



Government of Samoa
Ministry of Education, Sports and Culture

National Culture in Education Policy

2018 - 2028



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MINISTRY OF EDUCATION, SPORTS AND CULTURE

ACKNOWLEDGEMENT

The Ministry acknowledges the support and invaluable contribution of its stakeholders in the Private, Public and Civil Societies in the development of this Culture in Education Policy.

LIST OF ACRONYMS

ACP	African, Caribbean and Pacific Group of States
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CDMD	Curriculum Design and Materials Division
DFY	Division for Youth (MWCSO)
ICH	Intangible Cultural Heritage
ICT	Information Communication Technology
JICA	Japan International Cooperation Agency
LA	Legislative Assembly
MADD	Motivational Arts, Dance and Drama
MAF	Ministry of Agriculture and Fisheries
MCIL	Ministry of Commerce Industry and Labour
MESC	Ministry of Education, Sports and Culture
MJCA	Ministry of Justice and Courts Administration
MOH	Ministry of Health
MWCSO	Ministry of Women, Community and Social Development
NARA	National Archives and Records Authority
NCEP	National Culture in Education Policy
NUS	National University of Samoa
NZAID	New Zealand Agency for International Development
PAA	Pacific Arts Alliance
PIFS	Pacific Islands Forum Secretariat
PIMA	Pacific Islands Museums Association
PPRD	Policy, Planning and Research Division
PUMA	Planning and Urban Management Agency
SAME	Samoa Association of Manufacturers and Exporters
SNYP	Samoa National Youth Policy
SOD	School Operations Division
SPC	Pacific Community
SQA	Samoa Qualifications Authority
STA	Samoa Tourism Authority
SVS	Samoa Voyaging Society
STVET	Samoa Technical Vocational Education and Training
TCH	Tangible Cultural Heritage
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisations
USP	University of the South Pacific
VFR	Visitors Friends and Relatives
WIBDI	Women in Business Development Inc

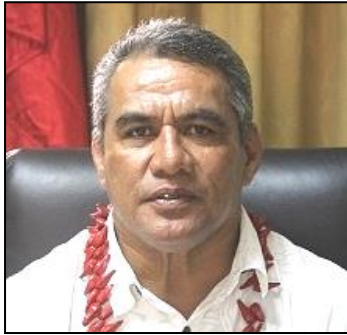
DEFINITIONS OF TERMS

Cultural Industries	Cultural industries refer to the production and dissemination of cultural goods and services which use, embody or convey cultural expressions. Cultural industries offer income generation opportunities for cultural practitioners and entrepreneurs whether in the visual and performing arts, craft, fashion, publishing, music or digital media sectors.
Culture	UNESCO's Universal Declaration on Cultural Diversity defines culture as "the whole complex of distinctive spiritual, material, intellectual and emotional features that characterise a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs."
Culture in Education	Culture in Education refers to the mainstreaming of culture (tangible and intangible forms) in our formal and non-formal education systems. A strong indicator for the push to preserve and exercise culture in Samoa has been the inclusion of Samoan as a subject for teaching and learning, research and set programs in Early Childhood Education, Primary, Secondary and Tertiary levels.
Heritage	UNESCO defines Cultural heritage as "the legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations."
Intangible Cultural Heritage (ICH)	Intangible Cultural Heritage (ICH) refers to "the practices, representations, expressions, as well as the knowledge and skills (including instruments, objects, artefacts, cultural spaces), that communities, groups and in some cases, individuals recognise as part of their cultural heritage. ICH is sometimes called living heritage".
Tangible Cultural Heritage (TCH)	According to UNESCO, tangible heritage refers to physical or touchable cultural heritage such as buildings and art work, historic places and monuments which are considered worthy of preservation for the future. These include objects significant to the archaeology, architecture, science or technology of a specific culture.

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FOREWORD



It is my great privilege to present the National Culture in Education Policy 2018-2028.

The Government of Samoa is committed to improving educational standards, access to education, and increasing training development, as a means of broadening opportunities for all. This is advocated in the Strategy for Development of Samoa 2016/17-2019/20. Accordingly, the vision of the Education Sector Plan is for all people in Samoa to be educated and productively engaged. This

Culture in Education Policy is in line with the Government's commitment to quality education, recognising education as an important medium to transmit culture to the nation's young generation.

