Samoa

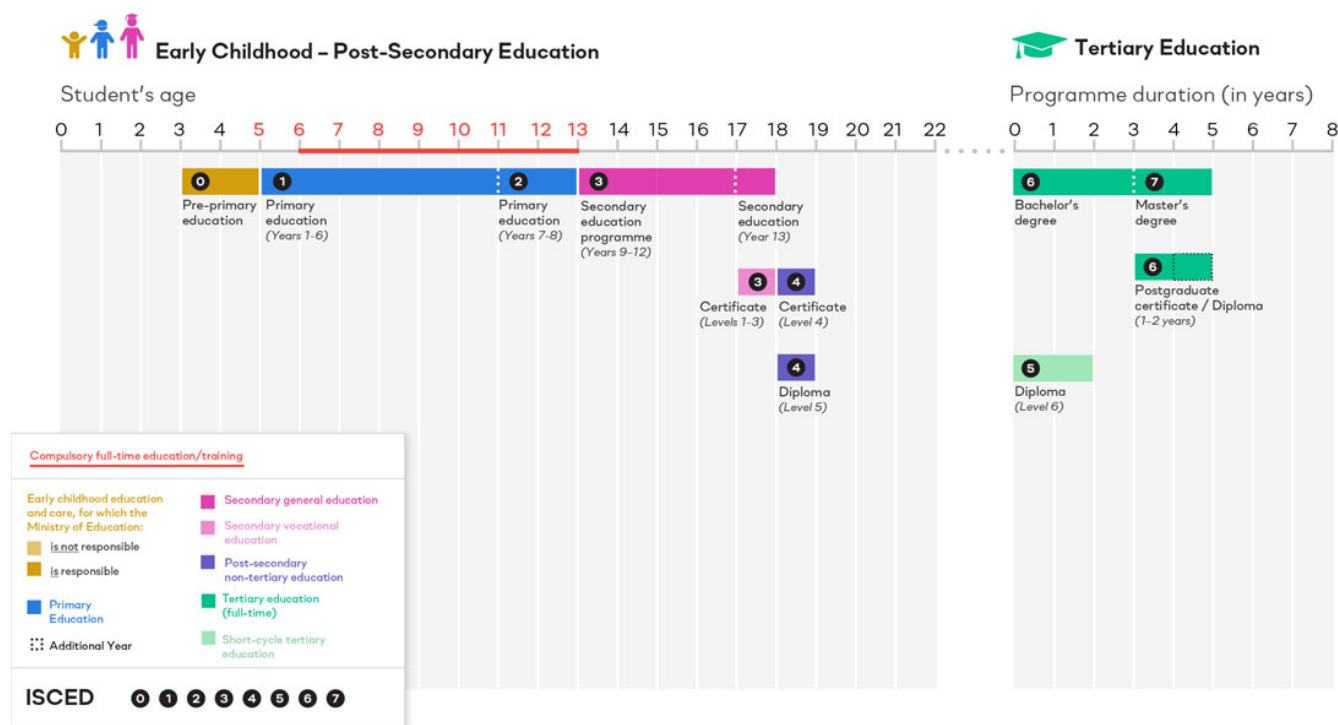**S**DG Region: Oceania

International Standard Classification of Education (ISCED):

These country diagrams provide a visual image of the structure of national education systems classified according to ISCED 2011.

The diagrams are based on mappings provided by Member States that have been verified internally and approved by countries.

ISCED	Level	School age population
0	Early Childhood Education	11,519
02	Pre-Primary Education	11,519
1	Primary Education	34,601
	Last Grade Of Primary Education	5,611
2	Lower Secondary Education	11,208
3	Upper Secondary Education	23,952
2T3	Secondary Education	35,160
4	Post-Secondary Non-Tertiary Education	4,094
5T8	Tertiary Education	18,039
	One Year Before The Official Primary Entry Age	5,810

The complete International Standard Classification of Education (ISCED) can be accessed at ISCED website hosted by the UNESCO Institute for Statistics (UIS).

