Samoa

Ministry for Education and Culture

GPE System Transformation Grant

Program Document for

STG Education Transformation Programme for Samoa

April 2025

Table of Contents

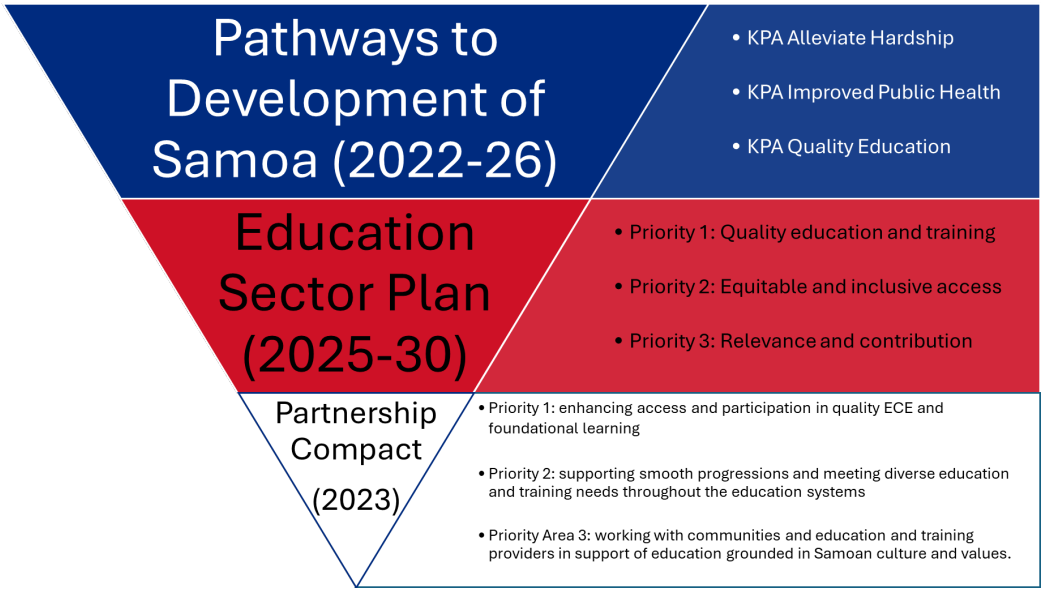
1 Introduction 3
2 Developing the STG Programme Priorities and Design 3
3 Samoa's Programme Objectives 5
4 Strategic Context and Rationale for the Priority Reform 5
5 Proposed Key Components and Expected Results 9
5.1 Outcome 1 Early Childhood Education Beginnings 10
5.2 Outcome 2 Primary Schooling Foundations 11
5.3 Outcome 3 Secondary Schooling Pathways 11
5.4 Cross Cutting Inclusive Priorities and Principles of Program Design 15
5.5 Program Results Chain 17
6 Programme Outcome Indicators 23
7 Implementation Arrangements 32
8 Proposed Budget Distribution 33
9 Proposed Implementation Schedule and Actors 34
10 Safeguarding, risks, and mitigating actions 37
10.1 Child Safeguarding 37
10.2 Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH) 37
10.3 Risk assessment and mitigation 37

1 Introduction

The Samoa Ministry of Education, Sports and Culture, now the Ministry of Education and Culture (MEC), received a System Capacity Grant (SCG) from the Global Partnership for Education (GPE) to support the development of an evidence-based sector plan. The new plan (2025-2030) builds on an Education Sector Analysis (ESA) and a review of the current plan, ESP 2019-2024.

The SCG grant supported the analysis of enabling factors of the country's education system and considered both the foundation and gaps within the system. The analysis that resulted from this process guided the development of a Partnership Compact led by the Education Sector Coordination Committee. The Partnership Compact advances a priority reform in the education sector and will be the basis of GPE support. Samoa's *Sootaga Mautu Faaleaoaoga* Partnership Compact document was finalized in December 2023.

In designing Samoa's System Transformation Grant (STG) programme, the Partnership Compact's priority areas of reform were considered in the context of the ESP (2025-2030) priorities and the Samoa Pathways to Development (2022-2026)'s key priority areas.



This programme document defines the STG programme's proposed objectives, key components and high-level interventions that mainstream gender and inclusion. It features a results chain that elaborates the STG programme's expected theory of change, a high-level budget outline and delivery schedule, and an assessment of programme risk.

2 Developing the STG Programme Priorities and Design

UNESCO as the Grant agent for the USD 2.5 million STG collaborated closely with MEC's leadership to prepare in the first phase a concept note, and in the final stage a program document to ensure a high-quality STG application. In the first phase, developing the concept note broad and participatory consultations with key stakeholders, including the Education Sector Advisory Group (ESAG) - equivalent to a Local Education Group, the Samoa Qualifications Authority (SQA), the National University of Samoa (NUS), the Education Sector

Working Group (ESWG), the National Council of Early Childhood Education Samoa, other relevant ministries and other government agencies, civil society, parent teacher associations, community groups, and development partners.

In the final phase, the concept note was reviewed through a series of further consultations and review of key government strategies and education policies to revise and confirm the programme presented in this document. Consultations included:

- CEO, Ministry of Public Enterprise, (+ ESAG Chair)
- CEO, Samoa Ministry of Foreign Affairs and Trade
- CEO, Samoa Qualifications Authority
- ACEO (Policy, Planning, Monitoring and Evaluation), Ministry of Women, Social Development and Community
- ACEO (Apprenticeships, Employment Services and Labour Markets), Ministry of Commerce Industry and Labour
- National University of Samoa
    - Vice Chancellor
    - Deputy Vice Chancellor,
- CEO, Samoa Umbrella for Non-Governmental Organisations
- Acting Managing Director, SENESE Inclusive Education Support Services Inc,
- Managing Director, Samoa Education Network
- Principal, Samoa Primary Schools (+ ESAG Private & Mission Schools Representative)
- CEO, Ministry of Education and Culture and core management team including
    - ACEO Education Sector Coordination (+ NCECES Board Member)
    - ACEO Policy Planning and Research (+ NCECES Board Member)
    - PEOs Curriculum Design and Material
    - ACEO Assessment and Examinations
    - ACEO Culture
    - ACEO ICT, ACEO Audit, ACEO Legal, PEO National Archives and Records
- National Council of Early Childhood Education Samoa includes representatives from:
    - private and mission ECE centres,
    - NUS Head of School of Education & Senior Lecturers,
    - MEC ECE specialists
- Deputy High Commissioner, New Zealand MFAT
- Deputy High Commissioner, Australian DFAT
- UNICEF Pacific - Suva, Fiji and Apia, Samoa Duty Stations
- Education Sector Working Group with representatives from:
    - Samoa Qualification Authority
    - Ministry of Finance
    - Ministry of Education and Culture
    - Australian DFAT
    - National University of Samoa
    - Tautua – Human development for All Partnership

The programme for education systems transformation presented in this document was subsequently approved by the Samoa Education Sector Advisory Group.

3 Samoa's Programme Objectives

The programme of Samoa's System Capacity Grant targets the priority reform identified in the country's Partnership Compact, which is ensuring that multiple, relevant and inclusive seamless pathways are available to learners across all levels, underpinned by strong foundations. It aims to build a cohesive, inclusive education system in Samoa, where quality learning pathways are accessible to all learners, founded on quality early childhood education (ECE) through to vocational training and beyond. UNESCO, alongside the Ministry of Education and Culture (MEC) and other relevant stakeholders, will work to strengthen foundational learning, promote smooth transitions across educational stages, and ensure that education reflects cultural values and priorities.

This will be achieved through 3 priority areas identified in the Compact: **(i) enhancing access and participation in quality ECE and foundational learning; (ii) supporting smooth progressions and meeting diverse education and training needs throughout the education systems; and (iii) working with communities and education and training providers in support of education grounded in Samoan culture and values.**

While specific interventions will target each of the Compact's priority areas, the third dimension—working with communities—will serve as a transversal element, woven into all programme activities. Likewise, the programme will integrate an inclusion and gender equality lens, to action key recommendations emerging from the MEC Gender Achievement Gap report, with activating strategies embedded throughout STG programme interventions. This includes the development of inclusive resources and varied teaching methodologies on one hand, and planning for and responding to the learning needs of students experiencing a range of intersectional circumstances, for example, socioeconomic, urban/rural and ability disparities, on the other hand.

4 Strategic Context and Rationale for the Priority Reform

Samoa's Education Sector Plan (ESP) 2019–2024 built on the achievements and lessons learned from the previous ESP (2013–2018) and integrated the efforts of three lead implementing agencies: the Ministry of Education and Culture (MEC), the National University of Samoa (NUS), and the Samoa Qualifications Authority (SQA). It focused on five goals: improving education quality, ensuring smooth transitions from education to employment, and strengthening governance, resources, and planning. Key priorities included inclusive education, early childhood education, primary education, technical and vocational training within secondary education, ICT, and capacity building.

Samoa has aligned the Education Sector Plan (ESP) 2025-2030 with its Partnership Compact's strategies and the STG programme of activities proposed here to ensure partner resources and efforts are maximized towards achieving common goals. The Education Sector Plan (ESP) 2025-2030 identifies four key priorities and outcomes: quality education and training (outcome: improved learning achievement and graduate outcomes); equitable and inclusive access (outcome: equitable, inclusive access to quality education and training); relevance and contribution (outcome: improved education and training relevance and contribution to sustainable development); and sector performance and resilience (output: an effective, efficient and resilient education sector).

These priorities and outcomes are informed by learnings from the Education Sector Review documented within the ESP 2025-2030. Priorities which are targeted by the STG program design, outputs and activities include *(key learnings provided in italics below STG program priorities)*:

- enhancing Early Childhood Education participation

  ECE participation in Samoa remains persistently and significantly low compared to primary and secondary participation rates in Samoa and ECE participation rates across the region

- strengthening inclusion

  The majority of students with disabilities live in rural areas (with lower access to services) and pre-service and in-service teacher's knowledge about and capacity to use effective and inclusive pedagogies is limited.

- targeted interventions for numeracy and literacy

  Year 4 and Year 6 SPELL achievement testing indicates majority of students are working towards but have not yet met Year level standards

- addressing gender disparity in learning achievement,

  There is persistent under achievement of boys in comparison to girls in upper primary and secondary schooling, with boys having lower participation and completion rates of primary, junior and senior secondary and tertiary education

- improving secondary school completion rates, through targeted literacy and numeracy interventions at upper-primary, and expanding TVET offerings to strengthen learning flexible learning pathways, and
- increasing focus on evidence-based decision-making through joint learning and research collaborations.

