



Government of Samoa
Ministry of Education, Sports and Culture

NATIONAL SPORTS FRAMEWORK 2018 - 2028



National Sports Framework

2018 – 2028

MINISTRY OF EDUCATION, SPORTS AND CULTURE

VISION: *“For every Samoan regardless of age, gender or ability to be given equal opportunities to actively participate, benefit and reach their full potential in sports at a recreational and elite level”*

ACKNOWLEDGEMENT

The Ministry would like to acknowledge the work of Mrs Candice Apelu Mariner in conducting the review of the 2010 National Sports Policy (Samoa National Sports Policy Review Report 2017).

The review was undertaken in collaboration with key stakeholders such as the Samoa Association of Sports and National Olympic Committee, National Sports Federations, other Government Agencies, Donor Agencies, Civil societies, Private Sector and led by the Sports Division staff of the Ministry.

The completion of the review has led to the development of the National Sports Framework in which the Consultant, Ministry of Education, Sports and Culture and several stakeholders became actively involved with.

LIST OF ACRONYMS

AED	Assessment and Examinations Division
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
EFA	Education for All
EI	Education International
EMIS	Education Management Information System
ESCD	Education Sector Co-ordination Division
ESP	Education Sector Programme
FOE	Faculty of Education
ICT	Information, Communication and Technology
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NPDP	National Professional Development Policy
NSF	National Sports Framework
NSFs	National Sports Federations
NTDF	National Teacher Development Framework
NUS	National University of Samoa
ODL	Online Distance Learning
PD	Professional Development
PPRD	Policy, Planning, Research Division
PSC	Public Service Commission
PSET	Post School Education and Training
SAMP	School Annual Management Plan
SASNOC	Samoa Association of Sports and National Olympic Committee
SDS	Strategy for the Development of Samoa
SFS	Sosaiete Faiaoga o Samoa
SIP	School Improvement Plan
SIs	School Inspectors
SMOM	School Management and Organisation Manual
SNSP	Samoa National Sports Policy
SNSPRR	Samoa National Sports Policy Review Report
EQAP	Educational Quality and Assessment Programme
SPPPA	Samoa Post Primary Principals Association
SPSSA	Samoa Primary Schools Sports Association
SQA	Samoa Qualifications Authority
TDAD	Teacher Development and Advisory Division
TIP	Talent Identification Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisations

DEFINITION OF TERMS

High performance/Elite sport	Institutionalised and competitive sport, typically involving talent identification, athlete development, sports science and national representation.
Physical activity	an umbrella term that encompasses a wide variety of activities, and there are many ways to be physically active for example, walking, running, doing housework, weeding, cutting the grass, playing with the kids, or dancing. There are also more structured ways to engage in physical activity such as playing organised games such as lape, togi togi ga i'a and sports.
Physical education	participating in physical activity and sport in order to learn skills and develop through movement which goes beyond physical activity and sport. It is delivered and experienced as a timetabled lesson in school settings. In addition, P.E encompasses activities and experiences that allow the development of fundamental movement skills; develop and improve cognitive performance; and enhance mental and physical health and self-esteem.
Physical literacy	is mastering of the fundamental movement and sports skills that allow children and young people to understand their environment and be able to think creatively. This allows them to be more confident and be in control of their sporting and activities levels. It allows them to be more confident in their movement and approach to sport participation.
Recreation	A human activity requiring physical exertion and sometimes physical skill, which by its nature or setting is participative. Samoans enjoy recreational activities such as walking, swimming, dancing.
School Sport	refers to organised learning through sports specific experiences that is co-curricular or delivered outside of the P.E Curriculum. School sport is an extension of the learning done in the classrooms and is the link between in-class learning and the community through National Sports Federations and other organised sporting organisations.
Sport for Development	using sport as a medium to promote and achieve social, health, educational and economic outcomes
Sport	The use of relatively complex physical skills by individuals whose participation is motivated by a combination of personal enjoyment and external rewards. Activities that involve teams such as rugby, netball, volleyball, and soccer are sports, as are individual activities such as boxing, squash and weight-lifting.

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FOREWORD



It gives me great pleasure as the Minister of Education Sports and Culture, and on behalf of the Government, to present the renewed National Sports Framework 2018-2028. This document outlines our unified vision, goals and objectives for the Sports sector in Samoa for the next five years.

There is a lot to be proud of when it comes to the Sports sector in Samoa. The work of Government, SASNOC, National Sports Federations, Civil society and volunteers over the years has contributed positively and continues to contribute tremendously to the development of the Sports Sector. This collaboration has been instrumental in encouraging active lifestyles as well as supporting Samoa's elite athletes and officials who have succeeded at various national levels and international stage. Furthermore, Samoa can boast excellent world class facilities and programmes that make her an ideal location for regional and international sporting events.

It would be amiss of me if I did not take this opportunity to acknowledge the contributions, both past and present, of the dedicated sports men and women, administrators, volunteers, officials and executives for their vision, toil, selfless dedication and sacrifice in the development of sports and recreation in Samoa. We, Samoa, salute you.

As an emerging industry, sports both at the amateur and professional levels promises to advance a number of community health, educational and economic related goals. I am particularly keen on the direct benefits in terms of self-development and job creation. This will require commitment, funding and investment as Government alone cannot shoulder the responsibility of funding sports. I urge and encourage more partnerships and sponsorships to come onboard. Globally, sports is seen as a worthwhile investment and so Samoa needs to explore different sustainable funding models. This will support development at all levels and ensure sufficient resourcing into our sporting systems.

