



Government of Samoa

MINISTRY OF EDUCATION, SPORTS & CULTURE

ANNUAL REPORT FY2022/2023

GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS & CULTURE

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

October 30, 2023

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, 2023.

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

Ma le faaaloolo lava,



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

LIST OF 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
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
MILL	MESC Lifelong Learning Lab
MSS	Minimum Service Standards
MOS	Museum of Samoa
NARA	National Archives and Records Authority
NCSF	National Competency Standards Framework
NPCC	National Policy Coordination Committee
NTLP	National Teaching and Learning Policy
NUS	National University of Samoa
OCEO	Office of the Chief Executive Officer

OGG	One Government Grant
PeP	Pacific e-learning Programme
PoR	Position of Responsibilities
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
QAPA	Quality Assurance and Performance Appraisal
SEMIS	Samoa Education Management Information System
SEN	Student Education Number
SLC	Samoa Language Commission
SNAPE	Samoa National Assessment of Primary Education
SNJSC	Samoa National Junior School Certificate
SOD	School Operations Division
SPELL	Samoa Proficiency Education Literacy Levels
SSA	School Support Advisor
SSILNaS	Samoa Schools Innovation Literacy, Numeracy and Science
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

2022 – 2023

Hon. Seu'ula Ioane Tuā'au

Minister

Agaseata Tanuvasa Peto

Associate Minister

MESC MANAGEMENT

Aeau Christopher Hazelman

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

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

ACEO, Samoan Language Commission

Tafāese Spencer Tautū

ACEO, Sports

Aida Savea

ACEO Education Sector Coordinator

Taufi Faatamālii Jenny Lauano

ACEO, Teacher Development and
Advisory

Tausiliimalo Ryan Masinalupe

ACEO Legal Services

Heti Meleisea

ACEO Internal Audit

ABOUT THIS REPORT

The Annual Report for the FY 2022-2023 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 2022-2023 and the Annual Budget.

There are TWO main parts of the report. Part A which 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 2022 – June 2023. 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 registered Early Childhood Education Centers through the National Council of Early Childhood Education, 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.

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EXECUTIVE SUMMARY

The Ministry of Education, Sports, and Culture is pleased to present its Annual Report for the Financial Year 2022/2023. This report provides a comprehensive overview of the highlights on the deliverables and outcomes achieved by the Ministry during the period under review.

Our mission is to promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all. MESC's vision emphasizes the provision of 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.

The Ministry continued its commitment to improving the quality of education through its intended AMP activities within the Financial Year. This year, MESC managed to successfully implement and complete 53% of its planned key performance indicators.

The Ministry's key deliverable for each year is the students' achievements through the National Assessments. A comparison of assessment for 2021 and 2022 showed that student achievement differ across all year levels with improved results in some subject areas compared to others. A snapshot of this comparison is presented in Table 1.

In brief summary the notable achievements of the year are as follow:

- ✘ The successful completion of all National Assessments 2022 for both Primary and Secondary Schools all across Samoa.
- ✘ Implementation of the first ever Samoa National Junior School Certificate (SNJSC) assessments for year 10.
- ✘ The primary curriculum is undergoing a review after more than 30 years of teaching and learning using the old syllabuses.
- ✘ The approval by Cabinet of the National Schools Curriculum Framework 2023 – 2032 and the National Teaching and Learning Policy 2023 – 2028 in February 2023.
- ✘ The official opening of the Samoa Arts and Cultural Center in December 2022.
- ✘ The official launched of the Teacher registration database and website.
- ✘ The official launched of the National Museum of Samoa website.
- ✘ The official opening of the American Corner at the Salelologa Library in Savaii and in partnership with the US Government.
- ✘ The official launched of the National and Community Disability Inclusive Education Awareness Plan 2022 – 2025.
- ✘ VSAT and GPE Connectivity project achieved 91% connectivity for the 21/23 secondary schools targeted and 100% connectivity for the 142 primary schools.
- ✘ Completion of the Education Sector Plan (ESP) 2019-2024 Mid-Term Review

- ✘ The successful implementation of the MESC District Awareness Program for 10 selected districts from both Upolu and Savaii to raise awareness on the primary school assessment results and other significant matters for the improvement of schools, challenges and discuss way forward.
- ✘ Four (4) students (3 females and 1 male) represented Samoa at the weightlifting competition for the Pacific Mini Games in July 2022 and received 11 medals, seven (7) gold, one (1) silver and three (3) bronze.
- ✘ The first time the National Orchestra of Samoa was invited to perform outside of Samoa at the Stars of the Pacific Opera Charity Gala in American Samoa on the 15th December 2022.

These achievements collectively reflect the Ministry's unwavering commitment to enhancing educational access, quality, inclusivity, sports development, cultural preservation, and community engagement in Samoa. Despite challenges, the Ministry remains dedicated to its mission and vision.

We extend our heartfelt thanks to the Government, Cabinet, and Minister for Education, Sports, and Culture as well as development partners, stakeholders, educational institutions, committees, parents, and the community for their invaluable support. We also acknowledge the contributions of our Implementing Agencies, the Samoa Qualifications Authority and the National University of Samoa.

We also acknowledge the contribution of the District Development Plans/ Fono Faavae and their support to Education through their schools from the Government One Million Tala District project funds. This has made impact to the collaborate partnership for the betterment of education for all children of Samoa.

Lastly, to our Executive Management and Staff, you are our most valuable assets, and your dedication has made a significant difference in advancing the cause of quality education for all children of Samoa.

Together, we look forward to a future of continued progress and success in the service of Samoa's education, sports, and cultural development.



A'eau Christopher Hazelman
CHIEF EXECUTIVE OFFICER

MESC ACHIEVEMENTS FY 2022 -2023 AT A GLANCE

Here are some of the highlights in this Financial Year:

- ✦ **Samoa School Innovation Literacy, Numeracy, and Science Program (SSILNaS) Program:** There has been extensive participation in the SSILNaS program, with 84% of primary schools and 58% of secondary schools actively involved. This highlights the program's impact on teachers, students, and communities, emphasizing the importance of prioritizing health and education.
- ✦ **Teachers Day 2022:** The Teachers Day Awards and Recognition Program celebrated the dedication of Samoa's teachers. The event served to acknowledge and inspire teachers, even amidst challenges and changes.
- ✦ **Special Needs Game Festival:** The Ministry's commitment to inclusive education was demonstrated through the Special Needs Game Festival, where 384 students from 19 schools actively participated, ensuring educational opportunities for all.
- ✦ **Official Launch of the Museum Website:** The Ministry achieved a significant milestone with the official launch of the Museum Website on the 17th August 2022, providing a digital platform for engagement with various stakeholders, including Government Ministries, local museums, private sector organizations, and schools.
- ✦ **Consultations for SLC National Framework:** Vital consultations for the SLC National Framework were initiated, bringing key stakeholders together to enhance their understanding of the National Language Framework, guiding language development toward national vision and priorities.
- ✦ **Transforming Education Summit National Consultation:** The Ministry organized national consultations that played a crucial role in rebalancing education access and ensuring inclusive and quality learning for children, youth, and adults across Samoa. These consultations contributed to a National Statement of Commitment.
- ✦ **Successful Completion of All National Examinations 2022:** The Ministry successfully administered all national examinations in 2022, including the first Year 10 Samoa National Junior School Certificate (SNJSC), reflecting the commitment to evaluating and enhancing education quality.
- ✦ **Compulsory Education Commemoration Day:** The commemoration celebrated the critical role of education in shaping a brighter future for Samoa's children and reaffirmed the commitment to fostering a well-rounded educational experience for all.
- ✦ **Official Opening of the Samoa Culture & Arts Centre:** On the 20th December 2022, Samoa celebrated a momentous occasion with the official opening of the Samoa Culture & Arts Centre (Malae o Aganuu ma Measina a Samoa). This milestone, not only for the Government of Samoa but also for the Ministry of

Education, Sports, and Culture, marks a significant step in preserving and promoting Samoa's rich culture and heritage.

- ✦ **Completion of MESC Annual Report 2021/2022 & Education Statistical Digest 2022:** These vital documents stand as testaments to the commitment of MESC in fulfilling its responsibilities and supporting the development of essential Ministry publications. The Annual Report and the Education Statistical Digest are vital documents that provide evidence of the Ministry's accomplishments and outlining strategies to enhance its services further.
- ✦ **USP Professional Development Program 2022:** All 104 dedicated Ministry employees who participated in the program achieved successful completion, reinforcing the professional growth of employees.
- ✦ **MESC Employee Recognition Awards Night:** The event aimed to uplift staff morale, acknowledge exceptional performances, and promote a positive work environment, reflecting the Ministry's commitment to its workforce.
- ✦ **Handover Ceremony: Official Receipt of ICT Equipment:** In December 2022, a pivotal moment occurred as the Ministry officially received a substantial consignment of ICT equipment, made possible through a UNESCO-coordinated and Government of Japan-funded project.
- ✦ **Official Launch: National and Community Disability Inclusive Education Awareness Plan 2022-2025:** The official launch of the National and Community Disability Inclusive Education Awareness Plan 2022-2025 was held on the 20th October 2022 at Taumeasina Resort. This achievement served as clear evidence of the Ministry's commitment to inclusive education and its partners' unwavering support.
- ✦ **Teacher's Annual Conference:** the Annual Teachers Conference was held on the 27th January at the Samoa Arts and Culture Centre. The conference emphasized the importance of teamwork in fostering excellence within the teaching profession.
- ✦ **National Feedback Sessions for 2022 Examinations:** These feedback sessions demonstrated the Ministry's commitment to continuous improvement in examination standards and educational outcomes.
- ✦ **Approval of National Teaching and Learning Policy (NTLP) & National Curriculum Framework (NCF):** On February 9, 2023, a milestone was achieved as the Cabinet approved the National Teaching and Learning Policy (NTLP) and the National Curriculum Framework (NCF).
- ✦ **Official Opening of the American Corner Salelologa:** On the 10th February 2023, a significant event marked the official opening of the American Corner Salelologa, a partnership between the Ministry of Education, Sports, and Culture and the US Government.
- ✦ **Teacher Registration Database Launch:** On June 2nd, 2023, the Ministry achieved a significant milestone with the official launch of the Samoa Teacher Registration

& Licensing System. This event celebrated the launch of the first online teacher registration system.

- ✦ **Primary School National Rugby 7's Championship Tournament:** The Samoa Primary School National Rugby 7's Championship Tournament, held on April 26th and 27th, 2023, showcased the sporting talent and competitive spirit of young athletes. This two-day national championship tournament, featuring twelve teams from Upolu and eight teams from Savaii, took place at St Joseph's field in Alafua.
- ✦ **Fiafia Sports Program and Workshop:** The Sports Division of the Ministry organized a Fiafia Sports Workshop, spanning from October 17th to 18th in Upolu and from October 20th to 21st in Savaii.
- ✦ **International Museum Day 2023:** On May 18, 2023, the Museum of Samoa celebrated International Museum Day (IMD) with a memorable event. This event was a significant milestone in reestablishing connections among Samoa's museums following years of COVID-related disruptions.
- ✦ **MESC Strategic Planning Seminar 2023:** The Ministry of Education, Sports, and Culture (MESC) convened a pivotal Strategic Seminar on April 12, 2023, at the Tanoa Tusitala Hotel. The seminar provided a platform for collaborative strategic planning and an opportunity to reflect on the Mid-Term findings of the Ministry's Corporate Plan.
- ✦ **Human Resource Capacity Building:** The Ministry conducted a series of consecutive training programs over a period of three weeks catering to the key training needs identified by the staff within the Ministry. These comprehensive trainings included report writing, data analysis, curriculum development, and resource development.
- ✦ **International Archives Day 2023:** On June 9, 2023, Samoa marked the celebration of International Archives Day 2023 at the Samoa Culture & Arts Centre Auditorium. The event promoted the importance of record-keeping and research, fostering a culture of preserving historical and cultural heritage.
- ✦ **Official Opening of New School Buildings & Halls:** In this financial year, significant strides were made in expanding educational infrastructure, made possible through the generous support of donor partners. A total of five (5) new school buildings and two (2) new halls were successfully constructed, representing a significant investment in the enhancement of educational facilities.
- ✦ **Improvement in Minimum Service Standards (MSS):** Achieving Level 3 or higher in all four domains of Minimum Service Standards (MSS) for the majority of government schools is a commendable accomplishment. This shows that there has been progress in enhancing the school environment, governance, teacher quality, and student achievement.
- ✦ **Greenhouse Garden Project:** The completion of the Greenhouse Garden Project represents a significant achievement, showcasing the success of hands-on

learning experiences for students and fostering stronger connections within the school community. Notably, this initiative has delivered valuable extracurricular learning opportunities through practical science activities and hands-on projects, equipping students with vital skills and knowledge in cultivating trees, fruits, and vegetables.

























- ✦ **Community Engagement through Awareness Programs:** Conducting awareness programs for school communities, including school committees and parents, emphasizes the importance of collaboration and community involvement in education. These programs contributed to building strong ties between schools and their communities.
- ✦ **Effective Minister's Advisory Committee Meetings:** Holding regular Minister's Advisory Committee meetings and addressing critical educational issues demonstrates a commitment to engage with community leaders and addressing local concerns, ultimately improving educational development.
- ✦ **Staffing and Personnel Verification Visits Completion:** Completing verification visits to 168 government schools (145 primary schools & 23 colleges) and an awareness program for 18 districts is a great achievement. This process enhances data accuracy and informs decision-making for staffing.
- ✦ **High Teacher Participation in National-Level Professional Development:** Achieving a 95% participation rate in National Level PDs reflects teachers' strong commitment to continual learning and improvement.
- ✦ **Upgrading In-Service Teachers to Higher Qualifications:** upgrading 63% (1,040) of in-service teachers to degree qualifications demonstrated a commitment to enhancing the qualifications and professionalism of the teaching workforce.
- ✦ **Effective Teacher Marketing and Retention:** The implementation of numerous initiatives, such as Teachers Day and awareness visits to schools demonstrated ongoing efforts to promoting the teaching profession as a career pathway. These efforts contribute to raising awareness and creating positive relationships with schools and aspiring teachers to choose teaching as a career.
- ✦ **Sponsorship Programs:** Supporting pre-service and in-service students through sponsorship programs is a valuable investment in the Education Sector. The provision of this sponsorship programme has enabled support for ECE, Primary and Secondary pre and in-service opportunities for all.
- ✦ **Inclusive Education Training:** Training efforts were successful in reaching 50% of the targeted number. This demonstrates a commitment to providing support to improve IE services.
- ✦ **ECE Teacher Support:** Achieving 100% support for Early Childhood Education (ECE) teachers through school visits indicates effort to improve the quality of education at ECE level.

- ✦ **Primary and Secondary School Participation in SSILNaS:** The program's success is highlighted by the high participation rates in the SSILNaS program in government primary 90% and secondary schools 96%.
- ✦ **Development of Curriculum Resources:** CDMD developed 188 supplementary resources across various units, which indicates a commitment to improving teaching materials and resources.
- ✦ **Curriculum Support and Training:** Providing training and curriculum resources for teachers, including those in ECE, primary, and secondary schools, highlighted efforts to improve teaching quality.
- ✦ **Curriculum Projects/Programs:** Implementing various curriculum projects and programs, such as Phonics by Phone in collaboration with SPC (EQAP), Guardian Campaign, PeP, and others, demonstrated a holistic approach to educational development.
- ✦ **MSS Verification Visit (Primary and Secondary):** The MSS verification visit for both Upolu and Savaii was successfully completed within the targeted timeframe and final report disseminated to all schools that participated for improvement.
- ✦ **Policy Development:** The National Teaching and Learning Policy and National Curriculum Framework were approved by Cabinet in February 2023.
- ✦ **Reading and Literacy Programs:** The Nelson Memorial Public Library successfully implemented a total of 117 Reading and Literacy Programs during the Financial Year. These initiatives aimed to improve reading skills, foster a love for reading, and provide one-on-one and small-group assistance to students, addressing their academic needs.
- ✦ **Education Sector Plan (ESP) 2019-2024 Mid-Term Review:** The Mid-term Review of the ESP 2019-2024 was conducted in collaboration with New Zealand's Education Review Office (ERO). Stakeholder consultations were held to assess and improve the performance and strategic plans of the Education Sector.
- ✦ **Moodle Learning Management Platforms:** Achieved a high rate, with 78% of secondary schools and 70% of primary schools using Moodle platforms.
- ✦ **School Connectivity Projects:** Significant progress has been made in the VSAT School Connectivity and GPE Connectivity projects, with 91% connectivity for 21 secondary schools and 100% connectivity for 142 primary schools.
- ✦ **ICT in Education Project:** Implemented various aspects of the ICT in Education Project, including the distribution of equipment to schools in need and providing training sessions on basic ICT skills.
- ✦ **NARA Awareness Programs and Workshops:** Three awareness programs and workshops were conducted during this financial year. These awareness programs covered essential topics such as transfer processes, the Code of Best Practice, the utilization of Common Administrative Schedules, as well as crucial archival activities like boxing, listing, and preservation. This achievement demonstrated a commitment to enhancing knowledge and skills in archival practices and

ensuring the proper management and preservation of important records and documents.

- ✦ **Financial Assistance to Sports Organizations:** The Ministry received 21 proposals from various sporting bodies, and 19 submissions were approved by the Cabinet, supporting local sports organizations in their international competitions.
- ✦ **Support for Annual Inter-School Tournaments:** The Ministry supported a total of 19 tournaments in various sports, fostering competition and sportsmanship among schools.
- ✦ **College Sports Awards:** A significant achievement was the College Sports Awards, where 95% of colleges participated, recognizing and celebrating outstanding achievements in twelve (12) different sports. This event recognized the talent and dedication of student athletes.
- ✦ **Weightlifting and Boxing Competitions:** Initiatives such as weightlifting and boxing training programs and competitions developed talent and provided opportunity for young athletes with excel in sports, both at the local and international levels. 11 medals were received from the participation of 4 students at the Pacific Mini Games.
- ✦ **Cultural Programs and Public Participation:** Various cultural activities and programs, public performances by the National Orchestra of Samoa (Gigiliulaofatuga), the promotion of the National Museum of Samoa, and collaboration with local and overseas cultural organizations contribute to the preservation and promotion of Samoa's rich cultural heritage.
- ✦ **District Awareness Programs:** A total of ten (10) districts strategically selected for MESC's awareness program on the primary assessment results for 2022. Program spearheaded by MESC management and not limited to the challenges of the assessment results but also included teacher retention, ECE enrolment, OGG, school governance and discussion of way forward to address these areas.
- ✦ **The National Orchestra of Samoa Performance:** For the first time the National Orchestra of Samoa was invited to perform outside of Samoa on the 15th December 2022 at the Stars of the Pacific Opera Charity Gala through an invitation from the Governor of American Samoa. This is a great opportunity for the children of Samoa working full time in this area promoting their specific talents, skills and abilities. It is also an opportunity to strengthen the stance made by the Ministry to create permanent positions for those par-timing in some of these positions at the moment.

Table 1: Comparison Analysis of Assessment Results for 2021 and 2022

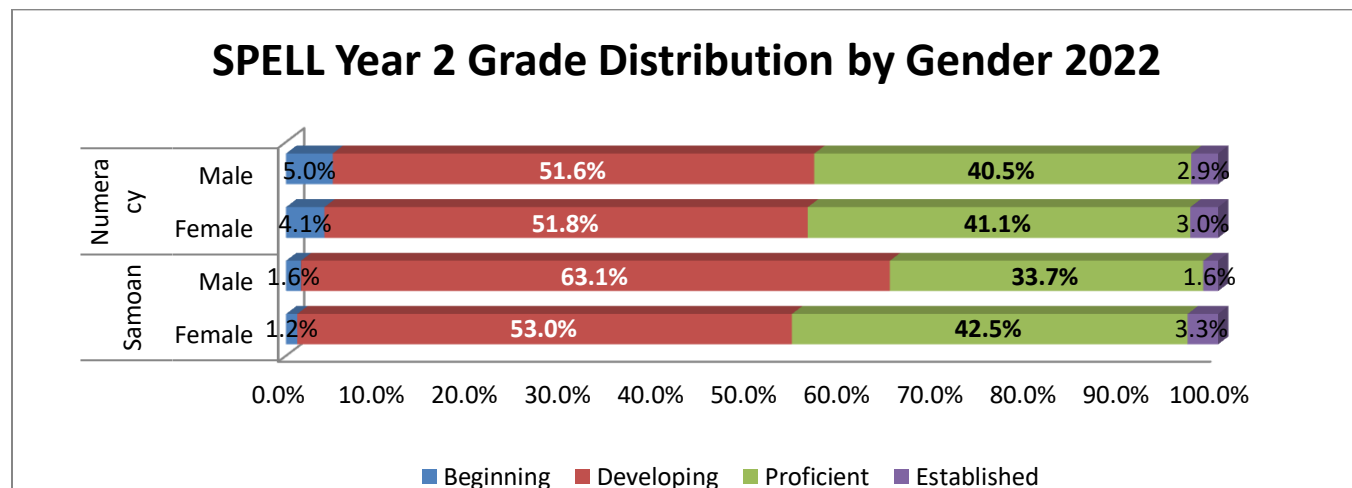
Exams Results	Subjects	Gender	Indicator	Between
SPELL Year 2 Exam Results	Numeracy	Male	 6%	2021 and 2022
		Female	 7%	2021 and 2022
	Samoan	Male	 -14%	2021 and 2022
		Female	 -12%	2021 and 2022
SPELL Year 4 Exam Results	English	Male	 0%	2021 and 2022
		Female	 3%	2021 and 2022
	Samoan	Male	 5%	2021 and 2022
		Female	 9%	2021 and 2022
	Numeracy	Male	 3%	2021 and 2022
		Female	 7%	2021 and 2022
SPELL Year 6 Exam Results	English	Male	 4%	2021 and 2022
		Female	 8%	2021 and 2022
	Samoan	Male	 1%	2021 and 2022
		Female	 2%	2021 and 2022
	Numeracy	Male	 2%	2021 and 2022
		Female	 -11%	2021 and 2022
SNAPE Year 8 Exam Results	English	Male	 -53%	2021 and 2022
		Female	 -6%	2021 and 2022
	Samoan	Male	 -19%	2021 and 2022
		Female	 33%	2021 and 2022
	Numeracy	Male	 -85%	2021 and 2022
		Female	 -74%	2021 and 2022
	Science	Male	 -78%	2021 and 2022
		Female	 -67%	2021 and 2022

Exams Results	Subjects	Gender	Indicator	Between
Year 12 SSC Exam Results	English	Male	↑ 2%	2021 and 2022
		Female	↓ -2%	2021 and 2022
	Samoan	Male	↓ -20%	2021 and 2022
		Female	↓ -16%	2021 and 2022
	Maths	Male	↓ -3%	2021 and 2022
		Female	↓ -8%	2021 and 2022
	Biology	Male	↓ -4%	2021 and 2022
		Female	↓ -5%	2021 and 2022
	Chemistry	Male	↑ 1%	2021 and 2022
		Female	↓ -2%	2021 and 2022
	Physics	Male	↓ -2%	2021 and 2022
		Female	↑ 3%	2021 and 2022
Year 13 SSLC Exam Results	English	Male	↑ -1%	2021 and 2022
		Female	↓ 1%	2021 and 2022
	Samoan	Male	↓ -6%	2021 and 2022
		Female	↓ -2%	2021 and 2022
	Maths	Male	↓ -21%	2021 and 2022
		Female	↓ -15%	2021 and 2022
	Biology	Male	↓ -1%	2021 and 2022
		Female	↓ 1%	2021 and 2022
	Chemistry	Male	↑ 3%	2021 and 2022
		Female	↓ 7%	2021 and 2022
	Physics	Male	↓ -8%	2021 and 2022
		Female	↓ -1%	2021 and 2022

Key	
↑	Increase
↓	Decrease
↔	Remain

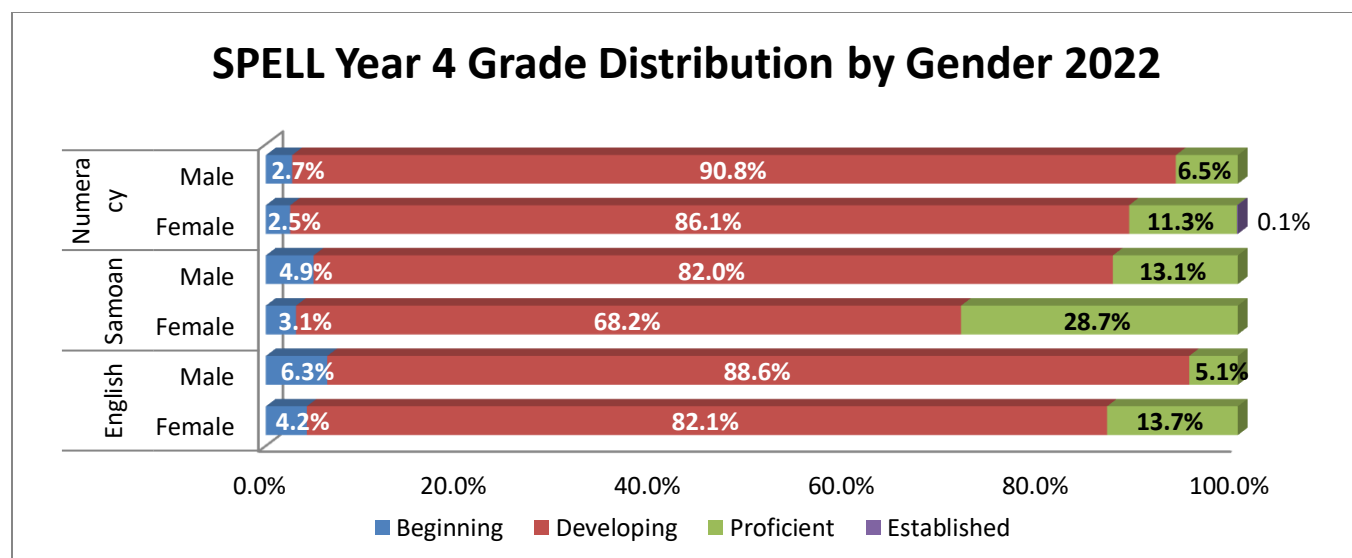
Information Fact Sheet of National Assessment Results Analysis for 2022

Figure 1: 2022 Year 2 SPELL Assessment Results by Gender



A significant percent of students as shown in the graph achieved Level 2 (Developing) with percentages above 50 percent and Level 3 (Proficient) with percentages above 30 in the assessed subjects. Male Samoan students evidently received the highest percentage for Level 2 (Developing) while the female students of the same subject obtained the highest for Level 3 (Proficient) with an achieved 42.5%.

Figure 2: 2022 Year 4 SPELL Assessment Results by Gender



The graph above shows remarkable percentages attained in Level 2 (Developing), with male students achieving 90.8% in Numeracy. The Samoan exam had the highest percentage of female students who achieved Level 3 (Proficient), at 28.7%. Level 4

(Established) of the Numeracy exam was reached by 0.1 percent of female students. The data continues to show that there is a gender achievement disparity between the genders, with more female than male students excelling at high achieving levels.

