



Ministry of Education,
Sports and Culture



Education Statistical Digest

Samoa 2021



EDUCATION STATISTICS AT A GLANCE



Students enrolment by gender and by educational level

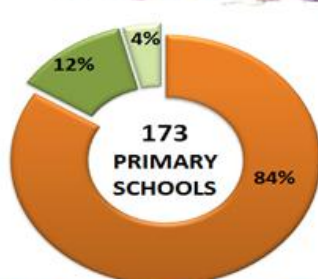
	Male	Female
ECE	50% (2,162)	50% (2,203)
PRIMARY	52% (23,497)	48% (21,992)
SECONDARY	46% (7,904)	54% (9,126)

66,884
Students

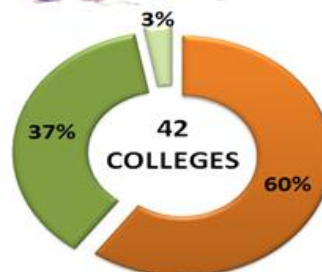
50% Female (33,321)
50% Male (33,563)



EDUCATION LEVEL	TEACHERS	STUDENTS
ECE	14% (398)	7% (4,365)
PRIMARY	51% (1,467)	68% (45,489)
COLLEGES	36% (1,027)	25% (17,030)



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FOREWORD



It is with the utmost respect that I present to you this 18th publication of the Samoa Ministry of Education, Sports, and Culture (MESC) Annual Education Statistical Digest for 2021. This document highlights education indicators and statistical data that are directly linked to improving teacher quality and student achievements'; core pillars of Samoa's education system.

Data provided in the MESC Education Statistical Digest intends to provide sound statistical information on education in Samoa. It is purposefully set out to reflect activities of the Ministry laid out in the Corporate Plan 2021-2024 with direct links to the Education Sector Plan 2019-2024. Similar to previous digests, data for the last three to five years is provided to indicate trends across years for the majority of indicators reported.

The Ministry acknowledges that this report is used as a reference to inform decision-making, intervention, and support both at the national and school-based level. The data highlighted in the report also conforms to the Ministry's commitment to regional and global agendas such as the SDG Goal 4, which calls for the international community to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The report consists of five main sections from (A-F) which include data relating to the following indicators: progression and completion, access and participation, national assessments and learning outcomes, teacher supply, school resources, and the Minimum Service Standards.

This publication is optimistic of great use to the public as stakeholders to gauge the extent of education development in Samoa.

Faafetai



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

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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

Compulsory School Aged: Child: means a child who is 4 years old (for Early Childhood Education) and between 5 years old to 16 years old (for primary and secondary education)

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

Early School Leavers Rate (ESLR): 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 (e.g; 5-12 years old in primary) corresponding to the same level of education in a given school year

Gross Intake Rate: The total number of new entrance regardless of age expressed as a percentage of the total population of the official age at any given level of education

Gross Intake Rate (GIR) in the First Year Level of Primary: Total number of new entrants in the 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

Internal Efficiency: It measures the extent to which a cohort of students completes their education without repetition or dropping out. For example, if all students completed all 13 years of education with repeating a year or dropping out then the indicator would be 100%

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 (e.g; 5-12 years old in primary) for a given level of education expressed as a percentage of the corresponding population

NIR (Net Intake Rate): The number of new entrants of any given level of education who are at the official entrance age, expressed as the percentage of the population of that same age

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

Official Age Group: The eligibility age group of students attending at any given level of education (e.g.; ECE: 3–5 years, Primary: 5–12 years, Secondary: 13–16years).

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

Promotion Rate: Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade 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

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 Cohort Completion Rate (SCCR): 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 school 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

The Ministry of Education, Sports and Culture is obligated to ensure that accurate and quality information on education is captured and made available for all National Stakeholders inclusive of regional and global partners. This publication endeavors to highlight key performance indicators outlined in the national plans for education, such as the Education Sector Plan 2019-2024, and Corporate Plan 2021-2024 to indicate Samoa's progress towards achieving its commitment to national and international educational goals. The data presented in this report includes school data such as: school enrolment, teachers' qualifications and professional standards, learning outcomes and student assessments, as well as school performance of the Minimum Service Standards for all government schools.

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

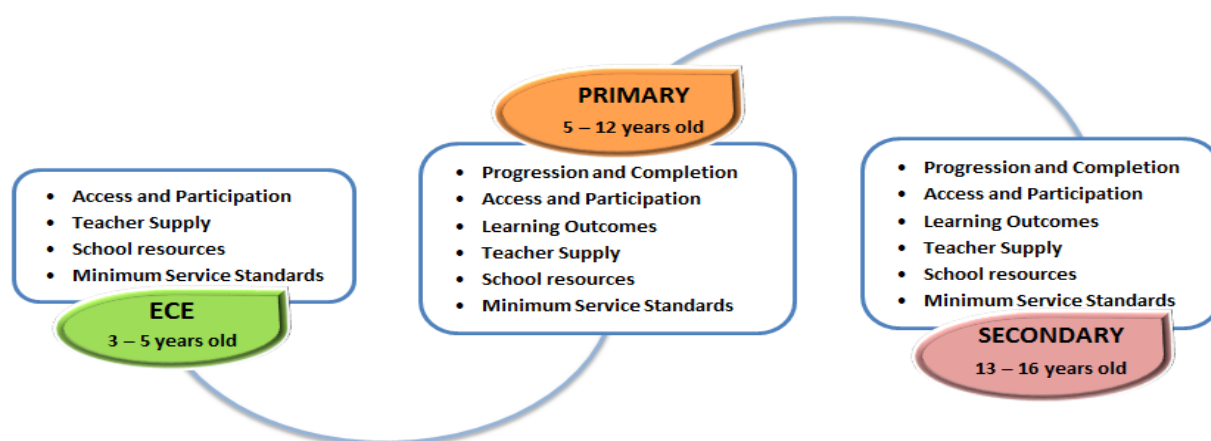
1. Early Childhood Education (ECE);
2. Primary Education; and
3. Secondary Education

The Annual School Census data collection is conducted in the second week of February to provide primary data reported in the education statistical digest. The census data is stored in the Education Management Information System (EMIS) and statistically analyzed by MESC for reporting. Other information such as achievement results, teachers' performance standards, teachers' qualifications, and Minimum Services Standards was sourced from respective divisions of the Ministry.

Data collated from divisions are reported through quarterly reports, and the Annual Review Reports of MESC. Quarterly reports reflect key activities of the Ministry which are further linked to the Education Sector Goals and Corporate Plan Goals of the MESC.

This publication aligns with the key performance measures in Diagram 1 for all levels of education to include ECE, primary and secondary. To measure progress, data provided in this edition is categorized under the respective key performance measures provided in Diagram 1.

Diagram 1: Key Performance Measures for ECE, Primary and Secondary schools



The diagram shows 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.

All indicators and information used in this publication are not static and often change as education evolves. The information is used by MESC to inform decision making, develop interventions, review policy development, and empower teacher capacity development programs.

THE SAMOA EDUCATION SYSTEM

The Samoa education system comprises four main levels (ECE, Primary, Secondary, and Tertiary). Every child in Samoa must attend school from early childhood education at ages four until age sixteen.

The Amendment Act 2019 for ECE regulates that all children aged four must enroll and attend ECE as it is the initial fundamental 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 MESC. The information presented in this publication for ECE was collected from the MESC Enrolment Verification visits conducted at the beginning of every school year. This information mainly focuses on the number of children enrolled, the number of teachers, and their qualifications at all registered ECE centers across the country.

Primary Education covers Year levels 1 to 8 as mandated by the Education Act 2009. Four (4) national assessments conducted annually include Samoa Primary Education Literacy Level (SPELL) assessments which 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) assessment, which is an achievement test based on Samoa's learning outcomes 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 progression to Year 13 level. Towards the end of Year 13, students sit the Samoa Secondary Leaving Certificate (SSLC) to determine eligibility for tertiary or Post-secondary education. In 2020, the Cabinet approved the implementation of the four-year-level in secondary schools. The shift aims to provide equal opportunities emphasizing adequate learning pathways for all students to become independent learners, problem solvers, and critical thinkers.

Section A: Progression and Completion Indicators

This section provides an overview of data pertaining to progression and completion rates for both primary and secondary students. Data discussed in this section highlight trends that reflect the progress of the education system under this respective indicator for progression and completion.

To arrive at a sound conclusion for this indicator the following data is discussed: progression rates, repetition rates, early school leavers, retention rates, transition rates, and completion rates.

A1: Progression Rate (PR) in Primary and Secondary Education

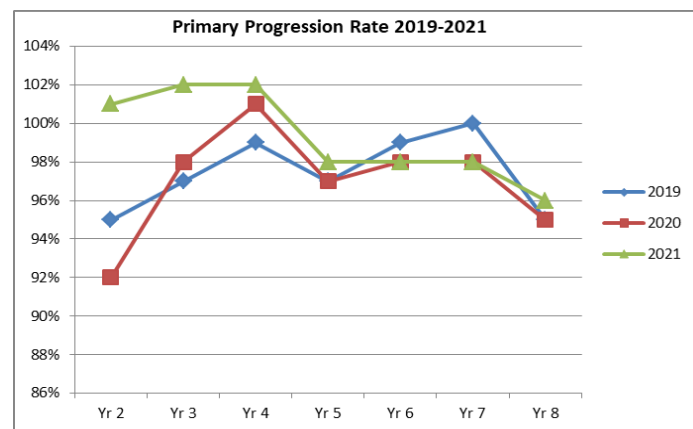
Progression rate is defined as the proportion of students from a cohort enrolled in a given year level at a given school year who study in the next year level in the following school year

PR indicates the percentage of students who progress from one-year level to the next and its effects on the internal efficiency of the education system.

Table 1: Progression Rate (Primary and Secondary) 2021

2019					2020				2021			
Year Level	Male	Female	Total	GPI ¹	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 2	94%	97%	95%	1.04	90%	93%	92%	1.03	99%	104%	101%	1.05
Year 3	97%	98%	97%	1.00	101%	96%	98%	0.95	102%	103%	102%	1.01
Year 4	98%	100%	99%	1.02	100%	102%	101%	1.02	101%	104%	102%	1.03
Year 5	97%	98%	97%	1.01	96%	99%	97%	1.03	97%	98%	98%	1.01
Year 6	98%	100%	99%	1.02	98%	97%	98%	0.99	98%	99%	98%	1.00
Year 7	98%	102%	100%	1.04	98%	97%	98%	0.99	95%	101%	98%	1.07
Year 8	96%	95%	95%	0.99	95%	95%	95%	1.00	95%	97%	96%	1.03

Figure 1: Progression Rate (Primary) 2019-2021



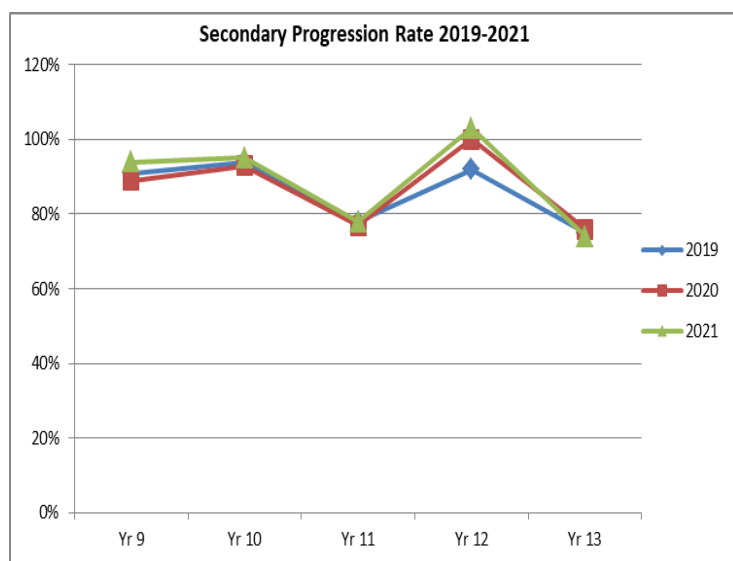
Progression rates for primary over the last three years, indicate a high percentage of students who progress from one-year-level to the next. Trends from 2019-2020 shows over 90% of students for all year levels (year 1-year 8) move across year levels. The data for early year levels (year 2-year 4) shows higher percentages of progression rates in the year 2021 compared to 2019 and 2020. A significant drop is identified for years 8 in 2019-2021 if compared to year 5, 6 and 7. This is attributed to the number of students identified in (Table 3) to repeat year 7 across all three years (2019-2021). The same can be said about year 2 with the lowest progression rates, where high percentages (7%) of students are identified to repeat year 1 in (2019-2021) as in (Table 3).

¹ GPI refers to the ratio of the number of female students enrolled at a given level of education and the number of male students. GPI value of 1 denotes there is parity between males and females. GPI of less than 1 indicates GPI in favoritism of males, whereas GPI of more than 1 denotes favoritism of females

Table 2: Progression Rate 2019-2021 (Secondary)

Year Level	2019				2020				2021			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	88%	95%	91%	1.07	85%	93%	89%	1.10	91%	96%	94%	1.06
Year 10	89%	99%	94%	1.11	89%	96%	93%	1.10	92%	99%	95%	1.08
Year 11	76%	79%	78%	1.04	79%	75%	77%	0.95	80%	77%	78%	0.97
Year 12	85%	98%	92%	1.16	90%	110%	100%	1.21	117%	103%	103%	1.32
Year 13	68%	81%	75%	1.19	70%	81%	76%	1.14	68%	80%	74%	1.19

Figure 2: Progression Rate 2019 - 2021 (Secondary)



Progression rates for secondary levels, fluctuate across year levels in the last 3 years. Low progression rates for Year 11 is attributed to two main factors; firstly, students skipping year 11 and entering year 12 or students interpreted as early school leavers as in Table 5. For students skipping year 11, this is reflected by progression rates 100% at any given year, where students skipping year 11 and those in year 11 in the previous year progress into year 12 in a given year. Females have higher participation rates than males in secondary education.

Progression rates for Year 13 is low across all three years (2019-2021) which can be attributed to the number of students who repeat year 12 or also identified as early school leavers as in Table 5. Data for 2020-2021 show that consecutively 1.7 % of students repeat year 12 with others who repeat year 13.

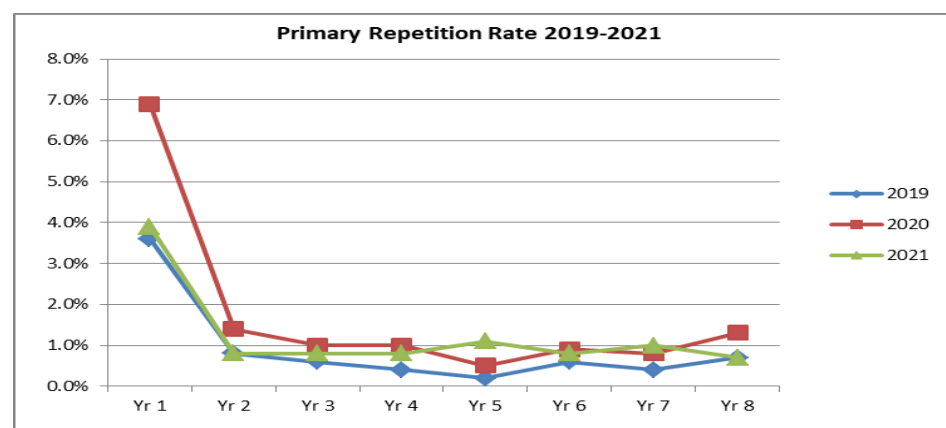
A2: Repetition Rate (RR) in Primary and Secondary Education

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

Table 3: Repetition Rate (Primary and Secondary 2021)

Year Level	2019				2020				2021			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 1	4.7%	2.4%	3.6%	0.51	9.0%	4.7%	6.9%	0.53	5.3%	2.3%	3.9%	0.44
Year 2	0.7%	0.8%	0.8%	1.10	1.6%	1.2%	1.4%	0.75	0.9%	0.7%	0.8%	0.82
Year 3	0.7%	0.4%	0.6%	0.56	1.0%	0.9%	1.0%	0.92	1.0%	0.5%	0.8%	0.51
Year 4	0.5%	0.2%	0.4%	0.30	1.4%	0.6%	1.0%	0.44	1.2%	0.4%	0.8%	0.36
Year 5	0.3%	0.2%	0.2%	0.52	0.5%	0.4%	0.5%	0.81	1.8%	0.4%	1.1%	0.22
Year 6	0.7%	0.6%	0.6%	0.86	1.0%	0.7%	0.9%	0.68	1.1%	0.4%	0.8%	0.36
Year 7	0.6%	0.3%	0.4%	0.50	0.9%	0.6%	0.8%	0.62	1.5%	0.4%	1.0%	0.26
Year 8	1.0%	0.5%	0.7%	0.55	1.6%	0.9%	1.3%	0.56	1.1%	0.2%	0.7%	0.15
Total	1.2%	0.7%	1.0%	0.57	2.3%	1.3%	1.8%	0.58	1.8%	0.7%	1.3%	0.39

Figure 3: Repetition Rate (Primary) 2019 - 2021

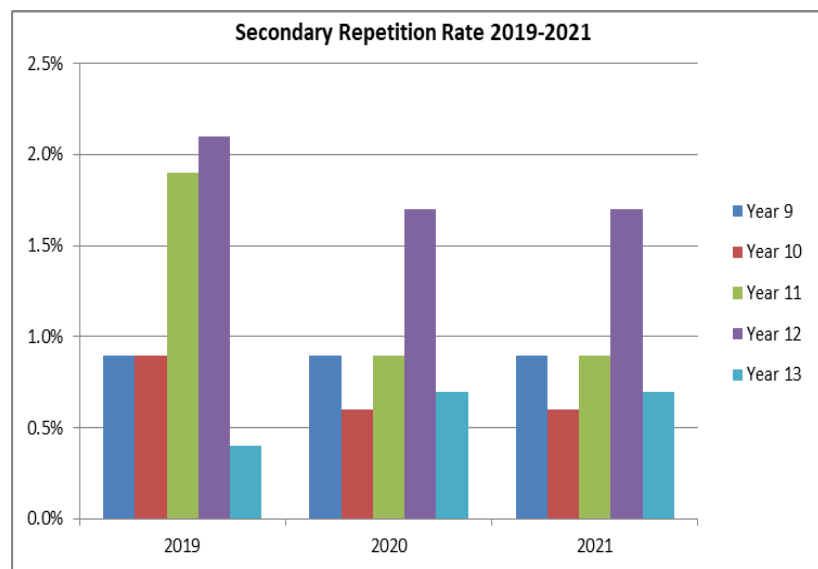


For primary education, all year levels show low repetition rate (below 2%) except for the Year-one-level of above 4% in 2019, and 2020 with slight decrease in 2021 of (3.9%). Repetition rate in Year 1 level is higher compared to all other year levels, assuming that a large number of 5-year-olds remain in Year 1 until the beginning of the following school year until they reach their 6th birthday after 1st of June as per the Education Act 2009.

Table 4: Repetition Rate (Secondary) 2019-2021

Year Level	2019				2020				2021			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	1.6%	0.1%	0.9%	0.09	1.5%	0.3%	0.9%	0.18	1.5%	0.3%	0.9%	0.18
Year 10	1.3%	0.4%	0.9%	0.33	0.9%	0.4%	0.6%	0.43	0.9%	0.4%	0.6%	0.43
Year 11	2.2%	1.6%	1.9%	0.74	1.3%	0.5%	0.9%	0.39	1.3%	0.5%	0.9%	0.39
Year 12	3.2%	1.1%	2.1%	0.36	3.0%	0.7%	1.7%	0.24	3.0%	0.7%	1.7%	0.24
Year 13	0.7%	0.3%	0.4%	0.36	1.1%	0.4%	0.7%	0.37	1.1%	0.4%	0.7%	0.37
Total	1.8%	0.7%	1.2%	0.38	1.5%	0.4%	0.9%	0.29	1.5%	0.4%	0.9%	0.29

Figure 4: Repetition Rate (Secondary) 2019-2021



For secondary, Year 12 has the highest repetition rate over the last 3 years compared to other year levels. High repetition rates in year 12; is due to students not meeting SSC pass rates to progress to Year 13. Males have always outnumbered females with higher repetition rate in both primary and secondary. Students repeating Year 11 declined from 2019 by 1% to only 0.9% in 2020 and 2021. Low repetition in other year levels indicates that more students progress to the next year levels contributing to high progression rates as in Table 4 above. GPI percentages indicate that across all year levels from primary to secondary, more boys are repeating the same year levels compared to girls, with a GPI below 1.

A3: Early School Leaver Rate (ESLR) in Primary and Secondary Education

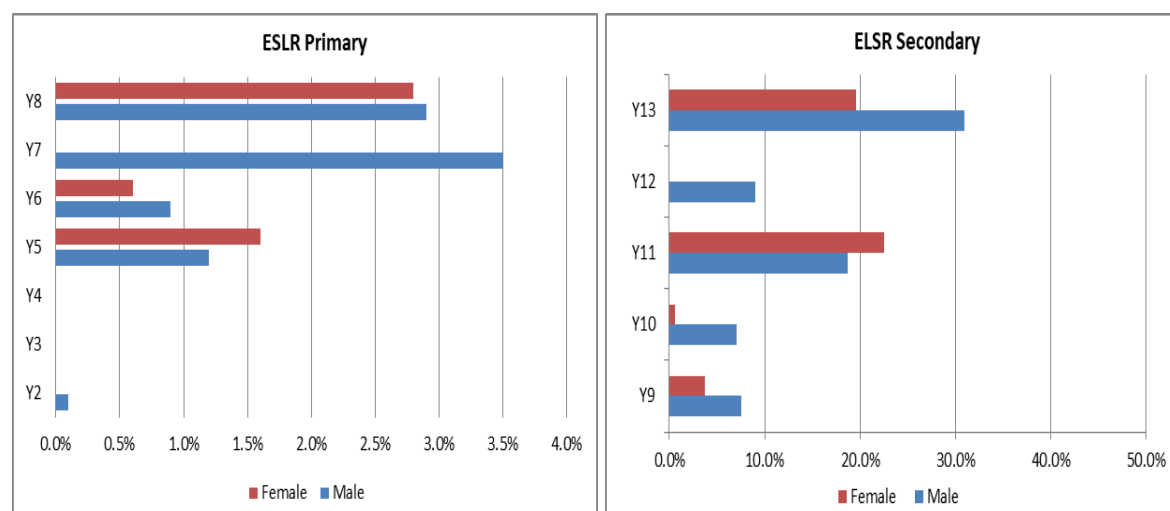
Early School Leaver Rate in both primary and secondary is a measure of the number of pupils from a cohort leaving any level of education without completion. Completion level for education is defined as a student entering year 1 and completing year 13.

Table 5: Early School Leaver rate 2021 (Primary and Secondary)

Year Level	Primary		
	Male	Female	Total
Year 2	0	0	0
Year 3	0	0	0
Year 4	0	0	0
Year 5	1.2%	1.6%	0.9%
Year 6	0.9%	0.6%	1.2%
Year 7	3.5%	0	1.0%
Year 8	2.9%	2.8%	3.3%

Year Level	Secondary		
	Male	Female	Total
Year 9	7.5%	3.7%	5.1%
Year 10	7.1%	0.6%	4.4%
Year 11	18.7%	22.5%	21.1%
Year 12	9.0%	0	0
Year 13	30.9%	19.6%	25.3%

Figure 5: ESLR in Primary and Secondary 2021



ESLR data for primary show that there were no school leavers recorded for year two to four.

A minimum of 1% ESLR is recorded for Year levels 5-7 and 3.3% for Year 8. This is a slight improvement compared to percentage recorded in the 2020 Education Statistical Digest.

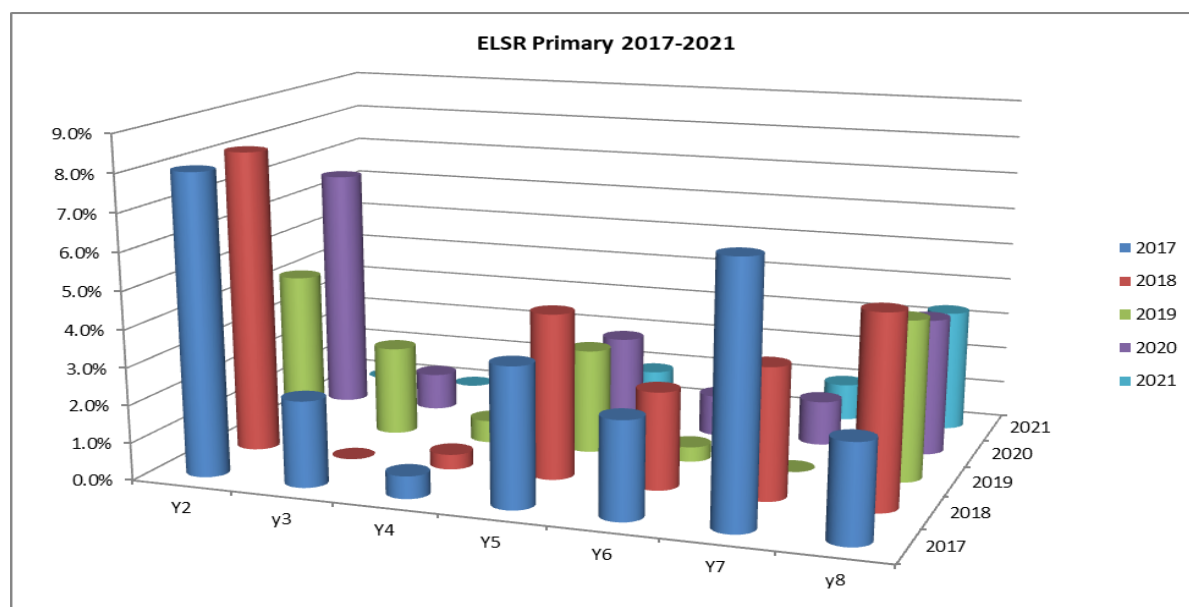
However, the higher percentages of early school leavers in Years 11 & 13 ESLR reflected in Table 5 of 21.1% and 25.3% correlates to the low progression rates of 78% and 74% as shown in Table 2. The factors contributing to the ongoing ESLR rates over the years were recently identified through a research conducted by the Ministry in 2019².

² Reasons why Students in Samoa do not complete Secondary Education Research Report, (MESC, 2019).