The vision for Cultural services in the overarching corporate objective of the Ministry, is for our Samoan culture to be "nurtured, maintained, preserved, disseminate and utilised through innovation and creative education experiences for all learners". Thus, this policy highlights the preservation of culture from the educational perspective.

Culture is traditionally transmitted in the home and the communities we live in. Our educational institutions can further echo these teachings to develop a civil society with not only intellectual and moral integrity, but also a strong appreciation of culture and ownership of their cultural identity. By including culture in education, we are able to safeguard and transmit Samoa's tangible and intangible cultural heritage at all levels of education.

Therefore, this policy aims to mainstream culture in education through implementing culture in formal and informal curriculum and educational training. It works together with Samoa's Education Sector and relevant stakeholders to implement its roadmap over the next 10-year period.

I therefore call upon all stakeholders to operate within this policy to ensure culture in education is mainstreamed effectively.

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

1. INTRODUCTION

As highlighted in the Small Island Developing States Accelerated Modalities of Action Pathway (SAMOA Pathway), the focus on quality education is essential to achieve sustainable development in small island states like Samoa. Policy development is one of the four priority areas in education which are particularly relevant to addressing sustainable development in SIDS according to UNESCO¹.

Moreover, Goal 5 of the Pacific Regional Culture Strategy 2010-2020 advocates for the mainstreaming of culture in education and training for a more tolerant and informed society. It is common knowledge that culture is transmitted through education but the full inclusion of culture in Pacific formal and informal educational systems is still a challenge today.

Some of the suggested strategies to mainstream arts and culture in formal, informal and non-formal schooling, TVET and tertiary level education involves strengthening capacity building in culture development and legislation to enable supportive environments for culture policy and advocacy on education to thrive.

In spite of significant progress in the school curriculum, specific cultural programmes in schools are optional. Through performing and visual arts and music, students will learn about appropriate techniques of traditional and modern performance associated with music making, dance, drama and visual arts. They will develop critical awareness and enjoyment of the arts. Their inclusion is a necessary part of a balanced, inclusive curriculum.

In practice, Samoan as the medium of instruction terminates in primary level with the switch to English as medium of instruction from Intermediate level onwards. There is a lack of standards for Samoan language, especially for written language like the use of diacritics, word boundaries, and the standardization of vocabulary for new concepts.

There is a growing interest and need for a cultural inclusive curriculum in the formal education system and the Technical and Vocational Education Teaching (TVET) program. There is insufficient resources published in Samoan and programmes that gear towards proficiency in the Samoan language in primary, secondary and tertiary level education. There is a need to strengthen the Cultural Sector with scholarship programs and training opportunities for cultural studies.

This policy recognizes that culture is a part of everyday life, is precious to communities and an asset for social and economic well-being. It provides direct economic benefits to custodians and

¹ UNESCO's Action Plan for Small Island Developing States 2016

artisans of traditional knowledge and heritage places. Like other elements of Samoan culture, it is therefore an important resource and asset for sustainable development.

2. PURPOSE

The National Culture in Education Policy (NCEP) Goal 3 focuses on mainstreaming culture in education.

The NCEP provides a comprehensive and coordinated path through monitoring programmes and services to mainstream culture in Samoa’s education system and define their collective contribution to national development and the community.

The NCEP also reflects Samoa’s support through the development of its Culture in Education in response to Samoa’s international obligations.

3. GUIDING PRINCIPLES

The NCEP is guided by the vision that *“Samoa culture is safeguarded and promoted through traditional and innovative means, to ensure its continuity in the future.”* (National Culture Framework 2018-2028)

It is also underpinned by the following guiding principles as stipulated in the NCF.

3.1 Participation

Community participation is enhanced in the learning and safeguarding of cultural values and practices through the formal and the informal sector supporting development programs for learners in formal and informal settings.

3.2 Rule of Law

The NCEP is guided by the 2030 Agenda for Sustainable Development, the Regional Culture Strategy and the UNESCO Conventions² and other related legislations and policies³. These must be enforced impartially to ensure the safeguarding of human rights of all.

²UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

³ Refer to Section 4: Related Documents.

3.3 Quality

Quality is achieved in a system that strives to raise the qualification of and offer additional training to students and teachers to ensure their competence in relation to the constantly evolving needs and demands of its community.

