



Government of Samoa

MINISTRY OF EDUCATION, SPORTS & CULTURE

ANNUAL REPORT

FY2021/2022

GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS & CULTURE

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OFFICE OF THE MINISTER
**OF EDUCATION, SPORTS & CULTURE, SAMOA QUALIFICATIONS AUTHORITY & NATIONAL
UNIVERSITY OF SAMOA**

October 28, 2022

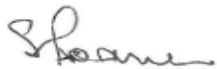
Honourable Speaker of the House
Legislative Assembly of Samoa

MULINUU

In accordance with the Education Act 2009, and the Youth, Sports and Cultural Affairs Act 1993, I hereby submit the Annual Report of the Ministry of Education, Sports and Culture for the year ended June 30, 2022.

This report provides a summary of the Ministry's overall achievements of its activities intended for this Financial Year.

Ma le faaaloalo lava,



Hon. Seu'ula Ioane
MINISTER OF EDUCATION, SPORTS AND CULTURE

ACRONYMS

ACEO	Assistant Chief Executive Officer
AED	Assessment and Examinations Division
AMP	Annual Management Plan
CCDRS	Climate Change & Disaster Resilient Strategy
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
CSD	Corporate Services Division
DCEO	Deputy Chief Executive Officer
ESAC	Education Sector Advisory Committee
ESCD	Education Sector Coordination Division
ESP	Education Sector Plan
ESWG	Education Sector Working Group
GPE	Global Partnership for Education
HPU	High Performance Unit
ICT&MD	Information, Communication and Technology & Media Division
IIE	ICT in Education
KPI	Key Performance Indicator
MCIT	Ministry of Communication Information and Technology
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
MiLLL	MESC Lifelong Learning Lab
MSS	Minimum Service Standards
MOS	Museum of Samoa
NARA	National Archives and Records Authority
NCSF	National Competency Standards Framework
NCECES	National Council of Early Childhood Education for Samoa
NPCC	National Policy Coordination Committee
NTLP	National Teaching and Learning Policy
NUS	National University of Samoa
OAG	Office of the Attorney General
OCEO	Office of the Chief Executive Officer
OGG	One Government Grant

PAS	Pacific Australia Sports
PeP	Pacific e-learning Programme
PIMA	Pacific Island Museums Association
PoR	Position of Responsibilities
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
QAPA	Quality Assurance and Performance Appraisal
SDS	Strategy for Development of Samoa
SDG	Sustainable Development Goal
SEMIS	Samoa Education Management Information System
SEN	Student Education Number
SLA	School Library Assistant
SLC	Samoa Language Commission
SNAPE	Samoa National Assessment of Primary Education
SOD	School Operations Division
SPELL	Samoa Proficiency Education Literacy Levels
SSA	School Support Advisor
SSILNaS	Samoa Schools Innovation Literacy, Numeracy and Science
STAC	Samoa Teachers Council Assessment Committee
SQA	Samoa Qualifications Authority
TDAD	Teacher Development and Advisory Division
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
USP	University of the South Pacific

MESC LEADERSHIP TEAM

2021 – 2022

Hon. Seu'ula Ioane Tuā'au

Minister

Agaseata Tanuvasa Peto

Associate Minister

MESC MANAGEMENT

Afamasaga Dr. Karoline Afamasaga-Fuata'i

Former CEO

Tu'umatavai Vau Peseta-Afamasaga

DCEO, Strategic and Innovations

Tuaopepe Perenise Tinei

DCEO, Operational Services

Fanuaea Amela Silipa

ACEO, National Archives and Records Authority

Funealii Lumaava Sooaemalelagi

Former ACEO, Assessments and Examinations

Maria Lei Sam Elisaia

ACEO, Assessments and Examinations

Nora Rose Warren

ACEO, Policy, Planning and Research

Tuiloma Inipene Simanu

ACEO, Curriculum Design and Materials

Matagio'o Nehru Mauala

ACEO, Information Communication Technology & Media

Owen Ah Ching

ACEO, Monitoring Evaluation and Review Division

Telea Uuga Kamu Potogi

ACEO, Culture

Perenise Stowers

ACEO, School Operations

Senetima Samau

ACEO, Corporate Services

Salā Delphina Lee

Executive Director, Samoan Language Commission

Tafāese Spencer Tautū

ACEO, Sports

Aida Savea

ACEO Education Sector Coordinator

Tauti Faatamālii Jenny Lauano

ACEO, Teacher Development and Advisory

Tausiliimalo Ryan Masinalupe

ACEO Legal Services

ABOUT THIS REPORT

The Annual Report for 2021-2022 financial provides information about the Ministry of Education, Sports and Culture (MESC), its purposes, services, and performance against Key Performance Indicators (KPIs) as outlined in the Annual Management Plan 2021-2022 and the Annual Budget.

There are TWO main parts of the report. Part A and Part B. Part A that contains Sections A1 & A2 and Part B with Sections B1 & B2:

PART A

Section A1: Overview

The overview section provides details pertaining to the role of the MESC and its strategic direction, its Mandate, Organizational Structure, and the financial performance.

Section A2: Performance Review

Part A of this section provides highlights and progress on the performance of the Ministry against their planned KPIs for the Financial Year July 2021 – June 2022. All activities implemented by the fourteen (14) divisions of the Ministry are reported herein.

PART B

Section B1: School Statistics

Section B provides information relating to the number of Early Childhood Education Centers, Primary and Secondary schools, student enrolments, and the number of teachers by Controlling Authorities.

Section B2: Projects

This section reports on the development projects implemented by the Ministry and their current status/progress.

REFERENCES

This section provides a list of all related documentation used for the development and compilation of this report.

Table of Contents

ACRONYMS	3
MESC LEADERSHIP TEAM.....	5
MESC MANAGEMENT	5
ABOUT THIS REPORT	6
EXECUTIVE SUMMARY	10
MESC ACHIEVEMENTS FY 2021 -2022 AT A GLANCE.....	13
Information Fact Sheet of National Assessment Results Analysis for 2020 and 2021	15
PART A: OVERVIEW OF MESC FUNCTIONS AND PERFORMANCE REVIEW	19
<i>Section A1: Overview</i>	<i>19</i>
<i>A1.1: MESC Strategic Overview</i>	<i>19</i>
<i>A1.2: Ministry Organizational Structure</i>	<i>23</i>
<i>A1.3: Output Structure</i>	<i>24</i>
<i>A1.4 FY2021/2022 Budget Report</i>	<i>29</i>
<i>Section A2: Performance Review.....</i>	<i>35</i>
<i>A2.1 Achievement of Key Performance Indicator</i>	<i>35</i>
<i>A2.2 Achievements by MESC Corporate Plan Goals:.....</i>	<i>36</i>
<i>GOAL 1: Enhance quality of education at all levels (ECE, Primary and Secondary)</i>	<i>36</i>
<i>GOAL 2: Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)</i>	<i>53</i>
<i>GOAL 3: Enhance relevance of education and training at all levels (ECE, Primary and Secondary)</i>	<i>62</i>
<i>GOAL 4: Strengthen community engagement and collaborative partnership with all MESC Stakeholders to improve educational outcomes at all levels</i>	<i>67</i>
<i>GOAL 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources.....</i>	<i>71</i>
<i>A2.3 Achievements as per MESC Divisional Outputs</i>	<i>80</i>
<i>Output 1: POLICY ADVICE TO THE RESPONSIBLE MINISTER</i>	<i>80</i>
<i>Output 2: MINISTERIAL SUPPORT</i>	<i>83</i>
<i>Output 3: TEACHING SERVICES</i>	<i>83</i>
<i>Output 4: TEACHER DEVELOPMENT & ADVISORY SUPPORT SERVICES.....</i>	<i>84</i>
<i>Output 5: SCHOOL IMPROVEMENT SERVICES</i>	<i>87</i>
<i>Output 6: CURRICULUM DESIGN & MATERIAL SERVICES.....</i>	<i>88</i>
<i>Output 7: ASSESSMENT AND EXAMINATION SERVICES</i>	<i>91</i>

<i>Output 8: POLICY, PLANNING AND RESEARCH SERVICES</i>	93
<i>Output 9: ASSETS MANAGEMENT SERVICES</i>	95
<i>Output 10: PUBLIC LIBRARY SERVICES</i>	97
<i>Output 11: SPORTS DEVELOPMENT SERVICES</i>	97
<i>Output 12: CULTURAL DEVELOPMENT SERVICES</i>	99
<i>Output 13: MONITORING, EVALUATION AND REVIEW SERVICES</i>	102
<i>Output 14: SECTOR COORDINATION</i>	103
PART B: SCHOOL STATISTICS AND DEVELOPMENT PROJECTS	105
<i>Section B1: School Statistics</i>	105
<i>B1.1 Schools</i>	105
<i>B1.2 School Enrolment</i>	106
<i>B1.3 Teachers</i>	107
<i>Section B2: Development Projects</i>	108
REFERENCES	112

LIST OF TABLES

Table 1: Financial Outputs	24
Table 2: MESC Workforce as at 30 June 2022.....	24
Table 3: Breakdown of staff by Gender	25
Table 4: MESC Workforce by Category of Teaching Staff and Non-Teaching Staff as of 30 June 2022	25
Table 5: MESC Workforce by Gender at School Levels as of 30 June 2022	25
Table 6: Positions of Responsibilities in Schools as Contract employment	25
Table 7: MESC Workforce-Composition - Corporate Staff as of 30 June 2022	25
Table 8: MESC Workforce Composition by Age as of 30 June 2022.....	26
Table 9: Movement of Staff	26
Table 10: Types of Employment Cessation	27
Table 11: Level of Appointment - Corporate Staff	27
Table 12: Financial Statements as of June 30th, 2022	29
Table 13: Summary of KPIs Achieved	35
Table 14: Number of Government schools that meet Level 3 of MSS	46
Table 15: Compulsory Age Enrolment	47
Table 16: Student with disabilities enrolled in mainstream government schools.....	54
Table 17: ICT in Education Projects	54
Table 18: Number of schools by district	105
Table 19: School enrolment.....	106
Table 20: Number of students by controlling authorities	106
Table 21: Number of teachers	107
Table 22: Status of all development projects	108

LIST OF FIGURES

Figure 1: 2020 & 2021 Year 2 SPELL Assessment Results by Gender	15
Figure 2: 2020 & 2021 Year 4 SPELL Assessment Results by Gender	15
Figure 3: 2020 & 2021 Year 6 SPELL Assessment Results by Gender	16
Figure 4: 2020 & 2021 Year 8 SNAPE Assessment Results by Gender.....	16
Figure 5: 2020 & 2021 Year 12 SSC Assessment Results by Gender	17
Figure 6: 2020 & 2021 Year 13 SSLC Assessment Results by Gender.....	18
Figure 7: Percentage of contracted Principals performance measured against set targets and the Leadership and Management Standards.....	37
Figure 8: Percentage of contracted Vice Principals performance measured against set targets and the Leadership and Management Standards.....	38
Figure 9: Percentage of Primary teachers meeting standards by gender	38
Figure 10: Percentage of Reappraised Primary teachers meeting standards by gender.	39
Figure 11: Percentage of Secondary teachers meeting standards by gender.	39
Figure 12: Percentage of Reappraised Secondary teachers meeting standards by gender.	40

EXECUTIVE SUMMARY

In the midst of the global pandemic and State of Emergency restrictions, the Ministry of Education, Sports and Culture has felt the toll of such an unprecedented global crisis, resulting in a year full of challenges and difficulties. Needless to say, it was also one full of opportunities to re-strategize and discover various plans of actions in order to achieve activities whilst adhering to SOE restrictions and guidelines. The delay in some of the planned activities did not hinder the Ministry's determination and therefore lead to opportunities for strengthening the use of ICT for teaching and learning. ICT in education has enabled the development of e-resources to support access to quality teaching and learning.

Despite the difficulties along the way, MESCC managed to successfully implement and complete 68% of its planned Key Performance Indicators (KPIs) for FY 2021-2022.

One of the two key deliverables of the Ministry every year is the National Assessment results. While not all year levels that sat the National Assessment results met the set targets for the Ministry. It is worth noting that assessment trends for 2020 and 2021 provides an overview of improved student learning outcomes across nationally assessed levels. A point to highlight is the fact that student achievements differ across subjects and year levels, with improved results in some subject areas compared to others.

Year 2 is an oral diagnostic assessment in Gagana Samoan and Numeracy administered using Samoan. Overall results for 2021 shows an upwards increase in the number of students achieving a level 3 (proficient) for both males and females. Compared to 2020, a 33% increase in the number of females and a 24% of males achieved a level 3. For numeracy relatively both males and females attained a 16% increase in the number of students achieving a level 3.

Year 4 results overall shows a downwards decline if compared to the previous year for both males and females in English, Numeracy and Samoan for males. For English, only 11% of females and 5% of males achieved a level 3, the majority of students therefore are below level 3 indicating the urgency of interventions at this level. Gagana Samoa highlights (20%) of females attained a level 3 compared to 8% of males, for females this is a 6% improvement from the previous year. Again, such trends indicate that the majority of students either attained a level 2 or a level 1 requiring interventional support.

For SPELL Year 6 English, a 7% increase is noted for female students while a drop of 8% is recorded for male students. A notably high increase of 27% is recorded in Gagana Samoa for females and only a 1% increase for males. In contrast to English and Gagana Samoa, Numeracy is a concern with a 16% decrease for females and a 20% decrease for males achieving a level 3. The majority of students are respectively at the lower level of achievements at level 2 and levels 1.

For Year 8 SNAPE; remarkable achievements were achieved in all subjects for both genders in 2021 compared to 2020. SSC 2021 assessments showed a positive upwards trend where all subjects presented a gradual increase for both genders except of males in both English and Chemistry. For SSLC, Samoan, Biology and Chemistry showed a decline in the percentage of students for both male and female who achieved Level 2 (Achieved) in 2021 compared to 2020. Maths, English and Chemistry results show improved student outcomes with noticeable increase for both genders in 2021. A detailed information fact sheet is provided in the following pages of the national assessments results for the years 2020 and 2021.

Another key deliverable of the Ministry is to improve teacher quality through effective and relevant professional support for teachers, especially during these challenging times due to the outbreak of COVID19.

This year has been an unprecedented year for the Ministry, teachers and students were required to adapt to a transformational shift of teaching and learning using a multimodal approach. MESC's multimodal approach includes online learning platforms, such as online resources, moodle platforms, televised programs and radio programs.

The highlights of this approach enabled students to access learning resources during school closure to minimize impacts of loss and teaching time. To support transformational learning the following key highlights are presented as milestones achieved to ensure access to quality teaching and learning:

- Launched the School Connectivity Project in partnership with MCIT on May 27, 2022, at Alofiotaoa College in Savaii. This project will provide wider internet access and connections for 120 schools selected for phase 1.
- Launched of the MESC Innovative Lifelong Learning Lab (MILL) phase 1 on the 30th June 2022 in partnership with the India-UN Development Fund and UNESCO and Japan to provide Open Education Resources (OER) for 20 schools.
- The Global Partnership for Education (GPE) and UNICEF, as part of their support for Samoa's educational response to COVID-19, funded 161 4G router devices with a six-month data plan that will provide a secondary connectivity option for schools. This initiative will henceforth support MESC Multimodal Approach and Business Continuity Plan for schools.
- The launch of teaching and learning resources and curriculum materials took place on June 10, 2022. For secondary schools it was the official release and distribution of the new 4-year secondary curriculum statements for Year 9 to Year 12 for all subject areas.
- An online TVET awareness programme was coordinated and facilitated by the Teacher Development and Advisory Division (TDAD) in collaboration with CDMD, SOD, ICT, and Sports Divisions. The event targeted Year 12 and 13 students from all Mission, Private and Government colleges. The aim was to allow the students, teachers, parents, communities, and institutions to share their vast understanding and positive mindset about the importance of TVET skills for a brighter future. More than 10 colleges and approximately 100 students and teachers from Savaii and Upolu attended the prize giving ceremony held at Taumeasina Resort on June 14th, 2022.
- During prize giving, the Ministry noted that the engagement of students and teachers to use the online portal:
 - A total of 16 Colleges¹ submitted TVET TikTok videos through the approved platform
 - A total of 255 Year 12 & 13 students and 25 teachers participated in the TVET TikTok videos
 - A total of 77 students uploads their essays through the approved platform on the Ministry website
 - Savaii students took 1st place in Year 12 Gagana Samoa, Year 13 English, Year 13 Gagana Samoa

¹ Savaii- Amoa, Itu o Tane, Mataaevave, Palauli Sisifo, Savaii Sisifo. Upolu- Aleipata, Anoamaa, Falealili, LDS Pesega, Leifiifi, Lefaga, Palalaua, Safata, Sagaga, Vaimauga.

It has been a difficult year all round for our students, teachers, and schools. However, this has not altered the Ministry's efforts to deliver services that were most critical to ensuring our students were supported. Our student's resilience to overcome challenges due to the pandemic is highly acknowledged, and without a doubt has left an immense impact on students' achievements.

The programs and activities that contributed and resulted in the overall achievements of the Ministry's key deliverables for the financial year are highlighted in the Achievements for FY 2021 – 2022 at a Glance.

The Ministry wishes to acknowledge the support and continuous commitment by our Government and Cabinet to Education in Samoa. We thank the Minister for Education, Sports and Culture, Seuula Ioane Tua'au and the Associate Minister Agaseata Tanuvasa Peto for their leadership and support throughout the year.

Heartfelt thanks extended to our stakeholders, development partners and agencies for their continuous and valuable assistance to the Ministry. Thank you also to Government Ministries, Mission and Private schools, Early Childhood Education providers, special needs education providers, school committees, parents, and the community for the partnership and support rendered to the Ministry to improve education services in Samoa.

A special acknowledgement with appreciation of the continuous support provided by the other two Implementing Agencies of the Education Sector, the Samoa Qualifications Authority and the National University of Samoa.

Lastly to the Executive Management and Staff, in light of the challenges, you remained our most valuable assets in driving and making a difference to the work we do that ultimately serves the need for quality education of our children.

Faamalo le galulue, Faamalo le fai o le faiva!!

A handwritten signature in blue ink, appearing to read 'V. Peseta', with a stylized flourish at the end.

Tu'umatavai Vau Peseta-Afamasaga
ACTING CHIEF EXECUTIVE OFFICER

MESC ACHIEVEMENTS FY 2021 -2022 AT A GLANCE

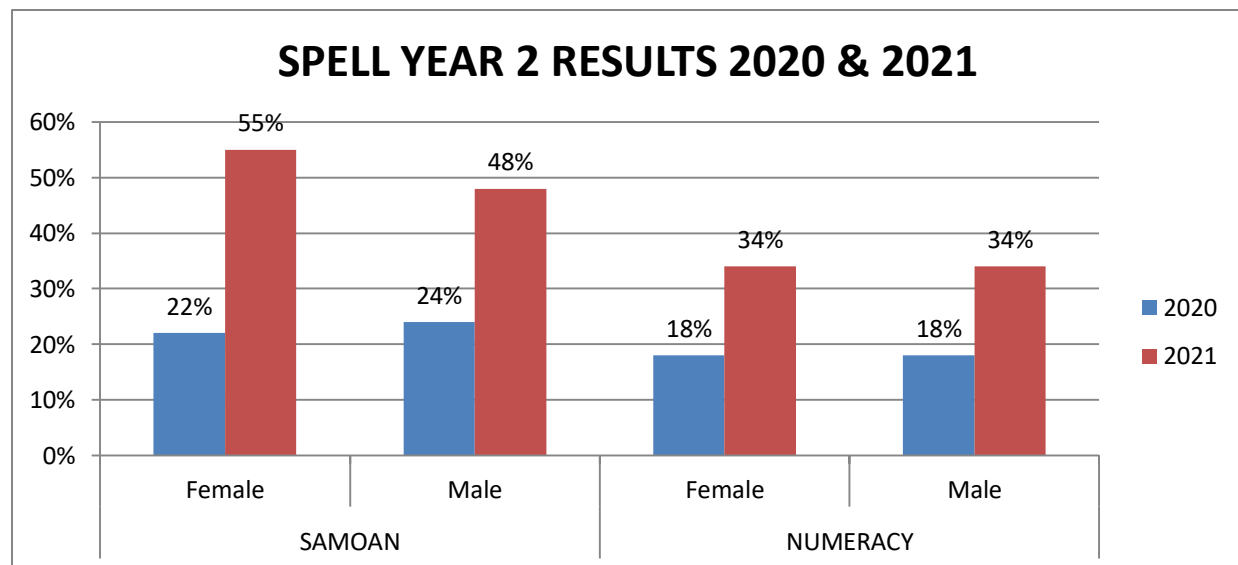
Here are some of the milestones achieved by the Ministry within the Financial Year;

- The National Assessments report for the National Assessments for 2021. An information fact sheet is attached in the next page.
- High participation of schools was noted during the Samoa School Innovation Literacy, Numeracy and Science program (SSILNaS) held from the 23rd August- 17th September 2021. More than 95% (166) of the 168 government schools participated in the SSILNaS, a 5% increase from the 90% reported last Financial Year. The theme for SSILNaS 2021 was LEARN GREEN, LIVE GREEN, which intended to give more focus and emphasis to our environment (Siosiomaga).
- The Teacher Day celebration took place on September 29th and 30th, 2021. The theme of Teacher Day was 'Balance your mental, physical, and spiritual well-being'. The first part of the Teachers' Day was Sports Day and the second part was an Awards evening recognizing outstanding teachers in the different categories and also our long-serving teachers/retirees.
- Compulsory Education Commemoration Day was celebrated on November 19, 2021. The candlelight service was a form of awareness for the community, schools, students and everyone.
- The Special Needs Game Festival was held on the 25th Nov for Upolu. A total of 368 students from 18 schools participated in the Special Needs Games festival, which exceeded the target of 300 students to participate for this Financial Year.
- Coordinated and hosted the first ever College Sports Awards, held on the 2nd December 2021. It was an event supported by the Government to recognize the outstanding achievements of the athletes or students in various sports.
- A total of 353 qualified teachers were posted to colleges and primary schools in this Financial Year. The increasing number of teachers who have applied and/or expressed an interest in returning to teaching demonstrates the effectiveness of the Ministry's marketing strategies to address teacher shortages and to promote teaching as a career choice.
- National assessment reports completed and shared during the Primary and Secondary school feedback sessions held in March/April this year.
- Upgrade of Sports fields for Moataa, Lalomauga, and Gataivai was completed this financial year, while the other three are underway and scheduled for completion in the next financial year. The upgrading of sports fields increase and motivate student participation in sports.
- The Museum of Samoa celebrated the International Museums Day on the 18th of May through a facebook selfie (photo) competition whereby the public are encouraged to post a selfie and caption on why the Museum of Samoa is important. Ten (10) prizes were awarded to the best selfies.
- The International Archives week was celebrated on June 6-10, 2022 for both Upolu and Savaii. The theme of this year's event was *"Archives Are You"* which also coincided with Samoa's 60th Independence celebration.
- One hundred and twenty (120) readers completed and approved for Samoa Primary Schools.
- Three (3) policies and one (1) framework for the National Archives and Records Authority were tabled to Cabinet on the 7th March 2022, an additional paper requested by Cabinet for further clarification was submitted on the 20th of May and awaiting update.

- At the end of this Financial Year, four (4) quarterly reviews had been completed and all reports were prepared, endorsed and submitted to the Education Sector in preparation for the Sector's Annual Review.
- The Ministry held its two-day Strategic Seminar on the 3rd and 4th March 2022 at the Tanoa Tusitala Hotel. The theme of this year's seminar was 'Plan ahead for better outcomes'. This was a platform for all staff to evaluate their work, identify challenges and way forward to improve services rendered to the schools and the public.
- The completion of the Annual Report 2020/2021 and the Education Statistical Digest 2021 demonstrated all MESC Divisions' collective determination to fulfill their responsibilities and provide ongoing support in the development of these Ministry documents. These documents are important publications that document the evidence of the achievements of the Ministry and strategies to strengthen its services.
- The Education Sector Research Forum and Awareness Session were held in July 2021. The aim of the two- day forum was to provide a platform for the Sector Agencies to present on significant research areas that are aligned with the Education Sector Plan.
- As of June 2022, 99.1% (339) of the 342 schools have signed the One Government Grant agreement (OGG).
- MESC Internal Policy on the use of the Biometric Machine as Attendance Record was developed and approved by the Management and was signed off by the CEO in December 2021.
- MESC Internal Policy on Professional Development Program for the Ministry staff including Teachers was developed and approved by the Management and was signed off by the CEO in February 2022.
- 100% completed implementation of the recruitment process of the Ministry's Organizational Structure review Phases 1 & 2 approvals whilst execution of Phase 3 approval is working in progress targeting completion in the new financial year upon availability of funds.
- COVID-19 Business Continuity Plan put in place during lockdown and for resumption of work to observe the SOE restrictions.