Table 6: Early School Leaver rate in Primary 2017-2021

Year Level	2017	2018	2019	2020	2021
Year 2	8.0%	8.1%	4.2%	6.6%	0
Year 3	2.3%	0	2.4%	1.0%	0
Year 4	0.6%	0.4%	0.6%	0	0
Year 5	3.7%	4.4%	2.8%	2.5%	0.9%
Year 6	2.6%	2.6%	0.4%	1.1%	1.2%
Year 7	6.8%	3.5%	0	1.2%	1.0%
Year 8	2.6%	5.1%	4.3%	3.7%	3.3%

Figure 6: ESLR in Primary 2017-2021

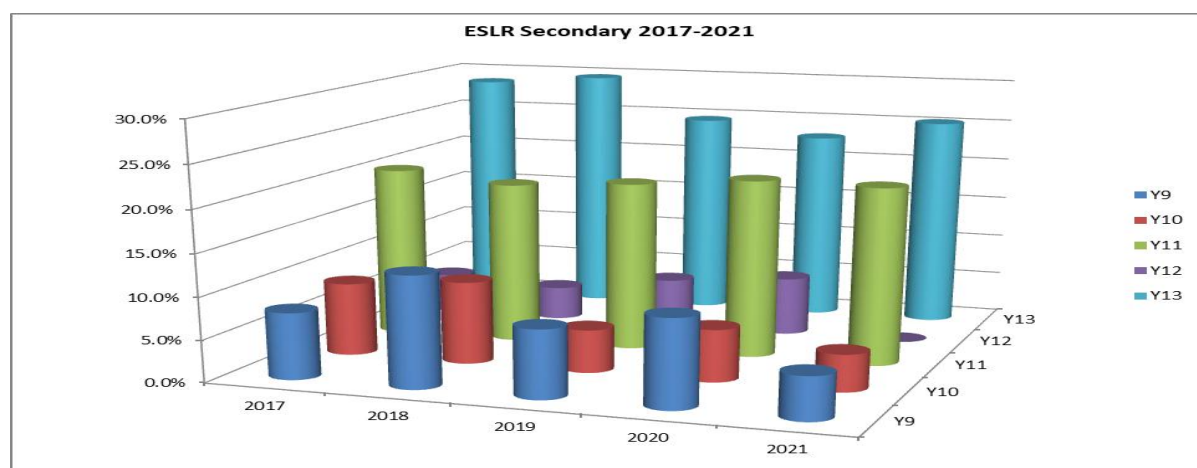


The above graph provides a snapshot of the ESLR for all Primary Year levels in the last 5 years. The graph shows a decline in ESLR for all Year levels in the last five (5) years except for Year 8 which showed a 0.7% increase of ESLR from 2017 to 2021. Although there is a decline in rates for most of the Primary levels, there is still a need to ensure that the ESLR rates for Year 8 level decrease and to further identify factors contributing to ESLR at primary levels.

Table 7: Early School Leaver Rate in Secondary 2017-2021

Year Level	2017	2018	2019	2020	2021
Year 9	7.9%	13.2%	8.1%	10.4%	5.1%
Year 10	8.7%	9.8%	5.1%	6.2%	4.4%
Year 11	20.4%	19.3%	20.1%	21.2%	21.1%
Year 12	4.8%	4.0%	5.9%	7.0%	0.0%
Year 13	28.6%	29.6%	24.6%	22.9%	25.3%

Figure 7: ESLR in Secondary 2017-2021



For secondary, Years 11 and 13 have the highest percentages (above 20%) of students leaving secondary education without completion since 2017. For Year 11, a decline of 0.9% ESLR was experienced from 2017 to 2018 and then a minimal increase from 2019 to 2021. For Year 13 ESLR decreased by 5% from 2018 to 2019 and continued to decrease in 2020 by 1.7%; however, it increased by 2.4% in 2021. This shows that there are still students who leave school early before completing secondary education. The research conducted by the Ministry in 2019 specified the reasons and factors causing students to leave school such as financial hardships, transport, and family issues, as well as parents not prioritizing their children's education.³

A4: Retention Rate (RR) in Primary and Secondary Education

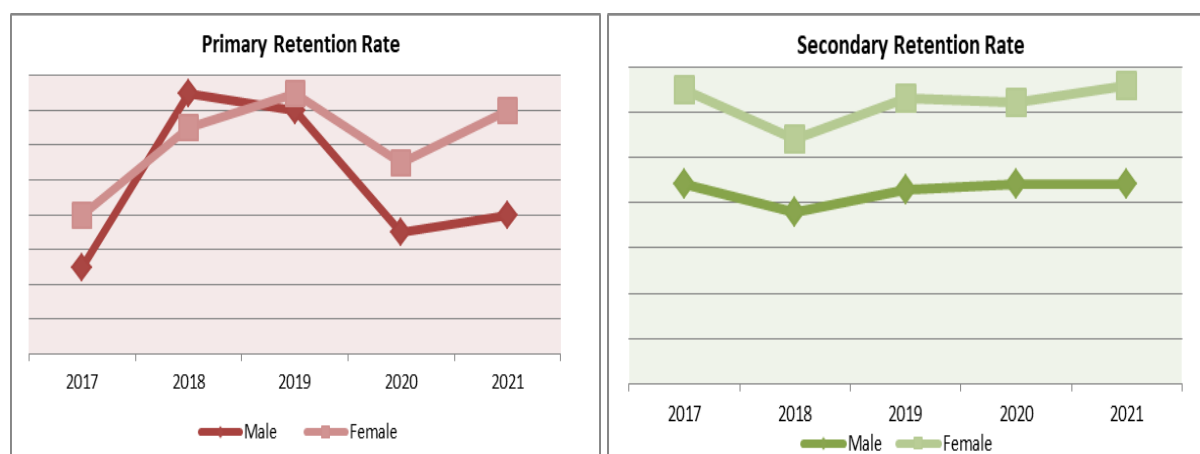
Retention Rates: is a measure of the percentage of a cohort of pupils (or students) enrolled in the first year level of a given level or cycle of education in a given school year who are expected to reach successive grades. Successive grades or year levels refer to the last year of a given level of education i.e. for primary it is Year 8 whereas for secondary it is Year 13.

³ Reasons Why Students in Samoa do not Complete Secondary Education Research Report, (MESC 2019).

Table 8: Retention Rate for Primary and Secondary 2017-2021

Year	Primary				Year	Secondary			
	Male	Female	Total	GPI		Male	Female	Total	GPI
2017	77%	80%	78%	1.04	2017	44%	65%	54%	1.47
2018	87%	85%	86%	0.98	2018	38%	54%	46%	1.41
2019	86%	87%	87%	1.02	2019	43%	63%	53%	1.45
2020	79%	83%	81%	1.05	2020	44%	62%	53%	1.40
2021	80%	86%	83%	1.08	2021	44%	66%	55%	1.50

Figure 8: Retention Rate in Primary and Secondary 2017-2021



The percentage of primary students who are able to reach successive year levels of learning has slightly increased for 2021 (1% male, 3% female, and 2% total) when compared to 2020 for both males and females. For secondary a steady rate (44%) for males is identified in 2021 compared to the previous year and slightly increased by (4%) for females in 2021 if compared to 2020.

Overall, females have higher retention rates than males in both levels over the last five years, thus reflecting a high percentage of females retained in the education system than males.

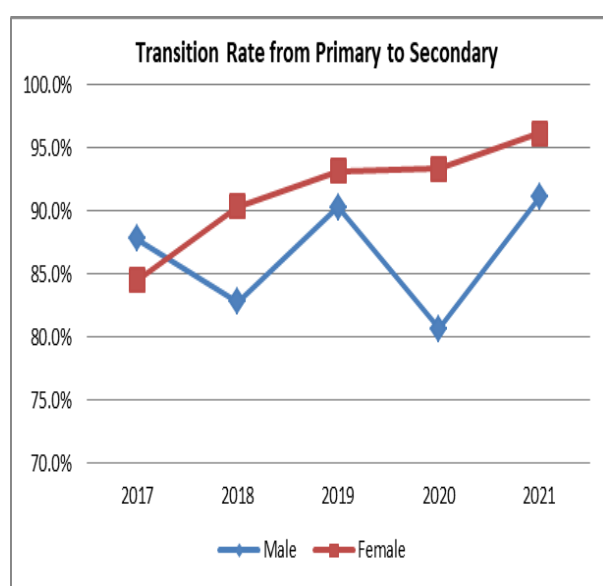
A5: Transition Rate (TR) from Primary Education to Secondary Education

Transition rate is 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.

Table 9: Transition Rate from Primary to Secondary (Year 8 - Year 9) 2017-2021

Year	Transition Rate (Primary to Secondary)			
	Male	Female	Total	GPI
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
2021	91.1%	96.2%	93.6%	1.1

Figure 9: TR from Primary to Secondary 2017-2021



For the first time in four (4) years the TR from primary to secondary education has reached a highest percentage of 93.6% this year (2021). This means that more than three quarters of students who were in Year 8 transitioned to the first year level of secondary education (Year 9).

A total of 91.1% (2021) of males transitioned from year 8 to year 9 levels reflecting an increase of 10.4% increase from 2020. For females, about 96% successfully transitioned thus showing an increase of 11.7% over the last five years.

Overall, the transition rate was relatively high (above 85%) in the last five (5) years, indicating a smooth progression of year 8 students to year 9. A positive trend, reflecting more primary students are moving across to secondary level.

Overall, there is disparity between both genders in 2018 (1.1), 2020 (1.2) and 2021 (1.1) except 2017 and 2019 where there is parity of 1 as shown in Table 9.

A6: Primary Cohort Completion Rate (PCCR)

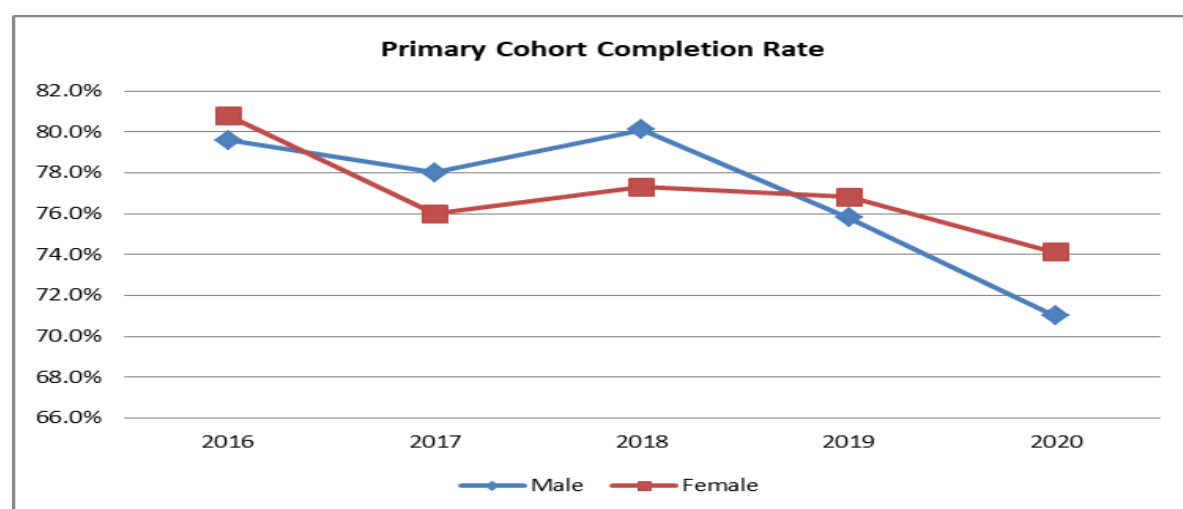
Primary Cohort Completion Rate (PCCR):

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.

Table 10: Primary Cohort Completion Rate 2016-2020

Year	Primary Cohort Completion Rate		
	Male	Female	Total
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%
2020	71%	74.1%	72.9%

Figure 10: Primary Cohort Completion Rate 2016-2020



The 2020 data shows a decline by 3.8% in primary cohort completion rate compared to 2019. This indicates a lower number of students who completed the SPECA at the end of the 2020 school year compared to the Year 8 enrolment at the beginning of the year. Also, there are schools that do not sit SPECA assessments which contribute to this low cohort completion rate. This is another area the Ministry should look into, to ensure that all students complete primary cohort education.

A7: Cohort Completion Rate (CR) in Secondary Education

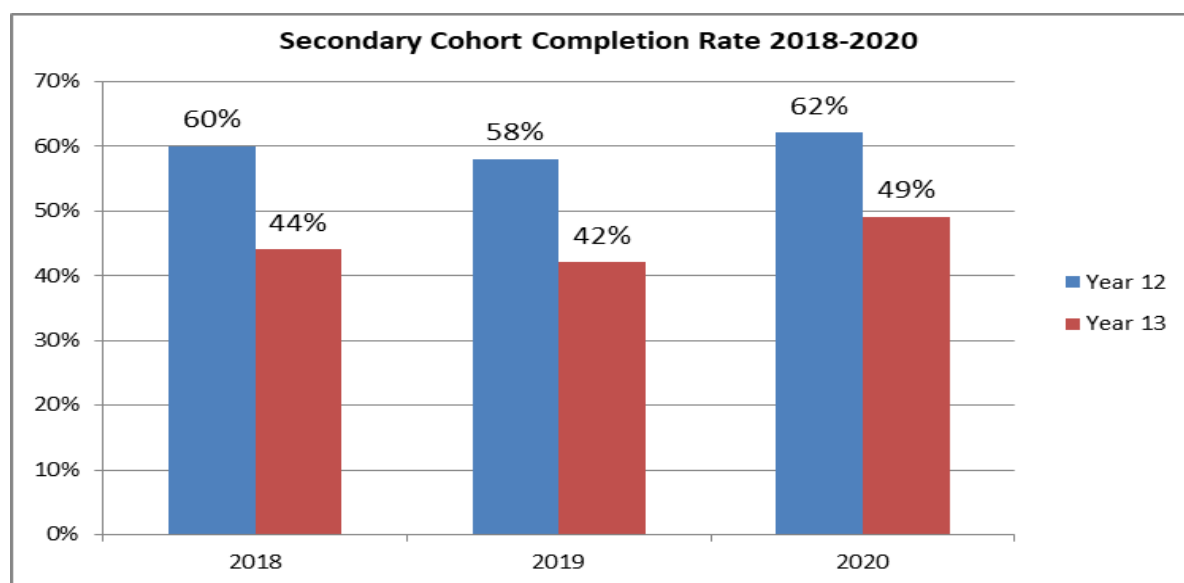
The number of Year 12 & 13 students who completed and sat SSC and SSLC examinations from secondary education in a given year by the difference between enrolment in the last

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

Table 11: Secondary Cohort Completion Rate 2018-2020

Year	Gender	CR in Secondary Education	
		Year 12	Year 13
2018	Male	53%	34%
	Female	70%	53%
	TOTAL	60%	44%
2019	Male	48%	45%
	Female	67%	40%
	TOTAL	58%	42%
2020	Male	49%	38%
	Female	75%	60%
	TOTAL	62%	49%

Figure 11: Secondary Cohort Completion Rate 2018-2020



Secondary Cohort Completion Rates show a slight increase (2%) for Year 12, and (5%) increase for Year 13 from 2018 to 2020. For 2020, 62% of students completed the Samoa School Certificate compared to 58% in 2019 indicating a 4% increase in completion rates. For Year 13, only 49% completed secondary education, an issue that can be attributed to students leaving school early. The Ministry is currently looking at measures to support adequate learning pathways to improve student engagement and participation.

Across year levels, more Year 12 students are completing the SSC compared to the Year 13 SSLC examination across all 3 years. Across years, more students completed the SSC in 2020 and SSLC compared to the previous two years.

A8: Students with Disability enrolled in Primary and Secondary Education

Table 12: Students with Disability in Primary and Secondary 2017-2021

School Level	Gender	2017	2018	2019	2020	2021
Primary	Male	90	166	186	141	158
	Female	50	92	95	62	78
	Total	140	258	281	203	236
Secondary	Male	-	6	5	14	9
	Female	-	6	4	10	8
	Total	-	12	9	24	17
	TOTAL	140	270	290	227	253

Figure 12: Number of Students with Disability in Primary and Secondary 2017-2021

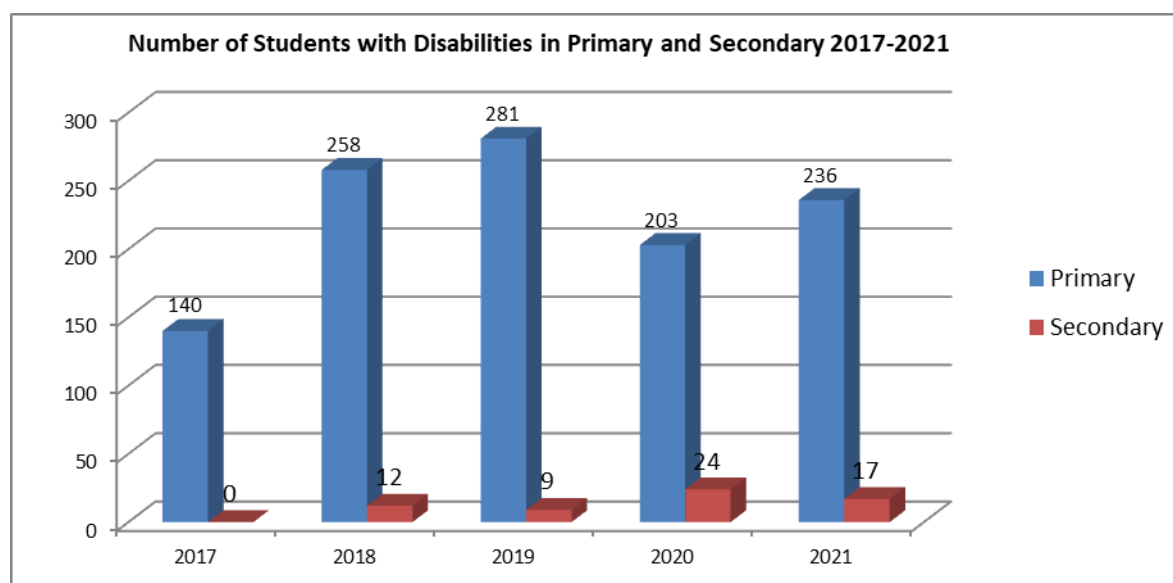


Table 12 shows that this year there was an additional 33 students with disabilities enrolled at primary level and 26 for secondary level in government schools. Over the last five years, the numbers almost doubled which reflects more students with disabilities enrolled in mainstream schools. The Ministry continued to provide support for students with disabilities and teachers in line with the International Convention on the Rights of Persons with Disabilities, Convention on the Rights of the Child, Inclusive Policy 2014, and the Samoa Inclusive Handbook. The support provided by Ministry, partners, and service providers are in the form of curriculum resources, teachers' professional development plans, online lessons and training as well as financial support under the Inclusive Education Fund.

Section B: Access and Participation Indicators

The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels. This ensures access to and completion of quality education for all children and youth through free, publicly funded inclusive and, equitable quality primary and secondary education. It also ensures equity and inclusion in education. Furthermore, SDG 4 includes addressing all forms of exclusion and marginalization, disparity, vulnerability, inequality in education access, participation, retention and completion; and in learning outcomes.

Gross Enrolment Rates (GER) is the ratio between all students enrolled in any level of education, despite their ages whereas the Net Enrolment Rate is the enrolment of the official age groups for a given level of education. Both indicators are expressed as percentages of the official age groups population. The Gender Parity Index (GPI), given for each level of education, measures the degree of parity in the enrolment of boys and girls in education where a value of 1 denotes perfect parity.

B1: GER & NER in Education

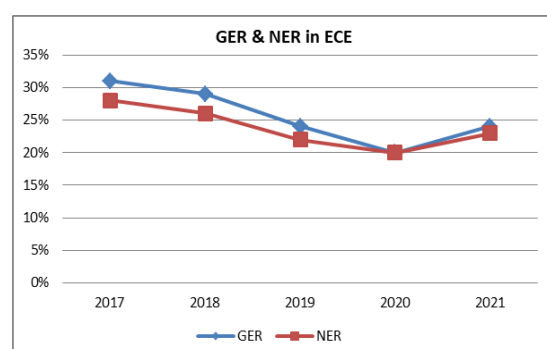
B1.1 GER & NER in ECE

The GER for ECE's since the last three years (2017-2019) shows a high percentage of students enrolled in ECE compared to the NER (official age). GPI of more than 1 clarifies more females attending ECE than males.

Table 13: GER and NER for ECE 2017-2021

Year	GER ECE			GPI	NER ECE			GPI
	Male	Female	Total		Male	Female	Total	
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
2021	23%	25%	24%	1.11	22%	24%	23%	1.11

Figure 13: GER & NER in ECE 2017-2021



ECE shows an increase of enrolment by 4% in 2021 compared to last year (2020). This indicates an increase in enrolment of children entering ECE centers and in parallel with our legislation amendments such as the Education Act 2019 mandating four-year-old children to attend ECE.

There is a need for the Ministry to strengthen the enforcement of this amendment and fortify partnerships with key stakeholders and ensure all relevant networks such as the government village representatives under the Ministry of Women, Community and Social Development (MWCSO) assist in ensuring all four-year-olds are enrolled in ECE every year.

B1.2: GER & NER in Primary Education

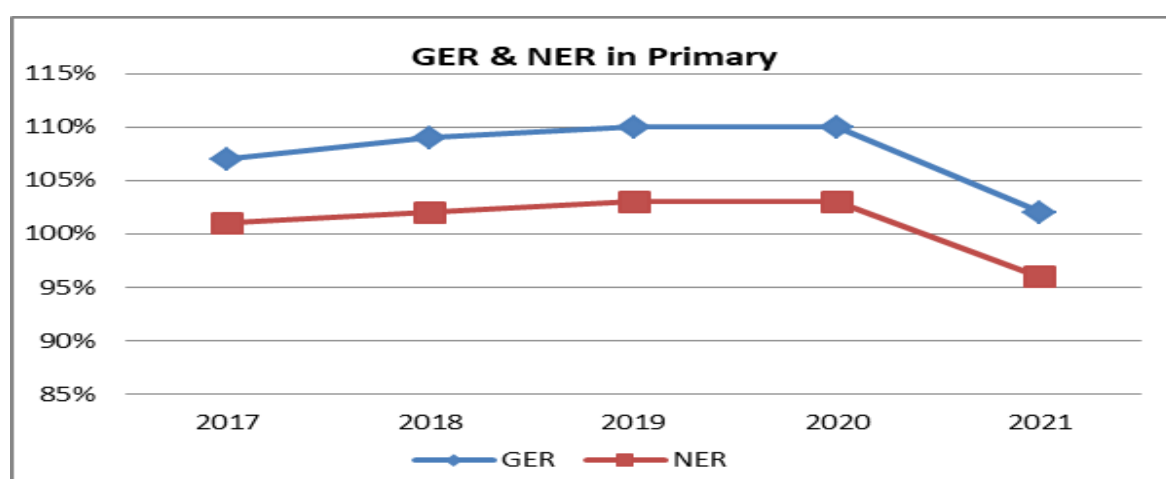
The official school age for primary education is 5 – 12 years old. For primary level GER remains persistently above 100%. This indicates that there are students above the official primary age (12 years old) still attending primary schools. NER illustrates a downward growth of 96% and for the first time since 2017 it has dropped below 100%. This means that 96% of students from 5 – 12 years old are in primary schools compared to its actual population of the official age.

In terms of gender parity, a GPI⁴ below 0.97 indicates a disparity in favor of males whereas above 1 indicates a disparity in favor of females.

Table 14: GER and NER in Primary

Year	GER Primary			GPI	NER Primary			GPI
	Male	Female	Total		Male	Female	Total	
2017	106%	107%	107%	1.00	100%	101%	101%	1.01
2018	107%	111%	109%	1.04	101%	104%	102%	1.03
2019	108%	113%	110%	1.05	101%	105%	103%	1.04
2020	109%	111%	110%	1.02	101%	105%	103%	1.04
2021	101%	104%	102%	1.03	94%	98%	96%	1.04

Figure 14: GER and NER in Primary 2017-2021



⁴ GPI refers to the ratio of the number of female students enrolled at a given level of education and the number of male students. GPI value of 1 denotes there is parity between males and females. GPI of less than 1 indicates GPI in favoritism of males, whereas GPI of more than 1 denotes favoritism of females.

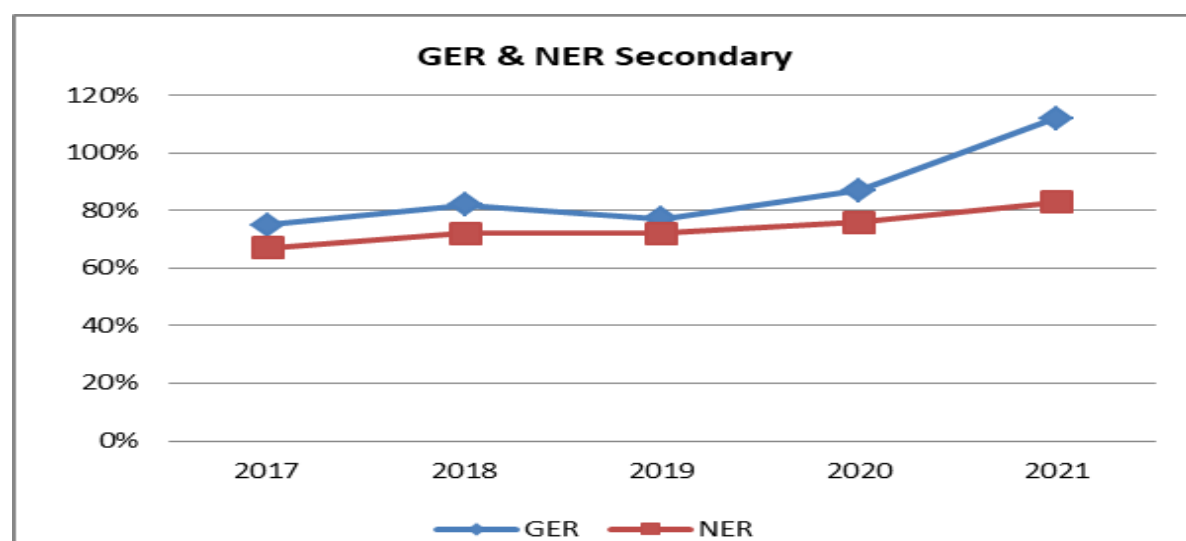
B1.3: GER & NER in Secondary Education

Secondary education includes Year 9-Year 13 students aged 13 – 16 years. GER in secondary level shows an uprising trend from 2017 to 2021. For this year a 26% increase has been noted as a result of the Education Amendment 2019 which changed the compulsory age for secondary students to remain in school from 17 years old to 16 years old. The GER is always higher than NER because GER calculates the total number of students regardless of their age as a percentage of the total population whereas NER only calculates by the number of the official age. GPI of more than 1 denotes there are more females than males over the past 5 years.

