



**MINISTRY OF
EDUCATION & CULTURE
ANNUAL REPORT
FY2024/2025**



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION AND CULTURE

Phone: (685) 64600
Fax: (685) 64664

P.O Box 1869
Apia, Samoa



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

December 09, 2025

Honourable Speaker of the House
Legislative Assembly of Samoa
MULINUU

As per the Education Act 2009 and the Youth, Sports, and Cultural Affairs Act 1993, I am submitting the Annual Report of the Ministry of Education and Culture for the financial year ended June 30, 2025.

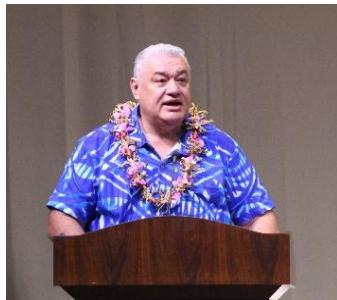
This report summarizes the achievements of the Ministry's activities for this Financial Year.

Ma le fa'aaloalo lava,

A handwritten signature in black ink, appearing to read "Aiono Dr Alec Ekeroma".

Aiono Dr Alec Ekeroma
MINISTER OF EDUCATION AND CULTURE

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



I am pleased to present the Ministry of Education and Culture's Annual Report for FY2024/2025, highlighting a year of achievement, resilience, and innovation in advancing education and culture across Samoa.

The beginning of the 2024/2025 financial year was particularly busy, with national efforts focused on hosting the Commonwealth Heads of Government Meeting (CHOGM) from 21–26 October 2024. This was the largest international event ever hosted by Samoa and the first CHOGM held in a Pacific Small Island Developing State. To support national preparations, necessary adjustments were made to the 2024 school calendar, including a "blackout period" in September during which school sports and other events were paused. At the same time, the Ministry ensured that schools completed internal assessments and syllabi on time, adjusted school holidays to accommodate CHOGM activities, and oversaw the Ministry's organizational participation throughout the summit. MEC staff played a vital role in supporting the event across various capacities and contributing significantly to its creative aspects, details of which are outlined in the Highlights of the Financial Year section.

The successful delivery of CHOGM 2024 reflected MEC's strong collaboration, adaptability, and commitment to national priorities, while also continuing to achieve the majority of its core deliverables for the financial year.

Alongside this, the Ministry remained committed to its core responsibilities, particularly the preparation and administration of national examinations. Primary school exams were held from 7–10 October 2024, followed by secondary exams from 18–28 November 2024, with results and certificates released as scheduled.

At the start of the 2025 school year, the Annual Teachers' Conference was held from 27–30 January 2025, bringing together 1,585 school leaders and teachers across Samoa. Although the year began smoothly, severe weather conditions in February and March led to temporary school closures. Despite these disruptions, the Ministry remained committed to delivering planned activities and ensuring a smooth start to the academic year.

Throughout the year, a wide range of programs were rolled out, including policy review consultations, teacher training, school support visits, awareness campaigns, and collaborative project implementation with development partners. Outreach efforts were expanded through multiple media platforms, including television, the MEC Faailo Ao program, and social media campaigns, to promote key educational messages on literacy, numeracy, and compulsory education.

In January 2025, the Ministry unveiled its new logo, marking a strengthened brand identity and a clearer communication of MEC's vision, values, and commitment to Samoa's educational and cultural development. A standout achievement in May was Samoa's successful hosting of the 2025 Pacific Early Childhood Development (ECD) Forum from 13–15 May. The Ministry, in partnership with the Ministry of Women, Community and Social Development (MWCSD), ensured the success of this high-level regional event.

Another major highlight of this financial year was the development of two strategic plans: the new MEC Corporate Plan 2025–2028 and the Education Sector Plan (ESP) 2025–2030. Both plans were developed with significant contribution and effort from Ministry staff, ensuring alignment with MEC's vision and mission. The Corporate Plan now guides the Ministry's strategic direction, while the ESP sets sector-wide priorities for the next five years.

The achievements for this financial year collectively reflect the Ministry's unwavering commitment to enhancing educational access, quality, inclusivity, cultural preservation, and community engagement across Samoa. Despite the challenges faced, the Ministry demonstrated resilience, adaptability, and effective collaboration across all divisions, ensuring continuity of services and progress toward our strategic objectives. We remain dedicated to our mission and vision and will continue to strengthen education and cultural development, ensuring that every Samoan learner benefits from equitable, high-quality education.

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

We recognize the important role of the District Development Plans/Fono Faavae and their support for education through the Government One Million Tala District Project funds. This collaboration has strengthened partnerships and contributed meaningfully to improving education outcomes for all children in Samoa.

Lastly, to our Core Management and staff, your dedication, professionalism, and resilience remain our most valuable asset. Your efforts continue to make a tangible difference in delivering quality education and nurturing the next generation of Samoan learners.



A'eau Christopher Hazelman
CHIEF EXECUTIVE OFFICER

Notable Highlights of the Financial Year 2024/2025

MEC's Contribution to CHOGM 2024

☒ CHOGM Logo

The official CHOGM 2024 logo was designed by Tauila Epati Tu'umatavai, winner of a nationwide competition organized by the MCIT. The design reflects Samoa's natural beauty, resilience and Commonwealth values while incorporating Commonwealth brand elements and the summit theme, "Resilient for a Common Future." This achievement showcased the creativity and talent of MEC staff and highlighted the Ministry's contribution to this high-profile international event.



☒ Teachers as Auxiliary Police Officers

Approximately 300 teachers were trained and deployed as auxiliary police officers to support security during CHOGM. They assisted with venue and accommodation safety, crowd control, and logistical support. Their commitment ensured the smooth and safe operation of the summit, reflecting the important role of MEC staff beyond their regular duties.



☒ Delegation Liaison Officers (DLOs)

The MFAT coordinated protocols and logistics for visiting delegations, including scheduling, transportation, accommodation, and official engagements. Training for liaison officers began in March and intensified from June through to the weeks leading up to the summit in October. MEC staff from SGM, ESCD, and PPRD served as liaison officers, representing Samoa with professionalism and warmth. The MEC Culture Centre and Auditorium served as the liaison operations base, with staff providing essential coordination and support throughout the summit, ensuring smooth interactions for visiting delegations.



Accreditation Systems and Cybersecurity

MEC ICT staff contributed to accreditation and cybersecurity operations, managing delegate registration, badge issuance, guest tracking, and access control. Prior to the summit, they underwent intensive training with international cybersecurity experts, ensuring secure and seamless digital operations. The dedication and technical expertise of MEC ICT staff were crucial to the successful delivery of the summit's digital systems.

Museum Side Event – Trouble in Paradise: World Leaders Experience Exhibition

The Culture Division hosted the Museum side event, "Trouble in Paradise – World Leaders Experience Exhibition," from 21 to 25 October 2024 at the Falemata'aga/Museum of Samoa. The exhibition highlighted the impacts of climate change on the Pacific, including coastal erosion, rising sea levels, storm damage, and marine pollution, while emphasizing the resilience and adaptive strategies of Pacific peoples. It aligned with the CHOGM theme, focusing on sustainability and responsibility among Small Island Developing States (SIDS). The planning and execution of this exhibition showcased the expertise and dedication of Culture Division staff.



CHOGM Theme Song

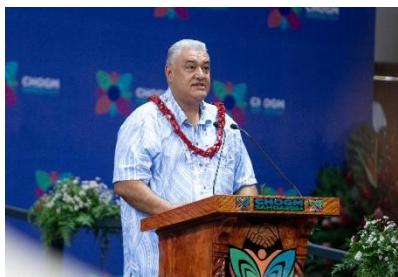
The CHOGM theme song "Save it, Share it" composed by Tanuvasa Fa'amanatu Solomona, reflected the themes of unity, resilience, and a shared Commonwealth future. It was performed by MEC staff Benjamin Solomona and Elizabeth Fanueli as lead vocalists, accompanied by a choir. Combined with cultural dances and musical presentations, the performance engaged attendees and highlighted Samoa's rich musical heritage, demonstrating the artistic talent of MEC staff.



☒ CHOGM Opening Ceremony Video

MEC ICT staff also produced a video screened during the opening ceremony, showcasing Samoa's landscapes, cultural heritage, and summit preparations. The video welcomed delegates, reinforced the theme of unity and resilience, and presented Samoa as a vibrant and hospitable host nation. The contribution and effort of MEC staff in producing this high-quality presentation were key to the success of the opening ceremony.

☒ Leadership of CEO A'eu Christopher Hazelman



Afioga A'eu Christopher Hazelman played a central role in the success of CHOGM 2024. As Chair of the main organizing committees, he was responsible for overseeing critical areas such as protocols, liaison officers, the opening ceremony, and the spouses' program. His strong leadership ensured that every aspect of the summit was carefully planned and executed smoothly.

As Master of Ceremonies for the opening event, he demonstrated excellent leadership, representing Samoa with confidence, grace, and deep respect for its culture. His ability to balance both big-picture planning and day-to-day operations was a key factor in the event's success.

Under his leadership, the MEC staff stepped up in numerous areas. They worked diligently to prepare the venue, ensuring that the Auditorium, cafeteria, and offices were ready. They also provided support for practical tasks like printing, Wi-Fi and Zoom meetings. MEC orators even volunteered to serve as failauga when delegations visited their adopted villages, ensuring that cultural traditions were respected. While the official CHOGM volunteers played their assigned role, the MEC staff from finance, security, maintenance and the OCEO also went above and beyond in supporting their CEO.

Ministry's Key Milestones and Highlights for 2024/2025

☒ Official MEC Logo



CIRCULAR SHAPE

Represents the unity and collaboration between education and culture in every aspect of learning and development.

ARM COMPONENT

Represents the vital role of education and the Ministry's responsibility to provide learning opportunities that nurture the potential of every Samoan child, and its commitment to ensuring access to all modes of teaching and learning across every level of ability.

Reflects the Ministry's enduring commitment to uphold and promote Samoan culture, language, and heritage, the treasured legacies of our ancestors, ensuring they are preserved and passed on to future generations.

It serves as a reminder of our duty to educate and guide the youth of Samoa, not only in academic knowledge but also in the values, identity, and pride of our cultural heritage. The preservation and revival of culture remain among the Ministry's main goals.

GRADUATION CAP

The graduation cap signifies the Ministry's ultimate goal to ensure that every Samoan child, regardless of gender or ability, has access to quality education, completes their studies, and contributes meaningfully to Samoa's development.

It embodies the culmination of the Ministry's collective efforts and vision to produce educated, capable, and responsible citizens who will lead Samoa into a brighter future.

THE CANOE

The canoe is a powerful emblem of Samoan culture and identity. It represents our shared educational journey, navigating challenges and opportunities with purpose, teamwork, and resilience.

Positioned at the center, the canoe reminds the Ministry of its guiding vision and mission, grounded in the wisdom of our ancestors and carried forward through future generations. It symbolizes progress, collaboration, and the continuous voyage of teaching and learning.

- ☒ **Samoa Monolingual Dictionary (Faatonuupu o le Gagana Samoa)** was officially launched in Samoa on 5 July 2024 and in American Samoa on 11 July 2024. The first-ever Samoan monolingual dictionary, containing over 27,000 entries, is a vital resource for preserving, standardizing, and promoting the Samoan language and culture.
- ☒ **Early School Readiness Tool** was piloted in three preschools with 123 children in partnership with EQAP. The pilot demonstrated strong potential for full integration into Samoa's preschool system, supporting early childhood development and readiness for primary school.

- ☒ **ECE Awareness and Fun Day** engaged 238 children, 76 teachers, and 157 parents across Upolu and Savaii. Increased father participation highlighted strengthened community engagement and recognition of parental roles in early childhood development.
- ☒ **Applied Scholastics International (ASI) training** was completed by ten MEC staff in Missouri. Local implementation continued through workshops and “Soofau” success stories, strengthening the application of Study Technology in schools.
- ☒ **Launch of five Ministry policies** (ECE, Multi-Literacy, Numeracy, Science and Assessment) on 8 November 2024 included awareness through teacher conferences, cluster trainings, and media campaigns to reach a wider audience.
- ☒ **Samoa Ne'i Galo Volume 11 Display Room** was launched on 28 November 2024, showcasing 14 villages from Upolu and Savaii and preserving Samoan cultural heritage through exhibits and multimedia.
- ☒ **ECE resources** were distributed to eleven (11) schools across Upolu and Savaii on 14 November 2024 to support classroom and outdoor activities, funded by the Tautua Program. Early literacy promotional videos were broadcast on the Ministry website, Facebook page, and national TV as part of the Manu o le Vaveao Awareness Campaign.
- ☒ **Six (6) school infrastructure projects** were completed, including two new buildings and four new halls at Manono Uta, Vaigaga, Samatau, Faleapuna, Siufaga Falelatai, and Luatuanuu.
- ☒ **One Government Grant Review completed.** The review highlighted endorsement from key stakeholders of OGG's support for learning.
- ☒ **Disaster and Emergency Management Plans** were developed for 17 high-risk schools across Upolu, Manono and Savaii in collaboration with Disaster Management Office.
- ☒ **First Aid Certificates** awarded to 74 teachers and School Support Advisors from ECE, Primary, Colleges and a Community Learning Centre were certified by Samoa Red Cross.
- ☒ **National examinations** for primary and secondary schools were successfully administered, with timely release of results and certificates.
- ☒ **Primary Curriculum Review** progressed this financial year, including drafting, proofreading, and technical advisory support. Launch preparations are ongoing, laying the foundation for a modern, high-quality curriculum after more than 10 years of using the old syllabuses.
- ☒ **In-Service Teacher Professional Development Program reviewed.** Focus areas for ISTPD Action Plan are informed from the review.
- ☒ **Samoa Ne'i Galo School Festival 2025** was held on 14 March 2025, engaging eight colleges from Government and Mission schools. The festival aims to revitalize and celebrate Samoan culture, instilling appreciation in students and ensuring its continuity for future generations.
- ☒ **Resilient Education System research**, conducted with ACER, was approved by ESAC and published. The study highlighted effective interventions, community engagement, coordination mechanisms, and monitoring frameworks to strengthen system-wide resilience.
- ☒ **Samoa Grammar Booklet (Tusi Kalama)** consultations across Upolu and Savaii were completed, ensuring broad stakeholder engagement; the booklet is now prepared for Cabinet endorsement.
- ☒ **Assessment Tool Development Workshop** was held in April 2025 with 65 teachers, led by Afamasaga Dr. Karoline Afamasaga. Follow-up monitoring evaluated classroom application of formative assessment strategies, funded by the Tautua Program.
- ☒ **Inclusive Education awareness campaign** reached 787 participants across Upolu and Savaii in May 2025, promoting support for students with disabilities, funded by the Tautua Program.
- ☒ **Guardians Environmental Education Programme** trained teachers and engaged 305 students from 20 schools in environmental learning and community action, in partnership with Conservation International, MNRE, MAF, and the Samoa Voyaging Society.

- ☒ **ECE Assessment Training** was conducted in April 2025, supporting 31 teachers and led by Afamasaga Dr. Karoline Afamasaga, improving formative assessment practices.
- ☒ **MEC Corporate Plan 2025–2028** was finalized this financial year to guide the Ministry's strategic direction, with support from consultant Mr. Daniel Kelly and funding from UNICEF.
- ☒ **Education Sector Plan 2025–2030** was endorsed by ESAC on 19 June 2025, with launching and awareness campaigns prepared for sector-wide implementation.
- ☒ **High-speed Starlink/fiber internet** successfully connected 29 schools (12 colleges and 17 primary schools) across Savaii and Upolu, improving digital access for rural communities.
- ☒ **Digital devices** were fully deployed across all targeted secondary schools, supported by classroom management systems to enhance teaching, learning, and assessment practices.
- ☒ **Two new education data systems (SEMIS and SMITE)** were developed with EQAP support to strengthen school management and data-driven accountability.
- ☒ **Faailo Ao Program** was revitalized, producing 21 episodes and enhancing public engagement and communication in education, ensuring it remains an informative and engaging resource for students, teachers, parents, and the wider community.

Table of Contents

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER	2
Notable Highlights of the Financial Year 2024/2025	4
MEC's Contribution to CHOGM 2024.....	4
Ministry's Key Milestones and Highlights for 2024/2025.....	7
ABOUT THIS ANNUAL REPORT.....	11
SECTION 1: STRATEGIC OVERVIEW	12
SECTION 2: HUMAN RESOURCE REPORT	16
SECTION 3: BUDGET REPORT	28
SECTION 4: PERFORMANCE REVIEW.....	34
SECTION 5: SCHOOL STATISTICS	46
SECTION 6: PROJECTS.....	51
ANNEX 1: Achievements of KPIs per Output	58

ABOUT THIS ANNUAL REPORT

This Annual Report outlines the Ministry's activities and achievements during the 2024/2025 financial year. It is organized into the following sections:

SECTION 1: Strategic Overview

This section presents a comprehensive overview of the Ministry's strategic direction, encompassing its mandate, organizational structure, and leadership team.

SECTION 2: Human Resource Report

This section presents detailed information about the Ministry's workforce as of June 30, 2025.

SECTION 3: Budget Report

This section contains the financial statements as of June 30, 2025.

SECTION 4: Performance Review

This section provides an overview of the Ministry's progress in meeting its planned KPIs for the financial year (July 2024 – June 2025). It includes reports on activities implemented by the Ministry's twelve (12) divisions.

SECTION 5: School Statistics

This section includes data on the number of registered ECEs, primary and secondary schools, student enrollments, and the number of teachers by controlling authorities.

SECTION 6: Projects

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

ANNEX 1: Achievements of KPIs per Output

This annex provides detailed matrices explaining the progress of the Ministry's Key Performance Indicators (KPIs) by Output.

SECTION 1: STRATEGIC OVERVIEW

Mandate and Policy Frameworks

The Ministry of Education and Culture (MEC) is mandated to carry out its duties and functions under the:

- Education Act 2009
- Education Amendment Act 2019
- Teachers Act 2016
- Teachers Amendment Act 2020
- Samoa Language Commission Act 2014
- Public Records Act 2011
- Ministry of Youth and Cultural Affairs Act 1993

It also has responsibilities for:

- Ministerial and Departmental Act 2003
- Public Services Act 2004
- Public Service Regulations 2004
- Public Finance Management Act 2001
- Pathway for the Development of Samoa FY2021/2022–FY2025/2026
- Education Sector Plan 2025-2030

Vision and Mission Statement

The Government of Samoa recognizes the central role of education and culture in its vision for the social and economic development of Samoa. The vision focuses on the achievement of:

“Fostering social harmony, safety, and freedom for ALL”

The achievement of the vision relies on the effective implementation of priority strategies to achieve efficient and effective education services. Achieving the national vision, including the Pathway for Development of Samoa (PDS) Goal 3 for Education will also result in the attainment of Samoa's sustainable Development Goal targets.

In light of the Government's vision, the Ministry has developed a vision statement that reflects all areas pertaining to its work:

“The Ministry of Education and Culture envisions a future where every child reaches their full potential through quality education rooted in Cultural and Christian values, fostering national identity, self-esteem, and a shared commitment to Samoa”

To achieve the Government and Ministry's vision, a mission statement has been adopted that illustrates the importance of education and culture to the individual, the nation and embraces the idea of personal development.

