



MINISTRY OF
EDUCATION AND CULTURE



CORPORATE PLAN

2025–2028

Foreword



It is with great pride and optimism that we present the Ministry of Education and Culture's Corporate Plan for 2025-2028. This plan marks another pivotal step in Samoa's ongoing journey toward educational excellence, a journey marked by significant and continuous development to meet the needs of our children. Aligned with the Education Sector Plan 2025 – 2030, it outlines key priorities that will guide the collective efforts of the Ministry, in partnership with the National University of Samoa and the Samoa Qualifications Authority, as we work together holistically to strengthen our education system for the benefit of all Samoans.

Samoa has made substantial strides in transforming its education system, from strengthening the curriculum and improving the quality of teaching to enhancing infrastructure and expanding access to learning opportunities for all children, regardless of background or location. These reforms, along with initiatives aimed at fostering inclusivity and equipping students with the skills needed for the future, are a testament to the commitment of the government, educators, and stakeholders in ensuring every child in Samoa has access to quality education.

Amidst these reforms and developments, Samoa has faced challenges, as any nation does when transitioning to new practices and systems. However, we have remained mindful of the importance of our Samoan culture, values, pride and way of life. Despite these obstacles, Samoa continues to be steadfast in its long-term vision for an educated nation, committed to creating an environment where future generations can thrive.

As we look ahead, this Corporate Plan for 2025-2028 sets forth a comprehensive strategy that reflects on past challenges, builds on previous successes, and addresses the emerging needs of our education sector. It provides a clear vision for the next phase of growth, focusing on continuous improvement, innovation, and equity in education. Acknowledging the ever – changing world around us, this Corporate Plan is the first to function as a living document, providing flexibility to adapt to emerging challenges, re-strategize, and adjust our approach to ensure the best outcomes for our students and communities.

The journey ahead will undoubtedly come with challenges, but it is a challenge that we accept with confidence and determination. With the ongoing support of our teachers, parents, implementing agencies, communities, and development partners, we will continue to strengthen Samoa's education system for the benefit of future generations.

This Corporate Plan is not just a roadmap for the Ministry of Education and Culture but a shared vision for all who care about the future of our children and our nation.

We thank you for your continued support as we work together to ensure the future of education in Samoa remains bright.

A blue ink signature of Hon. Seu'ula Ioane Tuā'au.

Hon. Seu'ula Ioane Tuā'au
MINISTER OF EDUCATION AND CULTURE

Statement by the Chief Executive Officer



We are proud to present the Ministry of Education and Culture's Corporate Plan for 2025-2028, this plan marks a significant step forward in our ongoing efforts to enhance the educational and cultural experience for every child in Samoa. It sets a clear direction for how we will address emerging challenges and capitalize on opportunities to strengthen our education system and promote cultural resilience. In addition, the Ministry plays a vital role in preserving and promoting Samoa's rich cultural heritage, ensuring that our language, values and traditions remain integral to national development and learning.

The Corporate Plan outlines a comprehensive approach to achieving the following four key outcomes:

- **Improved Learning Conditions**
- **Reduced Barriers to Quality and Inclusive Education**
- **Revitalization and Preservation of Samoan Heritage and Cultural Practices**
- **An Effective, Efficient, and Resilient Ministry**

This Corporate Plan is not just a guide, but a living document that will evolve as we monitor progress, adapt to emerging trends, and address new challenges. The successful implementation of this plan will be supported through the Ministry's Annual Management Plans, relevant frameworks, and research and policy documents. These tools will ensure that our strategies are consistently aligned with our goals, measurable outcomes are achieved, and resources are effectively allocated to bring the plan to life.

Much like the mature and productive coconut tree on this plan's cover, the eventual desired outcomes of education and culture activities are the results of long-term and consistent effort. Therefore, like the coconut grower, it is vital that we continually identify, monitor, and achieve intermediate and shorter-term targets aligned to our longer-term goals. Only then will the children of Samoa, starting from those in early childhood education, benefit from the eventual fruits of our collective labours.

The collaborative efforts of all stakeholders, including teachers, school leaders, parents, and communities, will be critical to the success of this plan. We are committed to making this vision a reality through ongoing support and engagement across all levels of the education sector.

We would like to acknowledge the financial and technical assistance provided by Global Partnership for Education (GPE) through the services of UNICEF to the Ministry in the development of this document. We also extend our sincere appreciation to Mr Daniel Kelly, our Technical Advisor, whose support was instrumental in the consolidation of this Corporate Plan.

We are deeply grateful for the ongoing support of our partners and look forward to working together to ensure that Samoa's education system is in line with our cultural values and continues to evolve and thrive for the benefit of future generations.



A'eau Christopher Hazelman
CHIEF EXECUTIVE OFFICER



Acronyms

Annual Management Plan	AMP
Assistant Chief Executive Officer	ACEO
Assessment & Examination Division	AED
Curriculum Design & Materials Division	CDMD
Early Childhood Education	ECE
Education Sector Advisory Committee	ESAC
Education Sector Coordination Division	ESCD
Education Sector Plan	ESP
Education Sector Working Group	ESWG
Finance & Administration Division	FAD
Information and Communication Technology	ICT
Key Performance Indicator	KPI
Ministry of Education and Culture	MEC
Ministry Outcome	MO
Minimum Service Standards	MSS
National Archives, Records & Public Libraries	NARL
National Professional Development Policy	NPDP
Office of the Chief Executive	OCEO
One Government Grant	OGG
Performance & Development Division	PDD
Pathway for Development of Samoa	PDS
Policy, Planning & Research Division	PPRD
Quality Assurance Performance Appraisal	QAPA
Samoaan Education Management Information System	SEMIS
School Governance & Management Division	SGM
Samoaan Language Commission	SLC
Sector Outcome	SO
Samoaan Schools Innovation, Literacy, Numeracy and Science	SSILNaS
Science, Technology, Engineering and Mathematics	STEM
To be determined	TBD

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1. Ministry of Education and Culture

1.1. Vision and mission statement

The Government of Samoa recognizes the central role of education and culture in its vision for the social and economic development of Samoa. The vision focuses on the achievement of:

“Fostering social harmony, safety, and freedom for ALL”

The achievement of the vision relies on the effective implementation of priority strategies to achieve efficient and effective education services. Achieving the national vision, including the Pathway for Development of Samoa (PDS) Goal 3 for Education will also result in the attainment of Samoa’s sustainable Development Goal targets.

In light of the Government’s vision, the Ministry has developed a vision statement that reflects all areas pertaining to its work:

“The Ministry of Education and Culture envisions a future where every child reaches their full potential through quality education rooted in Cultural and Christian values, fostering national identity, self-esteem, and a shared commitment to Samoa”

To achieve the Government and Ministry’s vision, a mission statement has been adopted that illustrates the importance of education and culture to the individual, the nation and embraces the idea of personal development.

“Ensure quality and sustainable development in education and culture, providing opportunities for all”

1.2. Planning principles and key values

The Ministry utilises the following policy and planning principles:

- Change, responsive to shortcomings and mindful of desired outcomes;
- Consultative and participatory to enhance understanding of issues concerned;
- Continuity and ensuring sustainability, building on best practices observed;
- Strategic direction, encourages better preparations for effective delivery of education for all learners;
- Local context and perspective, enhances change and development; and,
- The value of language, in strengthening the identity of the community

The key values upon which the Ministry’s service delivery is based are as follows:

Equity: the Ministry will treat all individuals fairly and justly in the provision of services and opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality: is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will be pursued.

Relevancy: implies an education and cultural services which are meaningful, recognised, applicable and useful to one’s life. They should enhance the individual and community well-

being and ultimately national development, including humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual, to the community and to the nation.

Efficiency: is demonstrated by management practices which ensure optimum use of resources; human, financial and material – at all levels, efficient service delivery, unhampered communication and co-ordinated decision-making. Policies which establish these practices and monitor effectiveness will be given priority.

Sustainability: requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system.

Safety: implies that the 'utmost' care is observed and displayed in the application of procedures and processes and wherever resources are utilized. It also refers to the safe upkeep and storage of information.

Respect: the nature of the teaching profession is the continuous interaction between teachers and their students. And while teachers facilitate learning, at the same time they become models of behaviour for students; in how they respond and how they do things. This key value not only applies to teachers but to all Ministry staff who should carry out their duties and responsibilities in a disciplined, respectful and professional manner.

1.3.Mandate and Policy Frameworks

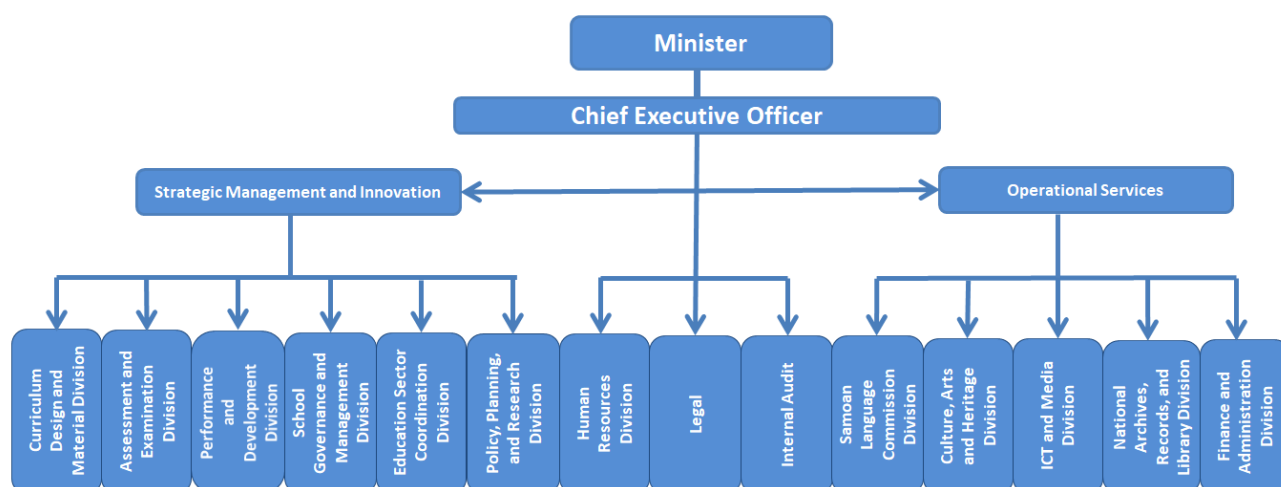
The Ministry of Education and Culture (MEC) is mandated to carry out its duties and functions under the:

