



POST SCHOOL EDUCATION  
AND TRAINING

STATISTICAL BULLETIN

2017



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The Chief Executive Officer  
Samoa Qualifications Authority  
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SAMOA

# The PSET Bulletin

The Post School Education and Training (PSET) sub-sector of Samoa's education system encompasses all learning that occur outside of the formal early childhood, primary, and secondary education levels. PSET includes tertiary level education at university, pre and in service professional education, technical and vocational education, theological and providers of religious instruction, apprenticeship, non-formal and on the job training.

The Samoa Qualifications Authority (SQA) is mandated under the SQA Act 2010 to provide policy advice and ensure the quality assurance of PSET in Samoa conforms to the highest standards of excellence acceptable to the community stakeholders and its international partners.

PSET Formal Providers are the main providers of PSET in Samoa with a total of 27 Formal Providers listed with SQA by the end of 2017.

The PSET Statistical Bulletin 2017 contains basic statistical information on PSET Formal Providers for the academic year ended December 2017, unless otherwise stated. It covers a range of performance areas including enrolments, graduates and PSET lecturers' qualifications. It also includes information on Non Formal Learning Activities recognized by SQA in 2017.

Response to the Annual PSET Data Collection is on a voluntary basis. Four PSET Formal Providers and some Non-formal Education Providers did not submit data for 2017.

The information presented in this bulletin will be of interest to a wide variety of people including education planners and policy analysts, prospective students, local businesses to quantify the supply of graduates in their business area and researchers and academics to try and understand the underlying trends in PSET.

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## Non-formal Education Providers

### **Government Agencies (7)**

Electric Power Corporation  
Ministry of Agriculture and Fisheries  
Ministry of Education, Sports and Culture  
National University of Samoa  
Public Service Commission  
Samoa Institute of Directors  
Samoa Tourism Authority

### **Non-Governmental Organisations (19)**

Apia Employment Company  
Body Therapy Spot  
Every Home for Christ  
Fatuaiupu Consult  
KL Security Services  
Leadership Samoa  
Matuaileoo Environment Trust Incorporated  
Pacific Society for Reproductive Health  
Plumbers Association of Samoa  
Red Cross Society  
RHEMA Bible Centre - South Pacific  
Samoa Association of Manufacturers and Exporters  
Samoa Family Health Association  
Samoa Umbrella for Non-governmental Organisations  
Samoa Stationery and Books  
Samoa Victim Support Group  
SENESE Inclusive Education Support Services  
Small Business Enterprise Centre  
Women in Business and Development Incorporated

## Formal PSET Providers Operating in 2017

### UNIVERSITIES

National University of Samoa  
Oceania University of Medicine  
University of the South Pacific  
Le Iunivesite o Aмосa o Savavau

**(4)**

Registered  
Registered  
Registered  
Not Registered

### RELIGIOUS PROVIDERS

Apia Harvest Centre Bible College  
Malua Bible School  
Malua Theological College  
Moamoa Theological College  
Piula Theological College  
RHEMA Bible Training Centre - South Pacific  
South Pacific Nazarene Theological College  
Vailima Fou Theological College  
Youth With a Mission  
Worldwide Mission Training Centre

**(10)**

Registered  
Registered  
Registered  
Registered  
Registered  
Registered  
Registered  
Registered  
Registered  
Registered

### TVET PROVIDERS

Australia-Pacific Technical College  
Congregational Christian Church of Samoa (CCCS) Leulumoega Fou School of Fine Arts and Museum  
Congregational Christian Church of Samoa Vocational School  
Don Bosco College and Vocational Technical Centre  
Don Bosco Technical Centre  
Early Childhood Education Teachers Training Institute  
Martin Hautus Institute of Learning - Samoa  
Methodist Technical and Creative Centre - Laumua o Punaoa Technical Centre  
Pesega Technical and Vocational Education and Training Institute  
Samoa Shipping Maritime Academy  
Samoa Business Enterprise Centre  
Tesese Institute  
Uesiliana Vocational Centre

**(13)**

Registered  
Registered  
Registered  
Registered  
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Registered  
Registered  
Registered  
Registered  
Registered

**TOTAL PSET FORMAL PROVIDERS**  
**PROVIDERS REGISTERED WITH SQA**

**27**  
**26 (96%)**

## Post School Education and Training Indicators (Education Sector Plan)

Indicator (Education Sector Plan)	Number	Percent/Rate
Number of graduates with Nationally and Internationally Recognised Qualifications	314	16.2%
Number of PSET Qualifications recognised Nationally and Internationally	26	20.5%
Number of Providers Registered with SQA	27	96%
Annual Increase in the Number of PSET Formal Programmes Accredited with SQA	5	33%
Transition Rate from Secondary to PSET	NA	NA
Gross Enrolment Ratio in Formal PSET	Female:1190 Male:1436	Female: 19.7% Male: 20.5%
Gross Graduation Ratio in Formal PSET	Female:681 Male:1726	Female: 39.5% Male: 38.2%
Percentage of PSET Graduates finding Employment within 6 months of Completion	NA	NA
Number of employers of PSET Graduates satisfied with the Application of Graduates' Knowledge and Skills in the Workplace	NA	NA

### Summary Statistics

#### Enrolments:

- There were 5,000 students enrolled in formal PSET education in 2017. Of these students 55% were female.
- The average age of students in formal education in 2017 was 24 years.
- In 2017, 3,424 students enrolled in University studies, 1,272 studied via TVET Providers and 304 were engaged in studies offered by Religious Providers.
- A total of 537 students enrolled in accredited programmes in 2017; a decrease of 8.3% from the previous year.
- Programmes under the Education field had the highest number of enrolments in 2017.

#### Graduates:

- In 2017, 1,943 students attained PSET qualifications.
- Female achievers were slightly higher (53%) in numbers than male graduates.
- In 2017, 1296 students attained University qualifications, 575 graduated from TVET providers and 72 received qualifications from Providers of Religious instruction.
- Students completing qualifications in PSET are 2.5 times more likely to attain a Certificate level qualification than in any other qualification level.

#### Non-formal learning:

- In 2017, 336 learners were trained in recognised Non-formal activities.
- Equal number of female and male learners attended these recognised trainings.
- Recognised non-formal learning by Government agencies had more trainees than non-governmental organisations in 2017.

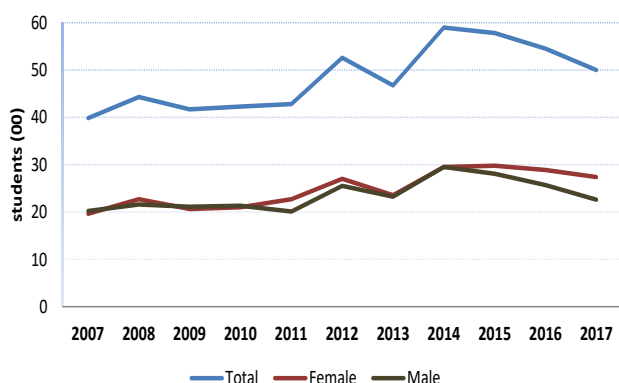
#### PSET Lecturers/Trainers:

- In 2017, a total of 402 lecturers/trainers were delivering PSET education.
- Lecturers/trainers with qualifications in the Society and Culture field were the most common in 2017.
- Majority (67%) of lecturers/trainers in PSET have attained degree level qualifications.

# FORMAL PSET ENROLMENTS

## 1. FORMAL PSET ENROLMENTS OVERVIEW

Figure 1: Students in formal study



There were 5,000 students enrolled in formal PSET education in 2017; a decrease by 8.3% from 2016. Of these students, 55% were female and 45% male.

### Enrolments by selected age group - 2017

Aged under 25	71.3%
Aged 25-39	17.1%
Aged 40 years and over	6.9%
not stated	5.4%

The average age of students in formal education in 2017 was 24 years, with the majority (71.3%) of students below the age of 25.