SDG Monitoring and Trends

This country profile presents the data available to monitor SDG 4 global indicators. Data points for Samoa are available for indicators 4.1, 4.5, 4.2, 4.b, 4.3, 4.a, 4.c, Education 2030 FFA, and 1.a. The trends are calculated here as the difference between the mean annual growth rate before and after 2015, whenever at least three data points are available in each period. An up green arrow ⬆, indicates that there was a positive change from the first period to the second. A down red arrow ⬇indicates if the change was negative. Differences of +/- 5% between the two periods are considered stable and marked with a right orange arrow ➡. For out-of-school rates, a squared red arrow 🔽points down when the situation is worsening (when rates go up) and a green squared arrow 🔼points up when the situation is improving (when rates go down). The gray area and line in the miniplot show the average for Oceania (SDG) in the period.

Target 1.a - By 2030, ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.a.2 Proportion of total government spending on essential services - education

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Percentage of Government Expenditure	14.7	14.5	14	14.4	13.2	14.8	15.6	16.2	17.1	10.8	13.7	12.9	➡

This indicator finds no correlation with PIFS regional framework.

FFA - Education 2030 Framework for Action

Government expenditure on education as a percentage of GDP

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Percentage of GDP	4.5	5.1	4.3	4.3	4	4.3	4.4	4.5	5.2	4.9	6.1	5.5	➡

This indicator finds no correlation with PIFS regional framework.

Target 4.1 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people achieving at least a minimum proficiency level in mathematics, both sexes

There is no data for this indicator

4.1.1 Proportion of children and young people achieving at least a minimum proficiency level in reading, both sexes

There is no data for this indicator

4.1.2 - Completion rate, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Primary Education	-	-	-	-	-	-	98.1	-	-	-	-	-	
Primary Education (modeled data)	97.8	97.9	97.9	97.9	98.0	98.0	98.1	98.1	98.1	98.2	98.2	98.3	➡
Lower Secondary Education	-	-	-	-	-	-	97.0	-	-	-	-	-	
Lower Secondary Education (modeled data)	96.2	96.2	96.3	96.4	96.5	96.5	96.6	96.7	96.7	96.8	96.9	97.0	➡
Upper Secondary Education	-	-	-	-	-	-	57.0	-	-	-	-	-	
Upper Secondary Education	-	-	-	-	-	-	65.7	-	-	-	-	-	
Upper Secondary Education	-	-	-	-	-	-	48.4	-	-	-	-	-	
Upper Secondary Education (modeled data)	52.3	52.6	52.9	53.3	54.1	55.0	56.0	57.0	57.7	58.2	58.8	59.6	➡

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 3 – Student Outcomes and Wellbeing – Outcome 2. Improved participation and success rates at all levels, especially in ECCE and secondary and TVET

4.1.4 - Out-of-school rate

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Primary Education (administrative data)	-	0.2	0.7	0.1	0.4	0.8	2.3	1.6	0.0	0.5	3.6	-	🔽
Primary Education (household survey data)	-	-	-	-	-	-	7.3	-	-	-	-	-	
Primary Education (modeled data)	1	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	-	🔽
Lower Secondary Education (administrative data)	-	2.5	1.7	0.3	0.1	2.5	0.7	0.3	0.3	1.4	0.7	-	🔽
Lower Secondary Education (household survey data)	-	-	-	-	-	-	6.5	-	-	-	-	-	
Lower Secondary Education (modeled data)	1	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	-	🔽
Upper Secondary Education (administrative data)	-	14.2	16.7	16.3	18.8	19.3	17.6	17.5	15.4	21.4	22.1	-	▶
Upper Secondary Education (household survey data)	-	-	-	-	-	-	21.4	-	-	-	-	-	
Upper Secondary Education (modeled data)	13	12.0	12.0	11.0	11.0	11.0	12.0	12.0	12.0	13.0	13.0	-	▶

This indicator finds no correlation with PIFS regional framework.

Target 4.2 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.2.1 - Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Children aged 24-59 months	-	-	-	-	-	-	-	73.3	-	-	-	-

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 2 – Learning Pathways – Outcome 3. Our youngest learners (preschoolers) are prepared to engage in formal schooling

4.2.2 - Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
One Year Before Than Official Primary Entry Age	-	28.1	27.7	27.9	29.9	34	30.7	26.1	31.1	31.1	37	-

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 3 – Student Outcomes and Wellbeing – Outcome 2. Improved participation and success rates at all levels, especially in ECCE and secondary and TVET

4.2.2 - Adjusted net attendance rate, one year before the official primary entry age, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
One Year Before Than Official Primary Entry Age	-	-	-	-	-	-	55	-	-	-	-	-

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 3 – Student Outcomes and Wellbeing – Outcome 2. Improved participation and success rates at all levels, especially in ECCE and secondary and TVET

Target 4.3 - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Population ages 25-64	-	-	-	-	0.4	-	-	-	-	1.8	-	-

This indicator finds no correlation with PIFS regional framework.