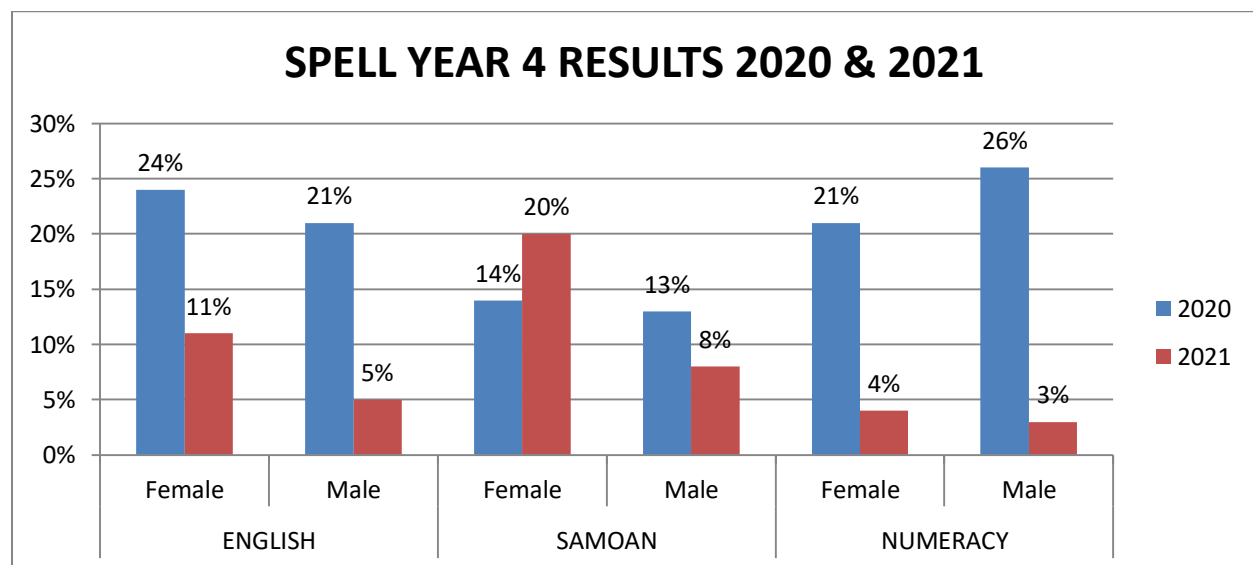
Information Fact Sheet of National Assessment Results Analysis for 2020 and 2021

Figure 1: 2020 & 2021 Year 2 SPELL Assessment Results by Gender



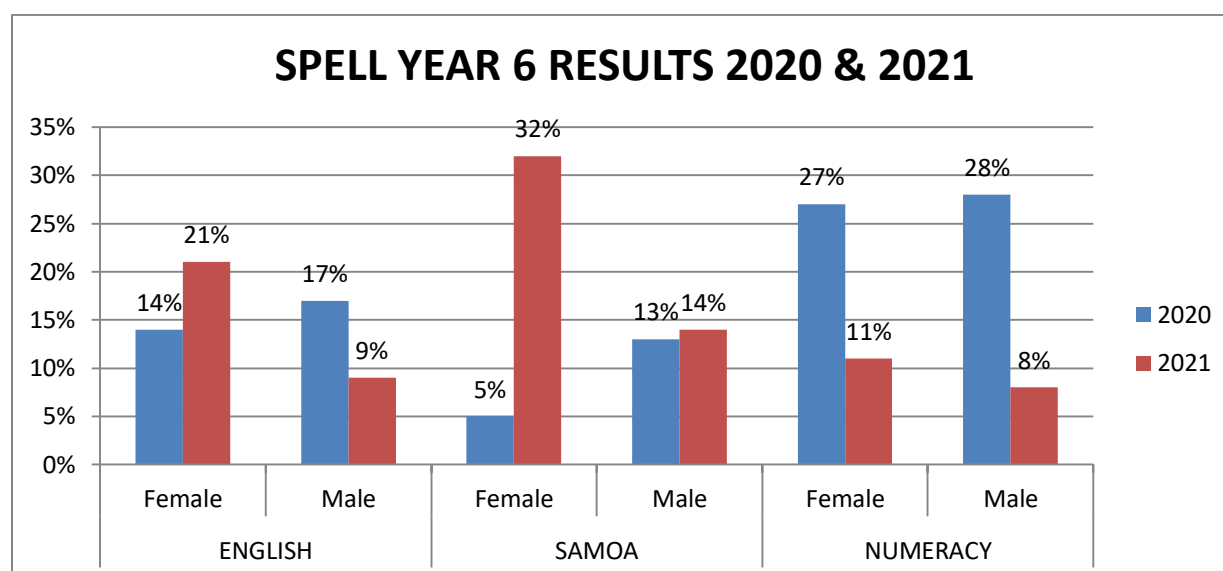
Based on the graph for Year 2 above, there was a huge increase of 33% of number of female students achieving level 3 and 24% increase in number of male students achieving same in Gagana Samoa from 2020 compared to 2021. For Numeracy, the increases are 16% for both genders.

Figure 2: 2020 & 2021 Year 4 SPELL Assessment Results by Gender



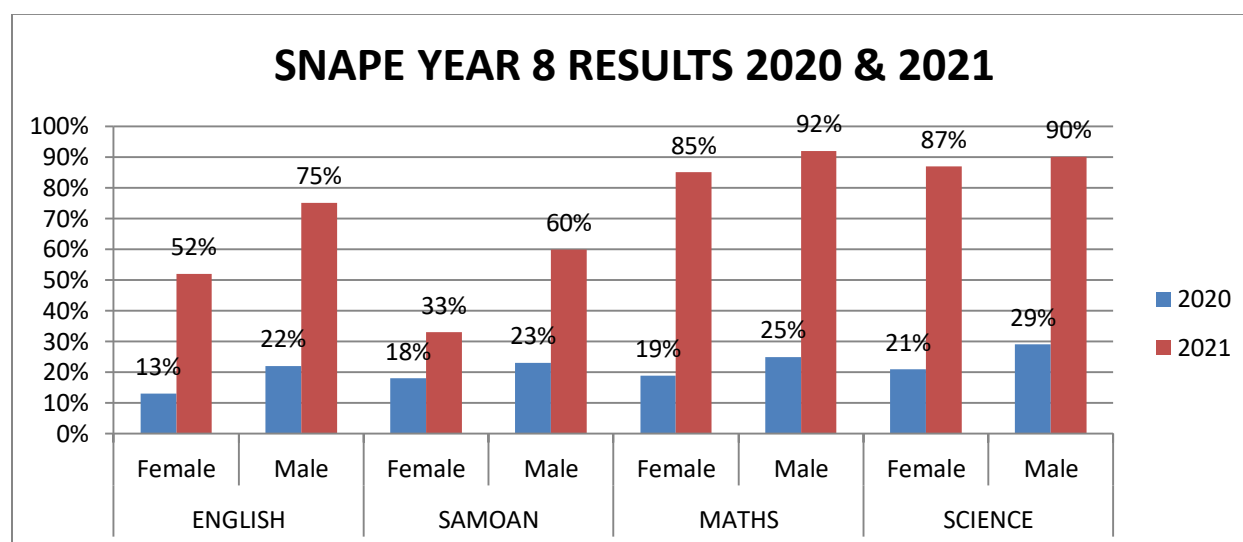
Based on the graph above (Figure 2), a notable decline or decreases in number of students achieving level 3 in English with 13% and 16% decreases for female and male respectively. Similarly for Numeracy, declines are noted for both female and male, with decreases of 17% and 23% for female and male respectively. As for the Gagana Samoa, an increase of 6% is noted for female and a decrease of 5% for male.

Figure 3: 2020 & 2021 Year 6 SPELL Assessment Results by Gender



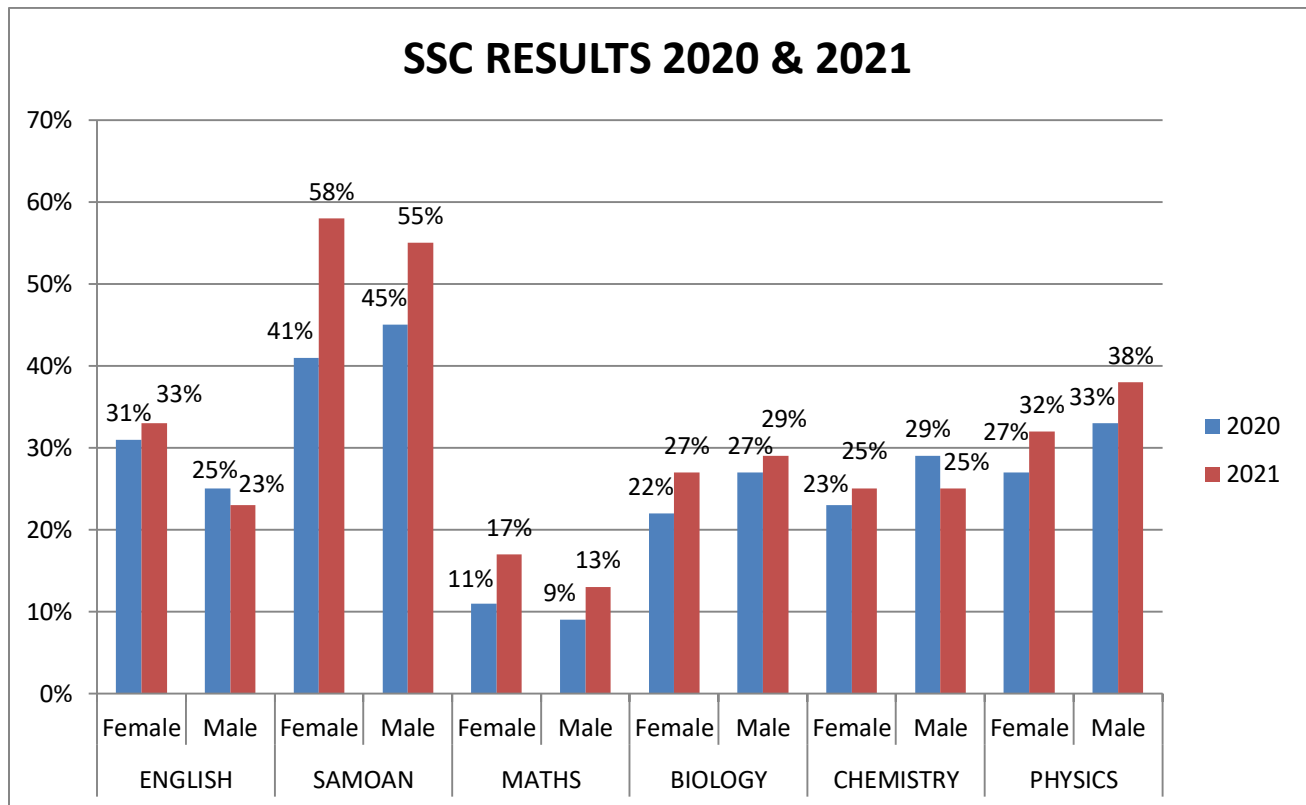
For SPELL Year 6 English, a 7% increase is noted for female students while a drop of 8% is recorded for male students. A notably high increase of 27% is recorded in Gagana Samoa for females and only a 1% increase for males. In contrast to English and Gagana Samoa for Year 6, concerning drops of 16% for females and 20% for males are recorded for Numeracy when comparing 2020 to 2021.

Figure 4: 2020 & 2021 Year 8 SNAPE Assessment Results by Gender



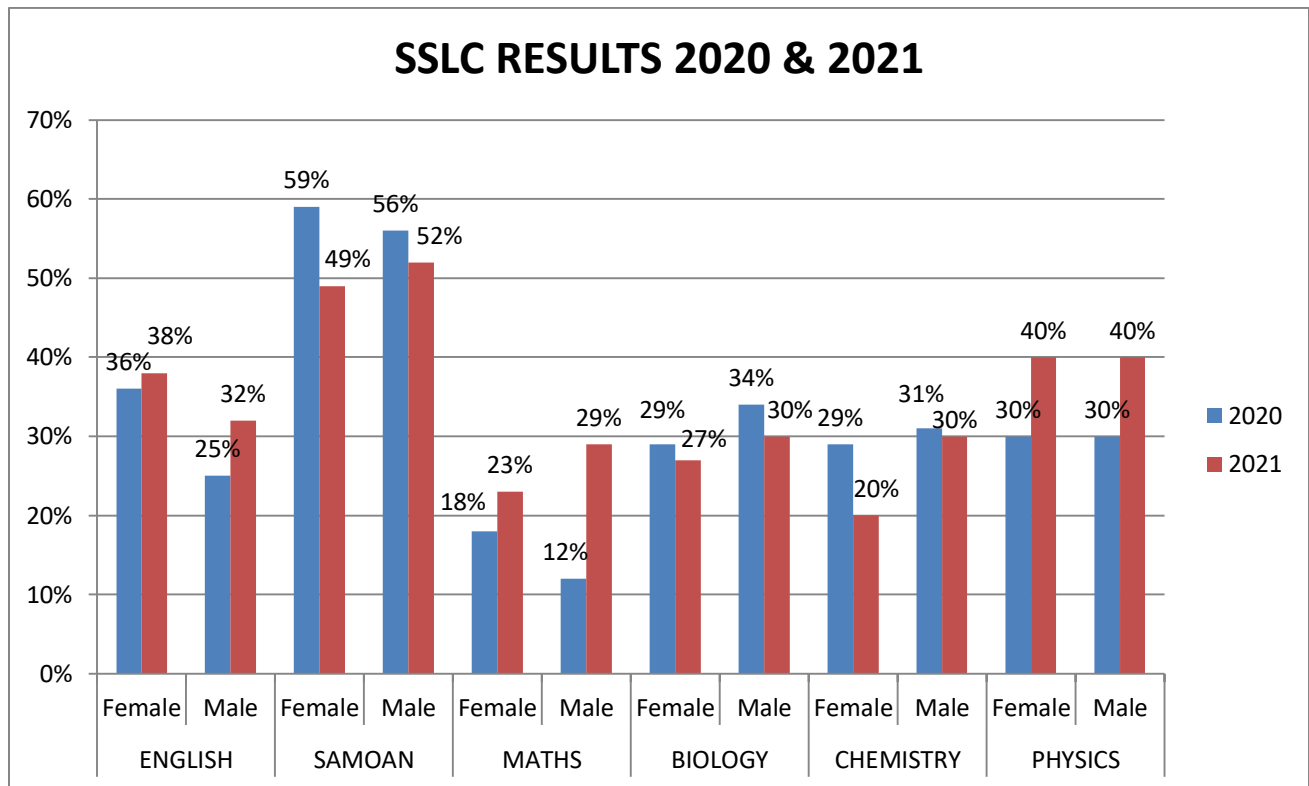
Remarkable achievements were achieved in all subjects for both genders in 2021 compared to 2020. This is a positive trend for the Ministry to prioritize learning gaps and support teachers to deliver targeted strategies for successful learning.

Figure 5: 2020 & 2021 Year 12 SSC Assessment Results by Gender



Positive results achieved by students in SSC assessments where all subjects show a gradual increase for both genders, except for males in English and males in Chemistry. MESC should continue to target learning strategies to support teachers in all areas.

Figure 6: 2020 & 2021 Year 13 SSLC Assessment Results by Gender



Samoan, Biology and Chemistry show a decline in the percentage of students (both genders) who achieved Level 2 (Achieved) in 2021 compared to 2020 and vice versa for the other 3 (Maths, Physics and English).

PART A: OVERVIEW OF MESC FUNCTIONS AND PERFORMANCE REVIEW

Section A1: Overview

This section provides an overview of the Ministry's functions and mandate which governs and guides the direction of its work. This section also provides information regarding the Ministry's workforce as well as the performance of the Ministry against its KPIs and activities outlined in the Annual Management Plan and Budget.

A1.1: MESC Strategic Overview

MESC is the central agency responsible for education at early childhood, primary and secondary levels in Samoa. Our enabling legislation includes the:

- Education Act 2009
- Education Amendment Act 2019
- Teachers Act 2016
- Teachers Amendment Act 2020
- Youth, Sports and Cultural Affairs Act 1993
- Public Records Act 2011

The Youth, Sports and Cultural Affairs Act 1993 continues to inform the responsibilities of the Culture and Sports divisions under the Ministry of Education, Sports and Culture.

We are also mandated to comply with the following legislation:

- Ministerial and Departmental Arrangement Act 2003
- Public Service Act 2004
- Public Service Regulations 2008
- Public Finance Management Act 2001

The Ministry's work for this Financial Year was drawn from the Education Sector Plan July 2019-June 2024 and the Corporate Plan 2021-2024.

Vision and Mission

Government Vision for Education

- The Government of Samoa recognizes the central role of education, sports and culture in its vision for the social and economic development of Samoa. The vision focuses on ensuring that **"all people in Samoa are educated and productively engaged"**

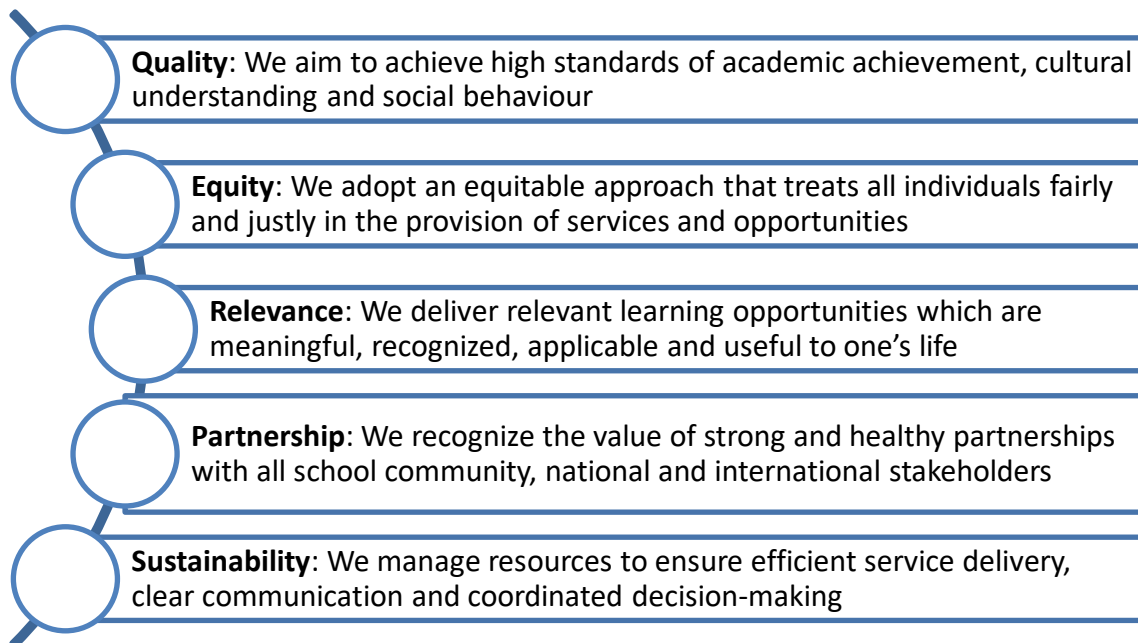
Ministry Vision

- A quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices.

Ministry Mission

- Promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all.

Education Guiding Principles



CORPORATE PLAN GOALS, EXPECTED OUTCOMES, and STRATEGIES

The following expected outcomes set out in the Education Sector Plan are attuned to the vision and mission of the Ministry. Sector plan goals are aligned with Ministry goals in its Corporate Plan 2021-2024, with similar strategies to guide the implementation of activities intended for this Financial Year 2021-2022.

GOAL 1 – Enhance quality of education at all levels (ECE, Primary and Secondary)

Expected Outcome: Improved learning outcomes at all levels (ECE, Primary & Secondary)

Relevant Strategies:

- Strengthening the Implementation and monitoring of quality assurance systems.
- Coordinate and facilitate the development of national curriculum and competency standards
- Develop a committed and competent education workforce at all levels

GOAL 2 – Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)

Expected Outcome: Increased rates of participation and completion at all levels (ECE, Primary and Secondary)

Relevant Strategies:

- Strengthen the implementation and monitoring of Inclusive Education Policy at all levels
- Improve and enforce the use of ICT for teaching and learning
- Ensure 100% coverage of ICT connectivity in schools
- Identify and address the barriers affecting learner participation and engagement
- Implement and monitor the ECE Policy

GOAL 3 – Enhance relevance of education and training at all levels (ECE, Primary and Secondary)

Expected Outcome: Increased rates of enrolments, progression, transition, and participation at ECE, Primary and Secondary

Relevant Strategies:

- Promote and deliver education and training programs to be accessible remotely
- Strengthen the role of Sports and Culture in education
- Create and promote pathways for employment and further studies

GOAL 4 – Strengthen community engagement and collaborative partnership with all MESC Stakeholders to improve educational outcomes at all levels (ECE, Primary and Secondary)

Expected Outcome: Decision making is informed by data analysis, research, policy and reviews

Relevant Strategies:

- Strengthen MESC planning, effective monitoring and reporting
- Strengthen coordination of research and policy development
- Improve Education data and information management
- Strengthen MESC engagement with all stakeholders

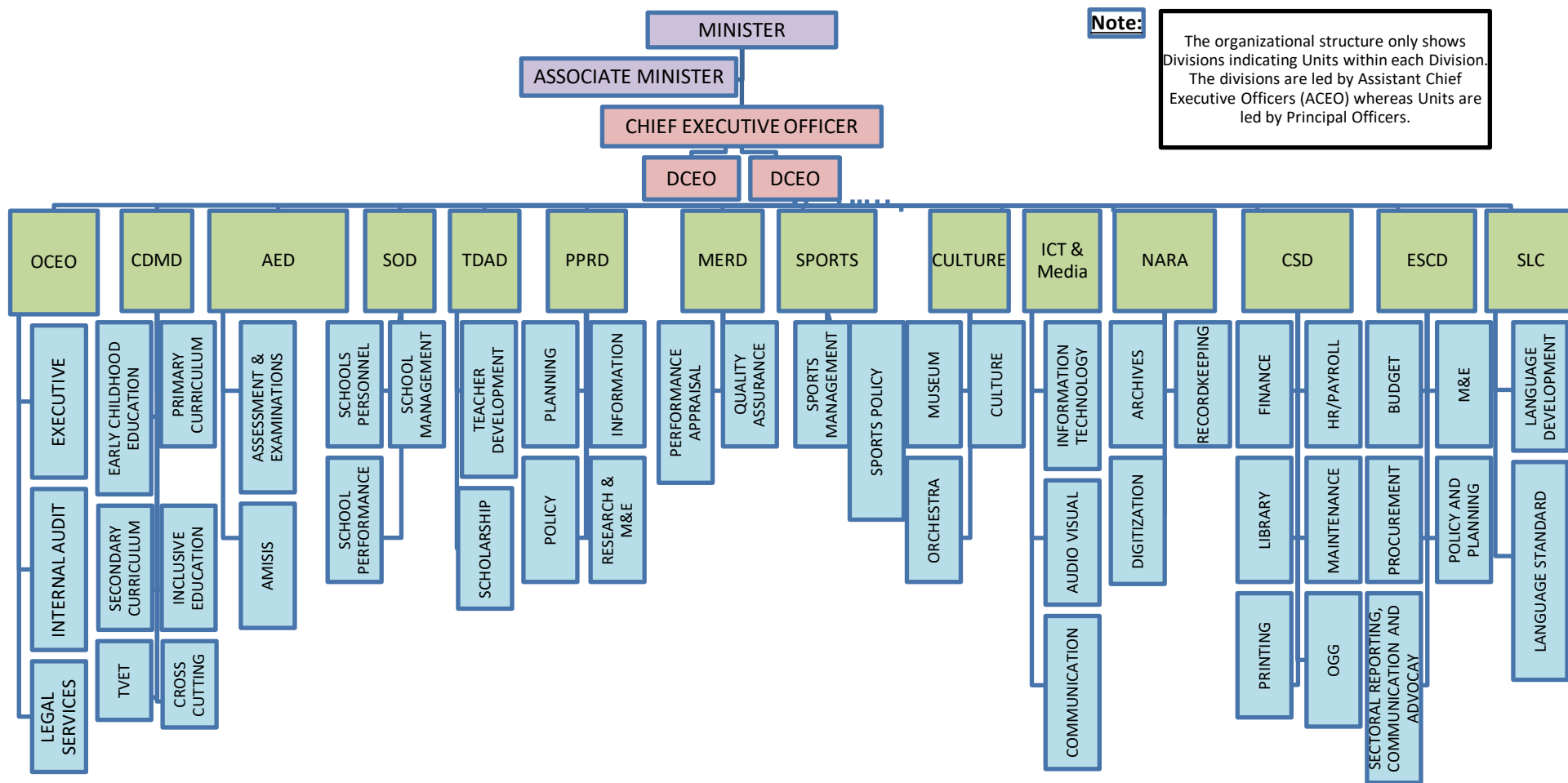
GOAL 5 – Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources

Expected Outcome: All education coordination responsibilities managed efficiently

Relevant Strategies:

- Strengthen policies and guidelines governing human, financial, equipment, and e-resources
- Improve MESC response to national disasters and emergencies
- Strengthen financial and risk management, internal auditing and procurement processes of MESC
- Provide and maintain inclusive and safe schools and training facilities
- Improve Printing services
- Improve maintenance services of the ministry
- Improve library services and delivery of literacy programs
- Strengthen archives and record-keeping for good governance
- Safeguarding of archival records through digitization

A1.2: Ministry Organizational Structure



A1.3: Output Structure

In order to implement intended targets as outlined in the Education Sector Plan 2019 – 2024 and the MESC Corporate plan 2021 – 2024, the Ministry operates and delivers its services under 14 Ministry Budget Outputs with Support services offered from CSU1, CSU2 and CSU3 not including the Samoa Language Commission and the National Archives & Records Authority.

Table 1: Financial Outputs

<i>Output</i>	<i>Services</i>
Output 1	Policy Advice to the Minister
Output 2	Ministerial Services
Output 3	Teaching Services
Output 4	Teacher Development & Advisor Support Services
Output 5	School Improvement Services
Output 6	Curriculum Design and Materials Services
Output 7	Assessment and Examination Services
Output 8	Policy, Planning and Research Services
Output 9	Assets Management Services
Output 10	Public Library Services
Output 11	Sports Development Services
Output 12	Culture Development Services
Output 13	Monitoring, Evaluation and Review Services
Output 14	Education Sector Coordination Services
CSU 1	Corporate Services
CSU 2	ICT & Media Services
CSU 3	Printing Services

A1.3.1 MESC Workforce

This subsection reports on the total number of Ministry staff employed in the Financial Year ending 30th June 2022 under eight (8) different categories as shown in the tables below.

Table 2: MESC Workforce as at 30 June 2022

Breakdown of staff employed by the Ministry as at 30 June 2022	Total
Number of Contract Officers	269
Number of Officers	1543
Number of Temporary Employees	260
Total Staff	2072

Source: Finance One System

Table 3: Breakdown of staff by Gender

Gender	Total
Number of Males	586
Number of Females	1486

As at the 30th June 2022, the total workforce was 2072. Table 2 shows the breakdown by employment type and Table 3 portrays the breakdown by gender whereby more than 50% of the total Ministry staff are females.