### Enrolments by student type - 2017

	Total	%
<b>Domestic</b>	<b>4899</b>	<b>98</b>
Female	2702	55.2
Male	2197	44.8
<b>International</b>	<b>101</b>	<b>2</b>
Female	37	36.6
Male	64	63.4

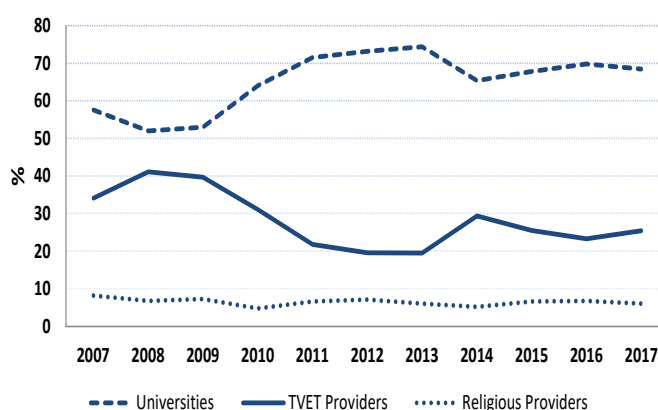
International students constituted 2% of formal students population in Samoa in 2017. Majority (82%) of international students studied in Certificate level programmes. International students were relatively older with an average age of 33 years compared to the 24 years average for domestic students.

## Enrolments by Provider Type

### Enrolments by selected provider type

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>All formal Enrolments</b>	<b>3984</b>	<b>4431</b>	<b>4173</b>	<b>4231</b>	<b>4280</b>	<b>5259</b>	<b>4677</b>	<b>5902</b>	<b>5785</b>	<b>5453</b>	<b>5000</b>
Universities	2296	2306	2212	2711	3063	3853	3481	3861	3924	3811	3424
TVET Providers	1360	1825	1658	1318	934	1031	913	1735	1478	1273	1272
Religious Providers	328	300	303	202	283	375	283	306	383	369	304

Figure 2: Students in formal study by Provider Type



In 2017, 3,424 students enrolled in University studies, 1,272 students studied via TVET Providers and 304 were engaged in studies offered by Religious Providers.

## Enrolments by Field of Study

### Enrolments by Field of Study

	2012	2013	2014	2015	2016	2017
<b>All formal Enrolments</b>	<b>5259</b>	<b>4677</b>	<b>5902</b>	<b>5785</b>	<b>5453</b>	<b>5000</b>
Agriculture, Environment and related studies	125	116	231	106	258	151
Architecture and Building	174	141	270	252	231	265
Creative Arts	91	72	89	85	44	54
Education	1061	762	830	916	968	815
Engineering and related technologies	623	747	1015	865	578	564
Food, Hospitality and Personal Services	119	119	420	600	206	216
Health	395	242	419	469	440	489
Information Technology	85	190	132	142	241	260
Management and Commerce	1050	928	962	867	831	758
Mixed Field Programmes	167	95	149	71	311	440
Natural and Physical Sciences	347	355	396	426	373	255
Society and Culture	1022	910	989	986	972	733

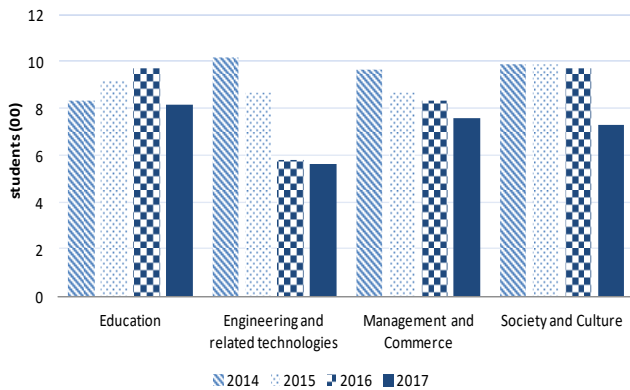
The overall decrease in enrolments is reflected in the decrease in each field of study in 2017 relative to 2016.

The Education field as well as the Management and Commerce field were the most popular choices for area of study in 2017.



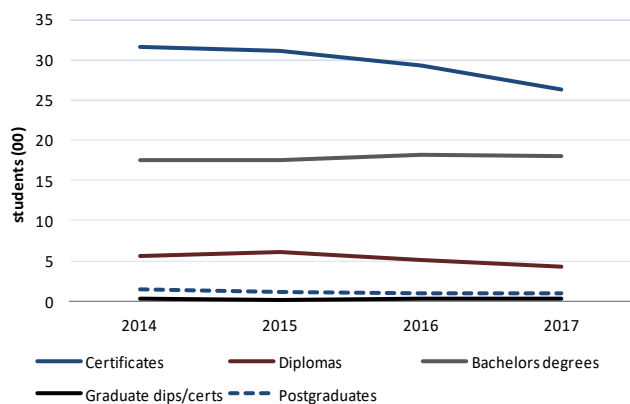
# FORMAL PSET ENROLMENTS

Figure 3: Most common fields of study



## Enrolments by Level<sup>1</sup> of Study

Figure 4: Enrolments by level of study

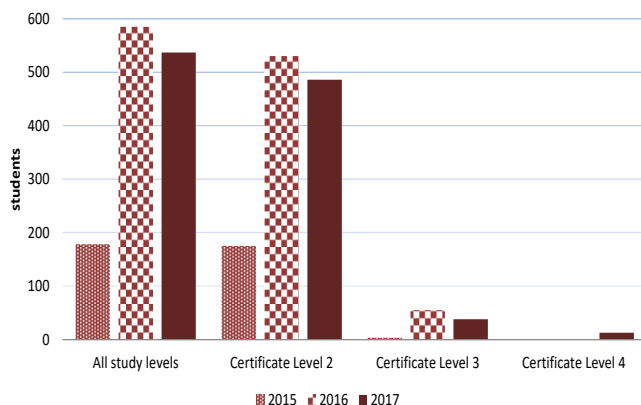


## Enrolments by level of study

	2014	2015	2016	2017
Certificates	3167	3119	2929	2626
Diplomas	556	617	519	430
Bachelors degrees	1759	1749	1826	1810
Graduate dips/certs	39	22	37	25
Postgraduates	146	118	101	105

The number of Certificate enrolments decreased in 2017 from 2016 by 10.3%. Bachelors students also decreased by 0.9%.

Figure 5: Enrolments by Accredited level of study



## Enrolments in Accredited Programmes

	2015		2016		2017	
	Female	Male	Female	Male	Female	Male
Certificate Level 2	15	122	314	224	257	229
Certificate Level 3	33	8	33	14	32	6
Certificate Level 4	0	0	0	0	2	11

A total of 537 students enrolled in accredited programmes in 2017; a decrease of 8.2% from the previous year. The sudden increase in enrolments in 2016 from 2015 was the direct result of the increase in the number of programmes accredited by SQA. More female than male students studied in accredited programmes both in 2016 and 2017. All of the accredited programmes are Vocational programmes.

## 2. STUDENTS IN FORMAL EDUCATION BY LEVEL OF PROGRAMME

### Certificate level programmes

In 2017, students enrolled in 93 different Certificate level PSET programmes. Of the total 26 Certificate level programmes accredited by SQA, 18 had enrolments in 2017.

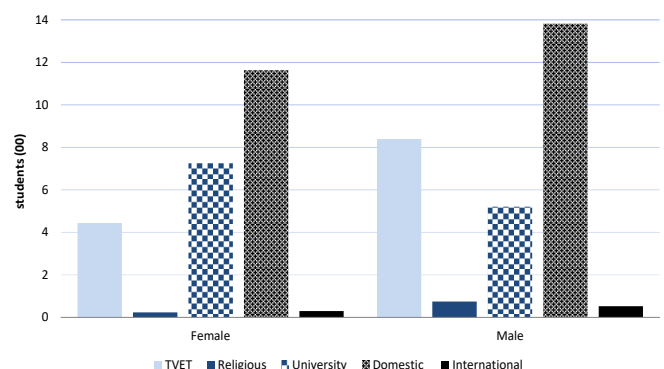
### Students in Certificate level programmes

In 2017, the number of students enrolled in Certificate level programmes totalled 2,626. Of these students 45% were female. Certificate enrolments constituted 52.5% of all formal enrolments.

Certificate students were generally younger with an average age of 22 years compared to the overall average of 24 years.

There were more male than female students enrolled in Certificate programmes offered by TVET and Religious Providers, however more female were in University based Certificate programmes.