- Education Act 2009
- Education Amendment Act 2019
- Teachers Act 2016
- Teachers Amendment Act 2020
- Samoa Language Commission Act 2014
- Public Records Act 2011
- Ministry of Youth and Cultural Affairs Act 1993

It also has responsibilities for:

- Ministerial and Departmental Act 2003
- Public Services Act 2004
- Public Service Regulations 2004
- Public Finance Management Act 2001
- Pathway for the Development of Samoa FY2021/2022–FY2025/2026
- Education Sector Plan 2025-2030

1.4.Organisational Structure



2. Role of Corporate Plan

2.1.Overview

The Corporate Plan sets forth the strategic three-year vision of the Ministry, covering the financial years 2025-26 to 2027-28. It outlines how the activities, outputs, and strategies of the Ministry's Divisions, detailed in the Annual Management Plan (AMP), are expected to achieve results in the short to medium term (12 to 36 months). The identified Ministry Outcome/Benefits are expected to directly contribute to the longer-term Sector Outcomes outlined in the Education Sector Plan (ESP) 2025-2030.

2.2.Alignment with annual budgeting and plans

As per the Government-wide Alignment exercise *The outcome in the corporate plan should reflect the immediate benefits or effects of the budgeted outputs and the connection between the budgeted outputs and planned Ministry Outcome/Benefits need to be strong and realistic.* It is therefore crucial that the Annual Budgets and the AMPs produced during the implementation period of the Corporate Plan use the Ministry Outcome/Benefits and related strategies outlined below to guide activity development and annual budgeting and planning decision making. To facilitate this alignment, the AMP tool will be updated to include explicit connections between Corporate Plan Strategies and AMP activities.

To facilitate internal management and planning, the Outputs/Services outlined in the Corporate Plan will align with the new divisional structure of the Ministry, as specified in the Samoa Public Service Review Decision: Phase 2, Ministry of Education and Culture, dated 05 February 2024, and outlined in Section 1.4 above. The changes include:

- The merging of the Teachers Development and Advisory Division and the Monitoring, Evaluation, and Review Division into a single division, now called the Professional Development Division.

- The renaming of two divisions: the Corporate Services Division to the Finance and Administration Division, and the School Operations Division to the School Governance and Management Division.
- The HR & Employee Relations, Legal, and Internal Audit units, while functioning individually, are, in practice, and as indicated in the Corporate Plan, part of a single division, the Office of the Chief Executive (OCEO).

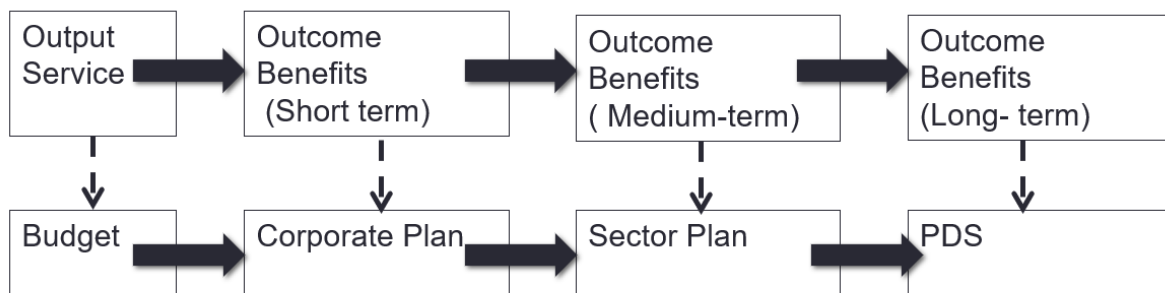
2.3. Alignment with Education Sector Plan

The ESP 2025-2030 outlines how quality education and training for all Samoans will be achieved. It identifies four Education Sector Priorities, each with a related Sector Outcome (SO).

- Priority 1: Quality education and training
 - SO 1 Improved learning achievement and graduate outcomes
- Priority 2: Equity and inclusion
 - SO 2 Equitable, inclusive access to quality education and training
- Priority 3: Relevance and contribution
 - SO 3 Improved education and training relevance and contribution to sustainable development
- Priority 4: Sector performance and resilience
 - SO 4 An effective, efficient and resilient education sector

Following the logical model of the Alignment exercise (Figure 1), Ministry Outcome/Benefits should contribute directly to the longer-term sector outcomes of the relevant sector plan. The Corporate Plan therefore outlines the expected results of the annual outputs and represents the catalyst for the planned outcomes of the ESP.

Figure 1: Alignment of Corporate Plan with Annual Budget and Sector Plan



Source: Ministry of Finance Alignment presentation

2.4. Alignment with external partners

One of the major findings of the review of the previous Corporate Plan was the extent to which Ministry activities varied and strayed from those originally outlined in the plan, often due to the influence of external¹ partners. It is expected that the four Ministry Outcome/Benefits of the new Corporate Plan will facilitate greater alignment with external partners. The Corporate Plan will be used by the Ministry as a tool to guide and shape discussions with external actors who

¹ External to the Ministry of Education and Culture, could include other Government actors, education sector implementing agencies, private sector, communities and development partners etc.

wish to collaborate with and support the Ministry in achieving its stated targets. It will provide a consistent strategic framework through which external collaborations will be designed, implemented and reported.

3. The Corporate Plan 2025/26-2027/28

3.1. Corporate Plan principles

Impact

Through its Corporate Plan the Ministry of Education and Culture seeks to have a positive impact on the lives and development of all children and youth in Samoa and therefore the society as a whole. This desired impact will be a primary focus and a guiding principle in all future decision making. Activities and strategies will be chosen to maximise their positive impact and continual and self-reflective monitoring and evaluation will be used to ensure the desired impact is being made.

Ethics and Values

The upholding and promoting of shared ethics and values, including cultural values, is a non-negotiable aspect that must cut across the implementation of Corporate Plan strategies and activities at all levels. It is central to the broader role of the Ministry Education and Culture in Samoa, as the Ministry, through its Corporate Plan, is also responsible for the development of the heart that goes together with the mind.

Efficiency

Through the Corporate Plan the Ministry will promote and support greater efficiencies by making more effective use of the resources that currently exist from school level to the national level. Although efforts will be made to increase the supply and quality of resources it is vital that the resources that are already available are utilised to greater effect. At school level, for example, existing teacher supply can be used more efficiently by having a more equitable distribution across schools, by ensuring lower grades have the smallest classes and best teachers, or by identifying and utilising specialised teaching capacities etc.

Collaboration

At the Ministry level greater efficiencies will require greater levels of collaboration across divisions, wherein Divisions' areas of expertise inform and support the functioning of other Divisions. Fragmentation and duplicative processes will be avoided especially in relation to key priority areas e.g. teacher capacity building. Therefore, improved collaboration with actors at school level, including School Support Advisors and communities will also be targeted. Improved collaboration will be fostered and supported on an ongoing basis and will form a key part of regular planning and decision-making processes.

Communication and Coordination

Such collaboration will require improved internal communication and coordination. A more coordinated approach will allow the Ministry to more effectively target its support to the learners, teachers and schools that need it most, and to address the most pressing challenges e.g. foundational learning, literacy and numeracy. Enhanced coordination will also extend beyond the Ministry's Divisions and include all external partners. There is much scope for improvement, especially in relation to engagement with schools as recipients of support but also as platforms for project implementation e.g. health interventions. Currently schools

experience a large degree of disruption due to the demands, and interventions, of other education stakeholders and other sector ministries, resulting in significant loss of teaching time.

Cohesiveness

Closer collaboration and greater levels of coordination should also contribute to a greater level of cohesiveness in the Ministry's approaches and processes which should be reflected in school practices and achievements. The functioning of different Divisions and their units should be complementary and reinforcing e.g. auditing and legal, similarly the different units working on human resources. Enhanced cohesiveness will also be promoted more broadly across the Ministry during the Corporate Plan e.g. in relation to the collection and use of data, and improvements to Information and Communication Technologies (ICT) infrastructure and platforms.

Clarity

Greater emphasis will be placed on organisational clarity, ensuring that all staff and all Divisions are aware of their own specific responsibilities but also those of other Divisions inside the Ministry. The ongoing review process will inform this organisational clarity during the Corporate Plan time-period. Other longer term and larger structural changes e.g. the Ministry's role and responsibilities in relation to Early Childhood Education (ECE) and Divisions becoming independent authorities may occur during the Corporate Plan 2025/26 – 2027/28 implementation period and it is important that staff are well informed and that the Corporate Plan is adjusted accordingly.

Commitment to results and strategies

The Corporate Plan 2025/26 – 2027/28 and its strategies and targeted results represent the collective product of an iterative and consultative process, involving Ministry management and all Divisions, aligned to the agreed longer-term outcomes of the ESP 2025-2030. It is vital that the Ministry commits to the outlined strategies and targets for the duration of the Corporate Plan, as it is only by doing so that it can later reflect upon and learn from its implementation, from its success and its failures. However, an important component of any results-based management approach is reflective monitoring and decision-making. The Corporate Plan implementation must be sensitive to progress reports and significant changes in the wider context, and such discussions will form part of annual review and planning exercises. If any changes are required to the Corporate Plan 2025/26 – 2027/28, these will be discussed and agreed in an open and evidence-based processes and formally documented in updated plan versions and materials.