Figure 3: 2022 Year 6 SPELL Assessment Results by Gender

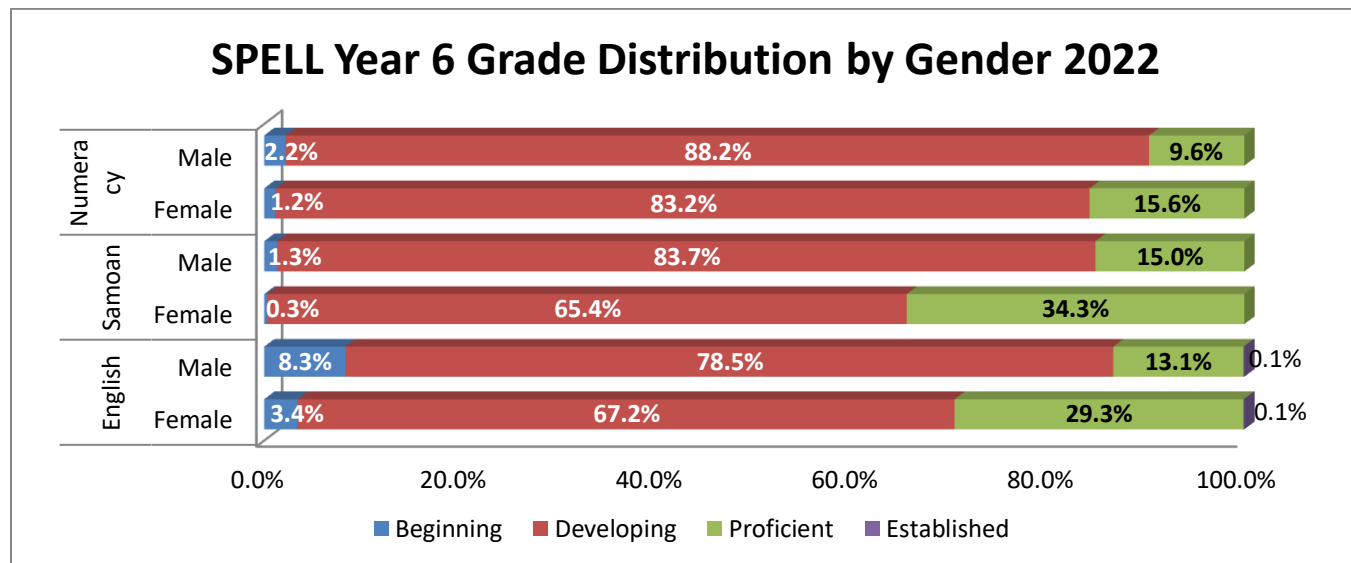
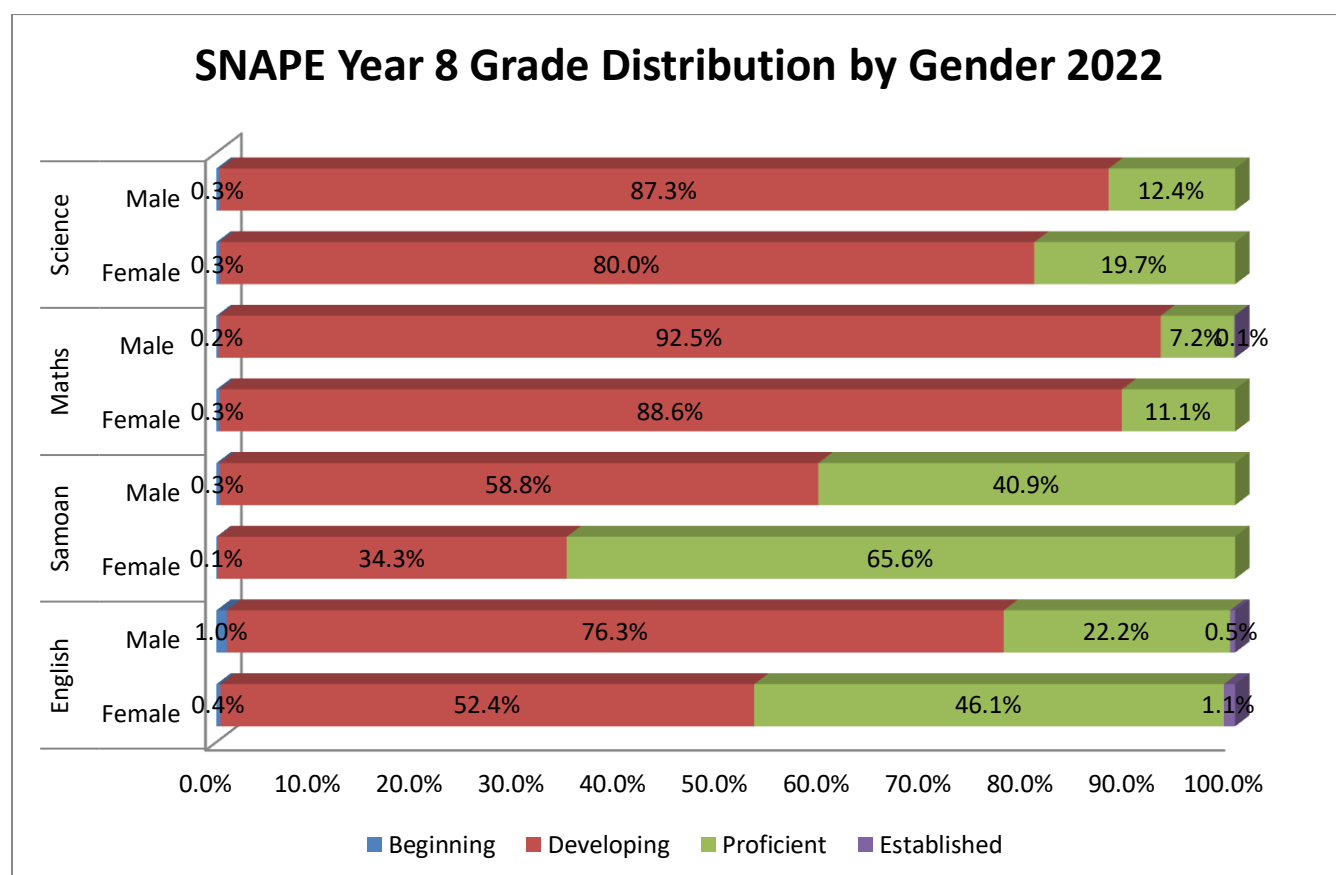


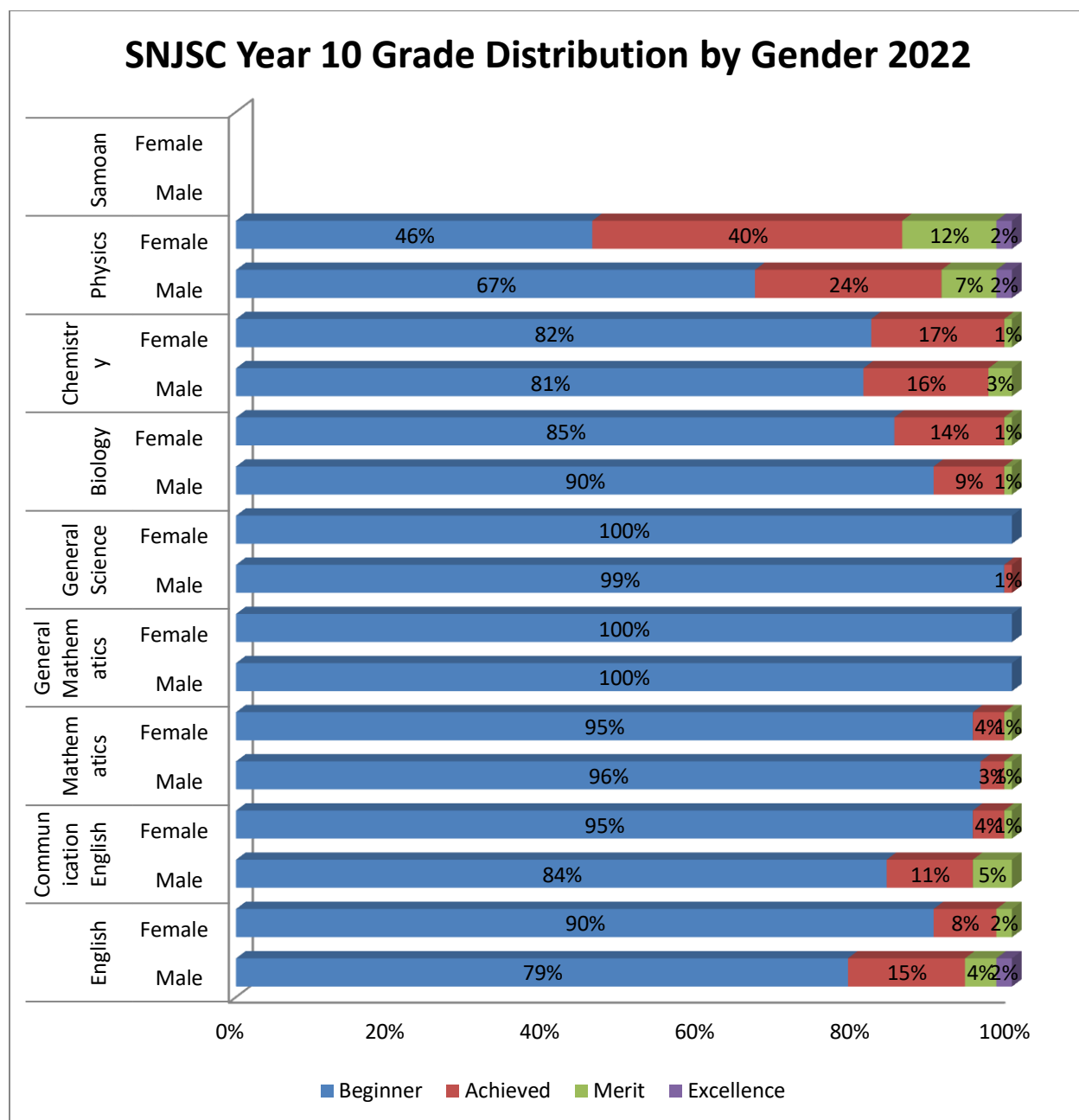
Figure 3 indicates that more than sixty percent (60%) of Year 6 students scored at Level 2 (Developing) on the SPELL 2022. For Samoan, a notable difference of 19% is seen between the female students' achievement of 34.3% and male students' achievement of 15% in Level 3 (Proficient) and only the English subject reaching Level 4 (Established) with 0.1% for both male and female students.

Figure 4: 2022 Year 8 SNAPE Assessment Results by Gender



A great discrepancy in achievement is obtained in the Year 8 SNAPE if compared to the SPELL Year 4 and Year 6 results. More than 65% of female students scored the highest percentage for Level 3 (Proficient) compared to 40.9% of male students who achieved similarly. All subjects except Samoan acquired significant percentages for Level 2 (Developing) Maths and English as indicated above reached Level 4 (Established) however, percentages achieved are very low.

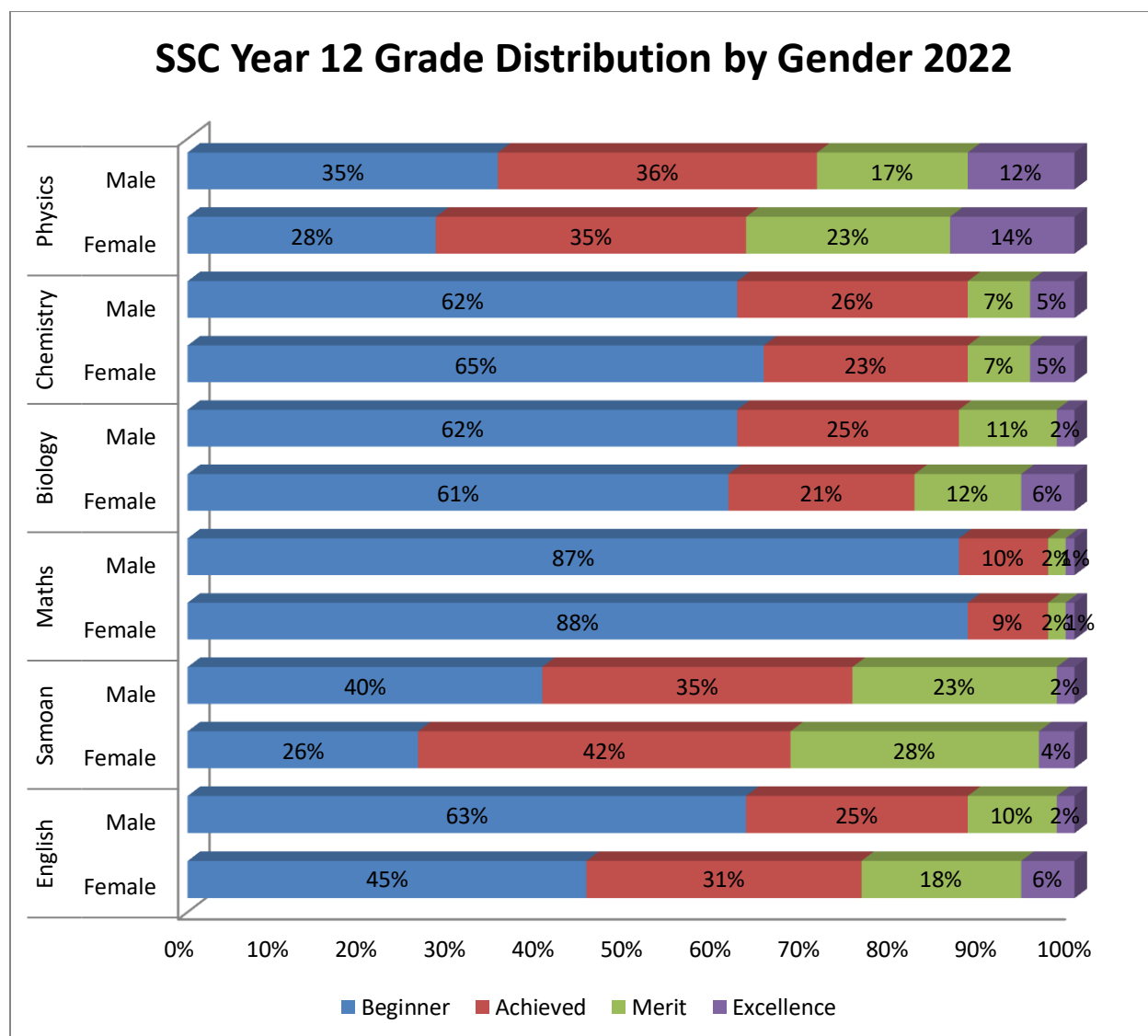
Figure 5: 2022 Year 10 SNJSC Assessment Results by Gender



2022 was the first year the Year 10 Samoa National Junior School Certificate (SNJSC) was implemented in accordance with the rollout of the 4-year level curriculum for Secondary Colleges.

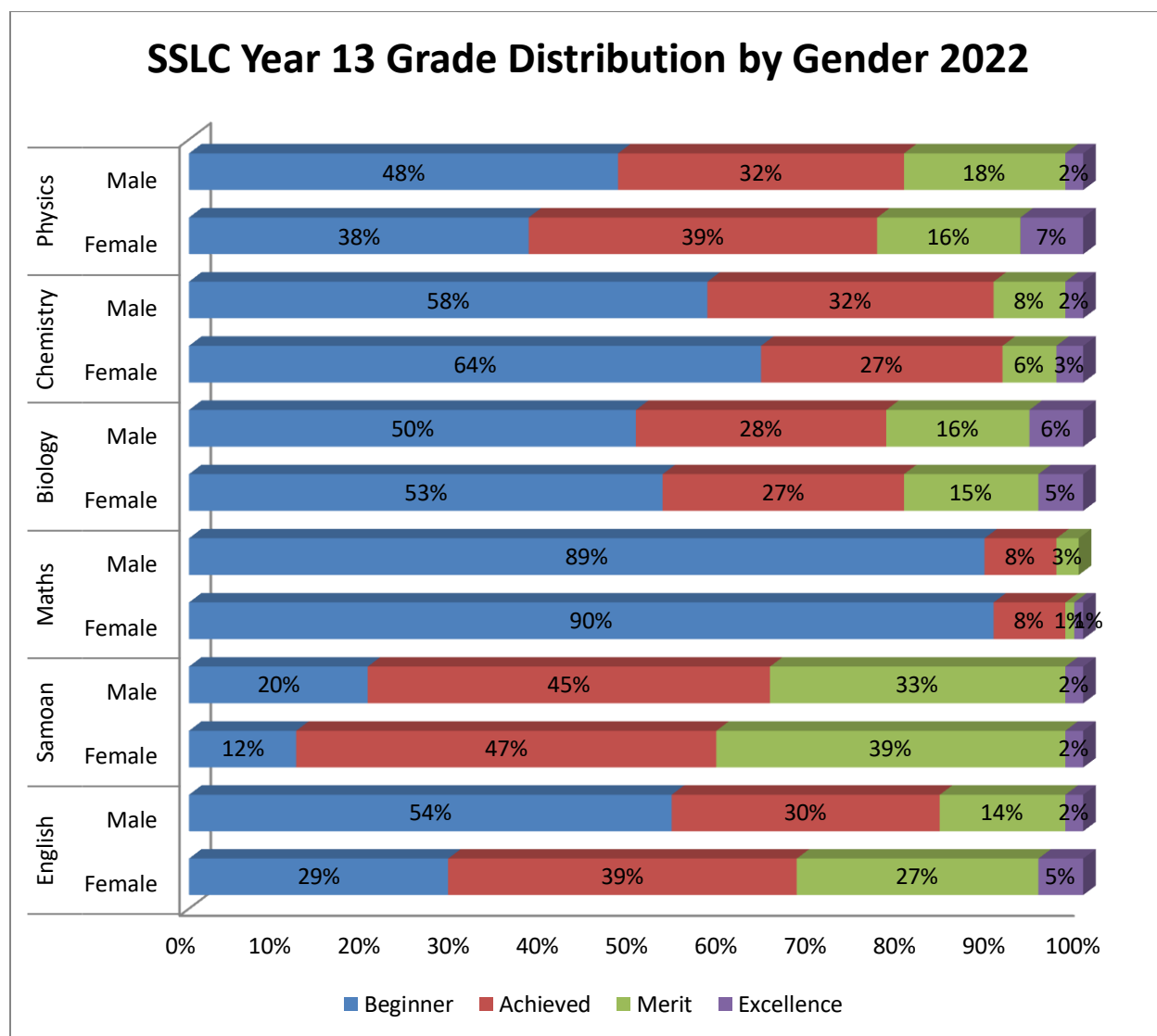
All subjects have significant percentages of Level 1 (Beginner) with General Science and General Mathematics with a 100% failure rate. Physics is notably the best performing subject achieving 40% Level 2 (Achieved) for females and 24% for males. Physics along with English have achieved Level 4 (Excellence).

Figure 6: 2022 Year 12 SSC Assessment Results by Gender



The graph above shows varied achievements among the subjects. Maths particularly has the lowest achieved percentage with a significant 87% male and 88% female in Level 1 (Beginner). Female students taking Physics and Samoan obtained the highest achieved percentage in Level 2 (Achieved) with Maths being the lowest with 10% for male students and 9% for female students. Physics achieved the highest percentage for Level 4 (Excellence) achieving 12% for males and 14% for females.

Figure 7: 2022 Year 13 SSLC Assessment Results by Gender



Maths is visibly the lowest subject in grades with 90% for female students and 98% for male students at Level 1 (Beginner). Samoan subject has the highest percentages for Level 2 (Achieved) and Level 3 (Merit). Physics Female students have the highest percentage achieved for Level 4 (Excellence) with a total of 7%.

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 2019- 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"**

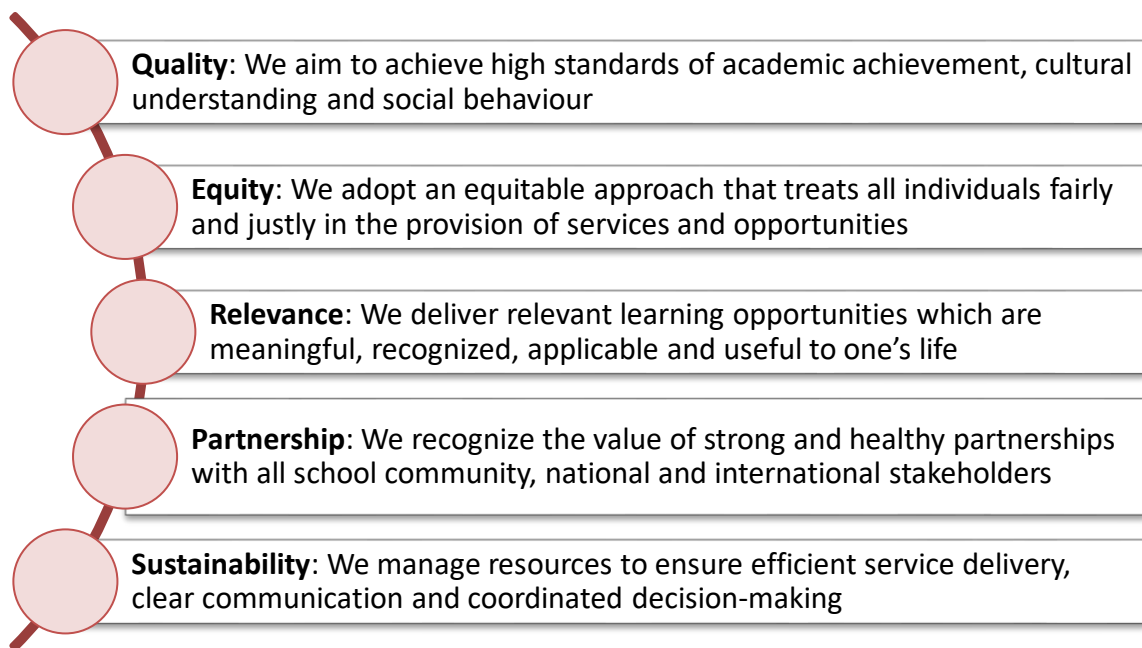
Ministry Vision

- 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 2022-2023.

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

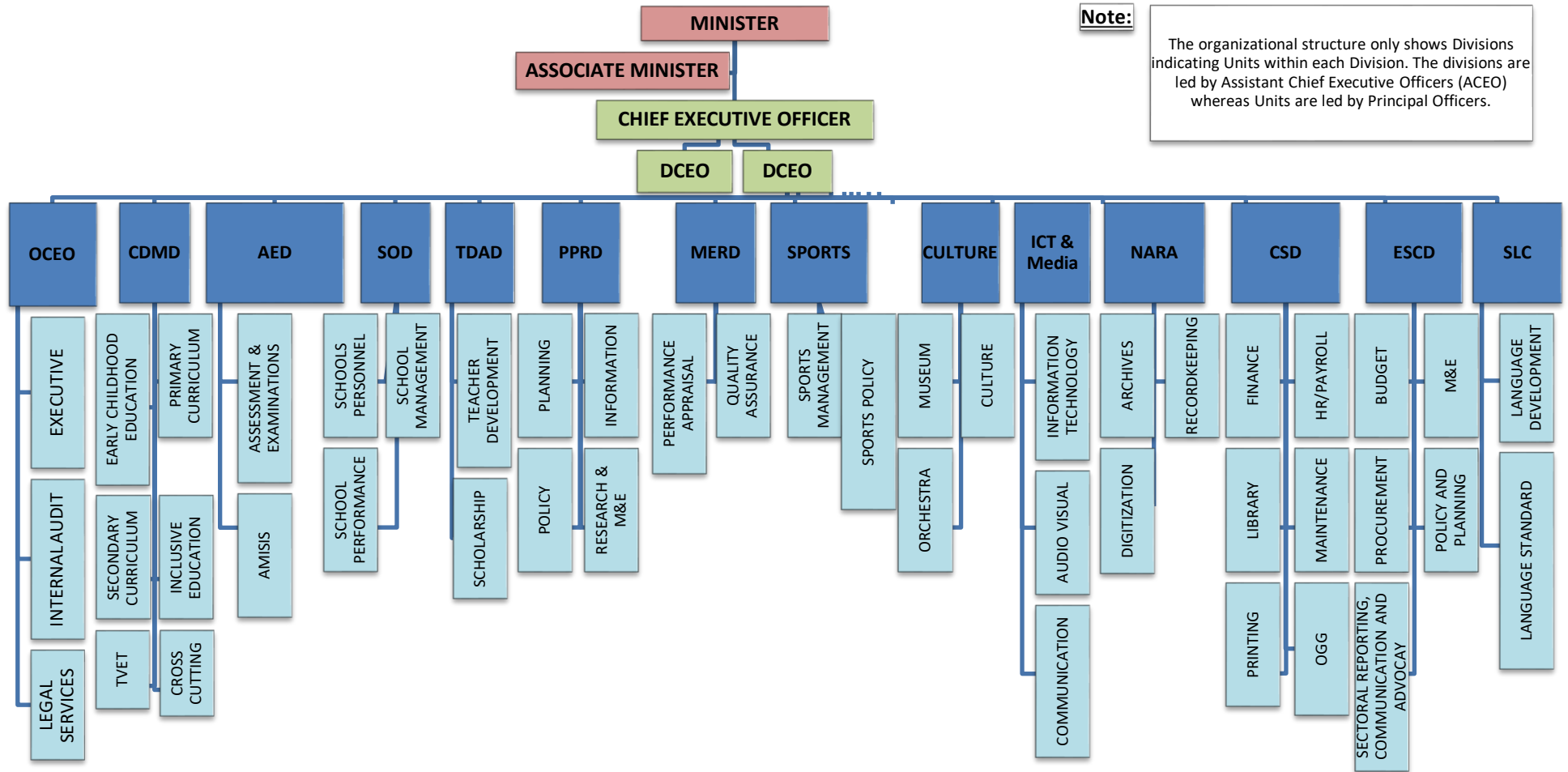
GOAL 5: Strengthen the effectiveness, efficiency, and sustainable management and monitoring of education resources

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



Note:

The organizational structure only shows Divisions indicating Units within each Division. The divisions are led by Assistant Chief Executive Officers (ACEO) whereas Units are led by Principal Officers.

A1.3: Output Structure

In order to implement intended targets as outlined in the Education Sector Plan 2019 – 2024 and the MESCC 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 (SLC) and the National Archives & Records Authority (NARA).

Table 2: Financial Outputs

Output	Services
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 MESCC Workforce

This subsection reports on the total number of Ministry staff employed in the Financial Year ending 30th June 2023 under different categories as shown in the tables below.

Table 3: MESCC Workforce by Employee Category as at 30 June 2023

Breakdown of staff employed by the Ministry as at 30 June 2023	Total
Number of Contract Officers	266
Number of Permanent Officers	1502
Number of Temporary Employees	270
Total Staff	2038

Source: Finance One System

As of June 30th 2023, the total workforce is 2038. The table clearly shows the majority of the workforce is made up of permanent officers.

Table 4: Breakdown of staff by Gender

Gender	Total
Number of Males	573
Number of Females	1465

Figure 8: Breakdown of staff by Gender

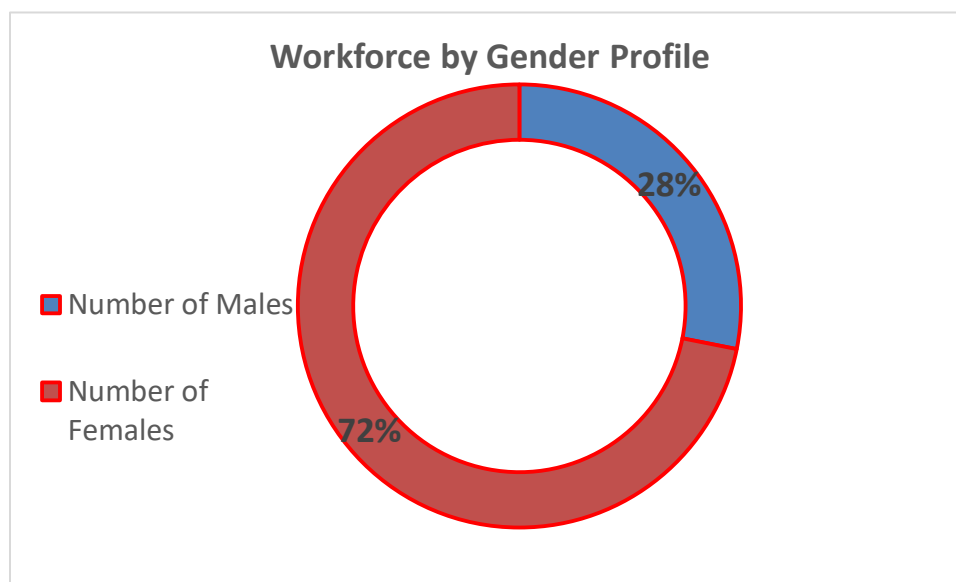


Table 4 & Figure 8 clearly show that the workforce of the Ministry is dominated by females, which is 72% while the 28% are males.