Figure 6: Students in Certificate level study by gender



## FORMAL PSET ENROLMENTS

Enrolments at Certificate level were higher in the Engineering and related technologies field and the Mixed field. This is reflective of the higher number of TVET programmes available in the Trades areas which fall under the Engineering field. There were more female than male students in the majority of the fields particularly in Information Technology and Food, Hospitality and Personal Services.

### Certificate enrolments by Field of Study

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>2626</b>		<b>1190</b>	
Agriculture, Environment and related studies	151	5.8	35	23.2
Architecture and Building	265	10.1	38	14.3
Creative Arts	48	1.8	6	12.5
Education	141	5.4	96	68.1
Engineering and related technologies	526	20.0	22	4.2
Food, Hospitality and Personal Services	216	8.2	164	75.9
Health	82	3.1	58	70.7
Information Technology	246	9.4	185	75.2
Management and Commerce	181	6.9	130	71.8
Mixed Field Programmes	436	16.6	291	66.7
Natural and Physical Sciences	90	3.4	47	52.2
Society and Culture	244	9.3	118	48.4

### Diploma level programmes

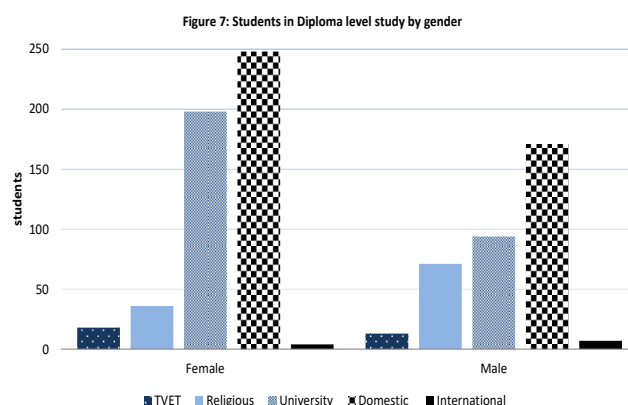
In 2017, students enrolled in 19 different Diploma level PSET programmes. Most of the Diplomas were offered through Universities and Providers of religious instruction.

### Students in Diploma level programmes

In 2017, the number of students enrolled in Diploma level programmes totalled 430. Of these students 58.6% were female. Diploma enrolments constituted 8.6% of all formal enrolments.

Diploma students were generally younger with an average age of 22 years.

More male than female students enrolled in Diploma programmes offered by Religious providers however more female were in University and TVET based Diploma programmes.



Diploma programmes in the Management and Commerce field had the highest number of enrolments in 2017, followed by Society and Culture programmes.

Female students outnumbered male learners in most of the fields except in the trades related field of Engineering and Society and Culture which mainly includes programmes of religious instruction.

### Diploma enrolments by Field of Study

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>430</b>		<b>252</b>	
Creative Arts	6	1.4	0	0.0
Engineering and related technologies	20	4.7	5	25.0
Health	74	17.2	53	71.6
Information Technology	16	3.7	11	68.8
Management and Commerce	166	38.6	122	73.5
Natural and Physical Sciences	1	0.2	1	100.0
Society and Culture	147	34.2	60	40.8

### Bachelor level programmes

In 2017, students enrolled in 20 different Bachelor programmes. Bachelors were offered mainly through Universities and some Religious Providers.

### Students in Bachelor level programmes

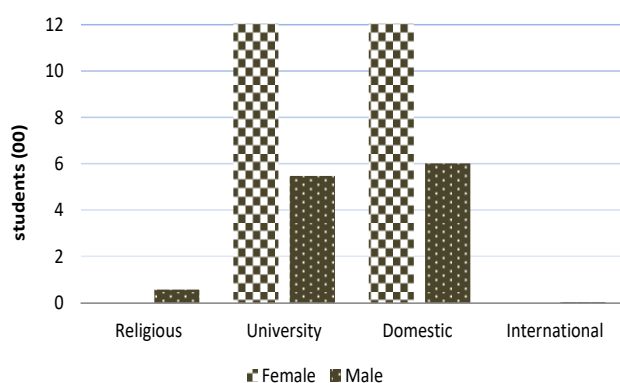
In 2017, 1,810 students enrolled in Bachelor level programmes. Of these students 66.6% were female. Bachelor enrolments constituted 36.2% of all formal enrolments.

The average age of Bachelor students was 26 years.

There were twice as many female than male students studying in University bachelor programmes in 2017. Bachelor enrolments in Religious providers were however mostly male.

## FORMAL PSET ENROLMENTS

Figure 8: Students in Bachelors by gender



In 2017, 34.3% of enrolments in bachelor level programmes were in the Education field with 73.1% of them being female. Management and Commerce bachelor programmes were also a popular choice with 22.6% of students enrolled in this field.

Similar number of female to male students enrolled in bachelors under the Society and Culture field as well as the Natural and Physical Sciences.

Bachelor enrolments by Field of Study

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>1810</b>		<b>1206</b>	
Education	621	34.3	454	73.1
Engineering and related technologies	18	1.0	3	16.7
Health	324	17.9	236	72.8
Management and Commerce	409	22.6	298	72.9
Natural and Physical Sciences	154	8.5	74	48.1
Society and Culture	284	15.7	141	49.6

### Postgraduate level programmes

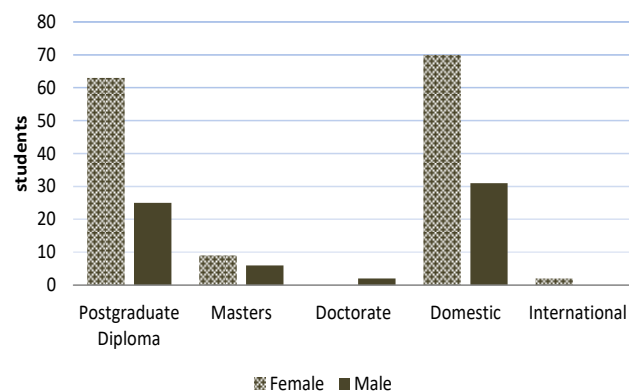
In 2017, students enrolled in 9 different Postgraduate level programmes including one Doctorate programme. All of these programmes were University based.

### Students in Postgraduate level programmes

In 2017, 105 students enrolled in Postgraduate studies. Majority (68.6%) of these students were female. Postgraduate enrolments constituted 2.1% of all formal enrolments.

The average age of Postgraduate students was 35 years.

Figure 9: Students in Postgraduate by gender



Majority (53.3%) of postgraduate enrolments in 2017 were in the Society and Culture field.

Female students outnumbered male students in most of the fields except for the Natural and Physical Sciences where 50% of enrolments were male.

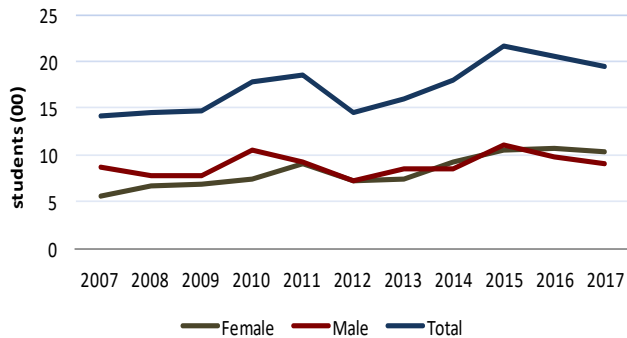
Postgraduate enrolments by Field of Study

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>105</b>		<b>72</b>	
Education	30	28.6	21	70.0
Health	9	8.6	9	100.0
Natural and Physical Sciences	10	9.5	5	50.0
Society and Culture	56	53.3	37	66.1

# FORMAL PSET GRADUATES

## 3. FORMAL PSET GRADUATES OVERVIEW

Figure 10: Graduates of Formal Education



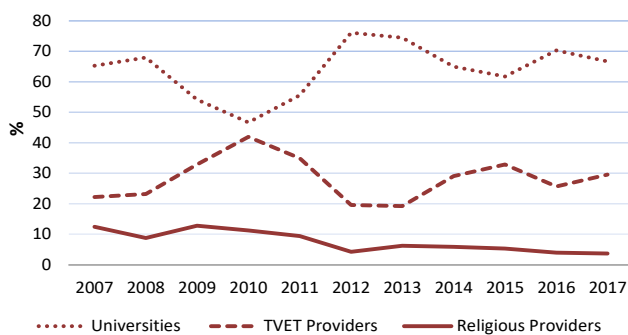
The number of students completing PSET qualifications has increased since 2007. In 2017, 1,943 students attained PSET qualifications; a 5.5% decrease from the previous year. Female achievers were slightly higher (53%) in numbers than male graduates.

