



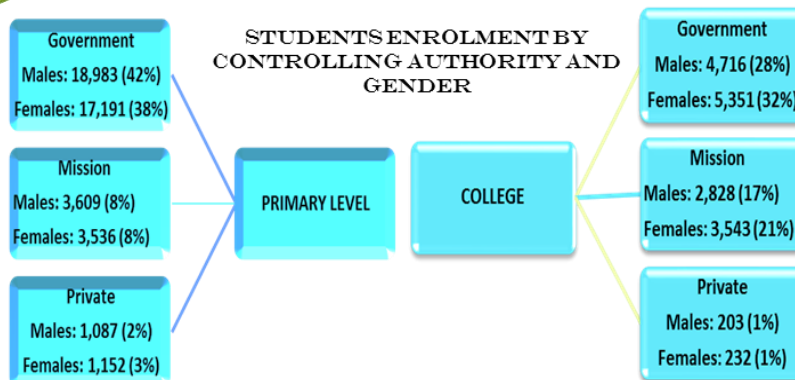
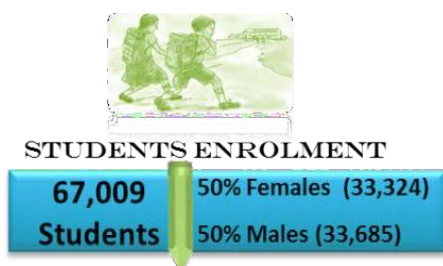
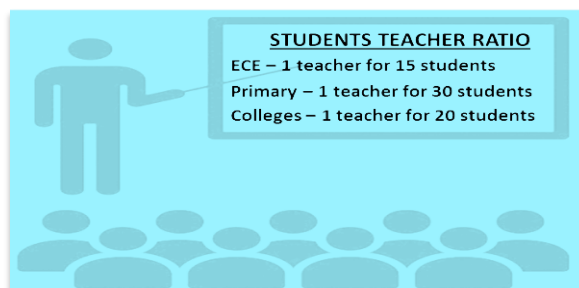
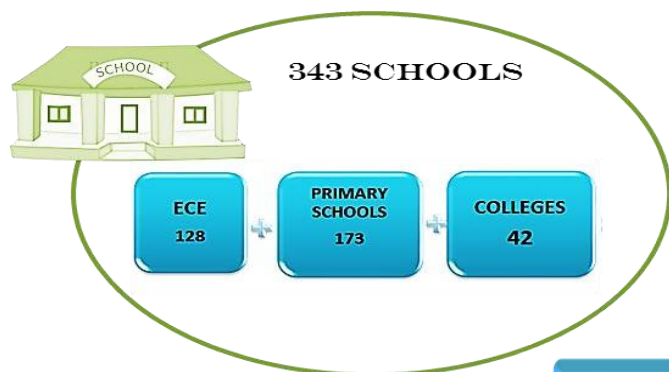
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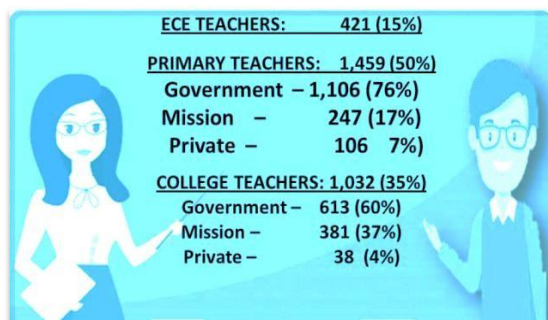
Education Statistical Digest

Samoa 2022

EDUCATION STATISTICS AT A GLANCE

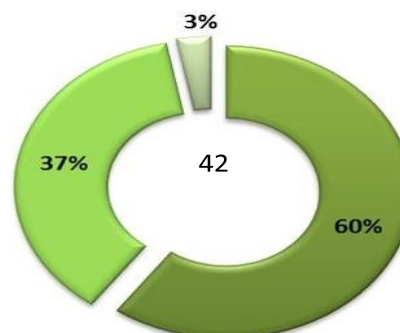
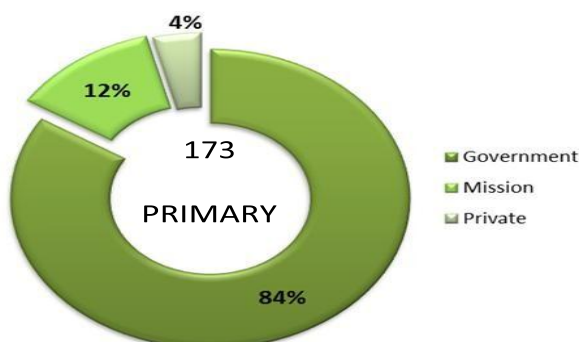


TEACHERS' REGISTRATION



STUDENTS ENROLMENT BY GENDER & EDUCATIONAL LEVEL

	Total Enrolment		Male		Female	
ECE	4578	7%	2,259	49%	2,319	51%
Primary	45,558	68%	23,679	52%	21,879	48%
College	16,873	25%	7,747	46%	9,126	54%



FOREWORD



Education statistics provided in the MESC Education Statistical Digest intend to provide sound statistical information on education in Samoa. This document highlights key indicators and statistical data that are directly linked to improving teacher quality and student achievements'; core enablers to achieving Samoa's vision for education.

It is purposefully set out to reflect the activities of the Ministry laid out in the Corporate Plan 2021-2024 with direct links to the Education Sector Plan 2019-2024. Additionally, to further coincide with the Ministry's Corporate Plan 2021-2024. The data highlighted in the report also conforms to the Ministry's commitment to regional and global agendas such as SDG Goal 4, which calls for the international community to *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*. Indicators discussed in this 19th version contribute to the national Key Strategic Outcome for education stipulated in the Pathway for the Development of Samoa (PDS) 2021-2026 "Improved Social Development". Trends provided also resonate with the Priority Areas of the (PDS) *"That all persons access equal opportunities to learning and development"*.

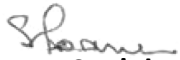
The Ministry acknowledges that this report is used as a reference to inform decision-making, intervention, and support both at the national and school-based levels. Data provided pertains to ECE; primary and secondary key indicators for progression and completion, access and participation, nationally assessed learning outcomes, and resources. The Minimum Service Standards for all school levels (ECE, primary and secondary) empowers the standard of quality education to be met by schools. For primary and secondary schools only domain 4 is reported focusing on student achievement.

Student learning outcomes are reported by year level and subjects assessed as well by gender desegregation. Student achievement fluctuates each year, and while improvements are realized; action to address factors that hinder student achievement is urgent. Results of the primary assessment recorded in this publication for 2021 will be used as baseline data for the remaining years of MESC's Corporate Plan 2019-2022. Similar to previous digests, data for the last three to five years is provided for Secondary level results to indicate trends across years for the majority of indicators reported.

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 provides a snapshot of key indicators validating the situation of education on an annual basis.

Faafetai

A handwritten signature in dark ink, appearing to read 'Seu'ula Ioane', written in a cursive style.

Hon. Seu'ula Ioane

MINISTER OF EDUCATION, SPORTS, AND CULTURE

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TECHNICAL DEFINITIONS

The definitions below derived from UNESCO Technical Definitions Guidelines with the technical support from UIS Consultant Greg Keeble.

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.

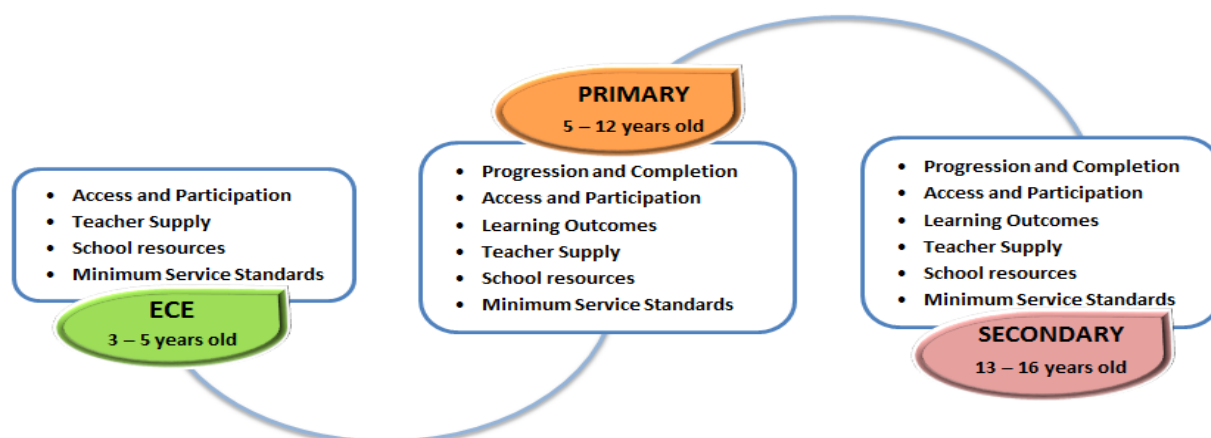
INTRODUCTION

The Ministry of Education, Sports and Culture aims to ensure that accurate and quality information about education is captured and made available for all National Stakeholders inclusive of regional and global partners. This publication provides statistical information about education in Samoa from Early Childhood Education, Primary and Secondary Education reporting on a range of data from enrolment, teachers, assessment achievements, facilities and resources as well as Minimum Service Standards for all government schools.

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 data collected from respective divisions of the Ministry.

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 below.

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

Samoa's education system comprises of 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 as mandated in the Education Amendment Act 2019.

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 as the coordinating body and gate keeper for education from ECE to Secondary. 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 National Assessments for Primary Education (SNAPE) assessment, which is an achievement test based on Samoa's Outcomes Based Curriculum (OBC).

National assessments both diagnostic and achievement based are linked to curriculum learning outcomes. Assessment outcomes for Years 2-4 are reported against Diagnostic Proficiency Levels from levels (1-4), SPECA for Year 8 is reported using a Scale of Achievement Levels from levels (1-4). Student achievements therefore reflect a range of achievement levels detailed further in the content of this publication.

Secondary Education is a five-year level system from Years 9- 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.

Both assessments for SSC Year 12 and SSLC for Year 13 are achievement based and are reported against a scale of Achievement Levels from levels (1-4). Descriptors of levels are further detailed in Section C.

A newly introduced assessment for Year 10 SNJSC (Samoa National Junior Secondary Certificate) as part of the four-year level approved by the Cabinet in 2020 will be reported in the 2023 digest. A diagnostic assessment to inform intervention to ensure student needs are addressed in the next year of teaching and thereafter. This new shift of assessment to Year 10 will synchronize with the current primary national assessments in between year levels, linking to assessments at the secondary levels.

Section A: 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. Access and participation are paramount in government's efforts to ensure equity and inclusion for all levels of 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 better parity.

A1: GER & NER in Education

A1.1 GER & NER in ECE

The GER for ECE over the last five years remains above 20% with the highest of 29% achieved in 2018. It is slightly higher than NER, which reflects other children who are not in the official ECE age group (age 3-5) but attend ECE. GPI remains above 1 over the last five years, indicating more females than males.

Table 1: GER and NER for ECE 2018-2022

Year	GER ECE				NER ECE			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2022	23%	26%	25%	1.11	23%	25%	24%	1.08

Figure 1: GER & NER in ECE 2018-2022

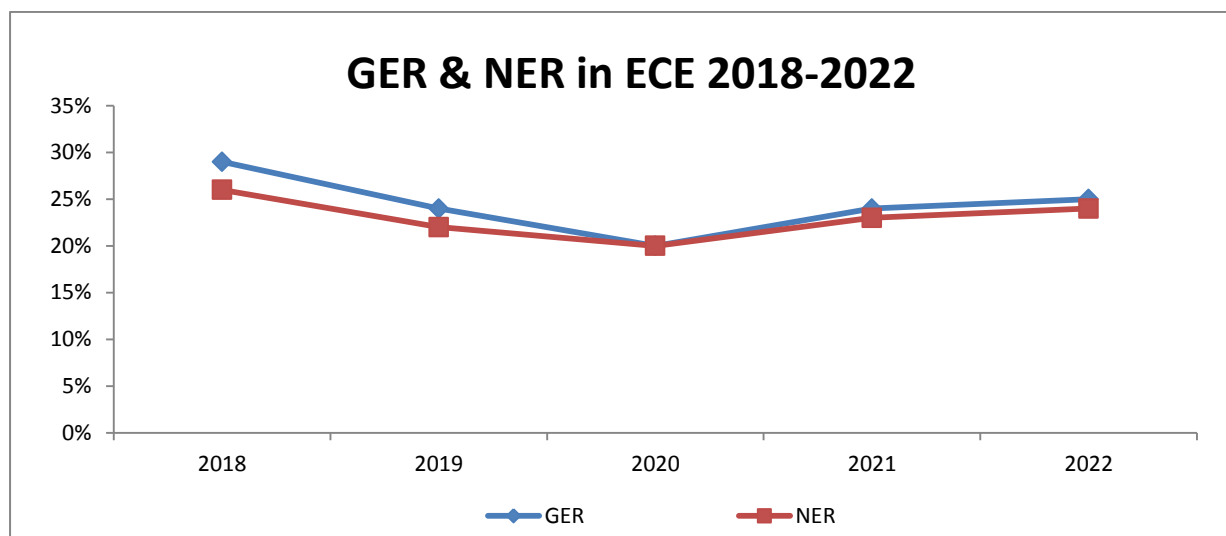


Figure 1 shows a gradual increase of both GER & NER in ECE from 2020 to 2022, reflecting a continuing increase of ECE enrolment in parallel with our legislation amendments such as the Education Act 2019 mandating four-year-old children to attend ECE. The Ministry needs to work collaboratively with other Ministries and organizations to ensure that all children who reach the age of four attend an ECE so that they can have access to a quality learning environment.

A1.2: 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 an upward growth of 105%, a 9% increase from 2021. This denotes more children of the official age in the population are in primary education data gathered from the School Census than population projections provided¹.

Females have higher rates than males over the last five years, which signifies more females attend primary education than males.

In terms of gender parity, a GPI² below 0.97 indicates a disparity in favor of males whereas above 1 indicates a disparity in favor of females.

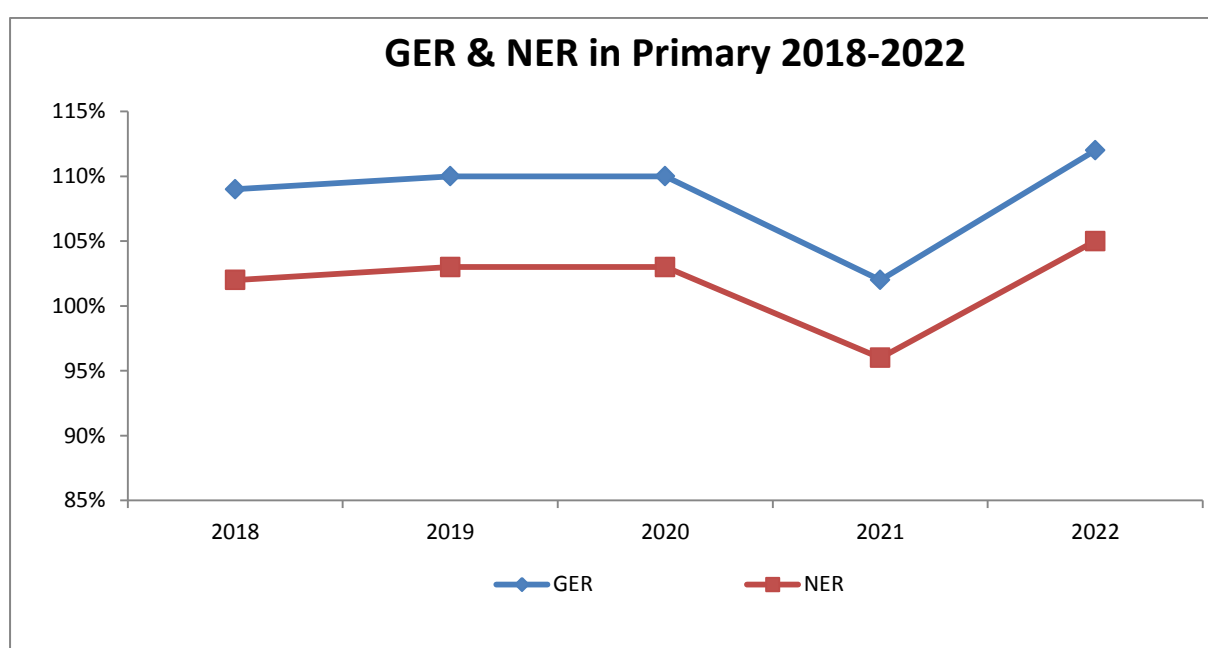
¹ Population projections by single age is provided by Samoa Bureau of Statistics (SBS) which derived from Population and Housing Census 2016

² 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: GER and NER in Primary

Year	GER Primary				NER Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2022	110%	114%	112%	1.03	103%	108%	105%	1.04

Figure 2: GER and NER in Primary 2018-2022



A1.3: GER & NER in Secondary Education

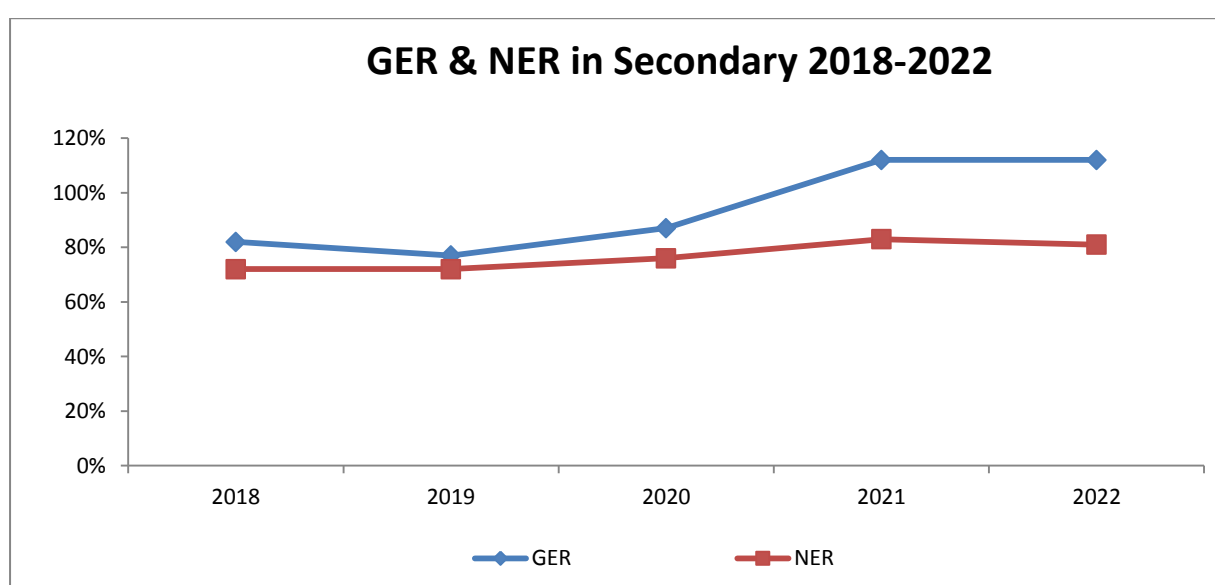
Enrolment rates for secondary derive from the total enrolment of students attending colleges in Samoa. For GER, an increase of 10% this year from 102% in 2021 to 112% in 2022 reflecting an increasing number of students who are outside of the official secondary age (13-16) who still in secondary education as well as increase in population of these particular age group.

For NER, a slight decrease this year compared to 2022, signifies a slight decline in enrolment of official aged students in secondary level. 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 the number of the official age. GPI of more than 1 denotes there are more females than males over the past 5 years.

Table 3: GER and NER Secondary

Year	GER Secondary				NER Secondary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2022	98%	128%	112%	1.31	71%	92%	81%	1.30

Figure 3: GER and NER in Secondary 2018-2022



A2: 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.

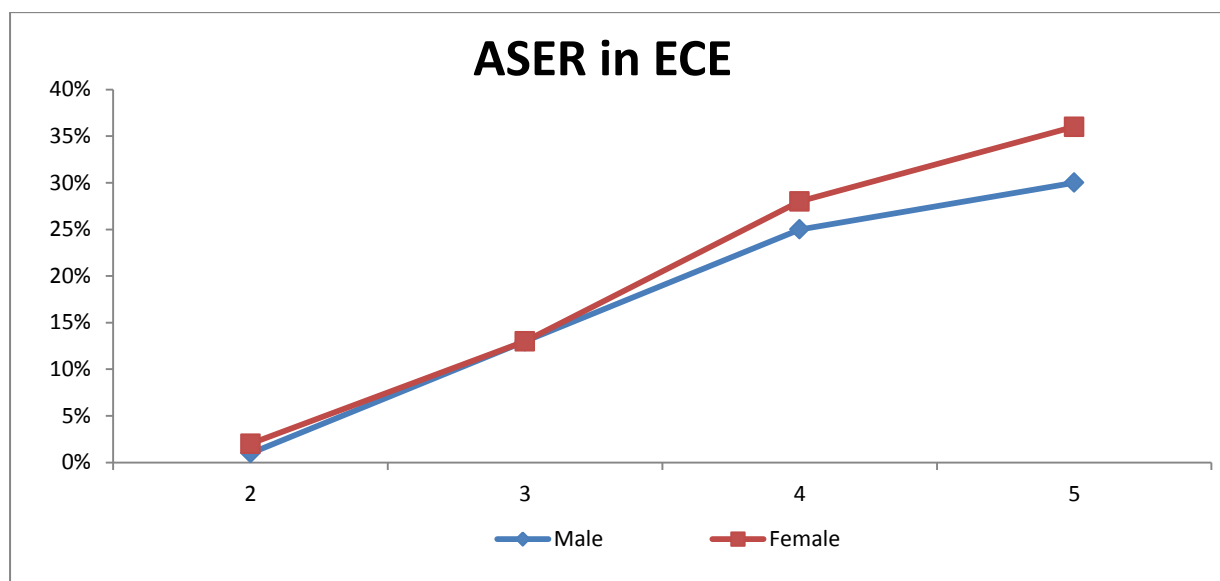
A2.1 ASER in ECE

The ASER for ECE in (Table 4) highlights the percentages of single age enrolled in ECE as a percentage of the total population of those particular ages. The highest percentages of students enrolled in age 5, which corresponds to 32% of children enrolled compared to other age groups. This reflects that these students reach the age of five in the following year, hence staying in ECE until next year. About 26% of children in age four enroll in ECE, this reflects the Education Amendment Act 2019 where all four-year-old must attend any ECE center. GPI of 1 in age 3 shows parity, while other age groups are in favor of females.

Table 4: Age Specific Enrolment in ECE 2022

ASER ECE				
Age	Male	Female	Total	GPI
2	1%	2%	2%	1.72
3	13%	13%	13%	1.06
4	25%	28%	26%	1.13
5	30%	36%	32%	1.19

Figure 4: ASER in ECE 2022



A2.2: Age Specific Enrolment Rate (ASER) in Primary Education

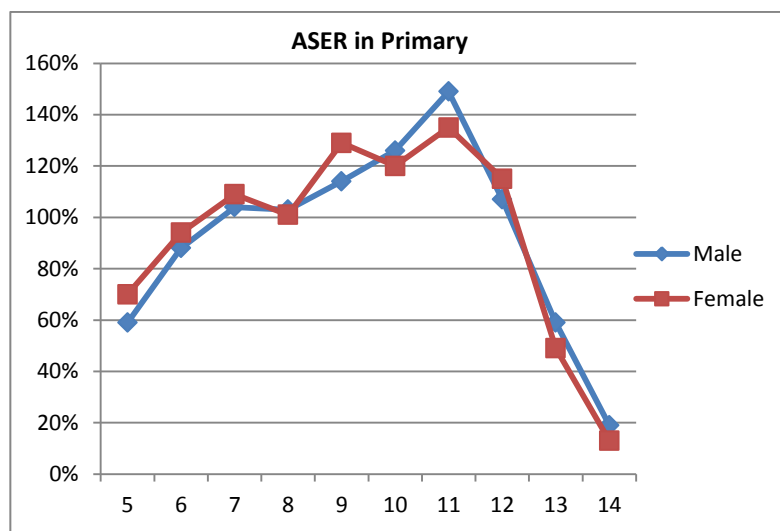
ASER for primary level shows an upward trend from age five to eleven, and then decline from age twelve to fourteen. Both genders reached their highest peak of 149% (male) and 135% (female) as per (Table 5) in age eleven compared to other age groups. This means that more aged eleven students gathered in school census than its population projections provided by Samoa Bureau of Statistics. Participation gradually declines per age group as they move up to higher year levels. More than 100% participation are in the range of age seven to age twelve (Year 3-8), which reflects a high number of enrolments in those particular age groups when compared to its population. By the age of 14, only 19% and 13% enrolled in primary education, as majority of students move up to secondary education in Year 9 or 10.

GPI ASER of more than 1 indicates more females than males and vice versa when below 1.

