

**SAMOA**  
**COUNTRY PAPER**  
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**Sector-Wide Education Resource Projections**  
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**1. Current status of the EFA and/or Sector Plans in the country:**

Samoa in its strive to improve quality of life for all, stated in its Strategy For Development of Samoa (SDS) 2002 - 2004, that in collaboration with the EFA Forum, strategies would be designed and implemented for non-formal and second-chance learning, as well as strategies to address improvements in adult literacy. The theme for the development 3-year period was "Opportunities For All".

The country is now implementing its Strategy For Development of Samoa (SDS) 2005 - 2007, the theme being "Enhancing Peoples' Choices" and it again places emphasis on the implementation strategies for the achievement of the EFA goals.

The national vision of the Government of Samoa's National Plan is: "For every Samoan to achieve a better quality of life". Achieving the national vision will result in the attainment of Samoa's Millenium Development Goals (MDG) targets and all of the six EFA Goals upon which Samoa gives priority. The theme for the next three years reflects the national commitment to the need for every Samoan to have access to every opportunity he/she desires. Enhancing access to those opportunities is the underlying focus of the implementation strategies.

Samoa's EFA Plan, although a separate document, is incorporated in the Ministry's Corporate Plans (July 2000 to June 2003 and July 2003 to June 2006) as well as its Annual Management Plan activities. These activities are constantly monitored and are reviewed after every quarter.

### **Achievements against Six EFA Goals:**

**Goal One: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.**

- The Education Ordinance 1959 has been reviewed and is the ***Ministry of Education, Sports and Culture Bill 2004***. In this Bill, the Ministry's responsibilities and role are clarified and in particular to include the support for teachers to fulfill their duty of care to students and the welfare of students in early childhood education centres and schools
- A second draft of the ***Education Bill: Arrangement of Provisions; An ACT*** to regulate and make provision for school education and early childhood education in Samoa, has recently been released for comment. This Bill includes Students with Special Needs and Early Childhood Education.
- The Western Samoa Education Policies 1995 - 2005. A range of issues are discussed including early childhood education and special needs education.
- The SNE policy final draft has been developed
- The ECE policy has been developed and implemented
- A National Curriculum Council has been established to look at developing a National Curriculum Policy Framework.
- Scholarships are provided to eligible teacher trainees to undertake ECE or ECE courses
- Stationery is provided by the Ministry to ECE Centres and SNE providers

- A Government Grant is distributed to all Non-Government educational institutions each year since 2000.
- Parents' advocacy and support groups for children with disabilities have been established
- The 5-year plan for early intervention has started. This initiative was started by the Loto Taumafai Centre for the Disabled.
- Teacher training for ECE and SNE is conducted by the Faculty of Education at the National University of Samoa.

**Goal Two: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality.**

- Under the Education Bill 2004, provision has been made in the enforcement of the Compulsory Education Act. In the interim, School Review Officers are closely monitoring school attendance of compulsory school age children.

**Goal Three: The learning needs of all young people and adults are met through equitable access to appropriate and life skills programme.**

- Curriculum materials have been developed to suit the needs of students in formal education.
- Subjects/disciplines offered include Visual Arts, Performing Arts, Computer Studies, Health and Physical Education.
- Training of teachers in early childhood education all the way to post secondary and tertiary continues
- A Community Learning Centre has been established and implementation of activities about to start
- A "Skills Development Study" was conducted and a national consultation workshop has been conducted to look at the findings and recommendations
- A "Non-Formal Education" policy is being developed.