Target 4.4 - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

There is no data for this indicator

Target 4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5.1 - Upper Secondary Adjusted Gender Parity Index

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Upper Secondary Education	-	-	-	-	-	-	1.3	-	-	-	-	-

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 1 – Quality and Relevance – Outcome 3. Curriculum and programmes, with appropriate pedagogy are inclusive, rights based, promote gender equality, flexible and responsive to innovation and change and are adaptable to new learning opportunities

Gender gap in upper secondary completion rate

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024

Upper Secondary Education	-	-	-	-	-	-	17.3	-	-	-	-	-

This indicator finds no correlation with PIFS regional framework.

Target 4.6 - By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.6.1 - Proportion of population achieving at least a fixed level of proficiency in functional literacy skills, both sexes (%)

There is no data for this indicator

4.6.1 - Proportion of population achieving at least a fixed level of proficiency in functional numeracy skills, both sexes (%)

There is no data for this indicator

Target 4.7 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in student assessment

There is no data for this indicator

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in teacher education

There is no data for this indicator

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in curricula

There is no data for this indicator

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in national education policies

There is no data for this indicator

Target 4.a - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.a.1 - Proportion of schools with access to basic services

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Computers for pedagogical purposes - Primary Education	-	-	-	13.8	13.8	-	15.3	-	45.1	96.5	95.4	-
Electricity - Primary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-

Adapted infrastructure and material for students with disabilities - Primary Education	-	-	-	-	-	-	15.3	45.1	45.1	60.1	59.0	-
Internet for pedagogical purposes - Primary Education	-	-	-	13.8	13.8	-	32.9	-	45.1	56.6	50.9	-
Single-sex basic sanitation facilities - Primary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-
Basic handwashing facilities - Primary Education	-	-	-	100.0	100.0	100	100.0	99.4	74.0	71.1	70.5	-
Basic drinking water - Primary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-
Computers for pedagogical purposes - Lower Secondary Education	-	-	-	1.4	1.4	-	15.3	-	45.1	96.5	95.4	-
Electricity - Lower Secondary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-
Adapted infrastructure and material for students with disabilities - Lower Secondary Education	-	-	-	-	-	-	15.3	45.1	45.1	60.1	59.0	-
Internet for pedagogical purposes - Lower Secondary Education	-	-	-	1.4	1.4	-	32.9	-	45.1	56.6	50.9	-
Single-sex basic sanitation facilities - Lower Secondary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-
Basic handwashing facilities - Lower Secondary Education	-	-	-	100.0	100.0	100	100.0	99.4	74.0	71.1	70.5	-
Basic drinking water - Lower Secondary Education	-	-	-	100.0	100.0	100	100.0	99.4	100.0	100.0	100.0	-
Computers for pedagogical purposes - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	85.7	83.3	-
Electricity - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	100.0	100.0	-
Adapted infrastructure and material for students with disabilities - Upper Secondary Education	-	-	-	43.9	43.9	-	45.2	100.0	100.0	100.0	100.0	-
Internet for pedagogical purposes - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	64.3	61.9	-
Single-sex basic sanitation facilities - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	100.0	100.0	-
Basic handwashing facilities - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	92.9	95.2	-
Basic drinking water - Upper Secondary Education	-	-	-	100.0	100.0	100	100.0	100.0	100.0	100.0	100.0	-
Computers for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	-	23.0	23.0	-	32.1	-	55.8	94.4	93.0	-
Internet for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	-	23.0	23.0	-	46.2	-	55.8	58.1	53.0	-

This indicator can be used to monitor the PIFS regional framework:
– Policy Area 1 – Quality and Relevance – Outcome 4. Quality learning environment that supports learning at all levels of education.

Target 4.b - By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.b.1 - Volume of official development assistance flows for scholarships by sector and type of study, constant US$ (millions)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Volume of official development assistance flows (millions USD)	7.7	7.1	6.6	6.8	7.1	8.7	7.7	8.5	4	7.5	8.3	-	⬆

This indicator finds no correlation with PIFS regional framework.

