



Government of Samoa
Ministry of Education, Sports and Culture

National School Technical and Vocational Education and Training (TVET) Policy 2018 - 2023



National Schools Technical and Vocational Education Training Policy 2018 - 2023

MINISTRY OF EDUCATION, SPORTS AND CULTURE

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The Ministry also extends sincere gratitude to all key stakeholders who participated in the consultations for their invaluable insights.

LIST OF ACRONYMS

APTC	Australia Pacific Technical College
AusAID	Australian Agency for International Development
CAT	Certificate in Adult Teaching
CBA	Competency Based Assessment
CBC	Competency Based Curriculum
CCCE	Centre for Community and Continuing Education
DFAT	Department of Foreign Affairs and Trade
FOE	Faculty of Education
GoS	Government of Samoa
HR	Human Resource
ICT	Information and Communication Technology
MCIL	Ministry of Commerce Industry and Labour
MESC	Ministry of Education, Sports and Culture
MIT	Manukau Institute of Technology
MOU	Memorandum of Understanding
MWTI	Ministry of Works, Transport and Infrastructure
NCEA	National Certificate of Educational Achievement
NCS	National Competency Standards
NGO	Non- Government Organisation
NSTVETP	National Schools Technical and Vocational Education Training Policy
NUS	National University of Samoa
NZAID	New Zealand Agency for International Development
NZQA	New Zealand Qualification Authority
OCPCE	Oloamanu Centre for Professional and Continuing Education
OSH	Occupational Safety and Health
PSET	Post School Education and Training
SATVETI	Samoa Association of Technical and Vocational Education and Training Institutes
SDG	Sustainable Development Goals
SQA	Samoa Qualifications Authority
SQF	Samoa Qualifications Framework
SQs	Samoa Qualifications
SSC	Samoa School Certificate
SCTVS	School Certificate in Technical and Vocational Studies
SSLC	Samoa Secondary Leaving Certificate
SSLCTVS	Secondary School Leaving Certificate in Technical and Vocational Studies
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organisation
YEP	Youth Employment Programme

DEFINITIONS OF TERMS

Accreditation	The process of formal recognition of a course or programme by the national regulator in line with the relevant regulatory standards.
Apprenticeship	A regulated employment based approach to the gaining of a relevant nationally recognized qualification. It involves a combination of work and structured training that is regulated through a training contract made between an employer and an apprentice/ trainee.
Assessment (competency)	The process of gathering evidence and making judgements in order to decide whether a person has achieved a standard of competence.
Competency	The ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.
Competency Based Curriculum	Also known as competency based learning. CBC is a framework or guide for the detailed development of competencies, associated methodologies, training and assessment resources. It specifies the outcomes which are consistent with the requirements of the workplace as agreed through the industry and community consultations.
Certificate	A generic term for qualification; in the context of national qualifications structure normally an entry level qualification to prepare students for both employment and further education and training.
Course	A course is an integrated delivery of training package that includes appropriate content, teaching and learning methodologies, resources, assessment activity, delivery mode and duration designed to achieve a set of learning outcomes.
Credit	The numerical value assigned to a full qualification, as well as its components, that represents the estimated time needed for an average person to demonstrate that all the specified outcomes have been achieved.
Flexible learning	An approach to TVET which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variation in learning opportunities (including online).

Learning outcomes	Evaluative statements which specify what is to be learned and assessed. In a competency based training system, learning outcomes are derived from competency standards
National Competency Standards	Specification of competencies required for effective performance in the workplace expressed in a consistent format and nationally endorsed by the relevant stakeholders for application within in a specific industry or sector.
Post school education and training	All forms of education and training activities that occur outside the school system utilizing any structured mode of deliver.
Programme	A coherent set of courses, modules, papers, competency packages or units designed to meet the requirements of a qualification.
Programme accreditation	The process of evaluating an organization’s capability of delivering an education or training programme to the required standards.
Provider	An organization or person that intends to offer or is offering post school education and training including organizations that conduct workplace competency assessment.
Qualification	A formal certification that a person has successfully achieved all learning outcomes in an accredited program at a specified level on the SQF
Quality Assurance	A systematic measurement, comparison with a standard, monitoring of processes and evaluation of services of an organization’s ability to deliver to the published goals and objectives.
Quality Management System	An integrated set of clearly defined organizational structures, policies, procedures, responsibilities and resources which are used to assure quality provision of education and training.
Registration	The process of approving an organization or institution to offer TVET. In order to be registered the training provider must meet or exceeded the rigorous standards for quality and effectiveness as defined by SQA.
Samoa Qualification Framework (SQF)	A classification structure indicating the levels and types of quality assured qualifications.
TVET Institutions	An institution or organization such as a college equipped with the materials, equipment, programmes, staff and other resources for training delivery and assessment leading to a qualification. The programmes and the NCS must be aligned to the requirements of the Samoa Qualifications.

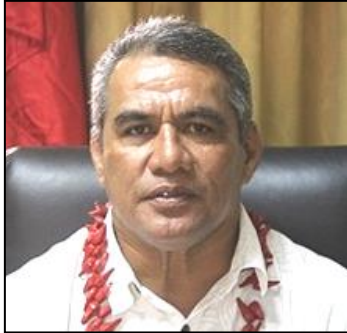
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FOREWORD



I am very pleased to present this National Schools Technical and Vocational Education and Training Policy 2018 – 2023. This Policy is specifically for TVET in secondary schools. It provides a roadmap for orientation of students toward the real world of work through the acquisition of skills and competencies that will allow them to gain employment in this fast changing world.

