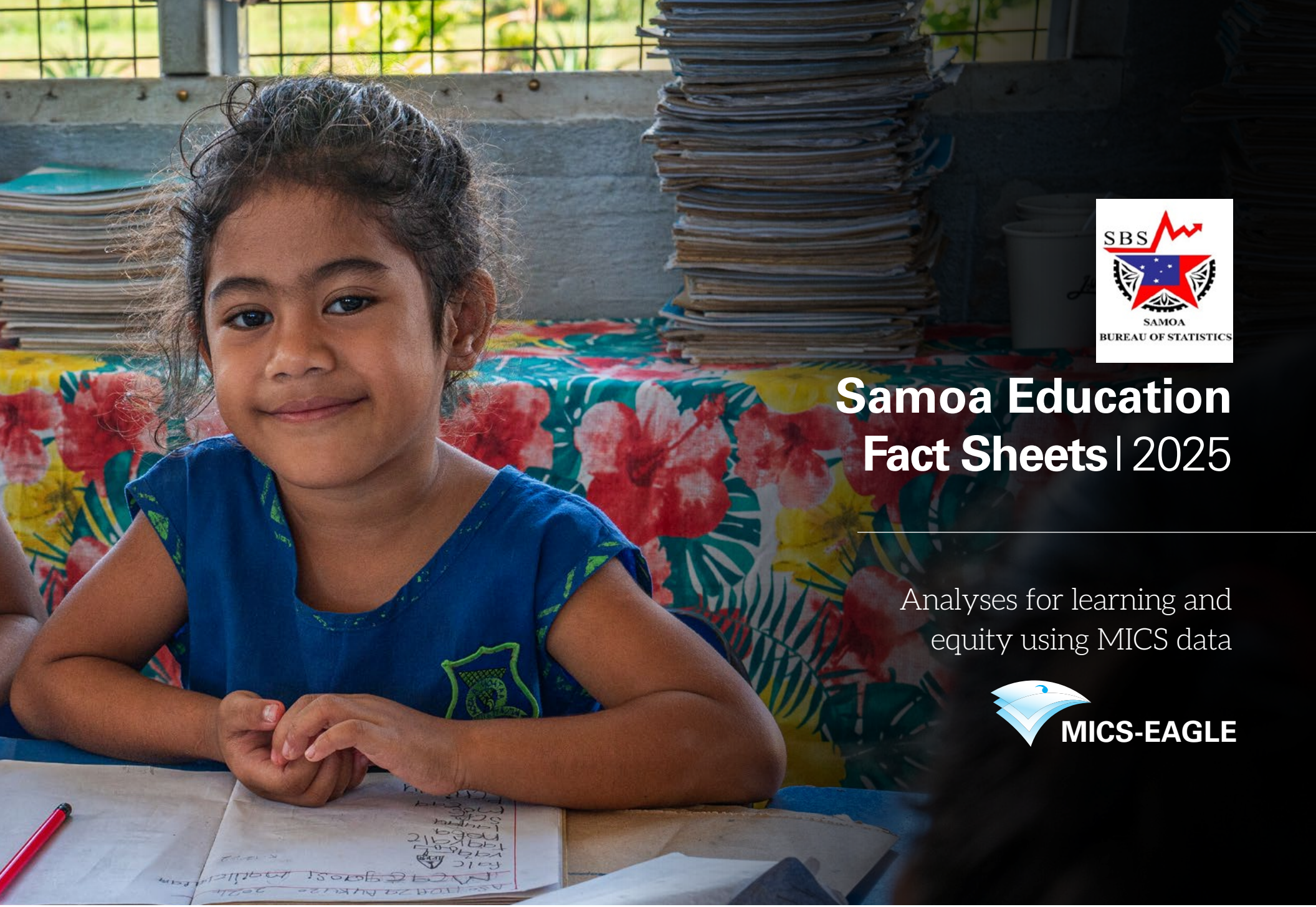

SAMOA BUREAU OF STATISTICS

Samoa Education Fact Sheets | 2025

Analyses for learning and equity using MICS data

MICS-EAGLE

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

MINISTRY OF EDUCATION AND CULTURE

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Acknowledgements

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The Fact Sheets were developed with support by Gail Townsend, Arisa Oba and Renaud Comba from education team and James Kaphuka from social policy team leading the coordination under the supervision of Anna Smeby of the UNICEF Pacific Multi Country Office; Antonia Mandry of UNICEF's East Asia and the Pacific Region Office; and Sakshi Mishra and Nurshat Ababakirov of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, with the support of many dedicated colleagues.

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Introduction

MICS6 in Samoa

The Samoa Demographic and Health - Multiple Indicator Cluster Survey (Samoa DHS-MICS) was carried out in 2019-20 by Samoa Bureau of Statistics in collaboration with other Government ministries, as part of the Global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA) and Pacific Community (SPC) with government funding and financial support of UNICEF and UNFPA. The fieldwork was carried between October 2019-February 2020. For all education questions, 2019 school year is the school year of reference i.e. 'current school year'.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 13-15 years who have not completed primary education. In Samoa, 4 per cent of children aged between 13 and 15 years have not completed primary education. Profiling helps to define who this group of 4 per cent not completing primary education are. For example, when profiling by sex, among 4 percent who have not completed primary education, 81 per cent are males and 19 per cent are females.

Notes on MICS-EAGLE analysis

Differences between estimates from household survey and Education Administration Data

In MICS, the questions on education are focused on 'attendance' instead of 'enrolment'. For all 3- to 24-year-olds,an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in current school year 2019, their highest level of education, whether they attended school in last school year 2018, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 and MICS-EAGLE factsheet for Samoa. It is therefore, important to note that while indicators in MICS and education administration data (EMIS) may share the same names, they are different. The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/ concept used to calculate the indicator (attendance versus enrolment). However, estimates from both MICS and EMIS help provide a broad understanding of the education situation in Samoa.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. Typically, a MICS-EAGLE factsheet covers the following topics. These topics can be merged or additional topics added during customization. The topics are:

Access and Completion

Skills
(learning outcomes, ICT skills and literacy rate)

Inclusive Education
(with a focus on disability)

Early Learning

Out-of-School Children

Repetition and Dropouts
(internal efficiency)

Child Protection
(child labour and child marriage)

Remote Learning

Topic 1 Adjusted Net Attendance Rate (ANAR)

Guiding questions

1. At which level of education is ANAR the lowest?
2. What are the characteristics of children who do not attend the age-relevant or higher level of education?
3. What regions have the lowest ANAR at each level?
4. What is the profile of children who not attend the age-relevant or higher level of education?

Overview

What is ANAR?

ANAR measures the percentage of children of a given age that are attending an education level compatible with their age or attending a higher education level. The rate is termed "adjusted" since it includes both groups. It can be divided into three indicators:

- ANAR primary – percentage of children of primary school age currently attending primary or secondary school
- ANAR lower secondary – percentage of children of lower secondary school age currently attending lower secondary school or higher
- ANAR upper secondary – percentage of children of upper secondary school age currently attending upper secondary school or higher

FIGURE 1 Overview adjusted net attendance rate (ANAR)

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	94%	80%	83%
Urban	92%	81%	78%
Total	90%	80%	71%
Rural	90%	79%	70%
Poorest	87%	74%	62%

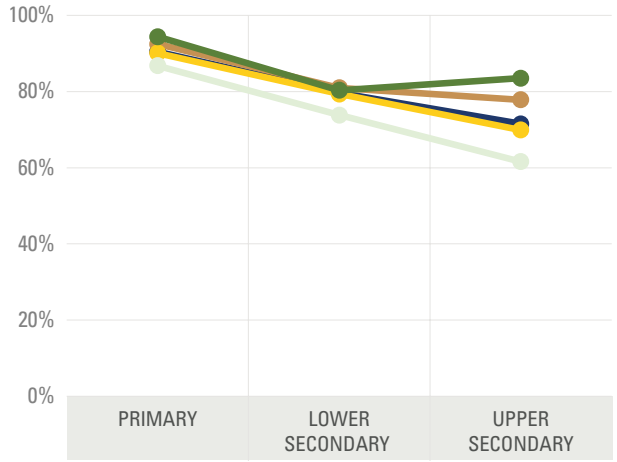
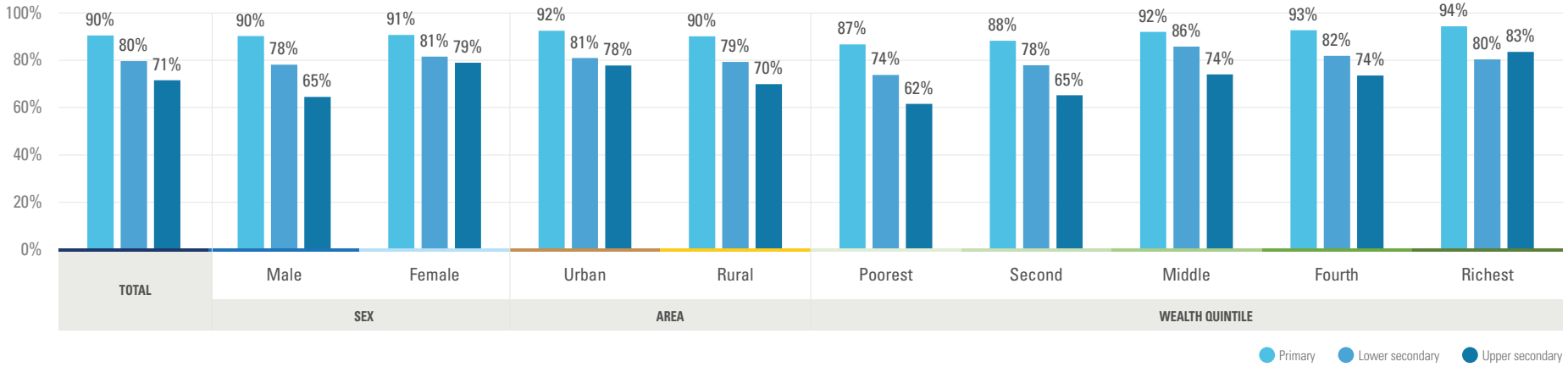


FIGURE 2 ANAR by **level of education**

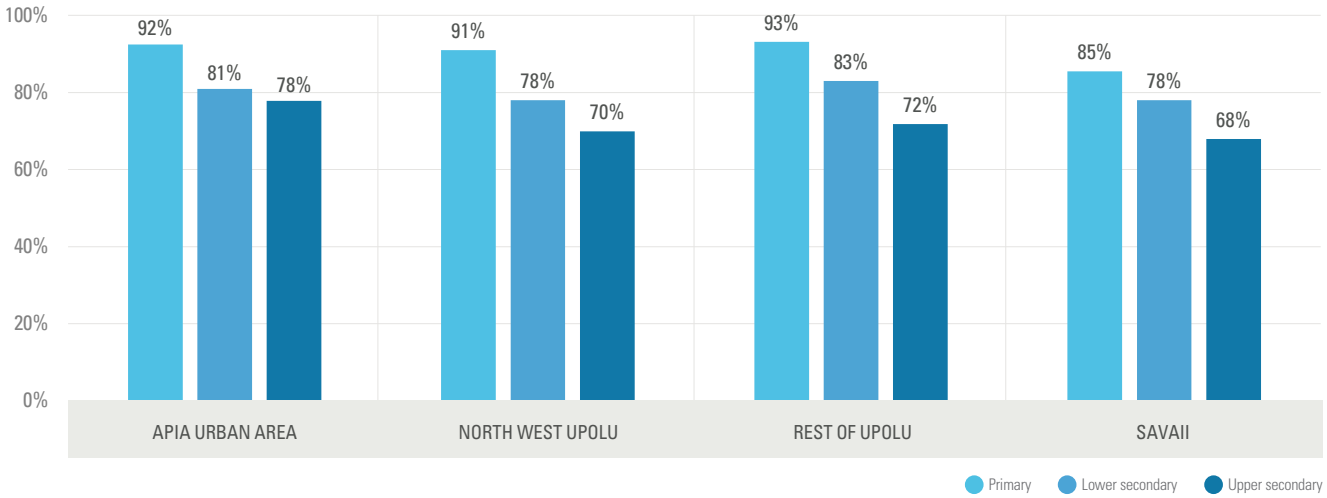


Findings

- 90 per cent of primary school-age children are in education at either primary or a higher level. However, the attendance rate declines steeply for lower and upper secondary education, with 80 per cent of lower secondary-age children attending lower secondary or a higher level and only 71 per cent of upper secondary-age children attending upper secondary or a higher level.
- Children belonging to the poorest quintile have a particularly low ANAR compared with other socio-economic groups. At lower and upper secondary levels, rural and poor children attend the respective or a higher level of education below the national average whereas urban and rich children attend at a level higher than the national average.
- Across all level of education, there is a gender gap in ANAR in favour of girls. At the primary level, there is a 1 percentage point gap in favor of girls; this increases to 3 percentage point at the lower secondary level and 14 percentage point at the upper secondary level.
- Besides gender, there is a linear relationship between ANAR and wealth at all levels of education. This means children from the poorest wealth quintile are less likely to attend school than children from the richest wealth quintile.

Regional disaggregation – ANAR

FIGURE 3 ANAR by **region**



Findings

Primary level:

- Rest of Upolu region has highest ANAR at the primary level at 93 per cent while Savaii has the lowest at 85 per cent.

Lower secondary level:

- ANAR decreases drastically at this level for all regions.
- Among all regions, Rest of Upolu has the highest lower secondary ANAR at 83 per cent and Savaii and North West Upolu have the lowest at 78 per cent.
- The drop in ANAR from primary to lower secondary is steepest for North West Upolu (13 percentage point decrease).

Upper secondary level:

- For all regions, the decline in ANAR from lower secondary to upper secondary is less dramatic compared to the drop between primary and lower secondary.
- Apia Urban Area has the highest ANAR at Upper secondary level at 78 per cent whereas Savaii has the lowest at 68 per cent.

Topic 2 Completion Rates

Guiding questions

1. At which level of education is the completion rate the lowest?
2. What regions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socio-economic characteristics of children who not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, lower secondary, or upper secondary) who have completed that level of education.For example, if the official age of entry into primary education is 6 years, and primary school has six grades, then the intended age for the last grade of primary education is 11 years. In this case, the reference age group for calculation of the primary completion rate would be 14-16 years (11 + 3 = 14 and 11 + 5 = 16). This indicator is used to calculate SDG4.1.4 – Completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 4 Overview of completion rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	98%	97%	78%
Urban	97%	99%	71%
Total	96%	97%	57%
Rural	96%	97%	53%
Poorest	94%	97%	39%

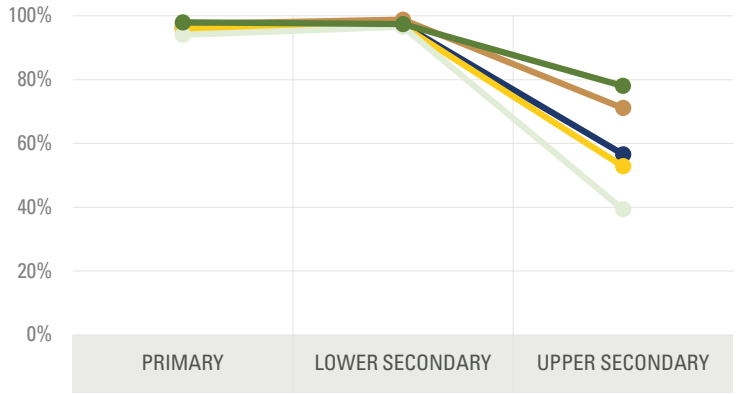
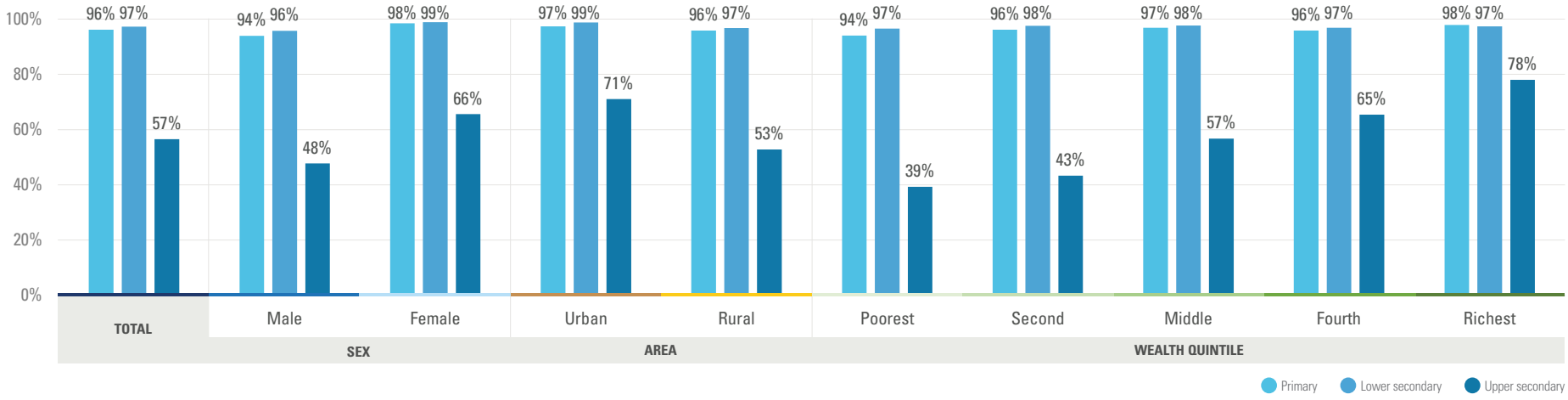


FIGURE 5 Completion rate by **level of education**

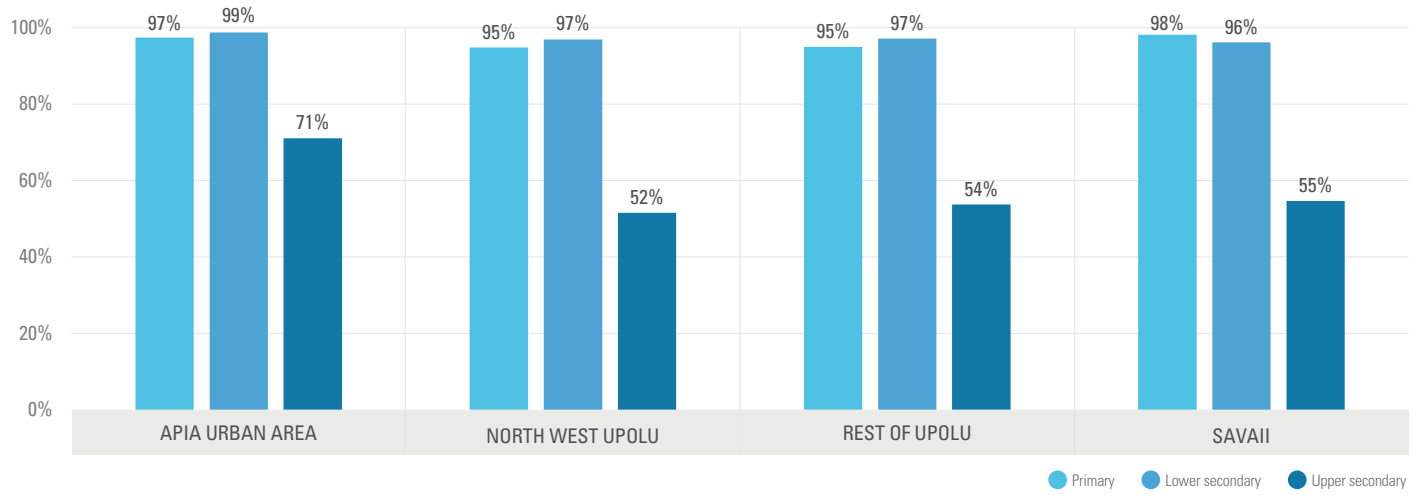


Findings

- About 96 per cent of children complete primary and lower secondary education. However, the completion rate declines steeply for upper secondary education, with only 57 per cent completing upper secondary.
- The declining completion rate can be attributed to dropout and repetition or delayed completion – this means that upper secondary level displays these internal inefficiencies more than primary or lower secondary level
- Boys have a lower completion rate than girls at the upper secondary levels.
- Additionally, Children belonging to the poorest two quintiles and those living in rural areas have particularly low completion rate at the upper secondary level.
- The decline in completion rate at the upper secondary level is dramatic compared to lower secondary level. Completion rate for boys at upper secondary is half of what it is at the lower secondary level. For children belonging to the poorest wealth quintile, the gap in completion between the two levels is even more drastic.
- When interpreting location/geographic completion rates, it is important that these are based on 'current location' and the completion rate looks at the cohort of children three to five years over the age of a level. Therefore, individuals may have migrated from one location to another after completing a level but this analysis notes only the location where the data was collected, and not the migration.