There have been huge steps made over the years in increasing participation, for which in moving forward, challenges around gender, age and disability need to be a continued focus. The policy addresses and manages critical issues, and will make use of the opportunities central to the development of sports.

This Framework provides a platform for a more collective and strategic approach to refining and improving Samoa's sports evolving landscape.


Hon. Loau Solamalemalo Keneti Sio
Minister of Education, Sports and Culture

1. BACKGROUND

The National Sports Framework 2018-2028 (NSF) offers a more systematic, formal and holistic pathway for its sports development in Samoa. The NSF signals Government's intent to build a coordinated framework for Samoa's sporting advancement at all levels. It also seeks to harness the value and power of Sports to achieve national outcomes and Sustainable Development Goals (SDG) through the development of grassroots level initiatives, community participation and high performing athletes, sports administrators and research systems.

The NSF builds on the vision and review of the 2010 Samoa National Sports Policy (SNSP) to streamline the design and delivery of activities within the current Sports Sector (*Appendix 1*). It includes the roles and responsibilities of the key players within the sector that helps achieve this vision.

The Samoa National Sports Policy Review Report 2017 (SNSPRR) recognises the contribution of Sports in achieving a whole range of government objectives in education, population health, gender equality, inclusiveness, community building and socio-economic development¹. Furthermore, the SNSPRR highlights the value Samoa places on sports and captures the pride and ability of our Samoan athletes to 'punch above their weight' in World Cups, Olympics, Commonwealth Games, Pacific Games and Pacific Mini Games even with limited resources and financial support.

The implementation of the Samoa NSF is the responsibility of agencies and individuals who have the capacity and resources to ensure the sustainability of the framework. The NSF plays an important role in forming the basis for future legislations developed for the Sports sector in Samoa.

In addition, the NSF encourages flexibility for government and civil society organisations such as Samoa Association of Sports and National Olympic Committee (SASNOC), National Sports Federations (NSFs) and key stakeholders to contribute to achieving the objectives and goals consistent with their respective core mandates and areas of expertise. It is expected that this NSF will be implemented in parallel with Action Plans developed across government and non-government agencies, NSFs, donors and the private sector.

“Sport is a universal language that can bring people together no matter what their origin, background, religious belief or economic status”, (Kofi Annan, Former United Nations Secretary General).

Sports play key roles in the holistic development of the nation, community, and the individual; therefore the objective of general and widespread participation in sports is vital.

¹ Samoa National Sports Policy Review Report 2017

The Population and Housing Census 2011 records that the average age in the population is 20.7 years of age, highlighting the high percentage of young people in the nation.

At a National level, sports is a catalyst for economic and social growth offering many viable investment opportunities.

At a community level, sports is a key player in building community cohesion and is a valuable tool through which the energies of our young men and women can be positively engaged, and where the elderly and people with special needs are actively included.

In addition, sports enhance and improve general health and individual wellbeing by reducing the likelihood of Non Communicable Diseases (NCDs) such as heart disease, diabetes, hypertension, obesity and more. It also promotes positive physical, psychological and social development. It is instrumental in the development of individual and behavioural traits such as fair play, ethical behaviour, honesty, respect for authority, and leadership. In essence, sports are no longer just a past time; it is now recognised as a means of personal and professional advancement.

Therefore, improved and increased participatory role of sports programmes will have to be encouraged to operate in rural areas given most of the sports competitions and programmes are currently centered in the Apia Urban Areas and on Upolu Island.

2. GLOBAL COMMITMENT

Samoa as a country has committed to the attainment of the SDG as endorsed by the United Nations in September 2015. There are 17 SDG and 169 targets that apply to all countries and these set out a worldwide agenda to bring together three aspects of sustainable development - social, environmental and economic - to be achieved by 2030.

In the context of Samoa, the NSF takes into consideration 8 of the 17 SDGs in particular those that the Sports sector is committed to delivering. Using a multi-sectoral and multi-partnerships effort Samoa can make strong progress towards achieving the SDG. The 8 SDGs and the relevant targets have been integrated into each of the 11 Policy Goals as outlined in this document.

The NSF commits to contributing to the following Sustainable Development Goals:



3. OBJECTIVES

The ultimate objective of the NSF is to ensure full participation of its people in Sports as a means to improve quality of life, develop socio-economic level and the recognition of sporting excellence at national, regional and international levels.

This NSF will:

- provide a logical structure to organise sports policies related to national sports development and management into grouping and categories that make it easier for all stakeholders.
- inform the planning and further development of policy statements into strategies and procedures to facilitate implementation and the monitoring, reviewing and evaluation of the practices by relevant sports bodies.

4. GUIDING PRINCIPLES

This framework is guided by its vision *“For every Samoan, regardless of age, gender or ability to be given equal opportunities to actively participate, benefit and reach their full potential in sports at a recreational and elite level” (Samoa National Sports Policy Review Report 2017).*

It is also underpinned by the following guiding principles:

4.1 Participation

Children and young people in Samoa are given every opportunity to participate in sports and physical recreation right from a young age in formal and informal education settings.

4.2 Rule of Law

Sports and Recreation providers and stakeholders are accountable to upholding and adhering to lawful practices including relevant legislations and the common law².