The 2030 UN Sustainable Development Goals (SDG 4) call for substantial increase in the number of youths who have relevant skills, including technical and vocational skills for gaining employment, decent jobs and entrepreneurship. The Strategy for the Development of Samoa 2016/2017 – 2019/2020 prioritises “Accelerating Sustainable Development and Broadening Opportunities for All”. At the Sector and Ministry levels, more concerted efforts are being made to strengthen TVET through improving access and equity, relevance, quality and sustainability.

The Policy provides strategic guidance for the achievement of key objectives that aim to improve relevance, competencies, equity and inclusion, responsiveness, teaching and learning, assessment, teacher quality and financing, thus addressing the constraints that currently prevail in our country.

Many students drop out of school without the requisite employable or life skills and this mainly stems from the absence of pathways for vocational programs especially for students who are not academically inclined but can demonstrate the capacity and orientation towards TVET programmes. Providing an enabling environment where students have easier access to pathways after they leave secondary school level is integral to this policy. As well, it allows for the curriculum taught in schools to be more aligned with our country’s development needs and lead to better informed decisions by students of the pathways to pursue.

The implementation of this Policy is crucial and needs the support of all key stakeholders including Government leaders, leaders in the industry, trade, business and education sectors, community and parents.

Hon. Loau Solamalemālō Keneti Sio
Minister of Education, Sports and Culture

1. INTRODUCTION

TVET in Secondary Schools has been delivered alongside the traditional academic subjects as part of the general curriculum from Yrs. 9- 13 since 2004 and following the publication of the 'Western Samoa Education Policies 1995- 2005', as well as the 'National Curriculum Framework Overview Document' July 1998.

There are 23 Government Secondary Schools and 17 mission and private schools currently offering vocational based skills training programs from Yr. 9 to 13. The vocational subjects being taught as part of the general secondary curriculum are: *Design and Technology; Agricultural Science; Food and Textile Technology; Visual Arts; Fine Arts; Music and Computer Studies*. Due to the shortage of teachers most schools deliver between two and four of these subjects and only a few offer six subjects. None of the schools offer the full range of subjects.

The Feasibility Study of TVET in Schools commissioned by AusAID in 2014 and an Evaluation and Analysis of the TVET curriculum commissioned by MESC in 2017 both found the curriculum to be outdated and irrelevant to the needs of students and the demands of the labour market.

As well, a recent situational analysis of TVET in secondary schools¹ found a number of challenges that need to be addressed. These include the following:

- Student drop-out rates at Yrs. 11 and 13 have increased a lot. The latest recorded drop-out rates in 2018 are 20% at Yr. 11 and 28% at Yr. 13. In 2017 the drop-out rates were 23% at Yr. 11 and 25% at Yr. 13.²
- There is an increasing number of school leavers (after Year 13) who are not able to transition to post school education or higher education providers for further study. These school leavers have very little technical skills and knowledge in areas that are demanded by the public sector as well as the private sector for employment and jobs;
- The pathways and opportunities from secondary school to PSET have considerable constraints such as fees that preclude students from poorer families;
- Societal perception of TVET learning is very low and
- Shortage of qualified teachers resulting in limited programs being offered.

Evidently, a new approach is needed for TVET in secondary schools. It is imperative that there is an enabling environment where students are empowered with relevant lifelong skills and workplace competencies after they leave secondary schools. TVET programs in schools must be aligned with the national development and labour market needs. Thus this policy has been

¹ Ministry of Education, Sports and Culture, Situational Analysis of TVET in secondary schools, 2017

² Ministry of Education, Sports and Culture, Statistical Digest; 2018

developed to strengthen TVET in secondary schools and ensure linkages to national needs and enable transition to PSET and employment.

2. PURPOSE

This Policy is for secondary schools only. Its purpose therefore is to “improve employability of school leavers as a result of education and training responding to national economic, social and cultural needs”³. The Policy provides a flexible, clear, coordinated and quality assured structure for the transformation and improvement of TVET in secondary schools and sets out to establish pathways for students after secondary level.

The National Technical and Vocational Education and Training (TVET) Policy (2018) implemented by the Samoa Qualifications Authority is inclusive and encompasses “Government, mission and private PSET providers, secondary schools’ TVET systems as well as all non-formal training systems”⁴. The Policy will assist in improving coordination and connection between basic TVET at secondary schools under MESC, PSET formal and non-formal TVET under SQA’s purview, and the Apprenticeship TVET under MCIL.

3. OBJECTIVES

The objectives of this policy are to:

- re-conceptualise TVET in schools to align with national priorities and labour market trends in Samoa as a vehicle for sustainable livelihood and economic prosperity;
- strengthen the TVET curriculum to ensure it is aligned to the needs and aspiration of students and the skills and standards required by employers and industry;
- equip students with skills, competencies and experiences to enable them to make informed decisions about their future careers and be successful in life;
- empower students with relevant life skills and workplace competencies to facilitate transition from school to the workplace or for further studies;
- establish and maintain linkages and partnerships with relevant stakeholders and development partners.