Regional disaggregation – Completion rate

FIGURE 6 Completion rate by **region**



Findings

Primary completion rate:

- There is little regional disparity in completion rates in primary education. All regions have a completion rate greater than 95 per cent but some are slightly higher than others.

Lower secondary completion rate:

- Across all regions, most children complete lower secondary, specifically in the Apia Urban Area which has almost achieved universal lower secondary completion.

Upper secondary completion rate:

- The Upper secondary completion rate sees the most drastic decline in all regions compared with the primary and lower secondary completion rates.
- The decline in completion rates between Lower secondary and Upper secondary is as follows: Apia Urban area (28 percentage points), North West Upolu (45 percentage points), Rest of Upolu (43 percentage points) and Savaii (41 percentage points) .
- Between regions, Apia has the highest upper secondary completion rate (albeit this rate is lower than at other levels) whereas North West Upolu has the lowest.

Profile of children not completing school

The profiles of children not completing school for each level of education are based on the percentage of children not completing a level of education, i.e. of the 4 per cent not completing primary, the 3 per cent not completing Lower secondary and the 43 per cent not completing Upper secondary.

FIGURE 7 Profile of children who do not complete school, by **sex**

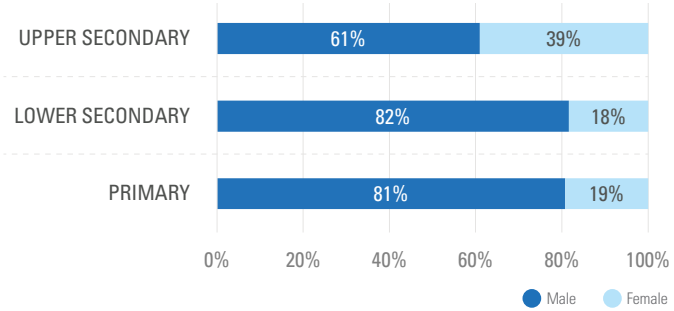


FIGURE 8 Profile of children who do not complete school, by **area**

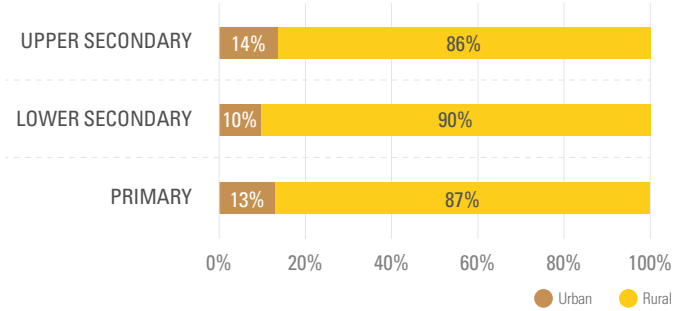


FIGURE 9 Profile of children who do not complete school, by **wealth quintile**

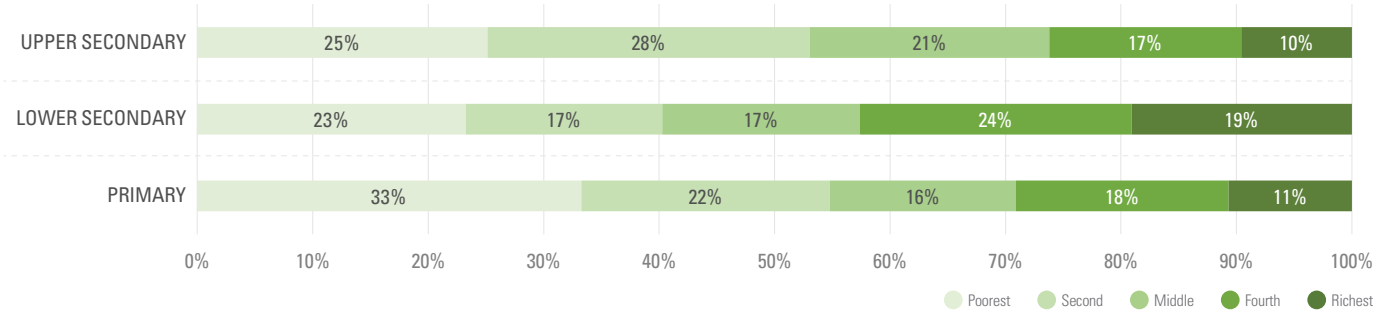
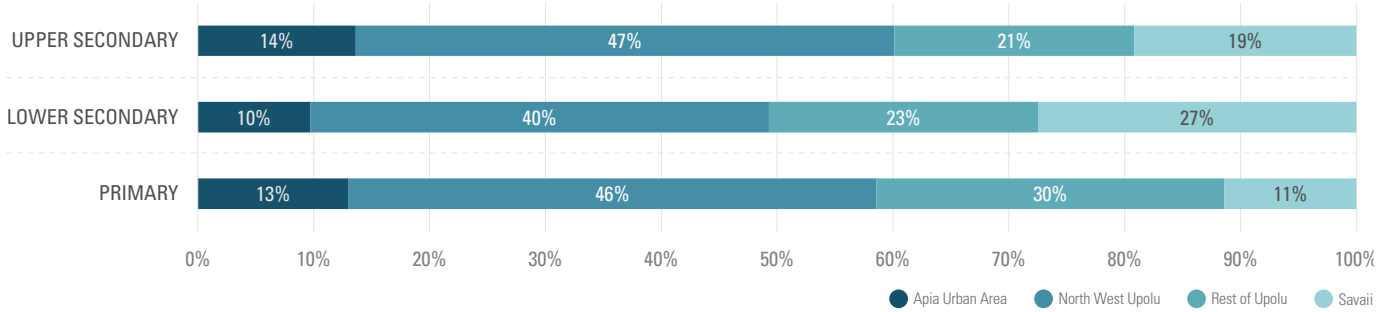


FIGURE 10 Profile of children who do not complete school, by **region**



Findings

- Among those not completing their education, across all levels, a higher percentage of boys do not complete their respective levels.
- More children not completing education for all three levels live in rural areas, which could be a result of the larger population size of rural children.
- The poorest two wealth quintiles make up over half of those who have not completed primary and upper secondary level although they comprise two-fifths of the population.
- Of those not completing each level, more than 60 per cent are in Upolu (Norht west and rest of Upolu).

TABLE 1. Non-completion – Percentages and headcounts, by various socio-economic characteristics

		Non-completion rate (%)			Headcount of children not completing		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**4**	**3**	**43**	**500**	**300**	**4,400**
Sex	Male	6	4	52	400	200	2,700
	Female	2	1	34	100	100	1,700
Area	Urban	3	1	29	100	-	600
	Rural	4	3	47	400	300	3,800
Wealth quintile	Poorest	6	3	61	200	100	1,100
	Second	4	2	57	100	-	1,200
	Middle	3	2	43	100	100	900
	Fourth	4	3	35	100	100	700
	Richest	2	3	22	100	100	400
Region	Apia Urban Area	3	1	29	100	-	600
	North West Upolu	5	3	48	200	100	2,000
	Rest of Upolu	5	3	46	100	100	900
	Savaii	2	4	45	100	100	900

* Headcounts based on population data from UNSD.

Non-completion – Percentages and headcounts, by various socio-economic characteristics

These charts show the trade-off between percentages and population size, where the height of the bubble on the Y-axis represents the percentage of children who have not completed a level, meaning that, the higher the bubble, the larger the percentage. Population size is represented by the size of the bubble, meaning that the bigger the bubble, the larger the population not completing.

FIGURE 11 **Primary** non-completion rates and headcount of children not completing

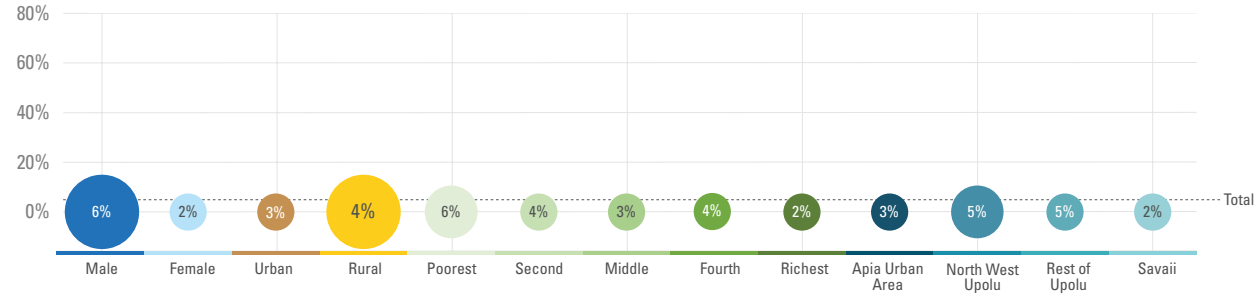


FIGURE 12 **Lower secondary** non-completion rates and headcount of children not completing

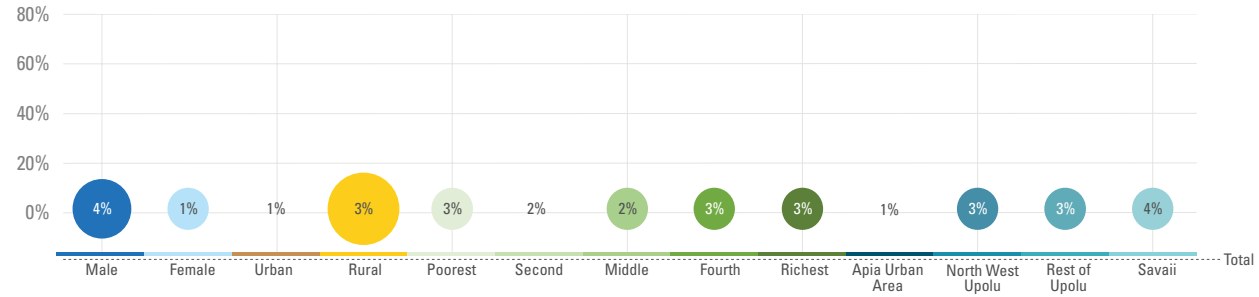
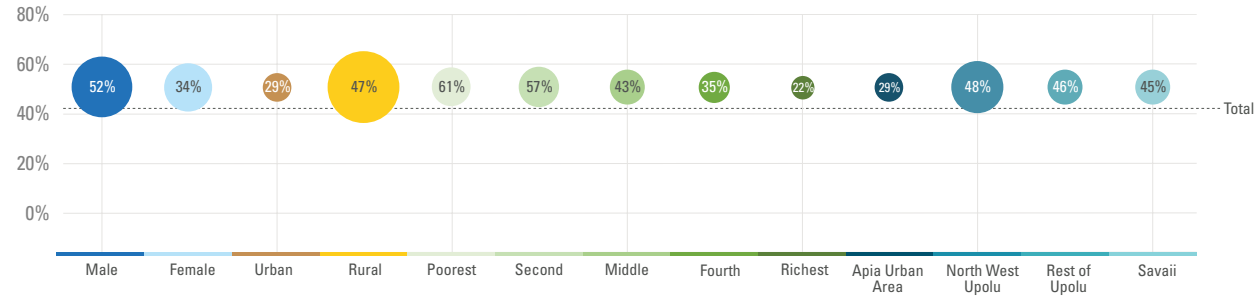


FIGURE 13 **Upper secondary** non-completion rates and headcount of children not completing



Findings

Trends across all three levels:

- At all three levels, the non-completion rate and headcount of male children, and rural children is higher than females. This means boys and rural children are more likely to not complete a level compared to other demographic characteristics.

Primary level:

- At primary level, the highest rate of non-completion is observed in male and children from the poorest quintile indicating that these children are more disadvantaged than their peers. However, in terms of number of children not completing primary, there are more male and rural children who do not complete primary. Targeting this group to reduce non-completion rate will mean more children are targeted.

Lower secondary level:

- At lower secondary level, the highest rate of non-completion is observed in male and children from Savaii region indicating that these children are more disadvantaged than their peers. However, in terms of number of children not completing lower secondary, most children who do not complete this level belong to rural areas. Targeting rural areas by region or males in rural areas will have a strong impact on improving completion rate at this level.

Upper secondary level:

- At upper secondary level, the highest rate of non-completion is observed in male and children from the poorest quintile indicating that these children are more disadvantaged than their peers. However, in terms of number of children not completing upper secondary, there are more male and rural children who do not complete upper secondary. Targeting this group to reduce non-completion rate will mean more children are targetted.

Topic 3 Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. What characteristics are linked to higher percentages in reading and numeracy skills?
3. What percentage of each group of young people are literate and what percentage have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3)

What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 5–17 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in(i)reading and (ii) mathematics, by sex.

FIGURE 14 Percentage of childrenaged 7–14 with foundational skills, by **highest grade attended**

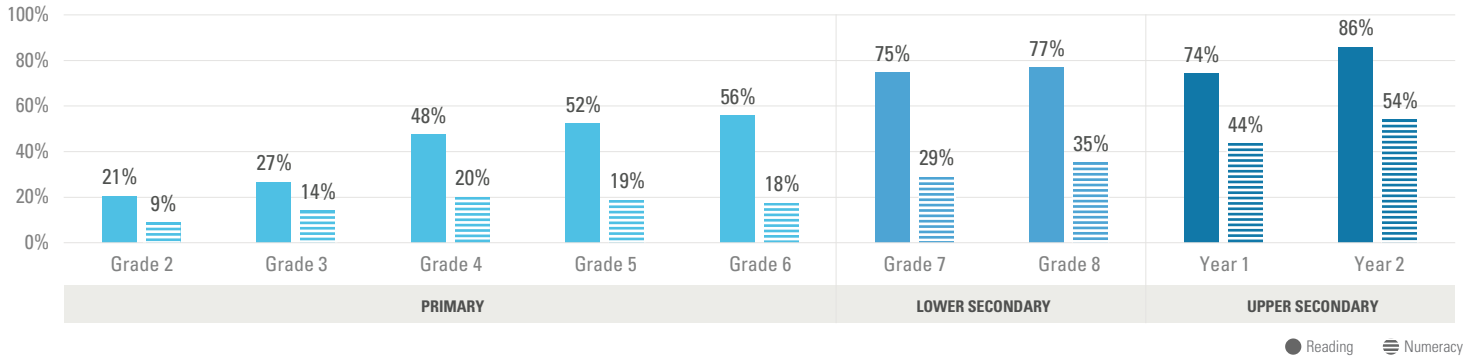
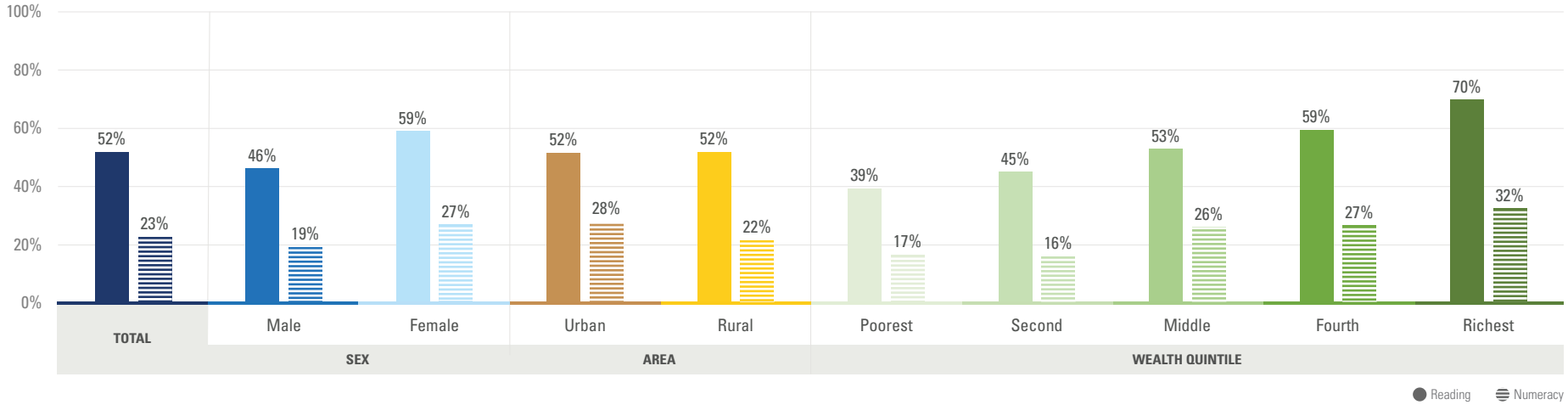


FIGURE 15 Percentage of children aged 7–14 with foundational skills, by various **socio-economic factors**

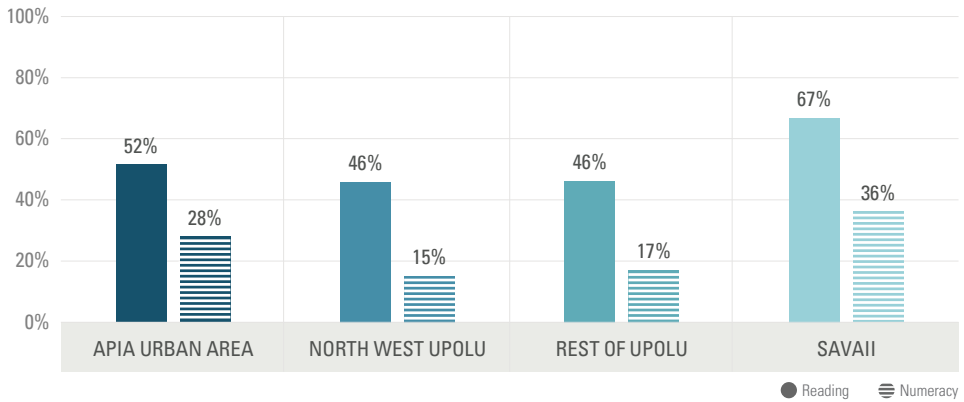


Findings

- In Samoa, for reading skills, only 27 per cent of children in Grade 3 have the expected reading skills.
- In all the primary grades less than 20 per cent of children have the expected numeracy skills measured at Grade 2/3 level.
- Data indicates that children learn by staying in school. The percentage of children with reading skills at Grade 2/3 level increases from 27 per cent in Grade 3 to 86 per cent in grade 2 of upper secondary. However, the increase is more drastic in numeracy. The percentage of children with numeracy skills at Grade 2/3 level increases from 14 per cent in Grade 3 to 54 per cent in grade 2 of upper secondary.
- A higher percentage of female children have both foundational reading and numeracy skills compared with their male counterparts. While the percentage of urban and rural children with foundational reading skills is equal, the percentage of urban children with foundational numeracy skills is higher.
- Household wealth differences create the widest gap in foundational learning among children. 70 per cent of children from the richest wealth quintile have foundational reading skills compared with 39 per cent of children belonging to the poorest quintile. A similar gap is evident in foundational numeracy skills: a larger percentage of children from the richest quintile present these skills. This suggests that children from wealthier households benefit from some advantages over those in lower quintiles. Children from the richest households have much higher foundational learning levels than children from poorest quintile, with a gap of 31 percentage points in reading and 15 percentage points in numeracy.

