

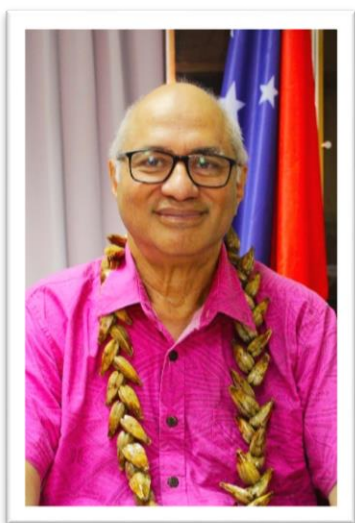


SAMOA EDUCATION SECTOR PLAN 2025-2030

Quality Education and
Training for All



Foreword from the Minister of Education and Culture



I am proud to present the Education Sector Plan (ESP) for the period 2025 to 2030. This marks the third sector plan developed for education since the introduction of the sector wide approach more than fifteen years ago – an approach that has strengthened coordination, ownership, and accountability across the sector. This plan was co-designed with the Sector Heads of Implementing Agencies and their management teams as well as representation from the National Council for Early Childhood Education in Samoa (NCECES) and the Sosaiete a Faiaoga i Samoa (SFS). The initial discussions were based on draft reports of an Education Sector Analysis 2024 and the full-term review of the ESP 2019-2024.

The Education Sector Plan 2025–2030 is fully aligned with the current Government’s Manifesto, translating its people-centred, equitable, and reform-driven vision into concrete sector outcomes. It operationalises the Government’s commitments through quality education, inclusive access, relevant skills development, strong governance, and long-term resilience.

The Education Sector recognizes the importance of strategic partnerships that will play a key role in progressing towards the expected outcome of providing “quality education and training for all”. International and regional organisations, and individual countries are welcome to use this Sector Plan as a guide for identifying areas where support to the sector may be aligned to your own national and organizational goals.

I acknowledge with gratitude the tireless work undertaken to complete this sector plan, from the leadership of the three Implementing Agencies to our valued stakeholders in schools and institutions, to development partners who have supported our journey financially and through technical advice.

We look forward to working with all internal and external stakeholders to successfully implement the ESP 2025 – 2030 for a brighter and more prosperous future for all.

Faafetai

Afioga Hon. AIONO Alec Ekeroma
Minister of Education and Culture





Message from Education Sector Implementing Agencies' Heads

With the finalization of the new Education Sector Plan 2025-2030, it is expected that full implementation of the planned activities would lead to an improvement of education services delivered to the all Samoans. At the same time, education becomes more accessible and equitable for the learning population. The availability of resources for implementation is a key aspect to achieving the expected outcomes outlined in the plan.

We, the Implementing Agencies, commit to implement this plan to the best of our abilities, in collaboration with each other, our service providers across all levels, with the assistance and support from our Development Partners. We acknowledge the linkages with other sectors and look to utilising these cross sectoral partnerships to share resources while maximizing outcomes.

We recognize that there are opportunities to streamline internal processes and align IA activities with sector initiatives to minimize duplication of efforts and share costs where relevant. We intend to draw from the Sector Capacity Development Plan, the Climate Change & Disaster Resilience Strategy and the Sector Research Strategy, to support our implementation and build capacity of IA staff.

We commend the role by the Institute of Education, USP, for their technical support in co-designing and finalizing this sector plan. We acknowledge with appreciation the members of the Education Sector Working Group and all our external stakeholders' contribution throughout the development and completion of the Plan.

We look forward to enhancing our current partnerships as well as new ones forged through this five year period of implementation.

A'eau Christopher Hazelman

CEO, MEC

Tuifuisa'a Patila Amosa

Vice chancellor, NUS

Tupa'i Peter Peilua

CEO, SQA

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Our Vision and Mission

Our Vision

Quality Education and Training for All

Our Mission

To provide equitable, inclusive quality Education and Training, and lifelong learning opportunities for All Samoans

Our values

Respect
Equity
Quality
Inclusion
Transparency
Accountability
Integrity
Sustainability

Our guiding principles

Effectiveness
Efficiency
Relevance
Partnership
Collaboration
Responsiveness
Flexibility



Acronyms

AI	Artificial Intelligence
DPs	Development Partners
ECE	Early Childhood Education
PSET	Post-School Education and Training
ESAC	Education Sector Advisory Council
ESCD	Education Sector Coordination Division
ESP	Education Sector Plan
ESWG	Education Sector Working Group
GER	Gross Enrolment Rate
HIES	Household Income and Expenditure Survey
ICH	Intangible Cultural Heritage
ICT	Information and Communication Technologies
KPI	Key Performance Indicators
LMIC	Lower Middle-Income Country
MEC	Ministry of Education and Culture
MEL	Monitoring, Evaluation and Learning Framework
MESC	Ministry of Education, Sports and Culture (former name of MEC)
MoF	Ministry of Finance
MTEF	Medium Term Expenditure Framework
NFL	Non-Formal Learning
NUS	National University of Samoa
QAPA	Quality Assurance & Performance Appraisal
RGs	Reference Groups
SC	Samoa Certificate
SNAPE	Samoa National Assessment of Primary Education
SPELL	Samoa Primary Education Literacy Levels
SQA	Samoa Qualifications Authority
SSLC	Samoa School Leaving Certificate
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TCH	Tangible Cultural Heritage
TVET	Technical and Vocational Education and Training



Planning Framework

Education Sector Planning Framework				
Global	<p>United Nations 2030 Agenda for Sustainable Development Sustainable Development Goal 4: Quality Education Inclusive and equitable quality education, and lifelong learning opportunities for all</p>			
Regional	<p>Pacific Regional Framework for Education 2018-30 Policy Areas: Quality and Relevance; Learning Pathways; Student Outcomes and Wellbeing; Teacher Professionalism</p>			
National	<p>Pathway for Development of Samoa 2021-2025 Key Priority Area 3: Quality Education Affordable access to quality education at any level - High academic standards and results achieved at all levels - Education, training & programs relevance enhanced and diversified</p>			
Education Sector	<p>Education Sector Plan 2025-2030 Quality education for all Samoans Improved learning achievement and graduate outcomes - Equitable, inclusive access to quality education and training -Improved relevance and contribution to sustainable development – An effective, efficient and resilient education sector</p>			
Education Sub-sectors	Early Childhood Education	Primary	Secondary	Post-School Education and Training



Education Sector Review

The Mid-Term Review Report for the ESP 2019-2024 and Education Sector Support Programme 2020-2024¹ identified significant progress in developing foundational systems and frameworks across the education sector. Progress has been made in “systems and practices for coordinating governance; teacher registration and certification; quality assurance systems; and the collaborative development of key strategic documents and frameworks” (ERO, 2022, p.13). The Mid-Term Review Report recommended reform in the areas of: teaching and learning of reading in Gagana Samoa and English across all school types and levels, review of current literacy interventions and removal of underperforming initiatives, provision of graded primary school readers in Samoan and English, refreshing of the primary curriculum, improved focus on teaching quality and school leadership development, focus on effective teaching pedagogy, cross-sector collaboration, communication and sector wide leadership. The sector has since then commenced work on addressing some of the recommendations such as reviewing and updating the primary curriculum and enhancing cross-sector consultation and communication.

The Education Sector Plan (ESP) 2019-2024 Review Report continues to reveal a sector grappling with persistent challenges in compulsory education despite concerted efforts and policy innovations. Progress towards key performance indicators in the past sector plan cycle has been mixed, with critical areas of student achievement falling short of targets.

The effectiveness of the education sector in meeting its set KPIs for the previous sector plan was understandably affected by several years of learning disruptions. The learning disruptions were due to school closures during the 2019-2020 measles epidemic, followed not long after by the Covid19 pandemic, along with the associated school closures, state of emergency directives and funds reprioritization to the pandemic response. Considered together, the ESP 2019-2024 period was marked by three to four years of on-off learning disruptions.

The education system responded remarkably to Covid19 school closures and nationwide lockdown through the mobilization of online and distance learning mechanisms (e.g. Moodle, national TV, radio, print resources, social media, other online meeting platforms). However, the impact of the learning loss from two years of on-off face to face teaching and learning is still yet to be fully understood. While the sector has demonstrated remarkable resilience in getting back on track with its targeted initiatives, the next education sector plan period will be an opportunity to make progress in student learning achievement, and other key indicators.

Access and participation

Early childhood education (ECE) participation for 3–5-year-olds in Samoa lags behind primary and secondary levels. In 2023, gross enrolment in ECE was 31% (boys 29%, girls 32%) with net enrolment at 27% (boys 26%, girls 28%)². Primary school enrolment increased approximately 5% between 2019-2024 for both male and female students across all levels. Primary education maintains high participation rates, with gross enrolment rates (GER) at or above 100% for both boys and girls between 2019-2024. This high GER demonstrates the sector's success in

¹ Education Review Office. (2022). Samoa’s Education Sector Plan and the Education Sector Support Programme: A Mid-Term Review. Auckland, NZ.

² MEC. (2024). ECE Sub-sector Analysis Report. Malifa, Samoa. p.9.



providing access to primary education but also highlights potential challenges in accommodating all students adequately. At secondary level, school enrolment fluctuated between 2019-2024. In 2023, girls made up 55% of secondary school students compared to 45% boys. This gender disparity in enrolment widens as students' progress through secondary education. Enrolment in PSET qualifications increased between 2017 and 2022³ with 2022 enrolment figures totalling 6,678, of which females comprise 58%, and males 42%. The percentage of Samoans aged 15 and above who had attained tertiary qualifications increased from 13% in 2016 to 17.2% in 2021⁴ (19% of women and 16% of men aged 15 years+).

Overall, ECE participation has much room for improvement; primary enrolment is tracking well, while secondary participation is lower than desired, in particular for males, but with signs of an upward trend. PSET enrolment has been tracking upwards, with the corresponding gradual increase in Samoa's population attaining some form of post-secondary education and training.

Learning achievement

The extent of learning loss from two years of on-off learning disruption due to the Covid19 pandemic is not fully understood, as systemic issues continue to hamper progress in learning achievement.

Student literacy and numeracy levels remain below expected standards across primary and secondary levels. Year 4 and Year 6 student literacy (English and Samoan), and numeracy levels are still below expected standards. For example, in 2022, most (68% to 95%) Year 4 boys as well as girls were at the 'Developing' level for Gagana Samoa literacy, English literacy, Numeracy and Science literacy⁵. In Year 6, most (65% to 89%) boys as well as girls were at the 'Developing' level for Gagana Samoa literacy, English literacy, Numeracy and Science literacy⁶.

The Year 8 SNAPE results show most boys as well as girls at Achieved or Merit/Excellence level for English, Numeracy, Gagana Samoa, Science and Social Studies. However, secondary level national assessments indicate similar criticality to Year 4 and Year 6 levels. Over half of Y12 students were at Beginner Level for English, Maths, and Sciences in 2022, with a higher proportion of boys compared to girls at Beginner Level in English and Maths⁷. In the 2022 SSLC assessments there is an increasing proportion of students at Beginner Level for Maths, Gagana Samoa and Physics.

The gender achievement gap persists, with boys significantly underperforming and more likely to leave school before completion. One in two boys, and one in four girls leave school before completion of Year 12⁸. Three in five boys and two in five girls leave school before completion of Year 13⁹. The impact of recent innovation on secondary completion, such as the transition

³ SQA. (2022). PSET Statistical Bulletin. Sogi, Samoa.

⁴ SBS. (2022). Samoa Population and Housing Census 2021 Report. Apia. p.14.

⁵ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

⁶ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

⁷ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

⁸ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

⁹ MEC. (2023). Education Statistical Digest. Malifa, Samoa.



to a four-year cycle and introduction of alternative mathematics and English streams, remains to be seen. The primary to secondary transition rate has declined between 2019 and 2023¹⁰.

The need for cross-sector and multi-sector collaboration on research into interventions that work, is as important now as ever, given the persisting underperformance on student learning and access outcomes. These are systemic issues that require a cross-sector and multi-sector collaborative approach to make a real difference.

Teachers

The teaching workforce has grown by 9.2% growth from 2019 to 2023 with 1,558 primary school teachers recorded in 2023. All primary education teachers have qualifications, though qualification levels vary. Just under half (46%)¹¹ of all primary teachers hold a Bachelor of Education degree, with government schools having significantly higher proportions of degree-qualified teachers (58%) compared to mission and private schools (13% and 17% respectively)¹². Secondary education has seen notable improvements in teacher qualifications with 68% of teachers holding degrees. Female representation in secondary teaching as increased from 58% in 2019 to 62% in 2023¹³. The gender proportion of secondary as well as primary teachers in Samoa is weighted more towards females, suggesting the need for initiatives to attract men into the teaching profession. In contrast, PSET showed the opposite trend in 2022, with males comprising 62% of the 447 recorded teaching workforce¹⁴. PSET teaching staff increased by 6% between 2021 and 2022. Most of the PSET teaching staff were advanced degree holders (39%) and bachelor's degree graduates (28%) in 2022.

