



POST SCHOOL EDUCATION AND TRAINING

STATISTICAL BULLETIN

2019



Prepared by:

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Samoa Qualifications Authority

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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.

Formal PSET providers are the main providers of PSET in Samoa with a total of 25 registered and 28 Non Formal Education providers listed with SQA by the end of 2019.

The PSET Statistical Bulletin 2019 contains basic statistical information on formal PSET providers for the academic year ended December 2019, unless otherwise stated. It covers a range of performance areas including enrolments, graduates and PSET lecturers and trainers qualifications. It also includes information on Non Formal Learning Activities recognized by SQA and delivered in 2019.

Response to the Annual PSET Data Collection is on an obligatory basis.

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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Formal PSET Providers Operating in 2019

UNIVERSITIES

(3)

National University of Samoa	Registered
Oceania University of Medicine	Registered
University of the South Pacific—School of Agriculture, Alafua Campus	Registered

RELIGIOUS PROVIDERS

(10)

Assembly of God of Samoa Theological College	Registered
Apia Harvest Centre Bible College	Registered
Malua Bible School	Registered
Malua Theological College	Registered
Moamoa Theological College	Registered
Piula Theological College	Registered
RHEMA Bible Training Centre - South Pacific	Registered
South Pacific Nazarene Theological College	Registered
Youth With A Mission	Registered
Worldwide Mission Training Centre	Registered

TVET PROVIDERS

(12)

Australia-Pacific Training Coalition	Registered
Congregational Christian Church of Samoa (CCCS) School of Fine Arts and Museum	Registered
Congregational Christian Church of Samoa Vocational School	Registered
Don Bosco College and Vocational Technical Centre	Registered
Don Bosco Technical Centre	Registered
Early Childhood Education Teachers Training Institute	Registered
Methodist Technical and Creative Centre - Laumua o Punaoa Technical Centre	Registered
Pesega Technical and Vocational Education and Training Institute	Registered
Samoa Business Hub	Registered
Tesese Institute	Registered
Uesiliana Vocational Centre	Registered
Vaiola Technical and Vocational Education and Training Institute	Registered

TOTAL PSET FORMAL PROVIDERS

25

PROVIDERS REGISTERED WITH SQA

25(100%)

Non Formal Education Providers

Government Agencies (8)

Electric Power Corporation

Ministry of Agriculture and Fisheries

Ministry of Education, Sports and Culture

Ministry of Health

National University of Samoa

Public Service Commission

Samoa Institute of Directors

Samoa Tourism Authority

Non-Governmental Organisations (20)

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

Pesega Dental Clinic

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 Hub

Women in Business and Development Incorporated

Post School Education and Training Indicators (Education Sector Plan)

Indicator (Education Sector Plan)	Number	Percent/Rate
Number of graduates with Nationally and Regionally Recognised Qualifications	577	30.2%
Number of Programmes accredited by SQA	40	
Number of Providers Registered with SQA	25	100%
Transition Rate from Secondary to PSET	Female: 840 Male: 574	Female: 65.8% Male: 59.9%
Gross Enrolment Ratio in Formal PSET	Female:2686 Male:2118	Female: 29.5% Male: 19.3%
Gross Graduation Ratio in Formal PSET	Female:1023 Male:886	Female: 11.2% Male: 8.1%
Number of students with disability enrolled at all levels	Female: 3 Male: 2	
Percentage of PSET Graduates finding Employment within 6 months of Completion(2015,2016 &2017)	742	52.4%
Percentage of employers of PSET Graduates satisfied with the Application of Graduates' Knowledge and Skills in the Workplace (2015,2016 &2017)		92%

Summary Statistics

Enrolment

- ◇ In 2019, a total of 4,804 students were enrolled in formal PSET education in 2019. (55.9% Female and 44.1% Male)
- ◇ The average age of students in formal education was 22 years.
- ◇ A total of 3,301 students were enrolled in Universities studies, 1,098 in Technical and vocational Education and Training studies and 405 students in Religious Providers
- ◇ In 2019, 1,179 students enrolled in accredited programmes and 50.4% of these students were female.
- ◇ Programmes under Society and Culture field of study had the highest number of enrolments in 2019.
- ◇ A total of 106 Certificates, 20 Diplomas, 26 Bachelors and 19 Postgraduates programmes were delivered by 25 Registered PSET formal Providers.

Graduates

- ◇ In 2019, 1,909 students attained PSET qualifications, 53.5% of which were female graduates.
- ◇ A total of 1,278 students attained Universities qualifications, 533 graduated with TVET qualifications and 98 received qualifications from Providers of Religious instructions.
- ◇ A total of 577 student graduated in accredited programmes and 55.8% of these students were male.

Non formal Learning

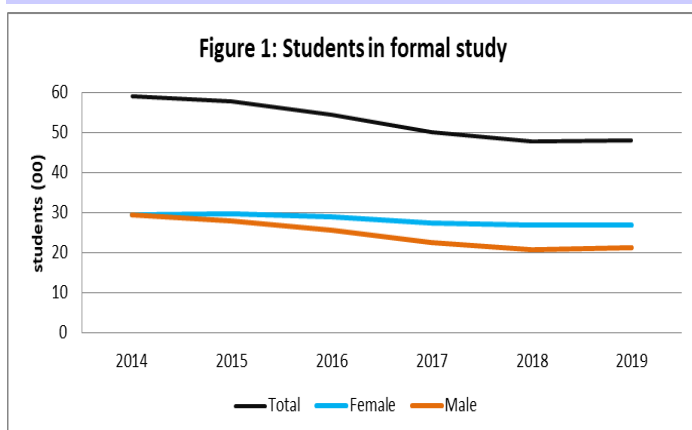
- ◇ In 2019, a total of 1,122 learners were trained in recognised non formal learning activities.
- ◇ Majority (53.7%) of learners attended these trainings were male.

PSET Lecturers and Trainers

- ◇ In 2019, a total of 421 lecturers and trainers were delivering formal PSET education. A decrease of 3.2% was noted relative to 2018.
- ◇ Of these lecturers and trainers, 39.7% were female.
- ◇ Majority (74.3%) of lecturers and trainers in PSET have attained a degree level qualification.

FORMAL PSET ENROLMENTS

1. FORMAL PSET ENROLMENTS OVERVIEW



A total of 4,804 students enrolled in formal PSET education in 2019. A slight increase of 0.56% compared to 2018. Of the total enrolment, 55.9% were female and 44.1% were male.

Enrolments by selected age group-2019

Aged under 25	71.9%
Aged 26 -39	13.8%
Aged 40 years and over	6.3%
Not stated	8.0%

The majority (71.9%) of students enrolled in formal PSET education in 2019 were within the age group of 25 years and below. The average age of students in formal education in 2019 was 22 years.

Enrolment by Student Type

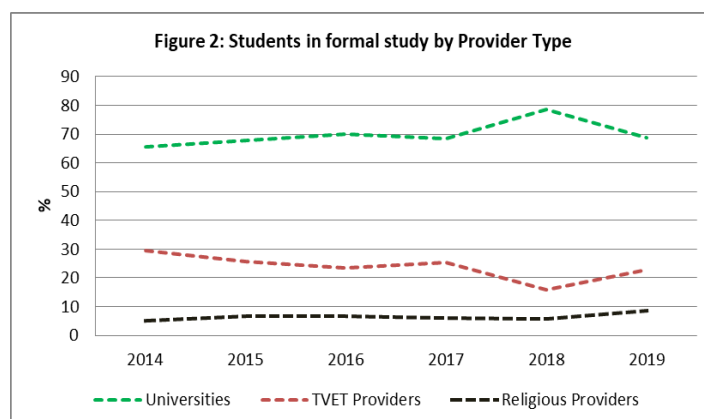
Enrolments by student type - 2019	Total	%
Domestic	4561	94.9
Female	2581	56.6
Male	1980	43.4
International	243	5.1
Female	105	43.2
Male	138	56.8

International students constituted 5.1% of students enrolled in formal PSET education in Samoa in 2019, thus directly proportional to the international formal PSET enrolment rate in 2018. Of 243 international students, 37% enrolled in TVET programmes, 43.2% in University studies and 19.8% in Religious institutes.