Table 4: MESC Workforce by Category of Teaching Staff and Non-Teaching Staff as of 30 June 2022

Teaching Staff	1755	85%
Non-Teaching Staff	317	15%
Total	2072	100%

Table 4 clearly shows that teaching staff holds the highest number of employees for MESC's workforce totaling 1755. These include teachers, School Principals and Vice Principals. The Non-Teaching staff (or Corporate Staff) includes School Support Advisors, School Library Assistants, School Typists; staff employed at the Ministry Headquarters Malifa and Public Libraries in both Apia and Savaii.

Table 5: MESC Workforce by Gender at School Levels as of 30 June 2022

	Primary School Teachers	Secondary School Teachers	Total
Females	906	394	1300 74%
Males	221	234	455 26%
Total	1127	628	1755 (100%)

Table 5 shows that 74% of the teaching staff taught at the Primary Level. The remaining 26% taught in Secondary Schools. The data also show that there were more female teachers than males in both Year Levels.

Table 6: Positions of Responsibilities in Schools as Contract employment

Positions of Responsibilities	Total No.	Primary	College
School Principals	165	142	23
Deputy Principals	66	45	21
TOTAL	231 (100%)	187 (81%)	44 (19%)

Source: Finance One System

A total of 231 PORs were contracted and recorded as of 30th June 2022. For Primary levels a total of 142 Principals and 45 Vice Principals were recorded. For Colleges there were 23 Principals and 21 Vice Principals recorded.

Table 7: MESC Workforce-Composition - Corporate Staff as of 30 June 2022

Corporate Staff	No.	Females	Males	Salary Grading
Contract Staff	38	19	19	A16 – CEO2
Principal Officers	48	25	23	A16
Senior Officers	51	28	24	A12/A13/14
Officers & others	180	114	65	A3-A11
TOTAL	317	186 (59%)	131 (41%)	

	(100%)			
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Source: Finance One System

Table 7 provides a tally of corporate staff in terms of position and gender breakdown. A total of 317 Corporate Staff was recorded as of 30th June 2022. The highest number (180) of corporate staff employed by the Ministry are categorized as officers and others. The total of principals and senior staff are almost the same –48 principals and 51 senior staff. In terms of gender, there are more females (186) 59% employed by the Ministry in comparison to the number of males (131) 41%.

Table 8: MESC Workforce Composition by Age as of 30 June 2022

AGE	GENDER			%
	Male	Female	TOTAL	
20 – 29 years	95	222	317	15%
30 – 39	191	490	681	33%
40 – 49	117	311	428	21%
50 – 59	147	314	461	22%
60+	36	149	185	9%
TOTAL	586	1486	2072	100%

Source: Finance One System

Table 8 shows the age composition of all staff employed by the Ministry. The highest being 33% age group 30 – 39. The second highest of 22% are within the age group 50 – 59. Third highest of 21% lies within the ages of 40 – 49. The age groups with the least percentage of staff are 20-29 (15%) and 9% of the 60+ age group.

A1.3.2 Staff Turn-over

Table 9 below shows the movement of teaching and corporate staff as of June 30th, 2022. A total of 116 new appointments were made, a slight decline of 3% compared to 119 new staff in the previous Financial Year. The new appointments are from staff turn-over and the promotion of employees within the Ministry. There were more staff (25) promoted this year compared to 19 last financial year. It is also noted that number of staff resignations has increased this Financial Year (59 compared to 41 last financial year). Staff whose contracts were ceased due to breached code of conduct also increased (14 compared to 6 in the previous financial year).

Table 9: Movement of Staff

Transaction Type	No. of Transaction FY20/21	No. of Transaction FY21/22
New Appointment	119	116
Appointment – Promotion	19	25
Appointment – Re-employment	87	57
Appointment – Transfers	79	1
Ceased Employment – Deceased	7	6
Ceased Employment – Dismissal Breached Code of Conduct	6	14
Ceased Employment – End of Contract	15	17
Ceased Employment – Resignation	41	59
Ceased Employment – Retirement	2	8

Source: MESC Pelican Database – Payroll

A1.3.3 Cessation of Employees

A further breakdown of the reasons for cessation of service, or termination is noted in Table 10 below.

Table 10: Types of Employment Cessation

Type of Cessation	Number of staff
Total Resigned:	
• Females	34
• Males	25
Resignation by Classification	
Retirees	10
Terminated on Breached of the Code of Conduct	
• Teachers	10
• Officers	4

Source: MESC Pelican Database – Payroll

A1.3.4 Recruitment and Selection

The Recruitment and Selection process for permanent positions under Non-Teaching (Corporate staff) are administered by the Corporate Services Division. This is governed by the principles set out in the Public Service Act 2004 and the Recruitment and Selection Manual 2016 of the Samoa Public Service Commission. All Contract positions for Teaching and Non-Teaching staff are managed and administered by the Commission.

As shown in Table 11, a total of 72 new corporate staff was appointed into the Ministry in this Financial Year. Of this number, 53% were males and 47% were females.

Table 11: Level of Appointment - Corporate Staff

Type of appointment	Statistics
Total Number of Staff appointed into the Ministry	72
Total Number of Contract Officers	7 <ol style="list-style-type: none"> 1. DCEO-Operational Services (new appointment) 2. ACEO-PPRD (new appointment) 3. ACEO- ICT & Multimedia (re-appoint) 4. ACEO- Sports (re-appoint) 5. ACEO - Corporate Service (new appointment) 6. ACEO-Assessment Division (new appointment) 7. ACEO- Legal (new appointment)
Total Number of Officers <ul style="list-style-type: none"> • Occupation and Classification 	65 <ol style="list-style-type: none"> 1. Second Secretary Minister 2. First Secretary to Minister 3. Senior TVET Officer-Vocational Design Technology(Secondary) 4. Senior Typist-Palalaua College 5. Senior Curriculum Officer-Science(Primary) 6. Museum Officer Information Tour 7. School Library Assistant-Falealili College 8. In service Training Officer 9. HRMIS Reporting Officer 10. Senior System Analyst Officer 11. Office Assistant-Minister 12. Driver-Minister 13. Driver

	14. Principal Planning Officer 15. Senior TVET Officer- Applied Science (secondary) 16. Senior Curriculum Officer- Arts (secondary) 17. School Library Assistant (Itu-o-Tane Sec School) 18. School Library Assistant (Aleipata Secondary School) 19. School Library Assistant (Palalaua College) 20. Principal Communication Officer 21. Library Assistant- (Children- Upolu) 22. Assessment Officer 23. Head Prepress 24. Library Assistant 25. Music Tutor Percussion 26. Principal School Personnel 27. School Library Assistant-Sili Primary 28. Senior Asset Management Officer 29. Senior Curriculum Officer-Commerce(Secondary) 30. Senior Curriculum Officer-Commerce-Primary 31. Senior Curriculum Officer-Science 32. Senior Education Officer-Primary 33. Temporary Casual 34. Temporary Casual 35. Temporary Casual 36. Temporary Casual 37. Driver 38. Assessment Officer 2 39. SLA- Faleata College 40. Stores Officer 41. Library Assistant 7 42. Senior Accountant 43. Senior Officer Research & Policy Development 44. Machine Operator- Prepress 1 45. Records Officer 2 46. Machine Operator Offset 47. Orchestra Musician Instrument- Voice (alto) 48. Orchestra Musician Instrument- Voice (tenor) 49. Orchestra Musician Instrument- Voice (bass) 50. Senior Typist- Falealili College 51. Records Officer 52. Library Assistant 53. Library Assistant 54. Driver 55. Groundsman 56. Groundsman 57. Senior TVET Curriculum Officer VA Performing Art 58. School Library Assistant-Vaivase Primary 59. School Library Assistant-Luatuanuu Primary 60. Senior SGM Officer-Savaii 61. Principal System Analyst Officer 62. Orchestra Musician-Soprano 63. Foreman Electrician 64. SLA Laulii Primary School 65. Payroll Officer
Total Number of Males	38 (53%)
Total Number of Females	34 (47%)

Source: Finance One System

A1.4 FY2021/2022 Budget Report

As of 30 June 2022

Table 12: Financial Statements as of June 30th, 2022

OUTPUTS PROVIDED BY MINISTRY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
1810 Policy Advice to the Minister of Education				
Personnel	528,905	81%	651,111	122,206
Operating	102,621	100%	102,909	288
Capital	42,464	100%	42,468	4
TOTAL	673,990	85%	796,488	122,498

1820 - Ministerial Support				
Personnel	128,334	53%	240,400	112,066
Operating	119,045	76%	157,385	38,340
Capital	31,186	100%	31,189	3
TOTAL	278,565	65%	428,975	150,410

1830 - Teaching Services				
Personnel	61,468,133	99%	62,018,249	550,116
Operating	37,508	93%	40,500	2,992
Capital	21,890	100%	21,891	1
TOTAL	61,527,531	99%	62,080,640	553,109

1840 - Teacher Development Services				
Personnel	365,349	104%	350,425	- 14,924
Operating	53,200	100%	53,200	0
TOTAL	418,549	104%	403,625	- 14,924

1850 - School Improvement Services				
Personnel		96%		

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
	2,190,143		2,190,143	102,677
Operating	50,237	84%	50,237	9,793
Capital	5,000	100%	5,001	1
TOTAL	2,245,381	95%	2,357,851	112,471

1860 - Curriculum Services				
Personnel	1,029,270	90%	1,149,607	120,338
Operating	75,637	98%	77,030	1,394
Capital	139,920	84%	167,317	27,397
TOTAL	1,244,826	89%	1,393,954	149,128

1870 - Assessment & Examination Services				
Personnel	1,440,157	85%	1,685,333	245,176
Operating	183,091	92%	199,048	15,957
TOTAL	1,623,248	86%	1,884,381	261,133

1880 - Policy Planning & Research Services				
Personnel	489,887	100%	100%	1,453
Operating	34,475	97%	97%	931
Capital	784	100%	100%	-
TOTAL	525,146	100%	100%	2,384

1890 - Assets Management Services				
Personnel	272,530	86%	316,979	44,449
Operating	1,268,154	99%	1,281,500	13,346
Capital	114,643	100%	114,645	2
TOTAL	1,655,327	97%	1,713,124	57,797

1900 - Public Library Services				
Personnel	304,128	89%	341,200	37,072

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Operating	128,675	98%	131,414	2,739
TOTAL	432,803	92%	472,614	39,811

1910 - Sports Development Services				
Personnel	316,796	95%	333,522	16,725
Operating	21,978	60%	36,350	14,372
TOTAL	338,774	92%	369,872	31,098

1920 - Cultural Development Services				
Personnel	697,330	107%	649,145	- 48,186
Operating	52,279	79%	66,400	14,120
TOTAL	749,610	105%	715,545	- 34,065

1930 - Monitoring, Evaluation & Review Services				
Personnel	608,801	99%	617,399	8,598
Operating	36,643	99%	37,100	457
	-	0%	-	-
TOTAL	645,444	99%	654,499	9,055

1940 - Sector Coordination Services				
Personnel	378,612	99%	383,560	4,948
Operating	10,320	63%	16,400	6,080
TOTAL	388,932	97%	399,960	11,028

1991 - Central Services Unit 1 - Administration & Budget				
Personnel	760,723	99%	772,273	11,550
Operating	324,316	96%	337,673	13,357
Capital	27,478	53%	51,809	24,331

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
TOTAL	1,112,518	96%	1,161,755	49,237
1992 - Central Services Unit 2 - Information				
Personnel	698,226	99%	707,594	9,368
Operating	392,393	100%	393,795	1,401
Capital	40,777	97%	42,000	1,223
TOTAL	1,131,397	99%	1,143,389	11,992

1993 - Central Services Unit 3 - Printing Services				
Personnel	264,638	96%	275,275	10,637
Operating	257,755	95%	272,361	14,607
Capital	739	100%	740	1
TOTAL	523,132	95%	548,376	25,244

OUTPUTS PROVIDED BY THIRD PARTIES

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
A01 - NUS (Samoa Polytechnic & NUS Merged)	19,720,625	100%	19,720,625	0
A03 - Sports Development Fund	497,391	99%	500,000	2,609
A11 - SQA (Samoa Qualifications Authority)	5,654,027	100%	5,654,027	- 0
A16 - Rugby Union, Samoa	350,000	100%	350,000	0
A17 - Sports Equipment	34,783	87%	40,000	5,217
A19 - Sports Facility Authority, Samoa	2,375,743	100%	2,381,743	6,000
A21 - Special Needs Olympics (Paralympics)	50,000	100%	50,000	0
A27 - SNA (Samoa Netball Association)	150,000	100%	150,000	-
Assistance				
A69 - One Government School Grant	17,760,580	100%	17,726,320	- 34,260
TOTAL	46,593,149	100%	46,572,715	- 20,434

TRANSACTION ON BEHALF OF THE STATE

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
D14 - University of South Pacific	1,727,633	99%	1,744,332	16,699
D15 - UNESCO	-	0%	11,000	11,000
D16 - Commonwealth Centre of Learning	156,199	100%	156,199	- 0
D69 - UNESCO (Local Costs)	-	0%	46,969	46,969
G01 - Government Building	39,500	100%	39,500	0
Q01 - VAGST Output Tax	683,982	116%	588,148	- 95,834
Q04 - Teacher's Higher Education Scheme	1,499,811	100%	1,500,000	189
Q34 - School Broadcast	1,530	3%	54,000	52,470
Q51 - Samoa National Orchestra	10,497	26%	40,000	29,503
R32 - Samoan Language Commission	184,141	65%	285,454	101,313
R33 - Construction of Sports Field	264,057	88%	300,000	35,943
R35 - National Archives & Records Authority - Establishment	441,711	93%	472,662	30,951
S21 - Teachers Annual Conference	10,435	21%	50,000	39,565
U61 – One Government Grant Review	-	-	50,000	50,000
TOTAL	5,019,495	95%	5,338,264	318,768

GENERAL LEDGER

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Output Provided by Ministry	76,392,220	99%	77,052,578	660,357
Transaction on Behalf of the State	5,019,495	94%	5,338,264	318,768
Outputs Provided By Third Parties	46,593,149	100%	46,572,715	- 20,434
TOTAL	128,004,864	99%	128,963,556	958,692

SUMMARY BY BUDGET CATEGORY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
CAPITAL - Capital	424,882	89%	477,844	52,963
OPERATING - Operating	3,148,326	95%	3,298,501	150,175
OTHER - Other	877,049	0%	-	877,049
PERSONNEL - Personnel	71,941,963	98%	73,276,232	1,334,269
TOTAL	76,392,220	99%	77,052,578	660,357

NON-TAXATION REVENUES

	YTD Actuals	Utilization %	Annual Budget	Variance
1860 - Curriculum Services	170	17%	1,000	- 830
1870 - Assessment & Examination Services	485,299	105%	460,795	24,504
1890 - Assets Management Services		0%	1,000	- 1,000
1900 - Public Library Services	5,943	297%	2,000	3,943
1910 - Sports Development Services	1	0%	-	1
1920 - Cultural Development Services	7,332	252%	2,910	4,422
1930 - Monitoring, Evaluation & Review Services	31,357	157%	20,000	11,357
TOTAL	530,102	109%	487,705	42,397

Section A2: Performance Review

A2.1 Achievement of Key Performance Indicator

The table below shows the achievement status of KPIs for this FY2021-2022 for Outputs 1– 14. The supporting roles of the Corporate Services Division and ICT & Media have contributed immensely to the achievement of MESC KPIs.

Table 13: Summary of KPIs Achieved

Summary of Achieved Performance Indicators					
Output #	Output Name	Budget Utilization	Total # of KPIs	# of KPIs Achieved	% of KPIs Achieved
1	Policy Advice to the Responsible Minister	85%	13	6	46%
2	Ministerial Support	65%	1	1	100%
3	Teaching Services	99%	7	6	86%
4	Teacher Development & Advisory Services	104%	16	9	56%
5	School Improvement Services	95%	7	5	71%
6	Curriculum Design & Material Services	89%	14	8	57%
7	Assessment and Examination Services	86%	14	14	100%
8	Policy, Planning and Research Services	100%	9	5	56%
9	Assets Management Services	97%	4	4	100%
10	Public Library Services	92%	2	2	100%
11	Sports Development Services	92%	6	3	50%
12	Cultural Development Services	105%	4	4	100%
13	Monitoring, Evaluation and Review Services	99%	8	5	63%
14	Education Sector Coordination Services	97%	7	4	57%
TOTAL ACHIEVEMENT			112	76	68%

A2.2 Achievements by MESC Corporate Plan Goals:

This section provides the status of the Ministry's performance in relation to the implementation of each of the five goals stipulated in the MESC Corporate Plan 2021 - 2024 and relevant strategies.

To ensure that the implementation and delivery of services from the 13 divisions are conducted, the office of the CEO plays a crucial role in monitoring the progress and completion of their delivery in line with its functions under the structure of the Ministry.

GOAL 1: Enhance quality of education at all levels (ECE, Primary and Secondary)

Teacher Performance and Professional Standards

Teacher Registration and Licensing Database

The Ministry through the Education Sector Support Programme is working closely with its consultant from EnCode Software Solutions to develop this digital platform to facilitate an online Teacher Registration and Licensing System for MESC. The database is designed to assist in the management of teacher registrations and improve the efficiency of data collection from teachers as well as the quality and accuracy of reporting to MESC and the Samoa Teachers Council Assessment Committee (STAC).

A series of meetings were held between TA and MERD to finalized logistics and preparations for the training and piloting workshops. The 3 day training was conducted targeting the Monitoring and Evaluation Divisions (MERD), Corporate Services Divisions (CSD) - Finance Unit, the Media Division and Samoa Teachers Council Assessment Committee² from 18th to 20th May 2022 as they are the key administrators and users of the system. The system piloting was conducted from 6th - 10th June, 2022 in Upolu and two days in Savaii inviting teachers from ECE, Government, Mission & Private schools from both primary & secondary levels. As a result, teachers realized the efficiency of the system by storing their uploaded personal files. One other crucial feature was the rejection of the system to accept any incomplete application in which all the required information should be provided.

There were a few refinements identified during the training and pilot workshops. Refinements such as;

- allowing entering Institution manually
- making each section on the Final Check page a link so users can easily navigate back and forth to a section if they need to make some corrections and
- updating the birth date check in Section A

Awareness is on hold pending the completion of the development of awareness video clips and application forms. Details will be entered once the system is complete.

National Competency Standards Framework (NSCF)

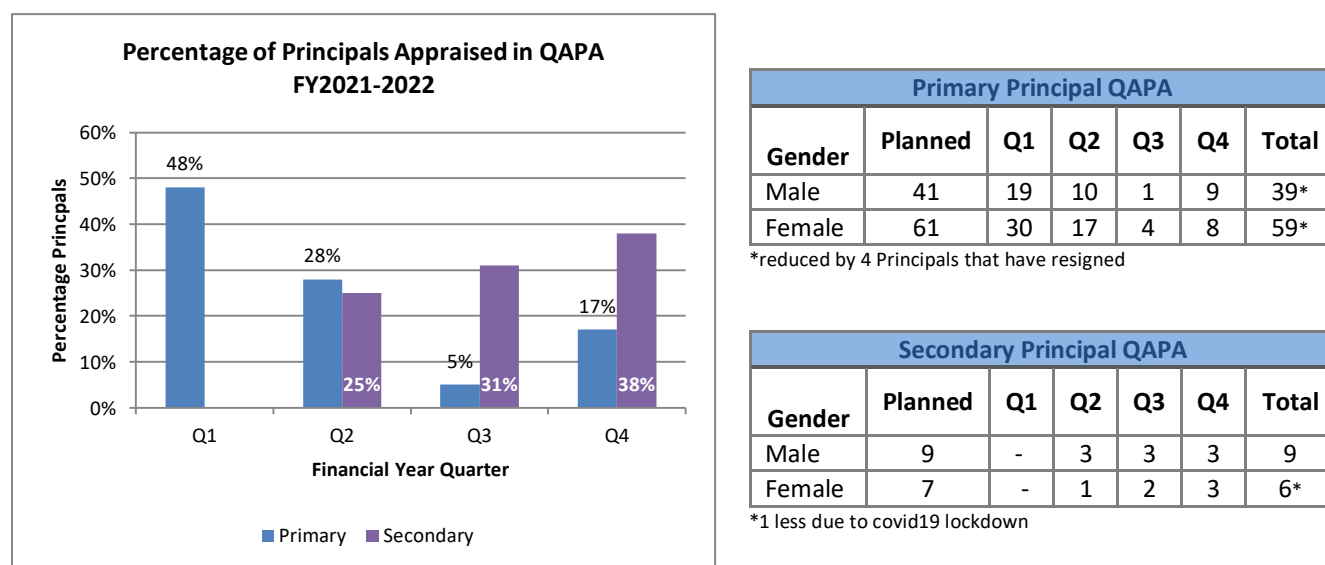
The report was completed by TA and approved by MESC management in August 2021 and ESAC in September 2021. The Samoa Teachers Council is in the process of approving the Framework before it is published and launched.

² This committee is responsible for the assessment of teacher registration application forms submitted to Council

Quality Assurance and Performance Appraisal (QAPA)

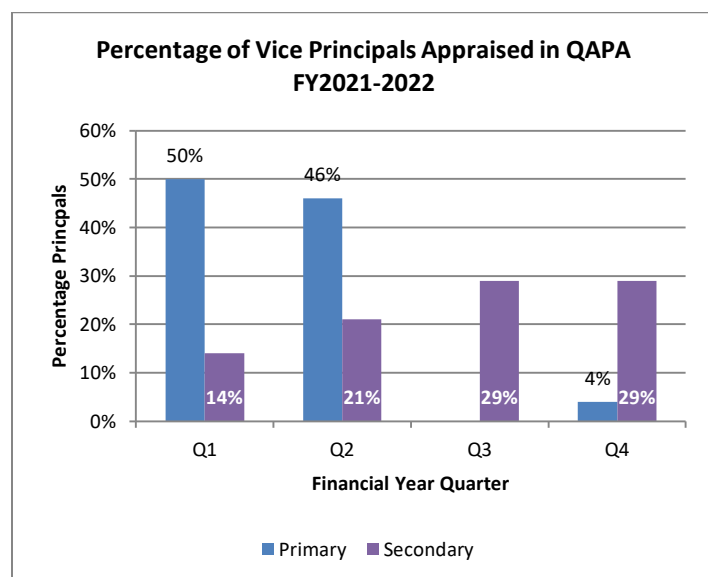
The Quality Assurance and Performance Appraisal (QAPA) system is an ongoing activity led by MERD every quarter to appraise all government school Principals, Vice Principals and teachers. Leadership skills and competencies of Principals and Vice Principals were appraised using the Leadership and Management Standards, in compliance with the Minimum Service Standards (MSS) and individual performance targets. The figures below show the progress of the QAPA for Principals/ Vice Principals and teachers within each quarter of this Financial Year.

Figure 7: Percentage of contracted Principals performance measured against set targets and the Leadership and Management Standards



Almost half of primary school principals had their contract reviews in Q1 and the rest were conducted from Q2 to Q4. A total of 108 primary school principals were to be assessed for this financial year. However, four of them resigned for personal reasons and were therefore not appraised. One Secondary Principal did not conduct its review as planned due to COVID-19 restrictions.

Figure 8: Percentage of contracted Vice Principals performance measured against set targets and the Leadership and Management Standards



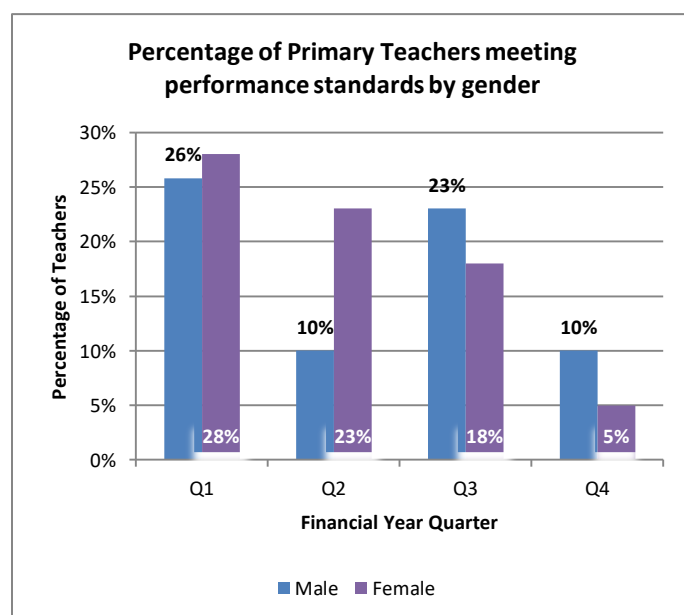
Primary Vice Principal QAPA						
Gender	Planned	Q1	Q2	Q3	Q4	Total
Male	8	5	3	-	0	8
Female	20	9	10	-	1	20

Secondary Vice Principal QAPA						
Gender	Planned	Q1	Q2	Q3	Q4	Total
Male	7	-	2	2	2	6*
Female	7	2	1	2	2	7

*unappraised due to covid19 lockdown

As shown above (Figure 8), 100% of the planned Primary vice Principals for FY2021–2022 have completed their end of term contract reviews. Due to COVID-19 lockdown, only one Vice Principal for Secondary has yet to be appraised and has been deferred and added to the plan for the next financial year.