³Government of Samoa Education Sector Plan, July 2013 – June 2018

⁴ Samoa Qualifications Authority, 2018

4. GUIDING PRINCIPLES

This Policy is guided by the following principles:

4.1 Equity and Inclusion

Strategies are implemented to ensure gender equality and that TVET is inclusive of the needs of all learners including persons who are vulnerable or marginalized and persons with disabilities. The system must treat all learners equally, provide educational opportunities and improve access for all irrespective of socially ascribed differences such as gender, socio-economic background, ethnic origin, ability, language, disability, nationality and religion.

4.2 Relevance

Relevance is perceived to be the starting point for determining what constitutes a quality TVET education system. TVET programmes need to be aligned with national priorities, support personal and professional development and meet societal and labour market demands.

4.3 Quality

Quality is achieved in a system that strives for quality assured standards and qualifications that have been validated by the relevant industry.

4.4 Efficiency

There is optimum use of human, financial and material resources as an important dimension of quality education. In many cases there have been evidence that more resources have not meant better results in terms of quality and outcomes.

4.5 Sustainability

Strategies are in place to ensure the preservation of all aspects of the environment including natural, cultural, social and economic aspects. Careful planning for the use of scarce resources take into account the continuity of renewable natural resources, minimized pollution and reduced depletion rates of non-renewable resources.

4.6 Flexibility

The systems are responsive to the changing social and economic conditions, technology, expectations of learners and national priorities.

4.7 Gender Sensitivity

Traditionally females are not always associated with TVET and the system needs to be aware of stereotyping and discrimination against women.

4.8 Partnerships and Collaboration

There is shared responsibility for TVET across all sectors of development and the involvement of public and private actors in education and the world of work.

5. POLICY STATEMENTS

The Policy presents a set of policy statements that are essential to its successful implementation. It includes reference to the national context, the challenges that prevail and puts forth targeted policy areas that will lead to improving TVET in secondary schools, and ultimately providing young people with opportunities to not only grow educationally, find employment but also make informed decisions for their future.

5.1 TVET Pathway in schools

Re-conceptualise TVET and the resultant framework to provide an equitable and flexible pathway that leads to a number of different TVET programs that cater for the needs of the less academically inclined students, and the requirements of a curriculum to deliver to the needs of the labour market and ultimately increase prospects for employment and jobs.

5.2 Repackaging of Curriculum & Assessment

Repackage current curriculum and develop future programs to incorporate relevant skills demanded by industry and matched by appropriate learning outcomes and performance standards. Develop relevant and appropriate assessment tools that are aligned with the learning outcomes in the curriculum for the repackaged TVET courses. All examinations and assessment processes shall adhere to and comply with the highest standards and requirements that uphold validity, fairness and transparency in educational assessment.

5.3 Upgrade of Teachers and Hiring of TVET Professionals

Establish partnership arrangements with local and development partners to fast track the up-skilling of current teachers whilst developing a permanent solution in partnership with NUS and other providers. Recruit retired trades professionals, artisans and apprenticeship graduates to draw from their expertise and practical experiences and to assist in teaching TVET courses.

5.4 Information and Communication Technology (ICT) in TVET

Establish ICT policies that make the transformation and implementation of TVET affordable. Develop procedures and processes to enable access to training material on the web and for safeguarding students and staff from indecent material on the internet.

5.5 Effective Governance and Management Capacity

Establish an organization structure to ensure effective and efficient management of all key strategic areas of TVET systems for schools including managing effective relationships with all stakeholders especially with employers to ensure the successful implementation of TVET.

5.6 Development Partner Support to Strengthen TVET

Seek donor assistance for infrastructure and equipment funding and resourcing whilst also exploring local public and private partnerships.

5.7 Expansion of Relevant TVET Programmes

Re-organise and re-package current TVET programs and introduce new TVET in secondary schools to open up more programmes and improve the structure of the curriculum to meet occupational competency based curriculum and assessment requirements.

5.8 Formal and Informal Partnerships

Create and nurture formal and informal systems both at the Ministry and at the school level to foster and maintain relationships with employers, PSET providers, SQA and international TVET partners.

5.9 Job Creation and Entrepreneurship

Encourage self-employment and entrepreneurship through a program structure that offers essential skills to prepare students who might want to start a small business upon graduation.

5.10 Programmes for at Risk Students

Establish systems for continuous monitoring and identification of at risk students and to provide immediate appropriate remedial actions.

5.11 Participation of Females in TVET programmes

Establish systems and develop promotional strategies and programmes aimed at encouraging females to participate in TVET as future careers.

5.12 Educating Parents

Develop an aggressive campaign strategy to educate parents about the positive side to TVET that leads to a rewarding career and economic self-sufficiency.

5.13 Efficiency and Sustainability in the Use of Scarce Resources

Establish and strengthen systems for continued accountability and transparency in the management and use of assets and resources for implementing and sustaining TVET.

5.14 Effective Information Systems to Improve Monitoring and Evaluation

Develop effective systems for continuous monitoring and evaluation of progress and implementation of the transformation and improvement of TVET.

