals endorsed by the leaders of the Pacific Islands Forum in Auckland 2001 and in Tonga 2009 respectively. These decisions are actively supported by the Government of Samoa. Significant to these plans are the goals of providing universal primary

¹Afamasaga G. T. (2011). Education Sector Situational Analysis.

² PSET Strategic Plan 2008-2016

³SDS 2008-2010

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Is for young people and adults, and improving the quality of

approach for government to follow, there was always an opportunity for better planning at the national and organisational levels. The response was the introduction of *sector planning* and the establishment of a sector framework.

Education is identified as a pivotal and crucial sector in the Government Strategies for Development in which the Samoan economy is sub-divided into 14 sectors.⁴

Public Sector Reform

The Government of Samoa is actively engaged in a program of public sector reform. Over the years, the scope of institutions and agencies operating in the education sector has increased. ECE has increased provider numbers to cater for the growing need of ECE in the country. Schools and PSET providers have expanded the scope of their work to include vocational skills and training. These have been organised in line with public sector initiatives.

As part of the on-going public administration reform process, which identified strengthening performance and management capacity, and developing its performance monitoring approach at all levels of government⁵, at the macro, sectoral and agency level, the Education Sector Plan is established to strengthen performance and management capacity, and performance monitoring across the sector.

It is extremely important that Government has maintained that Education is a service and that it is one of the critical core functions of Government that must be maintained to ensure that access to quality public education is guaranteed for all Samoans.

⁴Public Administration Sector Plan for Samoa 2007-2011: Navigating Potential for Excellence in Services

⁵ Public Administration Sector Plan for Samoa 2007-2011: Navigating Potential for Excellence in Services

**Click Here to upgrade to
Unlimited Pages and Expanded Features**

e become interested in using different approaches to deliver such' (SWAp) was identified. Generally, a sector-wide approach aims to bring together government and development partner resources⁶, directed by a locally appropriate sector plan, resulting in more substantial and sustainable positive impacts across the sector. The approach aims to support partner country leadership in sector policy and planning, underpinned by sound governance and financial systems.

A sector encompasses a wide range of thematically linked activities involving government, non-government and private participation. The boundaries are not easy to define for any sector. In the education sector they stretch from early childhood education (ECE), primary and secondary education, and Post School Education and Training (PSET). It includes ⁷formal education, non-formal education, and informal education.

What is the scope of the Sector?

The Education Sector comprises 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 main providers of education are the Government (84%), the Mission systems (16%) and the private sector (4%).

The key implementing agencies of the government are the MESC, the SQA and NUS through which the finances for education are channelled for all the government schools, institutions and PSET providers. The key implementing agencies within the missions and private systems are their education boards and schools.

The MESC Strategic Policies and Plan 2006-2015 (SPP) prescribed for the whole of the education sector 18 key policy areas. The policy areas range from early childhood education through the primary and secondary school systems to the Post School Education and Training (PSET) sub sector including non formal education. The policies for the PSET sector were not comprehensive in the SPP because the Government of Samoa had stipulated that the development of a PSET Strategic Plan would be the responsibility of the newly established Samoa Qualifications Authority (SQA). The PSET Strategic Plan (2008-2016) was duly developed and launched in June 2008.

The 2006-2015 MESC SPP outlined the policy areas for pursuing the overall goal of ‘inclusive development of education, sports and culture that satisfies human needs’ and highlighted a requirement for change to meet the increasing demands that are important for the achievement of national capability goals. The PSET Strategic Plan (2008 – 2016) was perceived as the ‘new instrument for meeting the capability demands.’ Furthermore, the SQA was mandated to ‘coordinate cross sector planning and development’ within PSET.

In addition, the NUS launched its Strategic Plan 2010-2020 in October 2011. As the ‘mega’ institution that has merged education and training for teachers, nurses, administrative and management officers as well as accountants, economists, ICT specialists and different technical and vocational workers in TVET, such a strategic plan could also influence to a significant extent, development in the schools

⁶NZ Aid Tools – What is a SWAp? in <http://nzaidtools.nzaid.govt.nz/sector-wide-approaches-swaps/>

⁷New Zealand Aid Tools - What is a SWAp? in <http://nzaidtools.nzaid.govt.nz/sector-wide-approaches-swaps/>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

ance and qualifications in the PSET sector. NUS is therefore ed provider of PSET.

those agencies and providers who are involved in education and training from early childhood, primary and secondary through to post school education and training not only in the formal but also the non formal domains. The stakeholders in Samoan education include the three main core agencies of Government which are MESC, SQA, NUS as well as the schools' authorities responsible for mission and private school administration, the schools including ECE centres, professional associations such as the Sosaiete Faiaoga Samoa (SFS), teachers, lecturers, school communities and committees, parents and children. Education is a concern of all the people of Samoa.

The Key Implementing Agencies in the Education Sector

Policy, Planning and Regulations.

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

MESC

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; and teachers' salaries and conditions of work. Special Needs Education has become part and parcel of the schools sub sector with the emphasis on Inclusive Education⁸. Some activities in ECE are carried out by the MESC but this sub sector is largely the responsibility of an NGO, the National Council for Early Childhood Education Samoa (NCECE). The Education Act 2009 which became effective in February 2010 substantially recognizes the formation of regulations for the establishment and registration of ECE Centers.

SQA

The Samoa Qualifications Authority (SQA) was established under the repealed SQA Act 2006. SQA's establishment continued under the new SQA Act 2010 which prescribes the functions, powers and duties of the Authority. The SQA 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 Post School Education and Training (PSET) Subsector
- quality assure and regulate qualifications and quality standards for Post School Education and Training (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.

⁸Inclusive education means the inclusion of students with disability within regular classrooms

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

The Government's Strategy for Development of Samoa (SDS) (2008-2016) and the Education Sector Plan (ESP) (2012-2016)

which should be finalised before the end of this year. The SQA Corporate Plan (July 2012 – June 2015) guides its work over the medium-term.

SQA's scope of work deals mainly with post school education and training (PSET), an inclusive term referring to the evolving subsector of education which includes *universities, TVET training, apprenticeship, pre- and in-service professional training, theological and religious instruction, non-formal, on the job training*. PSET is defined in the SQA Act 2010 as 'all forms of education and training activities that occur outside of the school system utilising any structured mode of delivery.'

Institutions of Learning

a) The National University of Samoa

The NUS was established by an Act of Parliament⁹ 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. Five faculties now exist together with the Centre of Samoan Studies and the Oloamanu Centre which was established in 2006 to facilitate professional development, continuing education and in-country training. Most tertiary education and training per se are now under the mandate of the National University 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 Samoa¹⁰.

b) Schools

The schools comprise government, mission and private schools as follows.

	Government	Mission	Private
Primary	142	14	7
Secondary	24	11	1
Prim/Sec	-	5	1
Total	166	30	9

MESC: PPRD Statistical Digest 2012

c) Post School Education and Training: Formal & Non Formal Education Providers

⁹ 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 2005 taking into account the merger with the Samoa Polytechnic.

¹⁰ National University of Samoa. Strategic Plan 2010 – 2020. p. 9.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

mission, private & regional providers as follows:

	Private	Region
	7	2
Listed Non Formal Education Providers		
1	8	

SQA: Post School Education & Training Statistical Bulletin 2012

Other Stakeholders

As well as the key agencies stipulated above, there are also the schools' authorities responsible for mission and private school administration, other key Government agencies such as the MOF and PSC, a professional associations such as the SFS, teachers, lecturers, school communities and committees, parents and children. They all have roles and responsibilities in the implementation of educational initiatives and change in Samoa.

Role of Development Partners

Aid programmes from the Development Partners for the provision of resources for education in Samoa has been long-standing and diverse in the sector. The provision of aid covers a wide range of inputs, modalities and subsectors, from pooled funding [AusAID, New Zealand Aid 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.

Why have an Education Sector?

The rationale for establishing the education sector is primarily for service delivery and aid coordination to:

- Raise awareness and recognition of the importance of education
- Improve planning, management, communication, coordination and monitoring of education services
- Integrate and link services within the sector
- Harmonise service delivery and improve efficiency and value for money
- Provide a strategy for education development and priority setting for government
- Facilitate international development assistance to support the Government of Samoa priorities
- Provide support to the sector member agencies
- Collectively, the education sector agencies will advise the MoF on how to best allocate funding
- Sector support of each other can make their argument strong.

Development Mechanism for the Education Sector Plan (ESP 2012-16)

To develop the ESP 2012-46, representatives from the major agencies began negotiations and discussions with the submission of individual agencies input into the SDS. These inputs became the basis of a logical framework for the development of the ESP 2012-16. The MESC ESP II Secretariat coordinated the sector planning process with the ESWG established to compile and finalise the education sector input to the SDS and subsequently, the ESP 2012-16.

A draft Education Sector input to the Government SDS was revised and submitted to the Head of the Education Agencies for their endorsement. Subsequently, this input was incorporated into the Government SDS 2012-2015. The document also became the basis of the draft ESP 2012-16. The latter 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

**[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)**

Workshop conducted with members of the Education Sector before implementation.

years and the activities have been developed accordingly.

However, it is expected that a mid-term evaluation of the ESP 2012-16 would provide better direction for the last two years if and when circumstances change to warrant a re-ordering of priorities.

An Interim Institutional Structure for the ESP 2012-16 implementation has been endorsed by the heads of the core agencies as follows:

- a. There shall be an Education Sector Advisory Committee (ESAC) to be chaired by an appointee of Cabinet
- b. Membership is constituted by representation of all stakeholders, government, private and mission education
- c. From time to time, the ESAC will appoint a sub-committee to carry out Specific Tasks as the need arises
- d. A sub-committee reports to the ESAC and disperses when tasks assigned are completed satisfactorily
- e. A Secretariat services the work of the ESAC (and any sub-committee). In the medium term, the ESAC Secretariat should be responsible and accountable to the ESAC with its own administrative budget.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Vision: All people in Samoa are educated and productively engaged.

Mission: To promote the achievement of high quality education and training to meet the national, economic, social, and cultural goals of Samoa

Goals, Strategies and Outcomes

Goal 1: Enhanced quality of education at all levels

Strategy: Progress Quality teaching and learning at all levels

Outcome: Improved teaching and learning outcomes at all levels.

Goal 2: Enhanced educational access and opportunities at all levels

Strategy: Increase access to relevant education and training opportunities at all levels

Outcome: All students including those with special needs have access to quality learning opportunities at all levels.

Goal 3: Enhanced relevance of education and training at all levels

Strategy: Strengthen linkages between education and training to national development goals

Outcome: Quality education and training responding to the national economic, social and cultural needs of the people of Samoa

Goal 4: Improved sector coordination of research, policy and planning development.

Strategy: Sector-wide approach to education planning and development

Outcome: Effective policy development, planning and budgeting across the sector

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

Strategy: Upgrade facilities and resources and sustain efficient management across the sector

Outcome: Education resources are managed efficiently and sustainably across the sector

Key Concepts

The key concepts¹¹ of the ESP 2012-16 are:

- **Equity** – is explained in terms of universal access to primary education and inclusion of secondary education, and treatment in terms of provision of an environment that is conducive to learning, equitable distribution of all resources and provision of curriculum and learning outcomes that demonstrate effective teaching and learning and which reflect fair and just assessment
- **Quality** – is explained in terms of the achievement of standards all levels of education
- **Relevancy** – is conceived of as all learning that pertain to individual, community and national development
- **Efficiency** – is explained as effective management, adequate resources including teachers and adequate facilities
- **Sustainability** – is explained as the wise utilisation 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

¹¹Adapted from MESC SPP July 2006- June 2015, Afamasaga G. T. (2011) Education Sector Analysis, unpublished paper, and Afamasaga G. T. (2006) Challenges in Education in Samoa National Human Development Report 2006

**[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)**

ic Plans of the three major agencies that operate the sector, development activities that have taken place in Samoa's

Resource Requirements

Resourcing is to be addressed in two parts to support the ongoing development and implementation of the ESP 2012-16. These are (i) Medium-Term Expenditure Framework, and (ii) The Institutional Arrangements in the longer term for sector coordination of development assistance.

(i) Medium-Term Expenditure Framework (MTEF)

A medium-term expenditure framework is required by the Ministry of Finance (MoF) to accompany the sector planning process, and it is important that it links the government budgetary resources to supporting sector development. It is a financial planning assessment process which requires collaboration between education agencies and the MoF.

The need to develop an MTEF for the education sector has been identified as part of development work for the sector and the move towards budget support, an approach favoured by government through the MoF. The MTEF costs the ESP 2012-16 and ensures that it is consistent with the resources. The ESP 2012-16 is linked to an orderly and comprehensive budget process. The schedule for the development of the MTEF supports the implementation of the development priorities of the sector.

(ii) Institutional Arrangements for sector coordination of development assistance.

Secretarial work and support for the ESWG was provided by the ESP II Secretariat at the MESC. In the longer term, a Sector Coordinating Unit will be established that will be responsible solely to the Education Sector Advisory Committee (ESAC) for planning coordination across the sector. . For the development of the ESP 2012-16;

- A sector wide working group was established to bring together stakeholders across the sector to develop the Samoa Education Sector Plan
- Each of the three main agencies, MESC, SQA, and NUS had their own working groups to coordinate their sub-sector plans and relayed their inputs and their views to the ESWG.
- The overall ESP 2012-16 will be implemented by the three main agencies.



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

WORK

GOALS, OUTCOMES, OUTPUTS AND INDICATORS

This section identifies Key Issues and the desired Outcomes over the long, medium and short term. Outputs and Strategic Initiatives are identified to achieve each Goal.

The Monitoring and Evaluation Framework attached as Appendix 1 sets out the indicators and targets against which performance will be evaluated for the first 2 years.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

ducation at all levels

learning at all levels

Outcome: Improved teaching and learning outcomes at all levels

Strategic levers

- High expectations for all (expressed in outcomes, curriculum, benchmarks, professional standards)
- Effective teaching & quality leadership
- Research, policies, systems, resources and processes to support continuous improvement
- Parent and community support for learning

Key Issues, Outcomes, Outputs and Indicators

Key Issues

Early Childhood Education (ECE) development needs a developmental policy framework in order to clarify resourcing and set minimum service standards.

Poor literacy and numeracy levels at pivotal levels of primary and secondary schooling and low achievement levels at years 12 and 13

Variable schools' achievement against the Minimum Service Standards

High rates of repetition and dropout rates at critical levels of schooling

Content knowledge and pedagogical skills of teachers require great improvement

Quality leadership required for improved student achievement.

Variable organisational capacity of Post School Education and Training (PSET) providers to achieve quality standards.

Variable standards for lecturers and trainers at Post School Education and Training (PSET)

OUTCOMES	INDICATORS AND TARGETS
Long Term Improved teaching and learning outcomes at all levels.	Graduate completion rate at all levels Employers satisfaction of graduates performance Employability of graduates; Transition rate across the sector All teachers at secondary level hold a bachelor's degree and teacher qualification. Baseline of 12%. Target 20%
Medium Term Improved literacy and numeracy outcomes at all levels and boys achieve at equal levels to girls.	Improved entry criteria in English and Samoan into PSET and improved completion rates in all institutions.



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Improved quality of teaching and learning at all sub sectors

Sustained achievement in literacy and numeracy and sustained improvement in Year 12 and Year 13

Percent of students at risk in literacy reduced at Year 4 and 6:

Baseline: 36% at year 6 and 22 % at year 4. Target: 10% reduction at both levels.

Percent of students at risk in numeracy reduced at years 4 and 6: baseline: 50% at year 6 and 21% at year 4. Target 10% reduction at both levels

Improved achievement In English and Samoan at Years 12 and 13.

Baseline Year 12: Eng 46% and Sam 42% (2010) Target 60% and 80% respectively.

Baseline Year 13 Eng: 45 % and Sam 57% at year 13 (2010) Target 55% and 75% respectively.

Achievement gap between boys and girls is 5% or less in both literacy and numeracy

All schools achieve 50% improvement in the MSS 4: student learning outcomes domain.

Increase number of graduates at PSET level.

All operating formal PSET providers to be registered by SQA.