Regional disaggregation – Foundational learning skills

FIGURE 16 Percentage of children aged 7–14 with foundational skills, by **region**



Findings

Foundational reading skills by region:

- 67 per cent of 7 to 14 year olds in Savaii have foundational reading skills. This makes Savaii the region with the highest share of 7 to 14 year olds with foundational reading skills.
- On the other hand, North West and Rest of Upolu have 46 per cent of 7 to 14 year olds with foundational reading skills.

Foundational numeracy skills by region:

- 36 per cent of 7 to 14 year olds in Savaii have foundational numeracy skills. This makes Savaii the region with the highest share of 7 to 14 year olds with foundational numeracy skills.
- On the other hand, North West Upolu have 15 per cent of 7 to 14 year olds with foundational numeracy skills.

Foundational reading skills among children aged 7–14, by language

FIGURE 17 Percentage of children aged 7 to 14 with foundational reading skills by language spoken at home

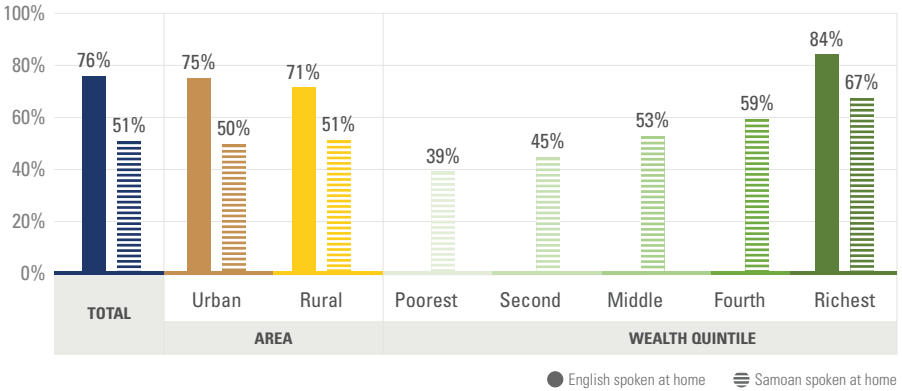


FIGURE 18 Percentage of children aged 7 to 14 with foundational numeracy skills by language spoken at home

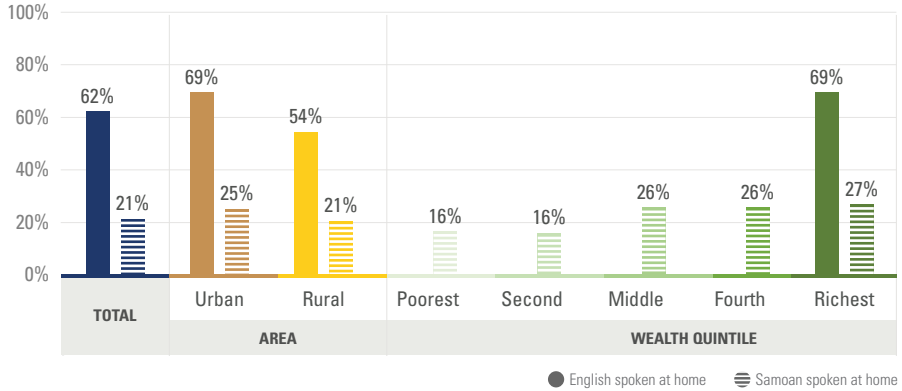
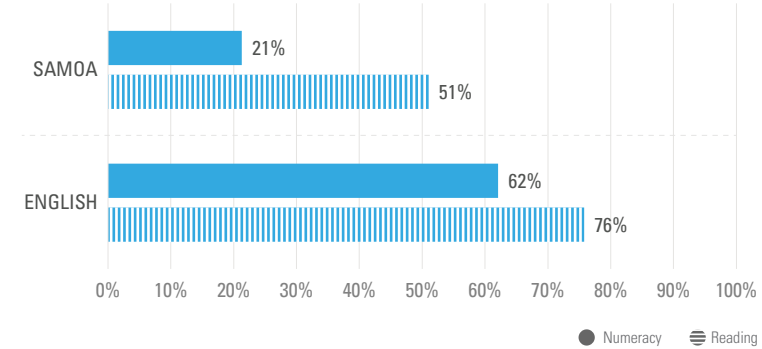


FIGURE 19 Percentage of children aged 7–14 with foundational skills, by language spoken at home



Findings

- Variations exist in the percentage of children with foundational reading and numeracy skills based on language spoken at home. The percentage of children with foundational reading skills is higher among those who speak English at home compared with those who speak Samoan at home.
- In reading, the difference is 25 percentage point in favor of children who speak English at home.
- In numeracy, the difference in 41 percentage points also in favor of children who speak English at home.

Literacy and ICT skills

FIGURE 20 Percentage of youth aged 15–24 that are literate

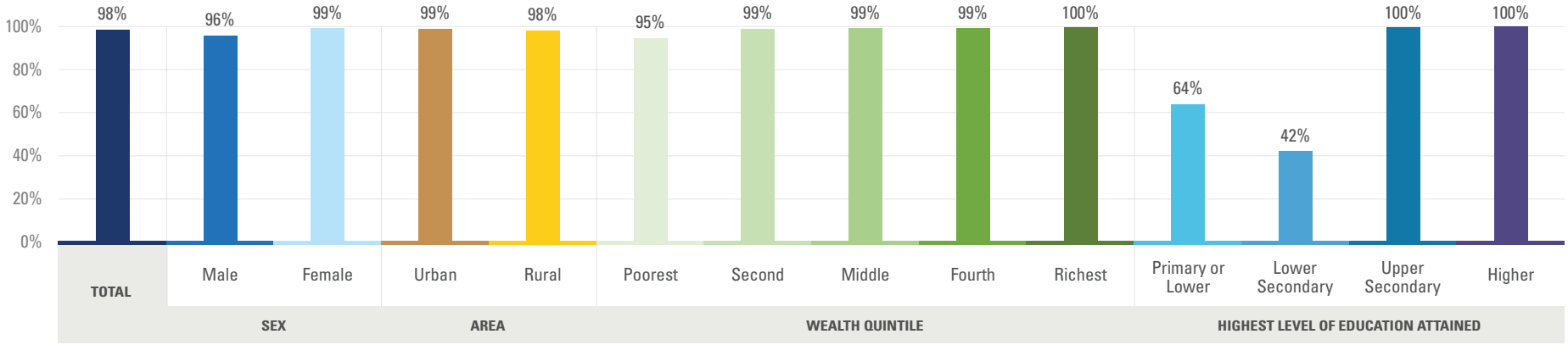
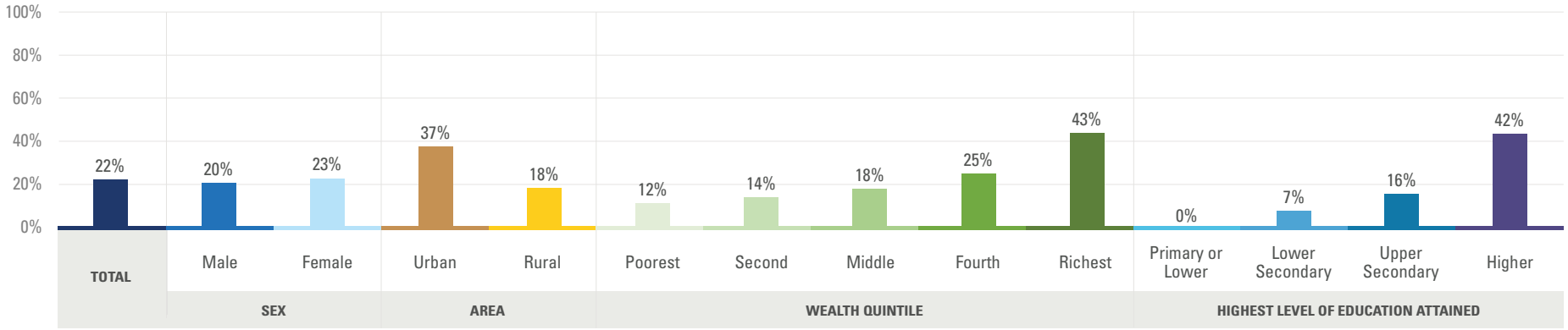


FIGURE 21 Percentage of youth aged 15–24 that perform any ICT-related activity (ICT skills)



Findings

- About 98 per cent of 15–24 year olds are literate. However, only 64 per cent of those with primary or no education and 42 per cent with lower secondary education are literate.
- ICT skills is a new module included in MICS6. To assess the prevalence of ICT skills, the module collects information on the recent use of ICT skills by measuring certain activities related to the use of ICT. About 22 per cent of 15–24 year olds reported engaging in any ICT-related activity in the three months prior to the survey.
- The percentage of 15–24 year olds engaging in any ICT-related activity is almost twice more in urban areas than in rural. Only 12 per cent of youth from the poorest quintile undertake any ICT-related activity whereas 43 per cent from the richest quintile do so.
- The biggest driver of youth ICT skills is educational attainment, with a large jump in the percentage of youth performing any ICT-related activity from lower secondary (7 per cent) to higher education (42 per cent). No 15 to 24 year old with primary or lower education reported performing any ICT-related activity in the three months prior to the survey.

Profile of children who do not demonstrate foundational learning skills

The profiles of children who do not demonstrate foundational learning skills provide information on children aged 7–14 who do not demonstrate reading and numeracy skills at Grade 2/3 level according to the foundational learning module in MICS6. The information in these charts shows the profiles of the (1) 48 per cent of 7–14 year olds not learning in reading and (2) 77 per cent of 7–14 year olds not learning in numeracy.

FIGURE 22 Profile of children who do not demonstrate foundational learning skills, by **sex**

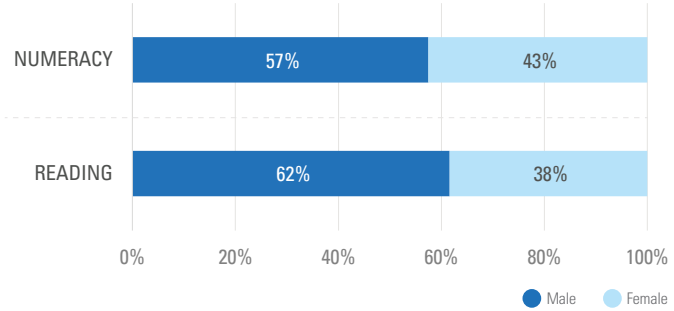


FIGURE 23 Profile of children who do not demonstrate foundational learning skills, by **area**

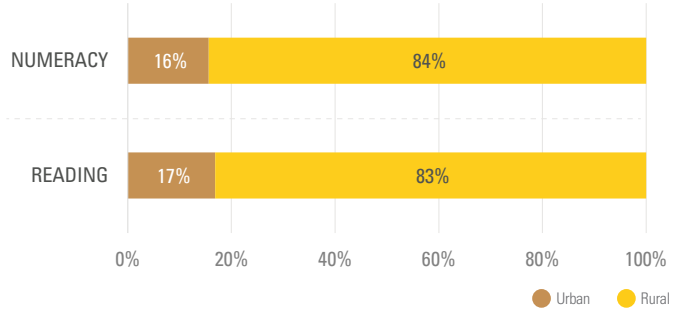


FIGURE 24 Profile of children who do not demonstrate foundational learning skills, by **wealth quintile**

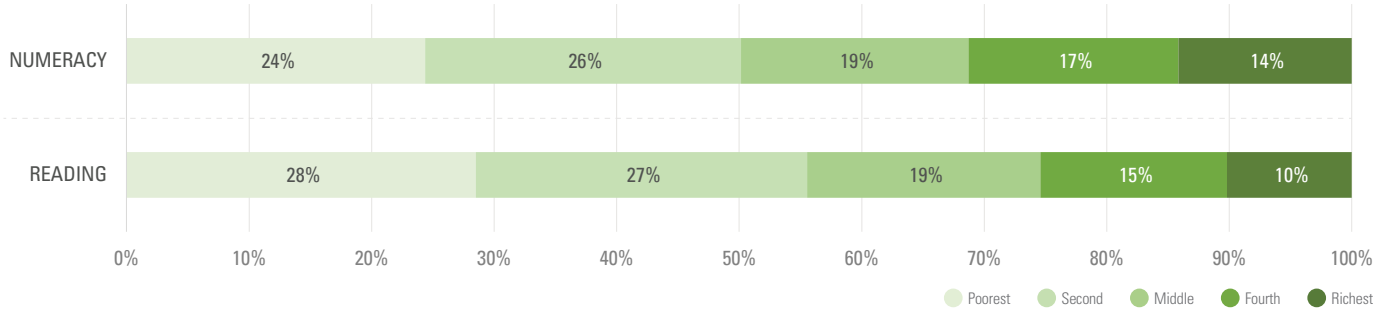
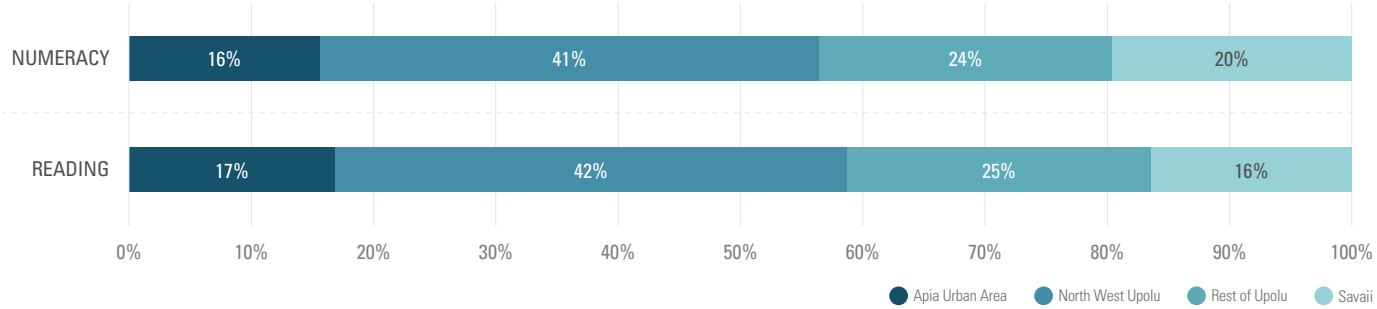


FIGURE 25 Profile of children who do not demonstrate foundational learning skills, by **region**



Findings

- Among those who do not have foundational reading and numeracy skills, boys are more represented than girls.
- Rural children form the majority of those not learning foundational reading or numeracy skills.
- Children from the wealthiest quintile are under-represented, although they make up 20 per cent of the population, form proportionally smaller groups among children who do not have foundational numeracy skills and children who do not have foundational reading skills.
- North West Upolu has proportionally higher children who do not have foundational reading or numeracy skills. One explanations for this is that this region could be more populous than others and therefore more represented here.

TABLE 2. Foundational skills – Percentages and headcounts of children who don't demonstrate foundational skills, by various socio-economic characteristics

		Percentage of children (age 7–14) not learning (%)		Headcount of children not learning	
		Reading	Numeracy	Reading	Numeracy
Total		**48**	**77**	**17,100**	**27,900**
Sex	Male	54	81	10,700	16,100
	Female	41	73	6,400	11,800
Area	Urban	48	72	2,900	4,400
	Rural	48	78	14,200	23,400
Wealth quintile	Poorest	61	83	4,900	6,800
	Second	55	84	4,600	7,200
	Middle	47	74	3,200	5,200
	Fourth	41	73	2,600	4,800
	Richest	30	68	1,700	4,000
Region	Apia Urban Area	48	72	2,900	4,400
	North West Upolu	54	85	7,200	11,400
	Rest of Upolu	54	83	4,200	6,600
	Savaii	33	64	2,800	5,400
Mother's level of education	None/Pre-primary/ did not complete Primary	76	37	100	200
	Primary	52	19	1,400	2,300
	Secondary	49	21	13,000	20,700
	Higher	61	30	2,400	4,500

* Headcounts based on population data from UNSD.

Foundational skills – Percentages and headcounts of children who don't demonstrate foundational skills, by various socio-economic characteristics

These charts show the trade-off between percentages and population size, where the height of the bubble represents the percentage of children who do not have foundational skills, meaning that, the higher the bubble, the larger the percentage. Population size is represented by the size of the bubble. For example, these charts show that the most differences among the percentages of children not learning are based on wealth and region. Similar percentages of children not learning are found based on gender and urban–rural location.

FIGURE 26 Percentage and headcount of children who do not demonstrate **foundational reading skills**

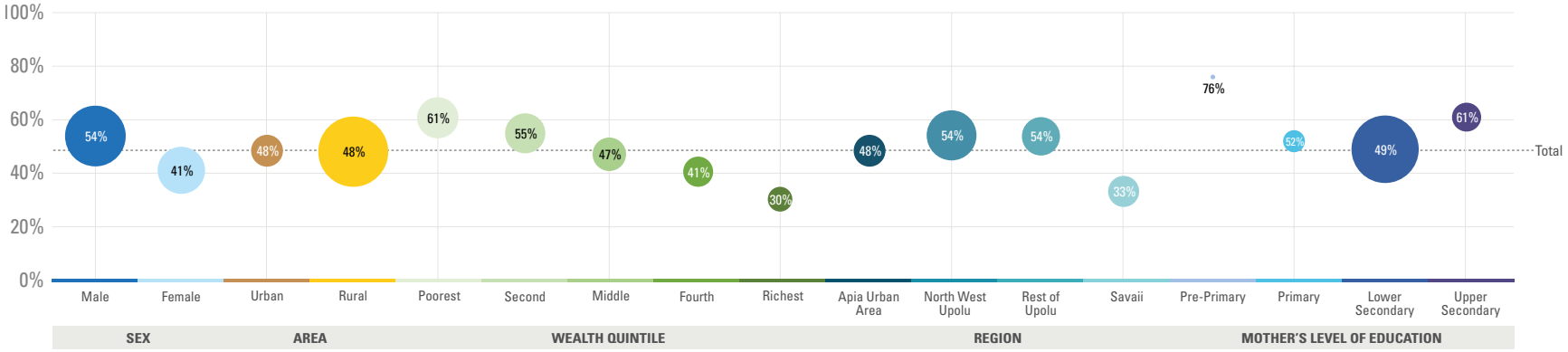
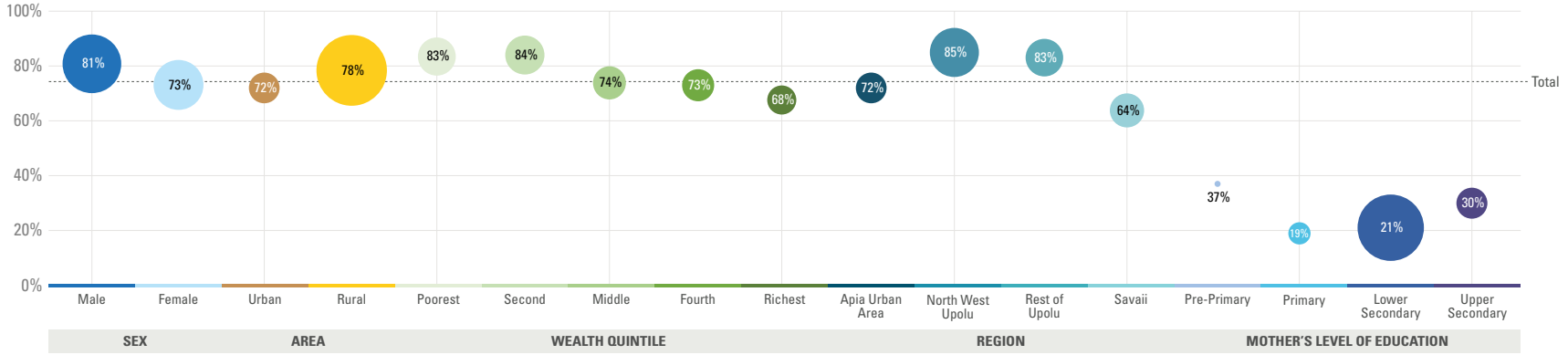


FIGURE 27 Percentage and headcount of children who do not demonstrate **foundational numeracy skills**



Findings

Foundational reading skills:

- High share of male and rural children do not demonstrate foundational reading skill. However, in terms of number, the number of rural children not learning is greater than the number of male children not learning.
- Among regions, North West Upolu and Rest of Upolu have the same share of children not learning but the number of children not learning is higher in North West Upolu. This means improvements targetted torwards North West Upolu will reach the most disadvantaged children and will also reach more children who are not learning (compared to other regions).

