



Ministry of Education,
Sports and Culture

Education Statistical Digest



SAMOA

2019

Education Statistical Digest

2019

FOREWORD

Education data and statistics are vital and play a critical role in all aspects of education in achieving its key priorities and targets. The information is used to formulate policies, develop plans, monitor, review, and evaluate progress of activities, indicators, expected outcomes as well as decision making. The Education Statistical Digest 2019 captures all relevant data in relation to stipulated education indicators of the Ministry.

The Samoan Government's vision for Education is to have *"Improved Quality Education and Training."* The Education Sector Plan 2013 – 2018, also sets out its vision to ensure *"All people of Samoa are educated and productively engaged"*, with its mission *"To promote the achievement of high quality education and training to meet the national, economic, social and cultural goals of Samoa."* In doing so, it monitors and evaluates the progress against not only at national level but our international commitment to Sustainable Development Goals (SDG).

The Ministry's hard work and effort in compiling this 17th publication of the Education Statistical Digest is commendable. This publication is optimistically will be of great use to members of the public as well as the stakeholders for the benefits of our education development in Samoa.

Faafetai



Loau Solamalemālō Keneti Sio
MINISTER OF EDUCATION, SPORTS AND CULTURE

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TECHNICAL DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INTRODUCTION

The Ministry of Education, Sports and Culture (MESC) aspires to provide all stakeholders as well as national, regional and international partners with the quality and accurate educational statistics. This publication endeavours to fulfill a key performance measure of the Education Sector Plan to measure Samoa's progress in relation to its commitment to national and international educational goals.

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

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

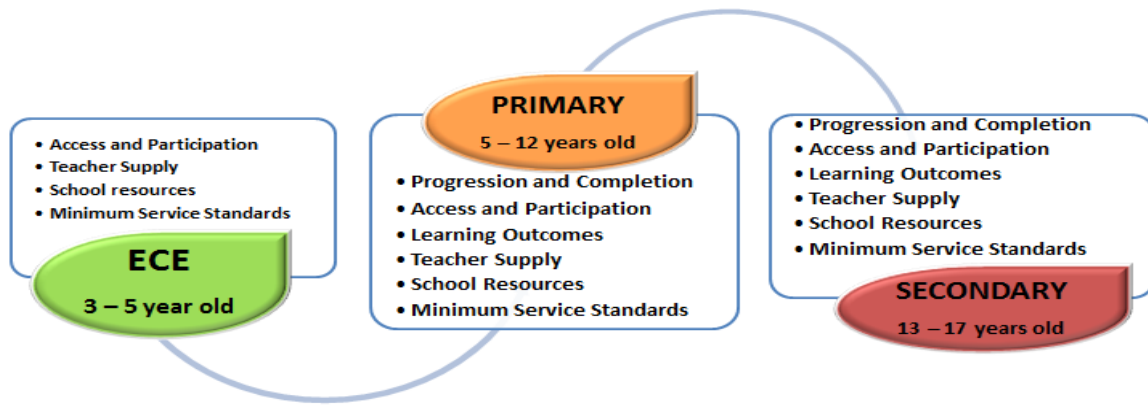
The calculations of most indicators descended from data and/or information collated in the Education Management Information System (EMIS) at the beginning of the calendar year. Other information presented in this Statistical Digest is retrieved from respective divisions of the Ministry. The indicators and information used in this publication can be used as a measuring tool against the national strategic plan¹, which endeavours to improve the quality of education in Samoa.

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

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

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

¹ Strategy for the Development of Samoa 2017-2020

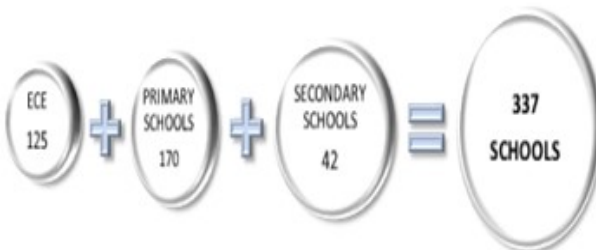


The above outlines key performance measures under each education level which contributes to the calculation of education indicators and the development of education in Samoa.

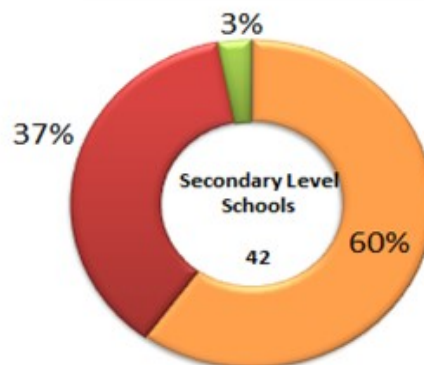
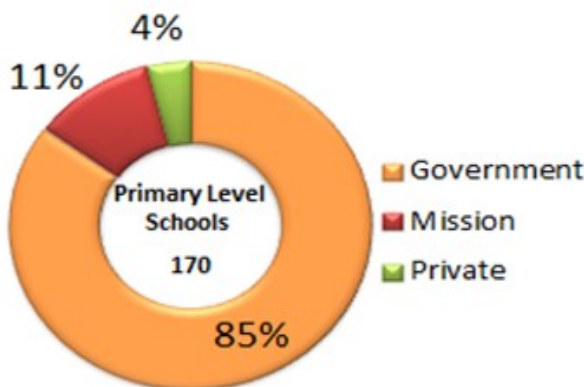
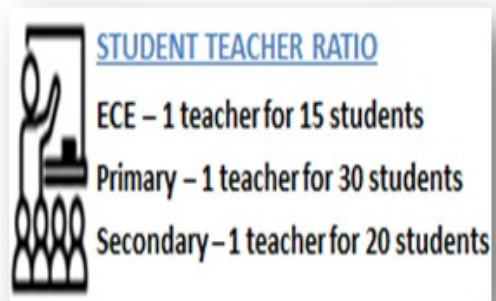
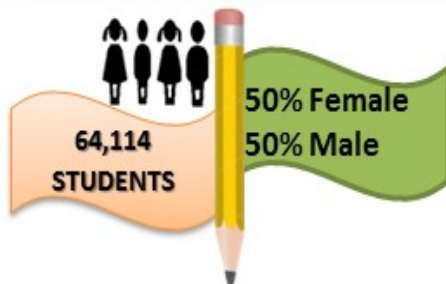
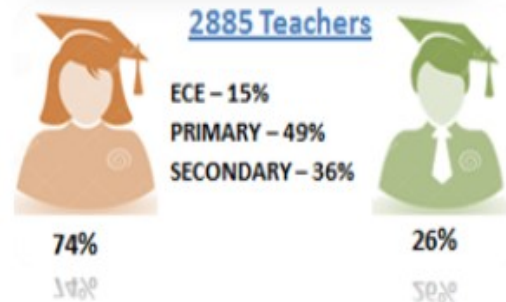
The Annual School Census data collection held in the first week of March is the main source of education statistical information. The census data is stored in the EMIS under the MANUMEA module. Information such as achievement results, teachers' performance standards, teachers' qualifications and Minimum Services Standards was sourced from respective divisions of the Ministry.



EDUCATION STATISTICS AT A GLANCE



EDUCATION LEVEL	TEACHERS	STUDENTS
ECE	423 (15%)	4,203 (8%)
PRIMARY	1,427 (49%)	43,546 (67%)
SECONDARY	1,035 (36%)	16,365 (25%)



THE SAMOA EDUCATION SYSTEM

Every child in Samoa must attend school from early childhood education until he/she reaches tertiary level. In the context of Samoa, Early Childhood Education (ECE) is now compulsory with the endorsement of the Education Amendment Act 2019 by Parliament, which allows all children in age four to attend ECE, as it is the initial fundamental first step of every child's educational life. ECE in Samoa is governed by the National Council of Early Childhood Education with the assistance of the Ministry of Education, Sports and Culture. The centres are managed by boards of various churches/religious groups and organisations namely (i) Methodist; (ii) Catholic; (iii) Faaea and (iv) Private ECE centres. The information presented here is collected from the MESC Enrolment Verification visits and also used for Grant verification purposes. This information mainly focuses on the number of children enrolled at all registered ECE centres² across the country.

Primary Education covers Year levels 1 to 8 as governed by the Education Act 2009. At primary level, three national assessments are conducted. The Samoa Primary Education Literacy Level (SPELL) assessments; which are diagnostic and competency based tools used at the end of years 2, 4 and 6. At the end of Year 8, students sit the Samoa Primary Education Certificate Attainment (SPECA) assessment, which is an achievement test in alignment with Samoa's outcome based curriculum.

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

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

² ECE centres are mainly governed by Mission groups, with a large number of private centres

A) Progression and Completion Indicators

A1: Primary Education

A1.1 Progression Rate (PR) in Primary Education

PR is to measure the performance of the education system in promoting pupils in a cohort from one year level to another and its effect on the internal efficiency of the education system. The overall PR by year level shows that most students continued through to the next year level in 2018.

Table 1: PR for Primary Level 2019

Year Level	New Entrants Enrolment 2019			Total Year Level Enrolment 2018			Progression Rate in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Year 2	2971	2865	5836	3,098	2,814	5,912	94%	97%	95%	1.04
Year 3	3017	2746	5763	2,814	2,621	5,435	97%	98%	97%	1.00
Year 4	2771	2620	5391	2,844	2,553	5,397	98%	100%	99%	1.02
Year 5	2750	2499	5249	2,662	2,580	5,242	97%	98%	97%	1.01
Year 6	2609	2570	5179	2,633	2,382	5,015	98%	100%	99%	1.02
Year 7	2576	2421	4997	2,434	2,440	4,874	98%	102%	100%	1.04
Year 8	2335	2317	4652	2,413	2,296	4,709	96%	95%	95%	0.99

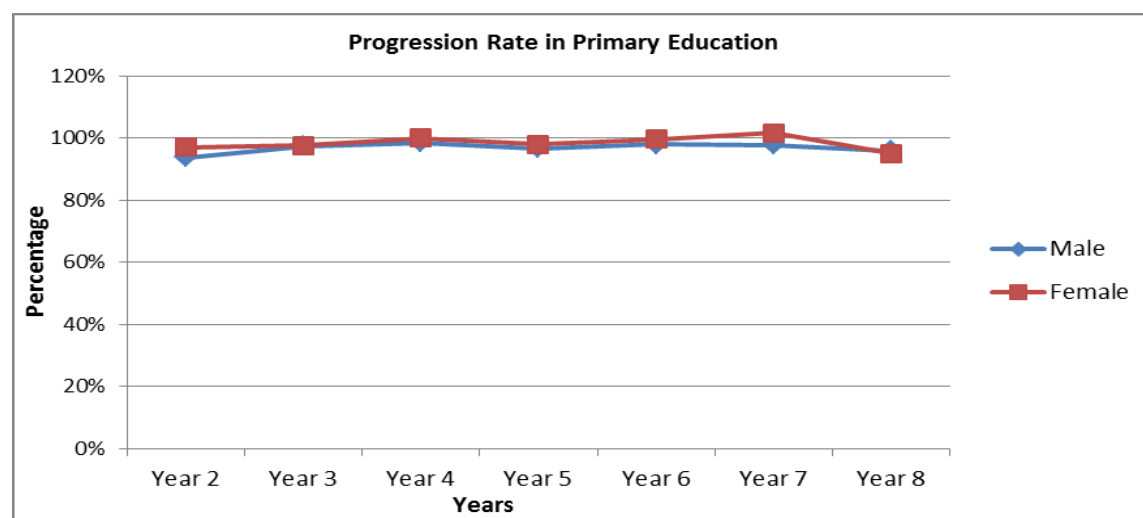


Figure 1: Progression Rate in Primary Education

PR for 2019 in primary education fluctuates over the last five years except females from year 6-7 level where it reached above 100. All year levels below 100% indicate there are students who did not progress to the next year level as some students repeat year levels or stay home due to various reasons. In school promotion, which is common practice occurring annually in primary education, determines the number of students progressing to the next year level at the beginning of the following year.

A1.2 Gross Intake Rate (GIR) for Final Year (Year 8) in Primary Education

GIR for Year 8 is to indicate the capacity of the education system to provide primary completion for the theoretical entrance age population to the last year level of primary.

Table 2: GIR for Final Year (Year 8) at Primary Level 2015-2019

Year	New Entrants to Year 8 Level (all ages)			Gross Intake Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	2,388	2,206	4,594	104%	103%	103%	0.99
2016	2,380	2,164	4,544	103%	100%	102%	0.97
2017	2381	2352	4,733	102%	107%	104%	1.06
2018	2413	2296	4,709	105%	114%	109%	1.08
2019	2335	2317	4652	102%	114%	108%	1.12

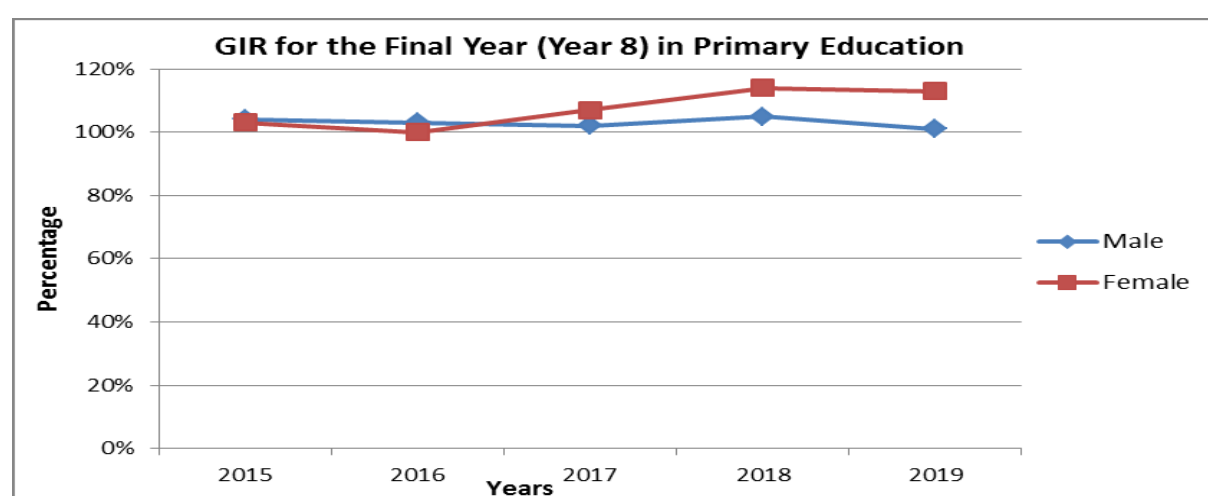


Figure 2: GIR for Final Year (Year 8) in Primary Education

GIR for year 8 in primary education over the last five years has been consistently above 100%. The highest rate of 109% was recorded in 2018 while the lowest was recorded in 2016. GIR for females has been higher than males in the last three years. GIR of above 100% indicates that there are still students above age 12 in year 8 level as well as new entrants enrolled in the final year level of primary education.

A1.3 Net Intake Rate (NIR) for the Final Year (Year 8) in Primary Education

The NIR for year 8 specifically measures the level of access to primary education by the eligible population of primary school final year level age (age 12).

NIR for the final year (Year 8) of primary education is below 50% signifying a low number of official age group (12 years old) in year 8 level. The number of 12 year olds is very low, creating a domino effect on the low number of 13 year olds students entering Year 9 in secondary education in the following year.

Table 3: NIR for the Final Year (Year 8) at Primary Level 2015-2019

Year	Number of children age 12 entering Year 8			Net Intake Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	1,013	1,056	2,069	44%	49%	47%	1.12
2016	1,007	917	1,924	44%	42%	43%	0.7
2017	1,110	1,169	2,279	47%	53%	50%	1.13
2018	1,125	1,076	2,201	49%	53%	51%	1.09
2019	977	981	1958	43%	48%	45%	1.14

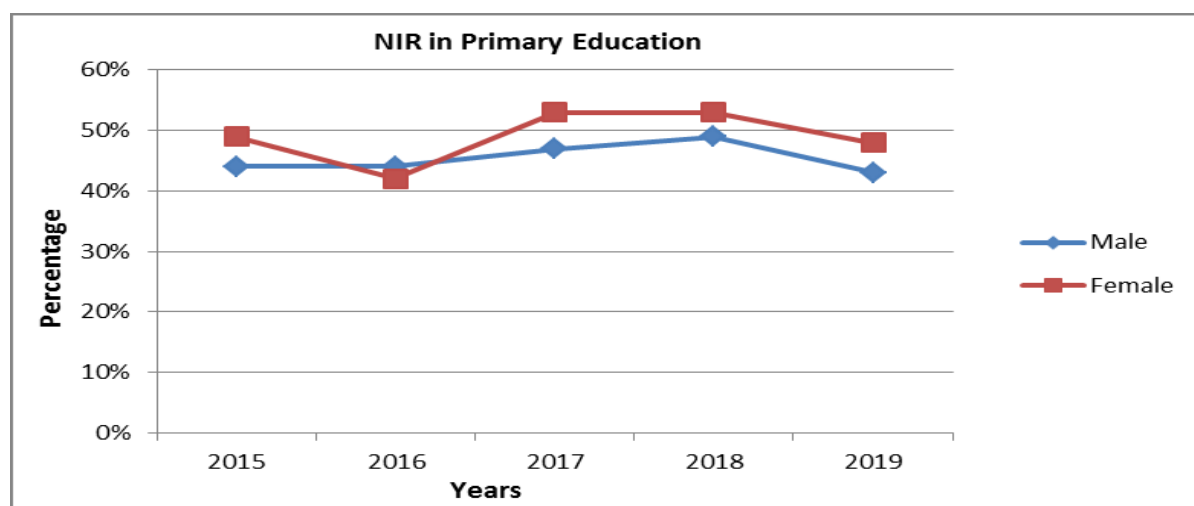


Figure 3: NIR in Primary Education

The overall NIR at Year 8 over the last five years fluctuates since 2015 and it reached its lowest rate in 2016 of 43%. The percentage of 12 year old students completing the final year of primary education (Year 8) peaked at 53% for females and 49% for males in 2018.

The 63% difference in GIR and NIR this year shows that there are students of other ages (ages 11, 13, 14) enrolled in the last year (year 8 level) of primary education.

A1.4 Repetition Rate (RR) in Primary Education

The highest repetition rate is at year 1 and progressively decreases at other year levels of primary.

Table 4: RR for Primary Level 2019

Year Level	Year Level Repeaters 2019			Total Year Level Enrolment 2018			Repetition Rate in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Year 1	150	71	221	3171	2951	6122	4.7%	2.4%	3.6%	0.51
Year 2	23	23	46	3098	2814	5912	0.7%	0.8%	0.8%	1.10
Year 3	21	11	32	2814	2621	5435	0.7%	0.4%	0.6%	0.56
Year 4	15	4	19	2844	2553	2397	0.5%	0.2%	0.4%	0.30
Year 5	8	4	12	2662	2580	5242	0.3%	0.2%	0.2%	0.52
Year 6	18	14	32	2633	2382	5015	0.7%	0.6%	0.6%	0.86
Year 7	14	7	21	2434	2440	4874	0.6%	0.3%	0.4%	0.50

Year 8	23	12	35	2413	2296	4709	1.0%	0.5%	0.7%	0.55
Total	272	146	418	22069	20637	42706	1.2%	0.7%	1.0%	0.57

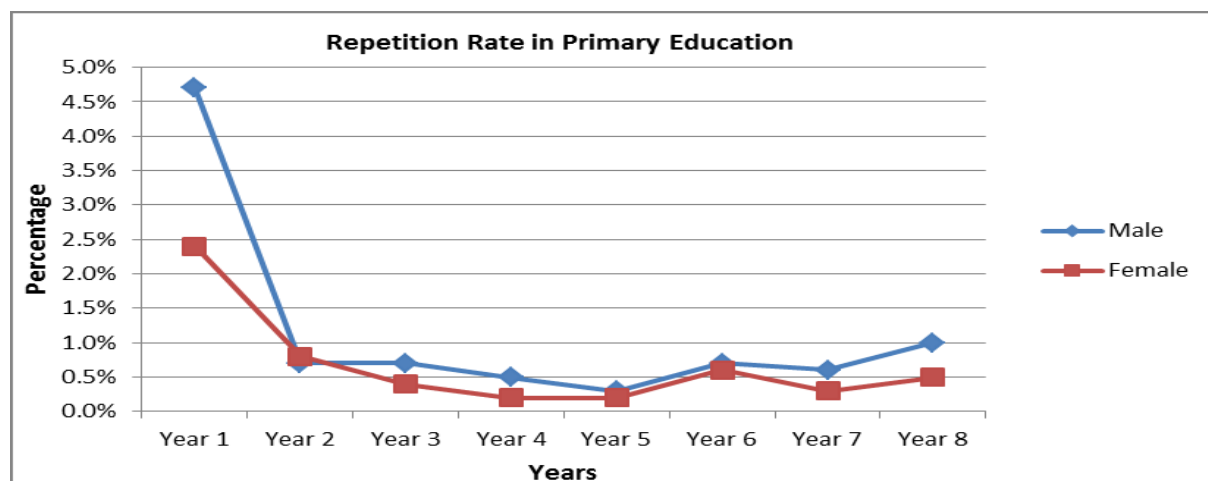


Figure 4: Repetition Rate in Primary Education

Repetition rate is very low in all year levels except year 1 level which shows 3.6% with a total number of 221 students. High repetition rate for males in year one level of 4.7% compared to only 2.4% of females. Repetition rate is consistently higher for males than females at all year level.

A1.5 Drop Out Rate (DR) in Primary Education

DR is used to measure the trend of pupils from a cohort leaving primary education without completion, and its effect on the internal efficiency of the education system.

Table 5: Drop Out Rate at Primary Level 2019

Year Level	Progression Rate			Repetition Rate			Drop Out Rate in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Year 2	94%	97%	95%	4.7%	2.4%	3.6%	5.3%	2.2%	4.2%	0.42
Year 3	97%	98%	97%	0.7%	0.8%	0.8%	2.3%	1.6%	2.4%	0.70
Year 4	98%	100%	99%	0.7%	0.4%	0.6%	1.5%	-0.2%	0.6%	-0.13
Year 5	97%	98%	97%	0.5%	0.2%	0.4%	2.7%	1.8%	2.8%	0.67
Year 6	98%	100%	99%	0.3%	0.2%	0.2%	1.3%	-0.6%	0.4%	-0.46
Year 7	98%	102%	100%	0.7%	0.6%	0.6%	1.4%	-2.3%	-0.4%	-1.64
Year 8	96%	95%	95%	0.6%	0.3%	0.4%	3.0%	4.5%	4.3%	1.50

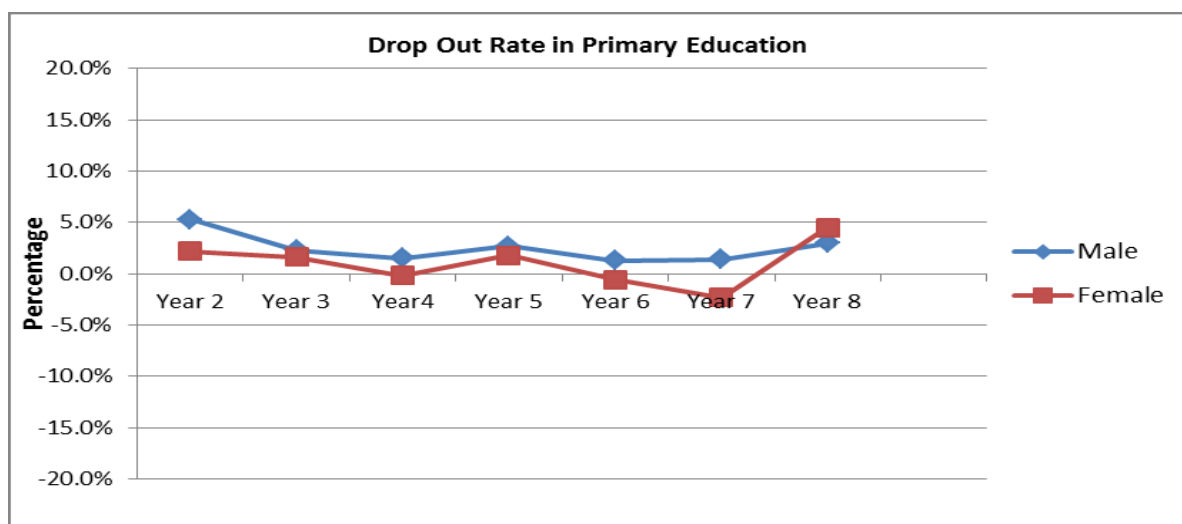


Figure 5: Drop Out Rate in Primary Education

A dropout rate for primary education fluctuates across all year levels, with the highest percentage of 4.2% recorded for the year 2 level.

A recent research conducted by the Ministry in April this year identifying reasons/factors causing student dropout rates to accelerate and contributing factors that trigger students to leave school without completing education. Even though the research targeted only colleges, the Ministry believes these are also major reasons why primary students drop out before completing primary education. Such reasons including³ financial, transport and family issues, as well as parents are not prioritizing their children's education and are not pushing their children to school.

A1.6 Retention Rate (RR) in Primary Education

RR⁴ use to measure the retention capacity and internal efficiency of an education system.

Table 6: RR in Primary Education 2015-2019

Year	Year 8 Enrolment			Retention Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	2,400	2,213	4,613	87%	89%	88%	1.02
2016	2,396	2,173	4,569	87%	87%	87%	1.00
2017	2,393	2,358	4,751	77%	80%	78%	1.04
2018	2,413	2,296	4,709	87%	85%	86%	0.98
2019	2,358	2,329	4,687	86%	87%	87%	1.02

³ Reasons why Students in Samoa do not complete Secondary; Policy, Planning and Research Division, Ministry of Education, Sports and Culture

⁴ Retention Rate is calculated as the percentage of a cohort of pupils (or students) enrolled in the first year level of a given level of education in a given school year who are expected to reach final year level of a given level of education

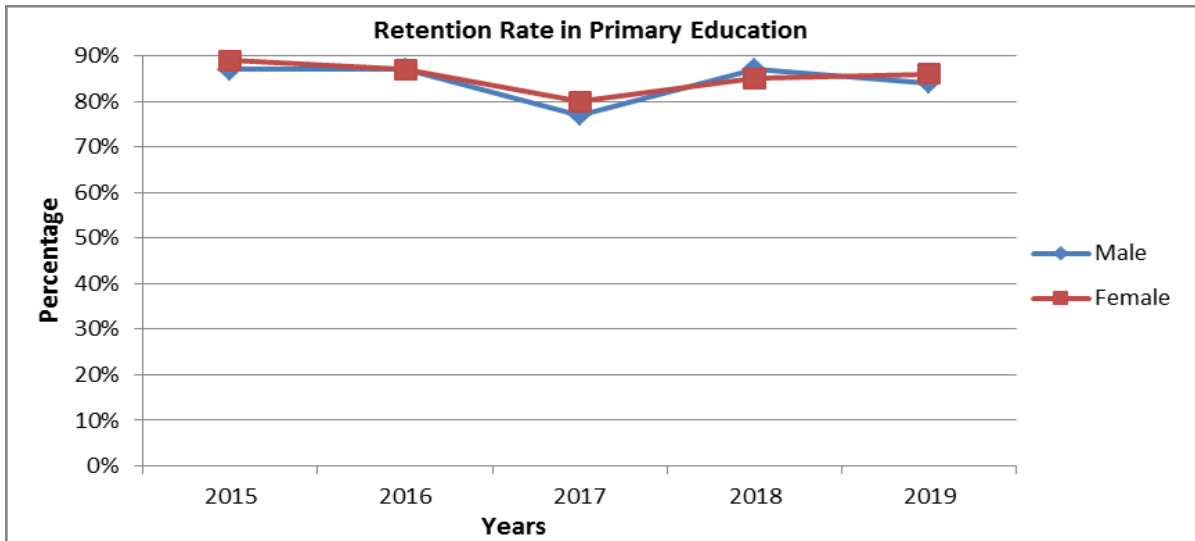


Figure 6: Retention Rate in Primary Education

The Retention rate has been consistently above 80% with the lowest of 78% in 2017. It signifies the percentage of pupils who are retained from Year 1 through to Year 8 in primary education.