6. RELATED DOCUMENTS

RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Asset Management Policy 2018	Ministry of Education, Sports and Culture	2018
Behaviour Management Guidelines 2010	Ministry of Education, Sports and Culture	2010
Bilingual Education Policy 2011	Ministry of Education, Sports and Culture	2011
Corporate Plan July 2015 - June 2018	Ministry of Education, Sports and Culture	2018
Early Childhood Education Minimum Service Standards 2015	Ministry of Education, Sports and Culture	2015
Early Childhood Education Policy in Samoa 2017	Ministry of Education, Sports and Culture	2017
ECE National Curriculum Guidelines 2016	Ministry of Education, Sports and Culture	2016
Education Act 2009	Ministry of Education, Sports and Culture	2009
Government Teachers Appraisal Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Inclusive Education Policy for Students with Disability 2015	Ministry of Education, Sports and Culture	2015
Samoa National Curriculum Policy Framework 2006	Ministry of Education, Sports and Culture	2006
National Professional Development Policy 2018-2023	Ministry of Education, Sports and Culture	2018
National Safe Schools Policy 2017	Ministry of Education, Sports and Culture	2017
National Sports Framework 2018-2028	Ministry of Education, Sports and Culture	2018
National Teacher Development Framework 2018-2028	Ministry of Education, Sports and Culture	2018
Public Service Commission Act 2004	Public Service Commission	2004
Samoa National Sports Policy Review Report 2017	Ministry of Education, Sports and Culture	2017
Samoa National Assessment Policy Framework 2010	Ministry of Education, Sports and Culture	2010

Samoa Professional Standards for Principals 2014	Ministry of Education, Sports and Culture	2014
One Government Grant Manual of Operations	Ministry of Education, Sports and Culture	2018
Samoa School Nutrition Standards 2011	Ministry of Education, Sports and Culture	2011
School Governance Framework 2018-2028	Ministry of Education, Sports and Culture	2018
School Governance Policy 2018-2023	Ministry of Education, Sports and Culture	2018
School Management and Organisation Manual 2017	Ministry of Education, Sports and Culture	2017
School Management Policy 2018-2023	Ministry of Education, Sports and Culture	2018
School Staffing Manual 2017	Ministry of Education, Sports and Culture	2017
Teachers Act 2016	Ministry of Education, Sports and Culture	2016
The Minimum Service Standards for Primary and Secondary Schools in Samoa 2016	Ministry of Education, Sports and Culture	2016
TVET Consumables for Secondary Schools Policy 2017	Ministry of Education, Sports and Culture	2017
Youth, Sports and Cultural Affairs Act 1993	Ministry of Women, Community and Social Development	1993

7. APPLICATION AND SCOPE

The NSTVETP proposes TVET as a means of enhancing opportunities and pathways for secondary students⁵. Developing capabilities and life-long skills as well as reaching informed decisions that will lead to self-fulfillment and employment is key to this Policy.

The Policy covers all programmes and courses that contribute to the acquisition by students of knowledge, skills, attitudes and values required for work and lifelong learning.

The application of this policy will be through students using the knowledge and skills acquired through TVET learning at secondary schools to transit to PSET providers, find employment and ultimately contribute to the development of their families, communities and the country's economy.

⁵ Refer to Appendix A

8. ROLES AND RESPONSIBILITIES

While the Ministry of Education Sports and Culture plays a critically important leading role in the transformation and implementation of TVET in schools, it will not be able to implement this Policy on its own. Key partners⁶ to support include TVET providers, public and private sector organisations, Government Ministries, Development Partners, Corporations, Education Sector Agencies and communities. The Implementation Plan⁷ provides more details on the strategies required to achieve the policy statements within specified timeframes.

8.1 Ministry of Education, Sports and Culture

- Strengthen governance and management needs through capacity building to facilitate the building of partnerships and networks with the relevant stakeholders and the response to the labour needs demands, social issues, students' needs and awareness of global issues in TVET.
- Establish necessary systems and structures to provide efficient and effective leadership and management of TVET in schools.
- Provide up-skilling and pedagogical training of teachers through the provision of appropriate training programmes and in partnership with its development partners.
- Conduct awareness programs to change the mindset of the Samoan community, particularly parents in order for them to perceive TVET as an empowering tool for their children to obtain life and employable skills.
- Collaborate with TVET stakeholders and partners to attain quality and sustainable TVET programs in schools and ensure that there is a continuous flow of information between and amongst partners through systems that are transparent and accountable.

8.2 Samoa Qualifications Authority (SQA)

- Work collaboratively with MESC in strengthening existing quality assurance processes for TVET programs offered at secondary schools.
- Assist MESC in providing pathways for students to transition seamlessly and smoothly from secondary school to work or to enter PSET for further study.
- Assist MESC in developing relevant partnerships to improve coordination of TVET and its development in secondary schools.
- Assist MESC in the re-packaging of TVET courses to enable transition to PSET providers.

⁶ Refer to Appendix B

⁷ Refer to Appendix C

8.3 TVET Providers and Industries

- Assist MESC through the provision of internship and part time work experience to provide students first hand work experience as part of their internal assessment programs.
- Work collaboratively with MESC on establishing systems to nurture and maintain links with industry for work attachments for teachers and students.
- Encourage job creation and entrepreneurship to foster and facilitate pathways for students.

8.4 Teacher Training Providers (eg; APTC & NUS)

- Provide relevant training programs for students and teachers of TVET courses.
- Ensure alignment of assessment tools and systems with curriculum for TVET courses.
- Encourage the use of ICT to support teaching and students' learning.

9. MONITORING, EVALUATION & REPORTING

The MESC is ultimately responsible for monitoring and evaluation of this Policy. There is a need to coordinate collection, storage and analysis of TVET information at the secondary school level. A needs analysis is required to determine the type of information required for an effective and efficient TVET system. The findings will guide further improvements. A Monitoring and Evaluation Framework⁸ is therefore needed to ensure reporting against key performance indicators related to TVET.