Foundational numeracy skills:

- High share of male and rural children do not demonstrate foundational numeracy skill. However, in terms of number, the number of rural children not learning is greater than the number of male children not learning.
- North West Upolu has a high share and estimated number of children not learning, followed by Rest of Upolu.

Topic 4 Out-of-School Children

Guiding questions

1. Which level of education has the highest out-of-school children rate?
2. How many children are out of school?
3. What regions have the highest out-of school rates?
4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG4.1.5 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

FIGURE 28 Overview of out-of-school rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	4%	5%	10%
Urban	6%	4%	13%
Total	7%	5%	20%
Rural	7%	5%	21%
Poorest	11%	5%	28%

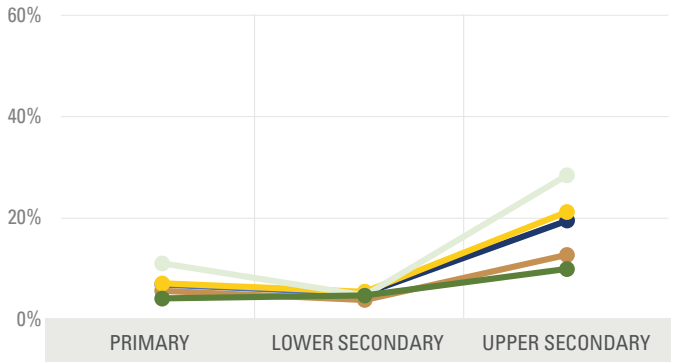
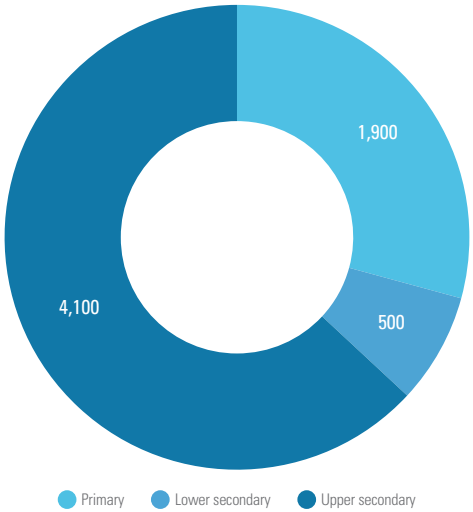


FIGURE 29 Out-of-school population (estimated headcounts)



Findings

- Nationally, less than 7 per cent of primary school-age children are out of school. However, out of school rates increase steeply at the lower secondary level with 20 per cent being out of school at that level.
- Compared with the national average, children from the poorest wealth quintile have higher out-of school rates at all levels. There is a 7 percentage point gap between out of school rate between children from the richest and the poorest quintiles. In Upper secondary, this gap increases to 18 percentage points, in favor of children belonging to the richest quintile.
- Rural out-of-school percentages are similar to the national average in primary and lower secondary.
- In total, about 1900 children are out of school when they should be attending primary school and 500 when they should be attending lower secondary.
- The number of out-of-school children worsens at the Upper secondary level, with about 4,100 children out of school.

Out-of-school children by level of education

FIGURE 30 Out-of-school children rates at **Primary level**

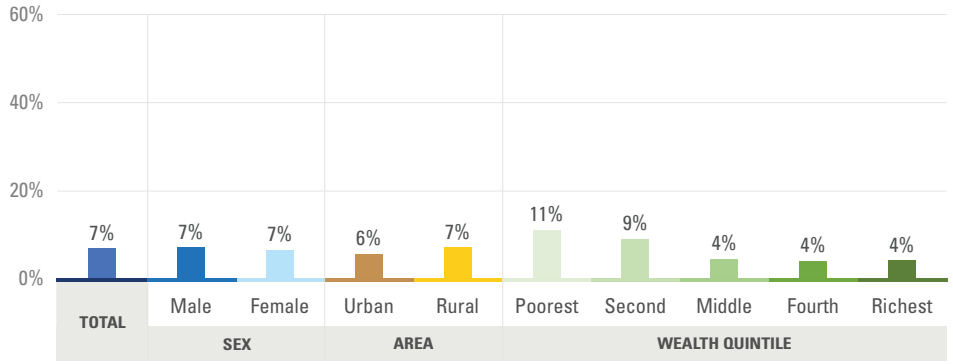


FIGURE 31 Out-of-school children rates at **Lower secondary level**

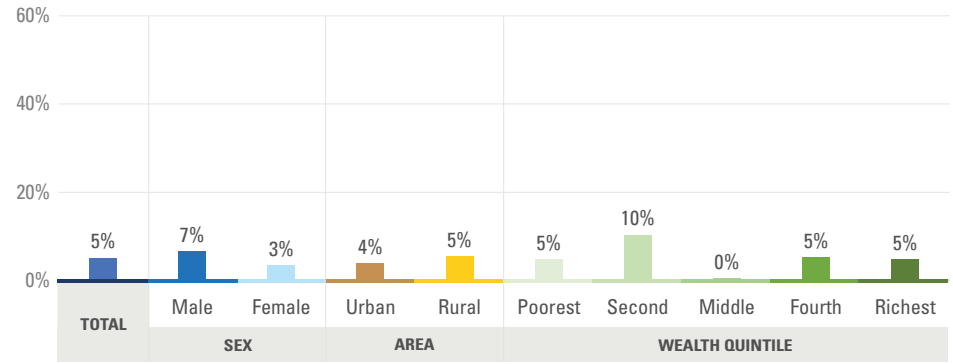
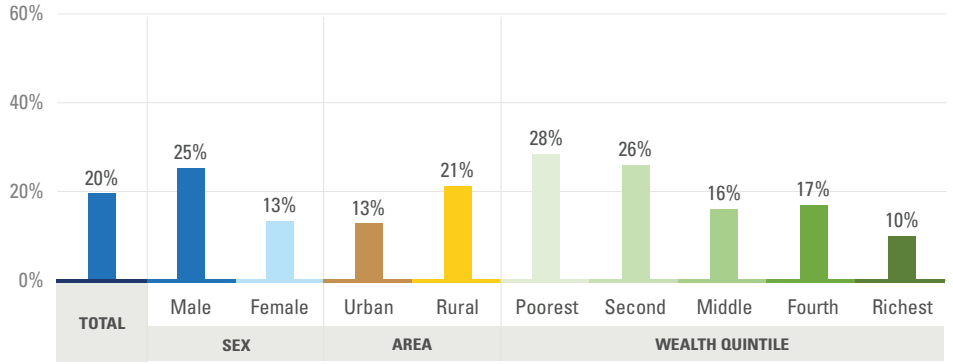


FIGURE 32 Out-of-school children rates at **Upper secondary level**

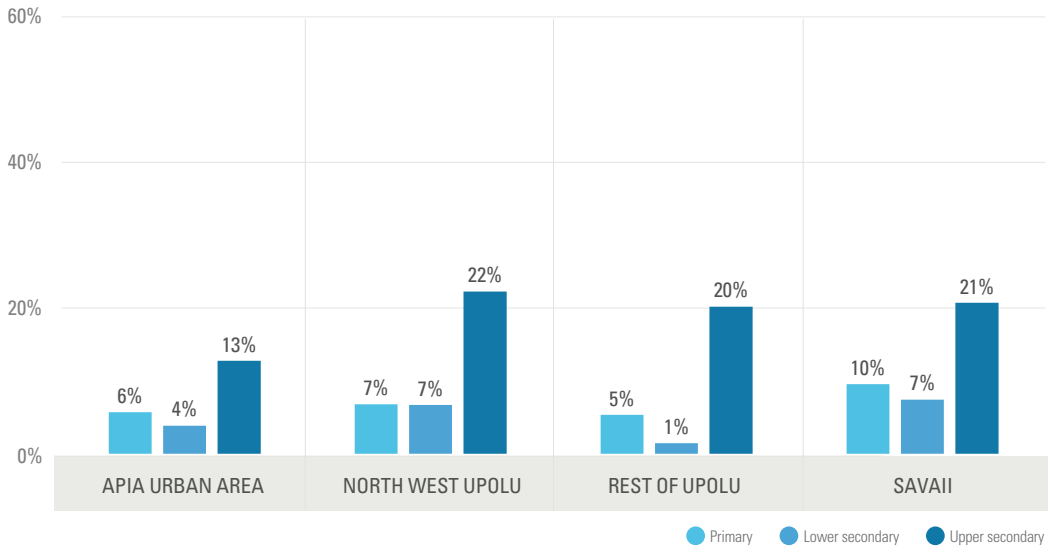


Findings

- At the primary education level, 7 per cent of children are out of school. Out of school rate for children from the poorest two quintile is more than double of the three richer quintiles.
- For children who should be attending lower secondary education, the out-of-school rate is at 5 per cent, with more males out of school than females. The out-of-school rate is higher for rural than urban areas. The wealth disparity persists at this level.
- In upper secondary, the percentage of out-of school children increases to 20 per cent, with a higher percentage of boys than girls out of school. More than twice (nearly three times more) as many of children from poorest quintile are out of school compared with children from the richest quintile.

Regional disaggregation – Early childhood development and education

FIGURE 33 Out-of-school children rates, by **region**



Findings

Across all levels of education the out-of-school rate for children is drastically high for upper secondary education. Most children are in school at primary level and upper secondary levels.

Primary level:

- At the primary level, out of school rates are the lowest in Rest of Upolu at 5 per cent and highest in Savaii at 10 per cent.

Lower secondary level:

- Except for North West Upolu, in the other three regions, out of school rate declines for this level. This means most children in this age bracket are attending some level of education.

Upper secondary level:

- Upper secondary seems to be a key bottleneck in the Samoan education system, with many children not attending the level when they should.
- At this level, Apia Urban Area has the lower out of school rate while North West Upolu has the highest

Profile of children out of school

This profiling is based on the percentage of out-of-school children for each level, i.e. of the 7 per cent out of school in primary, 5 per cent in Lower secondary and 20 per cent in Upper secondary.

FIGURE 34 Profile of children out of school, by **sex**

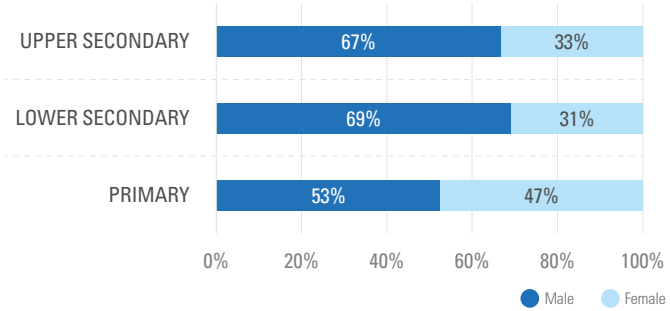


FIGURE 35 Profile of children out of school, by **area**

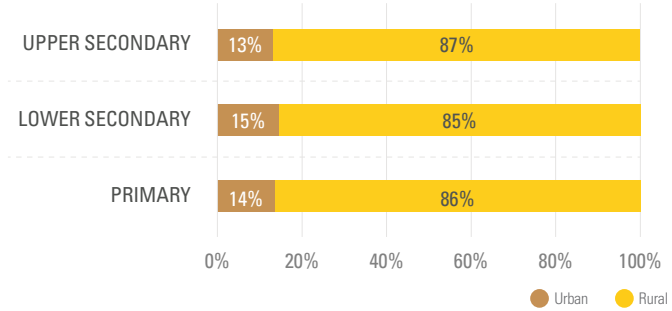


FIGURE 36 Profile of children out of school, by **wealth quintile**

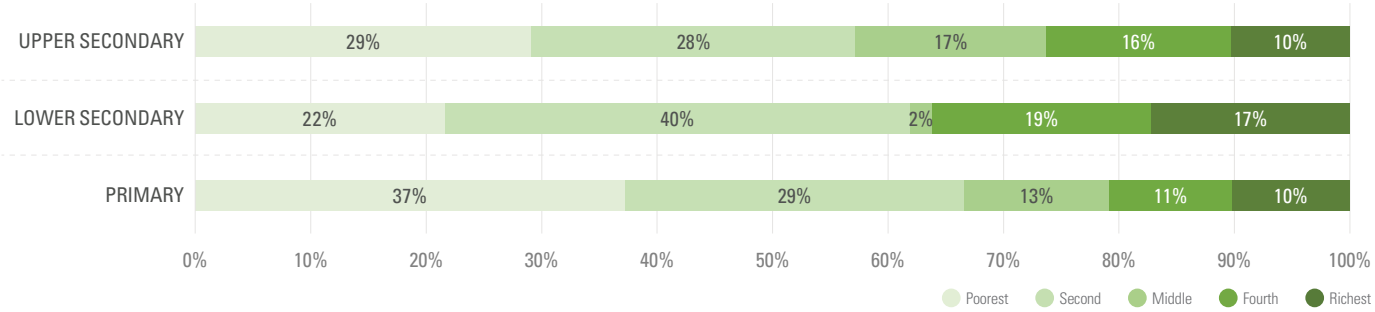
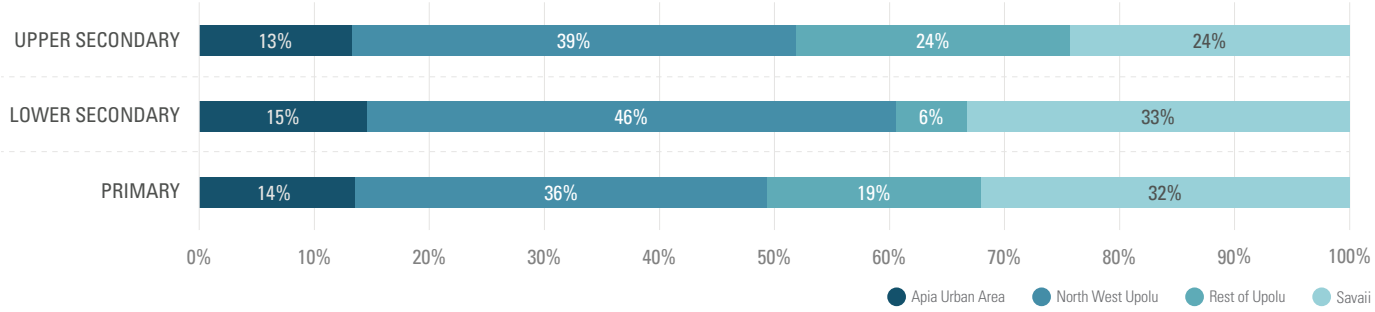


FIGURE 37 Profile of children out of school, by **region**



Findings

- At all levels the majority of out-of-school children are boys and from rural areas.
- Children from the poorest 40 per cent make up the majority of those who are out of school at all three levels.
- North West Upolu and Savaii have the most proportion of children who are out of school.

TABLE 3. Out-of-school – Percentages and headcounts, by various socio-economic characteristics

		Non-completion rate (%)			Estimated number of children who did not complete		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**7**	**5**	**20**	**6,900**	**5,200**	**19,500**
Sex	Male	7	7	25	7,100	6,600	25,300
	Female	7	3	13	6,700	3,500	13,400
Area	Urban	6	4	13	5,700	3,900	12,700
	Rural	7	5	21	7,100	5,500	21,200
Wealth quintile	Poorest	11	5	28	11,100	4,800	28,500
	Second	9	10	26	9,100	10,400	25,800
	Middle	4	0	16	4,400	500	16,000
	Fourth	4	5	17	4,000	5,300	16,800
	Richest	4	5	10	4,200	4,700	10,000
Region	Apia Urban Area	6	4	13	5,700	3,900	12,700
	North West Upolu	7	7	22	6,800	6,700	22,300
	Rest of Upolu	5	1	20	5,300	1,400	20,200
	Savaii	10	7	21	9,500	7,400	20,700

* Headcounts based on population data from UNSD.