Table 5: ASER Primary 2022

ASER Primary				
Age	Male	Female	Total	GPI
5	59%	70%	64%	1.18
6	88%	94%	91%	1.07
7	104%	109%	106%	1.06
8	103%	101%	102%	0.99
9	114%	129%	121%	1.13
10	126%	120%	123%	0.95
11	149%	135%	142%	0.91
12	107%	115%	111%	1.07
13	59%	45%	54%	0.84
14	19%	13%	16%	0.70

Figure 5: ASER in Primary 2022



A2.3: Age Specific Enrolment Rate (ASER) in Secondary Education

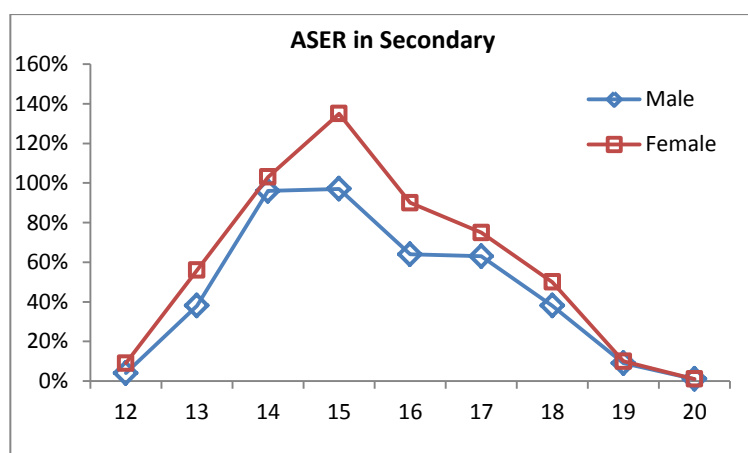
ASER in secondary level shows the participation of students from age 12 to 20 as shown in (table 18) below compared to its total population. The specific enrolment age for secondary level is from 13-16 as per the Education Amendment Act 2019; however, there are still students who are outside of that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

Age twelve accounts for only 6% of secondary ASER in (Table 6), as majority of them are still in primary education (111%) as reflected in (Table 5). The majority of students commence secondary education at age 14 (Year 9) and complete at age 17 (Year 13). High percentages of students at age 14 (100%) and 15 (114%) are enrolled indicating high access and participation rates of students of these particular ages compared to its population. 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 6: ASER in Secondary Education 2022

ASER Secondary				
Age	Male	Female	Total	GPI
12	4%	9%	6%	1.98
13	38%	56%	47%	1.45
14	96%	103%	100%	1.08
15	97%	135%	114%	1.39
16	64%	90%	76%	1.41
17	63%	75%	69%	1.19
18	38%	50%	44%	1.31
19	9%	10%	9%	1.16
20	1%	1%	1%	1.16

Figure 6: ASER in Secondary 2022



A3: Net & Gross Intake Rate in Education

A3.1: Net Intake Rate in ECE

The Net Intake Rate measures access to ECE of the official population (3-5years-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 7: NIR in ECE 2018-2022

NIR ECE				
Year	Male	Female	Total	GPI
2018	26%	28%	27%	1.08
2019	22%	24%	23%	1.09
2020	11%	12%	11%	1.09
2021	14%	13%	13%	0.93
2022	13%	13%	13%	1.06

Figure 7: NIR in ECE 2018-2022

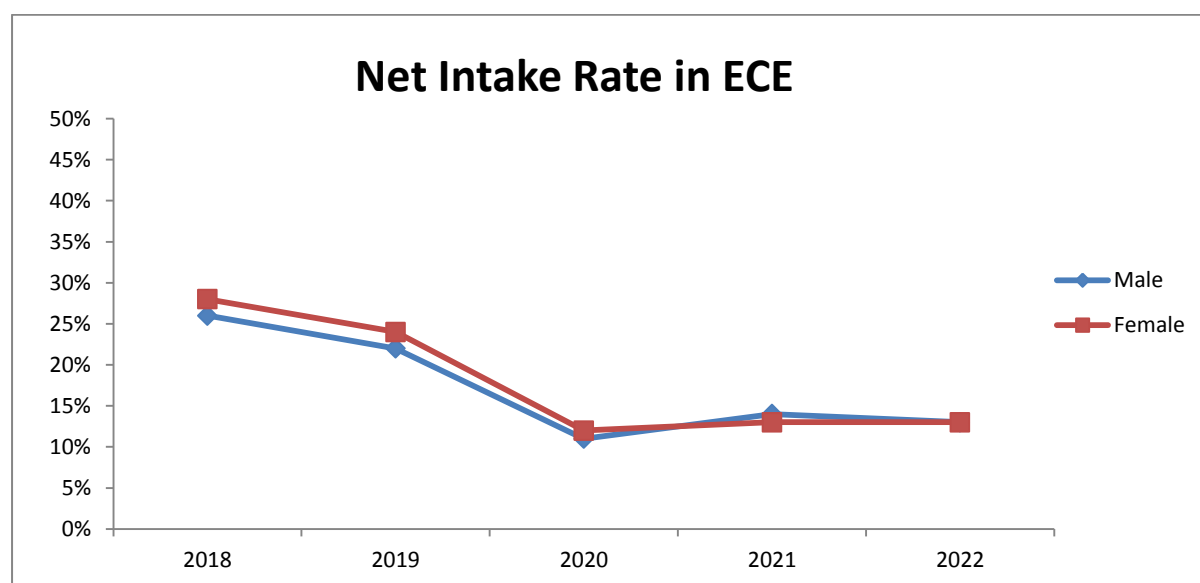


Table 7 shows that there is no difference in NIR this year compared to 2021. ASER for ECE indicate low intake for ECE of 13%, as in (table 16) of 3-year-olds attending ECE compared to the total population of 3-year olds recorded in population projections by the Samoa Bureau of Statistics .

A3.2: Gross Intake & Net Intake Rates in the First Year Level of Primary Education

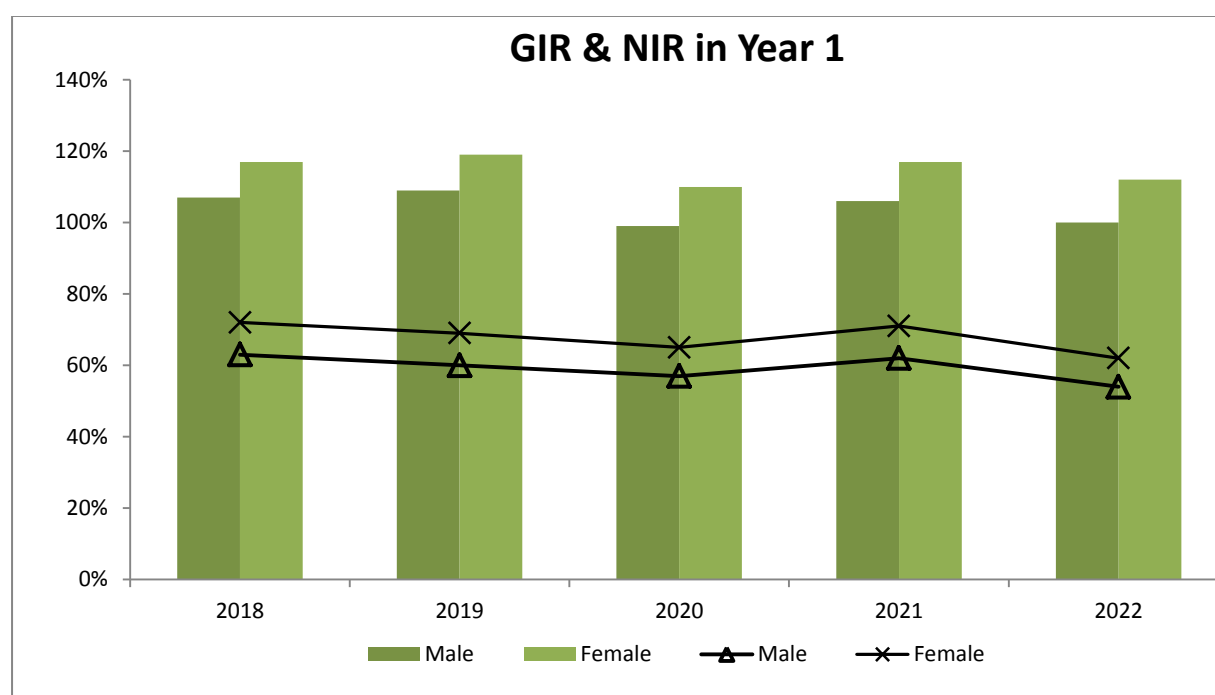
Net Intake Rate (NIR) in the First Year Level of Primary refers to the new entrants in the first year level (Year 1) of primary education who are of the official primary school-entrance age (age 5), expressed as a percentage of the population of the same age.

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 8: NIR and GIR Primary 2018-2022

Year	GIR Primary				NIR Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2022	100%	112%	105%	1.12	54%	62%	58%	1.15

Figure 8: GIR and NIR in the First Year Level (Year 1) of Primary Education 2018-2022



The GIR above 100% over the last five years reflects children more than five years old in the entrance year level of primary education. 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.

The NIR reached its lowest point of 58% this year, reflecting low number of the official entrance age (five years old) children registered in primary education for the first time compared to the last four years.

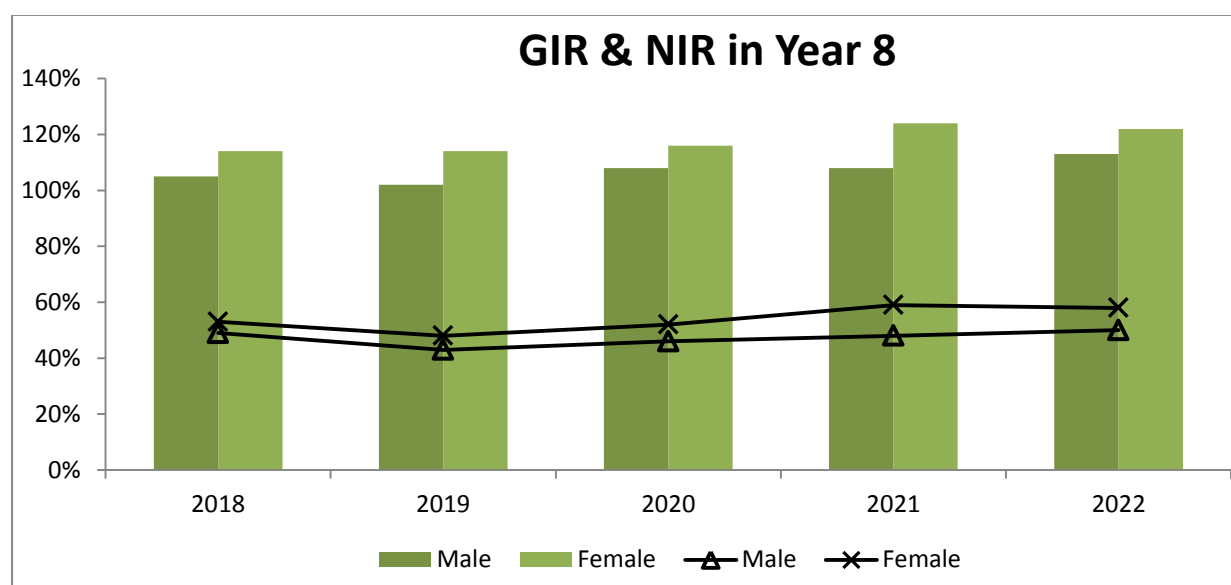
A3.3: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for Final Year (Year 8) in Primary Education

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 (age 12).

Table 9: GIR and NIR for Final Year (Year 8) Primary 2018-2022

Year	GIR for Final Year (Year 8)				NIR for Final Year (Year 8)			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2022	113%	122%	117%	1.08	50%	58%	54%	1.17

Figure 9: GIR and NIR Primary 2018-2022



GIR and NIR over the last four years for males and females are relatively similar with a 2% increase in 2022 compared to 2021. Highest percentages of above one hundred are recorded for 2021 (115%) a 3% increase from the previous year, and highest recorded for 2022 (117%) a 2% increase from 2021. Improved NIR percentages for 2021 and 2022 with a 1% difference signifies that there is a higher number of official age students (age 12) who are in Year 8 if compared to the its enrolment regardless of 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 B: 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 a number of sub-indicators, such as repetition rates, early school leavers, retention rates, transition rates and completion rates. All contributions to determining the accuracy of information relating to student who progress across year levels and those who complete a full 8 years of primary education and a 5 year of secondary education.

B1: 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 attributing to improved completion rates.

B1.1 Progression Rate in Primary 2018-2022

Table 10: Primary Progression Rate 2020-2022

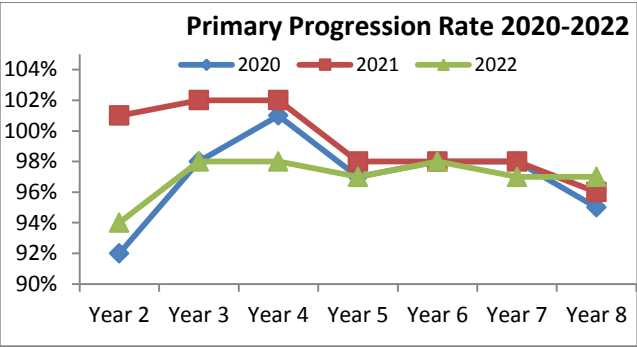
2020					2021				2022			
Year Level	Male	Female	Total	GPI ³	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 2	90%	93%	92%	1.03	99%	104%	101%	1.05	94%	95%	94%	1.01
Year 3	101%	96%	98%	0.95	102%	103%	102%	1.01	99%	97%	98%	0.98
Year 4	100%	102%	101%	1.02	101%	104%	102%	1.03	99%	97%	98%	0.98
Year 5	96%	99%	97%	1.03	97%	98%	98%	1.01	98%	96%	97%	0.98
Year 6	98%	97%	98%	0.99	98%	99%	98%	1.00	97%	98%	98%	1.01
Year 7	98%	97%	98%	0.99	95%	101%	98%	1.07	95%	98%	97%	1.03
Year 8	95%	95%	95%	1.00	95%	97%	96%	1.03	96%	98%	97%	1.01

Progression rates for primary over the last three years indicate a high percentage of students' progress to Years 2-4 compared to Years 5-8. A much lower percentage of students progress to Year 8 although a (1%) increase in progression rates is reflected between consecutive years with 2022 reflecting a much higher percentage of (97%).

The year 2021 indicates progression rates above 100% for years 3 and 4, and previously for 2020 in year 4. Progression rates of more than 100% denote a higher number of new entrances into a year level compared to the enrolment of the previous year.

³ 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

Figure 10: Progression Rate (Primary) 2020-2022



B1.2 Progression Rate in Secondary 2018-2022

Figure 11: Progression Rate 2020-2022 (Secondary)

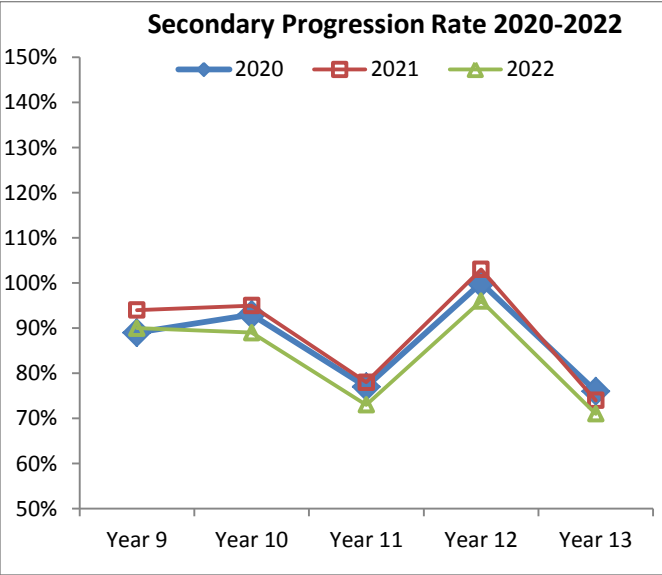


Table 11: Secondary Progression Rate 2020-2022

Year Level	2020				2021				2022			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	85%	93%	89%	1.10	91%	96%	94%	1.06	85%	96%	90%	1.13
Year 10	89%	96%	93%	1.10	92%	99%	95%	1.08	84%	95%	89%	1.13
Year 11	79%	75%	77%	0.95	80%	77%	78%	0.97	75%	71%	73%	0.94
Year 12	90%	110%	100%	1.21	117%	103%	103%	1.32	86%	106%	96%	1.24
Year 13	70%	81%	76%	1.14	68%	80%	74%	1.19	68%	73%	71%	1.07

Progression rates for secondary levels fluctuate across year levels as per Table 2. Low progression rates for Year 11 can be attributed to students skipping year 11 after year 10 and entering year 12, hence progression rate for Year 12 is more than 100% in the last two years. Progression rates for Year 13 are lower compared to Year 12, an outcome of students either repeating Year 12 or leaving school early for further studies in vocational institutions. Whilst a study conducted in 2019 indicating reasons why students leave school early highlights a number of social factors, evidence to determine the number of students who are actually not attending further studies or remain at home is insufficient.

Year 13 also has the lowest progression rate, as students repeat Year 12 or they leave secondary education and pursue further studies in vocational institutions. Females have higher participation rates than males in secondary education.

GPI indicates more females than males in all year levels over the last three years except Year 12.

B2: Repetition Rate (RR) in Primary and Secondary Education

Repetition Rate refers to the percentage of students who do not transition from a year level to the next but repeat or remain in that same year level.

B2.1: Repetition Rate (RR) in Primary 2020-2022

All year levels show a low repetition rate (below 2%) except for the Year-one-level with the highest of almost 7% in 2020, and then decline to 3.9% and 3.8% in 2021 and 2022. 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 the 1st of June as per the Education Act 2009. Progression to Year two level of 94% (Table 1) denotes that not all Year one children progress but remain in Year 1.

Figure 12: Primary Repetition Rate 2020 - 2022

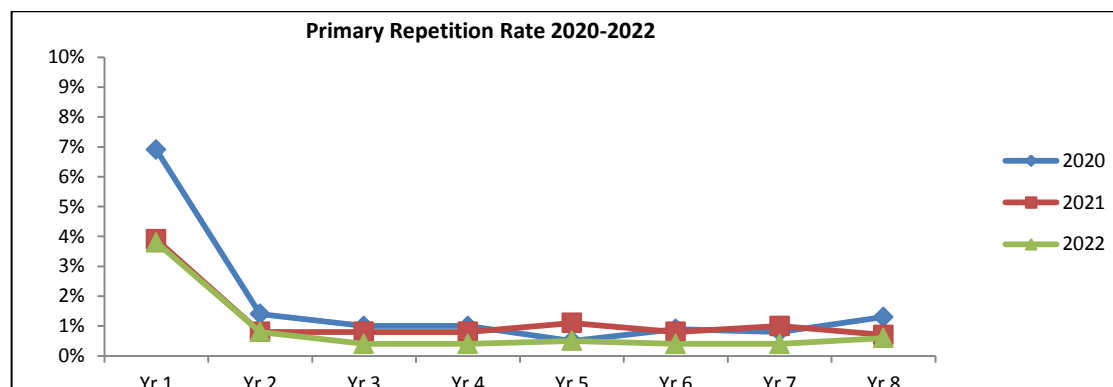


Table 12: Primary Repetition Rate 2020-2022

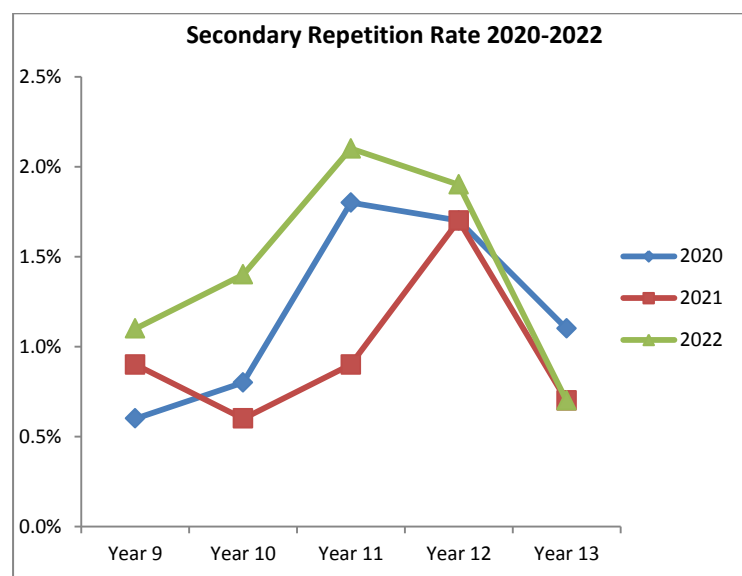
B	Year Level	2020				2021				2022			
		Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2	Year 1	9.0%	4.7%	6.9%	0.53	5.3%	2.3%	3.9%	0.44	4.6%	2.9%	3.8%	0.63
	Year 2	1.6%	1.2%	1.4%	0.75	0.9%	0.7%	0.8%	0.82	1.1%	0.4%	0.8%	0.37
	Year 3	1.0%	0.9%	1.0%	0.92	1.0%	0.5%	0.8%	0.51	0.5%	0.3%	0.4%	0.66
2	Year 4	1.4%	0.6%	1.0%	0.44	1.2%	0.4%	0.8%	0.36	0.5%	0.3%	0.4%	0.76
	Year 5	0.5%	0.4%	0.5%	0.81	1.8%	0.4%	1.1%	0.22	0.5%	0.5%	0.5%	1.08
	Year 6	1.0%	0.7%	0.9%	0.68	1.1%	0.4%	0.8%	0.36	0.3%	0.4%	0.4%	1.21
	Year 7	0.9%	0.6%	0.8%	0.62	1.5%	0.4%	1.0%	0.26	0.5%	0.3%	0.4%	0.67
	Year 8	1.6%	0.9%	1.3%	0.56	1.1%	0.2%	0.7%	0.15	0.7%	0.4%	0.6%	0.162
	Total	2.3%	1.3%	1.8%	0.58	1.8%	0.7%	1.3%	0.39	1.2%	0.7%	0.9%	0.63

B2.2 Repetition Rate (RR) in Secondary 2020-2022

Table 13: Repetition Rate (Secondary) 2020-2022

Year Level	2020				2021				2022			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	0.8%	0.3%	0.6%	0.41	1.5%	0.3%	0.9%	0.18	1.3%	0.9%	1.1%	0.70
Year 10	1.0%	0.7%	0.8%	0.65	0.9%	0.4%	0.6%	0.43	1.6%	1.2%	1.4%	0.79
Year 11	1.8%	1.7%	1.8%	0.96	1.3%	0.5%	0.9%	0.39	2.7%	1.6%	2.1%	0.60
Year 12	2.6%	0.9%	1.7%	0.34	3.0%	0.7%	1.7%	0.24	2.2%	1.6%	1.9%	0.74
Year 13	1.9%	0.5%	1.1%	0.25	1.1%	0.4%	0.7%	0.37	1.0%	0.5%	0.7%	0.55
Total	1.5%	0.8%	1.1%	0.53	1.5%	0.4%	0.9%	0.29	1.7%	1.2%	1.4%	0.69

Figure 13: Repetition Rate (Secondary) 2020-2022



All year levels show an increase in the percentage of students repeating the same Year levels except Year 13 where it remained at 0.7% in 2022 when compared to 2021.

Trends assume that percentages are highest in years 11 and year 12 as a result of the current education system adopted by the majority of secondary schools with concurrent systems of skipping year 11 and transitioning directly to year 12 or transitioning directly to year 11 and then year 12. The Ministry notes that some secondary schools have in place year 11 school-based assessments that determine entrance into year 12 of the following. This consequently contributes to a peak in transition rates reflected in year 11 for the majority of students who do not meet the average for Year 12 entrance.

For year 12 high transition rates are a composition of year 11 students transitioning into year 12 and year 10 students skipping year 11 and transitioning into year 12. The Year 13 repetition rates are low given all students are empowered to sit the SSLC assessment and exit the system for further studies.

GPI shows more boys are repeating the same year levels compared to girls, with a GPI below 1.

B3: Early School Leaver Rate (ESLR) in Primary and Secondary Education

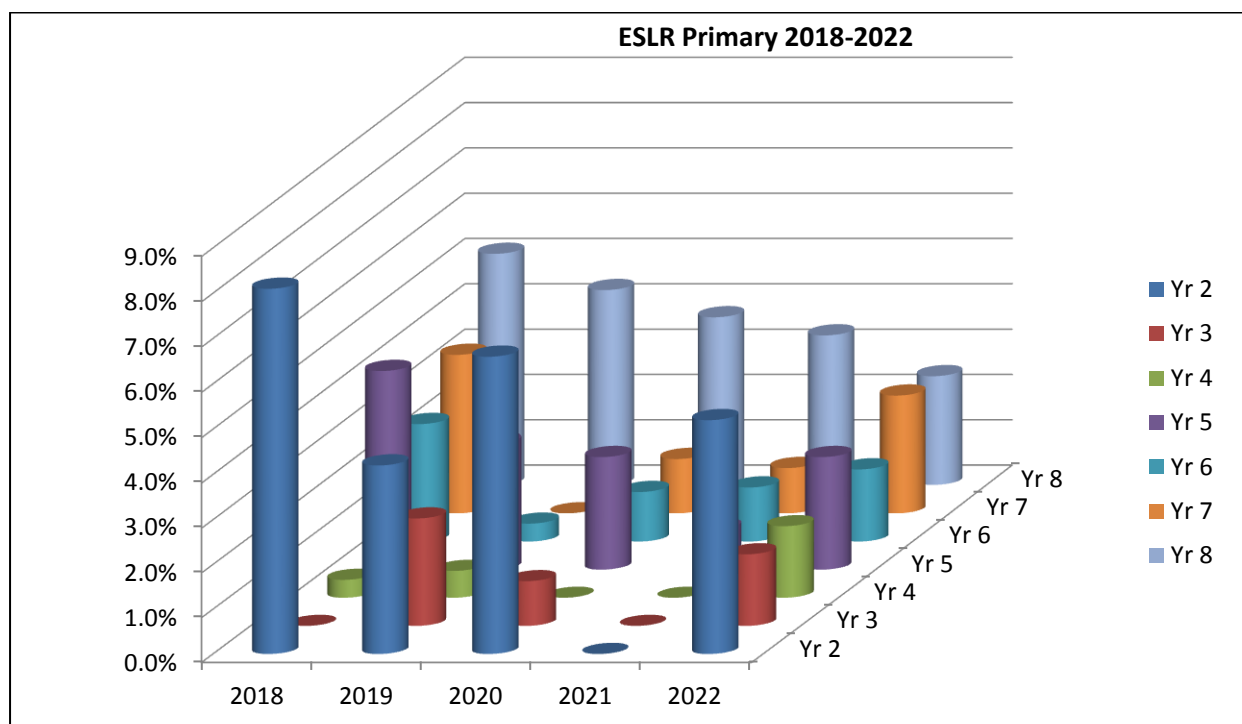
Early School Leaver Rates is a measure of the number of students from a cohort leaving any level of education without completion. Completion level for education is defined as a student entering year 1 and completing year 13.

