



Ministry of Education,  
Sports and Culture



# Education Statistical Digest

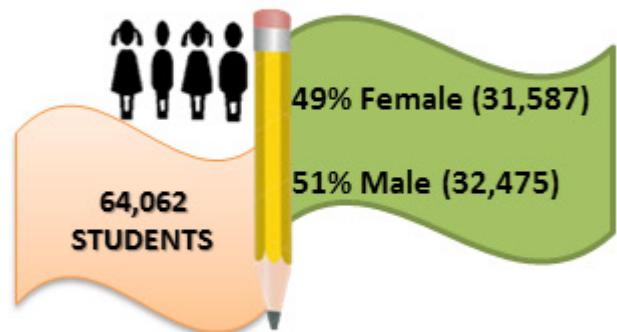
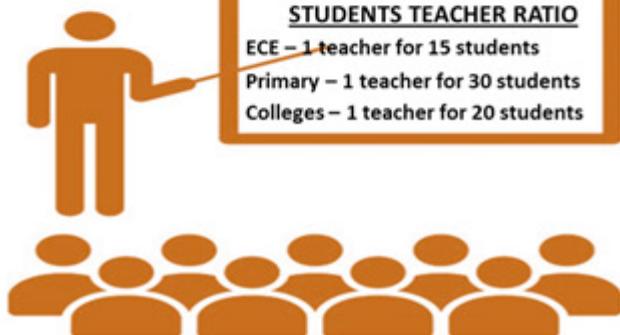
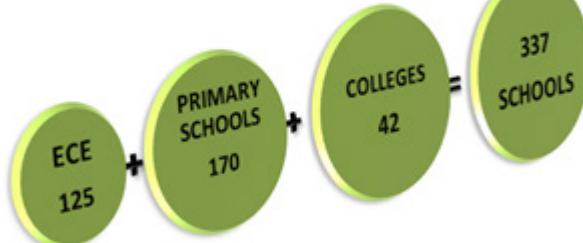
Samoa 2020

# Education Statistical Digest

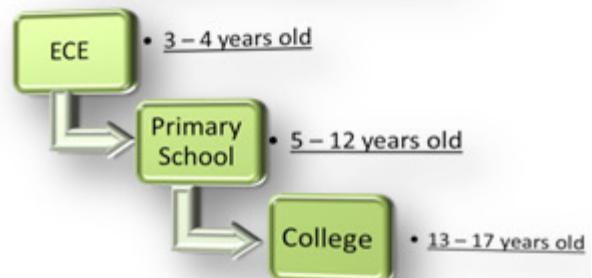
Ministry of Education, Sports and Culture  
Apia, 2021



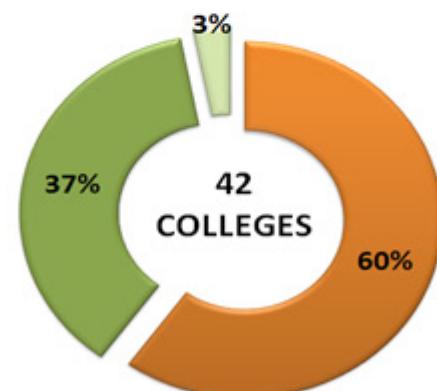
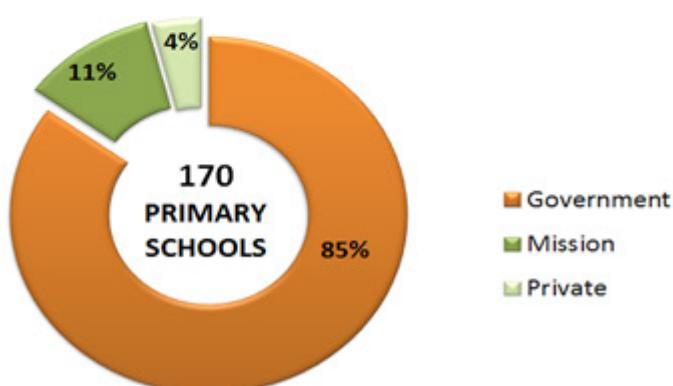
## EDUCATION STATISTICS AT A GLANCE



### AGE GROUP BY EDUCATION LEVEL



<u>EDUCATION LEVEL</u>	<u>TEACHERS</u>	<u>STUDENTS</u>
ECE	13% (372)	6% (3,637)
PRIMARY	50% (1,400)	68% (43,846)
COLLEGES	37% (1,029)	26% (16,579)



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# Foreword



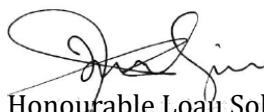
It is with great honour that I present to you this 17th publication of the Samoa Ministry of Education Annual Education Statistical Digest. This document highlights education indicators and statistical data collected by the Ministry of Education, Sports and Culture. Most indicators are relevant for policy development, planning, monitoring and evaluation and most of them were extracted from the Samoa Education Management Information System. These indicators and other statistical data included here could be used as evidence based information to support the implementation of national education policies and strategies and its monitoring and evaluation progress against the national plans and its commitment to regional and global agendas.

The main purpose of this Education Statistical Digest is to provide sound statistical information on education in Samoa. The data coverage includes school information, enrolment, teachers' information on qualifications and professional standards, learning outcomes and assessments, as well as minimum service standards in government schools from Early Childhood Education up to Primary and Secondary levels.

The Digest consists of five main sections. These include; Progression and Completion Indicators, Access and Participation Indicators, National Assessments - Learning Outcomes, Teacher Supply Indicators, School Resources, and Minimum Service Standards.

This publication is optimistically of great use to members of the public as well as the stakeholders to gauge the extent of development of education systems in Samoa.

Faafetai



Honourable Loau Solamalemālō Keneti Sio  
*Minister of Education, Sports and Culture*

# Technical definitions

## **Age Specific Enrolment Rate (ASER):**

Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.

**Disability:** Involves the long term impairment of body structure and functions, and the experience of activity limitation and participation restriction for an individual as a result of the dynamic interaction between his or her health conditions, environmental factors, and personal factors.

**Drop Out Rate (DR):** Proportion of students from a cohort enrolled in a given year level at a given school year who are no longer enrolled in the following school year.

**Gender Parity Index (GPI):** the quotient of the number of females by the number of males enrolled in a given level of education.

**Gross Enrolment Rate (GER):** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population (5-12 years old) corresponding to the same level of education in a given school year.

**Gross Intake Rate (GIR) in the First Year Level of Primary:** Total number of new entrants first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Gross Intake Rate (GIR) in the Final Year Level of Primary:** Total number of new entrants in the last year level of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last year level of primary.

**Minimum Service Standards:** The minimum (basic) requirements for schools to meet and/or comply with and used as a basis of planning, implementation and supervision in support of quality education.

**Net Enrolment Rate (NER):** Enrolment of the official age group (5-12 years old) for a given level of education expressed as a percentage of the corresponding population.

**NIR in Early Childhood Education:** The number of new entrants (3 years old) in ECE who are of the official ECE entrance age, expressed as a percentage of the population of the same age. It measures access to ECE by the eligible population of 3 years old.

**Net Intake Rate (NIR) in the First Year Level of Primary:** New entrants in the first year level of primary education who are of the official primary school-entrance age (year 1 level), expressed as a percentage of the population of the same age.

**Net Intake Rate (NIR) in the Final Year Level of Primary:** New entrants in the last year level of primary education who are of the official primary school-entrance age (year 8 level), expressed as a percentage of the population of the same age.

**Primary Cohort Completion Rate (PCCR):** The number of Year 8 students who completed and sat Year 8 national examination (SPECA) from primary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level in the following year, and multiply the result by the retention rate to the last year level of primary education in a given year by 100.

**Progression rate (PR):** Proportion of students from a cohort enrolled in a given year level at a given school year who study in the next year level in the following school year.

**Repetition Rate (RR):** Proportion of pupils from a cohort enrolled in a given year level at a given school year who study in the same year level in the following school year.

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**Retention Rate (RR):** Percentage of a cohort of pupils (or students) enrolled in the first year level of a given level or cycle of education in a given school year who are expected to reach successive grades.

**Secondary Completion Rate (SCR):** The number of Year 12 & 13 students who completed and sat SSC and SSLC examinations from secondary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level in the following year, and multiply the result by the retention rate to the year 12 & 13 year levels of secondary education in a given year by 100.

**Students Teacher Ratio:** total number of students enrolled at a given year in a specific level of education, expressed as a percentage of the total number of teachers at a given level in a given schools year.

**Transition Rate (TR):** The number of students admitted to the first year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final year level of the lower level of education in the previous year.

# Introduction

Education statistics and information covered in this Statistical Digest allow all the stakeholders as well as regional and global partners to have access to quality data and accurate information regarding education in Samoa. This publication endeavors to fulfill key performance measures of the Education Sector Plan 2019-2024 to measure Samoa's progress in relation to its commitment to national and international educational goals.

This Statistical Digest covers the three main levels of education namely;

1. Early Childhood Education (ECE);
2. Primary Education; and
3. Secondary Education

The calculations of most indicators are derived from data and/or information collated in the Education Management Information System (EMIS) at the beginning of the school year. Other information presented in this Statistical Digest is retrieved from respective divisional updates and documentation of the Ministry.

This publication is organized with respect to the following indicator measures to demonstrate the progress of achievements towards meeting the respective Education Sector Goals.

The table indicates the Key Performance Measures in conjunction with the sector goals; synchronizing the three levels of the school sub-sector which MESC is mandated to report on.

	Sector Plan Goals	Key Performance Measures
Goal 1	Enhance the quality of education and training for all learners	Progression and Completion Indicators
Goal 2	Enhanced educational access and opportunities at all levels	Access & Participation Indicators
Goal 3	Enhanced relevance of education and trainings at all levels	Learning Outcomes & Teachers Supply
Goal 4	Improved sector coordination of research, policy and planning development	Production of Statistical Digest
Goal 5	Established sustainable and efficient management of all education resources	School Resources & Minimum Service Standards

TABLE 1  
*Sector Plan Goals*

The diagram outlines key performance measures for each education level that contributes to the calculation of education indicators and the development of education in Samoa.

The Annual School Census data collection conducted in the second week of February is the main source of education statistical infor-

mation. The census data is stored in the EMIS under the MANUMEA module. Information such as achievement results, teachers' performance standards, teachers' qualifications, and Minimum Services Standards was sourced from respective divisions of the Ministry.

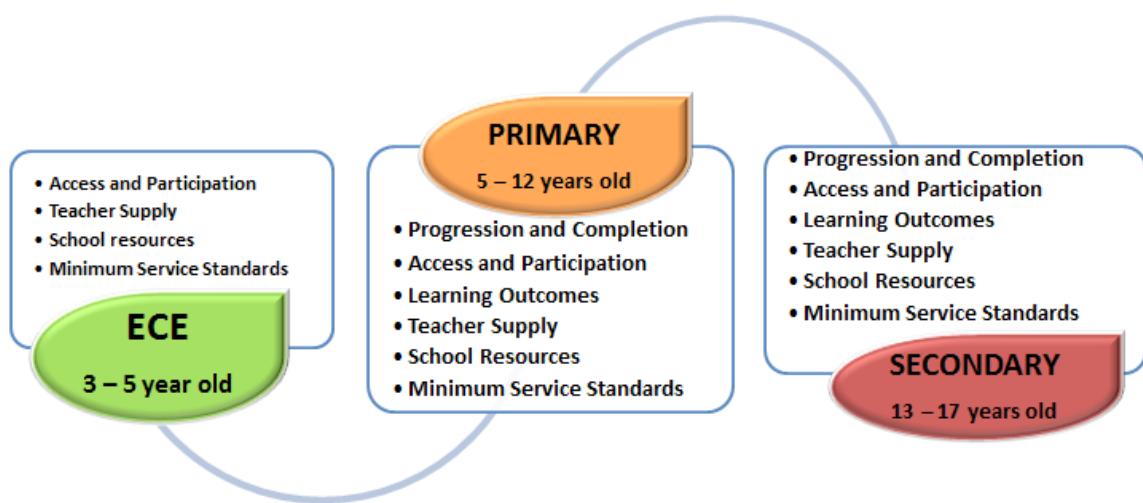


FIGURE 1  
*Sector Plan Goals*

# The Samoa Education System

The Samoa educational system comprises four main levels (ECE, Primary, Secondary, and Tertiary). Every child in Samoa must attend school from early childhood education until he/she reaches tertiary level.

In the context of Samoa, ECE is now compulsory with the endorsement of the Education Amendment Act 2019 by Parliament, which requires all children in age four to attend ECE, as it is the initial fundamental first step of every child's educational life. ECE in Samoa is governed by the National Council of Early Childhood Education in Samoa (NCECES) with the assistance of the Ministry of Education, Sports and Culture. The centers are managed by boards of various churches/religious groups and organizations namely (i) Methodist; (ii) Catholic; (iii) Faaea and (iv) Private ECE centers. The information presented in this publication was collected from the MESC Enrolment Verification visits conducted in the beginning of every school year. This information mainly focuses on the number of children enrolled at all registered ECE centers across the country and also used for One Government Grant (OGG) verification purposes.

Primary Education covers Year levels 1 to 8 as mandated by the Education Act 2009. At primary level, four national assessments are conducted. The Samoa Primary Education Lit-

eracy Level (SPELL) assessments are diagnostic and competency based tools used at the end of Years 2, 4 and 6. At the end of Year 8, students sit the Samoa Primary Education Certificate Attainment (SPECA) Year 8 assessment, which is an achievement test based on Samoa's outcome based curriculum.

Secondary Education in Samoa is from Year levels 9 to 13. At the end of Year 12, students sit the Samoa School Certificate (SSC) national examination to determine their progression to Year 13 level. The Samoa Secondary Leaving Certificate (SSLC) is sat by all Year 13 students and it is to determine and prepare themselves for enrolment into tertiary education.

In February 2020, the Cabinet approved a proposal by the MESC to shift from a five year level to a 4 year secondary level after an extensive re-organization of the secondary curriculum to ensure smooth progression of students from Year 9 to Year 12.

The Consolidated OGG covers the allocation of funds for all levels of education (ECE, primary, secondary, special schools). The disbursement of this fund covers the tuition fees for all students attending primary schools and colleges. OGG provides opportunities for all schools to purchase materials and equipment to improve learning.

# A. Progression and Completion Indicators

These indicators were calculated to determine the internal efficiency within levels of education in Samoa. The progression rate is used to determine the percentage of students moving from one year level to another. The Early School Leavers rate is calculated based on  $100 - (\text{Promotion Rate} + \text{Repetition Rate})$

(Rate) which denote how many students leave the education system before completion the education cycle. Repetition and Retention rates indicates the number of students repeat the same year level and how many students are retained in the lifespan of each education level respectively.

## A.1 Progression Rate (PR)

PR indicates the percentage of students promoted from one year level to another and its effects on the internal efficiency of the education system.

High progression rates (above 90%) found in primary education indicate most students progress to the next year level and therefore high participation levels as well. It is noted that students gradually drop out of the education system as they move within and across. Females have high participation rates than males in both levels. Howev-

er, the progression rate in secondary fluctuates. It seems like the progression rate is high between Year 11 and 12 but dropped again in Year 13.

There is no gender disparity in primary level as explained by GPI of just more or less than 1 and this shows equal access opportunity for both genders whereas for secondary, there is gender disparity as more girls attend secondary education than boys as indicated by GPI of more than 1.

Primary				
Year Level	Male	Female	Total	GPI
Year 2	90%	93%	92%	1.03
Year 3	101%	96%	98%	0.95
Year 4	100%	102%	101%	1.02
Year 5	96%	99%	97%	1.03
Year 6	98%	97%	98%	0.99
Year 7	98%	97%	98%	0.99
Year 8	95%	95%	95%	1.00

Secondary				
Year Level	Male	Female	Total	GPI
Year 9	85%	93%	89%	1.10
Year 10	89%	96%	93%	1.10
Year 11	79%	75%	77%	0.95
Year 12	90%	110%	100%	1.21
Year 13	70%	81%	76%	1.14

TABLE 2  
Progression rate in primary and secondary education

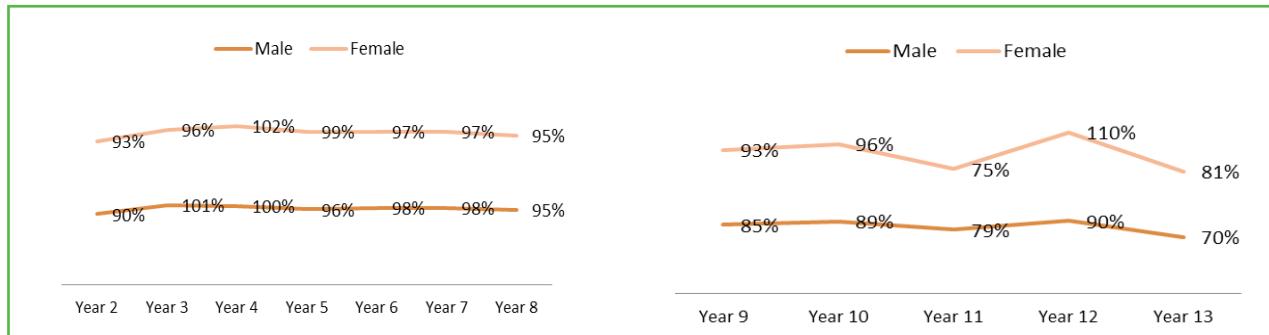


FIGURE 2  
Progression rate in primary and secondary education

## A.2 Gross and Net Intake Rate (GIR & NIR)

Intake Rate for Year 8 is to indicate the capacity of the education system to provide primary completion for the theoretical entrance age<sup>1</sup> population to the last year level of primary.

GIR for final year in primary has been consistently above 100% over the last five years. This denotes that there are students above age 12 and those repeating that are still in Year 8 which causes the percentage to be above 100.

For the official age (12 years old) as indicated by NIR, low percentage of students of the official age were in year 8 level as corresponding to the population. There are more girls than boys as indicated by GPI of more than 1.

This huge gap between GIR and NIR requires in depth analysis of collected data particularly as official age is a range of 12 – 12.5 years.<sup>2</sup>

<sup>1</sup> The official age range is 12-13 years old which use to calculate education indicators in the Statistical Digest 2020

<sup>2</sup> 12 – 12.5 years is the official age in primary level collected from Annual School Census to calculate NIR and GIR

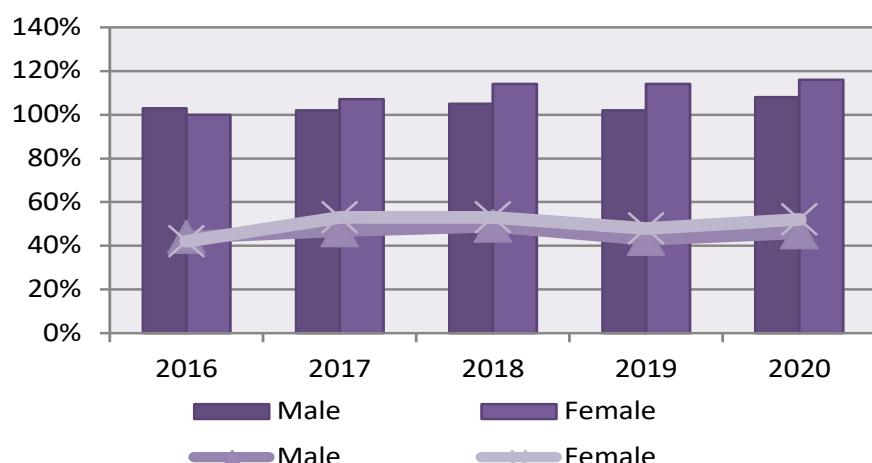


FIGURE 3  
Primary GIR and NIR

GIR for Final Year (Year 8)					NIR for Final Year (Year 8)			
Year	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	103%	100%	102%	0.97	44%	42%	43%	0.97
2017	102%	107%	104%	1.13	47%	53%	50%	1.06
2018	105%	114%	109%	1.09	49%	53%	51%	1.08
2019	102%	114%	108%	1.14	43%	48%	45%	1.12
2020	108%	116%	112%	1.12	46%	52%	49%	0.96

TABLE 3  
GIR and NIR for Final Year (Year 8) primary

## A.3 Repetition Rate (RR)

Repetition Rate refers to the percentage of students who cannot transition from a year level to another but repeat that same year level.

For primary education, all year levels show very low repetition rate except Year one level which shows high rate of almost 7%. This corresponds to only 92% of progression rate to Year two level. It is assumed here that a large number of 5 year olds remained in Year 1 until the beginning of the following school year, if they reached their 6th birthday after 1st June as per Education Act 2009.<sup>3</sup> For secondary education, repetition rate is below 2% for all year levels. Males have outnumbered females with higher repetition rate. Year 11 & 12 shows high repetition rates as students may repeat when they do not meet internal assessments pass rate conducted in schools for Year 11, as well as Year 12 students when they do not achieve SSC pass rate to enter Year 13.

An increasing number of males repeat in Year 9 up to Year 12 as shown in the graph for secondary level indicating an increasing percentage of students repeating the same year levels.

GPI noted that of all Year levels from primary to secondary, there are more boys repeating same Year levels compared to girls, with GPI below 1.

<sup>3</sup> Education Act 2009: Part II: Attendance at Schools, Division 1: Enrolment and Attendance Requirements). It is noted in the Education Act 2009 that; (1) If a child's 5th birthday falls prior to or on the 1st day of June in a given school year, the child must be enrolled to commence school at the start of that school year; (2) If a child's 5th birthday falls after the 1st day of June in a given school year, the child must be enrolled to commence school at the start of the following school year.

Primary				
Year Level	Male	Female	Total	GPI
Year 1	9.0%	4.7%	6.9%	0.53
Year 2	1.6%	1.2%	1.4%	0.75
Year 3	1.0%	0.9%	1.0%	0.92
Year 4	1.4%	0.6%	1.0%	0.44
Year 5	0.5%	0.4%	0.5%	0.81
Year 6	1.0%	0.7%	0.9%	0.68
Year 7	0.9%	0.6%	0.8%	0.62
Year 8	1.6%	0.9%	1.3%	0.56
Total	2.3%	1.3%	1.8%	0.58
Secondary				
Year Level	Male	Female	Total	GPI
Year 9	0.8%	0.3%	0.6%	0.41
Year 10	1.0%	0.7%	0.8%	0.65
Year 11	1.8%	1.7%	1.8%	0.96
Year 12	2.6%	0.9%	1.7%	0.34
Year 13	1.9%	0.5%	1.1%	0.25
Total	1.5%	0.8%	1.1%	0.53

TABLE 4  
Repetition Rate (Primary and Secondary)

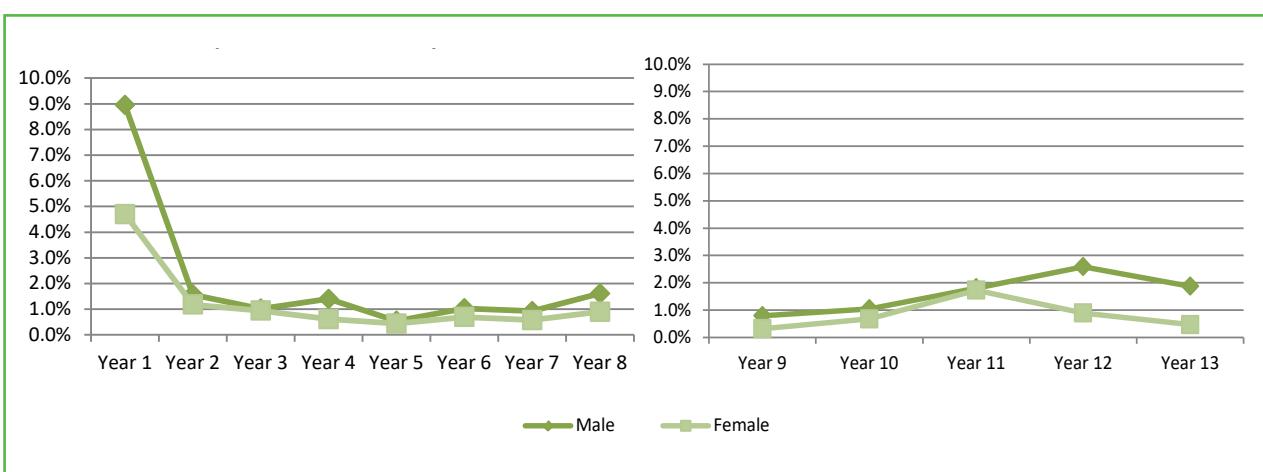


FIGURE 4  
Repetition Rate primary and secondary

## A.4 Early School Leaver Rate (ESLR)

Primary				Secondary			
Year Level	Male	Female	Total	Year Level	Male	Female	Total
Year 2	8.4%	5.8%	6.6%	Year 9	14.2%	6.7%	10.4%
Year 3	0.0%	3.1%	1.0%	Year 10	10.0%	3.3%	6.2%
Year 4	0.0%	0.0%	0.0%	Year 11	23.2%	23.3%	21.2%
Year 5	3.5%	0.6%	2.5%	Year 12	7.4%	0.0%	7.0%
Year 6	1.0%	2.3%	1.1%	Year 13	28.1%	18.5%	22.9%
Year 7	1.1%	2.1%	1.2%				
Year 8	3.4%	4.1%	3.7%				

TABLE 5  
Early School Leavers Rate (Primary and Secondary)

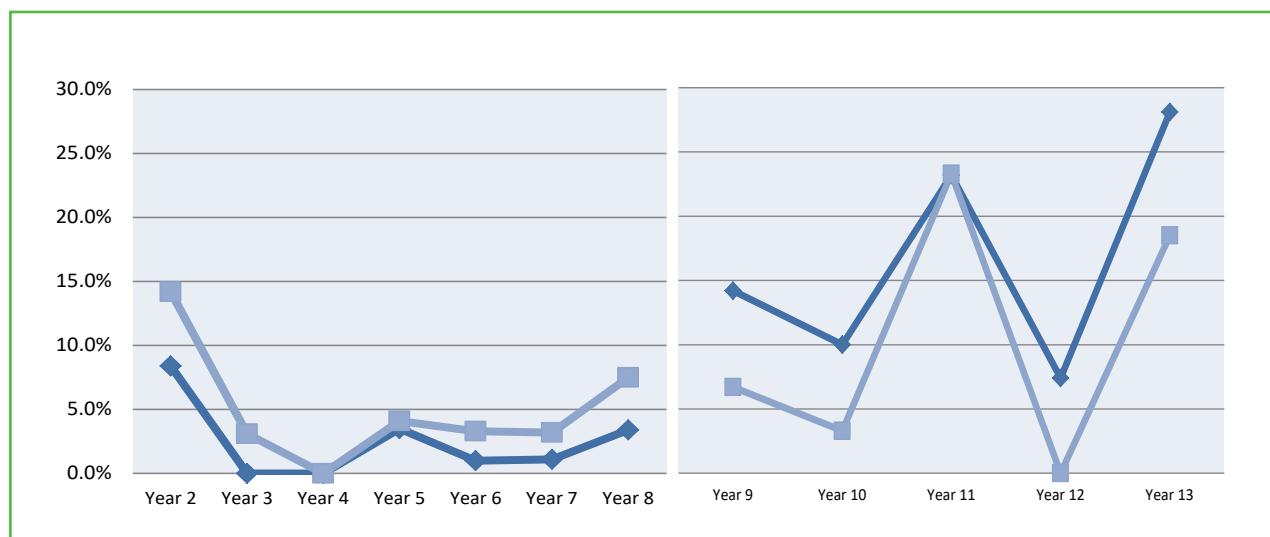


FIGURE 5  
Early School Leavers Rate (Primary and Secondary)

Early School Leaver Rate in both primary and secondary levels is used to measure the trend of pupils from a cohort leaving any level of education without completion, and its effect on the internal efficiency of the education system.

The early school leaver rate<sup>4</sup> for primary education fluctuates across all year levels, with the highest percentage of 6.6% recorded for the Year 2 level. This corresponds to the 92% of progression rate and 1.4% of repetition rate. This ESLR includes that there are still students who are not involved in school after 2 years of primary school-

ing life. The graph above shows that the higher the Year levels, the higher the percentage of students who leave education before full completion.

High school leavers' rate in secondary levels indicates low progression rates especially in Years 9, 11 and 13. Low percentage of students' progress to the next year level and repeaters as a result of secondary early school leavers' rate. For example, at Year 13, the progression rate is 76% (Table 2), and repetition rate is 1.1% (Table 4), therefore ESLR is 22.9% as shown in Table 5.

<sup>4</sup> This data is presented as of March 2020 to calculate all education indicators in which all information are gathered through Annual School Census.

The rate of students leaving the education system early fluctuates in all year levels over the last five years. In primary, year two level is the highest of 8.1% in 2018 and 8% in 2017. For year eight level, an increase of 3.6% of students leaving school early from 2016 to 2018, and then a decrease in the last two years. It is also noted a huge declines of ESLR in Year 7 level, where it dropped from 5.1% from 2016 to 2017, and then a decrease to zero in 2019. This shows that students leave school earlier than expected over time without completion.