Education and training in the country are likewise guided by the *Samoa 2040* strategy document and the *Pathway for the Development of Samoa* (PDS). *Samoa 2040* highlights education as essential for maximizing opportunities in tourism, agriculture and fisheries, the digital economy, and labor mobility. It notes that all education levels – ECE, primary, secondary and post school education and training (PSET) – need further development and alignment with the demands of both the local and international job market. On the other hand, the PDS emphasizes that education is crucial for national economic prosperity and commits to improving literacy and numeracy, enhancing ECE, and facilitating transitions to the world of work.

In the regional education space, Samoa is a member of both the Conference for Pacific Education Ministers (CPEM) and the Pacific Heads of Education Systems (PHES). Samoa has endorsed the Pacific Regional Education Framework (PacREF), which seeks to enhance regional knowledge and services through shared tools and collaboration in education to help achieve SDG 4 in the region.

In light of these strategic documents, the Partnership Compact sets the ambitious priority reform of **ensuring seamless, relevant and supported pathways, based on strong early learning foundations,** for all learners in Samoa.

The priority areas under the Compact are as follows:

I. Enhancing access and participation in quality ECE and foundational learning

Strengthening early learning and supporting systems for learner progression and transition are essential for creating accessible educational pathways. However, overall participation in ECE in Samoa remains extremely low, with a Gross Enrollment Rate (GER) of 25.6% and a Net Enrollment Rate (NER) of 23.8% over the 2017-2021 period. These low participation rates are not due to systemic capacity limitations but likely reflect **issues in advocacy, sustainability, and the quality of ECE provision**.

The ECE sub-sector has been identified as needing clearer governance and better coordination mechanisms. Out of the 123 ECE centers overseen by the National Council for ECE (NCECES), only one is government-owned while the other 122 are run by church, private and/or community groups. Furthermore, data is only available for centers registered under the NCECES, leaving the total number of unregistered centers uncertain. This suggests that actual participation and enrollment in early childhood education (ECE) in Samoa may be higher than currently estimated. The quality of ECE services these additional children attend is yet to be clarified. Registration is made on a voluntary basis and the government and NCECES lack appropriate resources for monitoring, two factors that contribute to this challenge in ECE data.

While Early Childhood Education is overseen by the MEC, Early Childhood Development (ECD) is under the responsibility of the Ministry of Women, Community and Social Development (MWCSD). The current governance framework lacks the coordination needed for sub-sector planning, and challenges remain in implementing effective programmes for teacher qualification, curriculum review, and infrastructure improvements.

One of the desired goals for ECE in Samoa is to achieve full government control over major aspects such as teacher salaries and infrastructure. While this would require thorough consultation and phased implementation, establishing the foundation for improved teacher development, advocacy, and resourcing can be made at this juncture.

II. Supporting smooth progressions and meeting diverse education and training needs throughout the education systems

During consultations for the Enabling Factor Analysis, the importance of aligning education with learner needs and labor market demands was emphasized. While curricula and programmes are in place, **clear pathways and mechanisms for students to demonstrate learning across and within educational sub-sectors are missing**.

Consultations underscored the importance of foundational learning, and in particular strong literacy and numeracy achievement in the primary school years, as key to supporting smooth student transitions and successful progression to secondary schooling where these skills are

increasingly assumed and necessary for students to access disciplinary knowledge across the secondary school curriculum.

A Sector Mid-Term Review of the ESP 2019-2024 found that literacy and numeracy required immediate attention (as evidenced by national achievement results from Year 4 and Year 6 testing). For example, 2022 SPELL analysis indicated that whilst a significant proportion of Year 2 students were working AT expected level (L3&L4) for Gagana Samoa (45.8%) and Numeracy (43.8%), most Year 4 students were working TOWARDS expected levels for Gagana Samoa (75%) and Numeracy (89%). Samoa's Partnership Compact highlighted Learner Centred Progressions conceptualised here as systematic and mutli-layered interventions from an early stage in schooling, as critical for students to meet learning targets, complete their education cycles, and continue their journeys to secondary and post-secondary learning and work.

Whilst the proportion of students working AT expected level in Year 4 SPELL assessments improved between 2021 and 2022, analysis of gender-disaggregated results indicated a differentiated pattern of achievement for Year 4 boys and girls, with double the proportion of girls working AT the expected standard in Gagana Samoa compared with boys, and 1.75 times the proportion of girls compared to boys working AT expected levels for Numeracy. Similarly, girls also outperformed boys in Year 4 SPELL assessments of English and Science literacy.

In addition, discussions highlighted the need for seamless transitions, especially from secondary to employment and PSET. Currently, transition planning starts only at the end of secondary school, creating gaps and leaving students without structured progression options. Additional steps, such as short courses and diverse learning modalities, could address these gaps and offer clearer routes for student progression. This is particularly important where gender-differences in Samoan students' experiences of education persist throughout their schooling. For example, in 2023 95.8% of girls but only 84.2% of boys transitioned from primary to secondary schooling, and in 2022 the secondary cohort completion rates for Year 13 students were 39% for male students and 58% for female students.

The MEC has recently started a repackaging exercise for the Technical and Vocational Education and Training (TVET) at secondary-school level. The aim is to increase relevance and attractiveness of programmes to vulnerable secondary students, as well as ensure alignment with PSET offers. The exercise is currently in Phase 1 out of 3 and is being pursued in partnership with the Samoa Qualifications Authority (SQA) to ensure that new programmes are accredited. A mapping of school TVET curricula was also envisaged, but was discontinued. The sub-sector faces the constant challenge of insufficient funding to support the 42 schools that offer TVET programmes.

The education system has traditionally emphasized summative assessments, such as exams, over formative, student-centered, ongoing assessments. While sound policy frameworks exist for both types of assessment, a disconnect between policy and practice remains. Greater use of formative assessments and varied tools could provide educators with insights for guiding student learning. Practical, context-specific training on formative assessment methods and the application of assessment data is needed for teachers and school leaders.

III. Working with communities and education and training providers in support of education grounded in Samoan culture and values.

In Samoa, family and community (aiga) form one of the three foundational pillars of Fa'asamoa, the Samoan way of life and cultural identity. Genuine engagement with families and communities is therefore essential to any successful educational reform. Similarly, the fa'asamoa principles of fa'aaloalo (mutual respect) and vā tapuia (sacred bond) are foundational to gender inclusive and safe families and schools. Ensuring these principles within education initiatives fosters a sense of shared responsibility, ensuring that reforms are culturally aligned, and community supported.

MEC GAG research indicates that parents and teachers often attribute male students' underachievement to behavioral issues, reflecting entrenched gender norms. Many male parents are likely to have experienced these gender norms to their schooling detriment. Each program outcome and associated parent focused activities seek to engage families and primary and non-primary carers of students in learning about gender-inclusive ways to support their students social and emotional wellbeing and schooling achievement.

In addition to ECE or school-based activities (parent information sessions and workshops), district-level community structures will provide alternate pathways to providing male and female parents with improved understanding of gender social norms and how these can inhibit their children's learning progress, and gender-inclusive strategies for supporting their children's academic achievement.

Where gender intersects with other vulnerabilities, such as poverty, residence in rural and remote areas, disability and neuro-divergence, the modes in which communication and engagement with parents occurs will consider vulnerable cohorts of parents' communication preferences e.g oral discussion or 'talanoa', written material in physical and digital form, and availability of content and information in Samaon and English languages.

In this way, parent-focused activities will engage both male and female parents in community, family and school discussions about these norms, emphasis the importance of equitable support for their children, regardless of gender, and adopt culturally-safe strategies to encourage families' shared responsibilities in their children's education. This will occur alongside teacher professional development activities equivalently designed to engage education leaders and teachers in knowing how create supportive school environments that challenge harmful gender norms and promote positive engagement in children's learning.

5 Proposed Key Components and Expected Results

The development of Samoa's new Education Sector Plan (ESP) 2025-2030 presents a timely opportunity to ensure full alignment between the STG strategies and the country's educational priorities. The STG programme proposal refines the priority reform outlined in the Partnership Compact while leveraging the insights from further consultations and the new ESP to design targeted interventions that respond to critical sector needs and act as catalysts for system transformation. Through this process, three strategic domains emerged as focal areas: **ECE and transitions to early primary**, **foundational learning in primary schooling**, and **school-level TVET with pathways to employment and PSET**. These domains were prioritised due to their potential to address systemic challenges and unlock seamless transitions that promote quality lifelong learning for all.

At the core of the programme design is a commitment to advancing **teacher development**, **gender equality**, **inclusion**, and **community participation**. These cross-cutting issues are embedded within the interventions to ensure a holistic approach to priority reforms. They are informed by evidence-informed understandings about the diverse and often contradictory gendered and intersectional experiences of Samoan school students.

For example, MEC's 2023 GAP report indicates a significant disparity between male and female students in academic performance, with primary and secondary female students significantly outperforming their male peers in English Literacy and Numeracy, and being more likely to complete secondary and tertiary education. Yet, findings presented in the report also indicated that compared to 'high achieving girls', 'low achieving boys' have higher confidence and achievement in their Gagana Samoa literacy.

Concerningly, low achieving male students report higher rates of emotional, verbal and physical abuse from teachers, and needing to increasingly prioritise home responsibilities over studies as they progress from primary to secondary schooling. Here for example, male students higher rates of experiencing unsafe learning environments, and lower rates of schooling achievement and completion highlight gendered patterns of achievement impacted by cultural and social gender norms.

In contrast, despite female students' generally higher rates of school achievement and completion, female students from poorer or rural families are more likely to drop-out of secondary schooling and transition to low-paid or unpaid work in agricultural industries, or unemployment between the ages of 15-24. In this age-bracket, female youth's participation in the workforce is lower than their male peers, whilst their rate of unemployment is two times higher. Rural women aged over 15 years who experience intimate partner violence are more likely to experience controlling behaviour from partners than their urban peers. These female students' intersectional experiences of schooling achievement provide contrast to the progress of 'high achieving girls' visible in the 2023 GAG report.

To accommodate the diverse and often complex circumstances affecting students wellbeing and learning, the program considers factors such as gender, socio-economic status, cultural background, family dynamics, and experiences of disability and neurodivergence, and to design intervention strategies and activities that includes and builds on such intersectionality to improve educational outcomes. It assumes transforming education systems require whole-of-community approaches which involve and include diverse educational leaders, teachers, students and families.

5.1 Outcome 1 Early Childhood Education Beginnings

Outcome 1 focuses on enhancing ECE and transitions to primary education. While Samoa has developed several policies and tools in this area, implementation remains a significant challenge, alongside limited coordination within the subsector. These challenges create barriers to young children's preparation for and smooth transitions into primary education. This outcome, therefore, aims to strengthen planning, coordination, and resource allocation while addressing implementation gaps in the other four core functions of ECE as identified in the ESA: curriculum development, workforce training, family and community engagement, and quality assurance.