Enrolment by Provider Type

Enrolments by selected provider type

	2014	2015	2016	2017	2018	2019
All formal Enrolments	5902	5785	5453	5000	4777	4804
Universities	3861	3924	3811	3424	3756	3301
TVET Providers	1735	1478	1273	1272	756	1098
Religious Providers	306	383	369	304	265	405



In 2019, 3,301 students enrolled in University studies, 1,098 students studied via TVET providers and 405 were engaged in Religious Providers. A decrease of 12% was noted in the enrolment rate within Universities studies, TVET Providers enrolment rate increased by 45.2% and Religious Providers were also increased by 52.8% compared to 2018 enrolment rate by selected providers.

Enrolment by Programme Type by Gender-2019

	Female	Male	Total
HE Programmes	1767	850	2617
TVET Programmes	833	949	1782
Religious Studies	86	319	405

A total of 2,617 (54.5%) students enrolled in higher education programmes mainly delivered by the three Universities in Samoa. 37.1% of total formal enrolments undertook TVET programmes offered by TVET Providers including NUS TVET programmes.

Of 2,118 total male students enrolled in formal PSET education, 40.1% studied higher education programmes, 44.8% studied TVET programmes and 15.1% in Religious studies

Higher education programmes were the most common choice for female students with enrolment rate of 65.8%. Only 31% of which undertook TVET programmes and 3.2% engaged in Religious studies.

FORMAL PSET ENROLMENTS

Enrolments by Field of Study

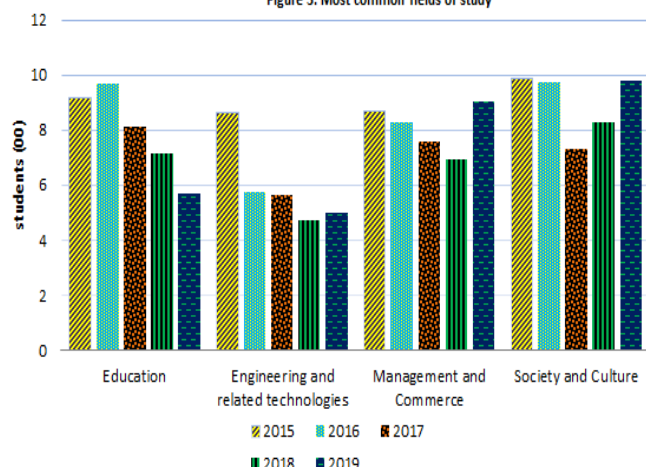
Enrolments by Field of Study

	2014	2015	2016	2017	2018	2019
All formal Enrolments	5902	5785	5453	5000	4777	4804
Agriculture, Environment and related studies	231	106	258	151	348	286
Architecture and Building	270	252	231	265	120	168
Creative Arts	89	85	44	54	49	53
Education	830	916	968	815	714	573
Engineering and related technologies	1015	865	578	564	474	501
Food, Hospitality and Personal Services	420	600	206	216	270	344
Health	419	469	440	489	450	405
Information Technology	132	142	241	260	93	88
Management and Commerce	962	867	831	758	693	905
Mixed Field Programmes	149	71	311	440	350	211
Natural and Physical Sciences	396	426	373	255	385	291
Society and Culture	989	986	972	733	831	979

Society and culture, Management and Commerce, Education and Engineering and related technologies were the most popular choice for area of study in 2019. These four fields of study have been the most common amongst students since 2014 thus explained the most common job opportunities available in Samoa.

Most common fields of study

Figure 3: Most common fields of study

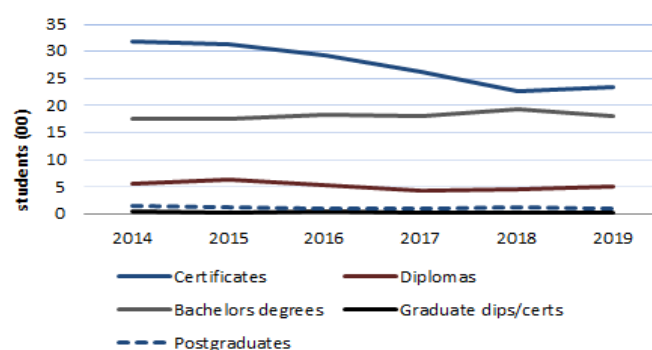


Enrolments by Level of Study

Enrolments by level of study

	2014	2015	2016	2017	2018	2019
Non Award						34
Certificates	3167	3119	2929	2626	2247	2326
Diplomas	556	617	519	430	443	493
Bachelors degrees	1759	1749	1826	1810	1920	1807
Graduate dips/certs	39	22	37	25	25	14
Postgraduates	146	118	101	105	112	90
Masters					27	32
Doctorate					3	8

Figure 4: Enrolments by level of study

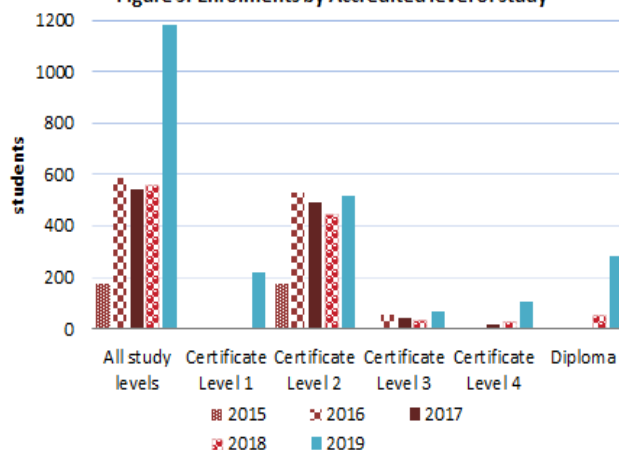


The increase in the TVET enrolments is reflected in the increase in Certificate level enrolments in 2019 relative to 2018. Bachelors students decreased by -5.9% , however Masters level enrolments increased by 18.5% .

Enrolments in Accredited Programmes

	2015		2016		2017		2018		2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Certificate Level 1									12	207
Certificate Level 2	15	122	314	224	257	229	91	352	324	188
Certificate Level 3	33	8	33	14	32	6	0	36	23	42
Certificate Level 4	0	0	0	0	2	11	5	21	53	48
Diploma V	0	0	0	0	0	0	17	38	182	100

Figure 5: Enrolments by Accredited level of study



A total of 1,179 students enrolled in accredited programmes in 2019. The sudden increase in enrolments was the direct result of the increase of number of programmes accredited by SQA and the commitments of all the 25 providers to submit their performance data. Enrolment in accredited programmes was fairly amongst Female and Male students.

The Vulnerable students assistance through the provision of PSET Support Fund to pay for tuition fees of students enrolled in accredited programmes was also one of the reasons of the increase in enrolment in Accredited programmes. Of 1,179 students, 16% were assisted by this support.

FORMAL PSET ENROLMENTS

2. STUDENTS IN FORMAL EDUCATION BY LEVEL OF PROGRAMME

Certificate level programmes

In 2019, students enrolled in 106 Certificate level programmes offered by 25 registered formal PSET providers. Of 34 Certificate level Provider Qualifications accredited by SQA, 29 had enrolments in 2019.