Social factors

Prior to the Covid19 pandemic, Samoa was classified by the World Bank as an Upper Middle Income country, while the incidence of poverty for Samoa was estimated at 35.0%¹⁵. The global economic downturn because of border closures for COVID-19, impacted significantly on Samoa's economy which went into recession. As a result, Samoa's status was reclassified in 2021 to Lower Middle Income Country (LMIC)¹⁶. Recent data from the Samoa Bureau of Statistics highlights the ongoing challenges of poverty in Samoa, despite improvements in economic growth. According to the 2023 Poverty and Hardship report¹⁷, while there has been some progress in reducing food and basic needs poverty, a significant portion of the population remains vulnerable. The most recent data from the 2018 Household Income and Expenditure Survey (HIES), updated in the 2023 report, shows that 21.9% of Samoans live below the basic needs poverty line, while 5.2% live below the national food poverty line¹⁸.

Apart from poverty, other issues impact student wellbeing, and their chances for learning success in school. Concerning findings on the extent of gender-based violence in Samoa

¹⁰ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

¹¹ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

¹² MEC. (2023). Education Statistical Digest. Malifa, Samoa.

¹³ MEC. (2023). Education Statistical Digest. Malifa, Samoa.

¹⁴ SQA. (2022). PSET Statistical Bulletin. Sogi.

¹⁵ SPC & SBS. (2023). Samoa Poverty and Hardship Report (HIES). Apia, Samoa.

¹⁶ World Bank. N.d. World Bank Country and Lending Groups. [Datahelpdesk.worldbank.org](https://datahelpdesk.worldbank.org)

¹⁷ SPC & SBS. (2023). Samoa Poverty and Hardship Report (HIES). Apia, Samoa.

¹⁸ SBS. (2023). Analysis of the 2018 Household Income & Expenditure Survey.

https://sdd.spc.int/digital_library/samoa-hardship-and-poverty-report-analysis-2018-household-income-and-expenditure



highlights that nine out of ten children experience severe forms of punishment at home which disproportionately affects adolescent girls impacting on their well-being, safety and ability to learn¹⁹. Key statistics underscore the need for targeted interventions to address GBV among other issues such as teenage pregnancy and support the wellbeing of adolescent girls as well as boys in Samoa. Two-thirds of Samoan households are headed by males²⁰ with the average household size between six to seven people²¹. Large households usually mean less time and private space for children to study or do homework, as children and young people are responsible for chores, and taking care of younger children, or the elderly. The burden of chores falls heavily on male children, evident in the findings of the MEC 2023 Gender Achievement Gap Report²². Gendered cultural roles for men and women could have yet unexplored impact on how boys and girls respond to schooling and pedagogy. Children, especially boys, may have less time and motivation to engage in school and learning due to household and community responsibilities, contributing to gender disparities in educational achievement. Furthermore, anecdotal evidence suggests that the expansion of overseas seasonal work schemes present an attractive income-earning pathway for young men, at the expense of completing secondary schooling, as well as increasing the domestic burden on young women left in the country.

Addressing these various socio-cultural factors through cross-sector and multi-sector partnerships is crucial for improving educational access and equity in Samoa.

Sector planning and coordination

Strategic planning for the whole education sector has been evident in Samoa since the mid 1990s²³, although the Education Sector Plan 2013-2018²⁴ was seen as the first official sector plan. The implementation of sector-wide planning, development and budgeting for education was part of a 2010 public sector reform introduced by the Ministry of Finance that brought together the then Ministry of Education, Sports and Culture, National University of Samoa, and Samoa Qualifications Authority²⁵. The sector-wide planning approach involves coordinated sector agency planning, stakeholder consultation, development budget support to the sector, and development of a sector Medium-Term Expenditure Framework, aligned closely with recommended international practice²⁶.

Policy development

Notable policy developments in the education sector within the last five years include strengthened policy frameworks for teacher development, school governance, inclusive education for students with disabilities, culture in education and quality assurance for PSET. For teacher development, the impact can be seen in the increasing number of degree qualified teachers and increasing engagement of teachers and school leaders in professional

¹⁹ Kalua, T. (27 November 2023). UN Statement on Launch of 16 Days of Activism 2023. [Samoa.un.org](https://www.samoa.un.org)

²⁰ SBS. (2024). Samoa MICS Plus 2022-2024: Household phone survey report. Snapshot of key findings: Wave 3 Oct-Nov 2023. Apia, Samoa.

²¹ SBS. (2022). Samoa Population and Housing Census 2021 Report. Apia, Samoa

²² MEC. (2023b). Gender Achievement Gap Research Report. Malifa, Samoa.

²³ MESC. (1995). MESC Strategic Policies and Plan 1995-2005. Malifa, Samoa.

²⁴ MESC. (2013). Education Sector Plan, 2013-2018. Malifa, Samoa.

²⁵ MEC, NUS, SQA. (2022). Review of Education Sector Governance Arrangements. Malifa, Samoa.

²⁶ UNESCO. (2007). Education SWAPs: Background, Guide and Lessons. Paris, France.

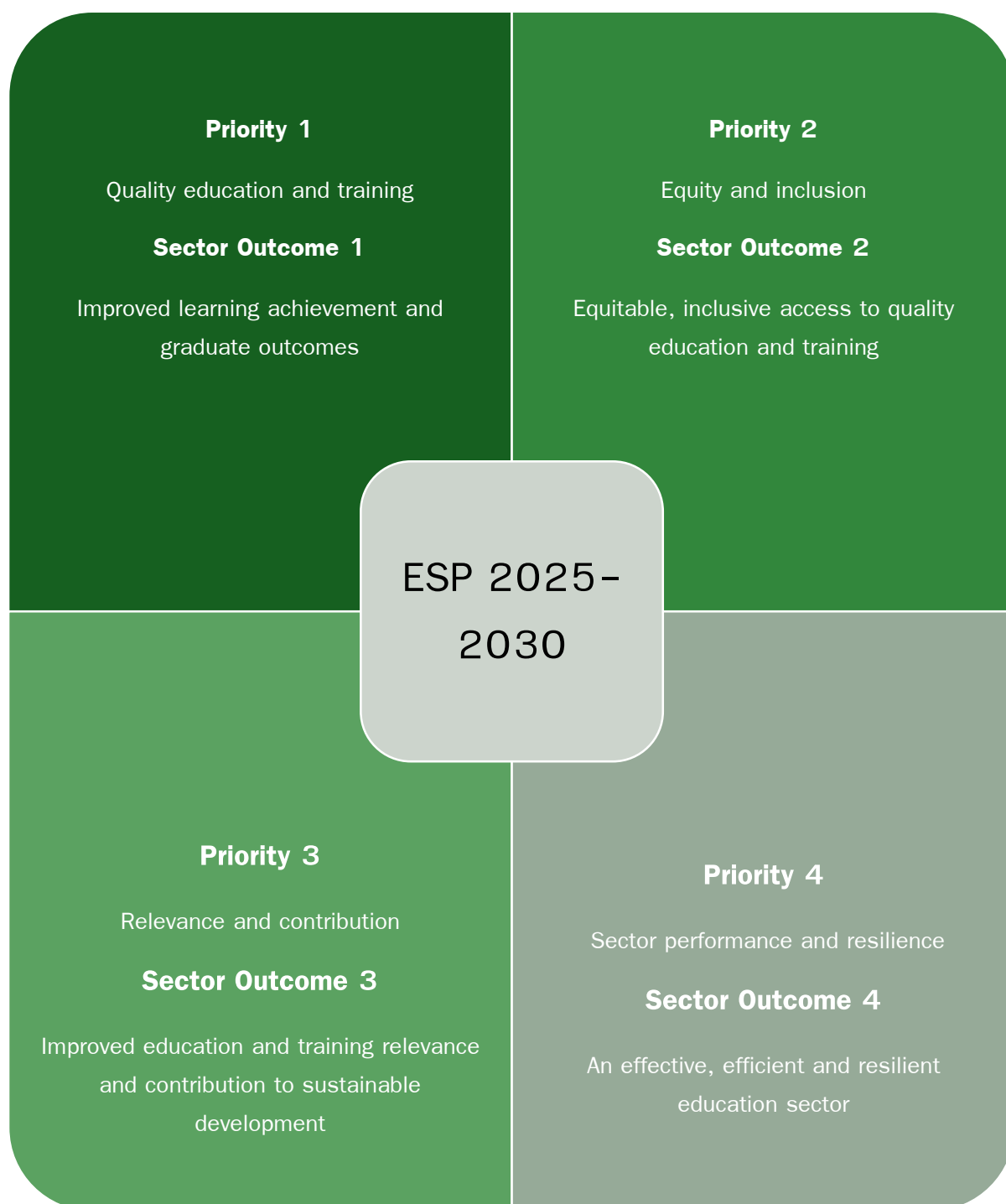


development activities. In inclusion of students with disabilities, impact is seen in the increasing numbers of children with disabilities enrolled in primary schools, and increased number of teachers trained to support learning for students with disabilities. Accreditation of PSET qualifications and recognition of non-formal learning activities has grown steadily over the past five years. However, there is opportunity for enhanced policy coordination across the education sector, to strengthen efficiency across the sector to effectively deliver quality education and training for all.

The review highlights several priorities for the next sector plan, including targeted interventions for numeracy and literacy, addressing gender disparity in learning achievement, enhancing Early Childhood Education participation, improving secondary school completion rates, expanding TVET offerings to strengthen flexible learning pathways, strengthening inclusion, cross-sector research and policy coordination, and supporting PSET skills development. There is opportunity to increase focus on evidence-based decision-making through joint learning and research collaborations and improved monitoring and evaluation processes.



ESP 2025-2030 Priorities

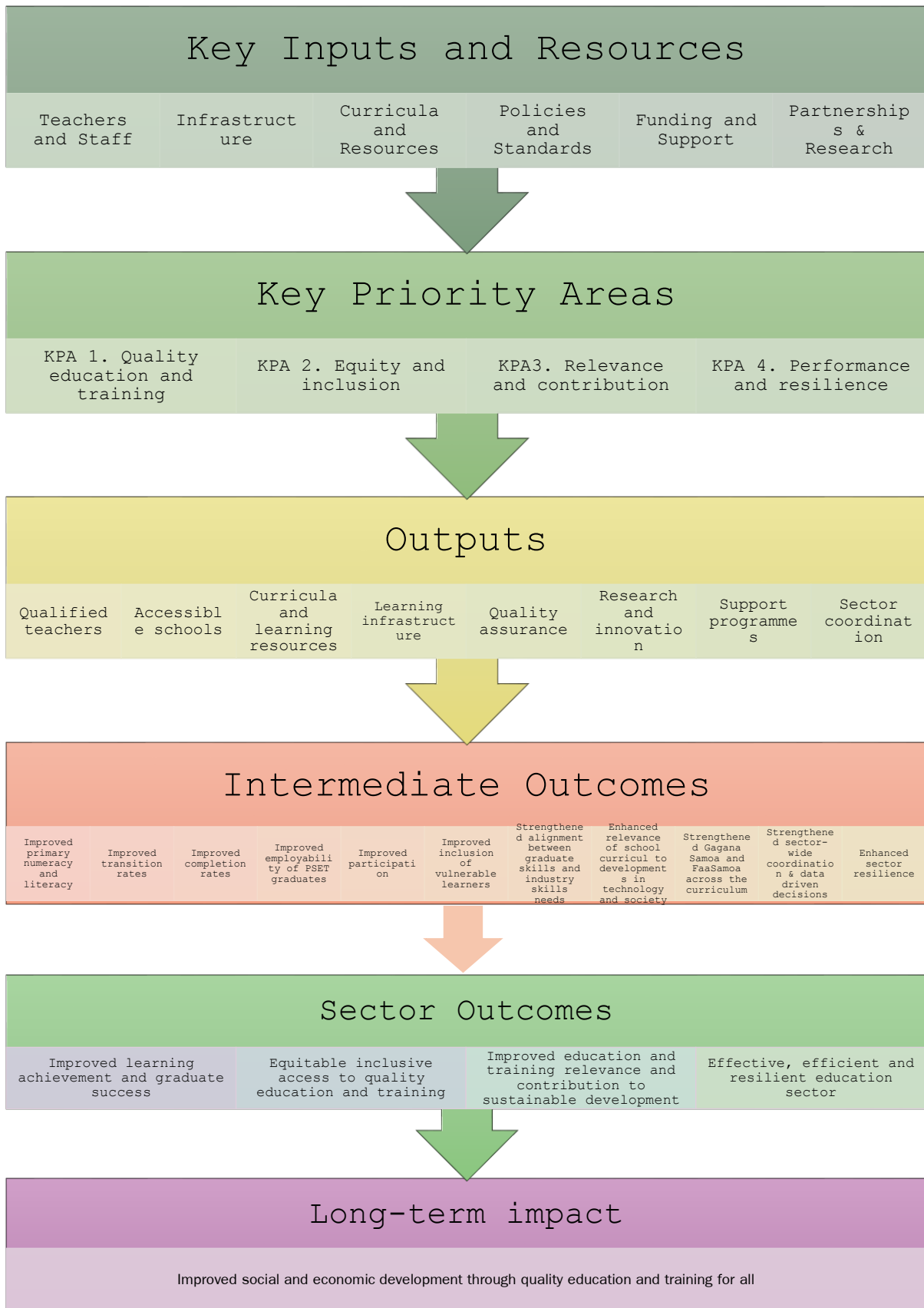


Four priorities are proposed for the Education Sector Plan 2025-2030, which align with four sector outcomes.