Program activities are designed to increase ECE participation rates which are complicated by challenges enforcing 'mandatory attendance' for 3-5 year old children, difficulties in regulating mission and private schools whose remit is to deliver government mandated ECE education in Samoa and the lower levels of ECE teacher qualifications compared to their primary and secondary teacher peers (only 4% of the ECE teaching workforce holding a Diploma or higher level teaching qualification).

5.2 Outcome 2 Primary Schooling Foundations

Outcome 2 focuses on strengthening primary school aged students' foundational literacy and numeracy skills to sustain their engagement and success at primary school and as they transition to secondary and post-secondary education and work. Where students experience literacy and numeracy success in the earlier years of compulsory schooling, they are more likely to remain engaged in secondary education and able to maximise the learning they experience within it. Utilising existing literacy and numeracy achievement datasets as diagnostic tools at the school and grade level affords primary teachers' opportunities to design and deliver multi-tiered interventions for vulnerable student cohorts as well as provide tailored individual support for learners with additional needs. These students are otherwise at risk of progressing through their schooling without achieving the levels of literacy and numeracy skills necessary to future learning and work opportunities.

Evidence generated through analysis of national SPELL achievement data indicates most of Samo's upper primary students are not yet working AT year level standards across Gangan Samoa, English and Numeracy subjects, with a gendered gap between boys and girls achievements in these subjects.

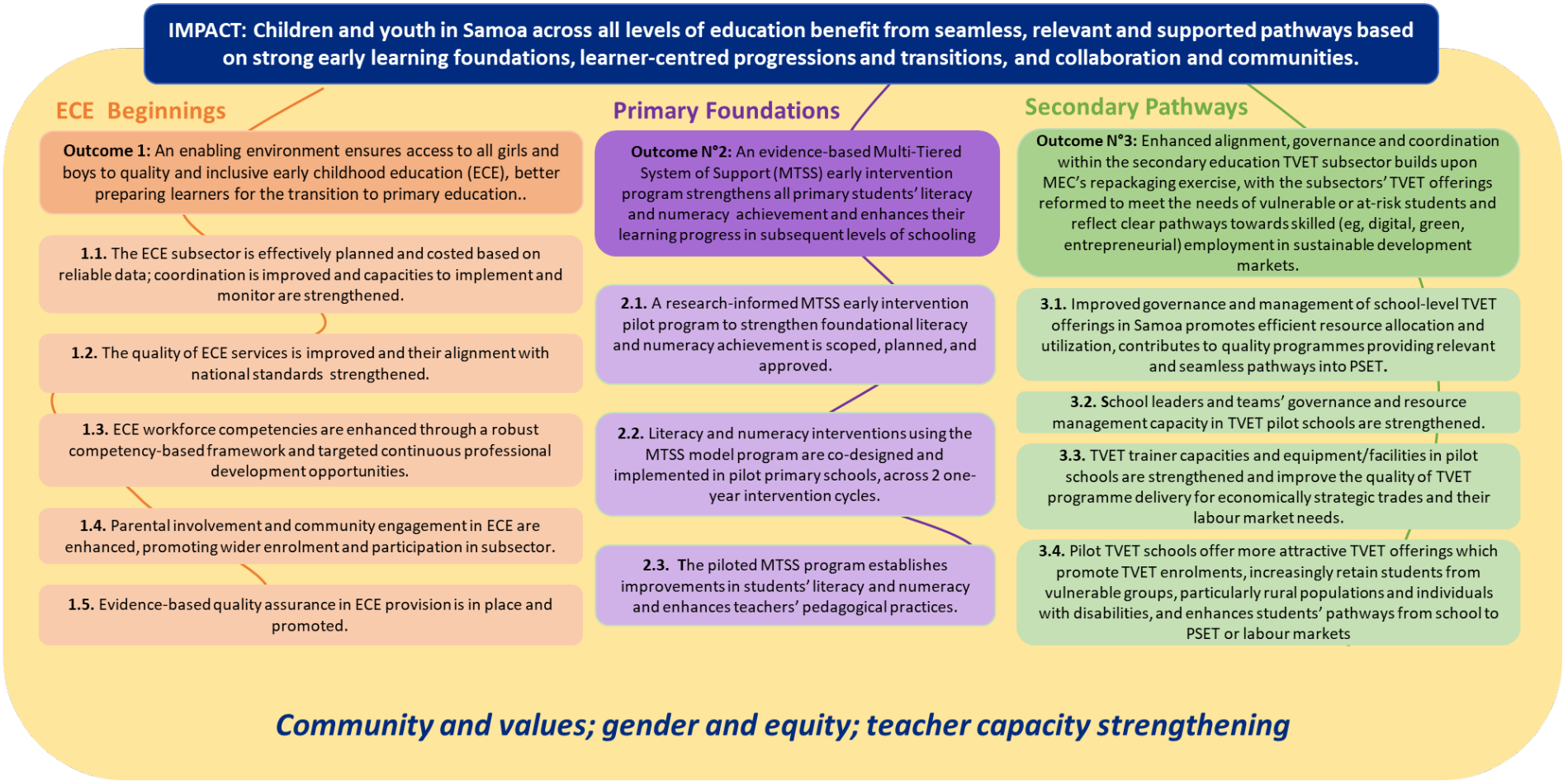
5.3 Outcome 3 Secondary Schooling Pathways

Outcome 3 targets the TVET subsector, focusing on improving pathways to PSET and employment. Secondary education faces structural bottlenecks, with high dropout rates—particularly among boys and in grades 11–12—and limited pathways for children and youth in the later years or after secondary school completion. Offering high quality, attractive and relevant TVET programmes at secondary level could facilitate the continuation of learning through higher education or provide alternate learning pathways for youth willing to enter the labour market, reducing socioeconomic and geographic inequalities and equipping young people with the skills needed to thrive. The outcome seeks to support enhanced alignment, governance and coordination within the TVET subsector and aligns with UNESCO's global strategy for TVET support and Samoa's vision for repackaging secondary-level TVET offerings. This outcome builds upon planned activities under MEC's TVET repackaging exercise and includes complementary initiatives to achieve a comprehensive reform of TVET offerings within secondary education subsector. The longer-term vision for Secondary Schooling pathways includes school-based apprenticeships, however this pathway is out of scope for the Systems Transformation Grant programme outlined here.

The design of Outcome 3 program activities seeks to address the intersection of students' location (in rural areas), socio-economic disadvantage, and experience of disability which currently shape students' successful progression through schooling. For example, Samoa's SCG submission highlighted that 85% of students experiencing a disability lived in rural areas. UN Women's Gender Equality Brief for Samoa indicates in rural areas girls (otherwise over-

represented in Samoa's schooling system) are likely to drop-out of secondary school to work in low-paid or unpaid agricultural jobs growing, harvesting and selling crops. Boys on the other hand are universally more likely to leave school to take on family responsibilities and paid work necessary to support their family commitments.

Together, these outcomes aim to create a sustainable and inclusive education system that empowers learners at every stage, ensures equitable opportunities, and fosters lifelong learning for all in Samoa.



5.4 Cross Cutting Inclusive Priorities and Principles of Program Design

The Government of Samoa and the Ministry for Education have a deep commitment to integrating Gagana Samoa (language) and FaaSamoa (culture) not only across the Samoa curriculum but also within the education system and policy frameworks that guide it. This is positioned a central to the long-term and sustainable development of Samoan society and its economy, and assumes the inclusion of all Samoan people, and in this context, all children.

The focus of gender-based programmatic interventions presented in this STG application are informed by the Samoa Ministry of Education (MEC)'s 2023 Gender Achievement Gap(GAG) report and 2023 Educational Digest, the Samoa Partnership Compact, the UN Women's 2022 Gender Equality Brief Samoa and broader research relevant to Samoa education contexts.

The proposed STG program seeks to strengthen key aspects of each basic-education sub-sector, in ways that improve all children's participation and success in schooling and their future cultural and life opportunities. To achieve this, cross-cutting priorities of gender, disability, family and community inclusive education practices are embedded in each of the Program Outcome activities and results monitoring. These priorities position aiga (family and community), fa'aaloalo (mutual respect) and vā tapuia (sacred bond) as foundational to gender inclusive and safe families and schools. Additionally, the integrated STG programme design includes activities which further the three immediate-term recommendations of MEC's 2023 GAG report:

- Recommendation 1: Explore interventions 'to support literacy and numeracy support for boys, in particular in primary school' (Outcome 2: MTSS Pilot program and TVET Pilot professional development for teachers)
- Recommendation 2: Focus on programs 'to eliminate bullying in schools' (Outcome 1: focus on whole-of-site SEL program).
- Recommendation3: Take measures 'to eliminate physical, verbal and emotional abuse of students by teachers in schools' (Outcomes 2&3: MTSS Pilot and TVET Pilot progressional development for teachers)

The ways in which these priorities are addressed take different forms and foci as relevant to the education subsector, student cohorts and workforce and resource development needs prioritized within each program outcome.

Across all three programs, teacher professional development initiatives will include information and content about gender-stereotypes, their impacts and gender-inclusive strategies to avoid them. Result indicators will monitor teachers pre and post training awareness of their own and others gendered engagement with students, and teachers subsequent use of gender inclusive strategies in their classroom.

Across the primary and secondary programs, teacher professional development initiatives will additionally include information and content about physical, social and emotional forms of abuse/violence. Results indicators will monitor teachers pre and post training awareness of what constitutes abusive behaviour within teacher-student relations, the impacts abuse has on student learning and teachers subsequent use of strategies to create safe learning environments for their students. All teacher professional development activities designed to address the GAG report's immediate-term education system recommendations also contribute to progressing the report's medium-longer-term recommendations.

Program activities for Outcome 1 seek to strengthen the quality of ECE services available (fundamental to the enrolled children's safety and the benefits possible from their attendance), enhance teacher and family capacity to support children's social and emotional development and wellbeing (fundamental to children's successful transition to and learning within primary school settings) and collaborate with parents to better understand and support young children's diverse learning needs (fundamental to their future learning progressions throughout school).

ECE (and primary school) SEL programs involving whole-of-site learning (teachers, non-teaching staff, ngo service providers, children and their families) can improve students' academic achievement, and reduce bullying. They provide teachers and families strategies to support young children's understanding of their emotions and learning ways to positively respond to their feelings. Such SEL strategies engage and strengthen children with differentiated learning needs, with educators' reporting new perspectives on unintended replication of harmful social norms – such as dismissing, or distracting children from their feelings, indicating to children their emotional responses are not gender appropriate, or interpreting children's social and emotion responses through gendered-stereotypes.

