Post School Education & Training
STRATEGIC PLAN
2020 - 2024
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Samoa Qualifications Authority
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MESSAGE FROM THE HONOURABLE MINISTER

The Post School Education and Training (PSET) Strategic Plan for the period July 2020 to June 2024 identifies a series of innovative directions designed to increase the quality and value of learning for all learners in Samoa. It will enhance access to relevant education and training opportunities to improve sustainable livelihoods. The Goals, Strategies and Indicators have been identified for the planning period that will maximize the contribution of PSET sub-sector of education to the achievement of national, economic and social development goals.

The PSET Strategic Plan 2020-2024 demonstrates alignment to the goals and priorities of the United Nations Sustainable Development Goals 2016-2030, the new Strategy for the Development of Samoa and the Education Sector Plan 2019-2024. Education and training continue to be a major thrust in these planning documents either as a priority on its own or through a central role it plays for the achievement of the other strategies.

Across the PSET sub-sector of education, we need to continuously work to improve student learning outcomes; build up the capacity of our lecturers and trainers; equip our graduates with better skills and knowledge to meet the needs of employers; obtain employment, and utilize the resources we have to make our sub-sector system better.

I am pleased to endorse the third PSET Strategic Plan 2020 – 2024 for the Post School Education Training sub-sector of the Education Sector for the next four years and offer my acknowledgement and congratulations to everyone involved and contributed to its development.

MINISTER OF EDUCATION, SPORTS AND CULTURE; SAMOA QUALIFICATIONS AUTHORITY; AND NATIONAL UNIVERSITY OF SAMOA
The third Post School Education and Training (PSET) Strategic Plan 2020-2024 is closely linked to the priorities of the United Nations Sustainable Development Goals for the next 10 years, Strategy for the Development of Samoa in the next 5 years and the Education Sector Plan 2019-2024.

Over the last PSET Strategic Plan 2016 – 2020, the Samoa Qualifications Authority, PSET providers and all stakeholders successfully implemented the 4 year Plan with mandated functions to provide policy advice, regulate, quality assure and coordinate the PSET sub-sector. All of the priorities and activities not fully achieved are included in this PSET Strategic Plan 2020 – 2024 for completion in addition to new priorities building on the last PSET Strategic Plan for implementation in the next 4 years.

The provision of high-quality post school education and training will lead to improved value for money for PSET investment; enhanced and more opportunities and pathways for our people; better choices and options for quality education; and better employment opportunities. These certainly promote lifelong learning and an enhanced quality of life for our people.

The SQA Board of Directors will oversee the implementation of the Goals and Strategic Actions, provide support and monitor the implementation of key partnerships across the PSET sub-sector that lead the collaboration and further development of the concepts in this Plan. Consolidating the concept of truly integrated PSET capability and getting it working together is fundamental to strategic capacity building in Samoa.

CHAIRPERSON – BOARD OF DIRECTORS
SAMOA QUALIFICATIONS AUTHORITY
INTRODUCTION

This Post School Education and Training (PSET) Strategic Plan for the period 2020 to 2024 determines the strategic direction of the PSET sub-sector and underpinning strategic actions for the next four years. The PSET Strategic Plan reflects the commitment of the Samoa Qualifications Authority (SQA) in partnership with all PSET providers and stakeholders to continue to grow PSET programmes to meet the country’s needs, especially the post COVID-19 period.

In light of the current health crisis caused by COVID-19, this Strategic Plan is timely and critical in rethinking the approach SQA and PSET providers should take in the next four years for their effort to be relevant and feasible for national development. In essence, this health crisis is triggering an economic crisis in the country and the rest of the world. With limited resources already on hand, further reduction in funding from the Government and Development Partners is anticipated during this Strategic Plan. This demands a smart and realistic planning approach for the next four years.

With the current crisis, this plan is guided by the views of PSET providers and stakeholders. Their pragmatism is found critical during these turbulent moments hence the need for their valuable input. This Strategic Plan is therefore a roadmap for a better and stronger partnership between SQA, PSET providers and stakeholders to continue to advance the PSET sub-sector through its determined pathway.
OVERVIEW OF PSET SUB-SECTOR CURRENT STATUS

The PSET sub-sector has made significant strides towards the four areas of priority in the previous Strategic Plan 2016-2020. Attention was mainly directed to the promotion of quality, relevance, accessibility and inclusiveness of post school education and training. These priorities were pursued systematically with a set of strategic actions jointly executed by SQA and PSET providers.