B3.1: Early School Leaver Rate (ESLR) in Primary 2018-2022

Table 14: Early School Leaver rate in Primary 2018-2022

Year Level	2018	2019	2020	2021	2022
Year 2	8.1%	4.2%	6.6%	0	2.2%
Year 3	0	2.4%	1.0%	0	1.2%
Year 4	0.4%	0.6%	0	0	1.6%
Year 5	4.4%	2.8%	2.5%	0.9%	2.6%
Year 6	2.6%	0.4%	1.1%	1.2%	1.5%
Year 7	3.5%	0	1.2%	1.0%	2.6%
Year 8	5.1%	4.3%	3.7%	3.3%	2.6%

Figure 14: ESLR in Primary 2018-2022



The ESLR data for the primary level reflecting a 5-year trend provides a range of information. Highest ESRL rates are in Year 2 consecutively throughout 2018-2022; this is largely due to a current practice of Year 1 students transitioning if their birthdays fall after July of the same year. Across year levels, improved rates are noted in Year 3-4, and further in Year 6. Year 5 and 7 indicate slightly higher ESRL rates with Years 8 of most concerning. If

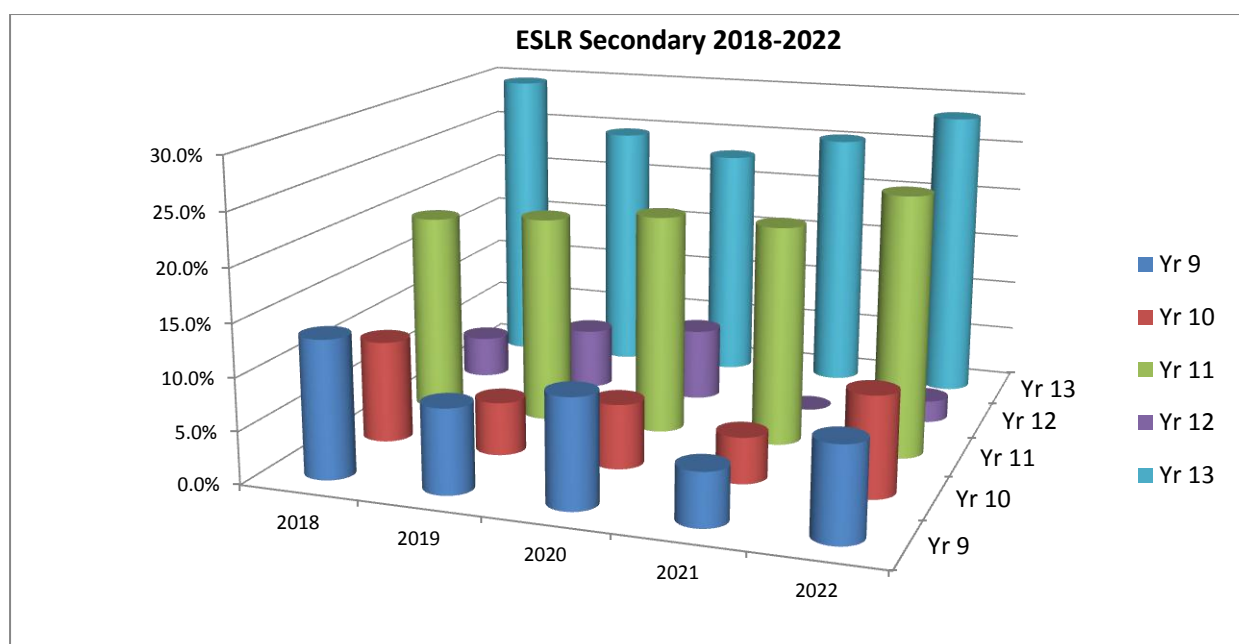
compared between year intervals and across years (2018-2022) a downwards decline is visible with 2022 having the lowest number of students leaving the system. The Ministry notes the urgency of research in identifying factors that contribute to ESRL in the primary level and especially in Year 8.

B3.2: Early School Leaver Rate (ESLR) in Secondary 2018-2022

Table 15: Early School Leaver Rate in Secondary 2018-2022

Year Level	2018	2019	2020	2021	2022
Year 9	13.2%	8.1%	10.4%	5.1%	8.9%
Year 10	9.8%	5.1%	6.2%	4.4%	9.6%
Year 11	19.3%	20.1%	21.2%	21.1%	24.9%
Year 12	4.0%	5.9%	7.0%	0.0%	2.1%
Year 13	29.6%	24.6%	22.9%	25.3%	28.3%

Figure 15: ESLR in Secondary 2018-2022



ESLR rates for secondary from 2018-2022 indicate similar trends to that of primary level. ESRL across year levels are high for Year 9, higher in Year 11 and highest in Year 13. ESRL in Year 11 is relatively higher compared to Year 9 and 10, reflecting students leave early before completing the nationally assessed levels Year 12 (SSC) and Year 13 (SSLC). Data for Year 12 indicate a decrease in ESRL rates confirming more students sit the Year 12 assessments as opposed to Year 13. 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 and further by (3%) in 2022. This shows that there are still students who leave school early before completing secondary education. Evidence of a research conducted by the Ministry in 2019 specified 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.⁴ Despite efforts to provide the One Government Grant, evidence of social-economic factors need to be address both at the family and community level.

B4: Retention Rate (RR) in Primary and Secondary Education

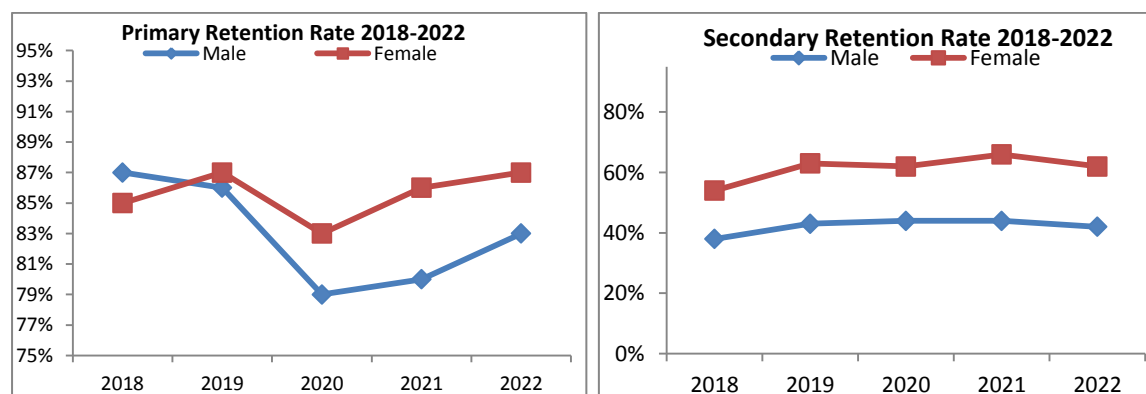
Retention Rates: is a measure of the percentage of students enrolled in the first year level of a given level or cycle of education in a given school year who are expected to reach successive grades or year levels. Successive grades or year levels refer to the last year of a given level of education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

B4.1: Retention Rate (RR) in Primary and Secondary 2018-2022

Table 16: Retention Rate for Primary and Secondary 2018-2022

Primary					Secondary				
Year	Male	Female	Total	GPI	Year	Male	Female	Total	GPI
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
2022	83%	87%	85%	1.04	2022	42%	62%	52%	1.47

Figure 16: Retention Rate in Primary and Secondary 2018-2022



The percentage of primary students who are able to reach Year 8 since commencing Year 1 in 2021 is increasing since 2019.

It has slightly increased for 2022 (3% male, 1% female, and 2% total) when compared to 2021 for genders. For secondary a slight decrease for both males and females this year by 2% and 3% by total compared to 2021.

On average, females have higher retention rates than males in both levels over the last five years, thus reflecting GPI of more than 1 except 2018 for primary where GPI is below 1 (0.98).

⁴ Reasons Why Students in Samoa do not Complete Secondary Education Research Report, (MESC 2019).

B5: Transition Rate (TR) from Primary Education to Secondary Education

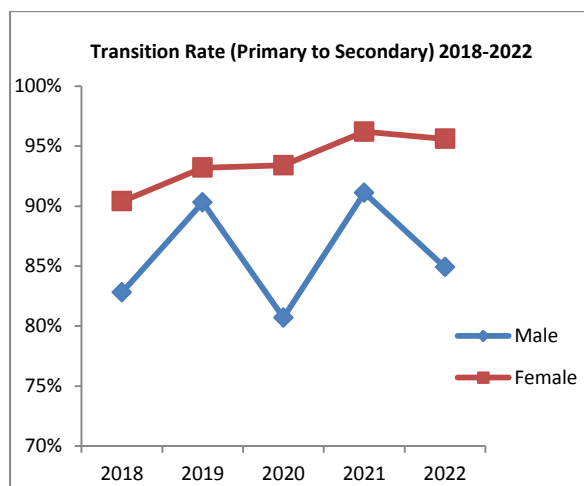
Transition rate is the number of students admitted to the first-year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final year level of the lower level of education in the previous year. Transition rates are measured using Year 8 enrollment of the previous year and the number of students who transition to Year 9 of the following year.

Table 17: Transition Rate from Primary to Secondary (Year 8 - Year 9) 2018-2022

Transition Rate (Primary to Secondary)				
Year	Male	Female	Total	GPI
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
2022	84.9%	95.6%	90.2%	1.1

Data provided indicates the percentage of Year 8 students who successfully transition into Year 9 the first year of secondary school. Trends over the last four years if compared to 2022 reflects a relatively positive upwards trend of students who transition for 2021 and 2022. Transition rates somewhat correlate with the ESLR for Year 9 reflected in page 19. Overall transitions rates indicate a positive trend of student's transition to Year 9.

Figure 17: TR from Primary to Secondary 2018-2022



However, there is disparity between both genders since 2018 where GPI is more than 1, reflecting more female transition than their counterpart. For males, a 6.2% decline in transition rate a decreasing number of males transitioned from Year 8 to Year 9 this year and vice versa for females where there is a minimal of only 0.6% increase.

B6: Primary Cohort Completion Rate (PCCR)

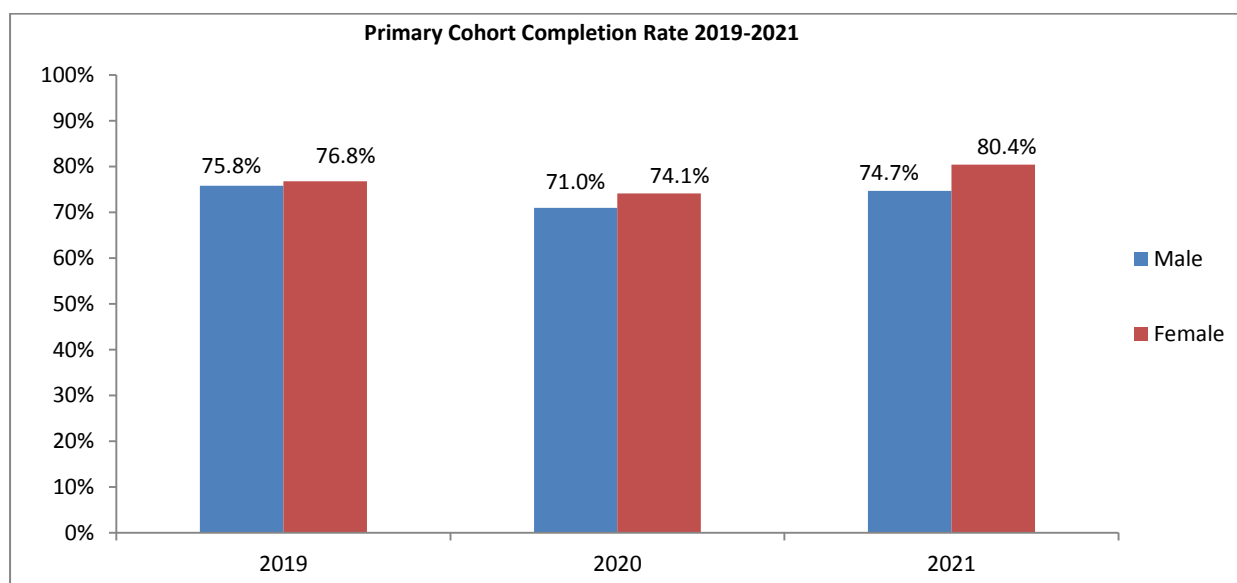
B6.1: Primary Cohort Completion Rate

The number of Year 8 students who completed and sat Year 8 national examination (SNAPE) from primary education. PCCR is calculated by dividing the number of new entrants (enrollment minus repeaters) in the last year level of primary education, regardless of age, by the population at the entrance age for the last level of primary education and multiplying by 100.

Table 18: Primary Cohort Completion Rate 2019-2021

Primary Cohort Completion Rate			
Year	Male	Female	Total
2019	75.8%	76.8%	76.7%
2020	71%	74.1%	72.9%
2021	74.7%	80.4%	77.4%

Figure 18: Primary Cohort Completion Rate 2019-2021



An improvement of 4.5% of students who successfully complete primary cohort education was evident in 2021 (77.4%) compared to 2020 of only 72.9%. This designates a high number of students who completed the SNAPE at the end of the 2021 school year and those who retain in the primary cohort education compared to the Year 8 enrolment at the beginning of the year, compared to those who completely sat SPECA assessments in 2019 and 2020. Also, there are schools that do not take part in the Year 8 assessments, which consequently reflects on low cohort completion rates not reaching a total of 100%.

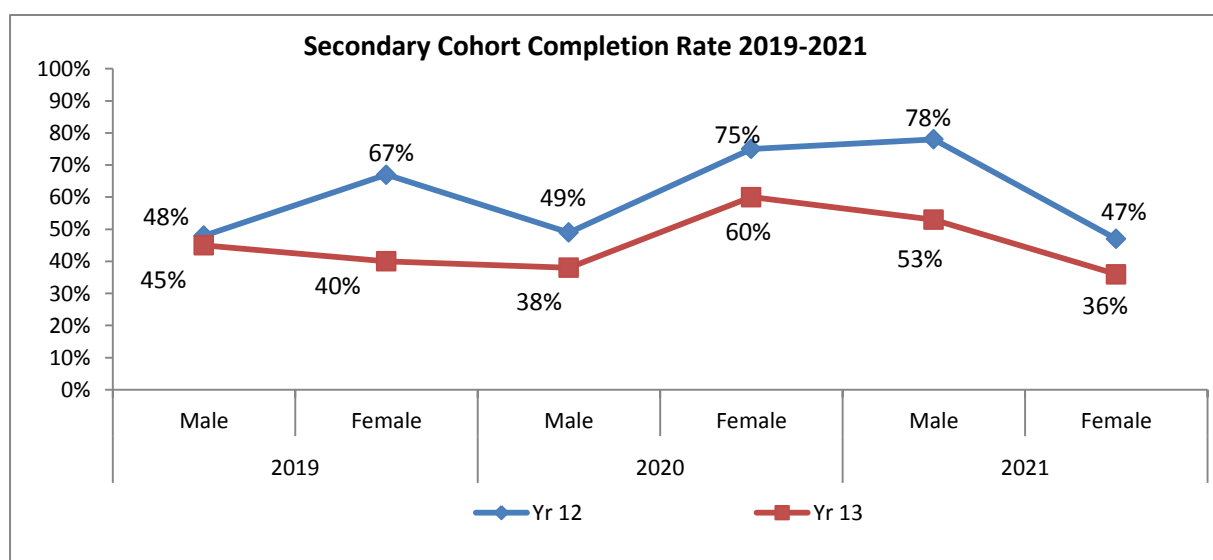
B6.2: Cohort Completion Rate (CR) in Secondary Education

The number of Year 12 & 13 students who completed and sat SSC and SSLC examinations from secondary education in a given year regardless of age, by the population at the entrance age for the final year levels of secondary education and multiplying by 100.

Table 19: Secondary Cohort Completion Rate 2019-2021

CR in Secondary Education			
Year	Gender	Year 12	Year 13
2019	Male	48%	45%
	Female	67%	40%
	TOTAL	58%	42%
2020	Male	49%	38%
	Female	75%	60%
	TOTAL	62%	49%
2021	Male	78%	53%
	Female	47%	36%
	TOTAL	62%	45%

Figure 19: Secondary Cohort Completion Rate 2019-2021



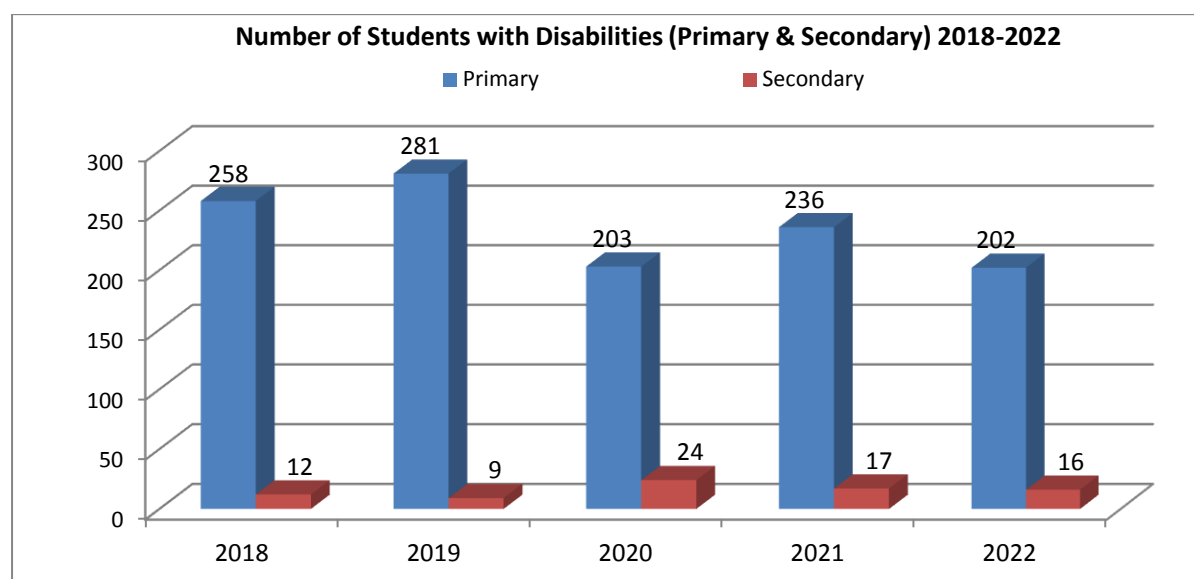
Secondary Cohort Completion Rate remained at 62% for Year 12, while a 5% decrease for Year 13 from 2020 to 2021. Year 12 has the highest completion rate if compared to Year 13 in the last three years. Low completion rates over the last 3 years and thereafter point to more students leaving school early. The Ministry is currently looking at measures to support adequate learning pathways to improve student engagement and participation.

B7: Students with Disability enrolled in Primary and Secondary Education

Table 20: Students with Disability in Primary and Secondary 2018-2022

School Level	Gender	2018	2019	2020	2021	2022
Primary	Male	166	186	141	158	74
	Female	92	95	62	78	128
	Total	258	281	203	236	202
Secondary	Male	6	5	14	9	9
	Female	6	4	10	8	7
	Total	12	9	24	17	16
Overall Total		270	290	227	253	218

Figure 20: Number of Students with Disability in Primary and Secondary 2018-2022



Measuring efficiency of the education system looks also at students with disability in both primary and secondary who are mainstreamed into education. In the last consecutive four years (2018-2021) a higher number of student with disability were recorded in 2018 and 2019 for primary if compared to 2022. For secondary, the highest numbers of students were recorded in 2020 in comparison to 2022.

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

This year, there is a decline of 33 students with disabilities enrolled at both levels (32 in primary, 1 secondary).

The Ministry continues 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 the 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 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. Furthermore, 2021 will present new baseline data foregoing previous years as refined tools have been implemented in primary levels.

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.

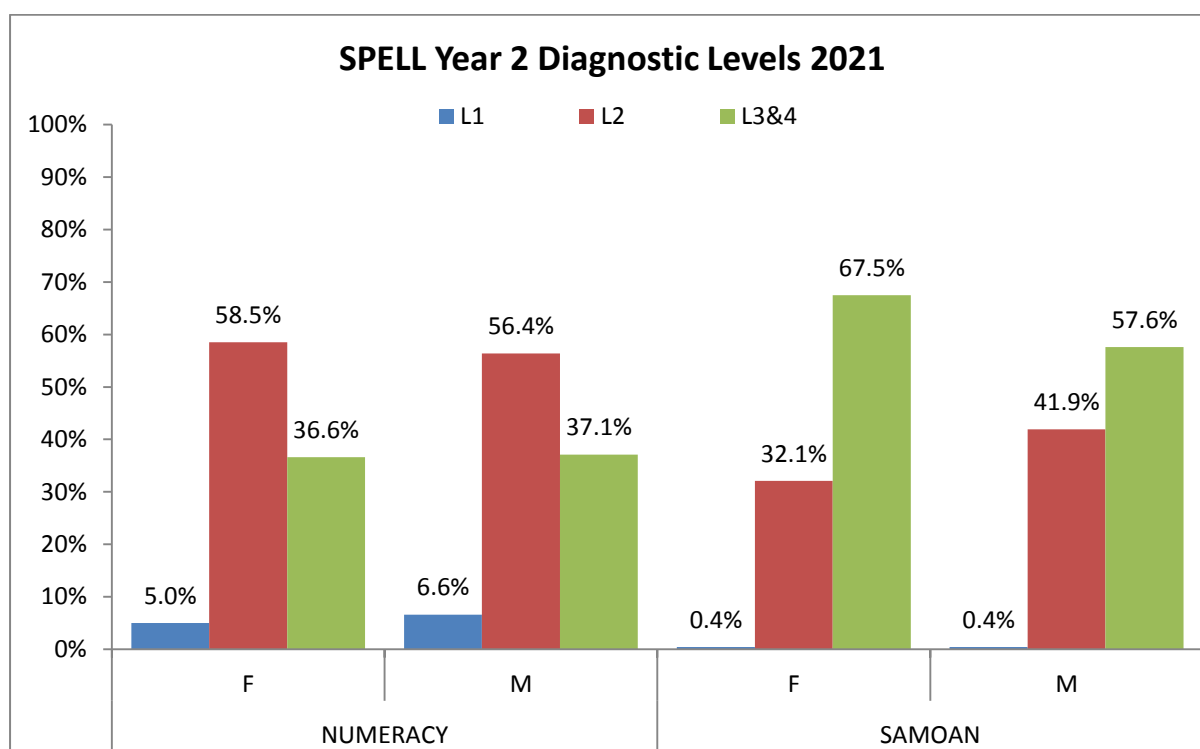
C1.1: SPELL Year 2 Assessment

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

The chart below only presents data for 2021 indicating that 9.9% more female students achieved Levels 3 and 4 in the subject of Samoan compared to their male counterparts. This is relative to more male students achieving Level 2 in comparison to female students in the same subject.

For Numeracy, both genders achieved similar levels; however, more than 30% of both male and female students achieved Levels 3 and 4 combined. In addition, male students lead by only 0.5% compared to their female classmates in Levels 3 and 4.

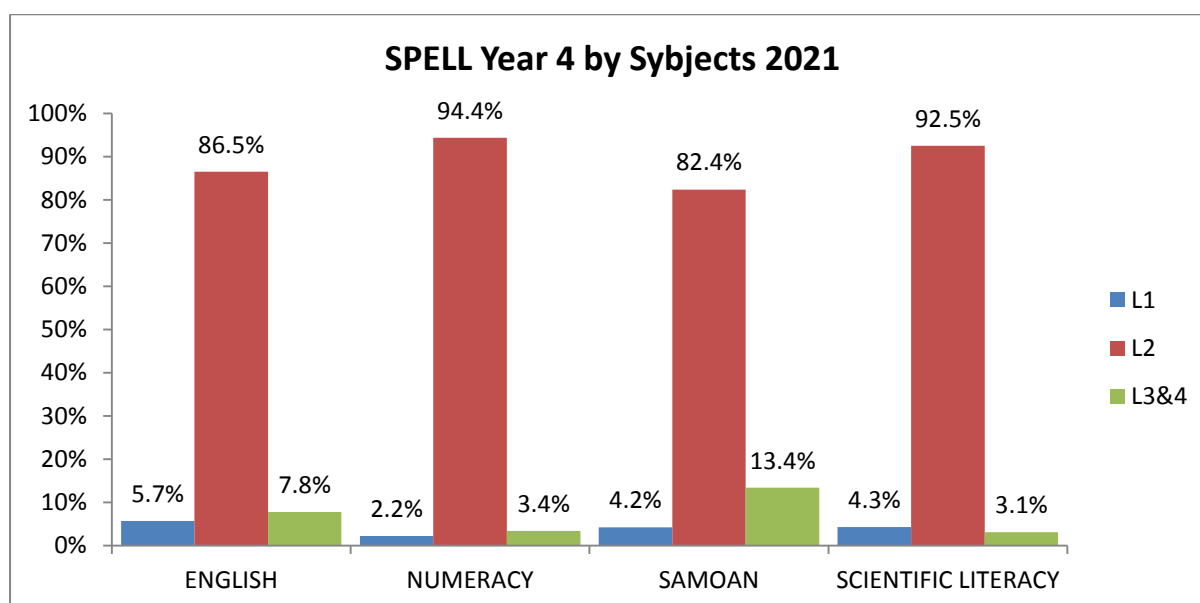
Figure 21: Year 2 Gagana Samoa & Numeracy Diagnostic Levels 2021



C1.2: SPELL Year 4 Assessment

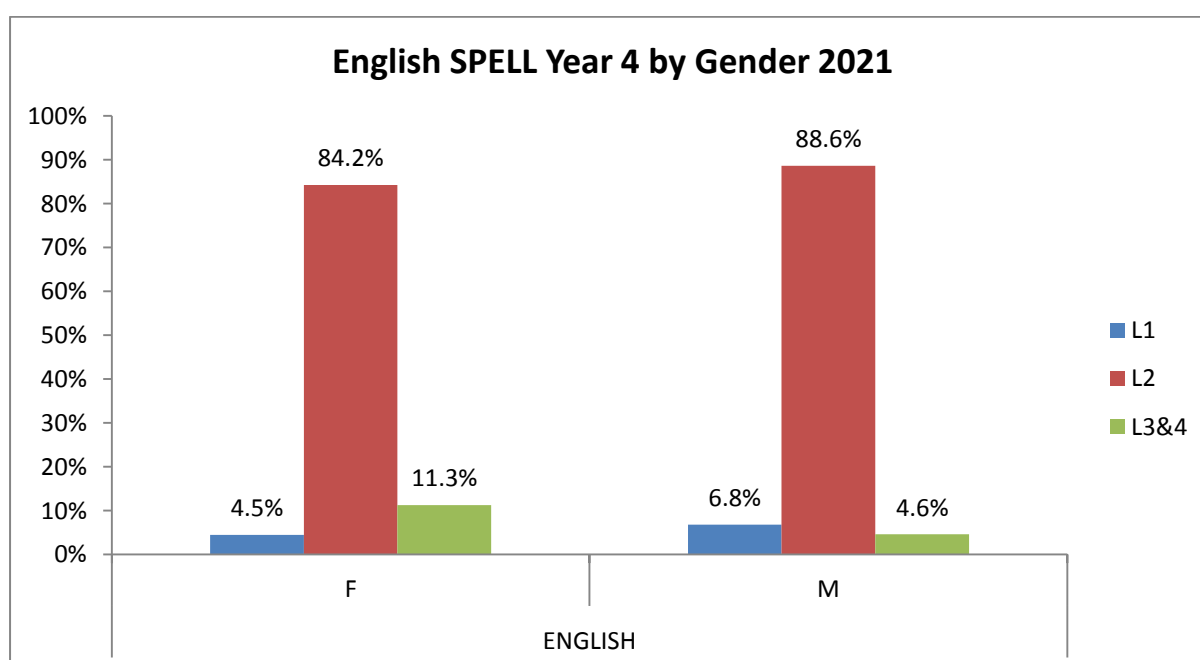
Students' results for SPELL Year 4 Assessments include English, Numeracy, Samoan, and Scientific Literacy.

Figure 22: SPELL Year 4 by Subject 2021



The baseline going forward shows that the majority of students have achieved level 2 within each subject. As seen in the graph (figure 22) above, 86.5% of students achieved level 2 for English; 94.4% for Numeracy; 82.4% for Samoan; and 92.5% for Scientific Literacy. The subject that achieved the highest Levels within levels 3 and 4 is Samoan with 13.4 compared to the other subject which are all below 10%.

