**Samoa – Australia Partnership for Development**



**2012-13 Implementation Schedule**

**Priority Outcome: Improved Education**

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| Aim: | The Partnership will support Samoa’s ambition to achieve and move beyond MDG targets to address better quality and more equitable education for all. | Baseline | Progress[[1]](#footnote-1) |
| Targets for 2015: | 1. Improved literacy through reducing number of at risk students at Year 4 and Year 6 | 1. Year 4[[2]](#footnote-2)   2008 2010  English 20% 23%  Samoan 23% 16% Numeracy 27% 19%  Year 6  2008 2010  English 60% 36% Samoan 15% 16% Numeracy 60% 49% | On track |
| 2. Increased primary net enrolment ratio over 2008–2012 | 2. 83.6 % (2008)  83.3% (2010) | Partly on track |
| 3. Increased proportion of boys and girls commencing Year 1 and reaching Year 8 | 3. 81.1 % (2008)  83% (2010) | Partly on track |
| 4. Increased access of boys and girls with disability to quality education | 4. Number of children with a disability in mainstream schooling: 105 (2010) | On track |
| 5. Increased number of skilled Samoans available to fill priority workforce needs | 5. Vacancy rate as % of total employment: 4% (2007)  % industry identifying skill shortages: 30% (2007) | On track |

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| Partnership **outputs** for 2012-13 |  | **Assumptions** |  | Planned **Outcomes** for 2012-13 | Source of **Verification** |
| The Samoa School Fees Grant Scheme funding paid to all 163 Government and mission primary schools. | The Team of Consultants continue to monitor performance of schools.  GoS continues to support the implementation of the Compulsory Education Act | Increased net enrolment and retention rates in primary schools.  Increased number of schools achieving more than 50% of minimum service standards. | MESC Reports.  Independent Review of SSFGS. |
| Full implementation of the new Primary Curriculum and teacher manuals for Government Primary Schools.  Review of assessment systems and Benchmarking tools developed (PABER) | Teachers properly trained and motivated.  MESC has sufficient capacity to implement PABER. | Increased numeracy and literacy in Samoan and English.  Improved assessment tools. | SPELL 1 & 2 Test Results  PABER monitoring reports |
| Full integration of Samoa Inclusive Education Demonstration program into MESC management.  Inclusive Education service providers deliver support services. Inclusive Education Situational Analysis completed and shared with stakeholders. | MESC continues to support inclusive education developments.  MESC continues to work collaboratively with NGOs at all levels. | Increased number of children with a disability provided with access to schooling.  Inclusive Education Policy developed and approved. | SIEDP Reports  MESC Situational Analysis |
| Implementation of the National Teacher Development Framework, based upon a costed implementation plan. | Teachers’ terms and conditions made sufficiently attractive to recruit and retain qualified and motivated staff.  Reduced rate of teacher turnover. | Improved teacher performance.  Improved student performance.  Improved number of teachers meeting performance standards. | Results of the revised performance appraisal system.  MESC Reports on Student Performance Reports across primary schools. |
| Enhanced TVET training capacity among government and mission TVET providers.  Program for providing access to TVET opportunities by those with disability implemented. | Sufficient recurrent budgetary resources allocated.  SQA & MESC continues to support access for children with disabilities in their activities. | Increased numbers (including among those with disability) obtaining national TVET qualifications.  No of registered providers and accredited programs increased (2011 – 12 course providers registered, no programs accredited) | MESC & SQA reports  and surveys. |
| 48 new scholarships awarded for studies in Australia and the Region.  Plan developed and approved for teachers of Maths, English and Science to go on scholarship. | Improved specific targeting of scholarship awards to better address GoS priorities and specifically education sector.  MESC continues to implement the NTDF. | Increased number of skilled people recruited into the priority sectors as in the GoS HRD list of priorities and in particular the education sector.  Plan for teachers scholarship awards in place. | 2012-2013 Graduate numbers (as a proxy)  MESC reports. |

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| Commitments: | | | | |
| Year: | | FY 2012-13 | FY 2013-14 | FY 2014-15 |
| Government of Australia Commitments: | Grant | Inclusive education A$1.5 million (est)  Education Sector Plan A$2.5 million (est)  In-country training A$400,000 |  |  |
| In-kind | A$4 million (scholarships) |  |  |
| Government of Samoa Commitments: | | Maintenance of the education budget in GoS budget.  Lead in the design of the next phase of support for the sector. |  |  |

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| Key Risks | | Management Plan | |
| Education Sector Plan costing and M&E Framework not completed on time. | | Post continues to work closely with Sector Plan Working Group. | |
| Capacity of MESC for full integration of SIEDP. | | Resources to support the Ministry in the transitional phase | |
| The non-compliance issues associated with schools management of the funds for the SSFGS need to be followed up closely. | | Post continues to work closely with the Team of Consultants and MESC to support their monitoring of the SSFGS. | |
| Program management was identified as a risk in the original SIEDP design and continues to be a risk with the focus being on individual activities rather than management as an overall program.  There is a need for a more robust Monitoring and Evaluation system to ensure data is collected and analysed to inform decision making and address issues accordingly. | | Post to follow up the recommendations in the redesign of the program to improve program management and work with the SIEDP Working Group to address these concerns. | |
| Supporting information | Sector Issues | | Programs |
| * Executing Agency – Ministry of Finance * **Implementing Agency** – Ministry of Education, Sports and Culture (MESC), Samoa Qualifications Authority, National University of Samoa, Ministry of Foreign Affairs and Trade * **Sector Coordinating Agency** - MESC * **Key Sector Contacts** :   + Education - Galumalemana Nuufou Petaia, CEO, MESC   + TVET – Fepuleai Sinapi Moli, Chief Executive Officer, Samoa Qualifications Authority   + National University of Samoa –Leapai Prof. Asofou So’o   + Scholarships – Tagaloa Sharon Aiafi, Assistant CEO, Ministry of Foreign Affairs and Trade | * There needs to be close consultations over resourcing needs and associated costing when the NTDF is implemented. * Integration of SIEDP into MESC for full management. * Joint development of the new Education Sector Support Program. * Establishment and approval of the Education Sector Coordinating Unit proposed in the revised MESC organisational structure. * Alumni for Australian funded scholarships to be implemented. * Targeting of scholarship programs to support education to be implemented. | | * ESP II * School Fee Grant Scheme * Samoa Inclusive Education Program * Australia Awards (ADS, ALAS, ARDS) * Distance Education * SICTP * TVET/PSET sector support * Pacific Benchmarking of Education Results * Australian Pacific Technical College |

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| **Signed**  **for the Government of Samoa** |  | **Signed**  **for the Government of Australia** |
| Name:  Title:  Date: | Name:  Title:  Date: |

1. As per the [AusAID Samoa Annual Program Performance Report 2011](http://www.ausaid.gov.au/Publications/Pages/Samoa-Annual-Program-Performance-Report-2011.aspx) [↑](#footnote-ref-1)
2. Results reflect total percentage for the SPELL tests taken by all year 4 and year 6 students in Government school. Most non-Government schools also participate but it is not compulsory. [↑](#footnote-ref-2)