A recent research was conducted by the Ministry in April 2019 to identify reasons/factors causing students to leave secondary school early as well as factors that trigger their early departure. Even though the research targeted only colleges, the Ministry believes these are also major reasons why primary students leave school early. Such included financial hardship, transport and family issues, as well as parents are not prioritizing their children's education and not pushing their children to school (Reasons why Students in Samoa do not complete Secondary Education Research Report, MESC, 2019).

Primary						Secondary					
Year Level	2016	2017	2018	2019	2020	Year Level	2016	2017	2018	2019	2020
Year 2	5.9%	8.0%	8.1%	4.2%	6.6%	Year 9	9.0%	7.9%	13.2%	8.1%	10.4%
Year 3	0	2.3%	0	2.4%	1.0%	Year 10	7.4%	8.7%	9.8%	5.1%	6.2%
Year 4	1.1%	0.6%	0.4%	0.6%	0	Year 11	23.7%	20.4%	19.3%	20.1%	21.2%
Year 5	0	3.7%	4.4%	2.8%	2.5%	Year 12	1.7%	4.8%	4.0%	5.9%	7.0%
Year 6	0	2.6%	2.6%	0.4%	1.1%	Year 13	29.0%	28.6%	29.6%	24.6%	22.9%
Year 7	1.7%	6.8%	3.5%	0	1.2%						
Year 8	1.5%	2.6%	5.1%	4.3%	3.7%						

TABLE 6  
Early School Leavers rate in Primary and Secondary over the last five years

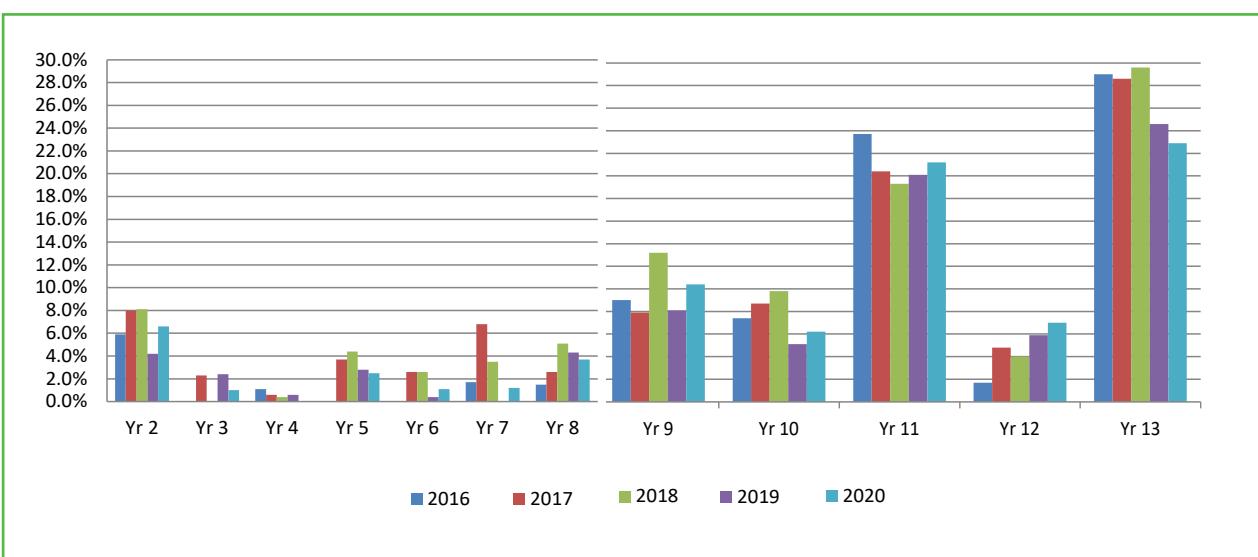


FIGURE 6  
Early School Leavers Rate in Primary and Secondary over the last five years

## A.5 Retention Rate (RR)

RR<sup>5</sup> use to measure the retention capacity and internal efficiency of an education system. It signifies the percentage of pupils who are retained from Year 1 through to Year 8 in primary education.

The retention rate in primary education has been consistently above 80% with the lowest of 78% in 2017. Some students could not be

retained in schools, instead they leave school early due to various reasons. For secondary, low retention rate is experienced as more and more students prefer to take other pathways or for reasons as mentioned above (Reasons why Students in Samoa do not complete Secondary Education Research Report, MESC, 2019).

Primary					Secondary			
Year	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	87%	87%	87%	1.00	41%	63%	51%	1.53
2017	77%	80%	78%	1.04	44%	65%	54%	0.15
2018	87%	85%	86%	0.98	38%	54%	46%	1.41
2019	86%	87%	87%	1.02	43%	63%	53%	1.45
2020	79%	83%	81%	1.05	44%	62%	53%	1.40

TABLE 7  
Retention rate for primary and secondary over the last five years

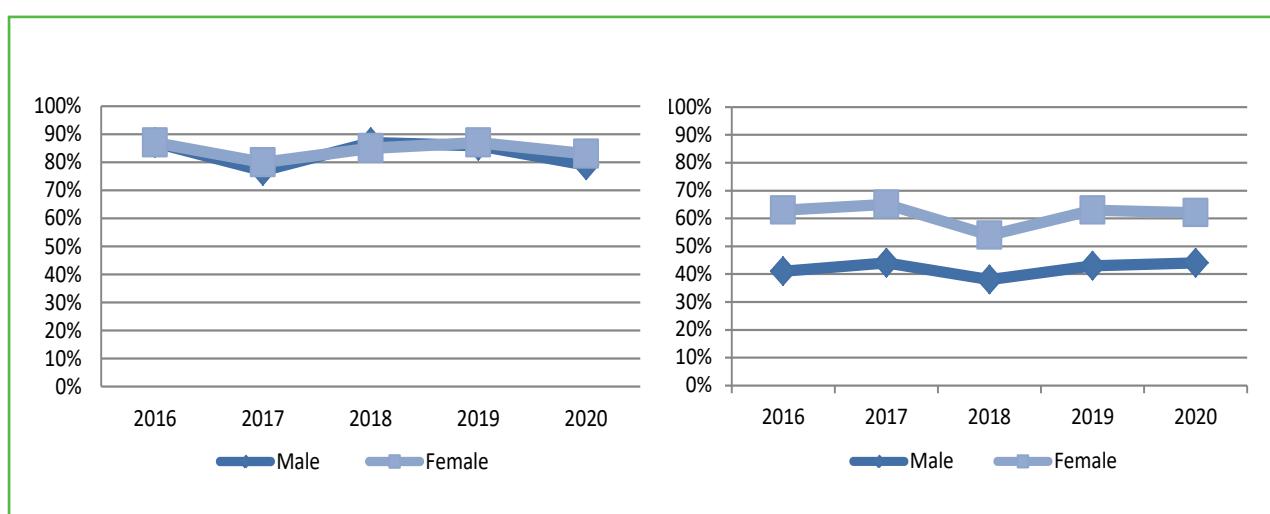


FIGURE 7  
Retention rate in Primary and Secondary over the last five years

<sup>5</sup> Retention Rate is calculated as the percentage of a cohort of pupils (or students) enrolled in the first year level of a given level of education in a given school year who are expected to reach final year level of a given level of education

## A.6 Transition Rate (TR)

TR from primary to secondary is to measure information on the degree of access or transition from primary to secondary education.

TR from primary to secondary education fluctuated over the last five years. That is, it fluctuates between 85% and 93% which reflects high access of students from primary level to secondary level.

For males, the highest percentage was recorded last year where 90.3% transitioned from year 8 to year 9 level. Its lowest was recorded this year of only 80.7% this year. 2017 was the lowest point for females with only 84.5% progressing to the first year of secondary education.

Overall, transition rate is relatively high over the years, which means that majority of year 8 students move to year 9. It is noted that some students repeat the year 8 level or drop out of the education system which cause transition rate not reaching 100%.

GPI signifies equality of males and females in 2017 and 2019, while GPI of more than one indicates favoritism over females than males.

TR from Primary to Secondary				
Year	Female	Male	Total	GPI
2016	87.5%	92.6%	90.0%	1.06
2017	87.8%	84.5%	86.2%	1.0
2018	82.8%	90.4%	86.5%	1.1
2019	90.3%	93.2%	91.7%	1.0
2020	80.7%	93.4%	86.9%	1.2

TABLE 8  
*TR from Primary to Secondary*

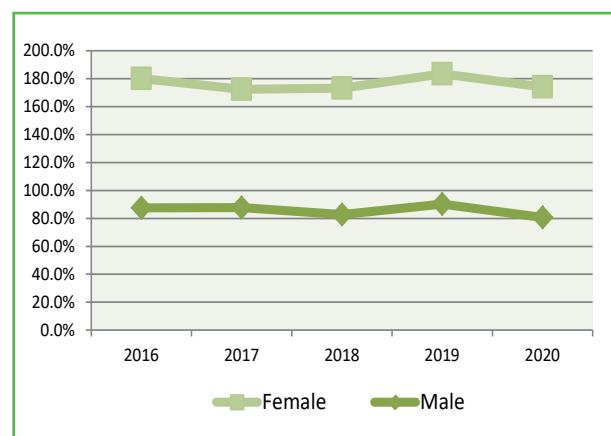


FIGURE 8  
*TR from Primary to Secondary*

## A.7 Primary Cohort Completion Rate (PCCR)

Primary Cohort Completion Rate indicates the percentage of students who are actually retained in the primary education and completely sit the final exams at the end of the year.

In 2019 shows a slight decline in primary cohort completion rate than 2018. This indicates

Primary Cohort Completion Rate			
Year	Female	Male	Total
2015	75.3%	84.5%	80.0%
2016	79.6%	80.8%	80.7%
2017	78.0%	76.0%	77.0%
2018	80.1%	77.3%	78.2%
2019	75.8%	76.8%	76.7%

TABLE 9  
*Primary Cohort Completion Rate*

low retention rate (See Table 7) hence lower number of students who actually sat SPE-CA in 2019. This is an area where the Ministry should look into in order to make sure that all students complete primary cohort education.

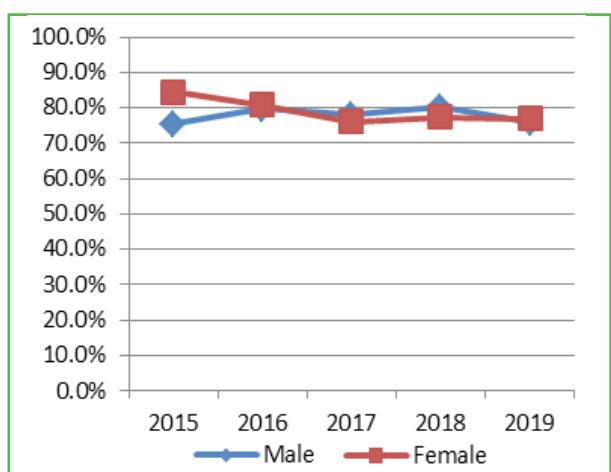


FIGURE 9  
*Primary Cohort Completion Rate (PCCR)*

## A.8 Secondary Cohort Completion Rate (PCCR)

Secondary Cohort Completion Rates show slight declines of 2% for both year levels from 2018 to 2019. Year 12 indicates more than 50% completed Year 12 level in contrast to Year 13 with below half of students completed

secondary cohort education From the Ministry study in 2019,, the main findings why students do not complete secondary education included broken families, different family expectations and insufficient finance to name a few.

Secondary Cohort Completion Rate								
2017			2018			2019		
Gender	Year 12	Year 13	Gender	Year 12	Year 13	Gender	Year 12	Year 13
<b>Male</b>	43	26	<b>Male</b>	53	34	<b>Male</b>	48	45
<b>Female</b>	65	46	<b>Female</b>	70	53	<b>Female</b>	67	40
<b>TOTAL</b>	54	46	<b>TOTAL</b>	60	44	<b>TOTAL</b>	58	42

TABLE 10  
*Secondary Cohort Completion Rate*

## B. Access and Participation Indicators

Universal access to education is the ability of all children in Samoa to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities. Access and Participa-

tion indicators could quantify pupil numbers relative to the size of the overall population of the respective age group (e.g. Gross Enrolment rate, Net Enrolment Rate, Gross Intake rate, Net Intake Rate, Age Specific Enrolment Rate).

### B.1 Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)

GER is the ratio between all students enrolled in any level of education, despite their ages whereas the NER is the enrolment of the official age groups for a given level of education. Both indicators must be expressed as percentages of official age groups population.

ECE shows a gradual decline in both GER and NER. It is an indication that not many children enroll in ECE centers despite the legislation amendments in 2019 which mandates all four year old children to enroll in an ECE center. It shows that there are still many parents who do not comply with this amended law. A decline of 4% shown in ECE Gross Enrolment Rate is a result of 11 ECE centers closed this year 2020 due

to various reasons,<sup>6</sup> while only three new ECEs have been established. Also, there are students attending ECE Centers that are not registered at the ECE Council. These students in unregistered Centers would have an effect in the enrolment and participation rates of children at ECE level.

For primary level, GER remains persistently above 100%, indicating an increasing number of over-aged students over the last five years period. NER illustrates an upward growth of compulsory primary age enrolment (5 – 12.5 years old children) over the last five years.

<sup>6</sup> Various reasons on the disestablishment of 11 ECE Centers include; not meeting ECE Minimum Service Standards, poor environment for children, not meeting ECE standard of 15 children per teacher, and directive from the Methodist Board Education to close ECE due to transfer of Ministers

GER in Secondary Education fluctuates from year to year with the highest recorded in 2020 (87%) which is a 10% rise in comparison with last year's GER. Apparently, it is the highest percentage of females continuing secondary compared to only 78% for males with the gender disparity in favor of females. The evidence highlights that with gender dissimilarities in secondary education should be addressed. Over the last five years, the official secondary age enrolments remain below 100%.

Overall, NER in primary education is the highest at least 100% amongst ECE and secondary indicating that all students within the primary school compulsory age are in primary education. In contrast, ECE NER shows the lowest as the least percentage of students

attending compulsory education. Similarly to NER, GER shows the highest compared to those attending ECE and secondary levels.

Both GER and NER are declining as students move up to secondary education with comparatively more students enrolling and attending primary level. However, as mentioned earlier, early school leavers rates at secondary level show low progression rates (Section A, Table 6) due to various reasons as referenced in the research report (MESC 2019) namely, parents not prioritizing their children's education, broken families causing many family issues, students staying with their extended family relatives and less counselling available for them, as well as financial and transport issues.

GER ECE					NER ECE				
Year	Male	Female	Total	GPI	Male	Female	Total	GPI	
2016	24%	26%	25%	1.08	21%	23%	22%	1.09	
2017	30%	33%	31%	1.12	26%	29%	28%	1.1	
2018	27%	32%	29%	1.18	24%	28%	26%	1.18	
2019	23%	25%	24%	1.07	21%	23%	22%	1.09	
2020	19%	22%	20%	1.04	19%	22%	20%	1.14	
GER PRIMARY					NER PRIMARY				
Year	Male	Female	Total	GPI	Male	Female	Total	GPI	
2016	106%	108%	107%	0.93	99%	101%	100%	1.02	
2017	106%	107%	107%	0.93	100%	101%	101%	1.01	
2018	107%	111%	109%	0.94	101%	104%	102%	1.03	
2019	108%	113%	110%	0.94	101%	105%	103%	1.04	
2020	109%	111%	110%	0.92	101%	105%	103%	1.04	
GER SECONDARY					NER SECONDARY				
Year	Male	Female	Total	GPI	Male	Female	Total	GPI	
2016	71%	83%	77%	1.17	63%	73%	68%	1.16	
2017	69%	82%	75%	1.19	61%	72%	67%	1.18	
2018	75%	89%	82%	1.19	66%	78%	72%	1.18	
2019	70%	86%	77%	1.23	66%	80%	72%	1.21	
2020	78%	96%	87%	1.23	67%	84%	76%	1.25	

TABLE 11  
GER and NER in ECE, Primary and Secondary Schools

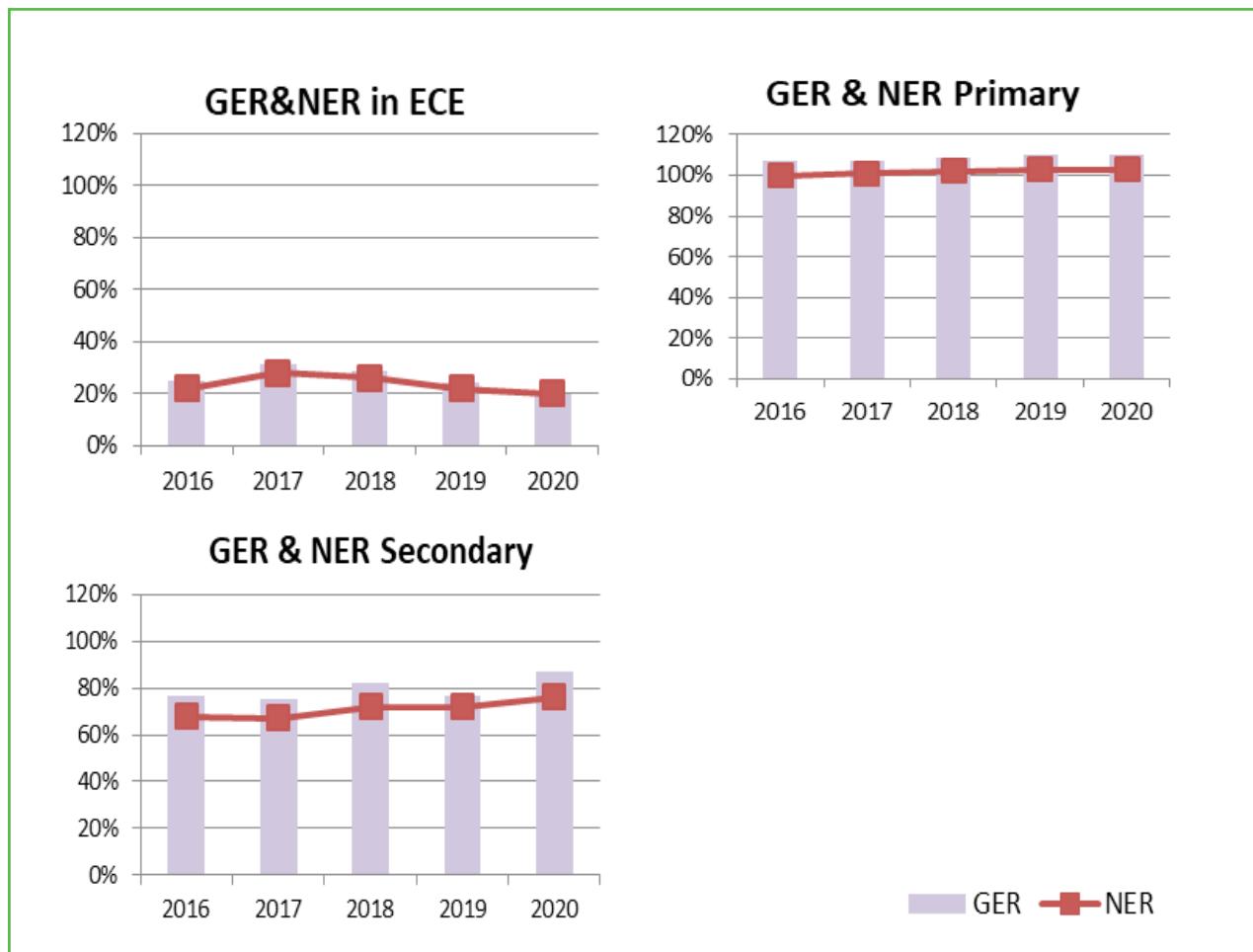


FIGURE 10  
GER and NER in ECE, Primary and Secondary

## B.2 Age Specific Enrolment Rate (ASER)

ASER indicates the scope of participation in ECE, primary and secondary of a specific age within a cohort.

A high participation rate in ECE has been recorded for 3 and 4 year olds which correspond to 23% and 26% respectively, compared to the other age groups. In comparison to the population for these particular ages, there is still a high number of students that are not in ECE Centers. It is also noted that there are two year old children enrolled in ECE Centers.

For primary level, the trend shows great participation of 6 – 12 years old while 5 year olds

accounts for only 68%. In accordance with ECE data, some five years old children are still attending ECE education (26%). Observably, it appears that 74% of 5 year olds attending primary level, however, it shows that only 68% are in Year 1, therefore 6% predicts that they stay at homes. Majority of the students commence at the age of 14 and finished secondary school at the age of 17. This is linked to the Primary ASER where the majority of students concluded primary level at the age of 13. Obviously, a great proportion of students complete secondary education between the ages of 17 and 18 to take a different career pathway.

ASER ECE				
Age	Female	Male	Total	GPI
2	1%	1%	1%	1.20
3	11%	12%	11%	1.09
4	2%	25%	23%	1.21
5	24%	29%	26%	1.22

ASER Primary				
Age	Female	Male	Total	GPI
5	63%	73%	68%	0.97
6	89%	94%	91%	0.56
7	108%	111%	109%	0.93
8	107%	109%	108%	0.93
9	114%	119%	116%	0.89
10	114%	110%	112%	0.95
11	132%	124%	128%	0.91
12	97%	107%	102%	0.96
13	57%	51%	54%	0.86
14	19%	11%	15%	0.62

ASER Secondary				
Age	Female	Male	Total	GPI
12	5%	7%	6%	1.37
13	33%	46%	39%	1.3
14	95%	107%	102%	1.17
15	89%	117%	101%	1.07
16	65%	91%	77%	1.16
17	60%	70%	65%	1.1
18	36%	46%	41%	1.16
19	15%	10%	13%	0.68
20	2%	1%	1%	0.62

TABLE 12  
Age Specific Enrolment Rate in ECE, Primary and Secondary

## B.3 Net Intake Rate in ECE

The Net Intake Rate measures access to ECE of the official population (3 years old). It is defined as the number of new entrants in ECE who are of the official ECE entrance age (3 years old) expressed as a percentage of the population of the same age.

A huge drop of 12% for NIR this year (2020) when compared to the previous four years. This indicates that three year olds children (official ECE age) enrolled in ECE decreased

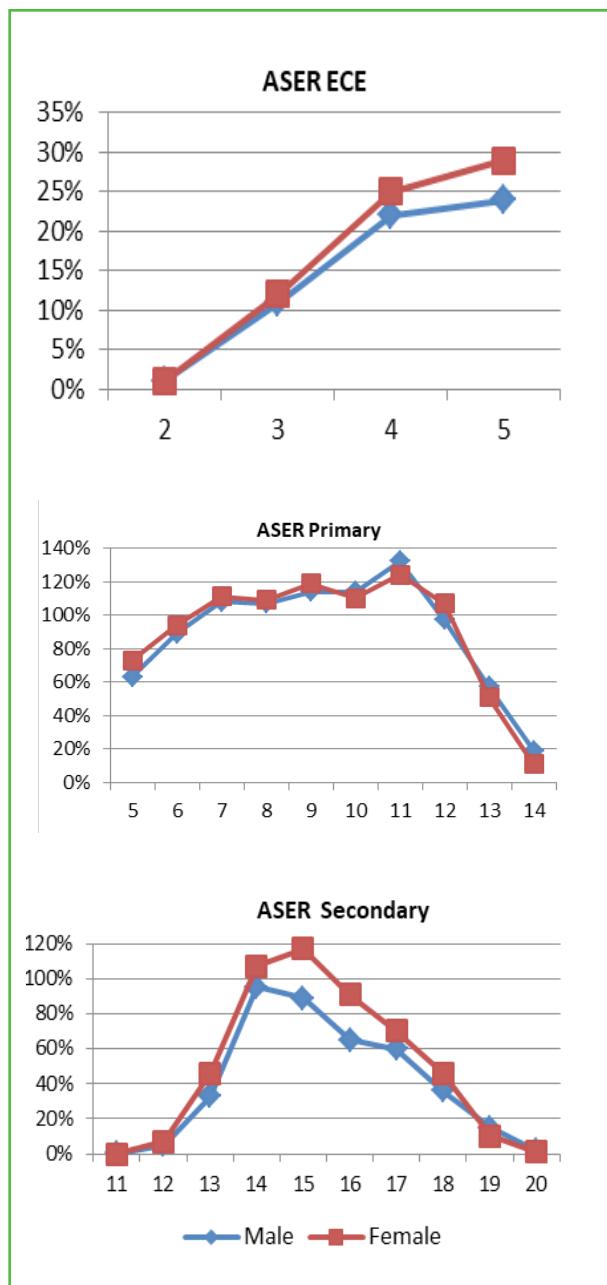


FIGURE 11  
Age Specific Enrolment Rate (ASER) in ECE, Primary and Secondary

drastically in one year since 2019. As 3 years is the official age for children to attend an ECE, the low NIR demonstrate that many parents do not send their children to ECE. Instead, the evidence from Table 12 shows that 4 and 5 year olds (23% and 26%) are in ECE. Furthermore, another 68% of 5 year olds are in primary education. This is an area that requires further analysis of existing data to inform strategic decision making.

NIR in ECE				
Year	Female	Male	Total	GPI
2016	24%	25%	23%	1.04
2017	26%	31%	28%	1.19
2018	26%	28%	27%	1.08
2019	22%	24%	23%	1.09
2020	11%	12%	11%	1.09

TABLE 13  
NIR in ECE

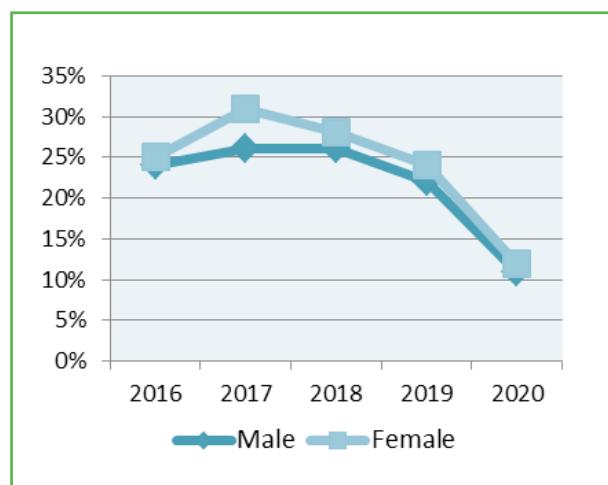


FIGURE 12  
NIR in ECE

## B.4 Gross Intake & Net Intake Rates (GIR & NIR)

GIR in primary education indicates the general level of access to primary education by all students regardless of age entering first year level of primary education.

In spite of the slight fall of the GIR in 2020 in comparison to the previous four years, the proportion however still exceeds 100% due to students above 5 years olds (43%- Ages 6-10, Appendix Table 6) entering primary education for the first time. The highest recorded rate of the official primary entrant age was in 2017 (118%) as the overall number of new entrants to Year 1 level fluctuates from year to year.

The NIR trend of percentages of 5 years old enrolled in primary education for the first time has

been consistently declining over the last 3 years. Apparently many children reaching the age of five during the academic year remain in ECE (26%) or their homes (6%) until they officially commence at primary schools in the following academic year.

The measles outbreak in late 2019 and the new regulation by the Ministry for all primary students to be immunized before they are accepted in any school in the future have a great impact on students especially for the 5 year olds to be enrolled in schools, thus improving intake rates in the next years.

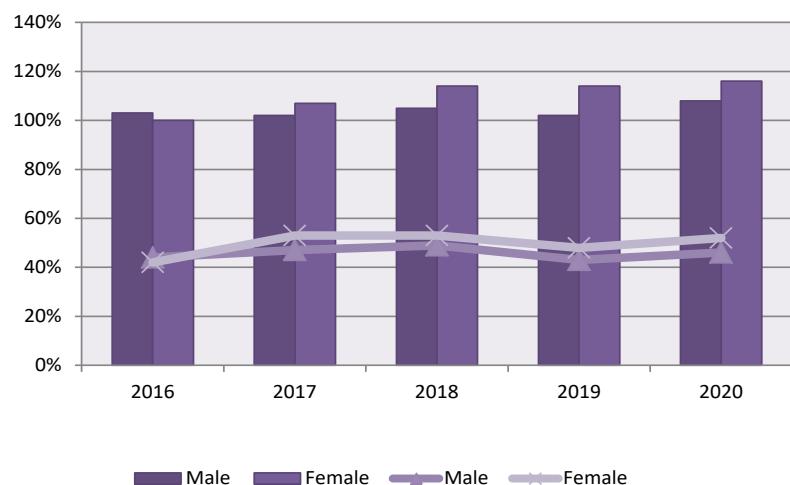


FIGURE 13  
GIR and NIR in Primary

GIR					NIR			
Year	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	102%	105%	103%	1.03	67%	69%	68%	1.04
2017	118%	119%	118%	1.01	81%	84%	82%	1.03
2018	107%	117%	112%	1.09	63%	72%	67%	1.14
2019	109%	119%	113%	1.09	60%	69%	64%	1.15
2020	99%	110%	104%	1.11	57%	65%	60%	0.95

TABLE 14  
*GIR and NIR in Primary*

## B.5 Students with Disability

The inclusion of students with disabilities (SWD) in mainstream schools is one of the Ministry's priority targets to improve educational opportunities and outcomes for young children and students with disabilities in different levels of education. The Inclusive Education Policy for Students Living with Disability 2015 provides a platform in improving every aspect of the quality of education, and ensuring their excellence, so that recognized and measurable outcomes are achieved by all. Furthermore, the launch of the Inclusive Education Handbook was conducted in June 2020 to provide guidance for teachers in various areas such as how to compile students disability form for data collection, understanding different disabilities and their specific needs, strategies for classrooms practices and lesson planning, as well as a transition guide for students with disabilities from primary to secondary.