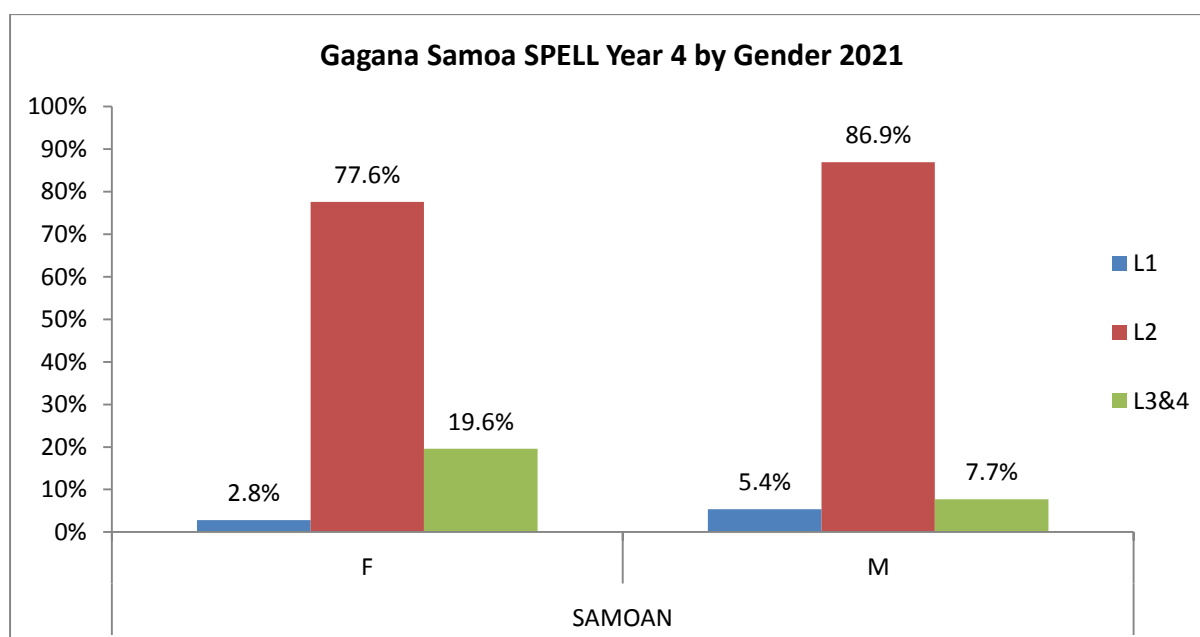
Figure 23: English SPELL by Gender 2021



The graph above shows the baseline data moving forward into the next few years. It reveals that the majority of both genders achieved level 2 with 84.2% of females and 88.6% of

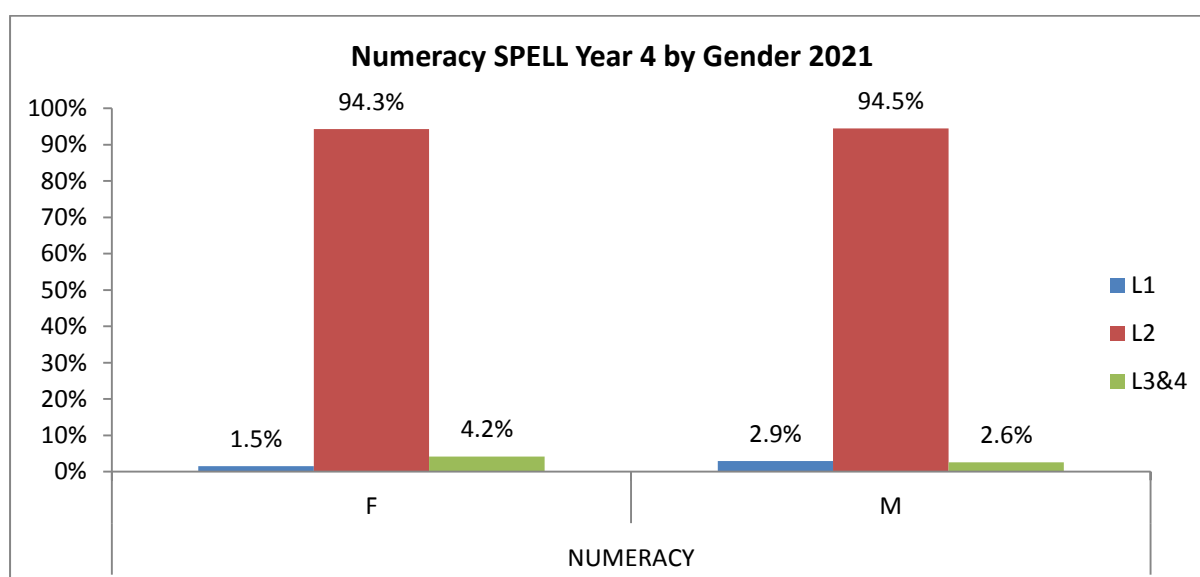
males. However, females achieved a higher percentage of level 3 and 4 compared to their male classmates with 11.3% compared to a 4.6% for males.

Figure 24: Samoan SPELL Year 4 by Gender 2021



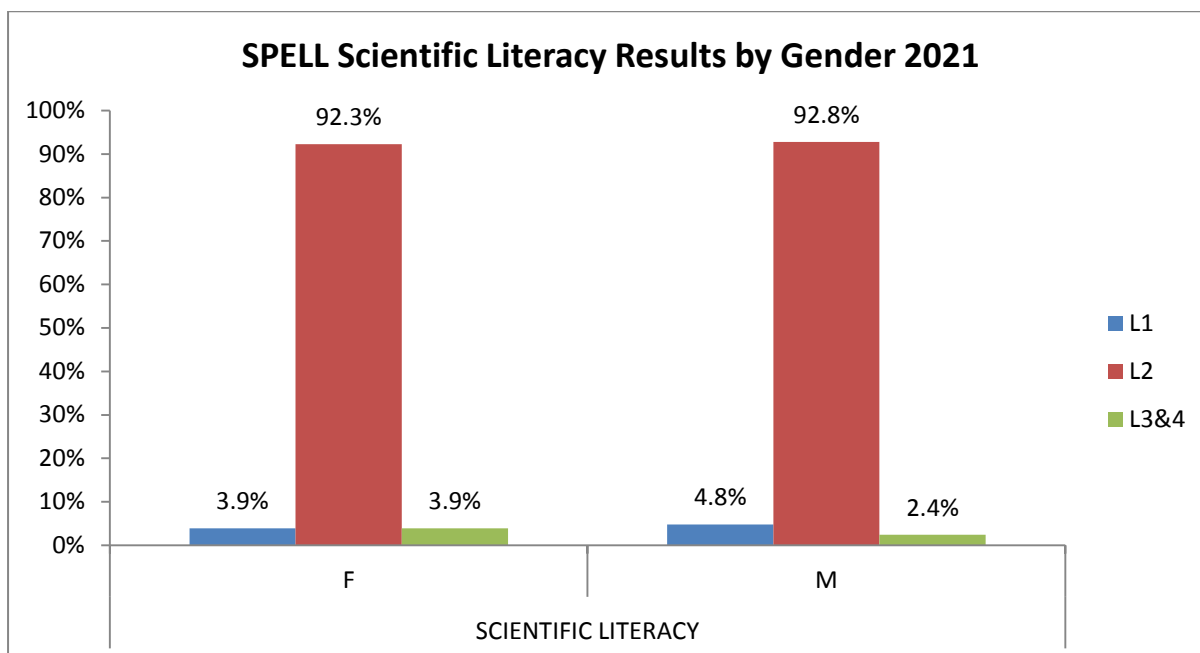
Similarly to English, the majority of both females and males achieved level 2 as seen in the graph (figure 24) above. Females also achieved a higher percentage of level 3 and 4 as was seen in the English subject results. For Gagana Samoa, 19.6% of females achieved level 3 and 4 compared to 7.7% of males achieving the same level. The difference of 11.8% shows signs of females being more competent in this subject compared to males for the year 2021.

Figure 25: Numeracy SPELL Year 4 by Gender 2021



Numeracy frankly shows that the majority of all students achieved level 2 with almost 95% of both male and female students achieving level 2. More so, the percentage of females achieving level 3 and 4 (4.2%) is slightly higher than their male counterparts (2.6%).

Figure 26: Science SPELL Year 4 2021

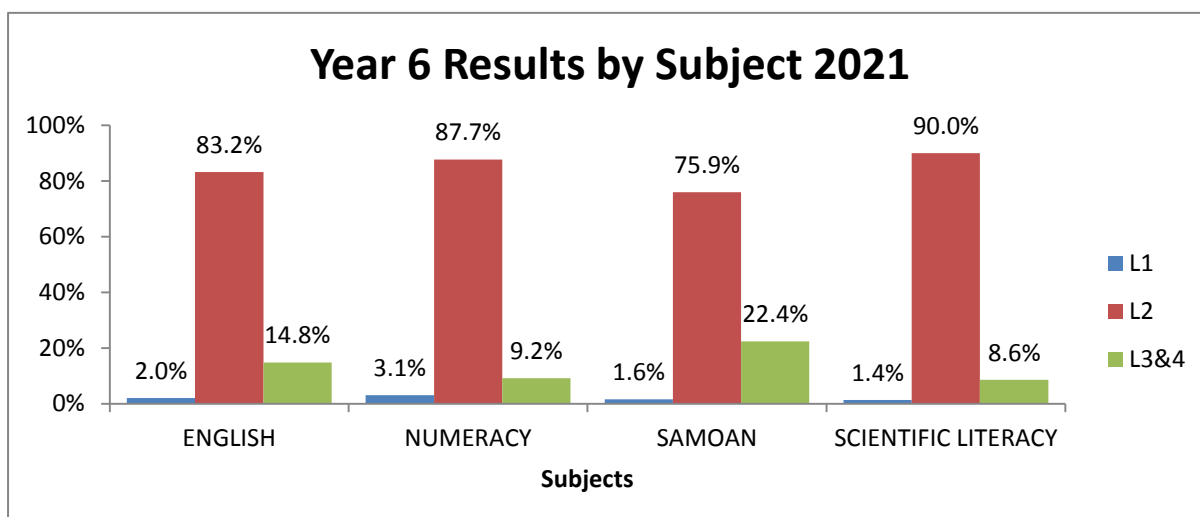


The SPELL Literacy Results is comparably alike to that of Numeracy where the majority of both counterparts achieved level 2. Moreover, a higher percentage of female students achieved level 3 and 4 compared to the male students.

C1.3: SPELL Year 6 Assessment

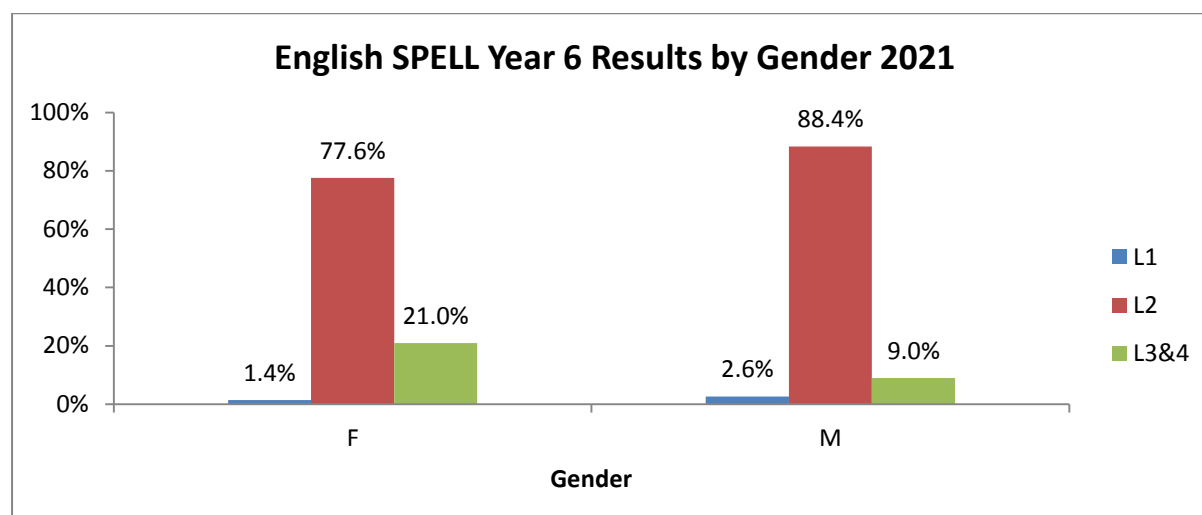
Similar to SPELL Year 4, students at Year 6 are assessed in the same 4 subjects of English, Samoan, Numeracy and Scientific Literacy.

Figure 27: English SPELL Year 6 by Subjects 2021



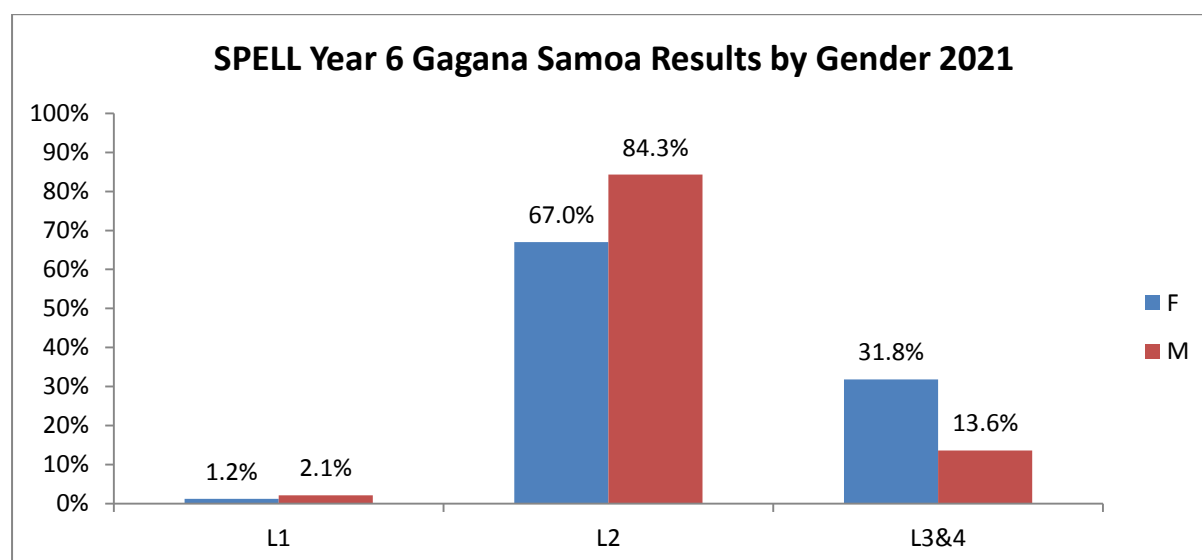
While the majority of students achieved level 2 for all four subjects, this does present the fact that only a minimum percentage of students were not able to accomplish passing levels of achievement. As a result, it sets a high standard as a benchmark for the years to come.

Figure 28: English SPELL Year 6 by Gender 2021



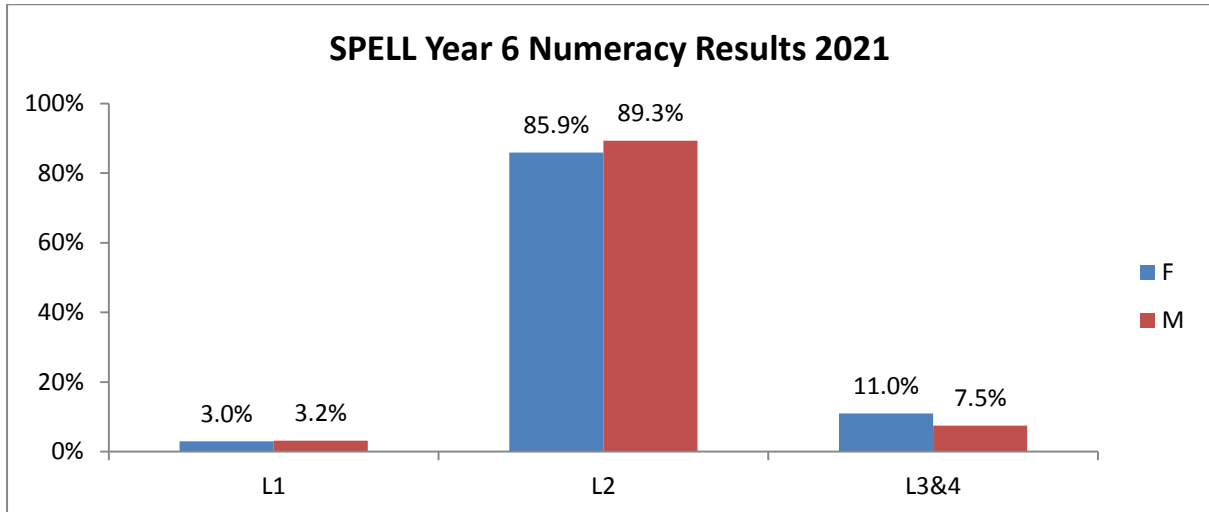
SPELL English reveals that only 1.4% of females did not obtain a passing level of achievement while only 2.4% of males also did not obtain a passing level of achievement. Moreover, females did achieve a higher level of students obtaining Levels 3 and 4 at 21% compared to 9% for males.

Figure 29: Samoan SPELL Year 6 by Gender 2021



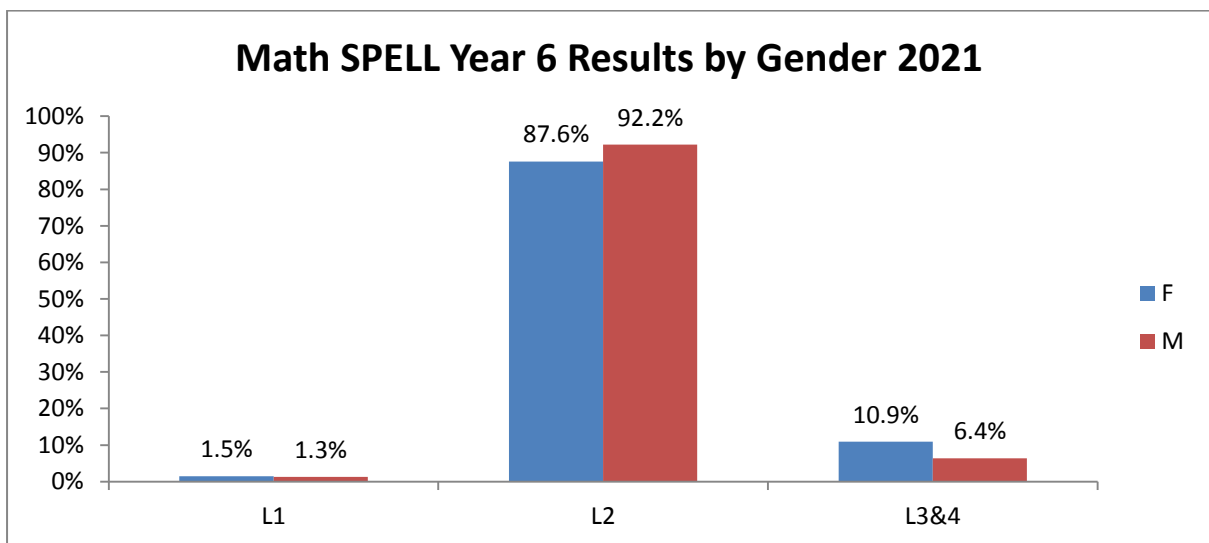
For Gagana Samoa, it is evident that more males obtained levels 1 and 2 with 2.1% level 1 and 84.3% for males compared to 1.2% level 1 and 67% level 2 for females. However, females achieved higher number of Level 3 and 4 of 31.8%.

Figure 30: Numeracy SPELL Year 6 by Gender 2021



With SPELL Year 6 Numeracy, it is evident in the graph above (figure 30) that both males and females are almost parallel in their results. Males achieved higher percentages in levels 1 with 3.2% compared to 3% females and 89.3% of males at levels 2 compared to 85.9% for females.

Figure 31: SPELL Year 6 Math and Science 2021



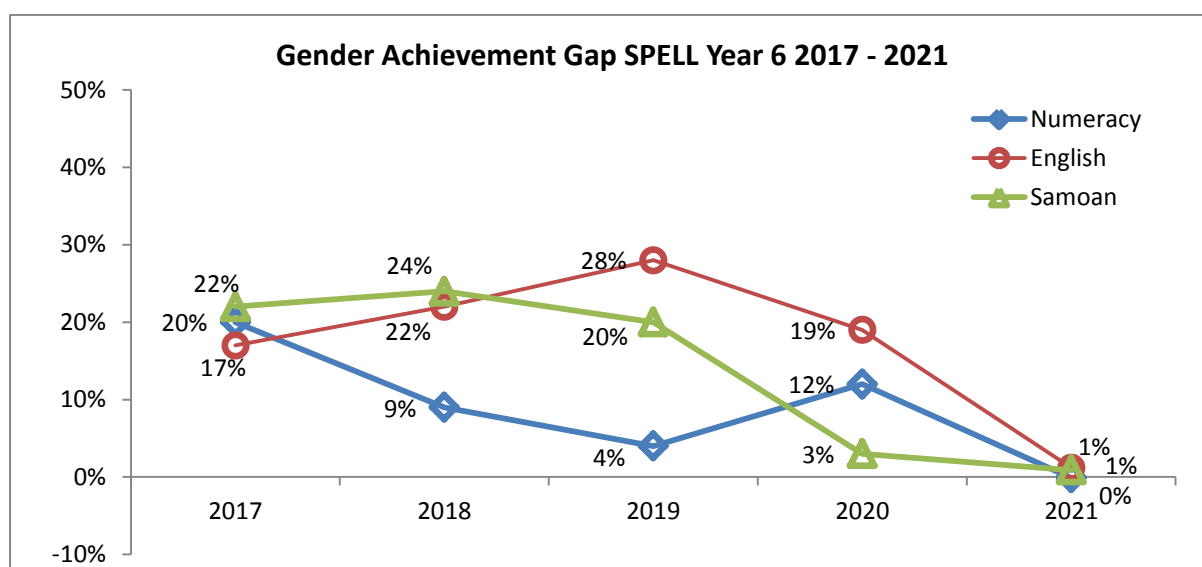
Math SPELL Year 6, in summary, reveals that while more males achieved level 2 with 92.2% compared to an 87.6% female; females have achieved a higher percentage acquiring levels 3 and 4 with 10.9% compared to a 6.4% of males at that same level.

Table 21: Gender Achievement Gaps (GAGs) at SPELL Year 6 (Working at Expected Level L3&L4) 2017-2021

	Numeracy			English			Samoan		
Year	Male	Female	GAGs	Male	Female	GAGs	Male	Female	GAGs
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	73%	85%	12%	61%	80%	19%	92%	95%	3%
2021	97%	97%	0%	97%	99%	1%	98%	99%	1%

Over the past years the Gender Achievement Gap has fluctuated but overall maintained a decreasing percentage indicating that for SPELL Year 6 we are closer to reaching proximity. It is notable that the year 2021 has seen a massive decrease in Gender Achievement Gaps for Numeracy and English, while Samoan has experienced this trend between 2019 and 2020 and continues to decrease.

Figure 32: Gender Achievement Gaps (GAGs) at SPELL Year 6 2017-2021



C1.4: Year 8 SNAPE Assessment

The SNAPE 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.

SNAPE Scale of Achievement Levels

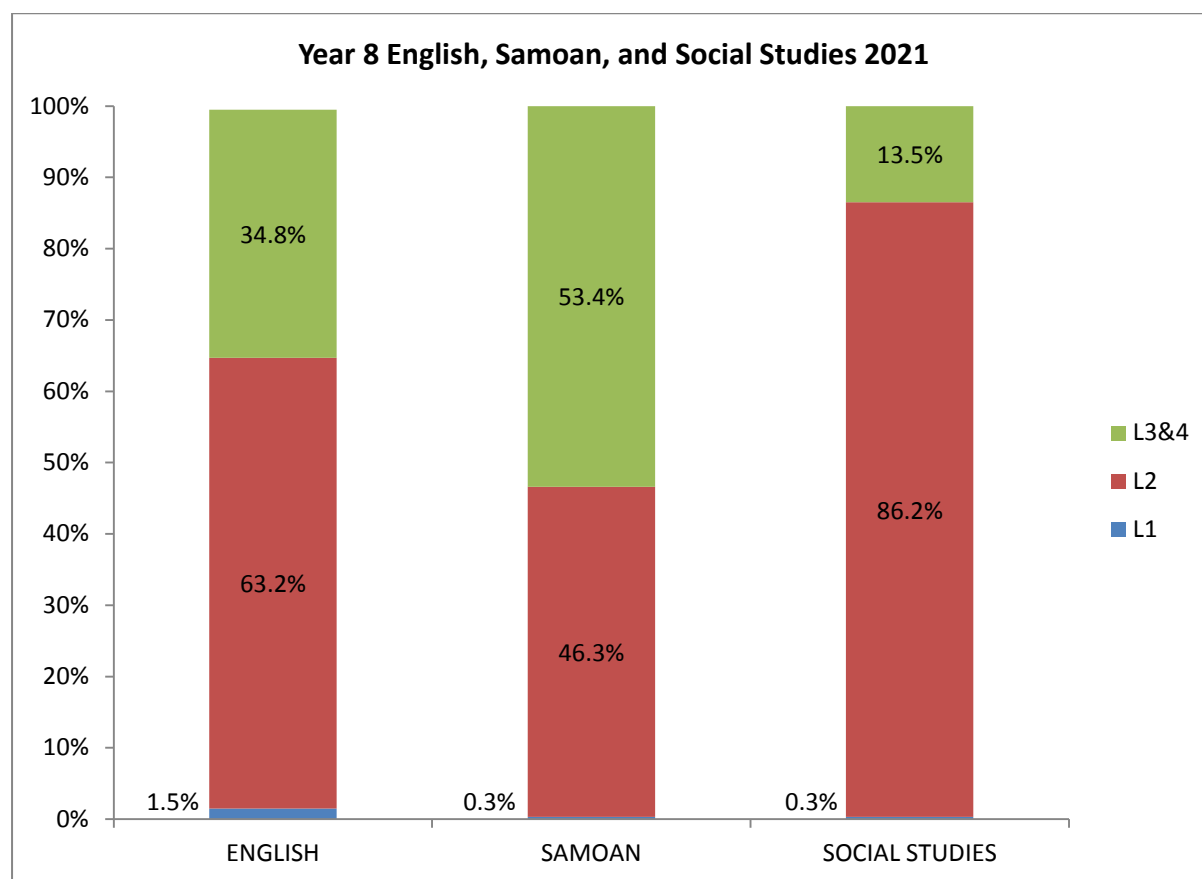
LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	75-100%
Level 3	Merit	65-74%
Level 2	Achieved	50-64%
Level 1	Beginner	Less than 50%

Much like SPELL, SNAPE has undergone changes in the tools utilized and therefore, a new baseline has been set for the year 2021. A student is considered to have passed a subject when they achieve 50% or more.