Table 5: MESC Workforce by Category of Teaching Staff and Non-Teaching Staff as of 30 June 2023

Teaching Staff	1737	85%
Non-Teaching Staff	301	15%
Total	2038	100%

Figure 9: MESC Workforce by Category of Teaching Staff and Non-Teaching Staff as of 30 June 2023

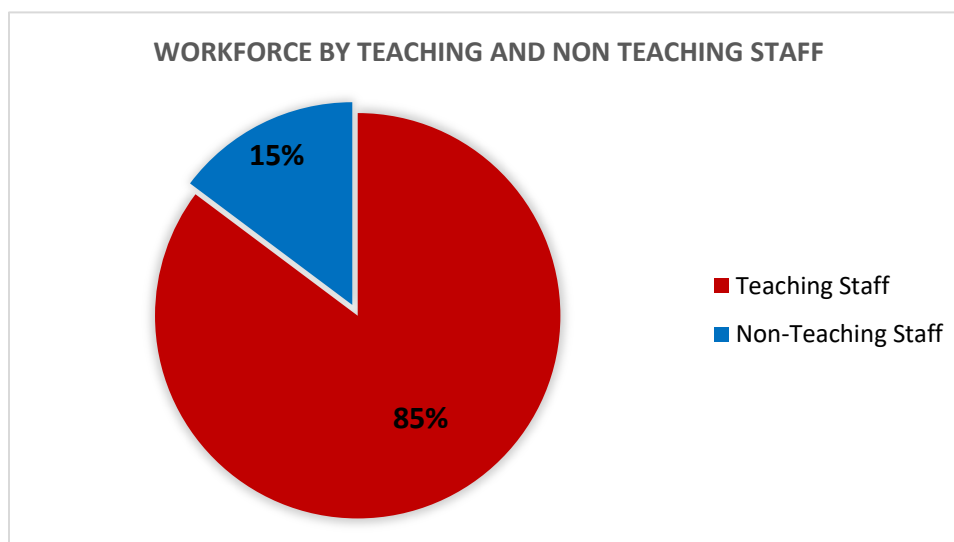


Table 5 and Figure 9 clearly show that the teaching staff (teachers, school Principals and Vice Principals) holds the highest proportion of the Ministry's workforce which is 85%. The remaining 15% are the Non-teaching staff or the Corporate Staff that includes School Support Advisors, School Library Assistants, School Typists and staff employed at the Ministry Headquarters Malifa and Public Libraries in both Apia and Savaii.

Table 6: MESC Workforce by Gender at School Levels as of 30 June 2023

	Primary School Teachers	Secondary School Teachers	Total
Females	883	408	1291
Males	217	229	446
Total	1100 (63%)	637 (37%)	1737 (100%)

Table 6 shows that 63% of the teaching staff taught at the Primary Level. The remaining 37% taught in Secondary Schools. The data also show that there were more female teachers than males in both School Levels.

Table 7: Positions of Responsibilities in Schools as Contract employment

Positions of Responsibilities	Total No.	Primary	College
School Principals	161	138	23
Deputy Principals	66	43	23
TOTAL	227	181	46

Source: Finance One System

A total of 227 PORs were contracted and recorded as of 30th June 2023. For Primary levels a total of 138 Principals and 43 Vice Principals were recorded. For Colleges there were 23 Principals and 23 Vice Principals recorded.

Table 8: MESC Workforce-Composition - Corporate Staff as of 30 June 2023

Corporate Staff	No.	Females	Males	Salary Grading
Contract Staff	38	17	21	A16 – CEO2
Principal Officers	48	24	24	A16 & (ACEO grade)
Senior Officers	47	28	19	A12/A13/14
Officers & others	168	104	64	A3-A11
TOTAL	301(100%)	173 (58%)	128 (42%)	

Source: Finance One System

Figure 10: MESC Workforce-Composition - Corporate Staff as of 30 June 2023

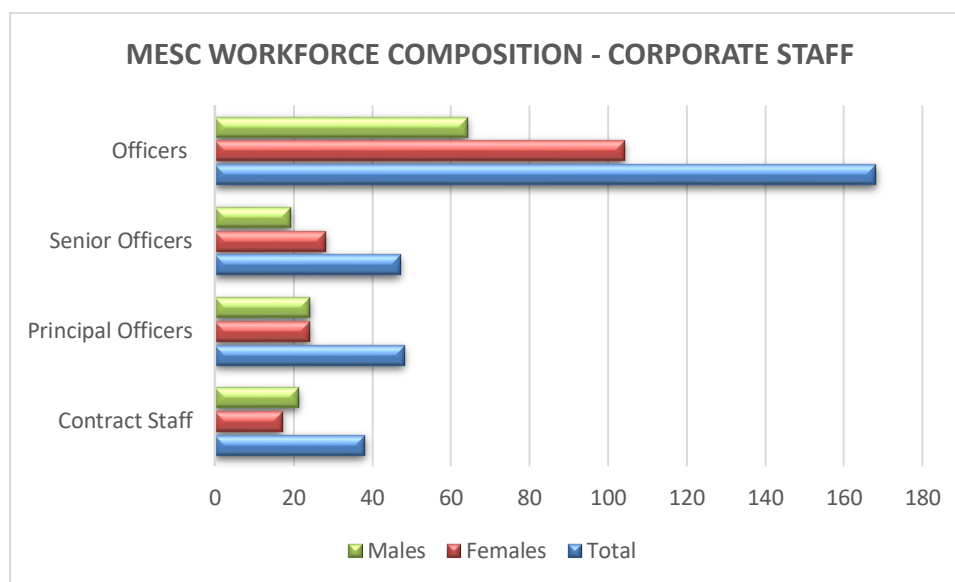


Table 8 provides a tally of corporate staff in terms of position and gender breakdown. A total of 301 Corporate Staff was recorded as of 30th June 2023. According to Figure 10, the bulk of positions in the Ministry are the officer level while the least are Contract officers.

Figure 11: MESC Workforce Composition by Age as of 30 June 2023

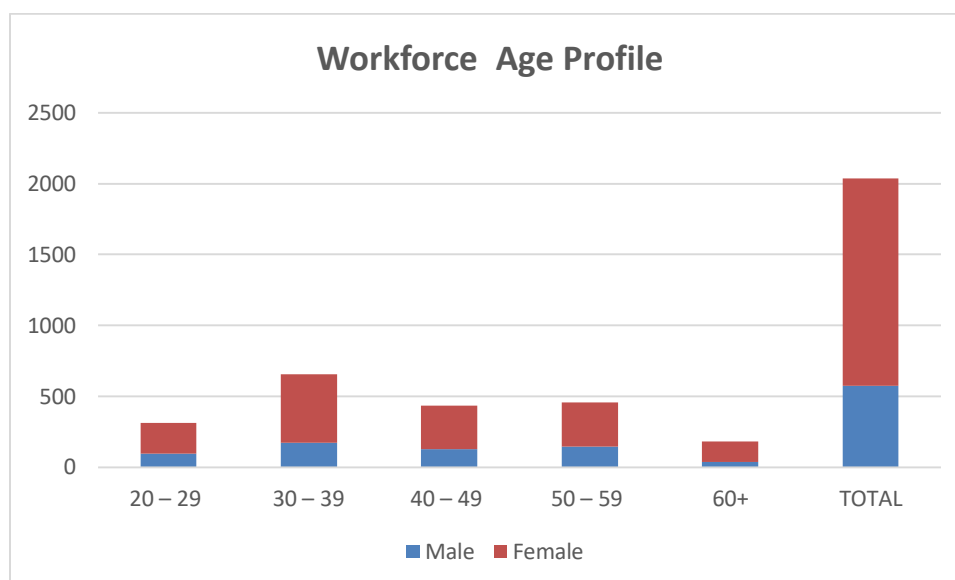


Figure 11 shows the age composition of all staff employed by the Ministry. The highest number of the Ministry's Staff falls within the age group of 30 – 39. The second highest number are within the age group of 50 – 59. Third highest lies within the ages of 40 – 49. The age groups with the least staff are 20-29 and 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, 2023. A total of 119 new appointments were made, a slight increase of 3% compared to 116 new staff in the previous Financial Year. The new appointments are from staff turn-over, the promotion of employees within the Ministry and the recruitment of new teachers. There were more staff (26) promoted this year compared to the last financial year. It is also noted that number of staff resignations has immensely increased this Financial Year (almost double the number (59) of the last FY).

Table 9: Movement of Staff

Transaction Type	No. of Transaction FY21/22	No. of Transaction FY22/23
New Appointment	116	119
Appointment – Promotion	25	26
Appointment – Re-employment	57	60
Appointment – Transfers	1	62
Ceased Employment – Deceased	6	10
Ceased Employment – Dismissal Breached Code of Conduct	14	16
Ceased Employment – End of Contract	17	43
Ceased Employment – Resignation	59	100
Ceased Employment – Retirement	8	10

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	59
• Males	41
Retirees	10
Terminated on Breached of the Code of Conduct	
• Teachers	15
• Officers	1

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 31 new corporate staff was appointed into the Ministry in this Financial Year. Of this number, 58% were males and 42% were females.

Table 11: Level of Appointment - Corporate Staff

Type of appointment	Statistics
Total Number of Staff appointed into the Ministry	31
Total Number of Contract Officers	8 <ol style="list-style-type: none"> 1. Chief Executive Officer(new appointment) 2. ACEO-Internal Auditor(new appointment) 3. School Support Advisor-Lepa/Lotofaga District(new appointment) 4. School Support Advisor-Itu o Tane District #2 (new appointment) 5. School Support Advisor- Anoamaa #1 District(new appointment) 6. School Support Advisor-Falealili District(new appointment) 7. Team Leader-Quality Assurance-Secondary(new appointment) 8. Curriculum Science Specialist
Total Number of Officers <ul style="list-style-type: none"> • Occupation and Classification 	23 <ol style="list-style-type: none"> 1. Principal Advisor-Minister Office(new appointment) 2. In Service Training Officer 3. Cleaner/Tea Lady 4. Night watchman 5. Orchestra Musician Instrument Conductor 6. HRMIS Reporting Officer 7. Principal Research/Policy Officer 8. Groundsman 9. Night watchman 10. School Library Assistant-Aleipata College 11. School Library Assistant-Asaga Primary 12. School Library Assistant-Leauvaa Primary 13. School Library Assistant-Aana 2 College 14. Driver 15. Security Officer 16. Orchestra Musician Instrument-Guitar 17. Heritage Development Officer 18. Senior Sports Officer-Development 19. Registration Officer 20. Records Officer 21. Senior Typist-Mataaevave College 22. Multimedia Officer 23. Night watchman

Total Number of Males	18 (58%)
Total Number of Females	13(42%)

Source: Finance One System

A1.4 FY2022/2023 Budget Report

As of 30 June 2023

Table 12: Financial Statements as of June 30th 2023

OUTPUTS PROVIDED BY MINISTRY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
1810 Policy Advice to the Minister of Education				
Personnel	668,974	100%	668,974	0
Operating	133,770	99%	134,518	748
TOTAL	802,744	100%	803,492	748

1820 - Ministerial Support				
Personnel	201,549	98%	206,102	4,553
Operating	132,648	76%	132,648	80
Capital	4,683	58%	8,031	3,348
TOTAL	338,880	98%	346,861	7,981

1830 - Teaching Services				
Personnel	60,986,121	100%	60,989,979	3,858
Operating	368,908	100%	369,500	592
TOTAL	61,355,030	100%	61,359,479	4,449

1840 - Teacher Development Services				
Personnel	370,563	100%	370,564	1
Operating	34,704	100%	34,800	97
Capital	15,245	100%	15,247	2
TOTAL	420,512	100%	420,611	99

1850 - School Improvement Services				
Personnel	2,431,184	99%	2,454,752	23,568
Operating	171,113	100%	171,136	23
Capital	55,485	100%	55,486	1
TOTAL	2,657,782	99%	2,681,374	23,592

1860 - Curriculum Services				
Personnel	1,000,502	99%	1,007,308	6,806
Operating	59,229	100%	59,230	1
Capital	25,863	100%	25,863	0

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
TOTAL	1,085,594	99%	1,092,401	6,808

1870 - Assessment & Examination Services				
Personnel	1,686,283	99%	1,685,333	9,059
Operating	181,423	100%	182,050	627
Capital	68,126	100%	68,127	1
TOTAL	1,935,832	100%	1,945,519	9,687

1880 - Policy Planning & Research Services				
Personnel	487,690	100%	487,691	1
Operating	34,386	99%	34,676	290
Capital	18,000	100%	18,000	-
TOTAL	540,076	100%	540,367	291

1890 - Assets Management Services				
Personnel	291,338	91%	319,397	28,059
Operating	1,345,207	99%	1,356,138	10,931
Capital	35,400	100%	35,403	3
TOTAL	1,671,944	98%	1,710,938	38,993

1900 - Public Library Services				
Personnel	284,505	99%	286,200	1,695
Operating	171,354	100%	171,414	60
Capital	15,000	100%	15,000	
TOTAL	470,859	100%	472,614	1,755

1910 - Sports Development Services				
Personnel	360,046	100%	360,047	1
Operating	51,900	99%	52,350	450
Capital	22,388	100%	22,388	
TOTAL	434,333	100%	434,785	452

1920 - Cultural Development Services				
Personnel	593,314	97%	608,825	15,510
Operating	67,037	96%	69,902	2,865
Capital	32,826	100%	32,827	1
TOTAL	693,178	97%	711,554	18,376

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
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1930 - Monitoring, Evaluation & Review Services				
Personnel	627,493	98%	639,560	12,067
Operating	35,441	96%	37,100	1,660
Capital	55,510	100%	55,512	3
TOTAL	718,443	98%	732,172	13,729

1940 - Sector Coordination Services				
Personnel	411,744	100%	411,745	1
Operating	10,776	99%	10,900	124
TOTAL	422,520	100%	422,645	125

1991 - Central Services Unit 1 - Administration & Budget				
Personnel	801,246	101%	796,905	-4,341
Operating	310,107	96%	310,316	210
TOTAL	1,111,353	100%	1,107,221	- 4,132

1992 - Central Services Unit 2 - Information				
Personnel	636,280	102%	626,628	-9,651
Operating	475,963	100%	476,224	26
Capital	23,826	96%	24,885	1,059
TOTAL	1,136,069	101%	1,127,737	-8,332

1993 - Central Services Unit 3 - Printing Services				
Personnel	270,234	108%	249,576	-20,658
Operating	240,238	98%	244,000	3,763
TOTAL	523,132	95%	548,376	-16,896

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
A11 - SQA (Samoa Qualifications Authority)	6,426,232	100%	6,426,232	0
A19 - Sports Facility Authority, Samoa	2,145,965	100%	2,145,965	0
A69 - One Government School	17,755,180	100%	17,726,320	- 28,860

Grant				
TOTAL	46,048,002	100%	46,048,002	0

TRANSACTION ON BEHALF OF THE STATE

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
D14 - University of South Pacific	1,633,946	94%	1,744,332	110,386
D15 - UNESCO	-	0%	11,000	11,000
D16 - Commonwealth Centre of Learning	156,199	100%	156,199	0
D69 - UNESCO (Local Costs)	46,969	100%	46,969	0
G01 - Government Building	39,500	100%	39,500	0
N76 - Sports Development Fund	1,999,800	100%	2,000,000	200
N77 - Samoa Art Council	50,000	100%	50,000	0
Q01 - VAGST Output Tax	447,036	87%	513,145	66,108
Q04 - Teacher's Higher Education Scheme	1,161,404	77%	1,500,000	338,596
Q34 - School Broadcast	25,399	47%	54,000	28,601
Q51 - Samoa National Orchestra	39,229	98%	40,000	771
R32 - Samoan Language Commission	343,513	100%	342,083	- 1,430
R35 - National Archives & Records Authority - Establishment	569,366	99%	576,427	7,061
S21 - Teachers Annual Conference	49,993	100%	50,000	7
TOTAL	6,562,355	92%	7,123,655	561,300

GENERAL LEDGER

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Output Provided by Ministry	76,305,621	100%	76,403,346	97,724
Transaction on Behalf of the State	6,562,355	92%	7,123,655	561,300
Outputs Provided By Third Parties	46,048,002	100%	46,019,142	-28,860
TOTAL	128,915,978	100%	129,546,143	630,164

SUMMARY BY BUDGET CATEGORY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
CAPITAL - Capital	372,351	99%	376,769	4,418
OPERATING - Operating	3,824,203	99%	3,298,501	22,779
PERSONNEL - Personnel	72,109,067	100%	72,179,595	70,528
TOTAL	76,305,621	100%	76,305,621	97,724

NON-TAXATION REVENUES

	YTD Actuals	Utilization %	Annual Budget	Variance
1860 - Curriculum Services	315	75%	420	-105
1870 - Assessment & Examination Services	714,732	116%	615,073	99,659
1900 - Public Library Services	8,847	169%	5,220	3,627
1920 - Cultural Development Services	16,143	544%	2,968	13,175
1930 - Monitoring, Evaluation & Review Services	22,550	139%	16,200	6,350
TOTAL	762,586	119%	639,881	122,705

UNFORESEEN EXPENDITURE

	YTD Actuals	Utilization %	Annual Budget	Variance
9704 – EC Unforeseen Expenditure	229,618	97%	237,827	8,208
TOTAL	229,586	97%	237,827	122,705

Section A2: Performance Review

This section provides a snapshot of the progress and achievements of activities under different outputs for the Financial Year 2022 – 2023. The activities highlighted under each division are set out in the Annual Management Plans for the Financial Year 2022-2023.

A2.1 Achievement of Key Performance Indicator

The table below shows the achievement status of KPIs for this FY 20202 - 2023 for the 14 Divisions. To date, 53% (117) of KPIs were achieved, 32% (71) were partially achieved and 15% (32) are activities recorded as not achieved.

Table 13: Summary of KPI achievements

Status of KPIs under each Divisional Output as of June 30 th 2023				
Outputs	Number of KPIs under each status per Output			
	Achieved	Partially Achieved	Not Achieved	Total
Output 1: OCEO	4	8	5	17
Output 2: OCEO	1	-	-	1
Output 3: SOD	4	4	-	8
Output 4: TDAD	12	3	2	17
Output 5: SOD	8	-	1	9
Output 6: CDMD	12	12	5	29
Output 7: AED	20	2	-	22
Output 8: PPRD	7	8	-	15
Output 9: CSD (Assets)	3	2	2	7
Output 10: CSD (Library)	2	-	-	2
Output 11: Sports	7	1	2	10
Output 12: Culture	4	1	-	5
Output 13: MERD	4	5	1	10
Output 14: ESCD	5	7	-	12
CSU 1: CSD (HR/Finance)	3	3	2	8
CSU 2: ICT & Media	9	8	7	24
CSU 3: CSD Printing	9	1	-	10
NARA	3	4	3	10
SLC	-	2	2	4
Total	117	71	32	220
%	53%	32%	15%	100%

A2.2 Achievements as per MESD 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 2022 – June 2023.

OUTPUT 1: Policy Advice to the Responsible Minister

Output Manager: Chief Executive Officer

The Office of the Chief Executive Officer (OCEO) has a monitoring role; overseeing thirteen (13) divisions to ensure the implementation and delivery of planned activities align with the Ministry's functions and Annual Management Plan. The following activities reflect the monitoring role of the OCEO during this financial year.

Performance Measure/Indicator	Target	Status	Progress
1. Number of Full Executive Meetings in a financial year	12	Not Achieved	In summary, Full Executive meetings were mostly postponed due to the busy schedules of the CEO, Management, and other reasons mentioned in previous quarterly reports. Only one Full Executive meeting was held on July 20 th to discuss the new budget for FY2022–2023.
2. Number of Core Management Meetings	48	Partially Achieved	In total, there were 44 Core Management Meetings, including Special Core Meetings, conducted during this financial year.
3. Number of Minutes recorded for Core Management Meeting in a financial year	48	Partially Achieved	<p>Of the 44 core meetings held during the financial year, 50% of these were special core meetings used for the presentation of policies and frameworks. As such, no minutes are required for these meetings.</p> <p>Throughout the financial year, only 7 minutes were documented, read, discussed and approved.</p>
4. Number of audits conducted and completed during FY2022/2023	8	Achieved	Fourteen (14) audits were conducted during this financial year.

5. Number of pre-audit payments conducted by the Internal Audit team	All payments >200K	Achieved	The Internal Audit Team pre-audited 347 payments totaling \$4,494,910.89. All were confirmed to be aligned with Government Laws, Policies and Process and were supported for CEO's certification.
6. Number of Spot Checks conducted to Strengthen Internal Auditing and Controls	12	Not Achieved	The Audit Team conducted ten (10) spot checks this financial year. The shortfall of two was due to the ministry's priority to conduct audits instead of spot check. This is reflected in the 6 excess audits conducted against 8 planned as given under KPI 4 above.
7. Date by which the approved MES C Organization Structure is fully implemented	Jun-23	Achieved	<p>The approved MES C organizational structure was fully implemented in the FY2022/2023. The review of the MES C organization structure was conducted in phases, prioritizing critical and urgent needs as well as fund availability.</p> <p>In Phase 1, the highest priority was revising the Assessment and Exams and Curriculum structures. Approval was received in June 2020, and 100% implementation was completed within FY2020/2021. Phase 2 approval was followed, and implementation was completed in FY2021/2022. Phase 2 also included the approval of new management positions, namely DCEO Operations, ACEO Legal Services, and ACEO Internal Auditor. All these positions were filled within FY2021/2022 & FY2022/2023.</p> <ul style="list-style-type: none"> • DCEO Operations – 02/08/2021 • ACEO Legal Services – 04/04/2022 • ACEO Internal Auditor – 24/10/2022 <p>In Phase 3, the following positions</p>

			<p>were approved, and all approvals were implemented, funds secured, and recruitment completed within the reviewed financial year, FY2022/2023:</p> <ul style="list-style-type: none"> • 5 School Support Advisors • School Personnel Officer – 19/09/2022 • Principal Research & Policy Officer – 03/10/2022 • Senior Development & Advisory Officer (Scholarship) – 05/09/2022 • Principal Quality Assurance Savaii – 02/06/2023 • Registration Officer MERD – 17/10/2022 • Senior Quality and Control Officer NARA – 29/08/2022 • Principal Sports Officer (Policy Development) – 05/12/2022 • Senior Sports Officer (Policy Development) – 21/10/2022
<p>8. Number of policy papers approved by Core Management within FY 2022/2023:</p> <p>National Assessment Policy</p> <p>Numeracy Policy</p> <p>Multi Literacy Policy</p> <p>Science Policy</p>	4	<p>Not Achieved</p>	<p>National Assessment Policy: The Draft National Assessment Policy was presented to CORE on May 24, 2023. PPRD and AED are currently collecting comments and feedback from Core before finalizing it.</p> <p>The National Assessment Policy was intentionally delayed because the challenges and lessons learned from last year's national examination process needed to be discussed and incorporated into the policy, along with the newly written Rules and Procedures Manual for the conduct of National Assessments and Examinations.</p> <p>Numeracy Policy, Multi-Literacy Policy, and Science Policy: Public consultations for these policies were conducted in May in both Upolu and Savaii. These policies will be re-</p>

			<p>presented to Core for approval before submission to the NPCC.</p> <p>The delay in these policies was necessary to align them with the recently approved National Curriculum Framework and the National Teaching and Learning Policy, which serve as the two overarching pillars for all other curriculum policies. While the process was slightly delayed, the outcome of ensuring consistency in these policy documents is rewarding, especially in terms of the necessary mapping for all new policy documents.</p>
<p>9. Dates by which CEO and Core Management endorsed the following reports for FY2022/2023.</p> <ul style="list-style-type: none"> - 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) 	<p>ARR : September 2023</p> <p>Quarterly Reports : by end of following month</p> <p>HR Monthly Quarterly Reports : a week before PSC due dates</p> <p>Budget Review Reports : A week before due date to MoF</p> <p>Asset Quarterly Report : end of the following month</p> <p>MESC Annual Conferenc</p>	<p>Partially Achieved</p>	<p>The Ministry's ARR for FY21/22 has been completed and endorsed by Core Management. It was approved by Cabinet on November 9, 2022, as per FK (21) 47.</p> <p>MESC Quarterly reports have been completed and submitted to the Sector for compilation into Sector Reports.</p> <p>HR Monthly Report: The HR monthly report is included in our quarterly reports and is updated during Core Management meetings.</p> <p>Finance Quarterly Report: Budgetary updates were provided for Core Management on a monthly basis; full report and updates were provided and discussed by Core Management on a quarterly basis.</p> <p>MESC Annual Conference Report: The Annual Conference 2023 was held on January 27, 2023. A draft report is in place. The delay in finalizing the Conference Report is</p>

	e Report : April 2023 National Assessment Reports (Primary and Secondary) : March 2023		<p>due to the School Operations Division having involved with the Ministry's District Awareness conducted in Quarter 3 and 4. The District Awareness Program allowed the Ministry an opportunity to inform the community of assessment results for the school year 2022. It was very important that the teachers, school committee and community were aware of assessment results for their own schools so that they can better plan for 2023.</p> <p>National Assessment Reports: National Assessment results were officially announced on February 20, 2023, and February 3, 2023. Assessment progress reports and activity updates are discussed during our Core Management meetings.</p>
10. Number of archive materials (boxes) within Ministries/Agencies to be identified and transferred to NARA	150 boxes	Partially Achieved	<p>Despite follow ups and reminders from NARA, only one Government Ministry transferred boxes of files during this financial year. The MPMC identified and transferred 141 boxes to NARA's Main Officer for archival services. NARA continued to liaise with all Government Ministries and SOEs on the need to review all records and transfer old files of core function to NARA for archive.</p>
11. Number of images from the Ministry of Prime Minister and Cabinet collection from the old Court House digitized	15000 images	Partially Achieved	<p>Only 7,848 images were captured and digitized from nine (9) boxes during this financial year. The delay was due mainly to the relocation of NARA to the new Culture Centre in January 2023 although basic services such as lighting, telephone and internet connection were installed in mid-February. The lighting in the rooms designated for capture and digitization was</p>

			unsuitable for work. Special blinds were purchased to darken the rooms, which added further delays in a delay in capturing and digitizing our collection.
12. Date by which the review of the existing databases and development of a SEMIS policy completed	Jun-23	Partially Achieved	The ICT policy framework and Digital Strategic framework were completed and endorsed by ESAC in August 2022. This policy encompasses an MOU between the three agencies, which will list the different datasets that each agency agrees to share within the Education Sector. Currently, MESC ICT is working with the MESC Legal Advisor and NUS to finalize the MOU and then take it through the Sector approval process.
13. Percentage of SPELL Year 2 government primary school children meeting a minimum of Level 3 for Literacy and Numeracy by gender	Numeracy Female- 48% Male-46% Samoa 83% 80%	Partially Achieved	Numeracy Female- 41% Male- 41% Samoa Female-43% Male- 34%
14. 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% Male-30% Samoa Female- 27% Male- 24% Numeracy Female- 33% Male-26%	Not Achieved	English Female-14% Male-5% Samoa Female-29% Male-13% Numeracy Female-11% Male-7%
15. 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- 33% Male-59% Samoa Female- 65% Male-37%	Not Achieved	English Female-29% Male-13% Samoa Female-34% Male-15% Numeracy Female-16%

	Numeracy Female-20% Male-12%		Male-10%
16. Percentage (%) of SNAPE Year 8 primary school children meeting a minimum of Level 2 in English, Samoan, Mathematics and Science by gender	English Female-66% Male-35% Samoan Female-55% Male-28% Maths Female-47% Male-30% Science Female-63% Male-45%	Partially Achieved	English Female-52% Male-76% Samoan Female-34% Male-59% Maths Female-89% Male-93% Science Female-80% Male-87%
17. Percentage (%) of SNJSC Year 10 students children meeting a minimum of Level 2 in English, Communication English, Samoan, Mathematics, General Mathematics, and Science, by gender	establish baseline	Achieved	English Female-15% Male-8% Communication English Female-11% Male-4% Samoan (No Exam) Mathematics Female-3% Male-4% General Mathematics Female-0% Male-0% General Science Female-1% Male-0% Biology Female- 9% Male-14% Chemistry Female- 16% Male- 17% Physics Female-24% Male-40%

District Awareness

A total of 10 Districts were strategically identified for MESC's awareness based on the 2022 National Assessment data and where urgent attention was needed. The purpose of the awareness is two-fold; firstly, to inform communities comprised of school committees, parents, PTAs, and schools of the primary assessment results for each district and to provide a platform for discussions to inform strategies and interventions for improvement. A total of 3 districts in Savaii and 7 for Upolu were engaged in the awareness program led by the Management.