A1.7: Primary Cohort Completion Rate (PCCR) in Primary Education

Primary Cohort Completion Rate⁵ reflects the percentage of students who successfully complete and sat Year 8 national examinations in primary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level of the following year and multiply by the retention rate to the last level of primary education in a given year by 100.

Table 7: PCCR 2014-2018

Year	Primary Cohort Completion Rate		
	Male	Female	Total
2014	75.0%	82.3%	78.7%
2015	75.3%	84.5%	80.0%
2016	79.6%	80.8%	80.7%
2017	78.0%	76.0%	77.0%
2018	80.1%	77.3%	78.2%

⁵ Primary Cohort Completion Rate derived from the number of students sat SPECA 2018 divide by Year 8 level enrolment 2018 equals' primary completion rate. Primary Completion Rate multiply by retention rate in primary education = Primary Cohort Completion Rate

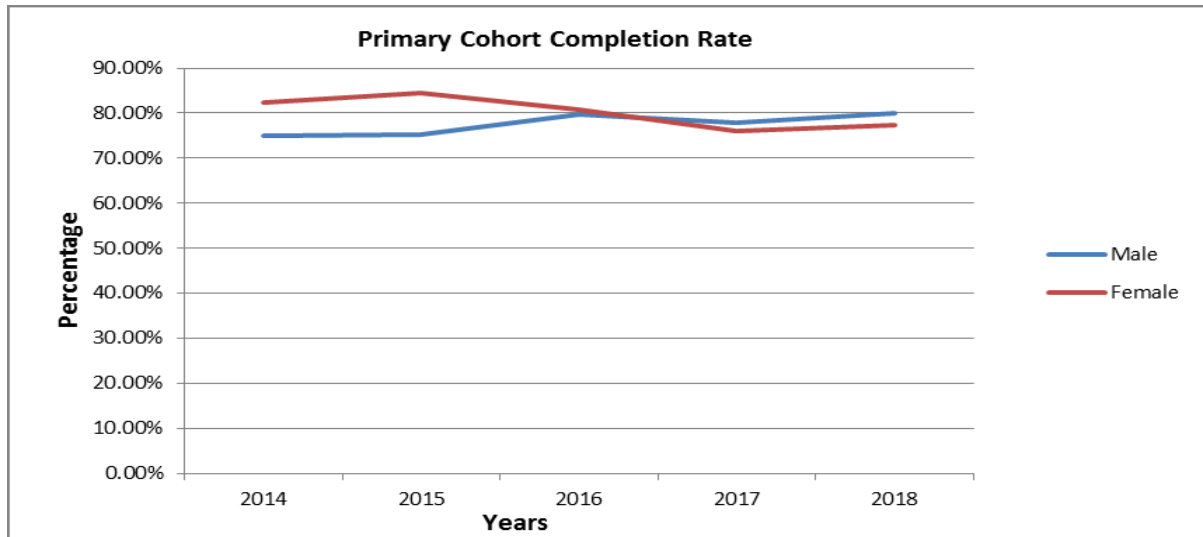


Figure 7: Primary Cohort Completion Rate

The lowest primary cohort completion rate has been recorded this year of 78% over the five year period. It fluctuates around 77%-81% which shows low number of students not completing primary level of education.

A2: Secondary Education

A2.1 Transition Rate (TR) from Primary Education to Secondary Education

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

Table 8: TR from Primary to Secondary Education 2015-2019

Year Level	Year 8 Enrolment			Year 9 New Entrants			Transition Rate Primary to Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2015	2400	2213	4613	2185	2013	4198	91.0%	95.0%	92.9%	1.04
2016	2396	2173	4569	2101	2049	4150	87.5%	92.6%	90.0%	1.06
2017	2393	2358	4751	2100	1993	4093	87.8%	84.5%	86.2%	0.96
2018	2413	2296	4709	1999	2076	4075	82.8%	90.4%	86.5%	1.10
2019	2358	2329	4687	2129	2170	4299	90.3%	93.2%	91.7%	1.00

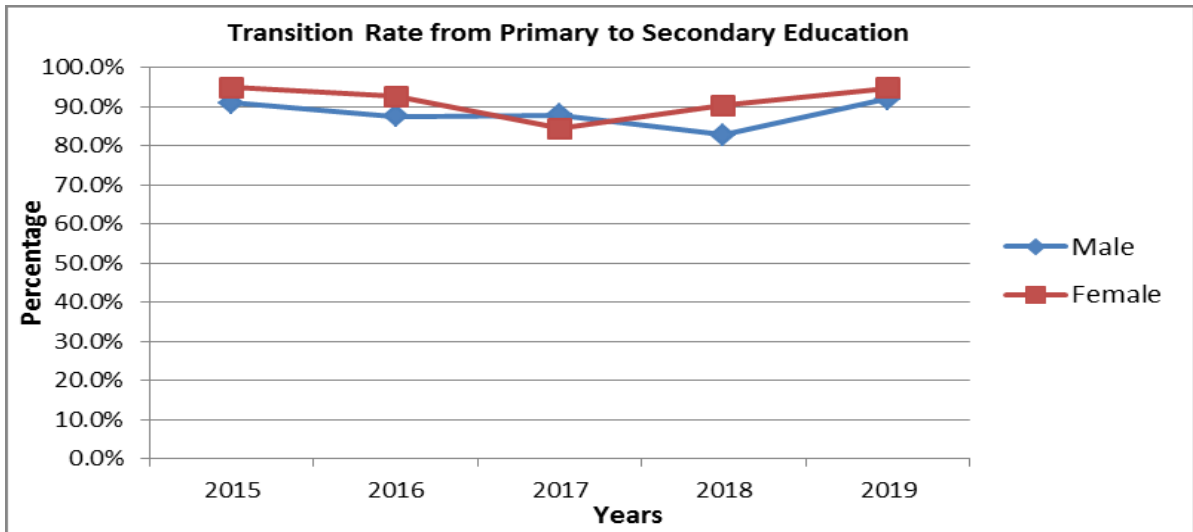


Figure 8: Transition Rate from Primary to Secondary Education

TR from primary to secondary education has fluctuated over the last five years. TR fluctuates between 85% and 95% which reflects high access of students from primary level to secondary level.

A2.2 Progression Rate (PR) in Secondary Education

PR in secondary education varies from year to year with more females progressing through secondary than males.

Table 9: PR in Secondary Education 2019

Year Level	New Entrant Year Level Enrolment 2019			Total Year Level Enrolment 2018			Progression Rate in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Year 9	2129	2170	4299	2023	2084	4107	88%	95%	91%	1.07
Year 10	1804	2060	3864	1919	1865	3784	89%	99%	94%	1.11
Year 11	1464	1479	2943	1496	1584	3080	76%	79%	78%	1.04
Year 12	1271	1555	2826	1400	1567	2967	85%	98%	92%	1.16
Year 13	958	1276	2234	864	1198	2062	68%	81%	75%	1.19

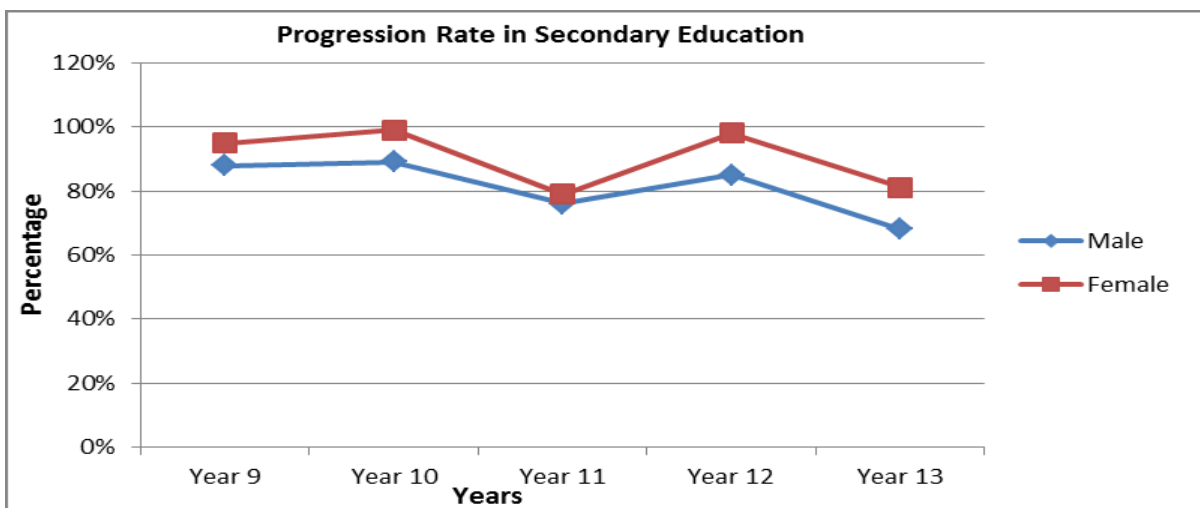


Figure 9: Progression Rate in Secondary Education

PR for year levels 9, 10 and 12 is above 85% indicating that the majority of the students from previous year levels progressed to the next. The low percentage recorded for year 11 level is due to some schools not having a year 11 level. Rather, the students move directly to year 12 after year 10. At the same time, some schools set up school-based exams for year 10 students to determine whether or not the year 10 students are capable to move to year 12 level. Lowest progression rate has been identified in year 13 level, thus majority of students⁶ drop out of school before completing secondary level education Progression to year 13 level is very low with 75% of students attending this final year of secondary education. Progressing to year 13 is determined by the SSC (Samoa School Certificate) national examination. Females have higher progression rate than males for all year levels.

A2.3 Repetition Rate (RR) in Secondary Education

RR measures which students from a cohort repeat a year level and measures the effect on internal efficiency of the education system.

Table 10: RR in Secondary Education 2019

Year Level	Year Level Repeaters 2019			Year Level Enrolment 2018			Repetition Rate			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Year 9	32	3	35	2023	2084	4107	1.6%	0.1%	0.9%	0.09
Year 10	25	8	33	1919	1865	3784	1.3%	0.4%	0.9%	0.33
Year 11	33	26	59	1496	1584	3080	2.2%	1.6%	1.9%	0.74
Year 12	45	18	63	1400	1567	2967	3.2%	1.1%	2.1%	0.36
Year 13	6	3	9	864	1198	2062	0.7%	0.3%	0.4%	0.36
Total	141	58	199	7702	8298	16000	1.8%	0.7%	1.2%	0.38

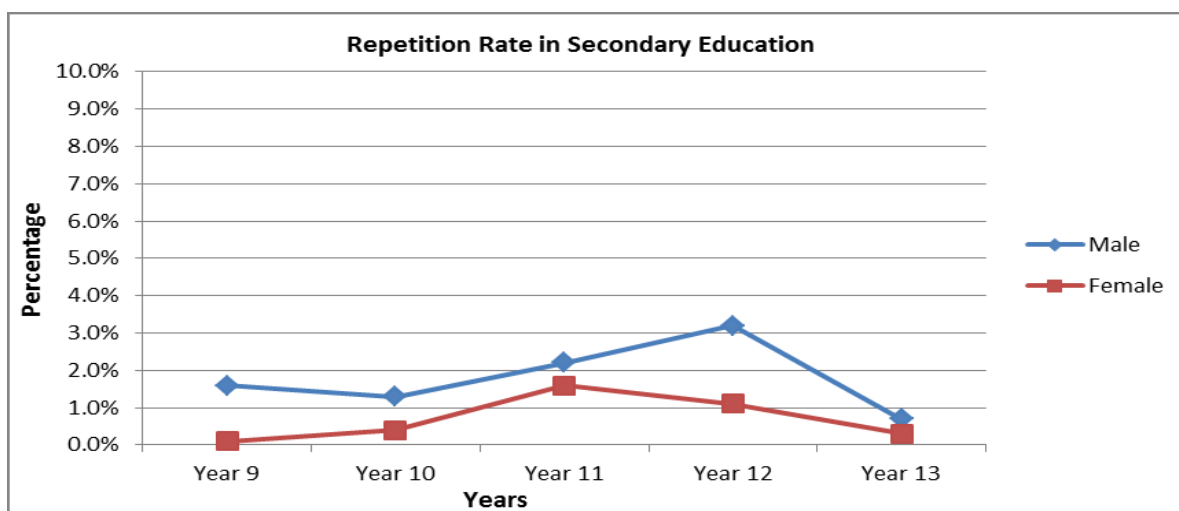


Figure 10: Repetition Rate in Secondary Education

There is a high overall proportion of males repeating each year level compared to females. The lowest repetition rate is recorded at 0.4% as shown at year 13 level, while the highest of 2.1% is recorded at year 12 level. Repetition at various year levels is when students do not

⁶ Dropout Research Report 2019, Policy, Planning and Research Division, Ministry of Education, Sports and Culture

meet the achievement level which enables them to proceed to the next year level. Year 12 and 13 students may repeat when they do not meet the pass rate which allows them to enroll in year 13 and tertiary education. Males have higher repetition rates than females in all year levels.

A2.4 Drop Out Rate (DR) in Secondary Education

Overall, there is a high DR in secondary education for all year levels. Compared to other year levels, the year 12 level shows the least drop out at 5.9%.

Table 11: DR in Secondary Education 2019

Year Level	Drop Out Rate			
	2016	2017	2018	2019
Year 9	9.0%	8.0%	13.0%	8.1%
Year 10	7.0%	9.0%	10.0%	5.1%
Year 11	24.0%	20.0%	19.0%	20.1%
Year 12	2.0%	5.0%	4.0%	5.9%
Year 13	29.0%	29.0%	30.0%	24.6%

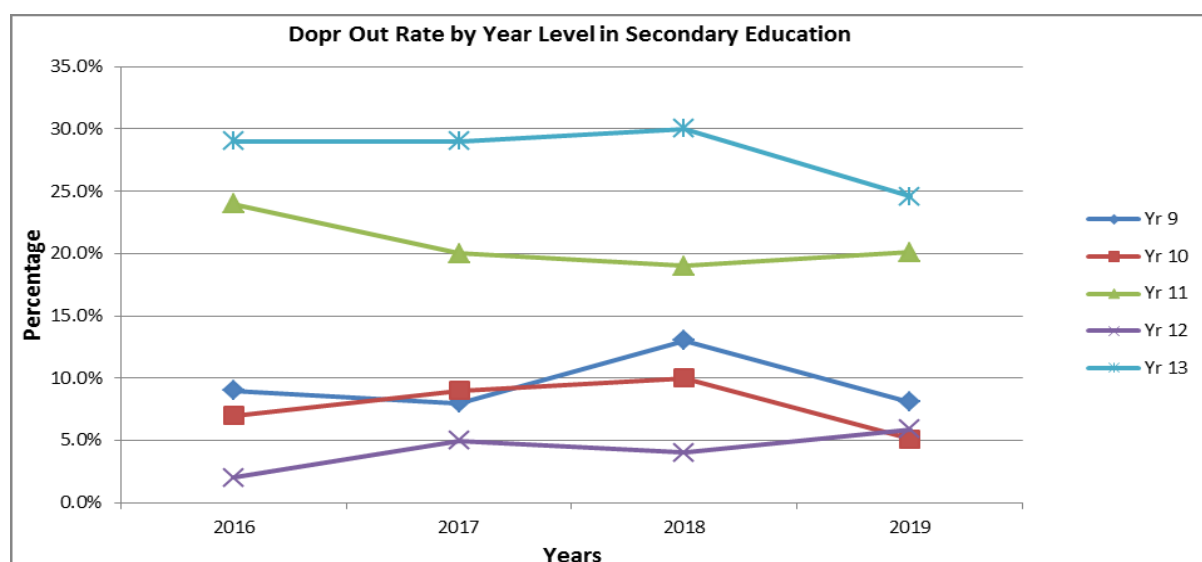


Figure 11: Drop Out Rate in Secondary Education

High dropout rate of 24.6% was indicated in year 13 level which corresponds to only 75% of progression rate. Even though there is a slight drop of dropout rate this year compared to 2018, there is still a concern for high percentage of students leaving the education system especially in Year 11 and Year 13 over the past years. Drop out research conducted by the Ministry this year indicates various reasons why students do not complete secondary education. Such issues include transport and financial problems, parents not prioritizing their children’s education and do not push children to school, broken families causing many family issues, students staying with their extended family relatives are eventually dropped out of school and less counseling available in schools for both teachers and students also leads to

students dropping out of schools⁷. These contributing factors causes dilemma of why students do not complete education cycle.

A2.5 Cohort Completion Rate (CR) in Secondary Education

Table 12: CR (Year 12 & 13) in Secondary Education 2016 - 2018

Year	Gender	CR in Secondary Education	
		Year 12	Year 13
2016	Male	53.1%	34.8%
	Female	72.2%	54.0%
	Total	62.4%	44.1%
2017	Male	43.0%	26.2%
	Female	65.2%	45.7%
	Total	53.7%	45.7%
2018	Male	52.6%	33.8%
	Female	69.5%	53.4%
	Total	60.3%	43.8%

The table above showed that completion rate in secondary education fluctuates over the three years. In 2016, 72.2% of females were able to complete year 12 level compared to only 53.1% of males. However, in 2017, both males and females declined by 10% and 7% respectively. About 46% did not complete year 12 level and 54% for year 13, compared to 37% and 56% in 2016. This raises concerns for Ministry as high percentage of students do not fully complete secondary education.

B) Access and Participation Indicators

B1: Early Childhood Education

Early Childhood Education is a vital stage of education of every child. They must attend an early education center in preparation for primary level. The Education Amendment Act 2019 stipulates that all students at the age of four must attend an ECE Center.

B1.1: Number of Early Childhood Education Centres

ECE centres in Samoa are privately managed through four different providers; MAT (private), FAAEA (EFKS), Metotisi (Methodist) and Katoliko (Catholic). The Government of Samoa through MESC assists ECE centres through curriculum and teacher support and the One Government Grant (OGG) to develop and maintain ECE centres to improve the early stages of the learning process.

⁷ Reasons Students do not Complete Secondary Education Study 2019, Ministry of Education, Sports and Culture.

Table 13: Numbers and Percentage of ECE Centers 2015-2019

	MAT	Methodist	Catholic	EFKS (FAAEA)	TOTAL	MAT	Methodist	Catholic	EFKS (FAAEA)
2015	35	33	12	26	106	33%	31%	11%	25%
2016	34	30	12	26	102	33%	29%	12%	25%
2017	40	30	12	25	107	37%	28%	11%	24%
2018	47	33	14	32	126	38%	26%	11%	25%
2019	48	32	15	30	125	38%	26%	12%	24%

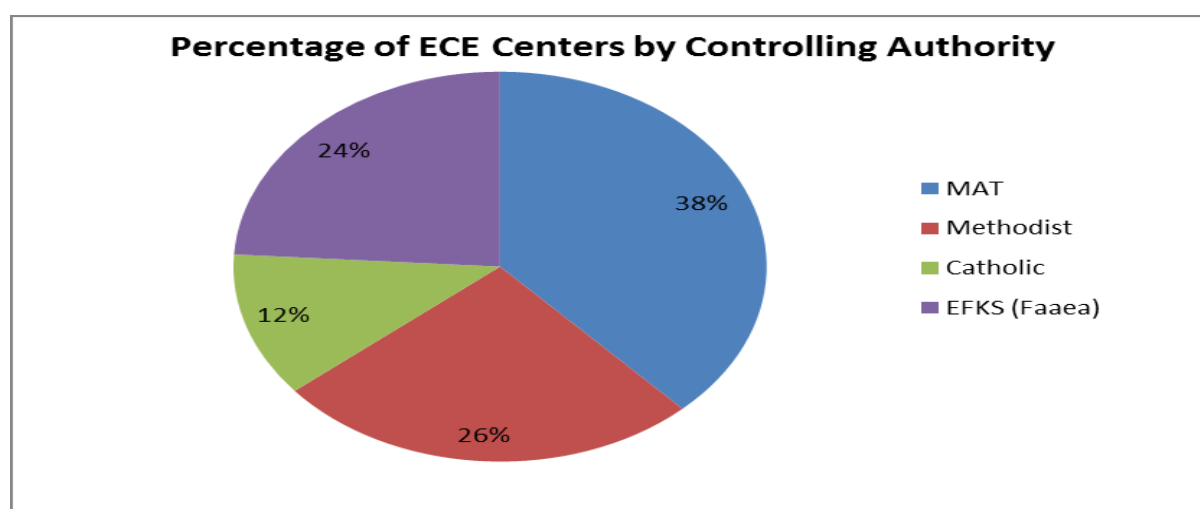


Figure 12: Percentage of ECE Centers by Controlling Authority

There has been an increasing number of ECE enters in the last two years. A total of 125 ECE centers were registered in 2019. The Table 13 above shows only those learning centers that have been formally registered and meeting MSS requirements. It is acknowledged that there are ECE centres that have not yet registered with NCECES. Evidently, there needs to be more awareness targeting the parents and the community to promote the importance of early childhood development and education. .

B1.2: Gross Enrolment Rate (GER) in Early Childhood Education

Table 14: GER in ECE 2015-2019

Year	Enrolment in ECE education			Population of official ECE school age 2.5-5			GER in ECE Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2015	2,093	2,090	4,183	8451	7749	16200	25%	27%	26%	1.08
2016	2,014	2,023	4,037	8297	7652	15949	24%	26%	25%	1.08
2017	2,365	2,471	4,836	7951	7402	15353	30%	33%	31%	1.12
2018	2,457	2,654	5,111	9059	8292	17350	27%	32%	29%	1.18
2019	2,121	2,082	4,203	9226	8443	17669	23%	25%	24%	1.07

The total number of enrolled students in 2019 is 4,203. The GER in the last four years shows that the enrolment rate of the official population has been below 30%. The GPI indicates a disparity in favour of females..

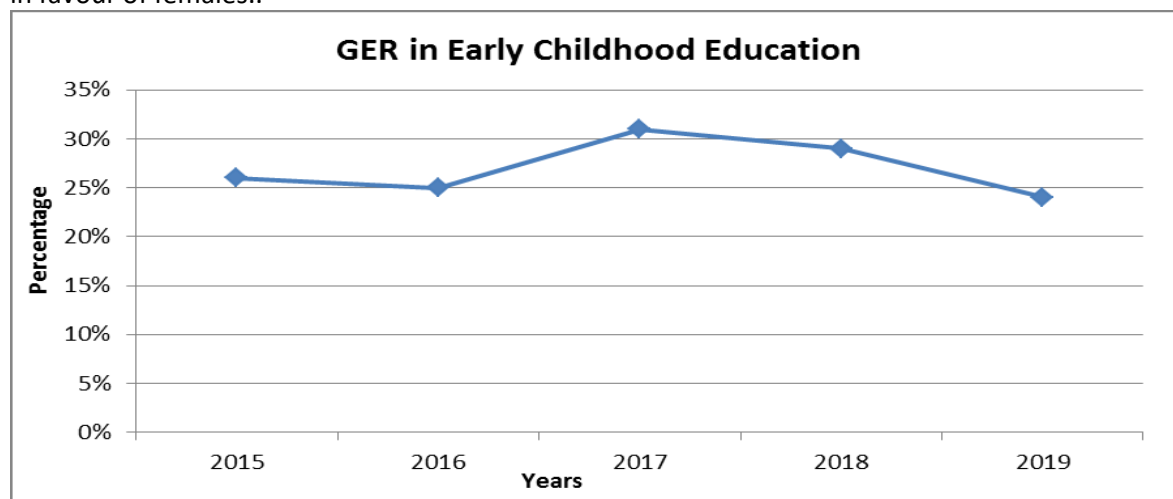


Figure 13: GER in Early Childhood Education

GER for ECE continues to decrease over the last 3 years over the five year period. This year shows a 5% decline in the overall rate which corresponds to the decline in the total enrolment.

B1.3 Net Enrolment Rate (NER) in Early Childhood Education

Table 15: Net Enrolment in ECE 2015-2019

Year	Enrolment of official ECE age group			Population of official ECE school age 3-5			NER in ECE Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2015	1,797	1,733	3,530	8451	7749	16200	21%	22%	22%	1.09
2016	1,737	1,752	3,489	8297	7652	15949	21%	23%	22%	1.09
2017	2,072	2,162	4,234	7951	7402	15353	26%	29%	28%	1.10
2018	2,145	2,317	4,462	9059	8292	17350	24%	28%	26%	1.18
2019	1,927	1,920	3,847	9226	8443	17669	21%	23%	22%	1.09

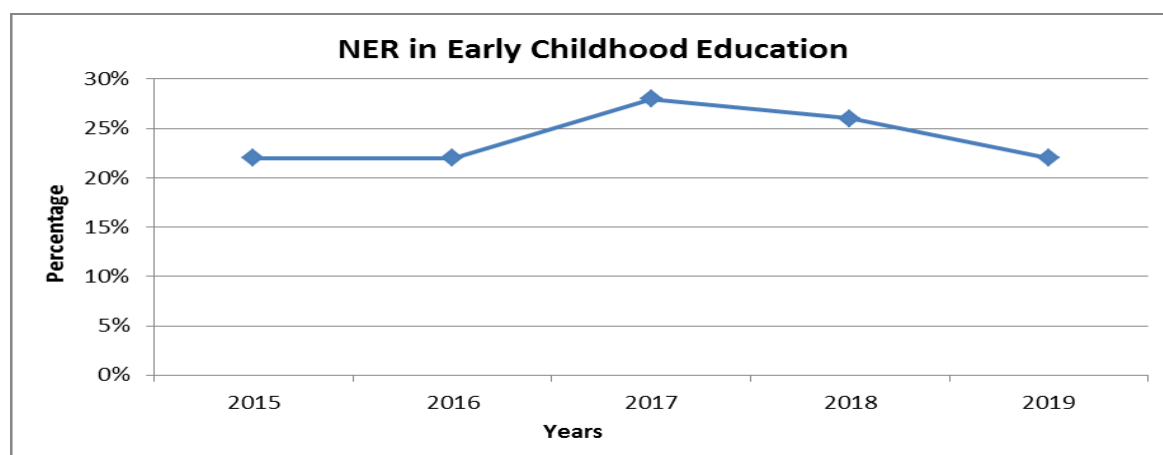


Figure 14: NER in Early Childhood Education

The NER is much lower than GER, which indicates the low number of the official ECE age students attending ECE. There is a decline of 4% in NER this year compared to last year. Females always have high NER compared to males over the five year period. Even though its compulsory for four year olds to attend ECE, there is still a majority of the children stay home until they reach five or six years old to enter first year of primary education⁸. Like GER, GPI indicates disparity in favor of females.