Table 22: Year 8 SNAPE Assessment 2021

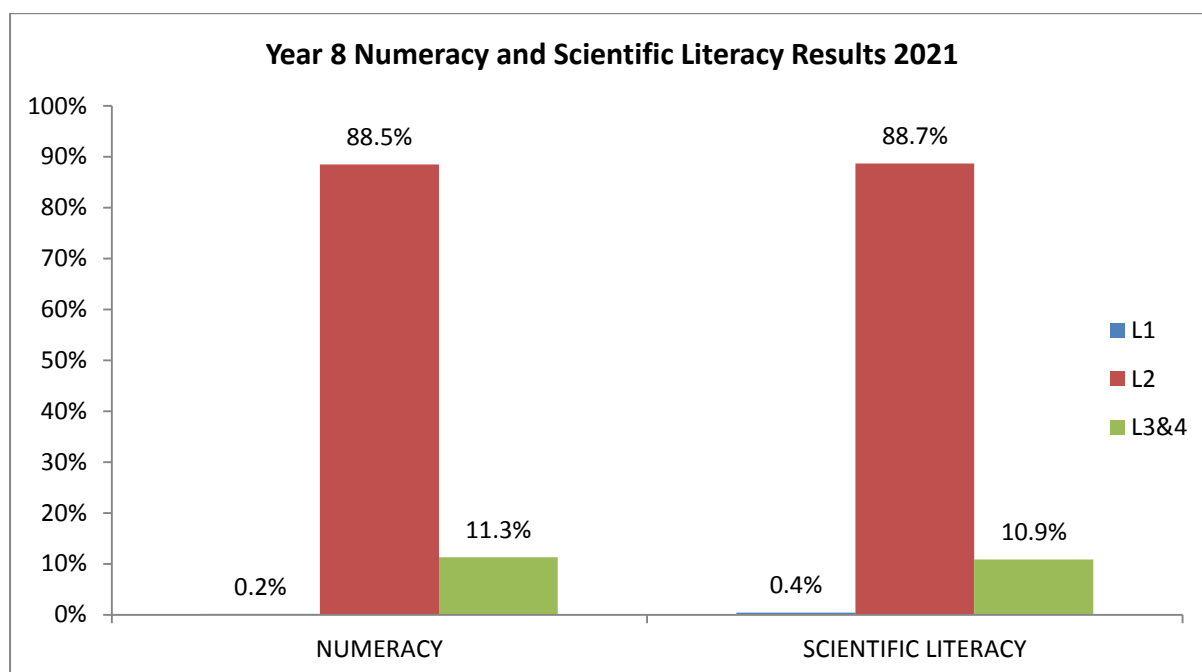
Subjects	Gender	L1	L2	L3&4
ENGLISH	F	0.8%	51.8%	47.4%
	M	2.2%	74.8%	23.0%
	TOTAL	1.5%	63.2%	35.4%
NUMERACY	F	0.2%	85.4%	14.3%
	M	0.1%	91.6%	8.3%
	TOTAL	0.2%	88.5%	11.3%
SAMOAN	F	0.1%	33.2%	66.7%
	M	0.5%	59.7%	39.9%
	TOTAL	0.3%	46.3%	53.4%
SCIENTIFIC LITERACY	F	0.3%	87.0%	12.7%
	M	0.5%	90.4%	9.1%
	TOTAL	0.4%	88.7%	10.9%
SOCIAL STUDIES	F	0.1%	82.8%	17.0%
	M	0.5%	89.6%	9.9%
	TOTAL	0.3%	86.2%	13.5%
VISUAL ARTS	F	0.1%	78.0%	21.8%
	M	0.3%	89.8%	9.9%
	TOTAL	0.2%	83.8%	15.9%
HEALTH & PHYSICAL EDUCATION	F	0.1%	57.8%	42.1%
	M	0.3%	74.7%	25.0%
	TOTAL	0.2%	66.1%	33.6%

Figure 33: SNAPE Results by Subject Fields (English, G. Samoa. S. Studies) 2021



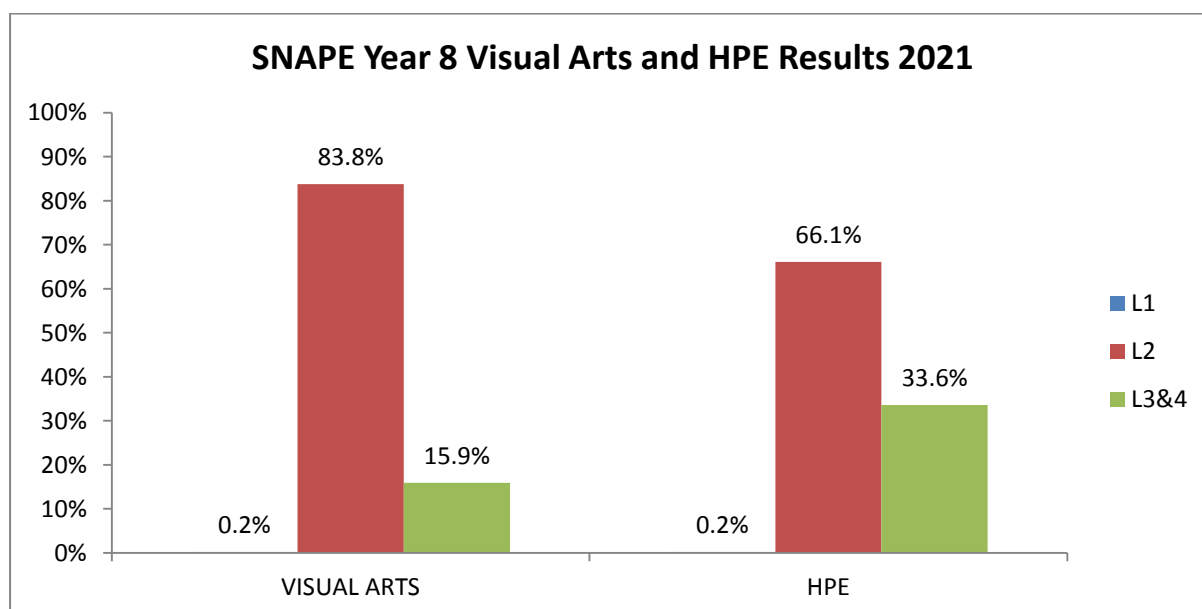
As seen in the (figure 33) above, each subject has varying percentages of students achieving respective levels. However, it is vividly presented in the above data that close to 100% of students were able to attain passing levels of achievement (Levels 2, 3, and 4). Furthermore, we can see that the majority of students achieving the highest levels of achievement (Levels 3&4) did so within the subject of Samoan with 53.4% of students.

Figure 34: SNAPE Results by Subject Fields (Maths, Science) 2021



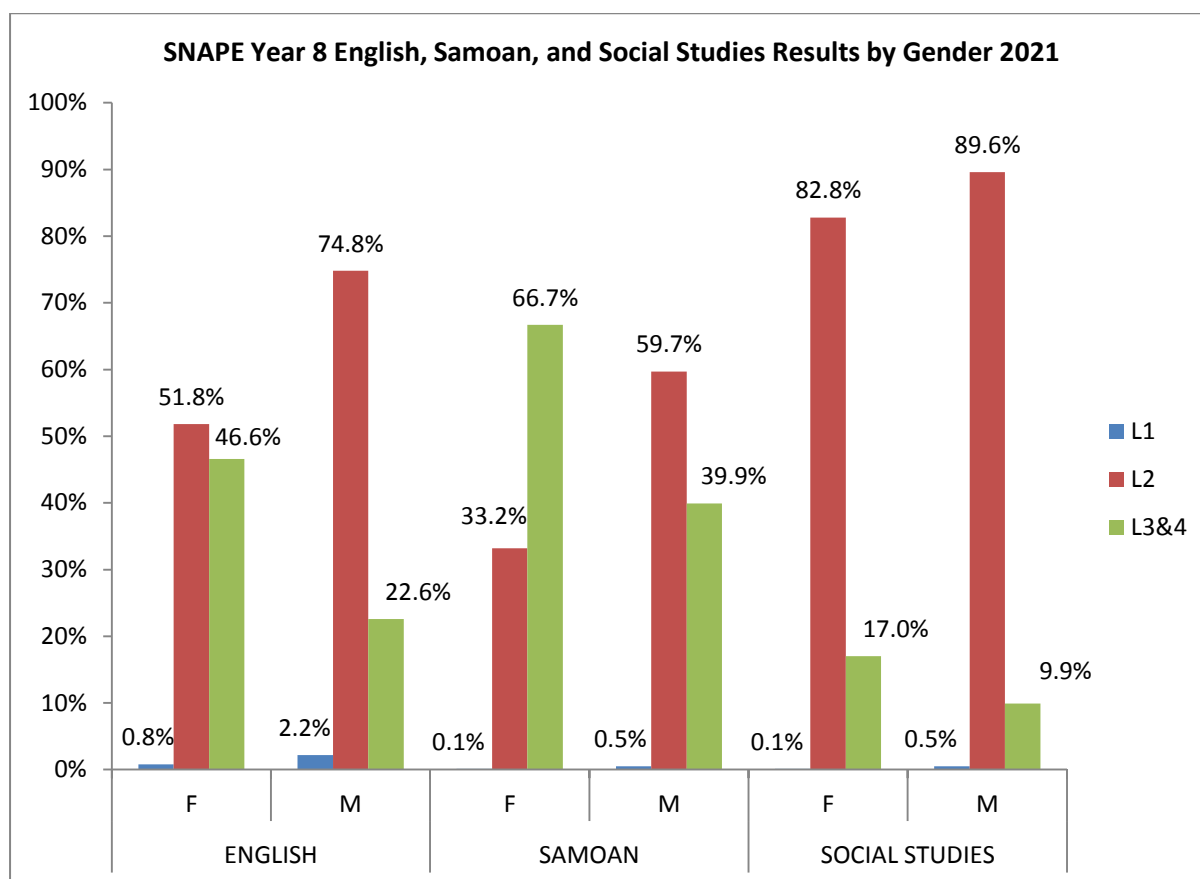
The above chart (figure 34) representing results from both Numeracy and Scientific Literacy are almost parallel to each other with both subjects almost achieving 0% of students ranking below the passing level or ranking within Level 1. More so, we see that both subjects have ratios of students achieving Level 2 with Numeracy at 88.5% and Scientific Literacy at 88.7% while students achieving Level 3 and 4 are also similar as shown above.

Figure 35: SNAPE Results by Subject Fields (Vocational) 2021



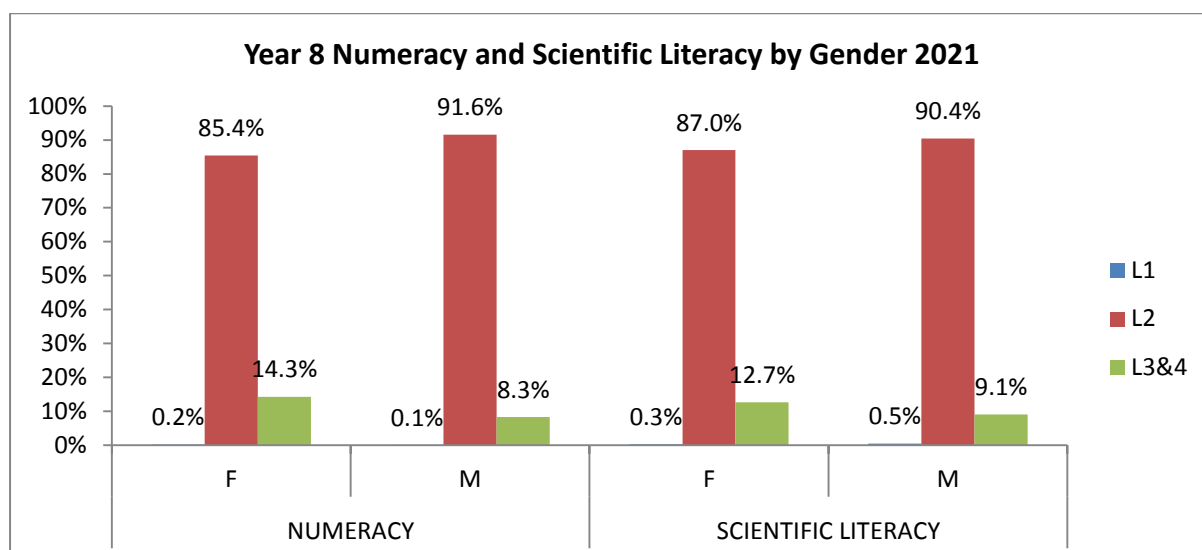
The above information tells us that almost 0% of students failed for both Visual Arts and Health and Physical Education. Consequentially, there is a high percentage of students attaining passing levels of achievement. For example, Visual Arts has 83.8% of students obtaining a Level 2 while HPE shows a 66.1% of students achieving the same level.

Figure 36: SNAPE Results by Gender (English, G.Samoa, S.Studies) 2021



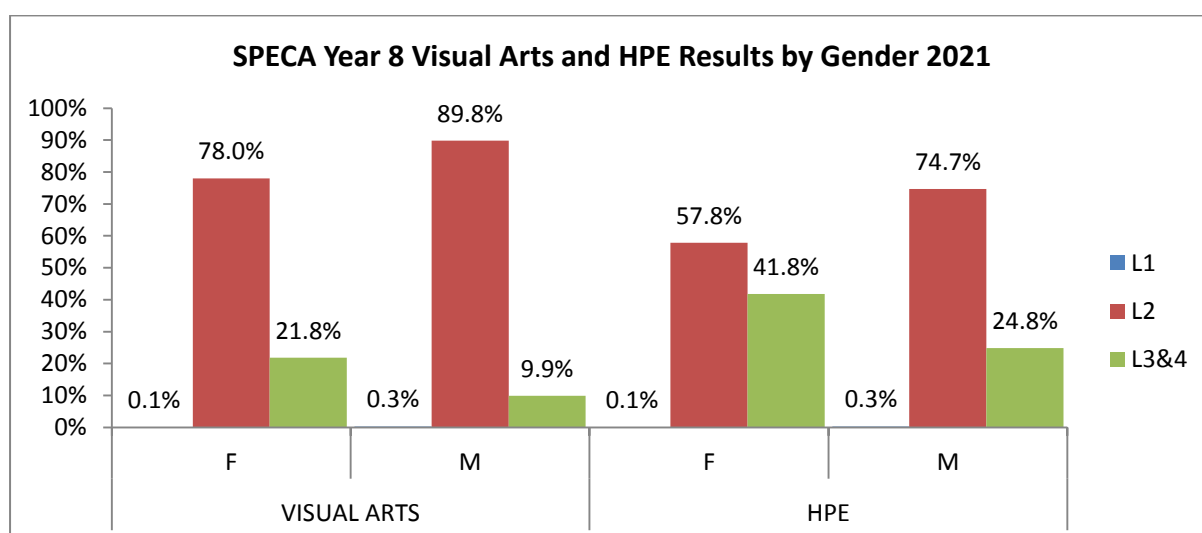
In graph (figure 36) it is visible that a higher percentage of females obtained Levels 3 and 4 compared to males for English, Samoan, and Social Studies. For example, in English, 24% more females achieved levels 3 and 4 compared to males. For Samoan, 67.7% of females achieved levels 3 and 4 while 33.9% of males acquired the same level; showing that the amount of females acquiring this level is double that of their male classmates. Although more females also achieved Level 3 and 4 for Social Studies, the amount of students achieving passing levels only shows a difference of 0.3% in favour of female students.

Figure 37: SNAPE Results by Gender (Maths, Science) 2021



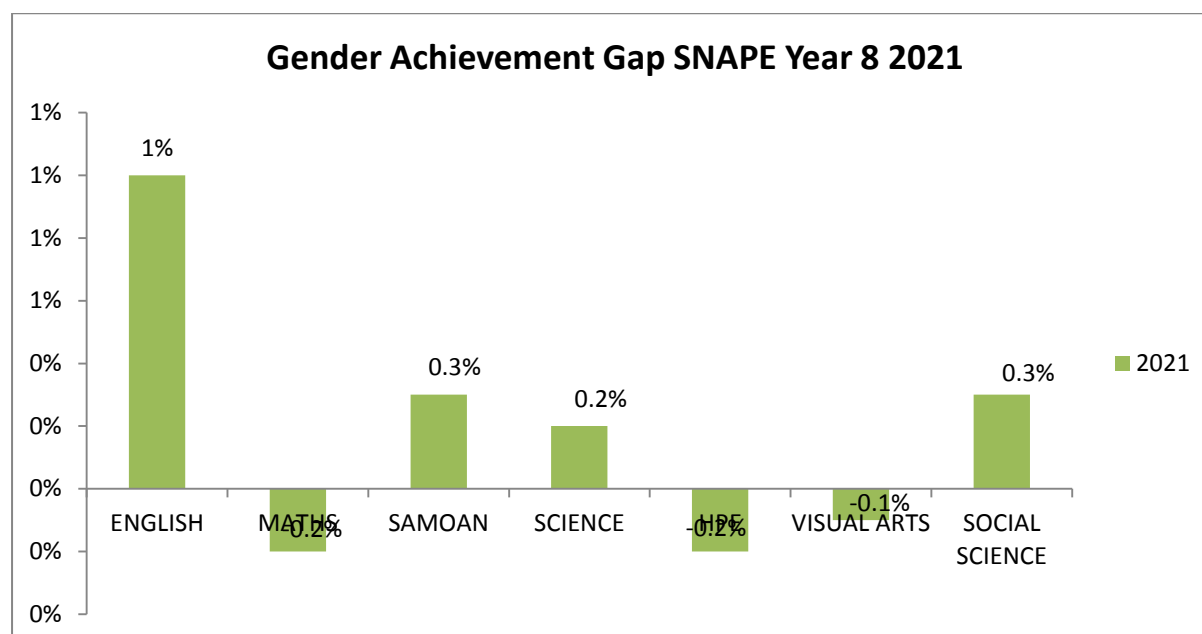
Much like English, Samoan, and Social Studies, the chart above reveals that more females are achieving Levels 3 and 4 compared to males. Regardless, it is noteworthy that for Numeracy and Scientific Literacy almost 100% of students obtained a passing level. Nonetheless, for Numeracy, more males collectively acquired passing levels (Level 2, 3, &4) compared to female students by 0.2%.

Figure 38: SPECA Results by Gender (Vocational Subjects) 2021



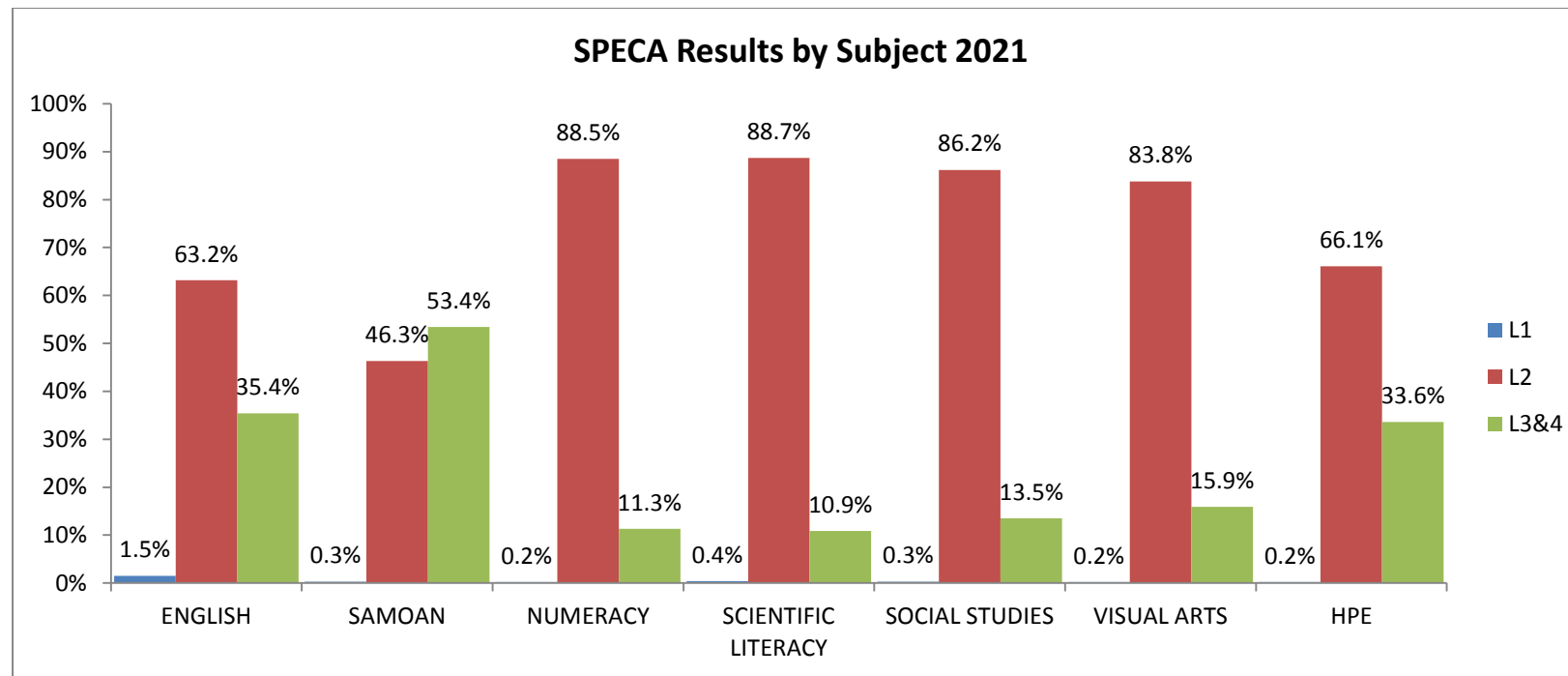
Although the trend of females achieving Levels 3 and 4 is of greater extent compared to males is shown in contrast to previous levels (and is also visible above), it is also prominent to note that for both Visual Arts and Health and Physical Education, almost 100% of students passed. As shown above, only 0.1% of females and 0.3% of males did not pass Visual Arts and Health and Physical Education (Level 1).

Figure 39: SNAPE Results Gender Achievement Gap 2019-2021



Generally, female students have achieved higher results compared to males for four subjects (English, Samoan, Science, Social Science) and vice versa (Maths, HPE and Visual Arts). The graph above denotes there is no disparity between genders as GAG is only 1% and below.

Figure 40: SNAPER Results Trends by Subject 2021



Amongst the subjects in the graph above, we can immediately distinguish that English has the highest rate of students who did not acquire a passing level (Level 2, 3, & 4) with 1.5% ergo more that 98% of Year 8 students acquired a passing level for all SPECA subjects. What's more, is that for Level 3 and 4 (the highest levels of achievement) Samoan has the highest amount of students with 53.4% which is seconded by English with 35.4% and followed by HPE with 33.6%. It is also striking to note that Numeracy, Scientific Literacy, Social Studies, and Visual Arts have clustered proportions of students achieving Level 2 – all being over 80% – while also sharing similar magnitude of students obtaining Level 3 and 4.

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	70 - 84%
Level 2	Achieved	50 - 64%
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, as a result; this Statistical Digest only illustrates subjects of English, Gagana Samoa, Mathematics, Physics, Chemistry and, Biology.

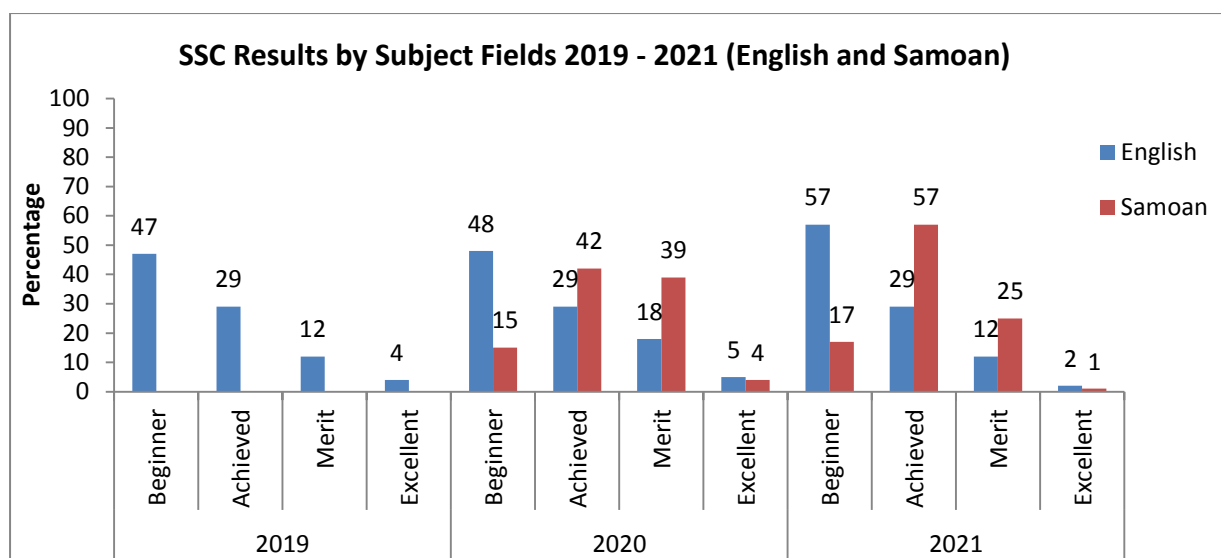
⁶ 17 exams for SSC and 18 exams for SSLC

Table 23: SSC Gender Achievements by Level 2019-2021

Subjects	Gender	2019				2020				2021			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male		21	22	7	61	25	12	2	48	33	15	3
	Female	37	34	18	6	39	31	22	8	70	23	6	1
	Total	47	29	12	4	48	29	18	5	57	29	12	2
G.Samoa	Male	No exam				2	45	32	3	12	58	28	1
	Female					12	41	43	4	24	55	21	1
	Total					15	42	39	4	17	57	25	1
Maths	Male	88	8	2	1	88	9	2	1	78	17	5	1
	Female	91	6	2	1	86	11	3	1	81	13	5	1
	Total	90	7	2	1	87	10	2	1	79	15	5	1
Biology	Male	54	33	11	1	63	27	10	1	59	27	11	3
	Female	65	21	12	2	66	22	11	2	55	29	13	3
	Total	62	25	12	1	65	24	10	1	58	28	12	3
Chemistry	Male	No exam				58	29	10	4	67	25	8	1
	Female					62	23	9	5	68	25	6	2
	Total					61	26	9	4	67	25	7	1
Physics	Male	No exam				41	33	24	2	52	32	14	2
	Female					55	27	16	2	49	28	11	1
	Total					49	30	19	2	51	35	12	1

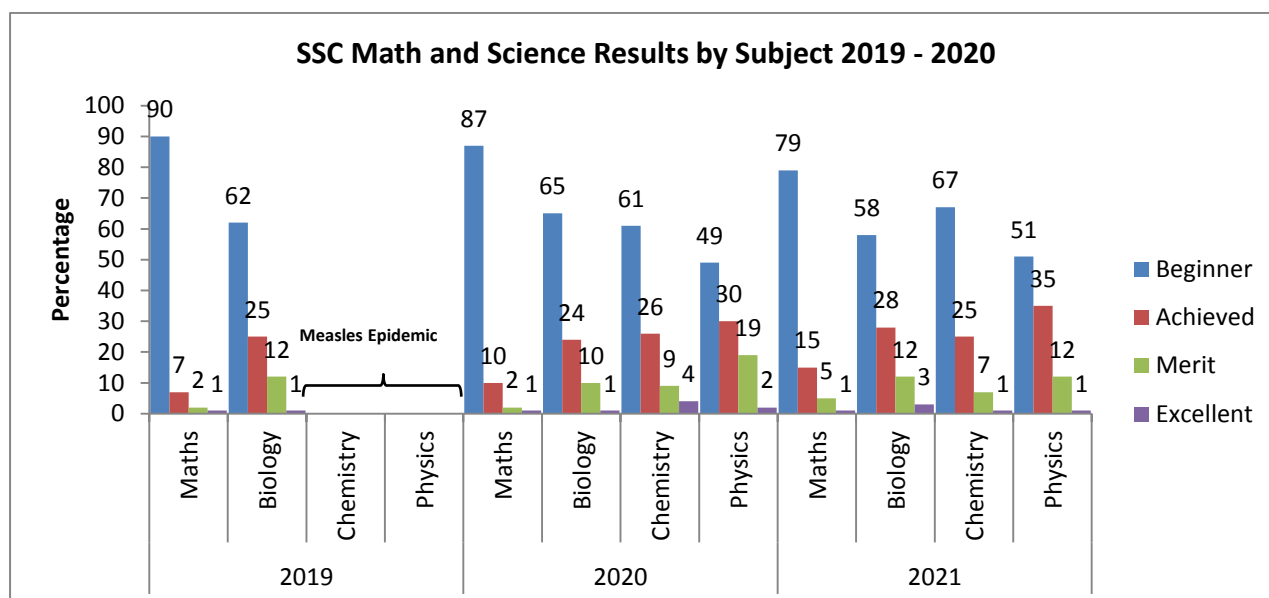
The table above shows SSC results over the last 3 years for the 6 subjects. The majority of the students achieved Level 1 and Level 2 in all subjects since 2018. “No exam” in 2019 was due to the measles epidemic.