At least 80% of the operating formal PSET providers offered 1 or more accredited programmes

At least 80% increase in number of provider & Samoa qualifications registered on the SQF

An increase in the number of recognised NFL activities

Increase in the number of learners with record of achievements

Increase in the number of internationally recognised Samoa Qualifications

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Educators, lecturers, trainers, principals, teachers across the sector acquire new knowledge and skills

ECE policy implemented

Professional standards for TVET lecturers & trainers established
At least 50% of TVET lecturers & trainers met professional standards

At least 80% of teachers registered and licensed.

At least 90% of NUS staff holds masters' degrees and 50% increase in staff holding PhDs.

All educators, lecturers, trainers, principals, teachers at all levels undergo professional development at least twice a year.

All teachers in schools hold the minimum qualification of a Dip. Ed.

All operating formal PSET providers achieve quality standards

Revised quality standards and quality assurance policies & guidelines

80% of schools meet 50% of the MSS

ECE policy endorsed by Government

Short Term

All operating formal PSET providers to meet quality standards.

Schools meet targeted minimum service standards

Clear national direction set for quality ECE implementation.

Key Outputs

Revise quality standards & implement Quality Assurance policies and guidelines

Support training for accreditation panel members and PSET providers on quality standards and requirements

QA policies, processes and guidelines revised and standards implemented

Accreditation panel members trained and PSET providers supported on the implementation of quality standards & requirement

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

<p>Implement the Foreign Qualifications Recognition services</p> <p>Establish and implement professional standards for TVET lecturers and trainers</p> <p>Develop ECE policy framework and implementation plan.</p> <p>Training to build capacity for educators at all levels</p> <p>Pre service training aligned to national primary curriculum</p> <p>Implement the MSS and NTDF</p> <p>Implement national assessment policy framework and develop national benchmarks for literacy and numeracy.</p>	<p>Strategy for the international recognition of Samoa qualifications implemented</p> <p>Number of Samoa qualifications recognised internationally Foreign Qualifications Recognition services implemented</p> <p>Number of foreign qualifications recognised in Samoa</p> <p>Professional standards for TVET lecturers & trainers established and implemented</p> <p>Survey of current TVET lecturers and trainers capability/training needs</p> <p>ECE policy framework and plan developed by the end of FY 2012/13 Lecturers and trainers supported to achieve these standards.</p> <p>All educators to access appropriate professional development at least twice a year. IST programme for teachers established by MESC</p> <p>All teacher graduates from NUS meet market demand</p> <p>80% of teachers meet the minimum qualification for a registered teacher in Samoa. 80% of teachers meet the MSS (professional standards) 80 of teachers are registered and licensed. 80% of teachers have undergone quality assured appraisal.</p> <p>National benchmarks identified for literacy and numeracy. Student portfolios operational in all schools</p>
---	---

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	YEAR 1	YEAR 2	Year 3	Year 4
Goal 1: Enhanced quality of education at all levels				
SCHOOLS	Policy Review , Formulation and Consultations <ul style="list-style-type: none"> • Early Childhood Education <ul style="list-style-type: none"> ◦ MSS for ECE • Inclusive Education • Non Formal Education • Bilingual Education Policy 	<ul style="list-style-type: none"> • Development of Implementation Plans for each of the policy areas, costing and implementation. • Strengthen linkages between NCECES and MESC • Transition to full management of SIEDP by MESC • Full implementation of the SIEDP management with MESC 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Implementation and monitoring of all developed policies continues • Review of Bilingual Education Policy • IE research based on outcomes of the Situational Analysis continues
	National Teacher Development Framework <ul style="list-style-type: none"> • Development and passage of the Teachers Act • Develop NTDF Implementation Plan and costing • Implementation • Improve teachers salary • Teacher self appraisal implemented for all teachers 	NTDF Implementation continues <ul style="list-style-type: none"> • Set up and convene the TAC • Induction programme implemented fully • Teacher self appraisal plans implemented for all teachers 	<ul style="list-style-type: none"> • Approved Teachers Act • Registered Teacher Standards Implemented • QAPA implemented for 50% of the teachers 	<ul style="list-style-type: none"> • Master Teacher Standards Implemented • QAPA implemented for all teachers
	Curriculum <ul style="list-style-type: none"> • Full localisation of PSSC • Implement the new bilingual primary curriculum for 7 subject areas 	Evaluate impact of the Secondary Curriculum <ul style="list-style-type: none"> • 2 streams of Maths and Samoan developed and implemented 	<ul style="list-style-type: none"> • 2 streams of Maths and Samoan trialled and implemented • Support and monitor the implementation of the Primary Curriculum 	<ul style="list-style-type: none"> • Support and monitoring continues for the curriculum at primary and secondary

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

		<p>materials to support the new bilingual primary curriculum Monitoring and evaluation of the primary curriculum continues</p>		
	<p>Samoa National Assessment Policy Framework</p> <ul style="list-style-type: none"> • Implement the Samoa National Assessment Policy Framework • Pacific Benchmarking of Education Results (PaBER) trial • PaBER Implementation 	<ul style="list-style-type: none"> • Implementation SPECA at Year 8 • National Implementation of the student portfolios. • School based training in assessment continue 	<ul style="list-style-type: none"> • PaBER implementation continues • Student portfolios consolidated and • School based training in assessment continue 	<ul style="list-style-type: none"> • PaBER review • Evaluation of the SNAPF implementation
PSET	<p>Implement and review Quality Assurance Policies and Guidelines</p> <ul style="list-style-type: none"> • Conduct Annual registration renewal for formal providers • Conduct programme accreditation. • Training as required 	<p>Implement Quality Assurance Policies and Guidelines</p> <ul style="list-style-type: none"> • Conduct Annual Registration Renewal for Formal Providers • Conduct programme accreditation • Training of panellists as required 	<p>Implement Quality Assurance Policies and Guidelines</p> <ul style="list-style-type: none"> • Conduct Training as required • Conduct Annual Registration Renewal for Formal Providers • Conduct programme accreditation 	<p>Implement Quality Assurance Policies and Guidelines</p> <ul style="list-style-type: none"> • Conduct Training for accreditation panellists as required. • Conduct Annual Registration Renewal for Formal Providers • Conduct programme accreditation
	<p>Recognition of Non-Formal (NFL) Activities</p> <ul style="list-style-type: none"> • Implement recognition of NFL 	<p>Recognition of Non-Formal (NFL) Activities</p> <ul style="list-style-type: none"> • Implement recognition of NFL 	<p>Recognition of Non-Formal (NFL) Activities</p> <ul style="list-style-type: none"> • Implement recognition of NFL 	<p>Recognition of Non-Formal (NFL) Activities</p> <ul style="list-style-type: none"> • Implement recognition of NFL
	<ul style="list-style-type: none"> • 	<p>Set standards for lecturers and trainers</p> <ul style="list-style-type: none"> • Establish professional standards for TVET lecturers and trainers 	<ul style="list-style-type: none"> • Implement professional standards for TVET lecturers and trainers • Monitor and evaluate lecturers and trainers 	<ul style="list-style-type: none"> • Implement professional standards for TVET lecturers and trainers • Monitor and evaluate lecturers and trainers

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

		performance	performance	
Samoa Qualifications Framework	and Samoa) on the Samoa Qualifications Framework	Register Qualifications (Providers and Samoa) on the Samoa Qualifications Framework	Register Qualifications (Providers and Samoa) on the Samoa Qualifications Framework	
	Coordinate provision of PSET Support Services <ul style="list-style-type: none"> • Plan PSET Support activities on an annual basis 	Coordinate provision of PSET Support Services <ul style="list-style-type: none"> • Plan PSET Support activities on an annual basis 	Coordinate provision of PSET Support Services <ul style="list-style-type: none"> • Plan PSET Support activities on an annual basis 	
	Identify Support Needs on an annual basis	Identify Support Needs on an annual basis	Identify Support Needs on an annual basis	
	Implementation of Strategy for Recognition of Samoa Qualifications <ul style="list-style-type: none"> • Phase 1 Activities: 	Implementation of Strategy for Recognition of Samoa Qualifications <ul style="list-style-type: none"> • Phase 1 Activities continue • Phase 2 Activities start <ul style="list-style-type: none"> - Develop and implement plan for mutual recognition of SQF - Facilitate comparability exercise for SQF with NZQF and AQF 	Implementation of Strategy for Recognition of Samoa Qualifications <ul style="list-style-type: none"> • Phase 2 Activities continue 	
	Provide efficient foreign qualification recognition services	Provide efficient foreign qualification recognition services.	Provide efficient foreign qualification recognition services	
NUS	Development of new academic and TVET programmes according to national needs and priorities <ul style="list-style-type: none"> • Diploma level programmes for TVET • M.Ed and M.A Strengthen QA for all programmes <ul style="list-style-type: none"> • Registration and 	Establish flexible modes of delivery (including online and DFL) for courses in teacher education, science, mathematics and others. Support for professional development of all teaching and academic staff	Support for flexible and distance learning mode of delivery for select courses according to national needs Continue Support for the professional development needs of staff; academic and technical/vocational.	NUS programmes fully audited for response to national needs. i.e. Form 7 (Foundation programme) in schools? Review of certificate level 1 programmes with a view to shift to other PSET providers?? Support for staff needing to complete masters degrees by



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	<p>students including those with special needs.</p> <ul style="list-style-type: none">• Students learning centre• Student health and welfare <p>Continuation of support to the TVET area through funding for</p> <ul style="list-style-type: none">• Professional development• Consumables for the School of Applied Science	<ul style="list-style-type: none">• NUS HR Plan developed and updated• All staff to have a minimum of a tertiary teaching qualification and masters degree by 2014 <p>Continuation of support to the TVET area through</p> <ul style="list-style-type: none">• Professional development and• Consumables	<p>Support for staff needing to complete masters degrees by 2014</p> <p>Consumables budget of the NUS fully accommodates TVET needs</p>	<p>2014</p> <p>Consumables budget of the NUS fully accommodates TVET needs</p>
--	--	--	---	--

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Outcome: All students including those with special needs have access to quality learning opportunities at all levels.

Strategic Levers

- Availability and location of institutions: Infrastructure
- Affordability
- Supply of/ and Demand for Teachers
- Creating diverse pathways from schools to PSET

Key Issues, Outcomes, Outputs and Indicators

Key Issues

ECE not compulsory for children ages 3-5

Lacking a systematic approach to ECE availability

Limited information about those vulnerable students at primary level who are still not attending school

Limited access to appropriate Maths and Science courses at secondary level

Affordability of secondary schooling a challenge to most parents.

Shortage of teachers especially at secondary level in specialist subjects particularly in Science, ICT and Maths

Limited pathways and opportunities from secondary to Post School Education and Training

Affordability of Post School Education and Training including Technical and Vocational Education and Training (TVET)

Lack of recognition of Non Formal Education

Expensive infrastructures and consumables for Technical and Vocational Education and Training

Insufficient numbers of qualified teachers, educators, trainers, lecturers at all levels

OUTCOMES	INDICATORS AND TARGETS
<p>Long term</p> <p>All students including those with special needs have access to quality learning opportunities at all levels.</p>	<p>Sustained 100% NER at primary level: Baseline: NER is 97%</p> <p>Sustained 90% NER at secondary level: Baseline: NER is 72%</p> <p>Increased enrolments at PSET level 100%</p> <p>NER at primary level: Baseline: NER at 97% 85% NER at secondary level: Baseline : NER at 72%</p>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Improved enrolments rates at all levels

Improved completion rates at all levels.

Short Term

Increased enrolments at all levels

Improved NER at primary level

Improved NER at secondary level

More children with disability attend mainstream schools

Improved level of staffing at NUS

Improved retention rates for teachers

Increase in number of teachers especially Maths, Science at secondary level

Targets: primary 100% secondary 85%

tertiary: Data not available.

Baseline: primary 97%, secondary 72%

Increased enrolment at PSET

Baseline: 6% Target: 30%

Target: 98% NER at primary level: Baseline: 97% NER

Target: 85% NER at secondary level baseline: 72% NER

Increased number of children with disability attending school: Baseline: (awaiting data from survey) target:

Adequate number of Academic and teaching staff at NUS. Baseline 141 Target 195.

Retention of teachers: baseline: 83% Target: 100%

Number of teachers in Science and Maths at secondary level
Baseline: 70% Target: 100%

KEY OUTPUTS

Providers implement systems for recognition of prior learning

Implement the Small Grant Scheme for non government and non formal education providers

Develop a policy for learning pathways

Career Advisory Services established and implemented

Research information on all critical issues of access

Provide learning support for children with special needs

Monitoring reports

Monitoring reports

Policy developed

Monitoring reports

Completed research in three areas i.e. primary school children still out of school; Tracer Study & survey of Employers; learning pathways; strategy for boys' achievement.

Create learning support services for those with special needs.

Grant extended to specifications on time,



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

NTDF implemented

Boys Achievement Strategy

budget and conditionality.
Implemented by FY 2013/14

Teaching Commission established by FY
2013/1014

Teachers Act passed in early 2013|Improved
salaries for teachers by 20% by 2014/15



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	YEAR 1	YEAR 2	Year 3	Year 4
Goal 2: Enhanced educational access and opportunities at all levels				
SCHOOLS	Compulsory Education <ul style="list-style-type: none">• Finalise Regulations for the Education Act 2009• Enforce and enact	Enforcement and implementation of the Education Act 2009 <ul style="list-style-type: none">• SSFGS and MSS implementation, monitoring and evaluation continues• Timely addressing of issues• SSFGS for Secondary implemented• Finalise Regulations for the Education Act 2009	<ul style="list-style-type: none">• SSFGS and MSS monitoring continues• Implement Regulations for the Education Act 2009	<ul style="list-style-type: none">• Review SSFGS at primary and secondary
	Development of continuous programme of teacher professional development <ul style="list-style-type: none">• Timely implementation of SAPs and QAPA• Convene the In Service Training Committee (ISTC)• Deployment of providers for the professional development of teachers• Implementation	Teacher development programmes determined and resources deployed <ul style="list-style-type: none">• Teacher development for TVET and specialised subjects including Science and Mathematics• All teachers to undergo PD twice a year• Upgrade teacher qualifications – from TCert to Diploma level; from Diploma to Bachelor level	<ul style="list-style-type: none">• Continue with PD for teachers conducted by appropriate and certified providers• Continue with upgrading qualifications of teachers	<ul style="list-style-type: none">• Continue with teacher qualification upgrade• Continue with professional development of teachers
	National Strategy for Culture in Education developed <ul style="list-style-type: none">• Situational Analysis for culture in education• Conduct research and Consultation on the development of the strategy	<ul style="list-style-type: none">• Implementation of culture policy and activities• Develop the National Strategy for Culture in Education and Action Plan	<ul style="list-style-type: none">• Implementation and monitoring of strategy	<ul style="list-style-type: none">• Implementation and monitoring of strategy continues
PSET	Develop Career Advisory Service (CAS) Guidelines <ul style="list-style-type: none">• Develop and implement CAS	Provide Career Advisory Services <ul style="list-style-type: none">• Implement CAS Guidelines• Review service provision to	Provide Career Advisory Services <ul style="list-style-type: none">• Implement CAS Guidelines• Review service provision to inform	Provide Career Advisory Services <ul style="list-style-type: none">• Implement CAS Guidelines• Review service provision to

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

		inform continuous improvement	continuous improvement	inform continuous improvement
			<p>Establish policy direction for development of Learning Pathways throughout PSET and from school sub-sector to PSET</p> <ul style="list-style-type: none"> • Conduct situational analysis on current Learning Pathways 	<p>Facilitate development of Learning Pathways throughout PSET and from school sub-sector to PSET</p> <ul style="list-style-type: none"> • Develop Learning Pathways Policy
	<p>Promote implementation of Recognition of Prior Learning</p> <ul style="list-style-type: none"> • Produce training manual for RPL training • Conduct training for TVET Providers – in three Clusters • Produce RPL information package for TVET Providers 	Implement Recognition of Prior Learning	Implement Recognition of Prior Learning	Implement Recognition of Prior Learning
	<p>Administration, monitoring and evaluation of the Small Grant Scheme for Non Formal Education & Non Government providers</p> <ul style="list-style-type: none"> • Management the process of approval applications for the Scheme • Conduct quarterly visits to monitor and evaluate the effectiveness of the scheme 	Manage and monitor the implementation of the Small Grant Scheme for Non Government & Non Formal Providers	Manage and monitor the implementation of the Small Grant Scheme for Non Government & Non Formal Providers	Manage and monitor the implementation of the Small Grant Scheme for Non Government & Non Formal Providers
		Identify & promote ways to enhance provider capability to provide inclusive education		
NUS	B.TVET approved and delivered Other programmes in response to national needs	Implementation of RPL to enable pathways to TVET or Higher ED	Develop partnerships with other PSET providers to enable pathways to TVET and higher education eg computer training	



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

**[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)**

			Encourage mature age entry into all PSET programmes	
	Ensure an enabling and inclusive learning environment at university	Ensure an enabling and inclusive learning environment at university	Ensure an enabling and inclusive learning environment at university	Ensure an enabling and inclusive learning environment at university

of education and training at all levels

education and training to national development goals

Outcome: Quality education and training responding to the national economic, social and cultural needs of the people of Samoa.