Target 4.c - By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

4.c.1 - Proportion of teachers with the minimum required qualifications, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024

Upper Secondary Education	-	100	-	79.5	-	-	-	54.7	-	-	-	-
Pre-primary	-	100	100	100.0	100	100	-	-	-	-	-	-

This indicator can be used to monitor the PIFS regional framework:

– Policy Area 4 – The Teaching Profession – Outcome 1. All teachers and school leaders in the Pacific are qualified and skilled certified professionals who are able to demonstrate their competencies against approved standards.

National benchmarks for Samoa

Indicator	Baseline	Value 2025	Value 2030	Progress relative to benchmark	Progress relative to historical trends
Target 4.1					
4.1.1 - Mathematics in Grades 2/3	-	30	-	No benchmark	No benchmark
4.1.1 - Reading in Grades 2/3	-	37	-		
4.1.1 - Mathematics at the end of primary	-	54	-	No benchmark	No benchmark
4.1.1 - Reading at the end of primary	-	33	-		
4.1.1 - Mathematics at the end of lower secondary	-	10	-	No benchmark	
4.1.1 - Reading at the end of lower secondary	-	46	-		
4.1.2 - Completion rate in primary	97.9	87	-	Fast progress	Fast progress
4.1.2 - Completion rate in lower secondary	96.3	87	-	Fast progress	Fast progress
4.1.2 - Completion rate in upper secondary	52.7	58	-	Fast progress	Slow progress
4.1.4 - Out-of-school rate in primary	0.0	0	0	Fast progress	Fast progress
4.1.4 - Out-of-school rate in lower secondary	3.7	0	0	Fast progress	Fast progress
4.1.4 - Out-of-school rate in upper secondary	19.6	20	20	No progress	No progress
Target 4.2					
4.2.2 - Participation rate one year before primary	27.5	80	100	Slow progress	Slow progress
Target 4.a					
4.a.1 - Schools with access to internet for pedagogical purposes - primary	13.8	-	-	No benchmark	Average progress
4.a.1 - Schools with access to internet for pedagogical purposes - lower secondary	1.4	-	-	No benchmark	Fast progress
4.a.1 - Schools with access to internet for pedagogical purposes - upper secondary	100.0	-	-	No benchmark	No progress
4.a.1 - Schools with access to internet for pedagogical purposes - secondary	23.0	-	-	No benchmark	Fast progress
Target 4.c					
4.c.1 - Percentage of teachers with the minimum required qualifications - pre-primary	100.0	100	100	Fast progress	Fast progress
4.c.1 - Percentage of teachers with the minimum required qualifications - primary	-	100	100		
4.c.1 - Percentage of teachers with the minimum required qualifications - lower secondary	-	100	100		
4.c.1 - Percentage of teachers with the minimum required qualifications - upper secondary	79.5	100	100	No progress	No progress
Target on Finance[1]					
1.a.2 Proportion of total government spending on essential services (education)	14.0	15	15	Fast progress	Fast progress
FFA - Education expenditure as share of GDP	4.6	4	4	Fast progress	Fast progress
Target on Equity					
Gender gap in upper secondary completion rate	16.8	-	-	No benchmark	No progress

[1] The Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, paragraph 105, encourages countries to set nationally appropriate spending targets for education (i) allocating at least 4% to 6% of gross domestic product (GDP) to education; and/or (ii) allocating at least 15% to 20% of public expenditure to education.

Legend for benchmark trends:

Country classification of progress relative to national SDG 4 benchmarks

Category		Description
Fast progress	■	>75% probability that 2025 national benchmark will be achieved given the latest value (including countries which have already achieved the benchmark or are close to 100%)
Average progress	■	25−75% probability that 2025 national benchmark will be achieved given the latest value
Slow progress	■	<25% probability that 2025 national benchmarks will be achieved given the latest value
No progress	■	Negative progress
No benchmark	■	
No data for trend	▨	
No data	□	

Country classification of progress relative to feasible benchmarks

Category		Description
Fast progress		>75% probability that 2025 feasible benchmark will be achieved given the latest value (including countries which have already achieved the benchmark or are close to 100%)
Average progress		25–75% probability that 2025 feasible benchmark will be achieved given the latest value
Slow progress		<25% probability that 2025 feasible benchmarks will be achieved given the latest value
No progress		Negative progress
No data for trend		
No data		

SDG 4 - Samoa

Source: UIS/TCG Data Resources. Click here for Metadata and Methodological Documents