“Ensure quality and sustainable development in education and culture, providing opportunities for all”

Planning Principles and key values

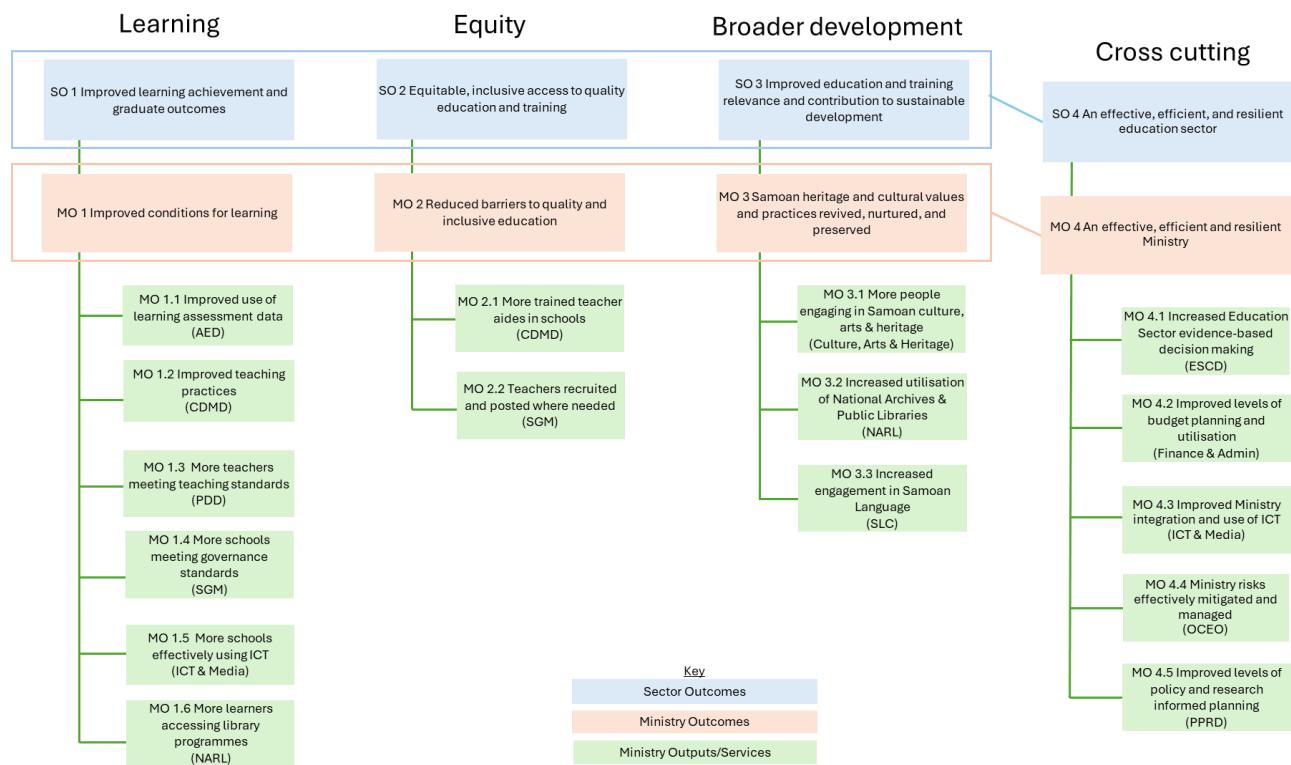
The Ministry utilises the following policy and planning principles:

- Change, responsive to shortcomings and mindful of desired outcomes;
- Consultative and participatory to enhance understanding of issues concerned;
- Continuity and ensuring sustainability, building on best practices observed;
- Strategic direction, encourages better preparations for effective delivery of education for all learners;
- Local context and perspective, enhances change and development; and,
- The value of language, in strengthening the identity of the community

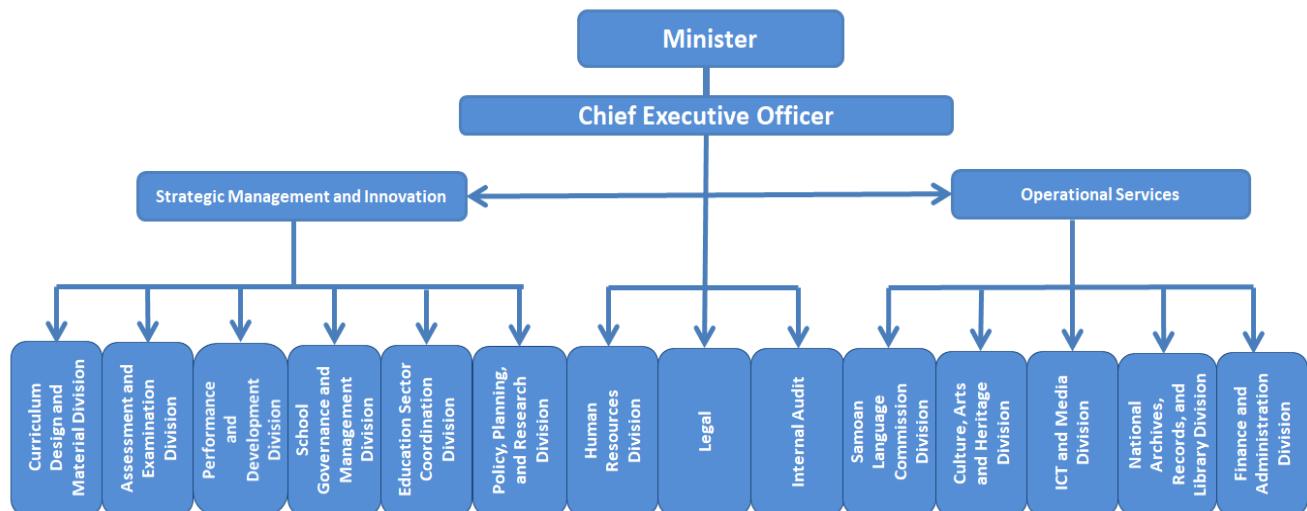
The key values upon which the Ministry's service delivery is based are as follows:

- ✓ **Equity:** the Ministry will treat all individuals fairly and justly in the provision of services and opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.
- ✓ **Quality:** is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will be pursued.
- ✓ **Relevancy:** implies an education and cultural services which are meaningful, recognised, applicable and useful to one's life. They should enhance the individual and community well-being and ultimately national development, including humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual, to the community and to the nation.
- ✓ **Efficiency:** is demonstrated by management practices which ensure optimum use of resources; human, financial and material at all levels, efficient service delivery, unhampered communication and co-ordinated decision-making. Policies which establish these practices and monitor effectiveness will be given priority.
- ✓ **Sustainability:** requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system.
- ✓ **Safety:** implies that the 'utmost' care is observed and displayed in the application of procedures and processes and wherever resources are utilized. It also refers to the safe upkeep and storage of information.
- ✓ **Respect:** the nature of the teaching profession is the continuous interaction between teachers and their students. And while teachers facilitate learning, at the same time they become models of behaviour for students; in how they respond and how they do things. This key value not only applies to teachers but to all Ministry staff who should carry out their duties and responsibilities in a disciplined, respectful and professional manner.

Corporate Plan Ministry Outcomes/Benefits and Strategies



Organisational Structure



MEC LEADERSHIP TEAM 2024- 2025

Minister	Hon. Aiono Dr Alec Ekeroma
Associate Minister	Leatigaga Matafai Lauina l'iga
Former Minister	Seu'ula Ioane Tuā'au
Former Associate Minister	Agaseata Tanuvasa Peto

CORE MANAGEMENT

CEO	A'eau Christopher Hazelman
DCEO Operational Services	Tuaopepe Perenise Tinei
DCEO Strategic and Innovations	Vacant
ACEO Education Sector Coordination	Aida Savea
ACEO Policy Planning and Research	Nora Rose Warren
ACEO Assessments and Examinations	Maria Lei Sam Elisaia
ACEO Curriculum Design and Materials	Tuiloma Inipene Simanu
ACEO School Governance and Management	Muliagatele Perenise Stowers
ACEO Performance and Development	Salā Tautī Faatamālii Jenny Lauano
ACEO ICT & Media	Matagio'o Nehru Mauala
ACEO Culture Arts and Heritage	Sa'uila Forrest Time
ACEO National Archives, Records and Library	Fanuaea Amela Silipa
ACEO Samoan Language Commission	Salā Leota Delphina Lee
ACEO Legal	Tausiliimalo Ryan Masinalupe
ACEO Internal Audit	Heti Meleisea
ACEO Human Resource	Ruby Sheck
ACEO Finance and Administration	Vacant

SECTION 2: HUMAN RESOURCE REPORT

Output Structure

The Ministry of Education and Culture, formerly called the Ministry of Education, Sports and Culture, no longer houses the Sports division as it is now its own Ministry now called, the Ministry of Sports and Recreation which formalized in this financial year 2024/25 after government reforms.

The Ministry of Education and Culture now comprises of 12 divisions from 14 divisions in the previous financial year. The other two (2), Sports (Output 11) is now a separate entity while, Monitoring (Output 13) is now merged in Output 4 where both Teacher Development and Monitoring Divisions are headed by one manager, hence one budget output. The Human Resource unit which was previously under CSU 1 Corporate Services is now under Output 1 Policy Advise to the Responsible Minister or the Office of the CEO. CSU 1 includes Finance, Administration, Payroll, Asset Management and Maintenance.

Table 1: Financial Outputs

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

MEC Workforce – Gender Distribution

This subsection reports the total number of Ministry staff employed in the Financial Year ending 30th June 2025 under different categories as shown in the tables below.

Table 2: MEC Workforce by Employee Category as of 30th June 2025

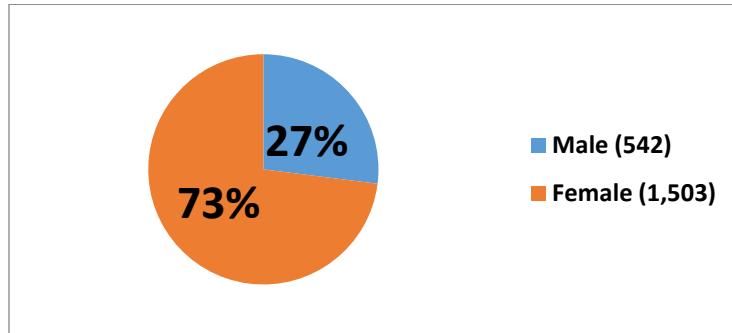
Breakdown of MEC Staff	Male	Female	Total	Percent
Contract Officers	114	142	256	13%
Permanent Officers	361	1,112	1,473	72%
Temporary Officers	67	249	316	15%
Total Staff	542	1,503	2,045	100%

Percent	27%	73%	100%
---------	-----	-----	------

Source: Finance One System

As of June 30 2025, the total workforce stands at 2,045 employees, indicating a decline from the previous financial year, which recorded 2,062 employees in the same period. This reduction is due to a total of 88 vacant positions that were yet to be filled due to rapid staff turnover and at times the lack of applicants for various positions being advertised.

Figure 1: MEC Workforce Gender Distribution

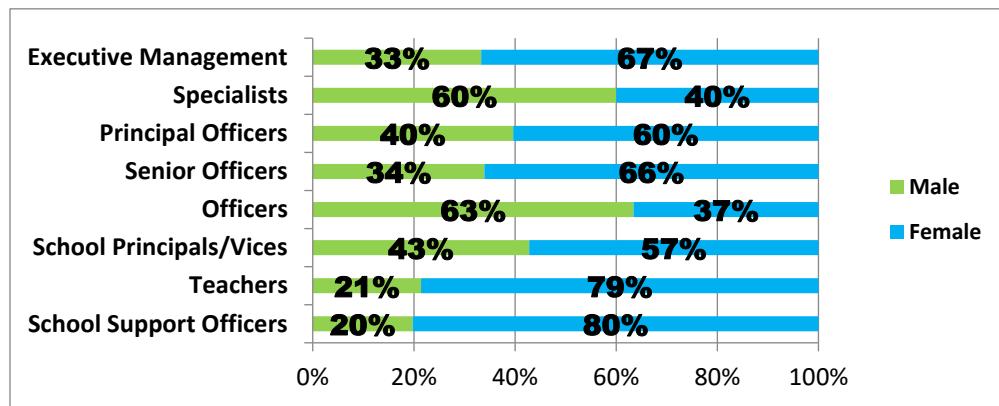


Source: Finance One System

Figure 1 shows that females dominate the number of MEC employees at 73% over their male counterparts at 27%. This was the same proportion compared to last year's result, however, the number of females increased from 1,496 to 1,503 and males numbers reduced from 565 to 542 in June 2024 and June 2025 respectively.

Further analysis presented in Figure 2 illustrates that females dominate 6 out of 8 occupational groups. Most males are in the specialists and officer positions. About 80% of teachers and school support officers (such as school support advisors (SSAs), school library assistants (SLAs) and senior typists (STs) are females while only 20% are male.

Figure 2: MEC Workforce gender distribution by occupational groups



Source: Finance One System

The comparison between teaching and non-teaching staff reveals a significant disparity in numbers. Based on Table 3 and Figure 3, the school personnel (including teachers, School Principals and Vice Principals)

constitute the highest proportion of the Ministry's workforce at 85% which is a 1% decrease from last financial year.

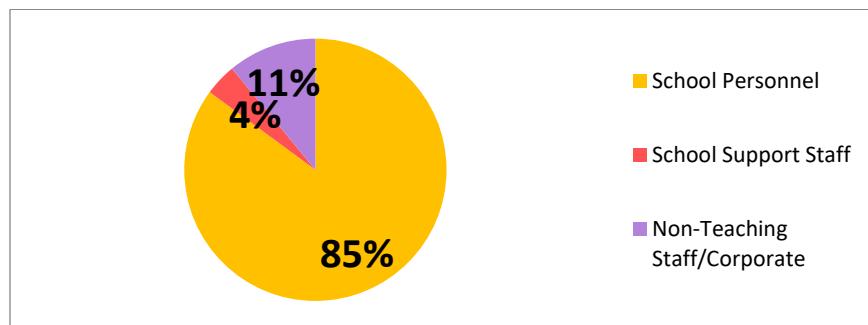
Females have the highest number of school personnel at about 76% when compared to males. About 4% are school support staff inclusive of school support advisors, school library assistants and senior typists. Corporate staff or non-teaching staff, namely the employees working at the Ministry Headquarters and the Culture & Arts Centre Malifa from the Executive Management, principals, seniors and officers represent 11% of the total MEC workforce.

Table 3: MEC Workforce by Teaching versus Non-Teaching Staff as of 30th June 2025

MEC Workforce	Males	Females	Total	Percent
School Personnel	420	1,325	1,745	85%
School Support Staff	16	65	81	4%
Non-Teaching Staff/Corporate	106	113	219	11%
Total	542	1503	2045	100%

Source: Finance One System

Figure 3: MEC Workforce by Teaching and Non-Teaching Staff



Source: Finance One System

Table 4 shows that 65% of teaching workforce works at the primary school level, while 35% work in secondary schools or colleges. These percentages are the same from last financial year, however with 20 less teachers from 1,565 to 1,745 at year ending June 30th, 2025. Male teacher's number decreased from 443 to 420, while females slightly increased from 1,322 to 1,325 for the same period.

Table 4: Teaching Staff at Primary versus Secondary schools as of 30th June 2025

Level	Males	Females	Total	Percent
Primary School	208	918	1,126	65%
Secondary School	212	407	619	35%
Total	420	1325	1,745	100%

Source: Finance One System

The total number of school principals and vice principals were 215 compared to 228 in the previous year. This number does not include the vacant principal and vice principal positions in which most were within

the recruitment and selection process at the time of reporting. One staff from the Public Service Commission was seconded at the Ministry to assist with this process.

As shown in Table 5, there were 215 school principals and vice principals employed at MEC as of June 2025. 74% are principals while 26% of them are vice principals.

Table 5: Principals and Vice Principals within Primary versus Secondary level as of 30th June 2025

Positions	Primary		Secondary		Total	Percent
	Male	Female	Male	Female		
Principals	55	82	14	8	159	74%
Vice Principals	16	19	7	14	56	26%
Total	71	101	21	22	215	100%
Percent	41%	59%	49%	51%		

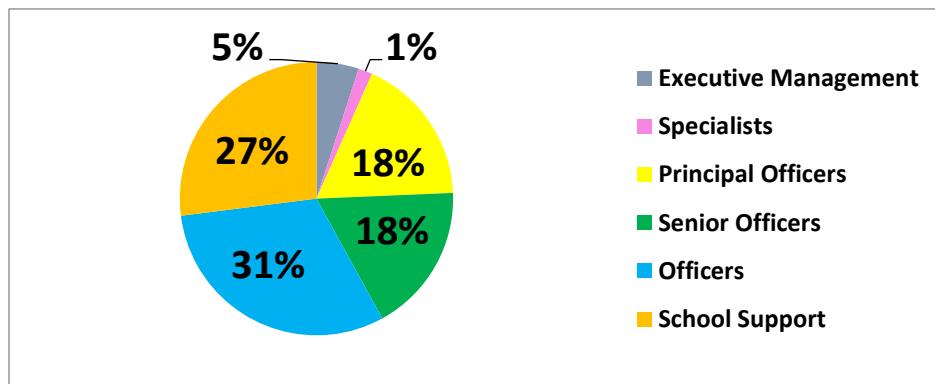
Table 6 presents a breakdown of corporate staff by occupational group and gender. A total of 300 corporate employees were recorded, representing a modest increase from 232 in the previous year. Officer level ranked the highest at 31%, followed by School Support Officers at 27%. MEC Management comprises 5% of the total corporate employees. Females in corporate also dominate in numbers with 178 staff.

Table 6: MEC Corporate Workforce Distribution by occupational groups as of 30th June 2025

Corporate Occupational Groups	Males	Females	Total	Percent
Executive Management	5	10	15	5%
Specialists	3	2	5	2%
Principal Officers	21	32	53	18%
Senior Officers	18	35	53	18%
Officers	59	34	93	31%
School Support	16	65	81	27%
Total	122	178	300	100%
Percent	41%	59%		

Source: Finance One System

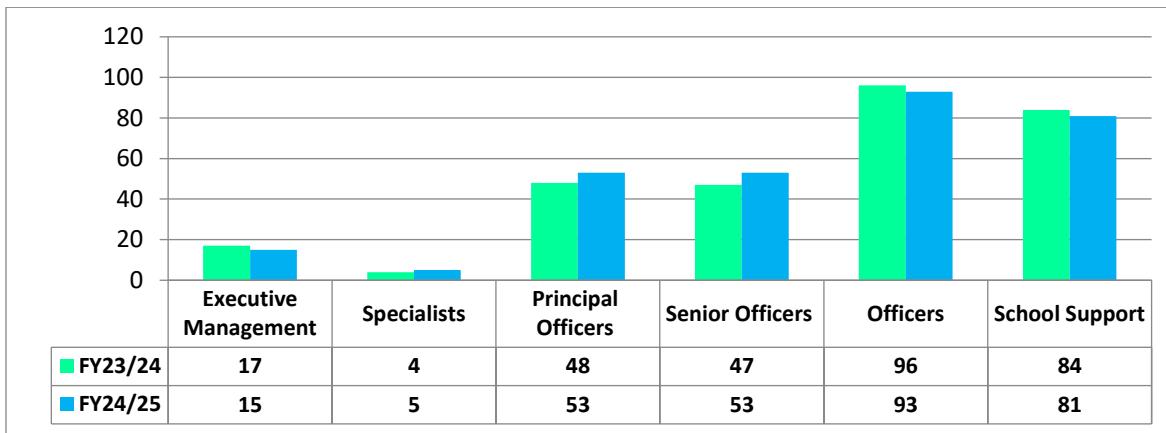
Figure 4: Corporate Staff Distribution by occupational groups



Source: Finance One System

When compared to last financial year, there were increases in specialists, principals and senior officers while executive management and school support slightly declined in numbers of filled positions as displayed in Figure 5.