### Graduates by Provider Type

Graduates by selected provider type

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
All formal Enrolments	1430	1455	1469	1791	1853	1452	1604	1805	2174	2056	1943
Universities	934	989	796	837	1030	1105	1195	1174	1343	1445	1296
TVET Providers	318	338	484	752	648	285	309	525	715	529	575
Religious Providers	178	128	189	202	175	62	100	106	116	82	72

Figure 11: Graduates of formal education by Provider type



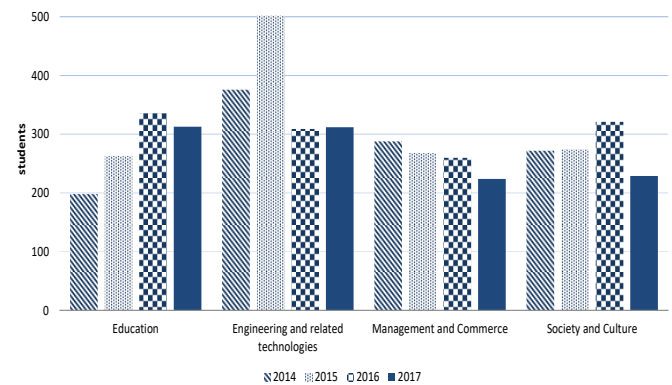
In 2017, 1,296 students attained University qualifications, 575 graduated from TVET Providers and 72 received qualifications from Providers of Religious instruction.

### Graduates by Field of Study

Graduates by Field of Study

	2012	2013	2014	2015	2016	2017
All formal Enrolments	1452	1604	1805	2174	2056	1943
Agriculture, Environment and related studies	29	54	42	30	42	29
Architecture and Building	34	49	54	101	86	119
Creative Arts	19	25	12	26	18	24
Education	242	254	198	263	336	313
Engineering and related technologies	231	286	376	502	309	312
Food, Hospitality and Personal Services	40	75	134	251	116	127
Health	95	66	135	190	147	157
Information Technology	59	49	57	56	79	76
Management and Commerce	292	271	288	268	260	224
Mixed Field Programmes	54	45	70	66	176	218
Natural and Physical Sciences	110	138	167	147	167	115
Society and Culture	247	292	272	274	320	229

Figure 12: Most common qualification fields

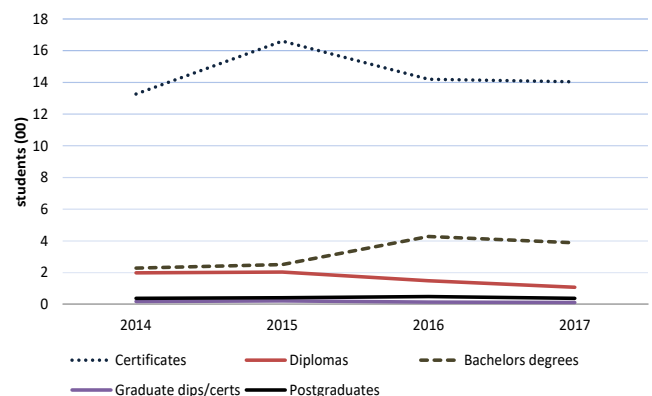


In 2017, graduates of the most common qualification fields decreased except for the Engineering and related technologies which increased by 1% from the previous year.

The highest increase in qualification completion in 2017 was in the Mixed field with a 23.9% increase from 2016.

### Graduates by Level of Qualification

Figure 13: Graduates by Qualification level



# FORMAL PSET GRADUATES

## 4. GRADUATES BY LEVEL OF QUALIFICATION ATTAINED

### Certificate Graduates

In 2017, 1,403 students graduated with qualifications at Certificate level. Of these students, 48.5% were female. Certificate qualifications constituted 72.2% of all formal graduates in 2017.

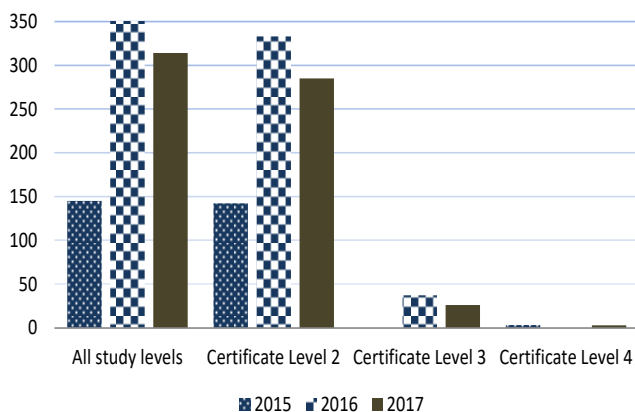
More male than female students graduated with Certificates from TVET and Religious Providers but more female than male students acquired University Certificates.

### Graduates by Qualification level

	2014	2015	2016	2017
Certificates	1326	1661	1420	1403
Diplomas	198	203	148	107
Bachelors degrees	227	250	427	387
Graduate dips/certs	17	20	13	10
Postgraduates	37	40	48	36

Students completing qualifications in PSET are 2.5 times more likely to attain a Certificate level qualification than in any other qualification level.

Figure 14: Graduates of Accredited Programmes



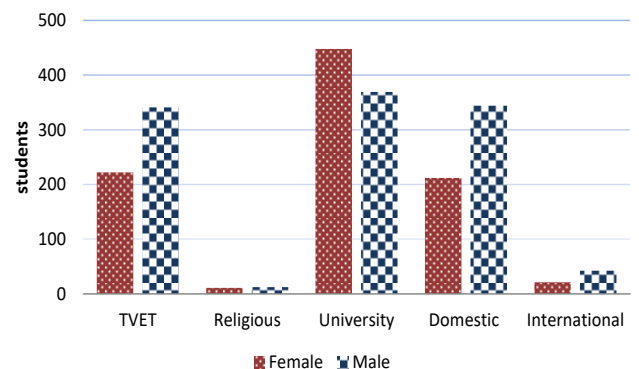
### Graduates of Accredited Programmes by gender

	2015		2016		2017	
	Female	Male	Female	Male	Female	Male
Certificate Level 2	37	106	115	218	128	157
Certificate Level 3	0	0	22	15	22	4
Certificate Level 4	2	1	0	0	1	2

A total of 314 students graduated with accredited qualifications in 2017; a decrease of 15% from the previous year. Majority (91%) of accredited qualifications awarded in 2017 were in Level II of the Samoa Qualifications Framework.

There were more male than female graduates of accredited qualifications in 2017.

Figure 15: Certificate level Graduates by gender



Similar to the proportions observed for Certificate enrolments, the number of Certificate graduates in the Engineering and related technologies field as well as the Mixed field were relatively higher compared to graduates in the other fields.

Female graduates were particularly higher than male graduates in the Information Technology field as well as in the Food, Hospitality and Personal Services field.

### Certificate Graduates by Qualification Field

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>1403</b>		<b>681</b>	
Agriculture, Environment and related studies	29	2.1	13	44.8
Architecture and Building	119	8.5	14	11.8
Creative Arts	18	1.3	0	0.0
Education	130	9.3	91	70.0
Engineering and related technologies	300	21.4	19	6.3
Food, Hospitality and Personal Services	127	9.1	92	72.4
Health	63	4.5	43	68.3
Information Technology	70	5.0	55	78.6
Management and Commerce	124	8.8	92	74.2
Mixed Field Programmes	218	15.5	147	67.4
Natural and Physical Sciences	80	5.7	38	47.5
Society and Culture	125	8.9	77	61.6

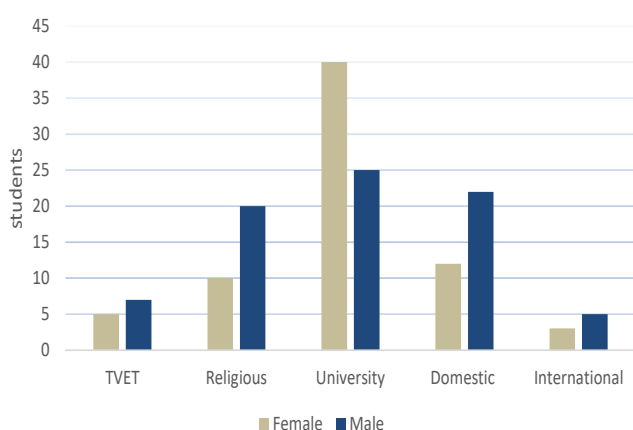
# FORMAL PSET GRADUATES

## Diploma Graduates

In 2017, students graduating with Diplomas totaled 107. Of these students, 51.4% were female. Diploma awards constituted 5.5% of all formal graduates in 2017.