The table above shows that more than 200 students with disabilities are mainstreamed in schools with the higher number in primary schools. The sharp decline from 2019 to 2020 is due to SWD in secondary schools successfully transitioning to university/APTC while others have obtained employment opportunities within DPOs. The Ministry continued to work in collaboration with the SENESE to identify SWD mainstreamed in Government Primary and Secondary schools, and to provide ongoing support for those students who are vulnerable, as well as supporting schools to become fully inclusive by ensuring the school culture, systems, policies, and practices adapt and change to include strategies for students with disabilities.

Students with Disability						
<i>School Level</i>	<i>Gender</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>
Primary	Male	100	90	166	186	141
	Female	54	50	92	95	62
	Total	154	140	258	281	203
Secondary	Male	-	-	6	5	14
	Female	-	-	6	4	10
	Total	-	-	12	9	24
	TOTAL	154	140	270	290	227

TABLE 15  
*Students with Disability enrolled in Primary and Secondary*

# C. National Assessments - Learning Outcomes

## C.1 Primary Assessments

The National Primary Assessments have undergone a couple of major developments which have coincided well with the Education Sector Plan of 2019-2024. Specifically these incorporate national diagnostic testing to begin at Year 2, the inclusion of science literacy which is being tested from Year 4 and, the full spectrum of seven (7) curriculum subjects being tested in SPECA for Year 8. Furthermore, the new benchmarks for National Primary Assessments will be based from the 2018 results.

The SPELL tests are diagnostic (i.e.) their prime purpose is to identify what students can do, and importantly, what they cannot do. As such, all SPELL tests are based upon the relevant curricula and are carefully constructed to test

the skills of students in numeracy and three literacies – English, Samoan, and Science<sup>7</sup>. These assessments are conducted at Year 2, Year 4 and Year 6 and are measured as shown in the Table below.

The MESC are confident that with the detailed and comprehensive data/information gathered from as early as Year 2, strategic and consistent plans for addressing learning needs and improving achievement levels are better articulated for and by principals, classroom teachers and key stakeholders.

<sup>7</sup> Applies to SPELL Year 4 and SPELL Year 6 only. The SPELL Year 2 diagnostic tests, assess Gagana Samoa & Numera (mathematics) only.

Diagnostic Proficiency Levels		
LEVELS	PROFICIENCY	PROFICIENCY DESCRIPTOR
Level 1	Beginning	NOT YET working towards expected levels
Level 2	Developing	Working TOWARDS expected levels
Level 3	Proficient	Working AT expected levels
Level 4	Established	

### C1.1 SPELL Year 2 Assessment

The SPELL Year 2 offers diagnostic testing in two areas – literacy and numeracy, and both tests are implemented in the Samoan language.

Figure 14 denoted a 9% increase in the number of students who are working towards expected levels (L3 & 4) from 2018 to 2019 for Gagana Samoa. Unlike Numera (Mathematics), less than 50% achieved L3 & 4 for both years which tells a

huge concern for the Ministry in addressing this issue particularly Mathematics. MESC will continue to initiate strategies and offer support particularly in relation to professional development for teachers in identifying dilemmas and rapidly addressing these gaps so we can achieve high number of students in L3 & 4 as well as making sure that all students progress to the next level.

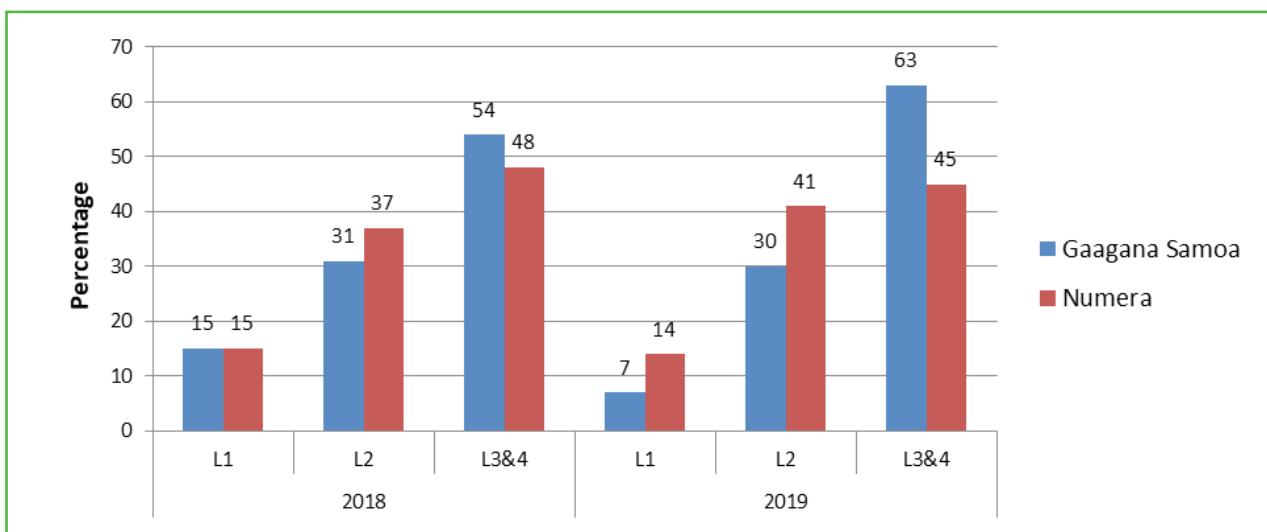


FIGURE 14  
Year 2 Numera & Gagana Samoa Diagnostic Levels 2018 & 2019

## C1.2 SPELL Year 4 Assessment

In 2019, students' results for Science literacy diagnostic tools were used to provide the new baseline.

English shows a 4% increase in percentage of students not meeting competency levels (Level 1) from 2018-2019 while Maths in 2%. For Level 2 indicates that Samoan Literacy achieved 40% in 2019 and relatively more students working towards expected levels at 40% in 2018 and 2019 compared to English with a gradual decline since

2017. Again, English reached more than 50% of students achieved high level of competency in 2017, but decline by 27% in 2018 and an increase in the last two years (2018-2019). Overall these results indicate that in all three subjects, students are performing well below expected competencies in Samoan and Maths. This calls for detailed analyses of assessment results to identify learning gaps and support teachers in delivering targeted strategies.

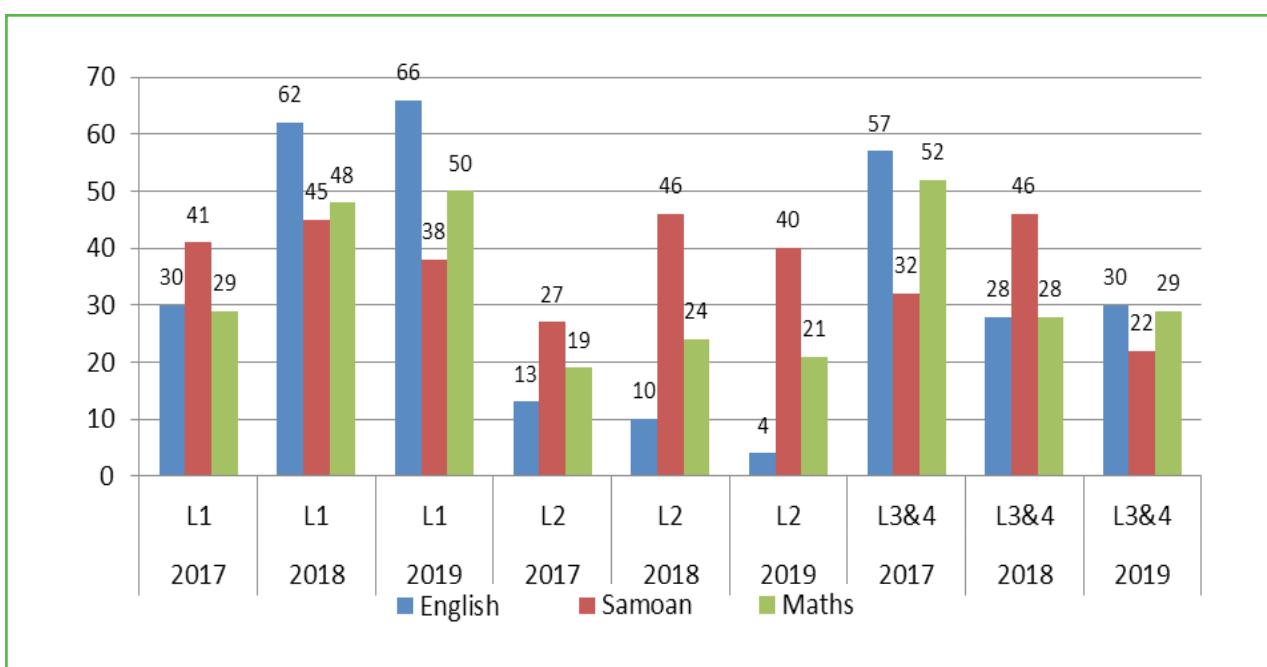


FIGURE 15  
2017- 2019 SPELL Year 4 by subject

The graph in Figure 16 points out that more males not meeting competency levels (Level 1) over the last 3 years than females and vice versa in Levels 3 & 4. Low percentage of both males and females achieved Level 2. Interventions should be in place to identify learning gaps and to support teachers in delivering learning outcomes.

For Samoan, the percentage of students achieving L3 and L4 is declined over the last

3 years. Lowest achievement was recorded in 2018 with only 6% males achieving the expected levels while 12% for females.

Like English, an increasing number of students (males and females) achieved low levels of competency since 2017 with minimum students meeting the expected levels. The Ministry notes this and will continue to provide support so that all students attain greater achievements.

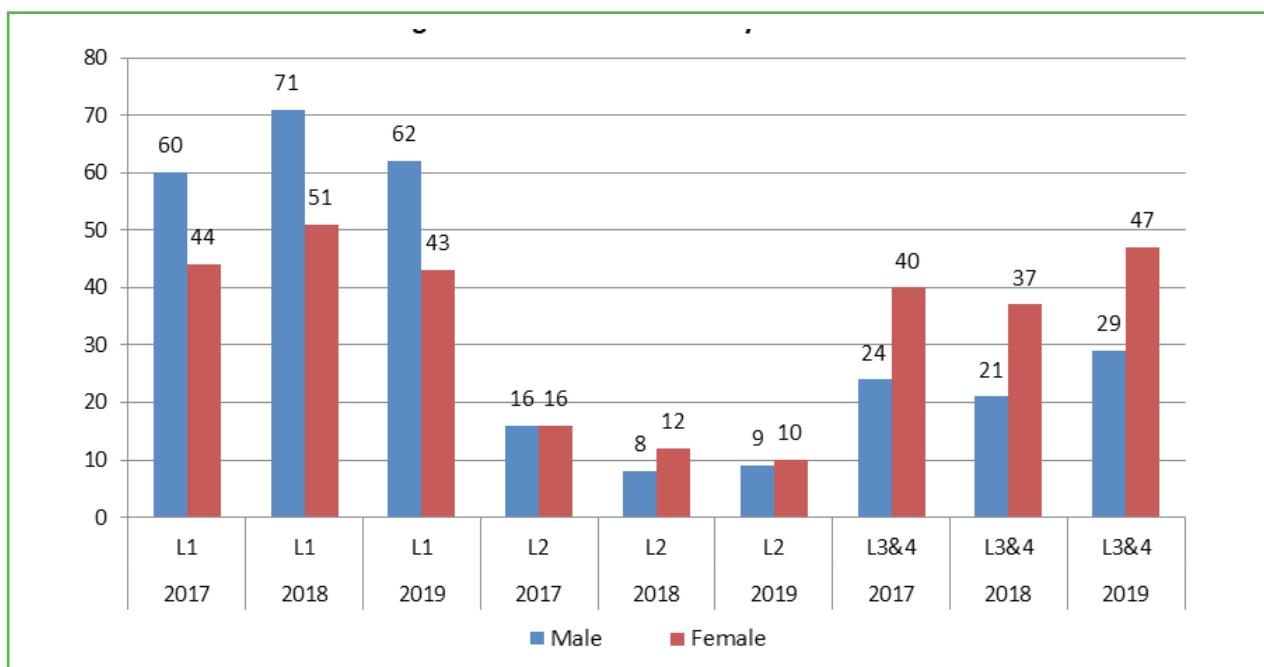


FIGURE 16  
2017-2019 English SPELL Year 4 by Gender

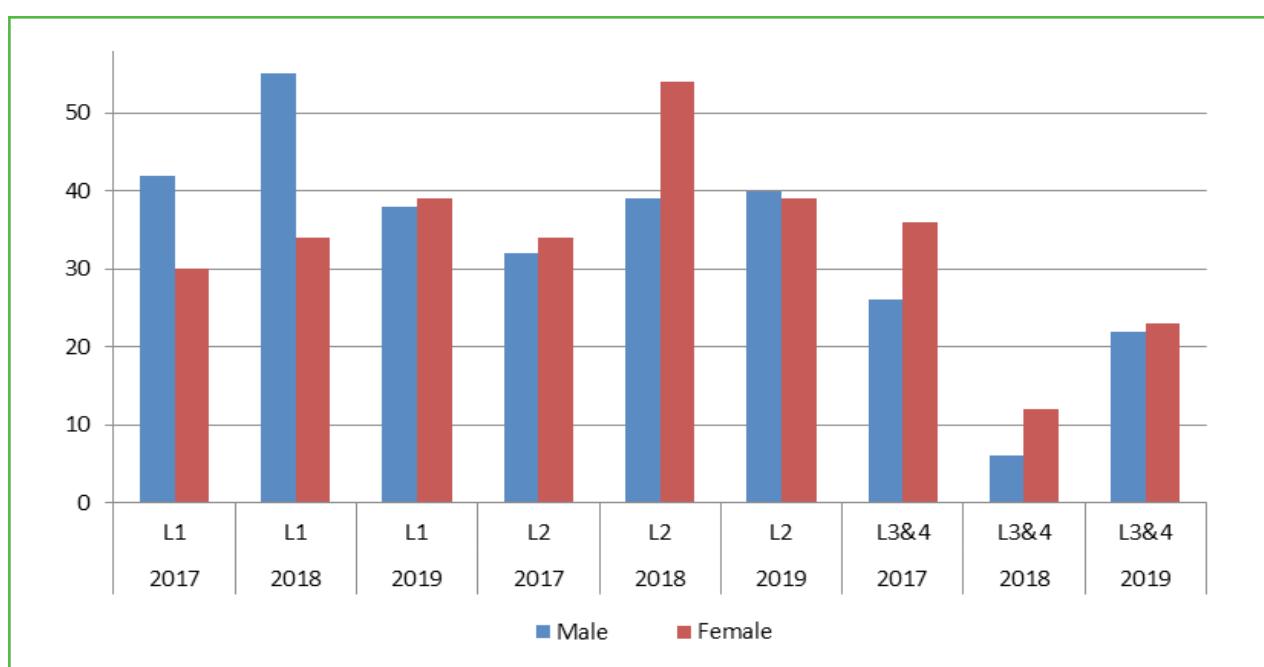


FIGURE 17  
2017-2019 Samoan SPELL Year 4 by Gender

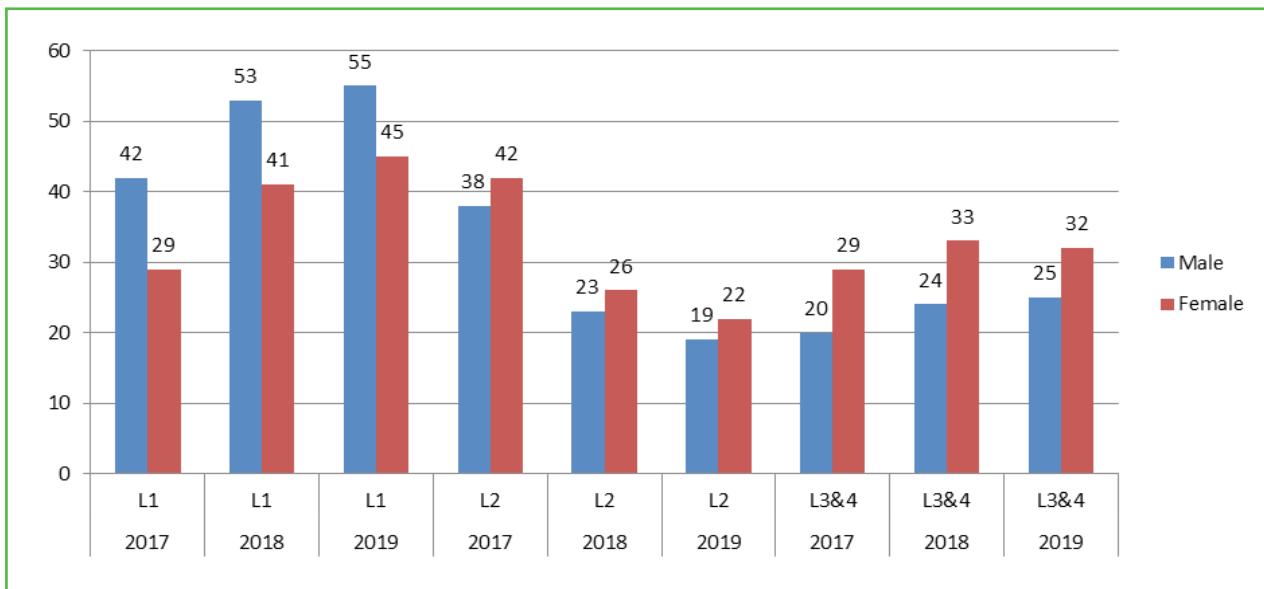


FIGURE 18  
2017-2019 Maths SPEL Year 4 by Gender

For Science, a significant decrease by 22% of students not meeting competency levels from 2018 to 2019, which is a great improvement. Also, a 21% increase of students meeting the

expected levels, which indicates a successful implementation of strategies pertaining to the teaching of Science in primary schools.

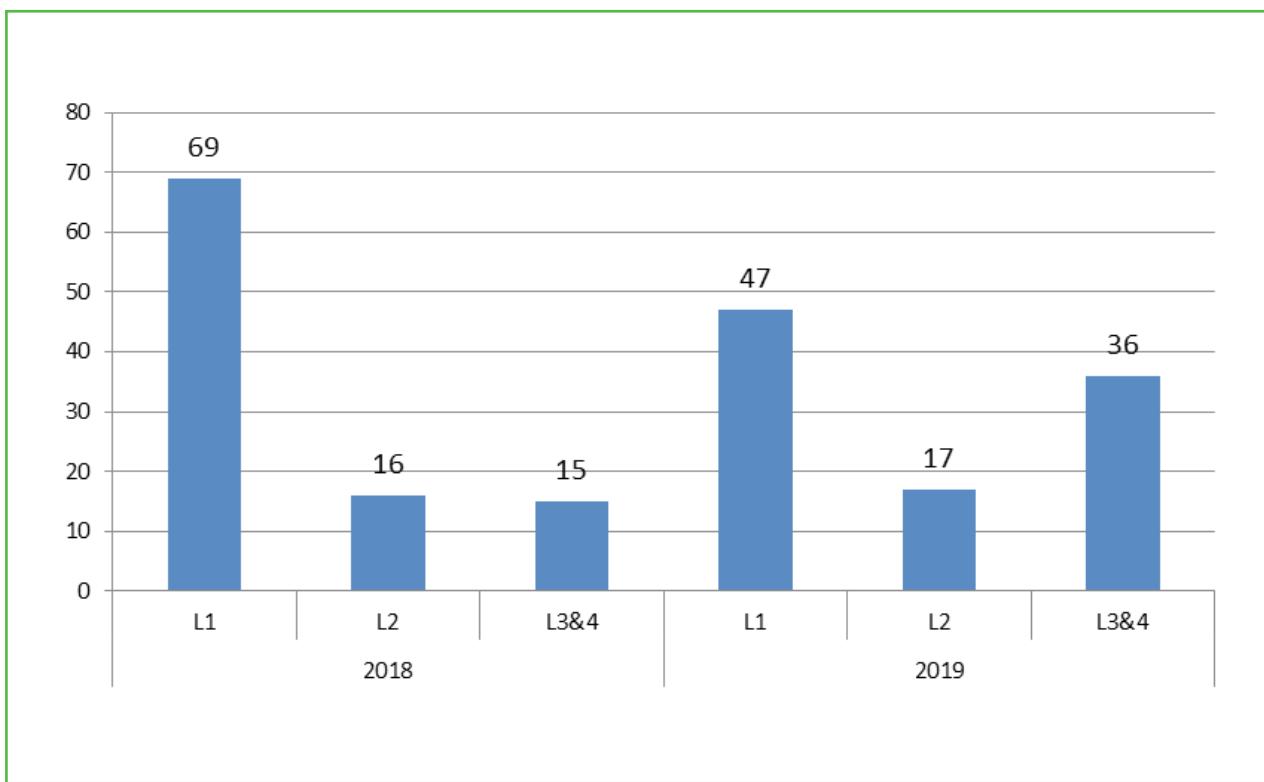


FIGURE 19  
2018 & 2019 Science SPEL Year 4 by levels of achievement

## C1.3 SPELL Year 6 Assessment

In 2019, four (4) literacies were tested; i.e. English, Samoan, Numeracy and the new addition, Science literacy.

A significant 49% increase in percentage of students not working towards expected levels

from 2017 to 2019 in Mathematics. Unlike Samoan which shows an increase also but at a slower pace. The Ministry therefore needs to identify gaps where students are at risk and to support the teachers in delivering learning outcomes to minimise students at Level 1.

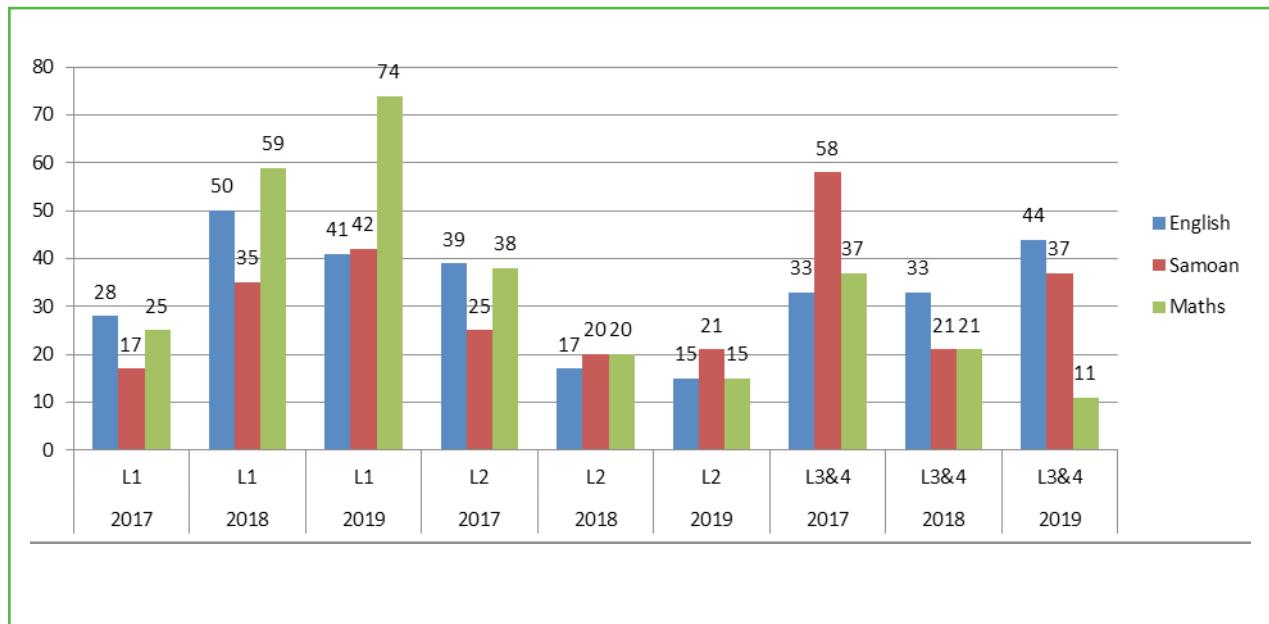


FIGURE 20  
2017-2019 SPELL Year 6 by Subjects

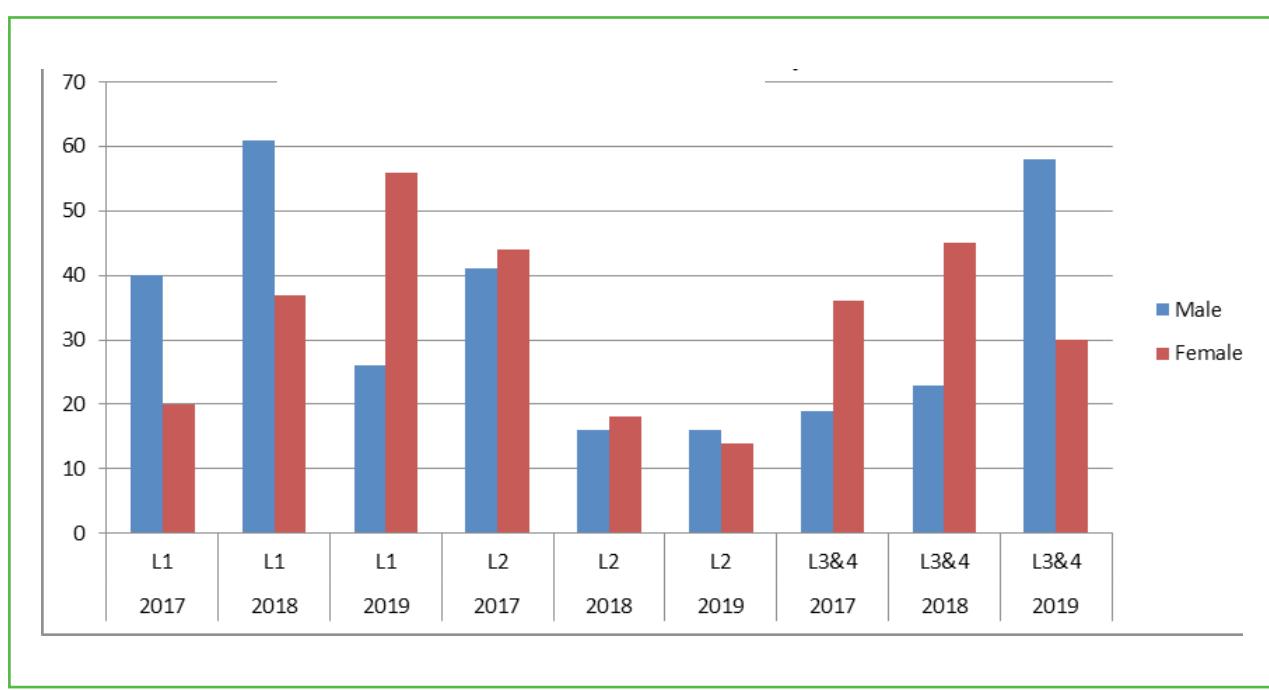


FIGURE 21  
2017-2019 English SPELL Year 6 by Gender

An increasing percentage of females not reaching the expected levels in the last 3 years while males declined by 25% from 2018 to 2019 which shows a good indication of more males achieving the expected levels as indicated in Levels 3 & 4. Low percentage in Level 2 means not many students are working towards the expected levels.

Samoan denotes the majority of students achieved expected levels (Level 3 & 4) even though it experienced a decline for both genders from 2017 to 2019.

Maths has the highest critical levels with low percentage meeting expected competency levels. More than three quarters of males in 2019 did not meet competency levels compared to 69% for females. The trend over the last 3 years shows an increasing number not meeting the expected competency levels. This is an area of concern for the Ministry especially with Maths subject due to high number of students in Level 1. The MESC continue to plan, implement and review solutions for improved teaching and learning in primary classrooms especially in relation to decreasing the gap between gender achievements and ensuring maximum competencies of all students.