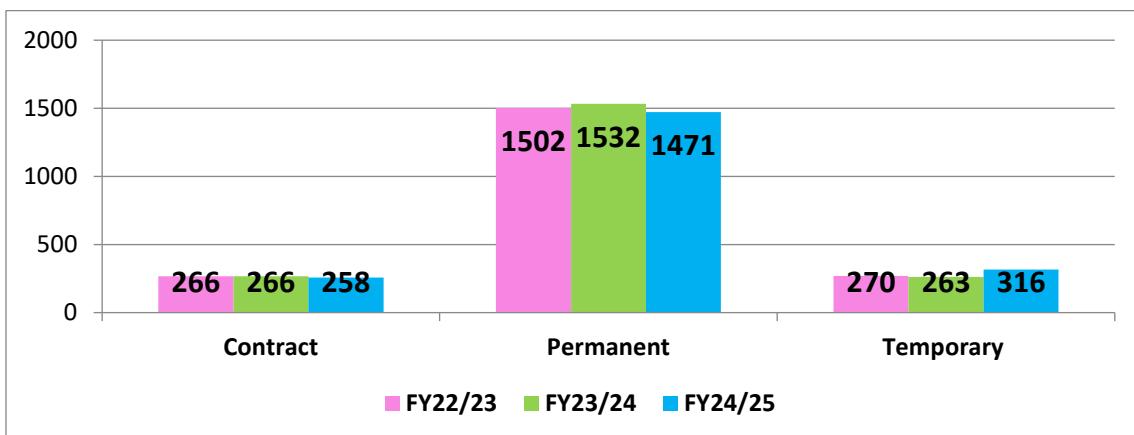
Figure 5: MEC Corporate Workforce numbers over two financial years



Source: Finance One System

Figure 6 shows the number of employees categorized under contract, permanent and temporary. Contract employees are hired for specific positions on a contractual basis, which is usually a term of 3 years. They include the CEO, Deputy CEOs, Assistant CEOs, Specialists and School Support Advisors. Contract employees were recorded at 258 on the 30th June 2025 as other contract positions were vacant. Permanent employees have decreased significantly by 61 positions due to staff turnover (such as resignations and terminations) and others transitioning from permanent to temporary for instance, staff requesting for an extension of service after 55 years of age. This may have caused the major increase in temporary employees as retirees are identified as temporary workers together with wage workers and part timers.

Figure 6: MEC workforce number over three financial years

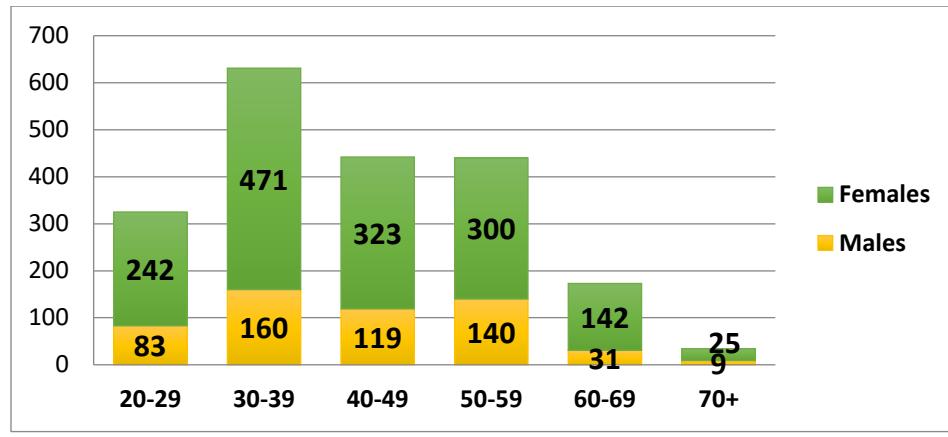


Source: Finance One System

MEC Workforce – Age Distribution

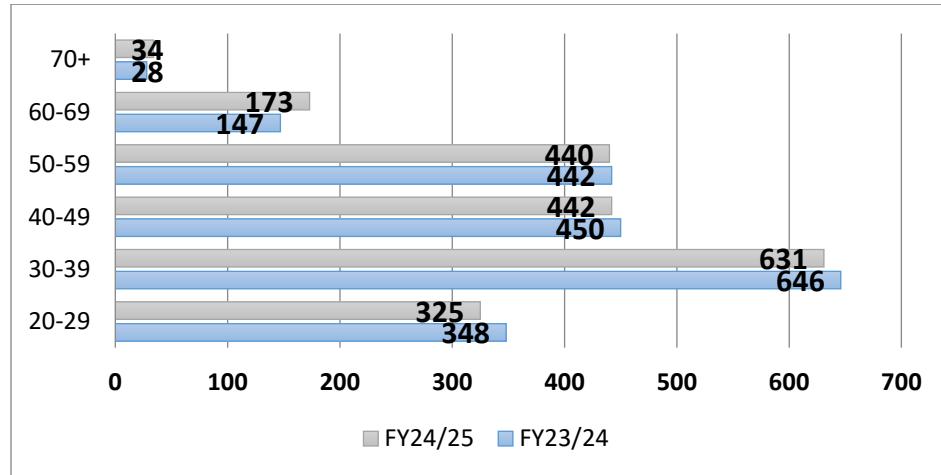
Figure 7 illustrates the age distribution of the current MEC workforce. The majority of employees (31%) are in the 30-39 age groups, while the smaller percentage (2%) consists of those aged 70 and above. Approximately 47% of the MEC workforce is within the 20 – 39 age range, indicating a predominantly young workforce. There haven't been major changes to the age groups compared to last year as further depicted in Figure 8. There are more retirees employed as indicated in the 60+ age groups who mainly serve as teachers to address staff shortages.

Figure 7: MEC Workforce by Age Group as of 30th June 2025



Source: Finance One System

Figure 8: MEC Workforce by Age Group as of 30th June 2025 over two financial years



Source: Finance One System

Table 7 illustrates the age distribution of corporate staff according to their professions or occupations. The majority of the workforce is within the 30-39 age groups at 30%, followed closely by 40-49 year olds at 26% and 20-29 year olds at 22%. The least number of employees are retirees at 4%.

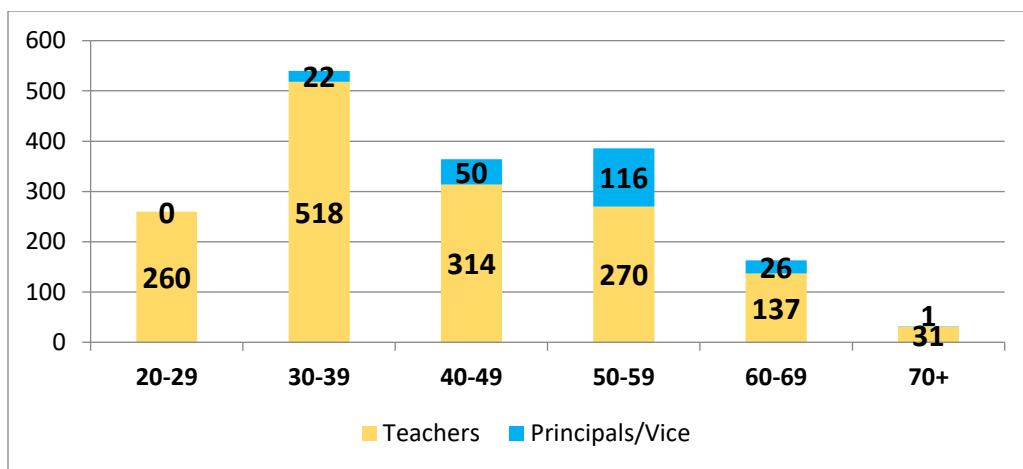
Table 7: Corporate Staff Age range by occupational groups

Occupational groups	20-29	30-39	40-49	50-59	60-69	70+	Total
Executive Management	0	3	3	7	2	0	15
Specialists	0	4	0	1	0	0	5
Principal Officers	5	14	23	9	2	0	53
Senior Officers	17	16	14	5	1	0	53
Officers	34	23	22	13	1	0	93
School Support	9	31	16	19	5	1	81
Total	65	91	78	54	11	1	300
Percent	22%	30%	26%	18%	4%	0%	

Source: Finance One System

As depicted by Figure 9, the majority of teachers are within the 30-39 age group while majority of those holding senior contractual positions such as principals and vice principals are within the 50-59 age group. The retirement age is 55; however, there is still a shortage of teachers in school thus teachers are encouraged to apply for an extension to work as retirees to address for the shortage of teaching staff. As seen in the graph below, 195 teachers, vice and principals are within the 60 to 70plus age group.

Figure 9: Teaching Staff Age Group (School Principals, Vice Principals and Teachers)



Source: Finance One System

MEC Workforce – Work Experience/Years of Service

Table 8 and Figure 10 display the capability level of the current MEC workforce based on their years of experience with the public service. Years of experience serve as an indicator of the workforce's maturity in terms of practical experience and institutional knowledge in addressing issues within the Ministry.

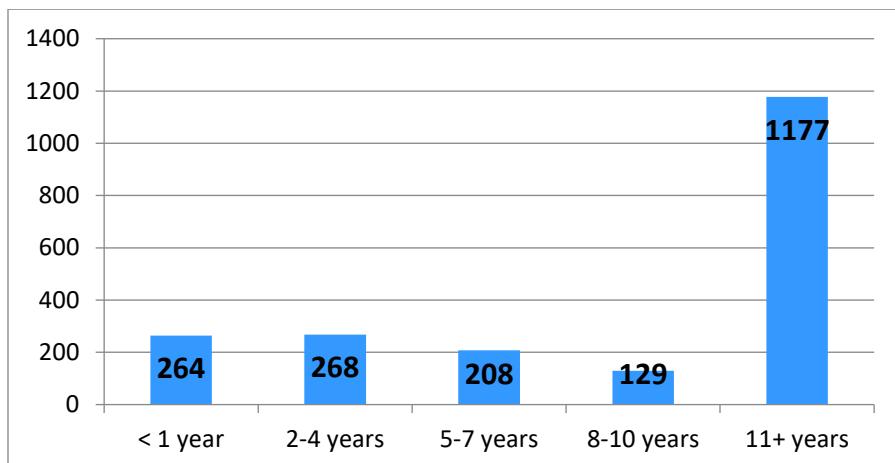
Table 8: MEC Workforce Distribution by Years of Service as of 30th June 2025

MEC Workforce Years of Service	<1 year	2-4 years	5-7 years	8-10 years	11+ years	Total
Executive Management	1	7	0	2	5	15
Specialists	0	0	1	1	3	5

Principal Officers	16	6	7	5	19	53
Senior Officers	19	3	10	3	19	54
Officers	32	25	9	12	16	94
School Support	13	12	12	4	39	80
School Principals	0	0	2	2	154	158
Vice Principals	0	16	1	0	39	56
Teachers	183	199	166	100	883	1,531
Total	264	268	208	129	1,177	2,046
Percent	8%	14%	13%	6%	58%	100%

As indicated, more than half (58%) of all employees of the Ministry have more than 10 years of work experience signifying maturity with their respective fields and deep institutional knowledge in the work of the Ministry of Education and Culture. Majority of executive management have 2-4 years of service in MEC but were employed prior within other other government institutions. Most of the school principals, vice principals, teachers, school support and specialists have more than 10 years of service. The junior employees with less years of service fall within the officer, seniors and principals category.

Figure 10: MEC Workforce Years of Experience



Source: Finance One System

Figure 11: MEC Corporate Workforce Years of Service

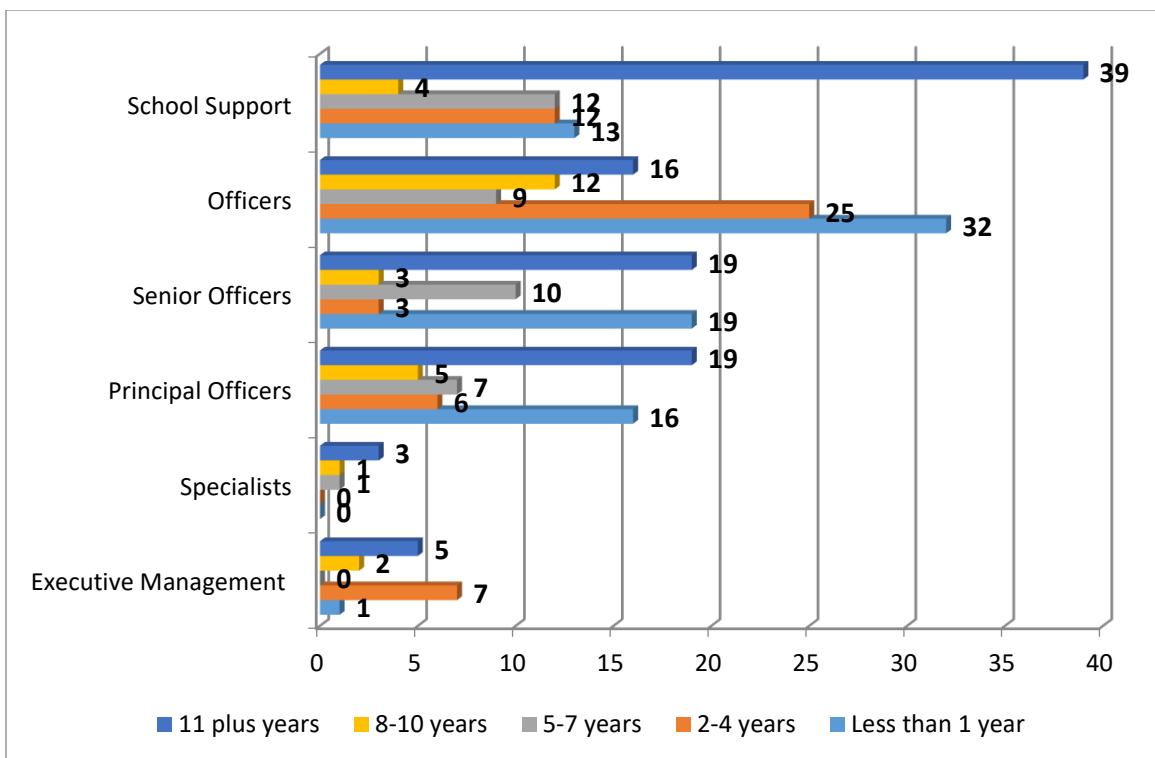
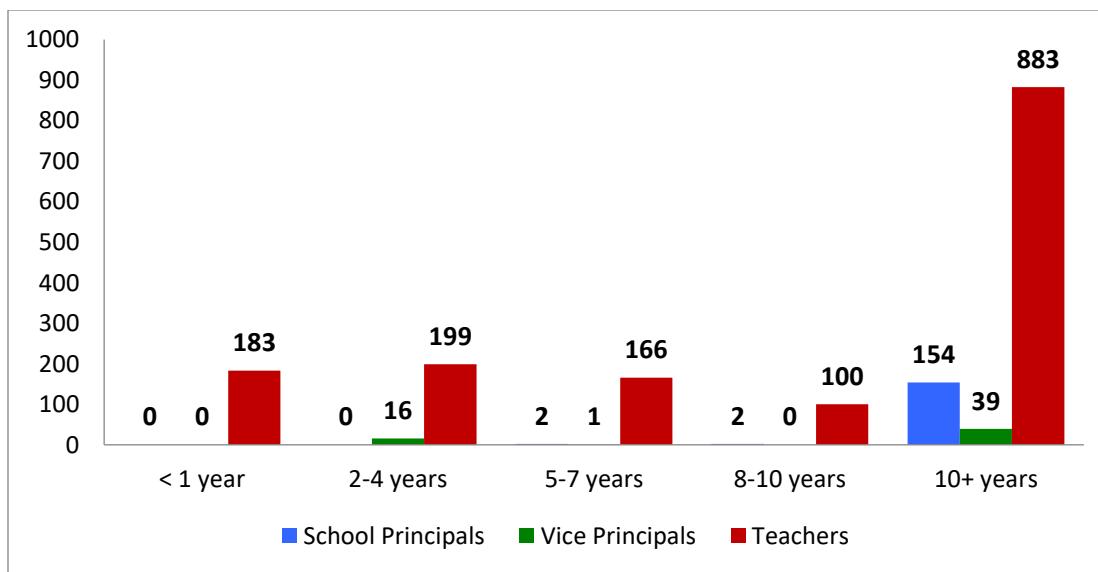


Figure 11 displays the distribution of year of experience among MEC's corporate staff. Notably, the highest proportion of staff with more than 10 years of work experience are school support officers, while officer scored the highest with less than 1 year experience who are mostly returning graduates and school leavers.

Figure 12: Teaching Staff Years of Service



Source: Finance One System

In Figure 12, it is evident that approximately 95% of all teaching staff, including principals, vice principals and teachers, have over 11 years of experience. This remarkable statistic demonstrates the dedication of teachers to their careers and their significant impact on educational outcomes within the Ministry.

Staff Turn-over

Table 9 below displays the movement of teaching and corporate staff as of June 30th, 2025. There were 98 new appointments, a decrease from previous years at 114. The new appointments resulted from staff turn-over, internal promotions and the recruitment of new teachers. Twenty three staff members were promoted this year, compared to 11 in the previous period. Only one contract ended this financial year compared to 3 last year. Hundred and sixteen employees resigned, while one retired compared to zero last FY.

Table 9: Movement of Staff as of the 30th June 2025

Transaction	No. of Transaction FY23/24	No. of Transaction FY24/25	Change
New Appointment	114	98	Decrease
Appointment – Promotion	11	23	Increase
Appointment – Re-employment	94	46	Decrease
Appointment – Transfers	79	68	Decrease
Ceased Employment – Deceased	9	9	Constant
Ceased Employment – Dismissal	15	9	Decrease
Breached Code of Conduct			
Ceased Employment – End of Contract	3	1	Decrease
Ceased Employment – Resignation	83	116	Increase
Ceased Employment – Retirement	0	1	Increase

Source: MEC Pelican Database – Payroll

Cessation of Employees

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

Table 10: Types of Employment Cessation

Type of Cessation	Number of staff FY2023-2024	Number of staff FY2024-2025
Total Resigned:		
• Females	54	75
• Males	29	41
	<u>83</u>	<u>116</u>
Retirees	0	1
Terminated on Breached of the Code of Conduct		
• Teachers	10	5
• Officers	5	4

Source: MEC Pelican Database – Payroll

Recruitment and Selection

The Recruitment and Selection process for permanent positions in the corporate staff category is managed by the Corporate Services Division, following the guidelines outlined in the Public Service Act 2004 and the Recruitment and Selection Manual 2016 of the Samoa Public Service Commission. Contract positions for School Principals, Vice Principals, Specialists, ACEOs, DCEO and CEO are overseen by the Commission.