The priorities are all connected. They apply across all education sub-sectors. Activities and strategies will often support more than one outcome.



Theory of Change



PRIORITY 1: QUALITY EDUCATION AND TRAINING

Sector Outcome 1: Improved learning achievement and graduate outcomes

The sector will prioritise improving learning achievement and graduate outcomes at all levels of education. This involves enhancing teaching quality, strengthening school and institution governance and leadership, and strengthening supportive, well-resourced learning environments, with attention to teacher and student wellbeing.

Strategies

Strategy 1

Strengthen and retain skilled and knowledgeable teachers and learning support staff.

The training, development and retention of skilled and knowledgeable teachers, instructors and learning support staff is central to the achievement of student learning achievement and graduate outcomes. Measures to support teacher retention include the establishment of a clear career pathway, appropriate remuneration for all teachers at all levels/subsectors, and measures to support teacher wellbeing. The ongoing implementation of the National Teacher Development Framework is essential to the success of this strategy, to support student learning achievement and graduate success.

Strategy 2

Strengthen and support school/ institution governance and leadership to drive student achievement and graduate success.

School and educational leadership focused on student achievement and graduate success will be influential in managing teaching and learning processes at school and institution level, mobilizing resources and community support for this purpose.

Strategy 3

Strengthen and maintain school and learning environments to support student achievement and graduate success.

The physical and digital learning environments are important for student achievement and graduate success and student welfare²⁷ and safety. This includes attention to water, sanitation and hygiene standards for schools and institutions to support student welfare and learning achievement.

Strategy 4

Strengthen partnerships between schools and institutions, the community and stakeholders, to support student achievement and graduate success.

Partnerships between schools and institutions and their communities are important for supporting student achievement and graduate success.

²⁷ Includes social and emotional aspects



Strategy 5

Implement targeted support for learners at risk (including students with disabilities) to support literacy and numeracy achievement.

Literacy and numeracy support must be prioritised, to help drive improvement in learning achievement at all levels, in all sub-sectors. The successes and challenges of previous literacy and numeracy initiatives can be a starting point for designing activities aligned to this strategy.

Strategy 6 Develop and implement student wellness programmes to support learning achievement

Student wellness programmes will strengthen student engagement and support student learning achievement. These include programmes to support physical health (e.g. sports and nutrition), mental and emotional health, academic support and social wellbeing (e.g. peer support and anti-bullying).

Strategy 7

Utilise school and national assessment data to drive timely, targeted interventions for improved student achievement and graduate outcomes

The analysis of school and national assessment data provides direct feedback on student performance against expected learning, and highlights learning gaps that must be addressed through research-informed interventions. This ensures that interventions to support student learning achievement and graduate success are supported by timely evidence-based reporting.

Strategy 8

Apply minimum quality service standards at all levels from ECE to PSET

The application of minimum quality standards at all levels from ECE to PSET ensures the minimum expectations are met for quality teachers, curriculum and assessment, delivery, infrastructure, learning environments, student and learning support and other applicable standards. Setting and maintaining minimum quality standards for teaching and learning helps ensure student learning achievement and graduate success.



PRIORITY 2: EQUITY AND INCLUSION

Sector Outcome 2: Equitable, inclusive access to quality education and training

A focus on equitable access means that all learners regardless of their background, age or circumstances, have a fair chance to access quality education and training and achieve learning success. While the concept of equity broadly refers to fairness, the concept of inclusion looks at all factors in education that “discriminate against vulnerable children, youth and adults, keeping them out of education or marginalized in it”²⁸. Such factors include physical and learning disabilities, poverty, family socio-economic status, location, gender, language ability.

Strategies

Strategy 9

Strengthen participation of compulsory school-age children (4-16 years)

Compulsory education in Samoa is from 4 years to 16 years. Activities may include strengthening ECE provision to improve enrolment, for example through expanding primary schools to include an ECE class, as well as supporting existing ECE centres. While primary school net enrolment is high at 97%, there is room to improve net enrolment in secondary school (72%), which is significantly lower for males than females. Activities to support this strategy may include community engagement, working with families and village councils, and enhancing learning pathways – which is addressed more fully in a separate strategy(s) (S11, S14, S24).

Strategy 10

Strengthen policies for equitable inclusion at all education levels

In addition to the implementation of the Inclusive Education Policy for Students with Disabilities, the education sector may consider overarching policy to support equity and inclusion at all educational levels, adopting the wider understanding of inclusion. Reasonable accommodation for students with disabilities will be covered under this strategy, alongside existing referral mechanisms and processes. Activities may also include training of teacher aides and ECE teacher in the identification, support and referral strategies for students with disabilities.

Strategy 11

Create flexible learning and qualification pathways to support lifelong learning, including strengthening TVET in schools, and support for STEM (Science, Technology, Engineering and Mathematics).

Partnerships and activities to support flexible learning and qualification pathways from compulsory education to post-secondary education and training will support inclusion of all learners regardless of prior educational achievement and background and improve PSET

²⁸ UNESCO. (2020). [2020 Global Education Monitoring Report on Inclusion and Education](#): All means All. Paris. [Full Report](#)



participation. Strengthening TVET in schools will enhance the TVET pathway from schools to PSET, where there has already been much investment in TVET to support skills development for employment. Flexible pathways includes flexible delivery and enabling mechanisms for students who have left school before Year 12 completion to return and complete secondary school, so they have more options for gaining skills for employment.

Strategy 12

Reduce fee barriers for vulnerable learners through scholarships and other funding support initiatives

Current funding support and scholarship arrangements may be reviewed for effectiveness, efficiency and impact, and continued to support access and inclusion at all levels.

Strategy 13

Integrate technology to support equitable access to quality education for all

This includes support for digital learning resources and platforms to reduce the digital divide, support learning for students with disabilities, and transform learning achievement in STEAM fields.

Strategy 14

Establish effective cross-sector and multi-sector partnerships to address non-educational barriers to learning achievement

Addressing barriers to learning achievement and student success often involves stakeholders beyond schools, teachers and parents. Cross-sector and multi-sector partnerships are necessary to address issues affecting learning achievement such as health and nutrition, isolation, poverty and gender-based violence. Multi-sector partnerships include engagement with the health and community sector, sports sector and other related stakeholders.



PRIORITY 3: RELEVANCE AND CONTRIBUTION

Sector Outcome 3: Improved education and training relevance and contribution to sustainable development

The sector will continue its focus on ensuring education and training is relevant to Samoa's sustainable development. This involves ensuring curriculum and qualifications relevance with market needs and opportunities, and societal challenges. It also emphasizes the importance of Samoan language and culture, and research partnerships in driving innovation, and addressing local and global issues.

Strategies

Strategy 15

Foster an enabling environment for innovative skills development to meet labour market needs

Compulsory education for children aged 4-16 years combined with the 4-year secondary school cycle means that many sixteen-year-olds across the country have no option but to look for employment or engage in subsistence activities, after Year 12. There is opportunity for the PSET subsector to drive innovative skills development to support young people into employment or income generation activities for sustainable development.

Strategy 16

Ensure curriculum and qualification relevance through periodic review and update of curriculum and teaching and learning resources

Periodic review of curriculum and qualifications is necessary to ensure relevance to changes in technology and society, and to address emerging societal challenges such as climate change, readiness and adaptation to disasters, and other emerging challenges. The development and distribution of relevant teaching and learning resources to support curriculum and qualification delivery will be an important activity to support this strategy.

Strategy 17

Implement the Culture in Education policy framework and Fa'atonufo'ou o le Gagana Samoa

Culture and language are key pillars of societal relevance and must continue to be prioritised at all levels of Samoa's education system, and across the school curriculum. The implementation of the Culture Framework, Culture in Education Policy and Samoa Language Framework will strengthen the education sector's relevance and contribution to Samoa's sustainable development.

Strategy 18

Collaborate across the sector to research, trial and implement innovative teaching and learning approaches including ICT integration, to enhance student achievement and graduate success.

There is opportunity for cross-sector research collaborations to support education sector outcomes and innovation. Opportunities include exploring and harnessing the potential of information and communication technologies to support quality teaching and learning. For



instance, through access to vast information sources and production of culturally relevant learning resources. The rapid emergence of AI (Artificial Intelligence) and its impact on how students learn and should be assessed, must be fully understood.

Systemic issues in learning achievement (e.g. mathematics learning achievement) and participation (such as declining boys' participation in secondary school) requires a multi-stakeholder approach, driven by robust research and partnership across the sector. Teachers and school leaders should be part of research teams, to support direct linkage between research and classroom practice.



PRIORITY 4: SECTOR PERFORMANCE AND RESILIENCE

Sector Outcome: An effective, efficient, and resilient education sector

The sector will focus on enhancing its overall effectiveness, efficiency and resilience to meet current and future challenges. This involves improving governance, strengthening data-driven decision-making, and building capabilities at all levels of the education system.

Strategies

Strategy 19

Streamline education policy coordination and sector governance

To enhance sector wide efficiency and effectiveness, there is opportunity for the sector to agree on a protocol for development of strategic policies that impact on the whole sector. Elements of an agreed process might include cross-sector consultations, policy impact assessment, a centralized education policy registry, and collaborative policy review. Activities may also include addressing selected recommendations of the 2022 education sector governance review report.

Strategy 20

Implement system and processes for data and research coordination to support education sector outcomes.

There is opportunity for agreement on data-sharing and strengthened research coordination to support education sector outcomes and efficient reporting on education sector performance.

Strategy 21

Build leadership and management capability and continuity within the education sector

Education sector success requires ongoing attention to transformative leadership and management capability through professional development and networking. The development of a sector capability development plan completed during the previous ESP suggests strengthening activities that may be implemented in ESP 2025-2030. Activities may include targeted capability development programmes for sector agency executive and middle management staff, as well as for staff of the sector coordination division.

Strategy 22

Strengthen financial accountability for improved education sector outcomes

Financial accountability is essential for ensuring education resources are used effectively and efficiently to support sector outcomes. Activities may focus on maximizing the impact of investments in education, through efficient and effective allocation and reporting, and reducing the percentage of underutilized funds.

Strategy 23

Enhance capacity of the education sector to maintain learning access and quality during national disasters or disruptions



Activities include ongoing attention to support readiness of teachers, schools, institutions and education agencies to respond to learning disruptions. The establishment of functional disaster management and business continuity plans for schools and institutions, and their active deployment in times of disaster or disruption, will support education sector resilience.

Strategy 24

Strengthen public awareness through communications, media, and other public awareness activities.