Teachers and children who can recognize and self-regulate their feelings and emotional responses can enact learning relations based on fa'aaloalo (mutual respect) and vā tapuia (sacred bond). Children are supported to identify and discuss their emotions, and name harmful social behaviours or norms which make them feel unsafe and/or negatively affect them. When children are supported by whole-of-site social and emotional learning relations, they become active agents in their own, other childrens' and their families social and emotional wellbeing.

Program activities for Outcome 2 build upon the early preparation of children for schooling success in Outcome 1, with a focus on delivering targeted and tailored learning support to primary school students at the points it is most needed (using population-level evidence). The piloting of a program aimed at delivering class, cohort and individual learning intervention that are premised on safe and inclusive learning relations and spaces.

Professional development for participating teachers will include understanding more about physical, verbal and emotional abuse and it's form, and building safe relations between teachers and students. Feeling safe is the precursor to students' capacity to learn new skills and the success of any piloted literacy and numeracy interventions. As they design cohort and individual intervention strategies, participating teachers will be supported to further examine the impact of social norms and gender stereotypes on students' academic experiences and challenge accepted harmful norms (e.g. teachers holding negative perceptions of male learners, and boys experiencing abuse from teachers at higher rates than girls, deficit views of students experiencing disabilities and/or neurodivergence). Teachers will build capacity to avoid and/or transform gendered and social norms that are otherwise harmful to their students and families

Designing piloted literacy and numeracy strategies will engage primary teachers with inclusive evidence-informed approaches to supporting primary school students bi-lingual literacy and numeracy. Inclusive approaches to students' bi-lingual literacy and numeracy at primary school strengthen students' social and emotional wellbeing, cultural identities and success within and completion of primary and secondary schooling.

Program activities for Outcome 3 are focused on improving secondary schools' capacity to provide students with learning options that accommodate their family and social circumstances and students' individual learning needs, and support them to be successful within and complete secondary schooling via trade and vocational education pathways.

Outcome 3 prioritises a diverse range of student cohorts, with disparate and intersectional experience of harmful gender norms, socio-economic disadvantage, disability and neurodivergence, and rural and remote residences, and schooling achievement. Within secondary schooling, male students are likely to be more literate and confidence in Gagana Samoa whilst female students are more literate and confident in English. Generally, male students are less likely to complete secondary schooling, however poor and rural female students experience similar secondary schooling challenges to their male peers.

Students' safe relations with teachers, is until the final two years of secondary schooling differentiated by gender. In Year 12 and 13, approximately one third of male and female students experience abuse from a teacher. TVET teachers will be provided with work-integrated (as part of TVET in Schools pilot) professional development about physical, verbal and emotional abuse and it's forms, and how to build safe and inclusive relations between teachers and students. This will enable teachers to establish socially and emotionally safe TVET learning for vulnerable cohorts of students in which harmful social and gendered norms are considered and challenged.

The TVET in Schools pilot will embed opportunities to engage with at-risk or disengaged students and their families through school and community pathways and promote TVET as a safe and successful schooling option.

All program activities consider and promote positive interactions among students, regardless of gender and intersecting circumstances and experiences. They are designed to foster inclusive environments that value the contributions of all students, mitigate the impact of stereotypes and promote healthier perceptions and support of gender roles within Samoa's education system.

5.5 Program Results Chain

The Results Chain below details the activities envisaged under each output:

Impact: Children and youth in Samoa across all levels of education benefit from seamless, relevant and supported educational pathways based on strong early learning foundations, learner-centered progressions and transitions, and collaboration with communities.
Outcome 1: An enabling environment ensures access to all girls and boys to quality and inclusive early childhood education (ECE), better preparing learners for the transition to primary education.
Output 1.1: The ECE subsector is effectively planned and costed based on readily available and reliable data; coordination is improved and key stakeholders' capacities to implement and monitor ECE strategies are strengthened.
Activity 1.1.1: Carry out a comprehensive mapping of all ECE centers currently not registered with the NCECES in Samoa. The mapping should provide verifiable data on the number of unregistered centres and their owners (providers), the number of teachers and teacher aides and their qualifications, the number of children attending the centres and the ECE curricula being used. All data on student and teachers (including teacher aides) should be disaggregated by sex and disability.
Activity 1.1.2: Strengthen the regulatory mechanism to require all ECE centres to register with the National Council for Early Childhood Education Services (NCECES). This includes organizing advocacy and information

campaigns to promote the requirement for all centres to register their ECE service and providing administrative support for the registration process for unregistered centres, particularly those situated in smaller islands and rural zones.
Activity 1.1.3: Review and improve the Education Sector Plan's Monitoring, and Evaluation & Learning (MEL) framework, to ensure comprehensive and systematic monitoring of relevant and policy-related ECE information including content and curriculum, and other any additional sex-disaggregated indicators identified as gaps by the Sub-Sector Analysis, namely inclusive education indicators. This should include indicators which provide a view of disability in children (including type and severity of disability), accessibility of centre infrastructure and transport, and qualifications and training of staff in relation to disability-inclusive education.
Activity 1.1.4: Develop a comprehensive costing simulation model which provides MEC and NCECES with the ability to evaluate different policy and resource allocation scenarios to inform ECE sector strategies, optimize resource and funding and facilitate innovative policy dialogue. For example, scenario variables might include ECE 4-year-old's participation rates in ECE, incentives for high performing ECE centres, support levels for ECE centres not yet meeting MSS, ECE centre registration settings.
Activity 1.1.5: Develop an actionable and costed operational plan based on the chosen targets of the simulation model, that aligns with the overarching goals and priorities of the updated ESP and clearly identifies roles and responsibilities within the operational plan.
Activity 1.1.6: Design appropriate instruments and systematically integrate the collection of gender- and disability-related data into the existing Education Management and Information System (EMIS), along with relevant capacity development initiatives. This includes automating data collection and reporting processes to streamline the collection and improve the quality of ECE baseline and evaluation data.
Activity 1.17: Revitalise the ECE Reference Group to enhance effective coordination including support to updating the ToRs for the group, designating a dedicated coordinator and organizing the meetings. (To ensure multi-stakeholder representation and engagement, the group should be composed of MoE, MoH, MWCSD, NCECES, universities, non-government, private and mission partners, parents and community representatives).
Output 1.2: The delivery of ECE services are systematically reviewed and opportunities to strengthen and further include disability-inclusive approaches, including detection and support for neurodivergence and learning disabilities, are identified and aligned with current educational needs and national standards.
Activity 1.2.1: Conduct action research to explore how best to support ECE teachers and neurodiverse learners in Samoan ECE settings, including mapping of existing approaches and identifying inclusive and effective solutions for supporting neurodivergent learners and their teachers.
Activity 1.2.2: In conjunction with relevant sector partners (MoH and MWSDC), establish an early (4-year-old) screening programme to improve early detection of children with disabilities, including neurodivergence and other learning disabilities. This includes the recording of screening results as part of student enrolment records.
Activity 1.2.3: Supply relevant ECE centers with appropriate learning and teaching materials as per national standards, which support diverse learners' access to ECE curriculum and learning content.
Output 1.3: ECE workforce competencies are enhanced to promote quality teaching and learning through a robust competency-based framework and targeted continuous professional development (CPD) opportunities.

Activity 1.3.1: Review and align the ECE teacher training curriculum with the early Childhood Care and Education (ECCE) Teacher Competency Framework for Pacific Small Island Developing States to ensure consistency and relevance.
Activity 1.3.2: Provide in-service teacher trainings on whole-of-site (teachers, student and family) social and emotional learning (SEL), inclusive of professional development and train-the-trainer components for initial teacher education providers.
Activity 1.3.3: Provide in-service teacher training to support their ability to identify the learning needs of young children experiencing neurodivergence and/or learning disabilities and plan for inclusive learning experiences.
Output 1.4: Parental involvement and community engagement in ECE is enhanced, thus promoting wider enrollment and participation in the sub-sector.
Activity 1.4.1: In conjunction with MWSDC and other relevant sub-sector programmes, conduct community-based advocacy campaigns to encourage parents to enrol their children in ECE, and work with local community leaders to further strengthen parents' and community members' formal and informal participation in ECE in their villages and districts
Activity 1.4.2: Work with relevant civil society organisations to provide counselling support in ECE centers for parents of children experiencing neurodivergence, other learning disabilities and/or trauma.
Output 1.5: A robust Quality Assurance (QA) system is in place to ensure that ECE provisions/settings meet national standards and all ECE centres provide high quality services.
Activity 1.5.1: Review and revise the Minimum Service Standards (MSS) framework and its evaluation indicators for ECE centers.
Activity 1.5.2: Develop a comprehensive and coherent Quality Assurance mechanism that clearly identifies ECE subsector stakeholders' roles and responsibilities in relation to establishing and maintaining high quality services.
Activity 1.5.3: MEC and NCECES provide training for strengthening the capacities of leaders, management teams, and staff in ECE centers to promote wider and common/shared understandings of the MSS and how to conduct self-evaluations.
Activity 1.5.4: Strengthen MEC's and NCECES's capacity for monitoring ECE centres, based on the revised Minimum Service Standards, and providing tailored support for ECE centres to make changes required to meet and move beyond minimum standards.
Activity 1.5.5: Enhance the analysis and dissemination of sex-disaggregated and intersectional data collected and published by MEC for informed decision-making and improving data relevance to all key stakeholders, ensuring all stakeholders in ECE subsector know about the MSS, its key indicators and how they support young children's learning and wellbeing.
Outcome N°2: An evidence-based and contextually-adapted Multi-Tiered System of Support (MTSS) early intervention programme to strengthen all primary students' achievement of literacy and numeracy standards and enhance their learning progression in subsequent levels of schooling has been piloted and validated.