Table 11 below shows that, a total of 64 new corporate staff members were appointed to the Ministry. This comprised of 26 males and 38 females.

Table 11: Level of Appointment – Corporate Staff

Type of appointment	Statistics	
Total Number of Appointments made	64	
Contract Officers = 7	New Appointment & Promotions	Re-appointments
	ACEO – HR & EMPLOYMENT RELATION	DCEO Operational
	Primary National Tools Development	ACEO PDD
		ACEO PPRD
		ACEO SLC
		ACEO ICT
	New Appointments	Promotions
Permanent Officers = 57	Senior Development Advisory Officer	Principal Officer Quality Assurance
	Senior Curriculum Officer Science	Senior PC Network Officer
	Senior Curriculum Officer Expressive Art	Senior TVET Officer-Applied Science
	Assessment Officer	Stores Officer
	Senior Cultural Officer	Senior Typist-Sagaga College
	Cultural Development Officer	Senior Heritage Officer
	PC Network Officer	Senior Monitoring Evaluation Officer
	PC Network Officer	Senior Education Officer-Assessment
	Senior Audio Visual Officer	Music Tutor Woodwind
	Principal Payroll Officer	Internal Audit
	Principal Administration Officer	Senior Accounts Receivable Officer
	Records Officer	Senior Accountants Officer
	Senior Accounts Officer-Payable	Assessment Officer
	HRMIS Officer	Senior Typist-Palalaau College
	Principal HRD Officer	Senior Records Officer
	Principal HRM Officer	Principal Assessment Evaluation Officer
	Senior Procurement Officer	
	Administration Officer Payroll	
	Senior Performance Officer	
	Night watchman	

	Records Officer	
	Telephone/Receptionist	
	Heritage Development Officer	
	Education Officer-Research & Training	
	School Library Assistant - Samata i Tai	
	School Library Assistant - Lefaga College	
	School Library Assistant - Aleipata College	
	Education Officer - Data Management Officer	
	Senior Typist – Aana 2 College	
	School Library Assistant - Laulii Primary	
	School Library Assistant - Taelefaga Primary	
	School Library Assistant - Falealili College	
	School Library Assistant - Faleata College	
	Teacher Development Officer	
	Senior Typist-Lepa/Lotofaga College	
	Senior Typist - Savaii Sisifo College	
	Senior Typist - Palauli College	
	Principal Assets	
	System Support Officer	
	Senior Accounting M/E Officer-OGG	
	Senor Planning Officer	

Source: Finance One System

SECTION 3: BUDGET REPORT

Table 12: Financial Statements as of June 30th 2025

OUTPUTS PROVIDED BY MINISTRY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
1810 Policy Advice to the Minister of Education				
Personnel	935,052	99%	943,094	8,042
Operating	334,561	95%	350,843	16,282
Capital	48,835	100%	48,837	2
TOTAL	\$ 1,318,448	98%	\$ 1,342,774	\$ 24,326
1820 - Ministerial Support				
Personnel	272,399	101%	270,222	-2,177
Operating	206,344	100%	207,135	791
Capital	-	0%	-	-
TOTAL	\$ 478,743	100%	\$ 477,357	\$-1,386
1830 - Teaching Services				
Personnel	68,109,249	100%	68,417,360	308,112
Operating	10,944	99%	11,000	56
TOTAL	\$ 68,120,193	100%	\$ 68,428,360	\$ 308,168
1840 - Teacher Development Services				
Personnel	955,936	98%	977,886	21,950
Operating	179,788	100%	180,300	512
Capital	17,643	100%	17,644	1
TOTAL	\$ 1,153,367	98%	\$ 1,175,830	\$ 22,463
1850 - School Improvement Services				
Personnel	2,489,734	99%	2,502,673	12,939

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Operating ¹	325,443	88%	368,947	43,504
Capital ²	20,000	40%	50,000	30,000
TOTAL	\$ 2,835,178	97%	\$ 2,921,620	\$ 86,443
1860 - Curriculum Services				
Personnel	1,034,706	99%	1,043,973	9,267
Operating	441,630	91%	486,600	44,970
TOTAL	\$ 1,476,337	96%	\$ 1,530,573	\$ 54,237
1870 - Assessment & Examination Services				
Personnel	1,765,823	100%	1,769,278	3,455
Operating	283,598	100%	283,600	2
Capital	7,522	100%	7,522	0
TOTAL	\$ 2,056,943	100%	\$ 2,060,400	\$ 3,457
1880 - Policy Planning & Research Services				
Personnel	483,396	95%	510,954	27,558
Operating	71,657	82%	87,206	15,549
Capital	5,548	100%	5,548	0
TOTAL	\$ 560,601	93%	\$ 603,708	\$ 43,107
1890 - Assets Management Services				
Personnel	376,572	96%	391,687	15,114
Operating	1,157,695	100%	1,157,700	5
Capital	160,541	100%	160,583	42
TOTAL	\$ 1,694,809	99%	\$ 1,709,970	\$ 15,161

¹ The underutilized provision resulted from backorders cancelled by the Ministry of Finance, as indicated in their response to our request letter at the end of FY2024/2025. Savings from the Personnel budget have been identified and reallocated to the Operating Budget to support preparations for the 2025 National Examination, following the government's budget reduction prior to the end of June 2025.

² The remaining balance under the Capital category (30,000) resulted from a backorder for the School Operations Photocopier. The Ministry of Finance declined the payment request and withheld the cheque; therefore, the provision was credited to Output 5 for FY2024/2025. The Ministry will be liable to settle the outstanding photocopier payment in FY2025/2026 once virement is approved by MOF.

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
1900 - Public Library Services				
Personnel	329,167	108%	305,600	-23,567
Operating	132,435	94%	140,314	7,879
TOTAL	\$ 461,602	104%	\$ 445,914	\$-15,689
1920 - Cultural Development Services				
Personnel	554,802	95%	586,613	31,811
Operating	143,216	84%	170,000	26,784
Capital	3,235	100%	3,236	1
TOTAL	\$ 701,253	92%	\$ 759,849	\$ 58,596
1940 - Sector Coordination Services				
Personnel	410,945	98%	419,345	8,400
Operating	25,927	91%	28,400	2,473
TOTAL	\$ 436,872	98%	\$ 447,745	\$ 10,873
1991 - Central Services Unit 1 - Administration & Budget				
Personnel	741,123	99%	751,083	9,960
Operating	380,971	100%	381,019	48
Capital	81,304	100%	81,305	1
TOTAL	\$ 1,203,398	99%	\$ 1,213,407	\$ 10,009
1992 - Central Services Unit 2 - Information				
Personnel	683,864	99%	689,409	5,545
Operating	466,221	100%	466,500	279
TOTAL	\$ 1,150,085	99%	\$ 1,155,909	\$ 5,824
1993 - Central Services Unit 3 - Printing Services				
Personnel	293,303	105%	278,549	-14,754
Operating	201,290	100%	201,500	210
TOTAL	\$ 494,593	103%	\$ 480,049	\$-14,544

OUTPUTS PROVIDED BY THIRD PARTIES

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
A01 - NUS (Samoa Polytechnic & NUS Merged)	18,074,138	100%	18,074,138	0
A11 - SQA (Samoa Qualifications Authority)	6,600,317	100%	6,600,317	0
A69 - One Government School Grant	17,895,407	99%	18,000,000	104,593
TOTAL	\$ 42,569,862	100%	\$ 42,674,455	\$ 104,593

TRANSACTION ON BEHALF OF THE STATE

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
A75 – Samoa Arts Council	-	-	50,000	50,000
D14 - University of South Pacific	1,744,332	100%	1,744,332	0
D15 - UNESCO	11,000	100%	11,000	0
D16 - Commonwealth Centre of Learning	156,199	100%	156,199	0
D69 - UNESCO (Local Costs)	45,574	97%	46,969	1,395
G01 - Government Building	51,050	100%	51,050	0
Q01 - VAGST Output Tax	458,639	67%	680,745	222,106
Q04 - Teacher's Higher Education Scheme	1,355,507	90%	1,500,000	144,493
Q34 - School Broadcast	1,358	14%	10,000	8,642
Q51 - Samoa National Orchestra	38,850	97%	40,000	1,150
R32 - Samoan Language Commission	478,246	117%	408,848	-69,398
R35 - National Archives & Records Authority - Establishment	601,094	100%	600,782	-312
S21 - Teachers Annual Conference	99,985	100%	100,000	15
U98 - Construction of new fence for Samoa Arts & Culture Centre	-	0%	250,000	250,000
U99 - Building Insurance (HQ, Museum, Libraries, Cultural Centre)	-	0%	508,171	508,171
W17 – School Connectivity	166,419	19%	880,000	713,581
TOTAL	7,230,024	74%	7,038,096	1,829,842

GENERAL LEDGER

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Output Provided by Ministry	84,142,422	99%	84,753,467	611,044

Transaction on Behalf of the State	5,208,254	74%	7,038,096	1,829,842
Outputs Provided By Third Parties	42,569,862	100%	42,674,455	104,593
TOTAL	131,920,538	98%	134,466,018	2,545,479

SUMMARY BY BUDGET CATEGORY

	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
Capital	344,628	92%	374,675	30,047
Operating	4,361,723	96%	4,521,065	159,342
Personnel	79,436,072	99%	79,857,727	421,655
TOTAL	84,142,422	99%	84,753,467	611,044

NON-TAXATION REVENUES

	YTD Actuals	Utilization %	Annual Budget	Variance
1840 – Performance Development Division	22,250	223%	10,000	12,250
1850 – School Operation Division	16,049	0%	-	16,049
1860 - Curriculum Services	120	29%	420	-300
1870 - Assessment & Examination Services	827,579	122%	680,560	147,019S
1900 - Public Library Services	8,093	155%	5,220	2,873
1920 - Cultural Development Services	121,343	121%	100,000	21,343
TOTAL	995,434	125%	796,200	199,234

BUDGET SUPPORT

Budget Support	YTD Actuals	Utilization %	Annual Budget	Funds Remaining
001 - ESP- Output 1 - OCEO	31,377	47%	66,392	35,015
004 - ESP- Output 4 - TDAD	81,198	100%	81,200	2
005 - ESP - Output 5 - SOD	36,991	100%	37,000	9
006 - ESP - Output 6 - CDMD	347,453	100%	347,451	2
007 - ESP - Output 7 - AED	51,981	100%	52,000	19

008 - ESP - Output 8 - PPRD	36,998	100%	37,000	2
009 - ESP- Output 9 - CSD	127,164	100%	127,200	36
012 - ESP - Output 12 - CULTURE	23,048	96%	24,000	952
013 - ESP - Output 13 – MERD	43,571	100%	43,580	9
014 - ESP - Output 14 - SECTOR	55,164	91%	60,675	5,511
032 - ESP- Output 32 - SLC	18,130	95%	19,000	870
035 - ESP- Output 35 - NARA	47,600	100%	47,600	39
092 - ESP- Output 92 - ICT	48,184	85%	56,900	8,716
Total Budget	948,859	95%	1,000,000	51,141

SECTION 4: PERFORMANCE REVIEW

This section presents an overview of the progress and notable achievements of activities within the Ministry's Divisions for the Financial Year 2024-2025.

Achievement of Key Performance Indicators (KPIs)

Table 13 below provides a summary of the achievement status of Key Performance Indicators (KPIs) for the 12 Divisions in the current financial year.

Table 13: Summary of KPI achievements

Outputs	Achieved	Partially Achieved	Not Achieved	Total
Output 1: OCEO	5	3	-	8
Output 2: OCEO	2	-	1	3
Output 3: SGM	6	-	-	6
Output 4: PDD	11	4	2	17
Output 5: SGM	3	1	1	5
Output 6: CDMD	7	2	1	10
Output 7: AED	10	2	-	12
Output 8: PPRD	13	4	-	17
Output 9: Assets	5	-	1	6
Output 10: Library	2	-	-	2
Output 12: Culture	3	2	1	6
Output 14: ESCD	5	-	-	5
HR	7	1	2	10
ICT & Media	6	4	2	12
Finance & Admin	12	-	-	12
NARL	4	3	2	9
SLC	3	4	-	7
Total	104	30	13	147
%	71%	20%	9%	100%

The table shows that out of 147 planned KPIs, 71% were achieved, 20% partially achieved and 9% not achieved. A detailed breakdown of each KPI is available in Annex 1.

Summary of Key Achievements for FY2024-2025

This section presents an overview of the significant accomplishments achieved by the Ministry during the fiscal year. The following are the programs and activities that have contributed to the overall success of the Ministry's key deliverables for FY2024-2025.

Teacher Posting, Recruitment and Placement

The Ministry deployed a total of 397 teachers to address critical staffing gaps across the education system. This includes 95 newly recruited teachers and 302 retired teachers re-engaged to support classroom delivery. This balanced approach helped mitigate teacher shortages and maintain continuity of learning for students.

Teacher Registration

A total of 131 new teachers were registered, while 220 teachers renewed their registration. The Samoa Teachers Council (STC) held ten meetings to review the Teacher Registration process, promote awareness programs to encourage teachers to apply for their teaching licenses, and plan for Council autonomy. Awareness activities included radio, TV, and Faailo Ao campaigns in October 2024, alongside online registration sessions at Faleata College and Vaimoso Primary and school to school visits for both Savaii and Upolu.



Teacher Performance Appraisal

Teacher performance appraisals covered 217 primary teachers and 106 secondary teachers. Among primary teachers, 96% were rated proficient, 1% Exemplary, and 3% Not Proficient. Among secondary teachers, 96% were rated proficient, 1% Exemplary, and 3% Not Proficient.

Compulsory Education Awareness

The Ministry strengthened awareness of compulsory education through community meetings, school visits, and outreach via the Faailo Ao program. Broad campaigns through Manu o le Vaveao on national TV (TV1, TV5, NUS TV) reinforced the importance of regular school attendance and collective responsibility for equitable education.

Annual Teachers' Conference 2025

The Annual Teachers Conference, held from 27 to 30 January 2025, engaged 1,585 teachers and school leaders in four days of professional development and collaborative exchange. Centered on the theme *“Quality Education Begins with Me,”* the program featured targeted sessions designed to strengthen instructional practice, leadership capacity, and sector-wide alignment. Among the attendees was Miss

Samoa, a teacher by profession, whose presence highlighted the value and visibility of educators in national leadership. The event concluded with a thanksgiving service at EFKS Hall in Sogi, reinforcing the shared commitment to unity, gratitude, and the ongoing pursuit of educational excellence.



Professional Development Visits

Professional development visits were conducted in 53 schools (39 primary and 14 secondary). These visits strengthened teacher capacity in numeracy, science, and formative assessment, improved school-based PD systems, enhanced classroom practices and student learning outcomes, and promoted collaboration between schools and the Ministry.

A review of In-service Teachers Professional Development Program (ISTPD) confirmed that while ISTPD is widely valued, its implementation has been fragmented and inconsistently linked to improvements in student literacy and numeracy achievement. Findings emphasized the importance of school-based communities of practice, where teachers share evidence-based strategies to enhance classroom instruction. Key identified areas requiring strengthening include alignment between pre-service and in-service teacher training, improved assessment literacy, and enhanced support for inclusive education. The review noted the willingness of MEC and NUS to regularize dialogues and strengthen engagements on teacher professional development.

From the review an Action Plan was developed for implementation under the new Education Sector Plan.

Teacher Upgrade and Sponsorship Meetings

In partnership with the National University of Samoa (NUS), the Ministry conducted sponsorship meetings to support pre-service and in-service teachers.

- On 30 September 2024, 35 teachers with Semester 1 averages of 60–65% joined targeted professional development sessions.
- On 28 November 2024, representatives from NUS, NCECE, and MEC reviewed the performance of ECE-sponsored students over three years and developed strategies to strengthen ECE programs.
- On 18 February 2025, six DipECE students joined preparatory visits ahead of a combined meeting on 21 March 2025, which engaged 76 pre-service and 25 in-service teachers.



Sponsorship Awareness and Teacher Marketing Programs

The Ministry promoted teaching as a career through targeted awareness initiatives.

- The Teacher Marketing Program in Savaii on 27 August 2024 engaged Year 12 and 13 students, with 200 students and teachers attending from nine colleges.
- The Teacher Higher Qualification Scheme awareness visit from 24–28 May 2025 reached 39 ECE centres, engaging teachers, volunteers, and aides, with resources provided to Sogi ECE Centre.



Sponsored Students' Academic Performance

Sponsored students performed strongly, with 71% achieving 60% or above in Semester 1 2024 and 79% in Semester 2 2024. These results underscore the value of the sponsorship program in supporting academic achievement.

Inclusive Education

Inclusive education was strengthened through teacher and teacher aide training, and policy consultations.

- From 22–26 July 2024, 26 teachers and 12 aides completed Unit 2 of the Education Support Programme with Newcastle University.
- From 4–6 February 2025, 287 teachers and 70 aides participated in practical ECE training, including basic sign language.
- Unit 3 was delivered from 14–17 April 2025 to 40 participants, with Unit 4 scheduled for July 2025.
- Inclusive Education Talanoa sessions in May 2025 engaged government representatives, teachers, and stakeholders, supported by UNICEF and consultant Dr. Sally Baker.



Inclusive Education awareness campaign reached 787 participants across Upolu and Savaii in May 2025, promoting support for students with disabilities, funded by the Tautua Program.



SSILNaS Program 2024

The SSILNaS 2024 was held in July 2024 under the theme “Family Nurtures Life” (O LE AIGA E FAAFAILELEINA LE OLA). A total of 211 out of 215 schools (98.1%) participated.

Supplementary Resources Developed

The Curriculum Division developed 122 supplementary resources across all levels. Training on the use of these resources reached 1,403 teachers in February 2025, with cluster trainings in April 2025 engaging an additional 454 teachers in Faleata and Vaimauga.

Support Programs for Underperforming Schools

- Support roadshows were conducted in 15 colleges (11 in Savaii and 4 in Upolu), targeting Years 9 and 10 and reaching 3,039 students and 156 teachers.
- Folauga phonics training was also delivered in March 2025 across five clusters: Aleipata, Lotofaga, Falealili, Savaii Sisifo, and Asau.



Applied Scholastics International (ASI) training was completed by ten MEC staff in Missouri. Local implementation continued through workshops and “Soofau” success stories, strengthening the application of Study Technology in schools.



ECE resources were distributed to eleven (11) schools across Upolu and Savaii on 14 November 2024 to support classroom and outdoor activities, funded by the Tautua Program. Early literacy promotional

videos were broadcast on the Ministry website, Facebook page, and national TV as part of the Manu o le Vaveao Awareness Campaign.