More male than female students graduated with Diplomas from TVET and Religious Providers but more female than male students acquired University Diplomas.

Figure 16: Diploma Graduates by gender



Diploma graduates in 2017 were mostly Management and Commerce students with the majority being female.

### Diploma Graduates by Qualification Field

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>107</b>		<b>55</b>	
Creative Arts	6	5.6	0	0.0
Engineering and related technologies	7	6.5	1	14.3
Health	1	0.9	0	0.0
Information Technology	6	5.6	5	83.3
Management and Commerce	48	44.9	33	68.8
Society and Culture	39	36.4	16	41.0

## Bachelor and Postgraduate Graduates

There were 387 Bachelor degrees awarded in 2017, 66% are female students and 44% to male graduates.

Majority of the Bachelors were in the Education and Health field.

### Bachelor Graduates by Qualification Field

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>387</b>		<b>256</b>	
Education	160	41.3	118	73.8
Engineering and related technologies	5	1.3	3	60.0
Health	85	22.0	54	63.5
Management and Commerce	51	13.2	37	72.5
Natural and Physical Sciences	33	8.5	19	57.6
Society and Culture	53	13.7	25	47.2

In 2017, 36 students graduated with Postgraduate degrees with the majority being female.

Postgraduate degrees awarded were either a Masters or Postgraduate Diploma.

Majority of Postgraduate students graduated with qualifications in the Education and Health fields.

### Postgraduate Achievers by Qualification Field

	Total	%	Female	%
<b>All formal Enrolments</b>	<b>36</b>		<b>30</b>	
Education	14	38.9	12	85.7
Health	8	22.2	8	100.0
Natural and Physical Sciences	2	5.6	1	50.0
Society and Culture	12	33.3	9	75.0

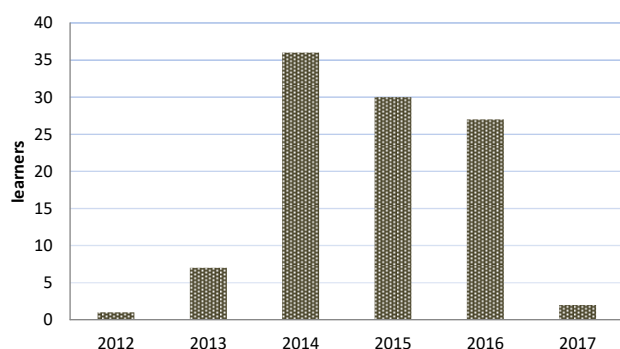
# NON FORMAL LEARNING

## 5. Non-formal Learning Overview

### Non-Formal Learning Activities

From 2012 to 2017 a total of 104 non-formal learning activities were recognised. The sudden increase in the number of NFL activities in 2014 was partly facilitated by the PSET Access Grant funding under the TVET Programme.

Figure 17: New NFL Activities Recognised by Year



In 2017, 336 learners were trained in recognised Non-formal activities. Equal number of female and male learners attended these trainings.

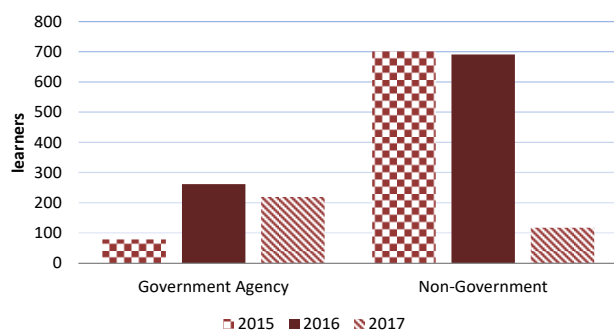
### NFL Learners by Gender

	2015	2016	2017
<b>All learners</b>	<b>780</b>	<b>953</b>	<b>336</b>
Female	493	425	167
Male	287	528	169

Non-government agencies are the main deliverers of recognised non-formal learning.

In 2017, more learners attended NFL trainings by Government agencies than by non-government NFL providers.

Figure 1: Non-formal learners by Provider Type



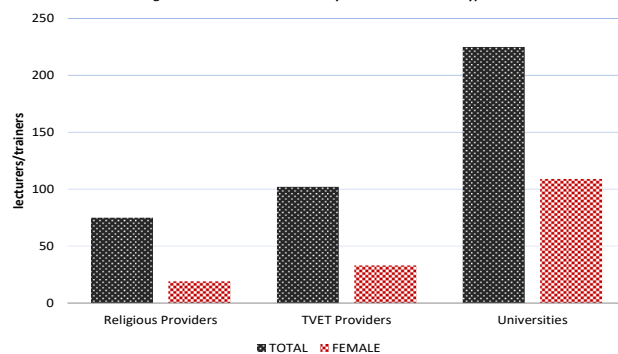
# PSET LECTURERS/TRAINERS

## 6. PSET Lecturers and Trainers Overview

### Lecturers and Trainers by Provider Type

In 2017, a total of 402 lecturers and trainers were delivering PSET education, with 40% them being female.

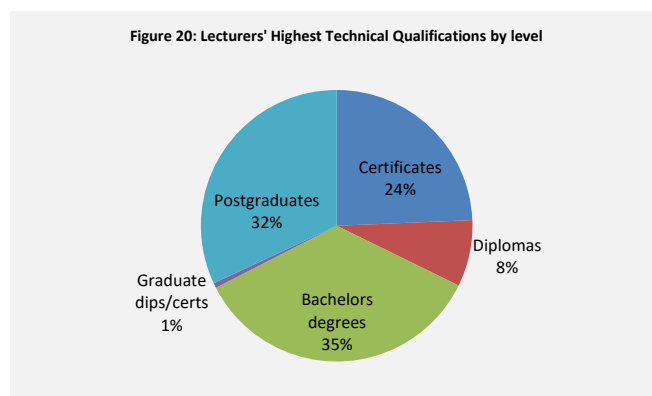
Figure 19: Lecturers and Trainers by Gender and Provider Type



### Teaching field and highest level of qualification

	Total (% by column)	Female (% by row)
Pure Science	9.7	33.3
Technology	4.2	58.8
Engineering	9.7	2.6
Architecture	5.7	8.7
Environmental Science	3.7	0.0
Health	14.7	45.8
Education	7.5	73.3
Management	4.2	52.9
Society and Culture	32.1	44.2
Creative Arts	2.5	20.0
Food and Hospitality	6.0	75.0

Figure 20: Lecturers' Highest Technical Qualifications by level



Lecturers with qualifications in the Society and Culture field were the most common in 2017. Majority (67%) of lecturers in PSET have attained degree level qualifications.