Table 15: GER and NER Secondary

Year	GER Secondary			GPI	NER Secondary			
	Male	Female	Total		Male	Female	Total	GPI
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
2021	100%	128%	112%	1.28	76%	93%	83%	1.22

Figure 15: GER and NER in Secondary 2017-2021



B2: Age Specific Enrolment Rate (ASER) in Education

Age Specific Enrolment Rate (ASER) is the enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.

B2.1 ASER in ECE

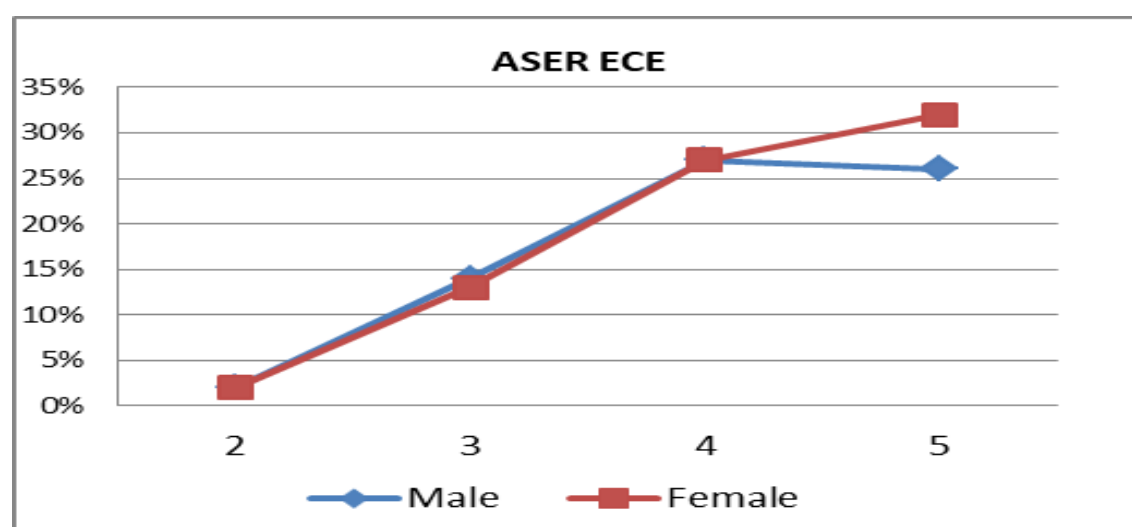
The data for ECE highlights the percentages of varying year levels enrolled in ECE from the ages of 2-5. The highest percentages of students enrolled are ages 4-5, which corresponds to 27% and 29% respectively compared to the other age groups. This is in parallel to the

Education Amendment Act 2019 where all four year olds must attend any ECE center. GPI of 1 in ages 2 and 4 shows parity between genders. However, in age 3, there is a disparity in favor of males and in age 5 in favour of females.

Table 16: Age Specific Enrolment in ECE 2021

Age	ASER ECE			GPI
	Male	Female	Total	
2	2%	2%	2%	1.00
3	14%	13%	13%	0.93
4	27%	27%	27%	1.00
5	26%	32%	29%	1.20

Figure 16: ASER in ECE 2021



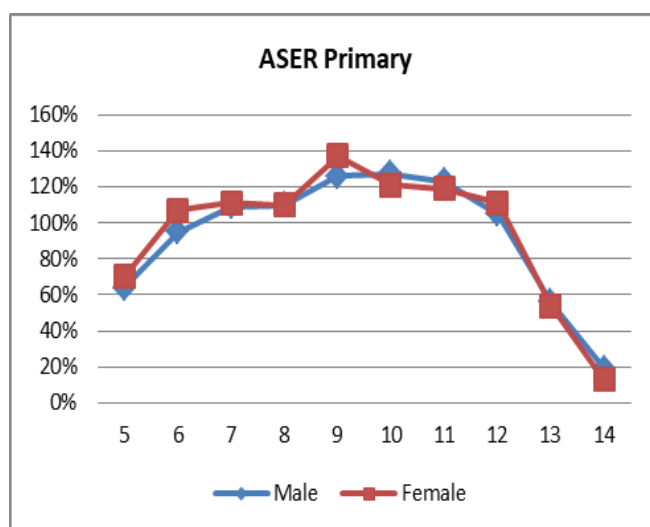
B2.3: Age Specific Enrolment Rate (ASER) in Primary Education

For the primary level, the trend shows great access of 6 – 12 years old of more than 100% compared to its population. Only 68% of five year olds are in primary, with another 29% still in ECE, predicting that the remaining 5% are not yet enrolled in ECE. From age 7 to age 12 more than 100% of students attend primary schools as explained by (Table 17) below, which signifies high access and participation of these particular ages. By the age of 13, 55% are enrolled in primary level while the other 39% (Table 18) are in secondary level. Only 17% of age 14 remained in primary while the majority is enrolled in secondary education. GPI ASER of more than 1 indicates more females than males and vice versa when below 1.

Table 17: ASER Primary 2021

ASER Primary				
Age	Male	Female	Total	GPI
5	62%	71%	66%	1.14
6	91%	104%	97%	1.14
7	106%	109%	107%	1.02
8	106%	106%	106%	1.00
9	122%	135%	128%	1.11
10	127%	118%	122%	0.93
11	127%	121%	124%	0.95
12	104%	113%	108%	1.08
13	56%	54%	55%	0.95
14	20%	14%	17%	0.67

Figure 17: ASER in Primary 2021



B2.4: Age Specific Enrolment Rate (ASER) in Secondary Education

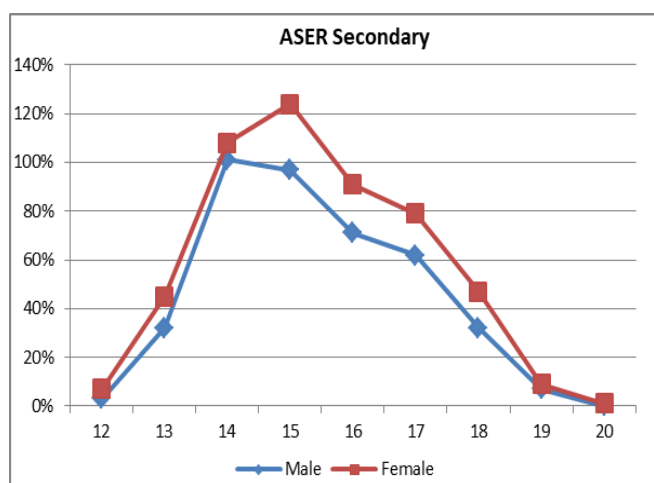
ASER in secondary level shows the access of students from age 12 to 20 as shown in the Table (18) below. The specific enrolment age for secondary level is from 13-16 as per the Education Amendment Act 2019; however, there are still students who are outside of that range that attend secondary education.

Only 5% of age 12 students are in secondary as the majority 108%, are enrolled in primary (Table 17). The majority of students commence secondary education at age 14 and complete at age 17. High percentages of students at age 14 (110%) and 15 (117%) are enrolled indicating high access and participation rates of students of these particular ages. A significant drop is identified for the 17-20 age groups that should be enrolled in years 11-13. Presumably these students are either early school leavers, or have progress to other career pathways (Post-Secondary Education).

Table 18: ASER in Secondary Education 2021

ASER Secondary				
Age	Male	Female	Total	GPI
12	3%	7%	5%	2.33
13	33%	45%	39%	1.36
14	108%	112%	110%	1.04
15	102%	135%	117%	1.32
16	70%	92%	80%	1.31
17	63%	79%	71%	1.25
18	32%	47%	39%	1.47
19	7%	9%	8%	1.29
20	0%	1%	1%	0

Figure 18: ASER in Secondary 2021



B3: Net Intake Rate in Early Childhood Education

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.

Table 19: NIR in ECE 2017-2021

Year	NIR ECE			
	Male	Female	Total	GPI
2017	26%	31%	28%	1.19
2018	26%	28%	27%	1.08
2019	22%	24%	23%	1.09
2020	11%	12%	11%	1.09
2021	14%	13%	13%	0.93

Figure 19: NIR in ECE 2021

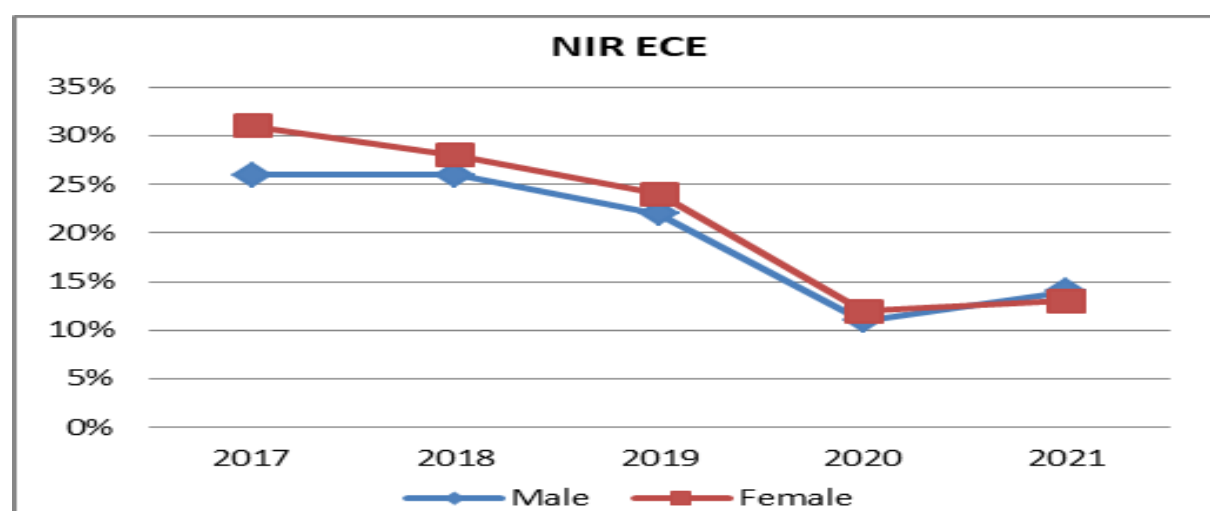


Table 19 shows that there is not much difference in NIR this year compared to 2020. ASER for ECE indicate low intake for ECE of 13%, as in (Table 16) of 3-year-olds attending ECE compared to the total population of 3-year olds recorded in projections provided by the Samoa Bureau of Statistics Population Census 2016.

B4: Gross Intake & Net Intake Rates in the First Year Level of Primary Education

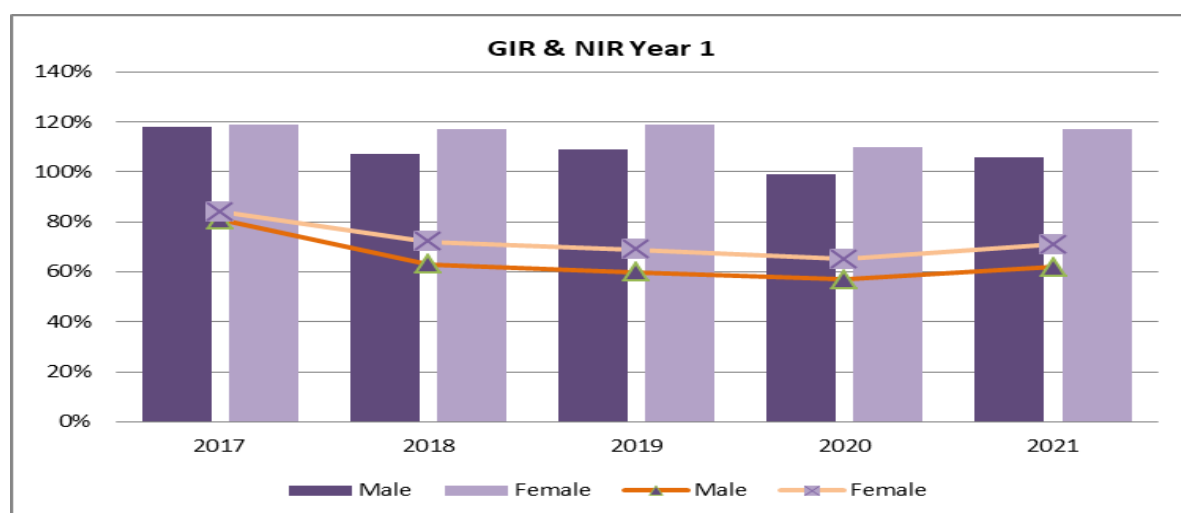
Net Intake Rate (NIR) in the First Year Level of Primary refers to the new entrants in the first year level (Year 1) of primary education who are of the official primary school-entrance age (age 5), expressed as a percentage of the population of the same age.

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.

Table 20: NIR and GIR Primary 2021

Year	GIR Primary			GPI	NIR Primary			GPI
	Male	Female	Total		Male	Female	Total	
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
2021	106%	117%	111%	1.10	62%	71%	66%	1.14

Figure 20: GIR and NIR in ECE 2017-2021



The NIR trend of percentages of 5 years old enrolled in primary education for the first time has increased by 6% in 2021 in comparison to 2020. However, 29% of the total students enrolled in ECE are five year olds, while the remaining 5% of the total population have not registered at ECE centers.

The above graph shows a GIR of more than 100% indicating children who are more than five-years-old but are still in Year 1 level (Appendix Table 5). This can be due to children repeating the same level and/or late enrolment within the academic year. It is also an indication that many students that are above the official primary age are still in Year 1.

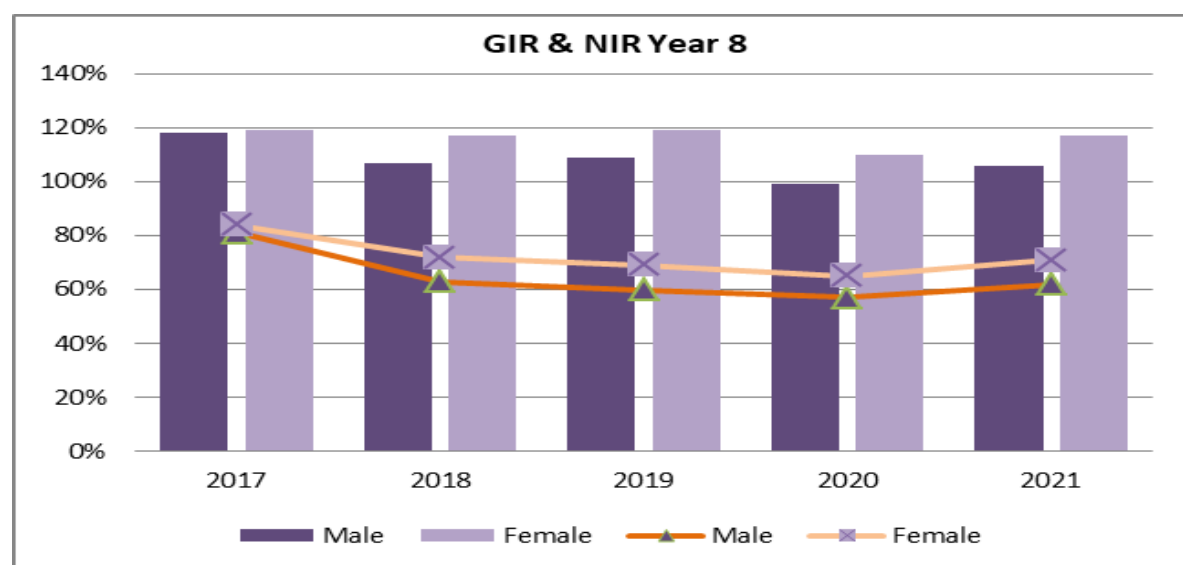
B5: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for Final Year (Year 8) in Primary Education

Net Intake Rate (NIR) in the Final Year Level of Primary refers to the new entrants in the last year level (Year 8) of primary education who are of the official primary school-entrance age.

Table 21: GIR and NIR for Final Year (Year 8) Primary 2021

Year	GIR for Final Year (Year 8)				NIR for Final Year (Year 8)			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2021	108%	124%	115%	0.93	48%	59%	53%	1.24

Figure 21: GIR and NIR Primary 2017-2021



NIR of 52% signifies students in the official age (age 12) who are in Year 8 level compared to its official population age. GIR is always higher than NIR over the years as there are students who are outside of the official age enrolling in Year 8.

Section C: National Assessments - Learning Outcomes

C1: Primary Assessments

The National Primary Assessments include the 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 SNAPE for Year 8.

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 and content knowledge of students in numeracy and three literacies – English, Samoan, and Science⁵. These assessments are conducted at Year 2, Year 4, and Year 6 and are measured as shown in the table below.

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	

The MESC is confident that the detailed and comprehensive data, the information gathered from as early as Year 2, can be used by principals, classroom teachers and key stakeholders to inform, strengthen and improve strategic planning in addressing learning needs and improving achievement levels.

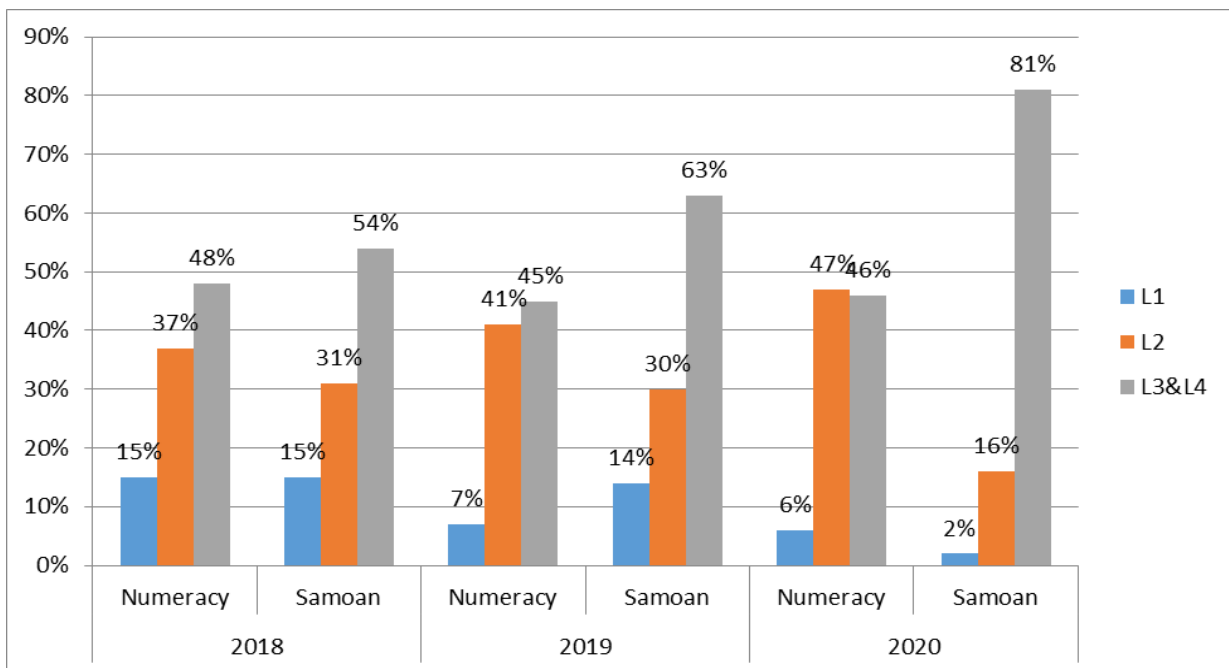
⁵ Applies to SPELL Year 4 and SPELL Year 6 only. The SPELL Year 2 diagnostic tests assess Gagana Samoa & Numera (mathematics) only.

C1.1: SPELL Year 2 Assessment

The SPELL Year 2 offers diagnostic testing in literacy and numeracy; both tests are implemented in the Samoan language.

From 2018 to 2019 for Samoan, the graph (see Figure 22) denotes a 9% increase in the number of students who are working at expected levels (L3 & L4) and a further 18% increase from 2019 to 2020. In Numeracy, however, the same 3-year period shows a slight downward trend of less than 50% for students working at expected levels. This key area is being targeted by MESC through sound professional development and initiating strategies for the addressing of identified learning gaps.

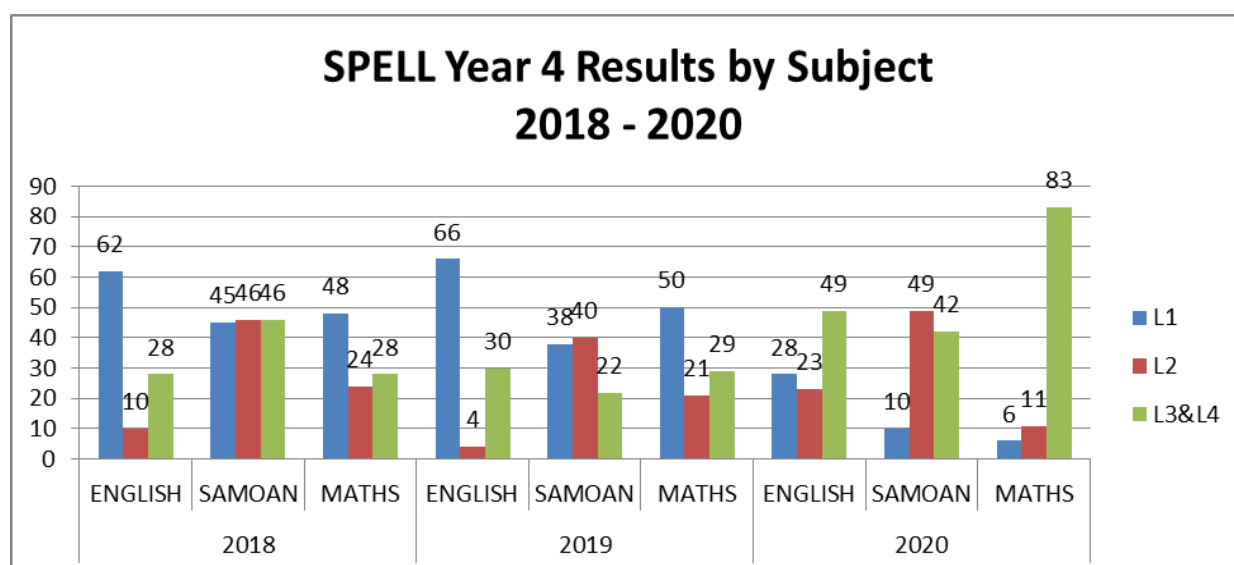
Figure 22: Year 2 Numera and Gagana Samoa Diagnostic Levels 2018 and 2020



C1.2: SPELL Year 4 Assessment

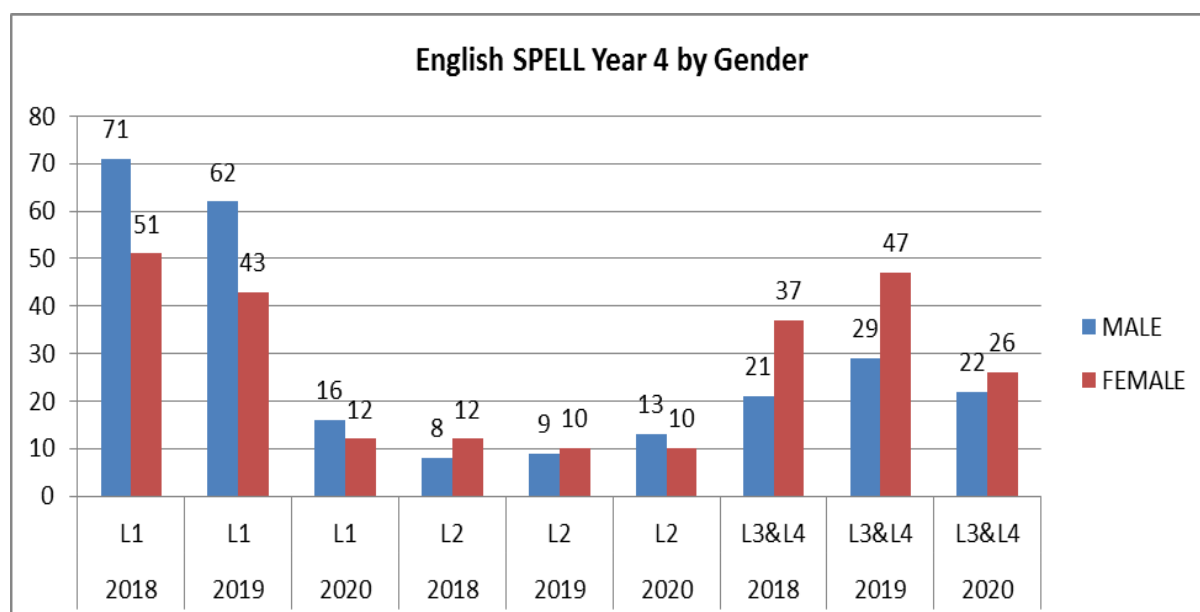
Students' results for SPELL Year 4 Assessments include English, Maths, Samoan, and Science Literacy.

Figure 23: SPELL Year 4 by Subject 2018-2020



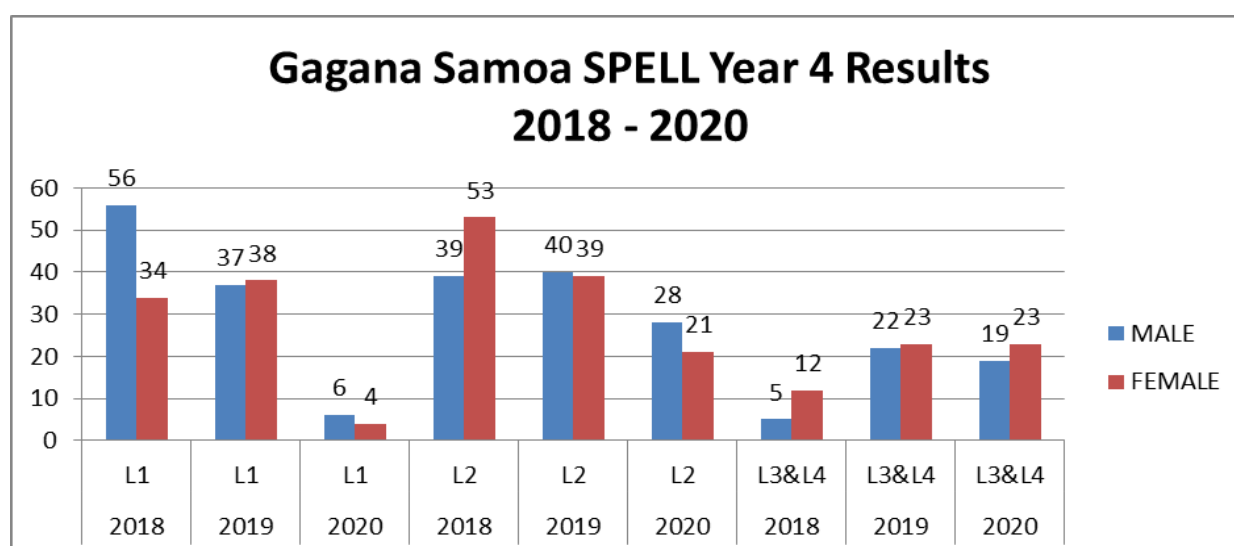
The 3-year period shows that in all 3 subjects, the percentage of students who have moved up from Level 1 i.e., '*not yet working towards expected levels*', is by 34%, 35%, and 42% in English, Samoan and Mathematics respectively. This is very positive feedback indicating that good learning in classrooms is happening and has improved. For the percentage of students working at expected levels i.e., Level 3 and Level 4, the greatest improvement has been in Mathematics showing an increase of 55% between 2018 and 2020. In English, the number of students meeting expected levels in 2020 was 49% and although this is slightly below halfway, it should be noted that the overall improvement of 21% indicates much work has been done during 2018 to 2020. Gagana Samoa on the other hand has consistently not met expected levels (3 & 4) and given it is the first language for the vast majority of students; this is another key concern for the Ministry and one which calls for detailed analyses of assessment results in identifying learning gaps and supporting teachers to deliver targeted strategies for successful learning.