Quality of PSET programmes
Over the last four years, SQA has worked closely with all providers to accredit their programmes nationally. To date, a total of 43 qualifications delivered by 25 providers are accredited and registered on the Samoa Qualifications Framework (SQF). Also, the SQA in collaboration with industries have developed 61 Samoa Qualifications that are now registered on the Samoa Qualification Framework.

The relevance of PSET programmes
Gaining employment following the completion of qualification is one of the priorities that commanded the attention of the previous Strategic Plan. The PSET Tracer Study conducted by SQA for graduates of PSET providers for the years 2015, 2016 and 2017 showed some interesting findings. Out of the 4,125 graduates identified for the three years, 51 per cent responded to the questionnaire. Of the 51 respondents, 66 per cent were employed at the time while 34 per cent were either seeking employment or are continuing studies for a higher qualification.

The Employer Satisfaction Survey with 2015, 2016 and 2017 graduates from PSET providers was conducted in 2019 and is a follow-up survey for graduates’ employment outcome information that was provided by graduates in the PSET Tracer Study conducted in 2018. A total of 398 employers were targeted for 1,395 employed graduates identified in the PSET Tracer Study. Only 74% (1,028 graduates) valid responses by employers were recorded after the data collection. As a result, 94% (962 graduates) reported by immediate supervisors that their qualifications are essentially relevant to their jobs.
Accessibility and inclusiveness of PSET programmes
In terms of enrollment, a total of 4,804 students were enrolled in PSET providers in 2019 with the majority enrolled at the National University Samoa. This is a slight increase from a total enrollment of 4,777 in 2018 but a reduction if compared to 5,000 students enrolled in 2017. For the three consecutive years, female students tended to dominate enrolment with an average of 55 per cent of total enrollment. Unfortunately, not much data is available for students with disabilities enrolled. Only five students with disabilities were identified in 2019. This is equivalent to 0.1 per cent of total enrolment for the same year.

PSET PLANNING CONTEXT
This Strategic Plan for the PSET sub-sector is developed alongside the national and sector priorities in place. Such alignment is critical in ensuring that the strategic actions planned to be implemented on the ground produce the results that feed into the strategic outcomes layout at the sector and national levels.

What does the Government of Samoa want from the Education Sector?
In the upcoming Strategy for the Development of Samoa (SDS) 2020-2025, the Government is seeking significant progress in the education sector towards the four key outcomes:

- Teaching and learning quality strengthened;
- Inclusive access to education and training increased;
- Education and training relevance enhanced; and
- Climate change and disaster resilience improved.

In particular, the Government emphasises improvement in specific areas like literacy and numeracy; completion rates; the number of teachers trained; on-line access to education; employability of PSET graduates; and accredited programmes.

What is the Education Sector current strategy?
In the current Education Sector Plan (ESP) 2019-2024, the attention is on the following priorities:

- Enhance the quality of education and training for all learners;
- Provide everyone with access to quality education and training opportunities; and
- Make education and training more relevant to national needs and the labour market.
For the PSET sub-sector, the main areas of priorities lie in the quality of PSET programmes and making PSET programmes more relevant to national needs and labour market demand.

**What do PSET Stakeholders want for the PSET Strategic Plan 2020-2024?**

In developing the PSET Strategic Plan 2020-2024, extensive consultation was held with PSET providers and stakeholders to gauge their views on the direction for the sub-sector to take in the next four years and the corresponding set of actions. This was necessary given the effects and challenges caused by COVID-19. Table 1 summarises the challenges currently faced by PSET providers and stakeholders.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Percentage of PSET Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate finance and resources</td>
<td>19%</td>
</tr>
<tr>
<td>No contingency plan</td>
<td>19%</td>
</tr>
<tr>
<td>Poor literacy and numeracy</td>
<td>11.5%</td>
</tr>
<tr>
<td>Unaffordable tuitions fees</td>
<td>8%</td>
</tr>
<tr>
<td>Delay in work</td>
<td>8%</td>
</tr>
<tr>
<td>Lack of networking and partnership</td>
<td>5.7%</td>
</tr>
<tr>
<td>Lack of awareness and communication</td>
<td>5.7%</td>
</tr>
<tr>
<td>Lack of job opportunities</td>
<td>3.8%</td>
</tr>
<tr>
<td>Others</td>
<td>13%</td>
</tr>
</tbody>
</table>