- Second-Chance schooling.- In December 2003, the National Coordinating Committee on Second-Chance Education was established. The first expert visit in 2003 focussed on a needs assessment survey followed by a strategic planning workshop. This committee is chaired by the Chief Executive Officer of Samoa Polytech.
- The second input in April 2004 was based on student-centred curriculum design. This focussed on producing SCE materials designed in a student-centred mode.
- The third input in June/July 2004 concentrated on Innovative Training of Facilitators and importantly the role as a *Life Skills Coach*. This training focussed on the observation that many premature school leavers have a low self esteem and show a lack of necessary behavioural skills, which constitute obstacles to them on successfully taking up the challenge of re-entering the education system.
- The Commonwealth Secretariat has recently approved further support for SCE in Samoa.
- Public Awareness programmes and discussions about the causes, modes of transmission, consequences, means of prevention and control of HIV/AIDS in the community is spearheaded by the Ministry of Health but involves members from other sectors.

**Goal Four:                    Achieving a 50% improvement in levels of adult literacy by 2015 especially for women, and equitable access to basic education for all adults.**

- A survey to find out what the actual status of adult literacy in the country is yet to be conducted.
- The Ministry's Policies and Strategies 1995 - 2005 are currently being reviewed.
- The next ten-year plan 2006 -2015 will be developed with the assistance of grant from Asian Development Bank in late July 2005.

**Goal Five: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.**

- The upgrade of facilities, teachers as well as the introduction of subjects to provide a more focussed learning environment are on-going
- Literacy and numeracy are given top priority in primary level, with greater focus on boys. Annual SPELL tests show that boys are more at risk than girls.
- Student Counselors is a must although the Ministry has not yet addressed it. However, some private and mission schools already have Counselors.

**Goal Six: Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

- Research is being conducted by various organisations on areas of concern. METI conducted a research/survey in 2002 on the need for second-chance education.
- Government and other Donor Agencies give NGOs support in "Revenue generating" projects.
- Accreditation of NGO programmes by 2015 - The Samoa Qualifications Authority has been set up and this will be one of its priorities. The SQA will provide measures of quality to apply across both formal and non-formal systems particularly in the areas of training of educational personnel and in the delivery of basic education in literacy, numeracy and life skills.
- Under the Education Sector Project, schools are being upgraded, rehabilitated, constructed and this includes fully equipped standard school libraries.

- Training for teacher librarians are carried out in schools by the Public Library staff of the Ministry.
- Research into IT in school was conducted by the Ministry in 2003. IT is promoted by NUS and Samoa Polytech as well as the private sector

## **2. Partnership with development agencies and civil society.**

The promotion of working in partnership with each other is an important in the economic and social development of Samoa.

In the beginning there was no coordination amongst donors and the country so there tended to be some duplication in the conduct of activities. However, proper coordination is now in place not only in the Ministry but also between Ministries, the private sector and NGOs.

This year, at the annual Donor Meeting with the Ministry, the sector-wide approach has been adopted. This certainly promotes better coordination of development projects but also better relationships among the donor community.

## **3. Financing and Expenditure frameworks.**

Financing the EFA Plan activities is done through the assistance from funding agencies but also from the local Ministry's budget. Many of the activities in the EFA Plan are incorporated into the Ministry's plans and therefore funding is received through the Ministry's budget allocation.

The Ministry receives about 20% of the total government budget. Of this amount only about 45% is allocation for the operation of activities to achieve the various annual objectives of each division. So assistance from the donor community is always appreciated.

#### **4. Resource projections for EFA.**

There are projections in terms of enrolments, education staff. The EFA Plan for Samoa has made costings for the various activities. These are taken into consideration during the budget formulation each year, or by donors at the donor meetings. Quite a number of activities are now being funded under the PRIDE project.

In our Policies and Strategies 1995 - 2005 we stated in the strategies the various component projects and not the costs required. This was done after a donor was identified.

#### **5. Challenges for EFA achievement.**

The implementation of the EFA Plan has been conducted under the coordination of a full-time employee of the Ministry. In his capacity as the Principal Corporate Planning Officer, he is given this task as well. However, despite the fact that he is overworked, there is no better person to see the progress in the implementation of the Plan.

The next challenge is the inability of the EFA Forum to meet as regularly as it hopes due to the members having numerous other commitments.

The last challenge to the EFA achievements is the lack of funds. We can only get so much from the local budget and there is sometimes delays in implementation when there is no funding available.