B1.4 Age Specific Enrolment Rate (ASER) in Early Childhood Education

ASER indicates the scope of participation in Early Childhood Education of a specific age within a cohort.

A high participation rate has been recorded for 3 and 4 year olds which correspond to 23% and 28% compare to the other age groups. In comparison to the population for these particular ages, there is still a high number of students that are not in ECE schools. It is also noted that there are two year old children enrolled in ECE Centres before the official age as per legislation.

Table 16: Age Specific Enrolment in Early Childhood Education 2019

Age	Age Specific Enrolment			ASER (%)			GPI
	Male	Female	Total	Male	Female	Total	
2	163	204	367	5%	8%	6%	1.40
3	660	694	1,354	22%	24%	23%	1.09
4	909	887	1,796	28%	29%	28%	1.03
5	358	339	697	12%	13%	13%	1.13
Total	2,090	2,124	4,214	17%	19%	18%	1.12

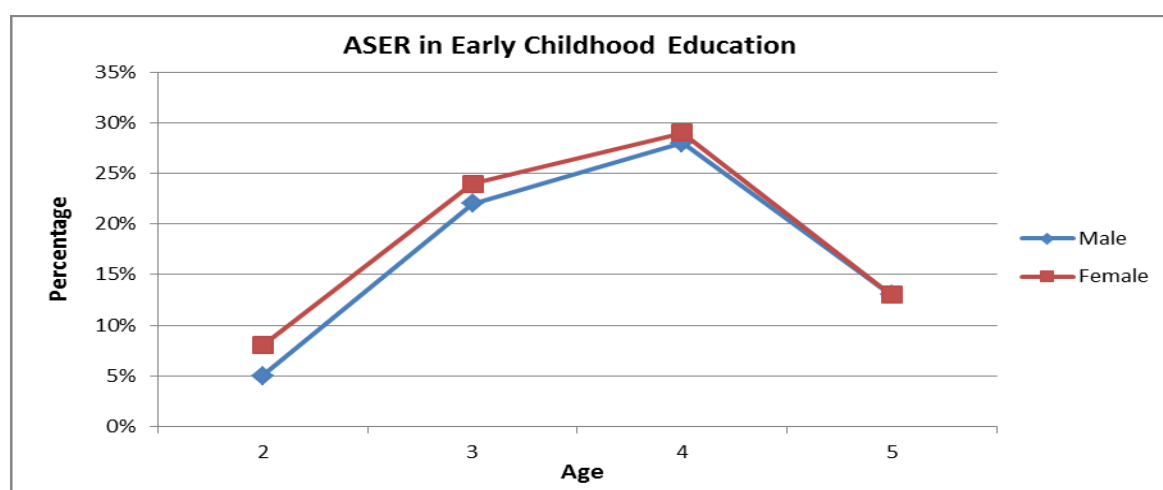


Figure 15: ASER in Early Childhood Education

The table above shows 13% of 5 year olds enrolled in ECE. These children turn 5 after June of the following year, which is the cut off point for enrolling in primary education and therefore remain in ECE until the beginning of the following year when they can enter primary level.

⁸ The calculations of ECE enrolment Rates (GER & NER) are derived from the total enrolments collected by MESCC through verification visits and Housing and Population Census 2016 conducted by Samoa Bureau of Statistics

B1.5 Net Intake Rate in Early Childhood Education

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

Table 17: Net Intake Rate in Early Childhood Education 2015-2019

Year	Number of children aged 3 in ECE Centres			NIR %			GPI
	Male	Female	Total	Male	Female	Total	
2015	657	669	1,326	21%	26%	25%	1.09
2016	558	617	1,175	24%	25%	23%	1.19
2017	664	747	1,411	26%	31%	28%	1.21
2018	748	779	1,527	26%	28%	27%	1.09
2019	660	694	1,354	22%	24%	23%	1.09

Over the last five years, there were more females entered in ECE than males as shown in Table 17 above.

Figure 16: NIR in Early Childhood Education

The Net Intake Rate for ECE female has fluctuated over the last five years.

The low participation rate of ECE children is one of the challenges the Ministry continues to address.

B2: Primary Education

B2.1 Gross Enrolment Rate in Primary Education

The GER shows the participation of students in a given level of education, and the capacity of the education system to enroll all students regardless of their age groups.

Table 18: Gross Enrolment Rate for Primary Level 2015-2019

Year	Primary Level Enrolment			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	
2015	21,415	19,835	41,250	108%	107%	107%	1.00
2016	21,687	20,381	42,068	106%	108%	107%	1.02
2017	22,073	20,595	42,668	106%	107%	107%	1.01
2018	22,069	20,637	42,706	107%	111%	109%	1.03
2019	22,434	21,112	43,546	108%	113%	110%	1.04

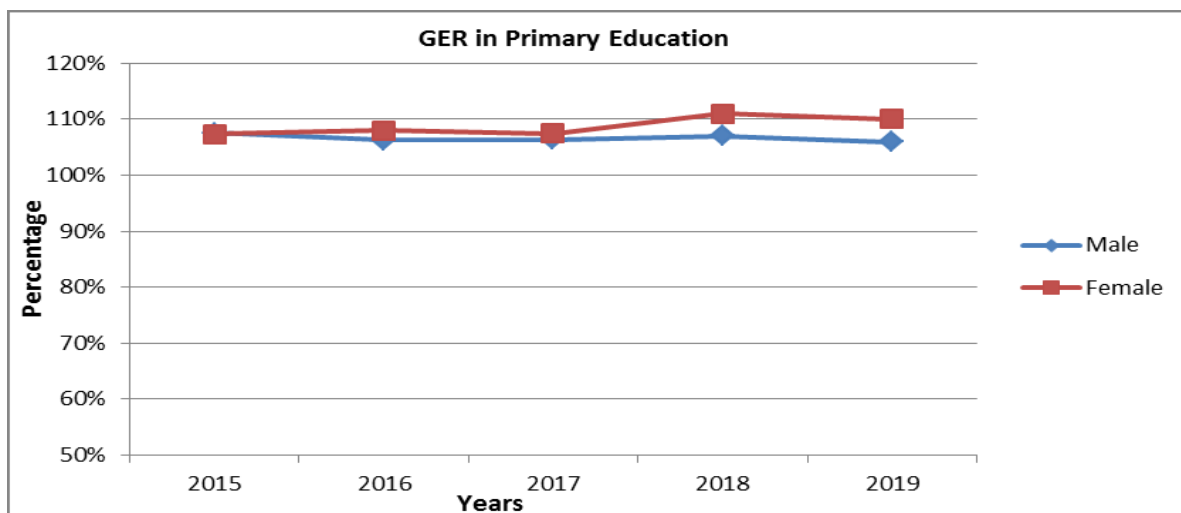


Figure 17: GER in Primary Education

The GER trend over the last five years in primary education remains above 100%, reflecting a high degree of over-aged students⁹ (2799 students, Table 20) attending primary education¹⁰. The GPI of more than 1 indicates a disparity in favour of girls. There is a need for research to investigate the reasons for this trend.

B2.2 Net Enrolment Rate in Primary Education

The NER shows a steady movement over the past five years of official school aged (5 – 12 years old) children attending primary education.

Table 19: Net Enrolment Rate for Primary Level 2015-2019

Year	Official Primary Age Enrolment (5-12 years old)			NER (%)			GPI
	Male	Female	Total	Male	Female	Total	
2015	19,830	18,635	38,465	100%	101%	100%	1.01
2016	20,194	19,087	39,281	99%	101%	100%	1.02
2017	20,713	19,436	40,149	100%	101%	101%	1.02
2018	20,702	19,428	40,130	101%	104%	102%	1.04
2019	20,888	19,767	40,655	101%	105%	103%	1.05

⁹ See Appendix Table 60 on the number of students age 13 and 14 in primary school level

¹⁰ The calculation above is based on population estimates provided by the Samoa Bureau of Statistics from Population and Housing Census 2016

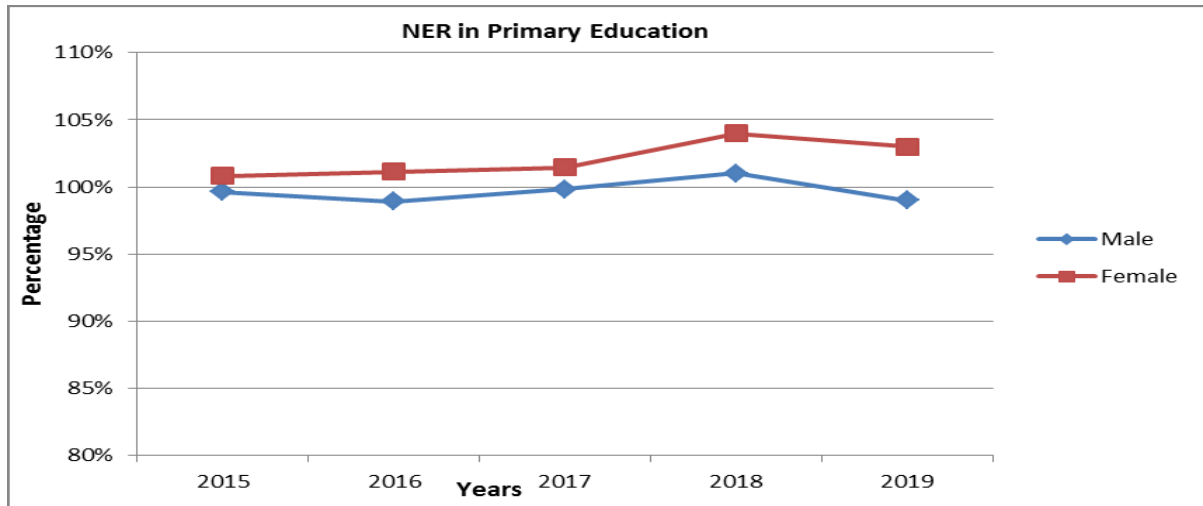


Figure 18: NER in Primary Education

The percentage of students at the official primary school age (5-12 years old) as represented by NER shown has been consistently increasing. The majority of official school aged students enroll in primary education compared to the official population as indicated by NER of more than 100%. GPI of more than 1 indicates more males than females.

B2.3 Age Specific Enrolment Rate in Primary Education

The ASER¹¹ signifies the extent of participation in the education system of a specific age cohort. The ages calculated in this rate are 5 – 14 years old in primary level.

Table 20: Age Specific Enrolment Rate for Primary Level 2019

Age	Age Specific Enrolment			ASER %			GPI
	Male	Female	Total	Male	Female	Total	
5	1995	1911	3906	66%	76%	70%	1.14
6	2803	2788	5591	95%	106%	101%	1.11
7	3053	2759	5812	113%	112%	112%	0.99
8	2756	2583	5339	100%	102%	101%	1.02
9	2759	2509	5268	111%	116%	114%	1.05
10	2762	2694	5456	115%	115%	115%	1.00
11	2547	2443	4990	117%	116%	116%	0.99
12	2213	2080	4293	96%	104%	100%	1.07
13	1191	1068	2259	56%	53%	55%	0.95
14	316	233	549	18%	13%	15%	0.72

¹¹ Age Specific Enrolment Rate is calculated as the number of pupils (or students) of a specific age enrolled in educational institutions at all levels of education by the population of the same age and multiply the result by 100

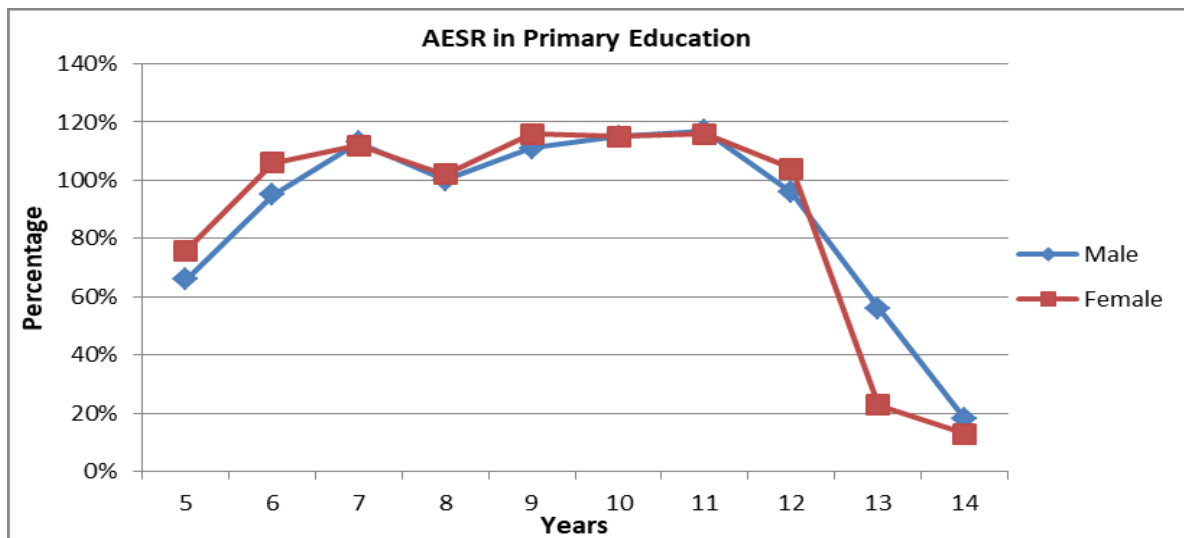


Figure 19: AESR in Primary Education

Full participation of students is shown in the cohort for 6 – 12 year olds while low percentages are recorded for 5 year olds and 13-14 year olds, suggesting either late enrolment for 5 year olds. About 13% of five year olds still attending ECE education. For 13 and 14 year olds, it suggests that some may have already enrolled at secondary education as indicated in the lower ASER for these particular ages at primary level.

B2.4 Gross Intake Rate in the First Year Level of Primary Education

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

Table 21: Gross Intake Rate for Primary Level 2015-2019

Year	New Entrants to Year 1 (all ages)			Gross Intake Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	2,966	2,668	5,634	107%	105%	106%	0.98
2016	2,941	2,752	5,693	102%	105%	103%	1.03
2017	3198	2997	6,195	118%	119%	118%	1.01
2018	3170	2951	6121	107%	117%	112%	1.10
2019	3283	2999	6282	109%	119%	113%	1.09

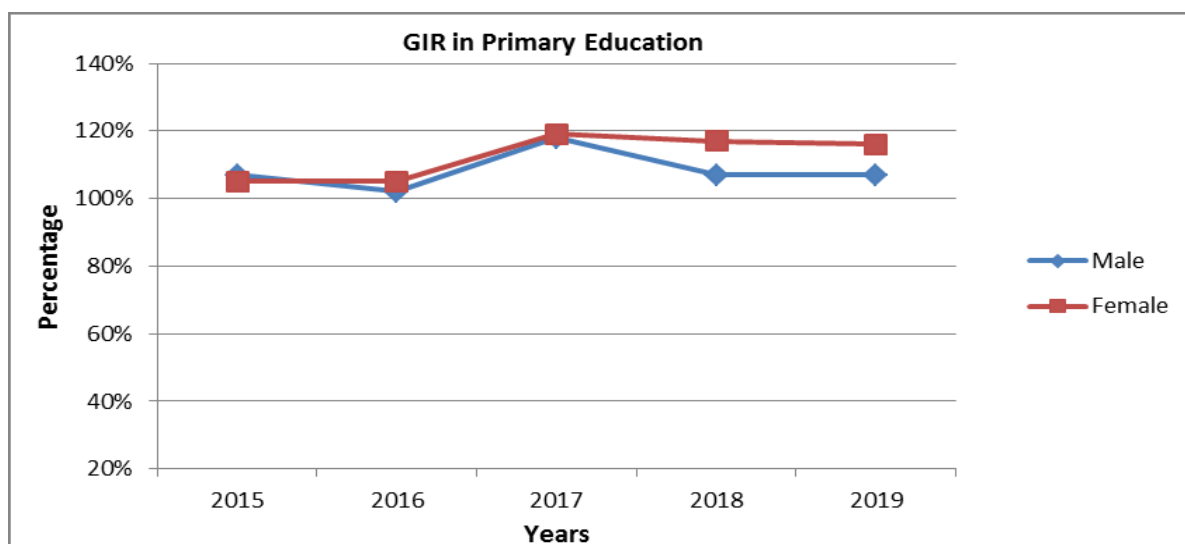


Figure 20: GIR in Primary Education

The overall number of new entrants to year 1 level in primary education varies from year to year with the highest rate recorded in 2017 (118%). This suggests that more over-aged students enter primary education for the first time at six years old instead of five years old which is the official primary entrant age. ASER for females is higher than males over the last five years. GPI indicates disparity in favor of males than females.

B2.5 Net Intake Rate in the First Year Level in Primary Education

NIR is to specifically measure the level of access to primary education by the eligible population of primary school entrance age (5 years old).

Table 22: Net Intake Rate for Primary level 2015-2019

Year	Number of children aged 5 entering Year 1			Net Intake Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	1,902	1,723	3,625	68%	68%	68%	0.99
2016	1,923	1,813	3,736	67%	69%	68%	1.04
2017	2,202	2,118	4,320	81%	84%	82%	1.03
2018	1,858	1,804	3,662	63%	72%	67%	1.14
2019	1801	1732	3533	60%	69%	64%	1.15

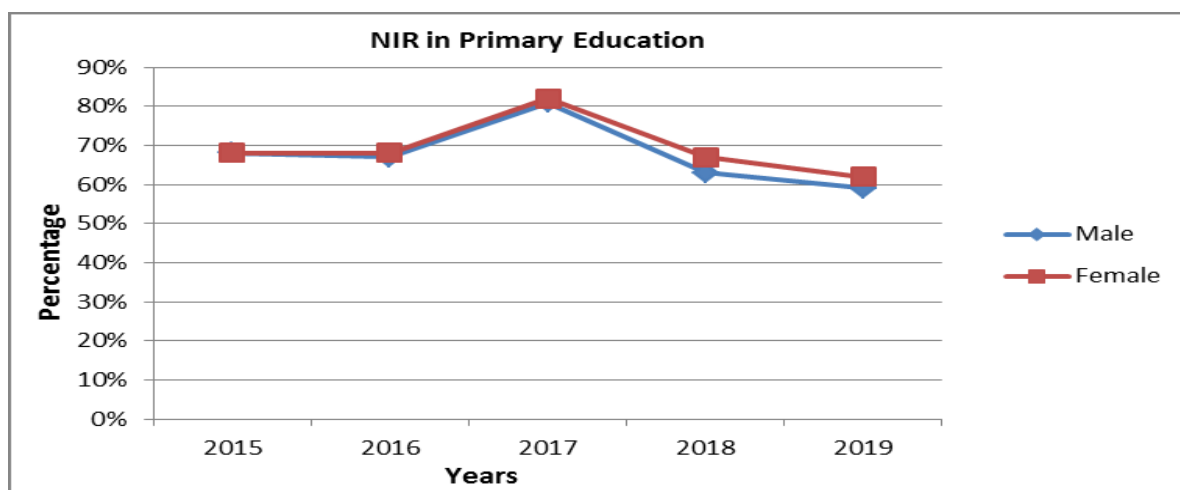


Figure 21: NIR in Primary Education

The NIR this year is low compared to the last four years. This is reflected in the graph above and it suggests that many 5 year olds remain in ECE for another year before they officially start at primary schools.

B2.6 Students with Disabilities in Primary Education

The inclusion of students with disabilities in mainstream education is one of the Ministry's priority targets to ensure *a provision of a curriculum and assessment that promotes equity of achievement in learning*, enabling them to make fulfilling life choices. The Inclusive Education (IE) Policy for Students Living with Disability 2015 is in place to provide a framework to *improve educational opportunities for children living with disabilities in early childhood, school and post-school subsectors*.

Table 23: Students with Disability enrolled in Primary Education

Gender	2015	2016	2017	2018	2019
Male	95	100	90	166	95
Female	71	54	50	92	186
TOTAL	166	154	140	258	281

The table shows the total number of students with disability enrolled in primary schools over the last five years. The highest number of students with disability enrolled in mainstream schools was recorded this year. . Given the increasing number in mainstream schools, the Ministry needs to strengthen support to address the needs of students with disabilities through teacher training and resources.

B3: Secondary Education

B3.1: GER in Secondary Education

The GER is the total enrolment in secondary education regardless of age expressed as a percentage of the eligible official age (13-17 years old). Population shows the overall number of students enrolled in secondary education regardless of their age indicating a trend of

more students enrolled. Unlike GER in primary, secondary GER shows a fluctuating trend at less than 100%.

Table 24: GER in Secondary Education 2015-2019

Year	Enrolment in secondary education			GER %			GPI
	Male	Female	Total	Male	Female	Total	
2015	7,980	8,762	16,742	71%	85%	78%	1.20
2016	7,967	8,556	16,523	71%	83%	77%	1.17
2017	7,803	8,494	16,297	69%	82%	75%	1.18
2018	7,702	8,298	16,000	75%	89%	82%	1.18
2019	7,767	8,598	16,365	70%	86%	77%	1.22

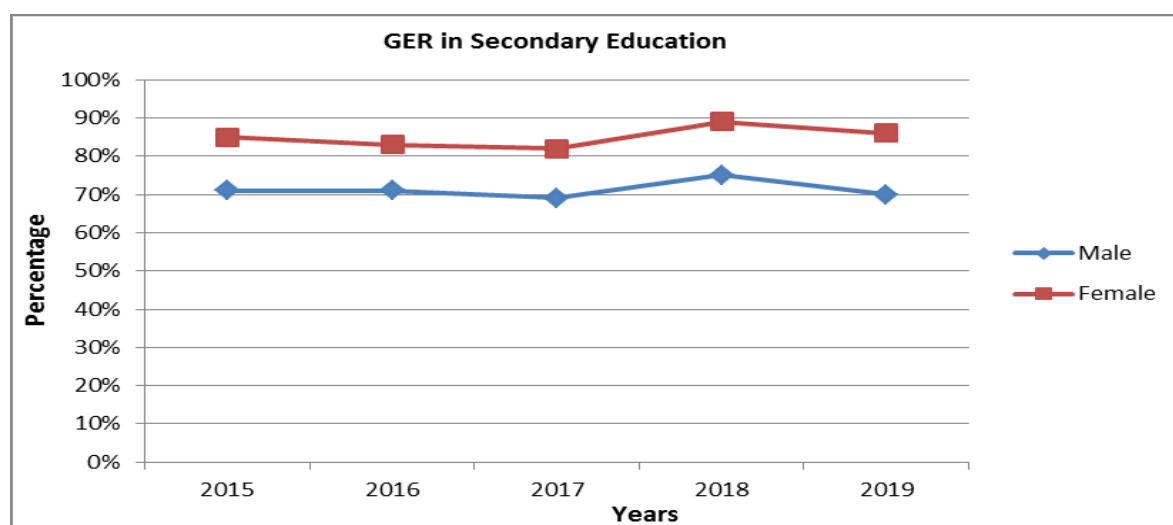


Figure 22: GER in Secondary Education

The GER in secondary level over the last five years remains above 75% with the highest of 82% recorded in 2018. Higher GER for females compared to males indicating that more females remain and complete secondary education than males.

B3.2 NER in Secondary Education

The NER shows a fluctuating trend over the last five years with increases of at least 4% compared to 2015. GPI is consistently greater than one indicating that the Ministry should address the disparity between the genders.

Table 25: NER in Secondary Education 2015-2019

Year	Enrolment of official secondary education (13-17 years old)			Net Enrolment Rate %			GPI
	Male	Female	Total	Male	Female	Total	
2015	7,002	7,662	14,664	62%	75%	68%	1.20
2016	7,055	7,528	14,583	63%	73%	68%	1.16
2017	6874	7516	14,390	61%	72%	67%	1.19
2018	6805	7300	14,105	66%	78%	72%	1.18
2019	6648	7356	14004	66%	80%	72%	1.21

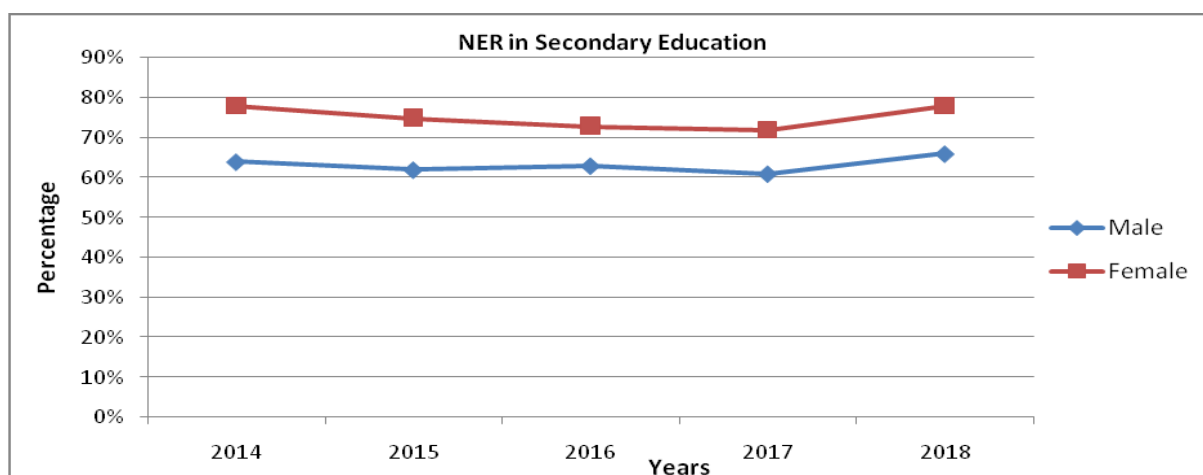


Figure 23: NER in Secondary Education

NER in secondary education ranges between 67% and 72% over the five year period, with the lowest in 2017. The low range suggests that the official secondary school age (13 to 17 years old) students leave secondary education or drop out of the education system due to various reasons obtained from the Drop Out research¹² conducted by the Ministry this year. Various factors associated including parents not prioritizing their children's education, broken families as a cause of many family issues, students staying with their extended family relatives and less counseling available for them, as well as financial and transport issues.

B3.3 ASER in Secondary Education

The ASER table below shows the majority of students enrolled in secondary education are in the 14-16 year old cohort.

It is noted that a large number of students leave secondary education between 17 and 18 to take a different career pathway.