3.4 Relevance

All development is underpinned by a strong cultural fabric that requires collaborative efforts of all Samoans to be promoted, safeguarded and shared.

3.5 Transparency

Achieving the goals of this Policy is open and transparent, involving individuals, groups, communities and partner organisations at the national, regional and international levels.

3.6 Equity and Inclusiveness

Equal access for all is ensured by including people with disabilities, cultural minorities and the vulnerable to participate in cultural initiatives and support their art, creative expressions and programmes as important enablers of development and socio-economic empowerment.

3.7 Effectiveness and efficiency

Investing in the culture sector is crucial to the promotion of sustainable cultural and creative industries and their potential contribution to human, social and economic development.

3.8 Accountability

The development and enhancement of culture in education is accountable to the people of Samoa to ensure our traditions and cultural practices, our arts and heritage are managed and safeguarded to guarantee its survival and relevance in the future.

3.9 Gender sensitivity

The equal participation, access and contribution to cultural life of all learners are intrinsic human and cultural rights, and an important dimension for guaranteeing freedom of expression for all. The government, civil society and communities should ensure that women's and men's roles in cultural life are equally encouraged, valued and visible.

3.10 Sustainability

The mainstreaming of culture in education is prioritized as essential to sustainable development. Responsible and sustainable use of cultural resources are essential to the long-term viability of combating climate change by building that connection between environmental sustainability and cultural development.

3.11 Partnerships and Collaboration

Collaboration and coordination is encouraged with international development partners, across government sectors, the private sector (including cultural producers, business, manufacturing, tourism and technology) and our communities.

4. POLICY STATEMENTS

The NCEP is developed through 5 policy statements which incorporate planned strategic directions to implement it. These include the following:

4.1 Strengthen Culture-Inclusive Education

Strategy: Develop Culture-Inclusive Curriculum to mainstream ICH and TCH into Formal, Non-Formal Learning and School TVET Programme.

4.2 Strengthen coordination of the Cultural Sector

Strategy: Develop Degree Programmes and Scholarships in the Arts, Culture and Heritage.

4.3 Improve Culture in Education Advocacy and Partnerships

Strategy: Develop an action plan to guide the protection, preservation and promotion of culture.

4.4 Conduct Scientific and Academic Research

Strategy: Establish MOUs with NUS and members of the community to promote and conduct research in the areas of ICH and TCH.

4.5 Enhance Innovation and Entrepreneurship

Strategy: Partner with SQA and NUS to strengthen Informal and Formal Education, Training and Vocational Innovative and Entrepreneurial Apprenticeship Opportunities as well as develop national competencies and standards for all genres of Samoan ICH and TCH.

4.6 Related Documents

RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. (Samoa is party to this Convention).	UNESCO	2005
Bilingual Education Policy 2011	Ministry of Education, Sports and Culture	2011
Communications Sector Plan 2017-2022	Ministry of Communication and Information Technology	2017
Community Development Plan 2016-2021.	Ministry of Women, Community and Social	2016

	Development	
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970 (Not yet ratified).	UNESCO	1970
Convention on the Protection of the Underwater Cultural Heritage 2001 (not yet ratified).	UNESCO	2001
Convention on the Protection of the World Cultural and Natural Heritage: Monuments and Sites 1972 (ratified in 2001).	UNESCO	1972
Convention on the Rights of the Child, 1989 (ratified in 1994).	United Nations & Ministry of Women, Community and Social Development	1994
Copyright Act 1998	Ministry of Commerce, Industry and Labour	1998
Early Childhood Education Policy 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
Forestry Management Act 2011	Ministry of Natural Resources and Environment	2011
Government Teachers Appraisal Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Heritage Conservation Policy 2002	Ministry of Natural Resources and Environment	2002
Lands and Titles Act 1981	Ministry of Justice and Courts Administration	1981
Minimum Service Standards for Primary and Secondary Schools 2016	Ministry of Education, Sports and Culture	2016
Model Law for the Protection of Traditional Knowledge and Expressions of Culture 2002	SPC, UNESCO, Council of Pacific Arts	2002
National Assessment Policy Framework 2010	Ministry of Education, Sports and Culture	2010
National Curriculum Policy Framework 2006	Ministry of Education, Sports & Culture	2006
National Conservation of Biological Diversity Policy 2005	Ministry of Natural Resources and Environment	2005
National Professional Development Policy 2018-2023	Ministry of Education, Sports and Culture	2018
National Sports Framework 2018-2028	Ministry of Education, Sports and Culture	2018
National Teacher Development Framework (NTDF) 2018-2028	Ministry of Education, Sports & Culture	2018
National Youth Policy 2001 - 2010	Ministry of Youth, Sports and Cultural Affairs	2001