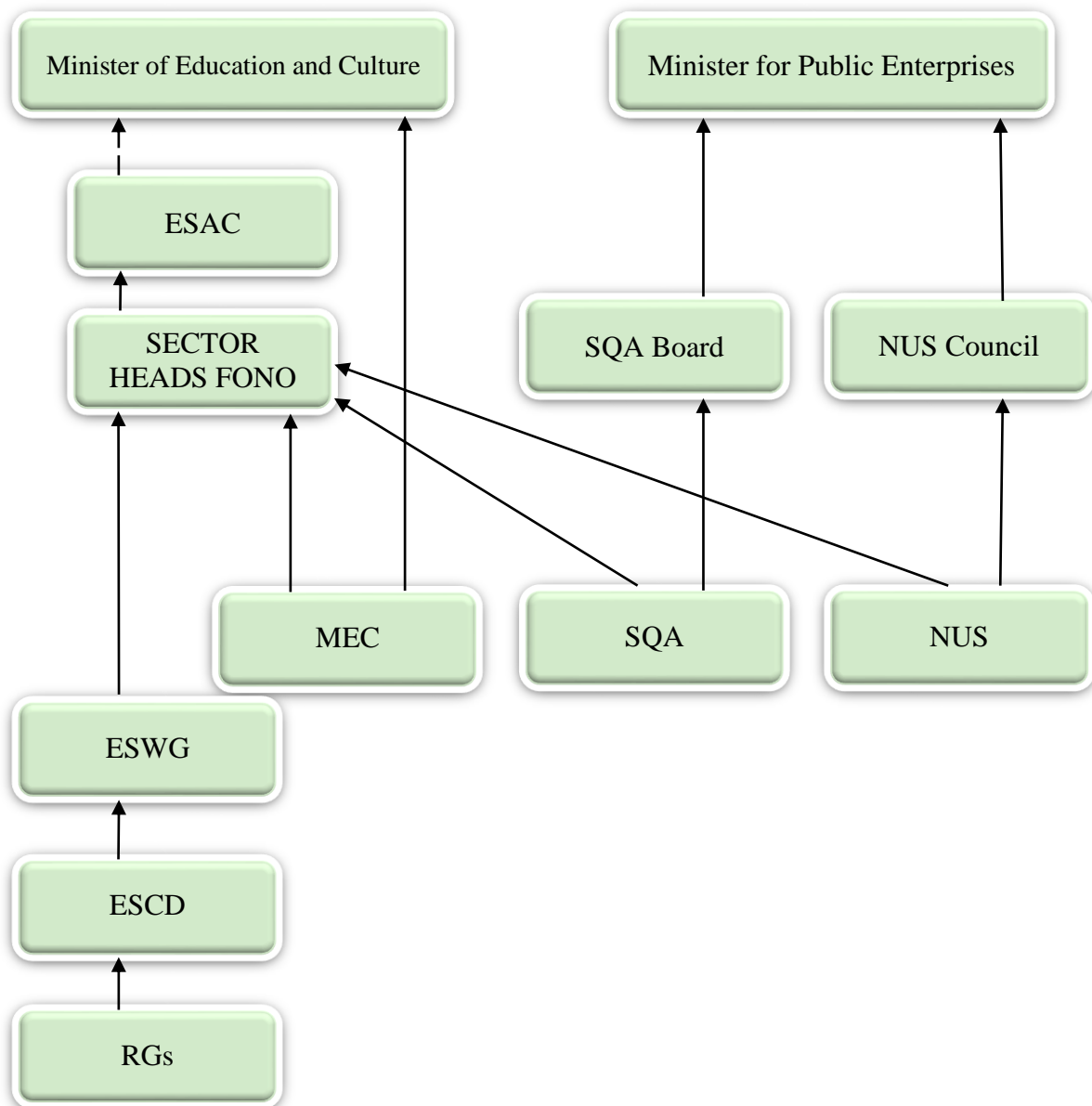
To support community understanding of education policy and awareness of sector wide initiatives, it is important to promote public awareness through communications, media and other activities. Various communication channels such as digital media can be leveraged to access different groups. Communication, media and public awareness is a cross-cutting enabler for achieving education sector outcomes.



Sector Governance and Coordination

A 2022 review²⁹ of the current education sector implementation and governance arrangements identified challenges and limitations in the current arrangements. Action responding to the recommendations are yet to be decided. However, the sector will continue coordination arrangements through the Education Sector Coordination Division, reporting to the Sector Heads, to support education sector effectiveness and efficiency.

The diagram below summarises the coordination arrangement for the Education Sector Plan 2025-2030.



²⁹ MEC, NUS, SQA. (2002). Review of Education Sector Governance Arrangements. Malifa, Samoa.



Medium Term Expenditure Framework (MTEF)

Overview

The MTEF is the financing plan for the implementation of the ESP 2025-2030. It is a five-year financing plan which means it is subject to adjustments over the period because of major policy shifts and changes that it is exposed to throughout its implementation. Expenditure decisions have multi-year implications, so they must align with resources that are available in the medium term.

The ESP 2025-2030 Medium Term Expenditure Framework is informed by:

- The national strategy or the PDS FY2021-22 – FY2025-26
- The historical Education sector financial data in the Government of Samoa’s Budget Documents, Fiscal Strategy, Economic Outlook with relevant economic parameters and Public Accounts for the previous ESP period 2019 – 2024
- The Sector Planning Manual for Samoa and Samoa Monitoring Evaluation Reporting Framework Manual
- The ESP 2025-2030 and cost estimates of activities for each of the ESP 2025-2030 Priorities and Strategies.

The estimated overall costs for the ESP 2025-2030 show an increasing financing trend which is in line with the demand from the respective agencies and key stakeholders that will drive the implementation of the ESP priorities. It is important to note that almost 100% of the financing estimated for the ESP2025-2030 is development focused. This is as the sector moves to reconsolidate its resources to implement the ESP priorities and long-term outcomes focusing on its key strength and asset – its people resources. ESP 2025-2030 financing per fiscal year will see the cost to educate, on average, increase to \$3,203.46 cost per student from \$1,822.19 cost per student.

ESP 2025 – 2030 Estimated overall financing costs

The estimated overall financing costs for the Education Sector 2025 -2030 from the Government of Samoa budget by fiscal year and by implementing agency is shown in Table 1 and Table 2.

Table 1. ESP 2025 – 2030 Estimated Overall Financing Costs from the Government of Samoa’s National Budget by Fiscal Year

	2025 - 26	2026 – 27	2027 - 28	2028 - 29	2029 -30
Overall Total Financing Estimates ³⁰	208,229,138	214,476,012	220,910,292	227,537,601	234,363,729

³⁰ GoS Annual Budget including external budget support financing.



Table 2. ESP 2025 – 2030 Estimated Overall Financing Costs by Implementing Agency³¹

	2025 – 26	2026 – 27	2027 – 28	2028 -29	2029 -30
MEC	153,255,057	157,852,709	162,588,290	167,465,939	172,489,917
NUS	36,117,239	37,200,757	38,316,779	39,466,283	40,650,271
SQA	18,856,841	19,422,547	20,005,223	20,605,380	21,223,541
Overall Total Financing Estimates ³²	208,229,138	214,476,012	220,910,292	227,537,601	234,363,729

The sector’s estimated financing for the ESP’s FY2025-26 of \$208.2 million is based on the previous fiscal year’s expenditure of \$147 million plus a 41% increase to meet the implementation costs estimated will be required to finance the core priorities for the initial year of the ESP2025-2030. The same projection applies for the future years of the ESP. The financing estimates for the future fiscal years FY2026-27 to FY2029-30, given the variability expected due to uncertainty arising from the global and local economic and political landscape has been forecasted conservatively for the FY2026-27 to FY2029-30 using an average Consumer Price Index (CPI) of 3% per annum.

At the Sector implementing agency level, the financing aggregates for MEC for the FY2025-26 to FY2029-30 includes its normal costs for financing current policies plus the new implementation plan policies for the ESP2025-2030. This estimated financing allocation will increase from \$153.2 million from FY2025-26 to \$172.5 million in FY2029-30. The SQA and NUS, based on the same forecast parameters will also see an increase from \$18.8 million to \$21.2 million for SQA and from \$36.1 million to \$40.7 million for NUS for the fiscal year period of the ESP2025-2030.

ESP 2025 – 2030 Estimated costs by Sub-sector.

An attempt has been made to estimate the trend for future spending by each education sub-sectors based on the historical data captured in the limited information available on the sector’s actual expenditure by sub-sector. This is calculated from the data collected and used to produce the education statistical digest annually.

Based on historical data available on actual expenditure, the estimated future costs by sub-sector is shown in Table 3. This excludes the costs of the ESP 2025-2030 Implementation Plan³³.

³¹ These figures do not include provision of school lunches for ECE and Primary students nor teacher salaries for private & mission schools

³² GoS Annual Budget including external budget support financing.

³³ There is opportunity to improve reporting of financial data by sub-sector as the current structure of the sector budgeting and reporting does not easily report at this level.



Table 3. ESP 2025-2030 Estimated Costs by Sub-sector

Education Sub-Sector	2025-26	2026-27	2027-28	2028-29	2029-30
Early Childhood Education	11,477,965	11,976,354	12,237,195	12,506,122	12,783,386
Primary Education	96,290,979	98,369,004	100,511,449	102,720,309	104,997,644
Secondary Education	32,617,622	33,077,671	33,795,843	34,536,279	35,299,668
Post-Secondary Education and Training	63,831,197	65,195,864	66,602,836	68,053,423	69,548,979

ESP 2025-2030 Estimated implementation costs

The estimated costs of activities supporting the priorities and strategies of the ESP 2025-2030 is presented by sector priority and by implementing agency over the five (5) future fiscal years of the ESP in Table 4 and Table 5. The detailed breakdown of the costs by activity is presented and attached as Annex 2.

Table 4. ESP 2025-2030 estimated costs by priority

Sector Priority	Yr 1 2025-2026	Yr 2 2026-2027	Yr 3 2027-2028	Yr 4 2028-2029	Yr 5 2029-2030	Total Estimated Costs 2025-30	Total Estimated Costs % Allocation 2025-30
Priority 1	43,212,800	44,509,184	45,844,460	47,219,793	48,636,387	229,422,624	70.96%
Priority 2	11,441,813	11,785,067	12,138,619	12,502,778	12,877,861	60,746,139	18.79%
Priority 3	3,086,670	3,179,270	3,274,648	3,372,888	3,474,074	16,387,550	5.07%
Priority 4	3,157,650	3,252,379.50	3,349,951	3,450,449	3,553,963	16,764,393	5.19%
Total	60,898,933	62,725,900	64,607,678	66,545,908	68,542,286	323,320,706	100%



Table 5. ESP 2025-2030 estimated costs by implementing agency

	Y1	Y2	Y3	Y4	Y5	Y1-Y5	Total Estimated Costs % Allocation 2025-30
IA	Priority 1 to Priority 4	Priority 1 to Priority 4	Priority 1 to Priority 4	Priority 1 to Priority 4	Priority 1 to Priority 4	Total	%
MEC	37,448,038	38,571,479	39,728,623	40,920,482	42,148,096	198,816,720	61.49%
NUS	14,486,565	14,921,162	15,368,797	15,829,861	16,304,757	76,911,141	23.79%
SQA	8,964,330	9,233,260	9,510,258	9,795,565	10,089,432	47,592,845	14.72%
Total	60,898,933	62,725,900	64,607,678	66,545,908	68,542,286	323,320,706	100%

Financial management, monitoring and reporting

The management, monitoring and reporting of financial management responsibilities of the key implementing agencies driving the implementation of the ESP 2025-2030 (namely MEC, SQA and NUS) are conducted in line with the Public Finance Management Act 2001.

The accounting systems used by the MEC is the MOF Finance One, while SQA and NUS use off-the-shelf accounting software – Xero and WiseNet.

Standardizing budget and spending financial reports to meet the needs of the different sector users is critical to allow efficiency gains and reduce the administrative burden throughout the entire management, monitoring and reporting of the ESP’s implementation to meet its objectives.

In the meantime, the key implementing agencies are expected to drive their own ESP activities but are required to report at the sector level to the ESAC through the ESCD. This allows the sector to monitor and report to the ESAC on the financial management responsibilities and requirements to support the effective and efficient implementation of the ESP 2025 – 2030. It is the responsibility of each implementing agency to manage, monitor, report and account as required by their legislations and the PFMA Act 2001 all finances it receives for the ESP implementation over the period 2025-2030.

The ESCD will monitor implementing agency expenditure against budget, and report on this to the ESAC. As an integral part of the ARR, the ESCD will submit, to the ESAC, a Sector Annual Report that includes audit reports for MEC, NUS and SQA.



Monitoring, Evaluation and Learning

The monitoring, evaluation and learning framework for the ESP 2025-2030 will serve four critical purposes:

1. Track performance and progress against key indicators, for reporting to stakeholders
2. Inform evidence-based decision making on adjustments, improvements and interventions
3. Continuous improvement through learning from implementation
4. Risk management and early warning of implementation bottlenecks, emerging challenges and potential risk to achievement of education outcomes

Monitoring, evaluation and learning will take place through the following processes to support achievement of education sector outcomes.