Strategic levers

- Curriculum, Pedagogy and Assessment to align with appropriate cultural viewpoints
- Appropriate teaching materials and resources
- Appropriate PSET programmes to respond to national needs
- Research, to support continuous improvement

Key Issues, Outcomes, Outputs and Indicators

Key Issues

New primary curriculum Content to be fully evaluated during implementation in terms of quality and relevance

Secondary curriculum is not aligned to recent developments in ICT and the localisation of the PSSC examination

Absence of data to inform the relevance of Post School Education and Training programmes to the national needs for economic, cultural and social development.

Pre-service teacher education needs to be aligned to the new primary curriculum.

Weak linkages between PSET programmes and skills needs of industries and professions.

Outcomes	Indicators and Targets
Long Term Quality education and training respond to national economic, social and cultural needs of the people of Samoa.	Increased number of skilled Samoans available to meet Samoa's economic, social & cultural needs Primary and secondary school curricula meet the basic education needs of school students
Medium Term More graduates available in areas of labour market need Out of school youth (15-29) are reengaged in education and training Increased employability of graduates in areas of labour market needs	Increase in the number of graduates in areas of priority needs 3% of youth 15 -29 not engaged in education or training ¹² . Target: Reduction in % Graduates who find employment on exit. Baseline: 77% ¹³ Target: 80% Number of employers satisfied with graduates

¹² 2011 Census

¹³ According to 2006 Tracer Study (trial) of graduates from selected PSET Providers, conducted by SQA

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

<p>Short Term</p> <p>Pre service teacher education programme aligns with the school curriculum</p> <p>Increase the relevance of PSET programmes and qualifications</p>	<p>nes and performance Baseline : 93.6%¹⁴ Target: 80%</p> <p>Target 30 % of PSET providers that offers Samoa qualifications (based on industry endorsed NCS)</p> <p>Adequate number of graduate teachers appropriately placed in the schools. 30 % of teachers in appropriately placed. Target: All teachers to be appropriately placed in schools</p> <p>10% of PSET providers that offers Samoa qualifications based on industry endorsed NCS</p> <p>10% of employers satisfied with graduates performance</p>
<p>Outputs</p> <p>Samoa qualifications developed based on industry endorsed NCS</p> <p>Develop national competency standards in identified national priority areas</p> <p>Support to providers for application of SQs and NCSs</p> <p>Conduct research in three main areas <ul style="list-style-type: none"> • PSET Tracer Study • Survey of Employers (employers satisfaction) • Impact of the secondary curriculum especially the technical/vocational curriculum </p> <p>Review NUS programmes to determine relevant programmes that respond to national needs.</p>	<p>Samoa Qualifications developed on industry endorsed NCS.</p> <p>NCS developed in Tourism & Hospitality, Agriculture, Generic Skills, Traditional Knowledge and Skills and other trades</p> <p>Number of providers supported</p> <p>Report</p> <p>Report</p> <p>Improved support for technical/vocational education in schools</p> <p>Support for alternative streams in Maths and Science</p> <p>Audit complete on time and within budget</p> <p>Programme planning to respond to the audit findings.</p>

¹⁴ Figure according to 2007 Survey of Employers of graduates from selected PSET Providers conducted by SQA

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	YEAR 1	YEAR 2	Year 3	Year 4
Goal 3: Enhanced relevance of education and training at all levels				
SCHOOLS	<p>Schools TVET programme development in select rural and peri-urban secondary schools</p> <ul style="list-style-type: none"> Review the teaching of TVET subjects in secondary schools Costing of TVET education in secondary schools, including consumables. Procure and distribute appropriate equipment and tools to support the technical/ vocational subjects Develop e- resources for literacy and vocational subjects for secondary schools 	<ul style="list-style-type: none"> Monitoring and evaluation of the implementation of TVET in secondary schools with respect to <ul style="list-style-type: none"> Learner outcomes Effectiveness Sustainability Procurement and distribution of consumables to secondary schools Monitor the implementation of e-resources Train teachers on the use of e-resources 	<ul style="list-style-type: none"> Support and Monitoring Procurement and distribution of consumables to secondary schools Support and monitor the implementation of e-resources Review and revise e-resources 	<ul style="list-style-type: none"> Support and monitoring continues Procure and distribute appropriate equipment and tools to support the technical/ vocational subjects Procurement and distribution of consumables to secondary schools Support and monitor the implementation of e-resources
PSET	<p>Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors</p> <ul style="list-style-type: none"> Conduct Needs analysis and develop SQs & NCS for one priority sector <p>Coordinate Application of SQs & NCS in PSET sub-sector</p> <ul style="list-style-type: none"> Public Awareness & Publication of SQs & NCS Support for Providers in 	<p>Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors</p> <ul style="list-style-type: none"> Conduct Needs analysis and develop SQs & NCS for one priority sector 	<p>Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors</p> <ul style="list-style-type: none"> Conduct Needs analysis and develop SQs & NCS for one priority sector 	<p>Coordinate and facilitate development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in priority sectors</p> <ul style="list-style-type: none"> Conduct Needs analysis and develop SQs & NCS for one priority sector <p>Coordinate Application of SQs & NCS in PSET sub-sector.</p> <p>Develop a National Competency Policy</p>



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	<p>Assessment & Moderation system</p> <ul style="list-style-type: none">• Monitor and evaluate application of SQs & NCS in PSET	<p>Develop and promote application of Generic Skills National Competency Standards (NCS)</p> <ul style="list-style-type: none">• Develop generic skills NCS Promote application of generic skills NCS in PSET		
	<p>Conduct PSET Tracer Study on all Graduates from formal PSET providers in 2009, 2010 & 2011</p>	<p>Conduct a survey of employers satisfaction with regards to graduates performance (based on findings from the Tracer Study conducted)</p>	<p>Conduct situational analysis on learning pathways to inform development of a policy</p>	<p>Conduct PSET Tracer Study on all Graduates from formal PSET providers in 2012, 2013 & 2014</p>
NUS	<p>Diploma TVET programmes linked to national competencies to be developed and delivered.</p> <p>Development of Agriculture courses</p> <p>Deployment of resources</p>	<p>Implementation and continuous monitoring and evaluation of delivery.</p>	<p>Additional programmes developed in higher education linked to national needs.</p>	<p>Additional programmes developed in higher education linked to national needs</p>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Coordination of research, policy and planning

Strategy: Sector-wide approach to education planning and development

Outcome: Effective policy development, planning and budgeting across the sector

Strategic levers

- Education Management Information System (infrastructure)
- Shared information portal for education sector data
- Capacity for interpretation, analysis and use of data
- An institutional structure for sector coordination

Key Issues, Outcomes, Outputs and Indicators

Key Issues

The core agencies of government in the education sector all have their own structures of governance – how to coordinate?

There is lacking an integrated information management system for sector coordination including a national research strategy

Absence of a sector wide coordination mechanism

Need to build capacity in sector wide research, policy and planning development.

Need to build capacity in analysis, interpretation and use of data

Outcomes	Indicators and Targets
Long Term Effective policy development, planning and budgeting across the sector Effective and efficient monitoring and evaluation across the sector Effective research that informs policy development across the sector	All sector plan activities completed on time and within budget Quality research/peer review of research reports Policy informed by research findings
Medium term Effective and efficient monitoring and evaluation across the sector Strengthen capacity to implement budget support modality	All sector plan activities completed on time and within budget Sector budget criteria established by FY 2013/14: Target: Sector meets criteria to transition to budget support by 2013/14.
Improved management information system Continuous improvement of sector performance	60% of sector plan actions complete on time and within budget. Impact of activities demonstrates planned outcomes.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Strengthened capacity to plan and manage development results

Improved capacity to design and implement system improvement strategies.

Short Term

Effective and efficient monitoring and evaluation across the sector

Improved management information system in each sub sector

Strengthen capacity to implement budget support modality

Whole sector focused governance structure established and fully operational

Cross sector EMIS established and utilised [education portal]

National Research strategy for the education sector in place and implemented

Increased capacity to develop research, policy & planning at all levels

Increased capacity to analyse, interpret and use data across all levels.

Key outputs

A sector governance structure is clearly articulated

Establishment of a sector coordination unit

Establishment of a sector Management Information System

Establishment of a sector communication strategy to inform the public and all stakeholders

Strengthened coordination at sub sector level linking to sector coordination

All sector plan activities completed on time and within budget

Sector budget criteria established by FY 2013/14:
Target: Sector meets criteria to transition to budget support by 2013/14.

Establish a sector coordination unit
Establish systems & processes for the coordination unit

Improve the respective core agencies information databases first before integration into a central EMIS

National Research Strategy developed and implemented

Enhanced capacity for research, policy and planning development

Quality of analytical reports
Quality of policies produced

Clear articulation of the role and functions of the Education Sector Advisory Committee (ESAC) and its accountabilities

Clarification of the TOR of the sector coordination unit.

A sector management information system that collects data across the sector.

A communications strategy formulated and implemented to inform the public about educational development in Samoa

PSET Knowledge & Management Information System developed



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

A national research strategy to inform policy at sector level.

Implementation of the M& E Framework across the sector

Tertiary sub sector clearly articulated.

Schools sub- sector separation of functions between policy and regulatory and operations.

Review of education sector governance, roles and functions

National Research Strategy finalised and implemented across the sector

Regular monitoring reports

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Year 2	Year 3	Year 4
Initiation of research, policy and planning development		

Articulation of the education sector governance structure <ul style="list-style-type: none"> • Roles and functions of the Education Sector Advisory Council (ESAC) • Roles and functions of each core agency's governance bodies 	Implementation	Implementation	Evaluation of the roles and functions of the ESAC
Establishment of the sector coordination mechanism (Unit) <ul style="list-style-type: none"> • Structure • Appointments • Mandate and TORs 	Coordination of M & E Management of the sector MIS	Coordination of M & E Management of sector MIS	Sector Planning for the next plan period
Development of the sector management information system <ul style="list-style-type: none"> • Design • Gathering data across the sector • Analysis and reporting • Dissemination of information 	Strengthen EMIS, data analysis and reporting at sub sector level Data Gathering across the sector Analysis and reporting Information Dissemination	Data gathering across the sector Analysis and Reporting Information Dissemination	All information collated and analysed for sector planning
Development of the sector communication Strategy	Communication to all stakeholders Media	Communication to all stakeholders. Consultations	Communication to all stakeholders Consultations
Strengthening sub sector coordination linking to sector coordination	PSET Knowledge Management Information system developed Schools sub sector separation of functions : Policy & regulations and Operations Development of a tertiary sub sector strategy <ul style="list-style-type: none"> • Consultations, Design, Agreements, priorities 	PSET –KMIS implemented Agreements and decisions at appropriate levels. Priorities and implementation	PSET -KMIS implemented Action Plan: schedules and Targets Review of education sector arrangement, roles and functions Development Priorities



Your complimentary
use period has ended.

Thank you for using
PDF Complete.

[Click Here to upgrade to](#)

[Unlimited Pages and Expanded Features](#)

Research strategy :

Action Plan for
implementation,
Deployment of funding

to inform

policy: Quality, Access,
Relevance, Efficiency,
Sustainability

Research strategy : Action Plan for implementation, Deployment of funding	to inform policy: Quality, Access, Relevance, Efficiency, Sustainability	Research	Research

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

and efficient management of educational

Strategy: Upgrade facilities and resources and sustain efficient management across the sector

Outcome: All resources deployed for education development are utilised efficiently and accounted for in a transparent manner.

Strategic levers

- Government budget allocation for education
- Resourcing policy
- External funding sources
- Leadership and management

Key Issues, Outcomes, Outputs and Indicators

Key Issues

Impact of resource allocation on student learning outcomes is not evident.

Duplication of resource allocation due to a number of school grants that are not rationalised

In efficient monitoring and evaluation across the sector

Lack of a resourcing policy across the sector

Limited understanding of cost of Technical and Vocational Education and Training (TVET)

Outcomes Long Term	Indicators and Targets
Education resources are managed efficiently and sustainably across the sector.	Resources fully accounted for annually Sufficient resources for learning across the sector
Medium Term Improved management of resources	Compliance with all Government processes and polices, resourcing policy and internal audit approach.
Governance integrity across the sector Improved value for money	Timely fully audited annual accounts Timely determination of impact of activities on student learning outcomes
Short Term Improved management of resources Transparent approach to resourcing and procurement across the sector Improved monitoring across the sector Increased knowledge and skills in sustainable resource management.	Compliance by all core agencies M& E framework fully implemented in a timely fashion.
Key Outputs	



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

- Tailor each sub sectors' procurement manual to the national regulatory framework for procurement
- Design an internal audit approach for the sector
- Develop and implement capability plans for all sub sectors

the

By the end of FY12/13

Compliance by the key implementing agencies

Internal auditors to be appointed for NUS and SQA by the end of 2013



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Year 1	Year 2	Year 3	Year 4
Goal 5: Sustainable and efficient management of educational resources			
Implement the education Sector M & E	Monitor implementation	Monitor implementation	Monitor implementation
Develop a sector resourcing policy framework (Sector)	Implement MOF and all sub sectors	Implement	Implement
Design an internal audit approach for the sector (MOF)	Internal auditors to be appointed for SQA and NUS	Implement	Evaluate
Develop capability plans for all sub sectors MESC,NUS,SQA	Implement	Implement	Implement
Tailor each sub sectors' procurement manual to the national regulatory framework for procurement MESC, NUS, SQA	Implement Monitor for compliance	Implement Monitor for compliance	Implement Monitor for compliance

**Click Here to upgrade to
Unlimited Pages and Expanded Features**

tutional Analysis. Unpublished paper

Afamasaga G. T. (2006) *The Challenge in Education* in Soo, A et.al. (Eds) **Samoa National Human Development Report 2006: Sustainable Livelihoods in a Changing Samoa**. Apia

Foster M, Higgins A, and Harrison M (2011). *Samoa Education Sector Policy Support Program: Report of First Sector Policy Support Program Design Mission*. Apia

Government of Samoa (2009) **Education Act 2009**. Apia

Government of Samoa (2010) **Samoa Qualifications Act 2010**, Apia

Government of Samoa (2005) National University of Samoa Act 2005. Apia

MESC (2012) **Draft MESC Corporate Plan 2012 – 2015**. Malifa, Samoa

MESC (2006) **Strategic Policies and Plan July 2006 – July 2015**. Malifa, Samoa

Ministry of Finance (2003) **Sectoral Planning Guidelines: Samoa**. Apia

Ministry of Finance (2009) **Sector Planning Manual for Samoa**. Apia

NUS (2012) **NUS Corporate Plan 2012 – 2014**. Toomatagi, Samoa

NUS (2010) **Strategic Plan 2010-2020**. Toomatagi, Samoa

New Zealand Aid Tools – What is a SWAp?