Out-of-school – Percentage & headcounts by various socioeconomic characteristics

These charts show the trade-off between percentages and population size, where the height of the bubble represents the percentage of children who are out of school at each level, meaning that, the higher the bubble, the larger the percentage. Population size is represented by the size of the bubble

FIGURE 38 **Primary** out-of-school rate and headcount of children not attending school

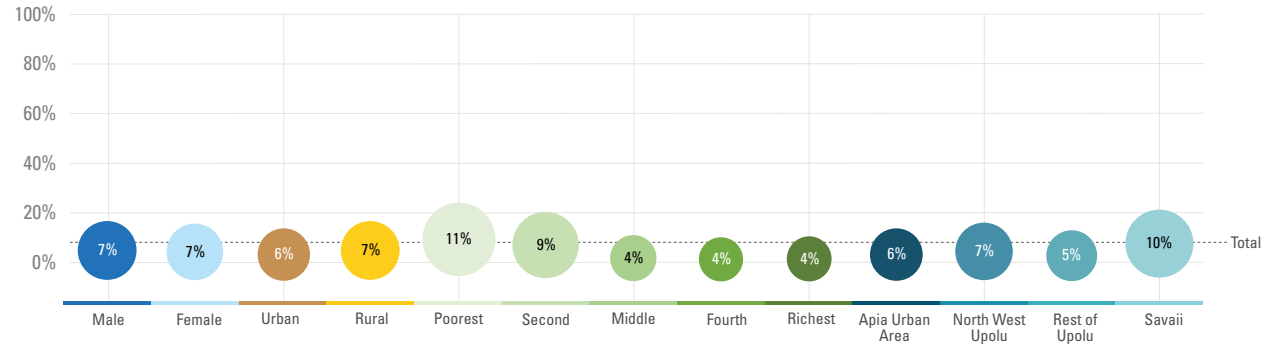


FIGURE 39 **Lower secondary** out-of-school rate and headcount of children not attending school

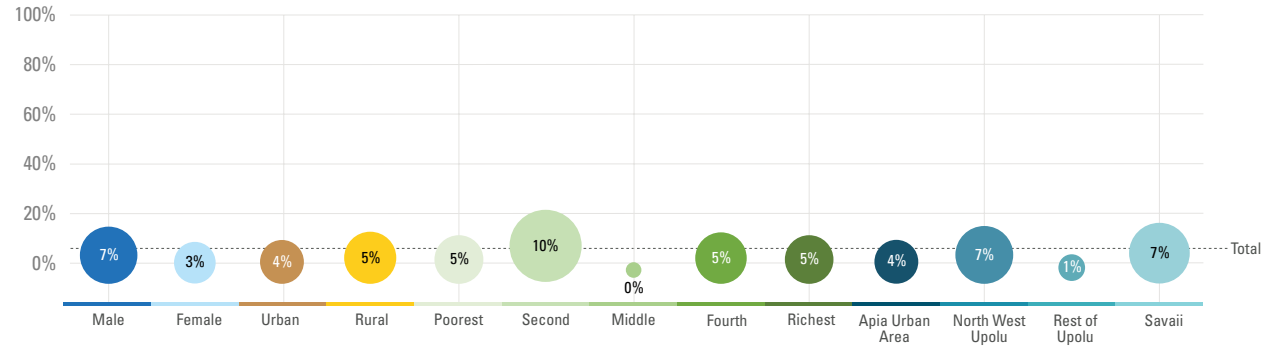
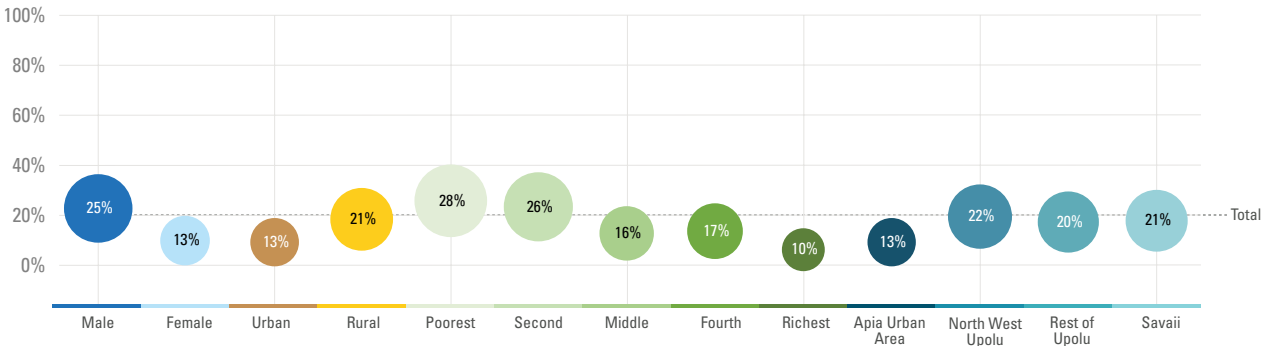


FIGURE 40 **Upper secondary** out-of-school rate and headcount of children not attending school



Findings

Across all three levels:

- Males have higher out-of-school rates and higher headcounts as well compared with females at the lower and upper secondary levels.
- Out-of-school rates differ along socio-economic lines at all three levels. Although the poorest two quintile comprises 40 per cent of the population, the percentage of children belonging to the poorest quintile who are out of school and the headcounts are large for all three levels compared with the richest wealth quintile.

Primary level:

- At primary level, the out of school rates and estimated headcount of children are high for children from three groups: children belong to the poorest and second poorest quintile and children living in the Savaii Region.

Lower secondary level:

- At Lower secondary level, out of school rates are high for children from the second poorest wealth quintile.
- With respect to regions, Savaii and North West Upolu have both high out of school rate and a large number of out of school children.

Upper secondary level:

- At the upper secondary level, out of school rates increase for all groups. However, among regions, Apia has the lowest out of school rates and estimated number of OOS children. While all other regions have high rates and numbers off OOS children.

Topic 5 Early Childhood Attendance and Development

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is Early Learning?

ECDI is a 10-item module which UNICEF developed to measure the percentage of children aged 3-4 who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains.

FIGURE 41 Percentage of 3–4 year olds attending early childhood education

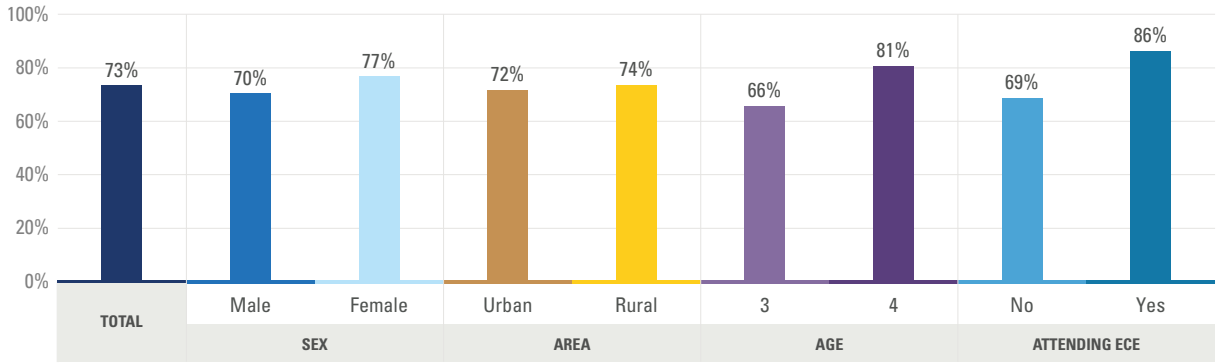


FIGURE 42 Percentage of children of specific age attending school by school level

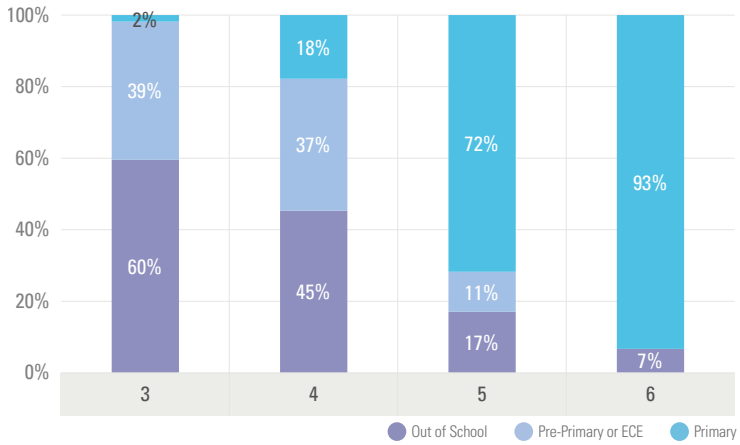


FIGURE 43 Age distribution at Grade 1 of primary education

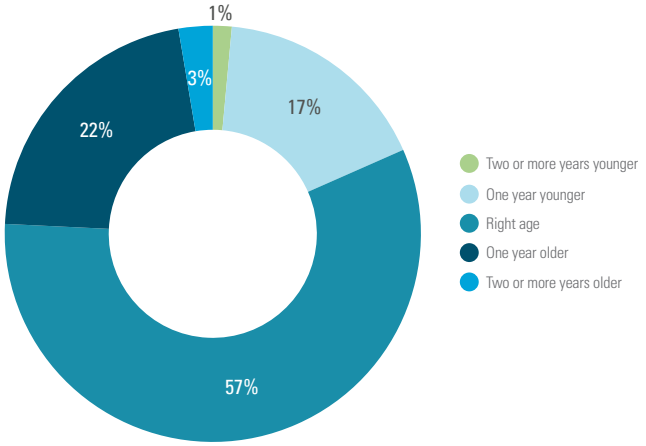


FIGURE 44 Percentage of 3–4 year olds who are developmentally on track using ECDI

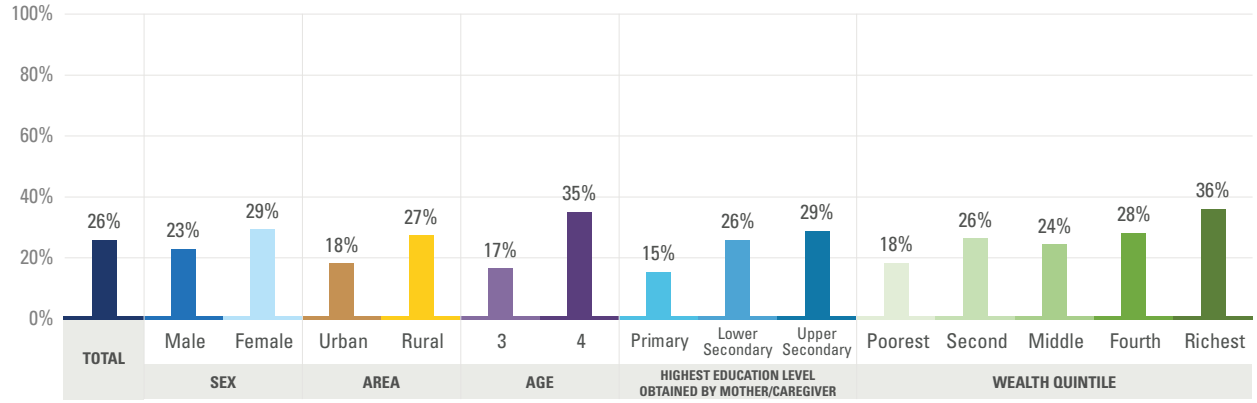
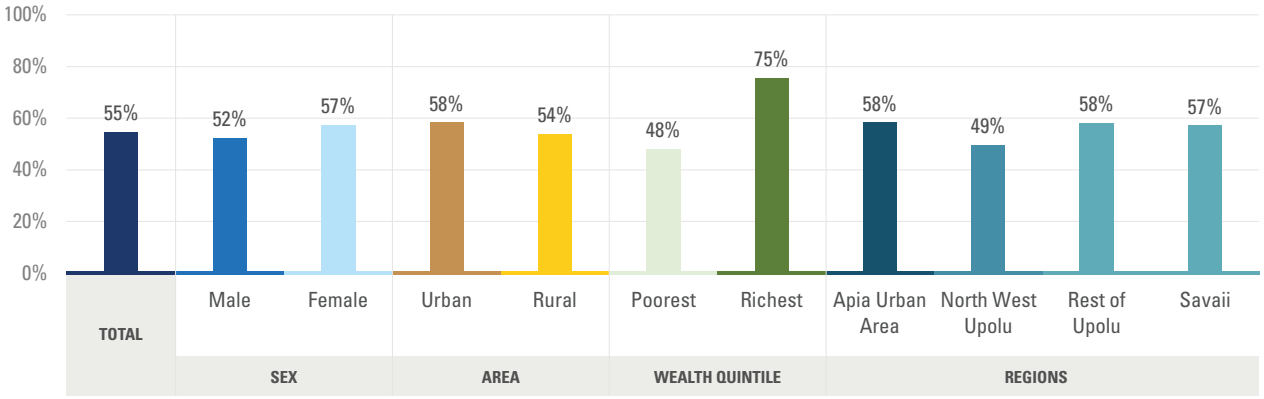


FIGURE 45 Participation rate in organized learning

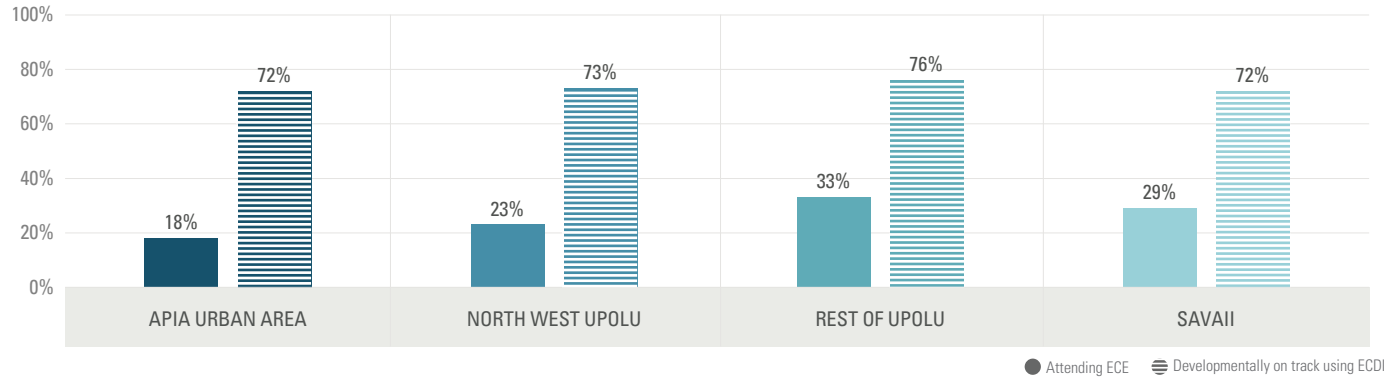


Findings

- Around 73 per cent of children aged 3–4 are developmentally on track, based on the Early Childhood Development Index (ECDI), a 10-item module consisting of literacy-numeracy, physical, social-emotonal and learning domains.
- The percentage of children developmentally on track is higher for girls and rural children.
- The percentage of children attending ECE who are developmentally on track is about 27 percentage points higher than that of children not attending ECE.
- More girls than boys attend ECE. ECE attendance is higher among rural children and children who are 4 years old.
- Mother's education is associated with ECE attendance. Higher mothers' educational attainment translates to higher chances of child attending ECE.
- ECE attendance among children from the reachest quintile is nearly double that of children in the poorest quintile.
- Based on level of education attended by age, the majority of 3 year olds are out of school. While the majority of 4 year olds are either attending pre-primary or primary education.
- 5 is the official starting age for primary in Samoa with 72 per cent of 5 year olds attending primary.
- However, younger children attend primary as well, with 72 per cent of 5 year olds attending primary.
- In Grade 1, the majority of students are at the official starting age. However, there are many older and younger children in grade 1. This signifies both early entry, late entry or repetitions.
- 55 per cent of children participated in organized learning which means 55 per cent of children aged one year before official primary entry age attended either ECE or primary education.

Regional disaggregation – Early Childhood Attendance and Development

FIGURE 46 Percentage of 3–4 year olds who are attending ECE or developmentally on track



Findings

- ECE attendance is highest in the rest of Upolu at 33 per cent and low in Apia Urban Area at 18 per cent.
- Despite the difference in ECE attendance, the percentage of children who are developmentally on track is higher than 70 per cent across all regions.

Profile of children not developmentally on track or not attending ECE

These charts are based on the per centage of 3–4 year olds not attending ECE and not developmentally on track, i.e. of the 74 per cent not attending ECE and the 27 per cent not on track on ECDI.

FIGURE 47 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **sex**

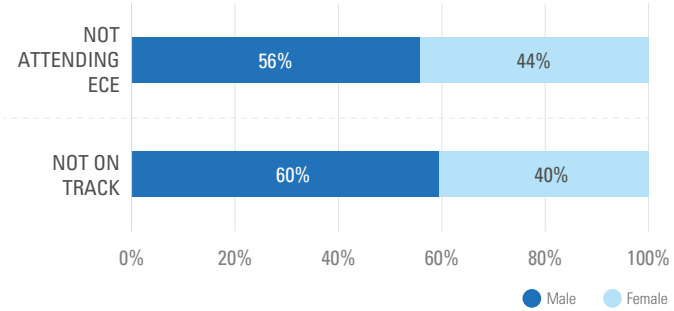


FIGURE 48 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **area**

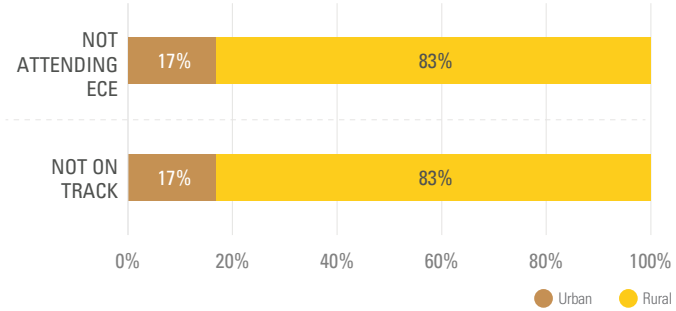


FIGURE 49 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **wealth quintile**

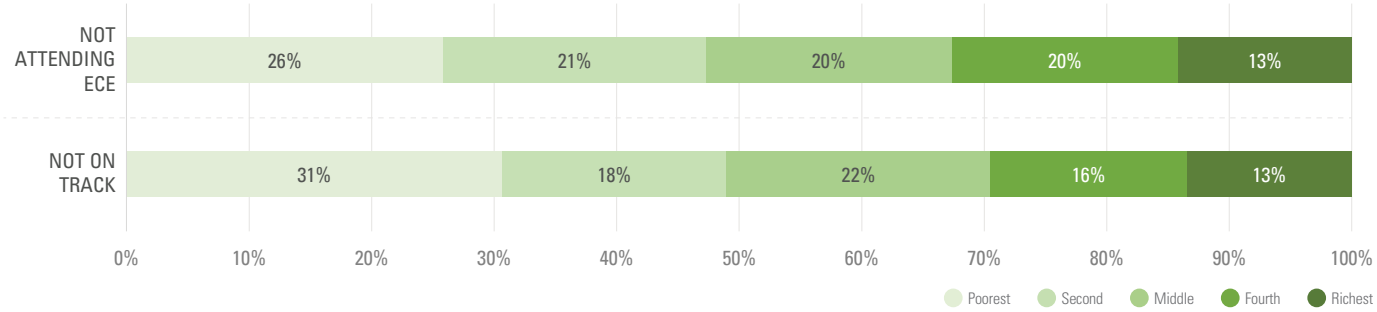
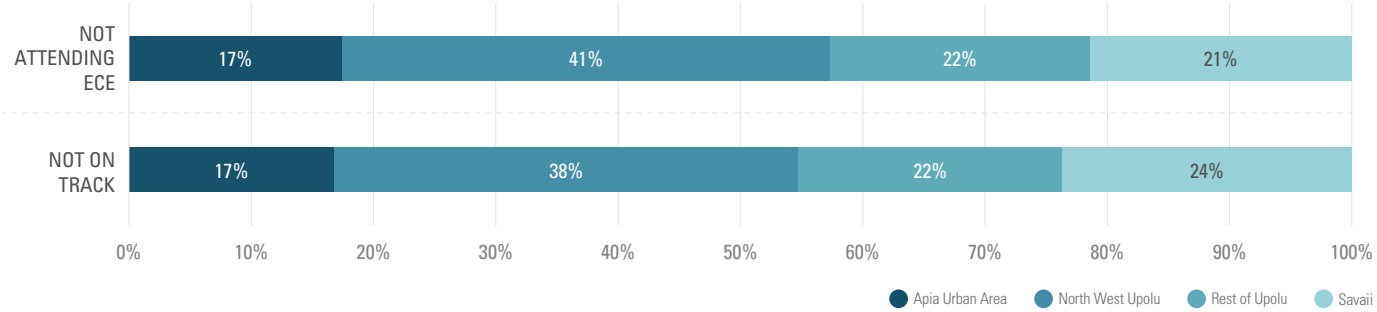


FIGURE 50 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **region**



Findings

- More boys than girls are not attending ECE and are not on track on ECDI.
- More rural children are not on track on ECDI and not attending ECE.
- Although children from the poorest quintile belong to the poorest 20 per cent of the population, they make up 31 per cent of those not on track and 26 per cent of those not attending ECE.
- Many children not on track on ECDI or not attending ECE are in the North West Upolu region.