Table 26: ASER in Secondary Education 2019

Age	Age Specific Enrolment in Secondary Education			ASER %			GPI
	Male	Female	Total	Male	Female	Total	
11	12	48	60	1%	2%	1%	4.14
12	179	214	393	8%	11%	9%	1.37
13	727	812	1539	34%	40%	37%	1.18
14	1535	1742	3277	86%	95%	90%	1.11
15	1708	1770	3478	87%	109%	97%	1.26
16	1430	1637	3067	62%	84%	72%	1.35
17	1248	1395	2643	65%	78%	71%	1.20
18	705	796	1501	39%	47%	43%	1.22
19	199	164	363	12%	10%	11%	0.85
20	24	20	44	1%	1%	1%	0.92

¹² Reasons Students do not Complete Secondary Research Report 2019, , Ministry of Education, Sports and Culture

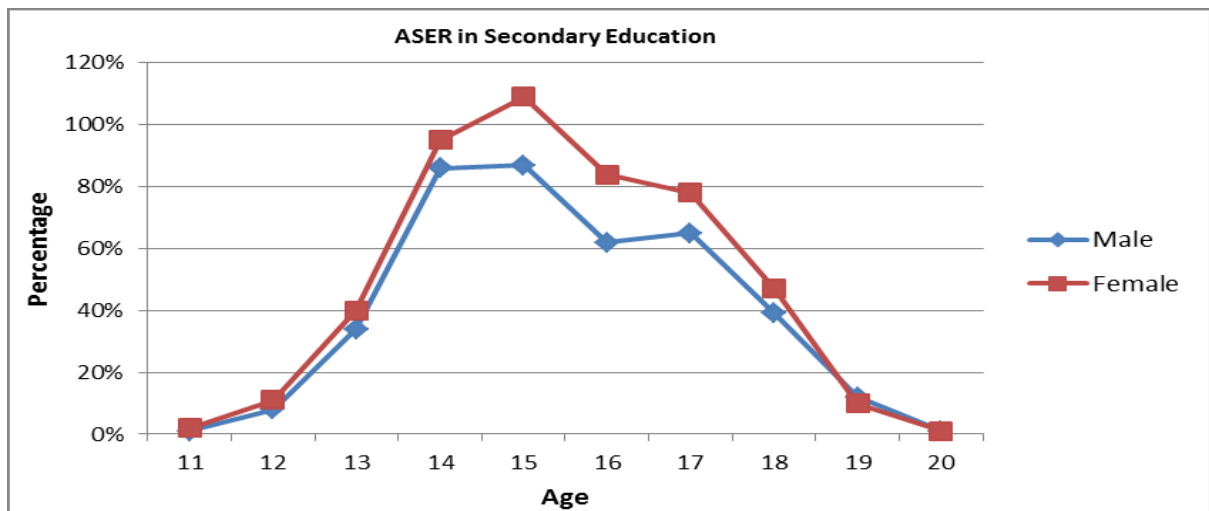


Figure 24: ASER in Secondary Education

ASER in secondary noted that there are students at ages 11 and 12 who supposed to be in primary level enrolled in secondary education which account for 10% altogether. This shows that some students complete primary level at age 10 and progress to secondary education. The highest number of students in secondary education is 15 year olds and gradually decreases thereafter. In total, ASER in primary and secondary education are above or near 100% which indicates high level of participation of official age (5-12 years old in primary level, 13-17 years old in secondary level)

B3.4 Students with Disability enrolled in Secondary Education

Since the implementation of the Inclusive Education Policy and the signing of MOU between the Ministry and special providers in March 2018, a much closer collaboration was established to identify students with disabilities in mainstream schools and to provide them with the support they require. For this year, there were 9 students with disabilities enrolled in colleges compared to 12 students identified last year. Since then, the Ministry has been working collaboratively with SENESE in providing support to these students.

Ongoing in-service training, awareness programs and interventions are provided to teachers including information to improve their professional knowledge and a clear understanding of essential disability information they would need to identify 'students with disabilities'.

C) National Assessments - Learning Outcomes

C1: Primary Assessments

The National Primary Assessments have undergone a couple of major developments which have coincided well with the Education Sector Plan of 2018-2021. Specifically these incorporate national diagnostic testing to begin at Year 2, the inclusion of science literacy which is being tested from Year 4 and, the full spectrum of seven (7) curriculum subjects

being tested in SPECA for Year 8. Furthermore, the new benchmarks for National Primary Assessments will be based from the 2018 results. For clarity, the SPELL tests will now be referred to as SPELL Year 2, SPELL Year 4, and SPELL Year 6.

The SPELL tests are diagnostic i.e. their prime purpose is to identify what students can do, and importantly, what they cannot do. As such, all SPELL tests are based upon the relevant curricula and are carefully constructed to test the skills of students¹³ in four literacies – English, Samoan, Mathematics and Science.

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

C1.1: SPELL Year 2 Assessment

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

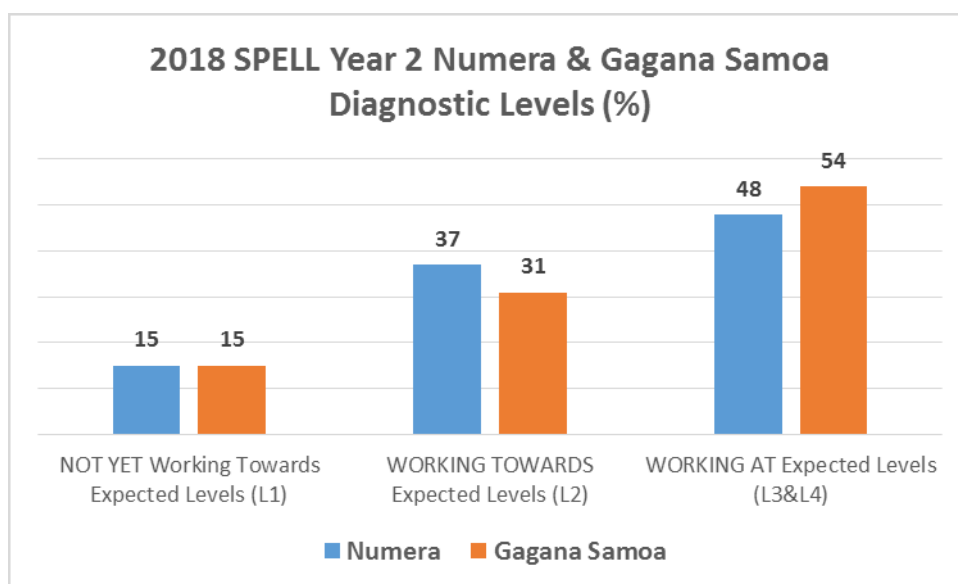


Figure 25: 2018 SPELL Year 2 Results

It is pleasing to note that in both assessments, around 50% of Year 2 students have met minimum competency levels. In moving forward, MESC will facilitate any necessary support particularly in relation to professional development, for teachers and schools to rapidly identify and promptly address learning gaps so that minimum competencies continue to be met and maximum student progress is made as each individual progresses from one Year level to the next.

¹³ Applies to SPELL Year 4 and SPELL Year 6 only. The SPELL Year 2 diagnostic tests, assess Gagana Samoa & Numera (mathematics) only.

C1.2: SPELL Year 4 Assessment

In 2018, student results for Gagana Samoa, English and Numeracy were used to provide the new baseline. In the same year, the Science literacy diagnostics were piloted leaving the baseline for this subject to be set from its 2019 results.

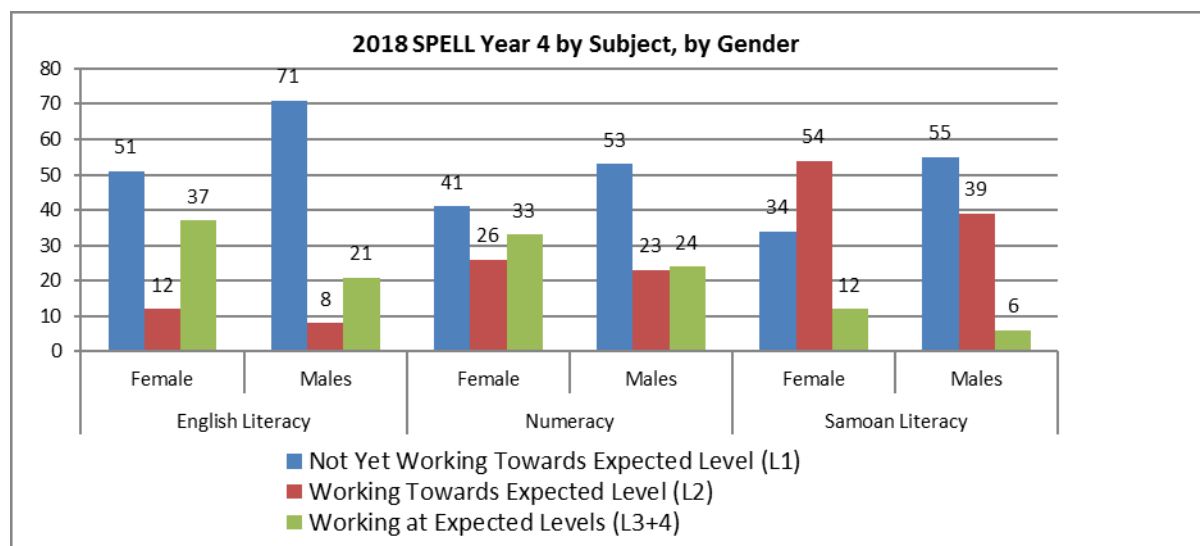


Figure 26: 2018 SPELL Year 4 by Subject, by Gender

Students who are proficient and meeting minimum competencies are higher for girls across all three subject areas with a gender gap difference of 16% in English, 9% in Samoan and 6% in Numeracy. As aforementioned, females are achieving better than their male counterparts in all three subject areas.

For Year 4 English, nearly 4 out of every 10 girls and only 2 out of every 10 boys are achieving expected competencies. The same low performance is also seen in Numeracy where only 2 out of every 10 boys and 3 out of every 10 girls are meeting expected competencies; for Samoan literacy, students' performance is lower still with only 1 out of every 10 girls and 1 out of every 20 boys performing at minimum competency levels for Year 4.

Overall these results indicate that in all literacies, students are performing well below expected competencies. Furthermore, the Ministry notes the poor competencies for Samoan especially in comparison to English, a second language! This calls for detailed analyses of assessment results to identify learning gaps and support teachers in delivering targeted strategies.

C1.3: SPELL Year 6 Assessment

In 2017, four (4) literacies were tested; i.e. English, Samoan, Numeracy and the new addition, Science literacy. In 2018, all four literacies for Year 6 were again tested and new base line data was set for the next ESP.

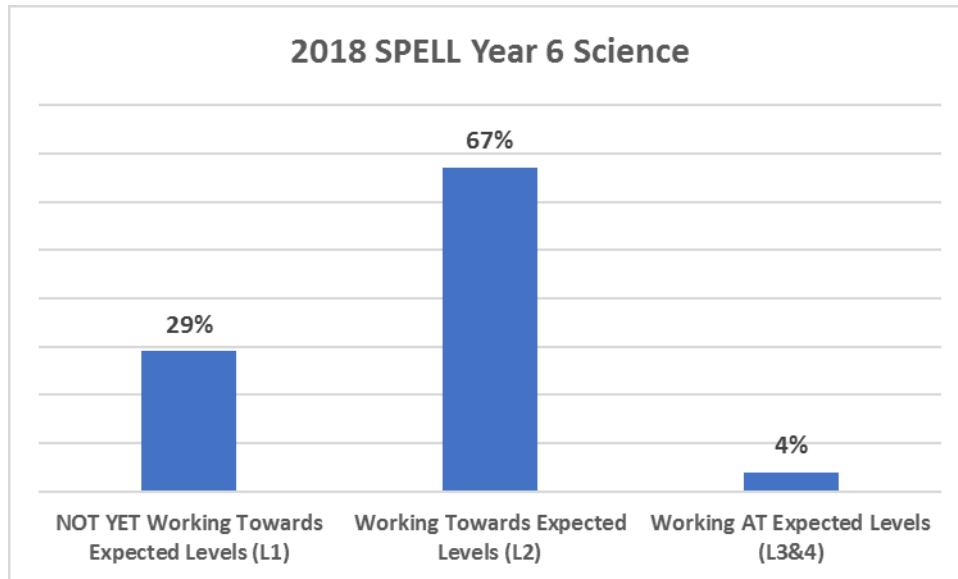


Figure 27: 2018 SPELL Year 6 Science

The results in Science are alarming with at least 9 out of every 10 students not meeting expected competency levels. The MESOC note the very low achievements in minimum competencies for Science and have identified this as a critical learning area. This will be an area for action research and of extreme interest for the Sector and key stakeholders. In the interim, the MESOC will continue to plan, identify and implement appropriate professional development and teaching strategies to target specific gaps in the teaching of science at primary schools.

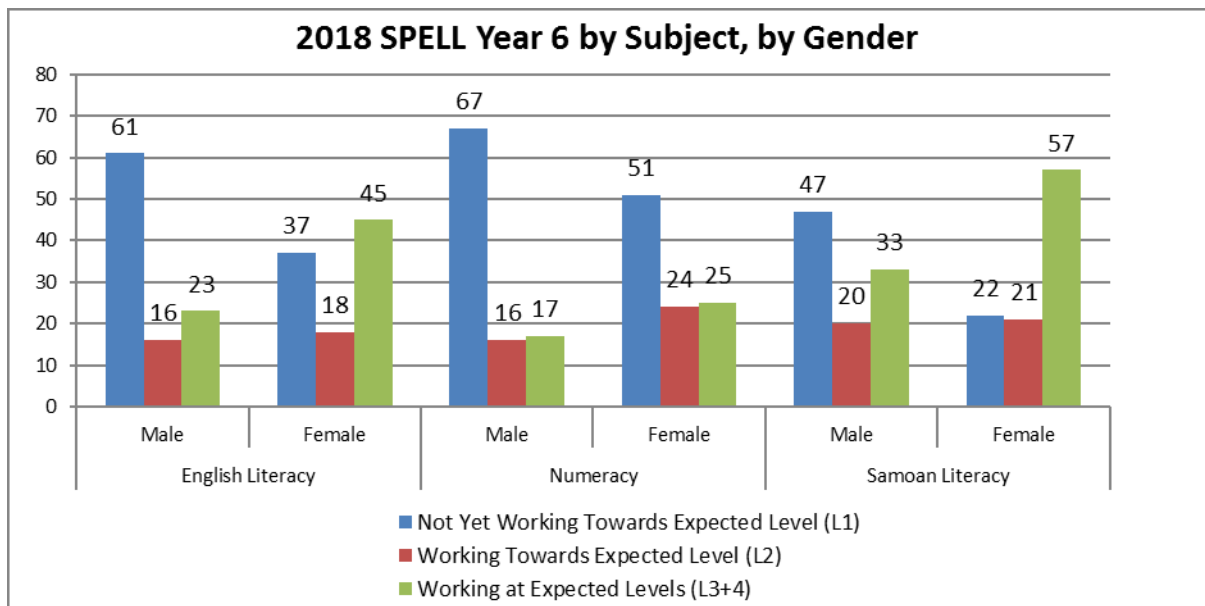


Figure 28: 2018 SPELL Year 6 by Subject, by Gender

In 2018, Year 6 girls performed better than boys in every subject however, both genders are achieving below expected competencies.

Numeracy has the highest critical levels with nearly 3 out of every 10 girls and less than 2 out of every 10 boys, meeting expected competency levels.

In English Literacy, 5 out of every 10 girls and only 2 out of every 10 boys are performing at expected competency levels.

Samoa Literacy provides the best performance by gender with slightly more than 3 out of 10 boys and almost 6 out of every 10 girls, meeting minimum competencies.

Although the results are disturbing however given the diagnostic function of SPELL assessments, the learning gaps for both boys and girls are being clearly identified and targeted. The MESC continue to plan, implement and review solutions for improved teaching and learning in primary classrooms especially in relation to decreasing the gap between gender achievements and ensuring maximum competencies of all students.

Table 27: Gender Achievement Gaps (GAGs) at SPELL Year 6 (Working at Expected Level L3&L4)

Year	Numeracy			English			Samoa		
	Male	Female	GAGs	Male	Female	GAGs	Male	Female	GAGs
2015	45%	56%	11%	12%	24%	12%	37%	57%	20%
2016	50%	58%	9%	36%	54%	17%	52%	69%	17%
2017	39%	59%	20%	19%	36%	17%	59%	81%	22%
2018	16%	25%	9%	23%	45%	22%	33%	57%	24%

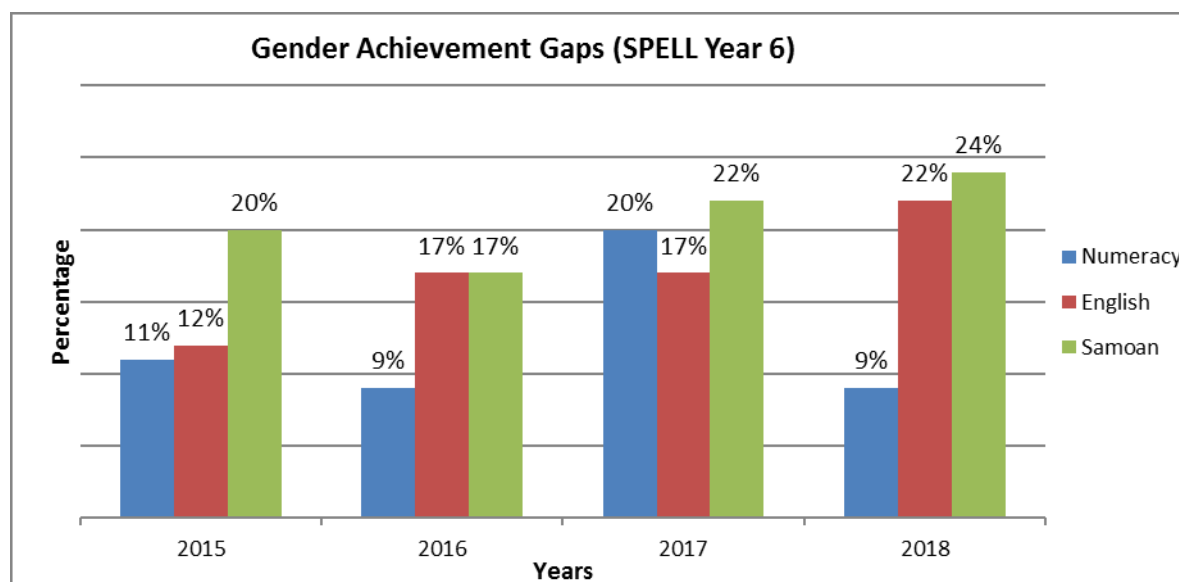


Figure 29: Gender Achievement Gaps (SPELL 2 Year 6)

From 2015 to 2018 in the 3 subject areas, the gender achievement gap for Numeracy was lowest at 9% for 2016 and 2018. Again in 2018, the highest gender gap was recorded for Samoa at 24%. For both English and Samoa the gender gap has increased from 2016 to 2018 by 5% and 7% respectively.

C1.4: Year 8 SPECA Assessment

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

SPECA Scale of Achievement Levels

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

The overall results for SPECA Year 8 show that the vast majority of students are at Level 1 Beginner. The most critical subjects are Health & Physical Education and Mathematics with 95% and 89% respectively. The Ministry notes the need for more critical and strategic planning in order to improve student learning as well as the pedagogical and/or content skills of teachers.

A student is considered to pass a subject when they achieve 50% or more.

Table 28: Year 8 SPECA Assessment

Subjects	Gender	Beginning	Achieved	Merit	Excellence
English	Male	78.6	13.5	5	3
	Female	55.5	26.6	10.2	7.7
	Total	67.2	19.9	7.6	5.3
Mathematics	Male	91.8	6.9	0.6	0.8
	Female	86.5	11.7	0.8	0.9
	Total	89.2	9.3	0.7	0.8
Samoan	Male	75	22.6	2.2	0.2
	Female	51.8	41	5.4	1.8
	Total	63.5	31.7	3.8	1
Science	Male	72.2	24.5	2.6	0.7
	Female	67.4	27.1	4	1.5
	Total	69.4	26	3.4	1.2
HPE	Male	97.5	2.5	0	0
	Female	91.9	7.9	0.2	0
	Total	94.8	5.2	0.1	0
Visual Art	Male	48.4	48	3	0.5
	Female	29.2	62.6	6.9	1.3
	Total	39	55.1	4.9	0.9
Social	Male	91.6	6.5	1.4	0.5

Science	Female	79.1	15.5	3.2	2.2
	Total	85.5	10.9	2.2	1.3

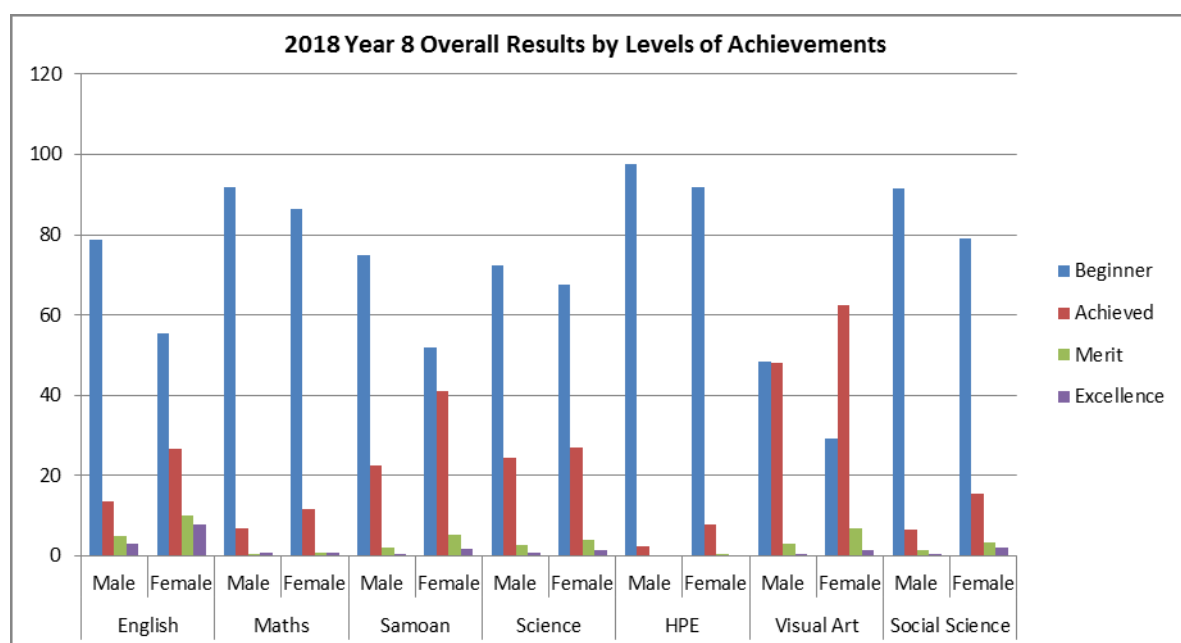


Figure 30: 2018 Year 8 Overall Results by Levels of Achievements

There is a high percentage of students at the 'Beginning' Level in all seven (7) subjects with HPE the highest at 95% and Maths not too far behind, with 89%. The sciences are areas of concern for the Ministry and one which targeted interventions are needed for students to meet the expected levels of achievements.

SPECA 2018 Gender Achievement Gap

Subject	Female	Male	GAGs
ENGLISH	45%	21%	23%
MATHS	24%	8%	16%
SAMOAN	48%	25%	23%
SCIENCE	33%	28%	5%
HPE	8%	3%	6%
VISUAL ARTS	71%	52%	19%
SOCIAL SCIENCE	21%	8%	13%

Table 29: SPECA Gender Achievement Gap 2018

In all seven (7) subjects, girls have outperformed boys. The achievement gap between girls and boys, is lowest in Science and HPE with 5% and 6% respectively and, as high as 23% in Samoan and English. The gender gap is not new and one that requires more research into how this issue can be better addressed.

Having been piloted in 2017, the SPECA Year 8 National Assessments changed from an aptitude to an achievement test in 2018. These achievement tests, being outcomes based,

focused on the Year 8 curricula for each of the seven (7) subjects. Given the usefulness of trends and their ability to inform based on the successfulness (or not) of implemented interventions, the MESC presents a 2 year trend in the graph below. However, it is noted that any judgments made, be treated with caution. The graph below shows an overall improvement in pass rates for SPECA with the greatest improvement of 34% in Visual Arts.

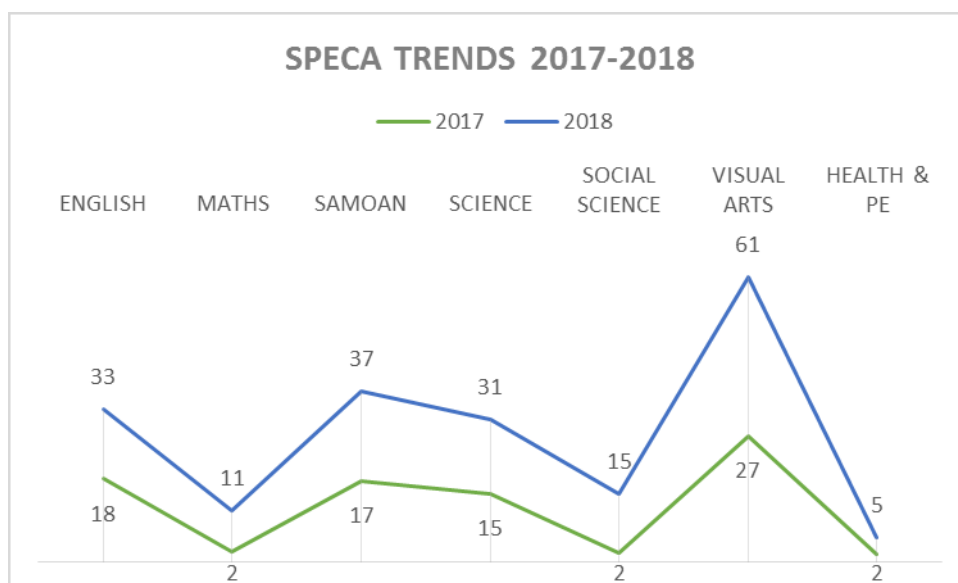


Figure 31: SPECA results Trends (2017 - 2018)

C2: Secondary Examinations

At secondary level, the Samoa School Certificate (SSC) and Samoa Secondary Leaving Certificate (SSLC), are the only two (2) National Certifications. The National Examinations for these Certificates are held in Year 12 and Year 13 in November every year.

The SSC exam results for Year 12 determines student placement for Year 13 although students can opt to pursue careers and enroll directly into PSET courses and/or programmes. The Year 13 is the final year of college and the SSLC is used to determine eligibility for NUS or other tertiary institutions and various PSET pathways.

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

A student is considered to pass a subject when they achieve 50% or more.

SSC and SSLC Achievement Levels

LEVEL	DESCRIPTOR	RANGE
Level 4	Excellence	85 -100%
Level 3	Merit	70 - 84%
Level 2	Achieved	50 - 64%

Level 1	Beginner	Less than 50%
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There is a total of 35 national examinations: 17 SSC and 18 SSLC. The sciences and the languages are critical areas with national key performance indicators for both primary and secondary levels. It is in this respect, that only the subjects - Gagana Samoa, English, Mathematics, Physics, Chemistry and Biology are being reported upon in the Statistical Digest.

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

From 2015-2017, the improvement in results for both SSC and SSLC was very pleasing and led to the adjustment of Levels and weightings such that, high level test items now were 60% and lower level test items, 40%. Prior to 2018, the weighting for low: high test items was 50:50.

Table 30: SSC Gender Achievements by Level 2017 - 2018

Core Subjects	Gender	2017				2018			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	61%	25%	12%	2%	63%	25%	11%	3%
	Female	46%	35%	16%	3%	43%	33%	16%	9%
	Total	46%	35%	16%	3%	52%	28%	14%	6%
Gagana Samoa	Male	34%	47%	19%	1%	20%	41%	28%	5%
	Female	20%	56%	23%	1%	14%	38%	40%	9%
	Total	19%	57%	23%	1%	20%	39%	34%	7%
Mathematics	Male	94%	5%	1%	0%	88%	8%	3%	1%
	Female	93%	6%	1%	0%	86%	10%	4%	0%
	Total	92%	7%	1%	0%	87%	9%	4%	1%

In all three subjects, males are performing much lower than females. This remains a constant challenge for the Ministry especially for Mathematics in terms of student learning and professional development of teachers.