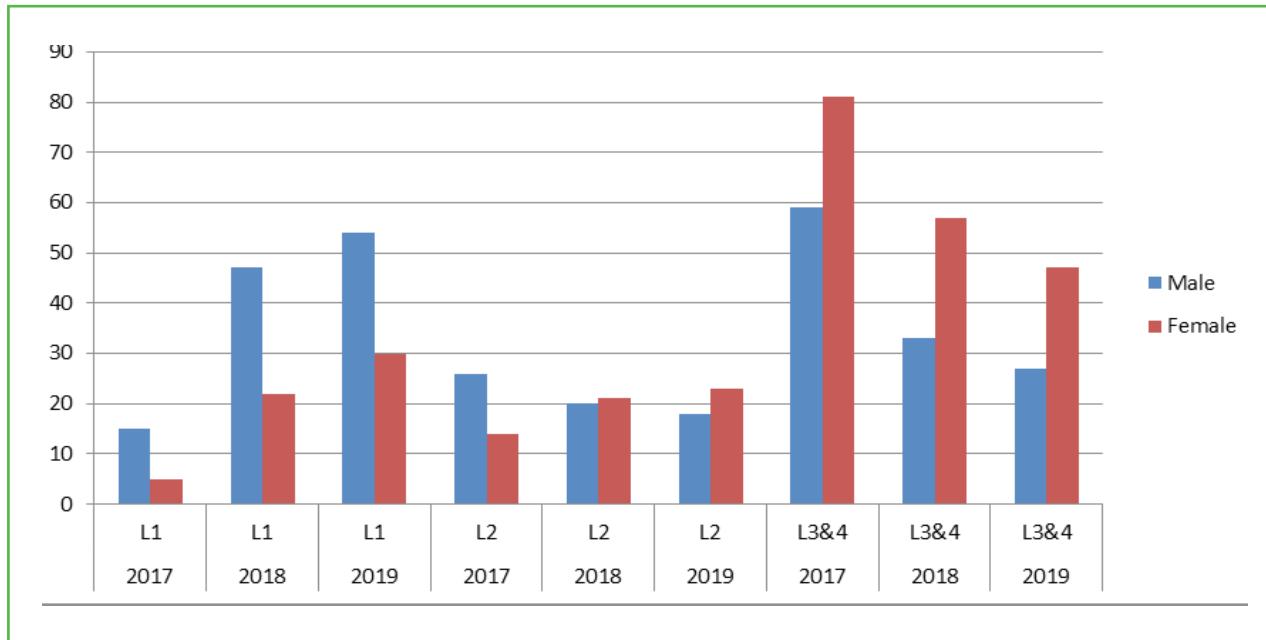


FIGURE 22  
2017-2019 Samoan SPELL Year 6 by Gender

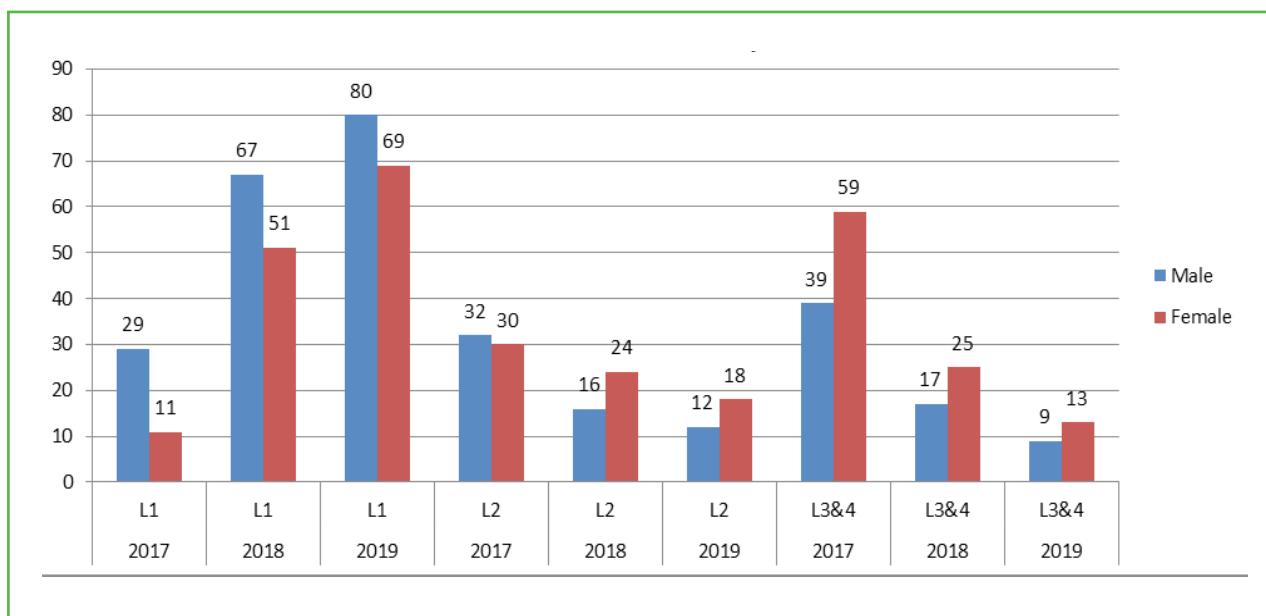


FIGURE 23  
2017-2019 Maths SPELL Year 6 by Gender

For Science in particular, a significant increase of 44% was experienced for students who are working at expected levels (L3&4) this year when compared to 2018. This de-

notes successful implementation of strategies in identifying specific gaps pertaining to the teaching of science in primary schools.

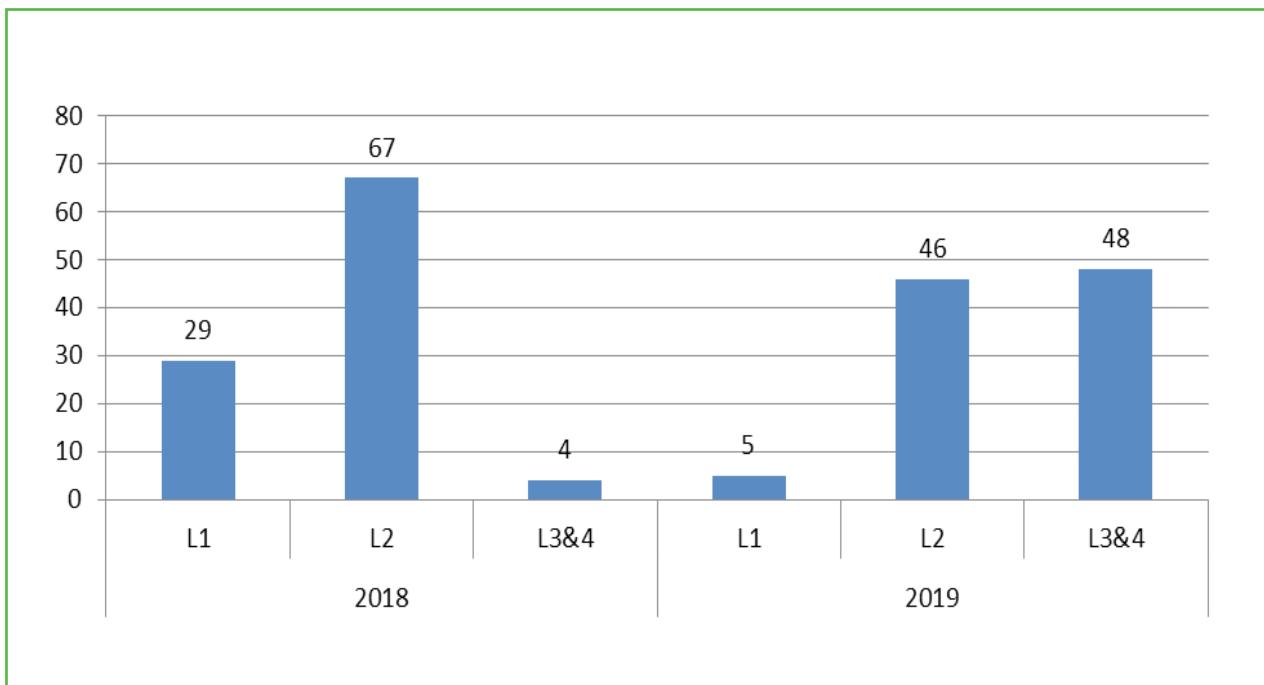


FIGURE 24  
2018-2019 SPELL Year 6 Science

From 2015 to 2019 in the 3 subject areas, the gender achievement gap for Numeracy was lowest at 4% in 2019, with a decline of 7% over the

last five years again in 2019, the highest gender gap was recorded for English at 28% and also a significant 16% increase from 2015 to 2019.

Year	Numeracy			English			Samoan		
	Male	Female	GAGs	Male	Female	GAGs	Male	Female	GAGs
2015	45%	56%	11%	12%	24%	12%	37%	57%	20%
2016	50%	58%	8%	36%	54%	17%	52%	69%	17%
2017	39%	59%	20%	19%	36%	17%	59%	81%	22%
2018	16%	25%	9%	23%	45%	22%	33%	57%	24%
2019	9%	13%	4%	58%	30%	28%	27%	47%	20%

TABLE 16  
Gender Achievement Gaps (GAGs) at SPELL Year 6 (Working at Expected Level L3&L4)

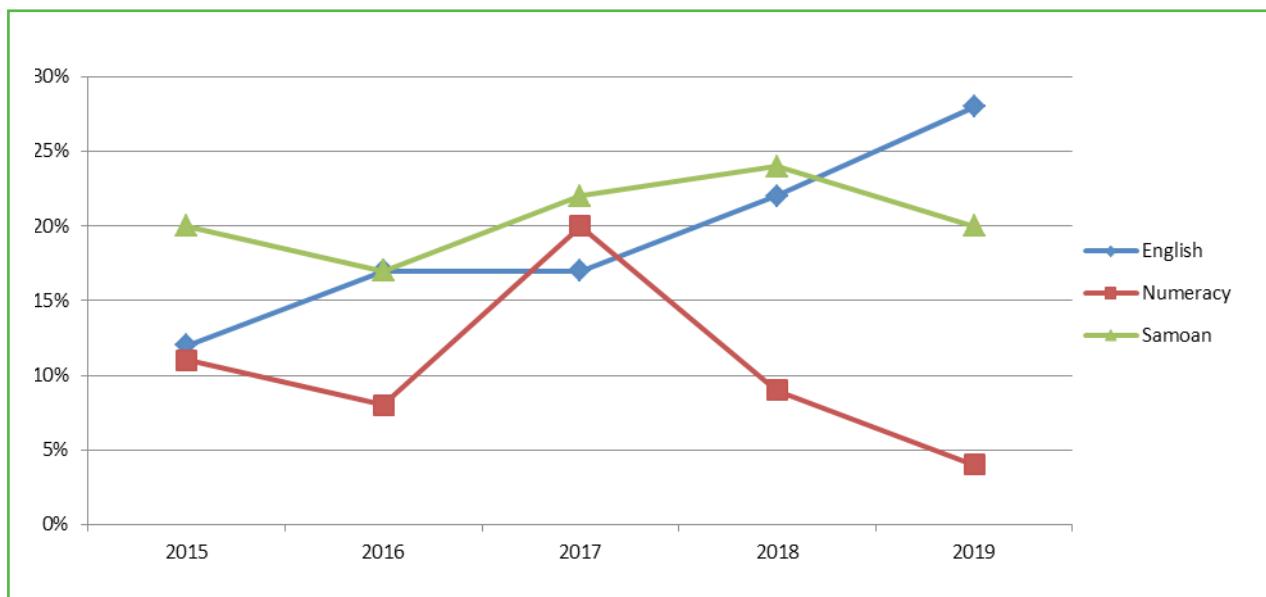


FIGURE 25  
*Gender Achievement Gaps (GAGs) at SPEL Year 6 (Working at Expected Level L3&L4)*

## C1.4 Year 8 SPECA Assessment

The SPECA uses four (4) achievement levels to describe a range of scores/marks attained by the students whereby the higher the achievement level, the more complex the skill level and content being examined.

The overall results for SPECA Year 8 (Table 17) show that the vast majority of students are at Level 1 Beginner. The most critical subjects in 2019 are Health & Physical Education and Social Studies with 81.5% and 875.4% respectively.

The Ministry notes the need for more critical and strategic planning in order to improve student learning as well as the pedagogical and/or content skills of teachers. A student is considered to pass a subject when they achieve 50% or more.

SPECA Scale of Achievement Levels		
LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	75-100%
Level 3	Merit	65-74%
Level 2	Achieved	50-64%
Level 1	Beginner	Less than 50%

Subjects	Gender	2017						2018						2019					
		Beginner	Achieved	Merit	Excellence														
English	Male	90.2	7	2.1	0.8	78.6	13.5	5	3	66.3	21.2	6.8	5.7						
	Female	74.3	15.4	6.8	3.5	55.5	26.6	10.2	7.7	35.2	33.9	16.3	14.6						
	Total	82.3	11.2	4.4	2.1	67.2	19.9	7.6	5.3	50.8	27.5	11.6	10.1						
G.Samoan	Male	91.1	8	0.9	0	75	22.6	2.2	0.2	72.9	24.9	1.9	0.2						
	Female	74.4	2.3	3.1	0.2	51.8	71	5.4	1.8	46.1	45.9	6.6	1.4						
	Total	82.7	15.1	2	0.1	63.5	31.7	3.8	1	59.5	35.4	4.3	0.8						
S.Studies	Male	99.3	0.7	0	0	91.6	6.5	1.4	0.5	85.1	9.6	3.4	1.8						
	Female	97.3	2.5	0.1	0	79.1	15.5	3.2	2.2	65.6	19.8	7.9	6.7						
	Total	98.3	1.5	0	0	85.5	10.9	2.2	1.3	75.4	14.7	5.7	4.3						
Maths	Male	98.9	0.7	0.1	0.3	91.8	6.9	0.6	0.8	70.6	21.5	4	3.9						
	Female	96.9	2.4	0	0	86.5	11.7	0.8	0.9	54.3	30.7	8	7.1						
	Total	97.9	1.6	0	0	89.2	9.3	0.7	0.8	62.5	26.1	6	5.5						
Science	Male	91.2	6.7	1.6	0.5	72.2	24.5	2.6	0.7	56.4	32.9	7.3	3.3						
	Female	79.6	15.5	3.8	1.1	67.4	27.1	4	1.5	37.6	42.7	12.2	7.5						
	Total	85.4	11	2.7	1	69.4	26	3.4	1.2	47	37.8	9.7	5.4						
HPE	Male	99.3	0.6	0	0	97.5	2.5	0	0	88.7	10.1	1.3	0						
	Female	97.8	2.1	0	0	91.9	7.9	0.2	0	73.9	23	3	0						
	Total	98.5	1.4	0	0	94.8	5.2	0.1	0	81.5	16.4	2.1	0						
Visual Art	Male	82.2	13.9	3.3	0.5	48.4	48	3	0.5	50.5	44.3	4	1.2						
	Female	63.6	25.9	8.1	2.4	29.2	62.6	6.9	1.9	30.3	59.3	7.5	2.9						
	Total	73	20	5.6	1.4	39	55.1	4.9	0.9	40.4	51.8	5.8	2.1						

TABLE 17. Year 8 SPECA Assessment 2019

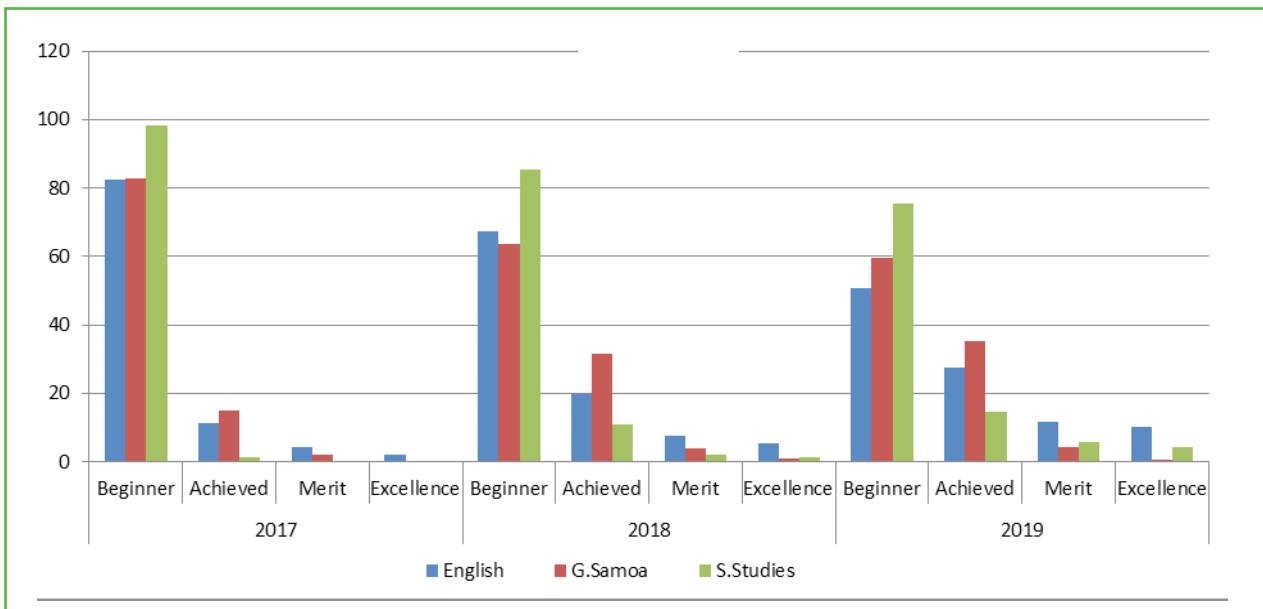


FIGURE 26  
SPECA Results by Subject Fields (English, G.Samoa, S.Studies) 2017-2019

Of the 3 subjects, a decreasing number of students achieved level 1 over the last 3 years, an indication of successful implementation of interventions and strategies in place to assist students with their learning as well as professional development trainings for teachers.

Like Figure 26, Mathematics and Science show a decline in percentage of students not achieving expected levels from 2017 to 2019 and vice versa for Levels 2, 3&4. Despite such decrease, there is still work that needs to be done to improve knowledge of students in Mathematics and Science.

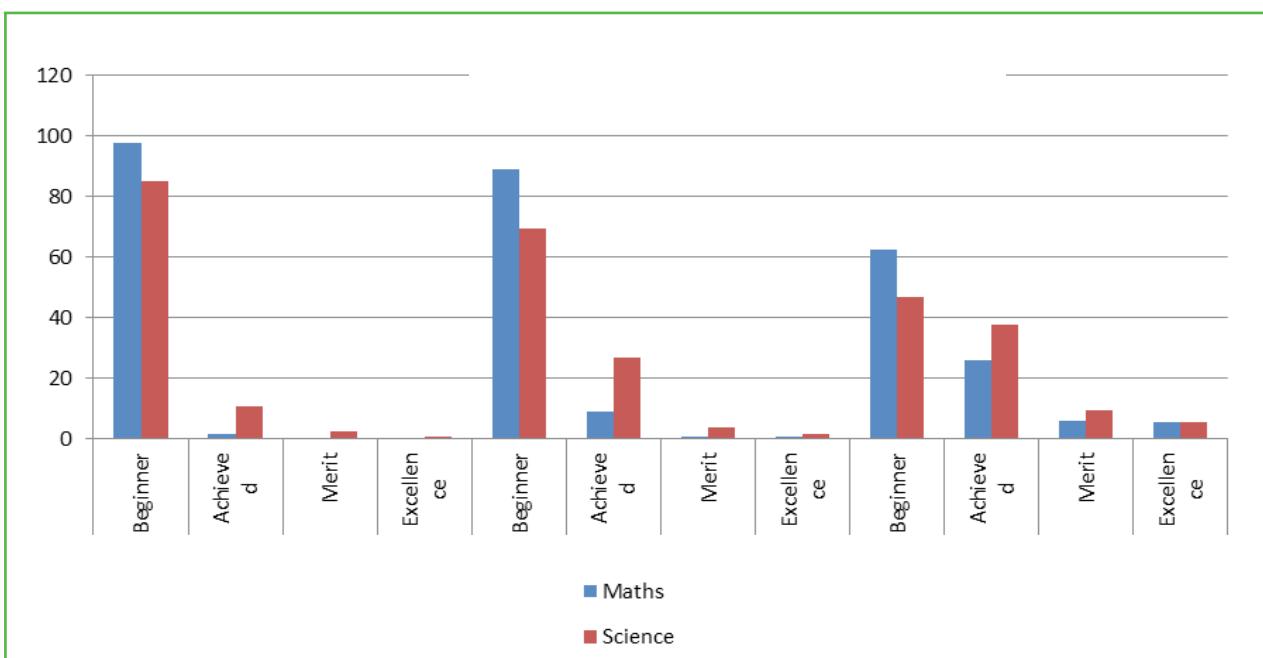


FIGURE 27  
SPECA Results by Subject Fields (Maths, Science) 2017-2019

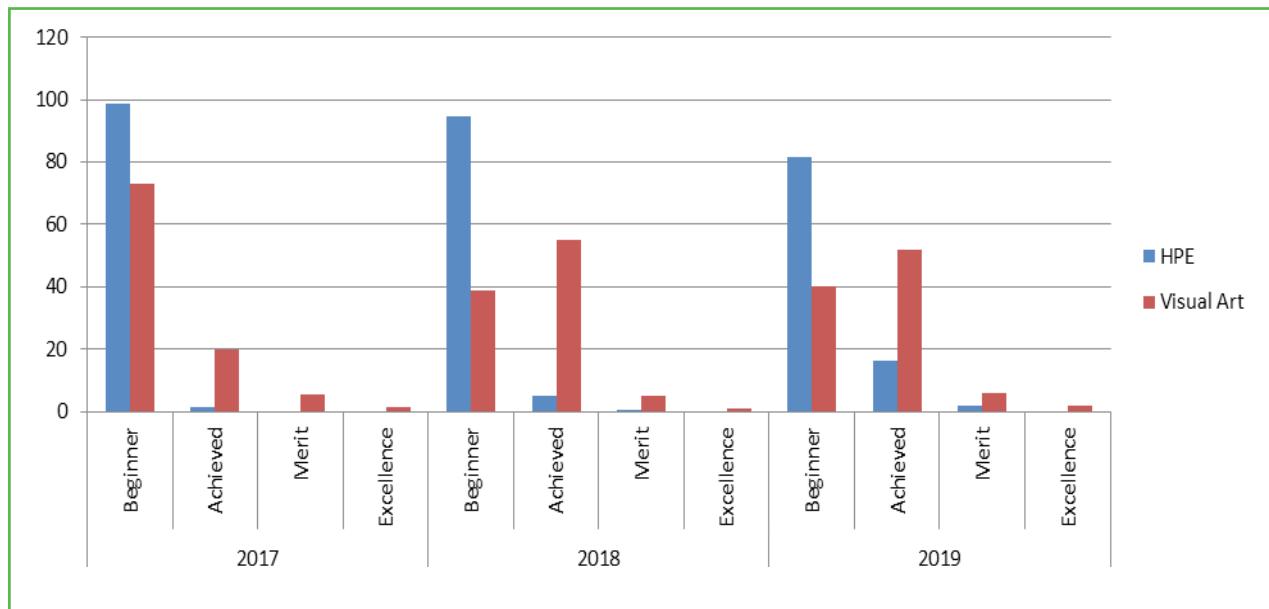


FIGURE 28  
SPECA Results by Subject Fields (Vocational) 2017-2019

Not many students achieved the expected levels in the past 3 years with HPE having the higher percentage of students at Level 1 compared to Visual Art. The Ministry notes the many students are at the critical level and strategic planning should be in place to improve students learning as well as the pedagogical skills of teachers.

Figure 29 shows that males outnumbered females in all 3 subjects over the last 3 years. Gender achievement gap is an issue as majority of boys achieves Level 1 and at critical level compared to girls. MESC needs to critically think of strategies and interventions to bridge the gap between boys and girls.

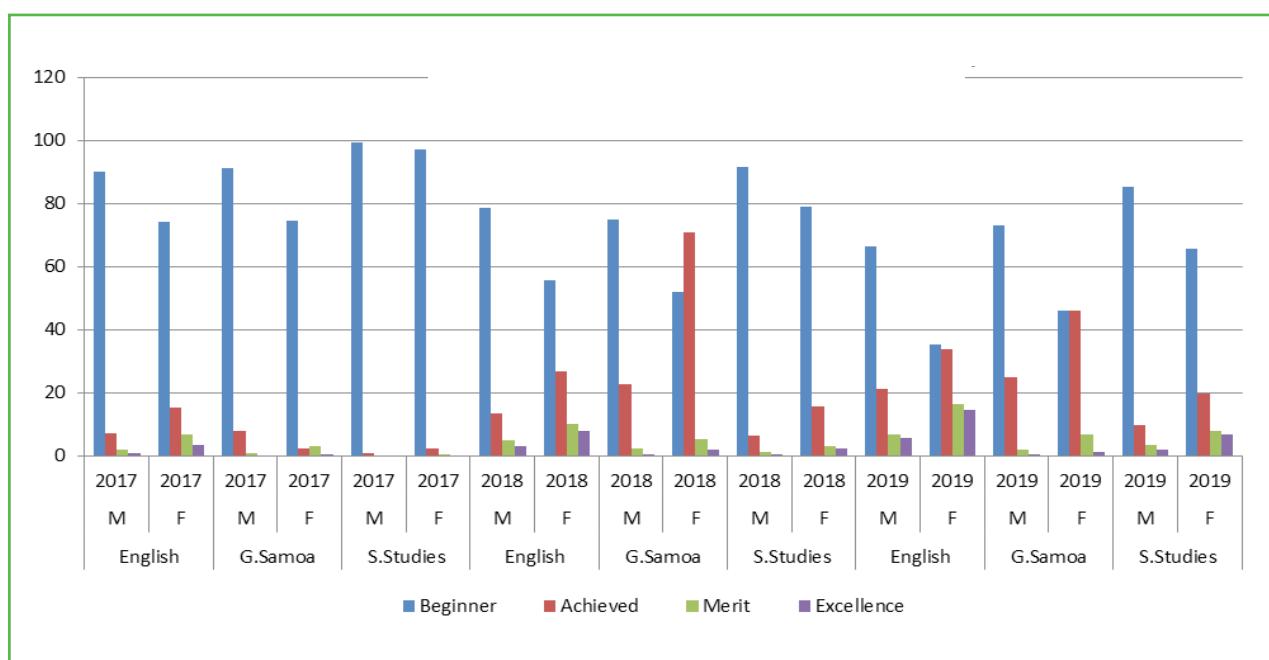


FIGURE 29  
SPECA Results by Gender (English, G.Samoa, S.Studies) 2017-2019

For Maths and Science, almost 100% of students (both genders) are not achieving competency levels in 2017, but gradually decline in 2018 and 2019. Levels 2, 3&4 denotes an increasing percentage achieved expected levels, however, more work needs to be done to minimize students at Level 1.

Just like Figures 29 & 30, most students at Level 1 with minimum students achiev-

ing the expected levels. Again, strategic planning and interventions should be in place to assist students who are at risk as well as supporting teachers to improve their skills and knowledge in delivering learning outcomes and provide solutions to the gaps that have been identified.