Figure 9: Percentage of Primary teachers meeting standards by gender



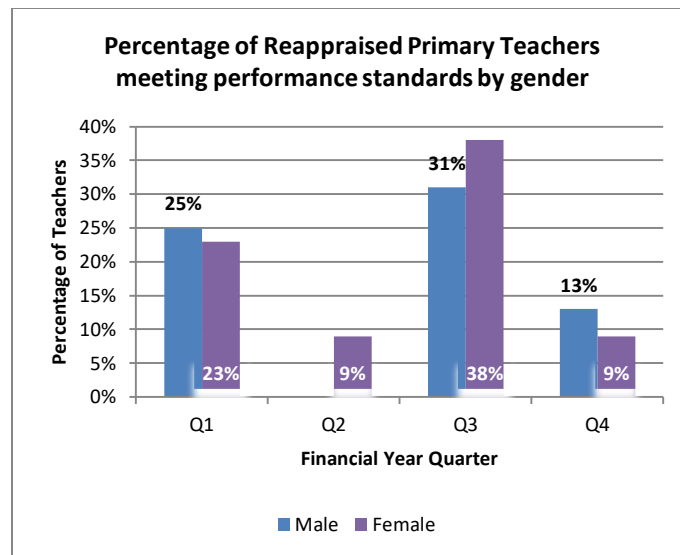
Primary Teachers Appraised						
Gender	Planned	Q1	Q2	Q3	Q4	Total
Male	37	11	6	9	5	31
Female	203	65	47	46	13	171

Primary Teachers meeting performance standards						
Gender	Appraised	Q1	Q2	Q3	Q4	Total
Male	31	8	3	7	3	21
Female	171	48	39	31	8	126

As shown in Figure 9, 69% (31) male Primary school teachers and 74% (126) of female primary school teachers were found proficient in their performance reviews for FY2021-2022. A total of 38 Primary

teachers out of the 240 that were planned for this FY have not had their appraisals due to the COVID-19 lockdown.

Figure 10: Percentage of Reappraised Primary teachers meeting standards by gender.



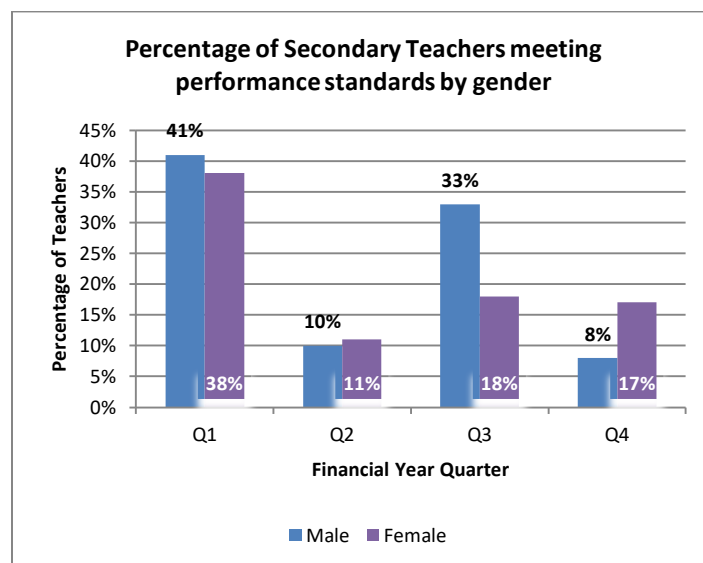
Primary Teachers Reappraised						
Gender	Planned	Q1	Q2	Q3	Q4	Total
Male	13	6	-	7	3	16*
Female	56	21	10	26	7	64*

*11 additional reappraised teachers from PSC list

Reappraised Primary Teachers meeting performance standards						
Gender	Appraised	Q1	Q2	Q3	Q4	Total
Male	16	4	-	5	2	11
Female	64	15	6	24	6	51

The number of reappraised primary school teachers exceeded the number originally planned for this financial year. The additional 11 reappraised were retirees, PSC required appraisal reports to support their applications for extension of service. A total of 69% (11) of the 16 reappraised Primary were male school teachers and 80% of the 64 Primary female school teachers were found proficient during the appraisal performance from Q1 to Q4 of this FY2021-2022.

Figure 11: Percentage of Secondary teachers meeting standards by gender.



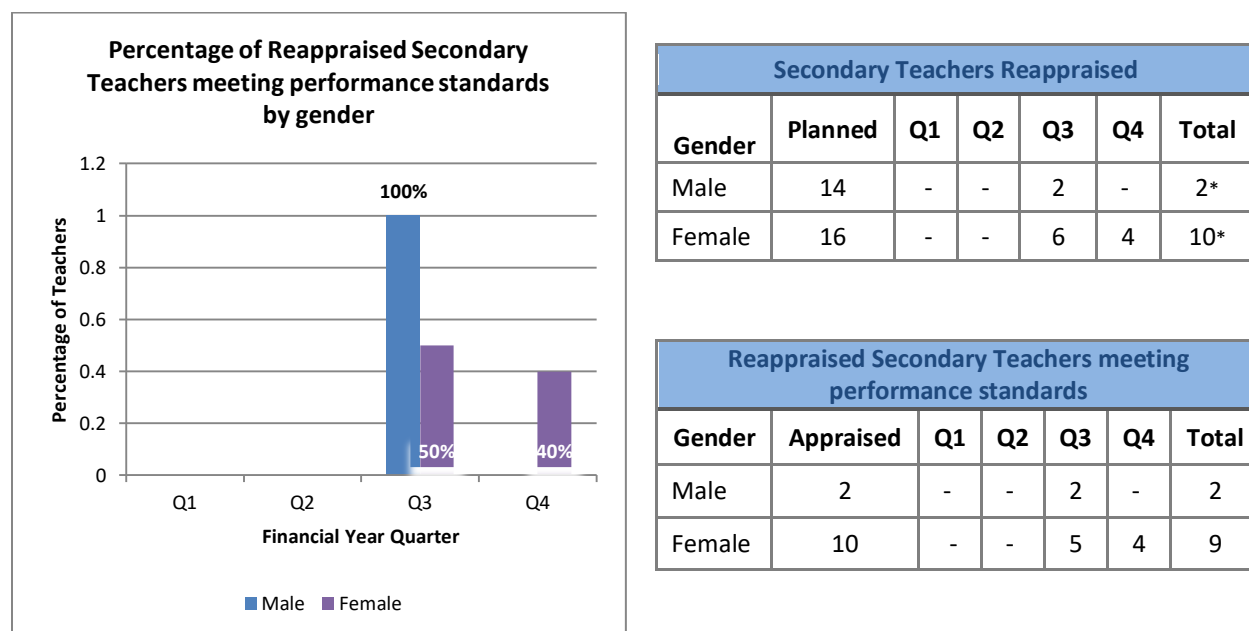
Secondary Teachers Appraised						
Gender	Planned	Q1	Q2	Q3	Q4	Total
Male	69	17	4	14	4	39*
Female	125	32	7	13	13	65*

*reduced number due to covid19 lockdown

Secondary Teachers meeting performance standards						
Gender	Appraised	Q1	Q2	Q3	Q4	Total
Male	39	16	4	13	3	36
Female	65	25	7	12	11	55

Only 54% of the 194 Secondary school teachers planned were appraised from Q1 to Q4 FY2021/2022 as shown in Figure 11. The 46% of secondary school teachers not appraised are due to COVID-19 restrictions and lockdown and have been postponed to FY2022-2023. Of the 39 Secondary male school teachers appraised, 92% (36) were proficient. Of the 65 Secondary school teachers appraised, 85% (55) of the female teachers were found to be proficient.

Figure 12: Percentage of Reappraised Secondary teachers meeting standards by gender.



The impact of COVID-19 lockdown is visible, with only 40% of the 30 re-appraised secondary teachers scheduled for FY2021-2022 reappraised. The remaining 60% has been deferred to the list of Appraisals for the next Financial Year. A total of 2 (100%) males and 9 (90%) females reappraised were proficient.

Quality Assessment and Reporting

Primary Assessments – SPELL & SNAPE

A total of ten (10) tools were prepared for the Samoa Proficiency Education Literacy Levels (SPELL) assessments which are implemented at Year 2, Year 4 and Year 6. Each year group averaged around 5000 students, inclusive of government, mission and private schools.

The Year 2 assessments test students attainment levels in Gagana Samoa and Numeracy, their mode of delivery is mostly oral and conducted on a 1-1 basis. Given the nature of Year 2 assessments, the national assessment period was extended from 5 days to 7 days. Both teaching professionals and administration personnel found this to have greatly improved the implementation process. The Primary National Assessments were held from the 14-22 October.

This was the first year for the Year 8 'Samoa National Assessment of Primary Education'. The focus for Year 8 national assessment changed to diagnostic, in alignment to SPELL and SNJSC at secondary level.

This change further supported one of MESC's long-term strategies to improve achievement levels of students having completed 12 years of schooling.

Secondary Examinations – SSC & SSLC

National Examinations were held from the 8-19 November. A total of 35 subjects were sat for Year 12 and Year 13 – apart from Development Studies which is offered in Year 13 only. There are 17 subjects offered at both year levels.

In the third quarter of this FY, all primary and secondary analyses were completed. These analysis provided a ranking of school attainment by assessment tool; as well as by year level, subject, diagnostic/achievement level, gender and authority by island (i.e., Savaii & Upolu). These results are a key resource for MESC to improve on planning and targeting relevant interventions and support activities to inform better results and school performance.

Primary and Secondary Feedback for 2021 Nationals

Another first for the Assessments and Examinations Division (AED), was utilizing ICT via zoom, for all feedback sessions. This was a necessary fall-back given the Nations lockdown in March due to the COVID-19 SOE. The national feedback sessions started for Secondary on the 21-25 March and Primary on the 28-29 March and 1st of April. The purpose of the Secondary sessions was to provide feedback from Examiners, their findings as Chief Scorers of marking panels for their respective 2021 SSC or SSLC subject. The audience targeted were Year 12 and Year 13 subject teachers from all colleges that offered the examined subject. A total of 2,550 participants attended the Secondary feedback sessions.

Similarly, the Primary sessions provided feedback on the analyses of SPELL and SNAPE diagnostic results to school principals, School Support Advisors, and relevant personnel from MESC Divisions, including staff from the Faculty of Education, NUS. The response of participants were very appreciative of the depth and breadth of the analyses provided; many realizing for the very first time, the richness of information that they could now glean and be used to inform their decision making at the school and classroom level. A total of 187 participants attended the Primary feedback sessions.

School- level Curriculum Support and Resource development

The Launch of Curriculum resources

The launch of teaching and learning resources and curriculum materials took place on the 10th June 2022. Early childhood education and primary school resources included a variety of supplementary teaching resources such as reading books, charts, posters, and activity booklets, as well as teacher handbooks were viewed and distributed to school principals who have attended the launch. Similarly, for secondary schools, it was the official release and distribution of the new 4-year secondary curriculum statements for Year 9 to Year 12 for all subject areas. The Curriculum Design and Materials Division (CDMD) will conduct training during a support visit next financial year on the resources.



Samoa Schools Innovation Literacy, Numeracy and Science 2021 (SSILNaS)

The Zones competition for SSILNaS 2021–2022 was conducted in August 2021. The Upolu Zones competition started on the 23rd of August and ended on the 27th of the same month.

Sixty four (64) primary schools and fifteen (15) colleges in Upolu schools were divided into 5 zones.

- Zone 1 included all schools from Anoamaa 2, Fagaloa, Aleipata, and Lotofaga.
- Zone 2 included all schools from Falealili, Safata, and Lefaga,
- Zone 3 includes all schools in the districts of Faleata and Sagaga.
- Zone 4 comprises of schools in the districts of Vaimauga and Anoamaa 1.
- Zone 5 involved all schools in Aana 1 and Aana 2.

The Savaii Zones' competition was held for 2 days, 30th – 31st of August. The Savaii schools comprising of 52 primary schools and 8 colleges were divided into two Zones.

- Zone 6 involved all the schools from Palauli, Palauli Sisifo, Savaii Sisifo, Asau 1 and 2.
- Zone 7 included all the schools from Faasaleleaga 1, Faasaleleaga 2, Itu o Tane and Itu o Tane 2.

This year, the competition at the Zone levels was divided into three stages. Stage 1 was school-based, stage 2 was cluster-based, and stage 3 was the Zone competition. A few clusters held pre-SSILNaS competitions to select their participants for the Zone competition. The MESC SSILNaS committee were invited to these competitions as judges.

The National competition was again conducted using the strategy of the previous year. For the national competition this year, the 4 stages of judging were emphasized. Stage 1 school, stage 2 cluster, stage 3 zone, and stage 4 were at the national level. Each zone submitted their best 3 participants to participate in each of the 13 activities conducted at the national level.



More than 95% (166) of government schools participated in the SSILNaS, reflecting an increase of 5% compared to 90% reported in the last FY. A total of 47 (5%) mission and private schools were involved in this year's programme.

National and Zone activities were for two levels, primary and secondary. All activities were designed to not only relate to the theme of "Learn Green, Live Green", but also for students to learn and identify the inter-connection and application of numeracy, literacy and science knowledge they learn in the classrooms to real life situations, especially to do with their local environments.

National Activities	Zone Activities
English Essay Writing for Year 8 and Year 13	Book Character for Year 1/2
Tusigatala faa-Samoa mole tausaga 4 male tausaga 12	Read aloud for Year 3 (faa-Samoa) and Year 4 (English)
English Poems for Year 6 and Year 11	Skits for Year 5/6 (faa-Samoa) and Year 9/10 (English)
Solo faa-Samoa mole tausaga 5 male tausaga 10	Science Projects for Year 7/8 and Year 10/11 Experiments/Demonstrations of an environmental project
Journal Writing in English for Year 7 and Year 9	Science and Geography Quiz for Year 12/13
Mathematics V-maps for Year 7 and Year 12	Maths Mental Strategies for Year 8 and Year 9
Financial Literacy Posters for Year 8	Maths Rap for Year 6/7 and Year 10/11
	TVET showcase- show and market for vocational students' works
ECE ONE DAY OF ACTIVITIES (Literacy, Numeracy and Science)	

Out of the seven (7) zones that competed in the SSILNaS, only Zone 1 and Zone 7 did not put on a show for TVET. This is due to difficulties in transporting of TVET products from schools to venues and back while some student's projects were not ready at the time of the displays. However the schools decided they will have their own market day to showcase their projects.

Schools displayed woodwork, printed materials, dresses, puletasi, as well as art work. Two zones cooked food in the tent. This is evidence of the compliance in the utilization of the TVET resources they received in Quarter 4 of the last financial year.

Early childhood education or pre-school level of education was the highlight of SSILNaS this year, with its One Day of Activities scheduled to be the last day of SSILNaS 2021 program.

The one day of activities was held at Tuanaimoto Gym 1 and pool on Friday 3 September 2021 from 9am to 2pm.

The inclusion of ECE in SSILNaS this year was also national recognition of the importance of pre-school education in early educational development of children before transitioning to primary formal education.

Twenty³ pre-schools were selected from the four umbrellas of pre-schools registered with NCECES (National Council of ECE schools): four from the Catholics umbrella, five from the Methodists, five from the EFKS and six from the MAT/Private umbrella. Ten students or participants were selected from each pre-school, bringing the total of participants to 200 participants with age range of 4 to 5 years old.

The selection of schools ensured inclusivity in terms of participation of mission, private and village pre-school providers.

Activities were educational activities designed and put together by the CDMD's ECE Unit in collaboration with the NCECES working group.

Activities were in three categories: literacy, numeracy and science which were all carried out in the forms of fun games that stimulated and encouraged the interest of the 4-5 years old participants or students. The games included and incorporated alphabet and names recognition, number matching and recognition, colors as in face paintings, motor skills as in swimming, running and the zumba exercise, science in water balloons, healthy eating as in fruit salads, and so forth.

The ECE activities were not a competition, but all pre-schools that participated were rewarded with a voucher of \$100, a certificate and supplies of stationery, balls, art supplies and face paintings remaining from their day of activities.

Four Year Secondary Level

Roadshow for the Four Year Secondary Level curriculum was conducted on the 14th - 18th of March 2022. A total of eight Colleges in Upolu were visited. Focus was to provide clear guidelines for students and teachers on existing learning pathways for both Year 9 and 10. This also clarified the different pathways and subjects that students are required to study in year 10. Students and teachers were also thoroughly informed about the differences between the two streams of Maths, English and General Science. Resources such as curriculum statements for all subjects and supplementary resources that simplified the major learning outcomes within the statements with teaching pedagogies were distributed, as well as PowerPoint presentations and surveys to gauge students' preferences for future careers. This

³ St Theresa, Mutaaga Matautu Falelatai, Saleapaga, Sekema Fou, Tufulele, Ioimata, Nitingale of Wisdom, John Wesley, St Joseph Leauvaa, Salepouae, Meriland Safaatoa, Missionary Infant Moamoa, Vaivase-Tai, Faleasiu, Satitoo, Aeale, Divine Mercy Malololelei, Samatau Christian, Saaga Siumu, Model School Sogi

information will support CDMD in forecasts of pathways that students will likely choose, for curriculum support.



One hundred and sixteen (116) teachers in Savaii attended the Four Year Level Training. The training which was held on the 19th and 20th January 2022 was a collaborative effort coordinated by TDAD and delivered by CDMD for all Secondary teachers. Similar training for Upolu Secondary teachers was cancelled due to COVID-19 lockdown. The training was facilitated by specific officers that oversee each subject area. This allowed teachers to ask questions based on the content allocation in the new curriculum statements and also general questions based on strategies of teaching this content in the classroom setting. Discussions also noted requests from schools for supplementary resources that teachers suggested such as experiment books for science and activity books for all subjects.

Early Childhood Education

It is important that Primary and Secondary teachers are aware of some of the ECE policy areas, especially the starting age for children at ECE and the age for transition into Year 1. A total of 116 primary and secondary teachers were involved in the training conducted in Savaii in January 2022. Teachers were informed on the compulsory age of students from ECE to Secondary level. In addition, this training focused on the responsibility of a families and communities towards early childhood learning. The training also featured the importance of diverse learners in a classroom setting and strategies to keep all children engaged in a learning environment that is conducive to learning.

School visits to provide support to teachers were carried out for ECE centres in May 2022. The main objectives of the school visits were to:

- Collect data for all levels as stated in roll calls
- Verify the number of students transitioning to Year 1
- Empower the use of the curriculum and teacher's manual as taught in workshops
- Verify the number of qualify teachers and support teachers in ECE centers
- Verify the data for ECE Minimum Service Standards

A total of 390 female teachers, 6 male teachers, and 66 support teachers (helpers) were supported during school-based PDs. Therefore, 100% of ECE teachers were trained on the use of ECE curriculum statements and the teachers' manual. Data collected during the support visit noted that 49% of children in ECE are ready to be transitioned to Year 1.

ECE Centres meeting MSS

The number of ECE centres registered has increased from 126 (2021 school year) to 127 (2022 school year). This is an additional 1 ECE school from the previous year.

In 2021, only 3 preschools met all standards of the MSS. For the school year 2022, 80% of preschools met the standards, 12% partially met the compliance rate and 8% of preschools did not meet the standards of the MSS. The huge increase in the number of preschools meeting the standard is an improvement due to the collaborative work between MESC and the NCECES driving the development of preschools. Support from communities for ECE has improved reinstating the importance of early learning across Samoa.

School Operations Support Services

School Level monitoring of the MSS

A total of 168 (100%) MSS Self Evaluation forms were entered into the MSS Database. Presented in the table below is the summary of school compliance for the FY2021/2022. The data collected by Domain will inform the support provided to schools found to have partially meet and below standard. The aim is to promote and improve effective and efficient school administration, community participation and engagement in primary schools and colleges.

Data provided in Table 14 is based on the School Support Advisors Independent Assessment of their respective District schools.

Table 14: Number of Government schools that meet Level 3 of MSS

MSS Domains	# schools meeting achieving Levels 3 of MSS for 2021
Domain 1: School environment, hygiene and safety	101 (60%)
Domain 2: School partnerships, governance and management	155 (92%)
Domain 3: Teacher Quality	153 (91%)
Domain 4: Student Achievement	155 (92%)

National School Competition

The 2021/2022 Garden and Playground competition planned for ending April 2022 was cancelled due to COVID-19 SOE lockdown which affected the ability of schools and school committees to effectively implement this activity.

As such, the activity was revised to promote the idea of subsistence living and nutrition in schools, by launching a *"School Green House project"* for sixty (60) primary schools (30 Upolu and 30 Savaii & Aana 1&2). Each of the 60 schools received cash vouchers to the value ST\$999.00.

The project aims to promote and improve students' knowledge, understanding and interest in the:

- i) Health and Physical Education subject;
- ii) Field of agriculture science i.e. learn how to nurture and grow seedlings to full grown plants; knowing different vegetables and their uses;

- iii) Preparing meals that are healthy with assortment of locally grown vegetables.

It is envisaged that this project will become a school community project bringing together teachers, students, parents and the local communities.

Compulsory Education

The Samoa Education Act 2009 and the Amendment Education Act 2019 legislates the compulsory attendance of children aged 4–16 years old. This year, the School Operations in collaboration with School Support Advisors organised a candle light vigil to commemorate *Compulsory Education Day*. The candle light vigil was an opportunity to draw the public's attention to and create awareness of the importance of children attending school. The choir was made up of representatives from student body in 7 schools (4 Primary and 3 Colleges). The day was also celebrated by schools around Savaii and Upolu also with chants, posters, song and dance.



Provided below is the data which shows an increase of compulsory age students' attending schools at the three (3) levels of education per the data highlighted in blue. Enrolment of students in ECE increased by 17%, for primary increased by 4% and for college increased by 4%. This data was extracted from the Educational Statistical Digests for 2020 and 2021.

Table 15: Compulsory Age Enrolment

Educational Level	Education Statistical Digest		Increase/ (Decrease) in enrolment
	2020	2021	
Early Childhood Education (ECE)	3,637	4,365	728
Primary	43,846	45,489	1,643
College	12,276	12,806	530

Professional Development Programs

National Training for Primary and Secondary teachers

The Teacher Development and Advisory Division (TDAD) continues to collaborate with various divisions such as CDMD, SOD, AED in delivering professional development through National, Cluster and School Based PDs.

The third quarter of this Financial Year started with the first phase of the National training in January 2022, which targeted Savaii teachers. The training sessions were:

- Induction for teachers and principals posted in schools with working/teaching experience of 5 years or less.
- The Induction program covered policies and functions of the thirteen (13) divisions in the MESC.
- Mentoring Program for Principals that have new teachers assigned to their schools. The trainers for the mentoring program were selected Principals from the Teacher Excellence Reference Group. The Principals were from St. Pauls Academy, Vaimauga College, Faleasiu Primary, Laulii Primary, Neiafu Primary, Samata Uta Primary and Sauniatu Primary who facilitated the mentoring program for the selected Principals. Some of the key areas they covered were:
 - School Culture
 - Classroom Management
 - Professional Practice and Work Ethics
- AED training on reading and analyzing kidmaps and other reports for primary national assessments to assist Years 7 & 8 teachers to design targeted interventions for their students.
- Moodle Refresher and ASI (Applied Scholastics Training) - both of these trainings use apps on devices provided to the teachers.
- The Four (4) year level training was facilitated by the CDMD team for all secondary teachers and principals. The main objective was to ensure teachers understood learning pathways for students beginning from Year 10.



Moodle Cloud training and refresher workshops

In February, the TDAD and ICT Moodle training team facilitated both a refresher and a new training for Moodle Cloud for the relevant schools from 36 Schools selected under the connectivity project spearheaded by the Ministry of Communication Information and Technology (MCIT). These schools are located in both Upolu and Savaii.

The Moodle Cloud initiative by the MESC targeted the Colleges to ensure students and teachers are able to communicate via their school Moodle Cloud platform. Students are then able to access resources and assignments for their classes and teachers are able to mark/grade assignments received from students.



Cluster PDs

Noted below is a brief summary of the topics/content that the cluster PDs centered around which were categorized in improving teachers' teaching practice, their content knowledge and assessment skills.

- Strategies to improve literacy skills for at risk students
- Important guidelines of effective teaching and learning strategies
- Basic Science/HPE: Strategies to create interest in students
- MESC Moodle Refresher
- Reading and Comprehension Skills
- Math Patterns and Algebra
- MESC Policies and Guidelines
- Lesson Plans using the 6 Key components
- Effective teaching strategies for holistic learning

MESC Sponsorship Programs

Sponsorship programs were offered by the government through the Ministry of Education, Sports and Culture to support students and teachers undertaking education programs to attain Bachelor degrees.

- Percentage of in-service teachers that have acquired degree qualifications is 61% and the remaining 39% are teachers to be upgraded.
- A total of 342 pre-service students enrolled & was sponsored in Semester 2, 2021 with 241 in semester 1, 2022 with an overall 63%.
- A total of 440 MESC/NUS pre-service and in-service students were sponsored in Semester 1, 2022. 77 % achieved the 60% and above average pass while 23% of the students sponsored for this semester did not achieve the 60% average.
- 43 ECE teachers were sponsored with B.Ed. ECE achieving an overall percentage of 20%.
- Two (2) sponsorship committee meetings conducted to discuss and endorse the NUS applications for Semester 2, 2021 & Semester 1, 2022.

Teacher Marketing and Sponsorship Schemes

TDAD conducted sponsorship awareness visits to for Savaii Colleges and Upolu Colleges in which they provided hands-on assistance to students by explaining and filling in the application forms for Semester 1, 2022.

Principals from all the Colleges were very supportive of the program and also advocated for their students to take up teaching. The sponsorship awareness program was able to reach an estimated 800 students in the Year 12 and Year 13 levels.



Teachers Day 2021

As in any part of the world, one of the major challenges in the teaching profession is to retain teachers in the teaching profession. The MESC has noted that many of our teachers are resigning from the profession due to a career change, or staying home to take care of elderly parents or sick children. Also noticeably was the number of teachers passing away and/or not being able to teach due to medical reasons (stroke, eyesight, hearing, etc).



The Teachers Day theme was, "Balance your Mental, Physical and Spiritual Welfare." Teachers from both Upolu and Savaii participated in a march to the Malifa compound where the sporting events were held.

The second part of the Teachers Day celebration was an Awards evening that recognized outstanding teachers in the different categories and also our long serving teachers or our retirees.



TVET Campaign

Since the outbreak of the COVID19, the Ministry has moved to strengthen Technical and Vocational Education and Training (TVET). These include the subjects of Design Technology (DT), Health and Physical Education (HPE), Food, Textiles and Technology (FTT), Agriculture Science, Visual Arts and Music. However, one of the main challenges that repeatedly appeared on the training feedback from teachers was the lack of resources and equipment to effectively teach the TVET subjects. In addition, results from the SSCL and SSC (Year 13 & 12) National assessments identified STRANDS where student performed poorly. One of the major reasons alluded to in the reports was that students were unable to answer questions in the practical areas due to the lack of physical resources available for students to achieve the learning outcomes expected in the TVET Curriculum.