All types of TVET training must be encouraged with a rigorous process of registration and monitoring of programmes at school level, training of teachers including professional development at school and district levels. The monitoring and evaluation of teachers' and trainers' performance after they are trained is an important factor to include, and capturing of the needs to be addressed on a regular basis.

School Inspectors play a vital role in the monitoring of progress and reporting on issues and challenges so that there is systematic follow-up by the Ministry.

MESC must establish clear procedures for the systematic monitoring and evaluation of various aspects of the TVET system. This includes managing the risks that may affect progress.⁹

⁸ Refer to Appendix D.

⁹ Refer to Appendix E.

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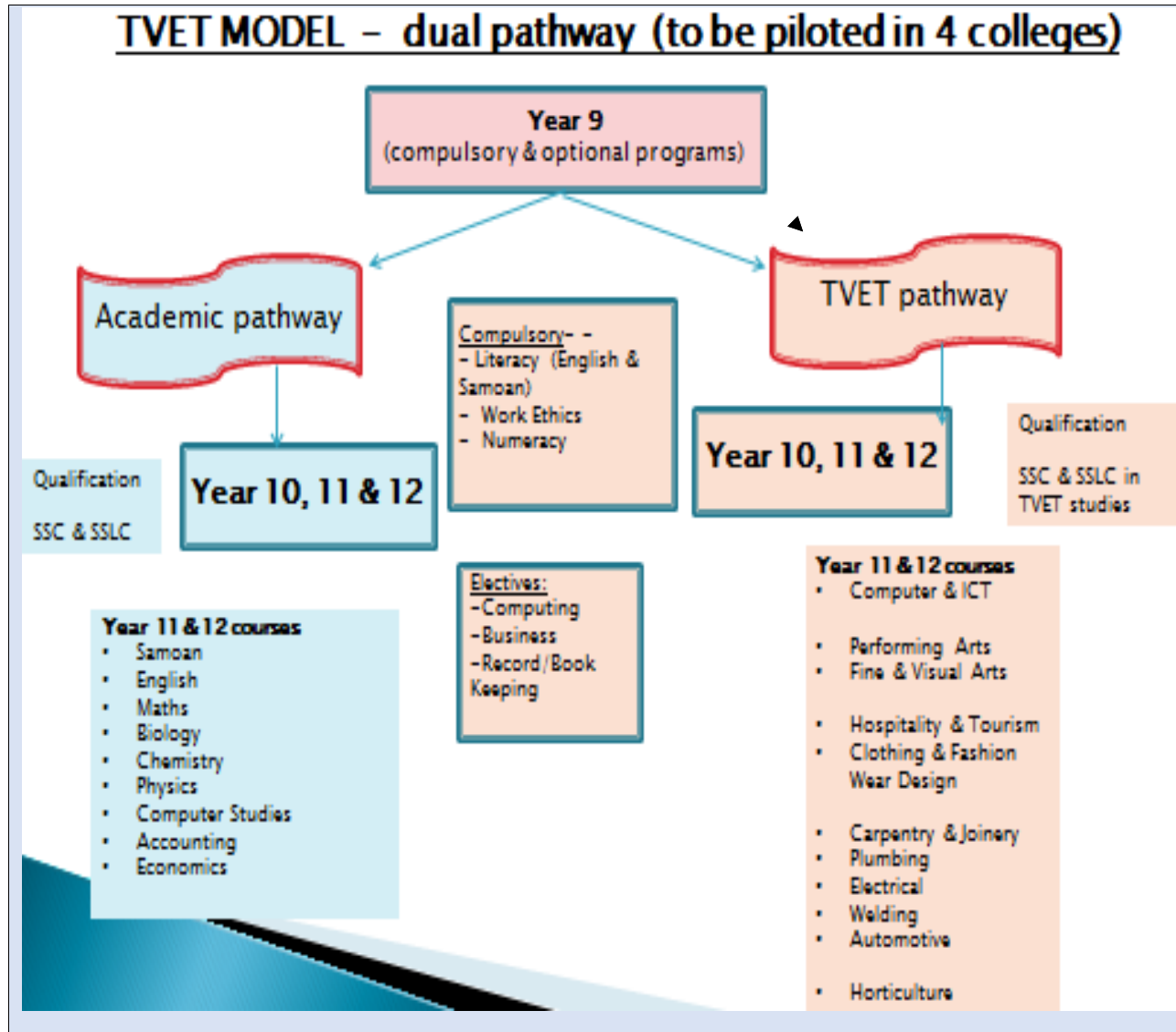
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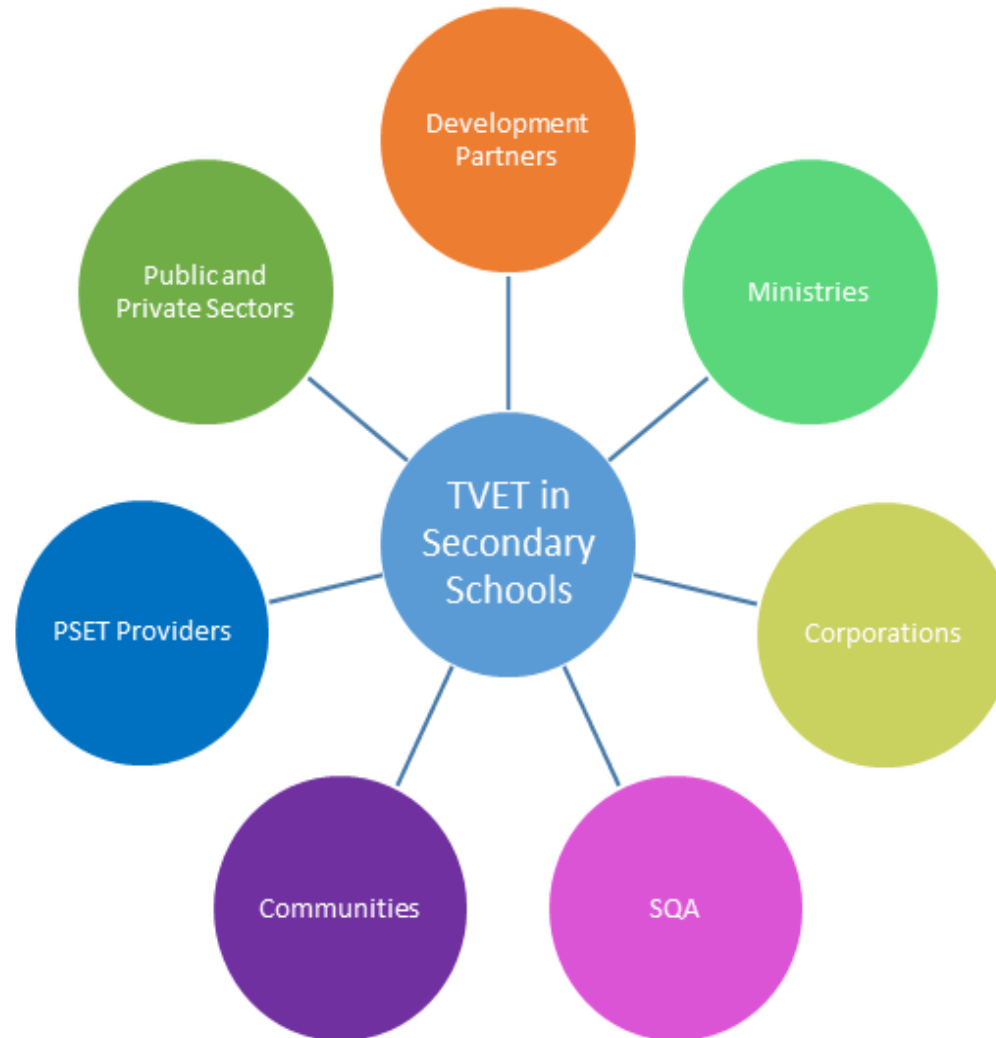
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11. APPENDICES