Lack of funding and resources is the main problem faced by PSET providers and stakeholders and the absence of a contingency plan when the Government introduced several measures to protect the country from COVID-19 is the main featured challenges. Student’s poor numeracy and literacy rates and the inability of parents to pay tuition fees in the PSET sub-sector are also raised as main concerns.

The problems and challenges brought up by the providers and stakeholders are not new. These have been longstanding problems that the sub-sector has faced in the last ten years and are most likely to aggravate as a result of the current health crisis. It is one of the main reasons why this Strategic Plan is critical in guiding the sub-sector to address most of these problems during these difficult times.
With respect to direction, PSET stakeholders overwhelmingly supported the need for the sub-sector to continue to focus on four areas of quality, relevance, accessibility and inclusiveness of PSET programmes underpinning by a sustainable environment.

In terms of strategic actions, several activities were identified by PSET providers and stakeholders to be critical in driving the sub-sector towards the four areas of priorities. Table 2 summarises the set of strategic actions proposed by stakeholders.

Providing programmes on-line featured strongly on the agenda of all providers and stakeholders as well as strengthening partnerships with employers, industries and telecommunication agencies.

<table>
<thead>
<tr>
<th>Priority actions</th>
<th>Percentage of PSET providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line learning</td>
<td>17.9%</td>
</tr>
<tr>
<td>Partnership with employers, industries and telecommunication companies</td>
<td>15.3%</td>
</tr>
<tr>
<td>Accreditation</td>
<td>12.8%</td>
</tr>
<tr>
<td>Awareness and communication</td>
<td>7.6%</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>7.6%</td>
</tr>
<tr>
<td>Rural areas accessibility</td>
<td>5.1%</td>
</tr>
<tr>
<td>Behavioral changes</td>
<td>5.1%</td>
</tr>
<tr>
<td>Government grants</td>
<td>5.1%</td>
</tr>
<tr>
<td>International accreditation</td>
<td>5.1%</td>
</tr>
<tr>
<td>Professional development</td>
<td>5.1%</td>
</tr>
<tr>
<td>Registration of PSET trainers</td>
<td>5.1%</td>
</tr>
<tr>
<td>Relevance of PSET programmes</td>
<td>5.1%</td>
</tr>
<tr>
<td>Trainer retention</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

**OUR PLANNING APPROACH**

Tough times demand tougher and smarter measures. That is the approach taken for this Strategic Plan in order to make an impact.

**Strategically focused**

This plan is a Strategic Plan not an operational plan. It fills the gap between the Education Sector Plan 2019-2024 and SQA’s Corporate Plan 2021-2024. Its main focus is to set a long-
term direction for the PSET sub-sector and defines strategic actions to propel the sub-sector towards its Vision during these uncertain times.

**Focus on what matters the most**
For this Strategic Plan, the focus is on the most important matters for the PSET sub-sector in the next four years. Having a clear picture of what counts for the sub-sector helps in terms of resource allocation and prioritising work.

**Focus on what can be delivered**
It is of equal importance that we also focus on what we can practically deliver in the next four years. The set of strategic actions provided in this plan, therefore, reflect the core business of the sub-sector while at the same time focusing on preparing the sector to deal with the emerging needs of leading industries in the country as a result of COVID-19.

**Keep it simple and comprehensive**
We keep our plan as simple and comprehensive as possible. PSET providers, stakeholders, interested groups and individuals should find the plan easy to read and understand the logic and thinking behind the plan.

**Stronger and better partnerships**
Throughout this plan, the call for better and stronger partnership amongst PSET providers, stakeholders, employers, industries and the community is loud. If there is a time that meaningful partnership in the PSET sub-sector is needed, it is during these uncertain and turbulent times.

**DIRECTION FOR 2020-2024: VISION, MISSION AND GOALS**
Based on the planning context discussed earlier, the PSET Strategic Plan 2020-2024 strategic direction continues to focus on the areas of quality, relevance, accessibility and inclusiveness.