<http://nzaidtools.nzaid.govt.nz/sector-wide-approaches-swaps/>

SQA (2012) **SQA Corporate Plan 2012 – 2015**. Apia, Samoa

SQA (2008) **Post School Education and Training Strategic Plan 2008-2016**. Malifa, Samoa



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

APPENDIX 1

ESP Phase One Monitoring and Evaluation Framework				
Goal	Strategic Outcomes	Indicators	Baseline and/or Targets	Methodology & Data Sources
Quality Goal 1 Enhanced quality of education at all levels	Clear national direction set for quality ECE implementation Students achieve improved literacy and numeracy outcomes at all levels& boys achieve at equal levels to girls.	ECE policy, framework and plan developed to time and international peer review quality standards Percentage of students at risk in Y4 and Y6 SPELL tests by gender.	ECE policy framework and plan complete by the end of 2013 ECE policy agreed by Government beginning of 2014 2011 Students at risk baseline at Year 6 English: Boys: 47%, Girls: 23% Numeracy; at risk Boys: 59%; Girls: 40% 2011 Students at risk baseline at Y4: English: Boys:30% Girls: 14% Numeracy: Boys: 26%; Girls: 16% Targets:	National and international peer review report Government agreement SPELL Test MESC Policy Planning and Research Division



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Framework

Goal	Strategic Outcomes	Indicators	Baseline and/or Targets	Methodology & Data Sources
	<p>Teachers gain new knowledge and skills in literacy, numeracy, assessment and teaching practice</p> <p>All schools meet NMSS</p> <p>All PSET providers are accredited and quality assured</p>	<p>The number of professional development opportunities offered to each teacher</p> <p>Percentage of schools that meet 2 or more NMSS</p> <p>Percent of qualifications accredited on the SQF framework</p>	<p>i) 80% of students achieve minimum literacy and numeracy standards at Y6 ii) The achievement gap between boys and girls is 5% or less in both literacy and numeracy.</p> <p>Each teacher receives 2 professional development opportunities by the end of 2013</p> <p>Target:50% of schools meet 2 or more NMSS by mid 2014</p> <p>Target: 50% of providers have at least one qualification registered on the SQF by the mid 2014</p>	<p>Professional development providers reports</p> <p>MESC School Operations Division, SRO's and TOC reports</p> <p>SQA annual reports</p>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

ework

Goal	Strategic Outcomes	Indicators	Baseline and/or Targets	Methodology & Data Sources
	NUS Lecturers hold improved qualifications	Number of NUS staff who hold appropriate qualifications for level of programme	Baseline 60%. Target at least 70% staff holding appropriate qualifications.	NUS annual reports
Access Goal 2 Enhanced education access and opportunities at all levels	Universal Primary Education is achieved	Percentage of students enrolled in primary school- Net Enrolment Rate (NER)	Baseline primary NER is 94% Target 100% by the end of 2014, with no gender difference	MESC School Census Information System
	Students with special needs have access to quality learning opportunities	Number of schools offering quality education for students with special learning needs	12 schools trialing a model of quality support for students with special needs by the end of 2013	SIEDP review report
		Number of special needs trained teachers	Special needs teacher available in all schools	SIEDP review report
	There is knowledge about why vulnerable children are not at school and why boys	Research completed on time and to international peer review quality standards	Research complete by the end of 2013 and used to develop an action plan for	Research report MESC Policy Planning and Research Division



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

ework

Goal	Strategic Outcomes	Indicators	Baseline and/or Targets	Methodology & Data Sources
	<p>are not achieving at the same level as girls</p> <p>There are an increased number of students enrolled at secondary school</p> <p>More students complete PSET and NUS courses</p>	<p>Percentage of students enrolled in secondary school –Net Enrolment Rate (NER)</p> <p>Percentage completion rate</p>	<p>2014</p> <p>Baseline Secondary School NER is 72% Target: 5% per year increase, no gender difference</p> <p>Establish baselines and improve completion rate by 5% per year in all PSET, TVET and NUS courses</p>	<p>MESC School Census Information System</p> <p>NUS, TVET, PSET reports</p>
Relevance Goal 3 Enhanced relevance of education and training at all levels	<p>Secondary curriculum reflects recent developments in ICT and assessment.</p> <p>An innovative and relevant TVET learning centre in schools model is developed and trialed</p>	<p>Review completed on time and to quality standards</p> <p>Design and trial completed on time</p>	<p>Review of secondary curriculum completed by mid 2014 and used for future planning</p>	Peer reviewed report



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

work

Goal	Strategic Outcomes	Indicators	Baseline and/or Targets	Methodology & Data Sources
	<p>Secondary schools have access to appropriate equipment and tools, including e-resources, to support literacy technical and vocational subjects</p> <p>PSET Providers offer programmes aligned with National Competency Standards</p> <p>There is in-depth knowledge about the uptake of graduates from formal PSET providers.</p> <p>There are more graduates available in areas of market need</p>	<p>Number of new resources provided</p> <p>Number of graduates receiving Samoa (National) Qualifications</p> <p>Research completed and used for planning</p> <p>Number of economically relevant NUS courses and programmes developed</p>	<p>At least 30 new resources provided by mid 2014</p> <p>At least 5% of graduates</p> <p>APSET tracer study on graduates from formal PSET providers 2009-2011 is complete by mid 2014</p> <p>One TVET diploma programme and one agriculture course developed by mid 2014</p>	<p>MESC records</p> <p>SQA PSET Statistical Bulletin</p> <p>Research report</p> <p>NUS report</p>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Goal 4 Improved sector coordination of research, policy and planning developments.	Governance is focused across the whole sector	Sector coordinator, Sector Coordination Unit and governance mechanisms	Sector Coordinator appointed, and sector coordination unit and governance mechanisms for sector planning and budgeting established by the end of 2013	SCU meeting timetable for the year
	Sector performance continually improves	Information management and communications systems Number of sector plan actions complete on time and within budget	Integrated cross sector data and communication plans developed by early 2013 80% of sector plan activities completed on time and within budget	Data gathering and communication plans Annual Sector report
Sustainability and Efficiency Goal 5 Establish sustainable and efficient management of all educational resources	Transparent approach to resourcing and procurement across the sector	Resourcing policy framework for the sector	Resourcing policy framework for the sector developed by the end of 2013	Completed framework
	Quality probity and governance across the sector	Appointment of internal auditors	Baseline: MESC internal auditor Target: Internal auditors appointed for SQA and NUS	Internal Auditors appointed



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

**[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)**

	Clear consistent procurement processes followed across all agencies	Number of procurement manuals that comply with national regulatory framework	by the end of 2013 Each subsectors procurement manual aligns and complies with all government and MOF regulatory frameworks and processes	Internal audit reports
--	---	--	--	------------------------



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

**Click Here to upgrade to
Unlimited Pages and Expanded Features**

KVAConsult Ltd

Ph: (685) 25 345
Fax: (685) 22 087

P.O. Box L 6579
Apia, Samoa

E-mail: kva@kvaconsult.com
kva@samoaw.ws
Website: <http://www.kvaconsult.com>

TECHNICAL ASSISTANCE FOR THE ESTABLISHMENT OF THE EDUCATION SECTOR - MEDIUM TERM EXPENDITURE FRAMEWORK

MARCH 2013

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Table of Contents

EXECUTIVE SUMMARY	55
1. NATIONAL CONTEXT.....	60
1.1 EDUCATION SYSTEM: POLICY AND PLANNING	60
2. MEDIUM TERM EXPENDITURE FRAMEWORK CONCEPT.....	62
2.1 MTEF IN SAMOA AND THE SECTOR.....	62
2.2 EDUCATION BUDGET SYSTEMS AND PROCESSES	62
2.3 LINKAGES OF MTEF TO EDUCATION SECTOR PLAN 2012 - 2016.....	64
2.4 STRATEGIC PLANNING AND PRIORITISATION	64
3. COSTING OF THE MEDIUM TERM EXPENDITURE FRAMEWORK 2012 - 2016	66
3.1 METHODOLOGY AND APPROACH IN FORMULATING THE MTEF.....	66
3.2 MEDIUM TERM EXPENDITURE FRAMEWORK 2012 2016.....	67
4. RESOURCE ALLOCATION	73
4.1 TRENDS IN EDUCATION BUDGETING AND EXPENDITURE.....	73
4.2 BUDGETARY FUNDING GAPS AND OPTIONS FOR ADDRESSING THEM.....	74
4.3 RE-PRIORITISATION OF COSTS THROUGH MTEF AND ROLLING BUDGETARY PROCESS	74
5. TRAINING AND IMPLEMENTATION OF THE MTEF	75
5.1 OVERVIEW.....	75
5.2 MTEF TRAINING AND CAPACITY BUILDING	75
5.3 MTEF KEY RISKS AND CHALLENGES	75
5.4 MTEF ROLL OUT AND IMPLEMENTATION	77
VOLUME I: LIST OF ANNEXES	78
ANNEX 1: PLANNING AND BUDGETARY FRAMEWORK.....	78
ANNEX 2: INTEGRATED MANAGEMENT CYCLE FLOW	79
ANNEX 3: MAPPING OF EDUCATION SECTOR PLANNING AND BUDGETARY PERFORMANCE FRAMEWORKS	80
ANNEX 4: EDUCATION SECTOR ROADMAP	82
ANNEX 5: MEDIUM TERM EXPENDITURE FRAMEWORK APPROACH.....	83
ANNEX 6: RISK MANAGEMENT MATRIX	86
List of Tables	
Table 1: Integration ESP, MTEF & Budget Outputs	66
Table 2: Medium Term Expenditure Framework 2012 - 2016.....	68
List of Figures	
Figure 1: Costing of Budget Output(s) and Sub-Outputs(s)	63
Figure 2: Baseline Sector Outputs – Recurrent Expenditures 2006-2012	67
Figure 3: Recurrent & Development Estimates for Sector Outputs 2012 – 2016	69
Figure 4: Development Estimates at Sub-Sector Level, 2012 – 2016.....	72
Figure 5: Total Education Sector Budget 2006-2012	73
Figure 6: Percentage of Education Sector to Total Budget & GDP, 2006-2012	73
Figure 7: Total Education Sector Budget 2012 – 2016	74



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

AusAID	Australian Agency for International Development
DPs	Development Partners
ECE	Early Childhood Education Centres
ESP	Education Sector Plan
ESSC	Education Sector Steering Committee
ESWG	Education Sector Working Group
M&E	Monitoring and Evaluation
MESC	Ministry of Education, Sports and Culture
MOF	Ministry of Finance
MTBF	Medium Term Budget Framework
MTEF	Medium Term Expenditure Framework
MTFF	Medium Term Fiscal Framework
NGOs	Non-Government Organisations
NUS	National University of Samoa
PFMRP	Performance Finance Management Reform Programme
PSET	Post Secondary Education and Training
SDS	Strategy for the Development of Samoa
SOEs	State-Owned Enterprises
SQA	Samoa Qualifications Authority
SSFGS	Samoa School Fee Grant Scheme
TA	Technical assistance

Currency

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

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Medium Term Expenditure Framework (MTEF) for the Samoa Education Sector for the period 2012 – 2016.

This MTEF is the first for the Sector representing yet another important step forward in the adoption of sector wide approaches and to strengthen linkages of Education Sector policies, strategic priorities and funding priorities to national development priorities and outcomes established in the Strategy for the Development of Samoa (SDS) 2012 – 2016. From the Sector's perspective, this inaugural MTEF will evolve over time and assist in strengthening budget formulation, along with management and resource allocation by improving the predictability in funding resources in the medium term for the prioritized needs of the sector.

The MTEF expenditure framework and distribution of resources was guided by the Key Outcome 7 and Strategic Areas of the SDS, 2012 – 2016 and by the Education Sector Plan 2012 – 2016 Goals. The Education Sector Advisory Committee will conduct annual reviews and updating of the MTEF to ensure it is a dynamic working tool, that reflects expenditure implications of any changes to government policies and new developments that may impact on education services and service delivery as well as resource availability.

The task of putting together the MTEF has been challenging but the opportunity to identify and develop key sector baseline data required for costing purposes, has been rewarding and greatly beneficial to the sector as a whole, especially in light of the development and completion at the same time of the Education Sector Plan (ESP) for 2012 – 2016.

I applaud the hard work and commitment put in by senior officials of the Ministry of Education, Sports and Culture, the National University of Samoa, the Samoa Qualifications Authority and members of the various sector working committees that enabled the timely completion of both the MTEF and ESP.

I wish to extend to AusAID the appreciation of the Ministry of Education, Sports and Culture for providing financial assistance for the development of this important inaugural Medium Term Expenditure Framework for Samoa's Education Sector.

Matafeo Falanaipupu Tanielu Aiafi
Chief Executive Officer
Ministry of Education Sports and Culture

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Strengthening of the planning and budgeting processes of the education sector is seen as a critical component of the Public Financial Management reforms given the high priority which the Government has accorded to the development of education and the relatively significant portion of the national government budgetary resources allocated to this sector. Therefore the Ministry of Education Sports and Culture (MESC) is for the first time introducing an integrated planning and budgeting system involving the preparation of the Education Sector Plan 2012-2016, the Medium Term Expenditure Framework and a Monitoring and Evaluation Framework which together are expected to improve the analysis, prioritisation and predictability of the annual budgets for MESC. A robust planning and budgeting framework is also expected to not only facilitate access to local budgetary resources but also to the soft term and grant funding resources of the Development Partners who want to provide budget support to the education sector.

The main theme of the Education Sector plan (ESP) 2012 – 2016 is to have an “Improved Focus on Access to Education and Training and Quality Learning Outcomes” which is to be achieved through pursuing a set of 5 key strategic areas and provision of services to the four levels of education namely ***early childhood, schools (inclusive of primary & secondary), post school education and training (PSET), National University of Samoa and a cross sector*** which cuts across all four levels of the education system.

Medium Term Expenditure Framework Concept

To be implemented, policies and plans require predictable levels of funding which is usually provided through the national budget. The MTEF has become a widely used tool to design multi-year budgets and aggregate estimates. The MTEF highlights present levels of expenditure and additional expenditure to provide the same service in the future.

The MTEF has 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). These inputs have been used to generate the first estimates of expenditure over the period 2012 – 2016. These estimates are of varying quality but they are the best available and for the first time are put in a systematic framework.

Costing of the Medium Term Expenditure Framework 2012-2016

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, SQA 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 (*refer to Table 1: Integration ESP, MTEF & Budget Outputs*).

However, following further discussions with the sector working group and the preparation of the draft ESP (Version 16) in October 2012, the MTEF sector outputs were revised and aligned with the five key policy areas in the ESP.

Building on the baseline expenditures, the projected recurrent and development estimates for the sector under each of the five proposed outputs over the next four years are presented below. The detailed work-sheets are provided in **Volume II Appendices 4 and 7**.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

2 - 2016

Sector Outputs	2012-2013	2013-2014	2014-2015	2015-2016	Total Cost
SAT (millions)					
1.Quality of education at all levels					
- Recurrent	40,473	42,054	46,984	46,468	175,979
- Development	7,493	7,975	6,241	3,369	25,077
Sub-Total	47,966	50,029	53,225	49,837	201,056
2.Educational access and opportunities at all levels					
- Recurrent	22,163	28,838	28,287	28,080	107,369
- Development	2,406	12,268	3,558	2,717	20,948
Sub-Total	24,569	41,106	31,845	30,797	128,317
3.Relevance of education and training at all levels					
10,426	17,069	15,925	17,828	61,248	
- Recurrent	7,070	10,315	9,774	9,927	37,086
- Development	3,356	6,754	6,151	7,901	24,162
Sub-Total	10,426	17,069	15,925	17,828	61,248
4.Coordination of planning and development at all levels					
- Recurrent	7,018	8,990	8,572	8,409	32,990
- Development	1,100	1,950	100	100	3,250
Sub-Total	8,118	10,940	8,672	8,509	36,239
5.Sustainable and efficient management of the education system					
- Recurrent	10,258	19,930	16,161	16,129	62,478
- Development	1,056	3,058	3,178	4,260	11,552
Sub-Total	11,314	22,988	19,339	20,389	74,029
Total Education Sector Budget	102,393	142,131	129,006	127,360	500,890

Resource Allocation

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

development expenditures over the next four years the overall up until 2013-14 before it starts to decrease from 2014-15. This is mainly driven by the growth in recurrent expenditures.