Annual Education Sector Review

On an annual basis in October-November, a sector Annual Review Report (ARR) will be presented to Sector Heads, ESAC and stakeholders. The ARR will include:

- A review of progress since the previous ARR including data on progress against MEL indicators; analysis of emerging challenges; recommended actions to be discussed during the review; and recommended updates to the MEL framework.
- A financial report that shows how the Sector financed its expenditure. This report will compare the previous year's budgeted with actual expenditure.
- An updated MTEF and risk matrix.

As part of the Annual Sector Review, opportunity should be included for a forum where Sector Heads and their management teams to discuss adjustments, improvements and interventions going forward. This will help ensure progress is made towards the achievement of education sector outcomes. Approval of budget reallocations should be made as early as possible, based on the draft Annual Review Report, to allow enough time for efficient adjustment of activities and implementation.

Specifically, the annual review process should facilitate discussion and agreement on what to keep doing, what to strengthen, and what to stop doing because it is not working.

Mid-Term Review

The annual review scheduled between October and November 2027 is expected to include a mid-term review of ESP 2025-30. Stakeholders will be invited to contribute to an independent review of how the ESP is being implemented.

The mid-term review will focus on measuring outcomes, effectiveness, efficiency, equity, intermediate impact, lessons learned and sustainability. The ESCD will be responsible for contracting an external review team.

The Sector expects that DPs will conduct appropriately timed, independent evaluations of the projects and programmes they fund, and share the findings with Sector Heads, and the ESAC.

The Mid-Term Review Report should inform decisions on:



- Strategies and activities that need more resources/funding support
- Strategies and activities that should be hibernated, funding to be reallocated elsewhere
- Strategies and activities that should be updated or adjusted for better alignment to education sector outcomes

End of Term Review

An end-of-term review of ESP 2025-2030 is expected to take place during the second quarter of year 5 (between October and December 2029). This timing will allow the Sector to include the review's findings and recommendations in its plans for the next five-year ESP.

Learning from Monitoring and Evaluation

Learning from monitoring and evaluation is essential for continuing development and progress in the education sector. Reflection on the following questions help move beyond simply tracking indicators to fostering genuine learning and continuous improvement in the education sector.

i. Strategic Impact

- Are our strategies addressing the most critical learner needs and national education priorities?
- Which interventions are showing the strongest impact on learning outcomes and why?
- What qualitative changes are occurring beyond what the numbers show?

ii. Equity and Inclusion

- Are improvements reaching all learners, including vulnerable groups and those with disabilities?
- Where are equity gaps persisting, and how might we address them?
- How are different groups experiencing our interventions?

iii. Resource Effectiveness & Sustainability

- Are we utilising our limited resources optimally to achieve results?
- Will improvements continue after specific interventions end?
- Are we building sufficient capacity within the sector for long-term sustainability?

iv. Adaptive Management and Learning

- How reliable is our monitoring data, and what limitations exist in interpretation?
- What contextual factors are influencing our results that we should account for?
- What modifications to implementation approaches are needed based on emerging findings?
- How are we incorporating feedback from teachers, students, parents, and community members?



Key Performance Indicators

The following section maps out the results framework and Key Performance Indicators³⁴ for the Education Sector Plan 2025-2030

Sector Outcome 1	Improved learning achievement and graduate outcomes				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S1-S8	KPI 1. (a) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for English	Year 4 English M: 5.1%; F: 13.7% Year 6 English M: 13.2%; F: 29.4% Year 8 English M: 22.6%; F: 47.2%	Year 4 English M: 10%; F: 18% Year 6 English M: 18%; F: 34% Year 8 English M: 27%; F: 52%	Annual	MEC Education Statistical Digest
S1-S8	KPI 1. (b) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Gagana Samoa	Year 4 Gagana Samoa M: 13.1%; F: 28.6% Year 6 Gagana Samoa M: 15%; F: 34.3% Year 8 Gagana Samoa M: 40.9%; F: 65.6%	Year 4 Gagana Samoa M: 18%; F: 33% Year 6 Gagana Samoa M: 20%; F: 39% Year 8 Gagana Samoa M: 45%; F: 70%	Annual	MEC Education Statistical Digest

³⁴ All statistical reporting should be disaggregated by gender. IAs may add other disaggregation lens for own reporting.



Sector Outcome 1	Improved learning achievement and graduate outcomes				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S1-S8	KPI 1. (c) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Mathematics	Year 4 Mathematics M: 6.5%; F: 11.4% Year 6 Mathematics M: 9.6%; F: 15.6% Year 8 Mathematics M: 7.3%; F: 11.1%	Year 4 Mathematics M: 11%; F: 16% Year 6 Mathematics M: 14%; F: 20% Year 8 Mathematics M: 12 ; F: 16%	Annual	MEC Education Statistical Digest
S1-S8	KPI 1. (d) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Science.	Year 4 Science: M:1.4%; F: 1.8% Year 6 Science: M:4%, F: 8.2% Year 8 Science: M: 77.3%; F: 11.1%	Year 4 Science: M:6%; F: 6% Year 6 Science: M:9%, F: 13% Year 8 Science: M: 12%; F: 16%	Annual	MEC Education Statistical Digest
S1-S8	KPI 2. (a) Percentage (%) of Year 12 students in all schools achieving at least L2 in English	(a) English: M: 37%; F: 55%	(a) English: M: 42%; F: 60%	Annual	MEC Education Statistical Digest
S1-S8	KPI 2. (b) Percentage (%) of Year 12 students in all schools achieving at least L2 in Gagana Samoa	(b) Gagana Samoa: M: 60%; F: 74%	(b) Gagana Samoa: M: 65%; F: 79%	Annual	MEC Education Statistical Digest
S1-S8	KPI 2. (c) Percentage (%) of Year 12 students in all schools achieving at least L2 in Mathematics	(c) Mathematics: 1 M: 13%; F: 12%	(c) Mathematics: M: 18%; F: 17%	Annual	MEC Education Statistical Digest



Sector Outcome 1	Improved learning achievement and graduate outcomes				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S1-S8	KPI 2. (d) Percentage (%) of Year 12 students in all schools achieving at least L2 in Sciences	Biology M: 38%; F: 39% Chemistry M: 38%; F: 35% Physics M: 65%; F: 72%	Biology M: 43%; F: 44% Chemistry M: 43%; F: 40% Physics M: 70%; F: 77%	Annual	MEC Education Statistical Digest
S8	KPI 3. (a) Percentage of ECE centres meeting minimum standards	2025, Establish baseline	90%	Annual	MEC Annual Report
S8	KPI 3. (b) Percentage of government schools meeting Minimum Service Standards Domain 4 (Student Achievement)	Primary 60% Secondary 60%	80% 80%	Annual	MEC Annual Report
S8	KPI 3. (c). Percentage of PSET Providers meeting Provider registration standards	100%	100%	Annual	SQA PSET Statistical Bulletin
S8	KPI 3. (d). Percentage of PSET graduates attained registered qualifications	2025, Establish baseline	5% increase from baseline	Annual	SQA PSET Statistical Bulletin

Sector Outcome 2	Equitable and inclusive access to quality education and training				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S10	KPI 4.(a) Improved transition rate from ECE to primary	2025 Establish baseline	5% increase from baseline	Annual	MEC Education Statistical Digest



Sector Outcome 2	Equitable and inclusive access to quality education and training				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S10	KPI 4.(b) Improved transition rates from primary schooling to secondary schooling	2023, 89.8%	95%	Annual	MEC Education Statistical Digest
S10	KPI 5. Improved net enrolment rate in ECE, primary and secondary	2023, ECE: 27%; M 26%, F 28% 2023, Primary: 97%; M 95%, F 98% 2023, Secondary: 72%; M 62%, F 83%	ECE: 51%; M 51%, F 51% Primary: 99%; M 99%, F 99% Secondary: 80%; M 70%, F 90%	Annual	MEC Education Statistical Digest
S10	KPI 6. Improved completion rates for primary and secondary schooling	Year 8: 75%; M: 71.7%; F: 77.8% Year 12: 65%; M: 49%; F: 75%	Year 8: 80% M: 76% F: 82% Year 12: 70%; M: 54%; F: 80%	Annual	MEC Education Statistical Digest



Sector Outcome 2	Equitable and inclusive access to quality education and training				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S10	KPI 7. Number of students with a disability enrolled at all schools including special schools	Primary: 238 M: 158 F: 80 Secondary: 17 M: 9 F: 8 PSET M: SQA 2, NUS 0 F: SQA 4, NUS 1 Special schools: 206	Primary: 248 M: 165 F: 83 Secondary: 22 M: 12 F: 10 PSET 5 M: 5 F: 7 Special schools: 216	Annual	MEC Education Statistical Digest, SQA PSET Statistical Bulletin NUS Database
S12	KPI 8. Improved transition rate from secondary to PSET	2025, Establish baseline	5% improvement on baseline	Annual	SQA PSET Statistical Bulletin
S12	KPI 9. Number of TVET courses packaged and accredited as pathway to PSET TVET qualifications	2023, 0	5	Annual	MEC Annual Report
S12	KPI 10. (a) Improved PSET gross enrolment	2023 M 2821 F 3983	Increase 5% M 2962 F 4182	Annual	SQA PSET Statistical Bulletin
S12	KPI 10. (b) Improved completion rate for PSET qualifications	2025 Establish baseline	5% increase from baseline	Annual	SQA PSET Statistical Bulletin
S14	KPI 11. Percentage of schools with infrastructure enabling student access to digital learning platforms and culturally relevant e-resources.	2025, Establish baseline	50%	Annual	MEC



Sector Outcome 3	Improved education and training relevance and contribution to sustainable development				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S15	KPI 12. Percentage (%) of PSET graduates who found employment within 6 months of completion	32%	50%	2027/28	SQA Tracer Study Report and PSET Statistical Bulletin
S15	KPI 13. Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace	92%	97%	2027/28	SQA Tracer Study Report and PSET Statistical Bulletin
S16	KPI 14. Reviewed or updated school curriculum	2024, Review of primary curriculum	ECE and secondary curriculum review or update	Once in ESP period	MEC Annual Report
S16	KPI 15. Percentage (%) of PSET qualifications reviewed/ updated once every five years	2025 Establish baseline	100% reviewed once within ESP period	Once in ESP period	SQA Annual Report
S17	KPI 16. Percentage (%) ICH and TCH mainstreamed into Formal, Non-formal Learning and School TVET programmes	2025 Establish baseline	To be set in 2025	Annual	MEC (Culture Division)
S17	KPI 17. Percentage (%) of increased and sustained Samoan language use determined as evidence of stability	2025 Establish baseline	To be set in 2025	Annual	MEC (Samoa Language Commission)
S18	KPI 18. (a) Number of new/revised policies or interventions informed by sector research outputs	2025, 0	5	Annual	MEC NUS SQA Annual/ Quarterly Reports
S18	KPI 18. (b) Number of professional learning communities established to share best practices from research	2025, 0	5	Annual	MEC NUS SQA Annual/ Quarterly Reports



Sector Outcome 3	Improved education and training relevance and contribution to sustainable development				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency	Data source
S18	KPI 18. (c) Number of teachers trained in ICT-based teaching methods annually	2025, 0	5	Annual	MEC NUS SQA Annual/ Quarterly Reports
S18	KPI 18. (d) Number of AI innovations backed by research, to support teaching and learning and education management	2025, 0	5	Annual	MEC NUS SQA Annual/ Quarterly Reports

Sector Outcome 4	An effective, efficient and resilient education sector				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency of measurement	Data source
S19	KPI 19. (a) Establishment, implementation of coordinated sector policy development and review protocol	2024, 0	Approved sector policy development and review protocol	Annual	MEC NUS SQA Annual/ Quarterly Reports
S19	KPI 19. (b) Number of collaborative sector research projects supporting education sector outcomes	2024, 0	2	Annual	MEC NUS SQA Annual/ Quarterly Reports
S20	KPI 20. Establishment of data sharing system or agreement between sector agencies	2024, 0	Actioned data sharing system/ agreement	Annual	MEC NUS SQA Annual/ Quarterly Reports
S21	KPI 21. Percentage (%) of sector agency executive and middle management completing professional development	2024, 0	50%	Annual	MEC NUS SQA Annual/ Quarterly Reports
S22	KPI 22. Reduced percentage of unutilised sector funds, annually	2023, 1%	0%	Annual	MEC NUS SQA Annual/ Quarterly Reports



Sector Outcome 4	An effective, efficient and resilient education sector				
Strategies	Key Performance Indicators	2022 Baseline (unless specified)	2030 Target	Frequency of measurement	Data source
S23	KPI 23. Percentage of schools/ PSET Providers with functional disaster management plans	2025, 0	25%	Annual	MEC NUS SQA Annual/ Quarterly Reports
S24	KPI 24. Number of public awareness events/campaign supporting education sector Priority Areas	2025, 0	10	Annual	MEC NUS SQA Annual/ Quarterly Reports

Risk Management Framework

The risk management framework identifies key risks to ESP implementation and links them directly to sector outcomes. By categorizing risks as internal or external, sector agencies can prioritize action, allocate resources efficiently, and establish clear accountability. Regular review of risks during implementation will help the sector adapt to emerging challenges and maintain progress toward the priorities of the ESP 2025-2030.