3.2. Corporate Plan Theory of Change

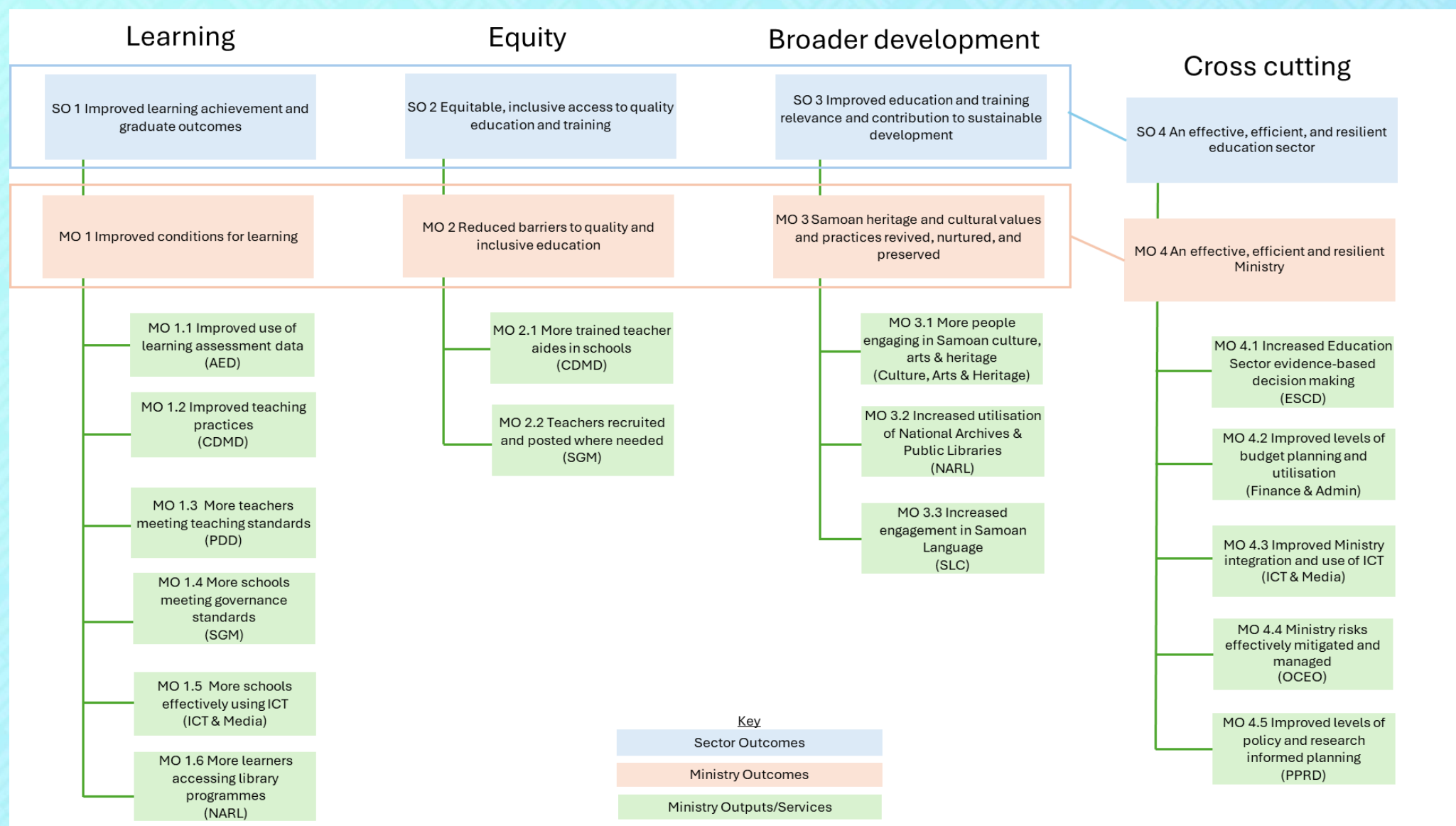
The overall Theory of Change and results structure of the Ministry of Education and Culture Corporate Plan 2025/26 – 2027/28 is aligned to that of the ESP 2025-2030 i.e. each of the four ESP Sector Outcomes has a corresponding shorter term, Ministry Outcome/Benefit, under which the Ministry Outputs/Services and their strategies are located.

The four Ministry Outcomes/Benefits of the Corporate Plan are: 1. Improved conditions for learning; 2. Reduced barriers to quality and inclusive education; 3. Samoan heritage and cultural values and practices revived, nurtured, and preserved; and 4. An effective, efficient and resilient Ministry. The fourth Ministry Outcome/Benefit is the only one that is explicitly cross-cutting i.e. the underlying Outputs/Services support the achievement of the other three Ministry Outcomes/Benefits. However, in reality, all Ministry Outcomes/Benefits and their

Outputs/Services are interlinked e.g. improving the conditions for learning can also reduce barriers to education, similarly preserving and promoting Samoan culture and language can improve conditions for learning and ultimately learning outcomes.

In the overall Corporate Plan 2025/26 – 2027/28 Theory of Change (Figure 2 below), the top (blue) layer is the Education Sector Plan 2025-2030, the middle (orange) layer is the Ministry Outcomes/Benefits of the Corporate Plan, and the green layer underneath are the Outputs/Services i.e. produced by the Divisions of the Ministry. The Divisions are generally located under the Ministry Outcome/Benefit to which they most directly contribute, in a limited number of cases the same Division produces different Outputs/Services, utilising distinct strategies, thus contributing to more than one Ministry Outcome/Benefit. Theories of Change for each of the four Ministry Outcomes/Benefits are provided in Annex 5.1.

Figure 2: Ministry of Education and Culture Corporate Plan Theory of Change



3.3.Ministry Outcome/Benefit 1 Improved conditions for learning

In order to achieve the ESP outcome of *Improved learning achievement and graduate outcomes*, the Ministry of Education and Culture will focus on improving the conditions for learning, primarily in schools, during the Corporate Plan period. *Conditions* does refer to the physical environment and resources of the schools and classrooms, but it also refers to a wide range of other factors that directly affect learning achievement. It refers to human resources e.g. teachers and school leaders. It also refers to the curricula and related pedagogy and it refers to how learning is assessed and the use of that information to improve learning. It also covers how schools are governed and managed, including the role of the community. All these factors, and more, impact how effective a school is in achieving the desired learning outcomes. In addition, through the Public libraries the Ministry will provide and support improved complementary conditions for learning outside of schools. Ministry Outcome/Benefit 1 therefore is *Improved conditions for learning*.

3.3.1. Output/Service 1.1 Improved use of learning assessment data (AED)

This Output/Service addresses formal assessment and examination of learners. It seeks to accurately and fairly measure learning outcomes and promote the comprehension and utilisation of learning outcome data to inform future improvements and decision-making. Thereby improving the conditions for learning and ultimately the learning outcomes. Two broad and comprehensive strategies will be utilised to ensure assessments and examinations are conducted efficiently and their results are effectively understood and utilised.

Strategies

1.1.1 Operationalise assessments and examinations in an efficient and timely manner

This strategy involves all aspects relating to efficient and timely operationalisation of assessments and examinations. It includes the development and testing of assessment and examination papers including their relevance and validity, and their related printing and distribution. The strategy includes ensuring sufficient human capacity through the selection and training of examiners, moderators and markers etc. The strategy also encompasses all student registration, marking, moderation, and ultimately certification. It will also include any necessary reviews and reforms of national assessments and examinations to ensure that they are robust and fit for purpose, while also supporting the successful implementation of the regional Pacific Islands Literacy and Numeracy Assessment.

1.1.2 Ensure effective utilisation of learning assessment and examination data

This strategy will facilitate and promote the effective utilisation of learning assessment and examination data. Following from Strategy 1.1.1 this strategy will begin with thorough analyses of the assessment and examination data and the development of analytical reports and feedback tools. Reflecting the many potential audiences multiple different reports will be prepared ranging from school to national level. Report design and content will be informed by target-user input and will be continually evaluated and revised. Data utilisation will be promoted through printing and distribution and large-scale dissemination events. Critical to this strategy will be collaboration with key stakeholders such as teachers and principals, School Support Advisors, and other Ministry divisions.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 1.1 Percentage of teachers and principals reporting effective use of learning assessment data.

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

3.3.2. Output/Service 1.2 Improved teaching practices (CDMD)

This Output/Service supports the entire lifecycle of curriculum design and implementation. It encompasses relevant policy development, curriculum design and revision, and related materials development. It also addresses teacher orientation and training on curriculum content and the use of supplementary resources, including through dedicated support to identified low performing schools from ECE to secondary. It will utilise the three strategies below to improve teaching practices in all schools but especially those with the lowest levels of learning.

Strategies

1.2.1 Strengthen curriculum and supplementary resources

The implementation of recently introduced policies e.g. Teaching and Learning Policy, Numeracy Policy, Multi-Literacy Policy will be supported and monitored and related curricula will be strengthened through ongoing review and adjustment. Online and physical supplementary resources will be developed, printed and distributed for all levels of education including ECE, Primary, and Secondary. The materials, including curricula, teacher guides, supplementary and online materials will be developed with linguistic equity in mind and will be developed in both Samoan and English.

1.2.2 Enhance teacher capacities and practices especially in the lowest performing schools

Teacher capacities will be enhanced in part by the development of materials in 1.2.1, but also through related capacity building efforts at school level to support correct curricula and material utilisation. Capacity building efforts will include teacher observation and responding to school requests for support. In addition, the lowest performing schools in national assessments will be identified and targeted for support.

1.2.3 Promote science, literacy and numeracy excellence in schools

The Samoan Schools Innovation, Literacy, Numeracy and Science (SSILNaS) initiative has supported these subject areas in schools for a number of years through competition-style promotion and activities. However, based on internal reflection and stakeholder feedback the initiative will be revised and will move away from the competition model. Instead, it will be more inclusive and equitable, and there will be an increased focus on at risk students. In addition, the approach will be more continuous rather than being having an intense focus for a short time period.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 1.2 Percentage of supported teachers demonstrating improved teaching practices.

Related ESP Strategy Strengthen and retain skilled and knowledgeable teachers and learning support staff.