4.3 Transparency

The Samoa Sports sector and stakeholders serve the needs of the entire Samoan community in formal and informal education settings in a timely, open, appropriate and receptive manner.

² Refer Appendix 2: Related Documents

4.4 Responsiveness

The Samoa Sports sector has best practice³ models that support inclusivity to encourage full participation and achievement in sports at all levels.

4.5 Consensus Oriented

The decision making process of the Samoa Sports sector is well coordinated, transparent and consultative.

4.6 Equity and Inclusiveness

Sports programmes, services and systems have developed accessible, inclusive and sustainable infrastructure to ensure every Samoan citizen including the most vulnerable, are given opportunities to participate at all levels.

4.7 Effectiveness and Efficiency

Sports development practices, services and programmes follow a due diligence process that ensures resources, people and time is well utilised.

4.8 Accountability

National and international policies and guidelines are widely adopted by organisations delivering sports, physical education and physical activities in relation to planning, financial accountability, human resource management, customer focus and capacity building.

4.9 System Thinking

Consideration is given to priorities and opportunities from a system's perspective. The need to identify and understand key stakeholders, their roles, mandates and approach to all sporting opportunities is key to enabling a collective and integrated perspective.

4.10 Using the Best Information

The NSF draws on the best information and evidence to inform solutions.

4.11 Value

The NSF adds value through an understanding of what Sports partners and networks are currently doing. This will avoid duplication of programmes and investments for the short-term.

³ Best practice models are those that are more inclusive and responsive to the changing needs of the population.

5. GOALS

The NSF develops a system that supports 11 goals.⁴ These goals highlight the interactiveness and interconnectivity of the various sectors and agencies:

Goal 1: Sports in Education

The goal in Sports in Education is to increase participation and involvement of our students to grow, learn and flourish regardless of age and ability.

Goal 2: Sports and Health

The goal in Sports and Health is to increase participation and involvement of our people in sports activities to improve general health and individual wellbeing.

Goal 3: Sports and Women

The goal in Sports and Women policy is to increase participation and involvement of women in all forms of recreational and competitive sports.

Goal 4: Sports and Disability

The goal in Sports and Disability policy is to increase participation and involvement of people with disabilities in general sports programmes and activities.

Goal 5: Sports and Tourism

The goal in Sports and Tourism policy is to increase participation and involvement of the Tourism sector in promoting Samoa through national and international sports.

Goal 6: Sports and Culture

The goal in Sports and Culture is to increase participation and involvement of culture in preserving traditional sports as part of cultural heritage.

Goal 7: High Performance

The goal in High Performance (Elite Sports Participation) is to increase participation and involvement in achieving physical excellence.

Goal 8: Sports Infrastructure

The goal in Sports Infrastructure is to improve existing facilities for high standards that will encourage participation and involvement.

Goal 9: Sports Training and Development

The goal in Sports Training and Development is to provide effective programmes, training and development opportunities for sports administrators and officials.

⁴ Refer Appendix 3: Overview Structure (Goals and Policy Areas)

Goal 10: Sports Administration and Management

The goal in Sports Administration and Management is to provide quality support for sporting bodies and NSFs.

Goal 11: Sports Investment and Sponsorship

The goal in Investment and Sponsorship is to strengthen partnerships between the NSFs and investors.

6. POLICY AREAS

The 11 NSF Goals contributes to the strategic development of Sports nationwide and encompasses all stakeholders promoting both gender equity and all levels of physical abilities.

Goal 1: Sports in Education Policy Areas

Policy areas for sports in education may include the following:

- **Participation:** Promote students participation in sports programmes in schools
- **Equal Access:** Encourage equal access of all students in sports regardless of ability, age or gender
- **Curriculum Links:** Prioritise the development of sports in all levels of education (ECE, Primary, Secondary) through HPE Curriculum to ensure students gain physical literacy and sports skills
- **Career Pathways:** Provide and support career pathways and opportunities for potential students in schools, PSET and the sports industry

Goal 2: Sports and Health Policy Areas

Policy areas for sports and health may include the following:

- Encourage cross-sectoral approach to promote participation in sports and physical activity supporting the development of a National Physical Activity Action Plan and various other health strategies
- Propagate the benefit of sports in health and medical institutions by working in collaboration with various institutions, in particular MESC and the MoH. MESC can assist the MoH in the development and implementation of Physical Activity programmes, including data gathering and a policy in this area
- Promote research on the health benefits of sports and physical activity

Goal 3: Sports and Women Policy Areas

Policy areas for sports and women may include the following:

- Encourage participation and promote the benefits of sports and physical activity to women especially in rural areas through Women Committees
- Ensure that financial resources are equitably allocated particularly for Sports participation
- Advocate and support the involvement of women in technical and administrative leadership positions at the national level both as professionals and as volunteers
- Ensure that women with the essential skills and commitment, experience and training are supported in positions to affect change for women in sports
- Increase opportunities for women to participate in all forms of competitive sports

Goal 4: Sports and Disability Policy Areas

Policy areas for sports and disability may include the following:

- Increase financial and technical support for development of disability sports programmes
- Promote the inclusion of people with a disability in general sports programmes and activities as well as developing disability specific sports
- Encourage research in the area of Disability and Sports

Goal 5: Sports and Tourism Policy Areas

Policy areas for sports and tourism may include the following:

