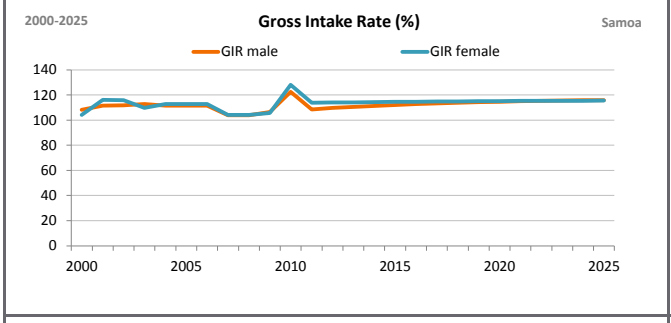
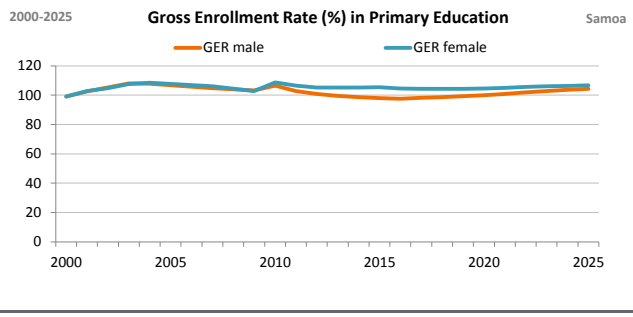
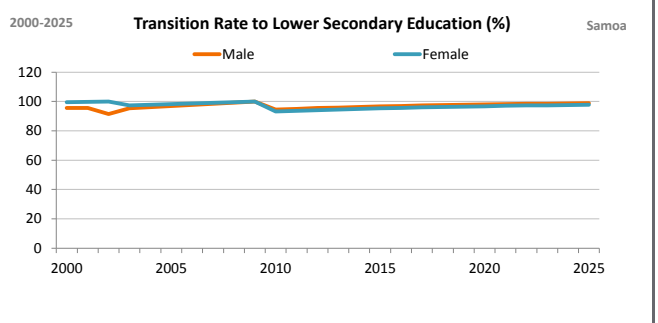
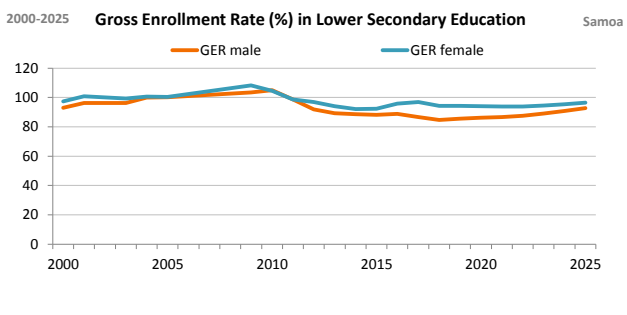
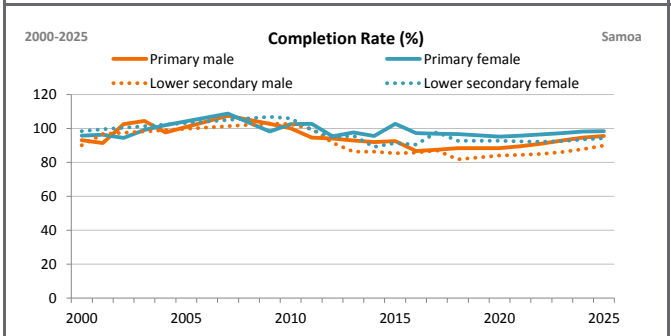
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Samoa

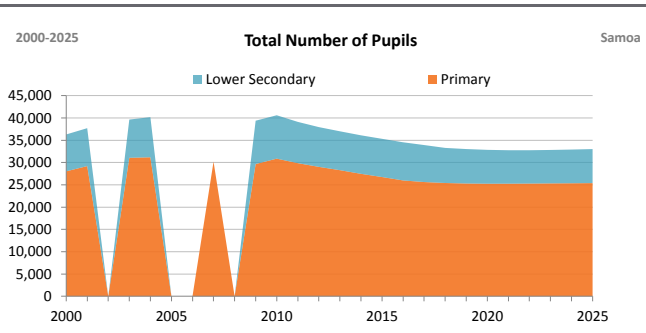












DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR)	Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Gross Enrollment Rate (GER)	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.
Transition Rate	The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.
Completion Rate	The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.
Primary Education	At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.
Lower Secondary Education	At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varys by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Samoa

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
2000	28,026	108	104	99	99	93	96
2001	29,203	111	116	103	103	91	96
2002	#N/A	112	116	#N/A	105	103	95
2003	31,059	113	110	108	108	104	99
2004	31,175	111	113	108	108	98	102
2005	#N/A	111	113	#N/A	#N/A	#N/A	#N/A
2006	#N/A	111	113	#N/A	#N/A	#N/A	#N/A
2007	30,199	104	104	105	106	107	109
2008	#N/A	104	104	#N/A	#N/A	#N/A	#N/A
2009	29,663	106	106	103	103	103	98
2010	30,871	122	128	107	109	100	103
2011	29,860	109	114	103	107	95	103
2012	29,029	110	114	101	105	94	95
2013	28,289	111	114	99	105	93	98
2014	27,466	111	114	99	105	92	95
2015	26,751	112	115	98	105	93	103
2016	25,984	113	115	98	104	87	97
2017	25,629	113	115	98	104	87	97
2018	25,410	114	115	99	104	88	97
2019	25,300	114	115	99	104	88	96
2020	25,250	115	115	100	105	88	95
2021	25,256	115	115	101	105	90	96
2022	25,288	115	115	102	106	91	97
2023	25,320	116	115	103	106	93	97
2024	25,349	116	115	104	106	95	98
2025	25,385	116	115	104	107	95	98

LOWER SECONDARY

	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
2000	8,266	96	99	93	97	90	98
2001	8,502	96	100	96	101	97	100
2002	#N/A	91	100	#N/A	#N/A	#N/A	#N/A
2003	8,580	95	97	96	99	#N/A	#N/A
2004	8,998	#N/A	#N/A	100	101	#N/A	#N/A
2005	#N/A	#N/A	#N/A	100	100	#N/A	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2008	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2009	9,716	100	100	103	108	103	107
2010	9,729	94	93	105	105	103	106
2011	9,254	95	94	99	99	100	99
2012	8,916	95	94	92	97	92	95
2013	8,715	96	95	89	94	86	96
2014	8,634	96	95	89	92	86	89
2015	8,571	97	95	88	92	85	91
2016	8,559	97	96	89	96	86	90
2017	8,289	97	96	87	97	87	98
2018	7,873	98	96	85	94	82	93
2019	7,724	98	97	86	94	83	93
2020	7,595	98	97	86	94	84	93
2021	7,504	98	97	87	94	84	92
2022	7,475	98	97	88	94	85	92
2023	7,500	98	97	89	95	86	93
2024	7,563	99	98	91	95	88	93
2025	7,632	99	98	93	96	90	94

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.

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