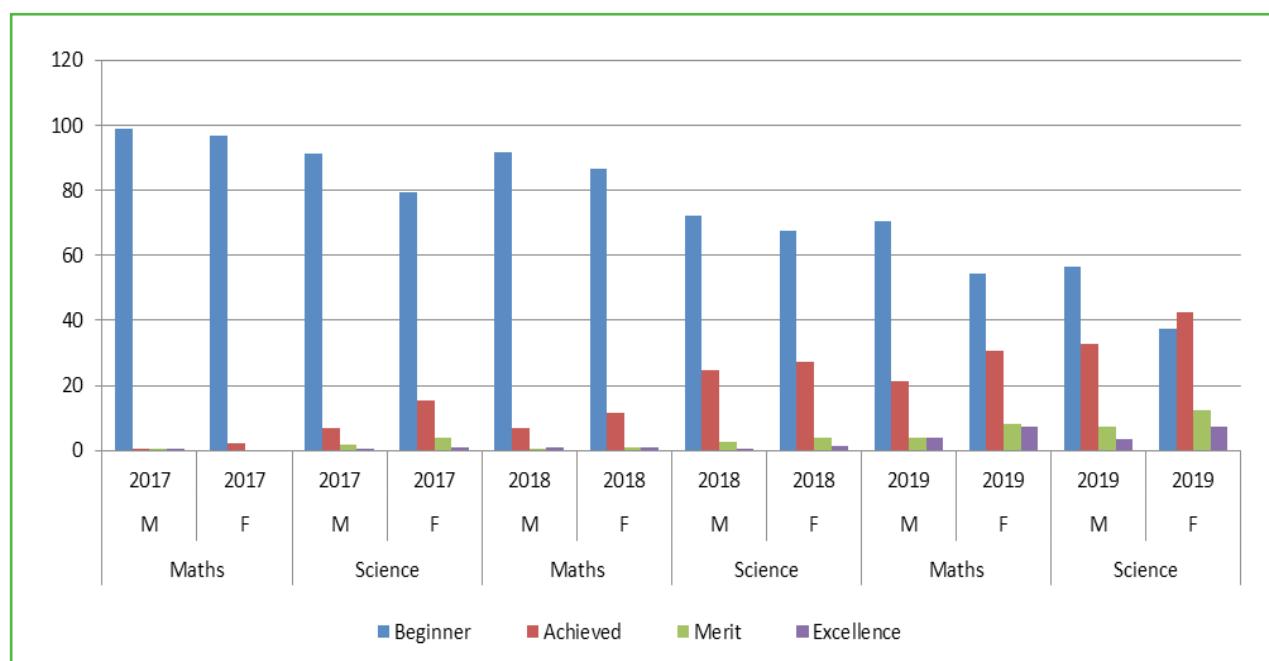


FIGURE 30  
SPECA Results by Gender (Maths, Science) 2017-2019

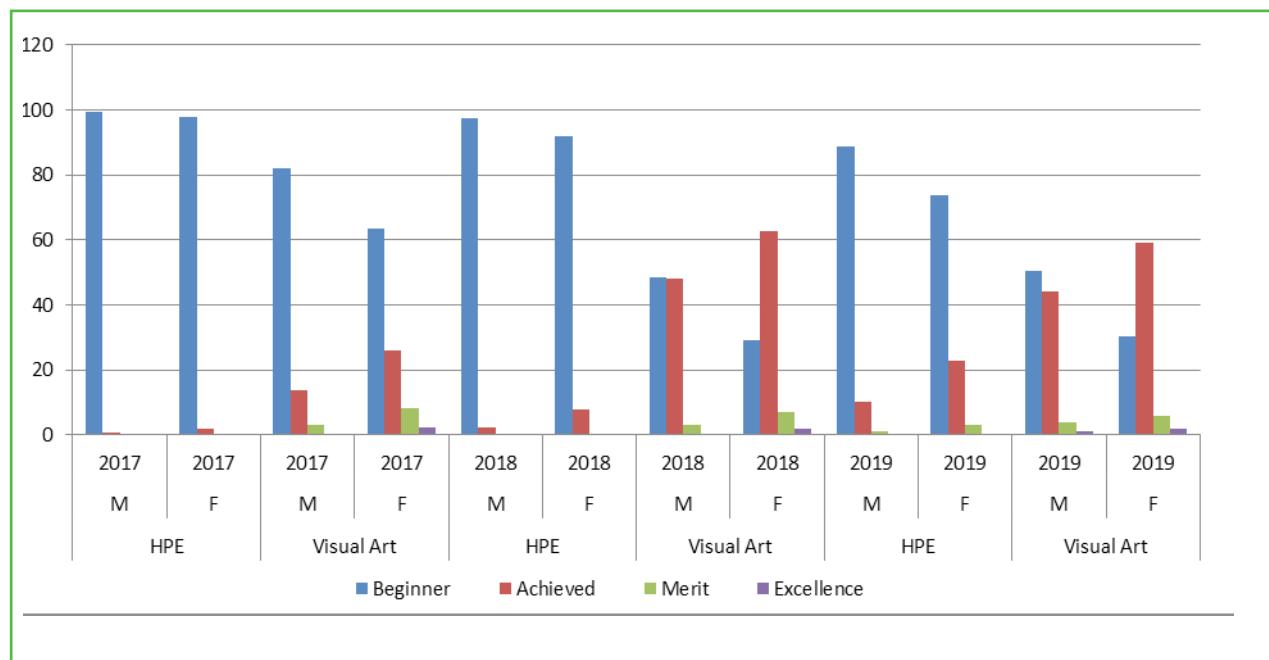


FIGURE 31  
SPECA Results by Gender (Vocational Subjects) 2017-2019

Gender Achievement Gap			
Subject	Female	Male	GAGs
English	65%	34%	31%
Maths	46%	29%	17%
Samoan	54%	27%	27%
Science	62%	44%	18%
HPE	26%	11%	15%
Visual Arts	70%	50%	20%
Social Science	34%	15%	19%

TABLE 18  
SPECA 2019 Gender Achievement Gap

In all seven (7) subjects, girls have outperformed boys. The achievement gap between girls and boys, is lowest in HPE with 15% but highest in English at 31%. The gender gap is not new and one that requires more research into how this issue can be better addressed.

These achievement tests conducted in Year 8 focus on the Year 8 curricula for each of the seven (7) subjects. Given the usefulness of trends and their

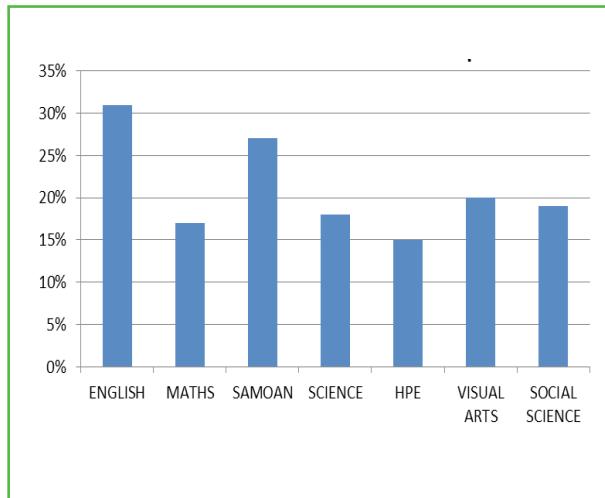


FIGURE 32  
SPECA 2019 Gender Achievement Gap

ability to inform strategic decision making based on the successfulness (or not) of implemented interventions, the MESC presents a 2 year trend in the graph below. However, it is noted that any judgments made, be treated with caution. The graph below shows an overall improvement in pass rates for SPECA with great improvements in all subjects except Gagana Samoa and Visual Art.

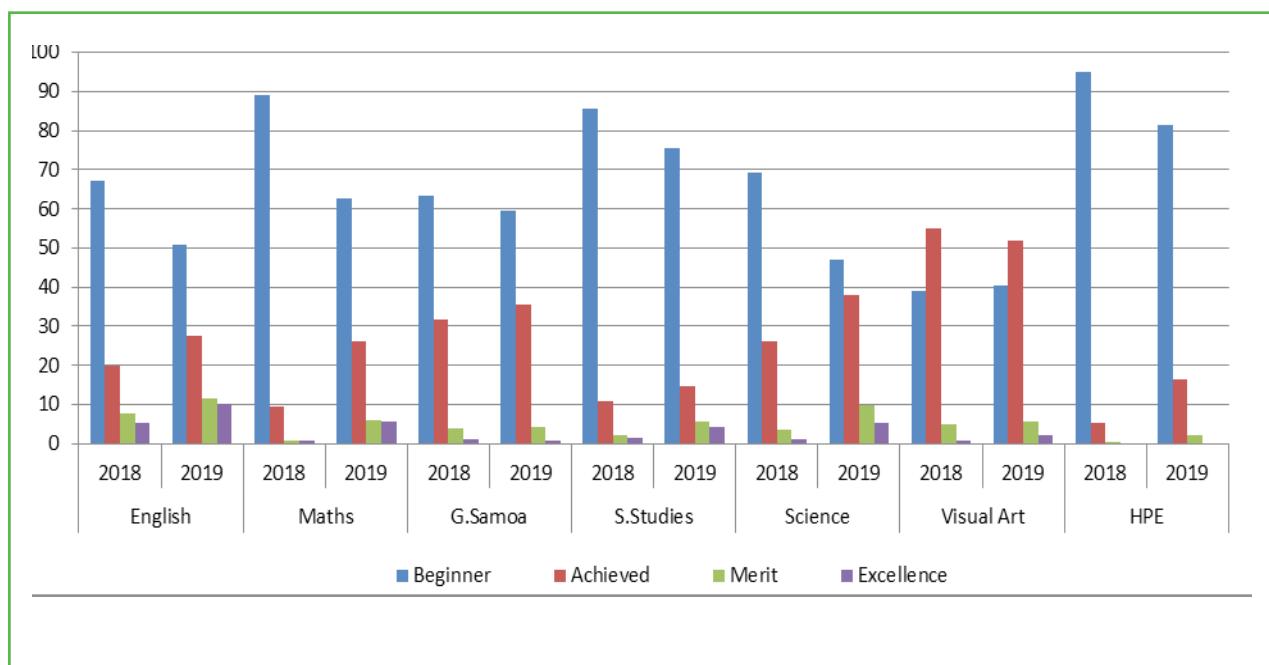


FIGURE 33  
SPECA results Trends (2018 - 2019)

## C.2 Secondary Assessments

The two most considerable certifications in the Secondary Education are the Samoa School Certificate (SSC) and the Samoa Secondary Leaving Certificate (SSLC). The SSC for Year 12 level is a credential which defines the competence of a student to pursue to the Year 13 level. The SSLC on the other hand, is used to determine the Year 13 students' competency into Tertiary Education including the NUS and many other PSET institutions. Similarly, both exams grant some students the aptitude to take a different educational level or even a career pathway.

The four (4) levels of achievement indicated below are used to determine the range of scores achieved by the students in their SSC and SSLC examinations. A student passes the exams if reaches Levels 2, 3 & 4.

A total of 35 national examinations<sup>8</sup> should be sat by students in Year 12 and Year 13 of all sec-

SSC and SSLC Achievement Levels		
LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	85 -100%
Level 3	Merit	70 - 84%
Level 2	Achieved	50 - 64%
Level 1	Beginner	Less than 50%

ondary schools every year. However due to the outbreak of Measles in the end of 2019, few of the exams have been postponed and later on repealed as the safety of all the students is our uppermost priority. Since science, literacy and numeracy in both primary and secondary education are significant areas with national key performance indicators therefore; this Statistical Digest only illustrates subjects of English, Gagana Samoa, Mathematics, Physics, Chemistry and Biology.

<sup>8</sup> 17 exams for SSC and 18 exams for SSLC

### C2.1 Year 12 Samoa School Certificate (SSC)

Gagana Samoa is one of the Core Subjects which should be associated with English and Mathematics; unfortunately it was not assessed due to the outbreak of Measles Epidemic by the end of 2019. Also, Chemistry and Physics were not examined as well due to the Measles Epidemic.

Table 19 shows SSC results over the last 3 years for the 6 subjects. As for last year, there were subjects that did not examine due to the Measles Epidemic.

Subjects	Gender	Beginner	Achieved	Merit	Excellent	2018			2019			
						Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit
English	Male	66	24	9	1	63	25	11	4	62	21	22
	Female	52	31	14	3	43	33	16	9	37	34	18
	Total	58	28	12	2	51	28	14	6	47	29	12
G.Samoa	Male	39	51	10	1	26	41	28	5	No exam		
	Female	28	59	13	0	18	47	50	11	No exam		
	Total	32	55	12	1	20	39	34	7	No exam		
Maths	Male	95	4	1	0	88	8	4	1	88	8	2
	Female	95	4	1	0	86	9	4	0	91	6	2
	Total	95	4	1	0	87	9	4	1	90	7	2
Biology	Male	79	17	2	1	67	26	6	1	54	33	11
	Female	84	11	5	1	68	22	8	2	65	21	12
	Total	82	13	4	1	88	30	9	2	62	25	12
Chemistry	Male	74	17	7	2	80	15	5	0	No exam		
	Female	74	18	6	2	75	17	7	1	No exam		
	Total	74	18	7	2	77	16	6	1	No exam		
Physics	Male	26	38	30	6	25	53	19	4	No exam		
	Female	27	38	32	4	32	40	21	7	No exam		
	Total	26	38	31	5	28	46	20	6	No exam		

TABLE 19  
SSC Gender Achievements by Level 2017 - 2019

Over the last 3 years, high percentage of students did not meet competency levels with the highest of 58% achieved “Beginner” level in 2017. Even though of such, a decline of 11% not

meeting competency level from 2017 to 2019 for English, while G.Samoa with just above 30% in 2017 and 2019. G.Samoa was not examined last year due to Measles Epidemic.

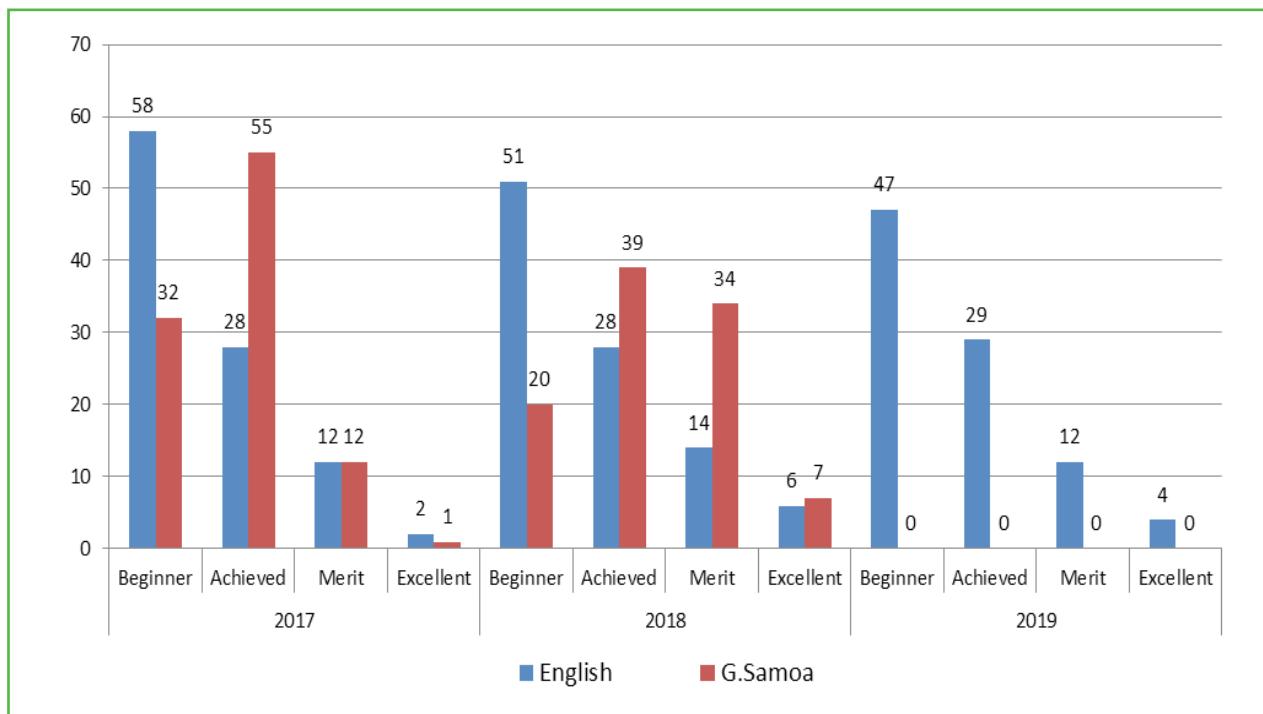


FIGURE 34  
SSC Results by Subject Fields (English & G.Samoa) 2017-2019

Maths was and still is a major concern with more than 90% of students at Beginner Level in 2017 and 2019, while 87% in 2018. The same ap-

pplies to Science subjects with minority students achieved expected levels over the last 3 years. Chemistry and Physics were not assessed last year.

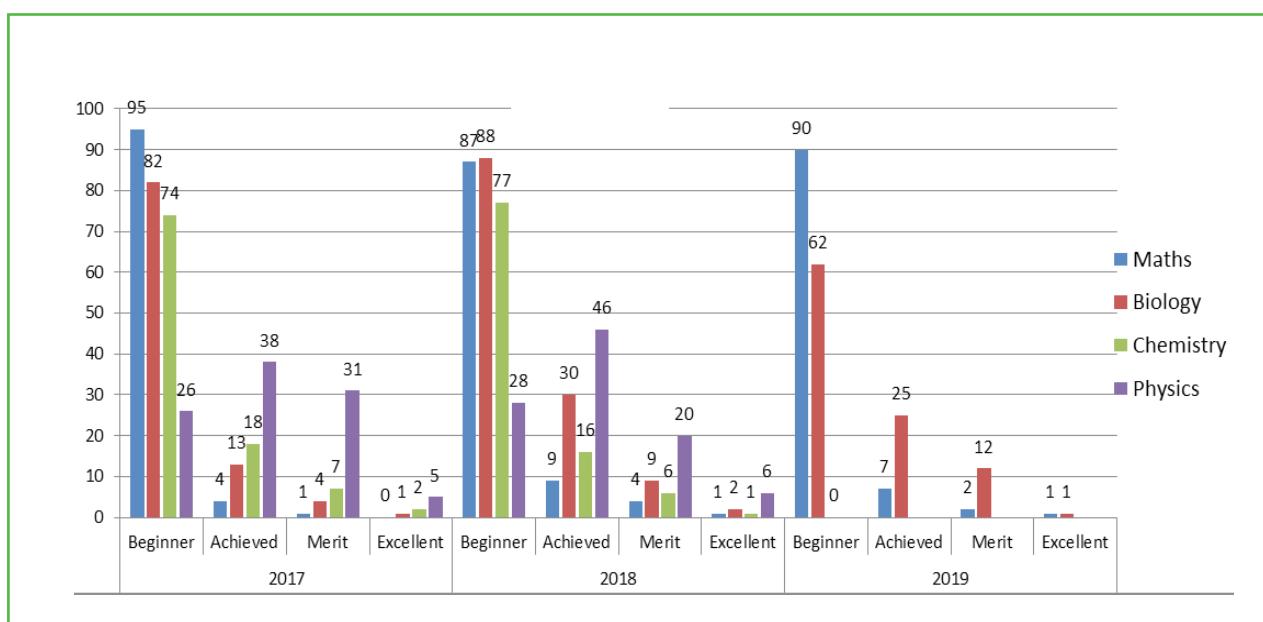


FIGURE 35  
SSC Results by Subject Fields (Maths & Science Subjects) 2017-2019

Males have always outnumbered females in both subjects over the past 3 years. For English, males scored high in achieving Level 1 with more than 60% from 2017-2019, while females shows a 12% decline. Both genders

achieved minimum of 1% - 9% in Levels 3&4 and it is a concern for the Ministry to provide support and strategies to improve the percentage of students achieving higher levels.

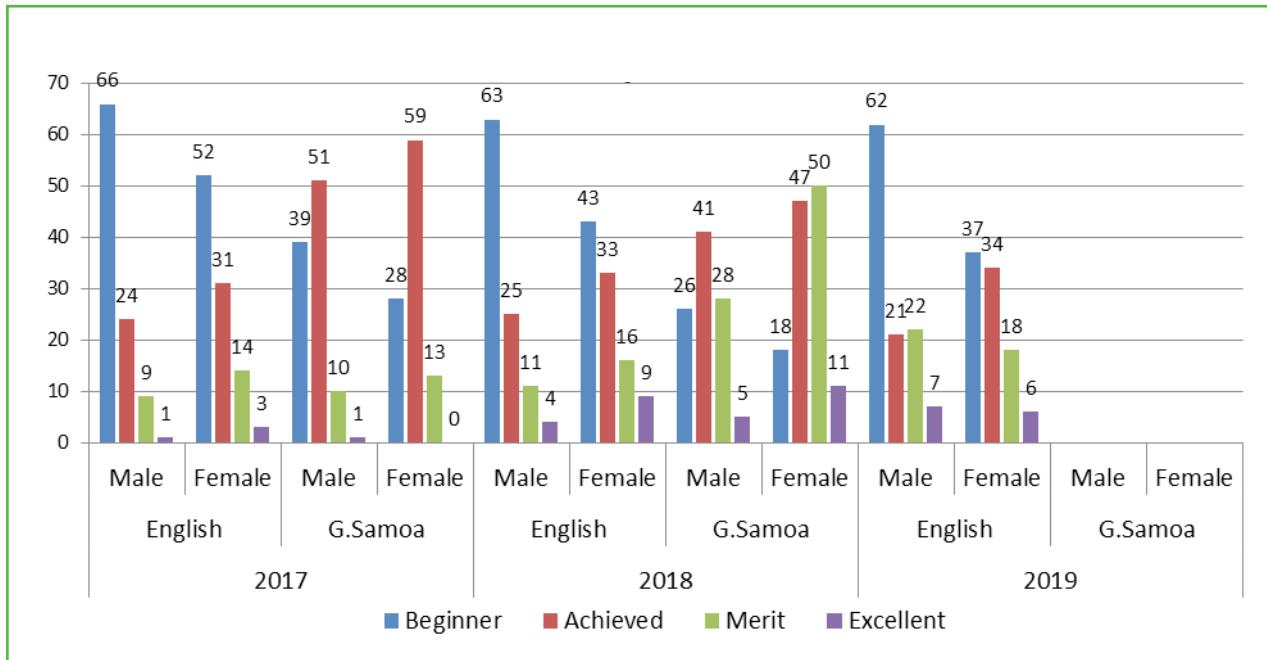


FIGURE 36  
SSC Results by Gender (English & G.Samoa) 2017-2019

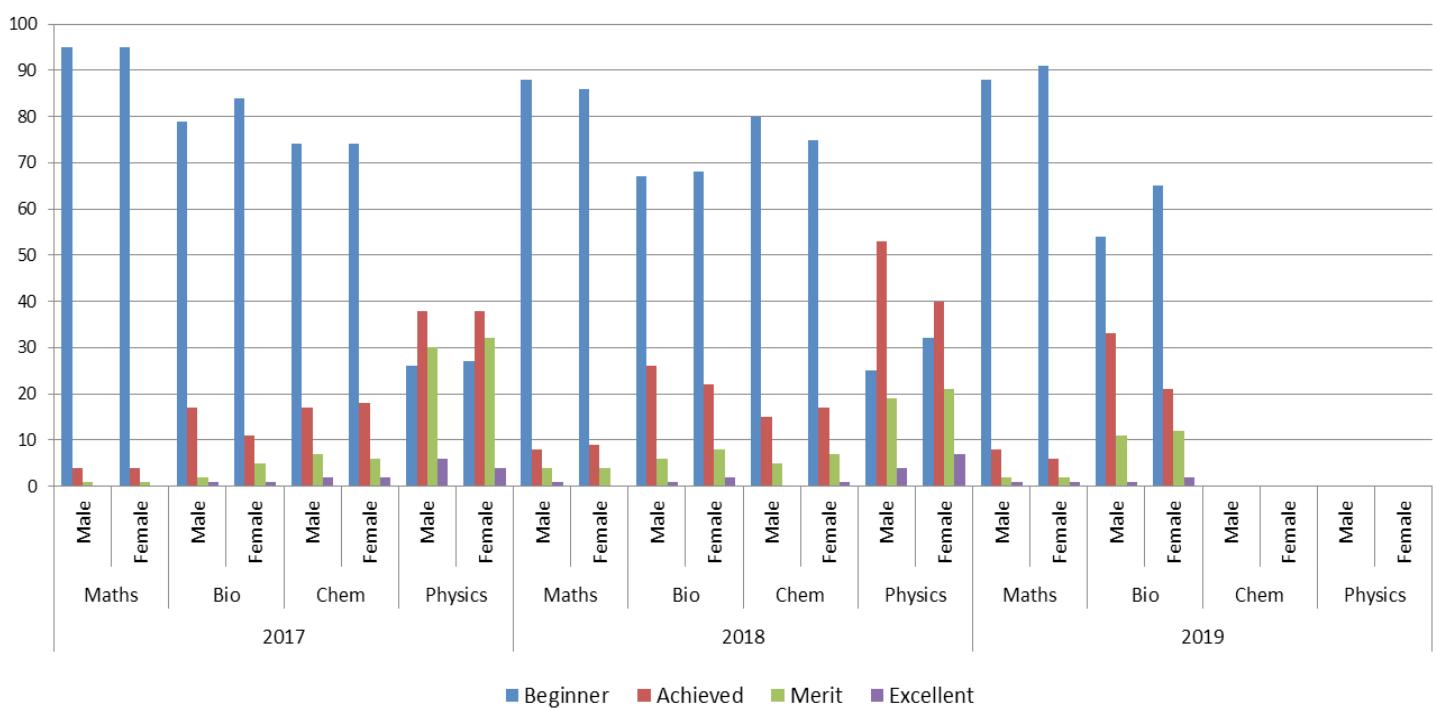


FIGURE 37  
SSC Results by Gender (Maths & Science Subjects) 2017-2019

Maths was and still is a major concern over the last 3 years with more than 90% not achieving competency levels for both genders. The same applies for Science subjects where the majority of students are at risk and struggled

in Level 1, with minority students achieved the expected levels. The MESC continues to identify learning gaps and implement teaching strategies to support the students and teachers with their professional development trainings.

## C2.2 Year 13 SSLC Examinations

Corresponding with the SSC, the quality of detail per exam and task per Internal Assessment is 40% low level skills and 60% high level

skills. The table and trend below indicates the SSLC four years result from 2017 until 2019.

		2017				2018				2019			
Subjects	Gender	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	58	28	11	3	57	33	9	1	58	28	12	4
	Female	39	37	18	5	43	41	13	3	41	40	15	2
	Total	47	33	15	4	48	38	12	2	51	33	14	3
G.Samoa	Male	28	59	13	0	16	54	28	2	34	32	30	4
	Female	17	68	14	0	10	46	42	3	4	49	43	4
	Total	22	65	14	0	12	49	37	2	16	42	38	4
Maths	Male	92	4	2	1	99	1	0	0	79	14	5	2
	Female	93	5	1	1	98	2	0	0	78	14	5	3
	Total	93	4	2	1	98	2	0	0	78	14	5	3
Biology	Male	66	15	14	5	74	20	5	2	56	32	9	3
	Female	70	20	7	3	76	18	5	4	57	30	9	3
	Total	69	18	9	4	76	19	5	3	57	31	9	3
Chemis- try	Male	75	22	4	0	60	2	8	3	79	16	5	1
	Female	86	11	3	0	58	4	7	4	78	17	5	1
	Total	82	15	3	0	59	3	8	3	78	16	5	1
Physics	Male	46	23	24	7	38	32	25	5	63	24	8	5
	Female	37	31	27	6	40	38	17	6	51	26	17	7
	Total	42	27	25	7	39	35	21	5	57	25	12	6

TABLE 20  
SSLC Gender Achievements by Level 2017 - 2019

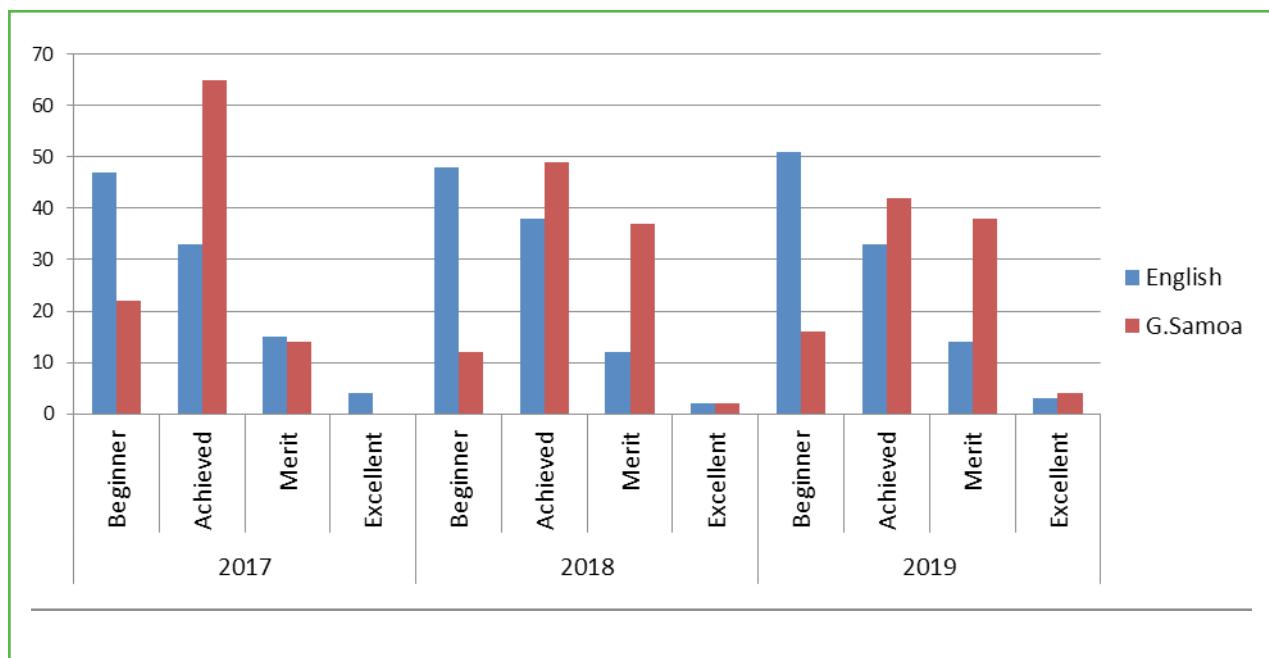


FIGURE 38  
SSLC Results by Subject Fields (English & G.Samoa) 2017-2019

A fluctuating pattern is demonstrated for both subjects in the last 3 years. High percentage of students found in Levels 1 & 2 with minority students achieved Levels 3&4. For English, an increasing number of students achieved "Achieved" level from 2017 to 2019 as well as G.Samoa.

Like SSC, the majority did not achieve competency levels in the last 3 years with minority students achieved the expected levels. It is an area of concern for the Ministry and MESC will continue to provide support to minimize number of students at risk level (level 1).