**VISION**
*An inventive sub-sector that sustains the quality, relevance, accessibility and inclusiveness of post school education and training for all learners in Samoa*

**MISSION**
To work in partnership with all providers and stakeholders to deliver relevant and quality post-school education training that is inclusive and accessible by all learners and continues to be relevant to national needs and labour market demand.

GOALS
1. Quality of PSET match national and international standards
2. PSET programmes continue to be relevant to national needs and labour market demand
3. PSET programmes are inclusive and accessible by all
4. To strengthen support for all PSET providers

GOALS, STRATEGIC ACTIONS AND TARGETED PROBLEMS
This section of the plan puts together what the sub-sector is driving to achieve in the next four years (goals), the corresponding set of actions and key problems (identified from stakeholders’ consultation) that are expected to address during the process.

Goal 1: Quality of PSET match national and international standards
Our strategic actions:
- Accredit PSET programmes nationally
- Recognise non-formal learning activities nationally
- Recognise PSET qualifications internationally
- Support professional development for PSET trainers and lecturers
- Registering and licensing of TVET trainers and lecturers

Key problems addressed
- Poor literacy and numeracy
- Lack of job opportunities
- Non-recognition of Samoan Qualifications internationally
- Lack of qualified trainers and lecturers

Goal 2: PSET programmes continue to be relevant to national needs and labour market demand
Our strategic actions:
- Strengthen partnership with providers, local and international industries and employers
- Conduct research on a new set of skills needed for key industries post COVID-19
- Establish a Taskforce consist of employers, providers and key stakeholders to discuss new sets of skills required for leading industries post COVID-19
- Develop and promote the application of National Competency Standards and Samoa Qualifications to all PSET providers

**Key problems addressed**
- Post COVID19 impacts on education and training
- Lack of networking and partnerships
- Lack of awareness and communication
- Lack of job opportunities

**Goal 3: PSET programmes are inclusive and accessible by all**

**Our strategic actions:**
- Support development and delivery of online learning
- Initiate and strengthen partnership with Telecommunication agencies
- Provide career advisory services
- Provide access to quality education and training for vulnerable students
- Promote PSET programmes in communities

**Key problems addressed**
- Unaffordable tuition fees
- Lack of networking and partnerships
- Lack of access for learners in vulnerable groups

**Goal 4: To strengthen support to all PSET providers**

**Our strategic actions**
- Secure continuity of funding from Government and Development Partners
- Provide technical support to PSET providers
- Introduce policies/legislations to strengthen PSET sub-sector
- Engage with PSET providers systematically

**Key problems addressed**
- Accreditation of PSET programmes
- Commitment and willingness of PSET providers to achieve quality education and training
- Lack of networking and partnerships
- Lack of awareness and communication
- How do we know success?

**HOW DO WE KNOW SUCCESS?**

Table 3 outlines a set of 17 key performance indicators that measure the progress of the PSET sub-sector towards each of the four goals.

*Table 3: Key Performance Indicators*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of PSET match national and international standards</td>
<td>No. of PSET programmes accredited nationally</td>
</tr>
<tr>
<td></td>
<td>No. of PSET providers with accredited programmes</td>
</tr>
<tr>
<td></td>
<td>No. of Recognized non-formal learning activities</td>
</tr>
<tr>
<td></td>
<td>No. of trainers and lecturers completing Professional Development</td>
</tr>
<tr>
<td></td>
<td>No. of TVET trainers registered</td>
</tr>
<tr>
<td></td>
<td>Provide a plan on facilitation of international recognition of Samoa qualifications</td>
</tr>
<tr>
<td>PSET programmes continued to be relevant to national needs and labour market demand</td>
<td>No. of partnerships formed with employers and professional associations</td>
</tr>
<tr>
<td></td>
<td>No. of Provider qualifications and Samoa Qualifications registered on the Samoa Qualifications Framework</td>
</tr>
<tr>
<td></td>
<td>Percentage of PSET graduates finding employment with 6 months of completion</td>
</tr>
<tr>
<td></td>
<td>Percentage of PSET graduates satisfied with the application of graduates knowledge and skills in the workplace</td>
</tr>
<tr>
<td></td>
<td>Post COVID-19 Taskforce established</td>
</tr>
<tr>
<td></td>
<td>Research on new set skills needed post COVID-19 competed</td>
</tr>
<tr>
<td>PSET programmes are inclusive and accessible by all</td>
<td>No. of courses/units/programmes available online</td>
</tr>
<tr>
<td></td>
<td>No. of providers offering online courses/units/programmes</td>
</tr>
<tr>
<td></td>
<td>No. of students with disabilities enrolled in PSET providers</td>
</tr>
<tr>
<td></td>
<td>No. of female students enrolled in PSET providers</td>
</tr>
<tr>
<td></td>
<td>Total enrolment for PSET providers</td>
</tr>
<tr>
<td>To strengthen support to all PSET Providers</td>
<td>Amount of Government funding allocated to SQA</td>
</tr>
<tr>
<td></td>
<td>Amount of Education Sector Budget Support allocated to PSET Support Fund</td>
</tr>
<tr>
<td></td>
<td>No. of technical support provided to providers</td>
</tr>
</tbody>
</table>
DELIVERING THE PSET STRATEGIC PLAN 2020-2024