Figure 24: English SPELL by Gender 2018-2020



The graph above compares 3-year trends of attainment levels for males and females. Notably, over the 3-year period girls are consistently performing better than boys in each of the Levels. However, this being said, overall percentages for both boys and girls in meeting expected levels has remained low over the past 3 years and in 2020, boys at 22% and girls 26%. As per previous results, the MESC support teachers through professional development and identifying learning gaps for targeted interventions.

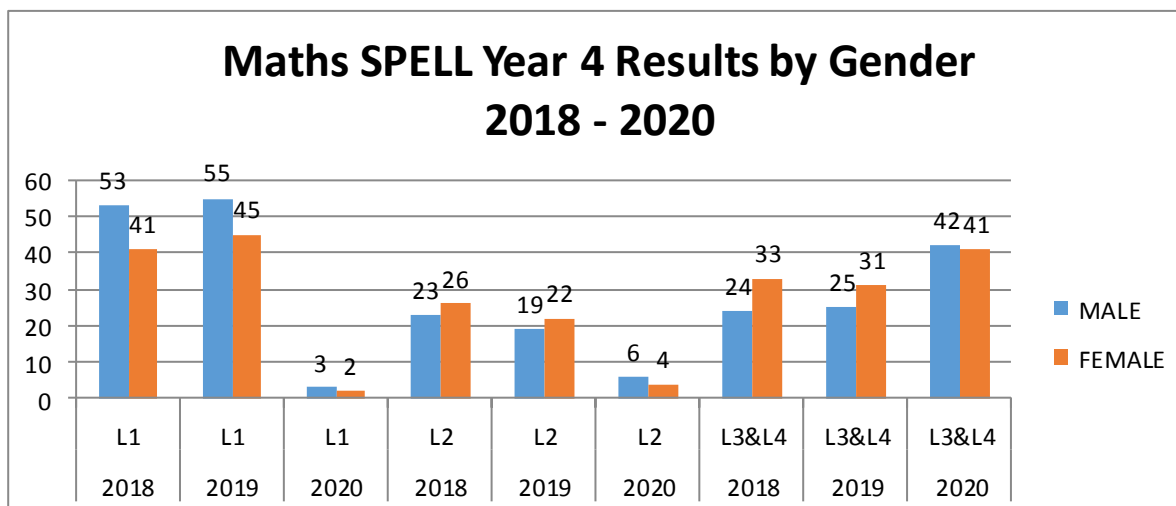
Figure 25: Samoan SPELL Year 4 by Gender 2018-2020



Over the 3-year period for the subject Samoan, the percentage of male and female students achieving L3 and L4 has increased albeit in 2020, there was a slight decrease for males of 3%. During the same 3-year period and of noteworthy, male and female students at Level 1 show a positive movement away, of 50% and 30% respectively.

In comparing gender attainment levels from 2018 to 2020, females have consistently performed better than males. This being said, the MESC recognize that whilst there is further research needed to address this anomaly, current emphasis is to address the low percentage levels for both genders in meeting expected attainment levels i.e., Levels 3 and 4.

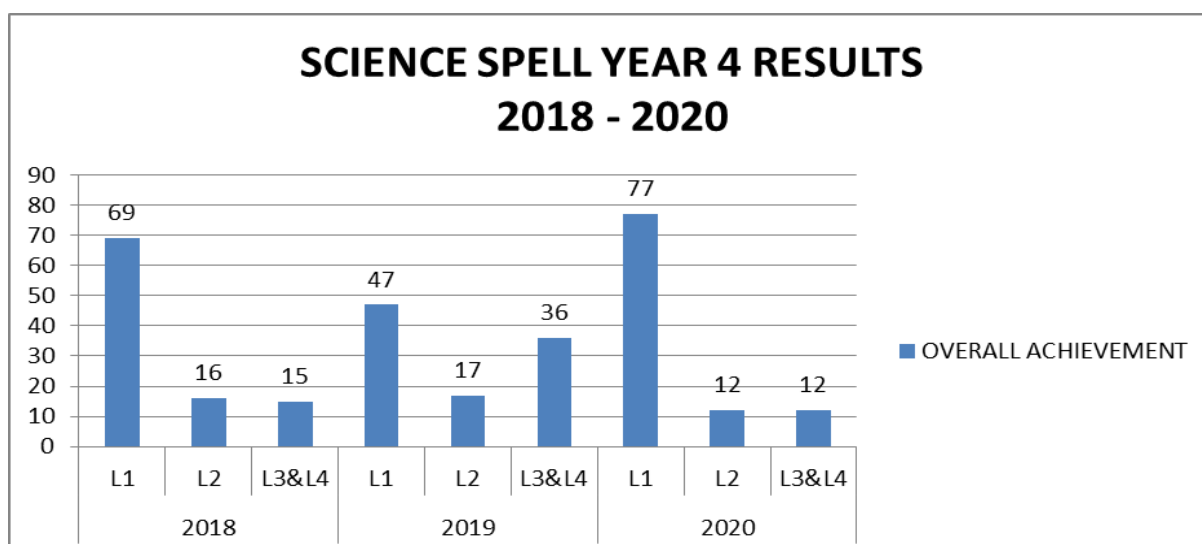
Figure 26: Maths SPELL Year 4 by Gender 2018-2020



Over the 3-year period, there has been a marked improvement of student attainment for both genders. From 2019 to 2020, this is shown by the percentage of students who have moved up from Level 1, i.e., 'not yet working towards expected levels' for males 52%, and females 43%. This is a positive reflection of successful teaching and learning strategies being implemented to improve student mastery of curriculum learning outcomes. This is also supported as seen in 2019 to 2020 with the increased gender percentages for males 17% and females 10% of students meeting expected levels (L3 & L4).

Throughout 2018 and 2019 females have performed better than their male counterparts however in 2020, the males performed slightly better in meeting minimum attainment levels. This is pleasing to see given that females consistently over the years have performed better than males.

Figure 27: Science SPELL Year 4 2018-2021



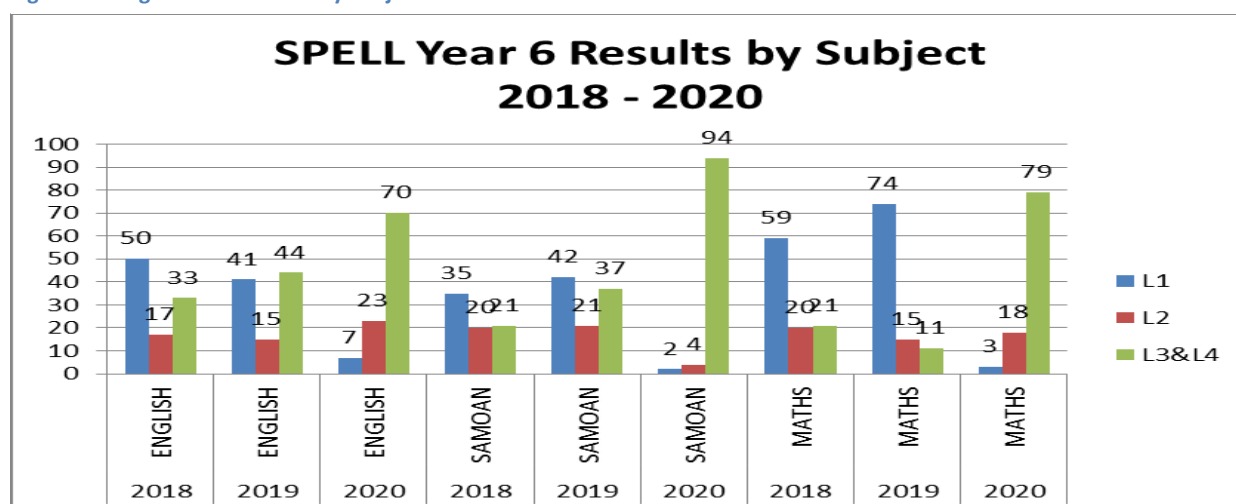
From 2019 to 2020, the above graph shows a 30% increase of students at Level 1 i.e., not yet working towards competency levels. The Ministry is targeting this as a key area to be addressed especially given the 24% decrease of students meeting L3 and L4 over the same period.

Effective implementation strategies will be targeted to improve the teaching and learning of Science in primary schools.

C1.3: SPELL Year 6 Assessment

Similar to SPELL Year 4, students at Year 6 are assessed in the same 4 subjects of English, Samoan, Maths and Science.

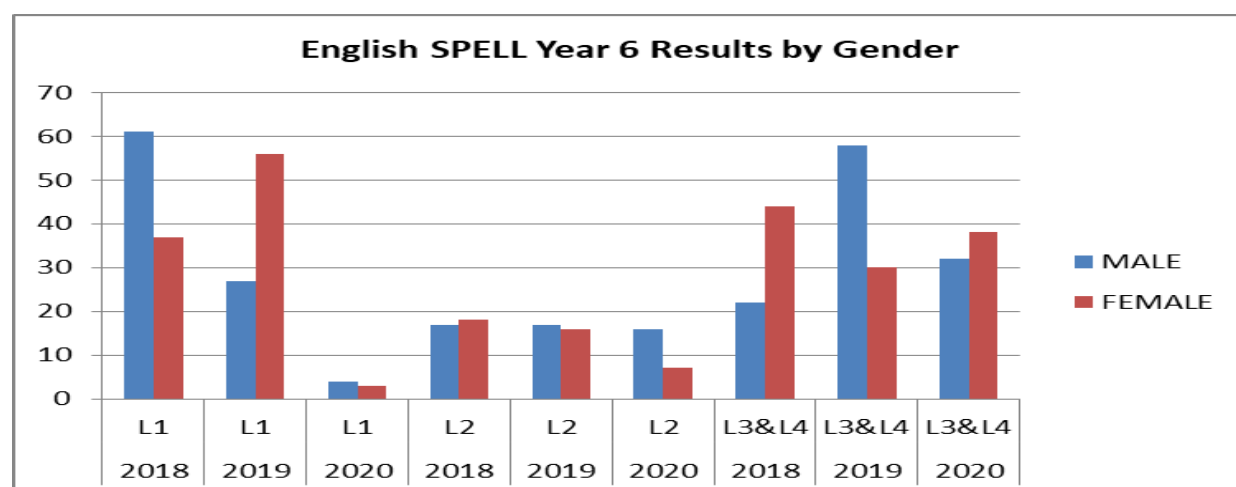
Figure 28: English SPELL Year 6 by Subjects 2018-2020



A significant 71% decrease in the percentage of students not working towards expected levels from 2018 to 2020 in Mathematics. Samoan also improved in 2020 with 94% meeting the expected level and English at 70%. The Ministry therefore, needs to identify gaps where

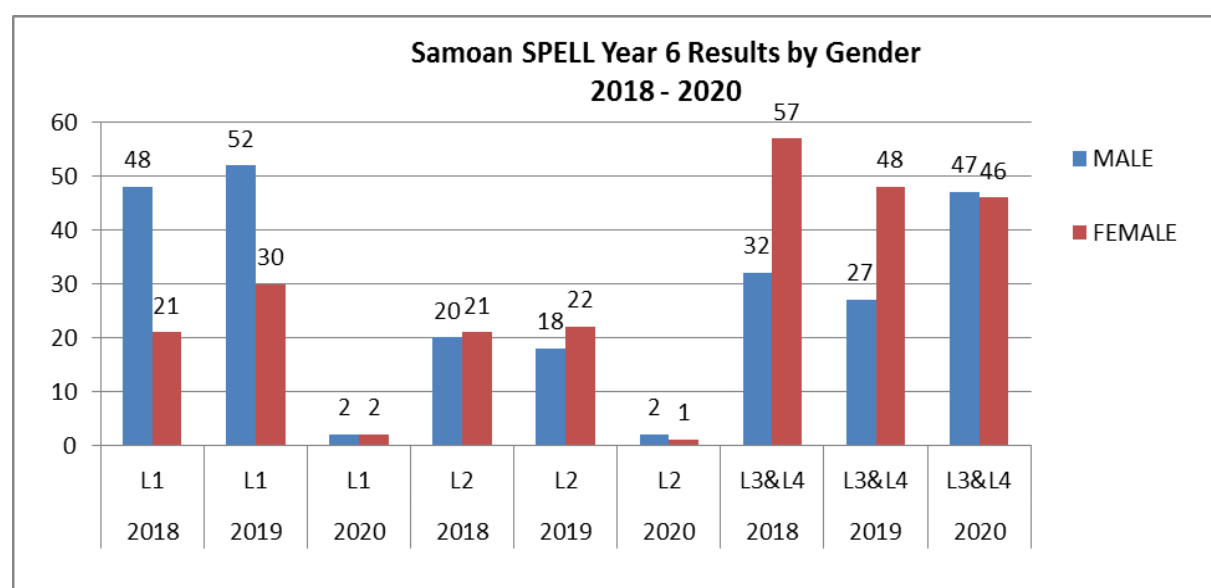
students are at risk and to support the teachers in delivering learning outcomes to minimize students at Level 1 and also continue effective strategies.

Figure 29: English SPELL Year 6 by Gender 2018-2020



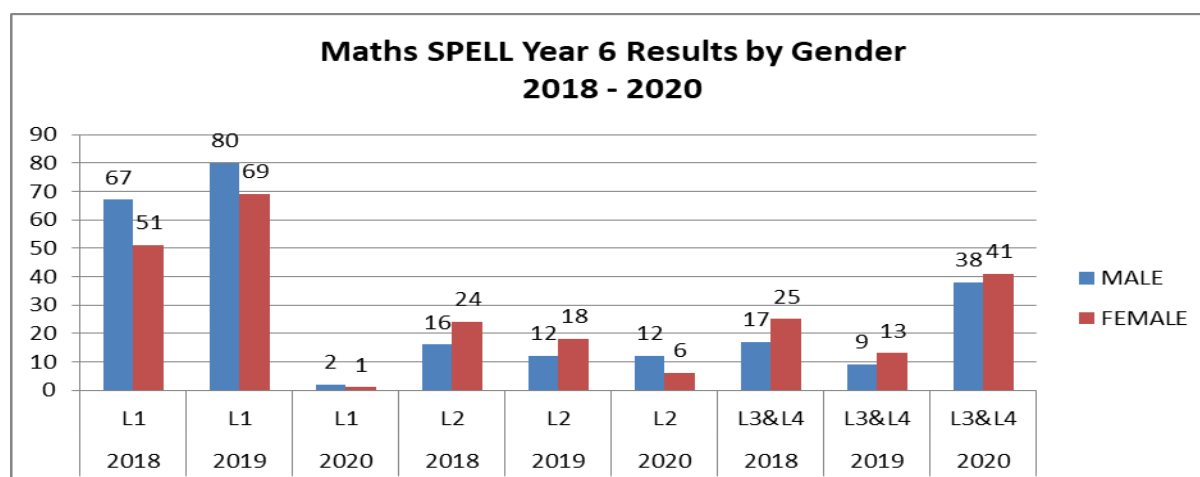
Similar to Maths in SPELL 2 Year 4, a significant decrease in the percentage of 53% for females achieving L1 while 23% for males from 2019 to 2020. This shows a good indication of more students achieving the expected levels as indicated in Levels 3 & 4. A low percentage in Level 2 means not many students are working towards the expected levels.

Figure 30: Samoan SPELL Year 6 by Gender 2018-2020



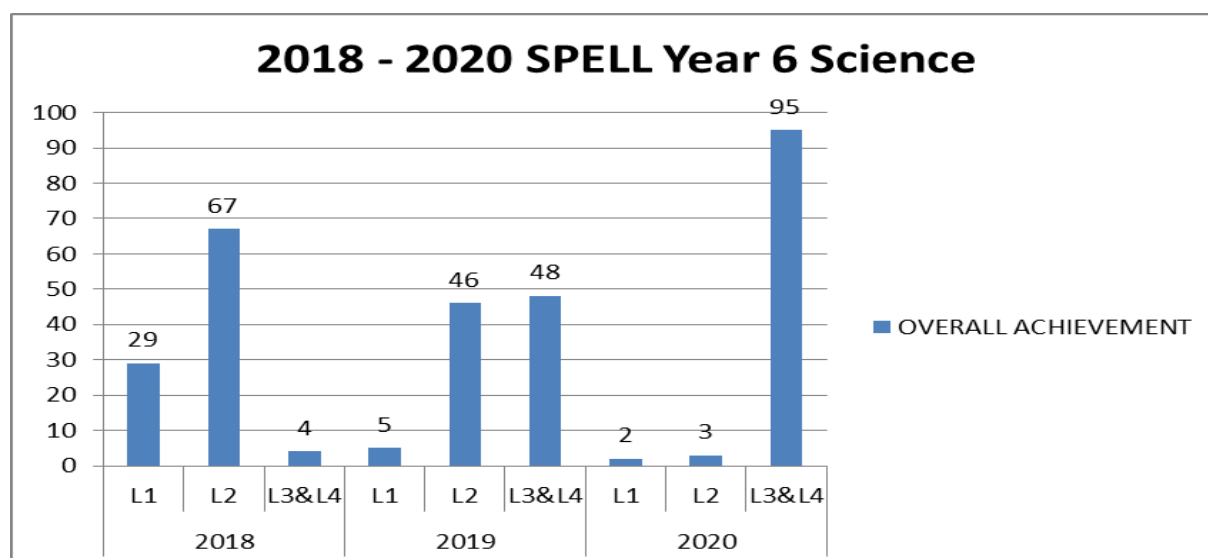
The subject of Samoan has the highest percentage of students that have achieved Levels 3 & 4 from 2018 to 2020. It is also noted that for both Level 1 and Level 2 there has been a significant decline. For Level 1 it has gone from a 52% of males and 30% females in 2018 to 2% for both males and females in 2020. Consequentially, more students were able to achieve Level 3 and 4 with males at 27%. The Ministry notes that this is indeed a positive outcome seeing that more and more students are achieving higher levels of competency.

Figure 31: Maths SPELL Year 6 by Gender 2018-2020



The graph above noted a major decline in students achieving Level 1 from 2019 80% males and 69% females to 2020 with 2% males and 1% females which indicates more students are moving towards achieving the expected levels (L3&4) as shown in the increase from 9% males and 13% females achieving Level 3 and 4 in 2019 to 38% males and 41% females who were able to achieve Level 3 and 4 in 2020 which resulted in a 29% increase for males and 28% increase for females. The trend over the last 3 years shows an increasing number not meeting the expected competency levels until this trend ended in the year 2020. The MESCC continues 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 32: SPELL Year 6 Science 2018-2020

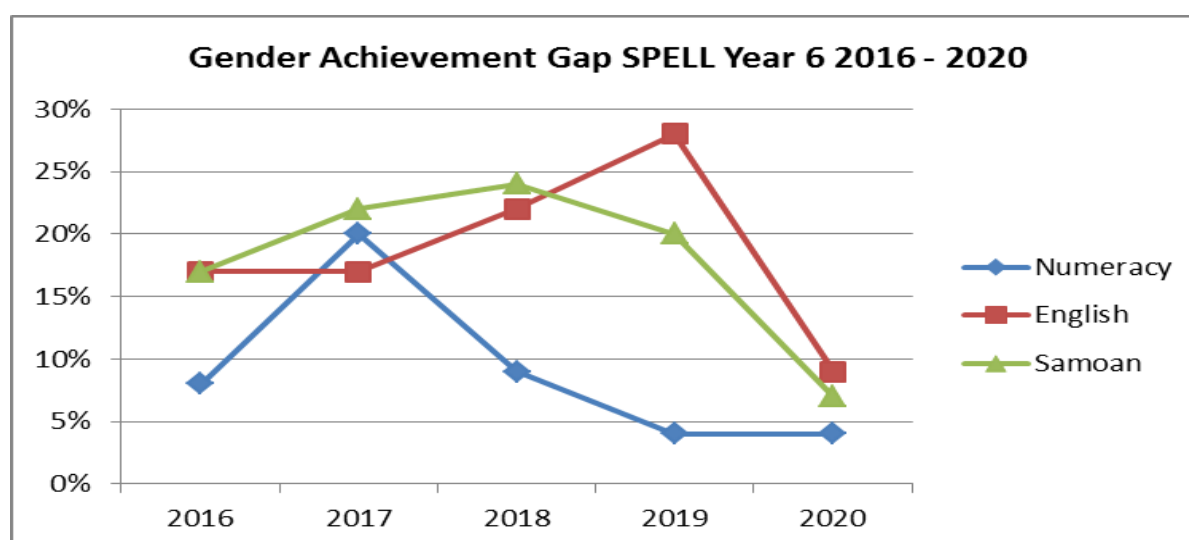


A significant increase of 44% was experienced for students who are working at expected levels (L3 & L4) in 2019 when compared to 2018 and almost doubled in 2020 at 95%. This denotes successful implementation of strategies in identifying and resolving specific gaps pertaining to the teaching of science in primary schools, all of which should be continued.

Table 22: Gender Achievement Gaps (GAGs) at SPELL Year 6 (Working at Expected Level L3&L4) 2016-2020

	Numeracy			English			Samoan		
	Male	Female	GAGs	Male	Female	GAGs	Male	Female	GAGs
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%
2020	10%	14%	4%	15%	24%	9%	34%	41%	7%

Figure 33: Gender Achievement Gaps (GAGs) at SPELL Year 6 (Working at Expected Level L3&L4)



The year 2020 has seen each of the three subjects – Numeracy, Samoan, and English reach their lowest Gender Achievement Gaps (GAGs) in the past 6 years. Both English and Samoan have the highest decrease with Samoan dropping from 20% to 7% equivalent to a 13% decrease and English from 28% to 9% and is calculated to be a 19% decrease.

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.

SPECA Scale of Achievement Levels

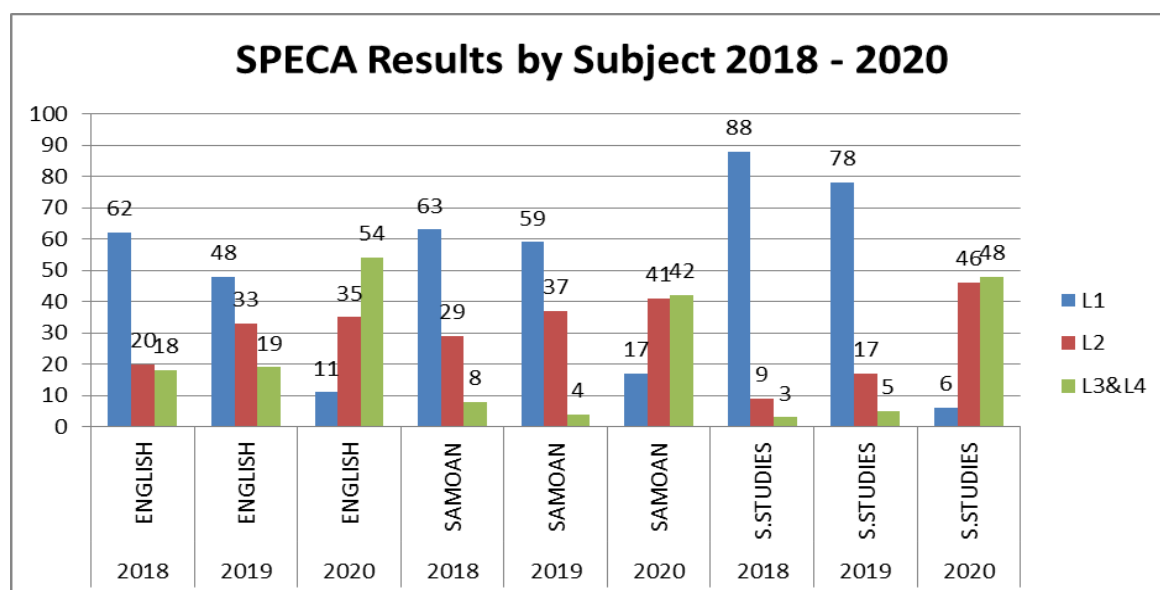
LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	75-100%
Level 3	Merit	65-74%
Level 2	Achieved	50-64%
Level 1	Beginner	Less than 50%

Enormous improvement in all seven subjects of students moving towards the expected levels in 2020 compared to 2019, reflecting the successful and effective implementation of strategies and initiatives 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.