Output N°2.1: An iterative action research project to pilot and validate a MTSS early intervention programme to strengthen diverse learners' foundational literacy and numeracy achievements has been scoped, planned and approved.
Activity 2.1.1: Conduct a literature review of MTSS intervention models and identify a flexible 3-tiered (large cohort, small group and individual level) model with intervention strategies appropriate for use in Samoan schools.
Activity 2.1.2: Test and confirm methods for analysing school and year level data from the national literacy and numeracy achievement dataset to diagnose key gaps in students' foundational learning and literacy and numeracy skills.
Activity 2.1.3: Use the national literacy and numeracy achievement dataset to identify and engage a set of diverse schools (in terms of provider type, literacy and numeracy achievement and/or gaps, geographic location and socio-economic profile of school community) as pilot schools for the trialing of the proposed MTSS programme.
Activity 2.1.4: Develop and confirm with pilot schools a MTSS programme plan which maps the schedule and sequence of MTSS training, data analysis and intervention delivery activities and identifies key staffing (leadership and teaching) and material resources required.
Output N°2.2: Two cycles of literacy and numeracy interventions using the selected MTSS programme have been designed and implemented in pilot primary schools, where each cycle is one school year in duration.
Activity 2.2.1: Conduct MTSS intervention programme kick-start training, including methods for using achievement data as a diagnostic tool at school and year/grade level, the selection and use of MTSS literacy and numeracy interventions according to diagnoses, and processes for recording and evaluating intervention results
Activity 2.2.2: For each intervention cycle, conduct achievement results diagnostic workshops, identify appropriate multi-tier interventions, deliver/implement interventions according to agreed schedules/timetables and record and evaluate results.
Activity 2.2.3: At the conclusion of each cycle, conduct MTSS intervention programme review workshops to gather feedback from staff about usefulness of achievement data as a diagnostic tool, identify successes and challenges in use of MTSS model and associated literacy and numeracy interventions, review and compare end of year achievement testing data to prior year's achievement results (original diagnostic data) and confirm any required adjustments to MTSS model and intervention strategies in preparation for next cycle of implementation.
Output Nº2.3: Aggregated literacy and numeracy intervention results and pilot schools feedback have been analysed and the impact, sustainability and scalability of the MTSS programme in relation to student achievement and staff pedagogical practice has been evaluated and disseminated
Activity 2.3.1: Collect, aggregate and analyse MTSS intervention program data from pilot school intervention cycles in relation to impact on student literacy and numeracy achievement over time, and sustainability and scalability of changes to teachers' pedagogical practice in relation to literacy and numeracy.
Activity 2.3.2: Identify and share cases of best practice from aggregated analysis to promote broader learning about and use of the validated MTSS literacy and numeracy intervention programme.

Activity 2.3.3: Work with MEC and relevant sector stakeholders to develop, plan and cost a wider rollout strategy for the validated MTSS literacy and numeracy intervention programme, which includes the identification of roll-out funding, priority schools for inclusion in the first round of roll-out implementations, and the training of a set of MTSS intervention trainers to ensure scalability of the programme.
Outcome N°3: Enhanced alignment, governance and coordination within the secondary education TVET subsector builds upon MEC's repackaging exercise, with the subsectors' TVET offerings reformed to meet the needs of vulnerable or at-risk students and reflect clear pathways towards skilled (eg, digital, green, entrepreneurial) employment in sustainable development markets.
Output N°3.1: Improved governance and management of school-level TVET offerings in Samoa promotes efficient resource allocation and utilization, contributing to the quality and relevance of programmes providing seamless pathways into PSET.
Activity 3.1.1: Develop a costed simulation plan for the implementation and repackaging of TVET programmes at school-level with options for financial management and resource allocation, including the launch of regular funding calls that engage stakeholders at national, regional, and international levels, (i.e., Development Agencies), in synergy with other resource mobilisation strategies.
Activity 3.1.2: Identify and engage a selection of secondary schools servicing identified vulnerable populations of students and currently offering TVET options to participate in a pilot of the proposed TVET programme in secondary schools reforms.
Output N°3.2: Strengthened capacities of TVET leaders (principals and school directors) and their teams (from the selected pilot schools in Samoa) in relation to governance and resource management approaches.
Activity 3.2.1: Conduct a situational analysis to assess the governance and resource management (both technical and financial) status of the selected schools.
Activity 3.2.2: Organize workshops to train senior personnel, including directors, principals and their management teams, on governance and management of financial and technical resources. The training will consider the adoption of digital technologies and platforms, as well as sustainable practices.
Activity 3.2.3: Facilitate access to UNESCO-UNEVOC centre scholarships and/or equivalent scholarship programmes to enable principals and directors to participate in the UNESCO-UNEVOC TVET Leadership Programme and other UNEVOC initiatives targeting leaders and managers of TVET centers.
Activity 3.2.4: Facilitate the sharing of best practices and promote exchanges (virtual and/or in-person) among centers of excellence engaged in similar thematic domains at regional and international levels. This is aimed at the training of directors, principals and their management teams on the themes of governance and resource management (both technical and financial).
Output N°3.3: The capacities of trainers, as well as the TVET equipment in selected pilot schools, are strengthened to improve the quality of TVET programme delivery for economically strategic trades, in view of providing a relevant response to their current and future needs, with a particular emphasis on digital and green skills.

Activity 3.3.1: Continue the mapping of current TVET school offerings. The mapping will inform whether curricula are aligned with the market demands and PSET offerings, and will help identify deficits related to foundational, digital and green skills to inform final stages of the MEC repackaging exercise.
Activity 3.3.2: Provide technical support for developing or upgrading curricula and training programmes for the selected trades. The technical support will be in line with the repackaging work that has already been initiated by the MEC, private sector consultations and professional experience, and integrate the provision of digital and green skills.
Activity 3.3.3: Develop training modules to support school-based TVET teachers to deliver the repackaged/revised TVET curricula using best practices, TVET delivery methods and competency-based assessment approaches, and organize workshops to train teachers and trainers.
Activity 3.3.4: Provide equipment for teaching the identified priority trade areas to the pilot schools, with a focus on geographic distribution and rural schools.
Activity 3.3.5: Facilitate the sharing of best practices and promote exchanges (virtual and/or in-person) among centers of excellence engaged in similar thematic domains at regional and international levels. This is aimed at training teachers and trainers in teaching methods, with a focus on the integration of digital tools and platforms and the implementation of innovative pedagogies.
Output N°3.4: Pilot TVET schools offer more attractive TVET offerings which promote TVET enrolments, increasingly retain students from vulnerable groups, particularly rural populations and individuals with disabilities, and enhances students' pathways from school to PSET or labour markets.
Activity 3.4.1: Conduct a study to identify the specific needs related to skills development and tools that could facilitate the participation of boys and girls, youths and individuals from vulnerable groups, particularly rural populations and individuals with disabilities, in the proximity of the identified schools. The study will help identify key bottlenecks for equal gender participation and inclusion.
Activity 3.4.2: Organise workshops to train school leaders, trainers and teachers, and raise their awareness about the training needs of boys and girls, youths and individuals from vulnerable groups, particularly the ones from rural zones or with disabilities.
Activity 3.4.3: Develop gender-responsive TVET teaching and delivery methods tailored to learners' identified needs and raise awareness among school leaders, trainers and teachers of gender considerations in training provision and labour market access.
Activity 3.4.4: Establish a career guidance counselling mechanism in the selected TVET centers aimed at enhancing awareness of the public about the existing skills development programmes in their respective geographic areas. The career guidance counselling mechanism should provide information on admission criteria, available qualifications, as well as pathways to PSET, potential employment and career opportunities.
Activity 3.4.5: Conduct pilot delivery of reformed TVET curricula with a first cohort of learners in selected TVET centres and evaluate teaching capacity to deliver new curricula.
Activity 3.4.6: Develop a compendium of best practices (governance and resource management, teaching practice and TVET promotion through career awareness mechanisms) based on the pilot assessment to inform future scaling up to other schools/regions and other related trades.

6 Programme Outcome Indicators

The results framework and indicators presented here integrate gender and intersectional indicators to ensure progress towards cross-cutting inclusive education priorities can be effectively monitored. Indicators include as Parity Indices for academic achievement and completion rates disaggregated by gender, as well as disability, which allows for monitoring the the experiences of vulnerable student cohorts (for example, boys in relation to English literacy and numeracy, and girls in relation to Gagana Samoa literacy, students experiencing disability, poverty or geographical isolation etc). Cross-cutting indicators allow for the monitoring of progress in addressing gendered educational disparities and in the longer-term, ensuring that students of all genders, capacities and circumstances are supported in their educational journeys.

Outcome 1: An enabling environment ensures access to all girls and boys to quality and inclusive early childhood education (ECE), better preparing learners for the transition to primary education.

Outcome Outputs	1.1 The ECE subsector is effectively planned and costed based on readily available and reliable data; coordination is improved and key stakeholders' capacities to implement and monitor ECE strategies are strengthened. 1.2 The delivery of ECE services are systematically reviewed and opportunities to strengthen and further include disability-inclusive approaches, including detection and support for neurodivergence and learning disabilities, are identified and aligned with current educational needs and national standards. 1.3 ECE workforce competencies are enhanced to promote quality teaching and learning through a robust competency-based framework and targeted continuous professional development (CPD) opportunities. 1.4 Parental involvement and community engagement in ECE is enhanced, thus promoting wider enrollment and participation in the sub-sector. 1.5 A robust Quality Assurance (QA) system is in place to ensure that ECE provisions/settings meet national standards and all ECE centres provide high quality services.

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
Outputs 1.1, 1.4, 1.5	ECE policy documents (relevant legislation, government policies, curriculum, Minimum Service Standards (MSS), data collection instruments etc) publicly accessible and available online.	Policy documents are not publicly available	100% ECE Policy documents and ECE data collection forms available on MEC website.	Quarterly	MEC ECE Webpages District Councils and Women's Committees
	Parent and ECE teacher facing information and digital processes accessible in Samoan in oral and written modes (more accessible for male parents and teachers, and rural and disadvantaged female parents and teachers).	ECE Curriculum documents are available in Samoan via Internet search	Vulnerable parents and teachers access to ECE information and processes is brokered by community leaders and services.	Annual	
Outputs 1.1, 1.5	• No of registered ECE Centres (previously unregistered centres become registered)	123 Registered & Unknown Unregistered Centres	All operating ECE centres registered	Annual	NCECES & MEC ECE registration data NCECES & MEC ECE MSS evaluation data
	• No of ECE centres conducting MSS self-evaluation	0 self-evaluating ECE centres	70% ECE centres self-evaluating	Annual	
	• Percentage of registered ECE Centres meeting MSS	Unavailable	70% ECE Centres Meeting Standard		
Outputs 1.1, 1.4, 1.5, 1.2	• Net enrolment rate in ECE (by sex and disability status)	2023, ECE: 27%; M 26%, F 28%	ECE: 51%; M 51%, F 51%	Annual	MEC Education Statistical Digest (ECE extended reporting post FY28) EMIS (ECE extended data collection post FY28)
	• No. & proportion of 'complete' ECE student enrolments records.	2025 establish baseline	90% of enrolled ECE records		
	• No. & proportion of children screened for basic learning challenges (hearing, sight, etc) in year prior to starting primary school	Current screening occurs in primary school	100% of enrolled students		
	• Improved transition rate from ECE to primary (by sex and disability status)	2025 Establish baseline	5% increase		
	• Gender parity indices of ECE attendance and completion, experience of disability	2025 Establish baseline	1:1 parity	Annual	