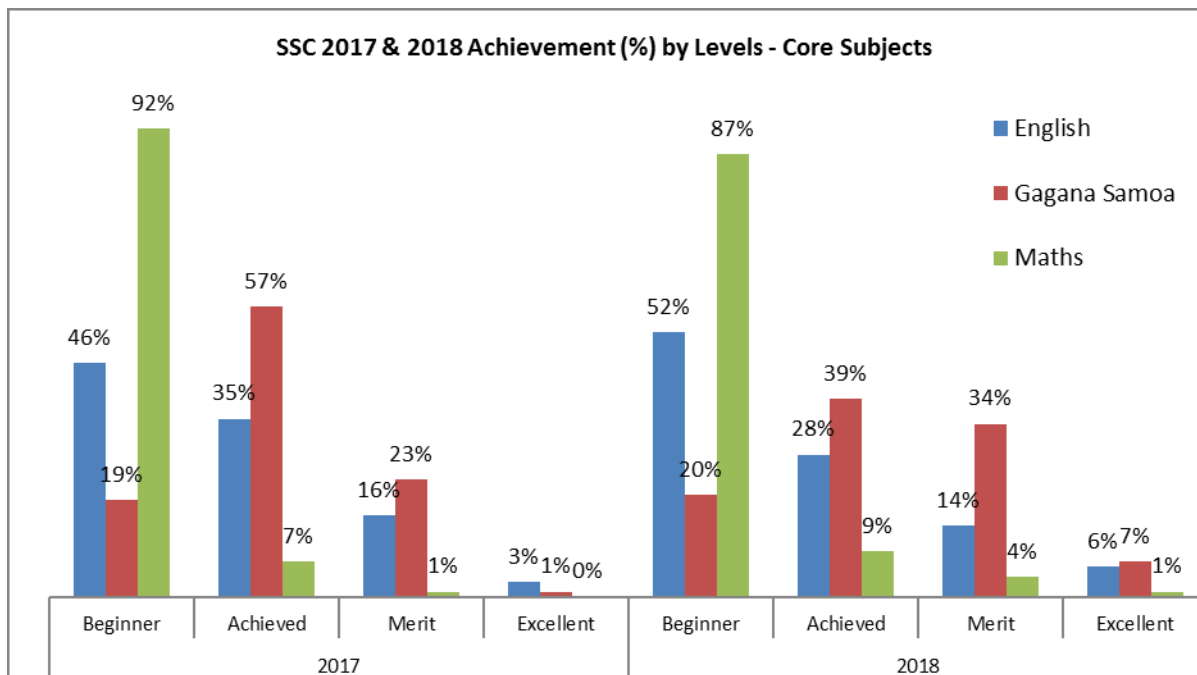


Figure 32: 2017 & 2018 SSC Achievement by Levels – Core Subjects

In 2018 for SSC English, 48% of students passed compared to 54% in 2017. Of the students who passed in 2018, 14% attained Merit (65-74 marks) and 6% attained Excellence (85+). For Mathematics, this is still a high alert subject with only an 8% pass rate in 2017 albeit an improved pass rate of 14% in 2018 and for which 1% of students achieved “Excellence” in Mathematics.

C2.2: Year 13 SSLC Examinations

As per SSC, the weighting of items per exam, and tasks per Internal Assessment, changed from 50:50 to 40% low level skills and 60% high level skills.

SSLC PASS RATES % 2015-2018

YEARS	2015		2016		2017		2018	
SUBJECT	Total number of students	% pass rate	Total number of students	% pass rate	Total number of students	% pass rate	Total number of students	% pass rate
Gagana Samoa	1458	90	1331	96	1431	93	1366	92
English	2011	62	1805	61	1907	68	1753	53
Physics	196	64	182	36	230	77	193	62
Chemistry	376	48	293	24	343	35	374	42
Biology	458	45	398	23	422	50	445	25
Mathematics	1268	9	1107	10	1300	11	1299	13

Table 31: SSLC Pass Rates (2015 - 2018)

In the table above, Gagana Samoa continues to retain a high pass rate i.e. consistently in the 90's. In English the pass rate has been more than 50% each year although, in 2018 it was at its lowest. For the Sciences, Physics has kept a steady progress over the four years whilst Chemistry has struggled to reach a 50% pass mark. Biology has yet to show a steady trend. Although Mathematics has the lowest pass rate of all the 6 subjects, it is pleasing to see that every year it has improved.

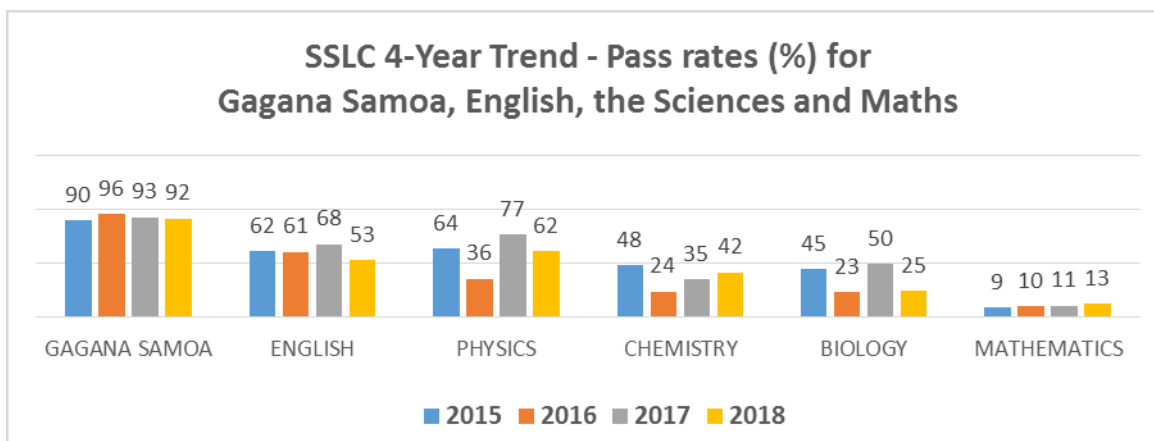


Figure 33: SSLC Pass Rates (4 year trend)

For the SSLC examinations, 98% of students who sat Mathematics attained Level 1 Beginner. The MESC note again the importance of identifying gaps, strategies and interventions in

prioritizing learning and teacher professional development in mathematics; this being said, it is imperative that identified learning gaps must also be addressed at the Primary level if Samoa is to see any meaningful and significant improvement at Secondary.

Table 32: SSLC Gender Achievement by Level 2017-2018

SSLC	Gender	2017				2018			
		Beginner	Achieved	Merit	Excellent	Beginner	Achieved	Merit	Excellent
English	Male	52%	28%	16%	4%	57%	33%	9%	1%
	Female	30%	40%	24%	6%	43%	41%	13%	3%
	Total	32%	39%	23%	6%	48%	38%	12%	2%
Gagana Samoa	Male	23%	47%	29%	1%	16%	54%	28%	2%
	Female	9%	56%	34%	1%	10%	46%	42%	2%
	Total	7%	57%	35%	1%	12%	49%	37%	2%
Mathematics	Male	91%	6%	2%	1%	88%	9%	2%	1%
	Female	91%	6%	2%	1%	86%	11%	2%	1%
	Total	89%	7%	3%	1%	87%	10%	2%	1%

The percentage of Year 13 secondary students who met the ‘achieved’ level and higher for all three subjects by gender is shown in the table above. There is no significant difference between male and female achievement across all subjects. In the last two years, a high percentage of students who sat Mathematics are Beginners hence MESC continue to identify and implement strategies and interventions that target such students as well as improve the capacity and professional development of teachers in delivering the subject.

C2.3: SSC and SSLC Pass Rates

The achievements for both SSC and SSLC are determined by the national examinations conducted at Year 12 and Year 13 secondary level.

Table 33: Year 12 Samoa School Certificate – Pass Rates by Gender 2015-2018

Subjects	YEAR	2015		2016		2017		2018	
	Gender	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate	Total No. of students	% pass rate
ENGLISH	Female	1395	41	1417	71	1309	54	1395	58
	Male	1041	32	1080	49	932	39	1134	39
	TOTAL	2436	49	2497	65	2241	54	2529	48
MATHEMATICS	Male	770	14	753	11	758	6	882	12
	Female	1015	15	1025	9	1081	7	1161	14
	TOTAL	1785	18	1778	12	1839	8	2043	14
GAGANA SAMOA	Male	804	62	800	61	746	66	914	74
	Female	1068	79	1104	76	1064	80	1146	87
	TOTAL	1872	80	1904	77	1810	81	2060	80
BIOLOGY	Male	216	36	198	26	213	26	196	33
	Female	291	41	353	25	341	25	379	32
	TOTAL	507	47	551	31	554	32	445	41
CHEMISTRY	Male	168	23	187	28	175	31	179	20
	Female	244	20	275	22	283	33	300	25
	TOTAL	412	29	462	28	458	38	479	23
PHYSICS	Male	119	35	136	58	105	80	106	75
	Female	126	26	119	56	113	79	126	68
	TOTAL	245	41	255	64	218	86	232	72

In the Table above, a 6% increase in achievement rate is seen for Mathematics whilst English saw a decrease of 6% for the same period. For the Sciences, Biology showed an improvement of 9% achievement rate whilst Chemistry and Physics both decreased by 15% and 14% respectively, when compared to 2017. For the last four years, lowest achievement rates are shown for the Mathematics subject, and this is a concern for the Ministry as new methods and strategies need to be in place to address this ongoing issue.

Table 34: SSLC Achievement Rate 2015-2018

SSLC		2015		2016		2017		2018	
Subject	Gender	No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate	No. of students who sat	% Pass Rate
ENGLISH	Male	842	44	732	44	772	48	721	43
	Female	1169	62	1073	59	1135	70	1101	57
	TOTAL	2011	62	1805	61	1907	68	1823	52
MATHEMATICS	Male	549	5	461	8	535	9	521	1
	Female	719	8	646	7	765	9	771	2
	TOTAL	1268	9	1107	10	1300	11	1292	14
GAGANA SAMOA	Male	599	86	532	86	555	77	542	84
	Female	859	84	799	98	876	91	877	91
	TOTAL	1458	90	1331	96	1431	93	1419	88
BIOLOGY	Male	186	34	160	20	151	41	168	25
	Female	272	37	238	16	271	42	287	23
	TOTAL	458	45	398	23	422	50	455	24
CHEMISTRY	Male	164	30	115	21	138	32	128	12
	Female	212	45	178	16	205	23	240	16
	TOTAL	376	48	293	24	343	35	368	11
PHYSICS	Male	98	50	94	41	122	65	87	62
	Female	98	51	88	21	108	71	106	63
	TOTAL	196	64	182	36	230	77	193	61

For SSLC, the achievement rate across six subjects declined especially in the Science subjects with 66% in total (Biology, Chemistry, and Physics). English and Gagana Samoa also showed that almost a quarter of the total number of students who sat exams for these particular subjects did not achieve the pass rate. As indicated also in SSC, Mathematics has the lowest percentage of students that achieved pass rate over the last four years.

C3: Pacific Islands Literacy & Numeracy Assessment (PILNA)¹⁴

C3.1 INTRODUCTION (Shift to the end of this chapter)

The PILNA is a Pacific-wide regional assessment which was first implemented in 2012 to provide a snapshot of literacy and numeracy achievement in the Pacific. As a result of its findings, it was agreed that the PILNA be retained and implemented every 3 years as an assessment to gauge progress and provide data of achievement within the region.

¹⁴ 2019 EQAP, Pacific Community, *Pacific Islands Literacy & Numeracy Assessment 2018 Samoa Report*, Suva, Fiji

The assessment targets Year 4 and Year 6 in both literacy and numeracy. The 2018 PILNA was tested within the Pacific region – 15 countries, 925 schools, 40,000 students and 10 languages.

- In Samoa, it was implemented in 118 primary schools (government, mission and private).
- Approximately 3,000 students. The selection was determined by EQAP based on Samoa's total number of schools and students.
- Gender, Authority and Location were also taken into consideration to ensure the results could be generalized to all of Samoa.

For 2018, Samoa has shown improvement for Year 4 and 6 in both literacy and numeracy. In terms of improvement *from* Year 4 *to* Year 6 (i.e. vertical analyses), in numeracy, Samoa showed a significant growth in comparison to 2015. The vertical growth in numeracy from Year 4 to Year 6 was more than one standard deviation and is above that for the region. Literacy also showed improvement within the assessed 2 year levels (i.e. Years 4 & 6). Against the Region, Samoa are on par with student achievement.

An added dimension to the 2018 PILNA reports, was the introduction of a survey; its purpose being to gather data about other factors outside of the school environment that might better inform sustaining environments for student achievement.

C3.2 PURPOSE OF PILNA

The prime purpose of PILNA is to produce data, (cognitive and contextual) for the monitoring and improved learning outcomes for children in Pacific Island countries.

The PILNA measures students against 8 proficiency levels; Samoa uses 4 proficiency levels. Given the much larger numbers within the Region, it is more informative to have the extra levels. The diagram below shows the 8 levels and gives the expected proficiencies for literacy and numeracy within the Region.

THE MEASUREMENT

- A uniform regional metric (ruler) to
 - Provide descriptions of what students can do at various points along the metric
 - Show results in a way that can be interpreted consistently across populations
- 8 proficiency levels (levels 1 to 8)
- Expected levels are
 - Level 4 for Yr 4 literacy
 - Level 5 for Yr 6 Literacy
 - Level 3 for Yr 4 Numeracy
 - Level 5 for Yr 6 Numeracy

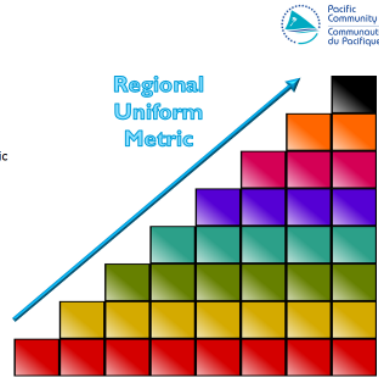


Figure 34: Regional Uniform Metric

C3.3 KEY MESSAGES FOR LITERACY PERFORMANCE

1. **49.58% of Year 4 students** (Samoa) were at/above the regional proficiency level.
 - Girls 61.55%
 - Boys 39.06%
2. **61.47% of Year 6 students** (Samoa) were at/above the regional proficiency level.
 - Girls 74.40%
 - Boys 49.89%

Overall Samoa is meeting Regional standards; which is an improvement upon the 2015 PILNA results. In terms of the gender achievement gap, girls are performing significantly better than boys within each year level and also between the year levels i.e. from Year 4 to Year 6.

Growth in literacy for Samoa is about 45.71 points or close to 1 standard deviation.

The 2 strands tested were Reading and Writing. In the below Table, it is pleasing to see the improvement from Year 4 to Year 6 for both strands.

Year	Descriptive statistics	Domain	Strands	
		Literacy	Reading	Writing
4	Mean	450.48	443.98	453.32
	Standard Deviation	77.61	81.85	97.43
6	Mean	496.19	495.02	495.57
	Standard Deviation	63.48	68.14	78.78

Summary	Percentage	
	Region	Samoa
Above	38.6	35.64
At or Above	52.65	49.58
Below	47.33	50.41
Levels 0-1	22.60	27.62
Levels 0-2	34.18	38.20

YEAR 4 Literacy

Summary	Percentage	
	Region	Samoa
Above	46.31	42.84
At or Above	62.82	61.47
Below	37.18	38.53
Levels 0-1	8.20	9.19
Levels 0-2	14.44	14.99

YEAR 6 Literacy

As can be seen in the Tables above, Samoa although slightly below, is very much on par with the Region in terms of literacy competency skills for Year 4 and Year 6.

C3.4 LITERACY TRIENNIAL TRENDS

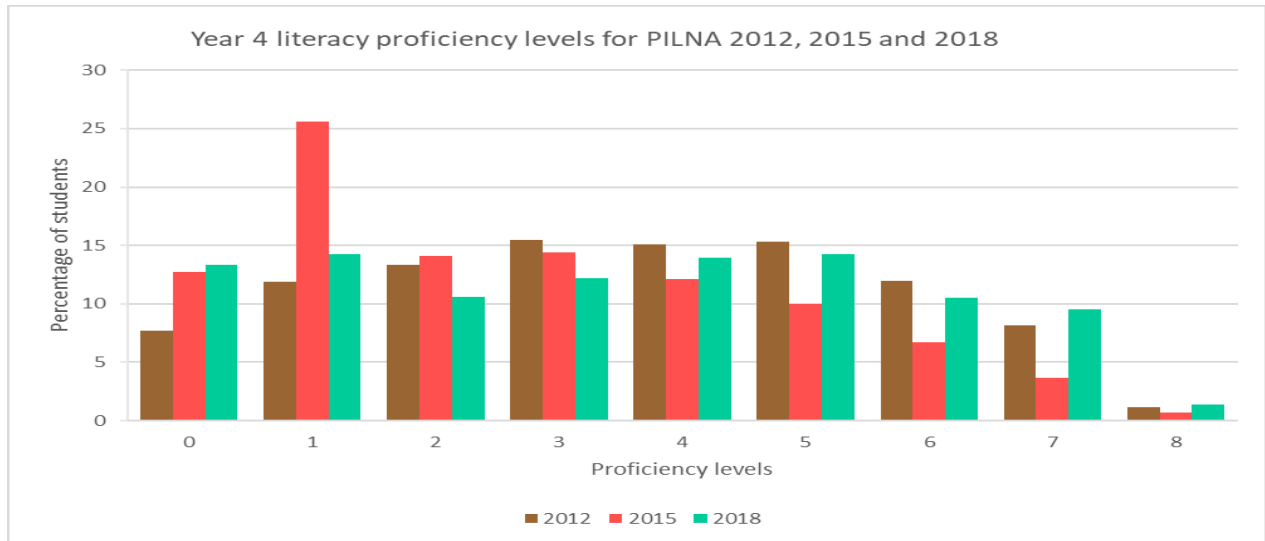


Figure 35: Year 4 Literacy proficiency levels for PILNA

YEAR 4 LITERACY – Level 4 is considered proficient

1. From 2015 to 2018 the increases in achievements for Levels 4 - 8 have been positive indicating good things are happening in the classrooms.
2. Over the 3 PILNA cycles, the noticeable increase in achievement is especially visible at Level 7 and to a lesser extent, Level 8.
3. The high student percentages for Level 0 and Level 1 of all students who are not yet proficient, indicates too many non-achievers are well below competency levels. With the continuing diagnostic assessments administered nationally and school wide, there is ample data to guide targeted support and learning interventions.

YEAR 6 LITERACY – Level 5 is the expected proficiency level.

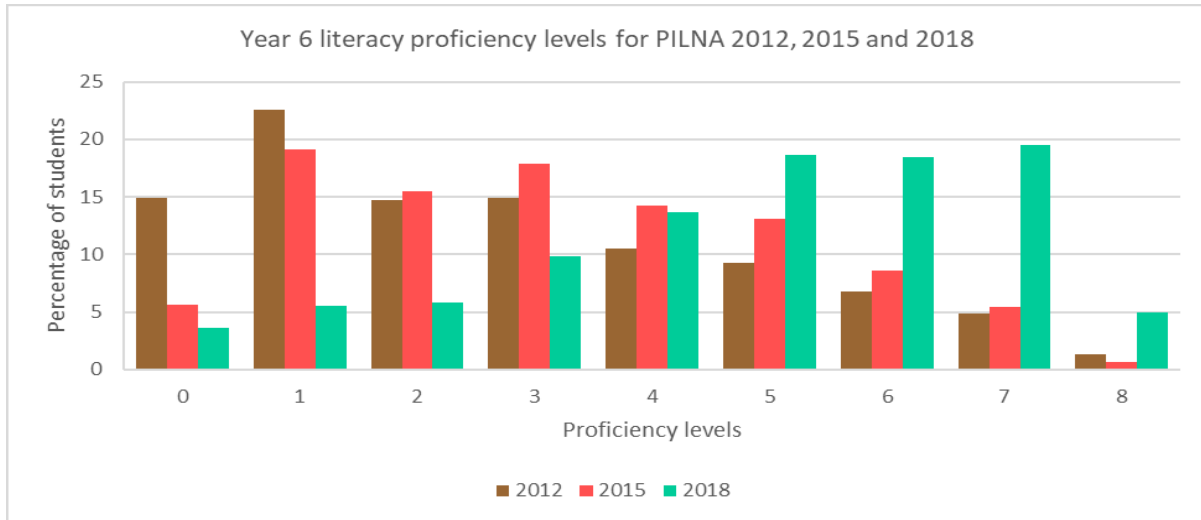


Figure 36: Year 6 Literacy proficiency levels for PILNA

1. In comparison to the previous 2 PILNA cycles 2012 and 2105, the improvement in proficiency is significant as can be clearly seen for Levels 5 – 8 indicating again, great things are happening in schools and classrooms.
2. The low percentages seen in the non-proficiency levels (0-3) and increasing percentages in the proficient levels, is the type of outcome for investment Samoa expects - ideally, every student to attain at least Level 5.

C3.5 SUMMARY OF FINDINGS – LITERACY¹⁵

1. Approximately 50% Year 4 students and 61% Year 6 students are meeting minimum competency levels for literacy.
2. Trend performance analysis over the three cycles of PILNA highlights a gradual improvement in the distribution of both Year 4 and Year 6 students across the proficiency levels.
3. There is improvement in the overall literacy achievement for Samoa from 2012 to 2018 for both Year 4 and Year 6.
4. There is a higher mean performance in writing than in reading for Year 4 and 6 students.
5. While improvements are evident for both boys and girls, boys still lag behind girls in both reading and writing proficiency.

¹⁵ Ibid

6. More girls than boys performed at or above the expected minimum proficiency level in literacy in Year 4.

C3.6 KEY MESSAGES FOR NUMERACY PERFORMANCE

1. **71.30% of Year 4 students** (Samoa) were at/above the regional proficiency level.
 - Girls 78.02%
 - Boys 65.30%
2. **75.93% of Year 6 students** (Samoa) were at/above the regional proficiency level.
 - Girls 85.45%
 - Boys 67.10%

In this third PILNA cycle, Samoa is showing it meets Regional standards and furthermore has improved upon the 2015 PILNA results. In terms of the gender achievement gap, girls are performing better than boys for both year groups. Girls are progressing much better between the levels as opposed to boys, whose improvement is only slightly.

FOR SAMOA NUMERACY, THE RELATIVE GROWTH IN 2018 FROM YEAR 4 (MEAN=485.12) TO YEAR 6 (MEAN=544.50) WOULD BE AROUND 59 POINTS, WHICH IS JUST OVER 1 STANDARD DEVIATION. THIS IS A SIGNIFICANT GROWTH FOR SAMOA GIVEN THE RELATIVE GROWTH IN THE REGION IS ABOUT 1 STANDARD DEVIATION OR 50 POINTS.

Summary YEAR 4		
	Percentage	
NUMERACY	Region	Samoa
Above	76.07	75.49
At L3 or Above	83.29	71.30
Below L3	16.71	28.70
Level 2	7.15	8.67
Levels 0-1	9.56	20.03

Summary YEAR 6		
	Percentage	
NUMERACY	Region	Samoa
Above	72.38	62.44
At L5 or Above	83.43	75.93
Below L5	16.57	24.07
Level 2-4	13.00	20.01
Level 0-1	2.07	4.06

The Year 4 numeracy achievement levels for Samoa is slightly below that of the Region (83.3%) with a competency achievement rate of 71.3%. For Year 6, Samoa has improved although still below that of the Region. **It is pleasing nonetheless, to see that 76% of year 6 children in Samoa are now meeting regional minimum competency levels for numeracy.**

Also notable, are the percentages of students at the critical levels (0-1); for Year 4 (20%) this is of concern and will require strategic and effective intervention to ensure no student is left behind. The importance in targeting earlier Years (1-3) to address this gap is now formalised in the SPELL Year 2 which commenced in 2018. Year 6 children, show a relatively smaller percentage (5%) of children who have not reached competency level 5. Again, immediate and effective intervention is being recommended for both Year Levels. To ensure the continuous monitoring and improvement at Primary level, the Ministry has established national assessment at Year 8 for all seven (7) subjects¹⁶.

Year	Descriptive Statistics	Domain	Strands			
		Numeracy	Number	Operations	Measurement & Geometry	Data and Chance
4	Mean	485.12	487.76	474.44	491.29	479.55
	SD	70.75	79.55	87.25	57.38	90.22
6	Mean	544.50	544.38	530.70	552.41	556.54
	SD	65.43	70.35	84.61	60.26	62.00

The vast majority of students sat their numeracy test in Samoan. Like the literacy, it is pleasing to see an improvement from Year 4 to Year 6. Also noticeable, are the improvements made in each strand moving from Year 4 to Year 6.

C3.7 NUMERACY TRENDS

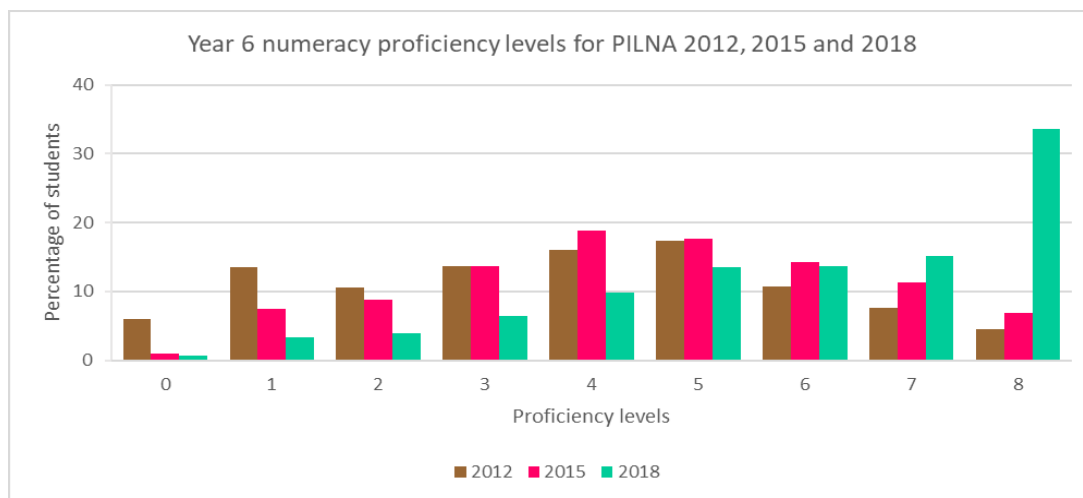


Figure 37: Year 6 Numeracy proficiency levels for PILNA

¹⁶ Gagana Samoa, English, Mathematics, Science, Social Studies, Health & Physical Education, Visual Arts

1. The results are indicative of strengthened community partnerships and improvements made at school level¹⁷. Most notable is the progress being made at the higher levels (5-8), and in particular Level 8. Due to the high number of students achieving Level 8, this has been further divided into 2 levels (8a and 8b) to better target the learning gaps of highly numerate students.
2. With such positive results, good practices are happening in the classroom and these need to be harnessed, encouraged and supported.
3. Given the high number of students below competency levels, in-depth analyses is essential to determine the extent and nature of the learning gap. In collaboration with relevant Divisions, MESC will utilize its findings to target the high student percentages at Levels 1 and 0. These students are well below expected numeracy competencies for their Year group.