	INTERNAL RISKS	LIKELIH OOD	IMPLICATIONS	RISK MANAGEMENT STRATEGY	RISK IMPACT
1	Staffing and capacity risks Not enough teachers; high teacher turnover; teachers resist change or development; teachers are not happy or adequately supported	H	Compromises progress in achieving ESP 2025-2030 priorities and KPIs, for Sector Outcome 1: Improved learning achievement and graduate outcomes	Competitive salary and career paths and wellbeing support. Establish mentoring for new teachers and create professional learning communities.	H
2	Resource allocation and management risks Limited funding for equipment and resources (e.g. fire alarms, reading books); inequitable allocation of resources; inadequate funding for education sector priorities	M	Creates inequity in educational provision, compromises Sector Outcome 2 (Equitable, inclusive access). Inadequate funding for new ESP would undermine all education sector plan priorities.	Continue current levels of education resourcing, consider closer link between funding and school performance or equity profile (how vulnerable the school or students are)	H



3	Stakeholder engagement risks Low commitment from parents to send and keep children in school; communities are not mobilised to support school attendance and learning; education sector does not coordinate with other government agencies to support community engagement	M	Missed opportunity to leverage community and parental engagement to support learning outcomes for children, young people and adults	Engage village councils, churches and parents through regular parent-teacher meetings and awareness campaigns. Form cross-sector working groups to address attendance barriers.	M
4	Programme management and governance risk Ongoing need for strong leadership, continuity and management from within the education sector to drive implementation, and maintain commitment to the strategic vision across the sector	M	This risk threatens implementation of the ESP2025-30 and achievement of results – primarily improvements in student learning achievement and graduate outcomes, impact on effectiveness, efficiency and sustainability	Develop leadership capacity program for education officials and school leaders Explore succession planning for education sector leadership	H
5	Process and administrative risks Different IA processes and reporting templates	M	Impacts reporting to ESAC and partners, influences credibility and effectiveness of sector coordination processes	Explore standardised reporting templates across agencies. Establish sector-wide data system with shared protocols.	M
6	Coordination risk IAs do not coordinate planning, policy development and review, agencies and units prefer to work in silos	M	Affects achievement of Sector 4 (An effective, efficient and resilient education sector, undermines policy coordination (Strategy 20) and data and research coordination (Strategy 21)	Implement policy coordination protocols/ processes with joint policy review	M

	EXTERNAL RISKS	LIKELIHOOD	IMPLICATIONS	RISK MANAGEMENT STRATEGY	RISK IMPACT
7	Political risks Government policy and priorities may change, for instance relating to school grants includes changes in laws and regulations	M	Creates uncertainty and may disrupt implementation timelines. School grant changes will impact Sector Outcome 2. Policy shifts may result in redirected government funding away from sector priorities	Develop policy briefs on ESP 2025-30 for potential new governments/ ministers. Maintain regular dialogue with Ministry of Finance	H
8	Environmental risks Learning disruption from environmental events such as natural disasters, climate change related events (flooding, heavy rain, power outages)	M	A threat to student learning achievement (Sector Outcome 1) through interrupted learning and damaged learning environments. Will impact achievement of KPIs.	Develop/ update education sector disaster response plan. Equip schools with emergency resources and strengthen emergency preparations. Strengthen	H



	EXTERNAL RISKS	LIKELIH OOD	IMPLICATIONS	RISK MANAGEMENT STRATEGY	RISK IMPACT
				infrastructure and establish rapid-deployment plan for online learning	
9	Health risks Risk from learning disruption due to global pandemic or national epidemic	M	As seen during COVID-19 and the 2019-2020 measles epidemic, health crises impact Sector Outcome 1 through extended school closures and disrupted teaching/learning. Sector Outcome 2 is affected as vulnerable students are often more affected during a health crisis.	Create health emergency response protocol with Ministry of Health. Develop contingency plans for distance education including non-digital options.	H
10	Partnership Risks Insufficient support from partners, or inflexible arrangements with partners	M	Limited partner support reduces resources available to help achieve education targets. Inflexible partner arrangements restrict ability of sector (and sector coordination) to adapt to change and emerging challenges.	Consider diversifying partner relationships to reduce dependency. Establish partnership agreements with built-in flexibility. Maintain regular partner dialogue and put in place a domestic financing strategy.	M



Implementation Plan for ESP 2025-2030

IMPLEMENTATION PLAN ESP2025-30							
PRIORITY 1: QUALITY EDUCATION AND TRAINING OUTCOMES							
Sector Outcome 1: Improved learning achievement and graduate outcomes							
Key Performance Indicators							
STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
Strategy 1 Strengthen and retain skilled and knowledgeable teachers and learning support staff.	S1A1. Teacher recruitment and retention initiatives						MEC
	S1A2. Pre-service teacher training						NUS
	S1A3. Professional development for teachers and PSET Trainers/Lecturers						MEC SQA
	S1A4. Implementation of Quality Assurance Performance Appraisal (QAPA)						MEC
	S1A5. ECE teacher support programs						MEC
Strategy 2 Strengthen and support school/ institution governance and leadership to drive student achievement and graduate success.	S2A1. Leadership training for school principals and management teams						MEC
	S2A2. School committee governance, management and awareness workshops						MEC
Strategy 3 Strengthen and maintain school and learning environments to support student achievement and graduate success	S3A1. Minimum Service Standards (MSS) school visits and reporting						MEC
	S3A2. Resource development and distribution						MEC
	S3A3. School infrastructure improvements						MEC
Strategy 4 Strengthen partnerships between schools and institutions, the community and stakeholders, to support student achievement and graduate success.	S4A1. Community and parental involvement programmes						MEC



IMPLEMENTATION PLAN ESP2025-30

PRIORITY 1: QUALITY EDUCATION AND TRAINING OUTCOMES

Sector Outcome 1: Improved learning achievement and graduate outcomes

Key Performance Indicators

STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
Strategy 5 Implement targeted support for learners at risk (including students with disabilities) to support literacy and numeracy achievement.	S5A1. Training for teachers and teacher aides to support learning for students with disabilities						MEC
	S5A2. Awareness programme for NCDIEA Plan 2022-2025						MEC
Strategy 6 Develop and implement student wellness programmes to support learning achievement	S6A1. Implement safe school policy						MEC
Strategy 7 Utilise school and national assessment data to drive timely, targeted interventions for improved student achievement and graduate outcomes	S7A1. National assessment data analysis, feedback and reporting						MEC
	S7A2. Policies, plans, intervention and resources informed by assessment data.						MEC
Strategy 8 Apply minimum quality/ service standards at all levels from ECE to PSET	S8A1. Implementation of quality assurance in PSET						SQA
	S8A2. PSET Support Fund for PSET providers to enable programme accreditation						SQA



PRIORITY 2: EQUITY AND INCLUSION							
Long Term Outcome 2: Equitable and inclusive access to quality education and training							
STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
Strategy 9 Strengthen participation of compulsory school-age children (4-16 years)	S9A1. Compulsory education awareness campaigns						MEC
	S9A2. Attendance and enrolment data collection and awareness						MEC
Strategy 10 Strengthen policies for equitable inclusion at all education levels	S10A1. Inclusive education policy implementation						MEC
	S10A2. National hearing screening programme						MEC
Strategy 11 Create flexible learning and qualification pathways to support lifelong learning, including strengthening TVET in schools, and support for STEM (Science, Technology, Engineering and Mathematics)	S11A1. Strengthen and promote STEM (Science, Technology, Engineering and Mathematics)						MEC NUS
	S11A2. Facilitate learning pathways from schools to PSET						MEC NUS SQA
	S11A3. Career advisory services						NUS SQA
Strategy 12 Reduce fee barriers for vulnerable learners through scholarships and other funding support initiatives	S12A1. Sponsorship programmes for vulnerable students						MEC NUS
	S12A2. Financial support schemes for vulnerable students						MEC NUS
	S12A3. TVET scholarships through NUS						NUS
	S12A4. PSET Support Fund for PSET Providers for vulnerable students						SQA
	S13A1. ICT-supported teaching, learning and assessment						MEC SQA



PRIORITY 2: EQUITY AND INCLUSION							
Long Term Outcome 2: Equitable and inclusive access to quality education and training							
STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
Strategy 13 Integrate technology to support equitable access to quality education for all	S13A2. WiseNet implementation for enrolment						NUS
Strategy 14 Establish effective cross-sector and multi-sector partnerships to address non-educational barriers to learning achievement	S14A1. Multi-sector partnerships to address non-educational barriers to learning achievement						MEC NUS SQA

PRIORITY 3: RELEVANCE AND CONTRIBUTION							
Sector Outcome 3: Improved education and training relevance and contribution to sustainable development							
STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
Strategy 15 Foster an enabling environment for innovative skills development to meet labour market needs	S15A1. Work integrated learning and assessment						NUS SQA
	S15A2. Conduct PSET Tracer Study and Employer Satisfaction Survey						NUS SQA
	S16A3. Develop and Implement Policy on quality assurance of micro-credentials						SQA
	S15A4. Develop national competency standards and Samoa Qualifications						SQA
Strategy 16 Ensure curriculum and qualification relevance through periodic review and update of curriculum and teaching and learning resources	S16A1. Curriculum review and alignment						MEC NUS
	S16A2. Teaching and learning resource updates						MEC NUS



PRIORITY 3: RELEVANCE AND CONTRIBUTION							
Sector Outcome 3: Improved education and training relevance and contribution to sustainable development							
STRATEGIES	ACTIVITIES	Yr 1 2025- 26	Yr 2 2026- 27	Yr 3 2027- 28	Yr 4 2028- 29	Yr 5 2029- 30	IAs
	S17A3. Samoa Qualifications review						NUS SQA
Strategy 17 Implement the Culture in Education policy framework and Fa'atonufofau o le Gagana Samoa	S17A1. Cultural programs						MEC
	S17A2. Language programmes and publications						MEC
	S17A3. Cultural mapping and publications						MEC
Strategy 18 Collaborate across the sector to research, trial and implement innovative teaching and learning approaches including ICT integration, to enhance student achievement and graduate success	S18A1. Cross-sector collaborations on innovative teaching and learning						MEC NUS SQA
	S18A2. Research on innovative teaching approaches including use of AI						NUS
	S18A3. Trial implementation of innovative pedagogies including use of AI						NUS

PRIORITY 4: SECTOR PERFORMANCE AND RESILIENCE							
Sector Outcome: An effective, efficient, and resilient education sector							
Strategy 20 Implement system and processes for data and research coordination to support education sector outcomes	S20A1. Education sector research coordination and dissemination of research findings						MEC NUS SQA
	S20A2. PacSIMS system implementation						MEC NUS SQA



PRIORITY 4: SECTOR PERFORMANCE AND RESILIENCE							
Sector Outcome: An effective, efficient, and resilient education sector							
Strategy 21 Build leadership and management capability and continuity within the education sector	S21A1. Executive and middle management professional development in leadership and management						MEC NUS SQA
Strategy 22 Strengthen financial accountability for improved education sector outcomes	S22A1. Quarterly monitoring of sector funds utilization						MEC NUS SQA
	S22A2. Strengthening procurement plans and processes						MEC NUS SQA
	S22A3. Financial reporting						MEC NUS SQA
Strategy 23 Enhance capacity of the education sector to maintain learning access and quality during national disasters or disruptions	S23A1. Disaster preparedness initiatives and plans for schools						MEC NUS SQA
	S23A2. Sector resilience capacity building for school & PSET leaders and ministry & PSET staff						MEC NUS SQA
Strategy 24 Strengthen public awareness through communications, media, and other activities.	S24A1. Education awareness branding and merchandising						MEC NUS SQA
	S24A2. Communication guidelines development and implementation						MEC NUS SQA



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Annex 1: SDG4 Targets

SDG4 Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 4 Target	Indicator
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
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	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment</p>
<p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Proportion of schools offering basic services, by type of service</p>
<p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<p>Volume of official development assistance flows for scholarships by sector and type of study</p>
<p>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>Proportion of teachers with the minimum required qualifications, by education level</p>