- Encourage a coordinated relationship between the Tourism Industry and the Sports Sector
- Support and promote training to better understand the Sports Tourism industry
- Promote research and data collection in the area of Sports Tourism

Goal 6: Sports and Culture Policy Areas

Policy areas for sports and culture may include the following:

- Promote the benefits and develop an understanding of the relationship between sports and culture
- Encourage participation in and the retention and preservation of our traditional sports
- Identify, revive, and promote traditional sports that have special significance as part of our cultural heritage

- Include a representative for Traditional sports, other than Kilikiti, in the SASNOC

Goal 7: High Performance Policy Areas

Policy areas for excellence in sports may include the following:

- Strengthen and build a more effective high performance pathway to include Talent Identification Pathways, stronger local and club level sporting competitions and high performance capability of NFs
- Prioritise sports on the basis of proven results, recognition and international performances
- Develop each sport through better governance, management and administration training and support
- Support the establishment of a single High Performance Centre (Samoa Institute of Sports) to pool resources for all of Samoa to streamline support such as sports science, research and training for all elite athletes
- Set performance targets for major international competitions should be set for each individual sport and an evaluation of performance included in this plan
- Encourage more Samoan sports leaders and administrators to serve in decision making positions and higher level positions in international sports federations and organisations

Goal 8: Sports Infrastructure Policy Areas

Policy areas for sports infrastructure may include the following:

- Establish sports and recreation facilities of an international standard to allow for the development of a range of sports disciplines
- Maintain and improve existing facilities to a high standard
- Establish effective and efficient management and maintenance of sports and recreation facilities
- Support the introduction of legislation for providing open space, recreation and reserve areas
- Promote/require the accessibility, inclusiveness and availability of facilities for use by the general public
- Ensure water, sanitation and hygiene better practices are incorporated into planning and development of all sporting infrastructure and public facilities

Goal 9: Sports Training and Development Policy Areas

Policy areas for sports training and development may include the following:

- Establish programmes to provide technical support to recognised national sporting associations

- Provide training for officials and administrators to improve their capability to officiate and administer sporting activities
- Support the provision of scholarships for our sports men and women to encourage sporting and educational development
- Develop training and resource materials for athletes, coaches, referees and sports administrators
- Design programmes which expose national sporting representatives to specialised personal development activities, which will assist in their overall development
- Support the development of sports nutrition, medicine, psychology, biomechanics, physiology, pharmacology and anthropometry as well as other branches of sports science
- Produce high quality sports practitioners
- Provide effective programmes, training and development opportunities for sports practitioners

Goal 10: Sports Administration and Management Policy Areas

Policy areas for sports administration and management may include the following:

- Support and strengthen the administrative capacity and capability of the national sports associations/federations and affiliates in the day-to-day administration of sports
- Support and assist national sports organisations to plan and provide sporting services
- Establish, strengthen and support systems for record keeping, financial management, accountability and data management across government, national sports organisations and affiliates
- Establish a monitoring system with SASNOC to monitor the effective management of each national sports organisation

Goal 11: Sports Investment and Sponsorship Policy Areas

Policy areas for sports investment and sponsorship may include the following:

- Encourage the private sector and national sports associations/federations to develop collaborative relationships
- Provide/ establish/ seek investment models that promote financial investment for development of sports and facilities
- Prioritise the allocation of resources for sports

- Promote and encourage fund raising by national sports associations/federations and affiliates to support their activities
- Identify and develop sporting disciplines which are (or which have) viable economic opportunities

7. IMPLEMENTATION AND IMPLEMENTERS

The proposed structure (*Appendix 4*) yet to be approved by Cabinet and current structure (*Appendix 1*) both reflect the collaborative efforts for the successful implementation of the NSF.

The role of Government will be through the work of the Ministry/Authority responsible for Sports. This Ministry/Authority for Sports will focus largely on providing the strategic direction, planning processes and strategies that will allow Samoa to streamline its operations, meet its statutory goals and outcomes for Government and across the Sports sector.

The implementers of this framework include MESC, SASNOC, NSAs, NSFs, School Sports Association and the Private Sector.

This section contains the implementers' strategies and responsibilities that are linked to the 11 goals of this Framework. It outlines key stakeholders' contributing roles in implementing the various policy areas in the framework.

7.1 The Ministry of Education, Sports and Culture

MESC responsibilities in schools will include but not limited to the following:

1. enable an active participation environment where achievement in sports is valued not only at high performance levels but recreationally and socially
2. promote equal sports opportunities for all regardless of age and gender
3. lead provision of clear and effective leadership across policy development and measuring of programme effectiveness and provide interventions at all levels⁵
4. encourage a wide spread of active participation to promote healthy lifestyles, social cohesion and economic outcomes in sports for children and students with disabilities as part of the HPE curriculum
5. facilitate Policy and Strategic change based on strong research and evidence based information and data systems.⁶ Support the creation of a Sports Institute/High Performance Academy that will drive excellence in high performance

⁵ Until the Samoa's Sports Authority (SSA) is established

⁶ Until the Samoa's Sports Authority (SSA) is established

6. advocate and broker sustainable Financial Investment from within public sector and sources outside of public sector to enhance development at all educational levels⁷
7. strengthen partnerships with SASNOC, NSFs, Civil Societies, Government agencies, key sports and recreation sector partners⁸
8. plan, invest and construct sports fields in schools
9. assist in the continuous training and development of NSFs in line with up to date best practice around governance, management, strategic planning, sponsorship and other operational elements
10. encourage participation in and the integration of traditional sports into modern day sporting activities
14. promote and support anti-doping in sports and adherence to international anti-doping laws