Appendix A: New Structure for School TVET for Samoa - Dual Pathway



Appendix B: TVET in Secondary Schools: Key Partners



Appendix C:

A School TVET Implementation Plan: 2018- 2023

5.1 TVET pathway in schools

Strategies	2018-2019			
Proposed TVET pathway and its components will be reviewed and considered				
Obtain Cabinet approval for TVET model for secondary schools				

5.2 Repackaging of curriculum and assessment

Strategies	2019 - 2020		2021 - 2022		2022 - 2023
Work closely with NUS, SQA, Manukau Institute of Technology and relevant experts in the development of the curriculum and assessment for TVET program.					
Request TA from the New Zealand Government to lead a team responsible for repackaging of current curriculum and assessment, develop the new curriculum and assessment and train staff.					
Review current curriculum committee structure to facilitate representation of the private sector and other key stakeholders.					

5.3: Upgrade of TVET teachers and Hiring of TVET professionals

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Enter into discussion with APTC and Australian Government on up-skilling of current teachers utilizing the APTC programme.						
Enter into discussion with NUS for Professional Development through the Oloamanu Training Centre CAT programme.						

Review current recruitment policies to enable the recruitment of retired professionals, artisans and apprenticeship graduates from MCIL programme to teach TVET.						
Seek NUS assistance to review current pre-service teacher training at FOE to accommodate more practical skills and incorporate CAT courses to align the programme to the needs of TVET. Discussion will also need to encompass whether there should be a “Degree in Teaching Technical and Vocational in Secondary Schools”						

5.4: Information And Communication Technology (ICT) In TVET

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Prepare and submit request to Cabinet for a dedicated bandwidth for education and negotiate a low-cost concession.						
Strengthen ICT Division.						
Review system to allow certain critical information to be accessed by principals from their place of work and to speed up decision making at the school level.						
Undertake an inventory of current ICT skills of teachers and develop an appropriate training programme(s).						
Encourage teachers to use ICT to support their teaching and students’ learning by using videos, power point, and materials from the internet such as You Tube which						

have some excellent material on all TVET programmes.						
Review ICT policies to protect users from unwanted material on the internet in collaboration with the office of the regulator and the service providers.						

5.5: Effective Governance And Management Capacity

Strategies	2018 - 2020		2021 - 2023	
Establish a separate unit dedicated to TVET to provide efficient and effective leadership in the management and oversight of TVET systems and curriculum organisation.				
Develop an effective system for the management of multi stakeholder relationships including the free flow of information relating to needs, standards and work attachments for students.				
Develop an effective system of accountability and transparency for managing resources and assets.				
Upgrade and build capacity of current staff and promote good leadership at the school level.				
Appoint highly motivated, committed and reflective leaders as TVET coordinators/heads of departments.				