After much preparation, the TVET Resources was launched on the 1st July 2021. Principals and School Committees were invited to the official handover ceremony where the Colleges received their TVET resources. This program was initiated by the Teacher Development and Advisory Division and was supported by the Corporate Services Finance and Assets staff.



Another activity to attract students to the TVET teaching profession was the launch of the TVET Online Awareness Campaign. This was to allow students, teachers, parents, communities and institutions to share their understanding about the importance of **TVET skills for a brighter future**. It targeted not only the years 12 & 13 students, teachers (secondary level), but also parents and communities, to enable support for their children, to encourage their children to stay in school and to recognize the career pathways and salaries available to their children in view of TVET employment opportunities including the teaching profession. The TVET online awareness programme was initiated, coordinated and facilitated by the Teacher Development and Advisory Division (TDAD) in collaboration with CDMD, SOD, ICT and Sports Divisions. A sub-Committee was also established to execute the activities and work plan for the online awareness programme.

Due to the uncertainties of COVID-19 boundaries, an online TVET programme was designed into two (2) Competitions with opening and closing dates (23 May - 9 June 2022). First, Writing Essay Competition (English and Samoan essays) and second, Tiktok Competition for Years 12 & 13 students; (all Mission, Private & Government colleges) with terms and conditions applied. These Competitions were advertised

and marketed using internal and external online portals. MESC (Facebook page & website), Samoa Observer, Savali, TV1, EFKS TV, NUS TV and Government TV. Also, TVET subjects clips were filmed, produced, aired and promoted using various media as mentioned above. Following the Competition's due date three (3) different panels of judges were selected from the sub-Committee to assess and evaluate, Essays for year 12 students, Essays for year 13 students and Tiktoks entries.



Prize Giving was the highlight of the programme, carried out on the 14th June 2022 at Taumeasina Resort, with the keynote address delivered by Afioga Honorable Seuula Ioane Tuā'au, Minister of Education, Sports and Culture. This was the moment that all students, schools, teachers and parents have been waiting for to hear & receive the awards. More than 10 colleges and more than 80 students and teachers attended the ceremony from Savaii and the main land. Major awards consisted of \$250 Voucher (TVET items), Cash prizes (AA) and assorted resources such as pack bags, t-shirts, water bottles, flash drives, hand sanitizer, reusable masks and general stationaries to name a few. Consolation prizes were also awarded to students and schools who took part in the Essay and Tiktok competitions.

All in all, the TVET online awareness programme concluded with a positive note from the Minister, Management, School Support Advisors, Principals, Teachers, students and the public. As a result, a demand from schools for on-going TVET awareness activity is recommended to put in place for the upcoming financial year.



GOAL 2: Enhance educational access and opportunities at all levels (ECE, Primary and Secondary)

Inclusive education at all levels

Inclusive Education Service Provider Awareness Training

Inclusive education continues to work with Service Providers to provide training for teachers and Teacher Aides. A total of 98 teachers participated in the four-day awareness program held from 6th to the 9th June 2022 at Taumeasina Island Resort. The main objectives of the training were to:

- Clarify the current and planned services that are central to the Inclusive Education Policy.
- Inform the services that the MESC will support in each special school, provider and advocacy organisation as part of the policy.
- To identify areas where these service providers will work collaboratively in relation to roles and possible areas for wider collaboration.



Each service provider presented their services and roles in delivering inclusive education, relative to the work of the Ministry, stakeholders and service providers to ensure the adequate and appropriate support is accessible to all.

Participants strongly recommended the need for more awareness on students learning difficulties and disabilities for pre-service teachers before they are assigned to schools. The Ministry needs to prioritize this capacity building training for all teachers as not all school principals have been trained in these specific areas.

Classroom Lesson & Resource Adaptation training

In partnership with the two Special Schools, Loto Taumafai Society and Aoga Fiamalamalama, the Inclusive Education division within the ministry conducted a two-day training on Lesson Plan Adaption for students with disabilities. The purpose of the training was to share ideas on how to adapt the curriculum and design lesson plans that would suit the learning ability of a student with a disability. A total of 26 participants took part in the two-day training.

Additionally, principals, teachers, and teacher aides shared their experiences and challenges in supporting and teaching students with disabilities. It was a fruitful discussion with the IE unit team and attendees on how the ministry can support the special schools with resources and training to ensure students' full participation in the classrooms and access to quality education.

Students with Disability- Enrolment

Table 16: Student with disabilities enrolled in mainstream government schools

Students with Disability			
School Level	Gender	2021	2022
Primary	Male	158	74
	Female	78	128
	Total	236	202
Secondary	Male	9	9
	Female	8	7
	Total	17	16

- The number of students with disability enrolled in primary school has decreased by 34 from 236 (158 male and 78 female) in 2021 to 202 (74 males 128 females) in 2022.
- In contrast to the secondary levels in the year 2021, seventeen (17) students (9 males and 8 females) with disability attended schools while the year 2022 has dropped to sixteen (16) students (7 females and 9 males).

The decrease in the number of students with disability in secondary and primary shows the movement and transitioning phase of students from levels to levels and/or the movements of families from places to places. It can be interpreted that the decrease in numbers may be attributed to a change in status from students with disability to students placed under the category of students who are now supported with devices no longer have severe disability.

Information Communication Technology (Use of ICT resources)

ICT in Education Projects

The use of ICT resources in schools for teaching and learning is one critical area of focus for the Ministry, and this is evident with the number of ICT in Education projects currently in progress. These are listed below, along with updates on their progress.

Table 17: ICT in Education Projects

	Project	Donor	Project Description	Progress
1	MESC Lifelong Learning Lab (MiLLL)	UNESCO and India-UN Development Partnership Fund	Lifelong learning, Innovation and access to knowledge enabling Samoa to rise to the challenges they face from long-term social and economic implications of COVID-19. ○ <i>The MiLLL will be linked to all Knowledge</i>	○ The MESC Innovative Lifelong Learning Lab (MiLLL) was successfully launched on 30 th June 2022. Present in this event were Honourable Minister Seuula Ioane, Indian Consul, Mr Meredith, UN Country Coordinator Simone, UNESCO Director, Ms Nisha amongst

			<p>Platforms in Samoa.</p> <ul style="list-style-type: none"> ○ Accessible to all learners 	<p>other dignitaries, School representatives and students.</p> <ul style="list-style-type: none"> ○ The MiLLL network setup and configuration for all ICT equipment is 100% complete. ○ The MiLLL Learning Platform has been developed through close collaboration with UNESCO, OER Foundation and MESC ICT. ○ 4 weeks of capacity building training for our Sys-Admin and Engineering teams has been completed. ○ Training programs for Teachers, School IT admins and MESC ICT staff originally scheduled for Q4 is deferred to new Financial Year.
2	ICT in Education Project (IIE)	Government of Japan	<p>To improve connectivity and access to ICT devices to enhance student learning for the selected 20 project schools.</p> <ul style="list-style-type: none"> ○ 20 Schools will benefit from the IIE. ○ 3700 students will benefit from the use of these ICT's ○ 100 teachers will be trained through the IIE project. 	<ul style="list-style-type: none"> ○ Evaluation for the RFQ is underway and procurement will now proceed to next stages with the expectation to have all ICT equipment for the 20 schools by November 2022 the latest if all shipments continue at normal with minimal disruptions. ○ School and teacher trainings is scheduled for the Third Quarter ○ Held introductory meeting for MESC Management on the concept of Moodle Integration for education. ○ Finalised Bill of Materials for hardware requirements for Moodle Integration. ○ EOI for Digital Readiness Assessment was advertised.

3	Pacific e-learning Programme (PeP)	New Zealand MFAT	<p>To raise the achievement of students in year 10 science by empowering teachers with the proper technology and access to the PeP e-learning app developed specifically for teaching Science.</p> <ul style="list-style-type: none"> ○ <i>10 Secondary schools will benefit.</i> ○ <i>200 - 300 Yr10 science students</i> ○ <i>50 – 80 Science teachers will be trained on the technology.</i> 	<ul style="list-style-type: none"> ○ 2 day capacity strengthening training for ICT staff on technology tools used by PeP. This training was carried out on 6th and 7th June 2022. <ul style="list-style-type: none"> ▪ Mentimeter, FocusMDM, ZenDesk, WagTail, Trello, Jamboard, etc. ○ The ICT consultants continue their school visits for the Phase 2 schools for observations and technical support for teachers. ○ 4 Courses for teacher professional development and particularly for Science teachers have been made accessible both online and offline. Teachers receive Micro-Learning Certificates of completion. <ol style="list-style-type: none"> 1. Building blocks of 21st Century Learning 2. All about ICT's in Education 3. Learning Assessments 4. Leadership and Mentoring
4	Moodle for schools project	<p>Global Partnership for Education (GPE) /UNICEF</p> <p>UNESCO /Government of Japan</p>	Moodle platform for primary and secondary schools	<p>Moodle Learning Management System</p> <ul style="list-style-type: none"> ○ The use of Moodle as the primary Learning Management System /platform for Schools and education is now the standard across the Education Sector. Schools, University and PSET providers all use Moodle. <p>MESC Moodle</p> <ul style="list-style-type: none"> ○ The MESC Moodle is continuously supported by MESC to facilitate teacher professional development courses and assessments. More importantly it provides a wide range of curriculum based resources and

				<p>supplementary information to support teachers and is regularly updated by MESC staff. 1857 teachers have registered and are notably active on the MESC Moodle platform.</p> <p>Moodle Cloud</p> <ul style="list-style-type: none"> ○ The Moodle Cloud platforms for 7 Colleges are supported by MESC both financially and technically. This is in addition 7 other Colleges under the UN funded initiative that is currently being supported by the SITA and UrbanTech. A total of 14 Colleges across the country are actively using Moodle as their primary Learning Management platform. <p>Moodle Consolidation</p> <ul style="list-style-type: none"> ○ Given that 14 Colleges are using their own cloud instance of the Moodle LMS, MESC have been faced with multiple administrative and management challenges. These challenges are likely to remain or increase as more Colleges use Moodle. Therefore, MESC with the assistance of UNESCO under the ICT in Education project have started plans for the development of an Integrated Moodle platform for all schools. This initiative will address all prevailing challenges and also create a more centralized and standardize repository of educational content that will be accessible by all learners and educators regardless of
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				their location and status.
5	Samoa Education Management Information System	BUDGET SUPPORT	The SEMIS will introduce for the sector an Information System to enable standardised data collection, storage and reporting capabilities, which in turn will reduce costs, reduce inefficient processes and data duplication, increase data validation data for real time decision making from all levels of the sector management from the CEO to the principals of schools.	<ul style="list-style-type: none"> ○ The SEMIS Implementation Plan (IP) has been reviewed and finalised by the Sector ICT Sub-committee with the TA-SEMIS Advisor. ○ The SEMIS Implementation Plan will be subjected to the Sector approval process before next steps. ○ There are 3 active software development projects under MESC is in progress as a critical component of the overall SEMIS objective. These developments include; <ol style="list-style-type: none"> 1. AMIS (Assessment System) 2. Teachers Registration System 3. School Staffing Management System
6	GPE Funding for ICT equipment for schools	Global Partnership for Education (GPE) /UNICEF	<p>Samoa Education Sector Response Plan. The Project funded through UNICEF/GPE to support MESC in its COVID19 response efforts.</p> <p><i>IT equipment provided;</i></p> <ul style="list-style-type: none"> ○ 450 Tablets ○ 150 Laptops ○ 34 Photocopiers ○ 161 Routers ○ 700 Solar Radios 	<ul style="list-style-type: none"> ○ 34 Photocopiers have been distributed to 34 Schools. Installations and procurement of start-up toners were paid for and supplied by MESC. ○ 78 x laptop have been distributed to 50 schools in Savaii. ○ 72 laptops will be distributed to schools in Upolu in Q1 of new financial year. ○ 700 Solar powered Radios will be distributed to schools in Upolu in Q1 of new financial year. ○ 161 x 4G Routers will be distributed to 160 schools (Primary and Secondary) in Q1 of new financial year due to the

				delay in awarding contract (Vodafone has been awarded contract)
7	MESC Network Upgrade Project	BUDGET SUPPORT	The need to improve the Education Sector's capability on Information Management and reporting is identified in its planning documents. Similarly, audit reports and ICT assessments have identified the same requirement. A TA-Network specialist is currently working with MESC to fully implement its Network Infrastructure upgrade. This upgrade should create an enabling environment and platform for future ICT in Education developments such as the SEMIS development.	<ul style="list-style-type: none"> ○ The Network Specialist TA, his local counterpart and MESC ICT staff finalized procurement of hardware to enable the completion of the MESC Network Infrastructure Upgrade and to provide the essential network needs for the SEMIS development project, which a subsequent component of the same project. ○ The TAs and the MESC ICT staff have completed all network designs. However, the physical setup and configurations for all recommended solutions identified in the Network Review Report are still work in progress and is considered about 60-70% complete. Remote and virtual collaboration with the TAs also proved challenging as some critical tasks required being onsite. As a result, MESC had requested that the TA-Network Specialist be onsite for a short period to provide this essential support and facilitate the completion of this project. ○ As stated above, the procurement process is in progress despite SOE restriction challenges; however, all hardware and network devices are expected to be supplied to MESC by the end of Q2 of the new financial year.

8	Video Conferencing and Streaming Facility	BUDGET SUPPORT	The procurement and distribution of Video Conferencing equipment to schools was initiated to provide 2-way video communication between schools and the Ministry for training purposes as well as to facilitate video streaming of lessons over the internet or a local area network.	<ul style="list-style-type: none"> ○ 150 video conference equipment (VC) were procured and distributed to 80 schools and to relevant MESC staff and Management who communicate directly with schools. ○ The remaining (VC) will be distributed to an additional 30 schools in the next financial year. ○ The MESC will procure Video conference equipment will be procured and supplied to the remaining 20 schools in the new financial year.
9	AV and Media Production services	BUDGET SUPPORT	Building the internal capacity of our Audio Visual and Media production Services was proven critical and a worthwhile project to support the MESC education response to COVID19 efforts through the Multimodal Strategy.	<ul style="list-style-type: none"> ○ The MESC has upgraded its Audio Visual equipment and studio production facilities to help improve the production of the La Oso o Aoaoga TV program and the Faailo Ao awareness program. This upgrade helped the efficiency of the production team by increasing the production rate from 15 to a maximum of 40 lessons per week to accommodate the School Lockdowns. ○ The Global Partnership for Education (GPE) also provided technical support for the MESC COVID19 response efforts through funding for other specialized Audio Visual equipment (Production cameras, wifi video transmitters, ProGrade SDXC Memory cards, Lenses, Wireless mics.

Information Communication Technology (Connectivity and Utilization)

School connectivity has taken a completely different approach due to technical challenges and status of the extended SNBH microwave infrastructure.

The school connectivity rate leading into the fourth quarter was 4.9% (7 schools). A wide range of technical challenges all point to the aging SNBH infrastructure (microwave backhaul), the faulty CPE hardware and the lack of resources to sustain the technology support and maintenance. Consequently, in December 2021 the MCIT worked with the major ISPs and MESC to initiate a pilot project to establish connections for 36 schools across the country as an interim connectivity solution while a RFQ procurement process for school connectivity was advertised.

In April 2022, MESC were informed that the RFQ process was discontinued along with the pilot project, alternatively, planning for the School Connectivity Project (VSAT) commenced and was spearheaded by MCIT with the support of MESC.

The School Connectivity Project (VSAT satellites)

The School Connectivity Project was successfully launched on the 27th May 2022 and Alofiotaoa College in Savaii was the official launching site.

The Connectivity Project utilizes VSAT satellite terminals and Wi-Fi technologies to provision a school wide internet connection and access for 120 schools in the country. At the end of this Financial Year, 40 out of 56 schools in Savaii were fully installed with connectivity equipment and activated for use. Sixty four (64) schools in Upolu have been earmarked to receive the same infrastructure upgrade in the next stage of the project.

In addition to the school connectivity project, the Global Partnership for Education (GPE) and UNICEF as part of their support for Samoa's educational response to COVID19 has funded 161 4G router devices with a 6 month data plan which will provide a secondary connectivity option for schools. This initiative will be absorbed by the MESC going forward under its Multimodal Approach and Business Continuity Plan.

The above initiatives by Government and our donor partners provides a solid platform for further development in terms of school connectivity and adopting a sustainable connectivity model that will address future requirements for our schools.

Vulnerable Fund Distribution

The Ministry of Education, Sports and Culture officially launched its Vulnerable Funds for successful primary students on 3rd June 2022. This initiative was made possible by funds from the Budget Support of MESC, funded by DFAT and MFAT at a total value of WST \$158,587.00.

The selection of students was guided by the Ministry's Vulnerable Guidelines; recognizing essential needs such as uniforms, personal stationaries, bags, hats, lunch boxes, drinking bottles and reading books. It is an initiative to address student needs identified in a research conducted by MESC to ensure

student wellness is supported. It is also timely, as part of the Ministry's response to COVID-19 during these most difficult times for families undergoing financial setbacks.

A total of 578 applications were received and only 370 met the criteria. The Vulnerable Funds will be provided on a periodic basis as the need arises or by requests identified from schools. The principals of the respective schools received these commodities for distribution on behalf of the students.

GOAL 3: Enhance relevance of education and training at all levels (ECE, Primary and Secondary)

TVET Pathways in schools

The Ministry continues to prioritize the importance of TVET pathways for Secondary schools across Samoa. The expectations of the Ministry through TVET are to ensure that students are well equipped with the necessary skills for transitional learning into higher education or pathways leading to post-secondary education.

To date, 97% of government colleges provide at least 3 TVET subjects in 2021-2022. It is noted that the percentage of students taking more than 3 TVET courses in Secondary schools is increased by 1%.

The next work for TVET is the repackaging of existing TVET courses in the curriculum so that needs of students as well as the labour market are met. An EoI (Expression of Interest) was put on the MESC facebook page for TA who will be responsible to lead the repackaging work was advertised. Two interest applicants send their documents to the ministry. After assessing proposals from the two applicants, a TA has been selected to lead and coordinate the repackaging of TVET courses. Phase 1 requires a desktop review and a mapping exercise for repackaging TVET courses. EoI for subject experts will be advertised the in Q1 next financial year.

Sports in Education

Sports development is another crucial part of student's physical development. Sports provide students with the opportunity to exercise the body and the mind, support and encourage students with passion for sports and a sports career. At the same time contributes into a healthier lifestyle – a healthy body, a healthy mind.

The Special Needs Game Festival was held on the 25th Nov for Upolu. A total of 326 students from 12 schools participated in the Special Needs Games Festival.

College Sports Award

The first ever College Sports Award was held on the 2nd December 2021. The ceremony was fully supported by the Government to acknowledge the athletes' or students' outstanding achievements in different sports as well as to promote and develop these young Samoan athletes for international competition. The College Sports Award was attended by a total of 38 colleges (90%), and it was an excellent way to identify outstanding athletes for sports development under TIP (Talent Identification Programme).



The Government through the Ministry of Education, Sports and Culture continues to provide financial assistance for Sports organizations every year. These funds will support the teams and organizations in all their preparations for their tournaments. During this Financial Year, nine (9) submissions were approved by Cabinet and payment was made.

1. Samoa Weightlifting Federation
2. Samoa Rugby League
3. Samoa Boxing Federation
4. Marist Sports Club
5. Samoa Volleyball Association
6. Samoa Touch Incorporation
7. Samoa International Cricket Association
8. Basketball Association
9. Athletic Samoa

Another aspect to consider, in order to improve and develop existing sports and physical education programs, it is important that support and financial assistance is provided for upgrading of Sports Fields. At the end of June 2022, the constructions of sports fields for Moataa, Lalomauga and Gataivai were completed.

Additionally, a meeting with Pacific Australia Sports (PAS) was held on the 4th April regarding HPU establishment. The PAS will look into every aspect (physical, financial and economic) to assist the Ministry in setting up the High Performance Unit.

Culture in Education

Culture in education is very important in promoting our heritage and culture through teaching and learning. The Culture Division consists of three (3) units. The Cultural Unit, the National Orchestra of Samoa and the Museum of Samoa.

The Culture unit continues to develop a number of Samoan readers that help promote our language, historical stories and improve literacy for students. The status of the various activities completed in this Financial Year are as follows:

- ✚ One hundred and twenty (120) readers completed and approved for Samoa Primary Schools. The proposal and TOR for a TA to draw illustrations for the readers have been approved by the Acting CEO.

- ✚ Internal Review for Samoa Nei Galo Volume 11 was carried out from 19th – 21st and 31st of January 2022 and a review report is in place.
- ✚ Translation for the Samoa Nei Galo Volume 11 started on May 13th and was completed on June 3rd, 2022. The Technical Assistant Report on the Translation Work for the SNG Volume 11 was approved by the Acting CEO on June 7th 2022.
- ✚ The vetting process was completed for 145 sites, as reflected in the Vetting Quarterly report. The post-vetting process was also completed for Upolu, which identified 200 sites, and Savaii, which had 235 sites. They have been thoroughly checked and revised according to their features and types. Post-vetting Report is in place.
- ✚ Completed two (2) mapping visit to confirm sites for Samoa Nei Galo Volume 11
- ✚ Seventeen (17) meetings held on activities for the completion of the Samoa Culture & Arts Centre.
- ✚ Completed Topographic Survey for the Samoa Culture & Arts Centre
- ✚ Contract signed for Installation of Cables of the Samoa Culture & Arts Centre
- ✚ Completed installation of Cables for the Samoa Culture & Arts Centre
- ✚ Coordinated preparation for Hon. Minister's Speech and national statement for the Asia-Pacific Regional Consultation on Cultural Policies
- ✚ Prepared and presented on Samoan Tattoo (Tatau) patterns and designs for the Samoa Rugby Union.
- ✚ Fieldwork research for collecting and recording intangible heritage from selected villages in Savaii for the compilation of Samoa Nei Galo Volume 12 was conducted from May 23rd to May 27th, 2022. Three (3) villages that were researched and received different intangible heritage of legends and myths, traditional songs, and heritage sites, included Vaisala, Asau, and Fa'ala Palauli. Two villages requested a postponement.
- ✚ Completed preparation of Research Paper as requested by the sub-committee for the Celebration of the 60th Independence Day
- ✚ Culture unit was also involved in coordination and facilitation of the museum workshop on Ava o Feiloaiga that was carried-out on June 9th and 10th, 2022. A brief presentation was also prepared and presented as a refresher for students before the final day of Ava o feiloaiga practical.
- ✚ Attended and represented the Ministry at 3 School culture days and 1 school zone impromptu Samoan speech

The National Museum of Samoa

The Museum of Samoa (MOS) preserves, promotes, and educates the public about Samoan heritage, art, history, and culture. It works to strengthen partnerships and collaborations with the local communities, relevant stakeholders and government Ministries, and donor partners. It anticipates conducting vocational workshops for high school levels, exhibitions, internship exchange work, educational tours for all school levels, and museum talks based on different research dialogues as part of their promotional activities.

An ongoing partnership work through Talanoa sessions via Zoom with overseas partners, the Lagi Maama Academy & Consultancy NZ and the Pacific Island Museums Association (PIMA) on various discussions and demonstrations pertaining to restoration and preservation work due to an increasing number of objects hold and collected by the museum. At the same time these Talanoa sessions have helped and enabled the Museum of Samoa to meet different experts from different New Zealand museums such as the Te Papa Museum and the Auckland War Memorial Museum.

Based on monthly monitoring and updating conducted by the museum, an additional eighty seven (87) objects was added to its collection Therefore, the total number of objects collected as of June 2022 is nine hundred and seventy seven (977).

Another important activity carried out by Museum Unit in this FY21/22 was the finalization of its Museum Object Donation Guideline; this document is ready for final approval of CORE as a key document to uphold and formalize an Acquisition Process in place for any object donation to the museum in the future.

The Museum of Samoa this FY21/22 came across many challenges due to COVID-19 pandemic where a number of closures have occurred over the year. Regardless of the challenges the Museum of Samoa was able to find avenues to stay connected with the public to attract their interest with its on-going work and promotional activities.

Social media platforms such as the Facebook Page became accessible and the number of followers has increase over time. As an effective platform for promotional activities, the museum again successfully hosted through Facebook the celebration of its International Museums Day on the 18th as an exciting event through a Selfie Contest to win great prizes. As an outcome, 10 selected winners won amazing prizes from the Museum of Samoa. The total number of Facebook followers as of June 31st is 15,889.

This Financial Year again was a fantastic year for the Museum to approve the development of a new website. In progress URBAN TECH LTD was the assigned Consultant for this work and have commenced its contract on the 30th May 2022. Work started on the 1st of June 2022 and it is planned to launch the website in Quarter 1 of the next Financial Year.

The National Orchestra of Samoa

The National Orchestra plays a very important role in supporting teaching and learning of the Music Curriculum in schools. It helps to promote music in education through public performances, schools workshops and visits. The following is progress of activities completed in this Financial Year:

- Music notation reading skills continue to improve in areas such as rhythm, time signature, key signature, harmony, chords and musical terms. These skills are being developed and implemented throughout 12 months under the Masterclasses activity. The total masterclasses achieved over four quarters is 240 planned units.
- Music performance technical skills are also continued to be achieved under the Performance Masterclasses in areas such as phrasing, bowing, intonation, expression, tempo, articulation,

breathing, tone colour and general stage performance. A total of 240 planned units were achieved.

- Public Performances of eight (8) per quarter were also achieved. These performances included MTVs, audio recordings, as well as leading the music for special occasions such as MESC Lotu and the Sector Lotu.
- The recruitment of eight (8) orchestra musicians have also been achieved. Four string musicians and four vocalists: Soprano, Alto, Tenor and Bass. Further discussions with the Ministry have been in progress to recruit eight more paid orchestra musicians.
- Furthermore, the newly developed National Youth Choir has started and will be developed to perform for the Opening of the Samoa Arts and Culture Centre.
- Other developments such as the Youth Orchestra and the After School Program are continuing to be in good progress as a platform to develop young orchestra musicians. Also, the orchestra has developed a partnership with the New Zealand Symphony Orchestra and the Creative New Zealand. Opportunities for professional trainings and other music resources are planned to be implemented as part of this partnership. Overall, and since the inclusion of the eight full time orchestra musicians, the Orchestra have shown many signs of maturity as musicians and have demonstrated satisfying results in terms of confidence, creativity and music performances.