7.2 Samoa Association of Sports and National Olympic Committee (SASNOC)

Based on the SNSPRR 2017, responsibilities will include but not limited to the following:

1. the sole and legitimate administrative body for all Olympic sports, Commonwealth, Oceania Championships, Pacific and Pacific Mini Games and traditional sports competitions
2. approve selection of all national sports teams, which fall under their jurisdiction
3. provide NSFs with training and development needs such as governance, leadership, sports management and administration training
4. work closely with new Proposed Entity to assist National Sporting Bodies in the development of elite athletes
5. assist national sporting bodies in accessing technical and financial assistance for the development of each particular sport
6. assist national sporting bodies in training and accrediting umpires, coaches and administrators
7. promote and support anti-doping in sports and adherence to international anti-doping laws

⁷ Until the Samoa's Sports Authority (SSA) is established

⁸ Until the Samoa's Sports Authority (SSA) is established

7.3 National Sporting Associations/Federations

Based on the SNSPRR 2017, responsibilities will include but not limited to the following:

1. the national sporting association/federation for each individual sporting discipline
2. recognised as the legitimate body to administer the sports and be affiliated and recognised by the respective/recognised International body
3. be the autonomous bodies in matters relating to the administration of sports
4. administer the development of their particular sports at the school, club and community level
5. responsible for training and accrediting umpires, coaches and administrators in their sports
6. responsible for keeping accurate and up-to-date records in the performance of athletes/teams in their respective disciplines
7. have the right to prepare athletes and select teams to participate in regional and international sporting competitions
8. responsible for producing reports and submitting them to SASNOC and Government for accountability
9. undergo fundraising activities to acquire funding for their particular sports
10. responsible for insuring their athletes as well as ensuring their safety. Insurance coverage for athletes should be compulsory especially when athletes participate in international and regional competitions

7.4 School Sports Associations

Based on the SNSPRR 2017, responsibilities will include but not limited to the following:

1. assist national sporting bodies to develop sports in primary and secondary schools
2. co-ordinate sports competitions between schools
3. promote participation in school sports and assisting national sporting bodies to identify and develop talent

7.5 Private Sector

Based on the SNSPRR 2017, responsibilities will include but not limited to the following:

1. assist in financing the establishment, management and maintenance of appropriate sporting facilities
2. assist in funding sports programmes and scholarships at all levels
3. assist athletes, teams and administrators to prepare and participate in national and international competitions

8. MONITORING, EVALUATION AND REPORTING

The Authority responsible for Sports is expected to carry out monitoring and evaluation to ensure the efficient implementation of the framework in accordance with government regulations.

The Sports Authority is also expected to develop a Monitoring and Evaluation Framework (*Appendix 5*) as part of its strategic and annual plans. This M&E Framework will be evaluated annually to measure achievement against outcomes and indicators.

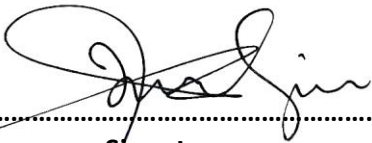
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APPROVED BY THE HON. MINISTER OF EDUCATION, SPORTS AND CULTURE