## PSET Formal Programmes by Field of Study

### Broad Field of Study: Agriculture, Environment & Related Studies

<b>NUS</b>	Certificate in Tropical Horticulture	1 Year
	Foundation Certificate Agriculture	1 Year
<b>USP</b>	Diploma in Agriculture	1 Year
	Diploma in Tropical Agriculture	2 Years
	Bachelor of Agriculture	2 Years
	Bachelor of Agriculture in Agribusiness	3 Years
	Bachelor of Agriculture in Applied Sciences	3 Years
	Bachelor of Science (Marine Sciences)	3 Years
	Bachelor of Science In (Environmental Science)	3 Years
	Postgraduate Diploma in Climate Change	4 Years

### Broad Field of Study: Architecture and Building

<b>APTC</b>	Certificate III in Plumbing	<1 Year
<b>DBCVTTC</b>	Certificate in Plumbing and Sheet Metal	2 Years
	Certificate in Carpentry and Woodwork	2 Years
<b>DBTC</b>	Certificate in Carpentry and Joinery	3 Years
	Certificate in Plumbing	3 Years
<b>MTCC-LoP</b>	Certificate in Carpentry and Joinery	2 Years
	Certificate in Plumbing and Fitting	2 Years
<b>MCIL– Apprenticeship Scheme</b>		
	Certificate of Due Completion Apprenticeship in the Carpentry and Joinery Trade	4 Years
	Certificate of Due Completion Apprenticeship in the Plumbing and Sheet Metal Trade	4 Years
<b>NUS</b>	Samoa Certificate II in Construction**	2 Years
	Samoa Certificate II in Plumbing**	2 Years
<b>UVC</b>	Certificate of Achievement in Carpentry and Joinery	2 Years
	Certificate of Achievement in Plumbing	2 Years
<b>CCCSVS</b>	Certificate in Carpentry and Joinery	1 Year

### Broad Field of Study: Creative Arts

<b>CCCS-SFAM</b>		
	Certificate in Fine Arts	2 Years
	Diploma in Fine Arts	2 Years
<b>MTCC-LoP</b>		
	Certificate of Achievement in Fine Arts	2 Years
<b>NUS</b>	Diploma in Media and Journalism	2 Years
<b>UVC</b>	Certificate of Achievement in Fine Arts	2 Years

### Broad Field of Study: Education

<b>APTC</b>	Certificate III in Early Childhood Education and Care	< 1 Year
	Certificate IV in Training and Assessment	< 1 Year
<b>ECETTI</b>	Certificate II in Early Childhood Education**	1 Year
<b>NUS</b>	Foundation Certificate in Education	2 Years
	Diploma in Education (Primary)	2 Years
	Diploma in Education (Secondary)	2 Years
	Graduate Diploma in Education	2 Years
	Bachelor of Education (Primary)	4 Years
	Bachelor of Education (Secondary)	4 Years
	Bachelor of Science (Secondary Teaching)	4 Years
	Postgraduate Diploma in Education	1 Year
	Master of Education	1 Year
<b>USP</b>	Certificate in Early Childhood Education	1 Year
	Certificate in Early Childhood Education (Level III)	2 Years
	Bachelor of Education	3 Years
	Postgraduate Diploma in Education	2 Years

### Broad Field of Study: Engineering and Related Technologies

<b>APTC</b>	Certificate III in Engineering Fabrication	<1 Year
	Certificate IV in Mechanical Trade (Refrigeration and Air conditioning)	<1 Year
<b>DBCVTTC</b>	Certificate in Motor Mechanic	3 Years
	Certificate in Welding and Metal Fabrication	3 Years
<b>DBTC</b>	Certificate in Basic Trade Skills	2 Years
	Certificate in Electronic and Electrical	2 Years
	Certificate in Motor Mechanic	2 Years
	Certificate in Welding and Metal Fabrication	2 Years
<b>MTCC– LoP</b>		
	Certificate of Achievement in Automotive Mechanic	2 Years
	Certificate of Achievement in Electrical Engineering	2 Years
	Certificate of Achievement in Welding and Fabrication	2 Years
<b>MCIL– Apprenticeship Scheme</b>		
	Certificate of Due Completion of Apprenticeship in the Electrical Trade	4 Years
	Certificate of Due Completion of Apprenticeship In the Fitting and Machining Trade	4 Years
	Certificate of Due Completion of Apprenticeship in the Motor Mechanic Trade	4 Years
	Certificate of Due Completion of Apprenticeship in the Refrigeration and Air Conditioning Trade	4 Years



## PSET Formal Programmes by Field of Study

<b>MCIL-Apprenticeship Scheme</b>	Certificate of Due Completion of Apprenticeship in the Welding and Fabrication	4 Years	<b>NUS</b>	NUS Tourism & Hospitality Certificate II in Cookery**	1 Year
<b>CCCSVS</b>	Certificate in Automotive	1 Year		NUS Tourism & Hospitality Certificate II in Food and Beverage**	1 Year
<b>NUS</b>	NUS Certificate II Maritime ** (Marine Engineering R2)	1Year		NUS Tourism & Hospitality Certificate II in Tour Guiding**	1 Year
	NUS Certificate II Maritime (Nav. R2)**	1Year		NUS Tourism & Hospitality Certificate II In Front Office and Accommodation Services**	1 Year
	NUS Certificate III Maritime ** (Marine Engineering Class IV) **	1 Year		Diploma in Tourism	2 Years
	NUS Certificate III Maritime ** (Nav. R1)	1 Year	<b>USP</b>	Certificate in Tourism and Hospitality	1 Year
	NUS Certificate IV Maritime (Master Class V)**	N/A	<b>UVC</b>	Certificate of Achievement in Food, Textile and Technology	2 Years
	NUS Certificate II in Panel-Beating and Spray** Painting	2 Years	<b>Broad Field of Study: Health</b>		
	Samoa Certificate II in Automotive Engineering**	2 Years	<b>APTC</b>	Certificate III in Allied Health Assistance/ Certificate III in Health Services Assistance	<1 Year
	Samoa Certificate II in Electrical Engineering**	2 Years	<b>NUS</b>	Foundation Certificate (Nursing)	1 Year
	Samoa Certificate in Fitting and Machining**	2 Years		Diploma in Nursing	2 Years
	Samoa Certificate in Refrigeration and Air Conditioning**	2 Years		Bachelor of Health Science in Environmental Health	3 Years
	Samoa Certificate in Welding and Metal Fabrication**	2 Years		Bachelor of Nursing	3 Years
	Diploma in Radio and Electronics	2 Years		Bachelor of Health Science in Medical Laboratory Science	3 Years
	Bachelor of Technical and Vocational Education and Training	3 Years		Postgraduate Diploma in Nursery (Midwives)	2 Years
<b>SSMA</b>	Certificate II in Onboard Deck Rating Program**	2 Years		Postgraduate Diploma in Nursing	2 Years
	Able Bodied Seafarer Engine Program**	15 Months		Postgraduate Certificate in Pacific Health Leadership and Management Development	2 Years
	Certificate II in Onboard Engine Rating** Deck Rating Program	15 Months		Postgraduate Diploma in Tertiary Teaching for Nurses and Health Professional	1 Year
	SSMA Certificate Level IV In Engineering Class 5	1 Year		Bachelor of Medicine and Bachelor of Surgery (MBB)	6 Years
	SSMA Certificate Level IV in Ship Master Class5	1 Year	<b>OUM</b>	Bachelor of Medicine and Bachelor of Surgery	6 Years
<b>USP</b>	Bachelor of Engineering (Electrical and Electronics)	3 Years	<b>Broad Field of Study: Information Technology</b>		
<b>UVC</b>	Certificate of Achievement in Automotive Engineering	2 Years	<b>MTCC- LoP</b>	Certificate of Achievement in Computer Studies	2 Years
	Certificate of Achievement in Electrical Engineering	2 Years	<b>NUS</b>	Certificate in Computer Operating	1 Year
	Certificate of Achievement in Welding	2 Years		Certificate in Computer Studies	1 Year
<b>Broad Field of Study: Food, Hospitality and Personal Services</b>				Diploma in Computer Studies	2 Years
<b>APTC</b>	Certificate III in Commercial Cookery	<1 Year		Bachelor of Science in Computing (major, minor or electives)	3 Years
	Certificate III in Hospitality	<1 Year	<b>TI</b>	Certificate I in Computer Studies	1 Year
<b>MTCC- LoP</b>	Certificate of Achievement in Food and Textiles Technology	2 Years		Certificate II in Computer Studies	2 Years
<b>MHIL</b>	Certificate II in Tourism**	<1 Year		Certificate III in Computer Studies	2 Years
			<b>USP</b>	Certificate in Computing	1 Year
				Diploma in Computing	2 Years
				Diploma in Information Systems	2 Years
			<b>UVC</b>	Certificate of Achievement in Computer Studies	2 Years
			<b>CCCSVS</b>	Certificate in Computer Studies	1 Year

\*\* Indicate Programmes accredited by SQA.