Students in Certificate level programmes

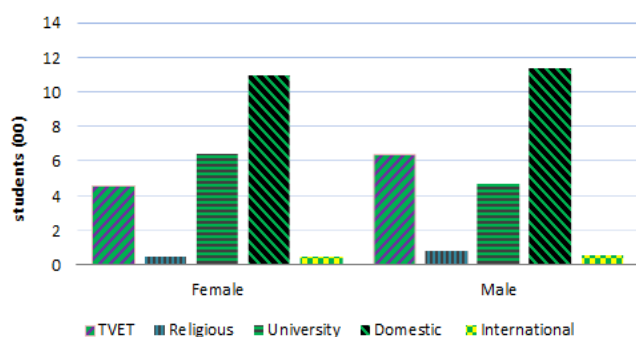
In 2019, the number of students enrolled in Certificate level programmes totaled 2,326. Of these students, 49% were female. Certificates enrolments constituted 48.4% of all formal enrolments.

Certificates students were generally younger with an average of 18 years compared to the overall average 22years.

Certificate enrolments

	Female	Male
TVET	455	636
Religious	45	83
University	640	467
TOTAL	1140	1186
Domestic	1092	1133
International	48	53

Figure 6: Students in Certificate level study by gender



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.

International students constituted 4.3% of Certificate level enrolments.

Certificate enrolments by Field of Study

	Total	%	Female	%
All formal Enrolments	2326		1140	
Agriculture, Environment and related studies	162	7.0	37	22.8
Architecture and Building	168	7.2	21	12.5
Creative Arts	47	2.0	2	4.3
Education	102	4.4	87	85.3
Engineering and related technologies	478	20.6	78	16.3
Food, Hospitality and Personal Services	278	12.0	214	77.0
Health	82	3.5	62	0.0
Information Technology	76	3.3	47	61.8
Management and Commerce	299	12.9	236	78.9
Mixed Field Programmes	193	8.3	107	0.0
Natural and Physical Sciences	117	5.0	62	53.0
Society and Culture	324	13.9	187	57.7

Enrolment at Certificate level were higher in the Engineering and related technologies field and Society and Culture field. This is reflective of higher number of TVET programmes available in the Trade areas which fall under the engineering field. There were more female than male students in the majority of the fields particularly in the Education, Management and Commerce, Food, hospitality and personal services and Health.

Diploma level programmes

In 2019, students enrolled in 20 different Diploma level programmes mainly offered by 11 formal PSET providers. Of these diploma programmes, 5 had accredited by SQA. Most of the Diplomas were offered though Universities and Providers of religious instruction.

Students in Diploma level programmes

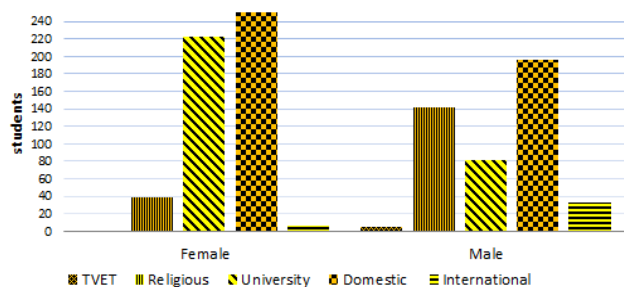
A total of 493 students were enrolled in Diploma level programmes. Of these students, 53.3% are female. Diploma enrolments constituted 10.2% of all formal enrolments.

Diploma enrolments

	Female	Male
TVET	1	6
Religious	39	142
University	223	82
TOTAL	263	230
Domestic	255	196
International	8	34

FORMAL PSET ENROLMENTS

Figure 7: Students in Diploma level study by gender



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

Diploma enrolments by Field of Study

	Total	%	Female	%
All formal Enrolments	493		263	
Creative Arts	6	1.2	0	0.0
Engineering and related technologies	11	2.2	5	45.5
Health	48	9.7	37	77.1
Information Technology	12	2.4	6	50.0
Management and Commerce	141	28.6	109	77.3
Natural and Physical Sciences	1	0.2	1	100.0
Society and Culture	196	39.8	47	24.0
Agriculture, Environment and Related Studies	12	2.4	7	58.3
Food, Hospitality and Personal Services	66	13.4	51	77.3

Diploma programmes in Society and Culture had the highest number of enrolments in 2019 followed by Management and Commerce field.

Female students outnumbered male learners in most of the fields except for Society and culture and Creative Arts and trades related fields of Engineering.

Bachelor level programmes

In 2019, students enrolled in 26 different Bachelor level programmes. Bachelor programmes were mainly offered by Universities and some Religious Providers. Of these different Bachelor level programmes, 1 had been accredited by SQA.

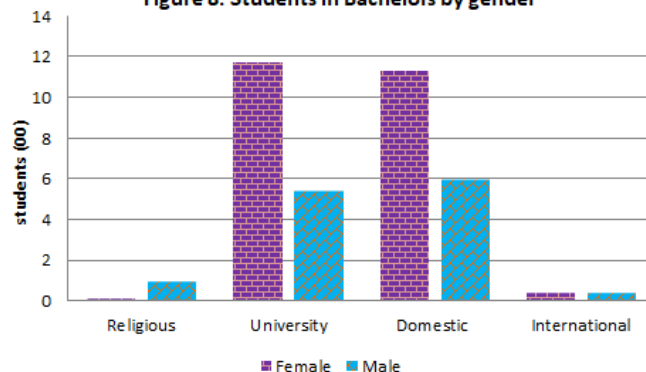
Students in Bachelor level programmes

A total of 1,807 students enrolled in Bachelor level programmes. Of these students, 65% were female. Bachelor enrolments constituted 37.6% of all formal enrolments.

Bachelor enrolments

	Female	Male
Religious	2	94
University	1173	538
TOTAL	1175	632
Domestic	1134	594
International	41	38

Figure 8: Students in Bachelors by gender



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

Of 79 international students enrolled in Bachelor programmes, 89.8% were in University based Bachelor programmes.

Bachelor enrolments by Field of Study

	Total	%	Female	%
All formal Enrolments	1807		1175	
Education	436	24.1	336	77.1
Engineering and related technologies	12	0.7	1	8.3
Health	262	14.5	188	71.8
Management and Commerce	458	25.3	338	73.8
Natural and Physical Sciences	152	8.4	75	49.3
Society and Culture	387	21.4	191	49.4
Agriculture, Environment and Related studies	100	5.5	46	46.0

Management and Commerce, Education and Society and Culture were the most common choice of study amongst students in Bachelor level programmes. Female learners outnumbered the male population in Education field, Management and Commerce and Health fields.

FORMAL PSET ENROLMENTS

Postgraduates level programmes.

In 2019, students enrolled in 19 different Postgraduate level programmes. All of these programmes are University based.

Students in Postgraduate level programmes

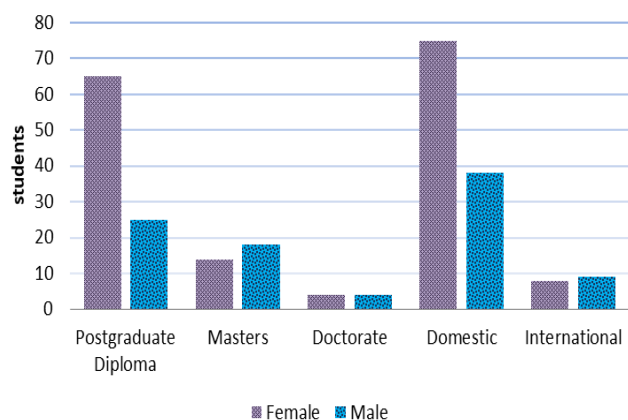
There were 130 students enrolled in Postgraduate studies in 2019. Postgraduate enrolments constituted 2.7% of all formal enrolments.