Assessment Tool Development Workshop was held in April 2025 with 65 teachers, led by NUS colleagues. Follow-up monitoring evaluated classroom application of formative assessment strategies, funded by the Tautua Program.



Guardians Environmental Education Programme trained teachers and engaged 305 students from 20 schools in environmental learning and community action, in partnership with Conservation International, MNRE, MAF, and the Samoa Voyaging Society.



Disaster and Emergency Management Plans (DEMPs) were created for 17 high-risk schools—7 rural and 10 urban—including an ECE center and a community learning center. These plans were based on risk assessments done by the Disaster Management Office (DMO) and the Ministry of Education and Culture (MEC), with support from the Tautua Program.

Training and drills were held for teachers, students, and parents. For most schools, this was their first time doing emergency simulations. 74 teachers and School Inspectors (72 female, 25 male) were certified in First Aid by the Samoa Red Cross.

During one fire drill, the President of a School Committee shared:

Today made me realize that our whole village should join future fire drills. Families near the school can help staff evacuate students and take them to their yards, which are safer than the school's assembly areas.

This shows how important it is to involve the whole community in school safety. MEC and DMO plan to continue this work with more schools to make sure everyone is prepared for emergencies.



Launch of five (5) Ministry policies (ECE, Multi-Literacy, Numeracy, Science and Assessment) on 8 November 2024 included awareness through teacher conferences, cluster trainings, and media campaigns to reach a wider audience.



Policy Development and Review

The National Bilingual Policy was approved by NPCC on 7 March 2025, with translation underway. Seven other key policies were reviewed and consulted in April 2025, with finalization to continue in FY2025/26.



Cultural Publications

Samoa Ne'i Galo Volume 11 Display Room was launched on 28 November 2024, showcasing 14 villages from Upolu and Savaii and preserving Samoan cultural heritage through exhibits and multimedia.



Five group reviews for Samoa Nei Galo Volume 12 were successfully conducted from 24–28 February 2025, continuing the effort to preserve Samoan oral traditions. Other important publications, including Primary School Readers, the Proverbial Expressions Booklet, and the Traditional Songs Booklet, were finalized and submitted for approval.

Samoa Ne'i Galo School Festival 2025 was held on 14 March 2025, engaging eight colleges from Government and Mission schools. The festival aims to revitalize and celebrate Samoan culture, instilling appreciation in students and ensuring its continuity for future generations.



National Orchestra of Samoa (Gigiliulaofatuga)

The National Orchestra of Samoa delivered 12 public performances during the financial year, showcasing a diverse repertoire including classical, hip hop, reggae, and traditional Samoan music.

Museum Exhibitions

The Museum launched a major exhibition, *Trouble in the Pacific: Climate Change in the Pacific*, on 21 October 2024 in collaboration with the British Council and Pacific partners. The exhibition highlighted pressing environmental challenges facing Pacific Island nations and drew strong public interest.

Museum Talks

The Museum hosted a series of talks, including *The Legacy of Otto Tøtens* by historian Tony Brunt on 19 September 2024, and *From Samoa with Love?* by Dr. Hilke Thode-Arora on 14 November 2024, in collaboration with NUS, the German Embassy, and the Goethe Institute.

International Museum Day Celebration 2025

The Museum of Samoa, in partnership with Lagi-Maama Academy & Consultancy (New Zealand) and supported by MFAT NZ, commemorated International Museum Day on 18 May 2025 at the Samoa Culture and Arts Centre, Malifa, under the theme “The Future of Museums in Rapidly Changing Communities.”



Museum Tours and Visitor Engagement

The Museum conducted 39 family tours, 8 group tours, 4 school tours, and 3 special tours, engaging 2,164 visitors, including government officials, international delegations, and cruise ship groups.

Education Sector Annual Review 2023–2024

The draft report was endorsed in principle by ESAC in April 2025, followed by consultations in Upolu and Savaii. Final endorsement was granted on 19 June 2025, reinforcing evidence-based decision-making for sector planning.



ICT and Digital Initiatives

Twenty-nine schools were connected via Starlink or fiber, while 58 schools accessed learning through 4G routers. Digital devices were deployed in all targeted secondary schools. IT Champions were trained to provide on-site technical support, ensuring sustainable use of digital resources.

Refresher Recordkeeping Training

The National Archives and Records of Samoa delivered three refresher training and awareness workshops on recordkeeping, appraisal, and records mapping across government ministries.

International Archives and Libraries Week 2025

International Archives and Libraries Week was celebrated from 9–13 June 2025, engaging 10 primary schools and over 100 students from both Upolu and Savaii. The program featured awareness sessions, preservation training, and exhibitions.



National Library Programs

The National Library delivered 90 literacy programs for 2,719 participants, alongside seven themed programs for 221 students. Tutorials supported over 200 students in English, Mathematics, Economics, and Samoan, while school visits engaged 377 students. In total, 1,167 new and donated books were catalogued for public access.

Samoa Monolingual Dictionary (Faatonuupu o le Gagana Samoa)



The Samoa Monolingual Dictionary was officially launched in Samoa on 5 July 2024 and in American Samoa on 11 July 2024. The first-ever Samoan monolingual dictionary, containing over 27,000 entries, is a vital resource for preserving, standardizing, and promoting the Samoan language and culture.

SLC Translation Work

The Samoa Language Commission (SLC) has made significant progress in advancing the National Samoan Language Framework, with a focus on translation work, a key element in promoting and strengthening the use of Samoan across official documents and publications.

During the financial year, the Commission successfully recruited one translator and is in the process of appointing a second to further enhance its translation capacity.

Major achievements in translation work include the successful translation of key national policies, reports, and publications into Samoan, such as:

- ✓ Two short stories for WAKA Publications (Fiji)
- ✓ Samoa Qualifications Authority (SQA) Framework
- ✓ National Archives Recordkeeping Policy
- ✓ Safe School Policy
- ✓ PIU Project brochures and pamphlets
- ✓ Office of the Attorney General's Annual Report
- ✓ MEC Corporate Plan 2025–2028

In addition, the SLC has provided ongoing translation and editing support for major Education Sector initiatives, including the ACER study, Building Education System Resilience in Samoa, and the review of the Education Sector Plan 2025–2030, which had been originally translated by external parties.

Samoan Language and Culture Week 2025

The Ministry coordinated Samoan Language and Culture Week in March 2025 under the theme “Living in the Language and Culture.” The event was launched at Asau College in Savaii and featured community engagement, TV and radio sessions, and school and village panels.



One Government Grant (OGG) Fund Disbursement

The Ministry disbursed 98% of the One Government Grant Fund to 335 schools in March 2025. This ensured timely financial support for operational and developmental needs, strengthening learning environments and supporting equitable education across Samoa.

An impact review of the OGG was completed in September 2024 supported by the Tautua and Tautai Programs with close collaboration with MEC. The findings highlighted that the OGG scheme demonstrates strong community, professional, and governmental support, with stakeholders endorsing its continuation due to its potential to generate valuable data for curriculum development, school planning, and improving teaching and leadership. It empowers schools by devolving management responsibilities, enhancing efficiency and responsiveness. However, the scheme suffers from significant weaknesses in monitoring, evaluation, and financial oversight, lacking a coherent monitoring and evaluation framework, automated reporting systems, and sufficient staffing to process financial data. Gaps include the absence of strategic planning tools, baseline indicators, and integration with GEDSI principles, as well as a one-size-fits-all funding formula that fails to address diverse school needs. Additionally, the scheme risks fostering dependency on government funding, potentially undermining traditional community and church-based support for schools.



Six (6) school infrastructure projects were completed, including two new buildings and four new halls at Manono Uta, Vaigaga, Samatau, Faleapuna, Siufaga Falelatai, and Luatuanuu.



SECTION 5: SCHOOL STATISTICS

This section of the report presents statistical and relevant information on MEC for the period of July 2024 to June 2025.

Schools

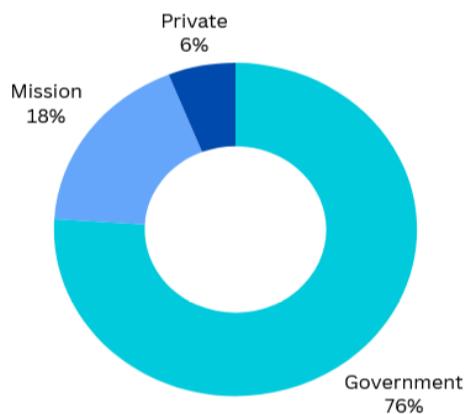
During this period, two schools were noted as closed, bringing the total number of registered schools down to 217 as of June 30, 2025. Of these registered schools, 167 are government schools (76%), 38 are mission schools (18%), and 14 are private schools (6%). Table 14 and Figure 13 present a breakdown of the total number of schools by region and controlling authority.

Table 14: Number of schools by district and controlling authorities

Schools Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
Total Schools	55	95	67	217
GOVERNMENT SCHOOLS				
Primary	22	74	48	144
Secondary	5	10	8	23
Total GS	27	84	56	167
MISSION SCHOOLS				
Primary	9	7	7	23
Secondary	7	4	4	15
Total MS	16	11	11	38
PRIVATE SCHOOLS				
Primary	9	0	0	9
Secondary	3	0	0	3
Total PS	12	0	0	12

Source: MEC Education Statistical Digest 2025

Figure 13: Percentage of registered schools by controlling authorities



School Enrolment

Over the past two years, the proportional distribution of primary school enrollment has remained consistent across all year levels, with a significant overall decrease in 2025 compared to 2024.

At the secondary level, the proportional distribution of enrollment has generally increased, with the exception of an 8 percent decrease in Year 12. However, overall secondary school enrollment has also declined significantly.

Table 15: School enrolment by levels

Year Levels	2024	%	2025	%
Year 1	6198	14%	5973	13%
Year 2	6044	13%	5756	13%
Year 3	5552	12%	5805	13%
Year 4	5774	13%	5497	12%
Year 5	5761	13%	5683	13%
Year 6	5635	12%	5575	12%
Year 7	5558	12%	5442	12%
Year 8	5357	12%	5439	12%
Total (Primary)	45879	100%	45170	100%
Year 9	4595	27%	4906	32%
Year 10	4171	25%	4184	27%
Year 11	3583	21%	3369	22%
Year 12	4650	27%	2887	19%
Total (Colleges)	16999	100%	15346	100%

Source: MEC Education Statistical Digest 2025

By region, the Apia Urban Area and Rest of Upolu account for the largest proportion of children enrolled at all levels, with about 40 percent compared to the Savaii region in primary schools.

At the secondary level, the Apia Urban Area has the highest percentage of children enrolled across all levels, with more than 40 percent, except at Year 12 where enrollment exceeds 50 percent in 2025.

Figure 14: Percentage of students enrolled by levels and regions in Primary Schools

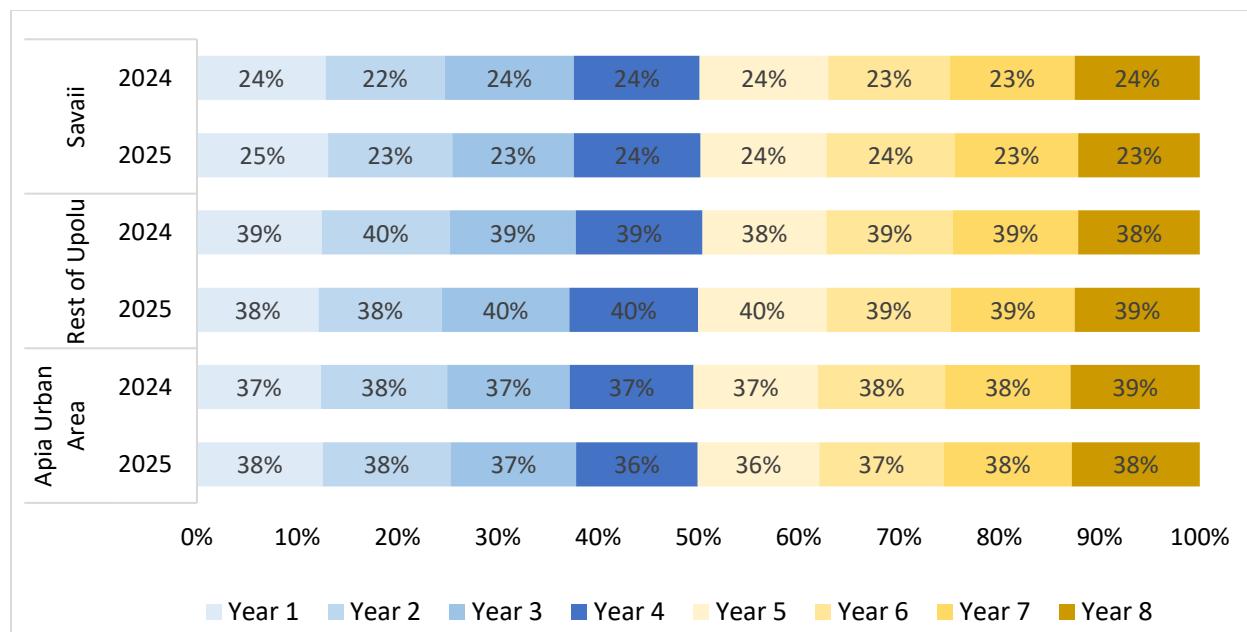


Figure 15: Percentage of students enrolled by levels and regions in Secondary Schools

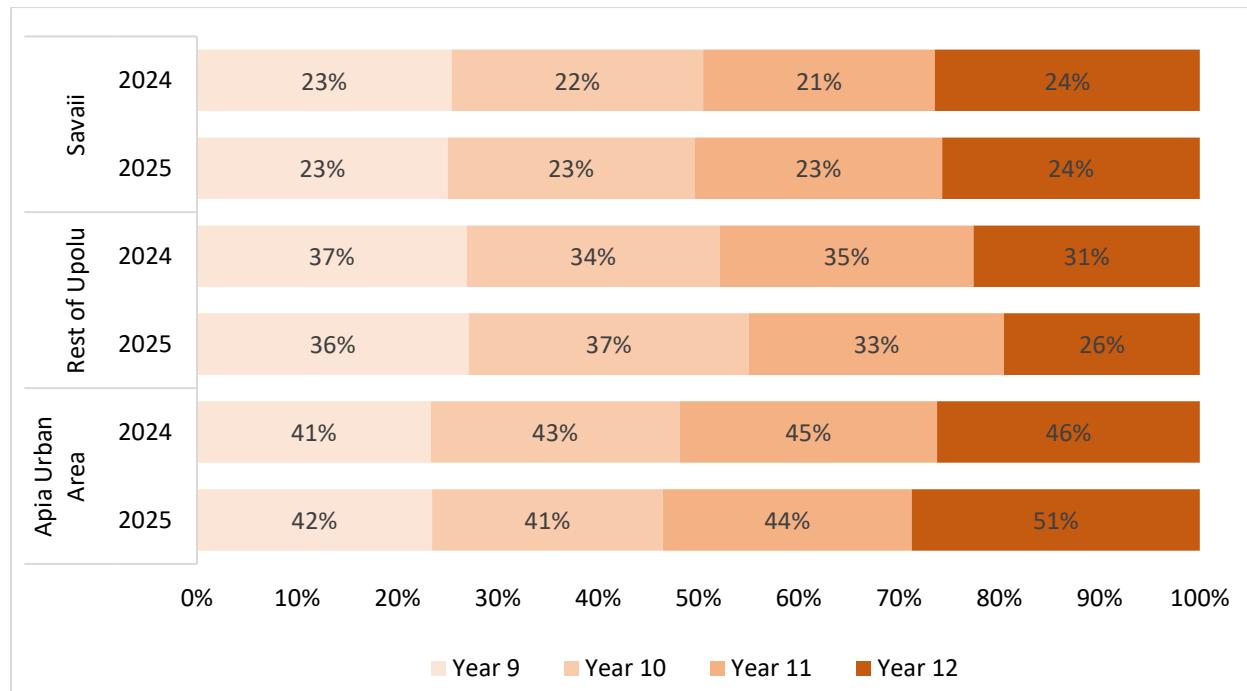


Table 16: Number of students by gender and controlling authorities

Levels	Gender	2024				2025			
		Government	Mission	Private	Totals	Government	Mission	Private	Totals
Primary Schools	Male	18821	3748	1363	23932	18568	3606	1354	23528
	Female	17238	3375	1334	21947	16953	3329	1360	21642
	Total	36059	7123	2697	45879	35521	6935	2714	45170
Colleges	Male	4864	2720	226	7810	4403	2506	221	7130
	Female	5501	3430	258	9189	4827	3136	253	8216
	Total	10365	6150	484	16999	9230	5642	474	15346
Total	Male	23685	6468	1589	31742	22971	6112	1575	30658
	Female	22739	6805	1592	31136	21780	6465	1613	29858
	Total	46424	13273	3181	62878	44751	12577	3188	60516

Source: MEC Education Statistical Digest 2025

Table 16 provides a breakdown of student enrollment by gender, showing that there are more male students enrolled at the primary level compared to the secondary level.

In 2025, both male and female enrollment decreased at the primary and secondary levels compared to 2024.

By controlling authority, the majority of students are enrolled in government schools, which is expected given that most primary and secondary schools are government-owned.

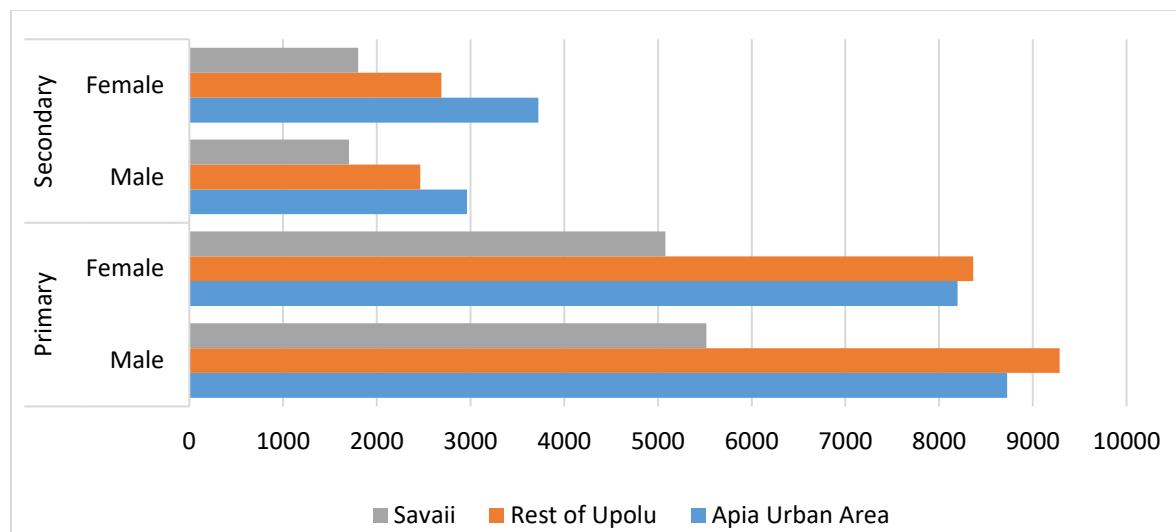
In terms of regional distribution, most students are enrolled in the Rest of Upolu region at the primary level, while the Apia Urban Area has the highest enrollment at the secondary level, as shown in Table 17 and Figure 16.