Table 23: Year 8 SPECA Assessment 2018-2020

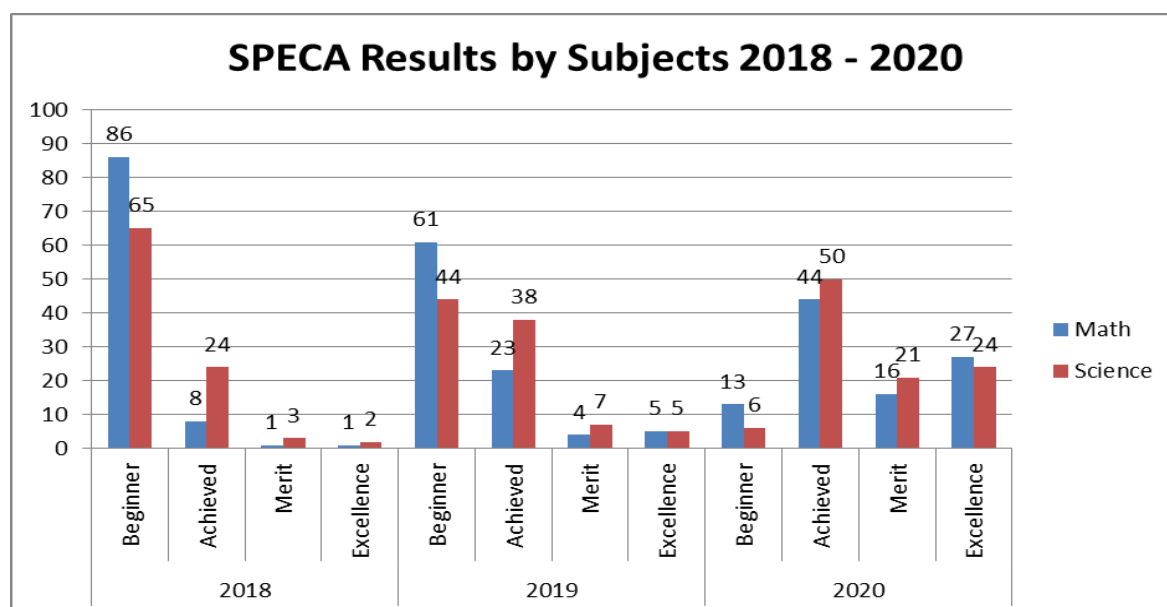
Subjects	Gender	2018				2019				2020			
		Beginner	Achieved	Merit	Excellence	Beginner	Achieved	Merit	Excellence	Beginner	Achieved	Merit	Excellence
English	Male	78.6	13.5	5	3	66.3	21.2	6.8	5.7	16.6	42.5	11.7	29.0
	Female	55.5	26.6	10.2	7.7	35.2	33.9	16.3	14.6	4.8	27.0	14.3	53.7
	Total	67.2	19.9	7.6	5.3	50.8	27.5	11.6	10.1	10.8	34.9	13.0	41.1
G.Samoa	Male	75	22.6	2.2	0.2	72.9	24.9	1.9	0.2	8.1	36.6	21.9	33.3
	Female	51.8	71	5.4	1.8	46.1	45.9	6.6	1.4	24.6	45.7	15.3	14.2
	Total	63.5	31.7	3.8	1	59.5	35.4	4.3	0.8	16.5	41.2	18.6	23.6
S.Studies	Male	91.6	6.5	1.4	0.5	85.1	9.6	3.4	1.8	7.3	53.0	27.9	11.8
	Female	79.1	15.5	3.2	2.2	65.6	19.8	7.9	6.7	4.7	39.3	34.5	21.5
	Total	85.5	10.9	2.2	1.3	75.4	14.7	5.7	4.3	6.2	46.1	31.7	17.0
Maths	Male	91.8	6.9	0.6	0.8	70.6	21.5	4	3.9	15.7	48.2	15.2	20.8
	Female	86.5	11.7	0.8	0.9	54.3	30.7	8	7.1	9.6	38.9	17.8	33.8
	Total	89.2	9.3	0.7	0.8	62.5	26.1	6	5.5	12.7	44.2	16.1	27
Science	Male	72.2	24.5	2.6	0.7	56.4	32.9	7.3	3.3	4.3	41.7	23.2	30.9
	Female	67.4	27.1	4	1.5	37.6	42.7	12.2	7.5	8.0	57.2	18.3	16.4
	Total	69.4	26	3.4	1.2	47	37.8	9.7	5.4	6.2	49.5	20.7	23.6
HPE	Male	97.5	2.5	0	0	88.7	10.1	1.3	0	32.3	53.1	14.5	0.1
	Female	91.9	7.9	0.2	0	73.9	23	3	0	53.8	39.2	6.9	0.1
	Total	94.8	5.2	0.1	0	81.5	16.4	2.1	0	43.5	45.9	10.6	0.1
V. Art	Male	48.4	48	3	0.5	50.5	44.3	4	1.2	31.9	51.3	8.9	7.9
	Female	29.2	62.6	6.9	1.9	30.3	59.3	7.5	2.9	54.8	37.1	5.4	2.3
	Total	39	55.1	4.9	0.9	40.4	51.8	5.8	2.1	43.6	44.0	7.0	5.3

Figure 34: SPECA Results by Subject Fields (English, G. Samoa. S. Studies) 2018-2020



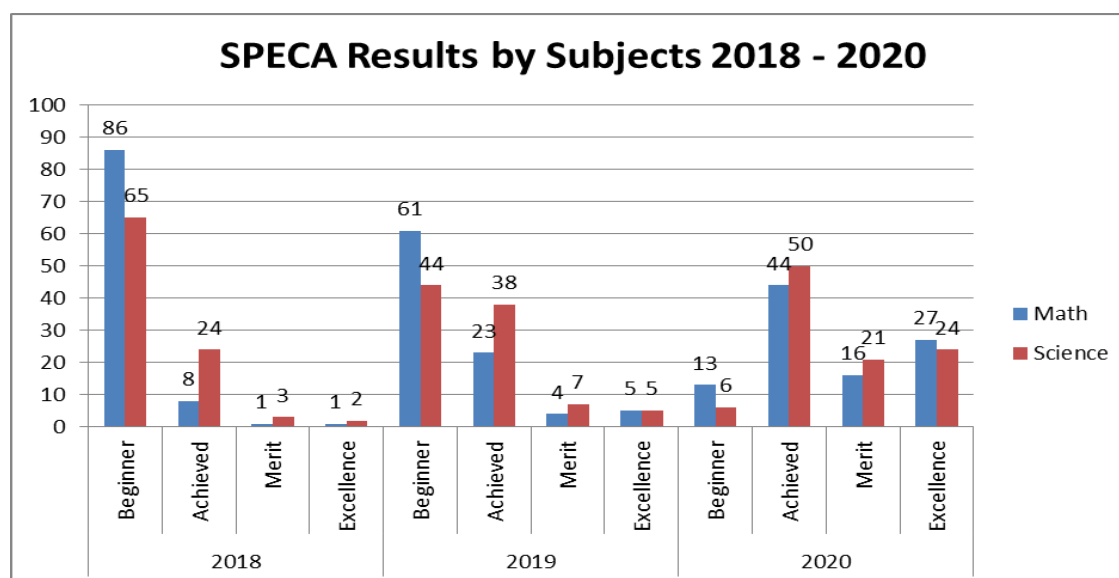
Of the 3 subjects, a decreasing number of students achieved Level 1 over the last 3 years, an indication of successful implementation of interventions and strategies in place to assist students with their learning as well as professional development training for teachers. Furthermore, we have seen this significant indication in the plummet of the number of students who achieved a Level 1 competency in 2018 of 88% to a mere 6% in 2020. Similar trends can be seen in each subject. For example, for English in 2018 only 18% were able to achieve Level 3 and 4 but in 2020 we see that the percentile has reached 54% indicating a 36% increase.

Figure 35: SPECA Results by Subject Fields (Maths, Science) 2018-2020



In Table 23 data for Math and Science have been clearly presented showing that in 2018 86% of male students and 65% of females were below the level of competency expected of them. However, in 2019 it was 61% for males and 44% for females however; it continued to decline in 2020 to 13% for males and 6% for females. Nonetheless, it is important to understand that the bulk of the decrease from Level 1 Beginner (below 50%) is mostly vested in Level 2 as seen in 2019 with 23% of males and 38% of females achieving Level 2 but only 4% males and 7% females in Level 3 and 5% for both male and females in Level 4. Comparably, in 2020 that amount for Level 2 increased for males to 44% and females to 50% and also had the majority of students. Despite such a decrease in Level 1, further work needs to be done to improve the knowledge of students in Mathematics and Science to ensure they are able to achieve higher levels of competency.

Figure 36: SPECA Results by Subject Fields (Vocational) 2018-2020



Most students in 2020 were able to achieve Level 2 Achieved for both Math with 44% and Science with 50%, unlike previous years where the bulk of the students had only achieved Level 1 Beginner as seen in 2019 with 61% for Math and 44% for Science. More so, the students were more evenly distributed amongst Level 3 Merit and Level 4 Excellence meaning that the majority of students were able to meet the expected levels of achievements: 16% Merit and 27% Excellence for Math and for Science 21% Merit and 24% Excellence. The Ministry notes that there has been productive progress with the decrease in students in Level 1. Nonetheless, the MESC also notes that sustaining this achievement will require continued strategic planning and close collaboration with teaching staff and the community.

Figure 37: SPECA Results by Gender (English, G.Samoa, S.Studies) 2018-2020

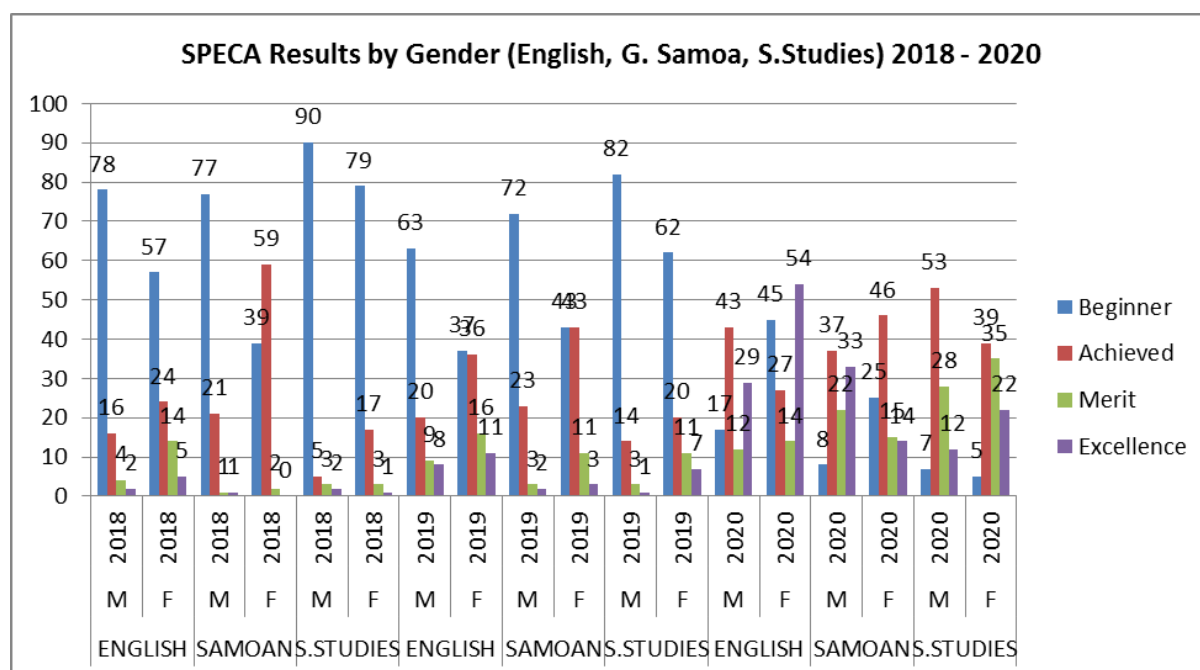
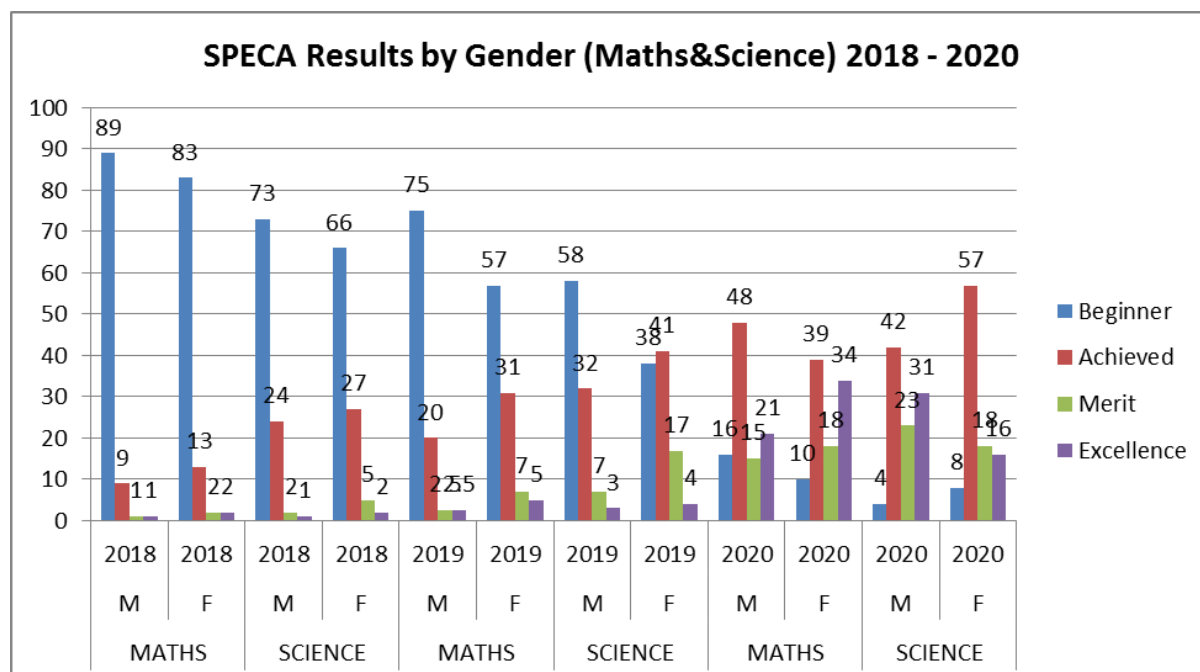


Figure 37 reveals great improvement in 2020 as the majority of students achieved Level 2, 3, and 4 compared to 2018 and 2019 where the highest percentage of students achieved Level 1 and did not meet proficiency levels. For this, MESC needs to develop more strategies and interventions to continue to improve the achievement of students in the above subjects.

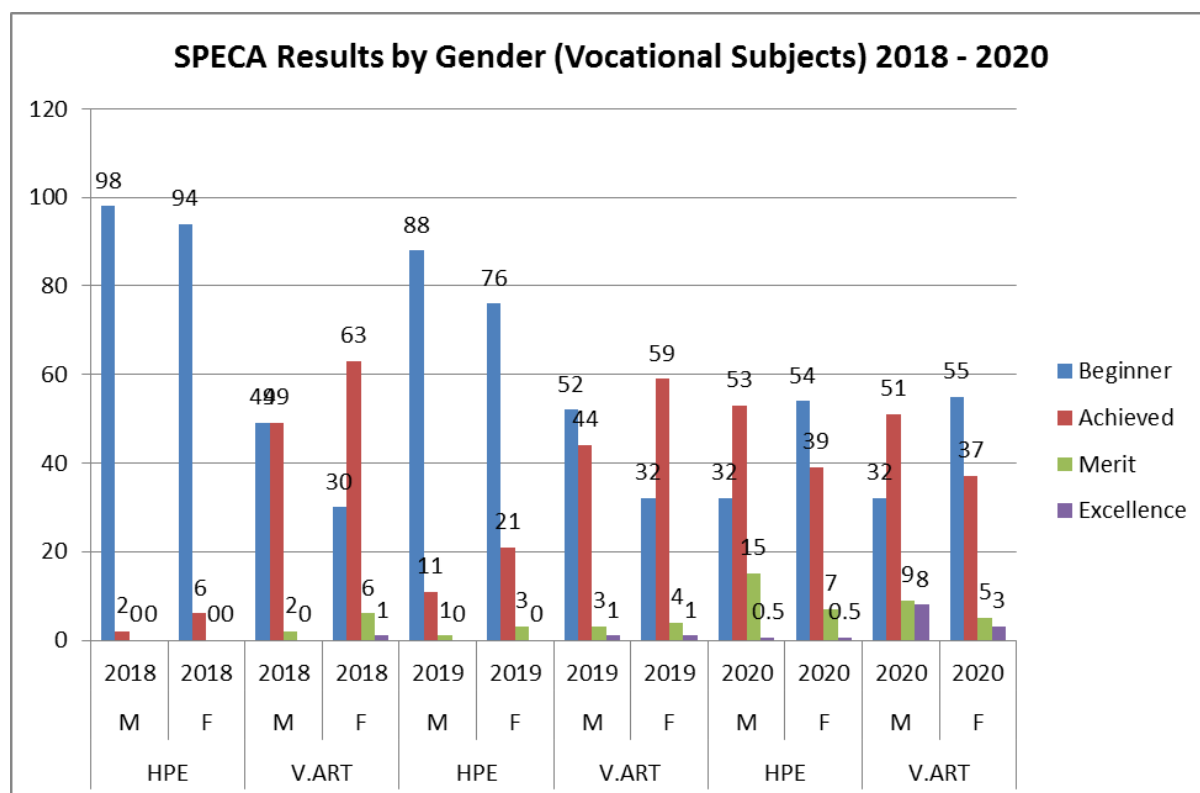
Figure 38: SPECA Results by Gender (Maths, Science) 2018-2020



For Mathematics and Science, the majority of students (both genders) were not achieving competency levels in 2018 with 89% males and 83% females for Math, and 73% males and 66% females for Science. It gradually declined in 2019 to 75% males and 57% females for Math and 58% males and 38% females for Science. In 2020 this percentage continued to

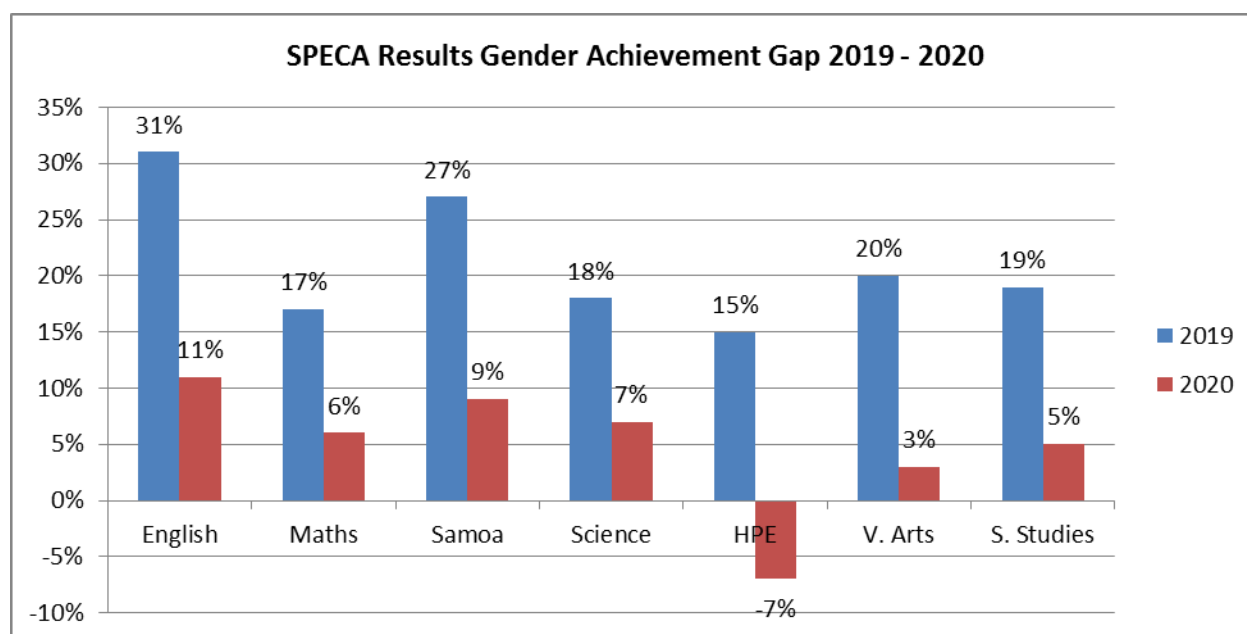
decrease to 16% males and 10% females in Math and 4% males and 8% females in Science. Levels 2, 3 & 4 denote an increasing percentage of students who achieved the expected levels as a direct result of the decrease of students achieving Level 1. More effective strategies need to be implemented to sustain so that more students achieve competency levels in the years to come.

Figure 39: SPECA Results by Gender (Vocational Subjects) 2018-2020



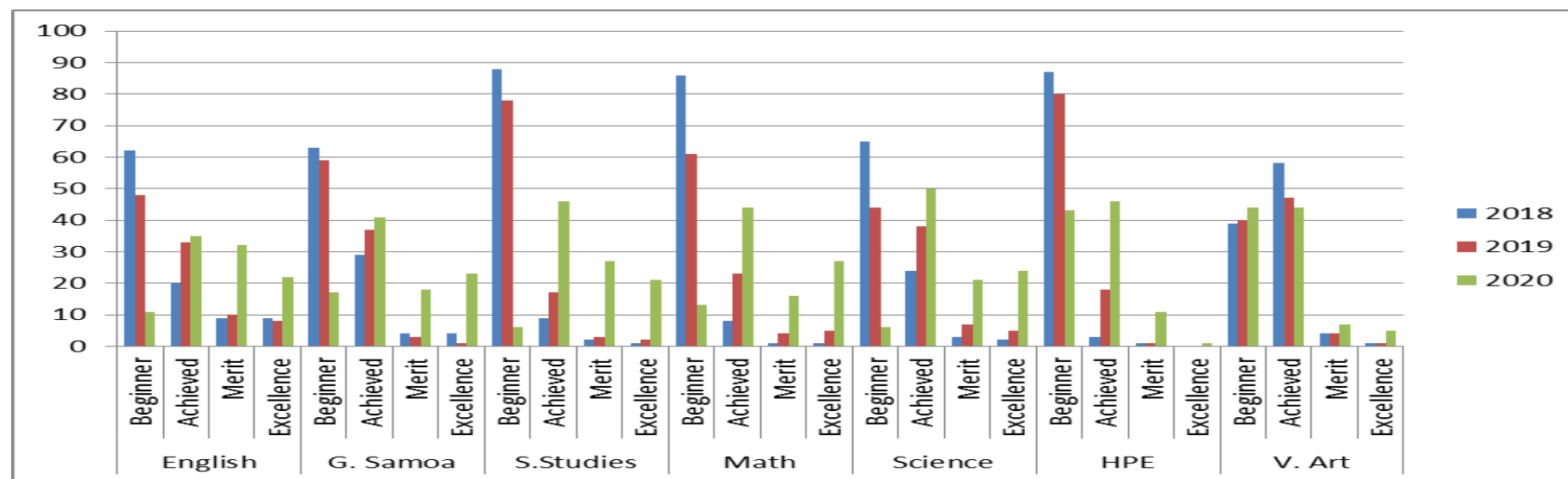
Most students are at Level 1 with minimum students achieving the expected levels as can be seen in 2018 and 2019 for all subjects. For example, for HPE in 2019, 88% of males achieved Level 1; only 11% achieved Level 2 and 1% for Level 3. In the same year, females taking HPE were also mostly in Level 1 with 76% and only 21% in Level 2; 3% for Level 3; and much like their male counterparts 0% for Level 4. In Visual Art for 2019, the majority of male students were in Level 1 with 52% and their fellow female students were at 32%. However, 2020 revealed that Level 1 for both genders decreased for each subject as shown in Figure 39, with 54% males and 32% females for HPE and 55% males compared to 32% females also achieving Level 1 in Visual Art for the same year. Again, strategic planning and interventions should be in place to assist students who are at risk as well as support teachers to improve their skills and knowledge in delivering learning outcomes and provide solutions to the gaps that have been identified.

Figure 40: SPECA Results Gender Achievement Gap 2019-2020



Generally, female students have achieved higher results compared to males for all subjects except HPE. Males fared better in HPE compared to their female counterparts. More importantly, however, all subjects have seen a decrease from the year 2019 with an average of 15.8% decrease amongst all 7 subjects.

Figure 41: SPECA Results Trends 2018-2020



Amongst the subjects in Figure 41, Social Studies, Math, and HPE have seen the most improvement from 2018 to 2020. In 2018, Social Studies students mostly achieved Level 1 with close to 90%, however, we see this trend change for the better in the following years with Level 1 dropping to less than 80% and then in 2020 below 10%. In a similar fashion, Mathematics has a high Level 1 in 2018 that is close to 90% but takes a plunge in 2019 to border 60% and continues to fall in 2020 at just above 10%. Although HPE is similar, it does not fall as dramatically as Social Studies and Mathematics. Closing into 90% in 2018, HPE Level 1 was just fewer than 80% in 2019 and in the year 2020, it was at 41%. Most of the 7 subjects follow this similar trend with the exception of Visual Arts. Regardless of the slight increase in Level 1 for Visual Arts over the period of 2018 to 2020, the rate at which students are achieving competency levels is still in the majority. Nonetheless, students are improving over the years as can be seen in the rise in other levels for each subject. The MESCC understands the need to continue to provide sustainable solutions to ensure education in all its subjects is improving in quality and outcome.

C2: Secondary Examinations

The two most notable certifications in 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 continue to the Year 13 level. The SSLC on the other hand, is used to determine the Year 13 students' competency to enter 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 they reach Levels 2, 3 & 4.

SSC and SSLC Achievement Levels

LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	85 -100%
Level 3	Merit	75 - 84%
Level 2	Achieved	50 - 74%
Level 1	Beginner	Less than 50%

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

A total of 35 national examinations⁶ should be taken by students in Year 12 and Year 13 of all secondary schools every year. 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.