The average age of Postgraduate students was 36 years.

Postgraduates

	Female	Male
Postgraduate Diploma	65	25
Masters	14	18
Doctorate	4	4
TOTAL	83	47
Domestic	75	38
International	8	9

Figure 9: Students in Postgraduate by gender



More female (63.8%) than male students enrolled in Postgraduates programmes mainly in Postgraduate Diploma level. However male students enrolments rate in Masters level programmes were higher with 56.3% comparatively.

International students enrolment rate in Postgraduate level programmes increased in 2019 by 15 students relative to 2018 (2 students).

Postgraduate enrolments by Field of Study

	Total	%	Female	%
All formal Enrolments	130		83	
Agriculture, Environment and Related Studies	12	9.2	5	41.7
Education	26	20.0	19	73.1
Health	13	10.0	12	92.3
Natural and Physical Sciences	17	13.1	13	76.5
Society and Culture	62	47.7	34	54.8

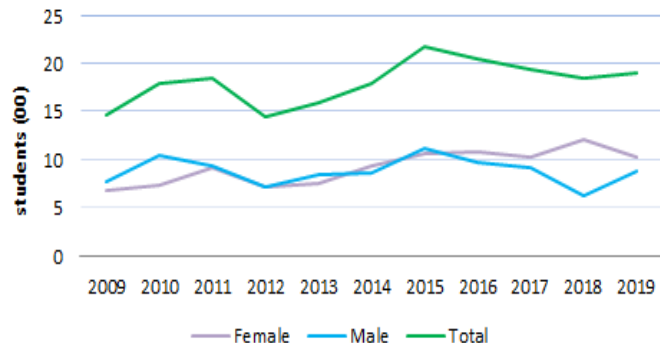
Majority (47.7%) of postgraduate enrolments in 2019 were in the Society and Culture field.

Female students outnumbered male students in most of the fields except for the Agriculture, Environment and Related Studies.

FORMAL PSET GRADUATES

3. FORMAL PSET GRADUATES OVERVIEW

Figure 10: Graduates of Formal Education



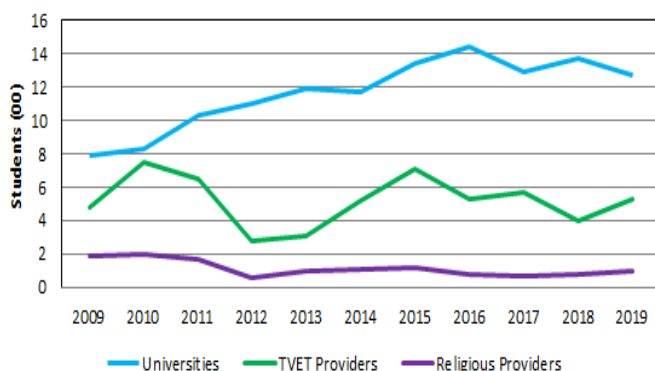
A total of 1,909 students attained PSET qualifications in 2019. A slight increase of 2.7% relative to 2018. Female achievers were slightly higher (53.6%) in number than male graduates.

Graduates by Provider Type

Graduates by selected provider type

	2011	2012	2013	2014	2015	2016	2017	2018	2019
All formal Graduates	1853	1452	1604	1805	2174	2056	1943	1859	1909
Universities	1030	1105	1195	1174	1343	1445	1296	1378	1278
TVET Providers	648	285	309	525	715	529	575	400	533
Religious Providers	175	62	100	106	116	82	72	81	98

Figure 11: Graduates of formal education by Provider type



In 2019, 66.9% of formal PSET graduates attained PSET qualifications from Universities, 27.9% from TVET providers and 5.1% received qualifications from Religious instructions.

A slight decrease of -7.2% of formal graduates from Universities in 2019 relative to 2018. TVET graduates increased by 33.3% as a result of increased numbers of students enrolled in TVET providers.

Graduates by Programme type by Gender

	Female	Male	Total
HE Programmes	594	286	880
TVET Programmes	407	524	931
Religious Programmes	23	75	98

In 2019, 931 students obtained TVET programmes formal qualifications including NUS TVET graduates. Of these graduates, 56.3% were male.

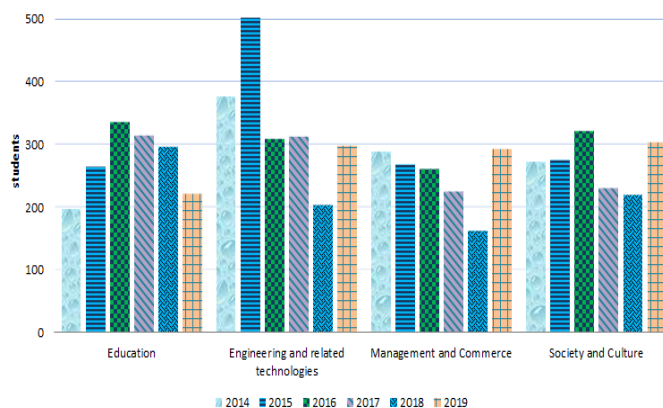
With 880 graduates from Higher Education programmes, 67.5% were female. More male than female graduated from Religious instructions every year.

Graduates by Field of Study

Graduates by Field of Study

	2012	2013	2014	2015	2016	2017	2018	2019
All formal Graduates	1452	1604	1805	2174	2056	1943	1859	1909
Agriculture, Environment and related studies	29	54	42	30	42	29	204	133
Architecture and Building	34	49	54	101	86	119	64	90
Creative Arts	19	25	12	26	18	24	19	8
Education	242	254	198	263	336	313	296	220
Engineering and related technologies	231	286	376	502	309	312	203	297
Food, Hospitality and Personal Services	40	75	134	251	116	127	134	150
Health	95	66	135	190	147	157	152	148
Information Technology	59	49	57	56	79	76	88	34
Management and Commerce	292	271	288	268	260	224	162	293
Mixed Field Programmes	54	45	70	66	176	218	178	117
Natural and Physical Sciences	110	138	167	147	167	115	140	116
Society and Culture	247	292	272	274	320	229	219	303

Figure 12: Most common qualification fields



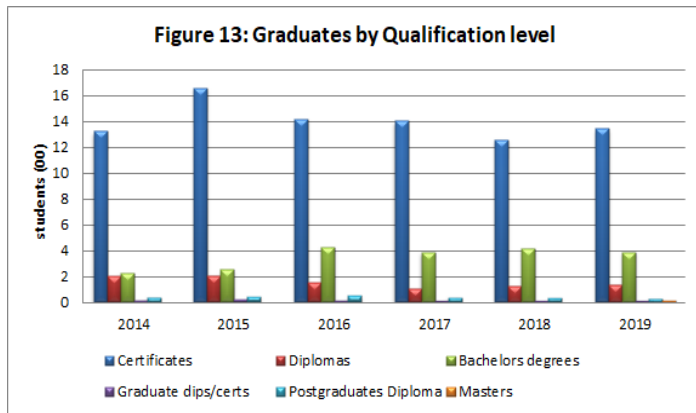
Education, Engineering and Related Technologies, Management and Commerce and Society and Culture were the most common qualification fields in 2019 with 26.5% increase relative to 2018. These four fields have been the most common choice of qualification amongst students ever since 2012 as a result of greater numbers of job opportunities available in Samoa related to these areas.