To highlight the possible resource envelope for the education sector for 2013/14 to 2016/17 two scenarios have been developed. The education sector expenditure coverage takes into account all government expenditures that stem from early childhood, primary, secondary and post secondary – tertiary/PSET (see Volume II: Appendix 10 for details).

- **Scenario 1: Same ratio of Education Sector Expenditure to GDP:** Using the average figures for 2006/07 to 2012/13 for total education sector expenditure to GDP (6.7%) and compositions of recurrent (58.4%) and development (41.6%) to total expenditures, the projections for 2013/14 to 2016/17 were derived. This scenario looks at possible resources for the education sector to be in the vicinity of **\$116 million to \$125 million for the projected period**. There will be an estimated shortfall in 2013-14 under this scenario.
- **Scenario 2: Same Growth Rates for the Different Education Sector Expenditures:** Applying the average growth figures for 2006/07 to 2012/13 for total education sector expenditure, recurrent (6.0%) and development (10.6%), the projections for 2013/14 to 2016/17 were derived. This scenario looks at possible resources for the education sector to be in the vicinity of **\$143 million to \$196 million for the projected period**. Based on this scenario, there will be no shortfall for the projected sector budget.

Training and Implementation of the MTEF

Due to human resource issues, technical capacity constraints and to ensure effective roll out of the MTEF training and implementation, it is a prerequisite that all essential vacant positions be filled within MESC as the lead sector agency. The key risks and challenges associated with the implementation of the MTEF are presented in **Volume I: Annex 5**.

Given the current absorptive capacity of the key leading sector agencies (MESC, NUS and SQA), the sector will consider a phased approach in introducing the MTEF.

- **Phase 1 (18 months – FY 2012/13 to FY 2013/14):** compilation of sector budget by MESC as the lead sector agency utilising current framework. Establish clear dialogue and agreement with MOF on sector MTEF approach and utilisation in the annual budget process. Training and capacity building to be provided for key implementing agencies under the sector MTEF.
- **Phase 2 (24 months – FY 2014/15 to FY 2015/16):** review and trial of revised MTEF outputs and possible introduction of additional fields at sub-sector level - ECE, Primary, Secondary and PSET in the framework to better track public expenditure in these areas and to enable the sector to better inform the government on cost implications of any new policy or policy change specific to a sub-sector.
- **Phase 3 (onwards):** full implementation of agreed MTEF through the annual budget process.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Education is one of the 14 key sectors under the Government of Samoa's strategic planning initiative which is adopting sector plans as the basis for achieving better prioritization, coordination and implementation of sector development goals, policies and strategies to ensure that the impacts or outcomes of national investment and development programs are realized. The Government has always prioritized investment (both domestic and externally funded) in the education sector to pursue improvements in service delivery and in the effectiveness in the planning and management of sector resources.

Education planning and development in the next four years is now following a sector wide approach. This means:

- a. the education sector must be identified and clearly defined;
- b. all relevant stakeholders, including those outside the public sector, must be part of sector educational planning and development;
- c. an institutional structure or framework must be established for sector wide planning and development, implementation, and M&E for all activities related to the provision of educational services in Samoa.

To this end, the Education Sector Working Group (ESWG) comprising the Ministry of Education, Sports and Culture (MESC), the Samoa Qualifications Authority (SQA) and the National University of Samoa (NUS) was established in November 2011 to coordinate the planning for the development of the sector for the next four year period. The work of the ESWG has progressed further to the point of developing a coordinated sector input for the SDS 2012 – 2016 and the development of the current draft ESP 2012 -2016.

The ESWG finalised Version 16 of the ESP 2012-2016 in October 2012 and this document has been submitted to key agencies including Ministry of Finance, development partners and taken out for wider stakeholder consultations in February 2013. The current draft ESP translates the Strategy for the Development of Samoa (SDS) into goals, objectives and strategies for the education sector.

The draft ESP provides a useful basis for the key sector agencies and its key stakeholders to collectively take stock of the sector's achievements made and failures committed over the last five years and to identify and agree on what challenges and new emerging needs to be given priority and funding support in the next planning period. Initial consultations with key stakeholders point to the fact that much work remains to be done before the sector plan is finalized as a prioritised and fully costed strategic document that would guide the development of the education sector in the next four years.

The three main government agencies operating in this sector are the Ministry of Education, Sports and Culture (MESC), the National University of Samoa (NUS) and Samoa Qualifications Authority (SQA). Most of the other stakeholders are school providers (Mission, Private Schools) and Non-Government Organisations (NGOs) that engage in the provision of educational services.

The Government of Samoa is the main service provider for educational services in the Primary, Secondary and Post Secondary Education and Training (PSET) levels. Early Childhood

[**Click Here to upgrade to
Unlimited Pages and Expanded Features**](#)

non-government schools is provided directly by MESC.

An overview of the planning and budgetary framework in the sector is presented in **Volume I: Annex 1**.

¹⁵The Samoa Inclusive Education Demonstration Programme commenced in 2010 the objective of which was to eventually bring special needs into the education sector wide approach and be part of the core business of MESC. The key NGO service providers Loto Taumafai and Senese noted an increase in enrolment from 123 students in 2006 to 237 in 2010.

¹⁶There are considerable gaps and/or absence in consistent assessment and monitoring of student achievement available from the MESC in the two sub-sectors of ECE and Inclusive Education due to key service providers falling outside of Government.

Policies and plans require funding which is usually provided through the national budget. The MTEF has become a widely used tool to design multi-year budgets and aggregate estimates. The MTEF highlights present levels of expenditure and additional expenditure to provide the same service in the future. The preparation of the MTEF is the final stage of a process which has three key components:

1. **The Medium Term Fiscal Policy Framework** – the MTEF process begins with the development of the fiscal policy programme (usually three years in duration) which determines main economic parameters and the fiscal environment for the budget over the next three years.
2. **The Medium Term Budgetary Framework** – the second component includes an analysis of budget expenditures and management issues in the medium term. The analysis usually covers the evaluation of the budget expenditure policy in the past period and projections of total budget expenditures with due regard to the projected level of the budget deficit and sources for its cover; public sector investments etc.
3. **The Medium Term Expenditure Framework** – this includes expenditure plans and ceilings by sector and sub-sector, and by budgetary organisation. It includes the development of recommendations for expenditure based on the macroeconomic situation and fiscal environment and a budget expenditure policy that should comply with the priorities of the agreed sector plan or policies under the SDS.

The forward estimates process which was introduced by MOF in 2008 has attempted to cover all of the key elements stated above via the collation of forward estimates by Ministries each year as well as by introducing the MTEF in pilot sectors including Water, Health and Education. The 2009 Sector Planning Guidelines includes a specific section on guidelines for the development of MTEF's.

The MTEF along with the Education Sector Plan and the Monitoring and Evaluation Framework are the prerequisites for programme budget support from development partners (DPs). This will assist in shifting the delivery of development assistance from "tied aid" to direct budget support through the national budget.

2.2 *Education Budget Systems and Processes*

The national budget framework and costing methodology uses the following key expenditure categories for delivery of services via the key sector agencies MESC, SQA and NUS.

1. The costing of **outputs delivered by the Ministry of Education** is determined by the aggregation of sub-outputs and activities costs anticipated for their delivery. When determining costs of sub-outputs and activities, they are expressed in four budget expenditure categories namely (i) personnel, (ii) operating, (iii) capital, and (iv) overheads.

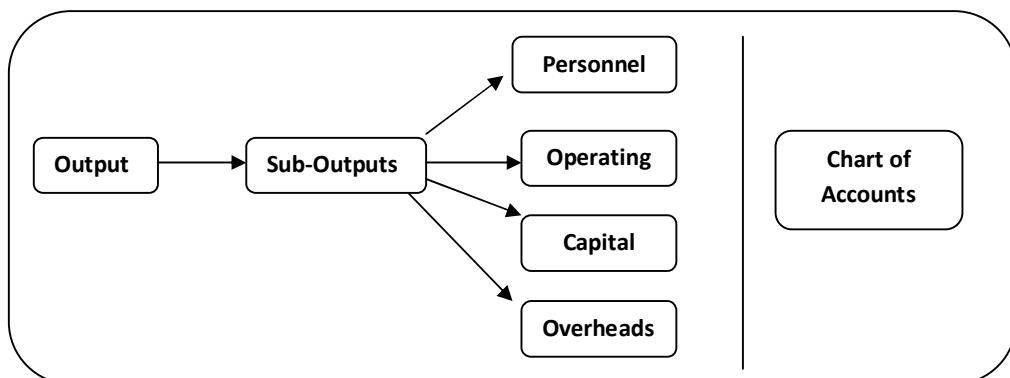
delivered by third parties is the summation of the budget n parties to undertake specified and set work stipulated in cts/obligations¹⁷.

3. The **transactions made on behalf of the state** include state subscriptions for membership in regional and international bodies. It also includes new government policy initiatives not easily aligned with existing outputs.

The diagrammatic framework for costing budget outputs and sub-outputs are shown in **Figure 1** below.

- The methodology for costing personnel is the number of staff required for each sub-output and/or output at each salary scale which is then aggregated.
- The operating cost(s) is the summation of all purchases of goods and services required to support the relevant activities required to support sub-outputs and/or outputs.
- The capital cost(s) is the summation of all capital investment expenditures required to facilitate the delivery of a sub-output and subsequent output.
- Overhead cost(s) is the fixed percentage of operating costs allocated to assist with the payment of recurring expenses i.e. electricity, water, etc.
- With outputs and sub-outputs under the four expenditure categories, these expenditures can be expressed by the type of transactions or activities through using the chart of accounts.

Figure 1: Costing of Budget Output(s) and Sub-Outputs(s)



The annual detailed planning and budgetary process is summarised in **Volume I - Error!** Reference source not found². The financial year is from 1 July to 30 June. The majority of the government funding to the sector is channelled through MESC as outputs by Ministries together with funding allocated as Outputs to Third Parties to NUS and SQA. Direct government grants to private and mission schools are also delivered through Outputs to Third Parties. Key elements of the current budget cycles are as follows:

August	MOF prepares preliminary aggregate estimates
September	MOF informs line ministries of government priorities and fiscal targets
October	Ministries produce new forward estimates for three years in line

¹⁷ Some parties may not have a contract but have a budget provision to deliver certain outputs or services.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

targets

economic framework produced by MoF

November	MOF produce Budget Strategy Paper providing strategic policy guidance
December	Results of output reviews in line ministries
January	MOF issues budget circular, including ministry ceilings
February	Consultation over submissions and agreement on outputs
March	Ministries produce budget submissions
April	Screening, analysis, revision and consolidation into First Draft Estimates
May/June	Approval by Cabinet and, by end May, Parliament (including public accounts committee and budget committee)

Given the move towards better integration of planning and budgetary framework, there will be a need for key sector agencies including MESC and MOF to reallocate and link the outputs by Third Parties and Transactions on Behalf of the State to the appropriate outputs delivered by Ministries. This will consolidate all available resources and ensure accurate reporting of expenditure levels on agreed sector outputs and outcomes. The preparation and monitoring of the sector budget will also need to be factored into the annual budgetary process once budget support mechanisms are in place.

2.3 *Linkages of MTEF to Education Sector Plan 2012 - 2016*

The main theme of the Education Sector plan (ESP) 2012 – 2016 is to have an “Improved Focus on Access to Education and Training and Quality Learning Outcomes” which is to be achieved through pursuing a set of 5 key strategic areas and provision of services to the four levels of education namely ***Early Childhood, Schools (inclusive of primary & secondary), Post School Education and Training (PSET), National University of Samoa and a Whole Sector*** which cuts across all four levels of the education system.

The MTEF has 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, the pilot MTEF developed in February 2010 which was based on a survey of 37 schools (29 primary and 8 secondary schools). These inputs have been used to generate the first estimates of expenditure over the period 2012 – 2016. These estimates are of varying quality but they are the best available and for the first time are put in a systematic framework.

The mapping of key sector policies from the current SDS 2012 -2016, the draft ESP 2012 -2016 and indicative performance frameworks is presented in **Volume I: Annex 3**.

Based on discussions with key development partners in the sector a tentative education sector roadmap was developed in early 2012 to guide the planning and budgetary processes for the sector. This roadmap is presented in **Volume I: Annex 4** and will be updated as appropriate given recent developments in the sector.

2.4 *Strategic Planning and Prioritisation*

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

MTEF is to assist the Education sector to implement and evaluate choices made by the ESP. More specifically the MTEF can

- Efficiency gains and effectiveness from the MTEF process in knowing the actual and projected utilisation of funds within the Education Sector and how it contributes to national development needs in line with the SDS 2012-2016 and the ESP 2012-2016. It will improve budgetary outcomes by linking policy, planning, budgeting and budget execution by:
 - Planning, budgeting and executing the budget to implement the ESP 2012 – 2016 within a medium term aggregate budget constraint;
 - Assisting with prioritizing the costs of policy, programs and the composition of expenditures;
 - Assist with improving the technical efficiency in use of budget resources;
 - Helping to identify and plan for the incremental recurrent budget costs of new policy and investment decisions (e.g. the recurrent cost implications of building a new school building in the districts).
- Strengthen aid management within the sector. It will assist the sector and development partners to jointly manage and monitor resource flows (financing) and how they are aligned with the ESP expenditure priorities i.e. one plan, one budget with Government in the driver's seat and ensure the financing plan is consistent with the budget and does not drive the expenditure plan.

The methodology for developing the sector MTEF involved a two pronged process as follows:

1. Review
 - a. rigorous cost analysis of existing government expenditure to establish the baseline sector budget outputs;
 - b. policy performance monitoring and evaluation.
2. Forecasting
 - a. identifying and forecasting both recurrent and development estimates and resources available to implement new policy and programs under the agreed sector MTEF outputs.

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, SQA 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.

However, following further discussions with the sector working group and the preparation of the draft ESP (Version 16) in October 2012, the MTEF sector outputs were revised and aligned with the five key policy areas in the ESP as highlighted in **Table 1** below:

Table 1: Integration ESP, MTEF & Budget Outputs

Original Proposed MTEF Sector Output (Budget Approach)	Revised MTEF Sector Outputs (ESP Approach)	Key Sub-Sectors (ESP Approach)	Agency Budget Output & Expenditure Type
<ol style="list-style-type: none"> 1. Policy Advice and Management 2. Teaching Services and Development 3. Quality Assurance and Assessment Services 4. Curriculum and Standards Services 5. Asset Management Services 6. Administration Services 	<ol style="list-style-type: none"> 1. Quality of education at all levels 2. Educational access and opportunities at all levels 3. Relevance of education and training at all levels 4. Coordination of planning and development at all levels 5. Sustainable and efficient management of the education system 	<ol style="list-style-type: none"> 1. ECE 2. Schools 3. PSET 4. NUS 5. Cross Sector 	<p>A. Recurrent Outputs by Ministries</p> <ul style="list-style-type: none"> • Personnel • Operating • Capital <p>Outputs by Third Parties</p> <ul style="list-style-type: none"> • Grants & Subsidies <p>Transactions on Behalf of the State</p> <ul style="list-style-type: none"> • Rents and Leases • Counterpart Costs • Government Policies/Initiatives <p>B. Development Expenditure Projects/Programmes</p>

The key steps that were undertaken in formulating the MTEF 2012 - 2016 are as follows:

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

resource scenarios for the sector were undertaken to provide resource ceiling. These resource ceilings need to be reconfirmed in the development of the national MTFF and MTBF. This is a very crucial step in the MTEF process as it is necessary to define sectoral resource ceilings from the outset to ensure other inter-sectoral resource demands are taken into consideration.

- Development of an initial expenditure framework through the consolidation of key budget outputs from MESC, SQA and NUS to establish linkages between the five key ESP 2012 – 2016 goals and the resource allocation decisions that will be made. The involvement of key line agencies including MESC, NUS, and SQA in this process was critical. The mapping of existing agency budget outputs under the five key sector outputs is presented in **Volume I: Annex 5**.
 - **Development Expenditures:** The establishment of baseline estimates provided the inputs for estimating the average unit costs associated with key development initiatives identified in the draft ESP 2012 -2016 four year Implementation Plan. Tagging of relevant development expenditures against the recurrent budget outputs was also initiated but needs further development with key sector agencies.
 - **Recurrent Expenditures:** the forward estimates provided by MESC, SQA, NUS to MOF for their annual budgetary processes were used as inputs into the forecasting of recurrent expenditures under the sector from 2012 – 2016.
- The final step which is to be undertaken by each of the sector agencies is to use the identified estimates in the first year of the MTEF as part of their inputs into the agreed annual budget. The remaining projections are reflected as expenditures in the second and third years of the rolling budget.