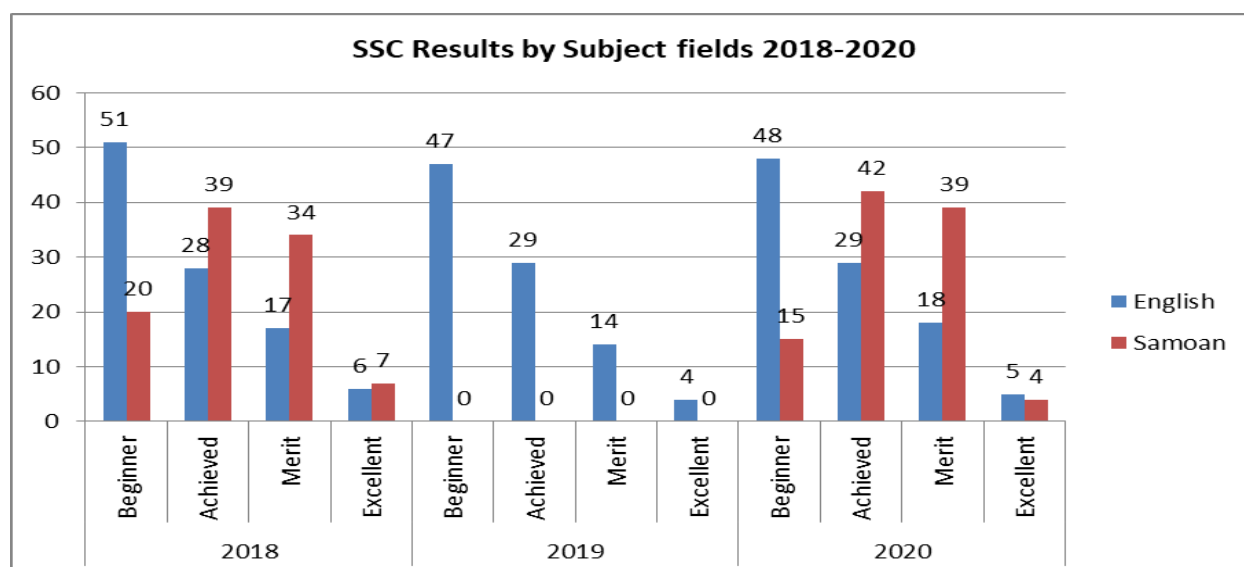
⁶ 17 exams for SSC and 18 exams for SSLC

Table 24: SSC Gender Achievements by Level 2018-2020

Subjects		2018				2019				2020			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	63	25	11	4		21	22	7	61	25	12	2
	Female	43	33	16	9	37	34	18	6	39	31	22	8
	Total	51	28	14	6	47	29	12	4	48	29	18	5
G.Samoa	Male	26	41	28	5	No exam				2	45	32	3
	Female	18	47	50	11					12	41	43	4
	Total	20	39	34	7					15	42	39	4
Maths	Male	88	8	4	1	88	8	2	1	88	9	2	1
	Female	86	9	4	0	91	6	2	1	86	11	3	1
	Total	87	9	4	1	90	7	2	1	87	10	2	1
Biology	Male	67	26	6	1	54	33	11	1	63	27	10	1
	Female	68	22	8	2	65	21	12	2	66	22	11	2
	Total	88	30	9	2	62	25	12	1	65	24	10	1
Chemistry	Male	80	15	5	0	No exam				58	29	10	4
	Female	75	17	7	1					62	23	9	5
	Total	77	16	6	1					61	26	9	4
Physics	Male	25	53	19	4	No exam				41	33	24	2
	Female	32	40	21	7					55	27	16	2
	Total	28	46	20	6					49	30	19	2

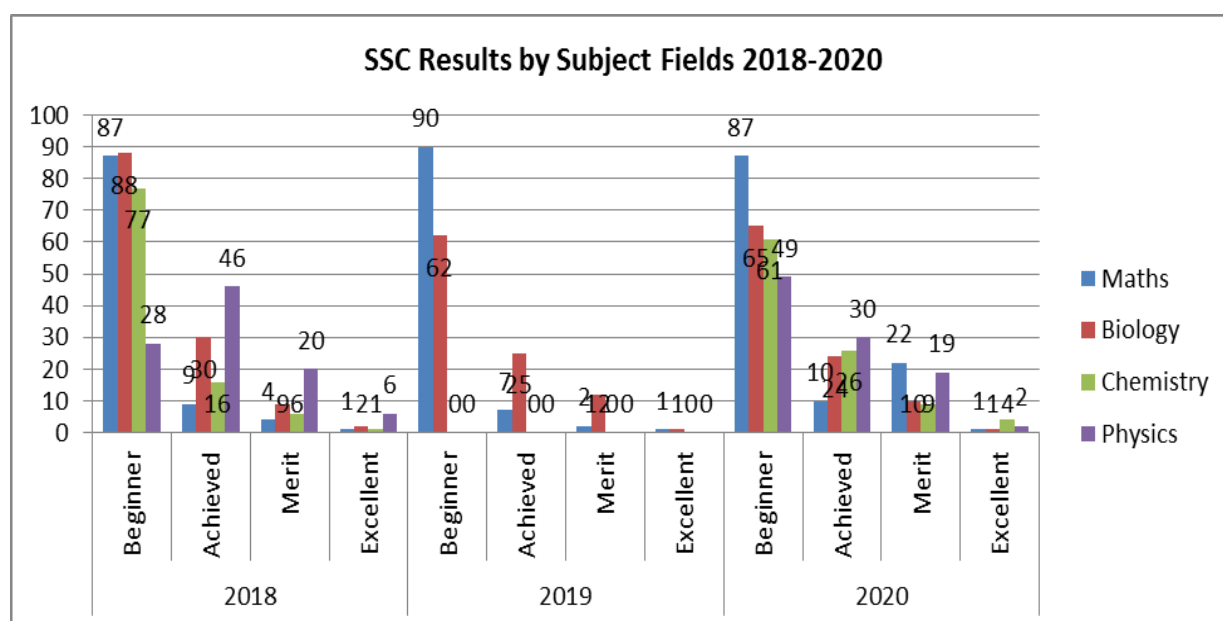
The table above shows SSC results over the last 3 years for the 6 subjects. The majority of the students achieved Level 1 and Level 2 in all subjects since 2018. “No exam” in 2019 was due to the measles epidemic.

Figure 42: SSC Results by Subject Fields (English and G. Samoa) 2018-2020



Over the last 3 years, a minimum increase of 5% for students meeting Level 3 for Samoan. A decline of 3% not meeting competency level from 2018 to 2020 for English and although there was no G. Samoa exam last year due to Measles Epidemic, the trend for 2020 remains similar to that from 2018.

Figure 43: SSC Results by Subjects Fields (Maths & Science Subjects) 2018-2020



Maths was and still is a major concern with the rate remaining close to 90% of students at Beginner Level in 2018 and 2020, while it reached 90% in 2019. The same applies to Science subjects with minority students achieving expected levels over the last 3 years with a substantial decrease in Chemistry students at the Beginner level when 2018 and 2020 are compared. The opposite is true for Physics with a 21% increase from 2018 to 2020. Chemistry and Physics were not assessed in 2019.

Figure 44: SSC Results by Gender (English & G.Samoa) 2018-2020

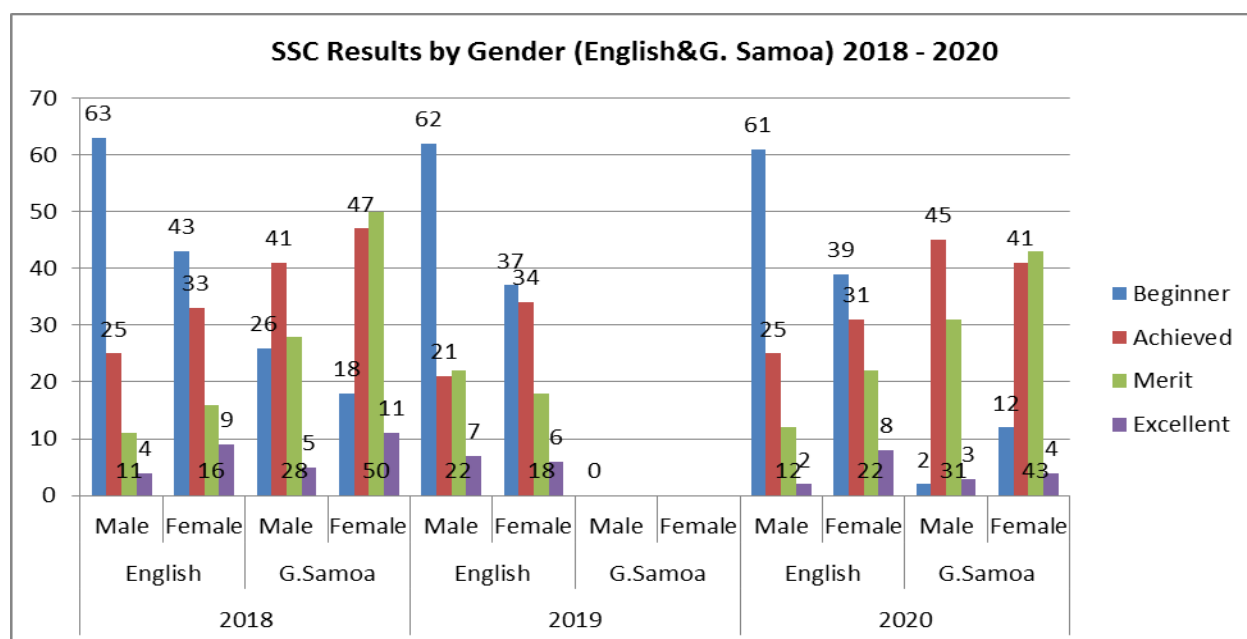
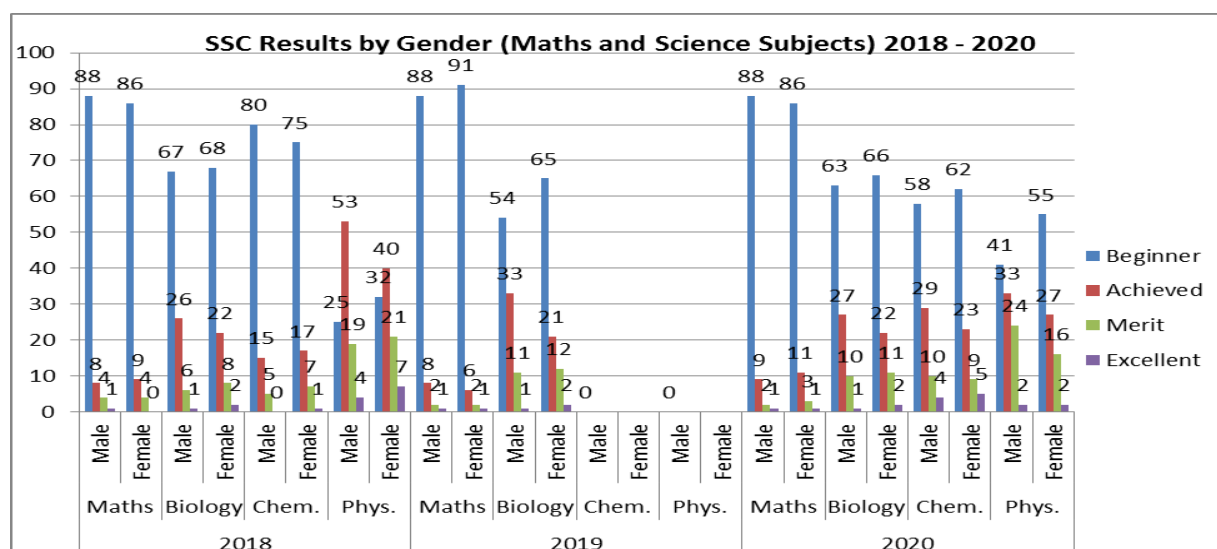


Figure 44 above shows the results by gender for English and G. Samoa over the last three years. For English, males took the majority of achieving Level 1 with more than 60% from 2018-2020, while females show a declining trend with 43% in 2018; 37% in 2019; and a slight increase in 2020 with 39%. Female students achieved 9% in Levels 3 & 4 in 2018; 6% in 2019; and 8% in 2020. For Gagana Samoa, most of both genders were able to achieve competency levels with 41% Level 2; 28% Level 3; and 5% Level 4 for males compared to 47% Level 2; 50% Level 3; and 11% Level 4 for female students. Unfortunately, there was no exam held in 2019 due to the Measles outbreak. However, in 2020 the majority of both genders were able to achieve competency levels with 45% Level 2; 31% Level 3; and 3% Level 4 for males compared to 41% Level 2; 43% Level 3; and 4% Level 4 for female students. Nonetheless, it is still a concern for the Ministry to provide support and strategies to improve the percentage of students achieving higher levels, especially in regards to English as the trend for the past 3 years remains mostly the same. For example, the percentage of male students achieving the lowest level has been over 60% for the past three years.

Figure 45: SSC Results by Gender (Maths & Science Subjects) 2018-2020



Maths was and still is a major concern over the last 3 years with an astounding 87% not achieving competency levels for both genders in 2020. The same applies for Science subjects whereby the majority of students are at risk accounting for the numbers in Level 1. A minority of students achieved the expected levels (L2-L4).

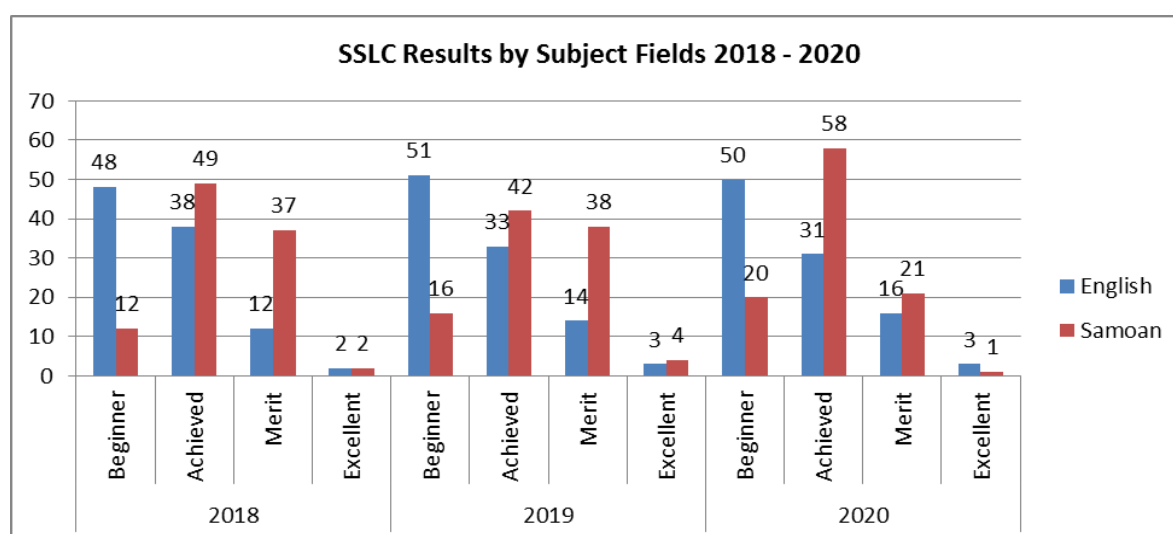
C2.2: Year 13 SSLC Examinations

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 indicate the SSLC three year -trend from 2018 until 2020.

Table 25: SSLC Gender Achievements by Level 2018-2020

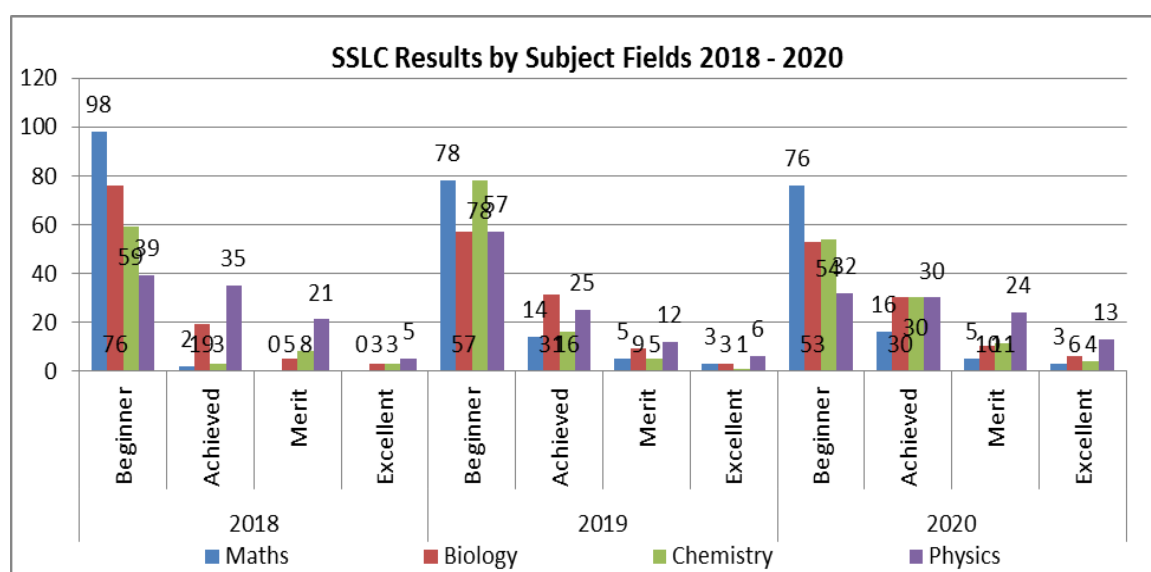
Subjects	Gender	2018				2019				2020			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	57	33	9	1	58	28	12	4	63	25	11	1
	Female	43	41	13	3	41	40	15	2	40	36	20	3
	Total	48	38	12	2	51	33	14	3	50	31	16	3
G.Samoa	Male	16	54	28	2	34	32	30	4	26	56	17	1
	Female	10	46	42	3	4	49	43	4	16	59	24	0
	Total	12	49	37	2	16	42	38	4	20	58	21	1
Math	Male	99	1	0	0	79	14	5	2	80	12	4	4
	Female	98	2	0	0	78	14	5	3	75	18	5	3
	Total	98	2	0	0	78	14	5	3	76	16	5	3
Biology	Male	74	20	5	2	56	32	9	3	53	34	8	4
	Female	76	18	5	4	57	30	9	3	53	29	11	7
	Total	76	19	5	3	57	31	9	3	53	30	10	6
Chemistry	Male	60	2	8	3	79	16	5	1	56	31	11	3
	Female	58	4	7	4	78	17	5	1	54	29	12	5
	Total	59	3	8	3	78	16	5	1	54	30	11	4
Physics	Male	38	32	25	5	63	24	8	5	35	30	18	14
	Female	40	38	17	6	51	26	17	7	30	30	29	11
	Total	39	35	21	5	57	25	12	6	32	30	24	13

Figure 46: SSLC Results by Subject Fields (English & G.Samoa) 2018-2020



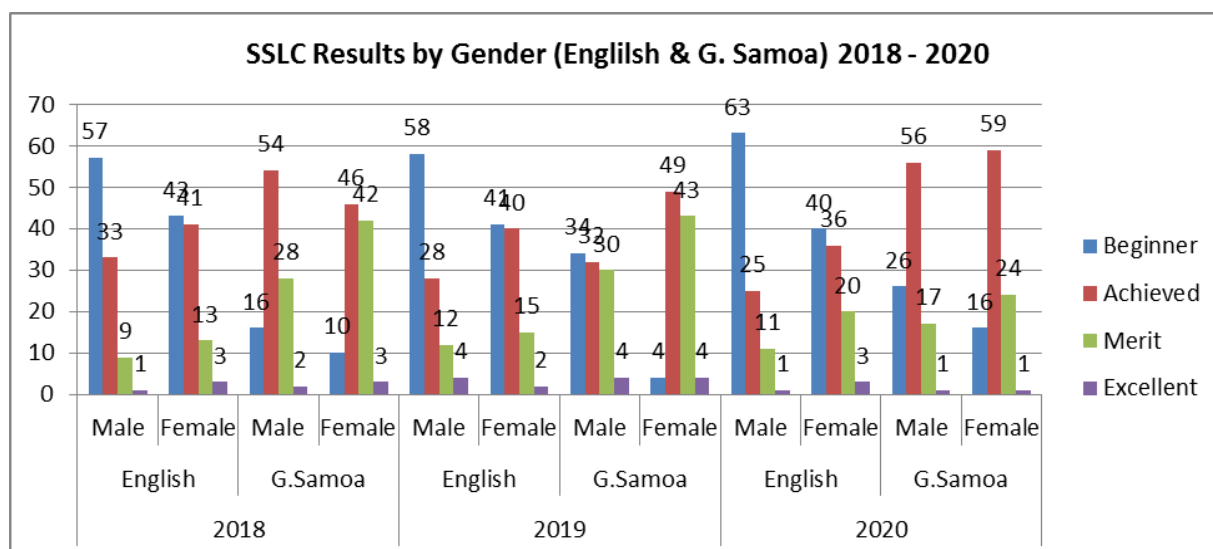
A fluctuating pattern is demonstrated for both subjects in the last 3 years. A high percentage of students were found in Level 1 for English 2020 with 50% compared to 51% in 2019 and 48% in 2018. For English, a decreasing percentage of students achieved level 2 from 2018 to 2020 with 38% in 2018 and 31% in 2020 on the other hand; Gagana Samoa fluctuates with 49% in 2018; 42% in 2019; and 58% in 2020. A pattern can be seen for English from 2018 to 2020 with the fact that for each competency level there are fewer and fewer students. The bulk of students are usually not able to achieve the expected competency levels as seen in 2019 with 51% Level 1 leaving the other 49% distributed in the other levels – 33% Level 2; 14% Level 3; and 3% Level 4. A similar situation occurs in 2020 with exactly 50% of students in Level 1; 31% Level 2; 16% Level 3; and 3% Level 4. It is paramount that the Ministry takes action to improve the outcome of students achieving at least Level 2.

Figure 47: SSLC Results by Subject Fields (Maths & Science Subjects) 2018-2020



Like SSC, the majority of students did not achieve competency levels (Level 2 – Level 4) in the last 3 years and this can be seen especially in Math with 98% Level 1 in 2018; 78% in 2019; and 76% in 2020. Math has seen a major decrease from 2018 at 98% to 2019 at 78% with a difference of 20% and continued to decrease slightly in 2020 at 76% with a difference of 2%. Physics has fluctuated over this three-year period with 39% Level 1; 35% Level 2; 21% for Level 3; and 5% in Level 4. However, in 2019, Physics Levels 2 and 3, decreased to 25% Level 2 and 12% Level 3 while Level 1 increased to occupy the majority at 57%. Fortunately, this trend came back down in 2020 with Level 1 at 32%; Level 2 at 30%; Level 3 at 24%; and Level 4 at 13%. Physics 2020 also has the highest level of students who achieved Level 4 at 13% compared to 6% in 2019 and 5% in 2018. The fact that the majority are still found in areas that did not achieve competency levels for Math 2020 with 76%, Biology 2020 at 53%, and Chemistry 2020 at 54% is an area of concern for the Ministry. MESC will continue to provide support to minimize the number of students at risk level (Level 1) and to help students increase competency in the respective subjects.

Figure 48: SSLC Results by Gender (English & Samoan) 2018-2020



For males in Gagana Samoa as seen in Figure 48, the amount of higher levels fluctuated in this three-year period. In 2019 Samoan had 4% at Level 4 for both genders but in 2020 this decreased to both genders at 1%. English showed a 5% increase for males at the “Beginner” level from 2019 at 58% to 2020 at 63% while females showed only a 1% decline. There is a need for strategies and interventions to be put in place to target both genders achieving Level 1.

Figure 49: SSLC Results by Gender (Math & Science Subjects) 2018-2020

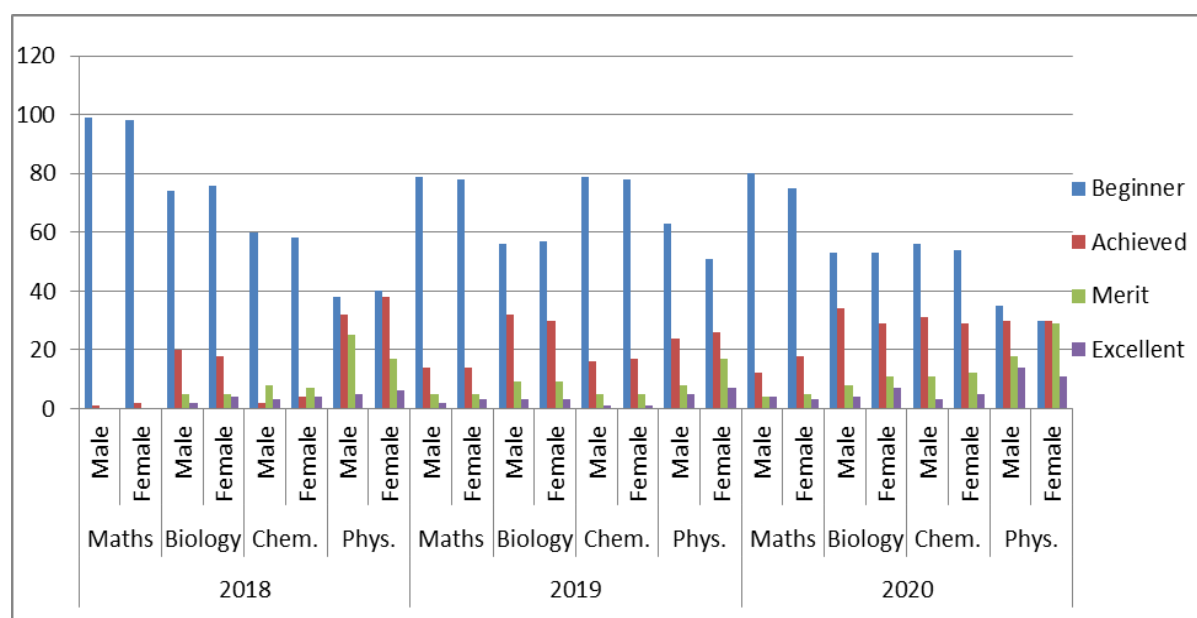


Figure 49 shows Maths as one of the hardest core subjects which never met its 50% pass rate over the years from primary to secondary education. Maths was and still is at a critical level with almost 100% of students not achieving competency levels for both genders. Science subjects, on the other hand, show more students in Level 1, with minimum achieved higher

levels. This is an ongoing challenge for the Ministry, and the Ministry needs to look at improving strategies and interventions to minimize the impasse for both students and teachers. Meanwhile, MESCC will continue to apply all preferable progressive strategies and interventions across all levels of education and in every subject to ensure that students have access to quality education.

Table 26: SSLC Gender Achievement by Level 2018-2020

SSLC	Gender	2018				2019				2020			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	57%	33%	9%	1%	58%	28%	12%	2%	63%	25%	11%	1%
	Female	43%	41%	13%	3%	41%	40%	15%	4%	40%	36%	20%	3%
	Total	48%	38%	12%	2%	51%	33%	14%	3%	50%	31%	16%	2%
Gagana Samoa	Male	16%	54%	28%	2%	34%	32%	30%	4%	26%	56%	17%	1%
	Female	10%	46%	42%	2%	4%	49%	43%	4%	16%	59%	24%	0
	Total	12%	49%	37%	2%	16%	42%	38%	4%	20%	58%	21%	1%
Mathematics	Male	88%	9%	2%	1%	79%	14%	5%	2%	79%	12%	4%	4%
	Female	86%	11%	2%	1%	78%	14%	5%	3%	75%	18%	5%	3%
	Total	87%	10%	2%	1%	78%	14%	5%	3%	76%	16%	5%	3%

The data in the aforementioned table shows better results can be obtained from all levels of education if teachers' development and more interventional programs are initiated and implemented more efficiently to improve teaching and learning. It is noted that private tutorials could also contribute to the percentage of students who achieved Level 3 & 4. The majority of students achieved Level 1&2 in 2020, the same applies for the last two years (2018 & 2019). While English has remained inert over this three-year period with 48% in 2018, 51% in 2020, and 50% in 2021, the same cannot be said for Gagana Samoa and Mathematics. Gagana Samoa was at a 12% total in 2018 and rose to 16% in 2019 and again in 2020 at 20%. Fortunately, Mathematics experienced a moderate decrease with 87% in 2018 and 76% in 2020 in Level 1. Although the Gender Achievement for Level 1 has decreased, it is still noted that the majority of students are still located in Level 1 which is below competency. The MESC understands the urgency to implement strategies for both teachers and students to determine the best way forward.