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

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

3.3.3. Output/Service 1.3 More teachers meeting teaching standards (PDD)

This Output/Service addresses teacher performance and development. It seeks to improve teaching practices in terms of using effective teaching pedagogies to address different student abilities, teacher planning and organization skills, and encouraging the use of diagnostic assessments to inform their teaching. Teacher capacity will be enhanced through teacher observations and appraisals, professional development programs, monitoring and enforcing teacher registration, and recruitment through pre- and in-service scholarships. During the Corporate Plan period the Output/Service will utilise two main strategies to improve the overall quality of teaching and ensure that teaching standards are being met.

Strategies

1.3.1 More effective and efficient teacher training

Teacher training to be streamlined through the Performance and Development Division (PDD) to ensure greater coordination among all Ministry divisions currently providing teacher training. In line with the National Professional Development Policy (NPDP) PDD will work together with other Divisions to ensure that existing content knowledge and pedagogy skills are maximised to provide teachers with effective and efficient capacity building opportunities. This will be achieved through conducting Quality Assurance Performance Appraisal (QAPA) and greater utilisation of training needs analyses, national assessments, school based professional development programs, and teacher appraisal results. Decentralised continuous professional development will also be supported through School Support Advisors, principals, experts in various fields, and mentoring programs. The guiding policies of the NPDP and the Appraisal policy will be reviewed to ensure their ongoing suitability and feasibility.

1.3.2 Promotion of the teaching profession

The status and professionalism of the teaching profession will be enhanced to improve the overall quality of teaching capacity and to address the longstanding issue of teacher retention. Scholarships will be used to attract qualified candidates into pre-service teacher training and to support second career entrants and upskilling of current teachers who lack minimum qualifications. Greater emphasis will be placed on the importance of professional standards through teacher registration in collaboration with the Teachers' Council. The profile and morale of teachers will be improved through different activities facilitated by the Ministry- mainly through UNESCO's Teachers' day, career days, teacher competitions, and teacher and school spotlight programs and teacher ads.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicators 1.3a Percentage of teachers with full teacher registration as approved by the Teachers Council and 1.3b Percentage of government teachers meeting registered teacher standards through the QAPA process.

Related ESP Strategy Strengthen and retain skilled and knowledgeable teachers and learning support staff.

Related ESP Strategy Apply minimum quality/ service standards at all levels from ECE to PSET.

3.3.4. Output/Service 1.4 More schools meeting governance standards (SGM)

This Output/Service seeks to improve learning conditions in schools by improving how schools are governed and managed. It supports the improvement of the school environment, resources and performance primarily through the Minimum Service Standards (MSS) and school improvement plans. School level support is generally channelled through School Support Advisors, who also work with other Divisions, while available teacher and principal human resources are addressed through analyses, postings and teacher conferences. During the Corporate Plan period the Output/Service will utilise two main strategies and will target an improvement in the percentage of schools meeting governance standards.

Strategies

1.4.1 Enhance school governance, management and planning

The MSS are comprehensive in addressing: i) School Environment, Hygiene and Safety; ii) School Partnership, Governance and Management; iii) Teacher quality; and iv) Student achievement. They provide a framework and resource for school communities to identify and address pressing issues in a collaborative manner. The revised MSS 2024 aim to streamline the MSS tools by reducing duplication and the number of indicators as well as strengthening related processes e.g. inclusion of other divisions in school verification and support visits. The MSS tool also looks strengthen the collaboration between schools and their communities e.g. in initiatives like the reading and writing partnership and to ensure schools meet the MSS.

1.4.2 Enhance co-ordination and collaboration on School Support Advisors

School Support Advisors are the principal support network available to schools on a daily basis. They provide support on a range of pedagogical and managerial issues, and represent the primary link between the Ministry and school level activity. Their overall co-ordination, and their roles in the initiatives of other Ministry Divisions will be improved through greater information sharing and joint planning and decision-making across Divisions under the leadership of School Governance and Management Division.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 1.4 Percentage of schools meeting governance standards (meeting MSS domains 1 and 2).

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

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

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

Related ESP Strategy Apply minimum quality/service standards at all levels from ECE to PSET.

3.3.5. Output/Service 1.5 More schools effectively using ICT (ICT & Media)

This Output/Service supports the effective utilisation of ICT & Media in schools, its cross-cutting role supporting the use of ICT & Media within the Ministry is discussed under Ministry Outcome 4 (see section 3.6.2). This Output/Service supports the Ministry's effective use of ICT & Media to improve learning at school level through infrastructure and connectivity,

platform and content development, and capacity building and support. In order to improve the use of ICT & Media for learning three main strategies will be employed.

Strategies

1.5.1 Improve School level infrastructure including hardware and connectivity

Although the responsibility for school connectivity resides primarily under the Ministry of Communication and Information Technology, the Ministry of Education and Culture also has some dedicated resources to support the improvement of school connectivity, including video conferencing capabilities. In addition, based on the availability of funding the level of ICT hardware in schools will be improved through the provision of tablets, including assistive technologies for children with disabilities. Hardware budgets will prioritise investments in computer labs for colleges while providing primary schools with tablets and laptops. To support this, the ICT & Media Division will develop lifecycle planning for hardware procurement, maintenance, and replacement. This includes working closely with schools to: 1. Establish service-level agreements with suppliers for device maintenance, technical support, and spare parts; and 2. Implement asset tracking systems to monitor usage and lifespan of devices in schools, and inform future procurement decisions. This approach will strengthen sustainability and ensure that hardware investments are not one-off interventions but part of a structured and recurring government budget commitment to ICT in education.

1.5.2 Develop ICT systems including learning platforms and related content

ICT learning platforms will be enhanced by providing technical support, maintenance and administration of the Moodle learning management platform, including the resource repository. Web-based technologies and online resources will also be supported for school communication, classroom management and general learning. Access to and use of e-learning platforms and content e.g. Ministry's Lifelong learning platform, Vaa Moana e-learning platform, and Pacific e-learning Programme will also be strengthened and informed by principal and teacher feedback. In addition, the production capacities to enable more effective broadcasting and live streaming of lessons to schools will be improved.

1.5.3 Build capacity in-person and through developing communities of practice

The use of effective ICT in schools will be promoted through a range of channels e.g. targeted advertisements, ministry website, social media, promotional videos, posters and activities etc. Direct capacity building of teachers will also be supported, in collaboration with other Divisions, School Support Advisors and external partners. Continuous professional development will be fostered through developing virtual and school/cluster level communities of practice among teachers and by identifying and promoting already existing effective use of ICT in Samoan schools.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 1.5 Percentage of schools integrating Ministry-supported digital platforms (e.g. Moodle) into regular teaching and learning activities.

Related ESP Strategy Integrate technology to support equitable access to quality education for all.

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

3.3.6. Output/Service 1.6 More learners accessing library programmes (NARL)

Although not the primary focus of the Output/Service National Archives, Records & Public Libraries this Output/Service does contribute directly to the achievement of Ministry Outcome/Service 1 through the literacy and Science, Technology, Engineering and Mathematics (STEM) programmes of the Public Library. The programmes provide additional learning support to school children in after-school classes held in the two library locations, one in Upolu and one in Savaii.

Strategy

1.6.1 Enhance library literacy and STEM programmes

The library after-school classes will continue to support learning and will be enhanced by extending beyond literacy and English to include STEM programmes. Continued efforts will be made to add new books and materials to the library collection to support the after-school learning programmes. Greater participation will be promoted through awareness raising activities including through collaboration with other Divisions and School Support Advisors. Consideration will also be given to how children in more remote schools can also benefit from the libraries' materials and programmes.

The outcome result of the successful implementation of this Corporate Plan 2025/26-2027/28 strategy will be measured through Ministry Outcome/Benefit indicator 1.6 Number of learners accessing Public Library literacy programmes.

3.4. Ministry Outcome/Benefit 2 Reduced barriers to quality and inclusive education

In order to achieve the ESP outcome of *Equitable, inclusive access to quality education and training* the barriers to equitable and inclusive quality education will have to be removed. The Ministry of Education and Culture will work towards removing these barriers during the Corporate Plan period. Ministry Outcome/Benefit 2 is therefore *Reduced barriers to quality and inclusive education*. This Ministry Outcome/Benefit is relevant to all levels of basic education covered by the Ministry i.e. ECE, primary and secondary. The dimensions of equity to be addressed include those relating to disability, gender and age, and barriers addressed will range from socio-cultural to the existence and provision of critical resources e.g. adequately trained teachers and teaching aides. The related Output/Services are: i) Curriculum Design and Materials; and ii) School Governance and Management.

3.4.1. Output/Service 2.1 More trained teacher aides in schools (CDMD)

The contribution of the Curriculum Design and Materials Division to learning is presented in section 3.3.2 however the Division also contributes to a reduction in the barriers to education access, especially for children with disabilities and younger children's access to ECE, as the Division is home to the Ministry's Inclusive Education and ECE units. Two principal strategies will be involved to reduce barriers limiting the education of these children.

Strategies

2.1.1 Enhance awareness of inclusive education, ECE, and different education pathways

Existing barriers to education often include a lack of awareness among parents, community members and teachers. This strategy will address a large number of different knowledge gaps

e.g. in relation to the relevant Acts and policies, the benefits of ECE and inclusive education, the levels and types of disabilities affecting learners, and the various learning pathways now available to college learners etc. The activities will therefore also be varied and will involve multiple partners and stakeholders and will have a variety of different target audiences but will include events such as ECE fun days, National Hearing screening, and Technical and Vocational Education and Training exhibitions.

2.1.2 Improve teaching capacity for inclusive education and ECE

A significant barrier to providing sufficient levels of access to inclusive education and ECE is a lack of teaching capacity. This strategy will address the human resource barrier for inclusive education by ensuring that all teachers and school leaders are trained on the Inclusive Education Policy, including on disability identification and integration. It will also support the upskilling and certification of teacher aides based on direct assessment and head teacher reports. In addition to having adequately trained teaching aides, the strategy will provide support to learners transitioning from special schools to mainstream schools. Teaching capacity for ECE will be enhanced through conducting school visits and providing school based and contextualised professional development.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 2.1 Total number of trained teacher aides working in schools.

Related ESP Strategy Strengthen participation of compulsory school-age children (4-16 years).