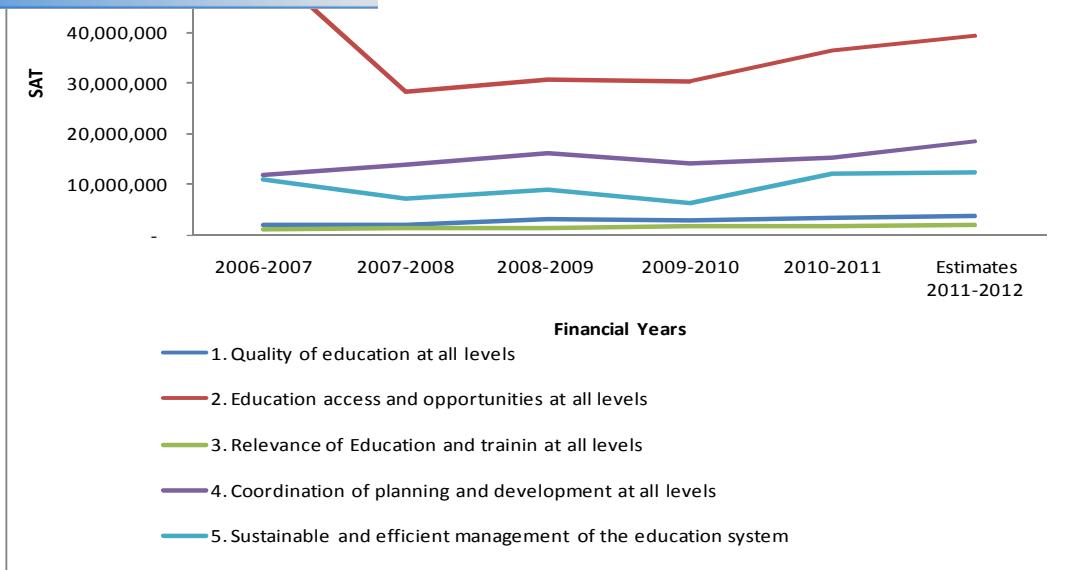
3.2 Medium Term Expenditure Framework 2012 2016

a. Baseline Recurrent & Development Costs

To establish the baseline costings for the education sector budget, the recurrent and development expenditures for MESC, NUS and SQA were compiled from the budget estimates and public accounts. The breakdown of development expenditures into the five sector outputs was not possible given the diverse nature of projects undertaken to date. However, mapping of the recurrent expenditure against the five proposed sector outputs was possible given the level of information available. Based on this analysis, three outputs related to recurrent expenditure stood out with high variability, namely **(Goal/Output 2) education access and opportunities at all levels, (Goal/Output 4) coordination of planning and development at all levels and sustainable and (Goal/Output 5) efficient management of the education system** as presented in **Figure 2** below.

Figure 2: Baseline Sector Outputs – Recurrent Expenditures 2006-2012

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)



Source: Ministry of Finance Budget Estimates and Public Accounts 2006 - 2012

b. Medium Term Recurrent & Development Estimates

Building on the baseline expenditures, the projected recurrent and development estimates for the sector under each of the five proposed outputs over the next four years are presented in **Table 2** below. The detailed work-sheets are provided in **Volume II: Appendices 4 and 7**.

Table 2: Medium Term Expenditure Framework 2012 - 2016

Sector Goals/Outputs	2012-2013	2013-2014	2014-2015	2015-2016	Total Cost
SAT millions					
1.Quality of education at all levels					
- Recurrent	40,473	42,054	46,984	46,468	175,979
- Development	7,493	7,975	6,241	3,369	25,077
Sub-Total	47,966	50,029	53,225	49,837	201,056
2.Educational access and opportunities at all levels					
- Recurrent	22,163	28,838	28,287	28,080	107,369
- Development	2,406	12,268	3,558	2,717	20,948
Sub-Total	24,569	41,106	31,845	30,797	128,317
3.Relevance of education and training at all levels					
- Recurrent	10,426	17,069	15,925	17,828	61,248
- Development	7,070	10,315	9,774	9,927	37,086

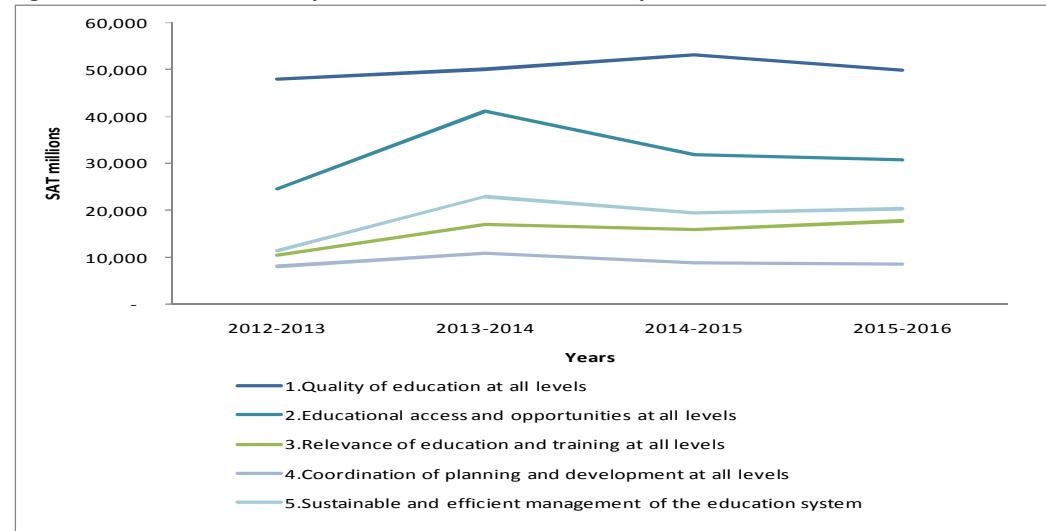
[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	.356	6,754	6,151	7,901	24,162
Sub-Total	10,426	17,069	15,925	17,828	61,248
4.Coordination of planning and development at all levels					
- Recurrent	7,018	8,990	8,572	8,409	32,990
- Development	1,100	1,950	100	100	3,250
Sub-Total	8,118	10,940	8,672	8,509	36,239
5.Sustainable and efficient management of the education system					
- Recurrent	10,258	19,930	16,161	16,129	62,478
- Development	1,056	3,058	3,178	4,260	11,552
Sub-Total	11,314	22,988	19,339	20,389	74,029
Total Education Sector Budget	102,393	142,131	129,006	127,360	500,890

Source: Ministry of Finance and sector estimates

Further analysis of the projected estimates in **Figure 3** below indicate that three key outputs will drive the development of the sector over the next four years and these include: **Goal/Output 1**: quality of education at all levels; **Goal/Output 2**: educational access and opportunities at all levels; and **Goal/Output 5**: sustainable and efficient management of the education system.

Figure 3: Recurrent & Development Estimates for Sector Outputs 2012 – 2016



Source: Sector estimates

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

t all levels as espoused in the **ESP Goal 1** will see a number re the standard and level of qualifications throughout the plementing efforts to improve the coordination and co-

operation of Early Childhood Education and recognizing the role of Non Formal Learning activities in Samoa. The **ESP Goal 1/ Output 1** is the main driver of the Plan and through the MTEF process is costed at \$201 million over the four year period.

The development of the Early Childhood Education Policy in 2012/2013 and the strengthening of linkages between the National Council of Early Childhood Education Samoa (NECES) and the MESC through the training of staff in both organisations in 2013/2014 will cost \$160,920 between 2012/13 to 2013/14. Further initiatives will be identified once the ECE policy is in place and will be costed on an annual basis through the rolling MTEF.

At the school levels a large initiative under the National Teachers Development Framework which has a major impact on the cost and budget allocation of ESP Goal 1/ Output 1 is the improvement to teacher salaries which will see a 20% in both the primary and secondary teacher levels over the four year period. The 20% increase will result in approximately 223 additional teachers at primary level and 107 teachers at secondary and will cost \$5.6 million over the four year period. The initial funding for the first two years will be through the development budget and will be absorbed into the recurrent budget from 2014/15 onwards.

To complement the efforts in the ECE and Schools the PSET will focus on “Recognition of Non Formal Learning (NFL) Activities” through various trainings over the Plan period and costed on an annual basis of \$241,000 where 100 trainees are targeted per annum. Likewise in the NUS staff will be supported to upgrade their qualifications to a masterate level by 2014 with two scholarships offered in 2012/2013 - 2013/2014 and costed each year at \$392,539.

The ESP Goal 2 /Output 2: 2 Educational access and opportunities at all levels is the second key driver of the Plan costed at \$128 million over the Plan period. To ensure **Educational Access and Opportunities at all levels** as espoused in the **ESP Goal 2** will see the development of regulations and enforcement of the Education Act 2009 in 2012/2013 which has been costed at \$373,000. To complement the legislative efforts the enforcement of the Act in 2013/2014 will be supported by the Samoa School Fee Grant Scheme for both primary and secondary levels costed at over \$7.2 million which is targeted at an estimate of over 46,000 students. The SSFGS ensures that educational access and opportunities are available for all students nationally at both the primary and secondary school levels and at the same time empowers communities through School Committees financial support for the management and operation of schools in partnership with the Ministry of Education Sports and Culture.

In the PSET initiatives are in place to assist the community and private sector “*Manage and monitor the implementation of the Small Grant Scheme for Non Government & Non Formal Providers*” throughout the period from 2013/2014 to 2015/2016 which is costed on an annual basis of \$250,000. This is further complemented by the role of NUS through Recognition of Prior Learning and strengthening career pathways to Technical Vocational Education Training (TVET) and Higher Education, as well as enhancing relationships with the PSET providers and providing training in 2013/2014 targeted at 200 participants costed at \$482,000.

To ensure **Relevance of education and training at all levels** as reflected in **ESP Goal 3/ Output 3** the Education Sector is committed to ensuring education reflects the diversity and development needs of Samoa where a strong commitment to TVET within schools has been

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

The **ESP Goal 3 /Output 3: Relevance of education and**
driver of the Plan costed at \$62 million over the Plan period.

With respect to schools a key cost component for the period from 2013/2014 to 2015/2016 is the procurement and distribution of consumables to secondary schools which is targeted at 60,000 students per annum with an annual cost of \$4.8 million. Furthermore to support these efforts within the secondary schools in 2013/2014 and 2015/2016 the initiative to “*Procure and distribute appropriate equipment and tools to support the technical/ vocational subjects*” has been targeted at 5,000 students at a cost of \$1.7 million for the two budget periods noted. In 2012/2013 the NUS focuses on the Diploma of TVET programmes which will be based on national competencies and be developed and delivered along with agriculture courses costed at \$264,000. Furthermore in 2014/2015 and 2015/2016 additional programmes are to be developed by NUS in higher education which will be linked to national needs and are costed per annum at \$100,000.

To ensure **coordination of planning and development at all levels as reflected in ESP Goal 4/ Output 4** the Education Sector recognises the importance of enhancing national research processes and the role of research as a policy tool for planning and development purposes. The Plan also acknowledges the challenges and needs for more effective coordination and complementing existing efforts throughout the Education Sector. ESP Goal 4/ Output 4 is the fifth driver of the Plan costed at \$36 million over the Plan period.

In 2012/2013 the NUS in line with its mandate on the role of research is to develop the National Research Strategy which is costed at \$264,000. Furthermore the coordination of the Sector Plan amongst the key agencies will be done through the establishment of the Education Sector Coordinating Unit to be located within the MESC with the appointment of an Education Sector Coordinator, salary of which is costed on an annual basis of \$86,000 plus additional staffing of four personnel to support the Unit with an additional annual cost of \$260,000 from 2013/2014 to the remainder of the Plan period.

To ensure **Sustainable and efficient management of the education system as reflected in ESP Goal 5/ Output 5** the Education Sector is committed to improving the sustainability and efficient management of its internal systems in compliance with national processes. The ESP Goal 5/ Output 5 is costed at \$74 million and is the third key driver of the Plan, given the mixture of policy development and training, as well as the allotment for capital expenditure (investment).

In keeping with good governance and maintaining the necessary checks and balances the Sector has identified the need for several policies to be developed including but not limited to internal auditing and procurement which is costed at \$924,000 for the period 2012/2013. Policies also includes the Policy for Construction of Primary Schools which serves as the basis for the building of two primary schools per fiscal year for 2013/2014 to the end of the Plan period which is costed annually at \$1.9 million.

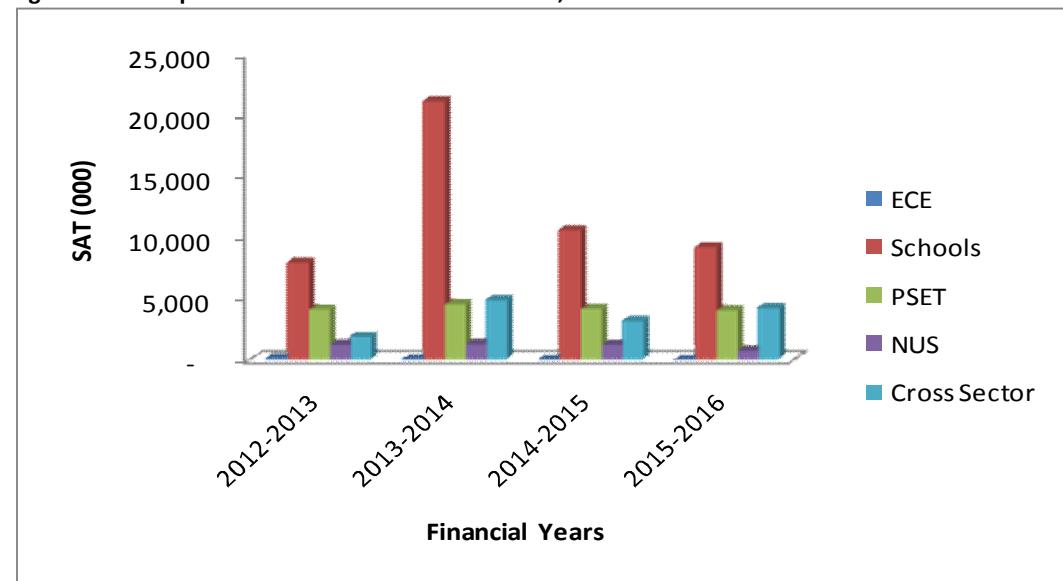
c. Sub-Sector Expenditures

At this stage, analysis of sector spending at the sub-sector level is only possible for development expenditures as the current structure of the recurrent expenditure does not yet capture expenditure at these levels. The sector will need to further develop the framework to ensure future analysis at the sub-sector level is possible for both the development and recurrent budget estimates. A snapshot of the projected development estimates for the key

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

are presented in **Figure 4** and the key areas that will have
ols and PSET and Cross Sector.