C2.3: SSC and SSLC Pass Rates

As approved by Cabinet early last year (2020), four-year level transformation in the Secondary Education System has commenced, as the Year 9 cohort this year will be sitting a new national examination in Year 10 next year (2022) and the same cohort will be trialed with the SSLC examination when it reaches Year 12 in 2024. In spite of the current changes for the future, the old system is still in place for the current Year 9 – year 12 cohorts and will eventually be phased out in 2024.

Table 27: Year 12 SSC Pass Rates by Gender 2018-2020

Subjects	Gender	2018		2019		2020	
		Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate
ENGLISH	Male	1134	39	950	38	1026	39
	Female	1395	58	1270		1405	62
	TOTAL	2529	48	2220	52	2433	52
MATHEMATICS	Male	882	12	754	12	843	12
	Female	1161	14	1137	9	1218	14
	TOTAL	2043	14	1891	10	2062	13
BIOLOGY	Male	196	33	167	46	164	37
	Female	379	32	328	35	373	34
	TOTAL	445	41	495	38	537	35

The above table specifies the three (3) examination subject results for SSC from 2018 – 2020. These also include Literacy, Numeracy, and Science sat by Year 12 students in 2019. Similarly, to 2019, females achieved higher rates than males in the English examination of 2020. On the contrary, a slight difference is presented in Biology with male students at a 37% pass rate compared to a 34% pass rate by female students. The highest pass rate for Mathematics was in 2018 with 14%; however, it declined by 4% in 2019 and then an increase of 3% in 2020.

Table 28: SSLC Pass Rate 2018-2020

Subject	Gender	2018		2019		2020	
		No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate
ENGLISH	Male	721	43	978	42	808	37
	Female	1101	57	815	59	1155	59
	TOTAL	1823	52	1793	49	1963	50
MATHEMATICS	Male	521	1	546	22	504	21
	Female	771	2	768	22	730	25
	TOTAL	1292	14	1314	22	1235	23
GAGANA SAMOA	Male	542	84	590	96	656	74
	Female	877	91	837	96	932	84
	TOTAL	1419	88	1407	84	1592	80
BIOLOGY	Male	168	25	183	44	131	45
	Female	287	23	254	43	284	47
	TOTAL	455	24	437	43	415	46
CHEMISTRY	Male	128	12	198	21	128	45
	Female	240	16	179	22	240	46
	TOTAL	368	11	377	22	368	45
PHYSICS	Male	87	62	99	37	79	62
	Female	106	63	89	49	97	70
	TOTAL	193	61	188	43	176	45

For SSLC, the achievement rate for Mathematics, Biology, and Chemistry are rising again in 2020 results as compared to previous years. The pass rate for Mathematics 2020 – 23% is now the highest over the last four years. English declined by only 3% in 2019 and has risen again by just 1% whilst Physics has unbelievably dropped by 18% if compared to 2018 but has only slightly risen again by 2% in 2020.

Section D: Teacher Supply Indicators

Teaching is a key factor for achieving effective learning outcomes in schools. Effective learning outcomes depend highly on teacher quality and trainings that are offered through professional development programs conducted by the Ministry. These programs have been ongoing to enhance the quality and competence of teachers to implement effective teaching pedagogies. As part of MESC's strategy for acquiring quality teachers, a Sponsorship program is in place in partnership with the National University of Samoa (NUS) to sponsor students that are keen to pursue teaching as their career pathway. This strategy aims not only to address issues of teacher shortage but also intends to ensure MESC is able to meet the supply and demands for teachers out in schools.

The Quality Assurance Performance Appraisal (QAPA) of teachers, a mandatory part of teacher quality is in place. 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 in professional knowledge, practice and attributes.

With regards to ECE, the National Council of Early Childhood Education provides training for ECE teachers in order to attain the minimum qualification (ECE Certificate) to cater for children attending ECE. Sponsorship programs are also provided for students that want to pursue Bachelor of Education (ECE) to acquire quality teaching skills for teaching in ECE Centers.

D1: Number and percentage of teachers in ECE, Primary and Secondary Education

Teachers at ECE and primary levels as per Table 29 have increased in 2021 compared to 2020 with a total of 372 ECE teachers in 2020 and 420 in 2021. For primary a total of 1400 teachers in 2020 and 1467 in 2021 were recruited, an increase of 67 teachers from 2020. However, the secondary level experienced a slight decline with a total of 1029 in 2020 and 1027 in 2021.

Table 29: Number and Percentage of ECE Teachers by Controlling Authority 2017-2021

# Teachers	Number of ECE Teachers				
	2017	2018	2019	2020	2021
Male	14	9	14	12	11
Female	352	426	409	360	409
Total	366	435	423	372	420
Gender gap	338	417	395	360	398
	Percentage of ECE Teachers				
	2017	2018	2019	2020	2021
Male	4%	2%	3%	3%	3%
Female	96%	98%	97%	97%	97%
Gender Gap	92%	96%	94%	94%	94%

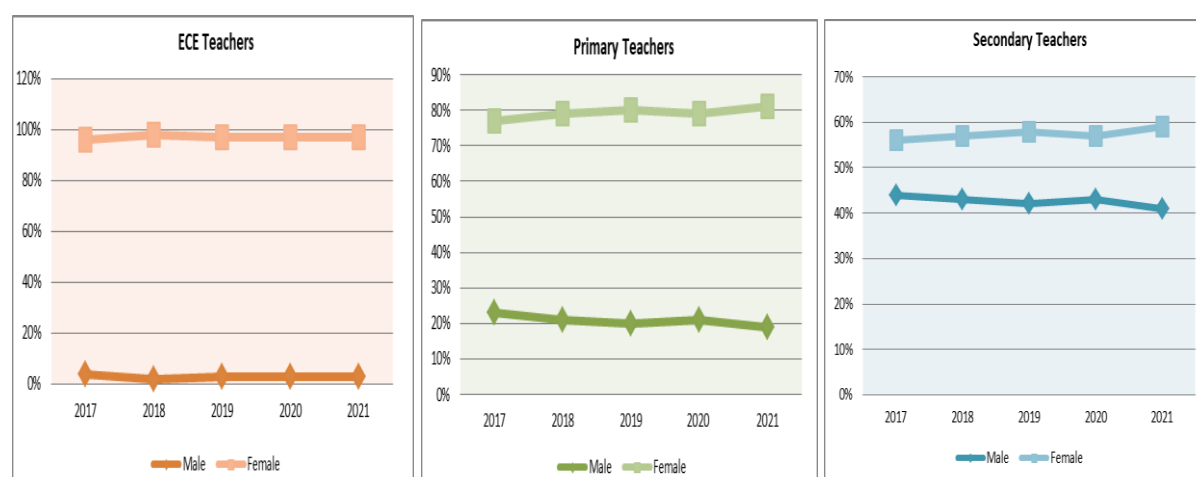
Table 30: Number and Percentage of Primary Teachers by Controlling Authority 2017-2021

School Status	Gender	Number of Primary Teachers				
		2017	2018	2019	2020	2021
Government	Male	261	224	237	246	226
	Female	821	860	858	828	886
	Total	1082	1084	1095	1074	1112
Mission	Male	41	45	36	34	37
	Female	166	172	190	191	207
	Total	207	217	226	225	244
Private	Male	25	27	19	17	14
	Female	80	78	87	84	97
	Total	105	105	106	101	111
	Total Male	327	296	292	297	277
	Total Female	1067	1110	1135	1103	1190
	TOTAL	1394	1406	1427	1400	1467
		Percentage of Primary Teachers				
		2017	2018	2019	2020	2021
Government	Male	19%	16%	17%	18%	15%
	Female	59%	61%	60%	61%	60%
	Total	78%	77%	77%	79%	76%
Mission	Male	3%	3%	3%	2%	3%
	Female	12%	12%	13%	14%	14%
	Total	15%	15%	16%	16%	17%
Private	Male	2%	2%	1%	1%	1%
	Female	6%	6%	6%	6%	7%
	Total	8%	7%	7%	7%	8%
	Total Male	23%	21%	20%	21%	19%
	Total Female	77%	79%	80%	79%	81%
Gender Gap		54%	58%	60%	58%	62%

Table 31: Number and Percentage of Secondary Teachers by Controlling Authority 2017-2021

School Status	Gender	Number Secondary Teachers				
		2017	2018	2019	2020	2021
Government	Male	233	229	264	243	237
	Female	336	374	377	387	387
	Total	569	603	641	630	624
Mission	Male	176	189	157	177	163
	Female	197	197	211	180	203
	Total	373	383	368	357	366
Private	Male	21	19	16	20	18
	Female	19	18	10	22	19
	Total	40	37	26	42	37
	Total Male	430	437	437	440	418
	Total Female	552	589	598	589	69
	TOTAL	982	1026	1035	1029	1027
		Percentage of Secondary Teachers				
		2017	2018	2019	2020	2021
Government	Male	24%	22%	26%	24%	23%
	Female	34%	36%	36%	38%	38%
	Total	58%	58%	62%	62%	61%
Mission	Male	18%	18%	15%	17%	16%
	Female	20%	19%	20%	17%	20%
	Total	38%	37%	35%	34%	36%
Private	Male	2%	2%	2%	2%	2%
	Female	2%	2%	1%	2%	2%
	Total	4%	4%	3%	4%	4%
	Total Male	44%	43%	42%	43%	41%
	Total Female	56%	57%	58%	57%	59%
Gender Gap		14%	12%	14%	16%	18%

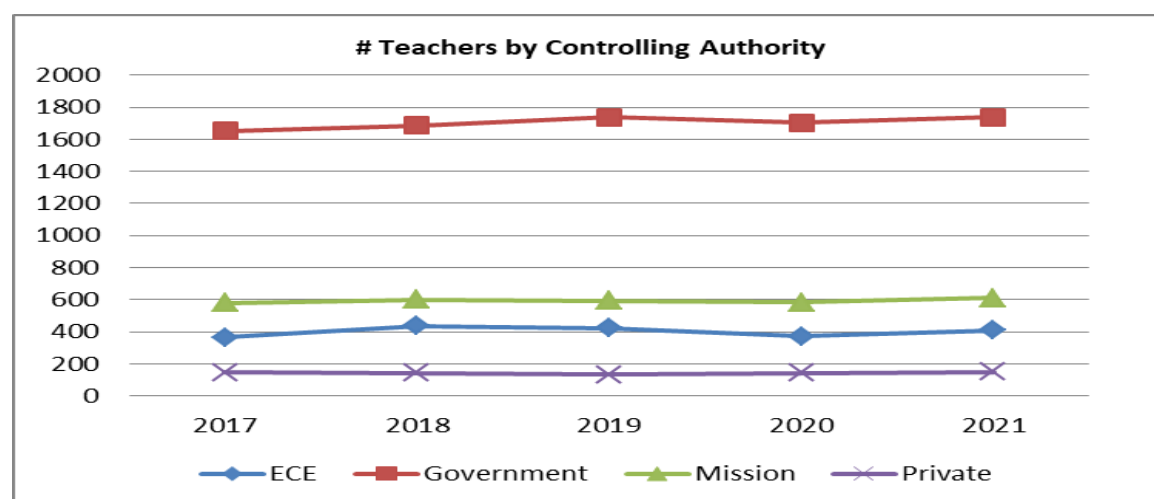
Figure 50: Percentage of Teachers by Gender and by School Levels 2017-2021



As shown in Table 29 above, the number of teachers in ECE has increased by 13% from 2020 to 2021 to cater for the increasing number of children. Primary teachers show an increase of about 5% in the number of teachers teaching in schools in Table 30.

According to Figure 50 above, ECE shows huge gap of more than 90% over the last five years, where females dominate teaching; primary education of more than half are females whereas secondary depicts around 15% on average. Overall, the graphs clearly shows that the higher the education level the narrower the gender gap becomes. Effective marketing strategies and methods as well sponsorship programs are in place to market the teaching profession and allow students to choose teaching as a preference career pathway.

Figure 51: Number of Teacher by Controlling Authority 2017-2021



The government dominates other controlling authorities with the highest number of teachers in the teaching profession of more than 1000 teachers in the last five years. 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.

D2: Teachers Qualifications in ECE, Primary and Secondary

Students' achievements depend heavily on the quality of teachers. Upgrade programs are in place to advance and elevate teachers' knowledge and skills to achieve better results for students. These include upgrade programmes offered by the National University of Samoa, and previously the STAP through USP.

Table 32: Teachers Qualification in ECE 2021

Qualifications	Gender	2021	
		Total	%
Certificate	Male	8	2
	Female	327	78
	TOTAL	335	80
Diploma	Male	0	0
	Female	4	1
	TOTAL	4	1
Degree	Male	0	0
	Female	2	0
	TOTAL	2	0
Helper/Volunteer	Male	3	1
	Female	76	18
	TOTAL	79	19
		420	

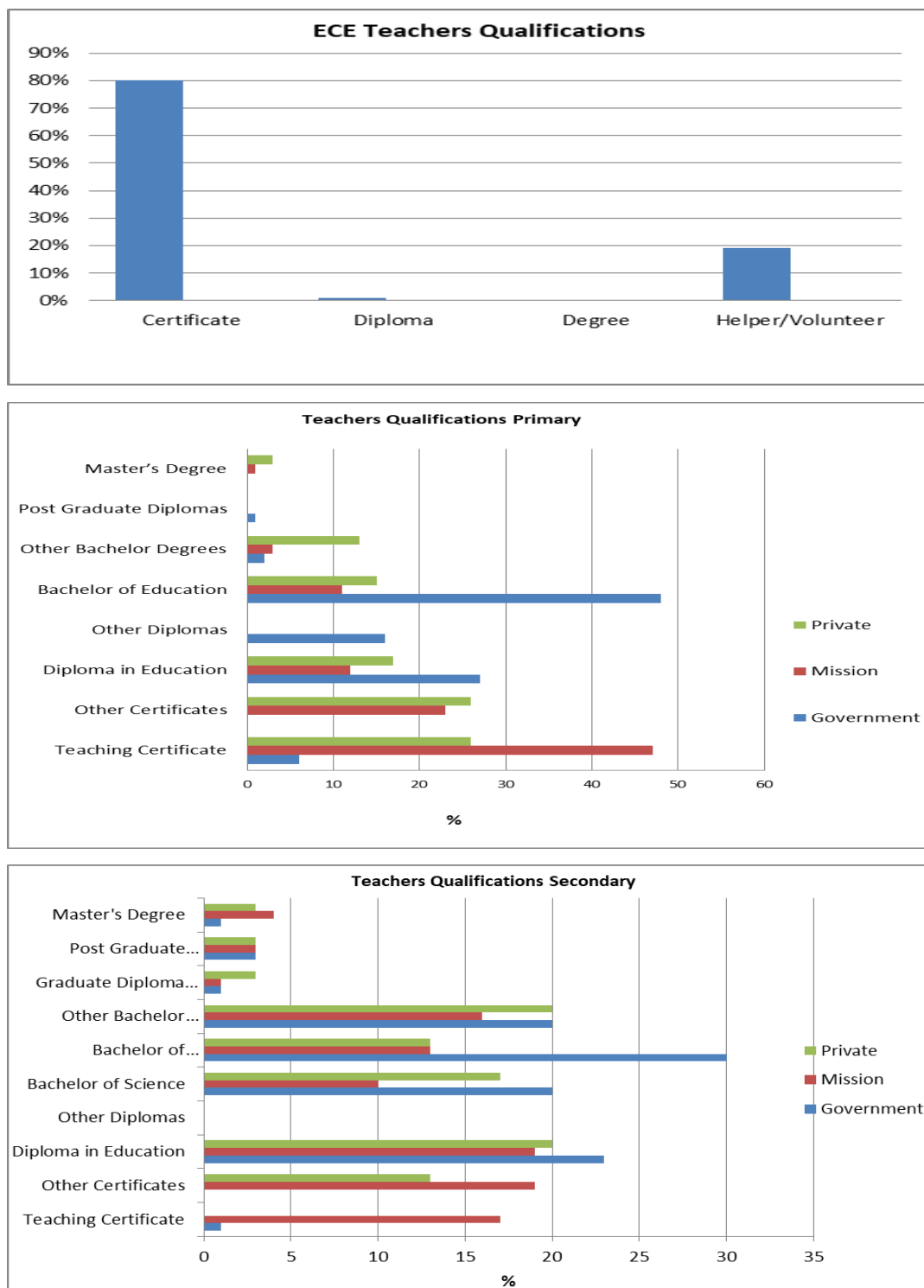
Table 33: Teachers Qualification in Primary 2021

Primary Teachers Qualifications							
Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificate	Male	9	1	15	6	4	4
	Female	61	5	96	41	23	22
	TOTAL	70	6	111	47	27	26
Other Certificates	Male	0	0	7	3	2	2
	Female	0	0	46	20	25	24
	TOTAL	0	0	53	23	27	26
Diploma in Education	Male	65	6	6	3	3	3
	Female	241	21	20	9	15	14
	TOTAL	306	27	26	12	18	17
Other Diplomas	Male	45	4	0	0	0	0
	Female	135	12	0	0	0	0
	TOTAL	180	16	0	0	0	0
Bachelor of Education	Male	103	9	3	1	2	2
	Female	436	39	24	10	14	13
	TOTAL	539	48	27	11	16	15
Other Bachelor Degrees	Male	10	1	3	1	5	5
	Female	10	1	4	2	8	8
	TOTAL	20	2	7	3	13	13
Post Graduate Diplomas	Male	1	0	0	0	0	0
	Female	9	1	1	0	0	0
	TOTAL	10	1	1	0	0	0
Master's Degree	Male	1	0	1	0	1	1
	Female	3	0	2	1	2	2
	TOTAL	4	0	3	1	3	3
		1129		234		104	

Table 34: Teachers Qualification in Secondary 2021

Secondary Teachers Qualifications							
Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificate	Male	2	0	18	5	0	0
	Female	3	1	40	12	0	0
	TOTAL	5	1	58	17	0	0
Other Certificates	Male	1	0	30	9	1	3
	Female	0	0	33	10	3	10
	TOTAL	1	0	63	19	4	13
Diploma in Education	Male	60	10	26	7	5	17
	Female	85	13	42	12	1	3
	TOTAL	145	23	68	19	6	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	17	5	2	7
	Female	64	10	18	5	3	10
	TOTAL	125	20	35	10	5	17
Bachelor of Education	Male	59	9	16	5	2	3
	Female	132	21	27	8	3	10
	TOTAL	191	30	43	13	5	13
Other Bachelor Degrees	Male	44	7	24	7	3	10
	Female	81	13	31	9	3	10
	TOTAL	125	20	55	16	6	20
Graduate Diploma in Education	Male	2	0	3	1	0	0
	Female	8	1	0	0	1	3
	TOTAL	10	1	3	1	1	3
Post Graduate Diplomas	Male	6	1	2	1	0	0
	Female	10	2	7	2	1	3
	TOTAL	16	3	9	3	1	3
Master's Degree	Male	4	1	6	2	1	3
	Female	2	0	7	2	0	0
	TOTAL	6	1	13	4	1	3
		631		347		29	

Figure 52: Number of Teachers by Controlling Authority 2017-2021



As shown in Figure 52 for ECE, the highest number of teachers (80%) obtained Certificates while 19% accounts for helpers/volunteers in some ECE Centers. Since all ECE's are privately managed by individuals and churches, they allow helpers/volunteers to assist their teachers to teach and deliver the curriculum. In fact, the Ministry has a sponsorship program to sponsor students who want to take Bachelor of Education (ECE), thus this is a vital initiative by the Ministry to improve qualifications in ECE level of education.

For the Primary Level, 51% of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*) as of June 2021 whilst 40% was recorded as of June 2020. It shows an 11% increase in teachers attaining Degree qualifications from 2020 to 2021. However, 49% of teachers needed to be upgraded for Degree Qualifications for going forward at the Primary Level.

For the Secondary Level, 76% of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*) as of June 2021 whilst 71% was recorded as of June 2020. It shows a 5% increase in teachers attaining Degree qualifications from 2020 to 2021. However, 24% of teachers needed to be up-graded for Degree Qualifications for going at the Secondary Level.

Mission schools have a high percentage of teachers holding Certificate qualifications in both primary (48%) and secondary (17%) education. It also applies to private schools and it is an alarming issue for non-government schools of many teachers still teaching with a Certificate level qualification. It is a concern that these administrations should take note of so that their teachers can upgrade or attain higher qualifications to improve their teaching skills and learning outcomes for students.

D3: Teacher Performance

The Performance Appraisal policy for Government Teachers 2017 sets out clear guidelines for the performance appraisal system for teachers including Principals and Vice Principals. It also sets out the process for assessing teachers' overall performance against Professional Teacher Standards, as well as a clear framework for consistent assessment of their overall performance.

Table 35 shows the proficiency of primary teachers by gender over the last 5 years. A slight increase in the number of primary appraisals in the year 2020 is due to a requirement for below proficient retirees to be reappraised on a quarterly basis. Shown in Figure 53 is an increase by 20% of proficient males from 2019 to 2020. Figure 54 shows a continuous rise for proficient females from 53% in 2019 to 71% in 2020. This is also shown in Figure 55 with the increase in the percentage of teachers found proficient after their 2nd and 3rd appraisals. The improvement as illustrated indicates consistent monitoring of the performance of teachers and also translates to a positive impact of the professional teacher upgrades funded under the Ministry.

Table 35: Primary Teachers Proficiency by Gender 2016-2020

Calendar Year	Gender	Below Proficient	Proficient	Exemplary	Total
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
2020	F	29%	71%		234
	M	48%	52%		62
2020 Total		97	199		296

Figure 53: Proficiency of Male Teachers appraised 2016-2020

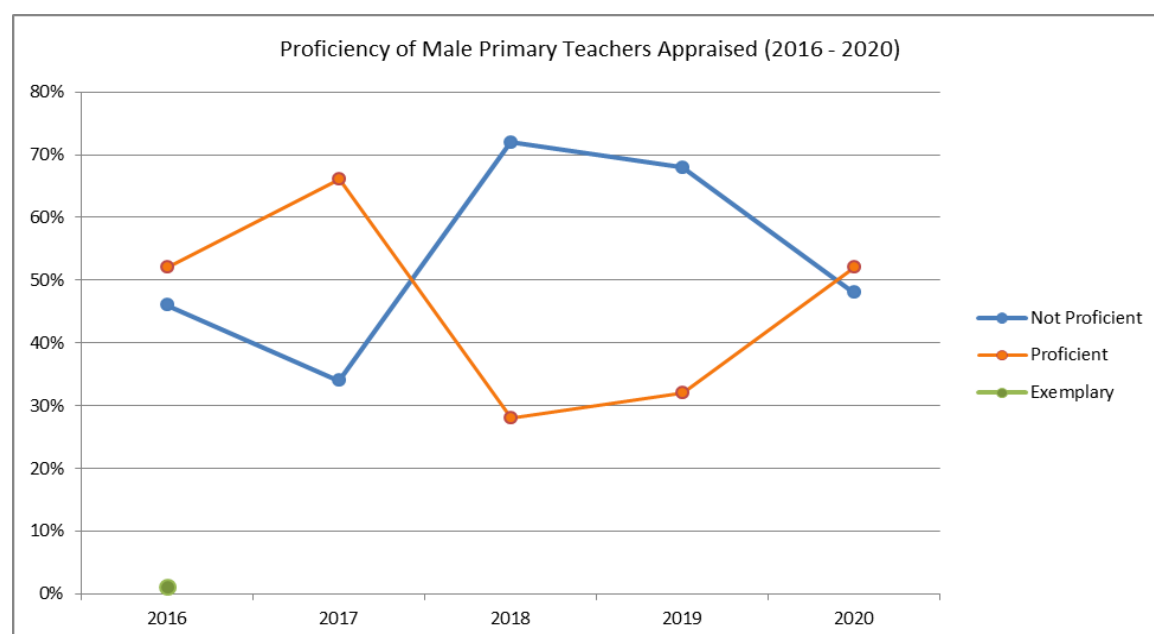


Figure 54: Proficiency of Female Primary Teacher Appraised 2018-2020

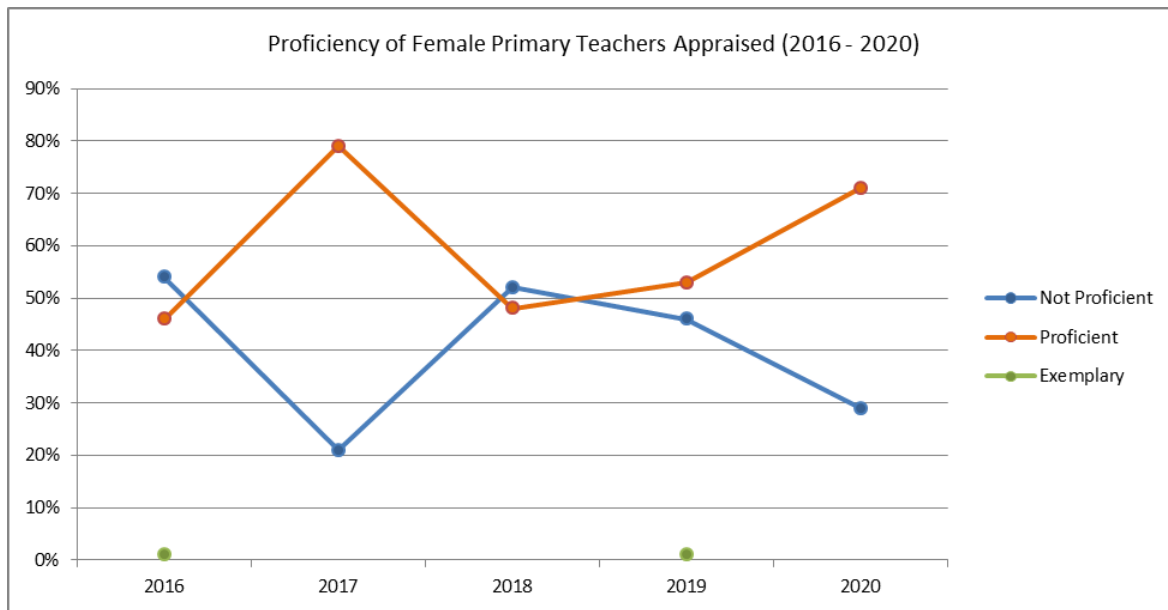
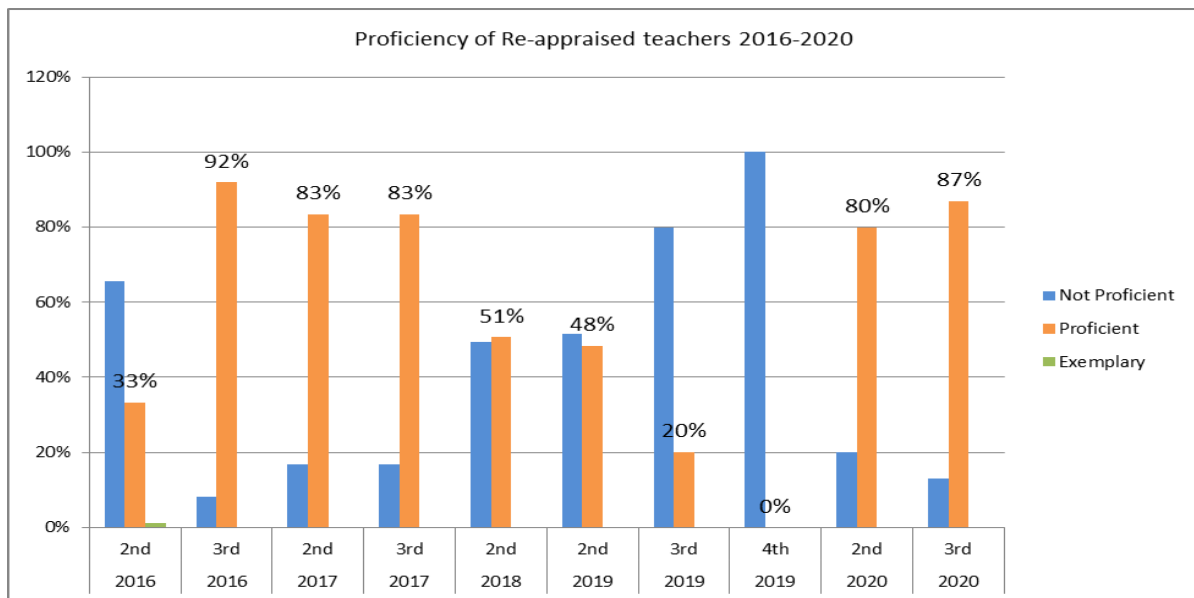


Figure 55: Proficiency of Re-appraised Primary Teachers 2016-2020



Primary Principals and Vice Principals Appraisals

Of the 65 Principals who have had their end of contract QAPA during 2020, 60% were females and the remaining 40% were males. As for Vice Principals, a dominant 69% appraised were females out of a total of 13.