TABLE 4. Early childhood attendance and development – Percentages and headcounts, by various socio-economic characteristics

		Percentage of children aged 3–4 (%)		Estimated number of children aged 3 to 4*	
		Who are not on track on ECDI	Who are not attending ECE	Who are not on track on ECDI	Who are not attending ECE
Total		**27**	**74**	**2,800**	**7,600**
Sex	Male	30	77	1,600	4,200
	Female	23	71	1,100	3,400
Area	Urban	28	82	500	1,300
	Rural	26	73	2,300	6,300
Wealth quintile	Poorest	35	82	800	2,000
	Second	23	74	500	1,600
	Middle	29	76	600	1,500
	Fourth	21	72	400	1,500
	Richest	25	64	400	1,000
Region	Apia Urban Area	28	82	500	1,300
	North West Upolu	27	77	1,000	3,000
	Rest of Upolu	24	67	600	1,600
	Savaii	28	71	700	1,600

* Headcounts based on population data from UNSD.

Early childhood attendance and development – Percentages and headcounts, by various socio-economic characteristics

These charts show the trade-off between percentages and population size, where the height of the bubble represents the percentage of children who are not on track on ECDI (top) and who are not attending ECE (bottom), meaning that, the higher the bubble, the larger the percentage. Population size is represented by the size of the bubble.

FIGURE 51 Percentage and headcount of children who are **not on track on ECDI**

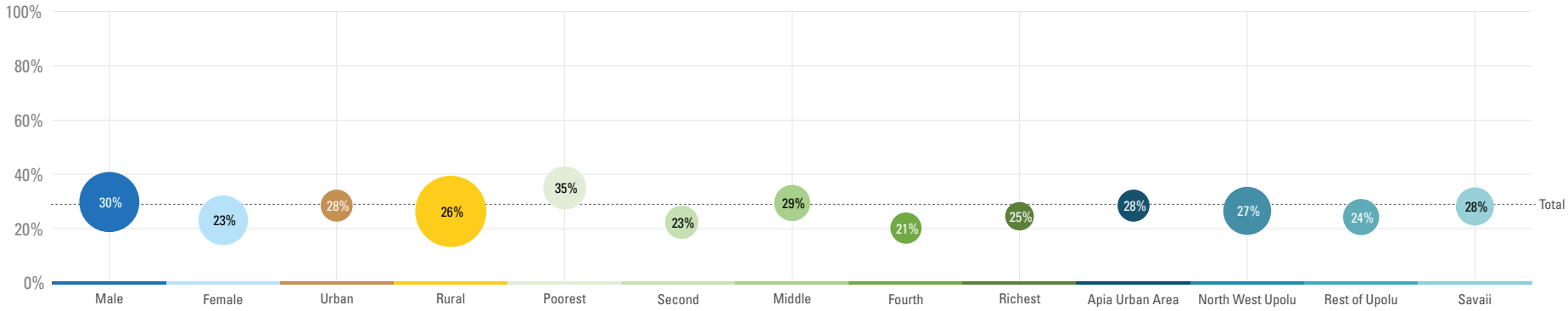
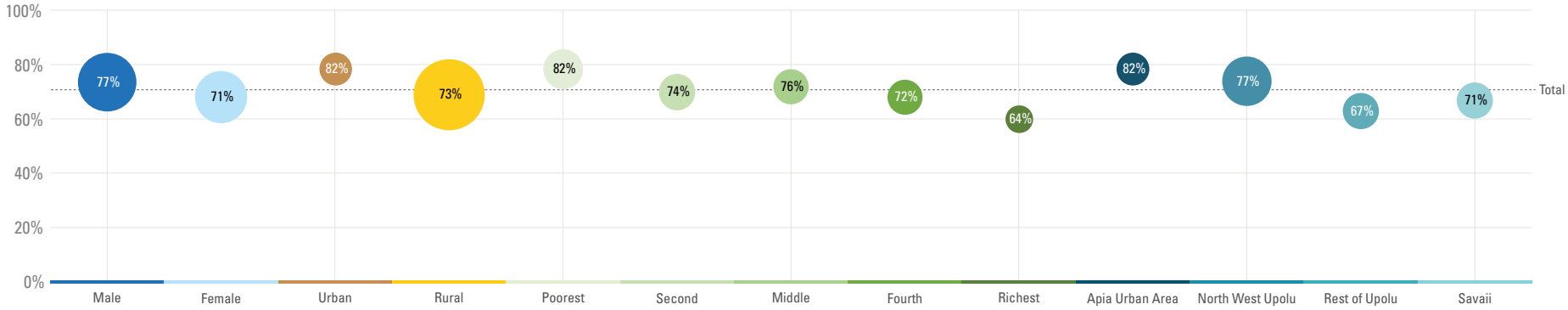


FIGURE 52 Percentage and headcount of children who are **not attending ECE**



Findings

Children not on track on ECDI:

- Among regions, the percentage for children not on track on ECDI ranges from 24 per cent in Rest of Upolu to 28 per cent in Apia Urban Area and Savaii. But the largest number of children not on track on ECDI are in North West Upolu. This means that if the most disadvantaged children have to be prioritized then regions with higher shares should be targetted while if more number of children have to be targetted then regions with higher headcount should be prioritized.

Children not attending ECCE:

- ECE attendance is not high in Samoa. Across regions, Apia Urban area has the highest share of children not attending ECE but North West Upolu has the highest number of children not attending ECE. If most disadvantaged region has to be prioritized then Apia Urban area should be targeted by policies geared towards improving ECE attendance.

Topic 6 Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetitions, dropouts and non-transitions?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level.

FIGURE 53 Percentage of non-transitioners from last grade of a level to a higher level

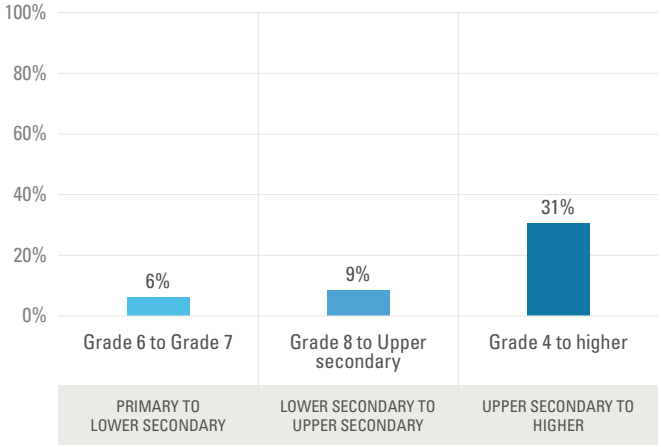


FIGURE 54 **Repetition** rate by grade

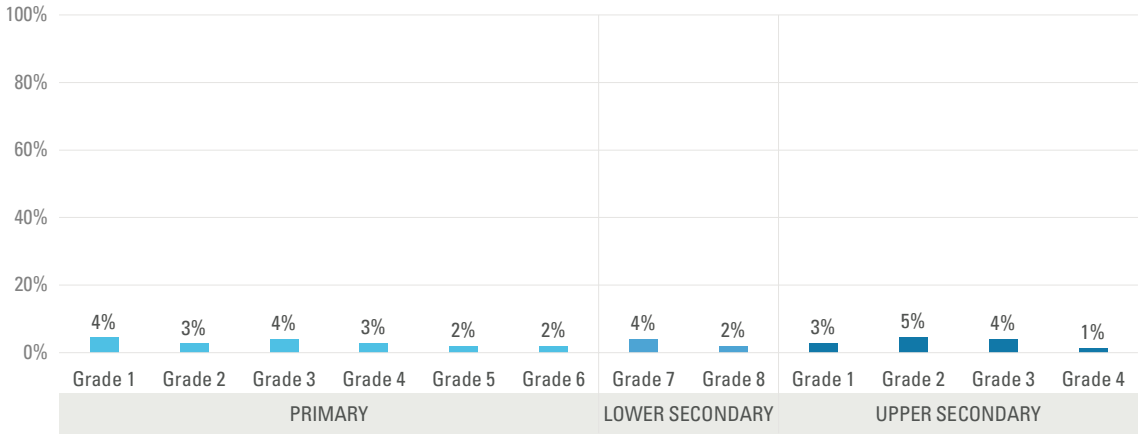


FIGURE 55 **Dropout** rate by grade

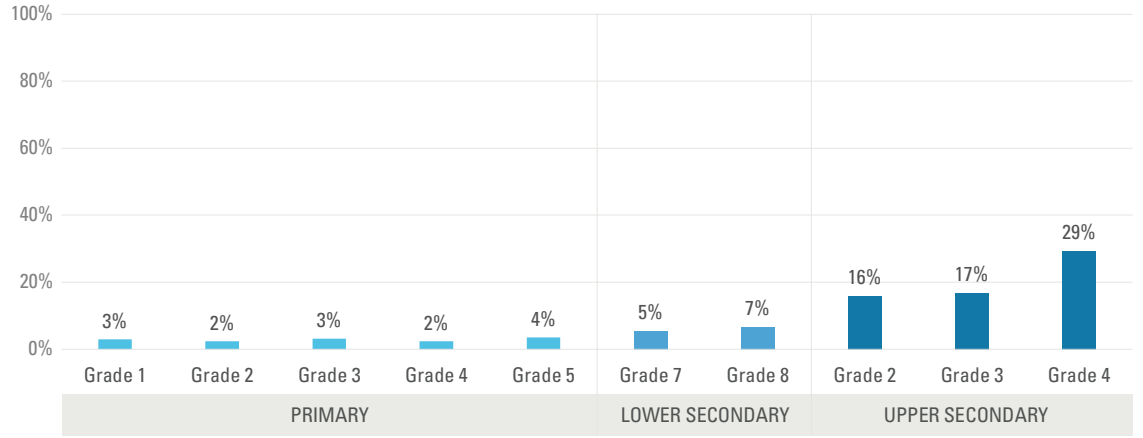


FIGURE 56 Education attendance, by **age**

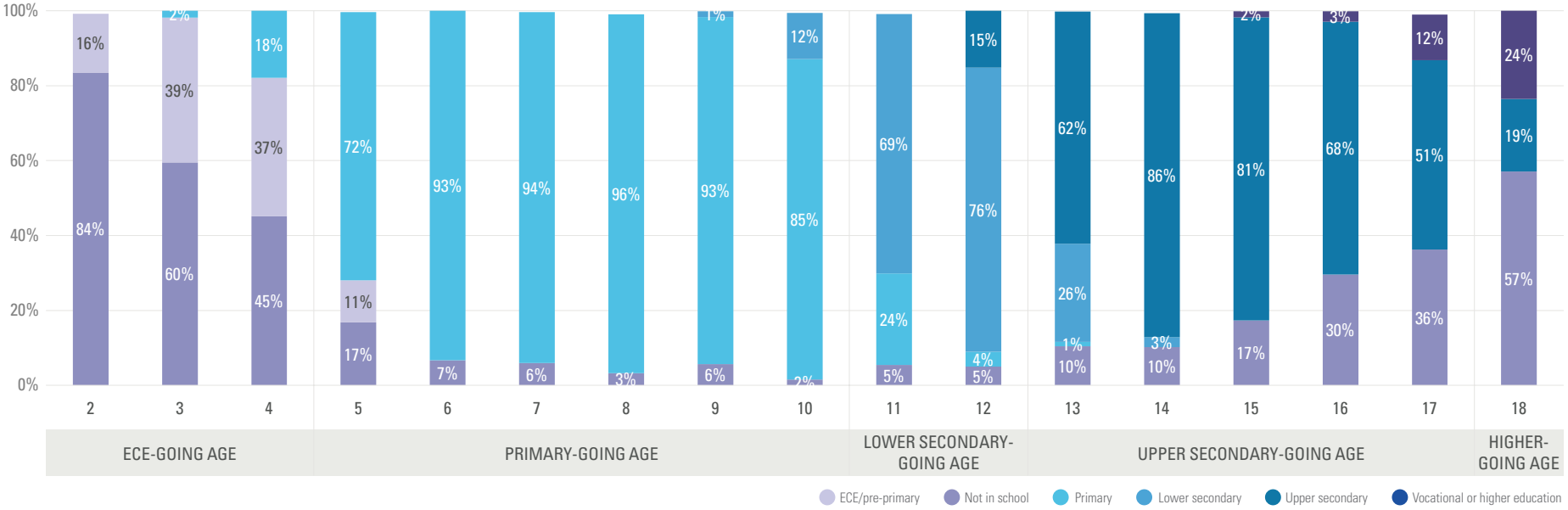
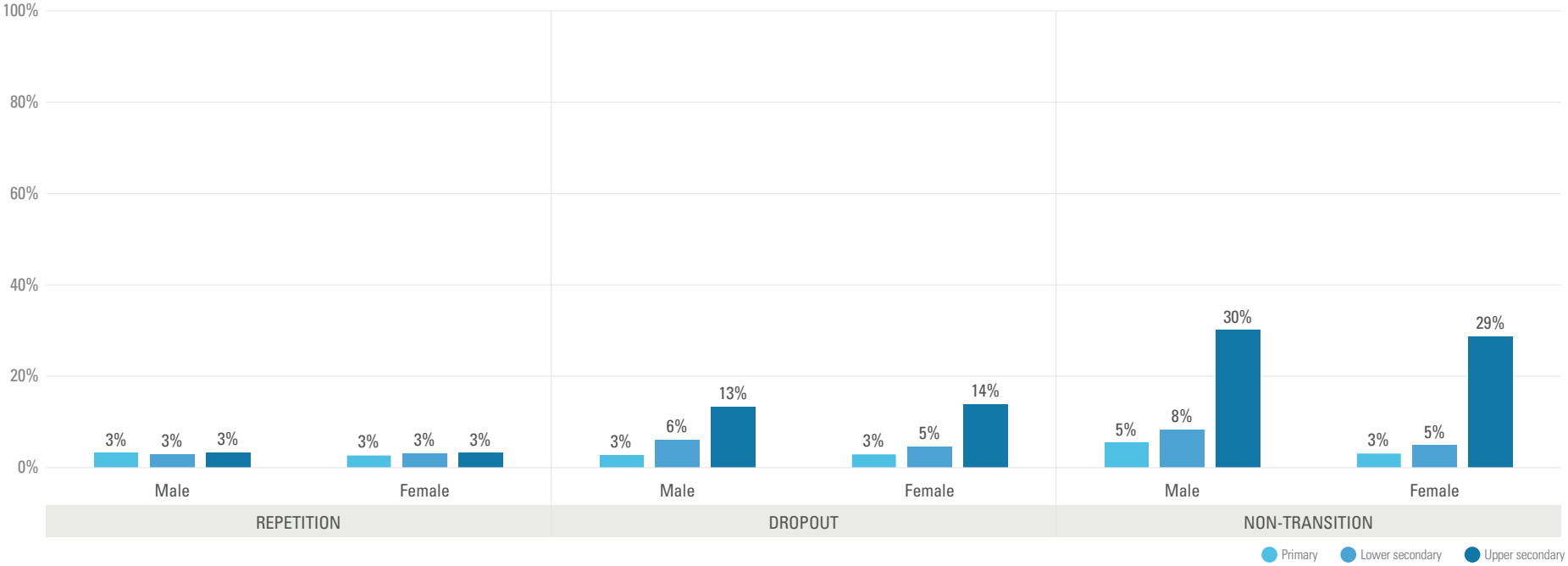


FIGURE 57 Repetition, dropout and non-transition rates by gender and level of education



Findings

- Repetition varies by grade between 1 and 5 per cent.
- In primary and lower secondary, Samoa has comparatively high repetition rates in the early grades. In upper secondary, repetition is high for grades 2 and 3 of upper secondary.
- One explanation for the high repetition rate in early primary grades could be early entry. 18 per cent of 4 year olds attend primary education even though the primary beginning age is 6.
- Dropout is low in primary but increases in lower and upper secondary.
- In primary and Lower secondary, the non-transition rate is below 10 per cent, respectively. However, in Upper secondary it is 31 per cent, meaning that most children did not continue education after attending the last grade of upper secondary.
- The age for primary in Samoa is 5 to 10 for Lower secondary it is 11 to 12 and for Upper secondary it is 13–17. Most of the 5–10 year olds are in primary but 24 per cent of 11 year olds and 4 per cent of 12 year olds are also attending primary.
- Among children of upper secondary age, out of school rate stedily increases between 13 to age 17. Moreover, 26 per cent of 13 year olds and 4 per cent of 14 year olds are reported to be in lower secondary when they are expected to be in upper secondary.
- No differences are observed by repetition rate between males and females across all levels of education. Dropout rates show small variation with males having slighlt higher dropout than females in lower secondary. However the trends is reversed in upper secondary. Among non-transitioners, across all levels of education males display higher non-transition rate.

Profile of repeaters, dropouts and non-transitioners (including primary, Lower secondary and Upper secondary levels)

These profiles are based on the percentage of children who repeat, drop out or don't transition to the next level, i.e. 3 percent of repeaters, 7 per cent of dropouts and 10 per cent of non-transitioners.