Figure 41: SSC Results by Subject Fields (English and G. Samoa) 2019-2021



Over the last 3 years we can see that while the rate of students failing English (Level 1) is slightly increasing – 47% in 2019, 48% in 2020, and 57% in 2021 – it is notable that more students are failing English compared to the 15% of students Level 1 for Samoan in 2020 and 17% in 2021.

Figure 42: SSC Results by Subjects Fields (Maths & Science Subjects) 2019-2021



Samoa School Certificate for Math and Science subjects reveals interesting insight showing that inspite of the fact that students with Level 1 (below 50% and failing) for Maths and Biology are in a negating trend line, the percentage of students failing those subjects is still high. For example, Maths in 2020: 90% of students in Level 1; Maths 2020: 87% Level 1; and Maths 2021: 79% Level 1. The threeshold of students failing remains high. For Chemistry and Biology, on the other hand, the rate at which students are failing is slighly increasing from Chemistry 2020 at 61% to 67% in 2021 and Physics at 49% in 2020 and now at 51% in 2021.

Figure 43: SSC Results by Gender (English & G.Samoa) 2019 – 2021

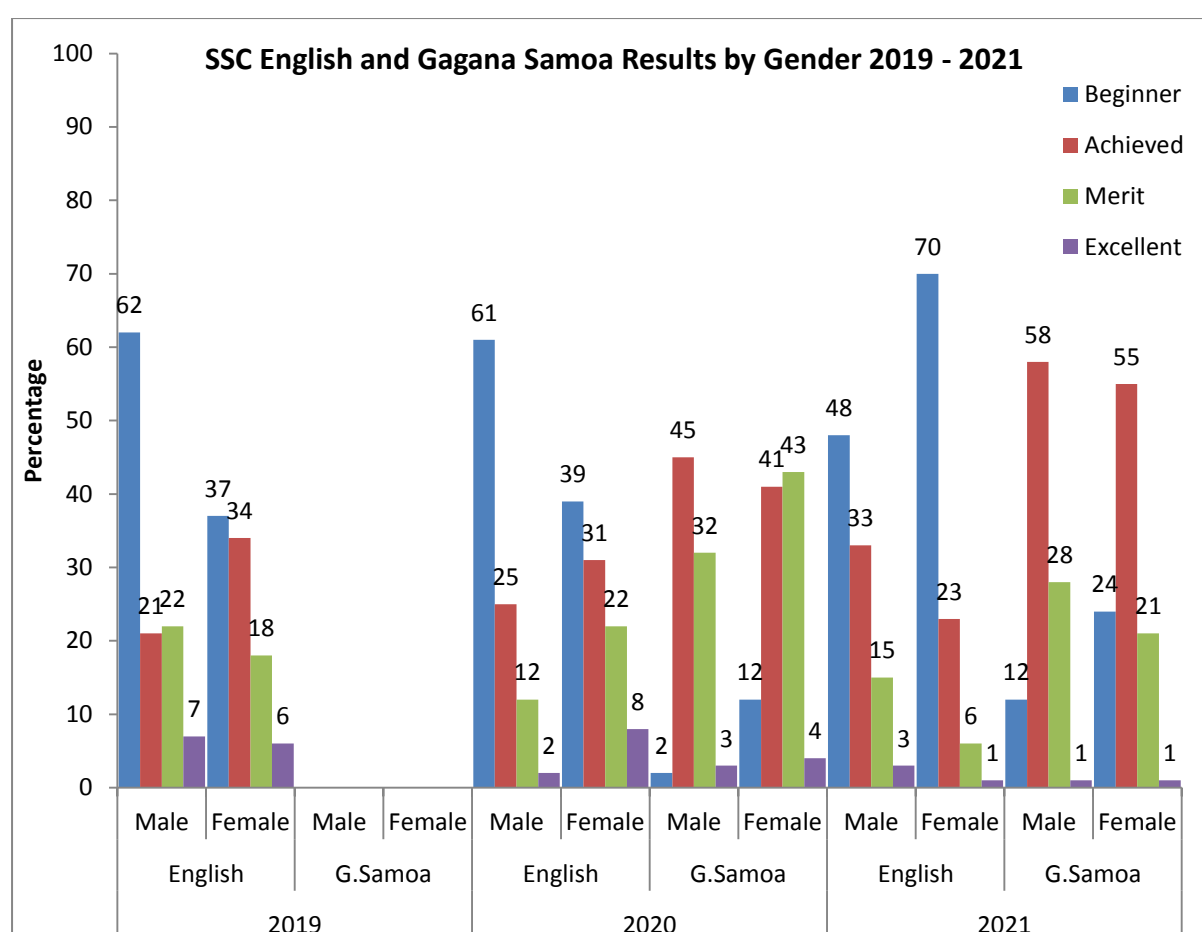
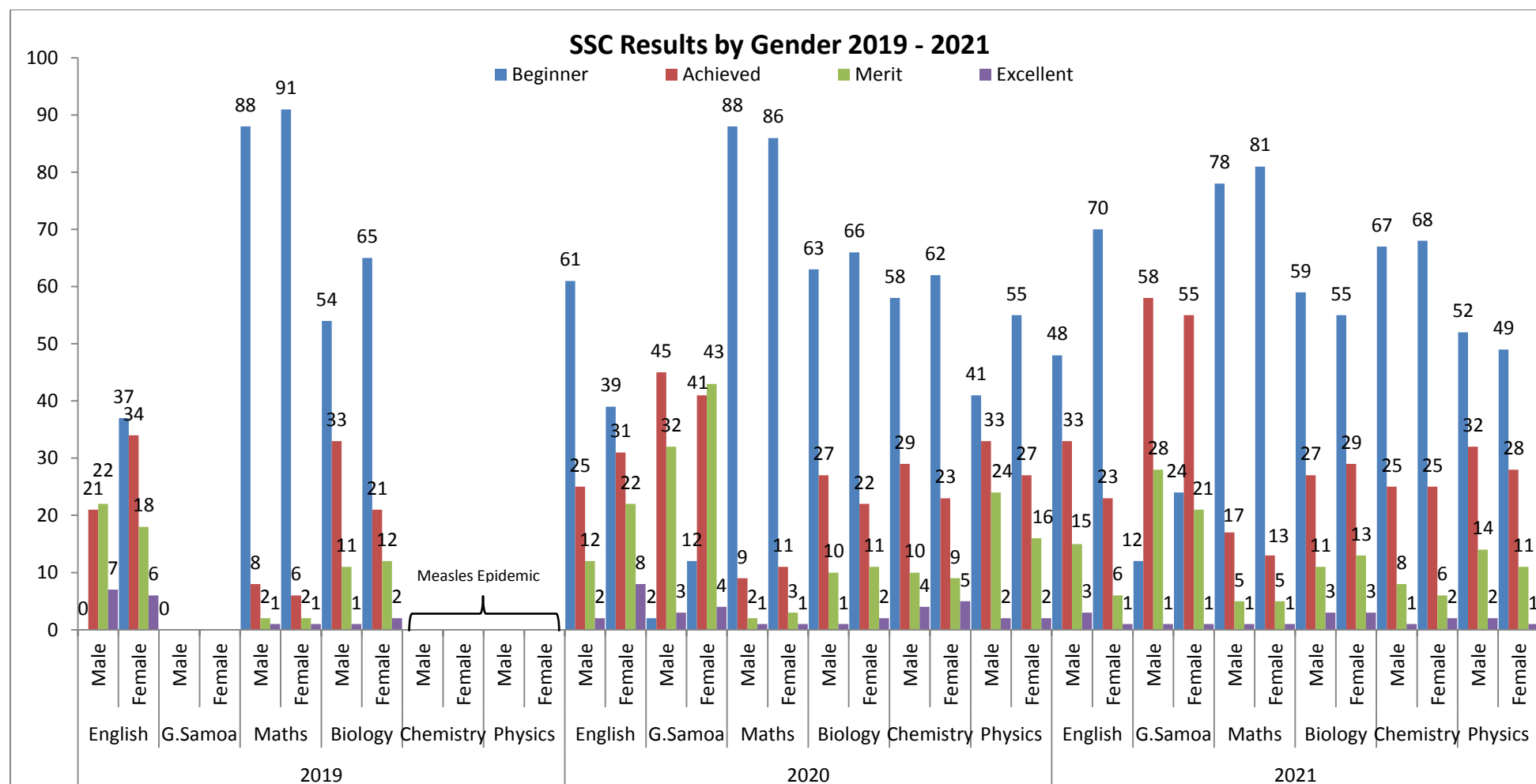


Figure 43: Results by Gender (English and Gagana Samoa) 2019-2021 shows that the number of female students acquiring below 50% or Level 1 for English has doubled since 2019 from 37% to 70% in 2021. For males, the amount of students obtaining Level 1 has substantially decreased since 2019 from 62% to 48% in 2021.

Although students were not able to be assessed for Gagana Samoa in 2019, we can see significant changes from 2020 to 2021. For example, for both genders the percentile of students achieving Level 2 has increased while students achieving Level 3 and 4 have decreased simultaneously. Notably, male students have a higher pass rate level for Gagana Samoa compared to females for 2021 – males Level 2 at 58% and Level 3 and 4 at 28% while females are not too far behind at 55% for Level 2 and 21% for Level 3 and 4. In relation to this we can also see that more female students failed Gagana Samoa for both 2020 and 2021 with 12% and 24% respectively, while only 2% of males in 2020 and 12% of males in 2021 did not achieve passing levels.

Figure 44: SSC Results by Gender (Maths & Science Subjects) 2019-2021



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 and has only decreased for males by 10% and for females by 5%. 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 24: SSLC Gender Achievements by Level 2019-2021

Subjects	Gender	2019				2020				2021			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	58	28	12	4	63	25	11	1	32	38	24	6
	Female	41	40	15	2	40	36	20	3	53	32	12	3
	Total	51	33	14	3	50	31	16	3	40	36	19	5
G.Samoa	Male	34	32	30	4	26	56	17	1	6	49	40	5
	Female	4	49	43	4	16	59	24	0	11	52	31	5
	Total	16	42	38	4	20	58	21	1	8	50	37	5
Math	Male	79	14	5	2	80	12	4	4	71	23	6	1
	Female	78	14	5	3	75	18	5	3	76	16	5	2
	Total	78	14	5	3	76	16	5	3	73	20	5	2
Biology	Male	56	32	9	3	53	34	8	4	60	27	10	3
	Female	57	30	9	3	53	29	11	7	59	30	9	2
	Total	57	31	9	3	53	30	10	6	60	28	10	3
Chemistry	Male	79	16	5	1	56	31	11	3	69	20	10	1
	Female	78	17	5	1	54	29	12	5	61	30	9	0
	Total	78	16	5	1	54	30	11	4	66	24	10	1
Physics	Male	63	24	8	5	35	30	18	14	36	40	19	4
	Female	51	26	17	7	30	30	29	11	33	40	24	4
	Total	57	25	12	6	32	30	24	13	35	40	21	4

Figure 45: SSLC Results by Subject Fields (English & G.Samoa) 2019-2021

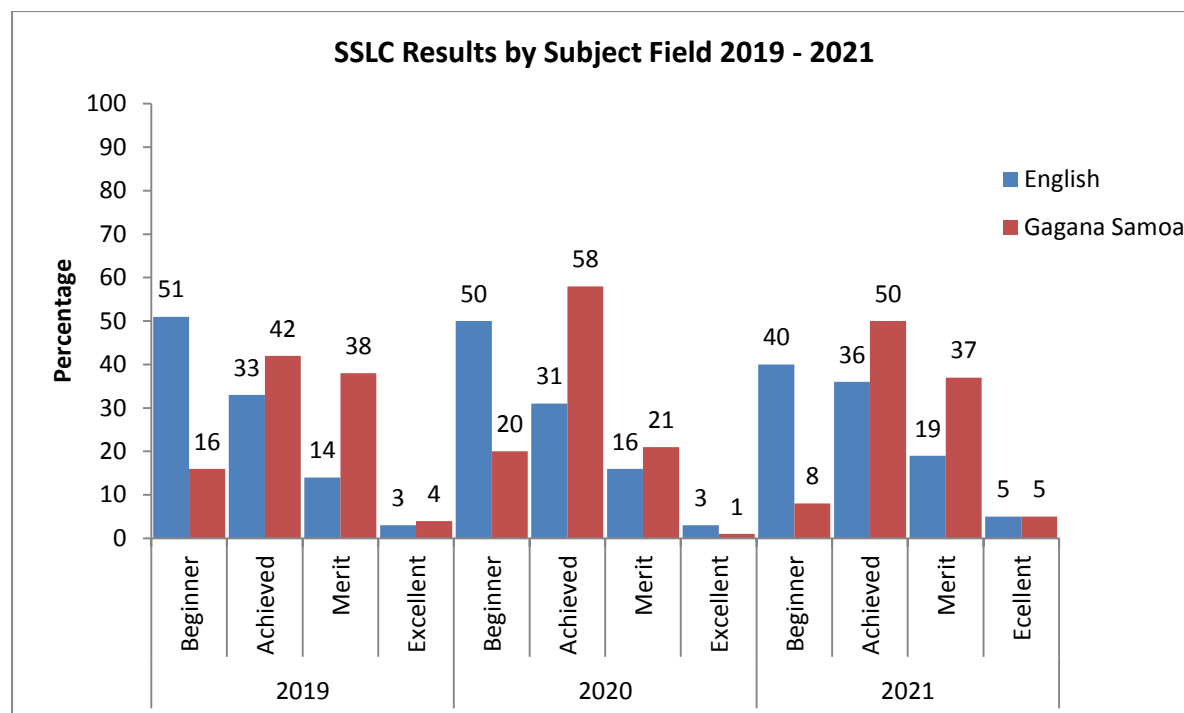
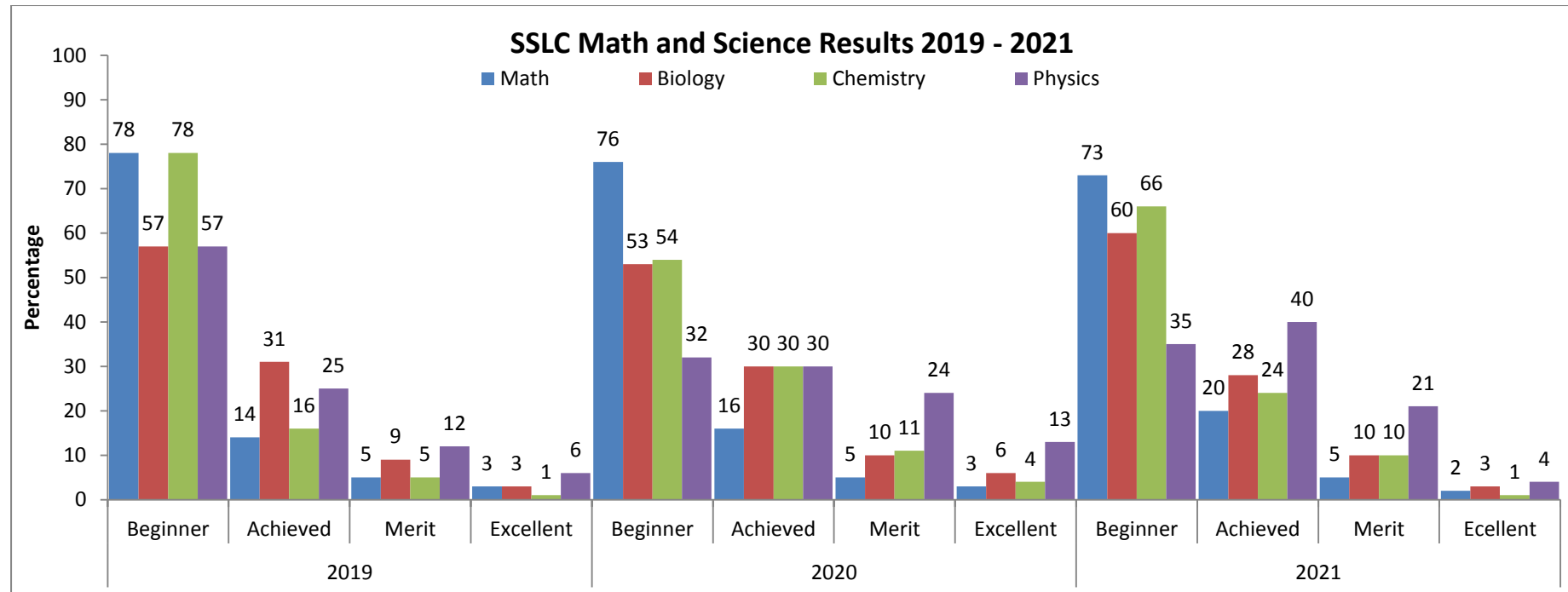


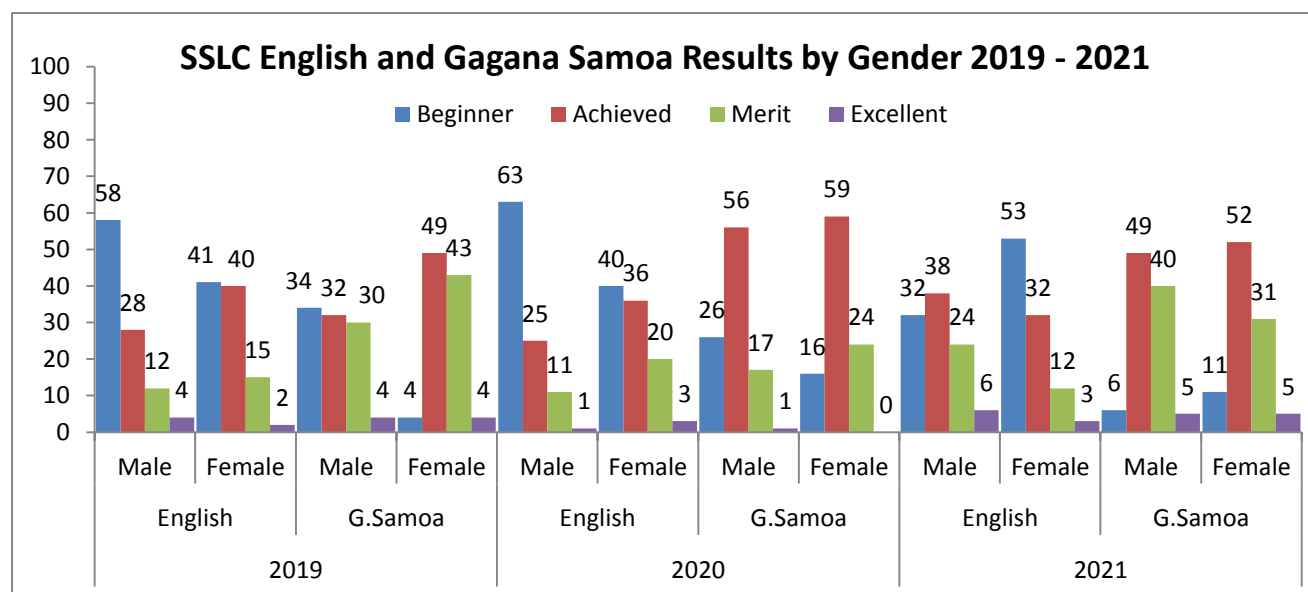
Figure 45 show that slightly more students are achieving higher levels. As seen in 2019 there were 33% students Achieved; 14% students Merit; and 3% students Excellent. In 2021, this has increased to 36% students Achieved; 19% students Merit; and 5% students Excellent. For Gagana Samoa, we can see that for the past three years more students had a passing level for Gagana Samoa than for English. For instance, in 2019 38% of students achieved Merit for Gagana Samoa while only 14% were able to do so for English. Again in 2021 we see this trend for Merit with 37% for Gagana Samoa and 19% for English.

Figure 46: SSLC Results by Subject Fields (Maths & Science Subjects) 2019-2021



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 78% in 2019; 76% in 2020; and 73% in 2021. Math has seen a continuing decrease from 2019 at 78% to 2021 at 73% with a difference of 5%. Physics has fluctuated over this three-year period with major improvements experienced since 2020 with 25% at Achieved; 12% at Merit; and 6% at Excellent and 2021 with 40% at Achieved; 21% at Merit; and 4% at Excellent.

Figure 47: SSLC Results by Gender (English & Samoan) 2019-2021



The above graph represents Samoa School Leaving Certificate results for English and Gagana Samoa from 2019 to 2021 and we can see that for English more female students were able to acquire passing achievement levels in 2019 and when compared to 2021 it is visible that males were able to surpass their female classmates. As a result we also see that the ratio of male students failing has plummeted by half from 2020 at 63% to 32% in 2021.

More so, Gagana Samoa has fluctuated over the past three years. However, much like English, male students were finally able to surpass their female peers in 2021 when compared with 2019 and 2020.

Figure 48: SSLC Results by Gender (Math & Science Subjects) 2019-2021

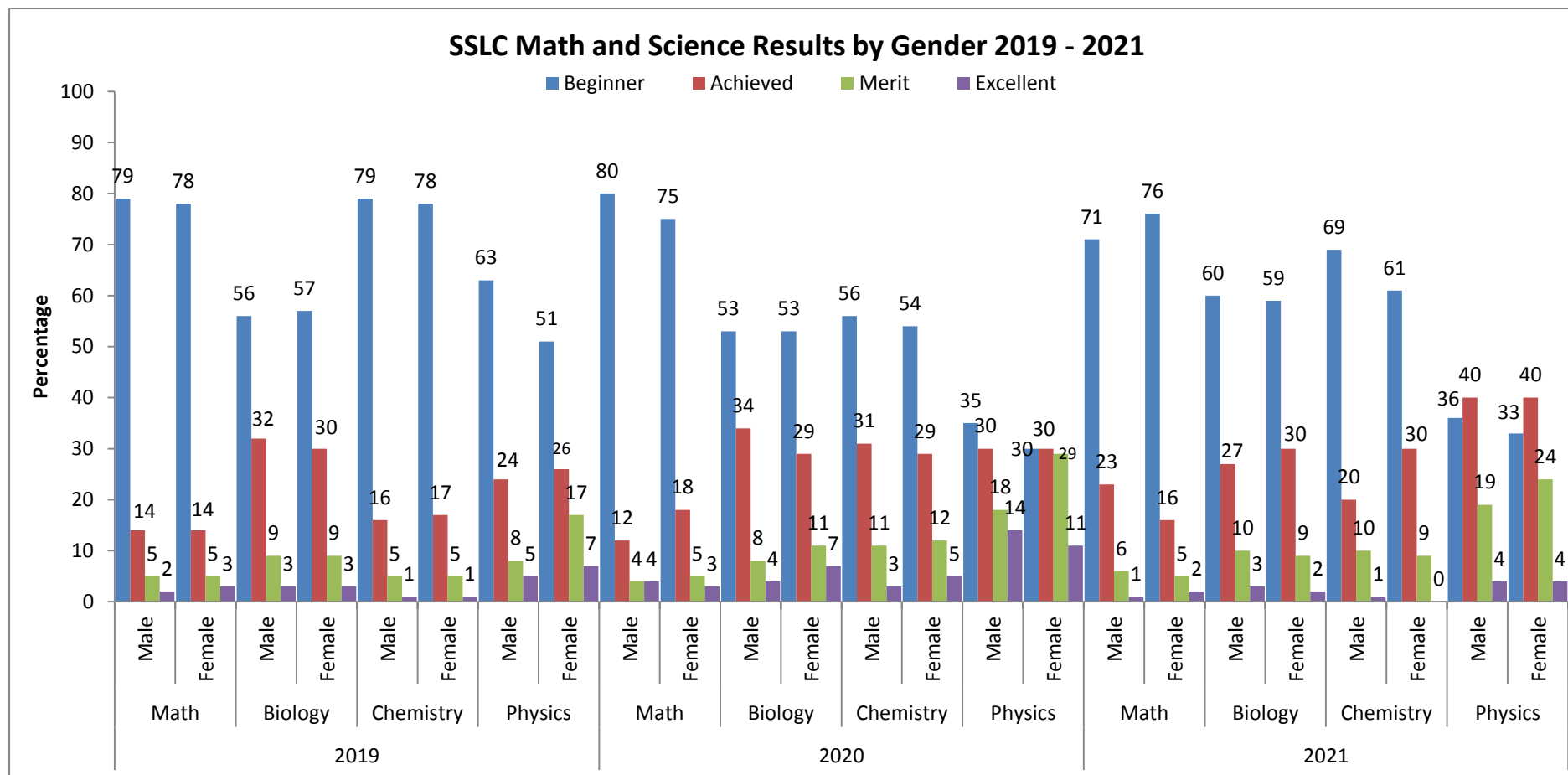


Figure 48 shows Maths as one of the hardest core subjects which never met its 50% pass rate over the years. The graph displays a prodigious gap between students passing Math and Science subjects. This gap only narrows with Physics in 2020 and slightly more so in 2021 with more students obtaining “Achieved” with 40% for both genders compared to Beginner level students with 36% for males and 33% for females.