Presentations by MESC focusing on the national primary school assessment results and ECE enrollments for all districts guided the discussions. A number of recommendations and suggestions were provided by district communities that would form plausible solutions to current issues identified. The opportunity was also used by the Management to address issues raised by the public on the OGG, ECE enrolment, teacher retention and school governance issues to name a few. The report is currently compiled and finalized for wider meaningful discussions to inform decision making on issues that are common across the 10 districts.

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	The public and customers who visited the office of the Hon. Minister were well served by the support staff. Evidently, the Office of the Hon. Minister did not receive any queries or complaints regarding how the staff had served the public and stakeholders.

OUTPUT 3: Teaching Services

Output Manager: Assistant Chief Executive Officer – School Operations

Performance Measure/Indicator	Target	Status	Progress
1. Number of teachers posted to government Colleges to meet current	55	Achieved	Sixty seven (67) new teachers have been posted to government

need.			colleges to meet the current needs.
2. Number of teachers posted to government Primary Schools to meet the current need	65	Partially Achieved	Forty seven (47) new teachers have been posted to government primary schools to meet the current needs.
3. Percentage of government secondary schools meeting the student teacher ratio	89%	Partially Achieved	87% of government secondary schools meet the student-teacher ratio. However, three (3) colleges do not meet the 1:20 ratio.
4. Percentage of government primary schools meeting the student teacher ratio	90%	Partially Achieved	50.3% of government primary schools meet the student-teacher ratio of 1:30.
5. Number of Contract school principals, Deputy Principals recruited.	Principal - 10 Deputies - 5	Achieved	33 principals & 17 deputy principals have been recruited.
6. Number of Contract Officers and Teachers that comply with the Audit Exit Report.	Principal - 10 Deputies - 5	Achieved	21 principal & 5 deputy principal submitted Audit Exit Report.
7. Percentage of teachers that complete the Induction Program.	50%	Partially Achieved	28.3% of teachers have completed induction program.
8. Date to finalize School Staffing & Personnel Verification visits to government schools.	May 2023	Achieved	The verification visits for 168 government schools and the awareness program for 18 districts have been completed.

Staffing and Personnel Verification Visit

The Staffing verification visits for 168 government schools started on March 13 and were completed by May 31 2023. The purpose was to verify school enrolment data submitted by schools in February to ensure accuracy of information, which contributes to the effectiveness and efficiency of the Posting Committee's work in teacher placement. Accurate data is essential for meeting the specific needs of each school.

During the Verification visits, two hour awareness sessions were also conducted for all teachers and school administrative staff. These sessions were targeted to specific needs of each District and the issues they face. Further, teachers were also reminded of their entitlements per the PSC Working Condition as well key MESCC policies and regulations

that must be followed, such as the provision in the Education Act 2009 on corporal punishment.

OUTPUT 4: Teacher Development 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	Overall, an achievement rate of 124% was recorded. This was due to multiple visits and support provided to several schools in the Tier 1 ¹ or 'At Risk' category. The percentage also incorporates schools that submitted their School-Based PD reports.
2. Percentage of teachers engaged in professional development in the National Level	95%	Achieved	Overall, 95% of teachers participated in professional development programs at the National level.
3. Percentage of teachers engaged in professional development in the Cluster Level	60%	Achieved	Overall, 69% of teachers participated in professional development programs at the Cluster level.
4. Percentage of teachers engaged in professional development in the School Based Level	60%	Achieved	Overall 119% was achieved- this was because extra support was provided to schools identified in the Tier 1 ² level.
5. Percentage of teachers meeting 76 hours of PD as per National Professional Development Policy (NPDP)	30%	Not Achieved	Only 6.2% ³ met the requirement of attending 76 hours of professional development from national, cluster, and school-based programs.

¹ School identified where 80%-100% of students are at the beginner level of learning. These schools were visited/ supported more than twice a month. Hence these schools are counted more than once, as is reflected in budget proposals submitted to the Office of the CEO (OCEO).

² These are the teachers that are in the schools identified in the Tier 1 level as per KPI 1 - this extra support is provided for the teachers in these schools.

³ Each PD session is allocated 3 PD hours. As per policy, teachers are expected to meet at least 16 hours from national PDs, 20 hours from clusters/districts and 40 hours from school based PDs. Only 139 teachers were able to meet the required hours, the majority of the teachers were between 45-60 hours. This Policy will be reviewed in the next financial year.

6. Percentage of teachers facilitating and conducting Professional Development at the national, cluster and school based levels	40%	Partially Achieved	Overall 36.1% of teachers facilitated Professional Development for the different levels.
7. Percentage of primary teachers trained in Science and Maths	80%	Achieved	Overall, 122% of primary teachers were trained during this financial year. This was due to the critical need for Maths and Science in schools.
8. Number of secondary teachers trained in Science and Mathematics	300	Achieved	A total of 307 Secondary teachers trained in Mathematics and Science this FY.
9. Percentage of in-service teachers upgraded to a degree qualification.	50%	Achieved	Overall, 63% of in-service teachers have degree qualifications.
10. Percentage of sponsored students passing the 60% average marks or above	85%	Partially Achieved	Overall 81% of Sponsored students passing the 60% average.
11. Percentage of school principals and those in positions of responsibility trained in leadership and management roles	90%	Achieved	Overall 91% PORs trained in leadership and management roles
12. Number of teachers engaged in mentoring programs	30	Achieved	113 teachers trained in mentoring
13. Percentage of pre-service teachers enrolled at the NUS	30%	Achieved	Overall 69% of sponsored students were pre-service
14. Number of Sponsorship Committee Meeting conducted to discuss applications for scholarships	2	Achieved	Three (3) sponsorship meetings conducted
15. Percentage of ECE teachers sponsored through the teacher upgrade program	33%	Not Achieved	Overall, only 17% of ECE teachers were sponsored. This low percentage is due to a limited number of applications received from interested applicants and not meeting the eligibility criteria outlined in the NUS and MESCC

			Sponsorship Policy.
16. Number of teachers approved for study leave	15	Partially Achieved	10 teachers study leave approved by PSC
17. Promote the teaching profession/retain teachers through the implementation of the teacher marketing scheme through Teachers Day, Career Days, School and Educational Expos, TVET & Sports Competitions, Teacher Competitions.	3	Achieved	<ol style="list-style-type: none"> 1. MESC/NUS meetings with students (Semester 2, 2022 Foundation, Mature, and Teacher Upgrade students). 2. Teachers' Day 2022. 3. An ECE/NUS awareness meeting was held on December 13, 2022, coordinated by TDAD. 4. MESC/NUS Sponsorship Awareness meetings were conducted for all pre-service and in-service sponsored students on March 29-30, 2023. 5. ECE Sponsorship Awareness Visits (Phase 1 - Upolu) were conducted at 11 selected ECE Pre-Schools from June 14 to June 16, 2023.

Professional Development Programs

Throughout this financial year, the Ministry conducted Professional Development (PD) programs aimed at enhancing the skills and professional development of teachers across the country. Here is a summary of the key activities from each quarter:

In the first quarter, the Ministry conducted a Professional Development (PD) support visit program for both primary and secondary schools. This initiative aimed to improve teachers' skills and enhance their professional development in subjects such as Numeracy, Literacy, Arts, Commerce, Science, and TVET. These PD support visits took place in Upolu and Savaii over a period of three weeks from July to August 2022, targeting tier 1 schools with low student achievement over the past three years. A total of 30 Primary schools and 15 Secondary schools were included in the program. Primary schools received support at the cluster level, while Secondary schools benefited from both school-based and cluster-level interventions. Additionally, 11 colleges were supported through the cluster PD program, while 4 received school-based support.

During Quarter 2, the Ministry focused on School-Based and Cluster Professional Development Programs. Although there were no support visits by the MESC team due to schools preparing for national assessments, TDAD received PD reports from 25

schools. The schools reported their PD topics: Resolving conflict in schools, Climate Change, Reading for understanding, Social issues, Learning Barriers, Fractions and Decimals and many other topics.

Moreover, Cluster Professional Development Programs were rolled out in nine clusters, involving the participation of 96 primary teachers. These clusters coordinated by School Inspectors, addressed various subjects and effective teaching strategies, benefiting both English and Math in primary subjects. Additional other clusters focused on subjects like Gagana Samoa, Social Studies, Health, and Physical Education. They also placed a strong emphasis on aligning learning outcomes with assessment criteria.

Furthermore, at the national level, the Family Life Education (FLE) training program initiated in 2021 continued its implementation. This program, aimed at both teachers and students, was coordinated by the CDMD and facilitated by consultants.

In the third quarter, TDAD and CDMD jointly conducted a support visit to 42 primary schools across seven districts in Upolu. This initiative focused on equipping Primary teachers with effective curriculum delivery strategies and strengthening school-based professional development. The feedback from 222 primary teachers indicates their appreciation for this assistance.



Furthermore, in January 2023, a Mentoring program took place at the Samoa Arts and Culture Center. The first two days were dedicated to newly recruited teachers from 2021 and 2022. These sessions covered crucial topics such as time management, classroom organization, work ethics, assessment strategies, and effective teaching

methods. The trainers for these sessions were Principals from the Education Teacher Excellence Reference Group.

The 4 Year Level Awareness program facilitated discussions between the Ministry's Curriculum and Assessment Divisions and Secondary teachers in response to issues raised by the Year 10 National Exam. This two-day program, attended by 204 teachers from different schools, aimed to clarify the Year 10 registration process and improve exam papers.



A refresher online training was also conducted for Maths and Science teachers in 17 Moodle Secondary Schools. A total of 100 teachers were able to log in to the Moodle platform, work on, and submit the activities provided. There were 65 Maths teachers accessed on Day 1 and 35 Science teachers on Day 2.

In the fourth quarter, the Ministry coordinated and facilitated four national training programs covering Language Literacy, Family Life Education, Guardians, and Applied Scholastic International (ASI) training. These programs were attended by both primary and secondary teachers, except for Language Literacy and Guardians, which were attended by primary teachers only.

The Language Literacy training specifically targeted Tier 1 schools with the aim of equipping 29 primary teachers with the skills and attitude needed to teach curriculum subjects effectively, emphasizing language skills across the curriculum. The objectives included integrating Speaking, Writing, Interacting, Reading, and Listening into lessons and designing assessments to assess student understanding.



The FLE training focused on a range of topics, including curriculum familiarization, effective communication, and inclusivity. It was attended by 25 primary and 9 secondary teachers, with 50 teachers presenting how FLE concepts were integrated into their curriculum.

The Guardian Training developed in collaboration with Conservation International (CI) and partners, aimed to improve environmental literacy among Year 7 primary school students. It covered six districts, reaching over 1000 students.

ASI training introduced a student-centered teaching approach, with a focus on creating a student-centered classroom environment. It aimed to shift the focus of instruction from the teacher to the student, promoting lifelong learning and independent problem-solving. This training was attended by 498 primary teachers and 92 secondary teachers.

Additionally, school-based PD visits were carried out in 20 primary schools and four colleges, involving 213 primary teachers and 181 secondary teachers. Cluster PD programs were coordinated by School Support Advisors, engaging 226 primary teachers and 62 secondary teachers.

MESC Sponsorship Program

The Government through the Ministry of Education, Sports, and Culture, offered sponsorship programs to support students and teachers pursuing Bachelor's degree education programs.

- Percentage of in-service teachers that have acquired degree qualifications is 63% and the remaining 37% are teachers to be upgraded.

- A total of 217 pre-service students enrolled & was sponsored in Semester 2, 2022 with 204 in semester 1, 2023 with an overall 69%.
- 17% of ECE teachers were sponsored with B.Ed. ECE
- Three (3) sponsorship committee meetings conducted to discuss and endorse the NUS applications for Semester 2, 2022 & Semester 1 and 2 2023.

Teacher Marketing and Sponsorship Schemes

In late August 2022, the Ministry conducted meetings with MESC/NUS sponsored students, split into different groups. Here's a brief summary of the activities:

- Day 1 (August 30, 2022): The meeting was held for Foundation Students, with 45 out of 53 estimated students in attendance.
- Day 2 (August 31, 2022):
 - o Session 1 (Mature Students): 106 out of 157 estimated students attended/participated.
 - o Session 2 (Teacher Upgrade): 47 out of 83 estimated students attended/participated.



The Ministry appreciated the active participation and support shown by the students in each session. The discussions and issues raised during those meetings contributed to the improvement of the student experience and helped the Ministry in various ways.

On December 13 2022, the Ministry organized an ECE/NUS awareness meeting, coordinated by TDAD. This meeting included key stakeholders such as the Acting Dean of FOE, Kuinileti, and ECE Chair Lemalu, along with representatives from various ECE Centers. The primary objective of this meeting was to promote sponsorship opportunities in Early Childhood Education (ECE) at the National University of Samoa (NUS).

In March 2023, meetings with MESC/MESC Sponsored Students were held over two days:

- Day 1 (March 29): Sessions for Foundation Students and Teacher Up-grade Students.
- Day 2 (March 30): Sessions for Mature Students.

The objectives of these meetings were as follows:

- Informing MESC/NUS sponsored students (both pre-service & in-service) about their academic progress and Semester 1, 2023 results.



- Offering advice, encouragement, and general support to sponsored students as they progress in their studies.
- Promoting the teaching profession across all faculties and programs.
- Raising awareness about MESC Sponsorship policies, processes, and procedures.
- Providing a platform for MESC/NUS sponsored students to express any concerns or matters related to their studies.

These meetings facilitate communication and support between the Ministry, the National University of Samoa (NUS), and sponsored students, contributing to the continuous improvement of the teaching profession in Samoa.



From June 14th to 16th, 2023, the Ministry of Education conducted ECE teacher sponsorship awareness visits. These visits aimed to promote the teaching profession at the ECE level, inform about the sponsorship policy and process, and stress the significance of qualified ECE teachers with degrees.

During these visits to eleven schools, positive feedback was received, and the purpose of the visits was well-received. Teachers were eager to hear more about sponsorship opportunities for professional development. School principals and teachers expressed interest in participating in the teacher upgrade sponsorship program and were aware of the eligibility criteria, terms, conditions, and consequences for non-compliance. Furthermore, ECE schools recommended that the Ministry raise awareness of teaching as a career at the ECE level. In response to this valuable feedback, the sponsorship team plans to develop new ways for promoting teaching quality.

Teachers Day 2022

Every year the MESC uses the UNESCO Teachers Day to celebrate and appreciate all the hard work and commitment of our teachers. This year, in line with the 60 years of Independence celebration of Samoa, the MESC Teachers day program included the following:

- 1) A tribute to the past School Inspectors who have passed on- clip 1
- 2) A tribute to retired School Inspectors- clip 2
- 3) A tribute to previous Ministers and CEOs for the Ministry of Education, Sports and Culture- clip 3



These tributes were aired on media television for 2 weeks leading up to the Teachers Day Celebration.

The Teachers Day program celebrated the achievement of teachers in the following categories:

- Birthdays of those teachers who turned 60 this year
- Appreciation awards for School Inspectors
- Special awards nominated by the MESC divisions



OUTPUT 5: School Improvement Services

Output Manager: Assistant Chief Executive Officer – School Operations

Performance Measure/Indicator	Target	Status	Progress
1. Number of compulsory age students attending government schools	35000 Students	Achieved	A total of 45,470 compulsory-age students attend 168 government schools, based on data collected from the 2023 Staffing and Personnel Monthly roll submissions.
2. Date by which the Teacher's Annual Conference is conducted	Jan-23	Achieved	MESC Lotu Service was held on January 22, 2023, and the Annual Teacher Conference was held on January 27, 2023.
3. Date by which the MESC Annual Conference Report submitted to Core Executive	May-23	Not Achieved	Annual Teacher Conference Report 2023 is ready and will be submitted in the first quarter of the next financial year. The delay is due to competing work priorities.
4. Percentage of Government schools meeting a minimum of Level 3 in Minimum Service Standards (MSS) Domain 1 - School	Primary - 60% Secondary - 60%	Achieved	116 (69%) of 168 government schools have met Level 3 of Domain 1.

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 - 60% Secondary - 60%	Achieved	141 (84%) of 168 government schools have 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 - 60% Secondary - 60%	Achieved	152 (90%) of 168 government schools have 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 - 60% Secondary - 60%	Achieved	149 (87%) of 168 government schools have met Level 3 of Domain 4.
8. Number of awareness programs conducted for School Communities including school committees and parents.	5	Achieved	Three awareness programs were conducted with school communities in Savaii in September 2022. Fifty-nine schools completed their Greenhouse Garden Project out of the 60 selected for the Greenhouse Garden Project.
9. Facilitate the Ministers' Advisory Committee monthly meetings and Visits.	ongoing	Achieved	A total of 10 meetings have been held, and 10 minutes have been compiled for this financial year. A total of 2 quarterly reports have been completed and endorsed by the Minister. The quarter report for Q4 is yet to be tabled in the next meeting.

Compulsory Education



"Education Creates a Better Future for All Children" was the theme of the Compulsory Education Day 2022. To commemorate and re-affirm the Ministry's commitment to enforcing compulsory education, the MESC hosted a candle light vigil that was led by students from ten schools selected from Sagaga

and Aana 1, Districts. The schools are Malie Primary; Tuanai Primary; Afega Primary; Sagaga College; Levi Primary; Utualii Primary; Faleasiu Primary; Moamoa Tauaoo Primary; Fasitoo uta Primary; Fasitoo-tai Primary and Vailuutai Primary. Special invitation was extended to known children vendors (aged between 7 and 11 years) and their families from Leone.



Annual Teachers Conference

The Annual Teachers Conference took place on January 27 2023, at the Samoa Arts and Culture Centre. The theme of the conference "Team Work Builds Excellence" speaks to the importance of all educational stakeholders working together as a collective to address and find solutions to the recurring issues such as low student achievement and school dropout within the sector. The meeting was declared open by Hon. Minister of Education, Afioga Seuula Ioane Tuuau and followed by a presentation by CEO Afioga A'eau Chris Hazelman who urged participants especially teachers and principals, to work together with the Ministry to improve the education of Samoan children.

This event provided an excellent opportunity for professionals across the education sector to share their concerns and views, all with the common goal of improving the Ministry's services and raising the quality of education throughout Samoa. The 2023 Annual Teachers Conference successfully brought together principals from both Upolu and Savaii, emphasizing its inclusivity and essential role in shaping the future of education in Samoa.

Awareness Programs for School Communities and Parents

A series of workshops aimed at school committees and parents were held to promote school community ties, recognizing the important role they play in the development of schools. The sessions focused on the theme 'Good Governance' with a focus on i) legislations & policies governing schools; ii) roles and responsibilities of School Committees; iii) parental engagement in student learning; iv) communication. In the end, 283 participants (115 parents, 168 school committee representatives) were able to

describe in their own words what 'good governance' (pulega lelei) is and how it looks within their own local school environments.



Greenhouse Garden Project

Sixty (60) schools were selected for the Gardening Project, which involved building greenhouses. This initiative provided students with valuable hands-on learning opportunities while also engaging teachers and the larger school community. It highlighted the collaborative efforts of School Committees, Parents, and the entire community, strengthening the bond between schools and their communities.

The schools for this initiative were selected based on their achievement of Level 3 and 4 on four MSS indicators. These schools had significant community support and a reliable water supply, both of which were critical to the project's success. The School Support Advisors (SSA) from each district and the School Operation Division verified the selections made.

The project provided for the students the opportunity to learn essential skills and gained specific knowledge & understanding of the importance of planting fruit trees and growing your own vegetables. Schools used the fruits and vegetables harvested from the gardens to provide nutritious and healthy breakfast and lunch options for all students.

Minister's Advisory Committee Meetings



Throughout the year, the Ministry worked closely with community leaders through the Minister's Advisory Committee, providing a valuable platform for direct communication with the Minister on critical matters related to educational development.

The Advisory Committee meetings provide an important platform where community leaders discuss and deliberate on matters such as compulsory

education, school fights, teacher shortage and 'fafaga' during national examinations. Members offer their insights and proposed context-specific solutions to address these concerns in their own communities.

OUTPUT 6: Curriculum Design and Materials 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	41%	Achieved	Out of the 300 primary and secondary teachers to be trained this year, only 149 attended, which is 50% of the targeted number.
2. Number of children with disability enrolled in mainstream government schools	Male - 196 Female - 102	Achieved	Out of the 88 primary and colleges supported by the IE Unit, 255 students with disabilities were identified in mainstream schools. In primary levels, there were 80 females and 158 males, while in colleges; there were 8 females and 9 males.
3. Percentage of ECE teachers supported through school visits	100%	Achieved	100% of teachers were supported by the ECE Unit through their visits
4. Percentage of ECE students transitioned to Year 1	21%	Achieved	Out of 5105 children enrolled in ECE 2456 49% will be transitioning to Year 1 in 2024
5. Percentage of schools (primary & secondary) involved in the Ministry's program of Samoan Schools Innovation, Literacy, Numeracy and Science (SSILNaS)	92%	Partially Achieved	<p>90% of primary schools participated.</p> <p>58% of secondary schools participated.</p> <p>100% of government primary schools participated.</p> <p>96% of government secondary schools participated.</p> <p>Only 6 mission schools participated in the SSILNaS program this year.</p> <p>No private schools participated.</p> <p>The total participation rate of schools was 84%.</p>

6. Number of supplementary resources developed, quality assured and printed by each unit for schools: - ECE - Inclusive Education - Primary - Secondary	ECE = 10 Inclusive Education = 10 Primary = 30 Secondary = 30 TVET = 30 Cross Cutting = 30	Achieved	ECE: 15 IE: 14 Primary: 55 Secondary: 40 TVET: 23 Cross-Cutting: 41 In total, the CDMD developed 188 resources.
7. Date by which the Teaching and Learning Policy is endorsed by Cabinet	Dec-22	Achieved	This policy was endorsed by Cabinet FK (23)04 on the 1 st February 2023.
8. Date by which the Numeracy Policy is endorsed by Cabinet	Jun-23	Not Achieved	We have completed the public consultation and inserted the collected comments and feedback into the draft policy. This policy will be presented to Core Management in the first quarter of the next financial year for approval before its onward submission to NPCC for discussion before Cabinet.
9. Percentage of Non-Taxation Revenue Collected	100%	Partially Achieved	75% The shift to using Moodle as a platform to upload all teacher resources contributed to the reduction in tax revenue received, as all resources are accessible online for free download.
10. Date by which the Multi-Literacy Policy is endorsed by Cabinet	Jun-23	Not Achieved	The Multi-Literacy Policy has undergone public consultation and two presentations to CORE Management. PPRD along with a volunteer attached to MESC from the VSA New Zealand program is peer reviewing this policy before onward submission to NPCC and then to Cabinet.

11. Date by which the Science Policy is endorsed by Cabinet	Jun-23	Not Achieved	The National Science Policy has undergone public consultation and has been presented twice to CORE. PPRD along with a volunteer attached to MESC through the VSA New Zealand program is peer reviewing this policy before onward submission to NPCC and then to Cabinet.
12. Provide support to underperformed government primary schools for SPELL Year 2	50 schools	Partially Achieved	CDMD supported a total of forty (40) primary schools during this financial year, with fourteen (14) in Upolu and twenty-six (26) in Savaii. The targeted number of schools was not met due to bad weather in Savaii. The support provided included curriculum officers taking full-day control of classes with no teachers, workshops with teachers on how to use the resources distributed, a variety of strategies to make learning and teaching engaging, and improving teachers' methodologies.
13. Provide support to underperformed government schools for SPELL Year 4	50 schools	Partially Achieved	CDMD supported a total of forty (40) primary schools during this financial year, with fourteen (14) in Upolu and twenty-six (26) in Savaii. The targeted number of schools was not met due to bad weather in Savaii. The support provided included curriculum officers taking full-day control of classes with no teachers, workshops with teachers on how to use the resources distributed, a variety of strategies to make learning and teaching engaging, and improving teachers' methodologies.
14. Provide support to underperformed government primary schools for SPELL Year 6	50 schools	Partially Achieved	CDMD supported a total of forty (40) primary schools during this financial year, with fourteen (14) in Upolu and twenty-six (26) in Savaii. The targeted number of schools was not met due to bad weather in Savaii. The support provided

			included curriculum officers taking full-day control of classes with no teachers, workshops with teachers on how to use the resources distributed, a variety of strategies to make learning and teaching engaging, and improving teachers' methodologies.
15. Provide support to underperformed government primary schools for Year 8 SNAPE	50 schools	Partially Achieved	CDMD supported a total of forty (40) primary schools during this financial year, with fourteen (14) in Upolu and twenty-six (26) in Savaii. The targeted number of schools was not met due to bad weather in Savaii. The support provided included curriculum officers taking full-day control of classes with no teachers, workshops with teachers on how to use the resources distributed, a variety of strategies to make learning and teaching engaging, and improving teachers' methodologies.
16. Number of programmes developed and implemented to support underperformed schools	SPELL 1&2 = 3 SNAPE = 3 SNJSC,SSC & SSLC = 3	Achieved	At the primary level, there are 5 programs: SSILNaS, Trivia, School-Based Numeracy Program, Guardians, Phonics by Phone, and Battles of the Mind. At the secondary level, there are 2 programs: SSILNaS, Trivia, and an Outreach Program for English Tutorials in collaboration with TATTES.
17. Number of students enrolled in the 2 streams of Science, English and Maths of the 4YSL	Female-10 Male-10	Partially Achieved	Out of 10 colleges supported, 6 students are taking General Maths and 9 are taking General Science
18. Number of TVET courses repackaged	3	Achieved	The draft program designs and course descriptors for Agriculture, Horticulture, Front Desk, and Food and Beverage are in place.
19. Four year level curriculum fully implemented by 2024	Implementation by phases (1, 2 and 3)	Partially Achieved	The primary purpose of the visits is to offer on-the-spot support for teachers and students. As the implementation of the 4YSL

	continued		(presumably an acronym) continues, the demand for curriculum officers to be present in classrooms and assist in the teaching and learning process is increasing. However, due to a shortage of staff in the Secondary and TVET Units, we were only able to support 10 colleges. CDMD plan to visit more schools in the next financial year.
20. Number of ECE teachers trained on the use of ECE curriculum statements and teachers manual	390	Achieved	371 ECE teachers were trained on the use of the ECE curriculum statements and the teacher's manual.
21. Number of teachers trained on the use of curriculum resources and implementation of policies	117	Achieved	<p>In the SSILNaS Booklet, training was provided to 124 primary teachers, 21 secondary teachers, and 9 SSA. More than 30 teachers attended the training for the 4YSL curriculum in Upolu, and a similar number attended in Savaii. Additionally, for school-based professional development and training sessions conducted in primary schools, more than 100 teachers participated.</p> <p>In Quarter 4, training was conducted in the following subjects:</p> <ul style="list-style-type: none"> • Agriculture Science: 11 teachers were trained. • FTT (please spell out the acronym): 22 teachers received training. • Music: 2 teachers received training. • HPE (please spell out the acronym): 17 teachers were trained. • Visual Arts: 6 teachers participated in the training.

22. New Bilingual Education Policy developed and endorsed	New Bilingual Education policy completed and endorsed	Partially Achieved	The draft of the policy is in place, but due to other competing priorities, this activity has been deferred to the next financial year.
23. Number of projects progress reports completed	100% completion of progress reports of implemented projects	Achieved	Family Life Education Phase and Spotlight Phase 1 have been completed. Our ongoing projects include PeP, Imagine Samoa, Phonics by Phone, and Guardian. Progress reports for these projects have been submitted.
24. Number of students with disability who have an IE Plan	194	Partially Achieved	138 disability students with IE Plans
25. Number of ECE Centers meeting MSS	52%	Not Achieved	<p>25 ECE Centres in Savaii were visited to meet ECE Minimum Service standards.</p> <p>The NCECES board members were not available to assist at this time due to their own priorities. The ECE Unit consists of two staff members. The decision was then made to follow up only on the ECE centres, which had serious areas to improve based on the previous report.</p>
26. ECE database developed	Consultation and development stage	Not Achieved	<p>It is proposed to include this in the PacSims system, while ECE continues to use the Excel sheet to record the data.</p> <p>Discussion with EQAP is in progress on what to feature in the database.</p>
27. Percentage (%) of government secondary schools providing at least 3 TVET programs	98%	Achieved	98% of government secondary schools providing at least 3 TVET programs.
28. Date by which the TVET in Secondary Schools Policy fully implemented	ongoing	Partially Achieved	This activity is not yet fully implemented; it is ongoing. Progress is being made towards the full implementation of the policy. Draft program designs and course descriptors for Agriculture, Horticulture, Front Desk, and Food

			and Beverage are already in place.
29. Number of Career Days, Open Days and awareness programs conducted at the school level	1	Achieved	<p>Due to time constraints and staff shortages, awareness programs are conducted during the support visits.</p> <p>Exhibitions are held at the Zone levels as part of the SSILNaS Initiative. Out of the 8 Zones, 6 were able to showcase students' TVET works. In the 2022-2023 financial year period, 16 colleges and 5 primary schools displayed their TVET products.</p>

Inclusive education at all levels

National and Community Inclusive Education Awareness Plan (NCDIEAP) 2022-2025

Consultations were conducted in both Upolu and Savaii in Quarter 1 to gather data for the National and Community Inclusive Education Awareness Plan (NCDIEAP) for 2022-2025. The plan is based on the Inclusive Education Policy for Students Living with a Disability from 2014, with a focus on changing community attitudes and values towards education for all children. These consultations were attended by a total of 124 government teachers.