FIGURE 58 Profile of repeaters, dropouts and non-transitioners, by **sex**

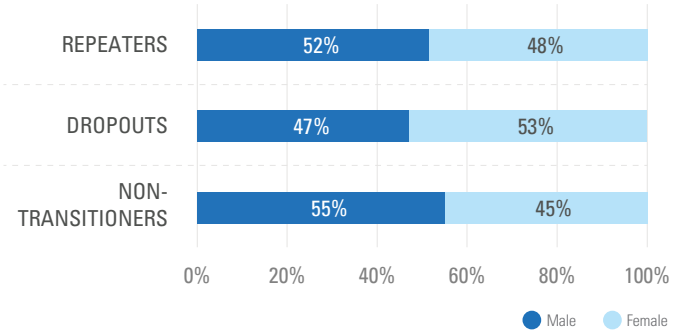


FIGURE 59 Profile of repeaters, dropouts and non-transitioners , by **area**

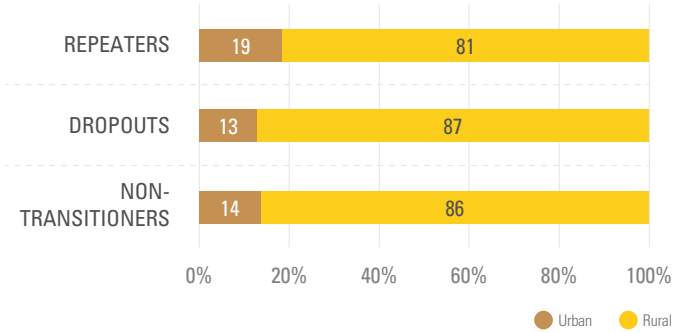


FIGURE 60 Profile of repeaters, dropouts and non-transitioners, by **wealth quintile**

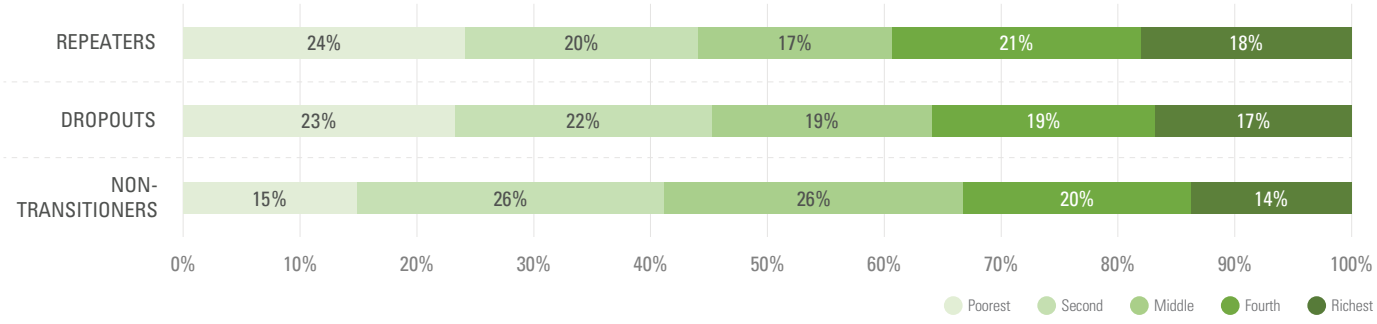
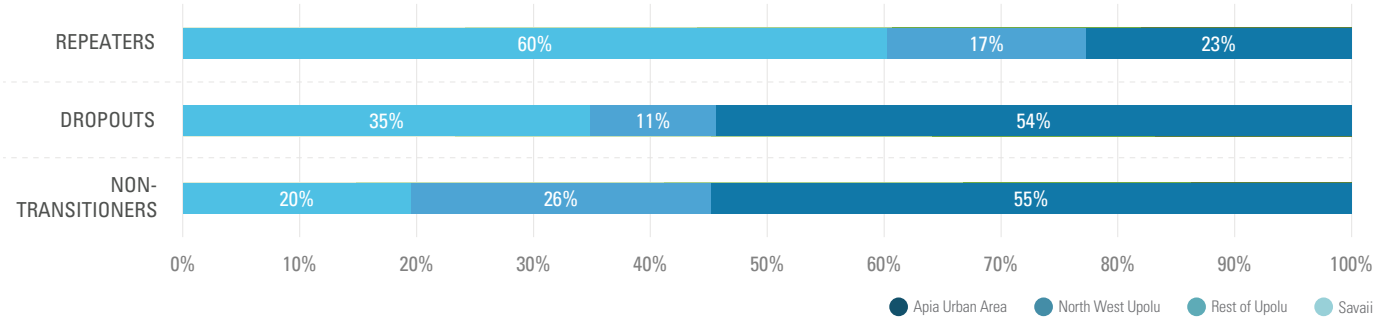


FIGURE 61 Profile of repeaters, dropouts and non-transitioners, by **level of education**



Findings

- Of the children who are repeater and non-transitioners, boys are slightly over-represented. The reverse is true for dropouts.
- Children from rural area form the majority among repeaters, dropouts and non-transitioners
- Among non-transitioners, the percentage representing children of the poorest quintile is lower than for other indicators: of all the non-transitioners 15 per cent belong to the poorest households. One explanation is that children from poorest households are less likely to reach the final grade of upper secondary, and therefore make up a smaller share of those who do not transition.
- In terms of level of education, most repeaters are repeating a grade of primary education. In fact, 60 per cent of repeaters are at the primary level whereas most dropouts are in Lower secondary and most non-transitioners are in Upper secondary. One reason for this is that most children are in school in primary, whereas in lower and Upper secondary, children drop out and non-transition more than they repeat.

TABLE 5. Repetition, dropouts and non-transitions – Percentages and headcounts, by various socio-economic characteristics

		Repetition, dropout and non-transition rates (%)			Headcount of children* (thousands)		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
Total		**3**	**7**	**10**	**1,700**	**3,000**	**11,100**
Sex	Male	4	7	11	900	1,400	5,700
	Female	3	8	9	800	1,600	5,400
Area	Urban	5	5	7	500	400	2,200
	Rural	3	8	11	1,200	2,600	8,800
Wealth quintile	Poorest	4	8	8	400	700	1,900
	Second	3	7	13	300	600	2,300
	Middle	2	7	11	200	500	2,500
	Fourth	3	7	10	300	600	2,100
	Richest	4	7	6	400	600	2,300
Region	Apia Urban Area	5	5	7	500	400	2,200
	North West Upolu	2	7	6	400	1,000	4,000
	Rest of Upolu	3	6	12	300	600	2,500
	Savaii	4	11	17	400	1,000	2,300

* Headcounts based on population data from UNSD.

Repetition, dropouts and non-transitions – Percentages and headcounts, by various socio-economic characteristics

These charts show the trade-off between percentages and population size, where the height of the bubble represents the percentage of children who are repeaters (top) and dropouts (bottom), meaning that, the higher the bubble, the larger the percentage. Population size is represented by the size of the bubble.

FIGURE 62 Percentage and headcount of **repeaters**

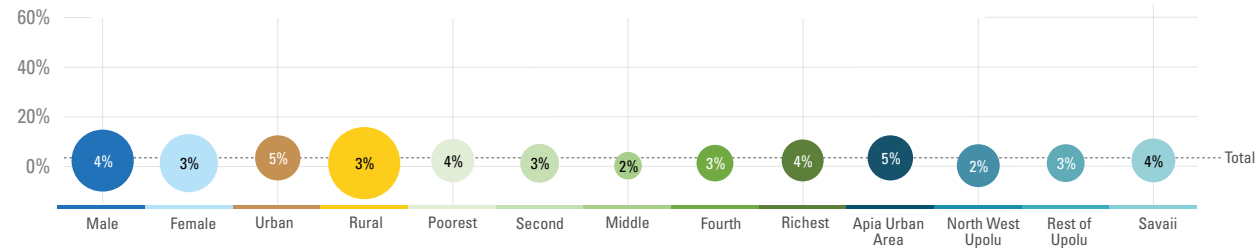


FIGURE 63 Percentage and headcount of **dropouts**

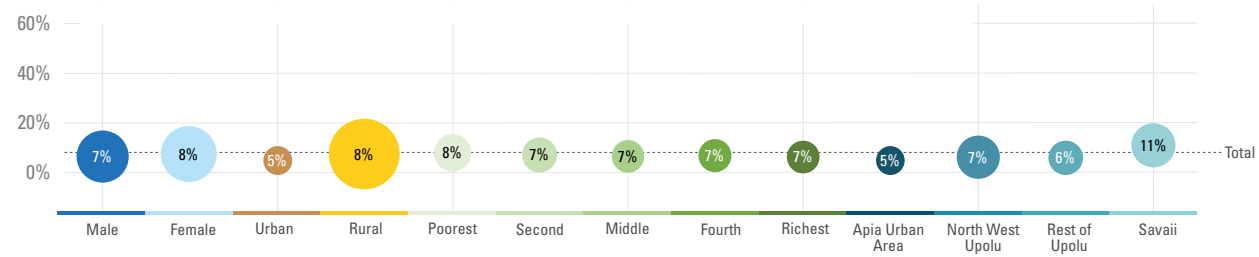
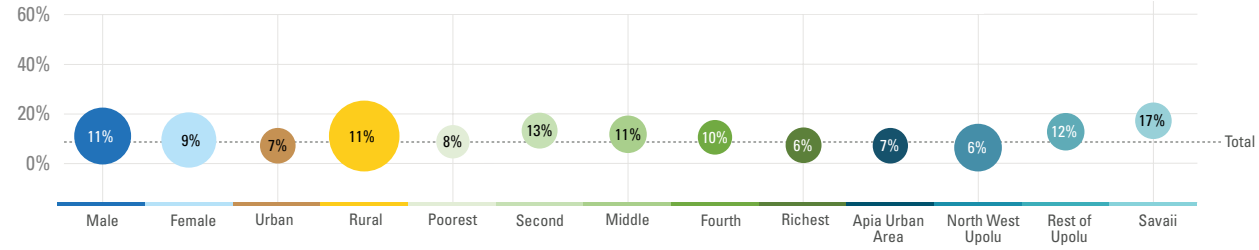


FIGURE 64 Percentage and headcount of **non-transitioners**



Findings

Repetition rate:

- The percentage of repeaters varies across groups. Repetition rates are the highest in Apia Urban Area.

Dropout rate:

- Dropout rates also vary by group. The rate is particularly high for Savaii region.

Non-transitioners:

- The percentage of non-transitioners is extremely high for children in the middle of the income quintiles (second to fourth richest) and for the rest of Upolu.

Topic 7 Disability-Inclusive Education

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.

For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

FIGURE 65 Share of children with functional difficulties

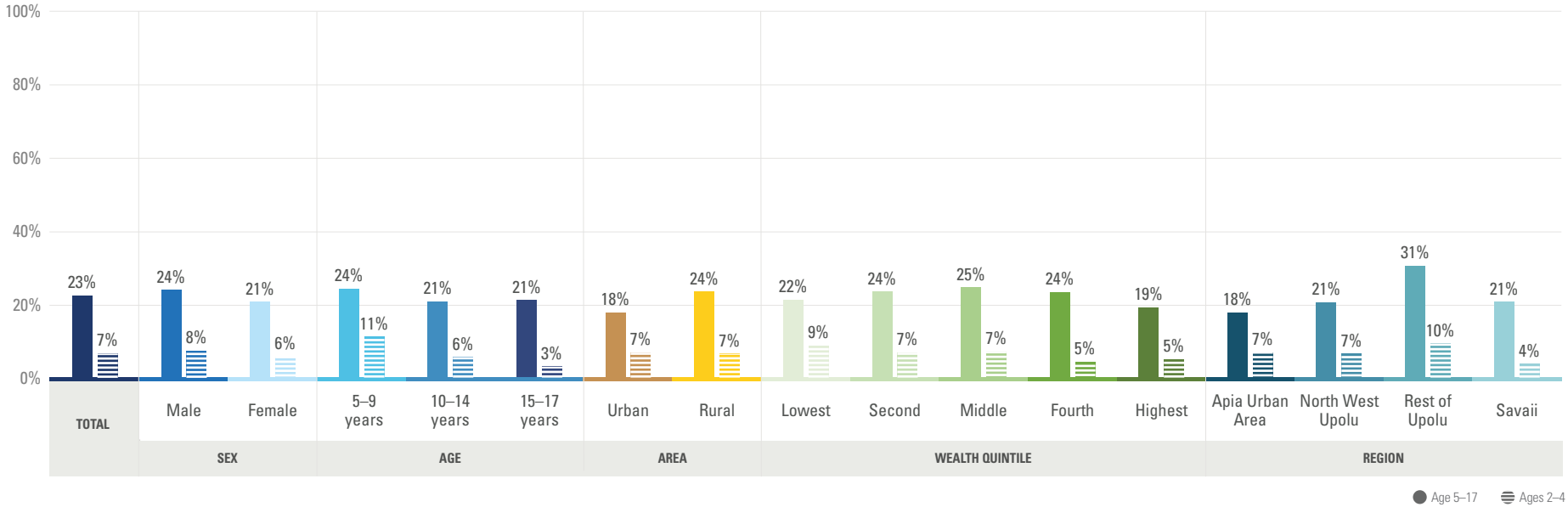


FIGURE 66 Share of children with different functional difficulties among 2 to 4 year olds

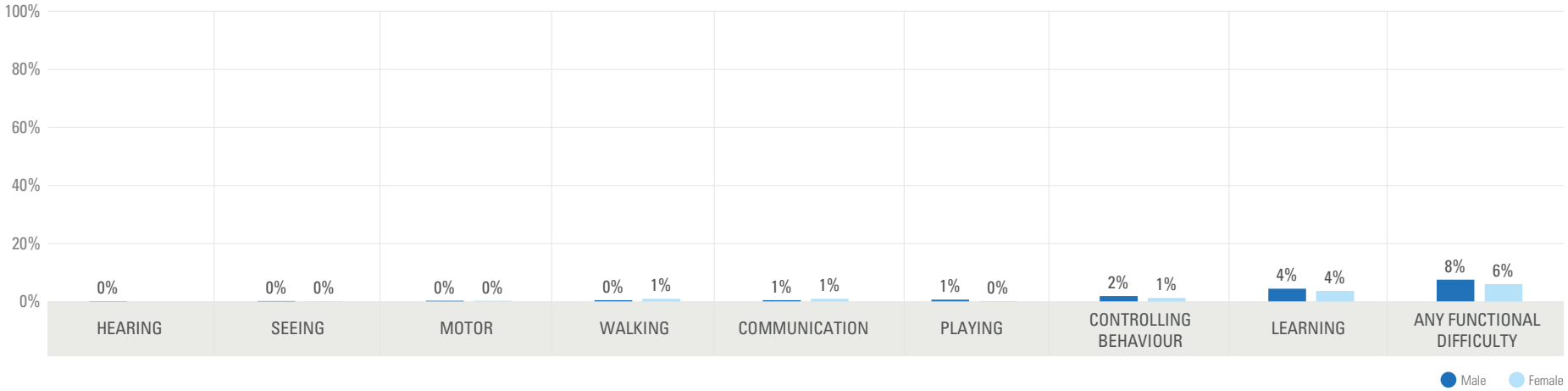
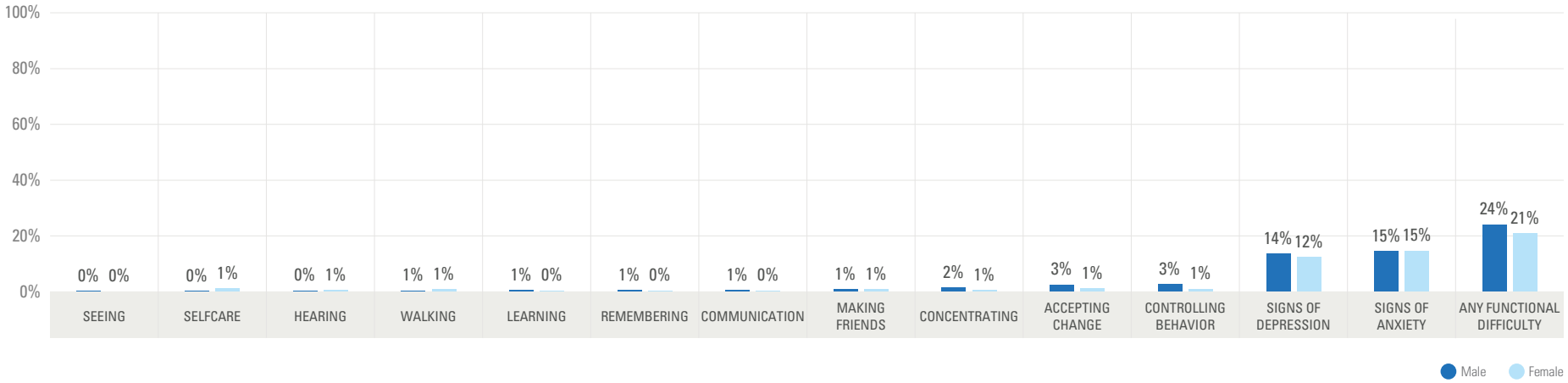


FIGURE 67 Share of children with different functional difficulties among 5 to 17 year olds



Findings

- Across the country, 23 per cent of children aged 5–17 have at least one functional difficulty.
- Among 5–17 year olds, the most common functional difficulties are associated with signs of anxiety and depression.
- Among children aged 2–4, 7 per cent of children have any functional difficulty.
- Among children aged 2–4, functional difficulties associated with controlling behavior and learning are more prevalent than other functional difficulties.

Inclusive education among 2–17 year olds

FIGURE 68 Adjusted net attendance rate

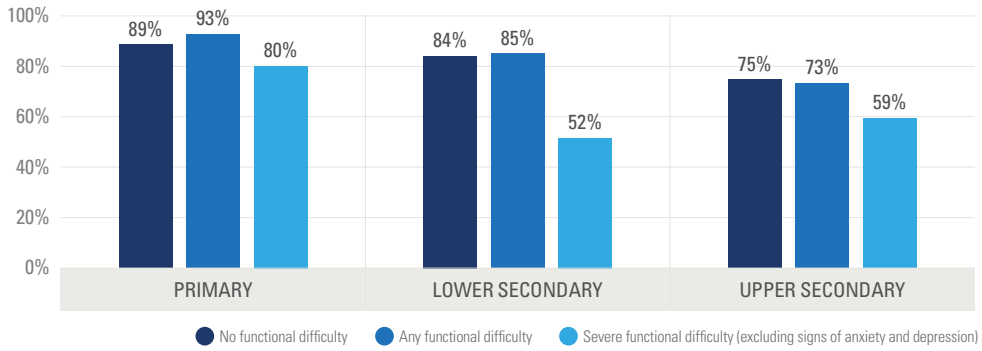


FIGURE 69 Foundational skills

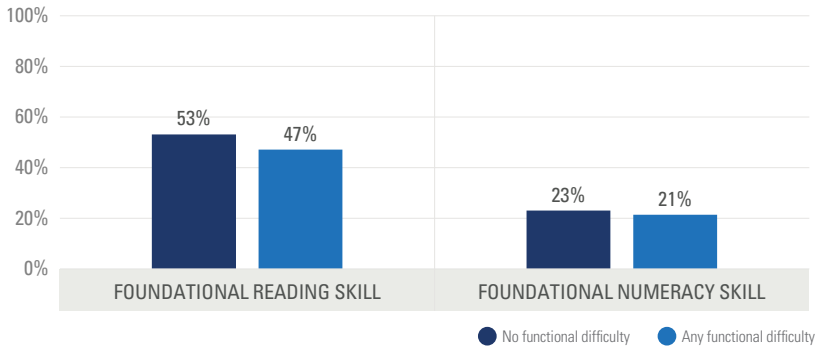


FIGURE 70 Completion rate

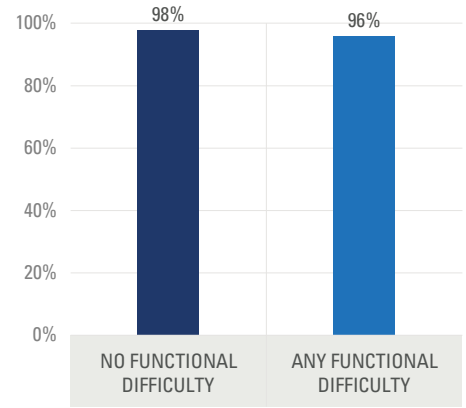
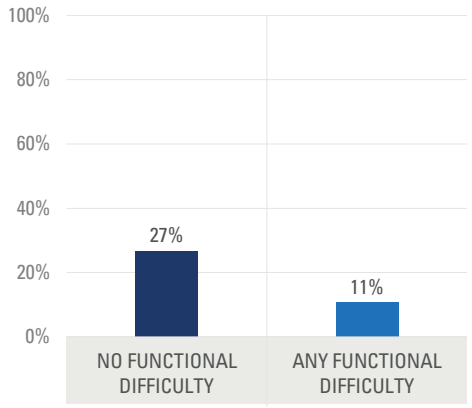


FIGURE 71 ECE attendance for children aged 3 to 4



Findings

- Children with functional difficulties are not accessing ECE at the same rate as their peers without functional difficulties.
- At the primary and lower secondary level, children with and without functional difficulty have similar ANAR. In fact, ANAR for children with functional difficulties is higher in this level. At the upper secondary level, the trend reverses.
- Children with severe functional difficulties are at a disadvantage at all level of education with their ANAR substantially lower than children with and without functional difficulty.
- Children with any functional difficulties have lower foundational skills compared to children without functional difficulties.


Ee Ii Oo Uu Ff Gg Mm Nn Pp Ss
Kk Ll
Rr Ss Tt

Topic 8 Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?

Child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of three categories: economic activities, household chores and hazardous conditions.