Table 25: SSLC Gender Achievement by Level 2019-2021

SSLC	Gender	2019				2020				2021			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	58%	28%	12%	2%	63%	25%	11%	1%	32%	38%	24%	6%
	Female	41%	40%	15%	4%	40%	36%	20%	3%	53%	32%	12%	3%
	Total	51%	33%	14%	3%	50%	31%	16%	2%	40%	36%	19%	5%
Gagana Samoa	Male	34%	32%	30%	4%	26%	56%	17%	1%	6%	49%	40%	5%
	Female	4%	49%	43%	4%	16%	59%	24%	0	11%	52%	31%	0%
	Total	16%	42%	38%	4%	20%	58%	21%	1%	8%	50%	37%	5%
Mathematics	Male	79%	14%	5%	2%	79%	12%	4%	4%	71%	23%	6%	1%
	Female	78%	14%	5%	3%	75%	18%	5%	3%	76%	16%	5%	2%
	Total	78%	14%	5%	3%	76%	16%	5%	3%	73%	20%	5%	2%

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. Although the majority of students achieved Level 1 and 2 in 2020, that has changed for English and Gagana Samoa for 2021. Unfortunately, Maths remains stagnant in its progress to increase more students in higher levels of achievement.

C2.3: SSC and SSLC Pass Rates

As approved by Cabinet early 2020, four-year level transformation in the Secondary Education System has commenced, as the Year 10 cohort this year will be sitting a new national examination 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 26: Year 12 SSC Pass Rates by Gender 2019-2021

Subjects	Gender	2019		2020		2021	
		Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate
ENGLISH	Male	950	38	1026	39	1499	52
	Female	1270	52	1405	62	1036	30
	TOTAL	2220	52	2433	52	2535	43
MATHEMATICS	Male	754	12	843	12	1251	22
	Female	1137	9	1218	14	858	19
	TOTAL	1891	10	2062	13	2109	21
BIOLOGY	Male	167	46	164	37	349	41
	Female	328	35	373	34	172	45
	TOTAL	495	38	537	35	521	42

The above table specifies the three (3) examination subject results for SSC from 2019 – 2021. These also include Literacy, Numeracy, and Science sat by Year 12 students in 2019. As seen above, male students have progressed in English since 2019 while female students did increase in 2020 from 52% in 2019 to 62% in 2020, the percentage did plunge in 2021 to 30%. Unlike English, Mathematics has moderately improved by both genders totaling out to an 11% increase from 2019 at 10% to 21% in 2021. Biology has fluctuated over the past three years. However, both Mathematics and Biology have not been able to achieve a 50% pass rate for either gender or collectively.

Table 27: SSLC Pass Rate 2019-2021

Subject	Gender	2019		2020		2021	
		No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate
ENGLISH	Male	978	42	808	37	770	19
	Female	815	59	1155	59	1170	41
	TOTAL	1793	49	1963	50	1940	60
MATHEMATICS	Male	546	22	504	21	583	9
	Female	768	22	730	25	895	18
	TOTAL	1314	22	1235	23	1478	27
GAGANA SAMOA	Male	590	96	656	74	607	35
	Female	837	96	932	84	931	57
	TOTAL	1407	84	1592	80	1538	92
BIOLOGY	Male	183	44	131	45	120	11
	Female	254	43	284	47	310	29
	TOTAL	437	43	415	46	430	40
CHEMISTRY	Male	198	21	128	45	137	14
	Female	179	22	240	46	249	20
	TOTAL	377	22	368	45	386	34
PHYSICS	Male	99	37	79	62	83	31
	Female	89	49	97	70	99	35
	TOTAL	188	43	176	45	182	65

For SSLC, the achievement rate for Mathematics, Physics, and English have increased considerably in the past three years. Moreover, Gagana Samoa has also increased since 2019 at 84% to 2021 at 91%. Biology and Chemistry increased from 2019 to 2020 but tumbled again in 2021.

Section D: Teacher Supply Indicators

Teacher quality is an important factor in determining gains in student achievement and 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. Implementing effective teaching pedagogies create actual teaching and learning environments for all students. It focuses on the pedagogical knowledge base of teachers and the knowledge dynamics in the teaching profession in order to examine their implications for the instructional process and to derive evidence-based suggestions for educational policy.

The Quality Assurance Performance Appraisal (QAPA) 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.

For 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

There is not much difference in the number of teachers teach in ECE tin 2022 compare to 2021, except a huge gap of 96% between genders. For primary, there is a decline from 1467 in 2021 to 1459 in 2022, a difference of 8 teachers. However, the secondary level experienced a slight increase with a total of 1027 in 2021 and 1032 in 2022.

Table 28: Number and Percentage of ECE Teachers by Controlling Authority 2018-2022

Number of ECE Teachers					
# Teachers	2018	2019	2020	2021	2022
Male	9	14	12	11	9
Female	426	409	360	409	412
Total	435	423	372	420	421
Gender Gap	417	395	360	398	403
Percentage of ECE Teachers					
Male	2%	3%	3%	3%	2%
Female	98%	97%	97%	97%	98%
Gender Gap	96%	94%	94%	94%	96%

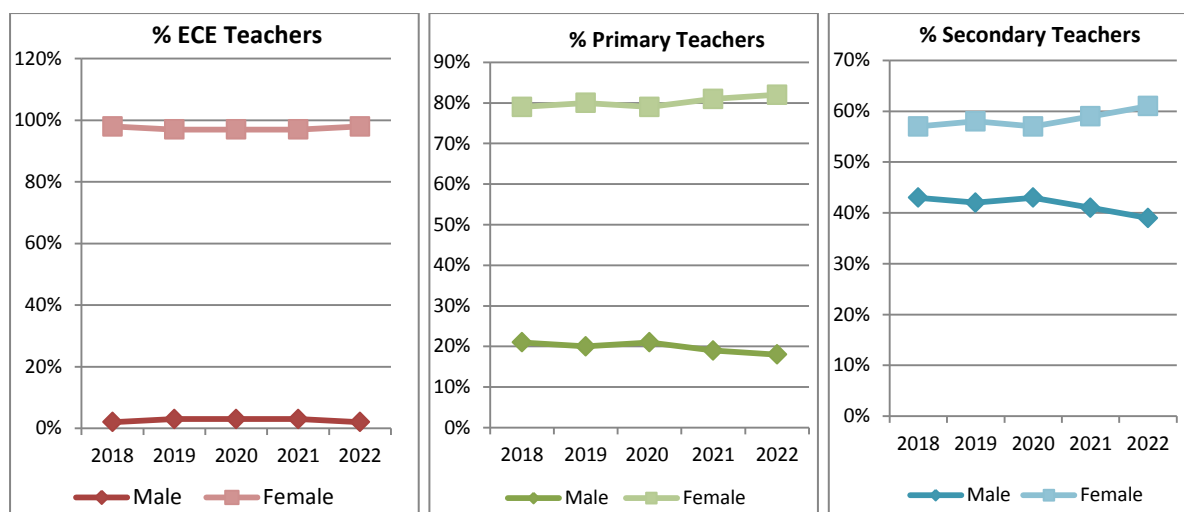
Table 29: Number and Percentage of Primary Teachers by Controlling Authority 2018-2022

Number of Primary Teachers						
School Status	Gender	2018	2019	2020	2021	2022
Government	Male	224	237	246	226	226
	Female	860	858	828	886	880
	Total	1084	1095	1074	1112	1106
Mission	Male	45	36	34	37	35
	Female	172	190	191	207	212
	Total	217	226	225	244	247
Private	Male	27	19	17	14	15
	Female	78	87	84	97	91
	Total	105	106	101	111	106
Totals	Total Male	296	292	297	277	276
	Total Female	1110	1135	1103	1190	1183
	Overall Total	1406	1427	1400	1467	1459
Percentage of Primary Teachers						
School Status	Gender	2018	2019	2020	2021	2022
Government	Male	16%	17%	18%	15%	15%
	Female	61%	60%	61%	60%	60%
	Total	77%	77%	79%	76%	75%
Mission	Male	3%	3%	2%	3%	2%
	Female	12%	13%	14%	14%	15%
	Total	15%	16%	16%	17%	17%
Private	Male	2%	1%	1%	1%	1%
	Female	6%	6%	6%	7%	6%
	Total	7%	7%	7%	8%	7%
Totals	Total Male	21%	20%	21%	19%	18%
	Total Female	79%	80%	79%	81%	82%
	Gender Gap	58%	60%	58%	62%	64%

Table 30: Number and Percentage of Secondary Teachers by Controlling Authority 2018-2022

School Status	Gender	Number Secondary Teachers				
		2018	2019	2020	2021	2022
Government	Male	229	264	243	237	223
	Female	374	377	387	387	390
	Total	603	641	630	624	613
Mission	Male	189	157	177	163	160
	Female	197	211	180	203	221
	Total	383	368	357	366	381
Private	Male	19	16	20	18	15
	Female	18	10	22	19	23
	Total	37	26	42	37	38
	Total Male	437	437	440	418	398
	Total Female	589	598	589	69	634
	TOTAL	1026	1035	1029	1027	1032
		Percentage of Secondary Teachers				
		2018	2019	2020	2021	2022
Government	Male	22%	26%	24%	23%	22%
	Female	36%	36%	38%	38%	38%
	Total	58%	62%	62%	61%	60%
Mission	Male	18%	15%	17%	16%	16%
	Female	19%	20%	17%	20%	21%
	Total	37%	35%	34%	36%	37%
Private	Male	2%	2%	2%	2%	1%
	Female	2%	1%	2%	2%	2%
	Total	4%	3%	4%	4%	3%
	Total Male	43%	42%	43%	41%	39%
	Total Female	57%	58%	57%	59%	61%
Gender Gap		14%	12%	14%	16%	22%

Figure 49: Percentage of Teachers by Gender and by School Levels 2018-2022



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 20% 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.

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.

Table 31: Teachers Qualification in ECE 2021

Qualifications	Gender	2022	
		Total	%
Certificate	Male	5	1
	Female	330	78
	TOTAL	335	79
Diploma	Male	1	0
	Female	4	1
	TOTAL	5	1
Degree	Male	0	0
	Female	2	0
	TOTAL	2	0
Helper/Volunteer	Male	3	1
	Female	76	18
	TOTAL	79	19
		421	

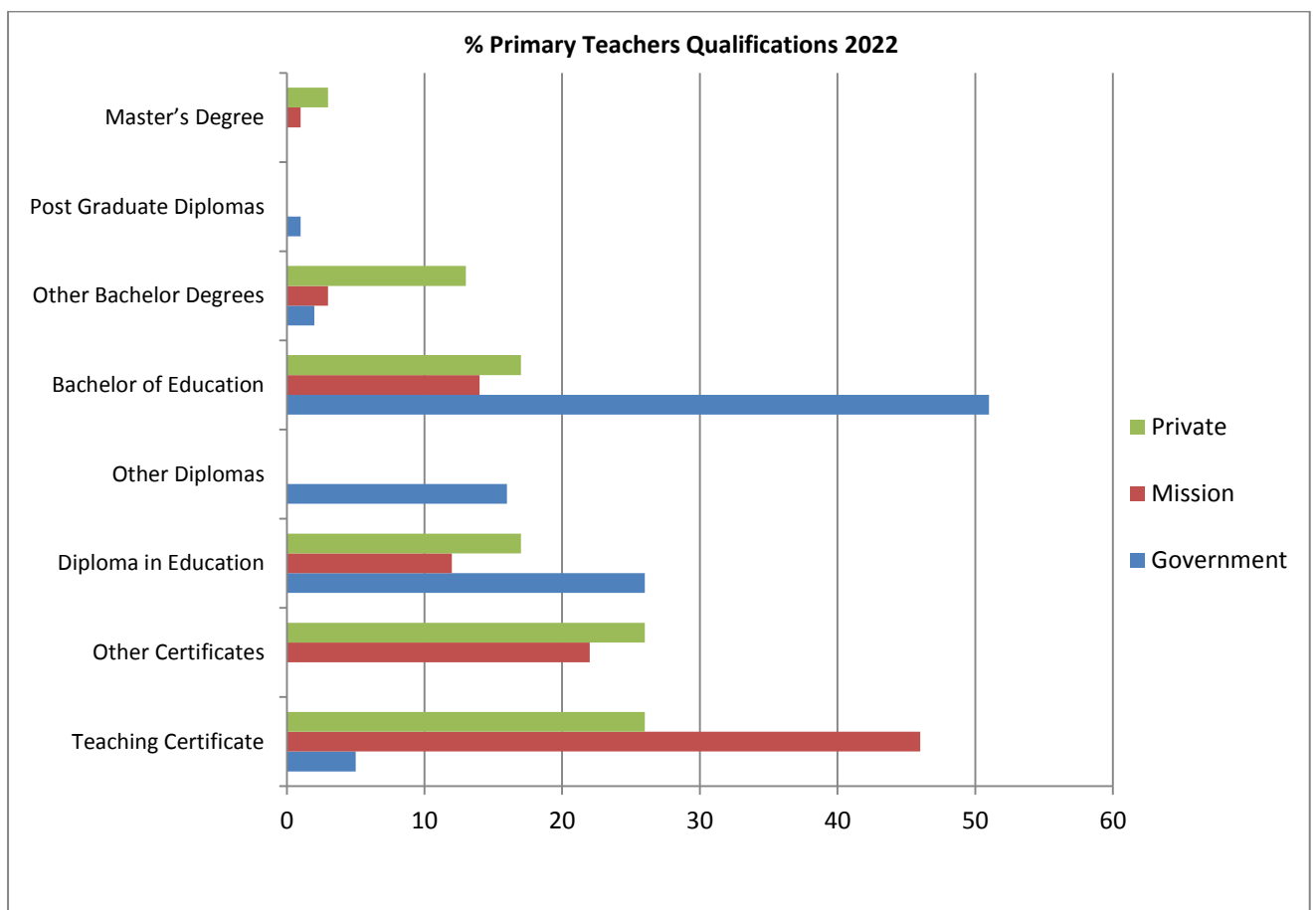
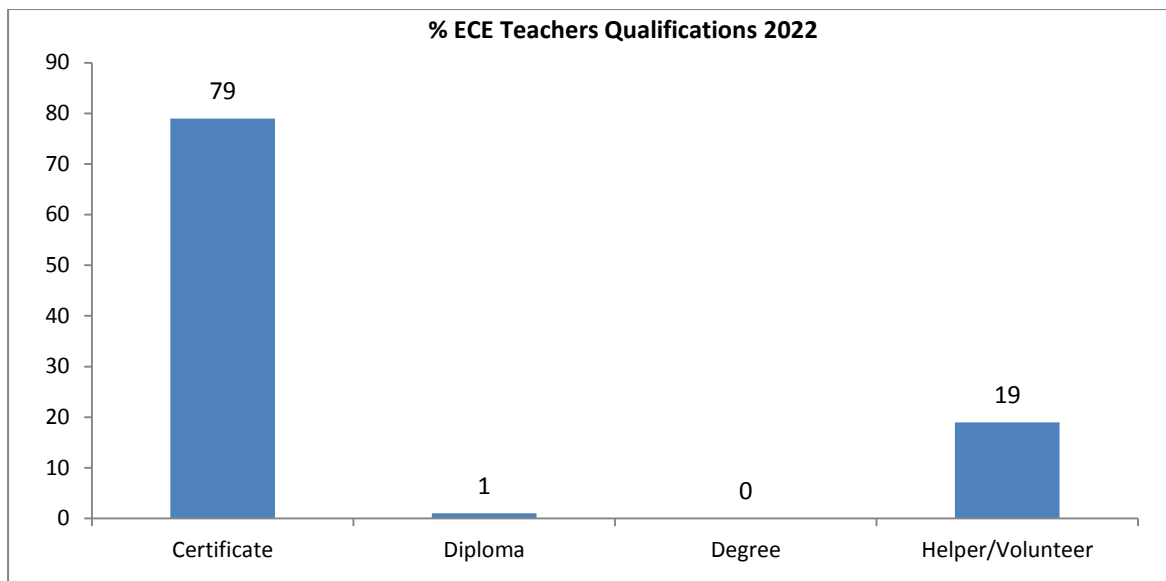
Table 32: Teachers Qualification in Primary 2022

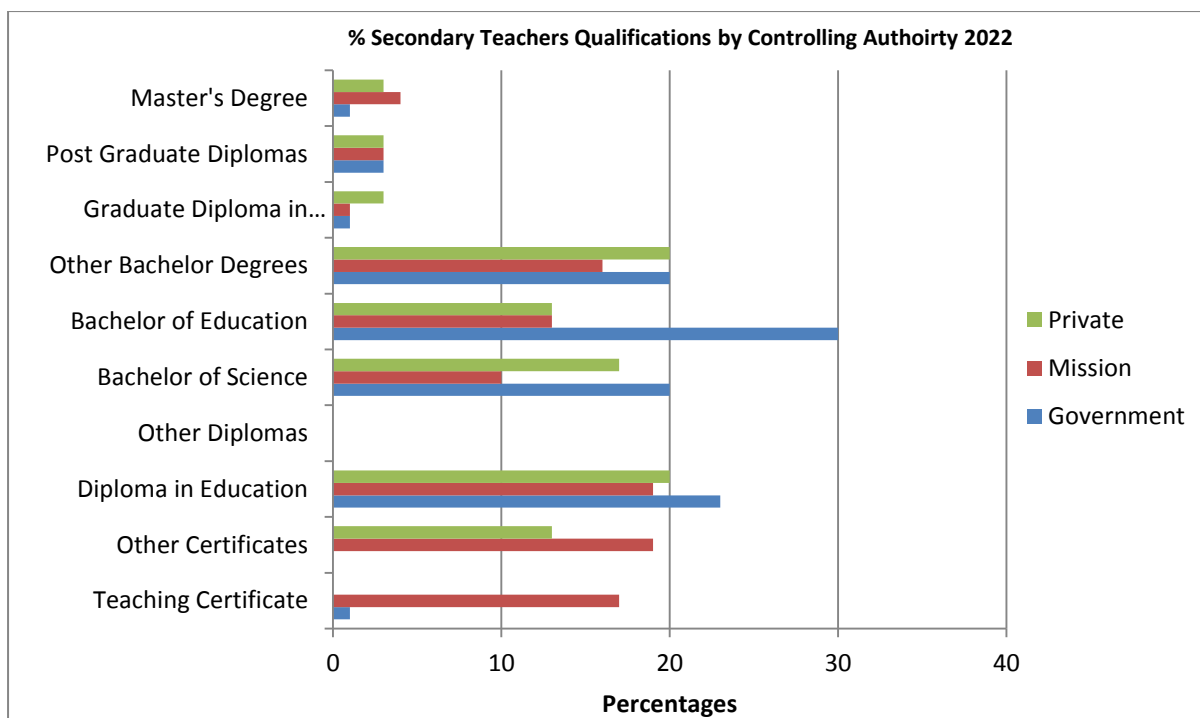
Primary Teachers Qualifications							
Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificate	Male	5	1	25	10	4	4
	Female	45	4	90	36	23	22
	TOTAL	50	5	115	46	27	26
Other Certificates	Male	0	0	10	4	2	2
	Female	0	0	46	18	25	24
	TOTAL	0	0	56	22	27	26
Diploma in Education	Male	60	5	6	2	3	3
	Female	225	20	24	10	15	14
	TOTAL	285	26	30	12	18	17
Other Diplomas	Male	42	4	0	0	0	0
	Female	130	12	0	0	0	0
	TOTAL	172	16	0	0	0	0
Bachelor of Education	Male	125	11	5	2	2	2
	Female	445	40	30	12	16	15
	TOTAL	570	51	35	14	18	17
Other Bachelor Degrees	Male	8	1	3	1	5	5
	Female	7	1	4	2	8	8
	TOTAL	15	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
		1106		247		106	

Table 33: Teachers Qualification in Secondary 2022

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	55	10	31	7	5	17
	Female	52	13	47	12	2	3
	TOTAL	107	23	78	19	7	20
Other Diplomas	Male	2	0	0	0	0	0
	Female	1	0	0	0	0	0
	TOTAL	3	0	0	0	0	0
Bachelor of Science	Male	61	10	17	5	2	7
	Female	64	10	18	5	3	10
	TOTAL	125	20	35	10	5	17
Bachelor of Education	Male	70	9	25	5	4	3
	Female	151	21	37	8	6	10
	TOTAL	221	30	62	13	10	13
Other Bachelor Degrees	Male	44	7	31	7	5	10
	Female	72	13	29	9	4	10
	TOTAL	116	20	60	16	9	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	13	2	7	2	1	3
	TOTAL	19	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
		613		381		38	

Figure 50: Percentage of Teachers with Qualifications by Controlling Authority 2022





As shown in Figure 52 for ECE, the highest number of teachers (79%) 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 Bachelor of Education Degree whilst 42% was recorded for those who hold Diploma in Education and Other Diplomas pertaining to other specialized areas.

For the Secondary Level, 75% of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*). However, 23% 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 Diploma in Education and Other Certificates at 19%, 16% for Other Bachelor Degrees, 13% for Bachelor of Education, and 10% accounts for Bachelor of Science. It also applies to private schools as many teachers still hold Certificates for both primary and secondary. 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

D3.1 Primary Teacher Performance

Shown in table 1 is a steady increase in the percentage of Primary teachers that were found proficient over the past four years, from 51% overall in 2019 to 67% in 2020 and 77% in 2021. Noticeable for Proficient male teachers is the improvement from 52% in 2020 to 65% in 2021 (Figure 1). Also remarkable is an increase by 8% of Proficient females from 2020 to 2021 (Figure 2). Figure 3 shows a persistent increase in the percentage of Not Proficient Primary teachers reappraised for the 2nd, 3rd and 4th times in 2021. The only Primary teacher that has been reappraised for the 5th time has met the standards.

Table 34: Primary Teachers Proficiency by Gender 2017-2021

Calendar Year	Gender	Not Proficient	Proficient	Exemplary	Total
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
2021	F	20.4%	79.2%	0.4%	245
	M	35%	65%		43
2021 Total		65	222	1	288

Figure 51: Proficiency of Male Teachers appraised 2017-2021

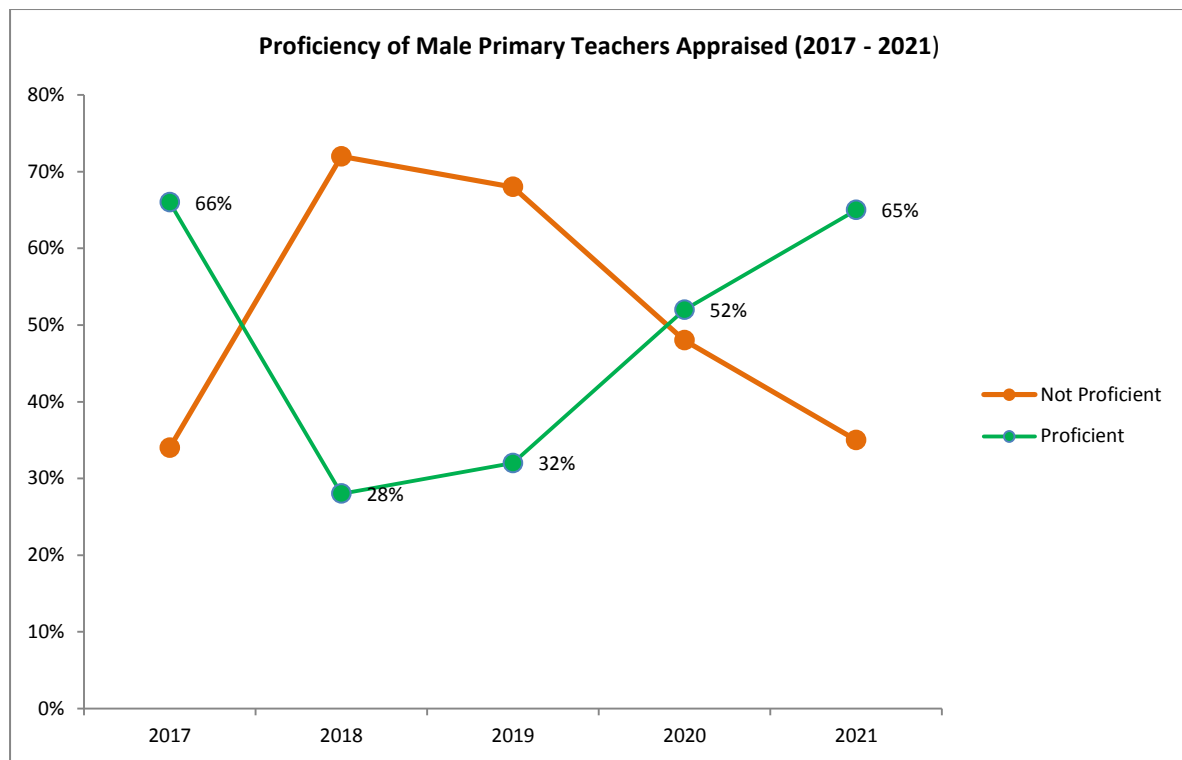


Figure 52: Proficiency of Female Primary Teacher Appraised 2017-2021

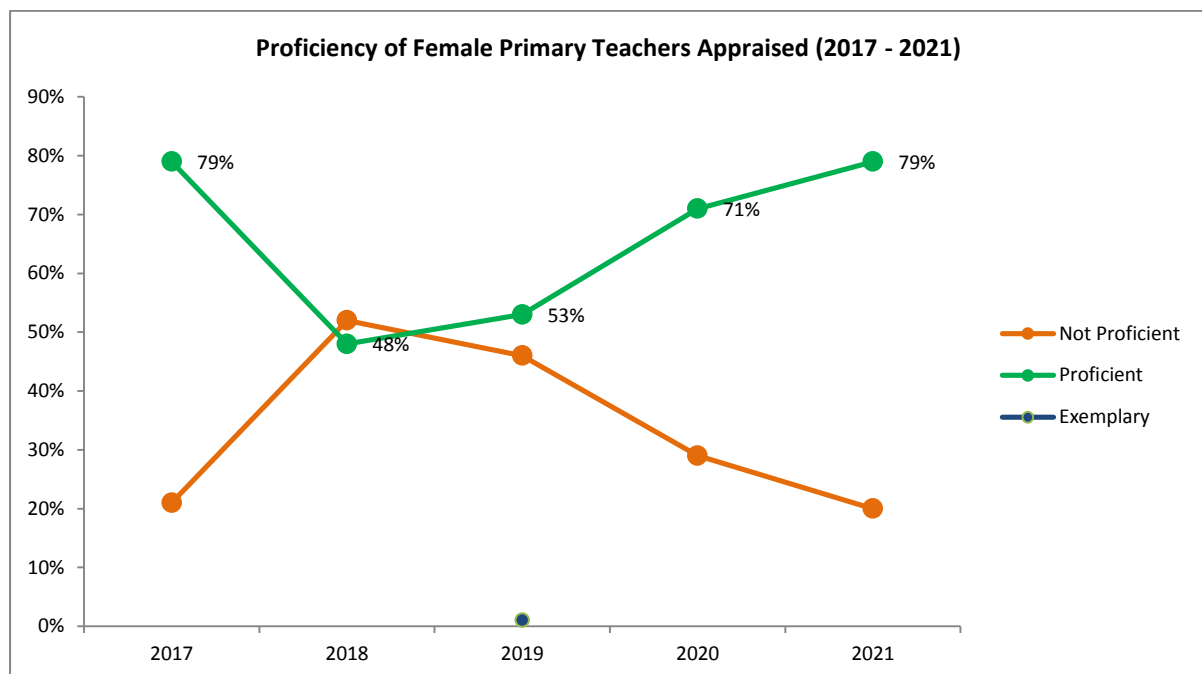
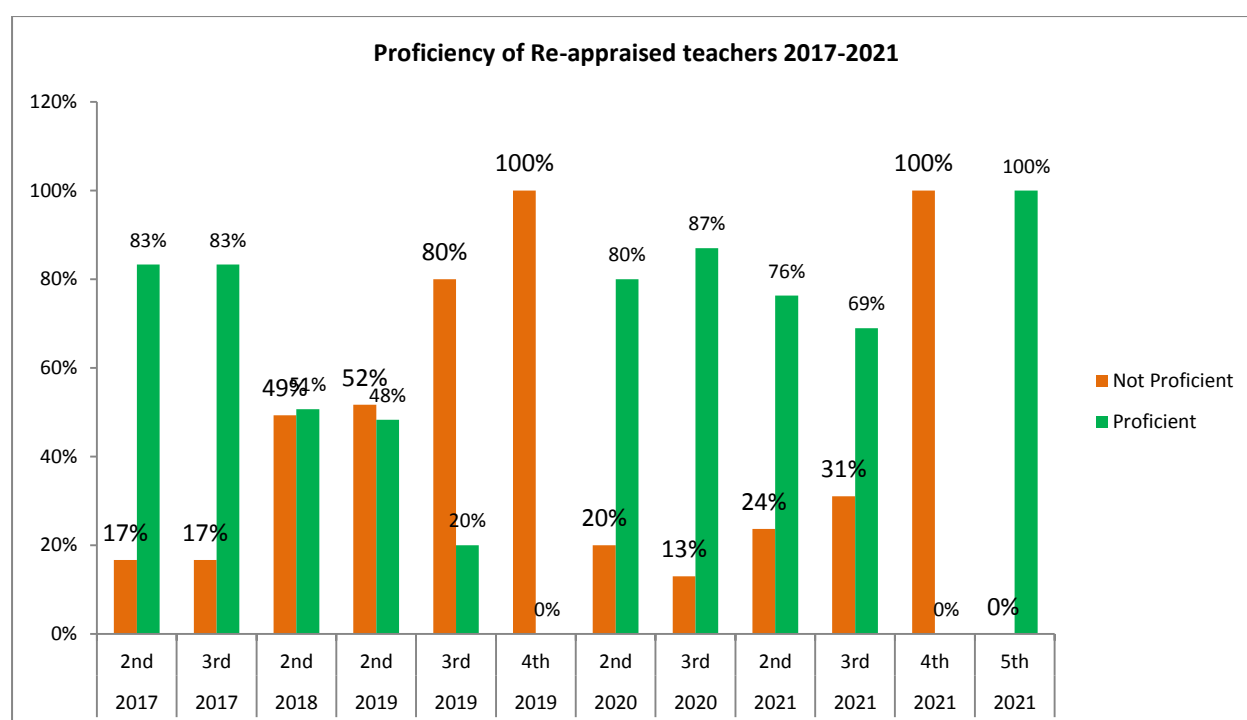


Figure 53: Proficiency of Re-appraised Primary Teachers 2017-2021



D3.1.1 Primary Principals and Vice Principals Appraisals

A total of 138 Principals and 41 Vice Principals have had their contracts reviewed within the year 2021. This is a major achievement of the work done for this year compared to only 65 Principals and 13 Vice Principals that were done in the previous year 2020.