Figure 1 gives an overall picture of how the PSET Strategic Plan is delivered in the next four years within the PSET sub-sector context. Ideally, the strategic actions in the PSET Strategic Plan 2020-2024 are further reduced to operational mode through SQA’s current Corporate Plan and Annual Management Plans.

*Figure 1: Overview of the implementation strategy*

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**Role of the Samoa Qualifications Authority**

As the leading Authority in charge of this Strategic Plan, SQA is tasked with initiating the strategic actions identified in the plan in partnership with PSET providers and stakeholders. This is a critical link to make sure the planned strategic actions are implemented to support the four goals of the plan.

**Role of PSET providers**

PSET providers represent the other partner of the partnership that compose the driving force behind the PSET Strategic Plan 2020-2024. Providers are expected to align their business plans and operations to the direction and strategies setup provided in this Strategic Plan. In return, SQA provides the supporting and guiding role through technical assistance and guidance.
**Role of other stakeholders**

Other stakeholders that have an interest in the PSET sub-sector are expected to contribute to the execution of this plan by committing what is expected from them.

**MONITORING PROGRESS**

Tables 4-7 outline the monitoring schedule of Key Performance Indicators used to measure progress made towards each Goal. In essence, the schedule identifies the sources of data needed, the responsible Agency to collect the data, the frequency the data is collected and the year to use as the baseline. The measure for the baseline is similar to the measure used for each indicator. For instance, the first indicator for Goal 1 uses the number of PSET programmes accredited nationally. The baseline measure is therefore the number of programmes accredited nationally since 2019.

<table>
<thead>
<tr>
<th>Goal 1: Indicators</th>
<th>Source</th>
<th>Responsible for collection</th>
<th>Frequency</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of PSET programmes accredited nationally</td>
<td>SQA Register of Accredited Programmes</td>
<td>SQA</td>
<td>Annually</td>
<td>5 FY2019/2020</td>
</tr>
<tr>
<td>No. of PSET providers with accredited programmes</td>
<td>SQA Register of Accredited Programmes</td>
<td>SQA</td>
<td>Annually</td>
<td>4 FY2019/2020</td>
</tr>
<tr>
<td>Number of recognized non-formal learning activities</td>
<td>SQA Register of Recognized Non-Formal Learning Activities</td>
<td>SQA</td>
<td>Annually</td>
<td>6 FY2019/2020</td>
</tr>
<tr>
<td>No. of trainers and lecturers completing Professional Development</td>
<td>Professional Development Support for TVET trainers &amp; Lecturers (PSET Support Fund)</td>
<td>SQA</td>
<td>Annually</td>
<td>44 FY2019/2020</td>
</tr>
<tr>
<td>No. of TVET trainers registered</td>
<td>SQA Register for TVET Professional Standards for TVET Trainers &amp; Lecturers, SQA</td>
<td>SQA</td>
<td>FY2023/2024</td>
<td>Establish in FY2023/2024</td>
</tr>
<tr>
<td>Provide a plan on facilitation of international recognition of Samoa qualifications</td>
<td>SQA</td>
<td>SQA</td>
<td>2022</td>
<td>Establish in FY2022/2023</td>
</tr>
</tbody>
</table>
Table 5: Monitoring Schedule for Goal 2