Table 17: Number of students by region 2025

Regions	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Apia Urban Area	8727	8197	16924	2963	3725	6688
Rest of Upolu	9286	8364	17650	2464	2688	5152
Savaii	5515	5081	10596	1703	1803	3506
Total	23528	21642	45170	7130	8216	15346

Source: MEC Education Statistical Digest 2025

Figure 16: Number of students by region 2025



Teachers

Table 18 indicates that the percentage of teachers employed in government, mission, and private schools has decreased compared to 2024. However, there was a slight increase in the percentage of female teachers employed in both government and mission schools in 2025.

The Ministry is actively implementing strategies and interventions to encourage students and eligible members of the public to pursue teaching as a profession and to remain in the workforce once recruited. Across the three controlling authorities—government, mission, and private—the teaching workforce is predominantly female, with the government authority continuing to employ the highest number of teachers.

Table 18: Number of teachers by controlling authorities

School Status	Gender	2024	Percent	2025	Percent
Government	Male	451	26%	412	24%
	Female	1290	74%	1323	76%
	Total	1741	100%	1735	100%
Mission	Male	239	37%	178	28%
	Female	404	63%	453	72%
	Total	643	100%	631	100%
Private	Male	52	28%	34	20%
	Female	133	72%	133	80%
	Total	185	100%	167	100%
Total	Male	742	29%	624	25%
	Female	1827	71%	1909	75%
	Total	2569	100%	2533	100%

Source: MEC Education Statistical Digest 2025

SECTION 6: PROJECTS

STATUS OF ALL PROJECTS IMPLEMENTED BY MEC DURING JULY 2024 – JUNE 2025

Project Name	Project Status
Samoa Arts and Culture Center	<p>This project is complete, except for the fencing, which is still under discussion with the Ministry of Finance (MOF). The re-tender for the fence is currently being reviewed by the Evaluation Committee, which includes MOF, the Attorney General (AG), and the Ministry of Works and Transport Infrastructure (MWTI).</p>
Family Life Education	<p>While the accreditation of the training course is delayed, the Family Life Education (FLE) program continues in schools. The UNFPA and the Ministry of Education and Culture (MEC) conducted a review, visiting eight schools, three colleges, four primary schools, and one special school. The main purpose was to assess how FLE content is being delivered in the classroom.</p> <p>The visits provided valuable insights into the practical implementation of FLE. It became clear that FLE is not taught as a standalone subject, but rather integrated into existing subjects, particularly Health and Physical Education (HPE) and Social Studies. These subjects are used to discuss life skills, personal development, gender equality, relationships, and other FLE components.</p> <p>This approach reflects the adaptability and limitations of the current curriculum, highlighting the need for more structured guidance and professional development to support teachers in integrating FLE. It also underscores the importance of formally recognizing and integrating FLE into the national curriculum for consistency and depth across schools.</p> <p>A total of seven schools participated in the review—five on the island of Upolu and two on Savaii. These visits provided a representative overview of FLE implementation across different school settings and geographical contexts.</p>
Inclusive Education Fund	<p>After reviewing the proposals, each service provider received the following amounts:</p> <ul style="list-style-type: none"> • SENESE – \$302,100.00 • Loto Taumafai – \$293,000.00 • Aoga Fiamalamalama – \$151,000.00

	<ul style="list-style-type: none"> • Samoa Blind Persons Association – \$39,000.00 • Samoa Association of Sign Language – \$14,900.00 <p>The total amount distributed to Inclusive Education (IE) service providers to support their work is \$800,000.00. The distribution of funds is 100% complete. Budget constraints have consistently been the main challenge.</p>
Folauga & Phonics	<p>This project has been integrated into the Folauga Project to enhance teacher training and learning, with the aim of improving literacy outcomes in early primary education.</p> <p>As part of this initiative, Folauga phonics training was delivered across five clusters: Aleipata, Lotofaga, Falealili, Savaii Sisifo, and Asau. Training sessions were held in Upolu from 17–18 March and in Savaii from 20–21 March 2025.</p>
Applied Scholastics Project	<p>In August 2024, approval was granted for 10 MEC employees, including principals and staff, to undergo training in Study Technology at the Applied Scholastics Institute (ASI) in Missouri. Although the process experienced delays due to clearance and Cabinet approval, the Ministry continued its local implementation efforts through the Soofau Success Story series.</p> <p>Building on this progress, ASI training was conducted in January 2025, facilitated by trained principals and senior MEC officers. A follow-up meeting is scheduled for December 2025 to determine the next cohort of teachers and CORE representatives who will be invited to attend further training at the ASI Center in 2026.</p> <p>In the meantime, ASI and Soofau initiatives continue in both primary and secondary schools. This is evident through classroom assessments and school-based professional development sessions focused on strengthening the use of dictionary skills to build vocabulary. These teaching strategies are also used to address common learning barriers such as misunderstood words, skipped gradients, and lack of practical application (absence of mass).</p>

Global Partnership for Education – System Capacity Grant	<ul style="list-style-type: none"> • Education Sector Analysis – completed • ESP 2019-2024 Review – completed • ESP 2025-2030 – completed • MEC Corporate Plan - completed • AED Assessment Database Phase 2 – completed • IE thematic study – commenced • Teaching Profession thematic study – commenced
Financial Literacy	<p>This project is ongoing and has already been integrated into the four-year level (4YL) as well as the current review of the national primary curriculum.</p>
The Imagine Samoa	<p>The Imagine Science Centre continues to inspire curiosity among students, teachers, and the public. Visitor numbers remain strong, with 2,585 recorded between June and August 2024, including 956 students from nine schools, ranging from pre-school to Year 8.</p> <p>In early 2025, the programme expanded its outreach by assembling 100 science tubs from 18–22 February and distributing them to schools in Savaii (23 February–1 March) and Upolu (3–11 March), further enhancing hands-on science learning across Samoa.</p>
Guardians Environmental Educational Campaign	<p>The Ministry of Education and Culture, in partnership with Conservation International, MNRE, MAF, and the Samoa Voyaging Society, advanced the Guardians Environmental Education Programme through two key initiatives:</p> <ul style="list-style-type: none"> • Training of Trainers Workshop (23–25 April 2025): A three-day workshop strengthened teachers' and school inspectors' capacity to deliver environmental education by refreshing their knowledge of the Guardians modules and exploring ways to integrate traditional knowledge, sustainability, and climate resilience. • Student Outreach Programme – Phase 1 (19–23 May 2025): Launched in Sagaga District, this phase engaged 305 students from 20 schools in interactive modules, field visits, and community activities, supported by MEC, partners, teachers, and community representatives.
Tautua Human Development Program	

<p>Disaster and Emergency Response Plans (Phase 1 & 2)</p>  <p>Feedback from School Principal, Paia Primary School</p>	<ul style="list-style-type: none"> Resources to support implementation of the plans and enhance disaster and emergency resilience were supplied including fire extinguishers, horns, safety vests and disaster and emergency signages. <p><i>So thankful for this training, it's so useful to all of us here to better prepare for any emergencies. We always hear of preparedness, but we can't prepare if don't know how, but today, it showed us how to –</i></p> <p><i>School Principal</i></p>
<p>Education Sector Awareness Campaign <i>Manu o le Vaveao</i></p> <div data-bbox="208 699 703 1094">  <p>NUS Broadcast was live. 2d • </p> <p>MANU O LE VAVEAO Ministry of Education and Culture</p> </div> <p>Manu o le Vaveao Spotlight a teacher</p>	<ul style="list-style-type: none"> <i>Manu o le Vaveao</i> is an Education Sector initiative to spotlight the teaching profession and multifaceted underlying issues affecting early reading proficiency. Spotlight a teacher and 9 discussion panels were aired on TV with a focus on education policies including compulsory education, support services (literacy and numeracy, teacher support, professional development, curriculum, school governance, assessment), and parents' engagement. Community awareness was conducted on Inclusive Education (IE) and available services. 786 community members (parents, youth, village committees) from Savaii and Upolu participated, many of whom now have access to IE information, contacts, and referral pathways, collaborative effort by MEC, IE service providers and MWCSD.

Education Sector Capacity Development Plan	<ul style="list-style-type: none"> • The Education Sector Capacity Development Plan (CDP) addresses the gap of having a capacity development framework that will systematically enhance essential workforce competencies. These competencies are crucial for effective sector management including planning, financial and risk management, governance, communication, monitoring, and reporting. • Education is the first to have a CDP to support sectoral coordination as required by the Sector Wide Approach of Government. In strengthening sector coordination, the CDP reaffirms priorities identified in the Education Sector Plan 2019-2024 and focuses on: <ul style="list-style-type: none"> ◦ Enhancing education sector coordination and management by strengthening administrative and governance capacity. ◦ Improving sector planning and workforce oversight to support education sector monitoring and reporting obligations. ◦ Facilitating a sector-wide approach to professional development through targeted training in priority areas, including education leadership, financial management, risk management, and monitoring & evaluation.
Review of In-Service Teachers Professional Development (ISTPD) Program	<p>The Action Plan informed by the review of ISTPD includes having improved teacher training coordination between MEC and NUS, increased access to professional development for rural educators, and targeted assessment literacy training to improve formative assessment practices.</p>
Support and promote Early Childhood Education	<ul style="list-style-type: none"> • To enhance early learning experiences, learning resources (books, educational toys, and structured teaching materials) were provided to 10 targeted ECE centres (3 in Savai'i, 7 in Upolu), reaching 381 children (179 boys, 202 girls). The resources support early literacy development and classroom engagement, complementing ongoing education sector reforms. • Visual learning aids to promote engaging and age-appropriate contact in ECE designed by MEC were printed and disseminated to 132 ECE centres in Upolu and Savaii.
Review of One Government Grant (OGG)	<p>The review highlighted gaps in the OGG's ability to address gender equality, disability inclusion, and broader social inclusion concerns within Samoa's education system. While the devolution of financial</p>

	<p>management to schools and School Committees has increased local decision-making, ensuring that funding is effectively allocated to enhance teaching and learning, quality remains a critical challenge.</p> <p>As a result of the review, a range of recommendations were put forward for addressing barriers to maximize the impact of the OGG:</p> <ul style="list-style-type: none"> • Enhancing Professional development – provision of structured training for school leaders and teachers to integrate GEDSI considerations into school management. • Improving financial oversight – strengthening fund allocation criteria, expenditure tracking and performance monitoring to improve transparency and accountability. • Refining resource utilisation for learning gains – ensuring funding directly contributes to improving student learning outcomes by linking expenditure categories with quality teaching, assessment and student support. <p>MEC have implemented some of the review's key recommendations e.g., having the OGG Unit transferred to Office of the CEO to provide strategic oversight of the OGG and hiring of two additional staff.</p>
Support for Language Literacy Training	<ul style="list-style-type: none"> • From the Tracer Study, 85% of trained secondary teachers on Language Literacy pedagogy reported applying knowledge and observed positive changes in students' engagement in learning. • Supplementary subject textbooks for Secondary education on compulsory subjects, Arts and TVET were supplied for 10 Savaii Colleges. • Printed workbook for teachers on <i>A'oa'o le Faitautusi</i> as a resource material for Literacy Writing Workshop designed and led by MEC.
Formative Assessment Practice	<ul style="list-style-type: none"> • 30 ECE, 30 primary, 30 secondary, 30 PSET teachers completed formative assessment training. • Training has strengthened teachers understanding and application of knowledge and skills gained in classrooms. The Ministry utilized tools from the training in national professional development.

Independent Validation of Education Sector Support Programme Joint Funding Arrangement	<ul style="list-style-type: none"> Independent assessment of ESSP KPIs FY2021-2022 and FY2022-2023 – approved. Independent verification of ESP/ESSP KPIs FY2021-2022 and FY2022-2023 – approved. Independent validation of GoS self-assessment – approved. MEL training for IA focal points completed The validation provided a level of confidence of Education Sector's key stakeholders including Development Partners that supports are well managed and contributing to achievement of key performance indicators.
Salelologa Primary School Support 	<ul style="list-style-type: none"> The installed 10,000L water tank improves access to quality drinking water for Salelologa Primary School with an increasing school enrolment of up to 700 students and more than one class at each level. Students learning activities and books were stored in boxes making access difficult and discourage students' engagement in learning during free time. Displaying and arranging the activities resources neatly in the classroom provides easy access and promotes cleanliness that students can apply at home.

ANNEX 1: Achievements of KPIs per Output

Output 1: Policy Advice to the Responsible Minister

Key Performance Indicator	Target	Status	Progress
1. Project Reports and updates endorsed by Core Management on a bi-annual basis	August 2024 & February 2025	Partially Achieved	Project updates were not completed by the August 2024 target due to delays in retrieving information from divisions and the MOF, despite the circulation of the Project Register. However, the February 2025 target was achieved with significant progress: the GPE STG Consultation was held; updates on completed activities (ACER study and TA for Sector Plan and CP Review) were presented at a Special Core Management meeting; and the PacREF 2025 work plan was endorsed and implemented. Several projects, including the new Corporate Plan, MOF-funded initiatives, and infrastructure works, remain ongoing, while a new four-year GPE project for ECE and TVET has commenced, with oversight planned under a Project Manager.
2. Audits advice to Minister and CEO based on internal audits (pre-audits on payments) and spot Checks conducted to strengthen internal auditing and internal controls	8 internal audits conducted 12 spot checks conducted	Achieved	A total of 15 internal audits were completed across key high-risk areas, with ongoing advisory support to Core Management. In addition, 13 spot checks were conducted during the FY.
3. Date by which the new Organization Structure from PSC is implemented	June 2025	Achieved	Phase 2 of the MEC structure review is 98% complete and effective from July 2024, with further changes requested to address rollout issues. Phase 3 is underway under PSC oversight, with final completion pending PSC's approval of adjustments.

4. Dates by which CEO and Core Management endorse mandated administrative reports for FY2024/2025	ARR: Sept 2024 Quarterly Reports: by end of following month HR Monthly Quarterly Reports: a week before PSC due dates Budget Review Reports: A week before due date to MoF Asset Quarterly Report: end of the following month MEC Annual Conference Report: April 2025 National Assessment Reports (Primary and Secondary): March 2025	Achieved	<ul style="list-style-type: none"> ➤ The ARR FY23/24 was endorsed by Cabinet and submitted to Parliament. ➤ All quarterly reports were compiled and endorsed. ➤ HR monthly reports were included in quarterly submissions and reviewed in Core Management meetings. ➤ Budget reports were submitted on time, including the FY25–26 Budget in February and MOF screening in April. ➤ Asset reporting continued, with Upolu and Savaii visits completed in Q4; the final report is due in FY25–26. ➤ The Annual Teachers' Conference was held in January 2025, and the draft report was completed and submitted to OCEO. ➤ National Assessment Reports were completed by Q3 and shared with Core Management.
5. Date by which the Amendment Bill is referred to Parliament for tabling	Amendment Bill tabled in Parliament by June 2025	Partially Achieved	This work is ongoing. The draft Amendment Bill and supporting documents (Manual of Instructions and Policy Paper) have been developed and are currently under internal review but were not tabled by the June 2025 target. Additional amendments have been proposed, requiring revisions to the work plan and policy paper. A TOR for a Legislative Drafter to assist with finalizing the review will be advertised in July 2025, indicating further delays into the next financial year.
6. Number of Legal Advices provided to the Ministry	40 legal advices	Partially Achieved	A total of 29 types of legal advice was provided this FY for contracts, bonds, special cases and other issues. Legal work also continued on the OGG Manual, Assets Policy, and attendance and leave policies to ensure alignment with PSC working conditions. Most policies are now in the final review or submission stage for CEO/DCEO approval.

7. Legal advice and administrative services provided	Total of 400 tender documents, contracts, MOUs and other agreements cleared	Achieved	A total of 513 contracts, agreements, and tender documents were cleared during this FY.
8. Date by which the strategic National Interventions for schools and communities arising from critical issues are implemented	March 2025 & June 2025	Achieved	The CEO has attended 99% of all programs, including consultations, awareness sessions, and school-based faasoa, engaging principals, vice principals, teachers, school committees, and parents. These programs have helped drive strategies to improve the quality of teaching and learning and to amplify the voices of educators and the community.

Output 2: Ministerial Support

Key Performance Indicator	Target	Status	Progress
1. Percentage of visitors/customers satisfied with the service provided	100% satisfaction of all visitors	Achieved	Services were delivered timely and efficiently, with no major issues reported by visitors or customers, and overall satisfaction remained at 100% throughout the FY.
2. Quality of support services provided to the Minister	100%	Achieved	Timely advice and progress updates were consistently provided to and submitted to the Minister throughout the FY.
3. Timely support for ministerial advisory committee meetings	24 meetings organized 12 Upolu / 12 Savaii	Not Achieved	No meetings were conducted this FY due to the Ministry's involvement in CHOGM preparations and the Minister's other competing priorities.

Output 3: Teaching Services

Key Performance Indicator	Target	Status	Progress
1. Number of teachers posted to government schools to address the need	Primary - 30 teachers College - 20 teachers	Achieved	A total of 397 teachers were employed or re-employed to meet school staffing needs. ➤ 95 new recruits (65 Primary, 30 College) ➤ 302 re-employed retirees.

2. Analysis of teacher need submitted to Posting Committee for government schools	4 reports submitted	Achieved	A total of 4 reports were prepared and submitted across the financial year, each providing a detailed analysis of teacher needs for primary and secondary schools, including subject-specific requirements for colleges. The reports were consistently presented to the Teacher Shortage Taskforce and the Posting Committee each quarter.
3. Number of Contract school principals, Deputy Principals recruited	Principals - 10 Deputies - 5	Achieved	A total of 7 principals and 17 deputy principals were recruited within this FY.
4. Percentage of exiting Principals and Deputies that complete Exit Reports	100% of exiting principals and deputy principals	Achieved	A total of 13 principals and 6 deputy principals submitted their exit reports for the usual processing.
5. Number of Staffing & Personnel verification visits to government schools conducted	Savaii - 56 schools visit Upolu - 112 schools visit	Achieved	Staffing verification visits were conducted for 167 government schools: ➤ 144 Primary Schools ➤ 23 Colleges
6. Percentage of Teacher HR tasks completed within their designated timeframes	100%	Achieved	100% of Teacher HR tasks were completed within their designated timeframes across the reporting period. This included: ➤ 284 teacher leave applications approved ➤ 23 years of service submissions for teacher retirees processed with PSC ➤ 88 salary adjustments approved/submitted to PSC ➤ 4,156 weekly staff returns received and submitted to Finance

Output 4: Teacher Development Services

Key Performance Indicator	Target	Status	Progress
1. Percentage of government schools in Tier 1 supported through school based PD	30% of 30 schools in Tier 1	Achieved	A total of 32 Tier 1 government schools (20 Primary and 12 Secondary) were supported through school-based PD, exceeding the target of 9 schools, which represents 30% of Tier 1 schools.