FIGURE 72 Percentage of 20–24 year olds with ICT skills, by **marriage status**

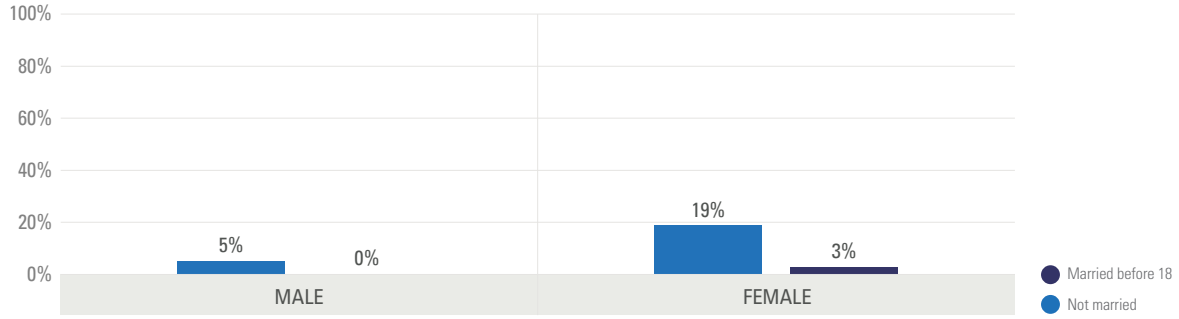
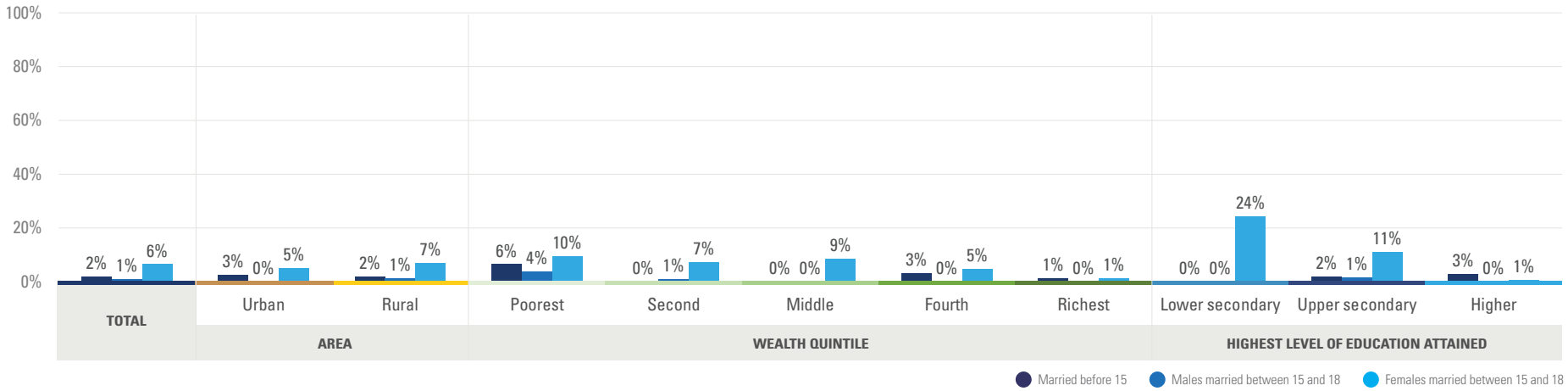


FIGURE 73 Percentage of 20–24 year olds who married early



Findings

- Prevalence of child marriage is higher for women than for men. In fact no men aged 20 to 24 reported being married before age 15 whereas 1 per cent of women did.
- Prevalence of marriage between 15 and 18 is higher for women. While only 2 per cent of men aged 20–24 were married between 15 and 18, about three times as many females were married for the same reference years.
- Education is strongly associated with early marriage. Among youth who attended higher education, no one aged 20–24 reported entering a union or marriage before 15. In stark contrast, 45 per cent of the 20–24-year-old women whose highest education was primary were married before age 15.
- For both men and women, getting married early is associated with an absence of ICT skills.

Child labour and education

FIGURE 74 Prevalence of child labour for 5–17 year olds

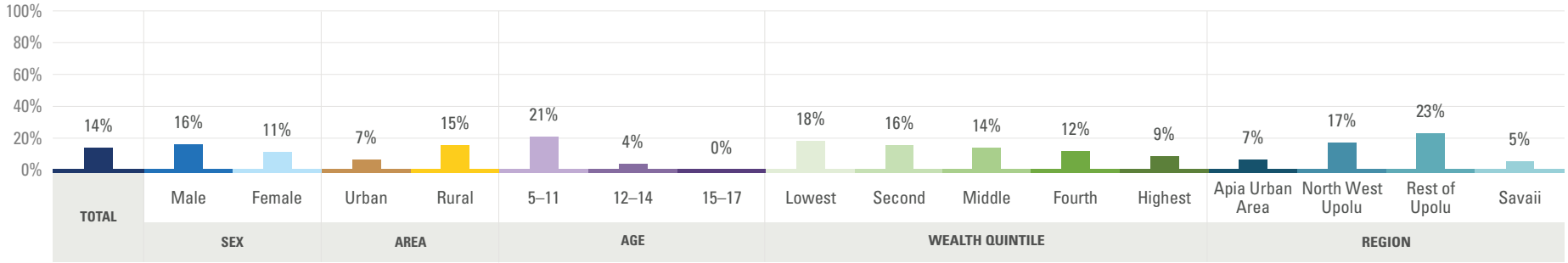
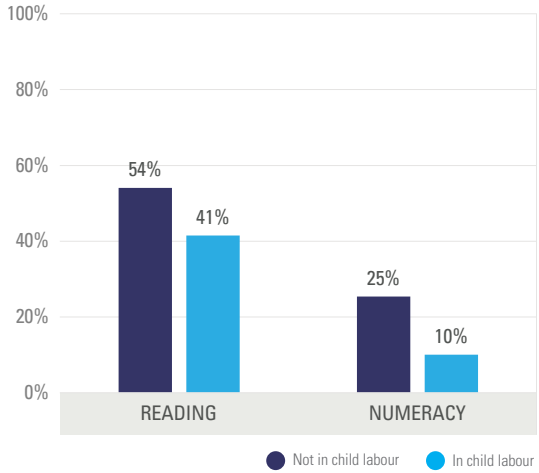


FIGURE 75 Share of children with foundational skills by **child labour status**



Findings

- About 14 per cent of children aged 5–17 years are engaged in some form of child labour. More males and rural children/adolescents are in child labour than their female and urban counterparts. Younger children from poorer backgrounds and those in North West Upolu and Rest of Upolu are more likely to be engaged in child labour.
- In foundational skills, higher share of children who are not in child labour have acquired foundational reading and numeracy skills.

Topic 9 Remote Learning

Guiding questions

1. What percentage of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Access to remote learning tools for 3–24 year olds

What are remote learning tools?

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, phone, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present. In Samoa, schools were closed for 4 weeks due to COVID19 between March 2020 and August 2020.

FIGURE 76 Percentage of students (3-24 year olds) with access to **remote learning tools**

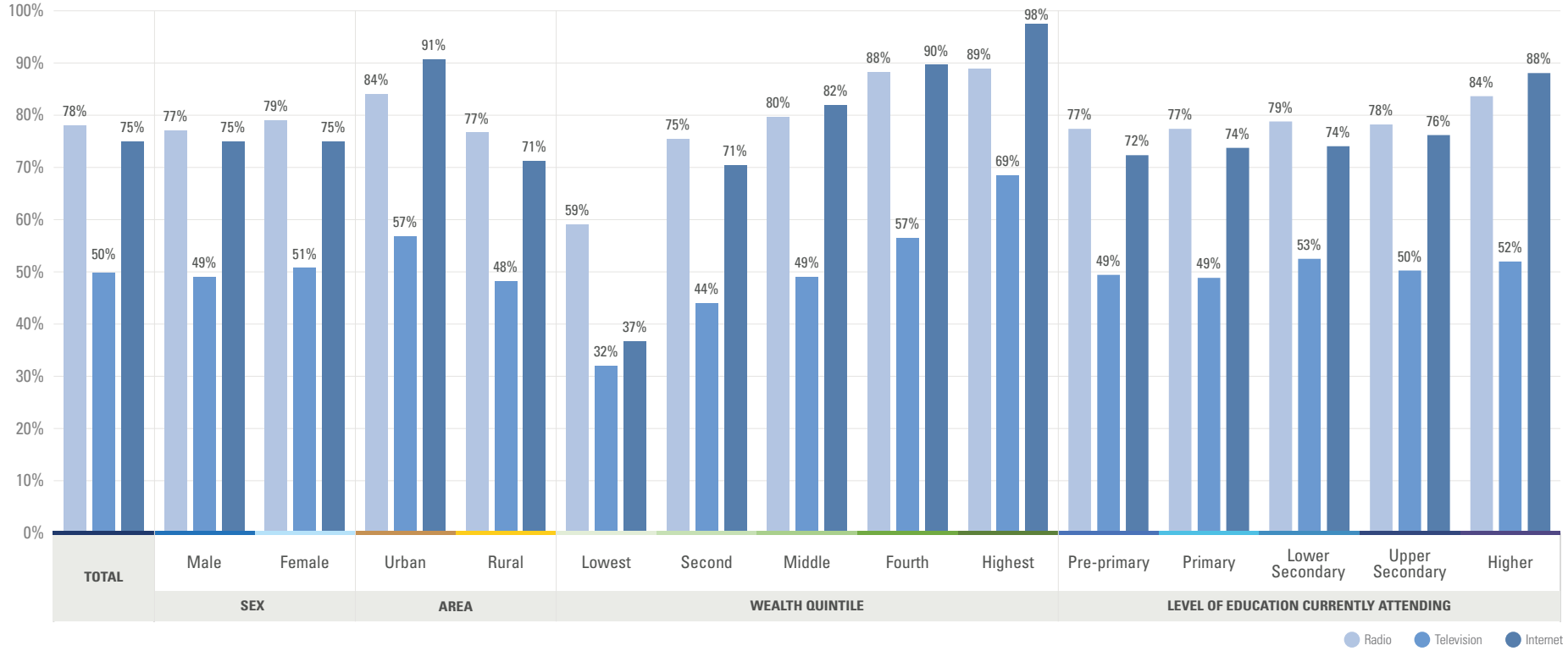


FIGURE 77 Percentage of students (3-24 year olds) with no TV, radio or internet in the household

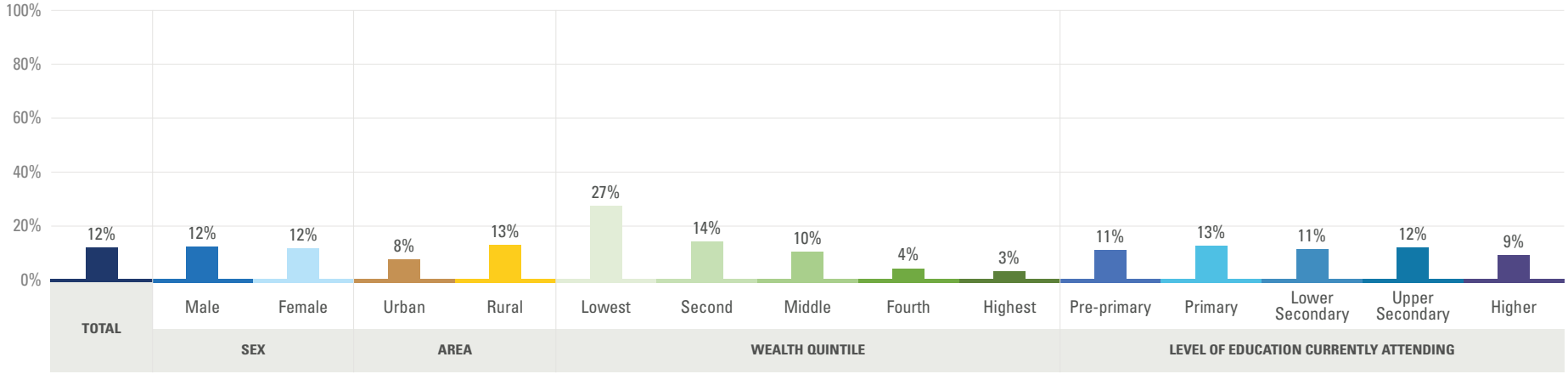
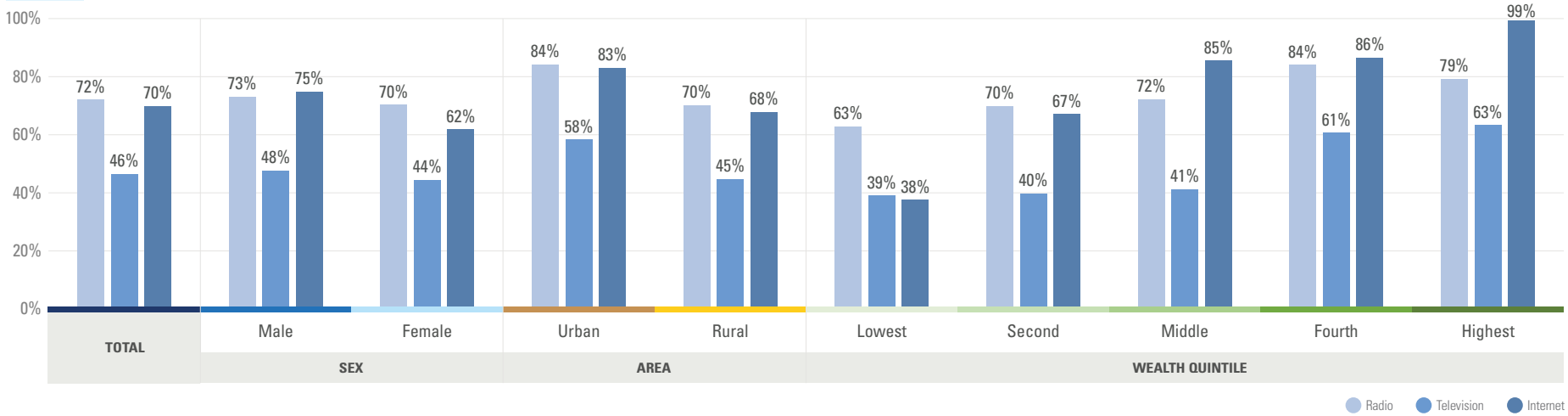


FIGURE 78 Percentage of children not attending school but with access to remote learning tools (3–17 year olds)



Findings

- Nationally, 78 per cent of children who are in school between the ages of 3 and 24 live in households with internet connectivity.
- Internet and television have a larger prevalence in households and may be better tools for remote learning to reach children: 75 per cent of children living in households have a TV.
- Data suggests that children belonging to the lowest wealth quintile have comparatively lower access to remote learning tools at home. Internet is the best tool to reach children from the poorest two quintiles
- Samoa has near universal access to electricity although some of the poorest households lack access to electricity. Remote learning technologies rely on power and children who do not have access to electricity may be at a disavantage.
- Children who are not attending any level of education may benefit from remote learning programmes during school closure. 72 per cent of children who are not attending school have internet in their household, and 70 per cent have a TV.

Learning environment at home children aged 7 to 14

FIGURE 79 Percentage of children with no child-oriented books in the household

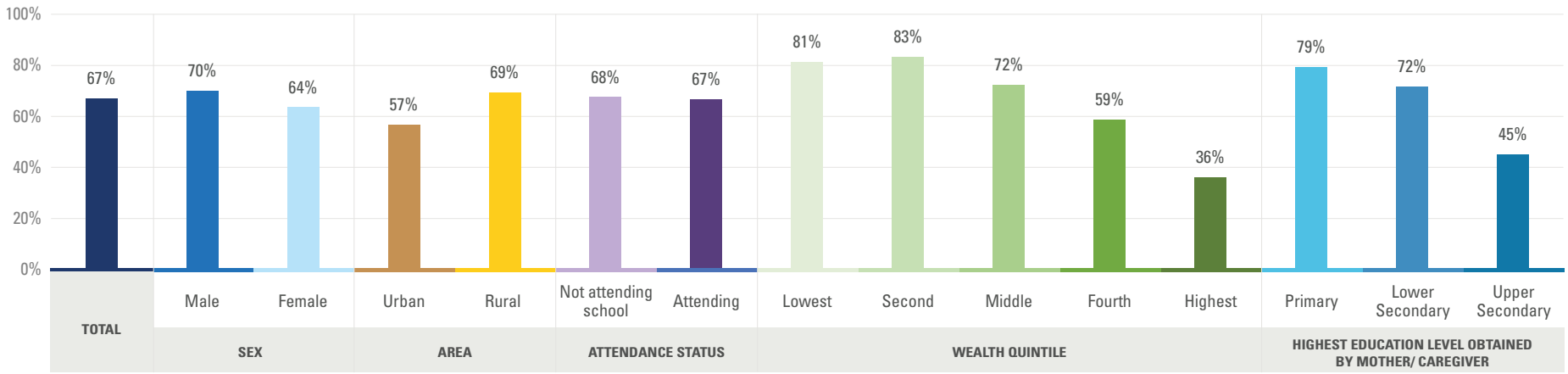
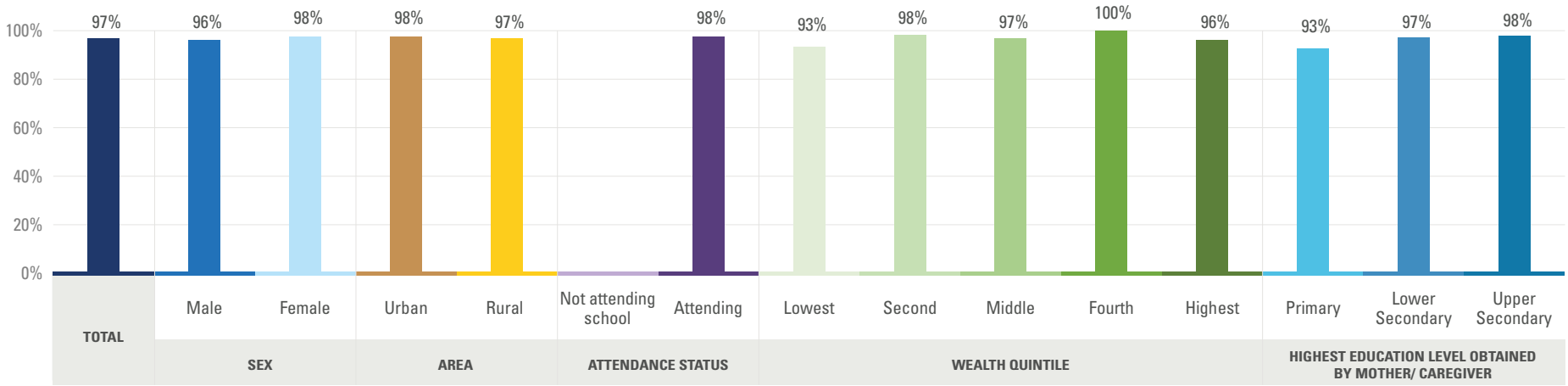


FIGURE 80 Percentage of children who receive help with homework



Findings

- 67% of children live in households where there are no child-oriented books. "Child-oriented" refers to books for children besides schoolbooks and religious texts. Children who are not attending school, those from poorest households, and those whose mothers or caregivers have only primary or no education are more likely to live in households with no books. Absence of books signals a division as to which children are able to practise reading at home using age-specific books.
- 97% of children receive help with their homework. However, gaps prevail along socio-economic lines in favour of children belonging to the richest wealth quintile and those with more educated mothers/caregivers.


Add 'ou' or 'ow'
Add 'er' or 'ar'
Add 'oa' or 'ow'
Add 'ch' or 'sh'
Tuesday 21st May, 2024
Decoding Word Sounds
Monday 20th May, 2024
Decoding Word Sounds
th
ph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MICS-EAGLE


GPE KIX
KNOWLEDGE INNOVATION EXCHANGE


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