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
Outputs 1.2, 1.3, 1.4	• No. ECE practitioners trained in supporting children's social and emotional development (by sex)	2025 Establish baseline	100%	Annual	MEC Education Statistical Digest STG ECE Outcome MEL data
	• No of ECE practitioners who can recognize their own and/or others' gendered engagement with children because of SEL training	Establish 2025 baseline	80% of ECE teachers recognising gendered practices.		
	• No of ECE practitioners who use gender-inclusive SEL strategies when engaging with children because of SEL training	Establish 2025 baseline	50% of ECE teachers implementing gender-inclusive SEL practices		
	• No. family members participating in learning about their children's social and emotional development (by sex and disability status)		70% of families 20% of family members engaging in children's SEL are male		
	• No of family members who report recognizing their and others' gendered interactions with children as a result of engaging with their ECE centres' SEL programs.		60% of participating family members 20% of family members are male		
	• No of family members who report using gender-inclusive SEL strategies when engaging with their children.		30% of participating family members 20% of family members are male		
	• No. ECE practitioners trained in supporting learning needs of children experiencing neurodivergence (by sex)	Establish 2025 baseline	40% of ECE teachers	Annual	
	• No of trained ECE practitioners who are aware of the gendered presentations of neurodivergence in young children	Establish 2025 baseline	100% of all ECE teachers trained in supporting neurodivergent children		

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
	• No. parents of children with disabilities accessing counselling support via ECE centres	Establish 2025 baseline	70% of families with children experiencing disabilities		
	• Proportion of male parents accessing counselling support via ECE centres		20% of family members accessing support are male		

Outcome 2: An evidence-based and contextually-adapted Multi-Tiered System of Support (MTSS) early intervention programme to strengthen all primary students' achievement of literacy and numeracy standards and enhance their learning progression in subsequent levels of schooling has been piloted and validated.

Outcome Outputs	**2.1:** An iterative action research project to pilot and validate a MTSS early intervention programme to strengthen diverse learners' foundational literacy and numeracy achievements has been scoped, planned and approved. **2.2:** Two cycles of **l**iteracy and numeracy interventions using the selected MTSS programme have been designed and implemented in pilot primary schools, where each cycle is one school year in duration. **2.3:** Aggregated literacy and numeracy intervention results and pilot schools feedback have been analysed and the impact, sustainability and scalability of the MTSS programme in relation to student achievement and staff pedagogical practice has been evaluated and disseminated

Outputs	**Outcome indicators**	**2024 Baseline (unless specified)**	**FY29 Target (unless specified)**	**Frequency**	**Data source**
Outputs 2.1	• No of Yr 5-8 teachers that have access to validated method for using national literacy and numeracy achievement dataset as a diagnostic tool.	0	100% Yr 5-8 Samoan teachers	Annual	MEC and NUS websites contain method overview, and detailed support resources MEC-NUS MTSS Project datasets and tools (eg validated diagnostic tool, gender disaggregated school and class datasets SPELL National datasets
	• Validated diagnostic tool includes gender disaggregated analysis of learning and learning progressions across all achievement testing areas at school and class level		FY27 validated diagnostic tool includes gender disaggregated results and analyses for all testing areas		
Outputs 2.1, 2.2	• No. of schools participating in pilot program.	0	6	Annual	NUS MTSS Intervention Project datasets and tools MEC standard datasets and tools beyond project life SPELL National datasets
	• No. of Yr 5-8 Teachers trained in using Multi-Tier Systems of Support and accompanying literacy and numeracy interventions (by sex)	0	FY27 40 teachers FY29 40 teachers		
	• Proportion of teachers who can identify abusive behaviours (physical, verbal and emotional) in their or others' classroom practice, and understand the impacts on students' learning because of MTSS pilot participation.		FY27 - 100% of teachers participating in the pilot		

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
	• No of teachers who report changing their classroom/teaching behaviours to create physically, socially and emotionally safe learning space because of participating in the MTSS pilot.	2023 GAG Report: extrapolated baseline 53% of participating teachers needed to change their practices	FY29 70 % of teachers participating in pilot FY29 100 % of teachers participating in pilot		
	• No and proportion of Literacy and Numeracy interventions using gender-inclusive learning strategies	Establish 2025 baseline	80% piloted intervention strategies		
	• No of teachers who can recognize their and others' gendered engagement with students because of training in MTSS interventions	Establish 2025 baseline	80 % of teachers participating in pilot		
	• No of pilot teachers using gender as a lens to plan for/engage students in literacy and numeracy learning because of participating in the MTSS pilot.	Establish 2025 baseline	FY29 70 % of teachers participating in pilot		
	• Proportion of male and female students participating in MTSS pilot who report experiencing abuse (emotional, physical, verbal) from a teacher	2023 Baseline: 34-38% (Yr4-8 High Achieving Females) 53-47% (Yr4-8 Low Achieving Males)	FY29 100% of male and female students participating in pilot,		
	• Percentage (%) of Year 4, Year 6 and Year 8 students in pilot schools achieving L3 and L4 for Gagana Samoa (by sex and disability and neurodivergence status)	Year 4 Gagana Samoa M: 13.1%; F: 28.6% Year 6 Gagana Samoa M: 15%; F: 34.3% 2025 Establish disability/ND baselines	2027 (pilot schools) & 2030 (1st round rollout) Year 4 Gagana Samoa M: 18%; F: 33% Year 6 Gagana Samoa M: 20%; F: 39% 5% improvement on baseline for these student cohorts		
Outputs 2.3	• Costed plan for broader rollout of MTSS model and literacy and numeracy interventions approved by MEC	2025 establish baseline	FY28 Approved plan funded for FY29 first round rollout	Annual	NUS and MEC

Outcome 3: Enhanced alignment, governance and coordination within the secondary education TVET subsector builds upon MEC's repackaging exercise, with the subsectors' TVET offerings reformed to meet the needs of vulnerable or at-risk students and reflect clear pathways towards skilled (eg, digital, green, entrepreneurial) employment in sustainable development markets.

Outcome Outputs	**3.1:** Improved governance and management of school-level TVET offerings in Samoa promotes efficient resource allocation and utilization, contributing to the quality and relevance of programmes providing seamless pathways into PSET. **3.2:** Strengthened capacities of TVET leaders (principals and school directors) and their teams (from the selected pilot schools in Samoa) in relation to governance and resource management approaches. **3.3:** The capacities of trainers, as well as the TVET equipment in selected pilot schools, are strengthened to improve the quality of TVET programme delivery for economically strategic trades, in view of providing a relevant response to their current and future needs, with a particular emphasis on digital and green skills. **3.4:** Pilot TVET schools offer more attractive TVET offerings which promote TVET enrolments, increasingly retain students from vulnerable groups, particularly rural populations and individuals with disabilities, and enhances students' pathways from school to PSET or labour markets.

Outputs	**Outcome indicators**	**2024 Baseline (unless specified)**	**FY29 Target (unless specified)**	**Frequency**	**Data source**
Outputs 3.1	• No. of TVET courses packaged and piloted as secondary school pathway to PSET qualifications	0	5 TVET packages	Annual	MEC Annual Report MEC-SQA TVET in Schools Project datasets and reporting
	• No. Schools agreed as pilot sites for TVET pathways trial	0	4 schools offering school-based TVET		
Outputs 3.1, 3.2	• No. of TVET school leaders and managers trained in governance and management of TVET financial & technical resources (by sex)	0	FY26: 12	Annual	MEC & SQA standard datasets beyond project life
	• No of secondary teachers trained in the delivery of repackaged TVET curricula and TVET pedagogy and practice (by sex)	0	FY27:12		
	• No of secondary school principals and TVET leaders participating in the UNESCO-UNEVOC TVET Leadership Programme (by sex)	0	FY28: 24 FY29:24FY		
Outputs 3.3	• No. Pilot schools have necessary technical resources (assets and consumables) to deliver repackaged TVET curricula	0	FY27: 4	Annual	SQA Pilot Project Reporting

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
	• No of secondary student participating in repackaged TVET programmes at pilot schools (during and after pilot) (by sex, disability, geolocation and socio-economic status)	0	FY29:All: 287 Female: 158, Male: 129		MEC TVET datasets
	• No of out-of-school youth re-entering secondary TVET programmes (during and after pilot) (by sex, disability, geolocation and socio-economic status)	2025 establish baseline	FY29: 170 Female: 80, Male: 90		
	• No. of schools, school students and their families who have accessed career awareness information about repackaged TVET information (by sex, disability, geolocation and socio-economic status)	0	FY27: 4 schools and relevant Yr 11-13 students and families		
Output 3.4	• No of principals, TVET leaders and teachers who can identify abusive behaviours (physical, verbal and emotional) in their or others' TVET practice, and understand the impacts on students' learning because of TVET pilot participation.	Extrapolate 2025 baseline from 2023 GAG dataset	FY27: 24		MEC-SQA TVET in Schools Project datasets and reporting MEC & SQA standard datasets beyond project life
	• No of TVET leaders and teachers who report changing their TVET teaching behaviours to create physically, socially and emotionally safe learning spaces because of participating in the TVET pilot training.	2023 GAG Report: extrapolated baseline 33% of secondary teachers needed to change their practices	FY2Y: 70 % of teachers participating in pilot FY29: 100 % of teachers participating in pilot		
	• No of TVET leaders and teachers who can recognize their and others' gendered engagement with students because of TVET pilot training	Establish 2025 baseline	FY29: 80 % of teachers participating in pilot		
	• No of TVET leaders and teachers using gender as a lens to plan for/engage students in TVET because of participating in the pilot.	Establish 2025 baseline	FY29: 70 % of teachers participating in pilot		

Outputs	Outcome indicators	2024 Baseline (unless specified)	FY29 Target (unless specified)	Frequency	Data source
	• Parent and student teacher facing TVET information and tools accessible in Samoan in oral and written modes (accessibility for male parents and students, and rural and disadvantaged female parents and students) and in physical and digital modes (accessibility for rural and economically disadvantages families, parents and students experiencing disabilities).	TVET in Schools information and tools accessible via school, digital platforms and community pathways.	Vulnerable parents and students access TVET information in inclusive ways by their schools and communities.		

7 Implementation Arrangements

UNESCO, as the designated Grant Agent, will assume responsibility for the implementation and monitoring of the grant. In close collaboration with key stakeholders, UNESCO will ensure that all interventions align with the roles and mandates of relevant ministries and government agencies and are executed in consultation with development partners, bilateral donors, civil society, teachers and school leaders, the private sector, and faith-based organizations. Key national partners identified at this stage include the Ministry of Education and Culture (specifically the Education Sector Coordination Division, and the Departments for ECE, TVET, and Inclusive Education), the Samoa Qualifications Authority, the National University of Samoa, and the Ministry of Women, Community and Social Development. Regular reporting will be conducted to the Local Education Group (LEG) and the Education Sector Working Group (ESWG), which includes broader development partner representation.