On October 20, 2022, the Ministry held its official launch of the National and Community Disability Inclusive Education Awareness Plan 2022-2025 at Taumeasina Resort. This marked a significant milestone and achievement for MESC and its partners.

Inclusive Education Training

During the third quarter, the focus was on providing training in inclusive education, specifically focusing on Unit 3 of the Teacher Aide Course on Teaching Strategy, which involved training 25 teacher aides, including four from Champions Schools. Teacher aides effectively conducted professional development sessions for teaching staff, increasing awareness of different disabilities and how to support these students academically. Notably, there was an increase in the number of students attending mainstream schools, a change attributed to heightened awareness and support from the Ministry IE Unit and its Service Providers. Teacher aides also enhanced their knowledge and skills in support diverse students, with some pursuing further education in this specialized field.

In addition, the IE Unit conducted orientation training for Service Providers and selected teachers from mainstream schools, with 83% of the expected participants receiving the training. The IE Unit and the University of New Castle collaborated to develop training materials that would improve the quality of training and preparation for service providers and teachers in the field of inclusive education.

Early Childhood Education

ECE Support Visits

125 ECE centers were successfully visited out of the 127 ECE planned to be visited during the third quarter of this FY. The visiting team provided significant support and guidance to ECE teachers in these centers, demonstrating their commitment to helping teachers. Although two preschools were not visited, the high visitation rate reflects the dedicated effort to support ECE centers and teachers.

Samoa School Innovation Literacy, Numeracy and Science (SSILNaS) 2022

SSILNaS National Activities 2022

The theme for this year's SSILNaS is "Your Health Is Your Wealth" which intends to give more focus and emphasis on the significance of HEALTH by linking its activities of Literacy, Numeracy and Science to indicate how very important it is for teachers, students, and also for communities and families to prioritize their health.

This year, a record 90% of primary schools, 58% of secondary schools, and only 6 mission schools took part in the SSILNaS program. All Government Primary Schools participated in this year's program, and 96% of Government Secondary Schools. No private schools participated.

The goal of this year's SSILNaS therefore is to educate through Literacy, Numeracy and Science activities the significance of health. The theme aims to motivate and stimulate our young people and their families to take ownership of their own health.

The program included various literacy, numeracy, and science activities tailored to different grade levels, which facilitated engaging educational experiences. The judging process for these activities consisted of three stages: school-based judging, zone committee judging, and SSILNaS committee judging.

ECE Activities

One day for each Island was assigned for ECE activities which were coordinated by the ECE Unit with the assistance of the National Council of ECE. The activities were not conducted as a competition but a day of educational fun including sports and health learning activities. Selected pre-schools participated for both Upolu and Savaii. Pre-schools that participated received modest rewards for their participation. The MESC

SSILNaS Committee as well as selected members of the National Council of ECE Schools managed and supervised all activities on the day. Savaii ECE Fun Day was conducted on the 1st September with an attendance of 10 schools each with 10 members. For Upolu, ECE Fun day was conducted on the 5th September with the same number of attendees as Savaii.



SSILNaS Virtual Trivia Week – 5th– 9th September

Due to the effects of Covid-19, the SSILNaS committee decided to cancel all Zone activities due to precautionary measures and Covid restrictions. Therefore, our SSILNaS committee decided that we would work on an online activity that can have similar impact as the Zone activities where students and their families can participate. The Virtual Trivia Week was a successful activity in collaboration with TV5. Each day had a different theme ranging from Literacy, Numeracy, Science and TVET. Questions were designed from all levels but predominantly from primary level to ensure students at all levels could participate and enjoy. The SSILNaS Virtual Trivia was broadcasted live on TV5 for a whole family participation.

CDMD Support visits

Secondary and TVET

The primary objective of the support visit was to improve teaching practices by providing teachers with resources, technical advice, and teaching support. This included delivering educational materials, assisting with technology integration, observing lessons, and offering constructive feedback.

The majority of teachers were able to align their teaching with their lesson plans, demonstrating a positive aspect of their teaching practices. Some teachers encountered difficulties, such as not following their lesson plans properly. To address these concerns, recommendations were made such as providing additional teacher training on planning, teaching strategies and assessment. Moreover, there was a need for more resources and teachers in some subjects.

Another important factor identified in the report is teachers who are currently being paid as BSC degree holder not teaching Mathematics or Science subject. The STAP (Science Teachers Accelerated Programme) was an opportunity to upgrade knowledge and skills of teachers teaching Science and Mathematics. Furthermore it was to draw interest of teachers to the Science areas. It is recommended that SSA monitoring should be strengthened to warrant that the MESC posting and allocation of teachers for subjects are followed by school principals and teachers.

The support visit identified strengths and areas for improvement across subjects. The recommendations aim to improve student engagement, cater to diverse learners, foster a love of reading, implement formative assessment, and provide professional development for teachers. Implementing these recommendations could lead to an improved teaching and learning experience. Continuous support and collaboration between teachers, administrators, and stakeholders are crucial to raising school standards.

Primary Unit

Support visit was conducted by the Primary Curriculum Unit to assist primary schools. The aim was to improve student performance by providing professional development for teachers and distributing supplementary resources. During the visits, the Unit provides lessons, training on new resources, classroom support, feedback, and workshops on teaching strategies. A range of activity books, curriculum overviews, and posters were distributed to the visited schools.

Some of the challenges found in schools include teachers not varying activities for different abilities and a lack of reading programs. It is recommended that the CDMD continue training programs, strengthen cluster professional developments, review SSA job descriptions, and develop literacy, numeracy, and science programs to enhance existing school programs. Due to staff shortages, not all planned schools were visited, but the Unit will continue support visits in the next year to provide assistance to teachers and improve students' learning.



MESC Public Policy Consultation

The Ministry conducted public consultations for three policies: the National Multi-literacy Policy, National Science Policy and National Numeracy Policy. The consultations involved collaboration between two Ministry divisions - CDMD and PPRD. The policies were reviewed within these divisions and with Education Sector groups for Literacy, Numeracy, and Science, as well as CORE Management. Based on these initial

consultations, it was recommended to seek input from School Support Advisors, principals and teachers. Panels were selected from various educational levels to review the drafted policies.

The consultations aimed to address several critical issues, including improving literacy, numeracy, and science levels, finding solutions to barriers in teaching and learning, ensuring community awareness and accountability for policy implementation, and identifying relevant activities for policy efficiency and effectiveness.

The policy consultations were conducted over three days per policy session for Upolu and Savaii, with sessions held in May 2023. Members from relevant divisions within the Ministry facilitated the discussions and organized the program.

The final documents are now prepared for endorsement by CORE Management and submission to the National Policy Coordination Committee (NPCC).

Review Consultation of the Primary Curriculum



Primary Curriculum Review was conducted in Upolu at the Samoa Culture Centre on the 16th and 17th and Savaii at Salelologa Primary School on the 19th and 20th January 2023. Each of the 7 subjects had its own dedicated room and a day to conduct their review consultation, chaired by Primary Curriculum officers. Teachers participated in panel discussions, sharing their opinions on curriculum effectiveness,

classroom strategies, and curriculum content validity, progression, relevance, and alignment to 4 Year Level.

The review revealed that teachers heavily rely on unpacking documents for national assessments, while the curriculum statements remain largely untouched. Many teachers lack understanding of Outcome-Based Curriculum (OBC) principles and struggle to independently break down Learning Objectives into specific learning outcomes for diverse learners. Furthermore, teachers require refresher training on how to implement different skill levels of solo taxonomy in their lessons. There is also a need to improve teachers' spoken English proficiency, as many are not comfortable teaching in English.



The consultation highlighted the need for national, cluster, and school-based training programs. These programs should focus on breaking down major learning outcomes, learning outcomes, and specific learning outcomes for single lessons. Teachers should

also shift their perspective from being assessment-driven to covering the full content of the curriculum. Furthermore, content knowledge in each subject area requires refresher training.

Curriculum Projects/Programs

- The Cross Cutting Unit successfully implemented the Phonics by Phone program which targeted 10 primary schools.
- The Guardian Campaign and PeP have been crucial in supporting the teaching and learning of science, social studies, literacy, and numeracy skills among students. These programs have significantly contributed to educational development.
- The Family Life Education and Spotlight programs have conducted comprehensive research into external factors that impact students' learning progress.
- The Pacific e-learning Program and Imagine Samoa initiatives have been at the forefront of incorporating new technologies and innovative teaching methodologies to bolster Mathematics and Scientific Literacy Skills among students, ensuring they are prepared for the challenges of the modern world.

Phase 1 Project Reports

- The Phase 1 final report for the Spotlight project has been completed, submitted, and endorsed by the CEO.
- Phase 1 of the Family Life Education (FLE) project has also been successfully completed, with the report submitted for review and consideration.
- The Guardian project report has been submitted and shared with CORE Management

Ongoing Progress Reports

- Progress reports for the Phonics by Phone, Imagine Samoa, and PeP projects are currently in progress. These reports will provide valuable insights into the continued development and impact of these programs.

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	Jul-22	Achieved	The trials or pilot testing, initially scheduled for July 2022, were postponed to May 2023 due to Covid-19 lockdowns that affected

			the timeline for primary assessments development.
2. Date by which development of SPELL and SNAPE Tools for 2022 completed	Jul-22	Achieved	All was completed by the third week of July, with Year 2 SPELL moving to printing on July 22, 2022.
3. Date by which the development of SSC and SSLC National Examinations completed	Aug-22	Achieved	The timeline for the development of exam papers for 2022 was profoundly affected by the lengthy lockdowns due to COVID-19. Consequently, exam timetables were pushed back to begin very late, from the end of November to the first week of December, and exam papers were all completed and printed by mid-October 2022.
4. Number of personnel proficient for the marking of National Assessments & National Examinations	150	Achieved	92 markers for Primary National Assessments and 288 markers for Secondary National Examinations.
5. Date by which the distribution of feedback reports for 2022 assessments for SPELL and SNAPE completed	Mar-23	Achieved	<p>Secondary feedback reports were distributed one week before the start of secondary feedback sessions, which lasted for two weeks from March 14 to March 24, 2023.</p> <p>Primary feedback reports were distributed during the primary sessions for one week from March 27 to March 31, 2023.</p>
6. Date by which the finalization of National Examinations Timetables (Assessment Planning) completed	Jan-23	Achieved	<p>The exam timetable was finalized in June 2022 for the 2022 exams and was revised in July 2022.</p> <p>The 2023 exam dates were approved by Core Management in November 2022, and the final timetables with times and subjects were approved by Core on April 3, 2023.</p>
7. Number of personnel trained as Supervisors for National Examinations	300	Achieved	A total of 539 supervisors trained (216 Secondary and 323 Primary).

8. Percentage of principals trained on National, School and Individual analysis reports.	100%	Achieved	All 100% of principals
9. Number of personnel trained in moderating SSLC Internal Assessments	40	Achieved	21 Chief IA moderators, who were Senior Curriculum Officers and Specialists from CDMD, as well as Principals, Senior Assessment Officers, and Specialist Assessment Officers from the Assessments and Examinations Division, were involved. Additionally, there were 52 SSC and 49 SSLC IA moderators, selected teachers for each subject to be moderated.
10. Percentage (%) of certificated assessments endorsed by Minister within two months after the end of National examinations and assessments.	100%	Achieved	All National Exam results, including SSLC and SNAPE, were endorsed by the Minister in the third week of January 2023, before NUS enrolments. SSC and SNJSC results were endorsed at the end of January 2023, and SPELL Y4 and Y6 results were endorsed in the first week of February 2023.
11. Percentage (%) of National assessment reports (primary and secondary), made available to key stakeholders within six weeks of Term 1.	100%	Achieved	Primary and Secondary Full Analysis Reports submitted to Core Management in March 2023.
12. Percentage of Year 13 students qualified for NUS	60%	Achieved	91% of students who sat SSLC 2022 qualified for NUS programs. 64% for Foundation programs and 27% for TVET programs.
13. Percentage of legal contracts timely cleared by OCEO for the following: 1. Examiners 2. Moderators 3. Scorers	100% by April 2023 - Examiners & Moderators 100% by November 2022 - National Scorers	Achieved	All appointed examiners and moderators for the 2023 exams signed their contracts from late February to the first week of March 2023. Scorers for the 2022 secondary exams signed their contracts in November 2022.
14. Percentage of Non-Taxation Revenue Collected.	100%	Achieved	116% The projection of the revenue

			collected initially was based on students taking four subjects but upon due date for fees, revenue collected exceeded the forecasted amount due to students taking more than 4 subjects.
15. Date by which the National Examination Results released to schools	SPELL 1& 2 – Feb 2023 SNAPE – December 2022 SSC & SSLC – Jan 2023	Achieved	SSLC, SSC, SNJSC and SNAPE - January 2023 and SPELL Y4 and Y6 in February 2023.
16. Date by which the National Assessment Policy is finalized	Sep-22	Partially Achieved	The NAP is in its second draft, awaiting endorsement by Core Management. The development of the NAP was pushed back to be completed by June 2022. The first draft was finished and submitted to Core in February 2023, and the second revised draft was submitted and discussed in June 2023.
17. Date by which Rules and Procedures (R&P) Manual for all national assessments endorsed and operational	Sep-22	Partially Achieved	The RPM is completed and awaiting endorsement by Core Management.
18. Date by which the analysis by gender of SPELL Year 2 Gagana Samoa and Numeracy are provided	Mar-23	Achieved	Full Analysis Report was submitted to Core management in March 2023.
19. Date by which the analysis by gender of SPELL Year 4 English, Gagana Samoa, Numeracy and Science are provided	Mar-23	Achieved	Full Analysis Report was submitted to Core management in March 2023.
20. Date by which the analysis by gender of SPELL Year 6 English, Samoa, Numeracy and Science are provided	Mar-23	Achieved	Full Analysis Report was submitted to Core management in March 2023.
21. Date by which the analysis by gender of SNAPE Year 8 English, Samoa, Numeracy, Science, Social Studies, Visual Arts and HPE are provided	Mar-23	Achieved	Full Analysis Report was submitted to Core management in March 2023.
22. Date by which the analysis by gender of SNJSC Year 10 Communication	Mar-23	Achieved	Full Analysis Report was submitted to Core management in March 2023.

English, English, Samoa, Mathematics, General Mathematics, General Science, are provided			
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National Primary Assessment Trials 2023

In 2023, the National Primary Assessment Trials underwent several changes and adaptations due to challenges posed by the COVID-19 pandemic. Since the introduction of a new multiple-choice assessment format in 2020, the Assessments and Examinations Division (AED) has consistently conducted trials 3-4 months before the national primary assessments in October. These trials are critical for determining the quality of items and selecting the best items for the final national assessments.

However, due to lengthy schools closures caused by COVID-19 pandemic in 2022, the trials for items intended for the national assessments were postponed to 2023. To address this, the AED decided to review and improve items from unused versions already trialed in 2021 for use in the 2022 national assessments. Additionally, the items originally developed for the 2022 assessments were scheduled for review and improvement to be used in the 2023 national primary assessments.

In 2020 and 2021, trials were conducted in selected schools, sampling more than 1,000 students in Savaii and Upolu for each subject and version. In 2023, due to budget constraints, the sample size and scope were scaled down to selected Upolu schools, chosen based on the performance of schools in the 2022 national results.

The trials for 2023 took place from May 22nd to May 24th. These trials were supervised by AED staff and some library staff, with the number of supervisors determined by the availability of rooms provided by the selected schools.



National Examinations 2022

Primary Assessments were administrated for a 1 week and 2 days from 27th October to 4th November 2022 and Secondary Examinations for 3 weeks from 21st November to 8th December 2022. Below are the numbers of National Assessments and Examinations

implemented and administrated; 17 Primary Assessments and 55 Secondary Examinations and total numbers of students that sat the assessments and examinations.

Certification	Number of exams	Number of students
SPELL Year 2	2	5091
SPELL Year 4	4	5362
SPELL Year 6	4	5270
SNAPE Year 8	7	4538
SNJSC Year 10	20	3553
SSC Year 12	17	2686
SSLC Year 13	18	2031

National Feedbacks for 2022 Examinations

Secondary Examinations

A total of 55 secondary feedback sessions were conducted, corresponding to the 55 subjects assessed in 2022. The purpose of these sessions was to provide detailed feedback on the examination marking process.

The primary objective of these sessions was to ensure transparency in the examination marking process. Teachers and principals were given insight into how each subject was assessed.

The feedback sessions were successful in identifying problematic learning outcomes that a significant number of students struggled with. This information is invaluable for improving educational quality. Discussions throughout the feedback sessions focused on how to improve the quality of test items for future national examinations. This forward-thinking is critical for continually improving the assessment process. The sessions were open to teachers from all levels and subjects. These sessions were held both in person as well as via Zoom for secondary schools in Savaii and Upolu whose principals and teachers were unable to attend in person.



Each session was facilitated by AED staff with the examiners or chief markers of the respective subject presenting their reports together with the item analysis prepared by the AED. Attendees received feedback booklets containing item analysis, examiner's reports, and marking rubrics for the 2022

exam. These materials were valuable resources for teachers.

The curriculum officers who were involved in the marking in 2022 also took part as facilitators or co-facilitators to present reports from the marking panels they were part of. The curriculum officers also assisted in responding to questions about the curriculum raised by teachers. There was a time allocated for questions and answers during the sessions. All questions raised were addressed promptly, ensuring that teachers' concerns and feedback were taken into account. A total of 1,065 teachers and some principals actively participated in these feedback sessions over the course of nine days.

Primary Assessments

The key objective of these assessments and feedback sessions was to build up the capacity of school principals in order to promote targeted teaching and learning in schools. This involved improving their understanding, analysis, and interpretation of statistical data, variable maps, and subject frameworks.

The feedback meetings aimed to enhance transparency and accountability in the primary education system, particularly for the SNAPE and SPELL assessments. This commitment to transparency is essential for improving the overall quality of education at the primary school level. Comprehensive reports were distributed to principals and School Support Advisors at each feedback session. These reports included:

- National Assessment Trends
- 2022 SPELL school results and summaries
- 2022 SNAPE school summaries
- Variable maps: SNAPE & SPELL

Five (5) sessions were scheduled for the primary assessment feedback. School districts were grouped and scheduled for one session. Three (3) sessions were scheduled for Upolu and two (2) for Savaii.

Principals as well as School Support Advisors from each school district were invited to attend their designated session at the Samoa Culture Center for Upolu school districts and at the Salelologa Public Library for Savaii school districts.

A total of one hundred and seventy (175) principals, school support advisors, and teachers were recorded to have attended the feedback sessions in the five days.

These achievements reflect a commitment to data-driven decision-making, transparency openness, and professional development for educational leaders at the primary school level. The feedback sessions have contributed to improving the quality of education and ensuring that resources are used effectively to support targeted teaching and learning.

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. Date by which the MSS verification visit (Primary and Secondary) is completed	May 2023	Achieved	<p>The MSS verification visitation was conducted for both Upolu and Savaii on the following dates:</p> <ul style="list-style-type: none"> • Upolu for three weeks, from the 22nd of August to the 9th of September. • Savaii from the 12th to the 19th of September. <p>The MSS final report was presented to the CEO and Core Management on May 24th, 2023. The CEO gave final approval for this report to be published on Friday, June 30th 2023.</p>
2. Number of Research initiatives conducted and reports submitted to MESC Core Executive	1	Partially Achieved	<p>The Ministry of Education, Sports, and Culture in Samoa is conducting research on the Gender Achievement Gap. A consultant was hired in October 2022 after proposal approval. Initial findings were presented in January 2023, with validation ongoing, expected to finish by August 2023.</p> <p>For the MESC-ACER Study on Building a Resilient Education System, data collection is scheduled to start on August 21, 2023. The team is still waiting for the Education Sector Research Committee to approve funding to cover the costs of study administration and logistics.</p> <p>Data collection for the new study on Resolving Literacy Problems in Samoa is in progress. Completion is now scheduled for the second quarter of Financial Year 2023/2024.</p>

			The delay of this task is due to a push back of the GAG validation process, re- strategizing how it will be done so it doesn't impact teaching times after the lockdown of schools because of the flu pandemic.
3. Date by which verification visits for ECE enrollment is completed.	March 2023	Achieved	Two ECE verifications visits were conducted in this FY <ul style="list-style-type: none"> • The first ECE visit took place from the 4th to the 9th of September (Savaii) and from the 12th to the 16th of September (Upolu). • The second visit was conducted on the 6th - 10th March for Savaii and 13th - 17th of March for Upolu.
4. Date by which Quarterly Reports are endorsed	Quarter 4(FY 21/22) - August 2022 FY 2022/2023: Quarter 1 - November 2022 Quarter 2 - February 2023 Quarter 3 - May 2023	Achieved	Four (4) Quarterly Review Reports completed and endorsed in this Financial Year Quarter 4(FY 21/22) - September 2022 FY 2022/2023: Quarter 1 - December 2022 Quarter 2 - February 2023 Quarter 3 - June 2023
5. Date by which the Annual Report 2021/2022 is submitted to Cabinet Sub-Committee	October 2022	Achieved	The MESC Annual Report 21-22 was completed and finalized by Core Management in Q2. It was approved by Cabinet on November 9, 2022, as per FK (21) 47. Eighty copies (80) were delivered to the Office of the Legislative Assembly on December 9, 2022.
6.Date by which the Mid-Term review of the Corporate Plan 2021-2024 is completed	March 2023	Partially Achieved	Consultations for the Mid-Term Review of the Corporate plan were conducted in March 2023. The findings of this review were presented to the Full Executive at the Strategic Seminar on April 12 th

			2023 to gather external perspectives. The full Mid-Term Review report is now completed and scheduled to be shared with the Core Management in the first quarter of the next financial year.
7. Number of new policy documents developed and finalised	2	Partially Achieved	<p>National Teaching and Learning Policy and National Curriculum Framework:</p> <ul style="list-style-type: none"> Cabinet approved these on February 9, 2023. <p>Multi-Literacies Policy, National Science Policy, and National Numeracy Policy:</p> <ul style="list-style-type: none"> Public consultations held in May 2023, feedback incorporated. Policies to be presented to Core Management in Q1 of the new FY for endorsement. <p>National Assessment Policy:</p> <ul style="list-style-type: none"> Special core session held on May 24. Comments integrated into the draft. Policy reflects lessons from last year's national examinations. <p>NARA Framework and Policies (Record Keeping, Archives & Digitization):</p> <ul style="list-style-type: none"> Recent development is Cabinet referring the framework and policies to the M & E committee chaired by MPMC for discussions and advise to Cabinet through a FK (23) 23 on the 21st of June 2023. Awaiting consultation date with MPMC with regards to the Cabinet Directive.

8. Percentage of policy KPIs implemented and updated	75%	Partially Achieved	Yet to receive an update on the division's policy KPI implementation for the past six months, from July to December 2022. Constant follow ups were conducted however due to competing work priorities there is a delay in the updating process and compilation of the full report which enables the accurate percentage of implementation thus far. This will be completed in the next financial year.
9. Number of progress reports compiled from the implementation of the Consolidated Policy KPIs	100% completion	Partially Achieved	Most of the policies ending this financial year will be reviewed in this report, along with the final six-month update for Year 5. The Year 5 final report is due in the first quarter of the next financial year. The delay is due to that explained in KPI 8 above.
10. Number of policies reviewed	5	Partially Achieved	Sponsorship Policy We have completed the draft review report for the Sponsorship Policy. It is scheduled to be discussed with TDAD in the first quarter of the next financial year before being shared with Core Management. Safe School Policy, ECE Policy & Bilingual Policy Drafts have been prepared and will be shared for reviewing by a volunteer (policy advisor) who will be attaching to MESC for 8 weeks starting July 2023 through the VSA New Zealand Program. The policy advisor will work alongside the policy team to review the current drafts and strengthen areas needing improvement before tabling to the implementing divisions for feedback and input and then to Core management for discussion and endorsement for public consultations. Public

			<p>consultations are scheduled for the second quarter of the next financial year.</p> <p>An EMIS policy has been developed and shared with ICTMD and UNESCO to facilitate the strengthening and upgrade of our current EMIS system.</p> <p>The Communications Policy is ready to be tabled for further discussions and final approval by Core Management.</p>
11. Date by which the Education Statistical Digest 2022 is published	Dec 2022	Achieved	The Education Statistical Digest was approved by the CEO on January 10 and signed by the Minister on January 11 2023.
12. Date by which the SEN and CENSUS forms from all schools submitted to MESC	Mar 2023	Partially Achieved	<p>Census forms were distributed during the Teacher's Conference and were expected to be due back on Census Day, the 3rd of March. To date, 198 school Census forms have been submitted, sorted, and entered into the EMIS. The team is following up with the remaining 17 schools.</p> <p>SEN Forms were distributed in the second week of the term, and an extension was given for submission until the end of March. To date, SEN forms from 188 schools have been collected, sorted, and entered into AMIS.</p> <p>The delay in this particular work is due to loss of institutional because of resignation of responsible staff. Both staff for this specific unit and directly handling SEN and Census matters resigned within the FY in a space of 3 months due to migration overseas for better opportunities.</p>
13. Percentage (%) of schools submitting their SEN and CENSUS forms	28%	Achieved	67% of schools, which amounts to 40 out of 42 colleges and 105 primary schools, submitted their

electronically			administrative data via email.
14. Number of analytical reports prepared to inform management decisions as required	3	Partially Achieved	An analytical review of the MSS in the four domains was conducted internally, involving ACEO TDAD, CDMD, and SOD. Additionally, a paper discussing the shortage of teachers and strategies to address this ongoing issue was prepared. These documents are pending for presentation to Core Management for discussion and decision-making. The delay in tabling these important analytics papers to Core management for discussion is due to the number of items and priorities lining up for discussion in core management meetings.
15. Date by which the UIS questionnaire submitted to UNESCO	Feb 2023	Achieved	The UIS Questionnaire was sent to EQAP and UNESCO on May 9, 2023, and received by them. MESC's response to data queries was sent to EQAP and UNESCO on June 9, 2023, and received by them as well.

Strengthening coordination of research, policy and planning

Gender Achievement Gap (GAG) Research

The Ministry is conducting research on the Gender Achievement Gap. A research proposal was approved, and a consultant was recruited to undertake the research in October 2022. The consultant presented the draft research report in December 2022. Feedback received in January 2023 led to a validation process, initially conducted online due to school shutdowns. Face-to-face consultations with teachers and principals were later initiated for comprehensive validation. The validation process is expected to be completed by August 2023 following which the final research report will be ready.

MESC-ACER Study on Building a Resilient Education System

MESC collected data from school principals, teachers, parents, and Government Ministries in November 2022, in collaboration with the Australian Council for Educational Research (ACER) through ESSP. A two-day workshop was conducted to enhance the capacity of government ministries involved in the research. A round table analysis of

the collected data was conducted by MESC, ACER, and ESSP. The data will help ACER in formulating a research proposal for an upcoming research survey.

Data collection for the study is scheduled to begin on August 21, 2023, pending approval for funding from the Education Sector Research Committee. Ongoing virtual meetings between ACER, Tautua, and MESC are being held to allocate tasks.

Policy Development

The PPRD has been actively involved in spearheading the development of policies in collaboration with relevant divisions.