Samoa Monolingual Dictionary

Planned activities of this project have reached 87% completion. 23% of the activities for completion of this project have been deferred to the first quarter of the next financial. This project's timeline has been delayed due to SOE restrictions.

The review of Grammar has been completed and submitted to the Board for feedback and comments. This activity has reached 50% completion for this financial year. The completion of this activity has been deferred to the next financial year.

The development of the first draft of the Regulatory Framework has been completed and submitted. However, further consultations were conducted with MOF to finalize the framework. The planned activities for this financial year have reached 60% completion and 40% have been deferred to the next financial year for completion.

A technical adviser was recruited in the second quarter of this Financial Year to develop the National Samoan Language Framework. The first draft of the National Framework has been submitted and presented for discussion at the June Board meeting and MESC Management. 60% of planned activities have been completed this financial year and 40% of activities will be implemented in the next financial year.

50% of the SLC recruitment has been completed this financial year. The Ministry has and will continue a phase-to-phase approach for recruiting the remaining approved positions for the SLC organization structure for the rest of this plan.

SLC prepared and presented their Annual Management Plan at the Ministry's Strategic Seminar held at the Tanoa Tusitala Hotel in March. A presentation on the functions of the Samoan Language Commission was also prepared and delivered at the Teachers Induction Program held in Savaii.

GOAL 4: Strengthen community engagement and collaborative partnership with all MESC Stakeholders to improve educational outcomes at all levels

Strengthening coordination of research, policy and planning

Gender Achievement Gap Research

As directed by the Core Executive following the presentation of the Gender Achievement Gap Research, the TOR and Proposal for the Report Peer Review were developed and approval was sought from the Acting CEO on June 8, 2022. The Research Proposal for GAG Peer Reviewing was submitted to the Education Sector Research Committee on June 28, 2022. This will be presented for approval at the next ESRC meeting.

Samoa Schools Connectivity Project

A new research study was developed this financial year, focusing on schools' digital connectivity and aligned to the COVID-19 situation. This work is relevant to examine the use of ICT in schools to respond to the impact of increased connectivity for schools. The research proposal for Samoa Schools Connectivity Project was submitted to the Education Sector Research Committee (ESRC) for funding and approved on May 4, 2022. However, the Core Executive revoked the continuation of this study due to the change of internet service provider for schools from Digicel and Vodafone to NETVO.

The Minimum Service Standards (MSS) Verification Visit

The 2021 MSS Verification report was approved by Core management on March 31, 2022. Of 84 (50%) Government Primary schools and Colleges partaking in the first cohort of MSS:

- 31% (26 schools) have met the Level 3 (MMS)
- 49% (41 schools) have met Level 2 (PMS)
- 19% (16 schools) did not meet the standards and are classified in Level 1 (BS)
- 1% (1 school) is rated FBS

Also, a briefing paper was submitted to the Acting CEO to defer the MSS verification visit to the next financial year due to the outbreak of COVID-19 in the community.

Policy Development

The work of the PPRD in spearheading the development of policies in collaboration with relevant divisions has been ongoing. The National Policy Coordination Committee (NPCC) endorsed the 3 NARA policies and Framework in its meeting on the 25th February 2022. The Cabinet submission was submitted on the 17th March 2022. Another paper was requested by Cabinet for further clarification was submitted on the 20th of May and awaiting and update and response from Cabinet.

The National Teaching and Learning Policy (NTLP) was endorsed by Core management on the 13th of August, 2021. A briefing paper has been developed for NTLP and the Curriculum Framework to be presented at the next NPCC meeting. It is anticipated that these documents will be presented in the NPCC meeting in July 2022.

For this financial year there were no awareness programs as we are waiting for approval of the NARA Framework and 3 policies. However, PPRD has developed a brochure summarizing eight (8) policies from FY2019-2020 to raise public awareness, particularly that of students and researchers coming to research. These brochures will be disseminated to the schools for their information and awareness of teachers during the MSS visitation deferred to the first quarter of the next financial year.

Monitoring of AMP (Quarterly Reviews)

At the end of this Financial Year, four (4) quarterly reviews had been completed and all reports were prepared, endorsed and submitted to the Education Sector in preparation for the Sector's Annual Review. The MESC Annual Report 2020/2021 was approved by Cabinet in December 1, 2021 as per FK (21) 47 and submitted to Parliament on the 17th January 2022.

Annual Strategic Planning Seminar 2022

The Ministry of Education, Sports and Culture (MESC) conducted its two-day Annual Strategic Seminar on the 3rd and 4th March 2022 at Tanoa Tusitala Hotel. The theme for this year's seminar is "Plan ahead for better outcomes". The seminar was coordinated by the Policy Planning & Research Division and attended by members of the MESC Full Executive, School Inspectors and selected senior officers.



The main objectives of this year's seminar were:

- ✓ To understand the linkage of Strategic Plans;
- ✓ To review of the first six months of FY2021/2022;
- ✓ To review the progress of Quarter 3 AMP2021/2022;
- ✓ To identify issues and challenges faced by MESC staff in the implementation of activities;
- ✓ To identify solutions and way forward to address these challenges.



The Strategic Seminar 2022 was considered highly successful for MESC. It was a welcome change for the Ministry and the Seminar became a platform for all members to share strategically on how to improve its services to the schools and the public. All participants took active part in presentations and discussions on the progress of Quarter 3 towards the achievement of Key Performance Indicators (KPIs) as defined in the Ministry's Annual Management Plan 2021/2022. All fourteen (14) divisions had the opportunity to

present and voice concerns; and one of the main challenges identified requiring improvement was internal communication; an issue made known by the majority of the divisions. It was a productive seminar with many challenges recognized and recommendations for a way forward were deliberated.

SEN& Census 2022

The Education Statistical Digest is one of the Ministry's annual publications, which is generated from the information collected from School Census forms and other relevant information collected from relevant divisions. The Statistical Digest 2021 was approved by the Core Management on 15th February 2022 and printing was completed in March 2022.

CENSUS and SEN forms were distributed via emails and hard copies to all schools in February and March. As of June 2022, 214 out of 215 schools submitted their CENSUS and SEN forms, while one school (Aoga Faamasani Amosa) has yet to submit its information. Emails have been sent to this particular school regarding the outstanding information to be submitted to PPRD.

The Verification Visit for ECE enrolments was completed in March and the data was submitted to CSD OGG team for grant distribution in April 2022.

UIS Questionnaire

The UIS questionnaire was completed and submitted to UNESCO on the 28th of March 2022. This questionnaire is designed to collect internationally comparable data on formal education at the early childhood, primary, secondary, and post-secondary non-tertiary levels, necessary for the evaluation and monitoring of education systems worldwide. The data forms a central part of the database of education statistics maintained by the UNESCO Institute for Statistics (UIS). They are disseminated widely to the user community and help inform policymakers at both national and international levels. The data is required for the calculation of education indicators used in the monitoring of progress towards regional and global goals, including the Sustainable Development Goals (SDGs) and the Education 2030 agenda.

MESC continues to provide accurate and essential information on enrolment, teachers and teachers' qualifications, assets, and facilities from ECE to Secondary level to respond to the information required by UNESCO every year.

SEMIS Data Center

The Network Specialist TA, his local counterpart and MESC ICT staff finalized a Bill of Materials document identified to facilitate the completion of the MESC Network Infrastructure Upgrade and to provide the essential network needs for the SEMIS development project, which is a subsequent component of the same project.

The TAs and the MESC ICT staff have completed all network designs. However, the physical setup and configurations for all recommended solutions identified in the Network Review Report are still work in progress and is considered about 60-70% complete. The most challenging element of this project was the procurement process and experiencing shipment delays and equipment shortage in some parts of the region. Remote and virtual collaboration with the TAs also proved challenging as some critical tasks

required being onsite. As a result, MESC had requested that the TA-Network Specialist be onsite for a short period to provide this essential support and facilitate the completion of this project.

As stated above, the procurement process is in progress despite SOE restriction challenges; however, all hardware and network devices are expected to be supplied to MESC by the end of Q2 of the new financial year.

The SEMIS Implementation Plan (IP) has been reviewed and finalised by the Sector ICT Sub-committee with the support of the TA-SEMIS Advisor.

The SEMIS Implementation Plan will now be subjected to the Education Sector approval process before next steps.

There are 3 active software development projects under MESC is in progress as a critical component of the overall SEMIS objective. These developments include;

- AMIS (Assessment System)
- Teachers Registration System
- School Staffing Management System

Public awareness through online platforms, promotional materials and media releases for public information

The ICT and Media Division facilitated media support and the dissemination of MESC information to the public. Below is the progress of awareness activities conducted in this Financial Year:

Since COVID-19 restrictions and lockdowns, the Ministry has adopted the use of its social media platforms as the primary means of disseminating information to its stakeholders. Fortunately, the public use of social media has also increased drastically making the MESC Facebook page the second most popular in Samoa behind the Samoa Tourism with over 30,000 followers. Over this financial year, the average Post Reach for the MESC Facebook page is 89,000 where 35% are female and 65% are male.

These figures are real-time data insights available through the social media dashboard and based on all types of activities that are posted and the reactions that they attract from its viewers. The nature of the MESC awareness activities includes public notices, awareness of educational activities, press releases for public information, advertisements and etc.

The MESC Communication Unit under the ICT & Media Division successfully developed 16 episodes for the Faailo Ao awareness program and broadcasted them over MESC Official Facebook page. The Public interactions and feedback from the MESC Facebook followers was exceptional and also raised the par going into the next financial year.

Sector ICT Policy and Digital Strategy

The Sector Digital Transformation Strategy and Information Management Policy were the overarching documents for the consultations with stakeholders at all levels. Consultations were mainly face-to-face

meetings and remote online sessions when members were unavailable. The SEMIS TA remotely joined several of the consultations. Several online tools were utilized, such as Microsoft Whiteboards and document sharing, which allowed members to engage, collaborate, review, and provide feedback throughout the process. While some online tools were beneficial, others were not.

Due to the lack of clarity on how the ICT policy supports the development of SEMIS, further consultation led to the development of an "Information Management Framework Policy" instead. It was envisioned that this policy would provide the foundation and clearer guiding principles and framework to support, develop, manage, utilise, exchange, and share information. Further strategies, policies, and procedures will be required to support these two documents.

Implementing Agencies need to develop their strategies and plans to achieve the overall Sector vision, mission, and goals. To support both Sector and organizational strategy, Implementing Agencies can benefit by adopting a "cookie" cutting approach, utilizing a standard set of policies and standards used within the Sector and adapting them to their context to become internal IT policies.

The Sector Digital Transformation Strategy and Information Management Policy have yet to be submitted to ESAC for approval. The next steps for these critical documents are subject to ESAC approval.

GOAL 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources

Awareness/ Trainings on climate change resilience

- The CSD under the HR/Payroll Unit had successfully implemented awareness and promotional activities in December 2021 to promote team work and conducive /clean working environment to ensure Ministry's compliance to OSH Legislations and guidelines. All staff is reminded on the key principles and values governing the work of public servants through pull-up banners display around the office.
- Awareness programs on Disaster and climate change resilience in partnership with the NEOC planned rollout to Schools in Savaii and Upolu in the third quarter of the financial year. The key outcome of these awareness programs is for schools to develop Disaster Risk Management Plans for each school and for MESC to have in place an updated version of the Disaster Risk Response Plan 2022 for the Ministry. First consultation was held in Savaii schools in January 2022. Consultations for schools in Upolu scheduled in March 2022 did not take place due to the COVID-19 lockdown restrictions.
- First Aid training sessions for all senior typists, school library assistants, and corporate staff. Moreover, 100% implementation of health and safety during times of the National State of Emergency to ensure the workplace (main office) is fully complied with and secured.

MESC Capacity Building Plan

Capacity Building Plan has been developed and is in implementation process whereby one hundred and four (104) Staff are undertaking various courses at the University of the South Pacific, Samoa campus. Training Analysis has been submitted as well.

Two (2) Induction programs conducted in this Financial Year for new recruited staff and reports were approved as well.

- The first Induction was conducted on October 28, 2021 for new recruits from April to October 2021. There were 24 participants altogether.
- Second Induction for new recruited staff was successfully completed on 19 May 2022. There were 26 new recruits inducted and they were recruited from November 2021 to May 2022. Moreover, each division was invited to participate to promote their divisions and their duties.

Sector Monitoring and Reporting

The Education Sector Coordination Division continues to monitor the implementation of all sector activities following the Implementation Plan in ESP 2019-2024. The Sector Progress Report for Quarter 4, FY20-21 was approved by ESAC in Q3 of FY21-22. Reports for Q1 and Q2 were delayed due to SOE constraints but were approved by ESAC on June 20th. Q3 was approved online by ESAC in June, 2022.

Sector Work Plan and Budget (FY2022-2023)

The Education Sector Work Plan and Budget FY2022-2023 was endorsed by the Education Sector Advisory Committee (ESAC) on 20th June 2022. The Implementing Agencies and ESCD worked collaboratively to meet the timelines.

Sector Annual Review Report 2020/2021

The Sector Annual Review Report 20/21 received ESAC approval on 21st January 2022. This report was used for consultations with sector stakeholders as required every year. Upolu consultations for the Sector Annual Review Report 2020/2021 were completed in early March 2022 and the consultation report was approved by ESAC on the 20th June, 2022. The Savaii consultations scheduled for the week beginning 21st March was cancelled due to the nationwide lockdown that took place that same week.

The Monitoring, Evaluation, Learning Framework (MEL) Review was endorsed by ESAC on Sept 2021. The Review found that the number of Key Performance Indicators had increased compared to the previous year. It also identified areas and activities that Implementing Agencies should pay attention to for the remaining years of ESP 2019-2024. These were mainly relating to indicators that had not been achieved. The Review for 2021/2022 is due in the first quarter of next Financial Year 2022/2023.

Sector Documents

Sector Research Review & Strategy 2022

A number of stakeholder consultations to assess the effectiveness, impact and relevance of the Education Sector Research Strategy (ESRS) 2017-2020, was undertaken in the period under review. The

ESRS Committee and the team of TAs, agreed to update/develop a new strategy to cover for the period of 2022-2025. This Strategy is aligned to the ESP 2019-2024 under **Goal 4: Improve the effectiveness of sector planning, monitoring and reporting** with its Mission to, “encourage, design and conduct relevant research of high quality that strengthens the education sector and its services for the development of Samoa”. The TAs also considered the newly released **Pathway for the Development of Samoa FY2021/22-FY2025/26** where one of its 21 priorities is devoted to ‘Quality Education’. The Strategy and its action plan were prepared for several key audiences including the Education Sector Advisory Committee (ESAC) and the three IAs, namely the SQA, NUS and MESC.

The Strategy takes account of the COVID-19 pandemic and the pressing need to increase access to digital platforms for formal education. It was highlighted that there is a need for innovative practice and technological solutions including improved internet connectivity to ensure uninterrupted access to high-quality education for all.

The TA submitted the final draft in Q4 of FY21/22. This was approved in principle by ESWG on 23rd June with some suggestions for revisions and referred to ESAC for consideration and endorsement in Q1 of FY22/23.

Climate Change & Disaster Resilient Strategy (CCDRS) 2022 – 2024

The purpose of the Education Sector Climate Change and Disaster Resilience (CCDR) Strategy 2022-2024 is to mitigate the risk of extreme weather and slow-onset events on education services at all levels in line with the Education Sector Plan 2019-2024. The Strategy consists of four high level areas (climate change & disaster mainstreaming, built environment & safety, sector strengthening and student participation & collaborative partnerships), 10 strategies and 32 priority actions.

The CCDR Strategy applies to the MESC, SQA and NUS. These three agencies are responsible for implementing, monitoring and evaluating the Strategy, including planning and allocation of resources for priority actions that can be implemented over the short term (by 2023). An implementation plan has been developed for the Strategy. Monitoring and reporting processes have been streamlined with those of the Education Sector Plan. The Strategy involved consultations with 71 individual stakeholders.

The CCDR Strategy is due for a review in 2024/25. The Sector Climate Change & Disaster Resilient Strategy (CCDRS) was endorsed by ESAC on 20 June. The Samoan translation is required to facilitate awareness with community groups. This needs to be completed before printing.

Information Management Framework Policy 2022

The Education Sector recognizes that information is powerful and requires appropriate protection and management. The Information Management Principles contained in this policy guides the IA in managing and using information appropriately. The overarching principles for Information Management within the Sector are:

1. Information is managed within the law (Legal)
2. Information is secure yet accessible (Security)
3. Information Management is a core staff competency (Roles)
4. Information is classified to increase utility (Input)

5. Information is easy to retrieve (Output)
6. Information architecture is designed for simplicity (Storage)

The principles are designed to work together; they need to be applied to all Sector initiatives or processes involving information. Excluding one or more principles will rapidly undermine Sector's ability to supply information of consistent and measurable quality for decision-makers.

ICT Strategic Framework 2022-2032

The Digital Strategic Framework provides a high-level framework for the effective management of information and technology, to ensure systems are controlled and maintained in line with Sector objectives and emerging trends.

Digital resources can be planned for and managed so that they support the strategic objectives and priorities of the Education Sector, as well as ensuring the business continuity of its day-to-day operations. Building and managing *Digital* resources is also an important foundation for other resourcing plans.

The Framework focuses on 4 key digital *capabilities* across Digital Education Sector;

1. *Mafai Digital One* – A **Digital Future Skills Marketplace** for citizens', schools, universities, and other educational institutions;
2. *Data Transparency* – Consolidation and Enabling Data Practises through an Integrated **Samoan Education Management Information System (SEMIS)**;
3. *Technology Essentials* – **Modernisation of the Sector** through consolidation and integration of Networks technology Infrastructure and systems including Networks, Datacentres, Licenses & Procurement;
4. *Digital Workforce* – **Reskilling for Digital Success** - Right People, Right Skills and Pathways.

The Framework is designed to be used as a guide to assist in the development of key strategies and outcomes for each themed *Capability*.

- The two ICT documents above were presented to the ESWG and were endorsed on 15th June, 2022. This was referred to ESAC for approval in Q1 of FY22/23.

Review of the Education Sector Governance Arrangements

The Review looked at the different existing entities in the Sector Governance Structure to consider whether the assigned roles and responsibilities are in line with the work undertaken and determine the relevance, effectiveness and efficiency of these arrangements as intended. The operational processes of ESAC, ESWG, RGs and ESCD were looked at and members as well as sector stakeholders were consulted.

The final draft of the Sector Governance Arrangements Review was presented and endorsed by ESWG on 23rd June 2022.

The Review had 20 recommendations and the ESWG believed that these were too many to consider and/or implement at one time. These have been categorized into: (i) those that can be immediately implemented; (ii) those that are already being implemented but may need to be strengthened; and (iii) those that require a bit more discussion given the sensitivities around certain issues. Some recommendations may need more time due to resourcing implications. There will be flexibility to reshuffle the list in the future given prevailing circumstances at the time.

The printing of the above sector reports/review documents could not be conducted in this FY as the endorsement process is yet to be completed. The remaining funds would have been for printing and distribution.

The Education Sector Research Forum was held for two days in July to present all findings from research undertaken by the three Implementing Agencies since 2018. It was noted that some recommendations had been implemented and some were in progress. A matrix of all the recommendations from the studies is used for monitoring purposes.

One Government Grant (OGG)

The One Government Grant covers 98% of schools in Samoa, including early childhood education, primary and secondary schools, in order to maintain and improve teaching and learning and thus promote the achievement of high quality education. The coordination of the OGG is monitored by the Corporate Service Division as one of its key functions.

The signing of funding agreements with various stakeholders was completed, after which two teams visited the Savaii schools while four teams visited the Upolu schools. As of June 2022, 99.1% (339) of the 342 schools have signed the One Government Grant Funding agreement.

100% of School Principals have been trained and made aware of OGG payment processes and procedures by means of brief awareness programs, handouts, manuals, and trainings provided during one on one session from time to time.

New school buildings established

Within the Financial Year a total of six (6) new school buildings and three (3) school halls were officially opened. These include the following:

New School Buildings

1. Saipipi Primary school
2. Safotu Primary school
3. Moataa Primary school
4. Fusi Safata Primary school

5. Samalaeulu Primary school
6. Salani Primary school

New School Halls

1. Saasaai Primary School
2. Aana 1 College
3. Palauli Sisifo College

Printing Services

The following were activities conducted by the Printing services:

AMP Activities	Progress
Print educational support materials	<ul style="list-style-type: none"> • 300 copies of CDMD Utugagana ole Gagana Faataga (9,000 sheets) • 14, 800 Roll Calls • 5,047 Curriculum statements booklets and resources • 88 copies for SPORTS Teachers Training documents
Printing of Year 8 SNAPE	SPECA Printing completed on October 16 2021 <ul style="list-style-type: none"> • 48,580 scripts printed • 603,130 number of sheets printed
Printing of Samoa School Certificate Examination	School Certificate completed printing on November 12 2021 <ul style="list-style-type: none"> • 18,367 scripts printed • 346,661 number of sheets printed
Printing of SPELL Yr2, Yr 4 and Yr 6 Examination	SPELL Yr 2, Yr4 and Yr6 completed printing on October 16 2021 <ul style="list-style-type: none"> • 92,472 number of scripts printed • 921,236 number of sheets printed
Printing of Samoa Secondary Leaving Certificate Examination scripts	SSLC exams printing completed on November 12 2021 <ul style="list-style-type: none"> • 16,750 SSLC exams scripts printed • 295,170 number of sheets printed
Print, compile and collate Ministry reports and policies	<ul style="list-style-type: none"> • 200 National Sports Policy booklets • 15 National Archives Policy 2022-2027 booklets • 15 National Recordkeeping Policy 2022-2027 booklets • 15 National Digitization Policy 2022-2027 booklets • 400 copies of OGG Manual Operation both English and Samoan • 300 MSS documents printed • 40 copies MESC Induction

	<ul style="list-style-type: none"> • 882 copies of 2021 SSC & SSSLC Feedbacks • 50 copies of PDS • 60 Ingoing & Outgoing Registry
Maintenance of Printing Machines	<ul style="list-style-type: none"> • Completed full maintenance services for printing machines. Report is already filed for record.
Procurement of safety gears for printing staff	<ul style="list-style-type: none"> • Completed procurement of face mask and hang gloves • Monitor distributing of face mask and hand gloves • Daily recording and monitoring of staff compliance with wearing safety equipment during machine operation
Medical check-up for printing staff on a six monthly basis	<ul style="list-style-type: none"> • Completed two medical check-up for the printing staff

Maintenance Works

The Maintenance Unit continues its maintenance work for the whole Ministry's compound. For this Financial Year, seventeen (17) requests from different divisions completed.

Maintenance Work by Request Completed (100%):

- Repainting of MILLS Building
- Exterior Painting of NARA Building
- Exterior Painting of HQ Office
- Replacing all gutters & downpipes for Nelson Library
- Exterior Painting of Credit Union Building
- Installation of countertops in conference room for Savaii Library
- New Standby Generator for Printing completed and commissioned

Additional Maintenance Works as received within the financial year are listed below. Provision of funding was not budgeted for within the financial year hence the Ministry has resorted requesting Cabinet approval for utilizing of the Ministry savings. Funds approve for the fencing of the new Culture Centre however it was received towards closure of the financial year and was rollover to next financial year. Work is in progress.

- Retaining wall and drainage project for new Culture centre
- Re-tender of Fence for new Culture Centre

Relevant literacy programs implemented to support curriculum and reading

The Nelson Memorial Public Library continued implementing relevant programs to support curriculum and reading for students who visit the library. For this financial year, here are the implemented programs completed:

- American Corner conducted thirty three (33) reading programs. The total number of students who attended the reading programs was 579.

- There were ten (10) Themed programs were held at the American Corner, with a total number of attendees of 458.
- Ten (10) English tutorials were conducted for high school students. The total number of attendees was 111.

National Archives and Records Services (NARA)

A training workshop was conducted in Quarter 2 of this Financial Year. The training was well attended by 45 participants from Government Ministries. Its main purpose was to strengthen good recordkeeping practices across the government, including the transfer process, retention process, awareness of recordkeeping tools, etc.

A total of 305 archive boxes identified and transferred from MPMC, Cabinet, Attorney General's Office, OEC and MCIL to NARA for storage.

International Archives Day Celebration



The International Archives week was celebrated on June 6-10, 2022 for both Upolu and Savaii. The theme of this year's event was "Archives Are You". The key focus for Samoa's commemoration was aligned with its 60th Independence Celebration. A pictorial exhibition of Ministers and Chief Executive Officers who led the Ministry of Education, Sports and Culture from 1962–2022 was displayed at the foyer of the MESC complex and at the Salelologa Public Library throughout the week.

The program was officially opened by Hon. Seu'ula Ioane Tua'au with a prayer conducted by Bishop Tafaese Spencer Tautu. The keynote speaker was Taiao Dr. Matiu Matavai Tautunu of the National University of Samoa. There were two (2) colleges invited to partake in this event, namely Nu'uausala College and Paul VI College.

Savaii program was opened by the Deputy Chief Executive Officer of MESC, Afioga Tuaopepe Perenise Tinei. Itu-o-Tane College and Salelologa Primary School were invited from the big island to take part in the program.



The Archives Unit's responsibilities are to safeguard, clean, preserve, folio numbering of all files, box, list, and update all archive documents that are transferred into the Ministry and ensure the database is updated. Below is the number of archival materials preserved and safeguarded in this Financial Year:

- 2,419 files entered into database
- 2,172 files itemized
- 22,820 already folio numbered
- 13,000 pages already went through the preservation process (clean, mend and iron)
- 282 boxes dusted and sorted
- 361 archive search

For this Financial Year, the Digitization Unit managed to digitize 15 boxes and processed 14,358 images.