D4: Secondary Teacher Performance

A steady increase in the percentage of Secondary teachers appraised and meet “Not Proficient” from 2016 through to 2020 is shown in Table 31. As demonstrated in Figures 56 & 57, there is a persistent rise in the percentage of teachers for both males and females

who have achieved proficient as is seen in the 2019 at 81% compared to the 2020 at 89%. Figure 58 also shows all the teachers that have been re-appraised for the 3rd time to have met the standards. The overall performance data indicates that teachers' performances vary; trends show some may require a 3rd appraisal or a 2nd before meeting standards. The primary aim of the standards is not only to identify strengths but to address the identified weaknesses. Teachers who do not meet the standards are referred to professional trainings.

Table 36: Secondary Teacher Proficiency by Gender 2016-2020

Year	Gender	Not Proficient	Proficient	Exemplary	Total
2016	F	43%	57%	0%	51
	M	48%	52%	0%	42
2016 Total		42	51	0	93
2017	F	17%	83%	0%	46
	M	30%	70%	0%	30
2017 Total		17	59	0	76
2018	F	15%	85%	0%	109
	M	21%	76%	3%	67
2018 Total		30	144	2	176
2019	F	13%	86%	1%	91
	M	19%	81%		48
2019 Total		21	117	1	139
2020	F	10%	89%	1%	91
	M	10%	89%	1%	63
2020 Total		15	137	2	154

Figure 56: Proficiency of Female Secondary Teachers 2016-2020

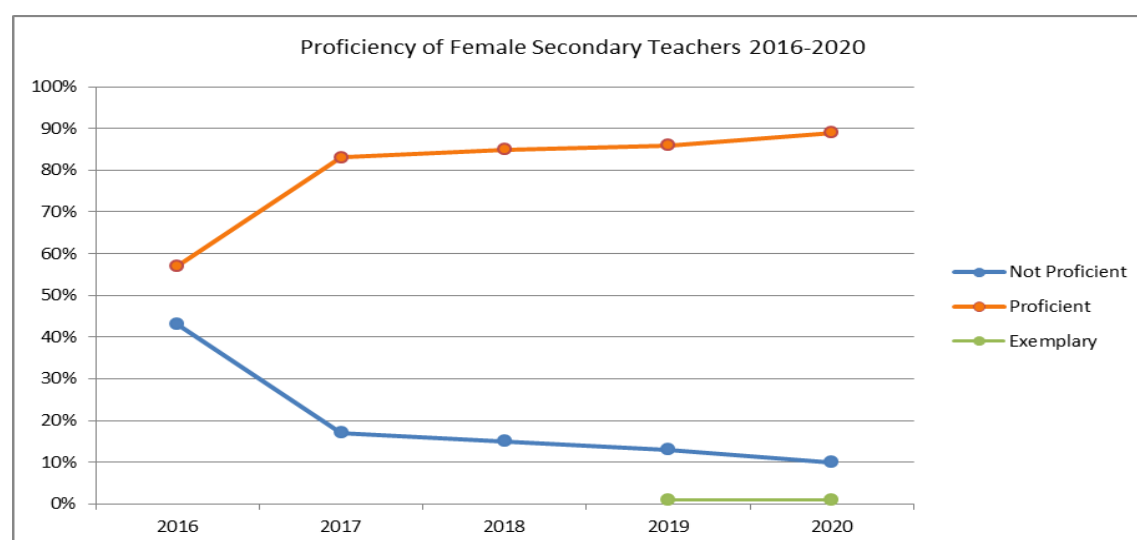


Figure 57: Proficiency of Male Secondary Teachers 2016-2020

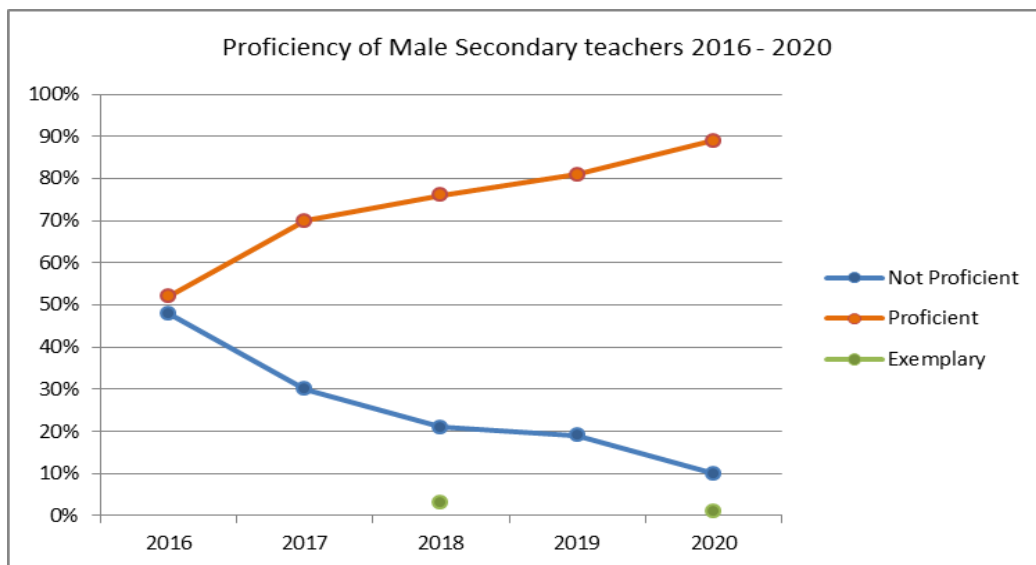
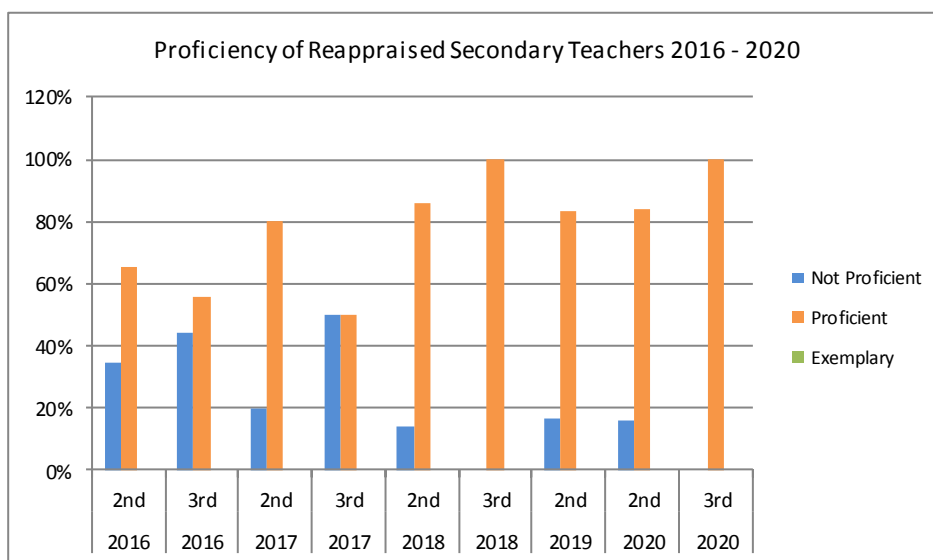


Figure 58: Proficiency of Reappraised Secondary Teachers 2016-2020



Secondary Principals and Vice Principals Appraisals

The table below (Table 37) portrays that only 9 Principals and Vice Principals completed their appraisals in 2020. These are in line with their commencement dates of their contracted positions and were required to have their reviews conducted in 2020.

Table 37: Secondary Principal Appraisals by Gender 2016-2020

Year	Gender	Principal	Vice-Principal	Total
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
2020	F	1	5	6
	M	1	2	3
2020 Total		2	7	9

Section E: School Resources

E1: ECE School Resources

The Annual One Government Grant distributed by the Ministry every year assists all ECE Centers with the required resources and teaching materials needed to support teaching and learning. The OGG fund is critical in supporting ECE centers in improving the Minimum Service Standards including a learning environment that is conducive to learning for improved learning outcomes.

E2: Primary School Resources

Table 38: School Resources in Primary Education 2021

School Level	School Status	# Primary Schools	Desk	Chair	Teacher Desks	Teacher Chairs	Computer	Photocopier
Primary	Government	145	100%	100%	100%	100%	100%	100%
	Mission	20	100%	100%	100%	100%	100%	100%
	Private	8	100%	100%	100%	100%	100%	100%

Resourcing is essential in supporting the teaching and learning of students. Data provided in Table 3, shows that a sufficient number of resources for students and teachers are identified across government, mission and private schools. The One Government Grant contributes to providing schools with financial assistance to access resources and teaching materials; attributing to adequate school environments.

Table 39: School Facilities at Primary Education 2021

School Level	School Status	# Primary Schools	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	145	100%	4%	47%	95%
	Mission	20	100%	58%	92%	100%
	Private	8	100%	77%	100%	100%

While the government schools have the least percentage of 95% primary schools with a science laboratory, 58% mission and 77% of private schools have a science laboratory. Private schools have the highest percentage (100%) of access to staffrooms, computer laboratories and libraries.

Table 40: Sanitation Facilities in Primary Education 2021

School Level	School Status	# Primary Schools	Toilets	Urinals	Washbasins
Primary	Government	145	100%	65%	97%
	Mission	20	100%	73%	100%
	Private	8	100%	98%	100%

All primary schools have access to the facilities (toilets) mentioned above with 65% of government primary schools that have urinals and 97% with washbasins. In comparison, 73% of mission primary schools have urinals while 98% of private primary schools have urinals in their sanitation blocks. All facilities in Table 36 are mandatory under the Minimum Service Standards to ensure healthier school environments.

E3: Secondary School Resources

Table 41: Schools' Resources of Secondary Education 2021

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%

Similar to ECE and primary levels, the One Government Grant contributes to supporting secondary schools in accessing the above resources. The data shows that government mission and private have a sufficient number of resources, from desks to computers and photocopiers.

Table 42: Schools' Facilities of Secondary Level 2021

School Level	School Status	# Colleges	Staffroom	Science Lab	Computer Lab	Library
Secondary	Government	23	100%	93%	91%	100%
	Mission	16	100%	100%	100%	100%
	Private	3	100%	75%	100%	100%

The data for mission schools shows they have access to all five resources including science and computer laboratories, similar to private schools. About 93% and 91% of government colleges have access to Science and/or Computer Laboratories respectively while all schools in these controlling authorities have school libraries. Access to science and computer labs is essential in supporting ICT and Science teaching and learning in secondary schools.

Table 43: Sanitation Facilities of Secondary Level 2021

School Level	School Status	# Colleges	Toilets	Urinals	Washbasins
Secondary	Government	23	100%	100%	100%
	Mission	16	100%	100%	100%
	Private	3	100%	100%	100%

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

Section F: Minimum Service Standards

F1: 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. These standards encourage the promotion of health, safety, and welfare of all children as well as the provision of a stimulating and challenging learning environment that is tailored to meet individual needs. The NCECE is responsible for monitoring and enforcing the implementation of the MSS to ensure that all registered ECE Centres are fully compliant.

F2: 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 for planning, implementation, and monitoring in support of quality education. The MSS has become a tool used by the Ministry to identify school progress in achieving all domains of the standards. Information provided from the MSS verification data informs support visits, policy development and strategies for addressing issues and challenges experienced by schools.

In 2020, the Policy, Planning and Research Division conducted the MSS verification visit to ensure the accuracy and the exactness of information/data collected by the School Operations Division through self-evaluations forms from School Review Officers in each district.

There are 4 Standards and 12 indicators in Domain 4. Focussing on Student Achievement, MSS information captured is from Domain 4: Standard 4.1, Indicator 4.1.1 on ***improved student achievement based on school determined targets***⁷.

⁷ Ratings for each descriptor is dichotomous (YES/NO)

Table 44: MSS Domain 4 Related to Student Achievement

Standard	Indicator	Descriptors	# of Schools meeting MSS	Total number of government Schools	% of Schools meeting MSS
			FY 19-20		
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)	29	144	20%
		2. Clear and appropriate school targets for proficiency in SPELL numeracy are set. (Primary Level only)	30	144	21%
		3. Clear and appropriate school targets for pass rates in SSC & SSLC (English, Maths, Samoan, & Science) are set. (Secondary Level only)	7	23	30%

The Table 44 above denotes that out of 145 government primary schools visited; only 29 schools (20%) meet MSS in setting clear and appropriate targets for Literacy while 30 primary schools (21%) achieve targets for Numeracy. For secondary, only 7 schools (30%) were found to have set clear and appropriate targets for pass rates in SSC and SSLC specifically for English, Samoan, Maths, and Science subjects. The national assessment results at the end of every year are provided to schools in order to verify the achievements of their set targets for literacy and numeracy.

Information provided by the MSS indicates that schools progress at different levels and stages based on their priorities through their School Improvement Plans and Annual Management Plans. School plans are linked to domains and indicators of the MSS, which in turn are financially supported through the One Government Grant. It is important to note that data provided in Table 39, reflects only one out of four domains of the MSS.

APPENDICES

Appendix Table 1: Number of Schools by Controlling Authority 2021

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
Apia Urban													
Faleata	11		1	12	1	1	4	6	6	2	1	9	27
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	22		5	27	6	2	6	14	8	2	1	11	52
Rest of Upolu													
Aana No. 1	9		1	10	2		2	4					14
Aana No. 2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No. 1	4		1	5									5
Anoamaa No. 2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11	1			1					12
Lefaga	4		1	5									5
Lepa/Lotofaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	8		4	12					97
Savaii													
Faasaleleaga No. 1	6		1	7	2		2	4					11
Faasaleleaga No. 2	6		1	7	2	1		3					10
Itu Asau No. 1	5		1	6									6
Itu Asau No. 2	4			4	1			1					5
Itu-o-Tane No. 1	5		1	6									6
Itu-o-Tane No. 2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
Grand Total	145		23	168	20	3	13	36	8	2	1	11	215

Appendix Table 2: Enrolment for All Schools

Level	Government			Mission			Private			All Schools		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	2,630	2,316	4,946	513	479	992	179	192	371	3,322	2,987	6,309
2	2,427	2,348	4,775	460	426	886	166	150	316	3,053	2,924	5,977
3	2,406	2,282	4,688	503	458	961	167	166	333	3,076	2,906	5,982
4	2,467	2,350	4,817	433	397	830	176	151	327	3,076	2,898	5,974
5	2,431	2,229	4,660	443	421	864	135	131	266	3,009	2,781	5,790
6	2,282	2,057	4,339	383	378	761	133	135	268	2,798	2,570	5,368
7	2,188	1,980	4,168	399	374	773	94	113	207	2,681	2,467	5,148
8	2,025	1,925	3,950	356	428	784	101	106	207	2,482	2,459	4,941
Primary Total	18,856	17,487	36,343	3,490	3,361	6,851	1,151	1,144	2,295	23,497	21,992	45,489
9	1,439	1,276	2,715	743	877	1,620	58	57	115	2,240	2,210	4,450
10	1,112	1,310	2,422	702	761	1,463	47	52	99	1,861	2,123	3,984
11	963	1,008	1,971	581	612	1,193				1,544	1,620	3,164
12	773	1,016	1,789	505	770	1,275	47	58	105	1,325	1,844	3,169
13	536	783	1,319	356	504	860	42	42	84	934	1,329	2,263
Secondary Total	4,823	5,393	10,216	2,887	3,524	6,411	194	209	403	7,904	9,126	17,030
Grand Total	23,679	22,880	46,559	6,377	6,885	13,262	1,345	1,353	2,698	31,401	31,118	62,519

Appendix Table 3: Male Enrolments in All Schools

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2012	2,746	2,584	2,591	2,526	2,430	2,444	2,356	2,360	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	4
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	0
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	1
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	29,656	1
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	1
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	0
2019	3,283	2,994	3,038	2,786	2,758	2,627	2,590	2,358	22,434	2,161	1,829	1,497	1,316	964	7,767	30,201	1
2020	3,053	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	1
2021	3,322	3,053	3,076	3,076	3,009	2,798	2,681	2,482	23,497	2,240	1,861	1,544	1,325	934	7,904	31,401	3

Percentage male enrolments, all schools

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2012	50.7	51.4	50.7	52.4	51.3	52.7	50.9	51.6	51.4	51.8	49.4	49.3	45.1	46.3	48.8	50.7
2013	53.0	50.6	52.4	51.2	52.6	52.5	53.5	51.0	52.1	51.6	50.2	47.7	44.4	43.2	48.1	50.9
2014	52.0	52.9	50.4	51.3	50.6	52.5	51.8	53.1	51.8	50.4	48.8	48.9	43.9	41.5	47.3	50.5
2015	53.1	51.1	52.8	51.0	51.9	50.8	52.4	52.0	51.9	52.2	48.6	47.6	44.2	42.1	47.7	50.7
2016	52.0	52.1	51.1	51.5	50.8	52.2	50.2	52.4	51.6	51.0	50.6	48.5	46.0	41.3	48.2	50.6
2017	51.7	52.4	53.2	50.9	52.4	50.8	51.9	50.4	51.7	51.7	47.9	51.1	43.5	42.0	47.9	50.7
2018	51.8	52.4	51.8	52.7	50.8	52.5	49.9	51.2	51.7	49.3	50.7	48.6	47.2	41.9	48.1	50.7
2019	52.3	50.9	52.4	51.5	52.4	50.4	51.6	50.3	51.5	49.9	46.9	49.9	45.6	43.0	47.5	50.4
2020	52.2	51.6	52.1	52.0	52.0	53.5	50.7	51.7	52.0	48.2	48.0	48.2	45.5	42.6	46.9	50.6
2021	52.7	51.1	51.4	51.5	52.0	52.1	52.1	50.2	51.7	50.3	46.7	48.8	41.8	41.3	46.4	50.2

Appendix Table 4: Number of Repeaters 2021

Level	Number of Repeaters				Percentage of Enrolment			
	Government	Mission	Private	Total	Government	Mission	Private	Total
1	169	50	8	227	3.4	5.0	2.2	3.6
2	28	18	0	46	0.6	2.0	0.0	0.8
3	22	21	1	44	0.5	2.2	0.3	0.7
4	22	26	0	48	0.5	3.1	0.0	0.8
5	22	38	0	60	0.5	4.4	0.0	1.0
6	22	20	0	42	0.5	2.6	0.0	0.8
7	6	38	0	44	0.1	4.9	0.0	0.9
8	30	6	2	38	0.8	0.8	1.0	0.8
Total Primary	321	217	11	549	0.9	3.2	0.5	1.2
9	27	9	1	37	1.0	0.6	0.9	0.8
10	19	6	0	25	0.8	0.4	0.0	0.6
11	23	4		27	1.2	0.3		0.9
12	32	17	4	53	1.8	1.3	3.8	1.7
13	8	4	3	15	0.6	0.5	3.8	0.7
Total Secondary	109	40	8	157	1.1	0.6	2.0	0.9
Total	430	257	19	706	0.9	1.9	0.7	1.1

Appendix Table 5: Primary Enrolment by Age and Year Level 2021

Age	Gender	Year Level								Total
		1	2	3	4	5	6	7	8	
Age 5	Male	1768	172	0	0	0	0	0	0	1940
	Female	1611	200	0	0	0	0	0	0	1811
	Total	3379	372	0	0	0	0	0	0	3751
Age 6	Male	1207	1403	175	0	0	0	0	0	2785
	Female	1145	1475	188	2	0	0	0	0	2810
	Total	2352	2878	363	2	0	0	0	0	5595
Age 7	Male	301	1146	1318	194	1	1	0	0	2961
	Female	215	1001	1382	147	3	0	0	0	2748
	Total	516	2147	2700	341	4	1	0	0	5709
Age 8	Male	38	289	1184	1260	251	12	1	0	3035
	Female	14	207	1009	1322	214	10	0	0	2776
	Total	52	496	2193	2582	465	22	1	0	5811
Age 9	Male	7	38	340	1219	1243	259	10	0	3116
	Female	2	39	279	1078	1286	249	14	0	2947
	Total	9	77	619	2297	2529	508	24	0	6063
Age 10	Male	1	4	59	345	1072	1332	237	0	3050
	Female	0	2	47	305	960	1267	231	7	2819
	Total	1	6	106	650	2032	2599	468	7	5869
Age 11	Male	0	1	0	51	358	907	1157	204	2678
	Female	0	0	1	41	274	815	1181	202	2514
	Total	0	1	1	92	632	1722	2338	406	5192
Age 12	Male	0	0	0	6	78	251	967	1098	2400
	Female	0	0	0	2	40	201	817	1180	2240
	Total	0	0	0	8	118	452	1784	2278	4640
Age 13	Male	0	0	0	1	3	31	266	889	1190
	Female	0	0	0	0	1	25	209	850	1085
	Total	0	0	0	1	4	56	475	1739	2275
Age 14	Male	0	0	0	0	3	5	43	291	342
	Female	0	0	0	1	3	3	15	220	242
	Total	0	0	0	1	6	8	58	511	584
Male		3322	3053	3076	3076	3009	2798	2681	2482	23497
Female		2987	2924	2906	2898	2781	2570	2467	2459	21992
Total		6309	5977	5982	5974	5790	5368	5148	4941	45489

Appendix Table 6: Secondary Enrolment by Age and Year Level 2021

Age	Gender	Year Level					
		9	10	11	12	13	Total
Age 11	Male	0	0	0	0	0	0
	Female	3	0	0	0	0	3
	Total	3	0	0	0	0	3
Age 12	Male	60	3	0	0	0	63
	Female	142	4	0	0	0	146
	Total	202	7	0	0	0	209
Age 13	Male	599	100	7	0	0	706
	Female	750	157	11	1	0	919
	Total	1349	257	18	1	0	1625
Age 14	Male	1082	552	123	11	0	1768
	Female	946	841	115	51	0	1953
	Total	2028	1393	238	62	0	3721
Age 15	Male	397	822	519	122	14	1874
	Female	315	812	591	249	25	1992
	Total	712	1634	1110	371	39	3866
Age 16	Male	92	335	638	439	100	1604
	Female	49	264	613	672	180	1778
	Total	141	599	1251	1111	280	3382
Age 17	Male	10	45	232	543	345	1175
	Female	4	43	251	632	480	1410
	Total	14	88	483	1175	825	2585
Age 18	Male	0	4	23	176	351	554
	Female	1	2	37	215	506	761
	Total	1	6	60	391	857	1315
Age 19	Male	0	0	2	34	115	151
	Female	0	0	2	24	124	150
	Total	0	0	4	58	239	301
Age 20	Male	0	0	0	0	9	9
	Female	0	0	0	0	14	14
	Total	0	0	0	0	23	23
Male		2240	1861	1544	1325	934	7904
Female		2210	2123	1620	1844	1329	9126
TOTAL		4450	3984	3164	3169	2263	17030

Appendix Table 7: Number of Teachers by Controlling Authorities 2021

Region/District	Government				Mission				Private				TOTAL
	Primary	Pri-Sec	Second	Total	Primary	Pri-Sec	Second	Total	Primary	Pri-Sec	Second	Total	
Apia Urban													
Faleata	167		47	214	11	19	97	127	68	27	10	105	446
Malifa			58	58									58
Vaimauga	141		126	267	86	23	55	164	43			43	474
Apia Urban Total	308		231	539	97	42	152	291	111	27	10	148	978
Rest of Upolu													
Aana No. 1	73		32	105	33		32	65					170
Aana No. 2	55		26	81									81
Aleipata	33		21	54									54
Anoamaa No. 1	31		31	62									62
Anoamaa No. 2	34			34	19			19					53
Fagaloa	10			10									10
Falealili	53		39	92	6			6					98
Lefaga	22		21	43									43
Lepa/Lotofaga	23		20	43									43
Safata	47		22	69									69
Sagaga	77		27	104	44		58	102					206
Rest of Upolu Total	458		239	697	102		90	192					889
Savaii													
Faasaleleaga No. 1	62		25	87	16		37	53					140
Faasaleleaga No. 2	37		19	56	14	24		38					94
Itu Asau No. 1	30		18	48									48
Itu Asau No. 2	21			21	6			6					27
Itu-o-Tane No. 1	35		21	56									56
Itu-o-Tane No. 2	43		21	64	9			9					73
Palauli	66		22	88			21	21					109
Savaii Sisiif	52		28	80									80
Savaii Total	346		154	500	45	24	58	127					627
Grand Total	1112		624	1736	244	66	300	610	111	27	10	148	2494