D3.2: Secondary Teacher Performance

Table 2 portrays the proficiency of Secondary teachers from 2017 through to 2021. A continuous rise in the number of Proficient Secondary Teachers is noticeable from 78% overall in 2017 to 90% in 2020 but remained constant in 2021. Figure 4 shows another 1% Exemplary for Secondary female teachers but a slight decrease by 2% of Proficient females from the years 2020 to 2021. However, a remarkable trend is shown in Figure 5 with an unceasing increase for Proficient males from 70% in 2017 to 94% in 2021. This indicates a consistent overall performance for Secondary Teachers appraised during this period.

Table 35: Secondary Teacher Proficiency by Gender 2017-2021

Year	Gender	Not Proficient	Proficient	Exemplary	Total
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
2021	F	12%	87%	1%	101
	M	6%	94%		53
2021 Total		15	138	1	154

Figure 54: Proficiency of Female Secondary Teachers 2017-2021

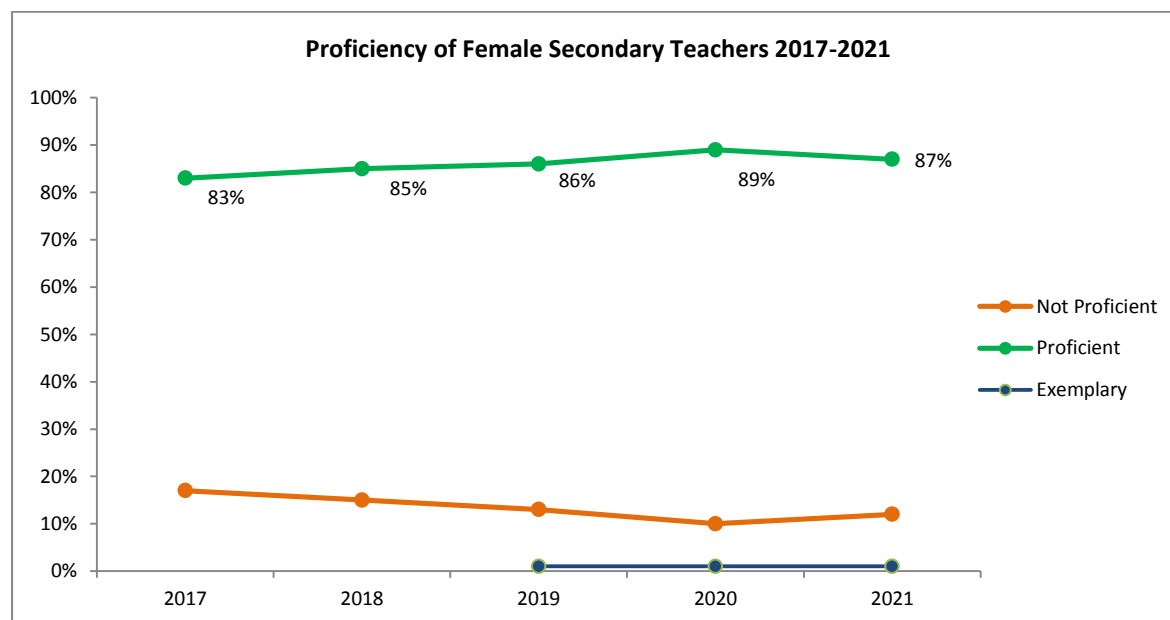


Figure 55: Proficiency of Male Secondary Teachers 2017-2021

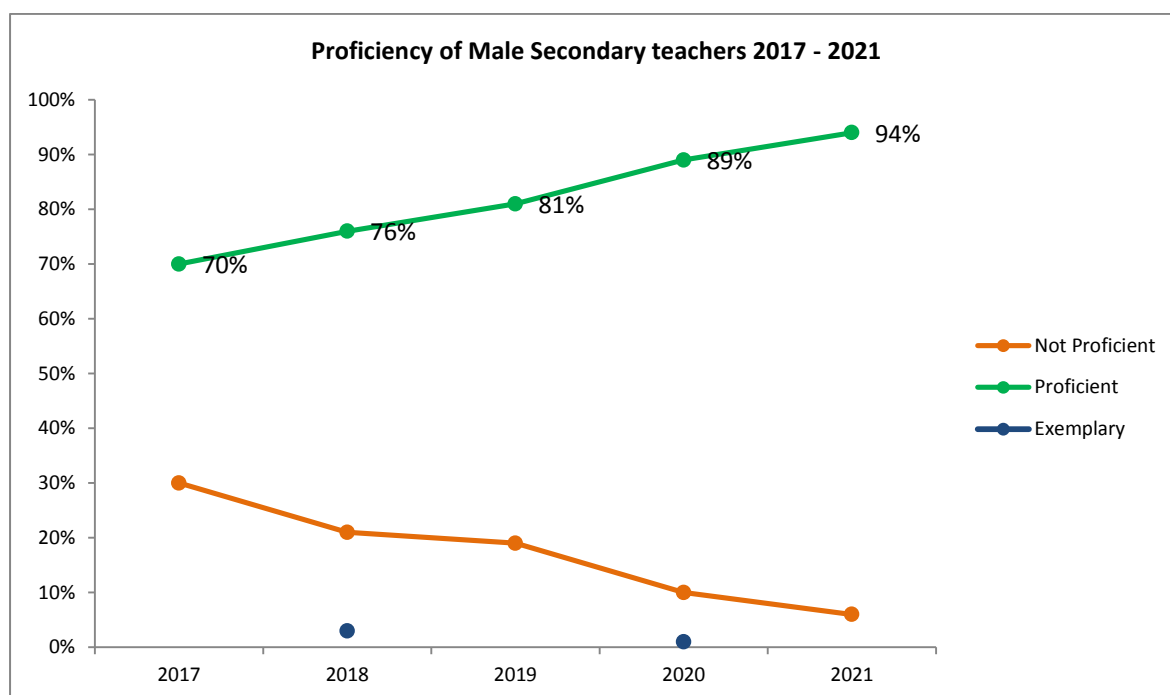
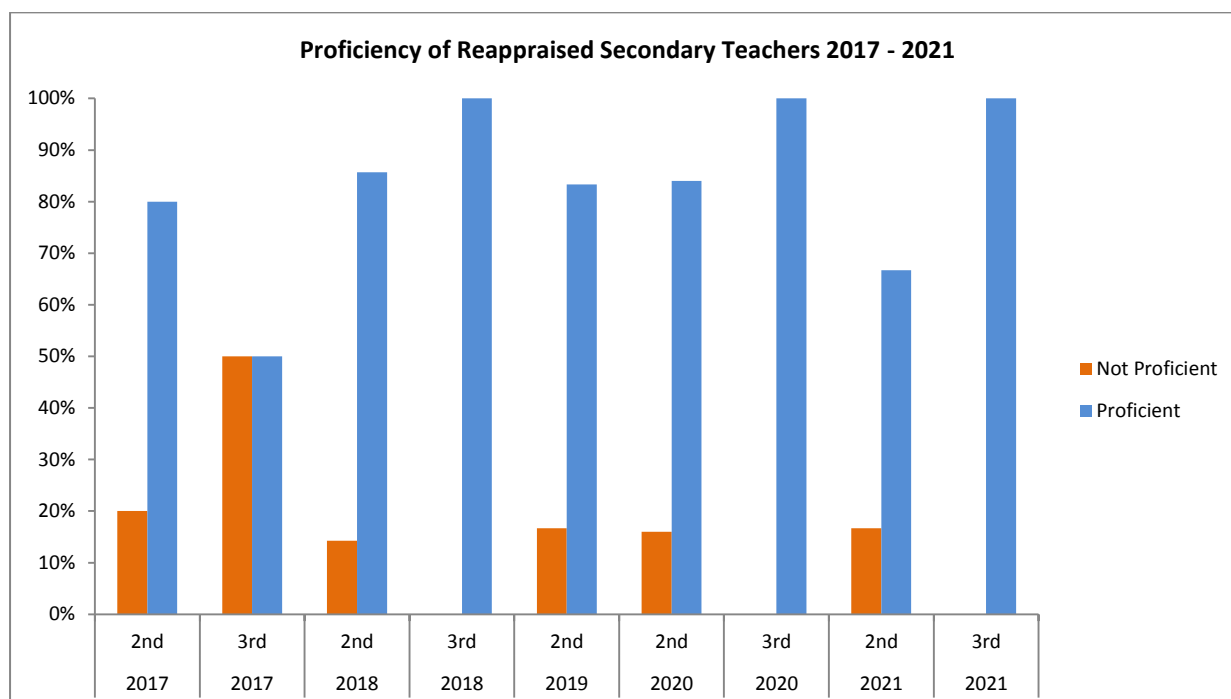


Figure 56: Proficiency of Reappraised Secondary Teachers 2017-2021



D3.1 Secondary Principals and Vice Principals Appraisals

Principals: Given the last 5 years, (2017-2021) 52% of the Principals continue to remain in their current posts and schools as contracted School Leaders. While 9% didn't renew their

contracts whilst one is being appointed to a School Inspector post. Another one goes back to a full time teacher. Somehow, 39% didn't get their Principal posts back hence the newly appointed school leaders replace them. In other words, the former Principals are currently joining the full time teachers group.

Vice Principals: Of the last 5 years, 78 % still remain as Vice Principals; 13 % applied to the Principal posts and become successful; 9% of the Vice Principals were unsuccessful hence going back to being full time teachers.

All in all, 7% of the Principals reach the HIGHLY COMPETENT rate while 93% fall into the EXPECTED COMPETENCY rate (twice appraised within 3 years).

All in all, 100% of the Vice Principals are rated EXPECTED COMPETENCY (twice appraised within 3 years)

Table 36: Secondary Principal Appraisals by Gender 2016-2020

Year	Gender	Principal	Vice-Principal	Total
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
2021	F	5	9	14
	M	4	4	8
2021 Total		9	13	22

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 beneficial to learning for improved learning outcomes.

E2: Primary School Resources

Table 37: School Resources in Primary Education 2022

School Level	School Status	Desk	Chair	Teacher Desks	Teacher Chairs	Computer/Laptop	Photocopier
Primary	Government	100%	100%	100%	100%	100%	100%
	Mission	100%	100%	100%	100%	100%	100%
	Private	100%	100%	100%	100%	100%	100%

Resources for schools are essential in supporting teachers and students' learning. In Table 38 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 38: School Facilities at Primary Education 2022

School Level	School Status	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	100%	6%	52%	96%
	Mission	100%	60%	92%	100%
	Private	100%	77%	100%	100%

Government schools have the least percentage of only 6% primary schools with a science laboratory, compared to 60% mission and 77% of private schools. All private schools (100%) have computer labs while 92% and 52% for mission and government schools. Furthermore, private and mission schools have the highest percentage (100%) of access to libraries, while 96% for government schools.

Table 39: Sanitation Facilities in Primary Education 2022

School Level	School Status	Toilets	Urinals	Washbasins
Primary	Government	100%	65%	97%
	Mission	100%	74%	100%
	Private	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, 74% of mission primary schools have urinals while 98% for private primary schools. All private and mission schools have access to washbasins. All facilities in Table 40 are mandatory under the Minimum Service Standards to ensure healthier school environments.

E3: Secondary School Resources

Table 40: Schools' Resources of Secondary Education 2022

School Level	School Status	Desks	Chairs	Teachers Desks	Teachers Chairs	Computer/Laptop	Photocopier
Secondary	Government	100%	100%	100%	100%	100%	100%
	Mission	100%	100%	100%	100%	100%	100%
	Private	100%	100%	100%	100%	100%	100%

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

Table 41: Schools' Facilities of Secondary Level 2022

School Level	School Status	Staffroom	Science Lab	Computer Lab	Library
Secondary	Government	100%	93%	92%	100%
	Mission	100%	100%	100%	100%
	Private	100%	100%	100%	100%

Mission and private colleges show they have access to all facilities including science and computer laboratories, except for government schools where 93% and 92% have science and computer labs. Access to science and computer labs is essential in supporting ICT and Science teaching and learning in secondary schools especially during Covid 19 lockdown.

Table 42: Sanitation Facilities of Secondary Level 2022

School Level	School Status	Toilets	Urinals	Washbasins
Secondary	Government	100%	100%	100%
	Mission	100%	100%	100%
	Private	100%	100%	100%

All colleges in three controlling authorities have access to sanitation facilities, which is an essential part of Domain 1 of the Minimum Service Standards, in which all students can have access to healthy and clean environment.

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.

For this Section, only Domain 4 is reported 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 target***.

Table 43: MSS Domain 4 Related to Student Achievement

Evidence No	Descriptors	# Schools Verified	School Support Advisors Evaluation (SSA)		Verification (PPRD)	
			2021		2021	
			# schools meeting MSS	% schools meeting MSS	# schools meeting MSS	% schools meeting MSS
4.1.1	Clear progress towards targets set for proficiency in English literacy (primary national exams) or pass rate in English (secondary national exams)	84	49	58%	62	74%
4.1.2	Clear progress towards targets set for proficiency in Samoan literacy (primary national exams) or pass rate in English (secondary national exams)	84	63	75%	64	76%
4.1.3	Clear progress towards targets set for proficiency in Numeracy (primary national exams) or pass rate in English (secondary national exams)	84	63	75%	57	68%
4.1.4	Clear progress towards targets set for proficiency in Science (primary national exams) or pass rate in English (secondary national exams)	84	49	58%	61	73%

The results presented above were gathered from all 84 schools visited and verified their 2021 records by PPRD as well as from self-assessments by School Review Officers. From the data above, the verification conducted by PPRD indicate huge improvements in three descriptors of Domain 4 except descriptor 4.1.3 which shows a decline of 7% as recorded above. This indicates a collaborative effort by teachers, principals and School Support Advisors to ensure the schools are setting clear target and goals for Literacy, Numeracy and Science so that students achieve better results and to improve learning abilities of every child.

APPENDICES

Appendix Table 1: Number of Schools by Controlling Authority 2022

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					68
Grand Total	145		23	168	20	3	13	38	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	2,464	2,172	4,636	533	540	1,073	183	170	353	3,180	2,882	6,062
2	2,523	2,212	4,735	488	465	953	151	165	316	3,162	2,842	6,004
3	2,448	2,243	4,691	459	464	923	138	148	286	3,045	2,855	5,900
4	2,423	2,199	4,622	484	446	930	138	176	314	3,045	2,821	5,866
5	2,399	2,259	4,658	475	388	863	154	143	297	3,028	2,790	5,818
6	2,420	2,206	4,626	401	405	806	118	134	252	2,939	2,745	5,684
7	2,184	1,980	4,164	394	430	824	101	117	218	2,879	2,527	5,206
8	2,122	1,920	4,042	375	398	773	104	99	203	2,801	2,417	5,018
Primary Total	18,983	17,191	36,174	3,609	3,536	7,145	1,087	1,152	2,239	23,679	21,879	45,558
9	1,343	1,320	2,663	725	967	1,692	67	85	152	2,135	2,372	4,507
10	1,180	1,212	2,392	664	857	1,521	58	54	112	1,902	2,123	4,025
11	843	982	1,825	602	553	1,155	1	2	3	1,446	1,537	2,983
12	817	1,067	1,884	500	630	1,130	37	51	88	1,354	1,748	3,102
13	533	770	1,303	337	536	873	40	40	80	910	1,346	2,256
Secondary Total	4,716	5,351	10,067	2,828	3,543	6,371	203	232	435	7,747	9,126	16,873
Grand Total	23,699	22,542	46,241	6,437	7,079	13,516	1,290	1,384	2,674	31,426	31,005	62,431

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		
2013	3,152	2,656	2,682	2,656	2,528	2,508	2,486	2,403	21,071	2,138	1,952	1,803	1,399	878	7,970	29,041	
2014	3,112	2,827	2,621	2,619	2,550	2,458	2,418	2,400	21,005	2,258	1,908	1,523	1,496	924	8,109	29,114	0
2015	3,132	2,810	2,842	2,844	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	1,496	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	2,662	2,633	2,434	2,413	22,069	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
2022	3,180	3,162	3,045	3,045	3,028	2,939	2,879	2,601	23,679	2,135	1,902	1,446	1,354	910	7,747	31,426	0

Percentage male enrolments, all schools

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
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	48.9	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
2022	52.5	52.7	51.6	51.9	52.0	51.7	51.5	51.8	52.0	47.4	47.3	48.5	43.6	40.3	45.9	50.3

Appendix Table 4: Number of Repeaters 2022

Level	Number of Repeaters				Percentage of Enrolment			
	Government	Mission	Private	Total	Government	Mission	Private	Total
1	184	42	13	239	4.0	3.9	3.7	3.9
2	28	11	7	46	0.6	1.2	2.2	0.8
3	14	12	0	26	0.3	1.3	0.0	0.4
4	12	11	1	24	0.3	1.2	0.3	0.4
5	12	11	5	28	0.3	1.3	1.7	0.5
6	14	5	0	19	0.3	0.6	0.0	0.3
7	5	16	0	21	0.1	1.9	0.0	0.4
8	21	5	3	29	0.5	0.6	1.5	0.6
Total Primary	290	113	29	432	0.8	1.6	1.3	0.9
9	38	4	7	49	1.4	0.2	4.6	1.1
10	30	23	2	55	1.3	1.5	1.8	1.4
11	51	16	0	67	2.8	1.4	0.0	2.2
12	35	23	1	59	1.9	2.0	1.1	1.9
13	8	8	0	16	0.6	0.9	0.0	0.7
Total Secondary	162	74	10	246	1.6	1.2	2.3	1.5
Total	452	187	39	678	1.0	1.4	1.5	1.1

Repeaters in all schools by level

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2013	217	36	24	16	9	21	15	45	383	49	22	59	99	20	249	632
2014	121	29	20	23	15	17	8	14	247	65	39	102	152	26	384	631
2015	242	51	40	64	13	21	16	19	466	64	19	158	122	25	388	854
2016	253	65	39	28	20	30	20	27	482	54	66	101	107	14	342	824
2017	224	57	39	22	17	18	11	18	406	87	52	111	134	9	393	799
2018	166	49	27	34	33	19	23	41	392	32	45	52	59	9	197	589
2019	221	46	32	19	12	32	21	35	418	35	33	59	63	9	199	617
2020	214	35	25	36	14	13	17	24	378	24	33	53	48	24	182	560
2021	227	46	44	48	60	42	44	38	549	37	25	27	53	15	157	706
2022	239	46	26	24	28	19	21	29	432	49	55	67	59	16	246	678

Appendix Table 5: Primary Enrolment by Age and Year Level 2022

Age	Gender	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
5	Male	1723	170	2	0	0	0	0	0	1895
	Female	1594	203	1	0	0	0	0	0	1798
	Total	3317	373	3	0	0	0	0	0	3693
6	Male	1194	1361	172	1	0	0	0	0	2728
	Female	1090	1318	166	3	0	0	0	0	2577
	Total	2284	2679	338	4	0	0	0	0	5305
7	Male	233	1239	1254	190	10	0	0	0	2926
	Female	173	1072	1342	209	6	0	0	0	2802
	Total	406	2311	2596	399	16	0	0	0	5728
8	Male	25	333	1215	1207	211	9	1	0	3001
	Female	24	215	1058	1191	198	6	0	0	2692
	Total	49	548	2273	2398	409	15	1	0	5693
9	Male	4	52	349	1202	1194	165	9	0	2975
	Female	1	32	250	1105	1244	175	15	0	2822
	Total	5	84	599	2307	2438	340	24	0	5797
10	Male	1	6	48	385	1181	1217	207	12	3057
	Female	0	2	30	260	1079	1230	291	10	2902
	Total	1	8	78	645	2260	2447	498	22	5959
11	Male	0	1	3	56	379	1184	1253	208	3084
	Female	0	0	7	50	233	1074	1195	227	2786
	Total	0	1	10	106	612	2258	2448	435	5870
12	Male	0	0	1	3	49	326	943	1147	2469
	Female	0	0	1	3	28	244	842	1154	2272
	Total	0	0	2	6	77	570	1785	2301	4741
13	Male	0	0	1	0	3	32	241	957	1234
	Female	0	0	0	0	1	13	152	832	998
	Total	0	0	1	0	4	45	393	1789	2232
14	Male	0	0	0	1	1	6	25	277	310
	Female	0	0	0	0	1	3	32	194	230
	Total	0	0	0	1	2	9	57	471	540
Male		3180	3162	3045	3045	3028	2939	2679	2601	23679
Female		2882	2842	2855	2821	2790	2745	2527	2417	21879
Total		6062	6004	5900	5866	5818	5684	5206	5018	45558

Appendix Table 6: Secondary Enrolment by Age and Year Level 2022

Age	Gender	Yr9	Yr10	Yr11	Yr12	Yr13	Total
11	Male	5	0	0	0	0	5
	Female	9	0	0	0	0	9
	Total	14	0	0	0	0	14
12	Male	97	3	0	0	0	100
	Female	168	2	0	0	0	170
	Total	265	5	0	0	0	270
13	Male	721	86	0	1	0	808
	Female	919	184	0	26	0	1129
	Total	1640	270	0	27	0	1937
14	Male	857	636	47	17	0	1557
	Female	872	775	54	87	4	1792
	Total	1729	1411	101	104	4	3349
15	Male	366	788	395	190	18	1757
	Female	313	778	479	278	69	1917
	Total	679	1566	874	468	87	3674
16	Male	64	245	591	506	102	1508
	Female	65	238	639	602	204	1748
	Total	129	483	1230	1108	306	3256
17	Male	19	107	284	440	319	1169
	Female	21	93	261	512	453	1340
	Total	40	200	545	952	772	2509
18	Male	5	32	106	164	366	673
	Female	5	43	73	212	494	827
	Total	10	75	179	376	860	1500
19	Male	0	5	20	32	88	145
	Female	0	9	29	27	102	167
	Total	0	14	49	59	190	312
20	Male	1	0	3	4	17	25
	Female	0	1	2	4	20	27
	Total	1	1	5	8	37	52
Males		2135	1902	1446	1354	910	7747
Females		2372	2123	1537	1748	1346	9126
Total		4507	4025	2983	3102	2256	16873

Appendix Table 7: Number of Teachers by Controlling Authorities 2022

Region/District	Government				Mission				Private				TOTAL
	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	
Apia Urban													
Faleata	165		47	212	18	19	102	139	60	27	11	98	449
Malifa			50	50									50
Vaimauga	144		120	264	81	34	49	164	46			46	474
Apia Urban Total	309		217	526	99	53	151	303	106	27	11	144	973
Rest of Upolu													
Aana No. 1	70		33	103	29		31	60					163
Aana No. 2	58		27	85									85
Aleipata	31		18	49									49
Anoamaa No. 1	32		29	61									61
Anoamaa No. 2	32			32	18			18					50
Fagaloa	11			11									11
Falealili	51		40	91	6			6					97
Lefaga	25		22	47									47
Lepa/Lotofaga	24		18	42									42
Safata	46		20	66									66
Sagaga	74		31	105	45		61	106					211
Rest of Upolu Total	454		238	692	98		92	190					882
Savaii													
Faasaleleaga No. 1	62		26	88	20		40	60					148
Faasaleleaga No. 2	38		19	57	12	24		36					93
Itu Asau No. 1	29		21	50									50
Itu Asau No. 2	22			22	7			7					29
Itu-o-Tane No. 1	35		21	56									56
Itu-o-Tane No. 2	44		22	66	11			11					77
Palauli	65		21	86			21	21					107
Savaii Sisifo	48		28	76									76
Savaii Total	343		158	501	50	24	61	135					636
Grand Total	1106		613	1719	247	77	304	628	106	27	11	144	2491