A2.3 Achievements as per MESC Divisional Outputs

The following section provides matrices explaining the progress of the Ministry's Performance Indicators by Output as well as highlighting key achievements under each Output from July 2021 – June 2022.

Output 1: POLICY ADVICE TO THE RESPONSIBLE MINISTER

Output Manager: Chief Executive Officer

Performance Measure/Indicator	Target	Status	Progress
1. Number of Full Executive Meetings in a financial year.	12	Not Achieved	Overall summary, Full Executive meetings were mostly postponed due to SOE restrictions which started in mid-2021 and other reasons mentioned in other quarterly reports. A total of 2 Full Executive Meetings (17%) were held in FY2021/2022.
2. Number of Core Management Meetings.	48	Achieved	Overall, 50 Core Management Meetings (104%), including Special Core Meetings, and 220 (44%), progress reports were generated from all CM meetings held in FY2021/2022.
3. Number of Minutes recorded for Core Management Meeting in a financial year.	48	Not Achieved	<p>Within this FY2021/2022, a total of 14 minutes (30%) were endorsed. Core Management meetings were not scheduled as planned (the usual weekly meetings).</p> <p>Q1- Priority was given to the new Budget and welcoming the new Government. Therefore, four (4) CORE Management meetings were called by the former CEO this quarter for the preparation of the new Budget and new activities for the new FY2021-2022.</p> <p>Q2- Due to the former CEO's three-month overseas leave, only six (6) Core Management meetings were held this quarter. These meetings were called to discuss divisional updates and weekly updates in preparation for Exams. Core Management and Principal Officers assisted AED with the preparation of Primary & Secondary Exams 2021 from October to December 2022, hence no meetings at the end of October towards the beginning of</p>

			<p>December 2021.</p> <p>Q3- Only two (2) Core Management meetings were held in January 2022. Due to COVID-19 Nation Lockdown, meetings were mostly held virtually by core members only to discuss the re-opening of schools.</p> <p>Q4- Only two (2) Core Management meetings were held in April and June 2022 to discuss divisional activities for the next FY and the closing of the budget in June 2022. Overall, a total of 14 meetings and 14 minutes were endorsed, but special core management meetings exceeded the number due to the high priority of TA reports and divisional urgent activities, which needed the Management views and endorsement before rolling out.</p>
4. Number of Investigations conducted by the Internal Audit Team	Based upon request from CEO	Achieved	No investigations were carried out or assigned for carrying out in this financial year. There is an opinion that it should be removed from the planned activities of the new financial year.
5. Date by which the Audit Management Response is submitted to the Audit Office for FY20/21	December 2021	Partially Achieved	<p>Three audits were recorded during this FY two of which relate to previous financial years; one was for the FY2021/2022 Audit and the CSD team worked closely to ensure that the responses were accurate and appropriate in relating to our operations and observation by the Samoa Audit Office</p> <ol style="list-style-type: none"> 1. Real Time Audit – conducted September 2021, received September 2021 2. Audit of Economy for the period July 2020 – December 2020, received March 2022 3. Performance Measure Audit FY2017/2018, 2018/2019 and 2019/2020 received March 2022
6. Number of pre-audit payments conducted by the Internal Audit team	ALL payments >200K	Achieved	The number of pre-audit payments conducted by the Internal Audit team was 1551, with a total value of \$12,373,107.37 as per the audit payment check register.
7. Number of Spot Checks	12	Partially	The Audit Team conducted eleven (11)

conducted to Strengthen Internal Auditing and Controls		Achieved	audit assignments in this financial year.
8. Date by which PSC approves MESC's new Organizational Structure Phases 1, 2 & 3	Dec 2021	Achieved	Phase 1 and Phase 2 of the new Organizational Structure have been completed. Phase 3 is now underway with all positions advertised in the PSC circular.
9. Number of policy papers approved by Core Management within FY20/21: - Teaching and Learning Policy - Assessment Policy - Numeracy Policy - Multi- Literacy Policy	4	Not Achieved	These policies are still at divisional level for discussion and will be tabled in Core Management once finalised.
10. Number of Ministry reports endorsed by CEO and Core Management within FY21/22: - Annual Review Report - Quarterly Reports - HR Monthly Quarterly Reports - Finance Quarterly Reports - Assets Quarterly Reports - MESC Annual Conference Report - National Assessment Reports (Primary and Secondary)	4	Achieved	<p>The Ministry's Annual Report for the 20/21 financial year has been finalized and endorsed by Core Management. AR discussed by Cabinet on December 1, 2021.</p> <p>MESC Quarterly reports have been completed and submitted to Sector for the compilation of Sector Reports.</p> <p>HR/ Monthly - The HR monthly report is also included in our quarterly reports and is updated through our Core Management meetings and Full Executive meetings.</p> <p>Assets Quarterly report - OCEO is monitoring reports for both OGG assets and Ministry Asset update. Reports are provided to Core Management as part of CSD reporting.</p> <p>MESC Annual Conference Report - Final Report was endorsed by CM on the 16th November 2021. Printing of report is completed and ready for distribution in the upcoming Conference 2022 which has been postponed until further notice due to National COVID-19 lockdown held in January- March 2022.</p> <p>National Assessment Reports - Assessment committee meetings held monthly to discuss and update progress of preparations for Samoa National</p>

			Examinations 2022. Updates are also provided to Core Management during its usual Core meetings.
11. Number of archive materials (boxes) within Ministries/Agencies to be identified and transferred to NARA	150 boxes	Achieved	Update reports on archiving tasks are submitted and discussed in Core Management on a monthly basis. A total of 228 boxes were identified and transferred from MPMC, Cabinet, Attorney General's Office, and Office of the Electoral Commission to NARA for storage.
12. Number of images from the Ministry of Prime Minister and Cabinet collection from the old Court House digitized	15,000 images	Partially Achieved	A total of 14,358 images were captured and digitized from 15 boxes received during this financial year.
13. Date by which the review of the existing databases and development of a SEMIS policy completed	December 2021	Not Achieved	No movement as the Ministry is re-activating correspondences with the new PS, MEHA Fiji; however given status of Fiji with the COVID-19, activity is unable to progress as planned. OCEO is closely monitoring this activity and targeting to have this move in the next financial year.

Output 2: MINISTERIAL SUPPORT

Output Manager: Chief Executive Officer

Performance Measure/Indicator	Target	Status	Progress
1. Percentage of visitors/customers satisfied with the service provided.	100%	Achieved	No complaints or grievances from customers /clients were received from the Office of the Ministers in regards to their daily customer services – service provided is of 100% satisfactory.

Output 3: TEACHING SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Performance Measure/Indicator	Target	Status	Progress
1. Number of qualified teachers posted to secondary schools to meet current school	50	Achieved	A total of 117 qualified teachers were posted to colleges in this Financial Year.

needs			
2. Number of qualified teachers posted to primary schools to meet current school needs	60	Achieved	A total of 263 qualified teachers were posted to primary schools.
3. Percentage of government secondary schools meeting the student teacher ratio	88%	Achieved	100% government colleges meeting the student teacher ratio of 1:20. However, there is still subject needs to be address.
4. Percentage of government primary schools meeting the student teacher ratio	50%	Achieved	51% government primary meeting the student teacher ratio of 1:30
5. Number of Contract school principals, Deputy Principals recruited	Principals - 10, Deputies - 5	Achieved	75 PORs recruited (71 Primary & 4 Secondary)
6. Number of Contract Officers and Teachers comply with the Audit Exit Report	Principals - 10, Deputies - 5	Achieved	49 Contract officers complied with audit exit report requirements.
7. Number of teachers completed the Induction Program	60	Partially Achieved	Induction is for newly appointed teachers only. For this FY 80 newly appointed teachers were posted to schools. Of this number, 56 teachers participated in induction programs conducted by the Ministry while 24 teachers posted during Covid restrictions were inducted by their respective school principals.

Output 4: TEACHER DEVELOPMENT & ADVISORY SUPPORT SERVICES

Output Manager: Assistant Chief Executive Officer – Teacher Development and Advisory

Performance Measure/Indicator	Target	Status	Progress
1. Percentage of government schools supported through school-based professional development	65%	Achieved	<p>100% achieved</p> <p>35% of government schools were supported by the MESC through online and face to face School based PDs.</p> <p>However, during the lockdown, 100% of schools used their schools based PDs to create and prepare resources and packages for their students. The schools worked with relevant MESC staff to</p>

			advise and assist in preparations.
2. Percentage of teachers engaged in professional development in the National Level	95%	Almost Achieved	92.7% almost achieved Principals and teachers were able to participate in the face to face national training conducted in January 2022. Other trainings were conducted online for analyzing assessment results, literacy, numeracy and Moodle/Chat meetings to support teachers during the lockdown.
3. Percentage of teachers engaged in professional development in the Cluster Level	95%	Partially Achieved	20% partially achieved Schools were lockdown most of the time in Quarter 3 & 4 due to COVID-19 pandemic and professional development for clusters were postponed.
4. Percentage of teachers engaged in professional development in the School Based Level	55%	Achieved	100% achieved Teachers engaged in professional development in the school based level
5. Percentage of teachers meeting 76 hours of PD as per National Professional Development Policy (NPDP)	35%	Achieved	100% achieved All government teachers met the 76 hours of PD from attending national, cluster and schools based PDs (face to face and online). This also includes hours spent during lockdown to prepare resources and packets for their students.
6. Percentage of teachers facilitating and conducting Professional Development at the: 1. National Level 10% 2. Cluster Level 20% 3. School Based Level 70%	40%	Achieved	44% achieved A total of 738 (738/1692= 44%) teachers facilitated Professional Development for the different levels.
7. Percentage of primary teachers trained in Science and Maths	80%	Almost Achieved	76% almost achieved (49% + 27%) A total number of 509 (49%) Primary teachers were trained in Literacy this Financial Year. 284 (27%) of Primary teachers trained in science. No trainings in Q3 due to Covid

			19 Lockdown.
8. Number of secondary teachers trained in Science and Mathematics	300	Partially Achieved	<p>148 teachers (49% partially achieved)</p> <p>81 Secondary teachers trained in Numeracy</p> <p>67 Secondary teachers trained in Science. No training in Q3 due to Covid 19 Lockdown.</p> <p>Total number of teachers trained in Mathematics and Science this FY is 148.</p>
9. Percentage of in-service teachers upgraded to a degree qualification.	60%	Achieved	61% of teachers with a Degree qualification.
10. Percentage of sponsored students passing the 60% average marks or above	90%	Partially Achieved	74% of sponsored students meeting the average of 60% or above. MESC works with NUS to provide support to sponsored students so more sponsored students are meeting the sponsorship award criteria.
11. Percentage of school principals and those in positions of responsibility trained in leadership and management roles	100%	Achieved	71% was trained in Quarter 3 60.4% was trained in Quarter 4
12. Number of teachers engaged in mentoring programs	20	Achieved	116 teachers trained in mentoring (only for Savaii, Upolu was not included due to Covid-19 lockdown)
13. Percentage of pre-service teachers enrolled at the NUS	20%	Achieved	63% of pre-service teachers enrolled at the NUS
14. Number of Sponsorship Committee Meeting conducted to discuss applications for scholarships.	2	Achieved	Two sponsorship meetings conducted
15. Percentage of ECE teachers sponsored through the teacher upgrade program	33%	Partially Achieved	<p>20% Partially achieved</p> <p>ECE teachers were sponsored through the teacher upgrade. Some of the other ECE teachers were approved for sponsored but they did not enroll in the semester.</p>

16. Number of teachers approved for study leave	15	Partially Achieved	Only 9 teachers study leave applications were received, approved by MESC and PSC and BONDS signed by teachers and the MESC Legal Office.
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Output 5: SCHOOL IMPROVEMENT SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Performance Measure/Indicator	Target	Status	Progress																		
1. Percentage of compulsory age students attending school	50%	Achieved	<table border="1"> <thead> <tr> <th rowspan="2">Educational Level</th><th colspan="2">Education Statistical Digest</th><th rowspan="2">Increase/ Decrease enrolment</th></tr> <tr> <th>2020</th><th>2021</th></tr> </thead> <tbody> <tr> <td>ECE</td><td>3,637</td><td>4,365</td><td>728</td></tr> <tr> <td>Primary</td><td>43,846</td><td>45,489</td><td>1,643</td></tr> <tr> <td>College</td><td>12,276</td><td>12,806</td><td>530</td></tr> </tbody> </table> <p>Data shows that there is improvement in Compulsory Age enrolment as per data highlighted blue. It is reflected that there is improvement in the enrolment of student in both levels from ECE to College. Enrolment of students for ECE has increased by 17%, for Primary; increased by 4% and College increased by 4%. This data was extracted from the Educational Statistical Digests 2020 and 2021.</p>	Educational Level	Education Statistical Digest		Increase/ Decrease enrolment	2020	2021	ECE	3,637	4,365	728	Primary	43,846	45,489	1,643	College	12,276	12,806	530
Educational Level	Education Statistical Digest		Increase/ Decrease enrolment																		
	2020	2021																			
ECE	3,637	4,365	728																		
Primary	43,846	45,489	1,643																		
College	12,276	12,806	530																		
2. Date by which the Teacher's Annual Conference is conducted	January 2022	Not Achieved	All preparation work towards the implementation of the Annual Teachers Conference (28 January 2022) and Church Service Lotu (23 Jan 2022) were completed by January 2022. However, due to the SOE restrictions prohibiting gatherings of over 100 people, this activity was cancelled until January 2023.																		
3. Date by which the MESC Annual Conference Report submitted to Core Executive	May 2022	Not Achieved																			
4. Percentage of Government schools meeting a minimum of Level 3 in Minimum Service Standards (MSS) Domain 1 -	Primary - 50% Secondary - 50%	Achieved	101 (Primary 58%; College 73%) government schools met level 3 of Domain 1																		

School Environment, Hygiene and Safety			
5. Percentage of Government schools meeting a minimum of Level 3 in Minimum Service Standards (MSS) Domain 2 - School Partnership, Governance and Management	Primary - 50% Secondary - 50%	Achieved	155 (Primary 92%; College 96%) government schools met level 3 of Domain 2
6. Percentage of Government schools meeting a minimum of Level 3 in Minimum Service Standards (MSS) Domain 3 - Teacher Quality	Primary - 50% Secondary - 50%	Achieved	153 (Primary 91%; College 92%) government schools met level 3 of Domain 3
7. Percentage of Government schools meeting a minimum of Level 3 in Minimum Service Standards (MSS) Domain 4 - Student Achievement	Primary - 50% Secondary - 50%	Achieved	155 (Primary 93%; College 87%) of government schools met level 3 of Domain 4

Output 6: CURRICULUM DESIGN & MATERIAL SERVICES

Output Manager: Assistant Chief Executive Officer – Curriculum, Design & Materials

Performance Measure/Indicator	Target	Status	Progress
1. Percentage of Government Teachers Trained on the new Inclusive Education Policy	40%	Achieved	5 teachers from mission 27 teachers from special schools 90 of 200 teachers from government schools is 45%
2. Number of children with disability enrolled in mainstream government schools	Male 195 Female 101	Partially Achieved	Primary - 202 (74 males 128 females) Secondary- 16 (7 females and 9 males)
3. Percentage of ECE teachers supported through school visits	100%	Achieved	A total of 390 female teachers, 6 male teachers, and 66 support teachers (helpers) were supported during school-based PDs. Therefore, 100% of ECE teachers were trained on the use of ECE curriculum statements and the teachers' manual.
4. Percentage of ECE students transitioned to Year 1	20%	Achieved	49% of children in ECE is ready to be transitioned to the next level
5. Percentage of government	50%	Achieved	Despite the COVID restrictions, support for

primary schools' performance improved (SPELL Year 4 & Year 6)			<p>teachers continued to be carried out through the multimedia mode of delivery. These include the Moodle platform, Zoom meetings, television lessons, and radio lessons. Therefore, the scope of the support covers all 170 primary and 42 secondary schools in Samoa.</p> <p>Report has been submitted and approved by ACEO.</p>
6. Percentage of schools (primary & secondary) involved in the Ministry's program of Samoan Schools Innovation, Literacy, Numeracy and Science (SSILNaS)	90%	Achieved	More than 95% of 168 government schools participated in the SSILNaS, reflecting an increase of 5% compared to 90% reported in the last FY. 5% of 47 mission and private schools were involved this year.
<p>7. Number of supplementary resources developed, quality assured and printed by each unit for schools:</p> <ul style="list-style-type: none"> - ECE - Inclusive Education - Primary - Secondary 	<p>ECE - 10</p> <p>Inclusive Education - 10</p> <p>Primary - 30</p> <p>Secondary - 51</p>	Achieved	<p>The resources developed by CDMD include activities for the Moodle platform, audio for radio broadcast, Laoso o Aoaoga Fou lessons, handouts, training packages, unpacked curriculum for 4YSL, readers and activity booklets.</p> <ul style="list-style-type: none"> • ECE - 10 • Inclusive Education- 18 • Primary- 252 • Secondary- 35 • TVET- 30 • Cross Cutting- 54
8. Date by which the Teaching and Learning Policy is endorsed by Cabinet	Dec-21	Not Achieved	<p>Teaching and Learning Policy was endorsed by Core management on the 13th August 2021.</p> <p>Submitted to NPCC and currently awaiting response.</p>
9. Date by which the Numeracy Policy is endorsed by Cabinet	Jun-22	Not Achieved	The Numeracy policy draft is in place and consultation with PPRD is still ongoing to address some areas of the draft to improve. The draft policy has been shared with the Sector Numeracy Reference Group members for their comments as well. There is still work to be done on the draft before finalizing, which has been deferred to the next financial year.
10. Percentage of Non-Taxation	100%	Not	

Revenue Collected		Achieved	Target-1,000 Actual received- \$170 Percentage of Non-Taxation Revenue Collected- 17%
11. Percentage of SPELL Year 2 government primary school children meeting a minimum of Level 3 for Literacy, Numeracy and Scientific Literacy by gender	English: Female – 33%	Achieved	Numeracy Female-34%
	Male – 23%		Male-34%
	Samoa: Female – 37%		Samoa Female-55%
	Male: 50%		Male-48%
12. Percentage of SPELL Year 4 government primary school children meeting a minimum of Level 3 for Literacy, Numeracy and Scientific Literacy by gender	English: Female – 49%	Not Achieved	English Female-11%
	Male - 30%		Male-5%
	Samoa: Female – 25%		Samoa Female- 20%
	Male - 25%		Male- 8%
	Numeracy: Female – 15%		Numeracy Female- 4%
	Male – 10%		Male- 3%
13. Percentage of SPELL Year 6 government primary school children meeting a minimum of Level 3 for Literacy, Numeracy and Scientific Literacy by gender	English: Female – 41%	Not Achieved	English Female-21%
	Male – 60%		Male-9%
	Samoa: Female – 49%		Samoa Female- 32%
	Male – 30%		Male- 14%
	Numeracy: Female – 15%		Numeracy Female- 11%
	Male – 11%		Male- 8%
14. Date by which the National Examination Results released to schools	SPELL 1 & 2 – Feb 2022	Achieved	SPELL- December 2021
	SPECA – Dec 2021		SNAPE- December 2021

	SSC & SSLC – Jan 2022		SSC& SSLC- January 2022
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Output 7: ASSESSMENT AND EXAMINATION SERVICES

Output Manager: Assistant Chief Executive Officer – Assessments and Examinations

Performance Measure/Indicator	Target	Status	Progress
1. Date by which the SPELL and SNAPE Pilot Testing completed and reported	July 2021	Achieved	Trials administered in August 2021 for SPELL 4 and 6 subjects and SNAPE 8 subjects. The delay in completion of KPI in accordance with the set target of July 2021 was due to rigorous and substantial deliberations and scrutiny of the papers to the assessment standards.
2. Date by which development of SPELL and SNAPE Tools for 2021 completed	July 2021	Achieved	All SPELL and SNAPE tools completed by July 2021
3. Date by which the development of SSC and SSLC National Examinations completed	August 2021	Achieved	SSC and SSLC Exams development completed by November 2021. The delay in meeting the target as planned in the financial year was due to the lapse in enforcement of timelines given to the examiners which will be strengthened in the next financial year.
4. Number of personnel proficient for the marking of National Assessments & National Examinations	100	Achieved	100 personnel proficient for the marking of National Assessments & National Examinations.
5. Date by which the distribution of feedback reports for 2021 assessments for SPELL and SNAPE completed	April 2022	Achieved	Reports were ready by February 2022 but distribution of hardcopies to schools was delayed in May 2022 due to lockdown. E-copies were circulated to CORE in early March 2022.
6. Date by which the finalization of National Examinations Timetable (Assessment Planning) completed	Mar-22	Achieved	Exam timetable was finalized in June 2022 for the 2022 Exams. And revised in July 2022. Exams could not be finalized in March as targeted due to the uncertainty caused by COVID-19 lockdowns on whether exams should take place or not. The PK was not submitted to cabinet until work resumed in May and Cabinet approval was not received until close to beginning of June to proceed with Exams

			as usual.
7. Number of personnel trained as Supervisors for National Examinations	300	Achieved	A total of 300 supervisors trained.
8. Percentage of principals trained on National, School and Individual analysis reports.	200%	Achieved	The trainings were done via Zoom meetings during the lockdowns in April 2022. All the principals attended for each district.
9. Number of personnel trained in moderating SSLC Internal Assessments	40	Achieved	45 teachers trained on moderating SSC and SSLC Internal Assessments.
10. Percentage (%) of certificated assessments endorsed by Minister within two months after the end of National examinations and assessments.	100%	Achieved	SNAPE endorsed 30 November 2021 SSC endorsed 16 January 2022 SSLC endorsed 13 January 2022
11. Percentage (%) of National assessment reports (primary and secondary), made available to key stakeholders within six weeks of Term 1.	100%	Achieved	Complete as per National Analysis booklets released in April.
12. Percentage of Year 13 students qualified for NUS	60%	Achieved	From the 2021 SSLC National Examinations, 93.8% or 1899 students qualified to enter NUS (Foundation & Certificate programs).
13. Percentage of legal contracts timely cleared by OCEO for the following: 1. Examiners 2. Moderators 3. Scorers	100% by April 2022 - Examiners & Moderators 100% by November 2021 - National Scorers	Achieved	Lockdowns in March-April delayed this. All examiners and moderators for 2022 exams signed contracts by May -June 2022. All scorers were secured for 2021 exams in November.
14. Percentage of Non-Taxation Revenue Collected.	100%	Achieved	Target 460,795 Actual received 485,299 Achieved revenue collect by 105%

Output 8: POLICY, PLANNING AND RESEARCH SERVICES

Output Manager: Assistant Chief Executive Officer – Policy Planning and Research Services

Performance Measure/Indicator	Target	Status	Progress
1. Number of Quarterly Reports endorsed within the planned timeframe	<p>Quarter 4(FY 20/21) - August 2021 FY</p> <p>2021/2022: Quarter 1 - November 2021 Quarter 2 - February 2022 Quarter 3 - May 2022</p>	Achieved	<p>Four (4) Quarterly Review Reports completed and endorsed in this Financial Year</p> <ul style="list-style-type: none"> Quarter 4 of FY 2020/2021 Quarter 1, 2 & 3 of FY 2021/2022
2. Number of new policy documents developed and finalised (Multi-Literacy & Numeracy Policy)	2	Partially Achieved	<p>Numeracy Policy & Multi-Literacies Policy- Consultations with CDMD are ongoing to improve some areas of the drafts. Comments from Reference groups and PPRD were incorporated into the drafts. PPRD supported the idea of the CDMD specialists for public consultations to gather the opinions of School Support Advisors and teachers. The policy team will support the specialists in developing a plan for consultations.</p> <p>NARA Framework & Policies (Recordkeeping, Archives & Digitization) NPCC endorsed the 3 NARA policies and Framework in its meeting on the 25th February 2022 for submission to Cabinet. The Cabinet submission was submitted on the 17th March 2022. Another paper was requested by Cabinet for further clarification was submitted on the 20th of May and awaiting and update and response from Cabinet.</p> <p>National Teaching and Learning Policy & Curriculum Framework- A briefing paper</p>

			has been developed for NTLF and Curriculum Framework to be presented at the next NPCC meeting in July 2022. There is an expectation that these two documents will be finalized within the second quarter of the new FY.
3. Number of Research initiatives conducted and reports submitted to MESC Core Executive	1	Partially Achieved	<p>A new research study was developed this financial year, focusing on schools' digital connectivity and aligned to the COVID-19 situation. The Research Proposal for Samoa Schools Connectivity Project 2022 was tabled to the Education Sector Research Committee (ESRC) for funding and approved on May 4, 2022. However, the CORE Executive revoked the continuation of this study due to the change of internet service provider for schools from Digicel and Vodafone to NETVO.</p> <p>As per directives from the Core Executive after the Gender Achievement Gap Research presentation, the TOR and Proposal for the Report Peer Review were developed and approval was obtained from the Acting CEO on the 8th June 2022. The Research Proposal for GAG Peer Reviewing was submitted to the Education Sector Research Committee on June 28, 2022. This will be tabled at the next ESRC meeting for their approval.</p>
4. Date by which the Annual Report 2020/2021 submitted to Cabinet Sub-Committee	Oct-21	Achieved	The Annual Report 2020-2021 was approved by Cabinet in December 1, 2021 as per FK (21) 47 and submitted to Parliament on the 17 th January 2022.
5. Date by which the Education Statistical Digest 2021 is published	Dec-21	Achieved	<p>For this Financial Year, The Statistical Digest 2021 was approved by the Core Management on 15th February 2022 and printing was completed in March 2022.</p> <p>The delay in endorsement and printing of the Statistical Digest was due to extensive scrutiny taking into consideration feedback and comments from the Education Sector Working Group and</p>

			recommendations received from the last year's Digest.
6. Date by which the verification visits for ECE enrollment is completed.	Mar-22	Achieved	The ECE Verification Visit was completed in March and the data was submitted to CSD OGG team for grant distribution in April 2022.
7. Date by which the MSS verification visit (Primary and Secondary) is completed	Jun-22	Not Achieved	The MSS Verification Visit for this year 2022 has been postponed to Q1 of the new FY due to the outbreak of COVID-19 in the community. Although work resumed, schools revisited priorities taking into high consideration the curriculum coverage and completion of assessments.
8. Date by which the MESC Corporate Plan 2021 – 2024 launched.	Jul-21	Achieved	MESC Corporate Plan 2021 – 2024 was launched on the 29 th June 2021
9. Date by which the SEN and CENSUS forms from all schools submitted to MESC	Mar 22	Partially Achieved	In March, 151 (71%) schools submitted their CENSUS and 113 (53%) their SEN forms. This KPI is partially achieved, because some schools did not submit their forms on time. This is because some of the school principals did not have access to the information needed to fill out the forms from home during the lockdown. When work and schools resumed, they focused on the health and safety measures of children as per SOE restrictions, the curriculum coverage and plan for assessments. However, later on they submitted their SEN and CENSUS forms as they know it is a crucial part of their work every year.