Related ESP Strategy Strengthen policies for equitable inclusion at all education levels.

3.4.2. Output/Service 2.2 Teachers recruited and posted where needed (SGM)

The contribution of the Output/Service School Governance and Management to learning is discussed under section 3.3.4 however the Output/Service also contributes to a reduction in the barriers to education access by working to ensure that essential human resources and infrastructure are present and functioning. It also works directly with communities to promote awareness of the Education Act, and its implications for compulsory education and the recognition of inclusive education for children with disabilities.

Strategies

2.2.1 Ensure equitable and adequate teaching capacity

Previously teacher postings were binding but increasingly teachers have greater autonomy in selecting locations leading to teacher shortage in more remote areas. Greater consideration has been given to addressing this issue including communicating with potential candidates before finalising posting decisions and incentivising the uptake of offers. At secondary level there is a need to formalise the offer of college courses taking into account the availability of sufficient human resources. Currently it is a principal-level decision and as such principals need to be provided with adequate guidance and incentives to inform course offer decisions. In some instances, to ensure equitable and adequate teacher supply, it may be necessary to close extremely small schools. This will be a carefully considered decision, informed by community input and data on population and alternative school capacity and location.

2.2.2 Promote implementation of all education acts and legislation at community level

The implications for parents and community members of the Education Act 2009 and Education Amendment Act 2019 will be promoted through awareness raising campaigns e.g. Compulsory Education Day. Activities to promote Domain 2 of the MSS – School Partnership, Governance and Management, including capacity building of school boards and parents, will ensure that local stakeholders are aware of the provisions of the Education Act and its Amendment. Similarly, activities supporting Domain 1 of the MSS - School Environment, Hygiene and Safety will reduce physical barriers to education and ensure that school environments are safe, non-violent and healthy for all learners.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 2.2 Percentage of needed teachers recruited and posted to government schools.

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

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

Related ESP Strategy Apply minimum quality/ service standards at all levels from ECE to PSET.

3.5.Ministry Outcome/Benefit 3 Samoan heritage and cultural values and practices revived, nurtured, and preserved

The Sector Outcome of *Improved education and training relevance and contribution to sustainable development* will be supported through the achievement of the Ministry Outcome/Benefit 3 *Samoan heritage and cultural values and practices revived, nurtured, and preserved* Here heritage refers to both intangible and tangible heritage including archives, document records and physical objects and artifacts. Culture is also considered in the broadest possible sense and includes the central role of language, music, and art in Samoan culture. This Ministry Outcome/Benefit contributes principally to Sector Outcome 3 but it also contributes to wider development goals as the scope of the three Output/Services extends beyond the education sector e.g. contributing to Key Priority Area 4: People Empowerment of the Pathway for the Development of Samoa. The supporting Output/Services are: i) Culture, Arts & Heritage; ii) National Archives, Records & Public Libraries; and iii) Samoan Language Commission.

3.5.1. Output/Service 3.1 More people engaging in Samoan culture, arts & heritage (Culture, Arts & Heritage)

This Output/Services covers all aspects relating to the implementation of the National Culture Framework 2018 - 2028 and its related policies. It also covers the administration and management of the Museum of Samoa and contributing entertainment, performance and education efforts of the National Orchestra of Samoa. Various activities contribute to the cultural relevance of education received by Samoan children, youth and the general public by developing learning materials and resources. Moreover, the on-going collaborative engagements with schools and local communities, through consultation workshops and fieldwork research, educational and vocational activities, involve a number of after-school and youth activities through music performance and entertainment classes. The Output/Service will employ three main strategies to improve the levels of access to and participation in Samoan culture and heritage activities.

Strategies

3.1.1 Produce and distribute cultural materials and resources

This strategy promotes Samoan culture through the development and distribution of cultural publications, some education-specific and some for broader usage. In collaboration with other ministries, workshop consultations have been conducted and fieldwork research was carried out to document oral traditions. The compiled oral traditions are then simplified and illustrated to create educational materials including readers for primary school students. Similar collaborations will continue to inform the development of future cultural material and resources. Cultural heritage sites will be mapped and published, as will other culturally relevant materials e.g. proverbial expressions and traditional songs. In addition to written publications, other media and engaging formats will be utilised to create and distribute cultural materials e.g. video/television episodes in collaboration with other Divisions.

3.1.2 Preserve, safeguard and promote Samoan culture and heritage

The promotion and preservation of Samoan culture and heritage will actively involve collaborating with a wide range of partners e.g. UNESCO, SPC, Ministry of Women etc. and the taskforce on three cultural policies: culture in education, heritage and cultural industries. Falemata'aga/Museum of Samoa will play a pivotal role in this strategy through the celebration of International Museum Day, strengthening collaborations with local and overseas partners and more importantly, hosting exhibitions and driving more promotional programs through museum talks, educational tours, and providing school students and researchers with historical and cultural information. Falemata'aga/Museum of Samoa will play an essential role in preserving Samoa's tangible cultural heritage through its collection of cultural materials and artefacts. The museum will contribute to the implementation of Samoa National Culture and Heritage strategies through practical and theoretical promotion of the tangible and intangible cultural heritage of Samoa. The management of the National Heritage Sites list, which includes cultural heritage sites recorded and documented through community-based mapping research, will continue while identifying tangible and intangible heritage for studies and research will ensure greater emphasis on safeguarding and protection.

Legislation in relation to a National Heritage Board and the Protection of Traditional Knowledge will be finalised to administer and manage cultural heritage and to protect traditional knowledge and skills, this legislation will be informed by stakeholder consultations in order to support effective implementation afterwards.

3.1.3 Engage communities and students through activities that safeguard culture, arts and heritage

A diverse range of activities will be used to meaningfully engage communities, including school children, in culture, arts and heritage. Festivals will be held in colleges, interactive vocational workshops, based on indigenous and traditional skills and practices, will be held with school children. A large number of musical groups including a junior orchestra, a youth orchestra and a national youth choir will be supported and after-school programmes on music theory and performance will also be utilised to provide learners with a variety of opportunities for musical education and expression. Orchestra performances and recitals will be recorded and shared via social media and used by other Ministry divisions to further promote Samoan culture, arts and heritage.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 3.1 Number

of people participating and engaging in cultural, artistic and heritage activities and programmes.

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

3.5.2. Output/Service 3.2 Increased utilisation of National Archives & Public Libraries (NARL)

This Output/Service covers all aspects relating to the National Archives and the management of Public Records, including training and awareness, and digitisation efforts. The Output/Service also includes the Public libraries and their efforts to preserve and catalogue book, and other printed material and collections while providing access to them to the public. In order to contribute to the preservation and promotion of Samoan heritage and culture the Output/Service will utilise three main strategies during the Corporate Plan period.

Strategies

3.2.1 Strengthen systematic collection, preservation and cataloguing processes including digitisation

Conduct monitoring visits, two each fiscal year, to government ministries and public entities to strengthen their recordkeeping practices. Collection transfer lists will be assessed to ensure archival standard requirements are met before transferring to the National Archive. Vulnerable materials, from Archives, will be identified and digitised ensuring quality assurance and control before moving off-site for storage. A development framework and policy for the Public Library will be developed, and efforts will be made to preserve and digitise rare and out of date publications including oversized newspapers.

3.2.2 Provide access and support users to identify and locate required materials

This strategy will enhance accessibility to archival and library materials for researchers and the general public. Access will be improved through professional staff assistance to all visitors, standardized and systematic cataloguing, and upgraded electronic database search tools that ensure faster, more precise retrieval of information, including digital access and online catalogues.

3.2.3 Raise awareness of the availability of materials and the importance of good record keeping

A variety of approaches will be utilised to raise awareness of Archive and Library materials including social media, celebration of International Archives Day and targeted awareness raising programmes and workshops. Capacity building exercises may also be utilised targeting government ministries, the private sector and teachers and principals on good record keeping and possible school library set-up and utilisation.

The outcome result of the successful implementation of these strategies will be measured through the Ministry Outcome/Benefit indicator 3.2 Number of unique users accessing materials: i) National archives, ii) Public library.

3.5.3. Output/Service 3.3 Increased engagement in Samoan Language (SLC)

This Output/Service covers the functioning of the Samoan Language Commission and its contribution to the preservation and promotion of the Samoan Language within the education sector and beyond. Three main strategies will be utilised during the Corporate Plan period.

Strategies

3.3.1 Strengthen coordination of research and policy development

The preservation and promotion of the Samoan language will be supported through the development and implementation of two policies: one on Language Standard and one on Language Development. The scope of these policies includes and goes beyond the Education sector, and their implementation, will be guided by research findings and supported by enhanced staff capacity through partnerships and improved coordination with overseas and local stakeholder institutions.

3.3.2 Safeguard and preserve Samoan Language in schools and communities

The Samoan language will be safeguarded and preserved in schools and community life through the development of Samoan language resources and materials. Translation works will be carried out and quality assured. Education materials will be produced annually, and consultations with stakeholders will be held on education material production and utilisation e.g. Samoan Grammar Booklet. In addition, consultations will be held with education sector implementing agencies regarding the inclusion of Samoan language as a criterion for entry to Foundation programs at the National University of Samoa and for eligibility for scholarships.

3.3.3 Promote and deliver awareness programmes to reach out to schools and communities

Promotion and awareness raising of Samoan Language with schools and communities is to be undertaken on a continual basis. However, Samoan Language Week will be the major annual event. For this, promotional materials will be developed and issued to schools and communities. Television productions and live coverage will be utilised to generate even greater exposure. Selected schools will be invited to take part directly in the celebrations of Samoan Language Week while all schools will be encouraged to share their active participation on social media and Ministry media platforms. Collaboration with other stakeholders will include other MEC Divisions, Ministry of Women, and youth groups.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through the Ministry Outcome/Benefit indicator 3.3 Number of schools engaging in and promoting Samoan Language Week.

Related ESP Strategy Implement the Culture in Education policy framework and Fa'atonufo lau o le Gagana Samoa.