## PSET Formal Programmes by Field of Study

Broad Field of Study: Management and Commerce					
<b>NUS</b>	Foundation Certificate (Commerce)	1 Year	<b>USP</b>	Preliminary Science	1 Year
	Certificate in Commerce	1 Year		Foundation Science	1 Year
	Diploma in Accounting	2 Years		Bachelor of Science	3 Years
	Diploma in Business	2 Years		Postgraduate Diploma in Science	1-2 Years
	Diploma in Management	2 Years	<b>Broad Field of Study: Society and Culture</b>		
	Diploma in Office Management	2 Years	<b>AHCBC</b>	Certificate (Level IV) in Biblical Studies	1 Year
	Diploma in Banking and Finance	2 Years		Diploma in Biblical Studies	2 Years
	Diploma in Economics	2 Years		Diploma in Ministry	2 Years
	Bachelor of Commerce	3 Years	<b>MoTC</b>	Bachelor of Arts Degree in Biblical Studies	4 Years
	Graduate Diploma in Commerce	2 Years		Certificate in Ministry	1 Year
Bachelor of Commerce (Honours)	2 Years	<b>MTC</b>	Diploma of Theology	4 Years	
<b>TI</b>	Certificate I in Office Management and Computing		1 Year	Foundation Studies	1 Year
	TIAS Certificate II in Office Management and Computing**	2 Years	Diploma in Theology	4 Years	
	TIAS Certificate III in Office Management and Computing**	2 Years	Bachelor of Theology	4 Years	
	TIAS Certificate IV in Office Management and Computing	2 Years	Bachelor of Divinity	4 Years	
	Diploma in Office Management and Computing	2 Years	<b>NUS</b>	Foundation Certificate (Arts)	1 Year
	Diploma in Document Production	2 Years		Diploma in Arts	2 Years
	<b>USP</b>	Certificate in Management Studies		1 Year	Bachelor of Arts
		Graduate Certificate in Public Sector Management	1 Year	Bachelor of Samoan Studies	3 Years
		Diploma in Accounting Studies	2 Years	Postgraduate Diploma in Development Studies	2 Years
		Diploma in Hotel Management	2 Years	Postgraduate Diploma in Samoan Studies	2 Years
Diploma in Police Management		2 Years	Master of Development Studies	1-3 Years	
Bachelor of Arts (Marine Management)		3 Years	Master of Samoa Studies	1-3 Years	
Bachelor of Commerce in Professional Accounting		3 Years	<b>PTC</b>	Diploma in Theology	4 Years
Bachelor of Commerce in Hotel Management		3 Years		Bachelor in Divinity	3 Years
Bachelor of Commerce		3 Years	<b>RHEMA</b>	Certificate of Completion	1 Year
Postgraduate Diploma in Commerce		2 Years		Ministerial Diploma	3 Years
Master of Commerce	1-2 Years	<b>SPNTC</b>	Advanced Ministerial Diploma	4 Years	
Master of Business Administration	1-2 Years		Diploma in Ministry	3 Years	
<b>Broad Field of Study: Natural and Physical Science</b>			<b>USP</b>	Bridging Preliminary Social Science	1 Year
<b>NUS</b>	Basic Certificate in Science	1 Year		Preliminary Social Science	1 Year
	Foundation Certificate (Science)	1 Year		Foundation Social Sciences	1 Year
	Certificate in Science	1 Year		Certificate in Library/ Information Studies (Level IV)	1 year
	Certificate in Mathematics	1 Year		Certificate in Community Development	1 Year
	Diploma in Mathematics	2 Years		Diploma in Library and Information Studies	2 Years
	Diploma in Environmental Science	2 Years		Diploma in Prosecution	2 Years
	Bachelor of Science in Mathematics (major, minor or electives)	3 Years		Diploma in Leadership, Governance and Human Rights	2 Years
	Bachelor of Science	3 Years		Diploma in Multilingual Studies	2 Years
	Postgraduate Diploma in Science	2 Years		Bachelor of Arts	3 Years
				Bachelor of Arts and Bachelor of Law	3 Years
			Bachelor of Arts and Graduate Certificate in Education	3 Years	
			Bachelor of Laws (Graduate Stream)	4 Years	
			Bachelor of Laws	4 Years	
			Professional Diploma in Legal Practice	4 Years	
			Postgraduate in General Studies	1 Year	

\*\* Indicate Programmes accredited by SQA.

## Non-formal Trainings by Year of Recognition

<b>WMTC</b>	Certificate in Christian Mission	1 Year
	Diploma in Christian Mission	2 Years

### Broad Field of Study: Mixed Field Programmes

<b>DBCVTC</b>	General Studies	1 Year
<b>NUS</b>	Foundation Certificate (General Studies)	1 Year
	Certificate of Attainment-Trades and Health	
	Preparatory Year	1Year
	Doctor of Philosophy	N/A

### NON FORMAL TRAININGS BY YEAR OF RECOGNITION

NFEP	Learning Activity	Year of Recognition
<b>SBEC</b>	Start Your Own Business	2012
<b>METI</b>	Basic Life Skills	2013
	Participatory Guaranteed System	2014
	Introduction to Permaculture Training	2014
<b>SENESE</b>	Spectacle Technician Training	2013
	Inclusion Support Officer (Teacher Aid) Training	2013
	Vision Screening Training for Teachers	2013
<b>SUNGO</b>	Project Management for Community Based Organization and Managing Organizations	2013
	Climate Change Project Management for Community Based Organizations	2015
<b>WIBDI</b>	Finemat Weaving	2013
	Virgin Coconut Oil	2015
<b>SIOD</b>	The Directors Course S169	2016
<b>AEC</b>	Promoting active employment by training Jobseekers and the unemployment on job Search activities and employer expectations	2014
	Enhancement of human resource capacity Of current employees and employers in all Sectors, public, private and informal sectors	
	Customer Services– the Samoan Way	2014
<b>Fatuaiupu Consult</b>	Faatinoga o Folasaga ma Lauga	2014
	Fauga Fale	2014
	Taga Va'a	2014
	Faiga o Siapo	2014
<b>NUS</b>	Basic Navigation and Marine Engineering Training for Boat operators of hotels and resorts recreational Boats, skippers of small crafts including fishing boats operating within 10 nautical miles offshore	2014
<b>Red Cross Society</b>	First Aid Training	2014
<b>MAF</b>	Basic Tilapia Husbandry	2015

## Non-formal Trainings by Year of Recognition

<b>RHEMA</b>	Scriptural Prayer	2015	<b>PSC</b>	Human Resource Coordinator Effective	
	Christ the Healer	2015		Leadership	2014
	Foundation of Faith	2015		Human Resource Management RFT	2014
				Human Resource Coordinator Strategic Planning	2014
<b>The Body Therapy</b>				Public Sector Report Writing	2014
	Fundamentals of Relaxation	2015		S708 Time Management for PSC (Public)	2014
				S501 Public Sector Conflict Management	2015
<b>SSAB</b>	SRA Mathematics Laboratory Readers (Level 1 for Primary Level Teachers)	2015		S700 Human Resource Management for PSC (Public)	2015
				Basic Computer Skills	2015
<b>KL Security Services</b>			<b>OCPD</b>	S601 Customer Service in the Public Sector	2014
	Basic Security Guard Training Level 1	2015		S602 customer Service for frontline staff in the Private sector	2014
<b>MESC</b>	Teaching Chinese Language Phase 1 (Beginners Course)	2015		S603 Values Based Management and Leadership In the Pacific NGOs	2014
	Teaching Chinese Language Phase 2 (Proficient Course)	2015		S604 Community Research	2014
				S605 Business Planning	2014
				S606 Basic Management	2014
<b>PSRH</b>	Pacific Emergency Maternal Neonatal Training	2015		S607 Public Sector Policy, Research, Development and Analysis	2014
	Colposcopy Training	2015		S608 Financial Planning and Management for NGOs	2014
	Research Training	2015		S609 Financial Management for CBOs	2014
	Ultrasound Scanning Training	2015		S6010 Public Sector Conflict Management	2014
<b>PAS</b>	Capacity Building Programmes	2015		S611 Basic Marketing and Communications	2014
<b>STA</b>	Business Planning for the Tourism Sector	2015		S702 Training for Human Resource Trainer	2015
				Plant Maintenance & Overhauling of Generators	2015
<b>SFHA</b>	Train the Trainers Workshop	2015		Forensic Accounting (S718)	2015
	Youth Training on Life Skills and Sexual Reproductive Health	2016		S729 Resource Generation & Management	2015
<b>EPC</b>	Basic Linesmen Training	2015		S727 Certificate for trainers (Training Assessment)	2016
	Electrical Distribution Faults Services	2016		S800 Basic designs and assessment skills	2016
	Inspection on Electrical Installation	2016		S802 Basic Literacy for people with Special needs	2016
	Transformer Maintenance	2017		S807 Customer Service for Tourism Industry	2016
<b>Every Home For Christ</b>				S817 Training Needs Analysis	2016
	Basic Sewing, tailoring and Embroidering	2015		S820 How to Submit Effective Tenders	2016
	Flower Arrangement	2015		S829 Skills to be an Effective Team Leader	2016
	Stencil designing and Fabric Printing	2015		S834 Proposal Writing	2016
				S836 Basic Computer & IT Skills	2016
<b>SAME</b>	Hazard Analysis & Critical Control Points (HACCP) 2200-Food Safety Managing Training	2015		S801 Basic Financial Management system for CSOs	2016
	ISO 9001 Quality Management Training	2015		S805 Board Governance and Leadership	2016
	ISO 9001 Internal Auditing Training	2015		S806 Community Research	2016
				S810 Strategic Planning for NGOs	2016
<b>Leadership Samoa</b>				S813 International Financial Reporting Standards (IFRS) and Samoa Companies Act	2016
	Leadership Samoa Programme	2016		S827 Public Sector Management	2016
				S828 Business Management	2016
<b>SVSG</b>	SVSG Caregivers Training (Introduction to Caregiver Training)	2017		S830 Leadership and Motivation	2016
				S831 Human Resource Management	2016