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Signature

05/11/2018
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Date

Lōau Solamalemālō Keneti Sio

10. APPENDICES

Appendix 1: Current Sports Sector in Samoa

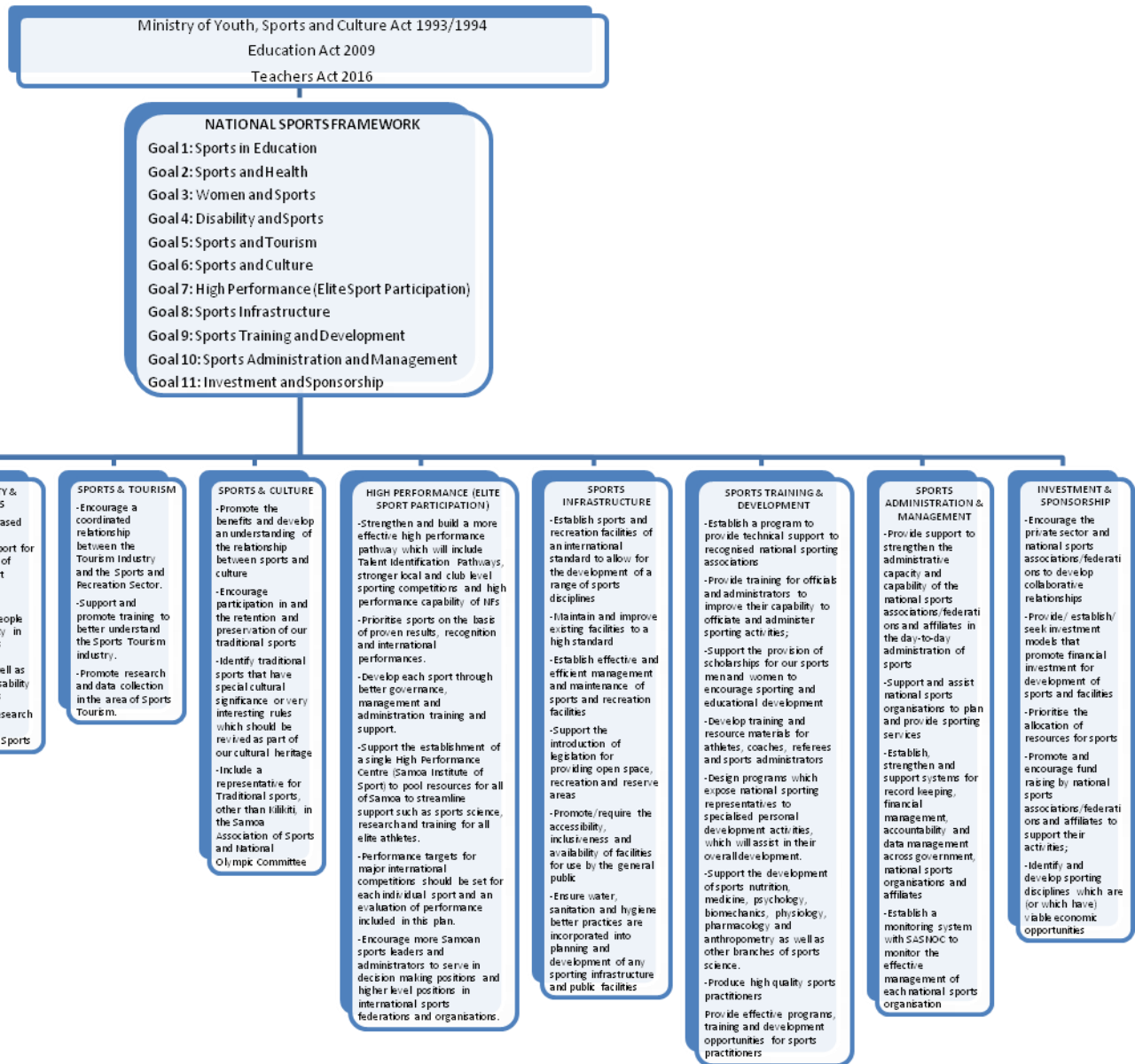


Appendix 2: Related Documents

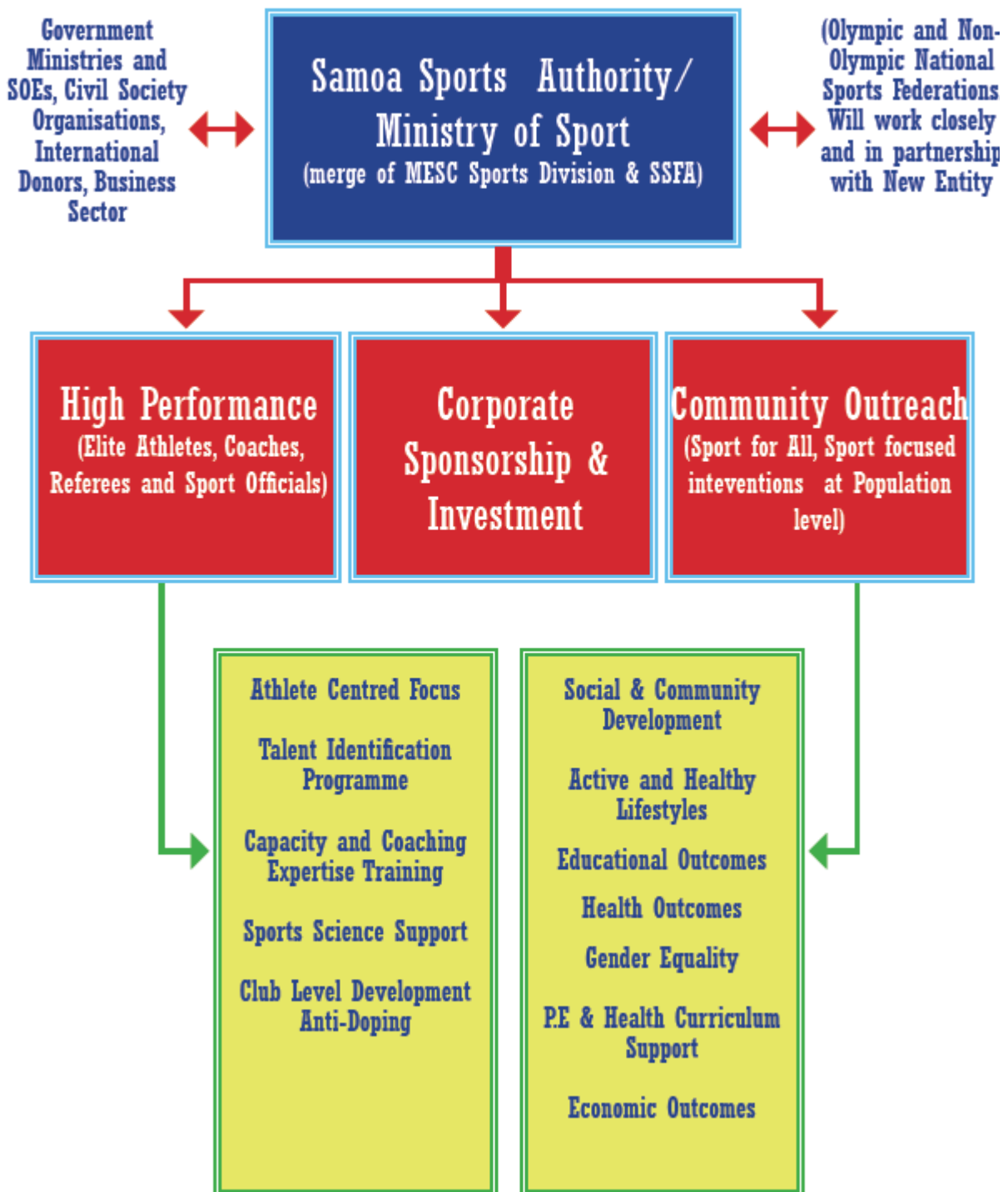
RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Asset Management Policy 2017	Ministry of Education, Sports and Culture	2017
Communications Sector Plan 2017-2022	Ministry of Communication and Information Technology	2017
Community Development Plan 2016-2021.	Ministry of Women, Community and Social Development	2016
Early Childhood Education Minimum Service Standards 2015	Ministry of Education, Sports and Culture	2015
Early Childhood Education Policy 2017	Ministry of Education, Sports and Culture	2017
ECE National Curriculum Guidelines 2016	Ministry of Education, Sports and Culture	2016
Education Act 2009	Ministry of Education, Sports and Culture	2009
Global Student Health Survey Samoa 2011	Ministry of Health	2011
Government Teachers Appraisal Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Mid Term Review Report for National Policy for Persons with Disabilities 2014	Ministry of Women, Community and Social Development	2014
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Youth, Sports and Cultural Affairs Act 1993	Ministry of Education, Sports and Culture	1993
National Assessment Policy Framework 2010	Ministry of Education, Sports and Culture	2010
National Curriculum Policy Framework 2006	Ministry of Education, Sports and Culture	2006
National Professional Development Policy 2018-2023	Ministry of Education, Sports and Culture	2018
National Safe Schools Policy 2017	Ministry of Education, Sports and Culture	2017
National Sports Framework 2018-2028	Ministry of Education, Sports and Culture	2018
National Teacher Development Framework 2018-2028	Ministry of Education, Sports and Culture	2018
Public Finance Management Act 2009	Ministry of Finance	2009
Public Service Act 2004	Public Service Commission	2004
Samoa Education Sector Plan 2013-2018	Ministry of Education, Sports and Culture	2013
Samoa National Policy for Gender Equality 2016-2020	Ministry of Women, Community and Social Development	2016
Samoa National Policy on Disability 2009	Ministry of Women, Community and Social Development	2009
Samoa National Sports Policy Review Report 2017	Ministry of Education, Sports and Culture	2017