3.6. Ministry Outcome/Benefit 4 An effective, efficient and resilient Ministry

Ministry Outcome/Benefit 4 is *An effective, efficient and resilient Ministry*. Its achievement supports all functioning of the Ministry and therefore contributes to the achievement of the other Ministry Outcome/Benefits in addition to the Sector Outcome of *An effective, efficient, and resilient education sector*. The supporting Output/Services are: i) Education Sector Coordination; ii) Finance and Administration; iii) ICT and Media; iv) Office of Chief Executive; and v) Policy, Planning and Research. These Output/Services are all cross-cutting in nature and support the achievement of other Output/Services under the other Ministry Outcomes/Benefits of the Corporate Plan. To ensure the resilience of the Ministry and its functioning in times of disaster and other threats to business continuity its operation before, during, and after will be guided by the 2017 Service Continuity & Emergency Response Plan. Resilience beyond the direct functioning of the Ministry will be addressed through the implementation of the ESP.

3.6.1. Output/Service 4.1 Increased Education Sector evidence-based decision making (ESCD)

This Output/Service covers overall Education Sector Coordination including planning, research and policy, reporting, communication, and financing and procurement. During the Corporate Plan period the Output/Service will utilise two main strategies, one of the ultimate aims of these strategies will be to foster and support active and widespread stakeholder engagement in the Education sector.

Strategies

4.1.1 Regular monitoring and evaluation to inform planning and decision-making

Sector implementation of workplans and expenditure is to be monitored and reported quarterly to Education Sector Working Group and the Education Sector Advisory Committee. Comprehensive annual reviews will include the Annual Review Report but also the annual review and update of Medium Term Expenditure Framework, Monitoring and Evaluation and Learning Framework and the Risk Management Plan. There will also be regular monitoring and co-ordination of the Education Research Strategy and any Technical Assistance assignments. All monitoring and reporting activities will be used to inform the development and approval of the consolidated annual Education Sector workplan and budget.

4.1.2 Facilitate effective sector coordination and broader stakeholder engagement

Effective sector coordination will be facilitated primarily through the Education Sector Advisory Committee, the Education Sector Working Group, and the sector Reference Groups and sub-committees. Monthly meetings of the Education Sector Working Group will be organised and feed into quarterly meetings of the Education Sector Advisory Committee. Reference Group & Subcommittee Chairs will be kept informed of the Education Sector Advisory Committee decisions and agreed actions. Broad stakeholder engagement will primarily be facilitated through the Education Sector Annual Review Report and related processes including a consultation involving a wide range of stakeholders e.g. sector implementing agencies, teachers and school support advisors, development partners allowing them to discuss and provide feedback on the report.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through the Ministry Outcome/Benefit indicator 4.1 Number of decisions made by governing bodies based on reports tabled.

Related ESP Strategy Streamline education policy coordination and sector governance.

3.6.2. Output/Service 4.2 Improved levels of budget planning and utilisation (Finance & Administration)

The Finance & Administration Output/Service addresses a number of core ministerial functions including, but not limited to: Procurement, budget preparation, record management, transportation, asset management and maintenance, printing services and payroll of both ministerial and staff of government schools. The successful implementation of these functions is essential for the efficient and effective functioning of the Ministry divisions and the Ministry as a whole. The Finance unit, in particular, plays a crucial role in relation to divisional planning and budget preparation, while also directly affecting budget utilisation through efficient procurement and payment procedures. Similarly, efficient Payroll and Printing services can support full budget utilisation, while other components of the Output/Service support overall divisional functioning.

An efficient and effective ministry is one that can realistically plan and budget, and execute planned budgets successfully, the Output/Service will support this through three main strategies.

Strategies

4.2.1 Ensure efficient and effective financial systems and processes

This strategy will address financial management and execution across the ministry, starting with supporting divisions in the preparation of realistic annual budgets. It will also include efficient procurement and payment processes in line with Government standards and procedures. The largest, and arguably most crucial, of these financial processes will be the timely and accurate management of staff payroll including all teachers in government schools.

4.2.2 Implement comprehensive and sustainable asset management

This strategy covers the assets of the Ministry and school level, it will entail comprehensive and detailed registration of assets, including the conducting of verification visits. Suitable and sustainable insurance of assets identified will be secured. The strategy also includes vital maintenance of Ministry assets e.g. security, cleaning, and repair, in order to ensure long-term functioning.

4.2.3 Provide vital support services in a timely and cost-effective manner

The provision of vital support services will include printing, record management, transportation, and internal mail. Such services will continue to be provided throughout the Corporate Plan period, and improvements will be sought in how timely and cost-effective they are. This will require better planning and advanced agreements with related Divisions before service due dates and will aim to alleviate delays and additional expenses caused by e.g. paper quality issues, or driver shortages.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through the Ministry Outcome/Benefit indicator 4.2 Percentage of Divisions/Outputs with annual budget utilization of at least 95%.

Related ESP Strategy Strengthen financial accountability for improved education sector outcomes.

3.6.3. Output/Service 4.3 Improved Ministry integration and use of ICT (ICT & Media)

This Output/Service supports the effective utilisation of ICT & Media across the Ministry, the more direct contribution to learning of the Output/Service is discussed under Ministry Outcome 1. The Output/Service supports the Ministry's effective use of ICT through infrastructure, system development, and capacity building and support. A central component of this work during the Corporate Plan period will be the development of a new Samoan Education Management Information System (SEMIS) based on the PACsim system, this will involve the development of new modules and the integration of already existing data management systems. The Media component of this Output/Service focuses on communicating the Ministry's key messages to the general public, parents, and teachers through the development of content e.g. promotional videos, flyers etc. and active engagement on a variety of social media platforms. To effectively carry out its important cross-cutting role the Output/Service will utilise three broad strategies.

Strategies

4.3.1 Improve ICT infrastructure and its use including hardware and software

Ministry ICT infrastructure, including network, hardware and software, will be upgraded and maintained to ensure continued functioning and usability. Related capacity building will be provided to Ministry staff on all systems and software relevant to their positions to ensure maximum utility of, and returns on investments in, ICT infrastructure. Ministry staff from other Divisions will also be supported and utilised as super users and promoters of ICT resources at school level.

4.3.2 Develop data management systems including harmonisation of existing systems

Continue the development of the SEMIS, adapting the PACsim system to the Samoan context. The first modules to be developed will be the school census and school registration and it will be crucial to involve different stakeholders in tool development and testing. The already developed systems for: assessment management, school staffing management, teacher registration will be integrated into the new SEMIS system. This Strategy will directly link to and support those strategies utilising the affected data systems e.g. 2.2.1, 4.4.1, 4.5.1, and 4.5.2.

4.3.3 Communicate and engage stakeholders through social and traditional media

This strategy will support the Ministry's information dissemination and promotion of key messages through social and traditional media e.g. television, radio. The target audiences will vary depending on the content but will include the general public, parents and school communities, and teachers and learners, and topics will be similarly wide ranging e.g. from education as everyone's responsibility, to the role of parents, role of other government agencies, to the importance of foundational learning etc. Efforts will be made to improve the quality of media content produced, in collaboration with other Divisions, and to utilise the high level of stakeholder engagement in a positive manner to inform and shape Ministry initiatives.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through the Ministry Outcome/Benefit indicator 4.3 Percentage of Divisions satisfied with ICT support.

Related ESP Strategy Strengthen public awareness through communications, media, and other public awareness activities.

3.6.4. Output/Service 4.4 Ministry risks effectively mitigated and managed (OCEO)

This Output/Service covers Human Resources (from Ministry to School level), Auditing, Legal, services to the Minister and the administration of the One Government Grant (OGG). The OGG Unit is currently placed under the Office of the Chief Executive on a temporary basis to improve governance through close collaboration with schools and enhance compliance with the Government of Samoa's policies and regulations pertaining to the utilization of public funds. The long-term plan is to transition OGG administration back to the Finance and Administration Division within the three –year span of the Corporate Plan. During the Corporate Plan period the Office of Chief Executive will utilise three main strategies.

Strategies

4.4.1 Effective and efficient resource management

Human resources, in terms of quantity and individual capacity represent the largest single investment of the Ministry. At central level this resource will be closely monitored through staff appraisals, and capacity gaps will be identified and addressed through individual development plans. At school level, human resources will be supported through timely and adequately filling

of posts and by monitoring and promoting high standards or professionalism including regular attendance. Similarly, the efficient and effective use of the OGG at the school level will be supported through asset recording, stock taking of items purchased and regularly reporting and spot checks.

4.4.2 Promote compliance at Ministry and school level

Compliance will be promoted in a pro-active fashion based on a risk assessment matrix which will guide the implementation of audits. Effective communication and follow ups by the Audit, Human Resources and Legal units with all Divisions will support pro-active measures to support operations and deter the recurrence of non-compliance incidents at all levels. Audit assignments will be complemented by surprise spot-checks to strengthen and enforce compliance to regulation and Ministry guidelines and internal controls. The findings of audits and spot checks will lead to recommendations to be addressed by the CORE management in order to improve operational efficiency and cost effectiveness, while safeguarding of Assets and Public Funds under the Ministry's control, and improve the extend of compliance with policies, plans and procedures.

4.4.3 Systematise the Ministry Legal Framework

The Ministry legal framework will be systematised in order to move away from ad-hoc practices and ensure a more consistent and comprehensive application. The Legal team will expand its capacity while also utilising other Divisions to ensure that stakeholders throughout the system are aware of their legal obligations. Communication with school and village committees and councils will be improved through greater collaboration with School Support Advisors to ensure all actors are aware of clearly defined roles, responsibilities, and processes.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through the Ministry Outcome/Benefit indicator 4.4 Percentage of high-risk areas in risk assessment matrix reduced to moderate or low.

Related ESP Strategy Build leadership and management capability and continuity within the education sector.

3.6.5. Output/Service 4.5 Improved levels of policy and research informed planning (PPRD)

This Output/Service covers policy development and monitoring, production of Ministry quarterly and annual reports and planning documents, and conducting and dissemination of research. It also includes large scale data collection and dissemination efforts e.g. school census. During the Corporate Plan period the Output/Service will utilise three main strategies, which will aim to improve the quality of Divisional planning and better align it to policy and research recommendations.