Figure 4: Development Estimates at Sub-Sector Level, 2012 – 2016



Source: sector estimates

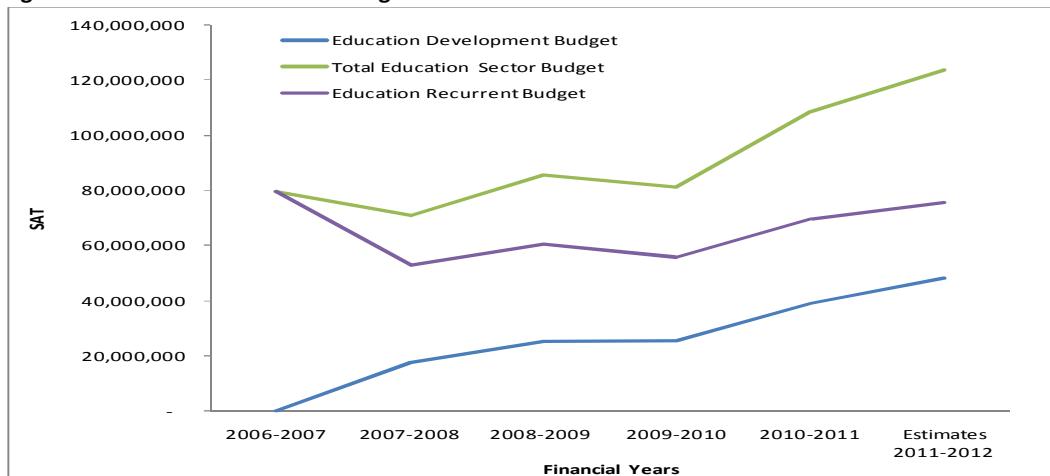
[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Education Sector Budget and Expenditure

In the last five years, the total annual education sector spending was reduced in 2007/08 and 2009/10, however, despite these reductions the overall education sector spending recovered and increased above the 2006 level from 2010/11 onwards. The increase in sector spending was mainly driven by the growth in development funded expenditures as presented in **Figure 5** below.

The major development programme for education in the last 5 years has been the ESP II jointly funded by Australia, New Zealand and the ADB. Other development projects have included the ADB funded SchoolNET, Community Access project and the Samoa School Fee Grant Scheme (SSFGS) jointly funded by Australia and NZ.

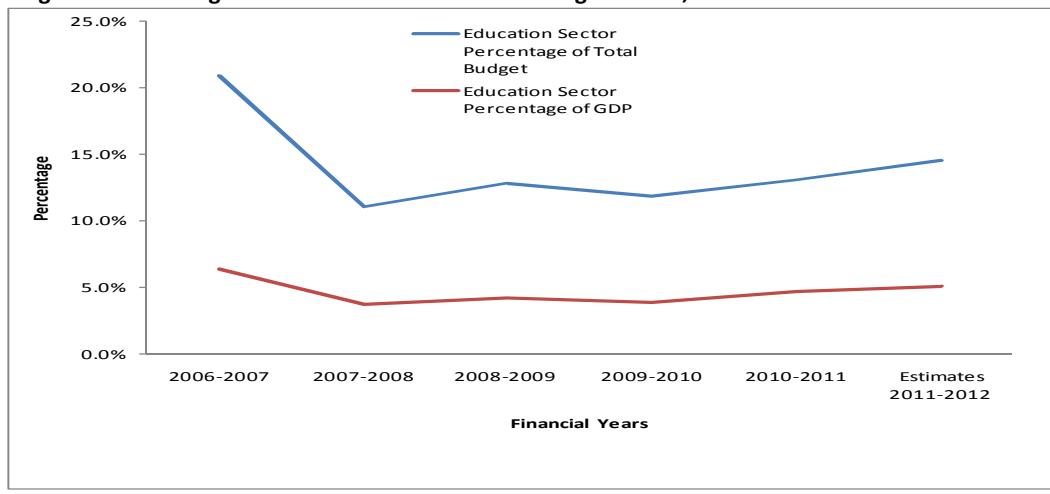
Figure 5: Total Education Sector Budget 2006-2012



Source: Ministry of Finance

The annual education sector spending as a percentage of gross domestic product (GDP) is currently above 4 percent of GDP as presented in **Figure 6** below:

Figure 6: Percentage of Education Sector to Total Budget & GDP, 2006-2012



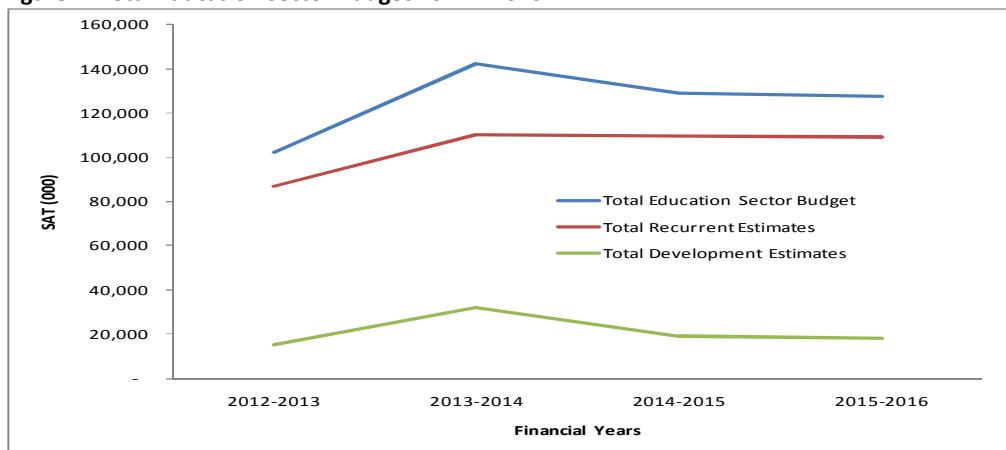
Source: Ministry of Finance

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

ons for addressing them

and development expenditures over the next four years the overall sector budget will continue to increase up until 2013-14 before it starts to decrease from 2014-15 onwards. The increase in sector spending is mainly driven by the growth in recurrent expenditures as presented in **Figure 7** below.

Figure 7: Total Education Sector Budget 2012 – 2016



Source: Sector estimates

To highlight the possible resource envelope for the education sector for 2013/14 to 2016/17 two scenarios have been developed. The education sector expenditure coverage takes into account all government expenditures that stem from early childhood, primary, secondary and post secondary – tertiary/PSET (see **Volume II: Appendix 10 for details**).

- **Scenario 1: Same ratio of Education Sector Expenditure to GDP:** Using the average figures for 2006/07 to 2012/13 for total education sector expenditure to GDP (6.7%) and compositions of recurrent (58.4%) and development (41.6%) to total expenditures, the projections for 2013/14 to 2016/17 were derived. This scenario looks at possible resources for the education sector to be in the vicinity of **\$116 million to \$125 million for the projected period**. There will be an estimated shortfall in 2013-14 under this scenario.
- **Scenario 2: Same Growth Rates for the Different Education Sector Expenditures:** Applying the average growth figures for 2006/07 to 2012/13 for total education sector expenditure, recurrent (6.0%) and development (10.6%), the projections for 2013/14 to 2016/17 were derived. This scenario looks at possible resources for the education sector to be in the vicinity of **\$143 million to \$196 million for the projected period**. Based on this scenario, there will be no shortfall for the projected sector budget.

4.3 Re-prioritisation of costs through MTEF and rolling budgetary process

The primary objective of the MTEF is to facilitate medium-term policy based budgeting as the sector draws up its medium term expenditure plans linking expenditures to the agreed ESP policy objectives from 2012 – 2016. Ideally, as the four year period moves along, expenditures in each year inform the planning for the next year and the projections for the following years.

Due to human resource issues, technical capacity constraints and to ensure effective roll out of the MTEF training, it is a prerequisite that all vacant positions be filled within MESC as the lead sector agency. Furthermore MESC, NUS and SQA leadership will provide the officials targeted for training and TA:

- With the support to undertake the training and to ensure their Organisation has consistent representation and participation when required;
- The opportunities to share and implement the lessons and knowledge gained in the training process with organisational peers.

Officials involved in the policy, planning and budget process of the MESC, NUS, and SQA. This will ensure that the MTEF process is looked at holistically, has coordinated effort and understanding and integrates the information that is required for the MTEF i.e. policy, planning and budget. The MTEF is a dynamic process that will build and evolve over time as officials become more familiar and understand the various mechanics of its workings gained from their own professional insight.

5.2 MTEF Training and Capacity Building

The Performance Finance Management Reform Programme (PFMRP 2) has identified MTEF as a priority area for capacity building, where there is synergy for including the Ministry of Education, NUS, and SQA to be included in the scope of training which has been primarily targeted at the Budget Division of the Ministry of Finance. This will ensure synergy of processes and understanding of the MTEF process from both a national and sector-wide level.

Key training has been identified in the areas of:

- Public Finance Management
 - Understanding the national budgeting and planning process.
 - Understanding the linkages between policy, priorities and the budget.
- MTEF (National level)
 - In line with the Performance Finance Management Reform Programme 2.
- MTEF (Sector level)
 - Understanding the peculiarities and challenges specific to the Education Sector.

The approach for the training and capacity programme will need to be undertaken through collaborations with the Ministry of Finance budget officials in order to:

- enhance the relationship of the Ministry of Finance with the Education Sector officials;
- build greater understanding of national processes and procedures; and
- provide training that is understood and driven by national context and to ensure ownership and buy-in from both the Ministry of Finance and the Education Sector officials.

The proposed training and capacity building workplan is presented in **Volume II: Appendix 9**.

5.3 MTEF Key Risks and Challenges

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

associated with the implementation of the MTEF are summarised
: Annex 6.

- The early finalisation of the draft ESP 2012 – 2016 is critical and will need to address the following:
 - The sector to review the division of the key sub-sectors into (a) ECE, (b) Schools, (c) PSET, (d) NUS as it is not consistent with existing policies e.g. PSET Strategy includes NUS whereas the sector plan has now created a new sub-sector for NUS – Higher Level of Education. The proposed approach under the MTEF has divided the sector into four key sub-sectors namely (a) ECE, (b) Schools, (c) PSET, (d) NUS. The link between the priority development areas and sector activities need to be more explicit and clearly defined to ensure that annual targets can be achieved.
 - Through the consultation process it was identified the need to define the role of sports and culture across the Education Sector particularly with respect to the Ministry, NUS and under the MTEF. Clarification is needed on the national goals and priorities of sports and culture and how they fit in the sector in order for accurate costings in the MTEF.
 - Discussions are pending between MESC and Government on future absorption of the School Grants Scheme and School Fees Grant Scheme by Government budget. MESC have raised the issue of sustainability of the two schemes once it is absorbed into the Government budget. Discussions within the Ministry are continuing on the possibility of including Secondary Schools in the School Fees Grant Scheme (SFGS) and possible consolidation of all Government grants into a single funding pool for schools to utilize.
 - Cost implications of Government paying for the salaries of the qualified and working ECE teachers will need to be carefully considered. The ECE Centre has requested their teacher salaries be funded by Government and a decision is pending. The draft ESP 2012 – 2016 is considering possible provision for ECE teachers in the final year of the Plan.
- The current M&E focussed primarily on the short term outcomes i.e. first two years of the ESP and was developed in consultation with the M&E Specialist. The formulation of current indicators is not clearly linked to existing indicators from the Manumea database which looks at enrolment rates etc. There is a need to establish annual sector targets which are linked to the annual activities so that realistic costings can be made. This will ensure that the proposed costing approach under the MTEF is accurate and relevant.
- AusAID indicated that full budget support will not be possible for the sector in the next financial year due to the delay in finalising a costed sector plan. Given the delays in implementing the budget support mechanism, AusAID is looking at establishing transitional arrangements for the continued financing of ongoing and proposed sector programs in the next 12 months.
- There are challenges in the lack of cohesive reporting formats in the Education Sector on projects and financials. There is a difference in the formats for budget bids and reporting for State-Owned Enterprises (SOEs) i.e. SOEs use output budget format for bidding but they report on expenditure category items. Furthermore it was also identified there was need for clearer reporting from the Ministry of Finance Budget Division on funding from donors and its allocations to education projects. This need for clarity was also identified for the scholarships funding provided by Government and donors to ensure

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

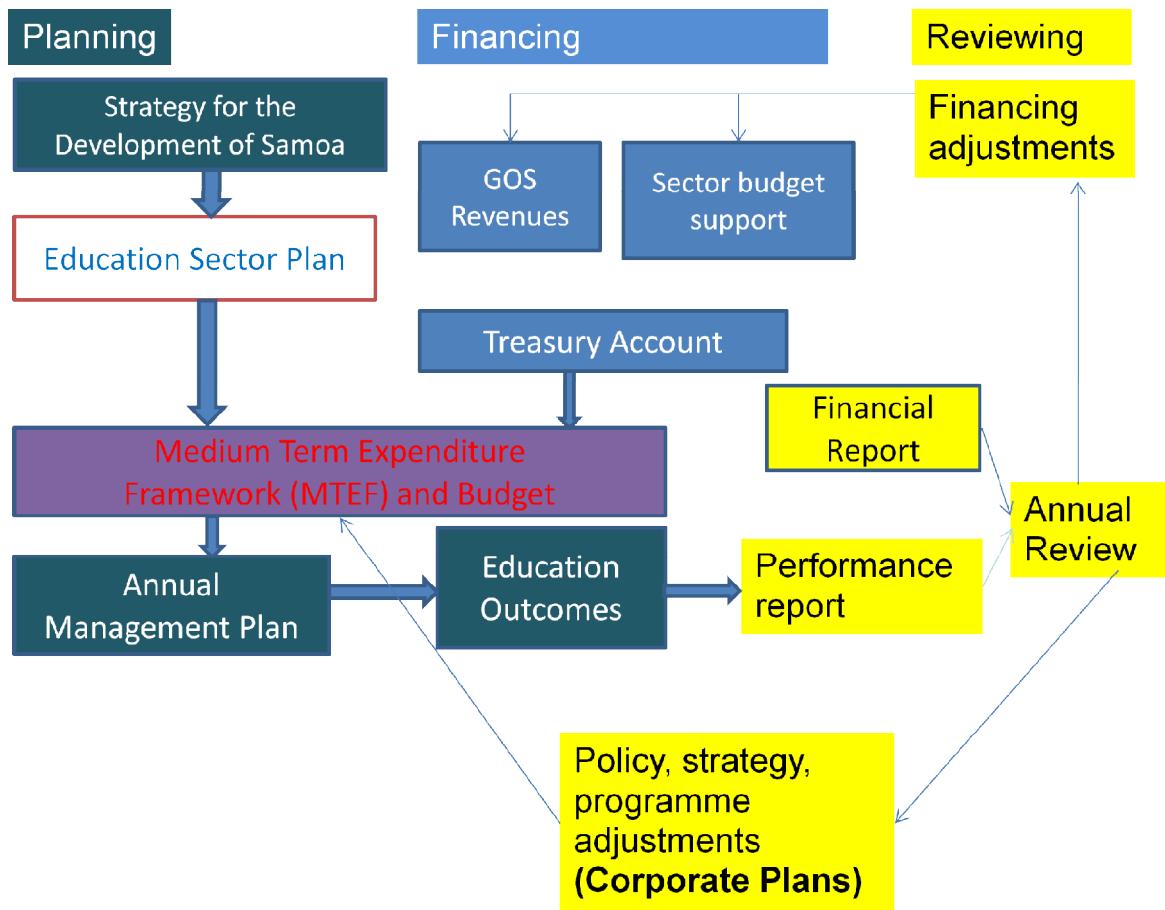
which are specific for the sector are properly reflected in the required to assist the Sector Coordination Unit in delivering targeted training programmes as follows:

- TA for monitoring and evaluation of the MTEF for the first 12 months (1 year intermittent inputs) to ensure that any corrective or critical issues that have to be addressed are identified and actioned upon before the Phase 2 of the MTEF.
- TA for Education MTEF Specialist (1-3 years intermittent inputs) to provide on the job training for the key policy and budget stakeholders for MESC, NUS, SQA. This is critical given the human resource and capacity constraints within the sector and this will ensure that the MTEF is a dynamic process that is realistic to the context of Samoa. Furthermore to ensure sustainability of the MTEF process.

5.4 MTEF Roll Out and Implementation

Given the current absorptive capacity of the key leading sector agencies (MESC, NUS and SQA), the sector will consider a phased approach in introducing the MTEF;

- **Phase 1 (18 months – FY 2012/13 to FY 2013/14):** compilation of sector budget by MESC as the lead sector agency utilising current framework. Establish clear dialogue and agreement with MOF on sector MTEF approach and utilisation in the annual budget process. Training and capacity building provided for key implementing agencies under the sector MTEF.
- **Phase 2 (24 months – FY 2014/15 to FY 2015/16):** review and trial of revised MTEF outputs and possible introduction of additional fields at sub-sector level: ECE, Primary, Secondary and PSET in the framework to better track public expenditure in these areas.
- **Phase 3 (onwards):** full implementation of agreed MTEF through annual budget process.





Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

cycle Flow

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
P L A N N I N G	4 Year SDS	3 Year Sector	3 Year Corporate Plans	Capability Plans	Draft Mgt (Work) Plans			Public Bodies 3 Year Corporate Plans Draft		Public Bodies 3 Year Corporate Plans Final	Finalize Mgt Plans	
		6 months Update Progress of SDS Implementation Strategy	Collect baseline data for SDS Indicators and SDS Midterm Review				6 months Update Progress of SDS Implementation Strategy					
			Macroeconomic Aggregates (For Estimates) for last half of Fin. Year				Forward Estimates for first half of Financial Year		Forward Estimates for next Financial Year and next two Financial Years			
	March Quarter		July Quarter			October Quarter			January Quarter			
			Produce Annual Sector Updates									
	Annual CEO Performance Review against management plans and contracts	Request updated financial information	Ministries provide information	Update Forward Forecasts (FC)	Create additional year	6 monthly CEO Performance Review	Budget Survey and Update FE	Updated capital investment plan done with Aid Division	Update FE per Budget decisions			
R E S O U R C I N G												
A C C O U N T A B I L I T Y												

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Sector Planning and Budgetary Performance

A. Education Key Policy Areas

SDS 2012-2016 Strategic Areas	Draft ESP 2012-2016 Goals
<ol style="list-style-type: none"> 1. Progress Quality teaching and learning at all levels of education'; 2. Increase access to relevant educational 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; 5. Upgrade facilities and resources and sustain efficient management across the sector 	<ol style="list-style-type: none"> 1. Enhance the quality of education at all levels 2. Enhance educational access and opportunities at all levels 3. Enhance the relevance of education and training at all levels 4. Improve coordination of Planning and Policy Development across the sector 5. Establish sustainable and efficient management of educational resources

B. Education Sub-Sectors

Draft ESP 2012-2016 Sub-Sectors	Recommended Sub-Sectors
<ol style="list-style-type: none"> 1. ECE 2. Schools 3. PSET 4. NUS 5. Cross Sector 	<ol style="list-style-type: none"> 1. ECE 2. Primary 3. Secondary 4. PSET (inclusive of NUS)

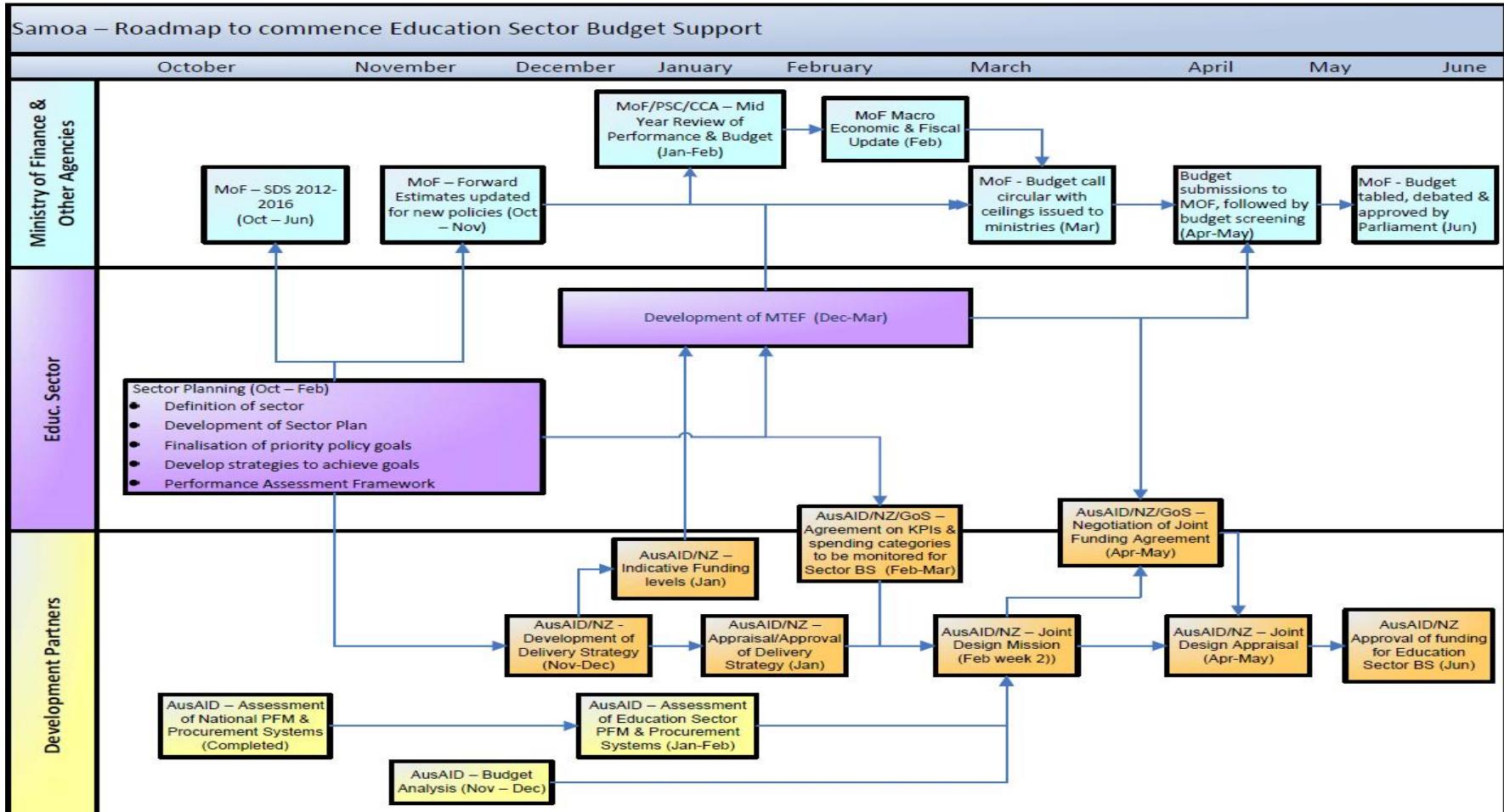
C. Education Key Performance Indicators

SDS Key Indicators	ESP 2012 – 2016 Key Performance Indicators	Annual Budget Estimates Performance Frameworks
<p>Strategic Area 1:</p> <ol style="list-style-type: none"> 1. Increased number of quality assured providers, programs and internationally recognised qualifications; 2. 100% of schools meeting the Minimum Service Standards (MSS) for Student Achievement; 3. Adequate number of qualified teachers graduating from NUS sustained; <p>Strategic Area 2:</p> <ol style="list-style-type: none"> 4. Increased number of students with disabilities being mainstreamed at all levels; 5. Integrated use of ICT in teaching and learning; <p>Strategic Area 3:</p> <ol style="list-style-type: none"> 6. Increased employability of graduates from PSET providers; 	<p>ESP Goal 1:</p> <ol style="list-style-type: none"> 1. ECE policy, framework and plan developed to time and international peer review quality standards 2. Percentage of students at risk in Y4 and Y6 SPELL tests by gender. 3. Percentage of schools that meet 2 or more NMSS 4. Percent of qualifications accredited on the SQF framework 5. Percentage of staff including TVET lecturers completing postgraduate studies (MA & PhD) including appropriate TVET qualifications <p>ESP Goal 2:</p> <ol style="list-style-type: none"> 6. Percentage of students enrolled in primary school- Net Enrolment Rate (NER) 7. Percentage of students enrolled in secondary school –Net Enrolment Rate (NER) 8. Number of schools offering 	<p>MESC Output Indicators</p> <p>SQA Output Indicators</p> <p>NUS Output Indicators</p>

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	<p>8. Enhanced capacity for planning, research and policy development across the sector;</p> <p>9. PSET knowledge management and information system developed and implemented;</p> <p>10. Sector Coordination Mechanisms established;</p> <p>Strategic Area 5:</p> <p>11. Improved service delivery in all sectors;</p> <p>12. Improved facilities and resources across the sector;</p>	<p>quality education for students with special learning needs</p> <p>9. Percentage completion rate</p> <p>10. sector data system in place.</p> <p>ESP Goal 3:</p> <p>11. Successful implementation of the primary curriculum 2013-2015</p> <p>12. Review of the secondary curriculum to address gaps in science and mathematics and incorporate ICT for learning.</p> <p>13. 10 Select secondary schools identified, resourced and supported by 2016</p> <p>14. All 10 schools meeting the national minimum standards by 2016</p> <p>15. Number of new resources provided</p> <p>16. PSET programmes in national priority areas meet national competency standards (providers offering programmes in the seven basic trades meet the competency standards)</p> <p>17. Improved PSET provision to meet national priorities(number of courses that address national priority needs)</p> <p>18. NUS increases programmes that address national priority needs</p> <p>19. Employability of graduates (improved employment rate or percent of graduates from PSET finding employment)</p> <p>20. Sustained database of graduates and their employment.</p> <p>21. Increased/revised NUS programs/courses to meet national priorities and objectives.</p> <p>ESP Goal 4:</p> <p>22. completion of NRC policies and regulations</p> <p>23. Number of sector plan actions complete on time and within budget</p> <p>24. Conduct of research priorities</p> <p>ESP Goal 5:</p> <p>25. Resourcing policy framework for the sector</p> <p>26. Governance framework developed for the sector</p>
--	--	---

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)



Source: Joint Review Mission Report 2012



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Framework Approach

MTEF Sector Goals/Outputs	Scope/Definition of Services	Existing Budget Outputs			
		MESC	SQA	NUS	MFAT
1. Enhance the quality of education at all levels (Goal 1)	Progress quality teaching and learning at all levels	<u>Outputs by Ministry:</u> Output 3 - Teaching Services Output 4 - Teacher Development Services <u>Transactions on Behalf of the State:</u> Government Policies/Initiatives - School Broadcast	<u>Transactions on Behalf of the State:</u> Counterpart Costs - UNDP Project Counterpart Cost - Counterpart Expenses - PSIF		
2. Educational access and opportunities at all levels (Goal 2)	Increase access to relevant educational and training opportunities at all levels	<u>Outputs by Ministry:</u> Output 5 - School Improvement Services; Output 7 - Assessment and Examination Services ; Output 12 – Cultural Development Services <u>Outputs by Third Parties:</u> Grants & Subsidies – Private and Mission Schools <u>Transactions on Behalf of the State:</u> Government Policies/Initiatives - NUS sponsored Students (Peace Corps Prog & FOE students) - NUS sponsored Students (Peace Corps Prog & FOE students) arrears	<u>Outputs by SQA</u> Output 2 - Quality Assurance Output 4 - Qualifications (formerly part of Output 2)	<u>Outputs by NUS:</u> Output 6 - Faculty of Business & Entrepreneurship Output 7 - Faculty of Arts Output 8 - Faculty of Education Output 9 - Faculty of Nursing Output 10 - Faculty of Science Output 13 - School of Engineering Output 14 - School of Business & General Studies Output 15 - School of Maritime Training	
3. Relevance of education and training at all levels (Goal 3)	Strengthen linkages between education and training development to	<u>Outputs by Ministry:</u> Output 6 - Curriculum Services Output 10 – Library Services Output 11 – Sports Development			

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

nal goals	Services				
4.Coordination of planning and development at all levels (Goal 4)	<p>Improve sector wide approach to education planning and development</p> <p>Outputs by Ministry:</p> <p>Output 1 - Policy Advice to the Minister</p> <p>Output 2 - Ministerial Support</p> <p>Output 8 - Policy Planning and Research Services;</p>	<p>Transactions on Behalf of the State:</p> <p>Government Policies/Initiatives</p> <ul style="list-style-type: none"> - Samoan Language Commission 	<p>Outputs by SQA:</p> <p>Output 1 - Policy Advice to the Responsible Minister</p> <p>Output 3 - Research, Policy and Planning (formerly Human Resource Development Policy)</p>	<p>Outputs by NUS:</p> <p>Output 1 – Policy Advice to the Responsible Minister</p> <p>Output 2 - Policy advice to the Vice Chancellor & President</p> <ul style="list-style-type: none"> - Institute of Technology <p>Output 3 - Policy advice to Vice Chancellor & President</p> <ul style="list-style-type: none"> - Institute of Higher Education <p>Output 4 - Director Secretariat</p> <p>Output 5 - Counselling Services</p> <p>Output 11 - Centre of Samoan Studies</p> <p>Output 12 - Oloamanu Centre - Centre for professional Studies & continuing Education</p>	<p>Outputs by Ministry:</p> <p>Output 4 - Scholarship, Training & Bilateral</p> <p>Transactions on Behalf of the State:</p> <p>Government Policies/Initiatives</p> <ul style="list-style-type: none"> - Government Scholarship Scheme
5. Sustainable and efficient management of the education system (Goal 5)	<p>Upgrade facilities and resources and sustain efficient management across the sector.</p>	<p>Outputs by Ministry:</p> <p>Output 9 - Assessment Management Services</p> <p>Outputs by Third Parties:</p> <p>Grants & Subsidies</p> <ul style="list-style-type: none"> – Village Schools Stationery – Loan Repayments for Village Schools 	<p>Transactions on Behalf of the State:</p> <p>Counterpart Costs</p> <ul style="list-style-type: none"> - Rent & Leases - Rents & Leases for the Teuila 		



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	<p>Property Leases <u>Transactions on Behalf of the</u> State: Counterpart Costs to Development Projects Membership Fees & Grants Rents and Leases Government Policies/Initiatives - Resources for Schools (Agriculture Science, Food & textiles Technology & Design Technology) - Renovation for Avele College Teachers Accommodation - Architectural consultancy - Cost for establishment of Aele Primary School - School Fee Relief Scheme - Christian Education - Rents and Leases - Rent Government Building - Electricity Arrears</p>	Building		
--	--	----------	--	--



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	Implications	Remedial Measures/ Strategy	Risk Level
Short-term			
1. Finalisation of the Education Sector Plan	Continuous delays in the finalisation of the education sector plan will have adverse effects on the effective and timely implementation of the education sector MTEF.	<i>1. Adoption of the proposed MTEF Sector Framework in the interim for costing the sector priorities. 2. Alternatively, review timeframe for implementation of MTEF until completion and approval of Education Sector Plan.</i>	High
2. Effective Sector Monitoring and Management Framework	Gaps in planning and implementation of MTEF process.	<i>Government agencies to: 1. ensure consistent representations on Education Sector Steering Committee (ESSC) and working committees. 2. ensure that these committees have clear Terms of References. 3. incorporate MTEF work into their current work commitments given sector benefits. 4. ensure commitments to broader MTEF training and capacity strengthening coverage.</i>	Moderate to High
3. Securing sustainable financing modalities	Delay in mobilisation of budget support mechanisms and phasing out of key development projects such as ESP II and Schoolnet will impact on the predictability of funding to the sector.	<i>Government to reconfirm availability of resources from both the recurrent and development budget over the next four years</i>	High
4. Appropriate Focal Contact Points and local counterparts	Delay in MTEF roll out and integration into annual budgetary processes.	<i>1. Government agencies to allocate relevant staff contact to ensure expeditious MTEF exercise and candidates from relevant divisions to ensure sustainability. 2. Ensure timely appointment of Education Sector Coordinator to lead the sector planning and budgetary processes.</i>	High
Medium/Long term			
5. Sustainability of MTEF Compilation and Maintenance - Appropriate Skill-set - Training and Capacity Building	Delay MTEF implementation and cast doubt on its sustainability.	<i>1. Government agencies to carefully select candidates with right commitment and skill to ensure long term sustainability. 2. The training and capacity building to cover all key implementing agencies including MESC, NUS, SQA and other relevant agencies (refer Appendix 7 in Volume II)</i>	Moderate



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

**Click Here to upgrade to
Unlimited Pages and Expanded Features**

Inconsistency in MTEF approach.	1. Government agencies and the Ministry of Finance to ensure consistency of sector MTEF with national MTEF framework requirements.	Moderate
---------------------------------	--	----------



*Your complimentary
use period has ended.
Thank you for using
PDF Complete.*

***Click Here to upgrade to
Unlimited Pages and Expanded Features***