## PSET Indicators Formulae

### 1. Number of Graduates with Nationally and Internationally Recognised Qualifications

**(Number of PSET graduates of nationally/internationally recognized qualifications/Total number of PSET graduates of all PSET qualifications) x100**

### 2. Number of PSET Qualifications recognized Nationally and Internationally

**(Number of nationally/internationally recognized PSET qualifications/Total number of PSET qualifications awarded) x100**

### 3. Number of PSET Providers Registered with SQA

**(Number of PSET Formal Providers Registered/Total number of PSET Formal Providers operating in that year) x 100**

### 4. Annual Increase in the Number of PSET Formal Programmes Accredited by SQA

**(Number of new PSET Programmes Accredited/Total number of PSET Formal Programmes Accredited in the previous year) x 100**

### 5. Transition Rate from Secondary to PSET

**(Number of New Entrants into PSET/Total number of students enrolled in Year 13 in the previous year) x 100**

### 6. Gross Enrolment Ratio in Formal PSET

**(Number of PSET enrolments/Number of eligible official PSET – age population) x100**

### 7. Gross Graduation Ratio in Formal PSET

**(Number of graduates (first degree)/Number of eligible official PSET graduates – age population) x 100**

### 8. Percentage of PSET Graduates finding Employment within 6 months of Completion

**(Number of recent PSET graduates finding employment within 6 months/Total number of recent PSET graduates) x 100**

### 9. Number of Employers of PSET Graduates satisfied with the Application of Graduates' Knowledge and Skills in the Workplace

**(Number of positive responses/ Total number of responding employers ) x 100**

# Definitions

Enrolment	Persons enrolled and / or registered in a programme
Formal Provider	<p>An organization is deemed to be ‘formal’ if it falls into one or more of the following categories</p> <ol style="list-style-type: none"> <li>a. Provides an education and training programme that leads to a qualification registered on the SQF</li> <li>b. Receives or applies for funding from the Government or from any other donor through the Government for education and training programmes designed to meet the requirements of a qualification</li> <li>c. Uses or wishes to use a protected term in the organization or in the names of any of the courses, programmes or qualifications that it provides</li> <li>d. Enrolls foreign students for a period of more than two months, in aggregate, in a calendar year in any of the education and training programme it provides</li> <li>e. Is a Samoan based programmes or courses in Samoa through cross boarder arrangements with a foreign based provider using any arrangements such as double joint degree, twinning or franchising and articulation</li> <li>f. Is an organization based in a foreign country that wishes to provide education and training programmes in Samoa</li> </ol>
Gender	Female or Male
Graduates	Graduates are those who have successfully completed programme leading to the award of qualification during the reference year of the data collection.
Lecturers/Trainers	Persons employed in official capacity for the purpose of guiding and directing learning experiences of students, irrespective of his/her qualification or the delivery mechanism, i.e whether face to face and or at distance. The definition excludes educational personnel who have no active teaching duties (e.g. Principals who do not teach and administration staff).
Mode of Study	Study load of the student, whether full-time or part-time
Non-Award	Parts of the programme or courses students enrolled in without the intention of acquiring a Qualification.
Non-Formal Education	Organizations who support and facilitate Non Formal Learning (NFL) as well as individuals or Provider workplaces that provided NFL
Non-Formal Learning	Organized learning which occurs outside the context of formal educational institutions. Non-formal learning opportunities are characterized by diversity, flexibility and responsiveness to the identified learning needs of communities and individual learners
Programme	A coherent set of courses, modules, paper or units designed to meet the requirements of Qualification
Provider	An organization or person that intend to offer or is offering Post School Education and Training (PSET) in Samoa
Post School Education	Learning that occurs outside of the formal early childhood education, primary and secondary and Training education school systems. It includes tertiary level education at university, pre and in service professional education, technical and vocational education, theological and providers of religious instruction, apprenticeship, non-formal and on the job training.
Qualification	Formal certification that a person has successful achieved all learning outcomes and / or competencies relevant to identified individual, professional, workplace or community needs.
Students	Persons enrolled and / or registered in a programme of education.

## Acronyms

<b>AEC</b>	Apia Employment Company	<b>NUS</b>	National University of Samoa
<b>AHCBC</b>	Apia Harvest Centre Bible College	<b>OUM</b>	Oceania University of Medicine
<b>APTC</b>	Australia-Pacific Technical College	<b>PAS</b>	Plumbers Association of Samoa
<b>CCCS-SFAM</b>	Congregational Christian Church of Samoa School of Fine Arts and Museum	<b>PSC</b>	Public Service Commission
<b>CCCSVS</b>	Congregational Christian Church of Samoa Vocational School	<b>PSET</b>	Post School Education and Training
<b>DBCVTC</b>	Do Bosco College and Vocational Technical Centre	<b>PSRH</b>	Pacific Society for Reproductive Health
<b>DBTC</b>	Don Bosco Technical Centre	<b>PTC</b>	Piula Theological College
<b>ECETTI</b>	Early Childhood Education Teachers Training Institute	<b>SAME</b>	Samoa Association of Manufacturers and Exporters
<b>EPC</b>	Electric Power Corporation	<b>SBEC</b>	Small Business Enterprise Centre
<b>MAF</b>	Ministry of Agriculture and Fisheries	<b>SFHA</b>	Samoa Family Health Association
<b>MBS</b>	Malua Bible School	<b>SIOD</b>	Samoa Institute of Directors
<b>MCIL</b>	Ministry of Commerce, Industry and Labour	<b>SPNTC</b>	South Pacific Nazarene Theological College
<b>MESC</b>	Ministry of Education, Sports and Culture	<b>SQA</b>	Samoa Qualification Authority
<b>METI</b>	Matuaileoo Environment Trust Incorporated	<b>SSAB</b>	Samoa Stationery and Books
<b>MHIL</b>	Martin Hautus Institute of Learning	<b>SSMA</b>	Samoa Shipping Maritime Academy
<b>MoTC</b>	Moamoa Theological College	<b>STA</b>	Samoa Tourism Authority
<b>MTC</b>	Malua Theological College	<b>SUNGO</b>	Samoa Umbrella for Non-Governmental Organisations
<b>MTCC-LoP</b>	Methodist Technical & Creative Centre- Laumua o Punaoa	<b>SVSG</b>	Samoa Victim Support Group
<b>NFEP</b>	Non-Formal Education Provider	<b>TI</b>	Tesese Institute
<b>NFL</b>	Non-Formal Learning	<b>TVET</b>	Technical and Vocational Education and Training
		<b>USP</b>	University of the South Pacific
		<b>UVC</b>	Uesiliana Vocational Centre
		<b>VFTC</b>	Vailima Fou Theological College
		<b>WIBDI</b>	Women in Business Development Incorporated
		<b>WMTC</b>	World wide Mission Training Centre

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