Strategies

4.5.1 Improve and streamline data collection and reporting systems and processes

Data collection and data management systems and processes will be enhanced to be more streamlined and user-friendly. New tools developed and related staff capacity building will prioritise those data that are most needed, starting with those that are most often requested, linking directly with Strategy 4.3.2. Data products such as the Statistical Digest will be periodically reviewed to ensure that they are fit for purpose and meeting stakeholders' needs. Reporting processes will be improved by establishing clear processes including the expected

role of each report and its intended use. Report structures will be revised so that only relevant and usable information is presented to ensure that staff capacity is used efficiently, and to enhance the clarity and timeliness of the resulting reports.

4.5.2 More use of data and research for planning and decision-making

Building on improvements to underlying systems (strategies 4.5.1 and 4.3.2) all data collected and analysed including through research. will be used to strengthen planning and decision making. Planning will also be strengthened through regular and targeted monitoring and reporting. Quarterly and annual reports will continue to be produced but greater emphasis will be placed on using these reports to assist Divisions in making evidence-based decisions. This includes identifying and addressing challenges in quarterly reports, informing budget screening consultations, and in the development of AMPs. The annual planning process will be the principal Ministry-wide, point of reflection for assessing progress and making decisions based on the successes and challenges of the previous year.

4.5.3 Enhance alignment between policy, research and decision-making

Policies will be developed in close coordination with relevant Divisions and informed by public and internal consultations. Related monitoring implementation frameworks will be aligned to Corporate Plan and AMPs and vice versa. The results of policy reviews, policy M&E frameworks, and recommendations from research will inform annual planning of the relevant Divisions. Similarly, research proposals will be developed in coordination with Divisions to ensure that they address a specific knowledge gap and to ensure that the resulting studies have an immediate and obvious practical purpose i.e. informing the future plans of the associated Division. Regular reviews will be conducted to track the effectiveness of this alignment, ensuring that policies and research continuously meet the evolving needs of the Ministry.

The outcome result of the successful implementation of these Corporate Plan 2025/26-2027/28 strategies will be measured through Ministry Outcome/Benefit indicator 4.5 Percentage of policy KPIs and research recommendations addressed in Divisional AMPs.

Related ESP Strategy Streamline education policy coordination and sector governance.

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

3.7.Risk Management

Risks relevant to the successful implementation of the Corporate Plan are presented below in Table 1. Risks are assessed and rated on a scale of 1 to 3 in terms of **Impact (I)**, 1 being least impactful, 3 being most. And **Likelihood (L)**, 1 being least likely and 3 being most likely. Each risk is associated with a number of mitigation measures and principal risk owners. The risk management plan focuses on the functioning of the Ministry and the achievement of the Corporate Plan targets. Risk management beyond the direct functioning of the Ministry will be addressed through the implementation of the ESP.

Table 1 Risk Management Plan

Risk	Risk ratings		Mitigation measures	Risk owner
	I	L		
High staff turnover and insufficient capacity	3	2	Lobby for increase of salaries in line with other ministries. Improve work environment including physical, resources, and processes. Conduct annual staff survey to identify issues and guide solution development and implementation. Capacity gaps to be identified and addressed through annual performance appraisal and related training plans.	Management, HR
Budget constraints, reduced or not increasing as expected	3	1	Promote full budget utilization through realistic planning and budgeting, ensure timely re-allocation and reprogramming of funds when underutilization occurs	All divisions, ACEO FAD and OCEO
Limited buy-in from management and staff	3	1	Continuous communication and use of plan content and results e.g. in regular monitoring, reporting and planning. Ensuring that all related templates contain focus on Corporate Plan results	Management, ACEOs, PPRD
External partners not delivering as expected or deviating from CP contents	2	2	Continuous communication with relevant divisions in project conception, implementation and monitoring. Early identification of issues and engagement of senior management	All divisions, OCEO, ESCD

4. Monitoring and Evaluation

4.1. Processes and roles and responsibilities

As per the Education Act 2009 the Ministry of Education and Culture produces an annual report summarizing its activities for the financial year. The Ministry also directly contributes to the Education Sector Annual Review Report. These reporting obligations will continue during the time period of the Corporate Plan 2025/26-2027/28. In order to avoid duplication of effort and to ensure that the Corporate Plan acts as the bridge between annual activities and the achievement of medium-term sector wide results the Corporate Plan results framework will be used and referenced in both annual reporting obligations.

The Ministry of Education and Culture Annual Report will include a brief analysis of all Ministry Outcome/Benefit indicators' progress within its performance review section, therefore also acting as a report on Corporate Plan progress. Divisional Output/Services, will be presented under the relevant Ministry Outcome/Benefits and analyses will be made of the relationship between operational and activity level performance (AMP indicators and targets) and the impact on the expected Corporate Plan results (Corporate Plan indicators and targets). An example of what such analyses might look like is provided in Annex 5.2. Reflection will be provided within the report and most importantly at the Ministry annual review and planning sessions on the strength of the underlying logic connecting activities to the achievement of Ministry Outcome/Benefit targets.

The overall responsibility for the production of the annual report will rest with the Policy, Planning and Research division however individual Divisions will be responsible for the monitoring of their activities and related performance indicators under Ministry Outcome/Benefits. Divisions working under the same Ministry Outcome/Benefit will be encouraged to collectively reflect on the links between their activities and achievements and the progress, or lack thereof, towards the Ministry Outcome/Benefit targets.

4.2. Monitoring and Evaluation Framework

The Monitoring and Evaluation Framework of the Corporate Plan, presented in Table 2 below, outlines the 17 outcome indicators used to monitor and evaluate the achievement of the Corporate Plan's four Ministry Outcome/Benefits. Each indicator is presented with its baseline value, annual targets and data sources. Targets were set by individual divisions based on a combination of historical trend analysis and consideration of future activities and investments.

Table 2 Ministry of Education and Culture Corporate Plan 2025/26 – 2027/28 Monitoring and Evaluation Framework

	Baseline	2026 Target	2027 Target	2028 Target	Calculation method	Responsible division and data source
MO 1 Improved conditions for learning						
MOi 1.1 % of teachers and principals reporting effective use of learning assessment data	52%	57%	62%	67%	Number of teachers and principals reporting effective use of learning assessment data / Total number of teachers and principals providing feedback * 100	AED: Survey of teachers and principals at annual feedback sessions
MOi 1.2 % of supported teachers demonstrating improved teaching practices	6%	14%	29%	43%	Number of supported teachers demonstrating improved teaching practices / Total number of government teachers * 100	CDMD & PDD: Observation during follow-up school support visits Survey / question to teachers during school support visits or teacher training Teacher PD reports/School and cluster based PDs/ Appraisal reports
MOi 1.3a % of teachers with full teacher registration as approved by the Teachers Council	48%	65%	80%	95%	Number of teachers with full registration approved by the Teachers Council / Number of teachers * 100	PDD and Teachers Council registration database
MOi 1.3b % of government teachers meeting registered teacher standards through the QAPA process	25%	31%	40%	49%	Number of government teachers meeting registered teacher standards through the QAPA process / Number of government teachers * 100	PDD: QAPA records

	Baseline	2026 Target	2027 Target	2028 Target	Calculation method	Responsible division and data source
MOi 1.4 % of schools meeting governance standards (meeting MSS domains 1 and 2)	TBD	80%	90%	100%	Number of Government schools meeting MSS domains 1 and 2 / Number of government schools * 100	SGM: MSS assessments MSS verification is planned for September November targets may need to be adjusted if baseline is much lower than expected
MOi 1.5 % of schools integrating Ministry-supported digital platforms (e.g. Moodle) into regular teaching and learning activities	30%	50%	70%	90%	Number of schools integrating digital platforms and resources / Number of schools * 100 quarterly	ICT & Media: Learning digital platform diagnostics
MOi 1.6 Number of learners accessing Public Library literacy programmes	60	65	72	75	Number of learners/users attending library's literacy programmes	NARL: Public library record keeping
MO 2 Reduced barriers to quality and inclusive education						
MOi 2.1 Total number of trained teacher aides working in schools	49	54	62	71	Number of trained teacher aides working in schools	CDMD: Teacher aides data base
MOi 2.2 % of needed teachers recruited and posted to government schools	235	20% (47)	25% (59)	30% (71)	Total number of applications approved and posted. Need is calculated by 1:30 for primary and for college the need is calculated on the teaching hours (periods) 16hrs min and 20 max	SGM: Approvals Posting Reports Baselines and targets to established once staffing verification is completed
MO 3 Samoan heritage and cultural values and practices revived, nurtured and preserved						

	Baseline	2026 Target	2027 Target	2028 Target	Calculation method	Responsible division and data source
MOi 3.1 Number of people participating and engaging in cultural, artistic and heritage activities and programmes	200	250	300	350	Number of participants to cultural, artistic and heritage events and activities, plus number of Museum visitors and participants at Museum programs and activities, plus number of audience members at performances	Culture, Arts & Heritage
MOi 3.2 Number of unique users accessing materials: i) National archives, ii) Public library	i) 63 ii) 80	i) 65 ii) 95	i) 70 ii) 110	i)75 ii)125	Number of unique users accessing materials: i) National archives, ii) Public library	NARL: Internal record keeping
MOi 3.3 Number of schools engaging in and promoting Samoan Language week	33	30	35	40	Number of schools uploading their Samoan Language Week activities to the SLC online platforms	SLC: Online platform analytics