2. Percentage of teachers engaged in PD at the school, cluster and national levels	40% of 1737 teachers	Achieved	A total of 1,143 teachers (65.8%) engaged in PDs, showing strong participation in professional development activities across school, cluster and national levels.
3. Percentage of teachers facilitating and conducting PDs at the national, cluster and school based levels	10% of teachers	Achieved	39% (672) of teachers facilitated and conducted Professional Development throughout the financial year.
4. Percentage of primary and secondary teachers trained in Science and Math	Primary- 30% of 1099 primary teachers Secondary- 20% of 638 secondary teachers	Achieved	60% (653) primary teachers and 27% (173) secondary teachers were trained in Science and Maths.
5. Percentage of teachers meeting 76 hours of PD hours	10%	Partially Achieved	6.4% of teachers met the 76-hour professional development requirement.
6. Percentage of in-service teachers upgraded to a degree qualification	40%	Achieved	66% of in-service teachers already hold a degree qualification and ongoing initiatives indicate continued progress for those still upgrading their qualifications.
7. Percentage of school principals and PORs trained in Leadership and Management roles	20% of 334 Principals & Vice Principals	Achieved	A total of 201 Principals and vice principals representing 84.4% of the 238, were trained during the Teachers Conference in January 2025.
8. Percentage of teachers engaged in mentoring and induction programs	20% of new teachers and principals	Achieved	A total of 132 teachers (26%) participated in the induction program for new recruits conducted by the SGM Division.
9. Percentage of sponsored students passing the 60% average marks or above	85% (based on the official results from NUS for Semester 2 2024 and Semester 1 2025)	Partially Achieved	<ul style="list-style-type: none"> ➤ Semester 1 2024: 71% ➤ Semester 2 2024: 79% <p>The results were reviewed and presented during MEC/NUS sponsorship meetings in September 2024 and March 2025.</p>
10. Percentage of pre-service teachers enrolled at the NUS through the MEC Sponsorship Program	25% (based on the enrollment for Semester 2, 2024 and Semester 1, 2025 at NUS)	Achieved	<p>Semester 2, 2024: 73% of pre-service teachers enrolled (221/303 students).</p> <p>Semester 1, 2025: Enrollment process completed, with approvals managed and pending applications followed up.</p> <ul style="list-style-type: none"> ➤ Sponsorship Committee meetings conducted to approve applications and manage allowances.

			<ul style="list-style-type: none"> ➤ Teacher Marketing Program and awareness visits promoted teaching as a profession.
11. Percentage of ECE teachers sponsored through the teacher upgrade program	20% of 411 ECE teachers	Partially Achieved	<ul style="list-style-type: none"> ➤ Semester 2 2024: 14% of ECE teachers were sponsored (41 of 411 teachers). ➤ Semester 1 2025: Sponsorship and program administration continued, with meetings to support DipECE registration, review past results, and onboard new in-service ECE teachers through MEC/NUS sponsorship meetings.
12. Number of all teachers registered	ECE 10, Primary 50, Secondary 50	Achieved	A total of 131 teachers registered and 220 renewed their registration during this financial year. Teachers registered included government, mission and private school teachers.
13. Percentage of budgeted non-tax revenue collected	100%	Achieved	The percentage of revenue collected is 223%.
14. Number of Primary and Secondary Teachers Appraised	Primary – 250 Secondary- 120	Partially Achieved	Primary- 217 Secondary- 106
15. Number of Principals Appraised	60	Not Achieved	In Q1, 16 Primary Principals had their contracts reviewed (9 females, 7 males). No further appraisals for Primary or Secondary Principals were conducted due to vacant Team Leader positions, and activities remain deferred pending new appointments and PSC decisions.
16. Number of Vice Principals Appraised	39	Not Achieved	In Q1, 7 Primary Vice Principals had their contracts reviewed (4 females, 3 males). No further appraisals for Primary or Secondary Vice Principals were conducted due to vacant Team Leader positions, and the activities remain deferred pending new appointments and PSC decisions.
17. Percentage of re-appraised teachers meeting standards	Primary- 78% Secondary- 81%	Achieved	<ul style="list-style-type: none"> ➤ Primary Teachers: 100% (74) ➤ Secondary Teachers: 93% (25 of 27)

Output 5: School Improvement Services

Key Performance Indicator	Target	Status	Progress
---------------------------	--------	--------	----------

1. Percentage increase of compulsory age students attending primary and secondary schools in Samoa	increase by 1%	Achieved	<p>Total enrolment: 68,043 (Male: 34,322; Female: 33,721) – Statistical Digest 2024.</p> <p>Awareness and engagement activities were conducted throughout the FY to encourage school attendance. These included meetings, MEC Faailo Ao programs, and media campaigns aired on TV1, TV5, and NUS TV to promote compulsory education.</p>
2. Participation at the Annual Teachers Conference 2025	100% participation of schools	Achieved	<p>The 2025 Annual Teachers' Conference was successfully held from 27–30 January 2025, including meetings and sessions for government, mission, and private school teachers, with a total of 1,585 participants.</p>
3. Percentage of Government schools complied with Minimum Service Standards (MSS)	<p>Primary - 60% of total schools</p> <p>Secondary - 60% of total schools</p>	Not Achieved	<p>Out of 143 government primary schools, 48 were verified, with 43 (30%) meeting Level 3 and 4 MSS standards. Among 23 government secondary schools, 8 (35%) met Level 3 and 4 standards. Verification in Upolu was cancelled due to CHOGM preparations, with efforts shifted to finalizing and reviewing the MSS document.</p>
4. Number of School Committees/boards and parents attending awareness programs on Good Governance and management	200 board members and parents attended	Achieved	<ul style="list-style-type: none"> ➤ School Agreement awareness sessions were conducted across twenty (20) districts. ➤ 163 out of 167 School Agreements have been signed. The remaining four are scheduled to be signed during the week of 30 June 2025, with delays due to the unavailability of some Committee Presidents.
5. Percentage of schools that have completed and submitted their School AMP & SIP on time	100%	Partially Achieved	<p>89% of schools have submitted both their Annual Management Plans (AMPs) and School Improvement Plans (SIPs).</p>

Output 6: Curriculum Design and Materials Services

Key Performance Indicator	Target	Status	Progress
1. Percentage of teachers trained on the Inclusive Education Policy	41%	Achieved	A total of 313 teachers (69%) and 82 teacher aides were trained this FY.
2. Percentage of ECE teachers supported through school visits	100%	Achieved	Out of 126 preschools registered under the NCECES, 117 (92%) were supported through visitations by the ECE Working Group.
3. Percentage of ECE students transitioned to Year 1	100%	Achieved	75% (3,569) of ECE students out of 4,775 children across 116 preschools, were identified for transition to Year 1.
4. Percentage of schools (primary & secondary) involved in the Ministry's program of Samoan Schools Innovation, Literacy, Numeracy and Science (SSILNaS)	92%	Achieved	211 out of 215 schools (98.1%) across Samoa participated in SSILNaS 2024.
5. Number of supplementary resources developed, quality assured and printed by each unit for schools: - ECE - Inclusive Education - Primary - Secondary	6 ECE resources completed 6 IE resources completed 8 primary school resources completed 10 secondary school resources completed 10 TVET resources completed 6 cross-cutting learning resources completed	Achieved	A total of 122 resources were developed by the CDMD Team this FY: ➤ IE: 13 ➤ ECE: 15 ➤ Primary: 53 ➤ Secondary: 7 ➤ TVET: 19 ➤ Cross-Cutting: 15
6. Date by which the CDMD policies are implemented/launched • Teaching and Learning Policy • Numeracy Policy • Multi-Literacy Policy	CDMD policies launched in December 2024	Achieved	➤ ECE, Numeracy, Multi-Literacy, and Science Policies launched on 8 November 2024, with awareness programs during national training and media broadcasts.

<ul style="list-style-type: none"> • Science Policy • Bilingual Policy • ECE Policy 			<ul style="list-style-type: none"> ➤ Teaching and Learning Policy awareness continues through curriculum training, professional development, cluster training, and the 2025 Annual Teachers Conference. ➤ TVET Policy consultations are ongoing, including public consultations held in April with PPRD.
7. Percentage of Non-Taxation Revenue Collected	100% of target	Not Achieved	The percentage of revenue collected is 29%.
8. Number of programs provided to support the underperformed schools	3 programs	Achieved	All three (3) targeted programs school support visits, roadshows/career guidance, and curriculum/assessment support were effectively implemented. Some activities were delivered through alternative modalities including online platforms, cluster training, media, and workshops, instead of direct school visits. The Ministry successfully reached teachers and students across primary, secondary, and TVET schools.
9. Number of projects progress reports completed	5 project reports completed	Partially Achieved	Four reports have been fully completed and submitted (Imagine Science, IE Fund, FLE Classroom Implementation, and ECE Assessment). Some reports, particularly for the Guardian and ASI programs are still in progress or pending submission.
10. Date by which the Primary Curriculum Review Phase 1 is completed	Review completed in June 2025	Partially Achieved	All major phases of the review (drafting, recruitment, external review, proofreading) have been completed. The official launch is deferred but preparatory work ensures that Phase 1 is functionally complete.

Output 7: Assessment and Examination Services

Key Performance Indicator	Target	Status	Progress
1. Number of national primary assessments (SPELL and	SPELL Y4 – 4 SPELL Y6-4	Achieved	All 56 primary and secondary assessment development, administration and marking were completed on time.

SNAPE) and secondary examinations (SNJSC and SSLC) development completed on time	SNAPE Y8-7 SNJSC Y10- 20 SSLC Y12 -21		
2. Percentage of schools that received assessment reports on time	100% of 172 primary schools 100% of 41 secondary schools	Achieved	<p>100%</p> <ul style="list-style-type: none"> ➤ All 20 SNJSC and 21 SSLC subject feedback reports were prepared and distributed during feedback sessions from 24–28 February 2025. ➤ All 172 analysis reports for Years 4, 6, and 8 were prepared, printed, and distributed during feedback sessions on 6–7 March 2025.
3. Number of personnel trained as Supervisors for National Examinations	250 Secondary and 310 for primary	Partially Achieved	<p>A total of 397 personnel were trained as supervisors:</p> <ul style="list-style-type: none"> ➤ Primary: 318 ➤ Secondary: 79 (training was limited to chief supervisors and one assistant per school).
4. Percentage of principals trained on National, School and Individual analysis reports.	100% -172 primary and 41 secondary	Achieved	<p>100% of school principals attended feedback sessions:</p> <ul style="list-style-type: none"> ➤ Primary: 172 principals attended on 6–7 March 2025 ➤ Secondary: 41 principals attended from 24–28 February 2025.
5. Number of personnel trained in moderating and SSLC Internal Assessments	21 personnel	Partially Achieved	<p>A total of 16 verifiers/moderators were trained to moderate SSLC IAs. This number was sufficient to cover all 41 schools and handle all IA tasks for the assessable SSLC subjects.</p>
6. Percentage (%) of certificated assessments endorsed by Minister within two months after the end of National examinations and assessments	100% -3 Primary and 2 Secondary	Achieved	<p>All 5 assessments (Year 4 & 6 SPELL, Year 8 SNAPE, Year 10 SNJSC & Year 12 SSLC) were endorsed by Minister within two months and released on time.</p>

7. Percentage (%) of National assessment reports (primary and secondary), made available to key stakeholders within six weeks of Term 1	100% of 2 (1 for primary and 1 for secondary)	Achieved	Both the primary and secondary assessment reports have been completed and distributed.
8. Percentage of legal contracts for 2025 exams timely cleared by CEO for the following: 1. Examiners 2. Moderators 3. Scorers/Markers	100% by April 2025 - Examiners & Moderators 100% by October 2025 - National Scorers	Achieved	Contracts for both examiners and moderators were all signed in March 2025.
9. Percentage of budgeted revenue collected	100%	Achieved	The percentage of revenue collected is 122%.
10. Date by which the National Examination Results released to schools	SPELL - Feb 2025 SNAPE - Dec 2024 SNJSC & SSLC - Jan 2025	Achieved	<ul style="list-style-type: none"> ➤ SNAPE Year 8 certificates were distributed on 29 November 2024. ➤ SPELL Year 4 and 6 results were released on 6 and 7 March 2025. ➤ SSLC Year 12 results were released on 23 January 2025. ➤ SNJSC Year 10 results were released on 29 & 30 January 2025.
11. Date by which the National Assessment Policy is launched and implemented	Launch and implement policy by July 2024	Achieved	The official launch of the National Assessment Policy and the first awareness session took place on 8 November 2024 during a joint policy launch with CDMD. Broader implementation and awareness activities began in January 2025 at the Annual Teachers' Conference and continued through AED feedback sessions in March 2025.
12. Number of assessment analyses reports endorsed and provided on time	1 for Primary 1 for Secondary	Achieved	Both primary and secondary analysis reports were completed within the expected timeframe (March–April 2025).

Output 8: Policy Planning and Research Services

Key Performance Indicator	Target	Status	Progress
1. Number of quarterly reports endorsed on time	4 reports	Achieved	Four (4) Quarterly Review Reports completed and endorsed in this Financial Year.
2. Number of new policy documents developed and finalized	2 new policies	Achieved	Both targeted new policies have been developed and reviewed: <ul style="list-style-type: none"> ➤ Bilingual Policy: Approved by NPCC ➤ Sponsorship Program Policy: Public consultation completed Final Cabinet submission is in progress.
3. Number of policies reviewed, discussed and endorsed by MEC Core Executive	3 policies reviewed	Achieved	All targeted policies have undergone internal and public consultations. Drafts for Core Management review are completed for the School Management and School Governance Policies, while others (Teacher Appraisal, Professional Development, TVET, and ICT policies) are in the finalization stage.
4. Number of Research initiatives conducted and reports submitted to MEC Core Executive	2 research papers submitted to MEC Core	Achieved	<ul style="list-style-type: none"> ➤ Two research initiatives (Resilient Education System & English Reading Comprehension) have been completed and submitted to MEC Core Management. ➤ Two additional research initiatives are in progress/pending approval.
5. Date by which the Annual Report 2023/2024 is submitted to Cabinet for approval	Report submitted in October 2024	Achieved	The Annual Report for the Financial Year 2023/24 was finalized and approved by Core Management on 8 November 2024 and submitted to the Minister on 22 January 2025. It was subsequently approved by Cabinet on 13 February 2025. In compliance with parliamentary procedures, 80 printed copies of the Annual Report were delivered to the Legislative Assembly for tabling in Parliament on 11 March 2025.

6. Date by which the Education Statistical Digest 2024 is published	Digest published in August 2024	Achieved	The MEC Statistical Digest 2024 was endorsed by CORE Management on 4 December 2024.
7. Date by which the verification visits for ECE enrollment is completed	March 2025	Achieved	Two (2) ECE verification visits were conducted in this financial year: ➤ The first visit took place from 2–17 September 2024 ➤ The second visit took place from 3–28 March 2025
8. Date by which the SEN and CENSUS forms from all schools submitted to MEC	March 2025	Achieved	All 169 schools completed their submissions by 28 March, with the remaining 48 schools submitting on 17 April 2025.
9. Date by which the new MEC Corporate Plan is completed	November 2024	Achieved	The new MEC Corporate Plan 2025–2028 was finalized in June 2025, with its official launch deferred until the formation of the new Government.
10. Date by which the Annual Management Plan FY2025/2026 is completed	June 2025	Partially Achieved	PPRD assisted divisions with their Budget KPIs for FY25/26, with the first submission sent to MOF on 19 February 2025. The final MEC Budget KPIs were shared with MOF on 14 April 2025, but the budget remains pending Parliament approval. Despite this, divisions were encouraged to begin drafting their new AMPs using the draft budget. Work on finalizing the new AMPs with divisions is ongoing.
11. Percentage of policy KPIs implemented and updated	100%	Achieved	M&E KPIs were updated in this FY and applied to policy reviews during the year. Monitoring of the new MEC policies 2024–2029 is ongoing, with their first-year implementation starting in FY25/26.
12. Number of progress (or evaluation) reports compiled on the implementation of the Consolidated Policy KPIs	100% completion	Achieved	An evaluation report was prepared and submitted to Management in Q2 of this FY. A progress report on the new policies is planned for presentation to Management in Q2 of the new FY25/26.
13. Number of external research proposals submitted for approval	As requested	Achieved	A total of four (4) external research requests were received, with three approved and one pending additional documentation.
14. Percentage (%) of schools submitting their SEN and CENSUS forms electronically	70%	Partially Achieved	A total of 131 out of 217 schools (60%) submitted their Census and SEN forms via email.

15. Number of analytical reports prepared to inform management decisions as required	2	Partially Achieved	An analytical MSS paper was prepared to provide a comprehensive review of the current MSS. It was collaboratively developed by the educational division ACEOs, including SGM, CDMD, PDD, ESCD, and PPRD. The newly revised MSS is scheduled for implementation in the upcoming financial year.
16. Date by which the UIS questionnaire submitted to UNESCO	March 2025	Achieved	The final UIS Questionnaire was submitted to the UNESCO/EQAP team on 30 April 2025.
17. Education Statistics for External/Internal requests prepared	As requested	Achieved	A total of 109 data requests were registered and prepared, comprising 70 internal and 39 external requests.

Output 9: Assets Management Services

Key Performance Indicator	Target	Status	Progress
1. Percentage of Schools trained on Payment Procedure One Government Grant	100% of 342 schools	Achieved	Continuous training and awareness sessions were provided to all relevant personnel (new principals, committee members, ECE schools).
2. Percentage of schools that have signed agreement One government Grant	100% of 342 schools	Achieved	All active schools (335 out of 341) representing 98%, signed agreements and received funds. Six (6) schools were closed; therefore 2% did not receive funds.
3. Percentage of schools compliant with the OGG agreement and the Manual of Operations	100% of 342 schools	Achieved	100% of schools are operationally compliant with the OGG Agreement and Manual of Operations based on asset verification, reporting of queries, and handling of noncompliance.
4. Percentage of maintenance works carried out and completed for the Ministry	100% of maintenance works requested by the Ministry are carried out and completed	Achieved	100% All 17 requested maintenance works were carried out and completed, either as major projects or routine daily maintenance.
5. Percentage of Ministry buildings and assets insured	100%	Not Achieved	Insurance processes are underway; however, 100% of the Ministry's buildings and assets are not yet insured.

6. New school buildings established and existing schools upgraded or renovated	ongoing progress	Achieved	A total of six (6) school infrastructure projects were completed, including 4 new halls and 2 new school buildings.
--------------------------------------------------------------------------------	------------------	----------	---------------------------------------------------------------------------------------------------------------------

Output 10: Public Library Services

Key Performance Indicator	Target	Status	Progress
1. Number of relevant Literacy Programs implemented to support curriculum and reading	5 programs	Achieved	A total of 97 reading and literacy programs were conducted this FY: ➤ Reading Programs: 90 ➤ Themed Programs: 7
2. Percentage of budgeted Non-Taxation Revenue collected	100%	Achieved	The percentage of revenue collected is 155%.

Output 12: Cultural Development Services

Key Performance Indicator	Target	Status	Progress
1. Number of cultural programmes and activities conducted to promote culture and heritage	12 programs conducted	Achieved	A total of twenty (20) programs were conducted by the Culture Unit during this financial year.
2. Number of public performances of the National Orchestra and choir of Samoa	32 public performances	Not Achieved	The National Orchestra delivered 10 public performances during this financial year.
3. Number of museum promotional programs that serves the importance of preserving, safeguarding and interpreting of Samoa's history and cultural heritage	10 promotional programs	Partially Achieved	A total of six (6) museum promotional programs were successfully implemented this FY.