Output 9: ASSETS MANAGEMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Corporate Services

Performance Measure/Indicator	Target	Status	Progress
1. Percentage of Schools trained on Payment Procedure One Government Grant	100%	Achieved	100% of School Principals have been trained and made aware of OGG payment

			processes and procedures by means of brief awareness programs, handouts, manuals, and trainings provided during one on one session from time to time.
2. Percentage of schools signed agreement One government grant	100%	Achieved	<p>ECEs: 100% completed.</p> <p>Primary: 100% completed</p> <p>Colleges/TVET/Special schools: 100% completed</p> <p>Funds Disbursed: 100% Completed for ALL active schools</p>
3. Number of Spot Checks conducted for schools that are not complied with the OGG agreement, procedures and processes	3	Achieved	<p>OGG Visits conducted:</p> <ul style="list-style-type: none"> • 1 for Savaii in Q2 • 1 Spot check for Savaii in Q3 • 1 Spot Check with Samoa Audit Office in Q4
4. Percentage of maintenance works for headquarters carried out and completed	100%	Achieved	<p>There were 17 requests from different divisions in total.</p> <p>Maintenance Works by request Completed (100%):</p> <ul style="list-style-type: none"> - Repainting of MILLS Building - Exterior Painting of NARA Building - Exterior Painting of HQ Office - Replacing all gutters & downpipes for Nelson Library - Exterior Painting of Credit Union Building - Installation of countertops in conference room for Savaii Library - New Standby Generator for Printing completed and commissioned. <p>Additional Maintenance Works By Request In Progress upon availability of funding not included in the planned activities:</p> <ul style="list-style-type: none"> - Retaining wall and drainage project for new Culture centre - Re-tender of Fence for new Culture Centre

Output 10: PUBLIC LIBRARY SERVICES

Output Manager: Assistant Chief Executive Officer – Corporate Services

Performance Measure/Indicator	Target	Status	Progress
1. Number of relevant Literacy Programs implemented to support curriculum and reading	5	Achieved	Total number of Reading and Literacy Programs conducted for FY21-22 totaling to 53 with total number of attendees 1148 an average of 96. <ul style="list-style-type: none"> Reading programs conducted 33 with total number of attendees 579 Themed programs 10 with total number of attendees 458 English tutorial conducted 10 with total attendees 111.
2. Percentage of Non-Taxation Revenue Collected	100%	Achieved	Our targets for revenue collect under Output 10 \$2,000 and actual received was \$5,943. Over achieved revenue target by 297% . High increased in the revenue collection during within the financial year is the increased number of visitors especially students during schools closure as a result of the pandemic restrictions.

Output 11: SPORTS DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Sports

Performance Measure/Indicator	Target	Status	Progress
1. Number of Sports fields to be upgraded in the rural areas	3	Achieved	Sports Field completed in FY21/22: <ol style="list-style-type: none"> Moataa Lalomauga Gataivai In Progress: <ol style="list-style-type: none"> Tufutafoe Nofoalii St Peter Chanel
2. Number of Schools trained and fully equipped with sports equipment under Fiafia Sports Program.	25	Not Achieved	Fiafia Sports Training for Primary schools was cancelled due to lockdown restrictions

3. Number of Sports organizations that has met the requirements and receive financial assistance to compete at International Competitions.	8	Achieved	<p>9 Requests Processed and Completed</p> <p>10. Samoa Weightlifting Federation</p> <p>11. Samoa Rugby League</p> <p>12. Samoa Boxing Federation</p> <p>13. Marist Sports Club</p> <p>14. Samoa Volleyball Association</p> <p>15. Samoa Touch Incorporation</p> <p>16. Samoa International Cricket Association</p> <p>17. Basketball Association</p> <p>18. Athletic Samoa</p> <p>Awaiting Lakapi Samoa submission of \$2.05m for 2023 Rugby 15s World Cup preparation and HPU development.</p>
4. Number of schools participating in Zonal Athletics and PMs cup championship	113 Primary, 23 Colleges	Partially Achieved	<p>38 out of 42 colleges from Upolu and Savaii competed in three categories. (Junior, Intermediate, & Seniors).</p> <p>PMs Cup 7s competition for Primary school was scheduled for May 12th and 13th. Unfortunately, this was cancelled due to COVID-19 lockdown restrictions.</p>
5. Number of Annual inter-school tournaments supported by MESC (<i>rugby, netball, boxing, weightlifting, cricket, basketball, national rugby league, volleyball, touch rugby and soccer</i>)	17	Partially Achieved	<p>Prime Ministers Cup- Primary school rugby 15s competition began in the 2nd week of Term 3 with district preliminary rounds. Eight (8) districts qualified for the CUP Champion, Playoffs and Finals held on September 20th, 21st and 22nd at the Marist Sports Complex.</p> <p>Weightlifting & Boxing training and competition were cancelled due to lockdown restrictions.</p> <p>Secondary school rugby 15s and netball competitions began on March 11th, but were immediately halted due to SOE.</p> <p>Zone A - 6 colleges</p> <p>Zone B - 6 colleges</p> <p>Zone C - 12 colleges</p> <p>Zone D - 9 colleges</p>
6. Number of Special Needs students participating in the Special Needs Games Festival	300	Achieved	<p>The Special needs game festival was held on the 25th November for Upolu. A total of 326 students from 12 schools participated in the Special Needs Games festival.</p>

			Savaii Special Needs Games Festival was cancelled due to lockdown restrictions.
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Output 12: CULTURAL DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Culture Division

Performance Measure/Indicator	Target	Status	Progress
1. Number of cultural programmes conducted to promote heritage and increase public participation and awareness.	12	Achieved	17 Cultural Activities completed in this Financial Year <ul style="list-style-type: none"> Completed finalization of readers for Year 2-8 Completed Group Review of Samoa Nei Galo Volume 11 Completed Translation of Samoa Nei Galo Volume 11 Completed vetting process for the National Heritage List Completed Post-vetting of the National Heritage sites list Complete 2 mapping visit to confirm sites for SNG Volume 11 17 meetings held on activities for the completion of the Samoa Culture & Arts Centre. Completed Topographic Survey for the Samoa Culture & Arts Centre Contract signed for Installation of Cables of the Samoa Culture & Arts Centre Complete installation of Cables for the Samoa Culture & Arts Centre Coordinated preparation for Hon. Minister's Speech and national statement for the Asia-Pacific Regional Consultation on Cultural Policies Prepared and presented on Samoan Tattoo (Tatau) patterns and designs for the Samoa Rugby Union. Completed Consultation for Samoa Nei Galo Volume 12 in Savaii. Completed 1st Phase of Research for Samoa Nei Galo in Savaii.

			<ul style="list-style-type: none"> • Complete preparation of Research Paper as requested by the sub-committee for the Celebration of the 60th Independence Day • Attended and presented on the Ava o Feiloaiga workshop for Year 12 students. • Attended and represented the Ministry at 3 School culture days and 1 school zone impromptu Samoan speech
2. Number of public performances of the National Orchestra and choir of Samoa	32	Achieved	<p>The 2021-2022 Orchestra Overall KPI achievements can be described in the following points.</p> <ul style="list-style-type: none"> • Music notation reading skills continue to improve in areas such as rhythm, time signature, key signature, harmony, chords and musical terms. These skills are being developed and implemented throughout 12 months under the Masterclasses activity. The total masterclasses achieved over four quarters is 240 planned units. • Music performance technical skills are also continued to be achieved under the Performance Masterclasses in areas such as phrasing, bowing, intonation, expression, tempo, articulation, breathing, tone colour and general stage performance. 240 planned units were achieved. • Public Performances of eight (8) per quarter were also achieved. These performances included MTVs, audio recordings, as well as leading the music for special occasions such as MESC Lotu and the Sector Lotu. • The recruitment of eight (8) orchestra musicians has also been achieved. Four string musicians and four vocalists: Soprano, Alto, Tenor and Bass. Further discussions with the Ministry have been in progress to recruit eight more paid orchestra musicians. • The newly developed National Youth

			<p>Choir has started and will be developed to perform for the Opening of the Samoa Arts and Culture Centre.</p> <ul style="list-style-type: none"> • Other developments such as the Youth Orchestra and the After School Program are continuing to be in good progress as a platform to develop young orchestra musicians. Also, the orchestra has developed a partnership with the New Zealand Symphony Orchestra and the Creative New Zealand. Opportunities for professional trainings and other music resources are planned to be implemented as part of this partnership. Overall, and since the inclusion of the eight full time orchestra musicians, the orchestra has shown many signs of maturity as musicians and has demonstrated satisfying results in terms of confidence, creativity and music performances.
3. Number of promotional activities for the Museum to increase public interest	40 (2019/2020)	Achieved	<p>The following is progress of Museum activities completed in this Financial Year:</p> <ul style="list-style-type: none"> • 2 Exhibitions completed • 40 guided Tours • 5 Educational Programmes • Ongoing zoom meetings with overseas Museum partners strengthening national correspondences and relations. • Ongoing curatorship training for Museum staff • 4 Government Workshops and Seminar Attended • 4 Trainings (Te Papa Museum, Auckland War Memorial Museum, Lagi Maama Academy, Native Hawaiian Pacific Islander Museum Institution) • The total number of visitors recorded for this FY is 822 • Museum Catalogue is updated

			quarterly and a total of 977 artefacts scanned and examined. <ul style="list-style-type: none"> • Student Research – 88 • Response Survey Completed – 38 • The total number of Facebook followers as of June 31st is 15,889. • Museum Website approved and contract signed with URBAN TECH LTD on the 30th May 2022. Worked commenced on the 1st of June 2022 and planned to launch the website in Q1 of the next Financial Year.
4. Percentage of Non-Taxation Revenue Collected	100%	Achieved	Target \$2,910 Actual received \$7,332 Achieved revenue collect by 252%

Output 13: MONITORING, EVALUATION AND REVIEW SERVICES

Output Manager: Assistant Chief Executive Officer – Monitoring Evaluation & Review Division

Performance Measure/Indicator	Target	Status	Progress
1. Percentage of contracted Principals performance measured against set targets and the Leadership and Management Standards	Primary - 78%	Achieved	Primary - 96% (98/102)
	Secondary - 68%		Secondary - 94% (15/16)
2. Percentage of contracted Vice Principals performance measured against set targets and the Leadership and Management Standards	Primary - 38%	Achieved	Primary - 100% (28/28)
	Secondary - 70%		Secondary - 93% (13/14)
3. Percentage of primary teachers meeting performance standards by gender	Male - 70%	Partially Achieved	Male - 68% (21/31)
	Female - 90%		Female - 74% (126/171)
4. Percentage of secondary teachers meeting performance standards by gender	Male - 82%	Achieved	Male - 92% (36/39)
	Female - 96%		Female - 84% (55/65)

5. Percentage of primary teachers meeting standards after re-appraised cycle by gender	Male - 68%	Partially Achieved	Male - 69% (11/16)
	Female - 70%		Female - 69% (44/64)
6. Percentage of secondary teachers meeting standards after re-appraised cycle by gender	Male - 68%	Achieved	Male - 100% (2/2)
	Female - 70%		Female - 90% (9/10)
7. Percentage of all teachers registered	50%	Partially Achieved	43% teachers registered
8. Percentage of Non-Taxation Revenue Collected	100%	Achieved	Target \$20,000 Actual received \$31,357 Percentage of Non-Taxation Revenue Collected- 157%

Output 14: SECTOR COORDINATION

Output Manager: Education Sector Coordinator

Performance Measure/Indicator	Target	Status	Progress
1. Date by which the Sector Communication Strategy and Information Sharing Implementation Plan will be completed.	June 22	Achieved	Sector Communication Strategy was completed in October 2020, printed and distributed in the beginning of 2021. There was no implementation Plan but the ESCD has selected the toolkit for its awareness & communication activities.
2. Date by which the Conceptual Design (Phase 2) of the SEMIS completed.	June 22	Not Achieved	ESAC approved in September 2021 that locals would be used to develop SEMIS as FEMIS was no longer feasible. FEMIS is a system that Fiji & Vanuatu are using; this would have been adapted to fit Samoa's needs and was expected to take less than 6 months for installation & training. With the new approval, SEMIS will be built from scratch using local expertise. An Implementation Plan and estimated associated costing were drafted by the end of June 2022.
3. Date by which the Education Sector Annual Review Report 2020-21 is endorsed by Education Sector Advisory	Mar-22	Achieved	ARR draft report was endorsed by ESAC in January 2021. Upolu consultations for the Sector ARR 2020/2021 were completed in March 2021. The consultation report was

Committee (ESAC)			approved by ESAC on the 20th June.
4. Date by which MTEF and M&E is revised and updated	Jun-22	Achieved	MTEF 20/21 endorsed by ESAC Sept 2021. MEL Review also endorsed by ESAC Sept 2021. Review for 21/22 due in first quarter of next FY22/23.
5. Sector research strategy and action plan reviewed.	June 22	Partially Achieved	TA submitted the final draft. Approved in principle by ESWG on 23 June and referred to ESAC for endorsement in Q1 of FY22/23. Whilst the Review was completed in Dec 2021, we awaited the new Strategy which was delayed partially due to the TAs health problems and the prolonged SOE restrictions.
6. Sector ICT policy finalised	June 22	Partially Achieved	Report presented to ESWG and was endorsed on 15 th June, 2022. This activity however is referred to ESAC for approval in Q1 of FY22/23. The delay was caused by internal agency consultation and the prolonged SOE restrictions. There was an ESAC meeting before the end of June but the Agenda was already lengthy.
7. Sector Climate change and disaster resilience strategy finalized.	June 22	Achieved	Sector Climate Change & Disaster Resilient Strategy (CCDRS) endorsed by ESAC on 20 June.

PART B: SCHOOL STATISTICS AND DEVELOPMENT PROJECTS

This part of the report provides statistical and relevant information on MESC for the period July 2021 – June 2022. The mandate of the Ministry and schools under its jurisdiction are herein referred to in this part of the report.

Section B1: School Statistics

B1.1 Schools

The total number of registered schools in Samoa as of 30 June 2022 is 215. There are no additional schools this year and the number remains constant from 2021. Out of 215 schools, 168 of them are government schools (78%), 36 are mission schools (17%), and only 11 are private schools (5%). This is further illustrated in Table 18.

Table 18: Number of schools by district

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
Apia Urban													
Faleata	11		1	12	2	1	4	7	5	2	1	8	27
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	22		5	27	7	2	6	15	7	2	1	10	52
Rest of Upolu													
Aana No. 1	9		1	10	2		2	4					14
Aana No. 2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No. 1	4		1	5									5
Anoamaa No. 2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11	1			1					12
Lefaga	4		1	5									5
Lepa/Lotofoaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	8		4	12					97
Savaii													
Faasaleleaga No. 1	6		1	7	2		2	4					11
Faasaleleaga No. 2	6		1	7	2	1		3					10
Itu Asau No. 1	5		1	6									6
Itu Asau No. 2	4			4	1			1					5
Itu-o-Tane No. 1	5		1	6									6
Itu-o-Tane] No. 2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
Grand Total	145		23	168	21	3	13	37	7	2	1	10	215

B1.2 School Enrolment

Table 19 shows a slight increase in primary school enrollments this year compared to 2021. All year levels are increasing except for Year 1, which denotes a decline of more than 200 students, as well as a decrease of 190 students altogether in Year 3 and Year 4. Although there is such a decrease, there is still an increase in overall primary enrolment.

Unlike primary, secondary overall enrolment has declined by 157 students, which indicates declining participation of students at secondary level.

Table 19: School enrolment

School Level	Year Level	2021	2022
Primary	Yr 1	6309	6062
	Yr 2	5977	6004
	Yr 3	5982	5900
	Yr 4	5974	5866
	Yr 5	5790	5818
	Yr 6	5368	5684
	Yr 7	5148	5206
	Yr 8	4941	5018
Total		45489	45558
Secondary	Yr 9	4450	4507
	Yr 10	3984	4025
	Yr 11	3164	2983
	Yr 12	3169	3102
	Yr 13	2263	2256
Total		17030	16873

Source: MESC Manumea Database, EMIS

Table 20: Number of students by controlling authorities

	2021					2022			
		Controlling Authority				Controlling Authority			
	Gender	Government	Mission	Private	2021 Total	Government	Mission	Private	2022 Total
Primary	Male	18856	3490	1151	23497	18983	3609	1087	23679
	Female	17487	3361	1144	21992	17191	3536	1152	21879
	Total	36343	6851	2295	45489	36174	7145	2239	45558
Secondary	Male	4823	2887	194	7904	4716	2828	203	7747
	Female	5393	3524	209	9126	5351	3543	232	9126
	Total	10216	6411	403	17030	10067	6371	435	16873

Table 20 shows gender disaggregation, where male students are predominating the primary level and secondary education. For primary level in 2022, both genders for mission schools increase, whereas government schools show an increase for males and a decrease for females and vice versa for private schools compared to 2021. For the secondary education, private schools increase its enrolment for both genders, whereas government and mission schools indicate a decline in 2022 compared to last year. Of the three controlling authorities, the government continues to lead in enrolment for both primary and secondary education.

B1.3 Teachers

Table 21: Number of teachers

		Year	
School Status	Gender	2021	2022
Government	Males	463	449
	Females	1273	1270
	Total	1736	1719
Mission	Males	200	195
	Females	410	433
	Total	610	628
Private	Males	32	30
	Females	116	114
	Total	148	144
	Total Sum of Males	695	674
	Total Sum of Females	1799	1817
	Total Sum of All Teachers	2494	2491

Source: MESC Manumea Database, EMIS

Table 21 above shows the total number of teachers employed by different controlling authorities. Both government and private authorities show a minimum decrease in teachers this year compared to 2021, and vice versa for mission schools. Strategies and interventions by the Ministry are ongoing to encourage students and eligible members of the public to choose teaching as their preferred profession and to remain in the workforce once recruited. The teaching workforce is predominantly made up of female teachers across the three controlling authorities (government, mission, and private). Government authority continues to employ the highest number of teachers.

Section B2: Development Projects

STATUS OF ALL DEVELOPMENT PROJECTS IMPLEMENTED BY MESC DURING JULY 2021 – JUNE 2022

Table 22: Status of all development projects

Project Name	Project Status	% Completed	As of June 2022
1. Samoa Arts and Culture Center	<p>Samoa Arts & Culture Center (SACC) is in progress with minor activities left before it is fully completed. The minor activities are the recommendations and feedback from stakeholders. We are closely working together to ensure the full compliance of the building with our national codes and standards. Activities completed as of June 2022 are stated below;</p> <ol style="list-style-type: none"> 1. SACC Official Opening Committee held 4 meetings in FY2021-2022 2. Received Certificate of Compliance from SFESA for Samoa Arts and Culture Centre. 3. Contract signed for the Installation and Supply of Cables on the 20th December 2021. 4. Completed installation of electricity poles. 5. Completed topographic survey. 6. Completed pre-bid meeting and the initial evaluation committee meeting for the construction of the SACC fence. 7. Completed installation of cables. <p>Activities that have yet to be completed for the SACC are as follows;</p> <ol style="list-style-type: none"> 1. Procurement of re-construction of concrete retaining wall. 2. Procurement of SACC fence 3. Procurement of construction of drainage system. <p>The hand over and official opening of the SACC was planned to be conducted before the end of this FY21-22 but was delayed due to incomplete activities.</p>	90%	Ongoing
2. Establishment of Faleata No. 2 College	Due to change in government key priorities per the new Pathway for the Development of Samoa (PDS) FY2021-2026, these projects were put on hold until further notices from Government.	0%	Not achieved
3. Establishment		0%	Not

of Vaitele Fou No. 2 Primary School			achieved
4. Family Life Education (FLE)	<p>For this financial Year the FLE went through some challenges due to the COVID lockdown. This project involves a lot teachers training and consultation which requires face to face sessions with the TA and facilitators. The project completed the following</p> <ul style="list-style-type: none"> • Development of supplementary resources for FLE • Filming of lessons • 5 days of face to face training (5 more days of training left to be done) 	90%	Ongoing
5. Inclusive Education Fund	<p>The fund is provided every year to support the work of Special Schools and Service Providers.</p> <ul style="list-style-type: none"> • Aoga Fiamalamalama received \$300,000 • Loto Taumafai received \$199,826 • SBPA received \$515,585 • SENESE received \$745,351 • SASLI had issues with renewal of their license and therefore did not receive the \$139,200 which was approved for them 	92%	Partially achieved
6. Phonics Samoa (EQAP)	<p>The project was put on hold since the COVID 19 lock down however the work plan has been reviewed and revised to accommodate the activities for the second phase.</p> <p>An Eol for the in-country project coordinator has been advertised on the PSC circular as well as the MESC website and facebook page.</p>	10%	Ongoing
7. Applied Scholastics Project	<p>This is a project that was privately funded by Mr. Warren, an American, and not the US government and was designed to improve the learning practices of both students and teachers. Discussions began in 2018 when the Honorable Minister Loau and CEO Afamasaga and several other MESC staff traveled to USA for an initial training to understand the program.</p> <p>Resources of dictionaries, books and tablets were provided by Mr. Warren and distributed by the MESC TDAD, CDMD and CSD Assets team to the 30 pilot schools. Face to face training began in 2019 and then due to the Measles and COVID19, training switched to using the online app. This objective of this training is so that both teachers and students can improve their learning and comprehension skills in English Literacy.</p>	30%	Ongoing- there is no deadline or due date for this program

8. Global Partnership for Education/ PACRef	<p>Global Partnership for Education funding was received by Samoa in 2021 as part of its COVID-19 Response Plan.</p> <p>Activities pertaining to GPE completed in this FY include the following:</p> <ul style="list-style-type: none"> • Receiving of 750 solar radios, 150 laptops, 450 tablets and 34 photocopiers. • GPE launch 30th June 2022 attended by schools who were recipients of 34 photocopiers (Kyocera). • Distribution of photocopiers to receiving schools in both Upolu and Savaii. • Psychological training by UNICEF for MESC staff led by School Operations Division • Finalization of contracts for TA to conduct work on (1) Hygiene and school resources (2) Schools Contingency Plans • Procurement of data plans for schools under the ICT Division 	80%	Completion for the project is December 2022
9. E-learning (NZMFAT)	<p>The project continues to the next Financial Year so far the project completed</p> <ul style="list-style-type: none"> • Official launch on the 30th August 2021 • Distribution of equipment⁴ and training for Phase 2 schools (5) on 21st February 2022 • Follow-up visits by Science specialist ,eLearning specialist and IT consultant for Phase 2 schools on 28 Feb -7 March 2022 • Endorsements by acting CEOs of ALL PeP documents • Combined training for phase 1 and phase 2 schools on 11 April 2022 rescheduled to be held as online training in June • Capacity Building training workshop for ICT and CDMD staff on 6-7 June 2022 • Ongoing virtual meeting held once every month • Catalpa team leader and project coordinator visit MESC and 6 Colleges⁵ of the pilot schools⁶ from 27th September to 4th October 2022 	80%	Ongoing
10. Financial Literacy (FinED)	<p>Financial Literacy is incorporated into the SSILNaS initiative. An activity is designed for primary and secondary level students to demonstrate their knowledge and skills on financial</p>	On going	Ongoing

⁴ PeP Equipment distributed to Colleges: 56 Samsung galaxy mobile phones, 22 Qcast mirrors, 18 View Sonic Portable projector, 23 Speakers, 18 outlet Powerboard, 18 2meters extensions, 18 5metres extensions, 10 Epson overhead projector

⁵ Colleges visited by Catalpa: Aana 1, Wesley, St. Joseph's, Avele, Vaimauga and SDA

⁶ Pilot Schools for PeP: Aana 1, Vaimauga College, Avele College, SDA College, Wesley College, St Joseph College, Samoa College, Maluafo College, Leifiifi College and Anoamaa College

	<p>literacy.</p> <p>This year the CDMD also included questions on financial literacy in the TRIVIA competition which was aired on TV 5. Furthermore the new 4YSL curriculum introduced a new strand (Financial Studies) in the Accounting subject. This is to ensure that financial literacy is taught in the schools especially in the colleges.</p>		
11. The Spotlight Initiative to Eliminate All Forms of Violence Against Women and Girls (UNESCO)	<p>Due to the COVID 19 lockdown this project faced many challenges especially when the activities supposed to be implements were face to face training of teachers. So far this project has completed the following</p> <ul style="list-style-type: none"> • Consultation and research on how to support teachers teaching students who have experienced domestic violence • Domestic Violence report • Training of trainers 	60%	Ongoing
12. Folauga Project	<p>The Ministry of Education, Sports and Culture works in close collaboration with EQAP to provide support or hands-on groundwork contributions dedicated to literacy and numeracy, curriculum development, assessment and more. The Training of Teachers is one of the milestones of the Folauga project to assist teachers in improving approaches for teaching students with reading and learning difficulties at selected schools. Below are the works done by this project</p> <ul style="list-style-type: none"> • Recruited 5 experts to work with students with learning difficulties in 5 primary schools⁷; • Development of literacy resources for students and training materials for students; • 10 one on one session with students • 16 one on session with students 	90%	Ongoing

⁷ Folauga Schools: Vailima Primary, Vailuutai Primary, Faleula Primary, Tafitoala Primary and Saina Toamua Primary. Currently only Vailima, Vailuutai and Tafitoala remain due to other experts withdrawn.

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