FORMAL PSET GRADUATES

Graduates by Level of Qualification

Graduates by Qualification level

	2014	2015	2016	2017	2018	2019
Certificates	1326	1661	1420	1403	1258	1344
Diplomas	198	203	148	107	127	134
Bachelors degrees	227	250	427	387	418	387
Graduate dips/certs	17	20	13	10	11	5
Postgraduates Diploma	37	40	48	36	29	27
Masters						12



Certificates level programmes constituted 70.4% of total formal PSET graduates in 2019 followed by Bachelor degrees graduates of 20.2%. Of these Certificate level graduates 50.3% were male. Graduates in Bachelor degrees decreased by -7.4% relative to 2018. More female (66.7%) than male graduated with Bachelor degrees.

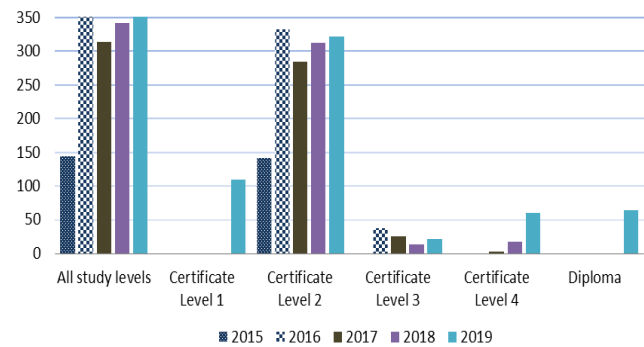
Graduates of Registered Qualifications

Graduates of Registered Qualifications

	2015	2016	2017	2018	2019
All study I	145	370	314	342	577
Certificate Level 1					109
Certificate Level 2	142	333	285	312	322
Certificate Level 3	0	37	26	13	22
Certificate Level 4	3	0	3	17	60
Diploma					64

A total of 577 students graduated with registered qualifications in 2019, a great increase of 68.7% relative to 2018. The increase of number of graduates with registered qualifications was directly proportional to the increase of enrolments in accredited programmes.

Figure 14: Graduates of Registered Qualifications



Majority (55.8%) of Registered qualifications awarded in 2019 were in Level II of the Samoa Qualifications Framework.

Graduates of Registered Qualifications by gender

	2015		2016		2017		2018		2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Certificate Level 1									4	105
Certificate Level 2	37	106	115	218	128	157	137	175	163	159
Certificate Level 3	0	0	22	15	22	4	0	13	17	5
Certificate Level 4	2	1	0	0	1	2	8	9	24	36
Diploma									47	17

There were more male than female graduates of accredited qualifications in 2019, thus reflected that the majority of accredited programmes were in the Trades area in which the most common choice of study for the male population.

Of 577 students graduated from registered qualifications, 12% obtained Samoa qualifications and 88% graduated from registered Provider qualifications.

FORMAL PSET GRADUATES

4. GRADUATES BY LEVEL OF QUALIFICATION ATTAINED

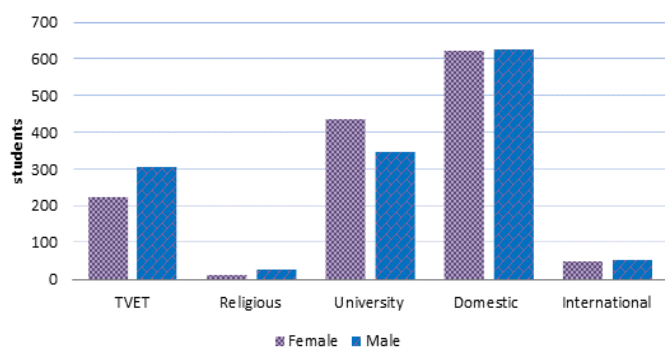
Certificate Graduates

In 2019, a total of 1,344 students graduated with qualifications at Certificate level. Of these students, 49.6% were female. Certificate qualifications constituted 70.4% of all formal graduates in 2018.

Certificate Graduates

	Female	Male
TVET	221	305
Religious	12	25
University	434	347
TOTAL	667	677
Domestic	620	627
International	47	50

Figure 15: Certificate level Graduates by gender



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

Certificate Graduates by Qualification Field

Certificate Graduates by Qualification Field

	Total	%	Female	%
All formal Graduates	1344		667	
Agriculture, Environment and related studies	111	8.3	20	18.0
Architecture and Building	90	6.7	5	5.6
Creative Arts	2	0.1	1	50.0
Education	92	6.8	71	77.2
Engineering and related technologies	291	21.7	54	18.6
Food, Hospitality and Personal Services	134	10.0	103	76.9
Health	61	4.5	46	75.4
Information Technology	32	2.4	17	53.1
Management and Commerce	161	12.0	129	80.1
Mixed Field Programmes	117	8.7	69	59.0
Natural and Physical Sciences	79	5.9	41	51.9
Society and Culture	174	12.9	111	63.8

The most common qualification fields for Certificates graduates in 2019 were Engineering and related technologies, Society and Culture, Management and Commerce and Food, Hospitality and Personal Services.

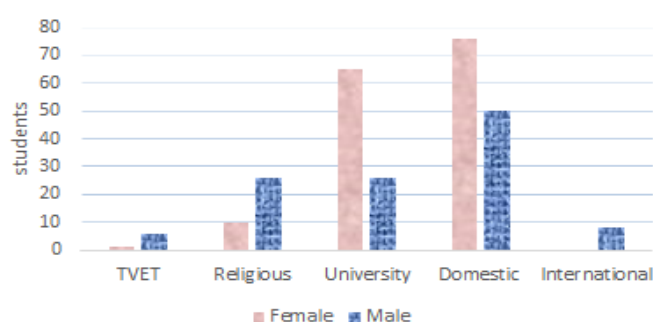
Diploma Graduates

There were 134 students graduated with Diplomas qualifications. Diploma awards constituted 7.0% of all formal graduate in 2019. A slight increase of 5.5% relative to 2018

Diploma Graduates

	Female	Male
TVET	1	6
Religious	10	26
University	65	26
TOTAL	76	58
Domestic	76	50
International	0	8

Figure 16: Diploma Graduates by gender



Of 134 students graduated with Diploma qualifications in 2019, 56.7% were female. More male students than female graduated with Diplomas from TVET and Religious Providers but more female than male acquired University Diplomas

Diploma Graduates by Qualification Field

Diploma Graduates by Qualification Field

	Total	%	Female	%
All formal Graduates	134		76	
Agriculture, Environment and related studies	2	1.5	0	0.0
Creative Arts	6	4.5	0	0.0
Engineering and related technologies	5	3.7	2	40.0
Health	18	13.4	13	72.2
Information Technology	2	1.5	1	50.0
Food, Hospitality and Personal Services	16	11.9	12	75.0
Management and Commerce	43	32.1	35	81.4
Society and Culture	42	31.3	13	31.0

Diploma graduates in 2019 were mostly Society and Culture with 31.3% of total Diploma graduates by qualification field.

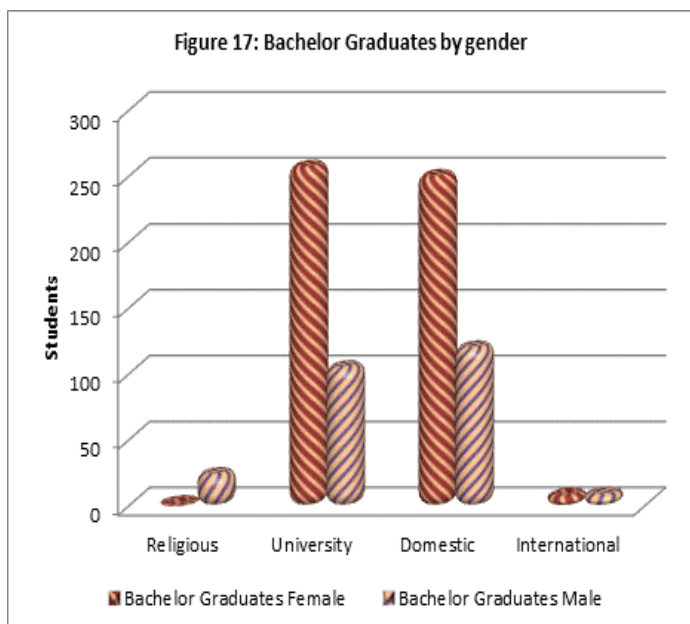
FORMAL PSET GRADUATES

Bachelor Graduates

There were 387 students graduated with Bachelor Degrees awarded in 2019, 66.7% were female. A slight decrease of 7.4% was observed for total Bachelor graduates in 2019 relative to 2018. Bachelor degrees constituted 20.3% of all formal graduates in 2019.