	Baseline	2026 Target	2027 Target	2028 Target	Calculation method	Responsible division and data source
MO 4 An effective, efficient and resilient Ministry						
MOi 4.1 Number of decisions made by governing bodies based on reports tabled	6	10	14	18	<p>Governing bodies refer to (MEC management, ESWG & ESAC) because these are within ESCD's sphere of influence</p> <p>A "decision" is an action item or directive that requires follow-up and is likely to progress a recommendation. These could include:</p> <p>Referred actions to governing bodies, individual agencies and/or ESCD.</p> <p>Agreed-upon next steps that lead to an actionable outcome (e.g., policy changes, further investigation, etc.)</p> <p>Any item on the agenda where something tangible happens beyond just noting or endorsing the report.</p>	ESCD
MOi 4.2 % of Divisions/Outputs with annual budget utilization of at least 95%	57%	95%	96%	97%	Number of Divisions/Outputs with annual budget utilization of at least 95% / Total number of Divisions/Outputs * 100	Finance & Admin
MOi 4.3 % of Divisions satisfied with ICT support	TBD	75%	85%	95%	<p>U - User satisfaction survey (65%)</p> <p>C - Closed help desk tickets (35%)</p> <p>U + C = % of Divisions satisfied with ICT support</p>	All ACEO's and Principals ICT Help desk system

	Baseline	2026 Target	2027 Target	2028 Target	Calculation method	Responsible division and data source
MOi 4.4 % of high-risk areas in risk assessment matrix reduced to moderate or low	0%	5%	10%	20%	Number of high risk areas reduced to moderate or low in risk assessment matrix / total number of high risk areas * 100	OCEO: Annual Management Letters Annual Risk Matrix Risk Based Audits HR / Legal Incident & Disciplinary Register Irregularity Report Register
MOi 4.5 % of policy KPIs and research recommendations addressed in Divisional AMPs	27%	42%	57%	72%	Number of policy KPIs and approved research paper recommendations (publications of the last three years) addressed in Divisional AMPs or deemed to have already been sufficiently addressed in previous AMPs divided by the total and multiplied by 100	PPRD based on Policy M&E frameworks, research publications, and divisional AMPs

5. Annexes

5.1. Ministry Outcome/Benefit Theories of Change

SO 1 Improved learning achievement and graduate outcomes

MO 1 Improved conditions for learning

MO 1.1 Improved use of learning assessment data (AED)

Strategy 1.1.1
Operationalise assessments and examinations in an efficient and timely manner

Strategy 1.1.2
Ensure effective utilisation of learning assessment and examination data

MO 1.2 Improved teaching practices (CDMD)

Strategy 1.2.1
Strengthen curriculum and supplementary resources

Strategy 1.2.2
Enhance teacher capacities and practices especially in the lowest performing schools

Strategy 1.2.3
Promote science, literacy and numeracy excellence in schools

MO 1.3 More teachers meeting teaching standards (PDD)

Strategy 1.3.1
More effective and efficient teacher training

Strategy 1.3.2
Promotion of the teaching profession

MO 1.4 More schools meeting governance standards (SGM)

Strategy 1.4.1
Enhance school governance, management and planning

Strategy 1.4.2
Enhance co-ordination and collaboration on School Support Advisors

MO 1.5 More schools effectively using ICT (ICT & Media)

Strategy 1.5.1
Improve School level infrastructure including hardware and connectivity

Strategy 1.5.2
Develop ICT systems including learning platforms and related content

Strategy 1.5.3
Build capacity in-person and through developing communities of practice

MO 1.6 More learners accessing library programmes (NARL)

Strategy 1.6.1
Enhance library literacy and STEM programmes

Key

Sector Outcome

Ministry Outcome

Ministry Outputs/Services

Strategies

SO 2 Equitable, inclusive access to quality education and training

MO 2 Reduced barriers to quality and inclusive education

MO 2.1 More trained teacher aides in schools (CDMD)

Strategy 2.1.1
Enhance awareness of inclusive education, ECE, and different education pathways

Strategy 2.1.2
Improve teaching capacity for inclusive education and ECE

MO 2.2 Teachers recruited and posted where needed (SGM)

Strategy 2.2.1
Ensure equitable and adequate teaching capacity

Strategy 2.2.2
Promote Education Acts implementation at community level

Key

Sector Outcome

Ministry Outcome

Ministry Outputs/Services

Strategies

SO 3 Improved education and training relevance and contribution to sustainable development

MO 3 Samoan heritage and cultural values and practices revived, nurtured, and preserved

MO 3.1 More people engaging in Samoan culture, arts & heritage (Culture, Arts & Heritage)

Strategy 3.1.1
Produce and distribute cultural materials and resources

Strategy 3.1.2
Preserve, safeguard and promote Samoan culture and heritage

Strategy 3.1.3
Engage communities and students through activities that safeguard culture, arts and heritage

MO 3.2 Increased utilisation of National Archives & Public Libraries (NARL)

Strategy 3.2.1
Strengthen systematic collection, preservation and cataloguing processes including digitisation

Strategy 3.2.2
Provide access and support users to identify and locate required materials

Strategy 3.2.3
Raise awareness of the availability of materials and the importance of good record keeping

MO 3.3 Increased engagement in Samoan Language (SLC)

Strategy 3.3.1
Strengthen coordination of research and policy development

Strategy 3.3.2
Safeguard and preserve Samoan Language in schools and communities

Strategy 3.3.3
Promote and deliver awareness programmes to reach out to schools and communities

Key

Sector Outcome

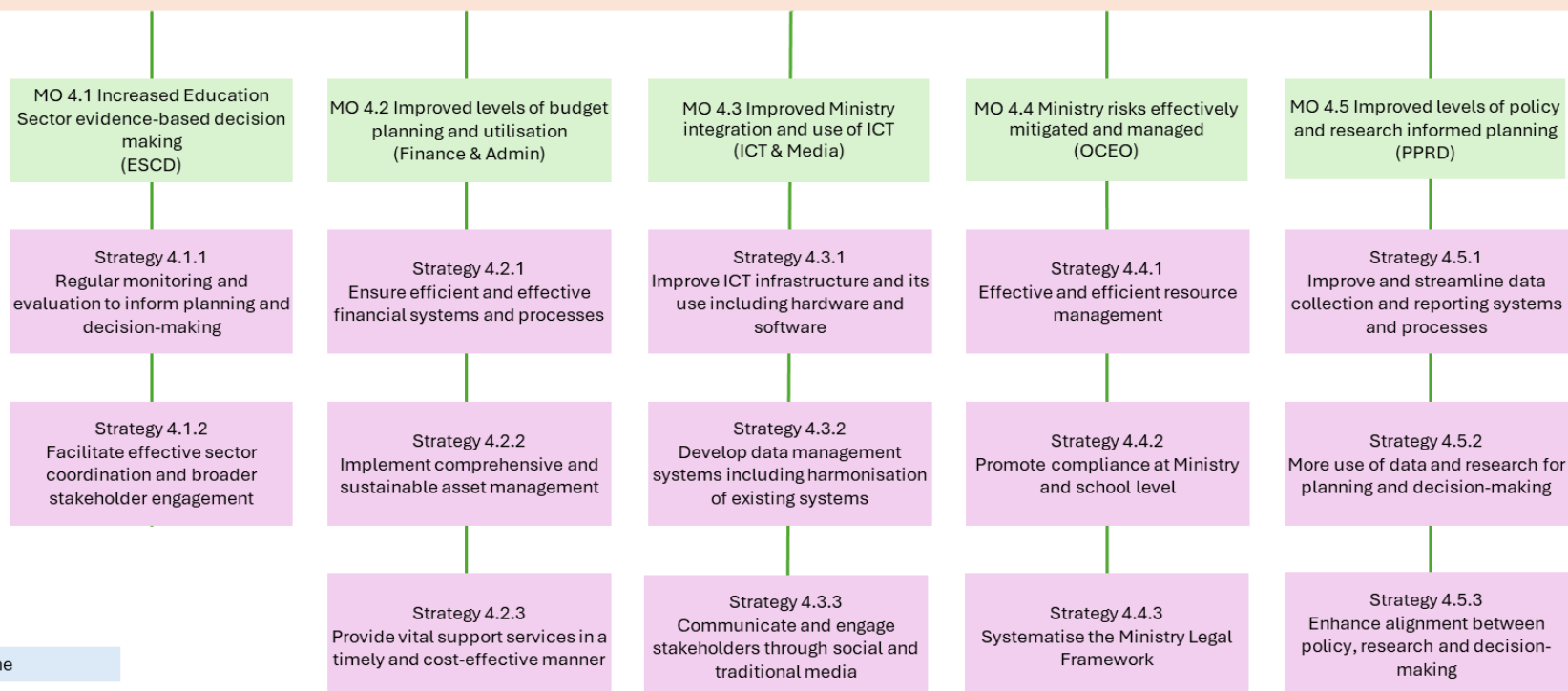
Ministry Outcome

Ministry Outputs/Services

Strategies

SO 4 An effective, efficient, and resilient education sector

MO 4 An effective, efficient and resilient Ministry



Key

Sector Outcome

Ministry Outcome

Ministry Outputs/Services

Strategies

5.2. Proposed structure for Annual Report Performance Review section (example of one division)

1. Corporate Plan Ministry Outcome indicator: baseline, target and actual value for each year of the Corporate Plan

	Baseline	2026	2027	2028
MOi 1.1 % of teachers and principals reporting effective use of learning assessment data	65%	Actual: 70% (Target 75%)	Actual: 80% (Target 80%)	Actual: 90% (Target 85%)

2. Summary of related AMP KPI Achievements for the financial year

	Achieved	Partially Achieved	Not Achieved	Total
Output 7: AED	8	1	1	10

3. Analysis of progress and challenges, linking outputs (AMP) to outcomes (Corporate Plan)

There was a significant improvement in the Ministry Outcome indicator % of teachers and principals reporting effective use of learning assessment data increasing from 80% last year to 90% for 2028. This increase was due to the successful implementation of the majority of activities in the AMP with 8 of 10 targets achieved and one partially achieved. Only one AMP target was Not Achieved. Details would be provided on the most significant outputs of the AMP and how they were achieved and any significant challenges and learnings....

4. Planned corrective actions or changes for following year

To support the remaining 10% of teachers and principals still not reporting effective use of learning assessment data a number of new activities will be conducted as part of next years AMP e.g. focus groups of teachers to identify their challenges understanding and using assessment data, collaboration with other Ministry Division on teacher training that targets the use of assessment data, collaboration with pre-service teacher training to include assessment reports in their training etc....