4. Number of Museum Visitors	2000 visitors	Achieved	The museum recorded a total of 2,164 visitors during this FY.
5. Number of partnerships and object donations	10 cultural object donations 1 partnership signed	Partially Achieved	The Museum received three object donations and finalized two partnership agreements during this financial year.
6. Percentage of budgeted non tax revenue collected	100%	Achieved	The percentage of revenue collected is 121%.

Output 14: Education Sector Coordination Services

Key Performance Indicator	Target	Status	Progress
1. Date by which the Education Sector Annual Review Report 2023-24 is endorsed by Education Sector Advisory Committee	March 2025	Achieved	The Education Sector ARR FY23/24 was fully endorsed by ESAC on 19 June 2025 with all consultation processes completed.
2. Date by which MTEF and M&E is revised and updated	December 2024	Achieved	The revised MTEF, MEL framework and risk management review are now fully endorsed by ESAC and integrated into the new ESP 2025–2030.
3. Date by which the monitoring report and implementation status (%) of the Sector Policies & Strategies for ESP 2019-2024 completed	June 2025	Achieved	The review and updates of the Sector Policies & Strategies have been ongoing and tracked through ESRC and ESWG but final ESAC approval before June 2025 is still outstanding.
4. Date by which Education Sector Advisory Committee approval is received for Sector Capacity Development Plan 2023	June 2025	Achieved	The Sector Capacity Development Plan was endorsed by ESWG on 30 October 2024 and later approved by ESAC on 13 February 2025.
5. Date for the finalization of the new Education Sector Plan and awareness of the new ESP	June 2025	Achieved	Finalization of the new ESP2025-2030 and ESAC endorsement was achieved on 19 June 2025, with launch and awareness activities postponed pending the new government.

HR & Employee Relations

Key Performance Indicator	Target	Status	Progress
1. Monitor the Human Resource (HR) Function of the Ministry	100%	Achieved	<ul style="list-style-type: none"> ➤ 77 new appointments made across the financial year, including corporate staff, teachers, and ACEO-level positions. ➤ Staff attendance monitored consistently through biometric systems. ➤ Late arrivals and short hours reported regularly to ensure accountability and transparency. ➤ Attendance improvements observed following corrective measures and direct feedback. ➤ Two Annual Induction Programs conducted for new recruits (December 2024 and May 2025). ➤ Three MQRs successfully prepared, endorsed, and submitted to PSC within the financial year.
2. STSC and Cabinet submission processes coordinated for staff overseas travel	100%	Achieved	<ul style="list-style-type: none"> ➤ A total of 8 STSCs were finalized and endorsed for staff official travel during the financial year. ➤ A structured knowledge-sharing program “Faasoa le Tomai” was established and the first session was conducted on 24 June 2025 to promote learning, collaboration, and the application of insights from overseas training across the Ministry.
3. Process for the breach of the code of conduct implemented	100%	Achieved	All disciplinary and grievance cases were processed in accordance with Public Service guidelines. Seven (7) disciplinary cases and eight (8) additional cases were managed, ensuring accountability, adherence to conduct standards, and effective enforcement of the Code of Conduct across the Ministry.
4. Performance Plans coordinated for all staff	70%	Achieved	A total of 99% of performance plans have been collected.
5. Performance Appraisals coordinated for all staff	70%	Achieved	A total of 90% of performance appraisals have been submitted.
	1		

6. Capacity development plan for MEC completed and operational	1	Partially Achieved	<ul style="list-style-type: none"> ➤ 90% of the Training Needs Analysis (TNA) has been completed, identifying priority capacity-building programs to strengthen staff knowledge, skills, and core responsibilities. ➤ Internal consultations with staff and managers, originally planned for May 2025, have been deferred to the new FY to finalize training priorities.
7. Trainings / professional developments conducted for MEC staff	70%	Achieved	<ul style="list-style-type: none"> ➤ 30 staff members attended overseas professional development and capacity-building programs. ➤ 17 training reports were submitted to HR by staff who attended these programs. ➤ Induction Programs and ongoing communications informed staff of WCEM 2015, PSC Act 2004, HR policies, and the Talofa with a Smile campaign. ➤ Biometric reports and reminders were regularly issued to staff and ACEOs to ensure compliance with working hours, penalties, and internal controls. ➤ Feedback mechanisms through Induction Program recaps and pre/post evaluations were implemented to improve future capacity-building initiatives. ➤ Lessons learned will guide the enhancement of evaluation and feedback processes for subsequent training programs.
8. Coordinate Human Resource Planning and Strategies	1	Not Achieved	<ul style="list-style-type: none"> ➤ MEC Workforce Planning and Strategy has been deferred and is scheduled for implementation in FY 25/26. ➤ Phase 3 review of the MEC structure is ongoing, with PSC consultations and final updates are pending. ➤ MEC Service Charter is currently in the drafting stage. ➤ MEC Capability Plan is in draft form and expected to be completed in FY25/26.

9. Contract officers performance plans and appraisals coordinated	70%	Achieved	<ul style="list-style-type: none"> ➤ HR continually reminded contract officers to submit their performance appraisals and plans to PSC on time. ➤ The management team submitted their appraisals and plans to the CEO in June 2025.
10. OSH (Occupational Health & Safety)	1 drill	Not Achieved	<ul style="list-style-type: none"> ➤ Initial planning involved contacting MCIL for guidance on a suitable drill for MEC. ➤ Implementation is scheduled for the new financial year.

ICT & Media Services

Key Performance Indicator	Target	Status	Progress
1. Percentage (%) of schools with reliable connectivity	75%	Not Achieved	17% (29 schools) with reliable connectivity.
2. Percentage (%) of schools with access to MEC e-learning resources	75%	Achieved	87% (190 schools) have access to MEC e-learning resources via digital devices.
3. Percentage (%) of schools using the MEC e-learning resources in teaching and learning	20% increase in baseline	Partially Achieved	<ul style="list-style-type: none"> ➤ 15% (257) of users are actively using the Moodle LMS. ➤ 87% (190) of schools use digital devices and e-learning resources in teaching and learning.
4. Percentage (%) of teachers trained on using ICT in teaching and learning and administrative tasks	30% increase in baseline	Partially Achieved	11% (182) of teachers were trained in FY 2024–25.
5. Date by which the MEC ICT in Education Policy is completed	Date Policy is endorsed - November 2024	Partially Achieved	Significant progress was made on the development of the ICT in Education Policy this FY, in collaboration with PPRD and TA Judith Guy. Feedback from the TA provided valuable guidance on the overall policy approach. Public consultations were conducted in April across Upolu and Savaii, with final consultations scheduled for the next FY.

6. Date by which the SEMIS system will go live and operational	Date SEMIS will go live - November 2025	Partially Achieved	SEMIS (PacSIMS) has completed development and interface testing; User Acceptance Testing and staff training are scheduled for Q1 FY 2025/26.
7. Improve the efficiency of MEC Network Infrastructure services	100% operational	Achieved	100% operational
8. Number of Events - Lighting and Sound systems support	2% increase from baseline	Achieved	Lighting and sound systems supported a total of 50 events during the FY, including 24 external events (hired facilities) and 26 internal events (church services, meetings and other activities).
9. Number of promotional and public awareness materials disseminated: - Promotional videos - Advertisement - Posters/flyers - ICT in education activities	2% increase from baseline	Achieved	A total of 14 promotional videos, 76 advertisements, 164 Facebook posts and public notices and 24 posts on ICT in education activities were produced and disseminated.
10. Number of Faailo Ao episodes developed for educational awareness	2% increase from baseline	Achieved	A total of 21 episodes of Faailo Ao were produced for FY 24/25.
11. Production of Video based educational programs (La Oso program)	10% of baseline	Not Achieved	No La Oso educational programs were produced during this financial year.
12. Public engagement on Social Media and online platforms	5% increase from baseline	Achieved	The Faailo Ao program and MEC's active social media presence have driven significant public engagement, with over 43,000 followers, enhancing awareness and communication across online platforms.

Finance

Key Performance Indicator	Target	Status	Progress
1. Monitor financial procedures for MEC	100%	Achieved	➤ All 12 monthly reports were submitted, tracking Output, Below Lines and Budget Support percentages

			<ul style="list-style-type: none"> ➤ 2,034 TYs processed by division ➤ Payments completed: 1,699 ➤ Manual payments: 884 ➤ Purchase Orders: 1,150 ➤ All 4 quarterly financial reports submitted to PPRD. ➤ Outstanding payments (PO > 15 working days): 128 ➤ MOF & Audit queries addressed: 220 ➤ Acquittal reports submitted: 9; petty cash claims: 15 ➤ No supplementary budget requests during this FY ➤ First round budget estimates submitted to MOF in Feb 2025 and second round in April 2025 ➤ Mid-year review submitted to MOF on 13 Mar 2025 ➤ Virement requests submitted: 41 ➤ Cash books submitted: 15 ➤ Revenue collection monitored monthly ➤ Journal entry requests: 13 ➤ Monthly monitoring of payment commitments: 174
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Administration

Key Performance Indicator	Target	Status	Progress
1. Effective administration of records, archive systems and transport Management	100%	Achieved	<ul style="list-style-type: none"> ➤ Inter-island mail: 22 distributions completed. ➤ Internal mail distribution: 4,177 items managed. ➤ Filing: 4,065 files completed, including 203 new employee files, 75 new volumes, and 65 vacancy files. ➤ Archiving: 410 files archived, including 373 personal files and 37 correspondence files. ➤ Driver awareness and refresher programs: Completed for all drivers on GOS vehicle policies and MEC Vehicle Guidelines.

			<ul style="list-style-type: none"> ➤ Vehicle inspections and management: Conducted throughout the year; fleet well managed and properly allocated. ➤ Maintenance and repairs: 11 vehicles repaired and 22 vehicles serviced. ➤ Insurance: All vehicles renewed across providers. ➤ Irregularity reports: 2 incidents reported and forwarded to MOF. ➤ Reports: 43 weekly reports submitted during the FY. ➤ Vehicles for national exams: Fully provided for both primary and secondary 2024 exams in Upolu and Savaii. ➤ Transport policy: Draft submitted to DCEO for review; work ongoing.
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Printing

Key Performance Indicator	Target	Status	Progress
1. Number of educational support materials	2,000 materials	Achieved	<ul style="list-style-type: none"> ➤ 4,600 SNAPE Certificates ➤ 300 Aoga Amata Roll Call ➤ 3,000 Samoa Primary & Colleges Roll Call ➤ 4,691 resources for school trainings ➤ 2,089 materials for Literacy & Numeracy
2. Date by which SPELL exams scripts are ready	30 th September 2024 40,000	Achieved	84,420 scripts for SPELL Years 4 and 6 printed.
3. Date by which SNAPE exams scripts are ready	30 th September 2024 30,000	Achieved	Year 8 SNAPE: 48,540 scripts printed for all subjects.
4. Date by which SNJSC exam scripts are ready	31 st October 2024 15,000	Achieved	Year 10 SNJSC: 31,630 scripts printed.
5. Date by which SSLC exam scripts are ready	31 st October 2024 15,000	Achieved	Year 12 SSLC: 34,100 scripts printed.

6. Number of the Ministry's resources printed	2000 materials	Achieved	<ul style="list-style-type: none"> ➤ Reports: 3,560 printed ➤ Manuals/Guidelines: 7,074 printed ➤ Assessment Materials: 164 Guinea Pigs printed and 350 assessment materials produced ➤ Policies: 1,103 documents printed ➤ Presentation & Training Materials: 5,730 items printed
7. Number of maintenance services provided	2	Achieved	Maintenance of printing and binding machines was conducted with two (2) services completed.
8. Percentage of medical checkup of the staff	100%	Achieved	Medical checkups for all printing staff were completed during the FY to ensure their health and workplace safety.

Payroll

Key Performance Indicator	Target	Status	Progress
1. To comply with the guidelines and policies that depend on the implementation of our sustainable operations	100% compliance	Achieved	<ul style="list-style-type: none"> ➤ Monitor Biometrics Usage: 740 reports generated ➤ Debtor Accounts Created: 2 (damage to government property, overpayment). ➤ Journal Entries: 1 prepared. ➤ TY15 Forms Prepared: 1,989. ➤ Batches Processed: 506. ➤ Update Register for Ongoing Processes: EC sequence numbers updated: <ul style="list-style-type: none"> • Q1 – EC066–EC3461 • Q2 – EC347–EC420 • Q3 – EC421–EC484 ➤ Monitor Monthly Expenditure/Spending: 4 reports. ➤ Fortnightly Pay Reconciliation: 25 reports. ➤ Establish Payroll Operations Framework: Draft framework in final review with completion expected in the next FY.

			<ul style="list-style-type: none"> ➤ MOF Queries: Only one virement outstanding. ➤ Filing Source Documents: 1,360 files filed. ➤ Managing Disciplinary Cases & Grievances: 3 cases handled.
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Asset Management

Key Performance Indicator	Target	Status	Progress
1. Ensure effective and compliant Asset Management and Reporting for MEC	100% compliance with asset management policies and reporting deadlines	Achieved	<ul style="list-style-type: none"> ➤ Assets Reports to Management – Reports progressively prepared each quarter ➤ Assets Procured and Registered – 320 assets procured, with 276 recorded in the Fixed Asset Register under budget allocation ➤ Asset Site Visits – Primary Schools & Colleges – Visits conducted across primary schools and colleges, reports in progress ➤ Spot Checks – Two completed for Culture Division and libraries ➤ Asset Exit Reports – 31 reports prepared and approved by the CEO for departing staff ➤ TY21 Asset Write-Offs – 75 forms prepared for assets designated for write-off ➤ Assets Requested by Divisions – 243 assets requested, supplied, and labeled across divisions during the FY ➤ Asset Transfers – 23 assets officially transferred and recorded in the system ➤ Assets Distribution Reports to Schools – Reports on ICT equipment distribution prepared, work ongoing ➤ Full-Year Assets Report – Annual asset report in progress, delayed due to implementation of 100% asset count

			➤ School Non-Compliance – One incident report submitted to MOF
--	--	--	----------------------------------------------------------------

National Archives, Records & Library

Key Performance Indicator	Target	Status	Progress
1. Awareness programs and workshops for government ministries, public entities and schools	3 awareness programs and workshops per year	Achieved	<p>A total of three awareness sessions and trainings were conducted by NARL this FY:</p> <ol style="list-style-type: none"> 1. A 3-day workshop on Record Plan/Mapping was held from 26–28 March 2025. 2. A mapping training was conducted from 23–24 April 2025. 3. Appraisal and transfer process trainings were conducted for two divisions of the Ministry that requested them: PDD (22 October 2024) and PPRD (13 November 2024).
2. Number of public entities and organizations implementing recordkeeping system and transferring archival records	3 Ministries	Achieved	<p>Transferred Collections Assessed:</p> <ul style="list-style-type: none"> ➤ MOH: 104 boxes deposited (12 July 2024) ➤ MPMC: 54 archive boxes assessed and deposited (23 October 2024) ➤ MEC Museum: 9 maps assessed and deposited (10 December 2024) <p>Collections from MOH, MCIL, and MPMC continue to be assessed.</p>
3. Number of boxes of archival materials received	150 boxes	Achieved	<p>167 boxes/maps have been received and accepted from MOH, MPMC, and the Museum of Samoa.</p> <ul style="list-style-type: none"> • MOH: 104 boxes • MPMC: 54 boxes • MEC Museum of Samoa: 9 maps
4. Number of at risk archival materials (boxes) digitized and stored	13 boxes	Partially Achieved	A total of 12 boxes were digitized in this financial year.

5. Celebration of the International Archives and Libraries Week	June 2025	Achieved	International Archives & Library Week was celebrated from 9–13 June 2025, with participation from 10 primary schools and over 100 students across Upolu and Savaii.
6. Number of archival materials safeguarded	Data entry-2,000 Item Listing- 2,000 Folio Numbering-15,000 Preservation-15,000 Sorting and Boxing-150 Archive search-20 researchers 200 files	Partially Achieved	<ul style="list-style-type: none"> ➤ Files processed: 2,129 files across 370 boxes for data entry ➤ Item listing: 746 files across 89 boxes ➤ Folio numbering: 14,837 pages across 159 files/boxes ➤ Preservation: 15,024 pages across 155 files/boxes ➤ Sorting and boxing: on hold ➤ Archive use: 64 researchers accessed 482 files
7. Offsite location for backup storage of Archival materials identified and operational	Renovation complete	Partially Achieved	Phase 1 renovation of the old NARL building has been deferred to the next financial year due to budget constraints, and the scope from the maintenance team is still pending.
8. Establish NARL Authority	June 2025	Partially Achieved	The proposal for the activation of the NARL Board is still pending, as the PK remains with Cabinet.
9. Implement NARA Framework and Policies	Year 1 Implementation	Not Achieved	<ul style="list-style-type: none"> ➤ Work is in progress to finalize the National Archives Access Procedures and Processes. ➤ Only one National Records Taskforce meeting was conducted on 24 September 2024. ➤ The PK submission to Cabinet to establish the National Recordkeeping Steering Committee has not yet been submitted and must first go through the Board.

Samoan Language Commission

Key Performance Indicator	Target	Status	Progress
1. Date by which the Samoan grammar booklet is endorsed and launched	June 2025	Partially Achieved	The Samoan Grammar Booklet draft has been completed, and consultations were conducted across Upolu and Savaii. Cabinet endorsement and launch have been deferred to the next financial year.

2. Date by which the Samoan Language Week is celebrated	June 2025	Achieved	The Samoan Language and Culture Week was successfully celebrated in March 2025.
3. National Samoan Language Framework(NSLF) is implemented	June 2025	Achieved	<ul style="list-style-type: none"> ➤ Implementation of the NSLF is ongoing. Key achievements this FY include the translation of national policies, reports, and publications into Samoan. ➤ Development of the Language Standard Policy is underway: data collection is complete, the survey report is in progress, and finalization has been deferred to the next financial year.
4. Date by which the Samoan language is endorsed as a criterion for entry into Foundation programs and local scholarships	June 2025	Partially Achieved	The briefing paper was discussed and approved by Core Management. A committee was selected to take this forward. Consultations and submission to Cabinet have been deferred and will be completed in the new FY25/26.
5. Date by which SLC Authority established	30% implemented in 2024/2025	Partially Achieved	The draft proposal for the SLC Authority was completed and tabled at the SLC Board in May 2025. Board meetings were conducted throughout the year, with a total of eight meetings held.
6. Date by which the Samoan Monolingual Dictionary is launched and new teaching resources are developed	June 2025	Achieved	The Samoan Monolingual Dictionary was successfully launched in Samoa on 5 July 2024 and in American Samoa on 11 July 2024.
7. Date by which Regulation for Samoan Language Commission Act 2014 is implemented	June 2025	Partially Achieved	The proposal for the Monolingual Dictionary costs was submitted to the Revenue Board on 29 August 2024, and official pricing approval was received on 10 March 2025.