Bachelor Graduates

	Female	Male
Religious	1	24
University	257	105
TOTAL	258	129
Domestic	250	120
International	8	9



Of 387 Bachelor degree graduates, 6.5% were from Religious Providers. More female (66.4%) than male (33.6%) were graduated with Bachelor qualifications from Universities, however more male than female received Bachelor qualifications from Religious Instructions.

Bachelor Graduates by Qualification Field

	Total	%	Female	%
All formal Graduates	387		258	
Agriculture, Environment and related studies	17	4.4	10	58.8
Education	116	30.0	87	75.0
Engineering and related technologies	1	0.3	0	0.0
Health	64	16.5	46	71.9
Management and Commerce	89	23.0	64	71.9
Natural and Physical Sciences	30	7.8	18	60.0
Society and Culture	70	18.1	33	47.1

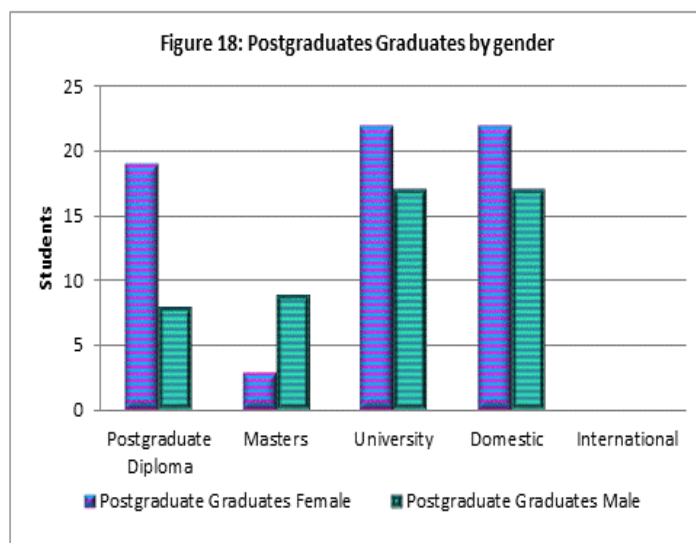
Majority of Bachelors students graduated with qualifications in the Education field followed by Society and culture.

Postgraduates Graduates

In 2019, 39 students graduated with Postgraduates degrees with the majority (56.4%) being female. Postgraduates degrees are University based programmes. Postgraduate degrees constituted 2.0% of all formal graduates.

Postgraduate Graduates

	Female	Male
Postgraduate Diploma	19	8
Masters	3	9
TOTAL	22	17
Domestic	22	17
International	0	0



All of the Postgraduates graduates in 2019 were local students, 70% of Postgraduates Diploma were female however 75% of Master graduates were male.

Postgraduate Diploma by Qualification Field

	Total	%	Female	%
All formal Graduates	27		19	
Agriculture, Environment and related studies	3	11.1	2	66.7
Education	4	14.8	4	100.0
Health	1	3.7	1	100.0
Natural and Physical Sciences	7	25.9	3	42.9
Society and Culture	12	44.4	9	75.0

Masters by Qualifications Field

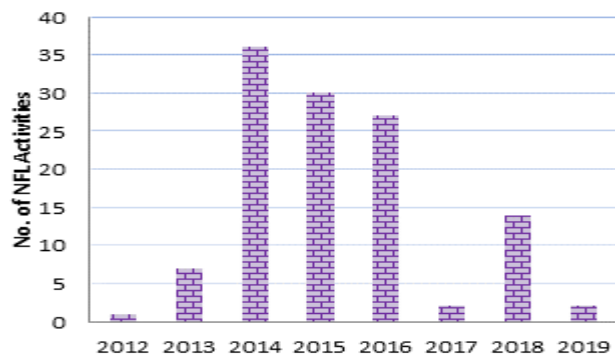
	Total	%	Female	%
All formal Graduates	12		3	
Education	3	25	1	33.3
Health	4	33.3	0	0.0
Society and Culture	5	41.7	2	40.0

NON FORMAL LEARNING

5. Non Formal Learning Overview

From 2012 to 2019 a total of 119 non formal learning activities were recognised by SQA. Two new Non formal learning activities were recognised in 2019.

Figure 19: New NFL Activities Recognised by Year



Non Formal Learning Learners

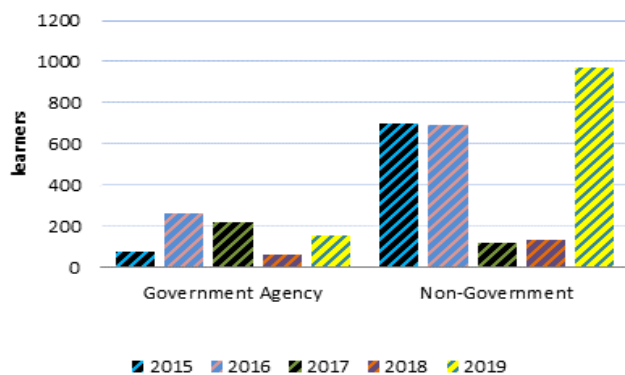
NFL Learners by Gender

	2015	2016	2017	2018	2019
All learners	780	953	336	193	1122
Female	493	425	167	126	520
Male	287	528	169	67	602

In 2019, a total of 1,122 learners were trained in recognised non formal learning activities. Majority (53.7%) of learners attended these trainings were male.

Non formal Learners by Provider Type

Figure 20: Non-formal learners by Provider Type



Non Government Agencies are the main Providers of recognised non formal learning activities. In 2019, the number of non formal learners increased five times relative to 2018.

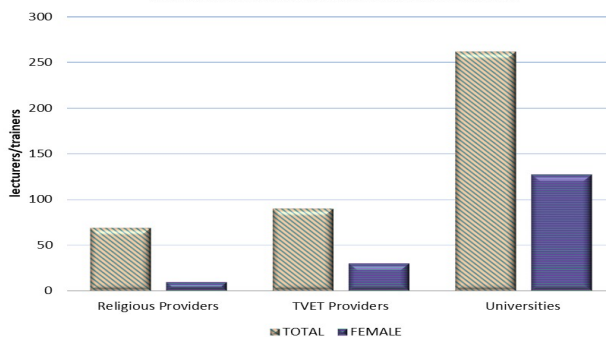
PSET LECTURERS and TRAINERS

6. PSET Lecturers and Trainers Overview

Lecturers and Trainers by Provider Type

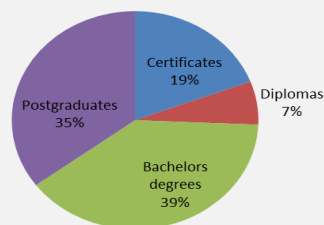
In 2019, a total of 421 lecturers and trainers were delivering PSET education. A slight decrease of 3.2% relative to 2018. Of these Lecturers and Trainers, 39.7% were female. Of 421 Lecturers and Trainers, 16.4% were Religious Instructors, 21.4% were from TVET Providers and 62.2% were of University Lecturers and Trainers

Figure 21: Lecturers and Trainers by Gender and Provider Type



	Total (% by column)	Female (% by row)
Pure Science	10.9	28.3
Technology	1.9	37.5
Engineering	13.5	7.0
Architecture	5.7	4.2
Environmental Science	3.6	20.0
Health	14.0	45.8
Education	9.5	65.0
Management	8.3	37.1
Society and Culture	24.5	55.3
Creative Arts	2.4	20.0
Food and Hospitality	5.7	75.0

Figure 20: Lecturers' Highest Technical Qualifications by level



Lecturers with qualifications in the Society and Culture field were the most common in 2019. Majority (74.3%) of lecturers in PSET have attained degree level qualifications in which 12 of them were TVET trainers.