5.6: Development Partner Support to strengthen TVET

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Through MFAT request Japan and China for infrastructure, equipment, tools, volunteer instructors and short term scholarships for teachers and students.						
Through MFAT request New Zealand for Curriculum Design Technical Assistance and short term attachments for management, teachers and students.						
Through MFAT request Australia for Staff Upgrading funding through APTC and short term attachments for staff and students.						
Through MFAT request Government of India for grant aid and short term attachments in Indian TVET institutions for staff and students.						
Through the Local Commission and MFAT request UNESCO, UNP, ILO for teaching and learning resources and publications on global best practices in TVET.						
Seek 'in kind' support from the private sector and agencies						

5.7: Expansion of relevant TVET programmes

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Food & Textile Technology curriculum will be repackaged to form two separate programmes: Hospitality and Tourism; and Clothing and Fashion Wear Design.						
Design Technology curriculum will be repackaged to form two separate programmes: Carpentry and Joinery; and Automotive.						
Fine and Visual Arts will be upgraded to include skills such as carving and traditional building techniques.						
Computer Studies will be upgraded to include ICT competencies such as graphic design and website development.						
Performing Arts (Music) curriculum will incorporate the teaching						

of other instruments that will support the Samoa National Orchestra. Other skills such as dancing, acting will also be incorporated into the curriculum.						
The following new programmes in ranked order will be evaluated and added to the curriculum: Horticulture; Plumbing; Welding and Electrical						
The new programmes will be piloted in four schools based primarily on current numbers in TVET and on location as well as lessons learned from the MIT project. The following schools will be evaluated and confirmed for the pilot project: Laititi College; Faleata College; Itu- O- Tane No.1 College; Palauli College;						

5.8: Formal and Informal Partnerships

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Discussion with NUS for cooperation and on pathways for TVET students to transition to NUS from secondary schools.						
Discussion with other providers such as Martin Hautus Institute for assistance.						
Strengthen links and working relationship with Manukau Institute of Technology for curriculum development, training of teachers, teaching and learning resources.						
Sign MOU with MIT						
Establish official systems of communications to nurture and maintain links with industry for work attachments for students and teachers, students to attend national and international exhibitions, tour guiding, market days and other industry specific activities that would enhance students' learning and experience.						
A more proactive role in an effective relationship						

with parents and the community.						
Strengthen links with all mission and private schools.						

5.9: Job Creation And Entrepreneurship

Strategies	2018 - 2019	2020 - 2021	2022 - 2023
Work with the relevant industry to develop core or essential skills and competencies required to start and finance a small business.			
Incorporate these essential business skills at Yr. 12 as options for the SSLC programmes.			

5.10: Programmes For At Risk Students

Strategies	2018 - 2019	2020 - 2021	2022 - 2023
Review policies on learner support services to ensure there are proper procedures and processes to identify students who experience emotional stress and to provide immediate interventions.			
Train teachers to be able to identify students' experiencing emotional stress.			
Review policies on learner support services to ensure there are proper procedures and processes to provide additional help to at risk students including slow learners.			
Cost of protective wear to be subsidized by GoS			
Larger workshop space will be reviewed and included in the new building programme			

5.11: Participation Of Females In TVET Programmes

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Systems will be developed to create awareness and to provide career guidance and counselling for female students.						
Develop gender sensitive policies						

5.12: Educating Parents

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Develop awareness programmes in print form, videos, televisions and radio to create as much impact as possible on the community especially parents with the help of church leaders, politicians and civic leaders, government ministries, PSET providers and business community						
Provide counselling services for both parents and students at the school level						
Provide staff training in basic counselling techniques.						

5.13: Efficiency And Sustainability In The Use Of Scarce Resources

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Develop an Asset Management and Maintenance policy, processes and procedures to guide management and maintenance practices.						
Review minimum service standards and jobs specification.						

Develop asset register and inventory policies and develop procedures for the use and reporting of missing and faulty Assets.					
Develop a maintenance plan.					
Provide training for staff on asset management and sustainable use of resources					

5.14: Effective Information Systems To Improve Monitoring And Evaluation

Strategies	2018 - 2019		2020 - 2021		2022 - 2023	
Strengthen the research and development division of MESC and develop staff competency in research particularly actioned research and tracer studies to provide systematic feedback from key stakeholders and movement of students for continued improvement of TVET						
Establish a TVET Steering Committee to monitor and review the implementation of the TVET policy and related action plan on a periodic basis.						
Review and upgrade EMIS to better serve the needs for up to date information and data storage and dissemination.						
Review staff performance appraisal system and employ sufficient qualified staff to enable periodic monitoring and evaluation of TVET teachers.						

Appendix D: Monitoring and Evaluation Framework

MONITORING & EVALUATION FRAMEWORK															
National School TVET Policy - 2018 - 2023															
SDG TARGET	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY 19/20	Year 2 Target FY20/21	Year 3 Target FY 21/22	Year 4 Target FY 22/23	Year 5 Target FY 23/24	Means of Verification	Policy Documentation	Responsible division
Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	KO 7: Quality Education and Training Improved: <i>All People in Samoa are Educated and Productively Engaged.</i>	ESP Goal 2: Access	TVET pathway in Secondary Schools	Reduced number of drop-outs from secondary schools.	% of students dropping out of secondary school level	2016 29% (Year 13)	28%	27%	26%	25%	24%	Statistical Digest	National TVET Policy	CDMD
						% of TVET teachers trained in the new TVET curriculum	N/A (baseline to be established in 2019/20)	-	10% increase	10% increase	10% increase	10% increase			
						% of retired TVET professional hired to teach TVET	N/A (baseline to be established in 2019/20)	-	5% increase	10% increase	10% increase	10% increase			