Annex 2. ESP 2025-2030 DEVELOPMENT PRIORITY COST ESTIMATES

ESP2025-30 DEVELOPMENT PRIORITY COST ESTIMATES							
PRIORITY 1: QUALITY EDUCATION AND TRAINING OUTCOMES							
Sector Outcome		Improved learning achievement and graduate outcomes					
Key Performance Indicators		KPI 1. (a) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for English					
		KPI 1. (b) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Gagana Samoa					
		KPI 1. (c) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Numeracy					
		KPI 1. (d) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Science literacy					
		KPI 2. (a) Percentage (%) of Year 12 students in all schools achieving at least L2 in English					
		KPI 2. (b) Percentage (%) of Year 12 students in all schools achieving at least L2 in Samoan					
		KPI 2. (c) Percentage (%) of Year 12 students in all schools achieving at least L2 in Mathematics					
		KPI 2. (d) Percentage (%) of Year 12 students in all schools achieving at least L2 in Sciences					
		KPI 3. (a) Percentage of ECE centres meeting minimum standards					
		KPI 3. (b) Percentage of government schools meeting Minimum Service Standards					
		KPI 3. (c) Percentage of PSET Providers meeting Provider registration standards					
	KPI 3 (d) Percentage of PSET graduates attaining registered qualifications						
ESP 2025-2030 STRATEGIES	ACTIVITIES	Yr 1 2025-2026	Yr 2 2026-2027	Yr 3 2027-2028	Yr 4 2028-2029	Yr 5 2029-2030	Lead Implementing Agency (IA) / Cost Split by IA
Strategy 1 Strengthen and retain skilled and knowledgeable teachers and learning support staff.	S1A1. Teacher recruitment and retention initiatives	43,250.00	44,547.50	45,883.93	47,260.44	48,678.26	MEC
	S1A2. Pre-service teacher training	1,000,000	1,030,000	1,060,900	1,092,727	1,125,508.81	NUS
	S1A3. Professional development for teachers and PSET Trainers/Lecturers	5,140,000	5,294,200	5,453,026	5,616,616.78	5,785,115.28	MEC SQA



	S1A4. Implementation of Quality Assurance Performance Appraisal (QAPA)	1,640,000	1,689,200	1,739,876	1,792,072	1,845,834.45	MEC
	S1A5. ECE teacher support programs	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	MEC (60% of costs estimated per year) SQA (40% of costs estimated per year)
Strategy 2 Strengthen and support school/ institution governance and leadership to drive student achievement and graduate success.	S2A1. Leadership training for school principals and management teams	100,000	103,000	106,090	109,272.70	112,550.88	MEC
	S2A2. School committee governance, management and awareness workshops	250,000	257,500	265,225	273,182	281,377	MEC
Strategy 3 Strengthen and maintain school and learning environments to support student achievement and graduate success	S3A1. Minimum Service Standards (MSS) school visits and reporting	250,000	257,500	265,225	273,182	281,377	MEC
	S3A2. Resource development and distribution	4,750,400	4,892,912	5,039,699	5,190,890	5,346,617	MEC
	S3A3. School infrastructure improvements	5,000,000	5,150,000	5,304,500	5,463,635	5,627,544	MEC
Strategy 4 Strengthen partnerships between schools and institutions, the community and stakeholders, to support student achievement and graduate success.	S4A1. Community and parental involvement programmes	100,000	103,000	106,090	109,273	112,551	MEC
Strategy 5 . Implement targeted support for learners at risk (including students with disabilities) to support literacy and numeracy achievement.	S5A1. Training for teachers and teacher aids to support learning for students with disabilities	100,000	103,000	106,090	109,273	112,551	MEC
	S5A2. Awareness programme for NCDIEA Plan 2022-2025	150,000	154,500	159,135	163,909	168,826	MEC



Strategy 6 Develop and implement student wellness programmes to strengthen engagement, retention and completion.	S6A1. Implement safe school policy	2,000,000	2,060,000	2,121,800	2,185,454	2,251,018	MEC
Strategy 7 Utilise school and national assessment data to drive timely, targeted interventions for improved student achievement and graduate outcomes	S7A1. National assessment data analysis, feedback and reporting	200,000	206,000	212,180	218,545.40	225,102	MEC
	S7A2. Policies, plans, intervention and resources informed by assessment data.	100,000	103,000	106,090	109,273	112,551	MEC
Strategy 8 Apply minimum quality/ service standards at all levels from ECE to PSET	S8A1. Quality assurance in PSET	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	SQA
	S8A2. Support for PSET providers & Secondary TVET Schools to enable programme accreditation	20,389,150	21,000,825	21,630,849	22,279,775	22,948,168	SQA (50% of costs estimated per year) MEC (50% of costs estimated per year)
Total Costs Estimated for Priority 1 Implementation		43,212,800	44,509,184	45,844,460	47,219,793	48,636,387	
PRIORITY 2: EQUITY AND INCLUSION							
Sector Outcome 2		Equitable and inclusive access to quality education and training					
Key Performance Indicators		KPI 4.(a) Improved transition rate from ECE to primary					
		KPI 4.(b) Improved transition rates from primary schooling to secondary schooling					
		KPI 5. Improved net enrolment rate in ECE, primary and secondary					
		KPI 6. Improved completion rates for primary and secondary schooling					
		KPI 7. Number of students with a disability enrolled at all schools including special schools					
		KPI 8. Improved transition rate from secondary to PSET					
		KPI 9. Number of TVET courses packaged and accredited as pathway to PSET TVET qualifications					



		KPI 10. (a) Improved PSET gross enrolment					
		KPI 10. (b) Improved completion rate for PSET qualifications					
		KPI 11. Percentage of schools with infrastructure enabling students' access to digital learning platforms and culturally relevant e-resources.					
STRATEGIES	ACTIVITIES	Yr 1 2025-2026	Yr 2 2026-2027	Yr 3 2027-2028	Yr 4 2028-2029	Yr 5 2029-2030	Lead Implementing Agency (IA) / Cost Split by IA
Strategy 9 Strengthen participation of compulsory school-age children (4-16 years)	S9A1. Compulsory education awareness campaigns	500,000	515,000	530,450	546,364	562,754	MEC
	S9A2. Attendance and enrolment data collection and awareness	409,638	421,927	434,585	447,623	461,051	MEC
Strategy 10 Strengthen policies for equitable inclusion at all education levels	S10A1. Inclusive education policy implementation	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	MEC
	S10A2. National hearing screening programme	338,175	348,320	358,770	369,533	380,619	MEC
Strategy 11 Create flexible learning and qualification pathways to support lifelong learning, including strengthening TVET in schools, and support for STEM (Science, Technology, Engineering and Mathematics).	S11A1. Strengthen and promote STEM (Science, Technology, Engineering and Mathematics)	1,125,000	1,158,750	1,193,513	1,229,318	1,266,197	MEC (80% of costs estimated per year) NUS (20% of costs estimated per year)
	S11A2. Facilitate learning pathways from schools to PSET	1,200,000	1,236,000	1,273,080	1,311,272	1,350,611	MEC (10% of costs estimated per year) SQA (10% of costs estimated per year) NUS (80% of costs estimated per year)
	S11A3. Career advisory services	1,200,000	1,236,000	1,273,080	1,311,272	1,350,611	MEC (10% of costs estimated per year) SQA (10% of costs estimated per year) NUS (80% of costs estimated per year)



Strategy 12 Reduce fee barriers for vulnerable learners through scholarships and other funding support initiatives	S12A1. Sponsorship programs for vulnerable students	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	MEC
	S12A2. Financial support schemes for vulnerable students	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	MEC (40% of costs estimated per year) SQA (30% of costs estimated per year) NUS (30% of costs estimated per year)
	S12A3. TVET scholarships through NUS	1,000,000	1,030,000	1,060,900	1,092,727	1,125,509	NUS
	S12A4. PSET Support Fund for PSET Providers for vulnerable students	500,000	515,000	530,450	546,364	562,754	SQA
Strategy 13 Integrate technology to support equitable access to quality education for all	S13A1. ICT-supported teaching, learning and assessment	1,139,000	1,173,170	1,208,365	1,244,616	1,281,955	MEC (60% of costs estimated per year) SQA (10% of costs estimated per year) NUS (30% of costs estimated per year)
	S13A2. WiseNet implementation for enrollment	100,000	103,000	106,090	109,273	112,551	NUS
Strategy 14 Establish effective cross-sector and multi-sector partnerships to address non-educational barriers to learning achievement	S14A1. Multi-sector partnerships to address non-educational barriers to learning achievement	500,000	515,000	530,450	546,364	562,754	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Total Costs Estimated for Priority 2 Implementation		11,441,813	11,785,067	12,138,619	12,502,778	12,877,861	
PRIORITY 3: RELEVANCE AND CONTRIBUTION							
Sector Outcome 3		Improved education and training relevance and contribution to sustainable development					
Key Performance Indicators		KPI 12. Percentage (%) of PSET graduates who found employment within 6 months of completion					
		KPI 13. Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace					
		KPI 14. Reviewed or updated school curriculum					
		KPI 15. % of PSET qualifications reviewed/ updated once every five years					



		KPI 16. % ICH and TCH mainstreamed into formal, non-formal learning and school TVET programmes					
		KPI 17. % of increased and sustained Samoan language use determined as evidence of stability					
		KPI 18. (a) Number of new/revised policies or interventions informed by sector research outputs					
		KPI 18. (b) Number of professional learning communities established to share best practices from research					
		KPI 18. (c) Number of teachers trained in ICT-based teaching methods annually					
		KPI 18. (d) Number of AI innovations backed by research, to support teaching and learning and education management					
STRATEGIES	ACTIVITIES	Yr 2025-2026	Yr 2026-2027	Yr 2027-2028	Yr 2028-2029	Yr 2029-2030	Lead Implementing Agency (IA) / Cost Split by IA
Strategy 15 Foster an enabling environment for innovative skills development to meet labour market needs	S15A1. Work integrated learning and assessment	167,000	172,010	177,170	182,485	187,960	SQA (50% of costs estimated per year) NUS (50% of costs estimated per year)
	S15A2. Conduct PSET Tracer Study and Employer Satisfaction Survey	330,120	340,024	350,224	360,731	371,553	SQA (50% of costs estimated per year) NUS (50% of costs estimated per year)
	S15A3. Develop and Implement Policy on quality assurance of micro-credentials	80,500	82,915	85,402	87,964	90,603	SQA
	S15A4. Develop national competency standards and Samoa Qualifications	80,500	82,915	85,402	87,964	90,603	SQA
Strategy 16 Ensure curriculum and qualification relevance through periodic review and update of curriculum and teaching and learning resources	S16A1. Curriculum review and alignment	195,000	200,850	206,876	213,082	219,474	MEC (70% of costs estimated per year) NUS (30% of costs estimated per year)
	S16A2. Teaching and learning resource updates	192,550	198,327	204,276	210,405	216,717	MEC (70% of costs estimated per year) NUS (30% of costs estimated per year)
	S16A3. Samoa Qualifications review	67,650	69,680	71,770	73,923	76,141	SQA (50% of costs estimated per year) NUS (50% of costs estimated per year)
Strategy 17 Implement the Culture in Education policy framework and	S17A1. Cultural programs	389,000	400,670	412,690	425,071	437,823	MEC
	S17A2. Language programmes and publications	25,000	25,750	26,523	27,318	28,138	MEC