<table>
<thead>
<tr>
<th>Goal 2: Indicators</th>
<th>Source</th>
<th>Responsible for data collection</th>
<th>Frequency</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of partnerships formed with employers and professional associations</td>
<td>SQA</td>
<td>SQA</td>
<td>Annually</td>
<td>2019</td>
</tr>
<tr>
<td>No. of Provider qualifications and Samoa Qualifications registered on the Samoa Qualifications Framework</td>
<td>SQA, Samoa Qualifications Framework Register</td>
<td>SQA</td>
<td>Annually</td>
<td>5 Providers Qualifications &amp; 8 Samoa Qualifications FY2019/2020</td>
</tr>
<tr>
<td>Percentage of PSET graduates finding employment with 6 months of completion</td>
<td>SQA Tracer Study of 2015, 2016 &amp; 2017 Graduates from PSET Providers in Samoa</td>
<td>SQA</td>
<td>Every 3 years</td>
<td>52% FY2018/2019</td>
</tr>
<tr>
<td>Percentage of PSET graduates satisfied with the application of graduates knowledge and skills in the workplace</td>
<td>SQA Employer Satisfaction Survey of 2015, 2016 &amp; 2017; Graduates from PSET Providers in Samoa</td>
<td>SQA</td>
<td>Every 3 years</td>
<td>92% FY2019/2020</td>
</tr>
<tr>
<td>Post COVID-19 Taskforce established</td>
<td>National Tripartite Forum, MCIL, National Employment Taskforce, PSC, PSET providers, SQA, Chamber of Commerce, Professional Associations</td>
<td>SQA</td>
<td>Establish in FY2022/2023</td>
<td></td>
</tr>
<tr>
<td>Research on new set skills needed post COVID-19 completed</td>
<td>SQA Research on new set skills needed post COVID-19 Strategies</td>
<td>SQA</td>
<td>Establish in FY2022/2023</td>
<td></td>
</tr>
</tbody>
</table>
### Table 6: Monitoring Schedule for Goal 3

<table>
<thead>
<tr>
<th>Goal 3: Indicators</th>
<th>Source</th>
<th>Responsible for data collection</th>
<th>Frequency</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of courses/units/programmes available online</td>
<td>Formal PSET Providers</td>
<td>SQA</td>
<td>Annually</td>
<td>Establish in FY2021/2022</td>
</tr>
<tr>
<td>No. of providers offering online courses/units/programmes</td>
<td>Formal PSET Providers</td>
<td>SQA</td>
<td>Annually</td>
<td>Establish in FY2021/2022</td>
</tr>
<tr>
<td>No. of students with disabilities enrolled in PSET providers</td>
<td>PSET Statistical Bulletin 2019</td>
<td>SQA</td>
<td>Annually</td>
<td>3 Females 2 Males 2019</td>
</tr>
<tr>
<td>No. of female students enrolled in PSET Providers</td>
<td>PSET Statistical Bulletin 2019</td>
<td>SQA</td>
<td>Annually</td>
<td>2,686 (56%) 2019</td>
</tr>
<tr>
<td>Total number of enrolment for PSET providers</td>
<td>PSET Statistical Bulletin 2019</td>
<td>SQA</td>
<td>Annually</td>
<td>4,804 2019</td>
</tr>
</tbody>
</table>

### Table 7: Monitoring Schedule for Goal 4

<table>
<thead>
<tr>
<th>Goal 4: Indicators</th>
<th>Source</th>
<th>Responsible for data collection</th>
<th>Frequency</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Government funding allocated to SQA</td>
<td>Ministry of Finance, SQA</td>
<td>SQA</td>
<td>Annually</td>
<td>$3,155,555.00 FY2019/2020</td>
</tr>
<tr>
<td>Amount of the Education Budget Support funding allocated to PSET Support Fund</td>
<td>Ministry of Finance, Education Sector Coordination Unit, SQA</td>
<td>SQA</td>
<td>Annually</td>
<td>$966,500.00 FY2019/2020</td>
</tr>
</tbody>
</table>
**RISKS AND CHALLENGES**

The PSET Strategic Plan 2020-2024 comes into effect during unstable and turbulent times as a result of COVID-19. It is therefore important to identify underlying risks that potentially disrupt the successful delivery of the plan due to the effect of COVID-19. Table 8 identifies the risks and ranked them according to their impact on the plan and the likelihood of happening.