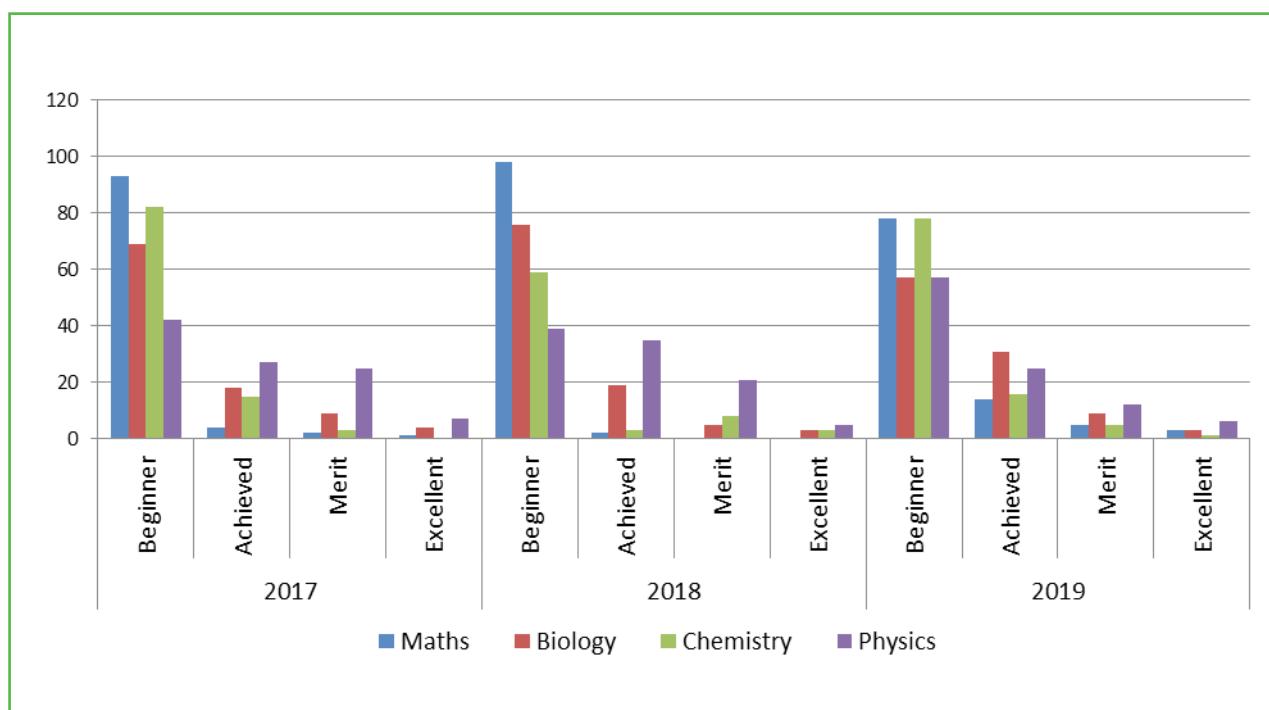


FIGURE 39  
SSLC Results by Subject Fields (Maths & Science Subjects) 2017-2019

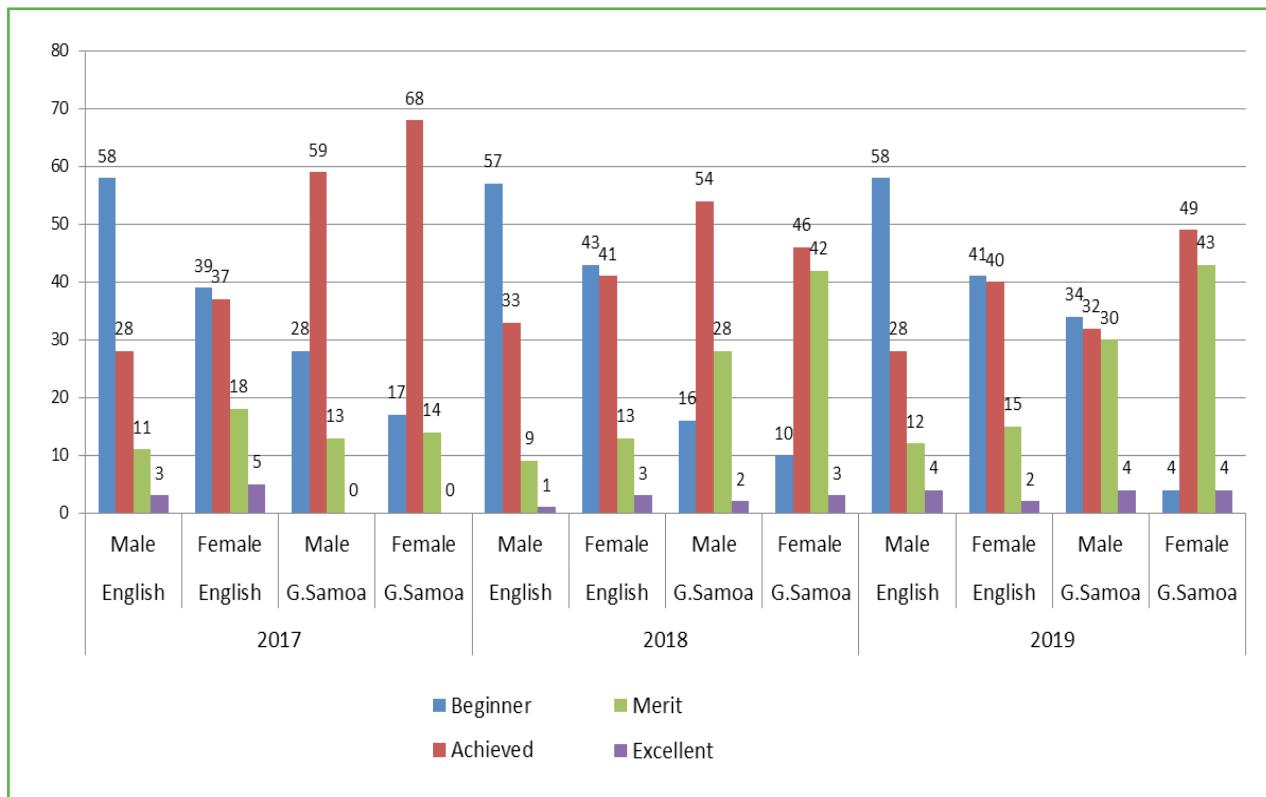


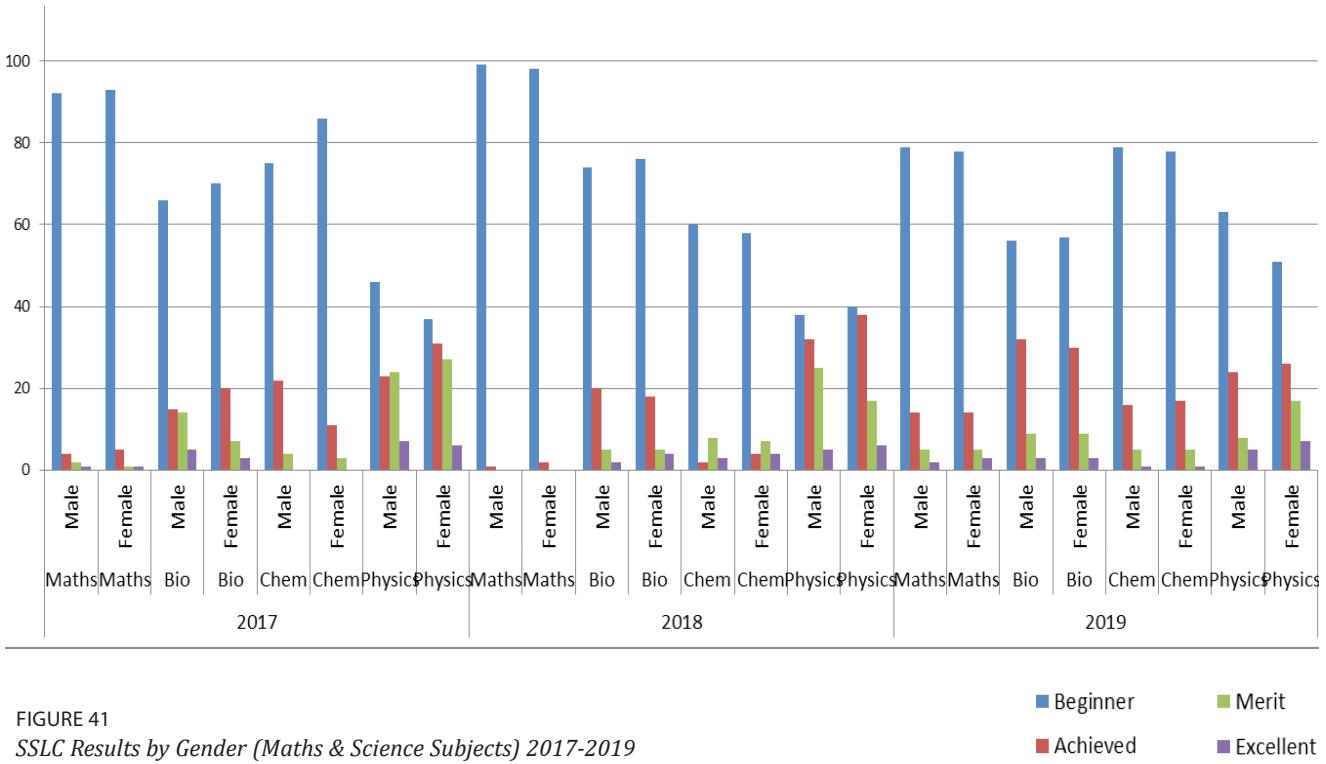
FIGURE 40  
SSLC Results by Gender (English & G.Samoa) 2017-2019

For G.Samoa, more than 40% of females achieved the expected levels in 2019 compared to only 14% in 2017 while males achieved an increase of 17% in the same period. English remained at 58% of students at “Beginner” level in 2017 and 2019 for males while females showed an increase of only 2%. Therefore, strategies and interventions should be in place to target both genders achieving Level 1.

Mathematics is recognized to be one of the hardest core subjects which had never met its 50% pass rate over the years from primary up to secondary education. Maths was and still is in critical level with almost 100% of students not achieving competency levels for both genders. Science subjects as well show more students in Level 1, with minimum achieved higher levels.

This is an ongoing battle for the Ministry especially with Maths to look at strategies and support to minimize the dilemma not only for students, but the teachers as well. Thus, MESC will continue to apply all preferable progressive strategies and interventions through all levels of education and in every subject to ensure that every student has access to quality education.

Regardless of the slight drop with the overall results for SSLC English and Gagana Samoa if compared to the 2017 result, the proportions of both females and males attaining higher scores for both subjects in 2019 has amazingly escalated. SSLC Mathematics 2019 anticipates better results can be obtained from all levels of education if teachers’ development and more interventional programs are implemented and initiated to improve teaching and learning.



Subjects	Gender	2018				2019			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	57%	33%	9%	1%	58%	28%	12%	2%
	Female	43%	41%	13%	3%	41%	40%	15%	4%
	Total	48%	38%	12%	2%	51%	33%	14%	3%
Gagana Samoa	Male	16%	54%	28%	2%	34%	32%	30%	4%
	Female	10%	46%	42%	2%	4%	49%	43%	4%
	Total	12%	49%	37%	2%	16%	42%	38%	4%
Mathematics	Male	88%	9%	2%	1%	79%	14%	5%	2%
	Female	86%	11%	2%	1%	78%	14%	5%	3%
	Total	87%	10%	2%	1%	78%	14%	5%	3%

TABLE 21  
SSLC Gender Achievement by Level 2018-2019

## C2.3 SC and SSLC Pass Rates

National Examinations conducted by the end of every year for Year 12 and Year 13 are define as SSC and SSLC. As approved by Cabinet early this year, a transformation in the Education System will be commenced soon, as the Year 9 cohort in 2021 will be sitting a new national examination in Year 10 by the following year (2022) and the same cohort will be trialed with the SSLC examination when it reaches Year 12 in 2024. Despite all these future changes along the way, the old system remains for the current Year 9 up to Year 12 cohorts.

As previously described, Measles Epidemic in Samoa 2019, caused the cancellation of some exams for Year 12 level in all Secondary Education including Government, Mission and

Private Secondary Schools. The above table indicates the only examinations for the Literacy, Numeracy and Science sat by Year 12 students in 2019. Similarly to 2018, females achieved higher than males in the English examination of 2019 however males surpassed females in Mathematics and Biology. English pass rate if compared to 2018 English result; has improved by 4% but the highest pass rate for English subject is indicated in 2016. The highest pass rates for Mathematics and Biology in SSC national examinations are obtained in 2018. The trend for SSC examinations over the past four years has been fluctuating and this result can be used to challenge teachers and students to do better for the upcoming 2020 National Examinations.

		2016		2017		2018		2019	
Subjects	Gender	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate
English	Male	1080	49	932	39	1134	39	950	38
	Female	1417	71	1309	54	1395	58	1270	52
	TOTAL	2497	65	2241	54	2529	48	2220	52
Mathematics	Male	753	11	758	6	882	12	754	12
	Female	1025	9	1081	7	1161	14	1137	9
	TOTAL	1778	12	1839	8	2043	14	1891	10
Biology	Male	198	26	213	26	196	33	167	46
	Female	353	25	341	25	379	32	328	35
	TOTAL	551	31	554	32	445	41	495	38

TABLE 22  
Year 12 Samoa School Certificate – Pass Rates by Gender 2016-2019

For SSLC, the achievement rate for Mathematics, Biology and Chemistry is rising again in contrast with 2018 result. The pass rate for Mathematics 2019 is now the highest over the last four

years. English declined by only 4% whilst Physics is unbelievably dropped by 18% if compared to 2018 and 34% difference with the 2017 result.

		2016		2017		2018		2019	
Subjects	Gender	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate
English	Male	732	44	772	48	721	43	978	42
	Female	1073	59	1135	70	1101	57	815	59
	TOTAL	1805	61	1907	68	1823	52	1793	49
Mathematics	Male	461	8	535	9	521	1	546	22
	Female	646	7	765	9	771	2	768	22
	TOTAL	1107	10	1300	11	1292	14	1314	22
Gagana Samoa	Male	532	86	555	77	542	84	590	96
	Female	799	98	876	91	877	91	837	96
	TOTAL	1331	96	1431	93	1419	88	1407	84
Biology	Male	160	20	151	41	168	25	183	44
	Female	238	16	271	42	287	23	254	43
	TOTAL	398	23	422	50	455	24	437	43
Chemistry	Male	115	21	138	32	128	12	198	21
	Female	178	16	205	23	240	16	179	22
	TOTAL	293	24	343	35	368	11	377	22
Physics	Male	94	41	122	65	87	62	99	37
	Female	88	21	108	71	106	63	89	49
	TOTAL	182	36	230	77	193	61	188	43

TABLE 23  
SSLC Achievement Rate 2016-2019

## D. Teacher Supply Indicators

Teaching is a key factor for the development of effective learning outcomes in schools. Effective learning outcomes depend highly on the teaching quality and trainings that are offered through professional development training programmes conducted by the Ministry. The Ministry made collaborative efforts with the National University of Samoa, APTC and the University of the South Pacific through various programs provided such as STAP, Scholarship Scheme for Pre-Service teachers and Upgrade program for In-Service teachers. The main purpose of these different programmes are to upgrade the teachers' qualifications in order to improve the quality of teaching in the

teaching profession. With regards to ECE, the National Council of Churches whom they register and provide trainings for ECE teachers can attain the minimum qualification (ECE Certificate) to cater for children attending ECE. Appraisals of teachers and those in positions of responsibilities have been an ongoing process to assess and evaluate their performance in order to identify areas for improvement of the quality of teaching. Professional development trainings are also conducted for teachers who do not meet teaching standards so that they upgrade their knowledge and skills and to assist them in teaching and providing effective learning outcomes in schools.

### D.1 Number and percentage of teachers

Teachers at all levels of education are decreasing this year compared to 2019. The enrolment of ECE students is declining. Primary teachers show a slight decrease in the number of teachers even though the number of students enrolled is increasing this year. The same applies to secondary education.

Teachers in Early Childhood Education are solely managed by the National Council of Early Childhood Education (NCECE) in Samoa. Despite the fact, the government of Samoa through the Ministry of Education, Sports and Culture is pro-

viding ongoing support through the provision of an annual government grant for ECE operations, as well as providing an ongoing support for ECE teachers in the delivery of ECE Curriculum.

Teaching in ECE is predominantly taken up by females with a gender gap of more than 90%. Only 3% of males teach in ECE whereas 97% are females. The same trend applies for both primary and secondary education where gender gap is a major concern. Effective strategies and methods should be in place to bridge the gap in all levels of education.

Number of ECE Teachers					
# Teachers	2016	2017	2018	2019	2020
Male	14	14	9	14	12
Female	327	352	426	409	360
Total	341	366	435	423	372
Gender gap	313	338	417	395	360
Percentage					
Male	4%	4%	2%	3%	3%
Female	96%	96%	98%	97%	97%
Gender Gap	92%	92%	96%	94%	94%

TABLE 24  
Number of Teachers by Controlling Authorities 2016-2020

D. Teacher supply indicators

Number of Primary Teachers						
School Status	Gender	2016	2017	2018	2019	2020
Government	Male	231	261	224	237	246
	Female	849	821	860	858	828
	Total	1080	1082	1084	1095	1074
Mission	Male	49	41	45	36	34
	Female	166	166	172	190	191
	Total	215	207	217	226	225
Private	Male	17	25	27	19	17
	Female	82	80	78	87	84
	Total	99	105	105	106	101
	Total Male	297	327	296	292	297
	Total Female	1097	1067	1110	1135	1103
	TOTAL	1394	1394	1406	1427	1400
Percentage of Primary Teachers						
School Status	Gender	2016	2017	2018	2019	2020
Government	Male	17%	19%	16%	17%	18%
	Female	61%	59%	61%	60%	61%
	Total	77%	78%	77%	77%	79%
Mission	Male	4%	3%	3%	3%	2%
	Female	12%	12%	12%	13%	14%
	Total	15%	15%	15%	16%	16%
Private	Male	1%	2%	2%	1%	1%
	Female	6%	6%	6%	6%	6%
	Total	7%	8%	7%	7%	7%
	Total Male	21%	23%	21%	20%	21%
	Total Female	79%	77%	79%	80%	79%
Gender Gap		58%	54%	58%	60%	58%

TABLE 24 (CONTINUED)  
Number of Teachers by Controlling Authorities 2016-2020

Number of Secondary Teachers						
<i>School Status</i>	<i>Gender</i>	2016	2017	2018	2019	2020
Government	Male	218	233	229	264	243
	Female	323	336	374	377	387
	Total	541	569	603	641	630
Mission	Male	165	176	189	157	177
	Female	190	197	197	211	180
	Total	355	373	383	368	357
Private	Male	20	21	19	16	20
	Female	21	19	18	10	22
	Total	41	40	37	26	42
	Total Male	403	430	437	437	440
	Total Female	534	552	589	598	589
	TOTAL	937	982	1026	1035	1029
Percentage of Secondary Teacher						
<i>School Status</i>	<i>Gender</i>	2016	2017	2018	2019	2020
Government	Male	23%	24%	22%	26%	24%
	Female	34%	34%	36%	36%	38%
	Total	58%	58%	58%	62%	62%
Mission	Male	18%	18%	18%	15%	17%
	Female	20%	20%	19%	20%	17%
	Total	38%	38%	37%	35%	34%
Private	Male	2%	2%	2%	2%	2%
	Female	2%	2%	2%	1%	2%
	Total	4%	4%	4%	3%	4%
	Total Male	43%	44%	43%	42%	43%
	Total Female	57%	56%	57%	58%	57%
Gender Gap		14%	12%	14%	16%	14%

TABLE 24 (CONTINUED)  
*Number of Teachers by Controlling Authorities 2016-2020*



FIGURE 42  
Percentage of Teachers by Educational Level by Gender

The government dominates other controlling authorities with the highest number in the teaching profession of more than 1000 teachers in the last five years. ECE came second while mission and private schools employ the least number of

teachers. Aforementioned, there is still an ongoing issue of teacher shortage, and the Ministry is looking for alternatives to minimize the dilemma so there are more than sufficient teachers to cater for the increasing enrolments in schools.

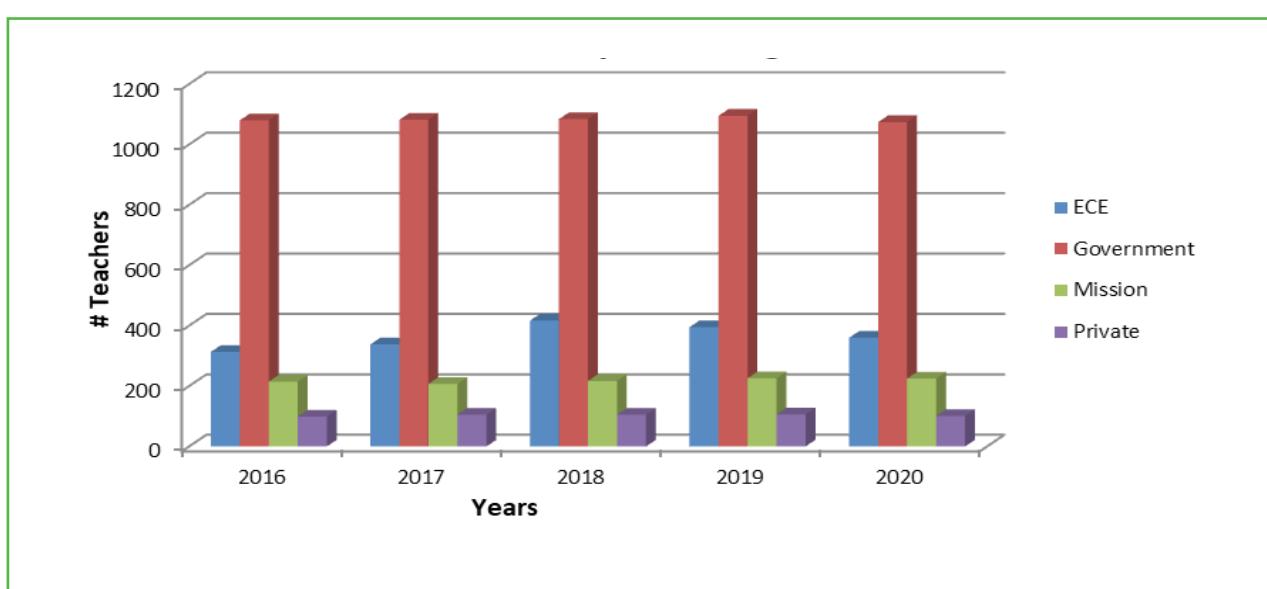


FIGURE 43  
Number of Teachers by Controlling Authorities 2016-2020

## D.2 Teachers Qualifications in ECE, Primary and Secondary

Students' achievements depend heavily on the quality of teachers. Upgrading programmes are in place to upgrade teachers' knowledge and skills so that the students can achieve better results.

For ECE, the highest number of teachers (83%) obtained Certificates Information collected showed that there are helpers/volunteers in some ECE Centers which accounts for 16%. Since all ECEs are privately managed by individuals and churches, they allow helpers/volunteers to assist their teachers to teach and deliver the curriculum to the children.

For primary level, only 9% of all primary teachers still hold Teaching Certificate, which indicates that more teachers with Certificates have completed the upgrade program and have graduated with a Bachelor of Education Degree. Government has the least percentage of teachers with Teaching Certificate compared to the private and mission schools. For government schools, a significant decrease of 10% from 44%

in 2019 to 34% this year in the number of teachers with Diplomas. The latter (34%) indicates the percentage of teachers with Diplomas who are to be upgraded to the Bachelor of Education degree. An increase to 37% of teachers this year graduated with a Bachelor of Education when compared to only 23% last year, which also denotes an increasing number of teachers who have completed the upgrade program.

A significant high percentage of teachers in government schools graduated with a Bachelor of Education when compared to private and mission schools. This is an indication that more teachers with Certificates and Diplomas qualifications have successfully completed the upgrade program. About 9 teachers (1%) have obtained a Graduate Diploma in Education, to complement their other Bachelor Degrees (Graduate Dip Education) thereby providing them with the required teaching qualification.

Teachers qualifications in ECE			
Qualifications	Gender	Total	%
Certificate	Male	10	3
	Female	297	80
	TOTAL	307	83
Diploma	Male	0	0
	Female	4	1
	TOTAL	4	1
Degree	Male	0	0
	Female	1	0
	TOTAL	1	0
Helper/Volunteer	Male	2	1
	Female	58	16
	TOTAL	60	16
		372	

TABLE 25  
Number of Teachers by Controlling Authorities 2016-2020

Teachers qualifications in Primary							
Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificate	Male	16	2	10	5	7	7
	Female	79	7	70	32	34	34
	TOTAL	95	9	80	37	41	41
Other Certificates	Male	0	0	10	5	2	2
	Female	0	0	42	19	16	16
	TOTAL	0	0	52	24	18	18
Diploma in Education	Male	76	7	7	3	4	4
	Female	301	27	36	16	8	8
	TOTAL	377	34	43	20	12	12
Other Diplomas	Male	50	5	0	0	0	0
	Female	144	13	0	0	0	0
	TOTAL	194	18	0	0	0	0
Bachelor of Education	Male	85	8	7	3	2	2
	Female	327	30	22	10	16	16
	TOTAL	412	38	29	13	18	18
Other Bachelor Degrees	Male	8	1	4	2	3	3
	Female	0	0	4	2	3	3
	TOTAL	8	1	8	4	6	6
Post Graduate Diplomas	Male	1	0	1	0	0	0
	Female	9	1	1	0	0	0
	TOTAL	10	1	2	0	0	0
Master's Degree	Male	1	0	3	1	2	2
	Female	3	0	2	1	3	3
	TOTAL	4	0	5	2	5	5
		1100		219		100	

TABLE 25 (CONTINUED)  
Number of Teachers by Controlling Authorities 2016-2020

Teachers qualifications in Secondary							
Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificate	Male	2	0	21	6	3	8
	Female	4	1	31	9	3	8
	TOTAL	6	1	52	16	6	16
Other Certificates	Male	1	0	37	11	1	3
	Female	0	0	30	9	3	8
	TOTAL	1	0	67	20	4	11
Diploma in Education	Male	72	11	30	9	5	14
	Female	107	17	37	11	2	6
	TOTAL	179	28	67	20	7	20
Other Diplomas	Male	2	0	0	0	0	0
	Female	1	0	0	0	0	0
	TOTAL	3	0	0	0	0	0
Bachelor of Science	Male	61	10	14	4	2	6
	Female	60	9	18	5	3	8
	TOTAL	121	19	32	9	5	14
Bachelor of Education	Male	57	9	16	5	2	6
	Female	129	20	16	5	3	8
	TOTAL	186	29	31	10	5	14
Other Bachelor Degrees	Male	38	6	28	9	3	8
	Female	70	11	17	4	3	8
	TOTAL	108	17	42	13	6	16
Graduate Diploma in Education	Male	2	0	9	3	0	0
	Female	7	1	4	1	1	3
	TOTAL	9	1	13	4	1	3
Post Graduate Diplomas	Male	6	1	2	1	0	0
	Female	10	2	10	3	1	3
	TOTAL	16	3	12	4	1	3
Master's Degree	Male	4	1	5	2	1	3
	Female	2	0	7	2	0	0
	TOTAL	6	1	12	4	1	3
		635		328		36	

TABLE 25 (CONTINUED)  
Number of Teachers by Controlling Authorities 2016-2020

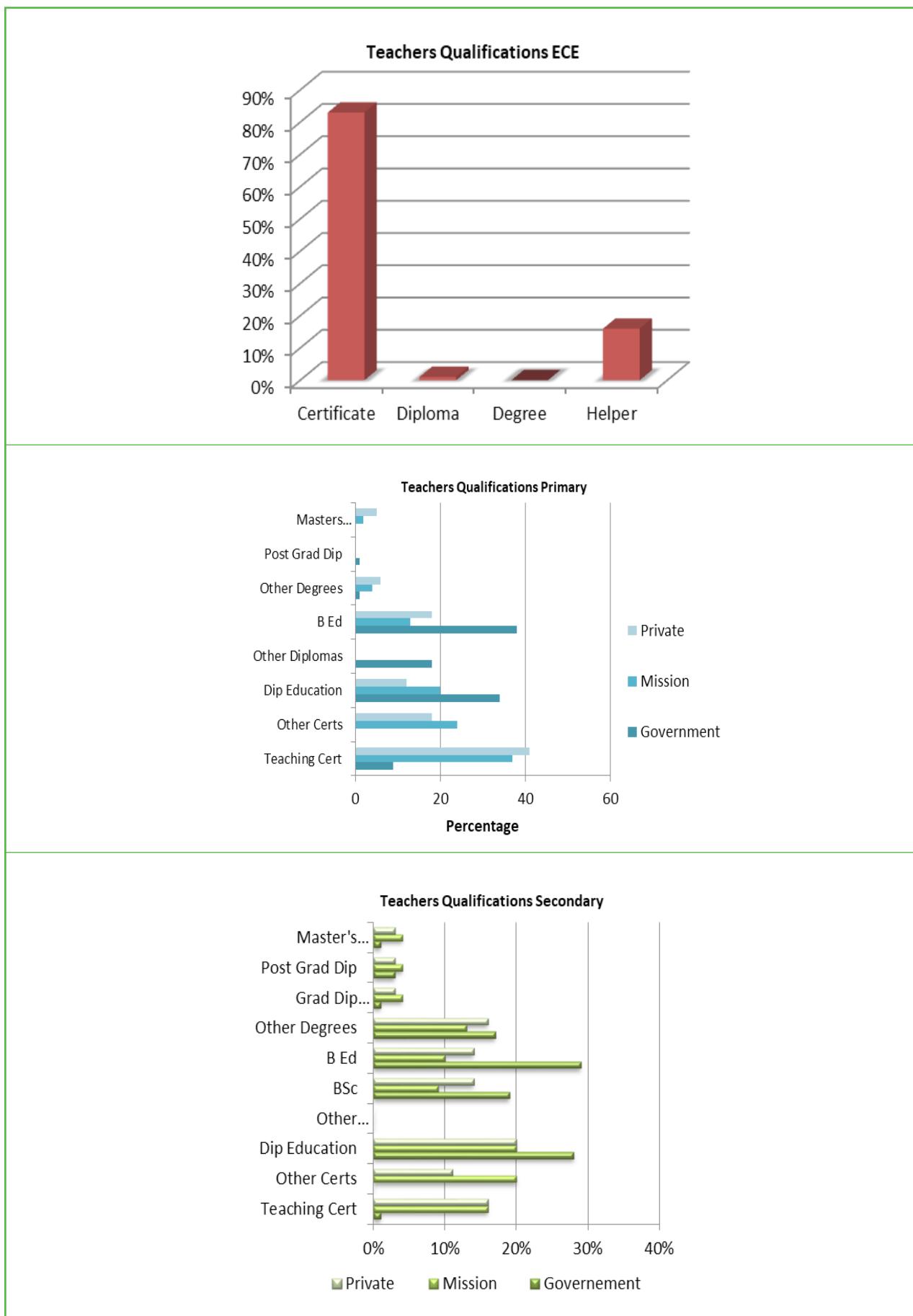


FIGURE 43  
Teachers Qualifications in ECE, Primary and Secondary

## D.3 Primary Teacher Performance

Table 26 shows the proficiency of primary teachers by gender from 2015 through to 2019. In addition, there is also a slight improvement by 4% for the year 2019 after a rapid decline for male teacher proficiency in the previous year (Figure 45). A gradual improvement of 5% for

female proficiency in 2019 is also reflected in the information presented (Figure 46). Furthermore, there is a significant increase in the percentage of reappraised teachers found to be below proficient after their 2nd to 4th appraisals also compared to the previous years (Figure 47).