C3.8 SUMMARY

- Approximately 71% of Year 4 students and 76% of Year 6 students performed **at or above** the expected regional minimum proficiency levels.
- Year 4 students **performed better** in Measurement and Geometry and Year 6 students **performed well** in Data and Chance however, for the Operations strand more targeted support is required.
- Girls **outperformed** boys in all strands for both Year 4 and Year 6. There was a **higher proportion** of girls than boys in the upper proficiency levels in both Year 4 and Year 6.

D) Teacher Supply Indicators

Quality education involves improvement in all aspects of education as well as teaching and learning. Having a quality teaching workforce is the key to improving learning outcomes and student achievement. The teacher shortage encountered by the Ministry over the years has its implications in catering for the increased number of students enrolled particularly in the government sector. The Ministry continues to put in place strategies and initiatives to attract more people into taking up teaching as a career.

¹⁷ 2017 Minimum Service Standards Domains 1 and 2

D1: Early Childhood Education

D1.1: Teachers in Early Childhood Education

Teachers in Early Childhood Education are solely managed by the National Council of Early Childhood Education for Samoa. Controlling authorities for ECE Centers are responsible for salary provisions for their own staff. A long term plan is in place for ECE administration to be absorbed by the government through the Ministry in the near future.

Table 35: Number of Teachers in Early Childhood Education 2015-2019

Teachers	Number of ECE Teachers				
	2015	2016	2017	2018	2019
Female	325	327	352	426	409
Male	15	14	14	9	14
Total	340	341	366	435	423
Gender gap	310	313	338	417	395
Teachers	Percentage of ECE Teachers				
	2015	2016	2017	2018	2019
Female	96%	96%	96%	98%	97%
Male	4%	4%	4%	2%	3%
Gender Gap	92%	92%	92%	96%	93%

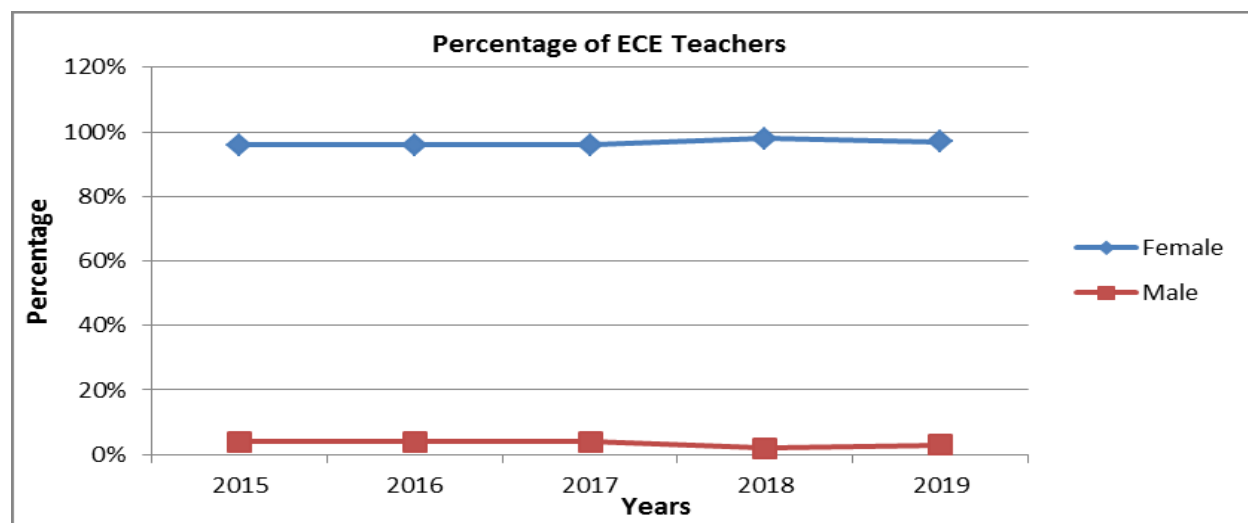


Figure 38: % of ECE Teachers

Teaching in ECE is predominantly taken up by females and this has been the trend over the last five years, indicating a huge gender gap in the ECE workforce. The gender difference over the years has been consistently above 90% with a 96% difference in 2018. To address this gender disparity in the teaching workforce, effective strategies need to be developed to bridge this gap. The 2019 enrolment of 4203 children in ECE is equivalent to the ratio of 1: 10 (10 children per teacher) which indicates that ECE meets the standard ratio of 1:15.

D2: Primary Education

D2.1: Teachers in Primary Education

Of 1,427 teachers recorded, 1,095 are employed by the government, 226 are employed by mission and 106 are employed by private schools. The trend shows that females dominate the teaching profession at 80% compared to only 20% males. Since 2016, the gender margin has been above 55% except 36% in 2015. This indicates that more females are choosing the teaching profession as their careers.

The table below shows distribution of teachers by gender.

Table 36: Number of Teachers in Primary Education 2015-2019

Controlling Authorities	Gender	Number of Teachers				
		2015	2016	2017	2018	2019
Government	Male	240	231	261	224	237
	Female	853	849	821	860	858
	Total	1093	1080	1082	1084	1095
Mission	Male	46	49	41	45	36
	Female	157	166	166	172	190
	Total	203	215	207	217	226
Private	Male	15	17	25	27	19
	Female	82	82	80	78	87
	Total	97	99	105	105	106
	Total Male	301	297	327	296	292
	Total Female	1092	1097	1067	1110	1135
	TOTAL	1393	1394	1394	1406	1427
School Status	Gender	Percentage of Teachers				
		2015	2016	2017	2018	2019
Government	Male	17%	17%	19%	16%	17%
	Female	61%	61%	59%	61%	60%
	Total	78%	77%	78%	77%	77%
Mission	Male	3%	4%	3%	3%	3%
	Female	11%	12%	12%	12%	13%

	Total	15%	15%	15%	15%	16%
Private	Male	1%	1%	2%	2%	1%
	Female	6%	6%	6%	6%	6%
	Total	7%	7%	8%	7%	7%
Grand Totals	Male	22%	21%	23%	21%	20%
	Female	78%	79%	77%	79%	80%
Gender Margin		36%	58%	54%	58%	60%

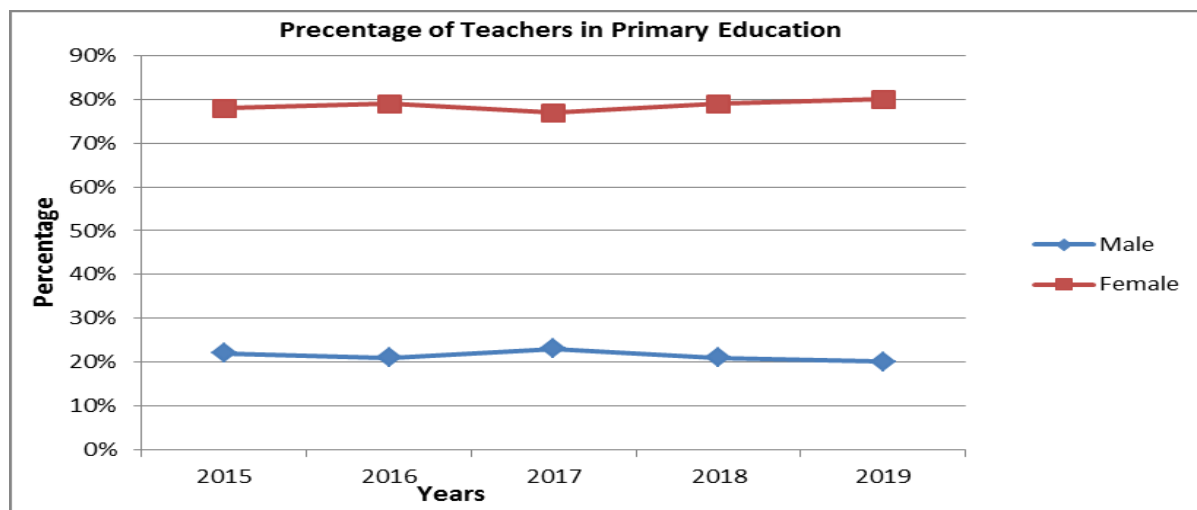


Figure 39: % of Teachers in Primary Education

Government schools account for 77% of all primary teachers, with 16% teaching in mission and 7% teaching in private schools. Similar trends of more female teachers compared to males are also apparent across mission and private.

D2.2: Teacher Qualification in Primary Education

Improving teacher quality requires teachers to upgrade their qualifications through various programs provided by the ministry including the STAP, Scholarship Scheme for Pre-Service teachers and Upgrade program for In-Service teachers. These programmes are coordinated by the Ministry in collaboration with the National University of Samoa, APTC and the University of the South Pacific.

As reflected in table 35¹⁸ below, more than a quarter of mission school teachers hold a teaching certificate, while private school teachers account for almost 20% and government schools with only 10% of their teaching workforce with Certificates.

¹⁸ All data for primary and secondary are from the EMIS qualification report as of August 1st 2019

The majority of government primary teachers are Diploma in Education holders (44.6%) with mission and private schools accounting for 28%.

Teachers with Bachelor's degree in Education totals to 51.6% with 5.6% holding Master's Degree of the overall number of primary teachers. .

Table 37: Number of Primary Teachers with Qualifications 2019

Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificates	Male	16	1.4	12	5.3	2	1.8
	Female	94	8.6	57	25.2	19	17.9
	TOTAL	110	10.0	69	30.5	21	19.7
Other Certificates ¹⁹	Male	0	0	8	3.5	0	0
	Female	0	0	55	24.3	15	14.1
	TOTAL	0	0	63	27.8	15	14.1
Diploma in Education	Male	102	9.3	5	2.2	4	3.7
	Female	385	35.3	35	15.4	8	7.5
	TOTAL	487	44.6	40	17.6	12	11.3
Other Diplomas ²⁰	Male	58	5.3	0	0	3	2.8
	Female	157	14.4	0	0	6	5.6
	TOTAL	215	19.7	0	0	9	8.4
Bachelor of Education	Male	51	4.6	4	1.7	2	1.8
	Female	205	18.8	20	8.8	18	16.9
	TOTAL	256	23.4	24	9.5	20	18.7
Other Bachelor Degrees	Male	5	0.4	4	1.7	3	2.8
	Female	6	.05	14	6.1	6	5.6
	TOTAL	11	0.9	18	7.8	9	8.4
Post Graduate Diplomas	Male	1	0	0	0	0	0
	Female	7	0.6	1	0.4	2	1.8
	TOTAL	8	0.6	1	0.4	2	1.8
Master's Degree	Male	1	.01	3	1.3	0	0
	Female	2	0.1	3	1.3	3	2.8
	TOTAL	3	0.2	6	2.6	3	2.8
TOTAL		1090		226		106	

¹⁹ Certificates in music, computer studies, and accounting

²⁰ Diplomas in Fine Arts, Computers, Arts and Commerce

D2.3 Teacher Performance Standards in Primary Education

Since 2014 the performance of teachers in government schools has been monitored through the Quality Assurance Performance Appraisal (QAPA) system of the Ministry. Teacher performance is assessed, on a three-year cycle, against indicators detailed in the *Professional Standards for Samoa's Teachers*. Teachers who are identified as “not proficient” in their performance through the QAPA are referred to the Intervention Support Programme (ISP) lead by the TDAD. The Appraisal Policy for Government Teachers is put in place to monitor performance and challenge under performance.

A QAPA process to evaluate the performance of Principals (and more recently Vice-Principals) is conducted according to their 18 months and 30 months contract timeframes.

D2.4: Primary Teacher Performance

In 2018, 232 government primary teachers were appraised and 44% were proficient and have met the standards.

A decline of 32% in the number of proficient teachers for 2018 is due to a large number of newly appraised teachers compared to 2017 as shown in Table 36. Only 36% of the fourteen (14) males who have had their first reappraisals were found proficient hence a decline in the results as in Figure 37.

Table 38: Primary Teacher Proficiency by Gender 2014-2018

Year	Gender	Not Proficient	Proficient	Exemplary	Total
2014	F	66%	34%		107
	M	81%	19%		27
Total		93 (69%)	41 (31%)		134
2015	F	56%	44%		265
	M	62%	38%		52
Total		180 (57%)	137 (43%)		317
2016	F	54%	46%	1%	213
	M	46%	52%	1%	67
Total		145 (52%)	132 (47%)	3 (1%)	280
2017	F	21%	79%		123
	M	34%	66%		29
Total		36 (24%)	116 (76%)		152
2018	F	52%	48%		186
	M	72%	28%		46
		129 (56%)	103 (44%)		232
OVERALL TOTAL		583	529	3	1115

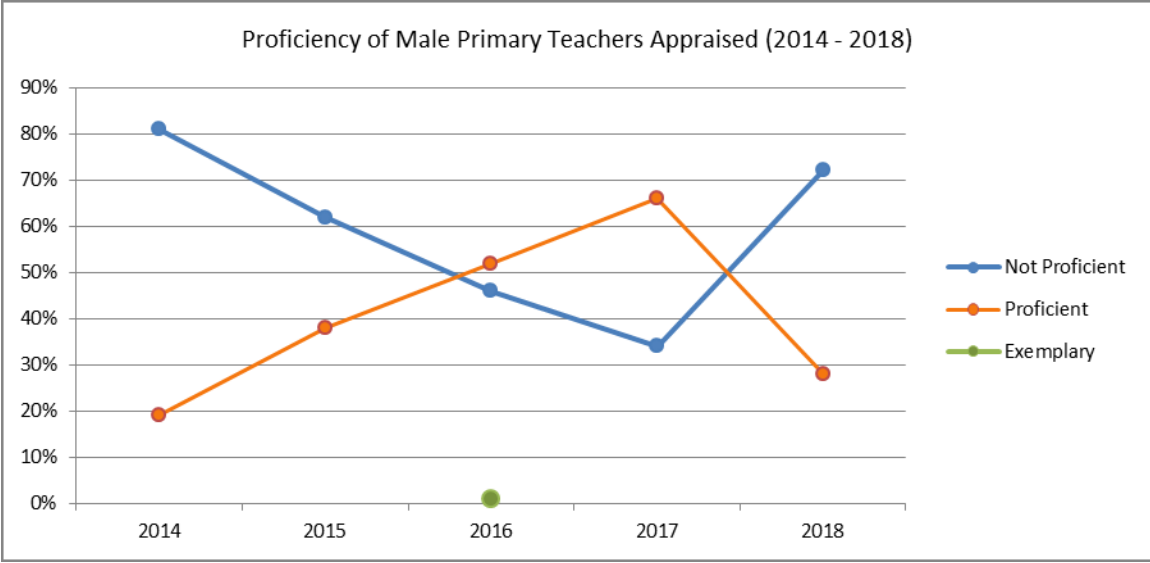


Figure 40: Proficiency of Male Primary Teachers Appraised 2014-2018

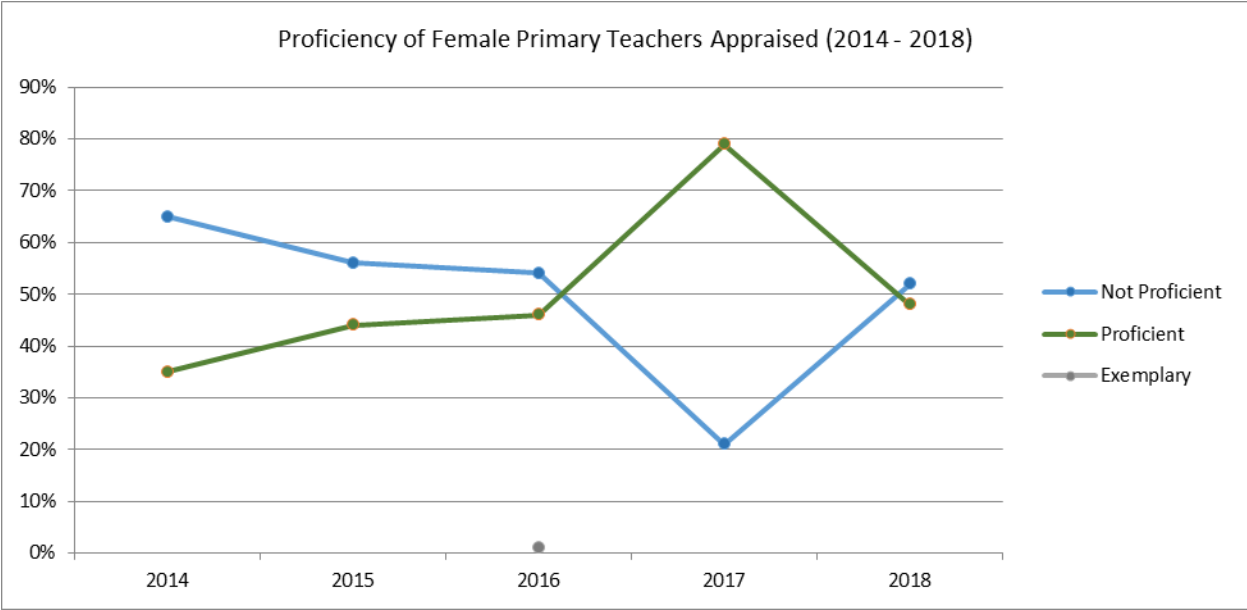


Figure 41: Proficiency of female primary teachers

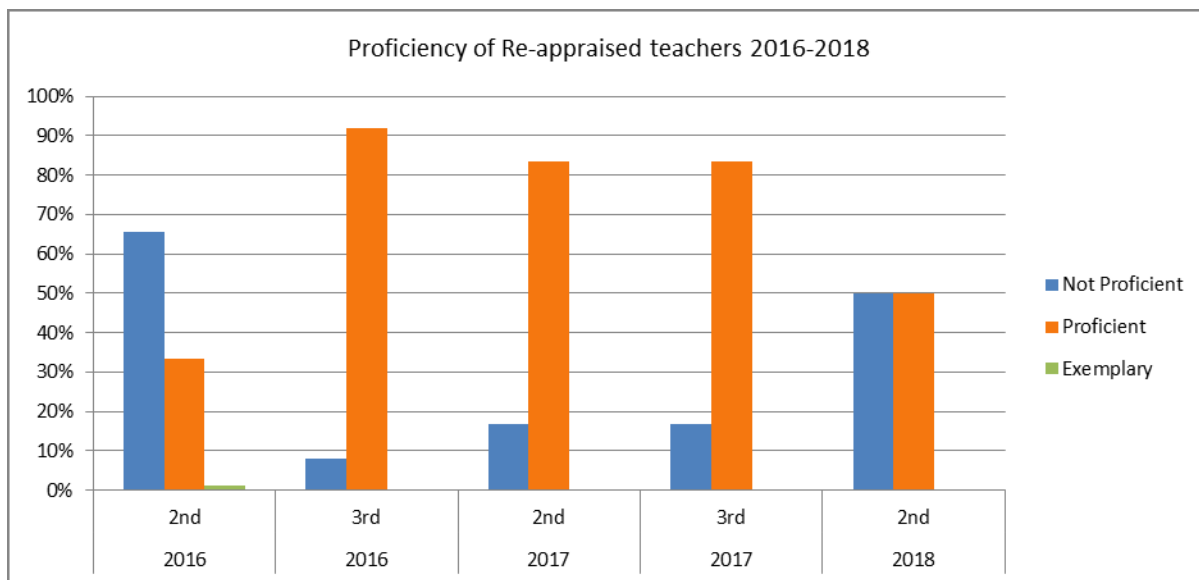


Figure 42: Proficiency of Re-Appraised teachers 2016-2018

D2.5 Primary Principal and Vice-Principal Appraisals

Of the 65 Primary Principals that have had their end of contract appraisals in 2018, 34% were males and 66% females. For Primary Vice-Principals, a total of 8 had completed their appraisals and 50% were males and 50% females.

D2.6 Student Teacher Ratio in Primary Education

The Student Teacher Ratio²¹ refers to the number of students within a classroom in relation to the number of teachers teaching each class. The national student teacher ratio for primary level is 1:30.

The Student Teacher Ratio for government primary schools showed a drop of 31% this year compared to the last four years. Of the 144 government primary schools, 67 (46.5%) schools meet the endorsed student teacher ratio of 1:30 with 57 (39.5%) schools with student teacher ratios between 30 to 40 students per one (1) teacher; 15 (10.4%) schools with a ratios between of 1:42 – 1:45 and five schools (3.5%) with ratios of between 1:46 – 1:60. A number of factors affect the distribution of teachers in government schools. One is the logistics of the schools relative to the place of residence of teachers. Another is the high number of new female graduates entering the teaching profession not wanting to teach in the rural areas of Upolu as well as the issue of transportation. Never the less, the ministry continues to monitor the

²¹ Student Teacher Ratio is calculated as the total number of students divide by the total number of teachers per school

distribution of teachers through the work of its Posting Committee in order to meet the endorsed student ratio of 1:30

Mission and private schools shows increase in the number of schools meeting the endorsed ratio of 1:30.

Table 39: Number of Primary Schools meeting Student Teacher Ratio 2015-2019

Controlling Authority	Number of Schools meet STR				
	2015	2016	2017	2018	2019
Government	83	83	80	111	67
Mission	17	17	17	18	19
Private	6	7	6	7	8
TOTAL	106	107	103	136	93
Controlling Authority	Percentage of Primary Schools meet STR				
Government	58%	58%	56%	77%	46%
Mission	85%	85%	85%	90%	92%
Private	86%	100%	86%	92%	94%
TOTAL	62%	63%	60%	65%	55%

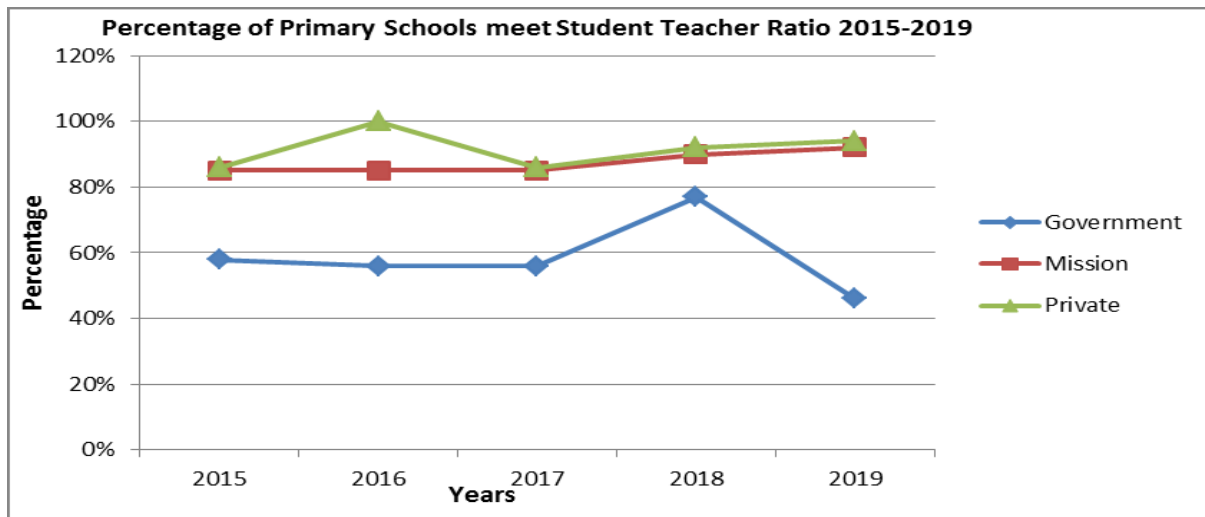


Figure 43: % of Primary Schools meet Student Ratio 2015-2019

D3: Secondary Education

D3.1: Teachers in Secondary Education

The number of teachers in the secondary education workforce remains steady over the last five years. A total of 1035 teachers are employed this year which reflects an increase of 9 from the

previous year mainly in government and private schools. Given the number of secondary schools within each of the controlling authority, government schools dominated the workforce with 62%, 35% teaching in mission schools and 3% in private colleges. Similar to primary education, females dominate the teaching profession with a relatively narrow margin of 16% difference in 2018 compared to a wider margin of 58% in primary education.

Table 40: Number of Teachers in Secondary Education 2015-2019

Controlling Authority	Gender	Number of Teachers				
		2015	2016	2017	2018	2019
Government	Male	226	218	233	229	264
	Female	322	323	336	374	377
	Total	548	541	569	603	641
Mission	Male	189	165	176	189	157
	Female	196	190	197	197	211
	Total	385	355	373	383	368
Private	Male	22	20	21	19	16
	Female	21	21	19	18	10
	Total	43	41	40	37	26
	Total Male	437	403	430	437	437
	Total Female	539	534	552	589	598
	TOTAL	976	937	982	1026	1035
School Status	Gender	Percentage of Teachers				
		2015	2016	2017	2018	2019
Government	Male	23%	23%	24%	22%	26%
	Female	33%	34%	34%	36%	36%
	Total	56%	58%	58%	58%	62%
Mission	Male	19%	18%	18%	18%	15%
	Female	20%	20%	20%	19%	20%
	Total	39%	38%	38%	37%	35%
Private	Male	2%	2%	2%	2%	2%
	Female	2%	2%	2%	2%	1%
	Total	4%	4%	4%	4%	3%
	Total Male	45%	43%	44%	43%	42%
	Total Female	55%	57%	56%	57%	58%
Gender Margin		10%	14%	12%	14%	16%

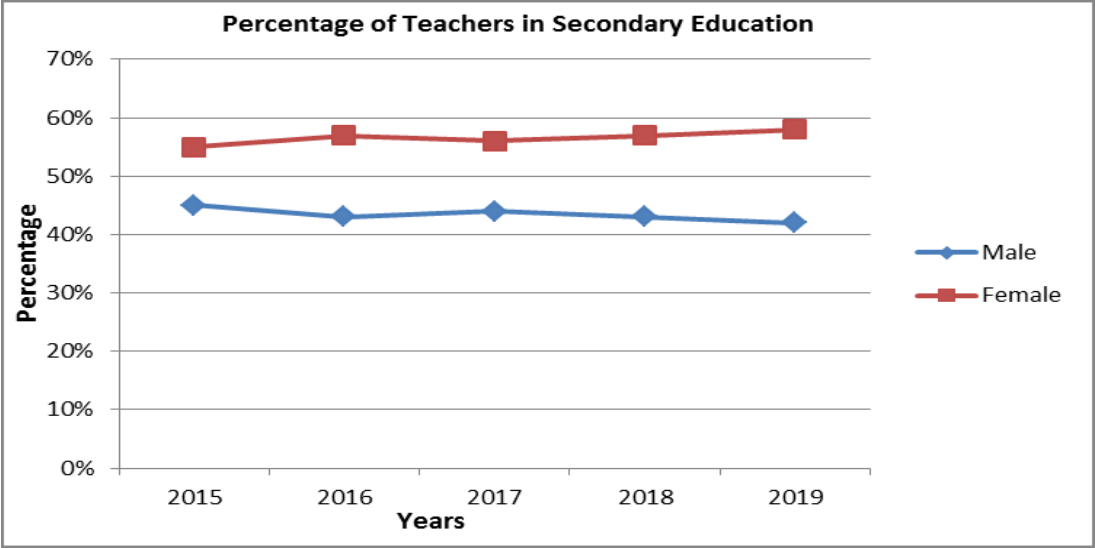


Figure 44: % of Teachers in Secondary Education

The last five years shows a steady trend with the highest percentage of teachers employed by government schools. Unlike primary education, a relatively smaller gender percent difference from 14% last year to 16% this year. Gender disparity exists across all levels of education and it is an issue that requires further investigations.