PSET Formal Programmes by Field of Study

Broad Field of Study: Agriculture, Environment & Related

NUS	Certificate IV in Tropical Horticulture**	1 Year
	Foundation Certificate Agriculture	1 Year
	Diploma in Sustainable Agriculture	2 Years
USP	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
	Master of Agriculture	1 Year

Broad Field of Study: Architecture and Building

APTC	Certificate III in Plumbing	<1 Year
DBCVT	Certificate in Plumbing and Sheet Metal	2 Years
	Certificate in Carpentry and Woodwork	2 Years
DBTC	Certificate in Carpentry and Joinery	3 Years
	Certificate in Plumbing	3 Years
MTCC-LoP	Certificate in Carpentry and Joinery	2 Years
	Certificate in Plumbing and Fitting	2 Years
MCIL – Apprenticeship Scheme		
	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
NUS	Samoa Certificate II in Construction**	2 Years
	Samoa Certificate II in Plumbing**	2 Years
UVC	Certificate of Achievement in Carpentry and Joinery	2 Years

Broad Field of Study: Creative Arts

	Certificate of Achievement in Plumbing	2 Years
CCCS-SFAM	Certificate in Fine Arts	2 Years
	Diploma in Fine Arts	2 Years
MTCC-LoP	Certificate of Achievement in Fine Arts	2 Years
NUS	Diploma in Media and Journalism	2 Years
UVC	Certificate of Achievement in Fine Arts	2 Years

Broad Field of Study: Education

APTC	Certificate III in Early Childhood Education and Care	>1 Year
	Certificate IV in Training and Assessment	<1 Year
ECETI	Certificate II in Early Childhood Education **	1 Year
NUS	Foundation Certificate in Education	1 Year
	Certificate in Adult Teaching	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
	Bachelor of Technical and Vocational Education and Training	4 Years
	Postgraduate in Education	1 Year
	Master of Education	1 Year
	Certificate in Early Childhood Education	1 Year
USP	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

APTC	Certificate III in Engineering Fabrication	<1 Year
	Certificate IV in Mechanical Trade (Refrigeration and Air conditioning)	<1 Year
DBCVT	Certificate in Motor Mechanic	3 Years
	Certificate in Welding and Metal Fabrication	3 Years
DBTC	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
MTCC – LoP		
	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
MCIL – Apprenticeship Scheme		
	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

MCIL-Apprenticeship Scheme

Certificate of Due Completion of Apprenticeship in the Welding and Fabrication 4 Years

CCCSVS Certificate in Automotive 1 Year

NUS NUS Certificate II Maritime ** (Marine Engineering R2) 1Year

NUS Certificate II Maritime (Nav. R2)** 1Year

NUS Certificate III Maritime ** (Marine Engineering Class IV) ** 1 Year

NUS Certificate III Maritime ** (Nav. R1) 1 Year

NUS Certificate IV Maritime (Master Class V)** N/A

NUS Certificate II in Panel-Beating and Spray** Painting 2 Years

Samoa Certificate II in Automotive Engineering** 2 Years

Samoa Certificate II in Electrical Engineering** 2 Years

Samoa Certificate in Fitting and Machining** 2 Years

Samoa Certificate in Refrigeration and Air Conditioning** 2 Years

Samoa Certificate in Welding and Metal Fabrication** 2 Years

Diploma in Radio and Electronics 2 Years

USP Bachelor of Engineering (Electrical and Electronics) 3 Years

UVC Certificate of Achievement in Automotive Engineering 2 Years

Certificate of Achievement in Electrical Engineering 2 Years

Certificate of Achievement in Welding 2 Years

NUS NUS Tourism & Hospitality Certificate II in Cookery** 1 Year

NUS Tourism & Hospitality Certificate II in Food and Beverage** 1 Year

NUS Tourism & Hospitality Certificate II in Tour Guiding** 1 Year

NUS Tourism & Hospitality Certificate II In Front Office and Accommodation Services** 1 Year

Diploma in Tourism 2 Years

USP Certificate in Tourism and Hospitality 1 Year

UVC Certificate of Achievement in Food, Textile and Technology 2 Years

Broad Field of Study: Health

APTC Certificate III in Allied Health Assistance/ Certificate III in Health Services Assistance <1 Year

NUS Foundation Certificate (Nursing) 1 Year

Diploma in Nursing 2 Years

Bachelor of Health Science in Environmental Health 3 Years

Bachelor of Nursing 3 Years

Bachelor of Health Science in Medical Laboratory Science 3 Years

Postgraduate Diploma in Nursery (Midwives) 2 Years

Postgraduate Diploma in Nursing 2 Years

Postgraduate Certificate in Pacific Health Leadership and Management Development 2 Years

Postgraduate Diploma in Tertiary Teaching for Nurses and Health Professional 1 Year

Bachelor of Medicine and Bachelor of Surgery (MBB) 6 Years

OUM Bachelor of Medicine and Bachelor of Surgery 6 Years

Broad Field of Study: Information Technology

MTCC-LoP

Certificate of Achievement in Computer Studies 2 Years

NUS Certificate in Computer Operating 1 Year

Certificate in Computer Studies 1 Year

Diploma in Computer Studies 2 Years

Bachelor of Science in Computing (major, minor or electives) 3 Years

TI Certificate I in Computer Studies 1 Year

Certificate II in Computer Studies 2 Years

Certificate III in Computer Studies 2 Years

USP Certificate in Computing 1 Year

Diploma in Computing 2 Years

Diploma in Information Systems 2 Years

UVC Certificate of Achievement in Computer Studies 2 Years

CCCSVS Certificate in Computer Studies 1 Year

Broad Field of Study: Food, Hospitality and Personal Services

APTC Certificate III in Commercial Cookery <1 Year
Certificate III in Hospitality <1 Year

MTCC-LoP

Certificate of Achievement in Food and Textiles Technology 2 Years

PSET Formal Programmes by Field of Study

NUS	Foundation Certificate (Commerce)	1 Year	USP	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	Broad Field of Study: Society and Culture		
	Diploma in Office Management	2 Years	AHCBC	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		Bachelor of Arts Degree in Biblical Studies	4 Years
	Graduate Diploma in Commerce	2 Years	MoTC	Certificate IV in Ministry**	1 Year
TI	Bachelor of Commerce (Honours)	2 Years		Diploma of Theology	4 Years
	Certificate I in Office Management and Computing	1 Year	MTC	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 with Honors**	4 Years
	Diploma in Office Management and Computing	2 Years	NUS	Foundation Certificate (Arts)	1 Year
	Diploma in Document Production	2 Years		Diploma in Arts	2 Years
	Diploma in Management Studies	1 Year		Bachelor of Arts	3 Years
USP	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	PTC	Diploma in Theology	4 Years
	Bachelor of Commerce in Hotel Management	3 Years		Bachelor in Divinity	3 Years
	Bachelor of Commerce	3 Years	RHEMA	Certificate of Completion	1 Year
	Postgraduate Diploma in Commerce	2 Years		Ministerial Diploma	3 Years
	Master of Commerce	1-2 Years	SPNTC	Advanced Ministerial Diploma	4 Years
	Master of Business Administration	1-2 Years		Diploma V in Theology**	3 Years
Broad Field of Study: Natural and Physical Science			USP	Bridging Preliminary Social Science	1 Year
NUS	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
USP				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