Public Records Act 2011	Ministry of Education, Sports & Culture	2011
Public Service Act 2004	Public Service Commission	2004
PUMA Act 2004	Ministry of Natural Resources and Environment	2004
Robert Louis Stevenson Act 1991	Ministry of Education, Sports and Culture	1991
Samoa Antiquities Ordinance 1954	Ministry of the Prime Minister and Cabinet	1954
Samoa Education Sector Plan 2013-2018	Ministry of Education, Sports and Culture	2013
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 Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Teachers Act 2016	Ministry of Education, Sports and Culture	2016
The Convention for the Safeguarding of the Intangible Cultural Heritage 2003 (Samoa is party to this Convention).	UNESCO & Ministry of Education, Sports and Culture	2003
The Government of Samoa Strategy for the Development of Samoa 2016-2020	Ministry of Finance	2016
The Samoa National Youth Policy 2011-2020	Ministry of Women, Community and Social Development	2011
TVET Framework Policies and Strategies for Secondary Schools in Samoa 2018	Ministry of Education, Sports & Culture	2018
UNESCO Convention for the Safeguarding of the Intangible Heritage 2003	UNESCO	2003
UNESCO Convention on the means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970	UNESCO	1970
UNESCO Guideline for Educators: Learning with ICH 2015	UNESCO	2015
Universal Copyright Convention 1952.	UNESCO	1952
Village Fono Act 1990	Ministry of Women, Community and Social Development	1990
Youth, Sports and Cultural Affairs Act 1993	Ministry of Education, Sports and Culture & Ministry of Women, Community and Social Development	1993

5. APPLICATION AND SCOPE

The NCEP recognizes that culture is a part of everyday life, is precious to communities and an asset for social and economic well-being. Strengthening culture in education provides direct

economic benefits to all learners and their communities and is therefore an important resource and asset for sustainable development.

Samoa's cultural traditions promote social interaction and cohesion among and within its many communities. This is vital for social security and for social stability - and thereby, for public safety and well-being. Culture has also traditionally contributed directly to good health, poverty reduction, economic prosperity and sustainable development.

A NCEP development is an ideal instrument to realize the prospects for all learners to develop their arts and creativity as dynamic sources of innovation, growth and change as well as employment creation and income generation. It also sets out the possibilities for public/private partnerships to preserve cultural heritage and the creative industries for Samoa as well as the legal and economic questions concerning the regulation of intellectual property in cultural goods and services and the appropriate means by which governments can support performing arts.

6. ROLES AND RESPONSIBILITIES

This section describes key roles and responsibilities of MESC that contribute to the development of the Culture in Education sector.

MESC responsibilities will include but are not limited to the following:

1. create framework for the safeguarding of culture developed at the national level
2. establish Culture in Education Taskforce Committee to progress culture in education priorities jointly.
3. include traditional knowledge and expressions of culture under the national curriculum framework.
4. Strengthen cooperation and collaboration between the Culture Sector and religious denominations to develop Pastor Schools as a means of nurturing Christian and Samoan values.
5. support the Samoa Language Commission
6. coordinate cultural programmes in schools
7. facilitate Samoan Language development training for teachers
8. establish partnerships between cultural practitioners and Culture in Education Task force
9. conduct training workshops on the development of arts curriculum regularly.
10. initiate Annual Culture Programs for every school