D3.2: Teachers Qualification in Secondary Education

A total of 642 government college teachers with qualifications are currently teaching with 368 and 26 teachers for mission and private schools. Similar to primary, the majority of teachers hold Diploma in Education across three controlling authorities, with 36% of private schools and 20% for mission schools. . About 37% of teachers in mission colleges still hold certificates. Private schools employ the highest number of teachers holding other Bachelor Degrees with 26.8%, while government and mission schools account for 17.8% and 13% respectively. For Bachelor of Education, 23.9% of teachers are employed by government schools with only 13.2% employed by mission and privates schools. The upgrade program allows more teachers to upgrade their qualifications thus reflected in the low number of teachers holding teaching certificates.

Table 41: Number of Secondary Teachers with Qualifications 2019

Qualifications	Gender	Government		Mission		Private	
		Total	%	Total	%	Total	%
Teaching Certificates	Male	2	0.3	31	8.4	0	0
	Female	4	0.6	39	10.5	0	0
	TOTAL	6	0.9	70	18.9	0	0
Other Certificates ²²	Male	0	0	32	8.6	0	0
	Female	0	0	38	10.3	0	0
	TOTAL	0	0	70	18.9	0	0
Diploma in Education	Male	90	14.0	28	7.6	11	42.3
	Female	138	21.6	46	12.5	2	7.6
	TOTAL	231	36.1	74	20.1	13	49.9
Other Diplomas ²³	Male	0	0	7	1.9	0	0
	Female	0	0	9	2.4	0	0
	TOTAL	0	0	16	4.3	0	0
Bachelor of Science	Male	57	8.9	11	2.9	0	0
	Female	59	9.2	14	3.8	2	7.6
	TOTAL	116	18.1	25	6.7	2	7.6
Bachelor of Education	Male	51	7.9	15	4.0	0	0
	Female	102	15.9	20	5.4	1	3.8
	TOTAL	153	23.9	35	9.4	1	3.8
Other Bachelor Degrees	Male	41	6.4	24	6.5	5	19.2
	Female	73	11.4	24	6.5	2	7.6
	TOTAL	114	17.8	48	13.0	7	26.8
Graduate Diploma in Education	Male	0	0	3	0.8	0	0
	Female	0	0	5	1.3	0	0
	TOTAL	0	0	8	2.1	0	0

²² Certificates in music, computer studies, and accounting

²³ Diplomas in Fine Arts, Computers, Arts and Commerce

Post Graduate Diplomas	Male	7	1.1	2	0.5	0	0
	Female	13	2.0	8	2.1	2	7.6
	TOTAL	20	3.1	10	2.6	2	7.6
Master's Degree	Male	1	0.1	4	1.0	0	0
	Female	1	0.1	8	2.1	0	0
	TOTAL	2	0.2	12	3.1	0	0
TOTAL		642		368		26	

D3.3 Secondary Teacher Performance

A remarkable 74% of the 757 secondary teachers already appraised were found proficient/exemplary and have met the standards at the end of 2018.

Of the 176 secondary teachers appraised in 2018, a significant 1% was exemplary and 82% were found proficient and have met the standards compared to the past four years as shown in the Table 40. Also worth mentioning is the continual increase in the percentage of female teachers that have been proficient after their 2018 appraisals in Figure 42.

Table 42: Secondary Teacher Proficiency by Gender 2014-2018

Year	Gender	Not Proficient	Proficient	Exemplary	Total
2014	F	26%	74%		68
	M	46%	51%	3%	37
Total		35 (33%)	69 (66%)	1 (1%)	105
2015	F	22%	78%	1%	189
	M	30%	69%	1%	118
Total		76 (25%)	229 (74%)	2 (1%)	307
2016	F	43%	57%	0%	51
	M	42	51	0%	42
Total		45%	51%	0	93
2017	F	17%	83%	0%	46
	M	30%	70%	0%	30
Total		17 (22%)	59 (78%)	0	76
2018	F	15%	85%	0%	109
	M	21%	76%	3%	67%
Total		30 (17%)	144 (82%)	2 (1%)	176
OVERALL TOTAL		200	552	5	757

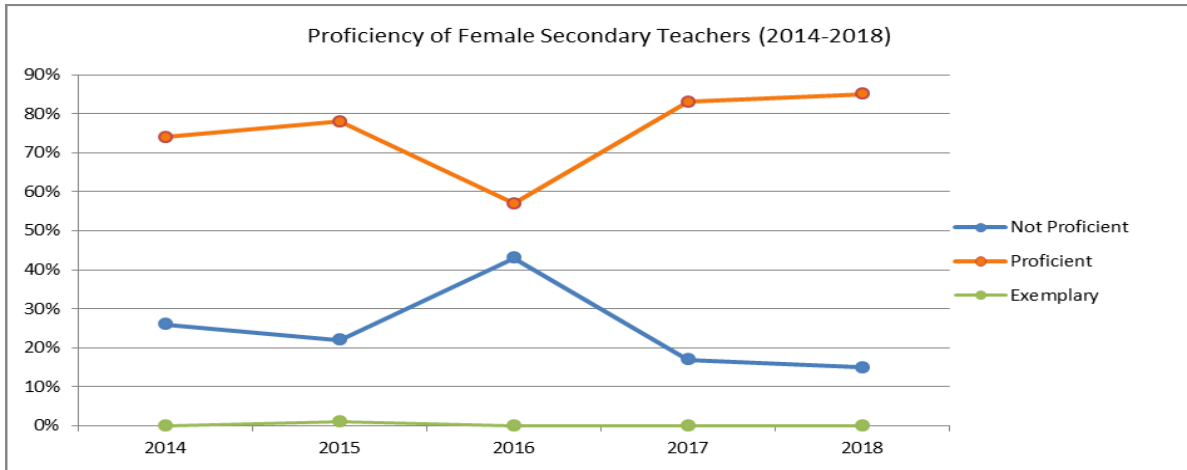


Figure 45: Proficiency of Female Secondary Teachers 2014-2018

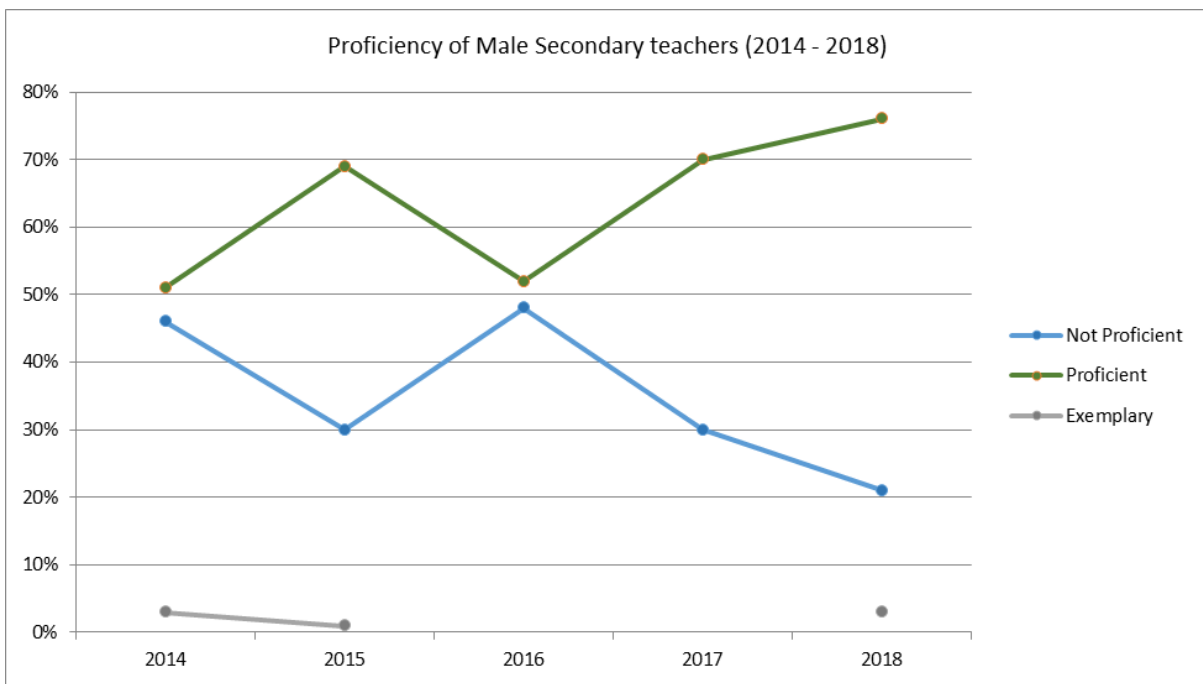


Figure 46: Proficiency of Male Secondary teachers

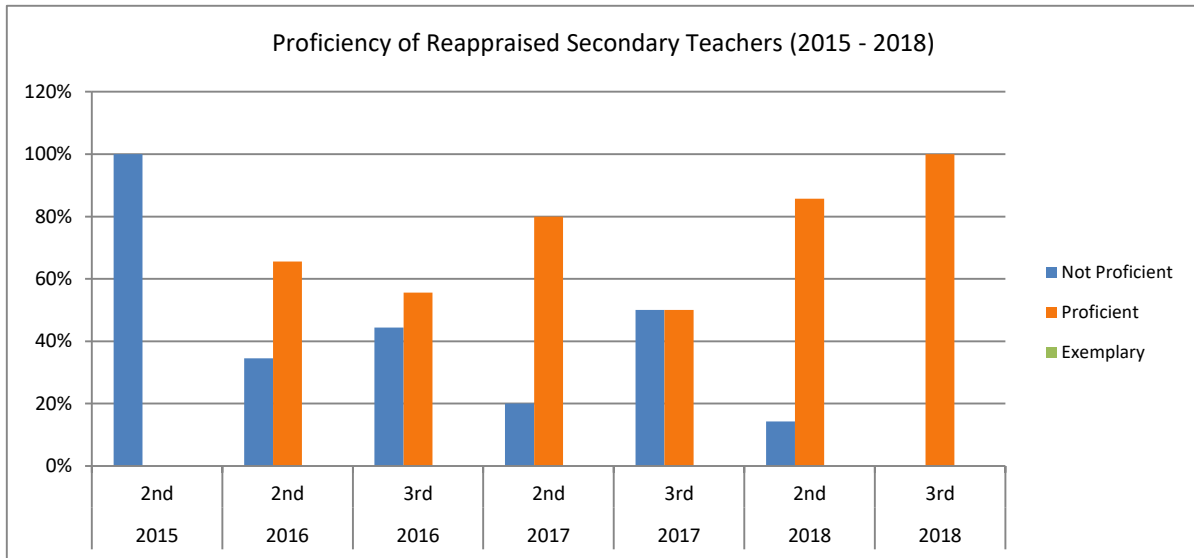


Figure 47: Proficiency of reappraised secondary teachers

D 3.4 Secondary Principal and Vice-Principal Appraisals

A total of 10 Principals and 5 Vice Principals have had their end of contract appraisals in 2018 as shown in Table 41 below.

Table 43: Secondary Principal Appraisals by Gender 2015-2018

Year	Gender	Principal	Vice-Principal	Total
2015	F	2		2
	M	2		2
Total		4		4
2016	F	7	7	14
	M	10	6	16
Total		17	13	30
2017	F	9	5	14
	M	11	6	17
Total		20	11	31
2018	F	4	4	8
	M	6	1	7
Total		10	5	15
OVERALL TOTAL		51	29	80

D3.5 Student Teacher Ratio in Secondary Education

The National Student Teacher Ratio for secondary education is 1:20 (1 teacher per 20 students). All three controlling authorities met the national standard ratio over the last five years.

Table 44: Number of Colleges meeting Student Teacher Ratio 2014-2018

Controlling Authority	Number of Schools meet STR					
	2014	2015	2016	2017	2018	2019
Government	15	15	13	17	23	23
Mission	10	11	11	12	12	12
Private	3	3	3	3	3	3
TOTAL	28	29	27	32	38	38
Controlling Authority	Percentage of Colleges meet STR					
	2014	2015	2016	2017	2018	2019
Government	65%	65%	57%	74%	100%	100%
Mission	63%	69%	69%	75%	75%	75%
Private	100%	100%	100%	100%	100%	100%
TOTAL	67%	69%	64%	76%	90%	90%

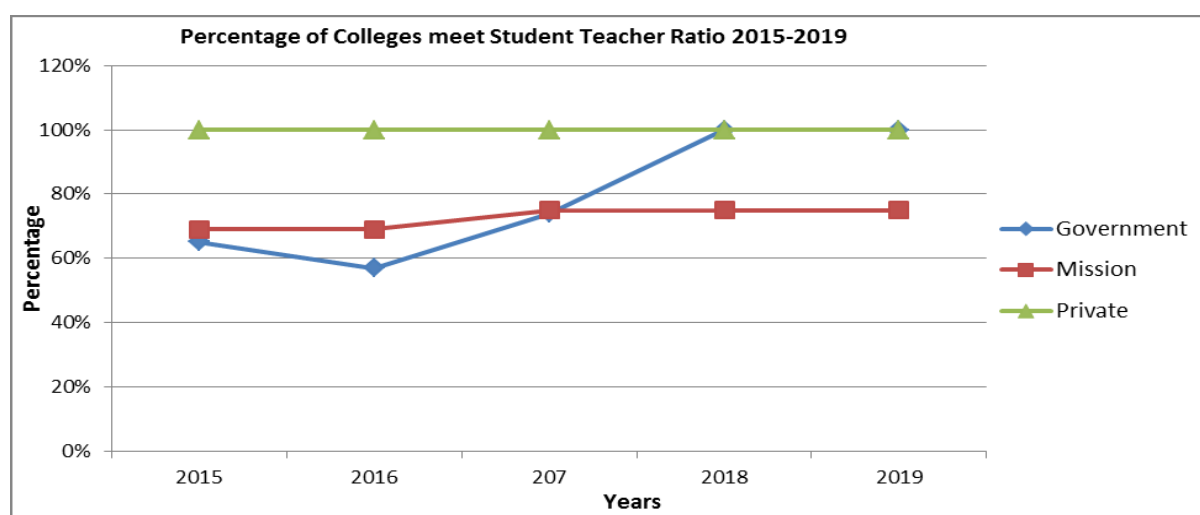


Figure 48: Percentage of Colleges meet Student Teacher Ratio 2015-2019

The number of colleges meeting the Student Teacher Ratio fluctuated over the last five years. Even though all government colleges meet STR, shortage of teachers is still experienced due to the specialized nature of subjects being taught in colleges (i.e.; Commerce, Art, Science, etc.) from year to year depending on number of enrolments by subject. Private schools meet STR over the last five years, which indicates an adequate supply of teachers to cater for the official number of students.

E) School Resources

E1: ECE School Resources

The Annual Government Grant distributed by the Ministry every year assists all ECE Centers with resources and teaching materials they require. It is a support by the government through the Ministry for all ECE centers to improve school environment and learning

abilities of children attending ECE to get them well prepared to enter primary level education.

E2: Primary School Resources

Table 45: School Resources in Primary Education 2019

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

All schools in primary education have access to all resources stated above. The introduction of OGG assisted government and mission primary schools to purchase resources and teaching materials to support teaching and learning as well as improving the school environment. The data above reflects schools have access to the above resources but does not necessarily indicate resources per student.

Table 46: School Facilities at Primary Education 2019

School Level	School Status	# Primary Schools	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	144	95%	2%	40%	93%
	Mission	19	100%	55%	90%	98%
	Private	7	100%	75%	100%	100%

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

Table 47: Sanitation Facilities in Primary Education 2019

School Level	School Status	# Primary Schools	Toilets	Urinals	Washbasins
Primary	Government	144	100%	55%	97%
	Mission	19	100%	70%	100%
	Private	7	100%	97%	100%

All primary schools have the facilities (toilets) mentioned above while 50% of government primary schools have urinals and 97% with washbasins. In comparison, 70% of mission primary schools have urinals while 97% of private primary schools have urinals in their

sanitation blocks, a necessary facility all schools should provide for a healthy school environment.

E3: Secondary School Resources

Table 48: Schools' Resources of Secondary Education 2019

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

The table above shows that all colleges have access to the stated resources. The Samoa School Fee Grant Scheme (SSFGS) which is now consolidated to One Government Grant (OGG) is of great assistance with purchases of teaching and learning materials such as textbooks, computers, photocopier as well as supporting teachers. There were also other donors who have contributed enormously to the provision of teaching and learning resources for schools.

Table 49: Schools' Facilities of Secondary Level 2019

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

While private colleges have the above mentioned facilities, 93% of government colleges have access to a Science and/or Computer Laboratories while all schools in these controlling authorities have school libraries. These facilities are important in supporting student access to curriculum and learning resources for teaching and learning.

Table 50: Sanitation Facilities of Secondary Level 2019

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

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

F) Minimum Service Standards

F1: MSS ECE

The Minimum Service Standards for Early Childhood Education Centres have been designed to ensure quality across all aspects of education in the early years. MSS for ECE was launched in 2016 in collaboration with the National Council for Early Childhood Education (NCECE) and the Ministry to ensure that these standards need to promote the health, safety, and welfare of all children as well as the provision of a stimulating and challenging learning environment that is tailored to meet individual needs. The NCECE is implementing the MSS and to ensure that all registered ECE Centres are fully compliant with standards already set.

F2: Students' Achievements (MSS) for Government Schools (Primary and Secondary Levels)

Minimum Service Standards (MSS) are the minimum (basic) requirements for schools to meet and/or comply with and used as a basis of planning, implementation and supervision in support of quality education. The MSS has become a tool used by the Ministry to provide the evidence needed to enable the delivery of the most appropriate support and assistance to the schools on a timely basis.

The MSS 2016 has the following Domains:

Table 51: Domains with total number of Standards, Indicators and Descriptors

Domain 1: School environment, Hygiene and Safety.	4 Standards	19 Indicators	72 Descriptors
Domain 2: School Partnerships, Governance and Management.	6 Standards	28 Indicators	92 Descriptors
Domain 3: Teacher Quality	4 Standards	13 Indicators	44 Descriptors
Domain 4: Student Achievement.	4 Standards	12 Indicators	36 Descriptors

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

Rating	Percentage	Rating Description	Rating Value	Description
MS	100%	Meet Standard	4	School has met all of the MSS standards.
MMS		Mostly meets standard	3	Majority of standards implemented with sufficient

	75% to less than 100%			evidence observed.
PMS	50% to less than 75%	Partially meets standard	2	Most standards implemented with relevant evidence observed
BS	25% to less than 50%	Below Standard	1	Only a few standards partially implemented with a few evidences observed **A follow up visit is recommended after 3 months from the day of the assessment.
FBS	0 % to less than 25%	Far Below Standard	0	No evidence of standards implemented or observed ** CRITICAL situation needing Ministry intervention. Recommends follow up visits to be monthly.
NA	-	Not Applicable	99	

There are 4 Standards and 12 indicators in Domain 4. For the purpose of the Education Statistical Digest, the MSS information captured is from Domain 4: Standard 4.1, Indicator 4.1.1 on ***improved student achievement based on school determined targets***²⁴.

²⁴ Ratings for each descriptor is dichotomous (YES/NO)

Table 52: Domain 4 of Minimum Service Standards relating to Student Achievement

Standard	Indicator	Descriptors	# of Schools meeting MSS	Total number of government Schools	% of Schools meeting MSS
			FY 17-18		
4.1 Assessment is strongly linked to Curriculum learning outcomes.	4.1.1 Improved student achievement based on school determined targets	1. Clear and appropriate school targets for proficiency in SPELL literacy are set. <i>(Primary Level only)</i>	42	144	29%
		2. Clear and appropriate school targets for proficiency in SPELL numeracy are set. <i>(Primary Level only)</i>	42	144	29%
		3. Clear and appropriate school targets for pass rates in SSC & SSLC (English, Mathematics, Samoan, & Science) are set. <i>(Secondary Level only)</i>	3	23	13%

The data presented in the table above shows that of the 144 government primary schools, only 42 schools (29%) had clear and appropriate targets for Literacy and Numeracy set in their 2019 School Annual Plans. Of the 23 Colleges, only 13% were found to have clearly defined school targets for pass rates in SSC and SSLC specifically for English, Maths, Samoan and Science subjects. This is the second year of implementing the 2016 MSS document, and the data shows a slight improvement in school compliance with Domain 4, Standard 4.1. However, the Ministry with the assistance of the School Inspectors will ensure that the targets are better reflected in School Annual Plans for 2020 going forward.

APPENDICES

Table 53: Number of Schools by School Status, School Level, Region and District 2019

Region/District	Government				Mission				Private				Grand Total
	Pri	Pri/Sec	Sec	Total	Pri	Pri/Sec	Sec	Total	Pri	Pri/Sec	Sec	Total	
Apia Urban													
Faleata	10		1	11	1	1	5	7	5	1	1	7	25
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	21		5	26	6	2	7	15	7	1	1	9	50
Rest of Upolu													
Aana No.1	9		1	10	1	1	1	3					13
Aana No.2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No.1	4		1	5									5
Anoamaa No.2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11	1			1					12
Lefaga	4		1	5									5
Lepa/Lotofaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	7	1	3	11					96
Savaii													
Faasaleleaga No.1	6		1	7	2		2	4					11
Faasaleleaga No.2	6		1	7	2	1		3					10
Itu Asau No.1	5		1	6									6
Itu Asau. No.2	4			4	1			1					5
Itu o Tane No.1	5		1	6									6
Itu o Tane No.2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
	14												
Grand Total	4		23	167	19	4	13	36	7	1	1	9	212

Table 54: Total Enrolment by School Level, Status and Gender 2019

Level	Government			Mission			Private			All Schools		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	2,635	2,378	5,013	498	463	961	150	158	308	3,283	2,999	6,282
2	2,380	2,324	4,704	468	426	894	146	138	284	2,994	2,888	5,882
3	2,444	2,209	4,653	456	420	876	138	128	266	3,038	2,757	5,795
4	2,294	2,104	4,398	368	405	773	124	115	239	2,786	2,624	5,410
5	2,261	2,017	4,278	361	363	724	136	123	259	2,758	2,503	5,261
6	2,160	2,042	4,202	336	415	751	131	127	258	2,627	2,584	5,211
7	2,099	1,928	4,027	381	397	778	110	103	213	2,590	2,428	5,018
8	1,938	1,843	3,781	339	377	716	81	109	190	2,358	2,329	4,687
Primary Total	18,211	16,845	35,056	3,207	3,266	6,473	1,016	1,001	2,017	22,434	21,112	43,546
9	1,396	1,275	2,671	724	867	1,591	41	31	72	2,161	2,173	4,334
10	1,128	1,242	2,370	671	791	1,462	30	35	65	1,829	2,068	3,897
11	929	991	1,920	567	514	1,081	1	0	1	1,497	1,505	3,002
12	787	923	1,710	494	624	1,118	35	26	61	1,316	1,573	2,889
13	608	769	1,377	334	479	813	22	31	53	964	1,279	2,243
Secondary Total	4,848	5,200	10,048	2,790	3,275	6,065	129	123	252	7,767	8,598	16,365
Grand Total	23,059	22,045	45,104	5,997	6,541	12,538	1,145	1,124	2,269	30,201	29,710	59,911

Table 55: Total Enrolment for All Schools by School Level, 2010-2019

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2010	6,086	5,106	4,970	4,953	4,914	4,842	4,842	4,887	40,600	4,401	3,844	3,241	2,930	1,853	16,269	56,869	
2011	5,470	5,169	4,849	4,908	4,735	4,729	4,571	4,683	39,114	4,284	3,885	3,298	2,770	2,149	16,386	55,500	-2
2012	5,413	5,027	5,108	4,823	4,740	4,640	4,626	4,578	38,955	4,123	3,828	3,330	3,064	2,015	16,360	55,315	0
2013	5,951	5,247	5,123	5,188	4,802	4,776	4,645	4,711	40,443	4,142	3,891	3,360	3,149	2,032	16,574	57,017	3
2014	5,985	5,347	5,198	5,102	5,038	4,680	4,666	4,519	40,535	4,481	3,907	3,112	3,408	2,229	17,137	57,672	1
2015	5,896	5,504	5,378	5,181	5,081	4,958	4,639	4,613	41,250	4,262	4,046	3,182	2,997	2,255	16,742	57,992	1
2016	5,946	5,544	5,503	5,316	5,182	5,138	4,870	4,569	42,068	4,200	3,943	3,085	3,175	2,122	16,525	58,593	1
2017	6,419	5,451	5,407	5,475	5,136	5,062	4,967	4,751	42,668	4,180	3,825	3,106	2,940	2,246	16,297	58,965	1
2018	6,122	5,912	5,435	5,397	5,242	5,015	4,874	4,709	42,706	4,107	3,784	3,080	2,967	2,062	16,000	58,706	0
2019	6,282	5,882	5,795	5,410	5,261	5,211	5,018	4,687	43,546	4,334	3,897	3,002	2,889	2,243	16,365	59,911	2

Table 56: Total Enrolment for All Government Schools by School Level, 2010-2019

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2010	5,012	4,214	4,155	4,149	4,091	4,044	4,042	4,096	33,803	2,714	2,482	2,036	1,561	897	9,690	43,493	
2011	4,487	4,299	4,018	4,143	3,960	3,955	3,736	3,895	32,493	2,688	2,307	2,153	1,478	1,049	9,675	42,168	-3
2012	4,412	4,170	4,266	4,011	3,968	3,855	3,842	3,701	32,225	2,542	2,379	2,090	1,612	957	9,580	41,805	-1
2013	4,956	4,306	4,278	4,347	3,987	3,996	3,824	3,831	33,525	2,554	2,290	2,140	1,740	1,003	9,727	43,252	3
2014	4,848	4,370	4,227	4,253	4,216	3,865	3,878	3,672	33,329	2,673	2,281	2,038	1,771	1,105	9,868	43,197	0
2015	4,763	4,387	4,368	4,198	4,185	4,157	3,816	3,804	33,678	2,625	2,407	2,143	1,599	1,164	9,938	43,616	1
2016	4,820	4,493	4,426	4,351	4,210	4,214	4,025	3,738	34,277	2,673	2,425	2,164	1,770	1,145	10,177	44,454	2
2017	5,070	4,354	4,334	4,394	4,175	4,090	4,024	3,904	34,345	2,594	2,325	2,026	1,698	1,195	9,838	44,183	-1
2018	4,836	4,690	4,351	4,340	4,196	4,060	3,902	3,781	34,156	2,567	2,297	1,915	1,819	1,213	9,811	43,967	0
2019	5,013	4,704	4,653	4,398	4,278	4,202	4,027	3,781	35,056	2,671	2,370	1,920	1,710	1,377	10,048	45,104	3

Table 57: Percentage of Enrolments for all Government Schools by School Level 2010-2019