National Teaching and Learning Policy & National Curriculum Framework

- The National Teaching and Learning Policy and the National Curriculum Framework were successfully approved by Cabinet on February 9th, 2023, marking a significant milestone for the financial year.

Multi-Literacies Policy, National Science Policy & National Numeracy Policy

- Public consultations for these policies were held in May 2023, involving both Upolu and Savaii. The consultations feedback and opinions were incorporated into the policies. These policies will be tabled to Core Management in the first quarter of the new financial year for approval before they are submitted to NPCC.

National Assessment Policy

- A special core session was convened on 24th May 2023, co-presented by AED and PPRD. Core members were encouraged to provide comments to PPRD by June 7th. All of the comments have been incorporated into the draft, which is now ready for presentation to Core Management in the first quarter of the new financial year.

NARA Framework and Policies (Record Keeping, Archives & Digitization)

- Cabinet Directive FK 23(23) on June 21st 2023 referred these documents to the M & E Committee chaired by the Ministry of Public Management and Cabinet (MPMC) for discussion, advice and report back to Cabinet.
- Ministry is awaiting confirmation of consultation date and time with MPMC M & E committee as per Cabinet Directive.

Strategic Planning Seminar 2023

The Ministry held its Strategic Planning Seminar on Wednesday 12th April 2023 at the Tanoa Tusitala Hotel on the Theme- "*Plan Together, Work Together, Excel Together*". The main focus of this year's seminar was:

- Understanding the Ministry's overall budget spending as of March 2023
- Clarifying the Ministry's commitments to regional and global organisations
- Awareness regarding the Education Sector Annual Review Report 2021 – 2022
- MESC Corporate Plan 2021 – 2024 Mid-Term Review Findings



The Strategic Seminar was a full day event for Ministry Full Executive, School Support Advisors and selected senior staff.

The Seminar aimed to provide divisions with a clearer understanding of how their work contributes to the Ministry's overarching goals. The CEO stressed the importance of having the right attitudes and mindsets to provide quality service and effectively manage Ministry assets.

The participants found the Strategic Seminar to be successful in facilitating open discussions and sharing concerns, enabling the Ministry to move forward more productively. The Ministry recommended continuing the Strategic Seminar as a corporate platform to evaluate the Ministry's current activities and methods to move forward. It also recommends continuing to have the seminar away from the office to stimulate ideas by being in a different environment.

Monitoring of Ministry Plans

Throughout the financial year, the Ministry conducted four quarterly reviews of its plans and activities. These reviews were thorough and comprehensive, resulting in detailed reports. All the quarterly review reports were diligently prepared, endorsed, and finalized by the Ministry's Core Management. The completed quarterly review reports were submitted to the Education Sector, demonstrating a commitment to transparency and accountability within the Sector.

The Ministry of Education, Sports, and Culture (MESC) successfully completed its Annual Report for the year 2021-2022. This report contained detailed information about the Ministry's achievements, challenges, and future plans. The MESC Annual Report was approved by Cabinet on November 9, 2022 in accordance with FK (21) 47. Following Cabinet approval, the MESC Annual Report was submitted to Parliament on December 9, 2022.

MESC Statistical Digest

One of the notable achievements pertains to the Ministry's annual publication, the Education Statistical Digest. This publication is a vital resource that draws from the data

collected through School Census forms and relevant information gathered from various Ministry divisions. The Education Statistical Digest for 2022 was approved by the CEO on the 10th of January and signed by the Minister on the 11th of January 2023. It was printed and distributed to school principals who attended the Teachers' Conference on January 30th 2023. Additionally, copies were distributed to Core Management and Donor partners, with some provided upon request.

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%	Partially Achieved	Induction of new school principals is carried out through one-on-one sessions on the Manual of Operations, and the procurement of goods and services is controlled from the OGG office during their probationary period.
2. Percentage of schools that have signed agreement One government grant	100%	Achieved	ECE - 97% completed. The remaining 3% (3) are unsigned reports from schools that have closed. Primary - 100% completed. Colleges/TVET/Special schools - 100% completed. Funds Disbursed - 100% Completed for ALL active schools.
3. Number of Spot Checks conducted for schools that are non-compliant with the OGG agreement, procedures and processes	3	Not Achieved	A consolidated Audit Asset Visit, including OGG and led by the OCEO, was planned to be carried out in mid-July to all schools in Savaii and Upolu. The Savaii audit asset visit was carried out as planned on July 18-22, 2022. As a result of this audit asset visit conducted in Savaii, written-off assets and equipment procured under GoS and OGG were identified and endorsed for disposal, leading to the first auction held in Savaii in October 2022.

4. Percentage of maintenance works for headquarters carried out and completed	100%	Achieved	100% completed requests by divisions conducted by the Maintenance Team
5. Date by which the MESC Disaster Response Management Plan completed and implemented	Completed by December 2023	Not Achieved	The first draft presentation of the Disaster Response Plan was made to Core Management on January 20, 2023. There has been no progress on this activity since then.
6. New school buildings established and existing schools upgraded or renovated	11	Partially Achieved	A total of five (5) new school buildings and two (2) have been successfully constructed.
7. Number of school buildings insured	12	Achieved	Data from MOF shows that 97% of school buildings have been insured, with the exceptions of Faleatiu, St. Paul, Falelima, Savaia, and Uafato.

One Government Grant (OGG)

Signing of OGG Agreement

Another significant accomplishment was the successful signing of the OGG Agreement, followed by the efficient distribution of OGG funds.

- ECE - 97% completed with the remaining 3% attributable to schools that have closed. The National Council for Early Childhood Education and Care (NCECES) has been actively involved, with the condition that unsigned, unaudited reports must be submitted before the release of funds.
- Primary - 100% completed
- Colleges/TVET/Special schools: 100% completed

Funds Disbursed: 100% Completed for ALL active schools

Maintenance Works

The Maintenance Unit of the Ministry has achieved several notable accomplishments this Financial Year, demonstrating its commitment to maintaining the Ministry's facilities and ensuring a conducive working environment. The following is an overview of the maintenance work completed for this FY:

Completed Maintenance Work by Request:

- Renovations TDAD Office Division: The renovation of the TDAD Office Division aimed to enhance communication and information flow efficiency within the department.

- Renovations AED Office Division: This project focused on ensuring the security of exam papers and confidential information within the AED Office Division.
- Building Repairs and Painting Nelson Library: The maintenance team successfully addressed wear and tear issues by repairing and painting the 2nd-floor ceiling of Nelson Library.
- Conversion of Team Room into Office Space: The team transformed a downstairs team room into office space to accommodate the new DCEO Operations position.
- Pest Control: Interior and exterior pest control efforts were carried out to maintain proper hygiene and safety within the Ministry's buildings, protecting assets and resources from insects and pests.
- Renovations in Savaii Library: Renovation work was completed to prepare the Savaii Library to house the American Corner.
- Procurement of Ministry Garage
- Interior Painting CEO Office: The CEO's office received a fresh coat of paint to accommodate the new CEO.
- Evacuation Plans for Culture Center: Comprehensive evacuation plans for the new Culture Center were finalized.
- Renovations for OGG Relocation: The renovation of the old Culture offices was successfully completed to facilitate the relocation of the OGG
- Renovations IMAGINE Science Building
- Renovations at Nelson Library: Several improvements were made at Nelson Library, including window frame replacement, new storage in the garage area, and kitchen area relocation.
- Expansion of Media Unit: The renovation of the old Culture office space allowed for an extended office space for the Media unit.
- Pest Control at MESC Headquarter: Pest control measures were implemented both inside and outside the MESC Headquarter to maintain hygiene and safety.
- Installation of New ACs

Ongoing Maintenance Activities:

- Lawn Mowing and Gardening: The Maintenance Unit continues to maintain regular schedules for lawn mowing and gardening in locations such as Malifa, Library, and Tafaigata.
- Daily Repairs: Daily schedules are in place for carpentry, painting, electrical, and plumbing repairs, ensuring the ongoing maintenance of facilities in Malifa, Library, and Tafaigata.

New School Buildings

In this Financial Year, significant progress has been made in the establishment of new school buildings, thanks to the generous support of our donor partners. A total of five (5) new school buildings have been successfully constructed:

1. Mulifanua Primary School - Funded by the Government of Japan.
2. Gataivai Primary School - Funded by the Government of Japan.
3. Faga Primary School - Funded by the Government of Japan.
4. Nofodlil Primary School Project - Funded by the German Government through its Embassy in New Zealand.
5. Salua Primary School Reconstruction Project - Funded by the Government of Japan.

In addition to the new school buildings, two (2) new halls have been constructed, providing valuable facilities for educational and community activities:

1. Vaimauga College Hall - Funded by the Government of Japan.
2. Lepa and Lotofaga College Hall - Funded by the Government of Japan.

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	A total of 117 Reading and Literacy Programs were conducted this Financial Year.
2. Percentage of Non-Taxation Revenue Collected	100%	Achieved	169% The increase of tutorial classes conducted in the library and the affordable printing service contributed to the increase of revenue collected in this financial year

Literacy programs implemented to support curriculum and reading

In the Financial Year, the Nelson Memorial Public Library made significant strides in promoting literacy and supporting students' educational needs. Here are the implemented programs completed:

Literacy Programs for Curriculum Support

A total of 117 Reading and Literacy Programs were conducted this FY. The breakdown of these programs is as follows:

- **Reading Programs:** 61 initiatives aimed at improving reading skills and fostering a love for reading.
- **Themed Programs:** 22 engaging programs designed around specific themes, genres, and topics.
- **Tutorials:** 34 tutorial sessions provided one-on-one and small-group assistance to students, addressing academic needs.

The Nelson Memorial Public Library's ongoing commitment to these programs highlights its vital role in enhancing literacy, enriching education, and supporting the learning needs of the local community.

Official Opening of the American Corner Salelologa

The official opening of the American Corner Salelologa on the 10th February 2023 marked a significant milestone. This initiative, established in collaboration with the Ministry of Education, Sports, and Culture, represents a robust foundation for fostering friendship and continued engagement between the United States and Samoa.

This is the second American education focused space to open in Samoa; the first was officially opened in October 2010 at the Nelson Memorial Public Library in Apia.

The American Corner Salelologa is fully furnished with a range of resources, including trapezoid desks, chairs, bookshelves, reading materials, a smart TV, printer, scanner, whiteboard, reading Kindles, and five new computers. Additionally, it provides free internet access. All these resources will assist the Ministry to facilitate programs as well as encourage students to read, learn, and explore different worlds and ideas through books.

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	Not Achieved	Only site visits and post-visits were conducted this FY.
2. Number of Schools trained and fully equipped with sports equipment's under Fiafia Sports Program.	25	Achieved	Fiafia Sports training was conducted for Upolu Primary school teachers on the 17 th & 18 th of April and for Savaii Primary & ECE teachers on the 20 th & 21 st of April

			<p>2023.</p> <p>Upolu: 26 students from 16 primary schools participated.</p> <p>Savaii: 34 participants from 10 primary schools and 15 early childhood education centers.</p> <p>Altogether, 41 primary schools and 15 ECE centers are now fully trained and equipped with sports equipment.</p>
3. Number of Sports organizations that have met the requirements and receive financial assistance to compete at International Competitions.	8	Achieved	The Ministry received 21 proposals from various sporting bodies in this financial year. 19 submissions were approved by the Cabinet, 3 were declined, and 1 was directed to be funded under the Sports Development Fund.
4. Number of schools participating in Zonal Athletics and PMs cup championship	113 Primary, 30 Colleges	Achieved	The Prime Minister's Cup was held in the form of 7s rugby between districts. A total of 120 primary schools (69.4%) from 20 districts participated. The tournament was well organized and implemented in collaboration with the Samoa Primary School Principal Association (SPSPA) and Lakapi Samoa, with the assistance of service providers.
5. Number of Annual inter-school tournaments supported by MESC (rugby, netball, boxing, weightlifting, cricket, basketball, national rugby league, volleyball, touch rugby and soccer)	17	Achieved	A total number of 19 tournaments were supported by MESC.
6. Number of Special Needs students participating in the Special Needs Games Festival	300	Achieved	The Special Needs Games festival was conducted only for Savaii due to an insufficient budget. A total of 384 students from 19 primary schools participated.
7. Samoa Institute of Sports (HPU) established	Development and finalization of concept	Not Achieved	We are currently awaiting a consultation between MFAT and the China Ambassador. We have requested direct consideration

	towards establishment		from senior government officials through the China Ambassador.
8.Percentage (%) of schools participating in competitive sports	50%	Achieved	39 out of 42 colleges (92.9%) and 151 out of 173 primary schools (92.9%) were recorded as being involved in competitive sports in this financial year.
9.Percentage (%) of primary teachers certified under Fiafia Sports	8.8%	Partially Achieved	The KPI is partially achieved as Fiafia Sports training is conducted only once in FY22/23. A total of 44 primary school teachers and 16 ECE teachers were trained during this fiscal year. This means that 3.2% of the total number of primary and ECE teachers, which is 1850, are now fully trained and certified.
10.Percentage (%) of Schools participate in Annual School Sports Awards	25%	Achieved	95% (37 out of 40) of colleges participated in recognizing students' achievements in 12 sports, with 48 nominees competing for each sport in both male and female categories.

Fiafia Sports Program

The Sports Division successfully organized a Fiafia Sports Program held on October 17–18 in Upolu and October 20–21 in Savaii. This program brought together twenty-six (26) Primary Schools and fifteen (15) ECE Centres. The program emphasized how sports can play a vital role in fighting against diseases and promoting a healthy lifestyle among students.

One of the objectives of the program was to integrate sports-related physical activities into the regular school day. This integration intended to improve students' knowledge and abilities while also encouraging active and healthy lifestyles. The program also showcased how sports programs can contribute to literacy and numeracy development by including activities that involve counting and reading.

The program collaborated with Football Federation Samoa's "Just Play" program to support children's growth, learning, and advocacy for change through football. A significant focus of the program was to train teachers in developing fundamental movement skills in children through various sporting activities. Early development of these skills can improve health by reducing obesity and non-communicable diseases, as well as enhancing learning abilities and concentration.

A total of sixty (60) were successfully certified as a result of the training. These certified teachers gained the knowledge and confidence needed to effectively implement the Fiafia Sports Program in their respective schools. Teachers received bags of sports equipment as part of the training to help them implement the Fiafia Sports Program in their schools.



Prime Ministers Cup- Samoa Primary School National Rugby 7's Championship



The Prime Ministers Cup 7's National Championship represents the culmination of district-level 7's rugby competitions held in various districts of Samoa. The tournament serves as a platform for all District 7 teams to come together, promoting inclusive participation among primary schools students from other districts. The Prime Minister's Cup has focused on primary school students since its beginning in 2011, with the goal of developing and improving their fundamental rugby skills at the grassroots level. This strategy prepared them for future involvement in college and club rugby.

The Ministry collaborates with the Samoa Primary School Principals Association and Lakapi Samoa to organize and execute this tournament. Districts hold their own competitions to determine which team will compete in the National Championships. Twelve teams from Upolu and eight teams from Savaii qualified for the two-day national championship tournament which took place on April 26th and 27th at St Joseph's field in Alafua.

Weightlifting Competition

The Weightlifting program made significant strides in promoting sports and a healthy lifestyle among students. This training initiative was conducted in thirteen schools across Upolu and four schools in Savaii from 13th February to 7th April 2023. The program not only provided students with professional instruction but it nurtured their potential from a young age. This training was crucial in improving the performance of young athletes in the National Competition on 12th April.

The Ministry continued its partnership with the Samoa Weightlifting Federation in its talent identification and development program for young weightlifters in Quarter 4. The program's main objective is to identify emerging talent and provide them with fundamental weightlifting skills. The 2023 Inter-College Weightlifting Competition, held in Gym 3 Tuanaimato on April 12th, was the culmination of this work. This event saw the participation of students from nine colleges competing in ten categories, both for men and women, demonstrating the rewards of their dedication and hard work in the sport.

Four (4) students represented Samoa at the Weightlifting Competition for the Pacific Mini Games in July 2022 and received 11 medals.

1. Avatu Opeloge (F)
 - 3 bronze
2. Faustina Opeloge (F)
 - 3 gold
3. Imoasina Pelenato (F)
 - 1 silver
 - 1 gold
4. Tovio Ah Chong (M)
 - 1 gold

Boxing Competition

The Boxing Competition which took place 22nd to 26th May 2023 was a notable achievement for the program. Students from participating colleges, who had been part of the intensive training and development, were selected to compete in the Oceania Championships. This event not only showcased the dedication and talent of our young boxers but also offered them with a valuable opportunity to compete at the international level, representing their country with pride.

Special Needs Games Festival

Four meetings were held to discuss Festival preparations. Two meetings were conducted in Upolu on the 20th July and 8th September while the other two were held in

Savaii on July 29th and September 9th 2022. These meetings paved the way for the event that took place on September 14th 2022 in Savaii. A total of 384 students from 19 schools, actively participated in this year's festival. This not only demonstrated the dedication of all involved but also emphasized the festival's inclusive spirit, promoting physical activity and friendship among students with special needs, a testament to the program's commitment to fostering inclusivity and promoting well-being among this special group of individuals.

College Sports Awards

The College Sports Award marked a significant achievement in the second quarter of this financial year. On December 14th 2022, this important event brought together 37 out of 40 colleges. The ceremony served as a platform for students to acknowledge and celebrate their outstanding achievements in twelve (12) different sports. This event not only highlighted the talent and dedication of the student athletes but also emphasized the program's commitment to building a culture of sportsmanship and achievement within the college community.

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	A total of 14 Cultural Activities completed in this Financial Year.
2. Number of participants attending awareness programmes promoting culture and heritage	50 participants	Achieved	A total of 303 additional participants attended various programs conducted by the Culture Division.
3. Number of public performances of the National Orchestra and choir of Samoa	32	Partially Achieved	A total of 26 public performances conducted by the National Orchestra of Samoa (Gigiliulaofatuga).
4. Number of promotional activities for the Museum to increase public interest	30	Achieved	Through various activities conducted by the Museum, a total of 66 promotional activities were achieved.

5. Percentage of Non-Taxation Revenue Collected	100%	Achieved	544%
			Revenue collected from previous years fluctuated but due to the high demand for Samoa Nei Galo volumes contributed to the increase in revenue collected for this financial year.

Cultural in Education

During the financial year, the Culture unit has achieved significant milestones, demonstrating its commitment to promoting culture in education and preserving Samoa's cultural heritage. Here's a summary of the key achievements in this FY:

1. TA (Illustrator) was recruited to draw illustrations for 40 Primary School readers, with the contract signed on the 28th of November 2022.
2. Final Samoa Ne'i Galo Volume 11 was approved by the CEO in the third Quarter.
3. 100 copies of Samoa Ne'i Galo Volume 11 were printed by Samoa Commercial Printers at Malifa using the Budget Support fund for 2022-2023.
4. Consultations and Fieldwork Research were completed for Samoa Ne'i Galo Volume 12.
5. Phase II of Fieldwork Research and Mapping was carried out for three villages in Savaii.
6. The Proverbial Expressional Booklet review completed.
7. The review for the Traditional Songs Booklet completed.
8. A letter of request for legal advice was submitted to the Office of the Attorney General (OAG) and the Samoa Law Reform Commission (SLRC) on the 21st of March 2023.
9. The desk review of the National Heritage List was completed, identifying 138 new sites for Upolu, 128 new sites for Savaii, and 13 new sites classified as other, located in Manono, Apolima, Tutuila, and Manua. A total of 279 new sites were identified during the desk review.
10. A new National Heritage Sites List has been created and compiled.
11. The Samoa Culture & Arts Centre was officially opened on the 20th of December 2022.
12. The mapping activity for Heritage Sites completed.
13. Two days of Virtual Training coordinated by UNESCO on the preparation of the Quadrennial Periodic Report on the Implementation of the 2005 Convention. The DCEO and ACEO for Culture traveled to Hawaii (14th – 17th March 2023) and New Caledonia (28th June 2023) to attend meetings on the preparation of the 13th FestPAC 2024 in Hawaii.
14. Ten Samoan speeches were prepared and submitted.

The National Orchestra of Samoa (Gigiliulaofatuga)

The National Orchestra of Samoa (Gigiliulaofatuga) has played a crucial role in supporting music education in schools by actively engaging in teaching and learning through various means. In this Financial Year, the Orchestra conducted a total of 26 public performances, demonstrating its commitment to both entertainment and educational purposes. Here are some highlights or snapshots of the performances conducted:

- Museum Website Launch: The Orchestra's string section performed a variety of music during the launch of the Museum Website, held at the MESC Foyer on August 17, 2022.
- Teachers Day Celebration: The Orchestra participated in TDAD's program to celebrate Teachers Day on September 30, 2022.
- For the first time the National Orchestra of Samoa was invited to perform outside of Samoa on the 15th December 2022 at the Stars of the Pacific Opera Charity Gala through an invitation from the Governor of American Samoa. This is a great opportunity for the children of Samoa working full time in this area promoting their specific talents, skills and abilities. It is also an opportunity to strengthen the stance made by the Ministry to create permanent positions for those par-timing in some of these positions at the moment.
- National Orchestra Recital Programme: A recital was conducted on 17th March to commemorate the 10th anniversary of the National Orchestra of Samoa's establishment under the Ministry of Education, Sports, and Culture.

The Orchestra has actively supported music education among students by creating two programs: the Youth Orchestra and Junior Orchestra. These programs include music theory as well as practical sessions which enrich the lives of young musicians.

The Orchestra promotes the value of music education by bringing joy to students while improving their knowledge. This initiative also emphasizes the promotion of music education in schools and communities.

In Quarter 4, the Orchestra continued its commitment to public performances, including events such as MESC Mother's Day Service, International Archives Day, International Museum Day, and special performances for schools from Savaii.

The National Museum of Samoa

The Museum Activities for this financial year highlight a range of accomplishments demonstrating the Museum of Samoa's commitment to promoting cultural awareness and education. Here's a summary of the major achievements:

1. **New Website Launch:** The museum successfully launched a new website, enhancing its online presence and accessibility to the public.
2. **Publication of Donation Guideline:** The museum published new Donation Guidelines, facilitating contributions from individuals and organizations interested in supporting its mission.
3. **International Museum Day Celebration:** The museum actively celebrated International Museum Day 2023 as part of its annual events.
4. **An active Social Media Platform:** Museum Facebook page with followers of 16,568
5. **Partnerships and Networking:** The museum established 10 valuable partnerships and networking connections with local and overseas museums, as well as related organizations and institutions, fostering collaboration and knowledge exchange.
6. **Visitor Engagement:** The museum welcomed a total of 1,949 visitors, providing 464 General Tours and 16 Schools Tours, and actively engaged with 563 students for research purposes. This demonstrates the museum's dedication to educational outreach and the provision of useful resources for students.

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 Principals meeting performance standards (LMS) and set performance targets	Primary - 78% Secondary - 68%	Achieved	Primary - 78% (69/89) Secondary - 86% (18/21)
2. Percentage of Vice Principals meeting performance standards (LMS) and set performance targets	Primary - 38% Secondary - 70%	Achieved	Primary - 99% Secondary - 99%
3. Percentage of primary teachers meeting performance standards by gender	Male - 70% Female - 90%	Partially Achieved	Male - 59% (22 /37) Female - 77% (127/164) 19 primary teachers were not appraised due to the resignation of the Primary Appraiser assigned for this task.

4. Percentage of secondary teachers meeting performance standards by gender	Male - 82% Female - 96%	Achieved	Male - 93% (44/47) Female - 97% (75/77) We have completed 124 out of 142 Secondary Teacher Appraisals. Of the remaining 18 teachers who were not appraised, 5 resigned, 4 transferred to other schools, 4 were on maternity leave, 3 were on study leave, and 2 were on sick leave on their scheduled dates.
5. Percentage of primary teachers meeting standards after re-appraised cycle by gender	Male - 68% Female - 70%	Partially Achieved	Male - 61% 11/18 Female - 81% 57/70
6. Percentage of secondary teachers meeting standards after re-appraised cycle by gender	Male - 68% Female - 70%	Partially Achieved	Male -63% (5/8) Female - 92% (11/12)
7. Percentage of all teachers registered	60%	Partially Achieved	Out of a total of 2,885 teachers, 38% (1,094) are registered teachers since 2021, with 144 teachers registered from July 2022 to June 2023. A total of five (5) Teachers Council Meetings were conducted this FY.
8. Date by which the National Competency Standards Framework (NCSF) finalised	Finalisation of the framework	Not Achieved	The decision of the NCSF review committee to disapprove of the NCSF in the STC meeting on Friday March 30 th will be discussed again in MESC Core Management to determine the way forward.
9. QAPA Database for government principals, vice-principals and HODs developed and operational	Database developed	Partially Achieved	The QAPA database for Principals/Vice Principals has been fully developed and will be trialed in the next financial year before finalization and implementation.
10. Percentage of Non-Taxation Revenue collected	100%	Achieved	139% Forecast for revenue to be collected was solely based on teachers registered in the financial

			year 2021/2022. The increase as noted is due to teachers that have registered their licenses upon receiving approval from the Teacher council within this financial year 2022/2023
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Teacher Registration Database Launch



The official launch of the Samoa Teacher Registration & Licensing System (STRLS) on 2nd June was one of the major achievements. This event was attended by over 100 participants and marked the introduction of the first online teacher registration system in Samoa.

The Registration Database caters to a wide range of teachers, including ECE teachers, primary, and secondary teachers from government, mission, and private schools. This inclusive approach ensures that all teachers in Samoa are recognized by registering and obtaining teacher licenses.

The launch of the STRLS website (www.strls.ws) represents a significant advancement in Samoa's education system. This online platform facilitates the registration process and issuing of teaching licenses. It is a significant step toward enhancing teacher quality and ultimately improving student achievement at all levels of education.

A total of 1,094 out of 2,885 teachers have been registered since 2021. Within the period under review, 144 additional teachers were successfully registered. This reflects consistent growth in the registration of teachers. It is essential to acknowledge that the Samoa Teachers Council (STC) has faced challenges in implementing teacher registration since its establishment in 2019. However, despite these challenges, the commitment to ensuring all teachers are registered remains unwavering.

QAPA Database (SSMILE)

In this financial year, a significant achievement has been the full development of the QAPA database designed specifically for Principals and Vice Principals. While the database is now fully developed, it is important to note that it will undergo a comprehensive trial in the upcoming financial year to ensure its functionality, effectiveness, and user-friendliness. This trial phase is critical for identifying potential improvements and refining the system. Once the trial is successfully completed and any

necessary adjustments are made, the QAPA database will be finalized and ready for implementation.

OUTPUT 14: Sector Coordination Services

Output Manager: Assistant Chief Executive Officer- Education Sector Coordination Services

Performance Measure/Indicator	Target	Status	Progress
1.Date by which the Awareness sessions for Sector Documents (Policies & Strategies) are held and completed	Jun-23	Partially Achieved	The awareness booklet for the approved sector strategies and policies was finalized and printed for stakeholders. The booklet contains key information to the Sector Research Strategy, the Climate Change & Disaster Resilience Strategy, the Information Management Framework Policy & the Digital Strategic Framework, as well as the National TVET Strategy & Policy Framework. This booklet was distributed during the ARR FY21-22 consultations in Savaii. An e-copy of the booklet was circulated to IAs to upload on their websites. The work is considered partially achieved as we were not able to conduct the awareness sessions to all stakeholders though we looked at others ways of reaching them.
2. Date by which the Conceptual Design (Phase 2) of the SEMIS completed.	Jun-23	Partially Achieved	The SEMIS Implementation Plan was endorsed by ESAC in January 2023. This may be considered as a Conceptual Design. However, work has not commenced due to a lack of funding for the technicians required to coordinate, build SEMIS, and conduct user training.
3. Date by which the Education Sector Annual Review Report 2021-2022 is endorsed by Education Sector Advisory Committee (ESAC)	Mar-23	Achieved	Education Sector ARR FY2021-2022 was endorsed online by ESAC on 26 th April 2023.