Primary Teachers Proficiency					
Calendar Year	Gender	Below Proficient	Proficient	Exemplary	Total
2015	F	56%	44%		265
	M	62%	38%		52
2015 Total		180	137		317
2016	F	54%	46%	1%	213
	M	46%	52%	1%	67
2016 Total		145	132	3	280
2017	F	21%	79%		123
	M	34%	66%		29
2017 Total		36	116		152
2018	F	52%	48%		186
	M	72%	28%		46
2018 Total		129	103		232
2019	F	46%	53%	1%	167
	M	68%	32%		28
2019 Total		96	98	1	195

TABLE 26  
*Primary Teachers proficiency by gender 2015 – 2019*

#### D. Teacher supply indicators

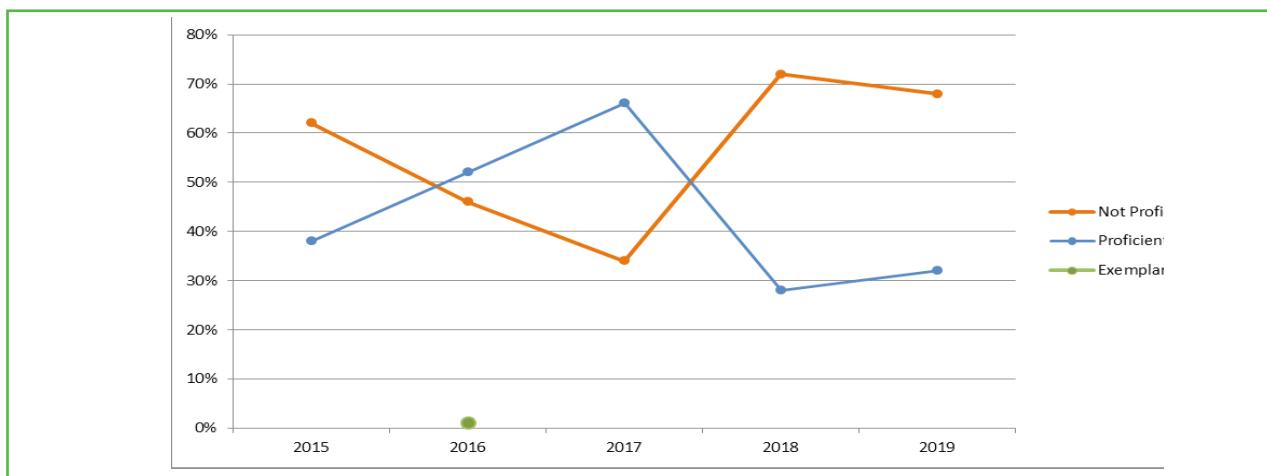


FIGURE 44  
Proficiency of male teachers appraised 2015 – 2019

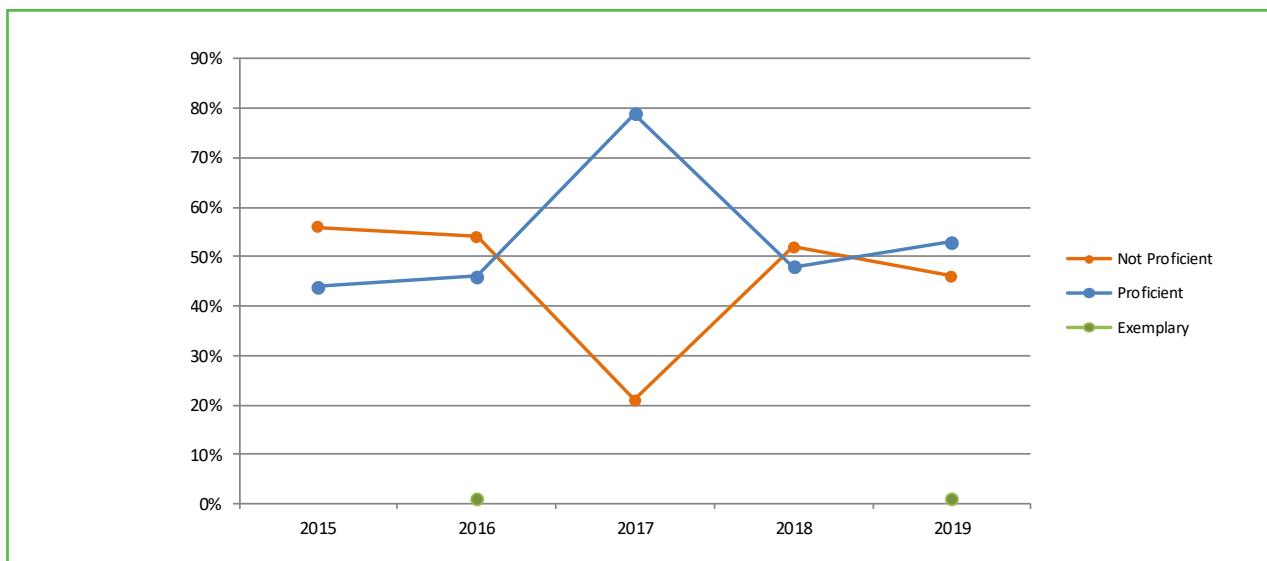


FIGURE 45  
Proficiency of female teachers appraised 2015 – 2019

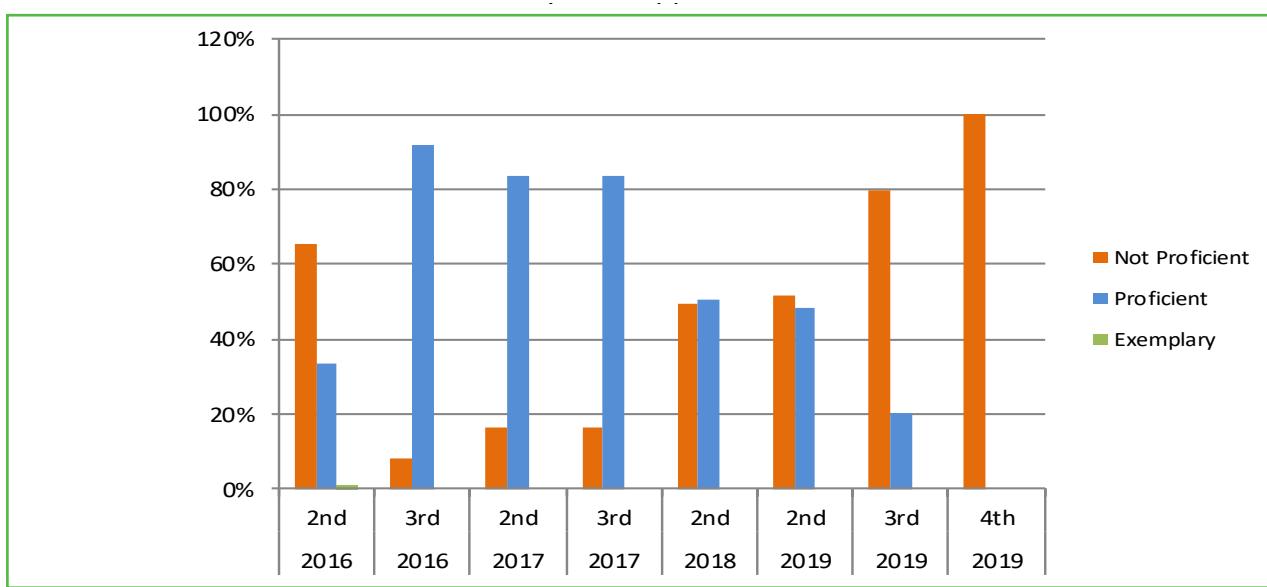


FIGURE 46  
Proficiency of female teachers appraised 2015 – 2019

## D3.1 Primary Principals and Vice Principals Appraisals

Less than three-quarters of the 71 Principals who had their end of contract QAPA during 2019 were males and the remaining 27% were females. There were no vice-prin-

cipals appraised during this year due to their contractual commencement dates. There were no vice-principals appraised during this year due to their contractual commencement dates.

## D.4 Secondary Teacher Performance

Table 27 shows an increasing trend of Secondary teachers found proficient during their appraisals over the last five years. As shown in Figure 48, it shows a steady improvement of up to 29% proficient female teacher appraisals from 2016 to 2019. This reflects the school based mentoring support provided by the Prin-

cipals, Vice-Principals and HODs. Similarly, Figure 49 clearly demonstrates a remarkable rise of proficient male teachers from 52% in 2016 to 81% in 2019. In addition, Figure 50 shows an improvement of the proficiency rate of re-appraised secondary teachers from 2015 to 2019.

Secondary Teachers Proficiency					
Calendar Year	Gender	Below Proficient	Proficient	Exemplary	Total
2015	F	22%	78%	1%	189
	M	30%	69%	1%	118
Total		76	229	2	307
2016	F	43%	57%	0%	51
	M	48%	52%	0%	42
Total		42	51	0	93
2017	F	17%	83%	0%	46
	M	30%	70%	0%	30
Total		17	59	0	76
2018	F	15%	85%	0%	109
	M	21%	76%	3%	67
Total		30	144	2	176
2019	F	13%	86%	1%	91
	M	19%	81%		48
Total		21	117	1	139

TABLE 27  
Secondary Teachers proficiency by gender 2015 – 2019

#### D. Teacher supply indicators

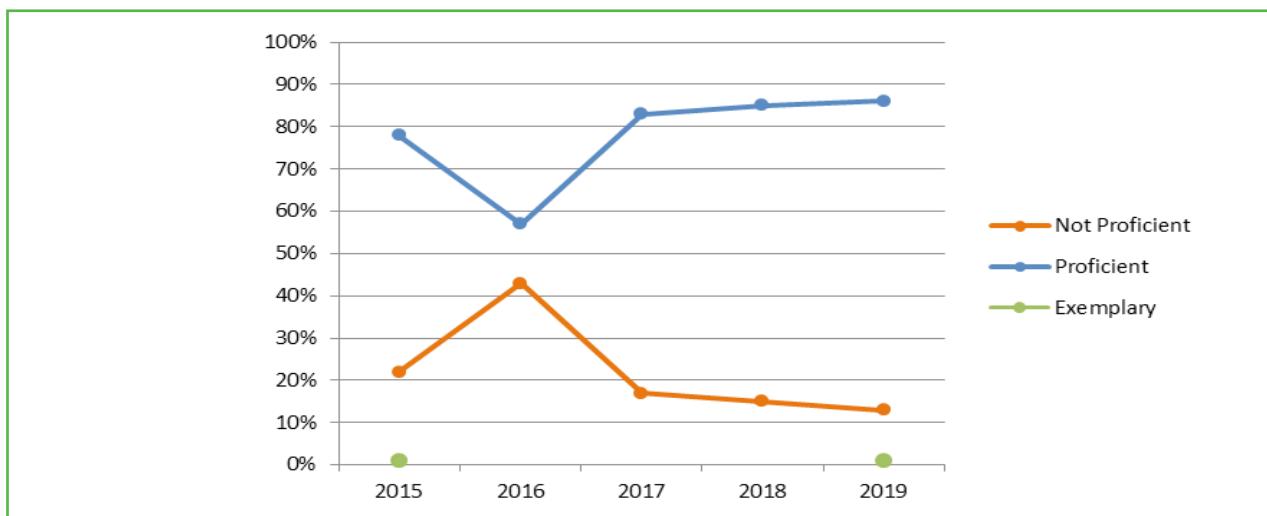


FIGURE 47  
Proficiency of female secondary teachers 2015 – 2019

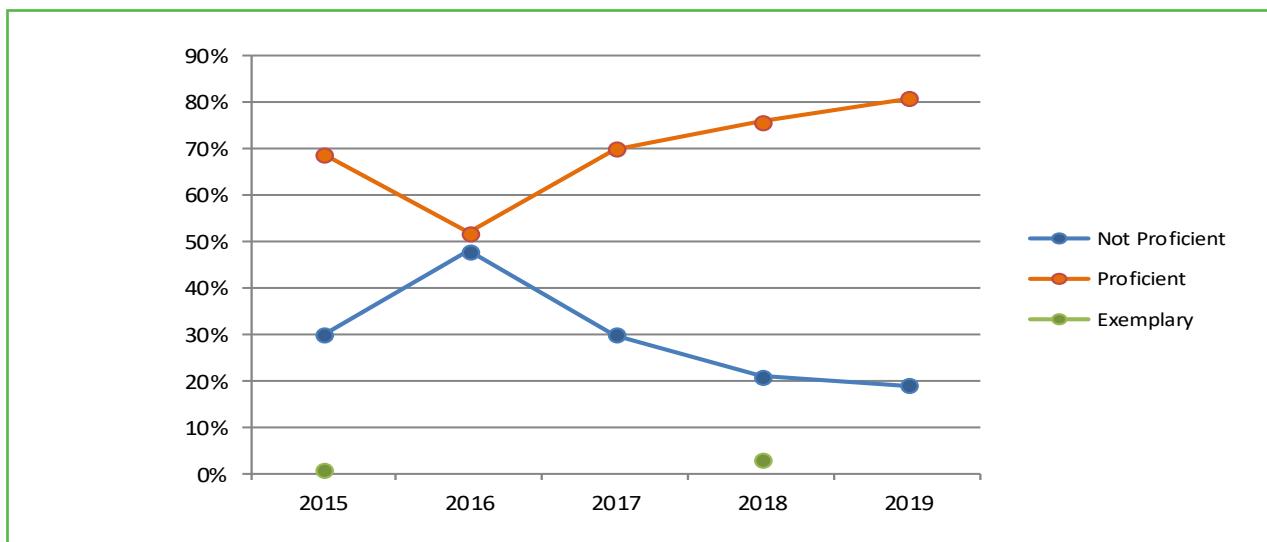


FIGURE 48  
Proficiency of male secondary teachers 2015 – 2019

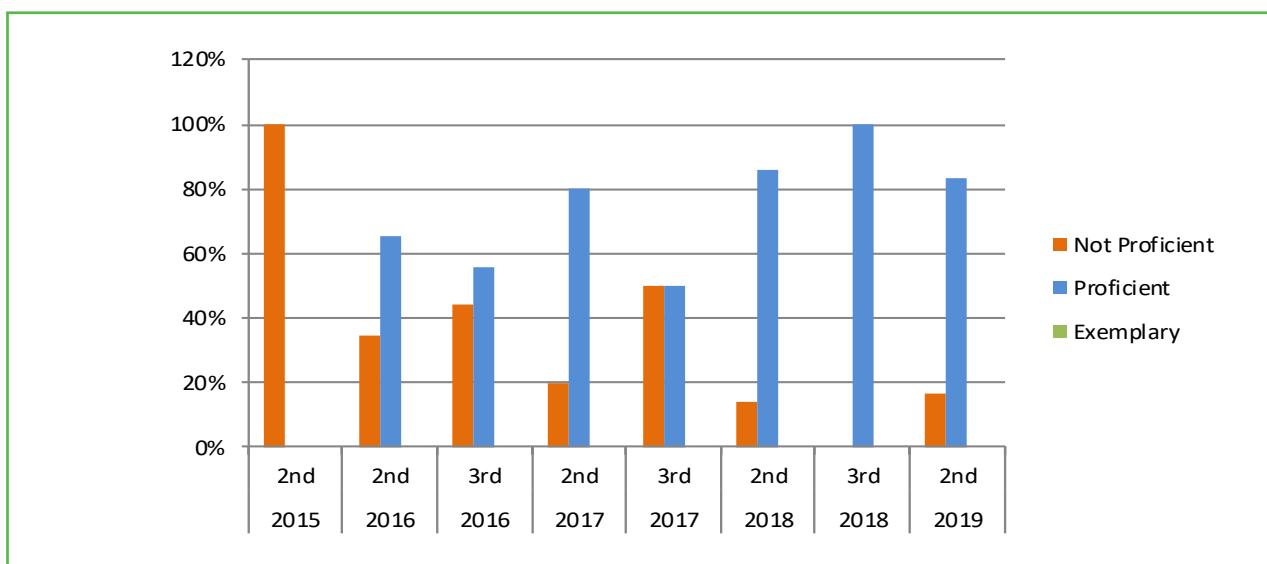


FIGURE 49  
Proficiency of reappraised secondary teachers 2015 – 2019

## D 4.1 Secondary Principals and Vice Principals Appraisals

Almost two third of the Principals and Vice-Principals who had their end of contract QAPA in 2019 are females as shown in the Table below.

Secondary Principals & Vice Principals Appraisals				
Year	Gender	Principal	Vice-Principal	Total
2015	F	2		2
	M	2		2
2015 Total		4		4
2016	F	7	7	14
	M	10	6	16
2016 Total		17	13	30
2017	F	9	5	14
	M	11	6	17
2017 Total		20	11	31
2018	F	4	4	8
	M	6	1	7
2018 Total		10	5	15
2019	F	7	7	14
	M	3	5	8
2019 Total		10	12	22

TABLE 28

*Secondary Principals and Vice Principals appraisals by gender 2015 – 2019*

## E. School Resources

### E.1 ECE School Resources

The Annual Government Grant distributed by the Ministry every year assists all ECE Centers with required resources and teaching materials they require. It is a support by the govern-

ment through the Ministry for all ECE centers to improve school environment and learning abilities of ECE children so that they are well prepared to enter primary level education.

### E.2 Primary School Resources

All schools in primary education have access to all resources stated above. The One Government Grant assisted all primary schools to purchase resources and teaching materials to support teaching and learning as well as improving the school environment.

While the government schools have the least percentage of primary schools with science laboratory, 55% mission and 75% of private schools have a science laboratory. Private schools have the highest percentage of access to most of the above facilities.

Primary Resources								
School Level	School Status	# Primary Schools	Desk	Chair	Teacher Desks	Teacher Chairs	Computer	Photocopier
Primary	Government	144	100%	100%	100%	100%	100%	100%
	Mission	19	100%	100%	100%	100%	100%	100%
	Private	7	100%	100%	100%	100%	100%	100%

TABLE 29  
*School Resources in Primary Education 2020*

Primary Facilities						
School Level	School Status	# Primary Schools	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	144	95%	4%	45%	93%
	Mission	19	100%	55%	90%	98%
	Private	7	100%	75%	100%	100%

TABLE 30  
*School Facilities at Primary Education 2020*

All primary schools have the facilities (toilets) mentioned above while 65% of government primary schools have urinals and 97% with washbasins. In comparison, 70% of mission primary

schools have urinals while 97% of private primary schools have urinals in their sanitation blocks, a necessary facility all schools should provide for a healthier school environment.

Primary Sanitation Facilities					
School Level	School Status	# Primary Schools	Toilets	Urinals	Washbasins
Primary	Government	144	100%	65%	97%
	Mission	19	100%	70%	100%
	Private	7	100%	97%	100%

TABLE 31  
*Sanitation Facilities in Primary Education 2020*

## E.3 Secondary School Resources

The Samoa School Fee Grant Scheme (SS-FGS) which is now consolidated to One Government Grant (OGG) is of great assistance with purchases of teaching and learning materials such as textbooks, computers, and photocopier as well as recruiting teachers.

About 93% & 91% of government colleges have access to a Science and/or Computer Laboratories

while all schools in these controlling authorities have school libraries. These facilities are important in supporting student access to curriculum and learning resources for teaching and learning.

All colleges have sanitation facilities, which is an essential part of a school's environment so that children can live in a healthy and clean surrounding.

Secondary Resources								
School Level	School Status	# Colleges	Desks	Chairs	Teachers Desks	Teachers Chairs	Computers	Photocopiers
Secondary	Government	23	100%	100%	100%	100%	100%	100%
	Mission	16	100%	100%	100%	100%	100%	100%
	Private	3	100%	100%	100%	100%	100%	100%

TABLE 32  
*Schools' Resources of Secondary Education 2020*

Secondary Facilities						
School Level	School Status	# Primary Schools	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	144	100%	93%	91%	100%
	Mission	19	100%	100%	100%	100%
	Private	7	100%	75%	100%	100%

TABLE 33  
*Schools' Facilities of Secondary Level 2020*

Secondary Sanitation Facilities					
School Level	School Status	# Primary Schools	Toilets	Urinals	Washbasins
Primary	Government	144	100%	100%	100%
	Mission	19	100%	100%	100%
	Private	7	100%	100%	100%

TABLE 34  
*Sanitation Facilities of Secondary Level 2020*

## F. Minimum Service Standards

### F.1 MSS ECE

The Minimum Service Standards for Early Childhood Education Centres have been designed to ensure quality across all aspects of education in the early years. MSS for ECE was launched in 2016 in collaboration between the National Council for Early Childhood Education (NCECE) and the Ministry to ensure that these standards encourage the promotion of health,

safety, and welfare of all children. These standards also reflect the provision of a stimulating and challenging learning environment that is tailored to meet individual needs. The NCECE is responsible for the monitoring and enforcing the implementation of the MSS to ensure that all registered ECE Centres are fully compliant.

### F.2 Students' Achievements (MSS) for Government Schools (Primary and Secondary Levels)

Minimum Service Standards (MSS) are the minimum (basic) requirements for schools to meet and/or comply with and should be used as a basis of planning, implementation and supervision in support of quality education.

The MSS has become a tool used by the Ministry to provide the evidence needed to enable the delivery of the most appropriate support and assistance to the schools on a timely basis.

The MSS 2016 has the following Domains:

Domains with total number of Standards, Indicators and Descriptors			
<b>Domain 1:</b> School environment, Hygiene and Safety.	4 Standards	19 Indicators	72 Descriptors
<b>Domain 2:</b> School Partnerships, Governance and Management.	6 Standards	28 Indicators	92 Descriptors
<b>Domain 3:</b> Teacher Quality	4 Standards	13 Indicators	44 Descriptors
<b>Domain 4:</b> Student Achievement	4 Standards	12 Indicators	36 Descriptors

In February 2019, the MSS Database was launched and ratings reviewed as shown by the table below.

Rating	Percentage	Rating Description	Rating Value	Description
MS	100%	Meet Standard	4	School has met all of the MSS standards.
MMS	75% to less than 100%	Mostly meets standard	3	Majority of standards implemented with sufficient evidence observed.
PMS	50% to less than 75%	Partially meets standard	2	Most standards implemented with relevant evidence observed.
BS	25% to less than 50%	Below Standard	1	Only a few standards partially implemented with a few evidences observed. **A follow up visit is recommended after 3 months from the day of the assessment.
FBS	0 % to less than 25%	Far Below Standard	0	No evidence of standards implemented or observed. ** CRITICAL situation needing Ministry intervention. Recommends follow up visits to be monthly.
NA		Not Applicable	99	

There are 4 Standards and 12 indicators in Domain 4. For the purpose of the Education Statistical Digest, the MSS information captured is from Domain 4: Standard 4.1, Indicator 4.1.1 on improved student achievement based on school determined targets.<sup>9</sup>

The table below denotes that out of 144 government primary schools, only 37 schools (26%)

meet MSS in setting clear and appropriate targets for Literacy while 33 primary schools (23%) achieve targets for Numeracy. Same as last year, only 3 schools (13%) were found to have set clear and appropriate targets for pass rates in SSC&SSLC specifically for English, Samoan, Maths, and Science subjects. However, the Ministry plans to use national assessment and examination results for each school over a period of at least 3 years to define school targets for Literacy and Numeracy over the next three years.