Samoa National Youth Policy 2011-2015	Ministry of Women, Community and Social Development	2011
Samoa Population Census 2011	Samoa Bureau of Statistics	2011
Samoa STEPS Health Survey Report 2014	Ministry of Health	2014
Samoa Tourism Sector Plan 2014-2018	Samoa Tourism Authority	2014
SASNOC Strategic Plan 2015-2019	Samoa Association of Sports and National Olympic Committee	2015
School Governance Framework 2018-2028	Ministry of Education, Sports and Culture	2018
School Governance Policy 2018-2023	Ministry of Education, Sports and Culture	2018
School Management Policy 2018-2023	Ministry of Education, Sports and Culture	2018
Strategy for the Development of Samoa 2016/17-2019/20	Ministry of Finance	2016
Strategy for the Development of Samoa 2016-2020	Ministry of Finance	2016
Sustainable Development Goals	United Nations	2015
Teachers Act 2016	Ministry of Education, Sports and Culture	2016

Appendix 3: Overview Structure (Goals and Policy Areas)



Appendix 4: Proposed New Samoa Sports Entity Structure



Appendix 5: Monitoring and Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK													
National Sports Framework (NSF) 2018 - 2028													
SDG INDICATOR	SDS KEY OUTCOME	GOALS	STRATEGY	OUTCOME	INDICATOR	BASELINE DATA	Year 1 Target FY 18/19	Year 2 Target FY 19/20	Year 3 Target FY 20/21	Year 4 Target FY 21/22	Year 5 Target FY 22/23	MEANS OF VERIFICATION	DIVISION
	<u>KO 7:</u> Quality Education and Training Improved: <i>All people in Samoa are educated and productively engaged</i>	Sports Development in Education	Participation in Sports:	Promote children and student participation in sports and recreational programmes in schools	% of students involved in Sports	NA (baseline establish year 1)	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Sports Entry Compensation Scheme School sports registration	Sports
			Equal Access to Sports:	Encourage equal access of all children and student in sports regardless of ability, age or gender	% of students with disabilities actively involved in Sports % of students involved in sports by gender/age	FY11/12 Base Year NA (baseline establish year 1)	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	List of students from schools Sports Entry Compensation Scheme School sports registration	Sports Sports Sports
			Curriculum Links to Sports:	Prioritise the development of sports in all levels of education (ECE, Primary, Secondary) through Health & P.E Curriculum to ensure children and students gain physical literacy and sports skills	% of schools with Sports/H.P.E Subjects % of students taking Sports/H.P.E	TBC TBC	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	CDMD data CDMD data	Sports CDMD Sports CDMD