** Indicates programmes accredited by SQA

Non Formal Learning Activities by Year of Recognition

WMTC	Certificate in Christian Mission	1 Year
	Diploma in Christian Mission	2 Years
MBS	Certificate IV in Theological Studies**	1 Year
	Diploma in Theological Studies	2 Years

Broad Field of Study: Mixed Field Programmes

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

NON FORMAL LEARNING ACTIVITIES BY YEAR OF RECOGNITION

NFEP	Learning Activity	Year of Recognition
SBEC	Start Your Own Business	2012
METI	Basic Life Skills	2013
	Participatory Guaranteed System	2014
	Introduction to Permaculture Training	2014
SENESE	Spectacle Technician Training	2013
	Inclusion Support Officer Teacher Aid) Training	2013
	Vision Screening Training for Teachers	2013
SUNGO	Project Management for Community Based Organization and Managing Organizations	2013
	Climate Change Project Management for Community Based Organizations	2015
WIBDI	Finemat Weaving	2013
	Virgin Coconut Oil	2015
SIOD	The Directors Course \$169	2016
AEC	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
Fatuaipu Consult		
	Faatinoga o Folasaga ma Lauga	2014
	Fauga Fale	2014
	Taga Va'a	2014
	Faiga o Siapo	2014

NUS	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
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Red Cross Society

First Aid Training	2014
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MAF	Basic Tilapia Husbandry	2015
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OCPDCE	\$601 Customer Service in the Public Sector	2014
	\$602 customer Service for frontline staff in the Private sector	2014
	\$603 Values Based Management and Leadership In the Pacific NGOs	2014
	\$604 Community Research	2014
	\$605 Business Planning	2014
	\$606 Basic Management	2014
	\$607 Public Sector Policy, Research, Development and Analysis	2014
	\$608 Financial Planning and Management for NGOs	2014
	\$609 Financial Management for CBOs	2014
	\$6010 Public Sector Conflict Management	2014
	\$611 Basic Marketing and Communications	2014
	\$702 Training for Human Resource Trainer	2015
	Plant Maintenance & Overhauling of Generators	2015
	Forensic Accounting (\$718)	2015
	\$729 Resource Generation & Management	2015
	\$727 Certificate for trainers (Training Assessment)	2016
	\$800 Basic designs and assessment skills	2016
	\$802 Basic Literacy for people with Special needs	2016
	\$807 Customer Service for Tourism Industry	2016
	\$817 Training Needs Analysis	2016
	\$820 How to Submit Effective Tenders	2016
	\$829 Skills to be an Effective Team Leader	2016
	\$834 Proposal Writing	2016
	\$836 Basic Computer & IT Skills	2016
	\$801 Basic Financial Management system for CSOs	2016
	\$805 Board Governance and Leadership	2016
	\$806 Community Research	2016
	\$810 Strategic Planning for NGOs	2016
	\$813 International Financial Reporting Standards (IFRS) and Samoa Companies Act	2016
	\$827 Public Sector Management	2016

Non Formal Learning Activities by Year of Recognition

	\$828 Business Management	2016			
	\$830 Leadership and Motivation	2016	STA	Business Planning for the Tourism Sector	2015
	\$831 Human Resource Management	2016			
	\$833 Write Right for Business Professionals	2016		Inspection on Electrical Installation	2016
	\$835 Report Writing	2016		Transformer Maintenance	2017
	\$839 Applied Training Skills for Community Trainers	2016		Tour guiding Training	2019
	\$900 Credit Management and Debt Recovery	2018	SFHA	Train the Trainers Workshop	2015
	\$904 Ethics	2018		Youth Training on Life Skills and Sexual Reproductive Health	2016
	\$907 Writing policies and procedures for New NGOs	2018	EPC	Basic Linesmen Training	2015
	\$910 Corporate Social Responsibility	2018		Electrical Distribution Faults Services	2016
	\$913 Data Collection Analysis	2018			
	\$915 Business Strategy	2018	PSC	Human Resource Coordinator Effective Leadership	2014
	\$917 Media Publications for CSOs	2018		Human Resource Management RFT	2014
	\$930 Annual Accounting and Auditing for NGOs	2018		Human Resource Coordinator Strategic Planning	2014
	\$925 Project Finance Systems	2018		Public Sector Report Writing	2014
	\$936 Risk Management	2018		\$708 Time Management for PSC (Public)	2014
	Professional Housekeeping Training	2019		\$501 Public Sector Conflict Management	2015
				\$700 Human Resource Management for PSC (Public)	2015
RHEMA	Scriptural Prayer	2015		Basic Computer Skills	2015
	Christ the Healer	2015			
	Foundation of Faith	2015			
The Body Therapy					
	Fundamentals of Relaxation	2015			
SSAB	SRA Mathematics Laboratory Readers (Level 1 for Primary Level Teachers)	2015		Every Home For Christ	
				Basic Sewing, tailoring and Embroidering	2015
				Flower Arrangement	2015
				Stencil designing and Fabric Printing	2015
KL Security Services					
	Basic Security Guard Training Level 1	2015	SAME	Hazard Analysis & Critical Control Points (HACCP) 2200-Food Safety Managing Training	2015
				ISO 9001 Quality Management Training	2015
				ISO 9001 Internal Auditing Training	2015
MESC	Teaching Chinese Language Phase1 (Beginners Course)	2015			
	Teaching Chinese Language Phase2 (Proficient Course)	2015		Leadership Samoa	
				Leadership Samoa Programme	2016
PSRH	Pacific Emergency Maternal Neonatal Training	2015			
	Colposcopy Training	2015	SVSG	SVSG Caregivers Training (Introduction to Caregiver Training)	2017
	Research Training	2015			
	Ultrasound Scanning Training	2015	PDC	Dental Assisting Training Programme	2018
PAS	Capacity Building Programmes	2015			
			ECETI	Capacity building for Early childhood professionals	2018
			MoH	Primary Trauma Care Learning	2018

PSET Indicators Formulae

1. Number of Graduates with Nationally and Regionally recognised Qualifications
(Number of PSET graduates of nationally and regionally recognised qualifications divided by total number of PSET graduates of all PSET qualifications)x 100
2. Numbers of Programmes accredited by SQA
(Total number of accredited programmes)
3. Number of PSET Providers Registered with SQA
(Number of PSET formal Providers divided by total number of PSET Formal Providers operating in that year) x 100
4. Transition Rate from Secondary to PSET
(Number of new entrants divided by total numbers of students enrolled in Year 13 in the previous year) x 100
5. Gross Enrolment Ratio in formal PSET
(Total number of enrolments divided by the total population aged 18-23years old in that given year) x 100
6. Gross Graduation Ratio Formal PSET
(Total number of graduates divided by the total population (over 18 years old) in that given year x 100
7. Numbers of students with disability
(Number of students with a disability enrolled in all levels including students at special school
8. Percentage of PSET Graduates who found employment within 6 months of completion
(Number of recent PSET graduates finding employment within 6 months divided by total number of employed graduates responding to the survey) x 100
9. Percentage of employers of PSET Graduates satisfied with the Application of Graduates' Knowledge and Skills in the Workplace
(Number of Employers indicating their satisfaction with graduates knowledge and Skills / 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"> Provides an education and training programme that leads to a qualification registered on the SQF 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 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 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 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 Is an organization based in a foreign country that wishes to provide education and training programmes in Samoa
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 intended 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 successfully 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.

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