4. Date by which MTEF, M&E and Risk Matrix are revised and updated	Mar-23	Achieved	The review was completed and updated in August 2022, and it was approved by ESAC in September 2022.
5. A finalized updated version of the Sector Research Strategy according to the Review.	Dec-22	Achieved	The Sector Research & Review Strategy report was approved by ESAC on September 27, 2022. The necessary amendments were made by the ES Research Committee as tasked by ESAC before the end of December, and printing was completed. Copies have been distributed to stakeholders and IAs.
6. Sector Capacity Development plan finalized	Mar-23	Not Achieved	This work had been earmarked for funding under Tautua, which was initially expected to be available in the first 6 months of FY2022-2023. However, the Tautua Programme and its funding modality were approved around February, and the Plan was subsequently scheduled in the Tautua Workplan for FY 2023-2024.
7. Education Sector Plan 2019-2024 mid-term Review completed.	Mar-23	Partially Achieved	The ESP Mid-Term Review consultations were conducted from the end of October to November 2022 by a team from New Zealand (ERO) working alongside the ESCD team. The ESP Mid-Term Review report is currently awaiting finalization by the consultant team and was not available in March.
8. Sector implementation of workplans and expenditure monitored and reported quarterly to ESAC within 1 month of expected time frames (ES quarterly progress report)	4	Partially Achieved	<p>3 ES Quarterly Reports endorsed by ESAC.</p> <ul style="list-style-type: none"> - ES Q4 FY21/22 - ES Q1 (FY22/23) - ES Q2 (FY22/23) <p>ES Q3 progress report is still in draft stage.</p>
9. Sector workplans and budget approved by ESAC and submitted to MoF within expected	1	Achieved	The final draft of the work plan and budget was presented to the Education Sector Working Group (ESWG) on March 7, 2023, and

timeframe (ES workplan and budget)			subsequently tabled at the Education Sector Advisory Committee (ESAC) meeting on April 13, 2023. After receiving endorsement from ESAC, the work plan and budget were submitted to the Ministry of Finance (MoF), which made its own amendments to the approved plan. The revised version, including amendments made by MoF and implementing agencies (IAs), was then resubmitted to ESAC on June 26 2023, for their information.
10. Annual Round Table Forum with Development Partners	Annual Round Table Forum	Partially Achieved	The TOR for this Forum was not approved by ESAC as members were of the view that Samoa MFAT also had round tables with Development Partners. The Sector has opted for specific sessions with DPs during ARR consultations which have happened for the past two years.
11. Coordinate sector meetings (ESAC, ESWG, Reference groups)	100%	Partially Achieved	<p>ESAC Meetings – 4 ESWG Meetings – 7 Research Committee – 3 TVET Reference Group – 1 IE Reference Group – 2 Numeracy Reference Group – 1</p> <p>Whilst meetings were held and there was no problem with coordination, the number of meetings expected to be held were not met due to non-availability of members.</p>
12. Coordinate and monitor Sector TA assignments	2	Achieved	<p>TA update is submitted to ESWG in quarterly meetings.</p> <ul style="list-style-type: none"> • The ES ICT Policy & Digital Strategy report was approved by ESAC on August 4, 2022. • The Research Strategy and the Review of Sector Governance Arrangements were also approved.

			<ul style="list-style-type: none"> • A TA in-country visit for SEMIS Network Systems by Andrew Grafton was scheduled for the beginning of October 2022. • A Teacher Registration Database Developer was assigned. • An MTR Review of ESP (NZ Team) was conducted. • A Teacher Posting Database was established. <p>A recommendation matrix was sent out to implementing agencies (IAs) for updates on the implementation of sector documents.</p> <p>A TA register is maintained by the ESCD, and another is kept by the TA Facility under the Tautai program.</p>
13. Detailed ES expenditure report	4	Partially Achieved	<p>The expenditure reports are included in the Sector's quarterly reports. ESAC has endorsed three (3) Quarterly Reports.</p> <p>The Quarter 3 progress report is still in the draft stage as we are currently compiling data.</p>

Awareness sessions for Sector Documents (Policies & Strategies)

An awareness booklet containing approved sector strategies and policies was developed, finalized, and printed. Copies of the awareness booklet were distributed to stakeholders during the ARR FY21-22 consultations in Savaii. In addition, e-copies of the booklet were shared with Implementing Agencies (IAs) for them to upload on their websites, ensuring wider accessibility and dissemination.

ES Research Strategy Review Report and update finalized and printed. Copies had been distributed to stakeholders and IAs.

The Sector also printed and distributed the CCDRS document. Some copies of this document were distributed during ARR consultations, further enhancing awareness and understanding of climate change and disaster risk-related matters.

Awareness is not a one off thing and needs to be regularly brought to the fore, for people to grasp the key elements and its usefulness and relevance to their situation. Unfortunately, the resources to undertake awareness are limited.

Sector Annual Review Report 2021-2022

In January 2023, the Education Sector Advisory Committee (ESAC) gave its approval to the draft Sector Annual Review Report (ARR) 2021-2022. ESAC had directed in 2022 that consultations for the ARR should begin from Savaii, as their stakeholders were unable to provide feedback on the ARR for FY2020-2021.

The objectives of the consultations were as follows:

- To inform stakeholders of the progress of the Sector Key Performance Indicators (KPIs) in the third year of implementing the Education Sector Plan (ESP) 2019-24.
- To engage participants in discussions of Sector issues.

Consultations with Early Childhood Education (ECE) and Post-Secondary Education and Training (PSET) providers were conducted on the 21st and 22nd of February 2023 in Savaii. Representatives from the three Education Sector Implementing Agencies, namely SQA, NUS, and MESAC, collaborated with the Education Sector Coordination Division during these sessions.

Consultations in Upolu were held from the 27th of February to the 2nd of March 2023. Stakeholder groups that were consulted included sector committee representatives, PSET providers, members of ECE and IE Reference Groups, Government Ministries, and Development Partners

The Education Sector ARR for FY2021–2022 was endorsed online by ESAC on the 26th of April 2023.

Education Sector Plan (ESP) 2019-2024 Mid-Term Review

The Education Sector Plan 2019-2024 Mid-Term Review, conducted between October and November 2022, was a collaborative effort between New Zealand's ERO and the ESCD team. The review process included stakeholder consultations from November 14 to November 25 2022, and the MTR – Aide Memoir was received in December 2022.

The MTR Review Team held a report validation workshop on 28th March 2023, with the goal of discussing emerging findings and identifying priority areas to improve the ESSP 2020-24 and the Education Sector Plan (ESP) 2019-24. Members of Implementing Agencies, ESAC, Development Partners, school principals, and teachers attended the workshop. These participants provided valuable feedback and comments, which the MTR Team will incorporate into the final report.

As of June 2023, the Education Sector Plan Mid-Term Review Report is pending finalization by the consultative team. This review process has been a comprehensive and collaborative effort, involving various stakeholders to assess and improve the performance and strategic plans of the Education Sector.

CSU 1: Corporate Services

Output Manager: Assistant Chief Executive Officer – Corporate Services

Performance Measure/Indicator	Target	Status	Progress
1. Monitor financial procedures for MESC	100%	Partially Achieved	Quarterly reports were provided for Core throughout the financial year. These reports aggregate monthly fund utilization data and were circulated to Core members for informational and reference purposes.
			The Payment Process review was completed and approved on January 16, 2023.
			The redesign of TY11a, TY11B, and TY1 was completed, approved, and became effective on January 16, 2023.
			All payments totaling 2,223 have been completed within the current budget, including local expenses, budget support, and those below the line.
			Total queries from MOF and Audit-385. These queries include the following types : <ul style="list-style-type: none"> • Support letter for backdated invoices • Incomplete documents • List of participants • Payments not made online
			A total of 174 outstanding payments.
			Comprehensive Final Audit for the financial year ended 30 June 2022 was received on 23 rd December 2022. Our management response

		has also been submitted.
		A total of 25 acquittals were prepared this financial year.
		<p>Two (2) spot checks were conducted by CSD Finance for petty cash:</p> <ol style="list-style-type: none"> 1. Audit Office - August 8, 2022. 2. Internal Audit - September 29, 2022. <p>Additionally, the Internal Audit (MOF) conducted a spot check in February 2023 for petty cash, cash counts, and the Special Purpose Account payment.</p>
		The 1 st Supplementary submission was made to MOF on September 30, 2022, for a total amount of \$700,000. This request includes additional funding for the sports field, sports association, and retaining wall for the Cultural Center.
		<p>The preparation of the new budget was submitted on February 17, 2023, with a proposed total budget for FY 2023/2024 of \$143,705,088. This represents a variance of \$11,302,524 from the current FY 2022/2023.</p>
		The Mid-Year Review was completed and submitted to MOF on March 24, 2023, including comments for the first six months of FY 2022–2024, reflecting 50% budget utilization.
		A total of 102 virements were submitted to address various Ministry needs, including reducing overspending, procuring capital items, and covering utility payments.
		Fourteen (14) cash books were submitted to MOF during the

			financial year.
			No awareness or training sessions were conducted this fiscal year; however, one-on-one sessions were held with the respective divisions as needed from time to time.
			Financial Plan for implementation of OS- No movement to CSD OS is on hold due to the ongoing PSC review, which includes holding all senior and principal posts for the Ministry.
			The total number of TY 21s prepared is 112.
			The total asset procured is 249.
			The total Irregularity Reports prepared is 11.
			In Q1, one inspection was conducted in Savaii from July 18 to 22, 2022, which involved the collection of write-off assets and the distribution of GPE Laptops.
			Asset sighting for Savaii Schools and the Main Office was completed in Q3.
			Revenue Collection (FY2022/2023) - Output 6 - \$315 - Output 7- \$714,732 - Output 10 - \$8,847 - Output 12 - \$16,143 - Output 13 - \$22,550 - Total - \$762,586
			Monthly Reports Utilization (Reports Circulated to Management): <ul style="list-style-type: none"> • Output: 100% • Below Lines: 92% • Budget Support: 85%
			The total Commitment is 327
2. Effective administration of records, archive systems and transport	100%	Partially Achieved	Total Inter-island mail: 690 Savaii mail: 189 Upolu mail: 501

			Priority mails: 2,054 Incoming mails: 1,430 Outgoing mails: 4,778 Correspondence: 1,155 TY15s: 3,623
			Filing: 9,745 Files Created: 257 New volumes: 143 New Employees: 98 Re-employed: 16
			Archived Files: 107 Personal Files: 77 Correspondence files: 40 Transferred files (NARA): 247 - 1997: 138 - 1998: 109
			Regarding the Record Awareness session, it was initially planned to coincide with our second induction. However, due to the slow recruitment caused by the PSC Freeze, the second induction was canceled, leading to the cancellation of the Record Awareness session as well.
			4 Irregularity Reports made - MIN-MESC, MESC03, MESC04 & MESC25
			2 Insurance Policy renewed - MESC06 & MESC03 3 Registration renewed - MESC03, MESC04 & MESC25
			A total of 40 vehicle schedules were issued.
			7 fuel reconciliation updated.
3. Monitor the Human Resources function of the ministry	100%	Partially Achieved	A total of 65 employees have been recruited in this FY.
			Ongoing: Daily Attendance Report to OCEO, now including the Management.
			The first induction was conducted on February 7 th and 8 th , 2023, and the report was endorsed on March 21 st , 2023. However, there was no induction in Q4 due to the freeze on all permanent positions by the

			PSC from January 2023 until December, except for positions considered and approved by the PSC.
			A total of 3 MQR Reports were submitted to PSC.
			There were 6 Disciplinary cases in total this FY.
			Total TY15: 2,118 TY15 A – 900 TY15B – 896 TY15C – 321 TY15W - 1
			Fortnight pay reconciliation - 26 fortnight pay period
			Budget Personnel Monitoring- 12 monthly expenditure reports
4. Date by which the performance appraisal (FY2022/2023) for staff is completed	Jun-23	Not Achieved	<p>Performance Appraisal (FY 2021/2022): The result presented in Q1 is the final status for this FY. The Core has approved the temporary use of manually completed templates while the system is undergoing maintenance. Currently, the revised templates are with the appraisal committee and will be rolled out soon.</p> <p>Performance Plans (FY 2022/2023): This activity has not been accomplished at all, even though it's the appropriate time to appraise the required plans. Plans that were needed earlier must now be appraised according to the Financial Year timeline.</p>
5. Capacity development plan for MESC completed and operational	Operational	Achieved	<ul style="list-style-type: none"> USP PD Program 2022 (104 staff successfully completed their chosen courses) An Internal Training Needs Report was endorsed by the CEO on February 14 2023, and a separate TNA was submitted to

			<p>PSC on March 17, 2023.</p> <ul style="list-style-type: none"> Emails were sent to ACEOs to verify and add more division-specific training needs for their staff and divisions
6. Training and up-skilling of staff	Jun-23	Achieved	<p>Overseas Training: 33 Staff 11 attended international invitation</p> <p>Local Training: These trainings were delivered by Oloamanu Centre for the Corporate Staff of the Ministry. They are as follows:</p> <ul style="list-style-type: none"> - Report writing: 17 Staff - Data Analysis: 17 Staff - Curriculum & resources development: 19 Staff <p>9 Reports submitted</p>
7. Number of awareness programs conducted on OSH Legislation	Annually	Not Achieved	<p>Due to the unavailability of MCIL to conduct training in Q4, this activity has been postponed to the new financial year. However, it is still tentative whether this should include schools, considering that OSH Awareness for Corporate Staff was conducted in 2021.</p>
8. Organisation Restructure for MESC	100%	Achieved	<p>Phase 1- Phase 3 - 100% completed</p> <p>The MESC Organizational Structure has been on hold since the PSC conveyed a freeze on all R&S in December 2022. Consequently, the progress of the OS remains unchanged.</p> <p>Consultations for Phase 1 with the PSC took place on March 8, 2023, regarding the PSC Review. However, all activities are currently on hold due to the PSC Review's expected conclusion in December 2023, as per the PSC Conveyance.</p>

USP Professional Development Program



The Ministry achieved significant milestones in its commitment to improve staff professional development through the USP Professional Development Program in 2022. This program, which concluded on October 30th, was a resounding success with all 104 enrolled employees completing their chosen

courses successfully. The program included a wide range of subjects, including Leadership, IT, Business Communication, Business Administration, Health & Safety, and HR courses, indicating the Ministry's dedication to developing a well-rounded skill set among its staff. To mark this achievement, the University of the South Pacific (USP) conducted a special graduation ceremony, where certificates were awarded to the hardworking Ministry employees, emphasizing the Ministry's commitment to continuous learning and growth.

MESC Employee Recognition Awards Night

The MESC Employee Recognition Awards Night stands as a significant achievement in fostering a positive work environment and rewarding our employees' dedication and contribution. This event, organized as part of our HR promotional activities, played a pivotal role in boosting staff morale and inspiring them to excel in their roles. The awards night showcased the Ministry's commitment to acknowledging and motivating employees based on various criteria. These included OSH Awareness through Room decoration contest, TikTok competition, and Top employees as per Performance Appraisal FY 2020-2021, Compliance to Biometric, Attendance and Ministry Dress Code.

Human Resource Induction Program

The induction program was divided over the span of two days Tuesday 7th and Wednesday 8th February 2023. This was to ensure the convenient and efficient time for all employees to absorb all information given the size of the Ministry. The first day consisted of divisional information and the second day was dedicated to corporates presentation mainly HR/Payroll and Administration. All Divisions were invited to present describing what their core functions in the Ministry are and their divisional structures.

Upon the completion of the induction program the attendees received completion/ participation certificates for participating in induction.

Human Resource Capacity Building



In this financial year, it is noteworthy that the Ministry has achieved significant milestones in human resource capacity building. The implementation of three consecutive training sessions over a span of three weeks stands out as a remarkable accomplishment. These training programs effectively addressed critical training needs, which included report writing, data analysis, and curriculum and resource development.

The success of these training programs is evident in the positive feedback received from the participants and the achievement of all objectives. The HR unit took note of the recommendations provided by participants and will consider them for future actions. It is expected that the participants will utilize the knowledge and skills gained from the training to improve their performance and raise the standard of work within their divisions. This series of trainings also contributed to the capacity-building goal of the Ministry.



CSU 2: ICT & Media Services

Output Manager: Assistant Chief Executive Officer – ICT & Media Services

Performance Measure/Indicator	Target	Status	Progress
1. Percentage (%) of secondary schools using the Moodle learning management platforms.	31%	Achieved	78% (18/23) of Secondary schools are using Moodle Platform
2. Percentage (%) of Primary schools using the Moodle learning management platforms	33%	Achieved	70% (99/142) of Primary schools are using Moodle Platform
3. Moodle LMS is 100% operational	66%	Achieved	Moodle LMS is 100% operational
4. Percentage (%) of schools which have access to web based	1% increase of baseline	Achieved	71% (117/165) of schools have internet access and web based technologies.

technologies and online resources			
5. Percentage (%) of teachers and school principals trained on using ICT in teaching and learning and administrative tasks	2% increase of baseline	Partially Achieved	23% (38/168) of Principals have been trained in this FY 11% (207/1894) of teachers have been trained in the FY
6. Percentage (%) of schools with access to e-learning platforms	1% increase of baseline	Partially Achieved	71% (117/165) of schools have access to e-learning platforms
7. Percentage (%) of schools using the e-learning content in teaching and learning	1% increase of baseline	Not Achieved	71% (117/165) of schools have access to e-learning platforms. Access versus Use is two different things. We have been unsuccessful in collecting data on the actual usage in the classroom per school.
8. Percentage (%) of government Secondary schools connected to the MESIC Network	2% increase of baseline	Achieved	78% (18/23) of Schools are connected to the Internet
9. Percentage (%) of government Primary schools connected to the MESIC Network.	2% increase of baseline	Achieved	70% (99/142) of Schools are connected to the Internet
10. Percentage (%) of schools with video conferencing capability	97%	Not Achieved	71% (117/165) of Schools have VC capability.
11. Date by which the MESIC ICT Master Plan for the integration of ICT in education is completed.	Date of Completion	Not Achieved	By June 2023 ICT Master Plan/Strategy is in its draft stage.
12. Percentage (%) of schools receiving live stream and pre-recorded lesson videos	2% increase of baseline	Not Achieved	Unable to determine target
13. Number of school administrators trained on the use of ICT services in schools	2% increase of baseline	Achieved	121/165 administrators have been trained on the Basic use of IT equipment and e-learning platforms
14. SEMIS Data Center Infrastructure is completed	Remaining phases completed	Partially Achieved	75% Complete. Remaining work is yet to be completed to achieve 100%.

15. Percentage (%) of users on Software license Plan	1% increase of baseline	Not Achieved	58% of staff are on new Windows and Office Licenses.
16. Percentage (%) of schools registered with access to Schools Portal	2% increase of baseline	Not Achieved	0% as of Q4. System development was behind schedule. Training for schools is yet to be conducted before access to school portal is granted.
17. Support MESC Network and Information Systems	90% issue tickets resolved	Achieved	100% of MESC network issues are resolved.
18. Ensure 100% operability of all MESC Management Information Systems	0% downtime	Achieved	100% of MESC Information system issues are resolved.
19. Number of staff engaged and have received capacity building for SEMIS implementation	1% increase of baseline	Partially Achieved	38 MESC staff have received training and capacity building on the use of the following systems in this FY: 1. Teacher registration System 2. School Staffing Management System 3. Biometric System 4. GPS tracking System 5. AMIS system
20. Number of promotional materials and advertisements developed and disseminated: - Promotional videos - Advertisement - Posters/flyers - ICT in education activities	2% increase of baseline	Partially Achieved	<ul style="list-style-type: none"> • 31 Promotional Videos /Ads (Archives Day, Museum Day, Teachers Day, Compulsory Ed, Etc) • 8 Live streams • CEO press conferences • 36 school video posts
21. Number of "Faailo Ao" episodes developed for educational awareness	1% increase of baseline	Partially Achieved	18 Faailo Ao Episodes achieved this FY due to problematic studio conditions.
22. Date by which the MESC Awareness Campaign is completed.	Complete date	Partially Achieved	The Communication Policy has undergone its third round of internal consultations through a selected vetting group including PPRD and OCEO and a final version will be ascertained for relevance before

			implementation.
23. Improve percentage of schools that receive TV broadcast and participate in the La Oso TV program.	60% of Schools	Not Achieved	Unable to determine target for all schools
24. Number of awareness programs and information disseminated to stakeholders	1% increase of baseline	Partially Achieved	31 Promotional Videos /Ads 8 Live streams CEO press conferences 36 school video posts

School Connectivity

VSAT School Connectivity Project

During the third quarter, the VSAT School Connectivity Project made significant progress. A visit to Upolu and Savaii in February 2023 confirmed the installation of Bluewave VSATs in 11 Secondary Schools, with 4 in Savaii and 7 in Upolu. Additionally, 42 Primary Schools had Bluewave VSATs installed and operational at that time.

Site visits for VSAT were integrated as part of the ICT in Education Project in Quarter 4, confirming the deployment of VSATs in 10 Secondary Schools in Savaii and 8 in Upolu. Connectivity tests were conducted, and equipment was secured in more robust locations due to initial security concerns. The project also provided connectivity support to 5 secondary schools under the ICT in Education Project.

For Primary schools, 67 schools in Upolu and 32 in Savaii had VSATs installed, with similar connectivity tests and security enhancements. Progress was evident, as connectivity through VSAT satellite connections improved significantly. By the end of Q4, the status of connectivity through the VSAT satellite connections was as follows:

- Secondary Schools – 78% (18/23)
- Primary Schools – 70% (99/142)

GPE Connectivity Project

The project made significant strides in the first quarter by providing 4G routers to the Ministry for distribution to 136 primary schools. In addition, 100GB per month data plans were activated for 13 primary schools, ensuring reliable internet access for educational purposes.

In Q3, 133 primary schools received Vodafone routers which improved internet connectivity across the primary school network. Furthermore, 81 primary schools

received laptops, providing students and teachers with essential digital tools. 685 solar radios were distributed to 116 primary schools to enhance remote learning by providing access to educational broadcasts.

During Q4, the project demonstrated its commitment to sustainability by finalizing the UNICEF/GPE budget and workplan. This ensured that remaining funds would be allocated to data plans, which would assist an additional 138 primary schools under the GPE project.

Despite the status of school connectivity through the VSAT satellite connections, the UNICEF/GPE-funded connectivity solution using 4G routers with Vodafone helped provide connectivity to most schools that haven't received VSAT connections. Therefore, when considering both VSAT and 4G router connectivity now provided to our schools, the connectivity status after Q4 is as follows:

- Secondary Schools – 91% (21/23)
- Primary Schools – 100% (142/142)

ICT in Education Project

A Principals' event for the ICT in Education project was held on September 28, 2022. Principals from the 20 schools attended, along with teacher representatives and students.

The project received two consignments of essential ICT equipment in December 2022, totaling 23 charging stations/storage carts and 660 Apple iPads. A handover ceremony was conducted, officially marking the receipt of these equipments.

Key meetings such as the ICT in Education Technical Management Meeting and the IIE Steering Committee Meeting highlighted the project's strategic management in Q3. Collaborations with Vodafone were pursued to improve internet connectivity, and WiFi installation was successfully completed for 20 schools. The distribution of equipment and devices to 14 out of 20 schools was 70% completed, along with training sessions, achieving a 65% completion rate. A site visit to Manunu as well as a closing event on 31st March highlighted project engagement.

In Q4, the project upheld its commitment by hosting ICT in Education (IIE) Workshop Training sessions, which covered the management of UniFi networking equipment, the Jamf Cloud Dashboard, and Accounts. Furthermore, the delivery and installation of equipment at Faleu Primary were successfully completed. A meeting for the handover of management systems, manuals, and administrator credentials for ICT took place on April 18, 2023. ICT in Education training for staff at Uafato and Sauano Primary was conducted on May 10, 2023. The training for the ICT in Education Project has reached

an impressive completion rate of 90%, with training workshops scheduled for Puleia Primary and Palauli Sisifo College in the new Financial Year.

MESC Lifelong Learning Lab (MiLLL)

During Quarter 3, MESC in collaboration with our UNESCO consultants facilitated two training programs that utilized the MiLLL Facility. These programs included:

1. Data Management Training - Delivered by the India Management Development Institute (MDI).
2. Open Educational resources and licensing - Delivered by the OER Foundation for the Librarians.

MESC in collaboration with the Samoa Information Technology Association (SITA) hosted two training programs in Quarter 4 for all aspiring and current IT professionals across the government and private sector. The Secondary Computer Studies Common Assessment Tasks (CAT-IA) for Chanel College SSC and SSLC were also facilitated at the MiLLL Lab because the school's computer lab was being renovated. In addition, the MESC ICT Staff, in close collaboration with the UNESCO Office for the Pacific States, held two training workshops for the ICT in Education Project as part of the knowledge transfer of the technical support component:

1. IT Architecting – titled "Architectural Thinking." - 5th April 2023
2. IT Architecture – titled "Growing and Managing DevOps" – 31st May 2023
3. ICT in Education (IIE) Workshop Training - Management of UniFi networking equipment and console software (11/04/2023)
4. ICT in Education (IIE) Workshop Training - Management of the Jamf Cloud dashboard and accounts (13/04/2023).
5. Secondary Schools Computer Studies IA (Common Assessment Task) for SSC and SSLC (22nd June 2023).

Pacific eLearning program (PeP)

The implementation of PeP Phase 2 began in five schools in Quarter 1. Training, site visits, and on-site support were provided to teachers, equipping them with the necessary skills and knowledge to effectively utilize PeP equipment and content.

Representatives from New Zealand, including Pati Gagau, the New Zealand Deputy High Commissioner to Samoa, and partners from Catalpa International, visited the participating schools in Quarter 2. During this visit, teachers shared their valuable insights into how mobile technology was improving their access to program materials, Pacific-based science content, and professional development modules. This feedback emphasized the program's positive impact on science education.

In the third quarter, the PeP project consultants, including ICT in Education Specialists and ICT Administrators, continued their support for the project at the beginning of the school year 2023. The Pep project conducted school visits at four schools, further solidifying the program's presence and engagement. Additionally, a Talanoa Session with Catalpa, project facilitators, representatives from other participating countries, and consultants took place on March 7, 2023. The session focused on the ICT Readiness Framework for the PeP following the ICT Readiness Survey conducted in Q1.

Teacher Capacity Building Programs

The coordination and administration of teacher training programs on the use of ICT for teaching and learning have achieved significant milestones throughout this Financial Year, benefiting educators and students across various projects:

- ✓ A Principals Briefing Event was organized to familiarize school principals with the concept and expectations of the ICT in Education Project.
- ✓ Training sessions were conducted for the Assessment & Examination Division, equipping them with the skills needed for online assessments.
- ✓ The Pacific e-Learning Programme conducted two training programs for Science teachers, while PeP teachers were offered four Micro-Courses focusing on Year 10 Science content and the effective use of technology in teaching.
- ✓ Collaborative efforts with UNESCO consultants utilized the MILLL Facility for two essential training programs. The Data Management Training emphasized the importance of open data and data management plans, while the Open Educational Resources and Licensing program educated librarians on OER and open licensing.
- ✓ The ICT in Education in Samoa Project delivered 13 training sessions for as many schools, with a focus on the utilization of Apple iPads and other provided technologies for teaching.
- ✓ An online webinar hosted by the Wisdom Community of Pacific Teachers on "Creating Instructional Videos with PowerPoint" was made accessible to Moodle trainers and teachers for professional development.
- ✓ The ICT in Education in Samoa Project conducted six training sessions for schools, emphasizing the use of Apple iPads and other educational technologies.
- ✓ Two online courses hosted by the Wisdom Community of Pacific Teachers, titled "Writing Exam Questions 1 & 2," were shared with Moodle trainers and teachers to further enhance their professional development.

SEMIS and Data Management Systems

The SEMIS implementation has progressed through the completion of the following software application which will be modules of the Integrated SEMIS system as per the SEMIS implementation plan.

- Teachers Registration System (www.strls.ws) has been launched and now live for teachers online registration.
- School Staffing Management System (www.ssms.mesc.gov.ws) is now live and for public access and staffing personnel to manage the school staffing.
- Assessment Management System (AMIS) has been actively used for Assessments administration.
- Other Modules are being identified for development such the School Registration, School Census, Sports, Payroll as well as finance.
- On-going monitoring of the MESC Virtual environment (Virtual hosts, virtual servers, and switches)
- On-going monitoring of network traffic and usage
- On-going management of AD/File servers/backups and other services

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

Throughout this Financial Year, the ICT & Media Division spearheaded a series of significant public awareness initiatives, effectively disseminating MESC information to the public. This concerted effort involved a multifaceted approach, combining online platforms, promotional materials, and media releases to maximize reach and engagement. In particular, the division achieved notable success in producing 31 promotional videos/ads, spanning various events and occasions such as Archives Day, Museum Day, Teachers Day, and Compulsory Education etc. In addition, they hosted 8 live streams and facilitated CEO press conferences, providing the public with real-time information.