			Career Pathways in Sports:	Provide and support career pathways and opportunities for potential students in schools and the sports industry	% of students taking part in international and national sports competitions % of students with medals from international and national sports competitions	TBC TBC	Increase by 5% Increase by 5%	Increase by 5% Increase by 5%	Increase by 5% Increase by 5%	Increase by 5% Increase by 5%	Increase by 5% Increase by 5%	SASNOC Data Sports Data SASNOC Data Sports Data	Sports SASNOC SASNOC Data Sports Data
		A healthy population	Sports and Health	Improved multi-sectoral collaboration	% of Government Ministries implementing physical activity programmes	2% (MoH) (MWCSO)	10%	30%	50%	70%	90%	Questionnaire / Survey	Sports
		Encourage the participation of women in sports and physical activity	Women and Sports	Increased support and opportunities for women representation in sports leadership, administration and competitive sports	% of women participating in competitive sports	NA (baseline establish year 1)	10%	20%	30%	40%	50%	Sports Organisation Reports Sporting Events Reports SASNOC Reports	Sports OCEO
			Women and Sport	Increased number of women represented in sports leadership, administration and competitive sports	% of women advocates for technical and administrative positions	NA (baseline establish year 1)	10%	15%	20%	25%	30%	SASNOC Reports Sports Organisation Reports	Sports OCEO
				Increased	% of women in	NA (baseline	10%	15%	20%	25%	30%	Sports	Sports

				support for women to participate in sports and physical activity	the rural areas participating in sports and physical activity	establish year 1)						Organisation Reports	OCEO
		Disability specific sports programmes	Disability and Sports	Enhance the inclusion of people with disability in sports	% disability specific sports developed	0%	5%	10%	15%	20%	25%	SASNOC Reports	Sports
			Sports and Tourism	Sports, Recreation and Tourism contribute to economic development	% of training programmes targeting the Sports and Recreation Sector and the Tourism Industry	0%	15%	20%	25%	30%	35%	Tourism Reports SASNOC Reports Sports and Recreation Sector Reports	Sports
		Traditional sports revived and sustained	Sports and Culture	Retain and maintain the cultural significance of traditional sports	% of traditional sports retained and preserved	NA (baseline establish year 1) (Samoan Cricket, Taulafoga)	50%	60%	70%	80%	90%		Sports Culture Curriculum
		High Performance Centre for Sports established	Elite Sports	Athletes skills developed, supported and encouraged	% of athletes competing at internationally recognised events	NA (baseline establish year 1) (Weightlifting , tennis, swimming, rugby, soccer, boxing)	20%	30%	40%	50%	60%	Sports Organisation Reports	Sports
		Enhance sporting experience		Sports	% of sports with proven results and recognised for their international performances (winning medals)	NA (baseline establish year 1) (Weightlifting , boxing)	30%	50%	60%	70%	80%	Sports Organisation Reports	Sports

		Sporting facilities meet International standards	Sports Infrastructure Management	Internationally recognised facilities	% of sports facilities meeting international standards	NA (baseline establish year 1) (Apia Park, Tuanaimito)	60%	70%	80%	90%	100%	Facilities Visit SASNOC Reports SSFA Reports	Sports OCEO
					% of sports facilities with accessible disability requirement	NA (baseline establish year 1)	20%	30%	40%	50%	60%	Facilities Visits SSFA Reports	Sports
			Sports Development	Educated and Trained sports officials and administrators	% of officials and administrators trained on: sports nutrition sports medicine sports science sports psychology spots anthropometry	NA (baseline establish year 1)	10%	30%	40%	50%	70%	SASNOC Reports Sports Organisation Reports	Sports OCEO
		Effective sports programmes, training and development opportunities	Sports Development	Well trained and skilful sports personnel	% of programmes developed for athletes, coaches, referees and sports administrators	NA (baseline establish year 1)	10%	30%	40%	50%	70%	SASNOC Reports Sports Organisation Reports	Sports
		Strengthened sports administrative capacity and capability	Sports Management	Well managed sports organisation	% of sports organisations monitored (using SASNOC monitoring system)	NA (baseline establish year 1)	70%	80%	90%	100%	100%	SASNOC Reports	Sports
			Sports Management		% of sports organisations assisted and supported to provide sporting services	NA (baseline establish year 1)	10%	30%	40%	50%	70%	Sports Organisation Reports	Sports

			Investment and Sponsorship		% of sports organisation receiving financial assistance for their activities / programmes	30%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%	Sports Organisation Requests and FK approval	Sports
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Appendix 6: Implementation Plan

Phase	ACTION	TIMEFRAME	RESPONSIBILITY
Endorsement	National Sports Framework to be endorsed by Cabinet	October 2018	MESC Sports Division
Implementation & Transition Phase	<p>Sports & Recreation Taskforce Established to focus on</p> <ol style="list-style-type: none"> 1) Establishing a new Sports Act for the Sector 2) Sports & Recreation Taskforce to assist MESC to identify main stakeholders under each of the sub policy areas as outlined in implementation plan. Meet and consult with stakeholders to ensure key partnerships are in place to deliver and implement framework 	October 2018-December 2019	MESC Sports Division, SSFA, SASNOC, Ministry of Public Enterprises, PSC, Ministry of Finance, a few Civil Society members, Consultant if needed
Monitoring and Evaluation	Regular monitoring by MESC Sports Division supported by Sports & Recreation Taskforce of implementation of key policy areas.	On-going	MESC Sports Division to lead