11. conduct a national culture festival for schools each year
12. develop and implement an action plan to support publishing, including electronic, of children's books in Samoan.
13. promote a regular children's writing competition in Samoan.
14. promote the use of educational materials on cultural and natural heritage in Samoan schools and tertiary institutions.
15. continue the publication of the "Samoa Ne'i Galo" for the recording and publishing of oral traditions and learning of the Samoan language.
16. conduct cultural mapping and planning in collaboration with MNRE, STA and NUS to raise profile of culture in planning
17. dedicate an annual scholarship to Arts and Culture management and cultural economics
18. allocate at least one scholarship annually in arts and cultural heritage
19. establish and approve cultural heritage management certification
20. quantify the human resources and define the training needs in the area of arts and culture as part of labour force qualifications improvement.
21. grant an annual scholarship in key areas of culture over the next five years
22. develop guidelines for cultural producers to protect, preserve and promote culture
23. conduct one training workshop annually for stakeholders
24. establish a cultural industries taskforce to strengthen partnerships and promote collaboration between all key stakeholders of the cultural industries

7. MONITORING, EVALUATION AND REPORTING

The MESC through its Culture Division is responsible for ensuring the development of culture in education is monitored and evaluated to ensure effective and efficient implementation of the NCEP.

This will be reflected in the Monitoring and Evaluation Framework (Appendix 4) as part of the MESC Strategic and Annual Plans.

8. REFERENCES

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13. Throsby D. (2010). *The Economics of Cultural Policy*. Cambridge: Cambridge University Press (ix).
14. UNESCO. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage 2003*.
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16. UNESCO. (1982). *Mexico City Declaration on Cultural Policies World Conference on Cultural Policies Mexico City, 26 July - 6 August 1982*.
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20. UNESCO. (1982). *Mexico City Declaration on Cultural Policies World Conference on Cultural Policies Mexico City, 26 July - 6 August 1982*.
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RECOMMENDED REVIEW DATE: 2028

APPROVED BY THE HON. MINISTER OF EDUCATION, SPORTS AND CULTURE

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Signature

Loau Solamalemālō Keneti Sio

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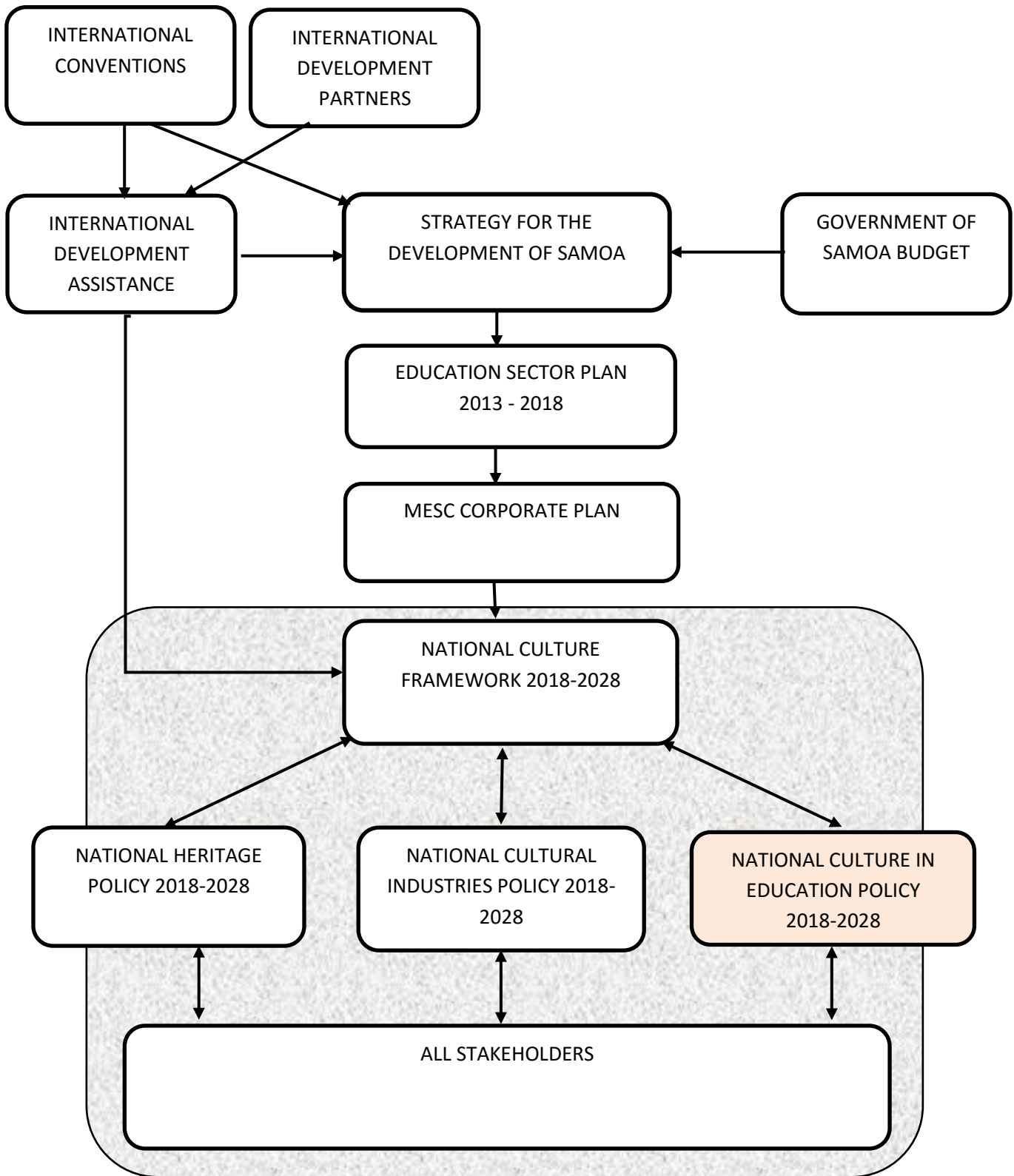
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9. APPENDICES