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	KO 7: Quality Education and Training Improved: <i>All People in Samoa are Educated and Productively Engaged.</i>	ESP Goal 2: Access	Pathway for Students	Increased number of students transitioning from school to employment opportunities Increased number of students participating in informal and formal PSET education by sex	% of students transitioning to employment % of students participating in PSET formal and informal training	N/A (baseline to be established in 2019/20) N/A (baseline to be established in 2019/20)	- -	10% increase 10% increase	10% increase 10% increase	10% increase 10% increase	10% increase 10% increase	SQA reports SQA reports	National TVET Policy	CDMD
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Appendix E: Risks Management Plan

RISKS	RISK IMPACT	RISK MITIGATION
Institutional & Sector Risks: 1. Lack of management capacity and expertise.	Strategies and targets not achieved. Low level of productivity. Frustration among stakeholders.	HR strategy includes an increased focus on hiring the right personnel, developing skills, and leadership training
2. Lack of staff skills in customer relation and service.	Loss of interest shown by customers and stakeholders. Reputational damage to MESC	HR strategy includes regular customer service training and monitoring and evaluation
3. Lack of ownership of the TVET pathway at school level	Programme outcomes not achieved. Decline in teachers' morale	Ensure all Principals and TVET teachers are united and focus on the implementation of the TVET pathway. Provide flexible support services for teachers. Provide staff development and better work conditions.
4. Decline in the efficiency and quality in the delivery of programmes	Decline in opportunities for work experience, and employment	Ensure teachers have the relevant skills competencies. Ensure all relevant staff are trained in monitoring and evaluation.
5. Inability to work with SQA, NUS and other PSET providers	Weakened implementation and accreditation of TVET programmes and employment prospects for students.	Ensure collaborative mechanisms are in place right from the start of TVET. All relevant government ministries and corporations must strive to avoid 'self protectionism' and work collaboratively to serve government priorities and peoples' interests.
6. Decline in employers' support	TVET programmes not able to be sustained. Students' dream and expectations unfulfilled. Reputational damage to MESC.	Ensure an effective communication strategy is in place and understood by all relevant staff including principals and teachers to facilitate and maintain regular contact with employers. Ensure an efficient system for work experience placement and reporting.

<p>7. Lack of progress in providing skills upgrading programmes for teachers</p>	<p>TVET transformation in schools delayed and weakened.</p>	<p>Improved professional relationships and communication with NUS and APTC and other PSET providers. Improved coordination and communication with development partners.</p>
<p>8. Lack of progress in recruitment of retired professionals, apprenticeship graduates and artisans to teach TVET</p>	<p>Students miss out on valuable learning and exposure to experienced trades professionals.</p>	<p>Present a convincing case to PSC and Cabinet</p> <p>Ensure equitable salary package and work conditions to attract the professionals</p>
<p>9. Unwieldy systems and processes, reinforced by a culture of accepting the status quo could stifle creativity and affect speed and progress of TVET transformation and implementation</p>	<p>Inability to meet timelines and outcomes.</p> <p>Administrative costs escalate due to poorly designed and operated controls. Depressed staff and low morale due to inconsistency and difficulty in completing basic administrative processes.</p>	<p>Review administrative systems with a view to decentralize and devolve student services and support and financial oversight to schools.</p> <p>Identify budget areas that are spending more than they should and move funds where they are needed most.</p> <p>Refrain from making simple processes difficult and from creating barriers between the central office and schools.</p>
<p>Economic Risks: 1. Change in GoS and development partners commitment to education due to change in priorities or</p>	<p>Inability to fund and sustain the delivery of planned TVET strategies affecting the overall quality of programmes</p>	<p>Refocus budget strategy to improve efficiency and sustainability.</p> <p>HR to focus more on quality than quantity.</p> <p>Strengthen relationships between MESC and private sector.</p>

external factors affecting the national economy and departmental budgets		Maintain relationship with development partners
2. Poor quality of equipment and tools	Increased Learning downtime affecting learning outcomes. Increased budget expenditure. Inability to service or repair locally.	Procurement policies and processes should include: Ensure equipment and tools are of a high standard/popular models Electrical equipment must be of the right voltage. Maintenance and repair can be done locally.
Environmental Risk: 1. Natural disasters and effects of climate change can lead to destruction of school infrastructure and assets	Reduced access for students. Programme outcomes and quality negatively affected by loss/damage to classrooms, workshops, tools and equipment. Difficulty in rehabilitating TVET to another venue whilst awaiting the long- drawn out processes for reconstruction.	Planning for natural disasters should be incorporated in strategic planning. Ensure cyclone resistant building codes are incorporated in the design of school buildings and strictly adhered to by the building contractors. Disaster Management Office, National Disaster Response Committee and Development Partners should focus more on speeding up the processes for reconstruction work particularly for TVET programmes due to difficulty in moving machines and equipment to another location.
Social Risk: 1. Parents refuse to commit their children including girls to TVET	Threat to inclusion and equity policies. Increase in number of unskilled youths leaving schools. Increase in level of crimes committed by unemployed youths.	Intensify campaign strategy: Use visual effects and role models and stories of successful TVET workers. Conduct seminars with parents and students.