The coordination of the STG will be overseen by the Education Programme Specialist based in UNESCO's Apia Office, supported by UNESCO's focal points for GPE at Headquarters. An Associate Programme Specialist will be engaged to facilitate grant implementation, ensure ongoing communication with partners, and monitor progress. This role will be based in the UNESCO Apia Office and will work in close collaboration with the Ministry of Education and Culture (MEC).

Targeted interventions in ECE, Primary Education and TVET will leverage UNESCO's in-house expertise for developing tools, facilitating workshops, conducting analyses, and producing costed plans. This will include support from UNESCO's Youth and Skills Division at Headquarters, the Early Childhood Education and Care expertise in the Bangkok Office and in Headquarters, and the activation of the UNESCO-UNEVOC network.

To enhance local ownership and efficiency, UNESCO will establish an Implementation Partner Agreement (IPA) with the Ministry of Education and Culture. This agreement will channel funds through government mechanisms when appropriate, and define the specific and targeted interventions to be implemented through the implementing partner. The detailed allocation of funds and implementation responsibilities will be defined as part of the initial programme start-up activities in July 2025.

For Early Childhood Education (ECE) interventions, a dedicated subsector Coordinator will be engaged to assist the MEC's Department for ECE in coordinating the ECE Reference Group and implementing key grant-related activities. For Outcome 2, pilot schools will be identified collaboratively with MEC and the National University of Samoa following analysis of national literacy and numeracy achievement datasets and taking into consideration schools serving rural and vulnerable populations. For Outcome 3, pilot schools will be identified collaboratively with the TVET Department based on criteria that ensure geographical representation and take into consideration schools serving rural and vulnerable populations. The selection of targeted trades will include those already identified by the MEC in their Repackaging exercise as well as additional trades identified as strategically important to Samoa and agreed upon through consultation with the Samoa Qualifications Authority, MEC, and private sector partners.

These arrangements aim to ensure that all interventions are systematically planned, effectively implemented, and sustainably embedded within the sector's broader reform efforts.

8 Proposed Budget Distribution

The table below is the proposed STG implementation budget, approved by the Education Sector Advisory Group, based on a cost estimation of the activities included in the Results Chain.

Component	**Grant %**	**Funds Allocation**
Outcome 1		900,000
Outcome 2		500,000
Outcome 3		740,000
Programme Coordination		300,000
Evaluation		60,000
TOTAL		**USD 2,500,000**
Support Costs (Agency Fees)	7%	USD 175,000
TOTAL SUPPORT COSTS		**USD 2,675,000**

9 Proposed Implementation Schedule and Actors

		Activity	Actors	FY2025/26				FY2026/27				FY2027/28				FY2028/29			
				Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Outcome 1: An enabling environment ensures access to all girls and boys to quality and inclusive early childhood education (ECE), better preparing learners for the transition to primary education.	**Output 1.1**	**Activity 1.1.1:** Mapping of all unregistered ECE centers in Samoa, including collection of data	MEC, NCECES, ECE Centres, Families																
		Activity 1.1.2: Strengthen the regulatory mechanisms and require all ECE centres to register NCECES.	MEC, NCECES, ECE Centres,																
		Activity 1.1.3: Review ESP's Monitoring, and Evaluation & Learning (MEL) framework and update with ECE information and indicators.	MEC and NCECES																
		Activity 1.1.4: Develop costing model which provides ability to evaluate different ECE sector policy and resource allocation scenarios	MEC Finance team, MEC ECE/PPRD teams and NCECES																
		Activity 1.1.5: Develop operational plan aligned to 2025-30 ESP and allocate clear roles and responsibilities in plan.	MEC ECE/PPRD/ESCD/ Finance teams																
		Activity 1.1.6: Design and integrate collection of disability-related data into EMIS along with relevant capacity development initiatives.	MEC ICT/ECE/PPRD teams. MOH etc																
		Activity 1.17: Revitalise the ECE Reference Group to enhance effective coordination and engage families and communities	MoE, MoH, MWCSD, NCECES, NUS, NGO/CSO/FBO																
	Output 1.2	**Activity 1.2.1:** Conduct action research inquiry into supporting ECE teachers and neurodiverse learners	NUS, NCECES, Senese, SEN																
		Activity 1.2.2: Establish an early (4-year-old) screening programme to improve early detection of children experiencing disabilities	MEC, MoH, MWSDC																
		Activity 1.2.3: Supply ECE centers with learning and teaching materials which support diverse learners access to ECE curriculum and content.	NCECES, MCIL, TVET providers, local business																
	Output 1.3	**Activity 1.3.1:** Align ECE teacher training curriculum with the PSIDS ECCE Teacher Competency Framework	MEC PPRD/ECE teams, NCECES, NUS ECE team																
		Activity 1.3.2: Provide TVET trainer and in-service teacher trainings on social and emotional learning in ECE settings	NCECES, MEC, NUC, ECE centres/teachers																
		Activity 1.3.3: Provide in-service teacher training to support teachers' capacity to plan and deliver inclusive learning experiences.	NCECE/NUS teacher training teams																
	Output 1.4	**Activity 1.4.1:** Conduct community advocacy campaigns to strengthen ECE enrolments and parents' participation in ECE	MEC, NCECES, MWSDC, SEN, , SENESE, District Off.																
		Activity 1.4.2: Provide counselling support for parents of ECE children experiencing neurodivergence, disabilities and/or trauma.	MEC, NCECES, SENESE, SEN, SVSA																
	Output 1.5	**Activity 1.5.1:** Review the Minimum Service Standards (MSS) framework and evaluation indicators for ECE centres.	MEC, NCECES, ECE Providers, Regional Stakeholders																
		Activity 1.5.2: Develop QA mechanism that identifies ECE stakeholders' roles/responsibilities and delivers quality services.	MEC, NCECES, ECE Providers, Regional Stakeholders																
		Activity 1.5.3: Provide training for ECE leaders, management teams, and staff to promote shared understandings of QA model.	MEC, NCECES																
		Activity 1.5.4: Strengthen capacity for regulating ECE centres and provide tailored support for ECE centres to meet standards.	MEC, NCECES, ECE Technical Assistance																
		Activity 1.5.5: Enhance analysis and dissemination of ECE datasets for improved relevance and ECE decision-making support	MEC, NCECES,																

		Activity	Actors	FY2025/26				FY2026/27				FY2027/28				FY2028/29			
				Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Outcome N°2: An evidence-based and contextually-adapted Multi-Tiered System of Support (MTSS) early intervention programme to strengthen all primary students' achievement of literacy and numeracy	**Output N°2.1**	**Activity 2.1.1:** Conduct literature review of MTSS intervention models and identify model and intervention strategies appropriate for use in Samoan schools (and obtain ethics approvals)	NUS research team, Expert Teachers (Samoa) Critical Friends (Pacific)																
		Activity 2.1.2: Test and confirm methods for analysing school-level achievement datasets to diagnose foundational gaps in student's literacy and numeracy learning and skills.	NUS research team, Expert Teachers (Samoa) Critical Friends (Pacific)																
		Activity 2.1.3: Use national achievement datasets to identify and engage diverse schools as pilot schools for proposed MTSS trial.	NUS research team																
		Activity 2.1.4: Develop confirmed MTSS programme plans with pilot schools (schedule of MTSS training, data analysis and intervention activities, key staffing and material resources).	NUS research team, MEC, FBO and Private Schools																
	Output N°2.2	**Activity 2.2.1:** Conduct MTSS intervention programme kick-start training (achievement data as a diagnostic tool, use of MTSS literacy and numeracy interventions, evaluating results).	NUS research team, MTSS Technical Assistance, Pilot School Leaders and Teachers																
		Activity 2.2.2: Conduct achievement diagnostic workshops, identify multi-tier interventions, schedule and implement interventions and record and evaluate results.	NUS research team, MTSS Technical Assistance, Pilot School Leaders and Teachers				Cycle 1				Cycle 2								
		Activity 2.2.3: Conduct MTSS intervention programme review workshops to gather feedback (achievement data as a diagnostic tool, successes and challenges using MTSS model and interventions, compare achievement to prior year's achievement, required adjustments to MTSS model and intervention strategies)	NUS research team, MTSS Technical Assistance, Pilot School Leaders and Teachers																
	Output N°2.3	**Activity 2.3.1:** Collect, aggregate and analyse MTSS intervention program data from pilot school intervention cycles (impact on student literacy and numeracy achievement over time, and changes to teachers' pedagogical practice in relation to literacy and numeracy teaching and learning).	NUS research team, MTSS Technical Assistance, Selected Pilot School Leaders and Teachers																
		Activity 2.3.2: Identify and share cases of best practice from aggregated analysis to promote broader learning about and use of the validated MTSS literacy and numeracy intervention programme.	NUS research team, MEC, Selected Pilot School Leaders and Teachers																
		Activity 2.3.3: Work with MEC and relevant sector stakeholders to develop, plan and cost a wider rollout strategy for the validated MTSS literacy and numeracy intervention programme (identification of roll-out funding, priority schools for inclusion in first round of roll-out, training of a set of MTSS intervention trainers).	NUS research team, MEC, Selected Pilot School Leaders and Teachers, MEC, FBO and Private School Principals/Leaders																