<table>
<thead>
<tr>
<th>Risks</th>
<th>Impact</th>
<th>Unlikely</th>
<th>Likely</th>
<th>Almost certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of Samoa shutdown due to community spread of COVID-19</td>
<td>Moderate</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Economic crisis due to COVID-19</td>
<td>High</td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>Closure of Providers due to COVID-19</td>
<td>Moderate</td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>Reduction of government funding due to economic crisis caused by COVID-19</td>
<td>High</td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>Reduction in Development Partners funding due to global economic crisis caused by COVID-19</td>
<td>High</td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>Institutional risks: SQA, PSET providers, employers and industries failed to establish meaningful partnerships</td>
<td>Moderate</td>
<td></td>
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<td>Yes</td>
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All the risks discussed are linked to COVID-19 and to mitigate their effects depend on the availability of the vaccine and how the rest of the world control the virus. With the announcement by the Government that the vaccine will be available in 2021, the risks posed by COVID-19 are likely to subside although there are still a lot of uncertainties involved.

The proposed strategic actions to support the development of platforms for on-line learning for providers; conducting research on emerging set of skills on demand post COIVD-19 for leading industries in the country; and the establishment of a Taskforce to thoroughly discuss evolving demands for PSET post COVID-19 are all mitigating factors to the anticipating risks for the next four years.
**OUR VALUES**

*Relevance*
We are committed to aligning our PSET programmes and qualifications to national needs and employment demands through meaningful partnership and networking with employers, the private sector, industries and the community.

*Effectiveness*
We aspire to deliver and implement this Strategic Plan in order to meet the Key Performance Indicators that measure our effectiveness and success.

*Efficiency*
We intend to deliver value with limited resources through meaningful partnership and networking with providers and stakeholders.

*Inclusiveness*
We drive to remove all barriers that restrict the inclusion of under privileged groups like women, people with disabilities and those from low-income families in order for them to be included in PSET programmes.

*Sustainability*
We are obligated to ensure that the quality, relevance, accessibility and inclusiveness of post school education and training continue to be on par with national standards for learners of today and tomorrow.

*Accountability for performance*
We are, at the end of the day, subject to scrutiny from the Board and stakeholders in our effort to implement this strategic plan.
**PUTTING IT ALL TOGETHER: THEORY OF CHANGE**

**What the government and stakeholders want from the Post School Education & Training sub-sector**

**VISION**
*An inventive sub-sector that sustains the quality, relevance, accessibility and inclusiveness of post school education and training for all learners in Samoa*

**GOAL (OUTCOMES)**

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<td></td>
<td>1. Quality of PSET match national and international standards</td>
<td>2. PSET programmes continue to be relevant to national needs and labour market demand</td>
<td>3. PSET programmes are inclusive and accessible by all</td>
</tr>
</tbody>
</table>

**STRATEGIC ACTIONS**

- Accredit PSET programmes nationally
- Recognise non-formal learning activities nationally
- Recognise PSET qualifications internationally
- Support professional development for PSET trainers and lecturers
- Registering and licensing of TVET trainers and lecturers
- Strengthen partnership with providers, local and international industries and employers
- Conduct research on a new set of skills needed for key industries post COVID-19
- Establish a Taskforce consist of employers, providers and key stakeholders to discuss new sets of skills required for leading industries post COVID-19
- Develop & promote the application of NCSs and Samoa Qualifications to all PSET providers
- Support development and delivery of online learning
- Initiate and strengthen partnership with Telecommunication agencies
- Provide career advisory services
- Provide access to quality education and training for vulnerable students
- Promote PSET programmes in communities
- Secure continuity of funding from Government and Development Partners
- Provide technical support to PSET providers
- Introduce policies/legislations to strengthen PSET sub-sector
- Engage with PSET providers systematically

**VALUES:**
Relevance, Effectiveness, Efficiency, Inclusiveness, Sustainability, Accountability

**IMPLEMENTERS:**
SQA, PSET providers and all stakeholders