Fa'atonufofau o le Gagana Samoa	S18A3. Cultural mapping and publications	86,100	88,683	91,343	94,084	96,906	MEC
Strategy 198 Collaborate across the sector to research, trial and implement innovative teaching and learning approaches including ICT integration, to enhance student achievement and graduate success	S18A1. Cross-sector collaborations on innovative teaching and learning	473,250	487,448	502,071	517,133	532,647	MEC (50% of costs estimated per year) SQA (30% of costs estimated per year) NUS (20% of costs estimated per year)
	S18A2. Research on innovative teaching approaches including use of AI	500,000	515,000	530,450	546,364	562,754	NUS
	S18A3. Trial implementation of innovative pedagogies including use of AI	500,000	515,000	530,450	546,364	562,754	NUS
Total Costs Estimated for Priority 3 Implementation		3,086,670	3,179,270	3,274,648	3,372,888	3,474,074	
PRIORITY 4: SECTOR PERFORMANCE AND RESILIENCE							
Sector Outcome 4		An effective, efficient and resilient education sector					
Key Performance Indicators		KPI 19. (a) Establishment, implementation of coordinated sector policy development and review protocol					
		KPI 19. (b) Number of collaborative sector research projects supporting education sector outcomes					
		KPI 20. Establishment of data sharing system or agreement between sector agencies					
		KPI 21. Percentage (%) of sector agency executive and middle management completing professional development					
		KPI 22. Reduced percentage of unutilised sector funds, annually					
		KPI 23. Percentage of schools/ PSET Providers with functional disaster management plans					
		KPI 24. Number of public awareness events/campaign supporting education sector Priority Areas					
STRATEGIES	ACTIVITIES	Yr 2025-2026	Yr 2026-2027	Yr 2027-2028	Yr 2028-2029	Yr 2029-2030	Lead Implementing Agency (IA) / Cost Split by IA
Strategy 19 Streamline education policy coordination and sector governance	S19A1. Development of sector protocols for policy development and review	100,000	103,000	106,090	109,273	112,551	MEC
	S19A2. Coordination of policy implementation	12,000	12,360	12,731	13,113	13,506	MEC
Strategy 20 Implement system and processes for data and research	S20A1. Education sector research coordination and dissemination of research findings	415,000	427,450	440,274	453,482	467,086	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)



coordination to support education sector outcomes	S20A2. PacSIMS system implementation	191,200	196,936	202,844	208,929	215,197	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Strategy 21 Build leadership and management capability and continuity within the education sector	S21A1. Executive and middle management professional development in leadership and management	200,000	206,000	212,180	218,545	225,102	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Strategy 22 Strengthen financial accountability for improved education sector outcomes	S22A1. Quarterly monitoring of sector funds utilization	3,000	3,090	3,183	3,278	3,377	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
	S22A2. Strengthening procurement plans and processes	6,000	6,180	6,365	6,556	6,753	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
	S22A3. Financial reporting	6,000	6,180	6,365	6,556	6,753	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Strategy 23 Enhance capacity of the education sector to maintain learning access and quality during national disasters or disruptions	S23A1. Disaster preparedness initiatives and plans for schools	40,000	41,200	42,436	43,709	45,020	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
	S23A2. Sector resilience capacity building for school leaders and ministry staff	86,200	88,786	91,450	94,193	97,019	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Strategy 24 Strengthen public awareness through communications, media, and other activities.	S24A2. Education awareness branding and merchandising	1,855,250	1,910,908	1,968,235	2,027,282	2,088,100	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
	S24A2. Communication guidelines development and implementation	243,000	250,290	257,799	265,533	273,499	MEC (60% of costs estimated per year) SQA (20% of costs estimated per year) NUS (20% of costs estimated per year)
Total Costs Estimated for Priority 4 Implementation		3,157,650	3,252,380	3,349,951	3,450,449	3,553,963	
OVERALL TOTAL DEVELOPMENT COSTS		60,898,933	62,725,901	64,607,678	66,545,908	68,542,286	



Annex 3: Methods of Calculation for KPIs³⁵

ESP 2025-2030 KPIs	Method of Calculation
KPI 1. (a) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for English	Total number of boys achieved working at expected levels (L3 and L4) in English subject divide by the total number of boys sat this subject in a given year * 100% Total number of girls achieved working at expected levels (L3 and L4) in English subject divide by the total number of girls sat this subject in a given year * 100%
KPI 1. (b) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Gagana Samoa	Total number of boys achieved working at expected levels (L3 and L4) in Gagana Samoa subject divide by the total number of boys sat this subject in a given year * 100% Total number of girls achieved working at expected levels (L3 and L4) in Gagana Samoa subject divide by the total number of girls sat this subject in a given year * 100%
KPI 1. (c) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Mathematics	Total number of boys achieved working at expected levels (L3 and L4) in Mathematics subject divide by the total number of boys sat this subject in a given year * 100% Total number of girls achieved working at expected levels (L3 and L4) in Mathematics subject divide by the total number of girls sat this subject in a given year * 100%
KPI 1. (d) Percentage (%) of Year 4, Year 6 and Year 8 students in all schools achieving L3 and L4 for Science	Total number of boys achieved working at expected levels (L3 and L4) in Science subject divide by the total number of boys sat this subject in a given year * 100% Total number of girls achieved working at expected levels (L3 and L4) in Science subject divide by the total number of girls sat this subject in a given year * 100%
KPI 2. (a) Percentage (%) of Year 12 students in all schools achieving at least L2 in English	Total number of boys working at expected levels (L2, L3 and L4) in English divide by the total number of boys sat this subject in a given year * 100% Total number of girls working at expected levels (L2, L3 and L4) in English divide by the total number of boys sat this subject in a given year * 100%
KPI 2. (b) Percentage (%) of Year 12 students in all schools achieving at least L2 in Gagana Samoa	Total number of boys working at expected levels (L2, L3 and L4) in Samoan divide by the total number of boys sat this subject in a given year * 100% Total number of girls working at expected levels (L2, L3 and L4) in Samoan divide by the total number of boys sat this subject in a given year * 100%

³⁵ All statistical reporting should be disaggregated by gender.



ESP 2025-2030 KPIs	Method of Calculation
KPI 2. (c) Percentage (%) of Year 12 students in all schools achieving at least L2 in Mathematics	Total number of boys working at expected levels (L2, L3 and L4) in Mathematics divide by the total number of boys sat this subject in a given year * 100% Total number of girls working at expected levels (L2, L3 and L4) in Mathematics divide by the total number of girls sat this subject in a given year * 100%
KPI 2. (d) Percentage (%) of Year 12 students in all schools achieving at least L2 in Sciences	Total number of boys achieved passing expected levels (L2, L3 and L4) in Biology, Chemistry and Physics subjects divide by the total number of boys sat in each of these subject in a given year * 100% Total number of girls achieved working at expected levels (L2, L3 and L4) in Biology, Chemistry and Physics subjects divide by the total number of girls sat in each of these subject in a given year * 100%
KPI 3. (a) Percentage of ECE centres meeting minimum standards	Number of ECE centres meeting minimum standards divide by total number of ECE centres * 100%
KPI 3. (b) Percentage of government schools meeting Minimum Service Standards	Number of government schools meeting Minimum Service Standards divide by total number of government schools, * 100%
KPI 3. (c). Percentage of PSET Providers meeting Provider registration standards	Number of PSET Providers registered divide by total number of PSET Providers, * 100%
KPI 3. (d). Percentage of PSET graduates attaining registered qualifications	
KPI 4.(a) Improved transition rate from ECE to primary	Total number of students enrolled in a final year level (K4) in the previous year, divide by new entrants enrolled to the first-year level of a primary level of education in a given year excluding repeater (Year 1) * 100%.
KPI 4.(b) Improved transition rates from primary schooling to secondary schooling	Total number of students enrolled in a final year level (Year 8) in the previous year, divide by new entrants enrolled to the first-year level of a higher level of education in a given year excluding repeater (Year 9) * 100%.
KPI 5. Improved net enrolment rate in ECE, primary and secondary	NER Total enrolment of official ECE school age (age 4) divide by the total population of this age-group from the Population and Housing Census projection * 100% Total enrolment of official Primary school age (age 5-12) divide by the total population of this age-group from the Population and Housing Census projection * 100% Total enrolment of official Secondary school age (age 13-16) divide by the total population of this age-group from the Population and Housing Census projection * 100%



ESP 2025-2030 KPIs	Method of Calculation
KPI 6. Improved completion rates for primary and secondary schooling	Total number of students who sat SNAPE Year 8 national exam in a given year divide by the total number of students enrolled in this same year and level excluding repeaters and multiply this result by the retention rate to the last year level of primary education (Year 8) in a given year by 100. Total number of students who sat SSLC Year 12 national exam in a given year divide by the total number of students enrolled in this same year and level excluding repeaters and multiply this result by the retention rate to the last year level of secondary education (Year 12) in a given year by 100.
KPI 7. Number of students with a disability enrolled at all schools including special schools	Number of students with a disability enrolled in ECE, primary, secondary, PSET; and in special schools, disaggregated by gender.
KPI 8. Improved transition rate from secondary to PSET	Number of new PSET entrants in Year X divided by Number of Year 12 students who sat SLC in Year X-1, multiplied by 100. Disaggregate by gender.
KPI 9. Number of TVET courses packaged and accredited as pathway to PSET TVET qualifications	Number of TVET courses packaged, accredited and delivered in secondary schools
KPI 10. (a) Improved PSET gross enrolment	Total number of PSET enrolments regardless of age divided by number of population in theoretical age group for PSET (17-22) multiplied by 100. Disaggregate by gender.
KPI 10. (b) Improved completion rate for PSET qualifications	
KPI 11. Percentage of schools with infrastructure to enable students' access to digital learning platforms and culturally relevant e-resources.	Number of schools with access to digital learning platforms and culturally relevant e-resources divide by total number of schools, * 100
KPI 12. Percentage (%) of PSET graduates who found employment within 6 months of completion	Number of recent, employed PSET graduates finding employment within 6 months of graduation, divided by the total number of employed graduates responding to the survey.
KPI 13. Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace	The number of employers indicating their satisfaction with graduate knowledge and skills, divided by the total number of employer respondents, multiplied by 100.
KPI 14. Reviewed or updated school curriculum	Completed review or update of school curriculum by subject or sub-sector
KPI 15.% of PSET qualifications reviewed/ updated once every five years	Number of PSET registered qualifications reviewed in 5-year period divided by total number of registered PSET qualifications multiplied by 100.



ESP 2025-2030 KPIs	Method of Calculation
KPI 16. % ICH and TCH mainstreamed into Formal, Non-formal Learning and School TVET programmes	<p>Proposing a Culture Mainstreaming Index approach with five weighted sub-indicators:</p> <ol style="list-style-type: none"> 1. Calculate achievement percentage for each sub-indicator by dividing the actual number achieved by the target number and multiplying by 100 2. Calculate weighted achievement by multiplying each achievement percentage by its assigned weight 3. Sum all weighted achievements to produce the final Culture Mainstreaming Index score <p>The five sub-indicators (with their weights) are: schools conducting cultural days (20%), schools participating in Samoa Ne'i Galo Festival (20%), ICH & TCH learning resources developed (25%), vocational trainings on safeguarding ICH & TCH for TVET (15%), and teachers trained in ICH/TCH delivery (20%).</p>
KPI 17. % of increased and sustained Samoan language use determined as evidence of stability	<p>Proposing a Samoa Language Mainstreaming Index with four equally weighted sub-indicators (25% each):</p> <ol style="list-style-type: none"> 1. Calculate achievement percentage for each sub-indicator by dividing the actual number achieved by the target number and multiplying by 100 2. Calculate weighted achievement by multiplying each achievement percentage by its assigned weight 3. Sum all weighted achievements to produce the final Language Mainstreaming Index score <p>The four sub-indicators are: percentage of surveyed households reporting regular Samoan language use, percentage of students achieving above 75% in Samoan national examinations, number of new Samoan language resources, and number of students enrolled in Samoan Language at Y11, Y12 & NUS.</p>
KPI 18. (a) Number of new/revised policies or interventions informed by sector research outputs	Number of new/revised policies or interventions linked to sector research outputs, evident in concept note, proposals or requests for funding.
KPI 18. (b) Number of professional learning communities established to share best practices from research	Number of professional learning communities established to share best practices from research, evident in annual or quarterly reporting
KPI 18. (c) Number of teachers trained in ICT-based teaching methods annually	Number of teachers trained in ICT-based teaching methods annually
KPI 18. (d) Number of AI innovations backed by research, to support teaching and learning and education management	Number of AI innovations backed by research, to support teaching and learning and education management, evident in annual or quarterly reporting



ESP 2025-2030 KPIs	Method of Calculation
KPI 19. (a) Establishment, implementation of coordinated sector policy development and review protocol	Approved and implemented policy development and review protocol document.
KPI 19. (b) Number of collaborative sector research projects supporting education sector outcomes	Count of sector research projects that involve multiple sector agencies, directly linked to education sector outcomes, with a formally documented research plan/proposal, approved and completed within 2025-2030.
KPI 20. Establishment of data sharing system or agreement between sector agencies	Establishment of data sharing system or agreement evident in one or more of: signed data sharing agreement, documented data sharing protocol, and evidence of active data sharing.
KPI 21. Percentage (%) of sector agency executive and middle management completing professional development	Number of IAs executive and middle management completing professional development in education leadership and education management.
KPI 22. Reduced percentage of unutilised sector funds, annually	Total unutilised sector funds divided by total allocated funds, multiplied by 100.
KPI 23. Percentage of schools/ PSET Providers with functional disaster management plans	Number of schools and PSET Providers with functional disaster plans (plan exists, is less than 12 months old, staff have been trained on plan, drills conducted, funding or resources allocated), divided by total number of schools and PSET Providers, multiplied by 100. Disaggregate by sub-sector.
KPI 24. Number of public awareness events/campaign supporting education sector Priority Areas	