Appendix 1: Risk Management Plan

Risk/Activity	Risk Level	Implications	Mitigation Plan
Full understanding of NCEP	Moderate to High	Inconsistency of understanding of the NCEP.	Strengthen stakeholder awareness of NCEP
Full understanding of Policies & Strategies	Moderate to High	Inconsistency of implementing the policy.	Conduct awareness workshops in collaboration with stakeholders to enhance understanding of policy contents.
Monitoring	Moderate to High	Policy areas cannot be implemented in planned timeframe.	Regular review of Strategies.
NCEP goals not achieved	High	Ineffective implementation of the policy.	Stakeholder consultation to address implementation issues. Review of NCEP .

Appendix 2: National Culture Framework Structure



Appendix 3: Implementation Plan

Phase	Action	Timeframe	Responsible Ministry/Organisation
Strategic Phase	Policy Formulation	Aug-Oct 2018	Culture & PPRD
Endorsement Phase to finalise NCEP	On-going follow up	Oct-Dec 2018	MESC CORE, NPCC & Cabinet
Awareness Phase	Conduct workshops with key stakeholders	Jan-Feb 2019	MESC Culture & PPRD
Implementation Phase	Implement Strategies	2018-2023	MESC & Stakeholders
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	2020, 2022, 2024, 2026 & 2028 (2 year reviews)	MESC & Stakeholders

Appendix 4: Monitoring & Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK															
National Culture in Education Policy 2018 - 2028															
SDG TARGET	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Means of Verification	Policy Documentation	Responsible division
	By 2030, devise and implement policies to promote sustainable tourism which creates jobs, promote local culture and products.	KO 7: Quality Education and Training Improved: <i>All People in Samoa are Educated and Productively Engaged.</i>	5.3 Mainstream culture in education	Integration	Culture in Education is mainstreamed	Culture inclusive curriculum is endorsed	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%	Curriculum exists	National Culture in Education Policy	CULTURE
				Coordination		Develop Degree Programmes and Scholarships	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%	Degree Programs available	National Culture in Education Policy	
				Advocacy and Partnership		Action :Plan for the Promotion of Cultural Education	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%	Action Plan is endorsed	National Culture in Education Policy	
				Research		MOUs with NUS	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%	MOUs signed	National Culture in Education Policy	
				Innovation and Entrepreneurship		TVET is established	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%	TVET Program is actioned	National Culture in Education Policy	
				Capacity Building		Provide sufficient human and financial resources	NA (<i>Use year 1 as a baseline</i>)	25%	30%	40%	50%	70%			

						to the CI Task Force to fulfill its mandate and implement projects.												
				Legislation		Develop a regulatory framework for CI	NA (Use year 1 as a baseline)	25%	30%	40%	50%	70%						
				Promotion		Construct the Samoa Arts and Culture Centre	NA (Use year 1 as a baseline)	25%	30%	40%	50%	70%						
				Knowledge-based innovation		Access to digital infrastructure and connectivity	NA (Use year 1 as a baseline)	25%	30%	40%	50%	70%						