		Activity	Actors	FY2025/26				FY2026/27				FY2027/28				FY2028/29			
				Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Outcome N°3: Enhanced alignment, governance and coordination within the secondary education TVET subsector builds upon MEC' s repackaging exercise, with the subsectors' TVET offerings reformed to meet the needs of	**Output N°3.1**	**Activity 3.1.1**. Develop a costing model which provides ability to evaluate financial management, and stakeholder funding scenarios for delivery of school-level TVET programmes.	SGA, MEC, Secondary School TVET Providers																
		Activity 3.1.2: Identify and engage a selection of secondary schools currently offering TVET to pilot proposed reforms.	SGA, MEC, Secondary School TVET Providers,																
	Output N°3.2	**Activity 3.2.1:** Conduct an analysis of the technical and financial governance and resource management of the selected schools.	SGA, MEC, Selected Secondary TVET Leaders																
		Activity 3.2.2: Deliver training for selected schools' directors, principals and management teams on governance and management of financial, technical and digital TVET resources.	SGA, MEC TVET team, Selected Secondary Schools leadership teams																
		Activity 3.2.3: Facilitate access to scholarships to enable school leaders and managers to participate in UNESCO-UNEVOC TVET Leadership Programme and similar UNEVOC initiatives.	UNESCO, MEC TVET team, SGA, School TVET leaders and managers																
		Activity 3.2.4: Facilitate regional and international sharing and exchange of TVET best practices among centers of excellence engaged in governance and resource management domains.	UNESCO, MEC TVET team, SGA, School TVET leaders and managers																
	Output N°3.3	**Activity 3.3.1:** Continue mapping of current TVET school offerings (curricula alignment with market demands /PSET offerings, gaps in foundational, digital and green skills) to inform MEC repackaging.	MEC TVET team, SGA, School TVET leaders and managers, Industry experts																
		Activity 3.3.2: Provide technical support for upgrading curricula and training for key trades in line with MEC repackaging work, private sector consults, and integrating digital and green skills.	MEC TVET team, SGA, School TVET leaders and managers, Industry experts																
		Activity 3.3.3: Develop and delivery in-service TVET teacher training modules to upgrade teachers capacity to deliver repackaged/revised TVET curricula using best practice competency-based learning and assessment approaches	MEC TVET team, SGA, School TVET leaders and teachers, Industry experts																
		Activity 3.3.4: Provide equipment for teaching the identified priority trade areas to the pilot schools, with a focus on geographic distribution and rural schools.	MEC TVET team, SGA, School TVET leaders																
		Activity 3.3.5: Facilitate sharing and exchange of innovative and digital TVET practices among centers of excellence engaged in TVET teacher training	UNESCO, MEC TVET team, SGA, School TVET leaders and teachers																
	Output N°3.4	**Activity 3.4.1:** Identify specific needs related to skills development and tools to facilitate the participation of students from vulnerable groups in the proximity of the identified schools.	MEC TVET team, School TVET leaders and teachers																
		Activity 3.4.2: Train school leaders and TVET teachers in the learning needs students from vulnerable groups.																	
		Activity 3.4.3: Develop gender-responsive TVET teaching methods tailored to identified needs and raise TVET educators' awareness and attention to gender issues in TVET and labour-market access.	SQA, MCIL, MEC TVET team, School TVET leaders and teachers																
		Activity 3.4.4: Establish a career guidance counselling mechanism in the selected TVET centers to enhancing awareness existing skills development programmes in respective geographic areas.	SQA, MCIL, MEC TVET team, School TVET leaders and teachers																
		Activity 3.4.5: Conduct pilot delivery of reformed TVET curricula with a first cohort of student in selected schools and evaluate.	Selected Secondary schools, MEC TVET team, SQA																
		Activity 3.4.6: Develop a set of best practices (governance, resource management, teaching practice and TVET career awareness mechanisms) to inform future rollout to other schools/regions and other trade areas.	SQA, MEC TVET team, MCIL																

10 Safeguarding, risks, and mitigating actions

10.1 Child Safeguarding

The safety and protection of children is a priority for the Ministry of Education and Culture, and UNESCO. To strengthen the safety and protection of children, and child abuse prevention mechanism, the programme will build on existing child safeguarding work undertaken in the education and health/human development sectors to date.

Outcome 1 includes several outputs and sub-components focused on safeguarding children, including a review of the current legislation and policy in relation to the registration of early childhood education centres and services, to ensure all services which young children attend meet minimum safety standards, and the proscribed Minimum Service Standards are sufficient to provide children with adequate protection from physical and social risks. Outcome 1 also includes teacher professional development in relation to children's social and emotional development and wellbeing, and the identification and planning for inclusive practices and content in ECE programming and services. Along attention to teacher capacity to support the inclusion and learning of diverse learners, Outcome 1 seeks to establish counselling supports for families of young children experiencing neurodiversity, disability and/or trauma.

As a GPE Grant Agency, UNESCO's policy is in accordance with the GPE Policy on Protection from Sexual Exploitation, Abuse and Harassment and GPE Minimum Standards. UNESCO further recognises the extensive experience in child safeguarding that co-located agency such as UNICEF Pacific hold and will additionally consult with them in relation to those activities where child safety and protection is the focus. UNESCO, as the Grant Agent, and MEC and NCECES as programme partners will ensure child safeguarding guidelines are available and followed by teachers and other education personnel to protect children from any harm and abuse in the context of their participation in programme activities and projects.

10.2 Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH)

The programme adopts a zero-tolerance approach to any form of Sexual Exploitation and Abuse (SEA) or Sexual Harassment (SH). UNESCO will complete a PSEA capacity risk assessment as part of it due diligence with implementing partners, and will provide support to partners to strengthen their knowledge and compliance where high risk or low capacity is identified. All partners, consultants and subcontractors will be briefed on and expected to adhere to UNESCO's Prevention of Sexual Exploitation and Abuse (PSEA) guidelines.

10.3 Risk assessment and mitigation

This section identifies a range of risks to the programme's success, the likelihood and impact of such risks occurring and mitigating actions that will be taken should such risks eventuate. Risks identified include those related to the broader context of the Samoa education system, education sub-sector specific risks, programme design risks.

Risks related to the education system context

Risk	Probability	Impact	Mitigating actions
Change in government vision/strategic direction	Low	High	Program coordination activities and meetings with key partners will monitor for any shift in vision. Where shifts in strategic direction are detected, further consultation and review of programme progress and remaining activities will be undertaken
Significant reduction in education sector budget	Medium-High	Medium	Donor funding in the Pacific (and more broadly) is increasingly tenuous, and Samoa has a significant reliance of donor aid in relation to education. As the programme is externally funded, a decrease in the education budget should not have an immediate impact on its functioning, however any changes to the level of staffing within government agency partners would impact on those activities requiring public service expertise and action (eg review and changes to policy frameworks). Should this occur programme staffing would be reviewed and adjusted accordingly.
Insufficient coordination among development partners	Low	Medium	Programme coordination activities will include the mapping and monitoring of development partner relationships. The ESAG includes key development partner members, and programme's consultation protocols ensured development partners in Samoa has opportunities to provide feedback especially in relation to overlap and replicated of program outputs and activities, with adjustments to programme design being made as necessary. In approving the programme ESAG and all members agreed on the importance and principle of continuing such consultations as programme planning and implementation proceed at a more detailed level.
Climate-related natural disasters, long periods of bad weather, sustained power outages etc disrupt the normal functioning of the education system	Medium	Medium	This risk is difficult to mitigate in the context of ongoing power supply issues (which prevent a reliance on digital alternatives to in-person programme activities). In relation to teacher and school service capacity building, and parent engagement activities, the use of a district based model of lead educators or trainers may provide some mitigation and allow for ECE centres and schools that are in close proximity to each other to sustain professional learning and service capacity building.

Risk related to programme and outcome contexts

Risk	Probability	Impact	Mitigating actions
Difficultly engaging ECE, teachers in professional development and training	Medium	High	Whilst each outcome seeks to engage teachers in professional learning activities and networks, the significantly lower (and often absent) pay rates of ECE teachers make it more difficult to presume their presence and time for training activities. To mitigate this, professional development activities are planned for delivery at the village or district level/location to minimise the impact on their time and also to be able to adapt training to local ECE centre contexts which vary greatly.

Activities presuming use of district offices may create an overloading on district resources	Medium	Medium	District office are relatively new structures, with each receiving funding from the national government. Currently the MWSDC are trialling the delivery of ECD program through district offices and villages women's committees, and they recommend themselves to ECE activities in relation to parent engagement and teacher professional development. Planning that presumes district office or women's committee involvement will be double-checked closer to activity implementation. CSO, NGO and FBO will also be invited to support any activity planned to be delivered at district or village level to mitigate this risk.
Primary and secondary pilot programme designs delay broader student populations access to potentially transforming interventions	Medium	Medium	Ensure the detailed planning of pilot programs at primary and secondary level includes communication and dissemination strategies that include regular communication and knowledge sharing through teacher professional bodies throughout the pilots and emerging resources are shared via MEC website or similar online portal.
Overload of work on the heads of schools	Medium	High	In each education sub-sector (ECE, primary and secondary) school principals and leaders play a role in the program, by planning, supporting and engaging in school-based professional learning activities and follow-up. However, school leaders already have significant workloads. There is a risk that they will be unable or unwilling to take on this additional work. In the primary and secondary sectors, incentives have been built into the activity designs and budgets to mitigate this risk. Further consideration of incentives for ECE leaders in the project start-up phase will ensure the risk will be mitigated in the ECE sub-sector.
Unregistered ECE do not participate in opportunities for professional development or access registration support activities	Low	Medium	Whilst programme activities are design to reach out to, inform and engage unregistered ECE centres in formalising their presence in the ECE sector, it has been noted some ECE centre deliberately resist registration, and the certification of the teachers they employ. Such ECE providers place children attending their centres at concerning risk for. As a mitigating strategy, the programme includes outputs and activities that seek to change current policy settings so that registration (and therefore regulation of service standards) are mandatory rather than optional, noting however that whilst such a change is being negotiated and enact, the risk would remain.

Risk related to programme design

Risk	Probability	Impact	Mitigating actions

The program contains a multitude of interventions, leading to inefficient implementation or human resources being spread too thin across programme outcomes and activities.	Low	High	The program includes a range of interventions but it is not expected that this will lead to inefficiency, for several reasons. UNESCO as the grant agent is used to managing such programmes, and where outcomes, outputs and activities are planned across three education sub-sectors the workload is spread across different agencies, actors and partner and stakeholder organisation. The program design includes technical consultancies to support the implementing partners in delivering and completing relevant components. Furthermore, as part of project start-up, the proposed activities and scheduling will be reviewed to ensure any possible efficiencies across activities are identified and exploited.
MEC does not have the capacity to play its expected role.	Low	High	MEC's capacity, in terms of number of staff, and availability and clarity of key policies, and ability to influence teacher quality and professional qualifications is limited in the ECE subsector. The programme design includes mitigating activities focused on building ECE capacity at the policy and regulation level and a higher proportion of funding for the ECE focused outcome. Funding allocations ensure the programme activities can be supported by external ECE consultants. Additionally, the programme promotes collaboration between MEC and NCECES and strengthening of NCECES capacity to further mitigate this risk
The programme's MEL strategy is insufficient or is not aligned with the government's or GPE's MEL approach.	Medium	Medium	Whilst the programme's MEL strategy is designed so to align to the government's MEL strategy, the programme consultations identified areas in which the present MEL structure is limited especially in relation to the ECE subsector. Again, project start-up activities will include a focus on, and review of, the programme MEL strategy to ensure it is sufficiently aligned to the MEC MEL strategy, and is sufficient to comply with GPE funding compliance criteria.