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2010	82.4	82.5	83.6	83.8	83.3	83.5	83.5	83.8	83.3	61.7	64.6	62.8	53.3	48.4	59.6	76.5
2011	82.0	83.2	82.9	84.4	83.6	83.6	81.7	83.2	83.1	62.7	59.4	65.3	53.4	48.8	59.0	76.0
2012	81.5	83.0	83.5	83.2	83.7	83.1	83.1	80.8	82.7	61.7	62.1	62.8	52.6	47.5	58.6	75.6
2013	83.3	82.1	83.5	83.8	83.0	83.7	82.3	81.3	82.9	61.7	58.9	63.7	55.3	49.4	58.7	75.9
2014	81.0	81.7	81.3	83.4	83.7	82.6	83.1	81.3	82.2	59.7	58.4	65.5	52.0	49.6	57.6	74.9
2015	80.8	79.7	81.2	81.0	82.4	83.8	82.3	82.5	81.6	61.6	59.5	67.3	53.4	51.6	59.4	75.2
2016	81.1	81.0	80.4	81.8	81.2	82.0	82.6	81.8	81.5	63.6	61.5	70.1	55.7	54.0	61.6	75.9
2017	79.0	79.9	80.2	80.3	81.3	80.8	81.0	82.2	80.5	62.1	60.8	65.2	57.8	53.2	60.4	74.9
2018	79.0	79.3	80.1	80.4	80.0	81.0	80.1	80.3	80.0	62.5	60.7	62.2	61.3	58.8	61.3	74.9
2019	79.8	80.0	80.3	81.3	81.3	80.6	80.3	80.7	80.5	61.6	60.8	64.0	59.2	61.4	61.4	75.3

Table 58: Male Enrolments by School Level 2010-2019

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2010	3,120	2,671	2,594	2,610	2,500	2,522	2,597	2,529	21,143	2,234	1,817	1,552	1,300	750	7,653	28,796	
2011	2,775	2,606	2,539	2,560	2,492	2,381	2,400	2,468	20,221	2,160	1,847	1,485	1,294	930	7,716	27,937	-3
2012	2,746	2,584	2,591	2,526	2,430	2,444	2,356	2,360	20,037	2,137	1,890	1,642	1,381	932	7,982	28,019	0
2013	3,152	2,656	2,682	2,656	2,528	2,508	2,486	2,403	21,071	2,138	1,952	1,603	1,399	878	7,970	29,041	4
2014	3,112	2,827	2,621	2,619	2,550	2,458	2,418	2,400	21,005	2,258	1,908	1,523	1,496	924	8,109	29,114	0
2015	3,132	2,810	2,842	2,644	2,635	2,520	2,432	2,400	21,415	2,225	1,965	1,516	1,325	949	7,980	29,395	1
2016	3,092	2,889	2,811	2,737	2,633	2,684	2,445	2,396	21,687	2,141	1,995	1,495	1,462	876	7,969	29,656	1
2017	3,320	2,859	2,877	2,788	2,689	2,570	2,577	2,393	22,073	2,160	1,833	1,587	1,280	943	7,803	29,876	1
2018	3,171	3,098	2,814	2,844	2,662	2,633	2,434	2,413	22,069	2,023	1,919	1,496	1,400	864	7,702	29,771	0
2019	3,283	2,994	3,038	2,786	2,758	2,627	2,590	2,358	22,434	2,161	1,829	1,497	1,316	964	7,767	30,201	1

Table 59: Percentage of Male Enrolments by School Level 2009-2019

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2010	51.3	52.3	52.2	52.7	50.9	52.1	53.6	51.7	52.1	50.8	47.3	47.9	44.4	40.5	47.0	50.6
2011	50.7	50.4	52.4	52.2	52.6	50.3	52.5	52.7	51.7	50.4	47.5	45.0	46.7	43.3	47.1	50.3
2012	50.7	51.4	50.7	52.4	51.3	52.7	50.9	51.6	51.4	51.8	49.4	49.3	45.1	46.3	48.8	50.7
2013	53.0	50.6	52.4	51.2	52.6	52.5	53.5	51.0	52.1	51.6	50.2	47.7	44.4	43.2	48.1	50.9
2014	52.0	52.9	50.4	51.3	50.6	52.5	51.8	53.1	51.8	50.4	48.8	48.9	43.9	41.5	47.3	50.5
2015	53.1	51.1	52.8	51.0	51.9	50.8	52.4	52.0	51.9	52.2	48.6	47.6	44.2	42.1	47.7	50.7
2016	52.0	52.1	51.1	51.5	50.8	52.2	50.2	52.4	51.6	51.0	50.6	48.5	46.0	41.3	48.2	50.6
2017	51.7	52.4	53.2	50.9	52.4	50.8	51.9	50.4	51.7	51.7	47.9	51.1	43.5	42.0	47.9	50.7
2018	51.8	52.4	51.8	52.7	50.8	52.5	49.9	51.2	51.7	49.3	50.7	48.6	47.2	41.9	48.1	50.7
2019	52.3	50.9	52.4	51.5	52.4	50.4	51.6	50.3	51.5	49.9	46.9	49.9	45.6	43.0	47.5	50.4

Table 60: Number of Repeaters by School Level 2019

Level	Number of Repeaters				Percentage of Enrolment			
	Government	Mission	Private	Total	Government	Mission	Private	Total
1	193	25	3	221	3.8	2.6	1.0	3.5
2	37	3	6	46	0.8	0.3	2.1	0.8
3	27	5	0	32	0.6	0.6	0.0	0.6
4	15	3	1	19	0.3	0.4	0.4	0.4
5	10	0	2	12	0.2	0.0	0.8	0.2
6	28	1	3	32	0.7	0.1	1.2	0.6
7	15	3	3	21	0.4	0.4	1.4	0.4
8	19	15	1	35	0.5	2.1	0.5	0.7
Total Primary	344	55	19	418	1.0	0.8	0.9	1.0
9	22	13	0	35	0.8	0.8	0.0	0.8
10	23	10	0	33	1.0	0.7	0.0	0.8
11	52	7	0	59	2.7	0.6	0.0	2.0
12	48	15	0	63	2.8	1.3	0.0	2.2
13	5	2	2	9	0.4	0.2	3.8	0.4
Total Secondary	150	47	2	199	1.5	0.8	0.8	1.2
Total	494	102	21	617	1.1	0.8	0.9	1.0

Table 61: Total Number of Repeaters by School Level 2020-2019

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2010	139	31	37	24	28	32	43	87	421	100	66	144	160	103	573	994
2011	302	40	27	33	36	31	27	61	557	61	47	150	65	78	401	958
2012	203	42	30	17	15	12	20	50	389	73	67	173	88	33	434	823
2013	217	36	24	16	9	21	15	45	383	49	22	59	99	20	249	632
2014	121	29	20	23	15	17	8	14	247	65	39	102	152	26	384	631
2015	242	51	40	64	13	21	16	19	466	64	19	158	122	25	388	854
2016	253	65	39	28	20	30	20	27	482	54	66	101	107	14	342	824
2017	224	57	39	22	17	18	11	18	406	87	52	111	134	9	393	799
2018	166	49	27	34	33	19	23	41	392	32	45	52	59	9	197	589
2019	221	46	32	19	12	32	21	35	418	35	33	59	63	9	199	617

Table 62: Primary Enrolment by Year Level, Age and Gender 2019

Age	Gender	1	2	3	4	5	6	7	8	TOTAL
5	Male	1801	177	11	6	0	0	0	0	1995
	Female	1732	166	9	4	0	0	0	0	1911
	Total	3533	343	20	10	0	0	0	0	3906
6	Male	1204	1363	216	20	0	0	0	0	2803
	Female	1053	1506	210	19	0	0	0	0	2788
	Total	2257	2869	426	39	0	0	0	0	5591
7	Male	247	1155	1435	208	8	0	0	0	3053
	Female	198	998	1333	220	10	0	0	0	2759
	Total	445	2153	2768	428	18	0	0	0	5812
8	Male	27	269	1040	1185	222	13	0	0	2756
	Female	12	207	986	1151	219	8	0	0	2583
	Total	39	476	2026	2336	441	21	0	0	5339
9	Male	3	27	288	1013	1205	211	12	0	2759
	Female	3	10	192	936	1140	224	4	0	2509
	Total	6	37	480	1949	2345	435	16	0	5268
10	Male	1	3	43	288	1042	1178	199	8	2762
	Female	1	1	24	247	925	1247	244	5	2694
	Total	2	4	67	535	1967	2425	443	13	5456
11	Male	0	0	4	61	245	929	1106	202	2547
	Female	0	0	2	37	177	895	1102	230	2443
	Total	0	0	6	98	422	1824	2208	432	4990
12	Male	0	0	1	5	29	255	946	977	2213
	Female	0	0	0	10	28	184	877	981	2080
	Total	0	0	1	15	57	439	1823	1958	4293
13	Male	0	0	0	0	4	33	303	889	1191
	Female	0	0	1	0	2	22	179	908	1068
	Total	0	0	1	0	6	55	482	1797	2259
14	Male	0	0	0	0	3	8	24	282	316
	Female	0	0	0	0	2	4	22	205	233
	Total	0	0	0	0	5	12	46	487	549
TOTAL	Male	3283	2994	3038	2786	2758	2627	2590	2358	22434
	Female	2999	2888	2757	2624	2503	2584	2428	2329	21112
	Total	6282	5882	5795	5410	5261	5211	5018	4687	43546

Table 63: College Enrolment by Year Level, Age and Gender 2019

Age	Gender	9	10	11	12	13	TOTAL
11	Male	12	0	0	0	0	12
	Female	48	0	0	0	0	48
	Total	60	0	0	0	0	60
12	Male	174	3	2	0	0	179
	Female	214	0	0	0	0	214
	Total	388	3	2	0	0	393
13	Male	639	85	2	1	0	727
	Female	671	138	2	1	0	812
	Total	1310	223	4	2	0	1539
14	Male	887	525	104	19	0	1535
	Female	922	702	88	29	1	1742
	Total	1809	1227	192	48	1	3277
15	Male	389	809	405	90	15	1708
	Female	270	831	472	168	29	1770
	Total	659	1640	877	258	44	3478
16	Male	53	334	608	347	88	1430
	Female	34	325	631	473	174	1637
	Total	87	659	1239	820	262	3067
17	Male	7	65	307	577	292	1248
	Female	14	64	258	639	420	1395
	Total	21	129	565	1216	712	2643
18	Male	0	6	66	222	411	705
	Female	0	5	41	225	525	796
	Total	0	11	107	447	936	1501
19	Male	0	2	3	55	139	199
	Female	0	3	13	34	114	164
	Total	0	5	16	89	253	363
20	Male	0	0	0	5	19	24
	Female	0	0	0	4	16	20
	Total	0	0	0	9	35	44
TOTAL	Male	2161	1829	1497	1316	964	7767
	Female	2173	2068	1505	1573	1279	8598

Table 64: Primary Enrolment by Schools 2019

School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
Government	Satitua Primary	18	29	18	19	19	15	24	20	162
	Uafato Primary	8	11	7	3	10	3	6	6	54
	Aele Primary School	86	81	80	82	99	86	90	61	665
	Afega Primary	54	58	54	40	51	45	41	32	375
	Aleisa Primary	66	76	54	54	68	61	45	63	487
	Aopo Primary	18	10	16	12	9	12	13	7	97
	Apia Primary	179	192	183	165	196	192	190	171	1468
	Apolima-uta Primary	31	33	23	32	26	25	22	21	213
	Asaga Primary	14	10	9	7	12	9	6	5	72
	Asau Primary	22	45	29	46	26	27	41	32	268
	Auala Primary	15	12	13	15	12	16	15	7	105
	Aufaga Primary	25	29	25	20	28	10	23	26	186
	Faga Primary	26	26	25	19	28	24	22	19	189
	Fagali'i Primary	24	23	29	24	25	26	25	29	205
	Fai'a'ai/Fogatuli Primary	13	19	14	19	13	13	28	16	135
	Falealupo Primary	43	38	30	27	23	26	26	25	238
	Faleapuna Primary	20	16	14	11	12	11	11	13	108
	Falease'ela Primary	34	17	22	20	21	18	20	21	173
	Faleasi'u Primary	79	52	83	65	76	65	80	52	552
	Faleatiu Primary	21	10	15	17	20	20	20	10	133
Falefa Primary	39	42	38	35	32	43	31	31	291	
Falefitu Primary	53	60	50	51	42	39	40	40	375	
Falelatai Primary	32	37	33	37	29	34	28	29	259	
Falelima Primary	15	16	14	10	10	7	10	10	92	
Faleu Primary	13	12	16	15	12	10	13	8	99	
Fale'ula Primary	46	46	37	34	36	33	33	37	302	

School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	Falevao Primary	33	30	22	14	14	25	28	11	177
	Fasito'otai Primary	52	32	32	33	44	28	30	34	285
	Fasito'outa Primary	60	56	71	56	56	66	57	38	460
	Fusi Primary School	23	27	30	34	22	19	22	28	205
	Gagaemalae Primary	25	20	37	29	33	35	31	33	243
	Gataivai Primary	23	35	37	39	30	28	36	30	258
	Gautavai Primary	18	15	16	8	13	19	19	13	121
	Iva Primary	33	56	43	29	45	35	25	32	298
	Lalomalava Primary	29	25	33	27	20	26	18	15	193
	Lalomanu Primary	23	19	13	19	10	18	17	14	133
	Lalomauga Primary	33	16	8	7	14	14	9	11	112
	Lano Primary	12	9	18	10	17	5	6	9	86
	Lauli'i Primary	54	53	66	50	62	37	45	46	413
	Laumoli Primary	30	19	27	19	30	30	19	24	198
	Le'auva'a Primary	55	49	42	44	39	42	50	40	361
	Lepa Primary	10	11	19	16	7	16	15	12	106
	Lepea Primary	66	70	64	43	62	67	49	44	465
	Letogo Primary	29	37	27	30	28	34	31	29	245
	Letui Primary	12	10	8	5	6	8	7	12	68
	Leulumoega Primary	23	20	7	13	12	12	10	3	100
	Levi Primary	39	35	26	29	37	33	28	22	249
	Lona Primary	12	14	8	9	9	8	8	14	82
	Lotofaga Primary (Lepa/Lotofaga District)	26	26	23	36	17	17	24	21	190
	Lotofaga Primary (Safata District)	26	25	17	27	16	22	22	18	173
	Lotopue Primary	24	25	23	19	18	20	20	20	169
	Luatuanuu Primary	31	36	21	25	29	26	24	24	216
	Lufilufi Primary	22	21	17	24	14	14	13	16	141

	Magiagi Primary	37	30	28	39	34	53	29	31	281
School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	Malie Primary	59	58	58	52	63	58	43	53	444
	Manono Primary	37	34	45	45	34	36	26	30	287
	Manunu Primary	16	11	16	7	9	7	9	4	79
	Matatufu Primary	18	21	17	19	15	14	10	17	131
	Matautu Primary	36	49	48	43	35	34	30	38	313
	Moamoa&Tauao'o Primary	54	45	46	42	35	34	24	42	322
	Moata'a Primary	74	50	52	57	50	52	41	40	416
	Mulifanua Primary	46	56	37	67	40	47	34	31	358
	Mulivai Primary	22	14	16	8	14	6	4	12	96
	Neiafu Primary	22	28	27	23	22	19	27	27	195
	Nene Primary	20	12	17	12	11	8	10	7	97
	Nofoalii Primary	51	55	60	46	57	44	33	50	396
	Paia Primary School	6	8	16	10	10	7	9	5	71
	Palauli Primary	73	59	63	46	53	59	48	60	461
	Papa/Sataua Primary	22	22	15	10	16	8	6	9	108
	Pata Primary	15	17	12	16	9	13	7	12	101
	Patamea Primary	20	16	24	20	13	17	14	15	139
	Pu'apu'a Primary	17	14	28	17	13	13	14	14	130
	Puleia Primary	24	19	21	11	19	14	21	17	146
	Saanapu Primary	40	36	43	29	27	36	32	26	269
	Sa'asa'ai Primary	24	30	21	18	22	14	11	13	153
	Safa'ato'a Primary	17	15	21	14	16	19	15	19	136
	Safotu Primary	25	27	25	18	17	25	23	21	181
	Safotulafai Primary	17	19	20	25	23	17	19	20	160
	Safune Primary	17	21	21	16	17	20	17	20	149
	Sagone Primary	16	22	17	25	19	21	22	9	151
	Saina/Toamua Primary School	64	55	73	63	61	69	50	68	503

	Saipipi Primary	22	20	20	14	23	19	13	21	152
School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	Salailua Primary	42	41	53	42	40	44	46	28	336
	Salamumu Primary	9	7	11	9	5	8	8	10	67
	Salani Primary	14	9	12	21	21	13	20	14	124
	Saleaamua Primary	20	12	25	19	14	17	24	19	150
	Saleapaga Primary	23	15	17	14	13	14	11	9	116
	Saleaula Primary	30	18	17	16	9	12	13	12	127
	Saleilua Primary	25	30	27	22	26	23	28	18	199
	Sale'imoa Primary	32	36	39	38	42	38	40	32	297
	Salelavalu Primary	35	27	35	26	45	21	26	21	236
	Salelesi Primary	39	35	16	18	12	16	26	18	180
	Salelologa Primary	119	74	65	68	50	71	63	61	571
	Salesatele Primary	19	13	21	17	15	14	13	13	125
	Salua Primary	11	16	16	10	11	15	11	8	98
	Samalaeulu Primary	28	32	30	23	21	30	28	17	209
	Samata-i-tai Primary	31	25	24	18	20	18	21	9	166
	Samata-i-uta Primary	30	26	33	31	17	19	11	15	182
	Samatau Primary	26	24	23	17	24	17	16	20	167
	Samauga Primary	37	23	41	34	22	38	19	20	234
	Samusu Primary	34	40	30	29	17	23	22	28	223
	Saoluafata Primary	38	25	19	19	15	15	18	20	169
	Sapapalii Primary	30	29	27	24	29	24	26	22	211
	Sapoe Primary	13	12	9	15	11	12	9	12	93
	Sapunaoa Primary	17	19	15	22	22	18	18	14	145
	Sasina Primary	26	23	23	14	25	22	23	21	177
	Satalo Primary	7	16	7	9	7	10	10	10	76
	Sataoa Primary	43	47	48	29	45	32	39	46	329
	Satapuala Primary	47	33	63	46	38	29	35	40	331

	Sataua/Fagasa Primary	24	36	31	31	36	34	24	25	241
School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	Satuimalufilufi Primary	27	39	39	37	30	29	27	27	255
	Satupaitea Primary	63	52	42	59	48	54	43	54	415
	Sauano Primary	17	18	11	5	7	10	6	6	80
	Savaia Primary	19	14	24	15	25	15	22	18	152
	Sili Primary	42	37	32	31	32	27	43	41	285
	Siufaga Primary	20	20	27	20	17	24	12	19	159
	Siumu Primary	73	53	46	70	57	52	47	44	442
	Solosolo Primary	62	50	23	40	44	39	33	34	325
	Taelefaga Primary	29	15	9	16	6	11	12	5	103
	Tafitoala Primary	20	20	18	18	22	13	15	15	141
	Tafua Primary	18	20	20	18	19	12	7	8	122
	Taga Primary	36	25	37	20	24	16	21	20	199
	Tanugamanono Primary	48	35	34	27	30	26	27	26	253
	Tiavea Primary	43	28	33	28	21	23	27	21	224
	Tuana'i Primary	23	25	29	29	18	18	25	23	190
	Tufutafoe Primary	21	22	11	17	15	13	11	16	126
	Tutaga Primary	26	20	25	20	25	18	27	25	186
	Ulutogia Primary	6	5	8	6	8	4	6	5	48
	Utuali'i Primary	72	43	50	43	38	46	40	34	366
	V/Fogasavai'i Primary	28	32	20	21	31	30	23	14	199
	Vaie'e Primary	32	31	22	27	19	28	16	16	191
	Vaigaga Primary	61	67	52	63	48	62	48	37	438
	Vailele Primary	37	36	33	36	31	59	56	45	333
	Vailima Primary	45	50	56	51	43	43	34	36	358
	Vailoa Primary (Aleipata District)	14	12	6	10	13	17	9	10	91
	Vailoa Primary (Faleata District)	24	28	24	22	20	20	25	22	185
	Vailu'utai Primary	32	31	43	38	26	25	22	18	235

	Vaimea Primary	85	94	114	96	96	95	85	80	745
School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	Vaimoso Primary	111	87	68	132	90	75	110	74	747
	Vaisala Primary	17	16	14	9	12	13	7	10	98
	Vaitele Primary	112	130	117	138	104	133	109	103	946
	Vaiusu Primary	45	44	72	53	53	41	42	44	394
	Vaivase Primary	101	85	98	99	118	79	114	91	785
	Vaovai Primary	27	23	26	18	20	28	21	23	186
Government Total		5013	4704	4653	4398	4278	4202	4027	3781	35056
Mission	All Saints Anglican Primary School	29	20	16	8	10	6	5	3	97
	Asau Baptist & Christian Academy	21	8	12	9	6	9	8	4	77
	Baptist Church Primary School	25	30	18	23	18	21	24	25	184
	Divine Mercy Primary School	31	32	29	39	26	29	23	20	229
	George Brown Primary School	115	92	94	75	78	77	84	80	695
	LDS Church College-Vaiola							36	33	69
	LDS Church Middle School Pesega							90	107	197
	Manumalo Baptist (Savaii)	34	41	40	32	26	24	26	15	238
	Manumalo Baptist School	73	56	55	56	49	42	31	20	382
	Manumalo Learning Center - Poutasi	21	24	15	12	11	11			94
	Marist Brothers Primary School	119	105	95	82	96	80	86	60	723
	Paul V1 College								29	29
	Sacred Heart - Safotu	23	20	18	22	21	20	19	18	161
	Samoa Adventist School	78	57	61	57	41	54	34	26	408
	Sauniatu Primary - LDS	11	12	13	10	14	10	13	17	100
	Siufaga Primary - SDA	19	16	15	12	13	19	11	15	120
	St Peter's Falefa	34	32	49	40	31	37	38	41	302
	St. Joan of Arc School	79	70	66	45	39	43	26		368
	St. Joseph's Primary - Leauvaa	51	51	46	37	41	51	40	48	365

	St. Theresa's School - Fusi	28	20	27	34	14	29	30	27	209
School Status	Schools	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
	St. Theresa's School - Lepea	33	49	50	42	42	49	38	43	346
	St.Mary's - Savalalo	108	122	122	109	115	108	116	85	885
	Vaiola Primary	29	37	35	29	33	32			195
Mission Total		961	894	876	773	724	751	778	716	6473
Private	Ah Mu Academy - Pesega	72	60	65	58	63	50	39	29	436
	Aoga Faamasani Amosa	19	15	19	8	8	8	8	4	89
	Peace Chapel Christian School	65	55	38	36	41	44	25	24	328
	Robert Louis Stevenson College								54	54
	Robert Louis Stevenson Primary	60	61	60	59	61	62	51		414
	Samoa Primary School	48	44	42	37	44	53	45	56	369
	St Peter Chanel Primary (Moamoa)	15	19	13	11	12	12	18	7	107
	Vaiala Beach School	29	30	29	30	30	29	27	16	220
Private Total		308	284	266	239	259	258	213	190	2017
Grand Total		6282	5882	5795	5410	5261	5211	5018	4687	43546

Table 65: College Enrolment by Schools 2019

School Status	Schools	yr9	Yr10	Yr11	Yr12	Yr13	TOTAL
Government	Aana No. 1 College	70	80	69	50	38	307
	Aana No.2 College	99	95	72	61	39	366
	Aleipata College	125	106	92	71	37	431
	Alofi o Taa College	102	93	65	62	58	380
	Amoa College	69	54	36	41	34	234
	Anoamaa College	156	152	115	90	63	576
	Avele College	292	245	174	121	101	933
	Falealili College	99	94	79	61	55	388
	Faleata College	227	178	156	140	76	777
	Itu Asau College	136	82	72	63	48	401
	Itu-O-Tane No.1 College	80	62	51	49	30	272
	Lefaga College	64	70	41	20	13	208
	Leifiifi College	214	189	216	164	139	922
	Lepa/Lotofaga College	76	74	83	97	24	354
	Mataaevave College	75	73	63	51	51	313
	Palalaua College	40	47	43	33	33	196
	Palauli College	95	79	74	47	49	344
	Palauli Sisifo College	68	42	48	53	27	238
	Safata College	124	130	107	95	60	516
	Sagaga College	134	115	52	48	36	385
	Samoa College	142	143	66	156	166	673
	Savai'i Sisifo College	66	55	63	49	38	271
	Vaimauga College	118	112	83	88	162	563
Government Total		2671	2370	1920	1710	1377	10048
Mission	Chanel College	45	41	39	39	38	202
	Don Bosco College	47	44	28	18	20	157
	Faatuatua Christian College	41	48		41	32	162
	LDS Church College - Pesega		209	144	162	105	620
	LDS Church College-Vaiola	65	81	87	92	65	390
	LDS Church Middle School Pesega	206					206
	Leulumoega Fou College	147	87	95	80	43	452
	Maluafo College	244	192	138	142	135	851
	Nu'uausala College	68	69	62	56	43	298
	Papauta Girls College	19	19	11	18	10	77
	Paul V1 College	65	68	43	29	25	230
	Samoa Adventist School	46	48		42	22	158
	St. Joseph's College	119	83	85	84	98	469
	St. Mary's College	95	78	39	83	53	348
	Tuasivi College	88	90	86	55	35	354
	Uesiliana College	75	80	42	54	23	274
	Wesley College	221	225	182	123	66	817
Mission Total		1591	1462	1081	1118	813	6065

Private	Aoga Faamasani Amosa	3	1	1	4		9
	Robert Louis Stevenson College	69	64		57	53	243
Private Total		72	65	1	61	53	252
Grand Total		4334	3897	3002	2889	2243	16365

Table 66: Total Number of Teachers by School Level 2019

Region/District	Government				Mission				Private				TOTAL
	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	
Apia Urban													
Faleata	152		48	200	11	19	110	140	58	26		84	424
Malifa			59	59									59
Vaimauga	132		124	256	86	22	47	155	48			48	459
Apia Urban Total	284		231	515	97	41	157	295	106	26		132	942
Rest of Upolu													
Aana No. 1	77		32	109	15	15	19	49					158
Aana No. 2	57		28	85									85
Aleipata	36		21	57									57
Anoamaa No. 1	27		32	59									59
Anoamaa No. 2	35			35	18			18					53
Fagaloa	12			12									12
Falealili	54		38	92	7			7					99
Lefaga	21		22	43									43
Lepa/Lotofaga	26		19	45									45
Safata	41		21	62									62
Sagaga	74		29	103	40		58	98					201
Rest of Upolu Total	460		242	702	80	15	77	172					874
Savaii													
Faasaleleaga No. 1	60		25	85	17		31	48					133
Faasaleleaga No. 2	40		22	62	14	23		37					99
Itu Asau No. 1	31		23	54									54
Itu Asau No. 2	24			24	8			8					32
Itu-o-Tane No. 1	37		23	60									60
Itu-o-Tane] No. 2	43		24	67	10			10					77
Palauli	62		20	82			24	24					106
Savaii Sisi fo	54		31	85									85
Savaii Total	351		168	519	49	23	55	127					646
Grand Total	1095		641	1736	226	79	289	594	106	26		132	2462