ICT Communication Unit also created and broadcasted 18 episodes for the Faailo Ao awareness program on the MESC Official Facebook page, thereby reinforcing their commitment to public information dissemination and engagement.

CSU 3: Printing Services

Output Manager: Assistant Chief Executive Officer – Corporate Services

The Printing Service under the Corporate Service Division continues to support the printing needs of the Ministry, national exams, and government schools at large. The following are the activities conducted by the printing services this Financial Year:

Performance Measure/Indicator	Target	Status	Progress
1. Number of educational support material	FY2022-2023	Achieved	<ul style="list-style-type: none"> • 350 Tauvalaauga Aoga Amata • 300 Innovations in Literacy & Science Information • 20 Creating classroom of belonging learners • 2,300 My access story • 50 copies teachers trainings material –SPORTS • 120 copies Training module • 300 Literacy, Numeracy & Science Information Booklet
2. Date by which printing of Year 8 SNAPE exam papers completed	30 th September 2022	Achieved	Completed printing of 35,000 SNAPE exam scripts on September 30th, 2022 <ul style="list-style-type: none"> • 5,000 English scripts • 5,000 Gagana Samoa • 5,000 Maths scripts • 5,000 HPE scripts • 5,000 Visual Arts scripts • 5,000 Social Studies scripts • 5,000 Science scripts
3. Date by which printing of SC is completed	31 st October 2022	Achieved	Completed printing of 19,130 SC exams script on November 28, 2022. <ul style="list-style-type: none"> • 2,700 Maths scripts • 700 History scripts • 500 Design Technology scripts • 2,100 Computer Studies scripts • 880 Accounting scripts • 720 Geography scripts • 480 Agriculture Scripts • 800 HPE scripts • 600 FTT scripts • 460 Physics scripts • 2,600 Gagana Samoa scripts • 600 Visual Arts scripts • 800 Chemistry scripts • 250 Music scripts • 850 Economics scripts • 2,900 English scripts • 730 Biology scripts
4. Date by which printing of SPELL Yr2, Yr 4 and Yr 6 examination is	30 th September 2022	Achieved	By September 30, 2022 completing printing of : <ul style="list-style-type: none"> • 16,800 scripts and resources for

completed.			SPELL Year 2 <ul style="list-style-type: none"> • 33,600 scripts for SPELL Year 4 • 39,200 scripts for SPELL Year 6
5. Date by which SSLC examination scripts is ready	31 st October 2022	Achieved	Completed printing of 15,180 SSLC exams script on November 30, 2022. <ul style="list-style-type: none"> • 530 Chemistry scripts • 2,300 English scripts • 610 History scripts • 1,640 Computer scripts • 660 Economics scripts • 610 Biology scripts • 1,900 Maths scripts • 750 Geography scripts • 550 Visual Arts scripts • 800 HPE scripts • 600 FTT scripts • 400 Agriculture scripts • 400 Physics copies • 1950 Samoan scripts • 280 Music scripts • 500 DT scripts • 700 Accounting scripts
6. Date by which SNJSC examination scripts is ready	31 st November 2022	Achieved	Completed printing of 27,030 SNJSCC exams script on December 8, 2022. <ul style="list-style-type: none"> • 1000 Visual Arts scripts • 700 Ag.Science scripts • 600 General Science scripts • 630 Music scripts • 950 History scripts • 900 FTT scripts • 600 Physics scripts • 780 DT scripts • 1,800 General Maths scripts • 2,700 English scripts • 1,100 Economics scripts • 1,100 Accounting scripts • 3,800 Samoan scripts • 2,300 Maths scripts • 920 Geography scripts • 3,000 Computer scripts • 850 Chemistry • 1000 HPE scripts • 850 Biology scripts • 1,450 Communication English

			scripts
7. Number of ministry reports, policies printed by Printing Unit	As requested	Achieved	<ul style="list-style-type: none"> • 950 copies of Proceeding Report • 15 books of National School Curriculum Framework • 15 books of National Teaching & Learning Policy • 350 Sector Annual Review Report • 80 MESC Annual Report 2019-2021 • 50 copies of Training resources for CSD Induction Training • 85 Sports Teachers Trainings • 120 TDAD Training Modules • 600 CDMD certificates for teachers' trainings • 3 books of Assessment National Results • 350 Climate Change & Disaster Resilience Strategy • 1,430 copies of OGG Agreement • 150 copies of MSS Booklet • 160 copies Annual Report 2019,2020,2021 • 1 copy Sector Annual Review Report • 20 copies of Learner workbook • 1,500 copies of My success story • 500 copies of A New approach of classroom • 50 copies of Museum resources • 290 copies of Iloiloga • 90 copies of Unit Booklets • 6,500 copies of Trial Exams Scripts • 300 copies of CDMD Visit Templates • 150 copies TDAD Application Form B1 • 300 Application Form B2 • 2 copies CSD World Bank summary • 2 copies TDAD Attendance PD

			<ul style="list-style-type: none"> • 200 copies evaluation Form • 350 copies of MERD Resources • 81 copies of TDAD resources • 41 copies of Culture resources • 100 copies of TDAD Sponsorships Materials
8. Number of maintenance conducted for printing machines	2 times within a FY	Achieved	Completed full maintenance services for printing machines.
9. Procurement of safety gears for printing staff	31 st August 2022	Achieved	<ul style="list-style-type: none"> • Procurement of safety gear for the staff has been completed. • Distribution of safety gear has been completed. • Daily monitoring of staff compliance with safety protocols is ongoing.
10. Medical check-up conducted on a six monthly basis	75% completion	Partially Achieved	The first 6-month medical check has been completed. The second medical check-up has been postponed to the new financial year because the staff fully participated in training sessions for the new printing machines.

R35 - National Archives & Records Authority

Output Manager: Assistant Chief Executive Officer- National Archives & Records Authority

Performance Measure/Indicator	Target	Status	Progress
1. Awareness programs and workshops for government ministries and public entities conducted	3 awareness programs and workshops per year	Achieved	<p>During our RTF meeting in Q1, our first training took place.</p> <p>Two other trainings were conducted in Q3: the first from February 28th to March 1st at SCAC, and the second at Salelologa Library from March 15th to March 16th 2023.</p>
2. Number of archive collection within Ministries/Agencies to be identified and transferred	3 Ministries	Partially Achieved	A collection from the Cabinet was assessed and was later transferred on December 9, 2022.

to NARA.			
3. Number of boxes of archival materials received	200 boxes	Partially Achieved	The total number of boxes identified and transferred from MPMC for this financial year is 141.
4. Number of at risk archival materials (boxes) digitized and stored	15 boxes	Partially Achieved	Nine (9) boxes (7,848 images transferred
5. Date by which National Archive Procedures & Processes is completed	March 2023	Not Achieved	One draft procedure has been completed for the Archives unit. We are currently awaiting procedure documents from Recordkeeping and Digitization.
6. Celebration of the International Archives Day.	June 2023	Achieved	The celebration of International Archives Day 2023 took place on Friday, June 9, 2023, at the Samoa Culture & Arts Centre Auditorium. The report has been completed.
7. Constitution of Samoa inscribed into the Memory of the World	Completed by 2023	Partially Achieved	PK submitted to Cabinet on May 2 nd 2023.
8. Date by which National Archives and Records Framework completed	June 2023	Not Achieved	We are awaiting approval from Cabinet. PK was resubmitted on May 26, 2023.
9. Number of archival materials safeguarded	Data entry-3,000 Item Listing-2,000 Folio Numbering-20,000 Preservation-10,000 Sorting and Boxing-200 Archive search-200 files	Achieved	<ul style="list-style-type: none"> ➤ Data entry: 3,378 files ➤ Item Listing: 3,378 files ➤ Folio Numbering: 31,922 pages ➤ Preservation: 28,324 pages ➤ Sorting and Boxing: 348 Boxes ➤ Archive search: 76 searches with 573 files viewed.
10. Offsite location for backup storage of Archival materials identified and operational (Tafaigata)	100% completion	Not Achieved	We have decided to put this activity on hold after our visit to Tafaigata due to renovation costs, location concerns, and our current human resource constraints.

			The old NARA building will now serve as an offsite storage location for archival materials.
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National Archives and Records Training

NARA successfully conducted training sessions in Savaii and Upolu during this reporting period. These training sessions took place in Savaii on the 15th and 16th of March and Upolu on the 28th February to 1st of March 2023.

The trainings were on transfer processes, the Code of Best Practice, the use of Common Administrative Schedules, boxing, listing, and preservation. A total of 125 people participated in these trainings. These participants were primarily records managers and individuals serving as school librarians or administrative officers who handle records management responsibilities in the absence of dedicated records officers.

International Archives Day Celebration



The celebration of International Archives Day 2023 took place on Friday 9th June 2023, at the Samoa Culture & Arts Centre Auditorium. The event aimed to coincide with International Archives Week and the 75th anniversary of the International Council Archives. It also aimed to celebrate the work of the National Archives in Samoa, promote record-keeping and the use of archives, and enhance students' knowledge on record-keeping and research.

Dr. Brian Alofaituli, Senior Lecturer at the National University of Samoa presented a compelling speech highlighting the importance of archives in understanding the past. This speech enhanced participants' knowledge and appreciation of archival materials.

Presentations on the Digital Pacific Project showcased the importance of embracing modern technologies to preserve and access historical records, with a focus on the importance of digitization in archiving. Participants were given the opportunity to tour the archives division, gaining a firsthand understanding of the archive's functions and significance. This practical experience contributed to the event's success in conveying its message.

The event successfully raised awareness about the significance of record-keeping and archiving among government ministries, diplomatic corps, invited schools, and other attendees. The use of photo displays and film effectively communicated the purpose of

the event, emphasizing the importance of preserving today's records for future reflection.

NARA commended everyone who took part in the event and hoped that it would inspire participants to continue to value record-keeping and preservation.

Archival Materials safeguarded

The responsibilities of the Archives Unit include safeguarding, cleaning, preserving, folio numbering of all files, boxing, listing, and updating all archive documents transferred to the Ministry, while also ensuring the database is kept up-to-date. Below are the numbers of archival materials preserved and safeguarded in this FY:

- Data entry: 3,378 files
- Item Listing: 3,378 files
- Folio Numbering: 31,922 pages
- Preservation: 28,324 pages
- Sorting and Boxing: 348 Boxes
- Archive search: 76 searches with 573 files viewed.

At Risk archival materials digitized and stored

For this Financial Year, the Digitization Unit managed to digitize nine (9) boxes and processed 7,848 images.

QUARTERLY PROGRESS	TOTAL BOXES IMAGE TRACKING SHEET	TOTAL BOXES CAPTURED	TOTAL IMAGES PROCESS	TOTAL IMAGES QA & QC	TOTAL IMAGE TRANSFER
Quarter 1	3 boxes	3 boxes	3 boxes	3 boxes	2,852
Quarter 2	3 boxes	3 boxes	3 boxes	3 boxes	1,175
Quarter 3	1 box	1 box	1 box	1 box	2,204
Quarter 4	2 boxes	2 boxes	2 boxes	2 boxes	1,617
TOTAL ANNUALLY	<u>9 BOXES</u>	<u>9 BOXES</u>	<u>9 BOXES</u>	<u>9 BOXES</u>	<u>7,848</u>

R32: Samoan Language Commission

Output Manager: Assistant Chief Executive Officer- Samoan Language Commission

Performance Measure/Indicator	Target	Status	Progress
1. Date by which the Samoan Monolingual Dictionary (Faatonuupu o le Gagana Samoa) completed and launched	Launched by 2023	Partially Achieved	<p>The SLC Board endorsed the Monolingual Dictionary during a Board Meeting in June 2023. The dictionary will be presented in a special core meeting for approval and then submitted to Cabinet for endorsement.</p> <p>No SLC awareness program was conducted this fiscal year; however, promotional materials were procured for our upcoming awareness programs.</p>
2. All new positions for SLC are recruited	75% of new positions recruited	Not Achieved	<p>Remaining positions for SLC are on hold due to PSC Review.</p> <p>A total of seven (7) SLC Board meetings were conducted in this financial year.</p>
3. Date by which Regulation for Samoan Language Commission Act 2014 is finalized	75% completed	Partially Achieved	The Attorney General's office is now drafting the final framework and will submit it soon.
4. Date by which the National Samoan Language Framework(NSLF) is launched	NSLF completed and launched	Not Achieved	The National Samoan Language Framework (NSLF) has been submitted to the NPCC for discussion at the next NPCC meeting.

PART B: SCHOOL STATISTICS AND DEVELOPMENT PROJECTS

This part of the report provides statistical and relevant information on MESC for the period July 2022 – June 2023. 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

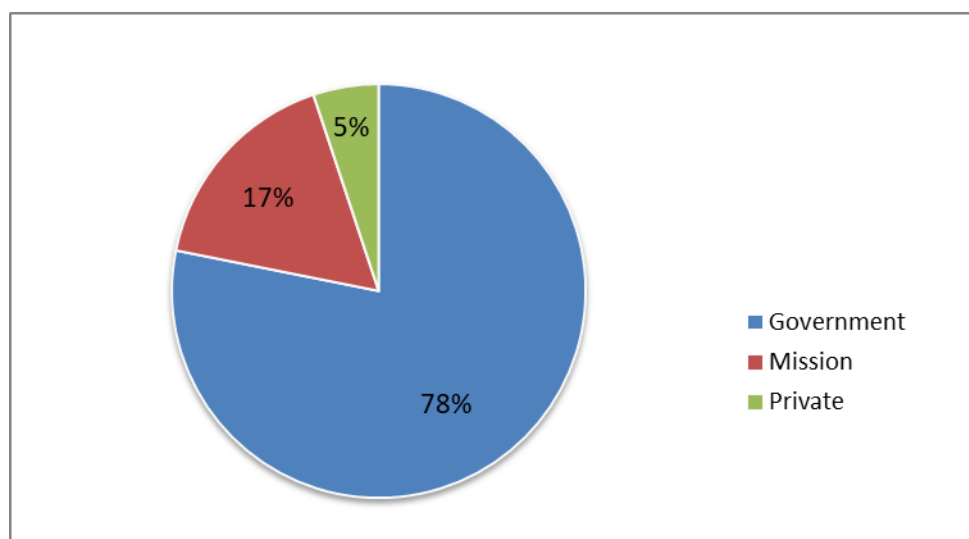
There is only 1 new school added and also one existing school noted its closure during this period thus the total number of registered schools remains to 215 as of 30 June 2023. The total of 168 of these registered schools are government schools (78%), 36 are mission schools (17%), and only 11 are private schools (5%). Table 14 and Figure 12 show the total number of schools by districts and controlling authorities.

Table 14: Number of schools by district and controlling authorities

Regions/Districts	Government				Mission				Private				Grand Total
	Pri	Pri-Sec	Sec	Total	Pri	Pri-Sec	Sec	Total	Pri	Pri-Sec	Sec	Total	
Schools	145	0	23	168	20	3	13	36	8	2	1	11	215
Apia Urban Area	22	0	5	27	7	2	6	15	8	2	1	11	53
Vaimauga	11	0	4	15	5	1	2	8	3	0	0	3	26
Faleata	11	0	1	12	2	1	4	7	5	2	1	8	27
Rest of Upolu	75	0	10	85	7	0	4	11	0	0	0	0	96
Aana No. 1	9	0	1	10	2	0	2	4	0	0	0	0	14
Aana No. 2	10	0	1	11	0	0	0	0	0	0	0	0	11
Aleipata	8	0	1	9	0	0	0	0	0	0	0	0	9
Anoamaa No. 1	4	0	1	5	0	0	0	0	0	0	0	0	5
Anoamaa No. 2	6	0	0	6	2	0	0	2	0	0	0	0	8
Fagaloa	4	0	0	4	0	0	0	0	0	0	0	0	4
Falealili	9	0	2	11	0	0	0	0	0	0	0	0	11
Lefaga	4	0	1	5	0	0	0	0	0	0	0	0	5
Lepa/Lotofaga	5	0	1	6	0	0	0	0	0	0	0	0	6
Safata	8	0	1	9	0	0	0	0	0	0	0	0	9
Sagaga	8	0	1	9	3	0	2	5	0	0	0	0	14
Savaii	48	0	8	56	6	1	3	10	0	0	0	0	66
Faasaleleaga No. 1	6	0	1	7	2	0	2	4	0	0	0	0	11
Faasaleleaga No. 2	6	0	1	7	2	1	0	3	0	0	0	0	10
Itu Asau No. 1	5	0	1	6	0	0	0	0	0	0	0	0	6
Itu Asau No. 2	4	0	0	4	1	0	0	1	0	0	0	0	5
Itu-o-Tane No. 1	5	0	1	6	0	0	0	0	0	0	0	0	6
Itu-o-Tane No. 2	7	0	1	8	1	0	0	1	0	0	0	0	9
Palauli	7	0	1	8	0	0	1	1	0	0	0	0	9
Savaii Sisifo	8	0	2	10	0	0	0	0	0	0	0	0	10

Source: MESC Manumea Database, EMIS

Figure 12: Percentage of registered schools by controlling authorities



B1.2 School Enrolment

In the last two years, proportional distributions for the Primary school enrollment remains the same at all levels with a slight increase this year in overall compared to 2022.

According to the school census 2023 results, secondary level overall enrolment continued to drop to -0.5% (91) which indicates declining participation of students at secondary level.

Table 15: School enrolment by levels

School Level	Year Level	2022	%	2023	%
Primary	Yr 1	6062	13%	6326	14%
	Yr 2	6004	13%	5556	12%
	Yr 3	5900	13%	5876	13%
	Yr 4	5866	13%	5845	13%
	Yr 5	5818	13%	5702	13%
	Yr 6	5684	12%	5698	12%
	Yr 7	5206	11%	5580	12%
	Yr 8	5018	11%	5014	11%
	Total	45558	100%	45597	100%
Secondary	Yr 9	4507	27%	4548	27%
	Yr 10	4025	24%	4125	25%
	Yr 11	2983	18%	3204	19%
	Yr 12	3102	18%	2635	16%
	Yr 13	2256	13%	2270	13%
	Total	16873	100%	16782	100%

Source: MESC Manumea Database, EMIS

Table 16: Number of students by controlling authorities

Schools Level	2022					2023			
	Controlling Authority					Controlling Authority			
	Gender	Government	Mission	Private	Total	Government	Mission	Private	Total
Primary	Male	18983	3609	1087	23679	18832	3637	1168	23637
	Female	17191	3536	1152	21879	17263	3486	1211	21960
	Total	36174	7145	2239	45558	36095	7123	2379	45597
Secondary	Male	4716	2828	203	7747	4726	2610	232	7568
	Female	5351	3543	232	9126	5430	3510	274	9214
	Total	10067	6371	435	16873	10156	6120	506	16782

Source: MESc Manumea Database, EMIS

Table 16 shows gender disaggregation, where male students are predominating the primary level compare to secondary schools indicates that more females attending in all the controlling authorities' schools.

For primary level in 2023, both genders for private schools increase, whereas government and mission schools show an increase for males and a decrease for females compared to 2022.

For the secondary education, private and government schools increase its enrolment for both genders, whereas mission schools indicate a decline in 2023 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 17: Number of teachers

School Status	Gender	Years			
		2022	%	2023	%
Government	Males	449	26%	443	26%
	Females	1270	74%	1249	74%
	Total	1719	100%	1692	100%
Mission	Males	195	31%	184	27%
	Females	433	69%	493	73%
	Total	628	100%	677	100%
Private	Males	30	21%	59	29%
	Females	114	79%	142	71%
	Total	144	100%	201	100%
Total	Males	674	27%	686	27%
	Females	1817	73%	1884	73%
	All Teachers	2491	100%	2570	100%

Source: MESc Manumea Database, EMIS

Table 17 indicates that the percentage of teachers being employed in mission and private schools remains constant for the last two years. For government it shows a minimum decrease to 1 percent in males teachers compared to 2022.

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 2022 – JUNE 2023

Table 18: Status of all development projects

Project Name	Project Status	% Completed	As of June 2023
1. Samoa Arts and Culture Center	<p>The Samoa Arts & Culture Center (SACC) officially opened in December 2022.</p> <p>The SACC now houses three divisions: Culture, the Samoa Language Commission, and the National Archive and Records Authority, all of which are under the Ministry of Education, Sports, and Culture. All three divisions relocated during January and February 2023. SACC also features an auditorium and conference rooms that the Ministry of Education, Sports, and Culture (MESC) can rent out to government ministries/authorities, private organizations, and schools for a fee approved by the Revenue Board.</p>	100%	Achieved
2. Family Life Education (FLE)	<p>For this financial year, the FLE project completed Phase 1, which delivered face-to-face training sessions with teachers in Savaii and Upolu in April 2023.</p> <p>The completion of Phase 1, which was conducted in Coal Coast, Fiji, earned Samoa two awards. The first award was presented to Gatoloai Dr. Tilianamua Afamasaga as the best TA for FLE programs in the region, and the second award was given to the team for the second-best booth display of work.</p> <p>The second phase of the FLE project also began in November 2023, during which the design for this phase was developed.</p> <p>MESC and its partners are continuing to work collaboratively to</p>	<p>Phase 1 is 100% completed</p> <p>Phase 2 started in November 2022 and is currently at 10% progress.</p>	Ongoing

	<p>improve the design and are starting to develop the MNE for Phase 2.</p> <p>While the design for Phase 2 is yet to be approved, MESC continues to provide training for teachers. More training sessions will be conducted in July 2023 for teachers in Savaii on the use of the FLE Curriculum Guidance, the FLE Teacher Training Manual, and the FLE Activity Book.</p>																										
3. Inclusive Education Fund	<p>The fund is provided every year to support the work of Inclusive Education Service Providers. The following amounts and percentage of the disbursement of the 1.9m fund is detailed below;</p> <table><tr><th>ORGANISATIONS</th><th>AMOUNTS entitlement for FY2022/2023</th><th>% distributed FY2022/2023</th></tr><tr><td>SENESE</td><td>753,775.00</td><td>39%</td></tr><tr><td>Loto Taumafai Society</td><td>\$487,097.00</td><td>25.6%</td></tr><tr><td>Aoga Fiamalamalama</td><td>\$300,200.00</td><td>16%</td></tr><tr><td>Samoa Blind Persons Association</td><td>\$79,930.00</td><td>4%</td></tr><tr><td>Samoa Association of Sign Language Interpreters</td><td>\$146,930.00</td><td>8%</td></tr><tr><td>REMAINING</td><td>\$132,068.00</td><td>7%</td></tr><tr><td>TOTAL</td><td>\$ 1,900,000.00</td><td>100%</td></tr></table> <p>The Samoa Blind Persons association received the least amount due to the organization not meeting contract reporting requirements. The Unit request Sector for the utilization of the remaining 7% to support with staffing (additional staff for IE). Unfortunately the funds were absorbed by MoF, as proposal was not supported internally.</p>	ORGANISATIONS	AMOUNTS entitlement for FY2022/2023	% distributed FY2022/2023	SENESE	753,775.00	39%	Loto Taumafai Society	\$487,097.00	25.6%	Aoga Fiamalamalama	\$300,200.00	16%	Samoa Blind Persons Association	\$79,930.00	4%	Samoa Association of Sign Language Interpreters	\$146,930.00	8%	REMAINING	\$132,068.00	7%	TOTAL	\$ 1,900,000.00	100%	100% released	Achieved
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REMAINING	\$132,068.00	7%																									
TOTAL	\$ 1,900,000.00	100%																									

4. Phonics Samoa (EQAP)	The phonics program was conducted in 10 selected primary schools for students in levels 2, 3, and 4. The final report for Phase I will be submitted after the analysis of the students' assessments is completed.	90% completed for Year 1	Ongoing
5. Applied Scholastics Project	<p>In April 2023, Mr. Warren and the ASI team returned to Samoa to donate 10,000 dictionaries and 50,000 'learning to learn' textbooks to primary and secondary schools. They also provided other resources to support literacy teaching. Additionally, the ASI team, in collaboration with the MESC TDAD team, conducted training sessions for an estimated 800 teachers during the last week of April. As part of the Memorandum of Understanding (MOU) between ASI and the Government of Samoa (through MESC), they will fund 240 teachers to attend training in St. Louis, Missouri over a period of 2 years, with these trips being fully funded.</p> <p>During this visit, they took the opportunity to meet with the new Minister of Education, Honorable Seuula Ioane, and the new CEO of MESC, Afioga Aeau Chris Hazelman. Several trips are scheduled for the new financial year (2023/2024), including visits by the Honorable Minister and his delegation in December 2023, as well as the first cohort of 10 teachers in February 2024.</p>	50%	Ongoing- there is no deadline or due date for this program
6. Global Partnership for Education/ PACRef	<p>The first phase of the GPE, completed in December 2022, focused on three key areas. These areas enabled the Ministry to:</p> <ol style="list-style-type: none"> 1. Supply resources based on school needs. 2. Develop school guidelines for operating procedures during school closure and re-opening. 3. Create a teacher training manual on psychological first aid. <ul style="list-style-type: none"> • Access to learning for all during school closure • Safe schools • Building a more resilient education system 	<p>Phase 1 – 100%</p> <p>Phase 2-30%</p>	Ongoing

	The second phase of the project has begun, with the MESC hosting a GPE mission, marking a first for Samoa in May 2023. This mission led to the development of Samoa's second systems grant application, aiming to secure further funding to support the Education Sector Plan review, the MESC Corporate Plan review, and system upgrades within the Ministry.		
7. E-learning (NZMFAT)	Online training sessions are ongoing for teachers in pilot schools, covering the new features and updated activities on the app.	80%	Ongoing
8. Financial Literacy (FinED)	This project is no longer considered as a separate one, as it has been integrated into the 4YSL curriculum and is now one of the strands to be reinforced in the primary math curriculum review.	Integrated	Ongoing and merged into Divisional work plan for the 4 year level
9. The Spotlight Initiative to Eliminate All Forms of Violence Against Women and Girls (UNESCO)	The Phase 1 for this project is completed and final report has been endorsed.	Phase 1 completed 100%	Completed
10. Folauga Project	<p>The final report for the pilot schools has been completed and has identified areas for improvement in teaching and learning in primary schools. These include:</p> <ul style="list-style-type: none"> • Making teaching and learning more enjoyable. • Ensuring lessons are resourceful and easy to understand. • Strengthening the teaching of the basics of the alphabet. • Maintaining a consistent teaching style. • Implementing appropriate assessment methods. 	Completed Phase 1	Ongoing and will be merged with the Phonics project

	<p>This project will be merged with phonics in the next financial year, as both are focused on the same goal of improving students' literacy levels.</p>		
11. The Imagine Samoa	<p>The Imagine Samoa program continues to be conducted in collaboration with the CORE team. Two shows are scheduled for the first quarter of the next financial year.</p> <p>While the Ministry of Samoa works on completing the renovation of the building to house this program, the Imagine Samoa team, in collaboration with CDMD, continues to conduct their roadshow for schools.</p>	50%	Ongoing
12. Savaii Guardians Campaign	<p>The Savai'i Guardians Campaign was implemented by Conservation International (CI) and its partners, including the Samoa Voyaging Society (SVS) and various Government Ministries, such as the Ministry of Agriculture and Fisheries (MAF), the Ministry of Natural Resources and Environment (MNRE), and the Ministry of Education, Sports, and Culture (MESC).</p> <p>A site assessment was conducted to inform partners of potential sites for the Guardians campaign. The selection was narrowed down to two sites: the School District of Faasaleleaga No.2 and the School District of Palauli and Satupaitea. Faasaleleaga No. 2 conducted their Guardians campaign from June 12th to June 16th, while Palauli and Satupaitea conducted theirs from June 26th to June 30th, 2023.</p> <p>Although the main activities took place in June, follow-up activities are scheduled to be integrated into the SSILNaS activities. During this time, students will showcase safety measures in their writing, presentation of projects, and costume design. This is set to occur in the first quarter of the next financial year.</p>	95%	Phase 2 Completed

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