<sup>9</sup> Ratings for each descriptor is dichotomous (YES/NO)

			FY 18-19		
Standard	Indicator	Descriptors	# of Schools meeting MSS	Total number of government Schools	% of Schools meeting MSS
4.1 Assessment is strongly linked to Curriculum learning outcomes.	4.1.1 Improved student achievement based on school determined targets	1. Clear and appropriate school targets for proficiency in SPELL literacy are set. (Primary Level only)	37	144	26%
		2. Clear and appropriate school targets for proficiency in SPELL numeracy are set. (Primary Level only)	33	144	23%
		3. Clear and appropriate school targets for pass rates in SSC & SSLC (English, Maths, Samoan, & Science) are set. (Secondary Level only)	3	23	13%

# APPENDICES

Region/District	Government				Mission				Private				Grand Total
	Pri	Pri/ Sec	Sec	Total	Pri	Pri/ Sec	Sec	Total	Pri	Pri/ Sec	Sec	Total	
<b>Apia Urban</b>													
Faleata	10		1	11	1	1	5	8	5	1	1	7	<b>26</b>
Malifa			1	1									<b>1</b>
Vaimauga	11		3	14	5	1	2	8	2			2	<b>24</b>
<b>Apia Urban Total</b>	<b>21</b>		<b>5</b>	<b>26</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>51</b>
<b>Rest of Upolu</b>													
Aana No 1	9		1	10	1	1	1	4					<b>14</b>
Aana No 2	10		1	11									<b>11</b>
Aleipata	8		1	9									<b>9</b>
Anoamaa No 1	4		1	5									<b>5</b>
Anoamaa No 2	6			6	2			2					<b>8</b>
Fagaloa	4			4									<b>4</b>
Falealili	9		2	11	1			1					<b>12</b>
Lefaga	4		1	5									<b>5</b>
Lepa/Lotofaga	5		1	6									<b>6</b>
Safata	8		1	9									<b>9</b>
Sagaga	8		1	9	3		2	5					<b>14</b>
<b>Rest of Upolu Total</b>	<b>75</b>		<b>10</b>	<b>85</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>12</b>					<b>97</b>
<b>Savaii</b>													
Faasaleleaga No 1	6		1	7	2		2	4					<b>11</b>
Faasaleleaga No 2	6		1	7	2	1		3					<b>10</b>
Itu Asau No 1	5		1	6									<b>6</b>
Itu Asau No 2	4			4	1			1					<b>5</b>
Itu o Tane No 1	5		1	6									<b>6</b>
Itu o Tane No 2	7		1	8	1			1					<b>9</b>
Palauli	7		1	8			1	1					<b>9</b>
Savaii Sisifo	8		2	10									<b>10</b>
<b>Savaii Total</b>	<b>48</b>		<b>8</b>	<b>56</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>10</b>					<b>66</b>
<b>Grand Total</b>	<b>144</b>		<b>23</b>	<b>167</b>	<b>19</b>	<b>4</b>	<b>13</b>	<b>36</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>212</b>

TABLE 1  
Number of Schools by Controlling Authorities

Level	Government			Mission			Private			All Schools		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	2,442	2,227	4,669	464	422	886	147	142	289	3,053	2,791	5,844
2	2,388	2,240	4,628	455	420	875	149	146	295	2,990	2,806	5,796
3	2,407	2,251	4,658	451	387	838	161	141	302	3,019	2,779	5,798
4	2,494	2,244	4,738	425	426	851	135	151	286	3,054	2,821	5,875
5	2,301	2,042	4,343	379	406	785	139	150	289	2,819	2,598	5,417
6	2,281	1,970	4,231	387	334	721	143	125	268	2,791	2,429	5,220
7	2,085	1,966	4,051	391	426	817	106	121	227	2,582	2,513	5,095
8	2,017	1,869	3,886	372	354	726	92	97	189	2,481	2,320	4,801
Primary Total	18,393	16,809	35,202	3,324	3,175	6,499	1,072	1,073	2,145	22,789	21,057	43,846
9	1,237	1,312	2,549	738	796	1,534	45	66	111	2,020	2,174	4,194
10	1,154	1,237	2,391	747	816	1,563	49	57	106	1,950	2,110	4,060
11	919	975	1,894	555	608	1,163	0	1	1	1,474	1,584	3,058
12	778	991	1,769	562	619	1,181	46	52	98	1,386	1,862	3,048
13	559	747	1,306	341	487	828	45	40	85	945	1,274	2,219
Secondary Total	4,647	5,262	9,909	2,943	3,326	6,269	185	216	401	7,775	8,804	16,579
Grand Total	23,040	22,071	45,111	6,257	6,501	12,768	1,257	1,289	2,546	30,564	29,861	60,426

TABLE 2  
Enrolment for All Schools

Year	Primary										Secondary						% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2011	5,470	5,169	4,849	4,908	4,735	4,729	4,571	4,683	39,114	4,284	3,885	3,298	2,770	2,149	16,386	55,500	
2012	5,413	5,027	5,108	4,823	4,740	4,640	4,626	4,578	38,955	4,123	3,828	3,330	3,084	2,015	16,380	55,315	0
2013	5,951	5,247	5,123	5,188	4,802	4,776	4,645	4,711	40,443	4,142	3,891	3,360	3,149	2,032	16,574	57,017	3
2014	5,985	5,347	5,198	5,102	5,038	4,680	4,666	4,519	40,535	4,481	3,907	3,112	3,408	2,229	17,137	57,672	1
2015	5,896	5,504	5,378	5,181	5,081	4,958	4,639	4,613	41,250	4,262	4,046	3,182	2,997	2,255	16,742	57,992	1
2016	5,946	5,544	5,503	5,316	5,182	5,138	4,870	4,589	42,068	4,200	3,943	3,085	3,175	2,122	16,525	58,593	1
2017	6,419	5,451	5,407	5,475	5,136	5,062	4,967	4,751	42,868	4,180	3,825	3,108	2,940	2,246	16,297	58,965	1
2018	6,122	5,912	5,435	5,397	5,242	5,015	4,874	4,709	42,708	4,107	3,784	3,080	2,967	2,062	16,000	58,706	0
2019	6,282	5,882	5,795	5,410	5,261	5,211	5,018	4,687	43,546	4,334	3,897	3,002	2,889	2,243	16,365	59,911	2
2020	5,844	5,796	5,798	5,875	5,417	5,220	5,095	4,801	43,846	4,194	4,060	3,058	3,048	2,219	16,579	60,425	1

School enrolments for Government schools

Year	Primary										Secondary						% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2011	4,487	4,299	4,018	4,143	3,960	3,955	3,738	3,895	32,493	2,688	2,307	2,153	1,478	1,049	9,875	42,168	
2012	4,412	4,170	4,266	4,011	3,968	3,855	3,842	3,701	32,225	2,542	2,379	2,090	1,812	957	9,580	41,805	-1
2013	4,956	4,306	4,278	4,347	3,987	3,996	3,824	3,831	33,525	2,554	2,290	2,140	1,740	1,003	9,727	43,252	3
2014	4,848	4,370	4,227	4,253	4,216	3,865	3,878	3,672	33,329	2,673	2,281	2,038	1,771	1,105	9,888	43,197	0
2015	4,763	4,387	4,368	4,198	4,185	4,157	3,816	3,804	33,678	2,625	2,407	2,143	1,599	1,164	9,938	43,616	1
2016	4,820	4,493	4,426	4,351	4,210	4,214	4,025	3,738	34,277	2,673	2,425	2,164	1,770	1,145	10,177	44,454	2
2017	5,070	4,354	4,334	4,394	4,175	4,090	4,024	3,904	34,345	2,594	2,325	2,026	1,898	1,195	9,838	44,183	-1
2018	4,836	4,690	4,351	4,340	4,196	4,060	3,902	3,781	34,156	2,567	2,297	1,915	1,819	1,213	9,811	43,967	0
2019	5,013	4,704	4,653	4,398	4,278	4,202	4,027	3,781	35,066	2,671	2,370	1,920	1,710	1,377	10,048	45,104	3
2020	4,669	4,626	4,658	4,738	4,343	4,231	4,051	3,886	35,202	2,549	2,391	1,894	1,769	1,306	9,909	45,111	0

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2011	2,775	2,806	2,539	2,560	2,492	2,381	2,400	2,468	20,221	2,160	1,847	1,485	1,294	930	7,716	27,937
2012	2,746	2,584	2,591	2,526	2,430	2,444	2,356	2,380	20,037	2,137	1,890	1,642	1,381	932	7,982	28,019
2013	3,152	2,656	2,682	2,656	2,528	2,508	2,486	2,403	21,071	2,138	1,952	1,603	1,399	878	7,970	29,041
2014	3,112	2,827	2,621	2,619	2,550	2,458	2,418	2,400	21,005	2,258	1,908	1,523	1,496	924	8,109	29,114
2015	3,132	2,810	2,842	2,644	2,635	2,520	2,432	2,400	21,415	2,225	1,965	1,516	1,325	949	7,980	29,395
2016	3,092	2,889	2,811	2,737	2,633	2,684	2,445	2,396	21,687	2,141	1,995	1,495	1,462	876	7,969	29,666
2017	3,320	2,859	2,877	2,788	2,689	2,570	2,577	2,393	22,073	2,160	1,833	1,587	1,280	943	7,803	29,876
2018	3,171	3,098	2,814	2,844	2,682	2,633	2,434	2,413	22,089	2,023	1,919	1,496	1,400	864	7,702	29,771
2019	3,283	2,994	3,038	2,788	2,758	2,827	2,590	2,358	22,434	2,161	1,829	1,497	1,316	964	7,787	30,201
2020	3,063	2,990	3,019	3,054	2,819	2,791	2,582	2,481	22,789	2,020	1,950	1,474	1,386	945	7,775	30,564

TABLE 3  
*Male Enrolment All Schools*

Level	Number of Repeaters				Percentage of Enrolment			
	Government	Mission	Private	Total	Government	Mission	Private	Total
1	197	14	3	214	4.2	1.6	1.0	3.7
2	30	4	1	35	0.6	0.5	0.3	0.6
3	20	4	1	25	0.4	0.5	0.3	0.4
4	32	4	0	36	0.7	0.5	0.0	0.6
5	11	2	1	14	0.3	0.3	0.3	0.3
6	11	2	0	13	0.3	0.3	0.0	0.2
7	13	1	3	17	0.3	0.1	1.3	0.3
8	20	2	2	24	0.5	0.3	1.1	0.5
Total Primary	334	33	11	378	0.9	0.5	0.5	0.9
9	17	6	1	24	0.7	0.4	0.9	0.6
10	12	21	0	33	0.5	1.3	0.0	0.8
11	49	4	0	53	2.8	0.3	0.0	1.7
12	43	5	0	48	2.4	0.4	0.0	1.6
13	6	15	3	24	0.5	1.8	3.5	1.1
Total Secondary	127	51	4	182	1.3	0.8	1.0	1.1
Total	461	84	15	560	1.0	0.7	0.6	0.9

Repeaters in all schools by level

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2011	302	40	27	33	36	31	27	61	557	61	47	150	65	78	401	968
2012	203	42	30	17	15	12	20	50	389	73	67	173	88	33	434	823
2013	217	36	24	16	9	21	15	45	383	49	22	59	99	20	249	632
2014	121	29	20	23	15	17	8	14	247	66	39	102	152	26	384	631
2015	242	51	40	64	13	21	16	19	466	64	19	158	122	25	388	854
2016	253	65	39	28	20	30	20	27	482	54	66	101	107	14	342	824
2017	224	57	39	22	17	18	11	18	406	87	52	111	134	9	393	799
2018	166	49	27	34	33	19	23	41	392	32	45	52	59	9	197	589
2019	221	46	32	19	12	32	21	35	418	36	33	59	63	9	199	617
2020	214	35	25	36	14	13	17	24	378	24	33	53	48	24	182	560

TABLE 4  
*Number & Percentage of Repeaters*

TABLE 5  
*Primary Enrolment by Year level, Age and Gender 2020*

Age	Gender	1	2	3	4	5	6	7	8	TOTAL
5	Male	1738	196	0	0	0	0	0	0	1934
	Female	1650	213	6	0	0	0	0	0	1869
	<b>Total</b>	<b>3388</b>	<b>409</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3803</b>
6	<b>Male</b>	<b>1083</b>	<b>1367</b>	<b>215</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2667</b>
	Female	983	1314	197	5	1	0	0	0	2500
	Total	2066	2681	412	7	1	0	0	0	5167
7	Male	214	1130	1361	230	27	0	0	0	2962
	Female	148	1018	1377	207	13	0	0	0	2763
	Total	362	2148	2738	437	40	0	0	0	5725
8	Male	15	253	1089	1420	227	7	0	0	3011
	Female	10	237	938	1355	249	3	0	0	2792
	Total	25	490	2027	2775	476	10	0	0	5803
9	Male	2	40	313	1051	1247	219	2	0	2874
	Female	0	18	196	1008	1163	187	3	0	2575
	Total	2	58	509	2059	2410	406	5	0	5449
10	Male	1	3	34	295	962	1251	176	12	2734
	Female	0	4	61	202	923	1153	229	13	2585
	Total	1	7	95	497	1885	2404	405	25	5319
11	Male	0	0	7	49	300	1013	1272	198	2839
	Female	0	2	4	41	225	826	1262	233	2593
	Total	0	2	11	90	525	1839	2534	431	5432
12	Male	0	1	0	6	50	257	859	1063	2236
	Female	0	0	0	3	20	234	852	1038	2147
	Total	0	1	0	9	70	491	1711	2101	4383
13	Male	0	0	0	0	5	40	230	927	1202
	Female	0	0	0	0	4	25	149	851	1029
	Total	0	0	0	0	9	65	379	1778	2231
14	Male	0	0	0	1	1	4	43	281	330
	Female	0	0	0	0	0	1	18	185	204
	Total	0	0	0	1	1	5	61	466	534
TOTAL	Male	3053	2990	3019	3054	2819	2791	2582	2481	22789
	Female	2791	2806	2779	2821	2598	2429	2513	2320	21057
	Total	5844	5796	5798	5875	5417	5220	5095	4801	43846

Age	Gender	9	10	11	12	13	TOTAL
11	Male	2	1	0	0	0	3
	Female	1	0	0	0	0	1
	<b>Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
12	<b>Male</b>	<b>98</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>103</b>
	Female	137	5	0	0	0	142
	Total	235	10	0	0	0	245
13	Male	594	114	1	0	0	709
	Female	740	183	0	0	0	923
	Total	1334	297	1	0	0	1632
14	Male	971	607	62	17	1	1658
	Female	983	813	82	54	1	1933
	Total	1954	1420	144	71	2	3591
15	Male	302	836	422	121	19	1700
	Female	286	816	463	220	34	1819
	Total	588	1652	885	341	53	3519
16	Male	46	349	671	368	84	1518
	Female	26	253	713	560	215	1767
	Total	72	602	1384	928	299	3285
17	Male	7	34	275	543	290	1149
	Female	1	37	281	536	409	1264
	Total	8	71	556	1079	699	2413
18	Male	0	4	42	255	353	654
	Female	0	3	40	244	477	764
	Total	0	7	82	499	830	1418
19	Male	0	0	1	79	169	249
	Female	0	0	4	42	125	171
	Total	0	0	5	121	294	420
20	Male	0	0	0	3	29	32
	Female	0	0	1	6	13	20
	Total	0	0	1	9	42	52
TOTAL	Male	2020	1950	1474	1386	945	7775
	Female	2174	2110	1584	1662	1274	8804
	Total	4194	4060	3058	3048	2219	16579

TABLE 6  
*Secondary Enrolment by Year level, Age and Gender 2020*

Region/District	Government				Mission				Private				TOTAL
	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	
Apia Urban													
Faleata	152		46	198	10	19	97	126	57	28	16	99	423
Malifa			81	81									81
Vaimauga	126		127	253	85	22	48	155	44			44	452
Apia Urban Total	278		234	512	95	41	145	281	101	28	16	143	936
Rest of Upolu													
Aana No. 1	76		33	109	18			36	54				163
Aana No. 2	55		27	82									82
Aleipata	32		20	52									52
Anoamoa No. 1	28		32	60									60
Anoamoa No. 2	35			35	18								53
Fagaloa	13			13									13
Falealili	53		38	89	7								98
Lefaga	20		22	42									42
Lepa/Lotofaga	25		19	44									44
Safata	42		19	61									61
Sagaaga	72		27	99	39			55	94				193
Rest of Upolu Total	451		235	686	82			91	173				859
Savaii													
Faasaleleaga No. 1	60		25	85	19			32	51				136
Faasaleleaga No. 2	40		21	61	13	28			39				100
Itu Asau No. 1	30		20	50									50
Itu Asau No. 2	22			22	6				6				28
Itu-o-Tane No. 1	34		24	58									58
Itu-o-Tane No. 2	43		22	65	10			22	10				75
Palauli	63		21	84									106
Savaii Sisifo	53		28	81									81
Savaii Total	345		161	506	48	28	54	128					634
Grand Total	1074		630	1704	225	67	290	582	101	28	16	143	2429

TABLE 7  
Number of Teachers by Controlling Authorities 2020

TABLE 8. *Primary Schools Enrolment by school, year level and Controlling Authority*

School Status	School Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL
Government	Satitoa Primary	28	18	27	17	17	19	18	23	167
	Uafato Primary	8	7	6	6	3	9	3	5	47
	Aele Primary School	72	77	89	75	96	108	89	77	683
	Afega Primary	43	63	59	64	42	61	44	42	418
	Aleisa Primary	52	52	59	61	30	65	57	43	419
	Aopo Primary	14	10	8	16	11	9	12	13	93
	Apia Primary	129	163	169	162	161	192	184	177	1337
	Apolima-uta Primary	25	29	28	26	31	23	25	20	207
	Asaga Primary	9	12	10	6	9	11	7	5	69
	Asau Primary	39	25	48	35	42	26	32	41	288
	Auala Primary	13	15	15	16	17	12	13	17	118
	Aufaga Primary	22	32	30	25	18	22	11	23	183
	Faga Primary	31	32	30	34	23	30	23	23	226
	Fagali'i Primary	27	22	23	27	21	22	26	19	187
	Fai'a'ai/Fogatuli Primary	18	15	17	14	17	13	11	27	132
	Falealupo Primary	34	40	31	30	26	20	24	27	232
	Faleapuna Primary	14	15	18	14	12	12	10	10	105
	Falease'ela Primary	26	26	16	38	12	19	15	16	168
	Faleasi'u Primary	84	54	48	77	64	65	61	62	515
	Faleatiu Primary	10	13	17	17	14	19	16	12	118
	Falefa Primary	28	40	36	43	42	30	42	30	291
	Falefitu Primary	43	52	57	57	48	48	40	45	390
	Falelatai Primary	31	30	38	42	40	31	40	29	281
	Falelima Primary	10	16	18	12	14	8	10	6	94
	Faleu Primary	15	9	15	15	13	11	10	12	100
	Fale'ula Primary	43	44	41	37	33	40	34	28	300
	Falevao Primary	26	27	27	25	11	16	24	29	185
	Fasito'otai Primary	31	36	31	30	37	28	30	28	251
	Fasito'outa Primary	60	59	45	79	49	61	65	49	467
	Fusi Primary School	29	22	35	31	31	20	18	23	209
	Gagaemalae Primary	37	25	27	34	33	32	34	35	257
	Gataivai Primary	39	24	35	39	35	28	29	27	256
	Gautavai Primary	18	17	16	12	9	11	19	11	113
	Iva Primary	39	31	54	48	29	45	35	30	311
	Lalomalava Primary	31	25	23	32	24	22	22	15	194
	Lalomanu Primary	18	20	18	14	17	13	16	16	132
	Lalomauga Primary	17	23	16	15	7	19	15	13	125
	Lano Primary	14	12	8	22	11	16	6	5	94
	Lauli'i Primary	38	52	56	59	51	60	33	38	387
	Laumoli Primary	30	31	19	27	17	30	29	17	200
	Le'auva'a Primary	43	53	45	46	46	36	33	47	349
	Lepa Primary	16	15	11	17	16	6	13	13	107

School Status	School Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL
Government	Lepea Primary	71	68	84	80	46	73	70	51	543
	Letogo Primary	34	41	43	34	42	30	43	38	305
	Letui Primary	9	11	12	9	6	7	8	8	70
	Leulumoega Primary	22	14	11	8	11	15	12	14	107
	Levi Primary	31	44	45	20	24	29	40	28	261
	Lona Primary	10	13	11	11	13	8	9	6	81
	Lotofaga Primary (Lepa/ Lotofaga District)	21	37	28	22	36	15	16	27	202
	Lotofaga Primary (Safata District)	23	29	22	23	29	22	24	28	200
	Lotopue Primary	23	20	19	20	17	13	17	17	146
	Luatuanuu Primary	18	32	36	22	21	24	19	19	191
	Lufilufi Primary	13	16	19	14	22	13	15	13	125
	Magiagi Primary	31	44	36	32	36	34	49	31	293
	Malie Primary	39	58	50	50	61	51	54	43	406
	Manono Primary	36	36	37	34	41	32	37	27	280
	Manunu Primary	14	12	8	16	7	9	5	8	79
	Matatufu Primary	20	14	20	17	17	12	12	12	124
	Matautu Primary	30	38	41	46	42	34	29	28	288
	Moamoa&Tauao'o Primary	61	53	39	46	36	44	33	24	336
	Moata'a Primary	60	70	58	59	58	52	55	42	454
	Mulifanua Primary	44	40	63	38	65	40	47	32	369
	Mulivai Primary	21	10	12	11	6	11	8	5	84
	Neiafu Primary	21	21	27	24	23	23	18	22	179
	Nene Primary	20	14	15	19	12	14	6	11	111
	Nofoalii Primary	64	47	54	59	51	58	42	34	409
	Paia Primary School	14	6	9	15	10	11	7	8	80
	Palauli Primary	81	51	52	60	49	50	55	42	440
	Papa/Sataua Primary	18	14	22	16	13	18	10	8	119
	Pata Primary	10	11	18	11	12	11	11	7	91
	Patamea Primary	20	21	12	23	16	13	12	14	131
	Pu'apu'a Primary	13	13	15	24	16	12	12	11	116
	Puleia Primary	23	12	18	18	11	20	15	18	135
	Saanapu Primary	38	38	33	38	35	23	31	33	269
	Sa'asa'ai Primary	28	18	27	21	19	29	21	10	173
	Safa'ato'a Primary	12	16	18	21	14	16	19	19	135
	Safotu Primary	25	22	27	25	21	20	25	24	189
	Safotulafai Primary	42	19	29	29	31	24	22	21	217
	Safune Primary	16	19	23	20	20	19	16	17	150
	Sagone Primary	13	13	21	19	24	22	15	20	147
	Saina/Toamua Primary School	52	67	59	69	63	64	73	54	501
	Saipipi Primary	30	17	19	20	16	22	16	12	152

School Status	School Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL
Government	Salailua Primary	36	46	42	54	45	30	44	44	341
	Salamumu Primary	14	9	9	12	10	4	9	7	74
	Salani Primary	24	17	13	15	24	18	16	17	144
	Saleaaumua Primary	16	22	17	29	18	14	16	24	156
	Saleapaga Primary	23	22	16	19	12	12	9	14	127
	Saleaula Primary	32	18	14	17	18	7	12	13	131
	Saleilua Primary	30	27	35	30	25	22	23	27	219
	Sale'imoa Primary	40	37	34	41	34	37	40	44	307
	Salelavalu Primary	31	22	29	35	28	48	24	28	245
	Salelesi Primary	27	39	19	19	21	25	26	29	205
	Salelologa Primary	136	79	77	95	59	54	69	80	649
	Salesatele Primary	12	24	24	8	18	20	12	10	128
	Salua Primary	16	11	15	15	13	12	13	8	103
	Samalaeulu Primary	25	28	31	29	25	23	27	24	212
	Samata-i-tai Primary	24	27	24	26	21	15	18	18	173
	Samata-i-uta Primary	24	29	24	29	26	17	15	17	181
	Samatau Primary	28	27	25	23	20	25	20	14	182
	Samauga Primary	26	36	22	37	32	17	34	18	222
	Samusu Primary	27	25	41	30	30	27	30	35	245
	Saoluafata Primary	37	29	25	17	15	10	16	11	160
	Sapapalii Primary	32	27	25	22	23	21	18	21	189
	Sapoe Primary	12	13	11	9	16	11	11	9	92
	Sapunaoa Primary	15	15	14	16	15	20	12	17	124
	Sasina Primary	26	25	25	22	13	24	19	22	176
	Satalo Primary	13	6	13	9	7	7	9	7	71
	Sataoa Primary	47	37	46	47	33	44	29	37	320
	Satapuala Primary	40	59	43	58	51	29	25	31	336
	Sataua/Fagasa Primary	29	33	31	37	27	35	33	27	252
	Satuimalufulifi Primary	39	30	45	45	37	29	30	25	280
	Satupaitea Primary	68	51	60	44	57	50	47	38	415
	Sauano Primary	14	10	14	10	5	8	9	8	78
	Savaia Primary	14	16	14	22	9	22	14	23	134
	Sili Primary	38	38	37	18	28	34	24	37	254
	Siufaga Primary	16	19	20	25	21	18	21	11	151
	Siumu Primary	58	62	60	50	67	50	45	54	446
	Solosolo Primary	35	50	48	22	41	36	34	32	298
	Taelefaga Primary	21	22	12	10	13	8	11	9	106
	Tafitoala Primary	19	19	20	18	21	24	13	17	151
	Tafua Primary	19	19	25	34	20	22	15	15	169
	Taga Primary	42	29	19	40	29	25	14	18	216
	Tanugamanono Primary	39	43	40	30	30	30	24	32	268
	Tiavea Primary	39	24	34	30	28	22	21	25	223

School Status	School Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL
Government	Tuana'i Primary	28	26	27	30	32	23	25	26	217
	Tufutafoe Primary	30	26	23	13	19	14	14	12	151
	Tutaga Primary	32	22	18	29	19	26	18	25	189
	Ulutogia Primary	5	4	4	5	5	10	2	7	42
	Utuali'i Primary	57	61	45	53	43	40	39	39	377
	V/Fogasavai'i Primary	22	26	29	18	22	21	24	22	184
	Vaie'e Primary	29	28	27	22	27	20	28	17	198
	Vaigaga Primary	51	62	71	58	62	55	56	46	461
	Vailele Primary	46	58	29	42	46	38	56	39	354
	Vailima Primary	28	21	35	33	40	24	34	28	243
	Vailoa Primary (Aleipata District)	19	12	14	8	7	12	14	7	93
	Vailoa Primary (Faleata District)	33	33	32	23	29	31	20	27	228
	Vailu'utai Primary	28	24	29	48	37	21	26	24	237
	Vaimea Primary	84	112	93	121	98	101	96	87	792
	Vaimoso Primary	56	65	77	83	88	87	74	98	628
	Vaisala Primary	17	16	18	14	13	13	15	8	114
	Vaitele Primary	112	113	129	109	131	101	106	93	894
	Vaiusu Primary	45	45	38	63	51	52	39	37	370
	Vaivase Primary	97	104	93	105	95	112	79	112	797
	Vaovai Primary	22	25	24	24	23	19	29	21	187
Government Total		4669	4626	4658	4738	4343	4231	4051	3886	35202
Mission	All Saints Anglican Primary School	39	18	15	12	7	7	5	4	107
	Asau Baptist & Christian Academy	15	6	7	4	4	4	4	6	50
	Baptist Church Primary School	19	34	25	19	27	19	24	25	192
	Divine Mercy Primary School	30	41	35	33	37	27	29	22	254
	George Brown Primary School	102	113	89	102	88	80	80	80	734
	LDS Church College-Vaiola							29	30	59
	LDS Church Middle School Pesega							77	107	184
	Manumalo Baptist (Savaii)	34	32	37	30	30	27	26	18	234
	Manumalo Baptist School	55	54	51	46	39	41	39	23	348
	Manumalo Learning Center - Poutasi	13	17	14	12	9	11	9		85
	Marist Brothers Primary School	92	122	106	108	103	104	99	91	825
	Sacred Heart - Safotu	16	13	15	16	24	14	18	13	129
	Samoa Adventist School	80	56	64	67	54	38	50	29	438

School Status	School Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL
Mission	Sauniatu Primary - LDS	11	15	11	13	12	16	11	16	105
	Siufaga Primary - SDA	20	16	16	11	9	10	10	9	101
	St Peter's Falefa	36	36	41	49	48	38	49	43	340
	St. Joan of Arc School	72	62	70	64	53	43	42	32	438
	St. Joseph's Primary - Leauvaa	41	44	42	41	33	35	50	34	320
	St. Theresa's School - Fusi	33	21	17	27	23	17	11	20	169
	St. Theresa's School - Lepea	44	33	39	41	36	38	42	33	306
	St.Mary's - Savalalo	103	110	109	122	119	120	113	91	887
	Vaiola Primary	31	32	35	34	30	32			194
Mission Total		886	875	838	851	785	721	817	726	6499
Private	Ah Mu Academy - Pesega	39	45	44	38	44	29	30	28	297
	Aoga Faamasani Amosa	20	11	14	15	12	5	7	8	92
	Peace Chapel Christian School	57	60	58	41	38	54	40	29	377
	Pesega Fou Primary	25	23	28	31	41	37			185
	Robert Louis Stevenson College								46	46
	Robert Louis Stevenson Primary	58	60	56	60	60	59	57		410
	Samoa Primary School	38	44	45	53	42	40	52	38	352
	St Peter Chanel Primary (Moamoa)	25	24	27	19	24	16	13	16	164
	Vaiala Beach School	27	28	30	29	28	28	28	24	222
Private Total		289	295	302	286	289	268	227	189	2145
Grand Total		5844	5796	5798	5875	5417	5220	5095	4801	43846

TABLE 9  
*Secondary Schools Enrolment by school, year level and Controlling Authority*

School Status	School Name	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	TOTAL
Government	Aana No. 1 College	67	56	52	42	36	253
	Aana No.2 College	120	101	94	53	32	400
	Aleipata College	110	105	85	92	48	440
	Alofi o Taoa College	87	95	76	80	49	387
	Amoa College	51	59	41	39	37	227
	Anoamaa College	177	133	119	87	68	584
	Avele College	198	279	195	176	116	964
	Falealili College	84	75	59	44	43	305
	Faleata College	230	185	141	120	105	781
	Itu Asau College	111	76	64	52	50	353
	Itu-O-Tane No.1 College	75	77	28	68	35	283
	Lefaga College	63	51	61	29	19	223
	Leifiifi College	225	212	172	152	143	904
	Lepa/Lotofaga College	65	76	74	83	19	317
	Mataaeavave College	75	76	63	47	39	300
	Palalaua College	51	42	46	38	22	199
	Palauli College	104	83	77	72	36	372
	Palauli Sisifo College	65	85	54	44	34	282
	Safata College	127	128	133	107	94	589
	Sagaga College	118	91	85	39	29	362
	Samoa College	168	144	36	170	137	655
	Savai'i Sisifo College	43	37	53	65	48	246
	Vaimauga College	135	125	86	70	67	483
Government Total		2549	2391	1894	1769	1306	9909

School Status	School Name	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	TOTAL
Mission	Chanel College	44	55	46	42	39	226
	Don Bosco College	38	51	31	24	15	159
	LDS Church College-Pesega		207	147	165	149	668
	LDS Church College-Vaiola	80	57	97	69	69	372
	LDS Church Middle School Pesega	173					173
	Leulumoega Fou College	128	134	81	87	48	478
	Maluafou College	197	246	221	239	124	1027
	Nu'uausala College	78	73	89	53	30	323
	Papauta Girls College	16	18	18	10	14	76
	Paul V1 College	50	52	48	32	30	212
	Samoa Adventist School	47	40		34	31	152
	St. Joseph's College	103	117	61	84	55	420
	St. Mary's College	99	91	31	76	73	370
	Tuasivi College	109	73	91	81	41	395
	Uesiliana College	99	76	47	32	28	282
	Wesley College	273	273	155	153	82	936
Mission Total		1534	1563	1163	1181	828	6269
Private	Aoga Faamasani Amosa	4	2	1	1	4	12
	Faatuatua Christian College	33	46		36	25	140
	Robert Louis Stevenson College	74	58		61	56	249
Private Total		111	106	1	98	85	401
Grand Total		4194	4060	3058	3048	2219	16579